CRAIGMORE SOUTH PRIMARY SCHOOL

Learners today, leaders tomorrow

Decision making at Craigmore South Primary School

CONTENTS

School Values
Respect – Collaboration – Integrity – Diversity--Responsibility

Updated by staff: August 2018

<u>Decision Making at Craigmore South Primary School</u> is based on the following principles:

- �֍ All have a right to be heard
- ✺ All have a responsibility to voice their opinions so that decisions made reflect the widest range of opinions
- ✺ Consensus is best, and then we know that decisions are most likely to be put into action
- ✺ All staff members are stake holders; as are parents and students. Decisions need to reflect and respect all members of the community if we are truly in a partnership
- ✺ Informal discussion and groups are always part of school culture. They are an important way for people to voice differing opinions. However, underlying problems need to rise to the surface to be addressed in the appropriate decision making forum and protocols followed.
- ✺ It is always best to come not just with a criticism but with a potential solution(s) to the problem.
- ✺ There can be different levels of involvement in decision making.
  Some decisions are low level, requiring minimal involvement and some are higher level decisions and issues that require either consultation or high level involvement of a committee of staff members, or the whole staff(s).
- ✺ S.S.O.'s are and need to be involved in our decision making
- ✺ All staff have a voice in a range of forums, and are encouraged to use it.
- ✺ Trust, openness, honesty are valued and expected in our community and necessary in our relationships with each other.

1. <u>Decision Making:</u>

   - ✺ Decision making is part of the day to day business of schools.

   - ✺ Decision making is everyone's responsibility.

   - ✺ It takes time for the consultative / collaborative decision making process to work.

   - ✺ Review of decisions made and the decision making process is essential.

   - ✺ The consultative / collaborative process is the most effective means of arriving at decisions which are acceptable to everyone involved.

   - ✺ Those affected by a decision and who are expected to support its implementation need to understand their roles and responsibilities within decision making structures and be involved in the decision making process.

   - ✺ The three groups that comprise the school community should be involved in the decision making process; students, staff and parents.

   - ✺ Decision making in general is to do with change. Change Management and the subsequent planning depends on inclusive and efficient decision making.

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✸ The ultimate responsibility for decision making at Craigmore South Primary School and any alterations with Governing Council rests with the Principals under the delegation of the EXECUTIVE Officer (currently: Tim Wilson).

✸ The Principals have the authority to delegate decision making to appropriate groups.

2. The Decision Making / Change Process

Some decisions are made after consultation, some are reached by consensus, some are made by individuals. The process for making a decision on any issue should be made clear at the time of raising the issue or making a proposal.

Individuals in a school make decisions on a daily basis. In general, decisions made by individuals or groups are required to follow the process set down in this Policy when the decision involves a major curriculum or reorganisational change, or if it requires the support of other groups in the school

Following are issues which impact on whether the process involves consultation, negotiation, voting etc

✸ Time   When does the decision have to be taken? Is there time to consult / negotiate or does the decision have to be taken immediately?

✸ Responsibility   Who has the responsibility for managing the implementation of the decision?

✸ Implementation   Who will be expected to implement the decision?

✸ Support   Who will be expected to support the decision?

2.1 Initiation

Any member of the school community may put forward a proposal. Proposals should be put to the decision making group (s) such as staff meetings and governing council, that will be expected to support the implementation of the decision. A proposal should be introduced sufficiently ahead of time to allow discussion and sharing opinion and ideas. Proposals may be introduced for general brief discussion and referred to other groups for further detailed discussion at e.g. Staff meetings, Governing Council subcommittee meetings. Alternatively issues may be put to Staff meetings or sub committees for initial discussion prior to a proposal being put to the staff / student or Governing Council.

2.2 Information Gathering

In addition to the information presented as part of the proposal, ideas, opinions and advice from other relevant groups should be widely sought.

This information should be collated and published- e.g

- ❋ As minutes
- ❋ On CSPS social media account
- ❋ In the Newsletter
- ❋ In the staffroom (whiteboard, Day Book)
- ❋ Via surveys to individual parents
- ❋ Class meetings

At this stage the proposal should be reviewed at Senior Staff meeting to determine implications for:

- ❋ Current school structures and policies
- ❋ The schools action plan
- ❋ Safety / welfare of staff and students
- ❋ Resource allocations: financial, material and human

2.3 Researching Consensus / Voting

The group responsible for the decision making process should consider the information. Time should be allowed for further discussion, questions or clarification, and opinion sharing.

For Staff, Students and Governing Council, decisions will be reached by a 2/3 majority vote including absentee votes which must be handed to the Chairperson prior to the meeting. A secret ballot will be held if any member requests it.

For staff meetings and team meetings etc voting will be used if consensus cannot be negotiated. It is expected that these meetings would be less formal in nature and therefore consensus more easily reached.

2.4 Communicating the Decision

The decision and consequent necessary action should be communicated to all groups involved verbally and in writing, where appropriate.

2.5 Review / Evaluation

At the time of making the decision consideration will be given to when and how the decisions need to be reviewed and / or evaluated.

3. Staff Meetings' Procedure

Attendance at Staff Meetings is obligatory. Non attendance can be arranged for reasons similar to those for absence from other teaching duties by negotiation with the Principal or Leadership team.

3.1 Agenda

Agendas for Governing Council, SRC, Student Voice and Staff Meetings. Any member of the school community may place items on the agenda prior to the meeting. Such items should have a time limit indicated and proposals are to put in writing prior to the meeting

3.2   Chair

Staff are encouraged to chair meetings as part of their professional development. Staff members will selct time throughout the coming term to be chair person. The responsibilities of the chairperson include:

* Organising the agenda
* Running the meeting i.e. declaring the meeting open, calling for apologies, business arising, information sharing, major items for discussion.
* Ensuring discussion stays on topic.
* Encouraging participation by all members of the group.
* Closing the meeting (includes announcing the next meeting date and chairperson)

3.3 Minutes

* Minutes will include a record of information shared, a brief report on the discussion, decision reached and any action to be taken as a result of the meeting.

* Minutes will be accessible in the staff meeting folder.

* Minutes of the SRC will be distributed to all classes and Senior Staff.

* Governing Council minutes are available for all members of staff.

3.4 Timer

* The timer will be responsible for ensuring that discussions stay to set time.

✿ Negotiating an extension of time if required.

3.5 Decision Making

✿ Before a decision is taken the chair will ask whether more time is required for discussion or whether more information is needed.

✿ The Chair person will re-state the issue for which a decision is required.

✿ If the consensus CANNOT be reached a vote will be taken with 2/3 voters.

4. Role Statements of the Major Decision Making Groups

Only the major groups in the schools decision making structure are described here.

Sub Committees may be commissioned by any major group to:

✿ Gather information
✿ Make proposals / recommendations

Which would be presented for discussion and decision.

4.1 Staff Meeting

A forum for decision making about matters.

✿ Organisational   eg agreed Focus / Celebration days
✿ Curriculum   eg behaviour management, consistency
✿ Managerial   eg decision making

Staff Meeting has an information sharing component. Proposals that affect all staff can be raised prior to discussion by other smaller groups eg team meetings, separate staff meettings.

4.2 Curriculum Committees

Eg: budget, assessment, professional development planning and curriculum.

The forum for decisions about team group matters and for discussion about issues / proposals from staff meetings, SRC, Student Voice and SIP Teams, which are then taken meetings and Leadership team.

4.3 Leadership Meeting

Leadership meeting will be held every week with all members of leadership present. This meeting has both an information sharing and management function. It has the responsibility to oversee the development of the schools through curriculum, personnel, resources and facilities management. It initiates, makes proposals, directs issues to appropriate groups and takes decisions.

4.4 SSO Meetings

SSO Meetings are to be organised when needed by SSO staff to makes decisions about matters pertaining to SSO's in particular:

❋ Deployment and work conditions
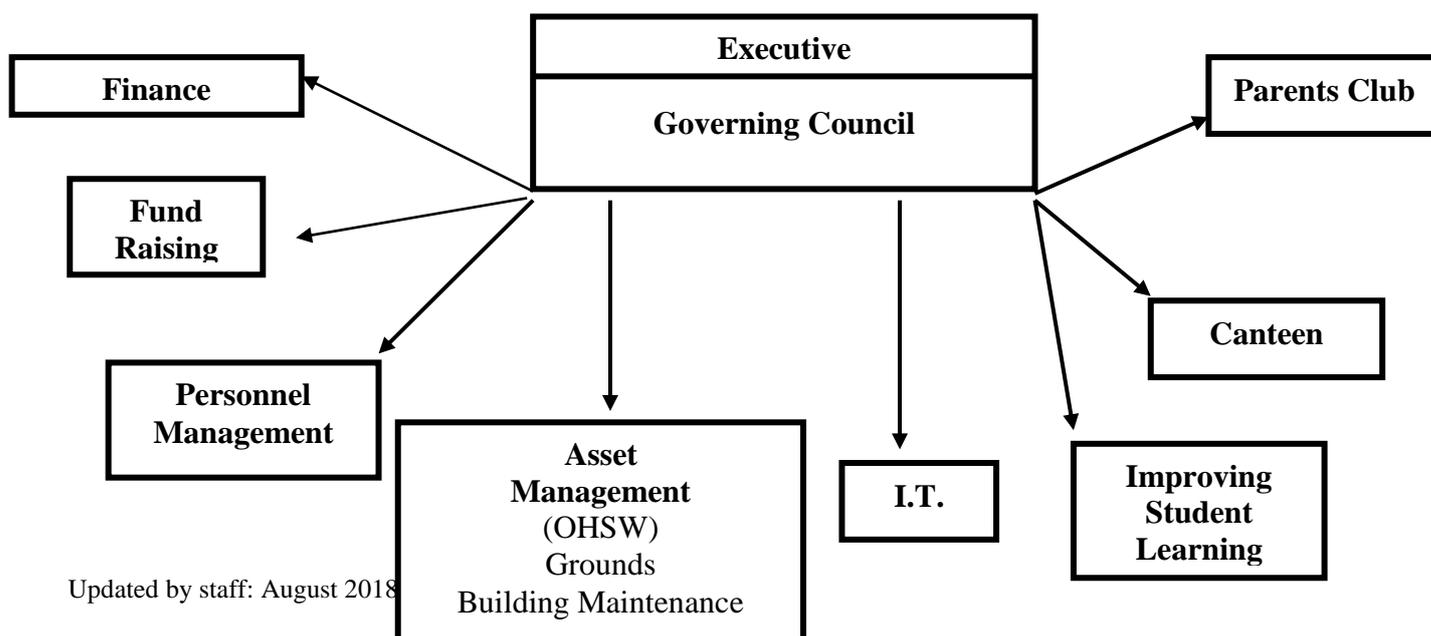❋ Professional development
❋ School administration

It is also the forum for discussion about issues / proposals from other groups. SSO's may also take proposals to other groups.

4.5 SRC

Student representatives are elected in each class to form the SRC. There are separate class meetings but joint meetings all Years Foundation to Year 7 SRC are held every fortnight.

SRC is the forum for discussion and decisions about matters raised by students or other decision making groups . Class meetings may initiate discussion and proposals for Student Council. Issues from Student Council are taken to Senior Staff, Staff Council or School Council as appropriate.

4.6 Governance

| | Executive |
| Finance | Governing Council | Parents Club |

Fund Raising

Personnel Management

Asset Management
(OHSW)
Grounds
Building Maintenance

I.T.

Canteen

Improving Student Learning

4.7 The Governing Council

Composition:
The Governing Council consists of elected members. A number of membership categories of governing council include:

- Parents and caregivers – who must form the majority.
- Staff members – with provision for increased representation, providing that staff members do not make up the majority of members.
- Community members may be co-opted by the governing council if required

Responsibility of Individual Council Members:

- Council members are expected to use their skills, knowledge and experience when making decisions.
- They need to operate withing the Code of Conduct

A number of sub-committees operate within Craigmore South Schools and membership includes staff, parents and students.

Finance:-
- Responsible for the management of the schools' budget
- Global budget

Fundraising:
- Raises and coordinates revenue making activities

Asset Management:
This group coordinates a number of other sub-committees:-
- Grounds
- OSHW
- Building Maintenance

and monitors and manages the schools' Assets and Management Plan.

Leadership- Improving Students Learning:
- This group is responsible for curriculum development and change, data collection, evaluation and implementation.

Personnel Management:
- The Principals in collaboration with the PAC, manage staff employment and Deployment.

Canteen Committee:

* The Governing Council is responsible for the financial management of the School Canteen and employment of the Canteen Managers.

CODE OF PRACTICE FOR GOVERNING COUNCILS:

The benefits of codes of ethics or practice is that they provide a degree of permanence in a code of behaviour that stands alongside the constantly changing legal and regulatory framework. The broad application of ethical standards embodied in a voluntary code allows individuals and organisations a greater degree of accountability for professional behaviour than does regulation.

1. A governing councillor must act honestly, in good faith and in the best interests of the school or preschool as a whole.
2. A governing councillor has a duty to use due care and dilligence in fullfilling the functions of office and exercising the powers attached to that office.
3. A governing councillor must use the powers of office for a proper purpose, in the best interests of the school or preschool as a whole.
4. A governing councillor must recognise that the primary responsibility is to the school or the preschool's stakeholders as a whole but should, where appropriate, have regard for the interests of all stakeholders of the school or preschool.
5. A governing councillor must not make improper use of information acquired as a governing councillor.
6. A governing councillor must not take improper advantage of the position of governing councillor.
7. A governing councillor must not allow personal interests, or the interests of any associated person, to conflict with the interests of the school or preschool.
8. A governing councillor has an obligation to be independent in judgement and actions and to take all reasonable steps to be satisfied as to the soundness of all decisions taken be the governing council.
9. Confidential information received by a governing councillor in the course of the exercise of councillor duties remains the property of the person or group from which it was obtained. It is improper to disclose it, or allow it to be disclosed, unless that disclosure has been authorised by that person or group, or the person from whom the information is provided, or is required by law.
10. A governing councillor should not engage in conduct likely to bring discredit upon the school or preschool.
11. A governing councillor has an obligation, at all times, to comply with the spirit, as well as the letter of the law and with the principles of this code.

CODE OF PRACTICE FOR PRINCIPALS:

The Principal is responsible for the leadership, management and development of the school and its programmes. The Principal operates within the relevant Act, regulations, departmental policies and the roles and responsibilities statement for Principals.

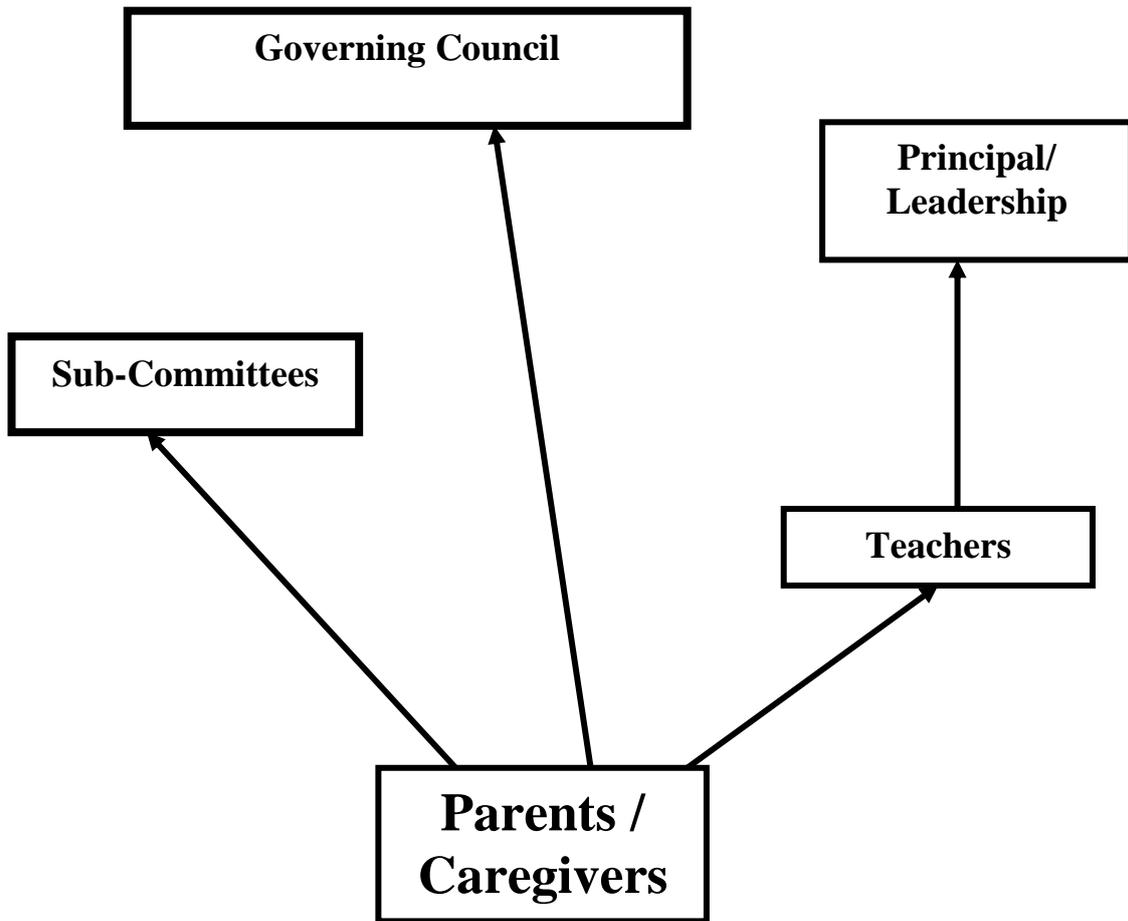In providing effective leadership the Principal will:

1. Lead and manage the implementation of the Partnership Plan.
2. Provide leadership and accurate advice to the governing council and ensure that the policies and programs developed in partnership with the community are implemented.
3. Assist all staff to adhere consistently to departmental and school policies.
4. Support the development, maintenance and improvement of a purposeful learning environment that recognises and rewards student achievement.
5. Facilitate the use of quality teaching and learning strategies to maximise student learning outcomes.
6. Ensure a safe, effective and harassment free environment for students, staff and parents.
7. Ensure principles of equity and merit are applied.
8. Manage the development and operation of the site's financial and administrative systems.
9. Promote the school and enhance links with all sectors of the educational and wider community.
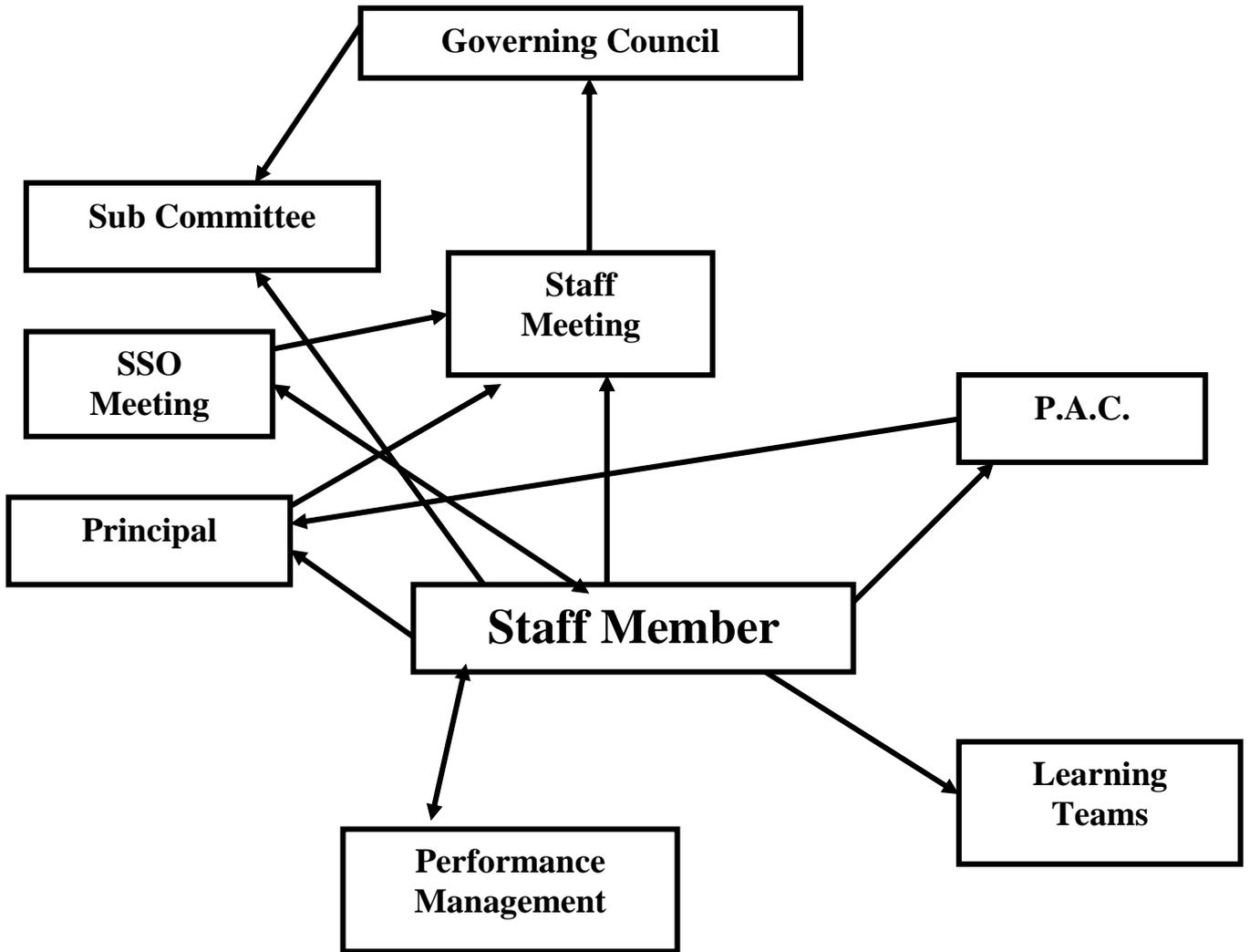
CODE OF PRACTICE FOR STAFF

In addition to specific role and responsibility statements, staff will abide by a code of practice, which ensures that:

1. All members of the school community are treated with respect.
2. The learning needs of the students are paramount.
3. All members of staff contribute to the implementation of the schools' Partnership Plan.
4. Teaching programmes will be consistent with the Curriculum Standards and Accountability Framework.
5. A positive contribution towards collaboration is made to whole schools' activities.
6. Conduct and attire reflect appropriate professional standards.
7. All school and departmental policies are enacted.
8. Skills and knowledge are continually expanded through self-reflection, seeking constructive feedback, performance management and participating in training and development.
9. A positive contribution is made to developing and sustaining a productive teaching and learning environment.
10. There is an expectation of mutual support for students, peers and the parent community.

Parent Involvement
in
Decision Making

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                    ┌─────────────────────────┐
                    │   Governing Council     │
                    └─────────────────────────┘
                                                    ┌──────────────┐
                                                    │  Principal/  │
                                                    │  Leadership  │
                                                    └──────────────┘
    ┌─────────────────────┐
    │   Sub-Committees     │
    └─────────────────────┘                           ┌──────────────┐
                                                        │   Teachers   │
                                                        └──────────────┘

                        ┌─────────────────┐
                        │    Parents /     │
                        │    Caregivers    │
                        └─────────────────┘
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Staff Involvement
In
Decision Making

Governing Council

Sub Committee

Staff Meeting

SSO Meeting

P.A.C.

Principal

Staff Member

Learning Teams

Performance Management

Student Involvement
In
Decision Making

Governing Council

Sub-Committees
e.g. Fundraising

**S.R.C.
And
Student
Voice**

**Staff
Meeting**

**Principal
And Leadership**

**Class
Meeting**

Teacher

Student

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