STRATEGIC PLAN
CATHOLIC SCHOOLS OFFICE
2009 - 2011

Diocese of Wagga Wagga

cso
WAGGA WAGGA

Vision

**Our Catholic school communities encounter
and engage with Jesus and His message.**

Mission

We achieve this as communities of:

Faith

teaching, celebrating and living our Catholic faith

Learning

inspiring, informing and engaging our communities in
learning

Care

building caring and supportive environments that promote
wellbeing and learning

Service

embracing leadership which fosters collaborative practices
for mutual benefit and partnership

and

Stewardship

caring for people, creation and resources

**Catholic Schools in
The Diocese of Wagga Wagga**

The map shows the following locations: YENDA, GRIFFITH, YOOGALI, LEETON, NARRANDERA, COLEAMBALLY, GANMAIN, COOLAMON, JUNEE, WAGGA WAGGA, LOCKHART, URANA, JERILDERIE, CULCAIRN, HOLBROOK, TUMBARUMBA, FINLEY, BERRIGAN, TOCUMWAL, COROWA, ALBURY

Contents

Introduction

The only constant for educators is change. The opportunities presented by technology, as well as the impact of world events, have influenced and shaped the way education is delivered. In a globally connected community, Catholic schools exist to serve the evangelising mission of the Church whilst ensuring that students engage in quality learning experiences.

In their Pastoral Letter, *Catholic schools at a crossroads*, the Bishops of NSW and the ACT invite reflection on the implications of our changing educational and cultural context, of the rising proportion of nominally Catholic and other than Catholic enrolments, and of the under participation in Catholic schools of students from poorer families.

Given this changing context, the Flagship for Creative and Authentic Leadership, from the Australian Catholic University National, was engaged to provide the Catholic Schools Office in the Diocese of Wagga Wagga with evidence of what was needed to support schools in providing high quality Catholic education into the future.

In light of the above, the Catholic Schools Office undertook a review of their Vision and Mission Statement and Strategic Plan to ensure that the core focus of the Catholic Schools Office is the learning and teaching that takes place in systemic schools in the Diocese of Wagga Wagga. The first Vision and Mission Statement for Catholic education was launched in 1999 and has become embedded in the culture of the education system. This document has facilitated ongoing planning at both system and school levels.

In this Strategic Plan, the Vision and Mission statement has been rewritten to reflect the need of our communities to respond to the challenges previously outlined. We believe that we must continue to 'encounter and engage with Jesus and His message' The Mission statement – the means by which our system of schools expresses and lives out its purpose – has been contemporised to reflect current thinking about how education is best delivered.

System Priorities, 2009-2011

Faith

To promote, model and build Catholic school communities with a vibrant, unequivocal Catholic identity, actively engaged in the evangelising role of schools in the mission of the Church.

Learning

To promote, model and build communities of learners who experience engaging, purposeful learning and pedagogy.

Care

To promote, model and build relationships which support intellectual, spiritual, social, emotional and physical wellbeing.

Service

To promote, model and build challenging and supportive leadership at every level.

Stewardship

To promote, model and build care for people, creation and resources, for sustainability and growth.

STRATEGIC INTENTS

Faith

1. Engage whole-of-church in shared understandings of issues relating to Catholicity, Catholic identity and the evangelising mission of the school as an educational ministry of the Church.

2. Continue to foster quality relationships between CSO, schools, parish priests and school chaplains.

3. Offer a rigorous Religious Education curriculum.

4. Engage enthusiastically in the evangelising role of the Catholic school.

5. Support schools in creating a dynamic partnership between the school and its local, ecclesial and global community.

Care

1. Underpin the wellbeing of the community of learners with quality pastoral policies, practices and services.

2. Develop system policies and procedures to support positive and constructive workplace relationships.

3. Require teachers to continue to take responsibility for the quality of their relationships with students.

4. Demonstrate growing evidence of positive relationships - where the student voice is genuinely heard - between teachers and students.

Learning

1. Co-construct a sound, engaging, philosophical and practical Framework for Learning and Pedagogy, K-12.

2. Demonstrate observable and measurable sustained student growth, K-12.

3. Gather evidence of the collaborative engagement of teachers with the Learning Framework.

4. Provide evidence that pedagogies are student centred.

5. Offer multiple learning pathways within a life long learning context.

6. Promote quality curriculum and assessment practices in schools.

7. Provide students and staff with the skills and capacities to thrive in a global, information rich society.

8. Create access to programs which maximise student learning.

9. Promote and develop partnerships with home and community to support contemporary approaches to student learning.

Service

1. Build and promote consensus between stakeholders in the educational community with regard to the Educational Leadership Framework.

2. Strengthen the leadership capacity of employees within the system of schools.

3. Develop leaders at every level.

4. Demonstrate a positive and empowering employment relations culture.

Stewardship

1. Manage organisational need through system forward planning.

2. Meet the accountability requirements of the system.

3. Demonstrate the system's commitment to ecologically sustainable practices.

4. Offer financial accessibility to all Catholic students and their families.

Faith

Priority: To promote, model and build Catholic school communities with a vibrant, unequivocal Catholic identity, actively engaged in the evangelising role of schools in the mission of the Church.

1. **Engage whole-of-church in shared understandings of issues relating to Catholicity, Catholic identity and the evangelising mission of the school as an educational ministry of the Church.** [1]
   - 1.1 Begin by responding to Recommendations 7 and 8 from the *Review of Catholic Schools Office*.
   - 1.2 Support all school families in their engagement in parish life.

2. **Continue to foster quality relationships between CSO, schools, parish priests and school chaplains.**
   - 2.1 Work actively to build relationships and communication between CSO, schools, parish priests, other clergy and school chaplains.
   - 2.2 Enliven Bishop Hanna's document *The Pastoral Role of the Parish Priest in Parish Schools of the Diocese of Wagga Wagga*, at system and school level.

3. **Offer a rigorous Religious Education curriculum.**
   - 3.1 Embed the revised Religious Education curriculum in all schools.
   - 3.2 Continue to develop a quality Religious Education curriculum.
   - 3.3 Develop and strengthen formal assessment policy and practices.
   - 3.4 Develop the competence and capacity of Religious Education teachers.
   - 3.5 Provide formation for the CSO Catholic Life Team.
   - 3.6 Offer opportunities to school and CSO staff in spiritual formation and renewal.
   - 3.7 Develop system wide understanding and criteria for religious literacy.

4. **Engage enthusiastically in the evangelising role of the Catholic school.**
   - 4.1 Provide ongoing professional learning for staff as evangelisers in school and parish.
   - 4.2 Publish short, medium and long term targets indicative of active engagement.
   - 4.3 Support all teachers new to the system in understanding their evangelising role as teachers in Catholic schools in our Diocese.

5. **Support schools in creating a dynamic partnership between the school and its local, ecclesial and global community.**
   - 5.1 Engage the expertise of the Catholic Identity and Evangelisation Team.
   - 5.2 Utilise all available means to foster school learning opportunities within the local and broader communities of Church and support the building of global mission connections.
   - 5.3 Utilise preparation for sacramental programs to foster these partnerships.

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1. Flagship for Creative and Authentic Leadership, (2007)p.4.

Learning

Priority: To promote, model and build communities of learners who experience engaging, purposeful learning and pedagogy.

1. **Co-construct a sound, engaging, philosophical and practical Framework for Learning and Pedagogy, K-12.**
   - 1.1 Develop the Learning Framework.
   - 1.2 Ensure accountabilities for Commonwealth, State and Diocesan requirements are met.
   - 1.3 Reflect on contemporary research relating to student engagement with learning.
   - 1.4 Promote the confident integration of technologies in contemporary learning and teaching.

2. **Demonstrate observable and measurable sustained student growth, K-12.**
   - 2.1 Challenge and support teachers to understand their role in sustained student growth.
   - 2.2 Use Diocesan external and internal data to inform targeted support and intervention to improve learning outcomes for all students.
   - 2.3 Achieve better than state and national mean results in National Assessment Program Literacy and Numeracy (NAPLAN).

3. **Gather evidence of the collaborative engagement of teachers with the Learning Framework.**
   - 3.1 Foster and adopt approaches to pedagogy, K-12, which are built on the Learning Framework.
   - 3.2 Use the NSW Institute of Teachers Professional Teaching Standards to guide professional growth.

4. **Provide evidence that pedagogies are student centred.**
   - 4.1 Engage teachers in the application of the learning framework within their classrooms.
   - 4.2 Identify and utilise the appropriate strategies and resources to foster a student centred learning approach.
   - 4.3 Develop interactive classrooms where students and teachers collaborate to learn.

5. **Offer multiple learning pathways within a life long learning context.**
   - 5.1 Adopt pedagogies which engage students and build their critical and creative thinking skills.
   - 5.2 Develop curricula across multiple pathways to cater for the needs of students.
   - 5.3 Establish minimum staff professional standards in Information Technology.

Learning

Priority: To promote, model and build communities of learners who experience engaging, purposeful learning and pedagogy.

6. **Promote quality curriculum and assessment practices in schools.**
   - 6.1 Develop the skills of teachers in delivering a quality curriculum.
   - 6.2 Develop expectations of teachers in terms of their responsibility to build positive learning relationships with students.
   - 6.3 Use a variety of classroom strategies to promote student engagement.
   - 6.4 Embed cross-curriculum content and a Catholic perspective across all curriculum areas.
   - 6.5 Align documentation across curriculum areas with learning goals to improve student achievement and assessment.
   - 6.6 Recognise excellence and achievement regularly.

7. **Provide students and staff with the skills and capacities to thrive in a global, information rich society.**
   - 7.1 Develop curriculum across multiple pathways.
   - 7.2 Continue to develop technology platforms which foster knowledge, connectedness and opportunities for flexible curriculum delivery.
   - 7.3 Provide programs and support in schools for all students to successfully transition to post school options.
   - 7.4 Utilise technology to build links with training and tertiary institutions.

8. **Create access to programs which maximise student learning.**
   - 8.1 Develop a collaborative team of school and CSO staff to implement programs and strategies to improve student learning outcomes.
   - 8.2 Utilise the principles and practices of Highly Effective Professional Learning.
   - 8.3 Engage principals and school leadership teams as lead learners in change processes to improve learning outcomes.

9. **Promote and develop partnerships with home and community to support contemporary approaches to student learning.**
   - 9.1 Continue to offer at the school level technologies and other mediums which are accessible to parents and keep them meaningfully connected in their children's learning.
   - 9.2 Encourage parental involvement in Transition programs at school level.
   - 9.3 Invite parental involvement in a range of school practices.

Care

Priority: To promote, model and build relationships which support intellectual, spiritual, social, emotional and physical wellbeing.

1. **Underpin the wellbeing of the community of learners with quality pastoral policies, practices and services.**
   1.1 Continue to embed pastoral practices in the curriculum.
   1.2 Engage Centacare and other external agencies in direct counselling service provision as required.

2. **Develop system policies and procedures to support positive and constructive workplace relationships.**
   2.1 Maintain and strengthen the commitment to a family friendly, flexible workplace culture that supports quality learning and teaching.
   2.2 Promote and encourage the importance of a healthy work-life balance.
   2.3 Develop models which provide employees with flexibility in the workplace.

3. **Require teachers to continue to take responsibility for the quality of their relationships with students.**
   3.1 Circulate data and evidence to reinforce the importance of positive student/ teacher relationships.
   3.2 Develop professional learning experiences to foster positive relationships between teachers and students.

4. **Demonstrate growing evidence of positive relationships - where the student voice is genuinely heard - between teachers and students.**
   4.1 Engage students at every level in the learning process.
   4.2 Foster safe and supportive learning environments which encourage positive interaction between staff and students.

Service

Priority: To promote, model and build challenging and supportive leadership at every level.

1. **Build and promote consensus between stakeholders in the educational community with regard to the Educational Leadership Framework.**
    1.1   Engage in broad-based consultation and collaboration to write the Educational Leadership Framework.

2. **Strengthen the leadership capacity of employees within the system of schools.**
    2.1   Offer a system plan and supporting structures to depth organisational leadership capacity, in keeping with the Educational Leadership Framework.

    2.2   Provide learning for leadership experiences.

    2.3   Organise system/school Leadership Team meetings.

    2.4   Offer induction and mentoring programs to support growth in leadership capacity.

    2.5   Adopt a scaffold approach to depthing aspiring leaders.

    2.6   Develop incentives to support leaders in their responsibilities.

    2.7   Assist leaders to develop their skills in managing performance and grievance issues.

    2.8   Offer models of school leadership which provide opportunities to delegate and share leadership with students.

    2.9   Establish understandings around substantive dialogue that have the elements of support and challenge.

    2.10 Establish protocols for communication with and visitation to schools.

3. **Develop leaders at every level.**
    3.1   Review criteria to assist in the selection of system and school leaders.

    3.2   Develop leadership, succession planning and professional learning processes to align with strategic system objectives.

    3.3   Assist staff with interest in and potential for leadership to grow in experience and expertise.

    3.4   Adopt and promote principles of the elements of a professional learning community.

4. **Demonstrate a positive and empowering employment relations culture.**
    4.1   Strengthen employment relations policies, structures and processes to build a culture and practice of cooperation and consultation.

    4.2   Provide opportunities for system and school leaders to contribute to Employee Services policies and processes.

    4.3   Develop mutually supportive relationships with outside organisations.

Stewardship

Priority: To promote, model and build care for people, creation and resources, for sustainability and growth.

1. **Manage organisational need through system forward planning.**
    1.1 Undertake rigorous system budgeting.
    1.2 Take a proactive approach to system initiatives and sustainability through policy development and wide-ranging community consultation.

2. **Meet the accountability requirements of the system.**
    2.1 Develop and manage system-wide accountability frameworks.
    2.2 Strengthen Occupational Health and Safety compliance frameworks and their application.

3. **Demonstrate the system's commitment to ecologically sustainable practices.**
    3.1 Reduce the system's carbon footprint by adopting practices which reduce energy consumption.
    3.2 Support social and individual responsibility in the care of the earth.

4. **Offer financial accessibility to all Catholic students and their families.**
    4.1 Make arrangements for the payment of fees a dignified and pastoral experience.
    4.2 Improve the accessibility of boarding facilities for rural and remote communities.
    4.3 Make productive links with local, Indigenous and refugee communities, and other Church agencies, to promote access to Catholic education.
    4.4 Develop a system approach to enrolment affordability for Diocesan Catholic Schools.

NOTES

Institute of Teachers: "The Institute of Teachers supports quality teaching in all NSW schools. Its charter is to advance the status and standing of the teaching profession. The Institute oversees a system of accreditation and recognition of a teacher's professional capacity against professional standards. It also provides a process for the profession to influence the quality of teacher training and continuing professional development." Read more at:http://www.nswteachers.nsw.edu.au/About-Us.html.

Interactive classrooms: Classrooms in which students are fully engaged with teachers and with each other, utilising available technologies, to further their learning.

Multiple learning pathways: Learning experiences which recognise and respond to the range of ways in which students learn, including individualised programs, where there is an emphasis on student responsibility for their learning, teacher lead as well as student focused learning, e-learning environments and small group processes.

NAPLAN: National Assessment Program Literacy and Numeracy. External examinations in Literacy and Numeracy conducted in Years 3, 5, 7 and 9.

Pedagogy: the art of teaching or instruction.

Transition programs: Structured and flexible programs and experiences offered to students at the key points in their schooling for example, kindergarten, year 7, year 11.

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