



STATEMENT OF EXPECTATION 2021-2024

INTRODUCTION

This *Statement of Expectation* (Statement) makes clear and public the expectations and responsibilities of schools and the Department in student achievement and progress.

The *Statement* is between; the Department of Education, represented by the Director General; the school, represented by the Principal; and is noted by the school council/board, represented by the Chair.

The *Statement* sets out the expectations of Principals in relation to the delivery of the 2020-2024 strategic directions *Every student, every classroom, every day, and Building on Strength*.

The *Statement* will underpin each school's strategic planning and self-assessment and will form part of the school's public school review, as well as the Professional Performance Review of the Principal.

The *Statement* also clarifies the important governance role that the school council/board plays in supporting the Principal and school staff to implement the system strategic directions in their school and to achieve year on year improvement.

The *Statement* does not provide a comprehensive description of all of the expectations of a public school Principal, nor of all the support services provided by the Department. Its focus is the expectations and responsibilities of the parties in relation to the implementation of the strategic improvement agenda for 2020-2024.

The expectations contained in the *Statement* reflect the obligation of the parties to the following:

- Holding high expectations of success for every student.
- Using evidence to underpin decisions.
- Strengthening educationally powerful partnerships with families and other service providers to support the engagement of every student.
- Fostering collaboration among staff within and across schools to build capability.
- Creating and sustaining the conditions for high quality teaching in every classroom.
- Supporting Principals to work with their staff and the local community to deliver benefits to students.
- Ensuring equity, including for Aboriginal or Torres Strait Islander students, students with a disability, those for whom English is a second language and those who experience social and/or locality disadvantage.
- Fulfilling requirements of the funding agreement for schools.
- Complying with all Policy, Industrial and Legislative requirements.

Identify and meet student needs

Principals are expected to lead their staff to:

- understand the literacy and numeracy needs of every student so that they can be supported to develop foundational competencies
- create a safe and orderly learning environment
- strengthen pathways for individual secondary students into work or further study
- increase the number of students regularly attending school
- use available data and evidence to identify students who are at high risk of not achieving and design strategies to engage them in their education

- equip students with the capabilities required to succeed in the contemporary work environment
- equip students with opportunities to develop STEM skills across the curriculum
- create an environment that develops student wellbeing including the promotion of optimism, resilience, confidence and self-efficacy
- develop and apply their understanding of Aboriginal histories and experiences, cultures and languages, and family relationships to enable Aboriginal students to thrive academically and socially.

The Department of Education will:

- prioritise professional learning resources to those schools with the greatest challenges in meeting the above expectations
- provide schools with easier access to support, for attendance, participation and managing student behaviour including student exclusions
- use the Australian Early Development Census to shape policy and drive interagency collaboration
- support schools with appropriate metrics for assessing student wellbeing and the capabilities demanded by contemporary workplaces
- resource programs and approaches to support improved Aboriginal student outcomes
- provide advice and guidance for schools on embedding contemporary and emerging work capabilities including STEM.

Lead School Improvement

Principals are expected to:

- lead the development and implementation of a school plan that contains specific targets related to improvement of student achievement, attendance and retention, along with the priorities and strategies to achieve them
- consult with school staff in the design of school development opportunities that contribute to the targets/aspirations of the school plan
- base the school plan on a thorough self-assessment of current school performance using the Department's *Electronic School Assessment Tool*
- ensure that the school plan reflects the obligations contained in this *Statement*
- take account of the outcomes of the Public School Review in the development of their school plan.

The Department of Education will:

- provide Collegiate Principals as support for the Principal, to lead a robust school self-assessment process and develop and implement an effective school plan
- make available data and information to support the Principal to develop an effective school plan and implement a self-assessment schedule
- privilege school self-assessment as the basis for improvement recommendations and length of review cycle
- ensure that Principals and their staff are provided with the support they need to respond to the findings of their Public School Review
- implement a school improvement professional learning program for school leadership teams.

Build the capability of our people

Principals are expected to:

- establish a school culture that builds the capability of all staff to maximise their impact on student learning and wellbeing
- ensure teachers are monitoring the learning of their students and using evidence to employ teaching strategies to enable every student to progress
- create opportunities for teachers to collaborate on the use of student achievement data to inform and share high impact teaching strategies
- ensure the focus of school networks is on student achievement

- construct systems for all staff to receive feedback and engage in professional learning to improve their contribution to the school's teaching and learning programs
- support their teachers in the use of evidence informed classroom pedagogy
- promote a culture of collective responsibility for occupational health and safety and implement related processes
- implement the actions identified to address violence in schools
- self-reflect on their professional practice using the Principal Performance Improvement Tool (PPIT) and Department personal attributes
- develop workforce practices that support diversity of school staff.

The Department of Education will:

- support school leaders to build cultures of professional growth in their school by instituting a new leadership development program
- provide Collegiate Principals who will assist Principals to reflect, identify and develop opportunities for improvement
- ensure that Principals receive feedback about their performance through a revised Principal Professional Review process
- assist Principals to develop their Leadership Development Plan by engaging in robust self-reflection using the Department's endorsed leadership attributes and the Principal Performance Improvement Tool.

Strengthen educationally powerful connections

Principals are expected to:

- engage with families, carers and communities to better understand the aspirations, interests and needs of their students
- work in partnership with other government agencies and support services to assist children
- create opportunities to work collaboratively with local communities, including Aboriginal communities, to determine aspirations and set directions for students
- collaborate with other public school Principals to ensure that schools do not operate in isolation or in competition with each other
- pursue industry and business partnerships that enhance educational opportunities for students.

The Department of Education will:

- continue to refine multi-agency approaches to respond to student wellbeing and attendance, including mental health, disability and violence in schools
- strengthen involvement in district leadership groups to enhance local integrated approaches to student and family support
- shape locality based initiatives and collaboration led by Directors of Education
- provide customised professional learning to support the development of culturally responsive school leaders
- ensure Principal involvement in major policies, initiatives and program development.

Meet Policy, Industrial and Legislative Requirements

Principals are expected to:

- adhere to all legislation, industrial regulations and policies that apply to their role, unless they have had an alternative policy position formally endorsed through the Department
- when invited, and available to do so, participate in the development of new or revised Department policy.

The Department will:

- provide induction programs and training for new and acting Principals
- provide training for Principals relating to Department priority risk and compliance areas
- make available access to legislation, regulations, policy and guidelines online
- engage practising Principals in the development of changes to policy and guidelines.

Embed strong governance through school councils/boards

Principals are expected to:

- provide the school council/board with information on its functions as prescribed in the *School Education Act 1999*, *School Education Regulations 2000* and Department of Education policy
- ensure that the school council/board Chair notes the *Statement* and takes part in the functions as prescribed in the *School Education Act 1999*, *School Education Regulations 2000*, and school council/boards information package
- work with the school council/board Chair to promote and advocate for the school in the community
- ensure an induction is provided for new members who join the school council/board.

The Department of Education will:

- make information and training available to support Principals and school council/board members to be able to understand their roles and responsibilities and operate effectively
- ensure that the school council/board Chair or representative is invited to participate in the selection of the Principal.

Signatories to the Statement of Expectation

Signed on behalf of the Department of Education

LISA RODGERS
DIRECTOR GENERAL

DATE:

Signed on behalf of **BELRIDGE SECONDARY COLLEGE**

SHARON LYON
PRINCIPAL

DATE:

Noted on behalf of **BELRIDGE SECONDARY COLLEGE SCHOOL COUNCIL/
BOARD**

SCOTT AMY
BOARD CHAIR

DATE: