



ST JOSEPH'S
SCHOOL
COLERAINE

School Advisory Council Information Booklet

Diocese of Ballarat
Catholic Education



St. Joseph's Coleraine Vision and Mission Statement

"I have come so that they may have life and have it to the full."

John (10:10)

Vision Statement

At St. Joseph's school we are committed to the teachings of Jesus and our Christian beliefs. The gospel values of Harmony, Care, Cooperation, Inclusiveness, Respect and Community are the essence of our relationship with God, each other and the earth.

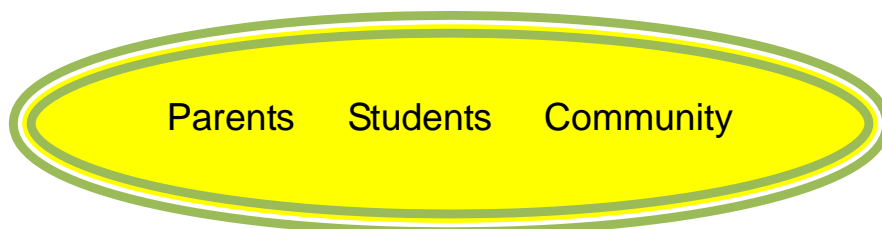
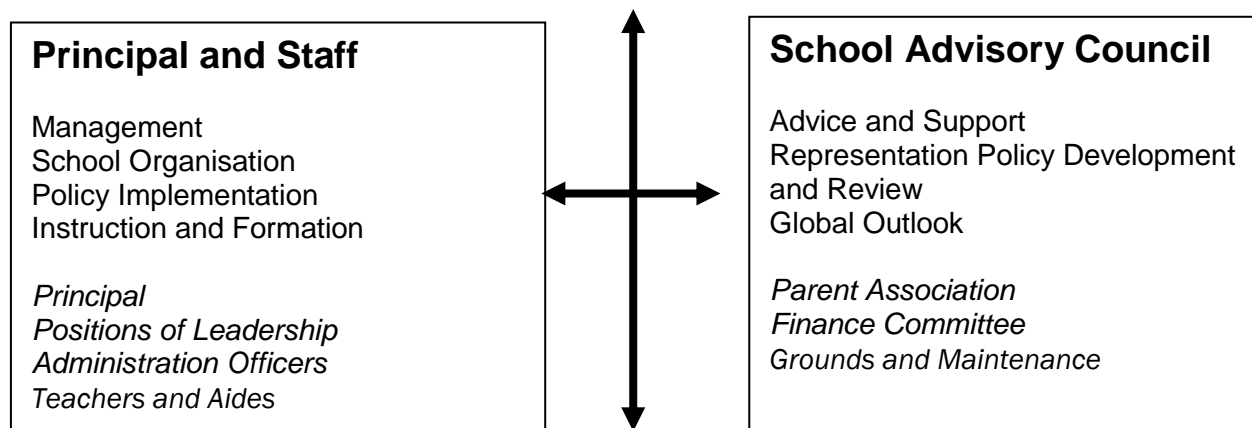
Mission Statement

At St. Joseph's school we will: -

- Work in partnership with the parents, the parish and the wider community to provide Religious Education that is meaningful, challenging and supportive of parents who provide the foundation of their child's faith education.
- Work together to challenge each child to achieve their potential and fulfil their personal goals.
- Provide a learning environment that is welcoming, safe, supportive, and that celebrates success.
- Be vibrant members of our caring, friendly and cohesive community.

Catholic Education in Australia

Advisory Bodies	National Level	Australian Bishops	National Catholic Education Commission (NCEC)
	State Level	Victorian Bishops	Catholic Education Commission Victoria (CECV) Catholic Education Offices(CEO) Melbourne Sale Bendigo Ballarat
	Diocese Level	Bishop of Ballarat	Ballarat Diocesan Schools Advisory Council Catholic Education Office, Ballarat
	Zone Level	Canonical Administrators Parish Priests & Parish Leaders	Primary Zone Networks Southern Zone (Warrnambool) Central Zone (Ballarat) Northern Zone (Horsham)
	Parish Level	Parish Priest	Local School Advisory Council <i>Parish Pastoral Council</i> Local Parish School



Characteristics of an Effective School

School Advisory Councils are able to provide advice in relation to the following characteristics of an effective school.

Professional Leadership	Professional Leadership provides a clear sense of purpose and shared vision, genuine opportunities for others to contribute to decisions and establishes conditions for high quality teaching and learning
Focus On Teaching And Learning	Effective schools ensure that there is a strong and clear focus is on teaching and learning and professional learning activities that are based on improving the teaching-learning relationship
Shared Vision And Goals	Effective schools demonstrate a clear and shared understanding of their goals and have relatively few priorities and are focused on the core things students need. There is a clear sense of how to prioritise and put first things first
High And Appropriate Expectations For Students	Effective schools have high and appropriate expectations for their students. Teachers genuinely believe that every student has the ability to learn and they endeavour to ensure that every learner is successful.
Stimulating And Secure Learning Environment	Effective schools establish an orderly atmosphere, an attractive learning environment and consistent classroom management. Resources are allocated to maintain classrooms that are conducive to quality teaching and learning.
Accountability	Effective schools establish rigorous systems of accountability by which the school and student performance and progress can be evaluated.
Learning Community	Effective schools are learning communities in which there is a common vision underpinned by shared values and objectives and staff are encouraged to engage in professional interchange, collaboration and networking
Purposeful Teaching [Pedagogy]	Effective schools teach with purpose. The school and its teachers work to improve their understanding of teaching strategies that work, and demonstrate a reasonably sophisticated understanding of how students learn.
Student Responsibilities And Rights	Effective schools seek to raise student self esteem by establishing good staff/student relations. Students are engaged with learning through teachers giving students some control over the work they do through the development of self regulation skills. They learn to be independent
Involving Parents In Productive & Appropriate Ways	Effective schools work together with parents to improve learning through developing parents' support for their child's learning The school actively involves parents in school activities

Based on the original research of SAMMONS, P., HILLMAN, J, AND MORTIMORE, P. (1995) KEY CHARACTERISTICS OF EFFECTIVE SCHOOLS: A REVIEW OF SCHOOL EFFECTIVENESS RESEARCH, A report by the Institute of Education for the Office for Standards in Education, to identify the factors associated with effective schools and the Victorian DEECD adapted version of this work. (Updated in *Professional Learning in Effective Schools, The Seven Principles of Effective Learning*, published by Leadership and Development Branch, Office of School Education, Department of Education and Training 2005). The original study identified eleven factors:

Five Key Aspects of Catholic Schooling

These items feed easily into the Five Key Aspects of Catholic Schooling.

These aspects underpin the Ballarat Diocesan School Improvement Framework

- **Catholic School Culture**
- **Teaching and Learning**
- **Student Wellbeing**
- **Leadership and Management**
- **School Community**

School Improvement aims to bring about:

- **enhanced wellbeing**
- **maximised student outcomes**
- **most effective pedagogy**

The School Advisory Council shares in the work of enacting the school's vision and ensuring that the school operates as effectively as possible.

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 able to formulate and offer informed advice to the Canonical Administrator and Principal.

Acronyms

NCEC National Catholic Education Commission

CECV Catholic Education Commission of Victoria

CEO Catholic Education office

AFS Annual Financial Statement

SCF Supplementary Capital Fund

BDSAC Ballarat Diocesan Schools Advisory Council

SIF School Improvement Framework

DEECD Department of Education and Early Childhood Development (Vic)

Catholic School Roles and Responsibilities

Canonical Administrator

- being governor of school, and having ultimate responsibility for all school operations
- being pastor and spiritual guide
- being employer of all staff

Principal

- leading the school community in articulating and enacting the school's vision and mission
- providing opportunities for prayer and liturgical celebrations for all school community members
- leading the spiritual and personal development of staff
- ensuring implementation of Awakenings Religious Education Curriculum
- agent of the employer in the workplace oversee quality, purposeful learning and teaching
- being up to date with current educational thinking and research
- meeting state and federal accountability requirements
- being involved in regular formal communication with parents
- ensuring sound financial, resource and facility management
- establishing school curriculum that caters for individual student needs

School Advisory Council

- assisting with the preservation and promotion of the school's Catholic ethos and culture
- providing informed advice to the canonical administrator
- assisting with planning for the present and future operating of the school
- passing on information about Catholic education to the community
- formulating, ratifying and revising school policy (with staff)
- overseeing school finances
- participating in regular formation activities

Parent Association

- strengthening school community through supporting the work of the School Advisory Council
- strengthening school community through organising faith building functions
- strengthening school community through organising fund raising functions
- strengthening school community through organising social functions

Staff

- working with the principal and school Advisory Council to enact the school's vision and mission
- motivating students to learn
- identifying learning needs
- personalising curriculum for students
- reflecting on and evaluating learning programs
- knowing how to engage students in their learning
- documenting learning programs
- keeping assessment records
- planning for and engaging in professional learning
- developing good partnerships with parents of students in their class(es)

Students

- learning together to respond to the Gospel in their daily lives
- taking responsibility for their learning
- reflecting on their learning
- working and learning cooperatively
- recognising and enacting appropriate values
- taking responsibility for their own wellbeing and relationships

Purpose of the School Advisory Council

1. The work of the School Advisory Council is a work of the Gospel. Members of the School Advisory Council share in the mission of the Church.
2. A School Advisory Council exists to offer informed advice to the Canonical Administrator (Parish Priest or Parish Leader).
3. The School Advisory Council's primary role is to support and give advice to the Principal in matters which affect the ethos of the school. It does not have authority in the management or day-to-day running of the school.
4. It is a representative body, bringing together in a formal way all parties connected with the school.
5. The Advisory Council is subject to:
 - Canon Law
 - Government Legislation
 - Industrial Awards and Agreements and takes into account the policies and advice of
 - Catholic Education System Authorities
6. The work of the Advisory Council includes:
 - assisting with articulating and enacting the school's vision and mission
 - planning for the present and future operation of the school
 - disseminating information about the School and about Catholic Education generally to the school and Parish Community and, where applicable, the wider local community
 - respecting such confidences as determined by the Advisory Council
 - overseeing the finances associated with the school
 - formulating, ratifying and revising school policy
 - assisting the Canonical Administrator in the selection and appointment of the principal
 - assisting the Canonical Administrator and the Principal in the selection and appointment of suitable staff
7. The professional areas of curriculum development, teaching and internal management of the school remain the responsibility of the Principal.

Membership of the Advisory Council

1. Ex-officio members: Canonical Administrator & Principal
2. Elected parent representatives
3. Nominated members (if appropriate)
 - Parish representatives
 - Parent Association representatives
 - Staff representatives
4. Co-opted Members
 - The School Administrative Officer may serve as minute secretary to the Advisory Council.
 - At any one time, the Advisory Council may recommend to the Canonical Administrator the appointment of co-opted members to the Advisory Council:
 - for a specific purpose
 - for a specified term

School Advisory Council Member's Commitment

Members are asked to:

1. ensure they understand and can articulate the school's vision and mission
2. make decisions that always have the welfare of the students as their primary basis
3. 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
4. give the necessary time, thought and study to the work of the Advisory Council
5. respect matters of confidentiality
6. work with fellow Advisory Council members in a spirit of harmony, co-operation and honesty
7. make decisions on issues based on all available facts and consistent with the school's stated vision and mission
8. abide by and uphold the final majority decisions of the Advisory Council
9. only act on behalf of the Advisory Council when specifically authorised to do so by the Advisory Council.
10. refer to the appropriate person any issues or concerns that are not the concern of the Advisory Council
11. take part in the School Advisory Council member induction programme

Meetings of the Advisory Council

1. Regular meetings of the Advisory Council are normally held twice a term.
2. Special meetings may be held as often as deemed necessary.
3. Quorum and voting rights are usually indicated in the Advisory Council Constitution or guidelines. Normally, no meeting would be held without a quorum.

Committees of the Advisory Council

1. An Advisory Council can appoint special committees
2. Membership of special committees may not be confined to members of the Advisory Council.
3. An Advisory Council member may be required to serve on each special committee.
4. Usually, except with the appointment of staff, committees make recommendations to the Advisory Council.
5. With the appointment of staff, recommendations are made directly to the Canonical Administrator.
6. Parent Association, Finance Committee and the Building, Maintenance & Grounds Committees would normally be standing committees of the Advisory Council.

School Advisory Council Meeting Procedure

The agenda is compiled by the Chair person in conjunction with the school principal. Good practice would suggest the agenda and meeting papers are normally distributed a week in advance to the members of the committee, giving them appropriate time to read meeting documents.

In meetings the minutes of the previous meeting are confirmed and actions arising out of the minutes are dealt with first and foremost. Other key issues such as policies and procedures or specific tasks for a particular meeting are given priority, especially if time is limited. The format of the Agenda may be as follows:

1	Chairman's welcome
2	Prayer
3	Present / Apologies
4	Confirmation of Minutes of Previous Meeting
5	Business Arising from the minutes
6	Correspondence in and out
7	Reports:
7.1	Parish Priest
7.2	Principal
7.3	Staff
7.4	Finance
7.5	Parent Association
7.6	Maintenance
8	General Business
9	Closure.

School Advisory Council Member Induction

All new and returning members of the School Advisory Council are to take part in the following induction. This program is to be conducted by the principal assisted by experienced members of the Advisory Council. The programme may include discussion and review of the following:

- the role of the school in relation to the parish
- Advisory Council guidelines and Advisory Council member code of ethics
- School in relation to the Catholic Education System:
 - NCEC National Catholic Education Commission
 - CECV Catholic Education Commission of Victoria
 - BDSB Ballarat Diocesan Schools Advisory Council
 - CEO Catholic Education Offices: Ballarat, Horsham
- school mission & vision statements & school policy statements
- school financial management
- standing committees of the Advisory Council - permanent & ad hoc
- major business of the past year
- personal skills & talents
- names of other Advisory Council members
- meeting dates, time and venue

Financial Statement

Recurrent and Capital Income

School Fee	school fee and school fee arrears
Student Fee	student fee and student fee arrears
Capital Fee	capital fee income
Excursion Income	all income collected during the year to pay for the pool, camps and excursions
Donations: P&F Levy	Parent Association Levy
Donations: P&F Fundraising	Parent Association 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 Supplementary Capital Fund 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 Supplementary Capital Fund
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, workcare 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	camp, 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"> ○ Catholic Education Office to enable it to operate, ○ Supplementary Capital Fund (SCF) a fund used to assist needy schools with capital projects
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