



Applicant Information

PRINCIPAL



www.kalamundacs.wa.edu.au

A LETTER FROM THE CEO

Thank you for inquiring about this leadership position which has become available within the Swan Christian Education Association (SCEA) system of schools. I am delighted that you are considering the possibility of joining our leadership team.

Our association has a rich history that commenced with a vision planted by God in the hearts of a small number of pioneers, who set out to establish a Christian school for their children in Midland. From these very humble beginnings, SCEA is now made up of seven schools that educate approximately 4500 students and employs over 700 staff. We recognise that we have received an abundant inheritance and now have a responsibility to continue the work of providing a Christ-centred education for the communities we serve.

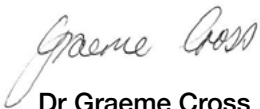
SCEA schools have enjoyed considerable growth in recent years. Our goal is to offer a Christian education to the Western Australian community that fosters in our children and young people a sense of hope, joy and optimism for life and their future. Significant work has been undertaken to ensure our staff are equipped to serve in our school environments, centred around our SCEA priorities of learning, leadership and interdependence. We wholeheartedly believe that when Jesus said he came to bring life in all of its fullness (John 10:10b), he offered humankind a wonderful gift that can bring hope and transformation to us and those we serve. Our hope is that as our students are immersed in a SCEA education, they will be prepared not just for a career, although that is important, but also for the whole of life.

If you are an educational leader who shares a passion for seeing the transforming power of the gospel of Jesus inspiring and shaping school communities, then we would encourage you to apply for this significant leadership position within our organisation.

Should you choose to apply and be appointed to this position, it will be my honour and privilege to work closely with you. One of the benefits of working within a SCEA school is that you never work in isolation. Our leaders are surrounded by colleagues and support staff from across our schools and the SCEA Head Office.

I look forward to receiving your application should you decide to explore this opportunity further.

Blessings,



Dr Graeme Cross
Chief Executive Officer



ABOUT KALAMUNDA CHRISTIAN SCHOOL

Kalamunda Christian School (KCS) began in 1984 and recently celebrated its 35-year anniversary. The campus is set amongst the trees in Walliston and students enjoy learning and growing in this picturesque and rich educational environment.

At the heart of every member of the KCS team is a desire to provide students with the opportunity to develop their gifts and to foster a passion for lifelong learning.

The school's nurturing Christian environment, community spirit and holistic educational philosophy support students in becoming all that God has created them to be.



OUR CALLING

To cultivate character and competencies foundational to flourishing lives and community through holistic Christian education.

OUR VALUES

Honour, Integrity, Generosity, and Humility

STUDENT FLOURISHING ATTRIBUTES

- Christ Followers
- Empowered Learners
- Problem Solvers
- Self Managers
- Team Players
- Servant Leaders

OUR COMMUNITY

Our strong culture of community creates a sense of belonging where all stakeholders work in fellowship to achieve the best possible outcomes for each student.

ABOUT SCEA

Established in 1982, Swan Christian Education Association (SCEA) began as a single primary school in Midland to serve the needs of families who wanted to see Christian education grow and thrive in Western Australia.

Nearly forty years later, SCEA has more than 700 staff serving at seven schools ranging from Alkimos to the north of Perth right down to Bedfordale in Perth's southern suburbs. Over 4,500 students belong to SCEA schools in Middle Swan, Kalamunda, Beechboro, Mundaring, Ellenbrook, Southern Hills and Northshore.



OUR STUDENTS

Kalamunda Christian School (Pre-Kindergarten to Year 6) is a co-educational school with students who come from a diverse range of backgrounds.

ABOUT THE ROLE

Swan Christian Education Association (SCEA) is seeking a passionate educator with demonstrated leadership experience to join Kalamunda Christian School as Principal from Term 1, 2023.

The successful candidate must have strong academic credentials and the skills required to effectively lead a school community.

In addition to leading the school, the Principal will also become a member of SCEA's Senior Leadership Team, which brings together the CEO, Principals and senior leaders from the SCEA Head Office. Its function is to provide strategic leadership and direction for the network of SCEA schools.

SELECTION PROCESS

Your online application should consist of:

- A covering letter addressing the Essential Criteria 1 to 4 (above) and a brief statement (no more than three pages) outlining the competencies the applicant would bring to the role and their reason for applying.
- Resume or Curriculum Vitae, and
- Copies of all qualifications
- Copies of Working With Children (WWC) Card and Department of Education Police Clearance, or ability to apply for one.

SCEA is proud to be an employer that maintains high standards with regards to child protection. All candidates for roles at SCEA are subject to screening and assessment against child safety standards as part of our thorough recruitment process.

Only online applications will be accepted.

For any further queries about the role, please contact the Chief Executive Officer, Dr Graeme Cross through info@scea.wa.edu.au or phone (08) 9274 6411. For further information about the application process, please contact SCEA HR through hr@scea.wa.edu.au

APPLICATION PROCESS

Upon receipt of your application the following process will apply:

- An email will be sent acknowledging your application
- Successful applicants will receive a phone call for an interview
- Unsuccessful applicants will receive correspondence via email
- At the conclusion of the interview process all interviewed applicants will be contacted via phone.



APPENDIX — LEADERSHIP STANDARDS

Leads and directs Christ-centred education

- Works to ensure Christ-centred teaching is occurring in every lesson
- Works to ensure teachers recognise and utilise opportunities to share Biblical perspectives with students
- Works to ensure selected text resources are considered from Christian perspective
- Recruits, interviews and recommends employees who are active and committed Christians
- Fosters inter-personal relationships underpinned by gospel values
- Leads the devotional life of the school
- Demonstrates Christ-like behaviours
- Nurtures staff and students' spiritual development
- Clear links evident between SCEA strategic goals and school goals
- Makes connections with local churches
- Provides a biblical basis for strategic thinking
- Creates events and ceremonies that support the vision and mission of SCEA and school

Actively articulates, leads and promotes SCEA's vision, mission and strategic goals

- Is strategic, purposeful and intentional about cultivating a Christian school culture within their school
- Embodies and exemplifies the core Christian vision and values promoted in their school
- Demonstrates ethical decision-making processes
- Team-oriented; purposeful and effective collaboration with other SCEA schools
- Commitment to improving learning outcomes in all SCEA schools (systemic moral purpose)
- Decision-making is strategic with planned intervention into unacceptable situations
- Assesses, develops and maintains a positive school culture and tone
- Works purposefully to foster unity and teamwork with SCEA office personnel
- Articulates the desired school culture and celebrates evidence of its implementation
- Views Federal, state and SCEA mandates as opportunities for improvements in the school
- School staff share the vision of continuous improvement with the principal

Leads with a focus on improving Teaching, Learning and Assessment

- Relentlessly focus on improving teaching and learning with very effective professional development of all staff
- Justifies all decisions based on the needs of students and teachers
- Clearly demonstrates teaching and learning priority to staff;
- Monitors effectiveness of curriculum, instruction and assessment using data
- Holds teachers accountable for student learning
- Discusses item analysis with senior staff to determine priorities
- Creates a culture that it is the responsibility of all staff to make sure that all students are learning
- Has complete regard for the progress and development of every student
- Focus on students' achievement and instructional strategies
- Have consistent, high expectations for teaching and learning and are ambitious for the success of their pupils
- Ensures that teaching, learning and assessment are aligned
- Promotes and participates in teacher learning and development
- Collaborates to use data to establish rigorous, concrete goals aimed at improving student learning
- Uses research in improving the educational program
- Creates structures and opportunities for teacher collaboration
- Ensures school offers relevant, challenging, and future-focussed curriculum
- Conveys to staff a knowledge of the mandated curriculum content, scope and sequencing in all subjects and across all year group
- Protects instructional time from interruptions
- Motivates teachers to meet high expectations
- Demonstrates a working knowledge of the school curriculum and instructional program
- Communicates to teachers the expectation that all students can learn

Effectively leads and oversees the management of the school

- Strategizes to ensure enrolments are stable or growing
- Is highly visible and engaged in the school community
- Builds and maintains a cohesive leadership team
- Addresses concerns in a timely manner
- Manages fiscal and physical resources responsibly, efficiently and effectively
- Understands profit and loss statements, cash flow, recurrent expenditure and balance sheets
- Oversees setting of school budget and understands implications on the school of changes
- Tracks school's financial performance against approved budget
- Effectively complies with and manages Board policies and procedures
- Provides regular and on-time reports about school activities to the Board
- Demonstrates planning skills in collaborative environments
- Clear, data-informed school improvement planning undertaken collaboratively with staff
- Understands timetabling and implications of changing timetable variables
- Builds systems and relationships that utilise staff skills, differences and expertise to realise the school's goals

Strong personal qualities, social and interpersonal skills

- Ensures all staff feel valued
- Ensures all interests are heard and respected
- Celebrates staff accomplishments
- Provides opportunities for parents, staff and students to have a voice in decision making
- Establishes a collaborative work environment which promotes cohesion and cooperation among staff
- Resolves conflicts fairly
- Is approachable

Develops self and others

- Provides strategic opportunities for staff development (e.g. in-house acting positions)
 - Ensures staff have professional development that directly enhances their performance and improves student learning
 - Proactively uses current research about effective schools and leadership to develop and review personal development plan
 - Are robust and rigorous in terms of self-evaluation and data analysis with clear strategies for improvement
 - Distributes (shares) leadership and provides opportunities for staff to demonstrate leadership skills
 - Develops and implements personal development plan including goals and targets
 - Encourages teacher participation in SCEA professional learning networks
 - Supports and promotes staff professional learning teams
 - Provides encouragement and opportunities for staff to continually design and innovate more effective teaching and learning experiences for students
 - Provides avenues for student voice and agency
 - Fosters a culture of inquiry and reflection
 - Discusses professional literature with staff and informs them of recent research findings in teaching and learning
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