

Dear candidate,

Thankyou for your interest in the role of Director (Leading Teacher) at Altona College. In the pages that follow, I hope you will gain insight into the vision and responsibilities associated with these roles. My hope is that prospective candidates can find both familiarity and challenge in our vision and core beliefs.

At the heart of our work, is the pursuit of excellent and equitable outcomes for all learners. In pursuit of this, Directors must understand that stakeholder engagement is a critical component of our work. Knowledge and expertise are vital, but so to is the demonstrated capacity to work effectively with teachers, families, community, networks and external resources. In pursuing one of these roles, you are making a commitment to be vulnerable, compassionate and inclusive in your leadership. At the same time, you will be expected to challenge your peers to be high performing practitioners, accepting only the highest standards of performance. This will demand difficult conversations, constant feedback and a level of resilience far beyond that expected of most school staff.

In 2027, the Director roles open to application are:

- *Director of Student Achievement & Engagement: F–6*
- *Director of Student Wellbeing & Engagement: F-6*
- *Director of Student Achievement: 7–12*
- *Director of Student Wellbeing: 7-12*
- *Director of Student Engagement: 7-12*

The role is challenging; the community are remarkable and the opportunity we are afforded to shape our system and in turn the lives of our young people is a great privilege. With this said, I warmly invite you to read on to better understand both the opportunity and the expectation. I look forward to your submission and any other queries you might have.

Warmest regards,

A stylized, handwritten signature in black ink, appearing to read "Nathan Guthridge".

Nathan Guthridge

Principal

Altona College

Nathan.guthridge@education.vic.gov.au

Our Vision: Achievement, Wellbeing, Engagement (AWE)

103a Grieve Parade, Altona VIC 3018

P (03) 9250 8050 E altonaco@education.vic.edu.au

www.altonacollege.vic.edu.au

Altona College welcomes all students into an AWE-inspiring learning environment. Our vision for effective education will focus on a careful balance of student Achievement, Wellbeing and Engagement (AWE). This means students will:

- *achieve* the acquisition of knowledge, skills and capabilities that adequately prepare them to lead satisfying, productive lives;
- their *wellbeing* will include connection, personal health and the resilience required to bounce back from difficult experiences;
- their *engagement* will see them balance personal agency and integrity while actively participating in opportunities to enrich and extend their learning.

Reflective of this pursuit, our values of **Innovation, Integrity and Respect** emphasise our commitment to developing empowered individuals who are open-minded, compassionate and considerate of the diverse world they are being prepared to shape.

Our Mission

We will use our skills and capability to respect and attend to the needs and potential of every child, ensuring their learning and wellbeing is maximised through every school experience.

Leadership

Principal: Nathan Guthridge

Assistant Principal F-6: Felicity Maxwell

Assistant Principal 7-9: Mathew Kelly

Assistant Principal 10-12: Tara Dunstan

Director of Student Achievement & Engagement: F–6

Director of Student Wellbeing & Engagement: F-6

Director of Student Achievement: 7–12

Director of Student Wellbeing: 7-12

Director of Student Engagement: 7-12

Positive Classroom Management Coaches (*Learning Specialist to be advertised in term 4*)

PLT Leaders: F-2, 3-6

Year Level Coordinators: 7-9 x 3 (Achievement, Wellbeing, Engagement), 10-12 x 3 (Achievement, Wellbeing, Engagement)

Learning Area Coordinators: English, Maths, Science, Humanities, HPE, Arts & Technology.

Our vision for Achievement

As one of the three pillars of our AWE mindset, Student Achievement refers to the attainment of academic learning outcomes across the full breadth of curriculum offered at Altona College. Achievement looks different for every learner, at every stage of schooling.

Our collaborative pursuit of excellent and equitable achievement outcomes for every learner is grounded in the following core beliefs:

- All learners should be supported to achieve six months of learning progression each semester, wherever possible.
- All learners benefit from the explicit teaching of high-quality curriculum.
- All learners should be monitored and assessed in terms of learning proficiency and learning growth over time.
- Learning is most effective in safe, orderly, learning-focused classrooms.
- Both special provisions and reasonable adjustments are essential to ensure all students have a fair opportunity to access and demonstrate learning.
- Students and families deserve regular, timely, evidence-informed feedback on student achievement.
- The achievement of every learner is the responsibility of the teaching team. This means:
 - developing responsive teaching capability and resources is a shared pursuit across teaching teams
 - teaching and assessment programs are planned, moderated and reviewed in teams
 - students are monitored at individual, class and cohort level
- Academic success and optimism support Wellbeing and Engagement.
- Where student achievement is below expected levels, Tier 1 programming is the first point of investigation, followed by consideration of Tier 2 and 3 supports.

Strategic Plan Goal 1 (2024–2028): *Maximise the learning growth of all students*

1.1 — Relative Growth Students achieving Medium or High Relative Growth in Years 5, 7 and 9 Reading and Numeracy: 80% High

1.2 — Teacher Judgement Growth At or above expected level:

- Years 1–6 Reading 80%,
- Years 7–10 Reading 70%, Years 1–6 Mathematics 80%,
- Years 7–10 Mathematics 80%

1.3 — VCE study scores Mean score for English: 29.8; all study scores: 29

1.4 — School Staff Survey (SSS)

- Moderating assessment tasks together: 47% → 60%;
- PL through peer observation: 12% → 45%;
- Academic emphasis: 50% → 55%; Teacher collaboration: 51% → 60%

1.5 — Attitudes to School Survey (AtoSS)

- Effective teaching time: 64% → 70%;
- High expectations for success: 73% → 77%;
- Differentiated learning challenge: 66% → 70%

Key Improvement Strategies

1.a Refine and implement a teaching and learning architecture that aligns to VTLM 2.0

1.b Continue to build leadership capability at all levels of the school

1.c Strengthen the use of data to monitor and improve the achievement, engagement and wellbeing of all learners

Our vision for Wellbeing

As one of the three pillars of our AWE mindset, Student Wellbeing encompasses a student's physical, social, mental and emotional state. A broad range of factors influence student mental health and wellbeing, many of which are beyond the control of our students. Altona College combines high-impact wellbeing strategies for all learners with flexible, tailored approaches for students who need additional support.

Our collaborative pursuit of excellent and equitable wellbeing outcomes for every learner is grounded in the following core beliefs:

- Students spend a large amount of time at school and in class. A teacher is often the first person to notice a student needs extra support, and students often trust their teacher to help them.
- School provides a positive, nurturing environment for students to develop confidence, social skills and healthy life habits.
- Teachers form positive relationships with students, promote student voice and agency, hold high expectations of all students, and create a safe, welcoming, inclusive classroom — the SWPBS Values Guide sets the shared standard for this.
- Social and emotional skills, and a positive attitude to self, school and civic life, are explicitly taught, not assumed.
- Schools play a role in identifying signs of mental health concern, providing early support, and referring students to health services where needed.
- Strong wellbeing supports Achievement and Engagement.
- Where student wellbeing is below expected levels, Tier 1 programming is the first point of investigation, followed by consideration of Tier 2 and 3 supports (see MTSS).

Strategic Plan Goal 2 (2024–2028): *Improve the wellbeing and engagement of all students*

2.2 — AtoSS (wellbeing factors)

- Managing bullying: 50% → 60%;
- Respect for diversity: 44% → 55%

2.1 — Attendance (equity-funded students) 20+ absent days:

- P–6 from 55% → 46%;
- Years 7–12 from 61% → 51%

Key Improvement Strategies:

2.a Strengthen the capability of teachers to ensure supported and responsive, learning-focused environments

2.b Refine and implement a student engagement and wellbeing improvement strategy

Our vision for Engagement

As one of the three pillars of our AWE mindset, Student Engagement refers to how actively a student participates in, and connects with, their learning — observable through the Engagement Continuum, ranging from disrupting or avoiding learning, through withdrawing, to participating, investing and driving one's own learning. Engagement is shaped most directly by the quality of classroom instruction and routines.

Our collaborative pursuit of excellent and equitable engagement outcomes for every learner is grounded in the following core beliefs:

- Engagement is best understood as a continuum, not a fixed trait — a student's engagement can shift within a single lesson, and the Engagement Continuum gives staff a shared language to observe and describe this.
- Well-designed, well-rehearsed learning routines (StepLab's Create Culture and Secure Attention practices, delivered through an agreed Instructional Model) are the most effective way to build and maintain engagement, and reduce the likelihood of a student disengaging or escalating.
- Where engagement deteriorates, Positive Behaviour Management provides a staged, proportionate response matched to the level of disengagement observed.
- Regular school attendance is a foundational, necessary condition for engagement — a student cannot engage with learning they are not present for.
- Student voice and agency, and genuine interest and challenge in learning, move students from passively participating toward investing in and driving their own learning.
- Strong engagement supports Achievement and Wellbeing.
- Where student engagement is below expected levels, Tier 1 programming (quality classroom instruction and routines) is the first point of investigation, followed by consideration of Tier 2 and 3 supports (see MTSS).

Strategic Plan Goal 1 (2024–2028): *Maximise the learning growth of all students*

1.5 — Attitudes to School Survey (AtoSS)

- Effective teaching time: 64% → 70%;
- High expectations for success: 73% → 77%;
- Differentiated learning challenge: 66% → 70%

Strategic Plan Goal 2 (2024–2028): *Improve the wellbeing and engagement of all students*

2.2 — AtoSS (engagement factors)

- Student voice and agency: 46% → 51%;
- Stimulated learning: 57% → 63%

2.3 — Post-school destinations

- Year 12 students exiting to further education: 61% → 66%

2.4 — VCE completion: Maintain 2023 rate of 100%

Key Improvement Strategies:

2.a Strengthen the capability of teachers to ensure supported and responsive, learning-focused environments

2.b Refine and implement a student engagement and wellbeing improvement strategy

Position Description: Leading Teacher - Directors

Overview

Position:

Director of Achievement & Engagement: F-6

Director of Wellbeing & Engagement: F-6

Director of Achievement: 7-12

Director of Wellbeing: 7-12

Director of Engagement: 7-12

Classification: Leading Teacher

Duration: 4 years

Position Description

Working as senior leaders in the College, Directors are required to lead and manage key strategic and operational functions across the College. Operating under the guidance of Principal class staff, Directors will be responsible for the implementation and/or monitoring of one or more priorities contained in the school strategic plan and annual implementation plans.

Firmly focused on school improvement, Directors will be expected to make a significant contribution to the development of policy, people and culture. Directors will be actively involved in the coordination and professional support of colleagues through modelling, collaboration and coaching and using processes that develop knowledge, practice and professional engagement in others.

Directors are appointed to lead strategic portfolios where they design solutions that are both aligned to school vision and coherent in their contribution to our learning architecture and stakeholder experience. While doing so, they also work cohesively and adaptively to ensure the key functions of their roles are shared and result in a consistent leadership experience for all stakeholders.

Key functions

- model and coach exemplary practice aligned to the lead standard in the AITSL standards
- lead the management of a child safe environment in accordance with the child safe standards
- lead and manage the implementation of whole-school improvement initiatives related to the school strategic plan, annual implementation plan and other department priorities and initiatives
- lead and manage the provision of professional learning and practice improvement at whole staff, team and individual levels of engagement
- leading and managing staff performance and development (review of staff)
- leading and managing the proactive and responsive use of relevant data to improve student outcomes
- leading and managing the implementation of the school operations and policies related to student welfare and discipline
- leading the development of curriculum in a major learning area and participating in curriculum development in other areas
- maintaining current knowledge of emergent research, Department priorities and strategic opportunities that could influence school performance and improvement

Director: Strategic portfolios

Achievement

- Lead the implementation and monitoring of Tier 1 practices that can be attributed to measurable improvement of student achievement outcomes including:
 - Task submission
 - Exam/assessment attendance and completion
 - Unit completion
 - Course completion
 - Reading and Numeracy outcomes
 - ATAR / Study Scores
- Lead the effective administration and implementation of school wide assessment procedures, including:
 - Examination and cohort assessment schedules (GPA, NAPLAN, PAT, Examinations)
 - Management of special provision for formal assessments
- Lead the implementation of Tier 2 and 3 systems, practices and supports that ensure the ongoing improvement of an inclusive and responsive learning environment.
- Manage student referrals and engagement with supports and interventions including:
 - TLI, MYLNS, IEPs, ILPs, SEAS, Special Provision
- Develop and lead systems and practices for effective communication with for students, parents and the school community, including:
 - Assessment and reporting cycles
 - Parent interviews
 - Assemblies, awards and recognition
 - Newsletter, social media and general promotion of student achievement
- Collaborate effectively with other school leaders in holistic case management and complex problem solving
- Plan, implement and monitor key actions and activities to address school priorities and strategic targets
- Respond effectively to strategic and operational requirements as requested by principal class staff

Wellbeing

- Lead the implementation and monitoring of Tier 1 practices that can be attributed to measurable improvement of student wellbeing outcomes including:
 - Experience of bullying
 - Experience of racism
 - Experience of discrimination or exclusion
 - School connectedness and support
- Lead the effective administration and implementation of school wide health, wellbeing and inclusion strategy, including:
 - Coordination of Student Support Groups, SSS referrals, Professionals meetings and other wellbeing and inclusion supports
 - Schoolwide promotion of safety, wellbeing and inclusion programs and initiatives
 - Coordination of mental health, wellbeing and welfare referrals
 - Effective planning and implementation of Personal Development curriculum
 - Marrung
- Lead the implementation of Tier 2 and 3 strategies, practices and supports that ensure the ongoing improvement of an inclusive and responsive learning environment.
- Manage student referrals and engagement with supports and interventions including:
 - Newstart, Orange Door, Headspace, MHP, HBYS.
- Develop and lead systems and practices for effective communication with for students, parents and the school community, including:
 - Wellbeing and Inclusion referrals
 - Parent interviews
 - Assemblies, awards and recognition
 - Newsletter, social media and general promotion of student wellbeing and inclusion
- Collaborate effectively with other school leaders in holistic case management and complex problem solving

- Plan, implement and monitor key actions and activities to address school priorities and strategic targets
- Respond effectively to strategic and operational requirements as requested by principal class staff

Engagement

- Lead the implementation and monitoring of Tier 1 practices that can be attributed to measurable improvement of student engagement outcomes including:
 - Attendance
 - On – Track data
 - Course selection and completion
 - Incident (chronicle) data
- Lead the effective administration and implementation of school wide pathways and engagement strategy including:
 - Careers and pathway education
 - Course planning and selection
 - School Wide Positive Behavior Supports and Positive Classroom Management
 - Effective planning and implementation of Personal Development curriculum
- Lead the implementation of Tier 2 and 3 strategies, practices and supports that ensure the ongoing improvement of an inclusive and responsive learning environment.
- Manage student referrals and engagement with supports and interventions including:
 - Newstart, Orange Door, Headspace, MHP, HBYS.
- Develop and lead systems and practices for effective communication with for students, parents and the school community, including:
 - Wellbeing and Inclusion referrals
 - Parent interviews
 - Assemblies, awards and recognition
 - Newsletter, social media and general promotion of student wellbeing and inclusion
- Collaborate effectively with other school leaders in holistic case management and complex problem solving
- Lead teaching staff to support awareness of engagement initiatives for students, parents and the school community, including:
 - Awareness raising and promotion of cultural events, celebrations and pathway related activities
 - Understanding and engagement with SWPBS and Positive Classroom Management curriculum and resources
 - Assemblies, awards and recognition
 - Newsletter, social media and general promotion of student engagement and pathways
- Plan, implement and monitor key actions and activities to address school priorities and strategic targets
- Respond effectively to strategic and operational requirements as requested by principal class staff
- Support student referrals and engagement with supports and interventions including:
 - IEP's, Safety Plans, Behaviour Support, Koorie engagement, Attendance
- Student voice, agency and leadership initiatives and programs
- Graduation

Selection Criteria

SC1 Demonstrated expert knowledge of whole school curriculum compliance and management. Demonstrated ability to lead and manage the implementation of school priorities, and the teaching of literacy and numeracy skills across the curriculum.

SC2 Demonstrated ability to lead the planning, implementation and monitoring of effective classroom practice aligned to the VTLM 2.0, that respond to student learning needs. Demonstrated ability to support teachers to evaluate the impact of learning and teaching programs on student learning growth.

SC3 Demonstrated exemplary ability to monitor and assess student outcomes relevant to the role and strategic priorities at a class, cohort or whole-school level and use this data to lead improvement initiatives. Demonstrated ability to support others in using data to inform teaching practice and to provide feedback on student learning growth and achievement to students and parents.

SC4 Demonstrated capacity to monitor, manage and influence teacher capability in the delivery of safe, orderly, inclusive learning environments that are tightly aligned to school culture and expectations, while maintaining the highest degree of respect and regard for all stakeholders.

SC5 Demonstrated exemplary interpersonal and leadership skills. Demonstrated ability to lead collaborative and productive relationships with students, colleagues, parents and the broader school community focused on student learning, agency, wellbeing and engagement.

SC6 Demonstrated ability to model behaviours and attitudes consistent with Department values and support colleagues to adopt these behaviours and attitudes. Demonstrated ability to reflect upon their own, others and whole-school practice and contribute to the provision of whole-school professional learning.

All responses should be no less than two thirds of one page and no greater than one and a half pages of text no smaller than size 11 of an accessible font.