

Principal Information and Application Guide

DIOCESE
OF
BALLARAT
CATHOLIC
EDUCATION
LIMITED



CATHOLIC EDUCATION BALLARAT



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St Patrick's Parish Primary School PORT FAIRY

Applications close: Sunday 15 June 2025

Commencement date: Term 1 2026, or by
negotiation.

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Diocese of Ballarat Catholic Education Ltd (DOBCEL)

The Diocese of Ballarat covers the vibrant region of Western Victoria from the Murray River in the north, to the Great Ocean Road in the south, and west to the Grampians National Park and South Australian border.

DOBCEL is the education governing body for the diocese incorporating 52 primary schools, 11 secondary colleges and one F-Year 8 school, educating more than 18,900 students and employing over 2,900 teachers and staff.

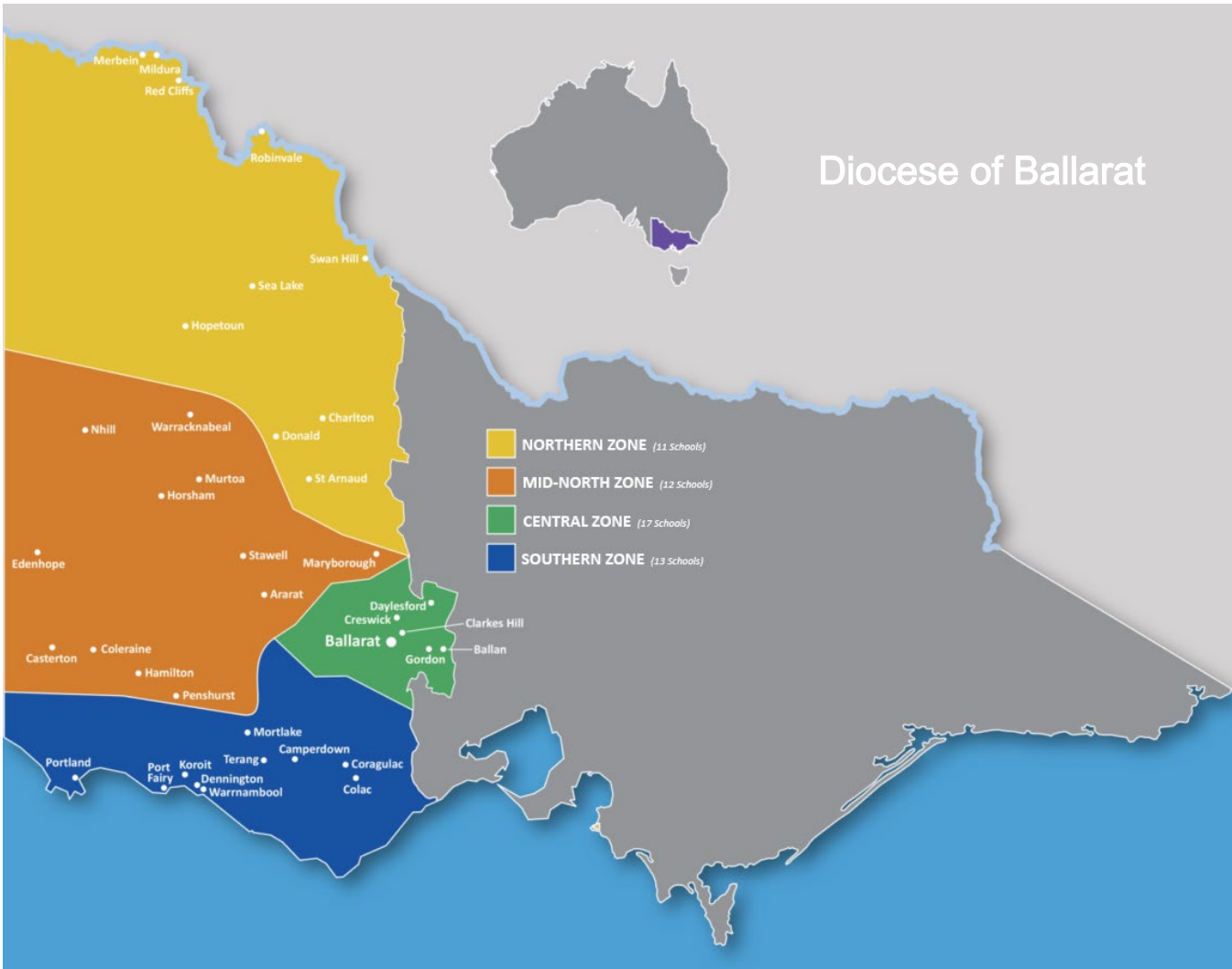
For the purposes of school support, the Diocese is divided into four zones - Northern, Mid-Northern, Southern and Central.

Our Vision

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

Our Mission

Through open dialogue and in collaboration with Catholic communities and relevant entities, the DOBCEL Board will provide professional and cohesive governance to promote high quality Catholic education in the Diocese of Ballarat.



About Port Fairy

Port Fairy is a picturesque coastal town at the western end of Victoria’s Great Ocean Road, celebrated for its maritime heritage, charming 19th-century cottages, and vibrant arts scene. Port Fairy has a population of around 3,742 people.

Visitors can explore the scenic **Griffiths Island**, home to a historic lighthouse and a colony of shearwater birds, or relax on the sandy shores of **East Beach**, known for its gentle surf and family-friendly atmosphere. The

town's rich history is showcased at the **Port Fairy History Centre**, offering insights into its transformation from a bustling whaling port to a serene seaside retreat.

Each March, the renowned **Port Fairy Folk Festival** draws music enthusiasts from around the globe, adding a lively cultural flair to this tranquil destination.



St Patrick's Parish Primary School - At a glance

Student Enrolments

179 students (F-6)

Staff

11 staff in total including:

- 1 x Principal
- 1 x Deputy Principal / MHiPS Leader
- 5 x Full time Teachers
- 10 x Part time Teachers
- 9 x Learning Support Officers
- 1 x Trainee / TAFE Student
- 1 x F/T Administration
- 1 x P/T Finance Officer
- 1 x P/T Maintenance Contractor

Leadership Team

- Principal
- Deputy Principal / MHiPS
- Religious Education Leader
- Learning & Teaching Leader – Literacy
- Learning & Teaching Leader – Numeracy
- Learning Diversity Leader

Student Leadership Team

- 4 School Leaders (2 girls/2 boys)
- 4 House Leaders (Mackillop; Polding; Winnen; Samaritan)
- 2 Sustainability Leaders
- 2 Mini Vinnie Leaders
- 2 Fire Carrier Leaders

Class Organisation

- 1 x Foundation (26) – 2 groups for Literacy/Numeracy
- 1 x Year 1 (19) – shared classroom
- 1 x Year 2 (25)
- 1 x Year 3A (16) – shared classroom
- 1 x Year 3B (15) – shared classroom
- 1 x Year 4 (24) – shared classroom
- 1 x Year 5 (27)
- 1 x Year 6 (27) – shared classroom

Special Programs

- Physical Education
- Visual/Dramatic Arts
- Japanese
- Science/STEM
- Sustainability
- Hands on Learning (HoL)

Classroom Programs

F-2 Literacy

- Sounds Write Phonics
- FLARE – Self Directed

3-6 Literacy

- Ochre Education Literacy Program / Novel Studies
- Spelling Mastery

All Classes

- Inquiry – Inquisitive Supported
- Music – Amplify Music Education online & Private tuition in guitar; singing and drums
- Wellbeing – RRRR & ReLATE (Mackillop Family Services)
- Swimming – Term 4 (10 lessons over 10 weeks)
- CatholicCare – Pastoral Worker (1 day per week)
- Sacramental Program in collaboration with Warrnambool Network Schools

Assessments – See SIMON Analytics

- Essential Assessment Literacy & Numeracy
- PAT R & M
- DIBLES
- Year 1 Phonics
- NAPLAN 3/5
- NAPLAN 6 - Science

Sacramental Program

- School and Parish based Program

Star of the Sea Parish Priest

Fr. John Fitzgerald & Fr. Matthew Restall

Governing Authority

Diocese of Ballarat Catholic Education Limited (DOBCEL)

Location

Website

<https://www.sportfair.catholic.edu.au>

School Background

At St Patrick’s Parish Primary School, Port Fairy, we are proud to foster a vibrant and inclusive learning community where every child is supported to thrive.

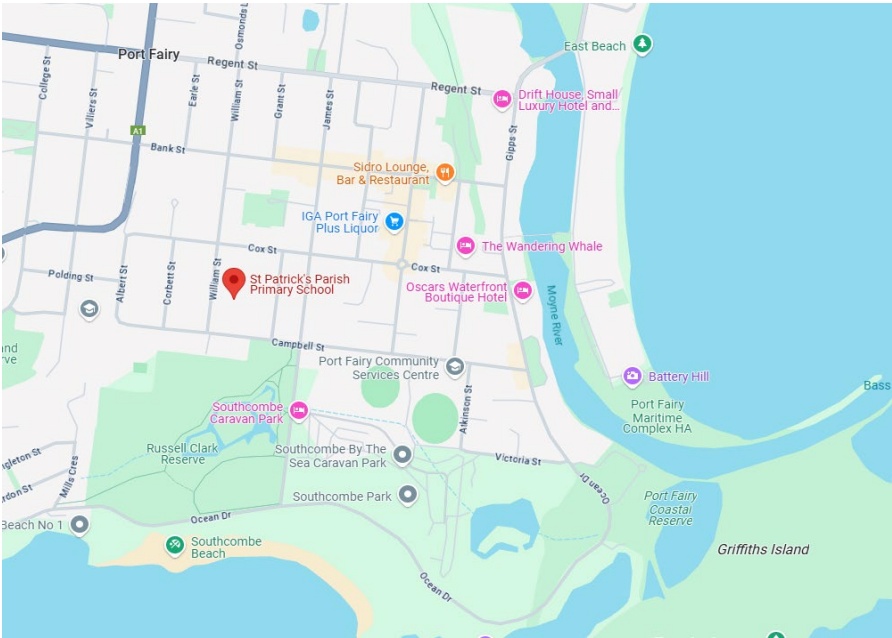
Guided by our mantra, *“Give Yourself to Goodness,”* we work in partnership with families and the wider community to provide a nurturing and engaging environment.

With strong parental involvement and a shared commitment to excellence, our school is a place where values, learning, and care come together.

Our History

Founded in 1849 on Gunditjmara Country, St Patrick’s School has a long tradition of quality Catholic education in Port Fairy.

From humble beginnings as a single-room schoolhouse, it has grown into a modern learning environment while honouring its rich heritage and the enduring contribution of the Good Samaritan Sisters.



Organisational Tradition and Context

Diocese of Ballarat Catholic Education Limited (DOBCEL) is a company limited by guarantee, created to govern 57 schools located across Western Victoria. DOBCEL and its administrative arm, Catholic Education Ballarat (CEB) work together to support the leadership of 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.

Saint Patrick's Parish Primary School – Vision and Mission

St Patrick's Parish Primary School enacts the vision and mission and its aims through: **Gospel Values:** The following gospel values are integrated into curriculum and pastoral care to develop student positive behaviours and social skills: **Respect** for the life and dignity of each person, **Justice** in our actions and response to others and **Responsibility** in our relationships and stewardship of the environment.

Formation and Professional Learning: There is regular faith formation and professional learning that assists staff to provide an educational environment and program that allows all in the school community to pursue fullness of life. It develops teacher capacity to enter into dialogue with students so that they can have a better understanding of the integration of faith and life.

Safe Environment: The school ensures that there is a safe and welcoming environment. Safety is regularly monitored and strategies are reviewed through risk management and policy review. The school implements the Child Safe Standards and monitors implementation through strategies such as risk management processes and audits. Professional learning assists staff to monitor student wellbeing and implement effective strategies.

Communication: Staff and parents are provided with handbooks that outline the school's vision and mission, policies and procedures. These are also available on the school website. The school community is regularly informed on student outcomes, policy, procedures and practices through the school website, newsletters and school community meetings. The school provides an Annual Report to the School Community.

Leadership: Leadership actively supports the School Improvement Plan through providing professional learning and appropriate resources and fostering leadership throughout the school. The leadership team regularly monitors school improvement, and meets with staff to discuss data and strategies. The principal informs the School Advisory Council (SAC) of strengths and challenges.

School Improvement Plan: The school monitors and reviews its annual action plan and ensures that there is alignment to the School Improvement Plan. This includes analysis of student data, teaching practices and feedback from the school community. The school undertakes a review and validation every five years.

Performance and Development Culture: There is a culture of building staff capacity and responding to change in student needs. This is supported through professional learning plans, feedback and review. Staff are challenged to have high expectations of students in their learning as well as themselves.

Community Engagement in Learning: The school actively engages the school community in student learning through fostering links with the community and engaging in dialogue on student learning. This is supported by the work of the SAC.

Inclusiveness: The school is a welcoming inclusive community. The educational program takes into account different student strengths and challenges and provides resources to address equity. The curriculum is planned and implemented in accordance with the principles of inclusion. It implements strategies and policies that prevent discrimination and harassment of any school community member or visitor.

Role Description

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. The accountabilities described may be periodically altered in accordance with changing organisational needs.

Key Responsibilities

The Principal will provide leadership in the following areas:

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 their 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 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 in the community;
- 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 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.



Skills and Capabilities

To be successful in this role the Principal needs to have the following skills and capabilities:

- **Witness capability:** can articulate and embed a Catholic school identity and culture through dialogue and the promotion of post-critical belief;
- **Personal capability:** demonstrates confidence, self-awareness and resilience, and cultivates and applies sound analysis and reasoning;
- **Relational capability:** establishes emotionally mature, collaborative, relationships of trust by displaying informed, purposeful and meaningful communication that promotes individual and mutual responsibility;
- **Professional capability:** demonstrates knowledge of current evidence-based curriculum and pedagogical knowledge focused on educational outcomes and supporting an engaging learning environment;
- **Organisational capability:** demonstrates strategic thinking and timely decision making to respond to current and future challenges, with a particular focus on the stewardship of resources to ensure school goals and priorities are achieved.

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;
- registration as a teacher with the Victorian Institute of Teaching;
- 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;
- a current Victorian or National Police Check.



Responsibilities of all Employees

Safeguarding of Children and Young People

DOBCEL is committed to the safety, wellbeing and protection of all children and young people in our care.

To achieve this, all employees must:

- demonstrate an understanding and commitment to all aspects of child safety legislative requirements including, but not limited to Ministerial order 1359;
- conduct themselves in accordance with the DOBCEL Safeguarding Children and Young People Code of Conduct and the CECV Commitment to Child Safety;
- take all appropriate action to reasonably protect children and young people, including being aware of all mandatory reporting obligations;
- ensure all staff have completed as a minimum all mandatory competencies/training.

Health and Safety

DOBCEL is committed to providing a work environment that is safe and free of risks to health.

To achieve this, all employees must:

- take reasonable care for their own health and safety and the safety of others;
- provide all relevant information regarding any medical condition that may require emergency services to be called, or that could impact on their ability to perform their duties;
- not 'intentionally or recklessly interfere with or misuse' anything provided at the workplace;
- report all hazards and incidents as required.

Partnering and Communication

All employees have a responsibility to demonstrate positive and effective communication.

To achieve this, all employees must:

- promote a culture of partnering and collaboration;
- ensure appropriate and professional language is demonstrated in every interaction;
- provide timely support to maintain teamwork;
- maintain effective and professional relationships with all internal and external stakeholders.

Performance and Professional Development

All employees have a responsibility to undertake continuous professional development.

To achieve this, all employees must:

- participate in regular team meetings as required;
- develop individual action and development plans, aligned to organisational and role priorities;
- participate in performance review processes 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 and professional body;
- continuously update knowledge appropriate to the role.

Policy

All employees are expected to comply with and demonstrate a positive commitment towards upholding all DOBCEL policies, procedures, and work instructions.

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

- 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.
- Demonstrated ability to select, support and develop staff through regular monitoring, performance reviews, professional learning and enacting effective employee relations.
- 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 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 commitment to their own learning.
- Demonstrated ability to analyse student data on Catholic identity, academic performance, behaviour, and wellbeing to enhance learning outcomes.

Wellbeing

- Demonstrated ability to create 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.
- Demonstrates active participation in their local parish.

Application Procedure

Applications for Principalship are submitted via employment@dobcel.catholic.edu.au and must include:

- Cover Letter
- Professional Curriculum Vitae including full employment history and positions of leadership (maximum of 3 pages)
- Response to the key selection criteria (maximum 4 pages)
- Each applicant must provide a minimum of two (2) professional referees using **the DOBCEL Principal Referee Assessment Form**.
- Provide one (1) Priest referee using **the Priest Referee Assessment Form**.
- Complete the **Principal Employment Application Form**.

Applicants need to also ensure they meet the requirements of the role outlined in the Principal Role Description.

Applications close on Sunday 23 March 2025.

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 role 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 the following people, subject to availability:

- the Parish Priest or selected nominee;
- 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

Referees must include:

- a) **1 PARISH PRIEST** of the parish in which you worship;
- b) **2 PROFESSIONAL COLLEAGUE**; a person in a position of leadership with direct accountability for your role.

Applicants will provide the Referee Assessment Forms to their nominated referees and ask them to complete and submit by **Sunday 15 June, 2025**. 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 circumstances of the applicant are carefully observed.

Contracts, Terms and Conditions

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

- 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.



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