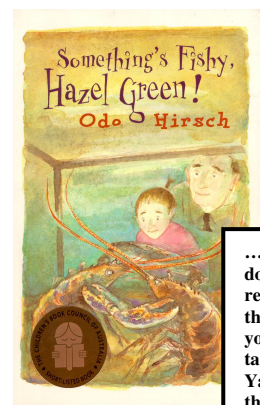


2014 Leadership and Management



..... "You don't remember the things you're taught, Yakov, only the things you learn,".....

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Sunshine College

LEADERSHIP AND MANAGEMENT SUMMARY

This structure is designed around the goals and targets of the College Strategic Plan which has three major components:

1. Student Engagement & Wellbeing,
2. Student Learning Outcomes
3. Student Pathways and Transition.

COLLEGE LEADERSHIP (see also Appendix I)

Principal Class	Number	Classification	Time allowance
<ul style="list-style-type: none"> • Campus Principals 	4 positions	AP(Level 2)	17periods
<ul style="list-style-type: none"> • Campus Managers (Campus SEWB Team Leaders) 	4 positions	LT	9p
Student Engagement & Wellbeing			
<ul style="list-style-type: none"> • Campus Student Engagement & Wellbeing Team Leader 	4 positions	LT(<i>Campus Manager</i>)	
<ul style="list-style-type: none"> • College Student Wellbeing Team Leader 	1 position	LT	3p
Student Learning Outcomes			
<ul style="list-style-type: none"> • College Curriculum Design & Delivery 	1 position	LT	10p
<ul style="list-style-type: none"> • College Literacy Leader 	1 position	LT	3p
<ul style="list-style-type: none"> • College Numeracy & Mathematics Leader 	1 position	LT	3p
<ul style="list-style-type: none"> • College Professional Learning Leader 	1 position	LT	3p
<ul style="list-style-type: none"> • Campus Instructional Leaders 7-10 	3positions	SP1	3p
<ul style="list-style-type: none"> • ESL Coordinator 	1 position	SP1	2p
<ul style="list-style-type: none"> • SunLit Literacy Coordinator Junior 	3 positions	SP1	4p
<ul style="list-style-type: none"> • SunLit Literacy Coordinator Senior 	1 position	SP1	4p
<ul style="list-style-type: none"> • Numeracy Coordinator Junior** 	3 positions	SP1	4p
<ul style="list-style-type: none"> • Professional Learning Team VCE English 	1 position	SP1	3p
<ul style="list-style-type: none"> • Professional Learning Team VCE Maths 	1 position	SP1	3p
<ul style="list-style-type: none"> • College Focus Group Leaders (Technology, Art, Hlth/PE, SOSE & Science) 	5 positions	SP1	2p
Pathways and Transition			
<ul style="list-style-type: none"> • College Pathways and Transition Leader 	1 position	LT	15p
<ul style="list-style-type: none"> • Campus Pastoral Care(9&10) & Pathways Leaders 	3 positions	SP1	3p
eLearning			
<ul style="list-style-type: none"> • Campus eLearning & Reports Leader 	4 positions	SP1	2p
Operations			
<ul style="list-style-type: none"> • Operations Team Leader (College Timetabler) 	1 position	SP1	2p
<ul style="list-style-type: none"> • Daily Organisers 	4 positions	SP2	5p
Lighthouse Program for Students with Disabilities (PSD/Language)			
<ul style="list-style-type: none"> • Team Leader 	1 position		
<ul style="list-style-type: none"> • Speech Pathologist 	1 position		
Sport and Lunchtime Activities			
<ul style="list-style-type: none"> • College Sport Leader 	1 position	SP1	5p
<ul style="list-style-type: none"> • Campus Sport Coordinator (7-10) 	3 positions		1p

Deaf Facility

Currently coordination a shared responsibility amongst team members.

CAMPUS LEADERSHIP TEAMS (see also appendix I)

Senior Student Engagement & Wellbeing Team

• Student Engagement & Wellbeing Team Leader	1 position	(Campus Manager)	
• Student Engagement & Wellbeing Leaders	2 positions	2xLT	4p
• Student Wellbeing Leader**	1 position	SP1	8p
• College Pathways & Transition Leader (<i>plus SSO support</i>)	1 position	LT	15p

Ardeer Student Engagement & Wellbeing Team

• Student Engagement & Wellbeing Team Leader	1 position	(Campus Manager)	
• Student Engagement & Wellbeing Leaders	2 positions	SP1 [®]	5p
• Student Wellbeing Leader**	1 position	SP1	6p
• 7&8 Pastoral Care Team Leader	1 position	SP1	2p
• 9&10 Pastoral Care and Pathways Leader	1 position	SP1	3p

North Student Engagement & Wellbeing Team

• Student Engagement & Wellbeing Team Leader	1 position	(Campus Manager)	
• Student Engagement & Wellbeing Leaders	2 positions	SP1 [®]	5p
• Student Wellbeing Leader**	1 position	SP1	6p
• 7&8 Pastoral Care Team Leader	1 position	SP1	2p
• 9&10 Pastoral Care and Pathways Leader	1 position	SP1	3p

West Student Engagement & Wellbeing Team

• Student Engagement & Wellbeing Team Leader	1 position	(Campus Manager)	
• Student Engagement & Wellbeing Leaders	2 positions	SP1 [®]	5p
• Student Wellbeing Leader**	1 position	SP1	6p
• 7&8 Pastoral Care Team Leader	1 position	SP1	2p
• 9&10 Pastoral Care and Pathways Leader	1 position	SP1	3p

Other Formal Positions

• College International Student Coordinator	1 position	SP1	10p
• College Music & SHINE Coordinator	1 position	SP1	3p
• VCAL Coordinator	1 position	SP2	4p
• VET Coordinator	1 position	-	4p
• VASS Coordinator	1 position	-	2p
• OASIS Team Leader	1 position	-	-

****One position in Student Well-being and Junior Numeracy Coordination will be at LT level**

Notes

Notes on Special Payments:

Special Payments are calculated according to the classification level of the staff member filling the position and the Special Payment category (SP1[®], SP1 & SP2)

As outlined in the VGSA - 2013 (Schedule 2 – Roles and Responsibilities), Leading Teachers are highly skilled classroom practitioners. The Leading Teacher plays a pivotal role in improving the skill, knowledge and performance of the teaching workforce and to improve the curriculum program of a school. Typically, Leading Teachers are responsible for coordinating a number of staff to achieve improvements in teaching and learning which may involve the coordination and professional support of colleagues through modelling, collaborating and coaching and using processes that develop knowledge, practice and professional engagement in others. Level 2 teachers play a significant role in assisting a school to improve student performance and educational outcomes determined by the school Strategic Plan and state-wide priorities. Further, a classroom teacher Level 2 play a significant role in increasing the knowledge base of staff within their school about student learning and high quality instruction to assist their school to define quality teacher practice.

There is an expectation that Leading and Level 2 teachers' mentor and coach colleagues including pre-service teachers and have acquired both the experience and skills to take on additional duties.

Teachers are able to access Special Payments for undertaking a task that is additional to the responsibilities that can be required of a teacher at their respective classification level and salary range.

A sliding scale has been designed to provide for different levels of responsibility and different levels of classification.

	≤ 4 years service	Level 1	Level 2
SP1[®]	\$3000	\$2000	NIL
SP1	\$2000	\$1000	NIL
SP2	\$1000	\$750	NIL

Notes on Attendance to Meetings:

Staff undertaking PORs should be aware that there is an expectation that they will attend / lead extra meetings outside those agreed to under the VGSA- 2013 and that travel to such meetings within the context of the multi campus structure is required.

Notes on Time Allowances:

Staff undertaking leadership roles should be aware that designated time allowances make up part of their face to face teaching loads as suggested in the VGSA- 2013.

College Principal Class Team

- **College Principal**
- **Campus Principals**
- **Campus Managers**

The *College Principal* is ultimately responsible for all aspects of college operations, its teaching and learning programs and the achievement of Strategic Plan goals and targets.

The *College Assistant Principals* operate as *Campus Principals* at a delegated campus, and are responsible to the *College Principal* for all operating matters at that campus, including the management of human and physical resources, the implementation of teaching and learning programs, and the achievement of Strategic Plan goals and targets.

Campus Managers (Campus Student Engagement and Well Being Team Leaders) are positions created to share and broaden the responsibilities of *Campus Principals*.

They provide an opportunity to build the skills and experience of high performing Leading Teachers and create a career path into the Principal Class. They are not substantive or formal principal class positions.

All members of the College Principal Class team will undertake leadership roles in either *Student Engagement & Wellbeing*, *Student Learning Outcomes* or *Pathways and Transition* and Strategic Plan goals and other priorities as negotiated at both campus and college level.

All members of the Principal Class Team will carry out the duties laid out in Teaching Services Act 1981, Teaching Services Orders 2004, Order No 185 Section 8.2.2 and in line with the qualities and actions to meet the selection criteria as specified in the Education and Training Reform Act 2006, Ministerial Orders 2007 Order No 2(*principal*) and Ministerial Order 2009 Order 199(*assistant principal*) and as appropriate to the specific schedules outlined in principal class contracts.

A ***Campus Principal Team*** consists of:

- *Campus Principal*
- *Campus Managers (Campus Student Engagement and Well Being Team Leader)*

The Team will:

- Take collective responsibility for leading and managing a designated campus
- Provide campus leadership in Student Learning Outcomes and Student Engagement & Wellbeing
- Meet regularly with the College Principal and the members of other campus leadership teams
- Jointly prepare an annual Action Plan for the team in consultation with the College Principal, keeping in mind the Annual Implementation Plan that supports the achievement of goals and targets in the College Strategic plan.

Student Learning Outcomes Leadership

- College Curriculum Design & Delivery Leader
- College Literacy Leader
- College Numeracy & Mathematics Leader
- College Professional Learning Leader
- Junior Campus Instructional Leaders
- ESL Coordinator
- VCE Professional Learning Team English
- VCE Professional Learning Team Maths
- VCE Professional Learning Team PoLT (principal class rep)

Context:

Sunshine College is committed to achieving the best possible learning outcomes for all its students. Much work has been done in bringing together the teaching staff to work in teams with the purpose of engaging students in curriculum matched to their abilities and interests, designed to challenge them toward enhanced outcomes.

An important aspect of enhancing student learning outcomes will be a whole college focus on literacy, with support and guidance of the college literacy leader. Enhanced literacy levels will support student outcomes across the curriculum and therefore will be of the utmost importance for whole staff commitment. The curriculum leaders of the college will be collectively empowered and accountable to lead reform in Literacy, Numeracy and ESL, as well as improving teaching and learning outcomes, especially as they relate to the AusVELS and classroom instructional practice.

Curriculum delivery shall be in line with the principles of teaching and learning (PoLT) and curriculum content will be guided by the College's documented curriculum, including the work done recently in Focus Group meetings via the guidance of Leon Kildea which has been adapted where appropriate to support AusVELS delivery for years 7 - 10, and in the VCE, VCAL and VET programs for students in years 10 - 12. The Student Learning Outcomes Team will ensure the continual strengthening of teaching and learning outcomes within the College.

The collection, sharing and analysis of data so as to measure the improvement and development of programs will be of the utmost importance. Program development and staff professional development will be informed by and aligned to the analysis of data. This will form an important step in building both student and staff capability and formulating strategic decisions around key performance areas.

Working in learning teams to support, coach, guide and mentor each other is important, as all staff members are valued professionals with expertise to share with their colleagues. The College Professional Learning & Teams Leader will assist in the implementation of college-wide approach to teamwork and collegiality to enhance our sharing and learning.

The two key college-wide leadership teams, one dealing with the development and implementation of curriculum programs (*Student Learning Outcomes Leadership Team*); and another dealing with the provision of student support and management programs (*Student Engagement & Wellbeing Leadership Team*) will work together with common purpose.

Teams:

The College is committed to enhancing the effectiveness of its staff through membership of cooperative and supportive teams where responsibilities are shared. Many of these teams will develop practices associated with the ideals and values associated with the operation of Professional Learning Teams.

Communication:

The College Student Learning Outcomes Team, once formed, will delegate the responsibility for campus based communication. This may be on a shared basis throughout the year and determined by campus representation of the members. In the unlikely event of a campus not being represented in the College Student Learning Outcomes Team, a Campus Principal or Assistant Principal will take on the communication role.

The College Student Learning Outcomes Team (SLT) consists of:

- *College Curriculum Design & Delivery Leader*
- *College Professional Learning Leader*
- *College Literacy Leader*
- *College Numeracy & Mathematics Leader*
- *Campus Instructional Leaders (3, 1 per junior campus)*
- *ESL Coordinator*
- *Professional Learning Team VCE English*
- *Professional Learning Team VCE Maths*
- *Professional Learning Team VCE PoLT (principal class)*
- *Principal class representation*

Duties of all Members of the Student Learning Outcomes Team

In addition to specific duties outlined below, all members of the Student Learning Outcomes Team are responsible for:

1. Developing, implementing and evaluating curriculum programs which support the achievement of the curriculum targets and goals of the College Strategic Plan
2. Establishing clear short and long term action plans arising from Strategic Plan targets and goals, and ensuring that provision is made for evaluation of programs through meaningful measurement of student outcomes
3. Supporting a College Literacy Action Plan, that identifies the projects or actions to be undertaken by all campus teams, designed to improve the literacy levels of students
4. Providing appropriate decisions on professional development, resourcing, mentoring and other support to ensure the successful implementation of curriculum programs by the staff of the college, and ensuring that successful PD is shared and publicised
5. Ensuring that the work of the *College Student Learning Outcomes Team* is supportive and reflective of the work of the *College Student Engagement & Wellbeing Team and Pathways & Transition Team*.
6. Developing appropriate structures, processes and forums to ensure that there is open and supportive discussion of curriculum issues by staff and other members of the college community, particularly at campus level
7. The VCE campus Principal representative will provide administration support and coordination to the senior campus Student Engagement & Wellbeing team for the compilation of data related to VCAA, VASS, VCAL and VETis and associated communication to senior staff and appropriate agencies.
8. Keeping abreast of and drawing attention to DEECD policies, WMR reforms, initiatives and directives, as well as national, state, and local issues, as they relate to curriculum
9. Communicating information to staff on a regular basis regarding all matters related to developing, implementing and supporting college curriculum programs, particularly through the *Staff News* and minutes of meetings.
10. Ensuring that successful programs are recognised and celebrated
11. Managing any relevant budgets

Duties of the College Curriculum Design & Delivery Leader

The Leading Teacher for Curriculum Design & Delivery will work closely with the other members of the Student Learning Team to ensure the consistent delivery of a cohesive and scaffolded Year 7-12 curriculum that incorporates best practice with respect to design, instruction and assessment.

1. More specifically this role focuses on classroom instructional practices across the College. This leading teacher will play an integral role in supporting teachers reflect and if necessary readjust their instructional practice.
2. They will provide guidance toward the successful completion of performance reviews of staff as it relates to the expectations and consistent delivery the College's documented curriculum.
3. They will work closely with campus based staff who have a position of responsibility to enhance the instructional practice of teachers at a campus and across the college.
4. They will work closely with staff who have a position of responsibility to develop and document curriculum in Focus Groups (Domains) in accordance with the college curriculum documents and templates.
5. The leading teacher will provide guidance and support to domain leaders on the ongoing development, refinement and delivery of curriculum based around the college's instructional model that has five core principles~ Learning Intention, Determine readiness for learning, Activities targeting individual success, Feedback and Reflection

The Leading Teacher Educational Leadership- Curriculum Design & Delivery will need to be a strategic thinker. Understand the importance of building a learning environment and culture that is underpinned by mutual respect and high expectation for all, where a guaranteed and viable curriculum is collegiately designed and consistently delivered. Supporting students become fluent and independent learners.

6. They will align resources where necessary to support the achievement of outcomes.
7. Keep up to date with developments in innovative and effective teaching and learning practices and provide information on professional learning opportunities that may arise.
8. They will contribute to communications that inform and celebrate achievements within and outside the school community including the displaying of exemplars of student work.
9. Manage organising and distributing agendas, minutes, etc. of relevant meetings in a timely manner and chair the Student Learning Team meeting.
10. They will coordinate and lead the College's curriculum Unit Accreditation process.
11. The Leading Teacher Educational Leadership- Curriculum Design & Delivery will work with the other College Leaders to lead the achievement of targets and goals within the Annual Implementation and Strategic Plans and be responsible for drafting the components that focus on the curriculum delivery and design sections of these documents and for the ongoing monitoring of these.
12. They will work closely with the College Leadership team to provide advice and support for their various functions/roles.
13. Directly and indirectly support Performance and Development staff reviews.
14. Participate in and support their Campus Leadership Team.
15. With the other members of the Student Learning Team, prepare and support delivery of professional learning within Curriculum Days and the Colleges internal PL program.
16. Model the connectedness between assessment and instruction in effective teaching.
17. Model and coach staff in using innovative and effective instructional practices that complement the College instructional model.
18. Prepare an annual Action Plan

Duties of the College Professional Learning Leader

1. Provide high level leadership for the purpose of guiding and facilitating the implementation of professional learning across the College.
2. Coordinate the College's internal Professional Learning program.
3. Provide high level strategic support for the college Student Learning Team so that it performs as a truly effective team and is empowered to provide support to the professional learning environment, supporting a sustained Performance and Development Culture.
4. Keep abreast of local, national and international research to ensure that the college-wide Professional Learning Teams are up to date with developments in methodologies of the professional Learning Team framework.
5. Share their learning with College staff.
6. Target staff professional learning opportunities that directly relate to outcomes earmarked for improvement within the college strategic plan and the work of teams
7. Coordinate the induction process of new staff to the college
8. Coordinate the portfolio development process for graduate teachers and provisionally registered teachers so as to meet VIT registration guidelines.
9. Ensure that professional learning provided to staff is embedded within the college through the Professional Learning Teamwork framework.
10. Prepare an annual action plan for the professional learning teams across the College which will also facilitate the undertaking of 'Action Research'.
11. Delegate responsibilities as appropriate to members of the *College Student Learning Outcomes Team* (and others)
12. To provide direction on how best to drive change in the middle years to support improved VCE outcomes.
13. Prepare an annual Action Plan

Duties of the College Literacy Leader:

The *Literacy Leader* will be an active and supportive member of the *College Student Learning Outcomes Team* with a particular focus on literacy in all aspects of the curriculum program for the College, with a specific role in leading the management and operations of the College's SunLit program.

1. Provide guidance and support to campus PLT leaders in identifying strategies and projects to be undertaken by their teams in improving the Literacy levels of students.
2. As a member of the *College Student Learning Outcomes Team*, the *Literacy Leader* has particular responsibilities for:
 - Coordinating the identification of those students who will participate in the Literacy intervention programs run by the College.
 - Identifying, evaluating and monitoring Literacy strategies and programs to be used within the College.
 - Managing the Professional Development for staff who are involved in programs that are linked to improving the Literacy of students.
 - Actively participate in appropriate DEECD and WMR forums as required
 - Make recommendations to the College principal on the physical and human resources required to run programs aimed at raising Literacy levels in the College.
 - Making sure that the appropriate policies and guidelines regarding Literacy are developed, updated and evaluated.
 - Use all available data sets to pinpoint deficiencies in teaching and learning practices and make the appropriate recommendations, as well as highlighting achievements.
 - Ensuring that staff are following policy and guidelines in relation to their duties in delivering Literacy intervention programs
 - Report to the College Student Learning Outcomes Team on performance outcomes and any areas of concern regarding the delivery of intervention programs.
 - Provide direction and coordination to the campus literacy coordinators
 - Provide leadership and coordination of the campus-based SunLit literacy meetings via the support of the campus literacy coordinators
 - Develop, monitor and lead the College Literacy Steering Committee

Duties of the College Numeracy & Mathematics Leader:

The *Numeracy Leader* will be an active and supportive member of the *College Student Learning Outcomes Team* with a particular focus on Numeracy development in all aspects of the curriculum program for the College, with a specific role in leading the management and operations of Numeracy reform in the College, specifically in but not limited to years 7 to 9.

1. Provide guidance and support to campus staff in identifying strategies and projects, together with teaching practices to be undertaken by them in improving the Numeracy levels of students.
2. As a member of the *College Student Learning Outcomes Team*, the *Numeracy Leader* has particular responsibilities for:
 - Identifying, evaluating and monitoring Numeracy strategies and programs to be used within the College.
 - Coordinating the identification of those students who will participate in any Numeracy intervention programs run by the College, if appropriate.
 - Managing the Professional Development for staff who are involved in programs that are linked to improving the Numeracy and the Maths capabilities of students.
 - Make recommendations to the College principal on the physical and human resources required to run programs aimed at raising Numeracy levels in the College.
 - Actively participate in appropriate DEECD and WMR forums as required.
 - Making sure that the appropriate policies and guidelines regarding Numeracy are developed, updated and evaluated.
 - Allow for collaborative sharing of practices and strategies across campuses and between 7-10 and VCE/VCAL staff.
 - Ensuring that staff are following policy and guidelines in relation to their duties in delivering Numeracy programs, as well as mainstream Maths classes.

- Report to the College Student Learning Outcomes Team on performance outcomes and any areas of concern regarding the delivery of Numeracy and Mathematics in the College.
- Provide direction and coordination to the campus Numeracy coordinators.
- Provide leadership and coordination of the effective running of Maths Focus Group meetings.

Duties of the ESL Coordinator

The *ESL Coordinator* will be an active and supportive member of the *College Student Learning Outcomes Team* with a particular focus on ESL in all aspects of the curriculum program for the College.

1. To develop policy and guidelines on the teaching of ESL in the College.
2. To provide advice on management practices that support improved outcomes for ESL students.
3. As a member of the *College Student Learning Outcomes Team*, the *ESL coordinator* has particular responsibilities for:
 - Coordinating the identification of those students who will require ESL assistance.
 - Make recommendations to the College principal on the physical and human resources required to support ESL programs at each campus.
 - Identifying, evaluating and monitoring of ESL strategies and programs to be used within the College.
 - Managing the professional Development for staff who are involved in programs that are linked to improving the English levels of students as they relate to ESL.
 - Providing advice and possible strategies for PLT leaders to consider in developing projects that can be undertaken by the PLTs to improve the English of ESL students.
 - Ensuring that staff are following policy and guidelines in relation to their duties in delivering ESL intervention programs
 - Report to the College Student Learning Outcomes Team on performance outcomes and any areas of concern regarding the delivery of intervention programs.

Duties of Junior Campus Instructional Leaders and VCE PLT leaders (Maths, English & PoLT)

1. To be an active and supportive member of the *College Student Learning Outcomes Team*
2. Under the guidance of the *College Student Learning Outcomes Team* and in consultation with the Literacy and Numeracy Leaders within the College and campus and members of the campus, lead the identification of projects and tasks that will support improved Literacy and Numeracy levels of students.
3. Under the guidance of the *College Student Learning Outcomes Team* initiate strategies to improve and develop staff knowledge and capabilities in the development of curriculum delivery, based around the school's curriculum documents and appropriate course outlines, Instructional Model and acknowledged research.
4. In working with the College Leader for Curriculum Design & Delivery set up appropriate forums or PLTs to undertake specific tasks related to improving the teaching and learning outcomes for students
5. To be involved in:
 - The ongoing refinement and evaluation of processes and programs; being guided by the College Strategic Plan, DEECD priorities and emerging local and regional needs.
 - Supporting the execution of the College Literacy and Numeracy Action Plans and Annual Implementation Plan.
 - Advising on appropriate professional development, and providing resourcing, mentoring and other support to ensure the successful implementation of the College Instructional model.
 - Consulting with the members of the campus in identifying projects that staff would undertake throughout the year and the formulation of an appropriate action plan.
 - Setting agendas and supplying minutes for meetings; that are designed to engage members through team work and cooperation in completing identified tasks and projects.
 - Communicating to members information via the use of email distribution lists and the College Intranet, so to maximise meeting time, so that tasks and projects become the major focus.
 - Organising meetings and other forums to support the work of the campus/college, and ensure that teaching staff have input into the decision making process
 - Support the process of communicating to campus staff information discussed and tabled at the College Student Learning Outcomes Team meetings
 - Keeping abreast of the DEECD policies, initiatives and directives, as well as national, state, and local issues.
 - Keeping the SLT, Campus and College principals informed of curriculum design & delivery matters as appropriate

- Ensuring that successful programs are recognised and celebrated
 - In regard to the VCE PLT leaders, to work collaboratively and~
 - be responsible for leading and coordinating actions aimed at improving VCE outcomes as they relate directly to that PLT.
 - be responsible for leading and coordinating actions aimed at sharing information within the College meeting cycle to middle years teachers at the junior campuses, primarily aimed at improving VCE outcomes.
 - support the flow of AusVELS related curriculum issues back to Senior campus staff
6. As resource and budget managers *Junior Campus Instructional Leaders and VCE PLT Leaders* have responsibility for:
- After proper consultation, allocating their campus budget in an appropriate manner to best support improved student learning outcomes within the campus.
 - Managing the budget, staying within budget and taking responsibility for signing orders as it relates to expenditure within their campus.
 - Ensuring that purchases of resources are justified and coordinated.
 - Ensuring that resources are recorded and accounted for and utilised efficiently across the campus.

Duties of College Focus Group Leaders

College Focus Group Leaders will take direction from the SLT and in particular the College Leading Teacher for Curriculum Design & Delivery.
They will take a leadership role in

1. Keeping abreast of issues that may impact in the design and delivery of the curriculum related to their focus group.
2. Support and lead the team members within the Focus Group in collegiately working on developing and documenting the curriculum as outlined in the campus curriculum documents and templates
3. Support the development and sharing of resources amongst team members
4. Support the development and sharing of assessment strategies amongst team members
5. Communicate issues on behalf of the Focus group via the appropriate representative of the SLT which will primarily be the College Curriculum Design & Delivery Leader
6. Take appropriate action in enforcing the standards of the profession in Focus Group meetings and being a role model for these.
7. Lead focus group members in the identification of areas within the curriculum that may need refining
8. Bring to the attention of appropriate College personnel any issues as they relate to students not performing to their optimum.
9. Provide information to the SLT on resources that may be required to enhance the learning outcomes of students.
10. Support the 'Unit Accreditation' process within the College
11. Support the delivery of the Colleges Instructional Model

VCAL (Victorian Certificate of Applied Education)

The VCAL program offered to students in the College is aimed at supporting students in undertaking an applied learning pathway. It is seen as a genuine and demanding course of study leading to further tertiary study and/or work.

The VCAL is an alternative Year 12 Certificate to the traditional VCE. Given it has a sharper vocational and applied learning focus and is often more relevant to students who aspire to apprenticeships and the trades; coordination of the program is of utmost importance, especially given the actual program content can be varied to cater for individual needs.

Duties of VCAL Co-ordinator:

Programme Development

- Develop, Coordinate and Manage the VCAL programs with the aim of raising the aspiration of students and improving their learning and social outcomes and future pathways.
- Take full responsibility for the development and implementation of the VCAL programs at both levels Foundation/Intermediate
- Delivering VCAL information to Junior Campuses
- Organising and assisting staff with VCAL Quality Assurance program
- Liaison with Western Regional VCAL Co-ordinator

Pastoral Care

- Developing and following up activities for the daily Pastoral Care Sessions.
- Provide support and mentoring for teachers with Pastoral Care and Pathways responsibilities
- Conducting weekly Year level assemblies / Power Point presentation setting the Focus for the week
- Organise guest speakers and Workshops

Students At Risk

- Identifying individual student needs, particularly those at risk, and putting in place appropriate counselling, mentoring or program support as required
- Establishing and ensuring consistent and effective communication with parents / Guardians and teachers
- Attend fortnightly meeting with the Students at Risk (STAR) team
- Keeping all staff up to date with SAR
- Keeping Parents up to date with student progress

Other duties

- Ensuring the effective implementation of College Uniform Policy
- Working with the VET coordinator on monitoring absences / attendance at VET courses
- Ongoing monitoring of VET progress of all VCAL students
- Ensuring VASS co-coordinator is kept up to date with relevant VASS data
- Liaise with Campus and College Lighthouse Leader.
- Organising Progress reports for SSG meetings
- Attending SSG meeting with parents
- Preparing Newsletter articles
- Attending to other duties as directed by Campus Principal
- Communicating regularly with Year 11 and Year 12 Wellbeing Leaders
- Liaison with external organisations e.g. Careers Fast Track, LLEN, Youth Now
- Attend fortnightly extended leadership meetings

Student Engagement & Wellbeing Leadership

- **Student Engagement & Wellbeing Team Leaders (Campus Managers)**
- **Student Engagement & Wellbeing Leaders**
- **College Student Wellbeing Team Leader**
- **Student Wellbeing Leaders**
- **7&8 Pastoral Care Team Leaders**
- **9&10 Pastoral Care and Pathways Leaders**

Context:

Sunshine College is committed to achieving the best possible learning outcomes for all its students.

The college understands that fostering student health and well being, building resiliency, confidence and purpose, connecting students to the college and its community, and developing meaningful pathways are as essential as good curriculum for successful learning outcomes to occur.

Programs which address these areas, as well as the provision of wide ranging support for students, are the responsibility of a range of Student Engagement & Wellbeing leadership teams.

Each campus Students Engagement & Wellbeing team includes Wellbeing and Pathways leaders to ensure that these areas are fully integrated into the broader program.

The Pastoral Care and Pathways program is the primary vehicle for implementing student support programs and ensuring that broad responsibility is devolved to class room teachers, who will be fully supported by the Student Engagement & Wellbeing teams.

The collection, sharing and analysis of data so as to measure the improvement and development of programs will be of the utmost importance. Program development and staff professional development will be informed and aligned to the analysis of data. This will form an important step in building both student and staff capability and formulating strategic decisions around key performance areas.

Teams: The College is committed to enhancing the effectiveness of its staff through membership of cooperative and supportive teams where responsibilities are shared. Many of these teams will develop practices associated with the ideals and values associated with Professional Learning Teams.

In the broad area of Student Engagement & Wellbeing there are a number of college and campus based teams. Student Engagement & Wellbeing integrates Pathways and Wellbeing into the broader area of student support and management.

The relevant teams are:

College Student Engagement & Wellbeing Team

This team has a college wide focus:

- *Four Student Engagement & Wellbeing Team Leaders (Campus Managers – one from each campus)*
- *College Student Wellbeing Team Leader*
- *Principal Class representation*

Campus Student Engagement & Wellbeing Teams

These teams have a campus focus and in general involve:

- *Student Engagement & Wellbeing Team Leader (Campus Manager)*
- *Student Engagement & Wellbeing Leaders*
- *Student Wellbeing Leader*
- *Pastoral Care and Pathways leaders*

College Pathways Team

- *4 Campus Pastoral Care and Pathways Leaders, including the College Pathways Leader*
- *Principal Class representation*

College Student Wellbeing Team

- *College Wellbeing Team Leader*
- *Three Student Wellbeing Leaders*

STUDENT ENGAGEMENT & WELLBEING LEADERS

Duties of Student Engagement & Wellbeing Team Leaders (Campus Managers):

At College level:

1. Provide high level leadership for the College and its community in the area of Student Engagement & Wellbeing
2. Provide collective leadership to the *College Student Engagement & Wellbeing Team* so that it performs as a truly effective team able to carry out its collective responsibilities at a high level
3. Be directly responsible to the College Principal for the development, implementation and evaluation of Student Engagement & Wellbeing programs which support the achievement of Strategic Plan targets and goals.
4. Prepare an annual Action Plan
5. Ensure that the work of the *College Student Engagement & Wellbeing Team* is supportive and reflective of the work of the *College Student Learning Outcomes Team*, in particular the development of any integrated Curriculum and Literacy initiatives.
6. Take responsibility for the enrolment and transfer of students, according to the College Enrolment procedures and DEECD policies.
7. Develop, implement and evaluate programs across the college which support the achievement of the targets and goals of the College Strategic Plan as they relate to Student Engagement & Wellbeing
8. Establish short and long term action plans arising from Strategic Plan targets and goals, and ensuring that provision is made for evaluation of programs through meaningful measurement of student outcomes
9. Provide appropriate professional development, resourcing, mentoring and other support to ensure the successful implementation of programs by the staff of the college, and to ensure that successful PD is shared and publicised
10. Ensure that that the work of the *Campus Student Engagement & Wellbeing Teams* are supported, and that their collective work has common purpose and focus arising from Strategic Plan targets and goals
11. Develop appropriate structures and forums to ensure that there is open and supportive discussion of Student Engagement & Wellbeing issues by staff and other members of the college community
12. Keep abreast of, and draw attention to, DEECD policies, initiatives and directives, as well as national, state, and local issues, as they relate to Student Engagement & Wellbeing
13. Communicate information to staff on a regular basis regarding all matters related to developing, implementing and supporting college Student Engagement & Wellbeing programs, particularly through the Staff News
14. Informing and assisting the *Education and Policy Committee* of the College Council in the execution of its responsibilities
15. Ensuring that successful programs are recognised and celebrated
16. Managing relevant budgets

At campus level

1. Represent the *College Student Engagement & Wellbeing Team* at a designated campus
2. Represent the designated campus on the *College Student Engagement & Wellbeing Team*
3. Provide leadership to the *Campus Student Engagement & Wellbeing Team* so that it performs as a truly effective team able to carry out its collective responsibilities at a high level
4. With appropriate consultation, delegate responsibilities to members of the team
5. Be directly responsible to the Campus Principal for Student Engagement & Wellbeing at that campus
6. At the Senior campus lead and manage the project based action research of the PoLT PLT
7. Prepare an annual Action Plan

Also at Junior Campuses be responsible for

- Conjointly monitor the PSD Aide and student timetable.
- Liaise with College Lighthouse Leader.
- Communicate information to staff pertaining to students in the program.
- Liaise with parents.
- Coordinate and attend PSG meetings.
- Organising interpreters when required for PSG's.
- Attend regular college PSD team meetings.
- Keep accurate records of attendance and lateness and communicate concerns to students, parents and staff on a regular basis by implementing the Sunshine College Attendance Policy.

- Keep accurate records of student progress and communicate concerns to students, parents and staff on a regular basis and identifying students as part of the Sunshine College Promotion Policy by implementing the policy.

Transition

Supporting college transition programs which prepare students for the challenges and changes associated with their progression through the school system, particularly:

- Primary to Secondary
- Year 10 to the Senior Campus, and 11 to 12

Collective Duties of Campus Student Engagement & Wellbeing Leaders:

In general Develop, Coordinate and Manage programs specifically aimed at raising the aspiration of students and in improving student capability in improving their learning and social outcomes and future pathways.

1. Be an active and supportive member of a *Campus Student Engagement & Wellbeing Team*
2. Take responsibility at a designated campus for the development and implementation of programs which address Strategic Plan targets and goals as they relate to Student Engagement & Wellbeing
3. Ensure that there is open and supportive discussion of Student Engagement & Wellbeing issues by campus staff
4. Ensure that relevant information is conveyed to staff on matters related to Student Engagement & Wellbeing
5. Ensure that successful programs are recognised and celebrated
6. Manage any relevant budgets

In particular, to be responsible for:

Student Support Programs

- a) Ensure that students have access to wide ranging programs which assist them to succeed at school and become independent, autonomous and lifelong learners able to eventually take their place successfully in the adult world
- b) Support and mentor staff to be active participants in the provision of student support services
- c) Provide support and mentoring for teachers with Pastoral Care and Pathways responsibilities
- d) Develop, implement and nurture **pathways** programs as an integral and essential aspect of building student connectedness with the school and optimism for their future.
- e) Support the development and implementation of **Pastoral Care** programs so that they become the primary vehicle for:
 - Identifying individual student needs, particularly those at risk, and putting in place appropriate counselling, mentoring or program support as required
 - Implementing programs and creating an environment which builds student health and well being, self esteem, resiliency, connectedness with the college, engagement, a sense of community, tolerance, respect and optimism in their futures
 - Ensuring there is early intervention for significant student need
 - Establishing and developing the home/school partnership and ensuring consistent and effective communication
 - Implementing enhancement programs which focus on transferable work skills, such as working in teams, exercising initiative, leadership, decision making, goal setting, study skills, time management etc
- f) Coordinate the development of a Student Leadership Program for the campus

Student Records and Student Conduct

- a) Support the flow of information to staff regarding new enrolments
- b) Using DEECD and College guidelines, establishing processes for the accurate and confidential maintenance of student records relating to enrolment and exits, attendance, personal and family information, class allocations, reports, suspensions, correspondence, etc
- c) Implementing college and DEECD policies which relate to student conduct and associated disciplinary procedures
- d) Ensuring the effective implementation of College Uniform Policy

Recognition and Celebration

Ensuring that student achievement and progress is recognised and celebrated through such events as Awards Ceremonies, Student Assemblies, Formals, “rites of passage” markers, Staff and Community Newsletters, and the commercial media.

Specific Extra Duties of VCE Campus SEWB Leaders (Leading Teachers)

1. Pastoral Care Programme

Design and deliver comprehensive Pastoral Care program. This includes:

- Formal Monday morning year level assembly / power point presentation setting the Focus for the week
- Follow up activities for the daily pastoral care sessions. These activities consolidate the Focus
- Each Friday organise a Friday challenge (Based on the principles of Brain Gym) which promotes unity within the Pastoral care groups, promotes self confidence, thinking outside the square.
- Allocate points from Friday Challenge and other Pastoral Care activities to the House System to Promotes engagement
- Organise students into PC groups on set criteria based on information from Junior campuses
- Coordinate Stress Management lecture /work shops
- Organise guest speakers promoting responsible adolescence behaviour safe partying etc.
- Yr 11 Exam presentation Lectures and Workshops (4 sessions extraordinary timetable)
- Staff mentoring in Stress management plans and dealing with stress, Exam preparation
- Conducting weekly Year level assemblies for VCAL students

2. Attendance

- Informing parents on a daily basis regarding student absence and co ordinate the Pink slips for Pastoral Care teachers for further follow up with students.
- Work with the VET co ordinator on monitoring absences / attendance at VET courses
- Monitoring and following environmental duties at lunchtimes for students arriving late to school.

3. Students at risk

- Attend fortnightly meeting with the Students at Risk (STAR) team
- Compile up to date reports of students experiencing wellbeing issues or at risk of failing Units.
- Keeping all staff up to date with SAR and providing staff and parents with effective strategies for managing students at risk.
- Running the “Homework club” **every** Wednesday
- Communicating with parents and keeping them up to date with student progress regarding meeting VCAA requirements.
- Setting up alternate pathways for students not coping with studies.
- Keeping all VASS data and all VCAA documentation is up to date.

4. Lighthouse Programme and Deaf Facility

- Liaise with College Lighthouse Leader.
- Conjointly monitor the PSD Aide and student timetable.
- Organising Progress reports for SSG meetings
- Attending SSG meeting with parents
- Progress reports for students at risk
- Co ordinate the lighthouse students
- Follow up lateness and student performance with the deaf facility
- Organising interpreters when required for PSG’s.
- Coordinate and attend PSG meetings.

5. VCE Guidelines

- Keep up to date with VCE changes and rules and ensuring all students are aware of relevant and important dates and deadlines.

- Ensure all SACs and SATs are undertaken according to VCAA guidelines.
- checking Medical certificates for absences and making alternative arrangements for missed SAC's
- Coaching students in preparation for the GAT exam

6. Transition

- Co-ordinate the Year 10 Accelerated program
- Hold Special Information Evenings presentation for Parents and students
- Develop, Implement and Co-ordinate various Transition and Orientation programmes
- “Get Smart Day” - organising subject selections, timetables etc
- Parents Information Evening
- Subject changes and counselling

7. Student Leadership

- Running weekly student leadership meetings., forums, fundraising and activities
- Organising Year 11 & 12 Graduation Ceremonies including Awards
- Organising and attending Year 12 Formal

8. Additional duties:

- Assisting with SNAP and PPP applications
- Writing supporting statements for students applying for SEAS
- Mentoring staff
- Preparing Newsletter articles
- Administering Late Passes
- Attend University Open days on the weekends
- Attending to other duties as directed by Campus Principal

STUDENT WELLBEING LEADERSHIP

Student Wellbeing Leaders are equal and key members of the four *Campus Student Engagement & Wellbeing Teams*, with a focus on developing and implementing those programs designed to enhance student health and well being, build resiliency and self esteem, connect students to the college, redress disadvantage, and create a caring and positive environment where student learning is maximised.

In particular they are responsible for programs which address the needs of students at greatest risk and/or those most disadvantaged.

The *College Student Wellbeing Team* leads and coordinates welfare work across the college, and the team leader represents them in the *College Student Engagement & Wellbeing Team*.

Their work shall be guided by the Framework for Student Support Services, the Strategic Plan, college policies, and relevant DEECD policies.

Duties of the College Student Wellbeing Team Leader

1. Provide high level leadership for the College and its community in the area of student wellbeing.
2. Manage the development of programs aimed at improving the wellbeing of discreet cohorts of students with specific needs.
3. Manage a College wide response in supporting the development of community awareness in regard to student, school or community wellbeing issues.
4. Lead the development and implementation of pastoral care materials and activities from years 7 to 10.
5. Be directly responsible to the College Principal for the development, implementation and evaluation of wellbeing programs which support the achievement of Strategic Plan goals and targets.
6. Provide leadership to the *College Student Wellbeing Team* so that it performs as a truly effective team able to carry out its collective responsibilities at a high level
7. Be an active and supportive member of the *College Student Engagement & Wellbeing Team*
8. Coordinate and manage the work of the College Secondary Nurse, liaise as appropriate with SSS0 staff

9. Prepare an annual Action Plan in line with the targets and goals of the College Strategic plan and its annual implementation plan.

Duties of Student Wellbeing Leaders

At college level

1. Be an active and supportive member of the *College Student Wellbeing Team*
2. Support the development, implementation and evaluation of wellbeing programs and policies which support the achievement of Strategic Plan goals and targets
3. Represent the *College Student Wellbeing Team* at a designated campus
4. Ensure that the work of the *College Student Wellbeing Team* is supportive and reflective of the work of the two key college leadership teams – Student Learning Outcomes and Student Engagement & Wellbeing.
5. Ensure that wellbeing programs are developed and implemented in an integrated way across the college so as to best utilise collective resources and expertise
6. Facilitate the work of Guidance Officers and others with relevant expertise
7. Ensure that College processes meet privacy and confidentiality requirements
8. Review the current College Student Welfare Policy and related policies as necessary
9. Advise on appropriate professional development, resourcing, mentoring and other support to ensure the successful implementation of wellbeing programs and policies by teaching staff
10. Provide appropriate structures and forums to ensure that there is open and supportive discussion of wellbeing issues by staff and other members of the college community
11. Communicate information to staff on a regular basis regarding all matters related to developing, implementing and supporting wellbeing programs, particularly through the Staff News
12. Keep abreast of DEECD policies, national, state, and local issues, and of tertiary, training, employment, and community organisations as they relate to Student Wellbeing and engagement issues.

At campus level

1. Be an active and supportive member of a *Campus Student Engagement & Wellbeing Team*, sharing responsibility for the overall work of that team.
2. Provide leadership within the *Campus Student Engagement & Wellbeing Team* for the implementation and support of wellbeing programs
3. Ensure that student wellbeing needs are incorporated into campus pastoral care programs
4. Provide program and practical assistance to Pastoral Care teachers (and others as appropriate) in student wellbeing related areas
5. Provide counselling, guidance and support to students experiencing difficulties (whether economic, social, emotional, or other), assisting with economic aid or making referrals where necessary to Guidance Officers and other agencies, and to assist in the development of support structures and programs for these students, and their families and care givers
6. Support and encourage staff to better support students with difficulties within normal classes
7. Ensure that successful wellbeing programs are recognised and celebrated
8. Keep the Campus Principal Class Team informed on wellbeing and welfare matters as appropriate
9. Manage any relevant budgets.

Pastoral Care

Year 7-8 Pastoral Care Team Leaders

Context

The college pastoral care program has developed through a shared understanding of not only the importance of teachers working together to develop engaging and relevant teaching programs which target identified learning needs, but also that building student health and well being, resiliency and connectedness to their school is an essential prerequisite to improved learning outcomes.

The Pastoral Care structure is based on a belief that real and sustainable improvement will occur through the collective work of small teams of teachers with shared ownership and responsibility for a designated student group. The team based pastoral care program at Years 7 and 8 has been particularly successful, with student attitude survey data clearly indicating high levels of student connectedness and satisfaction.

At Years 9 and 10, pastoral care has focused on pathways development and student well being, in an integrated approach.

Primarily Pastoral Care will occur through:

- A program at Years 7 &8 under the leadership of the College Wellbeing Leader and delivered by the Pathways teacher
- The formal extension of the Y 7-8 Pastoral Care program into Y 9-10, where delivery of pastoral care material and guidance will be delivered by the pastoral care teacher via the Pathways core subject teacher, with an emphasis on vocational guidance.

Teams: The College is committed to enhancing the effectiveness of its staff through membership of cooperative and supportive teams where responsibilities are shared. Many of these teams will develop practices associated with the ideals and values associated with Professional Learning Teams.

The College Pastoral Care & Wellbeing Team

- *College Wellbeing Team Leader*
- *Three Year 7/8 Pastoral Care Team Leaders*
- *Campus Wellbeing Leaders*

Campus Pastoral Care Teams

- *Two Pastoral Care Team Leaders (7/8 Pastoral Care Leader and 9/10 Pastoral Care & Pathways Leader)*
- All designated Pathways/Pastoral Care Teachers at a campus

Duties of 7&8 Pastoral Care Team Leaders

1. Participate actively as a member of the *College Pastoral Care & Wellbeing Team* to ensure that the work of campus teams is coordinated and aligned to college wide programs
2. Provide leadership and support for the relevant team of Pastoral Care teachers
3. Coordinate the implementation and evaluation of the pastoral care program
4. Meet regularly with relevant *Pastoral Care Teachers*
5. Liaise with *Student Engagement & Wellbeing Leaders*, the *Student Wellbeing Leader* and relevant *Student Learning Outcomes Leaders* to ensure their support of, and participation in, pastoral care programs
6. Encourage and promote the use of shared literacy and numeracy strategies, and shared teaching techniques across the team
7. Be mindful of the advantages in developing pastoral care activities that match Literacy objectives being developed across PLTs.
8. Encourage the development of pastoral care curriculum links across teaching disciplines.
9. Encourage the development of integrated learning units across teaching areas that can support the development of student self esteem.
10. Be proactive in identifying the pastoral care curriculum needs of students.
11. Support the development and delivery of pastoral care curriculum materials for the campus
12. Manage the delivery of the campus '*anti bullying survey*' and the reporting of any issues and findings to the College Student Wellbeing Leader and Campus Student Engagement and Wellbeing team.

Pathways & Transition

Pastoral Care and Pathways Leaders (9&10) are key members from the middle years campuses with a focus on developing and implementing programs which connect students to appropriate pathways into work and further study, and thus contribute to building a sense of purpose and optimism for the future. While the target group are students in year 9 and above, *Pastoral Care and Pathways Leaders* will also consider developing programs for younger students as appropriate to supporting improved vocational guidance outcomes. The College Pathways & Transition Leader leads and coordinates their work across the college and represents them directly at College level.

The College Pathways Team consists of:

- 3 Campus Pastoral Care & Pathways Leaders (9&10), and the College Pathways & Transition Leader
- Leadership of the team is provided by the *College Pathways & Transition Leader* and supported by Principal class membership.

Each 9&10 *Pastoral Care and Pathways Leader* has a responsibility to work with members of the *Campus Student Engagement and Wellbeing* team and support the implementation of pastoral care material and initiatives as directed by the *College Student Wellbeing Leader*.

Duties of the College Pathways & Transition Leader:

1. Lead the *College Pathways & Transition Team* and be an active and supportive member of a *College Student Engagement and Wellbeing Team*
2. Ensure that pathways counselling and programs are an integral aspect of the work of the *College Student Engagement and Wellbeing Team*
3. Liaise closely with the Campus Pastoral Care and Pathways Leaders to ensure that the collective work is complementary and has common purpose.
4. Lead the development and implementation of programs which address the aims of Managed Individual Pathways (MIPS):
 - a. That students will develop skills to manage their pathways now and throughout their working lives
 - b. That students will develop their knowledge, understanding and experience of opportunities in education, training and employment
 - c. That strategies and programs are adopted to increase the transition rate from year 10 to 11
 - d. That students will move through the transition phase from compulsory schooling to further education, training and development with support and guidance
5. Ensure that all post compulsory students develop an individualized pathway plan throughout the College
6. Lead the development and management of programs which enable students to have direct experience with external providers of further training, employment, counseling and other pathways related areas.
7. Lead the development, implementation and evaluation of programs which contribute to achieving goals and targets of the College Strategic Plan and College policies.
8. Guide and assist the *College* and *Campus Student Engagement and Wellbeing Team* in the implementation of student counseling practices and related programs
9. Advise on the provision of appropriate professional development, resourcing, mentoring and other support to ensure the successful implementation of Student Pathways programs by the teaching staff of the college, and to share and publicize successful PD and other achievements
10. Communicate information to staff on a regular basis regarding all matters related to Student Pathways
11. Keep abreast of DEECD policies, national, state, and local issues, and of tertiary, training, employment, and community organisations as they relate to Student Pathways
12. Meet regularly with representatives of the Brimbank/Melton LLEN and as need arises, other pathway support agencies.
13. Access and promote the resources of the Brimbank/Melton LLEN to the College Pathways Team
14. Manage relevant budgets
15. As the leader of the *College Pathways Team*, prepare an Annual Action Plan

9&10 Pastoral Care and Pathways Leader

Pastoral Care & Pathways Leaders are key members of the three *Middle School Campus Student Engagement & Wellbeing Teams*, with a focus on developing and implementing programs which connect students to each other, to school, and to appropriate pathways into work and further study, and thus contribute to building a sense of purpose and optimism for the future.

The college Pastoral Care & Pathways program has developed through a shared understanding of not only the importance of teachers working together to develop engaging and relevant teaching programs which

target identified learning needs, but also that building student health and well being, resiliency and connectedness to their school is an essential prerequisite to improved learning outcomes.

The team-based Pastoral Care & Pathways program delivered by the Pathways Teachers at Years 7 and 8 has been particularly successful, with student attitude survey data clearly indicating high levels of student connectedness and satisfaction. This program has been extended into Years 9 and 10 with a stronger focus on transition to post-compulsory education and training.

Teams: The College is committed to enhancing the effectiveness of its staff through membership of cooperative and supportive teams where responsibilities are shared. These teams will develop practices associated with the ideals and values of Professional Learning Teams. Campus Pastoral Care and Pathways Leaders are also members of the *Campus Student Engagement & Wellbeing Team* and *College Pathways Team*.

Duties of Campus 9&10 Pastoral Care & Pathways Leaders:

1. Be an active and supportive member of a *Campus Student Engagement & Wellbeing Team*, the *College Pathways Team* and the *Campus Management teams*.
2. Support and manage the delivery of Pastoral Care activities as directed by the College Student Wellbeing Leader
3. Ensure that pathways counselling and programs are an integral aspect of the work of the *Campus Student Engagement & Wellbeing Team*.
4. Develop staff to implement pathways programs that address the aims of life success.
5. Communicate information on a regular basis to staff through PLT meetings, SEWB teams and Pathways Focus Groups regarding all matters related to Pastoral Care & Pathways including leading:
 - Pathways teaching and learning programs, including materials, speakers, excursions and incursions
 - Work Experience at Yr 10;
 - City Centre and Advance Program at Year 9.
6. Manage relevant budgets pertaining to pathways including City Centre Experience, Work Experience and Advance Program.

Literacy

- **College Literacy Leader**
- **Campus Literacy Coordinators**
- **All staff of Sunshine College**

Context:

The College is committed to making a meaningful and measurable improvement in the attainment of satisfactory literacy levels in its students. After much evaluation and investigation the college has introduced a whole school approach to addressing the literacy levels for all students in years 7 to 11 through the introduction and ongoing review and refinement of the SunLit program .

Teams: The College is committed to enhancing the effectiveness of its staff through membership of cooperative and supportive teams where responsibilities are shared. Many of these teams will develop practices associated with the ideals and values associated with Professional Learning Teams.

Duties of the College Literacy Leader:

The *Literacy Leader* will be an active and supportive member of the *College Student Learning Outcomes Team* with a particular focus on literacy in all aspects of the curriculum program for the College.

Provide guidance and support to campus PLT leaders in identifying strategies and projects to be undertaken by their teams in improving the Literacy levels of students.

As a member of the *College Student Learning Outcomes Team*, the *Literacy Leader* has particular responsibilities for:

- Coordinating the identification of those students who will participate in the Literacy intervention programs run by the College.
- Identifying, evaluating and monitoring Literacy strategies and programs to be used within the College.
- Managing the Professional Development for staff who are involved in programs that are linked to improving the Literacy of students.
- Actively participate in appropriate DEECD and WMR forums as required
- Use all available data sets to pinpoint deficiencies in teaching and learning practices and make the appropriate recommendations, as well as highlighting achievements.
- Make recommendations to the College principal on the physical and human resources required to run programs aimed at raising Literacy levels in the College.
- Making sure that the appropriate policies and guidelines regarding Literacy are developed, updated and evaluated.
- Ensuring that staff are following policy and guidelines in relation to their duties in delivering Literacy intervention programs
- Report to the College Student Learning Outcomes Team on performance outcomes and any areas of concern regarding the delivery of intervention programs.
- Provide direction and coordination to the campus literacy coordinators
- Provide leadership and coordination of the campus-based Literacy Professional Learning Team through the support of the campus literacy coordinators
- Develop, monitor and lead the College Literacy Steering Committee

Duties of Campus Literacy Coordinators (SunLit Literacy Coordinator Senior/ SunLit Literacy Coordinator Junior)

1. Develop, implement and evaluate programs that improve the literacy of all students
2. Communicate relevant information to campus staff on a regular basis
3. Keep abreast of research, evaluation and resources related to improving student literacy
4. Advise, support and actively work with the College Literacy Coordinator to support the development, implementation and evaluation of the SunLit program.
5. Meet regularly with, support and provide leadership for the campus Literacy Professional Learning Teams

6. Ensure that the periodic Literacy testing against the assessment schedule is carried out.
7. Support and manage the data collection from the campus and actively participate in campus and college data analysis.
8. Inform and advise campus principal on the management of campus literacy program
9. Identify and target campus staff professional learning needs related to literacy

Campus Literacy Teams

- Team membership will be determined by the literacy stream taught. There will be three teams at each campus; 1. Decoding ; 2. Comprehension Transition/ Comprehension and 3. Strategies.
- Teams will meet regularly to review and evaluate progress, resources and PD needs, and peruse and plan for the delivery of forthcoming lessons.
- Team leaders will report needs to campus literacy coordinators
- Campus principals will manage accountability and staff issues

Duties of staff involved in the SunLit program

- Work collaboratively with team members, sharing resources and providing support to colleagues.
- Support the development, implementation and evaluation of resources that improve the literacy of all students
- Act as a role model to students in regard to the importance of being literate.
- Attend the appropriate PD offered by the college in regard to the delivery and development of the Sun Lit program.
- Provide constructive feedback to campus literacy coordinator or team leaders of any issues related to the delivery of the Sun Lit programme.
- Attend the appropriate meetings associated with the delivery of the SunLit program
- Support the targeting of professional learning needs related to literacy
- Celebrate and promote successful outcomes

All Staff

- Communicate to students the importance of being literate.
- Role model regularly effective literacy practices, including the importance of reading.
- Emphasise the importance of developing effective writing and comprehension skills.
- Support the development of appropriate vocabulary to support students being literate.

Numeracy

- **College Numeracy Leader**
- **Campus Numeracy Coordinators (junior)**
- **Professional Learning Team Leader VCE Mathematics**
- **All staff of Sunshine College**

Context:

The College is committed to making a meaningful and measurable improvement in the attainment of satisfactory numeracy levels in its students. The 2006/2007 AIM data and recent NAPLAN data shows a need to adopt changed practices in improving the Numeracy outcomes for students within the College. In the endeavour to raise numeracy levels for all students, committed staff will work collaboratively to look at new and improved teaching and learning practices .

Teams: The College is committed to enhancing the effectiveness of its staff through membership of cooperative and supportive teams where responsibilities are shared. Many of these teams will develop practices associated with the ideals and values associated with Professional Learning Teams, aligned to Action Research.

Duties of the College Numeracy Leader:

The *Numeracy Leader* will be an active and supportive member of the *College Student Learning Outcomes Team* with a particular focus on Numeracy development in all aspects of the curriculum program for the College, with a specific role in leading the management and operations of Numeracy reform in the College, specifically in but not limited to years 7 to 9.

1. Provide guidance and support to campus staff in identifying strategies and projects, together with teaching practices to be undertaken by them in improving the Numeracy levels of students.
2. As a member of the *College Student Learning Outcomes Team*, the *Numeracy Leader* has particular responsibilities for:
 - Identifying, evaluating and monitoring Numeracy strategies and programs to be used within the College.
 - Coordinating the identification of those students who will participate in any Numeracy intervention programs run by the College, if appropriate.
 - Managing the Professional Development for staff who are involved in programs that are linked to improving the Numeracy and the Maths capabilities of students.
 - Use all available data sets to pinpoint deficiencies in teaching and learning practices and make the appropriate recommendations, as well as highlighting achievements.
 - Actively participate in appropriate DEECD and WMR forums as required.
 - Make recommendations to the College principal on the physical and human resources required to run programs aimed at raising Numeracy levels in the College.
 - Making sure that the appropriate policies and guidelines regarding Numeracy are developed, updated and evaluated.
 - Allow for collaborative sharing of practices and strategies across campuses and between 7-10 and VCE/VCAL staff.
 - Ensuring that staff are following policy and guidelines in relation to their duties in delivering Numeracy programs, as well as mainstream Maths classes.
 - Report to the College Student Learning Outcomes Team on performance outcomes and any areas of concern regarding the delivery of Numeracy and Mathematics in the College.
 - Provide direction and coordination to the campus Numeracy coordinators
 - Provide leadership and coordination of the effective running of Maths Focus Group meetings

Duties of Campus Numeracy Coordinators/ VCE Maths PLT Leader

1. Under direction from the College Numeracy leader support the development, implementation and evaluation of programs that improve the Numeracy of all students
2. Communicate relevant information to campus staff on a regular basis
3. Keep abreast of research, evaluation and resources related to improving student numeracy
4. Advise, support and actively work with the College Numeracy Coordinator
5. Meet regularly with, support and provide leadership for the campus Numeracy/Maths staff
6. Inform and advise the campus principal of campus success or otherwise in the delivery of the Numeracy/Maths program and suggest actions in consultation with College Numeracy Leader.
7. Ensure that the periodic numeracy testing against the assessment schedule is carried out.
8. Support and manage the data collection from the campus and actively participate in campus and college data analysis.
9. Target campus staff professional learning needs related to numeracy in consultation with College Numeracy coordinator.

Duties of staff involved in the delivery of the Maths and Numeracy program

1. Work collaboratively with team members, sharing resources and providing support to colleagues.
2. Support the development, implementation and evaluation of resources that improve the numeracy of all students
3. Act as a role model to students in regard to the importance of being numerate.
4. Attend the appropriate PD offered by the college in regard to the delivery and development of the Maths/Numeracy program.
5. Provide constructive feedback to campus numeracy coordinator or team leaders of any issues related to the effective delivery of Maths/Numeracy

6. Attend the appropriate meetings associated with the delivery of Maths/Numeracy in the campus or College
7. Support the targeting of professional learning needs related to numeracy
8. Celebrate and promote successful outcomes

Campus Math's Teams

- Teams will meet regularly in R&D time and any other scheduled meeting time to review and evaluate progress, resources and PD needs, and plan for the delivery of forthcoming lessons.
- Campus principals will manage program accountability and staffing issues.

All Staff

- Communicate to students the importance of being numerate.
- Role model as appropriate effective maths and numeracy practices.
- Support the development of appropriate vocabulary to support students being numerate.

Campus eLearning & Reports Leader

Context:

eLearning refers to the effective integration of a range of technologies across all areas of schooling to support student learning. These technologies encompass a range of media, tools, environments and resources - including rich, interactive and online resources.

All students should gain ICT fluency skills through the effective integration of eLearning throughout all areas of the curriculum.

Through successful implementation of the eLearning program Sunshine College will be able to:

- Enhance learning outcomes, including levels of achievement, engagement, motivation and understanding.
- Manage, organise and distribute information more effectively.
- Extend learning beyond the classroom, to include resources and collaborators, both local and global.

Teams: The College is committed to enhancing the effectiveness of its staff through membership of cooperative and supportive teams where responsibilities are shared. Many of these teams will develop practices associated with the ideals and values associated with Professional Learning Teams.

Duties of Campus e-Learning Leader:

1. Be the primary responsible person for the co-ordination of Campus e-Learning and ICT
2. Play an integral role in the set up and support to staff in using the student reporting package
3. Be responsible for the report process at each campus – setting up data base, printing and collation.
4. Attend learning sessions for Learning Technologies
5. Provide regular e-Learning PD sessions for all staff on campus
6. Provide individual, personalised E-learning support to staff
7. Coach / mentor staff in the use of ICT in the classroom
8. Identify and share electronic based learning resources and links with staff
9. Initiate strategies for staff to become increasingly accustomed in using laptops in the classroom.
10. Support staff in accessing school based student assessment data
11. Communicate opportunities for further e-Learning
12. Monitor equipment at campus and report equipment failure to technicians
13. Report staff requests to technicians
14. Be responsible for campus on site software licensing requirement
15. Liaise with Campus principal re-acquisition of new ICT equipment
16. As a team member with other campus eLearning Leaders develop and monitor the College eLearning Plan

Sport & Extracurricular Activities

- **College Sport Leader**
- **Campus Sport and Extracurricular Activities Leaders**

Context:

The college understands the critical importance of fostering student health and well being, building resiliency, and connecting students to the college and its community,

Sport and recreation are an essential part of the college's teaching and learning programs. Providing opportunities for students to participate in positive and satisfying sport and lunchtime activities is an essential component of this.

Teams:

The College is committed to enhancing the effectiveness of its staff through membership of cooperative and supportive teams where responsibilities are shared. Many of these teams will develop practices associated with the ideals and values associated with Professional Learning Teams.

The Sport & Extracurricular Activities Team consists of:

- *College Sport Coordinator*
- *Three Junior Campus Sport and Lunchtime Activities Coordinators*

Because of the college's multi-campus structure, it is particularly important that the implementation of sport is well co-coordinated and integrated across the college, and supported strongly at each campus. The *College Sport & Extracurricular Activities Team* has a prime responsibility to facilitate this.

Duties of the College Sport Coordinator

1. Providing leadership and support to the *College Sport/Extracurricular Activities Team*
2. Keeping the College Principal informed of student sport matters as appropriate
3. Communicating sporting activities in the Staff News and college calendar
4. Representing the College at meetings concerning interschool sport
5. Manage the organisational aspects involved in the College's involvement in inter and intra school sport.
6. Manage the organisational aspects of the College Athletics and Swimming carnivals
7. Management of the College Sport budget and resources.
8. Prepare an annual Action Plan

Duties of Sport & Extracurricular Activities Leaders

1. Be an active and supportive member of the *College Sport and Extracurricular Activities Team*
2. Developing sporting and recreational activities for students at campus level, particularly lunchtime
3. Developing, implementing and evaluating the college sport program
4. Ensuring that students have the opportunity to participate in a variety of sporting events, within and without the school
5. Helping the College Sport Coordinator and team develop and manage the College Sport program
6. Scheduling and organisation of intercampus competitions.
7. Selection of sports for intercampus and interschool competition.
8. Management of College swimming and athletics teams.
9. Selection of College teams.
10. Organising transport for College teams.
11. Ensuring that successful outcomes are recognised and celebrated within both the college community and the broader community
12. Ensuring that staff are fully informed about the college sporting program

Duties of Campus Staff

Be supportive to organised sporting programs by showing willingness to coach / assist in the running of team based sport and other activities.

Campus rosters will be organised to support the equitable dispersal of this support.

Operations

- **Operations Team Leader (College Timetabler)**
- **Daily Organisers**

Context:

Sunshine College is committed to achieving the best possible learning outcomes for all its students.

It understands that its curriculum programs and their associated teaching and learning strategies must reflect and value the diversity of our community, be dynamic, flexible and responsive to changing and emerging needs, and be developed in an integrated manner.

Effective timetabling and efficient and accountable daily organization plays a vital role in how the teaching and learning occurs in the College.

Teams:

The College is committed to enhancing the effectiveness of its staff through membership of cooperative and supportive teams where responsibilities are shared. Many of these teams will develop practices associated with the ideals and values associated with Professional Learning Teams.

Operations Team.

- *Operations Team Leader*
- *Four Daily Organisers*
- *Principal Representative*

The *Daily Operations Team* has responsibility for the development and maintenance of the college timetable, and the daily organisation of relief staff to ensure that all classes are supervised by appropriate and qualified teachers.

Duties of the *Operations Team Leader*

1. Providing leadership to the *Operations Team*
2. Constructing and maintaining a timetable which supports the implementation of Student Learning Outcomes team and Student Engagement & Wellbeing programs, and other programs relating to the targets and goals of the Strategic Plan.
3. To liaise regularly with the *College Student Learning Outcomes Team* and the *College Student Engagement & Wellbeing Team* with regard to workforce planning, staff allocations and the development of timetables.
4. Ensuring that the most efficient use is made of college physical and human resources.
5. Advising the Principal Class Team with regard to workforce planning
6. Keeping staff informed of relevant matters relating to the timetable and teaching allocations
7. Ensuring that staff are consulted and their preferences considered with regard to their campus placement and teaching allocations
8. Ensuring that processes and procedures for covering staff change are developed and implemented in a consistent fashion across the college
9. Ensuring that consistent processes and procedures are implemented for organising, managing and coordinating the employment of relief teachers
10. Oversee as a team member the management of the College CRT budget and any other funds which may be due the college because of CRT “reimbursements”
11. Ensuring that consistent processes and procedures are implemented for recording and monitoring the various categories of class coverage and teacher replacement

Duties of *Daily Organisers*:

1. Allocating teachers to classes so as to cover staff absences, and publish in good time details of extras for each day
2. Organising and managing the employment of relief teachers to cover classes as appropriate.
3. Supporting the planning and operation of day's effected by College or Campus based activities.
4. Ensuring that the most efficient use is made of college financial, physical and human resources at all times; working toward staff having the maximum number of extras for the year, as laid out in the current agreement.
5. Ensuring that the allocation of extras is according to guidelines in the current Teachers Agreement and any other arrangements which may be agreed to at local level
6. Ensuring that planned staff absences are managed in a coordinated way so that disruption to teaching programs is minimised
7. Ensuring that work for students is prepared by staff when their absence is known ahead of time
8. Keeping the Campus Principal informed of matters relating to daily organisation
9. Keeping staff informed of relevant matters relating to the allocation of extras
10. Implementing consistent college wide processes and procedures for covering staff absences
11. Openly displaying recorded 'extras' coverage information on a fortnightly basis.
12. Ensuring that parity for all staff of the College is of the utmost importance when reallocating classes at the end of the year
13. Overseeing the management of the Campus CRT budget and any other funds which may be due the campus because of CRT "reimbursements" (utilising a customised Excel worksheet)
14. Ensuring that the various categories of class coverage and teacher replacement are recorded and monitored

Publications/Publicity

- **Digital/Print Publications/Publicity Coordinator**

Duties

1. To take responsibility for developing and improving the effectiveness of print and electronic publishing at the college
2. To manage and coordinate ongoing publicity of college events in the print media
3. To develop and maintain a Sunshine College internet site (with a marketing focus and low maintenance)
4. To develop and maintain a dynamic Sunshine College Intranet site which allows:
 - controlled student access to important college information, policies, newsletters, dates, resources relating to their particular studies, teacher directed tasks, communication from their teachers, etc
 - secure staff access to college policies, meeting agendas/minutes, events, dates, newsletters, teaching resources, handbooks, position statements, courses of study, Professional Development opportunities, etc
 - devolution of responsibility for site management.
5. To develop natural links for publishing across both print and electronic formats
6. To coordinate and manage the quarterly publication of the College Newsletter
7. To develop an Action Plan annually

LIGHTHOUSE - Program for Students with Disabilities

The Lighthouse program is primarily aimed at supporting PSD funded students and students with language problems. At Sunshine College we operate a program approach to students with disabilities based on the principle that all students with disabilities have potential and are capable of improving their skills and knowledge.

The Lighthouse program focuses on developing independence in students and fosters an approach where all students will have individualized learning plans.

Teams:

The College is committed to enhancing the effectiveness of its staff through professional learning teams where responsibilities are shared and has a commitment to supporting this program through the appointment of a qualified speech pathologist.

Duties of the College Lighthouse Team Leader

1. Lead regular College Lighthouse team meetings.
2. To manage Lighthouse/PSD budgets in an equitable manner so that student needs are met.
3. Prepare and submit PSD applications in consultation with the relevant campus Students at Risk teams.
4. Identify those students who need assessments and manage the testing process.
5. Identify and manage the allocation of aide time in the college, setting up appropriate timetables in consultation with the principal class.
6. Facilitate Parent Support Group (PSG) meetings.
7. Organise interpreters when required for PSG meetings.
8. In conjunction with the College speech pathologist coordinate programs to support language development.
9. Identify PSD professional development activities for staff of the college including aide-specific professional development.
10. Liaise with health care professionals (eg: visiting teachers, physiotherapists) to identify strategies and programs to support PSD, and share information with relevant campus SEWB leader.
11. Be an active and supportive member at regional and network PSD forums.
12. Manage individual learning plan development.
13. Be responsible for the data entry on the departments web based PSDM system.
14. Coordinate the appropriate communication flow of information regarding PSD students, in particular from grade 6 to the College.

Duties of Campus SEWB Leader (Leading Teacher)

- Monitor the PSD Aide and student timetable.
- Liaise with College Lighthouse Coordinator.
- Communicate information to staff pertaining to students in the program.
- Liaise with parents.
- Coordinate and attend PSG meetings.
- Manage the organising interpreters when required for PSG's.
- Attend regular college Lighthouse team meetings as required.

Duties of the College Speech Pathologist

1. Identify those students in need of speech support
2. Work closely with the leader of the Lighthouse Program in providing advice on any referrals and issues that may come to their attention.
3. Support the design and achievement of outcomes as laid out in student ILPs
4. Provide staff with information regarding strategies they might use to support students within the lighthouse program.
5. Coordinate and manage the PD of lighthouse support staff so that speech remediation is effectively achieved, via their intervention and support.
6. Work in conjunction with the campus Student Engagement and Wellbeing personnel in identifying “at risk” students that may be enrolling in the College.
7. Use all available data sets to pinpoint deficiencies in teaching and learning practices and make the appropriate recommendations, as well as highlighting achievements.
8. Make recommendations to the College principal on the physical and human resources required to support improved outcomes for students.
9. Making sure that the appropriate policies and guidelines, regarding improving outcomes for Lighthouse students are met.
10. Support collaborative sharing of practices and strategies across campuses and between Junior and Senior staff.

Deaf Facility Team Leader/s

Co-ordination of the Deaf Facility is a unique position. There is the need for expert knowledge and experience to work with our specific clientele and their families.

Teams:

The College is committed to enhancing the effectiveness of its staff through membership of cooperative and supportive teams where responsibilities are shared. Many of these teams will develop practices associated with the ideals and values associated with Professional Learning Teams.

Specific Duties of the Team Leader of the Deaf Facility will include

1. Daily organizing; Major timetabling of interpreters and TOD's into all classes. Responding to the changing needs of the mainstream teacher eg. Bringing in a guest speaker and timetabling an Interpreter instead of a TOD for that class/need to change Deaf Facility staff when an unsubtitled video is used in the class.
2. Matching the communication needs of the Deaf student with the Deaf Facility staff.
3. Responsibility for the employment and direction of Deaf Facility staff, including CRT's. Following up staff absences with collection of medical certificates and subsequent paper work.
4. Promoting Deaf Education needs within the mainstream school and providing ongoing professional development and support to mainstream staff.
5. Promoting the Deaf Facility in the wider community (both Deaf and Hearing).
6. Providing appropriate information to prospective parents of Deaf students by explaining the benefits of an integrated setting.
7. Liaising with the Visiting Teacher Service and other feeder schools to promote access to Deaf/Hearing Impaired students from the Western suburbs.
8. Understanding and applying Departmental Policies on Deaf Education including funding formulas.
9. Networking with other Leading Teachers/Coordinators of other Deaf Facilities regarding Camps, Pathways for further education and integration issues.
10. Attending Principals' Meetings and representing our Facility to other Principals.
11. Organizing Deaf role models and guest speakers to provide Deaf students with positive images of themselves and their community.

12. Understanding the latest trends in Deaf education by attending conferences and reading widely.
13. Liaising with AHS and the Cochlear Implant professionals.
14. Setting up the facility for the bi- monthly visits to Ardeer from the AHS audiologists.
15. Developing programs for students with disabilities other than Deafness as the clientele has changed in recent years.
16. Liaising with specialist counselling youth services for the Deaf through VicDeaf and other agencies.
17. Organizing taxi transport and Metcards for our students who come from a larger geographical area than the hearing students.
18. Preparing documents for the application of grants available to the Deaf community.
19. Keeping records and student files.
20. Liaising with specialized employment agencies.
21. Contributing, through networking, to find Work Experience placements for students in Year 10.
22. Understanding VCE/VCAL/VET programs and special consideration applications that need to be made.
23. Advocating for mainstream teachers who will be best able to integrate Deaf students in their class.
24. Understanding Deaf Community expectations and Deaf culture.
25. Purchasing and managing up to date resources of video/DVD library. Maintain a borrowing system for the mainstream teachers to access these resources.
26. Liaise with TAFE's and Universities to ensure equality of access during preparation of applications.
27. Organising extra curricula activities for students such as the Sign Choir and visits to other Deaf schools.
28. Organising Open Days and displays in the school and community.
29. Setting agendas for PLT staff meetings and chairing them. Following up any action/initiatives needed.
30. Linking into A.S.L.I.A and/or other Interpreter organisations to check on available P.D for interpreters.

Appendix (I)

Teams Summary

The Leadership & Management structure is designed around the goals and targets of the College Strategic Plan which has three major components:

1. Student Engagement and Wellbeing
2. Student Learning Outcomes
3. Student Pathways and Transition

Principal Executive

Position	Number	Classification	Time Allowance Pds.
College Principal	1	PR3	22
Campus Principal	4	AP(Level 2)	17

Principal Class Team

Position	Number	Classification	Time Allowance Pds.
College Principal	1	PR3	22
Campus Principal	4	AP(Level 2)	17
Campus Managers	4	LT	9

College Student Engagement & Wellbeing Team

Position	Number	Classification	Time Allowance Pds.
Campus Student & Engagement Wellbeing Team Leader (Campus Assistant Principal)	4	LT	9
College Student Wellbeing Leader	1	LT	3
Principal class representation	1		

College Curriculum – Student Learning Team

Position	Number	Classification	Time Allowance Pds.
College Curriculum Design & Delivery Leader	1	LT	10
College Literacy Team Leader	1	LT	3
College Numeracy Team Leader	1	LT	3
College Professional Learning & Teams Leader	1	LT	5
College ESL Coordinator	1	SP1	2
Junior Campus Instructional Leader	3	SP1	4
PLT VCE English	1	SP1	3
PLT VCE Maths	1	SP1	3
PLT VCE PoLT			
Principal class representation			

College Well Being Team

Position	Number	Classification	Time Allowance Pds.
College Well Being Leader	1	LT	3+ (6 or 8)
Campus Well Being Leaders	3	SP1	6 or 8

College 7&8 Pastoral Care Team

Position	Number	Classification	Time Allowance Pds.
College Well Being Leader	1	LT	3+ (6 or 8)
Campus Year 7 & 8 PCT Leaders	3	SP1	2

College Pathways and Transition Team

Position	Number	Classification	Time Allowance Pds.
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College Pathways & Transition Leader	1	LT	15
College Well Being Leader	1	LT	3+ (6 or 8)
Year 9 & 10 Campus Pastoral Care & Pathways Leaders	3	SP1	3
Principal class representation	1		

College Operations Team

Position	Number	Classification	Time Allowance Pds.
College Timetabler	1	SP1	2
Campus Daily Organisers	4	SP2	5
Principal class representation	1		

College Sport & Extracurricular Activities Team

Position	Number	Classification	Time Allowance Pds.
College Sport Leader	1	SP1	5
Campus Sport & Extracurricular Activities Leaders (7-10)	3	-	1

College Lighthouse - Program for Students with Disabilities (PSD) Team

Position	Number	Classification	Time Allowance Pds.
College Lighthouse Leader	1	-	-
College Speech Pathologist	1	-	-
Campus SEWB Leaders (Campus Ass Prin)	4	LT	9

College SunLit/Literacy Team

Position	Number	Classification	Time Allowance Pds.
College Literacy Team Leader	1	LT	3
Campus Literacy Coordinators	4	SP1	4/2
SunLit Teaching Resource Staff	2	-	
Literacy - SunLit Support Aides			

College Numeracy Team

Position	Number	Classification	Time Allowance Pds.
College Mathematics & Numeracy Team Leader	1	LT	3
Junior Campus Numeracy Coordinators	3	SP1	4
Professional Learning Team Leader VCE Maths	1	SP1	3
Numeracy Support Aides			

College e-Learning & Reports Team

Position	Number	Classification	Time Allowance Pds.
Campus e-Learning & Reports Leaders	4	SP1	2
Principal Class representation	1		
College ICT/Technician Leader	1		

Campus Leadership Teams

Leading Teachers based at each site will participate in the Campus Leadership and Management Team meetings

Senior Campus – Leadership and Management

Position	Number	Classification	Time Allowance Pds.
Campus Principal	1	AP(Level2)	17
Campus Manager	1	LT	9
SEWB Leader	1	LT	4
SEWB Leader	1	LT	4
Student Wellbeing Leader	1	SP1	8
College Pathways & Transition Leader	1	LT	15
Daily Organiser	1	SP2	5

Ardeer Campus – Leadership and Management

Position	Number	Classification	Time Allowance Pds.
Campus Principal	1	AP(Level2)	17
Campus Manager	1	LT	9
SEWB Leader	1	SP1 [®]	5
SEWB Leader	1	SP1 [®]	5
Student Wellbeing Leader	1	SP1	6
Campus Pastoral Care & Pathways Leader	1	SP1	3
Daily Organiser	1	SP2	5

North Campus – Leadership and Management

Position	Number	Classification	Time Allowance Pds.
Campus Principal	1	AP(Level2)	17
Campus Manager	1	LT	9
SEWB Leader	1	SP1 [®]	5
SEWB Leader	1	SP1 [®]	5
Student Wellbeing Leader	1	SP1	6
Campus Pastoral Care & Pathways Leader	1	SP1	3
Daily Organiser	1	SP2	5

West Campus – Leadership and Management

Position	Number	Classification	Time Allowance Pds.
Campus Principal	1	AP(Level2)	17
Campus Manager	1	LT	9
SEWB Leader	1	SP1 [®]	5
SEWB Leader	1	SP1 [®]	5
Student Wellbeing Leader	1	SP1	6
Campus Pastoral Care & Pathways Leader	1	SP1	3
Daily Organiser	1	SP2	5

STAR (Students At Risk) Team – Each Campus

Position
Guidance Officer
Campus Student Wellbeing Leader
Principal class representative
Campus SEWB Leaders x 2
Campus Specific Personnel (e.g. Ardeer- Deaf, School Nurse)