

Unity College Pastoral Board Constitution

(To be read in conjunction with the Model Constitution and Commentary for Boards of Catholic education in Queensland)

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Article I: Authority, Aims and Service of the Board

SECTION I: NAME OF THE BOARD

- 1.1 The Unity College Board is a body with consultative responsibilities and functions limited to those set out in following sections of this Constitution.

SECTION 2: AUTHORITY FOR AND APPROVAL OF THIS CONSTITUTION

- 2.1 Ultimate authority for this Constitution is derived from Canon Law (Church Law) and relevant State Legislation (Civil Law).
This Constitution is made under the authority of ***The Corporation of the Trustees of the Roman Catholic Archdiocese of Brisbane*** which is the jurisdictional authority from whom the Board derives its powers.
- 2.2 This Constitution was approved in writing by the Archbishop of Brisbane
- 2.3 This Constitution will be interpreted in accordance with the general and binding principles of governance of Catholic schools as set out in Article III Section 6.1 of this Constitution.

SECTION 3: AMENDMENTS TO THE CONSTITUTION

- 3.1 The Board may prepare and recommend an amendment to its Constitution.
- 3.2 An amendment to the Constitution may be made within designated areas.
- 3.3.1 An amendment has no effect until it is approved in writing by the Executive Director of Catholic Education - Archdiocese of Brisbane.
- 3.4 A formal review of the Model Constitution will be conducted every six years or as determined by the jurisdictional authorities.

SECTION 4: AIMS OF THE BOARD

The Board will collaborate with the Unity College community to:

- 4.1 Identify, enunciate, nurture and celebrate the Special Religious Character of the college with major and particular emphasis on the Special Spirituality of the college.
- 4.2 Support processes developed by the college staff aimed at improving student learning outcomes in accordance with the educational vision and mission.
- 4.3 Promote education that
 - 4.3.1 lives out the local Churches' education mission;
 - 4.3.2 strives for educational excellence; and
 - 4.3.3 contributes to society.

SECTION 5: STATEMENT OF THE SPECIAL RELIGIOUS CHARACTER OF THE COLLEGE

- 5.1 The Unity College Board will promote and celebrate the Special Religious Character of Unity College as enunciated in Appendix III

SECTION 6: CONDUCT OF THE BOARD

- 6.1 The Board and all its related operations will be conducted as a Consultative Board in accordance with:
 - 6.1.1 The general and binding principles for the governance of Catholic schools.
 - 6.1.2 The Code of Ethics for Board Members.
- 6.2 The Board will provide written annual reports of its conduct and related operations to its community.

SECTION 7: BOARD DYSFUNCTION AND DISSOLUTION OF THE BOARD

- 7.1 Where the Board fails to function satisfactorily within the provisions of this Constitution, the principal and/or the Chair of the Board will take action in accordance with Appendix V of this Constitution.

Article II: Definition of Terms Used in this Constitution

SECTION 1: DEFINITIONS

Additional definitions may be added but the existing definitions in this article may not be altered or removed from the Constitution

Unless a contrary intention applies, the words and expressions used in this Constitution have the following meanings given to them:

The term *Board* refers to the college board as named in this document.

Archdiocese refers to a *Diocese* which is under the care and authority of an Archbishop.

Wherever the term *Catholic education authorities* is used in this Constitution, it refers to the National [NCEC], State and Territory Catholic Education Commissions including the Queensland Catholic Education Commission [QCEC] together with the relevant diocesan Catholic school authorities unless otherwise specified.

The term *Catholic School Authority* refers to a Catholic School Authority which has responsibility for the establishment and ongoing operation of schools within the jurisdictional authority of a diocese or a religious institute.

Catholic School Renewal refers to the intentional activity which focuses on the purposes and processes for Catholic schooling which fosters positive change and growth for students and others in school communities.

Clause refers to a clause of this Constitution.

Collaboration is a clearly defined relationship entered into by the members of the Board to achieve common goals. It involves the identification, release and union of the gifts of the members.

Collaborative ministry refers to the co-operative, joint activity of Board members which acknowledges the God given variety and diversity of gifts, wisdom and expertise in the group, explores ways in which they complement each other and calls them forth in service of the educational mission of the church.

College means the College for which the College Board is formed.

A *Consultative Board* is one which participates in the policy-making process by formulating and adopting but never enacting policy.

The term *Diocese* refers to 'a portion of the people of God which is entrusted to a Bishop to be nurtured by him....' (Code of Canon Law)

Education of Board members refers to the processes by which the members are regularly informed regarding matters which are relevant to their responsibilities as set out in this Constitution.

Faith Development refers to the growth which occurs within an individual towards a deeper appreciation, understanding and lived experience of faith in God.

Formation refers to those processes in which Board members engage in order to equip themselves to conscientiously, earnestly and diligently fulfil their role on the Board.

Goals are the milestones which a group would hope to reach before too long when implementing its mission to achieve its vision.

The term *governance* as used in this Constitution is defined in terms of its usual English meaning in referring to the various authority structures, decision-making processes and lines of accountability and responsibility that pertain to any organisation or enterprise: in this case a Catholic school or parish education agency. In speaking of "governance in a Catholic School" the document assumes and implies that there are certain principles of Catholic teaching and practice that should infuse the governance of any Catholic institution. (*Catholic School Governance*, NCEC 2002, p. 4, Section 1.2)

In-service is any program of education and formation which is presented to persons following their election and appointment to the Board.

A *Juridic Person* or *Public Juridic Person* refers to an entity which has status under Canon Law and is broadly equivalent to the term "Legal Entity" which pertains in Civil Law.

Wherever a *public juridic person* is the subject of a provision in this Constitution, it is referred to as a *jurisdictional authority*.

Mission is the purpose for which the group is established (i.e. what it is designed to do) and, in the case of a Catholic educational group, it would accord with the educational mission of the Catholic church.

Parent includes a guardian and every person who is liable to maintain or has the actual custody of a child who is a student.

The *Parents and Friends Association* of the college is the official parent body in the college which operates in support of the college under its own Constitution.

A *Parish* is a community of Christ's faithful whose pastoral care, under the authority of the diocesan Bishop, is entrusted to a parish priest as its proper pastor. In this constitution, it also refers to the Caloundra Uniting Church Congregation.

Participation (Subsidiarity) is the principle that powers and functions in any community should be exercised, wherever possible, by the persons and bodies closest to and most accountable to those affected.

Policy is a statement of a broad and general direction which provides a guide for discretionary action.

Pre-service is any program of education and formation which is presented to persons prior to their election and appointment to the Board.

Principles of Governance are those statements set out at Article III, Section 6.1 of this Constitution.

In the context of this Constitution, *Shared Wisdom* is understood to be a term developed by Sr Mary Benet McKinney in her book *Sharing Wisdom* to describe a philosophy and practice of decision-making which is based on the tradition of discernment within the Catholic church.

Spirituality refers generally to the manner and style of expressing catholic faith, not only through explicitly religious rituals and symbols, but also through the cultivation of Christian habits and virtues in everyday activities and practices.

Spiritual Leaders of the Board are those ex-officio members of the Board who are appointed to that position by the jurisdictional authority. At Unity College, this refers to the Caloundra Catholic Parish Priest, and the Uniting Church Congregation Minister.

Staff means all the persons who are employed by the Catholic school authority and/or the parish and assigned to the college.

Standing Committee – a committee established by the Board to conduct research into, or to transact business concerning, specific matters on a continuing basis.

Student means a student of the college.

Subsidiarity – See *Participation*.

Task Force (or ad-hoc committee) – a temporary group established by the Board to handle projects or issues of a developmental nature.

"Vision" is an image of the desired future of a group such as a school/college, parish or a Board which is usually expressed in a succinct written statement.

Article III: Roles, Functions, Responsibilities and Powers

SECTION 1: AUTHORITY OF THE BOARD

- 1.1 The Board exists by virtue of the jurisdictional authority (Canon Law) and legal entity (Civil Law) which has approved this Constitution namely the Corporation of the trustees of the Roman Catholic Archdiocese of Brisbane in the person of the Executive Director of Catholic Education – Archdiocese of Brisbane.
- 1.2 In carrying out its role, the Board shares the canonical authority of the Parish Priest and the leadership authority of the principal within the designated areas of responsibility as set out in Article III Section 6.
- 1.3 The Board is neither a jurisdictional authority nor a legal entity.
- 1.4 Any recourse to civil law action on the part of the Board will be addressed by the jurisdictional authority and its legally appointed agents.

SECTION 2: RIGHTS AND RESPONSIBILITIES OF THE JURISDICTIONAL AUTHORITY

It is the right and the responsibility of the Corporation of the Roman Catholic Archdiocese of Brisbane to:

- 2.1 Ensure that Board members are appropriately educated and prepared for their role, particularly in relation to the special spirituality of the college;
- 2.2 Exercise stewardship over and protect the temporal goods of the Church as represented by the property and assets of the college in circumstances where the jurisdictional authority owns property used by the college;
- 2.3 Promote freedom of action by the Board within the scope of its powers, subject to the rights, duties and responsibilities of the jurisdictional authority, the Diocese, and responsible Catholic education authorities;
- 2.4 Develop strong partnerships with others of the Church, including bishops, leaders of religious institutes and Catholic education authorities, for the purpose of ensuring proper coordination and distribution of resources between Catholic schools; and
- 2.5 Ensure that any disposal of property is carried out in accordance with both Civil and Canon Law.

SECTION 3: RIGHTS AND RESPONSIBILITIES OF THE CATHOLIC SCHOOL AUTHORITY

Brisbane Catholic Education has the responsibility to:

- 3.1 Develop school governance policies that encourage unity of purpose and solidarity between all Catholic schools, while recognising and protecting diversity in particular communities and spiritual traditions; and
- 3.2 Develop policies concerning the equitable distribution of resources among Catholic schools.

SECTION 4: RIGHTS AND RESPONSIBILITIES OF THE STATEWIDE CATHOLIC EDUCATION AUTHORITY

The Queensland Catholic Education Commission (QCEC) has responsibility for providing state-wide support for matters relating to educational governance which includes:

- 4.1 State-wide support for Catholic education boards and councils; and
- 4.2 Co-ordination of the periodic review of the Model Constitution at the request of jurisdictional authorities.
- 4.3 State-wide policy-making and action, defined as:
 - 4.3.1 Authority and prime responsibility for State-wide policy-making and for action in specified aspects of the areas of:
 - (a) funding (aspects as specified in the QCEC Constitution);
 - (b) advocacy, negotiation, and agreement with governments on State and National level on behalf of Catholic education authorities, and also with other peak bodies at peak State and National levels;
 - (c) research and collection of statistical, financial and educational data relevant to the Commission's prime functions;
 - (d) industrial relations with respect to facilitating collaboration between employing authorities in Catholic education exercising this responsibility (eg, in information, and co-ordination of State-wide policies and principles); and
 - (e) public relations and communications regarding matters concerning Catholic education on a State-wide basis.
 - 4.3.2 Authority and collaborative responsibility to work with others (in a 'shared wisdom' approach), in policy-making and action, in areas in which other educational authorities have prime responsibility for such policy-making and action:
 - (a) review;
 - (b) curriculum;
 - (c) religious education outside Catholic schools;
 - (d) liaison with education for ministry; and
 - (e) social justice matters.

SECTION 5: SERVICE

- 5.1 Members of the Board will render service by utilising the principles of Collaborative Ministry and Sharing Wisdom.

SECTION 6: RESPONSIBILITIES OF THE BOARD

In discharging its responsibilities the Board will:

- 6.1 Function in accordance with the general and binding **Principles of Governance** as follows:
 - 6.1.1 The Love of Christ
 - 6.1.2 The Role of Parents as the primary educators of their children
 - 6.1.3 Faithfulness to the Mission of the Church
 - 6.1.4 Church Solidarity
 - 6.1.5 Support for the common good
 - 6.1.6 Embracing the poor
 - 6.1.7 Educational quality
 - 6.1.8 Participation (Subsidiarity)
 - 6.1.9 Inclusiveness
 - 6.1.10 Unity in Diversity
 - 6.1.11 Stewardship of resources
 - 6.1.12 Rule of Canon Law
- 6.2 Collaborate in nurturing the Special Religious Character of the College.

- 6.3 Participate in the planning of the ongoing development of the ecumenical college in accordance with diocesan guidelines, government requirements and school renewal planning.
- 6.3.1 Review the college's statements of Vision, Mission and Special Religious Character periodically, as part of the Catholic School Renewal Process.
- 6.4 Develop, Review and Maintain Policies consistent with existing policies and positions published by QCEC and the Catholic School Authority on matters referred to it by the principal or by Brisbane Catholic Education.
- 6.5 Participate in the selection process for the appointment of a principal by Brisbane Catholic Education.
- 6.6 Support staff, especially the principal, who has the day-to-day responsibility for maintaining and promoting the Special Religious Character of the college.
- 6.7 Provide advice, at the invitation of the principal, regarding the staffing provision of the college with due regard to educational excellence and particular emphasis on nurturing the Special Religious Character of the school.
- 6.8 Reflect on the Curriculum in accordance with any relevant requirements of Government authorities and Catholic Education – Archdiocese of Brisbane and without trespassing upon areas of professional educational judgement.
- 6.9 Oversee the prudent **Financial Management** of the college particularly with a view to ensuring access to quality education for future generations.
- 6.9.1 Recommend the annual college budget for approval under jurisdictional authority and Catholic School Authority guidelines ensuring that the budget is:
- (i) a valid response to the college's renewal plan (or equivalent);
 - (ii) responsible within the resources available and the policies and guidelines of government and jurisdictional authorities;
 - (iii) focussed on the delivery of ecumenical education consistent with the education vision and mission of the diocese and parishes; and
 - (iv) prepared in consultation with the Board Finance Committee under the guidance of the Board Financial Advisor.
- 6.10 Oversee the prudent maintenance of college buildings and plant and also plan for the provision of future facilities in accordance with the guidelines of the Diocesan School Authority.
- 6.11 Seek to ensure that the college fulfils its potential as an option for the disadvantaged, including the poor.
- 6.12 Provide advice on any matters referred to the Board by the principal.
- 6.13 Facilitate the preparation and induction of Board members so that they understand the scope and extent of their role.
- 6.14 Appoint standing committees which will assist it in carrying out its responsibilities and establish temporary task forces for the handling of short-term projects of a developmental nature.
- 6.14.1 Establish a Finance Committee where appropriate, as a Standing Committee of the Board, which reports to the Board in such a way as to enable the Board to discharge its responsibilities under Article III Section 6.9 of this Constitution.
- 6.15 Develop an awareness of the roles of all levels of government and how these impact on the conduct of Catholic schools.
- 6.15.1 Develop and support strategies designed to influence government members and other political representatives for the betterment of the college.
- 6.16 Establish and maintain networks and processes for formal/informal communication between the Board and the school and parish communities.

SECTION 7: RESERVED POWERS OF THE CATHOLIC SCHOOL AUTHORITY RELATING TO THE BOARD

Catholic Education – Archdiocese of Brisbane reserves unto itself the following powers over the college and the Board:

- 7.1 To appoint the principal of the college. (It is expected that the Catholic Parish Priest and the Uniting Church Congregation Minister will be invited to be members of the selection panel.)
- 7.2. To dismiss the college principal according to law
- 7.3 To appoint members of the Board
- 7.4 To dismiss members of the Board
- 7.5 To appoint and dismiss staff
- 7.6 To appoint the Board's liaison officer
- 7.7 To approve amendments to this Constitution.

SECTION 8: RESERVED POWERS OF THE PRINCIPAL

The principal reserves the power to:

- 8.1 Manage the day to day operations of the college including the implementation of its curriculum;
- 8.2 Make operational decisions about the use of teaching or learning resources in the College;
- 8.3 Allocate duties to all members of staff;
- 8.4 Act separately from the Board on those rare occasions where circumstances and serious responsibility for the leadership of the college demand such action.

SECTION 9: (Not applicable for this Constitution)

SECTION 10: POWERS NOT AVAILABLE TO THE BOARD

The Board may not -

- 9.1 Have control of funds;
- 9.2 Enter into contracts;
- 9.3 Acquire, hold, dispose of or deal with, property; or
- 9.4 Sue or be sued.
- 9.5 Directly interfere with the operation of the college.

Article IV: Membership

SECTION 1: GENERAL

- 1.1 Definition
A member of the Board is a person who ministers collaboratively to the community which the Board serves by fulfilling the duties outlined in this Constitution. Such ministry demands that the needs and interests of all the community's members are taken into account.
- 1.2 Eligibility and Suitability
- 1.2.1 Membership is open to all members of the parishes and/or college community who have completed a prescribed formation program and have a commitment to uphold the college's ethos.
- 1.2.2 A person who has been found guilty or convicted of a serious offence or an offence relating to dishonesty is ineligible to be a member of the Board.
Members who are 18 years of age or older must be holders of a current positive notice (blue) card issued by the Commission for Children and Young People and Child Guardian (CCYPCG).
However, a member who is eighteen years of age or older who is a volunteer parent of a child attending the school, or a registered teacher under the *Education (Queensland College of Teachers) Act 2005* does not require a blue card
Persons requiring verification of their suitability for membership who are elected to the Board may not attend meetings until their positive notice (blue) card or other form of verification is issued.
- 1.2.3 Members of the Board will identify strongly with the Special Religious Character of the school particularly as it applies to its Special Spirituality.
- 1.2.4 A significant number of members will be parents of current, prospective or recent students of the school.
- 1.3 Appointment and Dismissal
- 1.3.1 Members of the Board will commence service on the Board when they are officially appointed by the Catholic School Authority.
- 1.3.2 The instrument of authority for elected and co-opted Board members will be an official Letter of Appointment, duly signed by the Director of the Catholic School Authority "for and on behalf of" the jurisdictional authority.
- 1.3.3 Where a member of the Board is in serious breach of or fails in his/her obligations under the provisions of this Constitution, that member may be dismissed by the Catholic School Authority responsible for appointing that member.
- 1.4 Legal Responsibility
- 1.4.1 The legal responsibility of Board members is set out in the provisions of Article III of this Constitution.
- 1.4.2 By approving of and participating in the Unity College Board, the Executive Director of Brisbane Catholic Education will share responsibility for leadership decision making and policy development. This sharing is limited by the reserved powers set out in Article III of this Constitution.
- 1.5 Ministry and Service
Board members will participate in Board meetings with the understanding that they are participating in the broad ministry of governance and that their particular service to the Board and its community is undertaken as a collaborative ministry in and for the Church.
- 1.6 Relational Dimensions of Membership
In general, Board members will relate to each other and all other individuals and groups in the college on the basis of their understanding of and commitment to the principles which underpin Sharing Wisdom and Collaborative Ministry.

SECTION 2: PREPARATION AND FORMATION

- 2.1 Preparation Program
When a Board is being established for the first time, all members of the college or parish communities will be invited to participate in a comprehensive preparation program.
- 2.2 Intending Members
Intending members of an existing Board will participate in an abbreviated preparatory educative program.
- 2.3 Major Themes
Programs of education and formation will draw upon the provisions of this Constitution and focus on the major themes of:-
- Collaborative Ministry and Sharing Wisdom
 - Role and Responsibilities of the Board
 - Board Relationships - Internal and External
 - Board Membership.
- 2.4 Ongoing Programs
It is a condition of membership that all members of a Board participate in ongoing programs of formation and education.
- 2.5 Board Liaison Officer
Programs of formation and education will be made available through the Board Liaison Officer for use at each Board meeting.
- 2.6 Local Resources
At their own initiative, Board members will also access suitable resources for formation.

SECTION 3: CLASSES OF MEMBERSHIP

- 3.1 Ex-Officio
The ex-officio positions on the Board are:
- Spiritual Leader Members
 - Principal Member
 - Head of Secondary
 - Head of Primary
- 3.2 Elected
The elected positions on the Board are:
- Parent members
 - Teacher members
 - Members of the Parishes
- 3.3 Appointed
The optional appointed positions on the Board are:
- Catholic Education - Archdiocese of Brisbane Member
 - Special Religious Character Member
 - Indigenous/Ethnic Community Members
 - Student Member/s
- 3.4 Co-Opted
- 3.4.1 A Co-opted Member of the Board may be appointed following a decision and recommendation by the ex-officio and elected members of the Board to the Catholic School Authority.
- 3.4.2 Co-opted Members will be appointed for the specific contributions they might make to the Board.

SECTION 4: MEMBERSHIP STRUCTURE

- 4.1 Approval
With due regard to the Special Religious Character and needs of the college, each Board / college community will propose its membership structure for approval by Catholic Education - Archdiocese of Brisbane.
- 4.2 Numerical Size
The number of Board members will be not less than 10, and no more than 18. This is more than the number recognised in the Generic Constitution, but the College feels this is necessary because of the P-12 nature of the College, and the fact that it is an ecumenical college, seeking to maintain close relationships with both the Catholic and Uniting Church faith communities.
- 4.3 Balance
Members will bring to the Board a broad spectrum of skills, talents and personal attributes.

SECTION 5: TERM OF MEMBERSHIP

- 5.1 All Positions
The term of membership for each position on the Board is as follows:
- 5.1.1 Spiritual Leader Members – For period of office
 - 5.1.2 Principal Member – For period of office
 - 5.1.3 Head of Secondary and Head of Primary- For period of office
 - 5.1.4 Catholic Education – Archdiocese of Brisbane Member – To be determined by Brisbane Catholic Education.
 - 5.1.5 Parent Members – Three years
 - 5.1.6 Teacher Members – Three years
 - 5.1.7 Student Member – One year or as determined by Catholic Education – Archdiocese of Brisbane.
 - 5.1.8 Faith Community (parish) member – Three years
 - 5.1.9 Co-opted Members – One year and renewable for up to three years
- 5.2 Casual Vacancy
The term of office for a member, elected or co-opted, to fill a casual vacancy on the Board will not extend beyond the next election. Such a member may be nominated and elected at that time or subsequently co-opted.
- 5.3 Consecutive Terms
An elected member of the Board will serve no more than two consecutive terms of office.

SECTION 6: MEMBERSHIP UNITY COLLEGE BOARD

The members of the Unity College Board are:

- Spiritual Leader Members; and
- Principal Member; and
- Head of Primary and Head of Secondary members
- 1 (one) Catholic Education – Archdiocese of Brisbane member appointed by Catholic Education – Archdiocese of Brisbane [optional]; and
- Up to 6 (six) Parent Members elected in the way set out in Article VII of this Constitution; and
- 1 (one) Teacher Member; and
- Up to 2 (two) Student Members appointed in the way set out in this Constitution (optional); and
- Up to 2 (two) Faith Community (parish) members; and
- Up to 2 (two) Co-opted Members determined by a consensus decision of the ex-officio and elected members of the Board.

SECTION 7: RECOMMENDED OPTIONAL MEMBERSHIP STRUCTURE

The membership structure proposed by the school community or the existing Board is based on a consideration of each of the Optional Membership Structures listed at Appendix IV of this Constitution.

SECTION 8: OFFICE BEARERS AND DUTIES

- 8.1 Chairperson / Board Leader
 - 8.1.1 Each year the members of the Board will elect a Chairperson from the membership of the Board.
 - 8.1.2 Ex-officio members, employees and students of the school will not be the elected Chairperson.
 - 8.1.3 The Chairperson presides at all regular and special meetings of the Board.
 - 8.1.4 A retiring Chairperson may offer for re-appointment, but a continuous term of office should not exceed 3 (three) years.
 - 8.1.5 The Chairperson will prepare the Agenda for the Board meeting in consultation with the Principal.

- 8.2 The Secretary
 - 8.2.1 The Secretary will be appointed annually by the Board.
 - 8.2.2 The Secretary will cause the Minutes of all Board meetings to be recorded.
 - 8.2.3 The Secretary will forward the Minutes of the previous meeting and the Agenda for the next meeting to members one week prior to the forthcoming meeting.

- 8.3 Accountant/Financial Adviser
 - 8.3.1 The Board Financial Adviser will be appointed annually by the Board.
 - 8.3.2 Where a suitably qualified person is not a member of the Board, the Board Financial Adviser will be co-opted as a member of the Board.
 - 8.3.3 The Board Financial Adviser will play a key consultative role pursuant to the provisions of Article III Section 6.9 of this Constitution particularly the preparation of the annual budget.
 - 8.3.4 The Board Financial Adviser will maintain an ongoing appreciation of the performance of the college budget in accordance with its stated intentions and will report through the Finance Committee to the Board at least quarterly.

Article V: Relationships

SECTION 1: RELATIONSHIPS INTERNAL

- 1.1 Spiritual Leader(s)
 - 1.1.1 The Spiritual Leader(s) will ensure that regular formation for members occurs at Board meetings including opportunities for faith sharing.
 - 1.1.2 The Catholic Parish Priest and the Uniting Church Congregation Minister will be the Spiritual Leader(s) of the Board. They will share pastoral responsibility for the educational community with the members of the Board. This will centre on:
 - spiritual formation
 - shared ministry
 - sharing wisdom of the Spirit
 - shared responsibility for decision-making, and
 - shared responsibility for the religious education policies and programs of the college.
 - 1.1.3 When the Catholic Parish Priest and the Uniting Church Congregation Minister are not available to be active Board members, they will nominate a person to be Spiritual Leader of the Board.
 - 1.1.4 In all other circumstances, Catholic Education – Archdiocese of Brisbane will appoint the Spiritual Leader of the Board.
- 1.2 Principal as Educational Leader
 - 1.2.1 It is the essential function of the Principal as Educational Leader of the Board to provide educational leadership to the whole college community; not only to staff and students but also to parents and to the Board.
 - 1.2.2 The Principal is a member of the Board and the Executive Officer of the Board.
 - 1.2.3 The Principal is the official channel of communication between the Board and the community it serves.
- 1.3 Teacher Member

The Teacher Member on the Board provides the Board with a practical perspective of teaching and learning in the college.
- 1.4 Other Members

In the same way that the Teacher Member brings a perspective to the Board through his/her particular expertise, other members do so from the perspective of their own expertise and life journey.

SECTION 2: RELATIONSHIPS EXTERNAL

- 2.1 General

The Board will clarify its relationships with all external bodies which have the potential to impact significantly on the educational community it serves.
- 2.2 Local Faith Community (Parish/s)

The Board will clarify its relationship to the local faith communities.
- 2.3 Parents and Friends Association
 - 2.3.1 The Board will define its relationship to the Parents and Friends Association.
 - 2.3.2 The Board will acknowledge and respect the role and functions of the Parents and Friends' Association as set out in the Association's Constitution.

- 2.4 Catholic School Authority
- 2.4.1 It is the duty of the Board to know the essential nature of the relationship of the Board to Catholic Education – Archdiocese of Brisbane and it is the duty of both to ensure there is mutual understanding.
 - 2.4.2 Minutes of meetings are to be made available on request to the Executive Director of Catholic Education – Archdiocese of Brisbane.
 - 2.4.3 The Executive Director of Catholic Education – Archdiocese of Brisbane , or representative has the right to attend Board meetings.
 - 2.4.4 The Board Liaison Officer appointed by the Catholic School Authority will assist Boards to function effectively and efficiently within the provisions of this Constitution.
 - 2.4.5 From time to time the Board may invite other Catholic Education – Archdiocese of Brisbane personnel to meetings to assist the Board.
- 2.5 Staff
The Board will normally relate to the Staff of the college through the Principal.
- 2.6 Civic Leaders
In collaboration with the Principal, the Board will seek to develop sound relationships with representatives of local, state and federal government.

Article VI: Meetings and Decision Making

SECTION 1: MEETINGS

- 1.1 General
 - 1.1.1 Board meetings will be held at the times and places the Board decides.
 - 1.1.2 The Board will meet monthly during the year with a minimum of nine (9) meetings per year including the Annual General Meeting.
 - 1.1.3 The Chairperson will meet with the Principal to compile the Agenda of the coming meeting. This will occur with sufficient time to distribute the Agenda and Minutes of the previous meeting at least 7 days before the day of the meeting.
- 1.2 Quorum
 - 1.2.1 A quorum for meetings is to be a simple majority of the members provided both ex-officio and elected members are present.
 - 1.2.2 If the quorum is not present within 30 minutes after the advertised starting time of a Board meeting, the Chairperson will adjourn the meeting to a time and place decided by the Chairperson in consultation with Board members.
- 1.3 Special Meetings

A special meeting may be called at any time to deal with urgent business after consultation between the Chairperson and the Principal.
- 1.4 Meeting Mode

While Board meetings are best conducted 'face to face', the Board may hold meetings or permit members to take part in meetings by telephone, video link, or other form of communication that allows reasonably contemporaneous and continuous communication between the members taking part in the meeting.

SECTION 2: AGENDA

The Agenda at Meetings will be:

- Item 1 Welcome
- Item 2 Formation
 - Scripture
 - Faith Sharing
 - Prayer and Reflection
- Item 3 Board Education (Knowledge and Skills development)
- Item 4 Minutes Approval
- Item 5 Confirm the written Report of Action Taken following the last meeting.
- Item 6 Reports:
 - Principal
 - Spiritual Leader
 - Finance
- Item 7 Policy Development, Review and Monitoring
- Item 8 Other Business Items
- Item 9 Closure & Confirmation of the Date of Next Meeting

SECTION 3: MINUTES

- 3.1 Record of Proceedings

A brief record of meeting details will be maintained on behalf of the Board. These will include:

 - The names of the members present at each meeting of the Board;
 - The names of any persons who are not members but are present at a meeting of the Board;
 - The decisions taken and the actions required to implement those decisions.
- 3.2 Minutes Confirmation

The minutes of each Board meeting will be submitted for confirmation at the next Board meeting.

SECTION 4: BOARD RECORDS

The records of the Board will include all documents that the Board has created or acquired in the course of carrying out its functions.

This will include but is not limited to:

- Minutes of Board meetings;
- All records that come into existence in connection with Board meetings;

A manual of policies approved by the Board including the date of publication and the anticipated/actual date of review.

SECTION 5: ACTING CHAIRPERSON

5.1 Election

In the absence of the Chairperson, members will elect an acting Chairperson to preside over the meeting.

5.2 Eligibility

Any member other than the Student Member is eligible for election to the position of Acting Chairperson.

SECTION 6: DECISION MAKING

6.1 Process

Decisions will be reached by dialogue, Sharing Wisdom and consensus.

6.2 Outcome

When the consensus process fails to produce an outcome within a sufficient period of time, the Spiritual Leader or Principal will note the concerns of the Board and if necessary will make the decision independently of the Board in accordance with the usual authority provisions for the Spiritual Leader who is the Pastor and the Principal.

SECTION 7: ATTENDANCE OF NON MEMBERS OF THE BOARD

7.1 Invitation

The Board may from time to time invite non-members to attend meetings.

7.2 Requests

The Board will consider any requests from non-members to attend Board meetings to address the Board.

SECTION 8: ABSENTEE MEMBERS

8.1 Reason for Absence

In the event that an elected or co-opted member of the Board shall have been absent without reasonable cause from two consecutive regular meetings, the Chairperson or the Principal will approach that member to seek clarification of the member's position.

8.2 Continued Absence

If, following an approach from the Chairperson or Principal, an elected or co-opted member of the Board shall be absent without reasonable cause from the next regular meeting, that membership will be declared vacant. Upon such a declaration, that member is deemed to have resigned.

SECTION 9: ANNUAL GENERAL MEETING OF THE BOARD

9.1 Timing and Participation

An Annual General Meeting of the Board may be held to which members of the Board's college community will be invited to attend and take part in proceedings.

9.2 Order of Business

The order of business of this meeting will include:

- 9.2.1 A presentation of a modified education and formation program based on the four themes of the preparatory education program (see Article VII Section 2 of this Constitution);
- 9.2.2 A report of the Board's operations for the past year; and
- 9.2.3 The presentation by the principal of the school budget for the school year.

Article VII: Elections

SECTION 1: ELIGIBILITY OF CANDIDATES AND ELECTORS

- 1.1 Eligibility of Candidates
Persons eligible for election to the Board are those described in Article IV Section 1.2 of this Constitution.
- 1.2 Eligibility of Electors
Persons eligible to elect members of the Board are those who have participated in the Board formation program.

SECTION 2: PREPARATION OF POTENTIAL MEMBERS

- 2.1 Board Formation Program
Before the establishment of a new Board and any election of members, electors and candidates will participate in a comprehensive Board formation program.
- 2.2 Modified Program
A modified program based on the four themes of the preparatory education program will be presented prior to the elections of members to an established Board.

SECTION 3: TIMING

- 3.1 Newly Established Board
Election of the members of a newly established Board ordinarily will be conducted at the conclusion of the initial Board formation program.
- 3.2 Established Board
Elections for an established Board will be held at least every three years or as required by casual vacancies.

SECTION 4: ELECTION PROCEDURES

- 4.1 Prayerful Discernment
Wherever possible, the process of election by prayerful discernment should be the means by which members are elected to the Board.
- 4.2 Multiple Vacancies
Where more than one position on the Board is vacant, the election for each position will be conducted separately so that electors may choose members who will make complementary contributions to the Board according to their diverse qualities, knowledge and skills.

SECTION 5: CASUAL VACANCIES

In the event of a vacancy/resignation, the Board may appoint a replacement to hold the position until the period for which the retiring member was appointed expires.

APPENDIX I

CODE OF ETHICS FOR BOARD MEMBERS

1. A Board member's role, first and foremost, will be to serve people in a Christ-like way not seeking power or prestige. In this way it is a ministry in the church.
2. A Board member's life will reflect Christian values and be consistent with the values, teaching and lifestyle of Jesus. (N.B. "The Sermon on the Mount" - Matt 5)
3. Board members will invest the necessary time, thought and study into the Board's work between (as well as during) meetings.
4. Decisions will be based on all available facts, will normally be reached by consensus and be free of personal bias.
5. A Board member will accept the final decision of the Board regardless of his or her personal position on any issue.
6. Members will form themselves as a faith community which respects opposing points of view, strives for co-operation and harmony and manages conflict constructively.
7. An elected or co-opted member of the Board will refer day to day administrative problems to a person with the authority to deal with those problems. e.g. parish priest or school principal.
8. While having due regard for the responsibilities accorded by the Constitution and Commentary, each elected or co-opted member shares authority equally with other members. Only when the Board clearly delegates an individual member to act on its behalf will that person be empowered to speak or act on behalf of the Board.
9. Board members will keep confidences when the Board agrees that information is so confidential that it should not be shared outside a meeting.
10. The welfare of people comes before material things.
11. A Board member will work for the good of all members of the community, rejecting bias or the conflicting interests of self or any other group.
12. All Board members will be familiar with the provisions of the Constitution and Commentary of the Board and the current statements of Special Religious Character, vision, mission, goals and policies of the community they serve.
13. All Board members will participate as fully as possible in prayer, reflection and the sharing activities at each meeting.
14. All Board members will be committed to regular spiritual formation and self-education programs offered at each meeting and at regular intervals by Catholic Education – Archdiocese of Brisbane.
15. Members will co-operate with the leadership of the local pastor and the bishop of the local diocese.

APPENDIX II

SAMPLE LETTER OF APPOINTMENT OF BOARD MEMBER

(Letterhead of the appropriate Catholic School Authority)

Date:

Addressee:
Address:

Dear

Having met all the requirements of membership as outlined in the Constitution and Commentary for Boards of Catholic Education (2005), you are HEREBY APPOINTED to the Unity College Board as {an elected / a co-opted} member for a period ofyear/s.

Boards of Catholic Education are established by and for the (corporation title of the particular diocese) and it is under the authority of the corporation represented by(delegated person, e.g. Director of Catholic Education) that you are called to give service.

You are to be congratulated on the important step you have taken. By accepting this position you have agreed to commit your gifts and industry to shared decision making in the educational ministry of the church. As such, you have undertaken to act as a member of the Board within the terms of the Board's Constitution which draws its authority from both Canon Law and Civil Law. You are urged to maintain your familiarity with this document.

This Constitution will be both a reference and a guide to you as you grow and develop as a Board member. For your frequent reference, your attention is drawn to the Code of Ethics for Board Members at Appendix I of the document. You will note the importance of confidentiality, integrity and the necessary commitment to your ongoing personal formation and education in your responsibilities as a Board member.

Undoubtedly you are approaching this role with a degree of optimism and enthusiasm which, you may be assured, will reap their own rewards in the satisfaction of faithfully serving others.

May you, your Board and the community you serve, receive all God's richest blessings and always be guided by the wisdom which comes from the Holy Spirit.

Yours sincerely

.....
For and On Behalf of the corporation of The Corporation of the Trustees of the Roman Catholic Archdiocese of Brisbane.

APPENDIX III STATEMENT OF RELIGIOUS CHARACTER

The Charism of Unity College, Caloundra

Charism is the English form of the Greek word used in the New Testament for "favour" or "gratuitous gift". Charisms are special abilities given to us by the Spirit to enable us to be powerful channels of God's love and presence in the world. Whether ordinary or extraordinary, charisms are to be used in service to build up the Church (adapted from, Catechism of the Catholic Church, 2003).

Charisms, or spiritual gifts, differ from natural talents. Charisms are not 'inborn' or inherited from our parents, but are given to us by the Spirit. Charisms are focused outward and enable us to bear witness to the Kingdom of God.

As disciples, we offer ourselves, as members of Unity College, to fulfill the role given to us by God, our Mother and Father. We use our Charisms together with our natural talents and all that we are to serve each other and our God.

Unity College seeks to provide a holistic education where the Gospel is at the heart. Students and staff are encouraged to live the Gospel values in the spirit of the Celtic tradition by:

- Welcoming all
- Valuing the sense of local community
- Demonstrating a love of nature
- Demonstrating respect for self, each other and the environment
- Encouraging loyalty, peace and justice
- Celebrating success in its many aspects
- Embracing a love of the arts

Our Community

- Integrates the Christian message into all areas of the curriculum
- Shares religious and faith experiences which are open and inclusive of both the Uniting and Catholic traditions
- Celebrates life and faith joyfully

Our Values

- Witness an integration of faith, life and culture through education of the whole person
- Give expression to the wisdom of the Gospel message of Jesus Christ
- Create a place of faith, hope and love, where questions are encouraged (and cherished??)
- Respect and support all the gifts and talents of our students
- Commit us to the story and practice of ecumenism, and support for the local parishes and their programs

Our relationships

- Reflect the words of scripture: "I am the good shepherd; I know my own and my own know me." John 10:14
- Recognize the student as learner and the centre of the College's core business
- Encourage strong links between teacher/learner and learner/teacher for the fostering of knowledge
- Build a team approach for students/teachers/families
- Support collaborative and co-operative teaching and learning styles

Through this, the school motto is lived out.

Unite - coming together as one in the name of Christ

Inspire - uplifting each other in the power of the Holy Spirit

Succeed - fulfilling the individual's gifts and talents given by God

APPENDIX IV

RECOMMENDED OPTIONAL MEMBERSHIP STRUCTURES

1. Parish Primary School Board

- One Spiritual Leader Member; and
- One Principal Member; and
- Three Parent Members; and
- One Teacher Member; and,
- One Faith Community (parish) member; and
- One Special Religious Character Member OR one additional parent member; and
- Up to two Indigenous/Ethnic Community Members if this category is reflected in the composition of the school community; and
- Up to two co-opted Members determined by a consensus decision of the ex-officio and elected members of the Board.

2. Parish Secondary College Board

- Spiritual Leader Member; and
- One Principal Member; and
- One Secondary College Administration Team Member; and
- Four Parent Members; and
- One Teacher Member; and
- Two Student member elected in the way set out in this Constitution [optional] ; and
- One Special Religious Character Member OR one additional parent member; and
- Up to two Indigenous/Ethnic Community Members if this category is reflected in the composition of the school community; and
- Up to two co-opted Members determined by a consensus decision of the ex-officio and elected members of the Board.

3. Archdiocesan School or College Board

- Spiritual Leader Member; and
- One Principal Member; and
- One Secondary College Administration Team Member; and
- One Catholic School Authority Member appointed by the Catholic School Authority of the school [optional]; and
- Four Parent Members; and
- One Teacher Member; and,
- One Special Religious Character Member OR one additional parent member; and
- Two Student member elected in the way set out in this Constitution [optional] ; and
- Up to two Indigenous/Ethnic Community Members if this category is reflected in the composition of the school community; and
- Up to two co-opted Members determined by a consensus decision of the ex-officio and elected members of the Board.

4. Board for a P-12 School

- Spiritual Leader Member; and
- One Principal Member; and
- One Secondary College Administration Team Member; and
- One Catholic School Authority Member appointed by the Catholic School Authority of the school [optional]; and
- Four Parent Members; and
- One Teacher Member; and
- Two Student member elected in the way set out in this Constitution [optional]; and
- One Special Religious Character Member OR one additional parent member; and

- Up to two Indigenous/Ethnic Community Members if this category is reflected in the composition of the school community; and
- Up to two co-opted Members determined by a consensus decision of the ex-officio and elected members of the Board.

5. Parish Education Board

- Spiritual Leader Member; and
- One Principal Member; and
- Four Parent Members; and
- One Teacher Member; and,
- Two Student member elected in the way set out in this Constitution [optional]; and
- One Faith Community (parish) member; and
- One Special Religious Character Member OR one additional parent member; and
- Up to two Indigenous/Ethnic Community Members if this category is reflected in the composition of the school community; and
- Up to two co-opted Members determined by a consensus decision of the ex-officio and elected members of the Board.

6. Board for a Small Primary School

- Spiritual Leader Member; and
- One Principal Member; and
- Up to three Parent Members; and
- One Teacher Member; and,
- One Faith Community (parish) member; and
- Up to two Indigenous/Ethnic Community Members if this category is reflected in the composition of the school community; and
- Up to two co-opted Members determined by a consensus decision of the ex-officio and elected members of the Board.

In some schools, the President, Secretary and Treasurer of the Parents and Friends Association have assumed these positions and fulfilled dual roles.

7. Board for a School with a Multi- Christian Faith Focus which is owned by the Catholic Church

- All pastors of the partner churches as joint Spiritual Leader Members; and
- One Principal Member; and
- One Catholic School Authority Member appointed by the Catholic School Authority of the school [optional]; and
- Three Parent Members; and
- One Teacher Member; and
- Up to two Indigenous/Ethnic Community Members if this category is reflected in the composition of the school community; and
- Two Student member elected in the way set out in this Constitution [optional]; and
- One Faith Community Member of the sponsoring Catholic parish; and
- Up to two co-opted Members determined by a consensus decision of the ex-officio and elected members of the Board.

The presence of these members is essential for developing the Board's approach to the Special Religious Character of the school.

It would be advantageous to take up the option for this position at least in the early formative years of the Board.

Even though there may be a strong Indigenous/Ethnic community, careful consideration should be given before taking up this option in the context of the multi-faith dimension of the school.

It is likely this option would be taken up only if the school has a senior secondary component.

This position acknowledges the Catholic Church's ownership and administration of the school.

8. Board for a School formerly a Religious Institute School but now administered by Brisbane Catholic Education.

- Spiritual Leader Member; and
- One Principal Member; and
- One Secondary College Administration Team Member; and
- Five Parent Members; and
- One Teacher Member; and
- Two Student member elected in the way set out in this Constitution [optional]; and
- One Special Religious Character Member who, where possible, would be a member of the Religious Institute which founded the school; and
- Up to two Indigenous/Ethnic Community Members if this category is reflected in the composition of the school community; and
- Up to two co-opted Members determined by a consensus decision of the ex-officio and elected members of the Board.

APPENDIX V

PROCEDURES FOR DEALING WITH BOARD DYSFUNCTION

1. Following discussions with the Chair and the Spiritual Leader, the School Principal will approach the Board Liaison Officer assigned by the Executive Director of Catholic Education – Archdiocese of Brisbane for advice and assistance. It would be highly desirable that such discussions include the Chair and the Spiritual Leader.

The success of this process relies heavily upon the expertise of a fully committed Board liaison officer who is at the service of the Board.

2. If the Principal, Parish Priest (where appropriate) and the Board Liaison Officer judge that the Board is dysfunctional, the Board will undertake a program of special assistance designed to restore it to a state of effective functioning.

The Program of Special Assistance will:

- Identify and clarify issues of concern;
- Develop strategies to address the issues;
- Monitor implementation of strategies;

Such a program may include some adjustment to the membership of the Board.

Principal, Parish Priest and Board Liaison Officer will review the effectiveness of the program and, if appropriate, develop a recommendation for the Executive Director.

3. If at the conclusion of the program of special assistance the Board is still dysfunctional, the Board Liaison Officer will convey to the Executive Director the recommendations resulting from the review of the program which may include dissolution of the Board.

4. The Executive Director will exercise his/her authority to dissolve a Board when all available evidence confirms that the Board is not capable of functioning within the provisions of this Constitution and Commentary.

APPENDIX VI

DUE PROCESS FOR APPROVING AND AMENDING THE CONSTITUTION

The approval of the initial proposed Constitution and any amendment to the Constitution may be approved in writing when Executive Director is satisfied that:

- (a) the proposal/amendment has been recommended by a duly constituted meeting of the Board according to the provisions of Article VI of this Constitution;
- (b) At least 30 days before the meeting of the Board at which this matter was discussed, written notice of the proposed constitution / amendment was given to the following:
 - the members of the Board;
 - the parents and guardians of students enrolled in the school;
 - the school's staff;
 - the school's students (where there is a student member of the Board);
- (c) the proposed Constitution / amendment provides for a membership that –
 - is sufficiently inclusive of parents, staff, students and other members of the school /local faith community; and
 - takes into account the Special Religious Character of the school;
- (d) the proposed Constitution/amendment provides for the Board to carry out its functions in an effective and fair way;
- (e) provisions of the proposed Constitution/ amended Constitution are otherwise sufficient, clear and appropriate; and
- (f) the proposed Constitution/amended Constitution is consistent with the provisions of the model Constitution, of Canon Law and is otherwise lawful.

It is recommended that the amendment be discussed by the Board at a minimum of two Board meetings.

APPENDIX VII

POLICY PROCESS OF THE BOARD

1. Reflect on the circumstances which have prompted some policy consideration in terms of the broad picture and the possibilities, limitations, obstacles and benefits which are contingent upon those circumstances.
2. Identify the Issues and define the policy topic. This may generate an issues paper.
3. Clarify the Issues through reflection on key Gospel values and a range of authoritative documents including Catholic school authority policies and Church documents. Identify Options for Policy Direction. Identify particular consequences for implementing each option.
4. Select Preferred Policy Direction and list the likely and intended consequences of implementing this Preferred Policy Direction.
5. Board discusses its position on this issue (at this time) noting that later consultation may vary this to some degree.
6. Board agrees to set a policy direction which is consistent with QCEC and Catholic School Authority policies.
7. Draft the Policy Text and the likely and intended consequences of implementing this policy.
8. Distribute the Draft Policy for Consultation.
9. Review Feedback from the consultation. (Further consultation may be necessary.)
10. Redraft the Policy in the light of feedback.
11. The Board will Approve the Policy.
12. The Board will Implement the policy:
 - Set a month and year for the Review of the Policy and indicate this on the policy document.
 - Celebrate and Launch the Policy in a creative and appropriate way.
 - The Principal and Staff will Implement the Policy by drawing up regulations, procedures and other documentation which will make the policy effective.
 - The Board will Review and Evaluate the effectiveness of the Policy on or after the due date. Go to Step 1 and follow the above procedure or, preferably, a modified process which is similar.

(This amendment has taken the fourteen points of Appendix VII as published in the 8 March 2005 version of this document and amended them to align with the flow chart which now follows. The amendment has been achieved by renumbering the original to correspond exactly with the flow chart and including further explanatory statements shown with underlined text above)

Flow Chart for the Policy Process

1. Reflect

Broad Picture	Possibilities	Limitations	Obstacles	Benefits
---------------	---------------	-------------	-----------	----------

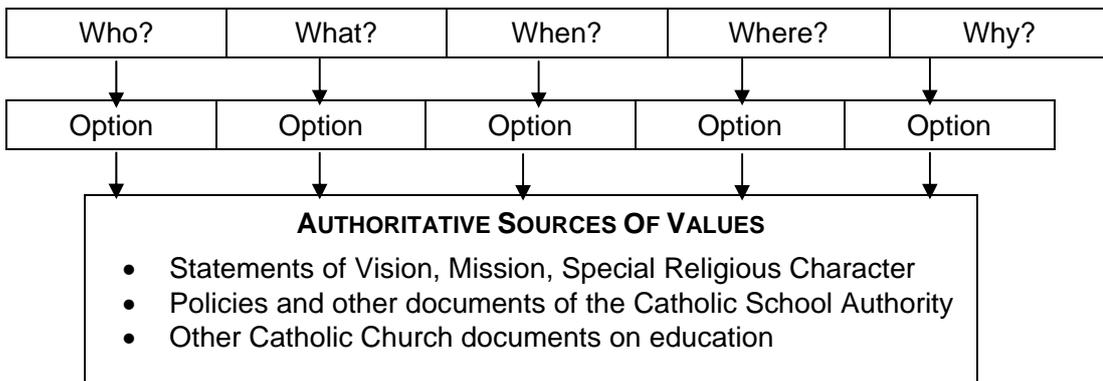
Outcome: Reflection Paper

2. Identify the Issue/s

Policies and Positions of QCEC	Policies and Positions of Catholic School Authorities	Consultation with Staff	Consultation with Parents and the Parents and Friends Association	Consultation with wider Faith Community
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Outcome: Issues Paper

3. Clarify the Issue/s – Clarify Position/s



4. Preferred Option

5. Board's Position

6. Policy Option

<p>Board agrees to set a policy direction by:</p> <ul style="list-style-type: none"> • Developing a board policy consistent with QCEC and Catholic School Authority policies; OR • Acknowledging an existing QCEC / Catholic school authority policy and developing a local policy on one narrower aspect of the issue; OR • Adopting an existing QCEC / Catholic school authority policy and develop statements for implementing this locally.
--

7. Draft Policy

Format:	INTRODUCTION (Preamble) RATIONALE PRINCIPLES, VALUES, UNDERSTANDINGS POLICY STATEMENT (actual words which set "Direction for Action") IMPLEMENTATION ISSUES (Possible consequences)
---------	---

8. Consult

Who?	How?	When?	Format?	What Data?
------	------	-------	---------	------------

(See those listed in Item 2 above)

9. Review Feedback

10. Reshape and recommend subsequent draft/s

11. Approve the policy

12. Implement

Issue to School Community →	Monitor →	Evaluate →	Review
-----------------------------	-----------	------------	--------

CHECKLIST FOR POLICY DEVELOPMENT AND REVIEW

The following points are provided as guidance for policy writers and reviewers:

Introduction [Preamble]

This section of the Policy Statement should provide the reader with a brief, but essential, background, to the Policy issue.

Rationale

- Clearly stated reasons, in simple language, as to why the policy is being produced. This should clearly address the identified needs for the policy.
- The Vision and Mission Statement of the school needs to be reflected in this section.
- Terms used in the policy, particularly those which have precise spiritual, legal, medical, social, or industrial connotations and implications, are defined.

Principles, Values, Understandings

- Clear reference to Gospel values are made in such a way that they are seen as integral to the text.
- The relevance of these values to the policy direction should be explained briefly and clearly.

Policy Statement

- The Policy Statement says WHAT is to be done but not how, when or by whom.
- The Policy is expressed in clear, simple, non-technical language.
- The Policy is stated concisely to enable ease of recall.

Implementation Issues

- These statements are drawn from the implied or planned consequences of implementing the policy and should be expressed in clear, simple language indicating quantifiable behaviours which could provide a means for evaluating the successful implementation of the policy.
- Language used in this section of the document should provide administrators with guidance for the task of implementation without detracting from their rightful administrative discretion.
- Implementation issues need not be exhaustive though key indicators for policy implementation should be provided.

APPENDIX VIII

ROLE OF PARENTS AND THE PARENT BODY IN RELATION TO THE SCHOOL AND THE BOARD

Within a Catholic school, parents/caregivers can exercise roles at any given time which see them as *teachers, learners, supporters and advocates*.

As stated in Article V Section 2.3 of this Model Constitution and Commentary, the Board and the Parents and Friends Association (P & F) have a relationship which is based on the different but complementary roles they exercise in the school. The essential difference is that the P & F is the official parent body in the school while the Board is part of the official governance structure of the school.

Parents/caregivers are engaged in both forums and do so within the scope and limitations of the constitutions for each group.

Members of the Board do not represent any individuals or groups when engaged in their deliberations but draw upon their experience and *shared wisdom* to discharge the responsibilities of the Board. Quite clearly, members of the P & F can represent the views of parents in their meetings and the P & F Association has an advocacy role in representing the views and interests of parents within the school and beyond. Individual parents/caregivers will undertake such a role with the approval of the P & F.

Beyond these groups, parents/caregivers engage with the school in a variety of ways for the benefit of their own children, the children of others, the staff and the school community generally. Such participation is primarily an opportunity for parents/caregivers to exercise their rights and responsibilities as the *first educators* to be partners with the school staff in the ongoing education and formation of their children.

This activity will be governed by a range of policies and procedures which are established by the school's lawful authorities in the context of Church and Civil Law.

For further reflection on the role of parents and the Parents and Friends Association, the reader is referred to the website of the *Federation of Parents and Friends Associations Queensland* www.pandf.org.au

Of particular interest will be the Parent Manual, P & F Constitution and the Information Sheet *Parents in Partnership*.

[The above text is provided as essential information with which every Board member should be conversant. There is great value in producing an amended version of this statement which will be particularly relevant to a specific school or school authority.]

APPENDIX IX

THE *MODEL CONSTITUTION AND COMMENTARY* AND THE GOVERNANCE OF CATHOLIC RELIGIOUS INSTITUTE SCHOOLS

The *Model Constitution and Commentary for Catholic Education Boards in Queensland* is primarily a basic resource for the use of any Catholic education authority wishing to produce a constitution and commentary which will serve the particular needs of a school or other education agency operating under that authority.

The essence of the *Model Constitution and Commentary* can be reproduced as a major component of the constitution of any type of Catholic board of education regardless of whether it is a governance body which is a consultative/advisory board, a management group or a governing body in its own right.

In particular the philosophy and practice of *Sharing Wisdom* and *Collaborative Ministry*, the *Fundamental Principles for the Governance of Catholic Schools*, the *Definition of Membership* and key elements of other sections of this document would have universal application to any type of body which is part of the governance of a Catholic school or education agency.

One document is not capable of setting out all possible options for every type of body. Instead, one version of the *Model Constitution and Commentary for Catholic Education Boards in Queensland* which is applicable to consultative Catholic school and college boards under the authority of a diocese has been published. This action has been taken because such boards are the most numerous in Queensland and there is a need to provide a replacement for the 1990 Constitution and Commentary.

It is acknowledged that the majority of Religious Institute schools in Queensland have established governance structures which are, for the most part, management bodies or governing bodies in their own right with explicit and different civil law responsibilities. At the same time, the changing circumstances of Religious Institutes has led to a consideration of the governance structures required to continue the schools which have been their apostolic works for many years. Several options for restructuring the governance of these schools are being considered.

In this climate of change, there is real value in examining the *Model Constitution and Commentary for Catholic Education Boards in Queensland* to see what contribution it might make to the development of constitutions for governance bodies of Religious Institute schools in the future.

APPENDIX X

Brisbane Catholic Education

Unity College Board

Member's Declaration and Statement of Commitment

INVITATION TO MEMBERSHIP

You have been invited to become a member of the Unity College Board [hereinafter titled "The Board"]. The Board is established by Catholic Education – Archdiocese of Brisbane to serve Unity College [hereinafter titled "the College"] in the way described by the terms of the *Constitution and Commentary of the Unity College Board* which comprehensively sets out the role and responsibilities of the board. In particular, it details what is expected of the members of the Board.

It is understood that you have completed or will shortly complete a program to prepare you for membership of the Board in which these expectations were discussed in some detail. The following is a brief summary of these expectations and an opportunity for you to state your commitment to being a board member under these terms.

As a member of the Board you are asked:

Personal:

1. To follow a lifestyle that reflects Christian values and integrity, and is consistent with the values, teaching and lifestyle of Jesus; your lifestyle must not adversely affect the reputation of the Board or the College.
2. To be always mindful that the welfare of people comes before material things.
3. To not accept any gift or favour arising from membership of the Board which is offered as an inducement to influence your decision as a board member, nor to seek to gain financial or professional gain for yourself or others as a result of your membership.

Relationship with Church:

4. To be ever mindful of the mission of the Church, and of the values and responsibilities this mission calls all members of the Church and Catholic school communities to uphold.
5. To co-operate with the leadership of the bishop and his delegated Spiritual Leader of the Board.

Board involvement:

6. To be familiar with the provisions of the Constitution and Commentary of the Board and the current statements of vision, mission, special religious character, goals and policies of the Board and the College.
7. To read and give careful consideration to matters addressed in board papers before each meeting; and to attend all or almost all meetings, making this a high personal priority.
8. To invest the necessary time, thought and study into developing a sound understanding of the College itself and the Board's work, and be publicly loyal to the Board and the College.

9. To participate in and contribute to discussion at meetings that is open and honest; and to commit to decisions that are based on all available information, are normally reached by consensus and are free of personal bias.
10. To conduct relationships in a professional manner, respect opposing points of view, strive for co-operation and harmony and manage conflict constructively.
11. To act in good faith, with due care and diligence in the interest of the College and Catholic Education – Archdiocese of Brisbane.
12. To declare any actual or potential conflict of interest which exists or may arise from time to time.
13. To participate in and contribute to the individual committees of the Board, according to expertise and availability.

Outside of Board Meetings:

14. To accept and openly support the final decision of the Board regardless of your personal position on any issue.
15. To recognize the differing roles of the Board and Management, referring day-to-day administrative problems to a person with the lawful authority to deal with those problems, e.g. The Principal or delegate of the Principal. The contact persons nominated to receive reports of harm to students and the process for reporting should also be noted.
16. To accept that, while having due regard for the responsibilities accorded by the Constitution, each member shares authority equally with other members. Only when the Board clearly delegates an individual member to act on its behalf will that person be empowered to speak or act on behalf of the Board.
17. Outside Board meetings, to be prudent when referring to all matters which arise in board papers or meetings and to hold in *confidence* those matters declared *confidential* by the Board.
18. To undertake in-service and developmental activities provided for board members, to improve understanding of faith, the agency involved, or professional matters concerning the work of the Board.
19. To have a clear understanding of the role and responsibilities of Board members as set out in the Constitution and Commentary and to act within the limitations they describe.

I understand the above responsibilities that are entailed in membership of Unity College Board and agree to accept and abide by them.

I also declare that I am a person who is eligible and suitable for membership of the Board as described in Article IV Section 1, Clause 1.2.1 of the Constitution and Commentary. Specifically, I have not been found guilty or convicted of a serious offence or an offence relating to dishonesty as described in that clause.

Name:

Board:

Signature:

Date: