

# PRINCIPAL INFORMATION AND APPLICATION GUIDE



## ST MARY'S PARISH PRIMARY SCHOOL, ARARAT

Applications close: Monday 9 November, 2020  
Commencement date: Term 1, 2021 (27 January 2021)

Catholic Education Office Ballarat

**Michael Trainor**

Manager: Human Resources  
P 03 5337 7109 | M 0436 460 275  
E [mtrainor@ceob.edu.au](mailto:mtrainor@ceob.edu.au)

**Chris Robarts**

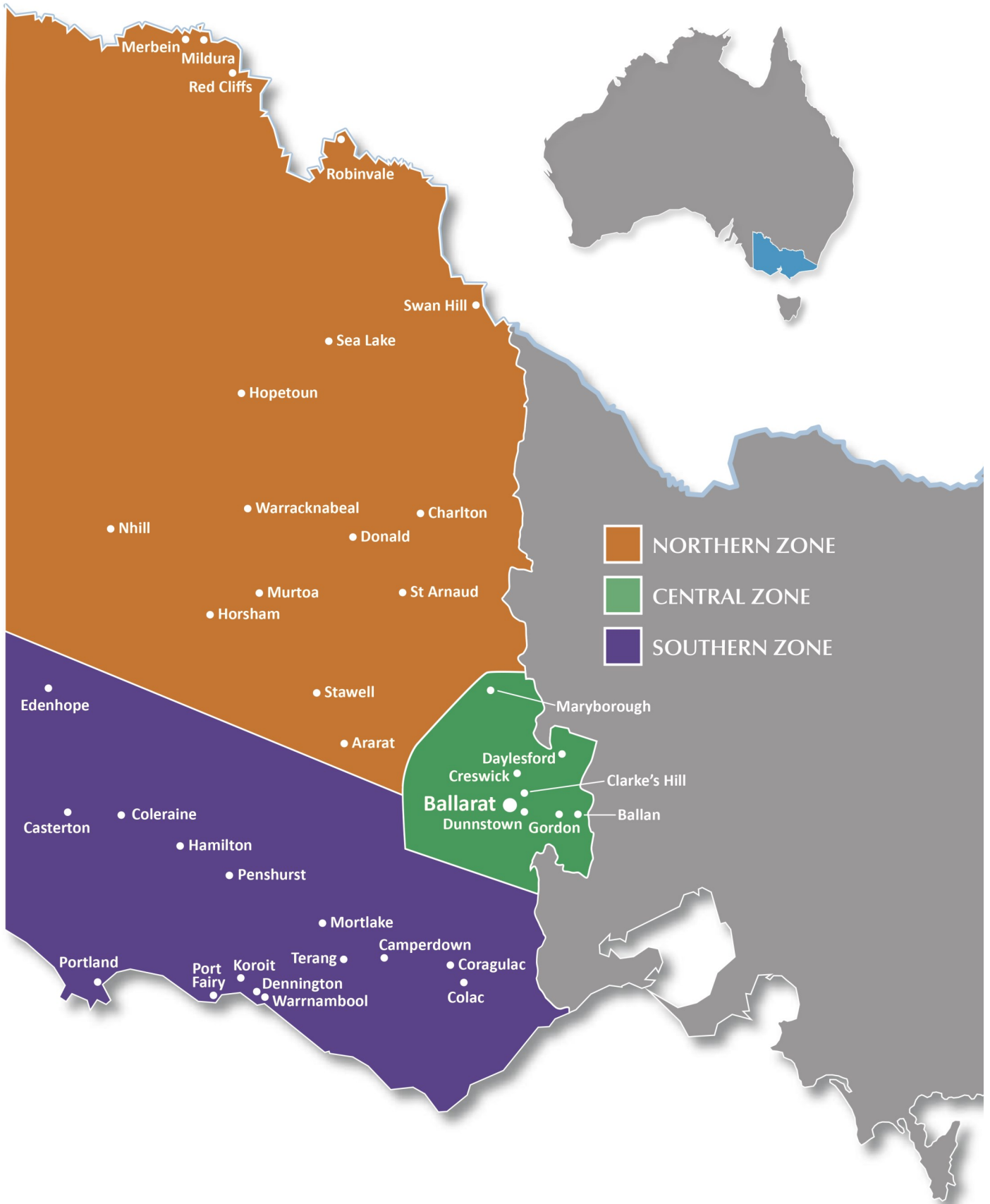
Primary Education Consultant – Northern Zone  
P 03 4333 5633 | M 0400 134 861  
E [crobarts@ceob.edu.au](mailto:crobarts@ceob.edu.au)

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

# 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).



# ARARAT LOCATION

Ararat is a vibrant community of 11,000 people with a rich goldfields history. Situated near the picturesque Grampians National Park, it is located on the Western Highway, half way between Ballarat and Horsham.

Ararat is an hour's drive from Ballarat, just over 2 hours from Geelong, and 2.25 hours from Melbourne. V/Line services operate regularly between Ararat and Southern Cross Station.





# SCHOOL AT A GLANCE

## STUDENT ENROLMENTS

155 students

## STAFF

- Principal
- 11 teachers (one DP/REL):
  - 9 full-time
  - 2 part-time
- 6 Learning Support Officers (part-time)
- 2 admin staff (part-time)
- 1 maintenance officer (ad-hoc)
- 1 school counsellor contracted through Centacare 1 day a week

## CLASS ORGANISATION

3 Learning Communities:

- Junior Learning Community:
  - Foundation class
  - 2 x 1/2 classes
- Middle Learning Community:
  - 2 x 3/4 classes
- Senior Learning Community:
  - 2 x 5/6 classes

## SPECIAL PROGRAMS

- Godly Play RE model
- Stepping Stones Maths program
- Sound Waves spelling program
- OLSAL (Oral Language Supporting All Language)
- WINN (What I Need Now) time
- The Resilience Project SEL program
- The diocesan Relationships & Sexuality SEL program
- Multi Lit/Mini Lit
- ERIK
- Toe-by-Toe
- QuickSmart Maths program
- Visual Arts Specialist program F-6
- Languages (Chinese) through the online
- MyChinese teacher program 3-6 (F-6 in 2021)



## SACRAMENTAL PROGRAM

The sacramental program is run by the parish of St Mary's. The school supports this program by ensuring that the Awakenings RE topics covered in the relevant year level correspond with the timing of the sacramental program.

## GOVERNING AUTHORITY

Fr Andrew Hayes (DOBCEL from Term 1, 2021)

## LOCATION

Moore Street, Ararat, Victoria 3377

## WEBSITE

[www.smararat.catholic.edu.au](http://www.smararat.catholic.edu.au)

For further details see the [St Mary's Parish Primary School](http://www.smararat.catholic.edu.au) website

# SCHOOL BACKGROUND

St Mary's Parish Primary School is a Catholic co-educational school in the rural town of Ararat in the Western District of Victoria. The school is an integral part of the St Mary's Parish community and enjoys a close relationship with Marian College as our local Catholic secondary school, a school to which most students transfer once they have completed their primary education.

St Mary's Catholic School originated as a result of the 1850's gold rush and the ensuing permanent settlement of the Ararat district. In 1889 the Brigidine Sisters took over the running of the school from lay teacher, Mr Thomas Williams, thus securing for Ararat's Catholic community a firm basis for their educational and religious development.

The current school was built in 1963 with numerous additions and refurbishments major additions took place in the 1990's and as a result of the Commonwealth Government BER grant in 2011.

Presently the school has 155 students from 104 families. The majority of the students live in the Ararat town area itself though approximately a quarter of the student population live in the rural areas surrounding Ararat. A high proportion of the student population were born in Australia and come from homes where the primary language spoken at home is English. A quarter of the students come from non-nuclear families; either sole parents, step-families or blended families. St Mary's is fortunate to have a very supportive parent body and the School Advisory Council is actively engaged in the school.

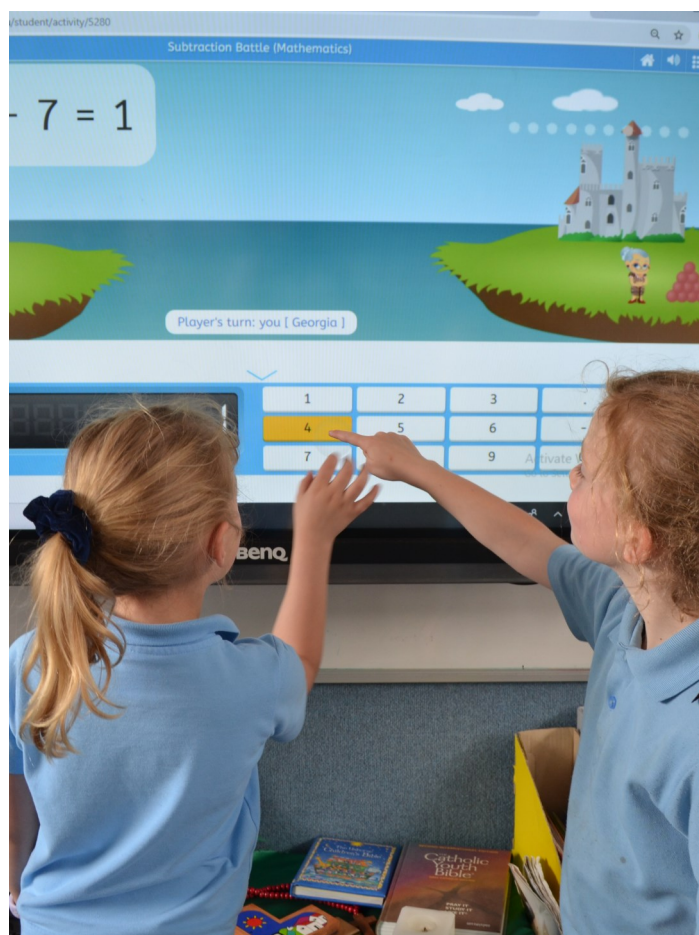
Our school is an integral part of the parish of St Mary's and our parish priest, Fr. Andrew has an active involvement in the school. Each of our Learning Community groups organises a parish mass which is held in school once a term in addition to the celebrations of important liturgies throughout the year which take place in the parish Church across the road.

Following a school review in 2018, the school community redeveloped the school's Vision & Mission statements framed around the mantra of, **'Learning for all, fairness for all, compassion for all.'** These have been integral to the continued development of the school and the staff have worked hard to ensure these are visible and active in the life of the school.

In 2016 the school implemented the PLC framework and has continued developing and embedding this model of practice in the learning and teaching culture of the school since that time. This is a core element in the practice of our highly professional staff group who use the PLC processes to plan for student learning according to individual need. Our school is structured into three Learning Communities; Junior, Middle and Senior and students within these communities are grouped across the Learning Community according to their specific stage of development in a particular learning concept in key areas of the curriculum. To support this model, the school has continued to develop a protocol of, *'flexible use of staff, flexible use of resources, flexible use of space, flexible learning.'*

St Mary's has a highly skilled staff group with teachers early in their careers and those with considerable educational experience. The school has a reputation for effectively supporting students who require additional levels of support and has made consistent progress in improving student achievement levels.

Over the last few years, the school has been paid particular focus to improving its communication with parents and improving community engagement supported by an external consultant. In addition, the school has also implemented a number of key new strategies such as Godly Play, the Resilience Project and Relationships & Sexuality social-emotional programs and introducing a one-to-one Chromebook program for the students in Grade 3-6. The school has a specialist Visual Arts program for all students and uses the online MyChinese teacher program to support a Chinese language program from Grade 3-6 (F-6 in 2021).



# 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](http://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 Monday 9 November, 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. 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.
- Relocation costs: The successful person will be financially supported to relocate to the Ararat up to a mutually agreed amount.



**Catholic Education Office Ballarat**

5 Lyons Street South, Ballarat

P 03 5337 7135 | E [director@ceob.edu.au](mailto:director@ceob.edu.au) | W [www.ceob.edu.au](http://www.ceob.edu.au)