

GUIDING LIGHTS

Catholic Education Sandhurst Ltd

Authentically Sandhurst **Catholic Education**

Outstanding **Learner Growth**

Solidarity *and* **Subsidiarity**





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Gathering Prayer

Sandhurst Acknowledgement of Country

We acknowledge and pay respect to the original and ongoing custodians of the land upon which we meet. We commit to actively working alongside First Nations people for healing, reconciliation and justice. The Sandhurst Catholic Education faith community is inclusive and acknowledges that we are all made in the image and likeness of God and we are created in love. People of all faiths, genders, sexualities, abilities and cultures are therefore respected equally in the Sandhurst Catholic community. We acknowledge the pain and suffering of all who have been hurt in body, mind and spirit by those who have betrayed the trust placed in them. May we all stand tall, stand firm, grounded in truth, together as one.



He who was seated on the throne said, 'I am making everything new!' Then he said, 'Write this down, for these words are trustworthy and true.'

Revelation 21:5



Loving God,

We gather in gratitude for the unique, Spirit-filled, and life-giving culture of Sandhurst Catholic Education. From the alpine mountains to the river plains, we celebrate the dignity and giftedness of our leaders, educators, and allied staff. We thank You for the new contributors and innovative ways that have enriched our community.

Bless our relationships, which are the foundation of our strength. May our collegial, collaborative, and professional bonds continue to distinguish us as courageously innovative and responsive to the needs of our times. Inspired by Pope Francis' call for synodality, help us to journey together, open to the voice of the Spirit, and united in purpose.

Guide us as we live the missionary call to respond to the needs of our young people and our world. Help us to engage in deep listening, discernment, and courageous action, knowing that we are called by a Loving God into better versions of ourselves. May we live and work in synod, encouraging and challenging each other to fulfill our mission that all may have 'life to the full' (John 10:10).

In this new era of solidarity and subsidiarity, bless our ecosystem of unique and significant centres of learning. Help us to grow, nourish, test, and prune so that every entity within our ecosystem might experience the lived reality of the Common Good. May we work for deep, impactful, and ongoing improvement across all our learning centres, for all our staff, and for every student.

We gather here today as leaders, filled with anticipation as we embark on a journey of renewal and transformation. We ask for Your blessing on everyone present, as we share and embrace the call to be part of your work to 'make all things new'. For those who are eager, may their enthusiasm be a source of inspiration. For those who feel anxious, grant them peace and confidence.

As servant leaders, we recognise that any new path requires courage and trust. Guide us with Your wisdom, strengthen us with Your love, and unite us in our mission to nurture and educate with compassion and excellence.

Amen

CESL Strategic Plan 2023-2027



The **CESL Strategic Plan** was discerned through an extensive process of discussion and feedback across the CESL ministries and promulgated by the Board in 2022. It is a core document of our organisation to guide the setting of our medium and long term strategies and goals. In 2024, the Board is calling us to focus on the Strategic Priorities established for us as a 'Learning Community' and a 'Healthy and Well Community':



Learning Community

Strategic Direction:

Through high impact pedagogical strategies, students' learning is relevant, contemporary and differentiated to their needs. Such a community is committed to:

- Fashioning a **system-wide improvement agenda** characterised by consistency, accountability and efficiency; that **promotes solidarity while honouring subsidiarity** across the education community;
- **Prioritising evidence informed practice** using data to accurately identify the areas requiring **the greatest improvement**;
- Promoting and showcasing **proven improvement strategies** to encourage a culture of **ongoing professional learning**.

Healthy and Well Community

Strategic Direction:

Dynamic healthy communities that build trusting and respectful relationships to enhance student learning, wellbeing and safety. Such a community is committed to:

- Generating **tiered, contextualised and responsive intervention** to student learning, wellbeing and safety;
- Supporting students and staff to be **active participants** in their own learning, wellbeing and safety;
- Cultivating **partnerships** with families and communities **to support student learning, wellbeing and safety**.



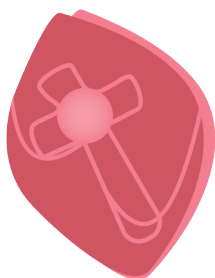
CESL Guiding Lights



GUIDING LIGHTS

Catholic Education Sandhurst Ltd

Authentically Sandhurst Catholic Education



Catholic Education in Sandhurst has developed a unique, Spirit-filled and life-giving culture that we are called to celebrate and build upon. This proudly diverse rural educational community from the alpine mountains to the river plains is of a size and population where the dignity and giftedness of its leaders, educators and allied staff has always been evident and celebrated, while new contributors and new ways of being have been able to be welcomed and discerned. In Sandhurst,

relationships are valued and prioritised and the strength of these collegial, collaborative and professional relationships has meant that the people and institutions of Catholic Education in Sandhurst have repeatedly distinguished themselves as courageously innovative and organisationally competent in responding to the needs of the times. The familial and relational strengths of our diocese reflect and further enable Pope Francis's call for synodality in which we "journey together as a church that receives and lives the gift of unity and is open to the voice of the Spirit."

Throughout our 150-year history, Sandhurst's Bishops and clergy have long encouraged and supported the **spiritual formation** of the laity as a genuine invitation to encounter Jesus Christ. In this way, Sandhurst's educational



staff have been blessed with significant formal and informal opportunities for spiritual growth, meaning there are now many leaders in school communities who in their turn, form and grow the next generation for mission. In a complementary way, the 'Source of Life' Religious Education curriculum provides a fulsome and life-giving means of enriching our young with the spirit and tenets of our faith in age-appropriate and responsive ways.

Combining these two strong pillars of our culture, Sandhurst Catholic Education is living the missionary call to respond to the needs of our young people and our world with an ongoing and Gospel infused **synodal** process of encounter, deep listening, discernment and courageous action. In doing so, we acknowledge that individually and collectively, we are being called by a Loving God into better versions of ourselves. We seek to live and work in synod, knowing that our journey is more life-giving as we encourage, challenge and hold each other to account for our mission that all may have 'life to the full' (John 10:10).

In saying we wish to be more deeply guided by an authentically Sandhurst expression of Catholic Education then, we commit ourselves over the coming four years to renewing and celebrating our understanding and practice of warm professional relationships, ongoing spiritual formation and the prioritisation of synodality at times of decision and action.

Outstanding Learner Growth



Prioritising 'outstanding learner growth' purports that all students have a capacity for growth which can be measured and celebrated, and that this growth should be 'outstanding'. 'Outstanding growth' is that which is above the average. While pockets of success and even excellence in learning exist across our ecosystem of educational settings, they are not nearly as prevalent as they should be. Improving the learning experience and achievement of all children and adolescents is a moral imperative for which we are all responsible. Across CESL, we intend to improve our individual learner data such that whatever their starting point, their growth is favourable to the Victorian State average.

To improve the learning opportunities across all our settings, we have not yet truly applied the collective power of our Sandhurst learning ecosystem. By utilising our system resources more judiciously, we will focus on leading and supporting those programs which have demonstrably enabled individual learner growth. This will apply to both academic, wellbeing and spiritual



programs. Together, across the system, we will invest in educational and allied staff capabilities so that irrespective of personal circumstances, every young person in every school will have access to an equitable, sound, engaging and responsive learning program.

As much as possible and necessary, we will consolidate professional learning and regulatory requirements and realign professional delegations, empowering leaders with the knowledge, resources and time to support each teacher and staff member to be more impactful. In this, our mantra will be 'every student, every teacher, every school, every day'.

Solidarity and Subsidiarity



Organisationally, we are in a new era. We are now one system, one ecosystem, made up of unique and significant centres of learning. Together, we are, in a new way, growing, nourishing, testing and pruning so that every entity within our ecosystem might experience the lived reality of the Common Good.

This is solidarity – that in each of our learning centres, our young have the same opportunity to flourish and grow. CESL's commitment to **solidarity** for the Common Good requires a re-examination, a refocusing and in some ways, a redistribution of our resources so that the integrity of the ecosystem is developed and improved. Our collective strength will be used for the benefit and growth of all parts of the organisation.

At the same time, we are growing our understanding of how each centre of learning can live, grow and change in unique ways. **Subsidiarity** allows entities to bloom and thrive under clear parameters, knowing in which circumstances decisions are to be made at the lowest level possible or the highest level necessary. In these circumstances, the principles of responsibility and accountability can be justly applied, thereby allowing leaders to confidently respond to the emerging needs of their local community. Balancing solidarity and subsidiarity then, we work for deep, impactful and ongoing improvement across all our learning centres, for all our staff and for every student.



Governance

of Catholic Education Sandhurst Ltd

Company Owner: The Bishop of Sandhurst

The Bishop of Sandhurst holds the ultimate authority and responsibility for Catholic Education Sandhurst Ltd. As the company owner, the Bishop:

- Provides spiritual and strategic leadership.
- Ensures that the educational mission aligns with the values and teachings of the Catholic Church.
- Oversees the overall direction and vision of the education system.
- Approves major policies and initiatives proposed by the Catholic Education Sandhurst Ltd Board as required by the Constitution.

Catholic Education Sandhurst Ltd Board

The Catholic Education Sandhurst Ltd Board acts as the governing body that supports and advises the Bishop. The Board's responsibilities include:

- Supporting and monitoring the spiritual and faith life of the CESL and SCECE&C Ltd communities.
- Developing and recommending policies for the effective management of the schools and ELCs.
- Ensuring compliance with legal and regulatory requirements, including child safeguarding.
- Overseeing financial audit, management and resource allocation.
- Monitoring the performance and outcomes of schools and ELCs.
- Providing strategic direction and support to the Executive Director and their team.
- Reviews risks to identify potential threats to the system and to the school and ELC operations and finances. Develops strategic plans to address these risks and ensure their resilience and adaptability.



Executive Director and Catholic Education Sandhurst Limited Office (CESLO)

The Executive Director, along with their team at the Catholic Education Sandhurst Ltd Office, is responsible for the strategic and operational management of the schools and ELCs. Their key responsibilities are:

- Monitoring and supporting the spiritual and faith life of the staff of CESL such that they can lead schools and ELCs to be places of welcome, formation and spiritual flourishing.
- Implementing the policies and strategies set by the CESL and SCECE&C Ltd Boards.
- Providing support and direction to school principals and ELC directors.
- Managing operations that can and should be common across all learning centres.
- Ensuring all learning centres meet regulatory and educational standards and goals, including child safeguarding.
- Facilitating communication and collaboration among learning centres.
- Identifies operational risks and develops strategies to mitigate these risks, including the implementation of strategic initiatives to improve educational outcomes and operational efficiency.

Principals of schools and Directors of ELCs

The Principals and Directors are the frontline leaders responsible for the direct management of individual learning centres. Their responsibilities include:

- Leading the spiritual life, educational and administrative functions of their respective learning centres.
- Implementing policies and directives from the CESLO.
- Ensuring a safe and conducive learning environment for students.
- Leading and managing staff and resources effectively.
- Engaging with parents, students, and the community to foster a supportive educational environment.
- Identifies risks at the school and ELC level and develops strategies to address these issues, including learning centre specific strategic plans to enhance student learning and community engagement.

This structure ensures a cohesive and well-coordinated approach to managing the CESL Multi-School System, with each level of governance playing a crucial role in maintaining the quality and integrity of Catholic education across the Sandhurst Diocese.



A Multi-School Organisation with Multi-Tiered Systems of Support

Why CESL is moving to a Multi-School Organisation?

Since Incorporation in 2021, CESL had already (technically) become a Multi-School System. In 2024, it is time to move into the next phase of the implementation so as to truly realise and streamline our governance responsibilities and accountabilities and enhance support for our learning centres.

What is a Multi-School Organisation?

A Multi-School System is an organisational model where multiple learning centres are governed by a single central authority. This approach allows for unified policies, consistent standards, and centralised support, while still catering to the unique needs of each individual learning centre.

Why take these next steps?

- 1. Unified Governance:** Under the CESL Board, there is a consistent governance structure, but this has not yet been fully enacted. This next phase will see a further step towards solidarity and consistency in delegations and policy implementation.
- 2. Enhanced Support:** CESLO will be able to provide more effective centralised support, allowing schools to focus more on teaching and learning, spiritual development and wellbeing, rather than administrative tasks.
- 3. Resource Efficiency:** Centralised governance and support leads to more efficient use of resources, reducing duplication of efforts and ensuring that all schools have access to the necessary tools and support.

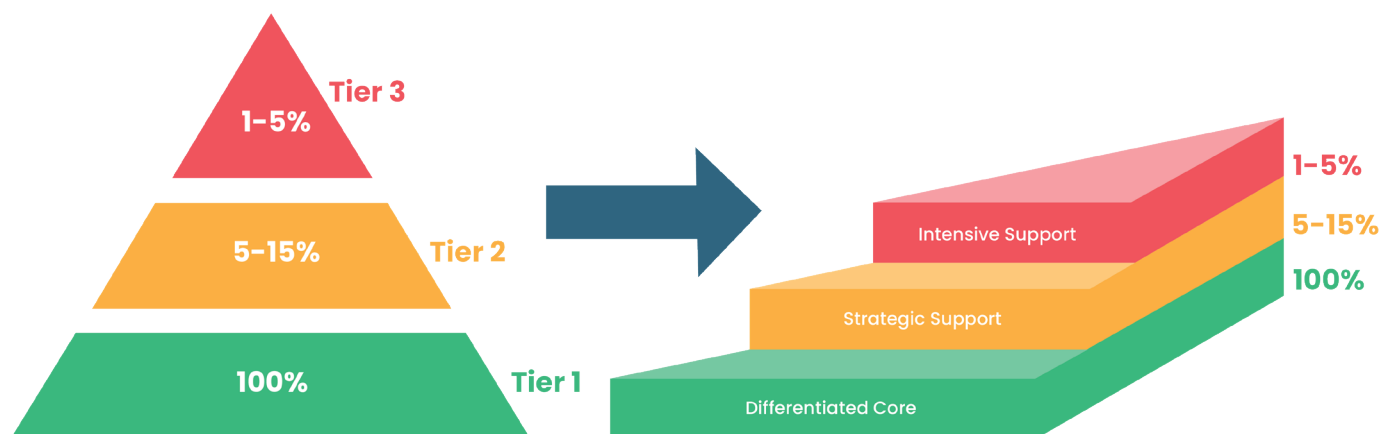
Benefits to schools and the system at large

- **Consistent Standards:** With unified governance, all schools adhere to the same high standards, ensuring quality education across the board, so that every child, every teacher and every school has access to the same high quality opportunities and resources every day.
- **Improved Resource Allocation:** Resources can be distributed more effectively, ensuring that each school receives the support it needs to thrive.
- **Collaborative Opportunities:** Schools can collaborate more easily on initiatives and projects, fostering a sense of community and shared purpose.



Redevelopment of the Executive arm

To support this transition, the Executive arm of CESL, known as the Catholic Education Sandhurst Limited Office (CESLO), is being redeveloped to align with a Multi-Tiered Systems of Support (MTSS) methodology. MTSS is a framework that uses system-wide, data-driven decision-making to provide targeted support at varying levels of intensity based on school, staff and student needs.



How MTSS will benefit CESL

- **Personalised Support:** MTSS allows for individualised support for learning centres, ensuring that each community receives the appropriate level of assistance to succeed.
- **Proactive Interventions:** By using data to identify needs early, MTSS enables proactive interventions, preventing small issues from becoming significant barriers to improvement.
- **Continuous Improvement:** The MTSS framework promotes continuous improvement through regular assessment and adjustment of support strategies, ensuring that the system remains responsive and effective.

In summary, the move to a Multi-School Organisation and the redevelopment of the Executive arm to support MTSS will position CESL to provide a more unified, efficient, and effective experience for school leaders and their staff, ultimately benefiting both our students and staff, as well as the broader educational community.



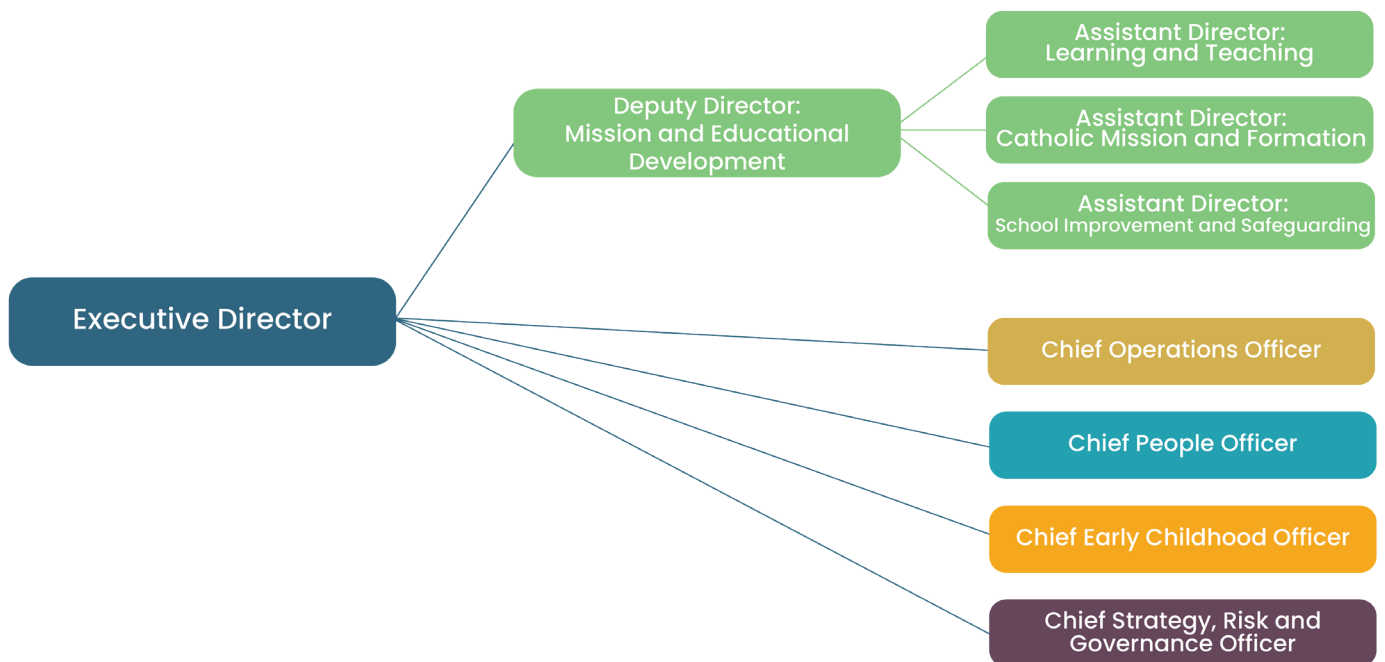
Multi-School Organisation

Projects currently in progress

PROJECT	PROGRESS
Realignment of CESLO structures to reflect Governance needs.	Clarity of roles and responsibilities for each level of governance, and resourcing these appropriately to ensure line of sight, support and compliance can be achieved. On track 2025.
Microsoft 365 Rollout	On track. All schools to be rolled over by December 2025.
Payroll Audits	Occurring in 9 schools in 2024/5 to understand how complex the eventual centralisation project will be. Expecting every school to have anomalies that will need to be remedied.
Marketing Project	Significant work creating a common marketing approach which can be nuanced in particular regions or for particular learning centres; will include common enrolment processes and fee promotion from 2026 (possibly sooner).
Page-Up	Centralisation of recruitment currently being rolled-out. Modifications ongoing with full implementation from 2025.
CompliSpace Policy - Connect and Assurance	All schools now online allowing for commonality of policy and procedures where appropriate. Risk Registers also now operational in all schools.
CompliSpace CompliLearn	All schools now enrolled on CompliLearn. The first centrally administered compliance responsibility will be the Code of Conduct attestation by all 3000 CESL staff. Calendar for 2025 staff compliance expectations (<i>see appendix 1</i>) will be refined throughout 2025 as we implement and learn.
OH&S Systems	An Emergency Management Program is now common and live across all schools
Insurances	CESLO negotiated master-policies with significant cost savings & efficiencies.
Advisory Councils	New Terms of Reference (ToR) for Advisory Councils currently being refined for implementation in 2025 as part of line of sight governance responsibilities.

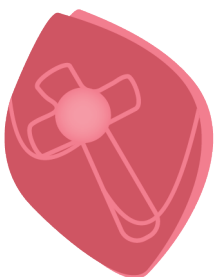


The New CESL Office Structure



The Teams and their Functions

Catholic Mission and Formation



The Catholic Mission and Formation Team plays a pivotal role in nurturing the spiritual growth and knowledge of both students and staff. They oversee the Source of Life curriculum, ensuring the development of consistent and high-quality courses. The team also sources and facilitates professional learning opportunities to build our Catholic culture and organises retreat experiences to deepen spiritual understanding. Additionally, they coordinate sacramental, ecological and social justice programs, fostering a sense of spiritual community and responsibility. The team supports schools in strategic planning related to Catholic mission and implements insights from ECSI data to enhance practices. Through these efforts, they aim to create a holistic and enriching environment that promotes spiritual and moral development across the educational system.



Learning and Teaching



The Learning and Teaching Team is dedicated to overseeing the development, sourcing, and implementation of high-quality educational programs. They play a crucial role in enhancing educational outcomes for students across the school system by ensuring effective curriculum implementation and targeted interventions. Their efforts help create an equitable and supportive learning environment that promotes student success. The team is responsible for supporting the implementation of the CESL low variance Tier One and Tier Two curriculum and interventions. They work collaboratively to ensure high-quality, evidence-based teaching and learning practices are consistently applied, fostering an environment of continuous improvement and academic excellence. Through their work, they aim to elevate the educational experience and outcomes for all students.

School Improvement and Safeguarding



The School Improvement and Safeguarding Team is a multidisciplinary team dedicated to providing proactive and reactive support to school leaders, oversight of delegated authority and tiered interventions to support the management and quality assurance of schools, especially with regard to our collective Child Safeguarding responsibilities. This team works collaboratively to ensure compliance with Catholic and Victorian Safeguarding Standards, providing for, and fostering across CESL, a culture and practice where behavior, wellbeing, inclusive education and aboriginal education are addressed through cohesive and evidence-informed Multi-Tiered System of Supports (MTSS).



Appendix 1: Compliance Training Calendar

PLEASE NOTE: Full calendar will be refined throughout 2025 as we implement and learn.

2024 - Term 3				
	Content Owner	Released	Audience	Est. Time to Complete Module
Child Safety Code of Conduct	Ideagen / CompliSpace Content	Weeks 9-10	All Staff	10 mins

2024 - Term 4				
	Content Owner	Released	Audience	Est. Time to Complete Module
Mandatory Reporting and Other Obligations Non Government Schools	MARAM via a CESL created module	Weeks 2-6	All Staff	45 mins
DET School Community Safety Orders	DET via a CESL created module	Weeks 2-6	Principals Deputy Principals	45 mins
WorkSafe Notifiable Incident Training	CESL module	Weeks 3-7	Principals Deputy Principals	30 mins



2025 - Term 1

	Content Owner	Released	Audience	Est. Time to Complete Module
Child Safety in Victoria for School Leaders	Ideagen/CompliSpace content	Week 1	All Leaders, POL Holders & Advisory Council Members	20 mins
Conflict of Interest	CESL content - P&C	Week 1	All Staff	15 mins
Restraint and Seclusion	CESL content - Safeguarding	Weeks 1-2	All Staff	30 mins
HR WHS OHS: Discrimination, Harassment and Bullying (Positive Workplace Behaviours)	CESL content - P&C	Weeks 1-3	All Staff	20 mins
Positive Duty - Workplace Behaviours	CESL content - P&C	Weeks 1-3	Principals Deputy Principals	20 mins
National Catholic Safeguarding Standards	Ideagen/CompliSpace content	Week 2	All Staff	5 mins
HR: Internal Grievance Resolution	CESL content - P&C	Week 4	All Staff	10 mins
National Disability Standards e-Learning (biannually)	MARAM via a CESL created module	Weeks 4-6	Teaching and LSO Staff	1hr 30 mins
Complaints Handling	CESL content - Risk & Governance	Week 5	All Staff	10 mins
Staff Awareness (Emergency Management)	CESL content - P&C	Week 6	All Staff	1hr





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