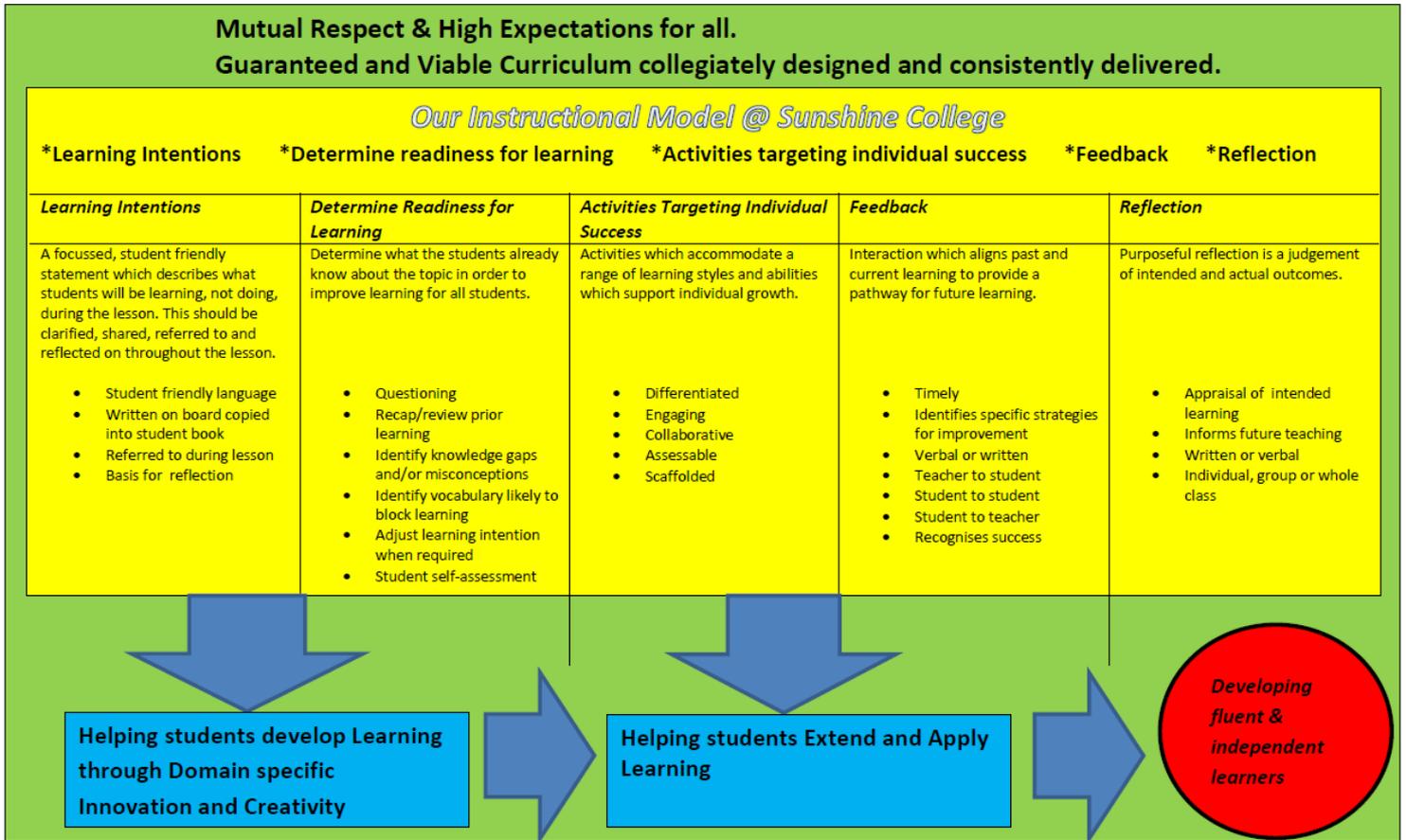


Creating the Environment for Learning



2018

Leadership and Management....a guide for 2019

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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 two major components for the purpose of this document:

1. Student Achievement
2. Student Engagement & Wellbeing

COLLEGE LEADERSHIP (see also Appendix I)

Principal Class

	Number	Classification	Time allowance
• Campus Principals	3 positions	AP	18 periods
• North Precinct AP	1 position	AP	23periods
• Campus Managers	3 positions	LT	8-9p

Student Engagement & Wellbeing

• Campus Student Engagement & Wellbeing Team Leader	3 positions	LT (<i>Campus Manager</i>)	
• College Student Wellbeing Team Leader	1 position	LT	3p
• Campus Student Voice	3 positions	SP1	1p

College Achievement

• College Curriculum Design & Delivery	1 position	LT	10p
• College Numeracy & Mathematics Leader	1 position	LT	7p
• SunLit Literacy Coordinator Junior	2 positions	SP1	3-4p
• SunLit Literacy Coordinator Senior	1 position	SP1	2p
• Numeracy Coordinator Junior	2 positions	SP1	3p
• Professional Learning Team VCE English	1 position	SP1	3p
• Professional Learning Team VCE Maths	1 position	SP1	3p
• College Focus Group Leaders	8 positions	SP1	3-5p
• Senior Campus Programs Leader (<i>Senior Campus Manager</i>)			

Pathways

• College Pathways Leader	1 position	LT	15p
• Campus Y9&10 Pathways Leaders	2 positions	SP1	2-3p

Operations

• Operations Team Leader (College Timetabler)	1 position	SP1	3p
• Daily Organisers	2 positions	SP2	5p
• eLearning Reports (junior)	2 positions		1p
• ES Technician Support (reports & timetable)			

Sport and Lunchtime Activities

• College Sport Leader	1 position	SP1	4p
• Campus Sport Coordinator	3 positions	SP1	1-2p

CAMPUS LEADERSHIP TEAMS (see also appendix I)

Senior Student Engagement & Wellbeing Team

• Student Engagement & Wellbeing Team Leader	1 position	(Campus Manager)	
• Student Management Leaders	3 positions	SPS	5p
• Student Wellbeing Leader**	1 position	ES	EFT 1.0
• 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 Management Leaders	4 positions	SP1 [®]	5p
• Student Wellbeing Leader**	2 position	SP1	5p
• 7&8 Pastoral Care Team Leader	1 position	SP1	1p
• 9&10 Pathways Leader	1 position	SP1	3p

North Student Engagement & Wellbeing Team

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

Other Formal Positions

• College International Student Coordinator (<i>plus ES support</i>)	1 position	SP1	5p
• VASS Coordinator Senior Campus	1 position	-	1p

****One position in Student Well-being will be at LT level**

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 (SPS, SP1[@], SP1 & SP2)

As outlined in the VGSA (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, classroom teachers at 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
SPS	\$6000	\$4000	\$3000
SP1[@]	\$3000	\$2000	NIL
SP1	\$2000	\$1000	NIL
SP2	\$1000	\$855	NIL

Notes on Attendance to Meetings and other duties:

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 and that travel to such meetings within the context of the multi campus structure is required. At times staff who take on PORs may be expected to coordinate or be involved in activities that may consume time outside those agreed to in VGSA.

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.

Principal Class

College Principal Executive Team

- College Principal
- North Precinct Principal
- Campus Principals

The purpose of the College Principal's Executive Team is to provide clear leadership for all College roles and responsibilities to ensure that the goals of the College Strategic Plan and Annual Implementation are met. As delegated by the College Principal, the Executive Team members will take responsibility for leading a specific area of strategic activity on behalf of the College.

All members of the Principal Executive 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 any modifications to these and to the specific schedules outlined in principal class contracts.

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 *North Precinct Principal* role is aimed at providing leadership and management support across both Harvester Technical College and the North Campus of Sunshine College.

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 Principals will lead a Campus Leadership group which will include Campus Managers, Student Managers, Well-being Leaders and teams and individuals aligned to their campus's unique functions.

Principal Executive Class members may also be delegated a 'whole of college' leadership responsibility which may include:

College Achievement Team (CAT):

On behalf of the College Principal, a Principal Executive Class member may be responsible for having oversight of the work of the College Achievement Team and report regularly to the Principals Executive Team about the progress of the CAT.

Student Engagement and Well-being Team (SEWB)

On behalf of the College Principal, a Principal Executive Class member may be responsible for having oversight of the work of the College Achievement Team and report regularly to the Principals Executive Team about the progress of the SEWB.

College Principal Class Team

- College Principal
- North Precinct 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 *North Precinct Principal* role is aimed at providing leadership and management support across both Harvester Technical College and the North Campus of Sunshine College.

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 /precinct, 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 support 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.

College Achievement & Leadership

College Achievement Team (CAT)

- College Principal
- North Precinct Principal
- Campus Principals
- College Curriculum Design and Delivery Leader
- College Numeracy & Mathematics Leader
- Senior Campus Programs Leader
- College Pathways Leader
- College Student Wellbeing Team Leader

Context:

Sunshine College is committed to achieving the best possible progress and achievement 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.

The College Achievement Team constitutes the key leaders in both curriculum and student engagement roles. The purpose of the team is to manage and report against the tasks related to achieving the strategic goals of the college in each area of activity. The CAT comprises leaders from both curriculum and engagement functions within the College.

The curriculum leaders of the college are accountable to the principal executive class to implement improvement in Literacy, Numeracy and EAL, as well as improving measurable progress, especially as it relates to AusVELS, VCE, VCAL and VET outcomes. The second key group within the CAT are the Engagement and Wellbeing Leaders. Under the direction of a delegated Principal from the Executive Team, the College Pathways Leader and Student Wellbeing Leader will manage and report on the work of the College Student Engagement and Wellbeing Team.

Curriculum delivery shall be in line with the principles of teaching and learning (PoLT) and curriculum content will be guided by the College's accredited curriculum for years 7 - 10, and in the VCE, VCAL and VET programs for students in years 10 – 12. The College Achievement 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. Under the direction of the Principal Executive Team, the College Curriculum Design and Delivery Leader will assist in the implementation of college-wide approach to teamwork and collegiality to enhance our sharing and learning.

Communication from the CAT to Campus staff:

The College Achievement 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 of the CAT.

Duties of all Members of the College Achievement Team

The College Principal or the agreed delegate Campus Principal on behalf of the Principal Executive Team will chair the College Achievement Team.

In addition to specific duties outlined below, all members of the College Achievement 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 and Writing 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 Achievement Team* is supportive and reflective of the work of the *College Student Engagement & Wellbeing Team and Pathways 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 Senior and Harvester Campus Principal representatives will provide administration support and coordination to their senior Student Engagement & Wellbeing teams for the compilation of data related to VCAA, VASS, VCAL and VETiS and associated communication to senior staff and appropriate agencies.
8. Keeping current and distributing information about to DET policies, SWR 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

Duties of the College Curriculum Design and Delivery Leader

The Leading Teacher for Curriculum Design and Delivery Leader will work closely with the other members of the CAT to ensure the consistent delivery of a cohesive and scaffolded Middle Years curriculum that incorporates best practice with respect to design, instruction and assessment.

1. More specifically this role focuses on the development, accreditation and continuous improvement of classroom instructional practices across the College.
2. They will play an integral role in supporting teachers reflect and if necessary readjust their instructional practice.
3. 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.
4. They will provide guidance and support to domain leaders on the ongoing development, refinement, delivery and documentation 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
5. They will align resources where necessary to support the achievement of outcomes.
6. Keep up to date with developments in innovative and effective teaching and learning practices and provide information on professional learning opportunities that may arise.
7. They will contribute to communications that inform and celebrate achievements within and outside the school community including the displaying of exemplars of student work.
8. Will work with the principal executive team and its designated representative who chairs the CAT, by creating and distributing agendas, minutes, etc. of relevant meetings in a timely manner
9. They will coordinate the College's curriculum Unit Accreditation process.
10. Coordinate the College's internal Professional Learning program.
11. Keep current about local, national and international research to ensure that the college-wide Focus Groups are up to date with developments in relevant practice and content.
12. Target staff professional learning opportunities that directly relate to outcomes earmarked for improvement within the college strategic plan and the work of teams as directed through the CAT.
13. Coordinate the induction process of new staff to the college

Duties of the College Numeracy & Mathematics Leader:

The *Numeracy Leader* will be an active and supportive member of the College Achievement 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 Achievement Team the *Numeracy Leader* has particular responsibilities for:
 - Identifying, evaluating and monitoring Numeracy strategies and programs to be used within the College.
 - Effectively coordinate an appropriate assessment schedule in relation to the assessment tools used within the college i.e. scaffold testing & On Demand and the analysis of data obtained from this testing.
 - Coordinate the analysis of NAPLAN data.
 - Use all available data sets to pinpoint deficiencies in teaching and learning practices and make the appropriate recommendations, as well as highlighting achievements.
 - 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 Executive Team through their campus principal on the physical and human resources required to run programs aimed at raising Numeracy levels in the College.
 - Actively participate in appropriate DET and SWR 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 disciplines and between 7-10 and VCE/VCAL and VET 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 Achievement 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 College Focus Group Leaders

College Focus Group Leaders will take direction from and report to the CAT through the Leading Teacher for Curriculum Design and Delivery.

They will take a leadership role in

1. 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
2. Support the development and sharing of resources amongst team members
3. Support the development and sharing of assessment strategies amongst team members
4. Communicate issues on behalf of the Focus group via the LT Curriculum Design and Delivery to the CAT
5. Take appropriate action in enforcing the standards of the profession in Focus Group meetings and being a role model for these.
6. Lead focus group members in the identification of areas within the curriculum that may need refining
7. Bring to the attention of appropriate College personnel any issues as they relate to students not performing to their optimum.
8. Provide information to the CAT on resources that may be required to enhance the learning outcomes of students.
9. Lead the 'Unit Accreditation' process for their Focus Group
10. 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 Senior Campus VCAL Student Manager:

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

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 PSD 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 Managers**
- **College Student Wellbeing Team Leader**
- **Student Wellbeing Leaders**
- **7&8 Pastoral Care Team Leaders**
- **College Pathways Leader**
- **9&10 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:

- *Three Student Engagement & Wellbeing Team Leaders (Campus Managers – one from each campus)*
- *College Student Wellbeing Team Leader*
- *College Pathways 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 Managers*
- *Student Wellbeing Leader*
- *Pastoral Care and Pathways leaders*

College Pathways Team

- *Campus Pathways Leaders, including the College Pathways Leader*
- *Principal Class representation as required*

College Student Wellbeing Team

- *College Wellbeing Team Leader*
- *Four 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 Principal Executive Team through their campus 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 DET 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, DET 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.
- Coordinate the preparation of ILP's for PSD students each semester
- Liaise with College PSD 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.

Duties of Campus SEWB Leader (Campus Managers) in regard to PSD funded students.

- Monitor the PSD Aide and student timetable.
 - Liaise with College PSD 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 PSD team meetings as required.
- 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 DET 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 DET 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 Student Managers

1. Pastoral Care Programme

Design and deliver comprehensive Pastoral Care program. This includes:

- Formal weekly 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.
- 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.
- 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 up to date.

4. PSD Programme and Deaf Facility

- 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
- Coordinate the PSD 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
 - “Head Start” day - organising subject selections, timetables etc
 - Parents Information Evening
 - Subject changes and counselling
- 7. Student Leadership**
- Organising Year 11 & 12 Graduation Ceremonies including Awards
 - Organising and attending Year 12 Formal
- 8. Additional duties:**
- Assisting with VTAC, Scholarship and Western Chances 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 DET 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 Principal Executive Team through their campus 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 Pathways 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 DET 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.
10. Manage Western Chances Scholarship applications.

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

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, *Pathways Leaders* will also consider developing programs for younger students as appropriate to supporting improved vocational guidance outcomes.

The College Pathways Leader leads and coordinates their work across the college and represents them directly at a College level.

The College Pathways Team consists of:

- 2 *Pathways Leaders (9&10)*, *College Student Wellbeing Leader* and the *College Pathways Leader*
- Leadership of the team is provided by the *College Pathways Leader* and supported by Principal class membership when required.

Each 9&10 *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 Leader:

1. Lead the *College Pathways Team* and be an active and supportive member of the *College Student Engagement and Wellbeing Team* and the *College Achievement 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 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 DET 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 Pathways Leader

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 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 SunLit Manager**
- **Campus SunLit 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 SunLit Manager:

The *College SunLit Manager* will be an active and supportive member of the College Achievement 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 Achievement 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.
 - Effectively coordinate an appropriate assessment schedule in relation to the assessment tools used within the college i.e. TORC & On Demand and the analysis of data obtained from this testing.
 - Participate in the analysis of NAPLAN data.
 - Managing the Professional Development for staff who are involved in programs that are linked to improving the Literacy of students i.e. SunLit Refreshers
 - Actively participate in appropriate DET and SWR forums as required
 - Make recommendations to the College Principal Executive Team 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 Achievement 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

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.

Duties of the EAL Coordinator

The *EAL Coordinator* will report to the College Achievement Team on EAL in all aspects of the curriculum program for the College through the LT for Design & Delivery.

1. To inform policy development and guidelines on the teaching of EAL in the College.
2. To provide advice on management practices that support improved outcomes for EAL students.
3. Will be responsible for:
 - Coordinating the identification of those students who will require EAL assistance.
 - Communicating when necessary with the Western English Language Centre regarding improving the transition of students to mainstream.
 - Making recommendations to the College Principal Executive Team through their campus principal on the physical and human resources required to run programs aimed at raising EAL levels in the College.
 - Identifying, evaluating and monitoring of EAL strategies and programs to be used within the College.
 - Completing information on request for the DET regarding EAL i.e. August Census
 - Ensuring that staff are following policy and guidelines in relation to their duties in delivering EAL intervention programs.

Mathematics & Numeracy

- College Mathematics & 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 early NAPLAN data was the catalyst for action and the 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 Achievement 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 Achievement Team the *Numeracy Leader* has particular responsibilities for:
 - Identifying, evaluating and monitoring Numeracy strategies and programs to be used within the College.
 - Effectively coordinate an appropriate assessment schedule in relation to the assessment tools used within the college i.e. scaffold testing & On Demand and the analysis of data obtained from this testing.
 - Coordinate the analysis of NAPLAN data.
 - Use all available data sets to pinpoint deficiencies in teaching and learning practices and make the appropriate recommendations, as well as highlighting achievements.
 - 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 Principal Executive Team through their campus principal on the physical and human resources required to run programs aimed at raising Numeracy levels in the College.
 - Actively participate in appropriate DET and SWR 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 disciplines and between 7-10 and VCE/VCAL and VET 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 Achievement 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.

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 Principal Executive Team through their campus 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**
- **ES Technician support**
- **Principal Class**

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*
- *3 Daily Organizers*
- *Principal Class 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

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. Liaising with specialist counselling youth services for the Deaf through VicDeaf and other agencies.
16. Organizing taxi transport and Metcards for our students who come from a larger geographical area than the hearing students.
17. Liaising with specialized employment agencies.
18. Contributing, through networking, to find Work Experience placements for students in Year 10.
19. Understanding VCE/VCAL/VET programs and special consideration applications that need to be made.
20. Advocating for mainstream teachers who will be best able to integrate Deaf students in their class.
21. Understanding Deaf Community expectations and Deaf culture.
22. Liaise with TAFE's and Universities to ensure equality of access during preparation of applications.
23. Organising Open Days and displays in the school and community.
24. Setting agendas for PLT staff meetings and chairing them. Following up any action/initiatives needed.
25. Linking into A.S.L.I.A and/or other Interpreter organisations to check on available P.D for interpreters.

Appendix

Teams Summary Sunshine College

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

1. Student Achievement
2. Student Engagement and Wellbeing

Principal Executive Team

Position	Number	Classification	Time Allowance Pds.
College Principal	1	PR	23
Campus Principal	3	AP	18
Precinct Assistant Principal	1	AP	23

Principal Class Team

Position	Number	Classification	Time Allowance Pds.
College Principal	1	PR	23
Campus Principal	3	AP	18
Precinct Assistant Principal	1	AP	23
Campus Managers	3	LT	8-9

College Student Engagement & Wellbeing Team

Position	Number	Classification	Time Allowance Pds.
Campus Student & Engagement Wellbeing Team Leader (Campus Managers)	3	LT	8-9
College Pathways Leader	1	LT	15
College Student Wellbeing Leader	1	LT	3
Principal Executive class representation			

College Achievement Team

Position	Number	Classification	Time Allowance Pds.
College Principal	1	PR	23
College Curriculum Design & Delivery Leader	1	LT	10
College Mathematics & Numeracy Team Leader	1	LT	7
Senior Programs Leader	1	LT	8
College Wellbeing Leader	1	LT	3
College Pathways Leader	1	LT	15
Principal Executive class representation			

College Student Wellbeing Team

Position	Number	Classification	Time Allowance Pds.
College Student Wellbeing Leader	1	LT	3+ (6)
Campus Student Wellbeing Leaders	2/1	SP1/ES	5/1.0EFT

College 7&8 Pastoral Care Team

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

College Pathways Team

Position	Number	Classification	Time Allowance Pds.
College Pathways Leader	1	LT	15
Year 9 & 10 Pathways Leaders	2	SP1	2-3
College Well Being Leader	1	LT	3+ (6)
Principal class representation as required			

College Operations Team

Position	Number	Classification	Time Allowance Pds.
College Timetabler	1	SP1	3
Campus Daily Organisers	2	SP2	5
Principal class representation	1		

College Sport & Extracurricular Activities Team

Position	Number	Classification	Time Allowance Pds.
College Sport Leader	1	SP1	4
Campus Sport & Extracurricular Activities Leaders	3	SP1	1-2

College SunLit/Literacy Team

Position	Number	Classification	Time Allowance Pds.
College SunLit Team Leader	1	Class	1.0EFT
Campus Literacy Coordinators	3	SP1	4-2
SunLit Teaching Resource Staff	1	ES	1.0EFT

College Numeracy Team

Position	Number	Classification	Time Allowance Pds.
College Mathematics & Numeracy Team Leader	1	LT	7
Junior Campus Numeracy Coordinators	2	SP1	3
Professional Learning Team Leader VCE Maths	1	SP1	3
Numeracy Support Aides	1	Class	1.0EFT

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	18
Campus Manager	1	LT	8
Student Manager	1	SPS	5
Student Manager	1	SPS	5
Student Manager	1	SPS	5
Student Wellbeing Leader	1	ES	1.0EFT
College Pathways & Transition Leader	1	LT	15

Ardeer Campus – Leadership and Management

Position	Number	Classification	Time Allowance Pds.
Campus Principal	1	AP	18
Campus Manager	1	LT	9
Student Manager	2	SP1 [®]	5
Student Manager	2	SP1 [®]	5
Student Wellbeing Leaders	2	SP1	5
Campus Pastoral Care & Pathways Leaders	2	SP1	1/3
Daily Organiser	1	SP2	5

North Campus – Leadership and Management

Position	Number	Classification	Time Allowance Pds.
Campus Principal	1	AP	18
Campus Manager	1	LT	9
Student Manager	1	SP1 [®]	5
Student Manager	1	SP1 [®]	5
Student Wellbeing Leader	1	SP1	6
Campus Pastoral Care & Pathways Leaders	2	SP1	1/2
Daily Organiser	1	SP2	5

STAR (Students at Risk) Team – Each Campus

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