



# IMMACULATE HEART COLLEGE

*Through Mary to Jesus: “The Way, the Truth and the Life”*

*John 14:6*

## STAFF HANDBOOK 2018

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## **Purpose of Staff Handbook**

The purpose of the *Immaculate Heart College Staff Handbook 2018* is to make explicit the rules and regulations of the College to all staff and to introduce the College to new staff. It is intended to be used as a reference manual for important matters such as those included within. As a working document, it will continue to be refined and updated as the College grows. To begin with, however, it will contain the key items and information necessary for all staff of the College.

## **Staff Induction**

Whilst all current staff members of Immaculate Heart College (IHC) have already undergone a staff induction process, as the College grows, so too will the need to employ new members of staff. Therefore, these new staff members will need to undergo an induction process which will include the following:

- a) The process of staff induction will occur within two (2) weeks of the appointment of a new member of staff, regardless of the start date. It will take place whenever there is the appointment of new staff.
- b) It is usual practice for new employees to begin their process of induction with their interview with the Principal. Upon receipt, signing off, and subsequent return of their contract of employment, a copy of the Fair Work Information Statement will be made available to the new staff member.
- c) If required, the Principal may delegate some of the induction process to a ‘senior’/Foundation member of staff, such as the Early Childhood Team Leader, depending upon the role of the new employee, the term of employment, and the time of starting his/her contract. The processes of induction are clearly outlined in the College’s *Staff Induction Policy*, updated in August, 2016.

## **College History**

Immaculate Heart College (IHC) is an Independent, co-educational Primary School that teaches the Catholic Faith. It is a member of the Association of Independent Schools in Western Australia (AISWA). It commenced in 2012 with Kindergarten to Year 3 and progressed to a fully-fledged Primary School with classes from Kindergarten to Year 6 in 2015. The IHC Playgroup was established at the start of 2014 and continues to thrive. It was initially located within close proximity to the school, at the Lower Chittering Hall, but has been operating out of the school since the start of 2016. The College is now offering secondary education, with the Minister’s approval for this, received on 8 August, 2016. The staggered approach to commencing a Secondary School at IHC will be with one or two year levels each year; for example, Years 7 and 8 in 2017 and now Year 9 in 2018. The College intends on being a K-12 school by 2021.

The College Motto, “*Through Mary to Jesus, the Way, the Truth and the Life*”, *John 14:6*, further supports the College’s dedication to Mary, Mother of God. The College provides a strong Catholic and academic education for its students. The Christian virtues are taught whilst each student is encouraged to reach his/her full academic potential.

The College is committed to offering an education programme of excellence to its students. This is achieved through a strong focus on improved literacy and numeracy skills throughout the learning areas of the *Australian Curriculum*, the *WA Curriculum*, and other curricula still in use in a few Learning Areas, such as the *Curriculum Framework WA*. In particular, a very strong emphasis is placed on literacy and numeracy. The College introduced Phase 1 of the *Australian Curriculum* in 2012 and has since moved to introducing Phases 2 and 3, using the *WA Curriculum*. The College’s *School Curriculum Plan*, updated in August, 2016, provides detailed information on the curriculum on offer at IHC and the proposed curriculum for the new Secondary School. Above all, the holistic education of each and every child, as well as the shaping of each child’s moral character is the main focus of every member of staff at the College. Through regular Religious Education lessons, the Pastoral Care Time allocated in the weekly timetable, and regular attendance at Mass, all students receive a well-rounded education in the Catholic faith, becoming knowledgeable and familiar with the Christian virtues, and learning how to apply them to their daily life experiences.

## **College Philosophy and Aims**

All staff members of IHC must be thoroughly conversant with, and committed to the ethos of the College, as promoted in its philosophy and aims, outlined below:

### ***College Philosophy***

The philosophy of Immaculate Heart College is based on the following documents:

1. *The Catholic School*, issued by the Vatican Congregation for Education, 1977; and
2. *Catholic Schools at a Crossroads*; a Pastoral Letter written by the Bishops of NSW and ACT, 2007

### ***College Aims***

- Salvation in Jesus Christ through the Catholic formation of the students<sup>1</sup>
- Each child will be seen as an image of God and the College will seek to nourish them with the word of God as contained in scripture, tradition and the magisterial teachings of the Church
- The College will be a place of prayer and work, in a spirit of charity, and this will include an atmosphere in which all Christian virtues will be developed and intellectual knowledge deeply and personally embraced<sup>2</sup>
- The College aims to help its students to develop holistically
- All students will be encouraged to reach his/her potential both academically and

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<sup>1</sup> Congregation for Catholic Education, *The Catholic School*, 1977, p. 12, n7

<sup>2</sup> *Ibid*, p. 33, n37

spiritually. According to Pope Benedict XVI, '*A good school provides a rounded education for the whole person and a good Catholic school, over and above this, should help all its students to become saints*'<sup>3</sup>

- Lives of the Saints will be studied by students in order to lead them to the realisation that '*Christ is calling (them) to be saints*'<sup>4</sup>

### Specific aims

- To present students with revealed Truth and with the methods, norms and procedures for rational thought to arrive at and justify the Divine Truth<sup>5</sup>
- To help the students to build the teaching of the Gospel into their daily lives and to give them the critical skills necessary for prudent judgment
- To teach students to take Christ as a model par excellence and to encourage them to develop a strong relationship with the Lord in the Blessed Sacrament
- Students will be taught to respect every person as an image of God, especially their elders, and will be encouraged to perform works of Mercy towards each other, the needy and the elderly in the community
- Devotion to Our Lady will be promoted, love for the Pope will be fostered, and Jesus will be seen as the source of every good
- Students will be helped to discover their specific vocation in life, especially if in the Priesthood or Consecrated Life, realising that they '*have to make choices regarding the subjects (they) study, (and)...specialise, with a view to what (they) are going to do later on in life*'<sup>6</sup>

### These aims will be accomplished by an integration of faith and life which involves

- Systematic and coherent teaching of the Catholic Faith and morals
- A special emphasis on the theological virtues of Faith, Hope and Charity, as well as the four cardinal virtues of Prudence, Justice, Temperance and Fortitude
- Assisting the students to see God's hand at work in daily events
- Class and school prayer including Holy Mass, which will be compulsory once a week, and devotional prayer such as the Angelus being an important aspect of daily life<sup>7</sup>
- Encouraging teachers to pray for the students at their school meetings
- Opportunities for spiritual reading, Benediction and visits to the Blessed Sacrament
- Personal prayer
- Studies of the lives of the Saints in order to take them as models
- Encouraging the students to realise that the call to be living witnesses to Jesus in His Gospel is above all through personal example. They will be encouraged to grow in personal holiness. As Pope Benedict says, '*In your Catholic schools, there is always a bigger picture over and above the individual subjects you study, the different skills*

<sup>3</sup> Pope Benedict XVI, *Address to the Catholic School Children in England 2010*

<sup>4</sup> Pope Benedict XVI, *Address to Youth*, Sao Paulo, Brazil, May 10, 2007.

<sup>5</sup> Congregation for Catholic Education, *The Catholic School*, 1977, p. 35, n41

<sup>6</sup> Pope Benedict XVI *Address to the Catholic School Children in England 2010*

<sup>7</sup> Pastoral Letter of the Bishops of NSW and the ACT, *Catholic Schools at a Crossroads*, n10

*you learn. All the work you do is placed in the context of growing in friendship with God, and all that flows from that friendship. So you learn not just to be good students, but good citizens, good people*<sup>8</sup>

- The College, co-operating with parents in preparing children for the sacraments
- Daily Mass, being available in the Church at the beginning of each day

## Promotion of the College

It is expected that the Staff of IHC will openly promote the College in a positive manner at all times and at every opportunity. This can be achieved through positive daily communication with students, parents, fellow staff members and grounds persons/caretakers, members of the local parish and community, colleagues from other schools and associations, and the community in general. In this regard, a positive demeanour, along with professional conduct and attire can be some of the most powerful means by which the promotion of the College takes place.

At times, decisions can be made that do not suit everyone. The venue for airing such grievances is with the Principal and not within earshot of students, parents or even other staff members who may not be involved. The Principal welcomes and invites open and professional dialogue regarding all matters, inclusive of any contentious issues that might arise over time. A *Disputes and Complaints Policy* exists for such processes.

## Professional Conduct

All members of staff are expected to display professional conduct in the workplace. This includes, but is not limited to the following behavioural and work-related characteristics:

- Upholding and promoting the special ethos of the College, as outlined above under ‘College Philosophy and Aims’;
- Arriving at work on time (8.00am for Mass, or earlier to set up classrooms before Mass) and leaving at a time that is after the end of ‘Duty of Care’ time (3.30pm) each day;
- Attending the scheduled fortnightly Staff Meeting and any other Staff Meetings or Professional Learning (PL) Sessions/Courses that might be organised during the course of the year;
- Being professionally and appropriately attired (see ‘Dress Code’ below);
- Being organised for the day’s lessons, inclusive of Teaching/Learning Programmes, Daily Work Pad/Lesson Plans, relevant resources, and any other equipment necessary for the day ahead;
- Treating all persons (students, parents, fellow staff members, grounds persons/caretakers, members of authority or special visitors to the College) with respect and a positive demeanour, just as you would expect and should be treated by them;

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<sup>8</sup> Pope Benedict XVI Address to the Catholic School Children in England 2010

- Following the correct procedure for airing of any grievances that you might happen to have;
- Conducting open and honest professional dialogue with fellow staff members and the Principal in the appropriate forum, such as the Staff Room or Principal’s office;
- Being on time for all designated duties;
- Wearing sunscreen and hat for outdoor activities, as is expected of all the students;
- Wearing the necessary medical strap bag when on Recess and/or Lunchtime Duty;
- Informing the Principal in advance, or as soon as is practicable, if late for school;
- Preparing lessons and resources in advance if you know that you will be absent from school, and leaving these in your classroom or with the Principal, or emailing them to the Principal the day before, for the Relief Teacher to collect the next morning;
- Abiding by all school rules and regulations as outlined in this document and other relevant documents/policies;
- Being familiar and conversant with the contents of all College policies;
- Maintaining TRBWA membership and Working with Children Checks; and
- Any other items that relate to professional conduct in the workplace.

### **Confidentiality and Fidelity**

There is a clear expectation that matters dealt with within the College will stay within the College. Matters regarding staff issues, student behaviour and similar situations should always be treated with the respect and confidentiality one would assume in a profession such as ours. The Principal will expect that all staff will maintain appropriate levels of confidentiality, respecting the people involved in the issues that arise in schools from time to time.

The following clause regarding confidentiality and fidelity appears in all contracts of employment:

#### ***Confidentiality and Fidelity***

*During the course of your employment, you shall not disclose to any person, company or school any information coming into your knowledge of possession, relating to affairs and business of Immaculate Heart College, or to the work performed by yourself, except insofar as the same may be necessarily required for the proper performance of your duties.*

*The discussion of confidential matters learnt in the course of the duty is not to occur. The unauthorised disclosure to any third party of confidential information about matters connected with the Employer is forbidden.*

*In particular, you shall not make known to any unauthorised person the names, addresses, or other personal information of any staff, student, family member or affiliate of the College, or any other information not generally known relating to the business of or the activities or affairs of the College, including, but not limited to, information relating to College Policies, marketing, finance, fees and charges. All*

*records, documents and other papers, including copies, shall be the property of the Employer.*

*No comment is to be made about the College or the employees of the College which could lead to unfavourable comparisons or inferences.*

### **Line of Management**

As a relatively new school, Immaculate Heart College still has a small number of staff. Therefore, the following Line of Management is applicable:

1. All Teaching and Non-teaching Staff members are responsible to the Principal.
2. The Principal is responsible to the College's Board of Directors.
3. The Advisory Committee exists to advise the Principal and the College's Board of Directors on various matters; however, the Principal is not responsible to the Advisory Committee.

As ‘middle leadership’ is beginning to be established at IHC, the Line of Management includes teaching staff directing matters relating to various aspects of the College’s educational programme to the person in that role; for example, the Early Childhood Education Staff (K-2) direct their queries and concerns to the Early Childhood (EC) Team Leader (K-2). The EC Team Leader’s role, which was initiated in late 2015 to come into effect at the start of 2016, includes dealing with matters pertaining to curriculum and administration of Kindergarten to Year 2, inclusive of holding Early Childhood Education Meetings, organising Relief Teaching for K-2, deciding on Booklist requirements, organising special events, and Duty Rosters. All of the College’s members of staff, as well as the EC Team Leader, are responsible to the Principal. As the school grows, and with the commencement and subsequent growth of the Secondary School, IHC will look to establish a Head of Primary to deal with matters directly relating to the Primary School.

Staff members who wish to raise matters with the College’s Board of Directors must do so through the Principal. The Principal will then take the matter to the College’s Board of Directors, either at the subsequent Board of Directors’ Meeting or directly to the Directors if the matter is urgent.

It is imperative that staff members of IHC follow set pathways of communication to ensure that there is no repetition of work, confusion, or breakdown of communication. Hence, the simple Line of Management procedure outlined above must be followed at all times.

As school days are busy for everyone at the College, an appointment to see the Principal will ensure that you have the opportunity to speak about your specific concerns or other matters. Such appointments can be made directly through the Principal or the College’s Administration Assistant.

## **Dress Code**

It is expected that staff members of IHC set and maintain modest, suitable standards with regard to their attire, use of make-up, jewellery, hair, and so forth. The preferred attire for female members of staff is a dress or skirt below the knees, with no low necklines or thin ‘shoe-string’ straps; rather, a short-sleeved dress or top is recommended. If wearing pants or leggings, as is practical for staff teaching in the Early Learning Centre, a long top or dress worn over the pants or leggings is preferred. Male members of staff are expected to wear a long-sleeved or short-sleeved shirt and long pants, with a tie during the winter months of Terms 2 and 3.

Dress standards that do not clearly reflect the conservative, respectable and modest practices of the ethos and culture of the College will not be tolerated. All members of staff must endeavour to promote the teaching profession as well as the standards set at the College in the best possible way and this can be achieved, in part, through the standard of dress worn on a daily basis.

All staff members will be expected to wear more formal attire for Parent Information Evenings, Parent/Teacher Interviews, and other events involving members of the public. The College’s dress code is applicable to all attendances at Mass, and will also apply to important Feast Day celebrations and special assemblies at the College.

## **Daily Routine**

For the staff of Immaculate Heart College, Tuesday, Thursday and Friday begins with Mass from 8.00am to 8.25am. Therefore, ‘Duty of Care’ of students who arrive early to school is not possible. In such instances, students will need to sit on the veranda outside the reception office. However, it is strongly recommended that students arrive at school from 8.25am onwards. Mass on a Monday is offered after school at 3.30pm.

Teachers should be in their classrooms by 8.30am in preparation for the commencement of the school day. If necessary, it is the teacher’s responsibility to arrive earlier than 8.00am in order to set up his/her classroom before Mass begins. From 8.25am to 8.45am all staff members are ‘on duty’, supervising students as they arrive. A ‘Duty Roster’ will be in place for Recess and Lunchtime, while all staff members are ‘on duty’ again at the end of the day, supervising the departure of students.

If students are partaking of the School Breakfast Program (SBP), then they must arrive earlier than 8.30am and make their way to the Multipurpose Hall where a staff member, along with other helpers, will be on Duty.

The College operates on 8 periods per day. These comprise of the following: 1 x 45 minute period in the morning, 5 x 40 minute periods during the course of the day, and 2 x 30 minute periods - one after Recess and one before the end of the day. Recess is 20 minutes long and Lunchtime is 40 minutes long. The school day starts at 8.45am with a Pastoral Care Time (PCT) session of 10 minutes duration. The school day ends at 3.10pm. The first period on Wednesdays is devoted to Mass for the whole school. Teacher’s must their class attendance

completed on SEQTA each day by 9.30am.

Formal Duty of Care concludes after 3.30pm. Parents are, therefore, requested not to bring their children to the College before 8.30am, unless they are part of the SBP, and to collect them promptly at the end of the day. However, no child will be left unsupervised at any time. Supervision arrangements will be made for students who arrive early or leave late.

### **Secondary School Daily Routine**

The same timetable structure will apply to the Secondary School, at least in the first few years. Changes made thereafter will depend on the extra-curricular activities and study sessions on offer before and after school. Likewise, changes will need to be made in the upper secondary years of Year 11 and 12 to accommodate the course gridlines, enabling students to make appropriate selection of courses.

### **Curriculum**

Immaculate Heart College uses the following key curriculum documents in the Primary School:

1. The ***Early Years Learning Framework (EYLF)*** for Kindergarten;
2. The ***WA Curriculum K-10*** for English, Mathematics, Science, Humanities and Social Sciences (HASS), The Arts, Health and Physical Education, and Technology and Enterprise (Pre-primary to Year 6);
3. The ***Curriculum Framework WA (CF)***, in part, for Religious Education, along with the College's own curriculum for its Religious Education and Virtues Programme (Resources used to prepare the Programme include: *To Know, Worship and Love; The Bible; Christ our Light and Life*) (K-6); and
4. The ***Australian Curriculum (AC)*** and the ***Paideia Omogenon Curriculum*** from The University of Crete for Modern Greek (K-6).

The above-stated curriculum documents are accompanied by their relevant Scope and Sequence documents. These provide a yearly overview of the skills and content to be taught in each learning area for the different year levels.

### **Secondary School Curriculum**

It is intended to use the ***WA Curriculum K-10*** for all Learning Areas offered in the Secondary School from Years 7 to 10. The curriculum documents listed above will continue to apply for Religious Education and Modern Greek. With the introduction of Foundation, General and ATAR Courses for Years 11 and 12, but also as early as in Year 10, the College will use the Courses approved by the ***School Curriculum and Standards Authority (SCSA)***.

It is imperative that all members of the Teaching Staff are fully conversant with the respective documents that they will be using and that, where this is not the case, they seek out and pursue Professional Learning (PL) in order to become familiar with and confident in using the relevant curriculum document/s. Attending such PL sessions will also assist staff to

further update their knowledge and skills, and to keep abreast of current educative trends and developments.

### **Teaching/Learning Programmes**

It is an expectation that each staff member will work closely with the curricula relevant to the classes/year levels that he/she will be teaching. Adherence to the appropriate curricula will be reflected, in turn, in the Teaching/Learning Programmes being prepared for that cohort of students. Whilst it is not mandatory to use a particular approach to programming, the 5-column approach (Week, Outcomes, Teaching/Learning Activities, Resources and Evaluation) is a favoured one that lends itself well to the required components of programming in general. Ultimately, however, no matter what style of programming is adopted by each teacher, it must be thorough and encompassing of all skills and content that need to be covered during the course of the year, and it must be functional. Often, Relief Teachers will ask to see the Classroom Teacher's T/L Programme in order to ascertain where to begin the day's lesson. In the absence of a Daily Work Pad or Lesson Plan, the T/L Programme should be of some assistance to a Relief Teacher; therefore, it should be set out in such a way that makes it clear to follow and understand.

All Teaching/Learning Programmes for IHC must include a rationale written by the Classroom Teacher, explaining the reason behind his/her choice of content and skills to be taught for the term, the relevant learning outcomes of the curriculum document being used, the teaching/learning activities that will take place each week, the resources to be used, and the evaluation methods that will be applied to determine whether the stated outcomes have been achieved. Furthermore, every Teaching/Learning Programme will incorporate Values Education (specifically the Virtue of the month taught through the Religious Education & Virtues Programme), as well as aspects of Technology and Enterprise. Attached to each Teaching/Learning Programme will be the relevant Scope and Sequence document with the highlighted skills and content to be covered for the term.

All Teaching/Learning Programmes will be submitted to the Principal by the end of Week 3 of each term. Feedback on the layout, content and adherence to the relevant curriculum document will then be provided to the teacher, assisting him/her in further improvements, if necessary, in subsequent preparation of T/L Programmes for the College. A copy of every T/L Programme will remain in the Principal's office for future reference and use as the need arises by Relief Teaching staff.

### **Professional Learning**

Professional Learning (PL) can take many forms; it can be offered by a sole presenter/expert or a team of experts in the field to a small or large group of people, either on campus or off, spread over one morning or afternoon, or over a whole day, week, month, term or year. Alternatively, it can be the quiet reading of a professional journal whilst sipping on a cup of coffee in the Staff Room at Recess or Lunchtime, or the casual professional dialogue held between two colleagues at an opportune time. Whichever form it takes, PL is a necessary

requirement for all members of the teaching profession and one that is pursued vigorously at Immaculate Heart College.

In this regard, staff will be made aware of suitable or relevant PL courses for them and they will be encouraged to attend. On the other hand, if a staff member wishes to attend an important PL course, it is his/her responsibility to inform the Principal, requesting the opportunity to undertake the relevant PL. At other times again, staff will simply be expected to attend PL courses booked on their behalves for the direct benefit of the education and welfare of the students of the College. In particular, PL relating to the new **WA Curriculum K-10** and related assessment, as well as Literacy and Numeracy will be of a high priority.

While IHC is committed to the provision of opportunity for its staff to undergo PL, consideration of costs with regard to Relief Teaching and time away from students will also be taken into account. Thus, a balanced approach that allows for all staff members to undergo some PL during the course of the year will be the aim. This includes whole-school approaches to PL, both on and off campus, or specific PL for individual staff members, depending on their area of expertise and/or responsibility. A PL Budget will be offered to all IHC Staff so as to keep costs in check and to provide a fair and equitable opportunity to all.

### **Working with Children Check and TRBWA Membership**

The Commission for Children and Young People Act requires people working with children (under 18 years of age) in a paid, voluntary or self-employed capacity to undergo a criminal history check; the ‘Working with Children Check’ (WWCC).

The screening requirements do not extend to voluntary work that is short term or ‘one-off’ and where the person/persons are not in the formal employ of the College. For example, parents who assist in classroom activities or on the occasional excursion may not require a WWCC. However, all staff in the employ of the College must have and maintain a valid WWCC.

In addition, all teaching staff must have and maintain financial membership of TRBWA at all times whilst in the employ of the College. Membership may be as a Provisionally Registered Teacher (PR) or a Fully Registered Teacher (FR). The College may apply jointly with a prospective employee for a Limited Authority to Teach (L) if it can be proved that no qualified teacher is available for the position.

A photocopy of both cards will be kept in each staff member’s file. Staff will be reminded annually to maintain a valid WWCC and their paid membership of the TRBWA.

### **Pastoral Care**

Immaculate Heart College is totally committed to providing a high standard of Pastoral Care to its students. This is evident not only in the ethos of the College through its philosophy and aims, but also through the daily routine (timetable) wherein the first ten minutes of the day are devoted to Pastoral Care Time (PCT). During this time, Roll Call will take place, followed by the Morning Prayer and the introduction or continued discussion of the ‘Virtue

of the Month’. Discussion will ensue as to how children can best incorporate the virtue in their day-to-day living, both at school and at home.

Pastoral care of students does not end after PCT. It continues on throughout the day and into the next day, demonstrated by the Staff of the College in their caring and diligent attitude towards nurturing the whole child; the spiritual, academic and social growth of their students. As such, staff members who are employed at IHC accept to be part of a ‘family’ of caring adults who have a moral, as well as academic and social responsibility to their students. The respect demonstrated to them will, in turn, provide students with the appropriate role models to emulate.

On this, it is a requirement of all members of the Teaching Staff of the College to attend Mass every morning before school (and Mass on a Monday afternoon at 3.20pm) as well as Mass for the whole school on Wednesday mornings (9.00am to 9.45am).

### **Duty of Care**

All staff members of the College have a ‘Duty of Care’ responsibility to all students, not just the ones in their classes. Duty of Care commences at 8.30am when children arrive at the College and ends at 3.30pm after the children have left the school grounds. It must be stated, however, that if a parent is late to collect his/her child, then the staff member who is the Classroom Teacher of that child is responsible for administering Duty of Care. If this official duty cannot be carried by the staff member concerned, then he/she must transfer the Duty of Care to another staff member at the College. Therefore, the student remains under supervision until such time as the parent/guardian collects him/her.

Medical strap bags will be worn at all times by the teachers who are on duty. Information regarding medical issues, such as allergies, will be made known to the Staff, and updated forms will be printed, as needed, from the school’s electronic database (*SEQTA*). These documents must also accompany teachers on excursions with students.

Teachers who are on duty must always wear a hat and sunscreen, and must ensure the same of the students. Any student who is not properly protected from the sun will need to be removed from the general play area and stay in the shade. The rule: “***No hat? Play in the Shade!***” will apply throughout the year.

Duty of Care also extends to the confines of the classroom. It is imperative that students are not left alone during class time as accidents can and will happen at such times. Teachers must be prepared with the appropriate resources for the day’s teaching so as not to necessitate departure from the classroom for reasons such as photocopying, etc. If there is a need to leave the classroom, the teacher must arrange for another appropriately qualified adult to supervise the students while he/she is out of the room.

## **Behaviour Management**

Immaculate Heart College has adopted a whole-school approach to behaviour management for the following reasons:

- Consistency;
- Transparency; and
- Fairness.

It is very important for students to be aware of a consistent approach taken by *all* teachers in the management of behaviour. This, in turn, allows for transparency in the process and fairness in the treatment of each and every child. Parents are an essential part of the process of behaviour management and restorative practice.

The Whole-school Behaviour Management Plan (Traffic Lights) comprises the following steps:

- 1) Verbal warning;
- 2) Name on board if misbehaviour persists after verbal warning;
- 3) Five minutes of ‘time out’ in class if misbehaviour persists after name on board (Green Light);
- 4) Ten minutes of ‘time out’ in a Buddy Class and a note to the parents in the student’s Diary if misbehaviour persists after ‘time out’ in class (Orange Light);
- 5) Student is sent to the Principal and parents are notified by the class teacher and/or Principal (Red Light);
- 6) Principal to meet with parents and student in a three-way discussion of misbehaviour issue;
- 7) After-school detention (depending on severity and/or repetition of misbehaviour);
- 8) Suspension (following three separate incidents of after-school detention and/or severity of misbehaviour);
- 9) Withdrawal from College (following three separate incidents of suspension and/or severity of misbehaviour).

The Principal and Staff of Immaculate Heart College do not expect that this Behaviour Management Plan will be applied in full, especially considering the focus that the College places on its Pastoral Care and Virtues Programme, and the restorative practices that it employs to assist students in their behavioural and developmental journeys.

The Behaviour Management Plan for the Secondary School will need to be modified, making it age-appropriate.

## **Parental Contact**

IHC expects its teachers to engage in regular and positive contact with the parents of the children that they teach. Staff should follow up any parent enquiry within 24 hours of the parents’ contact with the College by telephone, email, formal letter, or in person. Any formal letters that require letterhead must be approved by the Principal, in the first instance, before

posting or being handed out. Similarly, letters regarding whole-school events must be forwarded by email to the Principal. Staff may not print onto letterhead.

Emails from parents should be saved and hard copies printed for student files if they involve absences or curriculum/pastoral care matters. Teachers do not need to copy the Principal in email correspondence with parents. This will be done only if necessary.

Telephone conversations with parents should be diarised by each staff member in Outlook, or similar, as a record of contact. Casual conversations outside classrooms should only be noted if there are expected outcomes and/or follow up is required.

### **Leave Entitlements**

It is every staff member's responsibility to ensure that he/she understands his/her entitlements for Leave as set out within his/her relevant award/Employment Contract.

Application for all types of Leave, planned or unplanned, during a school week must first be made through the Principal. This includes Sick Leave, Professional Learning (PL) Leave, Accouchement Leave, Bereavement Leave, Personal and/or Special Leave, Carer's Leave, Family Leave or Long Service Leave. An 'Application for Leave Form' and, in some cases, a letter (please see 'Procedures relating to absence for personal reasons' below) will need to be completed by the staff member concerned.

The Principal will raise all requests for Leave with the Bursar and will advise the staff member concerned of the outcome of his/her request as soon as practicable. Sufficient time must be given when making any requests for these types of Leave.

Please note that staff must complete and submit an 'Application for Leave Form' upon their return from Sick Leave or any other form of unplanned Leave. Medical Certificates, if required or where relevant, should be attached to this form before submission to the Principal.

### ***Staff Absences***

Staff absence can be considered to be in one of two broad categories: (1) school business, and (2) personal reasons.

#### Procedures relating to absence on school business

Generally, this involves either PL courses or outings and excursions with students. In each case, staff must complete either the 'PL Form' or the 'Excursion Form'. These forms will need to be completed well in advance of the planned absence. They must then be handed to the Principal for approval. In all cases, staff must ensure that if their class is in need of a Relief Teacher, that this is communicated on the form and that the day's lesson plans and resources are prepared in advance of the staff member's absence from the College.

It is only on very rare occasions that the College will receive any funding to cover employment of Relief Staff. The decision to employ a Relief Teacher at any time is at the discretion of the Principal.

### Procedures relating to absence for personal reasons

There are several categories and reasons for personal absence. The procedures for these include the following:

- *Leave without Pay*: A letter to the Principal is required, giving as much notice as possible. Please state dates and reason. The granting of such Leave is the prerogative of the Principal and, as such, approval cannot be considered as being automatic. In all cases, the reason for the Leave, the effect on the students, and the length of service given to the College will be taken into consideration by the Principal when deciding.
- *Maternity/Paternity Leave*: The procedure to be followed is documented in the Independent Schools Award Agreement.
- *Jury Service*: This occurs infrequently; however, a reply on the back of the form that states the difficulty of leaving students, countersigned by the Principal, will normally allow you to decline the invitation.
- *Sickness*: Please phone the Principal between 6.30am and 7.00am on the morning that you are sick, or the previous evening before 9.00pm. If the absence is for more than two days, a medical certificate is required. This should be attached to the ‘Application for Leave Form’ upon return to the College.
- *Delay in getting to school*: Phone the College’s Reception ASAP and leave instructions as to what cover is needed. The Principal will arrange temporary cover.
- *Medical reasons*: Medical appointments should be made outside school hours. However, it is recognised that this is not always possible therefore, appointments in school time should be made utilising DOTT time, if at all possible.
- *Family reasons/compassionate Leave*: Apply as in *Leave without Pay* (above). The granting of such Leave, with or without pay, is at the discretion of the Principal.
- *Minor temporary visits during school hours*: (i) For visits for school purposes such as purchase of equipment or visits to other schools, please arrange during DOTT time. (ii) For visits to the bank, newsagent, post office, etc., please schedule these for after school, at Lunchtime if urgent, or during DOTT time as a last resort.

### ***Leaving the College Grounds during the Day***

A ‘Sign-in/Sign-out’ File is available at Reception in the Administration Block for staff to complete if they intend on leaving the College Grounds during normal working hours. Staff may not leave the premises during scheduled DOTT (Duty Other Than Teaching) time unless on specific school business. This will require the approval of the Principal.

Staff members are entitled to leave during their Recess or Lunchtime breaks for personal matters but must still sign out and in as per usual. Note that staff must sign off personally. It is not acceptable for staff to telephone through to Reception to request that someone else signs them in or out. It is also expected that rostered Duty times or scheduled classes/activities are not affected by staff being off campus. However, if this cannot be avoided, then the staff member concerned must make internal arrangements with another staff member regarding the missed Duty or scheduled classes/activities, and then ensure that this extra time/effort is ‘paid back’ to the relevant staff member who offered the assistance.

Whilst on all approved school business, staff will be covered by the College’s *Insurance Policy*.

### ***Internal Relief Teaching Allocation***

The number and frequency of ‘Internal Relief Teaching Allocations’ given will obviously be closely linked to the number and frequency of staff absences. Allocation will be made as fairly as possible by the Principal and a record will be kept of both Reliefs taken and Reliefs given. This information will be updated regularly and will be made available in the Staff Room.

Determining who is given a Relief Teaching Allocation will depend on a number of factors:

- All members of staff are expected to share Relief Teaching.
- Every member of staff should expect to be given Relief Teaching Allocations at some stage during the year.
- Members of staff who receive a Relief Teaching Allocation will not normally receive another one until other members of staff have also been called on.
- Staff members who have a full teaching day will not be called upon, if at all possible.
- Whenever possible, Relief Teaching Allocations will not be given to members of staff who have Recess or Lunchtime Duty immediately before or after a Relief lesson.
- The Class Teacher is responsible for taking his/her class when a Specialist Teacher (i.e., Languages Education Teacher) is absent.
- Relief Teaching Allocation will take priority over any DOTT activity if there is no alternative.

### **Use of College Equipment**

All items of specialist ITC equipment such as data projectors and digital cameras, etc., will be stored in the Administration Block or locked cabinets. These items will need to be signed out and in by staff only. Students will not be permitted to access these items on behalf of staff.

### **Computer Network Resources**

The computer network resources at IHC include access to the Internet, e-mail and a variety of software applications. All staff members are issued an email address and a username which gives access to the College's computer network. The Internet should be used by teachers for:

- Curriculum, and teaching and learning purposes;
- Independent research and development; and
- Transfer of information relevant to the achievement of the College's goals.

All use of the Internet should be consistent with the College's policies. The College does not accept responsibility for inappropriate use of the Internet. Staff members are held responsible for their own actions when using resources on the network. The Principal will deal with unacceptable use of the technology system.

### **Mobile Telephones, iPods, and Other Such Items**

Any personal items such as mobile telephones, iPods, etc., are the responsibility of each staff member. Although staff may wish to keep these items in their possession, it is not permissible to use these items whilst in class or whilst in a position of 'Duty of Care' unless calling for assistance (for example, an ambulance). Whilst members of staff are in a position of 'Duty of Care' they should refrain from making or taking calls on a mobile telephone until after their duty has finished. Staff have a responsibility to ensure, like dress standards, that they set the standard that they would expect from their students.

Staff mobile telephones must be either switched on 'Silent' or 'Meeting' if the mobile telephone is kept on one's person. This is so that staff can be mobilised for a Lock Down, if necessary, via SMS or mobile telephone call by the Principal or the Principal's delegate.

It is completely inappropriate to receive, make or take part in mobile telephone conversations during Staff Meetings or when meeting with students, parents, or in any other formal meeting where staff represent the College.

### **Staff Personal Property**

Staff personal items, including mobile telephones, iPods, etc., are the responsibility of each staff member. The College does not cover staff items within the guidelines of its Insurance Policy. Just as with motor vehicles parked on site, staff members are advised to ensure that personal items are covered by their own 'Home and Contents Insurance'. In addition, personal microwave ovens and/or kettles may not be kept or used in classrooms at any time. The Staff Room is the appropriate place for the use of such appliances.

Should staff wish to bring in any electronic goods, white-goods or otherwise, it is essential to seek the advice and approval of the Principal in the first instance. If necessary, this may require the Bursar's involvement and subsequent approval. The same applies to furniture items such as desks, shelving, tables, chairs, window treatments, and similar. Staff must ensure that all items receive the approval of the Principal and the Bursar before being placed into their classroom for either staff or student use.

## **College Policies**

Every staff member of IHC must be fully conversant with the content of *all* of the College's policies. Immaculate Heart College has a number of policies that cover day to day school matters as well as planning and accountability. The policies include but are not limited to:

- Staff Code of Conduct
- Child Protection
- Disputes and Complaints
- Emergency Management and Lockdown Procedures, and Critical Incident Plans
- Health
- Internet and Mobile Phone Usage
- Learning Technologies Appropriate Use – User Agreement
- Mobile Telephone/Pager
- Food Allergy Awareness - Risk Minimisation
- On-site and Off-site Supervision of Students
- Pastoral Care and Behaviour Management
- Performance Management and Procedures for Teaching and Non-teaching Staff
- Playground Supervision
- Professional Development
- School Enrolment and Attendance, and Procedures

A file containing all school policies will be kept at Reception as well as in the Staff Room. In addition, all members of staff will be provided with a complete set of the College policies to accompany the *IHC Staff Handbook 2018*. All of the relevant policies will be posted on the College's website.

As a growing school, the policies will be 'working documents' and, as such, will undergo further updates. Staff input into the College's policies is always welcome. All members of staff will be notified in advance of any changes or embellishments that might need to be made to existing policies and they will be provided with an updated hard copy of the new policy. Old policy documents will need to be destroyed immediately so as not to cause confusion or be the cause of misinformation.

**It is every staff member's responsibility to read *all* of the College's policies and to be fully conversant with the content of each and every one of them.**