

Policy: Values – Department and VPS Values for School Employees

Policy Information

Policy Number:	HAL-GOV-02
Current Version:	1.0
Policy Category:	School Governance
Scope:	School Programs
PAL Link:	https://www2.education.vic.gov.au/pal/school-strategic-plan/policy https://www2.education.vic.gov.au/pal/values-department-vps-school-employees/overview

Revision History & Ratification

This policy needs to be reviewed by College Council annually or as required and ratified at the College Council meetings when changes are necessary. This policy will be published on the school's website for parents and students and will be distributed to staff via Compass.

Revision Date:	Council Ratification Date:	Summary of Changes	Prepared/Approved By:
08/10/2021	TBC	Policy Creation	Jason Patten

1. Summary

Public education, early childhood development and training are critical public services. The jobs we do to provide high quality education services are very important. As employees of the public sector, all Department staff working in government schools and offices are required to demonstrate the Public Sector Values in accordance with the binding Code of Conduct for Victorian Public Sector Employees.

The Department of Education and Training (the Department) has adopted the public sector values which are set out in the Code of Conduct for Victorian Public Sector Employees. They are:



The Department's Values underpin how we interact with colleagues, learners and families, members of the community, suppliers and government. We are all required to uphold and demonstrate the Department's Values in our work.

For more information about the Department's Values please take the time to read the materials and tools provided on this page and in the Resources tab to support you in understanding the Department's Values and how they apply to the work you do.

The Public Sector Values

The Public Administration Act 2004 establishes values to guide conduct and performance in the Victorian Public Sector.

The values and the Code of Conduct based on the values provide the foundation of the integrity and accountability framework for all public sector employees.

Values define what is important to an organisation and how things will be done. In the Victorian public sector, they underpin an employee's interaction with the government, community, suppliers and other employees.

For resources for school employees, please refer to the [Resources](#) tab.

For resources and information for central and regional office employees, please refer to the [Our Values — Central and Regional Office Employees](#) page.

Additional information

Decision making on all human resources matters should be undertaken in accordance with the Department's ethical decision making model which provides a guide for managers, principals and other employees to follow when thinking through ethical challenges, exploring ethical dilemmas and identifying ethical courses of action. Further information, including the Ethical Decision Making Guide, is available on the Department's integrity portal at [Ethical Decision Making](#).

The Victorian Public Sector Commission (VPSC) also provides guidance on ethics in public sector workplaces:

- VPSC Ethics, Behaviours and Culture
- VPSC Ethics in the Workplace

During Term 4, 2021 all staff will be emailed a copy of the schools guide

<https://www.education.vic.gov.au/hrweb/Documents/DET-School-Guide.docx> ,

<https://www.education.vic.gov.au/hrweb/Documents/DET-QuickReferenceGuide.docx>

and will be asked to complete Understanding DET Values – Schools Online Learning Module Code DET-64-2. Human resources will produce reports and monitor completion of this module. Anyone who does not complete before the end of year will be asked to complete by the end of Term 1, 2022. This will also be included in future onboarding and induction processes as of Term 1, 2022.

Hallam Senior College – Values

In addition to the public sector values the school has implemented the following values for staff and students:

Our Values

The College Values provide the foundations to shape opportunities for all students through the provision of high quality teaching and learning. Our focus is linking learning to life's opportunities through quality teaching, high expectations and real and relevant experiences. Students are at the centre of our practice.

Readiness	<ul style="list-style-type: none"> • Ready for and valuing learning • Establishing and pursuing personal goals • Having high aspirations and meeting college expectations • Punctuality - to school and class
Relationships	<ul style="list-style-type: none"> • Interactions which are positive • Demonstrating empathy toward others. • Valuing and celebrating achievements • Building strong connections with teachers, students and the college community
Respect	<ul style="list-style-type: none"> • Exhibiting good manners to all members of the college community • Caring for ourselves and others • Caring for the college environment • Valuing diversity in our college and the wider community
Responsibility	<ul style="list-style-type: none"> • A growth mindset: positive actions, behaviours, words and choices • Working hard each day and to the best of your ability • Meeting deadlines by completing all tasks on time including homework • Representing the college in a positive manner including the appropriate wearing of the uniform
Resilience	<ul style="list-style-type: none"> • Active and positive participation • Where constructive feedback is expected as part of our growth • A college and individual confidence of never giving up • A college wide philosophy of "what we walk by is what we accept"

Hallam Senior College – Philosophy No 1 “School For All”

Success comes in a myriad of forms. To ensure success, students need to be well organised and develop a structured pathway. The small steps of learning lead to the completion of the larger picture. At Hallam Senior College each student is encouraged to dream of the larger picture of success but to develop a plan where the smaller steps are clearly identified.

Hallam Senior College – Philosophy No 2 “Success Can Come in a Number of Forms”

A multiple pathway approach provides opportunities for all students. Whatever the next step, students finishing at Hallam Senior College will have formed a clear sense of what they want to achieve and the pathway to this outcome. Students work closely with the staff, professional course advisors and experts from industry to shape their choices.

The focus on the next step is important to all students and staff. It soon becomes apparent when walking around the college that students are friendly and engaged in their studies and activities. Mutual respect between students and teachers is fundamental and this is returned in a professional manner. Staff relate well to students, and a clear educative purpose is achieved.

Staff are committed to student success. The quality of our teaching and support staff is excellent, making a significant difference to student outcomes. Targeted micro credential courses which complement the Centres of Excellence programs assist students to reach their potential.

Hallam Senior College has a reputation for challenging students to be involved in a range of activities which help shape them as a learner and active community member. We expect our students to work

hard, be involved in the wide range of extra curricula activities and be active members of the local community.

Hallam Senior College – Philosophy No 3 “Students as Learners”

Students are constantly encouraged to have a passion for learning and see learning as a lifelong experience. As independent learners they will work in a supportive learning environment where formal and informal instruction is developed and excellence, aspirations, expectations and consistency of effort are encouraged and celebrated.

Students are supported to take up challenges and participate in a wide context of formal and informal learning.

Hallam Senior College – Philosophy No 4 “Readiness for the 21st Century”

Hallam Senior College is readying students for the challenges of the 21st Century. Students will need to be global citizens with a diverse set of transferable employability skills. Social competencies and attributes such as leadership, participation, tolerance, and understanding of diversity will be vitally important.

At Hallam Senior College students will be challenged through their individual and group participation in a range of curriculum and extra curricula programs to develop and extend these skills.

As students move through the college, the same learning goals are re-emphasised. These include:

- achieving academic excellence
- each individual achieving success
- developing a clear learning pathway
- developing resilience
- participating in the whole school program
- working positively within the socially and culturally
- inclusive learning environment
- identifying themselves as global citizens.

Related policies

Includes but not limited to:

- Code of Conduct
- Ministerial Orders — Employment
- Victorian Public Sector Employment Principles and Standards

Relevant legislation

Includes but not limited to:

- Public Administration Act 2004 (Vic)

Guidance

As part of the school review and from time to time the school will review and update the school's values and philosophy. Any changes will be communicated in a variety of forms to parents, staff and students which may include but is not limited to emails, website, compass, and prospectus.

Copies of the values are located around the College on noticeboards, in classrooms, Compass and on the website.

Resources

There are a variety of resources to support staff including but not limited to:

Department Resources

- Understanding DET's Values – Schools e-learning module
- <https://www.education.vic.gov.au/hrweb/Documents/DET-School-Guide.docx>
- <https://www.education.vic.gov.au/hrweb/Documents/DET-QuickReferenceGuide.docx>
- <https://www.education.vic.gov.au/hrweb/Documents/DET-Values-School-Staff.docx>
- A variety of scenarios

School Resources

- School induction handbook
- School website
- Compass