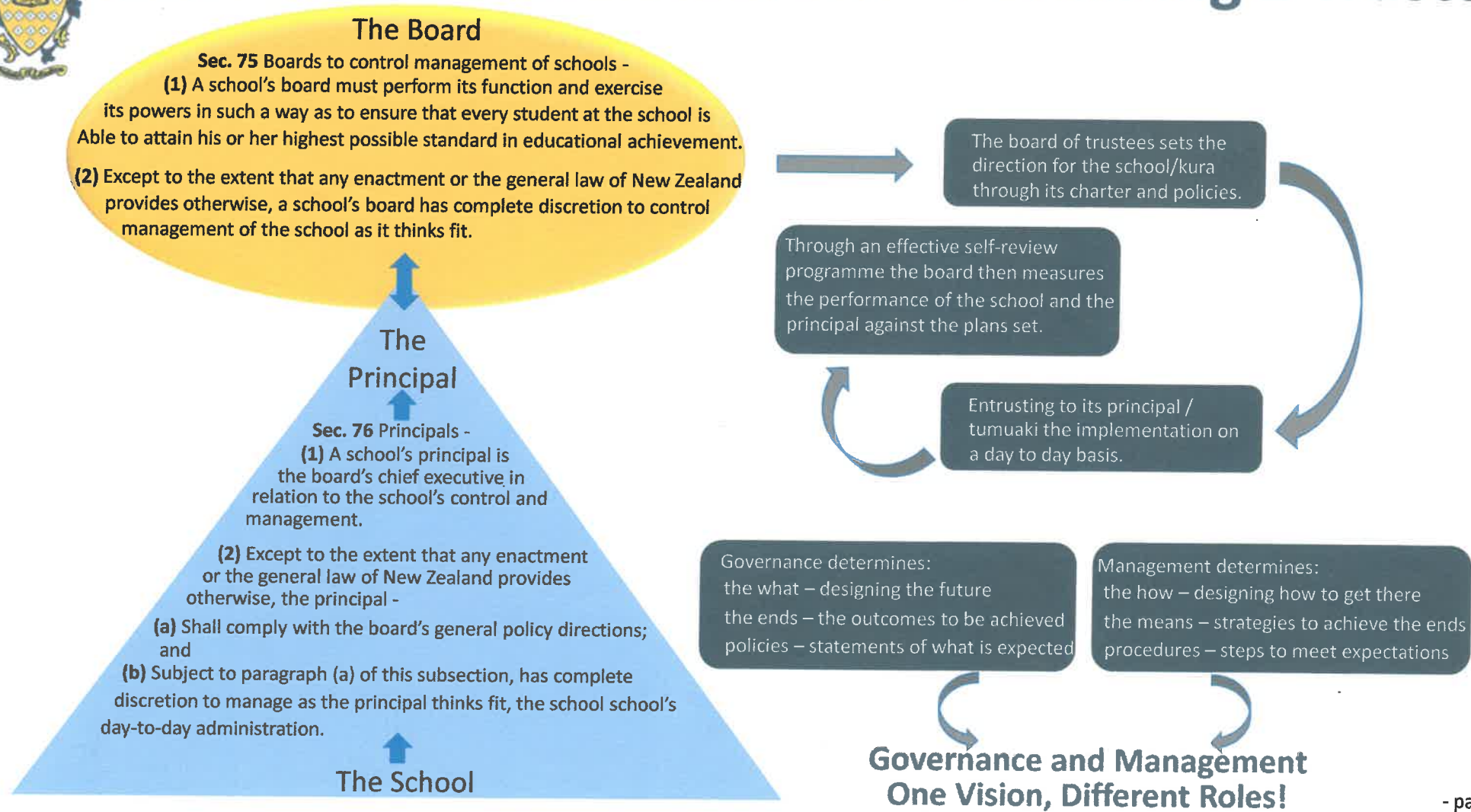




# FAIRFIELD INTERMEDIATE SCHOOL - Becoming a Trustee



# Trustee Code of behaviour



The board is committed to ethical conduct in all areas of its responsibilities and authority. Trustees shall:

1. Maintain and understand the values and goals of the school
2. Protect the special character of the school
3. Ensure the needs of all students and their achievement is paramount
4. Treat student achievement information and data with integrity and confidentiality
5. Be loyal to the school and its mission
6. Publicly represent the school in a positive manner
7. Respect the integrity of the principal and staff
8. Observe the confidentiality of non-public information acquired in their role as a trustee and not disclose to any other persons such information that might be harmful to the school
9. Be diligent and attend board meetings prepared for full and appropriate participation in decision making
10. Ensure that individual trustees do not act independently of the board's decisions
11. Speak with one voice through its adopted policies and ensure that any disagreements with the board's stance are resolved within the board
12. Avoid any conflicts of interest with respect to their fiduciary responsibility
13. Recognise the lack of authority in any individual trustee or committee/working party of the board in any interaction with the principal or staff
14. Recognise that only the chair (working within the board's agreed chair role description or delegation) or a delegate working under written delegation, can speak for the board
15. Continually self-monitor their individual performance as trustees against policies and any other current board evaluation tools
16. Be available to undertake appropriate professional development



# Trustee Qualities:

## GENERAL COMPETENCIES

- ✓ Visionary leadership
- ✓ Strategic thinkers
- ✓ Analytical thinkers
- ✓ Practical people
- ✓ People who can communicate well
- ✓ Team players

## PERSONAL QUALITIES

- ✓ Integrity
- ✓ Honesty
- ✓ Curiosity
- ✓ Courage
- ✓ Interpersonal skills
- ✓ Genuine interest in the schooling community and its students
- ✓ Time and commitment

## JOB-RELATED COMPETENCIES

- ✓ Strategic expertise
- ✓ Financial understanding
- ✓ Legal understanding
- ✓ Risk management
- ✓ People management
- ✓ Knowledge of education environment

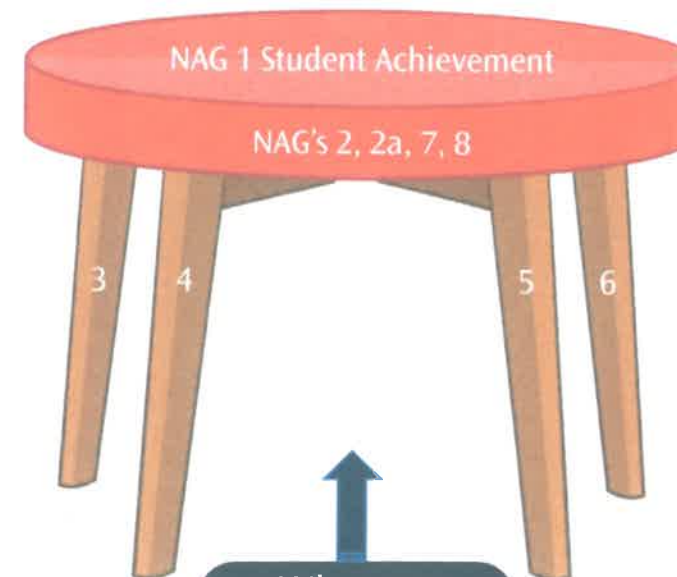
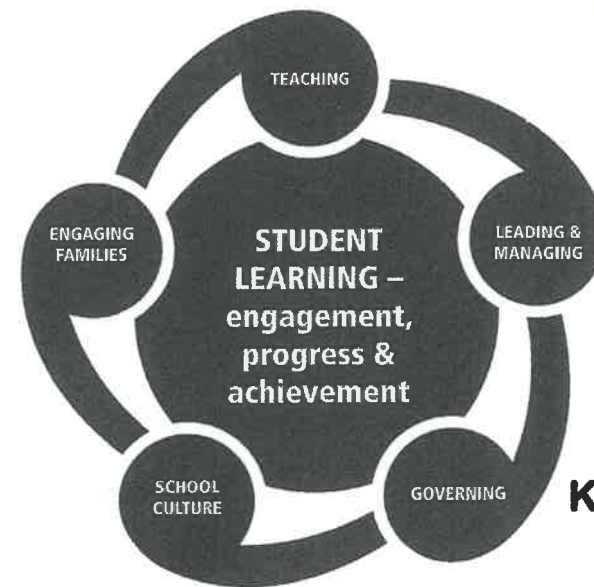
Are you able to contribute any of these competencies, qualities?



If so, make sure you get nominated as the Fairfield Intermediate Board of Trustees want you?

## National Administration Guidelines:

- NAG 1:** The National Curriculum  
Developing and implementing teaching programmes  
Assessment practices
- NAG 2:** Strategic Plan  
Self Review  
Reporting to students and their parents
- NAG 2A:** Using assessment information for reporting purposes
- NAG 3:** Employment and Personnel
- NAG 4:** Finance and Property
- NAG 5:** Health and Safety
- NAG 6:** Legislation
- NAG 7:** School Charter
- NAG 8:** Analysis of Variance



What are Board's accountable for?

**Key characteristics of an effective school.**





## ROLES & RESPONSIBILITIES



### Education Act 1989 Section 75:

- (1) A school's board must perform its functions and exercise its powers in such a way as to ensure that every student is able to attain his or her highest possible standard in education achievement.
- (2) A school's board has complete discretion to control the management of the school as it thinks fit.

### Education Act 1989 Section 76:

Principal is board's chief executive in relation to the school's control and management. The principal shall comply with the board's general policy directions; and has discretion to manage as the principal thinks fit the school's day to day administration

- |   |  |
|---|--|
| <ul style="list-style-type: none"><li>• Primarily concerned with <b>ends</b> or <b>outcomes</b>.</li><li>• <b>Scrutinises student achievement</b> progress and achievement information / data.</li><li>• <b>Consultation</b> and <b>communication</b> with the school's stakeholders.</li><li>• Establishes a <b>vision</b> for the school's future.</li><li>• <b>Performance expectations</b> focused on the school as a whole; <b>annual self-review</b> cycle.</li><li>• <b>Develops</b> the school's policy framework.</li><li>• Makes high level <b>resourcing decisions</b>.</li><li>• <b>Monitors and manages the Principal</b> through the Principal's Job Description/s, Performance Agreement, Annual Appraisal, and CEO roles and responsibilities; requests and receives information.</li><li>• Is <b>ultimately responsible</b> for all aspects of the school's operations, including legal matters.</li></ul> | <ul style="list-style-type: none"><li>• While also concerned with <b>ends</b> or <b>outcomes</b>, primarily concerned with the <b>operational means</b>.</li><li>• Implements an <b>annual self-review</b> programme.</li><li>• Makes the <b>vision a reality</b>.</li><li>• Implements <b>school policy</b> and <b>procedures</b>.</li><li>• <b>Monitors, reviews</b> the work of other staff; establishes expectations.</li><li>• <b>Day-to-day management and leadership</b> of the school's operations including personnel, curriculum, property, finance, health &amp; safety, school reviews, and legal matters.</li><li>• Has annually <b>delegated authorities</b> from the Board for specific operational matters.</li><li>• <b>Is accountable to the Board</b> and reports at board meetings on student achievement, and aspects of the operations of the school. Provides information to the board at the request of the board, and carries out actions as directed by the board.</li></ul> |
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