

Sydney Distance Education High School



Roles and Responsibilities

Deputy Principals

2017

14 March 2017

Sydney Distance Education High School

Roles and Responsibilities 2017

Deputy Principals

Deputy Principal 1	Deputy Principal 2	Deputy Principal 3	Deputy Principal 4 (Semester 1 – 0.6)
School Plan Implementation			
Lead ongoing review of School Plan implementation with focus on supporting the achievement of term milestones and annual improvement measures.			
Leading and managing responsibility for students			
<ul style="list-style-type: none"> • School plan implementation in targeted areas • Teaching and learning issues • Student wellbeing support <ul style="list-style-type: none"> – Support HTs Welfare, and attend Student Wellbeing Team and counsellor meetings – Monitor student at risk programs HSLO, referrals, attendance and student engagement – Student leadership 			
<ul style="list-style-type: none"> • Student management <ul style="list-style-type: none"> – Respond to concerns raised by staff, supervisors, parents and caregivers and follow up with staff agencies and staff, for example, with HT and DP responsible for the faculty or team, for issues concerning Years 7–9 students 	<ul style="list-style-type: none"> • Student management <ul style="list-style-type: none"> – Respond to concerns raised by staff, supervisors, parents and caregivers and follow up with staff agencies and staff, for example, with HT and DP responsible for the faculty or team, for issues concerning Year 10 students, including N Determination processes for HT Secondary Studies and for students breaching elearning protocols 	<ul style="list-style-type: none"> • Student management <ul style="list-style-type: none"> – Respond to concerns raised by staff, supervisors, parents and caregivers and follow up with staff agencies and staff, for example, with HT and DP responsible for the faculty or team, for issues concerning Years 11–12 students, including N Determination processes for HT Secondary Studies 	<ul style="list-style-type: none"> • Student management <ul style="list-style-type: none"> – Support DP 1 and DP 2 with supporting students and supervisors with the Stage 5 transition to online learning

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Executive leadership			
<ul style="list-style-type: none"> • Lead DP executive and teams including performance and development support and supervision of Executive (Science, TAS (with Computing Studies), Secondary Studies (Student Engagement and Student Reviews), Administration (Enrolments), Administration (Staffing), Secondary Studies (Years 7–9 with Middle School), Welfare (Years 7–9), Teaching and Learning (Learning and Support with Library)) • Support HT Secondary Studies, other executive and teachers to meet or exceed school plan personalised learning improvement measures for increased learning connections between students and teachers • Roles and responsibilities: Head Teachers – annual update 	<ul style="list-style-type: none"> • Lead DP executive and teams including performance and development support and supervision of Executive (English, History, Mathematics, VET (with Careers), Teaching and Learning (elearning), Teaching and Learning (Technology: Systems and Support), Secondary Studies (Year 10 with Aboriginal Studies), Welfare (Year 10) • Support HT Secondary Studies, other executive and teachers to meet or exceed school plan personalised learning improvement measures for increased learning connections between students and teachers • Roles and responsibilities: faculty – annual update 	<ul style="list-style-type: none"> • Lead DP executive and teams including performance and development support and supervision of Executive (CAPA, Social Sciences, PDHPE, Secondary Studies (Years 11-12 with Habits of Mind), Teaching and Learning (Assessment and Reporting), Administration (Single course with events and accreditation support), Welfare (Years 11–12), SASS Team support) • Support HT Secondary Studies, other executive and teachers to meet or exceed school plan personalised learning improvement measures for increased learning connections between students and teachers • Executive induction program • Roles and responsibilities: SASS – annual update 	<ul style="list-style-type: none"> • Support HTs and senior executive with staff efficiency processes and complaints handling processes which may involve specific school community issues
<ul style="list-style-type: none"> • EOIs for relieving HTs • Executive mentoring 			

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School programs, policies, procedures and organisation			
<ul style="list-style-type: none"> • Lead and manage school staffing including the following <ul style="list-style-type: none"> – casual staffing, staff leave, variations to routine, temporary teacher engagements, including staffing audits each term – faculty staffing summary – staffing for flexible learning projects and special projects including monitoring of unfilled vacancies (250s) • Professional learning approvals, evaluations and budget • Field service visit approvals, budget and travel claims • Point of contact for issues relating to staff and student safety outside of school grounds, including logging of issues with police and FM Web • Supervise processing of court orders relating to students in Stages 4, 5 and 6 • Manage processes relating to exemption from attendance and exemption from enrolment for students in Years 7-9 • Supervise Stage 4 to Stage 5 rollover process • Liaison with Plunkett Street Primary School 	<ul style="list-style-type: none"> • Lead and manage elearning development and delivery including the following <ul style="list-style-type: none"> – school plan implementation in targeted areas eg Stage 5 online transition project – teaching, learning and research for online learning (Moodle) in the context of the quality teaching model • Professional learning including MyPL@DET and enhancing teachers' confidence and capacity for elearning development and delivery • Online publications distribution for BOSTES and study skills handbook • Manage processes relating to exemption from attendance and exemption from enrolment for students in Year 10 • Supervise Stage 5 to Stage 6 rollover process • Monitor with other DPs school involvement in distance education collegial networks • Student assessment and malpractice issues: Semester 2 • Annual Report, with DP 3 	<ul style="list-style-type: none"> • Lead and manage implementation of the Department's performance and development processes including performance and development plans and register • Lead and manage accreditation for proficient teacher, maintenance of accreditation for proficient teacher, and accreditation for highly accomplished and lead teacher • Leading and managing support for early careers teachers, new teachers' induction program and executive induction program • Lead Student Wellbeing Policy refinements • Staff mandatory training and registers • Manage processes relating to exemption from attendance and exemption from enrolment for students in Years 11–12 • Monitor with other DPs school involvement in distance education collegial networks • Student assessment and malpractice issues: Semester 2 • Annual Report, with DP 2 	<ul style="list-style-type: none"> • Complete AZT for policies identified by Department in consultation with appropriate staff • Review school policies and procedures, with HT Secondary Studies, and recommend updates to senior executive where appropriate. • Coordinate school involvement in distance education collegial networks for Stage 6 syllabus development • Student assessment and malpractice issues: Semester 1

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<ul style="list-style-type: none"> Monitor with other DPs school involvement in distance education collegial networks 			
<ul style="list-style-type: none"> Convenor, Selection Panels Staff wellbeing 			
Teams			
<ul style="list-style-type: none"> Aboriginal Education Team, Leader Professional Learning Team, Member School Self-Assessment and Evaluation Team, Member 	<ul style="list-style-type: none"> Technology Leadership Team, Leader, including senior executive leadership of 3 connected technology teams – teaching and learning, systems and support, school database Professional Learning Team, Leader Lead testing and implementation phases of the new school database TRACE Enhancing Leadership Capacity Program, Co-leader School Self-Assessment and Evaluation Team, Member 	<ul style="list-style-type: none"> Professional Learning Team, Member Enhancing Leadership Capacity Program, Co-leader School Self-Assessment and Evaluation Team, Member 	<ul style="list-style-type: none"> N/A
<ul style="list-style-type: none"> Student Wellbeing Team, Member Learning and Support Team, Member Finance Team, Member Work, Health and Safety Team, Member 			<ul style="list-style-type: none"> Finance Team, Member Work, Health and Safety Team, Member

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State, BOSTES and the Department			
<ul style="list-style-type: none"> Lead and support State, BOSTES and the Department’s educational reform agendas, policies and procedures 		<ul style="list-style-type: none"> Lead development of School Plan Milestones document during Term 1 Lead collaboratively with other DPs the development of consistent faculty programming documentation in preparation for BOSTES registration process 	
Community			
<ul style="list-style-type: none"> Respond to requests, suggestions and issues 	<ul style="list-style-type: none"> Respond to requests, suggestions and issues Lead and support implementation of the Commonwealth Government Community Consultation Project to enhance community engagement including the following <ul style="list-style-type: none"> improved community connections with parents, students and educational services teams through student review processes liaison with HTs Welfare in development of community connections through student wellbeing initiatives and effective individual student case management coordination of data from students, parents and teachers to support increased community connection eg school community participation in Learning Hubs 		<ul style="list-style-type: none"> Respond to requests, suggestions and issues

