



2023 - 2027 Strategic Plan



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FOREWORD



Catholic Education Sandhurst Limited (CES Ltd) was established in 2021 to take responsibility for the Diocese's Catholic school system and to provide support services for Catholic education in the Diocese. In partnership with families, parishes and the whole Catholic community, the fundamental goal of Catholic schools is to provide an education that respects and fosters the dignity and potential of each person as created in the image of God.

This new Strategic Plan for CES Ltd sets out directions and priorities for the next five years, which will guide the way in which our Catholic schools pursue excellence in fostering the development of each person in all the dimensions of human existence: intellectual, spiritual, emotional, bodily, relational, environmental and cultural.

The 2023–2027 CES Ltd Strategic Plan is the product of extensive consultation with education leaders in schools, the Catholic Education Office Sandhurst (CEOS), and the CES Ltd Board. The principles of solidarity and subsidiarity have guided its development, and also underpins its commitment to providing clear focus across the diocese while respecting the local contexts in which it will need to be applied.

As the Strategic Plan is operationalised, may it inform and promote stimulating, enriching, liberating and nurturing learning environments in each Catholic community within the Diocese.

Bishop Shane Mackinlay
Bishop of Sandhurst

INTRODUCTION

Sandhurst Catholic schools are part of a rich tradition of education in Australia.

Each environment is a crucial part of the life, spirit and culture of the Church in this Diocese. The mission of our Catholic schools is to provide excellence in learning and teaching. Our schools function to assist parents in forming students in their faith, helping to equip them with tools to be successful in life and to ensure each and every young person knows they are valued. Every Sandhurst Catholic school is actively committed to providing a distinctive and dynamic learning environment that allows students to develop a love of learning, one that has Christ as its foundation.

This Strategic Plan aims to keep the student at the heart of our efforts. The Strategic Plan is designed to provide schools with the directions, priorities and goals that will assist them in carrying out their mission. Our efforts are focused on five key areas:

- **To be an authentic Catholic community**
- **To prize best practice**
- **To focus always upon the other**
- **To be responsible stewards**
- **To nurture a healthy, safe learning community**

Outlined in the Strategic Plan are various opportunities for growth and improvement within our Catholic schools. These opportunities have been identified through many months of engagement with stakeholders and reflect our ongoing commitment to seek improvement at every level.

The Catholic Education Sandhurst Limited (CES Ltd) Strategic Plan (2023-2027) will give life to clear guidelines into the future, a future in which the school can respond to its mission by offering a particular cultural experience that is grounded in “... a Christian view of the world, of life, of culture and of history.”



Mr Paul Desmond
Chief Executive Officer
Catholic Education Sandhurst Ltd

Mrs Patricia Cowling
Chair
Catholic Education Sandhurst Ltd Board

Catholic Identity

Australia is a rich fabric of diversity and cultural multiplicity. This is reflected in the plurality of religious and non-religious beliefs and life options existing in our society, and invariably within our Catholic school communities.

This diversity provides opportunity for each school to define and enhance their Catholic identity, in a spirit of openness and welcome, hospitality and inclusiveness, while at the same time promoting a Catholic ethos and tradition distinctive of its mission.

Governance

In 2021, Catholic Education Sandhurst Limited (CES Ltd) assumed the ownership and operation of fifty-two Catholic school entities and the responsibility for the operation of further schools that will be established by the Company. CES Ltd also supports four other schools owned and operated by religious institutes.

A new governance structure invariably changes and shapes the relationships amongst the CES Ltd Board, the Catholic Education Sandhurst Office and the schools of the diocese. Such relationships within the ministry of Catholic education must be shaped by the Catholic social principles of *subsidiarity* and *solidarity*.

SIGNS of the TIME

The Catholic school lives in the flow of human history. It is therefore continually called upon to follow its unfolding in order to offer an educational service appropriate to the present times.

The Identity of the Catholic School for a Culture of Dialogue § 18

COVID 19

The pandemic of 2020-2021 impacted markedly on learning and teaching in classrooms, along with the operations and support of school communities. Measures of 'learning loss' vary according to socio-economic and age variables, yet the lessons learnt from online and remote learning have highlighted the adaptive capabilities of teachers and the flexibility in content delivery that is available both within and across school communities.

Digital infrastructure has forged new pathways to support innovation and collaboration in learning design that can be leveraged to promote stimulating and liberating learning environments.



Workforce Retention and Attraction

Educators and staff in Catholic schools bring dedication and professionalism that enhances the lives of the students they teach and care for. The schools of the Diocese are richer by the contributions of these committed professionals.

However, retention and attraction of quality professionals in education is a pressing challenge across Australia. The number of students commencing and completing initial teaching qualifications nationally has declined over time. The age profile of principals is increasing with news reports and wellbeing concerns making this leadership position less attractive to aspirant leaders. A 'patchwork' of population growth across regions and disparate equity in the provision of services highlight challenges in staffing remote and smaller schools.

A planned, sustainable and measurable workforce strategy is required to address these existing and emerging challenges if enriching and nurturing learning environments are to be realised in each Catholic school community within the Diocese.

STRATEGIC DIRECTION AND PRIORITIES

VISION

The vision for Catholic Education Sandhurst Limited is to provide, in partnership with our families and parishes, stimulating, enriching, liberating, sacramental and nurturing learning environments drawn from the Catholic tradition in each of the diocesan school communities.

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, a pursuit of excellence in all levels of learning and creating communities of welcome, hospitality and inclusion.

We believe

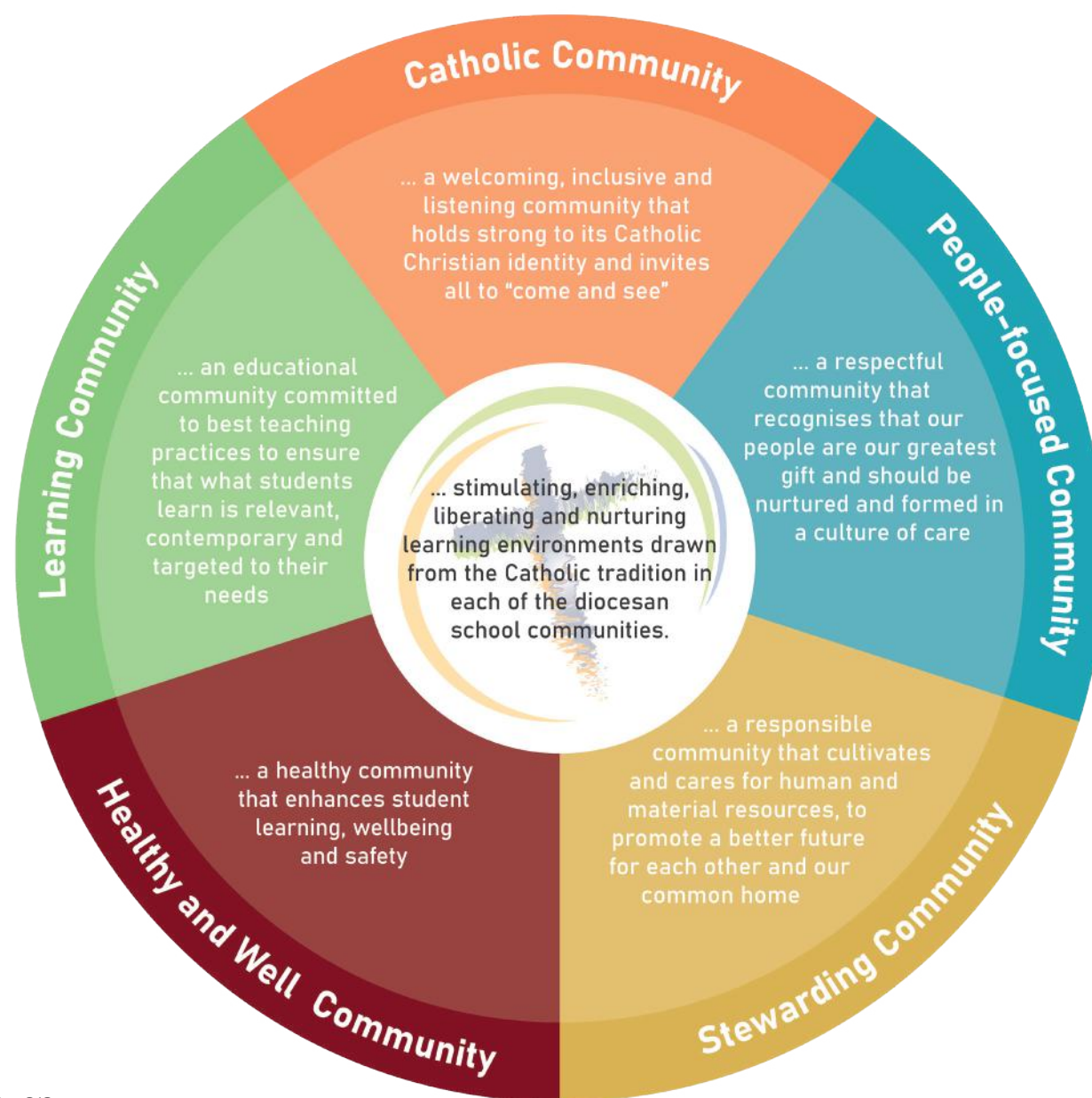
- that the values of the Gospel are central to who we are, what we do and how we act
- that we have a vital role in the mission of the Catholic Church to imagine and seek new horizons while respecting our Tradition
- that a strong sense of community is dependent on the quality of our collegial relationships
- that each person's potential is fostered through the dedicated ministry of Catholic Education
- in leadership encompassing vision, innovation and empowerment.



A COMMUNITY OF COMMUNITIES

The Catholic school is not so much an institution but a *community*, animated by the Gospel spirit of freedom and charity.¹

Its very nature as a community is characterised by a multiplicity of expressions founded upon, supported by, and directed towards its Catholic identity. In creating stimulating, enriching, liberating and nurturing learning environments, Catholic Education Sandhurst Ltd is a community of communities.



¹ Vatican.va. 2022. *The Identity of the Catholic School for a Culture of Dialogue: Instruction* §16

CATHOLIC COMMUNITY

Strategic Direction

Catholic school identity is preserved and enhanced by explicitly putting forward the Catholic faith as the host tradition in dialogue with the school's plural context ², out of the conviction that faith and culture enrich each other.

Strategic Priorities

Such a community is committed to:

- Creating stimulating, enriching and liberating learning environments in which students are challenged to give shape to their personal identity in dialogue with the Catholic tradition.
- Nurturing well-formed and informed staff, familiar with the Catholic tradition and possessing contemporary theological understanding.
- Recognising and embracing plurality through a mutual listening in which everyone has something to learn.

² Each educational community draws its members from Catholic and other Christian traditions, other than Christian religious faiths, as well as members who hold diverse world views and life options.





What can
you build?

Using only the materials on
the table build something,
then take a photo of it
using an iPad to share with
others.
Have fun. Be creative 😊

SCRAMBLED
EGGS
SUPER!





LEARNING COMMUNITY

Strategic Direction

Through high-impact pedagogical strategies, students' learning is relevant, contemporary and differentiated to their needs.³

Strategic Priorities

Such a community is committed to:

- Fashioning a system-wide school improvement agenda characterised by consistency, accountability and efficiency; that promotes solidarity while honouring subsidiarity across the education community.
- Prioritising evidenced 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.

³ Victorian State Government Education and Training Framework for Improving Student Outcomes (FISO 2.0) 2022

HEALTHY AND WELL COMMUNITY

Strategic Direction

Dynamic healthy⁴ communities that build trusting and respectful relationships to enhance student learning, wellbeing and safety.

Strategic Priorities

Such a community is committed to:

- Generating tiered, contextualised and responsive intervention to support 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.

⁴ Healthy communities in CES Ltd schools are defined by salutogenic approaches to wellness that focus on health and not on disease pathogenesis.





PEOPLE-FOCUSED COMMUNITY

Strategic Direction

Outstanding members of staff who exemplify high professional standards, effective practices, and a commitment to ongoing learning and growth.

Strategic Priorities

Such a community is committed to:

- Prioritising and improving retention, attraction, and engagement practices of quality staff members who are willing to align themselves to the Mission of the Church.
- Building leadership capability through partnerships with learning providers, professional development and career opportunities for all our people.
- Fostering collaborative relationships in which members work interdependently to achieve common goals in a culture of trust, respect and mutual accountability.

STEWARDED COMMUNITY

Strategic Direction

Receiving God's gifts gratefully, we cultivate them responsibly, grow them wisely and share them lovingly in justice with others.

Strategic Priorities

Such a community is committed to:

- Nurturing and growing the gifts and talents of its members so that they may be shared for the benefit of many.
- Promoting targeted, just and proper use of human and material resources to meet the learning and wellbeing needs of all through prudent management and wise investment.
- Effecting sustainable practices that redefine and rebuild our relationship with each other and our common home.



STRATEGIC ENABLERS

Foundational strategic enablers are **capabilities**, **capacities** and **resources** that contribute to the operating effectiveness of an organisation to effectively execute the strategic plan.

The key enabler in any classroom is the **teacher** for it is what teachers know, do and care about which is very powerful in the learning equation.⁵ The central role of the teacher is recognised by the Church who acknowledges that, "... teachers and educators fulfil a specific Christian vocation and share an equally specific participation in the mission of the Church, to the extent that, 'it depends chiefly on them whether the Catholic school achieves its purpose'."⁶



⁵ Hattie, J. [2003] *Teachers make a difference: What is the research evidence?* Australian Council for Educational Research (ACER)

⁶ Vatican.va. 1997. *The Catholic School on the Threshold of the Third Millennium* [online] Available at:

https://www.vatican.va/roman_curia/congregations/ccatheduc/documents/rc_con_ccatheduc_doc_27041998_school2000_en.html [Accessed 28/19/2022].§19



Catholic schools must practice the 'grammar of dialogue' not as a technical expedient, but as a profound way of relating to others. Dialogue combines attention to one's own identity with the understanding of others and respect for diversity.



Children and young people are empowered about their rights, participate in decisions affecting them and are taken seriously (CSS 3)

The whole school community engages with students so they have a voice in the learning process, fully participating in school life with a greater say and leadership in the decisions that affect their learning and their lives at school.



Building innovation capacity should be student-centred, collaborative, and advance the flourishing for all.

A culture of collaboration within and across schools, provides an environment in which teachers and leaders are committed to their own learning and that of their peers, while building the professional expertise required to support the diverse learning needs of all students.



The promotion of the school as community finds particular expression in the partnerships that exist between key stakeholders, both within and outside the school.

Partnership is an expression of co-responsibility, living out God's call for his people, side by side on the same road. Authentic partnerships are grounded in mutual respect and equity of voice, characterized by respectful dialogue and critical reflection.



Digital technology should support innovative and future-focused practices, enhance learning in the classroom, improve access to data and information, enable more efficient business operations, and deliver safe and secure environments for learning, collaboration and administration.





