



# DIRECTOR OF CULTURE & STRATEGY (WELLBEING)

Learning to Change the World

# CONTEXT

Iona College Geelong is a Catholic co-educational secondary school located in Charlemont on Wadawurrung Country within the rapidly growing Armstrong Creek area between Geelong and the Surf Coast. Recognising the need for a second co-educational Catholic college, Catholic Education Melbourne established Iona College Geelong in 2020.

The College takes its name from one of the most significant Catholic sites in the British Isles. The Monastery of Iona was known as a “centre of learning by the sea,” and our College embraces this legacy by serving and supporting a growing and vibrant community.

As a Catholic school, Iona is deeply committed to the service of others, particularly those who are marginalised. Our College motto, Learning to Change the World, shapes our identity and guides our work with students, encouraging them to develop their faith and take responsibility as members of a compassionate and just society.

We champion four aspirational values: Compassion, Leadership, Excellence, and Courage. These values are lived and reinforced throughout our students’ educational journey, with frequent opportunities to take practical action aligned with the College’s mission.

In 2025, Iona College marks a significant milestone with the presence of our first full Year 7–12 cohort. Our foundation students will graduate as our inaugural Year 12 class, and this year also sees the introduction of our first-ever College Leaders through a new Student Leadership Model, an important step in shaping our culture.

Our teaching staff have built a learning program focused on individualised, differentiated and integrated approaches. This allows us to apply contemporary educational theory and practice to support each student in achieving academic success. Iona also places strong emphasis on holistic wellbeing for both students and staff. Our curriculum embeds Social and Emotional Learning (SEL), Mindfulness, Respectful Relationships and Positive Education, equipping students with tools for resilience and growth.

We offer a broad range of co-curricular opportunities, including immersion programs, year-level Camps, interstate and overseas study tours, and a growing presence in the GISSA Sports Program. A diverse selection of sports and extracurricular activities is supported by passionate, skilled coaches and educators.

The College has completed three of the four planned stages in its master plan. Planning is underway for our next stage: a new 14 classroom facility and a new library, student services hub and administration centre. This development will also allow the relocation of Music and Performing Arts to a new, purpose designed space. These facilities will serve the full Year 7–12 student body and strengthen our VCE, VCE Vocational Major, VET, and equivalent learning pathways.

Iona fosters a culturally safe environment by encouraging and supporting First Nations students to express and enjoy their culture and identity. We value and embed culture in recognition of those who cared for this land long before our College was established.

Governance of the College is overseen by Melbourne Archdiocese Catholic Schools (MACS). Further information is available at: <https://www.macs.vic.edu.au>. An Advisory Council supports the College through its foundational years, comprising two Canonical Administrators, community members with specific expertise, and parent representatives.

# VISION



Iona College is a Catholic Coeducational Secondary College under the Governance of Melbourne Archdiocese Catholic Schools (MACS).

Iona's vision and purpose is to be a faith filled Catholic learning community of hope, joy and wonder where all are welcome and inspired to grow to their full potential.



Jesus Christ, our greatest teacher, calls us to share and witness to our Catholic Faith and Tradition, building an inclusive community at Iona College and delivering contemporary quality learning opportunities for every person at our College.





## DIRECTOR OF CULTURE & STRATEGY (WELLBEING) SELECTION CRITERIA AND APPLICATION INFORMATION



## POSITION DESCRIPTION

Iona College Geelong is seeking a suitable applicant for the position of Director of Culture and Strategy (Wellbeing).

The Director of Culture and Strategy (Wellbeing) is a senior leadership position at Iona College, reporting directly to the Principal and Deputy Principals. This role is central to shaping and leading the College's strategic direction in the areas of student wellbeing and school culture, in alignment with the Melbourne Archdiocese Catholic Schools (MACS) framework and the forthcoming MACS Vision for Engagement, to be launched in June 2025.

This position plays a pivotal role in fostering a respectful, compassionate, and inclusive environment that supports the holistic development of every student. With a strong emphasis on evidence-based practices, the Director is responsible for developing and implementing a whole-school wellbeing strategy that addresses student behaviour, mental health, social and emotional development, and academic engagement. By guiding a tiered system of support, the Director ensures that all students receive the appropriate level of care and intervention to help them flourish within a safe and predictable learning environment.

The Director works closely with the Head of Junior School, Head of Senior School, and Year Level Wellbeing Leaders, offering leadership and guidance in the consistent application of wellbeing frameworks across all year levels. This collaboration is aimed at cultivating resilience, personal responsibility, and a sense of purpose among students, in keeping with the Gospel and the College's core values of Compassion, Courage, Leadership, and Excellence.



## POSITION DESCRIPTION CONT.

As a strategic leader, the Director of Culture and Strategy (Wellbeing) is also responsible for ensuring that wellbeing initiatives are aligned with the College's Annual Action Plan and School Improvement Plan. This includes using data and evidence to evaluate the impact of wellbeing practices, supporting staff through targeted professional learning, and building a culture of continuous improvement. The role requires a forward-thinking leader who is capable of driving cultural change and creating a shared vision that places student wellbeing at the heart of the College's mission.

In recognition of its strategic importance, this role forms part of the College Leadership Team. As such, the Director contributes to the broader leadership and strategic planning of the College, ensuring that a culture of care, equity, and excellence is embedded across all aspects of school life. The successful candidate will possess leadership experience and qualifications commensurate with a senior position and demonstrate a strong commitment to the mission of Catholic education.



## Duties and Responsibilities

### Cultural Role

- Work closely with the Deputy Principal (Wellbeing) to ensure that wellbeing initiatives are part of the day-to-day operations of the College.
- Lead the integration of trauma-informed, restorative, and Social, Emotional Learning (SEL) / Positive Education practices into the school's ethos, policies, and daily routines to build a safe, inclusive, and supportive learning environment inline with the MACs Vision for Engagement.
- Be a strong voice and advocate for those members of the College community who are experiencing wellbeing challenges.

### Strategic Role

- Ensure that the strategic intent behind the College Annual Action Plan and School Improvement Plan is carried out specifically in the wellbeing sphere.
- Be an active member of the College Leadership Team and contribute positively towards the development of a positive culture and the successful achievement of the strategic intent of the College across all areas of College operations.
- Design, implement, and evaluate tiered wellbeing programs that promote resilience, emotional regulation, mental health literacy, and positive relationships, including targeted support for students with complex needs or trauma histories.
- Coordinate and lead staff training in trauma-informed practice, restorative approaches, and Positive Education Principles to ensure consistent, relational, and proactive behaviour support across the school.
- Oversee the use of restorative dialogue and conferencing in response to conflict or harm, fostering accountability, repair, and reconnection among students and staff.
- Use wellbeing and engagement data (e.g. Pulse, social behaviour incidents, attendance, and student voice) to inform strategic planning, measure program impact, and support a cycle of continuous improvement.

### Relational Role

- Work closely with the Deputy Principal (Wellbeing) on initiatives that enhance the wellbeing of all at the College.
- Provide wellbeing opportunities for the parent/carer community so that they are an active partner in the engagement of their young person in the life of the College.
- Ensure that there is active membership of MACS Wellbeing Committees and local network gatherings.
- Work with the Head of Senior School, the Head of Junior School and the Head of Student Voice and Agency to plan and support whole school gatherings such as school assemblies, celebrations (e.g. Graduation Assembly) and commemorations (e.g. ANZAC Day).
- Support the College Wellbeing Team in carrying out their initiatives that enhance wellbeing in the College
- Support the College Counselling Team as they provide support to the student community in supporting their individual wellbeing.

## Key Performance Indicators

- Evidence of working to promote a positive Catholic Culture aligned with the College values (Compassion, Courage, Leadership, Excellence).
- Evidence of a whole school strategy in relation to wellbeing aligned to the MACS Vision for Engagement 2025 (to be launched in June 2025).
- Evidence that wellbeing initiatives are in line with the College's strategic direction through the Annual Action Plan and School Improvement Plan.
- Evidence of the adoption of a tiered system of support multi-tiered system of support (MTSS) with clear protocols and procedures
- Evidence from Melbourne Archdiocese Catholic Schools-School Improvement Surveys (MACSSIS), Pulse data of success in the improvement of wellbeing key indicators.
- Evidence that wellbeing data sets are being used to enhance the wellbeing of all community members at Iona College.
- Evidence that feedback is sought and acted upon from the College Leadership Team and the Pedagogy and the Year Level Wellbeing Team (including the Head of Junior and Senior School) using formal and informal instruments.

## College Commitments and Expectations

- Membership of the College Leadership Team.
- Chair of the College Wellbeing Team.
- Contribute Wellbeing initiatives and information in weekly Parent News.
- Contribute to the contribution of the Wellbeing Report to the School Advisory Council and Annual Report to the School Community.
- Member of the College Consultative Committee (when requested by the Principal).
- Provide a Catholic Identity report for the Annual College Magazine.
- Member of the Columba Day planning committee.
- Expected Attendance at:
  - o MACS Wellbeing Network Meetings
  - o Open Day/Information Sessions and Tours
  - o Awards Celebrations
  - o All scheduled School Masses
  - o Columba Day
  - o Careers Expo
  - o Student Progress Meetings
  - o External meetings/Events as requested by the Principal
- Directors are to accessible for all staff between the hours of 8:30am to 4:30pm Monday to Wednesday and 8:30am to 4:00pm Thursday and Friday.
- Conduct Annual Review Meetings as directed.

## Child Safety and Occupational Health and Safety Responsibilities

As a leader at Iona College, support and enact the College's Child Safety Policies and procedures. The leader will be required to ensure that activities undertaken within this position are compliant with best practice child safe practices, particularly for the most vulnerable students in our community. The leader will be required to ensure that all Iona College Geelong OHS policies and procedures are adhered to in the course of the duties undertaken in this position.

## Appraisal

All POL holders within the College will be expected to undertake an appraisal process in conjunction with their Annual Review Meeting (ARM), the type and timing of which will be decided by the Principal.

POL holders Level 4-6 will be required to lead an appraisal process of allocated staff through an allocated ARM.



## Special Responsibilities

From time to time there may be special duties that will be allocated to this leadership position directed by the Principal.

## Allowance

This position attracts a POL 6 allowance and release time of 30 periods per two-week cycle.

^ Time release for this position is 30 (47m) periods out of a FTE load of 47.3 periods over a two-week cycle.

\*This position will be appointed for the 2026-27 school year with the option of the 2028 school year.



## Child Safety Expectations

### Commitment to Child Safety

Victorian Catholic schools are child safe environments. Iona College actively promotes the safety and wellbeing of all students, and all staff are committed to protecting students from abuse or harm in the school environment, in accordance with their legal obligations including child safe standards. The Iona College Geelong Child Safety and Wellbeing Policy and Child Safety Code of Conduct are available on the college website.

Staff must:

- Demonstrate an understanding of Victoria's 11 Child Safety Standards.
- Demonstrate an understanding of appropriate behaviours when engaging with children.
- Be familiar with legal obligations relating to child safety, including Mandatory reporting and other obligations.
- Be suitable to engage in child-connected work.
- Demonstrate effective Duty of Care for students in line with Iona College's commitment to creating a Child Safe organisation and protect students from all forms of abuse.
- Have an exemplary record of professional conduct including maintaining appropriate confidentiality.

## Child Safe Principles

Every person employed at Iona College Geelong has a responsibility to understand the important and specific role she/he/they play individually and collectively to ensure that the wellbeing and safety of all children and young people is at the forefront of all they do and every decision they make.

Iona College's commitment to child safety is based on the following overarching principles that guide the development and regular review of our work systems, practices, policies and procedures to protect children from abuse.

1. All children have the right to be safe.
2. The welfare and best interests of the child are paramount.
3. The views of the child and a child's privacy must be respected.
4. Clear expectations for appropriate behaviour with children are established in our Child Safety Code of Conduct.
5. The safety of children is dependent upon the existence of a child safe culture.
6. Child safety awareness is promoted and openly discussed within our College community.
7. Procedures are in place to screen all staff, direct contact volunteers, third party contractors and external education providers who have direct contact with children.
8. Child safety and protection is everyone's responsibility.
9. Child protection training is mandatory for all Canonical Administrators, Advisory Board members, staff and Direct Contact Volunteers.
10. Procedures for responding to alleged or suspected incidents of child abuse are simple and accessible for all members of the College community.
11. Children from culturally or linguistically diverse backgrounds have the right to special care and support including those who identify as Aboriginal or Torres Strait Islander.
12. Children who have any kind of disability have the right to special care and support.

# SELECTION CRITERIA

1. Display a commitment to Catholic education and the educational mission of a Catholic School.
2. Hold (or be working towards) Accreditation to Teach in a Catholic School. Accreditation to teach RE or lead in a Catholic School is advantageous to applicants.
3. Hold VIT registration to enable teaching in a Victorian Secondary College.
4. Demonstrate an ability to understand the wellbeing needs of students and staff, and seek continuous improvement in this area as a member of the College Leadership Team.
5. Have experience in implementing and evaluating tiered wellbeing programs that promote resilience, emotional regulation, mental health literacy, and positive relationships, including targeted support for students with complex needs or trauma histories.
6. Demonstrate outstanding teaching practices and an ability to enhance wellbeing experiences for all students along with leading the professional development of staff members in the areas of Learning and Teaching.
7. Have experience in coordinating and leading staff training in trauma-informed practice, restorative approaches, and Positive Education principles to ensure consistent, relational, and proactive behaviour support across the school.
8. Possess outstanding interpersonal and communication skills reflecting confidence in working with students, staff, parents and the wider community, as well as excellent administrative and organisational skills.
9. Have relevant school leadership experience over a period of time that has focused on enhancing teamwork, collaboration and communication of a school community.
10. Possess the ability to ensure confidentiality and sensitivity in carrying out the various duties as listed in light of the broader role played as a member of the College Leadership Team.
11. Display a commitment to Child Safety and the wellbeing and inclusion of all children and young people.
12. Actively contribute to the achievement of the strategic and leadership goals of the College as listed in the School Improvement and Annual Action Plans with a particular focus on Wellbeing.
13. Have the ability to undertake any duty as specified in the Teacher Role Description as well as any other duty allocated by the Foundation Principal.



## TENURE AND CONDITIONS

The Director of Culture and Strategy (Learning) conducts their role under the governance of Melbourne Archdiocese Catholic Schools (MACS) and, as such, is expected to support and adhere to the policies and procedures as stipulated by the governing body.

Conditions of employment can be found by accessing [The Catholic Education Multi-Enterprise Agreement 2022](#).

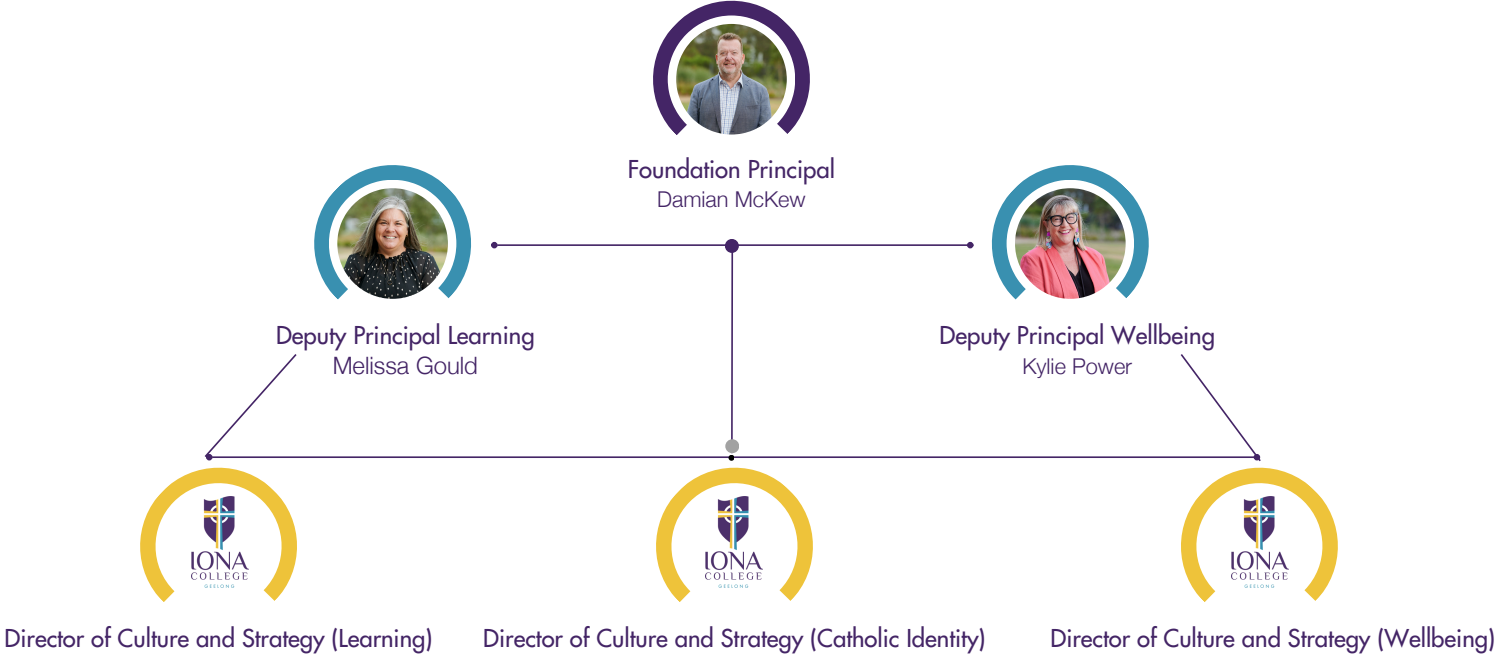
The Director of Culture and Strategy (Learning) will be remunerated according to current level of experience as determined under the VCMEA 2022.

The Director of Culture and Strategy (Learning) is a full-time role with a POL 6\* allowance along with a teaching release time of 30 periods from a 47.3 full time period allotment over a two week cycle.

The Director of Culture and Strategy (Learning) is initially appointed for a two-year period 2026-2027. There is a possibility of an extension of this time in line with the relevant POL protocols.

\*POL 6 is made up of a POL4 and a POL 2 payment

# IONA COLLEGE LEADERSHIP TEAM STRUCTURE



# APPLICATION PROCESS

## TIMELINE

30/05/2025- Director Positions Open

30/05/2025- Advertised on Seek, LinkedIn, social media and College Website

31/05/2025- Advertised in The Age

16/06/2025- Applications close (4 pm)

20/06/2025- Shortlisting completed

23/06/2025-09/07/2025- interviews to take place

21/07/2025- Appointments made

January 2026- Commencement

## Application Process

Interested Applicants should complete the following steps:

1.Email the following to [employment@iona.vic.edu.au](mailto:employment@iona.vic.edu.au):

- Completed [Iona College Geelong Application Form](#)
- Curriculum Vitae (CV)

2.Complete the Online application via the following [link](#)

Please note that no referees will be contacted until after the interview process is completed. For further information or clarification, please contact Mrs Maria Pearson, Human Resources Manager at [employment@iona.vic.edu.au](mailto:employment@iona.vic.edu.au).





Melbourne Archdiocese  
Catholic Schools



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