

STAFFING POLICY

Policy Statement

- Staff morale is a significant factor in overall College performance. A College staff with high morale is more likely to seek out new challenges, more likely to provide a positive learning environment, and more likely to enjoy their time at school.

Our College will:

- Build and maintain staff morale at the highest level.
- Ensure all staff are formally inducted into the College
- Encourage all staff to participate in personal development.
- Consult widely with staff and provide feedback.
- Follow all DET regulations and guidelines concerning staffing.

Implementation:

Staff Welfare

- Each individual is ultimately responsible for their own morale.
- College organisation, administration, workload and departmental influences effect everybody, but morale of individuals vary enormously. This is because morale is about attitude, not environment.
- Morale is not inversely proportional to workload. The school in its quest to build and maintain high staff morale, will not compromise the quality or range of programs it offers to students.
- Negative talk is not welcome at our school – we seek and expect positive solutions to difficult or disappointing situations.
- An active staff Organisational Health & Well-Being Committee will operate at our school. The committee will provide a range of social, health and well-being activities and opportunities for all staff.
- College Council will provide a budget for Health & Well-Being activities.
- College organisation and communication processes will ensure all staff have access to clear and open channels of communication (*see Attachment A*).
- All staff will be provided with personal professional development opportunities.
- All staff will have clearly defined roles, role descriptions, professional expectations and feedback mechanisms.
- All staff will have the opportunity to define their desired career path, and will be supported by the administration in their attempts to reach their goals.
- One measure of staff morale will be the departmental Staff Opinion Survey. The results will be analysed and interpreted by both the administration and the OHS Committee.

Equal Opportunity

The Victorian Equal Opportunity Act (1995) makes it unlawful to discriminate against a person on the basis of the following attributes:- age, disability, industrial activity, lawful sexual activity, sexual orientation, gender identity, marital, parental or carer status, physical features, political beliefs or activity, pregnancy, race, religious belief or activity, sex, personal association (with a person who is identified by reference to any of the above attributes) or breastfeeding. Further more, the Act prohibits direct and indirect discrimination, makes it unlawful to sexually harass a

person at the institution (includes students), promotes equality of opportunity between persons of different sex, age, marital status, race and other specified attributes, and provides redress for those who have been subject to discrimination

- Our College values diversity and provides equal opportunity for all.
- Any staff member may request to be Merit Protection trained.
- The College's policies and practices will be regularly reviewed to ensure consistency with the Victorian Equal Opportunity Act (1995).
- All staff members will be provided with a copy of this policy, and will be reminded of their rights and responsibilities in relation to the Victorian Equal Opportunity Act (1995).
- Any complaints can be lodged with the Equal Opportunity representative, Principal, Regional Director, Merit Protection Boards, or Equal Opportunity Commission.
- All complaints will be investigated promptly, confidentially, and with impartiality. All complaints will be managed in a manner consistent with DET policies.

Induction

Formal induction programs for new and returning teachers provide them with support, direction, contacts, feedback and essential information while building both confidence and performance.

- The Campus Principal is responsible for ensuring each newly appointed teacher to our school, or teacher returning from extended leave, undertakes a supportive and effective formal 3 month induction program.
- Skilled and experienced teachers with strong communication and interpersonal skills will be used as mentors for each beginning or returning teacher.
- Each induction will be planned and documented prior to commencement.
- The induction program will comprise components consistent with the DECD *'Induction Resource Materials for Schools For Beginning and Returning Teachers'* document including:
 - a welcome to the school, orientation visit and information organised, work space arranged, inclusion of new teacher's name on lists, and discussions regarding role and responsibilities.
 - Regular contact with the new staff which will include discussions regarding Charter and priorities, explanation of risk management issues and school communication procedures, invitation to be involved in teams, groups and committees as appropriate.

Professional Development

Current educational initiatives and community expectations make heavy demands upon schools. To effectively respond to these demands, it is essential that all members of the school community continue to upgrade their knowledge and skills through professional development programs. Educational outcomes of all students are related to the knowledge, skills and attitudes of the school community. Through staff professional development the attainment of the shared vision of school improvement is achieved.

1. Ongoing and needs driven professional development is an obligation of all professionals. Each individual's professional development is a shared responsibility between the school and the staff member.
2. A staff member will be assigned the responsibility of Professional Development Co-Ordinator. His/her role will be:
 - To develop a staff professional development plan in relation to school charter priorities/goals and staff professional development needs

- To inform staff of professional development opportunities through various means, which in turn will reflect individual staff needs as identified in their performance review plans.
 - Co-ordinate and organise professional development activities for individuals and the whole school.
 - Maintain staff professional development records and reports.
 - Maintain and implement the professional development budget and allow, over time, for equity of resources amongst staff, and include an amount for incidental professional development.
3. Each staff member will develop a personal professional development plan that is embedded within, and reflects the performance review process.
 4. The personal professional development plan will be take into account both the schools charter priorities/goals and personal needs and interest.
 5. Staff will be encouraged to seek and provide professional development from other staff members within the school.
 6. All staff attending professional development will have a responsibility to report to other staff or to their respective KLAs about the activity and its benefits.
 7. All staff attending professional development will need to provide a brief report of the activity to the PD Co-ordinator.

Staff Leave

The College Principal in consultation with Campus Principals has the responsibility for managing all leave and leave requests including time fraction reductions, as well as ensuring the smooth and efficient operation of the school.

- Leave may be an entitlement (eg: Family Leave), or may be awarded at the discretion of the College Principal (eg: Pressing Necessity Leave).
- Leave may be paid or unpaid.
- The Campus Principal is responsible for managing a wide range of leave matters, whilst ensuring the smooth and efficient operation of the school.
- Each form of leave is granted subject to a variety of legislative requirements. Staff who take leave (e.g. Family Leave) are expected to return to duty at the same time fraction.
- In determining time fraction reductions the College/Campus Principal will take into account the program needs of the College and the impact on the overall efficiency of its operation.
- Information about leave entitlements can be obtained by staff through verbal requests to the Campus/College Principal.
- Staff seeking discretionary leave must apply in writing to the principal as early as possible to assist with forward planning
- Applications for Long Service Leave must be lodged on Edupay and should be received by the principal at least 2 full terms in advance. For teachers of VCE subjects the College reserves the right to ensure that the timing of leave does not impact negatively on student course delivery.
- Staff taking sick leave will notify the Campus Principal as early as practicable.
- The Principal will make provision for replacement staff and higher duties where appropriate.
- In determining whether leave may be granted, the Campus Principal will consider:
 - Whether leave is discretionary or mandatory.
 - The impact the granting of the leave will have the operations of the school.

- The entitlement of the staff member to the leave for which they have applied.
- Order of leave applications.
- Availability of replacement staff.
- Previous leave record.

Staff Movement

It is recognised that sensible movement of staff across locations at Kurnai College contributes to the development of a healthy and robust organisation. Whilst stability of a staffing profile at each campus contributes in positive ways to the culture of the College, it is only one of the considerations taken into account by the management team. This policy takes into account the needs, aspirations and interests of individuals at the same time ensuring that the curriculum and organisational requirements of the College are met.

1. Staff are appointed to Kurnai College, not to any specific campus location. While they have a right of access to Middle and University campuses they should not expect to remain at their first campus indefinitely.
2. The primary determinant of teaching staff movement will be the curriculum and other non-curriculum needs of the College. From time to time, it will be necessary to balance the pool of experience at each campus, resulting in staff movement.
3. The primary determinant of support staff movement will be the support or organisational needs of the College. From time to time it will be necessary to balance the pool of support staff at each campus due to workload, student numbers and other considerations as they may arise.
4. The processes adopted for staff movement will be fair and transparent. They will be consistent with current Department of Education & Training policies relating to Teacher Performance and Development, Merit and Equity and Equal Employment Opportunity. The gender balance and teaching experience of campus staff will be considered.
5. All staff will be informed of the processes used to move staff within the College. The policy will be included in the electronic mail out of College policies.
6. All staff will be expected to complete a campus preference form early in Term 3.
7. The College Principal will have the final decision regarding staff movement.
8. The College Principal may move any staff member outside the process where this is necessary as a result of DET Disciplinary processes, a means of conflict resolution or other special circumstances.
9. Where staff movement is necessary consultation and advance notification will be given, where possible and practical.
10. The Staff Movement Policy will include an appeal process to enable individuals to exercise their right of appeal should they wish to do so (*see Appeals Process*).

APPEALS PROCESS

The staff member should appeal in writing to the College Principal within seven (7) working days.

The College Principal assisted by two (2) Leading Teachers from the unaffected campus will determine the merits of the case.

Communication

Kurnai College will ensure that all staff have access to information to enable them to function effectively.

- Establish and communicate clear structures and processes for decision making.
- Receive and interpret feedback from staff and demonstrate respect for people’s opinions conveyed through this process.
- Publish regular staff bulletins including college “Staff Update” and respective campus newsletters (faxed between campuses).
- Encourage informal / social means of communication such as staff morning teas and luncheons to mark appropriate occasions.
- Inform staff, in appropriate forums, of the college vision for the future, and engage staff in consultation on issues arising.
- Ensure that “teams” operating within the college have a line of accountability to report on their activities and proposals.
- Commission and conduct surveys to obtain staff opinion on important issues and provide feedback to staff on the results of these.
- Design a practical, deliverable communication strategy appropriate to contemporary expectations in the “Information Age”.
- Provide professional development opportunities for staff to access and use new technologies to enhance their access to contemporary communication systems.

Consultation

College Consultative Committee (CCC)

Consultative Committee structure, procedures and business to come into effect as of September 1st 2014.

Consultative Committee structure, procedures and business will be reviewed and ratified annually on or before the 31st of August.

Where no agreement is reached on establishing consultative arrangements by September 1st on any given year of the life of the current agreement, the default model applies until agreement is reached. See Clause 12(4)(d).

Members to sit on CCC

Member	Class/Roll	Number of Representatives
College Principal	Chair Person of CCC	1
Campus Principals or delegate		3
College AEU Rep	Can be Teacher or ES	1
Campus AEU Reps	Can be Teacher or ES	3
Campus Staff Reps	Can be Teacher or ES	3

Principal to Chair the meeting (VGSA, 2013)

Minutes to be taken by rotation of committee

All positions to be newly elected at campus CAC meetings in term 2 .

Meeting Schedule

Meetings to be planned within the College Meeting Schedule such that members of the CCC can attend

Meetings to be scheduled termly or as requested by the College Principal and /or CAC’s

Meetings to be held adjacent to the school day.

Principal asks for meeting agenda items before each meeting.

College Consultative Committee Business

Minutes of each meeting will document discussion points but will not quote individuals directly. Minutes will be distributed in a timely fashion via email. The committee will distribute all necessary information to all staff but will respect the confidentiality of sensitive information as per the *Information Privacy Act 2000 (Vic)*.

The committee will be regularly provided with high-level school budget information and workforce plans.

- The development of workforce plans including:
 - School strategic plan (or its equivalent)
 - High-level school student resource package (SRP) data.
 - Workforce planning documents
- The planning and organisation of the program of instruction in the school
- Organisation of work, including face-to-face teaching requirements
- Organisation of Education Support class work, including time in lieu
- Organisation of graduate teachers' work in their first 12 months of teaching
- Organisation of classes, including class sizes
- The composition of selection and other panels for the purpose of making recommendations to the Principle

Examples of what can be discussed under these headings include:

- Programs/specialist areas
- Allotments/grade allocations
- Reduction in scheduled duties for first-year teachers and time for mentors
- ES roles and responsibilities
- ES leave purchase allowance, attendance during term breaks
- ES supervision of students
- Meeting schedule and meeting length
- Other duties determined by mutual agreement
- Parent/teacher interview arrangements
- Pupil-free days
- CRT employment
- Positions of responsibility – allocation of duties, time allowances and special payments
- Excess
- Leave policy
- Annual review processes
- Workforce planning, such as staff profile.

Staff Registers

Register of all staff

In order to comply with DET standards and AQTF requirements the school will maintain the following Registers in relation to training, qualification and suitability of employment to undertake certain duties:

The College will keep an electronic and hard copy Register of the following qualifications of Principal, Teaching and Education Support Staff.

- The Register will include dates for renewal of qualifications.
- A hard copy of the Register will be kept in a secure location in the administration offices.
- An electronic copy will be available on U Drive
- Original copies of all documentation will be kept in a Registration Folder in a secure location.

- **Victorian Institute of Teaching registration:**

Current registration is required by all Teacher and Principal Class members, including Casual Relief Teachers.

It is the responsibility of the Human Resources Coordinator to ensure prior to employment, that all prospective new employees are compliant with VIT registration.

It is the responsibility of each Teacher and Principal Class member to ensure that their registration is current. This information can be accessed by visiting MyVIT at <http://www.vit.vic.edu.au>

Any Teacher or Principal Class member whose registration lapses or is suspended will be removed from their duties as they have no registration to teach and may have no current WCC.

Provisionally registered Teachers must meet the VIT requirements to gain Full Registration within the time frame set out by the VIT.

- **Vocational Education and Training (VET)**

All staff delivering VET will hold a current Cert IV in Training and Assessment, or be in the process of undertaking a Cert IV with a supervising teacher signing off all assessments.

Relevant staff who are in a position to influence the management of the organisation will completed a Fit and Proper Person Declaration

Staff delivering VET will keep a current Skills Matrix, outlining their qualifications and experience relevant to the delivery of National Industry Training.

- **Working with Children Check:**

The Working with Children (WWC) check aims to assist in protecting children from sexual or physical harm. It is designed to complement good selection, supervision and training practices (including rigorous reference checking).

The intent of this procedure is to outline which positions at the College require a WWC check and the process to be followed.

This procedure applies to all positions at The College including volunteer, honorary, consultant and contractor positions. Any reference to 'candidates' also extends to staff currently occupying a position.

A current satisfactory Working with Children Check E (Employment) is required by all Education Support Staff, including Casual ES Staff and any workers based at our College (even if not employed by the College such as the CRE Instructors, Regional Staff). A current satisfactory Working with Children Check V (Volunteer) is required by those volunteers whose work is unsupervised by classroom teachers.

It is the responsibility of the Human Resources Officer to ensure prior to employment that any prospective new employees are compliant with their WWC Check. (Note if a person is registered with the VIT this replaces the requirement for a WWC Check).

WWC Checks are valid for 5 years from the date of issue. It is the responsibility of each ES Staff member, and other workers and volunteers to ensure that their registration is current. This information can be accessed by visiting

<https://online.justice.vic.gov.au/wwccu>

Eight weeks prior to the WWC Check expiring, a pre-populated renewal application form will be sent to the cardholder.

Any worker or volunteer who does not have a current satisfactory Working with Children Check will be removed from their duties. Appendix A: WWCC flow chart

- **First Aid Qualifications**

Only staff sufficiently trained under the OHS Act 2004 and DET First Aid Policy will be placed on the First Aid roster.

The school maintains a Register for First Aid qualifications for all staff. The Principal or Nominee is responsible for providing information to a designated ES staff member regarding the expiry date and the level of attainment for:

- CPR (12 months)
- First Aid Training
- Anaphylaxis Training

The Principal/Nominee will check the currency of First Aid qualifications at the beginning of each Semester when the staff duty rosters are being compiled.

Staff whose First Aid qualification expire in the next Semester are notified of this. A copy of all First Aid qualifications is placed in the staff member's personnel file.

- **Occupational Health & Safety Competencies**

A spread sheet of OHS Competencies will be included as part of the Register. The Principal/Nominee will provide the designated ES staff member responsible for the maintenance of the Register with details of those staff competent in the following areas:

- OHS training
- Mandatory reporting
- Workplace Harassment training

Links:

[DET - WWC volunteers](#)

[DET - WWC Parents](#)

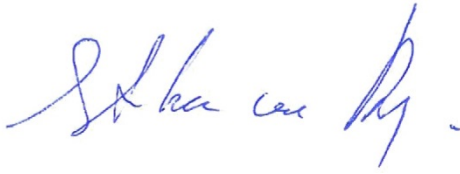
Staff Register

Appendix A:

WWCC flow chart

Evaluation

This policy will be reviewed as part of the College's four year review cycle.

Date Implemented	Ver. 1 - Week 3 – Term 2 - 2014
Approval Authority (Signature and date)	 18/10/16
Dates Reviewed	Ver. 2 - Week 3 – Term 4 – 2014 Ver. 3 - Week 7 – Term 4 – 2014 Ver. 4 - Week 3 – Term 2 – 2015 Ver. 5 - Week 3 – Term 4 – 2016
Responsible for Review	College Principal
Next Review Date	Week 7 – Term 1 - 2017

Appendix A

FLOWCHART for WORKING WITH CHILDREN CHECKS

