INTRODUCTION
Each site needs to clarify the types of decisions to be made and the level of involvement required, and to have the roles and responsibilities of various decision-making groups clearly stated and documented.

The Kilparrin Teaching and Assessment School and Services (Kilparrin) Decision Making Policy comprises the following components:
- assumptions underlying the Decision Making Policy
- types of decision making and Decision Making Flow Chart
- a chart identifying the various personnel (individual/s and groups) who influence decision making at Kilparrin
- codes of conduct
- staff and other meetings decision making processes.

This policy assumes that
- all individuals and groups within our staff and school community have a right to be involved in decision-making within the parameters described in the Decision Making Flow Chart (see below)
- the level of involvement will vary according to the issue under consideration
- participation in decision making does not mean that all parties need to participate in all decisions
- everyone has the right to freely express their opinion and that this is only possible in an atmosphere of trust, respect and tolerance
- effort will be made to achieve consensus
- effective decision making requires open communication of information, adequate time for discussion and use of all available resources
- all staff, learners (where appropriate) and parent representatives are committed to, and accountable for, the implementation of decisions made collectively
- it is necessary for everyone to know and understand the agreed procedures for decision making
- effort will be made to provide professional development for all staff, learners (as appropriate) and parent/caregiver representatives in decision making skills
- all decisions taken within our school comply with the relevant Acts and Regulations and State and Commonwealth Laws
- equity strategies are implemented in decision making
- the roles and responsibilities of the various decision-making groups in our school are clearly stated and documented (Refer to Kilparrin Committees: Terms of Reference).

DECISION MAKING PROCESSES
The Kilparrin Decision Making Flow Chart describes:
- five broad types of decisions and the various issues to be resolved within each decision type
- the decision maker/s for each decision type
- consultative processes to be employed
- person/s responsible for communicating the outcomes of the decision making processes
- person/s responsible for the implementation, monitoring, reporting and review of decisions.
### KILPARRIN DECISION MAKING FLOW CHART

Issues requiring decisions come from DECS, staff, parents/caregivers, Governing Council and learners.

<table>
<thead>
<tr>
<th>Type of Decision</th>
<th>EXECUTIVE TYPE</th>
<th>GOVERNANCE TYPE</th>
<th>MANAGEMENT TYPE</th>
<th>PROFESSIONAL TYPE</th>
<th>OTHER</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Description</strong></td>
<td>Issues that the Principal decides. Non consultative</td>
<td>Issues that the Principal &amp; Governing Council decide upon as representatives of the school community</td>
<td>Issues that the Principal or delegated person/s decide upon following appropriate consultation</td>
<td>Issues that the professional staff (teachers) primarily decide upon following appropriate consultation</td>
<td>Issues that staff primarily decide upon following appropriate consultation</td>
</tr>
<tr>
<td><strong>Type of Issue</strong></td>
<td>There are legal requirements and Departmental Regulations governing the Principal’s duties. These can only be undertaken by the Principal and cannot be delegated.</td>
<td>There are issues that require consultation and resolution, in the context of the Governing Council’s joint responsibility with the Principal for the governance of the school and the KELC. Sub-committees may be established to undertake specific tasks and to make recommendations to the Governing Council for ratification.</td>
<td>There are organisational and management issues about which the Principal &amp;/or staff make decisions following consultation with appropriate personnel &amp;/or groups. These issues do not require full consultation.</td>
<td>There are issues relating to the implementation of DECS &amp; school policies requiring consultation with the professional staff. These decisions primarily determine curriculum content, the delivery of teaching and learning program/s, and access to support services for learners.</td>
<td>These are issues relating to para-professional activities and tasks that support curriculum delivery and site functioning and staff social functions</td>
</tr>
<tr>
<td><strong>Examples</strong></td>
<td>Examples: exclusion of students, managing under performance, crisis management, staff deployment</td>
<td>Examples: representation &amp; consultation on matters relating to Kilparrin or the Community, financial planning and reporting, school promotion &amp; public relations, policy development as related to learner welfare (eg Health Support Policy)</td>
<td>Examples: Timetable and Yard Duty Roster, TRT management, learner allocation, performance development, expenditure within budget provisions</td>
<td>Examples: curriculum planning &amp; programming, assessment and reporting, staff professional development, support for individual learners or families (Early Intervention)</td>
<td>Examples: resource making, staff social functions, setting up activities for learners (eg playground, talking books)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Decision Maker/s</th>
<th>PRINCIPAL</th>
<th>GOVERNING COUNCIL</th>
<th>PRINCIPAL &amp;/or DELEGATED STAFF</th>
<th>TEACHERS</th>
<th>GROUPS OF STAFF, SSOs, STAFF ASSOCIATION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Consultation Process</strong></td>
<td>Non consultative Principal may seek advice or clarification from DECS personnel (eg the Assistant Regional Director)</td>
<td>Consultation process: consultation with pre/school community, ratification by Governing Council</td>
<td>Consultation may involve: Personnel Advisory Committee, OHSW Committee, Policy &amp; Planning Committee, Leadership Group, Finance Advisory Sub-committee, Playground Committee, whole staff</td>
<td>Consultation may involve: teachers’ meetings, Curriculum and Professional Learning Committee, class and/or support teachers, other service providers</td>
<td>Consultation may involve: small group meetings, staff meetings, class staff</td>
</tr>
<tr>
<td><strong>Dissemination of Decision</strong></td>
<td>Principal informs appropriate personnel*</td>
<td>Governing Council and Principal inform school community via the Annual Report, Newsletter and correspondence</td>
<td>Principal or delegate informs appropriate personnel* through staff and c’tee meetings/minutes, the day book, updates and displays.</td>
<td>Principal informs all staff and/or appropriate personnel* via teacher &amp; NEP meetings/minutes, Newsletter, updates, correspondence &amp; displays.</td>
<td>Groups or individuals inform all staff and/or appropriate personnel via staff meeting</td>
</tr>
</tbody>
</table>

**Implementation and Review**

- Implementation, monitoring, reporting & review undertaken by the appropriate personnel
  - Principal or delegate
  - Staff
  - Teachers
  - Relevant committee

- Implementation, monitoring, reporting & review undertaken by relevant personnel

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Appropriate personnel may include staff, Governing Council, DECS, parents/caregivers, children/students, service providers and Statewide Support Service clients.

March 2010
Kilparrin Teaching and Assessment School and Services

DECISION MAKING: INDIVIDUAL/S and GROUPS

Kilparrin Staff
- Playground Committee
- O.H.S.&W. Committee
- Staff Association
- Policy & Planning Committee
- Personnel Advisory Committee
- Leadership Group
- Professional Associations

Kilparrin/Community/DECS
- Curriculum & Professional Learning Committee
- ICT Committee
- Staff Meetings
- Teachers' Meetings (including class teachers and SSS teachers)
- School Services Officers' Meetings
- Individual Staff (including Senior First Aider)
- Fire Warden/s

Kilparrin/Community/DECS
- Park Holme Campus Leadership Group
- Director (KELC host preschool) and Principal
- Finance Advisory Committee (GC+)

Principal

Governing Council

DECS
- Statewide Verification & Professional Support Team
- Assistant Regional Director
- Southern Adelaide Region
- Marion Alliance

Statewide Support Service Clients
- Learners
- Parents/Caregivers
- Volunteers and Tertiary Students
- Service Providers
- Local Community

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STAFF CODE OF CONDUCT
All staff work within the Code of Conduct for South Australian Public Sector Employees (Commissioner for Public Employment March 2005) and the Kilparrin Values Statement

In particular staff
- revisit the Kilparrin Values Statement annually
- sign the Acknowledgement of Code of Conduct for SA Public Sector Employees

PRINCIPAL CODE OF CONDUCT
The Principal is responsible for the leadership, management and development of the school and its programs. The Principal operates within the relevant Acts, regulations, departmental policies and the roles and responsibilities statement for Principals.

In providing effective leadership, the Principal will
- provide leadership and accurate advice to the Governing Council and ensure that the policies and programs developed are implemented
- assist all staff to adhere consistently to departmental and school policies
- support the development and maintenance of a purposeful learning environment that recognises and celebrates learner achievement
- facilitate the use of quality learning and teaching strategies to maximise learner outcomes
- ensure a safe, effective and harassment free environment for learners and staff
- ensure principles of equity and merit are applied
- manage the development and operation of the site’s financial and administrative systems
- promote Kilparrin and further enhance links with all sectors of the educational community.

CODE OF CONDUCT FOR STAFF DURING ALL PROFESSIONAL MEETINGS
- adopt a sense on responsibility in and for the group
- be involved in decision making with the following attitudes
  - preparedness to compromise
  - preparedness to listen, support and be sensitive to other people’s opinions and beliefs
  - preparedness to separate major and minor issues
  - preparedness to live with and support a decision
  - preparedness to identifying underlying beliefs and values
  - preparedness to use a problem solving approach

STAFF MEETINGS
Attendance at Staff Meetings is obligatory for teachers.

“Staff meetings will be an integral part of the decision making process and of communication within the school, and they will be conducted to give full opportunity for involvement of all staff members. Attendance at such meetings shall be obligatory, subject to the acceptance of non-attendance on grounds similar to those applying to absence from other teaching duties or for any reason acceptable to the head teacher.” (The South Australian Government Gazette 28 August 1997 37. 1d)

Chairperson
The Principal or nominee chairs the staff meeting.

The Chairperson, in consultation with the Policy and Planning Committee, prepares the agenda and ensures that all staff are given the opportunity to contribute to the discussion.

The Chairperson must vote but not dominate discussion.

Minute Secretary
The minute secretary is responsible for recording the minutes.

Publishing and distributing the minutes via email is a delegated responsibility.

A record of all meetings is kept including actions, decisions, the names of all staff present and apologies received..
Personal Staff Responsibilities
Staff are expected to:
- give staff meetings high priority
- give notice of absence
- be punctual
- keep themselves informed, do any necessary pre-reading and read the minutes
- communicate absentee votes to the chairperson
- return surveys/written responses by requested date
- participate in small group discussions and report back to the whole group
- respect formal meeting procedures
- be involved in decision making with the following attitudes
  o preparedness to compromise
  o preparedness to listen, support and be sensitive to other people’s opinions and beliefs
  o preparedness to separate major and minor issues
  o preparedness to live with and support a decision
  o preparedness to identifying underlying beliefs and values
  o preparedness to use a problem solving approach.

Meeting Decision Making Processes: Overview

<table>
<thead>
<tr>
<th>Issues and Proposals Discussed</th>
<th>Consensus Achieved – Decision Made (⅔ for or against)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proposal Supported</td>
<td>Decision publicised, implemented, monitored &amp; reviewed as appropriate</td>
</tr>
<tr>
<td>Proposal Defeated</td>
<td>Status quo remains</td>
</tr>
</tbody>
</table>

or

<table>
<thead>
<tr>
<th>Issues and Proposals Discussed</th>
<th>Consensus Not Achieved (less than ⅔ for or against)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Item put on Next Meeting’s Agenda</td>
<td>Further discussion</td>
</tr>
<tr>
<td>Consensus Achieved – Decision Made (⅔ majority)</td>
<td>Proposal Supported, decision publicised, implemented, monitored &amp; reviewed as appropriate</td>
</tr>
<tr>
<td>Proposal Defeated</td>
<td>Status quo remains</td>
</tr>
<tr>
<td>New Proposal or Status Quo</td>
<td>Status quo remains</td>
</tr>
</tbody>
</table>

Further discussion leads to the development of a new proposal or a decision to maintain the status quo.

Communicating Recommendations from Committees

Committee meets and recommendations formulated
Recommendations put to appropriate meeting
(Leadership Group, Staff meeting, Teachers’ meeting or School Services Officers’ meeting)
Issues and proposals discussed
(Continue as per Meeting Decision Making Process as above)

Additional Information
Quorum: is set at two thirds (⅔) of those who normally attend the meeting
Extension of Time: if meeting agenda is likely to require extra time, a vote will be taken to extend the meeting (at least 5 minutes prior to the scheduled end of the meeting)

Document 4: March 2010 (Approved at Staff Meeting on 10 May 2010)
To be reviewed in 2013 or earlier if needed