







Strategy for Leading Catholic Education to New Levels of Excellence

Vision We create an educational environment which matters to students and their families and which resonates culturally and deeply for them. In each learning area, across the whole life of the school, and in partnership with families, each of us discovers in the Spirit, the love of God which is revealed in Jesus Christ, proclaimed by the Church, presented in the scriptures celebrated in the sacraments and lived by all people of good will.

Mission Animated by our Catholic faith and in partnership with families, our schools are communities which create opportunities for encountering life to the full – in all its personal, religious, political, ecological and cultural richness.

South Australian Commission for Catholic Schools | Corporate Plan 2020-2024 (2021)

| STRATEGIC PILLAR | IDENTITY | EXCELLENCE | PEOPLE | GROWTH | REPUTATION | CEO ACCOUNTABILITY |
|------------------|--|--|--|---|---|---|
| GOAL |  <p>1. Students who perceive themselves to be thriving people, capable learners and leaders for the world God desires</p> |  <p>2. Excellent Catholic schools, which contribute to the Church's mission to proclaim the good news of Jesus Christ</p> |  <p>3. The highest quality workforce and Catholic Education South Australia (CESA) as an employer of choice</p> |  <p>4. Expanded access to and equity in Catholic Education across South Australia from birth to beyond Year 12</p> |  <p>5. A reputation for being the leading education provider in Australia</p> |  <p>6. A high quality, effective and efficient Catholic Education Office (CEO)</p> |
| OUTCOME | <p><i>Catholic Education South Australia, the collective of all schools, colleges, entities and offices in the state, animates the Living, Learning, Leading framework by ensuring:</i></p> <p>1.1 Each student is routinely reflecting on and articulating his/her growth as a person, learner and leader, relative to the Key Capabilities Continua.</p> <p>1.2 Each student is able to cite evidence of their growth as a person, learner and leader to a range of audiences as required.</p> <p>1.3 The Key Capabilities Continua is an integral part of each school's learning culture.</p> <p>1.4 The dignity and rights of children will be maintained in all matters pertaining to child protection.</p> | <p><i>Excellence in Catholic schools is evident when:</i></p> <p>2.1 Each school expresses Catholic faith and culture in ways that are authentic and relevant for students and their families.</p> <p><i>Within the Balanced Scorecard, each school demonstrates the achievement of specific targets across the domains of:</i></p> <p>2.2 Identity.</p> <p>2.3 Learning and wellbeing.</p> <p>2.4 Resourcing.</p> <p>2.5 Community.</p> | <p><i>Our workforce is of the highest quality when:</i></p> <p>3.1 Strong Religious leadership is exercised in each school.</p> <p>3.2 Each member of staff is part of a positive and safe workplace with cultures that enable communities to thrive.</p> <p>3.3 Workforce sustainability is optimised to meet our system strategic priorities.</p> <p>3.4 The workforce development cycle is demonstrated across all CESA workplaces.</p> | <p><i>Access and equity are demonstrated through:</i></p> <p>4.1 50,000 Student Enrolments.</p> <p>4.2 100 % Student retention rates.</p> <p>4.3 100 % Student transition rates.</p> <p>4.4 20% Increase in enrolments in the lower two quartiles of Socio-Economic Advantage.</p> <p>4.5 15% increase in market share.</p> <p>4.6 Innovative educational solution structures in existing, expanding and new markets.</p> | <p><i>Our reputation is enhanced when the collective of all schools, colleges, entities and offices:</i></p> <p>5.1 Achieve a high rating in stakeholder satisfaction.</p> <p>5.2 Are perceived as excellent, equitable and accessible by community, government and industry.</p> <p>5.3 Achieve 100% Increase in state capital grants to CESA.</p> <p>5.4 Are recognised for solidarity, subsidiarity, commitment to the common good and distributive justice.</p> <p>5.5 Are routinely influencing the education discourse for positive impact.</p> | <p><i>Our high-quality office is evident when:</i></p> <p>6.1 Policies, plans and actions reflect Catholic Identity and Mission.</p> <p>6.2 Staffing ratios are optimised relative to industry benchmarks.</p> <p>6.3 Projects are managed to agreed quality, scope, on budget and on time.</p> <p>6.4 ISO accreditation in quality, information and risk management is achieved.</p> <p>6.5 Service provision standards are consistently high.</p> <p>6.6 Staff satisfaction and engagement is high.</p> <p>6.7 ICT within the office and schools is fit for purpose and reliable.</p> <p>6.8 The effective monitoring of the South Australian Commission for Catholic Schools CESA Strategy is consistently of a high standard.</p> |

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| STRATEGY | <p>1.1.1 Each student demonstrates agency and active involvement in the learning and decision-making process.</p> <p>1.2.1 Each student demonstrates reflection, self-assessment and the ability to revise goals and develop insights.</p> <p>1.3.1 Each school achieves full implementation of the Key Capabilities Continua.</p> <p>1.3.2 Each school's Quality and Performance Cycle has evidence of student voice as an integral element.</p> <p>1.4 Full System Compliance with the National Catholic Safeguarding Standards.</p> | <p>2.1.1 Each student, staff member and families experience Catholic faith, prayer, culture and Tradition in ways that are dialogical, authentic and meaningful.</p> <p>2.2.1 Each student demonstrates high achievement in Religious Education learning.</p> <p>2.3.1 Each school evidences high quality Religious Education Curriculum.</p> <p>2.3.2 There is high quality curriculum, pedagogy, assessment and reporting practice.</p> <p>2.3.3 Teachers differentiate and personalise learning to meet each student's needs.</p> <p>2.4.1 System leaders are accountable and supported to achieve excellence in Catholic education.</p> <p>2.5.1 Each school demonstrates strong school/parish partnerships.</p> <p>2.5.2 An effective governance model for all Diocesan schools.</p> | <p>3.1.1 Principals, Deputy Principals and Assistant Principals Religious Identity and Mission exercise shared and effective religious leadership that enhances the Catholic identity and mission of the school.</p> <p>3.1.2 All staff regularly engage in spiritual and religious formation.</p> <p>3.2.1 All CESA satisfaction and safety survey ratings as high.</p> <p>3.3.1 Full implementation of the CESA Workforce Development Plan to attend to key challenges facing Workforce Culture, Sustainability and Coherence.</p> <p>3.4.1 A CESA teacher and Leadership plan has been implemented, aligned to the Workforce development Cycle.</p> <p>3.4.2 Principals lead learning and mission, and target school and system quality and performance outcomes.</p> <p>3.4.3 Regions and schools have a culture of informed decision-making using multiple sources of evidence.</p> <p>3.4.4 All workplace cultures positively contribute to workforce identity, inclusion and worker safety.</p> | <p>4.1.1 CESA will increase its presence and pathways to deliver on vision and mission.</p> <p>4.2.1 Each school and the Catholic Education Office have enrolment retention strategies.</p> <p>4.3.1 CESA will increase opportunities for student transition through strategic initiatives.</p> <p>4.4.1 Catholic school enrolments reflect the demographic profile and diversity of the local community.</p> <p>4.5.1 CESA will maximise the number of co-located Catholic preschools and early learning centres on diocesan school sites.</p> <p>4.6.1 The Catholic Education Office will direct the efficient and effective management of resources to ensure the financial health of schools and the system.</p> <p>4.6.2 CESA will provide a strategy for future infrastructure requirements for all schools.</p> | <p>5.1.1 The Catholic Education Office will develop and direct the implementation of a stakeholder strategy for the CESA Strategy Corporate Plan 2020-2024.</p> <p>5.2.1 Effective parent representative body operating in close collaboration with schools, SACCS and the Catholic Education Office.</p> <p>5.3.1 CESA will receive an increase in state government capital grants to support the transition of Year 7 to secondary context.</p> <p>5.4.1 CESA will be known for its authentic and relevant expressions of Catholic faith and culture.</p> <p>5.5.1 CESA will regularly drive and receive positive media coverage.</p> | <p>6.1.1 Strong partnerships exist between the Catholic Education Office, Diocesan offices, parishes and agencies.</p> <p>6.1.2 The Catholic Education Office has strong expressions of Catholic faith and culture in ways that are authentic and relevant for staff.</p> <p>6.2.1 The Catholic Education Office structure is optimised and fit for purpose.</p> <p>6.3.1 CESA will develop and consistently apply its PMO Framework.</p> <p>6.4.1 The Catholic Education Office will implement the highest standards of practice through achieving accreditation for ISO Standards.</p> <p>6.5.1 The Catholic Education Office is recognised for its leadership of, and service to, schools and will be rated by participants as consistently high.</p> <p>6.6.1 Annual Catholic Education Office Staff Satisfaction Survey is consistently high.</p> <p>6.7.1 A 5-year ICT system strategy is enabled and maintained.</p> <p>6.8.1 Development, implementation, monitoring and reporting on CESA Corporate Plan 2020-2024, Annual Plans and Strategic Initiatives.</p> |