



**CHURCHLANDS**  
**SENIOR HIGH SCHOOL**

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**SCHOOL BOARD**

**SCHOOL BOARD**

**SELF ASSESSMENT SURVEY 2017/2019/2021**

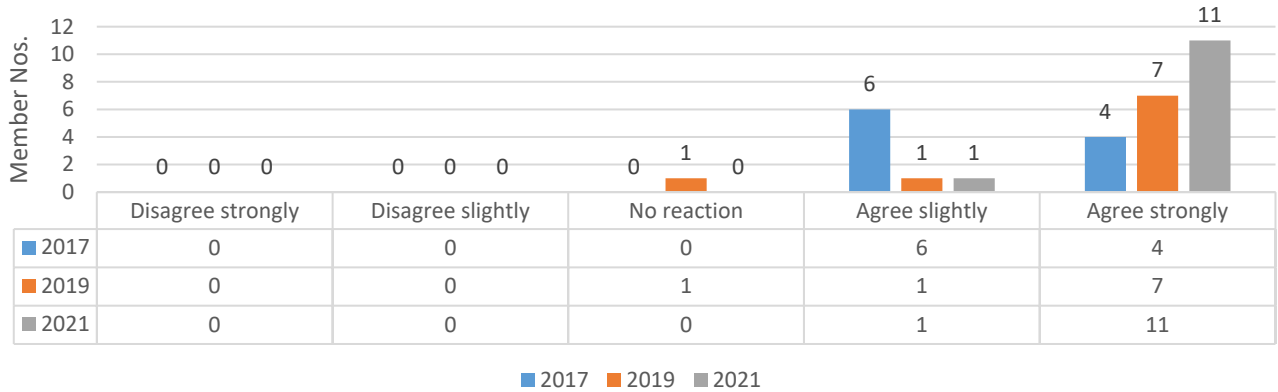
**2021 – Survey completed by 12 members**

**2019 – Survey completed by 9 members**

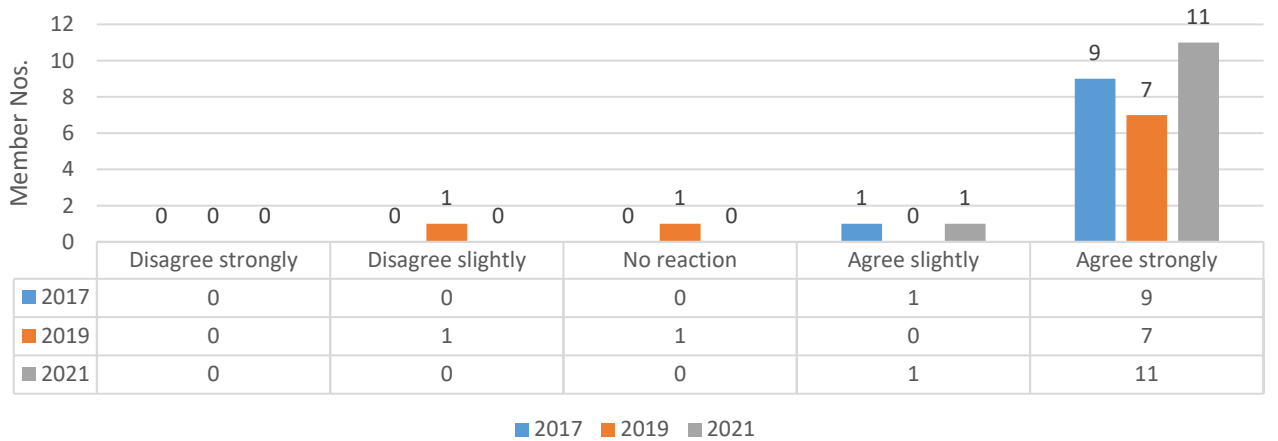
**2017 – Survey completed by 10 members**

## ROLES AND RESPONSIBILITIES

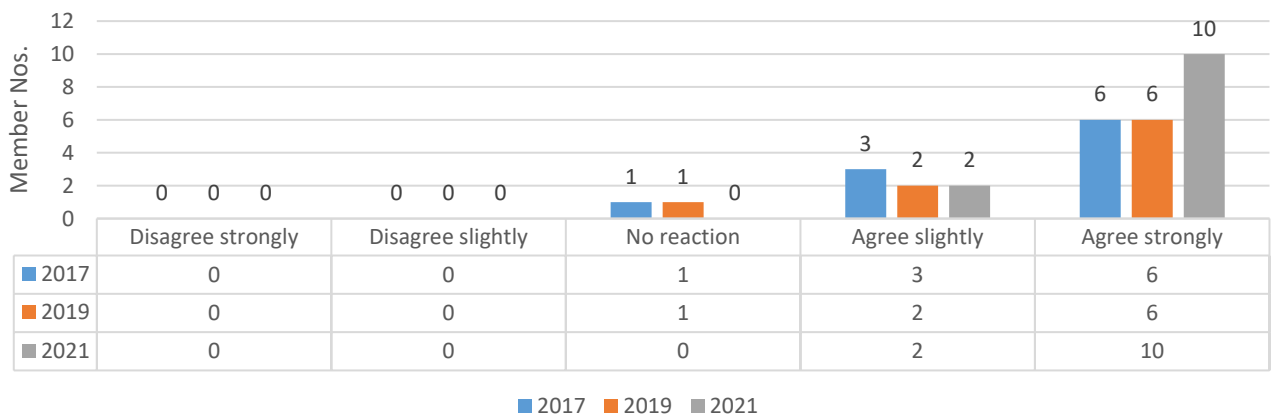
1. The Board complies with relevant legislation - knows what legislation is relevant for each decision.



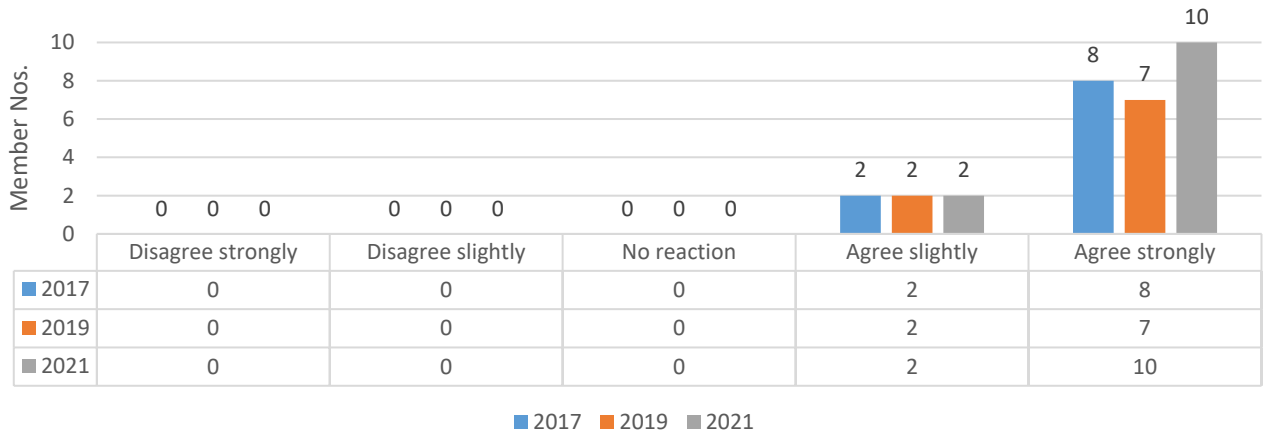
2. The roles and responsibilities of the Board are clearly set out in the Board's Terms of Reference.



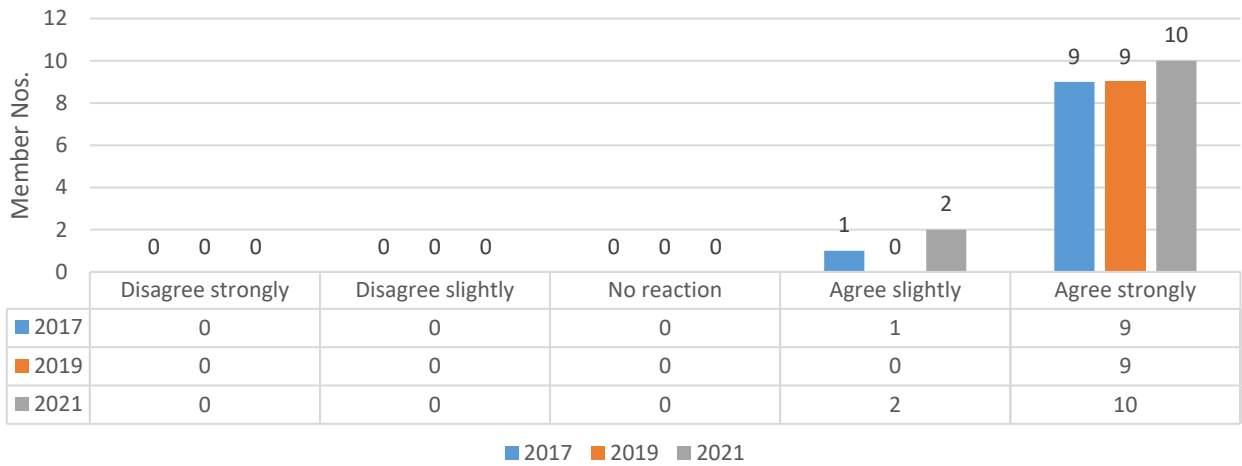
3. The roles and responsibilities of individual Board members are clearly defined.



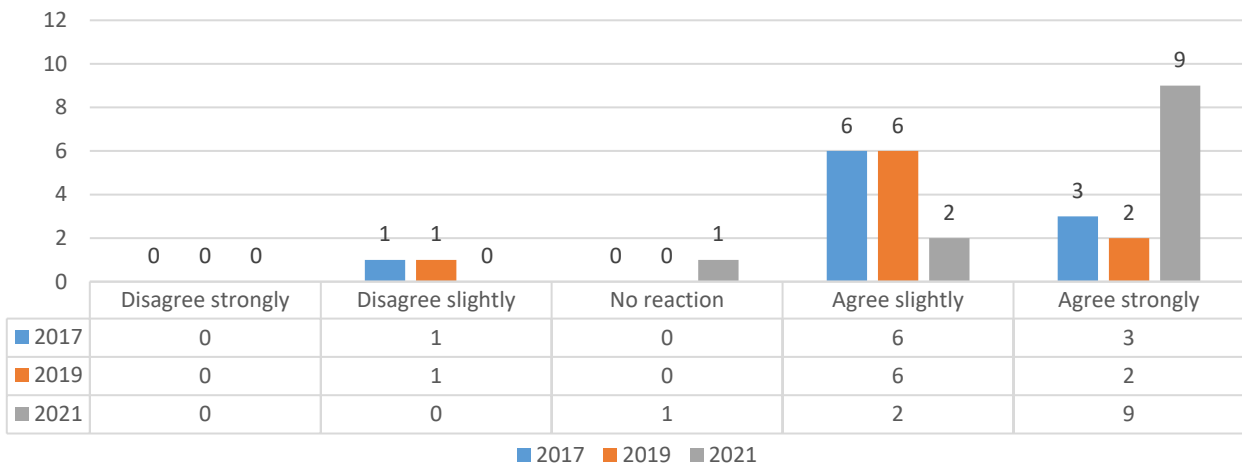
4. The roles and responsibilities of the Board chair are clearly defined.



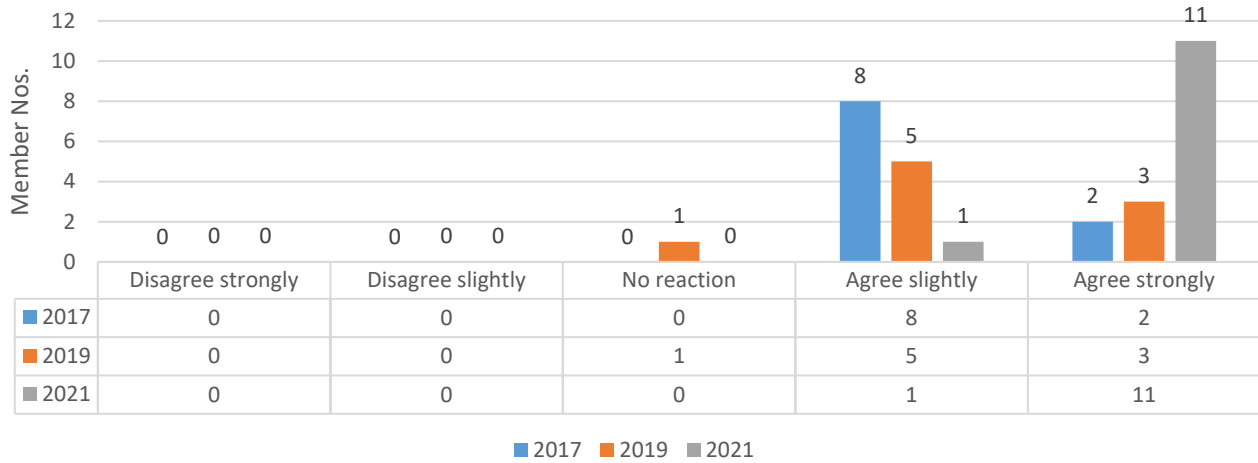
5. The roles and responsibilities of the principal are clearly defined.



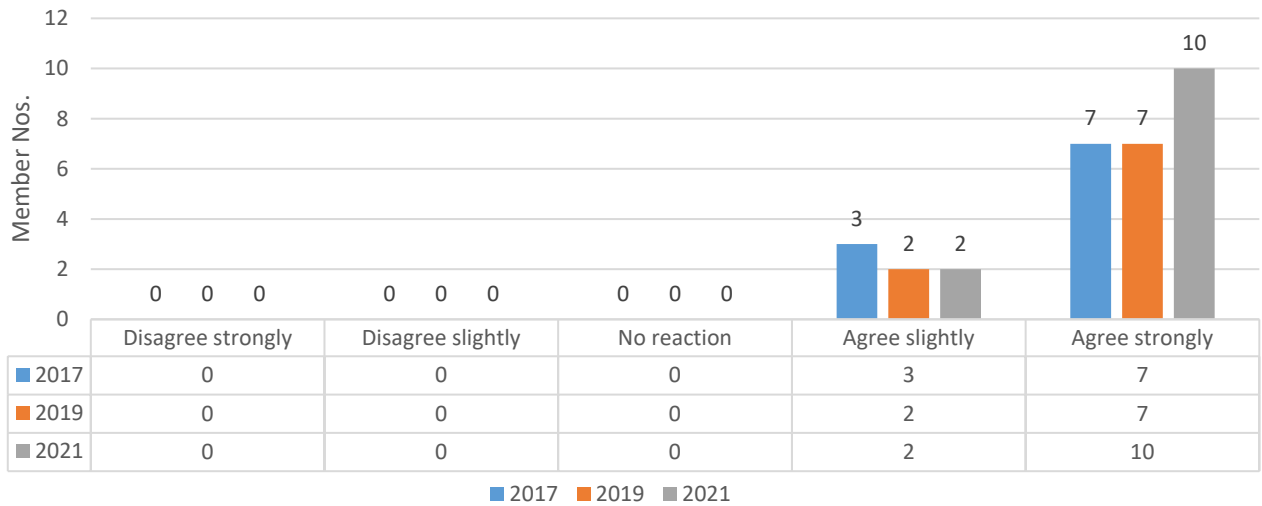
6. The Board is actively involved in school planning and approvals.



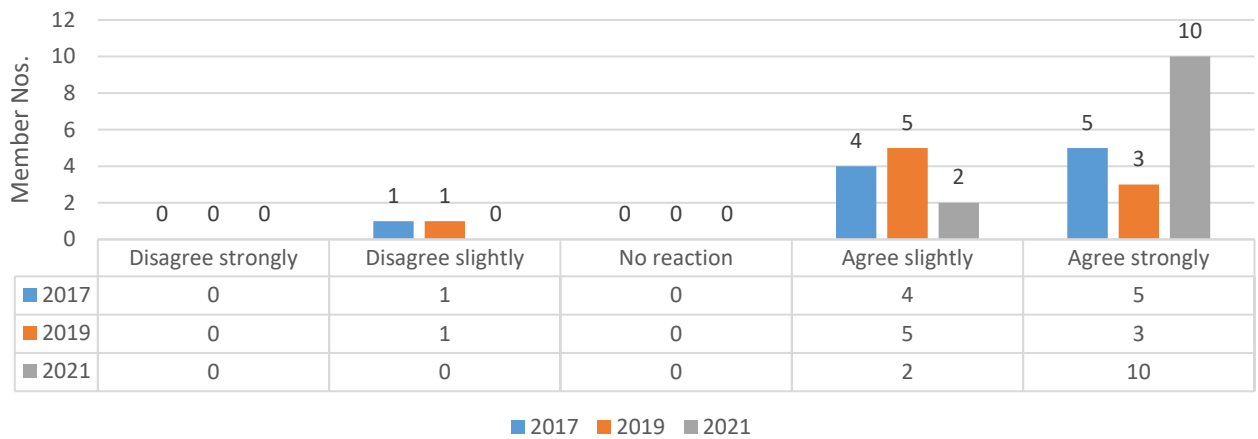
7. The Board monitors achievement against the school plan.



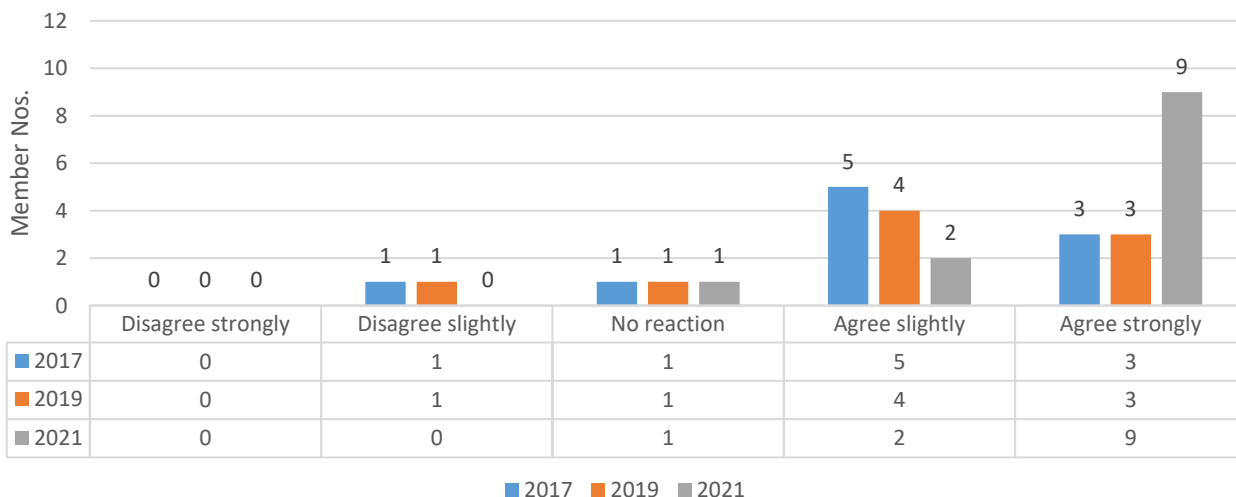
8. The Board endorses financial arrangements necessary to fund planning objectives, priorities and directions.



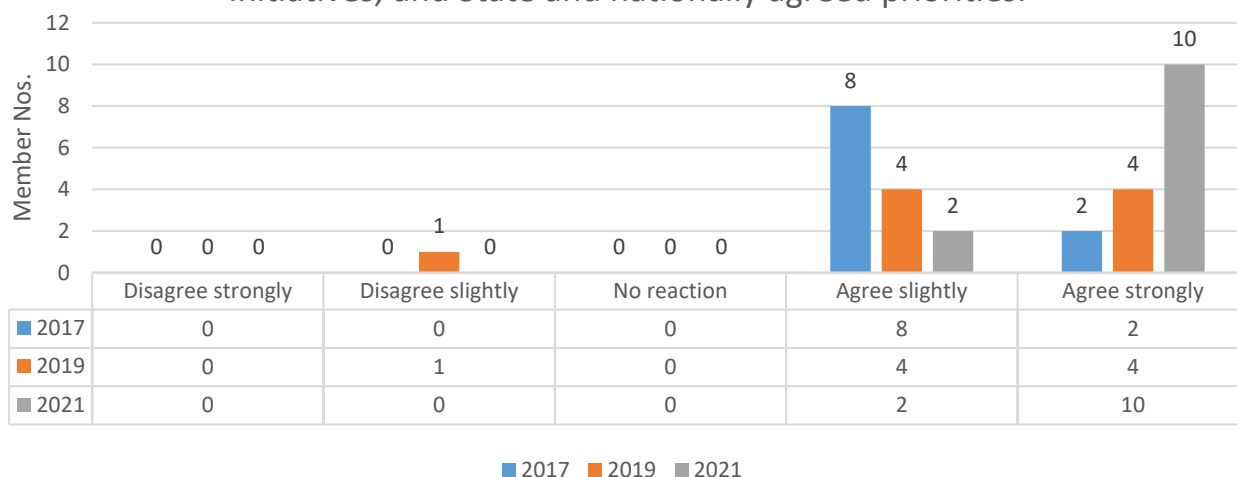
9. The Board understands school budgets and endorses them with confidence.



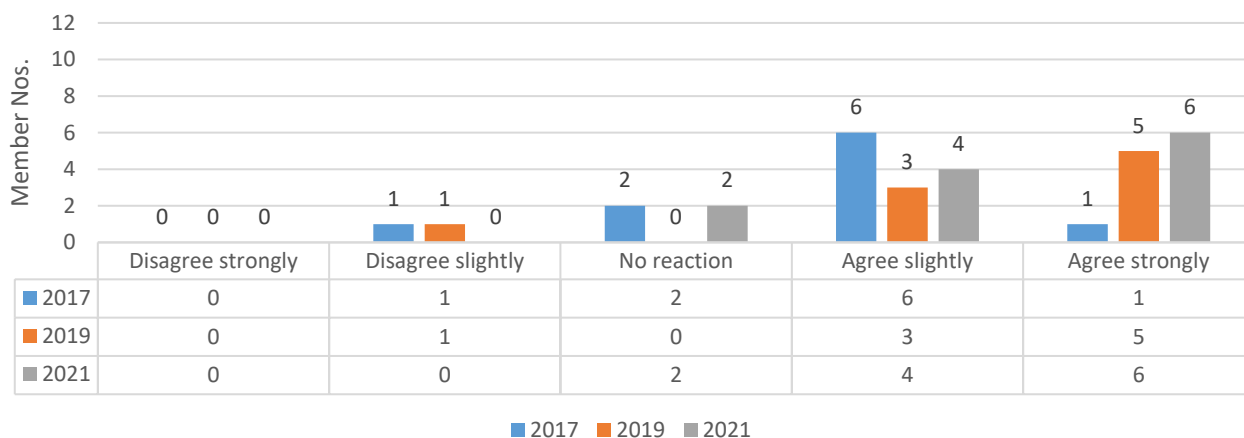
10. The Board is actively involved in annual reporting processes.



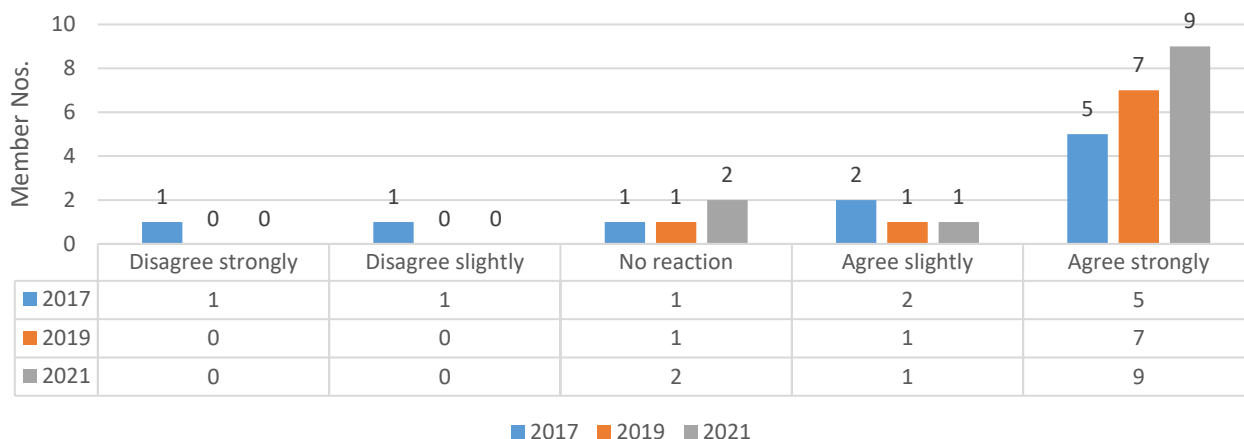
11. The Board monitors progress made against school priorities and targets, specific outcomes attached to funding for targeted initiatives, and State and nationally agreed priorities.



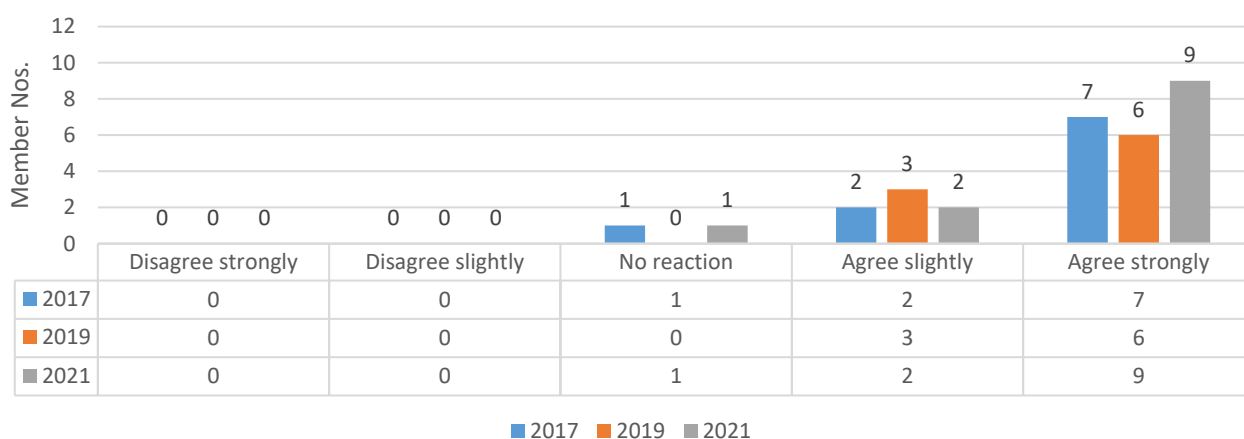
12. The Board monitors the satisfaction of parents, students and teachers.



13. An annual report on Board activities is prepared and distributed publicly.



14. The Board promotes the school in the community.

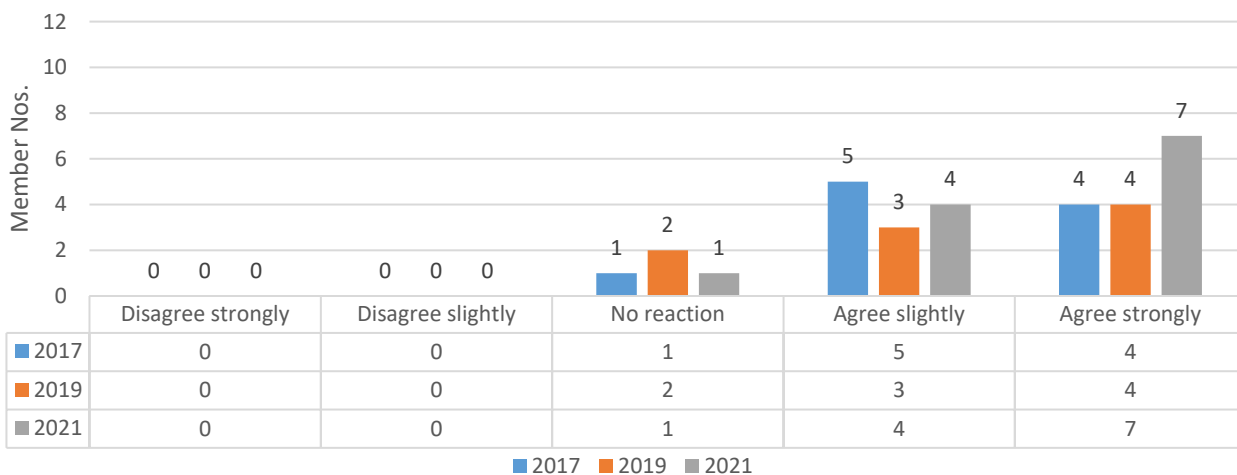


2017 Comments – Questions 1-14:

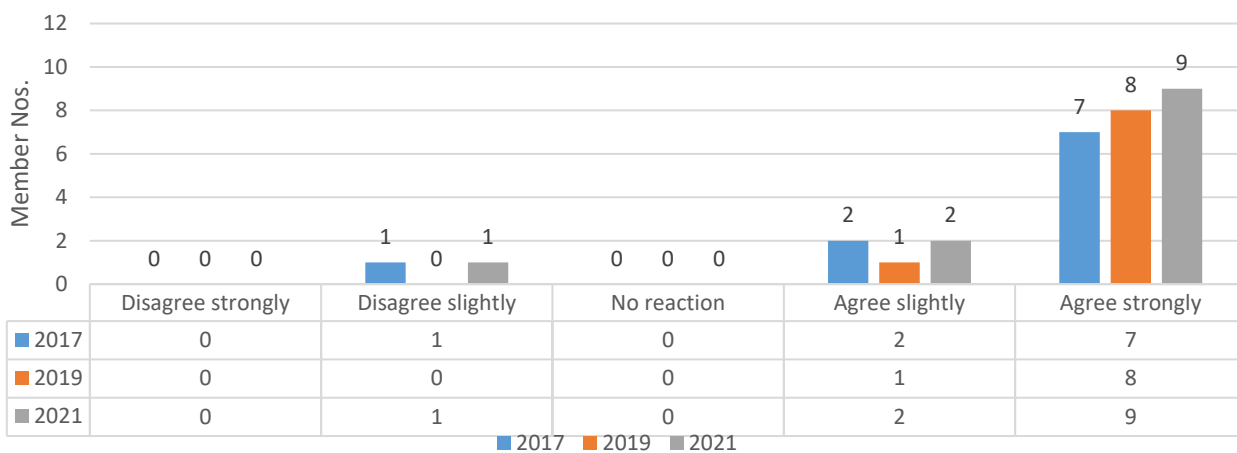
- School planning, specific to the needs of the students is the realm of the Principal and staff, the Board is given regular updates and opinions are sought where necessary and relevant.
- Decision making processes and policies held by the school are not necessarily understood by all members of the Board. However, as far as possible, transparency of decision making is attempted. Board's area for improvement in the future is the communication with all relevant stakeholders.

## BOARD MEETINGS

15. The Board has a schedule of business covering recurring governance matters.

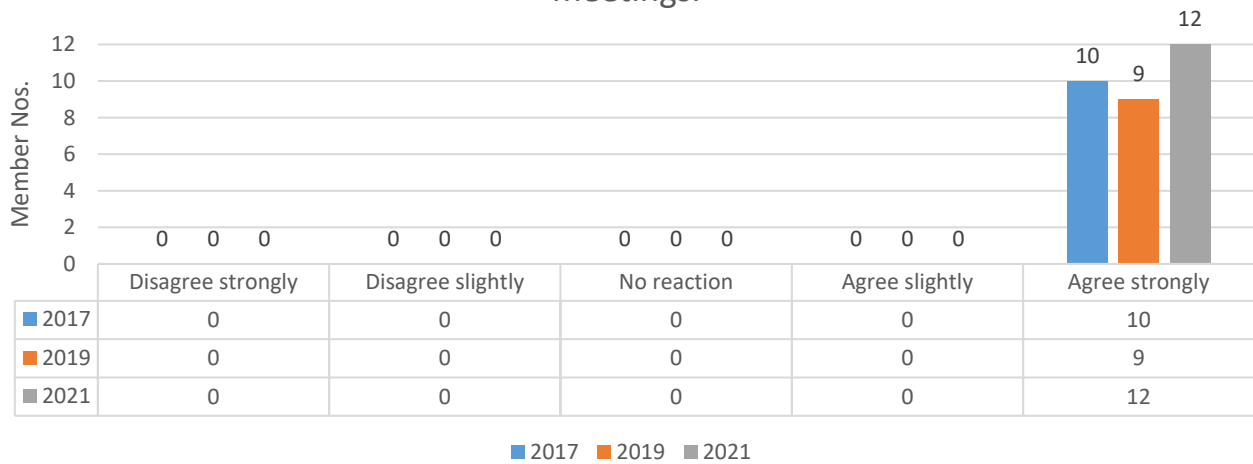


16. The agendas and timing of meetings enables sufficient time and opportunity to deal with all of the key issues.

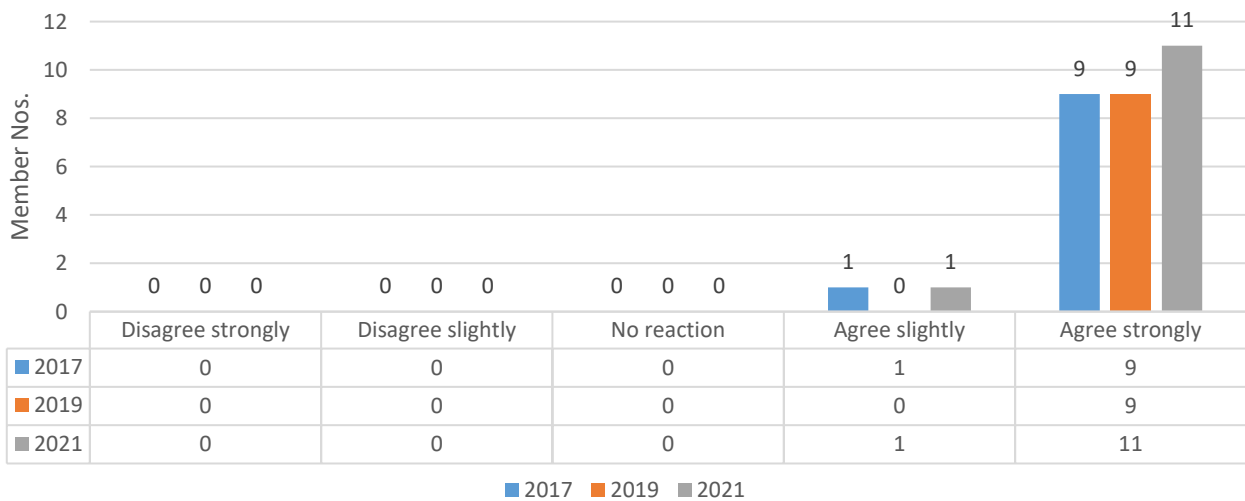




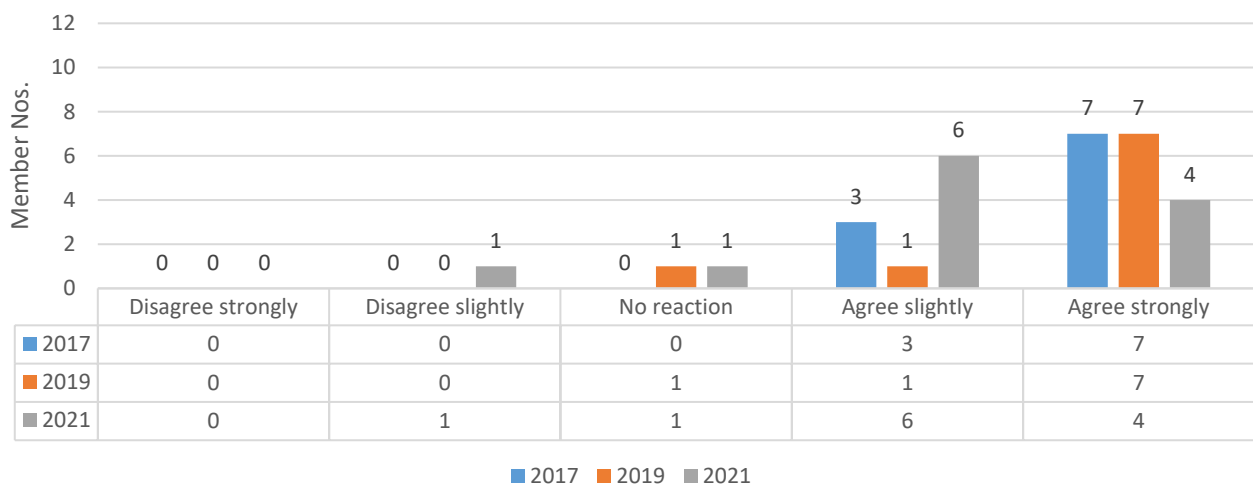
### 17. Minutes are received in time to thoroughly prepare for meetings.



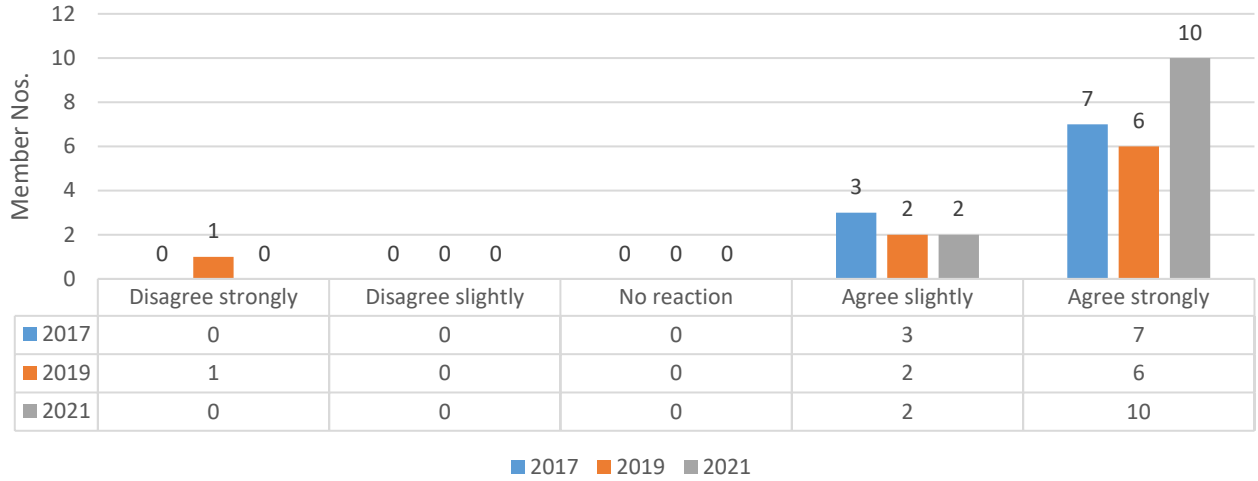
### 18. Meetings begin on time.



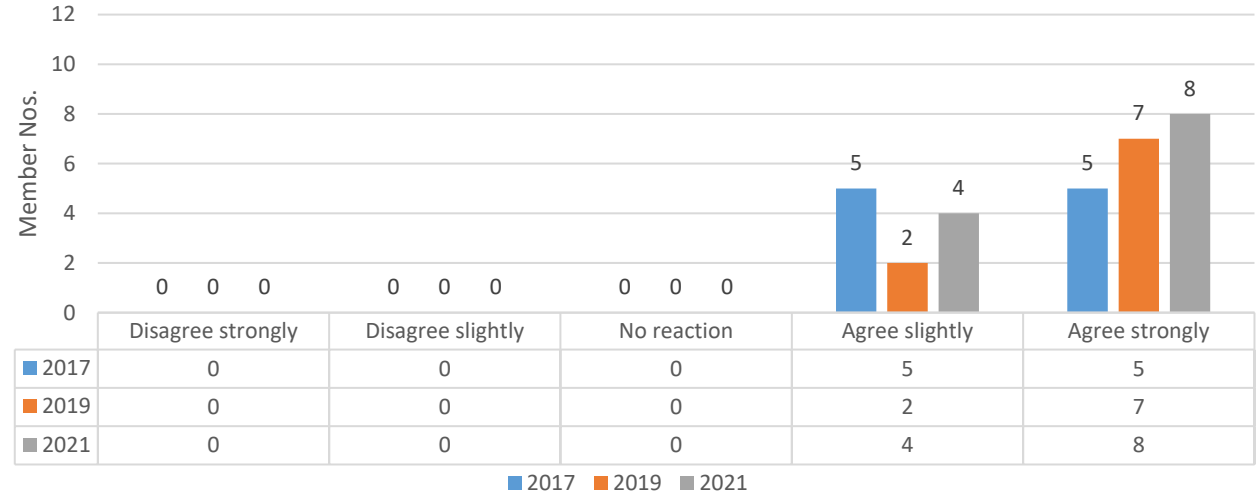
### 19. Meetings end on time.



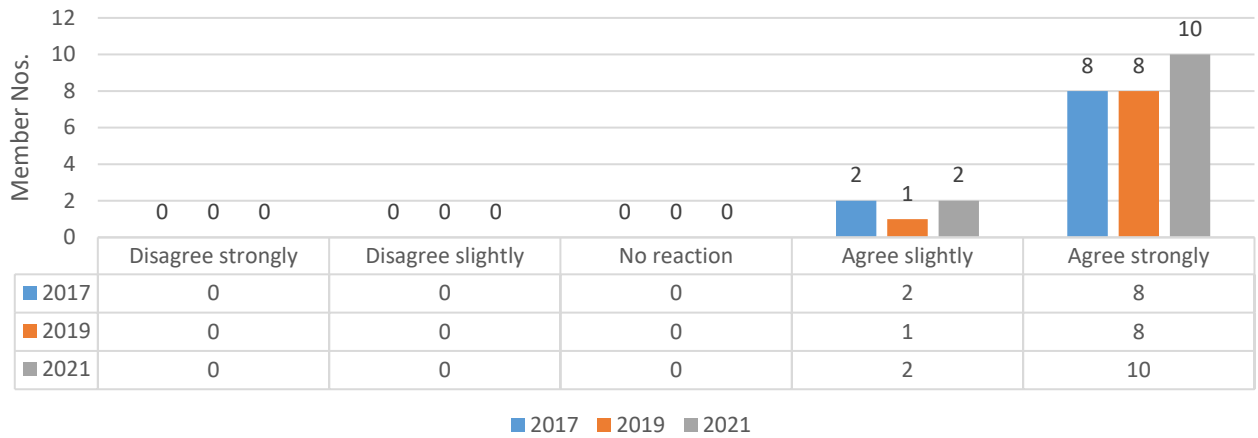
20. Board meetings focus on important issues.



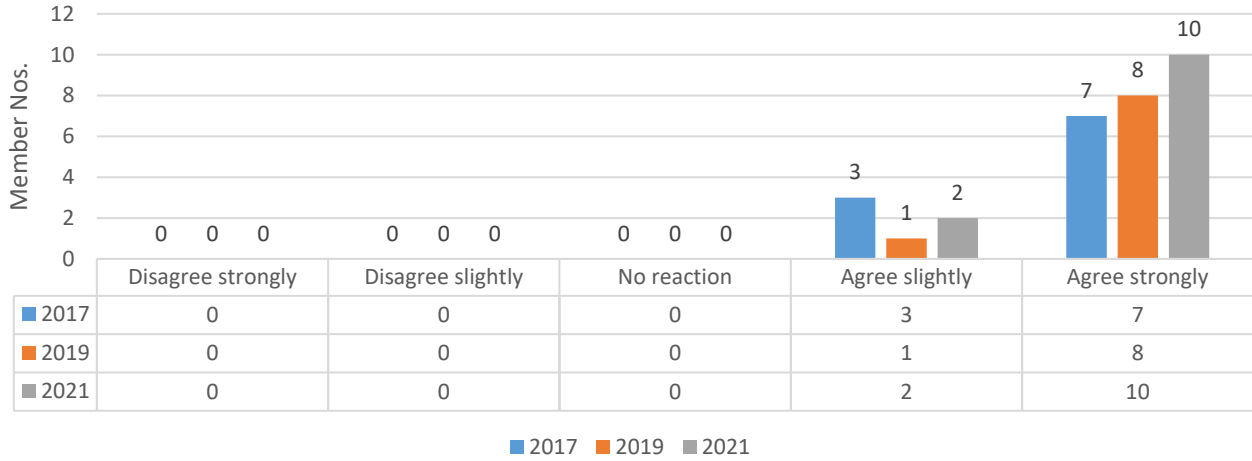
21. Time is used effectively at Board meetings.



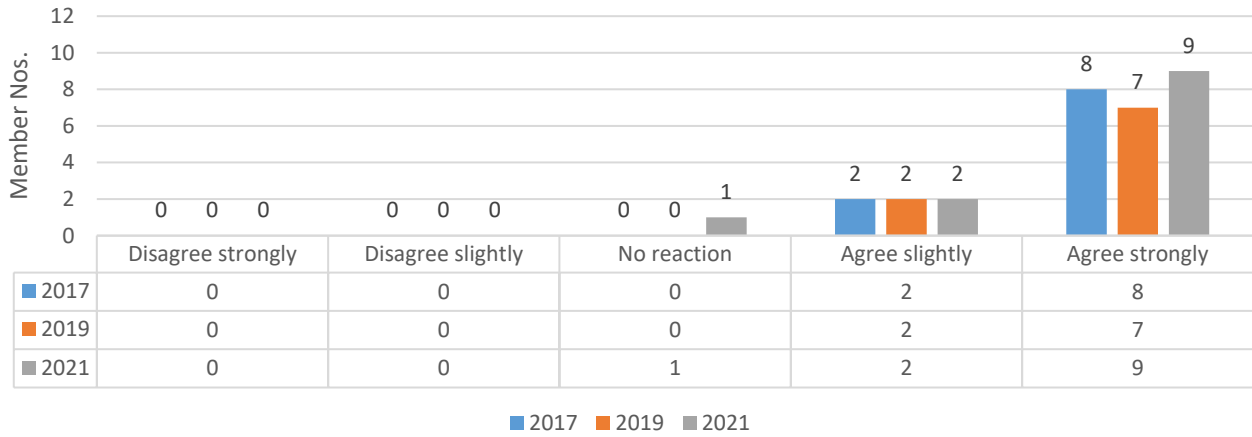
22. Board members are able to express their opinions freely and are encouraged to participate in meetings.



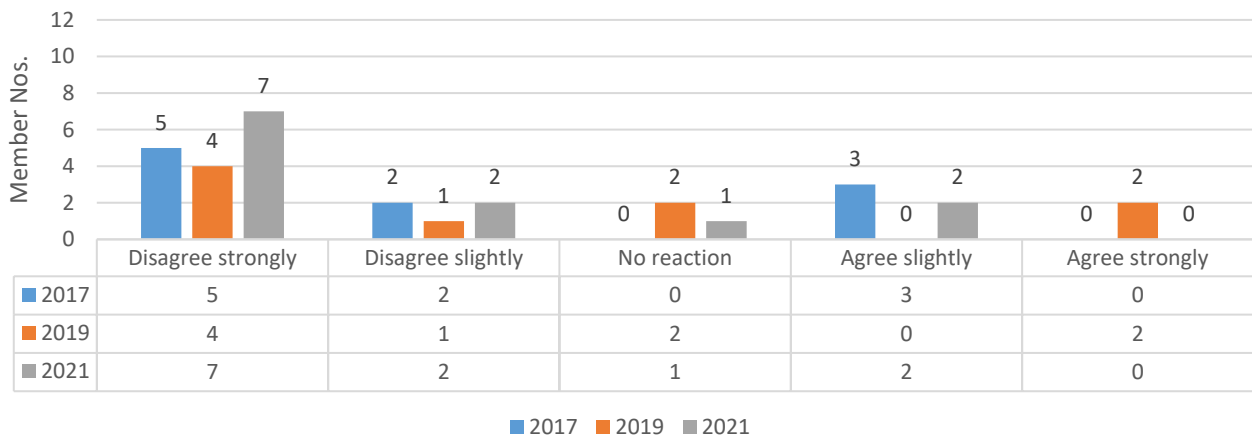
23. The Board follows good decision making processes.



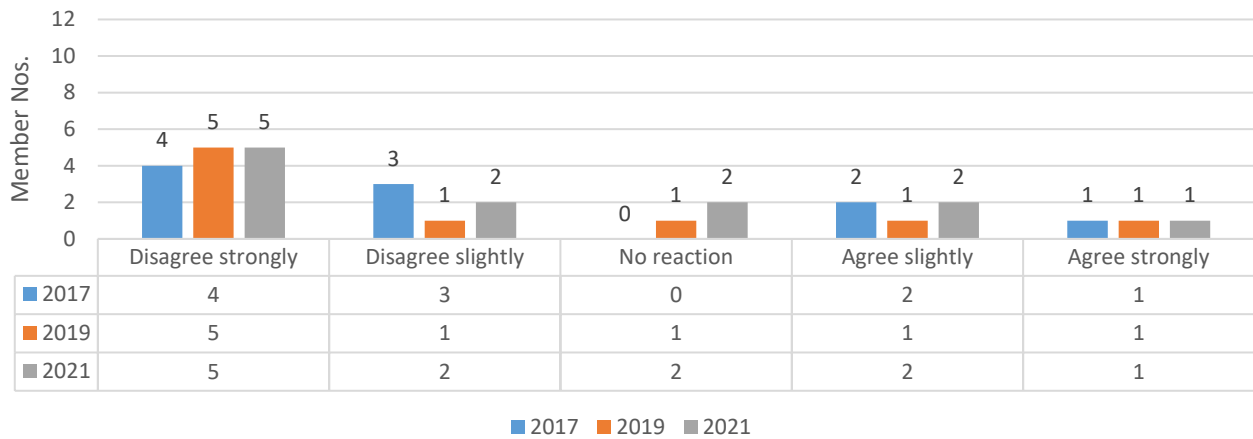
24. Once the Board has finished discussing something, it is clear who is going to do what and when.



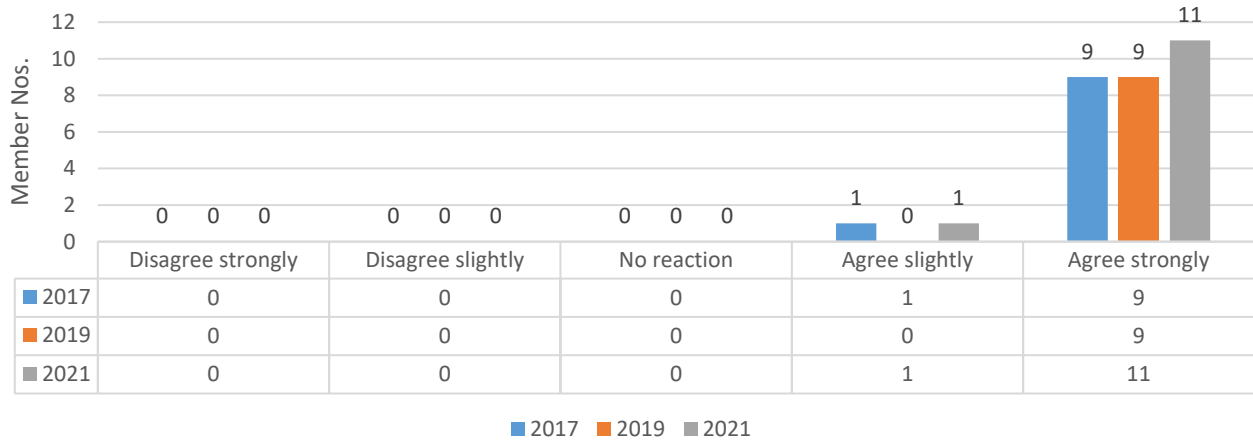
25. Some Board members dominate discussions and this discourages quieter Board members from contributing.



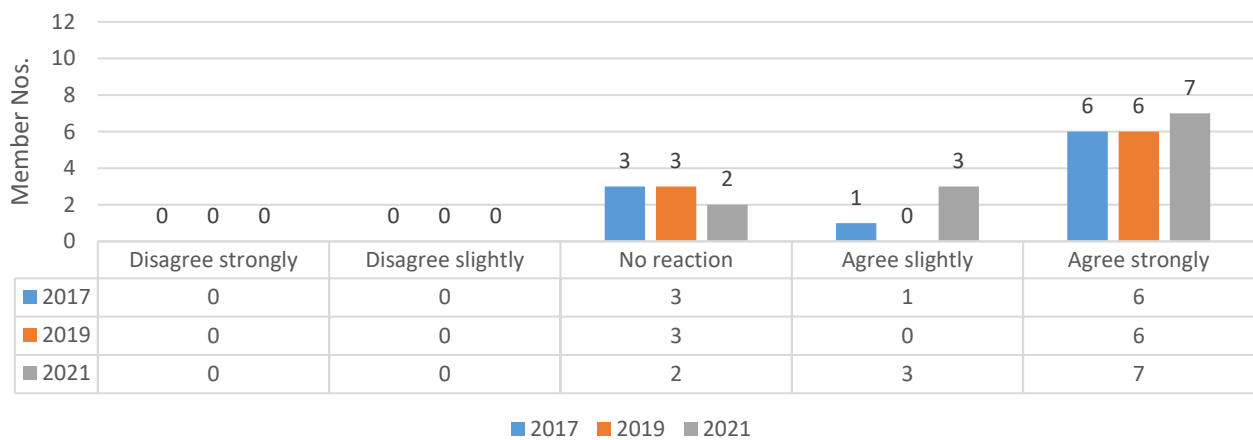
26. The agenda for meetings is too full of "routine" motions or items "for information only".



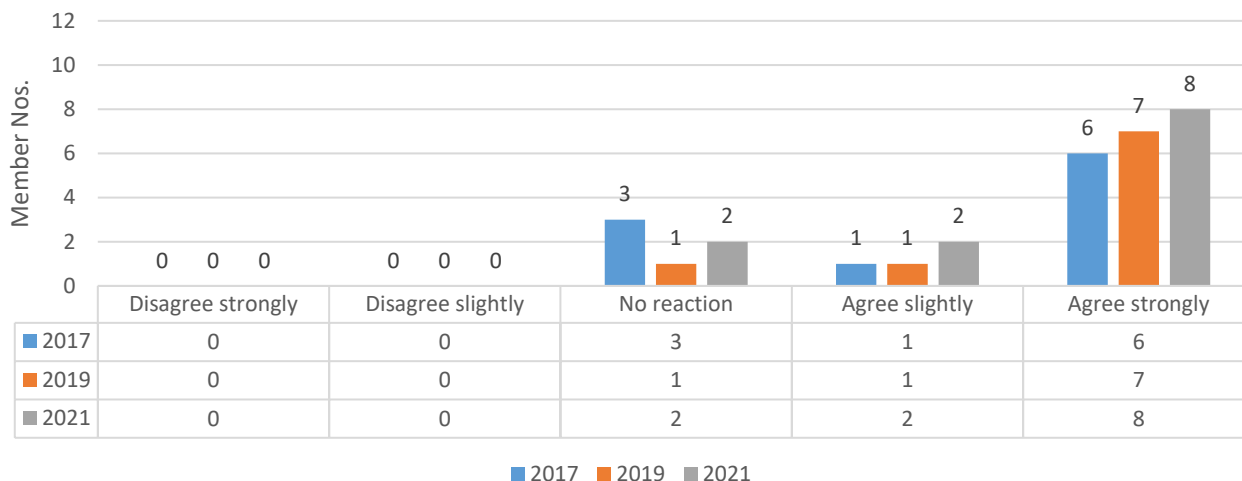
27. School Board minutes are a true and accurate record of meetings and endorsed by the Board.



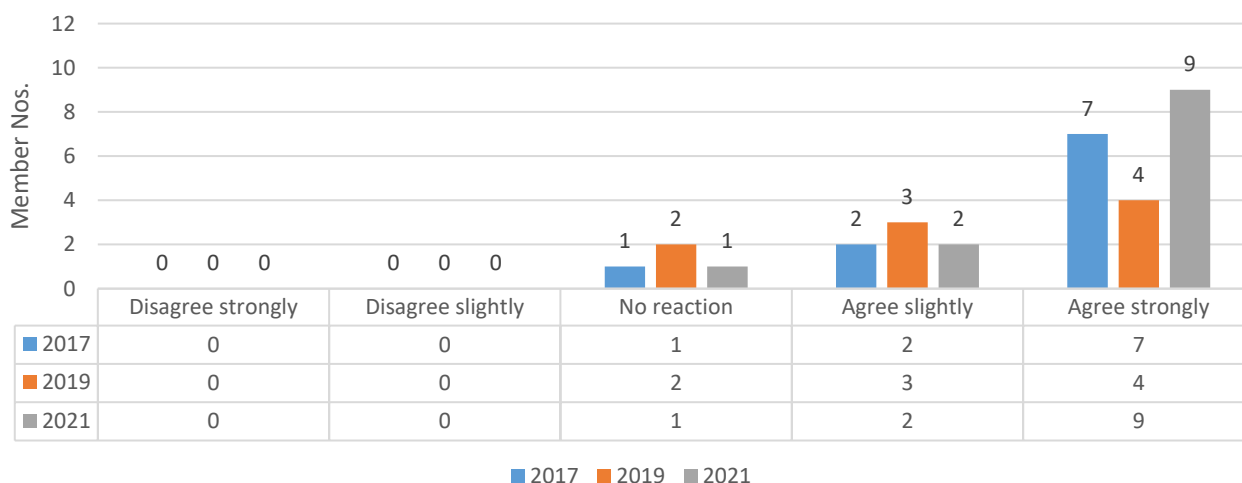
28. Minutes of meetings are made available to the school community.



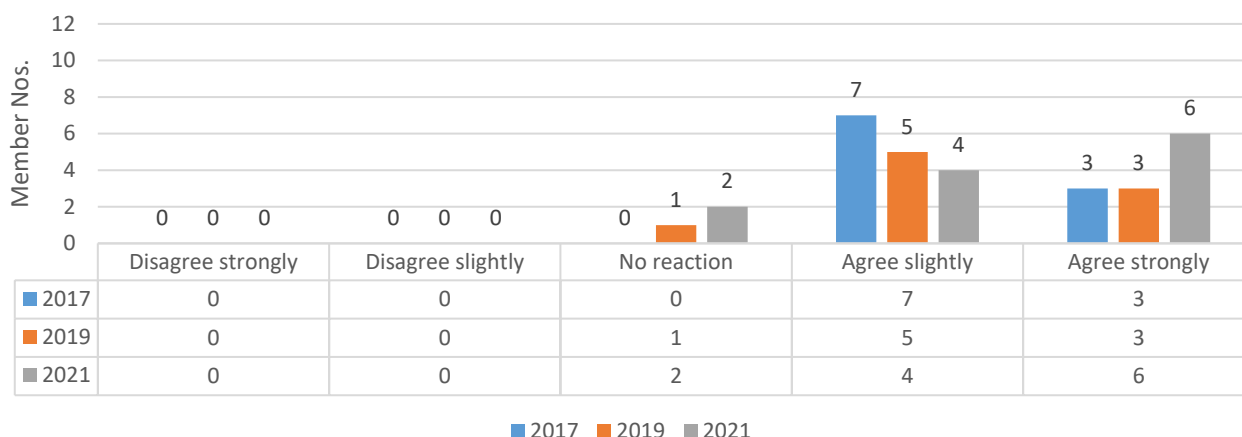
29. Board members support Board decisions outside the meeting.



30. Contribution to the work of the Board is valued.



31. The Board gives as much attention to how it reaches conclusions as it does to what is being decided.

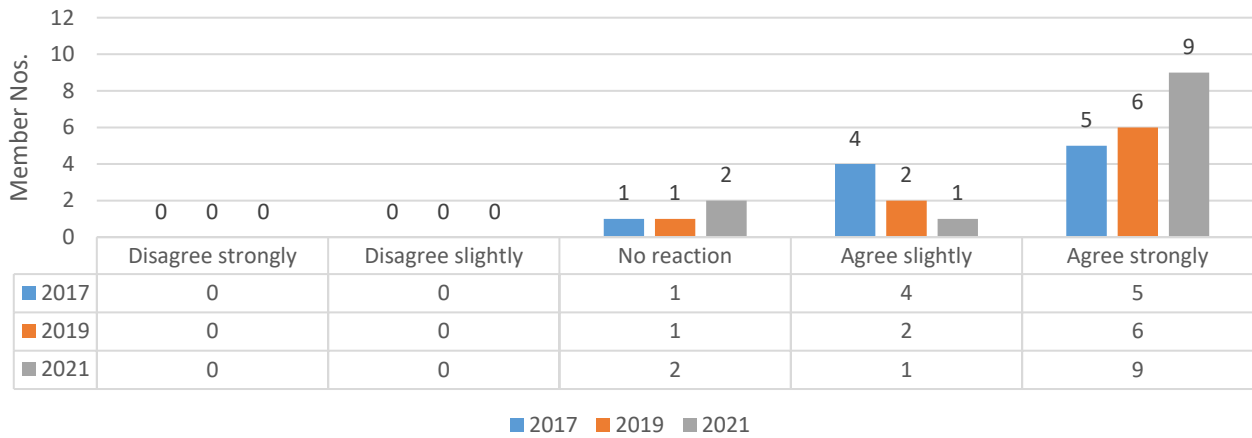


2017 Comments – Questions 15-31:

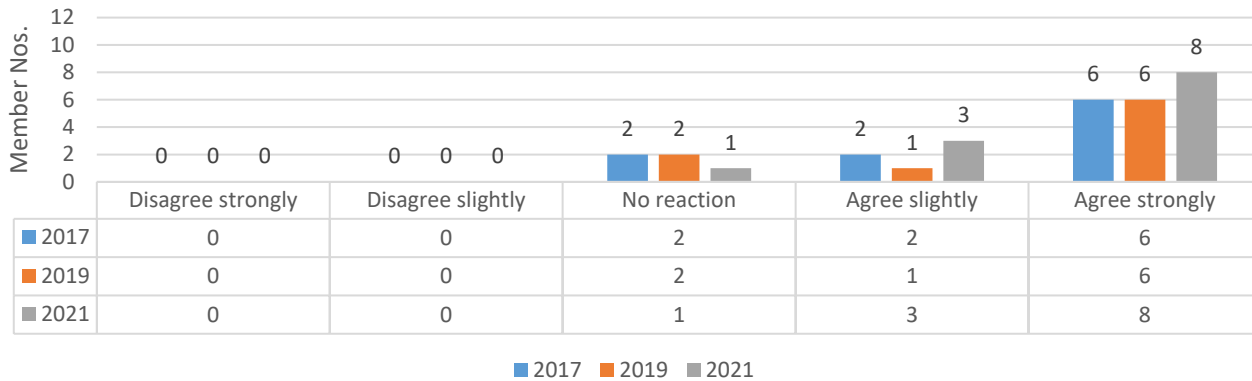
- The fact that I don't know if the minutes of the Board meetings are available to others outside the meeting would suggest there is a problem with communication processes.

### COMPOSITION OF THE BOARD

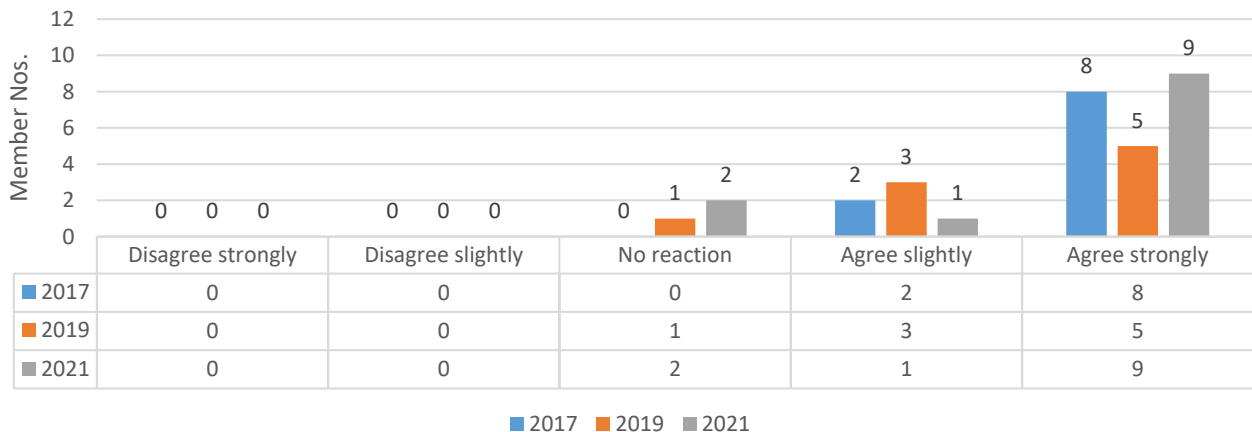
32. There is a well-defined and transparent process for Board recruitment, including nomination and selection.



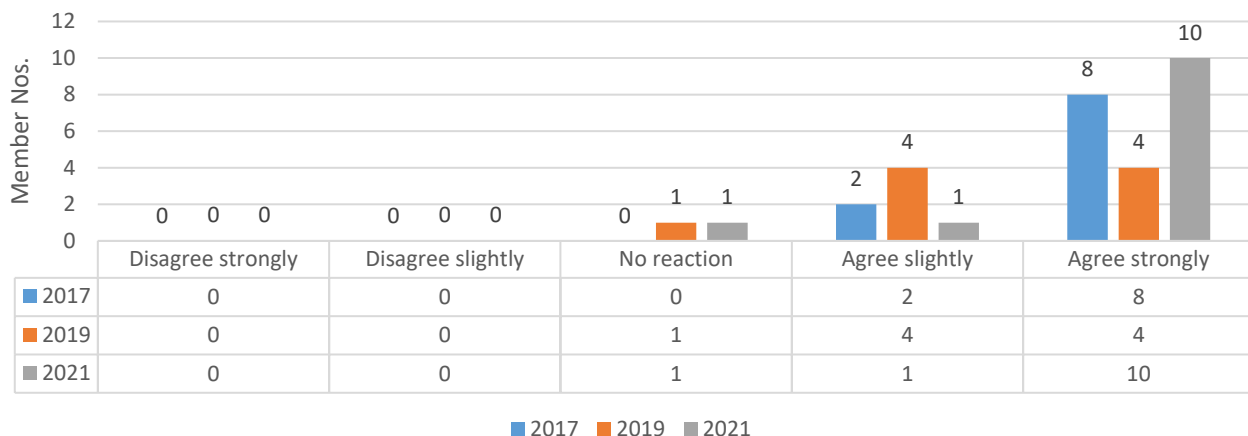
33. Consideration been given to the composition of the Board (and/or process to refresh), to ensure the Board has members with appropriate skills and capacity to effectively undertake the roles and responsibilities.



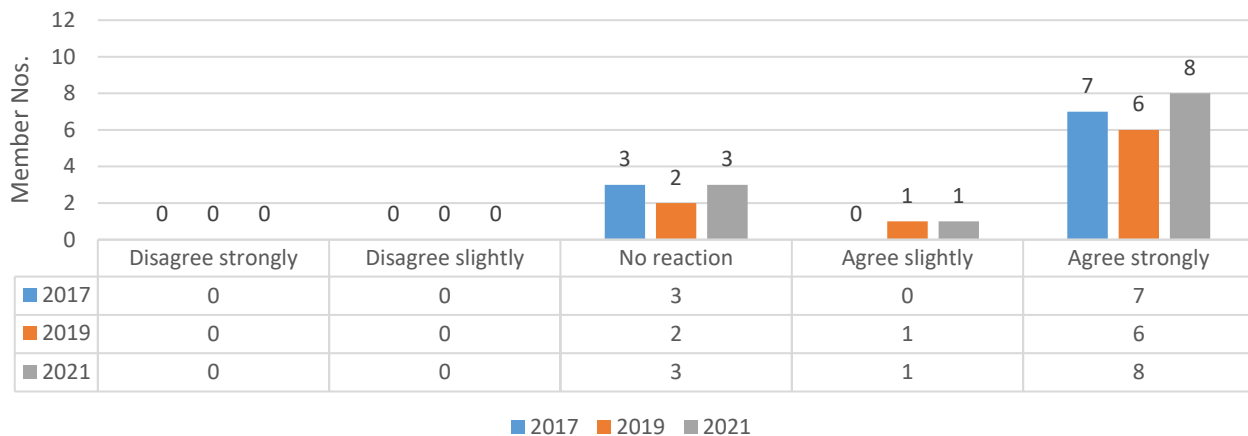
34. The Board has sufficient diversity of relevant experience and perspective.



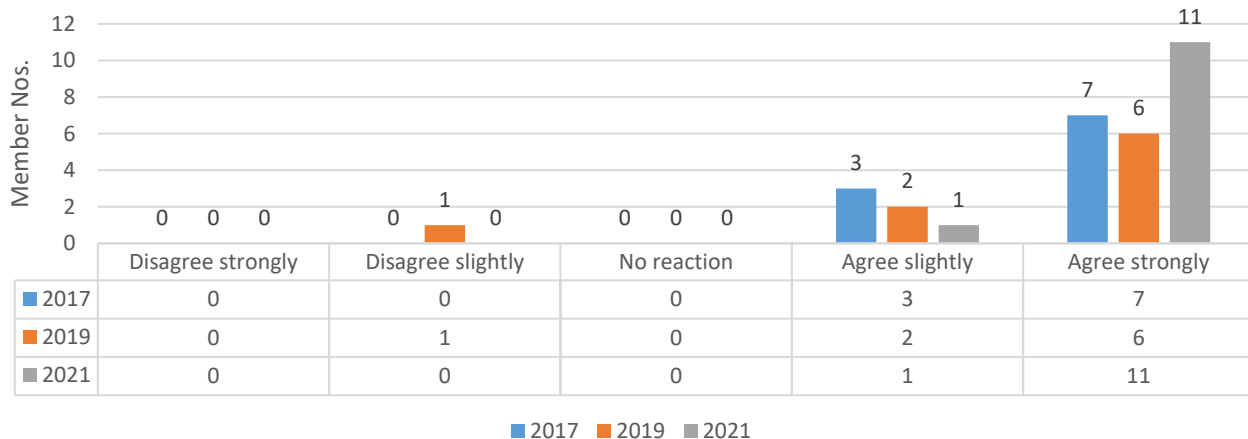
35. Board members are able to commit the time required for their role.



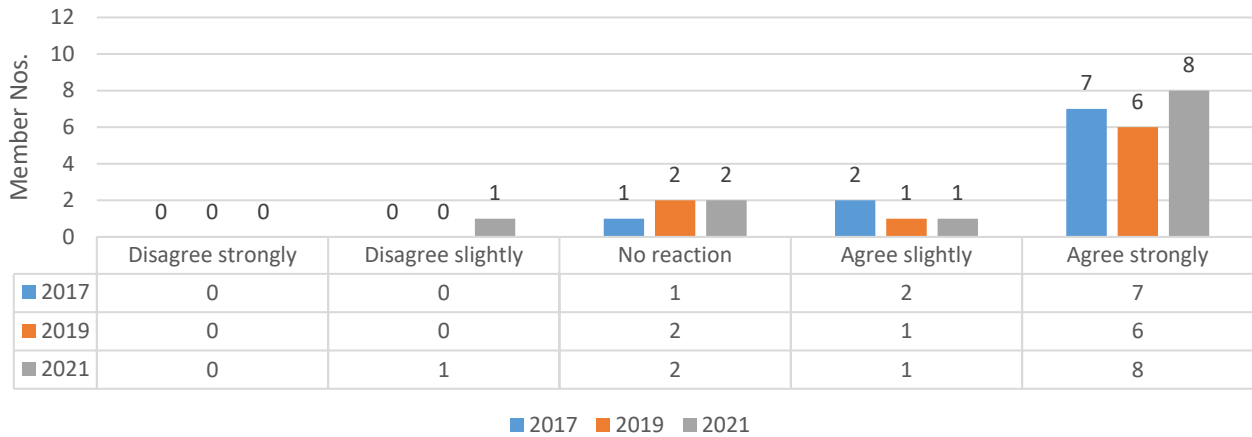
36. The Terms of Reference identifies procedures relating to the replacement or removal of Board members.



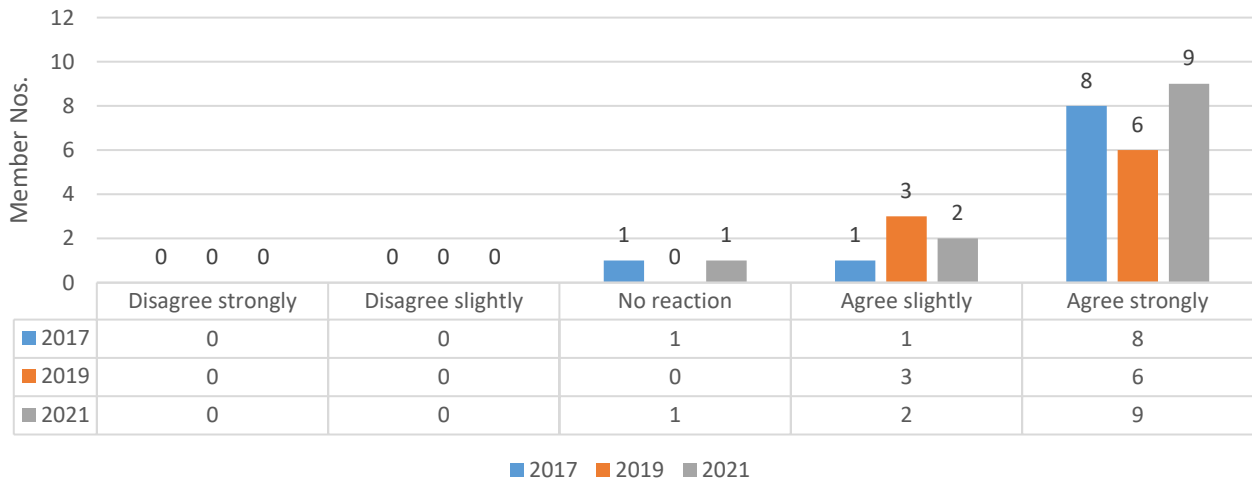
37. The Board of a size that is sufficient to enable it to have the necessary knowledge, skills and experience.



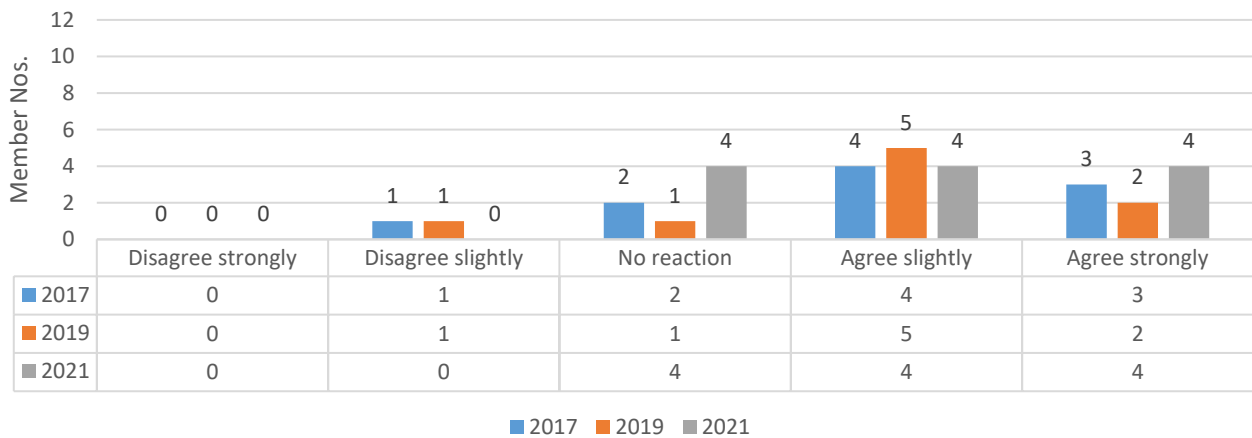
38. Tenures of Board members are staggered in such a way so as not to cause undue disruption to Board upon term completion.



39. Board members are aware of their length of tenure on the Board.



40. The Board has developed a succession plan to identify the skills needed by the Board.



2021 Comments Questions 32-40:

- Unaware of a succession plan other than the normal board nominations.
- Consider an Aboriginal representation?

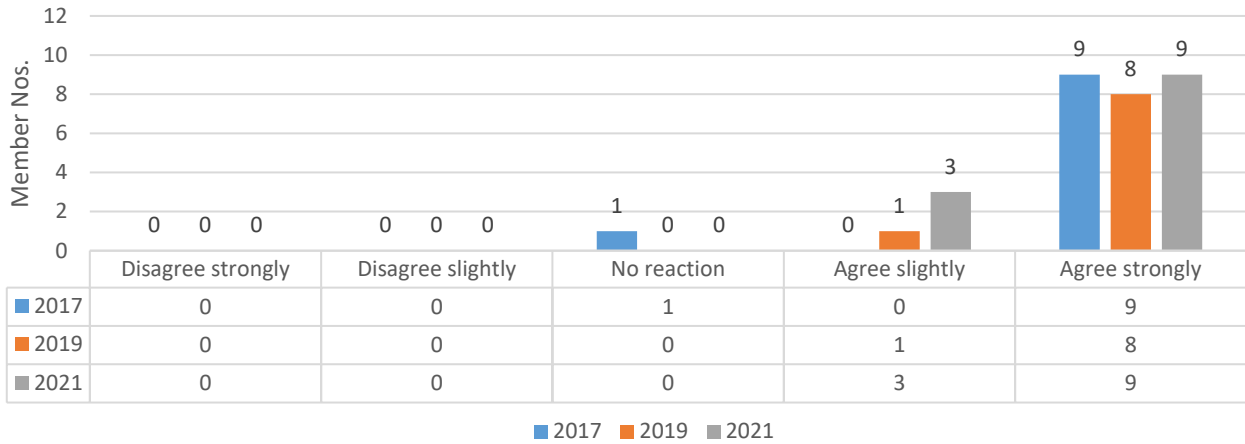
2017 Comments Questions 32-40:

I am sure we have Terms of Reference for removal of Board members but I'd have to look them up to be familiar with them.

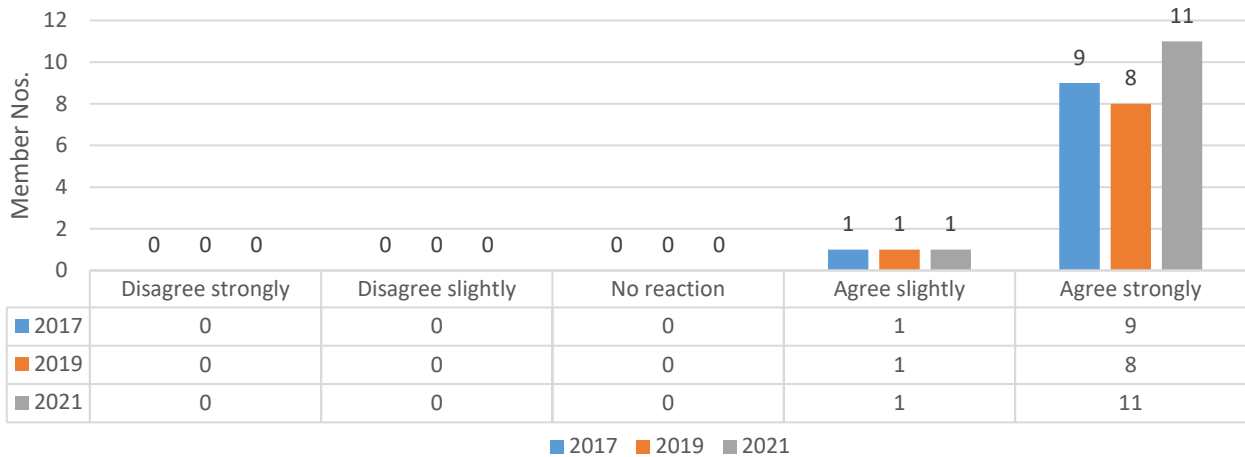


### THE BOARD CHAIR

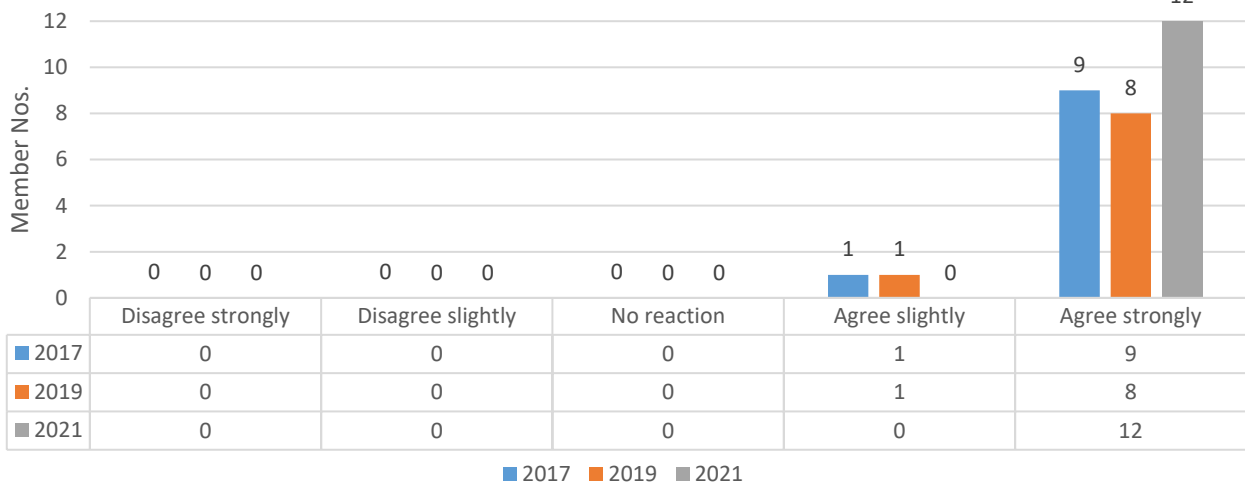
41. The Board chair understands the role of the principal and those matters of the school that are operational, therefore not the responsibility of the Board.



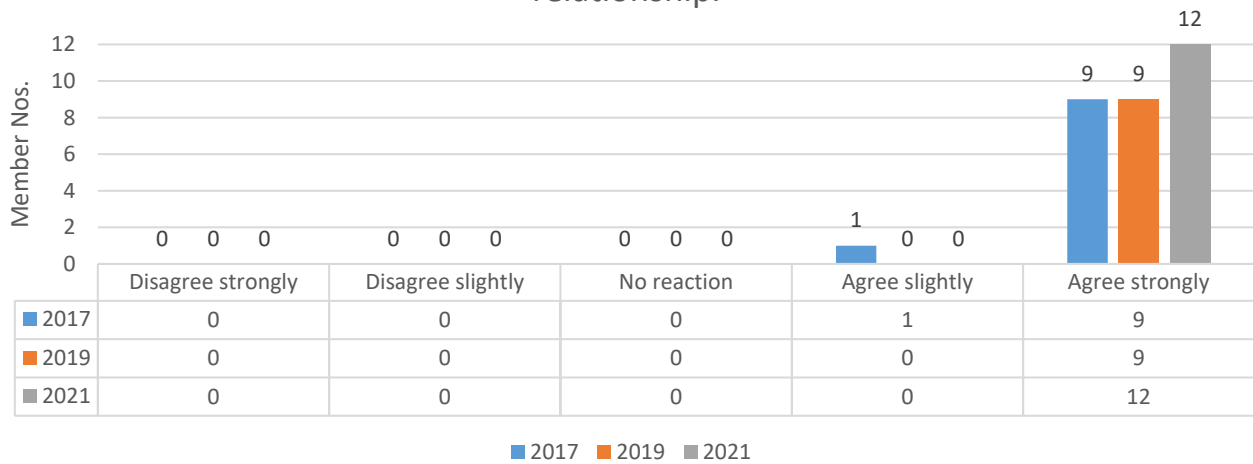
42. The chair has demonstrated leadership qualities.



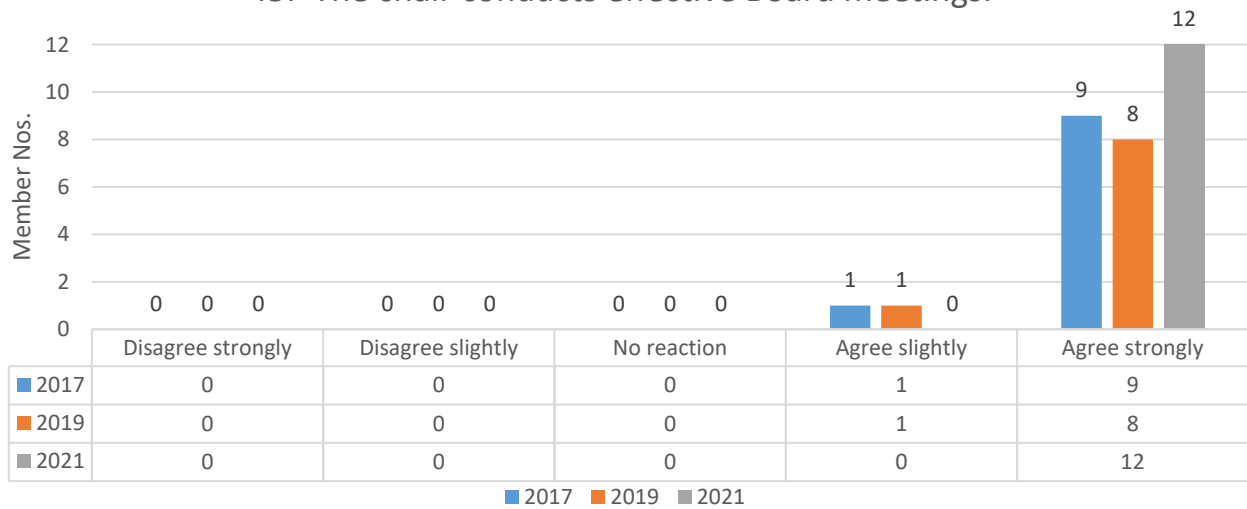
43. The chair has the confidence of the Board.



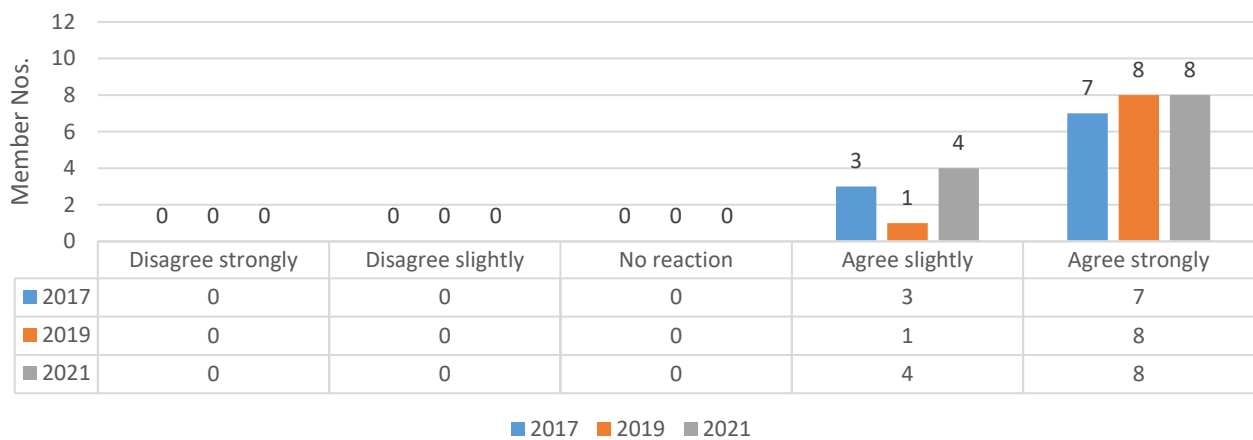
44. The chair and the principal have a respectful working relationship.



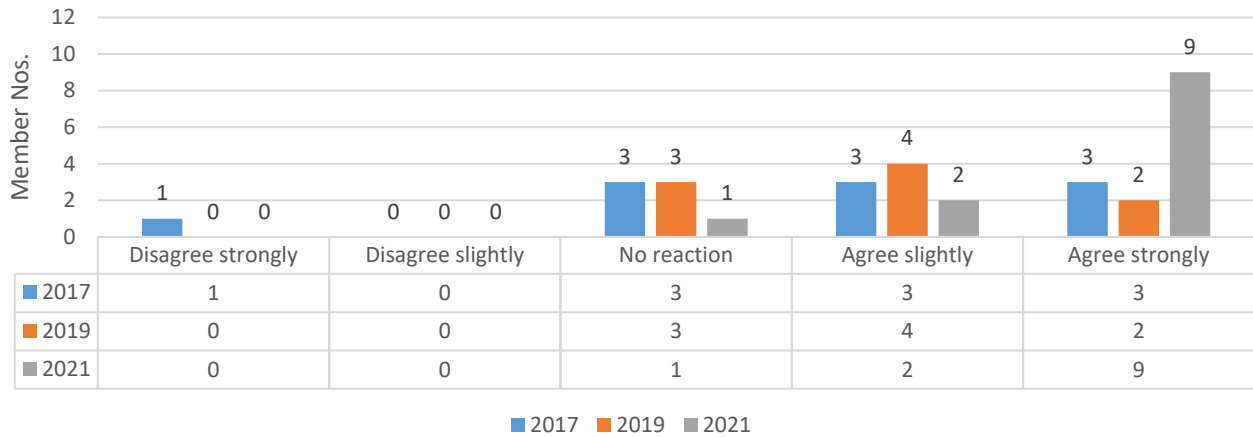
45. The chair conducts effective Board meetings.



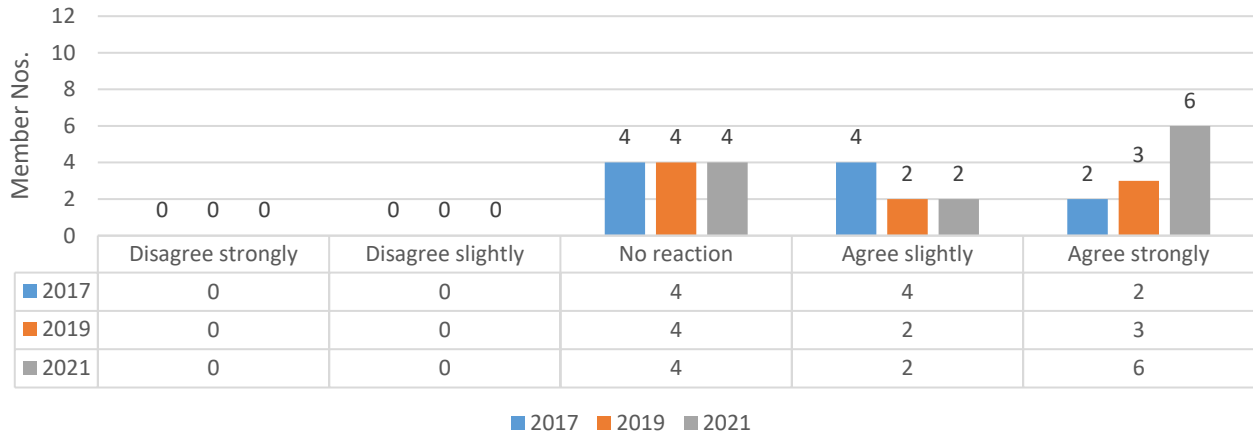
46. The chair conducts Board meetings according to the set agenda and meetings always run to time.



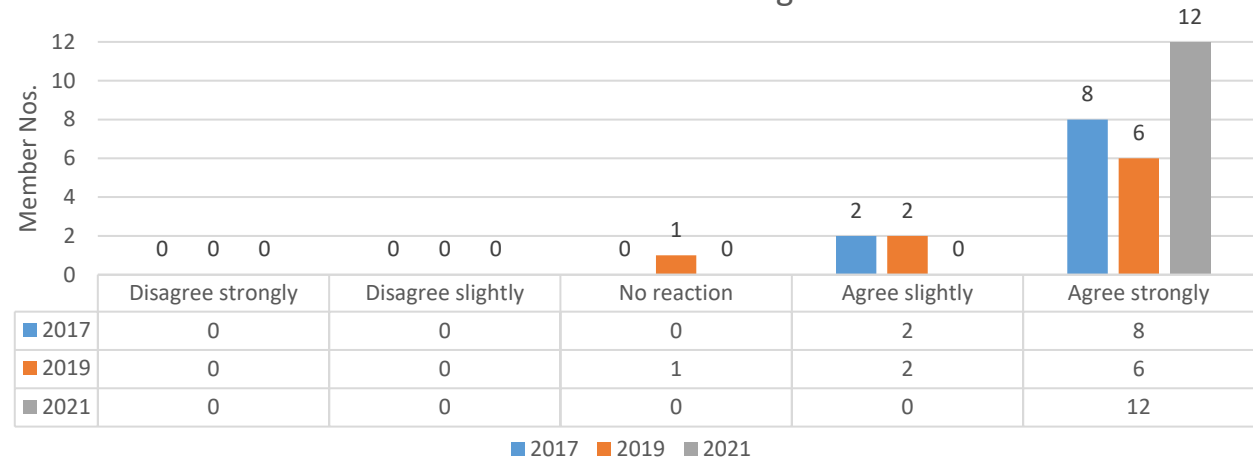
47. The chair reports back to the school community after Board meetings.



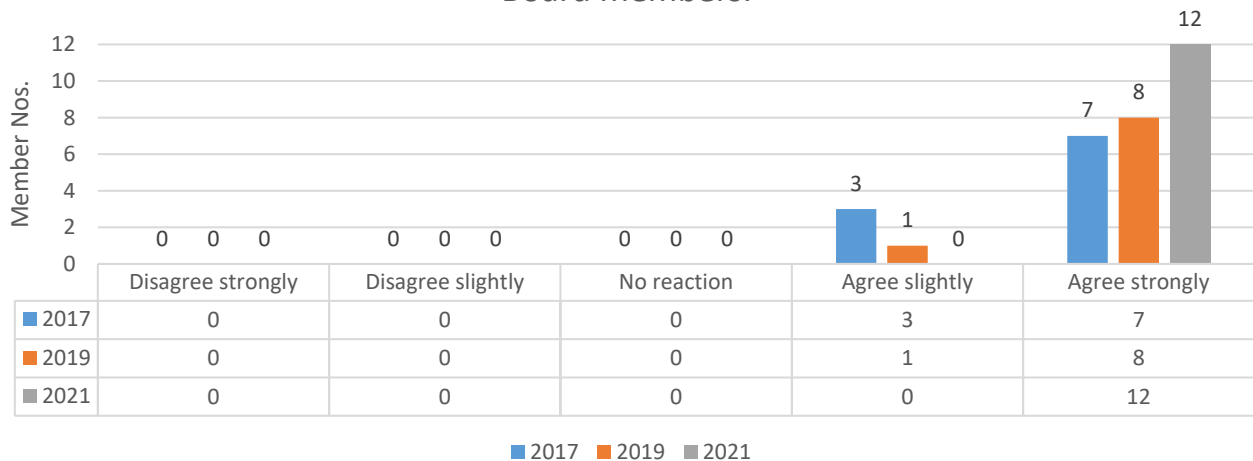
48. The chair meets with the principal before every School Board meeting to set the agenda and clarify issues of concern.



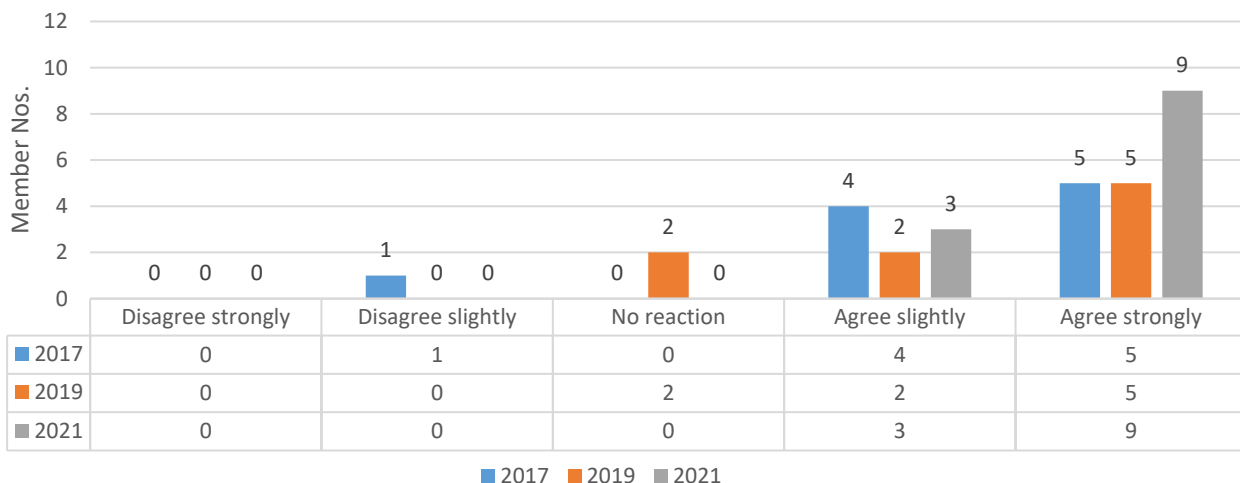
49. The chair supports all Board members and ensure they are heard at Board meetings.



50. The Board chair is open and clear in dealings with all School Board members.



51. The chair ensures the Board focuses on improving students' learning outcomes.

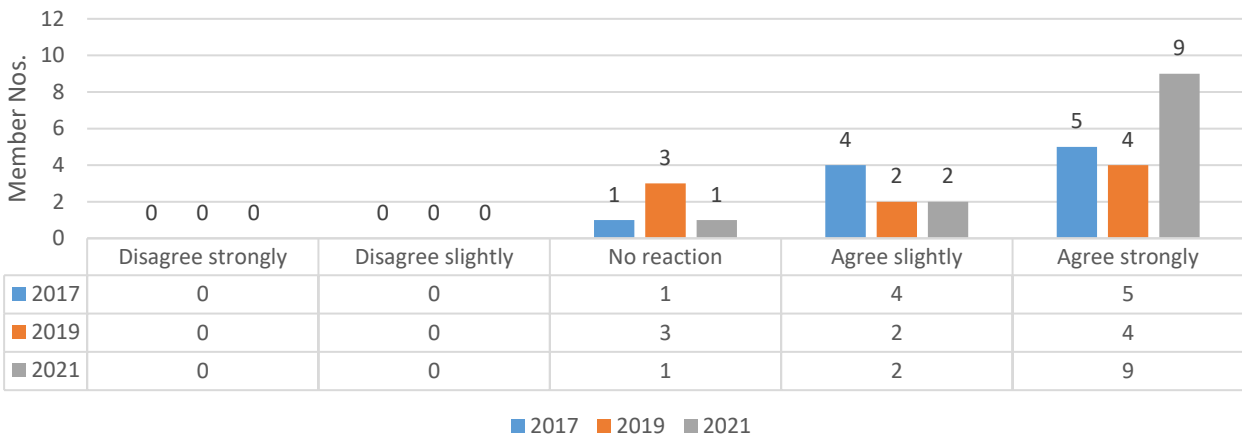


2017 Comments – Questions 41-51:

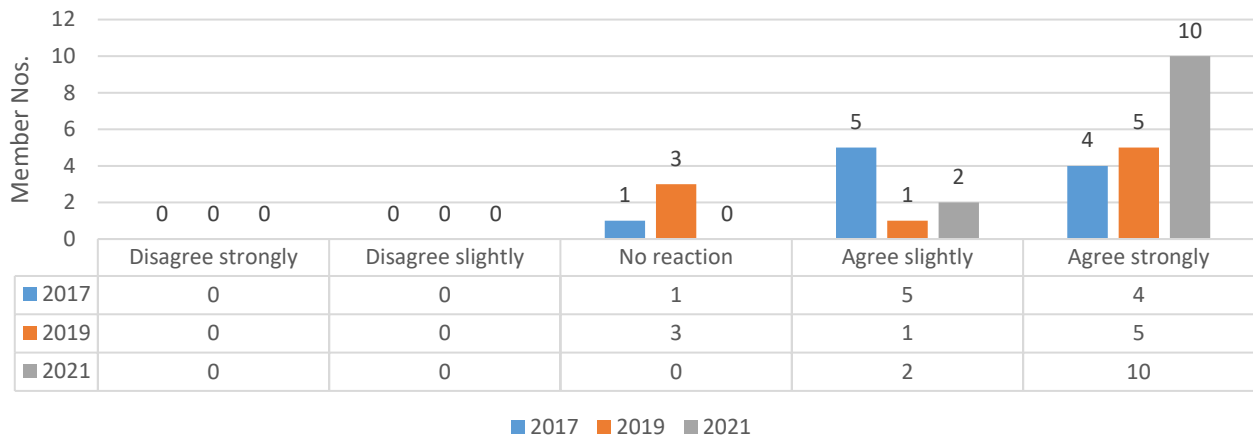
- I am aware that the Chair and the Principal are in regular contact between meetings to discuss relevant issues and projects but I am not aware of the specifics of this.
- In so far as the Chair has an understanding of the curriculum requirements, he is respectful of the roles that the curriculum leaders play in the determination of curriculum delivery and pedagogy at school.

**CULTURE AND ETHICS**

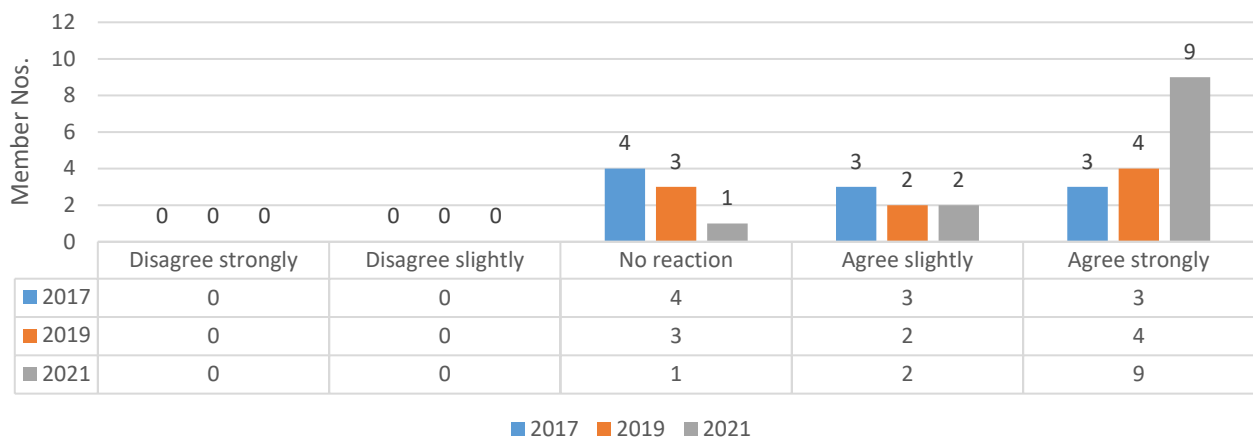
52. The Board has developed a code of conduct and agreed set of values and behaviours to guide Board members.



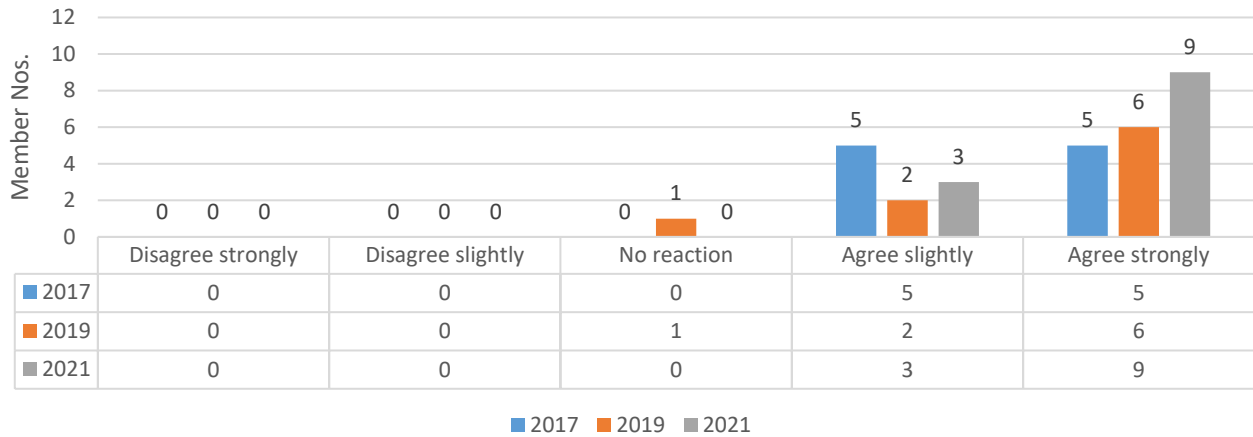
53. The Board holds itself accountable for compliance with the formal code of conduct and ethical standards.



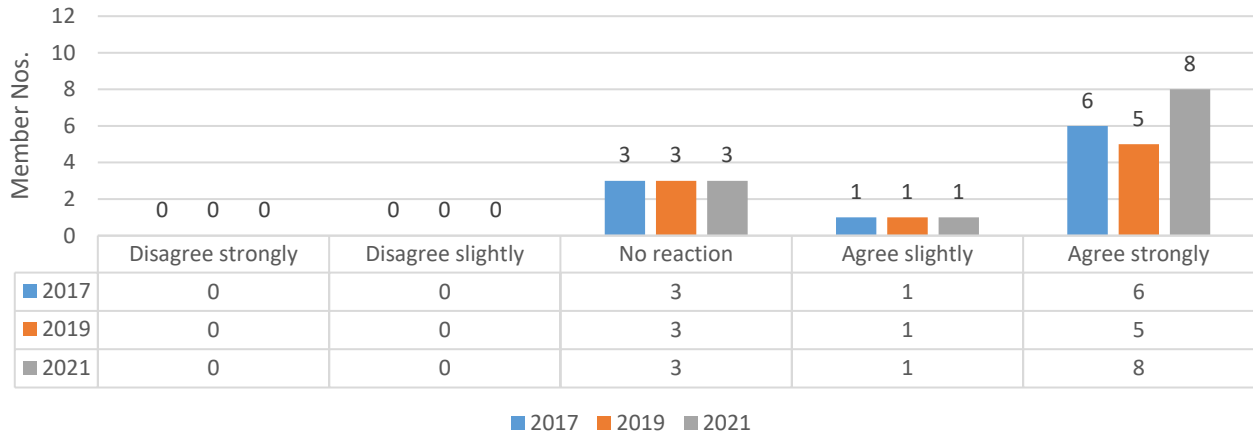
54. Board members understand the code of conduct and adherence is reviewed regularly.



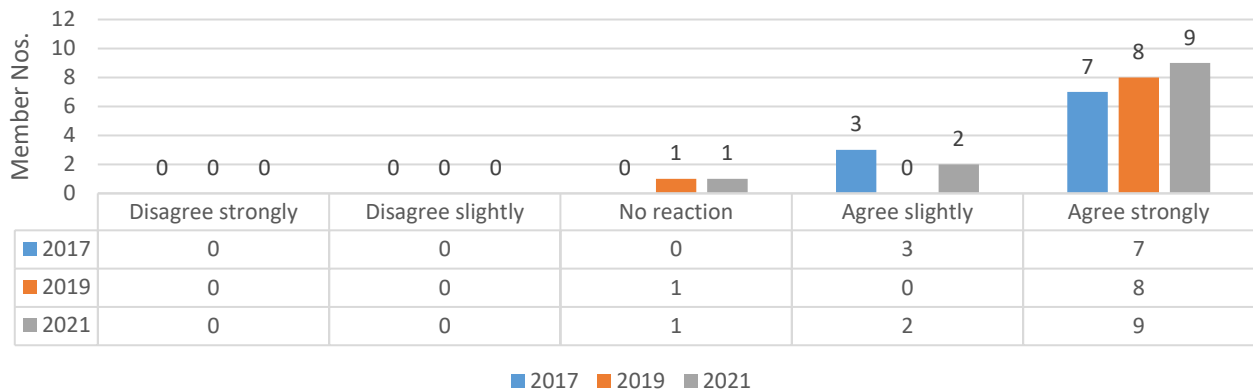
55. There is a shared Board culture which ensures the active engagement of all members.



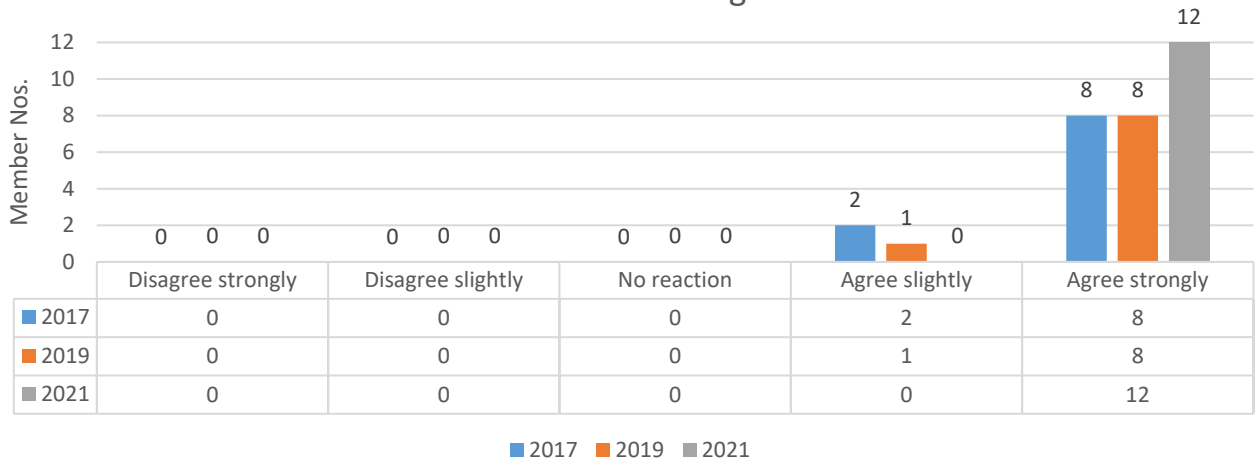
56. There is a formal process relating to the declaration and handling of conflicts of interest.



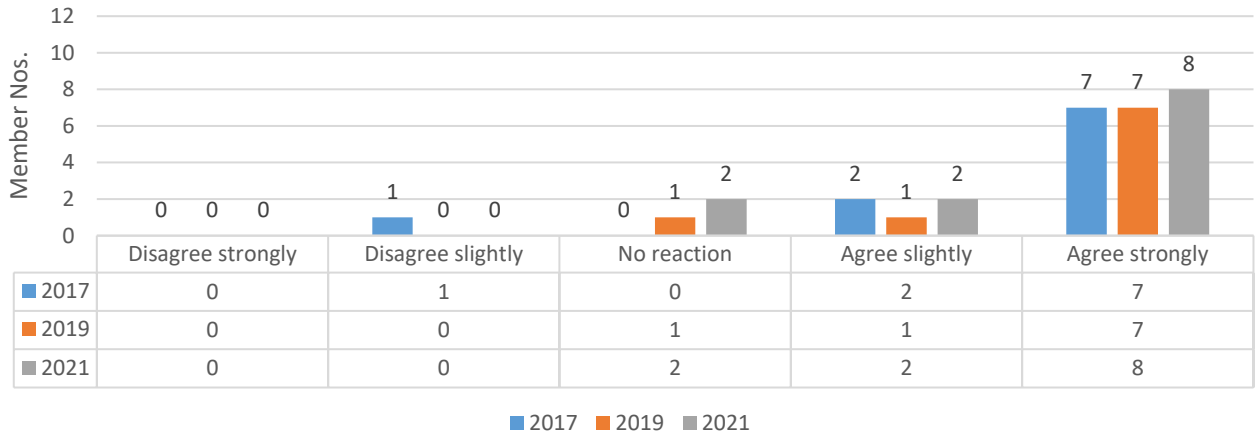
57. The Board uses information appropriately, respects confidentiality and uses information for the purpose for which it was made available.



58. Respect and collegiality is maintained throughout and between all Board meetings.



59. Efforts are made to help Board members get to know one another and develop "team spirit" in the group.

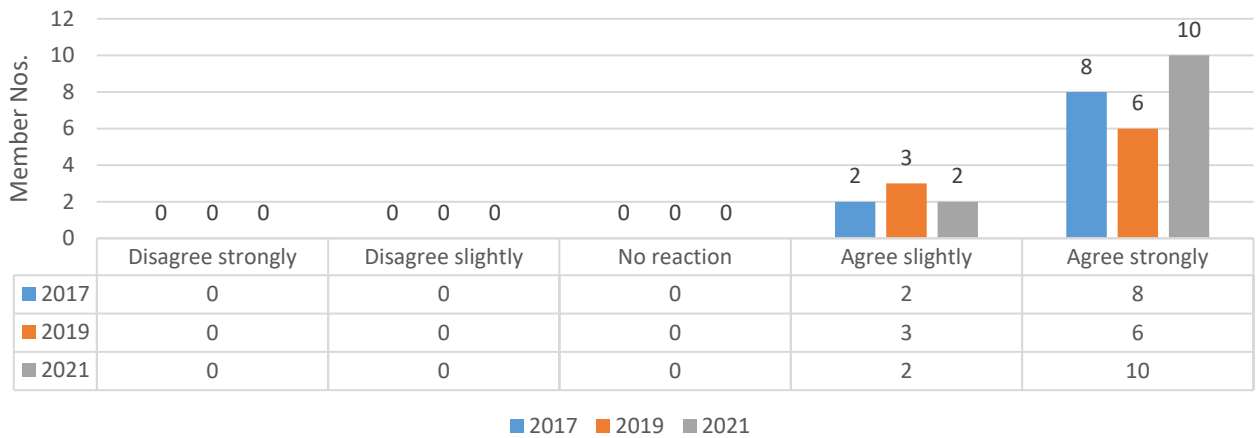


2017 Comments – Questions 52-59:

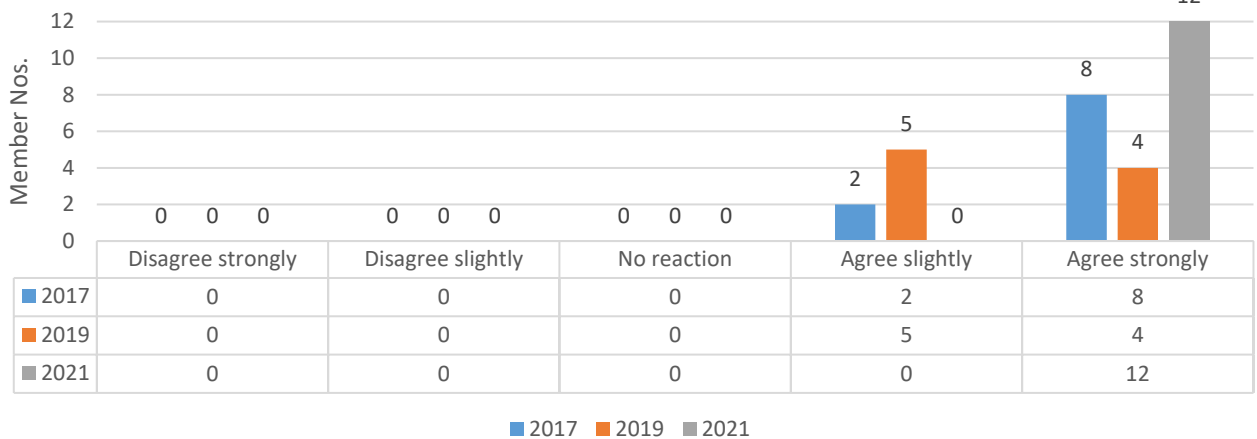
- I'm not aware that we regularly review the Code of Conduct. In my time with the Board it has never needed to be consulted.

**STRATEGIC FOCUS**

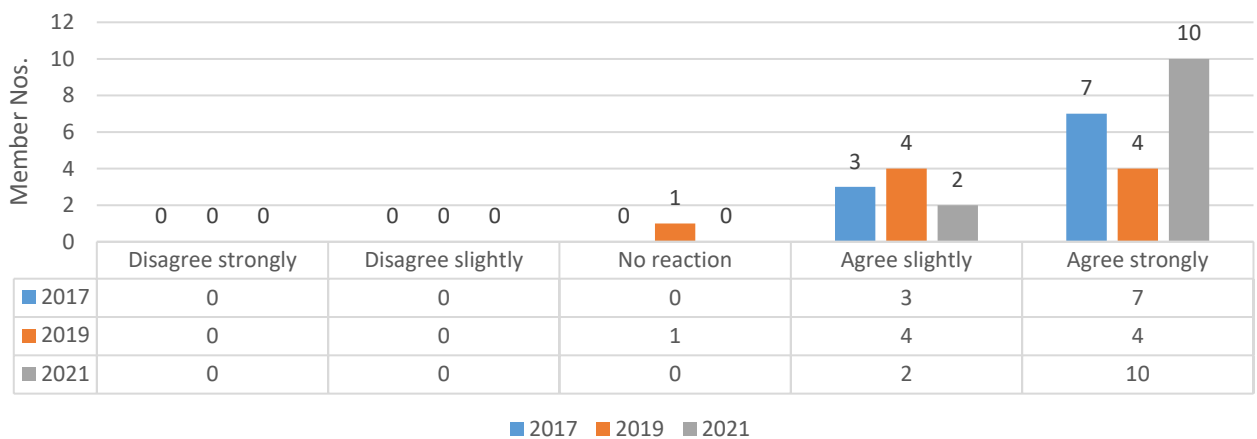
60. The Board understands the organisational structure of the school and the role of the principal.



61. The Board and principal share the same view of the strategic direction, and on delivering outcomes.

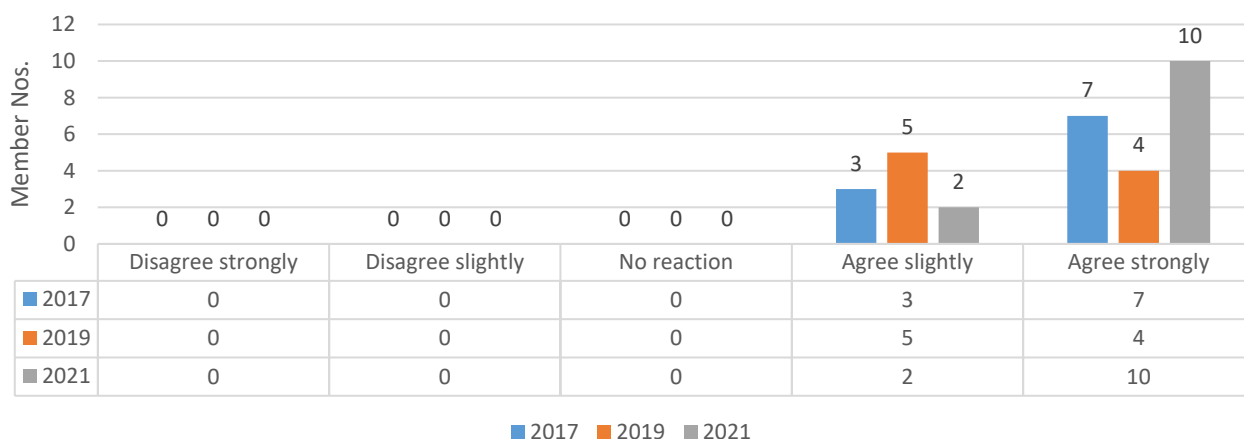


62. The Board is appropriately and regularly involved in the development, review and approval of the strategic direction.

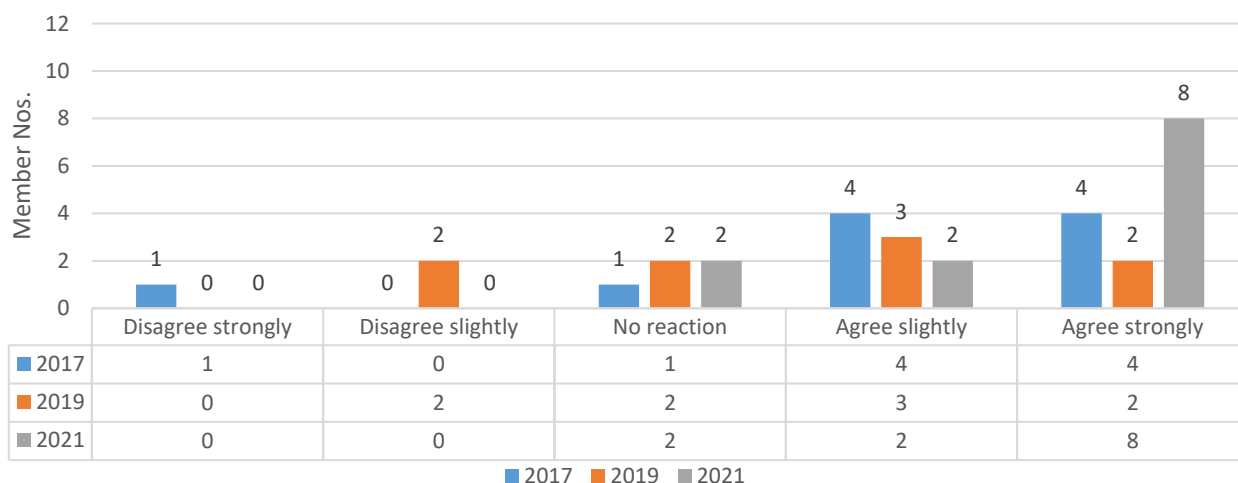




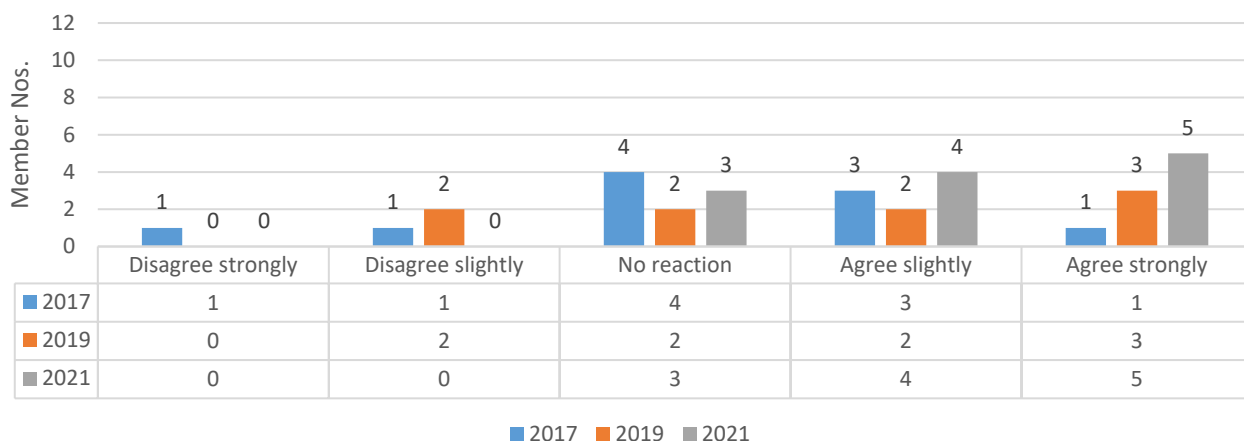
63. The Board is satisfied that the strategic direction is appropriate, sustainable and feasible.



64. Strategic discussions feature regularly on the Board's agenda.



65. Board meetings have time set aside in its yearly calendar for focused strategy development.

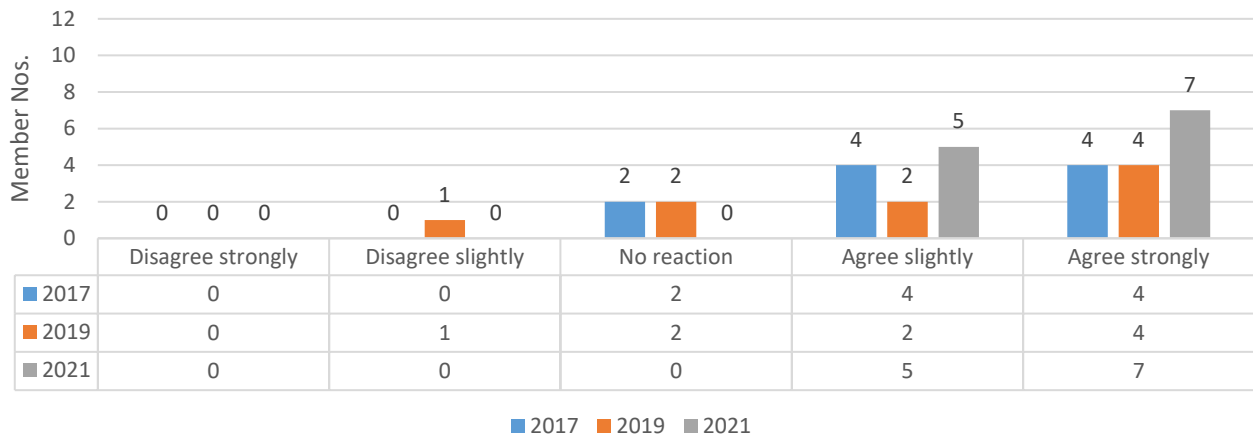


2017 Comments – Questions 60-65:

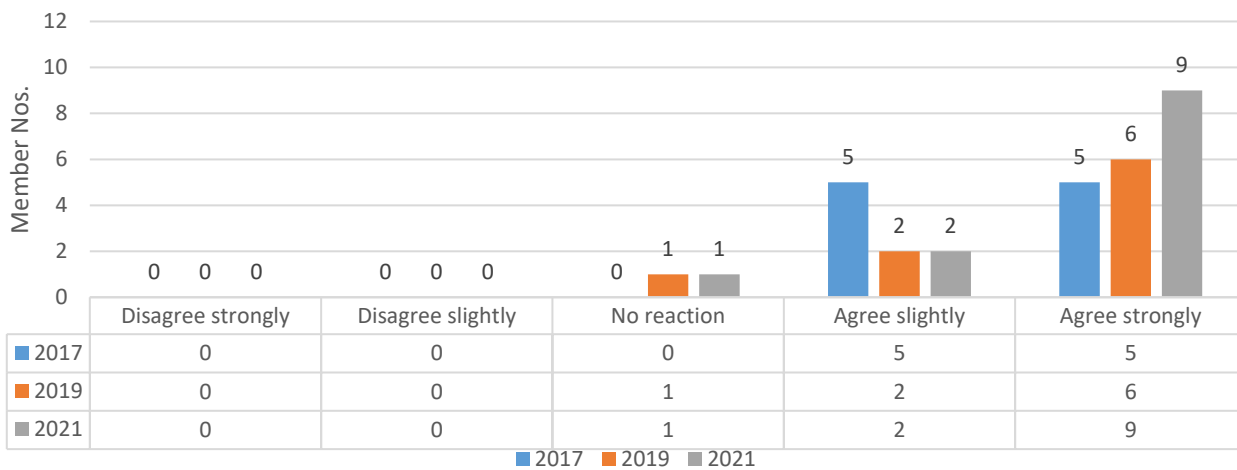
The Board regularly discusses projects and areas of development, however we don't have a set time to do this outside of the necessary approval times for endorsing the Annual Report, one-line budget and business plan.

**RESPONSIBILITY AND COLLECTIVE ACCOUNTABILITY**

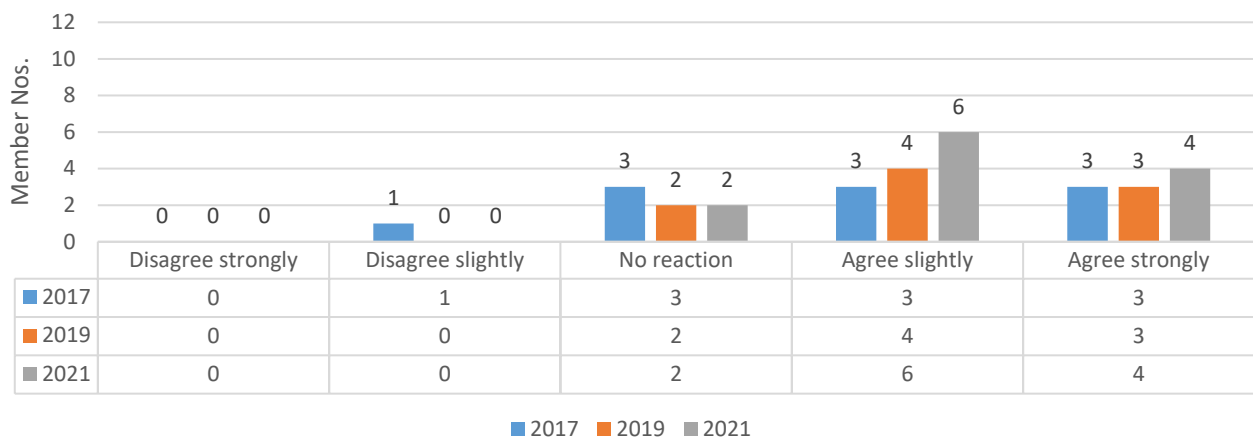
66. Board members receive an orientation or induction regarding their roles and responsibilities.



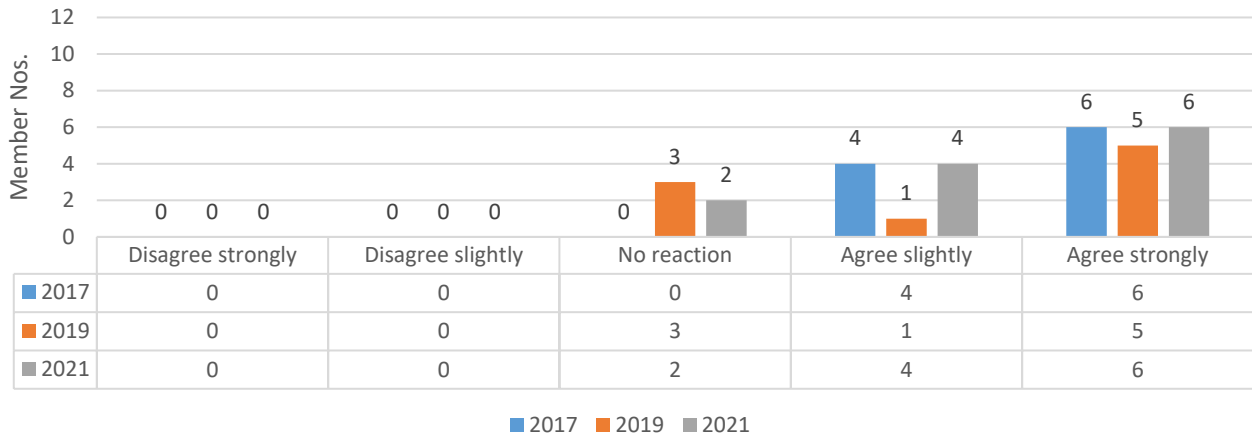
67. The Board has a healthy ethos of continuous improvement and in developing its governance.



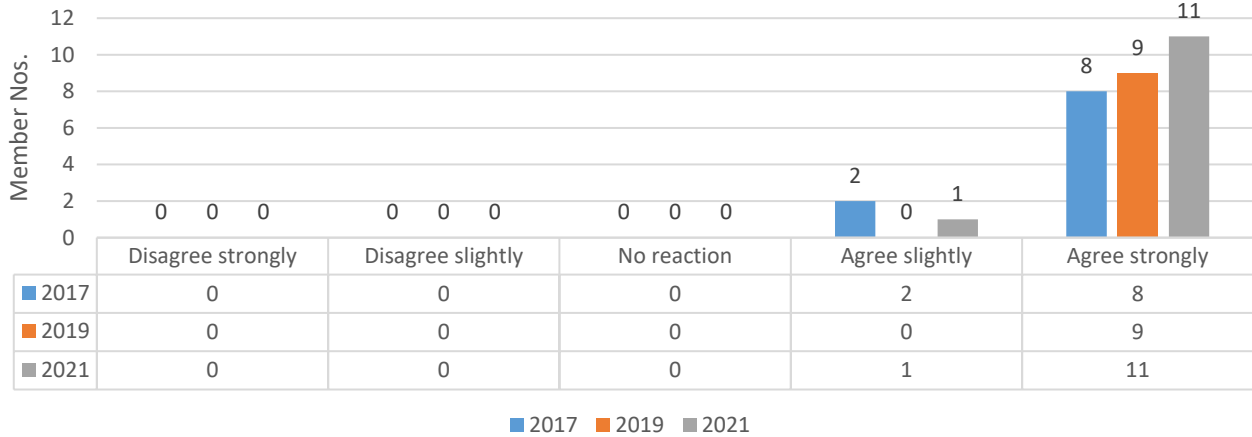
68. The Board encourages relevant ongoing development of its members' skills.



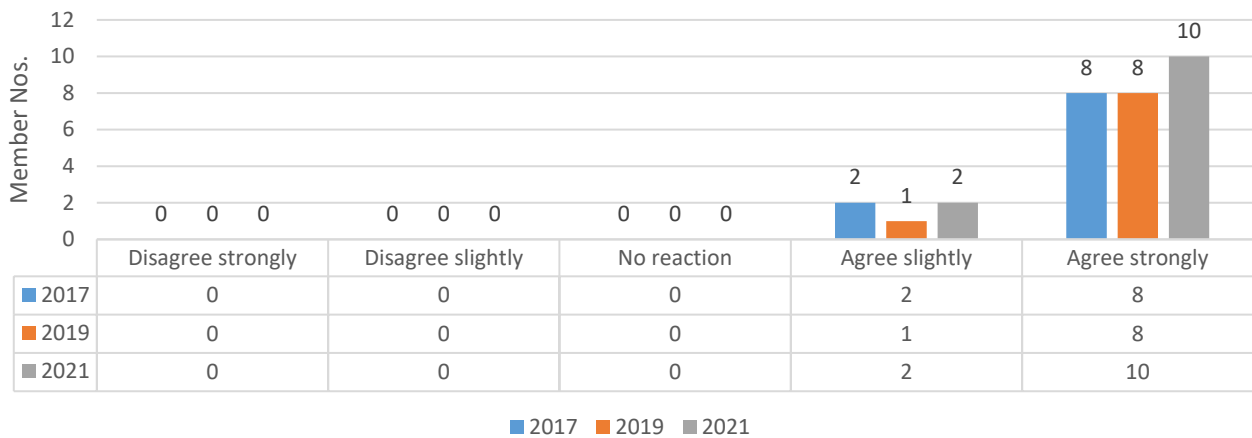
69. The Board take external advice from professional advisors when necessary.



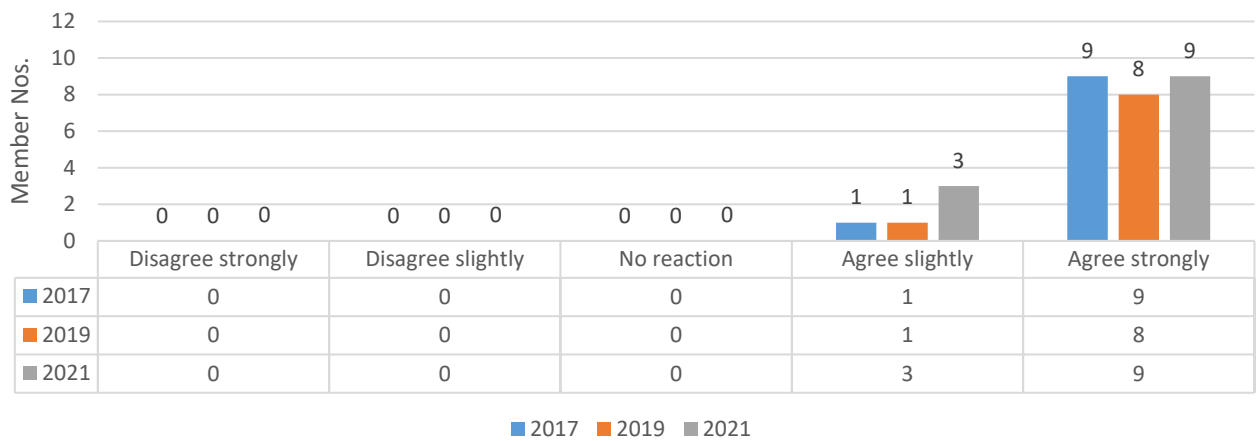
70. The Board acts in good faith and makes all decisions with the best interests of students.



71. Board members work cooperatively with one another and the school community.



72. The Board acts fairly and impartially and considers all sides of an issue before making a decision.



2017 Comments – Questions 66-72:

- Opportunity is given to hear all sides before decisions are made.