

ANNUAL GENERAL COMMUNITY MEETING - MOTHER TERESA CATHOLIC COLLEGE

PRINCIPAL'S REPORT - TUESDAY 21 NOVEMBER 2017

Now in its fourth year, Mother Teresa Catholic College is well established as a vibrant, flourishing and diverse learning community.

. . . . CHALLENGE, CONNECT, CONTRIBUTE . . . the three words that have captured our imagination regarding what we are about here at MTCC . . .

Our vision for the College is inspired by Mother Teresa's spirit of outreach and love for all human beings – to CHALLENGE our students and all in our community to CONNECT with learning about ourselves, one another and the wider world, and to CONTRIBUTE with confidence, courage and creativity towards making the world a better place.

In undertaking this mission, it is our belief that a 'challenged and connected child' will have the capacity to think critically and creatively, become confident in her or his own ability, and will actively seek out others in need, using their talents for the benefit of our world.

The staff, facilities and environs of our college enable our students to enjoy a broad spectrum of learning experiences. We have a learning environment in which children can problem solve, develop creative and critical thinking, collaborate and negotiate as well as develop intellectual curiosity – both inside their classrooms and outside in the grounds. Our college facilities and environs encourage our learners, both students and staff, to be independent self-starters who are responsible, flexible about learning and teaching and well able to adapt to our rapidly changing world. Here at MTCC we are all 21st century learners preparing our students for their research-based prediction of 17 jobs and 5 different careers in their future Australian work-lives.

The spiritual lives of all in our community are nurtured through our students' preparation for the Sacraments of Penance, Eucharist and Confirmation with the help of their families, parish and teachers, as well as through our whole-school focus on living our Christian virtues and on Making Jesus Real in our daily interactions with one another - not to mention the daily times of prayer, reflection, meditation and individual mindfulness so necessary in our times to help us all to be centred, self-reflective and peaceful human beings - 'the best persons we can be' as we say at every Assembly when reciting our College Prayer together.

BIG PICTURE IN WESTERN AUSTRALIA

Western Australian society has changed and developed since the College opened its doors in 2014. It is important to understand the context in which the College operates as it provides an indication of the challenges and opportunities in the education sector.

Some key facts impacting education and families at present:

- Even the most conservative projections by the Australian Bureau of Statistics (ABS) show high levels of growth in the population of primary school aged children in the next 5 – 10 years. Secondary schools should start to experience this flow through from 2018.¹
- 351 additional classes of primary school students will be required in Western Australia each year over the next 10 years (84,240 students).¹
- Secondary Physics, Computing, Information Technology, Mathematics and Chemistry teachers (nationally) are likely to remain under-supplied for the foreseeable future.¹
- In Baldivis (State Suburbs), 59.3% of people were born in Australia. The most common countries of birth outside of Australia were England 11.7%, New Zealand 6.4%, South Africa 2.8%, Scotland 1.5% and India 1.1%.²
- Weak growth in wages, slower population growth and a softer outlook for the economy mean consumer spending is expected to remain subdued during 2017/18.³
- Results of the community survey of over 2000 Western Australian residents conducted by the Committee of Perth indicate – 72% of respondents have no expectation that their wages will

increase; 59% of all households would struggle financially if costs increased by 5%; Redundancies in Mining/Construction effected 15-20% of households.⁴

- Perth has the lowest number of childcare places per capita compared to other Australian capital cities, with a particular deficit in the CBD.⁵
- In a survey of over 6,300 families with children aged 4 to 17 years, the number of students reporting mental health issues by gender were: male -16.5% for 4-11 year-olds and 15.9% for 12-17 year-olds and females 10.6% for 4-11 year-olds and 12.8% for 12-17 year-olds.⁶
- A cross sectional survey of 9000 Australian school children between 7 and 15 years of age, found a significant association between academic achievement and physical activity – a combination of lunchtime physical activity and structured activity.⁷

¹ Australian Council for Education Research (2015), *The Teacher Workforce in Australia: Supply, Demand & Data Issues*, Canberra, Australia.

² Australian Bureau of Statistics (2016), *2016 Quick Statistics*, accessed from http://www.censusdata.abs.gov.au/census_services/getproduct/census/2016/quickstat/SSC50054

³ St George Bank – State Economic Outlook (28 June 2016)

⁴ Committee for Perth (2017), *Bigger and Better Beyond the Boom – Perth's Economic Future as a Region of 3.5 Million People*, Perth, Australia.

⁵ Committee of Perth (2017), *Filling the Pool*, Perth, Australia.

⁶ Australian Department of Health (2015), *Australian Child and Adolescent Survey of Mental Health and Wellbeing*, Canberra, Australia.

⁷ State Government of Western Australia (2016), *SD6 – Strategic Directions for the Western Australian Sport and Recreation Industry*, Perth, Australia cited in Tredeau and Shephard, 2008. Accessed from www.dsr.wa.gov.au

Here at Mother Teresa Catholic College, 2017 has been another year of rapid growth and many

accomplishments as well as challenges in our College community. Our current enrolment of 436 students is expected to rise significantly again next year to approximately 570 students Kindy to Yr7.

WHAT'S TO ACKNOWLEDGE AND CELEBRATE?

- Learning has been very much alive and well this year at MTCC. I'd like to welcome and invite our **Associate Principal Anne Aquino** (nearly a month old at MTCC now) to show you something of our learning results. (**Attachment 1: NAPLAN and BRLA Yrs 3 & 5 assessments**)
- Our successes in our inaugural competitions this year as part of the Peel Schools Sporting Association and the new Catholic schools group - in interschool swimming, athletics and cross-country running; Our championship in the inter-school DanceSport competition on our first entry; The Merit Award attained by our Primary Choir at the Catholic Schools Performing Arts Festival.
- Lunch-time and after-school clubs have also been available to our students through the generosity of various staff-members: MJR (Making Jesus Real); Mini-Vinnies; Technology, Coding, Robotics and MineCraft Clubs; Greenies - and the Sustainability Garden Centre and its 15 feathered inhabitants, as well as the worms, vegetable gardens and now fish in the aquaponics area - have played a significant part in the wellbeing and education of all our students from 3yo Kindy to Yr 6.
- In the spirit of Mother Teresa, our students have been encouraged to look outwards to the needs of others again this year. Outreach through fund-raising for the needy have included significant contributions to the Archbishop's LifeLink Appeal;. Pyjama Day; Story Dogs (who with their owners support various MTCC children each Tuesday morning); and of course Mother Teresa's Sisters, the Missionary Sisters of Charity, who will again come to speak with our staff during our last Staff-week before Christmas.
- The amazing work of the Sports Club, operating as part of our college's P&F Association - the before-school Running Club, the after-school Auskick, the afterschool netball; after-school soccer and Saturday netball competition for Year 3. Thank you to the small but dedicated group of volunteer parents and carers who have shown up week after week to run the various sports. After 2 years of generous and successful service the Sports Club Committee-members are stepping down - as are most of the volunteer coaches, after a very successful year of generous after-school service to our College families. So hopefully, very early next year another group of volunteers will come forward -

from both existing and new families to MTCC - in order to continue the Sports Club offerings to our MTCC students.

- Our Parents and Friends have continued to keep our school community abuzz with a huge number of initiatives for the benefit of the children during this year - Mothers' and Fathers' Day Stalls; Fathers' Day breakfast; School Student-Banking; Book Fair; Monthly Scholastic Book Club; Class Parent Representatives and class FaceBook managers; Disco; Easter Raffles; Morning-teas; Assistance with Feast-Day Mini-fete, Walkathon and various Sports Carnivals.

At this point I would like to ask the outgoing members of the P&F Executive to come forward to receive a little gift of appreciation for their service to the College over the last 2 years:

Melissa Osborne, Caroline Sampson, Kaelee Peace and Sara McCabe

Also would the inaugural members of the Sports Club Committee, who have also generously served the students over the last two years by providing the various extra-curricular sports activities - please come forward to receive a very small token of our appreciation.

Kali Langley, Kim Dawes, Sharon Deacon and Vynka Cooper.

Sadly, there are usually some staff FAREWELLS to be bidden at this time of year - as well as welcomes to new staff for the following year.

We said goodbye to Assistant Principal Janine Moore in June this year, - now enjoying retirement but happily also calling in now and then to do a spot of relief-teaching here at MTCC.

Raelene Ritikis, who served as Registrar and my PA for three years, has sadly and unexpectedly resigned from the College. Larissa Elms, who gave generously of her time and expertise this year to her Year 2W class, will move to St Brigid's Lesmurdie next year as Year 3 teacher. Christina Davies, our PE & Sport Teacher will leave to birth her second child in January - and hopefully will re-join us at some future time. Di Stock (Tues-Thurs) and Jo Catalano (Mon-Fri) have ably and graciously stepped into the Reception role until the end of the year, and Christine Poole will retire from the Uniform Shop management - a very demanding role in our rapidly growing school - also at the end of the year.

All the while of course and most noticeably, there has been significant capital development going on this year of the College's Stage 3 Build - and that has created its own challenges - mainly in the form of three significant, potential delays which had to be solved and surmounted so that the building would be ready for 31 January occupation by our 90 or so Year 7 students (83 of whom attended a very successful Orientation Day here with their new teachers a fortnight ago. Happily, our amazing architects at Parry and Rosenthal have eventually, as always, found a way around the problems that have arisen which potentially could have caused significant delays - so the Practical Completion / Handover date is again set as 24 January. Here's hoping and praying!!

(Handouts of the 2018 staff and the 2018 School Improvement Plan were distributed to the meeting at this time - see Attachments: 2) 2018 MTCC STAFF and 3) 2018 ANNUAL SCHOOL IMPROVEMENT PLAN)

Welcome to the staff joining us next year for secondary:

Debbie Boylen (from Holy Cross College Ellenbrook), Amanda Day (Tranby College), Caroline Hayes (Living Waters College Halls Head), Sarah Gaynor (Mandurah Catholic College), Kim Spencer (Living Waters); Drew Walsh (Mandurah Catholic College) and Dian Wijayanti (Tranby College)

Current teachers, Tammy Moroney and Alan Morrison, will also work in Year 7 in 2018.

My job as you all know by now - is multi-faceted - and I simply couldn't do it without the support of so many of you. So tonight I again sincerely thank you all - Father Geoff, Tara Massey our Board Chair and all members of the Board, our amazing Administration staff - Michelle Reed, our Business Manager who joined our college this year, and who more than halved everything that I was having to keep in my head and to whom I owe whatever sanity I sometimes have!

Sue Quigg, our trusty Finance Manager - who consistently keep us and me on track financially.

Alan Morrison, our Assistant Principal who next year will take on a new role with Year 7s as Learning Administrator and continue as technology Administrator for the whole college; and last but not least, retired Principal Trish Cashman, who even in her part-time role currently filling Janine Moore's School Administration

role including supervising the programs provided in Learning Intervention and for our Students with Disabilities.

Special thanks to our wonderful staff - Class-teachers, Specialist teachers and Education Assistants. You are all so generous and dedicated; you are all so good at what you do for all the children of MTCC. Together we are a great team!

I look forward to continuing to work in partnership with parents as we together continue to build our reputation as a College that is providing an outstanding Catholic education to the children in the broader Baldivis community.

“Not all of us can do great things, but we can do small things with great love”

Our journey together continues in the spirit of our patron Mother Teresa - “Strong in Faith and Love”.

THANK YOU ONE AND ALL FOR A WONDERFUL 2017 - AND MAY OUR GOD CONTINUE TO BE BLESSING FOR EACH OF US AND FOR ALL OF US TOGETHER IN THE COMMUNITY OF MOTHER TERESA CATHOLIC COLLEGE.

ANNUAL SCHOOL IMPROVEMENT PLAN 2018 – MOTHER TERESA CATHOLIC COLLEGE, BALDIVIS

CEWA Strategic Intent	LEARNING Leadership Formation: <i>Transforming our people to lead outstanding Catholic communities</i>	ENGAGEMENT Early years learning and care: <i>Partnering across communities to provide the best opportunities for young families</i>	ACCOUNTABILITY Health and well-being of students and staff: <i>Providing learning environments where everyone feels safe and can flourish</i>	DISCIPLESHIP Educating at the margins: <i>Engaging with the most vulnerable and marginalized in our society</i>
STRATEGIC PLAN Link	<p>L5. Develop and strengthen team-based approaches to collecting, analysing and interpreting student achievement data to inform the learning program.</p> <p>L8. Continue practices whereby teaching staff routinely evaluate the effectiveness of their teaching and use these evaluations to make adjustments to practice.</p>	<p>E1. Enable and support increased opportunities for the professional growth of teaching staff focussed on differentiating the curriculum.</p> <p>E3. Provide time and structured opportunities for teaching staff to evaluate the effectiveness of their teaching, receive constructive feedback and use this feedback to make adjustments to practice.</p>	A8. Plan for continued development of new classrooms, playgrounds and staff facilities ensuring spaces are contemporary, attractive and conducive to learning.	D2. Continue to develop age appropriate opportunities, in partnership with the Parish, for students, staff and parents to serve those in need in the community.

Focus Area <i>Indicate which LEAD intent is met through the focus. Ideally each would be met at least once.</i>	Informed by Evidence Qualitative and quantitative	Specific Performance & development goal to be achieved (stated simply)	Measurable Evidence that will be used to demonstrate progress	Achievable What actions will I take to achieve the goal?	Relevant How does the goal connect to the school's strategic plan (or other plans)?	Time Bound Timeframe within which the goal will be achieved	Resources Support required to achieve the goal. <u>Key personnel:</u> who is responsible for ensuring we are on track	Success Criteria How will you know you have been successful (quantitative and measurable)?
FOCUS 1 USE OF DATA LEAD	As a new school data review & analysis practices need to be established	Data discussion is part of the operating environment at MTCC	Timetables PLC Agendas	Agenda item on PLC meetings Sub-school meetings have specific time to consider data	As above	2018	Student Learning Data Team	Observe - Data discussion is part of the operating environment at MTCC
FOCUS 2 WRITING LEAD	Curriculum Plan data shows Yr 3 -5 progress (62) is less than that for Reading (108) & Numeracy (148) & less than WA avg.	Growth between Year 3 - 5 is more than 5 units above the National mean – Light GREEN	NAPLAN data & moderated Writing samples.	Targeted intervention programs. Coordinate PD and PLC focus on Writing	As above	2018 August NAPLAN analysis	School Imp. Team Student Learning Data Team	Growth between Year 3 - 5 is more than 5 units above the National mean – Light GREEN

Focus Area <i>Indicate which LEAD intent is met through the focus. Ideally each would be met at least once.</i>	Informed by Evidence Qualitative and quantitative	Specific <i>Performance & development goal to be achieved (stated simply)</i>	Measurable <i>Evidence that will be used to demonstrate progress</i>	Achievable <i>What actions will I take to achieve the goal?</i>	Relevant <i>How does the goal connect to the school's strategic plan (or other plans)?</i>	Time Bound <i>Timeframe within which the goal will be achieved</i>	Resources <i>Support required to achieve the goal. Key personnel: who is responsible for ensuring we are on track</i>	Success Criteria <i>How will you know you have been successful (quantitative and measurable)?</i>
FOCUS 3 PROVISION OF FACILITIES <u>LEAD</u>	As a new & growing school the timely development & provision of contemporary facilities is critical	New facilities are delivered in time to meet growth Survey responses indicate at least 85% of respondents believe that MTCC is a place where: • Facilities are attractive, contemporary & support learning	Building timelines Survey responses	Continue to review site Master Plan Apply for funding with appropriate timelines	As above	Ongoing for the life of the Strategic Plan but particularly significant in 2017 and 2018	College Architect Principal & College Board	New facilities are delivered in time to meet growth Survey responses indicate at least 85% of respondents believe that MTCC is a place where: • Facilities are attractive, contemporary & support learning
FOCUS 4 CHRISTIAN SERVICE <u>LEAD</u>	As a new school, age appropriate practices are just being established and need to develop further as we move into secondary school	Establish a min expectation of Christian Service contribution for students in each sub-school group: K-3, 4-6, 7-9,10-12	Student Christian Service records held on school database	Improved monitoring by Christian Service Co-ordinator	As above Evangelisation Plan	By end of 2018	Making Jesus Real Team Christian Service Co-ordinator Class Teachers	Expectations established 100% of students meet minimum expectation at each transition point by end of 2019

Informed by evidence from:

- LEAD system intent
- Evangelisation Plan
- Curriculum Plan
- Data analysis of
- Quality Improvement Plan
- Aboriginal Education Plan
- Quality Catholic Schooling
- School Cyclic Review
- School Climate Surveys
- Student Data e.g. Appraise, attendance, wellbeing
- AEIM: Aboriginal Education Improvement Map
- TIM: Technology Integration Matrix

ONGOING EVALUATION



Spiral of Inquiry (Timperley, Halbert & Kaser 2014)

NAPLAN 2017

- NAPLAN (National Assessment Program for Literacy & Numeracy) tests skills of every child in Years 3 and 5 such as reading, writing, spelling, grammar and numeracy. NAPLAN content is aligned with the Australian Curriculum.
- The tests provide parents and schools with an understanding of how individual students are performing at the time of the tests. They also provide schools, states and territories with information about how education programs are working and what areas need to be improved.
- NAPLAN tests are one aspect of a school's assessment and reporting process; they do not replace the extensive ongoing assessments made by discerning teachers about each student's performance.

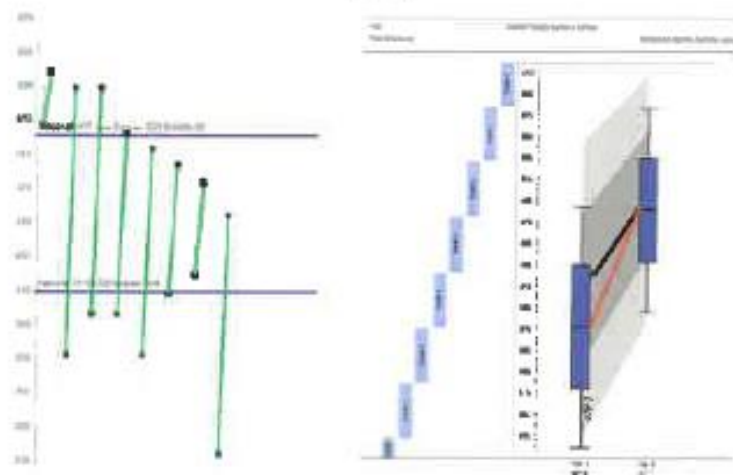
Our data is analysed and reviewed each year - We

- investigate trends.
- look at individual scores, those of the cohort and those of the 'stable' cohort
- analyse common errors and areas of challenge.
- examine areas of strength.
- explore where our focus should be in the future - how to best achieve growth for individual children and as a school.

Year 3	Mother Teresa Catholic College Mean	Australian Mean	% of Australian Average Standard 2017
Reading	421.7	431.8	91%
Writing	392.2	413.6	89%
Spelling	406.7	416.2	87%
Grammar & Punctuation	406.2	439.3	80%
Numeracy	375.3	408.4	79%

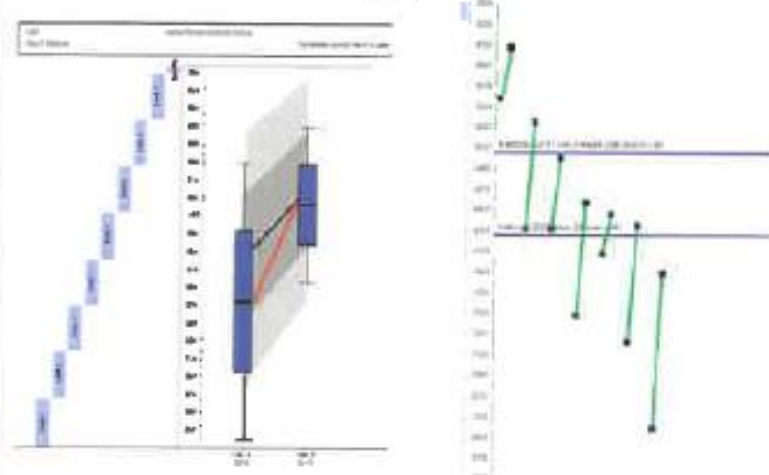
Year 5	Mother Teresa Catholic College Mean	Australian Mean	% of Australian Average Standard 2017
Reading	485.7	506.8	89%
Writing	458.2	472.5	89%
Spelling	484.7	500.9	89%
Grammar & Punctuation	480.8	499.3	82%
Numeracy	488.2	493.8	86%

Spelling



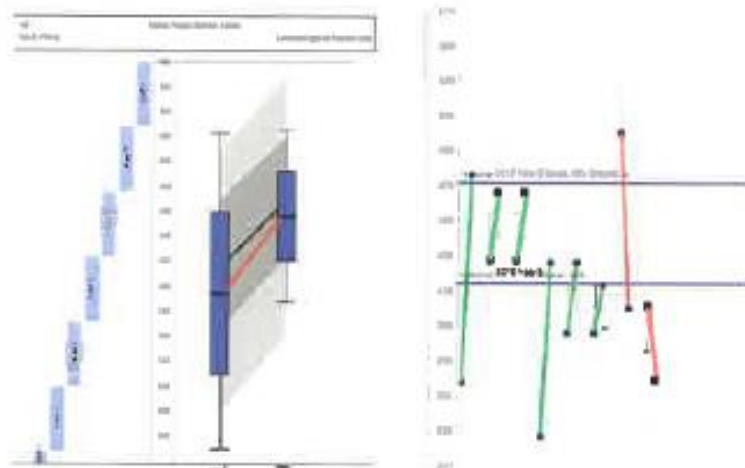
One child achieved expected progress with all others achieving well above expected growth.

Reading

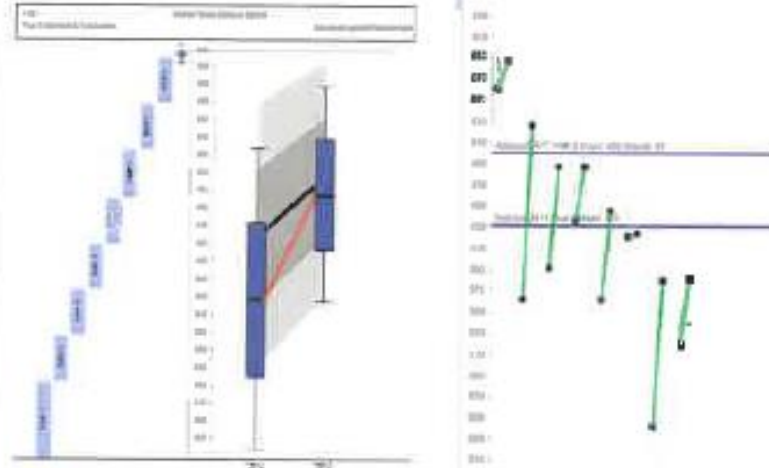


All children in the stable cohort made good progress with most achieving above expected growth.

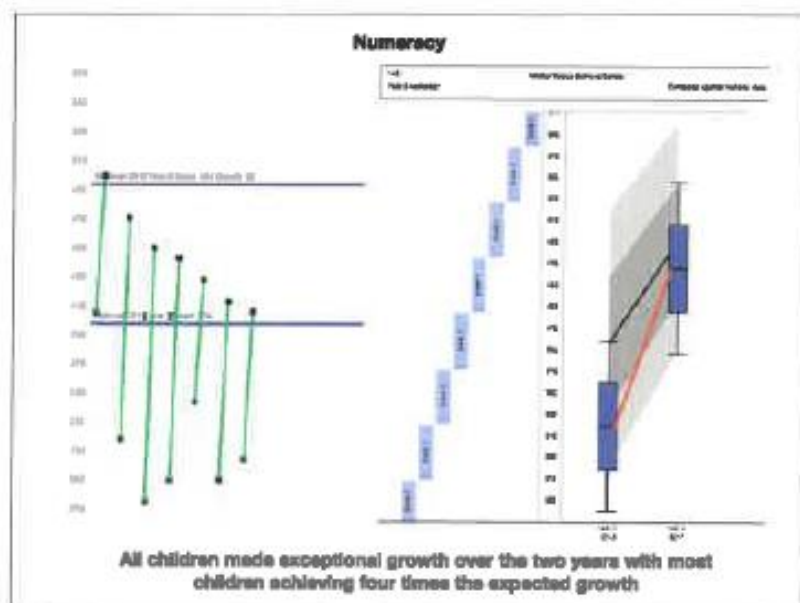
Writing



Grammar & Punctuation



All children made steady progress with the majority making above to well above the expected progress



BISHOP'S RELIGIOUS LITERACY ASSESSMENT 2017

- Students in Years 3 and 5 complete the Bishops' Religious Literacy Assessment (BRLA). This is a curriculum based assessment which reflects the WA Religious Education Units.
- It requires students to recall content about the Catholic religion and assess students' knowledge and understanding of Religious Education - It does not measure students' faith.
- It provides individual schools with a snapshot of student performance in Religious Education.

1421

Mother Teresa Catholic School

2017 BRLA Year 3

BRLA

WA Mean: 416.6

School Students Mean: 396.1

1421

Mother Teresa Catholic School

2017 BRLA Year 5

BRLA

WA Mean: 483.7

School Students Mean: 434.5

Many of our students have not had years of experience with the RE Units of Work and the related content

The data shows that our strengths lie in content relating to Jesus, Sacraments and Scripture - with 'Church' being an area for focus in 2018

MOTHER TERESA CATHOLIC COLLEGE - STAFF 2018

LEADERSHIP TEAM

COLLEGE PRINCIPAL	Ms Geri O'Keefe
COLLEGE BUSINESS MANAGER (JUNIOR & SENIOR SCHOOLS)	Mrs Michelle Reed
ASSOCIATE PRINCIPAL - JUNIOR SCHOOL	Mrs Anne Aquino
ASSISTANT ASSOCIATE PRINCIPAL (YR 3 to YR 6)	Mrs Alison Romagnolo
ASSISTANT ASSOCIATE PRINCIPAL (PRE KINDY to YR 2)	Mrs Aisling Keaney
TECHNOLOGY ADMINISTRATOR (K-YR 7)	
& LEARNING ADMINISTRATOR (YR 7)	Mr Alan Morrison

TEACHERS - JUNIOR SCHOOL

3yo KINDY (Thursdays)	Mrs Sylvia Faed		
KINDY (B)(Mon-Wed)	Mrs Sylvia Faed	KINDY (W)(Wed-Fri)	Miss Tina DeSousa P/T
PRE-PRIMARY (B)	Mr Evan Jones	PRE-PRIM (W)	Mrs Lucia Miller
YR 1 (B)	Miss Anita Marjan P/T	YR 1 (W)	Mrs Renee Lea
	Mrs Kristy Watson P/T		
YR 2 (B)	Mrs Kelly Winfield-Hart	YR 2 (W)	Mrs Aisling Keaney P/T
			Mrs Megan Waters P/T
YR 3 (B)	Miss Laura Smith	YR 3 (W)	Mrs Nicola Crowdy
YR 4 (B)	Mrs Charlotte Morgan	YR 4 (W)	Mr Daniel Burro
YR 5 (B)	Mrs Kaye Elsum	YR 5 (W)	Mrs Alison Romagnolo P/T
			Mrs Lisa Mitchell P/T
YR 6 (B)	Miss Kiara Grigo	YR 6 (W)	Miss Lorrallie Bucknall

TEACHERS - SENIOR SCHOOL (Yr 7)

BOODJAR HOME-ROOM	Mrs Debbie Boylen and Mr Drew Walsh
KEP HOME-ROOM	Mrs Caroline Hayes and Mrs Amanda Day
MAAR HOME-ROOM	Mrs Kim Spencer and Mr Alan Morrison
KAAL HOME-ROOM	Miss Tammy Moroney and Mrs Sarah Gaynor

- ❖ The Home-Room teachers will teach the CORE SUBJECTS as well as the additional subjects of FOOD TECHNOLOGY; T.I.D.E. (TECHNOLOGY, INNOVATION, DESIGN & ENTERPRISE); VISUAL ARTS; FABRIC TECHNOLOGY; MUSIC; DRAMA; DANCE; PHYSICAL EDUCATION AND HEALTH.

- ❖ INDONESIAN LANGUAGE will be taught in Year 7 by Ms Dian Wijayanti (P/T)

SPECIALIST TEACHERS

INDONESIAN LANGUAGE	Mrs Kim Rozario (P/T) and Ms Dian Wijayanti (P/T)
MUSIC	Ms Geraldine Williams (P/T) and Mrs Sarah Gaynor
DANCE / DRAMA	Mrs Amanda Day
PHYSICAL EDUCATION / SPORT	Mr Drew Walsh
SCIENCE (JUNIOR SCHOOL)	Mrs Louise Murray
GIFTED & TALENTED / SUSTAINABILITY	Ms Helen McClenaghan (P/T)
READING RECOVERY & LITERACY INTERVENTION	Miss Ann Priest
EXTENDING MATHEMATICAL UNDERSTANDINGS (EMU)	Mrs Lucia Miller (P/T)
SPECIAL NEEDS	Mrs Trish Cashman (P/T)

- ❖ Some Specialist Teachers will be teaching classes in both Junior School and Senior School (Yr 7)

COUNSELLOR	Mrs Robyn Dixon (P/T)
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EDUCATION ASSISTANTS

3yo KINDY (Thursdays)	Mrs Tameka Slomp P/T
KINDY (BLUE) (Mon-Wed)	Mrs Tameka Slomp & Mrs Georgina Elphinstone

KINDY (WHITE)(Wed-Fri)

Mrs Joe-Anne Buchan & Mrs Martina Leahy P/T

PRE-PRIMARY (B)

Mrs Mary Mulry

PRE-PRIMARY (W)

Mrs Meg Armitage

YR 1(B & W)

Mrs Catherine Conway

YR 2 (B & W)

Mrs Georgina Elphinstone & Mrs Joe-Anne Buchan

(2 days each)

STUDENTS WITH DISABILITIES

Mrs Liz Hodgson & Mrs Michelle Grove

LITERACY/NUMERACY INTERVENTION

Mrs Emma Da Silva (P/T)

ADMINISTRATION

PRINCIPAL'S PERSONAL ASSISTANT & REGISTRAR

TBA

FINANCE OFFICER

Mrs Sue Quigg

RECEPTIONIST

Mrs Jane Pastore

UNIFORM SHOP MANAGER

TBA

CONTRACTED MAINTENANCE

Mr Terry Jackson

CONTRACTED GARDENS & GROUNDS

Mr Guy Pereira

- ❖ KEY (B) = Blue class (W) = White class (P/T) = part-time
- ❖ All staff not designated as part-time (P/T) are employed full-time
- ❖ Assistant Associate Principals have a two-day allocation for their leadership responsibilities and a three-day class-teaching allocation.
- ❖ The Yr 7 Technology & Learning Administrator has a part-time teaching allocation in Yr 7