



Strategic Improvement Teams

Decision Making Operational Guidelines

To be read in conjunction with the Operational and Decision-Making Guidelines (see appendices A, B and C)

Aim and Purpose

Decisions at Mount Gambier High School (MGHS) occur on a regular basis at a range of levels and impact individuals, small groups, whole staff and the wider community. Some decisions are minor whilst others may require widespread consultation and careful consideration. This policy outlines how decision-making occurs at MGHS in a fair and inclusive way amongst all key stakeholders.

Decisions made are guided by the school's improvement agenda as outlined in its Site Improvement Plan (SIP) and how policy and process can further enhance the achievement of these goals. These decisions will be aligned to our Strategic Improvement Teams who are entrusted to make informed decisions on recommendations based on clearly established consultative processes.

Rationale

At MGHS we are committed to a decision making model that is aligned with our guiding principles and characterised by:

- Open and transparent consultation in appropriate forums.
- Professional Learning is a key focus area for each group.
- Principles of equity, justice and accountability.
- An environment that is non-judgemental, collaborative and professional.
- Inclusive of relevant key stakeholders.
- Clearly articulated processes and communication pathways are effectively utilised.
- Efficiency and appropriate time lines.
- Opportunity for review.

It is an expectation that Strategic Improvement Teams will:

- Adhere to the principles of the improvement cycle – evaluate and diagnose, prioritise and set goals, develop and plan strategic policies and processes, and implement and monitor.
- Base decisions on current national and/or international research where applicable.
- Provide opportunities for ongoing capacity building of its members through additional Professional Development (PD), readings and collaborative professional discussions.
- Develop a clearly articulated Site Improvement plan that outlines the team goals for the year and the review cycle timelines.

Types of Decisions

Individual Decisions

- These informed decisions are made when action is mandated by the Department for Education (EDU) or an individual exercises his/her judgement to facilitate smooth day to day operations.
- If the decision or proposal only impacts on the individual staff member making the decision (or their core business), then the decision can be implemented.
- However, such decisions must be made in line with the school's broad policies, processes and EDU regulations.
 - **Example of an Individual Decision: the decision to have an outdoor lesson.**

Collaborative Decisions

- Groups share ideas and make collaborative decisions to give direction for a particular purpose. If the decision or proposal falls within the group's mandate (see team responsibilities) and affects only the group (or their primary stakeholders), the decision can be implemented.
- Groups are responsible for ensuring that any decisions are taken in the best interests of their key stakeholders and any decisions are made in line with the school's broad policies and EDU regulations.
- Individual members should demonstrate selflessness, integrity, objectivity, accountability, openness, honesty and leadership.
 - **Example of a Collaborative Decision: the decision to include an exam at Stage 1 for a particular subject.**

Consultative Decisions

- These are decisions that will impact the whole staff, school and/or wider community. These require consultation with all key stakeholders. The degree of consultation will depend on the gravity of the decision or change, and whom it is likely to affect.
- The agreed Consultative Decision-Making Process is outlined in the **Consultative Decision Making Guidelines (APPENDIX A) and must be used as a guide when decisions are taken at this level.**
 - **Example of a Consultative Decision: the decision to change the start time for the school day.**

Emergency Decisions

- Principal or Principal's Delegate will have emergency decision making powers when an urgent decision must be made and the situation makes it impossible to follow the usual decision making process.
 - **Example of an Emergency Decision: cancellation of an event due to inclement weather.**

Proviso

- In any school decision making process the Principal retains the power of veto. If agreed and appropriate decision-making processes are used, this situation would be rare.
- Decisions arrived at must not:
 - contravene EDU guidelines
 - affect the safety and wellbeing of children by placing them at risk
 - contravene the school guiding principles or equity principles
 - Contravene Industrial Agreements

Clarification

- Clarification about a decision type (and associated process) can be sought from the MGHS Executive Leadership Team.

Legislative requirements

Role of the Principal [Reg. 121 (1) (b)]

The Principal is responsible to the Chief Executive, Department for Education (EDU), through the Education Act and Regulations, for decisions taken at the school.

It is incumbent on the Principal to establish decision making procedures which give full opportunity for involvement of staff members and other members of the school community as appropriate.

The degree to which individuals and groups participate in the process will depend on the nature of the issue, available time and commitment of individuals.

The Principal or delegate is responsible for ensuring there is a mutual understanding of the roles and responsibilities of all parties.

Duties of Teachers

Reg. 121 (1)

*Staff meetings will be an integral part of the decision making process and of the communication within the school, and they will be conducted to give full opportunity for the 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 for an absence from other teaching duties or for any reason acceptable to the Principal.*

Reg. 121 (2)

*Teachers occupying a position in a school shall be responsible to the Principal or leader of that school. They shall be actively concerned with the welfare and developments of the students in their care. They shall give such assistance as may be required by the Principal or leader in the general management of the school. **They can expect to participate in the formulation of the policies in that school, and when they have been determined, they shall see that such policies are properly implemented.***

Participation of Students [Admin Guidelines 90(1)]

Schools will ensure that appropriate procedures are established to enable participation of all students in making decisions that affect their schooling.

Participation of Parents/Caregivers

Parents have the right, through their responsibility to and for their children, to be informed about their children's learning and to participate in decisions which affect them.

General Operational Guidelines

1. Strategic Improvement Teams at MGHS are established to carry out the stated objectives in their role statement. They are required to review their progress in achieving these stated goals and objectives on a regular basis.
2. The focus of all Teams will be to provide professional learning opportunities for all participants to further the progress of the work being conducted by the team and to develop individual capacity.
3. Teams and Individuals with a specific role statement will have the **responsibility and authority to make decisions or take action as required** on issues related to their role statement but are expected to **consult with groups and individuals** that may be affected by such decisions before a decision is taken.
4. The **consultation process will align with the consultative decision-making guidelines as required** taking into account the principles of both social justice and equal opportunity, as well as the nature of the issue, available time and the like.
5. Where **feedback and/or input** is required by a team from those affected, **set timelines** for such feedback will be determined and adhered to, provided the team in their collective professional judgement give sufficient opportunity to respond.
6. The introduction of any **new policies and procedures or major changes to existing policies** must be **ratified by the Executive Leadership Team**, in consultation with Staff, Governing Council and SRC as appropriate.
7. All decisions made by teams will be recorded in minutes of meetings and the person or group responsible for the implementation will be identified in the minutes. All minutes must be filed in the central file located in the T Drive/Administration/Meeting minutes.
8. Any members of the school community or group within the school may present a policy proposal or agenda item for discussion. This **must be in writing** and should be provided to the Convenor at least **three school days** prior to the scheduled meeting.
9. Persons raising issues are committed to **presenting unbiased relevant facts** to the Convenor.
10. Agendas will be advertised by the Convenor at least **two working days prior to the meeting** and will indicate any resolutions requiring a formal vote.
11. It will be the responsibility of the Convenor to provide feedback to the person or group raising the issue as soon as possible after the meeting.
12. Decisions, once communicated, are to be **supported and implemented by all**.
13. Members of committees are expected to take an active part not only in the meetings but also in work before and after the meetings on issues of relevance to that team.
14. **The determination of Chairperson and Minute Taker will be made by the team**. These roles may be rotated, term by term, meeting by meeting or annually.
15. **It is the responsibility of individual staff when absent to make themselves aware of any new information through the minutes of the meeting and support any decisions that have been ratified**.
16. SSO's who are required at the team meeting will be provided with **TOIL** to be approved by their Line Manager prior to the meeting.
17. If there are no agenda items or business arising for the scheduled meeting or if circumstances do not allow for a quorum the **Convenor will cancel the meeting** and reschedule if possible.

Proposals for change of policy

18. These may be initiated by any person, group or body associated with the school.
19. An issue raised in another forum will be referred to the appropriate team for a recommendation
20. The team may appoint a sub-committee or working party to formulate a proposal or make a recommendation on a particular issue.
21. Recommendations for changes in policy will be referred to Executive Leadership and staff meetings for final ratification if the committee deems this necessary.
22. A curriculum decision with significant resource redistribution will need to be made in close collaboration with the Finance Committee.

Key Strategic Improvement Teams

Professional Focus	Team	Meetings per Term
GOVERNANCE	Governing Council	2
	Finance Committee	2
	Canteen Committee	1
LEADERSHIP & LEARNING IMPROVEMENT	Executive Leadership	Weekly
	Senior Leadership	3
	E-Learning and ICT	2
	Curriculum and Pedagogy	3
	Learning Areas	3
OPERATIONAL	Non-Teaching Staff	1
	Personnel Advisory Committee (PAC)	3
	Whole Staff	4
	Timetabling/Daily Organisation	2
	SESMAT	3
	MYT	3
	WHS	1
STUDENT ENGAGEMENT AND WELLBEING	Student Wellbeing and Attendance	3
	Aboriginal Education	2
	Flexible Education Support	2
	Student Representative Council	4
	Inclusive Education	?

Key Responsibilities of Strategic Teams

Governing Council

The Governing Council will:

- Involve the school community in the governance of the school by providing a focus and forum for parents and the school community.
- Set the broad direction and vision of the school through strategic planning.
- Ratify whole school policies.
- Oversee financial resources available to the school including regular review of the budget.
- Report to the school community and the Minister as required.
- Arrange for the conduct of facilities and services to enhance the education, development, care, safety, health or welfare of children and students.
- Provide advice to the Governing Council and Executive Leadership on parent issues and concerns.
- Promote interest and understanding about the school in the wider community.
- Assist in providing some services and resources to benefit parents, students and staff.
- Raise money for school related purposes as required.

Membership

The Governing Council will consist of a minimum of five and a maximum of 23 members. With the Minister's approval, it may be possible to vary the size and composition of the Governing Council, under its constitution. The membership categories of the Governing Council include:

- Principal
- Parents and caregivers, who must constitute a majority (14)
- Staff, with the provision for increased representation and within the proviso that departmental employees do not make up the majority of members (3)
- Students who may be nominated by their representative body (2)
- Community members who may be co-opted by the Governing Council (3)

The members of the Governing Council are elected to represent the school. They bring with them a particular perspective, but are responsible to the whole school community, with whom they are expected to consult. The Chairperson cannot be the Principal of a school or director. The members of the Governing Council will be elected at the Annual General Meeting prior to the end of March each year.

Meetings

The Governing Council must meet **at least twice each school term**. Extraordinary meetings may be called at the discretion of the Principal or Chairperson.

Agenda

Will be the responsibility of the Chairperson (or the person to whom it is delegated) but any member of the school community may add an item via their representatives. The agenda along with the minutes of the previous meeting should be distributed to the Councillors at least two school days prior to the scheduled meeting date.

Finance Committee

The Finance committee is a sub-Committee of the Governing Council as per constitutional requirements.

Convenor: Treasurer

The Finance Committee will:

- Advise the Governing Council on budgetary and finance matters, including the preparation of the budget document for Governing Council approval, and the monitoring of income and expenditure.
- Manage the finances in an equitable and socially just manner in support of school priorities as stated in the SIP.
- Develop implement and evaluate policies, systems and procedures to ensure effective delegation and management of financial resources.
- Advise the Governing Council on School Fees, charges and monetary policies.
- Receive regular financial reports, oversee investments, and monitor the school's financial position, taking corrective steps as appropriate.
- Consider budget submissions and allocate funds equitably and in accordance with school needs.
- Ratify the budget estimate as presented by the Principal, Finance Manager and Business Manager.
- Review finance procedures as required.
- Meet approximately monthly to monitor expenditure and income, and make adjustments as appropriate.
- Provide a report to each Governing Council meeting as required.
- Prepare the school's annual budget and recommend school fees for Governing Council's consideration.

Membership

- Principal or nominee
- Treasurer who shall be a parent member of the Governing council and the Convenor
- Finance Manager and Business Manager
- A maximum of seven and minimum of three non-staff members of the Governing Council or parents, not including the Treasurer
- A maximum of seven and minimum of three staff including the Finance Manager, not including the Business Manager, Principal or nominee

Meetings

- Meetings will be held twice per term with additional meetings as required.
- An agenda prepared by the Finance Manager and will include Financial Reports as available to be distributed to members so they receive them no later than three days prior to each meeting.
- Minutes of each meeting will be distributed within a week of such meeting.
- Copies of the minutes will be made available electronically.
- A quorum will consist of at least half, including one representative from Governing Council and one representative from staff.
- The development of spending priorities in budget planning will be done in close consultation with the Senior Leadership Team.

Agenda

Agendas will be prepared by the Finance Manager in consultation with the Principal and Business Manager, and distributed at least three days prior to the scheduled meeting time.

Work Health and Safety (WHS) Committee

Convenor: Elected WHS Representative

The WHS Committee will be responsible for:

- Initiating, developing, implementing and monitoring WHS policies and practices.
- Making recommendations to Executive Leadership in regards to compliance issues and risk minimisation.
- Support actioning the Safety Task and Action Reporting (STAR) tasks.
- Educate employees about WHS issues.
- Review the rehabilitation of employees.
- Perform functions mutually agreed to by the school administration and the committee.
- Resolving specific WHS issues in collaboration with the Principal.
- Support and complement the role of the elected safety representative.
- Meet at least once per term.

Membership

- Principal
- Staff Representatives (maximum of four)
- WHS Representative
- SSO Representative
- Chief Emergency Warden
- School Business Manager

Meetings

Meetings to be held a minimum of **once per term**.

Agenda

To be made available three days prior to the meeting.

Executive Leadership Team

Convenor: Principal

The Executive Leadership Team will be responsible for:

- Whole school operations, strategic planning and policy development/review.
- Providing Leadership according to delegated roles – Wellbeing, Curriculum, Middle and Senior Schools, ICT, Timetabling and Daily Routines, and Business Management.
- Undertaking strategic planning, administration and support aligned with the SIP and Pedagogical Agreement.
- Providing a forum for implementing leadership development and capacity building.
- Providing a forum for information sharing between the school's leadership teams.
- Providing a forum through which school leaders can manage school development issues.
- Providing leadership to staff in implementing school policies and current improvement agendas.
- Ensuring that day-to-day management strategies are in place and implemented.
- Providing advice on emerging issues that require coordination across the school.
- Monitoring and reviewing decision making processes and decision implementation.
- Ensuring that curriculum and pedagogy is aligned with student needs and current EDU policy and the SIP.
- Monitoring and reviewing existing practices so that curriculum and pedagogy renewal is ongoing that align with current education based research.
- Making recommendations for relevant professional learning that aligns with the attainment of the site priorities.
- Supporting and facilitating the delivery of relevant professional learning that aligns with the school directions.
- Monitoring, reviewing and evaluating key school processes including:
 - Intervention strategies
 - Self-reviews (improvement cycle)
 - Performance and development practices
 - Agreed pedagogical practice

Membership

- Principal
- Deputy Principal
- Business Manager
- B3 Head of Senior Years
- B3 Head of Middle Years
- B2 Daily Organisation/Quality Assurance (as required)

Meetings

To be scheduled **weekly**. Additional meetings may be called at the Principal's discretion to deal with urgent matters.

Agenda

Communication and dissemination of all relevant meeting information (agendas, minutes, proposals and action plans) will be the responsibility of the principal.

Attendance

Attendance is obligatory. The Principal will be advised of a member's absence either verbally or in writing and this will be minuted as an apology.

Senior Leadership Team

Convenor: Deputy Principal

The Senior Leadership Team will be responsible for:

- Managing decisions affecting the whole school.
- Providing a forum for school leaders to share information from their teams with the view to receiving further feedback and build teamwork.
- Amending and approving school policies following consultation with relevant groups.
- Monitoring school development and action planning processes as defined by the SIP.
- Delegating tasks to appropriate teams for their consideration.
- Providing a forum through which the Principal can seek advice on school improvement issues.
- Receiving policy proposals from any sector of the school community.
- Establishing working parties when necessary to develop detailed whole school policy proposals.
- Ensuring that appropriate consultation has occurred.
- Deciding and establishing a process, and timeline for making decisions which may include referral to another body.
- Ensuring that all decisions are consistent with the school's SIP.
- Liaising with Governing Council as required.

Membership

The following personnel are members of this group with full voting rights:

- The Principal
- All paid leadership personnel, including those in acting positions.
- Other staff may attend and contribute to discussion but do not have voting rights (except pre-arranged proxies)

Meetings

To be scheduled for **three per term**. Additional meetings may be called at the Principal's or Convenor's discretion to deal with urgent matters.

Agenda

Communication and dissemination of all relevant Senior Leadership meeting information (agendas, minutes, proposals and action plans) will be the responsibility of the Convenor.

Attendance

Attendance is obligatory. The Convenor will be advised in writing of a member's absence and proxy attendance prior to the meeting.

Student Representative Council (SRC)

Convenor: Staff Representative in collaboration with school captains

The SRC will be responsible for:

- Presenting the views of the students on school community issues to staff, students and parents.
- Maintaining a positive school culture and a healthy learning environment for students.
- Representing the school in the wider community.
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- Maintaining a positive school culture and a healthy learning environment for students.
- Representing the school in the wider community.
- Representing the student body in the decision making process and providing opportunities to develop leadership qualities.
- Acting as a liaison between students and school administration.
- Representing the student body at official functions.
- Fostering student welfare and promoting positive working relationships between staff and Governing Council, for the good of the school and students.
- Liaising with leadership and staff in the formulation of school policy and procedures.
- Giving voice to students on issues relevant to their learning.

Membership

Elected representatives, two from each year level

Executive (elected):

- School Captains
- Chairperson
- Deputy Chairperson
- Treasurer
- Secretary/Minute taker

Meetings

- Meetings will be convened by the SRC and scheduled each fortnight at a time negotiated by with all members.
- The Chairperson may call meetings in consultation with the SRC Executive if urgently needed.
- Meetings are open to all staff and students but non-members attending meetings will not have voting rights.

Agenda

Notice will be given in the Daymap Student Bulletin at least two days before the day of the meeting.

E- Learning and ICT Team (ELICT)

Convenor: B2 Learning Area Leader

The ELICT Committee will be responsible for:

- Monitoring whole school ICT development and strategic planning.
- Ensuring that ICT facilities match student and staff needs across the curriculum with a particular emphasis on meeting the SIP priorities.
- Establishing guiding principles that underpin planning for the acquisition, implementation and application of new learning technologies
- Supporting the professional learning requirements of all staff through targeted professional development based on identified needs.
- Ensuring the school has thorough and effective systems, using the current learner management system (Daymap) for tracking, analysing and reporting on school-wide and individual student performance, and for measuring success in meeting stated goals in the SIP, and quality improvement processes.
- Recommending policy and best practice initiatives to Executive Leadership to strengthen the use of educational ICT in the delivery of its learning programs.
- Developing an annual educational ICT Plan, including general initiatives and projects, and monitor implementation of the plan.
- Managing the ICT budget.

Membership:

- B2 Arts/Tech Leader
- B2 Daily Operations/Quality Assurance (if required)
- SS03 Systems Manager
- SS02 IT Support
- At least 3 x teacher representatives, preferably from different learning areas but not essential
- Student Representatives x2
- Any staff member is welcome to attend any meeting and have speaking rights, but only full members have voting rights.

Meetings

To be scheduled **two times per term**. Team members are expected to take an active role in managing issues related to ICT and data management across the whole school.

Agenda

Agendas will be distributed at least two days prior to the meeting.

Other decisions

Decisions within existing policy structures should be reported to Executive Leadership. The modifications can be put into immediate effect once they have been communicated to all staff.

Curriculum and Pedagogy Leadership Team

Convenor: Principal (or delegate)

The Curriculum and Pedagogy Team will be responsible for:

- Providing recommendations to Executive Leadership for the ongoing implementation of High Impact Teaching Strategies as it pertains to the SIP.
- Leading, supporting and promoting the adoption of best practice, and innovation in curriculum design, teaching and assessment.
- Identifying emerging teaching and learning issues and opportunities of relevance to the school.
- Supporting the implementation of the school's SIP particularly in relation to agreed pedagogies.
- Identifying staff development needs to enhance the quality of teaching, assessment and to support site directions.
- Identifying appropriate training and development for staff on any aspect of curriculum development or methodology.
- Monitoring and managing curriculum development in accordance with EDU and site policies, with a specific focus on teaching and learning, assessment, recording and reporting.
- Monitoring and managing curriculum structure and offerings throughout the school.
- Monitoring subject offerings across the school including the SACE.
- Managing the introduction of new subjects and the removal of subjects from the curriculum in liaison with the Timetabling and School Operations Team.
- Ensuring alterations to the curriculum are completed by the end of term 2 in the year before that curriculum is to be taught.
- Disseminating information affecting the teaching and learning program to all staff, parents and students.
- Making recommendations in the following areas:
 - Subject offerings
 - Delivery of programs
 - Curriculum planning
 - Assessment and evaluation of learning and teaching programs
 - Implementation of agreed pedagogies
- Conducting curriculum reviews every two years or as required.

Membership

- Deputy Principal (Convenor, Principal)
- All Secondary Learning Area Leaders
- B2 Daily Organisation Leader (if required)

Meetings

To be scheduled **three times per term**. Team members are expected to take an active role in managing issues related to curriculum and pedagogical practice across the whole school.

Agenda

Agendas will be distributed at least two days prior to the meeting. Learning Area Leaders are expected to take a lead in shaping agendas and whole of site policy formation.

Other decisions

Decisions within existing policy structures should be reported to Executive Leadership. The modifications can be put into immediate effect once they have been communicated to all staff.

Student Wellbeing and Attendance Team (SWAT)

Convenor: Rotated between Wellbeing Leaders

The SWAT Team will be responsible for:

- Strategically plan with respect to wellbeing and student services through the development of a Site Improvement Plan that reflects SIP priorities wherever possible and also the WEC.
- Monitoring the effectiveness of wellbeing initiatives on an ongoing basis 7-12.
- Providing advice on matters relating to student wellbeing, care and support to the Executive and Senior Leadership Teams.
- Monitoring, using relevant data, individual case management, support and progress of students with wellbeing/intervention needs.
- Facilitating access to external support agencies as required.
- Developing, monitoring and responding to student wellbeing through case management and tailored intervention programs.
- Developing, implementing and reviewing whole school wellbeing programs including attendance with a focus on restorative or PBL practices.
- Ensuring teachers implement accommodations and modifications where necessary for identified students (ATSI, GOM and SWD).
- Developing, implementing and reviewing of school policies pertaining to student well-being, harassment and attendance.
- Supporting homegroup teachers in implementing school policies and associated expectations i.e., attendance and wellbeing.
- Ensuring appropriate processes are in place to disseminate information to relevant staff in regards to emerging issues for identified students.

Membership

- Heads of School (if required for a particular issue)
- B2 Intervention and Support
- Student Wellbeing Leaders
- Case workers (if required)
- A representative from Aboriginal Education Team
- A representative from Flexible Learning Options Team

Meetings

To be scheduled **three per term**. Team members are expected to take an active role in managing issues related to student wellbeing and attendance across the whole school.

Agenda.

Agendas will be distributed at least two days prior to the meeting.

Other decisions

Decisions within existing policy structures should be reported to Executive Leadership. The modifications can be put into immediate effect once they have been communicated to all staff

Aboriginal Education Team

Convenor: B1 Flexible Learning Options/Aboriginal Education Coordinator

The Aboriginal Education Team works closely with the Wellbeing Team informing them of identified or emerging concerns in relation to the achievement and progress of Aboriginal Students.

The Aboriginal Education Team will be responsible for:

- Developing and implementing an individual student management model that supports and progresses Aboriginal students in years 7 to 12 that incorporates the goals, measures and indicators of success as outlined in the EDU Aboriginal Strategy 2019 – 2029, which includes:
 - Student achievement and progress
 - Wellbeing and identity
 - Attendance
- Advising and strategically implementing processes and resources that support the Aboriginal Strategy.
- Facilitating community input into the academic and cultural needs of our Aboriginal children and young people.
- Building a culturally responsive organisation through staff PD and cultural events.
- Strategically planning with respect to wellbeing, student services and career pathways through the development of an annual action plan that reflects SIP priorities, and EDU/SACE Aboriginal Strategy.
- Monitoring the effectiveness of support programs on an ongoing basis for Aboriginal students including the Aboriginal Programs Assistance Scheme (APAS) funding allocation.
- Providing advice on matters relating to Aboriginal student wellbeing, care and support to the Principal and other relevant leaders.
- Monitoring, using relevant data, individual case management, support and progress of Aboriginal students with special learning or wellbeing needs.
- Facilitating access to external support agencies as required.
- Develop, monitor and respond to student wellbeing through individual case management and tailored intervention programs.
- Ensuring teachers implement accommodations and modifications where necessary for identified Aboriginal students.
- Supporting homegroup teachers in implementing school policies and associated expectations i.e. Attendance, behaviour and wellbeing of Aboriginal students.
- Oversight of APAS.

Membership

- B1 Flexible Learning Options/Aboriginal Education Leader
- Aboriginal Education Teacher
- ASETOs
- Interested Staff x 2
- One representative from S.W.A.T.
- Any staff member is welcome to attend any meeting and have speaking rights, but only full members have voting rights.

Meetings

To be scheduled **twice per term**. Committee members are expected to take an active role in managing issues related to curriculum and pedagogical practice across the whole school.

Agenda

Agendas will be distributed at least two days prior to the meeting. Members of the team are expected to take a lead in shaping agendas and whole of site policy formation in relation to Aboriginal students.

Flexible Education Support Team (FLO)

Convenor: Learning and Engagement Leader Yrs. 9-10

The FLO Team will be responsible for:

- Making recommendations in regard to implementing programs that support learning pathways for identified individual or cohorts of students.
- Develop and support the implementation of alternative programs to suit the needs of a range of students.
- Liaising with SWAT to ensure viable and accredited pathways are developed to support identified students in year 7 to 12.
- Developing and supporting the implementation of the Career Education strategy related to self-development, work exploration and career management in accordance with EDU policies.
- Promoting a 21st century model of education, agency and entrepreneurial thinking which is suitable for all students.
- Supporting and promoting age-appropriate world of work activities including the adoption of industry connections to curriculum design and teaching, career related activities, work experience and immersion programs.
- Providing recommendations to Curriculum and Pedagogy, Executive Leadership and whole of staff for the ongoing implementation of the Career Education Strategy and alternative pathways programs.
- Monitoring the effectiveness of intervention strategies as they relate to the SIP and make further data informed recommendations to leadership and the Executive Leadership Team.
- Providing recommendations to Curriculum and Pedagogy, Executive Leadership and whole of staff for the procedures and policies related to VET, FLO, intervention strategies and other alternative pathways programs.

Membership

- B1 Vocational Pathways Coordinator
- B1 Flexible Learning Options/Aboriginal Education Coordinator
- Learning and Engagement Leaders
- Support SSO's as required
- B2 Student Intervention and Support Leader
- Heads of School (optional)

Meetings

To be scheduled weeks **twice per term**. Team members are expected to take an active role in managing the planning, development and delivery of the programs and activities related to Career Education and alternative programs across years 7-12.

Agenda

Agendas will be distributed at least 2 days prior to the meeting.

Inclusive Education Team

Convenor: B2 Student Intervention and Support Coordinator

The Inclusive Education Team will be responsible for:

Membership

- B2 Student Intervention and Support Coordinator
- List all new SSO2 support roles
- SS01 Classroom Support Officers

Meetings

Agenda

The Senior Leader will set the agenda with input from all relevant staff as required.

Timetabling and School Operations Team

Convenor: B2 Senior Leader Timetabling/Daily Organisation

The Timetabling Team will be responsible for:

- Leading the development of a timetable that reflects MGHS priorities and promotes effective teaching and learning.
- Reviewing and overseeing the publication and implementation of an annual timeline and process for the development of the MGHS timetable and course counselling process.
- Providing advice to the Executive Leadership and the sub schools regarding the number of classes, periods and staffing requirements to enable timely decision making in relation to HR planning.
- Liaising with the Executive and Senior Leadership teams regarding curriculum offerings and structures.
- Providing advice to the Executive Leadership on staff working conditions in relation to the relevant industrial agreement.
- Conducting an annual evaluation of the timetable in relation to curriculum, staffing and other resourcing priorities, and provide advice to the Executive Leadership.

Membership

- Learning Area Leaders
- Learning Area teaching staff
- SSO3 Student Office Manager
- AEU Representative

Meetings

- Meetings will be scheduled **at least twice per term** at a time that suits the majority of personnel where practicable.
- All other meetings will be on a needs basis.

Agenda

The Senior Leader will set the agenda with input from all relevant staff as required.

Middle Years Team (MYT)

Convenor: B3 Head of School (Middle Years)

The MYT team will be responsible for:

- Planning, organising and managing day to day issues in the middle years (MY)
- Making recommendations to the timetabling team in relation to course counselling for students within the MY.
- Reviewing assessment and reporting processes in the MY as required to ensure EDU requirements are being met.
- Student management including wellbeing and behaviour.
- Developing, implementing, monitoring and reviewing policies and strategies of the school and EDU in relation to the MY.
- Communicating to the school community and implementing expectations about attendance, behaviour, Uniform Policy requirements and responsibilities of MY students.
- Developing and promoting a MY ethos and philosophy which is responsive to the demands of teaching and learning in the MY.
- Planning and coordinating year 6 to 7 transition activities.
- Oversight aspects of priorities pertaining to MY.
- Organising special year level celebrations and assemblies.
- Making recommendations to the Curriculum and Pedagogy Team in the development of appropriate curriculum that meets the needs of MY students.
- Monitoring learner achievement data and make recommendations for action to the relevant team(s).
- Initiating and managing Middle Schooling philosophies and processes.

Membership

- Head of School (MY)
- Learning and Engagement Leaders
- MY Wellbeing Leader
- Caseworkers (not obligatory)
- Interested staff x 2
- 3 x student representatives

Meetings

To be scheduled **3 times per term** or as required.

Agenda

Learning and Engagement Leaders and the MY Wellbeing Leader are expected to contribute to the Agenda.

Senior School Management Team (SESMAT)

Convenor: B3 Head of School (Senior Years)

The SESMAT Team will be responsible for:

- Planning, organising and managing the day to day running of the Senior School (SS).
- Developing, implementing and monitoring policies and strategies for the SS which will support teachers, students and parents, and enhance learning outcomes.
- Communicating to the school community expectations with regard to attendance, study habits and responsibilities of SS students.
- Developing and promoting a SS ethos and philosophy which is responsive to the needs and demands of teaching and learning in the SS.
- Supporting students in the recognition that they must accept full responsibility for their learning and behaviour.
- Providing support for course counselling in the SS.
- Monitoring of student progress.
- Implementing effective processes to support SACE and SACE Board administration.
- Working with Curriculum and Pedagogy, Inclusive Education and Flexible Learning Options teams to develop appropriate course offerings and methodology for senior students.
- Organising and managing special year level celebrations and assemblies.
- Managing the deployment of staff to ensure all SS processes for student success are in place.
- Working with Senior Student Representative Council members to ensure students are clear on their roles and implement them for the betterment of the student body.

Membership

- B3 Head of School (Senior Years)
- Learning and Engagement Leaders
- Staff Representatives
- Senior School Wellbeing Leader
- Vocational Pathways Coordinator
- Student Representatives x 2

Meetings

To be scheduled **on a three times per term** or more frequently if required.

Agenda

Members of the Committee are expected to contribute to the Agenda and to the implementation of SS policies and processes.

Support Staff Team (SST)

Convenor: Business Manager

The Support Staff Team will be responsible for:

- Providing advice to the Business Manager on all issues relating to the management of Support Staff.
- Providing and facilitating a diverse range of school support and administrative services.
- Developing equitable procedures for Support Staff input into professional learning.
- Undertaking Support Staff professional learning needs analysis at least twice per year.
- Considering HR issues and provide advice to the Support Staff PAC representative for consideration.
- Reviewing and refining all policies pertaining to all Support Staff.

All recommendations made by the Support Staff will be forwarded to the appropriate group for consideration and to Executive Leadership for final ratification.

Membership

All Support Staff

Meetings

- The SST will schedule meetings **at least once per term** at a time that suits the majority of personnel where practicable.
- All other meetings will be on a needs basis.
- Minute-taking will be rotated within the Support Staff.
- The Business Manager will ensure that Support Staff are made aware that Training and Development support is available and also encourage Support Staff to take advantage of this support.
- TOIL for meeting attendance will be approved by the Business Manager.

Agenda

- The Business Manager will set the agenda with input from Support Staff as required.
- All Support Staff are expected to contribute to the agenda.

Proposals for change of policy/process

- SST may appoint a sub-committee or working party to formulate a proposal or make a recommendation on a particular issue.
- SST recommendations for changes in policy will be referred to Executive Leadership and Staff Meetings for final ratification if the team deems this necessary.

Personnel Advisory Committee (PAC)

PAC is a major avenue for staff consultation and involvement in issues which impact the delivery of quality curriculum in the school, with a particular focus on staff allocation. **Please refer to the PAC Handbook for more information.**

Convenor: Principal or Delegate

The PAC is responsible for providing advice to the Principal on:

- The number, nature, profile, tenure and special emphasis of leadership positions within the context of the school's priorities;
- The final draft of all job and person specifications prior to seeking approval;
- Establishing a school policy in consultation with staff for filling all acting/limited tenure leadership vacancies;
- Selection process to be used in the selection of a person for a position, including emergency vacancies;
- Strategies to manage class organisation, structure, specialist teaching loads and allocation of classes for the following year;
- Allocation of instruction time and other duties;
- The nature and extent of conversions of staffing classifications in line with any agreement between the Department for Education (EDU) and AEU;
- Training and development priorities, ensuring equitable access for all staff to training and development within available resources;
- Implementation of the part-time policy, including deployment of all part-time staff, access to training and development, and to promotion positions;
- Appropriate management strategies for the processes involved in cases of required placement;
- Strategies to settle disputes related to the above.

Composition

- The Principal (or nominee)
- AEU nominee elected by AEU members or proxy
- A teacher representative, elected by the staff, who is trained or prepared to undertake training (or proxy)
- The member of Admin responsible for timetabling and staffing will provide relevant information to the PAC as required.
- An elected Support Staff representative
- The Business Manager will provide relevant information as required.

Please note

- The AEU representative is to be trained (this may take place after the election) and is not necessarily the Branch Secretary.
- The Teaching and Support Staff representatives must be trained or give the undertaking to be trained at the earliest opportunity.
- Election of PAC members will occur annually, late in Term 1. Specialist expertise may be called upon to provide information or advice which will assist the PAC.

Meetings

At least three per term or as required by the Principal or delegate.

Agenda

Individuals may approach members of the PAC to ensure they are represented at the next available meeting.

Whole Staff

Convenor: Principal or Delegate

Role Statement

The Staff Meeting is the central forum for staff expression of opinion regarding:

- The operation of current policy and practices in the school.
- Proposed policy changes.
- Establishment of new policies.

Other Functions

May include and not limited to:

- Dissemination of important or urgent information which may require discussion or clarification. (Note: this does not include notices which could be presented via other means).
- Professional development activities relevant to all staff.
- A forum for the principal to present information on issues of relevance.
- A forum for students to bring issues to staff.
- Year Level meetings.
- Spotlight sessions.
- Issues raised by staff.

Membership

- All members of Teaching Staff currently employed at the school are required to attend and have full voting rights. Staff who have unavoidable reasons for absence, must seek leave from the Principal or delegated person to not attend staff meeting.
- Support Staff may attend and exercise full voting rights.

Office Bearers

- The Chairperson will be on a rotational basis or as decided upon by staff.
- A roster of all staff generally will be used to act as minute taker.

Meetings

- Meetings are to be scheduled **4 times per term** or as required by the Principal or their representative.
- Additional meetings may be called if it is deemed as necessary by the Principal or their delegated representative.
- Meetings commence at 3.30pm and conclude at no later than 5:00pm.
- **A quorum will be more than half of the total membership of the Teaching Staff.**
- Meetings will generally not be held in report writing weeks.

Agenda

- The Convenor will prepare the agenda and copies will be emailed to all staff on the day itself.
- Items deemed by the Convenor to be not relevant to staff meetings will be redirected to the appropriate body.

Meeting Procedures

- The Chairperson will run the meeting according to the operational guidelines.
- Leadership and Team reports presented as necessary - copies available to the staff who want them.
- Straight factual information giving kept to a minimum, unless urgent.
- Time available for staff questions on procedure, foreshadow motions, air problems.
- Opportunities as appropriate for training and development.
- Wherever possible, decisions will be made on the basis of general staff agreement. If this cannot occur, a **VOTE WILL BE TAKEN**.
- The Principal will have an agenda space reserved for use as required.

Voting

Motions shall be moved and seconded, and decisions shall be taken on an absolute majority of those present including proxy votes if any. Members may vote by proxy only on recommendations which have been published prior to the meeting. The proxy vote - in written form - must be given in person to the Convenor prior to the commencement of the meeting. Should the motion be amended the proxy vote cannot be counted.

Priority Implementation Groups

Working Groups or individuals may be established by the Executive Leadership or other decision making body in the school, or upon staff recommendation to develop, manage and monitor a particular school priority area in which the group believes additional resourcing is required, in order to effect the agreed priorities of the SIP.

The formation of such groups will be linked to priorities of the school and link directly to the SIP.

All Priority Implementation groups or individuals will work within an agreed framework which is to be established beforehand.

This framework will include:

- A specific role statement
- Timelines
- Clearly specified outcomes
- Composition
- Funding/support available

Priority Implementation Groups will be responsible for undertaking their prescribed roles and report directly to the Executive Leadership Team.

Learning Area Meetings

Most Teaching Staff are members of one or more learning areas. **Attendance at learning area meetings for staff members is mandatory for no more than their two main teaching areas, with the conditions as per staff meetings.**

Attendance at other faculty meetings may be negotiated.

The B2/B1 Leaders of Learning Areas are the Convenors of faculty meetings.

The role of the Learning Area meeting is to:

- Establish a faculty position on policy proposals or issues under discussion.
- Develop proposals for changes in policy for management.
- Implement school policy in teaching areas.
- Maintain and develop teaching programs and assessment practices.
- Develop resources.
- Provide opportunities for professional development of members.
- Provide training and development on methodology and curriculum.
- For more detail see the paper "Role of Learning Area Meetings".

Meetings

Held on a rotational cycle as outlined via the school calendar.

Agenda

- Agendas will be provided for the faculty meeting members by the Leader at least 3 school days before the scheduled meeting.
- Any learning area member may add items to the agenda by informing the Learning Area leader.
- Agendas and minutes of meetings are to be circulated to all members of the faculty, the Principal and stored in MS Teams.

Appendix A

Operational Guidelines

Convener

The position of Convener will be decided at the beginning of each year or as individual role statements require.

It will be the responsibility of the Convener to:

- Distribute agendas before the scheduled meeting to all members.
- Ensure all relevant reading material is distributed prior to the meeting.
- Ensure minutes are distributed to all members following the meeting.

Chairperson

It is the responsibility of the chairperson to:

- Start the meeting on time.
- Decide the order of the agenda items in consultation with the Convener.
- Ensure the time for each agenda item is monitored.
- Make sure everyone fully understands the issue.
- Ensure agreement is reached about the desired outcomes of the meeting at the beginning.
- Allow information and discussion about the issue to proceed, focusing on:
 - Expression of views - using different structures (e.g. structured controversy, who is affected, repercussions, resources etc).
 - Determining whether there is enough information presented.
 - Determining whether all people affected have had the opportunity to have input.
 - Encouraging participation.
- Determine the process for decision making :
 - The intention will be to gain general agreement.
 - Deferral - so more information can be sought or more people consulted.
 - Consensus reached - a view is expressed that is binding upon all people (ie. the majority vote in favor of that decision).
 - A vote is required.

At any time the chairperson can suggest a deferral of the item and deadline so that all people affected have the opportunity to participate. A timeline is required for resolution of a deferral. This must be clearly minuted.

The position of chairperson will be determined at the beginning of each school year or as the group decides.

Minute Taker

It is the responsibility of the minute taker to:

- Accurately and legibly record the decisions made at the meetings and submit these to the Convener.
- Ensure minutes are distributed to all members following the meeting.
- This position will be filled on a rotating basis or as decided upon by the group.

Participants Will:

- Be punctual.
- Give their views in a clear, non-threatening way.
- Listen attentively and respectfully.
- Allow free debate (i.e. respect other participants, encourage others to be involved).
- Accept that once decisions are made, they are binding on their own future behavior.
- Respect the decision made and not engage in open post meeting criticism.
- Communicate the decision to others via appropriate communication channels.
- Actively involve themselves in achieving the stated outcomes of the group.

Organisation

- Everyone has the right to add an item to an agenda. Those adding an item must include a desired outcome for the item.
- Agendas will be available via email or MS Teams a minimum of 2 days before the scheduled meeting time.
- Items which affect only 1 or 2 staff members should be communicated face-to-face or in Daymap.
- The person who puts an item on an agenda is responsible for ensuring that staff members have sufficient information about that topic.
- The Convenor/Chairperson in consultation with group has the power to control the order of the agenda items to be discussed. This will be done at the beginning of the meeting in consultation with those members present.
- Towards the end of elapsed time a decision about undiscussed agenda items will be made, initiated by the Chairperson. The decision will be made as to whether agenda item time is to continue for 'urgent items', or whether they will carry over to the following meeting.
- Extensions of time can be negotiated with the consent of the majority of members at the meeting provided a quorum remains.

Principal's Power of Veto

The Principal is a participant as other members of the school community. Veto can apply when the decision prevents the Principal from carrying their duties as determined by the Chief Executive Officer in implementing:

- The Education Act
- Education regulations
- Administration Guidelines

Voting Procedures

- Wherever possible consensus on an issue should be obtained.
- If it is deemed by the Chairperson that consensus/agreement cannot be reached a vote may be taken. The vote may be taken by a show of hands, secret ballot or by whatever means is deemed as acceptable by the team
- A motion is carried if it gains the **support of a simple majority of a quorum**. A quorum is defined as more than half the voting members of the committee being present.
- Absent staff may leave a written vote with the Chairperson/Convenor prior to the meeting.
- If abstentions prevent a decision by an open show of hands then on request, move to a ballot.
- If abstentions still prevent a resolution, then this decision will be passed to the Executive Leadership and request they strive for a consensus that is binding for all.

Please note: Consensus is defined to be no one member insisting that they wish to remain in objection. Should some indicate that they do not entirely agree but will not object in order to get a resolution, then the committee can be considered to be achieving consensus.

If still no resolution has occurred (i.e. no consensus is reached), then the Executive Leadership is the final arbitrating group. In this situation, the Executive Leadership should be inclined towards not endorsing change unless there are very persuasive reasons for them to endorse the request for change.

Agendas

- Must contain sufficient explanation of an item to allow for understanding by the wider community
- Will be made public a minimum of 2 school days before the scheduled meeting time to allow for input from the broader community and for additional items to be added.
- All agendas will have desired outcomes for each item

Appeals/Grievance Procedure

- Members of the school community are encouraged to use established grievance procedures in the first instance.
- Alternatively, the Executive Leadership may be asked to mediate on grievance issues.
- Grievances may be given to the Convenor in writing no later than 3 days prior to the next meeting. Individuals may also be requested to attend the meeting personally.
- The decision of the Executive Leadership will be final.

Appendix B

Consultative Decision Making - Process Record

The following process provides guidelines for teams to ensure a thorough consultative process is followed. This is not an exhaustive list and it will require teams to identify relevant stakeholders and ensure they are well informed and consulted with as required.

Name: (Individual/Group)			
Name of Proposal:			
Links to Guiding Principles:			
Links to Strategic Plans:	<input type="checkbox"/> Site Improvement Plan <input type="checkbox"/> Learning Area Improvement Plan <input type="checkbox"/> ICT <input type="checkbox"/> Personal Development Plan <input type="checkbox"/> Wellbeing and Attendance <input type="checkbox"/> Other:	Provide Detail:	
Proposal Outline:	Provide details:		
Implementation Requirements:	Technology <input type="checkbox"/> Yes <input type="checkbox"/> No Details: Budget <input type="checkbox"/> Yes <input type="checkbox"/> No Details: Infrastructure <input type="checkbox"/> Yes <input type="checkbox"/> No Details: Time <input type="checkbox"/> Yes <input type="checkbox"/> No Details: Human Resources <input type="checkbox"/> Yes <input type="checkbox"/> No Details: Other Details:		
Expected Outcomes:	Provide details:		
	(Go to Step 2)		

STEP 2- Written Proposal To Staff	
Distribute written proposal	Method of distribution to staff: <input type="checkbox"/> Hard Copy <input type="checkbox"/> Electronic <input type="checkbox"/> Face to Face <input type="checkbox"/> Other :
Collection of initial feedback	Method of feedback collection: <input type="checkbox"/> Hard Copy <input type="checkbox"/> Electronic <input type="checkbox"/> Face to Face <input type="checkbox"/> Other: Key pieces of feedback: (record here)
Publish collated feedback	Method of publication to staff : <input type="checkbox"/> Hard Copy <input type="checkbox"/> Electronic <input type="checkbox"/> Face to Face <input type="checkbox"/> Other: <div style="text-align: right;">(Go to Step 3)</div>
Amend Proposal: (if necessary)	Amended Proposal: (if as required)

STEP 3- Proposal & Initial Feedback To Key Stakeholders/ Groups			
Identify other key stakeholders (see Decision Making Guidelines for role descriptions)	<input type="checkbox"/> Teachers	<input type="checkbox"/> Learning Area Leaders	<input type="checkbox"/> Wellbeing Team
	<input type="checkbox"/> Students	<input type="checkbox"/> Support Staff	<input type="checkbox"/> PAC
	<input type="checkbox"/> Parents	<input type="checkbox"/> Principal	<input type="checkbox"/> Community Partners
	<input type="checkbox"/> S.W.A.T.	<input type="checkbox"/> DfE	<input type="checkbox"/> Special Interest Groups
	<input type="checkbox"/> Faculties	<input type="checkbox"/> WHS	<input type="checkbox"/> SRC
	<input type="checkbox"/> Governing Council	<input type="checkbox"/> Co-curricular	Other:
	<input type="checkbox"/> AEU Sub-branch		
Distribute proposal (written) for feedback from key stakeholders	Method of distribution: <input type="checkbox"/> Hard Copy <input type="checkbox"/> Electronic <input type="checkbox"/> Face to Face <input type="checkbox"/> Other :		
Endorsement from key stakeholders	Details of groups consulted and responses:		

Amend Proposal (if necessary)	Amended Proposal: (if as required)	(Go to Step 4)
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STEP 4 - Decision By Staff	
Advanced Notice of proposal to Staff (provide written Proposal)	Proposed date:
Ballot Paper Distributed	Date: Closing date:
Ballot Result	For : Against: Abstained:
Outcome	Proposal Supported: <input type="checkbox"/> Yes (Go to Step 5) <input type="checkbox"/> No

STEP 5 - Implementation Plan				
Action <small>What needs to happen?</small>	Strategies <small>How will it happen?</small>	Personnel <small>Who will lead? Others responsible?</small>	Resourcing <small>What is needed?</small>	Timeline <small>By when?</small>

STEP 6 - Review	
Review Date	
Collection of review feedback	Method of feedback collection: <input type="checkbox"/> Hard Copy <input type="checkbox"/> Electronic <input type="checkbox"/> Face to Face <input type="checkbox"/> Other:
Publish review feedback	Method of feedback collection: <input type="checkbox"/> Hard Copy <input type="checkbox"/> Electronic <input type="checkbox"/> Face to Face <input type="checkbox"/> Other:
Outcome	
Recommended Action	

Decision Making Guidelines

All steps in this process must be followed when a decision is required that will affect whole of staff or a significant number of staff, students or community members – See Process Record which can be used as a guide in this process.

Step 1 – Formulate Initial Proposal

- An idea or need for a decision requires a proposal. Consider:
 - Links to SIP and Strategic Plan
 - Implementation requirements
 - Expected outcomes

Step 2 – Written Proposal to Staff

- Distribute / present written proposal for consultation with staff
- Collect, analyse & publish initial feedback
- Amend proposal (if required)

Step 3 – Proposal & Feedback to Key Groups

- Identify other key groups affected
- Present written proposal and summarised initial feedback to key groups(s):
 - see policy for group role descriptions
- Seek and publish feedback from key groups
- Amend proposal (if required)

Step 4 – Decision by Staff

- Provide advanced notice of:
 - amended written proposal to staff
 - impending decision
- Majority decision made by staff

Step 4.1 Decision Making Procedure

- Proposal presented as a motion
- Mover speaks
- Seconder speaks or reserves right.
- Staff discussion (whole or small group)
- Motion amendments can be made during discussion. If the mover and seconder agree, the amendment is automatic. If not, repeat process 1 – 3 above for new motion
- Ballot paper distributed electronically to all staff (simple majority 51% of vote required for motion to be passed)
- Results of ballot published to all staff

Step 5 – Implementation Plan

- Develop and publish an action plan for implementation of the proposal. Consider:
 - Required Action
 - Strategies
 - Personnel and resourcing
 - Timelines

Step 6 - Review

- Collect and publish feedback on the impact of decision
- Review and report outcomes to staff
- Undertake any recommend action

Agendas and Minutes

Agendas will include:

- The meeting time
- Date of the meeting
- Location of the meeting
- Convenor of the meeting
- The required participants
- A circulation list
- The agenda items
- Minutes of the previous meeting attached
- Business arising from minutes
- WHS issues as a standing item
- The desired outcomes for each agenda item
- Persons responsible for each item
- The time allotted for each item
- Required materials and necessary preparation (e.g. necessary reading etc)
- Agendas and minutes will be placed on MS Teams.
- Minutes will include a list of apologies and attendees.

AGENDA EXAMPLE

COMMITTEE:
DATE:
CONVENOR:
STARTING TIME:
PARTICIPANTS:

LOCATION:

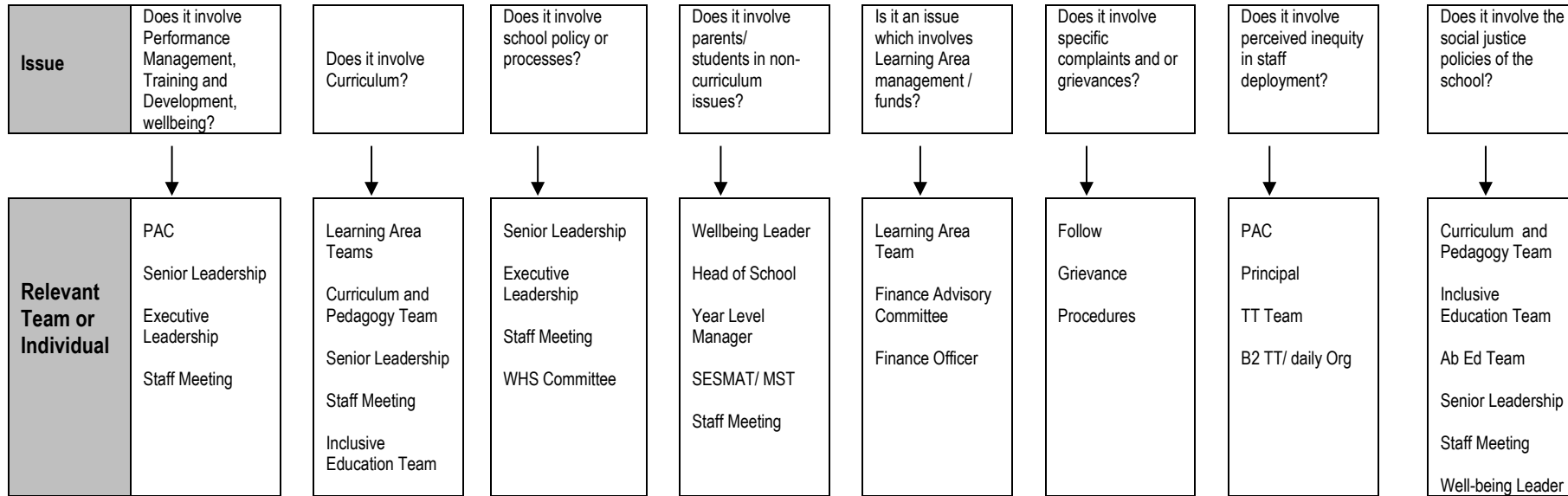
ENDING TIME

Agenda Item	Desired Outcome	Person Responsible	Time Allotted

Necessary Preparation

Staff Pathways for Involvement in Decision Making

Staff members analyse the proposal



Student Participation in Decision Making

