



School Advisory Councils

General Information

“As partners in Catholic Education and open to God’s Presence,
we pursue fullness of life for all.”

(Ballarat Diocesan Education Vision)

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SCHOOL ADVISORY COUNCIL GUIDELINES

School Advisory Council Scope and Purpose

The School Advisory Council (SAC) is the leading advisory group for the Principal, as an active forum for parent and community participation, providing support and advice in strategic planning, school improvement, educational outcomes and stewardship of resources. As outlined in the DOBCEL Governance Charter, SAC members do not have any financial or non-financial decision-making powers. It is recommended that an Advisory Council operate on a model of cooperation and consensus.

Role of the Advisory Council

The School Advisory Council is intended to:

- provide a voice for members of the school community
- actively support, in collaboration with the local parish, the Vision and Catholic Identity of the School
- provide input into and support for strategic planning and directions
- actively support and promote child safety practices including the National Safeguarding Principles for Child Safe Organisations
- provide input and contribute advice in the processes of school improvement and school review
- support the Principal in meeting his/her responsibilities and accountabilities for educational outcomes, effective stewardship of resources, and annual reporting
- actively support the Principal in the encouragement of family engagement
- support the ongoing sustainability of the SAC and its members in its succession and learning

Role of the School Principal

The Principal is appointed by the Executive Director of DOBCEL and is delegated with key responsibilities in the educational, administrative and operational functions of the School in accordance with the DOBCEL Instrument of Delegations. The Principal is supported to fulfil his/her key responsibilities by the SAC that is guided in their work by the DOBCEL Terms of Reference.

As the designated school leader, the Principal is responsible for the effective operation of the school. The Principal sets direction for the Council but is not answerable to the Council for the day-to-day operational decisions of the school.

Role of Priests of the Parish

The Parish Priest is appointed by the Bishop of Ballarat and is responsible for the pastoral care and canonical responsibilities of the parish. He has a key role in providing pastoral and spiritual support and guidance to the school. Priests share the work of a Catholic school in upholding and strengthening its Catholic identity and ethos. They are central in leading the school in prayer, worship and faith formation.



Obligations, Responsibilities and Permissions under Canon Law

Canon 519 The parish priest is the proper pastor of the parish entrusted to him. He exercises the pastoral care of the community entrusted to him under the authority of the diocesan Bishop, whose ministry of Christ he is called to share

Canon 129 Lay members of the Christian faithful can cooperate in the exercise of this same power according to the norm of law.

Canon 800 The Church has the right to establish and direct schools of any discipline, type, and level.
The Christian faithful are to foster Catholic schools, assisting in their establishment and maintenance according to their means.

Canon 802 If schools which offer an education imbued with a Christian spirit are not available, it is for the diocesan bishop to take care that they are established.

Canon 803 The instruction and education in a Catholic school must be grounded in the principles of Catholic doctrine; teachers are to be outstanding in correct doctrine and integrity of life.

Even if it is in fact Catholic, no school is to bear the name Catholic school without the consent of competent ecclesiastical authority.

Canon 805 For his own diocese, the local ordinary has the right to appoint or approve teachers of religion and even to remove them or demand that they be removed if a reason of religion or morals requires it.

Canon 806 The diocesan bishop has the right to watch over and visit the Catholic schools in his territory, even those which members of religious institutes have founded or direct.

Directors of Catholic schools are to take care under the watchfulness of the local ordinary that the instruction which is given in them is at least as academically distinguished as that in the other schools of the area.

ADD SCHOOL LOGO

Vision and Mission

Sample

School Vision

(Aspiration)

“A people without vision perish” (Proverbs 29:18)

As partners in Catholic Education and open to God’s Presence, we pursue fullness of life for all.
(Ballarat Diocesan Education Vision)

As a Catholic school community, we will support our children as they learn together to respond to the Gospel in their daily lives and explore their emerging role in Australian society.

(Sample)

School Mission

(Commitment)

Therefore, inspired by the Gospels we will:

- be a community inspired by Catholic faith and tradition in today's world
(Catholic Culture)
- be a community that lives and learns together by promoting and supporting genuine relationships between our school, the home, the parish and the wider community
(Community Engagement)
- provide and maintain a safe, secure and inspiring environment supported by a fully engaged and collaborative staff team
(Leadership and Stewardship)
- ensure high levels of learning for all in an engaging, contemporary educational environment in keeping with our Catholic tradition
(Learning & Teaching)
- ensure a **Child Safe** environment that provides care and support for all and nurtures the development of all children as they work to fulfil their potential
(Wellbeing)

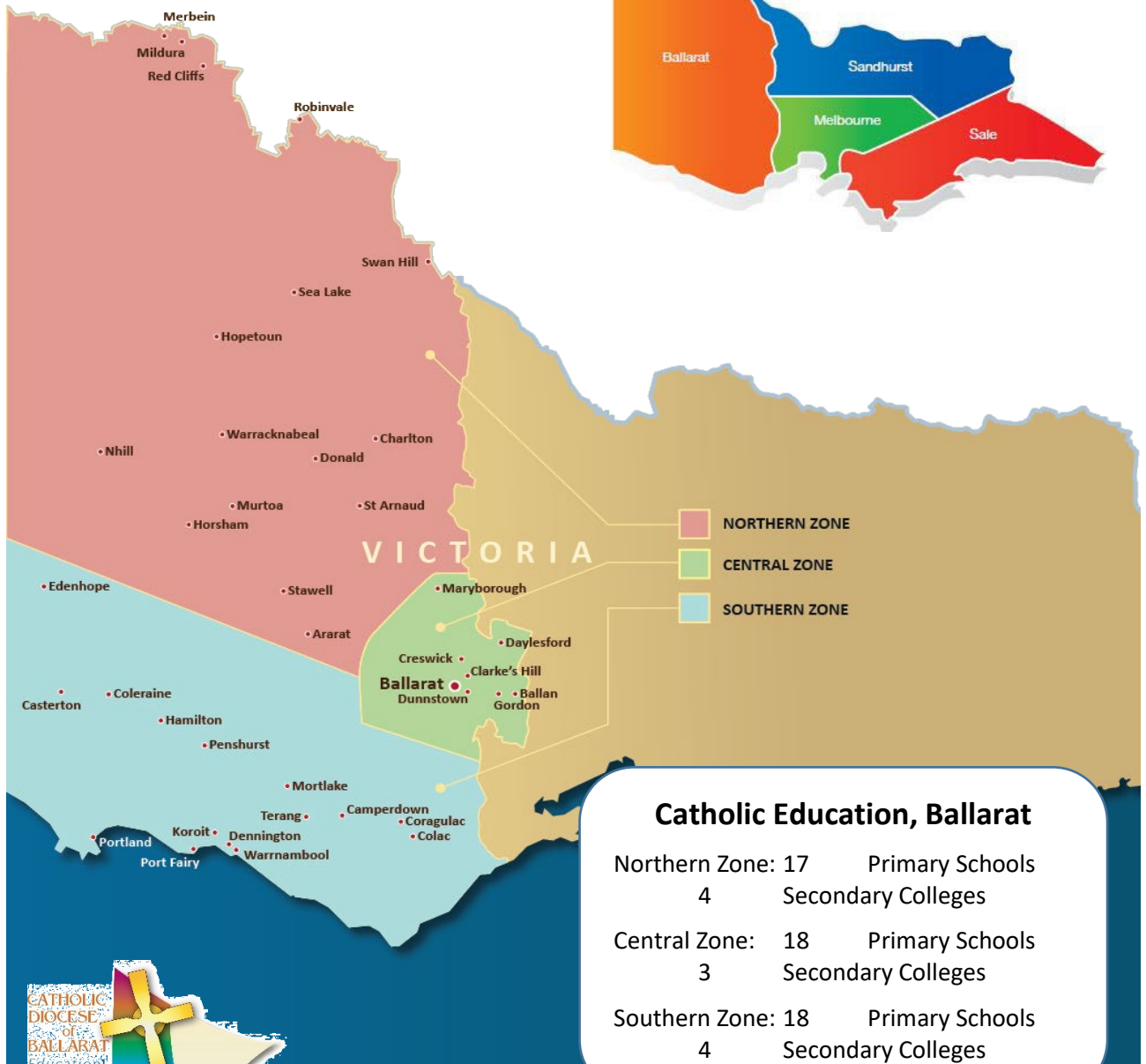
Catholic Church in Australia



Currently there are **35 Catholic dioceses** in Australia, consisting of 28 Roman Catholic dioceses, 5 Eastern-rite dioceses*, a military ordinariate and a personal ordinariate.

* *Ukrainian Greek Catholic (Ukraine)*
Syro Malabar Catholic (India)
Maronite Catholic (Lebanon)
Chaldean Catholic (Iraq)
Melkite Greek Catholic (Syria)

Victorian Catholic Dioceses

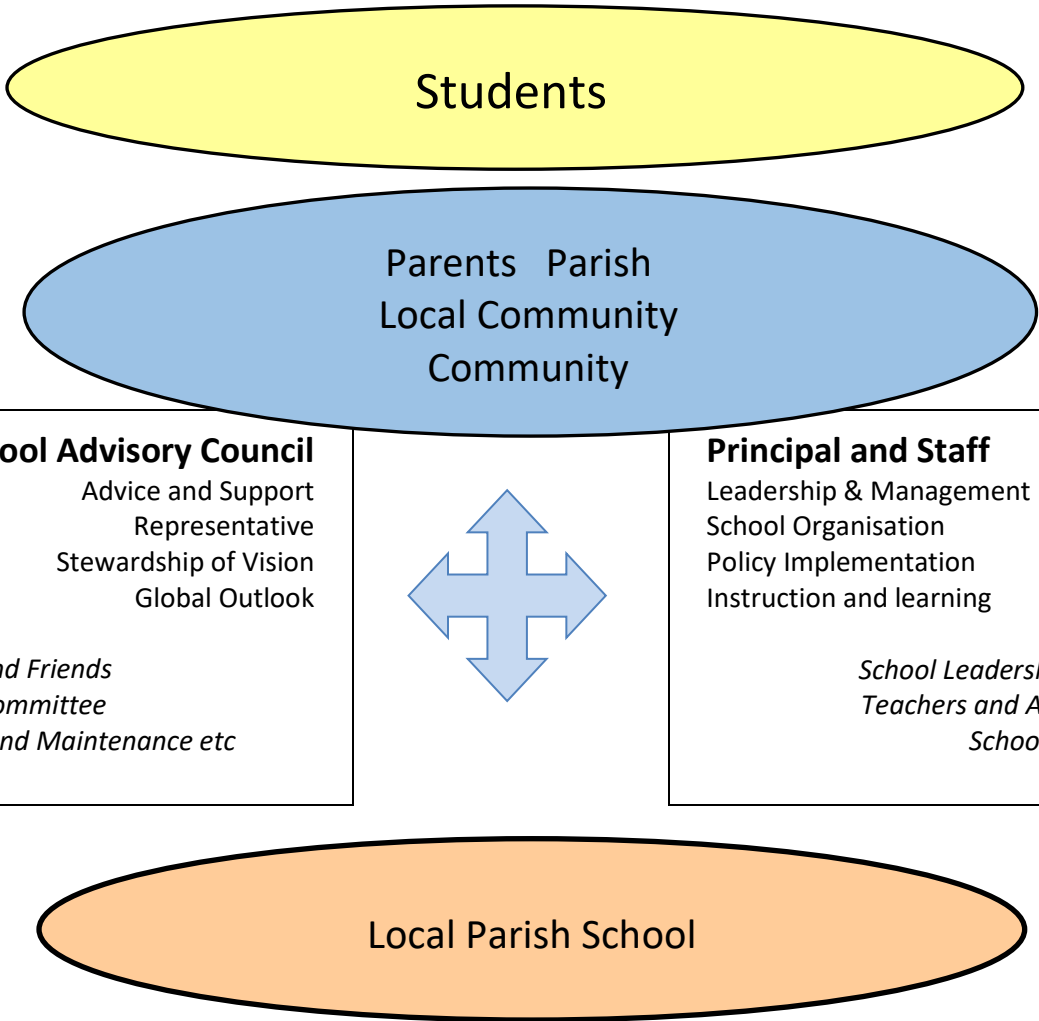


Catholic Education, Ballarat

Northern Zone: 17	Primary Schools
4	Secondary Colleges
Central Zone: 18	Primary Schools
3	Secondary Colleges
Southern Zone: 18	Primary Schools
4	Secondary Colleges



Catholic School Organisation



School Advisory Council
 Advice and Support
 Representative
 Stewardship of Vision
 Global Outlook

*Parents and Friends
 Finance Committee
 Grounds and Maintenance etc*

Principal and Staff
 Leadership & Management
 School Organisation
 Policy Implementation
 Instruction and learning

*Principal
 School Leadership Team
 Teachers and Assistants
 School Officers*

Diocesan Level	Diocese of Ballarat Catholic Education Limited (DOBCEL)	DOBCEL Company Board <i>Catholic Education Ballarat</i> Local Parish School
Zone Level	Zone Networks (Principals and Priests)	Southern Zone (Warrnambool) Central Zone (Ballarat) Northern Zone (Horsham)
State Level	Victorian Bishops	Catholic Education Commission Victoria (CECV) Catholic Education Offices (CEO) Ballarat, Sandhurst, Sale, Melbourne
National Level	Australian Bishops	National Catholic Education Commission (NCEC)

Integrity In The Service of The Church

(Developed by the Australian Catholic Bishops National Committee for Professional Standards, 2011)

Integrity in the Service of the Church, a resource document of Principles and Standards for Lay Workers in the Catholic Church in Australia to assist bodies of Church workers to devise guidelines and processes appropriate to their particular work in the Church.

It is expected that a process be implemented in each agency, parish and school of the Diocese to ensure that all existing workers and volunteers are provided with an opportunity to familiarize themselves with the principles outlined in the document.

The five basic principles outlined in Integrity in the Service of the Church are that Church Workers:

1. are committed to justice and equity
2. uphold the dignity of all people and their right to respect
3. are committed to safe and supportive relationships
4. reach out to those who are poor, alienated or marginalised
5. strive for excellence in all their work.

Diocese of Ballarat Catholic Education Limited (DOBCEL)

Diocese of Ballarat Catholic Education Limited (DOBCEL) formed by Bishop of Ballarat is a company limited by guarantee governing the Parish schools in the Diocese. The Company has a board of directors that reports directly to the bishop of the diocese. Catholic Education Ballarat is the management office of the Company.

DOBCEL Governance Model

The Company	Diocese of Ballarat Catholic Education Limited (DOBCEL) , with the Bishop as the sole member.
Governing Body	The Board of Directors , supported by five standing committees: <i>Enhancing Catholic School Identity, Audit and Risk, System Improvement, Wellbeing and Family and Community Engagement</i>
Management Body	Catholic Education Ballarat , under the leadership of the CEB Executive Director
Schools	Parish Schools , under the leadership of School Principals.

Key Aspects of Catholic Schooling

As the name suggests, these five “aspects” are aspects of the school’s vision and mission. They provide the organisational framework for the development and documentation of school policies, procedures and programs.

They are comprehensively expanded upon the “*Characteristics of a Highly Effective Catholic School*” document.



The Characteristics of a Highly Effective Catholic School

School Advisory Councils provide advice in relation to:

Vision & Mission

The Vision and Mission of our school expresses its Catholic orientation in the midst of diversity across all aspects of life. The inspirational nature of the Vision and Mission informs and invites all members of the school community into relationship in the life-giving work of the school. The Vision and Mission Statements are developed through dialogue that is representative of the school community.

Catholic School Culture

- *Religious Education*
- *Enhancing Catholic School Identity*
- *Social Action & Justice*

This aspect asks that we appreciate the privileged environment of our school in which Christian education is carried out. We are to pursue the common good and actively support those in need. The school needs to present a well-developed and rigorous Religious Education program that nourishes and acknowledges the heritage and context of our school.

Community Engagement

- *Partnering with Families*
- *Community Partnerships*

This aspect of schooling recognizes that strong partnerships between our school, parents, parish, diocese and the wider community enhance student learning. Parent and community engagement affirms the value of education for students.

Leadership & Stewardship

- *Shared Leadership*
- *Building Staff Capability*
- *A Culture of Continuous Improvement*
- *Stewardship Of Resources*

Leadership in a Catholic school, as ministry, is part of the mission of the Catholic Church. The school cooperates with the Governing Authority to ensure the leadership and stewardship of staff, policies and strategies are aligned to school improvement and support sound management and effective governance of the school. Procedures are implemented which meet the accountability requirements of the System, Federal and State Governments.

Learning & Teaching

- *A Guaranteed and Viable Curriculum*
- *Effective Teaching*
- *Engaging Students In Their Learning*
- *Analysis and Use of Data*
- *Coordinated Strategies for Intervention*

Our school is a community of learners. We must ensure that staff and students participate in high quality, planned contemporary learning, marked by the distinctive nature of Catholic faith and tradition. Teachers actively engage in professional learning that draws upon and builds understandings of a viable curriculum for all students.

Wellbeing

- *Quality Relationships*
- *Wellbeing Practice*
- *Safe Learning Environment*

This aspect of schooling is based on a deep respect for the dignity and the uniqueness of the human person as we are all made in the image and likeness of God (Gen 1:7). There is an intentional focus on the social, emotional, and mental wellbeing of all members of the school community. We must ensure that our school is and will always be a ChildSafe environment

Catholic School Roles and Responsibilities

DOBCEL as the Governing Authority

Governing Authority DOBCEL

- serve as the Governing Authority of the school
- exercise ultimate responsibility for all school operations
- serve as employer of all staff
- be informed about school operations and accountability

Principal

- work with the governing authority and the school advisory council to enact the school's vision and mission and strengthen the Catholic identity of the school
- work in close partnership with families, parish and the wider community to enhance faith, student learning and wellbeing
- drive overall school improvement, stewarding legal compliance and sound financial, human and other resource and facility management
- lead the development of a guaranteed and viable curriculum and high levels of learning for all
- build a positive school environment, overseeing the safety and protection of students, the wellbeing of self and staff, and offering support to families

School Advisory Council

- assist with stewardship of the Catholic vision, ethos and culture of the school
- provide strategic advice and support to the principal on matters relating to school operations and ongoing improvement
- fairly represent the views and needs of the school community
- assist with promoting the school and Catholic education generally in the local community
- have what is best for the students at the heart of all advice it offers

Parents and Friends

Strengthen school community through:

- supporting the work of the School Advisory Council
- promoting the faith and worship of the school community
- fundraising that enhances the school's resources and facilities
- assisting with the social engagement of the school community
- extending the welcome and support offered to school families

Staff

- work with the principal and School Advisory Council to enact the school's vision and mission
- motivate and engage students in their learning
- use data to identify learning needs and personalise curriculum for students
- plan for and engage in their own professional learning
- develop good partnerships with parents of their students

Students

- learn together to respond to the Gospel in their daily lives
- take responsibility for their own learning
- reflect on their learning and plan for what they will learn next
- work and learn cooperatively with their peers
- take responsibility for their own wellbeing and relationships

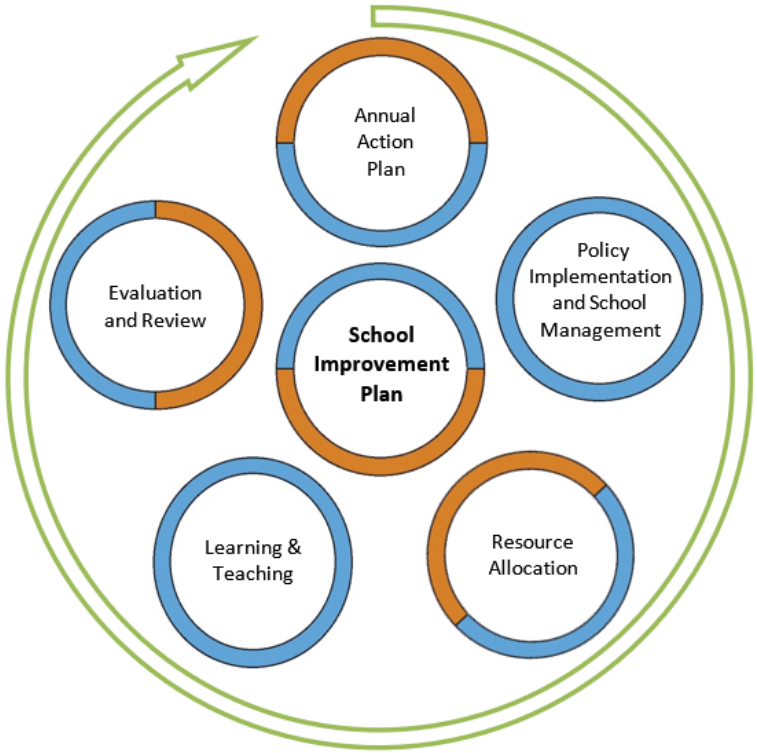
Parents

- enrich the education of their children through support of the school's vision and mission
- support and celebrate the faith journey of their children
- work in partnership with the school, including involvement in the school's parent organisations
- support their children's learning in and beyond the school
- engage with other parents in supporting, promoting and celebrating the work of the school

Priests of the Parish

- serve as pastor and spiritual guide

Cycle of Planning and Improvement



This model is a suggested cycle of planning and implementation in relation to School Improvement and Annual Action Plans. It highlights the delineation of involvement and responsibility for School Advisory Councils, Principal and Staff.

- Principal & Staff Responsibilities
- Advisory Council Support

Acronyms	
AAP	Annual Action Plan
AFS	Annual Financial Statement
CEB	Catholic Education Ballarat
CECV	Catholic Education Commission of Victoria
CEVN	Catholic Education Victoria Network (“Kevin”)
DET (Aus)	Department of Education and Training (Commonwealth)
DET (Vic)	Department of Education and Training (State)
DOBCEL	Diocese of Ballarat Catholic Education Limited
LDL	Learning Diversity Leader
LSO	Learning Support Officer
NCCD	Nationally Consistent Collection of Data
NCEC	National Catholic Education Commission
PLC	Professional Learning Community
PLP	Personal Learning Plan (<i>Students</i>) Professional Learning Plan (<i>Staff</i>)
PSG	Program Support Group
REL	Religious Education Leader
SCF	Supplementary Capital Fund
SIF	School Improvement Framework
SIMON	School Information Management Online Network
SIP	School Improvement Plan (long term)
VIT	Victorian Institute of Teaching
VRQA	Victorian Registration and Qualifications Authority

School Advisory Council Member Prerequisites

In keeping with Child Safe Standards and the school's obligation and commitment to ensure the safety of all children in the care of the school, School Advisory Council members are required to:

- provide the school with proof of identity – photo identity (eg licence, passport)
- hold and present an up to date *Working With Children Check* (WWCC)
- sign and abide by the school's Child Safe Code of Conduct
- comply with the school's Volunteer requirements (see page 17)
- all members to provide a '*Fit and Proper Person Statutory Declaration*', witnessed by a duly authorised person. This is a CECV requirement.

School Advisory Council Membership

Membership

SAC membership is a decision of each school SAC, in consultation with the Principal, approved by the Education Consultant. Membership takes into consideration the size of the school and the current school context. The following may serve as a guide:

Ex officio

- Principal
- Priests of the Parish (if available)

Elected or Appointed Members

- It is recommended that no more than six members elected from and by the School's parent/guardian community
- If deemed appropriate by the SAC, one representative appointed by the Parish, in consultation with the Parish Priest
- Other, as recommended by the SAC, endorsed by the Principal and approved by the Education Consultant

Co-opted Members

- At any one time, the Advisory Council may recommend to the Principal the appointment of co-opted members to the Advisory Council:
 - for a specific purpose and a specified period of time.

Ideally, the community would elect half the number of parent representatives annually on a "half on half off" basis.

All members will participate in a formal Induction process by the SAC Chair and Principal. (The Education Consultant is also available to assist with this task)

School Advisory Council Member Code of Ethics

Members are guided to:

- ensure they understand and can articulate the school's vision and mission
- make decisions that always have the welfare of students as their primary basis
- be truly representative of what is best for the whole school community

- be mindful that the implementation of school policies and overall management of the school is the function of the principal and staff of the school
- be familiar with and understand the school obligations to ensure a Child Safe school
- give the necessary time, thought and study to the work of the advisory council
- respect matters of confidentiality and privacy
- work with fellow advisory council members in a spirit of harmony, co-operation and honesty
- make decisions on issues based on all available facts and consistent with the school's stated vision and mission
- abide by and uphold the final majority recommendations of the advisory council
- only act on behalf of the advisory council when specifically authorised to do so by the advisory council
- refer to the appropriate person any issues or concerns that are not the concern of the advisory council
- take part in the School Advisory Council member induction programme .

Purpose of the School Advisory Council

- The work of the School Advisory Council is a work of the Gospel. It is a work of service – a ministry of the church. School Advisory Councils are not directly concerned with the day to day management.
- It is a representative body, bringing together in a formal way all parties connected with the school.
- The professional area of curriculum development, teaching and day to day management of the school are the responsibility of the Principal.
- Expanding on the role, the Advisory Council is asked to:
 - **assist with stewardship of the Catholic vision, ethos and culture of the school**
 - ✓ regularly review the school's vision and mission
 - ✓ offer ongoing advice around the alignment of the school vision with the school's plans for improvement and growth
 - **provide strategic advice and support to the principal on matters relating to school operations and ongoing improvement**
 - ✓ participate in the appointment of the principal and staff, as requested
 - ✓ monitor and offer advice in relation to the school's budget
 - ✓ assist with planning for the present and future operating of the school
 - ✓ participate in regular school advisory council formation activities
 - **fairly represent the views and needs of the school community**
 - ✓ be available to listen to and represent the suggestions and concerns of members of the school community
 - ✓ advocate for those in need
 - **assist with promoting the school and Catholic education generally in the local community**
 - ✓ participate in Catholic Education Week activities
 - ✓ assist the school in securing an ongoing viable level of enrolments
 - ✓ be the voice of the school in the community
 - **have what is best for the students at the heart of all advice it offers**
 - ✓ develop, monitor and recommend school policy in line with the school vision
 - ✓ monitor growth in student learning
 - ✓ advocate for a child safe school environment

School Advisory Council Operation Guidelines

See DOBCEL Terms of Reference for School Advisory Councils

Procedure for Addressing Grievances

It is inappropriate to raise matters of grievance involving parents, students, staff and/or principal at a School Advisory Council meeting. It is beyond the authority of the Council to arbitrate on such matters.

See DOBCEL Grievance Policy and Procedures and Complaints Handling

Advisory Council Leadership

Advisory Council members have a leadership role within and for the school.

Good leadership is first about acknowledging that no one person has all the wisdom. It is a shared enterprise.

In exercising leadership within the school, the Advisory Council’s role is to ensure that there are structures and processes that enable the community wisdom to be shared.

Advisory Council members are in the privileged position of being about to formulate and offer informed advice to the Principal.

School Advisory Council Meeting Procedure

A meeting agenda is normally compiled by the principal in consultation with the Council chair.

The format of the agenda may be as follows:

<h3>Agenda Sample</h3>	
1.	Welcome
2.	Acknowledgement of Country and Prayer
3.	Apologies
4.	Declaration of any Conflict of Interest
5.	Confirmation of minutes of previous meeting
6.	Correspondence In and Out
7.	School Advisory Council Professional Development
8.	Child Safety and Child Safe Standards
9.	Risk Management and Compliance
10.	General Business
11.	Reports:
	11.1 Chair
	11.2 Parents and Friends
	11.3 ParishOther
	11.4 Newsletter Report
12.	Prayer & Closure

School Advisory Council Member Induction

All new and returning members of the School Advisory Council should be offered an induction program. This program would normally be conducted by the principal, assisted by experienced members of the Advisory Council. The Educational Consultant is also available to assist with this activity.

All Catholic Schools are required to be Child Safe environments. As a part of the School Advisory Council Member Child Safe Prerequisites, council members also need to demonstrate their understanding and compliance with the requirements for volunteers in an environment that includes children and young people. A Volunteer and Induction Checklist is included on the last pages of this handbook.

Suggested Meeting Agendas

School Advisory Councils meet **at least** once a term. A meeting schedule might vary from school to school, determined by local context. Listed here are suggestions as to what might be on School Advisory Council agendas throughout the year, regardless of the meeting schedule.

Term 1

- Principal's report on general school operations addressing the five key aspects of schooling
- Annual Action Plan for the current year (including outline of major projects)
- Review of the school's Vision and Mission
- Financial outcomes for the previous year and draft budget for the current year
- Child Safety and Risk and Compliance Obligations
- Enrolments and Staffing (current year)
- School Community Updates
- Annual commissioning of the Council

Term 2

- Principal's report on general school operations addressing the five key aspects of schooling
- School Community Updates
- Status report on progress with the Annual Action Plan
- Financial report (including the final budget for current year)
- Principal's Annual Report to the Community in relation to the previous year, as mandated by the State and Commonwealth authorities

Term 3

- Principal's report on general school operations addressing the five key aspects of schooling
- School Community Updates
- Financial report, including a detailed review of the current year budget
- Staffing and enrolment predictions for the following year
- Status report on progress with the Annual Action Plan
- Review of Membership
- Planning for the Annual General Meeting

Term 4

- Welcome and induction of new members
- Election of Advisory Council executive
- Principal's report on general school operations addressing the five key aspects of schooling
- School Community Updates
- Status report on progress with the Annual Action Plan
- Outline of the Annual Action Plan for the following year
- Financial Report (including budget forecast outcomes for the current year and draft budget for the following year)

- School Fees (following year)
- Enrolments and Staffing (following year)
- Determine meeting schedule for the following year

Annual General Meeting business

- Council's Annual Report to the community
- Review the year - celebrate achievements
- Election of Advisory Council representatives and appointment of the SAC Chair (if required)
- General Business

Committees Of The Advisory Council

The SAC can establish special purpose committees:

- Typical committees would include a Parents and Friends committee, finance committee, a grounds and maintenance committee etc.
- Membership of committees does not need to be confined to members of the SAC.
- A SAC member may be required to serve on each committee.
- All committees are standing committees of the SAC.

Communication

The SAC will keep minutes of meetings for circulation to members prior to the next scheduled meeting.

Minutes will record discussion summaries, resolutions and names of those present. Minutes of meetings are confidential and not for circulation outside SAC membership.

Consideration should be given to a summary of meaningful and non-confidential outcomes from each meeting being circulated within the School community by the Principal in the School Newsletter.

Deliberations at SAC meetings are confidential to the SAC and all recommendations that are made public are to be fully supported by all SAC members

Dispute Resolution

SAC Members must be committed to timely and just resolutions of any disputes or grievance and will observe and respect the following Grievance Procedures:

- Where there is a difficulty, dispute or grievance involving a student or parent/legal guardian with a teacher, the issue will not be raised at a SAC meeting. The parent/legal guardian will be requested to raise the matter directly with the Principal and refer to the DOBCEL Complaints Policy for information about how this will be handled.
- Where there is a difficulty, dispute or grievance between the Principal and Member or Members of the SAC that is not pertaining to SAC business, the issue will not be raised at a SAC meeting. The matter will be dealt with following the procedures as outlined in the DOBCEL Complaints Policy.

Removal

The Principal and SAC Chair may discern the need to terminate the membership of a SAC member where serious concerns over capacity, integrity, communication style or alignment to the values of Catholic education are demonstrated. The advice and approval of the Education Consultant will be sought before a decision is enacted. It is the responsibility of the SAC Chair to enact the decision.

In the event that the SAC Chair membership needs to be terminated, the Principal will refer this to the Education Consultant. Following an investigation by the Education Consultant, the SAC Chair will be advised of the outcome of the investigation by the Education Consultant.

Why We Pray At The Start Of A Meeting

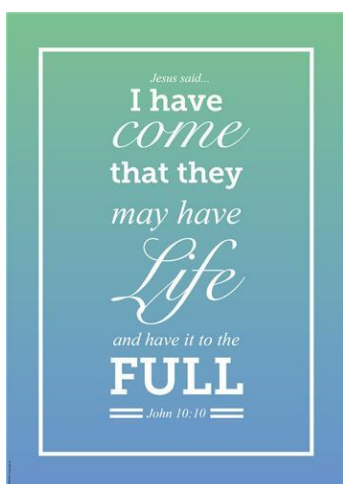
Why pray at an Advisory Council meeting in a Catholic school? It is a good question because in a time when a Catholic school is challenged as never before to explain itself, it is well worth saying why we might do such a strange thing as pray at an Advisory Council meeting.

It is a ridiculous question too. Why, in heaven's name, would you not have a prayer at a council meeting of a Catholic school! Praying is one of the marks of being a Christian. For two, thousand years, Christians, in the tradition of their Old Testament ancestors, have turned to God to acknowledge His presence amongst them, to give thanks for life and its blessings and to ask for comfort with life's unavoidable trials and tribulations. Saying a prayer reminds us of who we are.



It is a very special Christian tradition to pray at beginnings and openings, at the start of new chapters and the setting out on journeys. These are vulnerable moments when protection and direction are sought, and dedications are made. Johann Sebastian Bach always wrote on his scores: "Ad Soli Deo Gloria" - *Glory be to God alone*. The Jesuits always wrote "Ad Marjoram Dei Gloriam" (abbreviated AMDG) on their work books - *To The Greater Glory Of God*. Even today you will see footballers bless themselves as they go into a match. Fishermen will pray leaving a port. **On an evening when it makes decisions that shape the present and create the future of a school, how appropriate that a Catholic School Advisory Council dedicate itself to God and place its cares in divine hands. The more our decisions impact on lives the more we need to pray.**

The great French 20th century mystic, Simone Weil used to say that we live our lives by the quality of our attention. Nothing changes the quality of our attention like prayer. You can go so far as to say it changes everything. A council meeting where a prayer is said is never the same as one in which that does not happen. There is a different atmosphere. The moment is warmed. A greater wisdom prevails. Bigger pictures come into view. Ragged edges are smoothed out in mysterious ways.



Above all prayer changes us. There is a new quality in our presence here. We tune in more deeply to what we are about. We are more at peace and more centered. We are less likely to lose the plot. Our hearts are opened to deeper levels of sympathy. Our best selves emerge.

St Paul called it having the mind of Christ (1 Corinthians 2: 16). Through Christ's imagination we are released into the imagination of God. The Holy Spirit moves amongst us. We are reminded of our task to promote the Kingdom. We are in tune with the Beatitudes.

It is said that we do things differently in Catholic schools because we are schools of the Gospel. Prayer aims to help Advisory Councils to lead

School Volunteer and Induction Checklist

Purpose

This school acknowledges that School Advisory Council (SAC) members play a vital role in supporting the school to provide a safe, open and nurturing learning environment for all students. The Volunteer and Induction checklist provides all volunteers with clear expectations relating to activities that they may wish to participate in at this school.

Prior to being authorised to commence duties, all prospective SAC volunteers must read and acknowledge their understanding of the agreed workplace arrangements as detailed in this document.

Scope

This 'Volunteer and Induction Checklist' applies in general terms to all parent volunteers, members of the School Advisory Council or parent association, student teachers or those on work experience placement and any other person, who volunteer their services to the school.

Volunteer Pre-authorisation Requirements		
1.	Provide a copy of your current (within 5 years of issue) Working With Children Check (WWCC) <i>NOTE: You are not permitted to volunteer without providing a current WWCC.</i>	<input type="checkbox"/>
2.	Provide a copy of photo identification to support Volunteer Application (Drivers licence)	<input type="checkbox"/>
3.	Participate in a Volunteer / SAC Induction group session or in a one on one induction if available	<input type="checkbox"/>
4.	Read and sign a copy of the school's Child Safety Code of Conduct	<input type="checkbox"/>
5.	Read and retain a copy of the Volunteer Responsibility Statement (or applicable guidelines) and CEVC Commitment to Child Safety (Copies are available upon arrival at the induction session)	<input type="checkbox"/>
6.	Provide relevant contact information. <i>Ensure the school has up to date information on file.</i>	<input type="checkbox"/>
7.	Receive a briefing on the location of restricted areas eg student toilets and the staffroom	<input type="checkbox"/>
8.	Receive a briefing on school's Occupational Health and Safety Policy	<input type="checkbox"/>

NB Shaded areas do not necessarily apply to SAC members who are not otherwise involved with the school.

Volunteer School Attendance and Participation Requirements:		
9	Familiarise yourself with the school's Child Safe Policy and Code of Conduct <i>This may be done via the website or upon arrival at the school.</i>	<input type="checkbox"/>
10	Sign in and out via the Visitor Register/Meeting attendance (minutes)	<input type="checkbox"/>
11	Wear Visitor / Volunteer lanyard, visible at all times. (as required at school events)	<input type="checkbox"/>
12	Promptly report to the supervising staff member. <i>DO NOT attend any other area of the school without the knowledge of the supervising staff member.</i>	<input type="checkbox"/>
13	Follow all instructions provided by the supervising staff member.	<input type="checkbox"/>
14	Never work in isolation with a student. <i>The supervising staff member will ensure that students remain in groups or volunteer work will be undertaken in an open and visible environment in close proximity to a member of staff.</i>	<input type="checkbox"/>
15	Be familiar with the school's Emergency evacuation procedures.	<input type="checkbox"/>
16	Treating everyone within the school community with respect including students. DO NOT speak aggressively or discipline students. <i>Immediately report inappropriate behaviour or disclosures of abuse to the supervising staff member.</i>	<input type="checkbox"/>
17	Maintain confidentiality at all times. <i>DO NOT disclose any information relating to school or student performance, social or emotional needs obtained as a result of participating as a volunteer.</i>	<input type="checkbox"/>
18	At NO TIME take photos or videos of students or staff members whilst volunteering.	<input type="checkbox"/>
19	DO NOT post any photo, comment or opinion on electronic platforms (social media, internet or email) relating to students, staff members or activities that you have participated in as a volunteer. <i>If you have any comments or concerns please bring these to the immediate attention of the supervising staff member or alternatively a member of the Leadership Team</i>	<input type="checkbox"/>

School Advisory Council Member - Additional Induction

21	The role of the school in relation to the parish	<input type="checkbox"/>
22	Advisory Council guidelines and Advisory Council member commitment	<input type="checkbox"/>
23	School in relation to the Catholic Education System: NCEC National Catholic Education Commission CECV Catholic Education Commission of Victoria DOBCEL Diocese of Ballarat Catholic Education Limited CEB Catholic Education Ballarat	<input type="checkbox"/>
24	School vision and mission & school policies, protocols and procedures	<input type="checkbox"/>
25	Integrity in the Service of the Church, Child Safe Standards, Code of Conduct, Volunteer Requirements, Privacy and the obligation to ensure the safety of all in the school environment	<input type="checkbox"/>
26	School financial management	<input type="checkbox"/>
27	Standing committees of the Advisory Council - permanent & ad hoc	<input type="checkbox"/>
28	Major business of the past year	<input type="checkbox"/>
29	Personal skills & talents	<input type="checkbox"/>
30	Names of other Advisory Council members	<input type="checkbox"/>
31	Meeting dates, time and venue	<input type="checkbox"/>
32	Completion of the Volunteer Induction Checklist (to be provided by the school)	<input type="checkbox"/>

Volunteer Acknowledgement:

I confirm that I have read and understand my role as a School Advisory Council Member and being a volunteer at this school.

I acknowledge and accept that I have been engaged as a volunteer of the school and that no payment will be made to me by the school.

I accept that the school can cease volunteering arrangements at any time.

Name:

Date:

Signature:

Financial Statement

Recurrent and Capital Income

School Fee	school fee and school fee arrears
Student Fee	student fee and student fee arrears, camp fees
Capital Fee	capital fee income
Excursion Income	all income collected during the year to pay for the pool, camps and excursions
Donations: P&F Fundraising	parents and friends general fundraising
Interest	interest from general bank and investment accounts
Parish Grant	payment to the school from the parish school building fund
Supplementary Capital Fund Grant	payment to the school from the Diocesan <u>Supplementary Capital Fund</u> Grant
State Grants	all revenue from the state government (recurrent purposes only)
Commonwealth Grants	all revenue from the commonwealth government (recurrent purposes only)
Capital Grants	funds from the State or Commonwealth governments to support Capital projects
Borrowings	loans from <u>Supplementary Capital Fund</u>
From Maintenance Investment	funds drawn back from investment to assist with major maintenance projects
Other Private Income	income from any other non-government sources

Recurrent and Capital Expenditure:

Salaries, Workcover & Superannuation	salaries, WorkCover premiums and superannuation contributions of all staff, funded and unfunded
Classroom & Library Expenses	all payments made with respect to class requisites and library books and resources including computer software, licences and on-line expenses.
Excursion Expenses	camps, excursions, sports clinics, and school performances
Student Support Services	payments made to outside specialist staff (speech therapists etc. (these are usually funded in the grants)
Professional Development and Staff Expenses	all expenses related to staff employment, in-service, professional development and travel (excluding replacement costs)
Buildings & Grounds Maintenance	expenses related to the ongoing maintenance of school buildings, equipment and grounds.
Buildings & Grounds Projects	expenses related special projects, capital and recurrent
Maintenance: From Investment	payments from invested funds for major maintenance projects
Technology Support	online expenses, maintenance of computers and network infrastructure
Furniture & Equipment: Capital	for all new furniture, equipment (inc computers) and resources of a capital nature
Capital Improvements	for all new buildings or building improvements of a capital nature
Cleaning	all expenses related to the cleaning of the school: the cleaning contract & miscellaneous cleaning materials
Light Power & Heating	electricity & gas expenses.
Council Charges	water, sewage and garbage expenses
Insurance	CCI Insurance policy premiums on school buildings and equipment
General Administration	all expenses related to school administration (inc phone and photocopying), and any item that does not readily fit anywhere else.
CEO Levies	levies paid to: <ul style="list-style-type: none"> ▪ <u>Catholic Education Office</u> to enable it to operate, ▪ <u>Supplementary Capital Fund (SCF)</u> a fund used to assist schools with capital projects through provision of funds to go towards loan repayments
Subscriptions	subscriptions to various groups, inc. <ul style="list-style-type: none"> ▪ sporting bodies etc.
Loan Repayments	payments made to service loans
Interest	interest paid to service loans etc.
Investment: Future Projects	monies invested as a reserve for school maintenance and/or capital works beyond the current year

School Advisory Council Financial Information

The school financial information and timeline that should be presented at School Advisory Council meetings and to DOBCEL is outlined below:

School Advisory Council

Reports	Timeline
Preliminary Budget & Five Year Plan	October/November Prior Year
Draft Budget	First Meeting
Annual Financial Statement including Final Budget	April/May
Movement in Cash Balances – past 5 years and current year budget (table and graph)	April/May
School Council Report (summary Profit & Loss Statement - YTD vs Budget/Forecast)	Each Meeting
Balance Sheet	Each Meeting
Debtor Report or Fee & Levy Reconciliation	Each Meeting
Loan Schedule (including comparative information)	First Meeting (and when additional borrowings)

DOBCEL – Audit, Risk and Finance Committee

Reports	Timeline
Preliminary Budget & Five Year Plan	October/November Prior Year
Draft Budget	February
Annual Financial Statement including Final Budget	April/May
Loan Schedule (including comparative information)	April/May (and when additional borrowings)
Movement in Cash Balances – past 5 years and current year budget (table and graph)	April/May
Profit & Loss Statement - YTD vs Budget/Forecast	As at end of March, June, September
Balance Sheet	As at end of March, June, September
Debtor Report	As at end of March, June, September