

Staff Code of Conduct

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1 Organisational Statement

Mastery Schools Victoria’s (“**MSV**”, “**we**”, “**our**”) vision is to be a trusted leader in providing academic and welfare support, learnings, and opportunities for all its students to ensure they achieve their full potential. We value our staff and their commitment toward realising our vision. In working to implement this vision , MSV employees, contractors and volunteers are guided by the MSV Code of Conduct which details expected behaviours, ethical standards values and requirements aimed at supporting and maintaining professionalism and a safe work environment.

2 Scope

2.1 This Code of Conduct (the **Code** or **Policy**) applies to all Mastery Schools Victoria (**MSV**):

- (a) employees;
- (b) contractors; and

- (c) volunteers (collectively referred to as **Staff** or **Staff Members**)

2.2 It is the responsibility of all Staff to understand and comply with this policy.

3 Purpose

3.1 The Code is designed to provide staff with guidance on the expected standards of behaviour when at work or conducting work-related activities.

3.2 In everything we do, we model our values:

- (a) Resilience
- (b) Discipline
- (c) High Expectations
- (d) Personal Responsibility
- (e) Evidence-Base; and
- (f) Efficiency

3.3 In performing our official duties as educators and professional staff, we are expected to act 'in the best interest of our students' and exercise a duty of care with due regard for the present and foreseeable interests of the whole school community. We must also carefully balance many considerations when we provide advice, make decisions, or administer MSV policies.

4 Related Documents

- (a) Workplace Behaviour Policy
- (b) Child Safety Code of Conduct
- (c) Child Safety and Wellbeing Policy

5 References relevant to MSV

- (a) Education and Training Reform Act 2006 (Vic);
- (b) Ministerial Order 1359;
- (c) Crimes Act 1958 (Vic);
- (d) Child Wellbeing and Safety Act 2005 (Vic);
- (e) Children, Youth and Families Act 2005 (Vic);
- (f) Child Safe Standards Victoria
- (g) Victorian Institute of Teaching Act 2001 (Vic);
- (h) Equal Opportunity Act (Vic) 2010
- (i) Occupational Health and Safety Act 2004 (Vic)

6 Framework

- 6.1 This Policy fits within the Mastery School Victoria ‘Great Place to Work’ and ‘Safe Place to Learn’ Framework.
- 6.2 The Framework operates with the following principles:
- (a) School leaders value and promote Respect, Equity, and Diversity;
 - (b) Strategic and operational plans incorporate Respect, Equity, and Diversity strategies;
 - (c) Attracting and retaining a diverse and suitable workforce;
 - (d) Ensure educational facilities are of the highest standards;
 - (e) Improving the academic capability of our students;
 - (f) Respect and courtesy in the classroom is practised;
 - (g) Provide a safe and nurturing environment for all students;
 - (h) Promoting equity in our enrolment, teaching, recruitment, and employment practices; and
 - (i) Flexible working conditions are promoted and supported.

7 Responsibilities

All Staff Members have a personal responsibility to ensure that their conduct and actions comply with the provisions of this Code when at work or undertaking work-related activities for MSV (including on-site, other MSV physical locations, online and virtual MSV environments). Staff must be familiar with the contents of this Code and ensure their behaviour and communication are consistent with the expectations set out in it.

8 Managers

Managers and supervisors have a responsibility to model and promote this Code. Managers are also responsible for ensuring Staff have a clear understanding of the ethical responsibilities outlined in the Code and any other relevant legislation, delegations, policies or other information required to satisfactorily perform their duties and are able to access learning and development opportunities. Managers are also expected to discuss issues and clarify expectations with employees and volunteers.

9 Principle 1 - Work Effectively, Efficiently and Constructively

- 9.1 Staff work effectively and productively by:
- (a) acting in a manner that promotes confidence and integrity ;
 - (b) being committed to students and their welfare and learning;
 - (c) organising learning to take account of the diverse social, cultural and special learning needs of students;

- (d) working to implement high-quality educational services;
- (e) encouraging students to strive for high standards and to value learning
- (f) advancing student learning;
- (g) complying with and applying MSV policies and reasonable directions;
- (h) using school property and resources appropriately;
- (i) avoiding waste and extravagance when using school resources.

9.2 Staff exercise efficient and effective MSV resource management by:

- (a) acting professionally and honestly at all times;
- (b) using school resources for official purposes (or approved exemptions) and ensuring that they are not wasted or used extravagantly;
- (c) ensuring that any claims for expense payments are made in accordance with MSA policy and procedures, and only for costs incurred to carry out school business;
- (d) using all electronic communication systems in accordance with MSA policies;
- (e) ensuring that they do not breach copyright law or licensing arrangements when copying any school property such as software, library and reference materials, or other school property;
- (f) ensuring that the MSA equipment is used in accordance with the manufacturer's requirements, and that all use is both safe and legal;
- (g) responding appropriately to known or suspected breaches of the law or breaches of the MSA policies on acceptable conduct and administration.

9.3 Teachers demonstrate high standards of professional practice by:

- (a) upholding professional standards as registered teachers
- (b) supporting and engaging students in their learning;
- (c) working to achieve high-level outcomes for all students;
- (d) maintaining records to manage, monitor, assess and improve student learning and support;
- (e) using research and student achievement data to inform professional practice;
- (f) engaging in reflective practice, and developing their professional knowledge and teaching skills;
- (g) supporting the personal and professional development of others, where appropriate;

- (h) providing constructive feedback to colleagues that is considered and helpful;
- (i) assisting in developing and mentoring student or early career teachers, where appropriate;
- (j) working cooperatively and collaboratively with others to achieve school and system goals;
- (k) informing people of their rights and entitlements, where appropriate; and
- (l) accepting responsibility for their own professional learning and development.

9.4 Teachers accept responsibility for high-quality teaching by:

- (a) providing students with opportunities to learn, recognising and developing each student's unique potential and addressing each student's educational needs;
- (b) assessing students regularly and constructively;
- (c) knowing the learning strengths and weaknesses of their students, and the factors that influence their learning;
- (d) participating in learning and development to maintain and enhance their professional knowledge and skills;
- (e) accepting responsibility for student-learning outcomes;
- (f) knowing their subjects, how to teach them and how their teaching relates to the whole school curriculum and pathways for students; and
- (g) drawing on the body of knowledge about learning and contemporary research into teaching and learning to support their practice.

10 Principle 2 - Responsive, Collaborative, and Accountable

10.1 Staff are responsive to MSV's commitments and obligations by:

- (a) Adhering to MSV's Child Safety Code of Conduct and Child Safety and Wellbeing Policy at all times;
- (b) Respecting our school philosophy, statement of democratic principles, applicable laws and regulations, MSV policies, codes of practice, and industrial agreements;
- (c) complying with lawful and reasonable directions from their manager, supervisor or School Principal;
- (d) being familiar with legislation, regulations and professional codes that are relevant to their employment or engagement at MSV;
- (e) cooperating with colleagues;

- (f) accepting responsibility for developing their own professional knowledge and skills; and
 - (g) maintaining high standards of professionalism, probity and performance.
- 10.2 Staff develop and maintain constructive professional relationships with parents, guardians or carers by:
- (a) engaging in open communication with the parent/carer community, where appropriate;
 - (b) maintaining confidentiality where necessary; and
 - (c) reporting on student progress and learning options.
- 10.3 Staff respect the dignity and rights of others by:
- (a) valuing diversity and respecting cultural, ethnic and religious differences; and
 - (b) valuing and acknowledging the contributions made by others in meeting MSV goals.
- 10.4 Staff exercise leadership in their role as manager or supervisor by:
- (a) acting as positive role models and modelling standards of behaviour in this Code;
 - (b) acknowledging the work of colleagues;
 - (c) complying with and applying MSV policies and procedures;
 - (d) ensuring that all staff are made aware of their reporting responsibilities;
 - (e) encouraging initiative, responsiveness and leadership amongst staff;
 - (f) being open and accepting of differing views and perspectives that may better achieve school goals;
 - (g) exercising their responsibilities conscientiously and prudently;
 - (h) promoting decision making facilitated by genuine consultation;
 - (i) promoting equity, diversity and inclusion in the workplace;
 - (j) identifying and supporting colleagues who may be experiencing difficulty;
 - (k) managing and reporting perceived unacceptable behaviour or misconduct appropriately; and
 - (l) seeking support for colleagues who may be experiencing difficulty.

11 Principle 3 - Making Fair and Reasonable Decisions

- 11.1 Staff act with integrity by:

- (a) exercising reasonable care and skill;
 - (b) treating students and colleagues with courtesy and sensitivity to their rights, duties and aspirations;
 - (c) reporting knowledge of suspected fraud, unacceptable behaviour, misconduct, negligent management or any perceived risk to health or safety to an appropriate person;
 - (d) discouraging and reporting bullying, harassment including sexual harassment, victimisation or unlawful discrimination;
 - (e) respecting the rights and dignity of students, colleagues and others;
 - (f) observing privacy confidentiality in a manner consistent with legal requirements, the interests of students and the wider school community;
 - (g) making decisions and giving directions within their authority;
 - (h) refraining from making unauthorised public comments (including on social media platforms) where the comment may be perceived as official comment or represent the formal position of the school;
 - (i) avoiding conflicts between their private interests and professional responsibilities; and
 - (j) acting with impartiality.
- 11.2 Staff discourage any form of unlawful discrimination, bullying, victimisation or harassment in the workplace by:
- (a) promoting an environment that is accepting of and tolerant of diversity, and is free from intimidation, threat, violence, humiliation and harassment;
 - (b) refraining from harassing behaviour, including sexual harassment; and
 - (c) refraining from discriminating against any person based on a protected attribute.
- 11.3 Staff act with probity by:
- (a) being aware of the social, cultural, and religious backgrounds of others in the school community, and treating others appropriately having regard to their individual needs;
 - (b) seeking student and staff views about decisions that affect them;
 - (c) assessing and recording student performance data according to MSV policies and procedures;
 - (d) identifying, declaring and avoiding any apparent or actual conflict of interest;

- (e) not accepting any private or additional payment for services that could reasonably be expected to be provided as part of their normal employment;
- (f) managing personal relationships in a way that does not adversely impact on the work or reputation of MSV, or create an actual, perceived or potential conflict of interest;
- (g) refraining from using their position to pursue private interests to gain private benefit for themselves or others;
- (h) not accepting inappropriate gifts or benefits;
- (i) using copyrighted material for licensed purposes only;
- (j) adhering to MSV's acceptable use of IT standards ;
- (k) not being under the influence of drugs or possessing illegal drugs;
- (l) not consuming alcohol when at work or engaged in in work-related activities with students present;
- (m) seeking approval to undertake secondary private employment; and
- (n) observing procedural fairness in their decision-making processes.

12 Breach of Policy

12.1 Breaches of this policy:

- (a) are not acceptable;
- (b) will be responded to promptly; and
- (c) may result in disciplinary action being taken, up to and including termination of employment or engagement with or without notice.

13 Communication

This policy is made available to all Staff in the onboarding and induction period. It is also readily available on MSV's SharePoint.

14 Approval and Review

This policy is approved by the MSV Board and reviewed periodically as detailed in the Policy Review Schedule. Next review date is June 2027.

15 Volunteer and Contractor Declaration

I, _____, confirm that I have read and understood Mastery Schools Victoria's Staff Code of Conduct and that I agree to abide by the terms of the policy.

Signature: _____ Date _____