



Richmond High School - In Focus

Thursday 7 September 2017

Newsletter 17, Volume 1

From the Foundation Principal



I have been deep in the hiring of two foundation assistant principals over the last three weeks, seeking the people who can build with me, our school. We had over sixty applicants for the two roles and we interviewed twelve people. We met many inspirational, thoughtful and

incredible educators and any number of them would have added significantly to our school. In the end the selection panel had a tough decision but we are very confident in these appointments.

Let me introduce you to the Principal Team, Richmond High School

Colin Simpson

Colin Simpson is one of Australia's leading arts educators and school leaders and is an alumnus of the former Richmond High School. Mr Simpson has worked at the following schools: Lilydale High School, Methodist Ladies College, St Michael's Grammar School, Keysborough College and the Victorian College of the Arts Secondary School. He taught at La Trobe University in the Occupational Therapy Program and has worked as an Education Officer at the National Gallery of Victoria. He built his Asia awareness as a Project Officer for The Asialink Centre at The University of Melbourne. As principal of the Victorian College of the Arts Secondary School from 2004-2016, Mr Simpson oversaw the construction of the award-winning building in Southbank, and created a consistently high performing school with an outstanding reputation. He is a leading Department of Education and Training Principal and has been selected as a High Performing Principal. In 2009 Mr Simpson was awarded the Outstanding Leadership Award at the Victorian Education Excellence Awards, and he was instrumental in setting up the City Edge Network of Schools – a professional learning group from principals, teachers and support staff for seven inner city schools. In 2012, he was nominated by the state through The Australian Awards for Outstanding Teaching and School Leadership as Australian Secondary Principal of the Year. He has a Bachelor of Education with Honours in Visual Art, Curriculum Design and Psychology, from The University of Melbourne and a Graduate Certificate of Education from Deakin University in Industry links. He is a teacher of Visual Art and Technology.

James Taylor

James Taylor is currently the Head of Sub-School - Triggs House at The University High School. He has had the roles of Daily Organiser, ICT Coordinator and Timetabler at that school. He was in Director of Computing at Frankston High School, one of the first schools to adopt a whole school approach to eLearning. His qualifications include Leadership: An Evolving Vision from Harvard, Boston, USA, a Masters of School Leadership (High Distinction) from Monash University, a Graduate Diploma of Education (High Distinction) from The University of Melbourne, and a Bachelor of Media Studies with Honours (First Class Honours) RMIT. He is a teacher of English and Media. James will be Assistant Principal - Students, Student Wellbeing, School Organisation, Senior Years Programs (10-12 and VCE), Occupational Health and Safety, Professional Learning and Performance and Development and Facilities. James Taylor is highly regarded for his work in the formation and development of the sub-school he leads and the wonderful inclusive culture he creates for students and the teachers working with them.

Victoria Triantafyllou

Victoria Triantafyllou is currently Head of School 7 – 9, Junior Curriculum Leader and Success Coordinator at Hoppers Crossing Secondary College. She has been a classroom teacher and Head of Science at Thornbury High School. Her qualifications include a Masters of Instructional Leadership from The University of Melbourne, Specialist Certificate in Education in Clinical Teaching and Assessment from The University of Melbourne and a Bachelor of Applied Sciences and Bachelor of Education from RMIT. She is a teacher of General Science, Biology and Mathematics. She will be Assistant Principal - Teaching and Learning, Middle Years Programs (7-9), Camps and Excursions, Professional Learning and Performance and Development, Transition and Primary School Relationships. Victoria Triantafyllou is highly regarded for her work in the construction and development of the a highly effective curriculum, evidence based teaching and learning programs and the positive learning culture she creates for students and teachers.

They will commence at the start of 2018 but play a key role in planning from term 4.

COLIN SIMPSON

Chinese Program at Richmond High School

After the hiring of our Business Manager and two Assistant Principals we are about to advertise for the person who will lead and teach our Chinese Program.

I am going with Richmond West Primary School to visit their sister school in Nanjing, China over the last week of term. International Division has asked me to explore a secondary Sister School connection for our school. The goal of this trip will be to commence conversations with a secondary school associated with Richmond West Primary School's Sister School. It makes sense to me that Richmond West Primary School and Richmond High School pursue this together. The Chinese language teacher I hire will develop this connection and lead school trips to Nanjing in the future. One of our Assistant Principals will be closely involved in this work. Over the week I am away, I will be continuing my normal work so feel free to contact me, but be aware of the time differences.

If you know any amazing Chinese language educators who can teach in more than one subject area I would value you passing this on to them. This job will be advertised early next week and close in the middle of the school holidays. This will be through the department system Recruitment Online.

Chinese Program at Richmond High School -

Richmond High School is the first secondary school in Australia who will make a serious attempt to implement a Content and language integrated learning (CLIL) Chinese Program. The language to be studied and assessed is the modern standard/official version of Chinese. For the purpose of our syllabus, Modern Standard Chinese is taken to be *putonghua* in the spoken form, and simplified character text in the written form. Throughout the Chinese-speaking communities, Modern Standard Chinese may also be known as *Mandarin*, *Guoyu*, *Huayu*, *Hanyu*, *Zhongwen* and *Zhongguohua*. This aligns with the approach of the Victorian Curriculum and Assessment Authority. Richmond High School has enrolled a number of Advanced Chinese students who have participated in primary school bilingual programs and expects this to continue in larger numbers each year.

What are Content and Language Integrated Learning (CLIL) Programs - Content and language integrated learning (CLIL) programs combine teaching content from a curriculum area with the explicit teaching of the target language. There is a focus on the vocabulary and structures required for the additional curriculum area. Content may include all or part of one or more curriculum areas. It is important that applicants demonstrate their capacity to teach

Chinese Content and language integrated learning as a priority. Training in Content and language integrated learning is desirable, as is a willingness to undertake appropriate Department of Education and Training Programs in the future.

Selection Criteria

SC1 Demonstrated understanding of initiatives in student learning including the Standards, the Principles of Learning and Teaching P-12 and Assessment and Reporting Advice and the capacity to implement and evaluate learning and teaching programs in accordance with the Victorian curriculum.

SC2 Demonstrate high level classroom teaching skills and the capacity to work with colleagues to continually improve teaching and learning.

SC3 Demonstrated ability to monitor and assess student learning data and to use this data to inform teaching for improved student learning.

SC4 Demonstrated high level written and verbal communication skills and high level interpersonal skills including a capacity to establish and maintain collaborative relationships with parents, other employees and the broader school community to focus on student learning, wellbeing and engagement.

SC5 Demonstrated behaviours and attitudes consistent with Departmental values, including a commitment to and capacity to actively contribute to and manage major curriculum or student activities and a commitment to continually improving teaching quality and capacity through the application of knowledge, skills and expertise derived from ongoing professional development and learning.

SC6 (*School based*) Demonstrated and proven capacity to teach Chinese language and culture to mainstream and Enhanced Chinese Program students to Victorian Certificate of Education level.

SC7 (*School based*) Demonstrated and proven capacity to develop, plan, write and inspire a Chinese language and culture program for mainstream and Enhanced Chinese Program students and make connections with our feeder Bilingual Primary Schools and Sister School/s in China.

SC8 (*School based*) Demonstrated and proven capacity to teach another subject area to a high level in both Chinese and English language to a diverse range of students from year 7-10.