

Wollondilly Anglican College

PRE-KINDERGARTEN TO YEAR 12



The College Headmaster is inviting applications
for the following roles to commence 2019:

Senior Positions (Leadership 2):

Coordinator of Teaching & Learning T-2

Coordinator of Teaching & Learning 3-6

Advanced Learning & Learning Support Coordinator T-12

Secondary Technology Coordinator (TAS)

Teaching Positions:

Mathematics

German

Humanities (HSIE)

Learning Support T-12

Primary

Support Staff Positions:

Library Aide

Nurse

WAC1269 ADVERTISER/JAS

For more information go to: www.wac.nsw.edu.au/employment.

Closing date: Friday, 24 August 2018

In accordance with Child Protection legislation, preferred applicants will be subject to employment screening



INFORMATION FOR APPLICANTS



Thank you for your enquiry regarding the advertised position.

GENERAL BACKGROUND

Wollondilly is a co-educational Anglican College operated under the auspices of the Sydney Anglican Schools Corporation and governed by a College Council. In 2004, 136 students were enrolled on day 1 from Years K-7. The College rapidly began to enjoy a reputation in the local community as a preferred institution of excellence in academic, sport, creative and pastoral areas. Growth currently continues to exceed expectations. In 2018, the College has a student population of approximately 1000 students from Transition to Year 12. It has consistently been one of the fastest growing independent schools in New South Wales.



EDUCATIONAL PHILOSOPHY

Wollondilly Anglican College is founded on a Christian philosophy of education and is strongly supported by local congregations. Staff, likewise, have a commitment to actively supporting local churches.

The College is renowned as a Christ centred, disciplined learning environment where meeting the academic, spiritual, social, creative, physical and pastoral needs of students, staff and the College community is both a central feature and continuing priority. It will remain as accessible, Anglican, T-12, co-educational and comprehensive.

A strong focus on pastoral care at the College serves to build, reflect and support a sense of family. Discipline problems are minimised by a proactive focus on developing a sense of self worth and respect for others, enabling each student to proactively engage life and the workforce with confidence, rather than respond defensively to situations and events.



The learning environment emphasises the technological and research skills necessary for information gathering and promoting a love of learning. Curriculum determination, assessment and reporting policies are reflective of the abilities of the students, the expectations of the College community, the parameters determined by the NESA and consideration of the balance between predetermined funding constraints with the provision and continuance of diverse alternatives. Whilst pursuit of excellence is determined for each student according to his or her own God given gifts, the College also has a strong focus on academic results. Students have achieved National and International recognition in Academic disciplines, the Creative and Performing Arts and Sport.

Parental and staff involvement in fundraising and working bees is encouraged by an active P&F. A regular system of open communication has been established, including a student diary, weekly newsletter and parent information evenings. The College is an integral part of the local community through the initiation and nurture of strong links with the media, business leaders, political representatives, local and regional Anglican churches, churches of other denominations and community organisations.

COLLEGE STRUCTURE

The College Headmaster, Dr Stuart Quarmby is supported by the Deputy Headmaster, Mr Ian Croger in the leadership and management of Teaching and Learning, Pastoral Care, Professional Development and Administration.

TEACHING & LEARNING

Secondary Years

The Secondary Director of Teaching and Learning, Mr Paul Burns, is supported by Faculty Coordinators and specialist Teaching and Learning staff in an endeavour to deliver a high quality education.

Primary Years

The Primary Director of Teaching and Learning, Ms Jacqui Huxtable, is supported by specialist staff and classroom teachers in an endeavour to deliver high quality education.

PASTORAL CARE

The Director of Pastoral Care, T-12, Mr Liam Toland has an overview of Student Leadership, Discipline, Merit Schemes, Camping and associated programs. He is ably assisted by Senior Years (9-12) Pastoral Care Coordinator, Mrs Emily Madden, Middle Years (5-8) Pastoral Care Coordinator, Mr Peter Hazlewood and Junior Years (T-4) Pastoral Care Coordinator, Mr Stuart McIntosh.



LOCATION & BUILDINGS

The College consists of spacious permanent buildings set in natural bushland on the western side of Remembrance Drive between Tahmoor and Bargo. Rooms are purpose-built and air-conditioned. There are no portable/temporary classrooms.

There are currently six Information Resource Centres in addition to designated faculty buildings. A separate semi-university style Senior Precinct caters for the Collegiate years (11 and 12).



APPLICATIONS

Child Protection Legislation requires the successful applicant to provide a Working With Children Check number and consent to a Working with Children Check process.

Applications should be submitted with:

- A completed “Application for Employment”.
- A copy of your Curriculum Vitae (CV)
- Contact details for three supporting referees (eg character, Church, Professional)

Applications should be addressed to:

The Headmaster
Wollondilly Anglican College
Locked Bag 1011
TAHMOOR NSW 2573



Or by email to employment@wac.nsw.edu.au (most important - please scan and email documents as one PDF)





Wollondilly

Anglican College

HSIE Teacher 7-12 - 2019

The successful applicant will be responsible to the HSIE Coordinator and work alongside highly competent, experienced and enthusiastic staff. They will be expected to deliver Stage 4 and Stage 5 History and Geography courses, as well HSC History courses within the NESA 7-12 Curriculum Framework. An ability and willingness to use a variety of teaching and learning techniques and to extend and provide for students according to their individual gifts and ambitions are essential.

The College has developed a reputation for five academic and pastoral distinctives –

- Education within a Christian framework
- The Pursuit of Excellence, particularly Academic Excellence, supported by Sport and the Creative and Performing Arts
- Pride in Belonging
- Community engagement and involvement
- Development of Christian morals, standards & ethics in students (a Second Education)

The successful applicant would be committed to the development of these distinctives.

Personal skills, attributes and expectations

It is expected that the HSIE Teacher will:

- Be an active Christian who is involved in a local church
- Teach HSIE subjects in a manner reflected in the syllabi designed by NESA
- Have expertise in the delivery of Stage 4, 5 and 6 History and other HSIE courses
- Be an enthusiastic and passionate educator
- Hold a current Working With Children Check
- Understand and be able to demonstrate how they differentiate the curriculum
- Foster staff cooperation and commitment
- Conduct themselves with integrity, loyalty and honesty
- Demonstrate a thorough understanding of the significance of ICT pedagogy in 21st Century education
- Display high levels of organisational and communication skills
- Be committed to collaboration across all levels within the College community
- Demonstrate a willingness to contribute to co-curricular College activities. This will involve hours outside of the regular College day
- Demonstrate a willingness to attend expected College events
- Undertake other roles as determined by the Headmaster

Applications should include a reference or referee details from the Minister of the Church they currently attend.

APPLICATION FOR EMPLOYMENT AS A TEACHER

**Independent Schools NSW/ACT Standards Model
(Teachers)
Multi-Enterprise Agreement 2017**

1. SCHOOL AND POSITION

Position of:

Name of School:

☐

Primary

☐

Secondary

☐

Permanent

☐

Temporary

☐

Full-time

☐

Part-time

☐

Casual

2. PERSONAL DETAILS

Surname:

Given name/s:

Title:

Date of birth:

Sex:

Former names (if applicable):

Permanent address:

Postcode:

Address for correspondence:

(if different from above)

Postcode:

Telephone numbers:

Private:

Work:

Mobile:

Email:

Country of Citizenship:

Australian Resident:

YES

NO

If NO, please attach a copy of Working VISA

Church currently attending:

How long:

WWCC Clearance Number:

WWCC Expiry Date:

WWCC Verification Date:

Office Use Only

3. EDUCATION

SECONDARY EDUCATION

Highest Award	School Attended	Year of Award

TERTIARY EDUCATION (including current incomplete courses):

Name and Location of Institution	Years of Attendance	Award Conferred	Date Conferred

TEACHING QUALIFICATION - I am qualified to teach:

☐ Infants ☐ Primary

☐ Secondary – Teaching Subjects:

SIGNIFICANT, RECENT & RELEVANT PROFESSIONAL DEVELOPMENT (in general, within the last 5 years):

Name and Location of Institution	Years of Attendance	Award Conferred (if applicable)	Date Conferred

4. EMPLOYMENT HISTORY**PRESENT EMPLOYMENT:**

Name of Employer:

Address of Employer:

Postcode:

Name of Manager:

Commencement Date:

Current Position:

Other Position(s) Held with Present Employer:

Current Salary:

PAST EMPLOYMENT: (in reverse order from most recent employer)

From	To	Name and Address of Employment	Full-Time/Part-Time/Casual	Years Completed*

* Where part-time teaching is listed, please note your FTE load.

* Part-time and casual teaching will only be included in calculation of service where appropriate evidence is supplied.

**Teacher Classification
as at 31 December 2010 (eg ST1, Step 6):****Independent Schools Teacher Accreditation
Authority (ISTAA) status (as applicable):****Year in which ISTAA status conferred
(as applicable):**

5. TEACHER ACCREDITATION (under the *Institute of Teachers Act 2004*)

New scheme teachers -- including newly graduated teachers, interstate and overseas teachers -- intending to teach for the first time in NSW from 1 October 2004 must meet requirements of Board of Studies Training and Education Standards (BOSTES). In addition, qualified teachers returning to teaching in NSW after an absence of five or more years (also deemed new scheme teachers) must meet the requirements of BOSTES. Further information is available from the website: www.nswteachers.nsw.edu.au

Are you accredited with BOSTES?

☐ Yes

☐ No

If yes, please provide your accreditation number:

If yes, please provide your accreditation level:

If yes, please identify the Teacher Accreditation Authority:

If you cannot provide an accreditation number please indicate the reason below:

I was qualified and teaching (NSW Board of Studies subjects) in NSW,
at some time during the five years before 1 October 2004

☐

My application is now with BOSTES

☐

6. EMPLOYMENT SCREENING

Teaching positions are child-related employment. Child protection legislation requires preferred applicants to be subject to employment screening.

Have you ever had your registration, licensing, or classification
as a teacher or any other entitlement to teach cancelled
or suspended or withdrawn in Australia or any other country?

☐ Yes

☐ No

Have you ever been refused registration, accreditation, licensing,
or classification as a teacher in Australia or any other country?

☐ Yes

☐ No

Have you ever been dismissed or asked to resign as a teacher
in Australia or any other country?

☐ Yes

☐ No

Have you ever (or are you currently) the subject of disciplinary
proceedings (or any action that might lead to such proceedings)
in relation to your employment in Australia or any other country?

☐ Yes

☐ No

Have you ever been convicted of an offence carrying a penalty
of imprisonment?

☐ Yes

☐ No

If you have answered Yes to any of the above questions, please attach details.

7. DECLARATION

Do you have any illness/injury/health problem that may render you unable to carry out the inherent requirements of the position?

☐ Yes

☐ No

If you have answered Yes to the above question, please attach details.

I certify that the information provided by me in this application form is complete and correct in every detail, and I understand that deliberate inaccuracies or omissions may result in non-acceptance of this application and/or the termination of any employment that may be offered.

APPLICANT'S SIGNATURE

DATE

8. ATTACHMENTS

Listed below are documents relevant to your application. Please submit copies that have been verified as true copies of the original by either a Justice of the Peace or a Solicitor.

Please note that copies are required of all applicable documents. Please tick where attached.

- ☐ 1. '100 point' proof of identity (e.g. passport, birth certificate & licence/Medicare card)
- ☐ 2. Proof of citizenship / Australian residency (e.g. birth certificate, passport, visa)
- ☐ 3. University or College final transcript of academic results indicating eligibility for Award
- ☐ 4. Teaching Qualification
- ☐ 5. Other Degrees, Diplomas or Certificates including First-Aid Certificate (if applicable)
- ☐ 6. Statement(s) of service showing:
 - a) commencement dates
 - b) termination dates
 - c) whether service was full-time or part-time or casual
 - d) for part-time or casual service, details of hours/days worked
- ☐ 7. Evidence of teacher classification as at 31 December 2010
- ☐ 8. Evidence of ISTAA accreditation
- ☐ 9. Working with Children Check Clearance number
- ☐ 10. Details of any relevant employment screening matter
- ☐ 11. Details of any relevant illness/injury
- ☐ 12. Copy of Working VISA if applicable
- ☐ ***Please return my documents, as appropriate, if my application is unsuccessful***

How did you hear about this position? (Please specify): _____

information; and health information about an individual. Sensitive information will be used or disclosed only for the purpose for which it was provided or a directly related secondary purpose, unless you agree otherwise, or the use or disclosure of the sensitive information is allowed by law.

Management and security of personal information

The SASC's and the school's staff are required to respect the confidentiality of the pupils' and Parents' personal information and the privacy of individuals.

Each school has in place steps to protect the personal information the school holds from misuse, loss, unauthorised access, modification or disclosure by use of various methods including locked storage of paper records and passworded access to computerised records.

Updating personal information

Each school endeavours to ensure that the personal information it holds is accurate, complete and up-to-date. A person may seek to update their personal information held by the school by contacting the School Administration office at any time during normal school office hours.

The National Privacy Principles require a school not to store personal information longer than necessary.

You have the right to check what personal information a school holds about you

Under the Commonwealth Privacy Act, an individual has the right to obtain access to any personal information which SASC or a school holds about them and to advise SASC or the school of any perceived inaccuracy. There are some exceptions to this right set out in the Act. Pupils will generally have access to their personal information through their Parents, but older pupils may seek access themselves.

To make a request to access any information the SASC or a school holds about you or your child, please contact the school's Principal or the SASC Chief Executive Officer in writing. The school may require you to verify your identity and

specify what information you require. The school may charge a fee to cover the cost of verifying your application and locating, retrieving, reviewing and copying any material requested. If the information sought is extensive, the school will advise the likely cost in advance.

Consent and rights of access to the personal information of pupils

The SASC respects the right of Parents to make decisions concerning their child's education.

Generally, a school will refer any requests for consent and notices in relation to the personal information to the pupil's parents. A school will treat consent given by Parents as consent given on behalf of the pupil, and notice to Parents will act as notice given to a pupil.

Parents may seek access to personal information held by a school or the SASC about them or their child by contacting the School Principal. However, there will be occasions when access is denied. Such occasions would include where the release of the information would have an unreasonable impact on the privacy of others, or where the release would result in a breach of the school's duty of care to the pupil.

A school may, at its discretion, on the request of a pupil grant that pupil access to information held by the school about them, or allow the pupil to give or withhold the consent to the use of their personal information, independently of their Parents. This would be done only when the maturity of the pupil and / or the pupil's personal circumstances so warranted.

Enquiries

If you would like further information about the way a school manages the personal information it holds, please contact the School Principal. In the case of the SASC Group Office, please contact:

The Chief Executive Officer
Sydney Anglican Schools Corporation
PO Box 465
Hurstville BC NSW 1481



Your
PRIVACY

At Schools conducted by

**SYDNEY ANGLICAN SCHOOLS
CORPORATION GROUP**

Your privacy is important.

This Privacy Policy applies to schools conducted by the Sydney Anglican Schools Corporation ('SASC') Group.

This statement outlines the SASC's policy on how each school (including the SASC Group Office) uses and manages personal information provided to or collected by it.

The SASC is bound by the National Privacy Principles contained in the Commonwealth Privacy Act.

The SASC may, from time to time, review and update this Privacy Policy to take account of new laws and technology, changes to schools' operations and practices and to make sure it remains appropriate to the changing school environment.

What kind of personal information does a school collect and how does a school collect it?

The type of information schools collect and hold includes (but is not limited to) personal information including sensitive information, about:

- Pupils and parents and / or guardians ('Parents') before, during and after the course of a pupil's enrolment at the school;
- Job applicants, staff members, volunteers and contractors; and
- Other people who come into contact with the school.

Personal information you provide:

A school will generally collect personal information held about an individual by way of forms filled out by Parents or pupils, face-to-face meetings and interviews, and telephone calls. On occasions people other than Parents or pupils will provide personal information.

Personal information provided by other people:

In some circumstances a school may be provided with personal information about an individual from a third party, for example a report provided by a medical professional or a reference from another school.

How will a school use the personal information you provide?

A school will use the personal information it collects from you for the primary purpose of collection, and for such other secondary purposes that are related to the primary purpose of collection and reasonably expected, or to which you have consented.

Pupils and Parents:

In relation to personal information of pupils and Parents, a school's primary purpose of collection is to enable the school to provide schooling for the pupil. This includes satisfying the needs of the Parents and the needs of the pupil throughout the whole period the pupil is enrolled at the school.

The purposes for which a school uses personal information of pupils and Parents include:

- To keep Parents informed about matters related to their child's schooling, through correspondence, newsletters and magazines;
- Day-to-day administration;
- Looking after pupils' educational, social, spiritual and medical wellbeing;
- Seeking donations and marketing for the school;
- To satisfy the SASC's and the school's legal obligations and allow the school to discharge its duty of care.

In some cases where a school requests personal information about a pupil or Parent, if the information request is not obtained, the school may not be able to enrol or continue the enrolment of the pupil.

Volunteers:

A school also obtains personal information about volunteers who assist the school in its functions or conduct associated activities, to enable the school and the volunteers to work together.

Marketing and Fundraising:

Schools treat marketing and seeking donations for the future growth and development of the school as an important part of ensuring that the school continues to be a quality learning environment in which both pupils and staff thrive. Personal information held by a school may be disclosed to an organisation that assists in the school's fundraising. Parents, staff, contractors or other members of the wider

school community may from time to time receive fundraising information. School publications, like newsletters and magazines, which include personal information, may be used for marketing purposes.

Exception in relation to related schools:

The Privacy Act allows each school, being legally related to each of the other schools conducted by the SASC to share personal (but not sensitive) information with other schools conducted by the SASC. Other SASC schools may then only use this personal information for the purpose for which it was originally collected by the SASC school. This allows schools to transfer information between them, for example, when a pupil transfers from a SASC school to another school conducted by SASC.

Who might a school disclose personal information to?

A school may disclose personal information, including sensitive information, held about an individual to:

- Another school;
- Government departments;
- Medical practitioners;
- People providing services to the school, including specialist visiting teachers and sport coaches;
- Recipients of school publications, like newsletters and magazines;
- Anyone you authorise the school to disclose information to.

Sending information overseas:

A school will not send personal information about an individual outside Australia without:

- Obtaining the consent of the individual (in some cases this consent will be implied); or
- Otherwise complying with the National Privacy Principles.

How does a school treat sensitive information?

In referring the 'sensitive information' a school means: information relating to a person's racial or ethnic origin, political opinions, religion, trade union or other professional or trade association membership, sexual preferences or criminal record, that is also personal