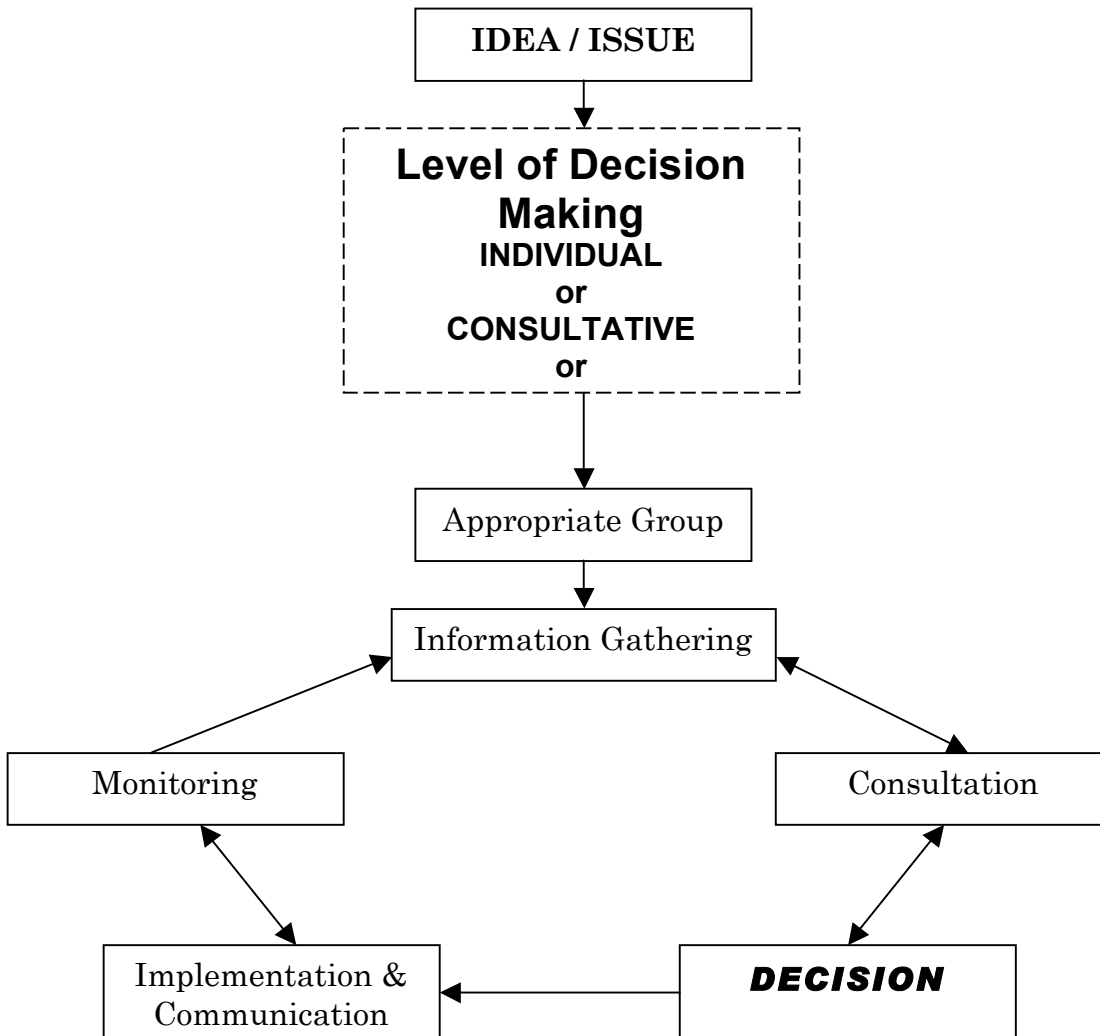# DECISION MAKING at KAPUNDA PRIMARY   28/10/2010

We believe effective decision-making values and build on the rights and opinions of all groups within the community therefore:
- Many different groups or individuals will make decisions within the school in a number of different ways. However all groups and individuals should where appropriate give those that will be affected by the decision the opportunity to influence the decision.
- Consensus is desirable and should be initially sought however if after negotiation consensus cannot be reached a majority vote from stakeholders or their representatives is mandated.
  Governance Council is representative of the parents and entire school community
  SRC is representative of the students
  Staff is inclusive of ancillary and part time staff
- The process is clear and understood by all and the level of Decision Making is recognised.

INFORMED DECISION MAKING OCCURS WHEN THERE IS:
- Adequate time
- Relevant information including consideration of OHS issues
- A range of opportunities to discuss, debate and share information
- The option to defer final decisions where further information or consideration is required
- The opportunity to consult with the group being represented

DECSION MAKING FLOWCHART

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LEVELS OF DECISION MAKING

Individual   A decision made by a person without consultation and does not directly affect others eg A teacher decides to change a lesson plan.

Consultative   A decision made by a person or persons after consultation with others and effects individuals or groups. e.g. The Principal recommends a Sports Day date after consulting with appropriate people

Participative   A decision made after discussion, negotiation, well considered processes and time-lining- affecting whole school policies and procedures. E.g. use of play space

Delegated   A decision is given to a group or individual to take. E.g. organisation of Sports Day

Process for Participatory, Consultative & Delegated Decision Making

Process	Documentation / Communication
Initiation - Identifying the problem, issue, proposal or initiative. This may come from parent / caregivers, staff, students, Governance Council, DECS or the community.	Preferably in a written format
Supervisory (If appropriate)– Call for sub committee representatives.	
Information Gathering - Collecting and disseminating all relevant information (including OHS issues), considering a range of proposals, opinions and implications.	Results of information gathering to be made available through staff meetings, letter, notes to all relevant stakeholders.
Consultation - Talking with involved parties, making recommendations, adjustments and modifications.	Individuals, committees or groups to document as required and decisions to be recorded. Minutes are to be made available.
Making the Decision - Using the shared understanding of how decisions are to be made(consensus, majority, individual), who implements and documents them	Decisions are publicised to everyone involved by appropriate means. All committees/ groups are to keep minutes. Decisions are to be recorded in the minutes. Minutes are to be displayed or made available.
Implementing - Establishing how the decision will be implemented, time-line and expectations, roles and responsibilities. Once the decision has been made, the community has the responsibility to work within the spirit of that decision.	
Monitoring - Identify who has the responsibility for monitoring and what steps to take if the decision is not adhered to. Monitor and review the decision as necessary.	
Grievance Procedure - Everyone is encouraged to use the Grievance Procedures if they are having difficulties working with a decision.	Raise the issue with the group involved. Raise the issue with leadership or Formal written documentation as per the Grievance Procedure.

Interim decisions:

The Principal and/or Deputy Principal on any issue that needs attention may make these. Everyone affected by the decision shall be informed as soon as possible. Interim decisions shall be subject to due process in accordance with the decision-making policy as soon as possible. An interim decision may be ratified, altered or rejected in part or in total at the next Staff Meeting.

Rules of voting (In the case of decisions involving Participatory Decision Making)

❖ **Consensus decision-making** is a group decision making process that not only seeks the agreement of all participants, but also the resolution or mitigation of minority objections. Consensus is defined as meaning both general agreement and the process of getting to such agreement. Consensus decision-making is thus concerned primarily with that process.

❖ Majority rule processes do not require consensus for group action. Instead, decisions are made by voting with a majority determining the position of the entire group. This approach has the advantage of being able to produce a prompt and clear decision.

- ❖ It is aimed to reach a real consensus of opinion. It is assumed that consensus has been achieved if participants do not indicate otherwise.
- ❖ If consensus is not achieved, decision-making shall be deferred until the next meeting. The Principal or Deputy may make an interim decision for the sake of expediency if this is warranted by the nature of the issue.
- ❖ If after further discussion, information gathering, and consultation a consensus decision cannot be reached at the next meeting then the decision will be put to the vote.
- ❖ A secret ballot will be taken if requested by a participant.
- ❖ If individuals have prior knowledge that they will not be able to attend a decision-making meeting they may register their opinion and vote prior to the meeting.
- ❖ If it is not necessary to return to the information seeking and consultation process a decision will be made at the meeting where the issue is being presented.
    - 1.1. The motion will be deemed to have been passed with a greater than 50% majority
    - 1.2. Abstentions are not counted either for or against the motion.
    - 1.3. All decision-making should identify who is responsible for overseeing the implementation of the decision.
    - 1.4. Once a decision is made it is binding until it is raised as an issue again.
    - 1.5. People who have to implement a decision should under most circumstances be involved in the decision-making.
    - 1.6. When a decision is made, a method of determining its effectiveness should be incorporated.
    - 1.7. Power of Veto – the Principal will exercise his/her power of veto only if decisions taken are contrary to the Education Act and Regulation, Departmental Circulars and the OHSW Act.

LOCAL MANAGEMENT ROLES

Governing Councils involve the community, principal / director and staff in decision making. However the Governing Council and Principal share the responsibility for decisions that relate to:
- the objective and targets of the Site Learning Plan
- local policy,
- the allocation of the resources available to the site including approving the budget, asset management plan and human resource plan.
- the involvement of the community in the governance of the site, including, for example, the committee structures, consultation with the community and their appropriate inclusion in decision making.
- the employment (but not supervision) of council staff.
- the establishment resourcing of, for example, school canteens, Out of School Hours Care or residential facilities.
- monitoring of the Site Learning Plan and local policy
- reporting to the community and the Minister.

The Principal is responsible for:
- The day-to-day management of the site, for example, class arrangements, starting and finishing times or room allocation.
- Implementing the Site Learning Plan and Services Agreement.
- Financial management and implementing the budget including, for example, accounting practices, managing cash flow and purchasing.
- Human Resource Management including, for example, implementing the human resource plan, the allocation of duties, staff supervision and performance management, merit assessment and leave approval and staff well being.
- Implementing the Asset Management Plan, breakdown and routine maintenance.
- The duty of care for children and students, for example yard supervision or school rules.
- The delivery of the curriculum, including the range of subjects offered, deciding on common methodologies and practices, assessment and reporting.

- Implementing departmental policies and requirements, for example the administration of NAPLAN tests and admission of students.
- Implementing Acts and Regulations, for example, the Occupational Health Welfare and Safety Act

SRC

Student Representative Council promote "student voice" that ideally sees the students making a meaningful contribution towards school decision making.
SRC is responsible for;
- Representing their class at fortnightly meetings to discuss issues that are suggested by class members.
- Discuss issues and give ideas as part of the whole school consultative process.
- Work through a problem solving process to develop ideas and strategies that will benefit the school community.
- Pass on ideas to other stakeholders and back to their class.
- Promote and implement the decisions made.
- Represent their class and all students .

STAFF

STAFF are involved in Decision making in a range of ways. Staff involvement in Decision making can be individual, through teams, committees, at staff meetings and individually around class management. Staff are also represented on Governing Council and Finance Committees.
Staff is responsible for :
- Major decisions require discussion time and ability to report back.
- Minor decisions can be made by stakeholders or consultative groups after quick discussion at staff meetings.
- Initiate ideas for discussion and consideration
- Voice opinions respectfully and participate actively
- Knowing and use of Grievance Processes
- Communicate decisions to relevant staff

- Initiating reviews where necessary
- Accept and implement decisions.
- Share responsibilities on committees .

- Developing agendas and recording minutes for all committees and teams

APPENDIX

CONSULATATIVE GROUPS AND RESPONSIBILITIES WITHIN THE SCHOOL

LEADERSHIP TEAM
ROLE
To discuss and make decisions about day-to-day school issues.
To address general management issues
Managing individual student issues and strategies for support.

PAC
ROLE
The Personnel Advisory Committee (PAC) is a key group in the effective deployment of human resources within the school. Members of the PAC are required to consult with and represent all staff. The PAC is an advisory forum. However, in relation to any proposal to alter the staffing configuration (as compared with the *Staffing Allocation Document 1999*) at a school which becomes part of local school management (howsoever described), the proposal must be referred by the principal to the PAC, consultation must occur with relevant staff affected by the proposal, and agreement must be reached with the PAC before the proposal is implemented.

- The PAC will advise the principal in relation to human resource matters, including the development of the human resource profile.
- The PAC will have regard to the Personnel Advisory Handbook when advising the principal. The employer will in all cases, except where it is not practicable because of the nature or urgency of the matter, consult with the PAC at a school in relation to the deployment of staff within that school and the utilisation of the staffing complement provided to the school by the department.
- The PAC may advise the principal on a matter referred to it pursuant to Clause 13.6 of the Certified Agreement.

WELL BEING COMMITTEE
ROLE

To promote positive student well being in the school and community.
To review current practices and where the need arises make suggestions for change.
To initiate and assist with the implementation and monitoring of "preventative behavioural and social skills programs and strategies.
For the group to represent their respective learning teams.

ICT COMMITTEE
ROLE
- Staff consultation is to be sought on issues
- To provide a forum for the discussion of ICT issues including issues raised by teams.
- To oversee ICT in the school and help streamline decision making by discussing, collecting and disseminating information.
- To promote ICT in the school and community
- To make recommendations about ICT directions
- Make recommendations about the ICT budget
- To consider student learning and ICT and make recommendations
- Support staff with interests and ideas in ICT

LITERACY COMMITTEE
ROLE

- To provide a forum for the discussion of Literacy issues including issues raised by teams.
- To promote Literacy in the school and community
- To make recommendations about Literacy directions
- Make recommendations about the Literacy Budget and resources.
- To consider Literacy Data and make recommendations.
- To consider the Literacy support program and make recommendations.
- To support staff with interests and ideas and promote Professional Development.
- Disseminate information from the early Years Literacy strategy and where applicable involve the MP and UP.

NUMERACY COMMITTEE
ROLE

- To provide a forum for the discussion of Numeracy issues including issues raised by teams.
- To promote Numeracy in the school and community
- To make recommendations about Numeracy directions

- Make recommendations about the Numeracy Budget and resources.
- To consider Numeracy Data and make recommendations.
- To consider the Numeracy support program and make recommendations.
- To support staff with interests and ideas and promote Professional Development.

SCIENCE COMMITTEE

- To provide a forum for the discussion of Science issues including issues raised by teams.
- To promote Science in the school and community
- To make recommendations about Science directions
- Make recommendations about the Science Budget and resources.
- To consider Science Data and make recommendations.
- To consider the Science support program and make recommendations.
- To support staff with interests and ideas and promote Professional Development.
- Promote the use of Primary Connections and the National Curriculum.

WORKING GROUPS

From time to time working groups will be formed around a common issue.
These groups will have a defined goal.
The groups will be representative.
The group will consult and their ideas fed back to a staff meeting or Governing Council meeting for final approval.

FINANCE ADVISORY COMMITTEE

A Sub Committee of Governing Council.
Representation from Staff, P&F and GC.
At least one meeting a term
Role
Advisory group
Monitor and evaluate use of school funds
Design draft budget to submit to Governing Council for approval

PARENTS AND FRIENDS

P&F works under the conditions of their constitution.
P&F elects a representative to Governing Council.
A report is provided at Governing Council of their decisions and activities.
P&F performs the following functions:
Provide a means of contact between home and school
Assist parents to gain skills to participate in the decision making of the school
To develop and maintain an interest in the welfare of children at school
Support the principal and the school staff to enhance student learning.
Holds fundraising activities

CANTEEN

The committee is answerable to the Governing Council.
The group is responsible for:
Developing a menu of healthy eating options.
Operating a canteen within health and school guidelines.
Setting costs for items.
Meetings of the working party are held at least twice a term.
Decisions are fed back to Governing Council for final approval.