NSW GOVERNMENT Education

Excellence in School Administration Framework
Administrative Practices

Aspect: Demonstrate Accountability

Focus: Applying DoE Policies and Processes

Module: 2.1(a) Policy and Procedures in Administrative Practices

Presenter Notes

PURPOSE	**This module is one of a series of modules which have been developed to support the implementation of the Excellence in School Administration Framework.**
OUTCOME	At the completion of this module participants should be able to: • act with integrity and demonstrate compliance with DoE policies and procedures • follow safe work practices and take reasonable care of own and others health and safety.
STRUCTURE	This module contains 1 session and has a total delivery time of 2 hours 10 minutes. Resources for this module include: • PowerPoint presentation sessions • presenter notes with pre-reading and guidelines to successfully deliver sessions • handouts and activities
AUDIENCE	Key audience is the front office administration staff, however it is a useful resource for all non-teaching staff in schools.
DELIVERY	This module can be completed in the following manner: • **presentation style** – facilitator follows notes/slides and works through activities in a group setting • **independently** – individual follows slides, notes and works through learning tasks and activities. To ensure the delivery meets the needs of your audience the presenter should consider the following: • **for internal presentations (to own staff)** prior to presenting the session assess your knowledge of each participant's experience in this topic, adjust notes and resources where necessary • **for external presentations** at the commencement of the session ask participants to introduce themselves and briefly explain their reasons for attending, adjust notes and resources where necessary.

Key to presenter notes

Presenter | Whole group activity | Small group activity

- general information for the presenter is provided in normal text
- **the presenter instructions are in bold**

SESSION	WEBSITE	DESCRIPTION
PRE-READING **The presenter should read the following resources prior to presenting this module.**	https://education.nsw.gov.au/policy-library/policies/code-of-conduct-policy	**Referred to in slides 7, 8, 9** Go to the Department of Education (DoE) policy library and locate the Code of Conduct. Download and read the full document as it is referred to extensively in this module. Make sure you are familiar with the Statement of Ethics (page 3) and What does the department expect of its employees (pages 9 and 10) **Print and hand out in slide 8 (47 pages A4 back to back)**
	https://education.nsw.gov.au/policy-library/policies/student-welfare-policy	**Referred to in slides 10 and 11** Go to the DoE policy library and read the Student Welfare policy as it is referred to in this slide and activity. **Print sample Student welfare policy and hand out (A4 single page refer to Activity Sheets)**
	https://education.nsw.gov.au/policy-library/policies/protecting-and-supporting-children-and-young-people-policy	**Referred to in slide 12** Go to the DoE policy library and read the Supporting children and young people policy as it is referred to in this slide and slide 13 activity.

SESSION	WEBSITE	DESCRIPTION
	https://education.nsw.gov.au/policy-library/policies/work-health-and-safety-whs-policy https://education.nsw.gov.au/inside-the-department/health-and-safety/media/documents/risk-management/FACT103_WORKINGALONEOVERVIEW.pdf https://education.nsw.gov.au/inside-the-department/health-and-safety/media/documents/risk-management/PROF012_SAMPLERISKMANAGEMENTGENERALASSISTANTS_V1.pdf	**Referred to in slide 14** Go to the DoE policy library and read the Work health and safety policy as it is referred to in this slide and slide 15 activity. Read the Health and safety directorate Working Alone factsheet for activity in slide 15. Read the Health and safety directorate Sample risk management plan: Working alone **Print Working Alone factsheet (2 pages A4 back to back)** **Print Sample risk management plan: Working alone (3 pages A4 landscape back to back)**
	https://education.nsw.gov.au/schools-finance/policies-handbooks	**Referred to in slides 16 and 17** Go to the DoE schools finance website and familiarise yourself with the Finance in Schools handbook (FISH) chapter overviews. Make sure you read and understand Chapter 7 – cash handling. **Print and hand out chapter 7.2 – cash handling (1 page only A4)** **Print and hand out cash handling activity sheet participant copy (7 pages A4 single sided page refer to Activity Sheets)**

SESSION	WEBSITE	DESCRIPTION
		Print cash handling activity sheet presenter copy (A4 1 copy only)
	https://education.nsw.gov.au/epac/policies-and-procedures/complaints-handling	**Referred to in slides 18 and 19** Go to the DoE policy library and read the Complaints handling policy as it is referred to in this slide and the activity. **Print and hand out Staff complaints procedures (A4 11 pages back to back)** **Print and hand out Staff complaints activity sheet participant copy (5 pages landscape A4 single sided refer to Activity Sheets)** **Print Staff complaints activity sheet presenter copy (2 pages landscape A4 single sided refer to Activity Sheets)**

SESSION	WEBSITE	DESCRIPTION
	https://education.nsw.gov.au/policy-library/policies/performance-management-and-development-policy	**Referred to in slides 20, 21 and 22** Go to the DoE policy library and read the Performance management and development policy as it is referred to in this slide and the activity. **Print and hand out SMART goals activity sample participant copy (3 pages landscape print on A4 back to back refer to Activity sheets)** **Print SMART goals activity sample presenter copy (4 pages landscape print on A4 single sided refer to Activity sheets)**
		Referred to in slide 22 **Print and hand out DoE Policy library alphabetical list (7 pages landscape A4 back to back refer to Activity sheets) for each participant**

Activity sheet – slide 9 (Print on A4 one per participant/group or table) – Complying with policy – Code of Conduct – participant copy

Code of Conduct activity – participant copy

Education
Public Schools

Section	Title	Scenario	Response
4	Respect for people	You overhear a staff member in the administration office imitating the accent of a student from a particular cultural background in a way which could be construed as racist.	

Code of Conduct activity – participant copy

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Section	Title	Scenario	Response
6	Reporting concerns about employee conduct	You notice a teaching staff member is regularly taking home supplies from the photocopy room.	

Code of Conduct activity – participant copy

Section	Title	Scenario	Response
7	What happens if I breach the code of conduct?	On a number of occasions the SAM has spoken to a SAS staff member regarding her wearing of revealing clothes, which do not comply with acceptable standards for the school office environment, explained to the staff member at her induction. The staff member has explained that these clothes are what she feels most comfortable in, but she will try to be more compliant. However she continues to wear revealing clothing in the office.	

Code of Conduct activity – participant copy

Section	Title	Scenario	Response
8	Identifying and managing a conflict of interest	Your son, who is studying at University, has just started a math and science tutoring business at the local library for Stage 6 students and asks you to put his business flyers in the school library and on the student noticeboards.	

Code of Conduct activity – participant copy

Section	Title	Scenario	Response
9	Recruitment	You have a vacant position advertised in your school. You have a close friend who applies for the position and you are on the panel.	

Code of Conduct activity – participant copy

NSW GOVERNMENT Education Public Schools

Section	Title	Scenario	Response
10	Declaring gifts, benefits and bribes	A letter arrives in the office for the SAS staff member who processes new enrolments, from a parent whose child lives out-of-zone and is on the waiting list for Year 7. In the envelope is found a $100 gift voucher from the store owned by the family with a note saying 'in appreciation', signed by one of the parents.	

Code of Conduct activity – participant copy

Section	Title	Scenario	Response
11	Protecting confidential information	Each Thursday is the SAS staff team meeting. Two responsible senior students attend the office to take any enquiries that may come in. A SAS staff member has left her computer logged in and the Student Wellbeing screen open displaying confidential health information on another senior student.	

Code of Conduct activity – participant copy

Section	Title	Scenario	Response
12	Private and secondary employment	A part-time SAS staff member who is on a temporary contract three days per week, also works at a local dental surgery on the two days she does not work at the school. As a permanent full-time member of staff, is she able to engage in secondary employment?	

Code of Conduct activity – participant copy

Section	Title	Scenario	Response
13	Managing your political, community and personal activities	The SAO who works in the front office is attending local environmental protests and has appeared in the media wearing her school work shirt (with school emblem) being interviewed about her beliefs. She also comes to school wearing a t-shirt supporting the protest movement.	

Code of Conduct activity – participant copy

Section	Title	Scenario	Response
15	Post separation employment	You have a number of school resources but you know they are purchasing new ones next year, is it appropriate to keep them?	

Code of Conduct activity – participant copy

Section	Title	Scenario	Response
16	Signatures	You leave your school email account logged - in and leave your desk unattended and a student sends an inappropriate email to the principal signing your name.	

Code of Conduct activity – participant copy

Section	Title	Scenario	Response
17	Personal references	A staff member is moving interstate and would like to apply for a school position near her new home. As she is not sure of the details of the location or the position to be applied for, you decide it is easier to just type up a reference on a letterhead and use your department signature.	

Code of Conduct activity – participant copy

Section	Title	Scenario	Response
18	Using public resources wisely	The General Assistant (GA) is the treasurer of the local football club and uses the photocopier to copy the club newsletters every month.	

Code of Conduct activity – participant copy

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Section	Title	Scenario	Response
19	Copyright and intellectual property	Your spouse is studying a course at night and asks you to make copies of the textbook required that they have borrowed from another student in the course.	

Code of Conduct activity – participant copy

Section	Title	Scenario	Response
20	Record keeping	You notice that the student records, from the previous year 12 students, are in a storeroom that is accessible to the public when coming to the administration office.	

Code of Conduct activity – participant copy

Section	Title	Scenario	Response
21	Duty of care	The School Administrative Officer (SAO) in the front office notices that at the entrance foyer to the administration block, near the front door, there is a welcome mat that is curling around the edges.	

Code of Conduct activity – participant copy

Section	Title	Scenario	Response
22	Relationships between employees and students	Your son who attends the local Catholic high school has a 16th birthday party at your home. Young people attend from the high school where you work as a GA. Two students from your school that you know well are at the party, you knowingly let them drink at your son's party, even though they are in year 11.	

Code of Conduct activity – participant copy

Section	Title	Scenario	Response
23	Appropriate use of electronic communication and social networking sites	Is it okay to accept Facebook friend requests from students, and their parents?	

Code of Conduct activity – participant copy

Section	Title	Scenario	Response
24	Use of alcohol, drugs and tobacco	A student reports to the office complaining of hay fever and itchy eyes. He tells the SAS staff member attending sick bay that his mother usually gives him Phenergan for this. As she has some of this for her own use, she decides to give him some from her own supply.	

Code of Conduct activity – presenter summary sheet

Section #	Section	Scenario
4	Respect for people	You overhear a staff member in the administration office imitating the accent of a student from a particular cultural background in a way which could be construed as racist. (Ref: 4.1; 4.2)
6	Reporting concerns about employee conduct	You notice a teaching staff member is regularly taking home supplies from the photocopy room. (Ref: 6.5; 6.6)
7	What happens if I breach the code of conduct?	On a number of occasions the SAM has spoken to a SAS staff member regarding her wearing of revealing clothes. This does not comply with acceptable standards under the code of conduct, which was explained to the staff member at her induction. The staff member has stated that these clothes are what she feels most comfortable in, but she will try to be more compliant. However she continues to wear revealing clothing in the office. (Ref: 25.1; 25.4; Appendix 3)
8	Identifying and managing a conflict of interests	Your son, who is studying at University, has just started a math and science tutoring business at the local library for Stage 6 students and asks you to put his business flyers in the school library and on the student noticeboards.
9	Recruitment	You have a vacant position advertised in your school. You have a close friend who applies for the position and you are on the panel. (Ref: 9.1; 9.2)
10	Declaring gifts, benefits and bribes	A letter arrives in the office for the SAS staff member who processes new enrolments, from a parent whose child lives out-of-zone and is on the waiting list for Year 7. In the envelope is found a $100 gift voucher from the store owned by the family with a note saying ‘in appreciation’, signed by one of the parents. (Ref: 10.2; 10.3; 10.4)

11	Protecting confidential information	Each Thursday is the SAS staff team meeting. Two responsible senior students attend the office to take any enquiries that may come in. A SAS staff member has left her computer logged in and the Student Wellbeing screen open displaying confidential health information on another senior student. (Ref: 11.3)
12	Private and secondary employment	A part-time SAS staff member who is on a temporary contract three days per week, also works at a local dental surgery on the two days she does not work at the school. As a permanent full-time member of staff, is she able to engage in secondary employment? (Ref: 12.2)
13	Managing your political, community and personal activities	The SAO who works in the front office is attending local environmental protests and has appeared in the media wearing her school work shirt (with school emblem) being interviewed about her beliefs. She also comes to school wearing a t-shirt supporting the protest movement. (Ref: 13.5.ii; 13.5.iv)
15	Post separation employment	You have a number of school resources but you know they are purchasing new ones next year, is it appropriate to keep them?
16	Signatures	You leave your school email account logged-in and leave your desk unattended and a student sends an inappropriate email to the principal signing your name. (Ref: 16.4)
17	Personal references	A staff member is moving interstate and would like to apply for a school position near her new home. As she is not sure of the details of the location or the position to be applied for, you decide it is easier to just type up a reference on a letterhead and use your department signature. (Ref: 17.2)
18	Using public resources wisely	The General Assistant (GA) is the treasurer of the local football club and uses the photocopier to copy the club newsletters every month.

19	Copyright and intellectual property	Your spouse is studying a course at night and asks you to make copies of the textbook required that they have borrowed from another student in the course
20	Record keeping	You notice that the student records from the previous year 12 students, are in a storeroom that is accessible to the public when coming to the administration office (Ref: 20.5)
21	Duty of care	The School Administrative Officer (SAO) in the front office notices that at the entrance foyer to the administration block, near the front door, there is a welcome mat that is curling around the edges (Ref: 21.1; 21.2)
22	Relationships between employees and students	Your son who attends the local Catholic high school has a 16th birthday party at your home Young people attend from the public high school where you work as a GA Two students from your school that you know well are at the party, you knowingly let them drink at your son's party, even though they are in year 11
23	Appropriate use of electronic communication and social networking sites	Is it okay to accept Facebook friend requests from students, and their parents?
24	Use of alcohol, drugs and tobacco	A student reports to the office complaining of hay fever and itchy eyes. He tells the SAS staff member attending sick bay that his mother usually gives him Phenergan for this. As she has some of this for her own use, she decides to give him some from her own supply. (Ref: 24.3.iii)

Activity sheet – slide 11 (Print on A4 one per participant) – Complying with policy – Student welfare policy

ABC PUBLIC SCHOOL

A quality education in a caring environment

Student Welfare Policy

Revised: April 2016

As a NSW Department of Education school, ABC Public School "is committed to creating quality learning opportunities for children and young people. This includes strengthening their cognitive, physical, social, emotional and spiritual development. Parents entrust their children and young people to principals, teachers and school staff with confidence that schools will deliver on this agenda." (*The Wellbeing Framework for Schools, Department of Education, 2015).* It is our commitment that we will deliver on this agenda.

ABC Public School influences the wellbeing of students by providing experiences that allow choice, achievement of meaningful goals, positive relationships, enjoyment, personal growth and development, health, and safety.

Schools play a pivotal role in shaping the values and attitudes of students within their care. ABC Public School endeavours to provide students with experiences to develop their voice, become active learners and develop strong character qualities to enable them to connect with, succeed, thrive and contribute positively to society, now and in the future.

ABC Public School students belong to a school that has an innovative and supportive learning environment. The curriculum is implemented through quality teaching and learning programs from Preschool to Year 6. Our committed and experienced staff ensure the learning and social outcomes of all students are met. Student differences are valued and catered for through the implementation of personalised programs. This is evident through the participation of classes in our Support Unit in all aspects of school life. The school's focus on student welfare and expectations of a high standard of behaviour ensures a safe environment that encourages respectful, resilient and active learners.

The aim of this policy is to communicate ABC Public School's commitment and procedures to ensure the wellbeing of all students. The Welfare Policy (revised 2016) will contain the following elements:

- Discipline Policy
- Anti-Bullying Policy
- Anti-Racism Policy
- Uniform Policy

The Welfare Policy will be supported by:

- K-6 Enrolment Policy (to be revised 2016)
- Preschool Enrolment Policy (revised 2016)
- Leadership Policy (revised 2015)
- Mobile Phone Policy (revised 2016)
- Sport Selection Policy (revised 2015)

Each of these policies will be reviewed every two years.

Activity sheet – slide 17 (Print on A4 single sided one per participant/group or table) – Complying with policy – Finance in Schools Handbook (FISH) – participant copy

FISH chapter 7 – Cash handling activity	
Scenario	**Response**
Library SAO takes money from students for photocopying daily.	

FISH chapter 7 – Cash handling activity

Scenario	Response
Librarian organises a book fair and collects the money from parents on the day.	

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FISH chapter 7 – Cash handling activity

Scenario	Response
Sport organises sport buses and collects money, and brings to the office at 3.00pm.	

FISH chapter 7 – Cash handling activity	
Scenario	**Response**
P&C organise mufti day for gold coin donation.	

FISH chapter 7 – Cash handling activity

Scenario	Response
SRC conduct a bbq at lunch time to raise money for charity.	

FISH chapter 7 – Cash handling activity	
Scenario	**Response**
General assistant takes the school banking to the local bank each day at the same time.	

FISH chapter 7 – Cash handling activity	
Scenario	**Response**
Orientation day there are 3 receipting desks and most of the transactions are in cash.	

Activity sheet – slide 17 (Print on A4 single sided one per participant) – Complying with policy – Finance in Schools Handbook (FISH) – presenter copy

FISH chapter 7 – Cash handling activity – presenter copy

Scenario	Response
Library SAO takes money from students for photocopying daily.	All money taken must come down to the office daily for banking All cash is to be kept safe in library in secure location Two people should count the cash taken prior to sending to the office for banking A receipt should be given to the SAO library for any cash delivered to the office for banking
Librarian organises a book fair and collects the money from parents on the day.	All money taken must come down to the office daily for banking All cash is to be kept safe in library in secure location Two people should count the cash taken prior to sending to the office for banking A receipt should be given to the Librarian for any cash delivered to the office for banking
Sport organises sport buses and collects money, and brings to the office at 3.00pm.	Ask teacher to ensure money is brought to the office prior to sport buses leaving for banking on that day. Ask teacher to ensure money is brought to the office for storage in the safe overnight if not able to make the day banking. Two people to count cash and receipt to be sent to sport organiser.
P&C organise mufti day for gold coin donation.	Ensure P&C reps and students understand correct cash handling procedures: Cash kept in cash box or other secure location with restricted access. Cash collection to be counted by 2 staff members and not in a public place. All monies collected to be sent to the office as soon as possible after collection is completed for banking. Receipt to be issued to P&C.

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FISH chapter 7 – Cash handling activity – presenter copy

Scenario	Response
	All information of where donation to be made is to be supplied to the office for payment to nominated charity.
SRC conduct a bbq at lunch time to raise money for charity.	Ensure SRC and students understand correct cash handling procedures: Cash kept in cash box or other secure location with restricted access. Cash collection to be counted by 2 staff members and not in a public place. All monies collected to be sent to the office as soon as possible after collection is completed for banking. Receipt to be issued to SRC. All information of where donation to be made is to be supplied to the office for payment to nominated charity.
General assistant takes the school banking to the local bank each day at the same time.	Security risk WHS Policy Employ cash security contractors as per department guidelines.
Orientation day there are 3 receipting desks and most of the transactions are in cash.	Ensure all cash desks have secure box for storing of cash collected. All cash desks can issue receipts to parents on the spot. All administrative officers understand correct cash handling procedures. Count each till at the end of a busy period ie after morning tea, after lunch. Ensure two people count cash for each till. Ensure administrative officers use own log in for receipting.

Activity sheet – slide 19 (Print on A4 single sided one per participant/group or table) – Complying with policy – Complaints handling policy – participant copy

Complaints handling activity – participant copy	
Scenario	**Response**
A teacher complains to the SAM that a SAS staff member won't assist her when she requests urgent photocopying. The teacher wants to know how to resolve this situation so she can get her photocopying done.	

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Complaints handling activity – participant copy	
Scenario	**Response**
You want to make a complaint about a staff member who does not include you in office conversations and social events as they do not like you. You are feeling excluded.	

Complaints handling activity – participant copy	
Scenario	**Response**
You told a colleague something personal about yourself and they have told all the other staff in the staffroom. You feel embarrassed now when going into the staffroom.	

Complaints handling activity – participant copy	
Scenario	**Response**
The head teacher of the support unit has told the school learning support officer (SLSO) that they cannot take their lunch break during the lunch time period for students. The SLSO has provided evidence that for medical reasons she has to take her break at this time. The SLSO would like to get some assistance in resolving this issue with the head teacher.	

Complaints handling activity – participant copy	
Scenario	**Response**
The general assistant (GA) has been asked a few times by a teacher to use the school lawnmower and on the weekend mow his lawn for extra cash. The GA has said he cannot do this but the teacher keeps insisting. GA would like the teacher to stop asking.	

Activity sheet – slide 19 (Print on A4 single sided) – Complying with policy – Complaints handling policy – presenter copy

Complaints handling activity – presenter copy	
Scenario	**Response**
A teacher complains to the SAM that a SAS staff member won't assist her when she requests urgent photocopying. The teacher wants to know how to resolve this situation so she can get her photocopying done.	Supervisor to ask: • has the teacher asked the SAO why she won't do the photocopying? • has she asked the SAO if there is a problem and if they can sort it out together? Supervisor to talk to SAO and let her know that the teacher has complained and ask for details. Organise a meeting between two parties to discuss resolving this issue. Advise both parties of the situation and outcomes being sought.
You want to make a complaint about a staff member who does not include you in office conversations and social events as they do not like you. You are feeling excluded.	Make an appointment with the supervisor to discuss the issues. Supervisor to ask other party for details separately and let them know that a complaint has been made. Organise a meeting between two parties to discuss resolving this issue. Advise both parties of the situation and outcomes being sought.
You told a colleague something personal about yourself and they have told all the other staff in the staffroom. You feel embarrassed now when going into the staffroom.	Make an appointment with the supervisor to discuss the issues. Supervisor to ask other party for details separately and let them know that a complaint has been made. Organise a meeting between two parties to discuss resolving this issue. Advise both parties of the situation and outcomes being sought.

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Complaints handling activity – presenter copy	
Scenario	**Response**
The head teacher of the support unit has told the School Learning Support Officer (SLSO) that they cannot take their lunch break during the lunch time period for students. The SLSO has provided evidence that for medical reasons she has to take her break at this time. The SLSO would like to get some assistance in resolving this issue with the head teacher.	Make an appointment with the supervisor to discuss the issues. Supervisor to ask other party for details separately and let them know that a complaint has been made. Organise a meeting between two parties to discuss resolving this issue. Advise both parties of the situation and outcomes being sought.
The general assistant (GA) has been asked a few times by a teacher to use the school lawnmower and on the weekend mow his lawn for extra cash. The GA has said he cannot do this but the teacher keeps insisting. GA would like the teacher to stop asking.	Make an appointment with the supervisor to discuss the issues. Supervisor to ask other party for details separately and let them know that a complaint has been made. Advise teacher that this situation is in breach of the Code of Conduct and WHS policy. Ask teacher not to request GA do this kind of work.

Activity sheet – slide 21 (Print on A4 back to back one per participant) – Complying with policy – Performance management and development policy – participant copy

SMART Examples – participant copy Performance and Development for Non-teaching Staff Setting SMART goals will allow you to accomplish your targets.		
S	SPECIFIC	Your goal must be clear and well defined. You need goals to show you the way. Make it as easy as you can to get where you want to go by defining precisely where you want to end up
M	MEASURABLE	Include as much precise information such as dates in your goals so you can measure your degree of success. Without a way to measure your success you won't know if you have actually achieved something
A	ACHIEVABLE	This focuses on how important a goal is to you and what you can do to make it attainable and may require developing new skills and changing attitudes. Think about how to accomplish the goal and if you have the tools/skills needed. If you don't currently possess those tools/skills, consider what it would take to attain them
R	RELEVANT	Goals should be relevant to the direction you want your life and career to take. By keeping goals aligned with this, you'll develop the focus you need to get ahead and do what you want
T	TIME BOUND	Your goals must have a deadline. Again, this means that you know when you can celebrate success. When you are working on a deadline your sense of achievement will come that much quicker

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NON-TEACHING STAFF IN SCHOOLS (EXAMPLES OF GOALS)

WORK GOALS	STRATEGIES TO ACHIEVE GOALS	LEARNING AND DEVELOPMENT
All staff **Operational** Complete all mandatory training by the 4th week of term 1/2/3/4	• Identify the mandatory training including anaphylaxis, CPR, e-Emergency in MyPL • Set goal to complete any outstanding training and provide PDP/supervisor updated certificate	• Register on MyPL to compete the mandatory online training • Research or complete any other relevant, but not mandatory training for next PDP conversation
All staff **Performance and Development** Prepare your work goals, reflect on your work performance and engage in a meaningful discussion with your PDP supervisor by end of term 1/2/3/4	• Review the performance and development process, the department's strategic priorities and the School Plan's priorities • Discuss the performance and development process, school/team priorities and outcomes required with my PDP supervisor • Align to my role statement	• Review the PDP toolkits and resources • Complete eLearning • Utilise online information
Any administrative staff **Technology** By the end of term XX increase my knowledge of Windows based programs (Excel, Power Point)	• Review and identify current manual office processes that can be improved by using technology and discuss with school administrative manager (SAM) • Use online skills assessment program to gain an understanding of current skill level	• Create a log in to department supported online technology learning Lynda.com • Practice and obtain feedback from colleagues on work output. • Research online tips/training for Windows programs
Farm assistant **Maintenance** Prepare the land to plant, fertilise, weed and water seasonal crops, ensuring increased harvest of good quality and disease free crops are grown each season	• Identify plants, pests, and weeds to determine the selection and application of pesticides/fertilizers. • Plant crops and care for them whilst they grow • Spray crops and check them regularly for disease • Harvest crops • Record information about crops, such as pesticide use, yields, or costs • Operate irrigation equipment and clear and maintain irrigation as required • Alert supervisor to any problems regarding the crops or the environment	• Through research and reading develop a thorough knowledge of plants, farming practices and different farming methods • Participate in Health and Safety training, as it relates to farming operations • Participate in safe manual handling training

WORK GOALS	STRATEGIES TO ACHIEVE GOALS	LEARNING AND DEVELOPMENT
General assistant **Health and Safety** Ensure school playing fields, gardens and lawns are maintained weekly using safe work practices and completing appropriate reports of broken equipment	• Conduct regular stocktake of gardening supplies, tools and equipment • Ensure garden equipment and tools are in good working condition • Review storage of all equipment ensuring its safely stored away after use • Network with other schools for ideas	• Review the department's Health and Safety policies and procedures • Participate in a safe manual handling program • Complete the online Health and Safety training and other Health and Safety courses to gain sound knowledge of Health and Safety standards
School administration officer (SAO) front office **Customer Service Excellence** By XX/XX/XXXX demonstrate high levels of customer service to the whole school community	• Complete XX ESA Relationships modules aligned to the ESA Framework • Put into practice strategies learned and ask for feedback from SAM and other colleagues	• Complete online e-learning on SAS professional learning website • Attend professional learning conducted by local SRG • Participate in learning sessions conducted by SAM at weekly SAS staff meetings • Attend local network meetings and ask for customer service strategies be placed on the agenda for discussion
School administration manager **Diversity and Inclusion** Build relationships across the school by actively participating or initiating in team building activities	• Attending staff development days • Coordinating morning teas to celebrate various occasions or achievements • Review ESA Framework Relationships section • Conduct SAS staff team meetings with team building activities included on the agenda	• Research types of engagement and culture programs for example • Review resources on the SAS professional learning website. • Explore other team building training through SAS staff Reference Group (SRG).
School learning support officer (SLSO) **Skills Development** Develop understanding of one specialist resource available to support students with intellectual disability, mental health, behavioural needs	• Locate available specialist resources – select a suitable one. • Research the DoE intranet. • Discuss with classroom teacher implementation or improvements • Attend local SLSO network group	• Self-guided learning • Networking with local SLSO network group. • Check SRG calendar for upcoming professional learning events relevant to role

S.M.A.R.T Examples – Presenter copy Performance and Development for Non-teaching Staff Setting S.M.A.R.T goals will allow you to accomplish your targets.		
S	SPECIFIC	Your goal must be clear and well defined. You need goals to show you the way. Make it as easy as you can to get where you want to go by defining precisely where you want to end up
M	MEASURABLE	Include as much precise information such as dates in your goals so you can measure your degree of success. Without a way to measure your success you won't know if you have actually achieved something
A	ACHIEVABLE	This focuses on how important a goal is to you and what you can do to make it attainable and may require developing new skills and changing attitudes. Think about how to accomplish the goal and if you have the tools/skills needed. If you don't currently possess those tools/skills, consider what it would take to attain them
R	RELEVANT	Goals should be relevant to the direction you want your life and career to take. By keeping goals aligned with this, you'll develop the focus you need to get ahead and do what you want
T	TIME BOUND	You goals must have a deadline. Again, this means that you know when you can celebrate success. When you are working on a deadline your sense of achievement will come that much quicker

NSW GOVERNMENT Education

NON-TEACHING STAFF IN SCHOOLS (EXAMPLES OF GOALS) Presenter copy

WORK GOALS	STRATEGIES TO ACHIEVE GOALS	LEARNING AND DEVELOPMENT
All staff **Operational** Complete all mandatory training by the 4th week of term 1/2/3/4	• Identify the mandatory training including anaphylaxis, CPR, e-Emergency in MyPL • Set goal to complete any outstanding training and provide PDP/supervisor updated certificate	• Register on MyPL to compete the mandatory online training • Research or complete any other relevant, but not mandatory training for next PDP conversation
All staff **Performance and Development** Prepare your work goals, reflect on your work performance and engage in a meaningful discussion with your PDP supervisor by end of term 1/2/3/4	• Review the performance and development process, the department's strategic priorities and the School Plan's priorities • Discuss the performance and development process, school/team priorities and outcomes required with my PDP supervisor • Align to my role statement	• Review the PDP toolkits and resources • Complete eLearning. • Utilise online information
Any administrative staff **Technology** By the end of term XX increase my knowledge of Windows based programs (Excel, Power Point) and will automate current manual administrative processes	• Review and identify current manual office processes that can be improved by using technology and discuss with school administrative manager (SAM) • Use online skills assessment program to gain an understanding of current skill level	• Create a log in to department supported online technology learning Lynda.com • Practice and obtain feedback from colleagues on work output. • Research online tips/training for Windows programs
Farm assistant **Maintenance** Prepare the land to plant, fertilise, weed and water seasonal crops, ensuring increased harvest of	• Identify plants, pests, and weeds to determine the selection and application of pesticides and fertilizers • Plant crops and care for them whilst they grow • Spray crops and check them regularly for disease. • Harvest crops	• Through research and reading develop a thorough knowledge of plants, farming practices and different farming methods

WORK GOALS	STRATEGIES TO ACHIEVE GOALS	LEARNING AND DEVELOPMENT
good quality and disease free crops are grown each season	• Record information about crops, such as pesticide use, yields, or costs • Operate irrigation equipment and clear and maintain irrigation as required • Alert supervisor to any problems regarding the crops or the environment	• Participate in Health and Safety training, as it relates to farming operations • Participate in safe manual handling training
General assistant **Health and Safety** Ensure school playing fields, gardens and lawns are maintained weekly using safe work practices and completing appropriate reports of broken equipment	• Conduct regular stocktake of gardening supplies, tools and equipment • Ensure garden equipment and tools are in good working condition • Review storage of all equipment ensuring its safely stored away after use • Network with other schools for ideas	• Review the department's Health and Safety policies and procedures • Participate in a safe manual handling program • Complete the online Health and Safety training and other Health and Safety courses to gain sound knowledge of Health and Safety standards
School administration officer (SAO) front office **Customer Service Excellence** By XX/XX/XXXX demonstrate high levels of customer service to the whole school community	• Complete XX ESA Relationships modules aligned to the ESA Framework • Put into practice strategies learned and ask for feedback from SAM and other colleagues	• Complete online e-learning on SAS professional learning website • Attend professional learning conducted by local SRG • Participate in learning sessions conducted by SAM at weekly SAS staff meetings • Attend local network meetings and ask for customer service strategies be placed on the agenda for discussion

WORK GOALS	STRATEGIES TO ACHIEVE GOALS	LEARNING AND DEVELOPMENT
School administration manager **Diversity and Inclusion** Build relationships across the school by actively participating or initiating in team building activities	• Attending staff development days • Coordinating morning teas to celebrate various occasions or achievements • Review ESA Framework Relationships section • Conduct SAS staff team meetings with team building activities included on the agenda	• Research types of engagement and culture programs for example • Review resources on the SAS professional learning website for team building • Explore other team building training through SAS staff Reference Group (SRG)
School learning support officer (SLSO) **Skills Development** Develop understanding of one specialist resourced available to support students with intellectual disability, mental health, behavioural needs and students that are in hospitals	• Locate available specialist resources – select a suitable one • Research the DoE intranet • Discuss with classroom teacher implementation or improvements • Attend local SLSO network group	• Self-guided learning • Networking with local SLSO network group • Check SRG calendar for upcoming professional learning events relevant to role

Sample responses to setting own goals activity

- By July 1, 20XX, complete an advanced Excel training course to upgrade my skills so I can effectively sort and filter student medical details reports downloaded from ERN for teachers to use during excursions.
- By September 30, 20XX, feel confident to chair the SAS staff weekly meeting and increase my communication and team leadership skills.
- By June 30, 20XX, complete course work and attain the Cert III Education Support to enhance my skills as an SLSO measured by feedback from my supervisor and the accomplishment of my performance plan goals.
- Read monthly articles distributed at staff meetings,identify 3 key concepts to be shared and discussed at following meeting.
- By end of Term 1 read and understand Cash handling Chapter 7 in FISH
- By week 4 term 1 is to have my chemical register up to date and have all my safety data sheets compiled
- By week 8 term 1 is to perform LPG Cylinder safety using the safety checklist.

Activity sheet – slide 21 (Print on A4 back to back one per participant) – Alphabetical list of DoE policies

DoE Policy	Audience and applicability
(This is not a complete list of DoE policy – refer to https://education.nsw.gov.au/policy-library)	
Aboriginal education policy Defines the department's commitments in its schools. Developed in response to the Report of the Review of Aboriginal Education 2004, in collaboration with Aboriginal communities and partners	The department will provide Aboriginal cultural education for all staff and education about Aboriginal Australia for all students, as it is everybody's business
Animal welfare policy - schools Information about school responsibilities related to the use of animals for educational purposes to ensure compliance with legislative requirements. Also included is information about correct procedures if an incident of animal cruelty occurs to animals	This policy applies to all Department of Education (DoE) school staff, workplaces and activities conducted under the auspices of NSW public schools
Anti-racism policy This policy commits the department to the elimination of all forms of racial discrimination in NSW Government schools. It applies to all NSW Public School employees and students, and has implications for each school community	This policy applies to all staff employed in NSW public schools including NSW government schools and corporate offices. It also applies to students who attend government schools and has implications for each school community
Assisting students with learning difficulties This policy applies to all staff employed in NSW public schools, in school and non-school based positions. It also applies to students who attend public schools and has implications for each school community	This policy applies to all staff employed in NSW public schools, in school and non-school based positions. It also applies to students who attend public schools and has implications for each school community
Child Protection - Allegations against employees Outlines the department legislative responsibilities and demonstrates its commitment to protect the safety and wellbeing of students and to support the work of employees working with children and young people in an educational setting	This policy applies to all employees including volunteer workers of the department
Code of conduct policy The Code of Conduct clarifies the standards of behaviour that are expected of department staff in the performance of their duties. It gives guidance in areas where staff need to make personal and ethical decisions	This policy applies to all department staff and operations
Commercial arrangements – School-based activities policy	This policy applies to all NSW public schools

DoE Policy	Audience and applicability
(This is not a complete list of DoE policy – refer to https://education.nsw.gov.au/policy-library)	
Commercial arrangements are required when a school plans to provide goods or services to an outside organisation, individual or business in return for cash or an in-kind provision	
Communication devices & associated services policy Responsibilities of staff in relation to the use of departmental communication devices and associated services, including telephones, mobile phones, computers, personal digital assistants, facsimiles, Internet, Intranet, email and broadband data services	This policy applies to all department employees and business units and all casual, temporary and contract staff This policy applies to both department supplied and personal (BYOD) devices accessing department services or systems including network and email
Community language allowance scheme This policy provides for the payment of a Community language allowance to suitably qualified employees who have a basic level of competence in a language other than English	All permanent and temporary administrative and support staff and non school-based teaching service staff
Community use of school facilities Schools are encouraged to make their facilities available for use by the community. This must be for appropriate purposes and must not interfere with the school's provision of quality learning programs	The policy applies to all NSW public schools. The policy relates to not-for-profit and for-profit community use of school facilities
Complaints handling policy This policy details how the department assesses, resolves and follows up complaints in order to improve its delivery of education programs and services	This policy applies to all department staff including school and corporate staff
Corruption prevention policy This policy mandates that all staff have a responsibility for the mitigation of fraud and corruption within their area of responsibility	This policy applies to all department staff The audience for this policy includes all departmental staff, students, parents, care-givers and the community
Drugs in schools policy This policy sets out requirements for schools to plan and implement appropriate responses to drug related incidents, with an emphasis on prevention through drug education and safe and supportive school environments, and intervention and support for students who may be involved	The policy applies to all NSW public schools

DoE Policy	Audience and applicability
(This is not a complete list of DoE policy – refer to https://education.nsw.gov.au/policy-library)	
Enrolment of students in NSW Government schools: A summary and consolidation of policy A summary of the key enrolment policy and implementation documents	The policy applies to all NSW public schools
Enterprise risk management policy This policy describes the department's approach to risk management	This policy applies to all department staff
Excursions policy School excursions are structured learning experiences provided by, or under the auspices of, the school which are conducted external to the school site. They can pose risks. The policy and procedures are directed at managing such risks	This policy applies to all schools
Finance in schools handbook (FISH) FISH – This finance policy and procedure handbook provides the working framework for schools when using the Schools Finance System (SAP)	This handbook covers the financial management and related administrative activities of NSW public schools operating the integrated administration system implemented through the Learning Management and Business Reform (LMBR) program
Incident reporting policy This policy states the obligations of workplace managers to report incidents through appropriate channels. It defines "incident", the requirement of employees and others in the workplace to report incidents, types of incidents that must be reported and reporting timeframes	This policy applies to all employees of the department and those deemed to be a worker in accordance with the Work Health and Safety (WHS) Act 2011
Information security policy Information that is fit for purpose, secure, available, and accessible, and complies with applicable laws and regulations, enables staff to make everyday decisions and assists the department to realise its strategic objectives	This policy applies to: • all department staff (fulltime, casual, temporary or contractors) and parties that access or use the department's information assets • processes and operations • locations where departmental information is stored temporarily or permanently. This includes but is not restricted to the department's schools and other department worksites; and non-departmental sites and private residences (only in relation to any departmental information assets at those locations) • information assets, in any form, such as: paper, electronic, audio, video, etc

DoE Policy	Audience and applicability
(This is not a complete list of DoE policy – refer to https://education.nsw.gov.au/policy-library)	
Library policy - schools This policy sets out the requirements for school libraries and the responsibilities of school principals, teacher-librarians and other school staff in relation to the programs of the school library	This policy applies to all school principals, teachers, teacher-librarians and administrative staff
Management of conduct and performance Outlines requirements for the management of conduct and performance	This policy and associated guidelines apply to all officers and permanent employees of the department employed under the following legislation: • Teaching Service Act 1980. • Technical and Further Educ Commission Act 1990. • Education (Staff Admin and Support Staff) Act 1987
Media relations policy This policy has been developed to provide department employees with guidance as they engage with journalists and the media	This policy applies to all staff employed by the department including staff in schools as well as all casual, temporary and contract staff
Multicultural education policy This policy responds to the cultural, linguistic and religious diversity of NSW. It commits schools to providing opportunities that enable all students to achieve equitable education and social outcomes and participate successfully in our culturally diverse society	This policy applies to all staff working in NSW public schools including NSW government schools, Educational Services teams and State Office. It also applies to students who attend NSW Government schools and has implications for each school community
Performance management and development policy Performance management and development provides a framework to value our staff, provides a working environment that acknowledges their contribution and builds capacity to ensure organisational effectiveness	This policy applies to all permanent department staff and temporary staff employed for periods greater than ten weeks consecutively in any one year
Preschool class fees in government schools This policy applies to all NSW Government preschool classes	This policy applies to all NSW Government school preschool classes It outlines the general principles governing the fees processes, information on collecting fees, fee relief and/or exemption
Private and secondary employment policy	This policy applies to all permanent and temporary full time employees who are employed under the Teaching

DoE Policy	Audience and applicability
(This is not a complete list of DoE policy – refer to https://education.nsw.gov.au/policy-library)	
The policy sets out the principles of, and the requirements for, approval for private and secondary employment for all employees of the department, to ensure consistency across all sections of the department	Service Act 1980, Education (School Administrative and Support Staff) Act 1987 and the Government Sector Employment Act 2013
Procurement policy The department is committed to ensuring value for money when procuring goods, services and works to deliver education to the people of NSW	The department's procurement policy applies to procurement activities undertaken by staff in NSW public schools, corporate offices and Aboriginal Affairs covered by the department's procurement arrangements
Professional learning policy for schools Policy for professional learning in NSW public schools draws on professional learning practices and recognises that the participation of teams and individuals in workplace learning and in the wider professional context is key to developing quality professional practice	This policy applies to all teaching and non-teaching staff employed in NSW public schools and refers to school development days (SDD)
Protecting and supporting children and young people policy Sets out roles and responsibilities of staff in relation to child protection including training, reporting on safety, and supporting children and young people, as well as monitoring, evaluation and reporting requirements	This policy applies to all department employees, including those in state and network offices, and schools
Purchasing card policy To enable the implementation of a flexible, efficient and cost effective method of purchasing business related goods and services as an alternative to traditional purchase-to-pay processes	The department's Purchasing card (Pcard) policy applies to all staff who: • have been approved to be issued with a Pcard to purchase goods and services in the course of carrying out their official duties, or • have a role to approve the issue of Pcard to relevant staff for business related purchases, or • have a role to review card transactions to ensure compliance with this policy and Pcard guidelines
Records management program A planned, coordinated set of corporate policies, procedures and systems to manage the records of the department in compliance with state records legislation and in accordance with the department's own business needs	This policy applies to all the staff, contractors and consultants of the department. This policy applies to all department business, and concerns all records which are created, received, captured, used, stored and/or disposed of in the conduct of official business whatever their format and medium

DoE Policy	Audience and applicability
(This is not a complete list of DoE policy – refer to https://education.nsw.gov.au/policy-library)	
Reporting school accidents This policy outlines the purpose of school accident reports and the responsibilities of principals and school staff in relation to the completion, storage and use of school accident reports and provision of information concerning accidents to parents and students	This policy applies to all government schools
School attendance policy This policy sets out the requirements for the attendance of students in NSW government schools	This policy applies to all NSW government schools, excluding preschools
School excellence Direction for schools on school planning, ongoing self-assessment, annual reporting and external validation. The policy also outlines the school development review process for schools	This policy applies to all staff and communities of NSW public schools
School uniform policy This policy requires schools to review and document school uniform or dress code requirements in consultation with their communities and to develop strategies for the wearing of school uniforms	This policy applies to all schools parents/guardians/caregivers, and the public
Selective high school and opportunity class placement policy Requirements for placement in NSW government selective classes, selective high schools, agricultural high schools and opportunity classes; criteria for entry and the selection processes for gifted and talented students	This policy applies to relevant department staff
Social media policy This policy has been developed to provide department employees with standards of use as they engage in conversations or interactions using digital media for official, professional and personal use	The terms and conditions contained in this policy document apply to all department employees including staff in schools as well as all casual, temporary and contract staff
Student health in NSW public schools: A summary and consolidation of policy This policy provides a summary and consolidation of policy on student health in NSW public schools. It is designed to be read in conjunction with the department's student health website and the policy implementation documents	This policy applies to NSW Government schools, including preschools; parents/guardians/caregivers and the public and includes procedures for: • anaphylaxis • student health • sun safety • the role of the school community in supporting student health

DoE Policy	Audience and applicability
(This is not a complete list of DoE policy – refer to https://education.nsw.gov.au/policy-library)	
Student welfare policy A framework for school communities to review student welfare, determine key issues for action and develop and implement student welfare actions and initiatives	This policy applies to teaching and support staff, according to their role in the school, to: • ensure that they are familiar with the Student welfare policy and the School discipline policy. • contribute to the provision of a caring, well-managed, safe environment for all students, fellow staff and parents. • participate in the learning and teaching process in ways which take account of the objectives in this policy. • participate in the school community's implementation of the Student welfare policy
Travel on official business This policy provides clear instructions on the approval and authorisation process for travel on official business	This policy applies to all the staff of the department and to all department operations
Values in NSW public schools This policy sets out the NSW approach to values and values education in public schools	This policy applies to all department staff. Values influence all actions and decisions, not only in classrooms, but also in the wider school and its community. Students also adopt the core values by observing the good models provided to them by members of the school community. A comprehensive and multifaceted approach to values education results in the core values informing every aspect of school life
Vendor Invoice payment terms policy This policy has been developed to optimise the departmental working capital and provide clear and equitable terms of business for our suppliers	This policy applies to all employees of the department involved in the negotiation of agreements with suppliers and / or in the raising and payment of purchase orders. It applies standard vendor payment terms of 30 calendar days from receipt of a correctly rendered invoice

DoE Policy	Audience and applicability
(This is not a complete list of DoE policy – refer to https://education.nsw.gov.au/policy-library)	
Voluntary school contribution Outlines the criteria for voluntary contributions that can be made by parents and guardians to enhance school programs	NSW Government policy is that school contributions are voluntary Parents who are unable to pay for elective subjects because of financial hardship may be eligible for assistance from the school
Work health and safety (WHS) policy Work health and safety requirements including the department's commitment to the health and safety of everyone in its workplaces	All employees of the department and others undertaking work (for example contractors or volunteers), and students and visitors while in departmental workplaces or participating in authorised departmental activities
Workforce diversity policy The Workforce diversity policy is a commitment by the department to create a workplace that is fair and inclusive, and builds a workforce which better reflects the diversity of our students, parents and the NSW community	This policy applies to all staff employed by the department, contractors and people applying for employment
Working with children check policy The Working with children check is a screening mechanism to prevent certain persons from engaging in child-related work	This policy applies to people who are employed or engaged (or who are seeking to be employed or engaged) in child-related work in the department in any one of the following capacities: • as a paid employee; • as a self-employed person or as a contractor or subcontractor; • as a volunteer; • as a person undertaking practical training as part of an educational or vocational course (other than as a student undertaking work experience); • as a minister, priest, rabbi, mufti or other religious leader or spiritual officer of a religion or other member of a religious organisation

The following pages of this session contain all the information and resources the presenter needs to deliver this session. Instructions, information, timing and resources have been provided for the presentation. It is suggested that you follow the recommended timing and use the information to support your presentation. Allow time for questions or discussion after each slide before moving on to next slide.

Presenter notes – 2.1(a) Policy and Procedures in Administrative Practices

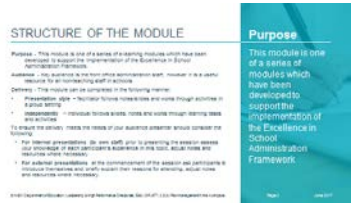
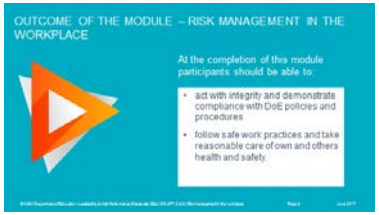
Structure

- Length: 2 hours 10 minutes
- Number of slides: 27
- Handouts: 8
- Activities: 10

Equipment

- Computer and data projector or IWB
- Internet / log on to Portal
- Handouts/activity sheets for participants

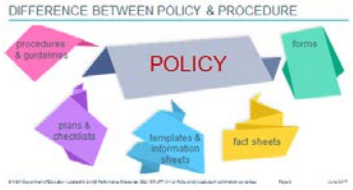
#	Slide		Presenter notes	Duration
1			**Note to presenter** **Before commencing this module please read the separate Presenter Notes which outline all preparation required to successfully present each session.** Welcome to the Policy and Procedures in Administrative Practices module supporting the Applying DoE policies and processes focus area of the ESA Framework. This module is one of a series of modules which have been developed to support the implementation of the Framework and contains notes for the presenter and identifies resources for the participants.	1 minute

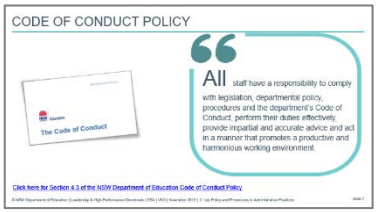
#	Slide		Presenter notes	Duration
2			**Presenter to give an overview as per slide**	1 minute
3			At the completion of this module you should be able to: • act with integrity and demonstrate compliance with DoE policies and procedures • follow safe work practices and take reasonable care of own and others health and safety.	1 minute

#	Slide		Presenter notes	Duration
4			What is policy? In simple terms policy is an authoritative statement developed by a person or body with the power and knowledge to do so and states the why, what is to be done and by whom. Good policy is a tool that supports administrative functions and allows people to get on with the organisation's core business efficiently and effectively. The NSW Department of Education (DoE) has policies that: • manage the operational issues of schools • support staff to discharge their responsibilities and delegations confidently • articulate overarching statements of intent or principles for public education. Some of the reasons we have policy are: • for staff to have a framework for action that helps them get on with their job • so one thought-out decision stated in a policy can be applied to many similar situations • to meet legal and other requirements • as a tool for continuous improvement. While the term 'policy' can be used very broadly, department policies are mostly operational. Operational policies state the department's position on an operational issue or risk, and include policies that relate to day-to-day service delivery such as curriculum planning, literacy, school attendance, work health and safety and corruption prevention.	3 minutes

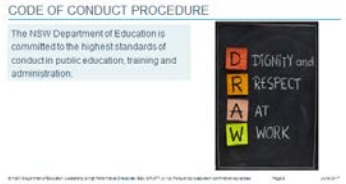
#	Slide		Presenter notes	Duration
			Operational policies focus on: • efficiency • consistency of decision making and practice • service delivery. Department policies are reviewed every three years from the implementation date stated on the policy or sooner if major changes have occurred. All department staff need to comply with operational policy. **QUESTION**: Can you provide examples of department policy that you are aware of? **ANSWER:** Work Health and Safety (WHS) policy, Anti-bullying policy, Enrolment of students in NSW government schools	

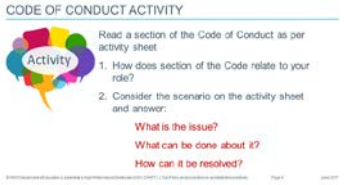
#	Slide		Presenter notes	Duration
5			When you accepted employment with the department you agreed to comply and apply the department's policies and procedures and to act ethically and responsibly, and be accountable for your actions and decisions. Every time you log into the department staff portal you reaffirm your agreement to comply with and apply the department's policies when you click on OK. All schools must follow department policy at all times. The principal is responsible for implementing and monitoring compliance of policy in the school.	1 minute

#	Slide		Presenter notes	Duration
6			Schools can develop local practices, if there are none developed, which translate department policy to the environment of the individual school. Local practices must be consistent with the policy which they support. Local practices are the supporting documents that assist staff in complying with policy requirements and can be provided in any of the following: • procedures • guidelines • plans • checklists • templates • information sheets • fact sheets • forms. An example of a department developed document is the student enrolment form supporting the compliance of the Enrolment of students in NSW public schools policy. **QUESTION:** Can you provide any other examples of local practices that could be supporting department policy at your school? **ANSWER:** Sign in for staff and visitors aligned with the WHS policy, school attendance procedures aligned with School attendance policy, excursions approval procedures aligned with Excursions policy.	2 minutes

#	Slide		Presenter notes	Duration
7			As mentioned in a previous slide when you accepted employment with the department you agreed to comply with and apply the department's policies and procedures and to act ethically and responsibly, and be accountable for your actions and decisions. When you accepted employment with the department you also agreed to comply with the Code of Conduct by engaging in personal or professional conduct that upholds the reputation of the department. Section 4.3 of the department Code of Conduct policy states that all staff have a responsibility to comply with legislation, departmental policy, procedures and the department's Code of Conduct. Staff must also perform their duties effectively, provide impartial and accurate advice and act in a manner that promotes a productive and harmonious working environment. This Code of Conduct policy clarifies the standards of behaviour that are expected of department staff in the performance of their duties. It gives guidance in areas where staff need to make personal and ethical decisions. The code places an obligation on all of us to take responsibility for our own conduct and work with colleagues cooperatively to establish consultative and collaborative workplaces where people are happy and proud to work. The code draws on the department's Statement of Ethics and the values that underpin our work, fairness, respect, integrity and responsibility, and is based on NSW legislation, regulations and government policies and procedures.	3 minutes

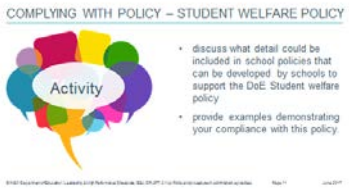
#	Slide		Presenter notes	Duration
			It underpins our work and supports the policies that create a framework for how we do our jobs. It is important to understand that the DoE Code of Conduct applies to all employees whether employed on a permanent, temporary or casual basis. https://education.nsw.gov.au/policy-library/policies/code-of-conduct-policy	

#	Slide		Presenter notes	Duration
8			**Hand out a copy of the Code of Conduct to each participant (refer pre-reading notes)** The department is committed to the highest standards of conduct in public education, training and administration. To meet this commitment, the department has issued this single Code of Conduct to cover all sectors and to more closely align staff conduct with the organisational values and ethics that underpin it's policies and procedures. This is the procedural document that will assist you in complying with the department Code of Conduct policy. **Ask participants to turn to page 3 Statement of Ethics** **Read page 3 to participants** **(2 minutes)** **Ask participants to read Section 5 (pages 9 and 10) What does the department expect of its employees?** **(3 minutes)** **Whole group discussion** **Refer to the blue section on the right side of page 10** **QUESTION:** Can you provide any examples of how this impacts on your role? **(5 minutes)**	11 minutes

#	Slide		Presenter notes	Duration
9			**Activity** **In table groups or groups of 3-4 participants** **Hand out a Code of Conduct activity sheet to each group (refer to pre-reading notes)** **Provide participants with an outline of the activity** • each group has been given an activity sheet and asked to review 2 sections of the Code of Conduct • each group member should take **5 minutes** to read the relevant section of the code as indicated on the activity sheet • as a group complete the 2 part activity using the Code of Conduct as your guide • first part is to discuss in your group an example or scenario of how that section of the code of conduct relates to your role. • second part is for the group to apply that section of the Code of Conduct to the scenario in the activity sheet and provide a response to the questions: o What is the issue? o What can be done about it? o How can it be resolved? **(10 minutes)** **QUESTION:** Would anyone like to share their answers? **Use presenter copy of activity sheet for part 2 responses** The next few slides will provide practical examples of applying and complying with DoE policy in administrative practices.	15 minutes

#	Slide		Presenter notes	Duration
10			The Student welfare policy was implemented in 1996 and last updated in 2014. The policy, originally introduced in 1986, provides a framework for school communities to review student welfare, determine key issues for action and develop and implement student welfare actions. This policy applies to all staff working in DoE schools. Principals are to ensure that: • a commitment to student welfare underpins all the policies and activities of the school and the school community regularly reviews policies and practices related to student welfare • strategic issues identified in the policy reviews are incorporated into the school plan and students, staff and parents are assisted to develop strategies for addressing student welfare and discipline needs in all the activities of the school. Teaching and support staff are to: • ensure that they are familiar with the Student welfare policy and the School discipline policy • contribute to the provision of a caring, well-managed, safe environment for all students, fellow staff and parents • participate in the learning and teaching process in ways which take account of the objectives in this policy • participate in the school community's implementation of the Student welfare policy. Schools can develop their own student welfare policies and practices within the framework of the Student welfare policy such as: • a discipline policy	3 minutes

#	Slide		Presenter notes	Duration
			• an anti-bullying policy • a uniform policy • an anti-racism policy. https://education.nsw.gov.au/policy-library/policies/student-welfare-policy	

#	Slide		Presenter notes	Duration
11			**Hand out ABC Public School Student welfare policy (refer to pre-reading notes)** For this activity we will refer to the example of a student welfare policy in ABC Public School and discuss how to demonstrate compliance with this policy. **Ask participants to read the handout** **(3 minutes)** **Ask participants to discuss in small groups what detail including guidelines and procedures could be included in school welfare policies and how they could demonstrate compliance with the policy?** **(5 minutes)** **QUESTION:** Would anyone like to share their responses? **Sample answers:** • guidelines for student behaviour and discipline • school expectations and rules eg be safe, be respectful, be resilient, be an active learner • strategies and practices to promote positive student behaviour • uniform policy and guidelines • roles and responsibilities of students, staff and parents • anti-bullying procedures • providing a safe environment in the front office • providing a welcoming environment in the administration block for students, parents and staff • displaying behaviour expectations in the classroom/front office • reporting any issues of student bullying to teaching staff or principal.	10 minutes

#	Slide		Presenter notes	Duration
12			The Protecting and supporting children and young people policy was implemented in 2010 and updated this year. This policy sets out roles and responsibilities of staff in relation to child protection including procedures to follow : • training • reporting on safety • monitoring, evaluation and reporting requirements. All staff have a responsibility to report risk of harm concerns about children and young people, within their roles, and to provide support to children and young people. It is a mandatory requirement that all staff must participate in a child protection induction and in annual updates. This includes principals, workplace managers, teaching and non-teaching staff, part-time, temporary and casual staff and those who commence working in a school during the year. Principals and workplace managers are to ensure that: • staff have participated in an initial child protection induction and an update during the past year • staff are aware of the indicators of abuse and neglect of children and young people • staff are aware of their obligation to advise the principal or workplace manager of concerns about the safety, welfare and wellbeing of children and young people that arise during the course of their work • staff are aware of their mandatory obligation to report suspected risk of significant harm and of the procedures for doing so. https://education.nsw.gov.au/policy-library/policies/protecting-and-supporting-children-and-young-people-policy	2 minutes

#	Slide		Presenter notes	Duration
13			For this activity we will discuss what actions should be taken for the scenario provided demonstrating compliance with this policy. The scenario is: You notice a student hasn't been at school for a few weeks. Messages have been sent home to the parent/carer regarding the student's absences but there has been no response sent to the office. You are concerned about the student. **Discuss in small groups what actions you think you should take? (5 minutes)** **QUESTION:** Would anyone like to share their responses? **Sample answers:** • inform teacher, principal of the situation and your concerns • information may have been passed onto the teacher but not forwarded to the office –no action to be taken • teacher/principal may already be aware of a home situation – no action to be taken • ask if you can contact the school of a sibling to see if they have been attending school • they could have gone on holiday and forgotten to inform the school.	8 minutes

#	Slide		Presenter notes	Duration
14			The Work health and safety (WHS) policy was implemented in 2013 and last updated in 2016. The department believes that the provision of a safe working and learning environment for everyone at its workplaces is an integral and essential part of the responsibilities as a provider of public education and other community services. Through the provision of procedures, guidelines and other resources the department is able to provide safe workplaces for employees and others undertaking work, students and visitors. While the department has the primary duty of care, all employees have responsibilities while undertaking their duties to follow reasonable instructions and lawful directions in accordance with the department's policy and procedures. All employees are required to minimise and eliminate health and safety risks as far as is reasonably practicable to ensure their own safety and the safety of others at their school. Principals are responsible for ensuring schools demonstrate evidence of policy implementation at their school. The DoE Health and Safety directorate provides a WHS management program which is the key safety planning mechanism used within the department. It assists principals to implement elements of the safety management system: policy and commitment, implementation and measurement, and review.	3 minutes

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			All schools have either a Health and Safety (H&S) committee or Health and Safety Representative (HSR) managing all aspects of health and safety. They are responsible for conducting annual risk assessments and audits on all work areas including classrooms, office buildings, staff rooms, school grounds and even storage areas and for actioning any hazards reported to them by staff. All department employees have a responsibility for health and safety under the Work Health and Safety (WHS) Act 2011 and the department in complying with work health and safety legislation ensures staff are aware of the range of hazards in their work site by providing support materials and guidelines, on the Health and Safety website, for staff to undertake their work safely. Strategies for identifying and managing risk in the workplace is covered in more detail in the ESA administrative practices module – 2.1(b) Risk Management in the Workplace. https://education.nsw.gov.au/policy-library/policies/work-health-and-safety-whs-policy	

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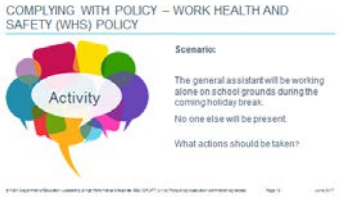
15			**Hand out Working Alone factsheet (refer to pre-reading notes)** For this activity we will refer to the H&S directorate Working Alone factsheet. We will look at how to apply this procedure to the scenario provided. **Ask participants to read the factsheet (2 minutes)** Scenario: The General Assistant will be working alone on school grounds during the coming holiday break. No one else will be present. **Ask participants to use the factsheet and in small groups discuss how to demonstrate compliance with the policy with the scenario provided (5 minutes)** **QUESTION:** What actions should be taken? **Hand out Sample risk management plan: Working alone template (refer pre-reading notes)** **Discuss with whole group what actions are indicated in the template that should be taken and when should these actions be taken?**	8 minutes

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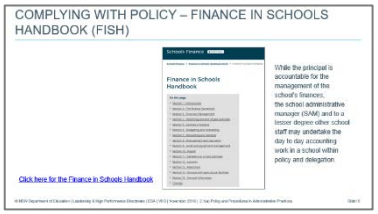
16			Finance in Schools Handbook (FISH) is the department Schools finance policy and procedure handbook combined, which provides the working framework for schools when using the Schools Finance System (SAP). While the principal is accountable for the management of the school's finances, the school administrative manager (SAM) and to a lesser degree other school staff may undertake the day to day accounting work in a school within policy and delegation. This means that the principal must: • meet State and Treasury legislation and regulations • achieve educational goals measured in terms of student outcomes • protect and maximise the use of available resources • prevent the loss of assets and unnecessary waste of resources • provide a clear framework for themselves and staff to effectively work within the relevant laws, policies and procedures. The principal is accountable to the department and the community for all school funds including public money and this responsibility cannot be delegated. To do this the principal must ensure that all funds are spent in accordance with school needs and rely on accurate and timely budgeting and monitoring processes being followed within the school. The online version FISH on the Schools finance website contains the current policies and procedures in managing schools' finances and is **not** a downloadable document. All policies and procedures relating to finance are located on the DoE Schools finance website. https://education.nsw.gov.au/schohttps://education.nsw.gov.au/schools-finance/policies-handbooks/finance-in-schools-handbookols-finance/policies-handbooks	3 minutes

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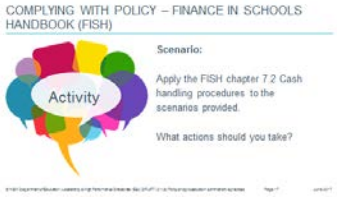
17			**Hand out Chapter 7.2 cash handling procedures (refer to pre-reading notes)** For this activity we will refer to chapter 7 of the FISH - receipting and banking which provides information on the types of receipting and forms of collection of money into school. We will look at how to apply this policy and procedure to scenarios of cash handling in schools. **Ask participants to read the procedures (2 minutes)** **Hand out to participants activity sheet cash handling (refer to pre-reading notes)** **Ask participants to use the procedures and in small groups discuss how to demonstrate compliance with the policy using the scenarios provided (5 minutes)** **QUESTION:** What actions should be taken? **Refer to presenter copy of cash handling activity sheet for sample answers (refer to pre-reading notes)**	8 minutes

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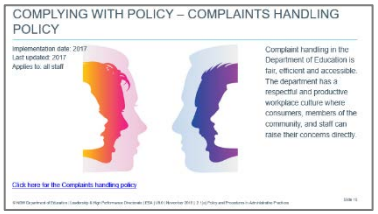
18			The Complaints handling policy was implemented in 2017 and applies to all departmental staff including school and corporate staff. This policy details how the department assesses, resolves and follows up complaints in order to improve its delivery of education programs and services, and applies to all departmental staff. A complaint to the department can be: • a complaint about the school which could be dissatisfaction from a community member or customer about any aspect of service provided, behaviour or decisions of staff, practices, policies and procedures • a complaint about a staff member which could be a complaint about another staff member relating to a range of concerns, including interpersonal conflict; staff behaviour; disagreements about how work is allocated or managed; disagreements about the application of workplace policies; or other perceived unfairness. Wherever possible, staff should attempt to directly resolve an issue or complaint raised. If a complaint cannot be resolved directly or face to face, it should be referred to the principal or immediate workplace manager. There are step by step procedures and resources available to assist with dealing and managing complaints. This module will review the procedures for handling staff complaints. Refer to the ESA Relationships module Connecting with Customers, session 4 Customer complaints – Role of SAS staff for handling customer complaints. https://education.nsw.gov.au/policy-library/policies/work-health-and-safety-whs-policy	2 minutes

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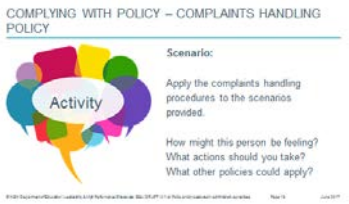
19			**Hand out Staff complaint procedures (refer to pre-reading notes)** **Hand out Staff complaint activity sheet (refer to pre-reading notes)** **Ask participants to read pages 2 & 3 of the Staff Complaint procedures (2 minutes)** **Ask participants to use the procedure and in small groups discuss how to demonstrate compliance with the policy with the scenarios provided using the 3 questions:** • **How might this person be feeling?** • **What actions should be taken?** • **What other policies could apply?** **(5 minutes)** **QUESTION**: Would anyone like to share their responses? **Sample answers and actions:** • help them to resolve it themselves • advise the person who is being complained about and the reason for the complaint (supervisor) • gather information from both parties (supervisor) • give them the opportunity to respond and participate in resolving the issue • determine the best option for resolving the complaint • provide a reason for your decision to both staff members (supervisor) • implement any outcomes if necessary • Code of Conduct applies a well.	8 minutes

#	Slide		Presenter notes	Duration
20			Performance and development provides a framework that values staff, provides a working environment that acknowledges their contribution and builds staff capabilities. An effective performance and development process aligns the goals of an individual with the school plan and priorities, and departmental objectives. It is also developmentally focused, and aims to enable staff to be the best they can be in the work they do, with support from their principal and their supervisor. The performance management and development policy applies to all permanent department staff and temporary staff employed for periods of 10 weeks or greater consecutively in any one year. The implementation of a performance and development plan (PDP) for non-teaching staff in schools gives staff the opportunity to have regular conversations with their PDP supervisor to: • understand what is expected of them • receive feedback about the work they have done • be recognised for their contribution and achievements • participate in developmentally focused activities and • receive feedback on how work performance can be improved. All staff are responsible for: • participating in a performance management and development process consistent with this policy and their conditions of employment • demonstrating and being accountable for their performance in relation to the implementation of organisational and workplace goals • participating in ongoing review and formal performance review meetings	5 minutes

#	Slide		Presenter notes	Duration
			• participating in appropriate and related professional development as required. PDP supervisors are responsible for: • exercising leadership by working with staff members to implement the performance management and development process consistent with the policy and staff members' conditions of employment • providing continuing support and feedback to staff members • assisting in the identification of, and participation in, appropriate and related professional development as required. The school principal has overall responsibility for the performance and development of all staff in their school. https://education.nsw.gov.au/policy-library/policies/performance-management-and-development-policy	

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21			Sometimes it can be confusing to find the starting point for a PDP conversation with your supervisor. The GROW model – Goal, Reality, Options, Way forward – is a four-step process to assist with PDP conversations. It is a useful tool for structuring conversations for goal-setting, reflection, exploring options and confirming next steps. It is important to use open-ended questions in PDP conversations, to seek insight and solution-focused outcomes. When participating in PDP conversations, try to incorporate these elements into your informal and formal conversations. Goal • What would you like to achieve? • How could you develop strengths? • How will you know you are successful? • How will you know you achieved your goal? • How will this impact the school? Reality • What skills will you need to develop to achieve your goal? • How will your goal impact you, your role, your team or the school? • What will it look like when the goal is achieved? • What challenges will you need to overcome? Options • What is your role in supporting the school? • How will you try to achieve your goal?	8 minutes

#	Slide		Presenter notes	Duration
			• What will that look like? • What are some other ways you might do that? • What skills, resources, and support will you need? Way forward • What first steps will you take? • When will you complete elements of the goal? • What will you do if you run into barriers? • How will you check your progress? • How will you advise if you are having trouble?	

#	Slide		Presenter notes	Duration
22			**Hand out SMART Goals sample to each participant (refer to pre-reading notes)** What are SMART goals? SPECIFIC • Your goal must be clear and well defined. You need goals to show you the way. Make it as easy as you can to get where you want to go by defining precisely where you want to end up. MEASURABLE • Include as much precise information such as dates in your goals so you can measure your degree of success. Without a way to measure your success you won't know if you have actually achieved something. ACHIEVABLE or ATTAINABLE • This focuses on how important a goal is to you and what you can do to make it attainable and may require developing new skills and changing attitudes. Think about how to accomplish the goal and if you have the tools/skills needed. If you don't currently possess those tools/skills, consider what it would take to attain them. RELEVANT • Goals should be relevant to the direction you want your life and career to take. By keeping goals aligned with this, you'll develop the focus you need to get ahead and do what you want. TIME BOUND or TIME BASED • Your goals must have a deadline. Again, this means that you know when you can celebrate success. When you are working on a deadline your sense of achievement will come that much quicker. **Go through the samples with participants (dependent on participants in group)**	10 minutes

#	Slide		Presenter notes	Duration
			Ask participants in small groups of 1-2 to discuss one of their own goals and how they could achieve it using the SMART goals **(5 minutes)** **QUESTION:** Would anyone like to share their responses? **Refer to sample answers in SMART Goals template presenter copy (refer to pre-reading notes)**	

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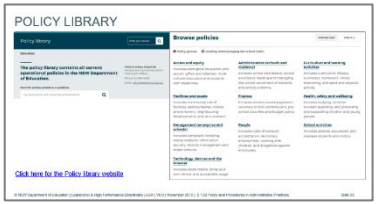
23			**Hand out DoE policy alphabetical list (refer to pre-reading notes)** This alphabetical list is a guide of policies that are located in the DoE Policy library website that have a direct relation to administrative practices in schools. It is not a full list of all the department policies and can change when there are new policies or when policies are updated. Department policy and guidelines are regularly updated and staff must ensure that they remain aware of any changes. The DoE policy library contains all current operational policies in the NSW Department of Education. You can locate all DoE policies in this website by: • using the search field • or viewing all policies by topic or viewing by A-Z, if you know the policy name. https://education.nsw.gov.au/policy-library	5 minutes

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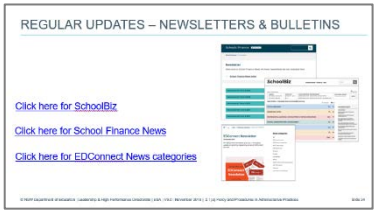
24			It is important as a DoE staff member that you are aware of and comply with policy and guidelines. You must remain aware of any changes that could impact on your role. Refer to online resources for the most up to date information. • SchoolBiz is a weekly newsletter which is delivered to your email every Friday and is also available through your portal. • The School Finance News is a newsletter published each term. It contains an ongoing article called Bite size policy advice providing information and updates. This newsletter is available on the DoE Schools finance website. • The SALM/Finance Schools Support Bulletin- highlights the latest LMBR updates and provides links to additional support. This bulletin is available on the DoE LMBR website. https://beta.dec.nsw.gov.au/schoolbiz https://education.nsw.gov.au/schools-finance https://education.nsw.gov.au/inside-the-department/edconnect/about-us/news/edconnect-newsletter/edconnect-newsletter	5 minutes

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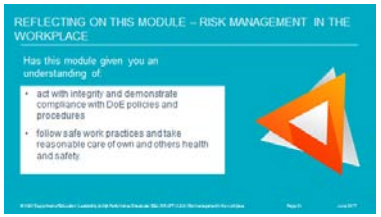
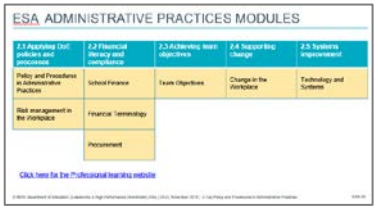
25			**Ask participants to reflect on what they have learned.** Has this module given you an understanding of how to: • act with integrity and demonstrate compliance with DoE policies and procedures • follow safe work practices and take reasonable care of own and others health and safety? **Ask participants to reflect individually and then share with the person next to them.**	3 minutes
26			This module is one of a series of developed resources to support the ESA Customer relationships framework. These are all located on the DoE Professional learning website, School Administrative and Support webpage which can be accessed via the portal, through Inside the department A-Z. https://education.nsw.gov.au/teaching-and-learning/professional-learning/school-administrative-support-sas	1 minute

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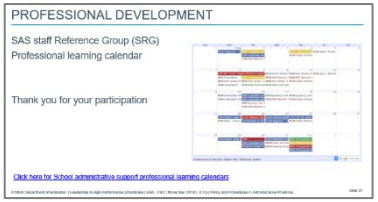
27			The SAS staff Reference Groups (SRGs) schedule professional learning that caters for all categories of non-teaching staff in schools across the state. Please refer to the professional learning calendar for events that may assist to build your skills. The calendar and SRG committee contact details are available for all SAS staff and can be found on the School Administrative and Support Staff webpage on the DoE Professional Learning website. https://education.nsw.gov.au/teaching-and-learning/professional-learning/school-administrative-support-sas/professional-learning-calendars **Thank you for your participation.**	1 minute