



**Success**  
Primary School  
Unlock Your Potential

**SCHOOL BOARD  
INDUCTION BOOKLET**

**2024 - 2026**

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## 1. MEET OUR BOARD

The School Board is comprised of parents, teachers and community members who contribute to the strategic policy direction of the School. In simple terms, the Board serves to influence and shape the values that underpin the School which in turn influences the education our kids receive. If you have any queries about the School Board, what it is and what it does, suggestions or recommendations for the School or how to get involved with it please feel free to contact any of the Board members identified below or email [spscouncilchair@gmail.com](mailto:spscouncilchair@gmail.com).

### Christie-Lee Davies (Chair)

Christie-Lee Davies has two children at Success PS – twin daughters in Year 6. Her son who is now in Year 9 previously attended Success PS, in the Education Support program. Christie-Lee is a commercial property manager and was previously a lawyer. She also used to sit on the board of Playgroup WA. Christie-Lee is a strong advocate for inclusion for children with disabilities and is keen to encourage families to be an active part of their school community.



### Natalie McRobb

Natalie is currently in the first year of her Principal role at Success PS, having won the position in Term 2 2023. Prior to this appointment, she was the Student Services and ICT Deputy at Success PS from Term 4 2014. Prior to her administrator roles, Natalie worked as a teacher at Roebourne PS, Capel PS and West Leeming PS, teaching for 20 years. She has recently completed her accreditation with DiSC with Integro Learning Company. Natalie values authentic relationships with our students, parents and staff and is excited to be leading Success PS into a new business plan cycle.



### Sue Criddle

Sue has been a member of our staff since 2012, seamlessly transitioning through various roles, from mainstream to education support and the school office. In 2023, she assumed the pivotal role of Manager Corporate Services and became an integral part of the School Board. Her dedication to optimising learning environments is evident in her role as facilities manager, ensuring optimal spaces for our students. Leading a large staff, Sue effectively oversees allied professional teams, providing crucial support for the teaching staff in delivering inclusive educational programs. She acknowledges and appreciates the administration team for fostering distributed leadership among all staff.



### Kaye Blackburn

Kaye Blackburn is Associate Principal at Success Primary School and has over 28 years' experience in teaching students with special needs in a variety of settings. Kaye is a foundation staff member and has been with the school since it opened in 2009. Kaye receives great satisfaction working in the school environment and believes that Success Primary School offers opportunities to all students and the community.



### Josh Amato

Josh was acting Deputy Principal on various occasions at Success Primary School and won the position in Term 4, 2023. Prior to this role, Josh was a class teacher in a variety of year levels. He is now responsible for the Math and IT curriculum and is line manager to our Year 1-3 classes. He is dedicated to being a part of the Success Primary School community and strives to develop change in the school to benefit students and allow them to contribute to society as 21<sup>st</sup> century learners.



### **Michelle Gilmore**

Michelle Gilmore, a parent of three, is a foundation member of Success Primary School. Actively involved in the school community, she has proudly served on the P&C since 2010 and became a School Board member in 2015. Michelle's current professional roles include working as a Digital Marketing Specialist and Accounts Manager for her family's Engineering business.



### **Jared Orchard**

Jared is a finance professional with over 20 years of experience working within the financial services and public practice industries. Jared has lived and worked in London, Zurich, Singapore, and Hong Kong until returning home with his family to Perth in 2021. Jared has a daughter and son attending Success Primary School, where they love to be with their neighbourhood friends and caring and highly skilled teachers.



### **Janelle Edmondson**

Janelle is a wife and mother to two children aged 5 and 8. She is also an active member of our P&C. Prior to motherhood, Janelle worked for a prominent property developer in a variety of roles and completed her Bachelor in Education and is now a primary school teacher. She is passionate about mental health and building a strong sense of community and communication between the school, families, and our surrounding local community. Janelle is thrilled to be a member of the school board and works with the school community, positively contributing to Success Primary.



### **Janitha Raghava**

Janitha Raghava has 2 children aged 8 and 4 who both attend Success Primary School. Her drive to assist in a board role is drawn from her experience as a working parent and her passion to develop opportunities for all children to enhance their education and their learning experience to maximise their performance. Janitha has been working in the IT Industry for over 15+ years and her strong technical expertise and organisational skills will help her to apply her knowledge, skills and experience to make SPS a high-performance school that supports all children to reach their utmost potential. In addition to her professional acumen she has built a wealth of experience in dealing with people at all levels and different nationalities that brings in an ability to effectively communicate information and ideas to work within the board as a team.



### **Errol Hassett**

Errol Hassett is a Perth local, born and raised. Errol is a father of four girls under eight, with his wife Emma. As of 2024, three of the girls attend Success Primary School. Errol is a professional engineer currently working in the mining industry. He is passionate about public school education having enjoyed the public school system through primary, secondary and tertiary studies both at TAFE and university level education. Errol has previously held positions of Treasure and also Vice President for Australian Professional Engineers Association - WA sub-branch committee. He has also been a member of the Family Birthing Centre Consumer Advisory Group at Fiona Stanley Hospital.



## **2. INTRODUCTION TO GOVERNANCE**

Governance in the context of school boards refers to the processes to make decisions. It includes:

- who makes what decisions
- how decisions are made
- who is accountable for the outcomes of decisions
- how the outcomes from decisions are reviewed

Governance includes both compliance and performance activities. Compliance activities are things the board must do for regulatory or other reasons; and performance activities refer to board activities that aim to drive school

performance.

**Board governance involves reviewing processes and making decisions, but implementation and oversight of those decisions is the role of school leaders (management).**

## 2.1 Legal Environment

Every Independent Public School must have a board or a valid exemption. The role and functions of the board are determined by the:

- School Education Act 1999
- School Education Regulations 2000
- Statement of Expectation

All board members should read and understand the parts of the Act, Regulations and Statement of Expectation that are relevant to school boards (referred to as councils in the Act and Regulations).

## 2.2 What is the School Education Act 1999?

The objectives of the Act include:

- recognising the right of every child to receive a school education
- allowing that education to be given in a public school, private school or at home
- providing for public schools to meet the educational needs of all children
- providing for education, training and employment alternatives at the senior secondary level
- acknowledging the importance of the involvement and participation of parents.

### Key features of the School Education Act 1999

The Act covers the:

- establishment and operation of public (government) schools including parent and community involvement in school affairs
- registration and funding of private (non-government) schools
- registration of community kindergartens
- administrative responsibilities for school education and the use of property that is vested in the Minister for Education.

The Act specifically provides for parent and community involvement in schools through a dedicated school decision making group, and sets out the functions and operational arrangements considered appropriate. This decision making group is referred to in the Act as a school council – Part 3, Division 8, Subdivision 1 – School Councils. Each school must have a council unless exempted by the Minister for Education.

### Key features of the Act relating to councils/boards

In relation to boards, the Act covers:

- membership
- functions of councils
- property acquired by incorporated councils
- matters that councils cannot intervene in
- powers
- support by principals
- Minister's directions
- Procedures
- protection from personal liability
- dismissal of unincorporated councils
- winding up incorporated councils
- regulations

### Web link to Act

[https://www.legislation.wa.gov.au/legislation/statutes.nsf/main\\_mrtitle\\_878\\_homepage.html](https://www.legislation.wa.gov.au/legislation/statutes.nsf/main_mrtitle_878_homepage.html)

## 2.3 Statement of Expectation

The Statement of Expectation which describes the Director General's expectation of Principals in relation to delivering a quality education in accordance with Department of Education's strategic directions. The Statement applies to all public schools and replaces the former Delivery and Performance Agreement for Independent Public Schools.

The *Statement of Expectation* (Statement) makes clear and public, the expectations and responsibilities of schools and the Department in student achievement and progress. The *Statement* is between; the Department of Education, represented by the Director General; the school, represented by the Principal; and is noted by the school council/board, represented by the Chair.

The *Statement* sets out the expectations of Principals in relation to the delivery of the 2020-2024 strategic directions *Every student, every classroom, every day, and Building on Strength*. The *Statement* will underpin each school's strategic planning and self-assessment and will form part of the school's public school review, as well as the Professional Performance Review of the Principal.

The *Statement* also clarifies the important governance role that the school council/board plays in supporting the Principal and school staff to implement the system strategic directions in their school and to achieve year on year improvement. The *Statement* does not provide a comprehensive description of all of the expectations of a public school Principal, nor of all the support services provided by the Department. Its focus is the expectations and responsibilities of the parties in relation to the implementation of the strategic improvement agenda for 2020-2024.

## 3. ROLE OF THE BOARD

The board has a distinct role as provided under the legislation as the way for parents and the community to be involved in school decision making. In general, the Act prohibits the board from participating in the day-to-day running of the school.

The information below explains different types of board roles and gives practical examples of board involvement.

### What does it mean?

#### Approval Role

- Board is decision maker
- Board is directly and deeply involved
- Decisions are documented in board meeting minutes

#### Advisory Role

- Board is consulted and helps to brainstorm and resolve issues
- Discussions are documented in the board meeting minutes

#### Do not Participate

- Under the Act, board is restricted from participating in most operational activities

#### Examples of board involvement:

Board approves:

- voluntary school contributions (charges) payable by parents/ guardians for materials, services and facilities
- fees for optional programs such as excursions and incursions
- book list (or equivalent) items that schools request students to have for personal use
- sponsorship and advertising agreements
- school dress code (developed in consultation with students, staff, parents/guardians)

#### Board:

- advises principal about the local community context
- reviews allocation of resources to meet business plan targets
- reviews and monitors school objectives, priorities and policy directions

- develops school code of conduct for students
- advises principal about religious practices in school (for example, use of prayers)
- advises on selection but not appointment of principal and other staff

#### **Board does not:**

- manage day-to-day running of school, for example staff performance and student assessment
- discuss individual cases relating to teachers, staff and parents/guardians
- represent special interest groups or allow special interests to dominate board discussions
- intervene in education instruction
- borrow money or obtain funds on behalf of school
- purchase property on behalf of school

All board members are obliged to act in the best interests of the school and its students. Board members are not on the board to represent the interests of any subgroups of the school community. Board members wishing to raise issues that are not related to board business should do this through normal school channels.

### **3.1 Role of the chair**

The chair of the board is often called the ‘first among equals’. The chair facilitates board meetings and uses their influence so the board operates effectively. With the support of the principal and other school staff, the chair has some specific responsibilities as detailed below.

#### **Before board meetings:**

- Schedule (or call) board meetings
- Agree the agenda and relevant papers with the principal

#### **During board meetings:**

- Start and finish meetings on time
- Notify the members of any apologies received
- Confirm minutes from the previous meeting as accurate by signing and dating those minutes
- Table incoming and outgoing correspondence
- Oversee the business of the board and facilitate constructive discussions
- Declare the results of decisions and motion

#### **Between board meetings:**

- Uphold board decisions
- Prepare and present an annual report to members of the school community
- Participate as a member of sub-committees established by the board (optional)

#### **Special skills required by the Chair**

The chair requires strong team building, negotiation and facilitation skills to:

- lead the board
- focus the board on assisting the school to achieve the best outcomes for students
- make sure meetings focus on achieving good outcomes for the school
- establish efficient and productive meetings
- ensure all members have the opportunity to be heard
- assist to resolve any conflicts
- facilitate mediation meetings as required
- represent the school in the community and at formal functions as delegated by the board.

### **3.2 Role of the Principal**

The principal, in collaboration with other staff, supports the board through a range of administrative, reporting and other functions and services. The extent of this support is a matter for discretion in terms of the resource allocation for the school generally.

### The principal:

- advises and guides the board in relation to legislative requirements and school policy
- calls for nominations to fill vacancies in board membership
- conducts board elections
- in conjunction with the board, assists in identifying appropriate people to be nominated for election to the board
- represents the Department of Education at the board.

### The principal provides the board with the following for review and, as appropriate, endorsement:

- annual school budget
- monthly financial reports
- results of school audits and reviews
- advice on school performance and student improvement targets as per the business plan
- Department of Education Services independent review report.

## 4. BOARD MEETINGS

Board meetings are a key part of board life. During meetings, the board receives updates on school progress and performance, and makes important decisions that have an impact on the lives of students, staff and members of the community.

The board must adhere to ethical and transparent processes around holding and documenting meetings. Guidance on expected behaviours is included in the board's code of conduct and grievance handling arrangements.

***Meetings are generally open to the public unless the board decides to close the meeting. If a meeting is closed the reasons for this must be included in the meeting minutes. Public members who attend the meetings are there to observe the meeting, be informed and should allow the board to operate uninterrupted. Agenda items raised by the public are to be communicated prior to the meeting and should appear on the agenda for the item/s to be addressed. Members of the public do not have voting rights.***

From time to time, the school may wish to call a special board meeting. To call a special meeting, at least 20 families of students must call for the special meeting. All board meetings, including special meetings, must be relevant to the role of the board as outlined in the Act and Delivery and Performance Agreement.

### How often should boards meet?

The meeting schedule depends on the board's responsibilities and the school context. The board should meet at least four times a year, which may be once each term. The board must hold at least one open (public) meeting each year at which a report is presented on the performance of the board's function since the previous annual public meeting or the board's inaugural meeting (as relevant).

### How are meetings scheduled?

The board publishes a calendar of meetings and activities for each year. The calendar is available to the board and the school community (for example, on Connect and on the school website). It is helpful for board meetings to follow a pattern throughout the school year. At Success Primary School we meet 6 times a year, in Week 4 and 8 of Term 1 and 4 as well as in Week 4 of Term 2 and 3. This type of routine means that school community members can plan for their engagement with the board.

### Setting a clear meeting agenda

A clear agenda, published in advance, allows board members to prepare for meetings. It also allows school community members to consider what is being discussed and to make a decision as to whether they would like to attend. Matters requiring discussion (but not decision) and matters requiring decision need to be itemised to allow sufficient time for consideration.

### What should be on the agenda?

The board should focus on high level strategic matters rather than day-to-day operational matters. The content of the business plan is a good guide for what should be discussed in board meetings.

Boards should avoid catch-all agenda items such as 'general business'. Items to be discussed by the board should be included on the agenda before the meeting. Issues that arise during the meeting can be added to the agenda for the



next meeting.

### **Who prepares the agenda?**

The chair usually works with the principal to draft the agenda, consider the time for each item, help prepare papers, and identify whether items are for decision or for information. The chair also manages the meetings to ensure the board stays on topic and time is spent on agenda items that contribute to school success.

### **Records of board meetings**

One way that boards can be accountable and transparent is to publish meeting minutes. Minutes record items discussed at board meetings including key decisions made. The minutes should document general themes and decisions of the meeting rather than be a verbatim transcript.

Board minutes must be retained for audit purposes and as a true record of the activities of the board. Minutes, for example, can be published on the school website or in the school newsletter.

## **5. MAKING DECISIONS**

All board decisions must be agreed to by an absolute majority of board members – that is, more than half of all members must vote in favour of the decision which includes members who are not present at the meeting and vacant positions. It is important for the chair to spend time with individual board members to seek to understand their views. All board members (including the principal and chair) are entitled to one vote.

It is important that board members make themselves available for meetings where important matters are being discussed and decided. A proxy vote is not lawful under either the Act or Regulations. Board members may, however, use out of session processes (for example, an email to the chair) to have their votes recorded.

### **Making good decisions**

Informed, fair, sound and consistent decision making are important to the operation of the board. Skills in this area can be improved by taking account of:

- opportunities to be gained or lost as a result of the decision
- reliable and relevant information
- a mindset that balances the above.

### **Decision making checklist**

Questions to ask yourself to assess your board's decision making capability:

- Is the decision likely to achieve the desired outcome?
- Is the decision timely?
- Is the decision making process transparent?
- Have decision makers acted responsibly?
- Is the decision likely to be acceptable to key stakeholders?
- Has authority been used appropriately?
- Is it a good decision when long-term and short-term outcomes are considered simultaneously?
- Has the process been sufficiently rigorous?
- Does the decision take into account what we have learned from making similar decisions in the past?
- Does the decision suit the context we are in?

### **5.1 Unincorporated Board**

As the Act indicates that an unincorporated body is the desired model for a school board, by default all Independent Public School boards are unincorporated. This means that the board is not a standalone legal entity; instead it exists as a committee-like structure associated with the school.

### **5.2 Terms of reference**

It is useful for unincorporated boards to adopt a terms of reference so all parties understand the board's role and processes.

A term of reference template is available. While some customisation of the standard terms of reference is allowed, nothing should conflict with the Act, Regulations and Statement of Expectations.

The terms of reference should describe:

- the purpose, functions and authority limits of the board
- board membership and roles (office bearers)
- the process for board elections and appointments
- meeting arrangements including protocols for setting agendas and publishing minutes
- financial and contract management procedures
- mechanisms to manage disputes including mediation avenues
- the basis for ceasing or terminating membership
- any additional matters as appropriate.

The terms of reference should stipulate the length of the term of office for each board member. While the Regulations allow for a term of up to three years (and this is reflected in the terms of reference template), the board should make a decision about the actual term for each board member – that is, three years or two years or other – and include the details in its terms of reference.

### **5.3 Are P&C members also members of the board?**

The Regulations permit the P&C to nominate one of its members to be a member of the board in either the parent or community membership category (as relevant to the nominee). When the P&C nominates a person for the parent category, this nomination is treated as any other parent nomination. If there are more nominations than places in the parent category, an election takes place. If the P&C nominates a person for the community category, this nomination is put forward for consideration. The board appoints by vote community members from the list of nominations. That person is not the P&C representative on the board but a representative of either parents or the community.

### **5.4 Code of conduct**

#### **Government board members have a duty to:**

- act honestly and exercise powers for their proper purposes
- manage conflicts of interest
- act in good faith
- exercise diligence, care and skill.

A code of conduct stipulates the expected behaviour of board members including ways of working together, resolving disputes and confidentiality agreements. The code of conduct should be published and signed by all board members when they join the board, and be reviewed regularly.

Referencing the acceptance of the code of conduct is a useful inclusion in the board’s terms of reference.

#### **The code of conduct should reference the following:**

- The school acts in the best interests of its students.
- The board abides by all relevant legislation and industrial agreements.
- The board is accountable to both its local school community and the Director General (or delegate) of the Department of Education.
- The board encourages members to behave in a civil and respectful manner, avoiding discrimination, harassment and bullying.

#### **Board members should behave in ways that promote:**

- respectful partnerships
- clear and honest two-way communication
- transparent processes
- democratic, informed decision making
- personal and professional integrity

(Please see Appendix A - Success PS Code of Conduct)

## 6. BOARD COMPOSITION

### What is the size and composition of a board?

A board must:

- have more than 50% members as parents and/or community members
- have at least one member who is a parent/guardian.

A board should reflect:

- the nature of the student population including cultural, linguistic, economic and geographic factors relevant to the school
- the roles and responsibilities of the board
- the general community.

A board should have a minimum of five members and be large enough to reflect the community but not so large that it is unwieldy. The board may determine how many members it will have, within the limits specified in the Regulations (between 5 and 15 members). The following people can be on the board:

- the principal is an automatic member and is counted in the staff membership category
- staff (if a staff member is also a parent or community member then they can only nominate as a staff member)
- staff are those holding contracts of employment with the school
- students (must be 15 years or older or turn 15 years in the calendar year of their membership)
- parents
- community members

From time to time a board may co-opt (that is, appoint without election but selected by a vote of the board) a community member to provide particular expertise. Co-opted members do not have voting rights.

### 6.1 Board elections

#### How long is a board term?

A board member can be elected for a maximum of three years. The terms of reference should specify the term for each board member – for example, three years or two years or other as decided by the board. A board member can be re-elected one or more times after their initial term expires.

#### How are board vacancies filled?

The principal calls for nominations for each membership category. The call for nominations should be communicated in the normal manner of communication for the school – for example through emails, newsletters and/or notes home. Elections for parents, students and staff members are required if there are more nominations than positions.

- Parents elect parent board members
- Staff elect staff board members
- Students elect student board members (only students above the age of 15 can be on the board)
- The board appoints and/or co-opts community members by vote at a meeting.

#### How is the chair elected?

The chair is elected by and from the board membership. Typically, the chair is a parent or community member and needs to have a constructive working relationship with the principal and other board members. It is recommended that the principal does not perform the role of chair.

## 7. BUSINESS PLAN

A business plan is a critical document for all Independent Public Schools. It is a public document that communicates the long-term strategic approach for the school. It includes:

- the school vision and context
- an overview of school performance
- student improvement targets
- key areas of focus and strategies to achieve the student improvement targets

- run for at least three years
- be endorsed by the board
- be signed by the chair of the board
- be available to the school community via the school website or similar means

## **7.1 Role of the board in business planning**

- As the senior Department representative, the principal is responsible for and leads the development of the business plan and involves the board in the process. While the principal is ultimately responsible for development, implementation and outcomes of the business plan based on a range of evidence about student outcomes (academic and non-academic), the board plays a key role in:
  - Working with the principal to establish the plan’s objectives, priorities and directions, including giving insights into local community context, aspirations and history
  - reviewing and endorsing the business plan
  - monitoring the progress of the business plan
  - planning financial arrangements necessary to fund the objectives and priorities of the business plan
  - participating in the independent review at the completion of the business plan cycle

## **8. SCHOOL BUDGET**

Schools prepare an annual budget before the school year commences to manage the income and expenses during the year, and evaluate performance at the end of the year. The principal and staff plan and control the annual budget. The board must endorse the annual budget, with particular consideration to those parts of the budget that relate to the focus areas/priorities of the business plan.

The board is not responsible for developing the annual budget. However, it should:

- ask the principal specific questions about how the school is managing its money to deliver the priorities in the business plan
- expect a clear and transparent process that links the business plan to the budget
- make sure they understand the key matters related to financial management of the school
- ensure the budget aligns with the business plan priorities
- understand the key risks the school faces and any budget implications
- The board must not make investment decisions on behalf of the school, for example buying property, nor should it borrow money on behalf of the school. The principal must take steps to ensure that the board understands the financial position of the school

### **8.1 Tips for overseeing the school budget**

Questions the board might consider when reviewing the school budget:

- What are the current sources of income for the school (eg grants, charges, voluntary contributions, hire of facilities, other)?
- Does the budget accommodate school priorities and directions from the business plan
- Contributions, charges and fees (As the board must approve school contributions, it is important for it to understand the breakdown and purpose of the school contribution)
- What are the key components of the contributions and charges (that is, are families given information about how the contributions were determined)?
- What is the rationale for the level of contributions and charges and what will the money be spent on?
- Is the contribution amount appropriate given families’ average financial situation?
- Do charges and contributions requested from parents comply with legislation and Department of Education policy?
- Does the school have a policy and procedures for collecting charges and contributions?
- Charges for optional education experiences
- What courses/learning programs require or have extra cost components (such as excursions)?
- How will the extra cost components be identified?
- Are the extra cost options reasonable?
- Can the course/program be run without such costs?

- How will the school deal with non-payment of these costs?
- Does the school have funds to cover costs for students who are unable to pay?
- Charges for educational equipment
- What can we realistically expect parents to provide?
- Are these expectations appropriate given the socioeconomic status of our families?

## 8.2 Sponsorship

There are important questions that the board should ask when considering possible sponsorships:

- Does the sponsorship comply with the Department of Education’s sponsorship policy?
- What are the benefits of the sponsorship arrangement for students at the school?
- What are the consequences if we do/do not enter this agreement?
- What are the benefits to the sponsor?
- What are the expectations of both parties?
- What is the duration of the agreement?
- What is the impact (costs/benefit) on students, teachers, parents, Department of Education of the sponsorship arrangement?
- Are there any reputational or other risks associated with this sponsorship opportunity?

## 9. MANAGING RISK

### What is risk?

Risk is the ‘effect of uncertainty on objectives. In the context of an Independent Public School, a risk could be described as an unpredictable event that will cause the school to fail to achieve its targets. Risk has two dimensions: the likelihood that something might happen and the impact (consequence) it will have if it does happen.

### 9.1 Who manages what risk?

The role of the board is to:

- be kept informed of the most significant risks having an impact on the school, and the control and mitigation strategies the principal has in place
- identify risks in the way the board operates (such as managing conflicts of interest) and put in place measures to control or mitigate those risks
- participate in identifying key strategic risks facing the school in achieving its business plan.

These risks could include the loss of staff critical to the implementation of the strategies or reputation damage to the school. The role of the principal is to develop the school risk management plan. The Department of Education provides processes and templates to assist the principal identify various classes of risk for the school. It is very detailed and provides a good basis for managing operational risks at the school. While the board is not involved in identifying and assessing operational risks, or in developing strategies to control or mitigate those risks, the board would benefit from knowing that the principal has undertaken the risk management process and a risk management plan is in place and functioning as expected.

### 9.2 Risks specific to the board

The objective of the board is to fulfil its roles as specified in the Act, Regulations and Delivery and Performance Agreement. Risks to the board are therefore events that could impact on the board achieving this objective.

Key risks include:

- not having the right people on the board to properly fulfil the obligations
- failing to act within the regulatory framework provided by the Department of Education
- conflicts of interest that impact the board’s ability to make good decisions.

### Conflicts of interest

Conflicts of interest occur when a board member has multiple, and at times competing, interests in a decision being made by the board. The board member should declare any real or perceived conflicts of interest and they should be documented.

If a risk is substantial, the management strategy may be to have the board member step out of the meeting, or to stay in the meeting and not vote. If the risk is low, the management strategy may be to allow the board member to remain in the meeting and to vote.

The board should record in the minutes of the meeting the conflict of interest and the management strategy adopted. The board should also consider any implications for operating with a quorum when the management strategy is the member leave the meeting or not voting.

The way the board manages conflicts of interest can be captured in the terms of reference and/or code of conduct. This ensures there is minimal criticism or embarrassment associated with the role of the board.

### 9.3 Role of the board in overseeing risk

The board should be guided by the principal when considering what risks it should oversee. The board should not be involved in identifying and managing operational risks at the school, but rather risks at the strategic level.

The board should set aside time in a meeting to discuss risk and the impact it might have on the school achieving the objectives in its business plan. Three separate sessions could be set aside as shown in the figure below.

The board should determine what information it needs to assess the effectiveness of risk strategies – for example reports and briefing.

The board should take a structured approach to its role in overseeing risk management:

- Identify threats that may inhibit or affect the proposed option
- Assess the likelihood of the threat occurring and the consequences resulting
- Determine controls
- Adopt processes to provide feedback on the controls introduced
- Re-evaluate

## 10. SCHOOL PERFORMANCE

Under the Act, every school must have a board unless exempted by the Minister. The board is the sole legislated mechanism for parents and the community to be involved in the decision making activities of the school. The board cannot be involved in the management of the school but there are specific legislative functions for the board to take part in, determine or approve.

Therefore, the board can be involved in monitoring key education and other aspects of school performance:

- **Education performance** – for example, through On-entry Assessment Program, National Assessment Program – Literacy and Numeracy, Western Australian Certificate of Education, Online Literacy and Numeracy Assessment
- **Non-academic performance** – for example, through student attendance, student suspensions and exclusions, sporting achievements, community participation
- **Staff, student and parent satisfaction** – for example through mandatory national satisfaction surveys
- **Financial performance** – for example through school budget and expenditure

Questions the board might consider when monitoring and reporting education performance:

### Collecting data

- What information do we need to collect?
- How are we collecting the information we need?
- Are we collecting useful information?
- Are we collecting too much information or information that will never be used?

### Interpreting data

- How can we interpret the information presented?
- What is the data telling us?
- Can we see trends?
- Are the trends significant?
- What do we consider significant?
- Do we all agree on the direction of the trend?
- What does the data tell us about our performance?

- How do the outcomes we have achieved compare with those set or expected?
- Are we making appropriate progress against our focus area targets?
- Is any action needed to correct differences between achieved and expected outcomes?
- Do we need to review or change the outcomes on which we will focus? Do we need to update our business plan?
- Inclusion and equity
- Who else may wish or need to see this information?
- What format will it take?
- What is the best way to present the information so our school community can understand it?

## 10.1 Financial performance and reporting

The school must produce a public, annual financial report. This report tells the story of the school's finances including where money and other resources have come from, the current state of the finances and how money is being managed and spent.

The principal oversees the development of financial reports for the board, funders and members of the school community.

Board members should be able to:

- understand the overall financial situation as reported
- ask the right questions so they know the true state of the finances
- understand any differences between the actual and budgeted income and expenditure
- make independent and informed decisions about budgets and any adjustments that are required

The budgetary role of the board should correlate with the objectives and priorities of the school as detailed in the school business plan. Generally speaking, budget consideration is an annual review process linked directly to the endorsement of the business plan.

When reviewing income and expenditure in the financial statements, board members should ask for a clear explanation about:

- difference in expenditure between what was predicted (budgeted) and what was spent (actual) – the principal should be able to answer clearly and confidently and, if requested, give a breakdown of expenditure under each line item
- income items and the different sources of income – ask for more information or documentary evidence if this is unclear
- When asking questions, board members should focus their interest on the strategic aspects of income and expenditure rather than questioning individual items in the budget

## 10.2 School self-assessment

As the board participates in the independent review, it is important for it to understand the process and outcomes of the school's self-assessment. Presenting the assessment to the board and seeking comments and feedback are good practices.

Each year, the principal must review the school's performance against its business plan and Statement of Expectations.

Under the guidance of the principal, the school devises its own self-assessment schedule. The school provides the outcomes and conclusions of its assessment to the Department of Education Services before the independent review.

### DOCUMENT HISTORY

DATE	REV	APPROVED
1 February 2024	2.2	Principal
24 September 2021	2.1	Principal
19 March 2021	2.0	Principal
<b>Success Primary School</b> <b>390 Wentworth Parade SUCCESS WA 6164</b> <b>Ph 08 6174 2600</b> <b>success.ps@education.wa.edu.au    www.successprimary.wa.edu.au</b>		

## Board Meeting Schedule 2024- 2026

### Term 1 Meetings

<b>Agenda Items</b>	<b>Week 4 Term 1 Board Activity – Meeting 1</b>
Setting the Scene	Strategic focus for the year , policies to review Board to advise Principal of community context implications/issues Declare conflicts of interest
Sub-committees	Establish as/if required
Review of Board Structure	Membership and elections, induction, succession planning, terms of reference, code of conduct (to be signed).
Finance Strategy	Review financial planning for the school year End of month finance update
Annual Report	Board input and reflection / review and endorse
Risk Management	Foreseeable risk assessment
Workforce Planning	School updates / staffing profile

<b>Agenda Items</b>	<b>Week 8 Term 1 Board Activity – Meeting 2</b>
Open meeting	Declare conflicts of interest
Business Plan	Review school strategic direction
Board self-reflection and goal setting/ strategic plan	Review key strategies, impact of board, successes and areas for improvement / analysis of school survey
Financial Report	End of month finance update
Curriculum Focus	English directions and Cultural Standards/EALD
School Partnerships	Discuss and develop opportunities for promoting the board within the school
Notice of annual public meeting	Provide community with at least 14 days’ notice, date scheduled
School Operations	Update/review policy and operations

### Term 2 Meeting

<b>Agenda Items</b>	<b>Week 4 Term 2 Board Activity</b>
Open meeting	Declare conflicts of interest
Financial Report	End of month finance update
Curriculum Focus	Maths and STEAM directions
Data analysis	Online Entry data analysis (Pre-Primary)
Business Plan	Review, reflect and action strategies specific to the board
School Operations	Update/review policy and operations



### Term 3 Meeting

<b>Agenda Items</b>	<b>Week 4 Term 3 Board Activity</b>
Open Meeting	Declare conflicts of interest
Financial Reports	End of month finance update
Curriculum Focus	ICT, Science, Health and Wellbeing, Education Support update
School Operations	Update/review policy and operations
Audits/Reviews	Results of Audits or Reviews

### Term 4 Meetings

<b>Agenda Items</b>	<b>Week 4 Term 4 Board Activity – Meeting 1</b>
Open Meeting	Declare conflicts of interest
Financial Reports	End of month finance update
Preliminary Budget Update	Projected school numbers, planning, workforce
Curriculum Focus	Art and Music Update
Delivery and Performance Agreement	Review the agreement and compliance
Board Self Review	Summary of board effectiveness Strategic recommendations for following year Board Chair nomination
School Operations	Review and endorse student personal items lists for year to come

<b>Agenda Items</b>	<b>Week 8 Term 4 Board Activity – Meeting 2</b>
Open Meeting	Declare conflicts of interest
Financial Reports	End of month finance update
School Data analysis	Key understandings and finding for the year in priority curriculum areas
Sub-committees	Review / Report if required
School Operations	Review of survey findings
Board Chair Report	Review of strategic plan and summary of Boards achievements for Annual Report



# SCHOOL BOARD CODE OF CONDUCT 2024

All members of the board will strive to be confident, honest, respectful, friendly and courteous.

### In all our operations and relationships, we will strive to/for:

- A pursuit of knowledge and understanding;
- Be non-judgemental and demonstrate respect, concern and acceptance of others, their rights and property;
- Be curious;
- Respectfully challenge thinking and be open to sharing ideas;
- Be self-respecting and develop a unique sense of personal meaning and identity;
- Be socially and civically responsible; and
- Be environmentally aware and responsible;

## CONDUCT

### Personal behaviour – We will:

- act ethically and with integrity;
- act according to the legislative requirements, policies and ethical codes that apply;
- make decisions fairly, impartially and promptly, considering all available information, legislation, policies and procedures;
- treat members of the public and colleagues with respect, courtesy, honesty and fairness, and have proper regard for their interests rights, safety and welfare;
- not harass, bully or discriminate against colleagues, members of the public and employees;
- contribute to a harmonious, safe and productive work environment by our work habits, and professional workplace relationships; and
- commit to the school’s high performing team model of reference, ‘Patrick Lencioni’s 5 Dysfunctions of a Team’ in pursuit of high trust, respectful conflict, commitment, accountability and results for student outcomes.

### Communication and official information – We will:

- not disclose official information or documents acquired through our role, other than as required by law or where proper authorisation is given;
- not misuse official information for personal or commercial gain for self or another;
- adhere to legal requirements and policies;
- Respect the confidentiality and privacy of all information as it pertains to individuals; and
- To solve problems or generate new ideas using the school adopted GROWTH Model of change.

### Fraudulent and corrupt behaviour – We will:

- not engage in fraud or corruption;
- report any fraudulent or corrupt behaviour; and
- report any breaches of the code of conduct;

### Conflicts of interest – We will:

- ensure personal or financial interests do not conflict with our ability to perform official duties in an impartial manner;
- manage and declare any conflict between personal and public duty; and
- where conflicts of interest do arise, ensure they are managed in the public interest.

**We commit**

- to taking responsibility for reporting improper conduct or misconduct which has been, or may be occurring in the workplace. The details will be reported to the relevant people or agency; and
- to taking responsibility for contributing in a constructive and positive way to enhance good governance and the reputation of the board.

**PUBLIC SECTOR REQUIREMENTS**

We are committed to upholding the principles in the Code of Ethics. The Board accepts the minimum requirements set out in the Conduct Guide for Boards and Committees. This code of conduct builds on these minimum requirements.

**CODE OF CONDUCT ACCEPTED BY BOARD MEMBERS AS AT 19 FEBRUARY 2024:**

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