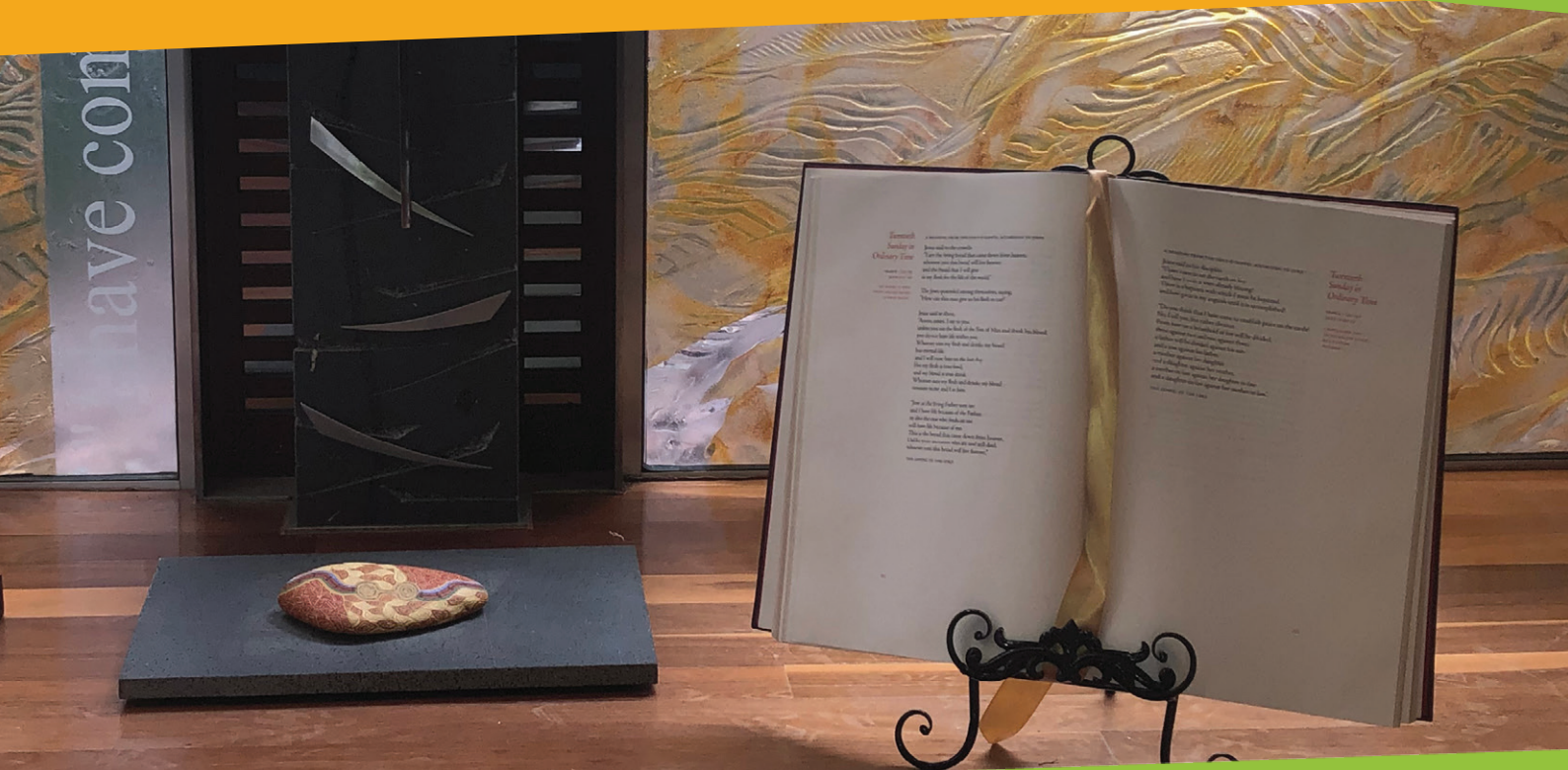




CES Limited Strategic Plan 2021 - 2023



Foreword

The students of Catholic schools will be at the centre of every decision made, with all working in truly collaborative partnerships, to maximise the spiritual formation and educational achievement of every child entrusted to Catholic education in the Diocese of Sandhurst.

Bishop Shane MacKinlay: CES Limited Initial Directions 2020



"I am delighted to officially announce the establishment of a new company, Catholic Education Sandhurst Limited (CES Limited) for the governance and management of Sandhurst Catholic Schools. Whilst each school will continue to operate in partnership with its parish as outlined in our shared mission statement, Sandhurst Catholic Schools are now governed and managed under CES Limited. This new structure is a necessary response to government regulation and better aligns with contemporary governance practices.

This Strategic Plan sets out the direction of Sandhurst Catholic Schools for the next 3 years under the new governance structure. We are confident in the extensive internal and external consultation process undertaken in the development of this Strategic Plan and the deep commitment it demonstrates to excellence and growth in faith, learning and wellbeing for each student through the provision of quality Catholic education. This Strategic Plan reflects our Shared Mission Framework and the Initial Directions by Bishop Shane Mackinlay that provides direction and guidance with respect to the ministry and faith formation in our schools".

Paul Desmond:
Executive Director of Catholic Education Sandhurst 2020

"Education that has at its centre the person in his or her integral reality has the purpose of bringing him or her to the knowledge of himself or herself, of the common home in which he or she lives, and above all to the discovery of fraternity as a relationship that produces the multicultural composition of humanity, a source of mutual enrichment ... Never before, has there been such a need to unite efforts in a broad educational alliance to form mature people, capable of overcoming fragmentation and opposition and rebuild the fabric of relationships for a more fraternal humanity ...To achieve these goals takes courage, the courage to put the person at the centre."

Pope Francis, Plenary of the Congregation for Catholic Education, February 2020

Vision

The vision for Catholic Education Sandhurst Limited (CES Limited) is to provide, in partnership with our families, stimulating, enriching, liberating and nurturing learning environments in each of the Catholic school communities within the Diocese. At the heart of this vision is our commitment to the ongoing duty of care that we have for the safety, wellbeing, and inclusion of all children and young people.

We believe:

- * that the values of the Gospel are central to who we are, what we do, and how we act*
- * in leadership encompassing vision, innovation and empowerment*

Mission

The ongoing mission of Catholic education remains the mission of the Church - "to spread the Kingdom of Christ over all the earth". Under the precepts of Canon Law (806 §1), the Bishop watches over Catholic schools in the Diocese and provides general regulations for them. The Sandhurst Catholic School today responds to its mission by ensuring education is provided according to Catholic Teachings and beliefs and by offering a particular cultural experience that is grounded in "... a Christian view of the world, of life, of culture and of history". This translates into a Christ-centred ethos and worldview that permeates all aspects of school life including relationships, structures, liturgies, celebrations and routines, as well as the formal curriculum.

Catechism of the Catholic Church, n.863 Congregation for Catholic Education. (1997), The Catholic School on the Threshold of the Third Millenium, n.14

Key Objective

“To foster the academic achievement and spiritual formation of each student, in an environment and culture that is committed to pastoral care and wellbeing, including appropriate safeguarding strategies and policies. Such an education builds up independent, confident and creative learners who have a love of learning, a sense of curiosity, and respect for themselves and for others, including the poor and marginalised.”

Bishop Shane MacKinlay: CES Limited Initial Directions 2020

Demographic/Community Profile

Catholic Education Sandhurst Limited oversees and is responsible for the operation of fifty-two Catholic schools (including Primary, Secondary and Specialist Settings). It will also be responsible for the operation of future schools that will be established by the Company referred to as (Sandhurst Catholic Schools).

In addition, CES Limited also supports four other schools owned and operated by religious institutes.



Values

Principles of Catholic Social Teaching

The identity of the Sandhurst Catholic School reflects the principles of Catholic social teaching, grounded in the person of Jesus and interpreted and enacted for the “common good” in response to the “signs of the times”.

These principles require that the dignity and potential of each person be fully respected within a climate that is conducive to peace, security and development. This must find expression in the relationships, structures, curricula, planning, processes and care in the everyday life of the school.

Respect

Respect for the dignity and potential of each person within a climate that is conducive to peace, security and development. This must find expression in the relationships, structures, curricula, planning, processes and care in the everyday life of the school.

Partnerships

The Sandhurst Catholic Schools do not function in isolation. In attending to the religious dimension of education, the most fundamental partnerships are those with parents/guardians and with local Catholic faith communities. The school is part of the wider Church community.






Faith

The tasks of evangelisation, catechesis and religious education are shared by home, school and parish, with each having its own distinct contribution to make in a sense of genuine partnership.





Our aim, strategy statement and goals

Aim	Excellence and growth in faith, learning and wellbeing for each student through the provision of quality Catholic education				
Strategy statement	By 2023, as a Catholic faith community, our collaborative professional approach to learning, teaching and wellbeing will significantly improve holistic student growth				
Strategic goals					
	1. Catholic Community	2. Learning Success	3. Governance	4. Wellbeing Systems	5. Responsible Stewardship
	Through faith based leadership, all students, staff and school community experience a life-giving, recontextualising, dialogical Catholic learning community	Every student engaged in developing and achieving their aspirational learning goals scaffolded by effective teaching and unified high expectations	Transition and embed good governance arrangements focused on accountability, transparency and needs of schools and students	Implement salutogenic wellbeing systems as a precondition for learning	Provide effective leadership and expertise to enable equitable access to Catholic learning environments committed to responsible stewardship






Our strategic initiatives

Strategic goals	 1. Catholic Community	 2. Learning Success	 3. Governance	 4. Wellbeing Systems	 5. Responsible Stewardship
	Through faith based leadership, all students, staff and school community experience a life-giving, recontextualising, dialogical Catholic learning community	Every student engaged in developing and achieving their aspirational learning goals scaffolded by effective teaching and unified high expectations	Transition and embed good governance arrangements focused on accountability, transparency and needs of schools and students	Implement salutogenic wellbeing systems as a precondition for learning	Provide effective leadership and expertise to enable equitable access to Catholic learning environments committed to responsible stewardship
Priority initiatives	<ul style="list-style-type: none"> Develop the theological understanding and skills to create recontextualising, dialogical schools Enable transformation through engagement with authentic cultural values in relation to Indigenous Australian Christian perspectives to be celebrated by the Church and enculturated into the Christian belief Develop a strategic plan with school leadership to support faith and spirituality formation Educate and empower all members of our Sandhurst school communities to uphold and respond to the principles of Catholic Social Teaching 	<ul style="list-style-type: none"> Fully develop and activate SEEL Framework as a tool to support the identification, planning, differentiation, implementation, achievement and evaluation of learning and teaching priorities in the CES system, schools, families and community Curriculum Expertise: Deepen knowledge, understanding and activation of the interconnected elements of the endorsed curriculum to its full capacity Reflective Practice: Further the skills and practice of evaluative thinking and responsiveness to better inform growth in teaching and learning. Evidence Informed Leadership of Learning: Further develop opportunities for engagement with information and research that scaffolds evidence informed decisions and leadership. Religious Education: Support schools to effectively implement the new Religious Education Policy and revised Source of Life Religious Education Curriculum 	<ul style="list-style-type: none"> Ensure that processes and protocols are in place and embedded to support the change in governance for CES Ltd Enable effective formation for all stakeholders in CES Ltd with clear understanding of associated legislative and regulatory accountabilities outlined Enhance meaningful School/Parish collaboration and partnerships in the new governance model via implementation of the Shared Mission Agreement Advocate for the inclusion of diverse voices in all levels of decision making Develop a shared understanding of, and effective collaborative processes for, leading and supporting school and system improvement Develop targeted recruitment and succession strategies that will provide assurance that CES Ltd can fully support the changed governance roles & responsibilities 	Deepen understanding of salutogenic concepts and practice to create well schools <ul style="list-style-type: none"> Deepen understanding and implementation of tiered models of intervention Embed an organisational culture of child safety as a key feature of a well school community Build the structures, processes and practices that enhance student and parent engagement and aspirations Explore and develop a contemporary understanding of childhood and the child, learning from and transformed through our encounters with children Strengthen approaches to Principal and workforce wellbeing 	<ul style="list-style-type: none"> Design learning spaces to support the educational philosophy, quality programs and wellness Enable best practice finance and administration procedures to ensure accountability and compliance requirements are met Effectively use appropriate, relevant and reliable demographic data to inform needs-based funding and expand current and future school provision Increase collaboration and sharing to create economies of scale and equitable access

Our success measures

Strategic goals					
	1. Catholic Community	2. Learning Success	3. Governance	4. Wellbeing Systems	5. Responsible Stewardship
	Through faith based leadership, all students, staff and school community experience a life-giving, recontextualising, dialogical Catholic learning community	Every student engaged in developing and achieving their aspirational learning goals scaffolded by effective teaching and unified high expectations	Transition and embed good governance arrangements focused on accountability, transparency and needs of schools and students	Implement salutogenic wellbeing systems as a precondition for learning	Provide effective leadership and expertise to enable equitable access to Catholic learning environments committed to responsible stewardship
Success measures	<ol style="list-style-type: none"> schools with an improvement in measures of Post Critical Belief Recontextualisation and recognition of Dialogical School approach schools including Aboriginal spirituality elements in liturgies and prayer leaders and schools including Aboriginal cultural competence in professional learning for staff schools demonstrating evidence of Catholic Social Teaching in school practices and documents schools with a leadership framework rubric schools with an improvement in experience of and satisfaction with Catholic Identity 	<ol style="list-style-type: none"> All school and system staff are aware of and using the SEEL Framework to support their work and their responsibilities within VRQA and VIT expectations. All teachers and associated educational support staff enact and enable the endorsed curriculum. All school and system staff evaluate and respond to evidence of their impact on improving student learning All school and system staff engage with and participate in research to inform their leadership. 	<ol style="list-style-type: none"> demonstrating full compliance with all VRQA, legislative and other regulatory requirements at all times schools using consistent platforms and a whole school process to develop school policies principals with a deepened understanding of legal and HR requirement process and procedures staff with a clear understanding of who to contact for advice or support within the CES Office principals working within the matrix of accountabilities schools with an embedded 'shared ministry/mission framework' parishes and schools reporting a strong parish/school partnership 	<ol style="list-style-type: none"> schools with Pastoral Wellbeing Leaders that have participated in formation in salutogenesis schools engaged in annual planning and review of tiered systems targeted schools with an effective Behaviour Support Team schools maintain trained critical incident management teams schools with an explicit wellbeing improvement agenda 	<ol style="list-style-type: none"> schools engaging with CES Capital Planning during capital works planning and design schools that have implemented ICON eAdmin schools provided with effective demographic data to assist with budgeting initiatives developed and implemented to utilise and benefit from the collective CESLtd bargaining power

Our success measures

Strategic goals	 1. Catholic Community	 2. Learning Success	 3. Governance	 4. Wellbeing Systems	 5. Responsible Stewardship
	Through faith based leadership, all students, staff and school community experience a life-giving, recontextualising, dialogical Catholic learning community	Every student engaged in developing and achieving their aspirational learning goals scaffolded by effective teaching and unified high expectations	Transition and embed good governance arrangements focused on accountability, transparency and needs of schools and students	Implement salutogenic wellbeing systems as a precondition for learning	Provide effective leadership and expertise to enable equitable access to Catholic learning environments committed to responsible stewardship
Success measures		<ul style="list-style-type: none">• All RELs participate in training in the Curriculum and provide training to their teachers of Religious Education.• All schools have a scope and sequence reflecting the Source of Life curriculum.• All schools meet the time requirements for RE outlined in the policy.• All schools have a detailed Assessment, and review plan.• All schools engage with the materials on the Source of Life website			





“I have come that they may have
life and have it abundantly”

Jn 10:10