

PRINCIPAL INFORMATION AND APPLICATION GUIDE



ST JOSEPH'S PRIMARY SCHOOL, WARRNAMBOOL

Applications close: Monday 15 March, 2021

Commencement date: Term 2, 2021 (negotiable)

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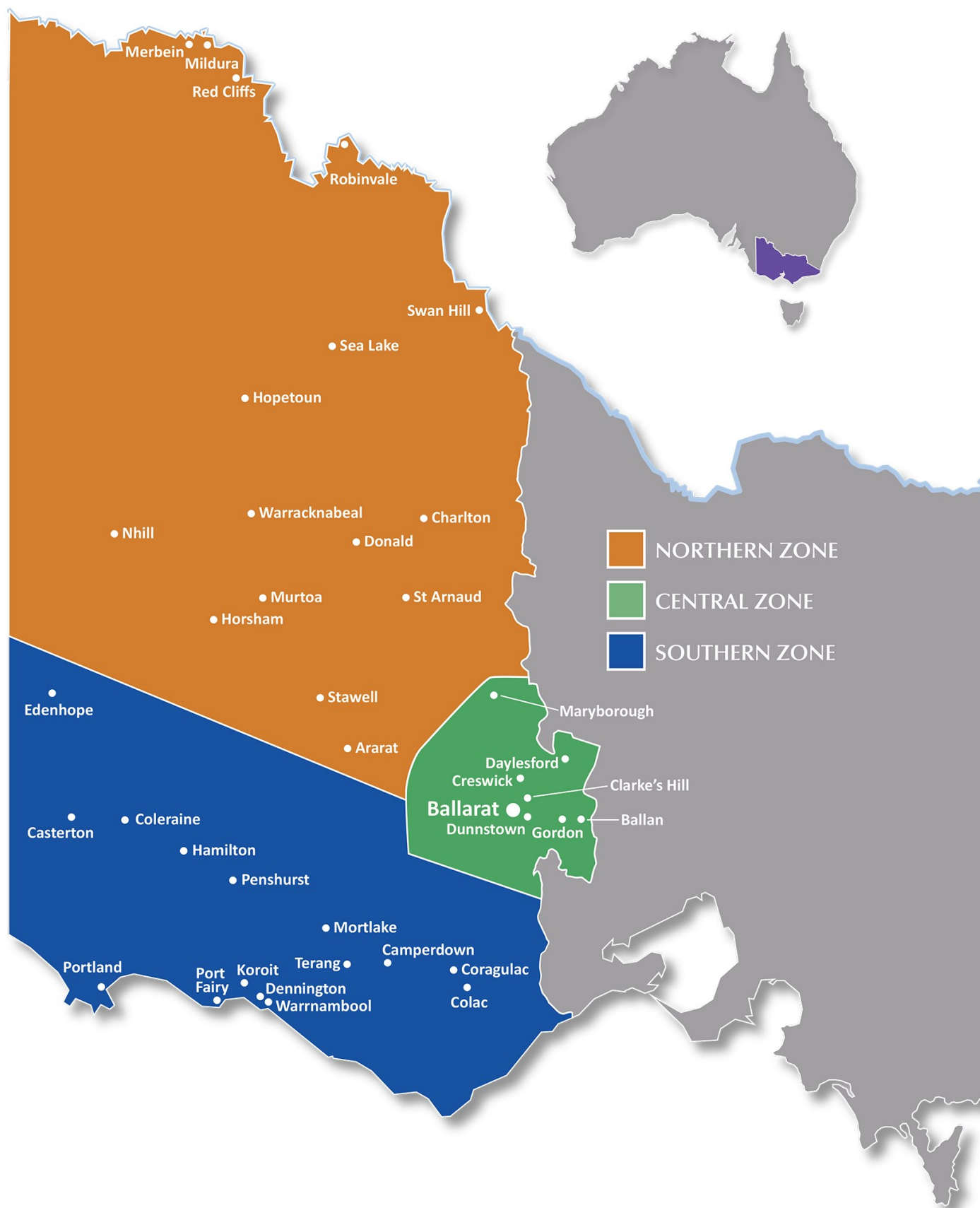
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THE DIOCESE OF BALLARAT

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).



WARRNAMBOOL LOCATION

Warrnambool is a large regional centre of around 35,000 with many services available. The area is a popular destination along the Great Ocean Road and Shipwreck Coast.

Warrnambool is approximately 2 hours drive from Ballarat, 2.25 hours from Geelong's CBD, and just over 3 hours from Melbourne's CBD. Regular V/Line services run between Warrnambool and Southern Cross Station.



SCHOOL AT A GLANCE

STUDENT ENROLMENTS

603 students

STAFF

81 staff

CLASS ORGANISATION

St Joseph's Primary School is 'Professional Learning Community' (PLC) with a focus on learning, a collaborative culture and a results orientation; in line with the Victorian Curriculum. There are 27 class groups:

- 4 x Foundation (average of 20 students)
- 4 x Year 1 (average of 22 students)
- 4 x Year 2 (average of 20 students)
- 3 x Year 3 (average of 25 students)
- 4 x Year 4 (average of 25 students)
- 4 x Year 5 (average of 23 students)
- 4 x Year 6 (average of 22 students)

SPECIAL PROGRAMS

- Art and Drama Program
- Health and Physical Education Program
- Sporting Program (School Sport, Victoria)
- Library Resource Centre
- Language – Japanese
- Information Technology Specialist
- Learning Diversity Program with an individual student learning plan focus, including a tier 2 and 3 intervention and support program. Student learning behaviors are built around a restorative justice model built on respectful relationships.
- School ICT Device Plan is: Foundation – 2 (Ipad), Grade 3 laptops and Grade 4 to 6 a chrome book personal device.

CATHOLIC SCHOOL CULTURE

- Ballarat Diocesan 'Awakenings' curriculum program
- Sacramental Program: Family based, parish co-ordinated and school supported.
 - Year 3 – Confirmation
 - Year 4 – First Eucharist
 - Year 6 – Reconciliation
- Strong parish partnership
- Participant in the Enhancing Catholic School Identity Project (ECSI)

SCHOOL SPECIAL FEATURES

- Enormous grounds with three separate oval spaces, a passive play area supported by three large playgrounds
- School hall/gymnasium/stage/canteen with a full size basketball court
- School Location: Opposite City Botanical Gardens, adjacent to the Warrnambool City Council 'Aquazone' Aquatic Centre and a central Warrnambool location. Warrnambool City Council 'After School Care' on-site

LOCATION

70 Botanic Road, Warrnambool, Victoria 3280

PARISH PRIEST

Fr John Fitzgerald

WEBSITE

www.sjwarrnambool.catholic.edu.au

For further details see the
St Joseph's Primary School, Warrnambool website



SCHOOL BACKGROUND

St Joseph's Primary School in Warrnambool, Victoria, Australia. A vibrant, imaginative Catholic educational community striving to provide a school environment filled with hope, passion, fun and outstanding learning. The school vision constantly challenges the community to look to the future, building on a rich history of parish life, partnership, involvement, academic achievement, sporting endeavour and participation in the Arts.

At St Joseph's Primary School every person matters! Staff members, parents and students strive to inspire each other, build respectful relationships and are committed to education, faith and friendship.

St Joseph's Parish was founded to proclaim Jesus' message of God's love to be shared and celebrated within the Warrnambool City. The school has a particular focus of supporting young people and families in this endeavour with a particular focus on the Church's mission in education. Our Catholic faith calls us to embrace the contemporary world with a Catholic imagination, and a particular hope-filled view of the human person and all of creation. St Joseph's invites students to make sense of their world and their lives within a faith community that is committed to the mission of Jesus. Over a long and proud history St Joseph's Primary School has and will continue to bring life to learning, commitment to our faith and respect to relationships.

The recent Annual Report to the school community articulates our achievements and enduring commitment to excellence in learning and teaching. St Joseph's Primary School's relentless pursuit of quality learning outcomes involves all staff, the school families, our community partnerships and most importantly the students themselves. Working together we support and help each student to be their "very best, every day."

SCHOOL STRATEGY

After several years of active research and in response to our analysis of our school-wide student learning data, the St Joseph's Leadership Team, staff and School Advisory Council announced a transformative five-year school improvement strategy. The Professional Learning Community (PLC) strategy focuses our school resourcing on essential learning, building staff curriculum knowledge, teacher pedagogy, a school-wide collaborative culture and student-focused result orientation.

Within the school improvement strategy framework, the annual actions focus on:

- developing a contemporary learning culture which engages and enables students to achieve ongoing

success with improved student learning outcomes, with a particular focus on mathematics and literacy,

- transforming teaching and learning in religious education guiding students to develop post-critical belief and an enhanced understanding of the Catholic story and tradition in today's world, and
- developing a supportive and engaging school climate which fosters student wellbeing and empowers every student to be a resilient and successful learner.

SCHOOL OUTCOMES

The strategy action sharpened the school's focus on student achievement, especially on the core areas of literacy, numeracy and learning behaviours and respectful relationships. The school is committed to every student achieving 12 months learning growth, and to the safety and wellbeing of all students.

By the end of Grade 6 students at St Joseph's will achieve the following particular outcomes:

Identity:

Outcome: "Children have a strong sense of identity". (Safe, secure and supported).

Communication:

Outcome: "Children are effective communicators". (Interact verbally/non verbally for a range of purposes).

Wellbeing:

Outcome: "Strong sense of wellbeing". (Strong in their social, emotional and spiritual well-being).

Learning:

Outcome: "Children are confident and individual learners" (Curiosity, enthusiasm, persistence, imagination and reflection).

Confident individuals that-

- Embrace opportunity,
- Make rational and informed decisions about their own lives,
- Accept responsibility for their actions, and
- Build knowledge, skills and understandings for entry to secondary education

Community:

Outcome: "Children are connected with and contribute to their world". (Sense of belonging, understanding rights/responsibilities and active participation in life).

SCHOOL BACKGROUND (CONTINUED)

2019 ANNUAL SCHOOL DATA COLLECTION

To measure and plot school success, and to support the next five year's school improvement focus regular data collection and analysis does occur. The tools to collect relevant empirical data are:

- Cyclic School Review; to be completed in 2020 & 2021.
- School-wide student, family and staff surveys of the school's Catholic identity
- Staff, students and families complete a School Improvement Survey (SIP) program every two years.
- Students in various grade levels completed optional health and wellbeing surveys, including 'Communities That Care' (Royal Children's Hospital Melbourne), the 'Great South Coast Health Behaviour Study' (Deakin University, 2019, 2017 & 2015).
- Characteristics of an Effective Catholic School Survey, (CHECKS) support the school review process.

SCHOOL FINANCIAL PERFORMANCE

The school-enterprise reported a good financial position in 2019; government grants were acquitted in the year as per requirements, private income collection met budget and targets; all the planned capital investment was completed and school budgets were on target.

The Annual Financial Statement 2019 (AFS) has been audited (Based on a balance sheet of \$8.2 million) and certified by the diocesan school auditors (McLaren Hunt Financial Group). The AFS has been reported to the school community (Annual Report, school website and School Advisory Council Annual General Meeting, June 2020) and the required education agencies (Catholic Education Commission of Victoria and Catholic Education Office Ballarat) and all government authorities.

ST JOSEPH'S 2020 AND 2021 FOCUS

The school focus will be on strategy execution; including meeting our strategic priorities and developing a clear roadmap for delivering our next 5-year school improvement plan. We will finalise our School Master Plan, giving direction for school building and facility development into the future. The school will undertake the Victorian Registration and Qualifications Authority audit and complete the cyclic school review. Our school senior leadership structure will be aligned to the new Catholic primary school governance arrangements as implemented by the Diocese of Ballarat Catholic Education Limited (DOBCEL).

CATHOLIC SYSTEM 2021 FOCUS; GOVERNANCE (DOBCEL)

A number of factors have led to the need for a change in parish primary school governance arrangements. These include recommendations that have been made from a royal commission and a parliamentary inquiry. More importantly, the new governance arrangements will need to preserve and strengthen the Catholicity of our schools in the future. With legislative and compliance requirements rapidly becoming more complex for our schools, a governance model based on incorporation is underway.

The new diocesan governance model seeks both to ease the administrative burden on our schools and parishes, and to allow the parish priest more time to focus on the mission of education in the parish. While the governance model will change one aspect of the relationship between parish and school, it is essential that parishes and schools continue to be partners in the faith development of students. The connection between parish and school enables our young people to participate in the celebration of the Eucharist and the sacraments: the 'source and summit' of our Christian lives. It is the essence of an educational experience that is truly Catholic.

By January 2021, the new governance arrangements are planned to be in place for parish primary schools in the Catholic Diocese of Ballarat. The governance reforms will enable schools to continue delivering outstanding faith, strengthen our catholic identity and bring Christian values to the fore without. Proposed governance reforms will also preserve the critical pastoral role of the parish priest in the school community. In the Ballarat Diocese this function will operate under the auspices of the Ballarat Bishop and will be a company limited by guarantee (Diocese of Ballarat Catholic Education Limited).

PRINCIPAL ROLE DESCRIPTION

ORGANISATIONAL TRADITION AND CONTEXT

The Diocese of Ballarat Catholic Education Ltd. (DOBCEL) operates Schools in a diverse and geographically extensive diocese which covers the west of Victoria, extending from the Murray River in the North to the Southern Ocean in the South. The Diocese of Ballarat is a place of natural, communal and economic diversity and education occurs in interwoven communities of learners gathered in Jesus' name. It has its foundation in communities of believers who have made their education system a place of welcome to reach out to nurture all God's people. Generations of diocesan clergy, religious congregations and lay people have endeavored to establish the flourishing educational communities that exist today, with each school an expression of our foundational belief that we are all created in the image of a loving God.

OUR VISION

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

OUR 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.

ALL DOBCEL EMPLOYEES

Will make a meaningful contribution to Catholic Education through their work and help DOBCEL achieve:

- 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 our parish, parent, student, and local communities;
- excellence in the governance and stewardship of DOBCEL resources.

DIOCESE OF BALLARAT CATHOLIC EDUCATION LIMITED (DOBCEL)

DOBCEL is a company limited by guarantee created to govern nominated Catholic schools in the Diocese of Ballarat. The Executive Director of Catholic Education acts:

- with a delegation from the Bishop in the organisational, administrative, support and service matters related to DOBCEL Schools and DOBCEL Management;
- with a delegation from DOBCEL in the leadership, oversight and management of DOBCEL Schools and employees, including the appointment, supervision and performance management of all School Principal and DOBCEL Management employees.

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 in understanding professional obligations in relation to the safeguarding of children and young people.

PURPOSE

The Principal models faith in action, leading the 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, the Principal must:

- assume operational and strategic responsibility for the effective leadership and stewardship of the 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.

KEY RESPONSIBILITIES

Under the direction of the Executive Director, this role will provide:

LEADERSHIP OF SCHOOL VISION AND MISSION

The Principal actively and collaboratively develops, embeds and communicates 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 the school Vision and Mission the Principal will:

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

LEADERSHIP OF CATHOLIC SCHOOL CULTURE

The Principal provides leadership in mission and evangelisation through Christian witness, active participation in parish life, fostering the religious life of the school, promotion of Gospel values and the provision of quality Religious Education.

In leading the school's Catholic culture, the Principal will:

- demonstrate witness and commitment to the Catholic Faith;
- lead and promote alignment of the School Vision, Mission and Values;
- act in a spirit of co-responsibility, giving witness to the distinctive educational, moral and social purpose of the 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 COMMUNITY ENGAGEMENT

The Principal has the responsibility to ensure the school is a place of welcome, and strengthens partnerships between the school, parents, parish, diocese and wider community.

In leading the 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 STAFF AND STEWARDSHIP OF RESOURCES

The Principal provides effective leadership, develops a clear strategy to build a professional team of highly skilled staff and promotes collective responsibility for school culture, staff and student outcomes. The Principal also leads the effective stewardship of all school resources.

In leading the School staff the 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 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 CEB 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

The Principal leads 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 the school's Learning and Teaching the 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

The Principal facilitates 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 Principal will:

- ensure a safe environment that contributes to positive learning outcomes and the wellbeing of the whole school community;
- ensure 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, the Principal 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.

OTHER

- It is not the intention of this position description to limit the scope or accountabilities of the position but to highlight the most important aspects of the position.
- Carry out all other duties within the limits of skill, ability and competence, as may be directed from time to time.
- The accountabilities described within may be altered in accordance with the changing requirements of the role.
- The Principal is expected to comply with and demonstrate a positive commitment to upholding all DOBCEL policies, procedures, and work instructions.



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.

MANDATORY REQUIREMENTS

The following are requirements for this position:

- membership of the Catholic Church and regular participation in the sacramental life of a faith community;
- a demonstrated commitment to Catholic Education;
- recent leadership experience within education;
- relevant post graduate qualifications or a commitment to completing within 5 years;
- registration as a teacher with the Victorian Institute of Teaching. (For interstate applicants, demonstration that you meet the requirements);
- accreditation to Teach Religious Education in a Catholic School or interstate equivalent;
- satisfactory criminal records check;
- satisfactory completion of the declaration, according to the requirements of the Victorian Registration and Qualifications Authority;
- a commitment to work within and align to the DOBCEL Vision and Mission;
- hold a current Victorian or National Police Check

KEY SELECTION CRITERIA

Selection criteria are designed to help make the most accurate match between the requirements of a position and the skills of an applicant. As part of the application, a written response to the selection criteria is required. The written response should be no more than 4 (A4) pages in length using a font size of 12 pt., with 1.5 line spacing.

Six selection criteria have been developed based on the key aspects of schooling as outlined in the Ballarat Diocesan School Improvement Framework. The following six selection criteria must be addressed:

VISION AND MISSION

Understanding and 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.

CATHOLIC SCHOOL CULTURE

Understanding or demonstrated ability to foster and grow the catholic culture of the school, work with staff to develop and implement a sound religious education program, and provide faith leadership through personal example.

COMMUNITY ENGAGEMENT

Understanding and/or demonstrated ability to develop positive relationships with staff, students, parents/ caregivers, families, parish, the Ballarat Diocesan Catholic education community and the wider community.

LEADERSHIP AND STEWARDSHIP

1. Demonstrated understanding of shared leadership in a learning community. This includes skills and understanding to lead innovation and change to produce and implement clear, evidence-based improvement plans and policies.
2. Demonstrated ability to select, support and develop staff through regular monitoring, performance reviews, professional learning and enacting effective employee relations.
3. Demonstrated understanding and/or ability to maintain the school's physical and financial resources in order to improve student learning outcomes.

LEARNING AND TEACHING

Demonstrated ability to:

1. Create a professional learning community that is focused on the positive culture of challenge, support and collaboration and continuous improvement of learning and teaching.
2. Support all staff to achieve high standards and commitment to their own learning.
3. An ability to analyse student data on Catholic identity, academic performance, behaviour, and wellbeing to enhance learning outcomes.

WELLBEING

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.

APPLICATION PROCEDURE

Applications for Principalship need to include:

1. A completed [Principal Position Application Form](#) (Word document)
2. A professional Curriculum Vitae including full employment history and positions of leadership (no more than 3 pages)
3. A response to the key selection criteria of no more than 4 pages

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

Applications close on Monday 15 March, 2021.

SELECTION AND APPOINTMENT

The selection and appointment of principals are conducted according to DOBCEL policy. Each Catholic School Principalship is a contract position as outlined in the Victorian Catholic Education Multi Employer Agreement. The current school enrolment determines the salary structure for the contract period.

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.

SUITABILITY AND ELIGIBILITY

All applications will be reviewed for suitability by the Executive Director of Catholic Education Ballarat and the Bishop of Ballarat prior to eligibility for selection for interview by the panel. This review includes, but is not limited to the assessment of the applicant's:

- demonstrated skills and experience outlined in the Curriculum Vitae;
- personal alignment to the requirements of the Principal role as outlined in the position description;
- response to the key selection criteria for demonstrable knowledge, skills and experience;
- responses from the principal referee assessment forms.

PRINCIPAL SELECTION PANEL

The selection panel may comprise of the following people subject to availability:

- The Parish Priest
- A nominee of the Executive Director of Catholic Education Ballarat
- The Chair of the School Advisory Council or another member of the parent community
- An experienced Principal

REFERENCES

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:

- a) **PARISH PRIEST** of the parish in which you worship
- b) **PROFESSIONAL COLLEAGUE**: a person in a position of leadership with direct accountability for your role

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

- Each Catholic Primary School Principalship is a contract position as outlined in the current Victorian Catholic Education Multi Employer Agreement.
- 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

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