



Executive Office Day Structure

Assistant Principals at Campbelltown P.S. will be supported in completing their supervision of staff for the TARS and EARS process through the provision of an Executive Office Day. This day also supports executives to understand the academic and welfare profile of the students they supervise.

The structure of the Executive Office Day will involve:

- 1) In-class support sessions. (At times- this may include 1 hour in- class observations as negotiated).
- 2) Executive Responsibilities. (Welfare/attendance).
- 3) Administration for stage.
- 4) Leadership portfolio.

Roles Outlined:

1) In-Class Support Session: (linked to the TARS process)

There will be an expectation that at least 1 hour of each office day per fortnight will be utilised to directly support the staff that you supervise, within the classroom. Supervision proformas will need to be completed on each visit and made available for discussion with the teacher and the Principal. The proformas attached at the end of this document will need to be completed to support each staff member's professional development. Each teacher under your supervision should be directly observed teaching their class a minimum of once per term. The number of observations within the term and the length of time of the observations are to be negotiated with the teacher/s involved prior to the observation/s taking place.

The supervision proformas that need to be completed are 1: Classroom Observations proforma (at least one per term) and In-Class Support Sessions proforma (on other occasions). Feedback for teachers is critical and should be balanced with positive and constructive feedback, and provided within 3-5 working days of the in-class support session.

NB: During visits to classrooms it is essential that the following is completed by the supervisor:

- 1) *Observation of class practice.*
- 2) *Observation of ILPs/PLPs/Adjustments implemented in the classroom.*
- 3) *Observation/understanding of progress made by targeted students (based upon data from NAPLAN/BEST START/READING RECOVERY).*
- 4) *Observation of student work*
- 5) *Observation of the classroom structures a) PBIS/Welfare Systems supporting learning
b) Learning environment is conducive to quality teaching & learning.*

2) Welfare and Attendance Review (minimum: fortnightly)

Welfare: It is required that you review your stage-based entries on SENTRAL to determine any follow-up that may be required. You need to review both positive and negative entries and discuss these patterns with your team for relevant follow up. For individual students, you should identify any concerning patterns of behaviour (for example 3 negative entries on Sentral per term) and facilitate parent communication with teacher and parent. (Any action should be recorded on Sentral). Your week's summary should be noted weekly on the agenda for the following executive meeting.

Attendance: It is required that you review your stage's attendance patterns on SENTRAL to determine any follow-up that may be required. You need to review and discuss concerning patterns with your team for relevant follow up (a print out is suggested). You should identify any concerning attendance patterns with individual students, and support and monitor any follow up required. If, after supervisor intervention, attendance concerns continue, you are required to complete an Absence Concerns Referral and submit this to AP in charge of attendance.

3) Observation of Documentation:

Executives may use this opportunity to observe and provide feedback on teacher's documentation. (Refer to supervision policy).The documents include:

- a) Class Program (minimum once per term)
- b) Assessment Records (minimum once per term)
- c) Homework (minimum once per term)
- d) Student work (minimum 2 KLAs each term).

ADDITIONAL RESPONSIBILITIES

a) Welfare Issues -

Please support any welfare issues that present at the office area if required.

b) Playground Support -

It is recommended that you take increased opportunity on these days to be visible/supportive in the playground/ at school gate.

EXECUTIVE MENTORING/COACHING: Each executive will be provided with 1 hour of Teacher Professional Learning in relation to the EARS process. This mentoring/coaching will be based around the Australian Professional Standards for Teachers and involve reflective practice, goal setting (long and short term) and mentor feedback, to support the implementation of quality leadership practices of individuals and teams within the school. It is also an opportunity for Executive staff to strengthen their achievement of the EARS standards by setting goals and working with the support of a mentor towards achievement of these identified goals. This occurs outside of school hours.