

## **Deputy Principal – Curriculum**

### **Location**

Roebuck PS is currently a decile 4, 1020 ICSEA school of 350 students with a profile including 9% Aboriginal enrolment. Located in the suburb of Djugun in Broome, Roebuck PS, is the only building (besides the church, opposite) in a residential suburb, and the school is a focus for the community.

### **Background**

Once a school of 750 students (2014), the school has reduced its enrolment base due to a reduced local intake area and another government school opening. Therefore, the school staffing profile has become 60% plus part time / fractional staff with the complexities and challenges as reflective of such a demographic and associated Student-Centred Funding Model (SCFM).

Roebuck Primary School is one of four Independent Public (primary) Schools, and with Broome Senior High School, comprise the Broome IPS Cluster.

The cluster works and collaborates across a range of academic, professional working groups – Instructional Hub, Cluster Conference, sporting and Arts productions that ensure year-round partnerships promoting and celebrating the K-12 seamless curriculum and Cluster connectedness.

### **Context**

Roebuck PS enjoys a strong and positive relationship with a proactive School Board and an energetic P&C, with the Open Night and end of year presentation highlights on the school / community calendar.

Nyamba Buru Yawuru, the Traditional Owners of Broome (Rubibi) provide support and cultural guidance in our approach to become culturally responsive. The Cluster has a Cultural Elder – Uncle Joe Edgar with whom we work closely with to develop our own professional and personal knowledge that supports our understandings of traditional and cultural histories.

A planned but very full school calendar locks in the school commitments with the Roebuck PS community, the cluster and the wider Broome and west Kimberley community. Collaboration and highly effective planning, organisational and communication skills are a requirement to ensure all stakeholders are well informed and supported.

From 2013, Roebuck PS has embarked on a strong distributed leadership model, where whole school practices drive an explicit and intentional teaching paradigm, where observation and feedback, evidenced-based, data-informed practices support student progress and achievement, and aligns to staff professional learning and capacity building.

Whole school practices, including a whole school reporting and self-assessment schedules frame a comprehensive approach to the strategic, operational and management direction of the school of which they are a significant component of the Curriculum Deputy's role and responsibilities.

The school operates with Professional Learning Communities (PLCs) that provide the overview and operational direction for the priority and focus areas, supporting the Business Plan targets. The Curriculum Deputy works with all Team Leaders to ensure the PLCs operate effectively and efficiently.

Mentoring and coaching are a strength of the distributed leadership staff and form the basis of on-going support to all.

Performance management and 360 feedback is a strong aspect of self-reflection and frames staff capacity building as well as maintaining contemporary knowledge, skills and practices to ensure student outcomes are supported.

Roebuck PS has a diverse enrolment base and ensures that we are culturally responsive and focus on achieving high level educational outcomes for all students, with expectations that students achieve to their potential and the school exceeds like school comparisons.

In addressing the Selection Criteria, please ensure you provide evidence of your capacity to transfer your knowledge and skills to achieving outcomes for this position within Roebuck Primary School.

To assist further in specifics, you may like to review the following points that may assist in seeking clarification from the principal, Kelvin Shem.

- How would you address the context of Roebuck Primary School in relation to leading the school staff in embedding the principles, values, beliefs and practices of Teaching for Impact?
- Organisational and operational management part-time staff
- How would you utilise the Future Leaders Framework in developing middle leadership, such as Instructional Coaches?
- How would you lead the curriculum team in developing and delivering Priority and Focus areas?
- How would you utilise the flexibilities to support staff meetings, School Development Days and PLCs – staff meeting protocols and framework?
- How would you support the students, staff and community in addressing and embedding the Aboriginal Cultural; Standards Framework?
- How would you develop data literacy amongst staff?
- How would you utilise data literate staff in developing whole school plans with realistic and value-adding targets?
- How would you utilise data-informed, evidenced-based practices to drive school improvement and student progress and achievement?
- Observation and feedback – how would you develop an Observation and Feedback culture that becomes embedded within the school and the cluster to build the capacity of staff?
- How would you lead and develop Instructional Sprints (Breakspear) that focus on attaining student outcomes whilst improving the effective practices of the teaching / learning program?
- How does a strategic vision translate into:
  - Effective whole school practices
  - Achievable (Like school) whole school outcomes
- As a member of the leadership team, how would you lead school improvement utilising change management and relational leadership so there is effective translation from strategic direction to classroom practice?
- How would / do you focus on your own wellbeing, self-development and leadership?
- How would you build a sustainable culture of high performance, high care?

[End]