



FOREST HILL  
COLLEGE

## **INFORMATION PACKAGE**

### **ADVICE TO APPLICANTS – Teaching positions**

**Graduate Teacher Program – Mathematics and Physics (ongoing)**

**Graduate Teacher Program – Arts (ongoing)**

**Graduate Teacher Program – English and E.S.L (ongoing)**

**Classroom Teacher – Literacy and Numeracy (fixed term)**



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## ADVICE TO APPLICANTS

**01 January 2010- 31 December 2012**

All prospective applicants, including those external to the Education Department, need to be aware that they must visit the "Recruitment Online" website to register their CV and to address the Key Selection Criteria. [www.education.vic.gov.au/schooljobs](http://www.education.vic.gov.au/schooljobs)

### **Preparation of application:**

It is requested that applicants prepare their application by:

- addressing each criteria;
- including a Résumé / CV;
- providing the names of three referees including **work time** and **after hours** contact numbers.
- ensuring that applications do not exceed 8 A4 pages in length.

### **The Selection Process will involve the following steps:**

- Receipt of application by the closing date.
- Short listing of applicants.
- Interview process
- Referee Checks (these may occur prior and /or after the interviews). The panel reserves the right to contact others outside of the list of referees provided by the applicant.
- On making a decision to appoint, a job offer will be made to the successful applicant.



# PRINCIPAL'S WELCOME

At Forest Hill College students are challenged and motivated through access to a rigorous, differentiated learning program designed by passionate staff who know *what* to teach, *how* to teach and *who* they're teaching. Students are provided with a range of opportunities that enable them to grow as successful learners for a changing world, consistently experience high expectations, welcome and celebrate diversity, and make innovative use of technology. Having completed their education at Forest Hill College, students enter the next phase of their learning as active, critical, reflective, inquiring, flexible, ICT savvy adults who take a global view of their world and community.

The College is proud of the transition programs that operate at all levels to ensure that students are making informed choices about the multiple pathways on offer at the College and to prepare them for the post school world of further study, vocational training or direct employment. Many opportunities exist for students to participate in incursions and excursions which are planned to broaden the curriculum. The College has a developing trend of student involvement in decision making and leadership opportunities at all levels throughout the College.

There are excellent facilities for all programs with the College currently working towards matching facilities with curriculum directions through a master planning process. The College has excellent resources as typified by its fully networked computer system. The leading edge technology allows email and intranet services, together with access to personalised web sites for all staff and students, and reflects a goal of using learning technologies to maximise educational outcomes for our students.

The College continues to work closely with the community and has a commitment to broaden and strengthen these relationships.

During 2009 Forest Hill College has undertaken a year of self evaluation, review and Strategic Planning. The process of self evaluation has provided an opportunity for the whole school community to reflect on student outcomes and progress towards goals, targets and key improvement strategies. This includes examining teaching and learning practises and the programs that we offer. Our challenge now is to take that information and ensure that we further develop an engaging and relevant curriculum program that is supported by the timetable.

The way staff and students work together is a key component of our future improvement. The organisation of the school will be based on working together and learning together. Teachers will continue to draw upon the expertise of others as they work in teams to plan and deliver teaching and learning programs for cohorts of students. They will constantly reflect, review, analyse results, content, resources and teaching techniques. Students will be supported to develop individual learning goals with progress towards these being reviewed and reflected upon to inform future learning and enable continuous improvement. Teachers will continue to work towards including a greater variety of assessment strategies in their programs to provide multiple sources of data about student achievement.

Technology will have a significant impact on the way students learn and will be a key component of curriculum planning. Teachers will be increasing their skills in the use of learning technologies and will facilitate significant use for students. Learning and teaching programs will be based in but not confined to the classroom. Learning with and within the community will be further encouraged to broaden and provide relevance to teaching and learning activities.

Regards,

*Jenny Cook*



# LEADERSHIP AT FOREST HILL COLLEGE

The leadership team at Forest Hill College in 2010 will consist of:

- The Principal
- Assistant Principals x 2
- Leading Teacher – Careers, Pathways and Transitions
- Leading Teacher – International Students Program
- Leading Teacher – EMR Deaf Facility
- Leading Teacher – Curriculum Implementation
- Leading Teacher – Curriculum Development, Implementation and Review x 2
- Leading Teacher – Futures learning and Innovations
- Leading Teacher – Digital Learning
- Leading Teacher – Community Enhancements and Partnerships

The goal of the leadership team at Forest Hill College is to improve learning outcomes for all students. This will largely be achieved by working together to improve the skills, knowledge and performance of the teaching workforce and to improve the curriculum program of Forest Hill College.

The roles and responsibilities (as per attached rubric) of leading teachers have been carefully aligned to the College's Strategic Plan and mapped against The Developmental Learning Framework for School Leaders. Successful candidates will be visionary and dynamic people with a diverse range of skills and abilities which collectively will provide a strong leadership framework across the school community. They will be team players that are able to manage the day to day demands of the role whilst still being able to plan strategically and seek solutions that will bring about improved outcomes for students.

At Forest Hill College, we recognise the need for all Educational Leaders to be leaders of people and as a result it is expected that all leaders focus on:

- Building and sustaining positive relationships with staff, students and the community.
- Fostering a climate of support and respect amongst staff, students and the community.
- The quality of the school's teaching and learning practices including the use of ICT as a critical tool for whole school improvement.
- Encouraging creativity in others and provide expert professional knowledge in order to maintain, justify and articulate a sound, comprehensive program of instruction.
- Understanding other people's goals by showing consideration and seeking to understand their contribution whilst always assuming positive intent.
- Modelling a passion for learning by high levels of enthusiasm and direct involvement.
- Developing teams that share the leadership in order to achieve improved outcomes for students.
- Identifying the professional learning needs of themselves and others to ensure that all staff are equipped with the skills and knowledge to achieve College goals.
- Their ongoing professional growth, supported by professional reading including published national and international educational research.
- Modelling important goals and behaviours in a range of environments including learning spaces, formal school functions, ceremonies and other important occasions.
- Demonstrating leadership of the community by defining, strengthening and articulating values and beliefs that make the school unique.

# COLLEGE VALUES

**Aiming High**  
**Students With A Voice**  
**The Global Classroom**  
**Bridging The Years**



**LEARNING TOGETHER**  
**WORKING TOGETHER**  
**GROWING TOGETHER**

These values form the basis of the actions of the whole school community

**Respect** - *Treating others with consideration and regard, respect another persons point of view*

**Safe and Secure Environment** – *Care for self and others*

**Equality and Inclusiveness** - *Be aware of others and their cultures, accept diversity in our society, being included and including others*

**Honesty** - *Be honest, sincere and seek the truth*

**Love of Learning** - *Seek to accomplish mastery of essential learning, try hard, pursue excellence*

**Responsibility** - *Be accountable for our actions, resolve differences in constructive, non-violent and peaceful ways, contribute to society and to civic life.*

# STRATEGIC INTENT

2010 - 2013



## Planning

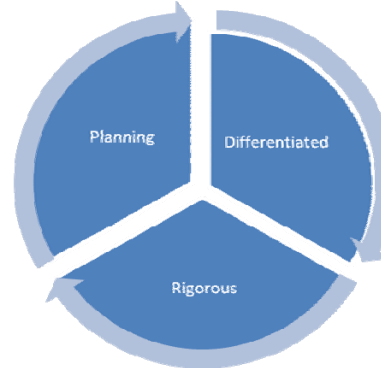
For all students at whatever level  
Together / collaborative  
Across Levels and content  
All strands of VELs



## Differentiating

Knowing the students  
Providing access to information/different ways of using it/different ways of demonstrating understanding  
Pathways  
Student

- self reflection
- ownership
- goal setting



## Rigorous

Intellectual rigour at every level  
How we know  
How we tell others  
Accountable – students/ parents/ self  
Measures used  
Providing evidence  
Expectations

Agreed pedagogical approaches including teaching literacy/numeracy across the curriculum

The use of ICT in teaching, learning, assessment and planning

Year Level teams to focus on developing best practice teaching based on PoLT and the e<sup>5</sup> framework

Improve inclusiveness for all students

Develop community links and partnerships to support student engagement and wellbeing

Develop a whole school approach to pathways planning and to support transition

Build home school partnerships

Develop a new facilities master plan to accommodate innovative and enhanced teaching practices

Further develop and embed the wellbeing initiatives

Develop and implement restorative justice practices across the College including professional learning program for staff.

Develop a whole school understanding of key learning attributes that identify all students at Forest Hill College

Catering for differentiated learning with tracking and monitoring of individual progress

Expansion of enhancement activities

Improve student access to course options

**KEY IMPROVEMENT STRATEGIES**

Improved assessment practices to achieve accuracy and consistency in teacher judgements

Use of data to inform teaching

Improve processes and practices for students at risk

Further develop and enhance the careers and course counselling program and practices built in to MIPS including ready access to all relevant information and data

All teachers linked to the accountability process

Development of high performing teams

Implementation of strategies focussed on improving VCE and VCAL outcomes

**KEY IMPROVEMENT STRATEGIES**

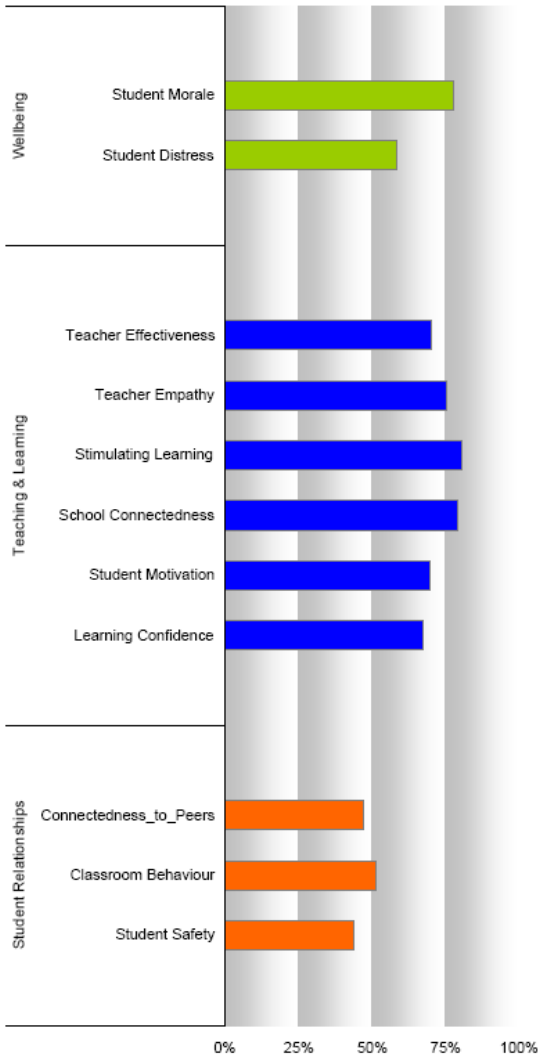


# SUMMARY DATA - 2009

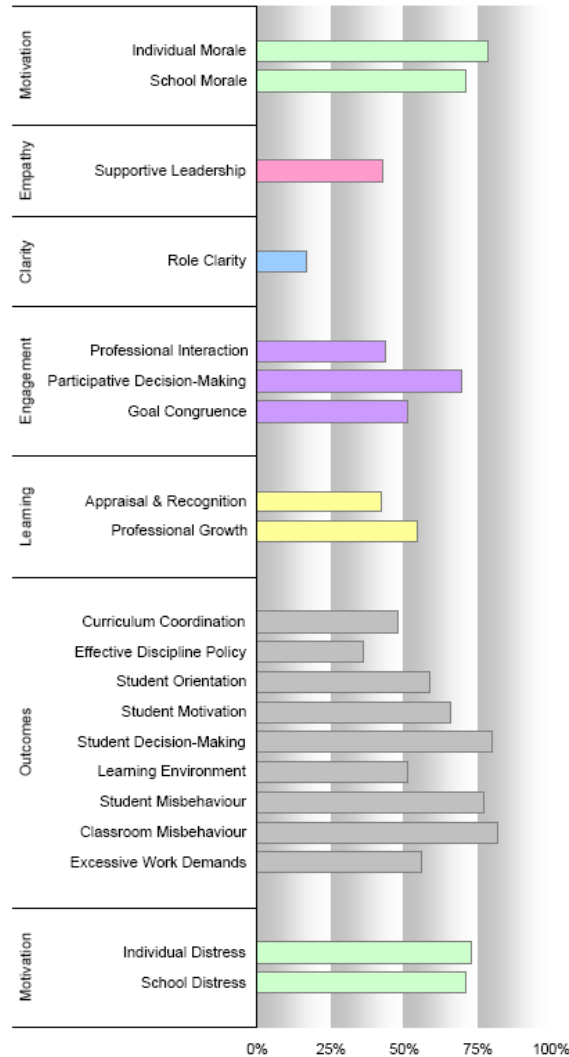
## 2009 OPINION SURVEY SUMMARY PAGE

School: Forest Hill College (8724)

**Attitudes to School (Student) Survey\***  
Strengths and Weaknesses against all schools with yr7-12 data



**Staff Opinion Survey**  
Strengths and Weaknesses against Secondary schools



Parent Opinion Survey  
Available in the 2009 Parent Opinion Survey report  
(from 26-Oct-2009)

\*Note: for detailed information on the student survey, refer to the Attitudes to School report

