

GREEN MEADOWS COLLEGE SAFETY INTERVENTION STUDY



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STRESS IN THE WORKPLACE

EXECUTIVE SUMMARY

Stress in the workplace has become one of Australia's most widely reported and fastest growing workplace injury. Stress according to Macquarie's Dictionary is the *"disturbing physiological or psychological influence which produces a state of severe tension in an individual"* [6]. Industries realising that costs associated with stress are having a negative impact on their financial and production outcomes, are taking positive steps to address them. This report identifies the stressors, triggers, responses, financial impact; and provides control measures, recommendations and selective solutions to managing stress within the Green Meadows College. Non OH&ES financial issues are not within the scope of this report and are subject to a separate study.

BACKGROUND

General Outline. The Green Meadows Community (GMC) created in 1973 is located in South East of Melbourne. The Community held in trust by a Board of Trustees is managed by a committee of management (CM) of 11 members. The community has assets in excess of \$60 Millions and an annual budget of \$8 million. A major component is that of a college, managed by an Educational Senior Management Team (ESMT) of 10, with 20 administrative staff, 115 teachers, and a student base of 650. In 2005, a major restructure took place where a new ESMT was installed to manage the college. In 2009, the Trustees, alarmed at the financial and student decline of the college, employed consultants to address the financial, OH&ES and recruitment issues.



Aims. The object of this report is to arm management with the knowledge to enable them to create an environment free of physical and psychosocial hazards; and that "so far as is reasonably practicable, provide and maintain for employees a working environment that is safe and without risks to health" [15] in accordance with OH&S Act 2004.

Stakeholders. The primary stakeholders in this report are the Trustees, Management Committee, ESMT, HSR, and college staff. Secondary stakeholders are students, parents, contractors and visitors.

Origins of Decline. In 2005, the ESMT made a fatal decision of returning to traditional pedagogy style of instructing students, rather than the popular androgogy style of facilitation, involvement and learning. The next fatal error by ESMT was to teach the doctrines of Greek Orthodox faith to Russian and Serbian students, a decision not well received by staff, students and parents who were not consulted. This is discrimination under the EO Act defined as "any distinction, exclusion or preference made on the basis of religion and social origin that has the effect of nullifying or impairing equality of opportunity or treatment" [1].

MANAGEMENT AND STAFF

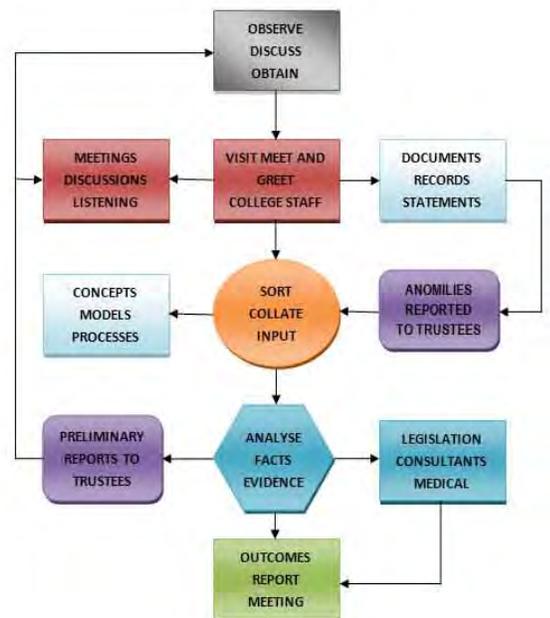
Staff Response. Within twelve months of the ESMT changes, college staff had been subjected to unrealistic workloads and poor working conditions. Personality and behavioural changes were first reported in 2006 to management by the Health and Safety Representatives. It would appear that exposure to prolonged negative conditions and lack of training, had aggravated individuals coping mechanisms. Whereupon, unable to sustain the pressures for long periods of time, staff performance levels dropped. Management appeared to lack leadership which was evident by their reluctance to address the causes and associations with complaints by staff. Thus the application of cosmetic action of time off for workplace pressure became the norm. Records from Exit Statements and written complaints were expressed as frustration, uneasiness, anxiety, crying for no reason and emotions of extreme anger. These unhealthy signs began to manifest themselves as physical and psychosocial ailments that led to an increase in absenteeism. (See staff complaints chart below.)

Management Response. In the absence of management incentives, a sick leave culture became the accepted form of behaviour in coping with stress. The error of judgment by management became known during a financial audit of the salary component; where it was found that employing casual staff had a negative impact on the budget. To cut corners and reduce expenditure, management increased teaching staff workloads. Staff response should not have come as shock to management when they found that “the reaction people had when presented with demands and pressures that are not matched to their knowledge and abilities, challenged their ability to cope” [16]; and that “unworkable procedures and shortfalls in training” [5] contributed to college decline.

METHODOLOGIES

Tools and Conduct. Information gathering was conducted in five steps in sequential order. (See below) Information gathered from observations, meetings and historical data was transferred onto computer programs such as MS Access and MS Excel. The computer programs identified patterns of behaviour, stressors and triggers which were compared against physical and observational information for confirmation and validity. Concepts such as “Managing Behaviour Change, Changing Workplace Behaviour” [4], and “Decision Control models” [8], Mind Maps and Risk Controls were considered to identify and provide control stress resolutions. Additional anecdotal evidence and information was also obtained from discussions gathered from the covert culture that exists in the college. The process of the study is shown below and an Intervention Study Flow chart is at Annex A

- 1. Workplace Environment Visits.** To meet management, obtain documentation and observe working conditions of the staff
- 2. Documentation.** Documents collated and sorted by computer models in chronological and category order.
- 3. Comparison Outcomes.** The comparison table identifies major stakeholders, historical versus current data, policies, procedures and post action resolutions. The Comparison Outcomes table is at Annex B.
- 4. Aristotelian Outcomes.** This is an assessment tool in a table format. The Aristotelian Outcomes table is at Annex C.
- 5. Statistical Outcomes.** The tabulated data highlights the population of each stakeholder, stress contributors, annual statistic and analysis covering a nine year period. The Statistical table is at Annex D.



HISTORICAL DATA

Policies & Procedures. Few attempts had been made to update policies and procedures. This was evident from the policy templates not matching those used in the workplace such as staff duty rosters, maintenance and equipment checks, complaints guidelines and emergency contacts found to be out of date or incompatible.

Safety Management System (SMS). A Safety Management System is “an audit tool that provides the means to undertake an independent audit and review of an organization’s health and safety management system” [1]. Management advised that a health and safety audit was conducted in 2005 which complied with the legislation and that there was no need for any preventive or additional OH&ES hazard policies to be included.

Budgets & Salaries. Financial expenditure for casual staff and funds expended on sick leave, salaries and budgets were found to be abnormally higher than expected.

Registers. A perusal of registers found many anomalies such as duty rosters appearing to be cut and paste, no variation to timetables, no record of complaint resolution follow-up action, no reports forwarded to Worksafe,

Sick Leave Applications. A comparison made between sick leave applications, staff rosters, and complaints registers, and resignations, reinforced computer generated data that overwork, frustration and lack of consultation contributed to behavioural changes. No reports to management committee were located.

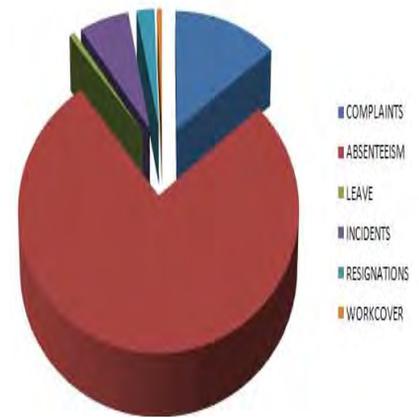
Work Cover Applications. A perusal of work cover applications revealed a trail of psychosocial and Behavioural issues in the workplace leading to stress claims. There was no evidence of any follow up action by the ESMT to identify trends and implement preventive strategies.

Return to Work plans. The current Return to Work Plans are poorly thought out and had not been updated. The talented teachers whose recovery is being delayed will not only incur additional financial costs to the organisation, but they will “suffer physical, emotional and financial hardship as a result of their prolonged absence from work” [7]

Bullying. Evidence of bullying was also gleaned from the complaints and Exit Interview statements. Bullying is defined as “repeated, unreasonable behaviour directed toward an employee, or group of employees, that creates a risk to health and safety” [10 & 11].

Complaints. No record of complaints being resolved. No record of reports of complaint resolutions or outcomes submitted to Management.

Harassment. Fourteen cases of harassment found in the workplace and only two were recorded as having been resolved. Harassment is defined in this instance as “to hassle or victimise someone because they have made an allegation or formal complaint of discrimination or sexual harassment” [3].



College Absenteeism



Unresolved complaints found in desk



Records & Staff Files

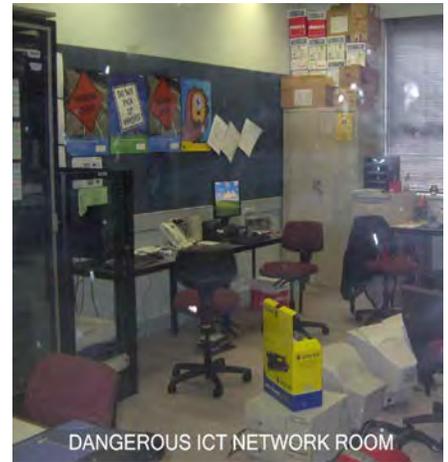


Sharing of Staff Work Cubicles

ENVIRONMENTAL CONDITIONS

Confined Spaces. Cramped conditions are defined “as an enclosed or partially enclosed space that is at atmospheric pressure during occupancy and is not intended or designed primarily as a place of work” [12&13]. There were at least seven teaching staff members and one administrative staff member who fell into this category. Student classrooms require renovations, additional exercise areas for the Primary, Secondary and Senior student levels.

Environment Factors. Poor lighting in the administrative offices, corridors, and the front entrance. Ablutions and water fountains require cleaning and removal of fungus. Overcrowding, sharing of workspaces is not conducive to good working relationships. See Annex F for more details.

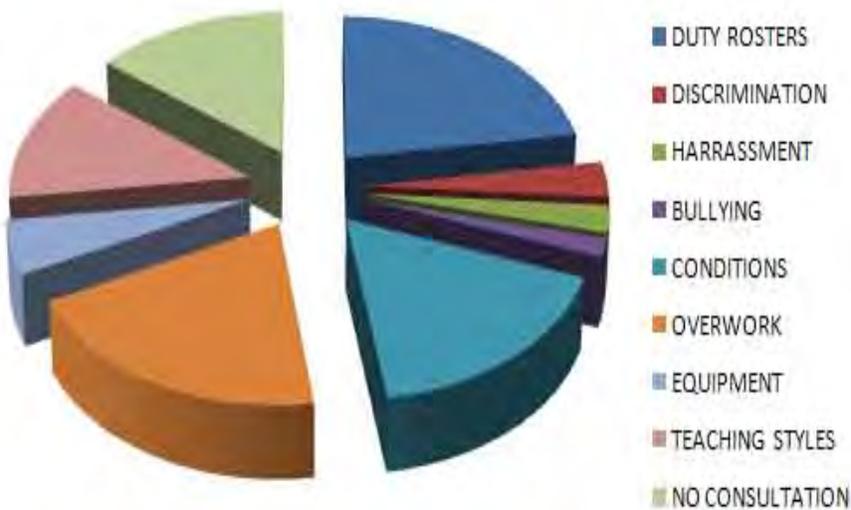


STRESSORS IN THE WORKPLACE

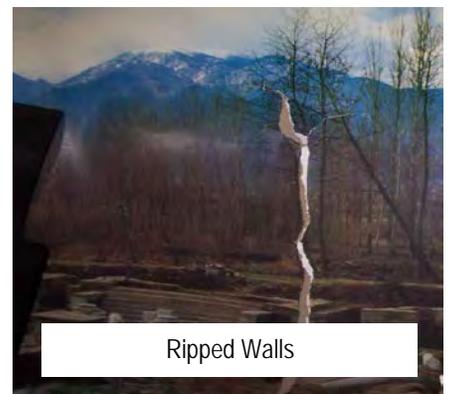
Stressors in the Workplace. A review and analysis of the information compiled indicate that the triggers, stressors and workplace conditions identified below; have contributed to staff behavioural changes on an individual and group level. See below for Job Decision, Identification of Stress and Change of Behaviour models.

Research has shown that “work puts some pressure on individuals, in general the more demanding the work the greater the pressure” [2].

In the case of the college, common complaints appeared to be overwork, poor duty rosters, poor conditions, no consultation, inappropriate teaching styles and discrimination. This in turn caused burnout, strain and a higher degree of stress that is not conducive to a healthy working environment. See Below for Stressors, Responses and Outcomes.

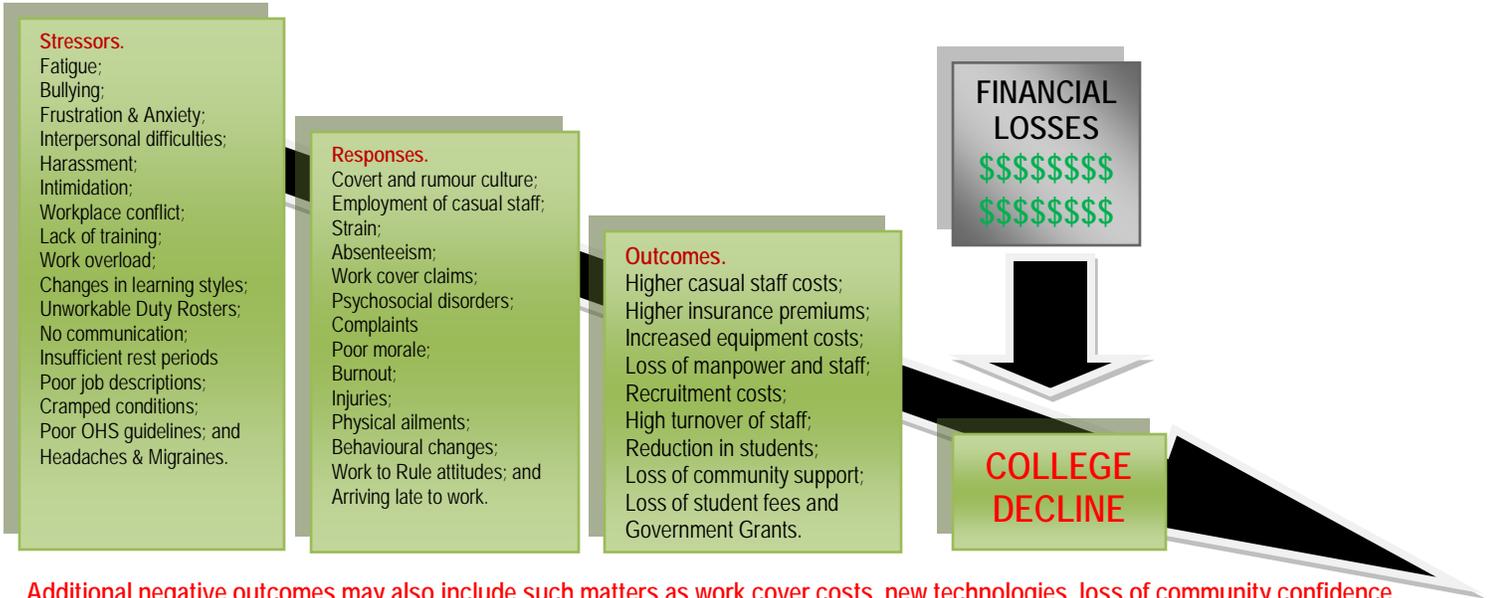


Staff Complaints Distribution Chart



STRESSORS RESPONSES AND OUTCOMES

Group Pressures. It is important to note that although stress levels were abnormally high, the highest rate of complaints and incidents were reported by the administrative section but with a surprisingly low rate of staff turnover. (See Annex D). This can only be attributed to the dedication and professionalism of the administrative staff in having the courage to report incidents under difficult and demanding roles. Teaching staff on the other hand had access to additional breaks, but more was expected of them. Teaching staff juggled their professional life in preparing, planning and producing lesson plans, raising the educational bar, working long hours, counseling students, attending meetings and balancing a personal life. The progression tablets shown below clearly demonstrate the direction of college decline.



Additional negative outcomes may also include such matters as work cover costs, new technologies, loss of community confidence, negative publicity, poor productivity, redundancies; and poor performance.

MANAGEMENT OF STRESS

The management of stress within the college environment will depend on a clear and demonstrated commitment by management; and a willingness of staff to support positive strategies that will lead to a reduction of workplace pressures. Therefore the implementation of recommended strategies, resources, time, patience and health related programs will lay the foundations upon which to build an environment that is free of physical and psychosocial hazards.

CONTROL- CONTAINMENT & COUNTER MEASURES

Communication, Consultation & Cooperation. CCC symbolizes facilitation and management of stress in the workplace. It is without doubt that “people have a right, and some say a duty, to participate individually and collectively in the planning and implementation of their community’s safety work” [14]. Employee Assistance programmes and employment of a health consult will assist in bridging the communication gap between management and staff. See Annex F for additional Monitoring, Awareness and Support technique. [4].

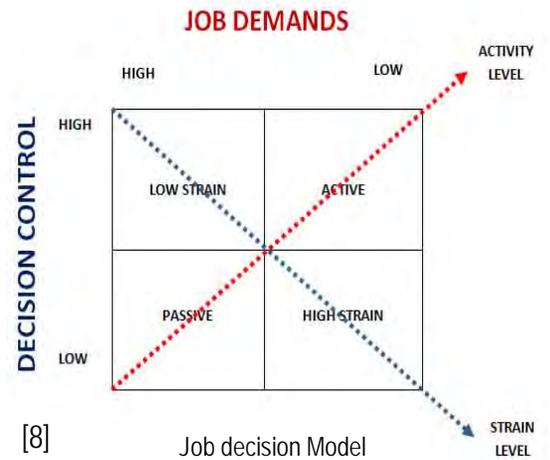
Control Measures. It is suggested that management introduce the following control measures to arrest the negative trends of the college workplace environment.

Step 1 - Employee Assistance Program. An EAP to bridge the gap between management and staff. Where matters are of a confidential nature.

Step 2 - Create an OH&ES Working Group.

Step 3 - Create a Living OH&ES Document. (See below).

- MC & ESMT commitment safety statement to staff;
- Mission statement including Aims and Responsibilities;
- Identification hazards in the workplace and resolutions;
- Implement a physical and psychosocial hazard reporting policy;
- Identification of resources and their distribution;
- Review Communication, and Conflict Resolution guidelines;
- Health and Well Being programmes, (see below);
- Maintenance and Signage policy for all equipment;
- OH&ES training programmes and lectures annually; and
- Review staff roster.



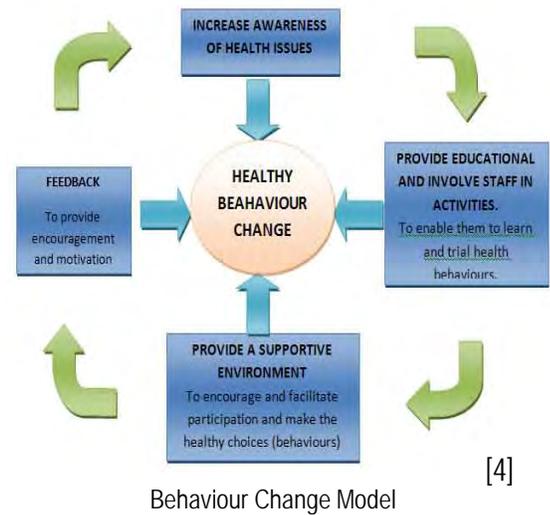
Step 4 - Introduce Stress Intervention Programmes. There are numerous stress relief techniques ranging from meditation, hydro baths, and massage, walking, swimming, and breathing exercises.

Step 5 – Personal Management Support. Management to provide support to staff that may have personal problems, with compassionate and understanding

Step 6 - Quiet Rooms. A room for staff to relax in peace.

Step 7 - Fitness. Provide access to college gymnasium at no cost.

Step 8 - Social. Organise College functions for staff and family.



RECOMMENDATIONS

Recommendations. The study has identified enormous areas that require immediate remedial attention that shall tax and challenge management’s ability to overcome the OH&S issues and obstacles faced. To assist, improve, and enhance the college workplace environment, decisive action and leadership is required to move forward to a new and brighter future. It is therefore strongly recommended that the following **30 items** be implemented without any further delay:

1. Implement control measures immediately;
2. Employ an OH & ES consultant;
3. Introduce an Employee Assistance Programme;
4. Introduce a staff quiet room;
5. Introduce Return to Work Rehabilitation Programme;
6. Introduce an Incidents Surveillance System;
7. Introduce a No Bullying Procedural Policy;
8. Introduce EO Discrimination & Harassment training;
9. Introduce training for HSR and RTW Coordinators;
10. Introduce an Staff Attendance Policy;
11. Introduce a College Drug and Alcohol Policy;
12. Conflict Resolution Procedure - up to Trustee level;
13. Introduce access to senior management;
14. Introduce a Staff Induction Programme;
15. Address and investigate staff complaints;
16. Conduct staff OH&ES Training & presentations;
17. Empower staff to their duties and responsibilities;
18. Review staff working conditions;
19. Review cleaning contracts and cleaners instructions;
20. Install bullying, harassment & intimidation signage;
21. Review staff rosters, timelines and workloads;
22. Review college security measures;
23. Review emergency procedures;
24. Review canteen Food Handling & foodstuffs;
25. Renovate workplace & purchase new furniture;
26. Review College network security;
27. Review Health and Wellbeing Programs annually.
28. Review Job Descriptions;
29. Introduce Safety Rewards System; and
30. Reconsider Religious Training Curriculum.

SUMMARY

The consensus is that the pathological approach taken by the management committee and that of the ESMT; eroded the trust and respect of staff, which subsequently created an unhealthy workplace environment. Therefore it is in the interest of management to recognise and implement “good employment practices and management of organisational issues that will reduce the causes of stress” [9] in the college.

The suggested control measures and recommendations will enable the college to return to a state of wellbeing which will reduce expenditure, stop talented staff from leaving and create a pathway towards a more harmonious workplace environment. Follow-up visits will be conducted at intervals of three months for the next 12 months; whereupon immediate change will be implemented if any other incidents are reported.

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Annex A- Safety Intervention Flowchart

Annex B - Comparison Outcomes

Annex C - Aristotelian Outcomes

Annex D - Statistical Outcomes

Annex E- Employee Assistance Programme Providers

Annex F- Supporting Environmental Material

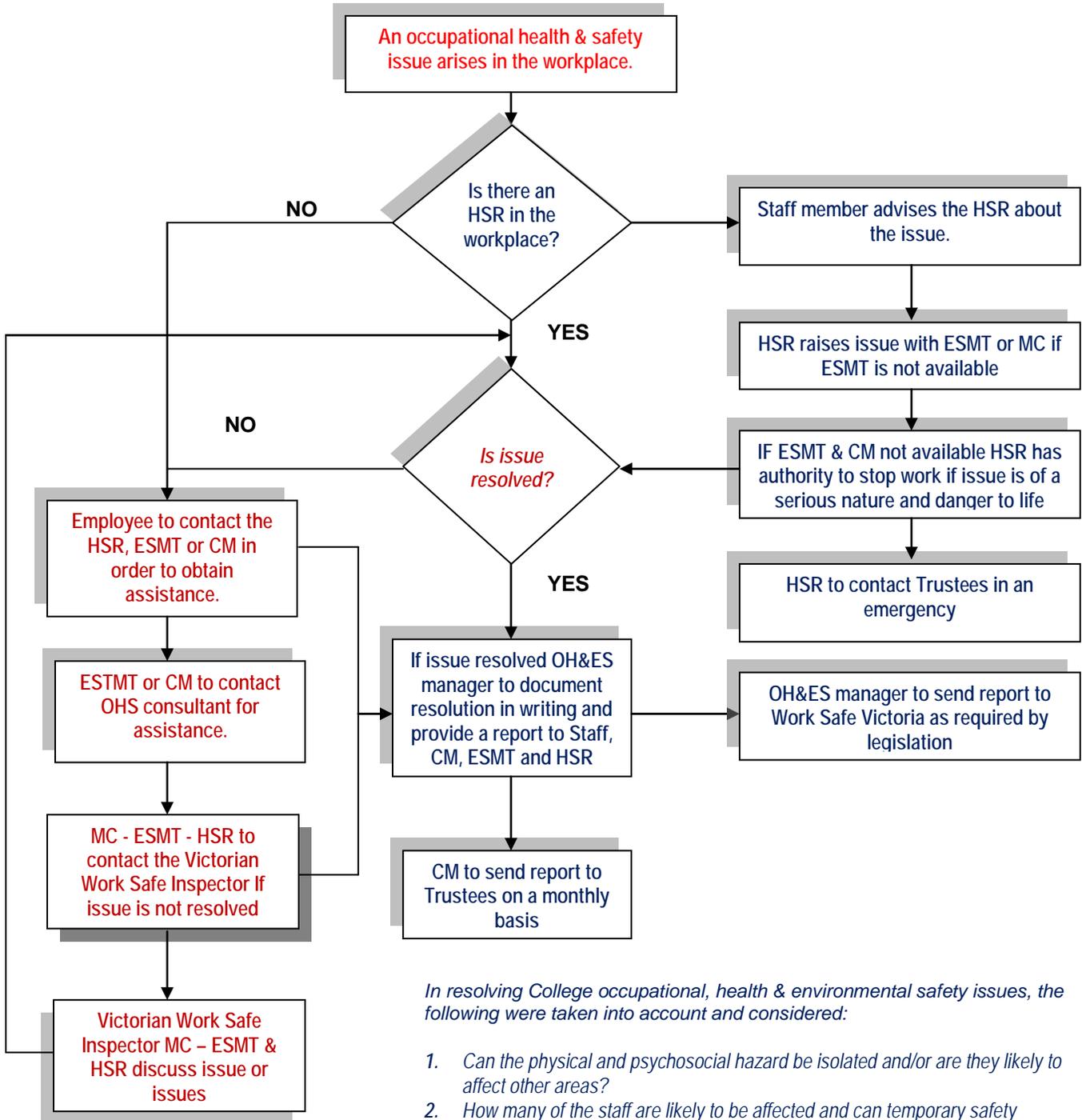
Note: The comments made herein are based on information obtained during the Intervention study. As the OH&ES consultant, there are no representations as to the accuracy of material obtained from third parties, or to advise the community's liability or future conduct of this matter. Please refer to the qualified judgement of your legal advisers for further information. Peter Adamis

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<http://www.worksafe.vic.gov.au/wps/wcm/resources/file/ebf50440795a655/SafetyMAP%20auditing%20management.pdf>
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- 9 **Practical Occupational Medicine.** Agius, R & Seaton, A. Hodder Arnold, Great Britain, 2 Ed. (2006)
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- 11 **Preventing and Addressing Bullying at Work.** Worksafe Victoria Guidance Note Ed, 2. Victoria WorkCover Authority. (2009)
- 12 **Safety, Security Health and Environment Law.** Tooma, M. Federation Press. NSW, Australia (2008)
- 13 **SafetSolutions Training.**
<http://www.safetsolutions.com.au/readygo/cse02/01cse02.htm>
- 14 **The Scientific Basis of Injury Prevention and Control.** McClure, R. Stevenson, M & McEvoy S. IP Communications Pty Ltd. Victoria, Australia (2004)
- 15 **Victorian Occupational Health & Safety Act 2004.**
http://www.austlii.edu.au/au/legis/vic/consol_act/ohasa2004273/
- 16 **What is Stress?** Worksafe Victoria. Victoria WorkCover Authority.
<http://www.worksafe.vic.gov.au/wps/wcm/connect/WorkSafe/Home/Safety+and+Prevention/Health+And+Safety+Topics/Stress/About+the+problem/What+is+stress/>

SAFETY INTERVENTION FLOWCHART

ANNEX A



In resolving College occupational, health & environmental safety issues, the following were taken into account and considered:

1. *Can the physical and psychosocial hazard be isolated and/or are they likely to affect other areas?*
2. *How many of the staff are likely to be affected and can temporary safety measures be taken?*
3. *Consider protective clothing and equipment if the hazard or safety issue warrants it*
4. *How long will it take to correct the hazard or safety and will it require a permanent correction*
5. *Who is responsible for performing and overseeing the hazard or the risk?*

Note: The Bursar/Accountant is the designated College OH&ES Issue Resolution Manager

COMPARISON OUTCOMES

ANNEX B

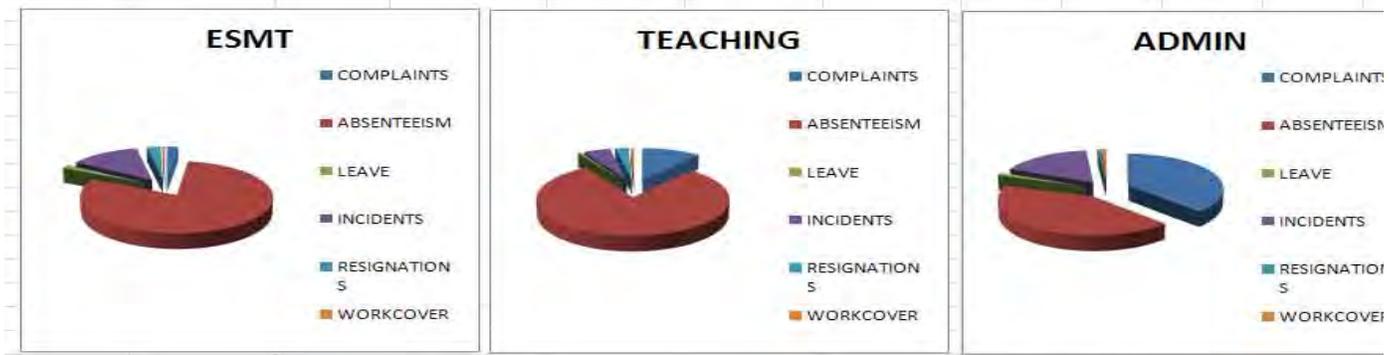
OBSERVATIONS	INTERVIEWS	MEETINGS	SURVEYS	HISTORICAL DATA	ANALYSIS
COMMITTEE OF MANAGEMENT	No face to face interviews possible	Meetings chaired by President	No survey conducted. Checked for changeover frequency of members.	History of the community as per Community documents.	Poor understanding of OHS and employers responsibilities regarding duty of care.
MANAGEMENT (ESMT)	No face to face interviews possible	Block meetings chaired by Principal	No survey conducted. Checked for changeover frequency of members.	History of the college as per college year books and Fortnightly gazettes.	Minimal understanding of OHS and Officer responsibilities regarding duty of care.
STAFF (ALL STAFF)	No face to face interview conducted Exit Interview documents checked for evidence of stress at the workplace	Block meetings arranged via Trustees and directive to Management Committee and ESMT	Survey questionnaires distributed at Block meetings. Information extremely helpful in identifying causes and issues within the college environment	Staff records regarding annual leave and sick leave	Poor understanding of SMS, OHS. All matters reported to HSR for conciliation and resolution. Staff reluctant to speak with ESMT. A covert culture exists.
BUDGETS & SALARIES	Meeting with Principal to obtain best results regarding salaries	Meeting with Principal and Admin staff to view salaries	No survey conducted. Information compiled and collated into MS Excel data sheet to ascertain costs and funds expended on casual staff and sick leave	Salaries and budgets checked for compatibility and casual staff employed.	Casual staff salaries in excess of budget parameters dating back for previous five years. No actions identified to find causes for increases. Same casual staff reemployed.
REGISTERS	Meeting with Accountant and Admin staff Complaints, Injuries, Incidents, and Staff Roster Registers	Meeting with Principal, ESMT and Accountant to ascertain action flow and results of Registers. Discussed Staff rosters and workloads	No survey conducted. Information collated into Access data base and interrogated into chronological order.	Checked for resolutions, post incident action reports and staff rosters. Checked distribution lists and action addressees for follow up action and remedial action.	No sign of follow-up action regarding complaints recorded. Duty rosters appear as cut and paste according to electronic data format when compared to previous historical data.
WORK COVER APPLICATIONS	No face to face interviews. Checked Exit interview documents for information	Discussions with the college return to Work Coordinator and HSR	No survey conducted. Information collated into Access data base and interrogated into chronological order	Checked for reasons for claims against policies, registers and procedures. Checked for similar claims and action resolutions.	&5% of all work cover applications are of a psychosocial nature (ranging from stress, Behavioural problems and inability to cope.
POLICIES	Meeting with Management committee and Principal to view policies and procedures	Meeting with Management committee and Principal to view policies and procedures.	No survey conducted. However a check was made to compare policies and procedures with signage and safety documentation regarding manual handling	Checked policies and procedures against current legislation for updates and compatibility.	Policies not up to date and in line with current legislation although some attempts made. Procedures, signage and manual handling incompatible. Duty roster template different from that in operation.
SAFETY MANAGEMENT SYSTEMS (SMS)	Interviewed President of management committee, Principal, HSR members	Meeting with Management committee, ESMT and HSR to review Safety management Systems	No survey conducted. Checked for any amendments to SMS and reasons for the changes.	Checked SMS for compatibility against policies, procedures and current legislation	Safety Management System not visible. No commitment by management committee or ESMT. Updated as required.

ARISTOTELIAN OUTCOMES

ANNEX C

STAKE HOLDERS	COMPLAINTS	ABSENTEEISM	INJURIES & PSYCHOSOCIAL DISORDERS	WORKLOADS & ROSTERS	ANALYSIS
MC	Leave complaints to be handled by ESMT	Advised by ESMT on a monthly basis by ESMT. Advised by ESMT that hiring casual staff is best option	Receive monthly reports of major injuries that result in work cover claims. Only major injuries that attract work cover applications are reported by ESMT	Do not get involved and have no idea of staff rosters and workloads. Prefer ESMT to manage them	Pathological approach by the Management committee. Prefer to remain in the background and allow ESMT to handle the college educational management. Do not have an awareness of their employer responsibilities. No member of the MC has formal qualifications. All have business and semi skilled backgrounds. No member qualified in OHS matters.
ESMT	All resolved at this level – No report sent to Management committee	Hire casual staff to make up the teacher shortage. Do not address reasons for absenteeism	Injuries dealt with as required. Approve all work cover claims. No other action taken. Not all work cover claims submitted to MC.	Take steps to share the staff workload. Hire casual staff to assist in the short term.	Authoritarian leadership rather than taking a participative approach to management. There is little consultation and communication with staff. Information is withheld from the MC and that of the staff. Principal is only member qualified and has attended OHS course.
STAFF	Complaints addressed to Management committee stopped and handled by ESMT. Staff have not observed any positive steps being taken by ESMT to address bullying, threats, intimidation and harassment in the workplace	Cannot cope with the workload and take sick leave to relieve pressure. Fatigue and anxiety levels are raised. Do not communicate their concerns to ESMT. Afraid to speak out as they may be dismissed	Not all injuries are reported. Stress leave taken instead. Injuries and psychosocial disorders include cut fingers, knee injuries, Anxiety, fatigue, outburst of crying, verbal disagreements, and frustration	Reluctant to advise ESMT that they are unable to cope. Afraid to speak out as they may be considered as not performing to the standard expected. Afraid that they may be dismissed	Frustrated at old age methods of education. A workplace covert culture exists where information and gossip is rife. There is a tendency to fear rather than respect the ESMT and have no respect at all of the MC members who are seen as puppets of the ESMT. Reports to HSR members have become less due to lack of any positive responses. The Staff prefer sick leave to relieve anxiety levels and concerned the effects it has on personal lives.
ANALYSIS	No accountability. On behalf of ESMT. Failure to address complaints, the causes and their association to the workplace.	No action taken to address the causes and its association with absenteeism. There is a lack of consultation, communication in the workplace	Apart from HSR attempts, No other action taken to address the causes of injuries.	No consultation, authoritarian style of leadership by ESMT. Management Committee not advised of stress and anxiety levels of staff	A lack of positive action on part of MC and ESMT to identify causes and associations that leads to a poor workplace culture. All the signs of a pathological approach to health and safety in the workplace. A covert culture is evidence that systems are not operating effectively and a lack of OH&S by MC and ESMT.

STATISTICAL OUTCOMES



The information below covers a period of nine years. The tabulated data is in two parts. The first set of figures in **bold font** covers the nine year period. The data announced as an annual figure indicate an average based on the nine year period. The total figures were used to create the pie charts depicted in the report.

STAKE HOLDERS & POPULATION	COMPLAINTS & INCIDENTS	ABSENT & SICK LEAVE DAYS	A & LS LEAVE STAFF	INJURIES & PSYCHOSOCIAL	RESIGNATION RELOCATION EXITS	WORK COVER CLAIMS	TOTAL	ANALYSIS
ESMT [10]	5 0.5 Annually	175 19 Annually	4 0.4 Annually	28 3.1 Annually	6 0.6 Annually	1 0.1 Annually	219	Some evidence of anxiety and stress, but not conclusive proof that stress is the major contributor. ESMT are empowered to make own decisions.
TEACHING [115]	675 75 Annually	4975 552 Annually	38 4.2 Annually	303 33.6 Annually	153 17 Annually	37 4.1 Annually	6181	A high level of associations when compared against population. Apart from teaching staff have no other decision making authority.
ADMIN & MAINT [20]	324 36 Annually	376 41 Annually	12 1.3 Annually	147 16.3 Annually	7 0.6 Annually	8 0.8 Annually	874	There appears to be an unexpected high rate of incidents and issues. No empowerment over their roles whatsoever. Work directly to ESMT.
TOTAL [145]	1004 111 Annually	5526 614 Annually	54 6 Annually	478 53 Annually	166 19 Annually	46 5 Annually	7274	The data speaks for itself. There is cause for alarm and room for intervention to address the underlying issues.

EMPLOYEE ASSISTANCE PROGRAMME PROVIDERS **ANNEX E**

Work solutions	http://www.worksolutions.com.au/services/job_capacity_assessments.aspx
Employee Assistance Professionals	http://www.eapaa.org.au/
Interlock Employee Assistance	http://www.interlock.org/
Life by Design	http://www.lifebydesign.com.au/engaged/?qclid=CMHajuKM2ZoCFQNoegodzXySDg
Government Website	http://www.jobaccess.gov.au/JOAC/Advice/ProductOrSolutionEight/Employeeassistance.htm
Assist Group	http://www.assist-group.com.au/pa/eap.htm?qclid=CKPGiqO62poCFVEwpAodOiU52w
Konekt Safe	http://www.konekt.com.au/irm/content/services_konektsafe_corphealth.html?qclid=CICTmNS-2poCFc0vpAodOIP43Q
Swinburne	http://www.swinburne.edu.au/corporate/hr/eap.htm

The information contained within the report is based on a real college. Names and identification marks and material have been changed or removed for legal reasons. The information and material is real and the negative aspects of the material are based on real life scenarios. The report has been written for an audience (Trustees) that have a poor command of the English language and rely on consultants for professional advice and support. The information below is relevant to the report. **PETER ADAMIS 5 JUNE 2009**

Staff Area. Staff kitchen and rest area had lights globes missing; walls had fungus and paint peeling off. The electrical leads were bare, the curtains not clean and rubbish bins uncovered.

Waste Management & Cleaners. Waste management disposal and cleaning of college leaves a lot to be desired. Classrooms not adequately cleaned by cleaners and rubbish located near rest rooms.

First Aid Room. First Aid room has syringes lying uncovered in rubbish bin, insufficient stocks of first aid materials and bed sheets not laundered.

Furniture. Broken and dilapidated furniture found in the main office and the ICT network room.

ICT Network. College Information Technology network security programs have not been updated. The college network is in secure and subject to external Trojan and Virus attacks.

Student class rooms. Student desks need replacing and new lockers be purchased.

Student Exercise Equipment. Student exercise and fitness equipment requires urgent maintenance.

Security Locks. Locks require replacement in gymnasium, First Aid Room and ICT Network office.

Emergency Procedures. There is no signage of emergency procedures or emergency exits in display. Last recorded emergency practice drill conducted in 2007.

College Canteen. Equipment broken, foodstuffs kept in open display and not in warmers. Rubbish bins not covered.

Exercise Area. There is insufficient exercise area for students. Cramped conditions lead to physical violence in struggle for personal space.

