

PRINCIPAL INFORMATION AND APPLICATION GUIDE

DIOCESE
OF
BALLARAT
CATHOLIC
EDUCATION
LIMITED



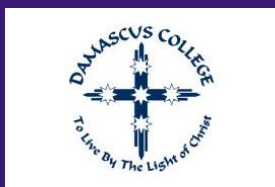
CATHOLIC EDUCATION BALLARAT



DAMASCUS COLLEGE BALLARAT

Applications close on Monday 4 April 2022

Commencement date:
Semester 2 or later by negotiation



Enquiries can be directed to:

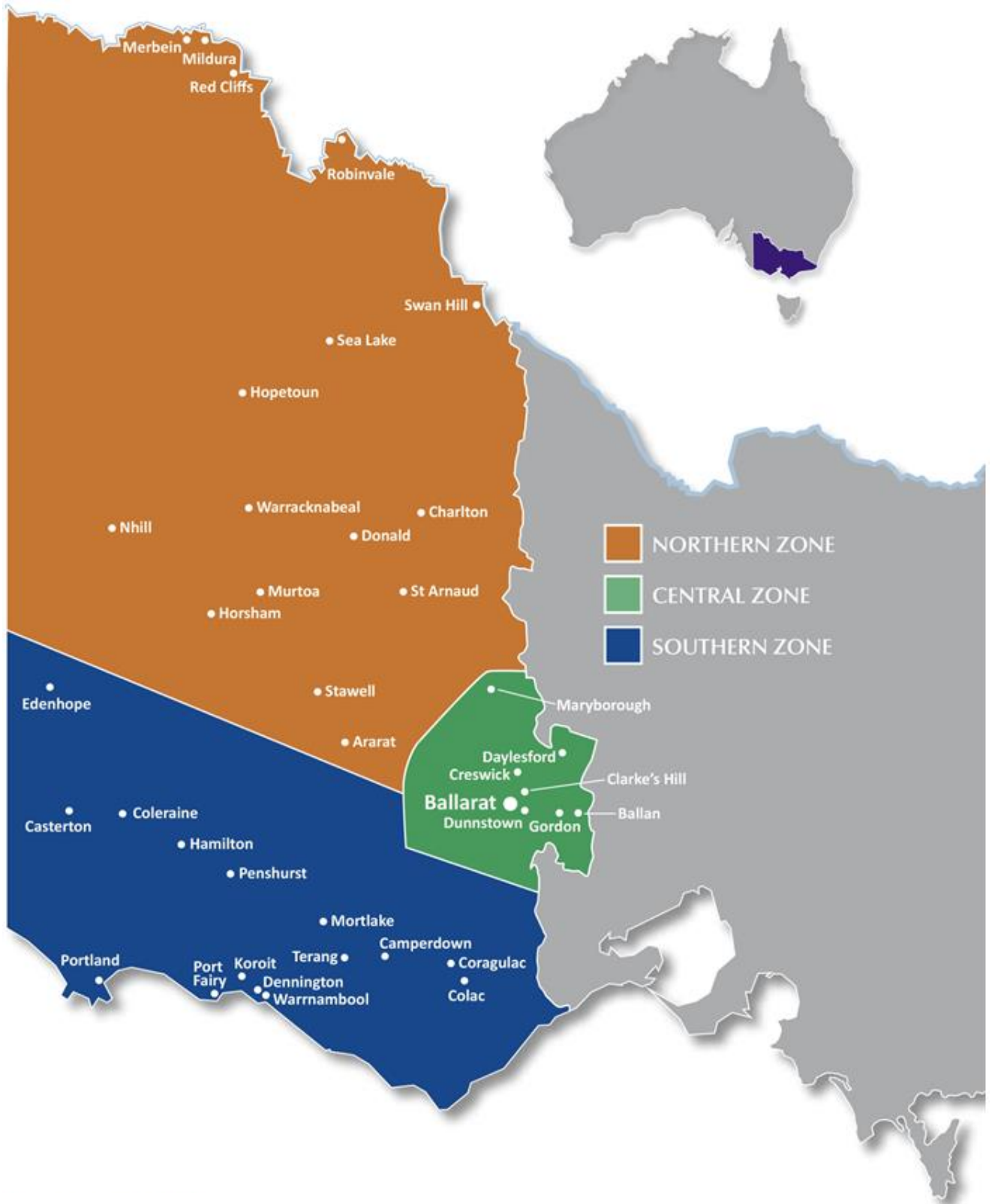
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THE DIOCESE OF BALLARAT

The Diocese of Ballarat has 64 diverse primary and secondary schools in total, providing distinctive Catholic education in rural and regional settings from the Murray to the Sea.

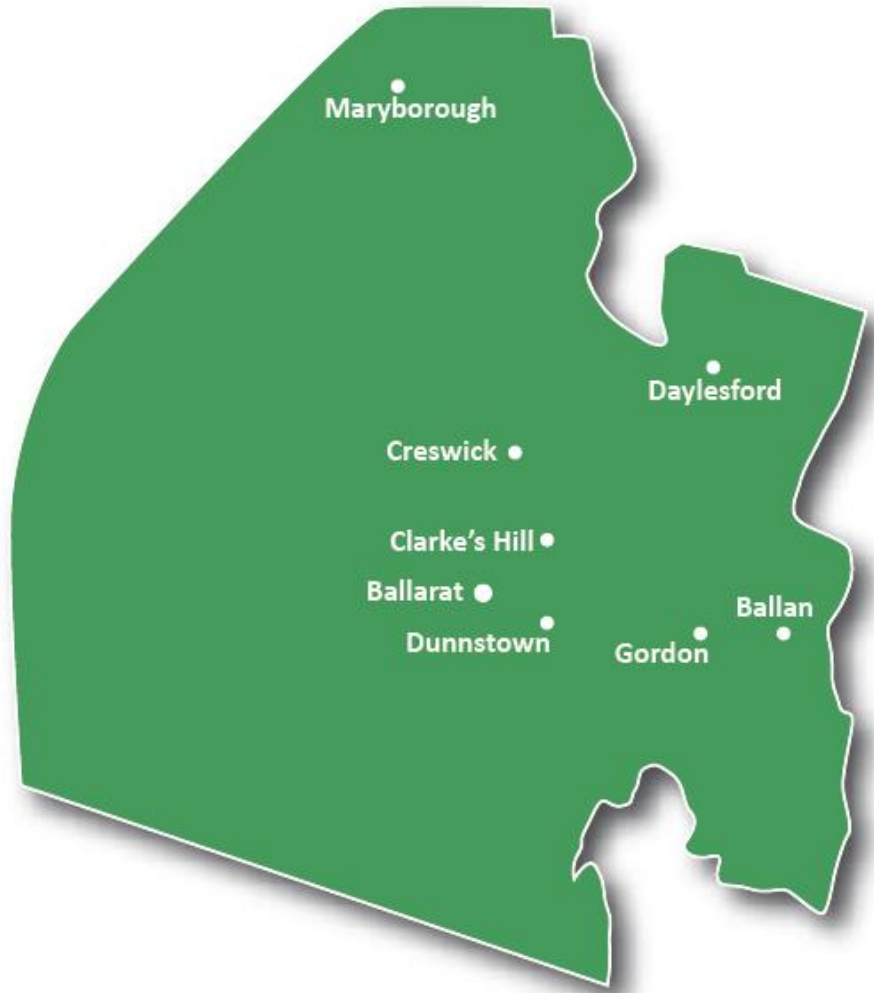
The Diocese is divided into the Northern, Southern and Central zones and has over 18,000 students enrolled in 52 Primary Schools (F-6), one Foundation to Year 8 School and 11 Secondary Schools (7-12).



BALLARAT LOCATION

Damascus College is located on a beautiful 20 hectare site in Mt Clear, 7 km south of Ballarat Central and 115 km from Melbourne's CBD. With a population of 100,000 people, a rich history and architecturally significant streetscape, Ballarat offers a work/life balance that is attractive to families and people at all

stages of life. V/Line services run regularly to Melbourne from both the Ballarat and Wendouree stations, and the cultural life of the community is vibrant and thriving. Lake Wendouree is at the heart of the city.



SCHOOL AT A GLANCE

Student Enrolments

1157 students

Staff

167 staff in total:

- 112 Teachers including Principal
- 17 Learning Support Officers
- 35 Education Support Staff (Administration)
- 3 Maintenance/Cleaning/Canteen/Gardening

Class Organisation

- Year 7 x 8 classes
- Year 8 x 8 classes
- Year 9 x 8 classes
- Year 10 x 8 classes
- Year 11 x 8 class
- Year 12 x 8 class

House System/Pastoral Care

All members of the College community – students and staff – are members of one of the four Houses. Each newly enrolled student is appointed to a House and remains a member of that House while a student at Damascus College. This House system is the basis for the Teacher Advisor (TA) grouping of students and for many of the activities which take place in the College.

There are also inter-House activities such as sporting competitions and Performing Arts activities. Thus, the House system is one of the ways in which the College pastoral care system is implemented.

The Houses are:

- McAuley
- St. Martin
- Rice
- Xavier

Students in all year levels take part in the TA Program which is a critical means of supporting students throughout their secondary education and is the primary point of contact for families. The College currently has 64 TA groups, 16 in each House.

Location

1412 Geelong Road, Mt Clear VIC 3350

Website

www.damascus.vic.edu.au



SCHOOL BACKGROUND

Damascus College, established in 1995, has a long and rich tradition of more than 140 years, with its origin in three foundation Colleges, dating back to 1881: Sacred Heart College (1881) and St Martin's in the Pines (1967), which were owned and administered by the Sisters of Mercy, and St Paul's Technical College (1948) which was a diocesan school conducted by the Christian Brothers at the invitation of the Bishop. Damascus College formed when these three schools amalgamated in 1995.

Today, Damascus College is governed by Diocese of Ballarat Catholic Education Limited (DOBCEL).

As Ballarat's only Catholic co-educational secondary college, Damascus College offers innovative and progressive learning and teaching that inspires and challenges students to be their best and to contribute confidently to the global community.

Offering a diverse curriculum that caters for various post-secondary pathways, providing young people with a solid foundation on which to build their lives, the school offers an education that focuses on the development of the whole person.

The College understands that each student has individual learning needs, with the aim to provide classroom activities that differentiate their abilities and learning styles. Students are encouraged to participate

in all activities available at the College, regardless of their skill level, as we firmly believe that a well-rounded education provides young people with the agency to be their best.

A co-educational setting reflects real-world communities and workplaces, setting students up to thrive and succeed after their Damascus education. Catholic co-education cultivates mutual respect, inclusiveness, understanding and support for one another, and it grows an understanding of the human dignity of every individual. At Damascus, learning programs are designed to assist the way students think, learn, and collaborate. Students can realise and appreciate their own individual style and values, as well as those around them.

Damascus College is fortunate to be able to offer students a contemporary learning environment only 7km from the Ballarat CBD, with access to innovative technology, flexible and modern classrooms, and ample open space and bushland. Students graduate from Damascus College with a strong sense of their own identity and worth, and an appreciation of Christianity in the Catholic tradition.



SCHOOL VISION AND STRATEGIC ASPIRATIONS

Damascus College is a dynamic Christ-centred learning community that values each member and is committed to inspiring and challenging students to reach their potential, and contribute confidently to the global community. The strategic aspiration of Damascus College is that by 2025, our aspirations to -

Be. My. Best. - Be. Your. Best. – Be. Our. Best

will be woven into the institutional fabric of Damascus College. It will enable every student, every staff member and every family member or community partner to become agents of their own futures. The College will have opened pathways of self-determination relevant for today, tomorrow and forever.

The 2021-2025 Strategic Plan is designed to enable each Damascus community member to reach their potential and to make every individual an agent of their own future. It is in this context that **Be. My. Best.** has emerged as our aspirations statement, a statement that grows out of the rich Mercy and Diocesan traditions of the College and that draws heavily on the story of ongoing conversion in the life of St Paul and the earliest Christian communities. It is a story of the hope and promise found in the Spirit. It is this story about being our best, which inspires our plan.

Be. My. Best. will be evident in the capacities, the authenticity, the discernment, and humanity of those within the College who learn, teach, and enable. It will shine always in the lives that are illuminated by living in the light of Christ.

The plan identifies five core pillars for Damascus College. The five pillars are linked, and each pillar is vital to activating and achieving the strategic plan.

The five school improvement pillars are:

- Faith & Catholic Identity
- Learning & Leading
- Wellbeing in Action
- Community Connection
- Future & Stewardship

Be. My. Best. is our aspiration today and our commitment through 2022-2024. It is our inspiration by 2025.

The Damascus College experience has a profound impact on all members of the community. These attributes describe the broader purpose of a Damascus College education. For students leaving the College, the following are the lived expressions of their education and for life beyond Damascus College. These attributes are:

- Gospel focus in the Mercy tradition
- Self-awareness and emotional wellbeing
- Critical thinking and problem solving
- Cultural awareness
- Global citizenship

PRINCIPAL ROLE DESCRIPTION

The Role

The Damascus College Principal is a leader who has an outstanding record of leadership within the education sector. Demonstrating a passion for excellence in faith and Catholic identity, teaching and learning, innovation, and staff development, and a commitment to achieving continuous and sustained improvement across all areas of the school, the Principal requires a strategic and forward-thinking mindset, characterised by high emotional intelligence, outstanding interpersonal skills and a collaborative style that nurtures, challenges and inspires students and staff, and the broader school community. Aligned with the values of the school, and guided by an instrument of delegation from the DOBCEL Board, the Principal has a strong desire to lead and be part of a thriving community.

The College has promulgated the Strategic Plan for 2022-25 and this provides an exciting opportunity to lead a team of committed and hard-working educational professionals to navigate the next stage of strategic growth for Damascus College.

Key Responsibilities

It is not the intention of this role description to limit the scope or accountabilities of the position but to highlight the most important aspects.

1. Faith and Catholic Identity Leadership

The Principal demonstrates faith filled leadership informed by the College's Mercy and Diocesan heritage across the school, including:

- leading and developing the spiritual and religious life of a school by working collaboratively to foster and grow the Catholic identity, values and traditions into the whole school community at every level;
- aligning with and leading growth, reflecting the Gospel values at Damascus College;
- active participation in parish life;
- engaging authentically with those in the school and the broader community from different faith and no faith backgrounds;
- the provision of a quality Religious Education program, informed by the Enhancing Catholic School Identity Project.

2. Organisational Leadership Experience

The Principal is an exemplary organisational leader, and someone who ensures compliance with DOBCEL policies and protocols, and legislative requirements, including Child Safety, Code of Conduct and Workplace Health and Safety processes. They understand governance, and possess commercial and financial management acumen, including:

- management of complex school operations and resources, including ICT, capital infrastructure and human resources;
- development and implementation of policy and procedures in a contemporary landscape, including Child Safe Standards;
- high level budgeting, planning and reporting capacity;
- valuing and promoting socially just activities, consistent with being the public face of a Catholic school;
- understanding and providing oversight of OHS, risk management and compliance;
- management of critical incidents, with appropriate delegation, as appropriate;

PRINCIPAL ROLE DESCRIPTION

Key Responsibilities (continued)

- understanding the competitive student enrolment environment, seeking ways to promote and identify key points of difference using marketing and brand development tools;
- inspiring and motivating staff at all levels of the school;
- providing leadership that engages, inspires and provides opportunity for staff, students and the community to flourish.

3. Strategic Leadership Capacity

The Principal leads strategically, by:

- thinking and acting strategically, by designing and implementing initiatives that will achieve long-term success in line with the College's strategic plan;
- communicating a compelling and inspired vision and sense of core purpose to the whole school community;
- developing strategy and implementing plans that incorporate an understanding of the key roles that staff, students and the community can play in achieving targeted outcomes;
- dealing with complexity and leading, influencing and embedding change that continuously improves the total educational experience for students, thus ensuring the future sustainability and viability of the school.

4. Learning, Leadership and Innovation

The Principal leads learning and innovation, by:

- building and sustaining a strong learning culture that translates into high levels of student engagement, motivation and achievement in all facets of curricular and co-curricular school life;
- using data and evidence-based research to develop innovative programs, structures and systems that support and enable a rich, coherent and challenging educational experience for all students, which will result in exceptional learning outcomes;
- understanding contemporary classroom practice and evidence-based approaches which will promote consistent personal growth;
- being a life-long learner and consistently and actively seeking feedback.

5. Staff Leadership

The Principal is an authentic and inspiring leader of staff. Through supporting others and building capacity, a professional learning community is developed that is focused on continuous improvement of teaching and learning by:

- working in close collaboration with other Leadership Team members to form an effective team;
- building and sustaining a culture of professional excellence and high performance, using a collaborative leadership style;
- assessing the strengths of key staff and building effective and cohesive teams;
- inspiring and motivating staff towards new directions through high quality professional growth and planning, whilst maintaining a focus on personal care and wellbeing;
- understanding positive workplace relations in the context of the sound implementation of the VCMEA and key employment policies and legislation;
- appraising, developing and performance managing staff to create a positive and constructive work environment that demonstrates the high value placed upon the human resources of the school.

PRINCIPAL ROLE DESCRIPTION

Key Responsibilities (continued)

6. Student Engagement and Wellbeing

The Principal actively promotes and maintains student engagement and wellbeing, by:

- ensuring an understanding of contemporary issues, challenges and matters of wellbeing, and systems of pastoral care to support and enable students to achieve, grow and thrive at each stage in their development;
- building quality relationships with students, acting as a positive and inspirational role model at all levels to ensure their social and emotional development;
- evolving the range of programs and experiences to maximise student engagement in the learning program.

7. Representation, Profile and Community Engagement

The Principal promotes and accurately represents the values of Damascus College. Appropriate relationships are developed with the school staff, students, parents and caregivers, Clergy, Parish, Sisters of Mercy, Catholic education community and the wider community, by:

- authentic engagement with the School Advisory Council;
- leading and engaging actively in community life, building positive relationships with parents and other key stakeholders, balancing and managing their needs constructively, thereby earning their respect and sustaining their support and commitment to the school;
- being actively present and engaged at key school and community events;
- treating all groups equitably and promoting an inclusive culture within which diversity is valued;
- proactively engaging with groups and individuals beyond the immediate school community;
- demonstrating a genuine commitment to supporting socially just initiatives.

8. Stakeholder Management

The Principal manages ambiguity and complexity across the school community, by:

- dealing with staff, parents and students in all matters, to effectively manage ambiguity and complexity;
- fully understanding conflict resolution processes and be able to effectively apply them within a whole school context;
- understanding varied parental expectations and effectively managing the challenges that can arise from these expectations;
- sustaining positive relationships, maintaining a solution-based focus in the context of our Catholic tradition, and using analysis, wisdom and experience to make decisions that achieve positive outcomes.

PRINCIPAL ROLE DESCRIPTION

Personal Qualities and Attributes

The Principal has the following qualities and attributes:

- possesses a genuine Christian faith, and is a person who models Christian values and develops Christian education within the life of the College;
- demonstrates a high level of integrity and creates a culture of trust;
- Is committed to a holistic approach to education and assists every student to achieve excellence in their educational endeavours;
- is able to demonstrate collegial and consultative leadership qualities, is an active listener, and actively and accurately reflects the opinions of others;
- enthuses and motivates staff and the broader community;
- values and supports diversity, and fosters a climate of inclusion and equity.

Key Selection Criteria

Applicants must address the following key selection criteria:

- demonstrated ability to create a shared vision, mission and strategic goals of the school and align them with the broader strategic directions of the Diocese;
- demonstrated ability to foster and grow the Catholic culture of the school, working with staff to develop and implement a sound religious education program, and provide faith leadership through personal example;
- demonstrated ability to develop positive relationships with staff, students, parents/caregivers, families, Parish, Ballarat Diocesan Catholic Education community and the wider community;
- demonstrated understanding of shared leadership in a learning community, including ability to lead innovation and change;
- demonstrated ability to select, support and develop staff through regular monitoring, performance reviews, professional learning and enacting effective employee relations;
- demonstrated ability to maintain a school's physical and financial resources in order to improve student learning outcomes;
- demonstrated ability to create a professional learning community that is focused on the positive culture of challenge, support and collaboration, and continuous improvement of learning and teaching;
- demonstrated ability to support all staff to achieve high standards and a commitment to their own learning;
- demonstrated ability to analyse student data on Catholic identity, academic performance, behaviour, and wellbeing to enhance learning outcomes;
- demonstrated understanding of the importance of creating a safe school environment which supports the needs of staff and students, with a particular focus on social, emotional and behavioural support.

PRINCIPAL ROLE DESCRIPTION

Essential Requirements

The Principal must:

- be a member of the Catholic Church and a regular participant in the sacramental life of a faith community;
- demonstrate a commitment to Catholic Education;
- have recent leadership experience within education;
- hold relevant post-graduate qualifications or a commitment to completing one within 5 years;
- hold registration as a teacher with the Victorian Institute of Teaching (interstate applicants must demonstrate that they can meet the requirements);
- hold accreditation to Teach Religious Education in a Catholic School or interstate equivalent;
- have a commitment to work within and align to the DOBCEL Vision and Mission;
- hold a current Victorian or National Police Check (included in VIT registration);
- maintain full mandatory vaccination status;
- hold a current Victorian Driver's Licence.



DOBCEL ORGANISATIONAL TRADITION AND CONTEXT

Diocese of Ballarat Catholic Education Limited (DOBCEL) is a company limited by guarantee, created to govern schools located across Western Victoria. DOBCEL and its administrative arm, Catholic Education Ballarat (CEB), work together to support the leadership of all Catholic Primary and Secondary schools, to promote Catholic identity, to deliver quality learning, provide effective stewardship, and nurture respectful and trusting relationships with the community. The Executive Director of Catholic Education Ballarat acts with a delegation from the Bishop of Ballarat to organise, administer, support and service all matters related to DOBCEL Schools and Catholic Education Ballarat.

VISION

As partners in Catholic education and open to God's presence, we pursue fullness of life for all.

MISSION

We journey towards this vision through:

- proclaiming and witnessing the Good News of Jesus Christ;
- ensuring quality learning that promotes excellence and fosters the authentic human development of all;
- living justly in the world, in relationship with each other and in harmony with God's creation;
- exploring, deepening and expressing our Catholic identity in diverse ways;
- enabling each one of us to reflect more fully in the image of God.

DOBCEL EMPLOYEES

DOBCEL employees are committed to making a meaningful contribution to Catholic Education through their work to assist DOBCEL to achieve:

- a safe and respectful workplace and learning cultures where all are empowered to flourish;
- inclusive communities of employees that are responsive to the needs of our time and context;
- an inspired approach to leading and serving Catholic Education communities;
- best practice in Catholic Education which promotes authentic human development;
- collaborative engagement between Parish, parent, student, and local communities;
- excellence in the governance and stewardship of DOBCEL resources.

SAFEGUARDING OF CHILDREN AND YOUNG PEOPLE

DOBCEL is committed to providing a safe environment for people of all ages, with special concern for children and young people.

All DOBCEL employees must:

- conduct themselves in accordance with the DOBCEL Safeguarding Children and Young People Code of Conduct;
- read, and conduct themselves in accordance with, the CECV Commitment to Child Safety;
- read and maintain their knowledge of DOBCEL Child Safeguarding policies, procedures and reporting obligations;
- understand individual professional and behavioural expectations associated with the safeguarding of children and young people;
- take all appropriate action to reasonably protect children and young people;
- complete as a minimum, all mandatory competencies/training and understand their professional obligations in relation to the safeguarding of children and young people.

PRINCIPALS AS LEADERS IN DOBCEL SCHOOLS

DOBCEL Principals model faith in action, leading their school community to enact a shared vision that focuses on the provision of a high-quality education for all students. The Principal leads the school community by personal and professional example to ensure the school:

- is recognised as an authentic Catholic school which promotes Gospel values and nurtures spiritual development;
- delivers a contemporary, high quality, and evidence-based learning experience for students;
- achieves a high standard of academic success;
- is collaborative and continuously develops and supports staff;
- is a learning community.

In addition, DOBCEL Principals must:

- assume operational and strategic responsibility for the effective leadership and stewardship of their school within DOBCEL approved processes, policies and guidelines;
- conduct themselves in a professional manner which is in accordance with the Australian Institute for Teaching and School Leadership (AITSL) standards and the Victorian Institute of Teaching Code of Conduct;
- take reasonable care for personal health and safety in the workplace and reasonable care for the health and safety of others who may be affected by actions or omissions;
- cooperate with any CEB actions taken to comply with the OHS Act or Regulations.

LEADERSHIP OF COMMUNITY ENGAGEMENT

DOBCEL Principals have the responsibility to ensure their school is a place of welcome, and strengthen partnerships between their school, parents, parish, diocese and wider community. In leading their school community engagement, the Principal will:

- foster partnerships between the school, families, parish and the broader community;
- engage with staff and families to work collaboratively for school improvement and improved student outcomes;
- engage with local, zone and diocesan principal and learning networks;
- implement open and effective communication strategies, policies and practices of student learning which enhances parental engagement;
- build respectful relationships and seek to remove barriers to engagement of student learning;
- actively participate in a collaborative approach to leadership within the Diocese and engage regularly with the Parish Priest, Parish Leaders and Catholic Education Ballarat;
- actively promote Catholic education;
- lead the school involvement in the promotion and commitment to reconciliation, and the establishment of meaningful and respectful partnerships with Aboriginal and Torres Strait Islander people.

LEADERSHIP OF SCHOOL VISION AND MISSION

DOBCEL Principals actively and collaboratively develop, embed and communicate a whole school vision and mission. They influence change by continuously defining, articulating and shaping the future through the lens of Catholic faith and tradition.

In leading their school's Vision and Mission, DOBCEL Principals will:

- lead the ministry of their Catholic school within the mission of the Church;
- engage their school community in the development and enactment of the school's vision and mission;
- demonstrate authentic witness and commitment to their school's vision and mission;
- ensure that the vision and mission informs school policies, practices and procedures;
- enliven the charism of their school through stewardship of its history and tradition.



LEADERSHIP OF CATHOLIC SCHOOL CULTURE

DOBCEL Principals provide leadership in mission and evangelisation through Christian witness, active participation in parish life, fostering the religious life of their school, promotion of Gospel values and the provision of quality Religious Education. In leading their school's Catholic culture, the Principal will:

- demonstrate witness and commitment to the Catholic Faith;
- lead and promote alignment of the school's Vision, Mission and Values;
- act in a spirit of co-responsibility, giving witness to the distinctive educational, moral and social purpose of their Catholic school;
- promote Catholic identity through evangelisation, faith education, liturgy and prayer;
- collaborate with Priests and Parish leaders to nurture students and the school community in the celebration of sacraments, scripture and prayer;
- lead the school's participation and data analysis of Enhancing Catholic School Identity (ECSI) Surveys to inform priorities that promote and enhance Catholic School identity;
- lead the implementation and evaluation of the Religious Education Curriculum (Awakenings), in accordance with the mandate of the Bishop of Ballarat;
- ensure a range of faith formation opportunities are available for students, families and staff;
- model attentiveness to own spiritual formation and leadership;
- enable all members of the school community to participate in the practice of Christian witness and the core principles of catholic social teaching, through appropriate activities and social justice opportunities;
- ensure school policies and practices are consistent with DOBCEL requirements;
- nurture partnerships with the Parish, the wider Catholic community and Church agencies.



LEADERSHIP OF STAFF AND STEWARDSHIP OF RESOURCES

DOBCEL Principals provide effective leadership, develop a clear strategy to build a professional team of highly skilled staff and promote collective responsibility for school culture, staff and student outcomes. The Principal also leads the effective stewardship of all school resources.

In leading their school staff, the DOBCEL Principal will:

- ensure all staff recruitment, performance management and induction processes are in accordance with DOBCEL policies and procedures;
- build a performance and development culture including the development, implementation and monitoring of professional learning plans;
- through consultation, develop a continuous school improvement agenda;
- ensure effective consultation, delegation and transparent decision-making processes are in place;
- make provision for succession planning, leadership development, and formation of staff;
- promote a culture of professionalism and accountability across the school community and for all staff in the delivery of quality learning and teaching programs;
- develop and maintain positive, professional relationships with staff;
- develop and implement appropriate strategies for organisational change.

In leading the stewardship of school resources, the DOBCEL Principal will:

- ensure that the school remains compliant with all legislative requirements for its registration;
- be responsible and accountable for the transparent stewardship of all financial resources;
- oversee planning for the short, medium and long-term financial viability of the school, including the development of an annual budget to ensure that the school is adequately resourced and staffed;
- in consultation with Catholic Education Ballarat, develop, implement and monitor a school master plan to oversee the maintenance and development of school property and facilities to comply with legislative requirements and regulations;
- ensure all DOBCEL policies are implemented and ongoing compliance is achieved;
- ensure school procedures are consistent with DOBCEL policies and understood by all stakeholders;
- establish efficient systems for the use and protection of data and records management.

LEADERSHIP OF LEARNING AND TEACHING

DOBCEL Principals lead the development, implementation and evaluation of a contemporary school curriculum which focuses on high quality teaching to ensure student learning, and builds a culture of collaboration within a community of engaged teachers.

In leading their school's Learning and Teaching, the DOBCEL Principal will:

- ensure the school has a clearly documented, coherent and sequenced curriculum plan that is regularly evaluated;
- ensure consistent research-based learning, teaching and assessment practices are aligned with the mandated curriculum;
- ensure the school has in place agreed and effective pedagogical practices that lead to high quality learning;
- develop a culture of effectiveness by leading regular evaluations using data to inform practice;
- lead the analysis of school data to inform priorities and improve student learning;
- integrate emerging technologies to enhance learning where appropriate.

LEADERSHIP OF WELLBEING

DOBCEL Principals facilitate a positive climate that recognises the uniqueness and value of each person and establishes a safe school environment in which a spirit of genuine care and acceptance of all is achieved.

In leading Wellbeing, the DOBCEL Principal will:

- ensure a safe environment that contributes to positive learning outcomes and the wellbeing of the whole school community;
- Ensure a duty of care for students and staff, in accordance with legislative, compliance and policy requirements;
- ensure provision of learning opportunities for students with diverse needs;
- recognise and support the needs of students, families and carers facing complex challenges;
- set high standards of behaviour, encouraging active engagement and strong student voice;
- build, promote and support positive relationships between all members of the school community;
- collaboratively develop and implement appropriate wellbeing policies and practices;
- ensure a school environment which supports social and emotional learning opportunities;
- promote and ensure consistent, positive behaviour management practices.

LEADERSHIP OF SAFEGUARDING OF CHILDREN AND YOUNG PEOPLE

The Catholic Diocese of Ballarat is committed to providing a safe environment for people of all ages, with special concern for children and young people. In schools, DOBCEL Principals will lead a proactive approach to monitoring and protecting the wellbeing of children and young people by:

- demonstrating an understanding and commitment to all aspects of child safety legislative requirements including, but not limited to Ministerial Order 870;
- maintaining knowledge of the mandatory requirements and professional standards associated with the safeguarding of children and taking appropriate action where required;
- ensuring school compliance with all CEB, DOBCEL, CECV and all other regulatory bodies that outline child safeguarding policies and practices;
- ensuring all staff have completed all mandatory competencies and training.



PARTNERING AND COMMUNICATION

All DOBCEL employees have a responsibility to ensure effective communication is maintained to:

- promote a culture of partnering and collaboration;
- ensure appropriate language and behaviour is demonstrated in every interaction;
- ensure timely support is offered and provided to identified needs;
- develop and maintain effective relationships with relevant internal and external stakeholders to build and enhance DOBCEL services;
- facilitate effective working relationships between DOBCEL schools and office employees;
- contribute towards creating a harmonious working environment and maintain effective team work and professional working relationships.

PERFORMANCE AND PROFESSIONAL DEVELOPMENT

All DOBCEL employees have a responsibility to undertake continuous professional development to:

- participate in regular team meetings and committees as required;
- develop an individual development plan aligned to organisational and role priorities;
- participate in performance, development and review conversations as required;
- complete all mandatory training required as an employee of DOBCEL;
- comply with all expected professional expectations and codes of conduct as outlined by DOBCEL or the relevant regulatory professional body;
- demonstrate the need to continually develop new skills and update knowledge appropriate to the role.

HEALTH AND SAFETY

DOBCEL is committed to providing a work environment that is safe and free of risks to health, so far as is reasonably practicable. To achieve this all employees must:

- take reasonable care for their own health and safety;
- take reasonable care for the health and safety of others who may be affected by their acts or omissions;
- cooperate with anything DOBCEL does to comply with OHS requirements;
- comply with all DOBCEL Safe Working Procedures at all times;
- use appropriate Personal Protective Equipment (PPE) as required;
- periodically update their employer about any medical condition they have that:
 - is life threatening or may require Emergency Services to be called;
 - could impact on their ability to perform their duties;
- complete occupational health and safety training courses as required and participate in compliance briefings or inductions as directed;
- not 'intentionally or recklessly interfere with or misuse' anything provided at the workplace to support health, safety and welfare;
- report all hazards (e.g. unsafe working conditions) and incidents (e.g. injuries, illnesses etc.) to their employer;
- work co-operatively and consult with Health and Safety Representatives to resolve workplace safety changes and issues;
- undertake all work activities in a manner that ensures the workplace is free from harassment, bullying and discrimination and supports workplace diversity.

APPLICATION PROCEDURE

Applications for Principalship must include:

- a completed [Principal Position Application Form](#) (Word document);
- a professional Curriculum Vitae including full employment history and positions of leadership (no more than 3 pages);
- a response to the key selection criteria of no more than 5 pages.

Applicants must also ensure they meet the requirements for the role as outlined in the Principal Role Description.

Applications close on Monday 4 April 2022.

SELECTION AND APPOINTMENT

The Executive Director of Catholic Education Ballarat, in consultation with the Bishop of Ballarat, is the responsible party in the matter of selection and appointment of Principals in schools other than those owned by religious orders.

All proceedings of the selection panel shall be strictly confidential and no information gained from applicants shall be divulged to any person or organisation outside the selection panel.

REFERENCES

The following are requirements for this position:

The selection panel has an obligation to obtain credible information about the applicant in order to make an informed decision. Each applicant must provide a minimum of two (2) referees using the DOBCEL [Principal Referee Assessment Form](#) (Word document).

Referees must include:

- **PARISH PRIEST;**
- **PROFESSIONAL COLLEAGUE.**

Applicants will provide the Principal Referee Assessment Form to their nominated referees and ask them to complete and submit as soon as possible.

In addition to the references supplied, if the panel needs to contact other relevant people, this will be discussed with the applicant.

In seeking referee information, confidentiality and sensitivity to the particular situation of the applicant are carefully observed.

PRINCIPAL CONTRACTS, TERMS AND CONDITIONS

- Catholic Secondary Principal appointments are contract positions as outlined in the CECV Recommended Conditions of Employment for Secondary Principals.
- The usual contract periods will be an initial contract of seven (7) years followed by the possibility of further contract periods of five (5) years. Further contracts are at the sole discretion of the Executive Director, following a diocesan process of review and appraisal prior to each negotiation of a new contract.
- In accepting a Principalship within the Ballarat Diocese, the Principal agrees to participate fully in the Ballarat Diocesan Principal Induction Program and performance review processes.
- Relocation costs: The successful person will be financially supported to relocate to the location of the School community in accordance with DOBCEL policy.



DIOCESE
OF
BALLARAT
CATHOLIC
EDUCATION
LIMITED



CATHOLIC EDUCATION BALLARAT

Diocese of Ballarat Catholic Education Limited

200 Gillies Street, Lake Wendouree

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