ACT Government
Education

PRINCIPAL APPLICANT INFORMATION PACK

Gilmore Primary School

Education Directorate

Commencement Date: Term 1, 2027

ACT Government
Education

Principal - School Leader A

Applicant Information Package

Position Information	
School	Gilmore Primary School www.gilmoreps.act.edu.au
Position Number	P01811
Position Title	Principal, Gilmore Primary School
Classification	School Leader A Band Level 1| SLA 1 Salary $ 195,885
Permanent/Temporary	Permanent, Full-Time
Manager & Position Contact Details	Mr Steve Collins Executive Education Leader -Tuggeranong School Network
	(02) 6205 8219 - EDU.DSIOffice@act.gov.au

DIRECTORATE OVERVIEW

The ACT Education Directorate is responsible for early childhood education and care and school education in the ACT. The Directorate provides school education services to children and young people both directly through public schools and indirectly through regulation of non-government schools and home education.
The Directorate's Future of Education Strategy identifies four foundations and four principles that shape and guide thinking, planning and delivery of education for every ACT student.

Foundations of the Strategy:	**Principles**
• Place students at the centre of their learning • Empower teachers, school leaders and other professionals to meet the learning needs of all students • Build strong communities for learning • Strengthen systems to focus on equity with quality.	• Equity • Student agency • Access • Inclusion.

The ACT Public School System is growing, requiring knowledgeable, flexible, innovative, and responsive leaders in every school. Successful school leaders in the ACT will understand that our people are our greatest resource, who flourish when engaged with colleagues as learners receiving quality feedback. This supports their impact both individually and collectively on student outcomes. ACT school leaders operate as system principals, collaborating with colleagues across and within their networks.

SCHOOL DESCRIPTION

Gilmore Primary School- Tuggeranong Network

Gilmore Primary School is located in the suburb of Gilmore in the Tuggeranong region of the ACT. Established in 1987, the school has evolved alongside its community and, while enrolments have declined as the suburb has matured, it continues to thrive as a small school with strong community connections and a supportive, inclusive culture.

Learning programs are guided by the Early Years Learning Framework in Preschool and the Australian Curriculum from Kindergarten to Year 6, maintaining high expectations across all aspects of school life. These expectations are reflected in the school's strategic priorities, which focus on enhancing school culture, learning environments and wellbeing outcomes for students, staff and families. The school's educational approach reflects a strong commitment to social justice, sustainability and inclusive practices.

Gilmore Primary School works collaboratively with public schools across the Tuggeranong region, providing students with opportunities to build relationships beyond their immediate school community and participate in a range of shared learning experiences. The school also partners with community organisations to offer enrichment programs that support students' social, emotional and personal development.

A key strength of Gilmore Primary School is its active and engaged community. Strong partnerships between families, staff and students contribute to a welcoming and supportive environment where every child is known, valued and supported to succeed.

Current Leadership Structure
1 x School Leader A
1 x School Leader B
1 x School Leader C

PRINCIPAL PROFILE

Reporting to the Executive Education Leader (EEL) - Tuggeranong Network, the principal will lead the school structure and organisational management. This will be achieved through a consistent approach to learning and teaching across the school. As the leader of the school's executive team, the principal will collaboratively develop and lead the strategic direction of the school using a distributive model to build the capabilities and effectiveness of the leadership team and staff. The principal will contribute to system leadership by promoting a culture of mutual accountability and collaborating across networks to share best practice. The principal will be expected to actively engage and strengthen the partnership with neighbouring school Caroline Chisholm, and contribute to and learn with colleagues across the Tuggeranong Network.

The appointed principal will work to build the capability of all teachers through the development of a culture of continuous professional improvement that includes classroom-based learning, Professional Learning Communities, and mentoring and coaching arrangements across the school in line with ACT Education Directorate Future of Education strategy. With students at the centre, strategic priorities will include embedding the Australian Curriculum and the development of a consistent Pedagogical framework across the school with a strong focus on the elements of equity and inclusion.

The principal will lead the school's improvement agenda, grounded in evidence from research and practice and expressed in terms of improvements in measurable student outcomes. The school will embark on its journey to embed high impact evidence-based teaching practices to address the learning needs all students.
The principal will actively seek ways with the school board to enhance student learning and wellbeing by partnering with parents and families, other education and training institutions, local businesses and community

organisations. Parents and families will be recognised as integral members of the school community and partners in their children's education.

INTRODUCTION: School Leader Recruitment

Principal vacancies may be filled through the following recruitment options:

- An advertised merit recruitment selection process
- Internal permanent transfer
- Internal temporary transfer through expression of interest (EOI)

Recruitment and selection are linked closely to quality teaching, professional learning, career performance and leadership development enabling the Directorate to build and sustain a high-quality teaching workforce.

The head of service has the right and obligation to place permanent principals/teachers in suitable positions, as required. This requirement takes precedence over any other method of filling vacancies.
Placements into new settings allow school leaders to broaden their experience and incorporate new perspectives, thus contributing to the renewal and enhancement of education communities.

Executive Education Leaders- (EEL's) *plan the optimum placement end dates of individual principals through the career development discussions with reference to the principal's career plan and the need to sustain and renew educational programs. Such discussions will be conducted in accordance with the Career Development Discussion Guidelines. Placements are generally for a five-year period unless school operational requirements are otherwise. There is no limit on the number of times a principal's placement at a school can be continued for periods of up to 5 years.*

ELIGIBILITY REQUIREMENTS

- A minimum of 4 years full time (or equivalent) tertiary study leading to the award of a recognised school teaching qualification.
- Current professional teaching registration with the ACT Teacher Quality Institute (TQI) or eligibility to obtain TQI.
- A current registration issued through Access Canberra under the *Working with Vulnerable People (Background Checking) Act 2011 (WwVP).*

REFERENCE LINKS

- **ACT Education Directorate website**
  www.education.act.gov.au/home

- **ACT Education Directorate Organisational Chart**
  www.education.act.gov.au/about-us/who-we-are

- **ACT Education Directorate Strategic Plan 2022-2025**
  www.education.act.gov.au/our-priorities/strategic-plan

- **ACT-Public-Sector-Education-Directorate-Teaching-Staff-Enterprise-Agreement 2023-2026**
  www.education-directorate-teaching-staff-enterprise-agreement 2023-2026

- **ACT Education Directorate Annual Report**
  www.education.act.gov.au/about-us/policies-and-publications/publications_a-z/annual-report

ADVICE FOR APPLICANTS

Questions relating to individual principal positions can be directed to the position Contact Officer whose contact details are provided in the job ad.

Preparing your application
For more information on preparing your application including your written response refer to www.jobs.act.gov.au/how-we-hire/prepare-your-application. This site contains the Applicant Information Kit which has useful information on providing evidence-based examples.

Statement of Claims:
The Statement of Claims is integral to the application and should be based on the position information and the ACT School Leadership Strategy - Capability Framework. This Capability Framework is also detailed in The Australian Institute for Teaching & School Leadership (AITSL), Australian Professional Standard for Principals and the Leadership Profiles Australian Professional Standard for Principals.

How to Apply:
Please read the *How to Apply* section of the job advertisement and submit your statement of claims based on the school leadership capability framework outlined in the application package (maximum six pages) curriculum vitae (two pages) and contact information for two referees.
Applications should be submitted via the Apply Now button and *by the due date*. For more information on submitting your application please refer to Submit-your-application.

The Selection Process:
All applicants are assessed on the basis of merit and in accordance with legislation. A Joint Selection Advisory Committee (JSC) is established in accordance with the *Act Public Sector Education Directorate (Teaching Staff) Enterprise Agreement 2023-2026* provisions. The Joint Selection Advisory Committee (JSC) assesses all applications for the advertised position. The JSC conducts shortlisting, and all shortlisted applicants are interviewed and referees are contacted.

All applicants deemed suitable for the position are placed on an order of merit.

NOTE:
Applicants with specific requirements to enable access to, or participation in, the interview process should inform the contact officer prior to interview.

SCHOOL LEADER A (PRINCIPAL) CLASSIFICATION PROFILE

In accordance with legislative requirements and Directorate policies:

1. Set the strategic direction of the school in conjunction with the school board and implement the school plan.

2. Ensure the curriculum of the school is implemented in line with directorate policies and in the context of the local school environment.

3. Provide ethical and well-informed leadership on educational and organisational issues in the school community in particular to staff and students.

4. Take responsibility for the quality of educational service delivery in the school including the ongoing development of staff and the learning outcomes of all students.

5. Manage the human, financial and physical resources of the school in line with public sector probity, sound management practice, the policies of the school board and the school Based Management Framework.

6. Promote positive relations and strategic linkages between the school, parents, relevant stakeholder groups and the local community.

7. Actively contribute to the development of directorate educational strategies and priorities, participate in network learning and collaboration, and accept responsibility for delivery of system wide policies and programs.

ACT SCHOOL LEADERSHIP STRATEGY & CAPABILITY FRAMEWORK

The ACT School Leadership Capability Framework aligns the capabilities associated with school leadership positions to the five professional practices in accordance with the Australian Institute for Teaching & School Leadership (AITSL) Australian Professional Standard for Principals:

1. Leading Teaching and Learning
2. Developing Self and Others
3. Leading Improvement, Innovation and Change
4. Leading and Management of the School and,
5. Engaging and Working with the Community.

The ACT School Leadership Capability Framework supports the ACT School Leadership Strategy.

SCHOOL LEADERSHIP CAPABILITY FRAMEWORK

PROFESSIONAL PRACTICE 1 – *Leading Teaching and Learning*	
	School Leader A (SLA)
PEDAGOGY	- Ensures current research and sound principles of education inform whole school alignment of curriculum, pedagogy, assessment, and reporting - Ensures whole school focus on quality teaching and learning and sets high expectations for the whole school - Leads and promotes a collaborative culture in planning, monitoring, and reviewing the effectiveness of learning
CURRICULUM	- Drives the development, implementation, and evaluation of a comprehensive, rigorous, and coherent school curriculum - Ensures that programs offered in the school are of the highest quality to maximise academic and social success for all students - Leads curriculum renewal and reform with learning at the centre of strategic planning
ASSESSMENT and REPORTING	- Establishes and implements an effective learning and assessment framework that uses data, benchmarking, and observation to monitor progress of every child's learning - Provides a consistent school-wide focus on individual student achievement - Celebrates and promotes good performance and challenges underperformance at all levels

PROFESSIONAL PRACTICE 2 – *Developing Self and Others*	
	School Leader A (SLA)
SELF AWARENESS	- Models and communicates the importance of health, well-being, and resilience - Has a sense of self and seeks to extend skills and experience - Models a personal commitment to lifelong learning
REFLECTIVE PRACTICE	- Regularly and critically analyses own performance and identifies relevant professional learning, setting personal targets - Establishes procedures for effective staff evaluation of educational practices - Seeks and provides regular feedback including performance reviews and annual professional discussions
CAPACITY BUILDING	- Nurtures potential/future leaders through coaching, mentoring and succession planning - Ensures professional development is linked to improved teacher performance and student outcomes - Oversees whole school induction and ongoing support processes - Supervises and manages performance and provides constructive and timely feedback

PROFESSIONAL PRACTICE 3 – *Leading Improvement, Innovation, and Change*	
	School Leader A (SLA)
DECISION MAKING	- Leads formal review and renewal processes to inform educational decisions - Makes and implements decisions which reflect changing demands on and expectations of the school, along with a broad understanding of issues and their implications for students, the school, and the system - Makes evidence informed strategic decisions to lead school improvement
CULTURE	- Collaboratively develops and promotes a school vision which is realistic, challenging, and future oriented - Builds a unique, inclusive school culture which encourages excellence, innovation and risk taking - Develops, articulates and models shared school values
FUTURE FOCUSSED	- Inspires a sense of purpose and direction for the school, promoting a positive image of public education - Takes a strategic role in the development and implementation of new and emerging technologies, and fosters creativity and innovation to achieve excellence - Demonstrates personal commitment to continuous school improvement using problem solving, creative thinking and strategic planning - Uses appropriate leadership styles sensitive to the stage, growth, and development of the school

PROFESSIONAL PRACTICE 4 – *Leading the Management of the School*	
	School Leader A (SLA)
PLANNING & MANAGING	- Creates an organisational structure that reflects the school's values - Plans strategically and implements effective systems - Manages the school's resources to respond to changing needs and improve whole school's outcomes - Ensures budgets are integrated and aligned with learning priorities - Leads and manages workforce planning, recruitment strategies and selection processes
ACCOUNTABILITY	- Models, upholds, and promotes compliance with policies, procedures, and accountability systems in accordance with relevant legislation - Develops effective assessment, evaluation, and accountability systems - Effectively collaborates with the school board, governing bodies, parents, and others

PROFESSIONAL PRACTICE 5 – *Engaging and Working with the Community*	
	School Leader A (SLA)
ENGAGEMENT	- Recognises and uses the expertise and rich, diverse linguistic and cultural resources in the school community - Promote sound life-long learning from preschool to adult life - Actively seeks feedback from families and carers and the wider community about the quality of learning and their ambition for education
COMMUNITY PARTNERSHIPS	- Models, promotes, and develops positive, respectful relationships within the school and wider community - Collaborates and develops partnerships with a range of stakeholders across the Directorate and in other organisations - Cooperates and works with relevant agencies to protect and support children and young people
LEARNING COMMUNITIES	- Takes a leadership role within and beyond the school through professional relationships and networks - Contributes to the development of the education system by sharing effective practice, working in partnership with school and others to develop integrated provision - Leads true collaboration across the system to collectively raise standards and close the gap for all students