

# Principal

Samaritan College  
Whyalla

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Applicant  
Information Pack

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# Catholic Diocese of Port Pirie

## Diocesan Director's 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 Samaritan College

Samaritan College is a large and growing Catholic co-educational Reception – Year 12 school, located in the regional, coastal city of Whyalla.

As the only R-12 school in Whyalla, Samaritan College is situated on three campuses: St Teresa's Campus (Reception to Year 6); Our Lady Help of Christians Campus (Reception to Year 6); and Saint John's campus (Year 7 to 12).

Samaritan College maintains close partnerships with neighbouring R-12 Catholic schools in Port Lincoln, Port Augusta and Port Pirie.

Samaritan College welcomes students and families from diverse religious, cultural, and socio-economic backgrounds.

With a current enrolment of 790 students across the three campuses, Samaritan College is committed to ensuring students and staff are supported to thrive as active members of the community.

Staff, in partnership with families, work to ensure high quality learning and wellbeing outcomes for every student.

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

## Our Mission

In 2008 when the three Catholic schools were amalgamated, the Bishop and the community drew inspiration from the Gospel Samaritan in determining the name and spirituality of the Reception to Year 12 College.

The College's motto – Faith, Wisdom, Compassion – reflects the values and virtues that are at the heart of the Samaritan Gospel stories.

With a rich history of more than 80 years of continuous provision of Catholic education in Whyalla, Samaritan College draws upon the traditions and charisms of the Good Samaritan Sisters and the Christian Brothers. Reflective of its rich history prior to the amalgamation, the College has a range of Patron Saints: Edmund Rice, Benedict, St Mary MacKillop, Mary Help of Christians, St Teresa, St John, and St Francis Xavier.

Samaritan College is a respected Catholic College built on 'character through community.' The College is held in high regard within the Whyalla community.



## Living, Learning, Leading

At Samaritan College we prioritise high quality teaching and learning programs for all students across Reception to Year 12, with targeted intervention support to meet the diverse learning needs of each child.

Learning in the Early Years involves hands-on learning in a student-centred and engaging environment. Inquiry and play form the foundations of everything we do in the Early Years, and is explicitly linked by our teachers to Literacy, Numeracy, and the range of curriculum areas.

In recent years the College commenced a Little Stars program for pre-school aged children.

Literacy and Numeracy across the curriculum is integral to teaching and learning in the Middle Years. Our whole College Literacy and Numeracy Agreement supports teachers to provide a low variance teaching model as students transition from the primary years. With a large intake of students from local schools in Year 7, we are currently focussed on a more streamlined approach to testing and data use in the middle years to inform targeted teaching practice.

In the Senior Years an extensive range of subjects and options enables students to pursue their pathway to SACE completion and beyond, to a full range of post-school opportunities. Maintaining 100% SACE completion, increasing retention of students where possible, and achieving the maximum grades at the highest level are current priorities in the Senior Years.

Links to other organisations within Whyalla including the University of South Australia, TAFE SA and major employers such as GFG, provide extra opportunities for our students and staff with their learning. These regional community relationships strengthen opportunities for our students.



Student support and wellbeing is a key focus at Samaritan College. There are planned R-12 wellbeing programs in place for primary and secondary students. Samaritan College works in close partnership with Centacare Catholic, local allied health professionals, and the various agencies that support students and their families.

Students and staff learn, work and play in a contemporary, well-resourced environment, enhanced through the recent multi-million dollar upgrades in addition to annually planned upgrades. The College facilities comprise some traditional convent rooms to state-of-the-art general and specialist learning spaces.

Each campus is independently maintained with its own admin staff, library and canteen.

Staff have a natural peer support network at Samaritan College with a blend of experienced, long-serving staff and early career teachers and education support office staff. With some challenges experienced in recruiting staff across all regional communities and sectors, our staff are drawn to and welcomed into a supportive staff culture, evidenced in the way they share, support and work with each other to support students.

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.

## The Whyalla Community

Whyalla is a coastal regional city with a population of approximately 20,000 and boasts significant local health and social services, shopping, dining, cultural and sporting provisions.

Whyalla is renowned for its 300+ days of sunshine each year and easy access to water activities. Whyalla has much to offer residents with a relaxed and active lifestyle. It is the gateway to the Eyre Peninsula, providing many opportunities to visit beautiful beaches and local friendly townships.

Whyalla is within easy access of Adelaide, 45 minutes by plane or a four hour drive with beautiful views of the Flinders Ranges and Spencer Gulf.

With the main employers being the services industry, GFG Liberty/SIMEC (steelworks/mine) and allied engineering industries, Whyalla's demographic has mixed employment, diverse cultures, and varied socio-economic strata.

Whyalla is also the cornerstone of the state government's current strategy and investment into Hydrogen with thousands of workers expected in the city in the coming year to build this massive new plant.



# Community Feedback

The Samaritan College community invites applications from a dynamic, faith-driven leader who will possess or develop a deep understanding of the local community and will adeptly manage the intricacies of overseeing a three-campus college.

Emphasizing the importance of the College's Catholic identity, it is expected that the Principal will prioritise the transmission of values and faith throughout the school's activities. Central to the College's aspirations is the sustained cultivation and expansion of the school community, alongside active engagement and contribution to the local community.

A collaborative and empowering leader, the Principal will bring strong instructional leadership to impact continued improvement in learning and wellbeing outcomes for students across the R-12 College.

The community of Samaritan College seeks a Principal who effectively engages with parents, families, and staff across all campuses, maintaining a visible presence throughout. Appreciating the significance of local industries and community dynamics, the Principal will continue to nurture pride in the school through initiatives like 'shine nights' and Patron's day, while recognising and addressing the unique needs of each campus.

The Principal will support and mentor their leadership team, ensuring clarity of purpose and unity within the school community. Upholding the individual dignity of every student, they will support the staff and community to nurture and ensure the wellbeing of all members. The Principal will also be encouraged to actively seek opportunities to enhance family events and connections, creating a strong sense of belonging.



Acknowledging recent enhancements at Saint John's campus, the community eagerly anticipates further revitalisation and renewal efforts across all three campuses, guided by recently completed strategic and master plans. In particular, there is an opportunity for the expanded development of technological resources and rich subject availability across all campuses with the inclusion of enhanced performing arts provision.

Characterized by authenticity and relational skills, being decisive and knowledgeable in matters of faith and contemporary education, the Principal will continue to address the diverse learning and staffing needs of the entire college community.

The ideal leader will seamlessly integrate into the community, serving as a community leader and fostering connections that will continue to enrich the school for the benefit of the families and students.

With a focus on effective communication and fostering learning outcomes conducive to both tertiary education and vocational paths, the community seeks a Principal who can unite the three campuses towards achieving excellence in education and faith.



## 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.

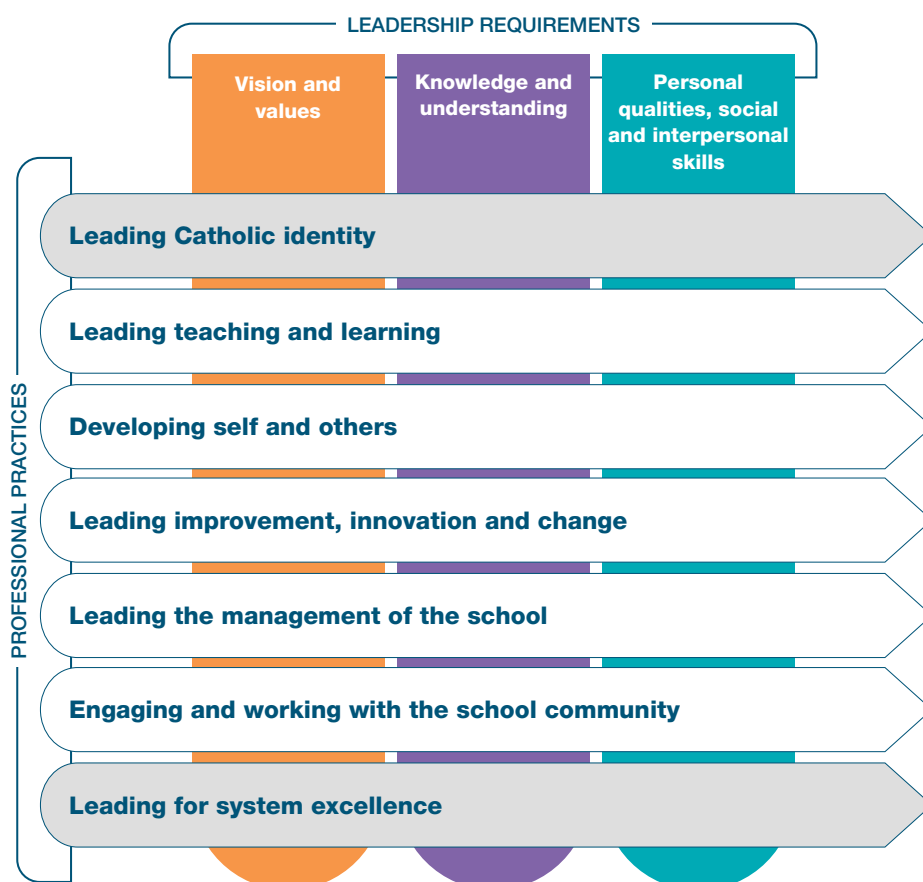


# Living Learning Leading Framework and Standards

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

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## 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 and 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 and 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 and 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

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# 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.



# Key Selection Criteria

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**Please address the following Key Selection Criteria in your letter of application**

**(no more than 2 pages):**

- Please share your motivation for applying
- Please outline your Catholic education leadership journey
- Share a recent example where you have undertaken professional learning and brought your learnings to life within your schools. What did you learn and how did the school benefit?
- How would you describe the way you lead and nurture a Catholic school community?
- Describe areas of speciality or interest in your professional practice and how you might apply these at Samaritan College



## Applications close Monday 3rd June at 9.00am

Applications should be emailed to Abbie Bortolotti, CESA:

E: [talent@cesa.catholic.edu.au](mailto:talent@cesa.catholic.edu.au)

### Application process:

Your application should consist of a:

- One page covering letter.
- Two-page statement addressing the key selection criteria, as outlined in the Applicant Information Pack.
- Curriculum Vitae including the contact details of three professional referees.
- CESA Employment Declaration

*Samaritan College is a Child Safe environment in which there is zero tolerance for child abuse. It is a condition of employment that all employees comply with all relevant policies and procedures, including Child Safe policies.*

### Website:

[www.samaritan.catholic.edu.au](http://www.samaritan.catholic.edu.au)



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