



Position Description

Position Title	Principal (Primary School)
Organisation	Catholic Education Sandhurst Limited (CES Ltd)
School	<i>St Augustine's</i>
Location	<i>Wodonga</i>
Enterprise Agreement and or Award	Victorian Catholic Education Multi-Enterprise Agreement 2018 (VCEMEA)
Classification	Dependent upon student enrolment numbers
Remuneration	Dependent upon student enrolment numbers
FTE	1.0
Status	<i>Fixed Term</i>
Reports to	Principal Consultant: Primary (North Eastern Deanery)

Our Organisation

Catholic Education Sandhurst Limited (CES Ltd) is committed to the mission of Catholic Education across the Diocese of Sandhurst. With a rich history dating back to 1853 the Diocese reaches from Central to Northeast Victoria. The organisation supports more than 3000 employees in 52 schools and 2 early childhood facilities. It also provides support to 4 secondary colleges owned and operated by Religious Institutes.

CES Ltd participates and cooperates in the work of the Catholic Education Commission of Victoria Ltd (CECV), which has key responsibilities for the allocation and distribution of government funding, facilitating cooperation across the four Victorian Dioceses, and in working and cooperating with government statutory authorities.

The Chief Executive Officer of Catholic Education Sandhurst is appointed by the Board of CES Ltd to support the administrative, organisational and service matters to Catholic schools within the Diocese.

The Chief Executive Officer and all delegations via that position operate within the parameters of Canon Law and the Catholic Church structures and processes. CES Ltd is the employing authority for its schools and acknowledges and respects the role of Parish Priests within the Parish communities in which schools are located and supported.

Our Vision

The vision for CES Ltd is to provide, in partnership with our families, stimulating, enriching, liberating, and nurturing learning environments in each of the Catholic school communities within the Diocese. At the heart of this vision is our commitment to the ongoing duty of care that we have for the safety, wellbeing and inclusion of all children and young people.

We believe:

- That the values of the Gospel are central to who we are, what we do, and how we act.
- That we have a vital role in the mission of the Catholic Church to imagine and seek new horizons while respecting our Tradition.
- That a strong sense of community is dependent on the quality of our collegial relationships.
- That each person's potential is fostered through the dedicated ministry of Catholic Education
- In leadership encompassing vision, innovation, and empowerment.

Our Values

CES Ltd Values underpin and reflect the behaviours we expect of our staff:

Principles of Catholic Social Teaching

The identity of the Sandhurst Catholic School reflects the principles of Catholic social teaching, grounded in the person of Jesus, and interpreted and enacted for the "common good" in response to the "signs of the times".

These principles require that the dignity and potential of each person be fully respected within a climate that is conducive to peace, security, and development. This must find expression in the relationships, structures, curricula, planning, processes, and care in the everyday life of the school.

Respect

Respect for the dignity and potential of each person within a climate that is conducive to peace, security, and development. This must find expression in the relationships, structures, curricula, planning, processes, and care in the everyday life of the school.

Partnerships

The Sandhurst Catholic Schools do not function in isolation. In attending to the religious dimension of education, the most fundamental partnerships are those with parents/guardians and with local Catholic faith communities. The school is part of the wider Church community.

Faith

The tasks of evangelisation, catechesis and religious education are shared by home, school and parish, with each having its own distinct contribution to make in a sense of genuine partnership.

School Summary

St Augustine's is a school that is steeped in tradition and has a strong Catholic Identity. It was established as a one-room school beside St Augustine's Church in 1876. Two lay teachers were appointed until the Mercy Sisters arrived in 1892. Mercy sisters led the school for 100 years until lay principalship recommenced in 1993.

In 2022, St Augustine's has an enrolment of 330 children and comprises 14 classes. The staff for 2022 consists of classroom teachers, a non-teaching Deputy and Principal, two part-time and one full-time office administrators, four specialist teachers, eleven Learning Support Officers and four Plus One Teachers who also form the Leadership Team. Key learning areas are taught within the classroom, with four specialist areas at St Augustine's being Visual Art, Performing Arts, French and Library.

St Augustine's endeavours to educate students who:

- are developing a spiritual connection and an understanding of their faith
- are creative and engaged learners, taking risks and reflecting on their learning
- have sound literacy and numeracy skills
- are socially just, show compassion and have an awareness of environmental issues
- display positive behaviours and strong social skills creating and maintaining meaningful relationships
- are responsible global citizens who value and respect diversity.

St. Augustine's is a member of a local education system called Catholic Education Wodonga (CEW). CEW is made up of four Catholic schools - St Augustine's Primary School, St Monica's Primary School, Catholic College (Year 7-12) and St Francis of Assisi Primary School. Catholic Education Wodonga is a learning and caring community, balancing the resources of four schools with individual care, a supportive environment and a holistic approach so that every student can thrive.

St Augustine's Primary, Wodonga places emphasis on evidence based instruction that allows students to develop core skills and competencies which will accommodate for a gradual release of responsibility towards independent learning and inquiry thinking models.

St Augustine's Primary uses an 'explicit instruction' model that scaffolds all students through three stages of learning: teacher modeling, guided practice and independent demonstration. Teachers work with an understanding of Cognitive Load Theory and structure learning to allow for multiple exposures with spaced and interleaved review. Curriculum delivery is planned around high level student engagement models and aims to achieve the balance of teacher directed instruction in most classes with inquiry based learning in some (only after knowledge has been adequately built to provide students a scaffold for their self-directed learning). The balance of these approaches is professionally guided by teachers as students move along a continuum of being novice to expert lessons in various fields.

St Augustine's Primary, Wodonga prides itself on its inclusive practices and plans all curriculum delivery to ensure equitable access for all students at their own point of need in accordance with their own zone of development. Teaching teams are supported to deliver inclusive practice for all students

through the employment of a Plus One teacher who supports teams to work flexibly and creatively across a Response to Intervention model. This model ensures that all learners are exposed to appropriate curriculum and targeted intervention. Educational Support Officers are employed to complement the delivery of teaching and learning sequences and are provided with regular professional development to ensure their understanding of equitable practice.

Staff work collaboratively to identify individual student learning needs and are supported by the Learning Diversity Leader, School Speech Pathologist, School Counsellor, CES Learning Diversity team and strong relationships with outside providers such as Allied Health professionals. Students with identified individual learning needs are placed on Personal Learning Plans which are regularly reviewed in accordance with NCCD processes.

Staff are regularly exposed to Professional Development to ensure that all interventions for student learning needs are evidence based, targeted and reviewed with a student support team that includes parents, students, teachers and other relevant support organisations.

Position Summary

It is widely recognised that effective leadership enables the best environment for growth in student learning outcomes. In Catholic Schools, the Principal is also the faith leader of the school, carrying the responsibility of cultivating an environment that is respectful and invites all to grow in their love of Jesus and an understanding of the Catholic religious tradition. In the Diocese of Sandhurst this requires a deep understanding of recontextualization and how this informs school religious culture.

Key Responsibilities

The key responsibilities are drawn from the Sandhurst Leadership Framework:

<p>Leading the Catholic School</p>	<p>Leadership in Sandhurst schools is at the service of the mission of the church and the local community. Leaders are called to be prophetic – courageous, inclusive, counter-cultural, and hope-filled. In leading the Catholic School Principals must:</p> <ul style="list-style-type: none"> ● Develop, Model and Promote Catholic Ethos. ● Develop the School’s Catholic Identity. ● Ensure a Strong Sacramental Life.
<p>Leading a well community</p>	<p>Principals actively create a culture of wellbeing for staff, students, parents, carers and their families. In leading a well Community Principals must:</p> <ul style="list-style-type: none"> ● Actively Build a Well Learning Community. ● Model a positive, health focussed approach. ● Possess a strong awareness of self and others.

Leading, Learning and Teaching	<p>Principals are responsible for leading, developing and evaluating the quality of learning and teaching in their school. In leading learning and teaching Principals must:</p> <ul style="list-style-type: none"> ● Create a student-centred school through a Catholic lens. ● Apply Professional Contemporary Knowledge. ● Create a Learning Culture.
Developing Self and Others	<p>Principals develop a culture where learning for all is ongoing, and feedback is welcomed. In developing self and others, Principals must:</p> <ul style="list-style-type: none"> ● Coach and Build Capacity. ● Promote Professional Learning. ● Manage Self.
Leading Improvement Innovation and Change	<p>Principals create a culture of ongoing improvement and change. In leading improvement, innovation and change Principals must:</p> <ul style="list-style-type: none"> ● Inspire and Motivate. ● Understand the Leadership of Change. ● Initiate Improvement through Innovation and Change.
Leading the Management of the School	<p>Principals understand that a high performing learning culture is underpinned by sound administrative and financial practices. In leading the management of the school Principals must:</p> <ul style="list-style-type: none"> ● Model Ethical Practices. ● Manage Resources. ● Manage High standards of Accountability. ● Interpret, fulfil, and manage internal accountabilities and legal requirements.
Engaging and working with the community	<p>Principals understand that schools are part of a wider community network. Principals:</p> <ul style="list-style-type: none"> ● Enact the principles of Governance. ● Influence and Collaborate with the Community.

The Principal is expected to carry out all other duties that are within the limits of the skill, ability, competence, and training of the employee, and aligned with the requirements of the role as may be directed from time to time.

Mandatory Responsibilities and Requirements

Compliance with CES Ltd Policies and Procedures

- All CES Ltd policies and procedures are available in either CompliSpace and/or the Schools' Portal. It is expected that all employees of CES Ltd must ensure that they comply with policies, procedures and standard ways of work practices when carrying out their work. Any breaches in compliance may result in disciplinary action.

Compliance with Occupational Health and Safety

- All CES Ltd employees have a responsibility to take reasonable care of their own health and safety along with the safety of others. It is expected that all employees comply with policies, safe work procedures, instructions, and rules of CES Ltd's OH&S Management System.
- All employees must report any hazards or any other health, safety, or wellbeing issues to their team leader/principal. There is also an expectation that employees will actively eliminate hazards, follow instructions, and participate in training and consultation processes.
- All employees who have responsibility to supervise /lead others have additional responsibilities including ensuring that employees have clearly defined safety roles and responsibilities, addressing OH&S issues immediately, be aware of tasks being undertaken by employees and ensure that they have the skills required to perform tasks safely, ensuring training is provided to address any knowledge or skills gaps for performing work safely, ensuring clear policies and procedures are implemented as well as holding regular OH&S meetings with employees and managing non-compliance.

Compliance with Child Safety Legislation

- CES Ltd is committed to creating and maintaining a child safe school environment in which all students feel safe and are safe. They do this by promoting the safety, wellbeing, and inclusion of all children. All CES Ltd employees have a responsibility to comply with current Child Safety legislation. This includes keeping up to date with relevant mandatory reporting requirements and maintaining a valid working with children check or VIT registration. CES Ltd are committed to ensuring the safety of children in our care, as such rigorous reference and background checks are conducted at the pre-employment stage. All staff are also expected to comply with the Child Safety Code of Conduct as amended or varied from time to time.

Key Selection Criteria

Essential	Qualifications and Registrations	<ul style="list-style-type: none">• Tertiary qualifications in Education.• Victorian Institute of Teaching (VIT) Registration.• Accreditation to Teach in a Catholic School or Accreditation to Teach Religious Education or Lead in
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		<p>a Catholic School, and or evidence of a compliant application to gain full accreditation.</p> <ul style="list-style-type: none"> ● Post Graduate qualification in Theology, Leadership or similar.
	Knowledge and Experience	<ul style="list-style-type: none"> ● A minimum of 5 years appropriate and substantial educational leadership experience. ● Proven experience in maintaining positive partnerships with the school's broader community. ● Being able to articulate a clear vision of what leadership in a Catholic school means. ● Demonstrated experience in managing people, budgets, and resources in a just and equitable manner. ● A demonstrated understanding of school governance. ● Maintains and applies current knowledge and practice related to VRQA standards, legal requirements, inclusive of Child Safe Standards. ● Experience in influencing and leading people through significant change. ● Demonstrated experience in leading a school improvement initiative. ● Applies knowledge and understanding of current research and best practice in learning and teaching. ● Demonstrated commitment to appropriate ongoing Professional Learning.
	Commitment to Catholic Education	<ul style="list-style-type: none"> ● Demonstrated commitment to working in a Catholic environment with an understanding of the role of Catholic schools in the mission of the Church. ● Active member of a Catholic Faith Community.
	Commitment to Child Safety	<ul style="list-style-type: none"> ● Must be able to demonstrate an understanding of appropriate behaviours when engaging with children. ● Demonstrated experience working with the needs of children with a disability.

		<ul style="list-style-type: none"> ● Acknowledge and appreciate the strengths of Aboriginal culture and its importance in the wellbeing and safety of Aboriginal students. ● Demonstrated understanding of legal obligations relating to child safety including mandatory reporting.
	Skills and Attributes	<ul style="list-style-type: none"> ● Demonstrated understanding and experience in financial management including budgets and financial reports. ● Proven ability to use problem solving, creative thinking and strategic planning to influence continuous improvement. ● High level competency in ICT skills. ● Strong interpersonal and communication skills. ● Ability to resolve workplace and school issues whilst maintaining privacy and confidentiality.