# Elizabeth East Primary School
# Decision Making Policy and Procedures

**March 2013**
**Review date: as needed**

# Contents

# Rationale

Quality decision making underpins the long term effectiveness of a school. It facilitates the achievement of strategic goals, the maximising of family involvement, the morale, well-being and productivity of staff, and ultimately the enhancement of student learning. At Elizabeth East Primary School we are committed, in the interests of quality student learning outcomes, to decision making that is consultative, participatory and that enhances collaboration and relationship-building within our school community.

We recognise that structures and processes must be in place to ensure all stakeholders are authentically involved in the taking of decisions that impact on them. This ensures that all we do is purposeful, efficient, effective, and democratic. We acknowledge that there are different levels of decision making and we need to provide accountability and transparency about the procedures used and decisions made at all levels.

The purpose of this decision making policy and procedures is not only to explain the processes for decision-making within this site but also to make transparent the rights and responsibilities of all stakeholders at EEPS in decision-making.
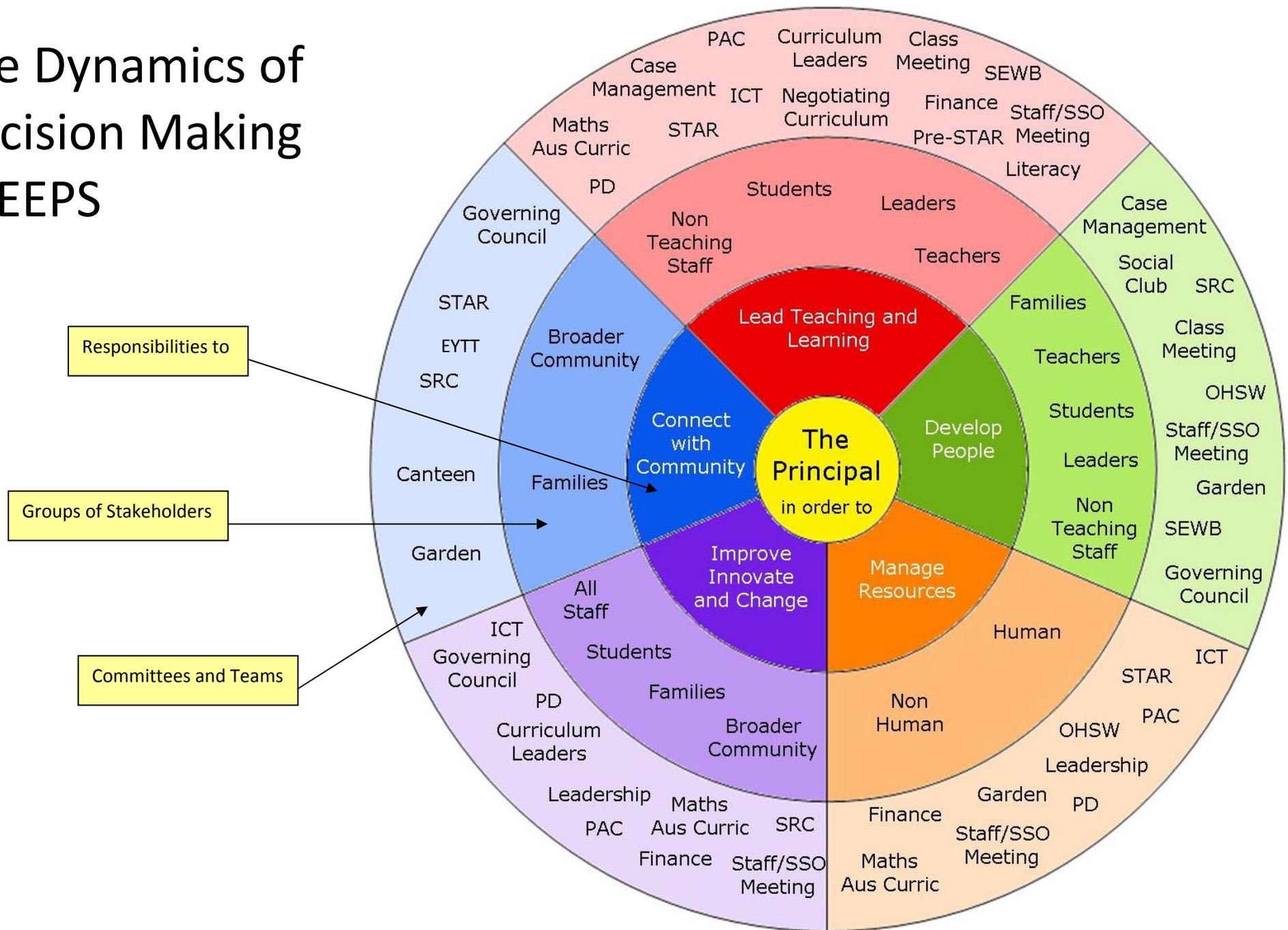
# Vision

At Elizabeth East Primary School we:
- Empower people in decision making to optimise the authenticity, accuracy and ownership of decisions made
- Promote representation of the wider school community in decision making
- Maximise stakeholder voice through the use of structures and processes
- Provide clear processes that identify the stakeholders and pathways for decision making
- Provide a common understanding of how decisions are made

# Decision Making Principles

- Good decision making requires and fosters a culture of trust, openness and honesty
- Any person or group involved in the school community has the right to raise an issue for consideration
- Effective decisions require an ethical and thorough process. Committees and groups streamline the decision-making process. They either make decisions or process the issue for decision in a broader forum.
- All people who are affected by a decision should be involved in making the decision, and sufficient time should be given for the process to be carefully worked through
- People who are unable or choose not to attend decision making meetings may pass their views on to the meeting via a proxy, but must abide by the decision taken
- Decisions must be communicated as practicable to all affected by the decision.
- Not everyone will agree with every decision but once a decision has been taken through correct procedures everyone has the responsibility to enact the decision
- All members of the school community are regularly refreshed in their knowledge about the Site Decision Making Policy and Procedures.

# The Dynamics of Decision Making at EEPS



Responsibilities to

Groups of Stakeholders

Committees and Teams

The Principal in order to:

**Lead Teaching and Learning**
- Students
- Leaders
- Teachers
- Non Teaching Staff

PAC, Curriculum Leaders, Class Meeting, SEWB, Case Management, ICT, Negotiating Curriculum, Finance, Staff/SSO Meeting, Maths Aus Curric, STAR, Pre-STAR, Literacy, PD

**Develop People**
- Families
- Teachers
- Students
- Leaders
- Non Teaching Staff

Case Management, Social Club, SRC, Class Meeting, OHSW, Staff/SSO Meeting, Garden, SEWB, Governing Council

**Manage Resources**
- Human
- Non Human

ICT, STAR, PAC, OHSW, Leadership, Garden, PD, Finance, Staff/SSO Meeting, Maths Aus Curric

**Improve Innovate and Change**
- All Staff
- Students
- Families
- Broader Community

ICT, Governing Council, PD, Curriculum Leaders, Leadership, PAC, Maths Aus Curric, SRC, Finance, Staff/SSO Meeting

**Connect with Community**
- Broader Community
- Families

Governing Council, STAR, EYTT, SRC, Canteen, Garden

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# Decision Making Cycle

## Initiate

A discussion point can be raised by any member of the community in the most appropriate forum.

Key Considerations: Who the issue affects, the need for confidentiality, availability of time, DECD policy.

## Reconnaissance

- Who needs to be involved in the decision making?
- What information is needed for people to make the best decision possible?
- How will this information be gathered and presented?
- Is there a relevant guideline or policy?
- Are there any legal implications?
- What is the timeline of the decision?
- What are the available options?
- What does the risk management tell us about each option?
- What does the "Sunlight Test" tell us about each option?

## Implement

Once a decision is reached a clear timeline and responsibilities will be established.

Each decision to be implemented requires all those responsible to act in the spirit in which the decision was intended.

## Process

*Consultation:* Will be with all involved parties and a notice of proposal will be given prior to the meeting.

*Quorum:* 50% plus 1 must be present for making decisions

*Consensus:* Decisions will be made by consensus wherever possible.

*Simple majority:* Where a vote is required a decision can generally be passed by simple majority. A simple majority is 50% + 1.

*Majority decisions* apply to make constitutional changes or to overturn a previous majority decision. A majority is 2/3 of the vote.

*Absentee Voting:* Written advice must be given or phoned to the chairperson before the meeting.

The Principal has the power of veto where a decision contravenes the Education Act or DECD Policy, or where the decision prevents them from carrying out their duties.

## Communicate

Decisions need to be communicated promptly through the accepted school communication process.

It is the responsibility of those not present at meetings to familiarise themselves with meetings and decisions.

# Decision Making Protocols

## *The Sunlight Test*

This means "How will this decision look in the cold light of day. Ask yourself the following questions:

1. What would the Minister or Chief Executive say if this was to be reported to the media?

2. Would you be happy if the action mandated by the decision was performed on you?

3. How will this decision be viewed in the future?

## *Documenting and Communicating Decisions*

All decisions are documented in meeting minutes. These sets of minutes are stored electronically and made accessible through the Curriculum and Administration Networks.

When a new decision is made all stakeholders are to be informed of it in a timely manner through one or more of the following EEPS communication modes:

- In person - 1:1
- Day Book
- Newsletter
- Email
- Staff Weekly Bulletin
- Staff Information Folder

When policy decisions are passed, policies will be re-drafted to reflect the decisions.

## *Monitoring and Evaluating Decisions*

All decisions will be monitored by the School Leadership Team and/or group which passed the decision. Once a decision has been made it cannot be brought back for further discussion until new or different information has been obtained, or before a reasonable length of time has passed.

Decisions should be evaluated regularly to ensure they continue to contribute to the efficiency and effectiveness of the school.

## *Challenging a Decision*

Any decision may be challenged. The challenge to the decision in the first instance should be put to the most relevant decision making committee or group. This committee or group will consider the challenge and make recommendations as per the "Decision Making Cycle"

When decisions are not being followed the matter is to be referred to the most relevant group or committee.

# Non-Consultative Decisions

## *Site Leader Discretionary Decisions*

| Non-Consultative | Consultative |
|---|---|
| There are legal requirements and Departmental requirements governing the Principal's duties. Decisions in these matters can only be undertaken by the Principal and include:<br>• Suspension of students<br>• Occupational Health and Safety<br>• Under performance<br>• Duty of care for staff and students | Most site decisions can be and are best made in consultation with key personnel, committees or groups. These could cover:<br>• Rosters<br>• Reception transition<br>• Emergency procedures<br>• End of term matters<br>• Reports to Governing Council or DECD<br>• Induction programmes for new staff<br>The Principal retains power of veto in all decisions but is expected not to exercise this right unless a decision contravenes Departmental rules and regulations. |

## *OHSW Representative Discretionary Decision*

In some instances when the health and well being of the school community <u>are at catastrophic risk</u> the OHSW representative has the power to make a decision in the interests of protecting the health and safety of the school community members. In this instance the OHSW representative will consult with the appropriate authority and DECD personnel before informing the Principal of the decision and the grounds for taking it.

This would occur in rare and unusual circumstances only as the effective adherence to DECD OHSW policy and procedures will minimise the likelihood of such a circumstance.

# Student Voice

Students learn the value of democracy through opportunities to participate in democratic processes at school.
Student engagement and well-being at school is enhanced when students have an authentic voice in matters that affect their life at school. At EEPS students will be enabled to influence such matters through their involvement in decision making.
The school counsellor has lead responsibility for the organisational management of student voice at EEPS. Student participation in decision making is facilitated through the structures of class meetings and SRC.

# Role and Membership of Committees

### *Ancillary Staff – School Services Officers (SSO)*

Role:      Discussion of issues
         Professional Development
         Delegation of Duties

Members:     Principal (may be Chair)
         Special Education and Intervention Support Teacher
         Finance/Admin Officer (may be Chair)
         SSOs

Meeting Structure:  Fortnightly, odd weeks, on Wednesday at recess

Communication:   Reports to Principal
         Minutes kept by Chair
         Reports to staff

### *Australian Curriculum/Maths Committee*

Role:      Guide the implementation of national and DECD curriculum policies at a local level
         Develop the coordination and implementation of the Australian Curriculum

Members:     Deputy Principal (Chair)
         Teaching and Learning Coordinator
         Maths Focus teacher
         Staff representation from each Learning Team

Meeting Structure:  2 x per term at least

Communication:   Minutes kept
         Report to Leadership Team
         Report to Staff

### *Canteen Committee*

Role:      To oversee the running of the Canteen

Members:     Canteen Manager
         Finance Officer (Chair)
         Principal
         Governing Council rep
         Volunteer from staff or parents (optional)

Meeting Structure:  2 x per term

Communication:   Governing Council
         Reports to Staff
         Minutes taken and stored electronically

### Class Meetings

| | |
|---|---|
| Role: | To facilitate the involvement of every student in discussions and decisions about the organisation and life of the School. |
| | To link to decision making across the School through class representation on SRC |
| Members: | The Class teacher |
| | All student members of the class |
| Meeting Structure: | Fortnightly |
| Communication: | Minutes taken |
| | Reports to SRC meeting by class representatives |

### Curriculum Leaders

| | |
|---|---|
| Role: | Oversee whole school curriculum development in the interests of continuously improving student learning outcomes |
| Members: | Principal (Chair) |
| | Deputy Principal |
| | Teaching and Learning Coordinator |
| | School counsellor |
| | Reading Support teacher |
| | Maths Focus Teacher |
| Meeting Structure: | Fortnightly |
| Communication: | Individual Minutes taken |
| | Reports to staff |

### Finance Committee

| | |
|---|---|
| Role: | Setting and tracking school finances |
| Members | Principal |
| | School Admin Officer |
| | Governing Council Chairperson |
| | Teacher Librarian |
| Meeting structure | 2 x per term |
| Communication | Minutes published |
| | Individual notes |

## Governing Council

| | |
|---|---|
| Role: | Works with the Principal to set and monitor the strategic directions of the school. |
| | Overseas the health and wellbeing of the school and ensures it is operating in ways that reflect the views of the community. |
| | Makes decisions in areas that directly affect families e.g. school fees, Uniform, Canteen |
| Members: | Chairperson (elected by Governing Council from the 8 elected parent representatives) |
| | Parent Reps (8 elected representatives) |
| | Staff rep |
| | SRC rep (optional) |
| | Principal |
| Meeting Structure: | Weeks 4 & 8 on Monday at 3:30 in the Learning Centre |
| Communication: | Agenda and Minutes published and distributed |

## Early Years Transition Team (EYTT)

| | |
|---|---|
| Role: | To develop and implement a transition process in collaboration with Kindergarten Staff and consultation with school leadership |
| | To make decisions about student class allocation in consultation with stake holders |
| | To ensure parents are well informed about the transition process |
| | To familiarize children with the school environment and culture to enhance their learning and well being |
| Members: | Teachers of Reception children |
| Meeting Structure: | As required |
| Communication: | Minutes kept |
| | Disseminate information to other relevant staff i.e. School Counsellor, Principal |

## Garden Committee

| | |
|---|---|
| Role: | Oversee the maintenance and development of the school produce garden |
| Members: | Principal (Chair) |
| | Deputy Principal |
| | School Grounds Person |
| | 1 Gov. Council (can be more than 1) |
| | 2 S.R.C. reps |
| | 2 staff reps |
| Meeting Structure: | 2 x per term |
| Communication: | Minutes kept |
| | Report to Governing Council, Staff, SRC |

## ICT Committee

| | |
|---|---|
| Role: | Review current IT structures and processes |
| | Ensure the school keeps current with all IT in the interests of student learning |
| | Oversee the purchase and use of technology in the school |
| Members: | Principal (Chair) |
| | Deputy Principal |
| | Teacher Librarian |
| | Volunteers from Staff |
| | ICT Technician |
| Meeting Structure: | 2 x term |
| Communication: | Minutes kept |
| | Report to Staff |

## Leadership

| | |
|---|---|
| Role: | Oversee the management and operation of the school |
| | Discussion of issues relating to all aspects of the school |
| | Delegate duties |
| Members: | Principal (Chair) |
| | Deputy Principal |
| | Coordinator |
| | Counsellor |
| | Admin Officer |
| Meeting Structure: | Fortnightly |
| Communication: | Minutes kept |
| | Individual notes |

## Literacy Committee

| | |
|---|---|
| Role: | Guide the implementation of national and DECD curriculum policies at a local level |
| | Coordinate and implement Literacy goals as determined by the Australian Curriculum and Site Improvement Plan |
| Members: | Teaching and Learning Coordinator (Chair) |
| | Reading Support Teacher |
| | Staff representation from each Learning Team |
| Meeting Structure: | 2 x per term at least |
| Communication: | Minutes kept |
| | Report to Leadership Team |
| | Report to Staff |

### *Negotiating Curriculum*

Role:          To enhance student learning engagement through ensuring the curriculum content is real, relevant and empowering for students.

Members:      Teachers and their classes

Meeting Structure:      Teachers use various strategies at various times in programming and planning to gain knowledge of student interests and strengths.
Teachers involve students in the design of learning and assessment tasks
Teachers use peer and self-assessments to judge student achievement

Communication:      Teachers' programs reflect student input
Student reports reflect student input

### O H S & W

Role:          To oversee all OHS&W issues
To make recommendations to Principal

Members:      School OHS&W representative (Chair)
Principal
Grounds person
Volunteer Staff/S.S.O. Rep

Meeting Structure:      2 x per term

Communication:      Minutes kept
Reports to Staff

### P A C

Role:          Personnel Management of the School
Advise on number, nature and tenure of Leadership positions
Advise on staffing of classes (See DECD website for more details)
Ensure all school resources are deployed and operate within DECD and AEU/PSA current arbitrated agreements

Members:      Principal (Chair)
Equal Opportunities Representative (or proxy) as elected by teaching staff
A.E.U. Representative (or proxy) as elected by teaching staff
SSO representative (or proxy) as elected by non-teaching staff

Meeting Structure:      1 x fortnight

Communication:      Minutes taken and emailed to Staff

## Pre- STAR (Students At Risk)

| | |
|---|---|
| Role: | Consider all requests for extra assistance for individual students |
| | Discuss and provide feedback to teachers in relation to the information they have provided about each referred student on the Pre Referral Form. |
| | Prioritise students for referral to Regional Support staff. |
| Members: | Special Education and Intervention Support Teacher (Chair) |
| | Principal |
| | Deputy Principal |
| | AET |
| | EALD teacher |
| | School counsellor |
| Meeting Structure: | 2 x term |
| Communication: | Individual minutes taken |
| | Special Education and Intervention Support Teacher to communicate via Pre-referral form back to teachers |

## Social Committee

| | |
|---|---|
| Role: | Organisation of social functions and events for staff |
| | Organise tributes and condolences |
| | Organise staff facilities |
| Members: | Staff Volunteers |
| Meeting Structure: | As needed |
| Communication: | Minutes kept |
| | Reports to staff |

## SRC

| | |
|---|---|
| Role: | Raising and addressing students issues from class meetings |
| | Proposing ideas for improvements around the school |
| | Raising funds then having discretionary power over the spending of these funds |
| Members: | School Counsellor (convenor) |
| | 2 representatives (1 male, 1 female) elected from each class |
| | A class proxy will attend if rep is absent (proxies, 1 male and 1 female, are elected at the same time as class representatives) |
| | The tenure on SRC is 1 school year |
| Meeting structure: | Fortnightly in the opposite week to Assembly |
| Communication: | SRC meetings will be documented and the minutes will be distributed to classes and school staff. |

### STAR Committee

Role: Review and discuss Pre-STAR recommendations for assessment by Regional support staff

Members: Student Behaviour Management Consultant
Speech Pathologist
Guidance Officer
Disability Co-ordinator
Attendance Counsellor
Regional social worker
Principal (may Chair)
Deputy Principal (may Chair)
Student Intervention and Support Teacher (may Chair)
School Counsellor
AET
EALD teacher

Meeting Structure: Weeks 4 and 8 each term

Communication: Minutes kept
Individual notes

### Student Engagement and Wellbeing Committee

Role: Ensure a coordinated, whole-school, consistent pro-active approach to student wellbeing for learning
Ensure currency of Student Behaviour Policy and other related policies
Revise current processes, structures and procedures
Advise on all matters of student wellbeing across the school

Members: School Counsellor (Chair)
Deputy Principal
Staff representation from each learning team
Consultation with Principal as required by the Committee

Meeting Structure: 2 x per term

Communication: Individual notes taken
Reports to Principal and Staff

# Glossary

| | |
|---|---|
| **Case Management** | Identified students at risk are individually case managed by relevant staff with regular team meetings |
| **Class Meeting** | Meetings held 1 x fortnight within each class room to facilitate student voice and ability to suggest ideas and respond to ideas |
| **Collaboration** | Working together |
| **Consensus** | Consensus is when a group agrees on a decision even though not everyone is absolutely convinced, usually referred to in terms such as 'can we live with this?' A consensus is reached without taking a vote. |
| **Consultation** | Seeking the input of all involved |
| **Curriculum Leaders** | Identified leaders in Literacy, Numeracy, Special Education and SEWB |
| **DECD** | Department for Education and Child Development |
| **EALD** | English as an Additional Language and Dialect |
| **EYTT** | Early Years Transition Team |
| **Governing Council** | The elected members of the School Governing Council (School Board) including Principal, Staff representatives and parent representatives |
| **ICT** | Information Communication Technologies- computers, cameras, i-Pads or any electronic, digital tool used in school |
| **LT** | Learning Teams are staff teams created with shared purpose or shared inquiry for professional development, usually common year levels |
| **Majority (2/3)** | This type of majority applies to overturn a constitutional rule or previous majority decision. |
| **Majority (Simple)** | A 'simple majority' is 50% +1 of those present and those who have submitted a proxy vote without being asked (i.e. they care enough about the issue to take initiative for this). This is the one that applies say when staff are making a decision…i.e., the minority agree under the policy to be bound by the majority decision about an issue, and usually following a debate or discussion about the issue. |
| **NEP** | Negotiated Education Plan (NEP): When the curriculum is modified to meet the needs of the identified students with disabilities and outcomes are identified |
| **Non-human resources** | Resources to assist the teaching and learning programs such as money, assets, teaching spaces, books, ICTs and timetables |

| | |
|---|---|
| **Non-teaching staff** | Staff not directly involved in teaching and learning programs such as the Principal, administrative SSOs, grounds person or canteen manager |
| **OHSW** | Occupational Health, Safety and Welfare: all staff are responsible for site, with a OHSW committee meeting to oversee the site |
| **Organisational Goals** | The identified shared vision as identified in site plan |
| **PAC** | Personnel Advisory Committee, comprised of Principal, Teacher representative, SSO representative and Union Representative |
| **PD** | Professional Development |
| **P & D** | Performance and Development of staff |
| **Pre-STAR** | A formalised meeting for school staff to meet and decide on intervention and support for students considered at risk |
| **Quorum** | A quorum is 50% +1 of the members of team or committee. A quorum must be present for any decisions to be taken by the team or committee. For example 6 or more members of our 10 member Governing Council must be present at a meeting if decisions are to be made. |
| **SEWB** | Student Engagement and Well Being Committee: Consisting of school counsellor, deputy principal and staff representatives |
| **Site Leadership** | The leadership group consisting of Principal, Deputy Principal, Coordinator and School Counsellor |
| **SRC** | Student Representative Council: Class reps from each class that meet with the school counsellor to facilitate student voice |
| **SSO** | Student Support Officers: Staff employed to assist school and class services and programs |
| **Staff** | Any paid member of the school community employed through DECD. |
| **Stake Holders** | Any person with a vested interest in a decision |
| **STAR** | Students At Risk: Any student who is at risk of less than optimal learning or well-being for learning. A students at risk is identified by any staff member |
| **Structure** | Formalised group or meeting times created to assist decision making and participation. For example, Governing Council, SSO or SRC |
| **SWD** | Students with a disability as verified according to DECD criteria |

# List of Related Policies

**These documents are available on J Drive: Policies. Some policies are available to families through the school web site. All policies can be made available to families upon request. Governing Council ratifies all polices as they are reviewed**.

Annual Report

Attendance Policy

Camps and Excursions

Code of Ethics (SA Public Sector)

Computer Use Policy

Context Statement

Curriculum and Assessment Reporting Policy

Curriculum Scope and Sequences

Cyber-Bullying Policy

Drug Policy

Drug Strategy

Enrolment

Grievance Procedure

Literacy Agreements

Managing Complaints

Mobile Phone Acceptable Use Policy

National Professional Standard for Principals

National Professional Standards for Teachers

Numeracy Agreements

OHSW policies and procedures

Performance and Development Policy

Professional Development Policy

Site Learning Plan

Student Behaviour Management Policy

Student Referral for Support Flow Chart

Vision Statements

Volunteer Policy

Working in Isolated Circumstances Procedures