

Roles and Responsibilities

Deputy Principals

Terms 2-4 2025

12 May 2025



Sydney Distance Education High School



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Deputy Principals

School Excellence Plan

- Lead development and implementation of the School Excellence Plan annually
- Lead ongoing review of the School Excellence Plan including completion of the Implementation and Progress Monitoring (IPM) each term and Annual Reflection

Leading and managing responsibility for school community

- Department of Education Deputy Principal Role Description Key accountabilities (attached): Leading teaching and learning; Developing self and others; Leading improvement, innovation and change; Leading the management of the school; Engaging and working with the community
- Teaching and learning
 - Manage issues and respond to concerns raised by staff, supervisors, parents, caregivers and the broader school community
 - Collect work samples as required by NESA
- Student leadership and wellbeing support
 - Promote and support student leadership opportunities
 - Support HTs Welfare, and attend Student Wellbeing, and Learning and Support Team meetings, as appropriate
 - Monitor students at risk programs, HSLO referrals, attendance and engagement
 - Manage exemption from attendance and exemption from enrolment processes
 - Manage exemption from mobile phone usage and exemption from elearning
 - Approve changes to home, school, learning hubs visits, and changes to “no group comms”
- Student assessment and malpractice issues
 - DP (10): includes N Determination processes with HT Secondary Studies
 - DP (11-12): includes N Determination processes with HT Secondary Studies and Assessment Appeal Panels
- NESA short notice inspection
 - Prepare documentation when required

Executive Leadership

- Lead DP executive teams including performance and development support and executive supervision
- Lead annual review of roles and responsibilities documentation – Teachers and Head Teachers (DP 7-9), Faculty (DP 10), SASS (DP 11-12)
- Mentor executive including leadership of executive induction programs within areas of faculty and team responsibility
- Mentor relieving Deputy Principals
- Lead EOI processes with faculties and teams
- Convene selection panels, as appropriate
- Support staff wellbeing

Deputy Principal (7-9)	Deputy Principal (10)	Deputy Principal (11-12)	Deputy Principal Curriculum Delivery
<ul style="list-style-type: none">• Head Teachers: Faculty supervision<ul style="list-style-type: none">- Life Skills (with Secondary Studies Years 7-9)- Mathematics- Science• Head Teachers: Educational Support supervision<ul style="list-style-type: none">- Administration (Staffing and Properties)- Secondary Studies (Literacy and Numeracy Priorities & NAPLAN)- Teaching and Learning (Learning and Support with Library)- Welfare (Years 7-9)	<ul style="list-style-type: none">• Head Teachers: Faculty supervision<ul style="list-style-type: none">- CAPA- History- VET (with Careers)• Head Teachers: Educational Support supervision<ul style="list-style-type: none">- Administration (Enrolments)- Secondary Studies (Year 10)- Welfare (Year 10)	<ul style="list-style-type: none">• Head Teachers: Faculty supervision<ul style="list-style-type: none">- English- Middle School- PDHPE- Social Sciences• Head Teachers: Educational Support supervision<ul style="list-style-type: none">- Administration (Single course with events and accreditation support)- Secondary Studies (Years 11-12)- Welfare (Years 11-12)	<ul style="list-style-type: none">• Head Teachers: Faculty supervision<ul style="list-style-type: none">- TAS• Head Teachers: Educational Support supervision<ul style="list-style-type: none">- Secondary Studies (Technology: Systems and Support)- Teaching and Learning (Assessment and Reporting)- Teaching and Learning (Data Systems and Integration)- Teaching and Learning (elearning)- Teaching and Learning (Online Teaching)• Other supervision<ul style="list-style-type: none">- SASS
Teams			
<ul style="list-style-type: none">• Senior Executive Team, Member• Executive, Member• School Self-Assessment and Evaluation Team, Member• Student Wellbeing Team, Member		<ul style="list-style-type: none">• Learning and Support Team, Member• Professional Learning Team, Member• Work, Health and Safety Team, Member• Finance Team, Member	
State, NESA and Department			
<ul style="list-style-type: none">• Lead and support State, NESA and the Department’s educational reform agendas, policies and procedures			
Community			
<ul style="list-style-type: none">• Respond to requests, suggestions and other issues• Complaints manager for student years of responsibility			

School programs, policies, procedures and organisation			
Deputy Principal (7-9)	Deputy Principal (10)	Deputy Principal (11-12)	Deputy Principal Curriculum Delivery
<ul style="list-style-type: none"> Lead and manage school staffing including casual staffing, staff leave, variations to routine, temporary teacher engagements, term staffing audits, faculty staffing summary, staffing for curriculum support and monitoring of unfilled vacancies Supervise court order processes Coordinate management of issues relating to staff and student safety outside school grounds Approve field service visit budget and travel claims Liaise with Plunkett Street Primary School Supervise Stage 4 to Stage 5 rollover process 	<ul style="list-style-type: none"> Lead and manage the implementation of the SDEHS Launchpad Program Lead and manage the learning hubs Manage and coordinate updates to the School Planning and Reporting Online (SPaRO) tool Lead development of School Excellence Plan and Annual Report publication Distribute NESA online publications to staff Review annual enrolment documentation in consultation with appropriate executive and senior executive Supervise Stage 5 to Stage 6 course selection and rollover processes, including course selection booklets 	<ul style="list-style-type: none"> Lead and manage performance and development processes Lead and manage the New and Beginning Teacher Induction programs Lead and manage accreditation processes Lead Student Wellbeing Policy and Student Attendance Review Procedures implementation and refinements Lead the implementation of the School Behaviour Support Management Plan and the Anti-bullying Plan Lead and manage Aboriginal education programs Organise and manage annual staff meeting program Oversight of virtual assemblies Oversight of staff wellbeing initiatives Lead implementation of High Potential and Gifted Education (HPGE) Supervise school counsellor(s) 	<ul style="list-style-type: none"> Lead and manage elearning and online teaching Lead the school's transition from the Moodle Learning Management System (LMS) to the Canvas LMS Lead Professional Learning Team, including School Development Days, professional learning opportunities, mandatory training, staff completion of digital PDPs and approval of professional learning applications Lead Connected Teaching and Learning Team, including leadership of 4 teams: elearning, online teaching, technology: systems and support, and data systems and integration Manage school publications including newsletters and school calendar Oversight of current school database Review school policies and procedures, recommend updates to senior executive where appropriate and lead documentation for Department annual review of school policies and procedures Monitor school, faculty and team involvement in distance education collegial networks

Deputy Principal Role Description

The moral purpose of NSW public education

The commitment 'to prepare young people for rewarding lives as engaged citizens in a complex and dynamic society'¹ underpins the moral purpose of the NSW public education system. Public education is the enabler of equality and opportunity for all young people. Across NSW, diverse communities of learners are nurtured within the richness and values of a large, complex system – a system that is driven by a deeply held belief that every child can improve every day "no matter where they live or what kind of learning challenges they may face".²

The catalyst for achieving the 'Education Goals for Young Australians'³ is an urgent, unwavering focus on 'excellence and equity' through continuous improvement of the quality of teaching and learning in our public schools. Deputy principals enact this moral purpose by placing every child and young person at the centre of all decisions.

The deputy principal

Leadership with integrity, courage and compassion is fundamental to a deputy principal's ability to create and sustain the positive conditions in which learning can flourish. Deputy principals promote the school's strategic vision, which is aligned to the department's priorities, and develop a positive school culture in partnership with the principal, staff and the school community. Alongside the principal, they are collaborative, collegial and empathetic leaders.

Deputy principals perform their duties in collaboration with and as delegated by the principal. As part of the executive team, their responsibilities vary between schools and within schools across NSW, reflecting local contexts. Deputy principals are critical to the school's executive team; their role characterised by the need to adapt to the specific circumstances of their school and communities.

Key accountabilities

This Deputy Principal Role Description states the key accountabilities that define the role of the deputy principal in NSW public schools. The key accountabilities are outlined in each of the sections below.

Leading teaching and learning

In collaboration with the principal and executive team, deputy principals are leaders of teaching, learning and wellbeing.

Deputy principals:

- Demonstrate an understanding of current leadership and pedagogical practices and translate this into effective practice across the school.
- Collaborate with the principal to create a positive culture of high expectations, ensuring effective, evidence-informed teaching practices that enable student improvement, achievement and wellbeing to thrive.
- Foster a culture of support for all students with additional learning and support needs.
- Lead collaborative planning, monitoring and review of the effectiveness of curriculum implementation; teaching and learning programs; and assessment of student achievement, as determined by the principal.

Developing self and others

Deputy principals develop strong relational trust that enables a professional growth and wellbeing culture to flourish in their setting.

Deputy principals:

- Are attentive to the personal and interpersonal qualities that influence and impact relationships and demonstrate responsiveness to behaviours that may require change.
- Seek, analyse and act on feedback and are committed to their own professional learning.
- Are committed to their own professional development and wellbeing in order to enhance their resilience and manage the complexity of the role.

- Lead evidence-informed professional learning that has a positive impact on teacher development and therefore student improvement and achievement.
- Provide constructive feedback by leading colleagues to plan, implement and review the effectiveness of their practice, guided by the Australian Professional Standards for Teachers.
- Collaborate with the principal and executive, to identify and cultivate leadership capacity in staff.
- Support the principal to manage staff performance and conduct effectively and respectfully.

Leading improvement, innovation and change

Deputy principals foster an environment of continuous improvement through initiative, evidence-informed practice and evaluative thinking.

Deputy principals:

- Promote and strengthen a culture of high expectations to ensure that all staff focus on the improvement of teaching, assessment, reporting and wellbeing practices.
- Strategically and collaboratively lead change management processes that have a sustained positive impact on student improvement.
- Have high level written and oral communication skills.

Leading the management of the school

Deputy principals support the principal in leading the management of the school ethically. They support the monitoring of staff to ensure they meet key accountabilities and facilitate the review of school procedures in line with departmental policies.

Deputy principals:

- Support the maintenance of an inclusive, effective and safe learning environment.
- Are consultative and collegial in their approach to forming effective relationships with students, staff, parents and the wider community.
- Act with integrity and make ethical and operational decisions to meet the needs of students equitably, in line with relevant legislation, industrial awards and agreements, and departmental policies and priorities.

Information

For further information please contact
slicorrespondence@det.nsw.edu.au

Engaging and working with the community

Deputy principals lead a culture of inclusion that recognises the richness and diversity of the wider school community.

Deputy principals:

- Foster an understanding of and respect for Aboriginal peoples, histories, culture and languages.
- Collaborate with the executive team, specialist teachers, and non-school based personnel as well as external agencies to coordinate support and implement strategies for students and their families as appropriate.
- Develop and maintain effective communication strategies to engage parents and the wider community and to promote the NSW public education system.

Reporting line

The deputy principal is accountable to the principal. They support the leadership, management and improvement of the school, within statewide guidelines and government policies.

References

This role description should be read in conjunction with the Deputy Principal Role Description Companion Resource, which identifies the systemic support for deputy principals to achieve their key accountabilities.

- Australian Professional Standards for Principals aitsl.edu.au/tools-resources/resource/australian-professional-standard-for-principals
- Fullan, M. (2014). The Principal: three keys to maximizing impact. San Francisco, CA: Jossey-Bass.
- NSW DoE NSW Department of Education (July 2017). School Excellence Framework Version 2.
- NSW Department of Education Strategic Plan, 2020-2022. Retrieved from education.nsw.gov.au/about-us/strategies-and-reports/strategic-plan
- Robinson, V. (2017). Capabilities required for leading improvement: Challenges for researchers and developers in Research Conference - Leadership for Improving Learning: Insights from research. ACER. Retrieved from research.acer.edu.au/cgi/viewcontent.cgi?article=1306&context=research_conference
- Robinson, V. (2011). Student-Centred Leadership. San Francisco, CA: Jossey-Bass.

Footnotes

- 1 NSW Department of Education Strategic Plan, 2020-2022. Retrieved from education.nsw.gov.au/about-us/strategies-and-reports/strategic-plan
- 2 Education Council Secretariat. Alice Springs (Mparntwe) Education Declaration. (December 2019). Preamble. Retrieved from education.gov.au/alice-springs-mparntwe-education-declaration
- 3 Education Council Secretariat. Alice Springs (Mparntwe) Education Declaration. (December 2019). p4. Retrieved from education.gov.au/alice-springs-mparntwe-education-declaration