



# IMAGINE

 Girton Grammar School Bendigo

## SCHOOL CHARTER

Imagine a school where emotional intelligence is deeply valued.

Where how we feel influences how we learn, who we are  
and who we will become.

Where managing how we feel, empowers us to strive for excellence.

Imagine a place where everyone understands that emotions matter and  
people are willing to be responsible for their own feelings and for the  
relationships with everyone around them.

I want to feel happy, safe and respected at school and  
I will help others to also feel happy, safe and respected.

I want to feel supported and valued  
and will help others to feel this way too.

To feel trusted, I will earn trust.  
To feel included, I will include others.

I want to feel appreciated, confident and motivated in everything I do and  
realise I need to work hard to make these things an enduring reality.

Imagine if everyone took responsibility for developing emotional intelligence  
within a School by committing to certain behaviours.

I can do that.

I can abide by the Golden Rule of treating others as I wish to be treated.

I can treat others with fairness and respect.

I can recognise when someone is trying their hardest and I can encourage  
them to keep trying.

In all aspects of school life, I can invite participation from others, because  
together, we can make a bigger difference than I can alone.

I can choose to be optimistic and enthusiastic in my daily interactions  
because I know that when I am positive, great things happen to all of us.

When things go wrong, imagine a school where there is a commitment to  
maintaining positive relationships.

Imagine if everyone committed to taking the time to acknowledge and  
genuinely consider a range of other perspectives.

I can make a difference by referring to the values of this Charter in my  
conversations and by asking questions that clarify the issues, especially from  
someone else's point of view.

I can make a difference by adjusting my mindset and behaviours and  
apologising when warranted, because saying sorry is so powerful.

I want to work, learn and play at Girton Grammar School where  
emotional intelligence is deeply valued.

# INTRODUCTION



Girton Grammar School in Bendigo seeks a Head of Department to provide leadership for both staff and students, ensuring the department develops and teaches curriculum where every student is inspired and challenged to improve their skills and understanding.

We are looking for a Head of Department to develop and lead the delivery of compliant Australian Curriculum to maintain and build on our academic success.

Girton Grammar School achieves strong VCE results that set the school apart in Central Victoria. The school considers a high standard of academic excellence crucial to the school's success.

Coupled with prioritising academic results, it is expected that Heads of Department will support an inclusive educational approach where the diverse learning needs of all students are met.

The staff at Girton, along with Board members, share a strong belief that the care of students comes first, before learning can even begin, and we anticipate that the Heads of Department will also share this understanding and support ongoing exploration and delivery of the best possible student care initiatives and emotional intelligence education.

We are looking forward to welcoming talented, motivated and exceptional Heads of Department to Girton Grammar School and to the vibrant heart of Victoria.



## OVERVIEW OF GIRTON GRAMMAR SCHOOL

Girton Grammar School's purpose is to strive for excellence in both academic and co-academic areas of education in a caring Christian environment. The school fulfills this mission in a number of ways, within the context of enjoying a long history, a distinctive character, and for everyone associated with it, a genuine sense of unity.

The school is proud of its culture of optimism and commitment in both students and staff, translating to personal growth and to academic achievement that sets the school apart.

The school is not academically or otherwise selective and supports students in exceeding beyond a level considered average, and beyond accepted benchmarks. It achieves this by implementing the four approaches as outlined in the school's Statement for Effective Student Learning.

The all-round achievements of students are considered the school's most important measure of success, with the aim being to educate the whole child – socially, emotionally, spiritually, physically and academically. For this reason, Girton Grammar School is proudly the first Australian school to adopt Yale University's internationally renowned "RULER Approach", making

the School a national leader in the explicit teaching and development of emotional intelligence. The premise of the RULER Approach is that how you feel determines how you learn. This means starting with the person first and teaching comes next.

After six years of teaching Emotional Intelligence throughout the school, the school is reaping the benefits, with a recent survey of Senior students conducted by the Yale Centre for Emotional Intelligence revealing that students feel accepted, grateful and happy when at school. This is in stark contrast to the same survey findings for 49,000 American high school students who described being tired, bored and stressed at school.

Dovetailing with the nurturing of emotional literacy is an exceptional model of pastoral care and student wellbeing that is the cornerstone of Girton Grammar School's values. The school's philosophy is that proper care and education of young people starts with every student having a sense of belonging within the larger school community. In Years 7 to 12, the House system fosters this and gives every student a place to turn if they need someone to talk to. In Junior School,

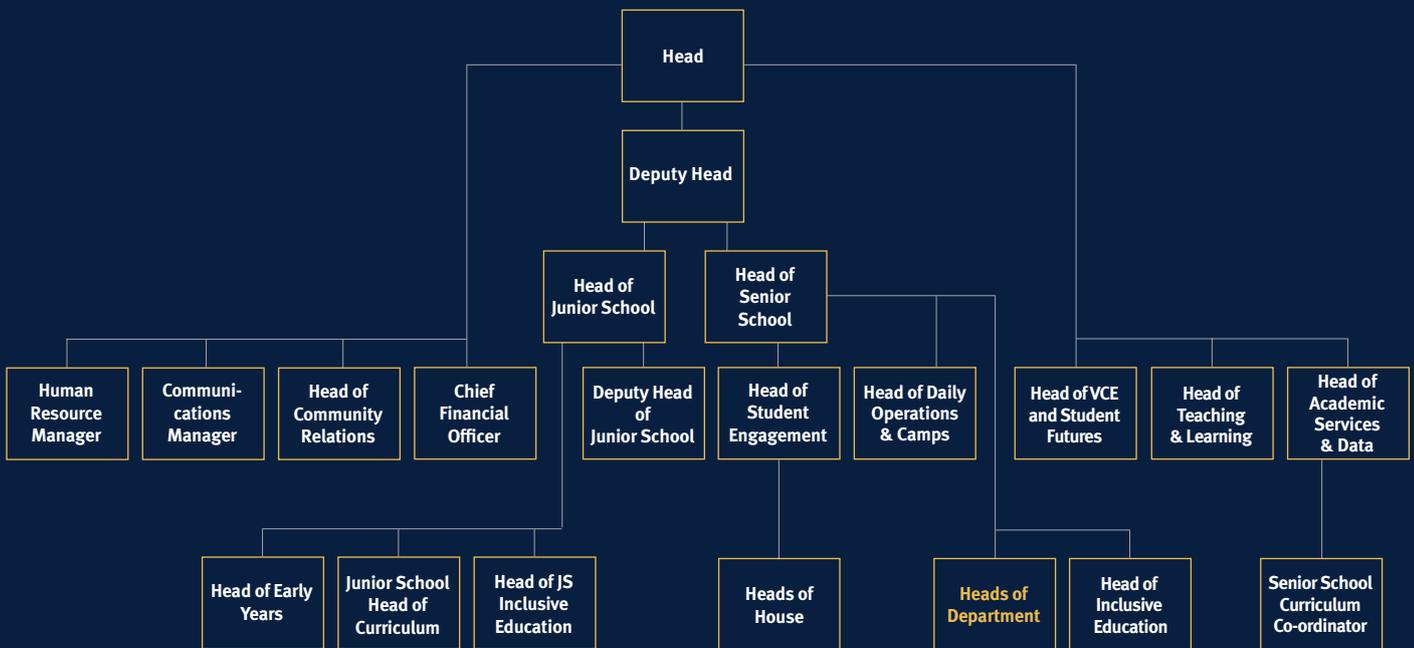
pastoral care is based around year level classes with class teachers taking primary responsibility for the care of their students.

In understanding that many of life's great skills are learned by taking part in activities beyond the classroom, at Girton Grammar School, an appreciation of Art, Music, Sport, Drama and cultural endeavour are fostered and there is an expectation that every student actively participates in co-curricular activities and in Community Service.

With around sixty co-curricular activities at Girton Grammar School, the opportunities for students to thrive are vast. The co-curriculum activities are intentionally broad, allowing every student to find their strength and gain confidence.

## ORGANISATION

This chart illustrates the structure and roles of the Girton Grammar School Senior Leadership team.



## ACADEMIC OUTCOMES

The table to the right shows the VCE outcomes for schools in our region. They are ranked according to the percentage of 2021 Academic Year VCE scores of 40 or higher. The number of students refers to students undertaking at least one Unit 3/4 VCE subject during 2021.

While the VCE outcomes typically see Girton ranked within the top 15% of the state we feel there is potential for improvement in the school's academic performance.

(Source: Victorian Curriculum and Assessment Authority and Bettereducation.com.au)

SCHOOL	% VCE Scores of 40+	Median VCE Score	Number of Students
<b>Girton Grammar School</b>	<b>18.2</b>	<b>33</b>	<b>189</b>
Goulburn Valley Grammar School	17.4	34	137
Alice Miller School Macedon	14.2	35	40
Braemar College	11.4	32	207
Catherine McAuley College Bendigo	6.2	28	349
Highview College Maryborough	5.9	28	65
Victory College Bendigo	4.9	28	56
Assumption College Kilmore	4.0	28	321
Sacred Heart Kyneton	3.7	30	161
St Joseph's College Echuca	3.1	29	210
Marist College Bendigo	2.0	28	157
Bendigo Senior Secondary	1.9	26	1019
Rochester Secondary	1.4	28	66
Echuca College	1.1	27	131
Castlemaine Secondary	0.7	28	148
Maryborough Education Centre	0.6	27	101

## HOW TO APPLY

Enquiries are welcome, and can be made to Ms Tanya Hilgert, HR Manager, 03 5441 3114.

Interviews will be undertaken as applications are received.

**Commencement: Term 1, 2023 or earlier by negotiation.**

Expressions of interest should be forwarded by email to: [employment@girton.vic.edu.au](mailto:employment@girton.vic.edu.au) as soon as possible and will need to include the following:

### Covering letter

Your letter is your first opportunity to 'speak' to us and should outline what you feel you would bring to this position and show awareness of our situation.

As part of this letter, please ensure you consider and address the key elements of the selection criteria.





### Curriculum Vitae

- Cover all positions held, including dates and details of present position and key achievements. Early career can be referred to briefly; we are interested in the whole person.
- Details of education, professional training, and qualifications (include the institution at which you studied, and the date you completed the qualification).
- Other relevant information, such as offices held in professional bodies or non-executive director appointments.

### Referees

Referees may be contacted and should include at least one person who currently reports to you (or has recently done so) so we can obtain a 360-degree view of your management style; and a current manager you report to.

**Referees will not be contacted without your prior agreement.**

# POSITION DESCRIPTION



- Position:** Head of Department
- Award:** Girton Grammar Enterprise Agreement 2017-2020  
Educational Services (Teachers) Award 2020
- Reports to:** Head of Senior School
- Level:** An attractive remuneration package commensurate with experience
- Employment type:** Full-time (1.0 FTE) with time release
- Term of position:** 3 year fixed term appointment (with ongoing teaching component)

## PURPOSE OF POSITION

To provide leadership for both staff and students, ensuring the Department develops and teaches curriculum where every student is inspired and challenged to improve their skills and understanding. Influencing and motivating staff using appropriate methods that improves the capability and capacity of the department.

## ABOUT GIRTON GRAMMAR SCHOOL

Girton Grammar School in Bendigo is a leading independent school catering for around 1,100 students from Prep to Year 12 in an enriching and supportive environment. With a Junior School campus and separate Senior School campus minutes from the centre of town, this renowned School sits at the heart of the Bendigo community.

The School is proud of its culture of optimism and commitment in both students and staff, translating to personal growth and academic achievement that truly sets the School apart in Regional Victoria. Our rich history and steadfast values have, over time, built a school culture where we equally value people, character and learning. The behaviour and attitude of our students and staff contributes to a learning environment where every child is known and their individuality is respected.

## KEY OUTCOMES

The Head of Department, is responsible for achieving the following outcomes:

1. Curriculum is developed, monitored, implemented and evaluated to meet the needs of students.
2. Staff are recruited, managed and developed to achieve optimal performance.
3. Assessment and feedback strategies are of the highest standards and have a direct impact on improving the quality of teaching and learning.
4. Student reports are well written and meaningful.
5. Services are managed within the approved budget.
6. Compliance with all statutory and legislative requirements.
7. In addition, a Head of Department will be responsible for key outcomes for a Senior School Teacher.

In addition to the above the Head of Department will also undertake specialist teaching duties as outlined;

1. Develop and maintain expert knowledge of key course components, set texts and pedagogical developments
2. Work in collaboration with colleagues and Learning Support to facilitate planning of educational programs
3. Undertake House Tutor responsibilities according to their full time or part time status

4. Accountability for undertaking lesson covers when required
5. Reports and records are maintained in accordance with legislative and School requirements.
6. Use a variety of relevant and appropriate assessment and evaluation techniques to regularly assess student progress.
7. Participate in the preparation and maintenance of teaching resources and learning materials.
8. Provide regular, timely and positive feedback to each student on their progress.
9. Provide formal, interim and semester reports to parents and students
10. Maintain accurate records of student attendance using the school's attendance recording system.
11. Come prepared to all lessons and ensure lesson plans follow set curriculum.
12. Completion of Level II first aid training and Anaphylaxis certificate

From time to time, the Head of Department will be required to undertake other duties, as directed by the Head of Senior School or the Head.



## STUDENT WELLBEING

Girton Grammar School's Statement of Effective Pastoral Care outlines the role teachers are expected to play in the care and nurturing of each student.

Duties outside school hours

Participate in the School's Co-Curriculum program up to two hours per week (pro-rata).

Attend School staff meetings, departmental meetings and other meetings, as scheduled

Be available for, and participate in, Parent/Teacher interviews.

Participate in Speech Night, information nights, open days and other designated significant School activities

Attend School Outdoor education Camps or other Curriculum Camps, if required

Undertake professional development sessions

## PROFESSIONAL LEARNING

Teachers are required to:

- Participate in Professional Development so as to increase professional knowledge, strengthen teaching effectiveness and improve outcomes for students.
- Support school-wide professional learning through the sharing of professional knowledge and practices with colleagues
- Participate in a cyclical appraisal process to improve knowledge and practice.

## Other general duties

Teachers are required to:

- Attend promptly and actively supervise students whilst on yard duty and during other activities
- Cover classes for colleagues as is reasonably required and in accordance with the extra period roster
- Consult with the Heads of Department and the Heads of House, when necessary
- Punctually attend timetabled lessons, meetings and timetabled activities
- Carry out the administrative requirements of the School
- Other duties, as variously required by the Head.
- Participation in House and Sporting events.

## Mission and Values

All staff must have an understanding of and commitment to working within the School's stated values in striving towards achievement of our mission. Further information regarding expectations of staff can be found in the Mission and Values document on Girton Grammar School's website.

## CHILD SAFETY

Girton Grammar School is committed to promoting child safety, children's wellbeing and protecting children from abuse. Ministerial Order 870 requires the School to implement child safety standards and to accommodate and take the needs of all children into account when creating a child safe environment. All staff must comply with the School's child safety policies and related policies and procedures, uphold the overarching principles and values set out, and take all reasonable steps to promote the safety of children. All employees at Girton Grammar School are required to :

- Have a current Working with Children's Check or VIT registration
- Complete all mandatory reporting training and education about Child safety
- Adhere to the Schools Child protection Policies, Staff code of conduct, policies and procedures
- Report suspected cases of child abuse in accordance with school policy.



## **OCCUPATIONAL HEALTH AND SAFETY (OHS)**

Workplace health and safety is the responsibility of all staff. All staff are responsible and accountable for:

- Demonstrating a full awareness of work health and safety issues and School OHS instructions, policies and procedures including, but not limited to, any first aid or emergency procedures and ensuring compliance with these
- Assuming allocated roles in the School's emergency response or occupational health and safety structures
- Taking reasonable care of their own health and safety and the health and safety of others who may be affected by their acts or omissions
- Promoting a safe work environment by raising OHS issues in a timely, constructive and solution orientated manner with a Manager or the OHS Committee
- Immediately reporting any Notifiable Incident or any identified health and safety matter via the appropriate channels

## **ADDITIONAL INFORMATION.**

Appointment of successful applicants will be made subject to a satisfactory pre-employment conditions check.

A six-month probation employment period applies to all new staff members commencing employment at Girton Grammar School.

Employment conditions are in accordance with the Girton Grammar School Bendigo Enterprise Agreement, as varied from time to time.

Girton Grammar School reserves the right to modify position descriptions, as required. Where this is required, staff will be consulted.

## **REFERENCE DOCUMENTS**

- Mission and Values document - <https://www.girton.vic.edu.au/images/GGS-Mission-and-Values-2021-eVersion.pdf>
- Statement of Effective Pastoral Care - <https://www.girton.vic.edu.au/images/documents/GGS-Statement-of-Effective-Pastoral-Care.pdf>
- Statement of effective Learning - <https://www.girton.vic.edu.au/images/documents/Statement-of-Effective-Learning.pdf>
- Child Safety Policy - [https://www.girton.vic.edu.au/images/2.0-Child-Safety-Policy\\_FINAL.pdf](https://www.girton.vic.edu.au/images/2.0-Child-Safety-Policy_FINAL.pdf)
- Child Safety – Code of conduct - <https://www.girton.vic.edu.au/images/Girton-Child-Safety-Code-of-Conduct-August-2021.pdf>



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