



Marist Regional College

Burnie, Tasmania



**DEPUTY PRINCIPAL -
LEARNING AND
TEACHING**

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THE POSITION

OVERVIEW

Applications are being sought from dynamic leaders within the education sector for the position of Deputy Principal – Learning and Teaching at Marist Regional College.

Marist Regional College is a co-educational college with over 780 students from Years 7 to 12 in Burnie, Tasmania.

The successful applicant will possess teaching and leadership qualifications and experience in the education sector commensurate to that of the position of Deputy Principal – Learning and Teaching in a College with a reputation for excellence within the Catholic tradition.

The appointee will join the Principal, Deputy Principal – Pastoral Wellbeing, Director of Organisation, Director of Faith and Ministry and Business Manager as members of the College’s Leadership Team.

Following consideration of applications and recommendations by the interviewing panel, the appointment of the Deputy Principal – Learning and Teaching will be made by the Principal, subject to the approval of the Governing Council of Marist Regional College.

TERMS OF APPOINTMENT

It is intended that the Deputy Principal – Learning and Teaching will begin service at the beginning of Term 1, 2018. The appointment will be made on the basis of an underlying ongoing teaching position. Deputy Principal is a Senior Leadership position offered on a tenure of 5 (five) school years, 2018 to 2022. The appointee is welcome to re-apply for the role when it is readvertised in 2022 and beyond.

Terms and conditions of employment will be in accordance with the Tasmanian Catholic Education Single Enterprise Agreement 2015 (the Agreement) or any successor document thereto.

The position currently attracts the salary of a Deputy Principal Level 4 and 9.5% employer superannuation contribution. The current remuneration package is:

Salary	\$123,596
Superannuation	<u>\$ 11,741</u>
Total	<u>\$135,337</u> per annum

APPLICATIONS

Applications for the position of Deputy Principal – Learning and Teaching at Marist Regional College must be submitted electronically via the College website *Employment* page link “[APPLY HERE](#)” and should include the following information:

1. Full name.
2. Postal address, contact telephone number and e-mail address.
3. Academic and professional qualifications.
4. Broad details of current and past positions held with particular reference to leadership experience.
5. Response to the essential selection criteria.
6. Details of membership of relevant professional associations/organisations, as well as membership of any broader community, church and/or sporting organisations/associations.
7. Confirmation of teacher registration in Tasmania or eligibility to successfully attain Teacher Registration in Tasmania.
8. Copy of Working with Vulnerable People Registration Card for Employment (as required in Tasmania)
9. The names, addresses and contact details of three confidential professional referees.

Applications must be submitted electronically via the ‘APPLY HERE’ link at www.mrc.tas.edu.au/employmentopportunities.

Enquiries should be directed to:

Mr Adrian Drane
Principal
Marist Regional College
Burnie TAS 7320

Telephone: (03) 6431 7600
Mobile: 0417 325 668
Email: principal@mrc.tas.edu.au

CONFIDENTIAL REFEREE ASSESSMENT FORM

To expedite the appointment process, all candidates are asked to download the *Confidential Referee Assessment Form* from the College website employment page.

This form, in MS Word format, should be emailed by you, or provided in hard copy to each of your referees, as soon as possible for completion and return to the College.

Once completed the form should be saved as a PDF document if possible, and emailed to dodgers@mrc.tas.edu.au

Alternatively, completed hard copies can be mailed to the College HR Manager. The return instructions for referees are detailed on the last page of the form. Please be aware that this is a confidential form and as such should be sent to the College directly by the referee.

APPLICATIONS CLOSING DATE

The applications closing date for Deputy Principal – Learning and Teaching is

Sunday September 10, 2017.

INTERVIEWS

The interview panel will meet with short-listed applicants individually during the period Wednesday 20 to Thursday 21 September 2017 in order to discuss in detail, their application, experience and suitability. If required, second interviews will occur shortly thereafter. Shortlisted applicants will be contacted by the College HR Manager to discuss arrangements.

CONFIDENTIALITY

Applicants are assured of complete confidentiality in respect of applications submitted, and the information contained therein. Throughout the recruitment and selection process, the provisions of the Marist Regional College Privacy Policy will be adhered to. This policy is available from the College. The College does however, reserve the right to make enquiries of referees other than those supplied.

SELECTION CRITERIA

1. Essential requirements of the position;

- a) A commitment to leadership underpinned by authenticity, passion, integrity and transparency.
- b) Understanding of, and ability to contribute to, the mission of Marist Regional College as a Catholic school, including an active Catholic Faith life.
- c) Passion for education and the outcomes of young people.
- d) An exceptional work ethic and commitment to excellence.
- e) Tertiary qualification in education ideally at a Masters Level and a preparedness for ongoing professional development and personal growth.
- f) Demonstrated ability to work independently and as part of a team.
- g) An ability to identify, build and nourish teams who work collaboratively for the good of the College Community.
- h) Well-developed ability to be cope effectively in a high paced environment with a large time commitment.
- i) Excellent presentation, verbal and written communication skills.
- j) Demonstrated knowledge of the use of technology to enhance learning.
- k) A desire to be part of something exceptional and commitment for continual community growth.
- l) Commitment to the overall leadership of the College and a willingness to work collaboratively and laterally in ensuring the College remains the preferred educational provider on the North West Coast.

2. Desirable requirements of the position:

- a) Experience and expertise in change management.
- b) Visionary and innovative mindset and aptitude.
- c) Experience in a similar leadership role within a school or educational context.

MARIST REGIONAL COLLEGE

HISTORY

Marist Regional College is a Catholic co-educational, senior secondary college educating students from Year 7 through to Year 12. As a regional college, Marist enrolls students across the North-West of the state, from the West Coast through to Circular Head and Ulverstone. Much of the ethos, identity and tradition of the College comes from the two founding religious congregations, the Marist Fathers and the Sisters of Mercy.

Society of Mary (Marist Fathers)

The Marist family is the work of many founders, such as Jean-Claude Colin of the Marist Fathers, Jeanne-Marie Chavoïn of the Marist Sisters, Marcellin Champagnat of the Marist Brothers, Marie Françoise Perroton of the Marist Missionary Sisters and numerous Marist Laity.

While each branch of the Marist family has its own characteristic features and spirit, there is a clear family likeness and many shared characteristics. Three particular traits which all Marists share are the name they bear, the spirit they share and the virtues that form the cornerstone of their lives.

The key to understanding a Marist's unique relationship with Mary is not found in any particular devotion or act of piety, even though these are important. The relationship between Mary and a Marist exists at a much deeper and more profound level. As Marists identify with Mary, they are called to give shape to her presence in the Church and the world. They do this by endeavouring to live just as she lived. This reality is summed up for Marists by Jean-Claude Colin in the following way:

“So they must think as Mary, judge as Mary, feel and act as Mary in all things...”

(Constitutions SM, n. 228 www.maristsm.org/identificationwithmary)

Sisters of Mercy

As well as sharing a heritage with the priests and brothers of the Society of Mary, the College derives much of its identity and charism from the Sisters of Mercy, founded in Dublin in the early 1800s by Irish humanitarian, the Venerable Sr. Catherine McAuley. Catherine was born in Dublin in 1778.

In 1824, she used her inheritance from an Irish couple she had served for 20 years to build a large 'House of Mercy' where she and other lay women would shelter homeless women, reach out to the sick and dying, and educate poor girls. The house on Baggot St opened in 1827.

To give these efforts greater stability, Catherine and her co-workers soon decided to found a new religious congregation. Catherine founded convents and works of mercy throughout Ireland and England. Sr Ursula Frayne led the first Mercy community to Australia, arriving in Fremantle in January 1846.

Catherine's approach to education was very simple – she wished to empower poor people and others to lead happy, mutually sustaining lives, she believed the development of girls' and women's' talents was most conducive to the good of society, and she saw religious education as the centrepiece of a truly merciful education.

Catherine supported these aims not just by her words, but even more by her own good example. She was convinced that “we learn more by example than by precept,” and that the testimony of a teacher's own example, manner and values is the most persuasive instruction.

Catherine always maintained the special obligation of Sisters of Mercy to educate poor children, but she also saw the need to educate other children in tuition-paying schools. She sought to develop in all students, the well-off and the poor alike, a true commitment to the wellbeing of all children and of the whole human community. Here, as in her own personal life, Catherine sought to connect wealth with poverty, needs with gifts, in ways that build up the union and charity of all God's people. She loved each student, found joy in the presence of young people and celebrated their development. She valued good order in schools, but cautioned against “too many laws, for if you draw the string too tight it will break.”

MISSION

Marist Regional College is a welcoming community drawn from the north-west and west coasts of Tasmania, committed to engaging young people fully in a broad based secondary education, enlivened by Catholic ethos in the Marist and Mercy traditions.

As a Christian community with a common spirit, we are passionate about learning and celebrating the unique qualities and dignity of each member.

We contribute actively to our ever changing society and seek the common good.

We gain strength from Catholic social teaching and our motto “Love the Truth”.

VALUES

The key values of Marist Regional College are:

Hospitality

We strive to be a community, open and generous towards each other.

Respect

We respect each person's dignity and uniqueness as created by God.

Justice

We seek to be open and honest in our dealings with one another, reflecting our motto: "Love the Truth".

Compassion

We commit to supporting each other sensitively in times of need.

Responsibility

We each accept an obligation to work collaboratively to maintain a vibrant learning community, which is inclusive, encourages excellence and is safe and enjoyable.

COLLEGE MOTTO

"Love the Truth" is the motto of Marist Regional College.

And most important is love.
The kind that gives without demanding,
Supports without holding too tightly
And understands that we are all of us, imperfect.

"Love the truth"

In its simplest sense, it means to love God because God is Truth. How do we know God? Through Jesus Christ in the Gospels.

Jesus Said: "I am the Way, the TRUTH, and the Life..." "You shall know the Truth, and the Truth shall make you free." So we are called to love Jesus and all that he taught us.

MARIST REGIONAL COLLEGE AS A CATHOLIC SCHOOL

The religious dimension of the College is of prime importance to the educational program of the school. Flowing from the Mission Statement, it aims to offer all students a living experience of a committed faith community in which they have the opportunity to synthesize life and belief in growing towards a mature faith.

The cognitive domain is fostered through the formal classes in Religious Education at each year level. Classes at each year level follow a common syllabus and teachers are encouraged to use a collaborative model of teaching and learning.

Faith formation of all members of the Marist Regional College Community is experienced in a number of ways. Prayer is a normal part of gatherings, be they at the class, year or whole school level. Faith formation is supported and strengthened through regular reflection days in Years 7 to 10 and retreat programs for Years 11 and 12. Students in Yr 10 – 12 have the opportunity to be involved in REMAR, a program of spirituality, leadership, outreach and community.

The College celebrates major events through liturgies and Masses involving the wide range of student skills and interests.

STAFF AND STUDENTS

Marist Regional College provides for approximately 800 students in Years 7 to 12. These students are drawn from across the North-West of the State, from the West Coast to Circular Head and Ulverstone.

The College has 111 staff comprising of 73 teaching staff and 38 administrative, clerical, student wellbeing, information technology, grounds, maintenance, library, laboratory and support staff.

STUDENT WELLBEING

The pastoral care of our students is fundamental to the way in which we express our College values. All staff share responsibility for pastoral care and are committed to building genuine, positive and respectful relationships with our students.

Several staff have specific pastoral responsibilities. Class teachers, Year Level Coordinators, counsellors and the Deputy Principal Wellbeing are readily accessible to students and parents for advice and support in relation to wellbeing issues.

Our Pastoral Care program provides the support and individual care necessary to help each young person develop a sense of belonging, to grow in self-esteem and to develop their talents in the service of others. The program is supported by our Class

Teacher and Year Level structures and activities such as camps, renewals, special focus days and visiting guest speakers.

We encourage our students to value and embrace diversity, to challenge injustice and to take responsibility for their actions. We encourage our students to develop their leadership potential through involvement with the Peer Leaders' Program, as Class Captains, Sports Leaders or as members of the Student Representative Council.

To enable students to reach their full potential and to facilitate the development and smooth operation of the College community, a set of guidelines exists regarding the management of student behaviour.

We have in place a range of policies and procedures supporting student wellbeing. These include Personal Responsibility Guidelines, Grievance Procedure and Safe School Policy. Our aim in the implementation of these policies is to promote empathy, understanding, responsibility and accountability within the student body.

For this reason, we work closely in partnership with parents to help our students reflect on their choices and the impact of those choices on others. The principles of working restoratively to promote justice are embedded in our practice.

MARIST REGIONAL COLLEGE COMMUNITY

Marist Regional College is supported by many groups within its community. Students, parents, teachers and ex scholars have an opportunity to contribute to the life of the College through a variety of structures.

The College Board is a strong group providing leadership for parents as well as the school. The student contributions generally come via the Student Representative Council. There are other groups that also operate for particular purposes such as REMAR and Peer Leaders.

CURRICULUM

We aim to instil in each student a passion for life, a love of learning and the courage and the confidence to serve others. We do this through a comprehensive and structured academic and vocational learning program, quality religious education, an intensive and diverse co-curricular program and active involvement in issues of social justice. Opportunities for the development of leadership skills are considered essential to these aims. Our students are encouraged to strive to meet the challenges of the new millennium. We therefore aim to develop effective communicators who are able to engage in high level critical thinking, creativity, problem solving and teamwork.

Students are encouraged to be self-directed, ethical and responsible. Individual talent and interests are fostered through our extensive range of extra-curricular activities. Our outstanding facilities, innovative teaching practices and use of 21st

Century technologies ensure that students have access to first class learning opportunities.

Middle Years

The Middle Years' learning program, involving Year 7 and Year 8 students, recognises that young adolescents have particular academic, pastoral and social needs as they make the transition from primary to secondary education. An emphasis on literacy and numeracy, combined with essential skills and knowledge for 21st century learners, enables students to become creative thinkers, problem solvers and solution seekers. The development of the whole person is a core focus of the Middle Years' program, placing emphasis on pastoral care, school-parent partnerships, teacher-student and peer relationships. Students have extended contact with a core group of teachers and this creates an optimal environment for collaborative learning and teaching.

Years 9 and 10

Years 9 and 10 are consolidation years, where students lay firm foundations to prepare for further academic study or a vocational pathway. Students develop independent learning and employability skills as they progress into more formal curricula. In these years the curriculum is infused with leadership, self-growth courses and seminar days, where students are challenged to develop further their confidence, sense of self, resilience and ability to discern. Outdoor experiential camps, VET taster days and work experience are an integral part of the Year 9 and 10 learning programs. In Year 10 students are able to select from a range of courses which lay the foundations for academic pre-tertiary pathways. Students can develop particular interests and applied learning skills through our elective subjects. During High School students develop a Pathway Plan, and are provided with extensive careers guidance to support and facilitate a successful transition into Senior College.

Senior College

Our Senior College curriculum caters for students with varied abilities and ambitions. We have a commendable record for academic success, with a high percentage of our Year 12 students qualifying for university entry across Australia each year.

For students pursuing a vocational pathway we provide a range of exciting opportunities to make successful transitions into further training or work. Our extensive academic pre-tertiary and non-pre-tertiary programs can be combined, or taken with industry level VET programs. Individual student pathway plans can include an Australian School Based Apprenticeship or a work ready program.

Senior College students are prepared and supported to meet the challenges of a more rigorous, self-directed and demanding program of study. Senior College at Marist is fun, challenging and transformative.

CO-CURRICULUM

An extensive co-curricular program enhances student learning at Marist Regional College. While participation is not compulsory, students are encouraged to be involved and many take the opportunity to do cultural or sporting activities or both and take part in various competitions.

Areas covered in the cultural opportunities include Public Speaking and Debating, Drama, Art, Liturgy, Music (Concert Band, Foundation and Development Bands, Rock Band and Choir), Musical Production and Rock Eisteddfod.

Competitions other than subject based ones include the Burnie Eisteddfod. Participation in various groups supporting the disadvantaged is also encouraged – St Vincent de Paul activities and REMAR are two, while each year level stages activities to support local and national charities. The College is a member of SATIS (Sporting Association of Tasmanian Independent Schools) and participates in a wide variety of sporting pursuits. Athletics takes place in Autumn and Spring. The College has a fine record in all sports but emphasises participation as the principal value of its sports program.

COLLEGE FACILITIES

Marist Regional College boasts exceptional facilities, the College resides on 17 hectares of prime real-estate in central Burnie with an outlook that would rival any educational facility in Australia. Key aspects of College facilities include:

Arts Hub

The newly-refurbished Arts Hub is now home to the Art Department and the Fashion and Textiles Department. It features the same open, light-filled spaces that are a feature of the Chanel Centre providing a modern, contemporary work space for Arts students. The wide open spaces allow students to comfortably work on large pieces of art. For the first time in many years, Textile & Fashion students have a suitable space to layout their materials and fabrics for contemporary fashion design.

Chanel Centre and McAuley Centre

The Chanel Centre was built in 2010 for our Year 7 students. The McAuley Centre was built in 2013 for Year 8 students, to complete the Middle Years building program.

These learning centres are at the forefront of contemporary design for educational spaces, with an emphasis on the learning needs of young adolescents in a community environment. Light, airy classrooms are placed around a large, central atrium. Quiet study areas, a science discovery centre and collaborative learning spaces are incorporated into the flexible learning areas. Creative use of colour, glazing that takes advantage of the beautiful views of Bass Strait and access to the outdoors are all features of the modern design.

All facets of learning and wellbeing are incorporated into the building design.

Chapel

While there have been some minor changes to the Chapel over the years, we have retained the same beautiful wood paneling that made it a stunning feature of the original school buildings in 1958. The Chapel provides a faith centre for our students and staff alike. Class liturgies are held in the Chapel throughout the year and the Chapel is always open to all staff, students and friends of the College.

Colin Theatre

Opened in 2003, the Colin Theatre has tiered seats for 138 and serves as the College's main audio-visual complex for viewing movies and listening to guest speakers. The control console allows the operator to control DVD, video, or live television feeds as well as sound and lighting for a true cinematic experience. The seating is equipped with flip out desks to allow students to take notes during lectures and film review sessions.

ICT Facilities

The College's ICT facilities include a site-wide wired and wireless network of over 1000 internet-connected computers, all regularly updated to the latest software and hardware specification. The computers are used across the curriculum in computer laboratories or wirelessly in classrooms throughout the school.

All general use classrooms have access to data-projectors, enabling the delivery of digital resources at the point of learning. This, an enterprise-level server infrastructure, and a full-time IT staff demonstrate the College's commitment to providing a modern learning environment. The College is currently in the process of implementing 1:1 and BYOD programs with completed across the school in 2016.

Conway Hall

Conway Hall is home to our Performing Arts Studio, theatrical stage and drama learning spaces. Conway comfortably seats an audience of 120, making it an ideal venue for the intimate theatre experience. The sprung stage floor is also ideal for dance, and students also benefit from the mirrored wall which provides visual feedback on performance and technique. Conway Hall is equipped with in-house, state-of-the-art theatrical lighting, sound rigs and audio-visual projectors. Dressing room facilities can accommodate a cast of 25.

There is also a purpose-built storage space for the many props and costumes used in past and present College performances. Conway Hall can be divided into two smaller studios and can be used for "Theatre in the Round". Conway Hall is used for music and dance productions as well as many theatrical productions.

Harcombe Centre

Featuring dual playing courts, classrooms and a gymnasium, the Harcombe Centre is a magnificent sports stadium for our students and for sports teams from the wider community. Built to Olympic standard for a number of sports, students use the facilities for Health and Physical Education, Sports Science and Athlete Development as well as competitive sport. With seating for 900, the Harcombe Centre is also used as the College assembly space and by the wider community for large functions and events.

Resource Centre (Library)

Centrally located, the library features an extensive and up-to-date collection of fiction, non-fiction, teacher resources, DVDs and portable AV equipment available for loan to the staff and student community. The library has two classrooms available for booking and numerous study tables for use by classes and Senior College students. Students have access to desktop computers in the library with staff on hand to provide assistance with reference and research queries, general enquiries and technical issues.

Materials, Design & Technology

Our Materials, Design & Technology workshops at the College consist of five workspaces.

For senior Metal classes, Marist has a large facility that is fully equipped with extensive welding capabilities for Arc, MIG and TIG, a separate area for grinding and cutting and a large floor space. A junior technology workshop is attached and is capable of running both Metal and Wood classes for Years 7 and 8.

Woodwork is catered for by a large co-joined workspace capable of running two classes at the same time. It is fully equipped with tools and equipment to cater for all year levels and students have the chance to experience all facets of woodworking and related trades throughout their time at the College.

Currently, Marist is running a one year course in Automotive Small Engines. This is catered for in a separate facility in a smaller space suitable for reduced classes of 12.

Media Lab

The digital media lab incorporates wide screen computers, the latest graphic design software from Adobe, a green screen, lights and camera to create videos and special effects and specialised teacher software to stream videos and text to the student computers. The media lab is used for students studying digital design, media studies and photography.

Music Recording Studio

The industry-standard recording studio at the College uses ProTools HD and professional quality microphones to enable students to record original music and performance pieces for assessment at College and TCE level.

The Music Department has 13 individual practice rooms and three larger rooms for group rehearsals and classroom learning. The College has on hand, a range of rock, brass, woodwind and stringed instruments for students studying music in Middle Years and High School and for Senior College students undertaking Contemporary Music or Music Studies.

Science Wing

The Science Wing of Marist Regional College was renovated and reopened by Archbishop Eric D'Arcy in 1996. Since then the College has been constantly updating our fully equipped laboratories with new and improved technologies. This enhances educational experiences in science, particularly when conducting practical

investigation which can lead to a better understanding of ideas and concepts within the science curriculum.

The facilities of the laboratories include a number of gas connections for Bunsen burner use, a large range of glassware and chemical compounds for experimentation, fume cabinets, vertical power cords for safety and easy access, eye wash and fire safety equipment, microscopes, block out blinds for light-sensitive experiments, electronic sensors and data logging equipment, laptop access across our wireless network, data projectors and stereo speakers.

Sports Grounds

The College sits on 17 hectares of beautifully manicured sports grounds that include, two Australian Rules football grounds, two soccer fields, outdoor cricket nets, a concrete cricket pitch covered with artificial turf, long jump pits and concrete turning circles for discus and shot put, an all-weather outdoor surface for PE classes.

The College is within a short walk of the Burnie Tennis Centre and Burnie Netball Centre and students take advantage of these high-class community facilities all year round.

GOVERNANCE

Tasmanian Catholic Education is currently in the midst of changes to the Governance structure. At present Marist Regional College operates under the following, however, this is likely to change within the next 18 months.

The Governing Council's functions are to determine the nature of, and the broad policies for, the administration of the College in accordance with:

- Authentic Church teaching as befits the mission of the Catholic school.
- The constitutional structure and spirit of the religious congregations of the Sisters of Mercy and the Marist Fathers.
- The directives of the Tasmanian Catholic Education Commission.
- The spirit of the College's Mission Statement

The Governing Council's role is to:

- Decide on any matters referred by any participant in the educational community of the College which remain unresolved by the immediate authority.
- Judge and decide on any major changes affecting the nature and function of the College.

- Coordinate the selection of the Principal under the direction of the Archbishop.
- Advise on and approve the appointment of Deputy Principals and the Business Manager of the College.
- To advise the Archbishop on the terms and appointments of the ordinary members of the Board.
- To receive and approve the annual budget prepared by the Board.

2017 Governing Council Membership

Chair	Archbishop Julian Porteous
Director of Catholic Education	Mr John Mula
Mercy Congregation nominee	Sr Francis Fitzpatrick RSM
Archbishop appointee	Mr Tom Dorey
Archbishop appointee	Mr John Bloomfield
Archbishop appointee	Mr Paul McGrath

College Board

The Board is directly responsible to the Governing Council. Within the context of providing high quality Catholic education and promoting the Catholic life of the school, the Board's functions include:

- Promoting secondary education in North West Tasmania, in accordance with the doctrines, laws and educational ethos of the Catholic Church and the directions of the Archbishop, and for that purpose to take action in conjunction with the Tasmanian Catholic Education Commission, the Catholic Education Office, and institutes of education within the region.
- Within the broad parameters established by the Governing Council, formulating policy for the conduct of the College, in consultation with the staff, parents, students, and friends of the College.
- Co-operating with the Principal in maintaining the College as an institute of Catholic education.
- Taking direction from the Governing Council on matters regarding major changes.
- Liaising with the parish priests and parish pastoral councils of the region in matters of mutual concern to the College and parishes.

- Planning, implementing, and evaluating the financial and building programs necessary for the long-term effective management of the College.
- Managing the finances of the College as indicated in Section 12 of the Marist Regional College Constitution for Governing Council and Board.

ORGANISATION

The Principal is responsible for the operational policies and, ultimately, for the management of the entire College within the overall policy set by the Governing Council. The Principal works with the Board of Marist Regional College on policy formation, financial management and facility maintenance and planning.

The Board has sub-committees, including - a Finance Committee, a Buildings and Maintenance Committee, WHS Committee and other as required subcommittees.

The appointed Deputy Principal – Learning and Teaching will join the Principal, Deputy Principal – Pastoral Wellbeing / Director of Organisation / Business Manager and Director of Mission as members of the College’s Leadership Team.