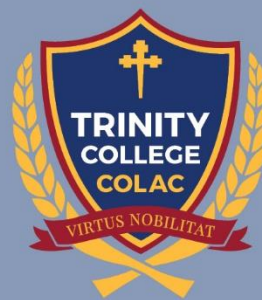


# TRINITY COLLEGE COLAC POSITION DESCRIPTION

- Development & Communications Coordinator



**WE MAKE A  
DIFFERENCE.**

## We are currently advertising for a Development and Communications Coordinator to commence January 2025

Trinity College Colac is a co-educational Catholic Secondary College with a current enrolment of 770 students. The College vision is 'Inspired by Jesus, we make a difference'. Situated at the gateway to the Otway Ranges and in close proximity to the Great Ocean Road, Surf Coast, Geelong and less than two hours from Melbourne, Colac is a wonderful rural community with much to offer.

Applications are invited for the above full-time, ongoing position subject to successful completion of 6-month probation period. As a Category C Education Support Employee, you will normally work 45 weeks per year and be entitled to receive seven weeks' paid school holidays. Remuneration comes under the *Catholic Education Multi Enterprise Agreement 2022*.

### Position Objectives

- As part of the College Development team, the Development & Communications Coordinator brings about the College vision by assisting in the successful promotion and development of the College through appropriate communications, marketing, public relations, community engagement and fund raising activities, Alumni relations and initiatives for the College.
- It is expected that the Development & Communications Coordinator will contribute to the Trinity College Colac community with energy and enthusiasm and will create an environment where students, parents, staff, alumni and friends of the College feel welcome and engaged in College life.
- The Development & Communications Coordinator 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.
- This position has potential for career progression and would be suitable for dynamic graduates in communications, marketing and public relations with work and/or intern experience.

### Successful applicants must

- have a demonstrated commitment to Catholic education and to the safety and wellbeing of children.
- 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 [DOBCEL Trinity College Colac Safeguarding Children and Young People: Code of Conduct](#) and the [DOBCEL Trinity College Colac Child Safety & Wellbeing Policy](#) as amended or varied from time to time.
- be aware of child safety mandatory reporting requirements and be willing to complete the Mandatory Reporting eLearning module. *This is a cost free, online module that will take approximately 20-30 minutes.*

### Commitment to child safety

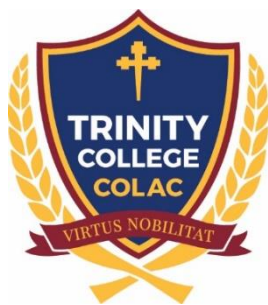
- Attached is the *CECV Commitment Statement to Child Safety*. This document outlines the system-wide commitment to providing a safe and nurturing culture for all children and young people in Victorian Catholic schools.
- This school community promotes the safety, wellbeing and inclusion of all children.

### Submitting your expression of interest

Please email the following completed documents to: [\*\*principal@tcc.vic.edu.au\*\*](mailto:principal@tcc.vic.edu.au)

- Letter of application
- Document addressing Selection Criteria
- Application Form

**Application close: Monday 2 December at 9:00am**



## Trinity College Colac

### Development & Communications Coordinator

#### Statement of Duties

Under the guidance of the College Leadership Team, the Development & Communications Coordinator will prepare publicity material and communications to promote the College both internally and externally. In addition, they will have responsibility for coordinating and promoting major College events as required by the Principal.

Employment conditions: This is a full-time, ongoing position, subject to successful completion of 6-month probation period. As a Category C Education Support Employee, you will normally work 45 weeks per year and be entitled to receive seven weeks' paid school holidays. Remuneration comes under the *Catholic Education Multi Enterprise Agreement 2022*.

Reports to: Leadership Team

<p><b>Marketing, Promotion &amp; Publications</b></p>	<ul style="list-style-type: none"> <li>• Increase the profile of Trinity College Colac as a school of first choice within the local region</li> <li>• Actively promote Trinity College Colac within the Colac &amp; Otway District and Ballarat Diocese</li> <li>• Oversee and provide content for the fortnightly College newsletter</li> <li>• Provide content to the College website, Social Media (such as Facebook and Instagram), the College LED sign entries and other trending digital and social media</li> <li>• Formulate and circulate appropriate press releases and editorials for a range of media, including but not limited to <i>The Colac Herald</i>, <i>Ballarat Catholic Diocesan eNews</i> and <i>Our Diocesan Community</i></li> <li>• Prepare advertising and promotional materials for the College and distribute to newspapers, radio and television stations</li> <li>• Maintain a library of appropriate images, video and text for promotional purposes</li> <li>• Assist, as required, with the publication of the College Annual Yearbook</li> <li>• Liaise with staff regarding student achievements, both within and outside the classroom, which can be promoted and shared within and outside the College community</li> <li>• Ensure that the College brand is engaged in a consistent way</li> </ul>
<p><b>Community Engagement</b></p>	<ul style="list-style-type: none"> <li>• Develop ways to further engage parents and the wider community in the life of the College</li> <li>• Build and strengthen relationships with primary schools in the Colac district</li> <li>• Support the College's transition program</li> </ul>
<p><b>Events</b></p>	<p>In conjunction with the College Events and Community Engagement Coordinator and Enrolment Officers, organise, promote, implement and evaluate:</p> <ul style="list-style-type: none"> <li>• College Open Day and School Tours</li> <li>• Grandparents' Day/Mother's Day/Father's Day</li> <li>• Opening of new buildings and facilities</li> <li>• Special celebrations in the life of the College</li> <li>• New College events aimed at increasing parental, community and alumni engagement</li> <li>• Events that encourage interaction with local primary schools</li> </ul>

	<ul style="list-style-type: none"> <li>• Other College events as requested by the Principal</li> <li>• Promote College events such as: <ul style="list-style-type: none"> <li>○ College Production</li> <li>○ Concerts</li> <li>○ Other events as required</li> </ul> </li> </ul>
<b>Fundraising</b>	<ul style="list-style-type: none"> <li>• Oversee the College's fundraising procedures</li> <li>• Explore new fundraising and income opportunities</li> <li>• Prepare funding and grant applications as required</li> <li>• Take a leading role in assisting the College to build sponsorship relationships and community partnerships</li> </ul>
<b>Alumni</b>	<p>In conjunction with the College Events and Community Engagement Coordinator:</p> <ul style="list-style-type: none"> <li>• develop initiatives to further engage Alumni in the life of the College</li> <li>• Maintain the Alumni database</li> <li>• Prepare Alumni communication material</li> <li>• Initiate and support reunions for relevant year levels</li> <li>• Coordinate additional Alumni events as required</li> </ul>
<b>General</b>	<ul style="list-style-type: none"> <li>• Promote opportunities for students that allow community connection, involvement and success</li> <li>• Maintain and ensure the correct use of the Trinity College Style Guide</li> <li>• Be responsible for the promotions and marketing budget</li> </ul>
<b>Child Safety</b>	<ul style="list-style-type: none"> <li>• Be familiar with and comply with the school's child-safe policy, Code of Conduct and any other policies or procedures relating to child safety</li> <li>• Be aware of mandatory reporting requirements and be willing to complete the Mandatory Reporting eLearning module as requested</li> <li>• Assist in the provision of a child-safe environment for students</li> <li>• Demonstrate a duty of care to students in relation to their physical and mental wellbeing</li> </ul>
<b>Professional Learning</b>	<ul style="list-style-type: none"> <li>• Commit to ongoing technologies and professional learning in your area of work</li> </ul>
<b>General Duties</b>	<ul style="list-style-type: none"> <li>• Contribute to a healthy and safe work environment for yourself and others and comply with all safe work policies and procedures</li> <li>• Attend school meetings and after school services/assemblies, sporting events, mass, community and faith days as required by the Principal</li> <li>• Demonstrate professional and collegiate relationships with colleagues</li> <li>• Other duties as directed by the Principal</li> </ul>



## Trinity College Colac

### Development & Communications Coordinator

#### Key Selection Criteria

<b>Commitment to Catholic Education</b>	<ul style="list-style-type: none"> <li>• A demonstrated understanding of the ethos of a Catholic school and its mission</li> </ul>
<b>Commitment to Child Safety</b>	<ul style="list-style-type: none"> <li>• A demonstrated understanding of child safety</li> <li>• A demonstrated understanding of appropriate behaviours when engaging with children</li> <li>• Familiarity with legal obligations relating to child safety (such as mandatory reporting)</li> <li>• Be a suitable person to engage in child-connected work</li> <li>• Must hold or be willing to acquire a Working with Children Check card and must be willing to undergo a National Police Record Check</li> </ul>
<b>Qualifications and Experience</b>	<p><b>Essential</b></p> <ul style="list-style-type: none"> <li>• Experience in one or many of the following fields: alumni relations, marketing, communications, public relations and/or community engagement.</li> <li>• Relevant qualifications in Communications or Promotions/Marketing, or appropriate skills and experience</li> <li>• Proficiency and excellent knowledge of Microsoft Office suite</li> </ul> <p><b>Desirable (Other)</b></p> <ul style="list-style-type: none"> <li>• Skills in Adobe suite including InDesign, Photoshop, Lightroom and Premiere Pro</li> <li>• Training in working with the Media</li> </ul>
<b>Skills/Attributes</b>	<ul style="list-style-type: none"> <li>• Ability to work as part of a team</li> <li>• Excellent interpersonal and communication skills</li> <li>• Excellent oral and written communication skills, including ability to communicate with children, parents and the school community</li> <li>• Ability and willingness to learn new IT skills and programs as required</li> <li>• Ability to manage complex tasks with minimal supervision</li> <li>• Ability to develop and maintain strong working relationships with key stakeholders</li> <li>• A high standard of personal presentation and integrity</li> <li>• Capacity to work to tight time lines</li> <li>• Proven capacity to work independently</li> <li>• Sound organisational skills including strong attention to detail</li> <li>• Proven time-management skills</li> <li>• Leadership qualities</li> <li>• Self-motivation</li> <li>• Ability and willingness to accept policy directives</li> </ul>

**This school community promotes the safety, wellbeing and inclusion of all children in accordance with Ministerial Order 1359**

## Statement of Principles Regarding Catholic Education

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### **The task of the Catholic school**

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

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

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

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

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

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

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

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

*I welcome you into that chosen group called by the Church to educating young Catholics in the faith. In a very special way, you share in the Church's mission of proclaiming the good news of salvation. Not all of you may be teaching catechetics, but if you are on the staff of a Catholic school, it is expected, and it is of the utmost importance, that you should support the whole of the Church's teaching and bear witness to it in your daily lives ... Certainly your work demands professionalism, but it also demands something more. Your professionalism as teachers involves tasks that are linked to your Baptism and to your own commitment in faith ... No matter what subject you teach, it is part of your responsibility to lead your pupils more fully into the mystery of Christ and the living tradition of the Church ... The parish primary school, where younger children receive their early lessons in the faith, remains a cornerstone of the pastoral care of Australian Catholic people. Here the community of faith hands on the timely message of Jesus Christ to its youngest members ... More difficult challenges face the Catholic secondary school. Here students must be helped to achieve that integration of faith and authentic culture which is necessary for believers in today's world. But they must also be helped to recognise and reject false cultural values which are contrary to the Gospel.*

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

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

## Victorian Catholic School Statement of Commitment to Child Safety

Providing a safe, nurturing and empowering learning environment for all children and young people in Catholic schools.

*This statement has been updated in light of the revised Child Safe Standards that came into effect on 1 July 2022 and the supporting Ministerial Order No. 1359.*

*Every person, created in the image and likeness of God, is unique and has an intrinsic and inalienable dignity  
(Pontifical Council for Promoting New Evangelization 2020, n. 379).*

The Victorian Catholic school education sector 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.

This statement is intended to reaffirm the central focus on child safety across Catholic education in Victoria, built around a unified understanding of the moral imperative and overarching commitments that underpin our drive for continual improvement, and embedding a culture of 'no tolerance' for child abuse in our schools and organisations.

*The characteristic element of the Catholic school, in addition to pursuing 'cultural goals and the human formation of youth', consists in creating 'for the school community a special atmosphere animated by the Gospel spirit of freedom and charity'. To this end, the Catholic school aims 'to order the whole of human culture to the news of salvation so that the knowledge the students gradually acquire of the world, life and [humanity] is illumined by faith'. In this way, the Catholic school prepares pupils to exercise their freedom responsibly, forming an attitude of openness and solidarity (Congregation for Catholic Education 2022, n. 16).*

The Victorian Catholic school education sector has a universal expectation for the protection of children and 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.

Catholic schools and their governing bodies have a moral, legal and mission-driven responsibility to create nurturing school environments, where all children and young people are respected and have agency, their voices are heard, and they are safe and feel safe. The Victorian Catholic school education sector recognises that some children and young people are more vulnerable than others,





including Aboriginal students, students with disability, students from culturally and linguistically diverse backgrounds, students who are unable to live at home and international students. The Victorian Catholic school education sector commits to providing the care and services required to support them and their families, and to ensure their safety within all Catholic schools.

Catholic schools and their governing bodies will take prompt action to have any allegations of abuse concerning children and young people appropriately referred and investigated when raised. 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 potential for abuse to occur.

Creating child-safe school environments is a dynamic process that involves active participation and responsibility by school governing authorities, schools, families and their communities. It requires 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 they play individually and collectively to ensure that the safety and wellbeing of children and young people is at the forefront of all they do and every decision they make.

The Victorian Catholic school education sector commits to providing a safe, nurturing and empowering culture for all children and young people in Victorian Catholic schools through:

#### **Upholding the primacy of the safety and wellbeing of children and young people**

At all times, the ongoing safety and wellbeing of children and young people will be the primary focus of care and decision-making. In addition to the universal focus on safety and wellbeing, schools need to pay attention and attend to the needs of their students who are most vulnerable.

To create and maintain a safe and nurturing culture, schools will actively and continually develop and review all policies, processes and practices, informed by their governing body, emerging thinking and evidence, including following child safety incidents.

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

Schools and their governing bodies, in partnership with families, will ensure children and young people are informed of their rights, and are engaged and active participants in decision-making processes, particularly those that have an impact on their safety. Complaints processes will be child focused, culturally safe, accessible and easy to understand.

This means that the views of 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 taught to raise concerns, gaining the necessary skills and knowledge to understand and maintain their personal safety and wellbeing, and the safety and wellbeing of their peers, through educational approaches and programs.

### Implementing rigorous risk management and employment practices

Schools and their governing bodies will systematically and continually identify and assess risks to child safety, and will eliminate (where possible) or reduce all potential sources of harm in both physical and online environments. Effective risk management is embedded in school life through effective, transparent and well-understood policies, procedures and practices that maintain students' rights to privacy, access to information and learning opportunities.

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 review processes and practices, which include a demonstrated knowledge of child safety.

Schools and their governing bodies will stay abreast of legislation, and will meet the legislative duties to protect the safety and wellbeing of children and young people in its care, including meeting the minimum requirements for compliance with the Child Safe Standards for schools and school boarding premises as set out in Ministerial Order No. 1359.

Catholic schools and their governing bodies will engage in ongoing work to support child safety, including: embedding knowledge, skills and awareness of mandatory reporting obligations; reporting and investigating concerns, suspicions and allegations of child abuse or risk of harm; sharing information with authorised entities to promote the safety or wellbeing of children; and managing complaints.

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#### References

- Congregation for Catholic Education 2022, *The Identity of the Catholic School for a Culture of Dialogue*, The Holy See, accessed 30 May 2022  
[https://www.vatican.va/roman\\_curia/congregations/ccatheduc/documents/rc\\_con\\_ccatheduc\\_doc\\_20220125\\_istruzione-identita-scuola-cattolica\\_en.html](https://www.vatican.va/roman_curia/congregations/ccatheduc/documents/rc_con_ccatheduc_doc_20220125_istruzione-identita-scuola-cattolica_en.html).
- Pontifical Council for Promoting New Evangelization 2020, *Directory for Catechesis*, St Pauls Publications, New South Wales