*“Learning for Life”*

**STAFFING ALLOCATION GUIDELINES**

**Purpose**

To explain to school staff how the school allocates staffing to support learning and wellbeing. We understand that staff have certain preference however there are several other factors that influence how staff are allocated to classrooms for the year ahead and during the year.

**Implementation**

Student allocation

Class lists are created by the leadership team based on students’ needs and take into the following considerations:

* The social/educational and therapeutic needs of individual students. This includes opportunities to extend students language and social skills across the school.
* Parent/carer requests where possible.
* Opportunities for friendship and positive peer interaction.
* Student groupings will accommodate student needs and stages of schooling. Foundation (Prep – Year 2), Breadth (Years 3-8) and Pathways (Years 9-10) Senior Secondary (Years 11 & 12).

They will

* have provision for language and social skills development related to Autism Spectrum condition.
* promote positive ways all students are supported to extend their language across the school.
* will encourage parents/carers to discuss support systems (e.g. speech therapy) that can assist their child with language extension in the classroom.

Staff have the opportunity to provide feedback within this process (on student groupings and staff groupings) and whilst this is acknowledged it is considered in line with various other factors.

Staffing allocation

Through the consultation process, staff will be sent a Google Form in Term 3 to request a sub school preference for the following year. Staff changes can be made to classroom teams at the beginning of each year, and/or throughout the year based on many factors such as

* meeting staff preferences.
* filling a staff vacancy or accommodating a new staff.
* supporting the emotional and physical safety of staff.
* sharing knowledge and expertise

Where possible teachers will remain in the same physical classroom from year to year, however, teachers moving across sub-schools will need to move classrooms. Sometimes issues pertaining to the use of spaces may necessitate movement (Capital Works Projects)

Enhancing cohesive teams

* Each team will be allocated time to develop their Team Protocols which underpin how they work as a team.
* The time before students arrive and after student leave is a time for teams to reflect and help to build strong cohesive teams. To facilitate reflective practices, teams can use the protocol below.
* What went well today?
* What didn’t go well today?
* What do we need to do tomorrow?

To build collective efficacy, there is an expectation that staff employed at our school have the ability and willingness to work with different people and be flexible in supporting across the school.

This information will be distributed to all staff at least one week prior to class lists being distributed to staff.