

**St. Martin de Porres School**  
**Avondale Heights**



# **Parish School Advisory Council**

## **Guidelines**

**Established 2003**

**Reviewed 2007, 2010, 2015, 2019, 2020, 2021**



## **Working Together in Mission**

With the establishment of the Melbourne Archdiocesan Catholic School Ltd. (MACS) on January 1 2021, a 'Charter for Parishes and Schools in the Archdiocese of Melbourne' was published in May which informs the relationship between Archbishop, MACS Board, parish priests, school principals and parents with the governance arrangements of Catholic schools.

The Charter articulates a Statement of Mission (Attachment No. 1) and the following sections from the Charter outline the roles and responsibilities of those who lead the shared work and mission of Catholic parishes and schools in the Archdiocese of Melbourne.

This new model of governance brings opportunities for a shared and aspiring quality in how we serve students and their families. At St. Martin de Porres parish school this serving of the school community will also be informed by the particular, identified history and school profile (Attachment No.2) of St. Martin de Porres parish and school community, the articulated Vision Statement (also in Attachment No. 2) and the most recent School Development Project for 2020 – 2023 (Attachment No. 3).

### **Role of Parish Priest**

The Parish Priest :

- ◆ is the custodian of mission
- ◆ leads and is co-responsible with the principal for the religious life of the school
- ◆ celebrates liturgy and sacraments
- ◆ is spiritual guide and mentor to the principal, staff and community
- ◆ participates in primary school senior appointments by being a member of the appointment panel (principal, deputy principal and Religious Education leader)
- ◆ participates in the appointment panel for regional college principals and may participate in the panels for other senior appointments
- ◆ represents the parish as the beneficial owner of land and buildings
- ◆ is responsible for the patrimony and good name of the parish and school
- ◆ is an ex officio member of the school advisory council
- ◆ forms a collaborative relationship and works closely with the principal in promoting unity, common vision and mission, and purpose
- ◆ works together with the principal in promoting mutual support and respect
- ◆ meets frequently with the principal
- ◆ supports, encourages and guides the school's Religious Education program
- ◆ supports the school staff with religious retreats, and spiritual and theological formation.

### **Role of School Principal**

The School Principal :

- ◆ works together with the priest in nurturing the Catholic identity, religious dimension and faith formation of the school
- ◆ is responsible for the safety and wellbeing of all students in the school
- ◆ works with others to develop a vision for the school
- ◆ connects the school to the school's parish or association of parishes
- ◆ works collaboratively and closely with the priest, meeting regularly to promote unity, common vision and mission, and purpose
- ◆ collaborates with the priest in supporting the liturgical and sacramental life of the school
- ◆ is responsible for the Religious Education program in the school according to diocesan directives
- ◆ is the educational leader of the school
- ◆ is responsible for promoting a contemporary approach to teaching and learning, and overall educational outcomes of the students
- ◆ is responsible for the day-to-day managerial, administrative, compliance and statutory tasks of the school
- ◆ has overall stewardship for the people and resources of the school
- ◆ encourages outreach to the community, particularly in supporting parent engagement in the school and involvement in their child's education
- ◆ is an ex officio member of the School Advisory Council
- ◆ works together with the priest in promoting mutual support and respect.

## Role of the School Advisory Council

School Advisory Councils do not share in the governance of Catholic schools, but provide a crucial point of connection between the wider school community and school leaders. While they do not have a decision-making authority, they inform and advise the Principal and School Leadership.

The School Advisory Council (SAC) can support the School and Principal by :

- ◆ promoting the school's Catholic ethos and culture
- ◆ articulating and enacting the school's vision and mission
- ◆ promoting faith formation and development
- ◆ planning and maintaining capital resources
- ◆ disseminating information about the school
- ◆ implementing school policies as required
- ◆ providing support and communication on school and parish matters
- ◆ giving advice on issues such as enrolments, school improvement plans and enrolment trends.

Key Responsibilities of the School Advisory Council :

- To be an important vehicle for consultation between parish, school and parents.
- Not to share in governance responsibilities, but act as a connection point between the wider school community and school leaders.
- To be an important point of liaison with parish pastoral councils.
- For parent representatives to share their wisdom with, and offer support to, principals and the strategic interests of the school according to their terms of reference.
- For priests to have an important ex officio role to play on these advisory councils, but can adjust their participation according to local need and circumstance, such as the number of schools in the parish, and would normally attend meetings.
- For Priests and Principals to be ex officio members.
- For terms of office to be determined by the Council's Terms of Reference.

## School Advisory Council - Terms of Reference

1. **Purpose** – to provide a crucial point of connection between the wider school community and school leaders. While the School Advisory Council does not have governance responsibility or decision-making authority, it supports the principal and school leadership and provides an important connection to the parish, to support the overall governance of the system as it “is to give consideration to, and advice on, important school matters in order to support the principal and the strategic interest of the school.”
2. **General Role** – to provide a forum for discussion and discernment, where the parent/guardian voice and perspective are available to inform and support the decisions made by the Principal and Parish Priest for the good of school and parish where the wellbeing and outcomes for students is paramount. It is important that School Advisory Council members understand that their primary role is to provide support and advice on important school matters to support the principal in the context of the MACS governance arrangements.
3. **Composition** - St. Martin de Porres School Advisory Council is to be comprised of a minimum of six (6) and a maximum of 11 (eleven) Council members who value and share the educational mission and ethos of the Catholic Church, comprising of at least:
  - I. the Principal (ex officio)
  - II. the Parish Priest (ex officio)
  - III. one (1) staff representative
  - IV. seven (7) parents, guardians or carers of children attending the school
  - V. one (1) parishioner (if one of the parent representatives is not already involved in the parish)
  - VI. another person from either category or who in the opinion of the Principal has the relevant knowledge, skills, expertise or interest and commitment to the mission of the school to serve a particular need on the council.

A person that is a member of the Council may satisfy the eligibility criteria under more than one category. A single parish representative may be sufficient for a council fulfilling its function in dealing with education matters relating to the school.

**Process of Appointment** - The Principal has the power of appointment, re-appointment and removal of members of the School Advisory Council, except the Custodian of Mission who holds office *ex officio* and cannot be removed by the Principal.

In appointing Council members, the Principal will consult with the Custodian of Mission following a process of discernment. The Principal and Custodian of Mission may choose to be supported by others in the appointment process. When appointments are being made it is important to keep in mind the need for a balance of gender, cultural diversity and skill sets in forming the council.

Having said this, for the seven parent positions on the Council, St. Martin de Porres School will ask for expressions of interest (by self nomination) every three years for three positions in Year One, two positions in Year Two and two positions in Year Three, so that a majority of the members remain on the Council at any given time. Where there are more nominees than places available, the Principal will either appoint the most suitable applicants or call for election by the parent body.

Adherence to and compliance with the school's child safe standards must be at the forefront of any appointment process. Council members must have a National Criminal Record Check (NCRC) or a Working with Children Check (WWCC) and must endorse (by signing) the school child safe standard agreement.

MACS is committed to building School Advisory Councils that are free from fraud or corruption or the perception of fraud or corruption. Any 'Conflict of Interest' pertaining to a Council member needs to be openly and effectively declared and managed.

The School Advisory Council seeks to be inclusive of all community members and will demonstrate a genuine commitment to gender equity, cultural diversity and requisite skill sets.

**4. Appointment and Induction** - As being a member of a School Advisory Council of a Catholic school is a form of Church lay ministry, the process of appointment is preceded by discernment to assist potential new council members to understand :

- I. the mission and vision of MACS, the parish and school
- II. the roles, responsibilities and processes of MACS and the St. Martin de Porres School Advisory Council
- III. how Council members, can support the principal and the Custodian of Mission
- IV. the appropriateness of their personal readiness to serve.
- V. appointment will be for a three year period, but a position may become vacant if a Council member is absent without the consent of the Council from three (3) successive meetings of the council, unless the principal determine otherwise; resigns by notice in writing; is removed from office by the principal (or MACS Executive Director or MACS Board, as applicable); in the case of the Custodian of Mission, the principal or any other *ex officio* appointment to the Council, ceases to occupy the relevant office; becomes of unsound mind or a person whose person or estate is liable to be dealt with in any way under the law relating to mental health or dies.
- VI. that Council members can serve 2 consecutive terms of office.

5. **Qualities, Skills & Expectations of Council Members** - Each Catholic school is different, but all schools share the mission of the Church. The Council should be composed of people who appreciate, value and share the educational mission and ethos of the Catholic Church.

The following is a list of some of the **key qualities and skills** for members of the School Advisory Council:

- ♦ commitment to the MACS *Statement of Mission*
- ♦ commitment to Catholic education in the parish and school
- ♦ commitment to the vision and mission of the parish and school
- ♦ an understanding of the role of Custodian of Mission, principal and council members
- ♦ willingness to ask questions and seek clarification
- ♦ ability to think strategically
- ♦ willingness to support the contributions of other council members
- ♦ capacity to listen in an active and meaningful way
- ♦ willingness to work cooperatively with others
- ♦ commitment to maintaining confidentiality at all times.

**Expectations** - Each Council member is required to commit to the following:

- understanding the Council's role
- having a positive and constructive attitude
- elevating any appropriate issues for consideration by the council
- declaring and not allowing any personal interests to conflict with the interests of the school and properly manage any conflict of interest in accordance with the *School's Conflict of Interest Policy*.
- preparing for Council meetings
- attending each Council meeting, unless there are extenuating circumstances
- bringing expertise and views to discussions on behalf of the whole community
- participating actively and responsibly
- acting honestly and fairly, in good faith and in the best interests of the school
- acting ethically and with a high level of integrity
- conducting themselves professionally and treating other Council members fairly, sensitively, consistently and with respect
- undertaking council work with reasonable care and diligence
- participating in Council formation activities
- keeping confidential the information received in the course of service as a Council member
- not taking improper advantage of their position as a Council member
- abiding by the applicable MACS school governance policies and key documents including *MACS Statement of Mission*, *'Working Together in Mission'*, *school's Child Safety Code of Conduct (Attachment No. 4)* and *Conflict of Interest Policy (Attachment No. 5)*.

6. **Key Roles on the Council** - There are four key roles on the School Advisory Council. The Chair, the Principal, the Custodian of Mission (Parish Priest) and the Secretary each have a significant role on the Council and each of these roles carries specific responsibilities.

#### **The Chair**

The role of the Chair is to:

- chair Council meetings
- in conjunction with the principal and the secretary oversee the development of meeting agendas, checks papers for meetings and the draft minutes
- ensure the meetings are focused on the agenda
- encourage participation by all Council members in meetings and at council events
- act as a spokesperson for the Council when authorised to do so by the principal
- attend important parish and school events as appropriate
- participate as a member of the Council.

### ***Appointment***

The Chair can be elected by the council members from amongst their number at the first meeting of the Council each year or after the end of the term of the previous Chair.

### **The Principal**

Key responsibilities of the Principal's role include development of the faith community, particular focus on the safety and wellbeing of students, formulation of a vision for the whole school, attention to contemporary teaching and learning in order to engage all students, and stewardship of the people and resources with particular outreach to the parent community.

The Principal works in collaboration with the Custodian of Mission, staff and members of the school community, and MACS management to achieve the mission of the school.

As such the Principal's role on the council as an ex officio member is to:

- play a key role in developing the overall goals and priorities of the council
- play a key role in developing the agenda for meetings and the preparation of papers before meetings
- ensure follow-up of actions arising from Council meetings
- act as the chief education advisor to the Council
- make arrangements to maintain an archive of relevant council documentation in accordance with this Terms of Reference, including minutes from previous meetings
- make arrangements to distribute the papers before meetings, after preparation of the papers by the secretary
- make arrangements to distribute draft minutes to the Council members, after preparation by the secretary
- ensure that Council members are kept informed between meetings
- make arrangements to maintain a register and record of Council, committee and working groups and all applicable documentation and records, including minutes, agendas and correspondence.

### ***Appointment***

The Principal is an ex officio member of the School Advisory Council by virtue of holding the role of a Principal of the School.

### **The Custodian of Mission (Parish Priest)**

The Custodian of Mission has a key role of supporting the School in its distinctive Catholic identity, spirituality and life by continued responsibility for faith education, sacramental life and pastoral care.

Therefore, the Custodian of Mission has an ex officio role on the Council to:

- as the key evangeliser and educator in faith within the parish and thus the custodian of mission of parish and school, provide guidance to Council in its deliberations as relevant
- support the principal and council in the development and implementation of the sacramental program to ensure the school is faithful to its distinctive Catholic identity and spirituality
- in providing strong pastoral support and effective Catholic leadership of the parish, which includes the school and college communities, to guide the council and bring to the Council's attention, matters relevant to the operation of the school
- be engaged with, and bring to the Council's attention, those aspects of the school's operations that have the potential to harm the parish's good name
- be involved in and provide input in the Council's planning of any transaction that will change the nature of the school property or affect the use of any other areas of adjoining parish property (where property is beneficially owned by a juridic person which the Custodian of Mission represents i.e. a parish or groups of parishes).

### **Appointment**

The Custodian of Mission has an automatic entitlement to hold office on the Council ex officio by virtue of his office as Parish Priest, Parish Priest representative of an association of parishes or nominee of the Archbishop, as applicable.

### **The Secretary**

The role of the Secretary is to:

- take the minutes of Council meetings
- oversee that the agenda and papers are confirmed in sufficient time to allow for their distribution at least a week prior to the meeting
- oversee management of all Council correspondence
- oversee the provision of adequate notice of the annual appointment round and of any intention to call for nominations for Council positions that become vacant.

### **Appointment**

The Secretary is appointed by the Council from among its members at the first meeting of the Council after the end of the term of the previous secretary.

- 7. Committees & Working Parties** - To share and support the work of the School Advisory Council, the Council may consider establishing standing committees depending on the size and local context of the school. The purpose of each committee is to advise the School Advisory Council on specific matters. Committees are not a requirement but an additional advisory structure if needed.

### **Function**

If a committee or working party is seen as desirable, the MACS approved template Terms of Reference document is to be used to establish the committee or working group. The following structures need to be adopted:

- ♦ Each committee or working party should be chaired by a Council member who is responsible for reporting to the Council on the activities of the committee/working party.
- ♦ Council committees/working parties are directly responsible to the Council.
- ♦ Each committee/working party of the council should have clearly articulated expectations stating:
  - the name of the committee/working party
  - the name of the Chair
  - the purpose and tasks to be undertaken
  - the names of the members
  - quorum, meeting and reporting requirements
  - the date for reporting back to the Council e.g. actions since last report, what's happening now, future plans, items for Council discussion
  - duration of the committee/working party.

It is important that any Council committee or working party understands that it may not speak publicly for the Council.

The terms of reference of each committee or working party of the Council should be approved by the Principal and appropriate records maintained by or on behalf of the Principal.

- 8. School Advisory Council Meetings** - The St. Martin de Porres School Advisory Council meets six times during the year.

The School Advisory Council may call extraordinary meetings if required.

Agendas should be prepared and distributed prior to each meeting, with sufficient notice and time for preparation by Council members.



## **Quorum**

A quorum must be present at all times at each Council meeting for the meeting to be validly constituted and all decisions made at the meeting valid. The quorum for meetings is two-thirds (six) of the total number of Council members at any given time. The Principal should always be part of the quorum.

## **Conduct of Council meetings**

Council confidentiality and solidarity are key ingredients in building trust at Council meetings. As a general rule all council meeting proceedings are confidential. At times, there may be occasion to formally declare an issue, a paper and/or a discussion as particularly sensitive and confidential. This should be done by the Chair prior to a Council meeting, and confirmed before the close of the meeting.

Council members must respect the right of individuals to express their views freely at Council meetings without fear of their being named outside the Council meetings as taking particular positions. As in all similar groups, a sense of trust among Council members is vital for the wellbeing of the Council.

A meeting should close by reviewing actions and deadlines set, and noting of the details of the next meeting.

The Secretary of the Council is responsible for taking minutes of Council meetings. A minute book of all meetings of the Council must be maintained by the Principal.

## **Disclosure of interests by Council, committee and working group members**

In accordance with the school's Conflict of Interest Policy which is prescribed by MACS, all Council members must disclose any personal interest which relates, or may relate, to the operations of the school, in order to ensure that any actual, potential or perceived conflict of interest with a duty that the person has on the Council is identified and appropriately managed.

When an issue arises at a Council meeting, relating to such an interest or duty, the member must not attend the meeting while that matter is discussed and must not vote on that or any related matter. The school's Conflict of Interest Policy as prescribed by MACS must at all times be complied with by all members of the Council.

The same disclosure requirements also apply to the members of any committee or working group established by the council in accordance with their Terms of Reference which includes a requirement for compliance with the School's Conflict of Interest Policy as prescribed by MACS.

**9. Engaging with School Stakeholders** - The Council encourages full participation of stakeholders to ensure a high level of engagement and participation by the school community. Schools must employ a variety of strategies to provide evidence to meet VRQA Minimum Standard, 16 which requires a school to ensure that it is clear about its philosophy and can articulate the same to staff, students, parents, guardians and the school community.

**10. Record Keeping** - As a minimum, the principal must ensure the maintenance of the following Council documents and records:

- the School Advisory Council Terms of Reference (this document) and the terms of reference of any committee or working group established by the Council
- agenda and minutes of School Advisory Council, committee and working group meetings
- a register of the current members of the Council, committees and working groups and any Council members holding key roles
- a register of interests disclosed by Council, committee and working group members
- the School Advisory Council correspondence file.

## **Agenda and minutes**

The minutes of Council meetings must be recorded in a consistent format and maintained in an appropriate archive system at the school.

Minutes of meetings should be distributed as soon as possible after the meeting to allow sufficient time for action items to be followed up between meetings.

The minutes should be approved by the Council at its next meeting, as an accurate record of the meeting.

Where the content of particular SAC meetings is of a privileged or sensitive nature, these Council minutes or the section of the minutes deemed as privileged or sensitive, will not be public documents.

### **Publication of this Terms of Reference**

An up-to-date version of these Terms of Reference must be available on the school's website at all times.

**11. Evaluating the Work of the Council** - The School Advisory Council must undertake an annual evaluation to reflect upon its performance and areas for improvement.

The Council must agree the process to be followed each year following a MACS template and appoint a Council member to oversee the evaluation process and, if appropriate, take a leadership role in implementing the findings. Each year the Council should consider whether any improvements to its operation or this Terms of Reference should be recommended to MACS.

The Council may determine to evaluate all aspects of its work or concentrate on some key areas. Areas for evaluation may include:

- Council processes such as meeting procedures, planning, communication
- the work of committees or working groups
- the nature and extent of involvement of the parish and school communities
- involvement in or assistance to key parish or school projects.

## **Attachment No. 1**

### **Statement of Mission for Melbourne Archdiocesan Catholic Schools**

‘Catholic schooling seeks to provide the young with the best kind of education possible, one that fosters a formation of the whole person that is deeply and enduringly humanising’.

‘Education is integral to the mission of the Church to proclaim the Good News. First and foremost every Catholic educational institution is a place to encounter the living God who in Jesus Christ reveals his transforming love and truth. This relationship elicits a desire to grow in the knowledge and understanding of Christ and his teaching. In this way those who meet him are drawn by the very power of the Gospel to lead a new life characterised by all that is beautiful, good, and true; a life of Christian witness nurtured and strengthened within the community of our Lord’s disciples, the Church’. (Pope Benedict XVI, 2008)

With parents and parishes, Catholic schooling seeks to fulfil this mission by providing an environment in which students are enabled to:

- ◆ encounter God in Christ and deepen their relationship with him
- ◆ pursue wisdom and truth encouraged by a supportive academic culture
- ◆ grow in the practice of virtue, responsible freedom and serving the common good.

A Catholic school:

- is actively embedded in the life of the faith communities of the local Church, which in turn is tangibly manifest in the life of each school
- is an essential place for the evangelising of children and young people
- prioritises the forming of missionary disciples of Jesus
- exists to assist students and their families to integrate faith, reason, life and culture (Pope Francis, 2019)
- is conspicuously Christian in outlook, explicitly Catholic in faith and practice, and intentionally missionary in orientation
- cultivates spiritual, social and emotional growth in a safe and protective environment
- provides a learning environment in which the whole educational community is formed to embrace life in all its fullness (John 10:10)
- offers a human formation that has the intellectual, practical and moral excellence of learners at its heart
- forms consciences, fosters peace and develops respectful dialogue at the service of intellectual charity
- encourages the discovery of Catholic cultural heritage, especially in art, music, literature and architecture.

Catholic schools, which always strive to join their work of education with the explicit proclamation of the Gospel, are a most valuable resource for the evangelization of culture. (Pope Francis, 2013)

The good work of educating the young, undertaken in the light of the Gospel, is a co-responsible task led by every member of the Catholic school community. Modelled by parents, principals and teachers, in prayer and with wisdom, through witness and by example, Catholic schooling is at the service of the integral human formation of children and young people in Christ.

A Catholic school is eucharistic in character. The sacramental and prayer life of the local Church, especially in the gathering of God’s People in Sunday Mass, is integral to the mission of a Catholic school and indispensable to its richness. A fruitful sign of the living witness of faith with parents and parishes is the participation of students and families in the life, mission and work of the local faith community, especially in the call to worship God and to serve the poor and marginalised (Acts 2: 42–47).

By cultivating a maturing of faith and the intellectual life through the modelling of good relationships, Catholic school students are prepared for living fruitfully in the world.

## **Attachment No. 2**

### **School Profile**

St Martin de Porres Parish School is situated in the north-western suburb of Avondale Heights, approximately 11 kilometres from Melbourne.

The school opened in 1965, Father O'Keefe having approached the Resurrection Sisters to staff it. The first lay principal was appointed in 1978. In 1994 a member of the Augustinian Sisters who resided in the parish was appointed to the school.

The main block of classrooms was refurbished in 1997. Three portable classrooms were demolished and a new library/resource area was built in late 2003. All the projects were funded by the school with loans from the Catholic Development Fund. The school has a hall which is used of a morning, afternoon & evening as an Out of School Hours facility contracted to 'Community OHSC'. This provides Before School, After School and Vacation Care.

With the appointment of a new Principal at the beginning of 2008, a program of building refurbishment began. This added flexibility to the classrooms, improved the welcoming aspect of the school administration area, and improved the aesthetics of the student play areas. With Federal Government Education Revolution Stimulus funding, the first stages of this development occurred in 2009, with major building re-development completed by August 2010, new administration in 2014, refurbished Kitchen Classroom / Tuckshop and the re-structure of Library/Resource areas in 2016 and further on-going works in connecting learning areas planned for 2017 - 2023.

It was also timely that the school undertook its School Performance Review in late 2007, as the recommendations were reflected in its 2008 - 2010 Annual Action Plans and successfully implemented from 2008 - 2011. This included the school community's articulation of a renewed Vision Statement in May 2008, and the formulation of a School Motto, "Faith, Diversity, Learning", in August 2010. This then informed the latest school development and improvement cycles in 2012 - 15 and 2016 - 2019 and 2020 - 23.

As at February 2022, the school's projected enrolment is for 299 students from 210 families. One hundred and forty-eight families, representing 87.3% of the student population, speak a language other than English in the home. The main languages spoken are Vietnamese (31%), Italian (14%), Chinese (Cantonese and Mandarin - 6.3%), Spanish (6%), and Croatian (5%).

With regard family structures, 95% of children come from two-parent families. Of the 210 families, approximately 30% live outside the parish boundaries.

Of the total enrolment, 79% identify as Catholic, 4% Orthodox and the remainder listed as being either 'no religious denomination' or 'other'. Of the projected 2022 Prep enrolment, 74% is Roman Catholic and 15% identified as Orthodox or other christian denomination.

In regard to students enrolled in additional educational classes outside the normal school day, 30% of students are enrolled in Chinese, Vietnamese, Thai or Greek language schools, which usually operate on weekends.

### **Vision Statement**

St. Martin de Porres Parish School Community comprises a welcoming partnership of students, their families & school staff seeking to faithfully live the teachings of Jesus Christ in the Catholic tradition.

We encourage each member to strive for excellence, celebrate the diversity of background, develop attitudes of life long learning & become active citizens responsive to the emerging challenges of our community, our nation & our planet.

## Attachment No. 3 – School Development Project 2020 - 2023

2019 "Quick Wins"	DATA & TEAM GOALS 2020 - 2023	YR. 1 2020	YR. 2 2021	'MILESTONES'	FINAL 'LANDING POINTS'	LEARNER SKILLS, ATTITUDES & DISPOSITIONS
Discuss RE PL opportunities with Nelson  Staff PL to cater for high achievers  Explore relevant data sets  Professional reading in data with Snez  Contact Lit./ Num. & S.W. CEM staff re identifying appropriate data sets	<b>To use data effectively to improve student learning</b>  <b>To strengthen team culture</b>	Reading & oral language focus Fine tune data analysis process in PLTs PL about formative assessment & PL in data analysis Provide PL & resources to cater for high achieving students Develop data sets in student wellbeing Teachers understand the use of data in formative assessment Relevant data sets have been identified Agreeed data sets are collected by all teachers on a consistent basis Team work is visible all the time Individual teacher practice & student outcomes have both improved	Agreeed data sets are collected by all teachers on a consistent basis Team work is visible all the time Individual teacher practice & student outcomes have both improved	Teachers are adept at analysing & interpreting agreed data sets & using them to inform teaching Team work is visible all the time Individual teacher practice & student outcomes have both improved	<b>Every teacher is adept at using data to inform their teaching</b>  <b>Features of high performing teams is visible</b>	Deep, critical thinkers & problem solvers  Empowered  Faith-filled  Animated (Engaged to Action)  Self & Collective efficacy  Creative
<b>ENABLING ACTIONS</b>	Redefine Leadership Roles / Establish structures & processes to enable PL / Establish a PL Plan / Present SDP to school community / Established School Data Plan / Ensure there is leadership support to enable teams to work together effectively					
<b>CORE DRIVERS</b>	Be proactive, not reactive / Commitment to being a learner / Evidence Based / Team / Co-created & collaborative / Alignment / Clarity					

## Explicit School Improvement Project 2020 - 2023

*"To enact a shared vision for learning and teaching at St. Martin de Porres."*

### St. Martin de Porres School Vision Statement

"St. Martin de Porres Parish School Community comprises a welcoming partnership of students, their families & school staff seeking to faithfully live the teachings of Jesus Christ in the Catholic tradition. We encourage each member to strive for excellence, celebrate the diversity of background, develop attitudes of life long learning & become active citizens responsive to the emerging challenges of our community, our nation & our planet."

2019 "Quick Wins"	LEARNING & TEACHING GOALS 2020 - 2023	YR. 1 2020	YR. 2 2021	'MILESTONES'	FINAL 'LANDING POINTS'	LEARNER SKILLS, ATTITUDES & DISPOSITIONS
Discuss RE PL opportunities with Nelson  Staff PL at PLTs to cater for high achievers  Professional reading in data with Snez  Contact Lit./ Num. / SW CEM staff re identifying appropriate data sets  Explore relevant data sets	<b>To effectively implement the L &amp; T Cycle</b>	Develop an understanding of 'Horizons of Hope' Unpack 'Be You' document Review all scope and sequences Revisit every aspect of the learning and teaching cycle - explore HITS There is a visual representation of Learning and teaching beliefs SEL Vision & program in place	Identify & articulate evidence based teaching practices	A shared Vision for L & T is in place  The school's learning and teaching statement reflects sound evidence based teaching practices which all staff understand and commit to embedding  Community partnerships for authentic learning has been explored	<b>The L &amp; T Cycle is being used effectively by all teachers in all curriculum areas</b>	Deep, critical thinkers & problem solvers  Empowered  Faith-filled  Animated (Engaged to Action)  Self-efficacy  Creative
<b>ENABLING ACTIONS</b>	Redefine Leadership Roles / Establish structures & processes to enable PL / Establish a PL Plan / Present SDP to school community / Established School Data Plan / Ensure there is leadership support to enable teams to work together effectively					
<b>CORE DRIVERS</b>	Be proactive, not reactive / Commitment to being a learner / Evidence Based / Team / Co-created & collaborative / Alignment / Clarity					

2019 "Quick Wins"	RELIGIOUS EDUCATION GOALS 2020 - 2023	YR. 1  2020 (Actions still to be completed)	YR. 2  2021	'MILESTONES'	FINAL 'LANDING POINTS'	LEARNER SKILLS, ATTITUDES & DISPOSITIONS
Discuss RE PL opportunities with Nelson  Staff PL to cater for high achievers  Explore relevant data sets  Professional reading in data with Sneez  Contact Lit./ Num. & S.W. CEM staff re identifying appropriate data sets	<b>To actively engage in opportunities to encounter the sacred and celebrate the mystery of Christ, and consider this to be an important part of the life of a Catholic school community - staff, students and parents</b>	Engage staff and parents in liturgies and prayers with their students and siblings  Educate staff on the importance of ritual when praying	Develop a common understanding about Christian meditation practices at St. Martin's  School Leaders model meditation & prayer in classrooms  Assign public spaces to year levels to display religious education learnings  Incorporate the Reflective Deck & Labyrinth into regular staff & classroom practices of prayer & meditation	Regular liturgical celebrations involving staff, parents & children are a feature of St. Martin's	Regular & diverse forms of religious celebration is facilitated to engage staff, students & parents.  All stakeholders value this as an integral part of our Catholic community	Deep, critical thinkers & problem solvers  Empowered  Faith-filled  Animated (Engaged to Action)  Self & Collective efficacy  Creative
	<b>To facilitate Religious Education professional learning in a strategic manner, in line with the identified needs of the school as evident in the school improvement plan</b>	Utilize Fr. Nhan & Clement in providing PL for staff & to work with students  Ensure moderation occurs before each RE planning session  Ensure term planning begins with evaluation of the previous unit each Term	Make explicit links between RE, socio-emotional growth & wellbeing  Incorporate staff & student learning goals in RE learning & teaching  Teachers are provided with regular feedback on their teaching of Religious Education	Regular RE PL for staff is strategically planned & facilitated via the overall professional learning plan	RE professional learning is regularly facilitated by Leaders, based on the articulated needs of staff and informed by the SDP goals and actions	
<b>ENABLING ACTIONS</b>	Redefine Leadership Roles / Establish structures & processes to enable PL / Establish a PL Plan / Present SDP to school community / Established School Data Plan / Ensure there is leadership support to enable teams to work together effectively					
<b>CORE DRIVERS</b>	Be proactive, not reactive / Commitment to being a learner / Evidence Based / Team / Co-created & collaborative / Alignment / Clarity					

## **Attachment No. 4**

### **Child Safe Code of Conduct**

St. Martin de Porres is a school which operates with the consent of the Catholic Archbishop of Melbourne and is owned, operated, and governed by Melbourne Archdiocese Catholic Schools Ltd (MACS), where formation and education are based on the principles of Catholic doctrine, and where the teachers are outstanding in true doctrine and uprightness of life.

Central to the mission of St. Martin de Porres is an explicit commitment to providing a safe and supportive environment where the emotional, social, intellectual, spiritual, and physical wellbeing of our students is a priority.

All students enrolled at St. Martin de Porres have the right to feel safe and be safe. The wellbeing of children in our care will always be our priority, and we do not and will not tolerate child abuse. We aim to create a child-safe and child-friendly environment where children are free to enjoy life to the full without any concern for their safety.

This policy is to be made available to all MACS school staff, School Advisory Council members, volunteers, contractors, and clergy, who MUST sign and agree to abide by this approved Code.

### **Purpose**

This Code of Conduct has a specific focus on safeguarding children and young people at St. Martin de Porres against sexual, physical, psychological, and emotional abuse or neglect. It is intended to complement other professional and occupational codes.

All MACS Board members, MACS Board committee members, School Advisory Council members, the Principal and all other staff, volunteers, contractors, and clergy at St. Martin de Porres are expected to actively contribute to a school culture by respecting the dignity of its members, affirming the gospel values of love, care for others, compassion and justice. They are required to observe child-safe principles and expectations for appropriate behaviour towards and in the company of children, as noted below. All School Advisory Council members, the Principal and all other staff, volunteers, contractors, and clergy must sign and abide by this Code of Conduct.

### **Acceptable behaviours**

All MACS Board members, MACS Board committee members, School Advisory Council members, the Principal and all our other staff, volunteers, contractors, and clergy at St. Martin de Porres are responsible for supporting the safety of children by:

- adhering to the school's child-safe policy and upholding the school's statement of commitment to child safety, at all times
- taking all reasonable steps to protect children from abuse
- treating everyone in the school community with respect
- listening and responding to the views and concerns of children – particularly if they are telling you that they or another child has been abused or that they are worried about their safety/the safety of another child
- promoting the cultural safety, participation, and empowerment of Aboriginal and Torres Strait Islander children (for example, by never questioning an Aboriginal or Torres Strait Islander child's self-identification)
- promoting the cultural safety, participation, and empowerment of children with culturally and linguistically diverse backgrounds (for example, by having a zero-tolerance for discrimination)
- promoting the safety, participation, and empowerment of children with a disability (for example, during personal care activities)
- ensuring as far as practicable that adults are not alone with a child
- reporting any allegations of child abuse to the school's leadership (or child safety officer if the school has appointed someone to this role)



- understanding and complying with all reporting obligations as they relate to mandatory reporting and reporting under the *Crimes Act 1958* (Vic.)
- reporting any child safety concerns to the school's leadership (or child safety officer if the school has appointed someone to this role)
- ensuring as quickly as possible that the child is safe if an allegation of child abuse is made reporting to the Victorian Institute of Teaching (VIT) any charges, committals for trial or convictions in relation to a sexual offence by a registered teacher, or specific allegations or concerns about a registered teacher.

## Unacceptable behaviours

All MACS Board members, MACS Board committee members, School Advisory Council members, the Principal and all our other staff, volunteers, contractors and clergy at St. Martin de Porres must not:

- ignore or disregard any suspected or disclosed child abuse
- develop any 'special' relationships with children that could be seen as favouritism (for example, the offering of gifts or special treatment for specific children)
- exhibit behaviours with children which may be construed as unnecessarily physical (for example, inappropriate sitting on laps)
- put children at risk of abuse (for example, by locking doors)
- initiate unnecessary physical contact with children or do things of a personal nature that a child can do for themselves (for example, toileting or changing clothes)
- engage in open discussions of a mature or adult nature in the presence of children (for example, personal social activities)
- use inappropriate language in the presence of children
- express personal views on cultures, race, or sexuality in the presence of children
- discriminate against any child, including because of age, gender, race, culture, vulnerability, sexuality, ethnicity or disability
- work with children while under the influence of alcohol or illegal drugs
- have contact with a child or their family outside school without the school leadership's or child safety officer's (if the school has appointed someone to this role) knowledge and/or consent or the school governing authority's approval (for example, unauthorised after-hours tutoring, private instrumental/other lessons, or sport coaching); accidental contact, such as seeing people in the street, is appropriate
- have any online contact with a child (including by social media, email, instant messaging etc.) or their family unless necessary (for example, providing families with eNewsletters or assisting students with their schoolwork)
- use any personal communication channels/devices such as a personal email account
- exchange personal contact details such as phone numbers, social networking sites or email addresses
- photograph or video a child without the consent of the parents or carers
- consume alcohol or drugs at school or at school events in the presence of children.

## Teachers

Teachers are also required to abide by the principles relating to relationships with students as set out in the Victorian Teaching Profession's Code of Conduct published by the VIT. These principles include:

- knowing their students well, respecting their individual differences and catering for their individual abilities
- working to create an environment which promotes mutual respect
- modelling and engaging in respectful and impartial language
- protecting students from intimidation, embarrassment, humiliation, and harm
- respecting a student's privacy in sensitive matters
- interacting with students without displaying bias or preference
- not violating or compromising the unique position that a teacher holds of influence and trust in their relationship with students.



## Psychologists and School Counsellors

In their dealings with students, psychologists and school counsellors should also take into account their professional obligations as set out in a code of ethics or practice to which they are bound, including because of their membership of:

- the Australian Health Practitioner Regulation Agency
- the Australian Counselling Association
- Speech Pathology Australia.

## Sports and Recreation

Coaches, staff members and volunteers involved in coaching, training, or assisting students during sporting and recreation activities should adopt practices that assist children to feel safe and protected, including:

- using positive reinforcement and avoiding abusive, harassing or discriminatory language
- coaching students to be 'good sports'
- explaining the reason for the contact and asking for the student's permission if physical contact with a student by a coach or other adult is necessary during a sporting or other recreational activity
- avoiding (where possible) situations where an adult may be alone with a student such as in a dressing or change room, first aid room, dormitory or when the student needs to be transported in a vehicle.

## Breaches of this Code

Where a member of staff is suspected of breaching this Code of Conduct, St. Martin de Porres may start the process under clause 13 of the *Victorian Catholic Education Multi-Enterprise Agreement 2018* (VCEMEA 2018) for managing employment concerns. This may result in disciplinary consequences.

Where the Principal is suspected of breaching this Code of Conduct, the concerned party is advised to contact MACS (Office of Professional Conduct, Ethics, and Investigation).

Where any other member of the school community, including volunteers and contractors, is suspected of breaching this code, the school is to take appropriate action, including (if applicable) in accordance with the *PROTECT: Identifying and Responding to All Forms of Abuse in Victorian Schools* policy.

In appropriate cases, a breach may be referred to Victoria Police and/or a regulatory body, such as the VIT.

I, \_\_\_\_\_, confirm I have been provided with a copy of the above Code of Conduct and will abide by it.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_



# St. Martin de Porres School

Avondale Heights

## CONFLICT OF INTEREST POLICY

### RATIONALE

This policy ensures that all employees of St. Martin de Porres School effectively identify, disclose and manage any actual, potential or perceived conflicts of interest in order to protect the integrity of the School and manage risk.

The School recognises the importance of providing a framework in which conflicts of interest are identified, disclosed and managed appropriately.

The School is committed to building a workplace that is free from fraud or corruption or the perception of fraud or corruption. This policy has been developed because conflicts of interest may arise, and do not need to present a problem to staff or the School if they are openly and effectively managed. For these reasons it is important that all employees share a responsibility for strengthening this commitment to identify, disclose and manage conflicts of interest appropriately.

Having a conflict of interest does not necessarily amount to a breach of this policy. However, failure to disclose a conflict of interest may constitute a breach.

Apart from the obligations under this policy, employees may also have obligations arising under their contract of employment or under another school policy in relation to:

- ◆ engaging in other employment or paid activities
- ◆ disclosure of any social/family relationships with students outside the context of the student/employee relationship
- ◆ child safety disclosures.

### **Definition**

Conflict of interest arises where an employee's duty to the School is affected by a personal interest. In such cases, the line between personal and professional conduct may become blurred and interfere with an employee's capacity to perform their position.

Personal interests may be financial or non-financial, and may be held in relation to:

- ◆ family members
- ◆ close friends
- ◆ associates.

Conflict of interest is commonly 'positive' (e.g. motivated by financial/personal gain) but can also be 'negative' (e.g. motivated by harm to another person).

It is worth bearing in mind that conflict of interest can arise without intent to 'cross the line' between professional and personal interest. In other words, conflict of interest can be not only actual, but also **potential** or **perceived**.

A **potential** conflict of interest is one which is foreseeable from the circumstances, but has not yet become actual (for example, where a job applicant is related to a recruitment panel member, but the applications have not yet been processed).

A **perceived** conflict of interest is one where the circumstances indicate to a reasonable person that an employee's duty to the School is affected, whether there is an actual conflict of interest or not (for example, a politics teacher may belong to a political party without that membership affecting their ability to grade student work, however, it may be perceived that such membership would affect their ability to impartially assess that work).

The fact that a staff member has a relationship (e.g. family, friendship) with someone connected with the School does not necessarily mean there is a conflict of interest. Whether a conflict of interest (actual, potential or perceived) exists depends on the circumstances. For example, a mother and daughter may both teach in different subject areas at the same secondary college and no conflict of interest arises. However, if the mother is the principal and the daughter is applying for a position at the school, a potential conflict of interest arises and the conflict should be disclosed and managed appropriately.

## **Policy Coverage**

This policy applies to all employees and School Advisory Council members at the School including:

- ◆ School Principal;
- ◆ Deputy Principal and others in leadership roles;
- ◆ Business Manager, Bursar and staff with financial responsibilities;
- ◆ all other teaching staff;
- ◆ all other non-teaching staff.

This policy supplements any conflict of interest obligation arising under an employee's contract of employment. It is expected that all employees participate fully in conflict of interest disclosure and management.

## **Aim**

The School aims to ensure that all employees are aware of their obligations to disclose any conflicts of interest that they may have, and to comply with this policy to ensure they effectively manage those conflicts of interest as representatives of the School.

## **Implementation**

### **Typical conflict of interest situations**

There are many situations where a conflict of interest may arise in a school situation. Some of the more common situations are outlined below.

### ***Other employment/paid activities***

An employee undertaking other employment or paid activities may give rise to a potential/actual/perceived conflict of interest, particularly when the other work is related to work duties. Depending on the circumstances, an employee's ability to perform their work duties may be adversely affected by the other employment/activities.

Apart from ongoing obligations under this policy, an employee must meet certain conflict of interest obligations under their contract of employment. Namely, the employee must notify the principal in writing of the other employment/activities. The principal will then determine whether a potential/actual conflict of interest exists. All conflicts of interest are to be managed in the interests of the School.

### ***Disposal of school assets***

The disposal of school assets has potential conflict of interest implications such as fraud or unofficial use of equipment.

School employees do not have priority access to surplus school assets. The School reserves the right to notify the public of any asset sales. Employees may make an offer post-notification.

### ***Accepting gifts and benefits***

It is a policy at this School that employees may accept 'token gifts' from external parties for work they have done, where the total value of the gift is under \$150.00. For example, a 'token gift' may be a bottle of wine or a moderately-sized food hamper.

Accepting gifts other than a 'token gift' or accepting gifts/benefits over the value of \$150.00 may be deemed a conflict of interest.

Note that this policy covers gifts/benefits from external parties. It does not preclude, for example, the School or collective staff providing a gift to a departing member of staff or the departing staff member accepting such a gift.

If it could be perceived that acceptance of a gift/benefit could constitute a potential conflict of interest, the employee should refuse the offer of the gift/benefit and declare the offer to the principal. Even if the value of the gift/benefit is under the nominated amount listed above, the [Gift or Benefit Declaration Form](#) should be completed in most circumstances. The reason for this is to ensure that gifts and benefits are appropriately disclosed and any perceived or real conflict of interest is managed appropriately.

The minimum requirement for employees when gifts/benefits, other than 'token gifts' or those of a nominal value below \$150.00, are offered are that employees:

- ♦ do not solicit gifts or benefits
- ♦ refuse all offers of gifts or benefits that could reasonably be perceived as undermining the integrity of the School or themselves
- ♦ inform the gift giver that 'thanks is enough' and the gift is thoughtful but not required in relation to their work or services
- ♦ refuse all offers of gifts or benefits from individuals or organisations about which they are likely to make decisions (e.g. tender processes, procurement or licensing or regulation)
- ♦ refuse all offers of money or items easily converted to money, such as shares
- ♦ refuse bribes and report bribery attempts to the principal
- ♦ seek advice from the principal if unsure how to respond to an offer of a gift or benefit of more than a nominal value.

### ***Procuring goods and services***

A potential or perceived conflict of interest may exist when a contractor used at the School is also engaged by an employee for private work. In some situations, a contractor may offer or provide private work at a discounted rate to ensure they remain in good favour for future contracts. This may mean that an employee receives a private benefit which could become a potential conflict of interest if they are also involved in decisions for the procurement of goods or services for the School.

If it could be perceived that the contractor's work performed for the employee in their private capacity is a conflict of interest then the employee should ensure that the private work is charged at standard and published rates. Furthermore, the employee should declare the engagement of the contractor for private work and/or any relationship with the contractor prior to any future awarding of contracts for the procurement of goods or services for the School.

To avoid a potential or perceived conflict of interest for the procuring of goods and services it is recommended that procurement decisions are made by a panel rather than one person.

## **Staff recruitment**

A conflict of interest exists in the recruitment of a person with whom an employee has a current or past professional/personal relationship or in whose recruitment they have a vested interest. Where an employee is part of a recruitment panel and becomes aware of such a relationship to a job applicant, they should declare the conflict of interest to the principal. The principal will then determine a conflict of interest management plan (see below 'Managing a conflict of interest') in consultation with the employee, for example the employee may remove himself/herself from the recruitment panel.

### **Identification and disclosure of conflict of interest**

All employees and School Advisory Council members have a continuing responsibility for identifying, declaring and managing any potential or perceived conflict of interest that applies to them.

Where an employee suspects that they may have a potential/perceived/actual conflict of interest, the employee needs to discuss any conflict of interest with the principal and provide the principal with a completed Conflict of Interest Declaration form. Employees should provide all information on the reporting form relevant to the identified conflict of interest in order to allow the principal to fully assess whether a conflict of interest in fact exists.

There may be circumstances in which a potential/actual/perceived conflict of interest involves the principal. In such a situation, the principal or another employee should discuss the matter directly with the employer.

### **Managing conflict of interest**

If the Principal determines there is a potential/perceived/actual conflict of interest, the Principal will prepare and propose a conflict of interest management plan. The employee has a responsibility to discuss any proposed conflict of interest management plan with the Principal. The Principal will consider any input the employee may have in relation to the proposed management plan, however the employee is obliged to follow any conflict of interest management plan decided upon by the principal.

There may be circumstances in which a potential/actual/perceived conflict of interest involves the principal. In such a situation, the principal will work with the employer to develop the conflict of interest management plan.

Conflict of interest management plans will ensure conflicts are managed and resolved based on the following strategies:

<b>Record and disclose</b>	Ensure all information surrounding the conflict of interest has been disclosed and documented appropriately.
<b>Restrict</b>	Restrictions are placed on the employee's involvement in the matter or the scope of the work is reformulated or there is a restriction on access to certain information.
<b>Recruit and monitor</b>	A non-conflicted third party is used to oversee part or all of the process that deals with the matter.
<b>Remove</b>	The employee removes themselves, or is removed, from the matter. For example, in a situation in which a job applicant is related to a member of the recruitment panel for that position, a conflict of interest management plan might be for that panel member to step down from their position during the selection process for that position only.
<b>Relinquish</b>	The employee relinquishes the private interest that is creating the conflict. Where relinquishing the interest is not possible (e.g. relationship with family) and the conflict cannot be managed using one of the other options above, the employee may consider removing themselves from the process.

Conflict of interest management plans included in the Conflict of Interest Declaration form should be reviewed regularly to ensure they remain effective.

## **Consequences of breaching this policy**

Conflicts of interest are not in themselves unethical or contrary to this policy. However, if an employee fails to identify (or, where required, manage/monitor) any actual/perceived/potential conflict of interest, this may result in disciplinary action or, depending on the seriousness of the circumstances, termination of employment.

Employees need to also be aware of the various school policies, guidelines and codes of conduct referred to in this policy which are relevant to conflicts of interest.

## **Conflict of interest checklist for employees**

1. Complete the Conflict of Interest Declaration form (Attachment No. 1) or the Gift/Benefit Declaration form (Attachment No. 2).
2. Discuss circumstances of the conflict of interest situation with the Principal or employer.
3. Follow the conflict of interest management plan decided upon by the Principal or employer.
4. Monitor the conflict of interest situation on an ongoing basis, informing the principal or employer of any change to circumstances of the conflict of interest situation.

## **Related policies**

This Conflict of Interest Policy relates to other relevant school policies and professional expectations, including:

The Code of Conduct Policy

The Victorian Teaching Profession Code of Conduct issued by the Victorian Institute of Teaching].

## **Evaluation**

This policy will be reviewed every two years to take account of any changed technology, legislation, expectations or practices.

The next review date is in June 2022.

*Policy developed in March 2019, endorsed May 2019, reviewed in June 2021*



# St. Martin de Porres School

Avondale Heights

## CONFLICT OF INTEREST DECLARATION

### SECTION 1: PERSONAL DETAILS

NAME: [Click here to enter text.](#)

JOB TITLE / AREA OF RESPONSIBILITY: [Click here to enter text.](#)

PHONE: [Click here to enter text.](#)

EMAIL: [Click here to enter text.](#)

### SECTION 2: DISCLOSURE DETAILS

The actual, potential or perceived conflict of interest relates to: *(tick all appropriate box/s)*

- |  |   |
|--|---|
| <input type="checkbox"/> Relationship with family or friends   | <input type="checkbox"/> Staff recruitment                                    |
| <input type="checkbox"/> Outside work activities (paid/unpaid) | <input type="checkbox"/> Relationship with external parties                   |
| <input type="checkbox"/> Financial interest                    | <input type="checkbox"/> Disposal of school assets                            |
| <input type="checkbox"/> Gifts/benefits                        | <input type="checkbox"/> Provision of external consultancy services           |
| <input type="checkbox"/> Provision of private tutoring         | <input type="checkbox"/> Other (if you selected other please provide details) |
| <input type="checkbox"/> Procurement of goods and services     |   |

The following actual, potential or perceived conflict of interest has been identified. *(please insert all relevant details)*

The (actual, potential or perceived) conflict is expected to last: *(tick appropriate box)*

- |                                      |  |
|--------------------------------------|--|
| <input type="checkbox"/> 0–12 months | <input type="checkbox"/> >12 months or ongoing |
|--------------------------------------|--|

### SECTION 3: TO BE COMPLETED BY THE PRINCIPAL / EMPLOYER

In my opinion the details provided: *(tick appropriate box)*

- |  |
|--|
| <input type="checkbox"/> do not constitute a conflict of interest, and I authorise the employee to continue the activity (go to Section 4).  |
| <input type="checkbox"/> do constitute an actual, potential or perceived conflict of interest (please provide a detailed action plan below). |

If the situation does constitute a conflict of interest, please ensure that the following actions have been considered:

- ensure all information surrounding the conflict has been disclosed and documented
- inform likely affected persons of the conflict, seeking their views where relevant as to whether they object
- reformulate the scope of work or restricting access to certain information
- recruit a third party to oversee part or all of the process
- recommend to relinquish the interest that is causing the conflict
- temporarily remove the person from the process or responsibilities
- monitor the person's activities closely in relation to the conflict of interest
- take no further action because the conflict is minimal.

I have reviewed the above considerations and request that the Employee takes the following action to eliminate/manage the conflict:

I will ensure this action plan is reviewed:

☐ Within 1 month

☐ Within 3 months

☐ Within 6 months

☐ Within 12 months

☐ Other – specify

☐ N/A: the conflict is one-off or short duration

#### SECTION 4: EMPLOYEE / SAC MEMBER DECLARATION

To the best of my knowledge and belief any actual, perceived or potential conflicts between my duties as an employee and my private and/or business interests have been fully disclosed in this form in accordance with the requirements of the St. Martin de Porres School Conflict of Interest Policy.

I acknowledge, and agree to comply with, any approach identified in this form for removing or managing an actual, perceived or potential conflict of interest.

SIGNATURE:

DATE:

#### SECTION 5: PRINCIPAL / EMPLOYER

The actions described in the approach outlined in Section 3 have been put in place to effectively manage any actual, potential or perceived conflict of interest disclosed in Section 2. The approach outlined in Section 3 ensures that the public interests and reputation of St. Martin de Porres School is adequately protected.

NAME: Mark Williams

SIGNATURE:

DATE:





# St. Martin de Porres School

Avondale Heights

## GIFT OR BENEFIT DECLARATION

*This declaration is to be completed by the recipient of the reportable gift and lodged for approval within 21 days of the gift being received. Please read the St. Martin de Porres School Conflict of Interest Policy.*

Date gift offered	:	
Offered to: (insert full name/s)	:	
Job title / Area/s of responsibility	:	
Offered by: (insert name/s)	:	
Job title/ Area/s of responsibility / Connection to school	:	
Organisation: (if relevant)	:	
Reason offered	:	
Description of the gift/ benefit:	:	
Location of the gift: (i.e. current storage location)	:	
Estimated Value (in \$AUD)	:	

☐ First time offer

☐ Previous offer/s within last 12 months by this individual / organisation

Cumulative value of gifts offered  
by this individual within the last 12  
months: \$

### DECISION REGARDING GIFT :

☐ Declined ☐ Retained by staff member/s ☐ Transferred to School / Parish/ Employer

*Please provide details of transfer :*

Signature/s of person/s  
retaining the gift/benefit

Date:

### APPROVED BY :

NAME:

POSITION:

SIGNATURE:

DATE