

Principal

St Joseph's School
Gladstone

Applicant
Information Pack



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Catholic Diocese of Port Pirie

CEO Director Welcome

On behalf of the Catholic education community of the Diocese of Port Pirie, I would like to welcome you.

From the earliest days of the diocese, Bishop John O'Reilly saw the need for a strong Catholic school system. Today, Bishop Karol Kulczycki SDS has pledged to continue this same vision. The Port Pirie Diocesan community is united in the belief that every child entrusted to us is a gift and deserves a quality Catholic education...this is our Good News.

Supported by our Bishop and priests, Catholic education shares in the ecclesial mission of the Church in the Port Pirie Diocese. Our Catholic schools are sacramental communities, in that they look for ways to help students find meaning and enable them to discover God in everyday happenings.

Principals across our 14 schools in the Diocese of Port Pirie work collaboratively within a culture of professional trust, respect and shared mission.

We are distanced, yet not distant, from one another.

We are a professional community supporting and sharing our successes and opportunities.

With students at the centre, Principals lead student and staff in key areas:

- Catholic Identity and Mission
- Teaching, Learning and Wellbeing
- Community Partnerships
- Stewardship (people, capital, financial).

I wish you well in your consideration of this highly regarded and privileged leadership opportunity.



– **Nichii Mardon**

About St Joseph's Parish School

St Joseph's Parish School is a small Catholic co-educational Reception – Year 6 primary school established in 1891 by the Sisters of St Joseph.

St Joseph's School is situated just 210kms north of Adelaide located in Gladstone, located in South Australia's thriving mid-north region within the Flinders Ranges.

Students enrolled at St Joseph's come from the local town and surrounding district.

With a current enrolment of 55 students, St Joseph's School is committed to providing an enriching and personalised curriculum. Leaders and staff work collaboratively with colleagues in neighbouring Catholic Josephite schools.

Families are actively engaged in and committed to supporting children in their education and work in close partnership with staff to ensure high quality learning and wellbeing outcomes for each child.

Strong parish-school partnerships and regional community partnerships are a hallmark of this community where everyone is known and welcomed.

Our Mission

Building upon the legacy of St. Mary MacKillop, St Joseph's School is committed to fostering a strong culture that empowers all students. Our aim is to nurture thriving individuals, capable learners, and leaders for the world God desires.

We recognise that each child as a unique individual, made in the image of God.

In collaboration with families and the parish community, we provide unwavering support, and cultivate the innate gifts of our students.

Living, Learning, Leading

At St Joseph's School we prioritise high quality teaching and learning programs for all students, with targeted intervention support to meet the diverse learning needs of each child. Our teaching and learning pedagogies are student-centered, with a strong emphasis on literacy and numeracy development.

In addition to the formal curriculum offered, St Joseph's School boasts a vibrant performing arts focus. We offer specialised music lessons, private music tuition, and a whole-school musical production every two years. Our Health and Physical Education curriculum also benefits from our strong partnership with and use of the Southern Flinders Regional Sports Complex.

As a school, we take immense pride in our visibility within the local community. We actively invite community members to engage with us, fostering a sense of connection and collaboration.

St Joseph's School recently opened new general learning areas, and we will soon finalise a landscaping and play space development. These enhancements ensure that both students and staff have access to high-quality, contemporary learning spaces.



Community Feedback

The St Joseph's School community is actively seeking a dedicated leader with whom our school's core values and priorities resonate, ensuring the continuation of a vibrant and inclusive culture. The Principal will seamlessly blend faith, life, learning, and culture in a manner that is both authentic and contemporary, while also being readily visible within the school and wider community.

At the core of our mission, we are in search of a Principal who will embody and instil the Gospel values within our school community, connecting with the spirit of Saint Mary MacKillop and the work of the Sisters of St Joseph. As the Religious leader, ongoing collaboration with the Parish Priest is essential to create and support opportunities that enhance the spiritual development and faith understanding of our staff, students, and families, meeting each individual where they are on their journey with Jesus. A key focus lies in enriching and broadening students' engagement in service to others through social justice initiatives and community outreach programs.

The principal must have strong educational leadership skills, offering a clear vision for continual improvement and growth. With a focus on quality educational outcomes for all students, they should possess a deep knowledge of the Science of Learning and evidence-based practices, and be capable of utilising data to enhance current whole-school approaches.

The Principal, through active involvement and collaboration, will ensure every student flourishes, including through impactful inclusion and intervention programs and the advancement of the Technologies curriculum. Furthermore, they should continue to collaborate with our neighbouring network of Catholic Josephite schools (Gladstone, Jamestown and Peterborough), and further expand this professional



network to enhance staff professional development opportunities and school improvement outcomes.

The St Joseph's community seeks a leader who fosters positive relationships, is highly organised, has a deep faith, and will authentically engage within the school and the wider community.

Further enhancing our community and parent engagement, playgroup and school profile across the region, and recognising the significance of our bus service in maintaining student enrolments is desired. Therefore, an understanding of the dynamics within a small rural community is essential. Desired attributes include excellent communication skills, warmth, inclusivity, compassion, approachability, transparency, and a collaborative spirit, all vital for fostering a supportive environment.

Establishing meaningful connections with families and students, while prioritising the holistic development and wellbeing of all staff and learners, the Principal will continue to value our vibrant community, dedicated staff, and cohesive relationships, fostering a culture of educational excellence and community spirit at St Joseph's School.



Position Overview

Principal

Diocesan Catholic schools in South Australia are established by the Archbishop of Adelaide and the Bishop of Port Pirie to provide quality Catholic education for students in their pre-school, primary and secondary years.

The Catholic educational sector is committed to providing excellence for every child whose learning and education is entrusted to their care. Learning experiences are grounded in Catholic values and beliefs where every student experiences success according to their unique characteristics and talents.

Catholic schools work in partnership with families and communities to create opportunities for students to encounter life to the full in all of its personal, intellectual, religious, social and cultural richness.

In this work with young people and their families, Catholic schools share the Church's mission to preach the Gospel. In fostering dialogue between the Gospel and people's lived experience, a life of faith is nurtured in each person.

As a leader in Catholic education, the Principal is committed to students and to understanding all people - seeing them as 'thriving people, capable learners, leaders for the world God desires.'

The Principal's leadership is animated by a deep and reflective faith in Jesus Christ which is both expressed in, and nourished by, the Catholic Eucharistic community to which the Principal belongs.

As a leader in faith, religious education, learning, community and school operation and resources, the Principal works in collaboration with all members of the community to ensure excellent teaching and learning in a faith-centred environment.

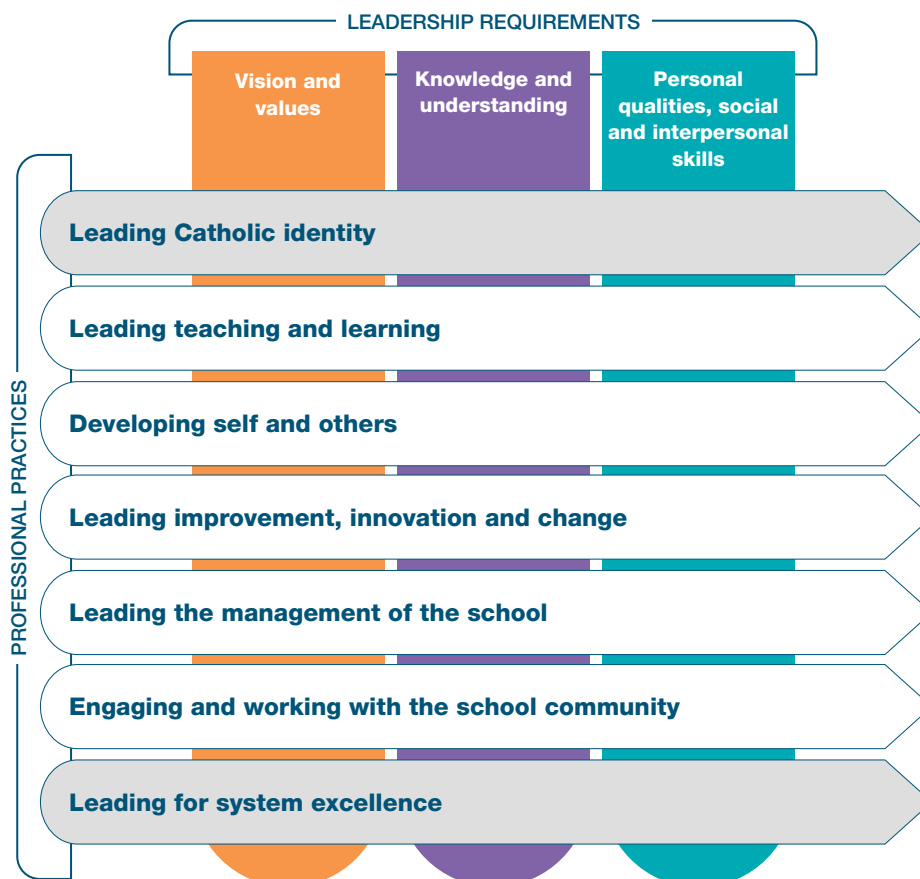
As a leader in Catholic education the Principal leads a community that is explicitly committed to safeguarding children at all levels of the organisation in ways consistent with the Church's national safeguarding authority.

Living Learning Leading Framework and Standards

The Living Learning Leading Standard and the Leadership Standard have been designed to raise aspirations for excellent schools within a continuously improving system, raise student voice and achievement, ensure high quality teaching and learning, and support communication with the wider school community and other stakeholders to foster increased confidence in, and accountability for, each school's effectiveness and outcomes.



The CESA Leadership Standard provides a framework for what principals should know, understand and do to succeed as a Catholic school leader. It articulates the leadership requirements and practices required to attend to school and system priorities and goals.



Reporting Relationships and Key Stakeholders

In Diocesan schools the Principal is responsible to the Diocesan Director for the leadership of the school as an authentic Catholic educational community. The Principal is also accountable, through the Director, to the community of schools that comprise Catholic Education SA, to the wider Church community and to government statutory authorities.

The Principal is required to complete probation, annual and tenure point appraisals in accordance with the requirements of Professional Appraisal for Principals and Deputy Principals in Diocesan Schools.

The Principal works closely with:

- School Performance Leader (SPL)
- School Leadership Team
- School Staff
- Parish Priest/Priests of the Parish and region School Board and other parent organisations
- Parents
- Students
- CEO Personnel
- Local community organisations, as appropriate

Key Responsibilities





Leadership in Catholic Identity

The Principal:

- Promotes, maintains and enhances the Catholic identity of the school
- Articulates a clear vision for the school that embodies its Catholic identity
- Articulates his/her own Catholic faith in a contemporary and accessible way
- Creates a positive culture to develop the personal religious and faith formation of all staff and students including, where relevant, the charism of the school's founding community
- Ensures that all students and staff experience Catholic faith, liturgy, culture, sacramental life and traditions in meaningful and authentic ways
- Ensures excellent religious education, teaching and learning in a faith centred and inclusive school community
- Promotes parish/school partnership
- Pursues social justice and equity within the school, parish and wider community

Leadership in Teaching & Learning

The Principal:

- Inspires and influences others so that students become thriving people, capable learners, leaders for the world God desires
- Ensures a contemporary and inclusive educational vision for the school
- Through strategic leadership, empowers all students and staff to excel according to the principles of the Living Leading Learning Framework
- Leads, designs, and manages the quality of effective teaching and learning for student achievement in all aspects of their development
- Collaboratively plans, monitors, and reviews the effectiveness of learning
- Encourages independent, lifelong learners who are actively engaged and have a strong student voice
- Leads high aspirations in learning by establishing systematic methods for collecting and interpreting data and evidence to identify excellent teaching and learning, including appropriate assessment and reporting processes
- Ensures a quality curriculum taking account of student needs and the requirements of State and Federal bodies
- Ensures that the curriculum and the structures that support it address the effects of disadvantage on learning
- Models collaborative leadership by engaging with other schools and organisations to share and improve practice and encourage innovation

Leadership in Community Engagement

The Principal:

- Fosters a transparent and harmonious staff culture
- Builds a community that is inclusive of Indigenous and other cultures by taking into account the richness and diversity of the wider school community
- Develops and maintains positive partnerships with students, families and carers and all associated with the school and its wider community
- Creates an ethos of respect taking account of the spiritual, moral, social and physical health and wellbeing of students and staff
- Recognises and supports the needs of students, families and carers from communities facing complex challenges
- Leads an outward focused, inclusive school organisation by engaging with other agencies to support the health wellbeing and safety of students and their families



Leadership in Improvement, Innovation & Change

The Principal:

- Works collaboratively to produce and implement clear, evidence-based improvement plans and policies for the development of the school
- Leads and manages innovation and change to ensure the vision and strategic plan are realised within a culture of continuous improvement
- Evaluates the personal and organisational effects of change through regular feedback from stakeholders and the evidence of its impact on student outcomes
- Leads educational networks by trialling and exploring new ideas for the system, and leads in ways that influences school excellence across the system

Leadership in System Excellence

The Principal:

- Operates as a system leader by working closely with the Director/s in setting conditions to enable reform and improvement
- Demonstrates care for and work for the success of other schools, as well as their own
- Utilises research and advice to reform and enhance practice as system leaders
- Builds a collaborative culture across schools to achieve system priorities
- Expects and facilitates staff to contribute and lead in initiatives in and beyond schools

Leadership in School Management

The Principal:

- Ensures the school's resources and staff are efficiently organised and managed to provide an effective and safe learning environment
- Commits to safeguarding children at all levels of the organisation in ways consistent with child protection requirements and the Church's national safeguarding authority
- Monitors accountabilities by embedding a culture of review, responsibility and processes to achieve high standards for all
- Collaborates with the SPL, school leadership team, school boards, governing bodies, parents, students, staff and the wider school community to develop, review and improve strategic plans and school policies
- Reviews the effectiveness of processes and data in school strategic plan improvement
- Shares best management practice and use of resources with other schools and education networks
- Embeds a culture of continuous improvement, ensuring research, innovation and creativity are core characteristics of the school
- Oversees implementation of WHS practices by complying with the policies and procedures outlined in the Catholic Church Safety Manual and the priorities of the exempt licence to ensure that the school is a safe place for students and staff
- Ensures effective financial and risk management

Leadership in Staff & Self Development

The Principal:

- Builds a professional learning community focused on continuous improvement of teaching and learning
- Supports staff to achieve high standards and develop their leadership capacity
- Facilitates staff access to professional development
- Creates challenging roles, responsibilities, and opportunities for senior leaders
- Manages performance through effective professional learning and feedback
- Builds and sustains a coaching and mentoring culture at all levels in the school and have a system of peer review and feedback in place
- Displays commitment to their own ongoing professional development and personal health and wellbeing to manage the complexity of the role

Essential Criteria

In order to be eligible for shortlisting and selection, an applicant is required to meet the essential criteria listed below. However, the Director has the authority to exercise discretion with regard to eligibility criteria in exceptional circumstances.

Applicants who do not meet any one of the essential criteria and who wish to make an application for the Director's discretion should do so at the time of application, giving reasons in detail.



Key Requirements

Personal, Professional Leadership Requirements

- A Catholic who is an active member of a Catholic Sunday Eucharistic community
- Working towards/completion of a post-graduate award which includes a Catholic studies component (minimum of 2 Scripture/Theology units and 1 Religious Education unit) at Masters level or above
- Working towards/completion of a post-graduate award which includes a significant school/educational leadership component at Masters level or above
- Commitment to and application of ongoing personal and professional learning which may include school leadership preparation program(s)
- System leadership through contributions in Catholic school leadership, teaching, community engagement, innovation and professional practice
- Experience in leading and motivating a team to deliver high quality education and service to a school community
- High-level organisational skills with demonstrated ability to plan strategically, problem solve, prioritise, work to deadlines to achieve quality outcomes, give attention to detail and relate tasks/actions to a wider strategic improvement context
- High-level written and oral communication, interpersonal and negotiating skills with demonstrated capacity to cooperate and communicate effectively with people at all levels
- Engagement with professional associations
- Registration (or eligibility for registration) as a teacher in South Australia including Working With Children Check (WWCC)
- Completion of (or commitment to complete if new to CESA) Teacher Accreditation (Catholic Education SA)
- Completion of an 'Employment Declaration Form'
- Completion of Responding to Risks of Harm, Abuse and Neglect – Education and Care (RRAN – EC) training, Officer training (WHS) and current First Aid training prior to, or as soon as possible after appointment

Additional Requirements for this Role

- Flexible working hours
- Intrastate travel
- Current driver's licence is essential
- A commitment to contributing to the vibrant, productive regional/remote school parish and wider town community, and to actively participate as part of a regional network.

