

YEAR LEVEL / HOUSE COORDINATOR

The Year Level/House Coordinator is appointed by the Principal and reports to the Head of Student Wellbeing.

The Year Level/House Coordinator plays a pivotal role in driving educational excellence and fostering a culture of continuous improvement with a focus on student wellbeing for learning within our school. The correlation between the wellbeing of a student and their success as an engaged learner is well researched and documented. The Year Level/House Coordinator has a key role in the implementation of the College wellbeing policies by supporting student wellbeing for learning; therefore they lead the College expectations of student behaviour and wellbeing for learning programs with staff and students.

This leadership position is responsible for coordinating high-impact strategies to enhance student wellbeing and our understanding and respect for Aboriginal and Torres Strait Islander Peoples. As a leader in a Catholic school, they model and actively support the faith life of the community, animating a Mercy charism, spirituality, and mission in all aspects of school life.

The Year Level/House Coordinator builds collective efficacy by fostering a shared belief within the team that they can positively impact outcomes through collaboration. With the College Mission, Vision, Values and Strategic Directions informing all practice; they lead pastoral teams, informed by evidence and data, to consider knowledge and skills, innovation for purposeful change and elements of connected communities required for young people to thrive and grow in learning.

The Year Level/ House Coordinator is a reflective and empathetic practitioner who demonstrates interpersonal courage and perseverance in achieving student learning and wellbeing goals and sets high expectations for all students about what it means to be part of the OLMC Community. They establish rules and routines for all within their team to model. They seek meaningful ways to integrate faith and life with their teams and students, making Gospel values tangible and relevant for students.

The Year Level/House Coordinator takes on a role based on a model of Christian service. They derive authority from the Principal and, as such, are empowered and expected to participate in the implementation of the Vision of the College and reflect the College values of Compassion, Justice, Courage and Joy.

KEY RESPONSIBILITIES

The Year Level/House Coordinator will primarily be responsible for:

Leading with Impact

- The Year Level/House Coordinator will provide impactful leadership in a reflective and proactive manner addressing the requirements of:
- Leading self
- Cultivate a curious and open-minded culture, developing rigorous thinking in self and colleagues.
- Consistently review personal practice and beliefs by considering diverse viewpoints from students, staff, senior leaders, the school community, and reliable evidence.
- Maintain a commitment to professional learning and development inclusive of professional publications, research and learning activities.

- Communicate concerns with clarity, confidence, and respect across individual, team, school, and community situations, particularly when challenging norms or practices that hinder student learning and wellbeing.
- Listen deeply to the needs of others, demonstrating sincere interest in the needs, hopes, and aspirations of staff and students.
- Apply a caring, sensitive, and nonjudgmental approach when guiding others through challenging situations, recognising expressed and unexpressed emotions.
- Sustain energy under pressure, adapt well to change, and persist in achieving improvement goals despite obstacles or setbacks.
- Regulate emotions and reactions during challenging situations, and model resilience by publicly acknowledging setbacks and responding positively.

Leading staff:

- Provide leadership of the College Strategic Directions with regards to learning for wellbeing.
- Demonstrate unwavering commitment to improving student learning and wellbeing outcomes.
- Provide leadership and support to Pastoral Leaders and other teachers in the implementation of restorative practices, behaviour expectation protocols and an awareness of the wellbeing and pastoral care needs of adolescent girls.
- Lead the development of a rigorous and robust Pastoral Program that is based in evidence and addresses the needs of students for the future.
- Support Pastoral Leaders in coming to know their students and in their role of assisting in the process of subject selection and consideration of future pathways for students.
- Intentionally reflect on own biases, values, and perspectives to gain insight as a leader, and actively seek feedback from staff and a range of sources. Use this feedback to set improvement goals and modify leadership behaviour for greater effectiveness.

Leading students

- Participate in the induction process for new students in their transition into the OLMC community.
- Provide initial pastoral counselling and support for students experiencing personal, social, or academic difficulties. Refer students to appropriate internal and external support services (e.g., school counsellor or external agencies) as needed.
- Implement case management for eligible students with identified needs. This includes, where appropriate, the development of a SEAP, collecting and monitoring records of the student's progress, providing appropriate information and support to students, teachers, parents and external support regarding the specific needs of these students and liaising with specialist staff.
- Implement effective and efficient administrative systems which assist in the optimum use of resources (e.g. exchange of information, accurate and confidential record keeping).
- Work with the Learning Diversity Coordinators in the development and implementation of Individual Learning Plans.
- Maintain appropriate records of learning adjustments, student wellbeing notes and parent communications and meetings for NCCD Data Collection.
- Participate in the induction process for new students in their transition into the OLMC community.
- Monitor student attendance, punctuality, and engagement in school life. Follow up with students and parents regarding unexplained absences or patterns of disengagement.
- Implement and monitor strategies to prevent and address bullying, harassment, and discrimination.
- Implement restorative practices to resolve conflicts and promote positive relationships among students.

- Facilitate and support student leadership opportunities within the year level.
- Facilitate meetings and academic reporting for the year level.
- Leading Community
- Implement specific Year Level/House activities and camps as negotiated with and allocated by the Head of Student Wellbeing.
- Attend appropriate evening events that include parents, promote the Mission and Vision of the College and/or educate the OLMC community.
- Support the Student Leadership Coordinator and Student Leaders in the organization of activities for Year 7-12. (House Coordinators are also expected to assist House Captains in coordinating House meetings and the running of carnival days).
- Work with staff in charge of co-curricular activities to encourage and support student participation.

Driving Effective Practice

- Lead, with the Student Wellbeing Team, the analysis and resolution of complex problems collaboratively, systematically, and iteratively. Adopt a systems perspective, identifying and analysing the causes of problems and designing solutions that directly address them.
- Continually build and sustain high-trust relationships based on competence, integrity, and respectful treatment of all school community members.
- Establish a supportive team culture that fosters a shared commitment to teaching and learning improvement for the wellbeing of students.
- Work with the Student Leadership Coordinator to encourage and support student participation in leadership and the inclusion of student voice in the decision-making processes.
- Be a visible presence for staff and students to support behavioural expectations and a sense of belonging to the OLMC community
- Monitor the academic progress of students within the year level, identifying those who may be struggling or excelling.
- Promote and support the development of effective study habits and learning strategies through working with Pastoral Teams informing the Pastoral program.
- Enhancing Understanding and Respect for Aboriginal and Torres Strait Islander Peoples
- Emphasise the importance of culturally responsive student wellbeing and the incorporation of Aboriginal and Torres Strait Islander perspectives, histories, and contemporary contributions into the wellbeing program.
- Work collaboratively with other school leaders to identify local Elders and leaders, fostering and maintaining positive, reciprocal, and meaningful relationships with local Aboriginal and Torres Strait Islander communities. Engage community members in supporting and providing a culturally safe environment for young people.
- Coordinating High-Impact Learning and Wellbeing Opportunities
- Lead the design of collaborative processes for comprehensive understanding of the learning and wellbeing needs of all students, ensuring equitable learning opportunities for all students.
- Embedded in a culture of continuous professional learning where teachers collaborate to apply evidence-based strategies and new professional knowledge, using student learning evidence to evaluate impact and refine practice.
- Lead the establishment of practices and processes that support the consistent use of student data and research evidence to challenge assumptions and inform teaching decisions and actions at team and individual levels.
- Establish structures and processes for regular, high-trust, and high-challenge collaboration among teachers. Build a shared understanding and commitment to improving the impact of teaching on student learning and wellbeing, and develop

staff capacity to resolve barriers to effective collaboration, in particular through the development of an evidence and needs based Pastoral program.

- Ensure the consistent application of school policies and procedures within the cohort.

Child Safety

- OLMC is committed to promoting and protecting the interests and safety of all students. Year Level/House Coordinators are expected to:
- Be familiar with and comply with MEL and the school's child-safe policy and codes of conduct, and any other policies or procedures relating to child safety
- Provide students with a child-safe environment and proactively monitor and support student wellbeing

No position description can be entirely comprehensive. From time to time the Year Level/House Coordinator will be expected to carry out other duties, as requested by the Principal or her delegate, that are broadly consistent with this position description and the status of the role within the College.

ACCOUNTABILITY

Reports to:	Head of Student Wellbeing
Responsible for:	Pastoral Leaders and students of the year level or house.
Internal liaisons:	Director of Learning and Teaching, Student Counsellors, Learning Diversity Coordinator, Pathways Coordinator, Careers Coordinator, other House Coordinators and Year Level/House Coordinators, Learning Leaders, staff in Student Reception and Medical Centre, Student Leadership Coordinator, Leadership Team, General Staff, Parents.
External liaisons:	Community agencies, professional networks and other schools.

CONDITIONS

All conditions are in accordance with the Catholic Education Multi Employer Agreement 2022 and OLMC's employment policies.

This is a POL Level 3 appointment for three years. The time release for this position is 9 lessons per cycle and the load of the YLC/HC is inclusive of the fortnightly Pastoral lesson.

The position encompasses participation in decision-making processes and other activities relevant to the role which require involvement outside the currently designated school hours.

KEY SELECTION CRITERIA

1. Relevant teaching qualifications and current Victorian Institute of Teaching (VIT) registration.
2. Demonstrated experience in a formal or informal leadership role within an educational setting.
3. Strong understanding of educational research in the areas of student wellbeing, curriculum design, implementation, and assessment.
4. Proven ability to build and maintain high-trust relationships with staff, students, and the wider school community.
5. Excellent communication, interpersonal, and problem-solving skills.
6. Commitment to continuous professional learning and self-reflection.
7. Demonstrated cultural responsiveness and understanding of Aboriginal and Torres Strait Islander histories, cultures, and contemporary impacts of colonisation.
8. Ability to use data and research evidence to inform decisions and drive improvement.

Date: July 2025