



EDMUND RICE EDUCATION AUSTRALIA
COLLEGES LTD



COLLEGE DEPUTY PRINCIPAL

2027 CANDIDATE INFORMATION PACK





ST DOMINIC'S COLLEGE, KINGSWOOD

Located in Kingswood, NSW, St Dominic's College is a highly respected Catholic secondary school catering for young men in Years 7 to 12. At St Dominic's, we are dedicated to fostering an inclusive environment, placing educational excellence and a sense of community at the core of our learning framework and values.

A RICH AND PROUD HISTORY

With a rich heritage spanning over 65 years, St Dominic's College has consistently provided outstanding education by tailoring our approach to meeting the unique needs of every student.

Originally founded in 1959 by the Christian Brothers, the College commenced in temporary facilities at the old Convent on Evan Street, Penrith. In 1960, under the guidance of Br M.D. Surawski, we relocated to our present campus on Gascoigne Street, Kingswood, expanding our facilities over time to fully accommodate the educational requirements of our students.

During the period from 1978 to 1985, St Dominic's College temporarily transitioned to co-education, welcoming both male and female students until the establishment of McCarthy Senior Catholic High School, which has now become Penola Catholic College. Subsequently, St Dominic's returned to its roots of providing comprehensive boys' education. Initially enrolling both primary and secondary students up until Year 10, primary classes were phased out in 1980 to focus primarily on delivering high-quality secondary education. In 1999, we initiated the extension of our classes from Year 10 to Year 12, incorporating the Higher School Certificate into our curriculum in 2000.

INCLUSIVE AND TAILORED LEARNING ENVIRONMENT

At St Dominic's College, we are committed to supporting students of all abilities, employing a multifaceted approach to address their individual learning needs. Our dedicated staff and students embrace the values of Belonging, Compassion, Discovery, and Opportunity, which are interwoven into all aspects of College life. These core values ensure that each member of our community contributes to a productive and impactful educational experience while engaging in a wide range of artistic, sporting, liturgical, and pastoral activities.

We pride ourselves on offering unparalleled opportunities across all facets of College life, providing our students with pathways to excel and achieve their goals. As an integral part of the wider Penrith community, St Dominic's College has developed a strong presence, empowering our students to become advocates for the less fortunate and agents for positive change through our comprehensive Pastoral Care and Social Justice Outreach Programs.

MORE THAN EDUCATION

At St Dominic's College, we firmly believe that education extends far beyond the realms of reading and writing. While academic excellence is undoubtedly crucial, we recognise the significance of fostering a holistic learning environment that encompasses Social Justice and Pastoral Care. We understand that true education encompasses the development of the whole person, empowering students to become compassionate, engaged, and socially responsible individuals.

Education is not merely about acquiring knowledge; it is about equipping students with the tools to navigate and positively impact the world around them. We emphasise the importance of Social Justice, encouraging our students to understand and address the inequalities and injustices that exist within society. By instilling a sense of empathy and awareness, we empower them to become advocates for change, promoting equality, inclusivity, and fairness.

At St Dominic's College, education encompasses not only the acquisition of knowledge and academic skills but also the cultivation of a strong moral compass, social consciousness, and a genuine concern for others. We believe that by embracing social justice and pastoral care, we prepare our students not only for success in their future endeavors but also to be compassionate and responsible global citizens.

Grounded in the Edmund Rice tradition, St Dominic's College nurtures an environment that prioritises educational excellence through a diverse and comprehensive curriculum. Our commitment to upholding our strong reputation within the Penrith Community is unwavering, and we will continue to cultivate this relationship as we move forward into the future.



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LEARNING STATEMENT

Learners at St Dominic's strive to achieve their personal best, self-directed in leading their own life-long learning.

We are a connected learning community that focuses on the promotion of higher order thinking. Personalised needs are authentically served in a blended learning environment.

The College provides a liberating education, creating opportunities for all its members to be engaged and empowered by learning.

VISION

Our vision is to be a Christ centred learning environment that provides a liberating education for all as lifelong learners.

MISSION

Our mission is to create a caring environment that promotes inclusivity through the context of boys' education, where individual excellence and success is pursued within the Catholic tradition in the spirit of Blessed Edmund Rice.

VALUES

The Core Values provide a practical expression of our identity and guides decision making, planning and review. The Touchstones help us set directions and define goals as we seek to make the Gospel a living reality in our community.

Belonging – Inclusive Community

St Dominic's College is an accepting and welcoming community that fosters right relationships and is committed to the common good of our students, staff, parents and the wider community.

Our community is accepting and welcoming, fostering right relationships and committed to the common good. **EREA Touchstones - Inclusive Community**

Compassion

St Dominic's College community promotes compassion through the experience of social justice, generosity, respect, empathy and genuine care for the individual and the community.

We are committed to justice and peace for all, grounded in a spirituality of action and reflection that calls us to stand in solidarity with those who are marginalised and the Earth itself. **EREA Touchstones - Justice and Solidarity.**

Discovery

St Dominic's College is committed to supporting all in discovering their God-given uniqueness and inherent worth as they grow in faith and dignity.

We invite all people into the story of Jesus and strive to make his message of compassion, justice and peace a living reality within our community. **EREA Touchstones - Gospel Spirituality.**

Opportunity

St Dominic's College promotes opportunity through creating community and providing a liberating education to build a better world for all.

We open hearts and minds, through talented quality teaching and learning experiences, so that through critical reflection and engagement each person is hope-filled and free to build a better world for all. **EREA Touchstones - Liberating Education**



STRATEGIC PLAN 2023-2025

St Dominic's College Strategic Directions 2023–2025 “Liberating Hearts and Minds” builds on the learning improvement planned and delivered in St Dominic's College Strategic Directions 2017–2020 “Footsteps for the future”.

The EREA Learning Statement emphasises the importance of liberating practice to co-create a Better World. ‘Liberating Practice’ is defined as ‘explicitly co-creating the learning conditions, dispositions, and relationships to enable deep listening, confidence, agency and freedom’. In embracing the EREA Learning Statement, St Dominic's College Strategic Directions 2023-2025 “Liberating Hearts and Minds”, respects and honours the unique stories and celebrates the diversity of all individuals and our learning community as we build a better world for all.

This strategic plan is also influenced by the EREA School Renewal conducted in March 2022. The School Renewal process confirmed the lived reality of the EREA Charter and provided commendations and recommendations for the future.

The Deputy Principal will work with the College Principal on the development and actioning of the next Strategic Plan which will set the vision for the years 2026 – 2030.

TO LEARN MORE ABOUT ST DOMINIC'S COLLEGE, KINGSWOOD

St Dominic's College, Kingswood website - [click here](#)

Weekly College Newsletter - [click here](#)

St Dominic's College, Kingswood Strategic Plan 2023 - 2025 – [click here](#)

St Dominic's College, Kingswood 2025 Annual Report – [click here](#)

St Dominic's College, Kingswood Policies and Reports – [click here](#)



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POSITION DESCRIPTION

POSITION DETAILS

Position title:	Deputy Principal
Reports to (position title):	Principal
School:	St Dominic's College, Kingswood
Contract tenure:	Five year contract + five years on review
FTE:	1.0 (Full-time)
Expected level of contact with Children: (In accordance with Child Safeguarding Standards Framework)	Casual Contact
Location:	Kingswood, Penrith, NSW
Direct Reports:	5+
Budget Responsibilities:	Yes
Approved:	August 2026

ABOUT THE POSITION

We are seeking to appoint a Deputy Principal, commencing Term 1, 2027. As Deputy Principal, you will be a key member of the College Leadership Team and have responsibility for a diverse portfolio, including the strategic direction, operations, staffing and administration.

Applications are invited from experienced educational leaders with proven success in leading innovative teaching and learning outcomes and faith formation, as well as possessing the relevant leadership experience to satisfy the selection criteria for this key senior position.

POSITION PURPOSE

The Deputy Principal is a key member of the College Leadership Team and works closely with the College Principal who is responsible for the day-to-day management of the Deputy Principal.

The overall responsibility of the Deputy Principal is to assist the Principal in the management of the school.

The key responsibilities of this role include identity, community, educational and administrative leadership, student wellbeing and staff management.





KEY RESPONSIBILITIES

Key Responsibilities and Accountabilities

Identity Leadership

- giving witness to the faith life of the Catholic Church;
- ensuring that the relevance and expression of Edmund Rice values and charism is evident to all staff in the daily operational and strategic practices of the school;
- supporting the Principal in the implementation of values, vision and mission of the school;
- assisting the Principal, integrating the Charter for Catholic Schools in the Edmund Rice Tradition and its Touchstones in the life of the school;
- ensuring the safety of children by establishing and implementing child protection safeguarding preventative procedures according to annually reviewed, locally developed, contextually appropriate policies that are consistent with EREA and relevant state/territory legislation;
- promoting a child safe culture and environment in accordance with the requirements of relevant state/territory legislation;
- demonstrating a strong commitment to child safety by modelling and reinforcing attitudes and behaviours that value and respect children and young people;
- modelling one's own commitment to spiritual life, self-care and professional improvement, expressed through engagement in formation opportunities, professional learning and leadership development.

Educational Leadership

- providing leadership in the development of a school-based curriculum which promotes the holistic development of young people;
- supporting the ongoing development of a safe and inclusive place of learning for all students with particular attention given to the diverse needs of learners;
- having knowledge of state/territory based and national curriculum and demonstrating an understanding of contemporary educational research and its application within a school setting;
- displaying familiarity with current educational issues;
- utilising the knowledge, understandings and competencies outlined in the two points above to provide leadership in the alignment of curriculum, strategies, structures and processes with the ethos and mission of the College.

Relational Leadership (Young People)

- adhering to the EREA Code of Conduct;
- providing leadership in the establishment and implementation of child safeguarding preventative procedures according to annually reviewed, locally developed, contextually appropriate policies that are consistent with EREA and relevant state/territory legislation;
- ensuring that all child safety matters are addressed in compliance with the EREA Child Safeguarding Standards and relevant state/territory legislation;
- providing leadership in the school's appropriate response to the pastoral and wellbeing needs of each young person;
- ensuring that the voice of young people informs the daily actions of the school;
- providing opportunities for students to participate in decision making processes that affect their safety and wellbeing;
- maintaining visibility and presence amongst students at the school;
- playing a key role facilitating conflict resolution strategies between staff, students and parents.





Relational Leadership (Staff)

- adhering to the EREA Code of Conduct;
- supporting the Principal in the recruitment and induction of new staff to the school;
- playing a key role facilitating conflict resolution strategies between staff, students and parents;
- upholding standards of excellence in professional attire, demeanour and manner;
- maintaining the highest standards of prudence and confidentiality;
- communicating effectively with staff;
- providing clear and competent leadership of middle leaders;

Community Leadership

- demonstrating a strong commitment to child safety by modelling and reinforcing attitudes and behaviours that value and respect all children and young people;
- ensuring the highest standards of a child safe environment in accordance with the requirements of the EREA Child Safeguarding Standards Framework and relevant state/territory legislation;
- nurturing a culture of collaboration, team and co-creation;
- supporting the co-curricular life of the school;
- supporting the Principal in the engagement of parents, carers and community members to participate in decision making processes that affect the safety and wellbeing of the children and young people in the school;
- upholding the school's duty of care of all young people;
- promoting and maintaining a quality learning and teaching environment underpinned by high expectations of behaviour and positive relationships in the College community;
- engaging parents and carers as active members of the school community.

Administration Leadership

- supporting the Principal in the induction and ongoing training and refresher training in all mandated training areas, including child safety and wellbeing in accordance with the requirements of relevant state/territory legislation, for all staff, relevant volunteers, and contractors;
- assisting the Principal to ensure compliance with the EREA Child Safeguarding Standards which are in compliance with the recommendations of the Royal Commission into Institutional Responses to Child Sexual Abuse and the National Catholic Safeguarding Standards;
- meeting regularly with the Principal to share information regarding staff, students and school matters;
- working cooperatively with external educational bodies and maintaining effective communication with them;
- supporting the implementation of school improvement processes and assisting the Principal in maintaining compliance with annual government and EREA reports.
- communicating competently and clearly with the school community;
- assisting the Principal in the implementation of the school's strategic plan;
- assisting the Principal in school organisation, preparation and coordination as required;
- Carrying out reasonable duties and tasks that may be assigned by the Chief Executive Officer or Principal from time to time.



KEY ATTRIBUTES AND EXPERIENCE

Essential

- be an active member of the Catholic Church with a strong commitment to promoting the teachings of the Church;
- be able to demonstrate an understanding of the charism of Blessed Edmund Rice as articulated in the Charter for Catholic Schools in the Edmund Rice Tradition;
- have a minimum of five years teaching experience in a Catholic school;
- have relevant teaching registration in NSW or transferrable registration from another state;
- have (or be working towards) post graduate qualifications in Education, Leadership, Religious Education, Theology or equivalent;
- be able to demonstrate a high level of competency in the domains of leadership (as outlined in the Position Description);
- be able to demonstrate a willingness and ability to undertake the duties of the Principal (in cases of the Principal's extended absence).
- Understanding of, and commitment to the values of a Catholic educational system of schools in the Edmund Rice tradition
- A commitment to the ongoing and proactive protection and safeguarding of children, young people and adults at risk of abuse

Desirable

- have successful experience in a leadership position (e.g. Head of Faculty, Dean of RE / Identity, Head of Pastoral Care) in more than one educational setting;
- have a proven ability to work in a collaborative environment as the leader of an executive team;
- be able to assist with the development of community amongst staff, students and parents;
- have experience in working with School Advisory Councils/Boards;

COMMITTEE MEMBERSHIP

- College Leadership Team
- School Advisory Council
- Enterprise Bargaining Consultative Committee (Chair)
- IT Steering Committee (Chair)
- WHS Committee
- Risk & Compliance Committee
- Master Planning Committee
- Finance Committee
- Various event planning committees
- Attendance at, or membership of any other Committee, as directed by the Principal

WORKPLACE HEALTH & SAFETY

The College is bound by the provisions of the Work Health and Safety Act 2011 (the Act) which provides the legislative framework for workplace safety in NSW. It is the responsibility of each employee to be familiar with the College's policies and procedures associated therewith.

All Supervisors must ensure that no employee is required to undertake a task without adequate safety instructions and job specific training, but it is the responsibility of all staff to report all hazards and/or incidents/injuries through the online forms located on the College's Learning Management System. Any serious breach of the Act could lead to disciplinary action.





SELECTION CRITERIA

Selection Criterion 1 – Qualifications

- Current NSW Teacher Registration
- Hold a formal Degree in Education and hold or be working towards attainment of Post-Graduate qualifications in Education
- Accreditation to Teach in Catholic Education
- Minimum 5 years' experience in at least one senior educational leadership position within a Catholic school environment
- Knowledge of senior school curriculum development in NSW and Nationally

Selection Criterion 2 – Educational Leadership Experience

- Evidence of professional leadership experience across the listed Key Responsibilities, with an emphasis on Safeguarding, Risk and Compliance and Human Resources
- Proven record of quality teaching and professional learning
- Evidence of highly developed leadership skills
- Evidence of experience in development and implementation of strategic thinking
- Demonstrated high-level skills with multi-tasking and the capacity to manage multiple complex aspects of the role simultaneously
- Experience in leading the implementation of educational change
- Experience in providing Professional Learning and guidance to teachers
- Proven experience and expertise in leading and managing all matters relating to Educational Human Resources
- High level of skill in the effective leadership of contemporary school-wide ICT solutions and capacity to learn new systems efficiently

Selection Criterion 3 – Personal/Professional Skills

- Be a public face of the College and a living demonstration of its ethos, values and commitment to the pursuit of excellence.
- Highly developed written and verbal communication skills
- Ability to maintain composure and respectful professional relationships while managing the pressure of multiple, often complex tasks and time constraints
- Ability to work autonomously while demonstrating sound judgement regarding the need to collaborate and confer with the College Principal
- Ability to work collaboratively to find creative solutions to problems
- Knowledge of best practice approaches in boys' education and child safeguarding
- Commitment to provide standards of excellence and willingness to update skills and knowledge as required
- Demonstrated commitment to the pastoral care of students
- Ability to work in and lead a team environment

Selection Criterion 4 – Catholic and Edmund Rice Ethos

- A personal commitment to the Mission and Ethos of the College and a lifestyle aligned to this
- Demonstrated understanding of the ethos of a Catholic School in the Edmund Rice tradition
- Understanding of and ability to contribute to the mission and vision of St Dominic's College as a Catholic School



CONDITIONS OF EMPLOYMENT

Remuneration

Competitive remuneration package.

Tenure

A five-year Contract is offered with the opportunity for a second five-year Contract subject to satisfactory review.

Salary Packaging

The Deputy Principal may enter a salary package arrangement.

Professional Renewal Leave

Professional Renewal Leave will be provided in accordance with policies and procedures adopted by the Employer. Five weeks is available in each five-year Contract period subject to application approval by the Chief Executive Officer of EREA Colleges. It is expected that the Deputy Principal will undertake an approved cross-cultural immersion experience during the first Contract period, preferably in the third or fourth year.

APPLICATION PROCESS

Please address your application to the Interim Director of Education – NSW, EREA Colleges, Mr John Couani and email your application directly to ereansw@erea.edu.au

Your application should include:

- **Current Resume**
- **Covering Letter**, outlining reasons for your interest in and suitability for the position (no more than two pages)
- **A Written Statement** of no more than five pages, addressing each of the Selection Criteria as outlined in the Information Package. In doing so, candidates are required to reference how their professional experience positions them to meet the Key Responsibilities of the role as outlined in this document.

Shortlisted candidates will be required to provide three nominated Referees, including a Priest Referee.

All applications will be acknowledged within 24 hours by a response email from our EREA Colleges Mailbox. Please contact us on (07) 3737 6712 if you do not receive an acknowledgement of receipt.

For a confidential conversation about the role, please contact the Interim Director of Education – NSW, EREA Colleges, Mr John Couani via ereansw@erea.edu.au

APPLICATIONS CLOSE 5PM (AEST) WEDNESDAY 9 SEPTEMBER 2026

The successful applicant must possess (or be eligible to obtain) and maintain a current Working With Children Check. All applicants will be subject to EREA and legislative screening procedures. These checks are consistent with EREA's commitment to child protection policies and procedures. Edmund Rice Education Australia is committed to ensuring the safety, wellbeing and dignity of all children and young people.

Aboriginal and Torres Strait Islander people are encouraged to apply. Edmund Rice Education Australia is an Equal Opportunity Employer.





ST DOMINIC'S COLLEGE

the Lord is my light

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