



PRINCIPAL INFORMATION AND APPLICATION GUIDE

ST MALACHY'S SCHOOL, EDENHOPE

Applications close: Friday 31 July, 2020

Commencement date: Term 1, 2021 (27 January 2021)



Catholic Education Office Ballarat

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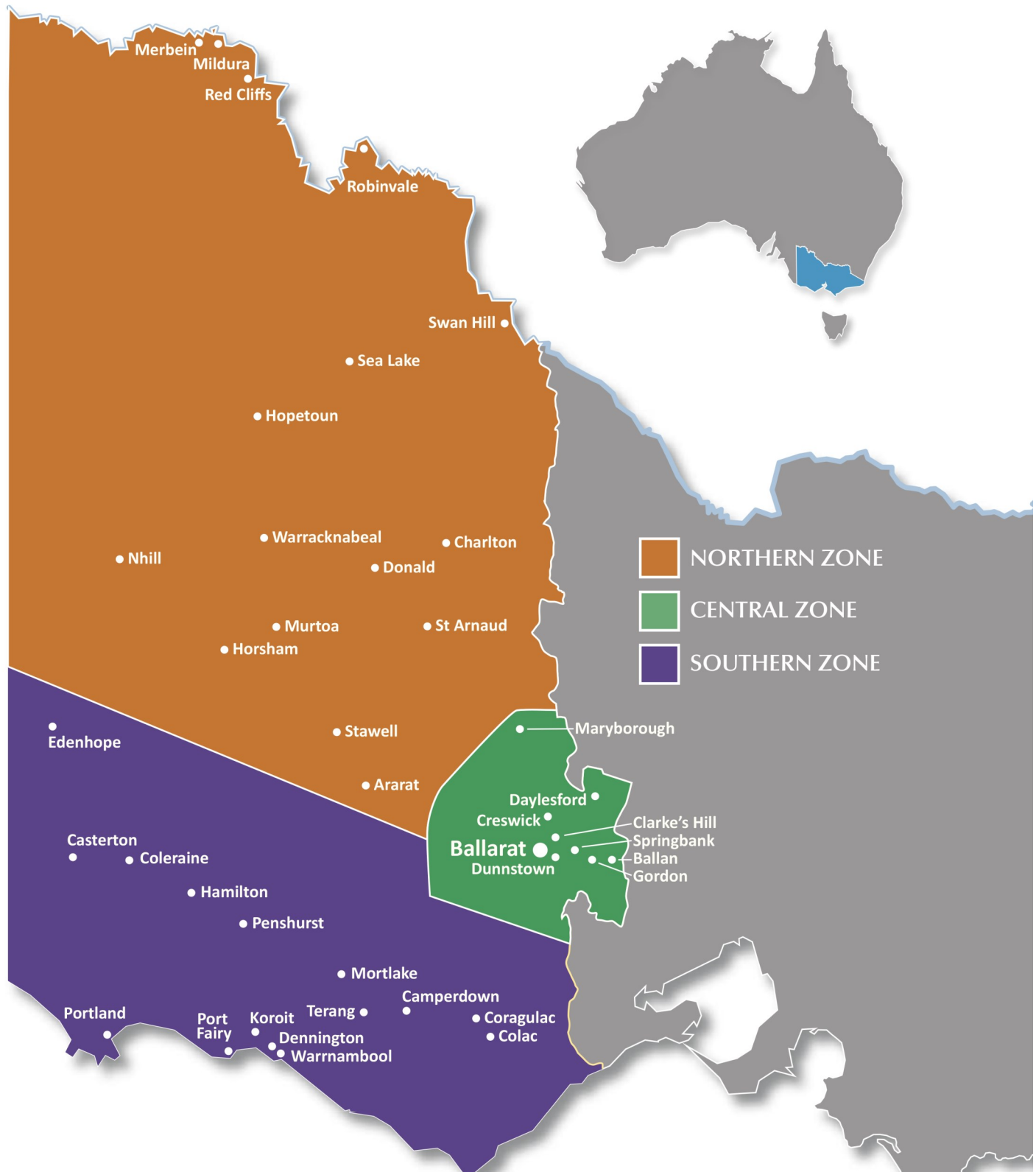
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THE DIOCESE OF BALLARAT

Welcome to Catholic Education in the Diocese of Ballarat. Our Diocese has 64 diverse primary and secondary schools 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), 1 Foundation to Year 8 School and 11 Secondary Schools (7-12).



EDENHOPE LOCATION

Edenhope is a rural township located on the edge of Lake Wallace. It is in close proximity to the Coonawarra wine region, the historic town of Penola, and Mt Arapiles, widely regarded as Australia's best rock climbing location.

Edenhope is approximately 1 hour's drive from the large regional centre of Horsham, which has many services on offer. It is 3.25 hours from Ballarat, 4 hours from Geelong's CBD, and 4.5 hours from Melbourne's CBD.



ST MALACHY'S SCHOOL AT A GLANCE

CONGREGATIONAL HERITAGE

St Malachy's School has provided Catholic Education in Edenhope since 1953, when four Sisters of Mercy, in the spirit of their foundress, Catherine McAuley, took up the challenge to provide a Christian and academic education for children in and around the district of Edenhope.

St Malachy's School is named after Saint Malachy O'Morgair who was born in Armagh, Ireland in 1094.

St Malachy's School is located on 2.57 hectares of land in the West Wimmera Shire. The school is well resourced and refurbished with 3 classrooms, library, teacher resource room, administration area, a music/multipurpose room and an art/cooking multipurpose room, staff room and small meeting rooms. St Malachy's School has a synthetic turf multisport facility which consists of a 6 lane 300m running track, full sized hockey field and minor games courts. We also have a wilderness play area, vegetable garden, chooks and a Reflective Garden to honour the victims and survivors of abuse.

We have shared access with Edenhope College to the local swimming pool which is on their grounds.

STUDENT ENROLMENTS

57 students

STAFF

- Principal
- 3 full time Classroom Teachers
- 2 part time Boost Teachers
- 2 part time Specialist Teachers
- 1 part time Literacy Support Teacher
- 2 part time Education Support Officers
- 1 Administration Officer
- 1 Cleaner
- 1 Gardener

CLASS ORGANISATION

- Foundation / Year 1
- Year 2/3/4
- Year 5/6

SPECIAL PROGRAMS

- Reading Recovery
- Rapid Phonics
- EMU
- MultiLit
- Physical Education
- Music and Art
- Science
- LOTE – Indonesian
- ICT
- Library

SACRAMENTAL PROGRAM

Run by the school

GOVERNING AUTHORITY

Co-Pastors: Fr Patrick Mugavin and Fr George Kuruvila

LOCATION

34 Lake Street, Edenhope, Victoria 3318

WEBSITE

www.smedenhope.catholic.edu.au

For further details see Annual Report and Parent Handbook in the information pack

ST MALACHY'S SCHOOL AT A GLANCE

WESTERN TRINITY

St Malachy's School works collaboratively with the Principals and staff from St Joseph's School, Coleraine and Sacred Heart School, Casterton. Weekly Planning meetings occur using video conferencing so each of the three year level teams can meet to plan units of work based on PLC (Professional Learning Communities). The GC (Guiding Coalition made up of a leadership team) meet fortnightly to map out the progression of the teams and any new initiatives.

The Western Trinity host a swimming carnival in term 1 at Casterton, a cross country in Coleraine in Term 2 and Athletics in Edenhope in Term 3. Students from the three schools are placed in houses – Mercy, McAuley and MacKillop.

The teams meet at the end of each term for a day of planning for the following term.



PRINCIPAL ROLE DESCRIPTION

PURPOSE OF ROLE

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 CEOB actions taken to comply with the OHS Act or Regulations.

CONTEXT OF ROLE

CATHOLIC EDUCATION OFFICE BALLARAT – VISION AND MISSION

Inspired and governed by the message and person of Jesus Christ, and committed to the physical, intellectual, social and spiritual development of each person, we provide education of the highest quality to each school community” (Awakenings).

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.

RELATIONSHIP TO THE DIRECTOR OF CATHOLIC EDUCATION BALLARAT AND DOBCEL

Most schools in our Diocese will soon transition governance from parish priests to the Diocese of Ballarat Catholic Education Limited (DOBCEL). For more information visit www.dobcel.org.au

The Director of Catholic Education Ballarat (who is also the Chief Executive Officer of DOBCEL) acts:

- with a delegation from the Bishop in the organisational, administrative, support and service matters related to all Catholic schools within the Diocese;
- with a delegation from the Diocese of Ballarat Catholic Education Limited (DOBCEL) in the leadership, oversight and management of DOBCEL Schools and CEOB, the appointment, supervision and performance management of Principals of DOBCEL schools and CEOB staff;
- Delegations to other staff within the Catholic Education Office are defined in the relevant DOBCEL or CEOB policy, procedure or role specification and should always be observed.

REQUIREMENTS OF THE ROLE

The requirements for principals are:

- 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;

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 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 communities in the celebration of sacraments, scripture and prayer;
- lead the school's participation and data analysis in *Enhancing Catholic School Identity* (ECSI) 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 of 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 seeks to remove barriers to engagement of student learning;
- actively participate in a collaborative approach to leadership with the Diocese and engage regularly with the Parish Priest, Parish Leaders and the Catholic Education Office;
- 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 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 CEOB 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 student 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;
- monitoring school compliance to all CEOB, DOBCEL and Department of Education child safeguarding policies and practices;
- ensuring all staff have completed as a minimum all mandatory competencies/training.



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 Friday 31 July, 2020.

SELECTION AND APPOINTMENT

The selection and appointment of principals are conducted according to the policy of the Diocese of Ballarat Catholic Education Limited. 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 Canonical Administrator and the Director of the Catholic Education Office Ballarat are the responsible parties 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 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 /Canonical Administrator
- A nominee of the Director of Catholic Education
- 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 Catholic Education Office Ballarat's [Principal Referee Assessment Form](#) (Word document).

Referees to include:

- a) **PARISH PRIEST** of the parish in which you worship
- b) **GOVERNING AUTHORITY** of the school in which you currently work (mandatory, except if identical to the Parish Priest referee)
- c) **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. In this instance there is also an opportunity for an agreed negotiated 3 year secondment. Further contracts are at the sole discretion of the Governing Authority and diocesan processes of review and appraisal apply 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.
- **Rural School Incentives Scheme:** For Principals who accept a position in a rural school an additional annual allowance will be paid for the first three years of the appointment. This allowance will be added to the annual gross salary and taxed accordingly.
- **Relocation costs:** The successful person will be financially supported to relocate to the Edenhope up to a mutually agreed amount.



Catholic Education Office Ballarat

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