



4.1.2

St Leonard's Primary School School Organization and Management Policy

Rationale:

- Teachers in Catholic schools share in the mission of the Church as a consequence of accepting a position in a Catholic school. Catholic schools have a moral, legal and mission-driven responsibility to create nurturing school environments where children and young people are respected, their voices are heard and where they are safe and feel safe (CECV 2016)
- Acceptance of their appointment implies a commitment to helping to spread the good news of Jesus Christ. It involves healing, sharing, consoling and working with others to make a new vision of life a reality for their students and for one another. This role belongs to all teachers and not only to those involved in the teaching of Religious Education.
- St. Leonard's School is an important part of the local church and so, in Christ, it looks to develop each student as an individual and to build a community of staff, students and parents in society and in the whole Church family. The school assists parents, who are the prime educators, in the spiritual, intellectual, physical and psychological growth of their children, by helping them grow in faith towards Christ.

Aims:

- This document contains organization and management guidelines for St. Leonard's School based on its Vision, Mission and Beliefs statement.
- This document provides an overview of the arrangements of the roles of the staff and members of the St Leonard's School Community.
- All members of the St Leonard's School Community have available to them a copy of these guidelines.

Implementation:

Management and Organisation

Parish Priest

The Parish priest is the ecclesiastical administrator and, as employer, accepts final responsibility for the school.

The Principal and the staff cooperate with him in the fulfillment of their obligations to the religious education program, which is carried out in the school, in accordance with diocesan policies and guidelines.

His role includes providing for Pastoral Care, liturgical leadership, formation of individuals within the school community, and management of the school.

The role of the Parish Priest in our school is to:

- Be responsible for the smooth running of the parish and school
- Be committed to creating a nurturing school environment where children and young people are respected, their voices are heard and where they are safe and feel safe.
- Promote child safety policies and procedures.
- Be accountable to the Archbishop for the school
- Be ultimately responsible for all that happens in the school
- Support the implementation of diocesan programs

- Participate in parent nights and staff in-servicing where appropriate
- Be involved in sacramental programs and liturgies at school
- Support and guide staff, parents and children in faith development and pastoral care
- Have concern with the Principal, staff and parent bodies that the children have well-equipped, safe and pleasant surrounds for their education
- Appoint the Principal according to established C.E.O. procedures
- Participate in the selection of staff members
- Administer the government funding for the Parish school and to meet the accountability requirements.
- Liaise with C.E.O. personnel who assist parishes with school administration.

STAFF ROLES & RESPONSIBILITIES

LEADERSHIP ROLES & RESPONSIBILITIES

Principal – Bob Davis

It is the responsibility of the Principal to:

- liaise with the Parish Priest.
- lead the educational teams in the school.
- Be committed to creating a nurturing school environment where children and young people are respected, their voices are heard and where they are safe and feel safe.
- Promote child safety policies and procedures.
- provide the best possible educational climate and environment for the school community.
- support staff in their respective school roles.
- liaise with the Catholic Education Authorities, the School Education Board, The Parish Council, The Parents and Friends Association, The School Staff, The Consultative Committee, The Leadership Team and any other affiliated groups that may exist in the school or Parish.
- foster opportunities for all of the above groups to nurture their personal faith and professional expertise.

MAJOR DUTIES

- To appoint staff in consultation with the Parish Priest in the procedure advised by the Catholic Education Office.

To promote the positive learning environment by:

- Staff meetings, Parents and Friends Meetings, Parish Council Meetings, Parish Ministry Team Meetings, School Leadership Team Meetings. Consultative Committee Meetings, Student Welfare Support Group Meetings, and any curriculum/pedagogy initiatives that the school decides to undertake.
- Ensuring that attendance rolls, student records and files and educational programs are kept up to date and appropriate.
- Ensuring that aids, equipment and resources are provided and maintained.
- Providing for Staff Professional Development.
- To work with staff members in leadership positions in planning and curriculum.
- To support the Religious Education Co-coordinator in the organization of the Religious Education Program and in sharing development with parents.

Other responsibilities:

- To interview parents and enrol new pupils to the school.
- To manage the human resources of the school. ie advertise, interview and employ staff.
- To ensure that the school's budget is managed appropriately
- To promote the school to the wider community
- Coordinate the prep induction program that is run each year.
- To oversee forms, finance, surveys & other requirements from legitimate authorities.
- To ensure that all official records are maintained.
- To read and sign all student Assessments and Reports.
- To communicate regularly through weekly Staff newsletters and Parent Newsletters
- Represent the needs and views of the school by attending regular Education Board, PFA and Parish Meetings. Written reports to be presented at each of these meetings.
- Maintain the school website as a viable form of communication between school and home.
- To ensure that buildings, ground and equipment are well maintained.
- Coordinate all grounds work that needs to be completed or maintained.
- To undertake all areas of duties for Principal as per Manual for Catholic Primary Schools.

Deputy Principal – Kathryn Murphy

The Deputy Principal is a senior position within the administrative structure of the school and carries with it an additional responsibility allowance for a school size (150-400) and additional time release to undertake administration duties. The Deputy Principal is committed to creating a nurturing school environment where children and young people are respected, their voices are heard and where they are safe and feel safe. They will promote child safety policies and procedures.

The Deputy Principal is appointed for a three year term which expires at the end of 2016. The Deputy Principal is required to work closely with and to support the principal and to assume responsibility for the school in the absence of the principal

Administrative Responsibilities

It is the responsibility of the Deputy Principal to:

- Coordinate School Emergency Management in cooperation with the Principal.
- Liaise with the principal on matters of policy, programs, activities and induction of new staff
- Liaise with principal and staff in a sensitive and confidential manner.
- Assist the Principal in matters of Pastoral Care Discipline and student welfare.
- Be an active member of the School Leadership Team.
- Coordinate any Student Teachers who do teaching rounds at the school.
- Organization of all duty rosters, timetables, specialist teacher timetables
- Assist in the planning of Professional Development, Special Events and Parent Information Nights
- Arrange Emergency Teachers, Recording of Sick Leave
- Provide assistance as requested by the Parish Priest and Principal
- Attend the School Education Board as a representative of the principal

Senior School Literacy Coordinator – Toni Clay

The Senior School Literacy Coordinator is appointed for a three year term which expires at the end of 2017. This position carries a Position of Leadership POL 1 allowance in addition to .2 release. The Literacy Coordinator is committed to creating a nurturing school environment where children and young people are respected, their voices are heard and where they are safe and feel safe They will promote child safety policies and procedures.

It is the responsibility of the Literacy Coordinator to:

School Improvement

- to improve student learning outcomes in Literacy for all students at St. Leonard's School
- review the recommendations in Literacy of the 2012 Review Process.
- oversee the implementation of the School Improvement Plan as written in 2012.
- oversee the implementation of the 2016 Annual Action Plan.

Coordination

- co-ordinate the delivery and assessment of the Literacy Program across the school to ensure sequential development of skills from Foundation – Year 6
- coordinate a review of the Literacy Scope & Sequence in light of AusVELS (Foundation to Year 10 curriculum that provides a single, coherent and comprehensive set of prescribed content and common achievement standards, which schools use to plan student learning programs, assess student progress and report to parents.)
- ensure that the Literacy policy is regularly reviewed.
- oversee the Literacy program being delivered in Years 3 - 6
- to maintain current and historical literacy files.
- to oversee the collation of documentation for children's individual "Literacy File" and the reallocation of files to class teachers at the end of each school year.

Planning & Programming

- coordinate the development of a Foundation – Year 6 Program i.e. a *Scope and Sequence* in English
- liaise with staff to compile the Literacy outcomes reported to parents each semester in the light of the Foundation – Year 6 Scope and Sequence.

Assessment

- oversee the implementation of the School Assessment Schedule in Literacy
- work with staff to consistently record the internal school assessment data and examine the resulting trends.
- analyse the annual National Literacy Testing data and use this to inform the implementation of appropriate Professional Development of staff in strategies to facilitate improved Literacy learning outcomes
- To assist teachers in identifying children's literacy needs by overseeing testing in Years 3 -6. This will be done in a variety of ways however the following tests will be used:
 - TORCH
 - S.A. SPELLING
 - AIM (YEARS 3 & 5)
 - NELSON DIAGNOSTIC SPELLING
 - UNINSW (YEARS 4 & 6)
 - BURT
 - PAT R (comprehension)
- To provide teachers with support in planning and assessment to meet literacy needs

Professional Development

- to implement Literacy Professional Development for all staff
- To contribute to ongoing Professional Development for staff in PLT.
- attend CEO Zone Curriculum promote Literacy in the school community e.g. in the school newsletter and any relevant parent sessions
- To attend Network and Cluster meetings and provide feedback to staff

Budgeting

- liaise with the school principal to oversee the program budget for Literacy

Monitoring the Role

- assist staff with a planning format in Literacy

Junior School Literacy Coordinator – Lyn Nelson

The Junior School Literacy Coordinator is appointed for a three year term which expires at the end of 2017. Amanda Jolly was the coordinator until she took maternity leave and subsequent leave without pay. Lyn Nelson has been appointed to the position for 2016.

This position normally carries a Position of Leadership POL 1 allowance in addition to .2 release. The Literacy Coordinator is committed to creating a nurturing school environment where children and young people are respected, their voices are heard and where they are safe and feel safe They will promote child safety policies and procedures.

It is the responsibility of the Literacy Coordinator to:

School Improvement

- to improve student learning outcomes in Literacy for all students at St. Leonard's School
- review the recommendations in Literacy of the 2012 Review Process.
- oversee the implementation of the School Improvement Plan as written in 2012.
- oversee the implementation of the 2016 Annual Action Plan.

Coordination

- co-ordinate the delivery and assessment of the Literacy Program across the school to ensure sequential development of skills from Foundation – Year 6
- coordinate a review of the Literacy Scope & Sequence in light of Australian Curriculum (AusVELS)
- ensure that the Literacy policy is regularly reviewed.
- oversee the Literacy program being delivered in Foundation – Year 2
- To maintain current and historical literacy files.
- To oversee the collation of documentation for children's individual "Literacy File" and the reallocation of files to class teachers at the end of each school year.
- Co ordinate Literacy Advance Pre and post testing for each grade and organise a timetable for testing release
- Administer the Record of Oral Language test to all Foundation and Year One children.
- Assist in classrooms during literacy sessions as requested by teachers.
- Maintain and update the home reading scheme within the classrooms and from the library.

Planning & Programming

- coordinate the development of a Foundation – Year 6 Program i.e. a Scope and Sequence in English
- liaise with staff to compile the Literacy outcomes reported to parents each semester in light of the Foundation – Year 6 Scope and Sequence

Assessment

- oversee the implementation of the School Assessment Schedule in Literacy.
- work with staff to consistently record the internal school assessment data and examine the resulting trends.
- analyse the annual National Literacy Testing data and use this to inform the implementation of appropriate Professional Development of staff in strategies to facilitate improved Literacy learning outcomes
- To provide teachers with support in planning and assessment to meet literacy needs
- Collect data and submit results to the Catholic Education Commission of Victoria (CECV). Pre and Post test results.

Professional Development

- to implement Literacy Professional Development for all staff.
- To contribute to ongoing Professional Development for staff in PLT.
- attend CEO Zone Curriculum, Network and Cluster meetings and provide feedback to staff.
- promote Literacy in the school community e.g. in the school newsletter and any relevant parent sessions
- oversee the Literacy program in the school.

Budgeting

- liaise with the school principal to oversee the program budget for Literacy

Monitoring the Role

- assist staff with a planning format in Literacy
- sort Literacy mail and source required Literacy resources.

Religious Education Coordinator (REC) – Lora Tomasiello

The Religious Education Coordinator is appointed for a three year term which expires at the end of 2016. This position currently carries a POL 3 allowance in addition to a .17 release. The Religious Education Coordinator is committed to creating a nurturing school environment where children and young people are respected, their voices are heard and where they are safe and feel safe They will promote child safety policies and procedures.

It is the responsibility of the Religious Education (RE) Coordinator to:

School Improvement

- improve student learning outcomes for all students at St Leonard's
- in collaboration with the principal and school leadership team, oversee the compilation & implementation of the School Improvement Plan.
- review the recommendations in RE of the 2012 Review Process
- oversee the implementation of the School Improvement Plan as written in 2012
- oversee the implementation of the 2016 Annual Action Plan
- assist the Parish Priest, Principal and staff in fostering an atmosphere of faith

Coordination

- co-ordinate the RE curriculum across the school to ensure sequential development of skills from grades P - 6
- to be a member of the School Leadership Team and attend Leadership meetings as called.
- ensure that the RE policy is regularly reviewed
- coordinate and assist with Sacramental programs and school Liturgical celebrations
- coordinate a review of the Religious Education Program in light of VELS and the 'To Know Worship & Love' program as set out by the Catholic Education Office.

Planning & Programming

- coordinate the development of a P-6 Program i.e. a Scope and Sequence in RE
- assist the Parish Priest, Principal and staff in implementing Sacramental programs and Liturgy
- help organise Parent Information Sessions for the sacramental program and other year levels.
- attend relevant Zone RE Network Meetings and report content back to staff and leadership group.
- assist staff in planning Liturgies
- assist staff in understanding, implementing aims, content and outcomes of the Religious Education curriculum
- encourage whole school planning and implementation of Religious Education guidelines
- assist staff with a planning format in RE
- supervise and maintain documentation of the Religious Education program

Assessment

- monitor and oversee the implementation of the School Assessment Schedule in RE
- work with staff to monitor the learning outcomes in RE and to implement necessary PD

Professional and Faith Development

- encourage staff Faith Development in the provision of such activities as Staff Prayer
- to implement RE Professional Development for all staff
- attend CEO Zone RE Networks and provide feedback to staff
- promote RE in the school community e.g. in the school newsletter and any relevant parent sessions
- assist staff in determining PD needs
- encourage individual teacher expertise
- ensure the needs of beginning and new teachers are met

Budgeting

- Liaise with the school principal and office staff to oversee the program budget for the Religious Education Program.
- liaise with the Librarian in the provision of the resources for personal enrichment and class teaching expertise

Monitoring the Role

- promote regular evaluation of class and school R.E. programs.

Teacher

This role description includes Part-time teachers and the roles of the following teachers: LOTE, Visual Arts, Performing Arts, Physical Education and Student Support. Teachers are committed to creating a nurturing school environment where children and young people are respected, their voices are heard and where they are safe and feel safe. They will promote child safety policies and procedures.

It is the responsibility of the teacher to:

School Improvement

- to improve student learning outcomes for all students at St. Leonard's School.
- cooperate with other staff in the ongoing development and implementation of the School Improvement Plan and the Annual Action Plan.

Coordination and Programming

- participate in weekly staff meetings. It is expected that part time staff will attend a pro rata of meeting depending on their teaching time allocation. ie .4 = 4 out of 10 meetings
- participate in weekly level planning meetings
- participate in weekly Professional Learning Team Meetings (PLT's) where applicable.
- maintain comprehensive documentation of curriculum planning including overviews, term planners and detailed weekly planning.
- attend classes punctually between 8:30 – 3:15 or as per set timetable
- maintain electronic attendance rolls and other day to day organizational documentation
- perform playground duties as per set timetable with particular regard for the safety of the students.
- provide parents with class curriculum information at parent/teacher sessions and as needs arise.
- maintain a clean, neat and educationally stimulating classroom environment
- to explicitly teach and support the Sacramental Program.

- develop and nurture Catholic ideals through both example and instruction, modeling values and offering guidance
- ensure that a spirit of prayer is developed in each class.
- comply with all school policies contained in the St Leonard's School Policy Manual
- satisfy the legal and pastoral requirements of care for each child
- exercise confidentiality, extreme discretion and respect in dealing with or discussing individuals.

Assessment and Reporting

- work with staff to consistently record the internal and external school assessment data and to examine the resulting trends
- implement the School Assessment Schedule
- maintain accurate and comprehensive individual student assessment records
- comply with the school's Assessment and Reporting Policy including providing individual written reports for students twice yearly.
- comply with the school's Assessment and Reporting Policy by conducting Parent /Teacher Interviews.
- work in collaboration with other staff to record the internal school assessment data and examine the resulting trends.
- analyse the annual National Literacy / Numeracy Testing data and use this to inform the programming and planning of future teaching and to drive improved learning outcomes.

Professional Development

- participate in regular ongoing professional development

Budgeting

- coordinate the expenditure of the classroom and excursion budget

Librarian – Kaye Gregory

The Library is the resource centre of the school which exists to enrich and stimulate the programs offered in all curriculum areas. The Librarian is committed to creating a nurturing school environment where children and young people are respected, their voices are heard and where they are safe and feel safe. They will promote child safety policies and procedures.

The Library itself consists of two areas:
 The general school library
 The staff resource library

The Role of the Librarian is:

- To provide a wide range of books, materials, resources for the use of teachers and children.
- To assist in developing the appreciation of literature and to develop research skills in all students.
- To provide teaching resources and professional literature on current educational matters for all staff.
- To organize Library timetable and to ensure that maximum borrowing is encouraged.
- To manage the Library budget responsibly and to evaluate and select material which supports the whole educational program of the school.
- To co-ordinate the Library's resources and its service with the educational program of the school.
- To order and attend to the care and up-keep and security of all library resources.
- To stock-take annually and to "cull" out of date stock and to report the stock take information to the Principal and Staff
- To assist and support teachers in their development and teaching of library skills programs.
- To act as ICT Administrator (Information Communication and Technology) supervising the maintenance, upgrades and purchasing of computer hardware and software throughout the school.

- To act as SINA Administrator providing the management and maintenances of User accounts and the school's "myinternet" and "myintranet" pages.
- To act as the facilitator of GAFE for all students and staff.

SINA Administrator – Kaye Gregory

The SINA Administrator is committed to creating a nurturing school environment where children and young people are respected, their voices are heard and where they are safe and feel safe. They will promote child safety policies and procedures.

The Role of the SINA Administrator is to:

- ensure that all staff and students have access to the school intranet
- ensure that all staff and students have access to the school servers
- ensure that the admin and curriculum servers are maintained and backed up on a regular basis
- coordinate the maintenance of software & hardware
- Assign and manage privileges
- ie User group's e.g. teaching, support and year level group
- Maintain the Filtering procedures with reference to Admin CEVN
- Implement structural changes to enable a smooth role out of ICON
- Implement structural changes to ensure smooth transition to the GAFE system.
- Ensure that staff are supported in preparation of writing and generating reports using NForma
- Assist and troubleshoot with the Nforma reporting package
- Control the various accounts that exist in the school
- Creation, deletion, rollover, new accounts
- Coordinate disk space management
- Be responsible for cost control
- Create and manage Usernames for the student population
- Create and manage Password for the student population
- Offer Professional Development to staff where needed in the creation of classroom intranet pages.

Physical Education Teacher – Frank Stokes (.4)

It is the responsibility of the Physical Education teacher to:

- Be committed to creating a nurturing school environment where children and young people are respected, their voices are heard and where they are safe and feel safe.
- Promote child safety policies and procedures.
- To monitor the implementation of the PE program.
- To monitor the provision of a sequential P – 6 PE program.
- To teach the PE program in light of the Australian Curriculum to each of the nine classes (Preps, 3/4 & 5/6). ** note that the 1/2 classes will be taught by Carmel Wood in 2016 to allow for timetabling issues.*
- To oversee the PE budget, purchasing resources for P – 6 as funds are available and after consultation with staff.
- To coordinate the Interschool Sports program in Inter-School, Zone and Regional Competition.
- Organize systematic assessment of children's PE Skill development
- To ensure the PE Policy is regularly revised.
- To organize PD which will enhance the PE Program in the school for both staff and parents.
- Write the annual PE Audit report.
- Organize Sports clinics, Annual Sports and participation in team competition.
- Meet with Principal on a regular basis to discuss the PE program being delivered.
- To perform relevant duties from the Class teacher's role description.

Performing Arts / Music Teacher – Kelly Wild (.4)

It is the responsibility of the performing arts/music teacher to:

- Be committed to creating a nurturing school environment where children and young people are respected, their voices are heard and where they are safe and feel safe.
- Promote child safety policies and procedures.
- to teach the performing arts/music program in light of the Australian Curriculum to each of the twelve classes.
- to assist in coordination of the whole-school concert every second year.
- to train the school choirs and organise their performances.
- to monitor the Performing Arts (Music) budget.
- to coordinate the school's liturgical music in liaison with the REC.
- produce a Scope and Sequence Document in the Performing Arts (Music)
- produce sound individual student assessment criteria for the Performing Arts(Music) Program
- to perform relevant duties from the Class teacher's role description

Visual Arts – Suzan Atyimas (.4)**It is the responsibility of the visual arts teacher to:**

- Be committed to creating a nurturing school environment where children and young people are respected, their voices are heard and where they are safe and feel safe.
- Promote child safety policies and procedures.
- teach the visual arts program in light of the Australian Curriculum to each of the twelve classes.
- assist in coordination of the whole school Visual Arts exhibition in September
- monitor the Visual Arts budget.
- produce a Scope and Sequence document in Visual Arts
- produce sound individual student assessment criteria for the Visual Arts Program
- to perform relevant duties from the Class teacher's role description

IT Coach – Will Sederino (.4)

The role of the IT coach in 2016 is still being negotiated. Primarily this member of staff is being employed for the direct purpose of up skilling all staff in their effective use of all Information Technology. The leadership team will sit down with Will Sederino in the first few weeks of the school year to devise a plan that will meet everyone's needs.

It is the responsibility of the IT coach to:

- Be committed to creating a nurturing school environment where children and young people are respected, their voices are heard and where they are safe and feel safe.
- Promote child safety policies and procedures.
- to perform relevant duties from the Class teacher's role description.
- devise a scope of works document in conjunction with the Leadership Team.
- assist in formulating assessment tools that will give direct electronic feedback to classroom teachers.

Student Services Coordinator – Lyn Nelson (0.5)**It is the responsibility of the Student Services Coordinator to:**

- Be committed to creating a nurturing school environment where children and young people are respected, their voices are heard and where they are safe and feel safe.
- Promote child safety policies and procedures.
- To cooperate and support other staff in the ongoing development and implementation of the AAP and SIP.
- Ensure that the school caters for the learning outcomes of students with additional needs
- Consult in order to understand the impact of a student's disability and to determine whether any adjustments or changes are needed to assist the student

- Be responsive to the needs of students disadvantaged by social and/or economic circumstances, by physical and/or intellectual impairment, and/or by unfamiliarity with the English language and Australian culture.
- Support the Principal in developing the capacity for teachers and Learning Support Staff to assist students with diverse needs
- Coordinate the Learning Support Staff to deliver Individual or Group Learning Programs catering for the diverse needs of students
- Liaise with the Teaching & Learning Coordinator, Senior Literacy Coordinator and Numeracy Intervention Teacher to identify students in need of support
- Plan and chair Program Support Group meetings for LNSLN students and any other family or student with an identified need. Record and distribute minutes of the meetings.
- Refer students with identified needs to CEOM or external support to guide their physical, mental or social/emotional health
- Liaise with paraprofessionals who work with any students in our care when their support is required
- Liaise with CEOM Speech Pathologist to meet the needs of students with speech or language delays (make appointments, attend PSG meetings, write ILP's and train LSS staff to deliver Speech and Language programs)
- Together with the Learning and Teaching Coordinator, assess each new child on arrival at the school.

Student Wellbeing Coordinator- Lyn Nelson (0.3)

It is the responsibility of the Wellbeing Coordinator to:

- Be committed to creating a nurturing school environment where children and young people are respected, their voices are heard and where they are safe and feel safe.
- Promote child safety policies and procedures.
- To cooperate and support other staff in the ongoing development and implementation of the AAP and SIP
- Identify aspects of best practice in the area of Student Wellbeing
- Support staff in the development of effective Student Wellbeing strategies and programs
- Monitor the mental and social/emotional health of the student community by surveying students biennially (WISE or other standardised tool). Collate results to be shared with the staff and parent community. Identify students at-risk and support families in meeting their needs
- Liaise with the Student Wellbeing Team regularly (Principal, Deputy Principal and Wellbeing Coordinator) and identify issues of significance in relation to the social and emotional wellbeing of the students
- Advise staff weekly (staff meeting) of current issues, focus strategies or initiatives that support the wellbeing of students
- Liaise with parents on a needs basis in areas concerning their child's academic, social and emotional wellbeing
- Offer lunchtime programs to meet the needs of students who cannot engage fully in the playground
- Attend termly CEOM Student Wellbeing cluster meetings

Teaching and Learning Coordinator- Kathryn Murphy

This position carries with it the responsibility for coordinating curriculum across the school. In addition it carries the responsibility to coordinate the Mathematics program across the school.

Those typed in italics are representative of the expectation of the Numeracy Coordinator

The Teaching & Learning Coordinator is appointed for a two year term that expires at the end of 2017. While this position normally carries a Position of Leadership allowance the current coordinator is also deputy principal which carries the highest allowance possible.

It is the responsibility of the Teaching & Learning Coordinator to:

- Be committed to creating a nurturing school environment where children and young people are respected, their voices are heard and where they are safe and feel safe.
- Promote child safety policies and procedures.

School Improvement

- improve student learning outcomes for all students at St Leonard's
- in collaboration with the principal and school leadership team, oversee the compilation & implementation of the School Improvement Plan.
- oversee the implementation of the School Improvement Plan written in 2012.
- oversee the implementation of the 2016 Annual Action Plan.
- *review the recommendations in Numeracy of the 2012 Review Process*
- Identify best practice across the curriculum in other schools. Source lead schools in our areas of focus.

Coordination

- co-ordinate the curriculum across the school with the help of key people in each unit in an endeavour to ensure sequential development of skills from Foundation – Year 6
- to be a member of the School Leadership Team and attend Leadership meetings as called.
- act as the conduit between the Student Services Department and classroom teachers to ensure there is continuity with expectations of Individual Learning Plans.
- coordinate a review of the Inquiry Curriculum Two year Cycle in light of AusVELS (Foundation to Year 10 curriculum that provides a single, coherent and comprehensive set of prescribed content and common achievement standards, which schools use to plan student learning programs, assess student progress and report to parents.)
- *ensure that the Numeracy policy is regularly reviewed*

Planning & Programming

- liaise with other coordinators to coordinate the development of a P – 6 Program ie. a Scope & Sequence in all curriculum areas.
- maintain and monitor comprehensive documentation on the policies, scope and sequence documents, yearly overviews, term overviews, unit of work and detailed weekly planning in curriculum from Foundation – Year 6.
- Attend weekly planning sessions for each level to assist in planning and to ensure there is a deliberate focus on ILPS, Contemporary Learning Approach, PDC and assessment protocols.
- Support staff in matching students to appropriate learning sequences and materials based on the data we have.
- Ensure that an Inquiry Based approach be used at all levels.
- Liaise with staff to ensure that a Contemporary Learning focus is present in all planning.
- *coordinate the development of a P-6 Program i.e. a Scope and Sequence in Numeracy*
- *assist staff with a planning format in Numeracy*

Assessment

- monitor the implementation of the School Assessment Schedule
- monitor the recording of the internal school assessment data and examine the resulting trends.
- analyse the annual National Literacy /Numeracy Testing data, examine resulting trends and use this to inform the implementation of appropriate strategies to facilitate improved student learning outcomes.
- Data collection and record keeping - assess the validity of our current practice and source best practice in other schools.
- Continually evaluate the effectiveness of our data collection and support staff in using data to drive teaching and learning.

- *coordinate the sitting of the St Leonard's Annual Mathematics Assessment Tests. Analyse the results and use this to inform the implementation of appropriate strategies to facilitate improved student Numeracy learning outcomes.*

Professional Development

- help organise General Curriculum Staff Meetings, Incursions and Parent Information Sessions
- attend relevant Zone Co-coordinators Network Meetings & appropriate Numeracy Network Meetings and report content back to staff.
- liaise and plan with other coordinators to implement Learning and Teaching Professional development for all staff.
- Support staff in the development of their teaching.
- Work in classrooms to support levels who are investigating ways to implement a level approach to teaching particular subject areas.
- Encourage an ongoing professional dialogue and action in regards to the PDC initiatives that have been implemented over the last 5 years.
- *to implement ongoing Numeracy Professional development for staff in PLT Meetings*

Budgeting

- Liaise with the school principal and office staff to oversee the program budget for Curriculum

Numeracy Intervention Teacher - Cathy Verbyla (0.5)

As of 2013 we have invested .5 allocation to offer Mathematical Support for those students identified as being in need. The main focus for intervention will be years 3 & 4 students (before recess) and 1& 2 students (after recess).

The staffing arrangement for 2016 will also see a Learning Support staff member working in collaboration with the Numeracy Intervention Teacher (NIT).

The successful Extending Mathematical Understandings (EMU) program (yr 1 & 2 students at risk) that we have run for many years now sits comfortably under the umbrella heading of 'Numeracy Intervention.'

The Numeracy Intervention Teacher is committed to creating a nurturing school environment where children and young people are respected, their voices are heard and where they are safe and feel safe. They will promote child safety policies and procedures.

Reading Intervention Coordinator

Lyn Nelson

It is the responsibility of the Reading Intervention Coordinator to:

- Be committed to creating a nurturing school environment where children and young people are respected, their voices are heard and where they are safe and feel safe.
- Promote child safety policies and procedures.
- To cooperate and support other staff in the ongoing development and implementation of the AAP and SIP
- Identify students from Foundation – Year 2 who are not meeting benchmarks in text level
- Liaise with the Literacy Coordinator to coordinate the program which offers maximum support to these students
- Provide the appropriate Professional Development to Learning Support Staff and parent helpers to deliver the LyKa reading program
- Monitor the progress of students on the program and provide Individual Learning Programs so that teachers are aware of progress and ongoing needs

- Identify the students from 3 - 6 who are not meeting benchmarks in reading and also those who fall below expected standardised scores in comprehension
- Provide the appropriate Professional Development to Learning Support Staff to deliver the HELPS reading program to improve fluency and comprehension
- Write ILP's for students who are identified as requiring ongoing support
- Use mid year PAT-R and end of year TORCH standardised scores to measure growth and report to class teachers

LOTE (Italian) Teacher – Toni Di Petta(0.32)

It is the responsibility of the LOTE Teacher to:

- Be committed to creating a nurturing school environment where children and young people are respected, their voices are heard and where they are safe and feel safe.
- Promote child safety policies and procedures.
- To monitor the implementation of the LOTE program.
- To monitor the provision of a sequential P – 6 LOTE program.
- To teach the LOTE program in light of the Australian Curriculum to each of the twelve classes.
- To oversee the LOTE budget, purchasing resources for P – 6 as funds are available and after consultation with staff.
- Organize systematic assessment of children's LOTE skill development
- To ensure the LOTE Policy is regularly revised.
- Write the annual LOTE Audit report.
- Organize Incursions and guest performers to further support the LOTE Italian Program that is running in the school.
- Meet with Principal on a regular basis to discuss the LOTE program being delivered.
- To perform relevant duties from the Class teacher's role description.

School Secretary– Maria D'Angelo (full time)

Nalika Thilakaratne (2 days - Thur & Fri)

The secretary promotes harmony and a Christian spirit through tactful, friendly dealings with teaching associates, parents and children, loyalty to the Principal and the school community as a whole and facilitating school organisation and administrative procedures. The secretary is committed to creating a nurturing school environment where children and young people are respected, their voices are heard and where they are safe and feel safe. They will promote child safety policies and procedures.

The responsibilities of the School Secretary are:

Financial:

- Manage all aspects of school banking accounts.
 - Preparing cheques, collecting and receipting all monies, preparing invoices
- Assisting the School Accountant in administering the school budget
- Maintaining up to date and accurate department budgets
- Completing monthly Business Activity Statements BAS
- Attending to other financial matters as requested by the Principal and Accountant
- Managing the correct payment of staff salaries.

Office Management:

- Maintaining accurate bookkeeping records.
- Typing/photocopying as the need arises
- Typing and preparing booklets for sacraments, special liturgies
- Prepare and publish the weekly newsletter "Link"

- Training and supervising Administration Staff and volunteers
- Communicating with parents as required
- Arranging admissions and booking transport for excursions
- Managing enrolment procedures
 - entry to this school, enrolments for yr 7 at Catholic Regional & Placement for yr 7 at State Secondary Colleges
- Maintaining student records
- Completing various CEO Census and Surveys
- Maintaining school office supplies including ordering
- Maintaining accurate and up to date filing procedures

Reception:

- Welcoming all visitors who enter the admin area
- Answering the telephones
- Taking responsibility in making all appointments for the Principal
- Opening and distributing all mail
- Responsibility to postage of all mail

First Aid:

- Administering First Aid for injured children and contacting parents of injured or ill children.
- Administering all children's medications
- Maintaining a ready supply of First Aid equipment both in the First Aid Room and teacher's supplies.

School Officer – Catherine Pineo (3 days - Monday, Tuesday & Wednesday)

- Be committed to creating a nurturing school environment where children and young people are respected, their voices are heard and where they are safe and feel safe.
- Promote child safety policies and procedures.
- Assisting the School Secretary in her duties

Learning Support Staff –

Tamsyn D'Souza	(9:00 – 1:30 Mon – Wed)
Jane Hall,	(9:00 – 1:30 Mon - Wed)
Yvette Hernyak	(9:30 – 1:30 Tues & Fri)
Joanne McKenzie –McHarg	(9:00 – 1:30 Mon - Thur)
Deanne Mondon	(9:00 – 1:30 Mon - Thur)
Carol O'Sullivan	(9:00 – 2:30 Mon - Wed)
Lisa Stewart	(9:00 – 1:30 Mon, Tues & Fri)
Nalika Thilakaratne	(9:00 – 1:30 Thur - Fri)

It is the role of the Learning Support Staff to:

- Be committed to creating a nurturing school environment where children and young people are respected, their voices are heard and where they are safe and feel safe.
- Promote child safety policies and procedures.
- Provide support to identified students as directed by the Student Services Coordinator.
- Provide support to identified students as directed by the Teaching & Learning Coordinator
- Provide support to identified students as directed by the classroom teacher.

- Undertake any duties deemed appropriate by either the Principal, Deputy Principal, Student Services or Teaching & Learning Coordinators.
- Assist the Student Services and the Teaching & Learning Coordinator in the gathering and recording of data.

LEVEL COORDINATOR ROLES & RESPONSIBILITIES

Senior Level Coordinator –	Lora Tomasiello
Middle Level Coordinator –	Toni Clay
Junior Level Coordinator –	Linda Buick
Foundation Level Coordinator –	Tricia-Rose Robinson

It is the responsibility of the Level Coordinators to:

- Be committed to creating a nurturing school environment where children and young people are respected, their voices are heard and where they are safe and feel safe.
- Promote child safety policies and procedures.

School Improvement

- to improve student learning outcomes for all students at St. Leonard's School.
- cooperate with other staff and level coordinators in implementing the School Improvement Plan and Annual Action Plan.

Coordination

- liaise with Teaching & Learning Coordinator to oversee the Level program in the school
- coordinate weekly level planning meetings
- coordinate the weekly Professional Learning Team Meetings (PLTs)
- facilitate the induction of new team members at the level
- assist with the organisation of any relevant parent sessions

Programming

- monitor the adherence to the Scope & Sequence in all curriculum area at this level

Assessment

- implement the School Assessment Schedule in the Senior Level
- coordinate the consistent recording of the internal school assessment data and examine the resulting trends.
- analyse the annual National Literacy / Numeracy Testing data in the Senior Level and use this to inform the programming and planning of future teaching to facilitate improved learning outcomes across the school.

Budgeting

- liaise with the various subject area coordinators to oversee an appropriate program budget for the level.

Monitoring the Role

- provide verbal feedback to the Level Coordinators Team meetings and make recommendations for programs and practice at the level.

Occupational Health & Safety Officer (OH&S) – Linda Buick

This position carries with it the responsibility for coordinating Occupation Health & Safety issues across the school.

It is the responsibility of the Occupational Health & Safety to:

- Be committed to creating a nurturing school environment where children and young people are respected, their voices are heard and where they are safe and feel safe.
- Promote child safety policies and procedures.

School Improvement

- ensure that a safe work environment is created for every staff member and pupil at St Leonard's

Coordination

- co-ordinate the OH&S aspect of the school working environment.
- ensure that OH&S issues are regularly reviewed.
- In cooperation with the school principal monitor the safety of the school working environment through an agreed set of checklists each year.

Planning & Programming

- Upkeep all OH&S records and bring issues to the attention of staff at weekly meetings.
- assist the Parish Priest, Principal and staff in implementing safe work practices.
- assist staff in understanding and implementing the aims of the St Leonard's Occupational Health & Safety Policy

Assessment

- monitor and oversee the implementation of the OH&S Policy

Professional Development

- attend relevant OH&S meetings and report content back to staff and leadership group.
- promote OH&S in the school community e.g. in the school newsletter.
- assist staff in determining OH&S training needs
- ensure the needs of beginning and new teachers are met

GROUP ROLES & RESPONSIBILITIES

Education Board

The Education Board is the body of the school community made up of elected parents who are involved in the decision making process of the school. The School Education Board is committed to creating a nurturing school environment where children and young people are respected, their voices are heard and where they are safe and feel safe. They will promote child safety policies and procedures.

The board was established in 1989 to represent parental opinion and to offer responsibly informed advice to the Parish Priest and School Principal. The board is an advisory body set up to assist with:

1. The review and development of school based policies and programs
2. Welcoming/school promotion/communications
3. Faith Development and engagement with a specific focus on building bonds between the school and parish community.
4. Maintenance, grounds and buildings. Including developing a master plan.
5. Before and After School Care

The group meets on the first Wednesday of each month at 7:15pm in the staff room. There are 6 elected positions on the Board. Of these positions 3 come up for nomination/election each year. Each elected person serves for a period of 2 years.

- The Principal attends each meeting as a representative of the school
- The Deputy Principal attends each meeting as a nominee of the Principal

Some members of the 2015 Education Board will change in 2016 after the AGM and elections in April.

The Members of the 2015 Education Board are as follows:

Fr Brendan Dillon

Geoffrey Parker (nominee of parish priest) Faith Development & Engagement

Bob Davis (principal)

Kathryn Murphy (nominee of principal)

Chris Vellis (Chairperson)

Armen Abadjian

Catherine Coppolino

Thomai Fischbacher

Sylvia Giles (PFA Rep)

Christina Klonis

Craig Plowman

Theresa Tork

School Leadership Team

Bob Davis, Kathryn Murphy, Lyn Nelson, Lora Tomasiello & Tricia-Rose Robinson.

The Leadership Team is committed to creating a nurturing school environment where children and young people are respected, their voices are heard and where they are safe and feel safe. They will promote child safety policies and procedures.

The leadership team will endeavor to:

Learning & Teaching

- to lead learning and teaching by having a deep, current and critical understanding of the learning process.
- to ensure that learning is supported by practical and effective teaching that caters for diverse groups.
- oversee the implementation of the School Improvement Plan as written in 2012
- oversee the formulation and implementation of the 2016 Annual Action Plan

The Strategies used to achieve this will be:

- Give the opportunity to keep abreast of current thinking/research about the learning process.
- Promote curriculum development in innovation.
- Promote team learning.
- Develop assessment for learning.
- Develop a strategy to support continuous professional learning of the staff.
- Develop condition for effective teaching and learning – support teachers
- Ensure that appropriate resources are made available to the teaching staff.

Developing Self & Working With Others

- to develop self and working with others by promoting growth through professional development, which is reflected in current teaching practices.
- to create a school environment which promotes co-operative team-work.
- to appreciate the abilities of others and praise professional contributions.

The Strategies used to achieve this will be:

- Share materials and ideas, listen to each others concerns
- Support each other in a common goal.
- Provide forums where everyone feels comfortable to express their own opinions, ideas and expertise.
- Provide professional development opportunities for staff which can be recorded and shared with staff.
- Maintain attractive and stimulating classrooms and surrounds.
- Provide an inclusive curriculum that acknowledges and caters for similarities and differences.
- Provide time and direction for self reflection.
- Develop a staff appraisal process.
- Provide an appropriate induction program for new staff or those undertaking a different teaching role in 2016.

Creating The Future

- to develop and sustain a strategic shared vision articulating how the vision will make an impact.
- to develop an understanding of possible future scenarios and include strategic planning that focuses on ‘preferred futures’.

The Strategies used to achieve this will be:

- regularly focusing on and communicating the shared vision
- ensuring that there is alignment between the vision and practice
- planning for preferred futures
- focusing on the big picture
- understanding and exploring cultural change

Managing The Organization

- to empower staff and students to feel confident that everything is running smoothly in their daily working environment.
- to develop coherent and integrated policies. Underpinned by the school culture, these will be linked to the vision, mission and values and beliefs.
- to endeavor to implement effective and efficient performance management systems.
- to employ effective and efficient administrative structures and systems.

The Strategies used to achieve this will be:

- Ensure that all staff and students are informed and up to date with relevant information and knowledge relating to policies, structures and systems so that staff and pupils feel confident that everything is running smoothly in their daily working environment.
- Coordinate appropriate professional development to empower staff in managing Information Computer Technology systems.
- Coordinate and manage finances and time to optimize efficient and effective systems linked to visions and aims.
- Ensure that the building and environment resources are being managed effectively, contributing to efficient practices.

Collaboration

- to develop effective team working principles, processes and strategies.
- to understand the potential of on-line networking and to provide leadership opportunities for students.

The Strategies used to achieve this will be:

- Co-ordinate effective professional planning of the Professional Learning Teams within each year level.
- Sustain and develop productive communication with organizations in the wider school community.
- Ensure the building of relationships between primary and secondary schools and other agencies.
- Develop leadership capacity of the students in the organizational decisions of the school.

CHILDREN

The Children of St. Leonard's School are responsible for :

- obeying all school and class rules at school and while on excursions and camps
- keeping themselves, their work, desk and classroom neat and tidy
- working to their best ability
- respecting their peers right to learn
- being respectful, caring and courteous to all staff members, children and visitors to the school
- taking messages to and from school
- realising the potential that is within them and developing this
- participating in school related liturgies and celebrations

PARENTS

Parents are acknowledged as the first and foremost educators of their children. The parents' privilege and responsibility to educate their children can be delegated in part, but never wholly relinquished to the school. Parents are expected to be involved in and work co-operatively with the school if their children are to benefit from a Catholic Christian education.

Christian values and attitudes are taught primarily in the home; teachers by work and example, can merely reinforce these. Parents are encouraged to attend special meetings and liturgies to assist them in their role as parents preparing their children to receive the sacraments and developing their

prayer and faith life. This will involve evenings throughout the school year. We also invite parents to assist in a practical way in the library and in small group activities, providing classroom assistance, helping with electives and assisting with excursions.

Should difficulties arise, it is expected that parents will consult with teachers and the Principal as deemed necessary.

Parents agree to be guided by the stated policies of the school in regard to the wearing of uniform, homework, payment of fees and discipline.

Consultative Committee

The Consultative Committee will meet on an 'as needs' basis. The following members constitute the Consultative Committee however for practical reasons the entire staff are welcome to be present and voice their opinions at the meetings. The Consultative Committee are committed to creating a nurturing school environment where children and young people are respected, their voices are heard and where they are safe and feel safe. They will promote child safety policies and procedures.

Fr Dillon (PP), **Bob Davis** (Prin), **Kathryn Murphy** (Prin Nominee),
Lyn Nelson (Prin Nominee), **TBA** (VIEU rep), **TBA** (VIEU rep), **TBA*** (Staff Rep), **TBA** (Staff Rep).

*Please note that elections will be held in early 2016 to reconstitute the Consultative Committee

The area of responsibility is:

Class Sizes

- Planning for the minimum class size as practical
- Approving to vary class size limits beyond the agreed limits
- Developing a policy on practical sizes

Schedule Class Times

- Approval to vary the limits on scheduled class time over a year
- Developing a local policy on extras

Positions of Leadership (POL's)

Make recommendations to the principal concerning:

- The structure of POL's in the school
- Their nature and role
- The method of appointment
- Their tenure
- The level of allowance
- The time release to apply
- The amount of the pool to be expended on time release

See: The Victorian Catholic Schools and Catholic Education Offices *Certified Agreement* - Consultative Procedures about class size, positions of leadership and scheduled class time Appendix Seven.

Evaluation:

- This policy will be reviewed as part of the school's three-year review cycle.

This policy was reviewed by in 2016 .

It will be reviewed again in 2019