

Staff Matrix

At River Valley Primary School, Staff are resilient, respectful and responsible proactive learners. We understand that it is our individual responsibility to understand, and adhere to the Code of Conduct, all relevant legislation, policies and procedures set out by the Department of Education.

It is our duty to have knowledge of and implement the policies and procedures, inclusive of the Staff Behaviour Matrix. Our Staff Behaviour Matrix sets out the broad expectations for our staff. It recognises our four expectations and acknowledges the heritage, traditions and culture important to River Valley.

TEACHING AND LEARNING

- ❖ We strive to uphold our system's vision of Every Student, Every Classroom, Every Day.
- ❖ We know our students' needs: academically, behaviourally and medically, and plan accordingly by being prepared for every lesson, every day.
- ❖ We share resources and programming through collaboration with peers.
- ❖ We plan for and schedule time to reflect on and review programming, policies and procedures.
- ❖ We are committed to evidence-based teaching and learning practices.
- ❖ We engage positively with professional learning to further the strategic outcomes of our school.
- ❖ We meet new experiences with an open mind and with positive expectations for the future, while being aware of peer perspectives.

PRACTICES AND PROCESSES

- ❖ We implement our shared believe in our LEARN and GROW pedagogical framework.
- ❖ We recognise and accept the different experiences and practices that staff bring to our school and support our colleagues by being inclusive of everyone's ideas and through taking the time to listen.
- ❖ We understand that change is a crucial component of school improvement and the teaching and learning cycle.
- ❖ We strive to approach change positively and to further advance the vision and direction of our school.
- ❖ We communicate clearly with staff, parents and students and ensure relevant information is communicated in an effective manner.
- ❖ We follow timetables, rosters and timelines and are prompt to meetings and playground duty.
- ❖ We follow handover and recording procedures to ensure communication is clear and concise and engage in all Departmental and Whole School communications
- ❖ We seek timely feedback from colleagues, line managers, students and peers
- ❖ We address any concerns with our colleagues in a professional manner, while considering other's roles and workloads.
- ❖ We share documented plans and relevant situational information with specialists and stakeholders.

STAFF WELLBEING

- ❖ At River Valley Primary School, we are committed to a culture of positive health and well-being.
- ❖ We acknowledge that everybody has a right to feel safe in their workplace, including their physical, emotional and mental wellbeing.
- ❖ We request support from colleagues and can recognise when colleagues are challenged professionally or personally and offer care and assistance.
- ❖ We acknowledge and can access existing Department supports, particularly the Employee Assistance Program.
- ❖ We take time off when we are unwell and model good hygiene habits. If we are unwell, we stay at home until better and we seek medical help if needed.
- ❖ We respect confidentiality in the workplace and wider school community through treating what is shared with care and respect.
- ❖ We ensure that conversations are professional and audience appropriate.
- ❖ We are verbally or formally appreciative of good work or positive results in professional and personal situations and providing face to face feedback to individuals where possible.
- ❖ We offer positive peer support.

STUDENT WELLBEING

- ❖ We develop positive relationships with students through being fair, approachable and consistent with our expectations.
- ❖ We respect individual beliefs, values and cultures within our school.
- ❖ We ensure the learning environment is positive and safe and instil a sense of belonging and hope in each child by actively listening to students and acting on their concerns.
- ❖ We observe and document all students' wellbeing including home and school situations and report to relevant people when necessary.
- ❖ We explicitly teach and model school expectations and use the whole school PBS language when talking to the students and reteaching the school student matrix.
- ❖ We explicitly teach and implement the playground agreements.