Position Information Document

Director of Data and Analytics

Marcellin and Champagnat Campuses

Context

Sacred Heart College is a Catholic secondary school in the Marist tradition, comprising two campuses: Champagnat (Years 7–9) and Marcellin (Years 10–12). Marist education values presence, practicality, and purpose, recognising that formation happens through relationships, example, and meaningful work. Our mission is "to awaken in young people the desire to grow, to contribute, and to find their place in the world" (*In the Footsteps of Marcellin Champagnat*, 2023, [112]).

Improving student outcomes requires schools to use data purposefully, transparently, and with a focus on growth. When used well, data helps teachers respond to learning needs and evaluate their impact, while providing leaders with a foundation for planning and improvement. Research shows that data use is most effective when aligned across leadership and classroom practice (Van der Kleij, Taylor-Guy, & Rogers, 2023, p. 10). Nationally, the Australian Institute for Teaching and School Leadership ("AITSL") highlights effective data use as a key driver of teacher efficacy and school improvement. Its *Data Use Toolkit* outlines strategies for building staff capability, clarifying responsibilities, and embedding purposeful data cycles.

Broad purpose

The Director of Data and Analytics leads the development of a coherent and strategic approach to data use across the College. This includes designing and refining systems for data capture, integration, analysis, and reporting to support school-wide improvement. The role builds staff capability in data literacy, supports leaders to make evidence-informed decisions, and ensures that data processes align with the College's Vision for Learning. Working across both campuses, the Director of Data and Analytics fosters a culture where data is not only collected, but meaningfully interpreted and used to inform teaching, planning and student success.

Key areas of work

Leading a Whole-School Approach to Data Use

The Director of Data and Analytics will:

- lead a coordinated, whole-school strategy for data-informed improvement that aligns with the College's strategic priorities and Vision for Learning;
- work in partnership with campus and curriculum leaders to embed a culture of inquiry, reflection, and evidence-informed teaching practice;
- guide leaders in setting measurable improvement targets, monitoring progress, and evaluating the effectiveness of programs and interventions;
- develop and maintain a shared, school-wide understanding of how data contributes to improving student achievement, wellbeing and engagement;
- lead the change management process required to embed sustained data-informed practices across learning, wellbeing and leadership contexts;
- build strategic partnerships with internal and external stakeholders, including the College Executive, Directors of Teaching and Learning, ICT Team, Marist Schools Australia ("MSA"), and relevant data providers; and
- ensure that all data use serves a clearly defined educational purpose focused on equity, excellence and continuous improvement.

System Development and Data Infrastructure

The Director of Data and Analytics will:

- lead the design, implementation and continuous improvement of data systems and processes that support reliable, purposeful, and timely data use across the College;
- ensure College data practices align with legislative, sectoral, MSA, and Catholic Education South Australia ("**CESA**"), requirements for data privacy, retention and governance;
- work in close partnership with IT staff and external vendors to maintain systems that are secure, user-friendly and tailored to stakeholder needs;
- ensure seamless integration of academic, wellbeing and engagement data from multiple platforms, including SEQTA, Progressive Achievement Test ("**PAT**"), NAPLAN, Power BI, and College-based assessments;
- design, deploy, and maintain dashboards that are accurate, regularly updated, and support both strategic planning and day-to-day instructional decisions;
- scan for and trial emerging tools, technologies and methodologies that may enhance data use, including AI, predictive modelling, and learner analytics, in alignment with ethical and pedagogical standards; and
- evaluate and future-proof the College's data infrastructure to respond to evolving educational, operational and technological requirements.

Capacity Building and Professional Learning

The Director of Data and Analytics will:

- lead professional learning that builds staff data literacy, interpretation skills and confidence in applying data to improve teaching and learning;
- work with Directors of Teaching and Learning, Teaching and Learning Committee, Heads of House, and other key staff to ensure data is used meaningfully in curriculum planning, assessment design, pastoral care, and instructional strategies;
- provide targeted coaching and in-situ support to teams and individual staff in analysing classroom and cohort data to guide professional judgement;
- support the development of student-friendly data tools and processes that build learner agency, self-assessment, and goal setting, capturing student voice in the process;
- develop practical tools, protocols and exemplars to embed data-informed dialogue in Professional Learning and Collaboration teams and team-based planning; and
- foster teacher agency in data use by promoting collaborative inquiry, shared responsibility, and ongoing reflection on impact.

Monitoring, Evaluation and Reporting

The Director of Data and Analytics will:

- lead the development and implementation of systems and processes to monitor student learning growth, cohort progress and achievement trends over time;
- ensure that data is systematically used to evaluate the effectiveness of teaching programs, strategic initiatives and intervention models;
- coordinate the preparation and submission of required data reports for CESA, MSA, and other external agencies;
- produce high-quality reports and contribute to evidence-based evaluations for internal planning, external accountability, and school improvement reviews;

- support the development of specific, measurable and context-relevant improvement targets at the whole-school, cohort, classroom and individual levels;
- establish and enforce College-wide standards for data collection cycles, data quality, reporting timelines and role-based access, to ensure consistency and rigour in evidence use; and
- oversee broader College data work as required, ensuring all reporting obligations are met and insights are leveraged for ongoing improvement.

Alignment with Vision, Values and School Improvement Goals

The Director of Data and Analytics will:

- ensure all data-related practices authentically reflect the Catholic and Marist identity of the College and uphold the dignity and potential of each student;
- embed ethical standards in all aspects of data use, ensuring privacy, transparency and fairness guide decision-making;
- leverage data to promote a culture of high expectations, inclusive learning and student agency, consistent with the College's mission and Vision for Learning;
- use disaggregated data to identify and respond to patterns of disadvantage or underachievement among priority groups;
- support alignment between data-informed strategies and the ACER School Improvement Tool, MSA strategic priorities, and other key system priorities; and
- contribute to a coherent and sustainable improvement agenda by ensuring all data work is focused, intentional, and oriented toward long-term impact.

General

The Director of Data and Analytics will:

- uphold the Catholic, Marist ethos of the College and model the values of Presence, Simplicity, Love of Work, Family Spirit, and In the Way of Mary;
- actively participate in the life of the College, including formation, professional learning, and staff development;
- collaborate respectfully with colleagues, students and families across both campuses;
- demonstrate professional and pastoral conduct consistent with College policies and CESA expectations;
- contribute to key College events and community-building initiatives; and
- undertake other duties as required by the Principal or delegate.

Qualifications

Essential qualifications

The following are required for the role:

- formal teaching qualifications and current (or eligible) registration with the Teachers Registration Board of South Australia;
- demonstrated experience in using data to improve student learning, support teacher practice, and inform strategic decision-making;
- high-level analytical skills and proficiency in school-based data platforms (e.g., SEQTA, Power BI, NAPLAN, PAT, SACE);
- proven ability to lead professional learning and build staff capability in data literacy;
- experience working collaboratively with school leaders and cross-functional teams; and

- a demonstrated commitment to Catholic education and the values of the Marist tradition.

The following are considered advantageous:
- postgraduate qualifications in educational leadership, Data and Analytics, or a related field;
- experience in the design and implementation of data systems, dashboards, or custom analytics tools;
- experience contributing to school improvement reviews or evidence-based research projects; and
- familiarity with national frameworks such as the School Improvement Tool, AITSL Standards, or CESA's Living Learning Leading framework.

Screening and Compliance Requirements

The employee must hold and maintain the following certifications and clearances throughout their employment:
- current registration with the Teachers Registration Board of South Australia;
- accreditation to teach in CESA;
- a current Working with Children Check, in accordance with CESA requirements;
- approved Mandatory Notification training (Responding to Risks of Harm, Abuse and Neglect – Education and Care);
- a current First Aid certificate or qualification (as applicable to the role); and
- any additional certifications, registrations, or qualifications necessary for the safe and effective performance of the role.

Workplace health and safety (WHS)

Workers have a responsibility to:
- take reasonable care for their own health and safety
- take reasonable care to not adversely affect another person at work through acts or omissions
- follow reasonable instructions given to ensure health and safety; and
- cooperate with reasonable policies and procedures made available to staff, which are designed to protect people at work.

In practical terms this means to:
- use appropriate equipment and safe work procedures designed to ensure health and safety;
- participate in training programmes as requested;
- report unsafe/unhealthy conditions (hazards) in their work environment;
- report incidents or near misses which have or could have caused injury; and
- become familiar with and follow the policies, procedures and information about WHS available to staff on Complispace.

PORs (Positions of Responsibility) and **Managers** are required to:
- ensure staff are aware of and follow WHS policy and procedures described on CompliSpace;
- participate in training designed to support their responsibilities;
- ensure staff in their faculty/department attend training and induction designed to inform and protect them about risks associated with their work;
- encourage the formal reporting of hazards and incidents arising in the workplace;

- inform school leadership about hazards or issues which do or could affect health and safety and over which they cannot exercise control;
- respond appropriately to staff reporting work related psychosocial issues which have the potential to affect health (e.g., conflict between staff, bullying, harassment, and violence); and
- participate in workplace inspections, incident investigations and other WHS activities on request.

Behavioural expectations and fair treatment in the workplace

Employees of Sacred Heart College are expected to:
- comply with the Code of Conduct for Staff Employed in Catholic Education SA;
- comply with legislation, policies, procedures and protocols regarding the non-acceptance of any unfair workplace treatment – discrimination, harassment and/or bullying; and
- report any concerns and/or ask questions or seek assistance regarding anything you are unsure about.

Performance review

All employees are required to proactively participate in the College's Performance Development Program including periodic review.

Conditions of employment

The term of appointment is four years. Salary and conditions are in accordance with the South Australian Catholic Schools Enterprise Agreement (as amended from time to time). This position is classified as a Position of Responsibility (POR) 4 and includes a time release of at least 0.60 FTE. This release typically covers the equivalent of three teaching lines and a homeroom.

Reporting/working relationship

Immediately responsible to: Deputy Principal and Heads of Campus

Line management from: Deputy Principal

The College Principal is responsible for general employment conditions.

References

Australian Institute for Teaching and School Leadership. (2022). *Data Use Toolkit*. https://www.aitsl.edu.au/tools-resources/resource/data-use-toolkit

Institute of the Marist Brothers of the Schools. (2023). *In the footsteps of Marcellin Champagnat: Marist educational mission* (2nd ed.). Rome: Marist Brothers – Secretariat for Education and Evangelisation.

Van der Kleij, F., Taylor-Guy, P., & Rogers, C. (2023). *School Improvement Tool: Literature review*. Australian Council for Educational Research. https://doi.org/10.37517/978-1-74286-613-0