Information regarding the Development Officer Position

Trinity College Colac is a co-educational Catholic Secondary College with a current enrolment of 740 students. The College vision is that we are a vibrant learning community where our students are inspired to reach their potential in a happy and supportive environment.

Trinity College is pleased to be establishing a new role to support the development and alumni of the College and would welcome applications from interested candidates.

Position Objectives:

- The Development Officer is responsible for bringing about the College vision by assisting in the successful promotion and development of the College through appropriate marketing, public relations, community engagement and fund raising activities, as well as taking a lead role in the Alumni relations and initiatives for the College.
- It is expected that the Development Officer will contribute to the Trinity College Colac community with energy and enthusiasm and will create an environment where parents, alumni and friends of the College feel welcome and engaged in College life.
- The Development Officer will actively support and promote the Catholic Ethos of the College, be highly professional in all aspects of the role and display proficiency in the areas of strategic planning, organisation, communication, consultation and decision making.

Applications are invited from suitably experienced persons for the position to commence on 30th January 2017. This is a non-teaching position under the Victorian Catholic Education Multi Enterprise Agreement 2013. Remuneration will be dependent on experience and the time fraction determined with the suitable applicant. The successful applicant will be eligible for 7 weeks holiday at times determined by the College.

The successful applicant will have a demonstrated commitment to Catholic education and to the safety and wellbeing of children.

This school community promotes the safety, wellbeing and inclusion of all children.

The successful applicant must:

- hold or be willing to acquire a Working With Children Check card and must be willing to undergo a National Police Record Check.
- comply with the Trinity College Colac Child Safety Code of Conduct and the Trinity College Colac Child Safe Policy as amended or varied from time to time (copies attached).
- be aware of mandatory reporting requirements and be willing to complete, the Mandatory Reporting eLearning module. This is an online module that is free to
complete and will take approximately 20-30 minutes.

Also attached is the CECV Commitment Statement to Child Safety. This document outlines the system-wide commitment to providing a safe and nurturing culture for all children and young people in Victorian Catholic schools.

HOW TO APPLY
1. Prepare a letter of application addressed to the Principal.
2. Prepare an additional document addressing the Selection Criteria.
3. Complete the Application Form.

SUBMITTING YOUR APPLICATION
Please email the following completed documents to: principal@tcc.vic.edu.au
   a) Letter of application
   b) Document addressing Selection Criteria
   c) Application Form

Applications close: Monday, 5th December at 9:00am

THE REMAINDER OF THE PROCESS
We will acknowledge the receipt of your application.
Trinity College Colac

Position Description
Development Officer

Statement of Duties

Under the guidance of the Principal, Deputy Principal and Business Manager, the Development Officer will fulfil administration duties and prepare publicity material to promote the College.

There is the possibility of full time or part time work and this will be negotiated between the Principal and the successful candidate.

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<tr>
<th>Development Officer</th>
<th>Promotion</th>
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<td></td>
<td>• Increase the profile of Trinity College Colac as a school of first choice within the local region</td>
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<td>• Actively promote the Trinity College Colac within the Colac district and Ballarat Diocese</td>
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<td>• Produce and oversee the weekly College newsletter.</td>
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<td>• Maintain College website and APP, College Social Media (eg Facebook, Twitter) and College LED sign entries</td>
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<td>• Formulate and circulate appropriate press releases and editorials for a range of media, including the Colac Herald, Ballarat Catholic Diocesan eNews and Our Diocesan Community under the direction of the Principal (or nominee)</td>
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<td>• Prepare advertising and promotional materials for the College and distribute to newspapers, radio and television stations (as requested)</td>
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<td>• Promote any special events as required by the Principal such as: College Open Day, 50th Year, Grandparents' Day, College Productions, concerts and other evenings</td>
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<td>• Assist in planning the opening of any new buildings or facilities.</td>
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<td>• In communication with the Director of Learning, prepare the annual College Pathways booklet.</td>
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<td>• Assist, as required, with the publication of the College Annual Magazine</td>
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<td>• Develop ways to further engage parents and the wider community in the life of the College</td>
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<th>Alumni</th>
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<td>• Develop the Alumni section of the College, prepare newsletters and help plan reunions for relevant year levels.</td>
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<td>• Produce, email and publish 'The Triune' and other publications as required.</td>
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<td>• Attend staff morning briefings and College Assemblies</td>
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<td>• Process the College's volunteer application forms and manage the volunteer database</td>
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<td>• Liaise with students representing the College, ensuring they are appropriately prepared, well presented and aware of their ambassadorial role</td>
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| Child Safety       | • Be familiar with and comply with the school's child-safe policy and code of conduct, and any other policies or procedures relating to child safety  
|                   | • Assist in the provision of a child-safe environment for students  
|                   | • Demonstrate duty of care to students in relation to their physical and mental wellbeing  
| Professional Development | • Commit to ongoing technologies and professional development in your area of work  
| General Duties    | • Contribute to a healthy and safe work environment for yourself and others and comply with all safe work policies and procedures  
|                   | • Attend school meetings and after school services/ assemblies, sporting events, mass, community and faith days as required by the Principal  
|                   | • Demonstrate professional and collegiate relationships with colleagues  
|                   | • Other duties as directed by the Principal |
Trinity College Colac

Position Description
Development Officer

Selection Criteria

| Commitment to Catholic Education | • A demonstrated understanding of the ethos of a Catholic school and its mission |
| Commitment to Child Safety | • Experience working with children  
• A demonstrated understanding of child safety  
• A demonstrated understanding of appropriate behaviours when engaging with children  
• Familiarity with legal obligations relating to child safety (such as mandatory reporting)  
• Be a suitable person to engage in child-connected work  
• Must hold or be willing to acquire a Working with Children Check card and must be willing to undergo a National Police Record Check |
| Qualifications and Experience | Essential  
• A minimum of two years’ experience in one or many of the following fields: alumni relations, marketing, communications, public relations and/or community engagement.  
• Excellent knowledge of Microsoft Office suite, Adobe suite including InDesign, Photoshop |
|  | Desirable Other  
• Relevant studies from a recognised tertiary institution (or working towards such qualifications) in Communications, Promotions/Marketing  
• Training in working with the Media |
| Skills/Attributes | • Ability to work as part of a team  
• Excellent interpersonal and communication skills  
• Excellent oral and written communication skills, including ability to communicate with children, parents and the school community  
• Excellent proofreading skills  
• Ability and willingness to learn new IT skills and programs as required  
• Ability to manage complex tasks with minimal supervision  
• Ability to develop and maintain strong working relationships with key stakeholders  
• A high standard of personal presentation and integrity  
• Capacity to work to tight time lines  
• Proven capacity to work independently  
• Sound organisational skills including strong attention to detail |
| • Proven time-management skills
| • Leadership qualities
| • Self-motivation
| • Ability and willingness to accept policy directives
| • Maturity |
Application for Employment

Trinity College Colac is committed to child safety and is legally required to obtain the following information about a person whom it proposes to engage to perform child-connected work:

a) Working with Children Check status, or similar check
b) proof of personal identity and any professional or other qualifications
c) the person's history of work involving children
d) references that address the person's suitability for the job and working with children.

It is a requirement that all applicants complete this form. You must complete all parts of the form. Any false or incomplete statement or information in this form or in connection with your application for employment may lead to a rejection of your application for employment. Any information provided by you in this form may be checked by the prospective employer with relevant authorities, previous employers, referees or sources. By signing or submitting this form you consent to these pre-employment checks. Information provided will be treated in accordance with the Privacy Act 1988 (Cth).

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<tr>
<th>Position for which you are Applying</th>
<th>Trinity College Website</th>
<th>The Age</th>
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<td>If you are applying in response to an advertised position, where did you see the position advertised?</td>
<td>O Teachers on Net</td>
<td>O The Geelong Advertiser</td>
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<td>O CEO Website</td>
<td>O The Colac Herald</td>
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<td>Other ______________</td>
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<td>Contact Details:</td>
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<td>Teacher's VIT Registration No:</td>
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<td>Accredited to teach in a Catholic School:</td>
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<td>Yes</td>
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# Education

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<tr>
<th>Qualifications Attained</th>
<th>Year of Completion</th>
<th>Name of Institution</th>
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**Grades / Year Levels / Subjects / Programs qualified to teach**

# Current Employment

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<th>Current Place Of Employment</th>
<th>Position</th>
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<th>Address Of Current Place Of Employment</th>
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**Date Began**

**Duties (For Example: Subjects/Grades Taught If Currently Teaching)**
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<th>PREVIOUS EMPLOYMENT</th>
<th>Positions/Duties</th>
<th>Dates</th>
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(Note: You must list all previous employers. If more space is required, attach a separate sheet)

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<th>VOLUNTEER WORK</th>
<th>Positions/Duties</th>
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(Note: You must list all previous places of volunteer work where such work involved children. If more space is required, attach a separate sheet)

<table>
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<tr>
<th>REFEREES</th>
<th>Name</th>
<th>Position</th>
<th>School/company</th>
<th>Phone number</th>
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Pre-Employment Disclosure Questions

It is an inherent requirement of the position that you be a person suitable to work in child-connected work. Each of the following questions are relevant to the prospective employer understanding and determining your likely ability to carry out the inherent requirements of the advertised position. You must answer each question.

1. Have you ever had any disciplinary action taken against you by an employer (e.g. received a warning or had your employment terminated) in relation to any inappropriate or unprofessional conduct?

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If yes, please provide details:

2. Have you ever been the subject of an allegation of inappropriate or unprofessional conduct which has been substantiated by an employer or other body?

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<th>NO</th>
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If yes, please provide details:

3. Have you ever been found guilty of a criminal offence or are you currently facing criminal charges?

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<th>NO</th>
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If yes, please provide details:

4. Do you consent to the prospective employer contacting the appropriate person at any or all of your current or former employers (including any retired person who at the relevant time may have been employed by a former employer) to confirm the accuracy of your answers in questions 1–3 above and to ask about your suitability to work with children?

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<tr>
<th>NO</th>
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If no, this will be discussed further if you are offered an interview.
Applicant declaration

I declare that the contents of this form are true and correct and complete to the best of my knowledge and no information concerning my employment history has been withheld.

I understand that any wilfully incorrect or misleading answer or material omission which relates to any of the questions in this form may make me ineligible for employment, or if employed, liable to disciplinary action which may include dismissal.

I understand that all applicants are required to undergo background screening which may include a National Police Record Check. I consent to such screening and checks in connection with my application for employment. I consent to the prospective employer making inquiries of any current and/or previous employers in connection to the information and answers I have provided in this form to verify the accuracy of the information in this form and to confirm my ability to carry out the inherent requirements of the position including my suitability to perform child-connected work. I understand and accept that my appointment to this position requires compliance with the school's child-safe policy and code of conduct. I have read and understand the school's child-safe policy and code of conduct.

I understand and accept that my appointment to this position requires a commitment to Catholic Education. I have read and understand the Statement of Principles regarding Catholic Education.

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If you have the facility to scan this form, please sign, scan and submit via email with your other documents. If however you do not have this facility then you will be asked to physically sign this form if you are called for interview.
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 interaction 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 2008:

> 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, 2010)

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 people, 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 staff 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, and uphold the professional standards expected of a teacher;

(f) be committed to regular ongoing professional development;

(g) be qualified as required by state authorities;

(h) be a person suitable to work with children.
Trinity College Colac

Child Safe Code of Conduct
Safeguarding Children and Young People

Central to the Mission of Trinity College is an unequivocal commitment to fostering the dignity, self-esteem and integrity of children and young people by providing them with a safe, supportive and enriching environment to develop spiritually, physically, intellectually, emotionally and socially.

Purpose

This Child Safe Code of Conduct has a specific focus on safeguarding children and young people at Trinity College Colac against sexual, physical, psychological and emotional abuse or neglect. It is intended to complement other professional or occupational codes.

All staff, volunteers, contractors, clergy and Board members at Trinity College Colac are expected to actively contribute to a school culture that respects the dignity of its members and affirms the Gospel values of love, care for others, compassion and justice. They are required to observe child safe principles and expectations for appropriate behaviour towards and in the company of children, as noted below.

Acceptable behaviours

All staff, volunteers, contractors, clergy and College Board members are responsible for supporting the safety of children by:

- adhering to the school’s child-safe policy and upholding the school’s statement of commitment to child safety at all times
- taking all reasonable steps to protect children from abuse
- treating everyone in the school community with respect (modelling positive and respectful relationships and acting in a manner that sustains a safe, educational and pastoral environment)
- listening and responding to the views and concerns of children, particularly if they are telling you that they or another child have been abused or that they are worried about their safety or the safety of another child
- promoting the cultural safety, participation and empowerment of Aboriginal and Torres Strait Islander children (for example, by never questioning an Aboriginal and Torres Strait Islander child’s self-identification)
- promoting the cultural safety, participation and empowerment of children with culturally and/or linguistically diverse backgrounds (for example, by having a zero tolerance policy towards discrimination)
- promoting the safety, participation and empowerment of children with a disability (for example, during personal care activities)
- ensuring as far as practicable that adults are not alone with a child
- reporting any allegations of child abuse to the school’s leadership or to the Child Protection Officers
- understanding and complying with all reporting obligations as they relate to mandatory reporting and reporting under the Crimes Act 1958 (Vic.)
- reporting any child safety concerns to the school’s leadership or to the Child Protection Officers
- if an allegation of child abuse is made, ensuring as quickly as possible that the child(ren) is/are safe.
Unacceptable behaviours

All staff, volunteers, contractors, clergy and College Board members must not:

- ignore or disregard any suspected or disclosed child abuse
- develop any ‘special’ relationships with children that could be seen as favouritism (for example, the offering of gifts or special treatment for specific children)
- exhibit behaviours with children which may be construed as unnecessarily physical (for example, inappropriate hugging of a student)
- put children at risk of abuse (for example, by locking doors)
- initiate unnecessary physical contact with children or do things of a personal nature that a child can do for themselves, such as toileting or changing clothes
- engage in open discussions of a mature or adult nature in the presence of children (for example, personal social activities)
- use inappropriate language in the presence of children
- express personal views on cultures, race or sexuality in the presence of children
- discriminate against any child, because of age, gender, race, culture, vulnerability, sexuality, ethnicity or disability
- Without a valid context, have contact with a child or their family outside of school without the knowledge and/or consent of the school’s leadership or Child Protection Officer or the school governing authority’s approval (for example, unauthorised after-hours tutoring, private instrumental/other lessons or individual sport coaching). Accidental contact, such as seeing people in the street, is appropriate
- Without a valid context, have any online contact with a child (including by social media, email, instant messaging etc.) or their family (unless necessary such as by providing families with newsletters or assisting students with their school work)
- use any personal communication channels/device such as a personal email account
- exchange personal contact details such as phone number, social networking sites or personal email addresses
- photograph or video a child without the consent of the parent or guardians
- work with children while under the influence of alcohol or illegal drugs
- Without the permission of the College Board or Principal, consume alcohol or drugs at school or at school events in the presence of children.

(Adapted from Source: VRQA)

I confirm I have been provided with a copy of the above Child Safe Code of Conduct.

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TRINITY COLLEGE COLAC CHILD SAFE POLICY

This policy has been formulated in response to a draft exemplar distributed and required by the Catholic Education Commission of Victoria (CECV). There is acknowledgment that the format is different to other policies ratified at Trinity College Colac.

All Trinity College Colac policies will be read and developed with reference to the Core Values, Vision and Mission of the College as well as any other relevant College policies.

RATIONALE

The Child Safe Policy was written to demonstrate the strong commitment of the whole school community of Trinity College Colac, including leaders, staff, volunteers, students and their families, to child safety and to provide an outline of the policies and procedures developed to keep everyone safe from harm, including all forms of abuse.

SCRIPTURAL CONTEXT

"Then he took a child and had him stand in front of them. He put his arms around him and said to them, "Whoever welcomes in my name one of these children, welcomes me; and whoever welcomes me, welcomes not only me but also the one who sent me"."

(Mark 9:36-37)

COMMITMENT TO CHILD SAFETY

All students enrolled, and any child visiting, have a right to feel safe and be safe. The wellbeing of children in our care will always be our first priority and we have zero tolerance to child abuse. We aim to create a child safe and child friendly environment where children feel safe and are free to enjoy life to the full without any concern for their safety.

CHILDREN’S RIGHTS TO SAFETY AND PARTICIPATION

The staff and volunteers of Trinity College Colac encourage students to express their views. We listen to their suggestions, especially on matters that directly affect them. We actively encourage all students to openly express their views and feel comfortable about giving voice to the things that are important to them.

We teach students about what they can do if they feel unsafe. We listen to and act on any concerns that students or their parents/carers raise with us. In order to empower and educate our students as to the importance of keeping every child safe from harm, the Safe School/Harassment Procedures for Students and the Behaviour Management Policy are made available to the community.

VALUING DIVERSITY AND INCLUSION

We value and celebrate diversity, especially cultural diversity, and we do not tolerate discriminatory practices. To achieve this we:

- promote the cultural safety, participation and empowerment of Aboriginal students and their families
- promote the cultural safety, participation and empowerment from culturally and/or linguistically diverse backgrounds (CALD) and their families
- promote the personal safety, participation and empowerment of students with a disability and make them feel welcome and part of all aspects of school life

RECRUITING STAFF AND VOLUNTEERS

Trinity College Colac will apply the most thorough and rigorous standards in the recruitment and screening of staff and volunteers. We interview and conduct referee checks on all staff and require police checks and Working with Children Checks (WWCC) for all staff and volunteers. Our commitment to Child Safety and our screening requirements are included in all advertisements for staff and volunteer positions and form part of the induction process for all staff and volunteers.

Trinity College follows the employment guidelines as specified by the Catholic Education Office Ballarat.
BREACH OF POLICY

Where an employee is suspected of breaching any obligation, duty or responsibility within this policy, Trinity College may start the process under Clause 13 of the Victorian Catholic Education Multi Enterprise Agreement 2013 (or the current Multi Enterprise Agreement) for managing employment concerns. This may result in disciplinary consequences.

SUPPORTING STAFF AND VOLUNTEERS

Trinity College Colac provides support and supervision to all staff and volunteers so people feel valued, respected, affirmed in their work and fairly treated. We have a Staff Code of Conduct to provide guidance to our staff and volunteers, all of whom receive training on the requirements of the Code. The Staff Anti-Harassment and Anti-Bullying Policy outlines the College’s commitment to ensuring a caring environment which promotes personal growth and positive self-worth for all. The Staff Grievance Resolution Procedure, as detailed in the annual Staff Handbook, details the rationale and processes for dealing with staff grievances.

REPORTING A CHILD SAFETY CONCERN OR COMPLAINT

Our school records any child safety complaints, disclosures or breaches of the Code of Conduct, and store the records in accordance with security and privacy requirements. Our complaints and disclosure processes are outlined and detailed in the following policies and procedures

- Safe School Policy (Anti-Bullying and Anti-Harassment)
- Pastoral Care Policy (Student Wellbeing)
- Child Safe Reporting Procedure

The Trinity College Compliance Officer, assisted by the Deputy Principal, has been appointed as Child Safety Officer with specific responsibility for responding to any complaints made by staff, volunteers, parents or students in relation to Child Safety.

RISK MANAGEMENT

Risk management is an approach that minimises the potential for child abuse or harm to occur. The Trinity College Risk Management Plan outlines and details all aspects of risk across our whole school environment (on site and off site school activities) with specific activity risk assessments. In addition to our general Occupational Health and Safety (OH&S) risks, we proactively manage risks of abuse and harm to our students. During the induction process as well as at the commencement of each calendar year, all staff and volunteers receive a copy of the Trinity College Staff OHS Handbook.

REFLECTIVE MATERIAL

Trinity College Risk Management Plan (published annually)
Trinity College Staff Handbook (published annually)
Trinity College Staff OHS Handbook (published annually)
Staff Anti-Harassment and Anti-Bullying Policy
Pastoral Care Policy (Student Wellbeing)
Child Safe Reporting Procedure
Safe School/Harassment Procedures for Students
Staff Grievance Resolution Procedure
Staff Code of Conduct 2016
Child Safe Policy, CEOB, 2016, 4.1.xii.2

POLICY REVIEW

This policy will be reviewed as required or at least every three years. We undertake to seek feedback from students, parents, carers, staff and volunteers.

Policy Adopted 19th July 2016
Policy Ratified 19th July 2016
Board Chair Anne Ditty
Date of next review July 2017

Page 10 of 12
CECV Commitment Statement to Child Safety

A safe and nurturing culture for all children and young people in Catholic schools

The Statement is intended to provide the central focus for child safety across Catholic education in Victoria, built around a unified understanding of the moral imperative and overarching commitments that underpin our drive for improvement and cultural change.

The Catholic school sets out to be a school for the human person and of human persons. ‘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, par. 9)

The Catholic Education Commission of Victoria Ltd (CECV) holds the care, safety and wellbeing of children and young people as a central and fundamental responsibility of Catholic education. This commitment is drawn from and inherent to the teaching and mission of Jesus Christ, with love, justice and the sanctity of each human person at the heart of the Gospel.

The CECV has a universal expectation for the protection of children. It is resolutely committed to ensuring that all those engaged in Catholic education in Victoria promote the inherent dignity of children and young people and their fundamental right to be respected and nurtured in a safe school environment. This is particularly so for the most vulnerable children, including aboriginal children, from culturally and/or linguistically diverse backgrounds, and children with a disability.

Catholic schools have a moral, legal and mission-driven responsibility to create nurturing school environments where children and young people are respected, their voices are heard and where they are safe and feel safe. When allegations of abuse concerning children and young people are raised, Catholic schools will take prompt action to have these appropriately referred and investigated. While the context and reality at each Catholic school will differ, the fundamental issues of understanding effective practices in child safety and identifying and responding to child harm remain the same. All schools must strive for continual improvement that is responsive to emerging thinking, evidence and practice, so as to eliminate the possibility of abuse occurring in the first place.

Creating child-safe school environments is a dynamic process that involves active participation and responsibility by schools, families and their communities. It is marked by collaboration, vigilance and proactive approaches across policies, procedures, curriculum and practices.

Every person involved in Catholic education has a responsibility to understand the important and specific role he/she plays individually and collectively to ensure that the wellbeing and safety of all children and young people is at the forefront of all they do and every decision they make.

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1As defined by the Victorian Government Special Gazette No. 2 (2016), ‘children and young people’ in this document refers to those children and young people enrolled as students in Catholic schools in Victoria.
The CECV commits to providing a **safe and nurturing culture** for all children and young people in Victorian Catholic schools through:

1. **Upholding the primacy of the safety and wellbeing of children and young people.**

At all times, the ongoing safety and wellbeing of all children and young people will be the primary focus of care and decision-making, with particular attention paid to the cultural safety of Aboriginal children and children from culturally and/or linguistically diverse backgrounds, as well as the safety of children with a disability.

To create and maintain a safe and nurturing culture, schools will actively and continually develop and review all policies, processes and practices, informed by emerging thinking and evidence.

2. **Empowering families, children, young people and staff to have a voice and raise concerns.**

Schools, in partnership with families, will ensure children and young people, are engaged and active participants in decision-making processes, particularly those that have an impact on their safety.

This means that the views of staff, children, young people and families are taken seriously and their concerns are addressed in a just and timely manner. Children and young people are also provided with the necessary skills and knowledge to understand and maintain their personal safety and wellbeing.

3. **Implementing rigorous risk-management and employment practices.**

Schools will systematically and continually identify and assess risks to child safety and will eliminate (where possible) or reduce all potential sources of harm. Effective risk management will be embedded in school life through effective, transparent and well-understood policies, procedures and practices.

Schools will employ highly competent and professional staff who are formed and challenged to maintain the safety of all students. The high-quality of staff appointments will be upheld through rigorous employment and staff review processes and practices.

Catholic education will stay abreast of current legislation and will meet their legislative duties to protect the safety and wellbeing of children and young people in their care, including the Victorian Child Safe Standards (Victorian Government 2016), mandatory reporting, grooming, failure to disclose and failure to protect requirements.

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**References**


