St John the Apostle
United in Love, Truth and Courage
Role Statement – Principal
Helen Currie

RELIGIOUS COMPONENT

FAITH

Leadership Dimension
• Give witness to the Gospel Values.
• Demonstrates a commitment to the Catholic ethos of the school.
• Promotes the place of the school within the educational mission of the archdiocese.
• Exercise ministry of collaborative leadership within the context of a Catholic School

Management Dimension
• Supports members of the school community in being actively involved in the expression of their own faith within the life of the school.
• Nurtures a school climate that is faith-centred.
• Actively promotes the Education in Faith within the school, through personal example and through the primacy given to the development of and participation, in a sound Religious Education Program which includes a coordinated program of prayer and worship
• Works to nourish and develop the faith of all members of the community

MISSION

Leadership Dimension
• Shows leadership in the communication of the school’s Mission to the wider community.
• Promotes a curriculum that is an authentic expression of the shared vision and values of the Christian community.
• Understands the interrelatedness of vision, mission, policy and practice.
• Promotes a climate where community members are listened to and their opinions valued

Management Dimension
• Communicate effectively with staff, parish and families to keep them informed.
• Support the implementation of the school’s Vision and Mission
• Encourage this interrelatedness
• Listen to and value the opinions of others

EDUCATION COMPONENT

Leadership Dimension
• Demonstrate leadership qualities that encourages others to adopt a life-long love of learning
• Facilitate the community’s understanding of the established goals of the school
• Has a clearly stated view of educational direction and the ability to inspire others
• Support/encourage on-going professional development of staff
• Works actively on fostering a real partnership between home and school

Management Dimension
• Provides for quality teaching and learning opportunities for all students.
• Promotes a positive climate amongst students and staff and promotes a clear sense of purpose and school goals
• Provides effective leadership within the school community to ensure that students receive a quality education in accordance with Catholic Principals, registration requirements and Archdiocesan policies by planning, directing and regularly evaluating program and curricula activities
• Be aware of the strengths and the needs of the staff and supports appropriate professional development programs to affirm good practice
• Establishes and maintains good relationships with members of the school community
ADMINISTRATION AND MANAGEMENT

Leadership Dimension
• Demonstrates sound administrative practices to ensure smooth running of school

Management Dimension
• Has in place systems that promote sound administrative procedures
• Reviews Administrative procedures regularly
• Ensures that the school operates as part of the Archdiocesan community of Catholic Schools by implementing all policies and directives from the Catholic Education Commission, the Director of CEO and/or others authorized on their behalf
• Implement efficient and effective administrative practices by establishing appropriate communication, resource management, accounting and record keeping procedures and fulfill the accountability requirements of the System and Government

ORGANISATION COMPONENT

Leadership Dimension
• Ensures sound organisational protocols so that staff and parents understand policies
• Organises activities that promote a sense of cohesion

Management Dimension
• Keeps staff and parents informed so that assist in the smooth running of the school
• Works with the staff to promote knowledgeable and enthusiastic staff members.
• Ensure that the school operates as part of the local Catholic Community by establishing appropriate consultation/communication with the Parish Priest, School Board and parents
• Disseminate information to staff and parents
• Establishes the appropriate physical learning environment within funding constraints by carefully utilizing resources to maintain and develop school premises, equipment and facilities, consistent with Statutory Regulations and the needs of a modern educational institution
COMMUNITY COMPONENT

Leadership Dimension
- Promotes a sense of community working together
- Supports the development of a faith community
- Develops mutual support and trust among students, parents and staff.

Management Dimension
- Demonstrates an understanding of the responsibility towards the local and system wide community
- Promotes a harmonious and spirit filled environment.
- Builds community, through working collaboratively with staff, students and parents
St John the Apostle
United in Love, Truth and Courage
Role Statement – Assistant Principal
Sharon Sams

RELIGIOUS COMPONENT

FAITH

Leadership Dimension
• Gives witness to the Gospel Values.
• Demonstrates a commitment to the Catholic ethos of the school.
• Promotes the place of the school within the educational mission of the Archdiocese.

Management Dimension
• Supports members of the school community in being actively involved in the expression of their own faith within the life of the school.
• Nurtures a school climate that is faith-centred.

MISSION

Leadership Dimension
• Shares in the communication of the school’s Mission to the wider community seeking understanding and support.
• Promotes a curriculum that is an authentic expression of the shared vision and values of the Christian community.
• Understands the interrelatedness of vision, mission, policy and practice.

Management Dimension
• Shares in the development of policies and practices aligned with the Mission of the School.
• Participates in the development and review of Mission, policies and procedures.
• Encourages this interrelatedness.
EDUCATION COMPONENT

Leadership Dimension
• Works to become aware of developments in the theory and practice of the key learning areas.
• Works to become familiar with official documents bearing on the classroom teaching of curriculum areas.
• Demonstrates effective communication with parents regarding student learning.

Management Dimension
• Takes a leading role in the development of the classroom and school program and its evaluation.
• Communicates with teachers regarding developments in the theory and practice of effective teaching and learning and its relevance to teaching in the classroom.
• Endeavours to ensure that teachers are adequately resourced for classroom teaching, particularly in the areas of Science and HSIE
• Ensures that staff have access to official documents bearing on the classroom teaching of designated curriculum areas.
• Establishes and maintains good relationships with members of the school community.

ADMINISTRATION AND MANAGEMENT

Leadership Dimension
• Works with the whole staff individually and in groups, to obtain their commitment and input to school curriculum.
• With others, facilitates the community’s understanding of the established goals of the school in regard to curriculum areas.
• Strives to maintain current knowledge of professional development activities available.

Management Dimension
• Supports and provides for the staff in individual goal setting, reflective practice and professional development in all areas of the curriculum.
• Monitors the classroom program and teaching of subject areas and regularly facilitates review of these programs.
• Develops an overall knowledge of the strengths and the needs of the staff and supports appropriate professional development programs to affirm good practice and address needs.
ORGANISATION COMPONENT

Leadership Dimension
• Draws upon the expertise of various staff members to facilitate the effective implementation of curriculum areas.
• Develops a sound knowledge of system administrative policies and procedures.
• Acts as an advocate for sound educational programs within the broader management and organisation of the school.

Management Dimension
• Involvement in a number of tasks that contribute to the effectiveness and efficiency of the school curriculum.
• Communicates and implements systems, administrative policies and procedures.
• Promotes system initiatives within the school community.
• Works with the staff to promote qualified and enthusiastic staff members.

COMMUNITY COMPONENT

Leadership Dimension
• Supports the Principal in ensuring that the school operates within the context of the local community.
• Supports the development of a faith community.
• Develops mutual support and trust among students, parents and staff.

Management Dimension
• As a member of the leadership team, the AP demonstrates an understanding of the responsibility towards the local and system wide community.
• Prepares and participates in prayer and liturgical experiences, within the school.
• Builds community, through working collaboratively with staff, students and parents.
SPECIFIC TASKS

Specific tasks are revised annually
The Assistant Principal has a teaching load of 0.6

- Attends all Executive and Staff Meetings.
- Takes minutes of Executive Meetings and distribute to members of the Executive.
- Collects Teacher’s programs and give feedback.
- Organises some rosters.
- Plans and advertises agendas for Administration Meetings (Fortnightly).
- Liaises with Australian Catholic University and The University of Canberra for the placement and supervision of Student Teachers.
- Coordinates class placements for work experience students from High Schools.
- Disseminates information to staff from internal and external sources.
- Attends AP Network Meetings and other meetings relevant to the position.
- Organises and supervises Class Rolls.
- Purchases and distributes curriculum related resources for the school.
- Assists teachers with the development of programs.
- Keeps staff informed of relevant school activities (Daily Blurb).
- Organises casual relief when rostered.
- Attends Parent Information Evenings.
- Attends Community Council Meetings and functions.
- Acts as school representative on Fete Committee.
- Works with Secretary Finance to draft School Budget.
- Oversees classroom budgets.
- Deputises for the Principal as the needs arise.
- Takes responsibility for particular KLAs and chair Review of same.
- Orders office stationery, cleaning requirements and classroom requests and checks invoices on receipt of goods.
- Supports staff with Student Behaviour Management issues.
- Takes responsibility for the archiving of documents and memorabilia.
St John the Apostle
United in Love, Truth and Courage
Role Statement
- Religious Education Coordinator
Leonie Keoghan

RELIGIOUS COMPONENT

FAITH

Leadership Dimension
- Gives witness to the Gospel Values.
- Demonstrates a commitment to the Catholic ethos of the school.
- Promotes the place of the school within the educational mission of the Archdiocese.
- Exercise ministry of collaborative leadership within the context of a Catholic School.

Management Dimension
- Supports members of the school community in being actively involved in the expression of their own faith within the life of the school.
- Support the Principal in nurturing a school climate that is faith-centred.
- Actively promotes the Education in Faith within the school, through personal example and coordination and development of a sound Religious Education program.
- Liases with Parish Priest, Parish School of Religion and staff to arrange timetables and callender for staff, student and family involvement in liturgies eg Sacramental Programs, masses and Focus Assembly.
- Works to nourish and develop the faith of all members of the community.
MISSION

Leadership Dimension
• Shows leadership in the communication of the school’s Mission to the wider community.
• Promotes a curriculum that is an authentic expression of the shared vision and values of the Christian community.
• Understands the interrelatedness of vision, mission, policy and practice.

Management Dimension
• Shares in the development of policies and practices aligned with the Mission of the School.
• Participates in the development and review of Mission, policies and procedures.
• Encourages this interrelatedness.

EDUCATION COMPONENT

Leadership Dimension
• Demonstrate leadership qualities that provides support for the teaching of Religious Education.
• Facilitate the community’s understanding of the established goals of the school.
• Support/encourage on-going Professional Development of staff in the teaching of RE.
• Strives to maintain current knowledge of professional development activities available.
• Develops the teacher’s understanding of and commitment to Treasures New and Old.
• Works actively on fostering a real partnership between home and school.

Management Dimension
• Work with the Principal to provide effective leadership within the school community to ensure that students receive a quality Religious Education.
• Promotes a positive climate amongst students and staff and promotes a clear sense of purpose and school goals.
• Be aware of the strengths and the needs of the staff and supports appropriate professional development programs to affirm good practice.
• Inform staff of opportunities for ongoing spiritual and professional development.
• Ensures that teachers are using the Archdiocesan RE Guidelines.
• Establishes and maintains good relationships with members of the school community.

ADMINISTRATION AND MANAGEMENT

Leadership Dimension
• Leads the RE team to promote the Principles of Catholic Schools.
• Understands and promotes the role of REC in the school.

Management Dimension
• Organise RE calendar and timetables of liturgies, class masses, celebrations and Sacramental Program.
• Prepare school liturgies, celebrations and prepare booklets for such occasions.
• Attends REC Network Meeting, REC Retreats and liaises with CEO to keep staff informed.

ORGANISATION COMPONENT

Leadership Dimension
• Encourages staff to contribute their time and enthusiasm to support the RE program.
• Develops a sound knowledge of official church teaching in regards to Catholic Schools.

Management Dimension
• Keeps staff informed and seeks their support of coming events.
• Works with the staff to promote knowledgeable and enthusiastic staff members.
• Disseminate information to staff.

COMMUNITY COMPONENT

Leadership Dimension
• Promotes a sense of community working together.
• Supports the development of a faith community.
• Develops mutual support and trust among students, parents and staff.

Management Dimension
• Demonstrates an understanding of the responsibility towards the local and system wide community.
• Prepare and participate in prayer and liturgical experiences, within the school.
• Build community, through working collaboratively with staff, students and parents.
St John the Apostle
United in Love, Truth and Courage
Role Statement - Co-Ordinator

RELIGIOUS COMPONENT

FAITH

Leadership Dimension

- Supports the development of an effective Religious Education Curriculum.
- Assists in developing strong links with the Parish through liturgy.
- Facilitates the development of a strong Catholic Ethos in the school.

Management Dimension

- Collaboratively plans and implements a program with a Religious Education focus within Band of Development.
- Is actively involved in the preparation of Masses and liturgies.
- Supports a school climate that is faith-centred, respectful and provides hope.

MISSION

- Ensures that the educational philosophies, policies and practices are in keeping with the values of a Catholic school.
- Witnesses to the school’s Mission Statement.

Management Dimension

- Actively promotes the School’s Mission and translates it into everyday action.
- Demonstrates concern for marginalized students.
PROFESSIONAL DEVELOPMENT

Leadership Dimension

- Encourages staff participation in professional development activities.
- Promotes equal opportunity.
- Collaborates with others to ensure improvement in personal performance.

Management Dimension

- Informs teachers of current developments in education.
- Encourages equality through example.
- Seeks professional feedback from teachers and members of the executive.

EDUCATION COMPONENT

Leadership Dimension

- Demonstrates effectiveness as a teacher.
- Promotes critical reflection on learning outcomes.
- Seeks to implement appropriate methods of assessment.
- Motivates students and teachers to enhance the teaching/learning process.
- Demonstrates effective communication with parents regarding student learning.
- Ensures the development of quality programs.
- Facilitates resources within the school.

Management Dimension

- Sets goals and models effective classroom practice.
- Leads, supports and coordinates the teacher appraisal process as well as participates in it.
- Encourages and supports colleagues to participate in initiatives that relate to current educational practices.
- Establishes and maintains good relationships with members of the school community.
- Collaboratively plans and implements class program.
- Orders, receives and distributes school resources.
ADMINISTRATION AND MANAGEMENT

Leadership Dimension

- Provides support for new members of staff.
- Promotes and develops teamwork and collegiality amongst the staff.
- Manages change process effectively.

Management Dimension

- Assists with supervision of new members of staff.
- Provides opportunities for colleagues to take a leadership role.
- Facilitates and assists staff with Professional Development.
- Supports and assists initiatives involving change.
The library technician is a member of the Library Team, who works in the library for a number of hours each week and assists in numerous ways to ensure the smooth running of the library.

The role of the library Technician is to:

- Find, gather and process loans for classroom teachers.
- Process teachers’ requests for items such as extension cords, CD players, projectors, screens, etc.
- Shelve books.
- Complete periodic shelf checks.
- Maintain book quality, for example book repairs.
- Process new resources, including downloading SCIS records, labeling, stamping, and covering.
- Monitor programmes being broadcast by the ABC and negotiate with staff regarding programmes that may assist them in their teaching. Record television shows in accordance with copyright and other limiting factors (see Media Usage Policy).
- Maintain Clickview resources
- Assist with Book Fairs.
- Assist with Book Week activities.
- Order and process consumables, in consultation with the teacher-librarian.
- Assist with maintaining the library in a clean and orderly condition.
- Copy and catalogue library acquisitions.
- Update ALICE for lost and disposed of items.
- Administer the Workstation, Circulation and Enquiry computers.
- Maintain staff and student barcodes.
- Assist with the stocktake of the library collection.
- Produce overdue notices on a weekly basis, or as required.
- Assist the teacher librarian(s) with general management of students’ learning experiences in the library.
The role of Secretary Finance is one that is pivotal with the school’s mission and one through which the values and spirit of St John the Apostle School are presented to the wider community.

The relationship between the Secretary Finance and the school community needs to be one of harmony, respect and mutual support. The relationship between the Secretary Finance, the School Principal, Leadership Team and Secretary Admin is crucial to the effective running of the school.

The nature of the role of Secretary Finance requires confidentiality and for the Principal to be kept informed of all matters brought to the attention of the Secretary Finance concerning the operation of the school.

**Areas of Responsibility**
The duties of the Secretary Finance include:

**FEES**: including School Fees, Building Fund and School Levies
- Prepare and generate accounts.
- Send out accounts, receive payments and issue receipts.
- Bank and balance monies and prepare reports.
- Reconcile bank accounts on a weekly basis.
- Prepare cheques for fees and levies for CEO each term.
- Liaise with auditor.
- Interview parents requesting fee assistance and present recommendation to Board.
- Send reminders to parents who are in arrears.
- Liaise with Debt Collection agency/CEO.

**Receipt of other monies**
- Collect monies and issue receipts.
- Record payments eg swimming lessons.
- Bank and reconcile.
- Prepare cheques.
Payments

- Verify invoices prior to payment.
- Verify/allocate purchase orders.
- Prepare and issue cheques to payee.
- Access/file appropriate reports.
- Postage and record.

Reports and Returns

- Generate financial reports from MAZE.
- Prepare monthly financial reports for Principal and School Board.
- End of year rollover on MAZE.
- Assist with the preparation of statistical returns where required.
- Reports for Principal/Board re overdue debtors.
- Process and record information regarding concessions and overdue debts.
- Prepare reports re Debt Collection Agency/CEO.

Filing

- All management reports from MAZE.
- Other necessary reports/lists.
- All correspondence.
- Invoices/payments.

Correspondence

- Prepare, type, file and post all letters pertaining to financial matters.

General

- Liaise with Finance Committee/School Board, staff and parents on financial matters.
- Preparation of information/figures for Budget.
- Purchase stamps and petty cash items as required.
- Record petty cash transactions.
- Photocopy and file invoices in cheque number order.
- General photocopying of reports.
- Liaise with Treasurer of School Board.
**Other**

- Prepare with the Assistant Principal the budget for the following year.
- Support Assistant Principal in maintaining curriculum and classroom budgets.
- Other duties as directed by the Principal.
The role of Secretary Admin is a pivotal one within the school's mission and one through which the values and spirit of St John the Apostle School are presented to the wider community. The Secretary Admin is frequently in contact with staff, parents and students and is often the first point of contact with parents and others who visit the school.

The relationship between the Secretary Admin and the school community needs to be one of harmony, respect and mutual support. The relationship between the Secretary Admin, the School Principal, Leadership Team and Secretary Finance is crucial to the effective running of the school.

The nature of the role of Secretary Admin requires confidentiality and for the Principal to be kept informed of all matters brought to the attention of the Secretary Admin concerning the operation of the school.

The duties of the Secretary Admin include:

Reception Duties

- Attend to enquiries from children, parents and visitors and refer to appropriate persons as necessary.
- Empty message bags and distribute contents, organise return information for collection that afternoon.
- Accept inward mail, and distribute to appropriate persons.
- Stamp, record and post outward mail.
- Arrange appointments for the Principal.
- Handle inbound communication for Principal.
- Contact parents regarding sick children.
- Prepare message folder for morning and afternoon announcements.

Word Processing

- Word processing including preparation and typing of letters, reports, bulletins, curriculum statements etc for issue to parents and/or staff.
• Assist teachers in typing of excursion notes etc if necessary and order buses.
• Newsletter - prepare by collating articles, advertising coming events, photocopy and distribute to staff and eldest students. One copy of the newsletter is to be kept on record for the current year.
• Type general information notes to go home.

Maintenance of School Records

• Maintain and update MAZE records on the computer eg student files, family files, school information and statistical information.
• Process student enrolment applications.
• Maintain enrolment forms and register.
• Prepare and generate class lists.
• Generate necessary reports.
• Maintain and update records eg student addresses, emergency contact lists etc on a regular basis.
• Prepare school statistical returns.
• Maintain Census information and complete returns.

Photocopying

• Photocopy necessary notes and letters.
• Maintain photocopier and contact a repair person as necessary.
• Ensure that there are sufficient supplies of photocopying toner and paper etc.
• Maintain supply of letterhead paper, envelopes and other stationery (prepared on Riso machine).
• Ensure sufficient stationery supplies and ink cartridges for office computers and fax machine.
• Maintain all office machines as required.

General Office Duties

• End of year rollover of MAZE Administration files.
• Systematically file records, correspondence, publications and instructions.
• Maintain, monitor and dispatch casual relief records.
• Administer student medication when required.
• Attend to First Aid clinic as required.
• Maintain First Aid register.
• Maintain First Aid room and ensure sufficient supplies.
• Other duties as requested by the Principal.
The role of the cleaner is an important one in creating an environment where students and staff can work with a feeling of pride and satisfaction. The appearance of the school offers a first impression to parents and visitors to St John the Apostle School.

The duties of the cleaner include:
- Ensure that the school environment is kept clean.
- Follow the cleaning roster to ensure that all the rooms are cleaned as rostered.
- Inform the Secretary in a timely manner when consumables are required.
- Keep the cleaner’s store in an orderly manner and ensure that chemicals are stored in an appropriate manner.
- Report maintenance issues to the Assistant Principal and/or Janitor.
- During holiday periods, perform extra duties as negotiated with the Principal.
- Maintain equipment to ensure safety.
- Act as a role model to students.
- Be aware of Child Protection issues.
- Treat all members of the community with respect and courtesy.
- Other duties as directed by the Principal.
St John the Apostle
United in Love, Truth and Courage
Role Statement – Janitor

The role of the Janitor is an important one in creating an environment where students and staff can work with a feeling of pride and satisfaction. The role of the Janitor is to ensure that the school and surrounds are kept in a safe and aesthetically pleasing manner.

The duties of the Janitor include:
- Maintenance of grounds including mowing/watering of lawns, safety of trees, and general appearance of surrounds.
- Maintenance of tool shed/shipping containers to ensure general repair and safe storage of equipment.
- Minor repairs of furniture and structures.
- Report repair requirements to Principal and contact CEO Maintenance Team for specialist repairs such as plumbing, electrical and broken windows.
- Shared responsibility as trained OH&S Officer.
- Rubbish collection from classrooms and offices each afternoon.
- Opening and locking of the bike cage each morning and afternoon.
- Setting up audio equipment for morning assemblies.
- Setting up of rooms for functions e.g. Parent Information Evenings.
- Safe storage of chemicals.
- Locking of doors and windows.
- First contact by Security Company to report break-ins and or damage.
- Act as a role model to students.
- Be aware of child protection issues.
- Other duties as requested by the Principal.
Role Statement – Tuckshop Manager

The Tuckshop offers a service to families in providing nutritious and reasonably priced meals for students. The St John the Apostle Primary School Tuckshop has adopted the Healthy Food Guidelines as recommended by the Catholic Education Office. On some occasions treats may be served. In respecting the dignity of all students the Tuckshop will provide meals for students who might otherwise go hungry.

The Tuckshop is self-sufficient; paying all upkeep, maintenance and repairs, equipment purchases and staff wages. Extra monies raised are given to the Community Council to provide resources for the school. The Tuckshop caters for discos, sporting carnivals, special celebrations and end of term special lunches.

The Tuckshop is open to provide Morning Tea and Lunch five days a week.

The role of the Tuckshop Manager is to:
- Prepare rosters and coordinate volunteers who assist in the Tuckshop.
- Keep financial records of the Tuckshop.
- Take responsibility for banking of Tuckshop money.
- Order stock.
- Check invoices and make payment to suppliers.
- Ensure hygiene and OH&S regulations are followed.
- Transfer money to the Community Council to cover Manager’s salary.
- Prepare monthly reports for Community Council Meetings.
- Assist in fostering the philosophy of the school community.
- Treat students, staff and volunteers with respect and courtesy.
- Ensure that confidentiality is respected.
Rationale

St John the Apostle Primary School is committed to ensuring that all members of the community are made to feel welcome and understand that they are valued. The induction process provides an introduction to school practices and an explanation of what we see as the core beliefs dictating these practices.

St John the Apostle School believes:
- In the dignity of each person.
- That policies, actions and practices are grounded in Gospel values.
- That learning and teaching strategies are life giving.
- That the Catholicity of St John the Apostle School is upheld.
- That all members of the community are respected.

Agreed Practice

To ensure that all new staff:
- Are given the assistance they need to be able to settle into the life of St John the Apostle School.
- Are familiarized with the Policy and Procedures Manual.
- Can expect that their classrooms are clean and well maintained.
- Will be introduced to other members of staff and made to feel welcome.
- Will be teamed with another member of staff to offer ongoing support.
- Will receive relevant information to assist them settling in and ready to commence their duties.
- In their first or second year of teaching will be given the support of a mentor/ supervisor.
- In their first or second year of teaching will be encouraged to attend the Early Career Days provided by the CEO.
St John the Apostle
United in Love, Truth and Courage

Job Share Policy

Rationale

St John the Apostle Primary School sees Job Sharing as a significant opportunity for members of staff in particular to balance the demands of work and family life. In light of the Catholic Education Policy, job sharing at St John the Apostle School will be viewed as a voluntary arrangement in which two people share one full-time job, each working part-time on a regular basis. Job Share will not include regular part-time employment or executive relief employment. The St John the Apostle Job Share Policy is based on the Archdiocesan Schools’ Policy, which encompasses the following guidelines and which are outlined in the Catholic Education Office Guidelines.

Communication

Weekly written and verbal communication between the teachers job sharing, especially in the areas of student progress, program update, communication with parents, school events and staff news is essential. A fortnightly meeting and a diary will assist the teachers in the area of communication.

Classroom Management

The teachers in job share need to agree on aspects of classroom organisation, their approach to homework, the distribution of home readers, their approach to student behaviour and the routine of the day.

Programming

Both teachers are required to attend Year Level meetings on programming. While the curriculum areas may be divided between the teachers, it is most important that both of the teachers have an informed overview of the curriculum and are able to integrate areas
where appropriate. Teachers sharing a class are required to be familiar with the Essential Learning Achievements (ELA’s) of each Key Learning Area and need to be familiar with the ELA’s nominated for assessment according to year level agreement. Programming needs to be shared equitably across the classes on a year level.

Curriculum

This area must be given careful consideration. While it is appropriate to select curriculum areas according to the talents and interests of the teachers, certain subjects require daily teaching and continuity. Religious Education, Mathematics and English are the main subjects for consideration, as these subjects must be taught daily. Care must be taken to avoid repetition in teaching and to ensure that no area of the curriculum is neglected.

Assessment and Evaluation Procedures

In addition to selecting outcomes to be assessed with the year level teachers, the teachers sharing a class must agree on assessment methods to be used. Uniform recording is to be used and records are to be left in the classroom for easy reference. The necessity of frequent communication is stressed to ensure that both teachers are familiar with the performance of each student and are in agreement on the best methods to assist those students in need of special assistance.

Reporting to Parents

Both the teachers in a job share classroom must be present at all Parent Interviews and Meetings. Reports are to be written in consultation to ensure that the written report portrays a clear and accurate picture of each student.

Excursions

These events are to be jointly planned in conjunction with other teachers on the grade level. Both teachers need to be present for excursions such as overnight camps and excursions related to the areas of curriculum taught by both teachers.

Professional Development

Since staff inservice is frequently a time of community building, developing a common vision for the school’s development and growth
related to the professional needs of staff, teachers sharing a class are requested to attend all Professional Development activities. Whilst teachers in a job share situation are not obliged to attend all staff meetings, they are encouraged to do so. Specified curriculum staff meetings and planning meetings are compulsory.

Involvement in School Activities

Teachers involved in job sharing are an integral part of our school community. Thus it is expected that each teacher will be actively involved in professional, social and curriculum committees operating within the school.

Procedures for Job Share

Teachers requesting a job share arrangement are to collaboratively develop a written proposal for the Principal addressing the key areas listed above. The Principal will respond to this request in writing. Teachers engaged in a job share situation are requested to collaboratively develop an evaluation of their arrangement addressing the areas listed above. This evaluation must accompany any request to continue in the job share arrangement.

At St John the Apostle job sharing is seen as a potential benefit to students and staff. This will only be the case if both teachers are able to fulfil the requirements outlined above and if the teachers are able to contribute to the extra tasks required of staff, especially in the area of curriculum development and community building.

Resources

CEO Policy:  
http://www.ceo.cg.catholic.edu.au/policies/job_share.htm

Policy Review

The Job Share Policy is reviewed at least once each five years in line with current Registration practice. The policy may be reviewed more often that that according to need and educational trends.
St John the Apostle
United in Love, Truth and Courage
Professional Development Policy

Rationale

At St John the Apostle School we recognise the inherent value of providing professional development opportunities for staff. Professional development programs provide optimum opportunities for professional growth, enhanced diversity, and improved student learning. Professional development is essential to ensure that all staff have the opportunity to develop skills, to participate in dialogue with colleagues and to have the opportunity to remain up to date with current educational trends. Professional development can also improve effective school governance and decision-making practices.

Aims

The St John the Apostle Professional Development policy aims to:
- Provide opportunities for all staff to further their professional skills and/or qualifications.
- Provide opportunities for staff to further develop their awareness, knowledge and skills in current teaching and learning practices.
- Develop teachers with enhanced skills that in turn will improve student learning.

Agreed Practice

To ensure that the staff of St John the Apostle School have opportunities to attend professional development opportunities the school will:
- Budget for professional development opportunities and expend the PD money provided by the Catholic Education Office.
- Plan PD that supports the educational priorities of the school.
- Encourage staff to attend PD that meets their own specific and identified needs.
- Use PD money to assist staff to attend in-services.
- Ensure that PD opportunities are provided for as part of the Staff Meeting schedule.
• Budget for the employment of relief personnel so that staff can attend some in-services during school time.
• Encourage all members of staff to see that ongoing professional development is an important commitment to ensure the best outcomes for students.
• Encourage staff members to attend relevant conferences with appropriate financial support (eg. relief teacher and conference registration).

It is also recognised at St John the Apostle School that each individual’s professional development is a shared responsibility between the school and the staff member. All staff attending professional development have a responsibility to report briefly to the remainder of staff about the activity and its benefits.

Resources

CEO Professional Development for Assistant Principals, Religious Education Coordinators (Draft)-

Policy Review

This policy is reviewed at least once each five years in line with current registration practice. The policy may be reviewed more often than this according to need and educational trends.
Relief from Face to Face Teaching Policy

Rationale

Teachers are provided 105 minutes Relief from Face to Face (RFF) teaching (pro rata for part time staff). RFF is to allow teachers time for other tasks including administration tasks such as marking, preparing lessons and resources, programming and discussions with parents, students and other staff and other activities as required. In nurturing a climate of respect for each other and acknowledging the dedication of teachers, St John the Apostle School welcomes the right for teachers to have release time.

Agreed Practice

• Generally, RFF is given on a weekly basis. Timetabling of Library, Music, Dance and Gymnastics lessons ensures that each teacher receives the appropriate amount of RFF.
• RFF will be allocated after consultation with teachers.
• Timetabling issues may mean that in any term some teachers’ RFF may be above or below their weekly entitlement. If a teacher’s RFF is below the required time, the missed time will be made up.
• Part time teachers may be given their RFF in bulk.
• Teachers employed as relief teachers will not be given RFF for the days they are employed. They will be sent to another class to provide extra release for a teacher, or for a teacher to catch up on missed release time.
• The Library will be closed for the last two weeks of Term 4. RFF provided by the Library will be given prior to these two weeks.
• RFF will not be made up if teachers plan excursions during their RFF time.
• RFF will be made up if teachers miss their RFF due to activities such as carnivals or whole school activities.
• RFF will not be made up if a teacher is away due to sickness on the day their RFF is allocated.
• RFF will be made up if teachers are away on camp.
• Teachers may swap RFF time if they are going to be away during their allocated RFF. The teacher providing RFF needs to be consulted before a swap can be made.

Resources

• CEO Teachers and Principals Collective Agreement (2007-2009), p 60, section 20.2

Policy Review

The St John the Apostle Relief from Face to Face Policy is reviewed at least once each five years in line with current Registration practices. The policy may be reviewed more often than that according to the need and educational trends.
St John the Apostle
United in Love, Truth and Courage
Student Leadership Policy

Rationale

All Year 6 students are considered leaders. To acknowledge this special role the Year 6 students are presented with a "LEADERSHIP" badge. In addition, a girl and a boy from each Year 6 class are elected to the Student Representative Council (SRC). House Captains (a girl and a boy) for McKay, Florey, O’Brien and Namatjira are also elected from the Year 6 group. The Student Leadership Program gives Yr 6 students the opportunity to assist staff and parents to create an atmosphere of mutual respect.

Elections

Students wishing to be elected on to the SRC or as House Captains prepare and deliver a speech on:
- What they believe are the qualities of a good leader.
- How they have displayed those qualities.
- What they know about the position.
- Why they want to be elected.
Speeches should not contain idle promises. Neither are they to be seen as an opportunity to entertain. For the SRC election, speeches are presented in the Hall to students in Years 4 to 6, who then cast a vote. Speeches for House Captains are given in House groups and all members are able to vote.

Expectations and Commitment

To accept the challenge of being a school leader, students (and parents) are asked to sign a pledge. Leaders commit to being good role models for following the school rules and fulfilling responsibilities. They are asked to show others that they are responsible, kind, trustworthy, understanding and respectful.
Students wishing to be elected as SRC members and House Captains should recognise the value of being chosen. Being elected entails responsibilities beyond those of normal senior primary students. The following points may help students decide whether they are able to handle SRC or House Captain positions:

- Leaders are expected to participate in school activities. With enthusiasm, they are expected to participate in carnivals and events such as Wakakiri and POTH.
- Leaders are expected to wear the correct uniform at all times. They are sometimes called upon to greet visitors and show them around the school.
- Leaders are expected to obey school rules. This may be difficult if friends disobey simple rules about wearing hats, about tackling, about school boundaries, and so on.
- Leaders are expected to be aware that they will sometimes miss class work. They must be prepared to make up the missed work in their own time.
- Leaders are expected to attend out of school hours functions. This includes class and whole school liturgies, fetes, carnivals and discos.
- Leaders are expected to represent the student body on special occasions. They may be called on to introduce guests and to thank performers and guest speakers.
- Leaders are expected to play a key role at the Primary Assembly, the Focus Assembly and at the morning assembly.
- Leaders are expected to sacrifice their own time to attend meetings.

Policy Review

The St John the Apostle Student Leadership Policy is reviewed at least once each five years in line with current Registration practices. The policy may be reviewed more often than that according to the need and educational trends.