INTRODUCTION
Teachers are expected to participate in the Kilparrin committee structure.
School Services Officers are encouraged to participate on committees and attendance at committee meetings and undertaking any duties following can be time banked.
Staff are elected to committees at the beginning of the school year with the exception being the Personnel Advisory Committee, where members are elected for one year from the beginning of Term 2.
Refer to the Kilparrin Decision Making Policy for further information.

CURRICULUM COMMITTEE

CONVENOR: Coordinator, Curriculum and Pedagogy

MEMBERSHIP: Principal and Coordinator representative, SSS and Class Teacher representatives.

TERMS OF REFERENCE
1. To support the implementation of the Australian Curriculum.
2. To support the implementation of identified curriculum foci as documented in the Kilparrin Site Improvement Plan.
3. To support the continued development of pedagogy through the Teaching for Effective Learning framework.
4. To support the further development of whole school assessment and reporting practices.
5. To support staff in the implementation of the expanded curriculum for learners with vision and/or hearing impairment.
6. To recommend topics to the Professional Learning Committee.

RELATIONSHIP TO DECISION MAKING STRUCTURE
Recommendations from the Curriculum Learning Committee go through Leadership for consultation and to the Principal for final decision.

FINANCE ADVISORY COMMITTEE

CONVENOR: Treasurer of the Kilparrin Governing Council

MEMBERSHIP: Principal, Finance Officer

TERMS OF REFERENCE
1. Discuss, analyse and implement the school’s yearly financial budget-tabled to staff and governing council for feedback and approval.
2. Report to staff and governing council on daily/monthly financial position of school.
3. Receive reports from Finance advisory sub-committee meetings with staff representatives.
4. Organise auditor for financial records to be audited.
5. Implement EDSAS finance package.
6. Discuss and implement investments and expenditure for school.
7. Liaise with Governing Council re: Material & Services Charges to students.

RELATIONSHIP TO DECISION MAKING STRUCTURE
Finance Advisory Committee makes decisions and reports to Governing Council at least twice per year. The Finance Advisory Committee reports to staff via the Principal.
FINANCE ADVISORY SUB-COMMITTEE

CONVENOR: Principal

MEMBERSHIP: Principal, Finance Officer, Resource Centre manager, Teacher representatives (one from the SSS staff and one from the school staff).

TERMS OF REFERENCE
1. Discuss, analyse and implement the school’s yearly financial budget-tabled to staff and governing council for feedback and approval.

2. Manage the implementation of the requisition process and accompanying risk assessment process.

3. Liaise with the Resource Centre to implement the Selection and Access Policy for Teaching and learning Materials.

4. Identify resources etc to be purchased and approved.

RELATIONSHIP TO DECISION MAKING STRUCTURE
Finance Advisory Sub-Committee makes decisions re expenditure within existing budget allocations and reports to Governing Council through the Finance Advisory Committee. The Finance Advisory Sub-Committee reports to staff via the Principal.

ICT COMMITTEE

CONVENOR: Coordinator (ICT)

MEMBERSHIP: Resource Centre Manager, Finance Officer, Teacher SSS Representative, Teacher Class Representative.

TERMS OF REFERENCE
1. Classroom Support;
   • maintain and suggest new ways of incorporating technology into learner activities.
   • identify and resolve issues that may arise in regard to both learner and teacher use of technology. This may include researching and providing opportunities for staff to participate in focused 1-on-1 training.

2. Teacher and Administration Support;
   • introduce new technology items – whether already purchased or awaiting purchase – to be discussed and approved on a needs basis.
   • discuss whole school levels of ICT competency and address via 1-on-1 training, or other training (if deemed necessary).
   • address issues that may arise infrequently but which affect the whole school and how to resolve/repair them. e.g. Internet dropouts, laser printer replacement, laptop repairs.

3. ICT Administrative tasks;
   • update and/or report on the status of the Computer Audit. This is an ongoing procedure due to the need to frequently update as technology fails or becomes outdated.
   • discuss future planning for ICT, taking into account the budget requirements that may be necessary.

RELATIONSHIP TO DECISION MAKING STRUCTURE
Recommendations from the ICT Committee go through the Principal to Finance Advisory Sub-Committee and/or other committees or staff groups for appropriate consultation and final decision.
**LEADERSHIP GROUP**

**CONVENOR:** Principal

**MEMBERSHIP:** Staff in leadership positions

**TERMS OF REFERENCE**

1. Support the management of issues that impact on the services provided by Kilparrin.
2. Discuss, monitor and review the implementation of the school’s annual priorities (including the preparation of the Annual Report).
3. Develop, monitor, evaluate and report whole site plans as required by DECD.
4. Update the *School Context Statement* as required.
5. Support, monitor and evaluate outcomes of coordinator positions.
6. Support the development of leadership throughout Kilparrin.

**RELATIONSHIP TO DECISION MAKING STRUCTURE**

Recommendations from the Leadership Group go through the Principal to relevant groups and/or individuals (e.g., staff, Governing Council, Assistant Regional Director, Director, Special Education).

---

**PERSONNEL ADVISORY COMMITTEE**

**CONVENOR:** Principal

**MEMBERSHIP:** (see below)

The Principal has delegated responsibility for human resource decisions at the school level, provided that these decisions are made in accordance with the consultation process outlined below.

Each school will establish a Personnel Advisory Committee (PAC) comprised of the following membership:

(a) The Principal (or nominee);
(b) A nominee elected by AEU members at the school;
(c) An equal opportunity representative elected by all staff at the school; and
(d) A member of the non-teaching staff, elected by non-teaching staff at the school, who will participate only when the PAC is to deal with matters pertaining to non-teaching staff.

Members of the PAC are required to consult with and represent staff in relation to human resource matters, including the development of the site’s human resource profile.

When representing and consulting with staff, members of the PAC will have regard to relevant equal opportunity, occupational health, safety and welfare, work life balance and workload issues. For the purpose of this clause, consultation involves the sharing of information and the exchange of views between DECD and the employee and genuine opportunity for employees to contribute effectively to the decision making process and a bona fide opportunity to influence the decision making. Consultative arrangements put in place will ensure that the staff and union will have the choice and opportunity to be involved in the consultation process in the school.

The PAC will work in partnership with the Principal in relation to human resource matters and perform any other function as provided for by the *South Australian School and Preschool Education Staff Enterprise Agreement 2012* (Enterprise Agreement 2012).

The Principal will in all cases, except where it is not practicable because of the nature or urgency of the matter, work in partnership with the PAC at a school including in relation to:

(a) The deployment of staff appointed to that school;
(b) The development of leadership structures within that school;
(c) The planning and organisation of the program of instruction in the school;
(d) The organisation of work including face to face teaching requirements and applicable part-time arrangements;
(e) The organisation of work of graduate teachers in the first twelve months of teaching within that school.
(f) The organisation and size of classes within that school, including practical classes;
(g) The overall configuration of staffing within the school;
(h) The number, nature, profile, tenure and special emphasis of leadership positions;
(i) Identification of vacancies within the school and the vacancy descriptions;
(j) The final draft of job and person specifications for all staff;
(k) Procedures for filling school based leadership positions (in accordance with HR29 – Merit Selection Policy 2010 and HR29A Merit Selection Procedures 2010);
(l) Strategies to manage work organisation, class structure, specialist teaching load, face to face teaching time, non-instruction time, leadership time and the allocation, size and configuration of classes;
(m) The implementation of the HR14 – Part Time Employment Procedure (excluding school teaching staff) and HR14A – Part time Teachers (Schooling Sector) Operational Procedure including deployment of all part-time staff and access to training and development and promotion positions;
(n) The implementation of the required placement procedures for all teaching staff;
(o) Training and development priorities within the context of school planning, ensuring equitable access for all staff to training and development within available resources;
(p) Concerns regarding excessive workload including class size; and
(q) Strategies, where appropriate, to settle grievances in accordance with other provisions of this Enterprise Agreement.
(r) The total number of students and classes for which a teacher has responsibility for preparation of lessons, report writing and assessment of student work.

For the purposes of performing the PAC’s role under clause 3.5.9 the PAC will be provided with information sufficient for genuine consultation including information about the funding provided to the school and information, if any, that is provided to the school about composition of staff and class sizes.

The Principal, in partnership with the PAC, will develop a Human Resource Profile, consistent with the Enterprise Agreement.

It is expected that any school based human resource management decision specifically identified in this Enterprise Agreement will be arrived at by consensus. If consensus cannot be reached such a decision may be made by majority agreement of the members of the PAC including the Principal (or the Principal’s nominee).

Where a majority of the PAC or two or more members of the PAC, excluding the Principal or his/her nominee, are dissatisfied with the manner in which a school based decision has been made or the outcome of such a decision the matter may be referred in writing to the Executive Director, Human Resources and Workforce Development (or delegate) and the matter will be dealt with in accordance with the procedures set out in clauses 3.1.8 – 3.1.16 of the Enterprise Agreement.

The “status quo basis” referred to in clause 3.1.3 of the Enterprise Agreement will apply in the manner set out therein where matters in dispute are being dealt with in accordance with relevant procedures.

Nothing in this clause, including the development of a Human Resource Profile for the school, shall affect the rights of employees under other clauses of the Enterprise Agreement. In the exercise of any of its functions provided for by the Enterprise Agreement, the PAC will have regard to the Personnel Advisory Committee Handbook.

Where the AEU and DECD agree to changes from time to time to the PAC Handbook, the terms of each change will apply and the PAC Handbook will be amended accordingly.

Where the PSA, AEU and DECD agree to changes from time to time to the PAC Handbook insofar as the PAC Handbook deals only with SSOs, the terms of each change will apply and the PAC Handbook will be amended accordingly.

Reference DECD Education Staff Enterprise Agreement 2012 Fact Sheet 18
PLAYGROUND COMMITTEE

**CONVENOR:** Leadership representative

**MEMBERSHIP:** Leadership representative, up to 4 members of staff

**TERMS OF REFERENCE**
1. Suggest equipment to be purchased for use in the playground.
2. Manage the maintenance of equipment in the playground and the daily playground checking process.
3. Complete the annual WHS checklist for playgrounds as required by DECD.
4. Develop a daily procedure and allocate personnel for setting up and packing up the playground equipment.
5. Collaborate with teaching staff to support theme related equipment.

**RELATIONSHIP TO DECISION MAKING STRUCTURE**
Recommendations for purchases go through the Principal to the Finance Advisory Sub-Committee for decision. WHS issues are directed to the WHS Committee through the WHS Representative. Report regularly to staff meetings.

POLICY AND PLANNING COMMITTEE

**CONVENOR:** Member of Leadership elected by the Committee

**MEMBERSHIP:** Principal, Deputy Principal, Coordinator representative (x1), Teacher representatives (one from the SSS staff and one from the school staff).

**TERMS OF REFERENCE**
1. Develop new policies as identified by Kilparrin or DECD.
2. Review Kilparrin policies as per the Schedule of Review.
3. Organise Staff Meeting agenda.
4. Schedule training and development for all staff, through staff meetings and in collaboration with Curriculum and Professional Learning Committee.
5. Review documented planning processes as required.

**RELATIONSHIP TO DECISION MAKING STRUCTURE**
New or reviewed policies are submitted as DRAFTS for discussion, amendment and for final endorsement at staff meetings and/or Governing Council as required.

Recommendations from the Policy and Planning Committee go via the convenor to Leadership for appropriate consultation and final decision in accordance with the Decision Making Policy.
PROFESSIONAL LEARNING COMMITTEE

CONVENOR: Coordinator, Professional Development

MEMBERSHIP: Principal and Coordinator representative, SSS and Class Teacher representatives.

TERMS OF REFERENCE
1. Provision of professional development statewide;
   • organise state-wide conferences, facilitate and provide professional learning programs for individual or clusters of pre/schools receiving support from Kilparrin
   • liaise with the Leadership Group regarding possible topics, speakers, target audience
   • liaise with guest speakers regarding their requirements
   • arrange date, time, venue, cost, catering, publicity
   • manage registration processes
   • coordinate provision of handouts, evaluation sheets and certificates.

2. Provision of professional learning opportunities for Kilparrin staff;
   • undertake annual staff professional learning needs analysis
   • implement professional learning programs as directed by DECD, staff needs or the Leadership Group.

3. Manage the application process for attendance at externally organised professional Development
   • process applications for support under the DECD Training and Professional Support Strategy Guidelines and the Kilparrin Professional Development Policy

RELATIONSHIP TO DECISION MAKING STRUCTURE
Recommendations from the Professional Learning Committee go through Leadership for consultation and to the Principal for final decision.

STAFF ASSOCIATION

CONVENOR: Elected by committee members

TERMS OF REFERENCE
1. Arrange regular social functions.
2. Acknowledge birthdays.
3. Liaise with Principal for farewells and special occasions.
4. Organise the provision of tea, coffee, milk and sugar.
5. Support the wellbeing of staff.

RELATIONSHIP TO DECISION MAKING STRUCTURE
Recommendations from the Staff Association go to the whole staff via staff meetings and staff pigeonholes.

EXPECTATIONS OF COMMITTEE MEMBERS
- attend regular scheduled meetings
- support regular social functions
- take on a specified role/s within the Association
  - convenor (chair meetings, oversee the functions of the committee)
  - co-convenor (minutes, take over in Convenor’s absence)
  - tea and coffee (monitor and purchase)
  - kitchen amenities (monitor and purchase cutlery, crockery, condiments, appliances)
  - publicity (advertise events)
  - treasurer (collect and be responsible for collected funds and payment of accounts)
  - reservation (organise reservations)
  - gift & celebrations (organise/update birthday register, organise collection of gifts, be responsible for publicly acknowledging celebrations)
  - support specific days and/or events (SSO week, World Teacher Day).
CONVENOR: Elected WHS Representative

MEMBERSHIP: WHS Representative, Principal, Firewardens, Designated First Aider, Staff Representative

TERMS OF REFERENCE
1. Assist with documentation, collation, distribution, evaluation and review of WHS information.
2. Highlight specific issues for staff in-house training – suggested schedule:
   Term 1: Manual handling and transfer & positioning of learners, using the lifters and hoists, universal precautions, using personal protective equipment, injury management checklist, completing relevant documentation including ED155, Hazard Needs Attention forms (WHS Rep.)
   Plan Emergency Action Plan drill (fire wardens)
   Term 2: DECD WHS policy & procedures, personnel counselling, psychological health
   Plan Emergency Action Plan drill (fire wardens)
   Term 3: Risks and hazards, risk assessments and hazard reporting
   Plan Emergency Action Plan drill (fire wardens)
   Term 4: Annual site checklist, action on identified risks
   Plan Emergency Action Plan drill (fire wardens).
3. Develop WHS Action Plan for each term incorporating tasks identified on Business Manager.
4. Respond to WHS issues as they arise.

RELATIONSHIP TO DECISION MAKING STRUCTURE
Staff receive regular reports via WHS agenda item on each Staff Meeting agenda. Recommendations from the WHS committee go to the Leadership Group and/or whole staff for actioning.

Document 8: November 2013 (Amendments approved at Staff meeting on 2 December, 2013)
To be reviewed in 2015 or earlier if needed.