



# NAZARETH COLLEGE

## ROLE DESCRIPTION

### INSTRUCTIONAL LEADER – APPLIED LEARNING

<b>POSITION REPORTS TO:</b> Principal, Deputy Principal (Teaching and Learning)	<b>AWARD:</b> Entitlements under the Victorian Catholic Education Multi Enterprise Agreement 2018 (or its successor)
<b>CLASSIFICATION:</b> POL 2 6 x 75 minutes periods per 10-day cycle	<b>TERMS OF EMPLOYMENT:</b> Two-three years (Depending on Appointee)
<b>ANNUAL LEAVE:</b> As per VCMEA Award	<b>REQUIREMENTS:</b> On Commencement, Instructional Leaders will meet with the Deputy Principal (Teaching and Learning) to set goals Annual Review Meeting Formal Appraisal in Semester 2 of penultimate year of appointment Victorian Institute of Teaching – Full Registration CECV Accreditation to Teach in a Catholic School Criminal Record Check/VIT/Working with Children Check
<b>COMMENCEMENT DATE:</b> January 27 <sup>th</sup> , 2021	<b>TO BE REVIEWED BY AND DATE:</b> The Principal in the penultimate year of the contract

### CONTEXT

Nazareth College is a Catholic Co-educational Regional Secondary College established in 1986. It is a learning community centred on the person of Jesus Christ. The Nazareth Community is committed to the safety, wellbeing and inclusion of all students in its care.

Through learning and teaching in the Catholic tradition, we foster a culture of Faith, Wisdom and Knowledge.

***‘He returned to Nazareth and became strong, filled with wisdom; And the favour of God was upon Him.’*** (Luke 2:40)

### OVERVIEW OF INSTRUCTIONAL LEADERS

Instructional Leaders are accountable to the Principal through the Deputy Principal (Teaching and Learning). They are responsible for the staff and students within their instructional area to:

- Work with teachers to provide innovative pedagogical approaches to deliver optimal Learning Outcomes for students;
- Coordinate and oversee the delivery of relevant, appropriate and high-quality curriculum within the Instructional Area;
- Lead and Implement College Learning Innovations.

Instructional Leaders hold overall responsibility for the leadership of teaching and learning activities and resources in their instructional area. Instructional Leaders are committed to the development of consistent and continuous curriculum design, development and improvement to extend and enhance learning outcomes for students. They promote student learning by planning and implementing curriculum strategies within the School Improvement Framework, The Instructional Leader will be committed to the implementation of best practice in teaching and

learning to meet the needs of every learner and will work with their instructional area to ensure the implementation to improve student learning outcomes.

The Instructional Leader in consultation with the Deputy Principal (Teaching and Learning) will be a member of either the Student Growth, Student Engagement or Curriculum Differentiation Learning innovation Team. The responsibilities for these teams are to meet regularly, conduct action research and upskill staff in the area of innovation. All Innovation teams convene as a combined team regularly. Further information on the teams can be found in Appendix 1.

Catholic schools are places where the sacred dignity of each person is recognised, respected and fostered. Nazareth College take an integrated and collaborative approach to building and strengthening a safe and respectful College Community which is safe. The partnerships between staff are pivotal in the learning, wellbeing and empowerment of Nazareth College students.

Nazareth College is committed to the safety, wellbeing and inclusion of all children and young people. All employees of and volunteers to the College must be committed to providing the highest level of safety and care.

The successful candidate for this position will commence 27 January 2021. They have the option of nominating a two or three year period of appointment. For the nominated tenure, an ongoing teaching position is associated with this appointment.

#### **INSTRUCTIONAL LEADER – APPLIED LEARNING**

The Applied Learning Instructional Leader is a middle leadership position and is responsible to the Principal through the Deputy Principal and the Deputy Principal (Teaching and Learning) for providing leadership and direction of the Applied Learning Program. They will interact with all levels of staff within the College and relevant external parties to ensure students who choose to, actively participate in Applied Learning programmes.

Nazareth College has a strong tradition of diverse and engaging Applied Learning Pathways. The Applied Learning Instructional Leader has the overall responsibility for the exploration and implementation of Applied Learning pathways in Years 9 -12 and the leadership and management of Victorian Certificate Applied Learning (VCAL) within the College. They are responsible for the leadership and management of the teachers and students who are actively involved in Applied Learning ensuring high teaching standards. The Instructional Leader oversees Applied Learning staff who contribute to a rich and diverse curriculum ensuring a variety of opportunities that prepare young people for the world beyond secondary school.

The VCAL Instructional Leader ensures the efficient functioning of all aspects, including unit Plans, student selections, assessment and reporting and the completion of units. They will oversee the planning, implementation and evaluation of VCAL at Nazareth. They will have specific information about the workforce and opportunities for the future and knowledge of transferable skills, attitudes, values, etc required by employers.

They are responsible for ensuring that the College's Applied Learning program is supported by a comprehensive curriculum and effective learning and teaching, as well as opportunities that are integrated in the curriculum. The successful applicant will have a significant teaching allotment within the VCAL program. Compliance with VCAA and RTO requirements for the delivery of VET/VCAL/SBAT's is also the responsibility of this role.

The Applied Learning Instructional Leader supports the growth and development of the College by contributing to the College's strategic vision and continuous improvement. They support the development and implementation of the School Improvement Plan and have a responsibility in leading, developing and maintaining the College's ethos and values.

The Applied Learning Instructional Leader will actively support and promote the values inherent in a Catholic school, be highly professional in all aspects of the role and display proficiency in

areas of organisation, communication, consultation and decision-making. They must have a capacity to develop an understanding, rapport and trust with young people recognising different stages of development and different learning styles.

The Applied Learning Instructional Leader is required to be familiar with, and comply with, the College's Child Safety Policy and the Code of Conduct. They will provide students with a child-safe environment, which proactively monitor and support student wellbeing and exercise pastoral care in a manner which reflects school values.

## **GENERAL STATEMENT OF DUTIES/RESPONSIBILITIES**

### **Curriculum Design**

- Actively and effectively participate in curriculum planning that is aligned with the School's vision and values;
- Sound knowledge of various content and process requirements of the Nazareth College Learning Framework and a collaborative approach with the staff they lead;
- Achieve continuous improvement in curriculum design and delivery;
- Gather and analyse data to inform curriculum development;
- Lead the development of curriculum within Applied Learning, including processes of review for continual improvement and ensuring externally mandated curricula are implemented effectively (eg Victorian Curriculum);
- Work with teachers in the Instructional Area to use data to inform pedagogy;
- Work in collaboration with instructional staff to ensure all required curriculum documentation is developed and maintained;
- Under the Deputy Principal (Teaching and Learning), lead and manage assessment and reporting requirements as directed by government and Catholic Education;
- Possess knowledge of current curriculum and assessment practices;
- Implement an innovative curriculum that allows students the opportunity to experience a broad, challenging and stimulating curriculum that caters for individual needs;
- Maintain a well documented, up to date and resourced curriculum that is specific and skill focused;
- Oversee content and application of learning on and off campus to maximise student learning outcomes;
- Ensure Instructional area staff apply a range of assessment items on which reliable judgements of students' achievements can be made and which meet the School's goals;
- Demonstrate the interconnected processes between planning, teaching and assessment.

### **Teaching and Learning Practices**

- Develop a strong learning culture within Applied Learning;
- Ensure that teaching/learning is of the highest standard and caters for the needs of all students;
- Teach classes and model a wide range of teaching and learning practices, including cooperative learning, action learning, strategies for coping with differences in preferred learning styles, and enhanced opportunities for skills-based learning;
- Work with staff to promote a broad range of contemporary teaching and learning strategies;
- Exemplify leading pedagogies in classroom practice and promote learning innovations;
- Promote continuous improvement and growth in practice and pedagogy amongst staff through the use of peer observation, coaching, feedback and self reflection;
- Oversee the organisation, and coordination of activities pertaining to Applied Learning;
- Develop positive working relationships with members of the Student Growth, Student Engagement and Curriculum Differentiation Teams;
- Plan for suitable interventions or opportunities to address identified needs by liaising with appropriate staff (eg Learning Diversity, School Counsellor);
- Encourage staff to adapt teaching practice on the basis of student assessment data;
- Develop an Annual Action Plan (AAP) for the Instructional Area in line with the College's AAP and commit to ongoing review of it with the Deputy Principal (Teaching and Learning);
- Develop and implement new learning initiatives that focus on delivering an innovative and engaging curriculum;

- Attend and prepare (eg update Handbooks) for Information Evenings and be available for parents to discuss Pathways;
- Hold regular formal and informal meetings with staff focussed on improving student outcomes;
- Have regular meetings with the Deputy Principal (Teaching and Learning) to ensure that all Instructional Area decisions and procedures are being followed;
- Ensure assessment, feedback and reporting of student learning is contemporary, informed by best practice and in line with College Guidelines;
- Review relevant policies to support the engagement and participation of students;
- Support the smooth and efficient operation of assessment tasks by collaborating with Instructional Area staff to ensure assessments are constructed and organised effectively to ensure optimal learning experiences for students;
- Analyse, interpret and use data to detect gaps in student outcomes;
- Inform teachers of Professional Learning opportunities (including professional reading);
- Ensure feedback is given to assist and support teaching growth;
- Demonstrate explicit teaching and learning outlined in the Learning Policy;
- Improve student engagement and learning through differentiation and student ownership;
- Evaluate and revise learning and teaching programs to meet the needs of students.

## **APPLIED LEARNING**

- Be visionary in the teaching and leadership of Applied Learning;
- Oversee the organisation of the Applied Learning curriculum and ensure material is refreshed and updated as required;
- Promote student participation in Applied Learning in conjunction with staff and students;
- Provide opportunities for incursions, excursions, and co-curricular activities;
- Apply technology to learning within Applied Learnings;
- Develop, and support a teaching team conversant with best practice in Applied Learning;
- Lead initiatives to evaluate and improve knowledge of content and teaching strategies and demonstrate exemplary teaching of Applied Learning using effective, research-based learning and teaching programs;
- Be continuously involved in reflective practice and professional growth;
- Ensure that the implemented curriculum is challenging, flexible and adaptable, so that all students can achieve and experience success in their learning;
- Seek opportunities for developing in all students' confidence in and ownership of learning, self-assessment skills, cooperative and collaborative learning, and explicit thinking skills;
- Prepare and update course material for handbooks and relevant school publications;
- Ensure that all safety requirements are met in terms of OH&S legislation and school policy;
- Develop cross curricular teaching teams where potential exists;
- Collaborate with the Deputy Principal (Teaching and Learning) in developing curriculum materials and lessons that integrate technology and address compliance requirements and guidelines provided by ACARA, VCAA and CEM;
- Ensure consistency in the development and implementation of learning and teaching;
- Be an active member of the Learning Innovations and Instructional Leader Team;
- Provide advice regarding teaching allocations and the selection of new staff;
- Engage in professional reading and research to support and model personal commitment to lifelong learning and nourishing one's faith journey;
- Oversee the development and implementation of a future focused learning and teaching program within Applied Learning;
- Establish positive relationships with all students and support their spiritual, physical, intellectual, social, emotional and moral development;
- Understand and commit to improving student learning experiences through the synthesis of faith development, education and wellbeing of all students;
- Demonstrate a deep appreciation of Catholic beliefs and values, with a commitment to uphold, contribute to and ensure that all areas of life at Nazareth College are consistent with, and reflective of the Catholic ethos;

- Plan and promote Learning Area in-service programs, meetings, observation days, and guest speakers etc to assist staff development;
- Ensure all VCAL students have a structured workplace placement or SBAT;
- Ensure the four VCAL strands are addressed and cater for the needs of each student;
- Ensure each student has a PLP/Pathways plan (as needed) which is revised once a term.;
- To provide careers guidance and support to students, staff and families in relation to VCAL;
- Ensure that the appropriate risk management and safety processes and requirements are adhered to for all off campus learning activities;
- Ensure external education providers are cognisant of and comply with Nazareth College Child safety requirements;
- Provide a curriculum that enables each student's academic, emotional and social progress to be monitored and leads to active support from teachers;
- In consultation with the Learning Diversity and Engagement Instructional Leader, oversee Educational Support staff to ensure equitable distribution of support;
- Support VCAL teachers in the delivery of a project-based approach to learning;
- Attend VCAA Quality Assurance sessions and participate in the quality assurance process;
- Prepare VCAL students for work placement and assist them in finding suitable placements;
- Attend professional development and network meetings to further enrich VCAL;
- Liaise with VET providers regarding work placements for VET and VCAL students;
- Formulate a program for end of year transition for Years 11 and 12 students;
- Ensure VCAL information is clearly communicated and policies are adhered to;
- Establish connections with external agencies, including registered training organisations (RTOS), to promote community links and structured work placements for VCAL students;
- Work with the Deputy Principal (Teaching and Learning) to bring about incremental improvement in learning outcomes for students undertaking VCAL, VET or SBATs;
- Develop, monitor, evaluate and modify VET in Schools Certificates, SBATs, preparation for post school options and transition programs;
- Work with the VASS administrator to ensure accurate entry of data into VASS for VET, SBATs and VCAL students in compliance with VCAA requirements;
- Work with students and parents/guardians regarding matters related to academic progress, attendance and pastoral care, including supporting Heads of House as required;
- Promote opportunities for public recognition of success of VCAL, VET and SBAT students;
- Develop relationships with employers, and external agencies to enhance opportunities for each student's post-secondary schooling;
- Ensure the VCAL at Nazareth continues to strive for excellence.

## **RESOURCE MANAGEMENT**

- With the Business Manager, prepare and manage the budget for Applied Learning;
- Oversee and manage the use of resources, to support curriculum delivery;
- Purchase, maintain and develop student resources and e-resources related to learning and teaching within Applied Learning;
- Distribute resources/information to staff, students and parents as required;
- Develop policies and procedures at the school level to ensure the smooth administration of the VCAL/VET and SBATs.

## **CLASSROOM MANAGEMENT**

- Apply effective behaviour management with a focus on PBS and restorative practices which are consistent with the College's Behaviour Management Policy;
- Have knowledge of and advise students of the School's policies and procedures;
- Encourage student cooperation, emphasising respect for others and observation of school rules and expectations for appropriate behaviour;
- Form working relationships with students which are positive, consistent and fair;
- Take responsibility for managing inappropriate student behaviour;
- Be punctual, manage time, lesson planning and assessment schedules efficiently;
- Establish a learning environment where students feel safe and are encouraged to be engaged;

- Monitor student progress and liaise with relevant staff regarding individual needs;
- Take responsibility for the pastoral needs, duty of care and standards of behaviour of all students inside and outside the classroom;
- Protect the safety and wellbeing of each student;
- In conjunction with the Child Safety Officers, implement the Child Safe Policy and Code of Conduct and any other policies or procedures relating to child safety;
- Report irresponsible or improper behaviour that is beyond normal classroom management to the Heads of House or Director of Wellbeing.

## **LEADERSHIP**

- Implement decisions and procedures as directed by College Leadership which assist in the efficient organisation of the College;
- Provide strong, positive and supportive leadership through appropriate peer observation, mentoring, feedback and support for staff in the Instructional Area and with respect to the delivery and implementation of the College Strategic Plan;
- Provide effective leadership through relationships of support, accountability and excellence;
- Exercise a shared responsibility to ensure that the mission of the Catholic Church is brought to life in the College. The role is predicated on the belief that to be effective, the work will be informed by a vision of Catholic education that is Gospel-based, people-centred, inclusive and holistic;
- Ensure that the teaching is of the highest standard and caters for the needs of all students;
- Hold staff accountable for understanding and following College procedures and policies;
- Identify and plan appropriate professional learning for staff;
- Convene and facilitate regular Instructional Area meetings, ensuring appropriate agenda and minutes are distributed in a timely manner to all relevant staff;
- Manage and lead programs within the Instructional Area to promote a safe workplace and optimal learning opportunities for students;
- Lead the Instructional Area in the organisation of school events (eg Open School);
- Leaders are of one voice and supportive of each other in all initiatives and messaging to staff, students and parents;
- Foster an environment of professional trust, empowerment and learning;
- As part of the College coaching and ARM process, facilitate a growth coaching conversation to develop appropriate goals;
- Participate in College requested PD to continue to build leadership capacity and growth;
- Support staff to use restorative and PBS processes and practices;
- Assist with staffing allocations and induction of new staff within the Instructional area.
- Know the strengths and areas for growth of the Instructional team and work in collaboration where students are the priority;
- Actively promote collective efficacy through a shared commitment to the improvement of practice and an openness to feedback;
- Enforce all OH&S rules and fire regulations throughout the Applied Learning facilities.

## **PROFESSIONAL EXPECTATIONS**

- Exercise discretion when handling confidential and sensitive information;
- Attend College functions, meetings and events as required;
- Adhere to College policies and procedures;
- Show collegiate support of all staff;
- Continue to meet the characteristics of a Lead Teacher as documented in the Australian Professional Standards for Teachers (AITSL);
- Engage in appropriate Professional Development and relevant Professional Networks;
- Take an active role in co-curricular programs;
- Monitor the performance of students and staff in your Instructional area;
- To attend as a priority, Instructional Leader and learning innovations meetings;
- To liaise regularly with fellow Instructional Leaders to ensure learning matters are actioned;
- Plan and assist in the organisation of parent meetings and other functions;
- Interact positively and proactively with parents to build strong relationships;

- Ensure that results and feedback for assessment and reporting are published and made available in a timely manner as outlined in the Assessment and Reporting Guidelines;
- Ensure that the teaching is of the highest standard and caters for the needs of all students;
- Plan and assist in the organisation of parent meetings and other functions;
- Interact positively and proactively with parents to build strong relationships;
- Be abreast of VCAL directions and innovations and provide feedback to relevant staff regarding the implications and potential benefits;
- To attend as a priority, Instructional Leader and learning innovations meetings;
- Communicate information of a serious nature to the Deputy Principals or Leadership Team;
- Ensure Nazareth College continues to build its reputation as a school of choice.

### **CHILD SAFETY**

Every person employed or volunteering at Nazareth College has a responsibility to understand the importance and specific role they play individually and collectively to ensure that the wellbeing and safety of all students is at the forefront of all they do and every decision they make. Such responsibility requires employees to:

- Provide students with a safe environment and proactively monitor and support student wellbeing;
- Be a suitable person to engage in child-connected work;
- Be experienced in working with children;
- A demonstrated understanding of child safety and protection;
- A demonstrated understanding of appropriate behaviours when engaging with children;
- A thorough knowledge of legal obligations relating to child safety under Ministerial Order No. 870 Child Safe Standards and expectations of CEM, PROTECT, VIT and VRQA;
- A demonstrated understanding of and commitment to Child Safety protocols, Codes of Conduct and to ensuring Nazareth College is a Child Safe School;
- In conjunction with the Child Safety Officers, implement the Child Safe Policy and Code of Conduct and any other policies or procedures relating to child safety;
- To ensure all protocols relating to reporting an issue of child safety and mandatory reporting are adhered to in the protection of the safety and wellbeing of all students.

### **OTHER DUTIES**

- No position description can be entirely comprehensive and the incumbent will be expected to carry out such other duties as requested by the Principal or his delegate as may be required from time to time and are broadly consistent with the responsibilities of this Role Description;
- The position is subject to review and modification by the Principal (or nominee), through consultation and agreement with the appointee, in response to the evolving needs of the College, and experience and expertise of the appointee;
- The position will, from time-to-time require attendance outside normal hours;
- The successful applicant will require a commitment to ongoing professional learning;
- All employees at Nazareth College are to follow College policies and procedures, including the Occupational Health and Safety Act 2004 and Equal Opportunity Act.

### **QUALITIES**

- By their dress, demeanour, actions, support and involvement, will be an exemplary example to staff and students;
- Professionally competent in teaching, administration and pastoral care;
- Require a broad knowledge of the life of the College, and a willingness to give of oneself rather than simply giving of one's time;
- Knowledgeable of and active in promoting Child Safety policies and protocols;
- Have a knowledge of curriculum and social issues specific to students in Years 10, 11 and 12;
- Ensure Nazareth College continues to build its reputation as a school of choice.

## KEY PERFORMANCE INDICATORS

- Accountability and efficiency in the carrying out of the duties of the position;
- Be committed to the safety and protection of all students;
- Be approachable and responsive to all members of staff;
- Ongoing commitment and contribution to the effective running of Applied Learning;
- Show initiative and energy in all matters pertaining to the role of Instructional Leader;
- Achieve targets in the AAP and outcomes relating to curriculum strategies are met;
- Evidence of successful placement of students in ongoing work placement, employment or further study beyond school;
- Accurate documentation, record keeping and data entry;
- Clearly documented processes for students and teachers of VCAL, VET and SBATs;
- Evidence of a team of VCAL and VET teachers who share good practice and challenge poor performance;
- Incremental improvement in student achievement rates within VCAL, VET and SBAT;
- Timely follow up and communication of the highest standard with staff, students and parents/guardians.

## SELECTION CRITERIA

Nazareth College, Noble Park North recognises and values the unique gifts, talents and experience of each applicant. The criteria listed below will inform the selection process.

1. Support of the Vision and Mission statements of our Learning and Faith Community;
2. A commitment to the Catholic ethos of the College and recognition of the role of all leaders;
3. Effectively lead staff, within the Instructional Area and if necessary, hold them to account;
4. Capacity to provide leadership characterised by lateral thinking, innovation and a willingness for ongoing improvement and to embrace change;
5. Experience in teaching VCAL and managing the needs of VCAL students;
6. Have a clear vision for Applied Learning in a Catholic Co-educational Secondary College;
7. Well developed organisational and interpersonal skills including a demonstrated ability to work effectively, independently and collaboratively in a team environment. including the ability to manage information and correspondence with confidentiality, discretion and diplomacy with staff, students, parents/guardians and key stakeholders;
8. Commitment to the promotion of restorative and PBS practices and processes;
9. Sound understanding of Child Safe standards and mandatory reporting requirements as they apply to Nazareth, and a strong commitment to providing a child safe environment;
10. An understanding of the cooperative teaching connections between pastoral, academic, social, spiritual, cultural, sporting and creative factors that work together to provide a dynamic learning community committed to the wellbeing of the whole person;
11. Strong organisational and time management skills with an ability to prioritise tasks, meet prescribed deadlines and concurrently manage a number of competing tasks;
12. Experience in the development of evidence-based teaching and learning approaches including use of a broad range of assessment tools to inform adjustments for students;
13. The capacity to create and maintain an environment that supports continuous improvement leading to the achievement of high quality outcomes for all students;
14. Demonstrable understanding of contemporary learning theories and practices and the AITSL Standards;
15. Registered Teacher in Victoria (or eligible for registration);
16. Accreditation to teach in a catholic school (or working towards);
17. First Aid certificate – level 2 (or willingness to obtain);
18. Anaphylaxis Awareness training (or willingness to obtain);
19. Non-Government Schools Protecting Children Mandatory reporting and other Obligations Certificate;
20. Ability to promote the cultural safety, participation and empowerment of students and their families identified as vulnerable, students with a disability, linguistically and culturally diverse students and Aboriginal and Torres Strait Islander students.



### KEY ORGANISATIONAL RELATIONSHIPS

INTERNAL	EXTERNAL	MEETINGS
<ul style="list-style-type: none"> <li>• Principal</li> <li>• Deputy Principals</li> <li>• Leadership Team</li> <li>• Instructional Leaders</li> <li>• Student Wellbeing,</li> <li>• Counsellor</li> <li>• Staff</li> <li>• Students</li> </ul>	<ul style="list-style-type: none"> <li>• AITSL</li> <li>• Parents</li> <li>• VCAA</li> <li>• ACARA</li> <li>• CEM</li> <li>• CECV</li> <li>• Professional Associations</li> <li>• VCAL in Schools Cluster</li> </ul>	<ul style="list-style-type: none"> <li>Fortnightly Learning Innovations Meetings</li> <li>Regular Instructional Leader Meetings</li> </ul>

### TENURE, CONDITIONS AND REQUIREMENTS

CLASSIFICATION:	POL 2 6 x 75-minute periods per 10-day cycle
TENURE	Two- or Three-Year appointment (Successful candidate will choose) 2021 – 2022/2023
APPRAISALS	Annual Review Meeting Formal Appraisal in Semester 2 of penultimate year of appointment
ENTITLEMENTS	Entitlements under the <i>Victorian Catholic Education Multi Enterprise Agreement 2018</i> (or its successors)
REQUIREMENTS	Victorian Institute of Teaching – Full Registration CECV Accreditation to Teach in a Catholic School Criminal Record Check/VIT/Valid Working with Children Check

#### Employee acknowledgment

I (the undersigned) have read and understand the content of this position description and undertake to meet the key accountabilities in an appropriate manner.

Name: .....

Signature: ..... Date: .....

#### Authorised by Principal or Representative

Name: .....

Signature: ..... Date: .....

## **APPENDIX 1 - Learning Innovation Teams**

### **Student Growth Team**

- Literacy & SLIP (Secondary Literacy Improvement Project)
- VCE Data Analysis
- NAPLAN & PAT Coordination
- Student tracking, including NAPLAN, PAT and internal data analysis (eg reporting)

### **Student Engagement Team**

- Pedagogies for Personalised Learning
- eLearning & GAFE
- STEM
- Year 9 Program

### **Curriculum Differentiation Team**

- Curriculum Planning and Differentiation
- Pedagogies for Gifted and Talented Students