



HIGHVIEW COLLEGE STAFF WELLBEING POLICY

Responsible – Board

(Ratified in even years)

Developed by	DP Pastoral Care, Jenny Wardop	2012
Updated by	Principal, Melinda Scash	2016 / 2018 / 2019
Review & Ratification by	The Highview College Board	20 March 2019
Updated	The Principal, Melinda Scash	1 July 2019
Reviewed by	Board Director, Nicole Sweeney	26 May 2020
		2022
		2024
		2026
		2028

Purpose

It is our aim to create a caring school community which effectively meets the academic and social and emotional development needs of both students and staff. A focus on staff wellbeing also promotes and supports student wellbeing.

Developing young people's academic, social and emotional capabilities is highly dependent on skilled, competent and dedicated school staff. Providing emotional support to students, in addition to their responsibilities as educators, can intensify the burden on school staff, with school leadership and teaching consistently associated with experiencing higher levels of work-related stress than those in other occupations.

The purpose of this policy is to outline the workplace culture and values that Highview College aims to provide for its employees. This policy seeks to support the health and wellbeing of Highview College employees, to ensure that a thriving and effective workforce is maintained which will allow us to actively promote the wellbeing of the young people in our care.

Target Audience

This policy applies to all Highview College employees, contractors and volunteers.

Policy

Highview College recognises the importance of the health and wellbeing of all its employees. The organisation is committed to providing a safe, healthy and supportive work environment and to providing a workplace culture where healthy choices are both valued and encouraged.

Highview College will promote programs and initiatives which support a healthy culture, a healthy physical environment, healthy community connections and health and wellbeing opportunities.

Highview College's approach to employee health and wellbeing reflects our GRACE values (Growth, Respect, Aspiration, Compassion and Excellence).

Mental Health and Wellbeing

Highview College acknowledges that promotion and protection of the mental wellbeing of the staff is important for the individual's physical health, social wellbeing and productivity. Highview College is committed to providing a work environment where staff feel valued, safe and free of discrimination, bullying and workplace violence.

The 'Code of Conduct' requires that staff are treated with respect by colleagues, parents and members of the community.

Staff Association

A Staff Association has been formed to initiate social events and other activities designed to foster a collegial spirit. The staff association also provides gifts and/or cards for engagements, birth of children, retirements/ departing members, condolences. All members of the staff (teaching and ancillary staff) are encouraged to attend meetings. See Accounts Manager to have \$2.00 per fortnight direct debited from your salary.

Specific Advice

APPENDIX 1 – Staff Consultative Committee

APPENDIX 2 – Teachers Directed Hours

APPENDIX 3 – Positions of Responsibility

APPENDIX 4 – Professional Mentoring

APPENDIX 5 – Staff Acknowledgement when Leaving

APPENDIX 6 – Employee Assistance Program



APPENDIX 1 STAFF CONSULTATIVE COMMITTEE POLICY

Purpose of the Highview Staff Consultative Committee

A key role of the Consultative Committee is to facilitate open communication with staff. It will act as a forum through which staff is invited to raise ideas and issues. The Consultative Committee serves an operational purpose.

The Principal is charged with implementing the Strategic Vision of the Board and staff understand that there may be times when decisions are made which may:

- Require confidentiality
- Be more pertinent to negotiations with the EBA Panel
- Not be supported by all staff

The purpose of this Consultative Committee is not to control decision making at a leadership level but rather to:

- Maximise productive dialogue between Executive and staff
- Facilitate opportunities for sharing of information and
- Ensure that there is a forum through which staff concerns can be discussed and addressed

Personal grievances and complaints should be raised through the 'Grievances and Complaints Procedure', not through the Highview College Consultative Committee.

The Highview College Consultative Committee will consist of:

1. The elected Staff Union Representative (already elected by staff) if there is one
2. A teacher (voted to represent the teachers by teachers)
3. A non-teacher (voted to represent the non-teachers by non-teachers)
4. The Principal
5. Other staff as agreed by the Committee

The Highview College Consultative Committee Procedures

Consultative Committee Representation

- a) Staff must be nominated by two peers and accept the nomination to be eligible to stand for a position on the Consultative Committee
- b) Accepted nominations will be submitted to the Principal. The Principal will inform staff as nominations are accepted.
- c) If there is more than one nomination for each position an election will be held
- d) It must be possible for every employee to cast a secret ballot
- e) In the case of an election, non-teachers will cast a vote for their representative and teachers will cast a vote for their teacher representative
- f) A member of staff nominated by the Principal will count the votes and report the outcome to staff

- g) In the case of a tied vote/s the Principal will determine the representative/s on the Consultative Committee
- h) The elected staff will serve a term which concludes at the end of the academic year and will determine (at the first meeting) who will Chair the meetings and who will record the Minutes (refer to points v to y below)
- i) Representatives of the Consultative Committee may be nominated again in subsequent years by the staff they represent
- j) In the case of a resignation from the Consultative Committee, nominations will be called for and a new election for that position will be held if necessary. The period of service will conclude at the end of the current academic school year

Consultative Committee Meetings

- k) Agenda items will be required at least one week in advance of the meeting, so that clarification may be sought if necessary and consultation can occur
- l) Agenda items should be emailed to consultativecommittee@highview.vic.edu.au by the staff member raising the item
- m) The agenda will be circulated to all staff in advance of the meeting
- n) No member of the Consultative Committee will be replaced with a proxy at any time
- o) If one member of the Consultative Committee is absent, the meeting will continue as scheduled without that member of the Consultative Committee present
- p) If two members of the Consultative Committee are absent the meeting will be cancelled and rescheduled
- q) The Consultative Committee may request that other staff attend. Such attendance will be at the Principal's discretion
- r) Meetings will occur as agenda items are raised (subject to the Principal's other commitments at the School)
- s) The Principal may bring other relevant staff to the meetings to explain specific issues, as relevant
- t) If the Principal is not able to attend, the meeting will be cancelled
- u) The Principal will not appoint a proxy at any time

Consultative Committee Records of Meetings

- v) Members of the Consultative Committee should be able to illustrate how they have consulted on any issue and present a summary of the range of responses elicited
- w) Minutes which outline the main points of discussion and the outcomes will be taken and shared with the committee members for review and confirmation
- x) The Principal will approve the Minutes of Consultative Committee meetings before they are made available to all staff
- y) Minutes will be made available to staff as soon as possible after a Consultative Committee meeting

Consultative Committee Review Process

- z) These procedures will be reviewed as necessary and at the last Consultative Committee meeting before elections are held at the start of each academic year.

HIGHVIEW CONSULTATIVE COMMITTEE NOMINATION FORM

NOMINEE

Name

I accept the nomination to represent my colleagues on the Highview College Consultative Committee in the position of:

Teaching Staff Representative

Non-Teaching Staff Representative

I understand that, if successful:

- I have a responsibility to consult with the staff group I represent and to faithfully present their points of view, concerns and ideas without prejudice or bias
- The term of this Committee is one academic year
- I will be part of a Committee which aims to promote open communication

NOMINEE

Signature

SUPPORTING STAFF MEMBER 1

Name

Signature

SUPPORTING STAFF MEMBER 2

Name

Signature



APPENDIX 2 STAFF DIRECTED HOURS POLICY (TEACHERS)

Rationale

Highview College is committed to supporting staff and ensuring a fair workplace.

Aims

The purpose of this policy is to be transparent in relation to equity and fairness of teaching loads.

Implementation

A teacher's workload is varied and consists of many things, including but not limited to face-to-face teaching, attendance at assemblies, briefings, meetings, yard duties, tutorials, camps, excursions, as well as marking and planning.

A full-time teacher's hours of work are 38 hours per week, averaged over a 12-month period. Accordingly, the hours a teacher is required to work during term weeks may vary depending on the calendar and events of the College in any given week. Given that there will be some non-term weeks where a teacher is not required to perform many duties, there may be other term weeks where a teacher is required to work more than 38 hours.

As a guide only, it is anticipated that regular directed duties will ordinarily not exceed 26 hours per week for a full-time teacher. It is also anticipated that a full-time teacher will work at least a further 12 hours per week of non-directed duties at their own discretion to manage his/her professional responsibilities. There would be some weeks in the College's calendar where it would be necessary for a teacher to work additional hours to accommodate school events.

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Generally a full time teacher's teaching load will not exceed 20 hours per week.

DIRECTED WEEKLY DUTIES	FULL TIME + DELTA MENTOR	FULL TIME ACADEMIC TEACHER
Academic Lessons DELTA / Whole Living	Academic 17 hours 36 mins 24X44min lessons + DELTA 5X10min Home Group 2X44min DELTA lessons 138 minutes 2 hours 18mins	Academic Load 19 hours 48 minutes or 27X44min lessons
Proposed general classroom contact	19 hours 54mins	19 hours 48 mins
Under-allotted 'Teaching' Duties	6 minutes	12 minutes
Total	20 hours	

Generally 'other' directed duties for a full time teacher will not exceed six hours per week

Other Directed Duties for all Teachers	
Assembly	44 minutes
Briefing	15 minutes
Staff Meeting	75 minutes
'Other' Meeting	75 minutes (not required every week)
Yard Duty 3X25minutes	75 minutes
Cover 1X44 minutes	44 minutes
Student Tutorial	25 minutes
Under-allotted Duties	7 minutes
Total	6 hours
Total 'Directed' hours per week	30 hours

Non Directed hours	
40% P&C	4 hours
Self-determined	4 hours
Total undirected hours	8 hours
Total paid hours 52 weeks	38 hours

Where a teacher's teaching load exceeds 20 hours, other duties will be reduced accordingly. It is worth noting that the Highview EBA describes '*teachers' hours being averaged over a 12-month period*'. This accommodates additional duties routinely undertaken by teachers, such as: Information Evenings, Socials, Presentation Evenings, Tours, Parent Teacher Student Meetings, early starts and/or late returns from excursions, rehearsals, lunchtime practices, meetings with students, resource hunting on weekends, attendance at external functions, etc.

The annualisation of hours also accounts for higher requirements of Preparation & Correction (P&C) during term time, and not during term breaks.

At Highview College a teacher's contribution to camps and Extra-curricular involvement is an expectation of employment.

Part Time Teachers

Part time staff will have their non-teaching duties reduced according to their schedules. The Director of Administration will confirm these variations in consultation with each part time member of the teaching staff.

Assemblies

All teaching staff are required to attend School Assemblies. Attendance at Assembly is included within 'teachers directed hours'. If not attending a scheduled Assembly all teachers should be assisting DELTA Mentors at their assigned level.

Staff Briefing and Meetings

All staff are to attend:

1. Staff briefing on first morning of each week from 8.30-8.45am
2. Monday afternoon Meetings 3.30-4.45pm (as calendared)
3. Tuesday afternoon Meetings 3.30-4.45pm (as calendared)

Staff who are unable to attend scheduled meetings are to communicate via email to 'All Executive' and the person running the meeting.

Yard Duties

A full-time teacher can expect to be allocated three yard duties per week. A yard duty is 25 minutes in duration. PE and Art staff open learning spaces for students in their precincts, instead of undertaking Yard Duties

Covers

A full-time teacher has one cover a week allocated within their teaching load to support colleagues. These should not exceed an average of one per week in a term. Teachers who take more covers than one per week over the course of a term, will be remunerated for those additional covers.

Staffing arrangements after Unit 4 classes finish

Unit 4 teachers will not be given 'in-lieus' after Year 12 students leave and before the commencement of VCE exams. VCE Staff are expected to be available for students during their normal class times throughout this period.

Year 11 students will still attend Unit 4 classes during this period to complete Private Study under the supervision of their Year 12 teacher. If the class only involves a small number of Year 11 students the teacher may investigate using the Library or combining small VCE classes. The Head of Senior School and the Director of Administration will finalise these arrangements.

Once Unit 4 Exams commence, Unit 4 staff will be eligible for classes 'in-lieu' of their Unit 4 classes. Year 11 students will be accommodated. The Director of Administration will make these decisions and advise of arrangements.

Unit 4 teachers will not receive 'in-lieus' in the three days preceding their Unit 4 exam/s to enable students to make appointments to see them during those times.

All teaching staff will be given the opportunity to indicate if they would like some assistance with one, or more, of their Year 7-9 classes for the last few weeks of Term 4. Unit 4 teachers whose students have completed all their exams, will then be asked to indicate if they would prefer to be scheduled by the Director of Administration, to assist the staff in their subject areas who have indicated they would like some assistance, or if they would prefer to be given 'in-lieus' instead.

Unit 4 teachers will not necessarily receive 'in-lieu' classes for every Unit 4 lesson they had, but they will be given 'in-lieus' before other staff are given 'covers'.

Support for staff undertaking approved additional study and/or exam marking

As far as possible, support will be extended to staff who undertake exam marking or approved additional study. This is strictly at the Principal's Discretion. Staff are urged not to take on additional responsibilities which will detract them from fulfilling their core responsibilities to Highview College students in their care.

ADDITIONAL ALLOWANCES

PRE-REGISTERED TEACHERS

Teachers completing their registration will have a minimum of a one-lesson allowance in their first year.

COMPOSITE CLASSES

Composite classes with more than 12 students and more than six students in each year level will receive a one-lesson allowance per composite class.



APPENDIX 3 STAFF POSITIONS OF RESPONSIBILITY (PORS)

Rationale

To provide clarity for staff in regard to the tenure, process and flexibility of Positions of Responsibility.

Aims

To provide staff with support to pursue responsibilities of interest, which are beneficial to the College.

Implementation

There is a range of Positions of Responsibility at Highview College that are acknowledged, either through time allowances or monetary allowances, or both. The School makes a significant commitment to providing staff with leadership opportunities. All positions are open to all staff with relevant skills and experience. Staff members are also invited to propose projects which they believe will be beneficial to the College.

The specific nature of each role may well change over time and in response to changing priorities, conditions and technologies. Staff holding positions of responsibility will amend position descriptions in consultation with the Principal, to reflect the scope of their tasks. Positions will change, as the talents and expertise of staff change.

All Highview teaching staff accepting Positions of Responsibility retain their status as per their employment contract, whenever they cease that Position of Responsibility.

All Positions of Responsibility will be advertised to existing staff, and may also be advertised externally. Tenures vary. Interviews will be held as necessary. Generally, to allow for timetabling, known positions for the following year will be advertised at the end of Term 2 and applicants advised by the end of Term 3. Where possible, timelines will be shorter.

Tenure & Allowance

The Principal has the discretion to extend the tenure of a Position of Responsibility or to alter the allowance/s as appropriate, prior to and sometimes within the contracted period of a Position of Responsibility, when beneficial to the incumbent or in the best interests of the School. Staff are under no duress to accept a Position of Responsibility. If a preferred candidate decides not to accept a Position of Responsibility, the Position is not automatically awarded to another candidate. PORs are paid from 1 January in the commencement year to the 31 December in the concluding year.

Regardless of the number of times an individual may successfully apply for a Position of Responsibility each role has a short-term tenure and each role is available to all appropriate staff whenever it is readvertised.



APPENDIX 4 STAFF PROFESSIONAL MENTORING POLICY

Rationale

All staff new to a school need assistance to understand the unique school culture, expectations, processes and relationships.

Aims

To ensure that new staff are welcomed, extended consideration and support as they settle in to the Highview College family.

Implementation

- New staff will undertake an induction and are assigned a peer mentor/buddy
- For all new staff commencing at the beginning of the year – the induction process is streamlined and generally precedes the return date for general teaching staff
- For new staff commencing throughout the school year – induction is facilitated by the Director of Professional Practice (DPP), in conjunction with other relevant staff, such as specific Head of Faculty
- Induction encompasses the formal introduction to professional processes, classroom management advice, who to seek for specific assistance, policies, technology access, salaries and an orientation to the school environment
- Induction is the beginning of our orientation process
- New staff will continue to need support as they adjust to their classrooms, their curriculum and the broader school environment. This is where staff, particularly those within the same Faculties, are encouraged to extend their professional support.
- Relevant Heads of Faculty will meet formally and informally with new members of their team
- Relevant Heads of Faculty will conduct mutually arranged lesson observations of all new staff within their Faculty
- The Director of Professional Practice will also meet with each new member of staff in their first term at the College, as well as consult with relevant Heads of Faculty to monitor the progress of new staff. This consultative process can also determine possible levels of support as needed.
- The Principal is updated regarding the progress of new staff by the Director of Professional Practice. This enables the authorization of any extra support strategies that may need to be offered.
- In cases where extra support is implemented, the progress of the staff member is monitored closely to observe improvement or the need for further strategies to be implemented. In such cases, the Principal is consulted to authorize implementation.

Support for Pre-Registered Teachers

1. Whether you are a mature-age graduate or not, teaching is demanding and it takes

time to become experienced. You also have the Victorian Institute of Teaching Project to complete in your first few years to achieve full registration as a teacher. Your wellbeing is critical. A positive teaching experience is more likely when you limit any extra duties while you build your classroom teaching experience. The load of graduate teachers is reduced by one lesson per week. Additional leave is available to graduate teachers on a needs basis. Please speak with your Head of Faculty or contact the Director of Professional Practice or the Principal if you feel you need any support. While we want you to be fully involved in the experience of teaching, all graduate teachers are strongly dissuaded from taking on additional responsibilities in the first few years of teaching, particularly while provisionally registered.

2. New teaching staff that are provisionally registered, and in the process of gaining their full registration with the Victorian Institute of Teaching – are also assigned a Mentor to assist them with this specialized process. Mentors are usually a relevant Head of Faculty or the Director of Professional Practice.
3. A one lesson allowance applies in the first year of a pre-registered teacher's employment. (for both the pre-registered teacher and the Mentor)
 - This allows them to meet on a weekly basis to regularly discuss their development.
 - This is a safe and supportive time where concerns, ideas and solution pathways are shared.
 - These collaborative meetings both support and strengthen a pre-registered teacher's confidence and competence to develop their teaching resources, strategies and skillsets.
 - These meetings also have two more focus areas, as required to gain full registration
 - a. assistance in developing a suitable 'Enquiry Project' as part of their Victorian Institute of Teaching registration process, and
 - b. to evidence and demonstrate the pre-registered teacher's ability to meet all of the professional teaching standards – as developed by AITSL (also a Victorian Institute of Teaching requirement).
4. VIT studies have shown that there is a concerning turnover of new teachers in the first few years of this profession. They believe that institutions that offer supportive Victorian Institute of Teaching programs are a critical link to improving retention rates.
5. The Director of Professional Practice co-ordinates the Victorian Institute of Teaching Mentoring program and checks regularly with Mentors regarding the pre-registered teacher's progress. The DPP can also offer meta- coaching support where and when needed.

6. Once per Term, the school Calendar facilitates a collaborative meeting with all pre-registered teachers staff, buddies and mentors, as part of the Monday meeting rotations. This is led by the Director of Professional Practice and is arranged in a less formal setting to facilitate more open discussions.
7. For purposes of evaluation and developing effective and progressive mentoring support, pre-registered teachers are asked to share feedback on the support they have received throughout the year. This is the main topic during the final collaborative meeting, in Term 4. Feedback is noted and can be used to help continue the development of a strong and sustainable support program for Highview.



APPENDIX 5 STAFF ACKNOWLEDGEMENT WHEN LEAVING

In the interests of clarity we acknowledge leaving staff and staff service in different forums and in different ways.

Staff leaving before the conclusion of Term 4 will be acknowledged at the time of leaving. Staff taking leave will be acknowledged at School.

STAFF ASSOCIATION FUNCTION

At the end of each year, all staff and spouses who wish to attend the staff association function are welcome to attend this self-funded event. RSVPs essential.

END OF YEAR STAFF LUNCH

Invited to attend - All staff who:

- worked in Term 4 and have continuing employment at the College
- worked in Term 4 and are not returning the following year (whether on short term contracts or resigned)
(All other staff are acknowledged through the year)
- have most recently been employed at the College and who are retiring

AWARDS EVENING

All staff employed at the College and working in Term 4 are required to attend.

The College will acknowledge in a speech, at this function, the staff who are employed on short term contracts (fewer than 12 months) and who worked in Term 4 and who are not returning.

At this function the College will acknowledge, by bringing to the stage and presenting with a gift, the staff who were employed on ongoing contracts or on a minimum 12 month contract and who worked in Term 4 and who are not returning, (regardless of length of employment).



APPENDIX 6 – EMPLOYEE ASSISTANCE PROGRAM

Staff may access 'Converge International' for free support in eight areas on **1300 687 327**
This service is strictly confidential and is also available to immediate family members.

