

# PRINCIPAL INFORMATION AND APPLICATION GUIDE

CATHOLIC  
DIOCESE  
of  
BALLARAT  
DOBCEL



St Brigid's College  
Horsham

## ST BRIGID'S COLLEGE, HORSHAM

Applications close: Monday 19 April, 2021

Commencement date: Term 3, July 2021 or later by negotiation

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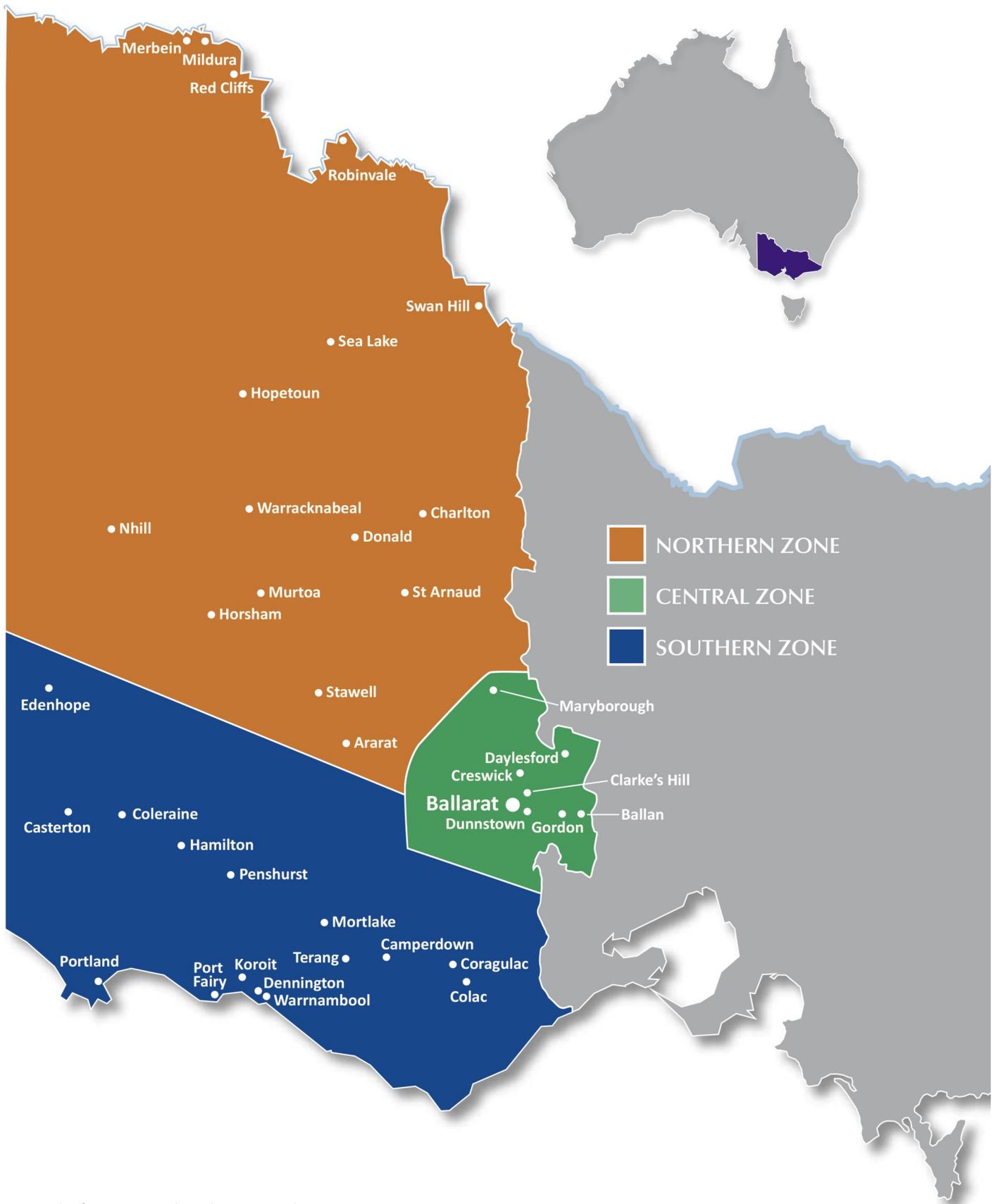
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# THE DIOCESE OF BALLARAT

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).



# HORSHAM LOCATION

Horsham is a large regional centre located along the Western Highway between Melbourne and Adelaide, in close proximity to the Grampians National Park. The municipality has a population of almost 20,000, and

offers many services. Horsham is approximately 2 hours drive from Ballarat, and just under 3.5 hours from both Melbourne and Geelong CBDs. Regular V/Line services operate between Horsham and Southern Cross Station.



# SCHOOL AT A GLANCE

## STUDENT ENROLMENTS

228 students

## STAFF

59 staff in total:

- 39 Teachers including Principal
- 7 Learning Support Officers
- 8 Administration Support Staff
- 5 Maintenance / Cleaning / Canteen / Gardening

## CLASS ORGANISATION

- Year 7 x 2 classes
- Year 8 x 2 classes
- Year 9 x 2 classes
- Year 10 x 2 classes
- Year 11 x 1 class
- Year 12 x 1 class

## SPECIAL PROGRAMS

- WIN Time
- Quicksmart
- Be You
- Bright Sparks
- Sports Academy

- STEAM
- Young Vinnies
- VCAL
- VET Onsite
- Retreats and Camp
- School Production
- Teacher Advisor Program

## SCHOOL SPECIAL FEATURES

- Parish Church – Ss Michael & John's Catholic Church Horsham
- STEAM Centre
- College Stadium
- Coughlin Park Community Centre and Football Oval
- Senior Study Centre
- VCAL Centre

## LOCATION

97 Robinson Street  
Horsham, VIC 3400

## WEBSITE

[www.stbc.vic.edu.au](http://www.stbc.vic.edu.au)



For further details see the [St Brigid's College, Horsham](http://www.stbc.vic.edu.au) website

# SCHOOL BACKGROUND

St Brigid's College began when the foundation stone of the original building was laid on 14 September 1919, by the Right Reverend Dr D. Foley, Bishop of the Ballarat Diocese. Five Brigidine Nuns arrived in Horsham in April 1920, and St Brigid's College was officially opened in May. Three boys and five girls were enrolled. In 1968 the co-educational school of 190 pupils moved to a new site on the corner of Robinson and Hamilton Streets.

St Brigid's College facilities provide a physical environment which allows our students to feel engaged, inspired, comfortable and safe. A large collection of buildings are contained within the school grounds and in recent years these have all undergone a major refurbishment.

The newest building venture sees an architect designed, purpose-built STEAM Centre (pictured below) which has quickly become a highlight feature of the College. STEAM education involves integrated learning across Science, Technology, Engineering, Arts and Mathematics and St Brigid's are expanding their teaching and learning program to ensure they continue to meet the needs of current and future students. Building an even better St Brigid's College is an exciting project and the new STEAM building project heralds a bright future for the College. With construction recently completed, the centre is home to Science, Technology, Engineering, Arts and Mathematics subjects that empower students to investigate our world and complete inquiry projects.

It gives them the opportunity to pose questions and use and develop their skills of how to come to a solution. Students will use knowledge they have gained in their years at local Horsham primary schools and junior years at St Brigid's College, along with expert help from local industry to work on problems that surround them locally, nationally or globally.

The curriculum at St Brigid's College provides all students with a wide variety of educational experiences that will prepare them for further study and employment, and enable them to make a confident and meaningful contribution to a rapidly changing and technologically connected global society. Teaching and Learning is shaped by St Brigid's understanding and appreciation of Catholic education as a holistic process and is underpinned by contemporary educational theory and a rigorous practice of continuous improvement. Building positive and inclusive relationships is a key focus of their learning program across all levels, to ensure that every student feels safe, secure and valued. St Brigid's College smaller school community has a welcoming sense of family and belonging, but they are big enough to offer a rich education with a broad range of subjects and pathways across VCE, VCAL and VET. Students participate in Religious Education, camps and retreats, and social justice programs and have a strong sense of community, school spirit and pride. All St Brigid's College students are supported by our Teaching and Learning Team and Student Wellbeing Team.



# 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 19 April, 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

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



**Diocese of Ballarat Catholic Education Limited**

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