



**QUINTILIAN**  
SCHOOL

**QUINTILIAN**  
**SCHOOL**  
**BOARD**  
**CHARTER**

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**1. SCOPE AND PURPOSE**

This Charter describes the functions and processes of the Quintilian School Board. The topics addressed within the document are:

- Board role
- Board structure
- Board member succession planning, nomination and induction
- Board code of conduct
- Board member roles
- Board meetings
- Board member protection
- Board and principal evaluation

The following appendices are also included:

- Appendix 1 School Board Member Code of Conduct
- Appendix 2 School Board Skills Matrix
- Appendix 3 School Board Nominations Letter
- Appendix 4 School Board Parent Member Nomination Form
- Appendix 5 School Board Self Assessment
- Appendix 6 School Board Chair Evaluation
- Appendix 7 Quintilian School Principal Evaluation

This Charter is required to be reviewed every 2 years - Biennial Revision - next due August 2021.

The School Board is responsible for undertaking this review.

Amendments to this version are annotated by the inclusion of a solid black line in the left margin.

Within this document:

- words denoting a gender or genders include each other gender;
- words in the singular number include the plural and words in the plural number include the singular; and
- the word parent is taken to include parents, guardians, step-parents, grandparents, extended family, babysitters and any others while involved in activities or communication related to Quintilian School.

**2. QUINTILIAN OVERVIEW**

Quintilian School is an incorporated association which was incorporated on 20 July 1976.

Quintilian School is an independent, co-educational, non-denominational school, established in 1975. The school is managed by the School Board with significant input from both parents and staff.

Quintilian School offers primary education from Pre-kindergarten to Year 6. Academic excellence and rigour is pursued, but equally, social skills, physical health and the arts are of vital importance in preparing the children for secondary schooling and their place in society. We aim to a teacher to student ratio of no more than 1:20 and this allows our teachers to know, understand and cater for the needs of each child.

### 3. THE QUINTILIAN ETHOS

Quintilian is a community school where there is a direct partnership between the parents and teachers in the education of the children.

At Quintilian we believe that children are individuals who require an approach that is child-centred and caters for a range of learning styles.

A warm, caring environment is created where each child is valued and each child is known as an individual.

The relationship between the teacher and the student is seen as vital if learning is to be maximised.

The inherent desire to learn is fostered in the school so that all children feel that they can be successful and learning can be fun and exciting.

A holistic view of education underpins the schools approach and we want to develop a child in the areas of academics, creativity, social skills, community responsibility, health and fitness. Real life experiences enhance the learning process and children need to go out and view the real world as much as possible.

The development of self-discipline is valued over imposed discipline. The school has a philosophical expectation that children will behave appropriately, but will respond if this is not the case.

Quintilian recognises and celebrates each child's successes and avoids directly comparing one child with another.

The school does not espouse a specific religious belief or faith, but encourages children to seek information to enable them to form their own judgement.

### 4. THE BOARD

The Board is elected pursuant to the School's Constitution. The Principal, Bursar and an elected staff member are *ex officio* members of the Board.

### 5. THE ROLE OF THE BOARD

The primary duty of the Board is to oversee the governance of the school and ensure that the School's fundamental principles, embodied in its Key Values and Ethos are carried out and implemented.

Under the Constitution, the Board of the School has the ultimate responsibility for all matters relating to the School.

The Board is responsible for and determines all matters relating to policy and practice. It has overall responsibility to ensure that the School is well-managed and that its operations are successful. It must do all things necessary to ensure that the School meets its objectives as set out in the Constitution.

The Board is responsible for the appointment of the Principal. The Principal is responsible for the daily operation and management of the School in accordance with the strategic goals set by the Board and in accordance with the regulations laid down by the Department of Education.

Without limiting the generality of the Board's role, its principal functions in relation to the School are to:

- Involve the School community in the governance of the School.
- Set the broad direction and vision of the School.
- Undertake strategic planning for the School.
- Determine policies for the School.
- Determine the application of the total financial resources available to the School including the regular review of the budget.
- Determine and implement all expenditure on capital projects.
- Report to the School community on:
  - the strategic plan;
  - the finances of the School;
  - operational plans; and
  - the Board's operations.
- Keep proper accounts of the income and expenditure of the School and present the financial statements at the Annual General Meeting.
- Commission the auditor appointed by the Members to audit the financial statements of the School prior to presentation to the Annual General Meeting.
- Be responsible for the employment, performance management, discipline and dismissal of the Principal.
- Oversee the proper care and maintenance of any property owned by the School.
- Perform such functions as necessary to establish and conduct, or arrange for the conduct of facilities and services to enhance the education, development, care, safety, health or welfare of children and students.
- Raise money for School related purposes.
- Exercise all functions and duties in accordance with legislation, including the School Education Act 1999, administrative instructions and the School's Constitution.
- Maintain a satisfactory standard of education for the children and account for the quality of educational programs of the school.
- Be responsible for the regular and ongoing risk assessment of the level of care provided in the school in terms of student safety, welfare and wellbeing.
- Ensure the development and implementation of effective processes to plan, monitor and achieve improvements in student learning.
- Ensure and oversee risk management of the school and its operation.
- Establish and oversee the powers and functions of Board sub-committees such as the Finance, Strategic Planning, Events, Marketing, Governance and any other sub-committees established.

**6. THE BOARD STRUCTURE**

**6.1. Board Size**

As documented in the Constitution.

**6.2. Skills and Experience**

There are no specific skill or experience requirements for Board members.

A diverse range of experiences among the elected Board members is potentially beneficial.

Under the Constitution further Board members may be co-opted from within the parent body or from the wider community, thereby providing the option to bolster skills and/or experience in a particular area or more generally.

In the case of a particular initiative or project, parents with a specific skill set may be invited to join a sub-committee created for that specific purpose.

The Skill's Matrix in Appendix 2 is undertaken in order to target specific skills in Board nominees.

**6.3. Term of Office**

As documented in the Constitution.

**6.4. Casual Vacancies**

As documented in the Constitution.

**7. BOARD MEMBER SUCCESSION PLANNING, NOMINATION AND INDUCTION**

As part of the cyclic process of our School Board, parent Board memberships become available due to the end of tenure. This will occur at the Quintilian School AGM held in Term 1 of each year.

One of the roles of the Board is to continually ensure that it has the right set of skills, talents and attributes represented by its governing body members.

The Board Succession Plan detailed here provides guidance on identifying and sourcing potential governing body members who can fulfil key requirements. To do this successfully, it is important to identify the skills, talents and attributes required by the Board. Mid-term of each year the Board will review its current and required skill sets by use of the Skills Matrix in Appendix 2 to this Charter.

This will enable the Board to develop an inventory of current members' skills, talents and attributes and match them against the requirements of the School Board. The matrix will then be used by the Board to determine the best possible membership for the Board.

Succession planning is the responsibility of the Board but will be specifically overseen by the Board Chair and the Governance Sub-Committee. This committee would be responsible for:

- developing a continuous list of eligible candidates;
- issuing the Call for Nominations as shown in Appendix 3 of this Charter to all parents no less than 4 months prior to the AGM;
- meeting with and interviewing potential candidates;

- developing a report for the Board which identifies those candidates who best fulfil the skills required by the Board;
- notifying candidates of their success or otherwise in obtaining Board nomination;
- developing the notice to members on the successful candidates for Board nomination at least 3 weeks prior to the AGM;
- ensuring each new governing body member receives induction and training.

Successful Board member nominations will be determined by a decision of the full Board as per the voting requirements of the Constitution. Those candidates will be drawn from members who have submitted a nomination form. Any members seeking Board nomination must attend a specifically held Board meeting for the purpose of information and discussion on Board nomination and at least one (1) sub-committee meeting prior to having their nomination considered.

Prior to the end of Term 4 nominations for the School Board will be confirmed. Information pertaining to successful nominees will be forwarded to the members prior to the AGM. If there are more confirmed nominations than there are vacancies on the School Board, a ballot will be conducted at the AGM as per the Constitution.

New Board members will receive this document and will be provided with access to the Constitution.

In addition to this, new Board members will be provided with the following documents:

- the minutes of the three (3) most recent Board meetings along with any other reports and documents tabled at those meetings;
- the Budget for the current year; and
- a copy of all policies relating to the operation of the Board and the governance of the school.

Board members and in particular new Board members are encouraged to attend the AISWA Briefing The Board Conference which provides exposure to a broad range of information relating to governance in the independent education sector.

New Board members need to complete a Working With Children’s Check (WWCC) and keep this valid for their tenure and also a Police Check. Both documents will need to be submitted to the school prior to 30<sup>th</sup> April in the year in which their tenure commences and as required thereafter and forms part of the confirmation as a School Board member.

All members will also be required to sign and abide by the School Board Code of Conduct and a Deed of Indemnity and Liability which also further details Board member responsibilities, confidentiality requirements and also the insurance provided by the School as mandated by law. These will need to be signed prior to a member’s first meeting and then annually and form part of the confirmation as a School Board member.

## 8. THE BOARD MEMBERS CODE OF CONDUCT

Board Members are expected to comply with the spirit, as well as the letter, of the law and with the principles of this Charter.

Board Members will ensure that in fulfilling their duties they:

- act for the benefit of the School;
- act with skill, care and diligence;
- demonstrate commercial reasonableness in their decisions;

- discharge their duties in good faith and honestly;
- do not allow personal interests to conflict with those of the School;
- do not allow the interests of their associates to conflict with those of the School;
- do not engage in conduct likely to discredit the School;
- do not make improper use of information gained as a Board member;
- fulfil their fiduciary duty to the School;
- give of their expertise generously to the School; and
- make appropriate enquiries to ensure the School is operating efficiently and legally to achieve its goals.

Board Members are to be fit and proper persons to operate and govern the School. In this regards, the following points should be included in any considerations. Board members or prospective Board Members should:

- be of good character - consideration must be given to previous convictions and/or removal from a professional register;
- be capable of performing tasks intrinsic to their role by reason of their health.
- demonstrate the attributes of diligence, honesty, integrity and good judgement;
- have an exemplary record of financial management, noting that a person who has been bankrupt may not be suitable for the role;
- not have been convicted of, or charged with, an offence, including an offence in relation to children, dishonesty or violence;
- not have engaged in a deliberate pattern of immoral or unethical behaviour.

Upon confirmation of their position on the School Board all Board members will sign the School Board Code of Conduct and by doing so indicate their agreement to abide by its content. A copy of the Code of Conduct appears in Appendix 1 to this Charter. Individual copies will be made available to all members for signing after which they will be recorded by the Principal on the school record and a copy sent to each member.

## 9. BOARD MEMBER ROLES

### 9.1. The Role of the Chair

The responsibilities of the Board Chair are as follows:

- take the chair at Board meetings;
- lead the Board to effective decision-making as a team;
- lead the Board in setting strategic direction;
- ensure the culture of the organisation is ethically sound, responsive, innovative, and adaptive to its environment;
- ensure that all policies relating to the operation of the Board and the governance of the School are adhered to;
- take the lead in succession planning for the Board;
- communicate regularly with the Principal;
- communicate regularly with the School community on behalf of the Board, usually via the School Newsletter;
- take the lead in the Board's role of recruiting and evaluating the principal; and
- be responsible for the audit and approval of financial statements as required under law.



### 9.2. The Role of the Deputy Chair

The responsibilities of the Board Deputy Chair are as follows:

- take the chair at Board meetings where the Board Chair is not in attendance;
- support the Chair in fulfilling the responsibilities of the Board Chair role.

### 9.3. The Role of the Secretary

The responsibilities of the Board Secretary are as follows:

- liaise with the Chair and other Board members to set the agenda for Board meetings;
- assemble and distribute all necessary Board papers to Board members in advance of the meeting;
- ensure meeting discussions are appropriately documented in the meeting minutes, with resolutions and action items accurately recorded; and
- ensure distribution of minutes in good time .

### 9.4. The Role of the Principal

The Principal is appointed by the Board.

The responsibilities of the Principal with respect to the Board are as follows:

- communicate regularly with the Board Chair;
- the provision of a Principal's Report to each Board meeting; and
- bring to the attention of the Board any matters or issues that have or have the potential to disrupt the normal operation or good name of the School.

### 9.5. The Role of the Bursar

The responsibilities of the Bursar with respect to the Board are as follows:

- chair or be a member of the Finance sub-committee;
- provide monthly financial reporting to the Finance sub-committee and the Board;
- bring to the attention of the Finance sub-committee and the Board any significant deviations from the agreed budget at the earliest opportunity;
- undertake debtor management for the School; and
- prepare the budget for the following financial year by the end of the third quarter each year, having collected input from the Board on the direction being set with respect to annual fee increases, capital and operational expenditure.

### 9.6. The Role of the Staff Representative

The role of the Staff Representative with respect to the Board is as follows:

- to act as a conduit between the staff (teachers, educational assistances and administration staff) and the Board;
- to bring issues, concerns and priorities raised with the Staff Representative by staff members, to the Board; and
- to provide informal feedback on Board discussions and deliberations to the staff, where those discussions are not of a confidential nature.

### 9.7. Board Member Responsibility

Members shall acknowledge the responsibility which their membership of the School Board demands by:

- Thinking always in terms of the children of Quintilian School first including the provision of quality educational programs and level of care regardless of ability, race, creed, sex, or social standing.
- Understanding that the basic function of the School Board is policy making and not administration and by accepting the responsibility of learning to discriminate between the two functions.
- Fostering positive relationships with all stakeholders of the School.
- Ensuring legal compliance by the School.
- Accepting that their membership places special constraints on them as a member of the School community. Members must exercise caution in conversations with others regarding School affairs, being ready to listen to opinions but not to offer them unless they are in line with resolved Board opinions. Members may not engage in gossip, lobbying or other activities that could be seen as indicating a different view to that of the Board or Principal.
- In collaboration with the Principal, accept responsibility for preparing a clear statement of the School's objectives.
- Attempting to appraise fairly the present and future educational needs of the School community.
- Agreeing to establish sub-committees and ensure that they are actively involved in the appropriate committee assignments.
- Refusing to play politics in the traditional partisan or in any petty sense.
- Accepting the responsibility of becoming well-informed concerning the duties of a School Board member, and the proper function of the School.
- Accepting that upon the cessation of their term as a Board member the code of ethics and conduct detailed herein continues to apply to all information to which they were privy to as a School Board member.

## 10. BOARD MEETINGS

### 10.1. Meeting Agendas and Board Papers

Board meetings are essential in ensuring good governance for the School. The Board meeting is the main opportunity for Board Members to:

- obtain and exchange information with the Principal, Bursar and Staff Representative;
- obtain and exchange information relating to the Sub-Committees;
- obtain and exchange information with each other; and
- make decisions and agree actions.

The agenda is important as it shapes the information flow and subsequent discussion. All Board members should be invited to request agenda items, which the Secretary compiles and distributes ahead of the meeting.

Board papers should be presented to the Board Members in good time and contain all relevant information in an easy to read and understandable format to enable the Board to make informed decisions.

**10.2. Board Process**

Board Members will act in a manner to enable the conduct of meetings to be informed, productive and result-oriented. To this end they will:

- accord other Board Members and their views respect;
- act in a business-like manner;
- minimise chatter and irrelevant remarks;
- refrain from interruption or interjection; and
- use good judgment, common sense and tact when discussing issues.

The preference is to make decisions through consensus. However, where the Chair believes that due process and adequate time has been afforded to all members and no decision has been reached, a vote may be taken. A simple majority vote will enable a final decision. The Chair shall have a deliberate vote but not a casting vote.

**10.3. Board Meetings, Frequency and Time**

Under the Constitution the Board is required to meet at least eight (8) times per year. Board meeting dates are typically agreed at the first meeting following the AGM.

In so far as possible, all meetings should be physical meetings. It may, however, be necessary to meet via phone hook-up or pass resolutions by circular resolution.

Meetings will generally take place at the school, in the evening, and normally run for two to three hours.

**10.4. Board Reports**

If any of the sub-committees have met since the last Board meeting, the minutes of such committee meetings should be attached to the Board papers for noting by the Board. If there are any matters or recommendations which such committee wishes the Board to consider these should be contained in a report for consideration by the Board.

**10.5. Board Minutes**

Minutes should be circulated in good time before the Board meeting for consideration by the Board members and must be approved at the following Board meeting.

**11. BOARD MEMBER PROTECTION**

Board members are protected against the specific risks associated with being a Board Member as detailed below.

The School will:

- following the AGM each year, execute a Deed of Access, Indemnity and Insurance in favour of the current Board members (excluding the Board members who are employees of the School);
- indemnify the Board members to the full extent permitted by law and, in particular, subject to the Corporations Act; and
- maintain Directors' and Officers' Liability Insurance and provide each Board member with a copy of the policy on request.

## 12. ACCESS TO BOARD PAPERS

As a general rule, a Board Member is entitled to information relevant to the School. The complete set of Board papers of the School is held on the School computer servers for a period of at least seven years.

## 13. SPECIALIST ADVICE IN RELATION TO A DISPUTE

This sub-section relates to the scenario where a current or former Board member becomes involved in a dispute relating to their conduct or actions whilst performing their Board member duties.

Under these circumstances the School will reimburse a Board member for the cost of obtaining independent specialist advice which the Board member obtains relating to their duties and obligations as a Board member on the following basis:

- The School has not already received specialist advice on the point on which the Board member wishes to seek advice or has not made such advice available to the Board member or advised the Board member accordingly;
- The Board member first obtains the Chair's approval to seek such advice or, failing receipt of the Chair's approval, the approval of the Board.

## 14. BOARD AND PRINCIPAL EVALUATION

It is the School's policy to foster the development of each Board Member and the Board as a whole and support professional development of Board members.

Each year the Board will conduct an evaluation of its performance with a view to providing best practice governance and delivering the performance of an effective Board. The review should be conducted in the month of October and the findings tabled at the first Board meeting following the review. Refer to Appendix 5 of this Charter.

The Board will also conduct an evaluation of the School Board Chair's performance with a view to providing best practice governance and delivering the performance of an effective Board. The review should be conducted in the month of October in conjunction with the Board evaluation and the findings tabled at the first Board meeting following the review. This review is to be undertaken by all members of the Board and overseen by the Chair of the Governance Committee. If that person is the Board Chair this shall be the role of the Deputy Chair. Refer to Appendix 6 of this Charter.

It is also the School's policy to measure the Principal's performance against desired outcomes and actions aligned with the overall School Strategic Plan. The template used should be consistent with the recommendations of AISWA with outcomes agreed between the Principal and the evaluation sub-committee. The Principal evaluation is to be undertaken by a small sub-committee made up of the Chair and one other Board member. The Member, other than the Chair should be a person who was not elected in the same year as the Chair, if possible, to provide continuity from one year to the next. In undertaking the Principal's Evaluation, the Chair is to speak with the QLT and School Board Staff Representative in order to better determine the answers to specific questions relating to school operation and staff. The first set of comments in the Principal's Evaluation are to be completed by all School Board members. Refer to Appendix 7 of this Charter.

The Board shall enter into record all three evaluations and any actions resulting shall be minuted in the Board minutes for ongoing review.

**APPENDIX 1 - SCHOOL BOARD CODE OF ETHICS AND CONDUCT**

**PREFACE**

At Quintilian School, we aim to provide an open, welcoming, inclusive and safe environment for all.

When it comes to developing an ethical organisation, it is the School Board and its members who set the tone – not only will the Quintilian School Board play a leading role in formulating policies, guidelines and the code of ethics, it will be expected to adhere to these to the letter. There is little chance of a Code of Conduct and Ethics being embraced elsewhere in our School if it is not taken seriously by the Board.

Ethics are the guiding principles that provide a group's moral compass; they guide behaviour, inform decisions and provide standards of right and wrong. In essence, "ethics" is basically concerned with what it means to be a "good" person, and by extension a good board and a good community group.

Furthermore, a code of conduct and ethics provides an irreplaceable opportunity for our school to create a positive public identity. Ensuring we are identified as a school with high ethical standards which will lead to an increased level of community confidence and trust among our stakeholders.

**INTRODUCTION**

This Board Code of Conduct and Ethics outlines the way in which our community requires all Board members to conduct themselves when participating in school activities and communicating with members of our school community (including students, school staff, other parents and visitors to our School).

**RESPONSIBILITIES FOR IMPLEMENTING THE CODE OF CONDUCT**

The School Board is responsible for endorsing this Code of Conduct, maintaining its currency, relevance and is the body to which any appeal against sanctions applied for breaches of the Code are to be directed.

The Board Chair is responsible for implementing this policy and for ensuring all Board Members are aware of this policy.

**WHO HAS TO COMPLY WITH THIS CODE OF CONDUCT**

This code applies to all Board Members. For convenience, the term '*members*' will be used throughout the document.

**OTHER POLICES AND DOCUMENTS THAT APPLY TO MEMBER CONDUCT**

- Quintilian School Constitution
- Quintilian School Board Charter
- Complaints Policy
- Child Protection Policy
- Parent Code of Conduct
- Student Behaviour Policy

**OTHER LEGISLATION THAT MAY APPLY TO MEMBER CONDUCT**

- Education Act
- Education Legislation
- Working with Children Act
- Privacy Act

**GENERAL PRINCIPLES THAT WILL ALWAYS APPLY**

**Ethical Conduct:** Members will act in the best interests of the School, its students, their families and staff members.

**Respect:** We value our diverse community and respect the rights, religious beliefs and practices of individuals and their families. We respect points of view that are different from our own and all members must refrain from actions and behaviour that constitutes harassment, discrimination or vilification in any form.

**Communication:** Members will use courteous and acceptable written and spoken language in all communications (including all forms of social media) with students, staff, other parents and members of the school community. No profane, insulting, harassing, aggressive or otherwise offensive language may be used. No member shall engage in malicious or judgemental gossip.

The following attributes are expected of all members in their actions relating to Board matters and the school community:

- Trustworthiness (honesty, integrity, promise-keeping, loyalty)
- Respect (autonomy, privacy, dignity, courtesy, tolerance, acceptance)
- Responsibility (accountability, the pursuit of excellence)
- Caring (compassion, consideration, giving, sharing, kindness)
- Justice and fairness (impartiality, consistency, equity, equality, due process)
- Citizenship (lawfulness, community service, the protection of the environment)

**BOARD MEMBER RIGHTS**

Members of the Quintilian School Board have a right to:

- be treated with respect and courtesy by staff, students and other parents.
- be listened to, and clearly communicated with by the school, other members, staff and the school community.
- be treated in a caring and polite manner.
- be treated with professionalism by all staff, members and community members.

**BOARD MEMBER RESPONSIBILITY**

Members should acknowledge the responsibility which their membership of the School Board demands by:

- Thinking always in terms of the children of Quintilian School first including the provision of quality educational programs and level of care regardless of ability, race, creed, sex, or social standing.
- Understanding that the basic function of the School Board is policy making and not administration and by accepting the responsibility of learning to discriminate between the two functions.
- Fostering positive relationships with all stakeholders of the School.
- Ensuring legal compliance by the School.
- Accepting that their membership places special constraints on them as a member of the School community. Members must exercise caution in conversations with others regarding School affairs, being ready to listen to opinions but not to offer them unless they are in line with resolved Board opinions. Members may not engage in gossip, lobbying or other activities that could be seen as indicating a different view to that of the Board or Principal.
- In collaboration with the Principal, accept responsibility for preparing a clear statement of the School’s objectives.
- Attempting to appraise fairly the present and future educational needs of the School community.

- Agreeing to establish sub-committees and ensure that they are actively involved in the appropriate committee assignments.
- Refusing to play politics in the traditional partisan or in any petty sense.
- Accepting the responsibility of becoming well-informed concerning the duties of a School Board member, and the proper function of the School.
- Accepting that upon the cessation of their term as a Board member the code of ethics and conduct detailed herein continues to apply to all information to which they were privy to as a School Board member.

**RESPONSIBILITY TOWARDS AND INTERACTIONS WITH OTHER BOARD MEMBERS**

School Board members should respect the relationships with other members of the School Board by:

- Recognising that authority rests only with the School Board in official meetings, and that the individual member has no legal status to bind the School Board outside of those meetings.
- Recognising the integrity of previous Board members and the merit of their work.
- Treating all members of the Board in a respectful and civil manner, avoiding discrimination, harassment and bullying at all times.
- Refusing to make statements of promises as to how they will vote on any matter which would properly come before the School Board.
- Making decisions only after all available facts bearing on the question have been presented and discussed. The, once a decision has been made, to ‘speak as one voice’ in the public arena.
- Respecting the opinions of others and by graciously conforming to the principle of ‘majority rule’. Members are required to support resolutions passed by the School Board and not expressing views outside the School Board meetings. No member may discuss with an outside party differing views that may have been expressed at the School Board meetings nor who expressed them.
- Coming to all meetings prepared, having read the minutes of previous meetings and other pertinent material, and participating in the consideration of all matters before the Board. Board members have an obligation to participate in debates on issues before the Board.
- Endeavouring to work collaboratively with fellow Board members in a spirit of harmony and co-operation despite any differences of opinion that may arise.
- Never imposing a personal agenda on the School Board or Principal – members who are parents or School staff must take particular care to separate the interests of the School from those of themselves.
- Refusing to participate in irregular meetings such as secret or star chamber meetings, which are not official and which all members have not had the opportunity to attend.
- Attending, punctually, all regularly scheduled Board meetings in so far as possible.

**RESPONSIBILITY TOWARDS AND INTERACTIONS WITH THE PRINCIPAL AND SCHOOL STAFF MEMBERS**

School Board members should maintain desirable relations with the School Principal and members of staff by:

- Striving to procure, when the vacancy exists, the best professional leader for the role of School Principal.
- Giving the Principal authority to properly discharge their professional duties, and by holding them responsible for ‘acceptable results’.
- Acting only upon the recommendation of the Principal in matters of employment or dismissal of School personnel.
- Having the Principal present at all Board meetings except when the Principal’s contract is under consideration.
- Referring all matters of an administrative nature to the Principal.



**RESPONSIBILITY TOWARDS AND INTERACTIONS WITH THE SCHOOL COMMUNITY**

School Board members should meet their responsibilities to the community by:

- Insisting that all School business transactions be conducted in an open, ethical and genuine manner.
- Vigorously seeking adequate financial support for the School.
- Being informed of the School’s history, goals, current operations and concerns
- Refusing to use their position on the School Board in any way whatsoever for personal gain or personal prestige.
- Refusing to discuss matters or any other confidential business of the School Board in their home, on the street, on school grounds or at their work.

**CONFIDENTIALITY**

Every member of the Board shall at all times while acting in their capacity as a member:

- preserve, where appropriate, the confidentiality of the school's business.
- protect the privacy of the school's employees, staff and students.
- recognise their accountability to the school community, and provide all information on the school's performance necessary to give meaning to that accountability.

**GIFTS, BENEFITS AND ASSETS**

A member must never demand or request any gift or benefit for the member or anyone else, in connection with their Board work.

A member should not accept any gift or benefit if they, or a reasonable person, thinks that the person offering the gift is likely to expect to be influenced in the way that they do their Board work as a result of the gift.

Generally, non-token gifts should be accepted only in exceptional circumstances. Where non-token gifts are accepted, it is appropriate to inform the Board Chair at the next meeting of the Board. If the member is in any doubt about whether or not a gift is token, they should notify the Chair.

**PUBLIC COMMENT**

No member shall make any statements or give any undertaking that could be interpreted as committing Quintilian School to a particular action or expenditure. This position should be made clear in any negotiations which the Board, its members, or representatives undertake with any company, firm or other body, or member of the public.

Whilst it is recognised that members as members of the community have the right to make public comment and enter into public debate on political and social issues, care must be taken not to convey the impression that such comment is an official comment made in their capacity as a member of the Quintilian School Board.

If it is not possible for the member to make it clear that he or she is speaking personally, it is appropriate not to make any public comment.

While constructive criticism is welcome, it is inappropriate for such criticism to be reflected in press releases, public documents or statements. The Chair has the role of channelling matters of this nature as is appropriate in consultation with the School Principal.

**CONSEQUENCES OF A BREACH OF THE THIS CODE OF CONDUCT AND ETHICS**

All matters shall be dealt with as per the School Constitution and Board Charter.

Nothing in this Policy precludes any person from exercising their individual legal rights in respect of obtaining restraining and intervention orders, reporting assault, bringing action for defamation, exercising rights under vilification or discrimination or in any other way.

**RIGHT OF APPEAL**

The School’s Complaints Policy ‘right of appeal’ and that of the School Board Charter will apply to any decision made under this Code of Conduct and Ethics.

I \_\_\_\_\_ have read and agree to abide by the Board Code of Conduct and Ethics.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

Printed Name: \_\_\_\_\_

**APPENDIX 2 - SCHOOL BOARD SKILLS MATRIX**

The Quintilian School Board Members drive the strategic direction by providing broad and varied perspectives. Each Member has a unique skill set that has been developed and sharpened by past experiences. The Board benefits immensely from collaboration of its members, as a result the following Skills Matrix has been developed to identify the current member skill sets and those needed to be prioritised in new members.

This Skill's Matrix is to be undertaken by the Governance Sub-Committee prior to the call for nominations for Board membership.

In the selection of Board members for nomination consideration will be given to the gender balance and cohort range on the Board.

Additional skills may be added to the Matrix below.

Skills	Roles									
	Chair	Deputy Chair	Principal	Bursar	Staff Rep.	Member #1	Member #2	Member #3	Member #4	Member #5
Leadership										
Communication										
Inter-personal										
Analytical and Critical Thinking										
Understanding of Economics										
Creativity										
Lateral Thinking										
Architecture										
Building										
Engineering										
Legal										
Finance										
Accounting										
Education										
Human Resources										
Occupational Health and Safety										
Strategic Planning										
Risk Management										
Event Planning and Management										
Political										

Information Communications Technology										
Marketing										
Town Planning										
Public Relations										
Industrial Relations										
Past Chair Experience										
Past or current Board experience										

**APPENDIX 3 - SCHOOL BOARD NOMINATION LETTER**

**\* to be placed on Quintilian School Letterhead and emailed to the parent community with the Nomination Form in Appendix 4**

**Quintilian School Board Parent Nominations 2020**

Dear Parents and Caregivers,

The Quintilian School Board provides expertise to assist the school to achieve the best outcomes for its students. Its primary role is in contributing to the establishment and review of the school’s objectives, priorities and policy direction.

As part of the cyclic process of our School Board, parent Board memberships become available due to the end of tenure. This will occur at the Quintilian School AGM to be held early in Term 1, 2020.

In order to facilitate the best possible balance of the School Board a nomination process is in place and commences with this request for parent member nominations.

***Why is Parent membership so important?***

Becoming a parent representative on the Board provides a great opportunity to be involved in our school community. Parents on our School Board provide important viewpoints and have valuable skills that can help shape the direction of Quintilian School.

Becoming a Board member is an excellent way of contributing to the school as a volunteer. You will increase your awareness of school processes and have the opportunity to work with a likeminded group of dedicated, hardworking parents and staff who prioritise the future of our school in their thinking and actions.

***Tenure***

Period of two (2) years, commencing in March 2020 and finishing March 2022. Board members may nominate for subsequent terms.

***What is the School Board and what does it do?***

All Independent Public Schools in Western Australia have a School Board. They are legally constituted bodies that are given powers to set the key directions (governance) of a school within centrally provided guidelines.

The work of the School Board is carried out in accordance with the School Board Charter. The Charter, which is a subsidiary to the School’s Constitution and Rules and relevant statutory regulations, acknowledges the interdependence of the members of the School community and the mutual accountability that accompanies working together for the common good. It is based on transparent, responsible and regenerative processes for the good governance of our School.

The Quintilian School Constitution and School Board Charter (including Board member Code of Conduct) can be found on the school’s website [www.quintilianschool.wa.edu.au/xxxxxxx](http://www.quintilianschool.wa.edu.au/xxxxxxx) If you are interested in nominating for a Board position please read both of these documents prior to nominating.

***Who is on the School Board?***

The School Board consists of:

1. parent members (voting members, six in number);
2. a staff representative voted by the Quintilian School Staff (ex officio);
3. the School Principal (ex officio); and

4. School Bursar (ex officio).

*The Board may also co-opt up to 2 additional members from the school or wider community for specific projects as required.*

All parent members of the Board are volunteers and are not paid for their role on the School Board.

***Do I need special experience to be on the school Board? What will I be expected to do? What is my time commitment?***

No specific experience is necessary. What you do need is a holistic interest in the school and the desire to work in partnership with others to help shape the school's future. We have included some questions on the nomination form to give you a better understanding of the role to which you are nominating. The Board also develops a skills matrix which highlights the attributes of the current membership and those needed for ongoing projects. This matrix is used by the Nominations Committee to best determine new membership for the Board.

There is no denying that being a Board member is a busy undertaking. All Board members are required to participate as members of School Board sub-committees and/or special project groups. Members usually participate in at least 2 specific sub-committees/groups. These sub-committees will meet between Board meetings at a time convenient to all members. Meetings are held on a monthly or fortnightly basis dependent on the sub-committee and work being undertaken at a given time.

Board Sub-Committees and indicative membership for 2019:

- Governance Committee (2 members)
- Finance Committee (4 members) – also responsible for the School Maintenance and Infrastructure Plan
- Strategic Planning Committee (4 members and also 2 additional staff representatives) – also responsible for the School Improvement Plan
- Marketing Committee (2 members plus the School Registrar)
- Events Committee (2 members plus an additional staff representative and up to 3 parent members)

Special Projects for 2019:

- Quintilian School Master Infrastructure Plan (3 members)
- Staff EBA Renegotiation Committee (2 members with 3 additional staff representatives)

Board members also need to allow for reading and preparation time. Prior to each Board meeting a Board Pack is issued with all documents pertaining to discussions to be held at that meeting. This is required reading prior to the Board meeting. At intervals between meetings other documents will need to be reviewed or smaller meetings may be held to discuss matters.

Parent Board members also fulfil the roles of School Board Chair, Deputy Chair and Secretary to the Board. These positions are voted on by Board members at the first meeting held after the AGM.

***Board Member Code of Conduct***

Board Members are expected to comply with the spirit, as well as the letter, of the law, the Quintilian School Ethos and with the principles of the Quintilian School Board Charter and Constitution.

As Parent Board Members we are constantly accessible to school parents and the staff and as a result are subjected to greater pressure and scrutiny.

All Board Members have an ongoing obligation to act in the best interests of the School as a whole. All matters discussed at Board level are confidential unless expressly authorised by the Board. There must be a clear understanding by Board members that all conversations within the Board and any chain of conversations related to that outside of set meetings still remain part of the confidentiality required of all Board matters. This includes with immediate family, close friends, members of the school community, work colleagues etc. This can at times be difficult, but is an essential part of your role as a Board member, is certainly expected by our Community and is crucial to the integrity of the School Board. This confidentiality naturally also applies once your tenure ends.

Board Members will ensure that in fulfilling their duties they:

- act for the benefit of the School;
- act with skill, care and diligence;
- demonstrate commercial reasonableness in their decisions;
- discharge their duties in good faith and honestly;
- do not allow personal interests to conflict with those of the School;
- do not allow the interests of their associates to conflict with those of the School;
- do not engage in conduct likely to discredit the School;
- do not make improper use of information gained as a Board member;
- fulfil their fiduciary duty to the School;
- give of their expertise generously to the School; and
- make appropriate enquiries to ensure the School is operating efficiently and legally to achieve its goals.

Board Members are to be fit and proper persons to operate and govern the School. Board members and prospective Board Members should:

- be of good character - consideration must be given to previous convictions and/or removal from a professional register;
- be capable of performing tasks intrinsic to their role by reason of their health;
- demonstrate the attributes of diligence, honesty, integrity and good judgement;
- have an exemplary record of financial management;
- not have been convicted of, or charged with, an offence;
- not have engaged in a deliberate pattern of immoral or unethical behaviour.

### **Induction**

There is an induction for new members with the Chair and Principal.

Board induction includes the opportunity to attend the *AISWA Briefing the Board Conference* which is a one-day event held late in Term 1 of each year and provides vital and interesting information for all Board members – new or continuing.

Ongoing professional development is also made available to Board members.

### **Frequency & Time of Meetings**

Meetings are usually held monthly on a Tuesday evening from 5pm. There are a minimum of 8 meetings held over the 12 months between School AGMs. Meetings are not normally held in school holiday periods. Meetings average 2 to 3 hours.

Sub-committee meetings are held in addition to the full Board meetings.

The first meeting of the Board is held immediately proceeding the AGM in order to elect office bearers and to confirm meeting dates and times. This nominally takes 30 minutes.



***What do you need to do to stand for election as a School Board member?***

Complete the **Nomination Form** and submit your nomination via email to board@quintilianschool.wa.edu.au or hand into the Principal by **3.30pm xxxxxxxxxxxxxx 2019**.

You will receive a Nomination Form Receipt.

All candidates will then be asked to attend a special Board Meeting to be held on the xxxxxx. At this meeting you are welcome to ask questions and more information will be made available as to current projects and the strategic direction for the school over the next 2 years. Attendance at this meeting is important to all members seeking nomination for the School Board in 2020. Opportunities will also be available for candidates to attend sub-committee meetings before the end of Term 4 to further understand the role of the School Board. Detailed information on these meetings will be forwarded to all nominees.

The School Board Nomination Committee will then meet and report to the full Board on the nominations received. You will be asked to meet with the Nominations Committee to discuss your nomination further.

Prior to the end of Term 4 2019 your nomination for the School Board will be confirmed as per the Nomination Process in the School Board Charter. Information pertaining to successful nominees will be forwarded to the members prior to the 2020 AGM. If there are more confirmed nominations received than there are vacancies on the School Board, a ballot will be conducted at the 2020 AGM.

If you are successful in gaining membership to the School Board for 2020/2022 you will need to complete a Working With Children's Check (WWCC) and keep this valid for your tenure and also a Police Check. Both documents will need to be submitted to the school prior to 30<sup>th</sup> April 2020 and form part of your confirmation as a School Board member.

You will also be required to sign and abide by the School Board Code of Conduct and a Deed of Indemnity and Liability which also further details your responsibilities and confidentiality requirements as a Board member and also the insurance provided by the School as mandated by law. These will need to be signed prior to your first meeting and form part of your confirmation as a School Board member.

***Remember***

Being a School Member is a rewarding experience. I would encourage you to consider nominating for this role at our school. If you have any questions please feel free to contact myself or other Board members around the school or via [board@quintilianschool.wa.edu.au](mailto:board@quintilianschool.wa.edu.au)

Kind regards,

Sue-anne Munckton  
School Board Chair  
Xx September 2019

**APPENDIX 4 - SCHOOL BOARD PARENT MEMBER NOMINATION FORM**

**Nomination for Parent Representative on the Quintilian School Board**

I \_\_\_\_\_ being the parent/guardian of:

Name: \_\_\_\_\_ class \_\_\_\_\_

Name: \_\_\_\_\_ class \_\_\_\_\_

Name: \_\_\_\_\_ class \_\_\_\_\_

nominate for the position of a Parent Board Member for the tenure March 2020 to March 2022.

**Seconded by: (the names below must be of current Quintilian School members)**

First

Name: \_\_\_\_\_ parent of: \_\_\_\_\_

Signed: \_\_\_\_\_ dated: \_\_\_\_\_

Second

Name: \_\_\_\_\_ parent of: \_\_\_\_\_

Signed: \_\_\_\_\_ dated: \_\_\_\_\_

**Candidate Profile (attach separately to this Nomination Form): *Please note the information contained in points 1 to 3 will be made available to all Quintilian School community members.***

1. Please provide a photograph of yourself.
2. Please provide a brief outline of your experience relevant to nomination as a Quintilian School Board member. Max 250 words.
3. Please state your reasons why you would like to be on the Quintilian School Board.
4. Being a parent Board Member comes with the strict protocols of confidentiality. As a parent at the school this can at times be difficult. How do you plan to manage the difficult scenarios that may occur between knowing information that may be contrary to "popular belief" but would be unable to comment? ***This answer is confidential to the School Board.***

**Information for Candidates:**

- Prospective candidates are asked to read the **Quintilian School Constitution and Board Charter** to in order to ensure that they have an appreciation of the governance and legal structures of the school, as well as the commitment and responsibilities associated with the role.
- It is expected that nominees will attend the Board meeting to be held on the **XXXXX** and will attend Board Sub-Committee meetings as is possible in Term 4 to further gain information on the role of a School Board Member and to speak with the Board Nomination Committee.
- Nominees are to be aware of the nomination process and understand that the Board Nominations Committee will select from those nominations received those candidates who best provide the skills required and as determined by the Board in the nominations process. Not all nominations may be accepted for a range of reasons. Successful nominees will be notified by the end of the 2019 School year. The Nominations Committee will not (and is not obliged to) discuss their reasons for not selecting any nominee.
- If more successful nominations are received than places available on the Board due to tenure completion then an election will be held at the next AGM (Term 1 2020). All nominees will then be asked to speak at the AGM for no more than 3 minutes to the members prior to the ballot.

- An email will be sent to the school community in Term 1 2020 detailing the successful nominations.

**Declaration by Candidate:**

- I nominate myself as a candidate, and if elected, will accept the responsibility of being a parent representative of the Quintilian School Board.
- I know of no reason why I am not a fit and proper person to act as a Quintilian School Board member as per the requirements of the Quintilian School Constitution and School Board Charter.
- I have read and understood the content of the Quintilian School Constitution and Quintilian School Board Charter.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Email: \_\_\_\_\_

Phone: \_\_\_\_\_

*Thank you, you will receive a confirmation email that your nomination has been received.*

**Lodgement Information:**

Nominations are to be submitted to the Principal or via email to [board@quintilianschool.wa.edu.au](mailto:board@quintilianschool.wa.edu.au) by 3.30pm **XXXXX**.

**For the information of nominees:**

The questions below will form part of the process of interview. This interview will be held with the Nominations Committee at a convenient time in Term 4. Your answers are designed to give the Quintilian School Nominations Committee a better understanding of your skills and experience in order to better determine the best candidates for Board membership. The skills matrix as found in the Board Charter is used to assist in this determination as will a face to face meeting between yourself and nominations committee members. The answers will remain confidential within the School Board. Please note not all questions may or will be asked as they will apply to your specific past experience and your answers to previous questions.

- Please give an example of a time when you have needed to quickly get up to speed with the issues e.g. joining a governing body or organisation? How did you achieve this?
- Where have you made a contribution to a governing body that demonstrably improved the organisation?
- Where, as a governing body member or in the workplace, did you make your most significant contribution to strategic planning?
- Risk management is a key issue in effective Board membership. Where have you made a contribution to this issue?
- Being a governing body member requires a contribution to the organisation’s management without falling into the trap of interfering. How have you walked this tightrope in the past?
- Being an effective governing body member requires a person who is a good team player, yet able to take an independent stand and be ‘hard to convince’ when necessary. How have you done this in the past?

**APPENDIX 5 - SCHOOL BOARD SELF ASSESSMENT**

The role of the School Board is increasing in complexity with schools becoming more accountable to the State and Federal Governments, and students and parents more demanding about what schools should provide. This has made it increasingly important for our School Board to understand its role and measure our effectiveness.

The evaluation process consists of a list of specific goals and targets. Some of the goals and targets will be for all Board members to consider and comment upon, and others will specifically relate to the individual Board member and the expertise the individual brings.

Each Board member will be asked for feedback including free comment and a summary at the end of each section.

You will also be asked to list the three main strengths of the current School Board and the three areas in which you would like to see improve in the ensuing year.

Set out below are the Key Performance Indicators for the Board and individual members.

**SCHOOL BOARD REVIEW**

Name of Board Member: \_\_\_\_\_

Role(s) on the Board including Sub-Committees:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Please rate the following key performance indicators where 5 represents “standard fully and completely met” and 1 represents “standards not met in any respect”.

**BOARD KEY ACCOUNTABILITIES (Section 160 of the School Education Act)**

**Strategy Planning**

Did the School Board conduct regular strategic planning sub-committee meetings during the past year?

Rate: 1      2      3      4      5

Were the goals set out clearly?

Rate: 1      2      3      4      5

Have the goals set been achieved?

Rate: 1      2      3      4      5

Was a suitable and effective action plan developed to implement the strategy?

Rate: 1      2      3      4      5

Was the implementation of the strategic plan monitored at regular intervals by the Full membership of the School Board during the year?

Rate: 1      2      3      4      5

Overall rating for Strategy Planning

Rate: 1      2      3      4      5

Comment:

**Financial Management**

Did the School Board conduct regular finance sub-committee meetings during the past year?

Rate: 1      2      3      4      5

Were the goals set out clearly?

Rate: 1      2      3      4      5

Have the goals set been achieved?

Rate: 1      2      3      4      5

Was a suitable, accurate and effective budget developed and implemented?

Rate: 1      2      3      4      5

Was the implementation of the budget monitored at regular intervals by the Full membership of the School Board during the year?

Rate: 1      2      3      4      5

Were variations in the Budget brought to the attention of the Board?

Rate: 1      2      3      4      5

Overall rating for Financial Management

Rate: 1      2      3      4      5

Comment:

**Learning Evaluation and Improvement Processes**

Did the School Board conduct regular reviews of the school's learning programs during the past year?

Rate: 1      2      3      4      5

Were the goals of each learning area set out clearly by the Principal?

Rate: 1      2      3      4      5

Have the goals set been achieved?

Rate: 1      2      3      4      5

Was a suitable and effective action plan developed to implement each learning program for the school?

Rate: 1      2      3      4      5

Was the implementation of learning programs monitored at regular intervals by the Full membership of the School Board during the year?

Rate: 1      2      3      4      5

Did the Principal report on the required learning areas to the Full Board each term as required by School Policy with sufficient evidence and clarity for the Board to assess the effectiveness of each area of learning?

Overall rating for Learning Evaluations and Improvement Processes

Rate: 1      2      3      4      5

Comment:

**BOARD PROCESSES**

**School Board information and processes**

How often did the School Board meet? (required to meet a minimum of 8 times per annum)

Rate: 1      2      3      4      5

What was the overall attendance level of School Board members?

Rate: 1      2      3      4      5

Did Members receive agendas and School Board papers in good time to enable them to consider matters to be discussed at the School Board meeting?

Rate: 1      2      3      4      5

Where proper minutes of the School Board meeting kept?

Rate: 1      2      3      4      5

Did they accurately reflect discussion?

Rate: 1      2      3      4      5

Were they circulated within a short time of the meeting?

Rate: 1      2      3      4      5

Were meetings effective?

Rate: 1      2      3      4      5

Were all Board members given the opportunity to present ideas, issues and have their questions answered in a timely manner?

Rate: 1      2      3      4      5

Were meetings timely with little or no wasted periods of discussion or disruption?

Rate: 1      2      3      4      5

Were decisions, when made, clear and unambiguous?

Rate: 1      2      3      4      5

Overall, how well did the School Board fulfil the School Board's Governance Charter?

Rate: 1      2      3      4      5

Overall rating for Information and Processes

Rate: 1      2      3      4      5

Comments:

**Effective Communication and Teamwork**

Does the School Board function well as a team?

Rate: 1 2 3 4 5

Does the School Board as a whole have a good relationship with the Principal?

Rate: 1 2 3 4 5

How well does the School Board get its message across to its parent community?

Rate: 1 2 3 4 5

How well does the School Board get its message across to Quintilian Staff?

Rate: 1 2 3 4 5

Were effective and regular workshops and events held with all (as is possible) members of the Quintilian Staff?

Rate: 1 2 3 4 5

Does the parent community know of the School Board's work?

Rate: 1 2 3 4 5

Is there room for improvement?

Rate: 1 2 3 4 5

Overall rating for Effective Communication and Teamwork

Rate: 1 2 3 4 5

Comments:

**Committees**

Did each sub-committee work effectively to fulfil the requirements asked of them at each Board meeting?

Governance Sub-Committee

Rate: 1 2 3 4 5

Finance Sub-Committee

Rate: 1 2 3 4 5

Strategic Planning Sub-Committee

Rate: 1 2 3 4 5

Marketing Sub-Committee

Rate: 1 2 3 4 5

Events Sub-Committee

Rate: 1 2 3 4 5

Were proper records kept and circulated to the full Board?

Governance Sub-Committee

Rate: 1 2 3 4 5

Finance Sub-Committee

Rate: 1 2 3 4 5

Strategic Planning Sub-Committee

Rate: 1 2 3 4 5

Marketing Sub-Committee

Rate: 1 2 3 4 5

Events Sub-Committee

Rate: 1 2 3 4 5

Did they submit reports and recommendations?

Governance Sub-Committee

Rate: 1 2 3 4 5

Finance Sub-Committee

Rate: 1 2 3 4 5

Strategic Planning Sub-Committee  
 Rate: 1 2 3 4 5  
 Marketing Sub-Committee  
 Rate: 1 2 3 4 5  
 Events Sub-Committee  
 Rate: 1 2 3 4 5  
 Overall rating for Committees  
 Rate: 1 2 3 4 5  
 Comments:

**Individual School Board members - each member is to indicate their own knowledge and opinion**

What is the School Board Member’s understanding of the School’s business?

Rate: 1 2 3 4 5

Do you feel you were given sufficient opportunity to be fully engaged as a School Board Member?

Rate: 1 2 3 4 5

Do you feel as if your input as a School Board member has been constructive?

Rate: 1 2 3 4 5

Does the School Board Member feel your individual expertise was suitably used and applied by the School Board?

Rate: 1 2 3 4 5

Do you feel as if you need further professional development in any of the following areas to improve your ability to function as a School Board member? Please tick if yes.

- Communication
- Relationship/People Skills
- Ability to speak in public
- Writing
- Analytical/Critical Thinking
- Strategic vision/long term vision
- Mentoring
- Financial/Economic knowledge
- Board processes and responsibilities

Please indicate your overall satisfaction as a School Board member:

Rate: 1 2 3 4 5

Comments:

Are there any areas for improvement required of the School Board? If so please detail and these will form part of the Board's ongoing development.

GENERAL COMMENTS:

Signed: \_\_\_\_\_ Date: \_\_\_\_\_



**APPENDIX 6 - SCHOOL BOARD CHAIR EVALUATION**

The Board Chair is often seen as a meeting facilitator. In reality, the Board Chair responsibilities are far greater than that. The Board Chair maintains focus on what is best for Quintilian School. They facilitate good Board leadership and governance and set the tone for the meetings. Working collaboratively with the Principal, the Board Chair shapes the Board's culture and work. An effective Board Chair influences the direction and priorities of the Board. It's an active role that engages the Board members, building upon each member's individual strengths.

An effective Board Chair keeps the Board focused on issues by designating work that could be more effectively addressed in sub-committees. The Board Chair is a leader who keeps full Board work focused on the school's mission, vision, and strategic direction.

The Board Chair works collaboratively with the Principal and the Secretary to establish meeting agendas. The agenda should include the purpose of the meeting and the items for discussion. The agenda provides structure for the meeting, helps the Board Chair to control the meeting efficiently, and keeps the meeting moving along.

Serving as leader and facilitator, the Board Chair presides over Board meetings and calls special meetings as necessary. The Board Chair actively engages the Board members, encouraging them to participate and share information. Using the agenda as a guide, the Board Chair moves the Board towards decision making and closes the meeting on time.

The Board Chair has a key relationship with the Principal that is built on mutual trust and respect. The Board Chair acts as a sounding board for the Principal regarding emerging issues or potential problems. They share a common understanding of the school's goals and strategies and work together to achieve those goals.

In addition to appointing sub-committee members, the Board Chair inducts new Board members, prepares strategic agendas and background information for meetings, and acts as spokesperson for the school.

An effective Board Chair sets a positive, energised tone for Board meetings. By modelling, articulating, and upholding the rules of conduct that are outlined in the Constitution and Board Charter, the Board Chair sets a high standard for Board conduct. The Board Chair addresses issues regarding confidentiality, conflict of interest, and other pertinent Board policies.

The Board Chair leads Board development by helping Board members assess their knowledge and strengths. The Board Chair looks for opportunities for continuing education for Board members to develop their individual or collective skill sets.

The School Board Chair will also conduct the evaluation as a form of self assessment.

Once the evaluation is complete the Deputy Chair and Principal will meet with the Chair and discuss all comments and the amalgamation of all results. The Chair will be given the opportunity to comment on any and all of the evaluation. The final part of the evaluation will be the determination of goals and objectives moving forward for the Chair. These will be tabled at the next Board meeting and will form on-going action items.

Name of Board Member: \_\_\_\_\_

Role(s) on the Board including Sub-Committees:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Please rate the following key performance indicators where 5 represents “standard fully and completely met” and 1 represents “standards not met in any respect”.

**Leadership**

Does the Chair have the individual expertise suitable for the position of School Board Chair?

Rate: 1      2      3      4      5

Is the Chair well informed on school policies?

Rate: 1      2      3      4      5

Is the Chair well informed on local, state and federal policies and changes that might impact the school?

Rate: 1      2      3      4      5

Does the Chair act as a sounding Board for other School Board Members so they have confidence in the Chair?

Rate: 1      2      3      4      5

Does the Chair solicit School Board Members’ comments?

Rate: 1      2      3      4      5

Do members actively seek out the Chair providing their ideas, feedback and views?

Rate: 1      2      3      4      5

Does the Chair ensure that new School Board Members are supported and mentored?

Rate: 1      2      3      4      5

Does the Chair when necessary, counsel School Board Members?

Rate: 1      2      3      4      5

How would you describe the Board Chair's effectiveness in establishing committee assignments?

Rate: 1      2      3      4      5

Does the Chair provide autonomy for committees and members to act without direct supervision?

Rate: 1      2      3      4      5

Overall rating for this section on the Chair

Rate: 1      2      3      4      5

Comments:

**Meetings**

Are meeting agendas well-constructed?

Rate: 1      2      3      4      5

How would you describe the Board Chair's effectiveness in establishing agendas and selecting materials for distribution to the Board?

Rate: 1      2      3      4      5

Does the Chair come to all meetings with knowledge and information pertinent to all matters to be discussed?

Rate: 1      2      3      4      5

Is the Chair ‘on-top’ of all issues?

Rate: 1      2      3      4      5

Does the Chair encourage discussion at meetings?

Rate: 1      2      3      4      5

Do School Board Members leave meetings feeling that the meeting has been worthwhile?

Rate: 1 2 3 4 5

When decisions are made, does the Chair ensure that the resolution is clear and understood by everyone?

Rate: 1 2 3 4 5

How does the Chair perform at meetings of staff/parents/students?

Rate: 1 2 3 4 5

Is the Chair a member of all or any of the sub-committees?

Rate: 1 2 3 4 5

If not, does the Chair attend meetings of those sub-committees?

Rate: 1 2 3 4 5

Overall rating on the section of Meetings?

Rate: 1 2 3 4 5

Comments:

**Relationship with the Principal - to be completed by all Board members**

Would you describe the relationship between the Chair and the Principal as:

- Open
- Honest
- Consultative
- Communicative
- Trusting

Rate: 1 2 3 4 5

Does the Chair act as a sounding Board for the Principal?

Rate: 1 2 3 4 5

Is there regular performance feedback between the Chair and the Principal?

Rate: 1 2 3 4 5

Does the Chair seek regular briefings from the Principal?

Rate: 1 2 3 4 5

Does the Chair defend the Principal from unfair or unreasonable criticism?

Rate: 1 2 3 4 5

Does the Chair deal with valid criticism of the Principal promptly and fairly?

Rate: 1 2 3 4 5

Overall rating on this section on the relationship between the Chair and the Principal

Rate: 1 2 3 4 5

Comments by Board members:

Due to the importance of the relationship between the Chair and Principal, the Principal is to comment separately here:

**Quintilian Staff**

What do you perceive to be the staff's perspective of the Chair?

Rate: 1 2 3 4 5

Do you believe that the staff respect and have confidence in the School Chair?

Rate: 1 2 3 4 5

Does the Chair interact with and communicate well with Quintilian Staff?

Rate: 1 2 3 4 5

Comments by Board members:

Specific comments by the School Board Staff Representative:

**Parent Community**

What do you perceive to be the School community’s perspective of the Chair?

Rate: 1      2      3      4      5

Do you believe that the community respects and has confidence in the School Chair?

Rate: 1      2      3      4      5

Does the Chair interact with and communicate well with the parent community?

Rate: 1      2      3      4      5

Comments:

Are there any areas for improvement required of the School Board Chair? If so please detail and these will form part of the Chair's ongoing development.

GENERAL COMMENTS:

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

**APPENDIX 7 - QUINTILIAN SCHOOL PRINCIPAL EVALUATION**

Effective school principals care deeply about student success and recognise that test scores are not the only measure of a quality education. By immersing themselves in all aspects of the school system, principals monitor daily activities, as well as emerging issues. No day is the same because of the varied responsibilities of the job.

The Quintilian School Principal is responsible for the management and day-to-day operations and business of the school. The authority to exercise managerial powers is delegated from the Board, which retains responsibility for the overall governance of the School. The Principal oversees the educational programs and developments in the school and must keep Board Members abreast of these issues. It is critical that the Principal and the Board have confidence in one another.

Good governance and the Department of Education Non-Government Schools Registration Standards involves the School Board and the Principal having an open and honest relationship where there is an effective flow of communication between the parties. As it is the Chair's role to act as the Board's primary channel of communication with the Principal, trust, honesty and respect between the Principal and the Chair are essential aspects of good governance. The Principal should attend all Board Meetings except those at which the Principal's performance is to be discussed. The Principal is an ex-officio member of the Quintilian School Board.

The roles, responsibilities, delegations and authority of the Principal are clearly defined in the Principal's contract, Constitution and School Board Charter.

Good governance requires the school to have clear guidelines determining the boundaries between the governance role of the Board and the day-to-day management of the school, which is the Principal's role.

The appraisal of the Principal begins with a general set of questions for all the Board members. The responses to these questions and evaluations will give direction for a more detailed evaluation of the Principal's performance. All Board members and the Principal are to answer these questions from their perspectives. Where the answer is not known then the question is to be struck out.

The Principal will also conduct the evaluation as a form of self assessment.

Once the evaluation is complete the Chair and other member involved will meet with the Principal and discuss all comments and the amalgamation of all results. The Principal will be given the opportunity to comment on any and all of the evaluation. The final part of the evaluation will be the determination of goals and objectives moving forward for the Principal. These will be tabled at the next Board meeting and will form on-going action items.

Name of Board Member: \_\_\_\_\_

Role(s) on the Board including Sub-Committees:

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Please rate the following key performance indicators where 5 represents “standard fully and completely met” and 1 represents “standards not met in any respect”.

**General Evaluation Questions - to be completed by all Board Members**

How has the Principal performed as leader of the School?

Comment on the Principal's strengths with the School Board.

Can the Principal improve interactions with the School Board? How?

Comment on the Principal's strengths with the staff.

Can the Principal improve interactions with the staff? How?

Comment on the Principal's performance in hiring suitable staff.

Comment on the Principal's strengths with the School community.

Can the Principal improve interactions with the School community? How?

Comment on the Principal's administration of the school's policies as established by the School Board.

Comment on the Principals performance with respect to the school's education standards.

Comment on the Principal's financial administration of the school.

What has the Principals relationship with these groups been like?

- School Board
- Staff
- Students
- General Community
- AISWA
- Other groups
- Other

**Quintilian Staff**

What do you perceive to be the staff's perspective of the Principal?

Rate: 1      2      3      4      5

Do you believe that the staff respect and have confidence in the Principal?

Rate: 1      2      3      4      5

Does the Principal interact with and communicate well with Quintilian Staff?

Rate: 1      2      3      4      5

The Principal demonstrates a genuine interest in the staff and is responsive to their needs.

Rate: 1      2      3      4      5

Comments:

**Parent Community**

What do you perceive to be School community's perspective of the Principal?

Rate: 1      2      3      4      5

Do you believe that the community respects and has confidence in the Principal?

Rate: 1      2      3      4      5

Does the Principal interact with and communicate well with the parent community?

Rate: 1      2      3      4      5

Comments:

Any other comments in evaluation of the Principals performance.

**The following are to be completed by the School Board Chair and member as detailed in this Charter. However any Board member may contact the Chair with comment or thought on any of the points of this evaluation document.**

**Relationship with the Chair**

Does the Principal have a good relationship with the Chair?

Rate: 1 2 3 4 5

Does the Principal brief the Chair regularly on management and administrative matters?

Rate: 1 2 3 4 5

Does the Principal assist in preparation of School Board meeting agendas?

Rate: 1 2 3 4 5

Does the Principal ensure that the School Board members have sufficient information to ensure Board meetings are chaired effectively?

Rate: 1 2 3 4 5

Overall rating on this section on the Relationship between the Principal and Chair

Rate: 1 2 3 4 5

Comments:

**School Management**

How effective is the Principal in managing the School’s business?

Rate: 1 2 3 4 5

Does the Principal present adequate and timely information to the School Board?

Rate: 1 2 3 4 5

Are School Board Members able to form an accurate view of the School’s overall performance based upon information supplied by the Principal?

Rate: 1 2 3 4 5

Does the Principal have a good relationship with the Quintilian Leadership Team?

Rate: 1 2 3 4 5

Does the Principal meet the criteria set out in the School Constitution and Board Charter?

Rate: 1 2 3 4 5

Overall rating on this section on School Management

Rate: 1 2 3 4 5

Comments:

**Leadership**

The Principal demonstrates knowledge of and involvement in the curriculum.

Rate: 1 2 3 4 5

The Principal works with the staff to establish definite goals and objectives for the total school program.

Rate: 1 2 3 4 5

The Principal schedules a well-balanced school program that is in line with curriculum requirements and the school ethos and values.

Rate: 1 2 3 4 5

The Principal supervises all staff.

Rate: 1 2 3 4 5

The Principal assists staff in setting and implementing teaching strategies, goals, and objectives.

Rate: 1 2 3 4 5

The Principal observes staff in teaching activities.

Rate: 1 2 3 4 5

The Principal evaluates the teaching staff.

Rate: 1 2 3 4 5

The Principal confers with individual staff members concerning strengths and weaknesses.

Rate: 1 2 3 4 5

The Principal develops necessary Employee Improvement Plans with staff members.

Rate: 1 2 3 4 5

The Principal observes staff members with sufficient frequency to ensure a valid evaluation.

Rate: 1 2 3 4 5

The Principal hires, dismisses, and disciplines staff appropriately and according to Board policy.

Rate: 1 2 3 4 5

The Principal researches, introduces and maintains instructional resources to meet staff and student needs effectively.

Rate: 1 2 3 4 5

The Principal delegates responsibilities when necessary.

Rate: 1 2 3 4 5

The Principal assigns teaching loads and other duties fairly.

Rate: 1 2 3 4 5

The Principal plans for effective use of school facilities and materials for educational purposes.

Rate: 1 2 3 4 5

Comments:

**Administration And The School**

The Principal manages students and programs effectively.

Rate: 1 2 3 4 5

The Principal demonstrates a genuine interest in students and is responsive to their needs.

Rate: 1 2 3 4 5

The Principal maintains consistent and appropriate discipline standards for students according to policy.

Rate: 1 2 3 4 5

The Principal effectively manages the office staff.

Rate: 1 2 3 4 5

The Principal gives clear and explicit instructions.

Rate: 1 2 3 4 5

The Principal requires efficiency and courtesy.

Rate: 1 2 3 4 5

The Principal makes effective use of available financial resources.

Rate: 1 2 3 4 5

The Principal maintains fiscal discipline and wise spending patterns according to established budgets and procedures.

Rate: 1 2 3 4 5

The Principal seeks to expand funds in order to meet the goals of the school.

Rate: 1 2 3 4 5

The Principal exercises responsibility in keeping buildings and grounds attractive, safe, and in good repair.

Rate: 1 2 3 4 5

Comments:

**Professional Competency**

The Principal maintains good public relations.



- Rate: 1 2 3 4 5  
The Principal promotes healthy parental involvement through activities such as community organisations, parent volunteers, and others.
- Rate: 1 2 3 4 5  
The Principal maintains contact with agencies to publicise school activities.
- Rate: 1 2 3 4 5  
The Principal accepts and fulfils professional responsibilities.
- Rate: 1 2 3 4 5  
The Principal follows the policies and procedures of the school and school board. This includes such items as being on time, having a good attendance report, complying with conditions stated in the contract, and maintaining records and reports.
- Rate: 1 2 3 4 5  
The Principal publicises and explains school rules and Board Policies and Procedures to the staff and community.
- Rate: 1 2 3 4 5  
The Principal demonstrates professional ethics including compliance with written laws and policies regarding confidentiality in handling personal information of all staff and community members.
- Rate: 1 2 3 4 5  
The Principal demonstrates integrity and ability to maintain convictions under pressure.
- Rate: 1 2 3 4 5  
The Principal maintains poise and self-control.
- Rate: 1 2 3 4 5  
The Principal dresses appropriately and is well groomed.
- Rate: 1 2 3 4 5  
The Principal demonstrates effective interpersonal relationships with students, staff, and community.
- Rate: 1 2 3 4 5  
The Principal promotes professional respect among students, staff, and community.
- Rate: 1 2 3 4 5  
The Principal is accessible for meetings with staff.
- Rate: 1 2 3 4 5  
The Principal is accessible for meeting with community members i.e. parents and caregivers.
- Rate: 1 2 3 4 5  
The Principal is available for meetings with external community members as required by the role.
- Rate: 1 2 3 4 5  
The Principal is a responsive listener.
- Rate: 1 2 3 4 5  
The Principal acknowledges good work and extra effort.
- Rate: 1 2 3 4 5  
The Principal demonstrates respect for others.
- Rate: 1 2 3 4 5  
The Principal exhibits consistency and fairness in relationships.
- Rate: 1 2 3 4 5  
The Principal demonstrates enthusiasm for education and the total school program.

Comments:

Final Comments, Principal:

Final Comments, Board:

\_\_\_\_\_  
Principal's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Board Chair Signature

\_\_\_\_\_  
Date

