



BHS Staffing Policy

***This document should be read in conjunction with the Victorian
Government Schools Agreement 2017 & the Ballarat High
School Annual Long Term Planning Document***

1. OBJECTIVES
2. RESPONSIBILITIES
3. TEACHING ALLOTMENTS
 - a. Introduction
 - b. Goals & Purposes
 - c. Allotment Considerations
 - d. Implementation
4. HOURS OF ATTENDANCE
5. SELECTION PANELS
 - a. Leadership Positions
 - b. Teaching Positions
 - c. ES Positions.
6. POSITIONS OF RESPONSIBILITY
7. TIME FRACTIONS
8. LUNCHBREAKS
9. TIME IN LIEU
 - a. Teaching Staff
 - b. VET Time in Lieu
 - c. ES Staff
10. ES STAFF
 - a. Recall Days/Leave Purchase arrangements
 - b. Hours of Work
 - c. Supervision of Students
 - d. End of Term Finishes
11. ASSISTANT PRINCIPALS
12. LEADING TEACHERS/LEARNING SPECIALISTS
13. LEAVE
 - a. Introduction
 - b. Applications For Leave Without Pay Or Long Service Leave
 - c. Leave for Compassionate Reasons
14. FIXED TERM EMPLOYMENT
15. TRANSLATION TO ONGOING EMPLOYMENT
16. ES EMPLOYMENT LINKED TO STUDENT SUPPORT FUNDING
17. GRADUATE TEACHERS
18. GUIDELINES FOR MANAGEMENT OF EXTRAS & CRT BUDGET
 - a. Agreement
 - b. Daily Organisation
 - c. End of Year Processes
19. PERFORMANCE AND DEVELOPMENT
20. PROFESSIONAL PRACTICE DAYS
21. CONSULTATIVE PROCESSES
22. APPEALS & COMPLAINTS

ATTACHMENTS:

- A: Policy review process
- B: Staff Preferences Proforma
- C: Change in Time Fraction Request Form
- D: Long Service Application Form
- E: Staffing Processes Timeline
- F: Allotment Table

1. OBJECTIVES

The objectives of this policy are to:

- Provide the students of Ballarat High School with the optimum learning and curriculum environment by matching the experience and expertise of the staff with their educational needs.
- Provide staff with an opportunity for professional growth and learning.
- Provide Ballarat High School with a viable and flexible workforce plan that allows the School to take advantage of emerging educational opportunities and initiatives.
- Recognise staff as valued members of the school community.
- Provide an effective consultative framework
- Implement the Victorian Government Schools Agreement 2017 at Ballarat High School. If there is any contradiction between this document and the VGSA 2017, the requirements of the VGSA take precedence.

With the exception of an employee employed on a casual basis, all provisions of this policy, will apply on a pro rata basis to employees employed part time. Unless specifically noted or obviously related only to one category, all provisions of this policy apply equally to teaching staff and ES staff.

2. RESPONSIBILITIES

The Principal has the ultimate responsibility for the School's staffing and will have overriding authority in relation to all staffing processes within DET guidelines and regulations.

An Assistant Principal (School Operations) will be designated with the responsibility to oversee staffing processes in relation to the teaching staff. The School's Business Manager will be designated to oversee staffing processes in relation to ES staff and School Council employees (excluding CRTs)

The employment, payment and allocation of Casual Relief Teachers is the responsibility of the Principal, through the designated Assistant Principal and the School's Daily Organiser.

The Principal will seek advice from staff, through the School's Consultative Committee, on matters relating to the school's Workforce Plan and implementation of the Victorian Government Schools Agreement 2017 and any applicable Ministerial Orders.

3. TEACHING ALLOTMENTS

a) Introduction

- Every effort should be made to ensure that teachers qualified for the various subjects are allocated to them when preparing the allotments to cover the school's curriculum each year.
- Staff members should have input into the process and there should be consultation between teachers, Heads of Faculties and those preparing the allotments throughout the process.
- Staff members should, over their years at the School, be given the opportunity to teach across the year levels to provide experience as part of their ongoing professional development.

b) Goals and Purposes

- To optimise student outcomes across the year levels and across faculty areas through the appropriate allocation of teaching staff.
- To establish a process where consultation can occur between parties with an interest in the preparation of the allotments.

- To ensure that DET policies (available at <http://www.education.vic.gov.au/hrweb/Pages/default.aspx>) and the Victorian Government Schools Agreement 2017 (available on the Tardis) are adhered to throughout the process.
- To ensure that staff are given the opportunity to gain experience at all year levels in the school.

c) Allotment Considerations

- To reduce the number of teachers who have classroom contact with students at the Middle Years Core teachers from the Maths/Science and English/Humanities Learning Areas will teach in larger blocks of time and follow a group of students through year 7 & 8.
- To staff VCE/VET/VCAL classes, especially Units 3 & 4, with teaching staff who are both qualified and possess the appropriate levels of expertise to optimise student outcomes. DET Qualification guidelines are based on the Victorian Institute of Teaching Specialist Area Guidelines (<https://www.vit.vic.edu.au/registering-as-a-teacher/teaching-programs/standards-for-accreditation-of-programs>)
- The year 9 ARCH program provides a strong team structure and support for teachers within the core subjects of the program. This program particularly provides strong team teaching and mentoring opportunities for both graduate teachers and other teachers.

d) Implementation

1. Annually each teacher is to be asked to submit his/her teaching subject preferences in priority order to Head of Faculties (HOFs). (Attachment E: Staff Preferences Proforma)
2. HOFs are asked to attempt to cover all the teaching subjects in their faculty, taking into account the preferences submitted by teachers. This will require some consultation between HOFs – for example maths and science. If teachers are being required to teach outside their preferences but within their area of qualifications, then the HOF needs to consult with the teacher.
3. The Assistant Principal (School Operations), with the assistance of the Leading Teacher - School Operations (Timetabler) have the task of preparing the final allotments. As far as possible, the recommendations of the HOFs are to be followed. Where changes are necessary due to timetable requirements, HOFs will be consulted. If it is necessary for a teacher to teach outside his/her stated preference but within his/her qualifications area, then the teacher will be consulted by their HOF or in some instances, the Assistant Principal
4. Final responsibility for allotments is accepted by the Principal. All Teachers have the right to appeal in writing to the Principal if they are dissatisfied with some aspect of their allotment however the Assistant Principal – School Operations should be approached initially to deal with concerns. Appeal processes are detailed in section 13.
5. In accordance with Department of Education policies, the gender of a teacher is not a factor to be considered in preparing allotments except in the case of Physical Education classes when the aim will be to have at least one female teacher with each mixed group.
6. If allotment changes are required during the semester, then there is to be consultation with the Head of Faculty and the teachers concerned.
7. For allotment changes required for the second semester, the Assistant Principal (School Operations) and the Leading Teacher - School Operations (Timetabler) will work from the recommendations submitted by HOFs. No 3 above will apply.
8. HOFs, when making allotment recommendations are to encourage a gender balance of teachers at both senior and junior levels of the school.
9. Wherever possible suitably qualified teachers are to be placed in front of classes. If teachers are required to teach outside of their qualification/experience areas, support will be provided depending on the need.

10. When a teacher applies to teach a specific subject at a specified level, if the teacher currently in that position has taken the subject for a minimum of three years, all things being equal, the new applicant should be given preference.
11. Where possible HOFs and/or Assistant Principal – School Operations and/or Leading Teacher – School Operations (Timetabler) will try to accommodate staff to teach their first preference of subjects.

4. HOURS OF ATTENDANCE - Teachers

Ordinary hours of duty for full time teaching employees are 76 hours a fortnight. Unless otherwise agreed, a teacher shall be in attendance for a minimum of seven hours daily commencing no less than ten minutes before the morning student instruction session which begins at 9.00am. Teachers are also required to attend 2 hours of compulsory scheduled meetings per week. A teacher may also be required to carry out other duties for up to one hour in addition to the above attendance requirements. Further detail about the meeting schedule is contained in the 2018 Long Term Planning Document.

5. SELECTION PANELS

A Selection Handbook has been developed, and will be utilised for all Selection Panels. This Handbook is available on the Tardis. All panel recommendations are made to the School Principal for approval prior to offers of employment being made to the successful applicant(s). In the case of the School Principal not accepting the recommendation of a panel, reasons must be clearly outlined in the written panel report.

Panels will keep records of their deliberations and will include reasons for their recommendations in their records. Panel records will be strictly confidential and kept for a period of 2 years.

The Principal is responsible for the selection decision at each school and must ensure that, as part of the selection process, a selection panel of at least three persons is established for each advertised vacancy.

The Principal will appoint a Panel Chairperson who will oversee the formation and work of the panel. The Assistant Principal – School Operations will oversee an expression of interest process for staff who would like to be staff representatives on selection panels, including the provision of Merit and Equity training to interested staff. Principal selection processes and panels are managed by the School Council in conjunction with the DET Regional Director. Further information on that process is available at

<https://www.education.vic.gov.au/hrweb/careers/Pages/selectprin.aspx>

Principals should ensure that members of the selection panel comprise people who between them possess the following qualities:

- detailed knowledge of the position requirements
- an understanding of the position and its relationship with other organisational functions within the school
- selection skills and an understanding of the selection process.
- any potential, actual or perceived conflict of interest has been noted and managed.

In determining the composition of selection panels, Principals must ensure that:

- at least one member of the panel is a person trained by the Merit Protection Boards in the principles of merit and equity
- provision is made for gender representation.

The purpose of the selection panel is to recommend to the Principal the best applicant on the basis of the evidence available. The role of the selection panel is to objectively assess each applicant's skills, knowledge and capacity against the selection criteria and to rank in priority order the applicants who best meet the criteria. The selection panel may use any other appropriate selection tool determined by the panel provided that it is applied consistently to all applicants.

Selection panel members should:

- Ensure familiarity with any relevant Orders
<https://www.education.vic.gov.au/hrweb/careers/Pages/recruitment.aspx>
- Observe procedures required to be followed by the panel
- Complete the required selection documentation.

a) Leadership Positions

Panel(s) will be established to make recommendations regarding the appointment of personnel to advertised and/or higher duties (one term or longer) Assistant Principal, Learning Specialist and Leading Teacher positions. The panel will comprise the School Principal, School Principal nominee, and one elected staff member.

Higher Duties Positions:

An employee assigned to a position for which the remuneration prescribed is higher than that applicable to the employee's current position is entitled to be paid a higher duties allowance provided at least one half of the duties of the assigned position are to be performed. These positions are likely to be at the Leading Teacher, Learning Specialist, Assistant Principal or Principal level.

A higher duties assignment would normally be made when a position is vacant for periods of longer than five consecutive working days and up to twelve months.

Principals are required to use a merit-based selection process for higher duties assignments of more than three months that includes inviting expressions of interest from interested staff. Higher Duties Positions will be advertised and open to all Ballarat High School staff.

The invitation should include details of the position, selection criteria, remuneration, and duration of the assignment. The selection process should be consistent with the requirements set out in the Recruitment in Schools Guide, including the establishment of a panel

A panel will be convened under Departmental guidelines to recommend a successful applicant to the Principal. Principals must operate within the consultative requirements under the *Victorian Government Schools Agreement 2017* in relation to matters involving the composition of selection panels.

In the event that a successful applicant for a Higher Duties position cannot take up a position, the next ranked applicant will be offered the position. If the Higher Duties position to be filled is shorter than one term, the Principal is able to nominate a staff member to fill the role after an Expression of Interest process.

In this situation the Principal will send to all staff a position description with key tasks and a proforma for expressing interest in the position via email and also highlight the position availability at Staff Briefing. The Expression of Interest proforma will ask for responses to selection criteria. Selection criteria will be appropriate to the level of the position being offered. Responses should total no more than 2 pages maximum.

b) Teaching Positions

Panel(s) will be established to make recommendations regarding the appointment of personnel to advertised (longer than 6 weeks) teaching positions. The panel will comprise the School Principal (or nominee from Principal class), relevant Learning Area representative, and one staff elected teacher.

In the case of a long service leave replacement short term teaching position (one term or less), the Principal is able to nominate a staff member/applicant to fill the role.

c) Education Support Officers (ES) Positions

Panel(s) will be established to make recommendations regarding the appointment of personnel to advertised (longer than 6 weeks) and / or higher duties (one term or longer) ES positions. The panel will comprise the Business Manager (or nominee from Principal class), relevant work area representative, and one staff elected member. All ES panels will have a representative from the ES staff.

In the case of a long service leave replacement short term ES position (one term or less), the Business Manager is able to nominate a staff member/applicant to fill the role.

6. RESPONSIBILITY POSITIONS (POR)

PORs allow for the completion of organisational duties in a wide variety of areas. PORs are tenured for either one, two or three years. PORs are targeted positions that support the completion of specific organisational duties and attract a special payment and/or time allowance.

(a) In addition to face-to-face teaching, teachers may be required to undertake a range of other duties consistent with their classification level and salary range. These other duties may include organisational duties.

(b) The Principal, as the Employer's representative, has responsibility for determining the organisational duties necessary for the efficient running of the school and the time release (if any) and special payment (if any) applicable for each organisational duty. Special payments will be set according to the positions of leadership.

(c) A working party of the Consultative Committee will be constituted during term 3 to provide advice to the Principal about responsibility positions, their classification, time allowances and/or special payments.

(d) Responsibility positions will have tenure of one, two or three years as determined by the Principal in consultation with the Consultative Committee. If there is a change of workforce structure that substantially changes a position, or deletes that position, the person holding that position relinquishes it.

(e) If a person relinquishes a position before the end of their tenure, the position will be advertised and a person appointed for the rest of the period of tenure.

(f) All responsibility positions will have a written position description that includes a list of key tasks and key selection criteria.

(g) Once positions are determined, all staff should be provided with the opportunity to express interest in one or more of the organisational duties.

(h) All positions will be advertised requesting that staff submit a written expression of interest in the position addressing the key selection criteria (1 page proforma).

(i) Panel(s) will be established to make recommendations regarding the appointment of personnel to Responsibility positions. The panel(s) will comprise a Principal's Nominee, one staff representative and one Consultative Committee member. ES staff will be eligible for membership of these panels.

(j) The Principal, as the Employer's representative, has responsibility for identifying and determining the most suitable applicant for each Responsibility Position using the Employer's merit-based selection process taking into account the requirements of the Responsibility Position and the qualifications and experience of each applicant. The Principal will offer the Responsibility Position to the most suitable applicant.

(k) A successful applicant may decline the offer made under subclause (j).

(l) In the event that a successful applicant for a Responsibility position cannot take up a position, the next ranked applicant will be offered the position.

(m) Should any Responsibility Position remain unfilled following the process set out in subclauses (a) to (j) the Principal, as the Employer's representative, can allocate that duty to any teacher (including a teacher who has declined an offer under subclause (j)) provided the duty is consistent with the roles and responsibilities that can be required of that teacher.

7. TIME FRACTIONS

A member of staff may submit a written application requesting a change to their time fraction at any time to the Assistant Principal- School Operations / Business Manager. Applications will be considered having regard to the reasons for the request and the workforce planning needs of the school.

Where a time fraction change has been approved the change in proportionate salary commences from the date of effect of the change. A time fraction change is permanent, unless otherwise agreed.

Generally:

(a) a teacher who works 0.4 to 0.6 time fraction cannot be required to attend for duty on more than three days per week;

(b) a teacher who works 0.7 to 0.8 time fraction cannot be required to attend for duty on more than four days per week.

Specific hours of duty are documented in an Edupay Work Schedule which is reviewed annually in December or as required.

In the case of education support class employees, the actual days and hours of attendance are fixed by agreement between the employee and the principal and may not be varied from week to week.

8. LUNCHBREAKS

Teachers are entitled to a paid lunch break of not less than thirty minutes free from assigned duties between the hours 11:15am to 2:30pm.

An education support class employee cannot be required to work more than five hours without a lunch break of a minimum duration of 30 minutes. The lunch break is unpaid and free from assigned duties between the hours of 11:15am to 2:30pm unless otherwise agreed

9. TIME IN LIEU (TIL)

a) Teaching Staff

Under the terms of the VGSA 2017, teaching staff are only eligible for Time In Lieu for attendance at parent teacher interviews where attendance is required outside of the normal 38 hours of work. The parent teacher interview system at Ballarat High School provides for that time in lieu to be taken on the Friday afternoon following interviews occurring on Thursday evening and Friday morning. Apart from parent teacher interviews and that granted to VET teachers there is no other time in lieu for teaching staff.

Arrangements for Parent Teacher interviews to be organized a term ahead and noted on Term Planners.

b) VET Time in Lieu

Teachers teaching VET programs within VET blocks which extend beyond the normal school day are entitled to time in lieu for the teaching time involved. As these classes extend from 1.30 until 5.00 the extra time equates to 2 periods per VET subject.

Time in lieu shall generally be taken within the school week throughout the year. Assistant Principal - School Operations will negotiate appropriate time with VET staff to ensure minimal disruption to the school program and staff development programs.

Once these arrangements are finalised the amended timetables will be entered into EduPay in order to enable accurate recording of absences and work schedules.

At the end of the VET class schedule, teachers will revert to a normal timetable with in lieu time ceasing. VET teachers may then be allocated replacement classes up to 80% of their timetabled allotment as per section 11, subsection D of this policy (*End of year replacements*)

c) ES Staff

Clause 24 Sub clause 9 of the Victorian Government School's Agreement 2017 sets out the provisions for TIL. Notwithstanding the above mentioned clause the following is applicable at Ballarat High School:

Accrual of TIL:

- TIL may be granted to Education Support staff members who have worked in excess of their normal hours of duty.
- TIL must be approved in advance, by Principal/Business Manager, in consultation with their area manager, using the BHS TIL Request Form.
- TIL will be recorded in the BHS TIL Worksheet
- Unavoidable/emergency TIL may be requested verbally and on the same day, by either the employee/employer.
- All planned TIL should be requested in writing and with maximum notice, but with a minimum of 1 weeks' notice.
- TIL will generally not be granted for (i) less than 15 minutes, (ii) staff completing regular duties within regular deadlines (iii) travel time to/from professional development/meetings, (iv) voluntary attendance at school wide PD days, whilst off-shift.

Usage of TIL

- TIL must be taken at a time which does not adversely affect school operations, by 30 June the following year.

10. ES STAFF

a) Recall Days/Leave Purchase Arrangements

The standard model of employment for all Education Support class employees provides staff with 20 days of annual leave and 30 days of purchased leave. Allowance is made for schools to recall ES staff for duty for up to 6 days, for which a leave purchased allowance, will be paid for a regular on-shift day. Clauses 20(8), 24(5) and 26(1) of the VSGA 2017 set out the provisions.

These recall provisions will not apply to ES staff with a permanent leave purchased allowance paid each fortnight.

Notwithstanding the above mentioned clauses the following is applicable at BHS:

- Up to 3 recall days will be applicable to BHS Administration Managers – Office, Personnel and Finance
- Up to 2 recall days will be applicable to 1 Office Administration Officer – determined following an Expression of Interest process and ballot (if required).
- The Business Manager (ES5) will be in attendance during the recall days as the responsible manager.
- At the expiration of the 50 days leave, ES staff will be expected to report for duty, other than during off-shift times.
- Written notification of these requirements are provided to all ES staff not later than 4 weeks into the preceding term.

b) Hours of work

The total hours required to be worked per week by each ES staff member will be determined by reference to the position they hold in the BHS workforce plan, their substantive time fraction and the EFT of the advertised vacancy applied for. The program area leader and business manager will be responsible for determining the operational requirements of the work area and negotiating the hours of work for the ES team members, in accordance with the VSGA 2017.

In general work hours will be between 8am and 6pm, Monday to Friday and include an unpaid lunch break of at least 30 minutes, for shifts in excess of 5 hours. Once the hours and days of work have been determined and agreed, this will be recorded on EduPay as a work schedule and the applicable salary will be paid.

c) Supervision of Students

ES staff must not undertake the duties of a teacher, but can supervise students and or provide instruction if it is an integral part of their role.

Event	ES Staff able to do so
Supervision of small groups within the school site	ALL
Supervision of large student groups within the school site (library)	Librarian/s or Library technician under supervision of Librarian. If unplanned large groups exceed reasonable size for supervision, further supervision support should be requested via Assistant Principal School Operations, Daily Organiser or General Office.
Supervision of small groups off site within local area	ALL
Joint supervision of large student groups off site	All able to do so in support of a designated Teacher in Charge (see excursions section of Staff Handbook for further details)

d) End of Term Finishes

ES staff will be permitted to cease duties at 4pm, or their normal finish time, whichever is the earlier, on the last day of each term, on the condition that all work requirements have been met and that the Principal is satisfied there is no further necessity to be in attendance.

11. ASSISTANT PRINCIPALS

To be employed in the Principal Class an individual is required to enter a contract of employment. The contract of employment is for a fixed period of up to five years. At the expiration of the contract of employment there is provision for renewal of a contract of employment for a further period subject to agreement between the Principal class officer and the Department of Education and Training.

Principals are responsible for the contract renewal process for Assistant Principals. An Assistant Principal's contract can be renewed at or below the Assistant Principal's current classification level but not at a higher classification level.

The Principal's course of action may be influenced by a number of factors including changes:

- in the workforce plan
- in the structure of the school's staffing profile
- to the school strategic plan
- in the work value of the position

In determining whether an assistant Principal's contract is to be renewed the following process will apply: Not less than six months prior to the expiration of the Assistant Principal's existing contract of employment (unless otherwise agreed), the Principal will meet face-to-face with the

Assistant Principal to confer with the view to reaching agreement as to whether the Assistant Principal shall be re-appointed for a further period.

The outcome of this meeting will be:

- The contract of employment will be renewed for a specified period of time of up to five years, or
- The Principal advises that the position no longer exists. This situation would occur where the Principal determines not to have the position or the role of the position is substantially altered and the position will be advertised, or
- The Principal advises that issues of concern exist which may affect contract renewal and that the Assistant Principal has the opportunity to respond to these issues. In this case the advice provided by the Principal to the Assistant Principal shall be in writing and will outline the issues which are of concern. The Assistant Principal will have an agreed period to respond in writing to the issues raised by the Principal. The Principal will, in deciding whether to renew a contract, consider the issues raised and any response of the Assistant Principal to these issues, or
- The Principal and the Assistant Principal cannot agree on renewal and the position will be advertised.
- In accordance with the contract of employment the Principal and the Assistant Principal will, no later than 4 months (or such other time as agreed) prior to the expiration of the contract, inform each other of their decision.

Contract renewal outcomes will be communicated via the staffing report to Consultative Committee.

Information pertaining to Assistant Principals can be accessed by the following link
https://www.education.vic.gov.au/hrweb/careers/Pages/career_structure_ts.aspx

12. LEADING TEACHERS/LEARNING SPECIALISTS

Leading Teacher/Learning Specialist positions are tenured for periods of up to five years. Successful applicants will be employed on an ongoing basis with tenure in the position for the period as advertised. At the completion of the period of tenure, the Principal will determine whether the position is to be renewed, abolished or advertised.

Tenure renewal may be offered at or below the Leading Teacher/Learning Specialist's current substantive range. Renewal cannot be offered at a higher range.

The Principal's course of action in consultation with the consultative committee may be influenced by a number of factors including:

- changes in the workforce plan
- changes in the structure of the school's staffing profile
- changes to the school strategic plan
- a desire to broaden the applicant field
- a desire to increase the diversity within the leadership profile
- a change in the workvalue of the position

Where tenure is renewed the Leading Teacher/Learning Specialist should be informed in writing, including the period of renewal. Payroll action will be required if renewal is at a lower range. Payroll action is not required if renewal is at the incumbent's substantive range.

Where the Principal determines not to renew the tenure or, is unable to reach agreement on the duration of the tenure or the range of the position, the Principal will advise the Leading Teacher/Learning Specialist of the decision in writing not less than three months before the expiry date of the tenure and that action will be taken to appoint the Leading Teacher/Learning Specialist as a classroom teacher at salary subdivision 2 -6 within the school at the maximum salary level.

At the conclusion of any tenured period the decision relating to the position should be recorded and placed on the teacher's personal file with a copy provided to the teacher.

Contract renewal outcomes will be communicated via the staffing report to Consultative Committee.

Information pertaining to Leading Teachers/Learning Specialists can be accessed by the following link <https://www.education.vic.gov.au/hrweb/careers/Pages/ltac.aspx>

13. LEAVE

a) Introduction

Under Section 77 of the Teaching Service Act 1981 and Ministerial Order 136, the Director has delegated the power to grant leave to the Principal with certain limitations under the order.

Leave entitlements and arrangements are encompassed in Awards, Acts, Regulations, Orders and DET policies and procedures.

Within the Victorian Government Schools Agreement 2017 staff are entitled to the following types of leave as part of normal entitlements:

Annual Leave	Cultural & Ceremonial Leave
Family Violence Leave	Personal Leave
War Service Sick Leave	Accident Compensation Leave
Infectious Diseases leave	Bereavement Leave
Leave for Jury Service	Maternity Leave
Parental Leave	Partner Leave
Long Service Leave	Spouse Leave
Sabbatical Leave	

Staff should read the agreement to make themselves familiar with leave entitlements and any required documentation. Information pertaining to all leave entitlements can be accessed by the following link

http://www.education.vic.gov.au/hrweb/employcond/Pages/default_leave.aspx

Applications for Long Service Leave and Leave without Pay need to be approved by the Principal. The Assistant Principal (School Operations) will be designated with the responsibility to oversee leave applications from teaching staff. The Business Manager will be designated to oversee leave applications in relation to ES staff. The Principal oversees leave applications in relation to the Principal Class and Business Manager.

The response to the leave application shall be provided in writing.

In all matters associated with the consideration and granting of leave there shall be:

- A process which is fair, equitable, reasonable, impartial and non-discriminatory.
- Recognition of the rights and entitlements of staff.
- Recognition of the interests of the School program and organisational requirements.

In the granting of leave for teachers, consideration will be made as to the impact the decision will have on the School's program, with particular reference to the teaching of VCE Units 3 & 4. Specialised areas where teacher replacement is challenging will be negotiated on a case by case basis.

The Principal may seek advice from the Leadership Team on matters relating to staff leave.

The first priority for the Principal, in the granting of leave, is to ensure the optimum delivery of the curriculum and the effective organization of the school. In some cases, this may require a staff member who has been granted leave, to adjust his/her teaching allotment and/or administrative duties. The availability of a suitably qualified and skilled replacement staff will determine how the School restructures the duties.

In granting leave for a given period or determining a priority order if several members of the one area of the school apply, the following factors will be considered:

- Length of service of the employee;
- Reason for leave;
- Availability of suitable replacement staff;
- Previous long service taken by the applicant.
- Length of leave requested.
- The educational and operational requirements of the School.
- The capacity to replace or adjust the curriculum/duties.
- Previous unsuccessful applications for leave.
- Time at which leave is requested.
- Any compassionate grounds.
- The number of other staff requesting leave at that time.
- Individual further career/professional grounds and
- Any other factors considered relevant.

b) Applications for Leave without Pay or Long Service Leave

While **Long Service Leave** is an entitlement, the timing of all leave is discretionary. However, where Long Service Leave is not granted for the period requested, arrangements will be made with the staff member to enable leave to be taken at an alternative date.

Where an entitlement exists and discretion is relevant, every effort shall be made to respond favourably to the staff member's request for leave.

Staff requesting Long Service Leave should complete the Long Service Leave Request Form and submit it to Assistant Principal – School Operations (Teaching Staff) / Business Manager (ES Staff)

Staff requesting Leave without Pay should apply in writing (email is acceptable), stating the time requested and the reason for the request. Teaching staff should apply to the Assistant Principal – School Operations. ES Staff should apply to the Business Manager.

When applying for Long Service Leave or Leave without Pay, staff should submit their applications two clear terms before the commencement date. For example, an application for Term 3 leave should be submitted by the end of Term 4 in the preceding year or by negotiation.

Leave without Pay granted under section 35 of the Teaching Service Act 1981 is not usually granted for a period in excess of twelve months, but may be approved for extension up to a further 12 months by the Principal if this is considered warranted. Leave without Pay granted by the Principal does not usually count for service.

Generally, Leave without Pay should be granted on the following basis:

- Where a member of the staff is to be absent for one or more terms, the period of leave extends from the first day of a term up to and including the day immediately preceding the first day of the following term.
- The Principal may approve leave that commences during a term and may approve resumption at a time other than the beginning of a school term.
- Where a member of the staff is to be absent for the school year, the period of leave extends from the first day of one year up to and including the day immediately preceding the first day of the following school year.

Where either LSL or LWOP extends across terms 3 and 4, staff will be required to indicate their intentions for the following school year by October 1 in order to facilitate staffing planning.

c) Personal Leave processing

When staff return from Personal Leave they are required to sign an Application for Leave form on the day of return to work and provide any supporting documentation to the Personnel Manager. If signing doesn't occur or documents are not presented within 14 calendar days (excluding school holidays), leave will be processed in EduPay as leave without a certificate. If documentation is provided subsequent to that processing, those details will be changed in EduPay to reflect the documentation provided.

d) Required document

In the case of an application for personal leave (illness or injury) a required document is a medical certificate or, if it is not reasonably practicable to provide a medical certificate, a statutory declaration. The judgement as to whether it is practicable to provide a medical certificate is a matter for decision by the Principal having regard to the circumstances of the individual case.

In the case of an application for personal leave (carer's) a required document is a medical certificate or a statutory declaration.

- Medical certificate means a certificate issued by a registered health practitioner, other than a registered student, within the meaning of the Health Practitioner Regulation National Law (Victoria) Act 2009 (Vic).
- Statutory declaration means a statement or declaration which is sworn or affirmed (depending on religious beliefs) to be true by the deponent (person making the declaration) in the presence of an authorised witness.
- Where personal leave (carer's) is taken to support a person experiencing violence evidence of family violence can be in the form of an agreed document issued by the Police Service, a Court, a registered

health practitioner, a Family Violence Support Service, district nurse, maternal and child health nurse or lawyer. A signed statutory declaration can also be offered as evidence.

In 2018 the Oath and Affirmations Act was enacted which extended the list of people who could witness Statutory Declarations see <https://www.justice.vic.gov.au/statdecs>

In terms of our school the following people can now witness statutory declarations:

- A licensed nurse
- Business manager (if registered accountant)
- The Principal
- Teacher employed on a permanent full-time or part-time basis at a school or tertiary education institution

Conflict of interest should be considered in deciding whether to sign a stat dec for someone.

If you are requested by a colleague to sign a statutory declaration you need to consider whether there may be an actual, perceived or potential conflict of interest involved in signing it and make your decision accordingly.

Any questions about individual circumstances should be directed to the Personnel Manager.

e) Leave for Compassionate Reasons

Applications for leave for compassionate reasons will always be considered on an individual basis.

f) Family Violence Leave

The Department provides up to 20 days' paid leave within a 12-month period for employees affected by family violence, additional to any other paid leave entitlements. This leave is not cumulative, however if the leave is exhausted and the employee continues to be affected by family violence, consideration will be given to providing additional leave.

While not limited to the circumstances below, paid leave would generally be approved to:

- support an employee's health and wellbeing that may be adversely affected as a result of family violence
- enable attendance at medical appointments related to an incident of family violence
- enable attendance at appointments for professional support services the employee is accessing
- enable attendance at court hearings or other attendances necessary due to the family violence
- provide time for relocation activities related to family violence.

Employees experiencing family violence may also apply for other leave, both paid and unpaid, such as annual leave, additional paid leave (education support class), personal leave, long service leave or leave without pay, for family violence purposes. Applications for other forms of leave should be made in accordance with the relevant processes. Casual employees are entitled to access leave without pay for family violence purposes.

It is intended that the entitlement to family violence leave is for employees who experience family violence, and not for employees who may be perpetrating family violence.

Leave may be taken as consecutive or single days or as a fraction of a day and can be taken without prior approval.

Where the employee cannot provide prior notice of the leave they must advise their principal/manager or a more senior manager as soon as practicable and submit their leave application immediately on return to duty, together with the required documentation supporting the absence.

Applications for leave

Where possible the employee should discuss their leave intentions with the principal. *Employees can involve a support person in any discussions with the Principal concerning family violence.*

Following discussion with the principal, the employee should complete and submit the family violence leave application to their principal, who must ensure the application is submitted to the Manager, Schools People Services for approval, as principals do not have the delegation to approve family violence leave

Relevant documentation to support the leave application must be provided. This may take the form of a statutory declaration or a document indicating the employee is experiencing family violence, issued by one of the following:

- Victoria Police or another police service
- a Court
- a general practitioner, nurse, a district nurse or other registered health practitioner
- a Family Violence Support Service
- a maternal and child health nurse
- a lawyer.

Evidence must be provided for each family violence leave application.

If for any reason the employee is uncomfortable speaking to their principal about their reasons for applying for leave, they may send their application directly to the Manager, Schools People Services. In this case it may be necessary for the Manager, Schools People Services to contact the principal regarding the leave.

The family violence leave application form and other information about Family Violence leave and support is available at <https://www.education.vic.gov.au/hrweb/employcond/Pages/FamViolence.aspx>

No information concerning Family Violence leave will be kept on an employee's personnel file without their express written permission. Where permission is given, any documentation will be put in a sealed envelope marked 'Confidential – access limited to principal/manager only' and placed in the employee's personnel file.

14. FIXED TERM EMPLOYMENT

The standard mode of employment at Ballarat High School is ongoing. However some fixed term or casual employment will continue to be necessary. In order to maximise employment opportunities, advertised vacancies are open to qualified applicants both within (fixed term or ongoing) and external to the Teaching Service.

Employees will be employed ongoing except:

- (i) when a person is employed for a fixed period of time to replace an employee who is absent on leave of twelve months or less, other than a parental absence;
- (ii) when a person is employed for a fixed period of time to replace an employee during a parental absence that person will be employed for seven years. Provided that where:
 - a. the employee absent on leave Assistantd with a parental absence returns to duty or the employee's period of fixed term employment expires, the replacement employee's employment may cease prior to the expiration of the seven years on the employee being provided with not less than twelve weeks' notice of termination.
 - b. the employee absent on leave Assistantd with a parental absence is ongoing and does not return to duty at the school, the employee employed to replace the ongoing employee absent on leave Assistantd with a parental absence will be offered ongoing employment subject to a probationary period
- (iii) when the Employer has good reason to believe that, should a person not be employed fixed term, an excess staff situation will arise.
- (iv) when a person is employed for a fixed period of time to undertake a specific project for which funding has been made available for a specified period of time provided that the vacancy is to be advertised for the duration of that funding;
- (v) where a teacher with full or provisional registration is not available and a person with permission to teach is employed for a fixed period of time, provided that such employment cannot exceed three years
- (vi) any other reason considered appropriate by the Employer.
- (vii) A person employed in response to an advertised fixed term vacancy may be offered one further period of fixed term employment, without advertisement of the position, provided the position continues to satisfy the criteria for fixed term employment. The further period of fixed term offered under this subclause cannot be for a longer period than the period set out in the original advertised vacancy.

15. TRANSLATION TO ONGOING EMPLOYMENT

A suitably qualified eligible fixed term employee may be offered ongoing employment where a suitable ongoing position becomes available in the school.

To be eligible to be offered translation to ongoing employment a fixed term employee must have been employed continuously for longer than twelve months or a complete school year inclusive of all school vacation periods if that is less than twelve months.

- (i) in response to a vacancy advertised for longer than 12 months;
- (ii) in response to a vacancy advertised for 12 months or less resulting in two or more fixed periods of employment as a result of a rollover of an advertised appointment.
- (iii) in response to two or more vacancies advertised for 12 months or less resulting in two or more fixed periods of employment; or

- (iv) in response to an advertised parental absence vacancy in the second or subsequent year of that replacement.

In circumstances where the number of eligible employees exceeds the number of suitable positions, a merit process, including the establishment of a panel, will be used to select the eligible employee(s) to be offered ongoing employment. All translation offers to ongoing will be in writing.

16. ES EMPLOYMENT LINKED TO STUDENT SUPPORT FUNDING

1. When a person is employed in an education support class position and such employment is specifically linked to Student Support Funding (or any successor program) that person will be employed on an ongoing basis.
2. Provided that, the education support class employee's employment can be ended prior to the expiration of seven years from the date on which the education support class employee's employment commenced, by providing the education support class employee with no less than twelve weeks' written notice, in circumstances where the funding or comparable funding reduces or ceases.

17. GRADUATE TEACHERS

1. First year Graduate Teachers should be allocated a teaching allotment of no more than 23 teaching sessions. Where this is not possible graduates will not be given extras or replacement classes. For first year Graduate Teachers, consideration will be given to the amount of yard duty supervision and the location of that duty.
2. The work of a VIT mentor for a graduate teacher should be considered in regard to the total work required of that teacher over the 38 hour week. VIT mentors will be supported to complete training, be located in appropriate areas and are able to include their mentor time in their VIT recognised professional learning.

18. GUIDELINES FOR MANAGEMENT OF EXTRAS

[Ballarat High School Allotment Table](#)

a) Agreement

1. 23 X 50 minutes and 21 extras per year, or 24 periods with no extras. This will be a balanced approach considering both semester allotments. Any arrangements that require an under/over joint arrangement will staff will be individually negotiated.
2. Where **staff are under-allotted**, they can be required to teach in line with the requirements of the Schools Agreement. However, underallotted periods must be allocated within the week they would normally occur.
3. Where possible **extras** should be allocated to the replacement teacher's faculty.
4. Work must be left by a teacher who is taking a planned absence for the teacher replacing them in their classroom.
5. Work must be delivered to a class by a replacement / extra teacher as left by the classroom teacher.
6. For the 2 weeks after year 12 students finish classes, excursions and staff professional development will be minimised to allow minimal disruptions to the school's program.

b) Daily Organisation

The Daily Organiser should try to budget the use of available extras throughout the year. As a guiding principle extras should be allocated on a basis of:

1. Term one -staff average of 4 extras
2. Term two -staff average of 6 extras with a total of 10
3. Term three -staff average of 7 extras with a total of 17
4. Term four -staff average of 4 extras with a total of 21
5. Where possible, extras should not be given to people attending camps on the preceding day to camp departure and the day following camp return.
6. The allocation of three extras per fortnight will only be considered in circumstances where educational outcomes for students are significantly enhanced by the allocation compared to other options. A third extra in a fortnight needs to be negotiated with the individual teacher and that teacher has the right to refuse the allocation if they wish.
7. At the end of each term, the Daily Organiser should provide a summary of the number of extras taken by each teacher to the staff through email. Any concerns staff have about this should be raised with AP – School Operations.
8. Where funds are made available by event organisers to cover CRT costs, staff need to undertake the process required and communicate with the Business Manager about these processes.

d) End of Year Processes

It is recognised by staff that **all** teaching staff are involved in documentation, review and planning for the following year and completing assessment for the current year.

1. It is recognised that teachers of years 7-9 classes are teaching scheduled classes up to the end of the school year.
2. It is also recognised that staff are involved in activities such as Orientation/Transition Programs, individual student interviews, award ceremony planning/ implementation, amongst other relevant programs.
3. Year 12 classes will cease at the end of formal classes. Year 11 students enrolled in year 12 classes will then have private study for the times of their year 12 classes. Year 12 classes which consist solely of year 11 students will continue to operate until 5 school days prior to their exam.
4. Replacement classes will commence after the completion of formal classes. The key factor in all replacement decisions will be the impact on student learning. A fair and equitable approach will be taken in the allocation of replacements.
 - In order to assist students in their exam preparation, Year 12 teachers are exempt from replacements in the 3 school days preceding their subject(s) exam.
 - Teachers who have double classes of the same subject will be exempt from replacements in the 4 school days preceding their subject exam.
 - If a teacher teaches two different subjects, 3 days will be allocated per subject. However if those days occur concurrently, extra time can be negotiated.
 - They will also be exempt from replacements on the day of the exam up until the time the exam begins in order to provide students with support.
 - In the case of subjects with multiple exams, only 3 school days will be allocated in total for that subject.
 - Replacements allocated post or prior to exam/exam replacement days within a shortened week will be allocated in line with the number of year 12 classes which would normally operate within those days.
 - For all other times between the end of formal classes and the exam, year 12 teachers will

nominate one period of their normal class time at which time they will be unavailable for replacements. This will be included on their timetable to ensure they are not given replacements at that time. The Daily Organiser will draw up a schedule based on teacher nominated preferences. Due to the need to schedule these periods across a week, teachers will need to nominate a number of preferences for those periods.

- Year 12 teachers are not to be made unavailable for replacements to support exam preparation apart from as specified above.
- Teachers who are undertaking VCE exam marking may negotiate support time for the process with the Assistant Principal – School Operations.

5. In November/December of each year as classes are dismissed, teachers may be allocated replacement classes up to 80% of their timetabled allotment. However, these replacement periods must be allocated within the week they would normally occur.

19. PERFORMANCE AND DEVELOPMENT

1. Each employee will have an agreed performance and development plan.
2. The performance and development process will cover the school year.
3. Salary progression is not automatic. All employees will be assessed annually.
4. The salary progression cycle is common to all employees. It commences on 1 May each year and concludes on 30 April in the following year.

P&D ELEMENT	TIMELINE
Performance and Development School Based Process	School year
Salary progression cycle	1 st May each year – 30 th April following year

5. An employee with less than six months' eligible service at a particular salary subdivision in any particular progression cycle will not be eligible for salary progression.
6. For employees, other than those in the Principal class, where the requirements for salary progression are not met, salary progression will not occur for that progression cycle provided that the employee has been:
 - (a) notified in writing of:
 - the standards of performance that are expected;
 - the areas of the employee's performance that do not meet the required standards;
 - the consequences of continued or repeated failure to meet these standards; and
 - (b) given the opportunity to enable improvement in performance to the required standard.
 - (c) If the written notice is issued on or after 1 March salary progression in that cycle must be granted.

20. PROFESSIONAL PRACTICE DAYS

1. From commencement of the 2018 school year, there will be the introduction of one day per term (four days per year) for a teacher to be released from their scheduled duties, including teaching, to focus on the improved delivery of high quality teaching and learning.
2. These days are in addition to existing pupil free days and pro-rata for a teacher employed part-time. The timing and focus of each day for each teacher will be nominated by the teacher and be agreed in consultation with the Principal.
3. The work undertaken on these days will be consistent with department and school priorities and selected from the following areas: planning, preparation, assessment of student learning, collaboration, curriculum development, relevant professional development and peer observation including feedback and reflection.

21. CONSULTATIVE PROCESSES

The following definition of consultation from the Victorian Government Schools Agreement 2017 is adopted

'Consultation is not perfunctory advice on what is about to happen. This is common misconception. Consultation is providing the individual, or other relevant persons, with a bona fide opportunity to influence the decision maker... Consultation is not joint decision-making or even a negative or frustrating barrier to the prerogative of management to make decisions. Consultation allows the decision making process to be informed, particularly as it may affect the employment prospects of individuals.'

1. A Consultative Committee will be elected on an annual basis to undertake the consultative processes as outlined in the Victorian Government Schools Agreement 2017.
2. By the 1st of September each year, the Principal will report to DET on the agreed consultative arrangements for 12 months, beginning term 4 of that year, following consultation with the Consultative Committee. An AEU representative will accompany the Principal when completing the required online reporting.
3. The consultative arrangements will include:
 - the consultative structure;
 - the operational procedures;
 - the arrangements to enable committee members the opportunity and time to canvass views in their school
 - the treatment of confidential material as it relates to employees of the school.
 - the method of communicating decisions to staff.
4. Membership of the Consultative Committee will consist of:
 - Principal
 - Principal nominees (AP – School Operations and Business Manager)
 - 3 AEU representatives.
 - 3 elected teaching staff (who can be AEU members)
 - 1 elected non teaching staff (who can be an AEU member)

5. Meeting Times

The Consultative Committee meets at 8.00 am at least three times a term as published on the Term Planner. The need for additional meetings is determined by the Committee. The exact day for meetings is negotiated amongst the new committee members.

6. The Consultative Committee will be elected during term 1 and will hold office from term 2 until the end of term 1 of the following year. Elections will be organized by the Associate Principal: School Operations. Elected representatives need to be nominated and seconded, with an election held if required.
7. At the start of each year details of all fixed term agreement staff will be presented to the Consultative Committee.
 - a. Any fixed term agreements undertaken during the year will be presented as they occur.
 - b. In term 3 as part of workforce planning for the next year, fixed term agreement staff will be briefed concerning planning processes and details.
8. At the start of each year the Principal will present an overview of the Schools' Resource Package, staffing and finance to the Consultative Committee.
9. The Principal will plan for class sizes of up to 25. If a student moves into the neighbourhood zone, class size of 26 will be permitted. Class sizes of 26 will also be permitted in cases where a student's senior pathway will be compromised by not being able to undertake the subject.
10. Compensation for class sizes of 26 will take the form of in lieu compensation against replacements once senior classes finish. Alternative methods of providing in lieu will be negotiated with staff who have no senior classes. The consultative committee will monitor class sizes above 25 throughout the year, beginning after the February enrolment census date.

CLASS TIME ALLOTMENT	PERIOD IN LIEU COMPENSATION per week a class is above 25	PERIOD IN LIEU COMPENSATION per 4 weeks a class is above 25	Expressed as time - mins per 4 weeks
12 periods a week	0.6	2.4	120
11 periods a week	0.55	2.2	110
10 periods a week	0.5	2	100
9 periods a week	0.45	1.8	90
8 periods a week	0.4	1.6	80
7 periods a week	0.35	1.4	70
6 periods a week	0.3	1.2	60
5 periods a week	0.25	1	50
4 periods a week	0.2	0.8	40
3 periods a week	0.15	0.6	30
2 periods a week	0.1	0.4	20

11. During term 3 and 4 the Long Term Planning Document will be developed in consultation with the Consultative Committee. This document sets out the projected staffing needs of a school having regard to factors such as the education program of the school, predicted enrolment increase or decrease, the mix of ongoing and fixed term teaching and non-teaching staff, predicted staff absences due to leave or other reasons and any predicted departures of existing staff.

- a. This document includes:
 - i. development of workforce plans
 - ii. the planning and organisation of the program of instruction in the school
 - iii. organisation of teacher work including the face to face teaching requirements and the arrangements for collaboration, peer observation including feedback and reflection, and coaching
 - iv. the planning and organisation of parent teacher report meetings
 - v. organisation of education support class work, including time in lieu and time to participate in the performance and development process.
 - vi. organisation of teacher work in their first twelve months of teaching
 - vii. the schedule of meetings occurring in addition to the seven hours attendance requirement
 - viii. organisation of classes including class sizes, including any compensation processes when classes exceed agreed sizes.
 - ix. the structure of selection and other panels for the purpose of making recommendations to the principal
 - x. grievance processes
- b. The Long Term Planning Document will be published to staff by the end of the last week in November.

22. APPEALS AND COMPLAINTS

Any staff member may make a complaint or appeal a decision in writing to the Principal.

The Principal may consider the matter by her/himself or involve other staff members as appropriate. The Principal may request a meeting with the complainant to gather further information if required. The complainant may bring a support person to that meeting if desired however that person will act as a support person, not an advocate.

The Principal will make a determination either upholding the decision or revising the decision and will communicate that determination to the complainant. Any staff member who feels aggrieved by the decision of the Principal is invited to discuss the matter with the Principal and may be accompanied by a support person.

If staff members are still unhappy with the resolution of the issue they may appeal to the Merit Protection Board. <http://www.mpb.vic.gov.au/>

Grievances related to the annual long term planning process, as stipulated by the Victorian Government Schools Agreement 2017 (VGSA), will follow grievance processes as outlined in the VGSA2017

ATTACHMENT A: POLICY REVIEW DETAILS

Review History

While it is intended that this policy be reviewed only with the implementation of any new agreement, there may be minor reviews required throughout the life of an agreement.

Any reviews will be noted in this attachment.

DATE	BODY REVIEWING	COMMENTS
July 2012	Consultative Committee	
December 2013	Consultative Committee	Reviewed in light of Victorian Government Schools Agreement 2013
August 2014	Consultative Committee	Additional section on Personal Leave processing added.
February/May 2016	Consultative Committee	Update on End of Year replacements section
2018 – 2019	Consultative Committee	Full rewrite to accommodate VGSA 2017

Attachment B: Ballarat High



School Individual Faculty Teacher

Information

Please complete and return to your Faculty Head/s by the 26th August, 2019

Name:	
Qualifications:	
Teaching methods:	
Faculty Team/s:	

Please indicate below your preferences for teaching

Year 7/8 Program

☐

Year 9 ARCH program

☐

Teaching preferences 2020, subject and year levels in priority order

1.		6.	
2.		7.	
3.		8.	
4.		9.	
5.		10.	

ATTACHMENT C: CHANGE IN TIME FRACTION FORM

CHANGE IN TIME FRACTION APPLICATION FORM



This form needs to be completed and returned to either

**Associate Principal – School Operations (Teaching staff)
Business Manager (ES staff)**

Name:

Please complete details of your request below

<i>Change requested</i>	<i>Current Time Fraction</i>	<i>Requested Future Time Fraction</i>	<i>Date you wish change to occur</i>
Increase <input type="checkbox"/>			
Decrease <input type="checkbox"/>			

Any other relevant information:

PART TIME DAY PREFERENCE Please list any preference for part time days if applicable

OFFICE USE ONLY

Acknowledgment letter sent: ☐

Principal Signature: _____ Date: ____/____/____

Approved: Yes ☐ No ☐

Confirmation letter sent: ☐

EduPay work schedule completed: ☐ Signed: ☐

EduPay updated: ☐

INFORMATION ABOUT PART TIME

Victorian Government Schools Agreement 2017

Part-time employment

(10) The time fraction of an employee employed part-time will be fixed and constant over a normal fortnightly period. Any time fraction reduction is permanent however the employee and the Employer may agree in writing, at the time of the reduction, or at a later time, to a future dated time fraction increase.

(11) An employee employed part-time and the principal, as the Employer's representative, will consult regarding the days and times of attendance, including any arrangements regarding attendance at parent-teacher meetings on days other than normal days of attendance.

(12) With the exception of arrangements agreed under subclause (11):

(a) a teacher who works 0.4 to 0.6 time fraction cannot be required to attend for duty on more than three days per week;

(b) a teacher who works 0.7 to 0.8 time fraction cannot be required to attend for duty on more than four days per week.

(13) With the exception of an employee employed on a casual basis, all provisions of this agreement, other than reimbursement of expenses, will apply will apply on a pro rata basis to employees employed part time.

Part-time employment & Family Leave

An employee may request to return to duty following a parental absence on a part-time basis until the child reaches school age to assist the employee in reconciling work and parental responsibilities.

The Employer will consider the request having regard to the employee's circumstances and the operational needs of the school. Provided the request is genuinely based on the employee's parental responsibilities, the Employer may only refuse the request on reasonable grounds. Where an employee returns to duty on a part-time basis under this subclause that employee will revert to the time fraction she/he was working immediately prior to the commencement of the parental absence when the child reaches the age of 6.

The DET HR Website

Time fraction increase

Time fraction increases may be agreed to on either a temporary or permanent basis with a clear understanding between the employee and the principal, where the increase is temporary, of the date on which the employee would resume his/her substantive time fraction.

Time fraction reduction

Under the terms of employment applicable to all employees it is not possible to pay employees at less than their substantive time fraction. As a consequence, an employee cannot temporarily reduce his or her time fraction. In circumstances where an employee seeks a time fraction reduction, he/she must agree to a permanent reduction in his/her time fraction. Nothing precludes an employee and the principal agreeing to a subsequent time fraction increase at the same time.

From The BHS Staffing Policy

6. TIME FRACTIONS

A member of staff may submit a written application requesting a change to their time fraction at any time to the Associate Principal- School Operations / Business Manager. Applications will be considered having regard to the reasons for the request and the workforce planning needs of the school.

Where a time fraction change has been approved the change in proportionate salary commences from the date of effect of the change. A time fraction change is permanent, unless otherwise agreed.



Ballarat High School

eduPay - APPLICATION FOR LONG SERVICE LEAVE

Name _____ Employee ID _____

PERIOD OF ABSENCE

I wish to apply for

- ☐ Long Service Leave – FULL pay from ____/____/____ to ____/____/____
- ☐ Long Service Leave – HALF pay from ____/____/____ to ____/____/____

(Public Holidays during periods of LSL do not form part of the leave – eduPay automatically accounts for this)

PAYMENT

I also request:

- ☐ Fortnightly salary, no changes
- ☐ Payment in Advance
- ☐ Commutation of Long Service Leave

These payments are processed by the Department – please complete the application form available on HRWeb at http://www.eduweb.vic.gov.au/edulibrary/public/hr/leave/LSL_PIA_Commute-school.doc

Applicant's Signature _____ Date ____/____/____

AUTHORISATION

Principal's Signature _____ Date ____/____/____

OFFICE USE

- ☐ Letter of Confirmation Sent (copy attached)
- ☐ Payroll Action Completed

Actioned by _____ Date ____/____/____

Attachment E: Staffing Processes Timeline 2019

TASK	TIMELINE	PEOPLE INVOLVED
1. Develop base documents for staff planning 2020 Workforce planning spreadsheet updated Further details to be added as confirmed	(Week 1, Term 3)	AP – School Operations
2. Ascertain staff plans for 2020 Communicate with staff on leave in 2019. Proforma sent to current staff – asking for requests for changes for 2020.	(Weeks 1 – 5, Term 3)	AP – School Operations
3. Lunch Briefing of contract staff – What is their situation ? What are our processes ? What do they need to consider ? What timelines are involved ?	(Week 4, Term 3)	Principal and AP – School Operations.
4. Documentation of pre-known staffing requirements) A variety of documents exist to plot these requirements and their impact on staffing.	Completed during first half of term 3	AP – School Operations
5. Where appropriate – when vacancies become apparent – implement selection process.	As required in term 3 and term 4	AP – School Operations and other appropriate staff.
6. Development of 2020 Positions of Responsibility A working party of Consultative Committee develop positions and appropriate time allowance/special payments	Working party set up 30th July. Meets during weeks 3 – 7 of the term – reports to Consultative 10 th September	AP - School Operations/ Members of Consultative Committee Working Party
7. Ascertain current staff preferences for 2020 – staff complete staff preference proforma and return to AP School Operations	Distribute staff preference proforma 2 nd August	AP – School Operations & All staff.

	Proforma due 26 th August	
8. Students enter selections into Web Choices	All entered by ?? th August	Students/Course Counsellors
9. LT School Organisation downloads student choices into Timetabler for analysis of choices	(week 6, term 3)	LT School Organisation
10. Follow up of students who haven't made selections and students who have indicated they are not returning	(week 6/7, term 3)	Team Leaders with support from APs
11. Follow up of VET students with Cluster to confirm enrolments.	(weeks 7/8, term 3)	LT School Organisation/ VET Coordinator
12. Meeting between LT School Organisation, AP – School Operations and APs – Teaching and Learning & 7-9/ 10 - 12 - Decisions made about first round subject selections including which subjects are cut	(week 6, term 3)	LT School Organisation AP – School Operations APs – Teaching & Learning, 7 – 9, 10 - 12
13. Generate list of students in confirmed cut classes - Team Leaders follow up for students to reselect	(week 7/8, term 3)	LT School Organisation, Team Leaders
14. Reimport selection data into Timetabler and relook at class numbers. Final decisions about classes that will make it into final blocking.	(week 9, term 3)	LT School Organisation, AP – School Operations APs – Teaching & Learning Liaising with LA Leaders where appropriate
15. Application process for Positions of Responsibility – Positions presented to Consultative committee 10 th September (Week 9, Term 3) – Position details published to staff 13 th September. (Week 9, Term 3) – Panel created – 10th September meeting – Applications to be due by end of first week term 4 – Panel meets, interviews during second week of term 4. – All positions finalised week 3, term 4	See left	AP – School Operations/ Consultative Committee/All staff
16. LT School Organisation blocks the data.	(week 10, term 3)	LT School Organisation,

17. Consultation re final blocking	(week 1, term 4) – confirmed by 8 th October	LT School Organisation, AP – School Operations APs – Teaching & Learning, 7-9. 10 -12
18. LT School Organisation, generates Student Clash list Student counselling process to overcome clashes	Can occur throughout term 4 – although year 12 need to be resolved in time for orientation.	Team Leaders with support from APs
19. Once blocks are confirmed (11 th October) <ul style="list-style-type: none"> LA Staffing Proforma (including blocks) distributed to Learning Area Leaders AP – School Operations/LT School Operations ascertain required coverage for the blocks, sorts vacancies, looks at staffing consequences Ongoing negotiation process about staffing of all courses 	LA Staffing Proforma to be completed and handed in to LT School Organisation by 28 th October	LT School Organisation AP – School Operations HOFs
21. Ghost staffing allotments devised between 28 th October and end of November. Confirmation of changed time fractions to occur prior to the 28 th October.		LT School Organisation AP – School Operations HOFs
22. Preparation of workforce planning document for Consultative Committee	By end of November	AP – School Operations Principal Business Manager Consultative Committee
23. From start of year 11 exam period to first couple of weeks of December – LT School Organisation focuses on developing the timetable Ongoing negotiation re changes with AP – School Operations and other APs.		LT School Organisation All APs HOFs/Staff
24. Draft of timetable to staff in the week of 9 th - 13 th December	13 th December	LT School Organisation
25. New staff induction day	16 th December	All
26. Confirmed timetable distributed in last week of year.	16 th December	LT School Organisation
27. Learning Area/individual planning time	16 th December	

ATTACHMENT F: Allotment Details

Time fraction	EBA Minutes (per /wk)	Allotment (periods/wk)	Minutes below EBA (per/wk)	Underallotted (periods/yr)	Yard duty
0.4	480	9	30	24	0.4 X 50 = 20 min
0.5	600	12	0	0	0.5 X 50 = 25 min
0.6	720	14	20	16	0.6 X 50 = 30 min
0.7	840	16	40	32	0.7 X 50 = 35 min
0.8	960	19	10	8	0.8 X 50 = 40 min
0.9	1080	21	30	24	0.9 X 50 = 45 min
1.0	1200	24	0	0	50 minutes

- Staff one period per week under allotment will complete one extra per fortnight (maximum of 21). All periods below that will receive an under allotment per week.
- All periods calculated as 50mins. The school year is 41 weeks (exclusive of holiday breaks)
- If an allocated staff allotment (inclusive of time allowances) does not equal the number of periods in the *Allotment* column, additional underallotted periods will be allocated per week to bring the number of periods up to the required total.
- The *Minutes below EBA* is determined by the following equation: EBA Minutes – (Allotment X 50)
- The number of periods in the *Underallotted* column is determined by the following equation: (Minutes below EBA X 41)/50