Star of the Sea College

Positions of Leadership

2019-2021
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Leadership at Star of the Sea College

In a Catholic school, there is an expectation upon both teaching and school support staff to conduct themselves in alignment with the values, policies and direction of the College. This allows the leadership of the College community to be shared by all staff members.

PoL Application & Interview Process

Position Descriptions for all Positions of Leadership (PoL) are located at the end of this booklet and all applicants are advised to make reference to these descriptions.

Positions of Leadership applications must be made by 4.00pm on Monday 6 August, on the Application Form to Ms Mary O’Connor, Principal via email principal@starmelb.catholic.edu.au.

Interviews will be conducted from 10 August 2018.
Tenure

PoL appointments will have tenure for three years unless otherwise stated.

Within the three year cycle the opportunity to participate in a review process will be provided. This will normally be in the second year of the appointment.

A staff member may apply for several Positions of Leadership but may only hold one PoL, unless via agreement with the Consultative Committee. Exceptions to this are the Head of School Operations who will also hold either the College Timetabler or Daily Organiser role. The Head of Music may also hold either the role of Stacella Coordinator or Orchestra Leader.

Allowance

The current allowance* for PoL positions is as follows:

<table>
<thead>
<tr>
<th>PoL</th>
<th>Allowance</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>$2,512</td>
</tr>
<tr>
<td>2</td>
<td>$5,094</td>
</tr>
<tr>
<td>3</td>
<td>$7,752</td>
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<tr>
<td>4</td>
<td>$10,481</td>
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</tbody>
</table>

* 2018 allowances are subject to the new VCEMEA and may increase.

All Positions of Leadership (PoLs) at Star of the Sea College require the position holders to demonstrate and be accountable for the following:

- Alignment with the College vision and support for the values of the College.
- Witness to the faith life and social justice commitment of the College.
- Model the attributes of the Education Charter.
- The AITSL Standards.
- The VIT Standards.
- The Child Safe Standards.
- Commitment to facilitating excellence in learning.
- Be a visible presence in and around the College.
- A capacity to lead and work collaboratively with a team.
- An additional time commitment.
- The ability to initiate and facilitate change and innovation.
- An ability to be a problem finder and solver.
Selection Criteria for Positions of Leadership

In addition, applicants who apply for Positions of Leadership (POLs) should be able to articulate and demonstrate a commitment to the following selection criteria:

- Understanding of and commitment to the strategic direction of Star of the Sea College.
- Ability to develop an Annual Action Plan based upon the strategic direction of the College.
- Demonstrates a range of experiences outside/inside the College.
- Ability to communicate with parents, teachers and students.
- Openness to new ideas and processes.
- Commitment to constant improvement.
- Demonstration of organisational skills.
- Suitability as a role model for teaching staff and student body.
- Ability to work collaboratively and be supportive of the Principal and the College Leadership Team.

General Note Regarding Time Release

All positions which involve time allowances provide release measured as part of the 20 hours of face-to-face teaching per week. Teaching responsibilities extend well beyond the time in the classroom. Teaching also involves preparation for classes, marking of student work, follow-up in regard to discipline, communication with parents, subject team meetings, liaison with colleagues regarding teaching and assessment, report writing, etc. Therefore, as a matter of fairness, the actual time that roles require should be considerably more than the ‘release time’.
## Positions of Leadership & Time Allowance

<table>
<thead>
<tr>
<th>Organisation According to Direct Report</th>
<th>Time Allowance</th>
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<tbody>
<tr>
<td><strong>Pastoral Leaders</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Position</strong></td>
<td><strong>PoL</strong></td>
</tr>
<tr>
<td>Year 7 Pastoral Leader</td>
<td>3</td>
</tr>
<tr>
<td>Year 8 Pastoral Leader</td>
<td>3</td>
</tr>
<tr>
<td>Year 9 Pastoral Leader</td>
<td>3</td>
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<tr>
<td>Ave Pastoral Leader</td>
<td>3</td>
</tr>
<tr>
<td>Fay Pastoral Leader</td>
<td>3</td>
</tr>
<tr>
<td>Nagle Pastoral Leader</td>
<td>3</td>
</tr>
<tr>
<td>Stella Pastoral Leader</td>
<td>3</td>
</tr>
<tr>
<td><strong>Faculty Leaders</strong></td>
<td></td>
</tr>
<tr>
<td>Design &amp; Technologies Faculty Leader</td>
<td>2</td>
</tr>
<tr>
<td>Health &amp; Physical Education Faculty Leader</td>
<td>2</td>
</tr>
<tr>
<td>Religious Education Faculty Leader</td>
<td>3</td>
</tr>
<tr>
<td><strong>DP - Staff</strong></td>
<td></td>
</tr>
<tr>
<td>Productions Manager</td>
<td>2</td>
</tr>
<tr>
<td><strong>DP - Students</strong></td>
<td></td>
</tr>
<tr>
<td>Learning Support Faculty Leader</td>
<td>3</td>
</tr>
<tr>
<td><strong>DP - Learning &amp; Teaching</strong></td>
<td></td>
</tr>
<tr>
<td>E-Learning Leader</td>
<td>2</td>
</tr>
<tr>
<td>Head of Data Analysis</td>
<td>2</td>
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<tr>
<td>VCAL Leader</td>
<td>2</td>
</tr>
<tr>
<td><strong>Head of School Organisation</strong></td>
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<tr>
<td>Daily Organiser</td>
<td>1</td>
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</tbody>
</table>

Note: In total, the Head of School Operations will have a PoL 3 and 18 periods release if they hold the Daily Organiser Role, OR PoL 4 with 24 period release if they are the College Timetabler.
STAR OF THE SEA COLLEGE, BRIGHTON

PASTORAL LEADER ROLE DESCRIPTION

Overview

The Presentation Sisters established Star of the Sea College in 1883. The College has a rich tradition of educating women to take on the world, work for justice and make a difference. Since 2014, Star of the Sea College has been a member school of Kildare Ministries.

The College’s Educational Charter, developed in collaboration with teachers, students and parents, provides the framework for this role description.

All staff members are expected to support the College’s mission to empower young women to engage in critical reflection leading to positive action for our world. The College community’s success is shaped by their energy, skills, talents and shared sense of mission.

In addition, the expectation is that all staff support the Catholic Ethos of the College, work with the Leadership Team in ways respectful of the Catholic and Presentation spirit of the College, support the College’s Mission statement and assist in the implementation of the Strategic Plan and College Improvement Plan.

Pastoral Leaders are at the forefront of the implementation of our mission and the animation of our motto: *Deeds not Words*. They set the direction for student wellbeing across all year levels and houses, ensuring every student’s opportunities for success are maximised.

Effective pastoral leadership integrates student wellbeing and positive student outcomes. At Star of the Sea College, the Pastoral Leader guides and supports staff within their team to ensure that every student’s mentor experience is personal and formative.

The Pastoral Leader is critical to the success of Star of the Sea’s ability to provide an educational setting that is nurturing, compassionate and just – wherein every student is able to develop her independence, initiative, academic and leadership capabilities.
MAJOR AREAS OF RESPONSIBILITY:

The Pastoral Leader’s four major areas of responsibility are to:

- guide and support staff and students to create a healthy, safe and respectful school culture;
- set the professional standards for members of their team and lead their performance as both mentor teacher and in their wellbeing role;
- effectively lead and administer the Year Level/House;
- provide students with a childsafe environment.

The following duties are aligned to the major areas of responsibility:

<table>
<thead>
<tr>
<th>1. Leading wellbeing to enhance learning</th>
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</thead>
<tbody>
<tr>
<td>The Pastoral Leader guides and supports all relevant staff to create a healthy, safe and respectful school culture. This includes:</td>
</tr>
<tr>
<td>- ensuring the learning environment is student-centred, flexible and dynamic;</td>
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<tr>
<td>- ensuring the learning environment fosters students’ experience of the integration of faith, culture and life;</td>
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<tr>
<td>- being familiar with and complying with the College’s child safe policy and code of conduct and any other policy and procedures relating to child safety;</td>
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<tr>
<td>- proactively monitoring and supporting student wellbeing;</td>
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<tr>
<td>- facilitating the delivery of the College Wellbeing program by Mentors, in conjunction with the Deputy Principal Students, the other Pastoral Leaders and the counsellors;</td>
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<tr>
<td>- enabling each student to achieve meaning and success in all areas of their life;</td>
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<tr>
<td>- valuing parents as integral partners in their daughter’s learning through good communication regarding their daughter’s progress.</td>
</tr>
<tr>
<td>- collaborating with the Learning Support team to ensure that appropriate information is communicated to staff about student adjustment and individual needs</td>
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<tr>
<td>- monitoring students who have been identified as needing adjustments to ensure that support or extension is provided</td>
</tr>
<tr>
<td>- collaborating with the Senior Studies Leader to monitor and document the wellbeing of students in the senior years when it impacts upon their academic performance</td>
</tr>
</tbody>
</table>
### Leadership of the Mentor team in their wellbeing role

The Pastoral Leader’s duty is to ensure each staff member clearly understands their role as a Mentor and their responsibility in monitoring and managing student progress. These are outlined in the Role Description for Mentors:

- communicating with parents,
- communicating with the Pastoral Leaders regarding student issues, monitoring attendance and punctuality
- setting standards and ensuring follow up on the wearing of the College uniform.
- The Pastoral Leader works with Mentors, Subject Teachers and Faculty Leaders to implement strategies necessary to address areas of concern regarding student engagement and learning.

### Leadership and administration

The following duties are required to ensure that the Year level/House is led and administered effectively.

**Student Wellbeing**

- Be available to students to advise and support them when needed.
- Assist in the appointment of student leaders and meet regularly with them, when required.
- Be responsible for student wellbeing in areas beyond those of immediate concern of the Mentor or subject teacher.

**Academic progress**

- Liaise with subject teachers and Faculty Leaders about the progress of students and suggest strategies to support and enhance student learning.
- Attend Parent Support Group (PSG) meetings when necessary.
- Liaise with other Pastoral Leaders regarding students’ Mentor groupings and subject selections for the following year.
In collaboration with the Head of School Operations and Deputy Principal Learning and Teaching, be actively involved in the examination procedures prior to and after examinations for their pastoral group.

Understand the processes, pathways and regulations regarding student pathways eg VCAA, VCAL, VET programs.

**SIMON**

- Ensure all administrative procedures within SIMON are completed by Mentors.
- Ensure the ready flow of communication across the Year level/House.
- Ensure effective monitoring student notes and oversight of the Year Level /House as a whole via SIMON.

**Functions/Activities**

- Organise Year Level/House assemblies.
- Organise student social events ensuring adequate staff supervision.
- Coordinate guest speakers as required.
- Organise year level or special focus Camps as required.
- Collaborate with the Ministry Team in the organisation of reflection days, retreats and liturgies.
Criteria for Effectiveness in the Role

The effective performance of the Pastoral Leader will be due to capabilities across a broad range of the following:

Attributes

- Respect for the mission, identity and guiding principles of education in the Presentation tradition at Star of the Sea College.
- Dependability and reliability.
- Perseverance, sensitivity, compassion and patience in the face of complex and difficult situations.
- Optimism, confidence and enthusiasm when motivating others.

Dispositions

- Empathy and commitment to the learning needs of Star’s students.
- Collaborative and flexible participation in professional settings.
- Openness to change and to learning in all situations.
- A high level of discretion when handling confidential and sensitive information.

Knowledge & Understandings

- An understanding of the issues that most concern students and their parents.
- An up-to-date knowledge of wellbeing practices and procedures as implemented at Star of the Sea.
- Knowledge of the appropriate avenues and resources for seeking information to support staff, students and parents.
- An expectation that regular professional learning is undertaken in order to maintain a high level of awareness of current and best practice in the major areas of responsibility associated with the role.
Skills & Capabilities

- A proven record as an exemplary teacher.
- Demonstrated ability to communicate clearly, personably and effectively.
- The ability to form teams and sustain teamwork throughout the term of the appointment.
- The ability to implement effective and efficient pastoral practices across the team.
- Excellent capabilities in the application of SIMON.
- The capacity to reflect on one's leadership performance and style.
- The ability to work collaboratively, flexibly, independently and creatively in a demanding environment.
- The capacity to negotiate.
- The capacity to pay close attention to detail.
- The capacity to maintain professional relationships within the College community and with other organisations on behalf of the College where necessary.

Notes

- It is anticipated that the Pastoral Leader will, at times, be required to undertake other duties related to the role as directed by the Principal or the Deputy Principal Students.
- The Pastoral Leader is expected to comply with legislated occupational health and safety practices and participate in consultative processes to ensure a childsafe environment and workplace safety for staff and students.
- Each pastoral leader will have events and duties specific to the Year level/House and these are outlined in a separate duty statement which accompanies this role description.
Year 7 Duty Statement
In addition to the duties already listed the Year 7 Pastoral Leader has specific responsibility for transition processes into the Star of the Sea College Community.

Transition Preparation:
- In conjunction with the Registrar and Development and Communications Manager, make personal contact, where practicable, with each primary school and each new student’s family enrolled at Star for the upcoming year.
- In conjunction with the Learning Support team, facilitate the smooth running of testing programs for incoming Year 7 students.
- Assist with the placement of students into mentor groups, noting the information provided.
- Conduct the Parent Information Evening for all parents with daughters beginning Year 7 the following year in the year prior to attendance.
- In conjunction with the Development and Communications department, ensure the Orientation Day for incoming Year 7 students provides a taste of life at Star of the Sea College.

Transition:
- Ensure the Orientation program for Year 7 supports the transition of students and their families
- Coordinate and oversee programs and activities to ensure successful transition including Year 7 Activity Afternoon, Big Sister Little Sister and Fun Fridays.
- Ensure that transition documentation is complete and information is appropriately communicated to relevant staff.
- Be available to parents who have concerns regarding their daughter’s transition, Mentor group, class groupings and other matters.
- Organise the Year 7 Parent Information Evening at the beginning of each year.

Year 8 Duty Statement
In addition to the duties already listed the Year 8 Pastoral Leader has specific responsibility for specific Year 8 activities and functions:
- Organise year level assemblies for Year 8.
- Assist in the organisation of Parent Information Nights in conjunction with Faculty Leaders and other key staff.
- Coordinate Year 8 camps, excursions and guest speakers as required.
Year 9 Duty Statement
In addition to the duties already listed, the Year 9 Coordinator has specific responsibilities associated with being on the ANZAC campus.

Oversee the ANZAC program

The successful implementation of the ANZAC program each year requires the Year 9 Pastoral Leader to ensure the learning environment fosters every student’s connectedness to their peers and their teachers as well as developing strong connections with our community by:

Leading the organisation of:
- The ANZAC Help Task Force
- The ANZAC Companions Program
- The annual ANZAC Day Commemoration Service
- The annual Remembrance Day Service
- Liaison with the ANZAC Day Therapy Centre
- Connections to the Rats of Tobruk and the Corvettes ex-Servicemen’s Association

Encouraging student leadership opportunities through participation in:
- The Spirit of ANZAC Awards
- The Corvette Award
- Developing a sense of community at the ANZAC Campus around the annual College theme

Senior House Leaders Duty Statement

In addition to the duties assigned as Pastoral Leaders, the House Coordinators:
- Support transition of students into the House from Year 9.
- Effectively administer Mentor groups at Years 10, 11 and 12 and the smooth running of the House from Years 7 – 12.
- Organise House and Year Level activities and functions for the House.
- Organise assemblies in conjunction with the House Captain.
- Assist in the organisation of Parent Information Nights in conjunction with other Faculty Leaders.
- Lead house staff participation at house events such as the Music Festival, Swimming Carnival, Athletics Sports and Drama Festival.
- Organise student social events ensuring adequate staff supervision.
• Coordinate camps, retreats, excursions and guest speakers as required.
• Collaborate with the Ministry Team in the organisation of Liturgies.
• Work with the Senior Studies Leader and Careers Leader to support student pathways

Student Wellbeing (Years 10 – 12)
• Welcome and induct all new students into the House/College.
• Be available to students to advise and support them when needed.
• Assist in the appointment of School Leaders and meet regularly with them.
• Act as a mentor to the elected Leaders and Captains.
• Be responsible for student wellbeing in areas beyond those of immediate concern of the mentor group or subject teacher.

Academic Support
• Be familiar with all VCAA requirements and assist in academic discussions around subject selection and academic progress.
• Participate in VCE Academic Panels for students in the House, as requested by the DP-Learning and Teaching or Senior Studies Leader.
• Notify parents of unsatisfactory behaviour or effort in class, in consultation with the subject teacher and Senior Studies leader.
• Have a good working knowledge of VCE, VCAL and VET programs, ideally by teaching one VCE subject, timetable permitting.
## Conditions of Employment

<table>
<thead>
<tr>
<th><strong>Direct Report</strong></th>
<th>Deputy Principal - Students</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Date</strong></td>
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</tbody>
</table>
| **Qualifications**| Appropriate tertiary qualifications, with further study in Wellbeing an advantage  
CECV Accreditation to Teach in a Catholic School  
VIT Registration  
First Aid Qualifications |
| **POL and time release** | POL Level 3  
Time release: tbc |
| **Salary**        | *Entitlements under the Victorian Catholic Schools Multi Employer Agreement (2013)* |
| **Approved By**  | Principal |
| **Version**       | 4 |
| **Amendments**    | Edit typographical errors |
FACULTY LEADER ROLE DESCRIPTION

Overview

The Presentation Sisters established Star of the Sea College in 1883. The College has a rich tradition of educating women to take on the world, work for justice and make a difference. Since 2014, Star of the Sea College has been a member school of Kildare Ministries.

The College’s Educational Charter, developed in collaboration with teachers, students and parents, provides the framework for this role description.

All staff members are expected to support the College’s mission to empower young women to engage in critical reflection leading to positive action for our world. The College community’s success is shaped by their energy, skills, talents and shared sense of mission.

In addition, the expectation is that all staff support the Catholic Ethos of the College, work with the Leadership Team in ways respectful of the Catholic and Presentation spirit of the College, support the College’s Mission statement and assist in the implementation of the Strategic Plan and College Improvement Plan.

Faculty Leaders are at the forefront of the implementation of the College’s vision for learning and teaching as expressed in the Education Charter. They lead groups of staff who demonstrate a love of learning and a passion for their learning area. They are active members of the profession who seek to improve student learning and engagement through a commitment to contemporary pedagogy facilitated by ongoing professional learning.

Faculty Leaders participate in decision-making designed to impact positively on student learning. They lead and support staff within their faculty to ensure that both the professional standards of teaching across all subjects and the rigor of individual courses remain consistent.

The Faculty Leader works with a large and experienced team focused on helping students to develop the knowledge, skills and capabilities for active engagement in Australia’s future.

Star of the Sea College promotes the safety, wellbeing and inclusion of all students.
Major Areas of Responsibility:

The Faculty Leader’s four major areas of responsibility are to:

- Provide a supportive environment for curriculum review, planning and development.
- Oversee course provision to ensure exemplary pedagogy engages students in rigorous and relevant learning experiences that enhance their opportunities for success.
- Set professional standards for learning and teaching within the Faculty.
- Perform the duties required to administer the Faculty effectively.

DUTY STATEMENT

The following duties are aligned to the major areas of responsibility:

<table>
<thead>
<tr>
<th>1. Curriculum Review, Planning &amp; Development</th>
<th>The Faculty Leader provides a supportive environment for curriculum review, planning and development. This involves:</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>- Providing strategic leadership by overseeing the development and direction of the curriculum aligned to Star of the Sea’s Education Charter and Assessment and Reporting Policy.</td>
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<td></td>
<td>- Leading informed decision-making, setting common goals for the Faculty and planning how the goals will be successfully achieved.</td>
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<td></td>
<td>- Ensuring the currency and effectiveness of curriculum documentation for all members of the Faculty.</td>
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<td>- Ensuring that all staff have access to online curriculum material</td>
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<td></td>
<td>- Ensuring that student performance data is appropriately analysed and used to inform learning and teaching.</td>
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<td></td>
<td>- Providing leadership in resolving issues and concerns relating to curriculum and pedagogy.</td>
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<td></td>
<td>- Exploring and evaluating emerging technologies to enhance curriculum development and delivery, students’ learning opportunities and their experience of the subject.</td>
</tr>
<tr>
<td></td>
<td>- Leading the development of appropriate materials and resources including establishment of student booklists and teaching resources.</td>
</tr>
</tbody>
</table>
### 2. Course Provision & Pedagogical Practice

The Faculty Leader oversees course provision to ensure exemplary pedagogy engages students in rigorous and relevant learning experiences that enhance their opportunities for success. This includes:

- Proactively fostering the development of a cohesive, student-focused learning and teaching culture.
- Ensuring the delivery of relevant and differentiated courses appropriate for Years 7 – 12.
- Developing strategies to ensure consistent application of the curriculum across parallel classes at each year level.
- Oversight of assessments, including examinations and tests for each year level to ensure quality control and a scope and sequence of skills to be assessed.
- Facilitating regular and well-structured team meetings that ensure teachers are aware of particular needs of individuals and groups, and plan strategies to meet the needs, challenges and opportunities.
- Collaborating with the Learning Support staff to ensure particular student needs are met.

### 3. Professional Standards & Staff Management

The Faculty Leader sets professional standards for learning and teaching across the Faculty by:

- Developing means to ensure high standards of teaching and learning throughout the faculty that are evidenced by:
  - Positive, effective learning environments in classes.
  - Innovative teaching and learning strategies.
- Generating professional learning opportunities for Faculty members:
  - Circulating professional reading.
  - Promoting involvement with appropriate educational associations.
  - Encouraging attendance at applicable conferences, seminars and workshops.
The Faculty Leader utilises the talents and abilities of Faculty members and provides them with opportunities for professional growth through:

- Carefully setting expectations during the induction of staff new to the Faculty.
- Innovative use of meeting times by sharing best practice and providing training opportunities.
- Coaching, mentoring and performance counselling.

### 4. Faculty Administration

The Faculty Leader is responsible for the effective and efficient administration and management of the faculty. These responsibilities include:

- Conducting meetings that facilitate the Faculty’s success by:
  - Timely preparation and distribution of informative agenda and accurate minutes.
  - Ensuring decisions are recorded for later access and reference by all.
- Collaborating with the College Leadership team in staff selection, deployment and timetabling.
- Communicating with members of the College Leadership Team about current issues, future needs, opportunities and stressors.
- Competently managing resources to support teaching and learning by maintaining accurate records of expenditure against budget – capital and recurrent.
- Managing the faculty content for:
  - The production of handbooks and curriculum outlines.
  - Electronic filing of relevant curriculum documentation and resources
  - Accessible online resources for staff and students
  - Online reporting templates.
  - Reporting on faculty events for various platforms such as the College magazine.
  - Promoting the achievements of the faculty.
Criteria for Effectiveness in the Role

The effective performance of the Faculty Leader will be due to capabilities across a broad range of the following:

Attributes

- Respect for the Mission, identity and guiding principles of education in the Presentation tradition at Star of the Sea College.
- A passion for teaching, as well as leading the learning and teaching program.
- A tenacious and resourceful capacity for hard work.
- Perseverance, sensitivity, courage and patience in the face of complex and difficult situations.
- Authenticity, trustworthiness and reliability.
- Optimism, confidence and enthusiasm when motivating others.
- Readiness to actively contribute to Committee work.

Dispositions

- A vision for the subject informed by Star of the Sea’s Education Charter.
- Collaborative and flexible participation in professional settings.
- Openness to change and to learning in all situations.
- An approachable and active listener.
- A high level of motivation to ensure learning and teaching standards foster student achievement and success.
- Determination to achieve the goals set for the faculty’s success each year.
- Empathy and commitment to the learning needs of Star of the Sea’s students.
Knowledge & Understandings

- Solid knowledge of the subject curricula for Years 7 – 12.
- An up-to-date knowledge of state and national curriculum developments.
- Knowledge of the appropriate avenues and resources for seeking information, support and clarification for faculty business.
- Knowledge of the College’s policies that impact on the teaching of this subject.
- Understanding the importance of using student data to inform curriculum development.
- Understanding the need for accountability across the faculty.
- Understanding the appropriateness of communication with Leadership Team members when managing difficult staff, student or parent issues.

Skills & Capabilities

- A proven record as an exemplary teacher.
- The ability to form teams and sustain teamwork throughout the term of the appointment.
- The ability to analyse data and trends so as to monitor student progress and develop strategies for improved learning.
- The ability to analyse data and trends to inform curriculum planning.
- Demonstrated ability to communicate clearly, personably and effectively in ways that engage staff, students and parents in the learning and teaching program.
- The ability to work collaboratively, flexibly, independently and creatively in a demanding environment.
- Excellent capabilities in the integration of ICT appropriate to contemporary education.
- The ability to successfully use the time allocation to fulfil the responsibilities of this position of leadership.
- The capacity to reflect on one’s leadership performance and style.
- The ability to implement effective and efficient work practices across the Faculty.
- The ability to locate information quickly and accurately.
- The capacity to negotiate.
- The capacity to pay close attention to detail.
- The capacity to maintain professional relationships with organisations on behalf of the College where necessary.
Notes

- It is anticipated that the Faculty Leader will, at times, be required to undertake other duties related to the role as directed by the Principal or the Deputy Principal Learning and Teaching.

- It is expected that the Faculty Leader undertakes regular professional learning in order to maintain a high level of awareness of current and best practice in the major areas of responsibility associated with the role.

- The Faculty Leader is expected to be able to demonstrate and articulate AITSL and VIT standards.

- The Faculty Leader is expected to comply with legislated occupational health and safety practices and participate in consultative processes to ensure a child-safe environment and workplace safety for staff and students.

- Each Faculty Leader will have events and duties specific to their faculty and these are determined in consultation with the Deputy Principal Learning and Teaching, and calendared appropriately.
# Conditions of Employment

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<tr>
<th>Direct Report</th>
<th>Deputy Principal Learning and Teaching</th>
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<tbody>
<tr>
<td><strong>Date</strong></td>
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<tr>
<td><strong>Qualifications</strong></td>
<td>Appropriate tertiary qualifications, with further study an advantage</td>
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<td>CECV Accreditation to Teach in a Catholic School</td>
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<td>VIT registration</td>
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<td></td>
<td>First Aid Qualifications</td>
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<tr>
<td><strong>Salary</strong></td>
<td><em>Entitlements under the Victorian Catholic Schools Multi Employer Agreement (2013)</em></td>
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<td>Principal</td>
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<td><strong>POL &amp; Time Release</strong></td>
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<tr>
<td>Faculty</td>
<td>POL / ppc</td>
</tr>
<tr>
<td>English Faculty Leader</td>
<td>Pol 3, Time: 10 periods pc</td>
</tr>
<tr>
<td>Design &amp; Technologies Faculty Leader</td>
<td>Pol 2, 6 periods pc</td>
</tr>
<tr>
<td>Health &amp; Physical Education Faculty Leader</td>
<td>Pol 2, 6 periods pc</td>
</tr>
<tr>
<td>Humanities Faculty Leader</td>
<td>Pol 3, 10 periods pc</td>
</tr>
<tr>
<td>Languages Faculty Leader</td>
<td>Pol 2, 6 periods pc</td>
</tr>
<tr>
<td>Mathematics Faculty Leader</td>
<td>Pol 3, 10 periods pc</td>
</tr>
<tr>
<td>Performing Arts Faculty Leader</td>
<td>Pol 2, 6 periods pc</td>
</tr>
<tr>
<td>Religious Education Faculty Leader</td>
<td>Pol 3, 10 periods pc</td>
</tr>
<tr>
<td>Science Faculty Leader</td>
<td>Pol 3, 10 periods pc</td>
</tr>
<tr>
<td>Visual Arts Faculty Leader</td>
<td>Pol 2, 6 periods pc</td>
</tr>
<tr>
<td><strong>Version</strong></td>
<td>3</td>
</tr>
<tr>
<td><strong>Amendments</strong></td>
<td>Assessment oversight</td>
</tr>
</tbody>
</table>
APPENDIX 1

Design & Technologies
- Product Design Technology: Textiles Y 9 - VCE
- Digital Technology
- Design Lab
- Food Studies
- Food technology Y7-10

Performing Arts
- Drama
- Theatre Studies
- Music
- Dance

Visual Arts
- Visual Communication Design
- Art
- Media
- Studio Art: Photography
- Studio Art: General

Science
- Science Y 7-10
- Physics
- Chemistry
- Biology
- Psychology
- Integrated Studies

Mathematics
- Mathematics
- Accelerated Mathematics

English
- English
- English Literature
- Integrated Studies
- Accelerated English

Humanities
- Geography
- History
- Legal Studies
- Economics
- Politics
- Accounting
- Classics
- Business Management
- VET Business
- Humanities Y 7 – 10
- Integrated Studies

Health and Physical Education
- Physical Education
- Health & Human Development
- Health Y 7 – 10

Languages
- Italian
- German
- Japanese

Learning Support
- MatLit

VCAL
- Personal Development Skills
- Work Related Skills
- VCAL Numeracy
- VCAL Literacy

Religious Education
- Religious Education Y7 – 10
- School-based Religious Education Y 12
- Unit 1-4 Text & Traditions
- Unit 2 Religion & Society: Ethics
PRODUCTIONS MANAGER ROLE DESCRIPTION

Overview

The Presentation Sisters established Star of the Sea College in 1883. The College has a rich tradition of educating women to take on the world, work for justice and make a difference. Since 2014, Star of the Sea College has been a member school of Kildare Ministries.

The College’s Educational Charter, developed in collaboration with teachers, students and parents, provides the framework for this role description.

All staff members are expected to support the College’s mission to empower young women to engage in critical reflection leading to positive action for our world. The College community’s success is shaped by their energy, skills, talents and shared sense of mission.

In addition, the expectation is that all staff support the Catholic Ethos of the College, work with the College Leadership Team in ways respectful of the Catholic and Presentation spirit of the College, support the College’s Mission statement and assist in the implementation of the Strategic Plan and College Improvement Plan.

The Production Manager plays an entrepreneurial role integral to Star of the Sea’s commitment to students having a holistic educational experience. It is a role that involves management, promotion and co-ordination of productions and events across a range of performing arts.

Star of the Sea College promotes the safety, wellbeing and inclusion of all students.

Major Areas of Responsibility

The Production Manager has the following major areas of responsibility:

- global management and delivery of major College productions including House Music Festival, Presentation Night and other productions
- administration and management of the budget expenditure, technical and organisational logistics of major College productions
- building the profile of productions at the College through promotion of College productions and participation by students and staff
- collaborative support and assistance of other College productions in the Performing Arts – specifically the Stacella concert, Music Soiree, Night of Song, Drama Festival and Theatre Studies’ performances
- collaboration with other schools to provide a variety of production offerings at different year levels for the students at Star of the Sea College
Duty Statement

The following duties are aligned to the major areas of responsibility:

<table>
<thead>
<tr>
<th>2. Management of major productions</th>
<th>The Production Manager is responsible for the global management, delivery and evaluation of major College productions including House Music Festival, Presentation Night and other productions such as Musicals or Plays.</th>
</tr>
</thead>
</table>
| 4. Administration                  | The Production Manager administers the organisational logistics of major College productions. This includes:  
  - chairing the Presentation Night Committee  
  - establishing and coordinating production teams for Performing Arts events and College celebrations eg Foundation Day  
  - supervising budget expenditure for all major productions  
  - oversight of venue arrangements, care and maintenance (internal and external)  
  - allocating technical and administrative support to events as required by the specific production team |
| 5. Building the profile of the Performing Arts at the College and promoting events | The Production Manager works closely with the College Leadership Team and the Head of Music and Performing Arts Leader to:  
  - draw up the calendar of events and productions with a view to providing an increasing number of productions to increase participation in the performing arts  
  - promote productions and events to students, parents and the College community  
  - establish formal and informal structures that promote the sharing of ideas in the development and promotion of the Performing Arts  
  - Verify and enhance the currency of the College Website.  
  - Compile and oversee the annual budget assigned, ensuring it keeps within budgetary constraints.  
  - Organise copyright procedures when appropriate. |
6. Collaboration

The Production Manager collaborates with the Performing Arts Department and the Music School in the organisation of the Music Soiree, Stacella Concert, Night of Song, House Drama Festival and various concerts throughout the year. This involves:

- coordinating and managing backstage logistics
- managing backstage crew
- administrative support for the responsible Faculty Leader or Coordinator

The Production Manager collaborates with other schools to provide a variety of new performance possibilities in Musical Theatre, Drama, Dance and Music.

Criteria for Effectiveness in the Role

The effective performance of the Production Manager will be due to capabilities across a broad range of the following:

Attributes

- Respect for the mission, identity and guiding principles of education in the Presentation tradition at Star of the Sea College.
- Passion for, and commitment to, the performing arts as a vehicle for student self-expression and creativity, pursuit of excellence and collaboration.
- A tenacious and resourceful capacity for hard work.
- Exceptional trustworthiness and reliability.
- Perseverance, sensitivity, courage and patience in the face of complex and difficult situations.
- Optimism, confidence and enthusiasm when motivating others.
Dispositions

- Collaborative and flexible participation in professional settings.
- Openness to change and to learning in all situations.
- An approachable and active listener.
- A high level of motivation to ensure professional standards foster student achievement and success.
- Determination to achieve the goals set for success each year.
- Empathy and commitment to the learning needs of Star of the Sea’s students.
- A high level of discretion when handling confidential and sensitive information.

Knowledge & Understandings

- A very good understanding of the processes and strategies for successful event management.
- Knowledge of the appropriate avenues and resources for seeking information, support and clarification for faculty business.
- Understanding of the need for accountability.
- Understanding the appropriateness of communication with the Leadership Team when managing difficult staff, student or parent issues.

Skills & Capabilities

- A proven record as an exemplary teacher
- The ability to form teams and sustain teamwork throughout the term of the appointment
- Demonstrated ability to communicate clearly, personably and effectively in ways that engage staff, students and parents in the learning and teaching program
- The ability to work collaboratively, flexibly, independently and creatively in a demanding environment
- Excellent capabilities in the integration of ICT appropriate to contemporary education
- The ability to successfully use the time allocation to fulfil the responsibilities of this position of leadership
- The capacity to reflect on one’s leadership performance and style
- The ability to implement effective and efficient work practices across the faculty
The ability to locate information quickly and accurately

The capacity to pay close attention to detail

The capacity to maintain professional relationships with organisations on behalf of the College where necessary

A willingness to undertake professional learning to enable an understanding of the work flow relating to sound and light facilities in the Patricia Carroll Auditorium

Notes

The Production Manager will, at times, be required to undertake other duties related to the role as directed by the Principal and the Leadership Team.

It is expected that the Production Manager undertakes regular professional learning in order to maintain a high level of awareness of current trends in the major areas of responsibility associated with the role.

The Production Manager is expected to comply with legislated occupational health and safety practices and participate in consultative processes to ensure workplace safety for staff and students.

Conditions of Employment

<table>
<thead>
<tr>
<th>Direct Report</th>
<th>Deputy Principal Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
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<tr>
<td>Qualifications</td>
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<td>Entitlements under the Victorian Catholic Schools Multi Employer Agreement (2013)</td>
</tr>
<tr>
<td>POL &amp; Time Release</td>
<td>POL 2 with 8 period allocation</td>
</tr>
<tr>
<td>Approved By</td>
<td>Principal</td>
</tr>
<tr>
<td>Version</td>
<td>5</td>
</tr>
<tr>
<td>Amendments</td>
<td>Updated dot point re technical requirements</td>
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</tbody>
</table>
LEARNING SUPPORT FACULTY LEADER ROLE DESCRIPTION

Overview

The Presentation Sisters established Star of the Sea College in 1883. The College has a rich tradition of educating women to take on the world, work for justice and make a difference. Since 2014, Star of the Sea College has been a member school of Kildare Ministries.

The College’s Educational Charter, developed in collaboration with teachers, students and parents, provides the framework for this role description.

All staff members are expected to support the College’s mission to empower young women to engage in critical reflection leading to positive action for our world. The College community’s success is shaped by their energy, skills, talents and shared sense of mission.

In addition, the expectation is that all staff support the Catholic Ethos of the College, work with the Leadership Team in ways respectful of the Catholic and Presentation spirit of the College, support the College’s Mission statement and assist in the implementation of the Strategic Plan and College Improvement Plan.

The Learning Support Leader is responsible for managing and providing support to students with additional needs. The Learning Support Leader oversees students who require an adjusted learning program or who are funded to receive support for their individual needs. They have major responsibilities for: Transition, Integration and Adjustment of work.

The Learning Support Leader participates in decision-making designed to impact positively on student learning. They lead and support staff within their faculty to ensure that students can achieve meaningful learning outcomes in all classes.

The Learning Support Leader works with a large and experienced team focused on helping our students develop the knowledge, skills and capabilities for active engagement in Australia’s future.
Major Areas of Responsibility

The Learning Support Leader’s four major areas of responsibility are to:

- Provide a supportive environment for curriculum review, planning and development.
- Oversee course provision to ensure exemplary pedagogy engages students in rigorous and relevant learning experiences that enhance their opportunities for success.
- Set professional standards for teaching and learning within the faculty.
- Perform the duties required to administer the faculty effectively.

Duty Statement

The following duties are aligned to the major areas of responsibility:

<table>
<thead>
<tr>
<th>1. Curriculum Review, Planning &amp; Development</th>
<th>The Learning Support Leader provides a supportive environment for curriculum review, planning and development. This involves:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Providing strategic leadership by overseeing the development and direction of the curriculum aligned to Star of the Sea’s Education Charter and Assessment and Reporting Policy.</td>
</tr>
<tr>
<td></td>
<td>• Leading informed decision-making, setting common goals for the faculty and planning how the goals will be successfully achieved.</td>
</tr>
<tr>
<td></td>
<td>• Ensuring the currency and effectiveness of curriculum documentation for all members of the Faculty.</td>
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<tr>
<td></td>
<td>• Ensuring that student performance data is appropriately analysed and used to inform learning and teaching.</td>
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<tr>
<td></td>
<td>• Providing leadership in resolving issues and concerns relating to curriculum and pedagogy.</td>
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<tr>
<td></td>
<td>• Exploring and evaluating emerging technologies to enhance curriculum development and delivery, students’ learning opportunities and their experience of the subject.</td>
</tr>
<tr>
<td></td>
<td>• Leading the development of appropriate materials and resources including establishment of student booklists and teaching resources.</td>
</tr>
<tr>
<td></td>
<td>• Ensuring the Faculty complies with relevant curriculum accreditation requirements.</td>
</tr>
<tr>
<td>2. Course Provision &amp; Pedagogical Practice</td>
<td>The Learning Support Leader oversees course provision to ensure exemplary pedagogy engages students in rigorous and relevant learning experiences that enhance their opportunities for success. The learning Support Leader will:</td>
</tr>
<tr>
<td>------------------------------------------</td>
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</tr>
<tr>
<td></td>
<td>• Proactively foster the development of a cohesive, student-focused teaching and learning culture.</td>
</tr>
<tr>
<td></td>
<td>• Actively seek opportunities to promote best practice in the support of students with additional needs.</td>
</tr>
<tr>
<td></td>
<td>• Identify students with additional needs and advise the Deputy Principal Students and Deputy Principal Learning and Teaching. For students in Years 10-12, the Senior Studies leader should also be informed.</td>
</tr>
<tr>
<td></td>
<td>• Facilitate regular and well-structured team meetings that ensure teachers are aware of particular needs of individuals and groups, and plan strategies to meet the needs, challenges and opportunities.</td>
</tr>
<tr>
<td></td>
<td>• Analyse data, in conjunction with the Head of Data Analysis, to determine those students who would benefit from additional support:</td>
</tr>
<tr>
<td></td>
<td>o liaise with the Year 7 Coordinator in the development of Year 7 class lists</td>
</tr>
<tr>
<td></td>
<td>o In conjunction with the Deputy Principal Learning and Teaching, identify students who would benefit from an adjusted program in Year 7-9, including the provision of MathLit instead of one LOTE class</td>
</tr>
<tr>
<td></td>
<td>o coordinate and chair termly Program Support Group Meetings including the dissemination of Minutes to all stakeholders and the posting of Minutes on SIMON (as per specific protocol).</td>
</tr>
<tr>
<td></td>
<td>• Assist with the teaching of Learning Support classes.</td>
</tr>
<tr>
<td></td>
<td>• Make adjusted curriculum material and assessments available as online resources for staff and students</td>
</tr>
<tr>
<td></td>
<td>• Promote the achievements of the Learning Support team.</td>
</tr>
<tr>
<td></td>
<td>• Be available for staff and to actively encourage teachers to discuss concerns regarding students deemed to be at risk.</td>
</tr>
</tbody>
</table>
• Assist teachers with curriculum differentiation, the implementation of teaching and learning recommendations, and the development of Personalised Learning Plans.

• Actively monitor the progress of students with additional needs including liaising with teachers and the checking of students’ academic results.

• In conjunction with the Careers Leader, advise students and their families of Pathway Options and Subject Selection

• In conjunction with the Head of School Operations, identify students who require learning enhancement and liaise with the faculty Leaders to ensure that this occurs

• Identify the needs of teaching staff and to provide relevant support for the teaching of students with additional needs.

• Follow up Academic Referrals; this may include assessment of students, gathering of data, and reporting of outcomes to teachers and parents.

• Advise Year level leaders and House Leaders of students with additional needs.

• Facilitate a smooth transition for students with additional needs as they transfer between campuses and/or move to the next year level through thorough record keeping and by briefing the incoming Pastoral Leader

• Liaise with Faculty Leaders regarding the development of Adjusted Examinations.

• Actively participate in Wellbeing Meetings and Faculty Leader Meetings.

• Present up to date research and findings at Professional Learning Workshops and whole staff meetings

• Facilitate the development of Personalised Learning Plans.

• Liaise with College’s Counsellors regarding the development of social skills programs.

• Offer workshops to colleagues through the College’s Professional Learning Workshops
### 3. Professional Standards & Staff Management

The Learning Support Leader sets professional standards for teaching and learning across the faculty by:

- Developing means to ensure high standards of teaching and learning throughout the faculty that are evidenced by:
  - Positive, effective learning environments in classes.
  - Innovative teaching and learning strategies.

- Generating professional learning opportunities for faculty members:
  - Circulating professional reading.
  - Promoting involvement with appropriate educational associations.
  - Encouraging attendance at applicable conferences, seminars and workshops.

- Maintain high level communication with all staff regarding the learning needs of students who require an adjusted learning program or who are funded for their individual needs

- Review the PLPs, at the beginning of each semester for students completing an adjusted learning program or who are funded for their individual needs

- Lead teaching staff in developing their professional knowledge and understanding for students who require an adjusted learning program or who are funded for their individual needs

- Challenge teachers to implement a variety of learning methods, particularly important to the individual student

- Assist staff in the preparation of special teaching aides for students with disabilities

- Develop, implement and evaluate policy as it relates to students with individual learning needs and ensure this perspective is offered and advocated for where necessary

- Maintain awareness of contemporary practices and innovations around individualised learning through professional engagement

- Oversee NAPLAN, Progressive Achievement Tests (PAT), Allwell testing, on-demand testing, referrals to Learning Support Team for speech assessments, WISC testing and referrals to outside agencies

- Identify the NCCD category for each student who requires adjustment and provide accompanying data to support the assessment
The Learning Support Leader utilises the talents and abilities of team members and provides them with opportunities for professional growth through:

- Carefully setting expectations during the induction of staff new to the team.
- Innovative use of meeting times by sharing best practice and providing training opportunities.
- Coaching, mentoring and performance counselling.

<table>
<thead>
<tr>
<th>4. Administration</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Learning Support Leader is responsible for the effective and efficient administration and management of their team. These responsibilities include:</td>
</tr>
<tr>
<td>• Conducting meetings that facilitate the team’s success by:</td>
</tr>
<tr>
<td>o Timely preparation and distribution of informative agenda and accurate minutes.</td>
</tr>
<tr>
<td>o Ensuring decisions are recorded for later access and reference by all.</td>
</tr>
<tr>
<td>• Communicating with members of the Leadership Team about:</td>
</tr>
<tr>
<td>o Current issues, future needs, opportunities and stressors.</td>
</tr>
<tr>
<td>o Staff selection, deployment and timetabling.</td>
</tr>
<tr>
<td>• Develop a relevant agenda for each Program Support Group Meeting.</td>
</tr>
<tr>
<td>• Ensure that PSG Minutes accurately reflect the content of the meeting.</td>
</tr>
<tr>
<td>• Facilitate the process to enable the timely completion of NCCD applications.</td>
</tr>
<tr>
<td>• Post NCCD applications on SIMON at the beginning of each year.</td>
</tr>
<tr>
<td>• Develop an annual Profile eg that contains the student’s photo, background information and relevant teaching and learning strategies for each NCCD, Indigenous and Refugee student and to disseminate these to the student’s teachers.</td>
</tr>
<tr>
<td>• Assist with the completion of submissions for students with additional needs (e.g. Indigenous students, students with Refugee Status).</td>
</tr>
</tbody>
</table>
Allocate Learning Support Officers to classes, using assessment data to inform these decisions and make their timetables available to the head of School Operations for dissemination

- Oversee and supervise Learning Support Officers
- Maintain and update information on the student wellbeing register to ensure it is current and relevant
- Ensure the appropriate storage and security of documents to maintain student confidentiality

Criteria for Effectiveness in the Role

The effective performance of the Learning Support Leader will be due to capabilities across a broad range of the following:

Attributes

- Respect for the Mission, identity and guiding principles of education in the Presentation tradition at Star of the Sea College.
- A passion for teaching, as well as leading the learning and teaching program.
- A tenacious and resourceful capacity for hard work.
- Perseverance, sensitivity, courage and patience in the face of complex and difficult situations.
- Authenticity, trustworthiness and reliability.
- Optimism, confidence and enthusiasm when motivating others.
- Readiness to actively contribute to Committee work.

Dispositions

- A vision for the subject informed by Star of the Sea’s Education Charter.
- Collaborative and flexible participation in professional settings.
- Openness to change and to learning in all situations.
- An approachable and active listener.
- A high level of motivation to ensure learning and teaching standards foster student achievement and success.
- Determination to achieve the goals set for the Learning Support team success each year.
- Empathy and commitment to the learning needs of Star’s students.
Knowledge & Understandings

- Solid knowledge of the subject curricula for Years 7 – 12.
- An up-to-date knowledge of state and national curriculum developments.
- Knowledge of the appropriate avenues and resources for seeking information, support and clarification for faculty business.
- Knowledge of the College’s policies that impact on the teaching.
- Understanding the importance of using student data to inform curriculum development.
- Understanding the need for accountability across the School.
- Understanding the appropriateness of communication with Leadership Team members when managing difficult staff, student or parent issues.

Skills & Capabilities

- A proven record as an exemplary teacher.
- The ability to form teams and sustain teamwork throughout the term of the appointment.
- The ability to analyse data and trends so as to monitor student progress and develop strategies for improved learning.
- The ability to analyse data and trends to inform curriculum planning.
- Demonstrated ability to communicate clearly, personably and effectively in ways that engage staff, students and parents in the learning and teaching program.
- The ability to work collaboratively, flexibly, independently and creatively in a demanding environment.
- Excellent capabilities in the integration of ICT appropriate to contemporary education.
- The ability to successfully use the time allocation to fulfil the responsibilities of this position of leadership.
- The capacity to reflect on one’s leadership performance and style.
- The ability to implement effective and efficient work practices across the Faculty.
- The ability to locate information quickly and accurately.
- The capacity to negotiate.
- The capacity to pay close attention to detail.
- The capacity to maintain professional relationships with organisations on behalf of the College where necessary.
Notes

- It is anticipated that the Learning Support Leader will, at times, be required to undertake other duties related to the role as directed by the Principal or the Deputy Principal Learning and Teaching.

- It is expected that the Learning Support Leader undertakes regular professional learning in order to maintain a high level of awareness of current and best practice in the major areas of responsibility associated with the role.

- The Learning Support Leader is expected to be able to demonstrate and articulate AITSL, NCCD and VIT standards.

- The Learning Support Leader is expected to comply with legislated occupational health and safety practices and participate in consultative processes to ensure a child-safe environment and workplace safety for staff and students.

Conditions of Employment

<table>
<thead>
<tr>
<th>Direct Report</th>
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<tbody>
<tr>
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<td>Principal</td>
</tr>
<tr>
<td>POL &amp; Time Release</td>
<td>POL: 3 Time release: 24</td>
</tr>
<tr>
<td>Version</td>
<td>2</td>
</tr>
<tr>
<td>Amendments</td>
<td>Edits in red POL updated</td>
</tr>
</tbody>
</table>
eLEARNING LEADER ROLE DESCRIPTION

Overview

The Presentation Sisters established Star of the Sea College in 1883. The College has a rich tradition of educating women to take on the world, work for justice and make a difference. Since 2014, Star of the Sea College has been a member school of Kildare Ministries.

The College’s Educational Charter, developed in collaboration with teachers, students and parents, provides the framework for this role description.

All staff members are expected to support the College’s mission to empower young women to engage in critical reflection leading to positive action for our world. The College community’s success is shaped by their energy, skills, talents and shared sense of mission.

In addition, the expectation is that all staff support the Catholic ethos of the College, work with the Leadership Team in ways respectful of the Catholic and Presentation spirit of the College, support the College’s Mission statement and assist in the implementation of the Strategic Plan and College Improvement Plan.

The College values and supports a learner-centred approach to education. All teachers are encouraged to adopt pedagogies that create an individualised and collaborative learning environment for all students. The College recognises the potential of ICT to provide the learning tools and environment to explore new dimensions in:

- collaborating and working interactively
- thinking and working creatively
- reflecting and planning
- communicating locally and globally

The eLearning Leader models ways that technology can assist learning and teaching, highlights new methodologies and applications, and provides teacher support in the planning and implementation of these new methodologies. The eLearning Leader’s role contributes to capacity building in staff.

Star of the Sea College promotes the safety, wellbeing and inclusion of all students.
Major Areas of Responsibility:

The eLearning Leader has the following four major areas of responsibility:

- lead the integration of ICT and digital tools across the curriculum to enhance student learning
- lead the professional learning of all staff using ICT as a learning and administrative tool
- research current and emerging pedagogies and technologies to ensure the College’s educational vision and technology strategy retain best practice
- administration and management in the eLearning area.

The following duties are aligned to the major areas of responsibility:

| 1. Curriculum Review, Planning & Development | The eLearning Leader takes responsibility for the successful integration of ICT and digital tools across the curriculum so as to enhance student learning. This involves:
| | • Assisting the roll out of laptops for students at Year 7 and Year 9
| | • Organising all aspects of Laptop Boot Camp for all Year 7 students and Laptop Workshop for all Year 9 students
| | • Providing trouble shooting and instruction to students via various student forums
| | • Recruiting for, training and managing the student iTeam
| | • Offering opportunities for iTeam members to extend their ICT and leadership skills
| | • Liaising with the Learning Support Team to meet the varying requirements of each student with special needs in this area
| | • Providing one-on-one training to students and Learning Support staff in the use of support software and hardware
| | • Leading the Year 7 ICT learning program |

| 2. Course Provision & Pedagogical Practice | The eLearning Leader guides and manages the professional learning of all staff in the use of ICT as learning and administrative tools. This includes:
<p>| | • Working with the Deputy Principal Staff to assess the eLearning needs of staff and to plan for professional learning at workshops and/or staff meetings |</p>
<table>
<thead>
<tr>
<th><strong>3. Professional Standards &amp; Staff Management</strong></th>
<th>The eLearning Leader’s responsibility to ensure the College’s educational vision and technology strategy sustains best practice involves:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Producing support materials and resources for professional learning sessions</td>
<td>• researching current and emerging pedagogies and technologies</td>
</tr>
<tr>
<td>• Modelling and encouraging peer teaching and students teaching staff to develop capabilities in eLearning pedagogies and applications.</td>
<td>• keeping abreast of the trends in eLearning and ensuring that professional learning at Star of the Sea College facilitates best practice</td>
</tr>
<tr>
<td>• Working with the Deputy Principal Students to ensure that staff understands the work-flow benefits of the pastoral and administrative applications of SIMON.</td>
<td>• providing a vehicle for colleagues to access current research on eLearning and ICT</td>
</tr>
<tr>
<td>• Leading and collaborating with teaching staff across the College to build individual teacher capacity and effectiveness in using ICT in the classroom in order to improve learning outcomes for students.</td>
<td>• attending relevant professional learning and CEM briefings in ICT and eLearning opportunities.</td>
</tr>
<tr>
<td>• Promoting and modelling a culture which encourages cooperation amongst teachers to incorporate and embed eLearning strategies into the curriculum.</td>
<td></td>
</tr>
</tbody>
</table>
4. Faculty Administration

<table>
<thead>
<tr>
<th>The administration and management of the eLearning area requires the eLearning Leader to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• work closely with Faculty Leaders and Library Services Leaders to ensure synergies between courses, resources, information and technologies including:</td>
</tr>
<tr>
<td>o liaising with Faculty Leaders on course requirements, the selection of appropriate eTextbooks and access to eResources</td>
</tr>
<tr>
<td>o establishing contacts with booksellers and publishers of eTextbooks</td>
</tr>
<tr>
<td>• subscribe to relevant eLearning associations, forums and publications</td>
</tr>
<tr>
<td>• Purchase peripheral hardware used in the classroom and negotiate storage and resource management with the Library Services Leader</td>
</tr>
<tr>
<td>• Liaise with the IT Manager on implementation and roll out of staff accounts and IT support</td>
</tr>
<tr>
<td>• Monitor expenditure against budget as required.</td>
</tr>
</tbody>
</table>

Criteria for Effectiveness in the Role

The effective performance of the eLearning Leader will be due to capabilities across a broad range of the following:

Attributes

- Respect for the Mission, identity and guiding principles of education in the Presentation tradition at Star of the Sea College.
- A passion for teaching, as well as leading the learning and teaching program.
- A tenacious and resourceful capacity for hard work.
- Perseverance, sensitivity, courage and patience in the face of complex and difficult situations.
- Authenticity, trustworthiness and reliability.
- Optimism, confidence and enthusiasm when motivating others.
- Readiness to actively contribute to Committee work.
Dispositions

- A vision for the eLearning informed by Star of the Sea’s Education Charter.
- Collaborative and flexible participation in professional settings.
- Openness to change and to learning in all situations.
- An approachable and active listener.
- A high level of motivation to ensure learning and teaching standards foster student achievement and success.
- Determination to achieve the goals set for the faculty’s success each year.
- Empathy and commitment to the learning needs of Star’s students.

Knowledge & Understandings

- excellent understanding of the role technology plays in the changing landscape of teaching and learning
- knowledge of current and emerging pedagogies and technologies and best practice in the eLearning area
  - excellent understanding of the role Google Apps for Education (GAFE) plays in the delivery of course content and collaborative practices between students and teachers, as a means to help measure formative assessment and as a way to develop efficient and effective workflow
  - a strong understanding of the possibilities and limitations of working with both GAFE and SIMON
  - a clear understanding of the College’s social media policy and digital privacy regulations
  - knowledge of the appropriate avenues and resources for seeking information, support and clarification
  - understanding of the need for accountability
  - understanding the appropriateness of communication with the Leadership Team when managing difficult staff or student issues
Skills & Capabilities

- a proven record as an exemplary teacher
- excellent capabilities in the integration of ICT in contemporary education
- the ability to form teams and sustain teamwork throughout the term of the appointment
- demonstrated ability to communicate clearly, personably and effectively
- the capacity to reflect on one’s leadership performance and style
- the ability to work collaboratively, flexibly, independently and creatively in a demanding environment
- the ability to implement effective and efficient work practices amongst staff and students
- the ability to locate information quickly and accurately
- the capacity to negotiate
- the capacity to pay close attention to detail
- the capacity to maintain professional relationships within the College community and with other organisations on behalf of the College where necessary

Notes

- It is anticipated that the eLearning Leader will, at times, be required to undertake other duties related to the role as directed by the Principal or the Deputy Principal Learning and Teaching.
- It is expected that the eLearning Leader undertakes regular professional learning in order to maintain a high level of awareness of current and best practice in the major areas of responsibility associated with the role.
- The eLearning Leader is expected to comply with legislated occupational health and safety practices and participate in consultative processes to ensure a childsafe environment and workplace safety for staff and students.
## Conditions of Employment

<table>
<thead>
<tr>
<th>Direct Report</th>
<th>Deputy Principal Learning and Teaching</th>
</tr>
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<tbody>
<tr>
<td><strong>Date</strong></td>
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<td><strong>Salary</strong></td>
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<tr>
<td><strong>Approved By</strong></td>
<td>Principal</td>
</tr>
<tr>
<td><strong>POL &amp; Time Release</strong></td>
<td>POL 2 and 16 periods per cycle time release</td>
</tr>
<tr>
<td><strong>Version</strong></td>
<td>2</td>
</tr>
<tr>
<td><strong>Amendments</strong></td>
<td>Additions in Red</td>
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</tbody>
</table>
HEAD OF DATA ANALYSIS ROLE DESCRIPTION

Overview

The Presentation Sisters established Star of the Sea College in 1883. The College has a rich tradition of educating women to take on the world, work for justice and make a difference. Since 2014, Star of the Sea College has been a member school of Kildare Ministries.

The College’s Educational Charter, developed in collaboration with teachers, students and parents, provides the framework for this role description.

All staff members are expected to support the College’s mission to empower young women to engage in critical reflection leading to positive action for our world. The College community’s success is shaped by their energy, skills, talents and shared sense of mission.

In addition, the expectation is that all staff support the Catholic Ethos of the College, work with the Leadership Team in ways respectful of the Catholic and Presentation spirit of the College, support the College’s Mission statement and assist in the implementation of the Strategic Plan and College Improvement Plan.

The Head of Data Analysis will enable the College to access and understand data through deep analysis and explanation of that data to various audiences with the explicit intent to improve individual and whole school student learning and wellbeing.

Star of the Sea College promotes the safety, wellbeing and inclusion of all students.

Major Areas Of Responsibility:

The major areas of responsibility for the Head of Data Analysis are:

- Thinking strategically about the use of data for school improvement.
- Data analysis, interpretation and dissemination targeted at continual improvement of learning and teaching.
- Conducting learning conversations with staff about how to interpret and use the data in their teaching practice.
- Developing strategies to allow for College engagement with the community through data gathering.
- Delivering presentations to staff, parents and /or the Board about data trends or specific data.
The following duties are aligned to the major areas of responsibility:

| 1. Thinking strategically | - In collaboration with the Deputy Principal Learning and Teaching, lead the continuous development program of teachers as a professional learning community focused on improvement in NAPLAN, VCE and student performance.  
- Using data from previous years, develop strategies for continuous improvement.  
- Continuously review the ways in which data might be deployed to various audiences in meaningful ways to achieve College goals.  
- Lead the evaluation of the various intervention programs and provide appropriate review and response strategies leading to continuous improvement. |

| 2. Leading Learning & Teaching Through Data Analysis | - Provide a role model of an effective classroom teacher who draws on relevant, contemporary best practice.  
- Plan, act, review and respond collaboratively with members of the College Leadership Team to gather information, analyse data and make decisions to maximise student achievement, improvement and learning.  
- Work collaboratively with Faculty Leaders to promote an understanding of the significance of data to their work with staff and students.  
- Initiate staff professional learning conversations focused on improvement in NAPLAN, VCE data and overall academic performance, for both the individual and the cohort.  
- Construction and/ or implementation of surveys and other tools to gather data.  
- Analyse and prepare NAPLAN, Allwell, Morrisby and VCE data for presentation to relevant audiences and continuously reviewing the ways in which data might be deployed to various audiences in meaningful ways to achieve College goals.  
- Meet regularly with staff in accordance with various academic improvement programs  
  - Provide the Deputy Principal Learning and Teaching with data relating to student academic results on a regular basis. |
**3. Engaging & Working with the Community**

- Develop and maintain a productive and supportive network of relationships with staff, students, parents and the wider College community;
- Promote the College as a community of learning and excellence to the wider educational community through contribution to publications (including professional blogs), at meetings of professional associations, at conferences, etc;
- In collaboration with the Deputy Principal Learning and Teaching, lead relevant parent information sessions related to academic programs.
- Providing the Deputy Principal Staff with data relating to Staff and community surveys as required
- Update information published for parents, staff and students as required

**CRITERIA FOR EFFECTIVENESS IN THE ROLE**

The effective performance of the Head of Data Analysis will be due to capabilities across a broad range of the following:

**Attributes**

- Respect for the Mission, identity and guiding principles of education in the Presentation tradition at Star of the Sea College.
- A passion for teaching.
- A tenacious and resourceful capacity for hard work.
- Perseverance, sensitivity, courage and patience in the face of complex and difficult situations.
- Authenticity, trustworthiness and reliability.
- Optimism, confidence and enthusiasm when motivating others.
- Readiness to actively contribute to committee work.
Star of the Sea College, Brighton

Dispositions

- Collaborative and flexible participation in professional settings.
- Openness to change and to learning in all situations.
- An approachable and active listener.
- A high level of motivation to ensure learning and teaching standards foster student achievement and success.
- Determination to achieve the goals set for success each year.
- Empathy and commitment to the learning needs of Star’s students.

Knowledge & Understandings

- An up-to-date knowledge of state and national curriculum developments.
- Understanding the importance of using student data to inform curriculum development.
- Understanding the appropriateness of communication with Leadership Team members when managing difficult staff, student or parent issues.

Skills & Capabilities

- A proven record as an exemplary teacher.
- The ability to form teams and sustain teamwork throughout the term of the appointment.
- The ability to analyse data and trends so as to monitor student progress and develop strategies for improved learning.
- The ability to analyse data and trends to inform curriculum planning.
- Demonstrated ability to communicate clearly, personably and effectively in ways that engage staff, students and parents in the learning and teaching program.
- The ability to work collaboratively, flexibly, independently and creatively in a demanding environment.
- Excellent capabilities in the integration of ICT appropriate to contemporary education.
- The ability to successfully use the time allocation to fulfil the responsibilities of this position of leadership.
- The capacity to reflect on one’s leadership performance and style.
- The ability to implement effective and efficient work practices
- The ability to locate information quickly and accurately.
- The capacity to pay close attention to detail.
Notes

- It is anticipated that the Head of Data Analysis will, at times, be required to undertake other duties related to the role as directed by the Principal or the Deputy Principal Learning and Teaching.
- It is expected that the Head of Data Analysis undertakes regular professional learning in order to maintain a high level of awareness of current and best practice in the major areas of responsibility associated with the role.
- The Head of Data Analysis is expected to comply with legislated occupational health and safety practices and participate in consultative processes to ensure a child-safe environment and workplace safety for staff and students.

Specific Duty Statement

Year 7 Transition Data (Currently Allwell Data)

- Liaise and consult with the Deputy Principal Learning and Teaching regarding the analysis of the College’s Allwell data.
- Consult with the Learning Support Leader to identify students who would benefit from further support.

NAPLAN Data

- Liaise and consult with the Deputy Principal Learning and Teaching regarding the analysis of the School’s NAPLAN data.
- Track students across NAPLAN cycles to identify key strengths and weaknesses.
- Identify and analyse patterns in student improvement across NAPLAN cycles.
- Produce a yearly report for the School Board.

Grade Point Average Data

- Devise a measurement tool or use an existing model to analyse internal grades assigned by staff and track this information longitudinally.
- Interviews with staff regarding GPA data as required.
VCE Data

- Liaise and consult with the Deputy Principal Learning and Teaching regarding the analysis of the school’s VCE data.
- Analyse each subject’s examination results, with a particular focus on each subject’s longitudinal performance.
- Identify specific areas for improvement for each subject based on previous years’ examination results.
- Evaluate each subject’s Statistical Moderation to determine whether School Assessed Coursework is of an appropriate standard.
- Produce faculty reports prior to each faculty’s VCE Data Meeting.
- Produce a yearly report for the School Board.

Post-Secondary Data

- Liaise and consult with the Deputy Principal Learning and Teaching regarding the analysis of the College’s post-secondary data.
- Track the post-secondary destination data of graduates.
- Measure and investigate the post-secondary completion rate of graduates.

Wellbeing Data

- Liaise and consult with the Deputy Principal Students to develop a system for measuring the wellbeing of students.
- Communicate with the Deputy Principal Students regarding any patterns relating to the wellbeing of students.

Surveys

- In collaboration with the College Leadership Team, devise and analyse internal surveys as requested.
- Analyse the results of CEM driven surveys such as SIF, and advise the leadership team of trends and opportunities.
Co-curricular Data

- Liaise and consult with the Deputy Principal Students to develop a system for measuring the co-curricular involvement of students.
- Track the ongoing co-curricular involvement of students.
- Identify and predict areas of growth and decline within the College’s co-curricular program.

Conditions of Employment

<table>
<thead>
<tr>
<th>Direct Report</th>
<th>Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
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</tr>
</tbody>
</table>
| Qualifications  | Appropriate tertiary qualifications, with further study an advantage  
                   CECV Accreditation to Teach in a Catholic School  
                   VIT registration  
                   First Aid Qualifications |
| POL Level & Time Release | POL 2, with 16 periods time release |
| Salary          | Entitlements under the Victorian Catholic Schools Multi Employer Agreement (2013) |
| Approved By     | Principal |
| Version         | 2         |
| Amendments      | Opening paragraph editing, and Pol classification |
VCAL LEADER ROLE DESCRIPTION

Overview

The Presentation Sisters established Star of the Sea College in 1883. The College has a rich tradition of educating women to take on the world, work for justice and make a difference. Since 2014, Star of the Sea College has been a member school of Kildare Ministries.

The College’s Educational Charter, developed in collaboration with teachers, students and parents, provides the framework for this role description.

All staff members are expected to support the College’s mission to empower young women to engage in critical reflection leading to positive action for our world. The College community’s success is shaped by their energy, skills, talents and shared sense of mission.

In addition, the expectation is that all staff support the Catholic Ethos of the College, work with the Leadership Team in ways respectful of the Catholic and Presentation spirit of the College, support the College’s Mission statement and assist in the implementation of the Strategic Plan and College Improvement Plan.

The VCAL Leader ensures the efficient functioning of all aspects of the Victorian Certificate Applied Learning (VCAL) including Unit Plans, student selections, assessment and reporting and the completion of units. The VCAL Leader oversees the planning, implementation and evaluation of the VCAL program of the College.

In this capacity, the VCAL Leader must have specific knowledge about the workforce and opportunities for the future and knowledge of transferable skills, attitudes and values required by employers.

Star of the Sea College promotes the safety, wellbeing and inclusion of all students.
MAJOR AREAS OF RESPONSIBILITY:

The VCAL Leader’s major areas of responsibility are to:

- develop and implement the VCAL curriculum and assessment and maintain reporting records for quality assurance and auditing purposes
- inform students and the College community of current VCAL options
- model professional standards and manage staff
- prepare VCAL students for off-campus activities, studies and work placements
- undertake administration tasks associated with the role

The following duties are aligned to the major areas of responsibility:

<table>
<thead>
<tr>
<th>1. Curriculum Development &amp; Quality Assurance</th>
<th>Development and implementation of VCAL curriculum and assessment, and maintenance of reporting records and quality assurance involves:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• establishing individual student VCAL programs and, in consultation with the student and parent/guardian, revising programs as needed</td>
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<tr>
<td></td>
<td>• assisting teachers to develop learning materials, resources and activities in order to meet the VCAL criteria and attend to individual student needs</td>
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<tr>
<td></td>
<td>• assisting teachers to develop appropriate assessment instruments for the learning outcomes of VCAL units delivered in the College</td>
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<td></td>
<td>• providing timely enrolment and assessment information to the VASS Administrator so as to meet VASS data timelines</td>
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<td></td>
<td>• attending VCAA Quality Assurance sessions and participating in the quality assurance process</td>
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<td></td>
<td>• developing strong relationships between key stakeholders in order to provide a high standard of delivery within the VCAL program: VCAL teachers, VET teachers, the Learning Support Team, Careers Leader, Senior Studies Leader, mentors and Pastoral Leaders, Deputy Principal Students, Deputy Principal Learning and Teaching and external stakeholders</td>
</tr>
</tbody>
</table>
### 2. Information & Communication

Informing students and the College community of current VCAL options involves:

- promoting VCAL to the College community and providing information to support the integration of VCAL into a whole-school approach to student pathways
- maintaining timely and effective communications with students and their families in the VCAL program
- providing updates on the VCAL program and initiatives on a regular basis to the Deputy Principal Learning and Teaching and the Senior Studies Leader
- ensuring VCAL students are recognised through appropriate awards and assemblies

### 3. Professional Standards & Staff Management

The VCAL Leader sets professional standards for teaching and learning across the faculty. This is demonstrated by:

- Developing a means to ensure high standards of learning and teaching throughout the faculty that are evidenced by:
  - positive, effective learning environments in classes.
  - innovative learning and teaching strategies.
- Generating professional learning opportunities for faculty members:
  - circulating professional reading
  - promoting involvement with appropriate educational associations
  - encouraging attendance at applicable conferences, seminars and workshops
  - attending VCAL professional learning activities and local network meetings in order to maintain program quality, support for program delivery and current information

The VCAL Leader utilises the talents and abilities of faculty members and provides them with opportunities for professional growth through:

- setting expectations during the induction of staff new to the Faculty.
- sharing best practice and providing training opportunities.
4. Off campus activities

In preparing VCAL students for off-campus activities, studies and work placements, the VCAL Leader will:

- support and work with VCAL staff on organisational aspects of excursions, guest speakers, work placements and camps
- provide support services or referrals for VCAL students

5. Administration

The VCAL Leader is responsible for the effective and efficient administration and management of the faculty. These responsibilities include:

- Conducting meetings that facilitate the faculty’s success by:
  - timely preparation and distribution of an agenda and minutes.
  - ensuring decisions are recorded for later access and reference by all.

- Collaborating with members of the College Leadership Team about staff selection, deployment and timetabling

- Communicating with members of the Leadership Team about current issues, future needs, opportunities and stressors.

- Competently managing resources to support learning and teaching and maintaining accurate records of expenditure against budget – capital and recurrent.

- Managing the faculty content for:
  - the production of handbooks and curriculum outlines.
  - electronic filing of relevant curriculum documentation and resources.
  - accessible online resources for staff and students
  - online reporting templates.
  - reporting on faculty events for various platforms such as the College magazine.
  - promoting the achievements of the faculty.

- Maintaining College VCAL documentation for auditing purposes.

- Working with the VCAL team at Catholic Education Melbourne as part of the implementation, evaluation and ongoing VCAL monitoring process.
Criteria for Effectiveness in the Role

The effective performance of the VCAL Leader will be due to capabilities across a broad range of the following:

Attributes

- Respect for the Mission, identity and guiding principles of education in the Presentation tradition at Star of the Sea College.
- A passion for teaching, as well as leading the learning and teaching program.
- A tenacious and resourceful capacity for hard work.
- Perseverance, sensitivity, courage and patience in the face of complex and difficult situations.
- Authenticity, trustworthiness and reliability.
- Optimism, confidence and enthusiasm when motivating others.
- Readiness to actively contribute to Committee work.

Dispositions

- A vision for the subject informed by Star of the Sea’s Education Charter.
- Collaborative and flexible participation in professional settings.
- Openness to change and to learning in all situations.
- An approachable and active listener.
- A high level of motivation to ensure learning and teaching standards foster student achievement and success.
- Determination to achieve the goals set for the faculty’s success each year.
- Empathy and commitment to the learning needs of Star of the Sea’s students.
Knowledge & Understandings

- Solid knowledge of the VCAL curriculum and a knowledge of current state and national curriculum developments.
- Knowledge of the appropriate avenues and resources for seeking information, support and clarification for faculty business.
- Knowledge of the College’s policies that impact on the teaching of this subject.
- Understanding the need for accountability.
- Understanding the appropriateness of communication with Leadership Team members when managing staff, student or parent issues.

Skills & Capabilities

- A proven record as an exemplary teacher.
- The ability to form teams and sustain teamwork throughout the term of the appointment.
- The ability to analyse data and trends so as to monitor student progress and develop strategies for improved learning.
- The ability to analyse data and trends to inform curriculum planning.
- Demonstrated ability to communicate clearly, personably and effectively in ways that engage staff, students and parents in the learning and teaching program.
- The ability to work collaboratively, flexibly, independently and creatively in a demanding environment.
- Excellent capabilities in the integration of ICT appropriate to contemporary education.
- The ability to successfully use the time allocation to fulfil the responsibilities of this position of leadership.
- The capacity to reflect on one’s leadership performance and style.
- The ability to implement effective and efficient work practices across the Faculty.
- The ability to locate information quickly and accurately.
- The capacity to negotiate.
- The capacity to pay close attention to detail.
- The capacity to maintain professional relationships with organisations on behalf of the College where necessary.
Notes

- The VCAL Leader will, at times, be required to undertake other duties related to the role as directed by the Principal or the Deputy Principal Learning and Teaching.
- It is expected that the VCAL Leader undertakes regular professional development in order to maintain a high level of awareness of current trends in the major areas of responsibility associated with the role.
- The VCAL Leader is expected to comply with legislated occupational health and safety practices and participate in consultative processes to ensure workplace safety for staff and students.

Conditions of Employment

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HEAD OF SCHOOL ORGANISATION ROLE DESCRIPTION

Overview

The Presentation Sisters established Star of the Sea College in 1883. The College has a rich tradition of educating women to take on the world, work for justice and make a difference. Since 2014, Star of the Sea College has been a member school of Kildare Ministries.

The College’s Educational Charter, developed in collaboration with teachers, students and parents, provides the framework for this role description.

All staff members are expected to support the College’s mission to empower young women to engage in critical reflection leading to positive action for our world. The College community’s success is shaped by their energy, skills, talents and shared sense of mission.

In addition, the expectation is that all staff support the Catholic Ethos of the College, work with the Leadership Team in ways respectful of the Catholic and Presentation spirit of the College, support the College’s Mission statement and assist in the implementation of the Strategic Plan and College Improvement Plan.

The Head of School Operations is central to the smooth functioning of the College and involves working with staff to ensure that all details are considered in the planning process to ensure the effective implementation of all College programs. This leadership position is responsible for the day-to-day operations of the College and for preparing and implementing either the College Timetable OR the Daily organiser role. This person will have excellent communication and organisational skills and an ability to work collaboratively with others.

The Head of School Operations will fulfil the role of either Timetable OR Daily Organisation and is a member of the College Leadership Team

Star of the Sea College promotes the safety, wellbeing and inclusion of all students.

Major Areas of Responsibility

The major areas of responsibility for the Head of School Operations are to:

- contribute more broadly to the Leadership of the College
- ensure that all teaching and co-curricular programs can be undertaken to a high standard and with efficient and effective use of the available College resources
- coordinate all College organisation
- coordinate all internal examinations for students, except for the Unit 3 /4 practice examinations
The following duties are aligned to the major areas of responsibility:

<table>
<thead>
<tr>
<th>1. To Ensure that Teaching &amp; Cocurricular Programs are Resourced to a High Standard</th>
<th>The Head of School Operations oversees a range of tasks which occur at regular intervals. In addition, the person needs to be strategic and proactive in their approach to organisational matters. The Head of School Operations should:</th>
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<tbody>
<tr>
<td></td>
<td>• Attend all College Leadership Team meetings</td>
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<td>• Contribute strategic vision and operational advice to the College Leadership team</td>
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<td></td>
<td>• Collaborate with the College Leadership team on the broader vision and Mission of the College</td>
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<td>• Be mindful of staff needs and special circumstances in the allocation of additional duties, especially in adhering to the Certified Agreement.</td>
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<td>• In conjunction with the College Leadership Team, manage the excursions process to minimize school disruption whilst providing for rich educational experiences for students</td>
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<td>• Anticipate the events on the school calendar, and forward plan for the change in organisational arrangements on these special days.</td>
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<td>• Communicate any changes calendar or daily schedules to staff in a timely manner and post these changes electronically on SIMON</td>
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<td>• Oversee the calendar ensuring it is current, with new entries and modified as needed.</td>
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<td>• Anticipate annual bookings and coordinate the booking of venues with the event organiser for the following year(s)</td>
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<td>• Organise the term meeting schedule in consultation with LT and staff</td>
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<td>• Plan for the decanting to and from building spaces due to renovations or building works, in collaboration with the Operations and Services manager</td>
</tr>
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<td></td>
<td>• Understand and have a good working knowledge of the Timetabler program to fulfil one of the key roles associated with this position</td>
</tr>
</tbody>
</table>
2. **Coordinate All College Organisation**

- Develop and publish a regular yard duty schedule.
- Manage changes to the daily program, including room changes.
- Recommend the appropriate daily schedule for time changes for the day on days with special events such as Parent teacher nights, Liturgies etc
- In conjunction with the Daily Organiser, organise staffing and supervision for special events in conjunction with event organiser (ie Immunisations, College Photos, Music Festival, Presentation Night, Athletics carnival, Foundation Day, Celebration day etc.)
- In collaboration with the Deputy Principal Staff, assist with the induction of new staff to the College
- Allocate desks and appropriate study location for new staff.
- In collaboration with the Deputy Principal Students, organize logistics associated with whole school assembly and House events
- In collaboration with the Head of Mission and Identity, organise logistics associated with Masses and liturgies

3. **Examination Administration**

The Head of School Operations organises and manages examinations for Years 9–11 taking into account particular student circumstances:

- Prepare the examination schedule and room allocations for internal examinations
- Organise and disseminate the examination supervision roster
- Organise and disseminate student examination timetables
- Prepare and disseminate a clash resolution timetable for students with clashes
- Organise the preparation and fit for purpose setup of examination venues
- Collect and collate examinations and associated material
- Organise the setup of the examination rooms for internal examinations
• In collaboration with the Deputy Principal Students, Pastoral Leaders, and Deputy Principal Learning and Teaching, organise examination procedures for staff and students and publicise this information

• In collaboration with the Learning Support Leader, organise examination procedures for students with identified and documented additional needs including additional time or separate venues

• Organise for the collection and dissemination of completed examinations in a timely manner

• Review examination procedures for continuous improvement
Criteria for Effectiveness in the Role

The effective performance of the Head of School Operations will be due to capabilities across a broad range of the following:

Attributes

- Respect for the mission, identity and guiding principles of education in the Presentation tradition at Star of the Sea College.
- A passion for teaching.
- A tenacious and resourceful capacity for hard work.
- Perseverance, sensitivity, courage and patience in the face of complex and difficult situations.
- Authenticity, trustworthiness and reliability.
- Optimism, confidence and enthusiasm when motivating others.
- Readiness to actively contribute to committee work.

Dispositions

- Collaborative and flexible participation in professional settings.
- Openness to change and to learning in all situations.
- An approachable and active listener.
- A high level of motivation to ensure learning and teaching standards foster student achievement and success.
- Determination to achieve the goals set for success each year.
- Empathy and commitment to the learning needs of Star’s students.

Knowledge & Understandings

- An up-to-date knowledge of the Award.
- Knowledge of the College’s policies that impact on the teaching of this subject.
- Understanding the appropriateness of communication with other Leadership Team members when managing difficult staff issues.
Skills & Capabilities

- Demonstrated ability to communicate clearly, personably and effectively in ways that engage staff
- The ability to work collaboratively, flexibly, independently and creatively in a demanding environment
- Excellent capabilities in the integration of ICT appropriate to contemporary education
- The ability to successfully use the time allocation to fulfil the responsibilities of this position of leadership
- The capacity to reflect on one’s leadership performance and style
- The ability to implement effective and efficient work practices
- The ability to locate information quickly and accurately
- The capacity to pay close attention to detail
- The capacity to maintain professional relationships with organisations on behalf of the College where necessary

Notes

- The Head of School Operations will also fulfill the role of Daily Organiser OR Timetabler, and will be a member of the Leadership Team. As such, there may be meetings and professional requirements which fall outside the published dates for staff. The person will be a backup for the alternate role (TT or DO) in case of illness.
- It is expected that the Head of School Operations will undertake regular professional learning in order to maintain a high level of awareness of current and best practice in the major areas of responsibility associated with the role.
- The Head of School Operations is expected to comply with legislated occupational health and safety practices and participate in consultative processes to ensure a child safe environment and workplace safety for staff and students.
- The Head of School Operations is expected to empathise with individual staff needs and special circumstances in the allocation of additional duties.
## Conditions of Employment

<table>
<thead>
<tr>
<th>Direct Report</th>
<th>Deputy Principal Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
<td></td>
</tr>
<tr>
<td>Qualifications</td>
<td>Appropriate tertiary qualifications, with further study an advantage CECV Accreditation to Teach in a Catholic School VIT registration First Aid Qualifications</td>
</tr>
<tr>
<td>POL and Time Release</td>
<td>The POL and time release for this position will depend upon which ancillary role is also done. If the HOSO is the College Timetabler, then the allocation is: POL 4 with 24 periods If the HOSO is the Daily Organiser, then the allocation is: POL 3 with 17 periods</td>
</tr>
<tr>
<td>Salary</td>
<td>Entitlements under the Victorian Catholic Schools Multi Employer Agreement (2013)</td>
</tr>
<tr>
<td>Approved By</td>
<td>Principal</td>
</tr>
<tr>
<td>Version</td>
<td>4</td>
</tr>
<tr>
<td>Amendments</td>
<td>Updated examination procedures section</td>
</tr>
</tbody>
</table>
DAILY ORGANISER ROLE DESCRIPTION

Overview

The Presentation Sisters established Star of the Sea College in 1883. The College has a rich tradition of educating women to take on the world, work for justice and make a difference. Since 2014, Star of the Sea College has been a member school of Kildare Ministries.

The College’s Educational Charter, developed in collaboration with teachers, students and parents, provides the framework for this role description.

All staff members are expected to support the College’s mission to empower young women to engage in critical reflection leading to positive action for our world. The College community’s success is shaped by their energy, skills, talents and shared sense of mission.

In addition, the expectation is that all staff support the Catholic Ethos of the College, work with the Leadership Team in ways respectful of the Catholic and Presentation spirit of the College, support the College’s Mission statement and assist in the implementation of the Strategic Plan and College Improvement Plan.

The Daily Organiser is responsible on a day-to-day basis for the smooth and efficient operation of the daily routines of the College.

The Daily Organiser, in conjunction with the Head of School Operations, ensures that the College is operating effectively so that student learning and pastoral opportunities are optimised.

This position may be held in conjunction with the Head of School Operations role.

Star of the Sea College promotes the safety, wellbeing and inclusion of all students.

MAJOR AREAS OF RESPONSIBILITY:

The major areas of responsibility for the Daily Organiser are to:

- Coordinate the process for covering daily teacher replacements for classes and yard duties.
- Engage and co-ordinate Casual Relief Teachers.
- Assist in the co-ordination of College organisation.
- Perform other day-to-day operations as requested by the Principal.
The following duties are aligned to the major areas of responsibility:

<table>
<thead>
<tr>
<th>1. Daily Teacher Replacements</th>
<th>The Daily Organiser co-ordinates and plans for the coverage of absentee teachers either through the allocation of extras or by the use of replacement teachers and publishes these online. This involves:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Being accessible to staff electronically or by voicemail 24 hours a day so as to be able to organise the Daily Extras or Relief Classes that occur due to all absences.</td>
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<td></td>
<td>• Being mindful of staff needs and special circumstances in the allocation of additional duties, especially in adhering to the Certified Agreement.</td>
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<tr>
<td></td>
<td>• Developing and implementing effective and efficient processes and procedures to allocate ‘extras’, ‘replacements’ and the duties of Casual Relief Teachers (CRTs) in a fair, equitable and transparent manner.</td>
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<tr>
<td></td>
<td>• Covering classes, mentor time, yard duties and other responsibilities for teachers who are absent prior to the commencement of daily classes and as required during the course of the day.</td>
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<tr>
<td></td>
<td>• Using the Daily Organiser software to publish the Daily Bulletin and informing teachers on a daily basis of their responsibilities with regard to extra duties.</td>
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<td></td>
<td>• Liaising with teaching staff to ensure adequate work is provided for classes affected by teacher absences.</td>
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<tr>
<td></td>
<td>• Recording and tallying the allocation of both replacement and ‘extra’ classes</td>
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<tr>
<td></td>
<td>• Managing changes to the daily program, including room changes.</td>
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<tr>
<td></td>
<td>• Managing the online process for staff to leave class material</td>
</tr>
<tr>
<td></td>
<td>• Recording staff absences in the Leave program</td>
</tr>
<tr>
<td></td>
<td>• Liaising with the Head of School Operations regarding cover for teachers on extended leave of absence.</td>
</tr>
<tr>
<td></td>
<td>• Liaising with the Deputy Principal Staff in regard to operational and costings in this area.</td>
</tr>
<tr>
<td></td>
<td>• The Daily Organiser will utilise a software application to allocate ‘extras’ and replacement classes; this application is currently Timetabler.</td>
</tr>
</tbody>
</table>
2. **Assist in the Coordination of School Operations**

- Develop, implement and review procedures of employing Casual Relief Teachers.
- Develop a list of suitable teachers to call on in times of requiring replacement staff.
- Induct casual relief teachers to ensure that they have an awareness of all College policies and monitor their performance to ensure that they fulfil the requirements of teachers at Star of the Sea College.
- Assist in the coordination of school operations.
- In conjunction with the Head of School Operations, organise staffing and supervision for examinations and special events in conjunction with the event organiser (ie Examinations, Sports Days etc.).
- In conjunction with the Head of School Operations oversee the calendar ensuring it is kept up to date with new entries and modified as needed.

**Criteria For Effectiveness In The Role**

The effective performance of the Daily Organiser will be due to capabilities across a broad range of the following:

**Attributes**

- Respect for the mission, identity and guiding principles of education in the Presentation tradition at Star of the Sea College.
- A passion for teaching.
- A tenacious and resourceful capacity for hard work.
- Perseverance, sensitivity, courage and patience in the face of complex and difficult situations.
- Authenticity, trustworthiness and reliability.
- Optimism, confidence and enthusiasm when motivating others.
- Readiness to actively contribute to committee work.
Dispositions

- Collaborative and flexible participation in professional settings.
- Openness to change and to learning in all situations.
- An approachable and active listener.
- A high level of motivation to ensure learning and teaching standards foster student achievement and success.
- Determination to achieve the goals set for success each year.
- Empathy and commitment to the learning needs of Star’s students.

Knowledge & Understandings

- An up-to-date knowledge of the Award.
- Knowledge of the College’s policies and practices which impact the allocation of staff duties
- Understanding the appropriateness of communication with Leadership Team members when managing difficult staff issues.

Skills & Capabilities

- Demonstrated ability to communicate clearly, personably and effectively in ways that engage staff
- The ability to work collaboratively, flexibly, independently and creatively in a demanding environment
- Excellent capabilities in the integration of ICT appropriate to contemporary education
- The ability to successfully use the time allocation to fulfil the responsibilities of this position of leadership
- The capacity to reflect on one’s leadership performance and style
- The ability to implement effective and efficient work practices
- The ability to locate information quickly and accurately
- The capacity to pay close attention to detail
- The capacity to maintain professional relationships with organisations on behalf of the College where necessary
Notes

- It is expected that the Daily Organiser undertakes regular professional learning in order to maintain a high level of awareness of current and best practice in the major areas of responsibility associated with the role.

- The Daily Organiser is expected to comply with legislated occupational health and safety practices and participate in consultative processes to ensure a child safe environment and workplace safety for staff and students.

- The Daily Organiser is expected to avail themselves in the morning and afternoon, at an appropriate time, to ensure organisation of the day is completed by 8.00am.

- The Daily Organiser is expected to empathise with individual staff needs and special circumstances in the allocation of additional duties.

Conditions of Employment

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| Qualifications | Appropriate tertiary qualifications, with further study an advantage  
 | CECV Accreditation to Teach in a Catholic School  
 | VIT registration  
 | First Aid Qualifications |
| POL and Time release | POL: 2  
 | Time release: 6 tbc |
| Salary | Entitlements under the Victorian Catholic Schools Multi Employer Agreement (2013) |
| Approved By | Principal |
| Version | 3 |
| Amendments | Small edits and dot point alteration |