

KING'S BAPTIST GRAMMAR SCHOOL

GOVERNANCE POLICIES

The Governance Policies included in this manual are the result of considerable work by the Board and are a tangible, formalised framework for the expression of its governance direction, based on the concepts developed by Dr John Carver. They clearly distinguish between governance and management responsibilities

The Policies are arranged in four categories:-

- 1. Ends Policies**
- 2. Executive Limitation Policies**
- 3. Governance Process Policies**
- 4. Board – Principal Linkage Policies**

They are Policies which should always be kept under review. Ends Policies should be regularly monitored to ensure that they continue to appropriately reflect –

- (i) The purposes for which the School was established; and
- (ii) The environment in which the School operates.

These two aspects both have to be satisfied simultaneously at all times. Other Policies may need review less frequently than Ends.

The majority, if not all, Board decisions should be expressed through and by the use of those Policies, so that they are always up-to-date and operational.

To emphasise the importance of the Policies, they are printed on distinctive coloured paper, and are intended to be retained in one bound manual. They should not be copied on to plain white paper.

The Policies have been developed using Carver's framework of "Levels", so any amendments made to them should be fitted to that framework. The "Level" numbering, though, has only been included to "Level 2", to facilitate easier reading.

REGISTRY OF POLICIES

| EXECUTIVE LIMITATIONS: | | Last reviewed |
|---------------------------------|---|----------------------|
| EL#1 | Global Executive Constraint | |
| EL#2a | Treatment of Consumers Students and Parents | 09/08/11 |
| EL#2b | Treatment of Staff | 14/05/13 |
| EL#2c | Financial Planning and Budgeting | 12/08/08 |
| EL#2d | Financial Condition and Activities | 11/09/18 |
| EL#2e | Emergency Principal Succession | 13/05/08 |
| EL#2f | Asset Protection | 09/06/15 |
| EL#2g | Compensation and Benefits | 09/08/11 |
| EL#2h | Communication and Support to the Board | 10/08/10 |
| EL#2i | Ends Focus of Grants or Contracts | 18/09/14 |
| EL#2j | Stewardship | 16/10/12 |
| EL#2k | R-5 Building Project Policy - Rescinded | 10/04/18 |
| EL#3b | Media Policy – Rescinded | 14/05/13 |
| EL#2j | BER Funding – Rescinded | 25/10/11 |
| EL#2l | Disaster Recovery Policy | 15/11/16 |
| GOVERNANCE PROCESS: | | |
| GP#1 | Global Governance Commitment | 09/06/09 |
| GP#2a | Governing Style | 09/06/09 |
| GPA | Appendix 1,2 | 19/08/14 |
| GP#2b | Board Job Description | 12/09/17 |
| GPA | Appendix 4 | 19/08/14 |
| GP#2c | Agenda Planning | 09/08/11 |
| GP#2d | Chairperson's Role | 09/08/11 |
| GP#2e | Board Members' Code of Conduct | 14/05/13 |
| GP#2f | Board Committee Principles | 09/06/09 |
| GP#2g | Cost of Governance | 10/05/11 |
| GP#2h | New Board Member Recruitment, Induction and Orientation | 16/08/16 |
| | Orientation Checklist | 10/08/10 |
| | Appendix 9 | 16/08/16 |
| GP#2i | Board Members Performance and Development | 16/08/16 |
| GPA | Appendix 3 | 19/08/14 |
| GP#2k | Board Grievance | 19/08/14 |
| GPA | Appendix 5 - 8 | 19/08/14 |
| GP#3e | Confidentiality Agreement | 12/06/12 |
| BOARD-PRINCIPAL LINKAGE: | | |
| B/PL#1 | Global Board – Principal Linkage | |
| B/PL#2a | Unity of Control | |
| B/PL#2b | Delegation to the Principal | 10/04/18 |
| B/PL#2c | Accountability of the Principal | 10/04/18 |
| B/PL#3c | Accountability of the Principal | 10/04/18 |
| B/PL#2d | Monitoring Principal Performance | 10/04/18 |
| B/PL | Appendix 1 | 10/04/18 |
| ENDS: | | |
| E#1 | Global Ends | 13/08/13 |

| | | |
|-------------|-----------------|----------|
| E#2a | Spiritual Ends | 14/11/17 |
| E#2b | Academic Ends | 13/08/13 |
| E#2c | Physical Ends | 13/08/13 |
| E#2d | Cultural Ends | 13/08/13 |
| E#2e | Vocational Ends | 13/08/13 |
| E#2f | Social Ends | 13/08/13 |
| E#2g | Community Ends | 20/10/15 |

As approved by the Board of Governors on 8th November, 2005.

Revisions:

EL#2f Asset Protection / 24th October, 2006.
EL#2b Treatment of Staff / 13th March, 2007.
B/PL#2d Monitoring Principal Performance / 14th August, 2007.
Ends Policies reformatted 6th August, 2007.
EL#2e Emergency Principal Succession / 13th May, 2008.
GP#2a Governing Style / 10th June, 2008.
GP#2f Board Committee Principles / 10th June, 2008.
EL#2h Communication and Support to the Board / 10th June, 2008.
EL#2i Contracts, Grants & Leases / 12th August, 2008.
EL#2c Financial Planning and Budgeting / 12th August, 2008.
EL#2d Financial Condition and Activities / 12th August, 2008.
EL#2f5 Asset Protection / 12th August, 2008.
GP#2d3 Chairperson's Role / 12th August, 2008.
GP#2f3 Board Committee Principles / 12th August, 2008.
GP#2g3 Cost of Governance / 12th August, 2008.
EL#2b6 Treatment of Staff / 9th September, 2008.
EL#2h8 Communication and Support to the Board / 9th September, 2008.
EL#3b Media Policy / 21st October, 2008.
GP#2e3b Board Members Code of Conduct / 9th September, 2008.
GP#2e Code of Conduct / 18th November, 2008.
GP#3e Confidentiality Agreement / 18th November, 2008.
GP#2h New Board Member Selection and Orientation / 10th February, 2009.
EL#2f Asset Protection / 10th March, 2009.
EL#2j BER Funding Policy / 8th April, 2009.
GP#1 Global Governance Commitment / 9th June, 2009.
GP#2a Governing Style / 9th June, 2009.
GP#2b Board Job Description / 9th June, 2009.
GP#2c Agenda Planning / 9th June, 2009.
GP#2d Chairperson's Role / 9th June, 2009.
GP#2e Board Members' Code of Conduct / 9th June, 2009.
GP#2f Board Committee Principles / 9th June, 2009.
GP#2g Cost of Governance / 9th June, 2009.
E#2a Spiritual Ends / 17th November, 2009.
E#2g Community Ends / 17th November, 2009.
GP#2i Board Members Performance, 17th November, 2009.
GP#2g Cost of Governance / 27th April, 2010.
GP#2i Board Members Performance / 27th April, 2010.
GP Appendix 3 / 27th April, 2010.
GP Appendix 4 / 25th May, 2010.
GP Appendix 5 / 29th June, 2010.

EL#2f Asset Protection / 10th August, 2010.
 E#2f Social Ends / 10th August, 2010.
 E#2d Cultural Ends / 10th August, 2010.
 E#2g Community Ends / 10th August, 2010.
 GP Appendix 1 / 10th August, 2010.
 EL#2h Communication & Support to the Board / 10th August, 2010.
 GP#2b Board Job Description, 10th August, 2010.
 GP#2h New Board Member Selection & Orientation / 10th August, 2010.
 GP Appendix 2 / 10th August, 2010.
 BPL#2b3 Accountability of the Principal / 12th April, 2011.
 BPL#2d4 Monitoring Principal Performance / 12th April, 2011.
 GP#2g Cost of Governance / 10th May, 2011.
 GP#2d Chairman's Role / 9th August, 2011.
 GP#2c Agenda Planning / 9th August, 2011.
 EL#2f11 Asset Protection / 9th August, 2011.
 EL#2a6 Treatment of Parents and Students / 9th August, 2011.
 EL#2g Compensation and Benefits / 9th August, 2011.
 GP#2b Board Job Description / 25th October, 2011.
 EL#2j BER Funding Policy – Rescinded / 25th October, 2011.
 GP#2e1f Board Members' Code of Conduct / 12th June, 2012.
 GP#3e Confidentiality Agreement – no change / 12th June, 2012.
 EL#2j Stewardship / 16th October, 2012
 E#2a Spiritual Ends / 16th October, 2012
 E#2b Academic Ends / 16th October, 2012
 E#2d Cultural Ends / 16th October, 2012
 E#2e Vocational Ends / 16th October, 2012
 E#2g Community Ends / 16th October, 2012
 EL#2b6 Treatment of Staff / 14th May, 2013
 GP#2e Board Members' Code of Conduct / 14th May, 2013
 EL#3b Media Policy – Rescinded / 14th May, 2013
 GP Appendix 5 / 28th May, 2013 – **Removed 26 September, 2014**
 E#1 Global Ends / 13th August, 2013
 E#2b Academic Ends / 13th August, 2013
 E#2c Physical Ends / 13th August, 2013
 E#2d Cultural Ends / 13th August, 2013
 E#2e Vocational Ends / 13th August, 2013
 E#2f Social Ends / 13th August, 2013
 E#2g Community Ends / 13th August, 2013
 EL#2ia Ends Focus of Grants or Contracts / 10th June, 2014
 GP#2k Board Grievance Policy / 19th August, 2014
 GPA Appendix 5 – 8 / 19th August, 2014
 EL#2ic Ends Focus of Grants or Contracts / 16th September, 2014
 EL#2f Asset Protection / 9th June, 2015
 E#2g Community Ends / 20th October, 2015
 EL#2k R-5 Building Project Policy / 10th November, 2015
 EL#2d Financial Conditions and Activities / 8th March 2016
 GP#2h Appendix 9 / 16th August 2016
 GP#2h New Board Member Recruitment, Induction and Orientation / 16th August 2016
 GP#2i Board Member's Performance and Development / 16th August 2016
 EL#2l Disaster Recovery Policy / 15th November 2016

GP#2b Board Job Description / 12th September 2017
E#2a Spiritual Ends / 14th November 2017
B/PL#2b Delegation to the Principal / 10th April, 2018
B/PL#2c Accountability of the Principal / 10th April, 2018
B/PL#3c Accountability of the Principal / 10th April, 2018
B/PL Appendix 1 / 10th April, 2018
EL#2k R-5 Building Project Policy – Rescinded / 10th April, 2018
EL#2d3 Financial Condition and Activities / 11 September, 2018
EL#2d8 Financial Condition and Activities / 11 September, 2018

POLICY TYPE: EXECUTIVE LIMITATIONS

POLICY TITLE: **EL#1** GLOBAL EXECUTIVE CONSTRAINT

The Principal shall not cause or allow any practice, activity or decision that is either unlawful, imprudent or in violation of commonly accepted business and professional ethics, or are inconsistent with Christian beliefs and practices.

POLICY TYPE: EXECUTIVE LIMITATIONS

POLICY TITLE **EL#1** GLOBAL EXECUTIVE CONSTRAINT

The Principal shall not cause or allow any practice, activity or decision that is either unlawful, imprudent or in violation of commonly accepted business and professional ethics, or are inconsistent with Christian beliefs and practices.

POLICY TITLE: **EL#2a** TREATMENT OF STUDENTS AND PARENTS**

With respect to interactions with students and parents or those applying to be students and parents, the Principal shall not cause or allow conditions, procedures or decisions that are unsafe, undignified, unnecessarily intrusive or that fail to provide appropriate confidentiality or privacy.

Accordingly, the Principal shall not –

1. fail to establish a privacy policy or fail to make it available to students and parents;
2. use application forms that elicit information for which there is no clear purpose;
3. use methods of collecting, reviewing, transmitting or storing client information that fail to protect against improper access to the material elicited;
4. maintain facilities that fail to provide a reasonable level of privacy, both visual and aural;
5. fail to inform students and parents of this policy or to provide a grievance process to those who believe they have not been accorded a reasonable interpretation of their rights under this policy;
6. fail to operate without a written enrolment policy or advise the Board of non compliance with such policy.

** Definition of Parents - primary caregiver

POLICY TYPE: EXECUTIVE LIMITATIONS

POLICY TITLE **EL#1** GLOBAL EXECUTIVE CONSTRAINT

The Principal shall not cause or allow any practice, activity or decision that is either unlawful, imprudent or in violation of commonly accepted business and professional ethics, or are inconsistent with Christian beliefs and practices.

POLICY TITLE: **EL#2b** TREATMENT OF STAFF

With respect to the treatment of staff, both paid and volunteer, the Principal may not cause or allow conditions that are unfair, unsafe or undignified.

Accordingly, the Principal shall not –

1. operate without written Human Resource Management policies that clarify employment conditions and practices;
2. discriminate against any staff member for expressing an ethical dissent;
3. prevent staff from grieving to the Board when
 - (a) internal grievance procedures have been exhausted and
 - (b) the employee alleges either that
 - (i) Board policy has been violated to his or her detriment or
 - (ii) Board policy does not adequately provide natural justice;
4. fail to acquaint staff with their rights under this policy;
5. fail to provide and encourage adequate professional development and training for staff;
6. fail to operate without a social media policy or a media policy and crisis action plan and to communicate this to staff, providing guidance and training as necessary.

King's Baptist Grammar School
Media Policy EL3b

This policy applies to Board members and staff, both paid and volunteers.

This policy is to be used by KBGS Board Members and staff in their dealings with the media. It stands alongside, but does not exclude or replace, the rights and obligations of Board members and staff under common law.

This policy applies to public speaking engagements, comments in the media and views in letters to the press, or in books, journals, notices or websites, emails or communication by other electronic means, where it might be expected that the publication or circulation of such comments will spread into the community at large. KBGS seeks to speak with a unified voice on all matters relating to its operations and values and to promote its reputation in the community.

All media liaison will be handled through the Principal or the School Directors in conjunction with the Board Chairman.

It is not acceptable for Board members or staff to engage with the media in any activity which can reasonably be foreseen to bring KBGS into disrepute. This does not restrict the right of a Board member or staff member to freely express opinions in their private capacity as an individual member of society, but statements made in this context should not include the School's name, or the title of the member's appointment. Members of the School Board and staff should not represent themselves as spokespersons for the School unless authorised to do so. Official statements in the name of KBGS must be authorized by the Principal, the Chairman of the Board or a member of the School acting under the authority of one of those named officers.

Board and staff members have an obligation to act appropriately when a conflict arises between their own self interest and their duty to the School. Where such conflict does or is foreseen to arise, the issue should be disclosed to the Principal, Board Chairman or School Director, immediately and wherever possible, the Board or staff member should play no role in any decision making that might be associated with that issue.

KBGS respects the rights of individuals to seek redress or remedy in accordance with relevant legislation and School policy. KBGS provides appropriate mechanisms through its grievance procedures. Recourse to the media should be seen as a last resort and the School expects staff to seek other remedies first. All media liaison will be handled through the Principal, School Directors and Board Chairman. These officers are able to assist with media liaison and will be responsible for preparing and distributing all press releases. Board members or staff who have contact with the media which is not initiated by the School, other than in a private capacity and unconnected with the School, are required to advise the Principal, Chairman or School Directors of the details as soon as possible. Breaches of this policy may be deemed as breaches of the relevant provisions of the appropriate Code of Conduct and the obligations of staff as employees, or of Board members, and will be investigated through the misconduct policies of the School or by the School Board as appropriate to assess if any disciplinary action needs to be taken.

POLICY TYPE: EXECUTIVE LIMITATIONS

POLICY TITLE **EL#1** GLOBAL EXECUTIVE CONSTRAINT

The Principal shall not cause or allow any practice, activity or decision that is either unlawful, imprudent or in violation of commonly accepted business and professional ethics, or are inconsistent with Christian beliefs and practices.

POLICY TITLE: **EL#2c** FINANCIAL PLANNING AND BUDGETING

*Financial planning for any fiscal** year or the remaining part of any fiscal year shall not deviate materially from the Board's Ends priorities, risk fiscal jeopardy or fail to derive from a multiyear plan.*

Accordingly, the Principal shall not –

1. allow budgeting that contains too little information to enable credible projection of revenues and expenses, separation of capital and operational items, cash flow and disclosure of planning assumptions;
2. allow budgeting that plans the operational expenditure in any fiscal year of more funds than are conservatively projected to be received in that period;
3. allow budgeting that reduces the current assets at any time to less than twice current liabilities for more than four (4) periods of one (1) month during the year. (This is to recognise the discrete flow of Government funding.);
4. allow budgeting that provides less for Board activities during the year than is approved by the Board (Cost of Governance policy);
5. fail to have a 6 year financial plan;
6. fail to have an asset management plan and present this to the Board annually;
7. fail to report capital expenditure to the Board as required by the Board.

** Definition of fiscal year – calendar year

POLICY TYPE: EXECUTIVE LIMITATIONS

POLICY TITLE **EL#1** GLOBAL EXECUTIVE CONSTRAINT

The Principal shall not cause or allow any practice, activity or decision that is either unlawful, imprudent or in violation of commonly accepted business and professional ethics, or are inconsistent with Christian beliefs and practices.

POLICY TITLE: **EL#2d** FINANCIAL CONDITION AND ACTIVITIES

With respect to the actual, ongoing financial condition and activities, the Principal shall not cause or allow the development of fiscal jeopardy or a material deviation of actual expenditure from Board priorities established in Ends policies.

Accordingly, the Principal shall not –

1. expend more funds than have been received in the fiscal year to date, unless the debt guideline (to follow) is met;
2. indebt the School in an amount greater than can be repaid within sixty days;
3. use any long-term reserves without approval by the Board;
4. fail to establish staff delegations for each calendar year;
5. fail to settle payroll and debts in a timely manner;
6. allow tax payments or other government-ordered payments to be overdue or inaccurately filed;
7.
 - a) exceed wages and salaries budget by 1%
 - b) exceed other operating expenditure by 5%
8. acquire, encumber or dispose of real property without approval by the Board;
9. fail to pursue diligently, amounts owing after a reasonable grace period;
10. Make any agreements for capital or loans without approval by the Board;
11. enter into sponsorship or fundraising activities of a value greater than \$30,000 or 1% of fee income, whichever is the lesser, without prior approval by the Board;
12. fail to have a method of ensuring quality and value and avoiding conflicts of interest when making any purchase.

POLICY TYPE: EXECUTIVE LIMITATIONS

POLICY TITLE **EL#1** GLOBAL EXECUTIVE CONSTRAINT

The Principal shall not cause or allow any practice, activity or decision that is either unlawful, imprudent or in violation of commonly accepted business and professional ethics, or are inconsistent with Christian beliefs and practices.

POLICY TITLE: **EL#2e** EMERGENCY PRINCIPAL SUCCESSION

In order to protect the Board from sudden loss of Principal services, the Principal may have no fewer than two other executives familiar with Board and Principal issues and processes, all of whom must be appropriately Registered teachers.

Accordingly, the Principal shall not fail to nominate an Acting Principal for the calendar year.

POLICY TYPE: EXECUTIVE LIMITATIONS

POLICY TITLE **EL#1** GLOBAL EXECUTIVE CONSTRAINT

The Principal shall not cause or allow any practice, activity or decision that is either unlawful, imprudent or in violation of commonly accepted business and professional ethics, or are inconsistent with Christian beliefs and practices.

POLICY TITLE: **EL#2f** ASSET PROTECTION

The Principal shall not allow the assets to be unprotected, inadequately maintained, or unnecessarily risked.

Accordingly, the Principal shall not –

1. fail to adequately insure for asset protection;
2. allow unauthorised personnel access to School funds;
3. subject plant and equipment to improper wear and tear or insufficient maintenance;
4. unnecessarily expose the School, its Board or staff to claims of liability;
5. fail to protect intellectual property, logo and trademark, information and files from loss or significant damage, acknowledging the collaborative nature of education;
6. receive, process or disburse funds under controls that are insufficient to meet the Board-appointed auditor's standards;
7. endanger the School's public image or credibility, particularly in ways that would hinder its accomplishment of the objects** of the school;
8. fail to implement and administer a Uniform Policy;
9. fail to comply with the staff Code of Conduct;
10. fail to maintain a current and appropriate website;
11. fail to actively promote the aims and interests of the School and to enhance its standing and reputation within the community;
12. fail to implement and administer a Use of School Facilities Policy.

** Definition of objects - refers to item 3 of the Constitution

POLICY TYPE: EXECUTIVE LIMITATIONS

POLICY TITLE **EL#1** GLOBAL EXECUTIVE CONSTRAINT

The Principal shall not cause or allow any practice, activity or decision that is either unlawful, imprudent or in violation of commonly accepted business and professional ethics, or are inconsistent with Christian beliefs and practices.

POLICY TITLE: **EL#2g** COMPENSATION AND BENEFITS

With respect to employment, salary/wages/fees/honorariums and benefits to employees, consultants, contract workers and volunteers, the Principal shall not cause or allow jeopardy to fiscal integrity or public image.

Accordingly, the Principal shall not –

1. change his or her own salary and benefits (including superannuation benefits) from the conditions of his or her Employment Contract;
2. promise or imply permanent or guaranteed employment without due process regarding appropriate Awards or Industrial Agreements;
3. establish current salaries etc, and benefits that deviate materially from the geographic or professional market for the skills employed;
4. create salary/etc. obligations that extend beyond a contemporary contract and appropriate Industrial Agreement periods;
5. establish or change superannuation benefits beyond that required under the relevant Federal Guarantee Assessment Act (1992), S.A. Long Service Leave Act (1987) and/or relevant individual Employment Contracts, so as to cause unpredictable or inequitable situations, including those that
 - a. Incur unfunded liabilities;
 - b. Treat the Principal differently from other key employees;
 - c. Involve Superannuation arrangement;
6. without Board approval, accept any employment, paid or otherwise, for any school, company or organisation where that employment or work
 - a affects the Principal's ability to perform his/her duties, or
 - b involves a conflict of interest or potential conflict of interest that may affect the proper performance of his/her duties.

POLICY TYPE: EXECUTIVE LIMITATIONS

POLICY TITLE **EL#1** GLOBAL EXECUTIVE CONSTRAINT

The Principal shall not cause or allow any practice, activity or decision that is either unlawful, imprudent or in violation of commonly accepted business and professional ethics, or are inconsistent with Christian beliefs and practices.

POLICY TITLE: **EL#2h** COMMUNICATION AND SUPPORT TO THE BOARD

The Principal shall not permit the Board to be uninformed or unsupported in its work.

Accordingly, the Principal shall not –

1. neglect to submit monitoring data required by the Board (see policy on Monitoring Principal Performance) in a timely, accurate and understandable fashion, directly addressing provisions of Board policies being monitored;
2. let the Board be unaware of relevant trends, anticipated adverse media coverage, material external and internal changes, particularly changes in the assumptions upon which any Board policy has previously been established;
3. fail to advise the Board if, in the Principal's opinion, the Board is not in compliance with its own policies on Governance Process and Board-Principal Linkage, particularly in the case of Board behaviour that is detrimental to the working relationship between the Board and the Principal;
4. fail to gather for the Board as many staff and external points of view, issues and options as needed for fully informed Board choices;
5. present information in unnecessarily complex or lengthy form or in a form that fails to differentiate among information of three types, monitoring, decision preparation and other;
6. fail to provide a mechanism for official Board, officer, or committee communications;
7. fail to deal with the Board as a whole except when (a) fulfilling reasonable individual requests for information or (b) responding to officers or committees duly charged by the Board;
8. fail to report in a timely manner an actual or anticipated non-compliance with Clause 46 of the Constitution or any policy of the Board;
9. fail to supply for the consent agenda all items delegated to the Principal yet required by law or contract to be Board-approved, along with the monitoring assurance pertaining thereto;

POLICY TYPE: EXECUTIVE LIMITATIONS

POLICY TITLE **EL#1** GLOBAL EXECUTIVE CONSTRAINT

The Principal shall not cause or allow any practice, activity or decision that is either unlawful, imprudent or in violation of commonly accepted business and professional ethics, or are inconsistent with Christian beliefs and practices.

POLICY TITLE: **EL#2i** ENDS FOCUS OF GRANTS OR CONTRACTS

The Principal may not enter into any grant or contract arrangements that conflicts with the production of the Ends policies and/or involves unacceptable means.

Accordingly the Principal shall not:

- a) Fail to provide to the Board an annual register of multiyear contracts, grants and leases containing the details including name, commencement date, duration and the amount involved.
- b) Fail to have a method of ensuring the quality and value of contracts, grants and leases.
- c) Fail to inform the Board of a contract, grant or lease of over \$100,000 per annum or over 1% of annual recurrent expenditure.
- d) Fail to disclose all risks associated with contracts, grants and leases and provide protection where necessary.

POLICY TYPE: EXECUTIVE LIMITATIONS

POLICY TITLE **EL#1** GLOBAL EXECUTIVE CONSTRAINT

The Principal shall not cause or allow any practice, activity or decision that is either unlawful, imprudent or in violation of commonly accepted business and professional ethics, or are inconsistent with Christian beliefs and practices.

POLICY TITLE: **EL#2j** STEWARDSHIP

The Principal shall not fail to report to the Board activities carried out within the scope of stewardship and sustainability within both the curriculum and school operations.

POLICY TYPE: EXECUTIVE LIMITATIONS

POLICY TITLE **EL#1** GLOBAL EXECUTIVE CONSTRAINT

The Principal shall not cause or allow any practice, activity or decision that is either unlawful, imprudent or in violation of commonly accepted business and professional ethics, or are inconsistent with Christian beliefs and practices.

POLICY TITLE: **EL#2j** BER FUNDING POLICY

This policy applies solely to the “Building the Education Revolution” (BER) government grants funding for 2009-2011 and any projects arising from the funding agreement.

Accordingly the Principal shall not fail to:

- 1 Provide an adequate mechanism of reporting to the Board on a regular basis regarding the progress and management of BER funded projects.
- 2 Make every effort to meet the guidelines required of BER funding agreements.

Ensure quality and value and the avoidance of conflict of interest, in any contracts undertaken but without hindrance from EL policies EL#2d12 and EL#2ib in order to complete BER funded projects in the necessary time frame.

POLICY TYPE: EXECUTIVE LIMITATIONS

POLICY TITLE **EL#1** GLOBAL EXECUTIVE CONSTRAINT

The Principal shall not cause or allow any practice, activity or decision that is either unlawful, imprudent or in violation of commonly accepted business and professional ethics, or are inconsistent with Christian beliefs and practices.

POLICY TITLE: **EL#2k** R-5 BUILDING PROJECT POLICY

This policy applies solely to the R-5 Building Project.

Accordingly the Principal shall not fail to:

- 1 Provide an adequate mechanism of reporting to the Board on a regular basis regarding the progress and management of R-5 Building project.
- 2 Make every effort to meet the guidelines required of the BGA funding agreements.
- 3 Ensure quality and value and the avoidance of conflict of interest, in any contracts undertaken but without hindrance from EL policies EL#2d12 and EL#2ib in order to complete the R-5 Building project in the necessary time frame.

POLICY TYPE: EXECUTIVE LIMITATIONS

POLICY TITLE **EL#1** GLOBAL EXECUTIVE CONSTRAINT

The Principal shall not cause or allow any practice, activity or decision that is either unlawful, imprudent or in violation of commonly accepted business and professional ethics, or are inconsistent with Christian beliefs and practices.

POLICY TITLE: **EL#21** DISASTER RECOVERY POLICY

In order to assist King's Baptist Grammar School with recovery from an internal or external disaster the Principal will make best endeavors to plan for such circumstances.

Four basic scenarios that must be considered:

- There is a temporary disruption of services
- The office is rendered unusable for a period of time
- The entire building is destroyed
- The entire area around the building is unusable (due to major flooding, storms, earthquake, terrorist act or the like)

Accordingly the Principal shall not fail to:

1. Maintain a written Disaster Recovery Plan that includes (as a minimum) references to:
 - a. Nominated Disaster Recovery Coordinator and Deputy Coordinator
 - b. Communication plan– Board, Employees, Students, Parents, Key stakeholders, Media management, website
 - c. Emergency response and evacuation procedures
 - d. External support key contacts
 - e. ICT data recovery procedures
 - f. Payroll and finance management procedures
 - g. Essential records / data
 - h. Alternate emergency workplace/facility
 - i. Debrief process

POLICY TYPE: GOVERNANCE PROCESS

POLICY TITLE: **GP#1** GLOBAL GOVERNANCE COMMITMENT

The purpose of the Board, on behalf of its various stakeholders, is to ensure that King's Baptist Grammar School:

- (1) fulfils the objects of its Constitution and ensures the achievement of its
Ends policies for members of the school community,*
- (2) avoids unacceptable actions and situations.*

POLICY TYPE: GOVERNANCE PROCESS

POLICY TITLE: **GP#1** GLOBAL GOVERNANCE COMMITMENT
The purpose of the Board, on behalf of its various stakeholders, is to ensure that King's Baptist Grammar School:
(1) fulfils the objects of its Constitution and ensures the achievement of its Ends policies for members of the school community,
(2) avoids unacceptable actions and situations.

POLICY TITLE: **GP#2a** GOVERNING STYLE

The Board will govern with an emphasis on:

- (1) outward vision rather than internal preoccupation,*
- (2) encouragement of diversity in viewpoints,*
- (3) strategic leadership more than administrative detail,*
- (4) clear distinction of Board and chief executive roles,*
- (5) collective rather than individual decisions,*
- (6) future rather than past or present and*
- (7) proactivity rather than reactivity.*

Accordingly,

1. the Board will cultivate a sense of group responsibility. The Board, not the staff, will be responsible for excellence in governance. The Board will be the initiator of policy, giving due recognition to staff initiatives where appropriate. The Board will use the expertise of individual members to enhance the ability of the Board as a body rather than to substitute individual judgments for the Board's values. The Board will allow no officer, individual, or committee of the Board to hinder or be an excuse for not fulfilling Board commitments;
2. the Board will direct, control and inspire the School through the establishment of written policies reflecting the Board's values and perspectives about ends to be achieved and means to be avoided;
3. the Board will enforce upon itself whatever discipline is needed to govern with excellence. Discipline will apply to matters such as attendance, preparation, policy-making principles, respect of roles and ensuring continuance of governance capability;
 - a. the Board as an entirety will undertake performance management themselves to meet contemporary standards required of Board Members. In doing so they will orientate new Board members and will improve Board processes;
 - b. ensure that there is an appropriate separation of duties and

responsibilities between itself and the Principal.

- c. make every reasonable effort to ensure that King's Baptist Grammar School does not raise community, supplier or stakeholder expectations that cannot be fulfilled;
 - d. ensure that appropriate Chairman and Board member succession planning is carried out and implemented as necessary;
- 4. ensure that all staff employed by King's Baptist Grammar School are treated with due respect and are provided with a working environment and working conditions that meet all reasonable standards as defined in relevant workplace legislation;
 - 5. carry out its meetings in such a manner as to ensure fair and full participation of all Board members;
 - 6. the Board will review aspects of the Board's processes, performance or policy at each meeting;
 - 7. ensure King's Baptist Grammar School assets are protected via a suitable risk management strategy.

Appendix 1
This applies to the Constitution 2010

Percentage Baptist Members

| No. of Board members | No. of Baptist members |
|----------------------|------------------------|
| 9 | 5 |
| 10 | 6 |
| 11 | 6 |
| 12 | 7 |
| 13 | 7 |
| 14 | 8 |
| 15 | 8 |

Quorum Numbers

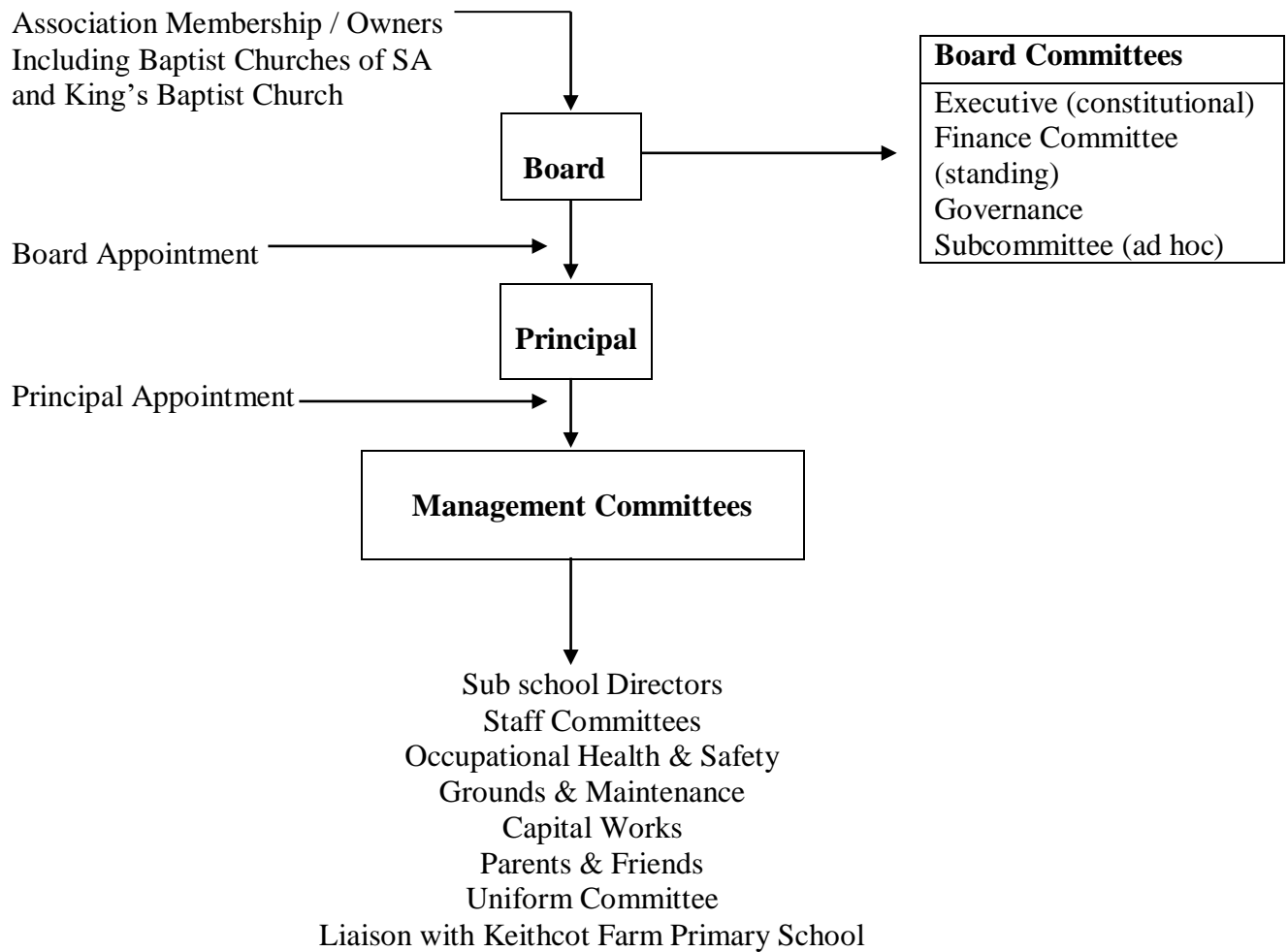
| No. of Board Members | Quorum |
|----------------------|--------|
| 9 | 5 |
| 10 | 5 |
| 11 | 6 |
| 12 | 6 |
| 13 | 7 |
| 14 | 7 |
| 15 | 8 |

75% Majority

| No. of Board Members | 75% |
|----------------------|-----|
| 9 | 7 |
| 10 | 8 |
| 11 | 9 |
| 12 | 9 |
| 13 | 10 |
| 14 | 11 |
| 15 | 12 |

Appendix 2

Board and Management Structure



POLICY TYPE: GOVERNANCE PROCESS

POLICY TITLE: **GP#1** GLOBAL GOVERNANCE COMMITMENT

The purpose of the Board, on behalf of its various stakeholders, is to ensure that King's Baptist Grammar School:

- (1) fulfils the objects of its Constitution and ensures the achievement of its Ends policies for members of the school community,*
- (2) avoids unacceptable actions and situations.*

POLICY TITLE: **GP#2b** BOARD JOB DESCRIPTION

The job of the Board is to represent the various stakeholders in determining and demanding appropriate organizational performance.

Accordingly,

1. the Board will produce the link between the School and its ownership and stakeholders;
 - a. ownership is defined as membership of King's Baptist Grammar School Incorporated, this group is described in the relevant clause of the School Constitution and is to be known as King's Baptist Association (KBA).
 - b. a mentoring relationship exists between the School and the Baptist Churches of SA for the purpose of upholding the objects of the school.
 - c. a pastoral partnership exists between the School and King's Baptist Church**.
 - d. a linkage between the School, Keithcot Farm Primary School and Keithcot Farm Children's Centre exists for the purpose of sharing facilities and to encourage a cordial neighbourly relationship.
2. the Board will produce written governing policies that, at the broadest levels, address each category of organizational decision;
 - a. **ENDS:** Organizational products, effects, benefits, outcomes, recipients and their relative worth (what good for which recipients at what cost);
 - b. **EXECUTIVE LIMITATIONS:** Constraints on executive authority that establish the prudence and ethics boundaries within which all executive activity and decisions must take place;
 - c. **GOVERNANCE PROCESS:** Specification of how the Board conceives, carries out and monitors its own task;
 - d. **BOARD-PRINCIPAL LINKAGE:** How power is delegated and its proper use monitored; the Principal's role, authority and accountability;
3. the Board will review the Principal's performance against policies in 2a and 2b above;

** King's Baptist Church– named as Golden Grove Baptist Church in the KBGS Constitution 2010. (The church changed names in 2016)

Appendix 4

Statement of Understanding – this applies to GP#2b

Statement of Understanding

Golden Grove Baptist Church & King's Baptist Grammar School

This statement serves to describe the **historical and ongoing relationship** which exists between **Golden Grove Baptist Church** ('the Church') and **King's Baptist Grammar School** ('the School').

The Tea Tree Gully Baptist Church founded the Tea Tree Gully Christian School in February 1983, which upon relocation to Wynn Vale in 1989 became **King's Baptist Grammar School**. At that time, due to legal, managerial and practical reasons, King's became legally autonomous. Subsequently, the Tea Tree Gully Baptist Church also relocated to the Wynn Vale site in 2005 and became the **Golden Grove Baptist Church**. Although both the Church and the School recognize the necessity for autonomy, there remains a strong and shared desire for an ongoing ministry and mission **partnership**.

THE CHURCH...

- Regards the School as a **ministry** of the Church.
- Desires to be an **"on site" Church** offering a Christian witness and example to all associated with the School.
- Dedicates itself to a **spiritual role** through prayer, pastoral care, and practical assistance as appropriate.
- Encourages the philosophy of **quality education** within a **positive Christian culture**.
- Will maintain a mutually agreed upon **representative of the Church** on the Board of the School, who will provide a liaison role between the Church and the School. This formal representation reflects the Church's historical role in founding the School and our ongoing call to partnership.

THE SCHOOL...

- Recognizes and greatly values the **Church's historical and continuing role** in the life of the School.
- Will facilitate the relationship by providing a place on its Board for a mutually agreed upon **representative** of the Church. This reflects the School's place as a **recognized ministry** of the Church and maintains an ongoing **formal link**.
- Willingly receives **spiritual care** from the Church through pastoral, prayer and practical support.

THE CHURCH AND THE SCHOOL...

- Praise God for the opportunity of our **missional partnership** and we will continue to foster this ongoing relationship.
- Give thanks for those who **have served**, and will pray for those who **presently serve** in this ministry to children and young adults.
- Find inspiration in the challenge of **introducing the Lord Jesus Christ** into the lives of students whilst providing quality education for them.
- See as a **real contribution** to the future Church and broader community, the presence of young men and women whose lives have been enhanced by their Christian based education at the School.

Golden Grove Baptist Church

King's Baptist Grammar School

A copy was signed at Golden Grove Baptist Church on Sunday 30th May, 2010 by Rev Lyndon Beasy and Mrs. Jenny Skeklios

POLICY TYPE:

GOVERNANCE PROCESS

POLICY TITLE: **GP#1**

GLOBAL GOVERNANCE COMMITMENT

The purpose of the Board, on behalf of its various stakeholders, is to ensure that King's Baptist Grammar School:

- (1) fulfils the objects of its Constitution and ensures the achievement of its Ends policies for members of the school community,*
- (2) avoids unacceptable actions and situations*

POLICY TITLE: **GP#2c**

AGENDA PLANNING

To accomplish its job with a governance style consistent with Board policies, the Board will follow an annual agenda that:-

- (1) completes re-exploration of Governance policies regularly, and*
- (2) continually improves Board performance through Board education and enriched input and deliberation*

Accordingly,

1. at the end of each calendar year, an Agenda will be developed for the following year. This will include all one-year cycle events which are necessary so that administrative planning and budgeting can be accomplished;
2. the Annual Agenda will include appropriate planning for multiyear cycle events to allow for ;
 - a. consultation with selected groups of the ownership, or other methods of gaining owner input;
 - b. assessment of the implications of these consultations and planning for their implementation;
 - c. implementation of any proposed changes and assessment of their impact;
 - d. governance education and education related to Ends determination;
3. throughout the year, the Board will attend to additional meeting agenda items as expeditiously as possible;
4. provision will be made for reviewing Principal's performance with appropriate protocols to be included in the agenda should;-
 - a. the Principal notify of Policy violation (or potential violation), or the need to review Policy criteria;

and/or

- b. performance monitoring processes reveal Policy violation or the need to review Policy criteria;
- 5. Principal's remuneration will be decided in accordance with the relevant employment contract after a review of monitoring reports received since the last review and prior to the acceptance of the budget for the relevant year. At this time the Board and Principal may agree to any variation of the terms of the contract mutually agreed upon.

POLICY TYPE: GOVERNANCE PROCESS

POLICY TITLE: **GP#1** GLOBAL GOVERNANCE COMMITMENT

The purpose of the Board, on behalf of its various stakeholders, is to ensure that King's Baptist Grammar School:

- (1) fulfils the objects of its Constitution and ensures the achievement of its Ends policies for members of the school community,*
- (2) avoids unacceptable actions and situations*

POLICY TITLE: **GP#2d** CHAIRMAN'S ROLE

The Chairman assures the integrity of the Board's process and should represent the Board to the School and outside parties.

Accordingly,

1. the job result of the Chairman is that the Board behaves consistently with its own rules and those legitimately imposed upon it from outside the organization;
 - a. meeting discussion content will be only those issues which, according to Board policy, clearly belong to the Board to decide, not the Principal;
 - b. deliberation will be fair, open and thorough but also timely, orderly and kept to the point;
2. the authority of the Chairman consists in making decisions that fall within topics covered by Board policies on Governance Process and Board-Principal Linkage, except where the Board specifically delegates portions of this authority to others. The Chairman is authorized to use any reasonable interpretation of the provisions in these policies;
 - a. the Chairman is empowered to chair Board meetings, with all the commonly accepted power of that position (for example, ruling, recognizing);
 - b. the Chairman has no authority to make decisions about policies created by the Board within Ends and Executive Limitations policy areas. Therefore, the Chairman has no authority to supervise or direct the Principal;
 - c. the Chairman may represent the Board to outside parties in announcing Board-stated positions and in stating Chair decisions and interpretations within the area delegated;
 - d. the Chairman may delegate this authority but remains accountable for its use;
3. the election of the Chairman shall be in accordance with the Constitution of the school;
4. succession planning for the Chairman is a Board responsibility;

POLICY TYPE: GOVERNANCE PROCESS

POLICY TITLE: **GP#1** GLOBAL GOVERNANCE COMMITMENT
The purpose of the Board, on behalf of its various stakeholders, is to ensure that King's Baptist Grammar School:
(1) fulfils the objects of its Constitution and ensures the achievement of its Ends policies for members of the school community,
(2) avoids unacceptable actions and situations

POLICY TITLE: **GP#2e** BOARD MEMBERS' CODE OF CONDUCT

The Board commits itself and its members to Christian ethical, businesslike and lawful conduct, including proper use of authority and appropriate decorum when acting as Board members.

Accordingly,

1. members must represent unconflicted loyalty to the interests of the ownership in carrying out their duties. This accountability supersedes any conflicting loyalty such as that to advocacy or interest groups and membership on other Boards or other organisations. It also supersedes the personal interest of any Board member acting as a consumer of the organization's services;

Therefore, Board members will:

- a. act honestly and in good faith at all times;
 - b. be diligent, attend Board meetings and devote sufficient time to preparation for Board meetings to allow for full and appropriate participation in the Board's decision-making;
 - c. be prepared to undertake training/development to meet contemporary standards required of Board members;
 - d. act in accordance with their fiduciary duties, complying with the spirit as well as the letter of the law, recognising both the legal and moral duties of the role;
 - e. abide by Board decisions once reached notwithstanding a Board member's right to pursue a review or reversal of a Board decision;
 - f. not do anything that in any way denigrates King's Baptist Grammar School or harms its public image, such as the use of social media or by any other means;
2. members must avoid conflict of interest with respect to their fiduciary responsibility, declare any potential conflict of interest and;
 - a. there must be no self-dealing or any conduct of private business or personal services between any Board member and the organization except as procedurally controlled to assure openness, competitive opportunity and

- equal access to inside information;
 - b. when the Board is to decide upon an issue about which a member may have a conflict of interest, should the Board deem it necessary, that member shall absent herself or himself without comment;
 - c. Board members must not use their positions to obtain employment for themselves, family members, or close associates;
 - d. members will disclose their involvements with other organizations, with vendors, or any other associations that might produce a conflict between personal and school priorities;
3. Board members may not attempt to exercise individual authority over the organization except as explicitly set forth in Board policies or other Board authorisations;
- Accordingly,
- a. members' interaction with the Principal or with staff must recognize the lack of authority vested in individuals except when explicitly Board-authorized;
 - b. members shall not speak for the Board unless otherwise directed by the Chairman;
 - c. members will give no consequence or voice to individual judgments of Principal or staff performance;
4. members shall respect the confidentiality appropriate to issues of a sensitive nature and accordingly shall comply with the Confidentiality Agreement, GP#3e.
5. In regard to social media and the media, Board members will;
- a. ensure that all media liaison is managed through the Principal or their delegate in conjunction with the Board Chairman;
 - b. advise the Chairman, Principal or Principal's delegate regarding details of any personal contact with the media which is not initiated by the school, other than matters unconnected with the school, as soon as possible;
 - c. act in a manner which does not exclude or replace their rights under common law;
 - d. not cause damage to the reputation or standing of KBGS through interactions such as, public speaking engagements, comments in social media, the media and views in letters to the press, or in books, journals, notices, websites or communication by other means;
 - e. act appropriately when a conflict arises between their own self-interest and their duty to the school.

POLICY TYPE:

GOVERNANCE PROCESS

POLICY TITLE: **GP#1**

GLOBAL GOVERNANCE COMMITMENT

The purpose of the Board, on behalf of its various stakeholders, is to ensure that King's Baptist Grammar School

- (1) fulfils the objects of its Constitution and ensures the achievement of its Ends policies for members of the school community,*
(2) avoids unacceptable actions and situations

POLICY TITLE: **GP#3e**

CONFIDENTIALITY AGREEMENT

King's Baptist Grammar School (KBGS) has a responsibility to protect the information it holds and encounters in relation to its services, the work it undertakes and its stakeholders. The undersigned Board member recognizes the importance of using information appropriately and safeguarding information from unauthorized disclosure or use, whether this information is directly related or incidental to their involvement with King's Board of Governors.

The undersigned agrees to:-

1. Ensure that confidential information which is acquired in connection with KBGS will not be disclosed to any person or organization, unless authorized to do so or legally required to do so.
2. Take careful and reasonable measures to secure and maintain the confidentiality of all information at all times. This standard of care relates to all forms of information e.g. verbal, written and electronic.
3. Return all information in their possession promptly to KBGS if requested to do so, including, all copies of information, and notes of meetings and conversations.
4. Comply with these requirements even after ceasing to be involved with or transact with KBGS.
5. Seek advice from the Chairman or his/her delegate where any uncertainty exists in relation to the use, storage, distribution or security of information.

This agreement is made between King's Baptist Grammar School and the undersigned.

Signatory's name:

Signature:

Date:

POLICY TYPE: GOVERNANCE PROCESS

POLICY TITLE: **GP#1** GLOBAL GOVERNANCE COMMITMENT
The purpose of the Board, on behalf of its various stakeholders, is to ensure that King's Baptist Grammar School:
(1) fulfils the objects of its Constitution and ensures the achievement of its Ends policies for members of the school community,
(2) avoids unacceptable actions and situations

POLICY TITLE: **GP#2f** BOARD COMMITTEE PRINCIPLES

Board committees, when used, will be assigned so as to reinforce the wholeness of the Board's job and so as never to interfere with delegation from Board to Principal

Accordingly,

1. Board committees are to help the Board do its job, never to help or advise the staff. Committees ordinarily will assist the Board by preparing policy alternatives and implications for Board deliberation. In keeping with the Board's broader focus, Board committees will normally not have dealings with current staff operations;
2. Board committees may not speak or act for the Board except when formally given such authority for specific and time-limited purposes. Expectations and authority will be carefully stated in order not to conflict with authority delegated to the Principal;
3. Board committees cannot exercise authority over staff;
4. Board committees are to avoid over-identification with organizational parts rather than the whole. Therefore, a Board's committee that has helped the Board create policy on some topic will not be used to monitor organizational performance on that same topic;
5. committees will be used sparingly with the exception of the Board Executive and the Finance Committee;
6. Board committees will have Board approved terms of reference and chair;
7. this policy applies to any group that is formed by Board action, whether or not it is called a committee and regardless whether the group includes Board members. It does not apply to committees formed under the authority of the Principal;

POLICY TYPE: GOVERNANCE PROCESS

POLICY TITLE: **GP#1** GLOBAL GOVERNANCE COMMITMENT
The purpose of the Board, on behalf of its various stakeholders, is to ensure that King's Baptist Grammar School:
(1) fulfils the objects of its Constitution and ensures the achievement of its Ends policies for members of the school community,
(2) avoids unacceptable actions and situations

POLICY TITLE: **GP#2g** COST OF GOVERNANCE

Because poor governance costs more than learning to govern well, the Board will invest in its governance capacity at an individual and whole Board level.

Accordingly,

1. Board skills, methods and supports will be sufficient to assure governing with excellence and will include training, monitoring, assistance and outreach mechanisms;
2. Where appropriate outside monitoring assistance will be arranged so that the Board can exercise confident control over organizational governance and management performance. This includes but is not limited to fiscal auditing;
3. Outreach mechanisms will be used as needed to ensure the Board's ability to listen to owner viewpoints and values; (can be replaced by Communications Policy later)
4. Costs will be prudently incurred, though not at the expense of endangering the Boards Governance capacity;
5. The Board will ensure that a budget line for Governance is included in the annual budget.

POLICY TYPE:

GOVERNANCE PROCESS

POLICY TITLE: **GP#1**

GLOBAL GOVERNANCE COMMITMENT

The purpose of the Board, on behalf of its various stakeholders, is to ensure that King's Baptist Grammar School:

(1) fulfils the objects of its Constitution and ensures the achievement of its Ends policies for members of the school community,

(2) avoids unacceptable actions and situations

POLICY TITLE: **GP#2h**

NEW BOARD MEMBER RECRUITMENT,
INDUCTION & ORIENTATION

The Board will ensure the continuing viability of its governance by the timely recruitment, selection and thorough induction of new Board members. ^[1]_{SEP}

Accordingly,

1. The Board will periodically assess its size, composition, strengths and weaknesses through a sub-committee known as the Board Succession Planning committee.
2. The Board will develop a list of desirable skills and expertise required for the Board's work.
3. Expressions of interest will be sought from persons within the School community when a Board member position is/or will be vacated. The Board will consider such expressions of interest according to suitability criteria, desirable skill levels and membership of the school. ^[1]_{SEP}
4. Any person interested in becoming a Board member will be given an information pack to be able to make an assessment regarding the requirements of the role of a Board member. This shall include a letter from the Board Chairman, job description, code of conduct, conflict of interest and confidentiality requirements. ^[1]_{SEP}
5. A formal application process will commence with submission of curriculum vitae and references to the Board through the Chairman.
6. The committee and Board Chairman will consider the application/s, any other relevant information, conduct interview/s and will bring a recommendation of nomination/s to the Board for a decision regarding the applicant/s.
7. The Board will vote on the nomination/s and shall decide which nomination/s shall

be appointed and which will be kept in a confidential file for future consideration. [L]
[SEP]

8. The applicant/s will be informed of the Board decision and if successful an induction/orientation process will commence. The appointment will be ratified by members at the next AGM. [L]
[SEP]
9. New Board member induction/orientation will include –
 - a) Copy of the School Constitution and Governance Policies, [L]
[SEP]
 - b) Copy of the Annual report and auditors report from the last financial year, [L]
[SEP]
 - c) Copy of the Minutes from the 2 preceding Board meetings, [L]
[SEP]
 - d) Meeting with the Principal for an operational familiarisation, [L]
[SEP]
 - e) Meeting with the Chairman for a governance familiarisation, [L]
[SEP]
 - f) Board Induction Manual, and sign the confidentiality agreement it contains, [L]
[SEP]
 - g) Appointment of a suitable Board member as mentor for the first year of [L]
[SEP] office
 - h) Copy of Policy Governance resources
 - i) Any other items deemed necessary by the Board [L]
[SEP]
10. A sign off process initiated by the nominated Mentor will ensure that the above induction process is completed. This will be at intervals of one month and six months after election to Board membership. An opportunity will be given at 12 months for input from and review of the member's experience of this policy.
11. The Board Succession Planning committee shall refer to appendix 9 as required.

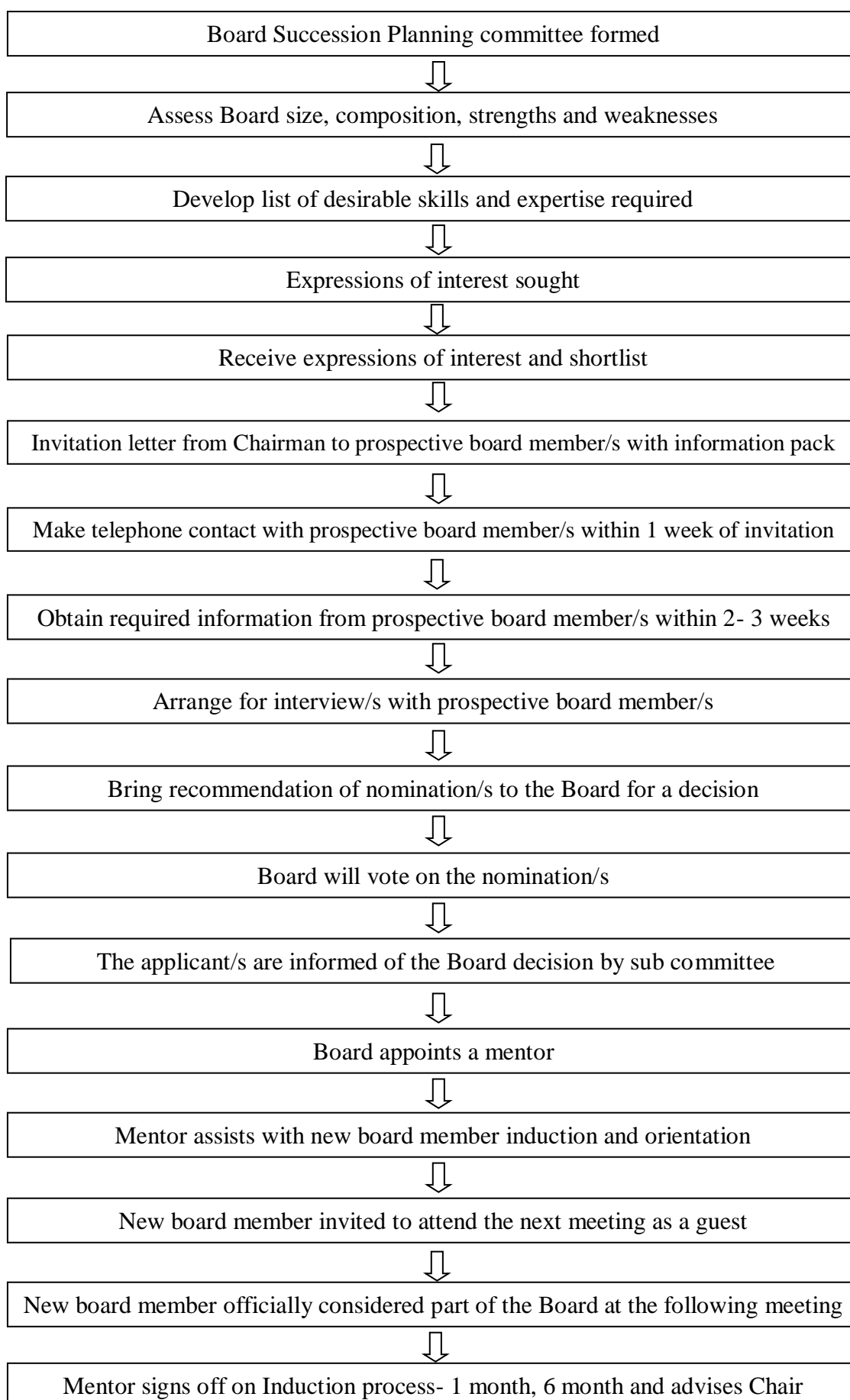
New Board Member Orientation Checklist

Purpose- To allow familiarisation with the role of a Board member and the legal and statutory implications this entails. To allow a new Board member to seek clarification about their role and to understand their responsibility in complying with Board policy.

Please sign and date as each requirement is fulfilled.

| On commencement- | Sign off /date |
|--|-----------------------|
| -receive Induction Handbook | |
| -copy of the Constitution | |
| -sign Confidentiality Agreement | |
| -copy of most recent Annual report | |
| -copy of Agenda and Minutes from last 2 Board meetings | |
| -receive Policy Manual | |
| -copy of Policy Governance Fieldbook | |
| -sign Board Code of Conduct | |
| -Police Check/ volunteer training? | |
| -copy of Agenda Cycle and Board Meeting schedule/rosters | |
| -allocation of Mentor for first year of office | |
| | |
| Within one month- | |
| -meeting with Mentor to allow questions and feedback | |
| -meeting with Chairman for Governance familiarisation | |
| -meeting with Principal/Administrator for operational familiarisation | |
| | |
| Within six months- | |
| -meeting with Mentor to allow questions, feedback and reinforce information previously given | |
| | |
| Chairman's endorsement of completion- | |
| | |

GP#2h - Appendix 9



POLICY TYPE:

GOVERNANCE PROCESS

POLICY TITLE: **GP#1**

GLOBAL GOVERNANCE COMMITMENT

The purpose of the Board, on behalf of its various stakeholders, is to ensure that King's Baptist Grammar School:

- (1) fulfils the objects of its Constitution and ensures the achievement of its Ends policies for members of the school community,*
- (2) avoids unacceptable actions and situations*

POLICY TITLE: **GP#2i**

BOARD MEMBERS PERFORMANCE AND DEVELOPMENT

The Board seeks to govern with excellence.
Accordingly,

1. Board Members shall make every effort to attend and participate in all meetings of the Board of Governors.
2. Board Members shall make every effort to participate in Board Committees and School activities.
3. Board Members shall make every effort to attend Board linkage activities with the Community.
4. Board Members shall make every effort to participate in Board evaluation and development processes.
5. The Board shall monitor Board Members' performance and the development of Governance.
6. Board Members shall endeavor to provide at least 3 months notice to the Board Chair prior to resignation from the Board.
7. The Chair, Deputy Chair and Chair of Finance shall endeavor to provide at least 6 months notice to the Board Executive prior to resignation from the Board.

Appendix 3

Self appraisal for Board Governors - this applies to GP#2i

Preamble

This self-appraisal is to encourage Board Governors to reflect, in earnest prayer, on the significance of the role of being a Governor, and to ensure that school owners gain maximum benefit from each Governor. This is a private time with information from the assessment remaining private. Should the assessment suggest that some changes are needed to improve your performance or you feel you are not able to contribute to the level you feel is expected of you, please feel free to discuss the issue with the Chair.

Essentially this review asks:

- 1. Have you met the basic requirements outlined in the induction manual?*
- 2. What could/should be changed in order that you perform at peak performance?*
- 3. Is there something the school/Board could/should do to improve your performance? For example you may like a refresher on how to interpret financial reports, which could be done as a one-on-one or as a training session with the whole Board.*
- 4. What does the future hold for you? In earnest pray seek God's will in determining your commitment to this important aspect of your life.*

Spend about 30 minutes in prayer and reflection as you consider the following questions. Writing a few notes alongside each question may clarify your thoughts.

1. How would you rate your contribution to the Board using a scale of 1-5 (5 being best), in terms of your contribution over the past year? Note this is a self-assessment not a comparison with others.
 - a. Reflect on how you might be able improve your performance on the Board.
 - b. Reflect on how the Board might assist you to perform better.
 - c. Reflect on any barriers identified.
2. Rank yourself on your preparedness for meetings on a scale 1 – 5 (5 being best).
 - a. If preparedness has been difficult, what has prevented you from being as prepared as you would like? What could change? What could the Board do better to help you?
3. Have you kept yourself informed of the organisation's activities and publicly supported them by attending relevant school functions such as Open Day, Celebration Evening and/or school functions outside your children's class functions?
If not, what can the Board do to better inform you of these events? - notify the Chair
4. Reflect on your strengths and where you really shine in Board activities. This goes beyond just the monthly Board meeting.
 - a. Reflect on how you might use your strengths to help other Board members fulfil their role on the Board.
 - b. Reflect on how might improve on those strengths.
5. Reflect on any areas of weakness.
 - a. Reflect on how the Board might be able to help you improve on these.
6. Reflect on the operation of the Board.
 - a. Are there ways you could contribute to the Board differently in the future?
 - b. Are there ways that the Board could become more efficient?

7. Reflect on what you have learnt about the school this year.
- Are there aspects of the school you would like to know more about, in order that you can ask the right questions at Board meetings? If so have you considered raising the issue at Board meetings?
 - Are there positive aspects you have learned, that have not been well published. Perhaps you may consider highlighting this to the Board.
 - Are there negative aspects you have learnt, that you have had no opportunities to bring to the Board. Perhaps you may consider presenting the information to the Board, with some solutions or ways forward to improve, for the owners, the school's End achievements.
8. Do you still feel God is calling you to continue on the Board as a Governor for the following year? Reflect on this in prayer.
- If not, reflect in prayer seeking other ways you could perhaps support the school or its community.
If not, it is encouraged that you speak to the Chair so that succession planning can begin.
9. If you still feel called to continue on the Board, have you considered taking on one of the roles within the Board – Chair, Deputy Chair or role in the Finance sub-committee whether next year or sometime later?
- The Board requires succession planning; therefore it may be useful to speak to the Chair about your aspirations. If you want further training in order to meet expected performance standards speak to the Chair.
10. Have you participated in a relevant training event such as a seminar or conference within a two year period? (Yes/No)
- Did you benefit from the training, and were you able to apply it to the Board?
 - Would you recommend the particular training to the Board to use again? If so, perhaps send a note to the chair and if not, it may be useful to let the board know of its weaknesses.
 - What do you want to learn about in the next 12 months?
 - Were you given opportunity at a Board meeting to give a report on the session you attended?
11. Did you attend the retreat? (Yes/No)
- In terms of your ability to contribute at the retreat, how would you rate your performance on a scale 1 – 5 (5 being best)?
 - Reflect on how this could be improved? Perhaps you may like to contribute to the next retreat's planning sessions – inform the Chair.
 - Did you attend the Board social events? – e.g. Dinners. What did you learn about your fellow Governors?
12. Have you attended at least 9 meetings, including the AGM, in the past 12 months? (Yes/No)
- If you are having difficulties attending meetings, reflect on ways that this could be changed – both at Board level and at a personal level.
13. Did you find this self-appraisal useful? Are there any changes you would recommend – if so please forward these to Glyn Price at the end of the session.
14. Do you have any feedback you would like to provide anonymously or otherwise to the

Board that would help the Board in its activities? If so, provide the response here, and give to Glyn Price at the end of the session.

Self-Appraisal Response Form

1. Have you met the requirements of the Induction Manual?
ie. are you familiar with (and compliant with where necessary) the School's
 - Constitution
 - Governance policies
 - Current Annual report
 - Board Code of Conduct including conflict of interest
 - Confidentiality Agreement
 - Media Policy
 - Police check and Volunteer training
2. Have you completed the Self-appraisal questionnaire?
3. Is there any feedback you wish to provide to
 - a) Enable you to be a better Board member
 - b) Enable the Board to be a better Board.

Signed: Date:
Return to the Chairman of the Board of Governors

POLICY TYPE:

GOVERNANCE PROCESS

POLICY TITLE **GP#1**

GLOBAL GOVERNANCE COMMITMENT

The purpose of the Board, on behalf of its various stakeholders, is to ensure that King's Baptist Grammar School:

- (1) fulfils the objects of its Constitution and ensures the achievement of its Ends policies for members of the school community,*
- (2) avoids unacceptable actions and situations*

POLICY TITLE: **GP#2k**

BOARD GRIEVANCE POLICY

To accomplish its job with governance consistent with Board policies including the code of conduct, the Board will follow an established procedure to address any Board member misconduct or grievance between Board members.

As a Christian Board, we believe:

- we continue and extend Christ's ongoing redemptive work of reconciliation
- that each person is a unique intellectual, physical, emotional, spiritual human being, created in the image of God
- we are called to interact with others through love and mutual respect
- the results of ministry are the empowering, encouragement and edification of people, where the Fruit of the Spirit is growing and displayed (But the fruit of the Spirit is love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control.)
- we will work together even in instances of disagreement
- that abuse of any kind must not be tolerated
- that board members must be treated with dignity and respect
- that all people should be offered compassion and justice

Accordingly,

(1) members will address an unresolved problem or grievance with another Board member within a reasonable timeframe

(2) members will address a breach of the Board Member Code of Conduct through the use of the appendices 5 - 8

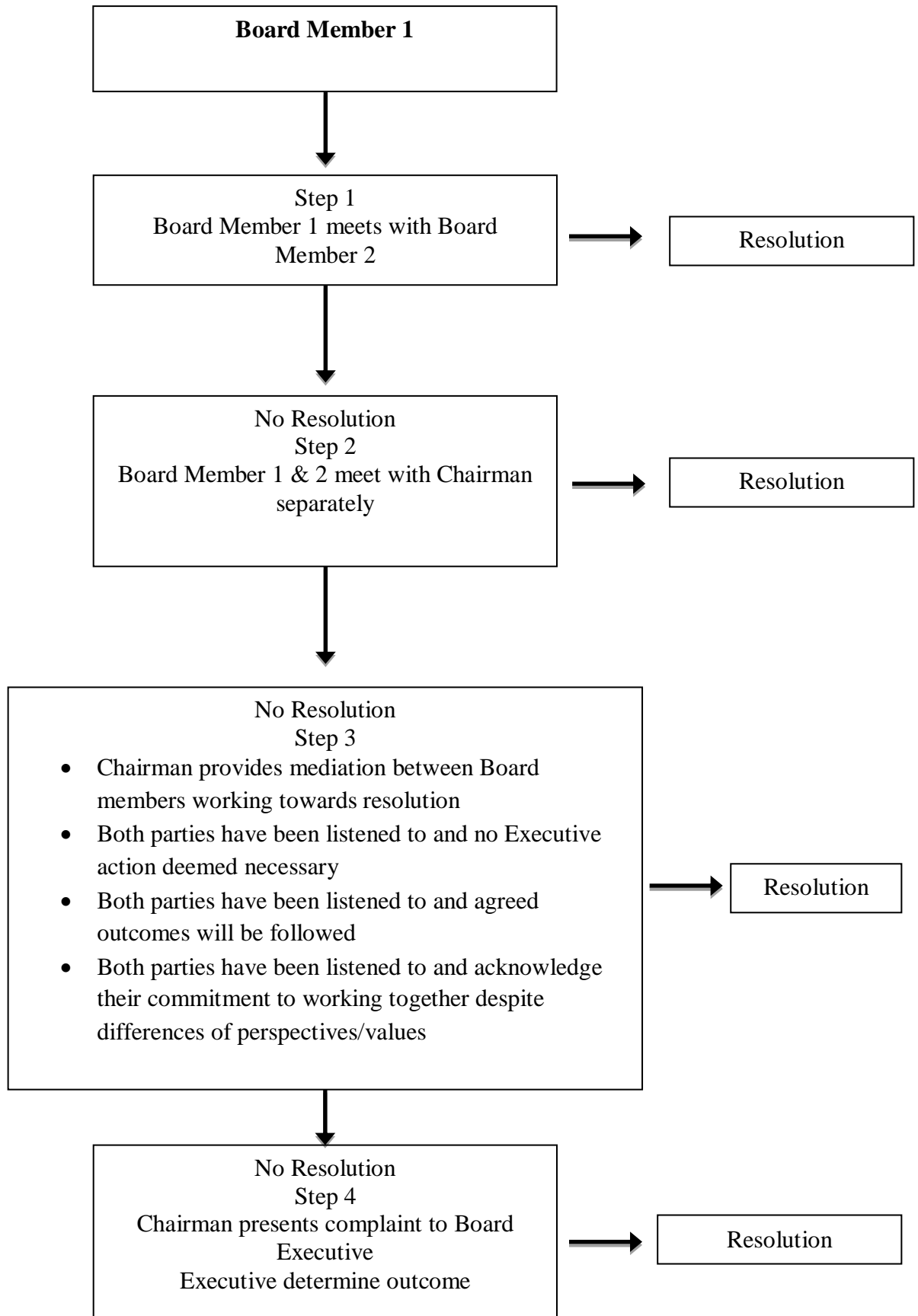
(3) members will use the appendices as appropriate to the situation:

- a) Conflict / grievance between two Board Members neither of whom are the Chairman
- b) Conflict / grievance between a Board Member and the Chairman
- c) Conflict / grievance between the Chairman and the Deputy Chair
- d) Breach of Board Member Code of Conduct

Appendix 5 GP#2k

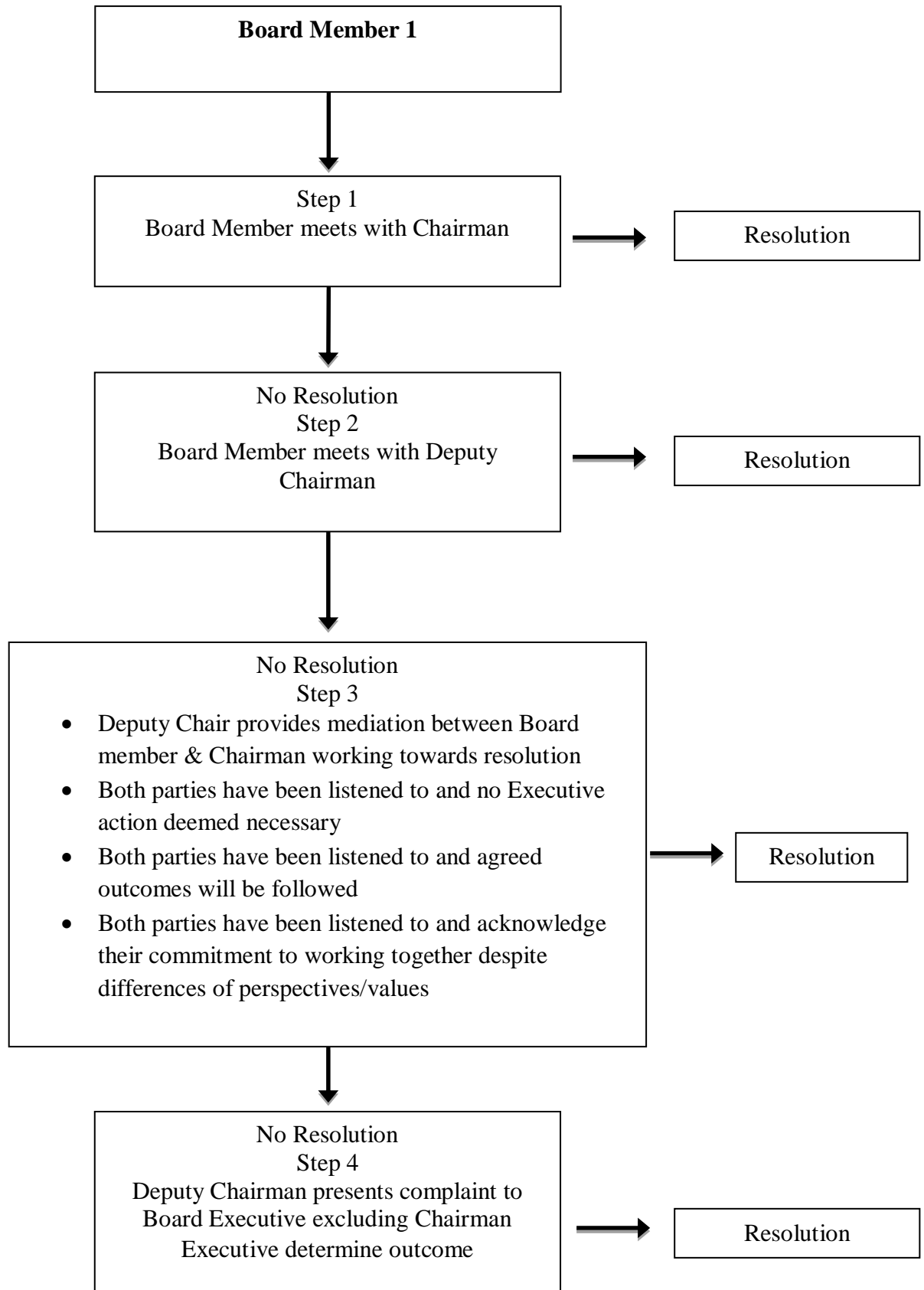
Board Member Conflict Grievance Flow Chart

Conflict / grievance between two board members neither of whom are the Chairman



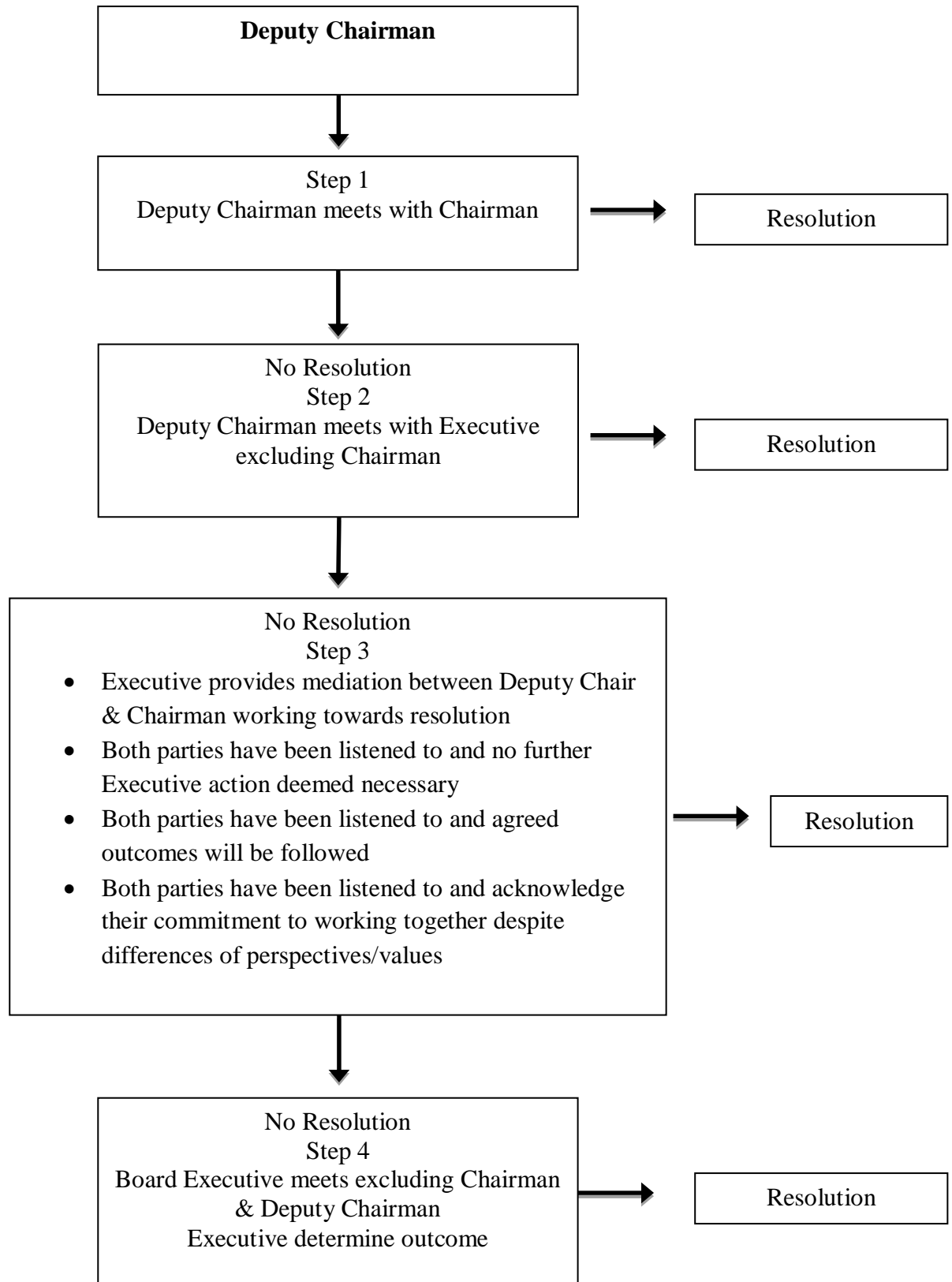
Appendix 6 GP#2k

Board Member Conflict Grievance Flow Chart Conflict / grievance between a board member and the Chairman



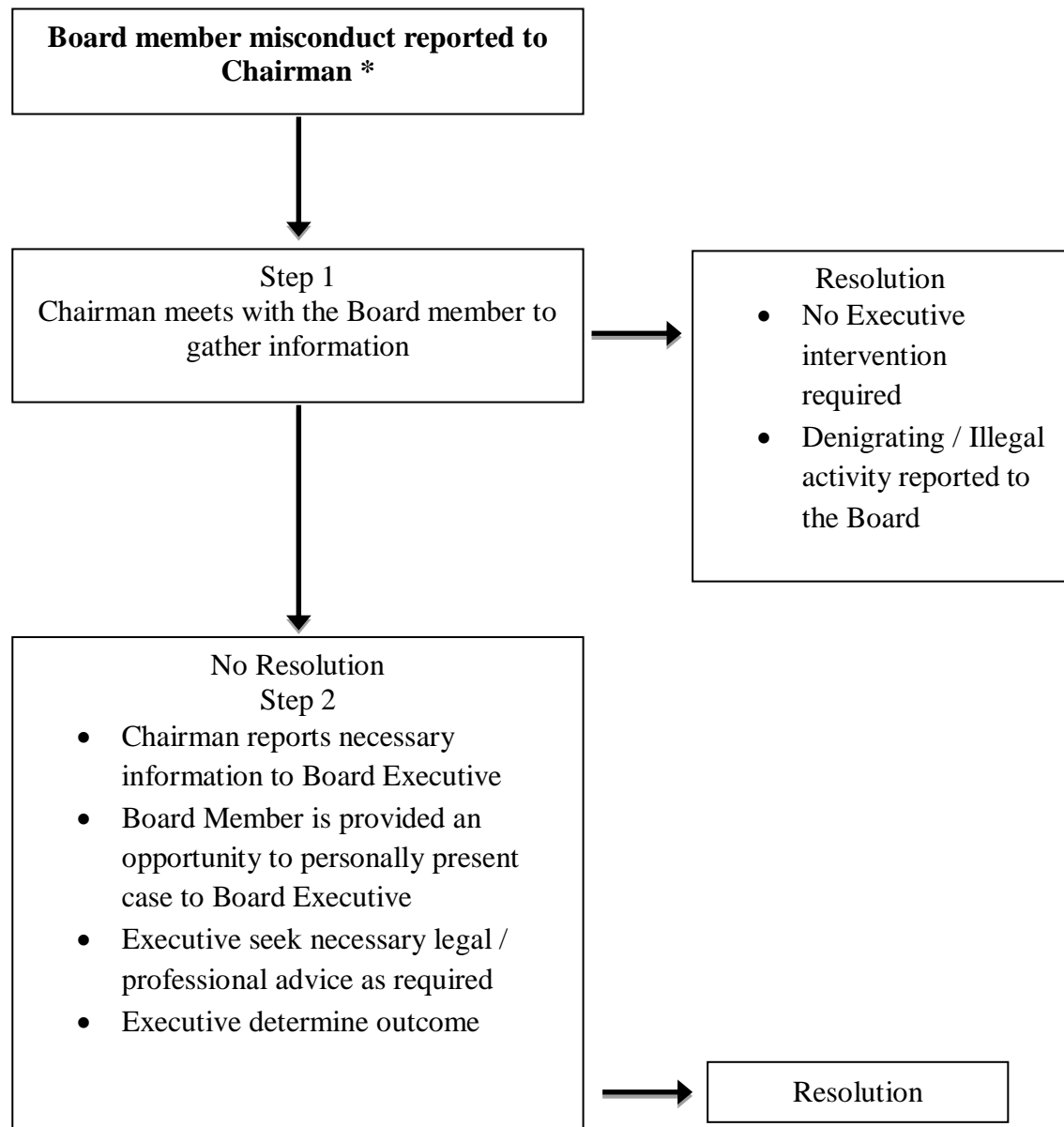
Appendix 7 GP#2k

Board Member Conflict Grievance Flow Chart Conflict / grievance between the Chairman and the Deputy Chair



Appendix 8 GP#2k

Breach of Board Member Code of Conduct Flow Chart



*In the case of the misconduct involving the Chairman, the Deputy Chairman becomes the sequential contact.

POLICY TYPE: BOARD-PRINCIPAL LINKAGE

POLICY TITLE: **B/PL#1** GLOBAL BOARD-PRINCIPAL LINKAGE

The Board's sole official connection to the operational organization, its achievements and conduct will be through the Principal.

POLICY TYPE: BOARD-PRINCIPAL LINKAGE

POLICY TITLE : **B/PL#1** GLOBAL BOARD – PRINCIPAL LINKAGE

The Board's sole official connection to the operational organization, its achievements and conduct will be through the Principal.

POLICY TITLE: **B/PL#2a** UNITY OF CONTROL

Only decisions of the Board acting as a body are binding on the Principal.

.
Accordingly,

1. decisions or instructions of individual Board members, officers or committees are not binding on the Principal except in rare instances when the Board has specifically authorized such exercise of authority;
2. in the case of Board members or committees requesting information or assistance without Board authorization, the Principal can refuse such requests that require, in the Principal's opinion, a material amount of staff time or funds or are disruptive;

POLICY TYPE: BOARD-PRINCIPAL LINKAGE

POLICY TITLE: **B/PL#1** GLOBAL BOARD – PRINCIPAL LINKAGE

The Board's sole official connection to the operational organization, its achievements and conduct will be through the Principal.

POLICY TITLE: **B/PL#2b** DELEGATION TO THE PRINCIPAL

The Board will instruct the Principal through written policies that prescribe the organizational Ends to be achieved and describe organizational situations and actions to be avoided, allowing the Principal to use any reasonable interpretation of these policies.

Accordingly,

1. the Board will develop policies instructing the Principal to achieve certain results, for certain recipients, at a specified cost. These policies will be developed systematically from the broadest, most general level to more defined levels and will be called ***ENDS policies***;
2. the Board will develop policies that limit the latitude the Principal may exercise in choosing the organizational means. These policies will be developed systematically from the broadest, most general level to more defined levels and they will be called ***EXECUTIVE LIMITATIONS policies***;
3. as long as the Principal uses *any reasonable interpretation* of the Board's Ends and Executive Limitations policies, the Principal is authorized to establish all further policies, make all decisions, take all actions, establish all practices and develop all activities;
4. the Board may change its Ends and Executive Limitations policies, thereby shifting the boundary between Board and Principal domains. By doing so, the Board changes the latitude of choice given to the Principal but as long as any particular delegation is in place, the Board will respect and support the Principal's choices;

POLICY TYPE: BOARD-PRINCIPAL LINKAGE

POLICY TITLE : B/PL#1 *The Board's sole official connection to the operational organization, its achievements and conduct will be through the Principal.*

POLICY TITLE: **B/PL#2c** ACCOUNTABILITY OF THE PRINCIPAL

The Principal is the Board's only link to operational achievement and conduct. As far as the Board is concerned, staff authority and accountability is through the Principal.

Accordingly,

1. the Board shall not give instructions to persons who report directly or indirectly to the Principal;
2. the Board will refrain from evaluating, either formally or informally, any staff other than the Principal;
3. the Board will view the Principal job performance as identical to organizational performance, so that organizational accomplishment of Board-stated Ends and compliance with Executive Limitations will be viewed as successful Principal job performance;
4. The job performance is not identical to the Principal's pastoral effectiveness, where effectiveness is defined as the graced ability of the Principal to guide the School in fulfilling its mission.

POLICY TYPE: BOARD-PRINCIPAL LINKAGE

POLICY TITLE : B/PL#1 *The Board's sole official connection to the operational organization, its achievements and conduct will be through the Principal.*

POLICY TITLE: **B/PL#3c** ACCOUNTABILITY OF THE PRINCIPAL

As a Christian School, and in accordance with its aims and objectives, the performance of the Principal (and hence the school) is to be viewed as more than the organisation performance (therefore strays from the John Carver model); the Board needs to consider aspects of the Principal that pertain to the "pastoral effectiveness" of the Principal.

Accordingly,

1. The Board of Governors will, from time to time, appraise the Principal to discern, using a wisdom-based approach, the Principal's capability with regards to his leadership, interpersonal skills and his spirituality, health and well-being, in accordance with clause 11.2 of the Principal's contract;
2. The appraisal will be an agreed process between the Principal and the Board, conducted by a Board subcommittee in accordance with clause 11.2 of the Principal's contract;
3. The appraisal will be mindful of the "National Professional Standards for Principals" and will incorporate the School's Christian values reflected through the following:
 - i) Vision and Values
 - ii) Knowledge and understanding
 - iii) Personal qualities, social and interpersonal skills;
4. The appraisal will use as its core elements the following:
 - i) Centering in Christ
 - ii) Education and teaching
 - iii) Equipping
 - iv) Leading

A copy of the agreed pro-forma is appended to this policy (B/PL Appendix 1);

5. The appraisal will not attempt to quantify elements, such as using scales or scores, but a semi-qualitative method must be employed, where the discernment of the attributes are left to the Board using a wisdom-based approach;
6. The appraisal will be conducted by a subcommittee that will provide feedback to the Board and Principal in a positive attitude, which may highlight "blind spots" or aspects not before considered, as being opportunities, and allows for affirmation of areas well done;

POLICY TYPE: BOARD-PRINCIPAL LINKAGE

POLICY TITLE: **B/PL#1** *The Board's sole official connection to the operational organization, its achievements and conduct will be through the Principal.*

POLICY TITLE: **B/PL#2d** MONITORING PRINCIPAL JOB PERFORMANCE

Monitoring of Principal job performance will be solely against the expected Principal job outputs;
(a) organizational accomplishment of Board policies on Ends and
(b) organizational operation within the boundaries established in Board policies on Executive Limitations.

Accordingly,

1. monitoring is simply to determine the degree to which Board policies are being met;
2. the Board will acquire monitoring data by one or more of three methods;
 - (i) by internal report, in which the Principal discloses compliance information to the Board;
 - (ii) by external report, in which an external, independent third party selected by the Board assesses compliance with Board policies and
 - (iii) by direct Board inspection, in which a designated member or members of the Board assess compliance with the appropriate policy criteria;
3. in every case, the standard for compliance shall be *any reasonable interpretation* of the Board policy being monitored;
4. the monitoring should be systematic and rigorous;
 - (a) all policies that instruct the Principal will be monitored at a frequency and by a method chosen by the Board;
 - (b) the Board can monitor any policy at any time by any method but will ordinarily depend on a routine schedule in line with the example minimum review methods and periods;

| Ends Policy | Method | Frequency | Suggested Review Date |
|----------------------|----------|-----------|-----------------------|
| E#2a Spiritual Ends | Internal | Annual | As per Agenda Cycle |
| E#2b Academic Ends | Internal | Annual | As per Agenda Cycle |
| E#2c Physical Ends | Internal | Annual | As per Agenda Cycle |
| E#2d Cultural Ends | Internal | Annual | As per Agenda Cycle |
| E#2e Vocational Ends | Internal | Annual | As per Agenda Cycle |
| E#2f Social Ends | Internal | Annual | As per Agenda Cycle |
| E#2g Community Ends | Internal | Annual | As per Agenda Cycle |

| Executive Limitations | Method | Frequency | Suggested Review Date |
|--|--------------------------------------|------------------------------|--|
| EL#2a Treatment of Students & Parents | Internal | Annual | As per Agenda Cycle |
| EL#2b Treatment of Staff | Internal | Annual | As per Agenda Cycle |
| EL#2c Financial Planning & Budgeting | Internal | Annual | As per Agenda Cycle |
| EL#2d Financial Condition & Activities | Internal External Auditor | Annual Annual | As per Agenda Cycle As per AGM and legal requirements |
| EL#2e Emergency Principal Succession | Internal | Bi-Annual and/or as required | As per Agenda Cycle |
| EL#2f Asset Protection | Internal | Annual | As per Agenda Cycle |
| EL#2g Compensation & Benefits | Internal | Annual | As per Agenda Cycle |
| EL#2h Communication & Support to the Board | Internal – conjointly with the Chair | Annual | As per Agenda Cycle |
| EL#2i Ends Focus of Grants or Contracts | Internal | Annual | As per Agenda Cycle |
| EL#2j Stewardship | Internal | Annual | As per Agenda Cycle |
| EL#2l Disaster Recovery Policy | Internal | Annual | As per Agenda Cycle |



KING'S BAPTIST GRAMMAR SCHOOL

Principal Performance Review

2015

Kings Baptist Grammar School Board of Governors has identified four (4) basic core competencies that are crucial in the life of an effective Principal. Effectiveness is defined as the graced ability of the Principal to guide the School in fulfilling its mission.

These four competencies are: (1) Centred in Christ, (2) Education and Teaching, (3) Equipping and (4) Leading. Each of these four competencies is further divided by identifiable and measureable aspects which comprise areas of development and focus crucial to educational leaders. These fourteen dimensions of effective leadership form the basis for the ongoing development of effective educational leaders.

These definitions are provided to assist the Principal in self-exploration and also to assist in planning continuing education.

It is the goal of the Board of Governors to discern, using a wisdom based approach, the Principal's capability with regard to his leadership, interpersonal skills and his spirituality, health and well-being.

This review does not attempt to quantify elements, such as using scales or scores, but rather uses a semi qualitative method, where the discernment of the attributes are left for the Board or its delegates.

Hebrew 13:7,8 Remember your leaders, who spoke the word of God to you. Consider the outcome of their way of life and imitate their faith. Jesus Christ is the same yesterday and today and forever. (NIV)

I. CENTERING IN CHRIST

(Matthew 6:33a)

"But strive first for the kingdom of God and his righteousness"

Foundational Spirituality

Practices a passionate, contagious spiritual discipline necessary to sustain an appropriate spirituality for leadership within the school setting; keeps his existential love for, and awareness of God alive and vital by regular examination of his prayer life, personal use of the Bible and other factors affecting personal spirituality.

Self-Care

Identifies and selects the priorities that are appropriate to the school's objectives and focuses energy and attention on those objectives; including the ability to give attention to a wholeness of health, caring for the body and mind, as well as the spirit and family life.

Lifetime Learning

Embraces the belief that learning never ends and demonstrates a willingness to take the initiative to find and engage in learning opportunities which improve one's knowledge and skill; this trait leverages the development of interpersonal and leadership skills.

Leadership Development

Gives witness to an intimate relationship with God which results in Christ-like character and a clear sense of God's call to build a Christ-like world. As spiritual maturity increases, effective leaders multiply, guide, coach, empower and equip staff and students to realize their full potential and work together to accomplish God's vision.

II. EDUCATION AND TEACHING

(2 Timothy 2:15)

"Do your best to present yourself to God as one approved by him, a worker who has no need to be ashamed, rightly explaining the word of truth."

Care of students

Committed to and cares about the holistic development and well being of students.

School Culture

Develops a culture of success within the school including the encouragement of student aspiration and leadership.

Teaching

Is able to plan and implement inspiring learning methodologies and practices.

III. EQUIPPING

(Ephesians 4:12)

"To equip the saints for the work of ministry, for building up the body of Christ"

Leading Change

Demonstrates a leadership style that is supportive and healing; is competent in influencing others to volunteer their separate energies and resources to a common pursuit, communicating organisational and personal vision in a clear and convincing manner; helps people move from current realities to embrace organisational and personal growth and health.

School Community Care

Demonstrates a leadership style that is supportive and healing, revealing that loving relationships are the heart of a healthy, growing school community; provides intentional structures that are pastoral in nature, and effective in caring for the school community.

Staff Management

Is competent in planning, implementation, administration and evaluation of resources, programs and personnel (paid or volunteer); highly values the capabilities of each person to engage in meaningful service and challenges, develops and supports them in their roles.

IV. LEADING

(I Peter 5:2a)

"To tend the flock of God that is in your charge"

Social Witness

Values and knows how to support and organize others in efforts toward shaping local and national policies and practices dealing with matters of education.

Connectional Leadership

Recognizes that being part of the Body of Christ makes us connected to other Christian schools and churches; gladly shares in expanding God's mission throughout the world.

Problem Solving (Situational Leadership)

Demonstrates skill in identifying, analysing and solving problems that arise in the school based on wisdom and reflective experience; presents a "persona" that inspires trust, enabling him to offer sound advice and appropriate challenge or support.

Organisational Structure (Strategic Leadership)

Is able to develop functional structures and provide strategic leadership toward organizational structures and systems; is a person of vision, capable of setting realistic goals, offering creative planning and managing change within existing structures and systems.

| | |
|--------------------------|-------------|
| POLICY TYPE: | ENDS |
| POLICY TITLE: E#1 | GLOBAL ENDS |

King's Baptist Grammar School exists as an R-13 Christian School to

- 1. Provide excellence in education, and*
- 2. Create a Christian community, where students experience the love of God and have opportunity to respond to Him,*

at a cost comparable to the geographical area and financial capacity of parents.

General Statement

Education within King's Baptist Grammar School takes place in the context of a Christian community which includes staff, students and their families.

Our curriculum delivery and approach is under-pinned with God's love for the world.

The school recognises the individuality of each student, their inherent differences, strengths and God-given gifts. King's seeks to encourage richness, excellence and diversity and provide a stimulating environment in order to inspire and challenge students to develop their relationship with God, others, and self, to the glory of God, in a range of educational areas.

Key areas are Spiritual, Academic, Physical, Cultural, Vocational, Social and Community.

The following Educational Ends policies, while attempting to define the essence of education at King's, are a starting point designed to allow assessment of how such ends are achieved and monitored, but should be considered in the light of the overall school culture.

POLICY TYPE: ENDS

POLICY TITLE **E#1** GLOBAL ENDS

KBGS exists as an R-13 Christian School to provide excellence in education and to create a Christian community where students experience the love of God and have opportunity to respond to Him, at a cost comparable to the geographical area and financial capacity of parents.

POLICY TITLE: **E#2a** SPIRITUAL ENDS

A Christian community will operate throughout the School, which will include-

1. Worship- students participating in celebration, prayer and praise and responding to the Gospel;
2. Teaching- students will hear, explore and have opportunity to respond to the Gospel through the teaching of biblical knowledge and theology;
3. Nurture and Pastoral care- students will experience a caring environment and will demonstrate fruits of the spirit (love, joy, peace, patience, kindness, goodness, faithfulness, gentleness & self control);
4. Service, kindness and outreach- students will be provided opportunity to demonstrate concern, compassion and stewardship for the world in which they live, an appreciation for people in need and a desire to use head, heart and hands to serve others and pass on the Gospel;
5. Opportunities for worship, nurture, service contribution and spiritual development of staff;
6. Opportunities for staff to be engaged in Christian mission through a growing knowledge of scripture and understanding, and how to interpret and apply in the context of our culture/community.

POLICY TYPE: ENDS

POLICY TITLE **E#1** GLOBAL ENDS

KBGS exists as an R-13 Christian School to provide excellence in education and to create a Christian community where students experience the love of God and have opportunity to respond to Him, at a cost comparable to the geographical area and financial capacity of parents.

POLICY TITLE: **E#2b** ACADEMIC ENDS

King's students will be intellectually developed young people appropriate for their age and ability who -

1. meet or exceed the performance standards of national, state and school curriculum;
2. become critical, enquiring and creative thinkers able to reach their academic and intellectual potential;
3. are actively engaged in their own learning and responsible for their academic progress;
4. understand God's involvement in their life and this world, in which they are freed to explore, enquire, question and make choices;
5. understand their responsibility for social, environmental and economic sustainability of His world.

POLICY TYPE: ENDS

POLICY TITLE **E#1** GLOBAL ENDS

KBGS exists as an R-13 Christian School to provide excellence in education and to create a Christian community where students experience the love of God and have opportunity to respond to Him, at a cost comparable to the geographical area and financial capacity of parents.

POLICY TITLE: **E#2c** PHYSICAL ENDS

King's students will be physically developed young people appropriate for their age and ability who -

1. will participate in activities which seek to increase or maintain fitness in physical, outdoor and sporting pursuits, including team and individual activities;
2. will display behaviours that show care for their physical well-being.

POLICY TYPE: ENDS

POLICY TITLE **E#1** GLOBAL ENDS

KBGS exists as an R-13 Christian School to provide excellence in education and to create a Christian community where students experience the love of God and have opportunity to respond to Him, at a cost comparable to the geographical area and financial capacity of parents.

POLICY TITLE: **E#2d** CULTURAL ENDS

King's students will be culturally aware young people appropriate for their age and ability who -

1. understand and participate in a range of creative and expressive endeavours (dance, music , literature, art etc);
2. value and display respect for other cultures;
3. have the opportunity to experience world views ;
4. understand the link between individual and community actions for cultural sustainability.

POLICY TYPE: ENDS

POLICY TITLE **E#1** GLOBAL ENDS

KBGS exists as an R-13 Christian School to provide excellence in education and to create a Christian community where students experience the love of God and have opportunity to respond to Him, at a cost comparable to the geographical area and financial capacity of parents.

POLICY TITLE: **E#2e** VOCATIONAL ENDS

King's Senior School students will be ready to contribute to the world of work or further education with a sense of positive direction for their future.

POLICY TYPE: ENDS

POLICY TITLE **E#1** GLOBAL ENDS

KBGS exists as an R-13 Christian School to provide excellence in education and to create a Christian community where students experience the love of God and have opportunity to respond to Him, at a cost comparable to the geographical area and financial capacity of parents.

POLICY TITLE: **E#2f** SOCIAL ENDS

King's students will be socially skilled young people appropriate for their age and ability who -

1. value and display the School principles of fairness, integrity, service, humility, excellence, respect and responsibility to each other;
2. display behaviours that show care for their emotional and mental well-being.

POLICY TYPE: ENDS

POLICY TITLE **E#1** GLOBAL ENDS

KBGS exists as an R-13 Christian School to provide excellence in education and to create a Christian community where students experience the love of God and have opportunity to respond to Him, at a cost comparable to the geographical area and financial capacity of parents.

POLICY TITLE: **E#2g** COMMUNITY ENDS

KBGS will provide opportunity for members of the School community to belong, relate, contribute, support and connect with each other for the purpose of mutual enrichment.

This will include -

1. appropriate events for school community participation;
2. opportunities for volunteer involvement within the school;
3. staff equipped to connect and engage with parents/caregivers and the school community;
4. continuing connections with old scholars;
5. opportunities for the school community to participate in ministry with King's Baptist Church and the wider Baptist community.