

Director of Wellbeing Programs R-12



**LORETO
COLLEGE**

Marryatville, South Australia

www.loreto.sa.edu.au

Role:	Director of Wellbeing Programs R - 12
Position:	Teacher R-12
Terms:	4-year tenure – 2026 - 2029
Position of Responsibility	POR 4
Time Allocation:	0.4 time release
Reports to:	Assistant Principal: Wellbeing and Engagement

About Loreto

The Mission Statement for Loreto Schools of Australia states:

A vigorous belief in the capacity and responsibility of women to contribute significantly to society and to the church underlies the emphasis in our tradition on the education of girls.

It builds on Mary Ward's conviction that 'women in time to come will do much' and is inspired by her independence of spirit, her strength of mind, her tenacity and her courage in breaking new ground. Yet, for all her passion to redress an imbalance, her fundamental belief was that men and women alike found their deepest truth and ultimate value in God. There is still an urgent need today to recreate the vision of what it is to be fully human, for men as well as women. It is therefore our task to educate beyond the stereotypes. It is our hope that those involved in our schools will act freely, courageously and in a spirit of collaboration to affirm the dignity of each individual and to further the cause of human rights.

This is our vision: that Loreto schools offer a Catholic education which liberates, empowers and motivates students to use their individual gifts with confidence, creativity and generosity in loving and responsible service.

All Loreto schools in Australia share the same set of values: freedom, justice, sincerity, verity and felicity. These values are at the heart of our educational philosophy and shape our identity as a school.

Position Overview

Key Responsibilities and Expectations

The Director of Wellbeing Programs R-12 is responsible for The Social, Emotional, and Academic Development (SEAD) program - a targeted and sequential program that acknowledges the phases of girls' transition from childhood to young adulthood and the challenges and rewards that accompany each stage of development. Working closely with the Assistant Principal: Wellbeing and Engagement, Head of Junior School, and the Leaders of Student Wellbeing and Academic Care (LSWACs), the Director leads the implementation and continuous improvement of the SEAD program, ensuring best practice in student wellbeing.

The **Director of Wellbeing Programs R-12** is a member of the **Senior Leadership Team**, which includes:

- College Executive Team
- Director of Early Learning Centre
- Director of Academic Programs
- Senior Director of Boarding and Strategic Projects
- Director of Performing Arts
- Director of Sport and Sport Performance
- Director of Finance
- Director of Information Technology

This role guides College initiatives so that every student feels safe, valued, connected, and supported to develop the skills and attributes needed to flourish.

Key Competencies

The Director of Wellbeing Programs R-12 is required to demonstrate the following Key Competencies:

Leadership	A high capacity to lead self and others in the delivery of wellbeing and learning initiatives
Communication	Excellent skills in communicating to staff, students and parents through the gathering and delivery of information
Developing Others	A high capacity in developing others in their professional growth
Planning and Organising	Excellent planning and organisational skills, demonstrating the ability to balance resources, timelines, and priorities to achieve objectives.
Problem Solving and Decision Making	Excellent skills in problem solving and decision making, including the ability to analyse, identify solutions, and make appropriate decisions
Collaboration	A high capacity to lead and work with others in achieving common goals, objectives, and outcomes
Continuous Learning	An ongoing commitment to learning and self-development, particularly in relation to wellbeing and learning as well as girls' education

1. Strategic Leadership in Student Wellbeing

- Lead the College in understanding and responding to the wellbeing needs of students through the strategic development of excellence in the SEAD program across the College.
- Support the work of the Assistant Principal: Wellbeing and Engagement and Assistant Principal: Head of Junior School and assist the Leaders of Student Wellbeing and Academic Care (LSWACs) in the development, delivery, and continuous improvement of the SEAD program R–12.
- Act as a contact for Junior school staff and parents when positive behaviour support guidance is required.
- Work with the Assistant Principal: Head of Junior School to develop student leadership opportunities across the Junior School.
- Coordinate the Year 5 LSAC (Loreto Schools Australia Committee) Leadership program.
- Keep staff informed of educational and wellbeing developments that support the College's strategic priorities.
- Manage the SEAD program budget and ensure alignment with the College Strategic Plan.
- Embed the College identity and mission, including opportunities for social justice, in the design of the SEAD program scope and sequence.

2. Program Development and Implementation

- Develop wellbeing initiatives that are adaptive to a changing world and attuned to students' developmental stages, strengthening resilience, confidence, belonging, and positive relationships across R–12.
- Lead and mentor R–12 teachers in the effective delivery and evaluation of SEAD programs.
- Strengthen the capacity of teachers to build meaningful relationships with students and families.
- Collaborate with the Assistant Principal: Wellbeing and Engagement, and LSWACs to develop and deliver transition programs for Year 7 and new students.
- Partner with the Senior Director of Boarding and Strategic Projects to create and implement a Boarding SEAD program.
- Develop and oversee the organisation of R–12 camps (including camp scope and sequences) to ensure alignment with SEAD values and objectives, including active participation in select camps.
- Coordinate wellbeing incursions and workshops, ensuring consistency with the SEAD scope and sequence.
- Use knowledge of student wellbeing, behaviour, and relationships to guide the development of class lists through the Class Creator program (R–10), ensuring balanced and supportive class groupings.

3. Data-Informed Practice

- Oversee the weekly use of Pulse to monitor student wellbeing and inform program initiatives and interventions from Years 5-12.
- Analyse Pulse data, identifying trends and sharing feedback with staff and students to enhance safe accountability and peer connectedness.
- Communicate key findings from data analysis to the Assistant Principal: Wellbeing and Engagement, Assistant Principal: Head of Junior School, and College Counsellors each term.

4. Professional Learning and Community Engagement

- Lead and support the professional development of staff in relation to student wellbeing and the SEAD program.
- Engage students, staff, and parents through presentations, learning sessions, College publications and tours to promote wellbeing programs.
- Develop and implement a parent wellbeing seminar program in collaboration with the Assistant Principal: Wellbeing and Engagement and the Assistant Principal: Head of Junior School.
- Engage in professional learning opportunities and relevant associations to maintain contemporary practice in wellbeing education.
- Provide support in the daily operations of the Junior School during the absence of the Head of Junior School.

5. Mission, Ethos, and Professional Conduct

- Embody and promote the Loreto mission, values and the charism of Mary Ward in all aspects of College life.
- Actively support the Catholic ethos through participation in prayer, retreats, social justice initiatives, and service activities.
- Model Christian values of integrity, respect, and compassion in all interactions with students, staff, and families.
- Maintain confidentiality and uphold the highest professional standards within the College and wider community.
- Manage information and communication responsibly, in accordance with College policies including Privacy and Responsible Use of Technology.
- Publicly support and uphold the College's policies, strategic plans, and professional standards, including the Safeguarding Children and Young People Code of Conduct.
- Undertake any other duties as directed by the Principal.

6. Personal and Professional Qualities

- Demonstrated planning, organisation and time management skills
- Excellent interpersonal skills underpinned by the Loreto values
- Relevant tertiary qualifications and/or experience related to the teaching responsibility required by the position
- Be registered to teach in South Australia and hold a current South Australian Teacher's Registration Board Certificate

Work Health and Safety

Teachers (including PORs), Non-teaching positions – WORKERS

This role is deemed to be a *Worker* under the South Australian Work Health and Safety (WHS) Act 2012.

As a *Worker*, while at work you must –

- take reasonable care for yourself and others in the workplace
- take reasonable care that your actions or omissions do not adversely affect the health and safety of other persons
- comply, in so far as you are reasonably able, with any reasonable instruction given by the employer to allow the person to comply with the WHS Act
- cooperate with any reasonable policy or procedure of the employer relating to health or safety at the workplace that has been notified to workers
- do not bypass or misuse systems or equipment provided for any purpose
- report unsafe conditions or acts which come to your attention and address where possible. Notify your supervisor/manager of actual or potential WHS risks in your work area
- notify your supervisor/manager of incidents, injury and pain or discomfort following a work related injury/activity as soon as possible, preferably in the shift it occurs, but no later than 24 hours.

All workers are authorised to:

- stop any activity where there is imminent risk of harm to self or others and to the environment
- instruct others to stop a task considered to present a risk to health, safety and the environment
- raise and/or discuss health, safety, environment and quality matters with supervisors/managers or safety representatives where relevant
- notify a direct report and follow up on any health safety, environment and quality matters outside of one's ability or capacity to control
- escalate health, safety, environment and quality matters to an appropriate level

Accountability

Catholic Church Endowment Society Inc (CCES) utilises a number of accountability processes to assess performance relating to the implementation of management system responsibilities. These processes apply to all personnel and are performance based.

The key process may include:

- supervisory arrangements (in accordance with organisational and site management structures)
- system review and verification activities; and
- performance appraisals

Reference: Catholic Safety, Health Welfare South Australian, (12) v1

Annual Review

An Annual Review is undertaken with your line manager to provide feedback and discussion for professional growth.

APPROVAL

Job Description Approved

.....
Print Name

.....
Signature Principal or Delegate

.....
Date

.....
Print Name

.....
Signature Staff Member

.....
Date

November 2025

November 2025

Applications

Applications for the tenured position of Director of Wellbeing Programs R-12 should be addressed to:

Ms Kylie McCullah
PRINCIPAL
Loreto College
316 Portrush Road
MARRYATVILLE SA 5068

Terms and Conditions

- Relevant tertiary qualifications and/or experience related to the leadership responsibilities required by the position.
- All applicants must be registered to teach in South Australia and hold a current South Australian Teacher's Registration Board certificate.
- All applicants will be required to undergo a Working with Children check and complete the Responding to Risk of Harm, Abuse and Neglect- Education and Care training and First Aid training. Please attach any relevant certificates to your application.

Included with your application

Please provide copies of the following documents:

- Address the Key Competencies outlined in the position description.
- Your Curriculum Vitae
- The names, addresses and full contact details, including email address, of three referees who may be approached.
- All applicants will be required to complete an Applicant Declaration Form for School Employees which is available on our website. This Form must be submitted with your application.

Closing Date

Applications close at 9.00 am on Thursday, 13 November 2025