



Immanuel Primary School

PRINCIPAL

CANDIDATE INFORMATION PACK

JUNE 2025



Immanuel Primary School

Building foundations for life



Position Title: Principal
Position Classification: Salary as negotiated with School Board and in accord with the Terms and Conditions for LESNW Lutheran Principals
Tenure: 5 Years

About Immanuel Primary School

Ethos Statement

The Lutheran school is an agency of the Lutheran Church of Australia through which the church seeks to carry out its ministry to the people of Australia.

The specific ministry and mission of the Lutheran school is to provide quality formal education in which the Word of God informs all learning, teaching and activities and forgiveness and grace govern the relationships of the members of the school community. To fulfil this ministry and mission, the staff and management in the Lutheran school will be committed to the Christian faith. Therefore, staff will strive to develop an understanding of the Lutheran school as a community where all individuals are in service to one another because of what Christ has done for us.

School Context

Immanuel Primary School is one of the 85 systemic Lutheran schools in Australia that has God's Word at the centre of life. Through the Lutheran faith we share a history of schooling in Australia spanning 175 years.

Sited on the same campus as Immanuel College, Immanuel Primary School offers an exceptional range of programs, facilities and options for students pursuing the ELC to Year 12 journey.

Immanuel Primary School is an innovation school that was accredited in 2004 by the International Baccalaureate (IB), for delivering the Primary Years Program (PYP) in an exceptional manner. Immanuel connects the strengths of spirituality and learning through the celebration of the gospel and an outstanding educational program with a very active co-curricular program. Central to the approach at Immanuel Primary School is the belief of partnership with parents and teachers working together to provide the best possible environment and quality of care for all students. There are over 700 students attending from ELC to Year 6.

The School Board is responsible for governing the affairs of the School. The Board's objective is to provide a broad and balanced high-quality education in a caring community environment which is founded on the values and ethos of the Church.

The Board delegates the management and day-to-day running of the school to the Principal.

Our Mission

It is the mission of Immanuel Primary School to be a supportive community where well-being is nurtured, innovative teaching empowers learners to take responsible action, and the message of Jesus Christ is communicated and celebrated.

Our mission is taught, modelled and lived through the values of Respect, Flourish, Serve.

Job Description

The position involves providing spiritual, educational, operational, industrial and financial leadership within the School.

Statement of Key Outcomes and Associated Activities

The role of principal encompasses activities within the following vocational practices as described in the leadership and formation framework Growing deep:

- Strengthening Lutheran identity.
- Excellence in teaching and learning.
- Ongoing improvement and innovation.
- Community building.
- Leading effective organisation and management.

The responsibilities and School's expectations related to each Key Outcome are outlined on the following pages.

Strengthening Lutheran identity

Immanuel Primary School, as an agency of the Lutheran Church of Australia, shares a recognisable Lutheran identity in which the gospel of Jesus Christ informs all learning and teaching, all human relationships, and all activities in the school. The rituals, symbols, visual displays and practices convey its Christ-centred identity.

The school community is regularly involved in Christian worship which includes, to the extent that it is practical, daily devotions. Christian Studies is an essential and distinctive part of the formal curriculum. Immanuel Primary School deliberately and intentionally shares and lives the good news of Jesus Christ with students, families, staff and the broader community.

Opportunities for faith nurture are actively promoted and maintained.

Therefore, the Principal is expected to:

Create a Christ-centred, Lutheran environment by:	<ul style="list-style-type: none">• Demonstrating a commitment to providing opportunities for students to develop their relationship with Christ.• Providing an effective Christian Education program consistent with the policy of the Lutheran Church of Australia.• Leading staff formation and leadership development underpinned by 'Growing Deep'.• In conjunction with the Board, lead the development of a strategic plan which identifies key goals which strengthen Lutheran identity.• Demonstrating respect for the dignity and worth of each individual.• Modelling and building relationships between members of the learning community which are guided by Christian love, grace, forgiveness and reconciliation.• Providing or encouraging regular, daily, if possible, worship opportunities for staff and students.• Collaborate with the other LENS principal colleagues.
Maintain an effective working relationship between the School and the supporting congregation of Immanuel by:	<ul style="list-style-type: none">• Encouraging the ongoing connection to the Immanuel Church.• Working in partnership with the Pastor of Immanuel Church.

Excellence in teaching and learning

Immanuel Primary School values excellence and creativity in teaching and learning for all community members. A culture of challenge and support nurtures enthusiastic, independent learners committed to lifelong learning. Excellence in teaching and learning is focused on improving student outcomes which include spiritual, intellectual, physical, emotional, cultural and social dimensions. All learners should have access to quality learning experiences that ensure they develop their God-given abilities so that they may enrich the world. High expectations are established through reflective practice, collaborative planning, monitoring, providing feedback and reporting on the effectiveness of learning. The learning environment promotes active engagement, risk taking, motivation and strong learner voice.

Therefore, the principal is expected to:

Build capacity by:	<ul style="list-style-type: none"> • Providing ongoing formal and informal feedback to all staff or establishing effective mechanisms for this within the leadership structure of the school. • Establishing effective mechanisms for staff performance and development to assist staff to improve practice. • Seeing every interaction as an opportunity to support, coach and develop others. • Identifying leadership potential in others and providing opportunity for others to demonstrate leadership.
Promote professional learning by:	<ul style="list-style-type: none"> • Reviewing their own practice regularly and implementing changes in leadership and management approaches. • Modelling learning for life by investing time, effort and resources into developing their own professional practice. • Obtaining feedback from others to develop an accurate assessment of their own strengths and development needs. • Providing opportunities for and actively encouraging staff to attend professional learning linked to their performance goals.
Lead pedagogical practice by:	<ul style="list-style-type: none"> • Understanding the practice and theory of contemporary leadership and applying that knowledge in school improvement. • Referencing current research into teaching and learning to meet the learning needs of the students. • Applying knowledge and understanding of current developments in education policy, schooling, social and emotional trends and developments to improve educational opportunities for students. • Aligning curriculum with to the International Baccalaureate (IB) Primary Years Program (PYP) framework and meeting the IB standards through their evaluation process.
Create a learning culture by:	<ul style="list-style-type: none"> • Providing a positive learning environment for students and staff within the community. • Setting high expectations for every learner including students, staff and self. • Developing a curriculum which meets national, state and system requirements and allows for flexibility to cater for the diversity within the learning community. • Encouraging creative, responsive approaches to teaching. • Developing educational strategies to secure equity of educational outcomes. • Work with staff to develop common goals in relation to quality teaching and learning and a commitment to the effective implementation of these goals.

Ongoing improvement and innovation

Improvement and Innovation at Immanuel Primary School is guided by its values, vision and mission.

Excellence is pursued through a culture of reflection, collaboration, innovation and creativity. Evidence is gathered and utilised to develop and implement improvement plans and policies guiding the continuous development of teaching and learning, the institution and its facilities.

Ongoing professional learning encourages all members of the community to achieve high standards and develop their service and leadership capacity.

Therefore, the principal is expected to:

Inspire and motivate others by:	<ul style="list-style-type: none">• Leading the development of the vision for the school seeking input from parents, students and staff.• Building commitment, confidence, shared understanding and enthusiasm about the vision for the school.• Ensuring the vision for the school is acted upon using appropriate leadership styles sensitive to the local context.• Recognising and celebrating the achievements of individuals and teams.• Continue the growth and further development of the existing collaborative staff culture with focus on promoting wellbeing throughout the school.
Understand and lead change by:	<ul style="list-style-type: none">• Developing an understanding of the local context to inform change.• Using information about current educational developments, theories and performance data to inform school improvements.• Articulating to the learning community the purpose of change and working with all stakeholders to lead the process.
Initiate improvement through innovation and change by:	<ul style="list-style-type: none">• Working and communicating with a variety of internal and external stakeholders to promote and sustain improvement.• Leading and facilitating inquiry to inform innovative practice and improvement.• Fostering creativity, innovation and the use of appropriate technologies.• Using problem solving, creative thinking and strategic planning to ensure continuous improvement.• Supporting processes to implement change.

Community building

Immanuel Primary School values the richness and diversity of the wider community and other education sectors. Positive and strategic partnerships are developed and maintained with students, families, local Christian communities, the broader community and Lutheran education.

The relationships are built upon support, collaboration, trust and reconciliation. Immanuel Primary School lives out the gospel and is active in service of others. The multicultural and multi-faith nature of Immanuel Primary School and Australian society fosters understandings of diverse cultures. Immanuel Primary School promotes the understanding of, and respect for, Aboriginal and Torres Strait Islander people.

Therefore, the principal is expected to:

Create a culture of inclusion by:	<ul style="list-style-type: none">• Recognising and utilizing the diverse nature of the school community and Australian society.• Fostering an understanding of, appreciation for and reconciliation with Indigenous cultures.• Developing strategies to ensure educational opportunity including counteracting discrimination and the impact of disadvantage.• Recognising and supporting the needs of students, families and care-givers.
Engage with the community by:	<ul style="list-style-type: none">• Understanding the diverse interests of the school community.• Knowing, understanding and considering the social, political and local circumstances of the community.• Learn about and develop positive relationships with the rich diversity of the cultural groups within the school and wider community.
Collaborate with and influence the community by:	<ul style="list-style-type: none">• Developing and maintaining positive partnerships with students' families and care givers; and the wider local community.• Inviting and facilitating community participation in student learning.• Actively seeking feedback from the school community.• Collaborating with staff from other schools in the region, LESNW secretariat and with Lutheran Education Australia.

Leading effective organisation and management

At Immanuel Primary School roles, responsibilities and procedures are clearly articulated so that staff can participate in the smooth and efficient operation of the school. Data and knowledge management methods and technologies are used to ensure that resources (human, physical, technological and financial) are efficiently organised and managed to provide an effective, safe and caring, growth-oriented learning and working environment.

Strategic planning ensures the ongoing improvement and sustainability of the school. Best practice is built upon effective collaboration between the governing body, staff, students, families, church and others.

Therefore, the principal is expected to:

Align ethical practices with educational goals by:	<ul style="list-style-type: none">• Modelling and promoting the school's values.• Challenging behaviours and practices that are not ethical or not in keeping with the Christian ethos of the School.
Manage resources by:	<ul style="list-style-type: none">• Monitoring and aligning of the school's human, physical, technological and financial resources with learning priorities and the school's strategic plan.• Applying knowledge and understanding of leadership and management concepts and practice to provide effective strategic leadership and operational management.• Prioritising strategically and effectively to achieve outcomes.• Aligning with the strategic direction set by the Board and Senior Leadership through thoughtful planning, implementation and reporting.• Working in partnership with the Board to ensure effective governance, transparency, and progress toward long-term organisational goals.

Manage high standards and accountability by:	<ul style="list-style-type: none"> • Ensuring that individual and team expectations and accountabilities are clearly defined, understood and agreed. • Regularly monitoring accountabilities and taking action to ensure accountabilities are met. • Working with staff to develop and evaluate their performance goals based on the learning community's shared goals for effective teaching and learning and align with AITSL teacher standards. • Monitoring and on-going review of an effective learning and assessment framework. • Taking appropriate action when the performance of others is unsatisfactory. • Foster a culture of continuous improvement. • Use of the CompliSpace and Assurance platforms to implement an Enterprise Risk Management Framework in the school.
----------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Performance standards and review

The Leadership and Formation Framework Growing deep will inform the performance standards and review process.

A review process will be conducted on an annual basis with the School Board and Chair and, in the fourth year of appointment, an external appraisal will be conducted according to the requirements of the region and agreed upon by the Chair, Principal and LESNW Executive Director.

This will be expanded upon pending the outcome of the shaping of the 'Review process'.

Person Specification

The principal will:

- commit to the school vision, mission and values underpinning the implementation of a Christian- based education to students in the school community as a fundamental, and essential criteria.

1. Personal knowledge, skills, qualities and understanding are described in the Capabilities section of "Growing deep: Leadership and formation framework"

Growing Oneself:

Building self-awareness/ Deepening Faith/ Learning and adapting / Living Positively

Engaging the Community:

Modelling integrity / Listening and understanding / Building support / Networking and strategic relationships

Leading the Team:

Creating purpose and clarity / Nurture faith / Growing capacity/ Inspiring excellence

Focusing on Outcomes:

Searching for knowledge / Sharing for improvement / Thinking strategically / Making it happen

2. Education/vocational qualifications

The principal will:

- Hold academic qualifications in keeping with the level of responsibility and preferably including post graduate administration or management studies.
- Be a registered teacher in South Australia with demonstrated competence in the leadership and management of teaching and learning in the classroom.
- Hold accreditation as a teacher and leader in Lutheran schools.
- Must have the ability to successfully satisfy a Working with Children Check (WWCC) in accordance with the relevant Acts as varied from time to time.
- Must hold a current driver's licence.

3. Experience

- Strong knowledge of knowledge of the International Baccalaureate (IB) Primary Years Program (PYP) framework.
- Proven ability to communicate effectively with diverse audiences in a variety of contexts.
- Be a visible and relational leader, skilled at developing sustained relationships and operating efficiently in a complex, multi stakeholder environment with integrity and honesty.
- Demonstrated ability to manage organisational strategic planning and the effective use of resources to achieve educational goals.
- Demonstrated ability to motivate and lead the school in the pursuit of educational excellence in a changing educational environment.
- Demonstrated ability to effectively manage and deploy resources (human, physical and financial) to best serve the interests and purposes of the school.
- Demonstrated skills in managing interpersonal relationships, with sensitivity and empathy and successful experience in conflict resolution.
- Demonstrated ability to analyse complex issues and manage resolution.
- Demonstrated ability to effectively initiate and manage change.
- Demonstrated ability to delegate effectively and to hold persons accountable for the delivery of stated outcomes.
- Demonstrated organisational and educational leadership and a record of success in achieving agreed goals in collaboration with others.
- Demonstrated success in developing and implementing curriculum enhancements and achieving objectives through structured planning processes.

- Demonstrated success in modelling and promoting effective teaching, learning and assessment practices.
- Demonstrated success in the appropriate application of learning technologies.

Adventurous



Successful



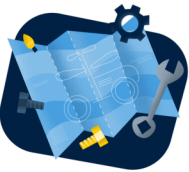
We are capable

Purposeful



We contribute

Innovators



We think critically and creatively

Relational



We are better together

Empowered



We have a voice

Strategic Intent 2025

Vision: Building foundations for life

Respect themselves, others and the environment;

Flourish through a world of opportunities;

Serve by taking action to make a positive difference.



Excellence in Learning



Deliver an evidence based curriculum

Implement the ASPIRE framework

Enhance assessment and reporting practices

Improvement and Innovation



Cultivate collaboration through partnerships

Strengthen a culture of growth

Lead in educational innovation

Strengthening Lutheran Identity



Nurture our Lutheran spirituality

Design a relevant Christian Studies curriculum

Communicate our Lutheran Identity

Community Building



Promote excellence in inclusive practice

Strengthen connections (ELC - Year 12)

Implement evidence-based wellbeing practices

Leading Effective Organisation and Management



Identify and investigate future opportunities

Ensure forward-thinking governance guided by risk management and compliance

Sustain financial management



Strategic Intent
2024-2026
Immanuel
Primary School

Contents

Message from the Principal	2
Our Vision	5
Our Mission	5
Aspirations	6
Strategic Goals	7
Excellence in learning	8
Ongoing improvement and innovation	9
Strengthening Lutheran identity	10
Community building	11
Leading effective organisation and management	12

Message from the Principal

This plan incorporates specific strategic actions for 2024 - 2026 grouped into five priority areas. For each of the strategic actions, an operational plan has been developed detailing responsibilities, required resources, time lines and success measures. Many of the significant and important activities at Immanuel Primary School are not specifically mentioned among these strategic objectives. These strategic actions are areas of particular focus for the next three years.

Throughout 2023 we worked closely with the school council, leadership team, teachers, staff, parents and students to create a shared vision around the long-term future for Immanuel Primary School. We started by engaging in school stakeholder research and performance benchmarking led by MMG Education. This data was a key driver for developing the strategy for the next three years and beyond, based on the solid foundation of our past work. To inform our planning, we conducted research into best practice, the relative strengths of our work and those areas where we can improve further.

The strategic intent is to drive best practice in teaching and learning for every learner, every day. This will be achieved through delivery of five strategic pillars:

- Excellence in learning
- Improvement and innovation
- Strengthening Lutheran identity
- Community building
- Leading effective organisation and management

Fifteen key strategic actions have been identified to support the achievement of our goals. These actions have formed the basis of the operational plans that drive the work we do. We will continue to be agile as we implement our plan and refocus our work progressively. Our vision is to build foundations for life and I look forward to working with everyone in the Immanuel community to make this a reality, achieving the goals set out in our Strategic Intent.

Bec Clements
Principal



Strategic Intent

2024-2026



Our Mission

To be a supportive community where wellbeing is nurtured, innovative teaching empowers learners to take responsible action and the message of Jesus Christ is communicated and celebrated.

Our Vision

To build foundations for life.

Our core foundations of Respect, Flourish and Serve underpin our culture, learning principles and decision-making.

Respect

We respect ourselves, others and the environment.

Flourish

We embrace a world of opportunities that develop us spiritually, socially, emotionally, academically and physically.

Serve

We make a positive difference as global citizens.

Aspirations for our Immanuel Learners



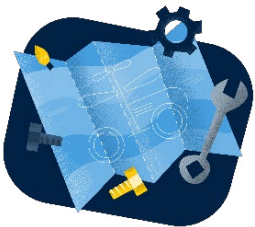
Adventurous: We are curious



Successful: We are capable



Purposeful: We contribute



Innovators: We think critically and creatively



Relational: We are better together



Empowered: We have a voice

Strategic Goals - 5 Pillars

Our Strategic Intent

To develop a culture in which leaders, teachers and students use effective feedback and ongoing evidence based practices to improve learning, engagement and wellbeing.

1

Excellence in Learning

- Deliver a contemporary curriculum that is embedded in evidence based practice and actively engages students in their learning.
- Drive exemplary pedagogy and inform decision-making, professional learning experiences and practice through the implementation of our Immanuel Learner Aspirations framework.
- Develop a continual assessment strategy to enhance feedback, assessment, and reporting practices for improved student learning and parent communication.

2

Improvement and innovation

- Cultivate collaboration, innovation and transdisciplinarity through partnerships that enable reciprocal relationships to flourish.
- Strengthen a culture of continuous improvement for staff growth and development, with a commitment to high expectations and support.
- Lead in educational innovation in curriculum and learning, with a focus on science and emerging technologies.

3

Strengthening Lutheran identity

- Strive to shape a Lutheran spirituality that is relevant for and resonates with staff, young people and families.
- Review the approach to Christian Studies to ensure relevancy and provide meaningful student engagement.
- Clearly communicate our Lutheran Identity in the wider community.

4

Community Building

- Strive for excellence in inclusive practice.
- Strengthen connections across the whole school community (ELC - Year 12).
- Implement evidence based wellbeing practices through a whole school lens.

5

Leading Effective Organisation and Management

- Identify and investigate opportunities for future development and growth.
- Ensure best practice in governance that is forward thinking and guided by risk management and compliance.
- Ensure our financial management sustains our school and enables us to be dynamic and responsive.

1

Excellence in learning



2

Ongoing improvement and innovation



Deliver a contemporary curriculum that is embedded in evidence based practice and actively engages students in their learning.

Draw from internal and external expertise, as well as the education evidence-base, to grow and expand our implementation of contemporary curricula.

- Primary Years Program
- Australian Curriculum v9
- Early Years Learning Framework (EYLF) and Quality Improvement Plan (QIP).

Intentionally use data, including student voice data, to examine learning engagement and impact.

Drive exemplary pedagogy and inform decision-making, professional learning experiences and practice through the implementation of our Immanuel Learner Aspirations framework.

Celebrate and promote the revised Learner Aspirations within and across the school, as well as the wider community, utilising a range of communication channels.

Draw from internal and external expertise to connect the elements within the Learner Aspirations framework with intentional pedagogical practices.

Use our learning to intentionally shape and curate our learning environments - within and beyond the classroom. (Senior Primary learning space etc).

Develop a continual assessment strategy to enhance feedback, assessment, and reporting practices for improved student learning and parent communication.

Identify key recommendations for implementation, from the review of assessment and reporting practices.

Review our understandings and approaches to assessment, including an intentional focus on how our learning analytics can inform our assessment practices.

Develop clarity of purpose about reporting mechanisms, sharing this through an intentional parent communication strategy.

Cultivate collaboration, innovation and transdisciplinarity through partnerships that enable reciprocal relationships to flourish.

Strengthen and grow current partnerships.(Intergenerational, Technological, ALWS/ CCA, Extra curricular etc).

Examine current and investigate the potential for new partnership opportunities to develop our Partnerships Guiding Principles (Camden Community, Flinders University etc).

Research and share best practice in collaboration, innovation and transdisciplinarity within and beyond the school.

Strengthen a culture of continuous improvement for staff growth and development, with a commitment to high expectations and support.

Review and strengthen our approaches for staff professional growth and review. (Personalised pathways).

Intentionally foster a culture of generative dialogue and shared practice for continuous improvement in teaching, collaboration and impactful learning.

Advance a coaching culture that enhances the quality of professional conversations and promotes consensus about effective teaching and learning.

Lead in educational innovation in curriculum and learning, with a focus on science and emerging technologies.

Examine contemporary practice in science and emerging technologies.

Examine staffing roles to maximise learning opportunities across these fields.

Share practice to build staff understanding and expertise.

3

Strengthening Lutheran identity



Strive to shape a Lutheran spirituality that is relevant for and resonates with staff, young people and families.

Work with ILC and the community - staff, students, and families - to better understand perceptions of and aspirations for personal and collective Lutheran identity and connectedness.

Use data to inform school rituals and approaches to incorporate key theological tenets within the school in contemporary ways (Worship, Sacrament, Rituals and symbols)

Support new staff to explore and reflect on their role and contribution to the Lutheran identity and mission of our school (Connect)

Review the approach to Christian Studies to ensure relevancy and provide meaningful student engagement.

Review the Christian Studies scope and sequence, examining aspects including concepts, flexibility with implementation and links to the Program of Inquiry, to best foster meaningful student engagement.

Review role of the Christian Studies Leader

Build staff capacity with content knowledge of teaching Christian Studies (including CS Grow PD).

Clearly communicate our Lutheran Identity in the wider community

Review the school's Mission Statement to ensure it clearly communicates our identity.

Ensure our Lutheran theology continues to underpin our decision making and promotes this in the community.

Extend the influence of our Lutheran and Immanuel brand

4

Community Building



Strive for excellence in inclusive practice.

Implement an evidence based 'universal design for learning' (UDL) approach to practices which support all students.

Promote greater community awareness and respect for individual differences through aligned beliefs and responsive structures and systems.

Embed Reconciliation Action Plan (RAP) actions within the community.

Strengthen connections across the whole school community (ELC - Year 12).

Explore further opportunities for enhancing vertical connections within the school and campus.

- Buddy program
- House program
- Other.

Investigate opportunities for partnerships with the College:

- Staff connections and sharing of expertise
- Extra-curricular activities
- Extension and enrichment.

Amplify our connections with parents and volunteers.

- Attending to the diversity of cultural backgrounds.

Implement evidence based wellbeing practices through a whole school lens.

Assess resourcing and build staff confidence and capacity to support their own and others wellbeing.

Design a Social and Emotional Learning (SEL) framework reflective of the needs of our learners.

Develop shared understandings and practices that support positive student behaviour.

5 Leading effective organisation and management



Identify and investigate opportunities for future development and growth.

Develop next phase as Master Plan

- Courtyard
- Designing ASPIRE upper primary learning space
- Reception Learning Space.

Research Early Years enrolments with a focus on 2 year old and mid-year Reception intake.

Examine the Enterprise Agreement and Immanuel teacher workload agreement to explore potential for workplace flexibility.

Ensure best practice in governance that is forward thinking and guided by risk management and compliance.

Define what it means to be a high performing School Council professional learning code of conduct.

Streamline roles and responsibilities to ensure compliance, including a review of our risk management processes.

Improve onboarding of new staff, relief staff and volunteers.

Ensure our financial management sustains our school and enables us to be dynamic and responsive.

Undertake financial modelling to support our competing priorities.

Build strategies on market forces which can impact financial affordability for families.





Immanuel Primary School

Saratoge Drive
Novar Gardens SA 5040

T: 8294 8422

E: immpps@immanuelps.sa.edu.au

W: immanuelps.sa.edu.au

ASPIRE - APPROACHES TO LEARNING

Adventurous



We are curious

I show enthusiasm for learning

I show curiosity and enjoy learning about new things

I enjoy taking risks and trying new things

I use my imagination to come up with ideas

Successful



We are capable

I like the challenge of working hard to learn new things

I use success criteria to improve my learning

I use feedback to further my learning

I stick to my learning when it is difficult and I don't give up easily

I learn from mistakes, using them as opportunities for growth

Purposeful



We contribute

I care about the world around me and want to make it better

I make principled choices by taking ownership of my decisions

I enjoy taking action to make a difference

It is important to me to learn more about God and Jesus

It is important to me to serve and make the class, school and world better

Innovative



We are critical and creative thinkers

I enjoy learning experiences that challenge me and ask me to solve problems

I ask questions about my learning

I enjoy coming up with new possibilities and ideas to try

I access technology to support my learning

When using technology, I do so safely and responsibly.

Relational



We are better together

I solve problems with other people calmly and fairly when they occur

I have friends that I can play with during lunch and recess time

I have strategies to help me calm down when I am upset

I display kindness with my actions and words

I enjoy working with others and collaborate effectively

I communicate thoughts, ideas and emotions confidently

Empowered



We have a voice

I make choices about what I learn about, where I work and who I work with.

I set learning goals for myself as a learner and work to achieve them.

I actively engage in decision making processes in the classroom

I confidently ask for help when it is needed

I advocate for how I learn best.

ASPIRE - APPROACHES TO TEACHING

Adventurous



We are curious

Our Educators:

- provide opportunities for students to ask questions
- design learning experiences that accommodate student interests and passions
- curate inspiring learning environments
- provoke curiosity through playful, engaging learning experiences
- model enthusiasm for learning and curiosity about the world
- facilitate and guide student inquiries
- encourage risk taking and learning from mistakes
- curate learning experiences that inspire students to use their imagination to solve problems, generate ideas and explore new concepts.

Successful



We are capable

Our Educators:

- embrace and cultivate a growth mindset
- use evidence to plan, adjust and differentiate learning
- plan for learner variability when designing learning
- ask a variety of question types
- create and co-create Learning Intentions and Success Criteria (LISC)
- help students seek and use feedback to improve learning
- use split screening to develop the Approaches to Learning and Learner Profile
- intentionally notice and name positive learning behaviours
- create high expectations and believe that every child is capable
- model the Learner Profile attributes
- utilise routines, structured lessons, worked examples and multiple exposures
- implement transdisciplinarity and concept-based learning through an inquiry pedagogy
- model the language of an assessment capable learner
- understand the purpose of and use different types of assessment
- provide multiple opportunities for students to demonstrate their knowledge, skills and understandings

Purposeful



We contribute

Our Educators:

- provide opportunities to develop knowledge and understanding about local, national and global issues and perspectives
- plan and integrate teachings of a Christian worldview based on Lutheran theology
- design learning experiences that encourage students to take action
- explicitly teach students about different types of action
- engage in local and global partnerships
- provide students with opportunities to engage with primary and secondary sources
- cultivate student leadership and service
- engage in opportunities to develop personal spirituality

Innovative



We are critical and creative thinkers

Our Educators:

- provide opportunities for learners to communicate their learning and make thinking visible
- promote cybersafety and responsible digital citizenship
- integrate technology purposefully to enrich learning experiences
- incorporate design thinking, problem based learning and/or human centred-design
- support students in identifying problems, thinking critically and generating innovative solutions
- engage students in entrepreneurial projects and real-world challenges
- develop critical thinking by guiding students to analyse and evaluate information
- inspire students to explore their creativity and experiment with new ideas

Relational



We are better together

Our Educators:

- respond to students' social and emotional needs
- model and promote open communication
- intentionally teach and model respectful communication skills and social and emotional literacy skills
- promote and value diversity, inclusivity and varying perspectives
- apply Restorative Practice principles
- allocate spaces and resources to support students' social, emotional and physical wellbeing
- build positive relationships with students and families
- embed strong routines
- teach key concepts and competencies to enhance safety and wellbeing
- develop collaboration skills

Empowered



We have a voice

Our Educators:

- use a range of evidence-based instructional approaches
- co-construct learning with students
- design and co-create the learning environment with students
- involve students in goal setting processes
- actively listen to and value student perspectives and ideas
- carefully structure learning opportunities to promote and sustain student engagement
- empower students to take ownership and make choices
- plan and model the use of metacognitive strategies
- collect and reflect on evidence to improve teaching practice

Building foundations for life



Respect Ourselves



We are organised and ready to learn.



We are safe and responsible.



We actively participate in all learning engagements.

Respect Others



We value everyone's ideas and perspectives.

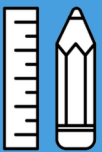


We stay safe and look after one another.



We communicate with kindness.

Respect the Environment



We care for all property and personal belongings.



We use equipment in the right place, at the right time, in the right way.



We keep our environment free from food scraps, litter and vandalism.

A
Adventurous



We are curious

S
Successful



We are capable

P
Purposeful



We contribute

I
Innovative



We are critical and creative thinkers

R
Relational



We are better together

E
Empowered



We have a voice

Small Hands - Big Hearts

Serving our community



Caring for creation



Leading for change



Growing together



Advocating as changemakers





HOW TO APPLY

Applications including a cover letter and CV should be addressed to Andrew Reed and Bernie Dyer.
Please visit henderconsulting.com.au to apply.

For a confidential discussion, please call [(08) 8100 8827.

Please Note

Your application will be automatically acknowledged by a return email.