



Appointment of
Deputy Principal
(Teaching and Learning)

Saint Ignatius College Geelong

27 Peninsula Drive, Drysdale. 3222

A Jesuit Companion School



An Overview of Saint Ignatius College Geelong

Saint Ignatius College is a Jesuit Companion School situated in 10 hectares of beautiful Bellarine Peninsula countryside within easy reach of most areas of the Geelong region.

Saint Ignatius is the largest secondary College on the eastern side of Geelong and we currently have 1321 students enrolled, 670 girls and 651 boys. Our students come from most areas of the Geelong region.

Our College is a highly regarded learning and faith community where we seek to uncover and ignite our student's passions and talents and provide them with important life knowledge, skills and values.

At Saint Ignatius the values of excellence, empathy, faith and service underpin everything we do.

In addition to high academic standards and a vibrant co-curricular program, we aim to be a school where our students can belong, believe they can learn, be challenged and become better human beings with a bright future.

The education we provide is enriched by the Ignatian tradition, has a challenging academic program and a variety of co-curricular programs including sport, performing and creative arts, debating, camps, overseas trips, social justice and community service.

The College has many impressive purpose built facilities to cater for the wide variety of subjects offered. All students and teachers have a Mac laptop computer as an important learning and teaching aid. There are wireless access points and projectors or monitors in most rooms. Learning and teaching are supported by online Student and Learning Management Systems.

The Master Plan, developed with the College's Board provides a comprehensive road map for the ongoing development of the School. The latest stage is the construction of a central three-level Administration, Student & Staff Centre (the Loyola Centre.) Building has commenced and is expected to be completed by mid-next year. The next project will be a Senior Student Centre (the MacKillop Centre) which we are planning to commence soon after construction of the Loyola Centre is finished.



A Proud History and Long Tradition of Excellence

The College dates back to 1843 with the foundation of the first Catholic educational establishment in Geelong: St Mary's Roman Catholic School. In 1892 the Sisters of Mercy took over the running of the school. From 1916 the school was staffed by the Christian Brothers, eventually expanding to include secondary levels.

The school became known as St Mary's Technical School on Yarra Street in central Geelong. In 1899 the Sisters of Mercy opened a day school: St Agnes Ladies' College, on Fenwick Street in Geelong. The school later became Goold College under the leadership of a lay principal and provided secondary education for girls.

These two schools combined in 1991 to form the first Catholic co-educational secondary College in Geelong and was called Catholic Regional College.

In 1997 the College opened a third campus at Drysdale providing Catholic co-education on the Bellarine Peninsula. In 2003 following a review of the College's operations by the Administrators and the Catholic Education Office, it was decided to progress and consolidate the three campuses to the one campus at Drysdale. From 2005 all operations were based at Drysdale.

With the appointment of a new Principal in 2005 a new direction for the college was set to establish the College as the first choice for parents from Geelong and its regions seeking a quality Catholic co-educational school. A plan was put in place to focus on and foster the College's Christian identity and improving student outcomes.

In 2006 the Association of Canonical Administrators entered into an agreement with the Australian Province of the Society of Jesus (Jesuits) to become a Jesuit Partner School.

A new Vision and Mission statement was created and underpinned the development of the College as an Ignatian school in partnership with the Jesuits. The College was renamed Saint Ignatius College Geelong after the founder of the Jesuits, St Ignatius of Loyola.

In 2005 there were 650 students. This has grown to 1321 for 2020 with waiting lists at most year levels. The current intake at Year 7 is 250 students.

Vision, Mission and Values

Our Vision

At Saint Ignatius College our purpose is to form young people of competence, conscience and compassion.

Mission Statement

Saint Ignatius College is a Catholic community in the Ignatian tradition, that is learning-centred and supportive. The College is committed to the education of the whole person and the development of young adults of competence, conscience and compassion who will be of service in the community. We strive to recognise God's presence in all things, to celebrate the pursuit of personal excellence and to live with hope and respect for all creation.

Striving for the Magis

In his writings, Ignatius calls us to strive for the Magis. The Magis is a key to making choices among competing values. The entire life of Ignatius Loyola was a search for the Magis - that is, the more universal good, the more effective means, the more generous service of others and the ever greater glory of God. Magis energises us for action. Therefore, at Saint Ignatius College we will:

- Provide opportunities for students, staff, parents and alumni to experience a sense of belonging to a faith-filled Christian community and to commit themselves to being of service to others.
- Respect the role of parents as the primary educators of their children.
- Be enthusiastic in imparting knowledge of Catholic faith and traditions, enabling students to accept truth freely and develop a Christian moral conscience.
- Promote growth and improvement in learning and living for the greater glory of God in the Ignatian way.
- Support students in striving for their personal best - the Magis - in all their endeavours





A Statement of Principles Regarding Catholic Education

The task of the Catholic school

Its task is fundamentally a synthesis of culture and faith, and a synthesis of faith and life: the first is reached by integrating all different aspects of human knowledge through the subject taught, in the light of the Gospel; the second in the growth of the virtues characteristic of the Christian.

(Congregation for Catholic Education, *The Catholic School*, 1977)

This same goal is expressed by the Victorian Catholic community which desires its schools to be communities of faith.

This broad philosophical stance reveals a concern for an education that combines sound knowledge and skills with an overall personal development rooted in Christian values. Such an education involves a high level of interpersonal transaction between staff and pupils.

Pope John Paul II spelt out key implications of this for staff who work in Catholic schools:

The Church looks upon you as co-workers with an important measure of shared responsibility ... To you it is given to create the future and give it direction by offering to your students a set of values with which to assess their newly discovered knowledge ... [The changing times] demand that educators be open to new cultural influences and interpret them for young pupils in the light of Christian faith. You are called to bring professional competence and a high standard of excellence to your teaching ... But your responsibilities make demands on you that go far beyond the need for professional skills and competence ... Through you, as through a clear window on a sunny day, students must come to see and know the richness and joy of a life lived in accordance with Christ's teaching, in response to his challenging demands. To teach means not only to impart what we know, but also to reveal who we are by living what we believe. It is this latter lesson which tends to last the longest.

(Pope John Paul II, Address to Catholic Educators, September 12, 1984)

Pope John Paul II clarified this further when he spoke on Catholic Education in Melbourne:

I welcome you into that chosen group called by the Church to educating young Catholics in the faith. In a very special way, you share in the Church's mission of proclaiming the good news of salvation. Not all of you may be teaching catechetics, but if you are on the staff of a Catholic school, it is expected, and it is of the utmost importance, that you should support the whole of the Church's teaching and bear witness to it in your daily lives ... Certainly your work demands professionalism, but it also demands something more.

Your professionalism as teachers involves tasks that are linked to your Baptism and to your own commitment in faith ... No matter what subject you teach, it is part of your responsibility to lead your pupils more fully into the mystery of Christ and the living tradition of the Church ... The parish primary school, where younger children receive their early lessons in the faith, remains a cornerstone of the pastoral care of Australian Catholic people. Here the community of faith hands on the timely message of Jesus Christ to its youngest members ... More difficult challenges face the Catholic secondary school. Here students must be helped to achieve that integration of faith and authentic culture which is necessary for believers in today's world. But they must also be helped to recognise and reject false cultural values which are contrary to the Gospel.

(Pope John Paul II, Address to Catholic Education, November 28, 1986)

Pope Benedict stated when addressing Catholic educators in the United States of America in 2010:

Education is integral to the mission of the Church to proclaim the Good News. First and foremost every Catholic educational institution is a place to encounter the living God who in Jesus Christ reveals his transforming love and truth (cf. Spe Salvi, 4). This relationship elicits a desire to grow in the knowledge and understanding of Christ and his teaching. In this way those who meet him are drawn by the very power of the Gospel to lead a new life characterised by all that is beautiful, good, and true; a life of Christian witness nurtured and strengthened within the community of our Lord's disciples, the Church.

(Pope Benedict XVI, Address to Catholic Educators, April 17, 2008)

And in an address to Catholic teachers during his visit to England in 2010, His Holiness stated:

As you know, the task of a teacher is not simply to impart information or to provide training in skills intended to deliver some economic benefit to society; education is not and must never be considered as purely utilitarian. It is about forming the human person, equipping him or her to live life to the full – in short it is about imparting wisdom.

...

It means that the life of faith needs to be the driving force behind every activity in the school, so that the Church's mission may be served effectively, and the young people may discover the joy of entering into Christ's "being for others".

(Pope Benedict XVI, Address to Catholic Teachers, September 17, 2008)

This philosophy of Catholic education, expressed in a growing number of documents and policy statements, guides the Catholic school in its functioning. Whilst it is accountable to the general community for the provision of quality education to young citizens, it is also accountable to the Church community for providing this within the context of the Gospel and its values as expressed in Catholic doctrine. The Catholic school is more than an educative institution: it is a key part of the Church, and an essential element in the Church's mission. So too staff in the Catholic school are more than employees – they minister in the name of the Church and of the Gospel.



All staff in the Catholic school have an indispensable role to play. It is expected of all employed in a Catholic school that they:

- (a) accept the Catholic educational philosophy of the school;
- (b) develop and maintain an adequate understanding of those aspects of Catholic teaching that touch upon their subject areas and other aspects of their work;
- (c) by their teaching and other work, and by personal example, strive to help students to understand, accept and appreciate Catholic teaching and values;
- (d) avoid, whether by word, action or public lifestyle, influence upon students that is contrary to the teaching and values of the Church community in whose name they act;
- (e) in relation to teachers, comply with the Accreditation Policy of the Catholic Education Commission of Victoria (CECV) to teach in a Catholic school, and other CECV policies;
- (f) be committed to regular ongoing professional development;
- (g) be qualified as required by state authorities.

Child Safe Standards

The Deputy Principal must demonstrate the importance of the role she/he plays individually and collectively, to ensure that the wellbeing and safety of all students is at the forefront of all they do and every decision they make. She/he will be required to sign the College's Child Safe Code of Conduct.

At Saint Ignatius College Geelong we hold the care, safety and wellbeing of children and young people as a central and fundamental responsibility of our school. Saint Ignatius College Geelong has zero tolerance of child abuse in any form and any associated allegations or instances will be treated very seriously – with actions up to and including involvement of the Police. Our commitment is drawn not only from the Victorian Child Safe Standards, but also from the teaching and mission of Jesus Christ, with justice and the sanctity of each human person at the heart of the gospel (CECV Commitment Statement to Child Safety).

The person of each individual human being, in his or her material and spiritual needs, is at the heart of Christ's teaching: that is why the promotion of the human person is the goal of the Catholic school (Congregation for Catholic Education 1997, n. 9).



Leadership

College Governance

The College is administered by the body of parish priests (the Canonical Administrators) of Geelong according to the statutes approved by the Archbishop.

The College is managed by the Saint Ignatius College Board under the delegation of the Canonical Administrators in accordance with the Constitution and in alignment with the agreement with the Jesuits. The President of the Canonical Administrators is Fr James Puppady.

The Melbourne Archdiocese is currently reviewing the governance arrangements for Regional Catholic schools. There will be a new structure in place from the beginning of 2021.

The Saint Ignatius College Board

The College Board is a board of policy, planning strategy and stewardship of financial and physical matters. It derives its authority from the Canonical Administrators and the Board Constitution. The Board sets policy and direction for the College. Under the new governance arrangements to begin next year, there may be some changes to the nature and function of the Board.

The Principal

The Principal is responsible for the overall leadership of the College and is responsible for the carrying out of the policies of the College in four main areas: Religious; Educational; Pastoral; and Managerial.

The Deputy Principals

The Deputy Principals' key roles are to support, advise and assist the Principal in all aspects of the College. Each Deputy Principal will also have a designated broad area of responsibility: Staff, Identity and Operations, Students or Teaching & Learning.

The Deputy Principals will be expected to work together and for the Principal so the College community experiences united, coherent, competent and supportive leadership.

The College Executive Team

The College Executive will consist of the Principal, Deputy Principals, Director of Teacher Development, Director of Infrastructure & Operations and Business Manager.

Student Leadership

Throughout the College opportunities for student leadership are provided and strongly encouraged.

College Captains	College Vice Captains	Academic Captain
Environment Captain	Liturgy Captain	Arts Captain
Justice Captain	Sports Captain	Ignatian Leaders
Wellbeing Captain		

Saint Ignatius College Organisational Structure, Team / Committee Structure diagrams and Positions of Leadership list are included at the end of this document.





Deputy Principal (Teaching and Learning)

Background to the Deputy Principal position vacancy

Our current Deputy Principal (Teaching and Learning), Mrs Annette Chidzey, has announced she will be retiring at the end of this year. Mrs Chidzey has been an outstanding educator for almost 44 years and she has made a significant contribution to the College as Deputy Principal for the last six of those years.

Subsequently, we are now looking for an energetic, professional and dedicated leader who can build on the current strength of the College in the teaching and learning area and take it to even greater heights.

This position is one of three Deputy Principal positions.

The new deputy's colleagues will be:

Mr Michael Timms (Students)

Mr Paul Lewis (Staff, Identity & Operations)

The three Deputy Principals will serve the school community and support the Principal Mr Michael Exton as leaders in the mission of Catholic education in the Ignatian tradition for the Geelong region.

Applicants must be able to demonstrate outstanding leadership qualities, a willingness to put the time and effort into a senior leadership position, a very professional approach, a firm commitment to Catholic Education and a willingness to embrace the Ignatian ethos, a commitment to their local Catholic Parish or Christian Church group, suitable teacher registration and academic qualifications, a proven record as a proficient secondary teacher and experienced educationalist and administrator.

Attributes of the Deputy Principal

The Deputy Principal will be a person with the drive, vision and understanding to be an outstanding leader:

- A leader who can demonstrate a commitment to Catholic education and can support and contribute to the development of a vital Catholic community inspired by the Gospel values;
- Have appropriate expertise, experience and qualifications to assist in the educative and administrative leadership of a leading co-educational Catholic College;
- Have highly developed communication, planning, decision-making, negotiation, interpersonal and team-building skills;
- Have proven ability and energy to provide effective spiritual, cultural, transformational and professional leadership;
- Have detailed knowledge of contemporary developments in teaching and learning;
- Have a proven record as an excellent teacher in their academic discipline;
- Have had extensive and successful co-curricular involvement in schools;
- Have demonstrated the ability to work effectively and loyally as a team member in school administration;
- A leader who demonstrates the importance of the role she/he plays individually and collectively, to ensure that the Wellbeing and Safety of all students is at the forefront of all they do and every decision they make;
- Have the ability to ensure dress, behaviour and manners of Saint Ignatius College students are always of the highest standards of a Christian person;
- Have shared responsibility for the maintenance of the fabric of College facilities;
- Have shared oversight of the daily routine and organisation of assemblies and functions;
- Be able to construct and supervise budgets;
- Have the capacity for strong academic leadership;
- Be a leader with the capacity to motivate staff, inspire students and communicate with parents;
- Be a manager with the capacity to consult appropriately and delegate effectively;
- Be an articulate and persuasive speaker, a good communicator able to develop and maintain good relations and a high profile;
- Be a graduate of a recognised university, hold current VIT registration, hold a satisfactory police check and have undertaken post graduate studies;
- Have had appropriate senior administrative and teaching experience, including the teaching of Religious Education.

Desireable attributes include:

- Experience working on College leadership teams
- Held a leadership position in Religious Education
- Ability to articulate a vision for the role
- Understanding of Ignatian Spirituality
- Ability to prepare and lead College liturgies
- School Camp experience
- Values loyalty and commitment
- Prepared to take the time needed to do things well and with pride.





Deputy Principal (Teaching and Learning)

Position details

Tenure

The successful applicant is appointed as a permanent member of the Saint Ignatius College Geelong teaching staff.

The appointment of Deputy Principal will be for an initial five-year period (2021-2025).

Upon the completion of a successful review (in the third year of appointment), the Deputy Principal can be appointed to a further three-year period (2026-2028) with a review in the second year of this subsequent appointment.

Remuneration

Category A Deputy Principal commencing at Level 5
Mobile Phone/Laptop provided

Teaching load

It is expected that the Deputy Principal will teach one class, and support classes as needed in times of teacher absence.

Conditions of employment can also be found by accessing The Victorian Catholic Education Multi-Enterprise Agreement 2018

<http://www.cecv.catholic.edu.au/Employee-Relations/Salary-and-Conditions>

Role Statement

Role Statement is available on the College Website.

Timeline*

Saint Ignatius College Geelong Deputy Principal position advertised:

- www.ignatius.vic.edu.au
- The Age (29/08/20)
- Geelong Advertiser (29/08/20)
- teachers.on.net

All applications must be emailed to:

Email: principalsoffice@ignatius.vic.edu.au

Closing Date for applications: **4:00pm Monday 14 September 2020.**

All Deputy Principal applications received will be acknowledged by a return email at the time of (or shortly after) submission. This return email constitutes official notification that your application has been received. No other correspondence will be received regarding your application unless you are selected to attend an interview.

If you have not been contacted by 18 September 2020, you have not been successful in making the interview shortlist. All non-successful applicants will be notified by email following the completion of the process.

29/08/20 – 14/09/20	Application period
15/09/20 – 18/09/20	Shortlist completed
From 21/09/20	Interviews conducted
By early term four 2020	Position appointed

**The Principal may at any time vary the above timeline as required.*

NB. All unsuccessful candidates that have participated in the interview process will be contacted directly by the Principal to inform them of the outcome of their application before the announcement of the successful candidate is made.

Child Safe Standards

The Deputy Principal must demonstrate the importance of the role she/he plays individually and collectively, to ensure that the wellbeing and safety of all students is at the forefront of all they do and every decision they make. She/he will be required to sign the College's Child Safe Code of Conduct.



Instructions for applicants

Please ensure that the following are submitted by the due date:

1. A one page letter introducing yourself and outlining reasons for your interest in the position. In particular, you will need to clearly indicate why you think you are capable of leadership in a Catholic school at the Deputy Principal level.
2. A statement of no more than three pages (in total) addressing each of the following points:
 - A leader who can demonstrate a commitment to Catholic education and can support and contribute to the development of a vital Catholic community inspired by the Gospel values;
 - Have appropriate expertise, experience and qualifications to assist in the educative and administrative leadership of a leading co-educational Catholic college;
 - Have highly developed communication, planning, decision-making, negotiation, inter-personal and team-building skills;
 - Have proven ability and energy to provide effective spiritual, cultural, transformational and professional leadership.
3. The completed Application Form (available from our College website).
4. A current Curriculum Vitae that includes the names and contact details of three referees, one of which must be the applicant's current Principal.

For any enquiries in relation to this position please contact the Principal's Personal Assistant, Mrs Kim Abbott on (03) 5251 1136.

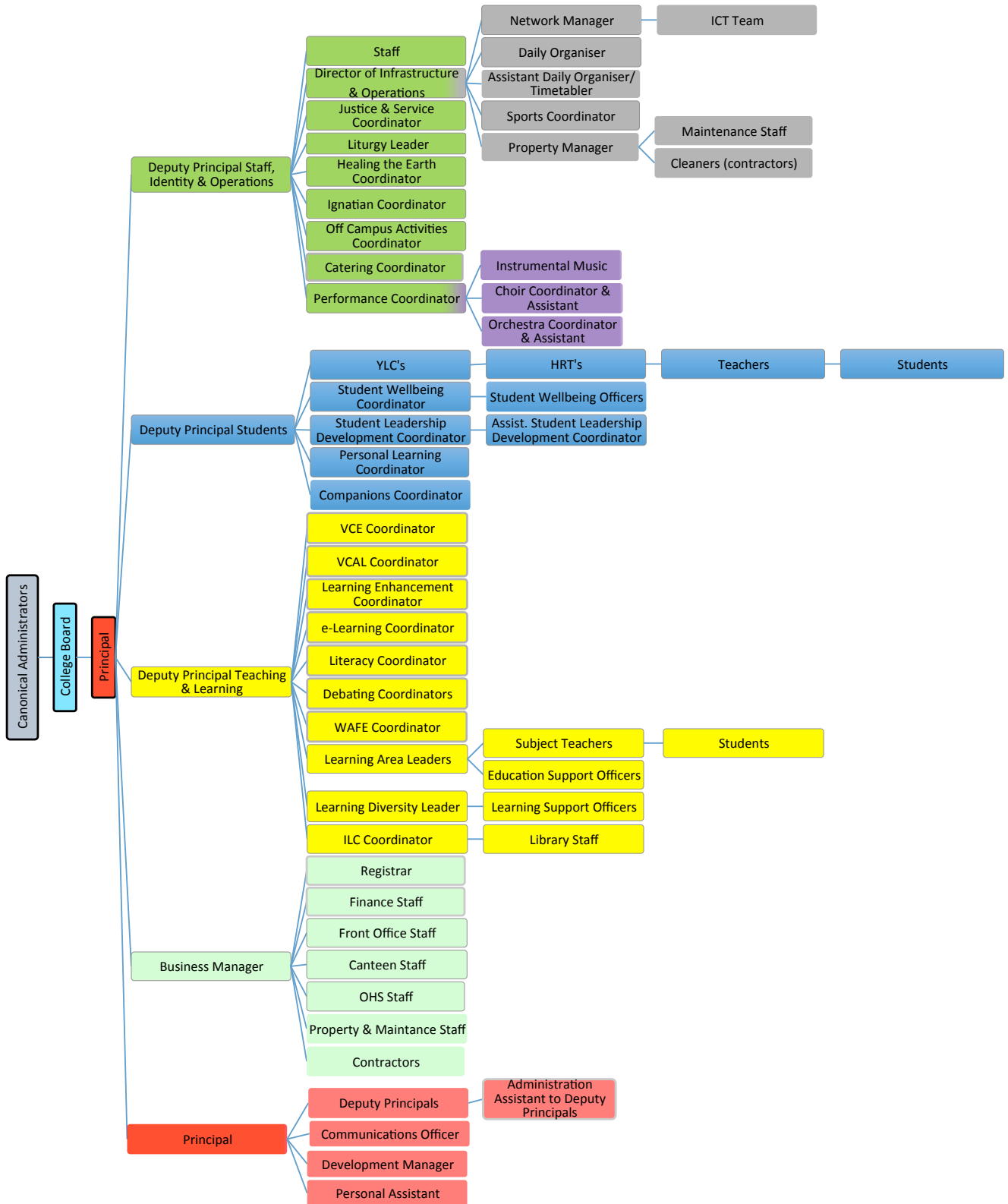
All applications must be emailed to:

Email: principalsoffice@ignatius.vic.edu.au

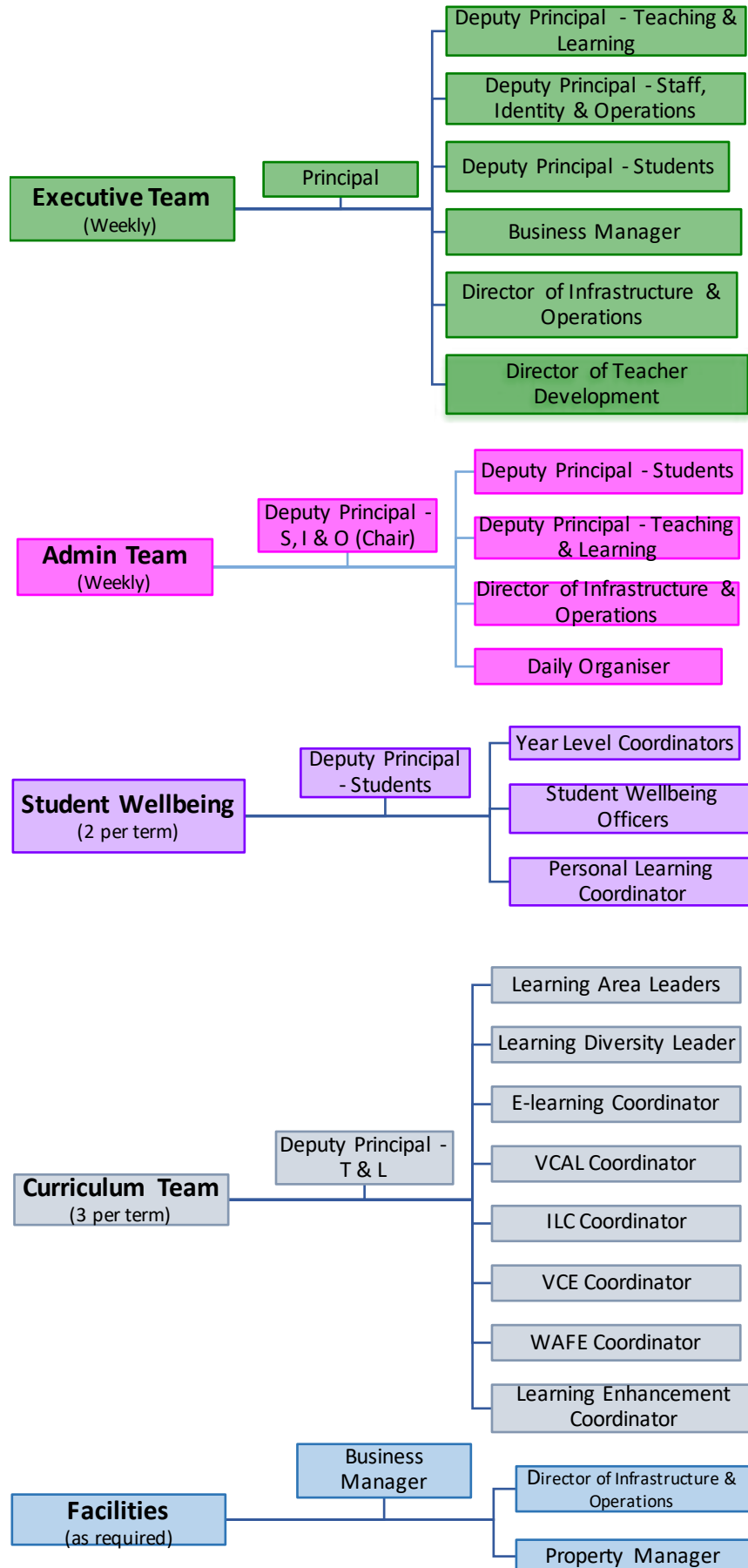
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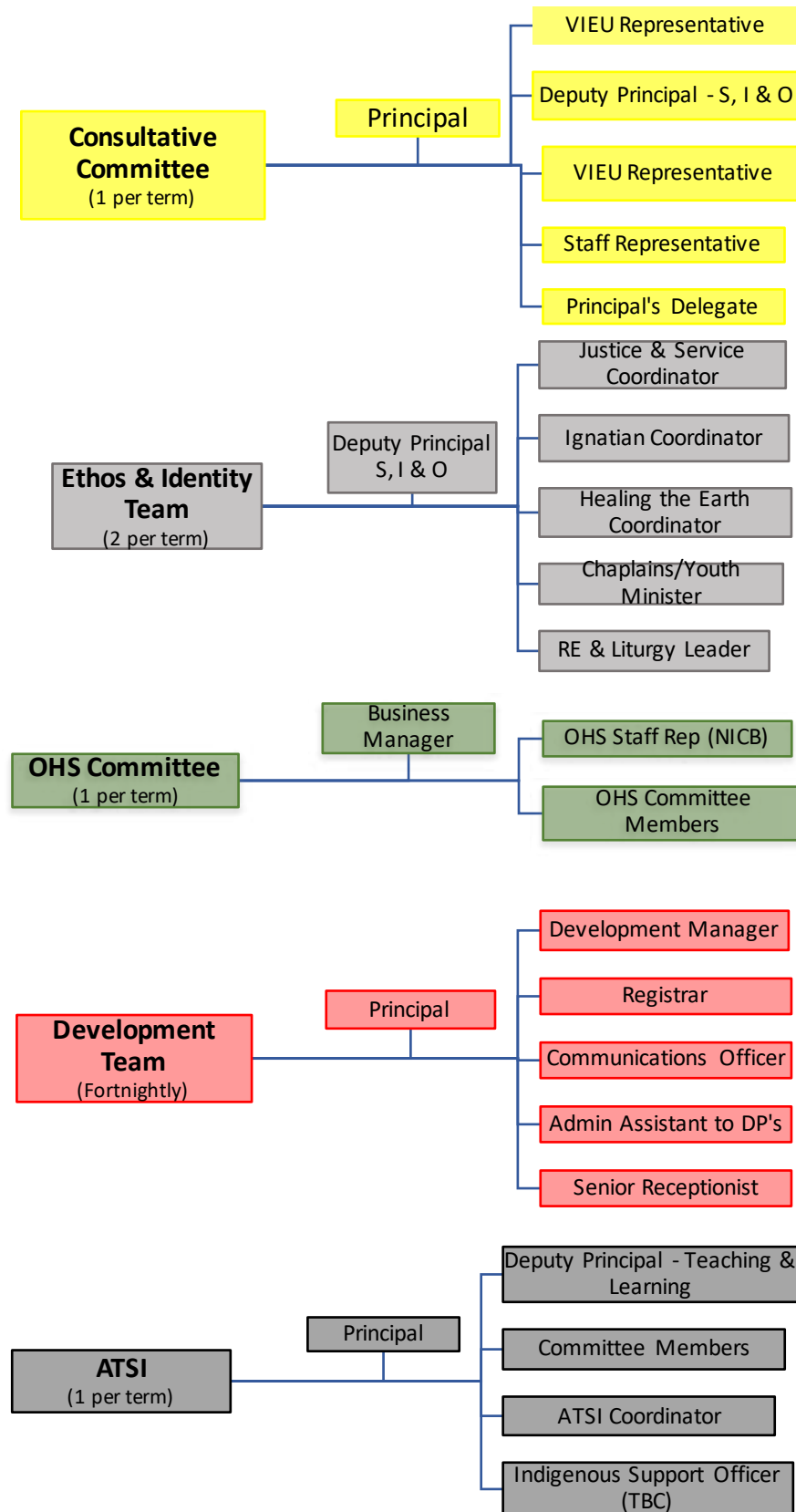
Saint Ignatius College Organisational Structure



Team / Committee Structure



Team / Committee Structure (continued)



Position of Leadership List (2019-21)

Year Level Coordinators:	POL	Reduction in max. teaching allocation up to:
Year 7	POL 2	10
Year 8	POL 2	8
Year 9	POL 2	10
Year 10	POL 2	8
Year 11	POL 2	8
Year 12	POL 2	10
Learning & Teaching Coordinators:		
Director of Teacher Development	POL 4	15
Learning Diversity Leader	POL 2	15
VCE Coordinator	POL 2	5
VCAL Coordinator	POL 2	4
Learning Enhancement Coordinator	POL 2	5
e-Learning Coordinator	POL 2	5
Literacy Coordinator	POL 1	3
Debating (Yrs 7-9)	POL 1	2
Debating (Yrs 10-12)	POL 1	2
Learning Area Leaders:		
Arts - Performing	POL 2	4
Arts - Visual	POL 2	4
English	POL 2	5
Health & Physical Education	POL 2	5
Humanities	POL 2	5
Languages	POL 2	5
Mathematics	POL 2	5
Religious Education & Liturgy Leader	POL 3	10
Science	POL 2	5
Digital Technology	POL 2	3
Design Technology	POL 2	5
Other Leaders:		
Sports Coordinator	POL 3	15
Daily Organiser	POL 3	15
Assistant Daily Organiser/Timetabler	POL 1	5
Development Manager	POL 3	15
Instrumental Music	POL 1	2
Choir Coordinator		3
Choir Assistant		1
Orchestra Coordinator		2
Orchestra Assistant		2
Performance Coordinator	POL 2	4
Ignatian Coordinator	POL 2	5
Off Campus Activities Coordinator	POL 2	6
Justice & Service Coordinator	POL 2	5
Healing the Earth Coordinator	POL 1	2
Catering Coordinator		2
Student Lead. Dev. Coord.	POL 2	5
Assist Student Lead. Dev. Coord.	POL 1	3
Personal Learning Coordinator	POL 1	3
Companions Coordinator	POL 1	2
Transition		2

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