



POSITION DESCRIPTION

Directorate: Education

Position Number: P71422

Branch: School Improvement

Classification: AS05

Business Unit: Tuggeranong Network

Location: Erindale College

Position Title: Cultural Integrity Co-ordinator

Last Reviewed: May 2026

Position Requirements: A current Working with Vulnerable People (WWVP) registration

The Australian Capital Territory Public Service (ACTPS) is a values based organisation where all employees are expected to embody the prescribed core values of respect, integrity, collaboration and innovation, as well demonstrate the related signature behaviours [Values and Signature Behaviour - ACTPS Employment Portal](#)

DIRECTORATE OVERVIEW

The [ACT Education Directorate](#) (Directorate) delivers high quality education services through government schools, registers non-government schools and administers vocational education and training in the ACT. The Directorate aims to develop and deliver educational services to empower each child and young person in the ACT to learn for life.

The Education Directorate is one of seven ACT Government Directorates established with a collaborative purpose to achieve the ACT Government's priorities and to serve the community. The Education Directorate services include the provision of public-school education, regulation of education and care services, registration of non-government schools and home education.

What is important to us: We are an education system that empowers our young people to thrive in ways that foster a democratic, equitable, diverse and prosperous society.

Our Mission: We develop and deliver educational services to empower each young person in the ACT to learn for life.

Our Vision: Our Directorate values of respect, integrity, collaboration, and innovation reflect the employee values of the ACT Public Service. These core values underpin our service delivery and are the cornerstone of our workplace environments. Translating these values into daily practice is an expectation of all ACT public servants.

The ACT public education system continues to expand with over 50,000 students attending 90 public schools, comprising:

- 52 preschool to year 6 schools (including four Koori preschools);
- nine year 7 to 10 high schools;
- eight year 11 and 12 secondary colleges;
- six early childhood schools (preschool to year 2);
- four specialist schools;
- eight preschool to year 10 schools (including one Koori preschool);
- one kindergarten to year 10 school; and
- one year 7 to 12 school.

The Directorate also has responsibility for the planning and coordination of early childhood education and care services for the ACT.

The Directorate is structured around four divisions: School Improvement Division; System Policy and Reform; Business Services Division and Service Delivery and Design. The Directorate employs approximately 7,050 staff including 4,211 school teachers and leaders.

Further information about working in the ACT Public Service and the Education Directorate can be found at <https://www.jobs.act.gov.au/about-the-actps> and <https://www.education.act.gov.au/> .

BRANCH OVERVIEW

The School Improvement Branch works closely with schools supporting them to develop sustainable processes that ensure a culture of school improvement and accountability related to their individual context.

SCHOOL OVERVIEW

ACT Public Schools deliver quality education to shape every child's future and lay the foundation for lifelong development and learning.

Erindale College is a unique complex located in the Tuggeranong Network which provides quality education to students in Years 11 and 12 with a small Year 10 Program.

Erindale College creates a positive, engaging, and innovative learning environment that places students at the centre of all we do. We aim to build a learning community and a culture of high expectations fostering a love of learning and empowering leadership at all levels. We meet students where they are at and take them where they want to go.

POSITION OVERVIEW

The Cultural Integrity co-ordinator plays a pivotal role in building an environment that is culturally safe and responsive. This role provides strategic and operational advice to the leadership team and leads project-based work with students, staff and community.

What you will do:

- Under general direction:
 - Set and achieve priorities and objectives for the Mindyigari Centre for Excellence
 - Facilitates leadership opportunities and learning programs for students
 - Co-ordinate excursion processes and procedures
 - Lead and facilitate assemblies and other whole school events
 - Co-ordinate work flow and has oversight of a small team
 - Oversee and manage student transitions in and out of College
 - Oversee case management of students
 - Oversee processes and maintain accurate class and attendance data
 - Assist in the development of school-based policies and procedures relating to Aboriginal and Strait Islander Teaching and Learning and student engagement
 - Provide appropriate advice and support to staff on routine student related matters
 - Understand and work within the ACTPS Code of Conduct and ACTPS values of respect, integrity, collaboration and innovation, and model behaviour consistent with the ACTPS Respect, Equity and Diversity framework.

Communication and Stakeholder Management

- Provide excellent community liaison to students, families and the broader Aboriginal and Torres Strait Islander community
- Maintain effective partnerships with organisations such as Gugan Gulwan, Indigenous Allied Health Australia, Winnunga Nimmityjah Aboriginal Health and Community Services, NRL to Work and the GO Foundation
- Develop, support and maintain relationships and liaise with internal and external stakeholders on a range of complex and sensitive matters
- Prepare documentation such as general correspondence and advice
- Work across the Tuggeranong network to develop effective pathways for students

Compliance, Risk and Governance

Under general direction:

- Comply with legislative, policy and regulatory frameworks
- Work with the ESO to achieve strategic outcomes

Human Resources

- Supervise, train and manage staff and monitor workloads
- Identify training and development opportunities
- Maintain a range of record keeping systems and databases

WHAT YOU REQUIRE

The following capabilities form the criteria that are required to perform the duties and responsibilities of the position.

1. Ability to supervise staff, set priorities, and monitor workflow with a focus on achieving the best results for the school community.
2. Proven administrative and organisational ability, with the ability to advise on and implement effective work practices.

Behavioural Capabilities

1. Proven sound liaison and communication skills, and an ability to engage with members of the school community and the local Aboriginal and Torres Strait Islander community.
2. Demonstrated customer service skills and capability to resolve enquiries, provide appropriate information and sound advice.
3. Demonstrated ability to be an effective team member, with initiative and ability to work independently when necessary.

Compliance Requirements / Qualifications

- This position requires a Working with Vulnerable People (WWVP) Registration prior to commencing in this role.

Desirables

- Deep understanding of the local Aboriginal and Torres Strait Islander community and protocols.
- Cultural Leadership knowledge and expertise.
- Knowledge of school specific software including Sentral or similar.

Other information

Working in a School Setting Duty of Care

The legal duty of care requires that all staff should take all reasonable measures to ensure the safety of any student. Whilst Administrative Service Officers (ASO) do not have the same level of duty of care as teachers, because of the student/teacher relationship that exists and teachers' professional standing, all staff are required to take reasonable steps to protect students against risks of injury that could have reasonably been foreseen.

The duty is not to ensure that there is no injury but to take reasonable care to prevent injury that could have reasonably been foreseen. The level of duty of care for ASO staff will depend on the individual role and the arrangements put in place by the principal.

All ASO staff are responsible for providing basic physical and emotional care for students. This may include activities such as toileting, assisting with meals and lifting of students and/or the provision of support to students in accordance with approved student health care/treatment plans. The degree of responsibility for these activities will vary depending on the role, individual student needs and the working environment.

Employment conditions

A full-time Administrative Service Officer's ordinary hours of work are 147 hours over a four week period (ie. an average of 73 hours 30 minutes per fortnight or 36 hours 45 minutes per week).

Administrative Service Officers usually work 7 hours 21 minutes per day with an additional 60 minutes for a lunch break.

Administrative Service Officers in schools are required to work during school stand down periods (school holidays), noting that flexible working conditions may apply on an individual basis.

Extracurricular activities

Administrative Service Officers in schools may be required to assist teachers with the care and supervision of students in out-of-class activities including on school excursions, overnight camps and when transporting students to other campuses or facilities.

These school activities may be in addition to their ordinary hours of work. In these circumstances, participation is voluntary and following agreement with the principal, Administrative Service Officers may be granted flex or overtime in accordance with the enterprise agreement.

The degree of responsibility for these activities will vary dependant on the Administrative Service Officer, student needs and environment.

Mandatory reporting requirements

Administrative Service Officers in schools also have an additional responsibility for the care and protection of students. *The Children's and Young People Act 2008* (the Act) identifies certain persons, including teachers and public servants who in the course of their employment works with or provides services to children and young people, as mandatory reporters.

A mandatory reporter must notify Care and Protection Services when they believe, on reasonable grounds, that a child or young person has experienced, or is experiencing, sexual abuse and/or non-accidental physical injury.

Reportable conduct

The ACT Reportable Conduct Scheme is an employment based child protection measure designed to ensure that allegations and convictions against employees, related to abuse and

misconduct against children, are identified and acted on appropriately. The Scheme was developed in response to the Royal Commission into Institutional Responses into Child Sexual Abuse and mirrors the NSW system, which has proven to be an effective and successful model.

The ACT Education Directorate is considered a 'designated entity' under the scheme and as such is required to report allegations, offences or convictions relating to child abuse or child-related misconduct by an employee, to the ACT Ombudsman. For the purposes of the scheme, a child is classified as a person under 18 years old.