



How is St Francis Catholic College Different from Teaching at Other Schools?

For Secondary Trained Teachers:

Secondary trained teachers will at times be 'out of their comfort zone'. We are seeking to employ staff who are excited by this challenge and are looking to further develop their pedagogical 'tool kit'. Staff at SFCC will develop new skills in programming, assessment, behavior management. They will greatly extend their knowledge of how to meet a diverse range of student learning needs. The transformation teachers experience will lead to better learning outcomes for students.

1. We are One School:

Terms like primary and secondary are only used to describe the teachers training background. SFCC is not a traditional primary school and high school co-existing on the same site. It is very much one school. Organisationally it is arranged in three stages of learning: Junior Years Learning (K-4), Middle Years Learning (5-8) and Senior Years Learning (9-12). All teachers take responsibility for the learning growth and development of each child K-12.

2. Willingness to teach classes K-6:

We currently ask many of our secondary trained teachers to take responsibility for a KLA in a K-6 class. Secondary teachers provide release from face-to-face teaching for many of our K-6 classes. It involves you teaching a KLA (eg. HSIE) in a K-6 class for approx. 4 x 1 hour periods per fortnightly cycle. You will be responsible for programming, assessment, compliance and report writing for the nominated KLA. Primary trained staff may support with programming, assessment and classroom management if required.

3. Middle Years (5-8):

We aim to have teachers who teach Years 5-8 teach across multiple KLAs wherever possible. Our Middle Years Learning program aims to have around four teachers delivering the curriculum to each class. We aim to develop more cross-curricular projects in this stage of learning.

4. Collaboration:

Perhaps SFCC biggest feature for all teachers is collaboration. We strongly encourage the collaborative development of programs, assessment, reporting etc. Our timetable structure supports Professional Learning Communities (PLCs) and collaboration between primary trained and high school trained staff is especially encouraged.

5. Playground Supervision:

You will be asked to supervise students K-6 and 7-12. K-6 students require a high degree of active supervision.

6. Pastoral Care:

All teachers have a role in pastoral care. All teachers are assigned a pastoral care class which meets for 15 minutes per day, 4 days a week. We have a Positive Behaviours for Learning (PB4L) framework that underpins all we do in pastoral care. PB4L explicitly teaches students what is expected and requires a high degree of consistency among staff.

7. Diversity:

Our College has a large number of students from Non-English Speaking and English as an additional dialect background. Students are also culturally diverse. We celebrate this diversity as it brings richness to our community.



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For Primary Trained Teachers:

Primary trained teachers will at times be 'out of their comfort zone'. We are seeking to employ staff who are excited by this challenge and are looking to further develop their pedagogical 'tool kit'. Staff at SFCC will develop new skills in programming, assessment, behavior management. They will greatly extend their knowledge of how to meet a diverse range of student learning needs. The transformation teachers experience will lead to better learning outcomes for students.

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2. Willingness to teach classes in Middle Years (5-8) and 11-12:

We encourage primary trained teachers to consider specialising in a focused group of KLAs and to work in our Middle Years Learning team. Here they work closely with similar primary trained and secondary trained teachers to collaboratively program, assess, and report on student learning. Secondary trained staff may support with programming, assessment and classroom management for Stage 4 if required.

There are also limited opportunities for Early Childhood trained teachers to be involved in teaching a Vocational Education Child Care course to Years 11 & 12. It requires some further training. A certificate 4 in Training & Assessment.

3. Whole School Timetable:

In order to create flexibility and allow teachers to teach K-12, the whole school is organised on a timetable. The timetable most simply expressed has 5 teaching periods per day, each an hour duration. Two hours of teaching time in the morning session before 15 minutes of supervised eating time and a 30minute break. Two further hours of teaching time and then a second 30 minute break and then a 1 hour lesson. Times that each KLA is taught is directed by the timetable. This structure allows specialist teachers to take release from face-to-face time. These teachers will take responsibility for the programming, compliance, assessment and reporting for an entire KLA.

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5. Staff Study:

All teaching staff enjoy their own workstation in the Staff Study. Primary trained teachers no longer plan their work within their classroom. A range of resources are provided within the Staff Study to support your professional planning, learning, lesson preparation and collaboration.

6. Use of Specialist Facilities:

A key selling point to parents in a K-12 school is the ability for students K-6, to use specialist facilities that they may not normally have access to. We encourage K-6 classes and teachers to use facilities such as multi-media rooms, make-it-spaces, Visual Arts, Music, Woodwork, Food Technology, Science Laboratories etc. where appropriate. Secondary trained staff may support you with WH&S training and considerations.

7. Access to a Range of Specialist Teaching & Support Staff:

We have a number of specialist staff employed at SFCC to support students, parents and teachers. Many are not available in regular primary school settings. People such as a full-time ICLT manager, Pastoral Care Team, Diverse Learning Team, specialist room support staff etc.

8. Playground Supervision:

You will be asked to supervise students K-6 and 7-12. We have a Positive Behaviours for Learning (PB4L) framework that underpins all we do in pastoral care and provides support in dealing with playground situations. PB4L explicitly teaches students what is expected and requires a high degree of consistency among staff.

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