



MACKILLOP COLLEGE

POSITIONS OF LEADERSHIP
2018 – 2020

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COLLEGE OVERVIEW

MacKillop is a Catholic Coeducational Secondary College with two campuses inspired by the spirit of St Mary of the Cross MacKillop, co-founder of the Congregation of the Sisters of St. Joseph of the Sacred Heart. Set on approximately 18 hectares of beautiful gardens and playing fields, MacKillop is an established College catering for over 1600 students from Year 7 through to Year 12 and enjoys an excellent reputation in the local community.

MacKillop is an innovative and contemporary learning community which has exceptional facilities, offers a vibrant curriculum and well-established wellbeing initiatives. Our community invites passionate engagement in lifelong and authentic learning. The Catholic ethos of the school underpins all that we do. We respect diversity and are responsive to individual needs. Every member of our community is supported in their individual journey to achieve their potential to develop personal integrity and independence.

Facilities: The College boasts extensive recreational and sporting grounds, sustained by a recycled irrigation system. Together with the recent construction of the La Merci Centre, the infrastructure is contemporary and accommodates the students in state-of-the-art subject-specific learning areas such as the:

- Chapel of St Mary of the Cross
- Information Communication and Creative Technologies Centre which provides students and staff with a fully wireless system, specialised video and podcasting studios as well as green screen animation workspace.
- 400 seat auditorium and inspiring learning spaces in the Performing Arts Complex
- an exemplary Science wing
- outstanding Sports Centre including two indoor basketball courts and fully-equipped gymnasium
- stimulating Creative Arts wing
- excellent Student Services area

There is an emphasis on digital contemporary learning strategies, a 1:1 student notebook program - all of which are supported by up-to-date and extensive digital infrastructure. This includes a comprehensive wireless / hard wire network in all classrooms throughout the College.

Curriculum: MacKillop College offers students a broad, comprehensive and well-balanced curriculum. Comparatively small class sizes are a distinctive feature that facilitates a productive and engaging learning environment.

From Years 7 – 10, the curriculum establishes and consolidates effective learning and study practices. Electives are offered from all Learning Areas. A wide range of Performing Arts subjects, including an outstanding instrumental music and drama program are provided.

An impressive array of over 40 Victorian Certificate of Education (VCE) subjects is offered with alternative pathways through Victorian Certificate of Applied Learning (VCAL), Vocational Education and Training (VET) certificates and SEDA Sports Development Program.

The College has established a dedicated Year 9 campus at St Mary's Werribee South. The program offered has been designed to raise awareness of local, national and international issues. Students are supported in becoming active, self-sufficient and engaged learners.

Sport: MacKillop College has a strong history of success in sport at local, state and national levels. Students can participate in athletics, swimming, cross-country, golf, tennis, netball, basketball, football, softball, volleyball and equestrian just to name a few.

Extra-curricular activities: From Year 7 – 9 all students are involved in a challenging and well-supported Outdoor Education Program designed to develop an awareness of the environment, a personal sense of responsibility, leadership and community spirit in a low impact manner. Students have the opportunity to partake in musical productions, orchestra, choir, exhibitions community service and interschool sports.

Student Wellbeing: An extensive Pastoral Care Program provides personal development with an emphasis on building quality relationships, leadership, self-esteem, goal-setting and ethical responsibilities within a secure and safe environment.

The College's Individualised Learning Program offers a contemporary Gifted and Talented curriculum and support to students who experience learning difficulties.

POL APPLICATION AND INTERVIEW PROCESS

Position Descriptions for all Positions of Leadership (POL) are included with this booklet, and all applicants are advised to refer to these descriptions.

Position of Leadership applications open on **Tuesday 1 August 2017**. Applications must be made, by **10am** on **Monday 21 August 2017** and must contain the following:

- Position of Leadership Application Form
- Employment Application Form (external applicants only)
- Current Curriculum Vitae (external applicants only)
- Letter of Application addressing:
 - the reasons for your interest in this leadership position
 - the qualities you will bring to this leadership position
 - what goals/targets do you hope to achieve in this leadership position

Applicants must:

- be supportive of the philosophy of Catholic education
- possess appropriate experience and qualifications and provide evidence of same on request
- possess sound knowledge in the area for which they are applying
- have a commitment to engaging and contemporary teaching and learning practices
- be registered with the Victorian Institute of Teaching
- be present and supportive of major College functions such as Information Evenings, Open Days, Opening School Mass etc

All Positions of Leadership (POLs) require the position holders to support and be accountable to the following:

- Our College Vision, Mission, Educational Principles and Key Strategies
- The AITSL Standards
- The Child Safe Standards

Where no applications are received or the applicants do not meet the application criteria the position may be re-advertised. Consequential vacancies will be advertised and follow the same appointment process as outlined.

INTERVIEWS:

- If an applicant applies for a POL, at the discretion of the Principal, an interview may not be conducted
- The interview panel will consist of at least two of the Deputy Principals. After this initial interview, applicants may be required to have a separate interview with the Principal
- POL interviews will commence on **Monday 28 August 2017** and conclude on **Monday 11 September**

POST INTERVIEW:

- The Principal or his delegate will notify applicants of the outcome of the interview as soon as practicable
- Successful applicants will be issued with a letter of appointment
- Staff will be notified of POL appointments via the staff meeting on **Tuesday 19 September 2017**

POL CONDITIONS

TENURE:

POL appointments will have tenure for three years. A staff member may apply for several Positions of Leadership.

The person appointed to the POL will undertake formal reviews throughout the tenure of the role.

POL role descriptions could be developed further to utilise the individual strengths and initiatives of the person appointed to the position in negotiation with the Principal.

ALLOWANCE:

The current allowance* for POL positions are as follows:

POL 1: \$2,512

POL 2: \$5,094

POL 3: \$7,752

POL 4: \$10,481

**2018 allowances are subject to the new VCMEA and may increase*

TIME RELEASE:

All positions which involve time allowances provide release measured as part of the 20 hours of face-to-face teaching per week. According to the Agreement, teachers nominally work 38 hours per week, not just 20 hours per week.

Teaching responsibilities extend well beyond the time in the classroom. Teaching also involves preparation for classes, marking of student work, follow-up in regard to discipline, communication with parents, meetings, liaison with colleagues regarding teaching and assessment, report writing, etc. Therefore, as a matter of fairness, the actual time that roles require should be more than the 'release time', which is a fraction of only 20 hours per week, not 38 hours.

OUR VISION STATEMENT

Celebrating all life

Challenging all people

Dreaming the new day

OUR MISSION STATEMENT

MacKillop is a Catholic college in the Josephite tradition.

Inspired by the spirit of Saint Mary of the Cross MacKillop, we strive to:

- encourage individuals to reach their full potential as life-long learners by providing an innovative, challenging and collaborative learning and teaching environment in a rapidly evolving society
- enhance positive relationships in a supportive community by promoting justice and a sustainable future
- support wellbeing by affirming the intrinsic dignity of each individual, embracing diversity and empowering active citizenship
- foster leadership by empowering and developing all members of the school community
- witness to the presence of God amongst us by celebrating our Catholic heritage as a faith community

In this, we seek to be disciples of Jesus, our model for authentic humanity.

EDUCATIONAL PRINCIPLES

Teaching and Learning

- A positive teaching and learning environment is dynamic and adaptive
- Lifelong learners challenge themselves
- Effective teaching is responsive to a rapidly-evolving society

School Community

- A sustainable future is the responsibility of all community members
- Diversity, equity and justice form the basis of a supportive community
- Genuine partnerships between students, families, staff and the wider community promote a positive school environment

Student Wellbeing

- Each student is a global citizen called to respond to the challenges of their time
- Affirming the intrinsic dignity of each person is fundamental to student wellbeing
- An environment that models Catholic values enhances student wellbeing

Leadership and Management

- Leadership takes many forms; all are called to leadership
- Leadership encourages, nurtures and supports
- Effective management enables all members to engage fully in their leadership roles

Education in Faith

- All that we do gives witness to the presence of God
- All are invited to respond to God's call to bring hope to our world
- Our Catholic heritage is celebrated in the tradition of Saint Mary of the Cross MacKillop

KEY STRATEGIES

Teaching and Learning

- Promote a culture of enquiry and the creative exploration of ideas
- Explore the ongoing nature of learning and its connectedness to life
- Develop a challenging and relevant curriculum in a collaborative environment

School Community

- Consider the immediate and long-term impact of our decisions and actions
- Value and respect the contribution of all
- Pursue opportunities for developing partnerships within the community

Student Wellbeing

- Foster partnerships across the school and wider community that raise awareness of, and enable a response to, issues on a local and global level
- Recognise, embrace and affirm diversity within the school community
- Model the values of the Gospel teachings

Leadership and Management

- Empower community members to embrace leadership roles within the school
- Build leadership capacity through professional development, mentoring and on-going review
- Create management structures that support all in leadership roles

Education in Faith

- Relate to others in a manner which reflects the person and the teachings of Jesus Christ
- Engage in opportunities to respond to the faith needs of our communities
- Acknowledge the gifts and achievements of all through school liturgies and other celebrations

POSITIONS OF LEADERSHIP 2018 – 2020

Learning Area Team

POL Title	POL Level	Time Release*
English Learning Area Leader	3	3
Health & Physical Education Learning Area Leader	3	3
Humanities Learning Area Leader	3	3
Languages Learning Area Leader	3	3
Mathematics Learning Area Leader	3	3
Religious Education Learning Area Leader	3	3
Science Learning Area Leader	3	3
Technology (Design and Digital) Learning Area Leader	3	3
The Arts (Creative and Performing) Learning Area Leader	3	3

Student Wellbeing Team

POL Title	POL Level	Time Release*
Year 7 Team Leader <i>(2 positions)</i>	2 or 3 depending on qualifications and/or experience	2
Year 8 Level Coordinator <i>(2 positions)</i>		3
Year 9 Level Coordinator (Main Campus)		3
Year 9 Level Coordinator (St. Mary's Campus)		3
Year 10 Level Coordinator <i>(2 positions)</i>		3
Year 11 Level Coordinator <i>(2 positions)</i>		3
Year 12 Level Coordinator <i>(2 positions)</i>		3
Director of Student Wellbeing (Year 7 - 9) <i>(2 positions)</i>	4	4
Director of Student Wellbeing (Year 10 - 12) <i>(2 positions)</i>	4	4

Learning and Teaching Team

POL Title	POL Level	Time Release*
Director of Information Communication and Creative Technologies (ICCT)	4	6
Director of Learning and Teaching - Innovative Practices	4	4
Director of Learning and Teaching - Assessment and Reporting	4	4
Director of Learning and Teaching - Data Interpretation and Implementation	4	4
Director of Learning and Teaching - Curriculum Design	4	4
eLearning Leader <i>(2 positions)</i>	2	2
STEAM Leader	2	2

Senior Pathways Team

POL Title	POL Level	Time Release*
VCAL Leader	3	4
VCE Leader	3	4
VET Leader	2	4
VPP Leader	1	2

Learning Support Team

POL Title	POL Level	Time Release*
Julian Tenison Woods Program Leader	3	4
EAL/D and Indigenous Students Leader	2	4
Careers Coordinator	1	3
Learning Support Leader	4	6
Learning Support Coordinator	2 or 3 depending on qualifications and/or experience	4
Literacy Leader		4
Numeracy Leader		4

College Organisation Team

POL Title	POL Level	Time Release*
College Organiser	3	4
Excursions Coordinator	1	2
Extras Coordinator	1	6
St Mary's Campus Organiser	1	2

Community

POL Title	POL Level	Time Release*
Faith & Mission Leader	3	3
International Programs Coordinator	2	4
Music Director	3	4
Outdoor Education Leader	2	2
Sport Coordinator	3	4

Development

POL Title	POL Level	Time Release*
Staff Mentor Leader	3	3
Student Leadership Coordinator	1	1
Associate Leadership	-	1

* Time release calculated according to a 3 x 100-minute periods per day over a 10-day cycle

LEARNING AREA TEAM

Learning Area Leader

The Learning Area Leader leads, enlivens and directs the activities of all study areas within the Learning Area by skillful, purposeful and efficient leadership. In accordance with the College Vision and Mission statements, the leader encourages yet challenges members of the Learning Area at all levels to more creative and effective teaching.

The Learning Area Leader must display a passion for learning, be an excellent classroom teacher, display innovative and inspiring classroom practices and be well versed in contemporary educational pedagogy. He/she must develop and maintain curriculum programs at academically rigorous and challenging standards. Pedagogy and assessment practices are to be leading edge, while maintaining sound foundations in basic learning.

The role of the Learning Area Leader is to:

- a) build a cohesive Learning Area Team, providing strong leadership and direction to staff
- b) have an understanding of and commitment to the following:
 - CEM 'Contemporary Learning Schema'
 - CEM 'Horizons of Hope Framework'
 - School Improvement Framework – Five Spheres of Schooling
 - Technological Pedagogical Content Knowledge (TPACK) framework
 - Use of the SAMR model in supporting the development of engaging eLearning activities
- c) create a clear and compelling vision for the Learning Area within the framework of the College's Vision and Mission Statements, Educational Principles and Key Strategies
- d) ensure the development and implementation of a comprehensive curriculum in line with the requirements of the Victorian Curriculum and Assessment Authority (VCAA), and in the case of Religious Education, the requirements of the Archdiocese of Melbourne
- e) support and enhance the Performance and Development Culture of the College eg. encourage appropriate and targeted professional learning for all teachers within the Learning Area Develop a team of teaching professionals, committed to improving learning opportunities for all students
- f) take responsibility for:
 - leading and assisting the staff in the planning, creation and documentation of Unit Plans which record the details of how the courses of study are implemented and evaluated
 - the ongoing review of the Unit Plans within the courses of study at each level contained in the current curriculum guidelines, VCE, VET and VCAL programs
 - articulating eLearning expectations and educational outcomes in Unit Plans, as well as assessing and reporting on the use of ICTs in learning experiences
 - ensuring that both formative and summative learning experiences are created
 - embracing the spirit of eLearning in all its intentions eg. every student to have significant learning experiences that demand Higher Order Thinking Skills (HOTS) and utilise the ICT tools available as part of their curriculum
 - continual evaluation and maintenance of resources and booklists
 - approval and arrangement of professional development and excursions
 - compiling and managing assigned Learning Area budgets
 - Learning Area participation and availability in curriculum activities eg. Open Days, Information Nights, Subject Expos
- e) lead members of the Learning Area to ensure:
 - rigorous assessment and reporting procedures
 - the opportunity for appropriate dialogue is provided
- f) account regularly to Principal or Deputy Principals for all activities within the Learning Area
- g) evaluate curriculum on the basis of the Vision and Mission Statements, Educational Principles and Key Strategies

- h) monitor student outcomes within the Learning Area and implement initiatives to address areas of need, in consultation with the Learning and Teaching Team, Senior Pathways Team and Learning Support Team
- i) lead the development, implementation and evaluation of Learning Area specific programs and policy
- j) oversee staff in relation to the performance of their professional duties and where necessary bring staff to account
- k) respond at the school level to initiatives that enhance student learning
- l) compile and oversee the annual budget assigned, ensuring it keeps within budgetary constraints
- m) be an active member of the Learning Area Leaders Committee. Members of this committee will:
 - undertake to be well-informed of developments in educational thought and curriculum development
 - meet to report on the activities of their role and assist in the formulation of priority action plans
 - be involved in regular activities relating to curriculum, both mainstream and extra-curricular

STUDENT WELLBEING TEAM

Year 7 Team Leader

The College operates a Year 7 Team structure to increase a shared role and responsibility model. Their primary role, in collaboration with Homeroom teachers, is for the wellbeing of students with an emphasis on Transition. Team Leaders work proactively and collaboratively with teachers to develop, maintain and encourage a caring and orderly learning environment for all students.

The Team Leader has an important communication and advisory role within the College. They may have access to official records, and other available information relating to the welfare of students at their level.

The role of the Team Leader is to:

- a) provide leadership to staff, giving direction as required
- b) have an understanding of and commitment to the following:
 - CEM 'Contemporary Learning Schema'
 - CEM 'Horizons of Hope Framework'
 - School Improvement Framework – Five Spheres of Schooling
- c) develop a team which meets regularly, committed to improving learning opportunities and promoting student leadership
- d) have a good working knowledge of the College's Child Protection and Safety Policy and Child Protection Program, ensuring it is being implemented effectively and communicated to students, parents, staff and volunteers
- e) be the first point of contact for staff, or other members of the College community, raising child protection concerns within the College
- f) act as a conduit for information relating to students in their level by discussing issues of concern and arrange Parent/Guardian meetings as required
- g) support and enact the College Achievement and Promotion Policy eg. conducting interviews regarding attendance, promotion, behavioural concerns, general academic concerns and students at risk
- h) coordinate the Transition program including the:
 - arrangement of visits to primary schools to discuss transition needs of all students
 - collection, collation and dissemination of student information gathered about incoming students
 - coordination of Parent Information Evening for incoming students
 - organisation and administration of the Year 7 Orientation Day prior to students commencing
- i) ensure the Recognition and Correction Procedure (RCP) is administered effectively
- j) induct new students, at their Year Level, into the College
- k) keep staff informed of important matters affecting their Year Level
- l) support and enhance the Performance and Development Culture of the College eg. encourage professional learning of the Team, convene Professional Learning Modules
- m) develop, implement and evaluate policy as it relates to their area of responsibility
- n) lead the Year 7 Team in developing and implementing an effective Transition Program
- o) liaise with the Learning Support Team and Learning and teaching Team on data, assessment and reporting
- p) organise and lead Year Level Parent Information Nights
- q) organise and conduct year level assemblies for students on a regular basis and support whole school assemblies
- r) organise excursions and activities including pastoral days, transition etc
- s) ensure that each Homeroom takes responsibility for the general tidiness of their rooms and allocated yard area
- t) in consultation with homeroom teachers and Directors of Student Wellbeing, develop Homeroom groups for the following year
- u) compile and oversee the annual budget assigned, ensuring it keeps within budgetary constraints

Year Level Coordinator

Year Level Coordinators are leaders of a team of Homeroom teachers with special responsibility for the pastoral care, welfare and contentment of students at that level. Their primary role is for the wellbeing of students where they work proactively and collaboratively with teachers to develop, maintain and encourage a caring and orderly learning environment for all students.

The Year Level Coordinator has an important communication and advisory role within the College. They may have access to official records, and other available information relating to the welfare of students at their level.

The role of the Year Level Coordinator is to:

- a) provide leadership to staff, giving direction as required
- b) have an understanding of and commitment to the following:
 - CEM 'Contemporary Learning Schema'
 - CEM 'Horizons of Hope Framework'
 - School Improvement Framework – Five Spheres of Schooling
- c) develop a team of professionals, committed to improving learning opportunities and promoting student leadership
- d) have a good working knowledge of the College's Child Protection and Safety Policy and Child Protection Program, ensuring it is being implemented effectively and communicated to students, parents, staff and volunteers
- e) be the first point of contact for staff, or other members of the College community, raising child protection concerns within the College
- f) act as a conduit for information relating to all students in their level by discussing issues of concern and arrange Parent/Guardian meetings as required
- g) support and enact the College Achievement and Promotion Policy eg. conducting interviews regarding attendance, promotion, behavioural concerns, general academic concerns and students at risk, regardless of the learning program students undertake
- h) oversee the monitoring and appropriate follow up for:
 - correct wearing of the College uniform
 - lateness and absenteeism of students
 - daily movement of students
- i) ensure the Recognition and Correction Procedure (RCP) is administered effectively
- j) induct new students, at their Year Level, into the College
- k) keep staff informed of important matters affecting their Year Level
- l) support and enhance the Performance and Development Culture of the College eg. encourage professional learning of the Team, convene Professional Learning Modules
- m) develop, implement and evaluate policy as it relates to their area of responsibility
- n) liaise with the Learning Support Team and Learning and teaching Team on data, assessment and reporting
- o) organise and lead Year Level Parent Information Nights
- p) organise and conduct year level assemblies for students on a regular basis and support whole school assemblies
- q) organise excursions and activities if these are on a homeroom or Year Level basis
- r) provide Homeroom teams with reasonable assistance to help with the smooth running of their year level
- s) ensure that each Homeroom takes responsibility for the general tidiness of their rooms and allocated yard area
- t) in consultation with homeroom teachers and Directors of Student Wellbeing, develop Homeroom groups for the following year
- u) compile and oversee the annual budget assigned, ensuring it keeps within budgetary constraints

Directors of Student Wellbeing

The Directors of Student Wellbeing play a pivotal role in developing, implementing and evaluating student pastoral care goals, strategies and policy.

In collaboration with the Year Level Coordinators and Team Leaders, these Directors will foster initiatives to promote the personal development of each student in accordance with MacKillop College's Vision and Mission Statements and Educational Goals. In this role, special emphasis is placed on mutual respect, self-esteem, confidence, grooming, punctuality and courtesy.

The role of the Directors of Student Wellbeing are to:

- a) provide leadership to staff, giving directions as required
- b) have an understanding of and commitment to the following:
 - CEM 'Contemporary Learning Schema'
 - CEM 'Horizons of Hope Framework'
 - School Improvement Framework – Five Spheres of Schooling
- c) support and enhance the Performance and Development Culture of the College eg. encourage appropriate and targeted professional learning for all staff
- d) oversee the development, application and review of all College wellbeing policies and practices and ensure they are consistent with the philosophies of the College regarding the management and development of student behaviour (including but not limited to the principles of Positive Education, Child Safe Standards)
- e) develop and support a team of professionals, committed to improving learning opportunities for all students
- f) develop, implement and evaluate the professional development and publication of relevant articles to staff on all matters relating student wellbeing
- g) chair regular meetings with Level Coordinators and Team Leaders
- h) research and initiate programs to meet the needs of students
- i) have a good working knowledge of MacKillop's Child Protection and Safety Policy and that it is clearly communicated to all key stakeholders including students, parents, staff and volunteers
- j) develop, implement and evaluate Wellbeing and Child Protection Programs and ensure a strong and sustainable culture in relation to these are embedded within the College
- k) promote child protection issues within the College community and respond to general queries with respect to the College's Child Protection and Safety Policy and Child Protection Program
- l) undertake training as one of the College's dedicated Child Protection Officers
- m) ensure clear procedures are developed, implemented and evaluated to allow people to report child protection concerns and reportable matters within the College
- n) be a point of contact for all child protection concerns or queries for the wider community
- o) use analytical tools in the Curriculum Mapping Software to audit wellbeing components of the curriculum eg. Drug education, Values Education
- p) support the currency of Student Profiles on the College Intranet
- q) liaise with the Principal or Deputy Principals, administration and other personnel in support of the major functions within the College eg. Information evenings, Open Day, MacKillop Day
- r) consult with students and teachers regarding General Expectations and utilise Year Level Assembly times to reinforce these
- s) inform relevant staff of students' particular needs
- t) ensure all buildings and grounds are adequately maintained at all times
- u) support the Level Coordinators and Team Leaders in the discharge of their responsibilities
- v) communicate with the Principal and Deputy Principals on a regular basis
- w) promote the pursuit of excellence at all levels and ensure this is celebrated appropriately
- x) support Year Level Coordinators and Team Leaders with the College Achievement and Promotion Policy eg. conducting interviews regarding attendance, promotion and students at risk
- y) liaise with counsellors and relevant external bodies to support the wellbeing of our students
- z) oversee issues of student wellbeing and welfare – including student counselling and careers provisions

- aa) liaise with the Learning Support Team in determining appropriate assessment to identify students requiring additional support
- bb) liaise with the Individualised Learning Leader in the design of Individual Learning Programs (ILPs) for identified students
- cc) liaise with relevant welfare and referral authorities
- dd) manage the logistics for interpretation services when required Compile and oversee the annual budget assigned, ensuring it keeps within budgetary constraints
- ee) respond and investigate concerns of a Wellbeing nature from parents or guardians at the request of the Principal or relevant Deputy Principal

LEARNING AND TEACHING TEAM

Director of Information Communication and Creative Technologies

The Director of Information Communication and Creative Technologies (ICCT) plays a significant leadership role in driving the Colleges ICCT transformation within the school-wide context. They need to provide strong governance structures that engage and build links with all the key stakeholders in the College.

The role of the Director of ICCT is to:

- a) report monthly, or as often as necessary, to the Leadership Team on strategic matters directly related to the College's ICCT Services
- b) collaborate and regularly meet with the Systems Manager
- c) collaborate and regularly meet with the Director of Learning and Teaching - Innovative Practices
- d) oversee the development and delivery of ICCT and eLearning services, in accordance with the College's ICCT and eLearning Strategy Plan
- e) oversee the development, evaluation and review of the College's ICCT and eLearning plan
- f) have a deep understanding of and commitment to the following:
 - CEM 'Contemporary Learning Schema'
 - CEM 'Horizons of Hope Framework'
 - School Improvement Framework – Five Spheres of Schooling
 - Technological Pedagogical Content Knowledge (TPACK) framework
 - use of the SAMR model in supporting the development of engaging eLearning activities
- g) liaise directly with the Management, Curriculum and Leadership Teams
- h) develop and chair a governance structure for the implementation of ICON projects (ICON Strategy Team)
- i) provide leadership in the requests from other schools and educational jurisdictions, specifically members of CEOs across Australia, to participate in collaborative dialogue and professional learning surrounding ICON and eLearning strategies
- j) support College Leadership in the design of physical and virtual learning spaces ensuring that they meet the requirements of contemporary learning / workplace practices which will improve student and staff outcomes
- k) support College Leadership in data acquisition and interpretation within the learning and teaching framework
- l) maintain an overview of all contact and contracts with our ICCT Service suppliers
- m) compile and oversee the annual budget assigned, ensuring it keeps within budgetary constraints
- n) develop, implement and evaluate policy as it relates to the area of responsibility, specifically staff and students use of the MacKillop ICCT services and equipment
- o) continue to develop a personal understanding of the ever-changing digital learning schema through:
 - conferences
 - professional reading
 - networking (educational and business organisations)

Directors of Learning and Teaching

The Directors of Learning and Teaching plays a pivotal role in developing, implementing and evaluating learning goals and strategies and practices of excellence, in accordance with MacKillop College's Vision & Mission Statements, Educational Principles, Key Strategies and Learning and Teaching Statements. These leaders will support the development, implementation and evaluation of learning and teaching practice and curriculum development and implementation. It is recognised that the Directors of Learning and Teaching will work collaboratively amongst the other Directors of Learning and Teaching and with the Learning Area Leaders.

The Directors of Learning and Teaching consist of the following four positions:

- Director of Learning and Teaching - Assessment and Reporting
- Director of Learning and Teaching - Innovative Practices
- Director of Learning and Teaching - Data Interpretation and Implementation
- Director of Learning and Teaching - Curriculum Design

They provide strong leadership to staff and assist the Deputy Principals in exercising leadership, management and responsibility for the Learning and Teaching at the College.

The role of the Directors of Learning and Teaching are to improve learning opportunities for all students. They will:

- a) have an understanding of, provide leadership in and a commitment to the following:
 - CEM 'Contemporary Learning Schema'
 - CEM 'Horizons of Hope Framework'
 - School Improvement Framework – Five Spheres of Schooling
 - Integrated Online Catholic Network (ICON)
 - Technological Pedagogical Content Knowledge (TPACK) framework
 - SAMR model in supporting the development of engaging eLearning activities
- b) consult with the relevant Deputy Principal about:
 - ongoing changes to curriculum
 - positive classroom teaching and learning practices across the college
 - planning and developing a broad repertoire of literacy, numeracy, individualised learning, EAL/D and Gifted and Talented teaching strategies for teachers in all Learning Areas
- c) communicate regularly with Learning Area Leaders and other leaders to:
 - implement curriculum in line with the requirements of the Victorian Curriculum and Assessment Authority (VCAA), and in the case of Religious Education, the requirements of the Archdiocese of Melbourne
 - develop, offer and experiment with examples of sound and engaging strategies to teaching practices
 - support and develop learning programs that promote the safe use of ICTs and the internet
 - ensure all decisions taken have considered the wellbeing of the students and staff of the college
- d) work with the St Mary's campus staff to continue to develop curriculum to ensure it remains:
 - integrated and inquiry based
 - compliant with the requirements of the Victorian Curriculum and Assessment Authority
 - true to the goals of the St Mary's program and the changing landscape of education
- e) challenge teachers to:
 - implement and develop a variety of learning methods most conducive to effective learning
 - keep up-to-date with contemporary pedagogy and professional learning
 - set goals and targets in learning and teaching and work with teachers to reach these goals and targets
- f) undertake to keep abreast of:
 - effective learning and teaching pedagogy through conferences, professional reading, literacy networks, government policy documents etc
 - developments in faith, educational thought and curriculum changes as they arise eg CECV, ACARA, VCAA

- g) demonstrate and model:
 - high level knowledge of the year level curriculum programs
 - high level classroom teaching skills and a capacity to improve student learning
 - eLearning programs that encourage research, experimentation and innovative practices
 - high level communication and interpersonal skills when relating to students, parents/guardians and colleagues
- h) work with the Learning Area Leaders in the delivery of College's Learning and Teaching Strategy Plan
- i) explore opportunities for grant applications and make submissions in line with the Colleges Strategic Plan
- j) deliver presentations, provide opportunities and lead internal professional development for staff and wider school community
- k) mentor and guide teachers to ensure a differentiated curriculum for all students and provide support and expert advice where required
- l) compile and oversee the annual budget assigned, ensuring it keeps within budgetary constraints
- m) respond and investigate concerns of a Learning and Teaching nature from parents or guardians at the request of the Principal or relevant Deputy Principals
- n) mentor and/or coach colleagues as appropriate

Director of Learning and Teaching – Assessment and Reporting

In addition, the role of the Director of Learning and Teaching – Assessment and Reporting is to:

- a) ensure the development and implementation of appropriate student reporting guidelines in line with the requirements of the Victorian Curriculum and Assessment Authority (VCAA) and Catholic Education Melbourne (CEM)
- b) evaluate and develop appropriate, informative and effective assessment processes across all Learning Areas
- c) oversee and coordinate assessment and reporting methods to assist teachers to keep accurate, relevant records on student progress
- d) be responsible for the student reporting process, including its systematic review and improvement to ensure that students and parents receive timely, transparent and useful information about a student's academic progress
- e) oversee assessment practices at the College ensuring consistency across subjects and teachers, diversity across Year Levels and appropriateness to learning
- f) develop, implement and evaluate an appropriate and consistent reporting format in conjunction with staff, students and parents for all students from Year 7 – 12
- g) oversee and implement the College's teacher appraisal program focusing on Data Collection and Student Surveys

Director of Learning and Teaching – Innovative Practices

In addition, the role of the Director of Learning and Teaching – Innovative practices is to:

- a) investigate, promote and develop staff in innovative, challenging and collaborative teaching practices that enhance student engagement and learning
- b) revise and promote an understanding of TPACK and SAMR to develop a school-wide culture of learning enhanced by technology
- c) lead the identification and dissemination of technology-rich learning strategies and resources amongst the staff as a means of informing contemporary learning and teaching practices to foster a culture of innovation, and to improve best practice with appropriate strategies
- d) empower staff to use and model contemporary and flexible learning spaces for improved student engagement
- e) provide staff with professional development that promotes significant learning experiences that utilises the use of Higher Order Thinking Skills (HOTS) and ICT tools available
- f) promote, support and engage in collaborative research in educational innovations and analyse with relevant stakeholders, the findings of the research
- g) lead, develop and support the College's eLearning Leaders in conjunction with the Director of Information Communication and Creative Technologies (ICCT)

- h) further develop and evaluate the College's eLearning Strategic Plan in conjunction with the Director of ICCT
- i) oversee the St Mary's Campus Integrated Studies curriculum
- j) oversee and implement the College's teacher appraisal program focusing on Peer Observations

Director of Learning and Teaching – Data Interpretation and Implementation

In addition, the role of the Director of Learning and Teaching – Data Interpretation and Implementation is to:

- a) use data in an on-going and rigorous way to evaluate the effectiveness of learning and teaching strategies and plan explicit differential teaching and learning practice to better meet the learning needs of all students
- b) build staff capacity to interpret and action student performance data
- c) monitor and evaluate staff use and capabilities in terms of data interpretation
- d) promote, support and engage in the College's data collection in liaison with the Learning Support Team (eg NCCD, NAPLAN, PAT, ECSIP, PISA)
- e) work with all staff to produce and implement clear, evidence-based policies and programs that promote and sustain school improvement
- f) develop programs based on statistics and data to support teaching and learning outcomes
- g) develop, implement and evaluate a student data system to measure student performance over time to inform educational decision making
- h) oversee and implement the College's teacher appraisal program focusing on Data Collection and Student Surveys

Director of Learning and Teaching – Curriculum Design

In addition, the role of the Director of Learning and Teaching – Curriculum Design is to:

- a) ensure the development and implementation of a comprehensive curriculum in line with the requirements of the Victorian Curriculum and Assessment Authority (VCAA), and in the case of Religious Education, the requirements of the Archdiocese of Melbourne
- b) oversee and review regularly all curriculum documentation, ensuring it is uploaded on the College's Curriculum Management System (Atlas Rubicon) and meets College expectations
- c) oversee and assist Learning Area Leaders in the creation of Unit Plans which record the details of how the courses of study are implemented and evaluated
- d) offer practical assistance to teaching staff when writing curriculum and aligning with appropriate pedagogical practices
- e) liaise and assist Learning Area Leaders with processes and support in the implementation of curriculum change
- f) ensure both formative and summative learning experiences are created in unit plans
- g) oversee and implement the College's teacher appraisal program focusing on Peer Observations

eLearning Leader

The role of the eLearning Leader is to lead the staff and support the structures in the evolution of the ICCT / eLearning Plan. The role description of the eLearning Leader is dynamic. Consequently, the associated responsibilities will change as the College further embraces eLearning. All responsibilities have their foundations based on MacKillop Colleges' Vision and Mission Statements and the Educational Goals.

The role of the eLearning Leader is work inside a collaborative eLearning team environment and to:

- a) provide leadership to staff, giving direction as required
- b) report to and maintain strong collaborative links with the Director of Information Communication and Creative Technologies (ICCT) and the Director of Learning and Teaching - Innovative Practices
- c) have an understanding of, provide leadership in and a commitment to the following:
 - CEM 'Contemporary Learning Schema'
 - CEM 'Horizons of Hope Framework'
 - School Improvement Framework – Five Spheres of Schooling
 - Integrated Online Catholic Network (ICON)
 - Technological Pedagogical Content Knowledge (TPACK) framework
 - SAMR model in supporting the development of engaging eLearning activities
- d) provide Learning Area Leaders with support, advice and direction of the:
 - TPACK framework
 - SAMR model as a means of evaluating eLearning strategies within the classroom
- e) engage with at least one eLearning pilot program at all times
- f) encourage research, experimentation and innovative eLearning practices
- g) deliver presentations to the staff and wider school community on matters relating to eLearning and research
- h) provide opportunities for student participation in data gathering and decision-making processes that impact on present and future eLearning practices at the College
- i) evaluate and advise on the feasibility and educational value of software acquisitions and existing technologies within the College
- j) lead the MacKillop internal eLearning Professional Development Program
- k) support the Staff Mentor Leader, provide selected short introductory programs on our Learning Management System, internal communications and eLearning strategies / software for staff
- l) provide the Learning and Teaching Team and Learning Area Leaders with findings from:
 - professional Development
 - in-school data gathered from eLearning Action Research
 - professional readings that informs curriculum development and the strategic planning of the College
- m) develop a high level of understanding of the dynamic schema of eLearning through:
 - conferences
 - professional reading
 - Networking (educational and business organisations)
 - skills based professional development
- n) provide representation on the eSmart committee, on behalf of the Learning and Teaching Team
- o) support the development and evaluation of the College's eLearning Strategic Plan

STEAM Leader

The role of the STEAM (Science, Technology, Engineering, Arts, Mathematics) Leader is to collaborate with Learning Area Leaders and lead staff in the development, delivery, implementation, and monitoring of STEAM curriculum, initiatives, and educational opportunities into the core curriculum.

The role of the STEAM Leader is to:

- a) provide strong dynamic leadership to staff, giving direction as required
- b) have an understanding of and commitment to the following:
 - CEM 'Contemporary Learning Schema'
 - CEM 'Horizons of Hope Framework'
 - school improvement framework – five spheres of schooling
- c) develop, implement and evaluate STEAM opportunities and curriculum aligned with career pathways that ensure integration of academic and career technical education with 21st century skills
- d) collaborate with stakeholders in education, government and the community to organize and promote interdisciplinary STEAM activities and projects that are aligned with content-area standards and goals of our College (eg. Design and Technology Learning Area)
- e) create experiential learning opportunities for all student through outreach to community organisations and business resources
- f) provide the teaching staff with advice, direction and modeling of innovative STEAM teaching strategies
- g) provide internal support for the Learning Leaders in their endeavours to promote STEAM throughout their specific learning areas
- h) collaborate with the Learning and Teaching Team to develop, implement and maintain a STEAM education strategic plan
- i) liaise with the Director of Learning and Teaching – Assessment and Reporting to ensure the implementation and management of STEAM reporting requirements
- j) liaise and plan with the Director of Learning and Teaching – Innovative Practices to ensure a cohesive and structured approach to innovative STEAM practices
- k) deliver presentations to the staff and wider school community on matters relating to STEAM
- l) provide STEAM Professional Learning activities for staff
- m) compile and oversee the annual budget assigned, ensuring it keeps within budgetary constraints
- n) continue to develop a personal understanding of STEAM through:
 - conferences
 - professional reading
 - networking (educational and business organisations)
 - skills based professional development

SENIOR PATHWAYS TEAM

VCAL Leader

The VCAL Leader ensures the efficient functioning of all aspects of the Victorian Certificate Applied Learning (VCAL) including Unit Plans, student selections, assessment and reporting and the completion of units. This person oversees the planning, implementation and evaluation of the VCAL program of the College.

In this capacity, the leader must have:

- specific information about the workforce and opportunities for the future
- knowledge of transferable skills, attitudes, values, etc required by employers

The role of the VCAL Leader is to:

- a) provide leadership to staff, giving direction as required in order to provide a positive learning environment
- b) have an understanding of and commitment to the following:
 - CEM 'Contemporary Learning Schema'
 - CEM 'Horizons of Hope Framework'
 - School Improvement Framework – Five Spheres of Schooling
- c) support and enhance the Performance and Development Culture of the College eg. encourage appropriate and targeted professional learning for all applied learning teachers
- d) arrange Parent/Guardian meetings to discuss academic concerns and pathway options for students, as required
- e) organise and participate in curriculum presentations eg. Senior Pathways Information Evening, VET Information Evening, Subject Expos
- f) participate in Professional Development with a focus on VCAL
- g) provide relevant information to VCAL teachers
- h) assist and ensure teachers use Curriculum Mapping for their respective Unit Plans
- i) promote and support Australian School Based Apprenticeships (ASBAs) in collaboration with the VET Leader
- j) develop, implement and evaluate policy that is consistent with the VCAA
- k) ensure VCAL information is clearly communicated and that policies are adhered to
- l) liaise with the Victorian Curriculum and Assessment Authority (VCAA), participate in the quality assurance process and ensure all documentation is completed on time
- m) verify and collate quality assurance documentation and represent the College for auditing purposes
- n) establish connections with external agencies, including Registered Training Organisations (RTOs), that will promote community links and structured work placements for VCAL students
- o) agenda the VCAL/VET Meeting in collaboration with the Deputy Principal. Members of the committee include:
 - VCAL Leader
 - VET Leader
 - Director of Student Wellbeing
 - Careers Counsellor
- p) liaise with relevant staff responsible for the VCE Administration Software System (VASS) in relation to VCAL levels and student achievement
- q) ensure the individual VCAL student is well informed and makes appropriate subject selections
- r) provide information to the College community about VCAL in order to promote and support the integration of these pathways
- s) review student VCAL programs on a regular basis with relevant teachers
- t) verify and enhance the currency of the College Website
- u) ensure the VCAL programs at MacKillop strive for excellence
- v) compile and oversee the annual budget assigned, ensuring it keeps within budgetary constraints

VCE Leader

The VCE Leader ensures the effective and efficient functioning of all aspects of the Victorian Certificate of Education (VCE) including course outlines, subject selections, assessment and reporting and the completion of units. This person oversees the planning, implementation and evaluation of the VCE program of the College.

The role of the VCE Leader is to:

- a) provide leadership to staff, giving direction as required in order to provide a positive learning environment
- b) have an understanding of and commitment to the following:
 - CEM 'Contemporary Learning Schema'
 - CEM 'Horizons of Hope Framework'
 - School Improvement Framework – Five Spheres of Schooling
- c) provide direction, coaching and mentorship to Learning Area Leaders and subject teachers in regard to the objectives and ethos of the VCE program and to ensure appropriate support and resourcing of VCE implementation needs across Learning Areas (documentation, resources, compliance procedures, processes that improve student achievement)
- d) ensure all students are correctly enrolled in the VCE and VCE VET with the VCAA
- e) liaise with students, parents and Careers Counsellors in relation to subject choices and changes
- f) work closely with Learning Area Leaders in the planning and implementation of Learning Area priorities in line with VCE and VET curriculum and assessment guidelines
- g) support and enhance the Performance and Development Culture of the College eg. encourage appropriate and targeted professional learning for all VCE teachers
- h) provide relevant information to VCE teachers
- i) arrange Parent/Guardian meetings to discuss academic concerns and pathway options for students, as required
- j) organise and participate in curriculum presentations eg. Senior Pathways Information Evening, VTAC Information Evening, Subject Expos
- k) assist and ensure teachers use Curriculum Mapping for their respective Unit Plans
- l) oversee the transition of students, who undertake VCE subjects, from:
 - Year 9 to Year 10
 - Year 10 to Year 11
 - Year 11 to Year 12
- m) liaise with the Victorian Curriculum and Assessment Authority (VCAA) and ensure all documentation is completed on time
- n) liaise with relevant staff responsible for the VCE Administration Software System (VASS) in relation to VCAL levels and student achievement
- o) develop, implement and evaluate policy that is consistent with the VCAA
- p) ensure VCE information is clearly communicated and that policies are adhered to
- q) agenda the VCE Meeting in collaboration with the Deputy Principal. Members of the committee include:
 - VCE Leader
 - Director of Student Wellbeing
 - Careers Counsellor
- r) ensure the individual VCE student is well informed and makes appropriate subject selections
- s) guide and support students, if required, when VCE results are released
- t) coordinate and manage all VCE examinations, schedules and supervisors
- u) verify and enhance the currency of the College Website
- v) ensure the VCE program strives for excellence
- w) compile and oversee the annual budget assigned, ensuring it keeps within budgetary constraints

VET Leader

The VET Leader will ensure that the efficient functioning and delivery of training and assessment activity is conducted in accordance with:

- Vocational Education and Training (VET) Act
- Victorian Qualifications Authority (VQA) Act
- Australian Qualifications and Training Framework (AQTF) Standards
- Registered Training Organisation (RTO) policies procedures and Code of Practice
- other requirements imposed by agreement, legislation and regulation

The role of the VET Leader is to:

- a) provide leadership to staff, giving direction as required in order to provide a positive learning environment
- b) have an understanding of and commitment to the following:
 - CEM 'Contemporary Learning Schema'
 - CEM 'Horizons of Hope Framework'
 - School Improvement Framework – Five Spheres of Schooling
- c) support and enhance the Performance and Development Culture of the College eg. encourage appropriate and targeted professional learning of all VET staff
- d) arrange Parent/Guardian meetings to discuss academic concerns and pathway options for students, as required
- e) organise and participate in curriculum presentations eg. Senior Pathways Information Evening, VET Information Evening, Subject Expos
- f) participate in Professional Development with a focus on VET
- g) develop, implement and evaluate policy as it relates to the VQA
- h) create and maintain all necessary Structured Workplace Learning (SWL) documentation for students prior to placement
- i) ensure staffing, equipment and training, facilities and assessment material used are consistent with the requirements of the Training Package or accredited course
- j) plan, implement and evaluate all VET programs
- k) manage the compliance process for all VET courses auspiced by the College
- l) manage relevant budgets and oversee the student payments process
- m) lead in the review and development of VET Pathways
- n) liaise with other RTOs and funding sources
- o) assist and ensure teachers use Curriculum Mapping for their respective Unit Plans
- p) coordinate all VET data and reporting
- q) manage all VET students on or off-site (including TAFE short courses) and in particular, attendance at VET classes
- r) promote and administer Australian School Based Apprenticeships (ASBA) in collaboration with the VCAL Leader
- s) liaise regularly with employers and providers of students completing ASBAs
- t) verify and collate relevant documentation and represent the College for auditing purposes
- u) act as a source of information to the College community about VET and ensure that policies are adhered to
- v) keep informed of the changes in VET and notify staff
- w) be responsible for all VCE Administration Software System (VASS) records in relation to VET courses and Units of Competency (UoCs)
- x) compile and oversee the annual budget assigned, ensuring it keeps within budgetary constraints

VPP Leader

The VPP Leader ensures the efficient functioning of all aspects of the Year 10 Vocational Pathways Program (VPP) including Unit Plans, student selections, assessment and reporting and the completion of units. This person oversees the planning, implementation and evaluation of the VPP program of the College.

In this capacity, the leader must have:

- specific information about the workforce and opportunities for the future
- knowledge of transferable skills, attitudes, values, etc. required by employers

The role of the VPP Leader is to:

- a) provide leadership to staff, giving direction as required in order to provide a positive learning environment
- b) have an understanding of and commitment to the following:
 - CEM 'Contemporary Learning Schema'
 - CEM 'Horizons of Hope Framework'
 - School Improvement Framework – Five Spheres of Schooling
- c) support and enhance the Performance and Development Culture of the College eg. encourage appropriate and targeted professional learning for all applied learning teachers
- d) participate in Professional Development with a focus on VPP
- e) liaise with the Deputy Principal, VCAL Leader and the Director of Student Wellbeing to create an engaging curriculum and administer the Vocational Pathways Program
- f) provide relevant information to VPP teachers
- g) assist and ensure teachers use Curriculum Mapping for their respective Unit Plans
- h) promote and administer Vocational Education and Training (VET) programs in collaboration with the VET Leader
- i) develop, implement and evaluate policy that is consistent with the VCAA
- j) ensure VPP information is clearly communicated and that policies are adhered to
- k) in collaboration with the Careers Team, establish connections with external agencies that will promote community links and work experience placements for VPP students
- l) liaise with relevant staff responsible for the VCE Administration Software System (VASS) in relation to VET levels and student achievement
- m) ensure the individual VPP student is well informed and makes appropriate subject selections
- n) provide information to the College community about VPP in order to promote and support the integration of these pathways
- o) review student VPP programs on a regular basis with relevant teachers
- p) verify and enhance the currency of the College Website
- q) ensure the VPP program at MacKillop strives for excellence
- r) compile and oversee the annual budget assigned, ensuring it keeps within budgetary constraints

LEARNING SUPPORT TEAM

Julian Tenison Woods Program Leader

MacKillop College acknowledges that each student is a unique individual. All students along the learning continuum have individual needs. The challenge is to create a positive learning environment which includes appropriate programs (curriculum and pastoral) for all. As a result, the curriculum and pastoral programs may be further adapted in order to meet these needs. The Julian Tenison Woods Program (JTWP) Leader has major responsibilities for gifted and talented education across all year levels in the areas of:

- Enrichment
- Extension / Telescope
- Acceleration
- Advocacy

The role of the Julian Tenison Woods Program Leader is to:

- a) provide leadership to staff, giving direction as required
- b) have an understanding of and commitment to the following:
 - CEM 'Contemporary Learning Schema'
 - CEM 'Horizons of Hope Framework'
 - School Improvement Framework – Five Spheres of Schooling
 - Technological Pedagogical Content Knowledge (TPACK) framework
 - Use of the SAMR model in supporting the development of engaging eLearning activities
- c) provide a challenging program for gifted and talented students, to maximise their educational experience
- d) develop a team of professionals, committed to improving learning opportunities for all students
- e) determine and provide assessment for identification of Julian Tenison Woods Program students at the College, and resultant recommendations to teachers and parents regarding the needs of these students
- f) lead the design of individual programs relating to the short term and long-term goals of each student identified as participants of Julian Tenison Woods Program
- g) provide opportunities for enrichment, extension, advocacy and acceleration
- h) liaise with the Directors of Learning and Teaching, Learning Area Leaders and the Learning Support Team to ensure student learning programs are relevant and appropriate
- i) develop school wide programs with relevant personnel that enhance student outcomes with respect to key skills such as time management, personal organisation, study, revision skills
- j) model and promote differentiation within the curriculum
- k) assist and ensure teachers use Curriculum Mapping for their respective Unit Plans
- l) maintain high levels of communication with relevant personnel
- m) liaise with appropriate staff to provide classroom support when needed
- n) network, liaise and communicate with relevant associations
- o) assess and monitor students' progress, ensuring up-to-date information on all students in the Julian Tenison Woods Program is maintained
- p) ensure that appropriate documentation and reporting on student progress is completed
- q) collaborate with other relevant leaders of the school to ensure the individual needs of Julian Tenison Woods Program students are met
- r) support the transition of students entering and exiting the program
- s) plan, implement and evaluate effective teaching practice, especially in the areas of Gifted and Talented through conferences, professional reading, networks and government policy documents
- t) verify and enhance the currency of the College Website
- u) support and enhance the Performance and Development Culture of the College eg. encourage appropriate and targeted professional learning for the teachers
- v) develop, implement and evaluate policy as it relates to their area of responsibility
- w) participate in regular Professional Development with a focus on Gifted and Talented Education
- x) compile and oversee the annual budget assigned, ensuring it keeps within budgetary constraints

EAL/D and Indigenous Students Learning Leader

MacKillop College acknowledges that we have students that have English as an Additional Language/Dialect (EAL/D), Aboriginal or Torres Strait Islanders. To meet their individual needs, curriculum programs need to create a positive learning environment as these students often experience significant disruption to their schooling. The College has in place a number of strategies to support and enhance their learning, in particular their literacy.

The role of the EAL/D and Indigenous Students Learning Leader is to:

- a) promote and model College values to support the inclusion of EAL/D and Indigenous students and their families in all areas of school life
- b) provide leadership and support to all teaching staff in the EAL/D programs and curriculum
- c) promote and model a culture which encourages cooperation amongst teachers with different expertise and levels of understanding of EAL/D and Indigenous students
- d) have an understanding of and commitment to the following:
 - CEM 'Contemporary Learning Schema'
 - CEM 'Horizons of Hope Framework'
 - School Improvement Framework – Five Spheres of Schooling
 - ESL Developmental Continuum P-10
- e) place EAL/D, New Arrivals and Refugee students on the ESL Developmental Continuum for English, so students can be assessed in speaking, listening, reading, writing
- f) provide and model contemporary approaches and practices, in collaboration with the Learning Support Coordinators that most effectively assist EAL/D and Indigenous students to access the curriculum and achieve their potential
- g) assist with the development of the EAL/D English curriculum
- h) liaise with outside agencies and MacKillop staff to assist in the provision of high quality support for the individual learning and wellbeing needs of EAL/D and Indigenous students
- i) model and promote exemplary and innovative teaching and learning practices
- j) assist in developing the Individualised Learning Plans (ILPs) for new EAL/D and Indigenous students and enable this information to be included in confidential student files if necessary
- k) work collaboratively to develop inclusive programs targeting the specific needs of these students in mainstream classes
- l) deliver professional development for teachers to support the needs of EAL/D and Indigenous students and their families
- m) assist with creating a whole school approach to support students' academic, social and emotional learning
- n) in conjunction with other staff with responsibility for primary to secondary transition, liaise closely with our feeder schools to identify new arrivals/refugee background students and their specific support needs for transition purposes
- o) support and engage in the international programs at the College (eg. UCIP)
- p) liaise with Interpreters to bridge the gap between family and school
- q) work collaboratively with the College Leadership Team, Learning and Teaching Team, Learning Support Team and other relevant staff, to build the capacity of all staff to improve EAL/D and Indigenous student outcomes both academically and pastorally
- r) arrange and/or conduct pre-testing and post-testing to identify specific gaps in reading skills, to group students and to measure growth and identify further learning needs
- s) work with small groups of students, teaching the targeted reading skills
- t) work with families on strategies to support reading/learning in the home
- u) compile and oversee the annual budget assigned, ensuring it keeps within budgetary constraints
- v) develop strategies that support and encourage independent reading at home and in class

Careers Coordinator

The Careers Coordinator is responsible for the overall implementation of the Careers Program at the College in line with CEO and DEET guidelines and the ethos of the College. The Careers Coordinator must have:

- specific information about the world of work and opportunities for the future
- understanding of the key role of transferable skills, attitudes, values, etc. in relation to employer needs and in relation to individual's understanding themselves better

The role of the Careers Coordinator is to:

- a) provide leadership to staff, giving direction as required in order to provide a positive learning environment
- b) have an understanding of and commitment to the following:
 - CEM Contemporary Learning Schema
 - CEM 'Horizons of Hope Framework'
 - School Improvement Framework – Five Spheres of Schooling
- c) support and enhance the Performance and Development Culture of the College eg. encourage appropriate and targeted professional learning for all teachers
- d) be well informed about current post-secondary course requirements through active engagement in the Work/Careers Education network
- e) develop, implement and evaluate the Career Education Program for all students from Year 7 -12
- f) promote Careers Education as a valuable element of the school curriculum
- g) incorporate explicit career development skills required by young people such as employability skills in the curriculum to assist them in making informed decisions and effectively manage their own careers and transitions throughout their lives
- h) keep staff informed of major developments relating to course options in tertiary education, vocational education and training and changing trends in youth employment
- i) monitor developments in youth employment policy and ensure that school leaders are aware of the potential implications of any such changes eg school leaving age
- j) make suggestions for the improved effectiveness of College policies and procedures relating to Careers Education
- k) support teachers in integrating Careers Education themes into mainstream teaching practices – designing activities to improve student engagement and attainment, and improve post-school outcomes
- l) establish appropriate school/industry links
- m) assist in the development of activities/courses that enable students to help them understand their interests and aptitudes and how to maximize their secondary education to achieve the best possible post-school outcomes
- n) manage Student Career Portfolios
- o) conduct information sessions for parents and students on expectations and procedures for work placements
- p) keep accurate records of all work placement forms and data (Work Expo Database)
- q) verify and enhance the currency of the College Website
- r) compile and oversee the annual budget assigned, ensuring it keeps within budgetary constraints
- s) ensure the Careers program strives for excellence

Learning Support Leader

MacKillop College acknowledges that each student is a unique individual. Many students have individual needs that require attention on the journey along the learning continuum. The Individualised Learning Program complements the pastoral care and curriculum offered at the College to enable each student to experience success and growth in their learning. For some students, curriculum programs may be altered to create a positive learning environment to meet individual needs.

The Learning Support Leader supports students who require an altered learning program or who are funded to receive support for their individual needs. They have major responsibilities for:

- Transition
- Integration
- Modification

The role of the Learning Support Leader is to:

- a) provide strong leadership to staff, giving directions as required
- b) initiate and coordinate the Student With Disabilities (SWD) submissions for funding
- c) have an understanding of and commitment to the following:
 - CEM 'Contemporary Learning Schema'
 - CEM 'Horizons of Hope Framework'
 - School Improvement Framework – Five Spheres of Schooling
- d) in collaboration with the Learning and Teaching Team and Learning Support Team, assist and guide teachers to design Individual Learning Plans (ILPs) for those students who require a modified learning program or who are funded for their individual needs
- e) initiate and maintain communication with subject teachers, homeroom teachers, Coordinators, Directors and other staff as required, in a proactive manner regarding strategies to best support the learning and pastoral needs of students who require a modified learning program or who are funded for their individual needs
- f) maintain high-level communication with all staff regarding the learning needs of students who require a modified learning program or who are funded for their individual needs
- g) convene Program Support Group (PSG) meetings
- h) review the ILPs, at the beginning of each semester for students completing a modified learning program or who are funded for their individual needs
- i) lead teaching staff in developing their professional knowledge and understanding for students who require an altered learning program or who are funded for their individual needs
- j) challenge teachers to implement a variety of learning methods, particularly important to the individual student
- k) assist staff in the preparation of special teaching aides for students with disabilities
- l) allocate Learning Support Officers to classes, using assessment data to inform these decisions
- m) oversee and supervise Learning Support Officers
- n) develop, implement and evaluate policy as it relates to students with individual learning needs and ensure this perspective is offered and advocated for where necessary
- o) maintain and update information on the student wellbeing register to ensure it is current and relevant
- p) maintain awareness of contemporary practices and innovations around individualised learning through professional engagement eg. CEO Western Region; CSE network; professional reading; conferences; government policy documents
- q) oversee NAPLAN, Progressive Achievement Tests (PAT), on-demand testing, referrals to Learning Support Team for speech assessments, WISC testing and referrals to outside agencies
- r) ensure the appropriate storage and security of documents to maintain student confidentiality
- s) liaise with Directors of Student Wellbeing in the coordination of health care professionals, agencies and community youth services that can provide appropriate support programs for our students
- t) promote a learning culture, whereby staff are supported to further their own professional development and learning
- u) compile and oversee the annual budget assigned, ensuring it keeps within budgetary constraints

Learning Support Coordinator

MacKillop College acknowledges that each student is a unique individual. Many students have individual needs that require attention on the journey along the learning continuum. The Individualised Learning Program complements the pastoral care and curriculum offered at the College to enable each student to experience success and growth in their learning. For some students, curriculum programs may be altered to create a positive learning environment to meet individual needs.

The Learning Support Coordinator supports students who require an altered learning program or who are funded to receive support for their individual needs. They have major responsibilities for:

- Transition
- Integration
- Modification

The role of the Learning Support Coordinator is to:

- a) liaise with Learning Support Leader in writing funding submissions for Student With Disabilities (SWD)
- b) have an understanding of and commitment to the following:
 - CEM 'Contemporary Learning Schema'
 - CEM 'Horizons of Hope Framework'
 - School Improvement Framework – Five Spheres of Schooling
- c) in collaboration with the Learning and Teaching Team and Learning Support Team, assist and guide teachers to design Individual Learning Plans (ILPs) for those students who require a modified learning program or who are funded for their individual needs
- d) initiate and maintain communication with subject teachers, homeroom teachers, Coordinators, Directors and other staff as required, in a proactive manner regarding strategies to best support the learning and pastoral needs of students who require a modified learning program or who are funded for their individual needs
- e) maintain a high-level communication with all staff regarding the learning needs of students who require a modified learning program or who are funded for their individual needs
- f) convene Program Support Group (PSG) meetings
- g) review all ILPs at the beginning of each semester for students completing a modified learning program or who are funded for their individual needs
- h) assist teaching staff in developing their professional knowledge and understanding for students who require an altered learning program or who are funded for their individual needs
- i) develop, implement and evaluate policy as it relates to students with individual learning needs and ensure this perspective is offered and advocated for where necessary
- j) maintain and update information on the student wellbeing register to ensure it is current and relevant
- k) maintain awareness of contemporary practices and innovations around individualised learning through professional engagement eg. CEO Western Region, CSE network, professional reading, conferences, government policy documents
- l) ensure the appropriate storage and security of documents to maintain student confidentiality

Literacy Leader

The Literacy Learning is responsible for developing, implementing and evaluating whole school policies and practices of excellence in Literacy. This person will possess significant experience and knowledge of Literacy, excellent communication and organisational skills, an ability to lead and work collaboratively with others, and an enthusiasm for students and their learning.

The role of the Literacy Leader is to:

- a) provide strong leadership to staff, giving direction as required
- b) have an understanding of and commitment to the following:
 - CEM 'Contemporary Learning Schema'
 - CEM 'Horizons of Hope Framework'
 - School Improvement Framework – Five Spheres of Schooling
- c) collaborate with the Learning Support Team to plan and develop a broad repertoire of Literacy teaching strategies for teachers in all Learning Areas
- d) work in partnership with the Learning Support Team to develop and maintain a Literacy Policy and Advancement Plan which lists shared beliefs, establishes expectations and standards and identifies the strategies and structures needed to ensure these will be achieved
- e) maintain a high-level of awareness of effective teaching practices, specifically around Literacy, through conferences, professional reading, Literacy networks and government policy documents
- f) audit and monitor the teaching of the Literacy in each Learning Area
- g) organise and oversee the NAPLAN, Progressive Achievement Tests (PAT), On-demand testing, referrals to Learning Support Leader for speech assessments, WISC testing and referrals to outside agencies
- h) in conjunction with the Numeracy Leader organise and plan the collection of Grade 6 testing and transition data
- i) collect relevant data and report on Literacy performance
- j) target individual students identified as requiring Literacy support
- k) coordinate programs and strategies that address the Literacy needs of individual students and classroom structures
- l) assess and monitor student achievement and provide regular feedback
- m) provide teachers with access to accurate data on the Literacy-related learning needs of each student
- n) encourage and coordinate the use of ICTs to provide students with new opportunities to develop and demonstrate Literacy skills
- o) work with staff to develop Individualised Learning Plans (ILPs) and to differentiate the curriculum for students with learning needs
- p) monitor students work in intervention programs and classes, and adjust to address identified needs
- q) establish and maintain communication with parents/guardians
- r) compile and oversee the annual budget assigned, ensuring it keeps within budgetary constraints

Numeracy Leader

The Numeracy Learning is responsible for developing, implementing and evaluating whole school policies and practices of excellence in Numeracy. This person will possess significant experience and knowledge of Numeracy, excellent communication and organisational skills, an ability to lead and work collaboratively with others, and an enthusiasm for students and their learning.

The role of the Numeracy Leader is to:

- a) provide strong leadership to staff, giving direction as required
- b) have an understanding of and commitment to the following:
 - CEM 'Contemporary Learning Schema'
 - CEM 'Horizons of Hope Framework'
 - School Improvement Framework – Five Spheres of Schooling
- c) collaborate with the Learning Support Team to plan and develop a broad repertoire of Numeracy teaching strategies for teachers in all Learning Areas
- d) work in partnership with the Learning Support Team to develop and maintain a Numeracy Policy and Advancement Plan which lists shared beliefs, establishes expectations and standards and identifies the strategies and structures needed to ensure these will be achieved
- e) maintain a high-level of awareness of effective teaching practices, specifically around Numeracy, through conferences, professional reading, Numeracy networks and government policy documents
- f) audit and monitor the teaching of the Numeracy in each Learning Area
- g) organise and oversee the NAPLAN, Progressive Achievement Tests (PAT), On-demand testing, referrals to Learning Support Leader for speech assessments, WISC testing and referrals to outside agencies
- h) in conjunction with the Literacy Leader organise and plan the collection of Grade 6 testing and transition data
- i) collect relevant data and report on Numeracy performance
- j) target individual students identified as requiring Numeracy support
- k) coordinate programs and strategies that address the Numeracy needs of individual students and classroom structures
- l) assess and monitor student achievement and provide regular feedback
- m) provide teachers with access to accurate data on the Numeracy-related learning needs of each student
- n) encourage and coordinate the use of ICTs to provide students with new opportunities to develop and demonstrate Numeracy skills
- o) work with staff to develop Individualised Learning Plans (ILPs) and to differentiate the curriculum for students with learning needs
- p) monitor students work in intervention programs and classes, and adjust to address identified needs
- q) establish and maintain communication with parents/guardians
- r) compile and oversee the annual budget assigned, ensuring it keeps within budgetary constraints
- s) develop a range of age appropriate programs, as well as provide support, for the College's Outdoor Numeracy Space

COLLEGE ORGANISATION TEAM

College Organiser

The College Organiser is central to the smooth functioning of the College and involves working with staff to ensure that all details are considered in the planning process to ensure the smooth implementation of all College programs. This leadership position is responsible for the day-to-day operations of the College and for preparing and implementing MacKillop's timetable to reflect the curriculum directions and priorities of the College and the relevant industrial agreement. This person will have excellent communication and organisational skills and an ability to work collaboratively with others.

The role of the College Organiser is to:

- a) ensure that all teaching and co-curricular programs can be undertaken to a high standard and with efficient and effective use of the available College resources
- b) lead the development of a multi-campus timetable for all students and teachers that reflects the Colleges priorities and promotes effective learning and teaching
- c) construct the College timetable in liaison with the School Leadership Team. In particular:
 - adhere to College policies and the relevant industrial agreement
 - give due consideration to specific requests from:
 - Learning Area Leaders, Level Coordinators/Team Leaders, Directors of Learning, Director of ICCT
 - St Mary's Campus
 - Individual staff
 - consult with Principal/Deputy Principals prior to timetable development and construction
 - ensure the timetable is constructed with due consideration to contemporary learning and teaching practices in education
 - ensure flexible timetable practices are developed, implemented and evaluated
 - identify and resolve problems (through liaison with all relevant stakeholders) and find appropriate solutions where there are potential conflicts
- d) liaise with the relevant Deputy Principal for the coverage of teachers on extended periods of absence such as Long Service Leave and Leave Without Pay
- e) provide structures that improve learning opportunities for all students
- f) construct a new and effective timetable throughout the year as required
- g) organise, develop and allocate student subject selection databases
- h) conduct student and parent information sessions regarding subject selection
- i) generate student timetables as required
- j) publish and maintain subject class lists
- k) process all student subject change requests within College guidelines
- l) assist relevant staff in the organisation of programs and events at the College
- m) in liaison with the Extras Coordinator, ensure all schedules and rosters including Yard Duty, Bus Duty, Exam Timetables and supervision, special events (eg Immunisations, College Photos) are developed and published in a timely manner
- n) monitor staff yard duty rosters and areas to ensure that all legal responsibilities and duty of care are fulfilled
- o) oversee all duties as prescribed in the Extras Coordinator, Excursions Coordinator and St Mary's Campus Organiser role descriptions and assist when required
- p) process all Staff Professional Learning requests, ensuring that they:
 - meet the direction set by the College
 - cause the least impact possible on the day-to-day teaching and learning of the students
 - keep within budgetary constraints
- q) collate and provide data as required by the College Management Team

NB The College Organiser is a member of the College Management Team.

Excursions Coordinator

The Excursions Coordinator is responsible for the day-to-day organisation of excursions and incursions at the College. This person needs to have excellent communication and organisational skills and an ability to work collaboratively with others.

The role of the Excursions Coordinator is to:

- a) provide leadership to staff, giving directions as required
- b) plan, organise and assist in the coordination of college pastoral, curriculum and extra-curricular activities
- c) liaise with staff in the organisation of College excursions/incursions and consult with the College Planner to ensure dates are suitable
- d) organise staffing for excursions, camps and other College activities; ensuring that DOE guidelines re: staff-student ratios and safety are met
- e) arrange adequate and appropriate transport for all excursions
- f) complete requisition forms and liaise with administration when booking excursions
- g) log all excursion and camp details on the CEVN Student Activity Locator once approved
- h) monitor and maintain records for camps, tours, excursions, incursions and activities
- i) collate and provide data as required by the College Management Team

Extras Coordinator

The Extras Coordinator is responsible for the day-to-day allocation and cumulative collation of extras to teachers of the College. This person needs to have excellent communication and organisational skills and an ability to work collaboratively with others.

The role of the Extras Coordinator is to:

- a) provide leadership to staff, giving directions as required
- b) perceive and act upon all notifications of staff absence daily
- c) ensure classes and duties are covered on a day-to-day basis
- d) engage appropriate Casual Relief Teachers (CRTs) from an approved list, within budgetary constraints
- e) keep up-to-date records, ensuring all CRTs are registered with the VIT and have a current police check
- f) coordinate teacher substitutions in the form of extras, in-lieu classes and duties in keeping with the relevant industrial agreement
- g) monitor staff absences and the number and spread of extra classes undertaken by teachers
- h) liaise with the College Organiser for the coverage of teachers on extended periods of absence such as Long Service Leave and Leave Without Pay
- i) avail themselves in the morning and afternoon, at an appropriate time, to ensure organisation of the day is completed by 8.30am
- j) empathise with individual staff needs and special circumstances in the allocation of additional duties
- k) collate and provide data as required by the College Management Team

St Mary's Campus Organiser

The St Mary's Campus Organiser is responsible for the day-to-day organisation of the St Mary's Campus. This person will have excellent communication and organisational skills and an ability to work collaboratively with others.

The role of the St Mary's Campus Organiser is to:

- a) plan and organise all campus activities
- b) provide leadership to staff, giving direction as required
- c) liaise with the appropriate Deputy Principal and the Year 9 St Mary's Campus Level Coordinator for all College activities
- d) in consultation with the appropriate Deputy Principal, construct the St Mary's Campus Calendar using the official College Calendar
- e) liaise with the College Organiser to plan all St Mary's Campus excursions and incursions ensuring all guidelines are adhered to eg. Melbourne experience, St Mary's Campus Camp, Transition day, Sustainability day
- f) liaise with the Excursions Coordinator and Extras Coordinator in the daily allocation of duties for the school day, bus bookings and excursions
- g) assist in the organisation of the Campus including professional learning of staff, curriculum and extra-curricular activities/excursions
- h) confirm campus-based excursions, incursions, staff professional learning, Outdoor Education and other activities which involve staff absence with the College Organiser
- i) compile and oversee the annual budget assigned, ensuring it keeps within budgetary constraints
- j) collate and provide data as required by the College Management Team

COMMUNITY

Faith and Mission Leader

The Faith and Mission Leader is one of witness and service to the community. The role includes an evangelising mission to develop and nurture spirituality and faith in the context of a Catholic school in the Josephite Tradition. This person encourages and directs the activities of ritual, student retreat and volunteer programs, service and social justice initiatives which arise from the Gospel imperative to build up the Kingdom of God.

The role of the Faith and Mission leader is to:

- a) provide leadership to staff, giving direction as required
- b) have an understanding of and commitment to the following:
 - CEM 'Contemporary Learning Schema'
 - CEM 'Horizons of Hope Framework'
 - School Improvement Framework – Five Spheres of Schooling
- c) support a team of professionals, committed to improving learning opportunities for all students
- d) have a thorough knowledge of the Religious Education curriculum so that liturgical, faith and mission initiatives can be addressed within the context of student learning
- e) have a depth of understanding with regards to the charism of Saint Mary of the Cross MacKillop and the ministry of the Josephite Sisters
- f) liaise with the Religious Education Learning Area Leader and Religious Education teachers to raise awareness of Diocesan and Josephite activities which would support participation and/or education in living the MacKillop charism
- g) provide effective leadership in the development, implementation and evaluation of mission and faith programs for the College
- h) develop, implement, lead and evaluate student retreat programs within the school
- i) oversee and provide liturgy experiences for the school community on days such as MacKillop Day, Opening School Mass etc
- j) allow staff and students to contribute effectively to ritual in school life
- k) be aware of the initiatives of the Catholic Social Justice Council and work closely with the Social Justice Captains to support their portfolio and to encourage their own formation
- l) encourage and support both students and staff to become involved with the Mission associated with being a member of the MacKillop Community
- m) coordinate the volunteers, both students and staff, for timely activities eg. Refugee Tutoring
- n) support the Association of Josephite Affiliated Secondary Schools (AJASS) and publicise the activities of that association amongst students and staff
- o) communicate regularly with the Deputy Principal - Catholic Identity and the Religious Education Leader to ensure all activities and initiatives meet the needs of curriculum and those of the College's Vision and Mission Statements
- p) liaise with staff and the relevant groups regarding the needs of the local community
- q) liaise with local parishes regarding youth involvement
- r) verify and enhance the currency of the College Website in regard to Faith and Mission
- s) support and enhance the Performance and Development Culture of the College eg. encourage professional learning for all staff (Social Justice, Catholic Accreditation, Faith Development etc)
- t) develop, implement and evaluate policy as it relates to their area of responsibility
- u) compile and oversee the annual budget assigned, ensuring it keeps within budgetary constraints
- v) support activities which relate to curriculum and extra-curricular activities, such as Open Days, Information Nights etc

International Programs Coordinator

The International Programs Coordinator is primarily responsible for the development and delivery of programs to provide support to International Students within the College community with regards to academic, personal, and related issues. This person enlivens and directs the activities of the program, ensuring that the international students have a satisfying and high-quality experience that will be shared by the families of students, College and local communities.

The role of the International Programs Coordinator is to:

- a) develop and implement an innovative International Program
- b) provide strong leadership to staff, giving direction as required
- c) support and enhance the Performance and Development Culture of the College eg. encourage appropriate and targeted professional learning for all teachers
- d) liaise with the Registrar and Communication and Development Officer for the administration and marketing of the international student program
- e) facilitate short-term student study programs
- f) foster sister school relationships
- g) organise overseas trips for MacKillop students
 - convene information evenings
 - liaise with the sister school
 - plan itinerary
 - communicate with the travel agent
 - create information booklet
 - collate student travel documents
- h) organise visits from Overseas students
 - coordinate host families
 - plan itinerary
 - Arrange orientation programs, activities and excursions
 - host welcome and farewell events
 - meet regularly with international students to ensure the smooth running of programs
- i) recruit students from overseas (full fee-paying students) through registered agents
 - coordinate host families
 - create student timetable
 - organise College uniform
 - provide Pastoral Care
- j) ensure host families have a current Working With Children Check (WWCC)
- k) compile and oversee the annual budget assigned, ensuring it keeps within budgetary constraints
- l) maintain effective communication with the Principal, Deputy Principals and other relevant staff

Music Director

The Music Director leads vocal and instrumental performances by a variety of musical groups such as concert bands, choirs, orchestras and other musical ensembles. The Music Director is responsible for the implementation, coordination and development of the Colleges co-curricular music program in Year 7 – 12.

The role of the Music Director is to:

- a) provide leadership to staff, giving direction as required
- b) have an understanding of and commitment to the following:
 - CEM 'Contemporary Learning Schema'
 - CEM 'Horizons of Hope Framework'
 - School Improvement Framework – Five Spheres of Schooling
- c) develop a team of professionals, committed to improving learning opportunities for all students
- d) promote music within and outside of the College
- e) promote, support and enhance the Performance and Development Culture of the College eg. encourage appropriate and targeted professional learning for all music teachers
- f) oversee the running, organisation, promotion and evaluation of the co-curricular music program at the College
- g) identify and develop musical talent and educate others in the College to appreciate music and musical performance
- h) offer a comprehensive and effectively organised instrumental program that is inclusive of all students
- i) continue the Colleges relationship with the primary school Instrumental Music Program
- j) coordinate the MacKillop College bands
- k) organise relevant instrumental staffing to cater for the Instrumental Music Program
- l) develop, implement and evaluate policy as it relates to their area of responsibility
- m) oversee the timetable for tutors and students in the instrumental program
- n) liaise with the Accounting Team on billing and payment for the co-curricular music program
- o) maintain and monitor all music equipment
- p) ensure effective communication in all matters relating to the music program
- q) inform instrumental staff of College events
- r) maintain the currency of student involvement records within the College and celebrate their achievements
- s) prepare, promote and direct the MacKillop College Concert Band for the variety of curricular and extra-curricular events including:
 - School Masses
 - Liturgies
 - Musicals
 - Assemblies
 - Speech Night
 - Open Days
 - Annual Music Night
 - Information Evenings
- t) liaise with The Arts Learning Area Leader to contribute to the strength of music by implementing, developing and evaluating initiatives to meet the needs of the co-curricular music program
- u) compile and oversee the annual budget assigned, ensuring it keeps within budgetary constraints
- v) verify and enhance the currency of the College Website
- w) incorporate music into all College events as negotiated with Principal or Deputy Principals

Outdoor Education Leader

Outdoor education is an experiential method of learning with the use of all senses. It takes place primarily through exposure to the natural environment. In outdoor education, the emphasis for the subject of learning is placed on relationships concerning people and natural resources. It enables individuals to learn about themselves and their peers in an environmental setting. This person enlivens and directs the activities of the Outdoor Education Program.

The role of the Outdoor Education Leader is to:

- a) provide leadership to both teaching and fieldwork staff, giving directions as required
- b) have an understanding of and commitment to the following:
 - CEM 'Contemporary Learning Schema'
 - CEM 'Horizons of Hope Framework'
 - School Improvement Framework – Five Spheres of Schooling
- c) develop a team of professionals, committed to improving learning opportunities for all students
- d) create a clear and compelling vision for the Learning Area within the framework of the College's Vision and Mission Statements, Educational Principles and Key Strategies
- e) ensure the development and implementation of a comprehensive curriculum in line with the requirements of the Victorian Curriculum and Assessment Authority (VCAA)
- f) promote Outdoor Education within the College
- g) ensure all Outdoor Education experiences are in line with Department of Education and Training guidelines eg. OH&S requirements, Risk Assessments
- h) oversee the efficient operation, ongoing organisation, promotion and evaluation of the Outdoor Education program at the College
- i) offer a comprehensive Outdoor Education program inclusive of all students and ensure it is organised effectively
- j) organise with the Deputy Principals for appropriate staffing to cater for the students' Outdoor Education experience
- k) take a proactive approach with staff and students to ensure maximum participation in all Outdoor Education experiences
- l) monitor and maintain all Outdoor Education equipment
- m) ensure effective communication with staff, students and parents is maintained regarding all fieldwork experiences
- n) collaborate with the Head of Health & Physical Education and Deputy Principals to enhance the development of Outdoor Education
- o) communicate regularly with members of the department to ensure clarity of Outdoor Education goals and adequate assessment procedures
- p) plan, implement and evaluate Outdoor Education programs as required
- q) verify and enhance the currency of the College Website
- r) support and enhance the Performance and Development Culture of the College eg. encourage appropriate and targeted professional learning for all Outdoor Education staff
- s) develop, implement and evaluate policy as it relates to their area of responsibility
- t) lead the Outdoor Education Department in ensuring all learning programs meet the College Educational Goals
- u) compile and oversee the annual budget assigned, ensuring it keeps within budgetary constraints

Sport Coordinator

The Sport Coordinator is vital to the delivery of the College's extra-curricular sport program. This role holds the responsibility for the leadership and administration of Sporting Association of Catholic Coeducational Secondary Schools (SACCSS) and MacKillop's wide variety of general sporting events.

The role of the Sport Coordinator is to:

- a) organise the Colleges sporting program including:
 - Swimming
 - Athletics
 - Cross Country
 - Major Sports (eg. football, netball, basketball, soccer)
 - Minor Sports (eg. futsal, hockey, golf, tennis, chess, clay target shooting)
- b) provide a sporting program which is inclusive of all students
- c) provide leadership to staff, giving directions as required
- d) develop a team of professionals, committed to improving sporting opportunities
- e) promote sport within the College
- f) build collegiality amongst Sport and House Captains to ensure the efficient operation of sport within the College
- g) ensure clear communication in all matters relating to sport
- h) foster a spirit of sportsmanship within the College
- i) ensure uniforms and equipment are symbolic of the College
- j) ensure all sporting achievements and participation are recognised and celebrated
- k) maintain records of sporting achievement within the College
- l) verify and enhance the currency of the College Website
- m) liaise with the Sporting Association of Catholic Coeducational Secondary Schools (SACCSS)
- n) liaise with the Principal when relevant issues arise
- o) develop, implement and evaluate policy as it relates to the area of responsibility
- p) plan the sport calendar for the following year in collaboration with the relevant Deputy Principal
- q) monitor and evaluate the impact of the sporting program on the teaching and learning program
- r) compile and oversee the annual budget assigned, ensuring it keeps within budgetary constraints

DEVELOPMENT

Staff Mentor Leader

Mentoring is a developmental partnership through which one person shares knowledge, skills, information and perspective to foster the personal and professional growth of a colleague. It creates a unique opportunity for collaboration, problem-solving, goal setting and achievement. It is about a professional relationship that will support and establish new staff. The Staff Mentor Leader provides accurate information about the College.

The role of the Staff Mentor Leader is to:

- a) assist with the induction of new staff in collaboration with the Principal and relevant Deputy Principals
- b) assist with the reintroduction of staff returning from extended leave (if required) in collaboration with the Principal and relevant Deputy Principals
- c) provide leadership to new staff, giving direction as required
- d) have an understanding of and commitment to the following:
 - CEM 'Contemporary Learning Schema'
 - CEM 'Horizons of Hope Framework'
 - School Improvement Framework – Five Spheres of Schooling
- e) support and enhance the Performance and Development Culture of the College eg. encourage appropriate and targeted professional learning for new staff
- f) develop a team of teaching professionals, committed to improving learning opportunities for all students
- g) provide peer support and collegial advice that assists the new staff to reflect on their work and improve their practice
- h) in conjunction with the relevant Deputy Principal, guide new staff to experience the full range of responsibilities of their roles and other professional duties at the College
- i) support new staff to identify their professional learning needs and assist in finding positive and effective ways to support that learning
- j) collaborate with relevant leaders to assist new staff with their professional development eg. VIT, Catholic Accreditation
- k) meet on a regular basis to discuss concerns, to plan and inform new staff members about the College, its culture and the community
- l) in conjunction with the Deputy Principal – Catholic Identity, assist new staff to develop their understanding of the charism of Saint Mary of the Cross MacKillop
- m) develop, implement and evaluate policy as it relates to the area of responsibility
- n) collaborate with others in the development, implementation and evaluation of effective staff wellbeing policies, programs and practices
- o) organise student teacher placement and liaise with their respective tertiary institutions and teacher-supervisors
- p) alert the Principal and Deputy Principals of any concerns or issues
- q) support new staff to develop effective practices and skills in relation to parent interviews and parent interactions
- r) compile and oversee the annual budget assigned, ensuring it keeps within budgetary constraints

Student Leadership Coordinator

The Student Leadership Coordinator is responsible for the overall support of other staff whose prime responsibility include student leadership. The Student Leadership Coordinator is responsible for the organisation of programs and activities related to Student Leadership, including College Captains, Student Representative Council, Class Captains and College Assemblies.

In this capacity, they support initiatives to promote the personal development of student leaders. Special emphasis is placed on leadership, team building, mutual respect, self-esteem, confidence, grooming, punctuality and courtesy.

The role of the Student Leadership Coordinator is to:

- a) provide leadership to students, giving directions as required
- b) verify and enhance the currency of the College Website
- c) assist in the facilitation and operations of the:
 - Student Representative Council (SRC)
 - Class Captains and the Senate
 - Student Leadership Team eg Portfolio Captains
 - College Captains
- d) develop and assist with whole school assemblies in collaboration with Staff and College Captains
- e) work with SRC, Senate, class captains and Student Leadership Team to develop their leadership skills
- f) support student leaders in the enactment of their responsibilities eg. sporting events, parent-teacher interviews, Open Days
- g) compile and oversee the annual budget assigned, ensuring it keeps within budgetary constraints

Associate Leadership

MacKillop College seeks to build leadership capacity. We offer opportunities that encourage leadership through our associate program.

The primary role of the Associate is to:

- support the relevant leader
- enable an opportunity to develop knowledge, skills and talents in a specific area of interest relevant to their professional aspirations.

This person will be mentored within the specific area of responsibility by the relevant leader. Their duties are determined by needs of the specific area to which they are attached.