Roles and Responsibilities Head Teachers 2022

27 May 2022

Sydney Distance Education High School

Contents

1. Introduction

The purpose of this document is to communicate Head Teacher roles and responsibilities across the school. It is especially important in a school with large faculties and a significant number of educational support Head Teachers that there is a shared understanding of the work done by executive staff. In addition, this publication provides professional learning support for teachers interested in executive positions.

2. Leading and Managing the School

Each member of the executive is responsible for supporting the Executive Team in leading and managing within faculties and across the school in a range of areas.

- Educational leadership

- Educational programs

- Learning outcomes

- Student welfare

- Staff welfare, development and management

- Physical and financial resource management

- School and community partnerships.

These areas are key accountabilities for Principals in the effective educational leadership and management of NSW government schools. They are summarised in the Department of Education publication *Leading and Managing the School*.

At Sydney Distance Education High School, executive teach students and lead high expectations within the Quality Teaching Model. Staff work together to provide quality individualised education through the development and delivery of flexible blended learning and other School Plan priorities.

This Roles and Responsibilities document summarises major aspects of each executive position in addition to responsibilities that may be common across roles such as Faculty Head Teacher responsibilities. All executive are members of the school self evaluation team and most contribute to the Annual School Report.

Head Teachers are responsible for ensuring staff compliance with the 1992 Disability Discrimination Act – Disability Standards. They support students making Disability Provision applications to NSW Education Standards Authority (NESA) (Head Teacher Teaching and Learning (Learning and Support with Library)), they make provision for students to participate in school assessment tasks (Head Teachers Faculty),and they oversee the development and implementation of Individual Learning Plans for students with disabilities (Head Teacher Teaching and Learning (Learning and Support with Library) with Head Teachers Faculty and teachers).

This Roles and Responsibilities Head Teachers document is revised throughout each year. The staff, student and courses information is updated during the first part of Tem 2 based on data from the end of Term 1 which is submitted to the Department of Education and to Rural and Distance Education.

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3. School Leadership Capability Framework

The School Leadership Capability Framework guides professional engagement and learning in five domains:

- Educational
- Personal
- Strategic
- Organisational
- Interpersonal.

In addition, this framework includes three higher order thinking skills:

- Emotional intelligence
- Ways of thinking
- Diagnostic maps.

4. Leadership

The leadership expectations for executive positions are outlined as general selection criteria for advertised positions. Applicants for executive positions must demonstrate the capacity to provide successful educational leadership in six areas:

- Successful teaching experience with capacity to initiate improvement in teaching, learning and classroom practice

- Knowledge of curriculum, assessment and student welfare with the ability to lead and design quality, inclusive teaching and learning programs

- Educational leadership skills to build the capacity and manage the performance of individuals and teams

- Well developed communication and interpersonal skills with the capacity to build relationships and engage students, staff and parents

- Ability to plan and manage resources effectively and equitably to support teaching and learning

- Knowledge of and commitment to the Department's Aboriginal education policies.

A document supporting applicants in addressing the general selection criteria is available on the Department intranet, *Executive and principal positions – a guide for addressing the general selection criteria*.
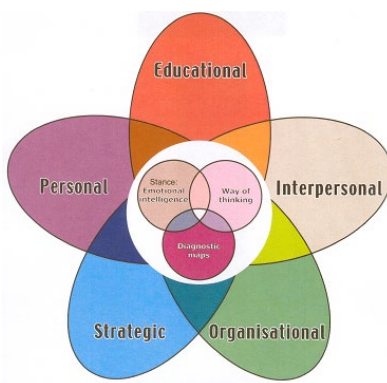
Leadership capability is a combination of knowledge, understanding, attitudes, skills and personal qualities that enables a person to perform to a high standard in a given leadership role or context.

Sydney Distance Education High School

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Roles and Responsibilities

Head Teachers, Curriculum

2022

Summaries of courses, students and staff are completed at the beginning of Term 2. The staff summaries are based on information in the school database and reflect the amount of time each teacher works (teaching allocation) in a particular faculty. The summaries are based on student enrolment information submitted to Department on the last day of Term 1. Non-faculty non-teaching allocations make up the balance of teaching entitlement.

At the start of Term 2 2022, there were 130 permanent teachers (1.0 – 71, 0.9 – 2, 0.8 – 18, 0.6 – 11, 0.4 – 13, 0.3 – 1, 0.2 – 12 and 0.1 – 2), 67 temporary teachers (1.0 – 9, 0.8 – 5, 0.6 – 22, 0.4 – 18, 0.3 – 2, 0.2 – 11, 0.1 - 1) and 5 (1.6 FTE) casual teachers with 14 staff working across more than one of these categories, making a total of 202 teachers filling 139.1 positions.

Head Teachers, Curriculum

Faculty Head Teachers in general have the following roles and responsibilities in addition to specific responsibilities as outlined on the following pages:

- Oversee the professional development of all members of the faculty to ensure Department, NESA and school policies, priorities, processes, targets and guidelines inform the practices and procedures of their staff
- Facilitate a collegial and co-operative culture to support team effectiveness and individual development and monitor the implementation of teacher roles, responsibilities and duties
- Oversee the development and maintenance of faculty programming for Stages 4, 5 and 6
- Oversee blended learning development and delivery
- Oversee and monitor course outlines, course programing and assessment tasks / schedules
- Manage faculty assessment marks and grades
- Manage faculty Stage 4, 5 and 6 reporting
- Manage faculty aspects of regular student reviews
- Oversee staff in their implementation of strategies to support identified students eg those with PLPs, PLSPs
- Oversee staff in their implementation of strategies to address Premier's Priorities
- Oversee staff in their implementation of strategies to support students to meet HSC minimum standards in Literacy and Numeracy
- Coordinate and approve faculty study days, excursions, field service visits, professional learning and variation of routine applications
- Organise staffing and work programs for flexible learning projects
- Advise students and supervisors of course requirements and suitability
- Allocate new students
- Monitor faculty student allocations
- Teach students in Stages 4, 5 and 6
- Coordinate the issuing of warning letters where appropriate
- Liaise with DP (7-9) regarding ongoing staffing changes
- Employ casual and temporary teachers to cover staff absences
- Ensure faculty casuals and temporary teachers meet mandatory training requirements
- Coordinate faculty casual pay advice on a weekly basis
- Supervise Performance & Development Plans for all members of the faculty
- Mentor new and beginning teachers
- Develop and manage annual faculty budget
- Purchase, maintain and organise faculty resources
- Liaise with Welfare Head Teachers and Year Advisers re students' progress
- Liaise with roll call teachers
- Liaise with Student Wellbeing Team
- Liaise with staff responsible for enrolments and single course provision
- Liaise with WHS team regarding staff welfare / WHS concerns
- Liaise with members of DE Collegial Networks
- Oversee faculty items for School Magazine and School Newsletter
- Coordinate faculty meetings
- Attend executive and staff meetings

Creative and Performing Arts (CAPA)

Faculty – courses and students (April 2022)

Courses: Years 7-10	Students	Courses: Years 11-12	Students
Music Yr 7	15	Music 1 Yr 11	29
Visual Arts Yr 7	15	Music 2 Yr 11	12
Music Yr 8	42	Visual Arts Yr 11	17
Visual Arts Yr 8	42	Photography, Video & Digital Imaging Yr 11	17
Music Yr 9	9	Music 1 Yr 12	23
Photographic & Digital Media Yr 9	21	Music 2 Yr 12	9
Visual Arts Yr 9 200 hours	26	Music Ext Performance Yr 12	7
Visual Design Yr 9	16	Visual Arts Yr 12	18
Music Yr 10 (MU101)	5	Music Ext Composition Yr 12	1
Music Yr 10 (MU102)	14	Photography, Video & Digital Imaging Yr 12	4
Photographic & Digital Media Yr 10 (PDM101)	13		
Photographic & Digital Media Yr 10 (PDM102)	10		
Visual Arts Yr 10 (VA101)	11		
Visual Arts Yr 10 (VA102)	14		
Visual Design Yr 10 (VD101)	7		
Visual Design Yr 10 (VD102)	4		

Faculty – staff summary (April 2022)

	Number			FTE			Total staff in faculty	
	Permanent	Temporary	Casual	Permanent	Temporary	Casual	Number (Head Count)	FTE
1.0	6			6				
0.9								
0.8	3	1		2.4				
0.7					0.8			
0.6		1						
0.5					0.6		15	10.9
0.4		1						
0.3		1			0.4			
0.2		2			0.3			
0.1					0.4			
Total	**9**	**6**		**8.4**	**2.5**			

Faculty – students summary (April 2022)

Years 7-10	264
Years 11-12	137
Total	**401**

School

- Finance Team, Member

- Learning Hub Coordinator

- *Leading and Managing the School* responsibilities

English

Faculty – courses and students (April 2022)

Courses: Years 7-10	Students	Courses: Years 11-12	Students
English Yr 7	8	English Advanced Yr 11	24
English Yr 8	23	English Standard Yr 11	54
English Yr 9	63	English Studies Yr 11	40
English Yr 10	122	English Extension Yr 11	6
		English Advanced Yr 12	19
		English Standard Yr 12	40
		English Studies Yr 12	25
		English Extension 1 Yr 12	4

Faculty – staff summary (April 2022)

	Number			FTE			Total staff in faculty	
	Permanent	Temporary	Casual	Permanent	Temporary	Casual	Number (Head Count)	FTE
1.0	6	1		6	1			
0.9								
0.8	3			2.4				
0.7								
0.6	1	5		0.6	3			
0.5							20	13.8
0.4								
0.3								
0.2	1	2		0.2	0.4			
0.1	1			0.1	0.1			
Total	**12**	**8**		**9.3**	**4.5**			

Faculty – students summary (April 2022)

Years 7-10	216
Years 11-12	212
Total	**428**

School

- *Leading and Managing the School* responsibilities

History (& Aboriginal Studies)

Faculty – courses and students (April 2022)

Courses: Years 7-10	Students	Courses: Years 11-12	Students
History Yr 7	3	Ancient History Yr 11	49
History Yr 8	12	Aboriginal Studies Yr 11	21
History Yr 9	62	Modern History Yr 11	40
History Yr 9 Elective	17	Society and Culture Yr 11	22
History Yr 10	122	Ancient History Yr 12	13
History Yr 10 Elective (E1)	6	Aboriginal Studies Yr 12	18
History Yr 10 Elective (E2)	8	History Extension Yr 12	3
		Modern History Yr 12	31
		Society & Culture Yr 12	26

Faculty – staff summary (April 2022)

	Number			FTE			Total staff in faculty	
	Permanent	Temporary	Casual	Permanent	Temporary	Casual	Number (Head Count)	FTE
1.0	5	1		5	1			
0.9								
0.8	2	1		1.6	0.8			
0.7								
0.6		1			0.6			
0.5							13	10.2
0.4	1	1	1	0.4	0.4	0.4		
0.3								
0.2								
0.1								
Total	**8**	**4**	**1**	**7**	**2.8**	**0.4**		

Faculty – students summary (April 2022)

Years 7-10	230
Years 11-12	223
Total	**453**

School

- *Leading and Managing the School* responsibilities

Mathematics

Faculty – courses and students (April 2022)

Courses: Years 7-10	Students	Courses: Years 11-12	Students
Mathematics Yr 7	8	Mathematics Standard Yr 11	61
Mathematics Yr 8	21	Mathematics Advanced Yr 11	22
Mathematics Stage 5.1 Yr 9	46	Mathematics Extension 1 Yr 11	6
Mathematics Stage 5.2 Yr 9	16	Mathematics Extension 1 Yr 12	11
Mathematics Stage 5.3 Yr 9	7	Mathematics Extension 2 Yr 12	14
Mathematics Stage 5.1 Yr 10	63	Mathematics Standard 2 Yr 12	41
Mathematics Stage 5.2 Yr 10	45	Mathematics Standard 1 Yr 12	5
Mathematics Stage 5.3 Yr 10	14	Mathematics Advanced Yr 12	22

Faculty – staff summary (April 2022)

	Number			FTE			Total staff in faculty	
	Permanent	Temporary	Casual	Permanent	Temporary	Casual	Number (Head Count)	FTE
1.0	6	1		6	1			
0.9								
0.8	3			2.4				
0.7								
0.6		1			0.6			
0.5							14	11.2
0.4	1	1	1	0.4	0.4	0.4		
0.3								
0.2								
0.1								
Total	**10**	**3**	**1**	**8.8**	**2**	**0.4**		

Faculty – students summary (April 2022)

Years 7-10	220
Years 11-12	182
Total	**402**

School

- Work Health and Safety Team, Member

- Finance Team, Member

- Women's Contact, NSWTF

- *Leading and Managing the School* responsibilities

PDHPE

Faculty – courses and students (April 2022)

Courses: Years 7-10	Students	Courses: Years 11-12	Students
PD Health PE Yr 7	15	Exploring Early Childhood 1U Yr 11	5
PD Health PE Yr 8	45	PD Health PE Yr 11	22
Physical Activity & Sports Studies Yr 9	15	Sport, Lifestyle & Recreation 2U Yr 11	15
PD Health PE Yr 9	130	Sport, Lifestyle & Recreation 1U Yr 11	7
Physical Activity & Sports Studies Yr 10 (PAS101)	4	Life Ready Yr 11	132
Physical Activity & Sports Studies Yr 10 (PAS102)	5	Community & Family Studies Yr 11	43
PD Health PE Yr 10 (PDP10)	127	Community & Family Studies Yr 12	21
PD Health PE Yr 10 (PDP10P)	82	PD Health PE Yr 12	23
		Sport, Lifestyle & Recreation Yr 12 (SLR12)	7
		Sport, Lifestyle & Recreation Yr 12 (SLR12B)	3

Faculty – staff summary (April 2022)

	Number			FTE			Total staff in faculty	
	Permanent	Temporary	Casual	Permanent	Temporary	Casual	Number (Head Count)	FTE
1.0	9	3		9	3			
0.9								
0.8	2			1.6				
0.7								
0.6								
0.5								
0.4								
0.3								
0.2		1	1		0.2	0.2		
0.1							16	14
Total	**11**	**4**	**1**	**10.6**	**3.2**	**0.2**		

Faculty – students summary (April 2022)

Years 7-10	423
Years 11-12	278
Total	**701**

School

- *Leading and Managing the School* responsibilities

Science

Faculty – courses and students (April 2022)

Courses: Years 7-10	Students	Courses: Years 11-12	Students
Science Yr 7	9	Biology Yr 11	34
Science Yr 8	19	Chemistry Yr 11	21
Science Yr 9	62	Physics Yr 11	22
Science Yr 10	122	Earth & Environmental Science Yr 11	38
		Marine Studies Yr 11	25
		Biology Yr 12	20
		Chemistry Yr 12	23
		Physics Yr 12	23
		Earth & Environmental Science Yr 12	26
		Marine Studies Yr 12 (MS12)	9
		Marine Studies Yr 12 (MS12B)	1

Faculty – staff summary (April 2022)

	Number			FTE			Total staff in faculty	
	Permanent	Temporary	Casual	Permanent	Temporary	Casual	Number (Head Count)	FTE
1.0	9			9				
0.9								
0.8	2	1		1.6	0.8			
0.7								
0.6	2	2		1.2	1.2			
0.5							**23**	**16**
0.4	1	3		0.4	1.2			
0.3								
0.2	2	1		0.4	0.2			
0.1								
Total	**16**	**7**		**12.6**	**3.4**			

Faculty – students summary (April 2022)

Years 7-10	212
Years 11-12	242
Total	**454**

School

- Chemical Safety in Schools, Coordinator

- *Leading and Managing the School* responsibilities

Social Sciences

Faculty – courses and students (April 2022)

Courses: Years 7-10	Students	Courses: Years 11-12	Students
Geography Yr 7	5	Business Studies Yr 11	32
Geography Yr 8	9	Economics Yr 11	20
Commerce Yr 9	22	Geography Yr 11	19
Geography Yr 9	64	Legal Studies Yr 11	43
Commerce Yr 10 (100 hrs)	2	Studies of Religion 2U Yr 11	29
Commerce Yr 10 (200 hrs)	9	Studies of Religion 1U Yr 11	8
Geography Yr 10	120	Financial Management Yr 11	25
		Business Studies Yr 12	26
		Economics Yr 12	17
		Geography Yr 12	29
		Legal Studies Yr 12	33
		Studies of Religion 2U Yr 12	18
		Studies of Religion 1U Yr 12	5
		Financial Management Yr 12 (FM12)	7
		Financial Management Yr 12 (FM12B)	5
		Financial Management Yr 12 (FM12)	7
		Financial Management Yr 12 (FM12B)	5

Faculty – staff summary (April 2022)

	Number			FTE			Total staff in faculty	
	Permanent	Temporary	Casual	Permanent	Temporary	Casual	Number (Head Count)	FTE
1.0	7	1		7	1			
0.9	1			0.9				
0.8	2	1		1.6	0.8			
0.7								
0.6	3	2		1.8	1.2			
0.5							20	15.3
0.4	2			0.8				
0.3								
0.2			1			0.2		
0.1								
Total	**15**	**4**	**1**	**12.1**	**3**	**0.2**		

Faculty – students summary (April 2022)

Years 7-10	231
Years 11-12	316
Total	**547**

School

- *Leading and Managing the School* responsibilities

Technological & Applied Studies (TAS) with Computing Studies

Faculty – courses and students (April 2022)

Courses: Years 7-10	Students	Courses: Years 11-12	Students
Technology Yr 7	15	Agriculture Yr 11	15
Technology Yr 8	42	Design & Technology Yr 11	10
Agricultural Technology Yr 9	5	Engineering Studies Yr 11	19
Food Technology Yr 9	27	Food Technology Yr 11	28
Information & Software Technology Yr 9	18	Information Processes & Technology Yr 11	21
Textiles Technology Yr 9	9	Industrial Technology Multimedia Yr 11	23
Industrial Technology Automotive Yr 9	3	Textiles & Design Yr 11	22
Industrial Technology Electronics Yr 9	8	Agriculture Yr 12	7
Industrial Technology Building & Construction Yr 9	10	Design & Technology Yr 12	2
Agricultural Technology Yr 10 (AGT101)	2	Engineering Studies Yr 12	11
Agricultural Technology Yr 10 (AGT102)	4	Food Technology Yr 12	9
Food Technology Yr 10 (FT101)	7	Information Processes & Technology Yr 12	9
Food Technology Yr 10 (FT102)	19	Industrial Technology Multimedia Yr 12	16
Information & Software Technology Yr 10 (IST101)	8	Textiles & Design Yr 12	18
Information & Software Technology Yr 10 (IST102)	14	Software Design & Development Yr 12	6
Industrial Technology Automotive Yr 10	3		
Industrial Technology Building & Construction Yr 10	1		
Industrial Technology Electronics Yr 10	3		
Textiles Technology Yr 10 (TX101)	4		
Textiles Technology Yr 10 (TX102)	3		

Faculty – staff summary (April 2022)

	Number			FTE			Total staff in faculty	
	Permanent	Temporary	Casual	Permanent	Temporary	Casual	Number (Head Count)	FTE
1.0	6			6				
0.9								
0.8								
0.7								
0.6	2	3		1.2	1.8			
0.5							**21**	**12.3**
0.4	1	5		0.4	2			
0.3		1			0.3			
0.2	1	2		0.2	0.4			
0.1								
Total	**10**	**11**		**7.8**	**4.5**			

Faculty – students summary (April 2022)

Years 7-10	205
Years 11-12	216
Total	**421**

School

- *Leading and Managing the School* responsibilities

VET (with Careers)

Faculty – courses and students (April 2022)

Courses: Years 7-10	Students	Courses: Years 11-12	Students
Career Education Yr 10	211	Business Services 2U Yr 11 (BSB20115)	5
		Hospitality 2U Yr 11 (SIT20416)	5
		Work Studies 2U Yr 11	23
		Work Studies 1U Yr 11	2
		Retail Services 2U Yr 11 (SIR30216)	9
		Business Services 2U Yr 12 (BSB20115)	5
		Hospitality 2U Yr 12 (SIT20416)	3
		Retail Services 2U Yr 12 (SIR30216)	6
		Work Studies 2U Yr 12 (WS12)	10
		Work Studies 2U Yr 12 (WS12B)	1
		Work Studies 1U Yr 12 (WS121B)	8

Faculty – staff summary (April 2022)

	Number			FTE			Total staff in faculty	
	Permanent	Temporary	Casual	Permanent	Temporary	Casual	Number (Head Count)	FTE
1.0	5			5				
0.9								
0.8								
0.7								
0.6								
0.5							10	6.4
0.4	2			0.8				
0.3	1			0.3				
0.2	1			0.2				
0.1	1			0.1				
Total	**10**			**6.4**				

Faculty – students summary (April 2022)

Years 7-10	211
Years 11-12	77
Total	**288**

School

- Lead VET course promotion and implementation
  – VET compliance including VET audits
  – work placement
- Implement School to Work and careers programs including work experience
- Lead, manage and promote the School Volunteering Program
- Manage students studying TVET and Single Course VET subjects
- *Leading and Managing the School* responsibilities

Sydney Distance Education High School

Roles and Responsibilities

Head Teachers Educational Support

2022

Head Teacher Administration (Enrolments)

School

- Respond to phone and email enquiries relating to potential applications for fulltime enrolment

- Advise parents, carers, schools, counsellors, medical professionals and Department staff on the criteria and procedures for enrolment applications

- Engage in Enrolment Officers Meetings and discussions with Rural and Distance Education to clarify updates or changes to published Distance Education Enrolment Procedures document

- Process applications for fulltime enrolments

- Manage applications from Special Placement Settings for curriculum access provision

- Liaise with Rural and distance Education to manage applications for enrolment in 2.10 category

- Endorse and process variations for fulltime students, eg leavers and students whose enrolment circumstances have changed

- Provide curriculum advice for enrolling students including pathways and part program options

- Liaise with School Administration staff responsible for data entry and enrolment processes

- Communicate student information to appropriate Year Advisers and Head Teachers

- Update fulltime enrolment and curriculum access documentation including information booklets and application forms when appropriate

- Organise annual updates of stage subject selection booklets

- Initiate intention notices for annual rollover for each year

- Other duties as negotiated with executive

- *Leading and Managing the School* responsibilities

Head Teacher Administration (Single course with events and accreditation support)

School

Single Course Provisions Coordinator

- Respond to enquiries about single course provision

- Process single course provision student applications

- Manage single course provision tracking spreadsheet

- Advise and liaise with single course provision students, HTs, SAS staff, supervisors and home schools

- Discussions with Rural and Distance Education to clarify updates or changes to published Rural and Distance Education Procedures

- Organise annual updates of single course provision support information including booklet and application forms

- Manage and process Intentions Notices for Years 10, 11, 12.

New Teacher Coordinator

- Work with DP (11-12) to support teachers in developing their accreditation portfolios and annotated evidence for Proficient Teacher accreditation

- Support DP (11-12) in processes relating to the maintenance of accreditation and the new teacher induction program

Events

- Leading and managing school teams for whole school events including Big Day In and Presentation Days

- *Leading and Managing the School* responsibilities

Head Teacher Administration (Staffing)

School

- Manage staff attendance, including
    - Flexible hours
    - Sign on sheets and adjustments to staff absent spreadsheet
- Variation to routine applications
- Teacher professional learning applications
- Approve student services support including evaluations, claims, budgets
    - study days
    - field service visits
    - excursions
- Manage staff leave and SAP leave applications including liaising with Principal and DPs
- Approve through SAP casual teachers new to SDEHS including liaising with HTs and SASS
- Process casual pay claims, SAP entries and WBSIO allocations including liaising with HTs, DPs and SASS
- Liaise with DPs about temporary teacher engagements
- Assist with data collection and management including
    - State rural and distance education offices
    - Department of Education
    - Centrelink
    - Abstudy
    - ESL return including liaising with SASS
- Work Health and Safety, Team Leader
- Health and Safety Representative
- Professional Learning Team, Member
- Other duties as negotiated with executive
- *Leading and Managing the School* responsibilities

Head Teacher Secondary Studies (Literacy and Numeracy Priorities)

School

- Identify, develop, support and manage intensive literacy and numeracy programs (including the COVID ILSP) and strategies to support students in Year 10 and Year 1 to work towards the HSC Minimum Standards in reading, writing and numeracy.

- Manage the process to assess student literacy and numeracy skills on enrolment.

- Oversee the development and modification of introductory sets, ie the initial weeks of work for all students to complete after enrolment.

- Process literacy and numeracy assessments at enrolment

- Review students in distance education enrolment categories 2.5 (Students with a medical condition that prevents their attendance at a regular school or other local provision), 2.6 (Pregnant students/young parents for whom no appropriate local provision is available) and 2.7 (Vocationally talented students employed in the entertainment industry and students participating at elite levels in the performing arts or sport) consistent with Distance Education Enrolment Procedures.

- Communicate to staff Department expectations regarding HSC Minimum Standards, NAPLAN, Literacy and Numeracy Progressions and Premier's Priorities.

- Coordinate the HSC Minimum Standard, VALID and NAPLAN online tests. Responsibilities include:

  – Distributing information and encouraging home students to access the practice tests through roll call, newsletters, letters, emails

  – Providing support and advice to SSPs and SYJCs

  – Liaising with NESA to support SYJC implementation

  – Coordinating practice tests to be completed at SDEHS under supervised conditions

  – Informing students of which tests they need to sit based on Schools Online data

  – Assigning tests for each student through Schools Online

  – Establishing processes where students are able to schedule their tests at the SDEHS Learning Hub during each test window

  – Tracking student attainment of the Minimum Standard (Level 3) in Reading, Writing and Numeracy

  – Providing support for students who need to re-sit the tests

  – Manage PAR database for NAPLAN

- Analyse NAPLAN and Check-In assessment data in SCOUT to provide advice to executive around strategies and professional learning to improve student outcomes.

- Identify professional learning needs in consultation with Professional Learning Team.

- Other duties as negotiated with the executive.

- *Leading and Managing the School* responsibilities

Head Teacher Secondary Studies (Years 7-9 with Middle School Years 7-10)

Faculty – courses and students (April 2022)

Courses: Years 7–8	Students	Courses: Years 9-10	Students
English Yr 7 Middle School	5	English Yr 9 Middle School	68
Geography Yr 7 Middle School	2	Geography Yr 9 Middle School	64
History Yr 7 Middle School	3	History Yr 9 Middle School	66
Mathematics Yr 7 Middle School	6	Mathematics Yr 9 Middle School	70
Science Yr 7 Middle School	5	Science Yr 9 Middle School	69
English Yr 8 Middle School	21	English Yr 10 Middle School	84
Geography Yr 8 Middle School	13	Geography Yr 10 Middle School	86
History Yr 8 Middle School	10	History Yr 10 Middle School	84
Mathematics Yr 8 Middle School	25	Mathematics Yr 10 Middle School	96
Science Yr 8 Middle School	27	Science Yr 10 Middle School	87

Faculty – staff summary (April 2022)

	Number			FTE			Total staff in faculty	
	Permanent	Temporary	Casual	Permanent	Temporary	Casual	Number (Head Count)	FTE
1.0	11			11				
0.9	1			0.9				
0.8								
0.7								
0.6	2	2		1.2	1.2			
0.5							23	17.1
0.4	2	5		0.8	2			
0.3								
0.2								
0.1								
Total	**16**	**7**		**13.9**	**3.2**			

Faculty – students summary (April 2022)

Years 7–8	117
Years 9-10	774
Total	**891**

School

- Management of Middle School faculty

- Create movement forms for students from Department Centres for Years 7-9

- Oversee development and implementation of appropriate curriculum and support structures for Middle School students

- Process intention notices for students in Years 7 into Year 8 and Years 8 into Year 9

- Attend Learning and Support Team meetings to evaluate Middle School placement

- Fulfil all roles and responsibilities of Head Teacher, Curriculum

- Learning Support Team, Member

- Student Wellbeing Team, Member

- *Leading and Managing the School* responsibilities

Head Teacher Secondary Studies (Year 10)

School

- SDEHS Contact for students enrolled at NSW School of Languages, including scheduling of all practical HSC oral examinations

- Coordinate annual review of school policies by ensuring staff responsible for updates action updates in a timely manner and keeping a record of updates

- Review regularly Department, NESA and other relevant publications and advise senior executive of policy and procedures implications for SDEHS including 'Staff Noticeboard' and Legal Services Directorate Legal Bulletins

- School contact person for Special Placement Settings Years 7–12 (SYJCs, SSPs, Support Classes, Tutorial Centres, Community Centres)

- Year 10

  – Create movement forms for students from Department Centres for Year 10

  – Overall responsibility for confirmation of entries at NESA for Year 10 fulltime, part program and single course students including the development and implementation of appropriate curriculum and support structures and liaison with NESA personnel regarding Year 10 students

  – Overall responsibility for annually updating, coordinating and communicating requirements from ROSA Monitoring document

  – Reconcile school database and NESA Schools Online entries, including contact to all single course supervisors and SSPs

  – Oversee warning letters for Year 10

  – Support with Special Placement Settings to ensure Year 10 students are entered on NESA

  – Conduct term reviews through monitoring student participation and achievements using the school database to determine students not meeting course completion criteria and contact schools and supervisors regarding students at risk of not meeting course completion criteria

  – Make initial contact with Supervisors regarding Engagement and Support Programs (ESP's)

  – Coordinate Principal's Commendations

  – Coordinate executive mentoring program for Year 10 students in danger of receiving an N determination and process N determination documentations and appeals

  – Coordinate the process of collection of RoSA grades for Year 10 and upload to NESA

- Monitor return of intention notices (Year 9 to Year 10) for all students, including attendance at Learning and Support Team meetings to evaluate Middle School placement

- Liaise with SDEHS Careers team to develop appropriate programs of study for students moving to Stage 6

- Identify professional learning needs in consultation with Professional Learning Team

- Support Presentation Day organisation

- Other duties as negotiated with executive

- *Leading and Managing the School* responsibilities

Head Teacher Secondary Studies (Years 11-12 with Habits of Mind)

Faculty – courses and students (April 2022)

Courses: Years 7-10	Students	Courses: Years 11-12	Students
Habits of Mind Yr 7	15		
Habits of Mind Yr 8	43		
HOM09 - Think, create, inspire	131		

Faculty – staff summary (April 2022)

	Number			FTE			Total staff in faculty	
	Permanent	Temporary	Casual	Permanent	Temporary	Casual	Number (Head Count)	FTE
1.0								
0.9								
0.8								
0.7								
0.6								
0.5							**6**	**1.2**
0.4								
0.3								
0.2	5	1		1	0.2			
0.1								
Total	**5**	**1**		**1**	**0.2**			

Faculty – students summary (April 2022)

Years 7–8	58
Year 9–10	131
Total	**189**

School

- Teach students the *HSC: All my own work* program

- Overall responsibility for confirmation of entries at NESA for Years 11-12 fulltime, pathways, part program and single course students including the development and implementation of appropriate curriculum and support structures and liaison with NESA personnel regarding HSC and preliminary students

- Implement NESA requirements including curriculum patterns and monitor return of intention notices and staff records on school database

- Reconcile school database and Schools Online entries, contact single course schools concerning Schools Online and coordinate submission of student results

- Update staff NESA access when required

- Coordinate Head Teachers to complete NESA HSC course survey for options and electives

- Liaise with outside tutors to complete NESA Certification forms to be signed off by SDEHS Principal

- Support Centres with NESA entries

- Download audio files if required for HSC Language examinations in consultation with Deputy Principal and Head Teacher Secondary Studies (Year 10)

- Coordinate HSC examinations, including centre allocations, Schools Online entries for fulltime, pathways and part program students

- Oversee warning letters for Years 11 and 12

- Conduct term reviews through monitoring student participation and achievement using school database to determine students not meeting course completion criteria and contact schools and supervisors regarding student engagement

- Liaise with HT Teaching and Learning (Learning & Support with Library), Year Advisers, roll call teachers, Head Teachers, supervisors and NESA concerning disability provisions to complete illness/misadventure documentation for the HSC

- Make initial contact with Supervisors regarding students place on Engagement and Support Programs (ESP's)

- Coordinate Principal's commendations

- Coordinate executive mentoring program for Years 11 and 12 students in danger of receiving an N determination and process N determination documentation and appeals

- Coordinate practical and submitted work documentation for HSC students including management of completion of HSC monitoring statements for Years 11 and 12 students and distribute NESA policy and procedures documents

- Coordinate the process of collection of ROSA grades for Year 11 and assessment marks for Year 12 and upload to NESA

- Create movement forms for students from Department Centres for Years 11 and 12

- Lead Habits of Mind Program Team

- Support Presentation Day organisation

- Identify professional learning needs in consultation with Professional Learning Team

- Other duties as negotiated with executive

- *Leading and Managing the School* responsibilities

Head Teacher Teaching and Learning (Assessment and Reporting)

School

- Coordinate whole school reporting policy, procedures and schedules
    - Develop reporting schedule
    - Liaise with SASS and school database team re issues relating to report writing and management of records
    - Monitor completed reports
    - Oversee printing and posting procedures
- Organise school, state and national testing: HSC Trial examinations, Year 11 examinations, NAPLAN, VALID
    - Set exam periods
    - Create timetable
    - Generate information letters and respond to replies
    - Manage Disability Provisions with HT Welfare (Years 11-12) and HT Teaching and Learning (Learning Support with Library)
    - Organise and oversee packaging, storage and posting procedures for examination materials
    - Construct supervision roster and negotiate rooming
    - Follow up school-based Illness/Misadventure Appeals, as a member of the Assessment Review Panel
    - Manage digital and hard copy records of Trial examination attendance
    - Manage PAR database for NAPLAN
- Provide support for staff around assessment and reporting issues, eg consistency of teacher judgement in assessment of student work including assessment tasks, reporting and grade allocation
- Prepare HSC Results analysis document
- Support faculty and school teams in analysing teaching and learning data including HSC, NAPLAN and VALID
- Prepare assessment booklets for Year 10, Year 11 and Higher School Certificate courses
- Assessment Review Panel, member
- DELTA Team, member
- Other duties as negotiated with Senior executive
- *Leading and Managing the School* responsibilities

Head Teacher Teaching and Learning (elearning)

School

- Leader, elearning Team, with responsibility for implementation of the school's elearning policy and procedures including the support, monitoring and evaluation of elearning

- Implement, in collaboration with the Professional Learning Team and the Technology Leadership Team, an elearning professional learning program with outcomes focused on the development and delivery of elearning strategies for the following programs.

- Evaluate implementation of elearning professional learning programs with a focus on staff capacity and implementation with students and staff of elearning programs and projects with a focus on identified elearning strategies

- Technology Leadership Team, Member

- Professional Learning Team, Member

- Other duties as negotiated with the executive

- *Leading and Managing the School* responsibilities

Faculty – staff summary (April 2022)

	Number			FTE			Total staff in faculty	
	Permanent	Temporary	Casual	Permanent	Temporary	Casual	Number (Head Count)	FTE
1.0								
0.9								
0.8	1			0.8				
0.7		1			0.7			
0.6								
0.5							9	4.3
0.4	3	4		1.2	1.6			
0.3								
0.2								
0.1								
Total	**4**	**5**		**2**	**2.3**			

Head Teacher Teaching and Learning (Online Teaching)

School

- Support online learning as the preferred mode of delivery at SDEHS

- Promote a culture of collegiality and shared practice amongst staff

- Encourage teachers to use data from elearning courses to address individual student needs

- Support teachers with a wide range of teaching strategies and methodologies in the distance education context

- Lead the refinement of elearning courses in terms of the quality and quantity of work

- Build teacher capacity to implement innovative digital tools, strategies and learning resources for both asynchronous (independent) and synchronous (explicit or guided) learning

- Lead the Media Team to oversee the development of multimedia resources and initiatives for student learning, student wellbeing, events and professional learning

Web lessons:

- Provide ongoing support for faculty head teachers to implement quality synchronous web lessons

- Design and provide guidelines, scaffolds, models and training to assist teachers in the provision engaging and effective web lessons

- Facilitate the sharing of best practice across the school

- Analyse engagement within synchronous web lessons

Online learning:

- Advise head teachers when reviewing online learning materials (sequencing, structure, online pedagogy and consistency)

- Provide strategies for the time efficient development and review of elearning courses

- Provide strategies for teachers to manage online marking and to develop an online presence in their elearning courses

- Analyse engagement within elearning courses and work with faculty head teachers to address areas where engagement declines

- Technology Leadership Team, Member

- Professional Learning Team, Member

- Other duties as negotiated with executive

- *Leading and Managing the School* responsibilities

Head Teacher Teaching and Learning (Learning and Support with Library)

Faculty – courses and students (April 2022)

Courses: Years 7-10	Students	Courses: Years 11-12	Students
English Life Skills Yr 7	3	English Life Skills Yr 11	6
Mathematics Life Skills Yr 7	3	Mathematics Life Skills Yr 11	8
Science Life Skills Yr 7	3	PD Health PE Life Skills Yr 11	8
History Life Skills Yr 7	3	Work & the Community Life Skills Yr 11	6
PD Health PE Life Skills Yr 7	3	Ancient History Life Skills Yr 11	3
Geography Life Skills Yr 7	3	Creative Arts Life Skills Yr 11	3
English Life Skills Yr 8	10	Modern History Life Skills Yr 11	6
Mathematics Life Skills Yr 8	10	Living World Science Life Skills Yr 11	8
Science Life Skills Yr 8	10	Life Ready Life Skills Yr 11	9
Geography Life Skills Yr 8	10	English Life Skills Yr 12	9
PD Health PE Life Skills Yr 8	10	Mathematics Life Skills Yr 12	9
History Life Skills Yr 8	10	PD Health PE Life Skills Yr 12	5
English Life Skills Yr 9	5	Work & the Community Life Skills Yr 12	6
Geography Life Skills Yr 9	7	Ancient History Life Skills Yr 12	5
History Life Skills Yr 9	7	Living World Science Life Skills Yr 12	5
Mathematics Life Skills Yr 9	7	Creative Arts Life Skills Yr 12	6
PD Health PE Life Skills Yr 9	7	Modern History Life Skills Yr 12	2
Science Life Skills Yr 9	7		
English Life Skills Yr 10	11		
Geography Life Skills Yr 10	11		
History Life Skills Yr 10	10		
Mathematics Life Skills Yr 10	12		
PD Health PE Life Skills Yr 10	11		
Science Life Skills Yr 10	11		

Faculty – staff summary (April 2022)

	Number			FTE			Total staff in faculty	
	Permanent	Temporary	Casual	Permanent	Temporary	Casual	Number (Head Count)	FTE
1.0	1	2		1	2			
0.9								
0.8								
0.7								
0.6		3			1.8			
0.5							**14**	**6.9**
0.4	2			0.8				
0.3								
0.2	2	2	1	0.4	0.4	0.4		
0.1		1			0.1			
Total	**5**	**8**	**1**	**2.2**	**4.3**	**0.4**		

Faculty – students summary (April 2022)

Years 7-10	184
Years 11-12	104
Total	**288**

Head Teacher Teaching and Learning (Learning and Support with Library) – continued

School

- Lead the Learning and Support Team

- Supervise Learning and Support Teachers

- Work with targeted students to increase engagement

- Support staff to adapt flexible learning materials to increase engagement within the Quality Teaching Framework

- Manage NSW Education Standards Authority (NESA) HSC Disability Provisions processes, in consultation with HT Welfare, Years 11-12, HT Secondary Studies (Years 11-12 with Habits of Mind), HT T&L (Assessment & Reporting) and Faculty HTs

- Support students with learning disabilities during NESA Disability Provisions application procedures. This includes liaising with the HTs Welfare

- Coordinate reader/writer/teacher's aide support for HSC Trial exams and HSC exams for students with Disability Provisions

- Conduct assessments and, in conjunction with all required stakeholders, develop PLSP (Personalised Learning Plans) for students requiring additional support

- Conduct and attend case meetings for students with additional learning needs

- Manage the Nationally Consistent Collection of Data on School Students with Disability (NCCD) process

- At enrolment, identify SLD and Disability issues and complete the Principal's Checklist

- Identify and promote professional learning opportunities for staff in the area of specific learning needs of students

- Provide professional learning opportunities for staff to enhance knowledge about specific learning needs and instructional strategies for students with identified learning disabilities, eg autism spectrum disorder

- Manage Tied Funds for RAM Low Adjustment, NCCD, RAM English Language

- Support the management of the library

- Supervise library staff

- Develop and manage library budget

- Support the development of the digital repository

- Student Wellbeing Team, Member

- Other duties as negotiated with executive

- *Leading and Managing the School* responsibilities

Head Teacher Teaching and Learning (Technology: Systems and Support)

School

- Lead and manage the Technology Systems and Support Team

- Maintain and update school website and coordinate content management

- Manage SharePoint staff Intranet including user access, file storage, links and associated Micosoft Teams

- Administer student and staff calendars

- Coordinate network and server administration and backups

- Coordinate IT procurement of hardware and software including printer, phones and peripheral devices

- Coordinate at a school level, Department ICT programs and initiatives

- Maintain NEC phone system, manage users, extensions and provide support

- Promote new technologies and build staff capacity with ICTs

- Identify ICT professional learning needs, coordinate and deliver relevant PL activities and communicate current and emerging ICT issues and opportunities

- Support staff and students in troubleshooting IT related issues and in using Department and school systems including student database, SharePoint,Teams, ERN and SAP

- Create and maintain equipment records in SAP and coordinate annual stocktake

- Manage username changes and permission for Online Services for student Portal accounts

- Provide guidance and support for VET Information and Digital Technology in-school work placement students and their VET teacher

- Advise and support elearning, online teaching and school database teams

- Maintain gate system and issue swipe cards

- Student Database Team, Leader

- Technology Leadership Team, Member

- Professional Learning Team, Member

- Finance Committee, Member

- Other duties as negotiated with executive

- *Leading and Managing the School* responsibilities

Head Teachers Welfare

There are three Head Teachers Welfare who have the following roles and responsibilities.

School

- Lead the Student Wellbeing Team

- Make reports in relation to Child Protection to the Child Wellbeing Unit (CWU) and Family and Community Services, as the Principal's delegate, in accordance with the Mandatory Reporting Guidelines (MRG)

- Monitor students enrolled under categories to conduct periodic reviews and ensure that review timelines and processes are met, review dates are entered on school database, and the Learning and Wellbeing Coordinator from the local Educational Services team is consulted as required

- Review and refine the Student Wellbeing Policy

- Oversee whole school welfare and support programs including individual student health care plans, ASCIA plans (for anaphylaxis), cyber safety, social justice and building resilience

- Build network of support for students in the school, including with Roll Call teachers, Year Advisers, and the School Counsellor

- Build network of family and community support including parents, carers, supervisors, medical personnel, state and regional student support services and community organisations and where appropriate refer students and families to appropriate personnel and agencies

- Identify students at risk of disengagement; implement support, case management and review processes including individual learning plans in liaison with relevant personnel

- Work with families in supporting their child to engage in their studies, conducting parental interviews where necessary

- Identify professional learning needs for Student Wellbeing Team members in consultation with the Deputy Principal and the Professional Learning Team

- Review of students under 2.9 Transition each year and coordinate Support Mentoring with Educational Services

- Review of students under 2.10 Extraordinary Circumstances each year by liaising with the Learning and Wellbeing Adviser from Educational Services

- Other duties as negotiated with the executive

- *Leading and Managing the School* responsibilities

Head Teacher Welfare (Years 7-9)

- Oversee whole school Roll Call procedures including allocation of students to teachers

- Manage student achievement including promotion and organisation of student merit system including maintaining records and issuing merit awards

- Follow up referrals from Student Wellbeing Team and HT Secondary Studies (Years 7-9 with Middle School Years 7-10) and implement interventions as necessary, eg Home School Liaison Officer (HSLO)

- Responsibility of individual health care plans / ASCIA Action plans and emergency care / response plans (when required)

Head Teacher Welfare (Year 10)

- Supervise Social Justice and Volunteering Coordinator and Supervisor of Pregnant Girls and Young Parents

- Follow up referrals from Student Wellbeing Team and HT Secondary Studies (Year 10) and implement interventions as necessary, eg HSLO

- Responsibility for students requesting Part Programs in consultation with Head Teacher Secondary Studies (Year 10) and Deputy Principal for Year 10

- Oversee whole school individual health care plans / ASCIA Action plans and emergency care / response plans (when required)

- Oversee implementation of *up2now* program with Volunteering Coordinator

Head Teacher Welfare (Years 11-12)

- Supervise Transition Coordinators, Girls Supervisor and Boys Supervisor, LQBTQI+ coordinator

- Support the HT Teaching and Learning (Assessment and Reporting) to organise trial exam supervision for home students

- Follow up referrals from Student Wellbeing Team and HT Secondary Studies (Years 11-12) and implement interventions as necessary

- Responsibility for students requesting pathways programs

- Responsibility of individual health care plans / ASCIA Action plans and emergency care / response plans (when required)
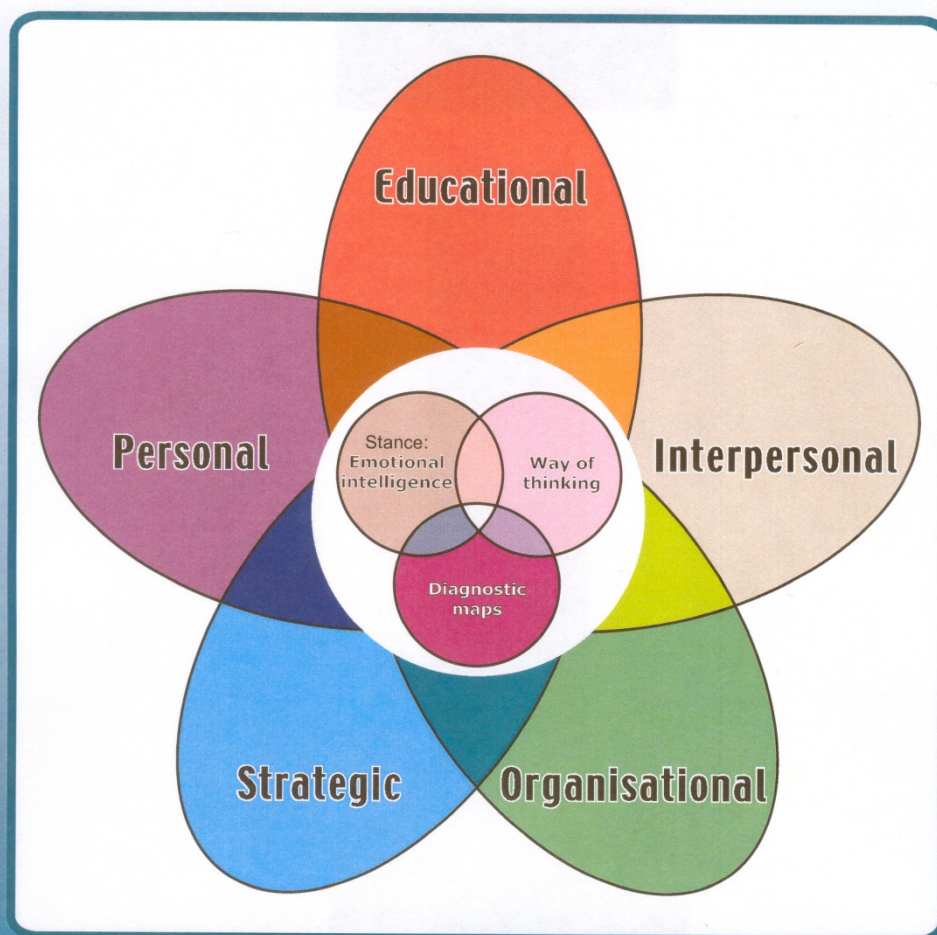
School Leadership Capability Framework

Leadership capability is a combination of knowledge, understanding, attitudes, skills and personal qualities that enables a person to perform to a high standard in a given leadership role or context.

THE FIVE DOMAINS

Educational Domain

Pedagogical knowledge
School leaders demonstrate expert knowledge of the core business of teaching, learning, curriculum, assessment and reporting.

Pedagogical application
School leaders apply knowledge and understanding to inform, plan, implement, monitor and evaluate teaching, learning, assessment and reporting practices across the school.

Building an environment that maximises student learning
School leaders have expert knowledge and understanding of student learning, development and behaviour.

School leaders apply this information to develop systems to support learners and learning.

Building learning communities
School leaders develop and sustain professional learning communities.

Personal Domain

Professional values and ethics
School leaders are passionate about learning and have strong beliefs in the value of their work and the importance of professional ethics.

Personal strengths and commitment to ongoing personal and professional development
School leaders use their knowledge of self to maximize overall performance of themselves and others.

Decision making and judgement
School leaders focus on the big picture, develop workable plans and evaluate the implications of their actions.

Strategic Domain

Building school vision and culture
School leaders lead the school community to develop, articulate and commit to a shared educational vision focused on quality teaching and learning.

Strategic planning
School leaders systematically gather and evaluate information from a broad variety of sources and use that information to think and plan creatively and strategically.

Building leadership
School leaders recognise, promote and build the leadership capacity of staff, students, parents and the community to enhance leadership density across the school community.

Advocacy
School leaders influence the educational debate, advocate for their schools and public education and engage the support of stakeholders and policymakers.

Organisational Domain

Operating effectively within a regulatory and organisational framework
School leaders efficiently and effectively apply expert knowledge of legislative, syllabus and policy requirements.

School leaders develop and implement effective personnel management structures, strategies and procedures.

Management of resources to achieve goals
School leaders manage effectively and accountably within their delegated responsibilities.

Managing systems and processes
School leaders create and utilise effective management systems and processes.

Interpersonal Domain

Effective communication
School leaders communicate effectively to a wide range of audiences

Productive relationships
School leaders develop and sustain productive relationships within and beyond the school community.

Inspiring others
School leaders inspire, motivate and celebrate achievement.

THE INNER CIRCLES

The possession of capabilities in the five domains is necessary but not sufficient for effective professional performance.

Equally important is the possession of the following higher order thinking skills:

Stance: Emotional Intelligence

School leaders have a sense of self and know where they are coming from.

School leaders have highly developed personal and interpersonal skills based on the ability to empathise with the perspective of others.

School leaders have the capacity to interact with people and work constructively in a team.

School leaders enthuse others and take informed risks.

Way of Thinking

School leaders are able to "read" what is going on in each new situation and then to "match" an appropriate course of action.

School leaders see the core issues and anticipate difficulties in complex technical and human situations.

School leaders demonstrate a capacity to predict and assess the consequences of alternative courses of action.

Diagnostic Maps

School leaders develop a set of "diagnostic maps" through evaluating and reflecting on previous practice.

School leaders accurately read the signs to figure out what is actually going on in each new situation.

School leaders draw on collective intelligence to gain insights into possible ways of resolving dilemmas.

"It is the combination of brains and heart that ultimately makes the difference"
Professor Geoff Scott
Learning Principals