Roles and Responsibilities Principal and Co Principal 2023 and 2024 Term 1

8 November 2023

Sydney Distance Education High School

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Roles and Responsibilities 2023 and 2024 Term 1
Principals and Co Principal

Principal	Co Principal
Strategic Improvement Plan	
• Lead development and implementation of the Strategic Improvement Plan (SIP)	
• Oversight of school resourcing for implementation of Department and school programs, including SIP	• Oversight of SIP Implementation Progress Monitoring (IPM) with specific responsibility for Strategic Direction 3 and Annual Reflection

Principal	Co Principal
Executive Leadership	
• Mentoring of relieving Deputy Principals • Executive support • Principal's staff meeting reports (Principal in Weeks 2, 6 and 10. Co Principal in Weeks 4 and 8) • Principal's virtual assembly reports (Principal: Terms 1 and 3, Co Principal Term 2)	
• Lead senior executive team including leading performance and development processes for senior executive • Oversight of school leadership structure including documentation of roles and responsibilities – Teachers and Head Teachers (DP 7-9), SASS (DP 11-12) • Review and distribute senior executive report for executive meeting • EOIs within faculties and teams	• Support and oversight of teachers seeking higher levels of accreditation • EOIs within faculties and teams

Principal	Co Principal
Leading the management of the school: Department and school programs, policies, procedures and organisation	
• Department of Education 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, students, supervisors, parents, caregivers and the broader school community	

• Oversight of HSC monitoring processes
• Approval of updates to school policies and procedures
• Oversight of preparation for Department Policy Monitoring
• Oversight of school staffing including staffing appointments, staff leave approvals, faculty staffing summary, staffing for flexible learning projects and monitoring of unfilled vacancies with DP (7-9)
• Oversight of the school's transition from the Moodle Learning Management System (LMS) to the Canvas LMS with DP (Curriculum Delivery)
• Oversight of liaison with Plunkett Street Primary School with DP (7-9)
• Oversight of Annual Report publication with DP (10)
• Oversight of Work Health and Safety with HSR
• Oversight of properties issues including maintenance and school refurbishment projects with HT Administration (Properties Manager)
• Oversight of legal issues including GIPA requests and subpoenas
• Oversight of secondary employment approvals
• Approval of student enrolment applications
• Completion of Principal certifications for Access Requests
• Oversight of school finance including SAP approvals
• Oversight of school publications including website, newsletter and school magazine/calendar
• Convenor, Selection Panels
	• Student leadership and student wellbeing support
	   – Support HTs Welfare and attend Student Wellbeing Team meetings
	   – Promote and support student leadership opportunities
	   – Monitor student at risk programs and risk assessments, HSLO referrals, attendance and engagement
	   – Monitor student management issues
	   – Approve changes to no home/school/hub visits
	   – Oversight of exemption from attendance and exemption from enrolment processes
	   – Oversight of learning hub programs, including meeting twice a term with students in learning hubs and communication of strengthened expectations for students and parents/carers
	   – Oversight of the revised Student Behaviour Policy implementation
	   – Oversight of school counselling program
	• Oversight of student assessment and malpractice issues
	• Oversight of virtual assemblies and online parent/carers forums
	• Oversight of staff wellbeing initiatives
	• Management of information and reporting process for COVID-19
	• Oversight of student focused initiatives SIP: Strategic Direction 3
	• Lead Learning Ecosystem Aboriginal Student and Families Connection project
	• Convenor, Selection Panels

Principal	Co Principal
Teams	
• Senior Executive Team, Leader • Executive Team, Leader • School Self-Assessment and Evaluation Team, Leader • Professional Learning Team, Member • Finance Team, Leader	• Senior Executive Team, Member • Executive Team, Member • School Self-assessment and Evaluation Team, Member • Professional Learning Team, Member • Finance Team, Member • Student Wellbeing Team, Member

Principal	Co Principal
State, NESA and Department	
• Lead and support State, NESA and the Department's education reform agendas, policies and procedures	
• NESA Principal certifications for HSC • Oversight of preparation for NESA random inspections	• NESA Principal certifications for ROSA • Validation of accreditation • Curriculum issues from students, parents/supervisors • Appeals against Assessment Review Panel decisions

Principal	Co Principal
Community	
• Respond to requests, suggestions and other issues	

NSW Department of Education

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. Principals enact this moral purpose by placing every child and young person at the centre of all decisions.

The principal

Leadership with integrity, courage and compassion is fundamental to a principal's ability to create and sustain the positive conditions in which learning can flourish. The principal leads the school's strategic vision aligned to the department's priorities and develops a positive school culture in partnership with the staff and school community. Principals are collaborative, collegial and empathetic leaders.

Principals who create the conditions to enable a sustained impact on teacher and therefore student learning have a significant influence on student outcomes. A growing body of evidence has identified a clear link between quality leadership approaches and practices, and teacher and student learning.[4]

The research also acknowledges the complexity of leadership and recognises that highly effective school leaders use a range of interconnecting leadership approaches and practices in order to impact teacher and student learning. They know what to do and they know how to do it.[5]

Key accountabilities

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

Leading teaching and learning

Principals are teachers who are responsible for leading, developing and evaluating the quality of teaching, learning and wellbeing in the school, within a positive culture of challenge and support.

Principals:
- Have high expectations and a sustained focus on improving student development, progress and achievement by seeking, reflecting and acting on evidence-informed leadership and pedagogical practices to meet the diverse learning needs of all students.

- Are responsible for developing a culture of effective teaching and ongoing professional growth as the leading learner in the school.

- Lead the implementation of curriculum and assessment through collaborative planning, monitoring and review of the effectiveness of teaching and learning programs and the assessment and reporting of student achievement.

- Encourage active student engagement by sustaining high standards and expectations of behaviour and attendance.

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Developing self and others

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

Principals:

- Demonstrate personal and interpersonal qualities that influence and impact relationships.

- Are committed to their own professional development and wellbeing in order to enhance their resilience and manage the complexity of the role.

- Demonstrate high standards for staff performance and respond to behaviours and performance that may require change. They effectively and respectfully manage staff performance, improvement and conduct.

- Lead whole-school evidence-informed professional learning that has a positive impact on staff performance and development, and therefore student progress and achievement.

- Foster a culture of effective feedback by leading colleagues to plan, implement and review their practice, guided by the Australian Professional Standards for Teachers and Role Descriptions.

- Develop leadership capacity by identifying, inspiring and enabling potential leaders.

Leading improvement, innovation and change

Principal leadership results in a sustained positive impact on teacher and student learning and whole school improvement.

Principals:

- Embed a collaborative, consultative culture of continuous improvement which is research-based and evidence-informed, and promote evaluative thinking.

- Lead and manage improvement, innovation and change strategically through planning, implementation and evaluation processes.

- Consult widely with their school community to cultivate a shared vision.

- Have high level written and oral communication skills.

Leading the management of the school

Principals are responsible for the proper, efficient, economic and equitable management of the school to maximise the progress and achievement of all students. They optimise resource allocation, including budgeting and expenditure management. They delegate tasks to other staff and monitor accountabilities to maintain an effective and safe learning environment (Section 9 of the Teaching Service Regulation 2017).

The principal will make ethical executive, operational and local decisions to meet the needs of their students, in line with relevant legislation, industrial awards and agreements and departmental policies and priorities.

Principals:

- Uphold policy and processes as they relate to the protection, safety and wellbeing of children in our schools.

- Optimise resource allocation, including targeted budgeting and expenditure management to achieve equity.

- Delegate tasks to other staff and monitor accountabilities.

- Establish a positive, collaborative workplace culture in order to maintain an inclusive, effective and safe working and learning environment.

- Are the senior decision-makers in the school, utilising consultative practices including with students, staff, parents and the wider community.

Engaging and working with the community

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

Principals:

- Value and develop effective partnerships that enable a positive environment where all students thrive.

- Foster an understanding of and respect for Aboriginal peoples, histories, culture and languages.

- Lead the coordinated support and implementation of 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.

- Develop and maintain positive partnerships with parents, other schools and the wider community to uphold the values of NSW public education.

Reporting line

The principal is accountable to the Secretary of the Department through the Director Educational Leadership, for the progress and achievement of all students and the overall leadership, management and improvement of the school, within statewide guidelines and government policies.

References

Principals require clarity and support around their role in order for them to be highly effective school leaders. This role description should be read in conjunction with the Principal Role Description Companion Resource, which identifies the systemic support for 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). p3 – Preamble. Retrieved from education.gov.au/alice-springs-mparntwe-education-declaration

3 Education Council Secretariat. Alice Springs (Mparntwe) Education Declaration. (December 2019). Retrieved from education.gov.au/alice-springs-mparntwe-education-declaration

4 Leithwood, A., Harris, A & Hopkins,D. (2019). Leithwood, K., Harris, A., Hopkins, D. (2019). Seven strong claims about successful school leadership revisited. Retrieved from researchgate. net/publication/332530133_Seven_strong_claims_about_successful_school_leadership_revisitd

5 Robinson, V. (2011). Student-Centred Leadership. San Francisco, CA: Jossey-Bass.

Information

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

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Principal Role Description

PDF: SharePoint\Staff Docs\Roles & Responsibilities
PDF2: Website
https://schoolsnsw.sharepoint.com/sites/SDEHSSeniorExecutive/Shared Documents/Snr Exec Documents/Principal/Staff/Roles and Responsibilites/Executive R&R/2023_Principal and Co Principal RR_v.2.docx

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