Appointment of Director of Finance and Administration

This is an opportunity to contribute to the growth and development of one of Australia’s leading Colleges

The Principal of A.B. Paterson College, Brian Grimes, and the Chairman of the Board, Mr Peter Sippel, invite suitably qualified applicants to apply for the position of Director of Finance and Administration, following the retirement of Mrs Diane Chetham after 15 years of dedicated and committed service.

A.B. Paterson College is one of the leading independent schools in the Gold Coast Region and is recognised for its leading edge pedagogical approach of Teaching for Understanding, supported through a collaboration with the Harvard Graduate School of Education, Project Zero. A.B. Paterson College is a P–12 school strongly founded on Australian heritage, with a reputation of enabling young men and women to act with purpose and character, and achieve their personal best within a unique and challenging learning environment.

Applicants with demonstrated strong visionary leadership, exemplary financial and administrative skills, entrepreneurial business development, and recognised credentials in the financial management sector, who will be committed to, and capable of, further developing the effective financial management and growth of the College, are sought.

It is anticipated that the new Director of Finance and Administration will commence in August/September of 2012, to enable an effective handover and induction programme to take place. Applications will close on 13th April, 2012.
A.B. Paterson College was established in 1991 by a group of committed local business people to provide an independent, non-denominational, co-educational school at the northern end of the Gold Coast. The school opened with 262 students in Prep to Year 9 and today has approximately 1400 students in Prep to Year 12. A 74 place Early Childhood Centre was added in January 1998.

The name A.B. Paterson was chosen to reflect an emphasis on our Australian heritage. The colours of student uniforms and school buildings are based on those in the Australian landscape. At the same time Australia’s place as part of the ‘global village’ is recognised and promoted.

One major difference from most independent schools is that the College is not linked to any religious group or system, and faith development is left to parents. The Virtues programme is used as the basis for character development.

History of Culture of A.B. Paterson College
The central focus of an A.B. Paterson College education is that the student is at the centre of the learning process. All operational and developmental decisions are based on this premise. The school’s Vision, Mission and Motto embody striving for excellence at each student’s individual level.

**College Vision Statement:** A.B. Paterson College aims to be a school developing young men and women of character – leaders now and for the future.

The College strives to achieve this through challenging and supporting each student to develop the intellectual character necessary to become passionate about the ongoing pursuit of learning; to have the skills and confidence to succeed in an increasingly complex world; and to become committed to creating positive futures for the good of all through leadership and active participation in their communities.

We believe that young people develop best in a culture that deals with them as a whole person through learning experiences balanced across academic, cultural, sporting and personal growth. The College strives to maintain a culture promoting individual excellence through appropriate challenge within both teacher and peer support and encouragement.

We take pride in the opportunity we have to help develop fine young men and women, and work hard to ensure that our Vision, Mission and Motto are enacted in practice.

The College has become known for achieving consistently high academic outcomes (including NAPLAN and Year 12 outcomes), the provision of a wide range of opportunities for students in academic, cultural and sporting areas; a focus on students’ individual needs; the strong care and support provided by teachers; and high expectations of student dress and behaviour.
The campus is on 10.6 hectares of land with new facilities being developed to keep pace with growth. Recent projects have included: a Multi-Purpose Centre under the Building the Education Revolution funding; a Mathematics Learning and Research Centre; a Performing Arts Centre with professional staging; and, previously, additional Science laboratories, a pool and classrooms.

The Junior and Senior schools are on the same campus with a central library (Information Resource Centre) and shared specialist facilities. The Junior School comprises Prep to Year 6, and the Senior School, Years 7–12. There are currently four streams at each year level from Years 1–12 and three in Prep. Maximum class numbers from Years 4–12 are 25, with 23 in earlier years.

The majority of students are from first generation independent school families seeking the best education for their children. Enrolment is mainly based on parents’ recommendations and the strong reputation of the College in the local and wider community.

Facilities include:
- The 380 seat Dawn Lang Performing Arts Centre with full fly tower and state of the art audio/lighting rigs
- Mathematics Learning and Research Centre with research lab linked to university partnerships
- Information Resource Centre
- Kitchen and Food Technology Facility
- Sports courts and ovals
- 25 metre heated pool
- Eight science laboratories
- Robotics and Control Systems Centre
- Art studios
- The Multi-Purpose Centre hosting indoor sports, school assemblies and large events
Educational philosophy
A whole of school pedagogical approach was adopted in late 1998. The Teaching for Understanding framework developed by Project Zero, Harvard Graduate School of Education is now part of College culture.

Teaching for Understanding
To meet the College’s educational vision and unite teachers in a learning community, a whole of school pedagogical approach was adopted in late 1998. The Teaching for Understanding framework developed by Project Zero, Harvard Graduate School of Education, is now part of College culture. It provides a common language for teacher and student discourse, and is the basis for curriculum implementation.

Students are on a learning journey from foundation year to graduation and curriculum is planned Prep to Year 12 to ensure a continuous developmental process.

Information Technology is a tool for learning and enhancing understanding. The College is gradually embracing an e learning environment. All teachers have laptops and there is currently a ratio of 2:1 students per computer in the College. Most rooms have electronic whiteboards and digital equipment.

To ensure a well rounded education, all students are required to participate in sport from Years 4-12 in the Associated Private Schools (APS) competition and to be involved in at least one area of cultural activity.
Junior School
Teachers are aware that care and nurturing are central to helping children develop, and work closely with parents to provide a happy and growth-promoting climate.
Junior School
Students study and learn through all eight Key Learning Areas: English, Mathematics, Social Studies, Science, Technology, Language, The Arts and Physical Education.

Prep
Prep students have individually devised learning programmes according to students’ abilities which are formally identified at the beginning of the year. Each child develops through play, and activities are a mixture of choice and structure so that children advance at their own level. Each class has one teacher and one full time Learning Assistant, along with a specialist music and physical education teacher.

Years 1–3
Years 1–3 students have one and a half hours of uninterrupted reading, writing and comprehension activities daily, and one hour of uninterrupted mathematics.

The balance of their programme is made up of ‘Integrated studies’ including science and social studies, music and physical education.

Years 4–6
In Years 4–6, students are again grouped into smaller units, so that English and Mathematics can be targeted for most effective development.

Curriculum expands from Year 4 to include a foreign language, instrumental music (strings and wind) and the broader exploration of science, social science and the arts.

Teachers are aware that care and nurturing are central to helping children develop, and work closely with parents to provide a happy and growth-promoting climate.

Students in Junior School study and learn through all eight Key Learning Areas:
- English
- Mathematics
- Social Studies
- Science
- Technology
- Language
- The Arts
- Physical Education
Senior School

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Students in Years 7–9 continue their study of the eight Key Learning Areas:
- English
- Mathematics
- Social Sciences: History, Geography & Civics
- Health and Physical Education
- Arts: Drama, Visual Art, Music
- Technology: Robotics, IT, Multimedia, Food Technology and Graphics
- Science
- Language: Japanese, Spanish

At the end of Year 9, students choose six subjects they would like to study more deeply in Years 11 and 12. Year 10 then becomes a time to decide whether such choices are appropriate, and students are able to change subjects at the end of Year 10, if necessary.

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It is expected that, by the end of Year 9, students will have developed the required work ethic and skills to make best use of the opportunities in Senior years. Continuing enrolment relies on a demonstrated positive approach to study, whether the student is intending tertiary entry or a vocational pathway. The College believes in the value of a liberal arts education to prepare students effectively for 21st century living.

Students are required to study four subjects from the following group and may choose two additional electives:
- English
- Mathematics: Mathematics A, B or C
- Science: Biology, Physics, Chemistry, Science 21 or a Science Special Area Study*
- Humanities: Modern History, Ancient History, Geography, Economics, Japanese, Spanish, Music, Visual Art or Drama

Additional Electives include:
- Physical Education
- Multimedia
- Information Processing Technology
- Graphics
- Accounting
- Hospitality*
- Business Studies*

* Hospitality, Business Studies and Science SAS do not count towards the OP Score, but may contribute to tertiary entry through the Tertiary Rank system.
Learning Enhancement Programme

Students who have been assessed by the College as being capable of working at an above grade level are offered a number of options, depending on individual needs and abilities.

Our Learning Enhancement team comprises a range of professionals and trained Learning Assistants to provide professional advice, student assessment, programmes for students requiring either support or acceleration, and group or individual student support.

Students can gain entry to the College's Honours programme from Year 10, providing they meet criteria for selection. This enables the students to take part in additional activities not explored in the standard syllabus.

Additional Extension and Learning Activities

The College has developed links with universities to engage in ongoing educational research. These include Project Zero at Harvard, Griffith University, Australian Catholic University, Queensland University of Technology, University of Queensland, Bond University and Melbourne University. All of these benefit student outcomes. Teaching staff have presented papers at national and international conferences on Science, Mathematics, Gifted and Talented Education, Teaching for Understanding and other topics.

Students can engage in Future Problem Solving and, in 2010 won a section at the international final in the United States. They can also participate in OptiMinds, the Da Vinci Decathlon, and many other national and local competitions.

The College holds activities for its own and other schools including: a Science Forum, Innovators of the Future; Mathematics Modelling Forum (which now includes students and staff from schools in Singapore). Students are also involved in World Challenge; participate in a Sister School exchange in Japan; as well as enjoying sporting and cultural tours interstate and overseas.
Co-curricular Activities
All students from Years 4–12 participate in competitive sport. Students are also expected to participate in at least one cultural activity.

Sport

All students from Years 4–12 participate in competitive sport to learn skills for life such as working in a team, goal setting, perseverance and responsibility, as well as enjoying improvement in physical fitness and the benefits of active recreation.

Students are also expected to participate in at least one cultural activity. This helps students learn as much about self-confidence and performing under pressure as about the joy of sharing artistic expression. The College has a very high standard of performance and success in each cultural activity.

Through participation in the Associated Private Schools (APS) fixtures, students can represent the College in regular inter-school competition and carnivals in a wide range of sports, and progress through to regional, district and state levels.

- Carnivals: Swimming, Athletics, Cross Country
- Team Sports: Soccer, Rugby, Tennis, Touch Football, Volleyball, Hockey, Softball, Netball, Cricket, Basketball, Aussie Rules, Handball, Water Polo and Rowing (some sports are modified for Junior School.)

Prep-Year 3 have modified carnivals as above, and enjoy ‘Learn to Swim’ lessons in Terms 1–4.

Cultural Activities

Music, the Performing Arts, debating and public speaking are major features of College life. There are 12 choirs, 6 bands and 10 instrumental groups. Achievement in Eisteddfods is very high and groups perform as much as possible at community events.

Every second year the College presents a combined musical with students from across the College so that younger students develop by working with older year levels. In the alternate year there are two musicals, one for Seniors to extend their range, and one for Junior School children who can enjoy opportunities in lead roles. Visitors from Aged Care and Special children’s facilities are invited to a special matinee performance.

The A.B. Paterson College Public Speaking Competition attracts around 1100 entries from Gold Coast and Brisbane schools across Years 4–12 each year. Bond University is a major sponsor offering a scholarship to the winner of the Year 12 section. College Debating teams have consistently won debating competitions on the Coast and senior teams travel to Brisbane for QDU debating.

Co-curricular Clubs include swimming, Running Club (four mornings per week), Taekwon Do, Chess, Duke of Edinburgh and dance.

Camping and Leadership

The camping programme and leadership opportunities are part of preparing young people for active participation in their communities, and for leadership in the workforce. We believe that leaders are developed, not born to the role. All students are encouraged to take initiative and lead in their own way, according to the situation. Students are keen to take on responsibility at all stages of their learning journey.

Camps are held at Years 6, 8, 10 and 12. As part of learning about Australia’s heritage, Year 6 students tour outback Queensland (Waltzing Matilda country) and, Year 8s go to Canberra. Self development is encouraged through the Outward Bound experience at Year 10, and the leadership camp at the beginning of Year 12.

Leadership opportunities are provided across Prep to Year 12 including: running and leading College Assemblies; acting as ‘Teacher Assistants’ in Junior School; Peer Mentoring training in Year 6; captancy of sporting teams, cultural groups and Houses; training as Aussie Sports Leaders at Year 7; acting as hosts at various events; and leading the student body in Year 12.

Community Service work occurs through the Interact Club and various charity support activities. Year 11 students must do 30 hours of community service over the year, as well as understudy Year 12s in leadership roles.
The House system in the Senior School is the core of pastoral care and school spirit. In Years 7–12, students are grouped vertically in Houses and remain in the same group until graduation to provide a family environment and to learn from one another.

In the Junior School, pastoral care is primarily the role of the class teacher and House activities apply to sporting carnivals only. There are four Houses and families are all kept in the one House.

In Years 7–12, students are grouped vertically in Houses and remain in the same group until graduation to provide a family environment and to learn from one another. A Head of House supports House Tutors in their role. There are both formal and informal elements in the pastoral care programme with units on leadership, friendship, study skills and career education, among others. The Virtues programme is used as a basis for character development. Horizontally organised year level groups meet to discuss issues such as drugs and alcohol, relationships and sexuality.

In the Junior School there is a weekly pastoral care meeting using the You Can Do It and Virtues programmes. Class teachers use these in classroom discussion throughout the day as needed.
All staff, teaching and non-teaching, are required to be committed to the College’s goals and values. Teachers are expected to have had appropriate tertiary professional training for their teaching areas, and all staff engage in on-going professional learning.

Time is provided fortnightly for teachers new to the College to become proficient in using Teaching for Understanding in addition to the normal induction programme. There are seven full days of professional learning per annum for all teachers, plus additional after school in-house and external opportunities, as well as on-line coursework through Project Zero for which the College pays.

Over time the Parents and Friends Association has evolved from being chiefly a fund raising body to a general College support group and friend raising association. A P&F Levy was introduced a few years ago so that the fund raising load was spread more evenly across families. The P&F is a very positive group that works closely with the Principal and administration to assist the College.

The Alumni Association is loosely organised to date with 16 years of graduates through the College. Past students are involved in sports coaching, running audio and lighting at the Performing Arts Centre, and donating in-kind support where possible.

The Principal oversees the Senior Executive team which includes: Assistant Principal, Director of Teaching and Learning, Head of Human Resources, Heads of Junior and Senior Schools, Dean of Senior Schooling, and Director of Co-curricular Activities.

The Business Manager is also Company Secretary for the Board, and oversees the work of non-teaching clerical staff, including the Property Manager.

The Principal is involved in both the Senior and Junior Schools with an understanding of operations and teaching and learning in each area.

The Principal also oversees the Early Childhood Centre which is run on a daily basis by the Director. There is collaboration with Prep and early years learning in the College to make transition as smooth as possible educationally and emotionally for children. Financial matters and government funding for this Centre are handled by the College’s Finance Accountant under the direction of the Director of Finance and Administration.

The College receives almost half its recurrent funding from the federal government, the remainder from fees. Most of the capital investment, apart from the Multi Purpose Centre funded under the BER Grant, has been financed by the College with some support from the State government.
Role and Description

The Director of Finance and Administration of A.B. Paterson College is:

• Responsible to the Principal/Chief Executive Officer;
• Responsible to the Board of Directors;
• Responsible for financial administration of the College;
• Responsible for the financial administration of the College’s related bodies corporate.

The Director of Finance and Administration is the Company Secretary, attends all Board and committee meetings, and reports to these bodies through the Chair. There are eight Board meetings per annum and meetings of Board committees are regularly scheduled.

The College is a not for profit entity limited by guarantee and, as such, the Director of Finance and Administration has significant lines of accountability.

The Board establishes the broad strategic direction of the College, sets policies, approves a budget and is advised by the Principal in doing so. The College’s Objects were set by the Founding Board and the Strategic and Operational plans are based on these Objects. These Objects were updated to include an ongoing commitment to the Teaching for Understanding framework described above.

With the significant challenges being faced by independent schools throughout Australia, the Director of Finance and Administration must be aware of all state and federal funding opportunities and their associated application procedures, be visionary in seeking and establishing alternative sources of funding for the College, but remain a performance focused administrator with the ability to manage and lead staff and various stakeholders.

Skills and Qualifications

The Director of Finance and Administration should be able to satisfy the following criteria:

• Have appropriate tertiary qualifications and be a recognised CA and/or a CPA;
• Have a track record of successful and effective financial administration;
• Be a skilled and effective communicator with a passion for education and a commitment to excellence;
• Be able to demonstrate a commitment to instructional leadership and enhancement of organisational goals;
• Demonstrate a genuine commitment to the College’s values and philosophy;
• Demonstrate a commitment to ongoing learning through professional associations;
• Being able to obtain a Blue card, thereby permitted to work in a Queensland School;
• Have a track record of achieving compliance standards in a professional organisation;
• Experience in independent education would be considered highly advantageous.

Key Selection Criteria

• Demonstrated success in financial leadership and administration at a very high level reflecting high performance;
• An ability to quickly understand the particular culture of the College and demonstrate the capacity to lead the financial development of the College and all subsidiaries;
• Demonstrated high level communication and interpersonal skills and capabilities, reflecting an ability to successfully address and engage staff and community stakeholders;
• An ability to deploy appropriate decision-making skills with regard to the complex relationships that exist with all stakeholders within a school setting;
• Demonstrated success in effectively managing change within a school setting;
• An ability to think strategically and move from the strategic perspective to consult, delegate where appropriate, and successfully execute strategy;
• Demonstrated project management experience;
• Demonstrated prudent financial administration and management experience in a school setting;
• Demonstrated high levels of engagement in the current education scene and thorough knowledge of current educational issues impacting upon school funding and imperatives at the national, state and local level;
• Proven successful ability in developing positive relationships with all members of a school community and associated professional, government and business communities;
• Successful involvement in fund-raising activities and in the development of alternative, on-going sources of funding for the organisation;
• Personal qualities of fortitude, integrity, energy and enthusiasm.
Terms and Conditions

The College is seeking a long term appointment and is offering a five year contract with an option of another five years to the successful applicant, subject to mutual agreement. There will be a requirement for annual reviews of performance and a subsequent remuneration review, both based on mutually agreed criteria. Remuneration is negotiable but will be appropriate for the Director of Finance and Administration of a school with the profile and reputation of A.B. Paterson College.

Application Process

Applications should be submitted in digital form only, should clearly address the Key Selection Criteria and also include the following information:

- A full resume containing personal details, qualifications and employment history
- The names, addresses and contact details for three referees who can be contacted by the Selection Committee in relation to each applicant
- The date at which the applicant will be available to take up the position if successful.

Applications should be emailed to the Principal, Mr Brian Grimes at lorri@abpat.qld.edu.au to arrive by close of business on Friday, April 13, 2012.

All enquiries for the position should be addressed to the Principal at the above email address or on (07) 5594 7947.