



MARIST COLLEGE ASHGROVE

POSITION DESCRIPTION: Indigenous Support Officer

REPORTS TO:	This position reports to the College Business Manager, and works under the general supervision of the Head of Students and has a direct relationship with the Head of Boarding, Pastoral Leaders and Curriculum Leaders.
CLASSIFICATION:	School Officer Level 4
HOURS:	5 days, term time (30 hr/wk)
POSITION PURPOSE:	To support the students well-being and build positive community relationships for Indigenous students through the establishment and management of a culturally appropriate Indigenous program. This role will work towards establishing an effective, culturally appropriate and supportive program for Indigenous students and work towards successful positive school outcomes for all Indigenous students who attend the school.
KEY CHARACTERISTICS:	The position holder is responsible for supporting Indigenous students in every aspect of College life while they are at the College. They are required to build positive relationships with the Indigenous students; work with the students to enable them to achieve their personal best in all areas of College life. The position holder would also be responsible for building stronger relationships with the students' home communities.
KEY RESULT AREAS:	
SKILLS and ABILITIES:	The position holder will have demonstrated the capacity to establish trusting relationships with Indigenous young people and their families. Negotiation and advocacy skills would be an advantage, especially as this position requires liaison between students, parents and staff.
QUALIFICATIONS	Working with Children Check (Blue Card) National Police Check (within 2 years) Qualification relevant to the position
KNOWLEDGE:	The employee will have a deep knowledge of Indigenous culture and of the Queensland education system. In addition, they should be aware of issues impacting Indigenous families.

They will need to develop a working knowledge of the College's database, TASS.

SPECIFIC DUTIES:

Duties performed include, but are not limited to:

- Establish and implement an effective and culturally appropriate Indigenous Program at MCA to run over the entire year, each year
- Work collaboratively with relevant CLT to ensure the best academic outcomes for the boys.
- Liaise with the Head of Students and Head of Boarding to ensure that students are abiding by the College's student leave policy when returning home.
- Provide cultural training and professional development of teaching staff;
- Establish a safe and appropriate space for learning and support, and to assist with the provision of tutoring;
- Building stronger relationships with students' indigenous communities through visits, constant communication and meetings (via Skype) with organisations such as the Clontarf Foundation, Deadly Choices, ATSICHS, CYLP and AIEF
- Engage with the wider Indigenous Community and Community led Indigenous programs
- Transition students into the College by providing support in the form of contacting the communities and families of the students, and gathering background information about each student prior to them starting at the College. This assists the boarding staff prepare and organize for the year ahead
- For students in Year 12, transition them with the support of VET/Careers and other stakeholders to either tertiary education or to future employment;
- Access the College TASS database and undertake actions which will optimise attendance in College learning programs.
- Maintain a record of observations and contacts with students and families, under the supervision of the Head of Boarding, Head of Students and all CLT members
- Making recommendations regarding possible referrals to persons and agencies, in liaison with the College Counsellor.
- Investigate and make submissions for funding to support additional programs for Indigenous students.
- Organise activities for Indigenous students which will assist them in all aspects of their life at the College.
- Booking travel arrangements and liaise with ABSTUDY to organise travel
- Organise and co-ordinate the tutoring timetable for indigenous students. This involves liaison with Boarding Coordinators, Pastoral Leaders and Curriculum Leaders to ensure the tutoring program is of benefit to the students in achieving set academic outcomes for each student tutored.

- Mentor and track students on scholarships to ensure that the students is meeting the conditions of the scholarship program;
- Liaise with the Health Centre to ensure that the Indigenous students are undertaking regular health checks as appropriate;
- Accompany students and (at times) parents to Set Plan interviews in consultation with CYLD/AIEF



MARIST COLLEGE ASHGROVE SCHOOL OFFICER DUTY STATEMENT

1. POSITION INFORMATION	
Position Title Indigenous Support Officer	Department Student Administration
Employee Name	Line Manager & Title Peter Serone, Head of Students
Physical Work Location Student Administration Office	Duties Based on: <input type="checkbox"/> Full Time <input checked="" type="checkbox"/> Part Time/Term-Time
Classification School Officer	Level Level 4
Revision Date	1 February 2022
2. DAILY TASKS (INSERT AS MANY ROWS AS NEEDED)	
<ul style="list-style-type: none">Email correspondence and response	
<ul style="list-style-type: none">Update notes on TASS	
<ul style="list-style-type: none">Response to contact from families	
<ul style="list-style-type: none">	
3. WEEKLY/MONTHLY TASKS (INSERT AS MANY ROWS AS NEEDED)	
<ul style="list-style-type: none">Meet with all Indigenous students	
<ul style="list-style-type: none">Maintaining contact with Parents to discuss how their child is going and discuss any concerns they have regarding their child	
<ul style="list-style-type: none">Discussions with Heads of Houses/Teachers to see how Indigenous students are progressing	
<ul style="list-style-type: none">Arrange a roster for Indigenous students to engage with the Acknowledgement to Country for College Assemblies and special occasions	
<ul style="list-style-type: none">Give student updates to Scholarship provider CYLP on their students	
<ul style="list-style-type: none">Organise and coordinate a monthly Cultural Activity	
4. TERM TASKS (INSERT AS MANY ROWS AS NEEDED)	
<ul style="list-style-type: none">Collate reports for Indigenous students on Scholarship and email their reports to their respective Scholarship provider	
<ul style="list-style-type: none">Meet with Scholarship providers to discuss the progress of each of their students	
<ul style="list-style-type: none">Liaise with Abstudy and Parents to book travel for eligible students	
<ul style="list-style-type: none">Set up and coordinate the Indigenous Tutoring Program	
<ul style="list-style-type: none">Set up meetings for students with their scholarship provider	
5. SEMESTER TASKS (INSERT AS MANY ROWS AS NEEDED)	
<ul style="list-style-type: none">Collate reports on truancy, behavior, academic progress, involvement and social/emotional/mental well-being for Indigenous students on Scholarship and email their reports to their respective Scholarship provider	

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6. YEARLY TASKS (INSERT AS MANY ROWS AS NEEDED)
• NAIDOC Assembly
• QATSIF Scholarship Applications
• Attend QATSIF Graduation Ceremony
• Brisbane Catholic Education – Aboriginal and Torres Strait Islander Graduation Liturgy
• Review Enrolment Applications for potential AIEF Scholarships along with other opportunities to connect to culture
• Attend National Sorry Day Ceremonies
7. MEETINGS REQUIRED TO ATTEND (INSERT AS MANY ROWS AS NEEDED)
• Attend Set Plan meetings with Indigenous students
• Attend Enrolment Interviews involving Indigenous students
• Attend meetings with internal/external organisations as required – eg CYLP, AIEF, Deadly Choices etc
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8. PROJECTS (INSERT AS MANY ROWS AS NEEDED)
• Develop and implement projects through consultation with similar Indigenous Support Officers in the network
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