

Induction of staff

Systems and processes are in place to support all newly appointed staff through a continuous programme of induction. Participation in the induction programme will be dependent upon the employment type of the new employee.

We will support all new employees according to contractual and legal requirements.

All staff will be given:

- a job description
- a performance agreement
- a copy of the staff handbook
- details of school rules as they relate to staff discipline
- access to school advisers and to our professional development programme.

New staff will be made aware of:

- our school Charter obligations
- school organisation documents
- school policies
- our expectations of staff.

Provisionally registered teachers

Provisionally registered teachers will be provided with appropriate programmes of support. We will make use of the support available for provisionally registered teachers (currently 0.2 hours staffing entitlement in their first year, and 0.1 in their second year).

Classroom release

Class release time will be implemented following full discussion with all teaching staff. Decisions relating to class release allocation ultimately rest with the Principal and Board of Trustees.

Entitlement

All full time teachers are entitled to ten hours release time per term.

Permanent part time teachers of 0.8 or more will receive class release time on a pro rata basis, allocated according to the number of hours employed and our class release time procedures.

Allocation

Depending on consultation with staff and the requirements of school programmes, release time may be taken either on a weekly basis (e.g. one hour per week over a ten week term) or in blocks of half or full days. It may be preferable to have a consistent allocation across all teachers in the school, or we may be able to allocate release time on an individual basis, depending on preference.

Occasionally (e.g. if there is an emergency or staff absence) it may not be possible to allocate the class release time allowance, as we may need to call upon our trained teachers. Under these circumstances, staff will discuss how to address this, for example compensatory time, reimbursement etc.

Police vetting

The requirements for police vetting of people working in schools are set out in Education Amendment Act 2010 and the Vulnerable Children Act.

The purpose of police vetting is to minimise the chance of vulnerable members of society (e.g. children) being put at risk by individuals who may have displayed behaviour that could be detrimental to others' safety and wellbeing.

We have a responsibility to make sure we identify any potential risks to our organisation, as part of our effective employment practices.

Police vetting for teaching staff

The Education Council carries out police checks for teaching staff as part of its registration process. However, boards can still choose to carry out a police vet. (There have been instances where teachers have been subject to police inquiries and possible charges, but the matter has not yet been dealt with by the Education Council.)

Police vetting for non-teaching staff

Every worker who is likely to have unsupervised access to students at a school during normal school hours must be police vetted. This includes any contractor who is likely to have unsupervised access to students or children during school hours. The Board of Trustees will obtain these police vets.

Non-teaching staff must not have unsupervised access to students until a police check has been carried out.

The requirements for police vetting for non-teaching staff and contractors in schools are set out in Education Amendment Act 2010.

- Section 78C requires that all non-teaching employees who work in a school must undergo a police vet, which must be applied for within two weeks of the person starting work at the school.
- Section 78CA requires that contractors, and employees of contractors, must be police vetted if they are likely to have unsupervised access to students at the school during normal school hours. The police vet must be obtained before the person has, or is likely to have, unsupervised access to students at the school during normal school hours (s78CB).
- Section 78CD requires that strict confidentiality is observed in the handling of police vets, and that the person concerned is given reasonable time and opportunity to validate what is in the police vet before any action is taken.

Other information

All current employees who work at the school during normal school hours must have their police vets renewed every three years. The Vulnerable Children Act requires that we safety check anyone whose work involves regular contact with children, including those who have sole charge or primary responsibility for children, and those with regular but limited child contact who are never alone with children.

Boards are not required (but may choose) to seek a police vet of a person who is employed solely to provide classes that are usually held outside normal school hours, and that are open to people not enrolled full time at the school.

We make all appointments conditional on a 'satisfactory' police vet. To avoid any dispute about what 'satisfactory' means, this should be discussed with the prospective employee in terms of what the Board considers it to mean.

Volunteers don't need to be safety checked under the Vulnerable Children Act 2014 or the Education Act 1989.

Performance appraisal

Our staff performance appraisal system aims to:

- improve the quality of teaching
- Improve student learning outcomes
- provide targeted support and development opportunities for staff so they can achieve their personal and professional goals.

Delegations and responsibilities

- The Board has **delegated to the Principal** the responsibility for implementing the school's appraisal policy.
- The appraisal of the Principal is the responsibility of the Board and is addressed in a separate procedure (see below).

Appraisal information for all staff

Appraisal of all staff is carried out annually, within the school year. Staff will be given an annual programme of appraisal with set dates etc.

Before appraisals begin, staff and management will agree on a written statement on the process of appraisal.

All staff are allocated an appraiser.

The Principal will report to the Board when staff appraisals are implemented. The report will be of a general nature, to facilitate funding and to give an account of the quality of staffing. Funding to implement the appraisal policy will be made available where appropriate.

All documents are confidential to the person being appraised and their appraiser. Information that is no longer relevant to the appraisal will be destroyed.

Non-teaching staff

All non-teaching staff are appraised annually, according to the expected outcomes in their job descriptions.

Teaching staff

For teaching staff, appraisers and appraisees will:

- set development objectives using the Practising Teacher Criteria
- outline the support required, in line with school direction and priorities.

The appraisal process will include:

- setting goals for the year (in Term 1)
- formal observation of teaching (in Term 2)
- reflection on goals (in Term 3)
- discussion of achievement of performance expectation with the appraiser (in Terms 3 and 4)
- an appraisal report, prepared in consultation with both the appraiser and appraisee (in Term 4).

Disputes

In the event of a dispute, the appraiser and the appraisee will meet with a mutually agreed third party. If a compromise cannot be reached, a mediator will be appointed. The mediator will establish guidelines for the outcome of the mediation.

Principal's appraisal

The primary purpose of the Principal's appraisal is to build capacity in the Principal.

Delegations and responsibilities

- Responsibility for managing the Principal's appraisal is **delegated to a committee** of the Board made up of the Chair and one other Board member.
- The Principal Appraisal Committee may, if necessary, appoint an appropriate person to carry out the Principal's appraisal.
- The appraisal process operates on a three-year cycle: peer principal, outside appraiser, and Chair.
- The Committee and Principal will determine a process for conducting the appraisal, and will inform the appraiser.

Principal's appraisal process

The primary focus of the appraisal is the Principal's job description, assessed against professional standards for primary principals, and any further goals agreed between the Principal and the Chair.

The appraisal process will be recorded in the Principal's performance agreement and implemented annually.

The appraisal process includes:

- an annual negotiation of performance and development objectives, primarily based on the school's strategic goals, any aspects of performance that have been identified as needing attention, and development requirements
- ongoing meetings between the appraiser and appraisee (if an appraiser other than the committee has been appointed)
- meetings each term between the Principal and Principal Appraisal Committee (or the Principal and the appraiser)
- gathering performance information from a range of sources. These may include the Board, staff, students, and/or parents, as deemed necessary by the appraisee.

Any matters of concern relating to the Principal's performance coming out of the appraisal process will be raised with the Chair in the first instance.

Reporting

Once all data has been gathered, a draft report be written and given to the Principal for comment before the report is given to the committee. The appraisal report should be received by the Principal Appraisal Committee by December each year. The final report will be held by the Chair. A summary, or the full final report, will be given to the full Board at its December meeting.