



ST PATRICK'S COLLEGE
TOWNSVILLE

POSITION DESCRIPTION DEAN OF STUDENT WELLBEING

THE COLLEGE

St Patrick's College Townsville is a Catholic and Independent Secondary Girls College with a proud tradition of excellence in the education of young women. Responsibility for the governance of the College rests with a Governance Board of Directors and with Mercy Partners, a canonical body which governs Mercy ministries in Queensland. Located on The Strand in Townsville, we endeavour to nurture our students, who are both boarding and day, in becoming women of independent spirit and compassion, within an environment that promotes excellence, creativity and leadership.

OUR VISION

St Patrick's College Townsville ignites a passion for knowledge, wonder and curiosity, empowering all to be courageous and compassionate.

THE ROLE

The Dean of Student Wellbeing works in partnership with the Heads of House/Heads of Year, the Director of Students, the Deputy Principal, and the Professional Services Team to provide leadership in all aspects of student wellbeing. Core areas of responsibility include the development of best practice structures and programs that optimise student wellbeing and enhance the quality of parent partnership in the holistic formation of students.

This position requires a commitment to attend pastoral and academic information evenings, orientation days, pastoral activities and events, Valedictory Mass, Valedictory Dinner, Formal, Awards ceremonies and camps and retreats. Flexibility with working hours is an expectation of this position.

Key accountabilities for the role include:

Leadership

- Fostering the Catholic ethos and Mercy identity of the College community, integrating beliefs and values into all facets of College life and learning
- Modelling for staff a personal commitment to each student's worth and dignity
- Articulating a broad vision of holistic wellbeing fostering collegiality with the Professional Services Team, Heads of House, Heads of Year, Heads of Department and Faculty, and teachers.
- Providing role-modelling for staff and students in terms of behaviour, respect, presence and character and challenge inappropriate practice and behaviour at all levels.
- Establishing, communicate, encourage and track clear academic, behavioural and community expectations, leading follow up and intervention with stakeholders, as required.
- Supporting the Director of Students, Heads of House and Heads of Year in the management of student behavioural issues, as required.

Organisation

- Developing appropriate policies, protocols, plans, organisational structures, and data systems that support and track wellbeing programs, practices and outcomes
- Providing day-to-day advice to key stakeholders on student wellbeing issues
- Supporting the implementation of programs that will enhance the overall wellbeing of students
- Seeking and promoting improved access to funding opportunities that enhance outcomes for students.



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Program Development

- Demonstrating commitment to continual improvement in student learning outcomes through professional reading, research and analysis of programs and initiatives to determine areas of success and areas for improvement and to develop proactive measures to address these.
- Reviewing literature to explore best practice options for the structural delivery of wellbeing and formation programs, and advising best practice delivery options to enhance program impact
- Leading the development and implementation of multi-dimensional wellbeing programs and initiatives across all years through the curriculum, organising the PD program for students as required
- Organising regular staff professional learning in wellbeing to inform school teaching pedagogy and learning strategies.
- Seeking and promoting improved access to student and staff wellbeing resources.
- Establishing effective procedures for the collection and recording of information about student academic progress and the provision of easily accessible information on student academic performance to each Head of House/Head of Year.

Partnerships with parents/guardians and the community

- Strengthening the capacity of teachers to build effective and collaborative relationships with parents/guardians and students, through the delivery of effective onsite, ongoing, on time professional development
- Promoting the development of parents/guardians as partners in wellbeing by organising parent engagement and formation evenings, including events for parents of students at feeder schools, to ensure early engagement.
- Developing and strengthening relevant partnerships with community groups, agencies, and other educational institutions to promote and strengthen student wellbeing.
- Collaborating with appropriate networks to promote wellbeing programs and initiatives across the College.

Key pastoral responsibilities

- Meeting regularly with the Pastoral Care /Services Team to monitor student management processes and practices, with a view to continuous improvement particularly in the area of child safety and attendance
- Routinely reviewing data analytics in relation to student attendance, following up on escalated attendance issues as required, and building a culture which values attendance.
- Overseeing the organisation of Camps, Retreats and other Formation Events, appropriate focus on student wellbeing and resilience, and metrics to discern impact.
- Liaising regularly with extracurricular coordinators to track and monitor student engagement and involvement, building data analytics to track this over time

GENERAL EXPECTATIONS OF STAFF OF THE COLLEGE

- Demonstrated knowledge and understanding of the AITSL Professional Standards for Teachers as a framework for professional growth and development.
- To support and contribute to the Strategic Plan and Mission of the College: to promote fullness of life and nurture excellence in learning for all young women in a joyful environment.
- To dress, act and communicate in a professional manner that upholds the reputation of St Patrick's College Townsville.
- To adhere to the Workplace Health & Safety and Risk Management practices of the College.
- To attend staff meetings, parent evenings, and special College functions as arranged by the College Leadership Team, including our annual Open Day and Speech Night.
- To maintain confidentiality and not denigrate the College in any way within the community.
- To contribute to the College extracurricular program willingly and voluntarily.



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- As a professional learning community, we encourage teachers to develop positive learning and pastoral relationships with their students, and to work in cooperation with parents to achieve the best possible outcomes for each student.
- In addition to directed duties, classroom teachers are expected to fulfil, in a professional manner, other tasks as assigned including the planning of curriculum units, preparation of lessons, the assessment and reporting of student performance and regular communication with parents/guardian and relevant College personnel in relation to the learning and pastoral needs of students in their care.
- In addition to those responsibilities listed, teachers may be required to complete other appropriate duties and responsibilities as requested by the Principal from time to time.

DUTIES AND EMPLOYMENT CONDITIONS

All staff at St Patrick's College Townsville are employed under Catholic Employing Authorities, Single Enterprise Collective Agreement – Religious Institute Schools of Queensland 2023 - 2026, which provides information in relation to levels of remuneration, leave, expected duties and work practices.

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The College reserves the right to alter roles and responsibilities at any point in time.

ST PATRICK'S COLLEGE TOWNSVILLE – COMMITMENT TO CHILD SAFETY

St Patrick's College Townsville is committed to child safety. As educators, we strive to provide a safe, happy, and empowering environment that builds confidence, resilience, and self-esteem. We foster respectful and caring relationships between staff and students, ensuring positive interactions that contribute to the overall wellbeing of every child.

We support and respect every child, as well as our staff and volunteers, and we are committed to their safety, participation, and empowerment. The College has a zero-tolerance approach to child abuse. All allegations and safety concerns are treated with the utmost seriousness and addressed in line with our regularly reviewed policies and procedures, which are available on our website. We recognise our legal and moral obligations to notify the appropriate authorities when concerns for a child's safety arise, and we provide clear processes for students, families, and staff to raise concerns or offer feedback.

St Patrick's College Townsville is dedicated to preventing child abuse and identifying risks early in order to remove or reduce them. We work proactively with student and parent stakeholders, delivering educational programs which ensure risk and rights consciousness. We maintain robust human resources and recruitment practices for all staff and volunteers, and we are committed to providing regular training and education to our community on child safety and abuse prevention.

We are committed to ensuring that Aboriginal and Torres Strait Islander students in our care are supported to maintain their cultural identity and connections with family and community. We also uphold the cultural safety of children from culturally and linguistically diverse backgrounds, and we are dedicated to providing an inclusive and safe environment for children with disability.



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Through strong policies, procedures, and training, our leadership team, staff, and volunteers are equipped to uphold these commitments and ensure the safety and wellbeing of all children in our care.

Position Description approved by:

Kath Little
College Principal

I have read and accept the position of Dean of Student Wellbeing as set out above.

NAME	
SIGNATURE	
DATE	