



## DIRECTOR OF INNOVATION and DATA ANALYTICS

### POSITION DESCRIPTION

#### Introduction to the College

Trinity College has its origins in Christian Brothers College (Perth). Founded in 1894, CBC Perth was located at the corner of St Georges Terrace and Victoria Avenue in the heart of the city. In 1938, the boarders moved to the new Aquinas College, while the day boys remained at CBC Perth. When Perth hosted the 1962 Commonwealth Games, the City Council acquired the Terrace site for a hotel and the College moved to the new Trinity College campus located beside the river in East Perth. In 2007 the Christian Brothers' handed the governance of their schools over to Edmund Rice Education Australia (EREA).

Trinity College is a Catholic school in the Edmund Rice Tradition. The College receives its educational mandate from the Catholic Archbishop of Perth and operates in accordance with the policies of Edmund Rice Education Australia and the Catholic Education Commission of Western Australia. Trinity College is a member of the Public Schools Association (PSA) of Western Australia.

Trinity College proudly provides an all boys' education for students from Year 4 through to Year 12. A Trinity College education is based on four pillars – Faith, Academic, Cultural and Sport, with our commitment to the development of each student's faith and personal spirituality being of most importance. A particular emphasis is placed on a developmental program that assists in the formation of each student as they journey from boyhood to manhood. The College motto *In Nomine Domini* - In the name of the Lord; is the foundation for all in our community to focus their endeavours in the heart of our call to be Christian. The maxim by which our students are encouraged to live by is *Men for Others*. This philosophy is clearly articulated through our Service programs, our Immersion experiences and our Retreat programs. We demonstrate the Church's commitment to the dignity of the individual, particularly by being called to relationship in community.

Our spacious and well-appointed East Perth campus has grown considerably thanks to the efforts of many in the College community. Several specialist facilities have been developed including the Chapel, Design and Technology Centre, Observatory, VR Laboratory and Swimming Pool. In recent years, a new Cultural Centre (Music, Art, Campus Ministry) was added along with extensions to the Library and Science Block. Most recently, the magnificent new Sports Centre was completed. These excellent facilities are complemented by our Outdoor Education Centre, (Camp Kelly, Dwellingup) and our playing fields at nearby Waterford. We enjoy a strong reputation for the excellent pastoral care of our students.

Due to its central location, Trinity College attracts enrolments from all over the metropolitan area and this provides a wonderfully eclectic mix of students. Trinity College aspires to be an inclusive, creative learning community centered in Christ, committed to the education and development of each individual. To this end, a range of pathways are offered to cater for the diverse needs of all boys. Our Mary Rice Centre provides education for students with particular learning needs, extension programs exist across all curriculum areas and our scholarship and bursary programs for Aboriginal and Refugee students is very highly regarded. Trinity College provides recognised pathways for University entrance (ATAR Courses) and has established a well-earned reputation for

excellence in this regard. The College also provides a comprehensive set of highly developed Vocational Education and Training opportunities. These offer nationally accredited qualifications, valuable work experience and enable access to post- school destinations such as TAFE, traineeships and apprenticeships. The curriculum programs are current, utilise the latest technology and respond to emerging trends in education and the ever-changing demands of our modern world.

The College enjoys a strong reputation for the excellent pastoral care and formation of our boys. The College Staff are wonderful role models who give enormous hours of their time to both the formal and informal curriculum. They value the dignity and worth of every student and strive to create a positive learning environment in which the personal needs of all students are catered for. The boys are encouraged to seek personal excellence and challenged to discover and develop their talents not only for themselves, but in the service of others.

## **Director of Innovation and Data Analytics**

### **The Role**

As an important member of Trinity College, it is expected at all times that the Director of Innovation and Data Analytics will embody the full Catholic ethos and Edmund Rice charism of the College, as well as demonstrating a high level of personal and professional qualities that would be expected of a Leader. The position is an important role within the College. It is a promotional position and persons occupying this role must be suitably qualified and fully supportive of the College's Mission. The Director is expected to be an exemplary professional role model to all members of the College community and should be seen as playing an integral part in the life of the College, committed to the total formation of all students and the ongoing professional development of all staff.

The primary role of the Director of Innovation and Data Analytics will be to strategically lead the intersection between current evidence based research, with the analysis and deep understanding of the various forms of Student, Learning Area and other general Educational data, with a view to developing improved learning and wellbeing outcomes for the College community. The role will extend into developing innovative and contemporary ways to efficiently utilise IT and AI into pedagogical practices that promote good learning. This primary role is accompanied by a requirement for outstanding administrative skill which underpins the transformative purpose of the role.

In overview, the Coordinator of Innovation and Data Analytics will be required to:

- Strategically direct and deliver the analysis and deep understanding of performance data available to the College
- Research, apply, and effectively communicate contextual data analysis and contemporary educational research in providing improved learning and wellbeing outcomes for the college community
- Create and support academic and curriculum initiatives that align with the College Strategic Plan
- Establish innovative curriculum opportunities and timetable structures that stimulate, challenge and engage students
- Direct the effective use of IT and AI to promote teaching and learning
- Provide strong leadership in supporting high standards of educational delivery across the College
- Liaise with key stakeholders to foster a strong and vibrant culture of professional growth and performance development across all staff
- Model the highest standards of professional practice

## The Role Details

- Accountability: Vice Principal/ Deputy Principals/Head of Junior School
- Reporting: Principal
- Promotional Allowance: Category 1 – Level 1
- Time Allowance: As negotiated with the Principal
- Tenure: The tenure of this role shall be at the discretion of the Principal and has been determined as eight (8) years. The initial period for this role shall be for a period of two (2) years and, given a successful review/s, a further period of three (3) and three (3) years will be offered. At the conclusion of the tenure period (8 years) the position will be advertised. The incumbent may re-apply (Ref: CECWA Policy Appointment of Staff in Catholic Schools)

## KEY AREAS

The Director of Innovation and Data Analytics responsibilities include, but are not limited to, the following key areas:

### Data Analysis

- Lead the analysis of student performance data and provide analytics and administrative support to the Deputy Principal – Learning and Innovation (and Heads of Learning Area), the Deputy Principal – Student Wellbeing (and Heads of Year), and the Head of Junior School
- Assist with the review of State and National student performance results and the ongoing analysis of school interim, semester and end of year data
- Collect and analyse various forms of student performance data to drive college strategic priorities (school based data, ATAR, NAPLAN, diagnostic testing, etc.)
- Collaborate with the ICT Manager and other key stakeholders to develop and implement an effective digital system to facilitate regular tracking of student achievement and progress
- Lead the collection and analysis of ICT data with respect to student use to assist Leadership in discerning upon educational outcomes and future direction/s (Artificial Intelligence, education technology, device usage etc.)
- Liaise and network with other authorities and organisations in developing a comprehensive analysis of data (SCSA, EREAC, CEWA, TISC, etc.)
- Assist with the review of Junior School and Secondary School interim, semester and end of year data to identify trends and inform best practice
- Lead the Heads of Learning Area and the Head of Junior School to develop analytical methods that more deeply examines data and identifies trends in student performance data
- Support Heads of Learning Area and the Head of Junior School in analysing available data related to student performance across particular Subjects/Courses and/or Year cohorts within their Learning Area
- Liaise with the Coordinator of Professional Practice to identify effective ways to analyse and then utilise data emerging from the Professional Growth Plan (PGP) program to further develop improvements in teaching and learning
- Support in developing a culture of high expectations, collaborative planning, and monitoring of student learning that is data informed and evidence based

## Timetable and Curriculum Development

- Assist with the construction, execution and management of the annual School timetable (Year 4 to 12)
- Liaise with the Deputy Principals, Head of Junior School and Heads of Learning Area on the allocation of staff to teaching duties and classrooms
- Assist with the development and maintenance of staff and student timetables and their effective integration across various school management systems
- Provide a high level of assistance in the management and counselling of secondary students' in the Subject/Course selection process
- Review and refine processes to ensure Trinity College remains agile and innovative in its approaches to innovative curriculum development and timetable structures
- Assist with the scheduling of teacher and student classroom variations
- Support the management of the software used for timetabling (Edval) and the effective syncing with other supporting software (Synergetic, SEQTA, etc.)
- Consult, advise, support and provide effective leadership and management in matters of school policy, organisation, practice and strategic direction with respect to curriculum, assessments and pedagogy
- Promote pedagogical improvement as it relates to curriculum, assessment and reporting
- Work collaboratively with the Academic Council to ensure key curriculum issues are regularly being evaluated and improved upon
- Use data to inform and positively effect pedagogical change that results in improved outcomes for student learning
- Collaboratively construct and manage the Yard Duty Roster and other Rosters as required
- Assist the HR Manager and/or Relief Coordinator regarding teacher loads and work patterns
- Actively contribute as a member of the College Academic Council

## Reporting

- Design and provide contextual, meaningful and relevant data reports to key stakeholders
- Liaise with key stakeholders to create bespoke data reports as required
- Liaise with the Deputy Principal - Learning and Innovation and Head of Junior School to oversee the design and content of College Student Reports
- Liaise with respective Deputy Principals and Head of Junior School in the construction and analysis of the Attribute Point Average (APA) and the Grade Point Average (GPA)
- Manage and coordinate the College Learning Management System (SEQTA) in partnership with the Deputy Principal – Learning and Innovation and Head of Junior School
- Present Professional Learning to staff in effective College Learning Management System (SEQTA) use
- Assist with the development and update of education policies and guidelines
- Liaise with the Deputy Principal - Student Wellbeing and the Head of Learning Support in developing effective documentation of NCCD data, evidence and practices
- Liaise with the Deputy Principal - Student Wellbeing and other key stakeholders in developing effective documentation of required personnel data related to Census, COSI etc.
- Identify, evaluate, and manage risk associated with data analysis, privacy, system management etc., as related to this role

## IT Integration and Staff Support

- Lead the College community in effectively considering and integrating IT and AI into the teaching and learning process
- Lead staff with their understanding and effective use of the College Learning Management System, Office 365 and other systems as related to the teaching and learning process
- Assist academic staff with the implementation of new software applications in their classroom
- Lead continual pedagogical improvement in responding to evidence based research and findings regarding teaching and learning, curriculum, assessment and reporting
- Model, coach and promote effective classroom strategies that incorporate the integration of IT to enhance the teaching process and incorporate the principles of contemporary learning
- Model, coach and promote effective classroom strategies that incorporates the integration of AI to enhance the teaching process and incorporate the principles of contemporary learning
- Liaise with the ICT Manager in planning and implementing new IT resources that promote improved pedagogical practice and curriculum innovation
- To promote and support good classroom teaching practices by developing teachers' pedagogical toolkit to assist them to engage students
- Identify, in a timely manner, technology solutions for simple on-line testing and tutorials for students
- Assist staff with the devolvement and use of digital textbooks and curriculum documentation
- Provide vision, leadership, and strategic alignment in the development of best practice in pedagogy
- Promote a culture of continual development and improvement in learning and teaching
- Liaise with the Coordinator of Professional Practice in utilising Vision for Learning performance data, and staff performance and development data, to continually review teaching practice and improve student outcomes
- Review and refine processes to ensure Trinity College remains agile and innovative in its approaches to developing staff
- Identify and recommend suitable professional development opportunities for staff
- Seek to be a steward of human resources across the College by investing in the growth and development of staff

## Leadership of Staff

- Actively contribute to the maintenance of the Catholic Ethos; through a manner of life and stated beliefs that are in keeping with the teachings of the Catholic Church
- Ensure the underlying values of the College Mission are embedded within practices related to the teaching and learning process
- In line with the College's Evangelisation Plan, foster ongoing spiritual formation
- amongst staff and students and promote the evangelistic role of the College
- Ensure that the role of Director of Innovation and Data Analytics supports the improvement initiatives outlined in the College's Strategic Plan and School Improvement Plan
- Take an active part in the co-curricular aspects of College life
- Fully participate in the Liturgical life of the College and be a positive role model for staff and students
- Complete the necessary professional learning associated with the Leadership role and Accreditation for Teaching in a Catholic School

- Ensure attendance at staff meetings, Parent Evenings and other College Functions as the Principal may require
- Review and refine processes to ensure Trinity College remains agile and innovative in its approaches to developing staff
- Identify and recommend suitable professional development opportunities for staff
- Seek to be a steward of human resources across the College by investing in the growth and development of staff
- Undertaking any other duties or responsibilities that may be assigned by the Principal

### **Team Contribution**

- Ensure a friendly, helpful and professional demeanour at all times
- Demonstrate a high level of interpersonal skills
- Create positive and open communications to deliver the best possible outcomes
- Ensure systems and processes are optimised for efficiency and effectiveness whilst seeking ways to continually improve such systems and processes
- Demonstrate a flexible approach to the role by undertaking other tasks to support all of the above
- Support others and facilitate a team-orientated professional environment
- Demonstrate the ability to work independently and also within a team environment
- Demonstrate excellent time management and organisational skills, including the ability to meet deadlines
- Demonstrate the ability to work with a wide range of staff and have a demonstrated ability to build meaningful and professional relationships with students and families
- Utilise effective interpersonal skills and initiative when dealing with challenging situations
- Contribute to a positive and vibrant workplace

## **SKILLS AND ATTRIBUTES**

### **Essential Criteria**

- A strong commitment to the ethos of Catholic Education and a willingness to promote and support Catholic values as a member of the Trinity College Community
- Have a minimum of four (4) years' Tertiary qualification, which includes appropriate educational qualifications
- Be currently and fully registered with the Teacher Registration Board of Western Australia (TRBWA)
- Have completed and have current either Accreditation to Teach Religious Education or Accreditation to Teach in a Catholic School
- Have a minimum of five (5) years of teaching experience
- On appointment, the successful applicant will be required to:
  - Obtain a current Department of Education Criminal Record Clearance prior to commencement of employment
  - Have a current Working with Children Check (WWC)
  - Undergo Mandatory Reporting Training
  - Undergo Staff Code of Conduct Training
  - Acquire and/or maintain relevant Accreditation requirements as a Leader in a Catholic School

## **Desirable Criteria**

- Demonstrated experience and performance in a similar or related role within a school environment
- Have a proven ability to work in a collaborative environment as a member of a team
- Be able to demonstrate a high level of competence in utilising interpersonal skills
- Be able to assist with the development of community amongst staff, students and parents
- Have a proven ability to work in a highly organised manner, including adherence to deadlines and a knowledge of College policies and procedures
- Have demonstrated an ongoing commitment to enhancing student development
- Have demonstrated co-curricular involvement and a capacity to relate easily and professionally with students
- Have demonstrated the ability to demonstrate initiative, drive and a strong sense of professionalism
- Have demonstrated a capacity to manage staff relationships and enhance the synergy between key stakeholders and various departments
- Be self-directed and highly motivated

## **Special Conditions**

Some flexibility of hours may be required to facilitate effective input and involvement in the full scope of this position. This is likely to require the incumbent to attend a range of meetings and particular College events.