



Position Details

School Psychologist

At Strathcona Girls Grammar, we are committed to being a learning community that is Unstoppable Together, advancing the connections that inspire excellence, opportunity and impact for every student, grounded in optimism and the joy that shapes a purposeful life well lived.

Our mission, Empowering Minds , Enriching Community , Transforming the Future , underpins every aspect of school life. We believe that exceptional teaching has the power to transform lives. Through a culture of high expectations, curiosity, innovation and continuous improvement, we empower students to become confident, capable and future - focused learners who are prepared to thrive in an increasingly complex world.

Strathcona Girls Grammar is a school where the dignity of each person is recognised, respected and fostered. Our school takes an integrated and collaborative approach to building and strengthening safe and respectful school communities which are child safe .

Primary Purpose of the Position

We recognise that student wellbeing and learning are deeply interconnected. Our Wholebeing approach provides a holistic framework for supporting students to develop the wellbeing, resilience, relationships and personal capabilities they need to thrive at school and beyond.

Embedded across the School, Wholebeing focuses on personal wellbeing, strong relationships, connection and belonging, and the development of a supportive school community in which every student feels safe, valued and empowered.

The Senior School Psychologist plays an important role within this approach, working collaboratively with students, families, teaching staff and members of the Senior School and Student Care Teams to support students' social, emotional and psychological wellbeing.

The role contributes to a proactive and preventative culture of wellbeing, while also providing targeted support for students experiencing challenges that may impact their wellbeing, engagement or learning. Through consultation, assessment, intervention, referral and collaboration, the Senior School Psychologist helps ensure students receive appropriate and coordinated support.

Central to the role is a commitment to building students' capacity to understand themselves, develop resilience, navigate challenges and maintain positive relationships. The Senior School Psychologist also contributes professional expertise to the broader Wholebeing approach, helping to strengthen the capability of staff and the School community to support student wellbeing.

Ultimately, our Wholebeing philosophy reflects the belief that students who feel safe, connected, valued and supported are best placed to learn, grow and flourish.

In consultation with the Dean of Students, the role will work closely with the Student Care team and Learning Enhancement Team, in addition to teaching staff. The psychologist will support students and families within the school to facilitate access, participation and to maximise educational outcomes for students, and to utilise psychological expertise in education and learning to support and build the capacity of the school community toward the same goals.

Authorised by: Principal
Last reviewed: October 2026

Responsibilities	Outcome
Promote and enable the Strathcona Strategic Vision.	- Observable behaviours and professional practice of all staff at Strathcona. - Strathcona's vision is "To be a learning community that is unstoppable together, advancing the connections that inspire excellence, opportunity and impact, for every student, grounded in optimism and the joy that shapes a purposeful life well lived." - Underpinning this vision are the core values of Courage, Respect, Integrity, Compassion, and Empowerment.

Provide students with a child-safe environment.	• A demonstrated understanding of appropriate behaviour and legal obligations relating to child safety. • Be familiar with and comply with the School's Child-Safe Policy and Code Of Conduct, and any other policies or procedures relating to child safety.
To model observable professional behaviour and professional courtesy.	• An environment of professional trust, empowerment and learning is fostered.
Advise on and assist referrals for educational and psychological assessment and diagnosis in all areas of child and adolescent development	• Referrals for psycho-educational assessment involving intellectual and ability assessment tools, clinical measurement, clinical interview and observation. • Diagnosis requiring analysis and synthesis of multiple measures, • other information and understanding of diagnostic criteria as set out in DSM-V. • Knowledge, experience and understanding of developmental disabilities. • Clear understanding of normal and abnormal child and adolescent development. • Psychological assessment of mental health issues involving clinical measures, clinical interview skills, and observation and information from other sources. • Knowledge and understanding of mental health disorders and their relationship to child and adolescent development.
Provide short-term psychological counselling, therapy and programs for individuals and groups for a range of mental health, emotional and family issues.	• Experience and competence with individual psychological therapy, including a range of evidence-based therapies • Familiarity and experience with evidence-based group programs for mental health issues and resilience building. • Delivery of system level programs for students e.g. transition programs or facilitating small group preventative and proactive programs for students e.g. social skills • Advise about referral options and assist in facilitating referrals to appropriate professionals.
Plan evidence-based interventions in collaboration with other staff, relevant professional and parents.	• Communication and planning evidence-based interventions with school staff. Support and consultancy to staff regarding sensitive student matters. • A good knowledge and understanding of diversity of the student population and school, and principles and practices for inclusion. • Ability to participate in a multidisciplinary team. • Developing interventions to facilitate the educational services provided to students • Communication and planning evidence-based interventions with parents • Writing reports and professional letters • Liaison with external professionals and agencies • Developing links with relevant community agencies • Referring parents and students to professionals or agencies as needed • Advocating for students with special needs and other issues, including providing advice and written documentation regarding funding applications. Involvement in chairing and contributing to individual student planning meetings.
Participate as a member of School Staff and provide psychological input to the development, implementation and evaluation of school or	• Attending administrative meetings (school staff and colleagues) as appropriate to role. • Contributing to school level policy input, e.g. behaviour, student well-being, supportive school community strategies • Participating in the life of the school community as required, within the limits of ethical boundaries. Working within school-wide policies,

system learning programs, goals and outcomes.	procedures and operating principals to deliver services within a timely and professional manner.
Other duties as required.	Duties attended to efficiently and effectively, including being part of the NCCD team and being responsible for keeping accurate records relating to funding and data collection.

Reporting Relationships

Reports to	- Dean of Students - The Principal
Associated Relationships:	- Deputy Principal - Student Care Team - All Teaching and Professional Staff

Key Challenges

- Build on the School's reputation as a centre of excellence in education for young women and girls.
- Grow teacher expertise and effectiveness through challenge and support.
- Improve student engagement and learning through differentiation and student ownership.
- Promote the learning areas they lead.
- Enhance relationships with key stakeholders.
- Work collaboratively with colleagues to attain consistent and appropriate expectations of student achievement and conduct.

Selection Criteria – Knowledge and Skills

Essential:

- Knowledge and experience in child and adolescent development and mental health disorders.
- Ability to work within a school setting and value a team approach
- Strong working knowledge of Psychology Board of Australia's *Code of Conduct*
- Highly developed verbal and written communication skills.

Selection Criteria – Education and Experience

Essential

- Must be fully registered by the Psychology Board of Australia under the Health Practitioner Regulation National Law and have a strong working knowledge and awareness of the AHPRA code of conduct for psychologists
- Current working with children check

Selection Criteria – Advantageous

- Eligible for membership of the Australian Psychological Society.
- Eligible for membership of the APS College of Educational and Developmental Psychologists or College of Clinical Psychologists.
- Endorsement under the PsyBA as an Educational and Developmental Psychologist or Clinical Psychologist
- Speaking a language in addition to English would be an advantage

Personal Qualities

- Be a suitable person to engage in child-connected work.
- Supportive of the ethos of the Christian tradition.
- Demonstrated ability to work with others towards a common goal.
- Personal resilience, enabling effective management of multiple and conflicting demands.

Child Safe Standards

The School is committed to ensuring child safety. The School has zero tolerance for child abuse and will treat very seriously all allegation and concerns. In line with this commitment to child safety, the School has put in place policies and procedures to uphold the Victorian Child Safe Standards. These standards aim to promote child safety, prevent child abuse and set up processes to properly respond to allegations of child abuse.