Inspiring Faith
Inspiring Learning

Strategic Directions
2016 – 2020
Inspiring Faith
Inspiring Learning

Chapel - St Francis Xavier College, Berwick and St Catherine’s Primary School, Berwick
Catholic Education in the Diocese of Sale is a vital expression of the mission of the Church. Through the partnership of schools with families, parishes, the Catholic Education Office (CEOSale) and religious institutes, our schools play a leading role in nurturing the faith of children and youth and developing their intellectual, physical, emotional and social knowledge, skills and attributes. These are endeavours that enable individuals and communities to build their futures and meet life's challenges with hope.

Upholding the high expectations we have of Catholic schools requires a steadfast commitment to review and renewal and a determined effort on the part of all stakeholders to the continued pursuit of excellence. Inspiring Faith, Inspiring Learning is an expression of this commitment and endeavour. It provides an agreed diocesan perspective and process for the ongoing renewal and continuous improvement of Catholic education in the diocese over the next five years.

I commend the objectives and actions embedded in this strategic plan which give high priority to strengthening the Catholic identity of our schools, deepening student engagement with the Christian narrative and Catholic tradition and developing their understanding of Christian service. The person and teachings of Jesus Christ, as presented in the Gospels and proclaimed by the Church, are central influences in enlisting our children and youth to grow into the fullness of their humanity and contribute to their communities as compassionate, ethical citizens.

I also commend the other key commitments and priorities outlined in Inspiring Faith, Inspiring Learning, namely, the pursuit of personalised learning, the growth of expert teaching capability, the provision of customised support to schools from CEOSale, and fidelity in all endeavours to the Catholic social principles of subsidiarity and solidarity.
I am both pleased and proud to present you with Inspiring Faith, Inspiring Learning, which sets out the strategic priorities and directions for Catholic education in the Diocese of Sale over the next five years.

At the centre of Inspiring Faith, Inspiring Learning is a vision for our students that sees them as engaged and successful learners who achieve their personal best and who progressively come to know, value and draw on the life-giving traditions and spirituality of the Catholic faith. The directions outlined herein place a strong emphasis on building and strengthening each school's capacity to achieve high quality learning outcomes for students and on enhancing the school's Catholic identity.

Inspiring Faith, Inspiring Learning provides a framework and direction for the improvement objectives, strategic planning, cyclic review processes and reporting measures of each school in the diocese. It does not name every intention or outcome that schools should pursue over 2016–2020, as ideally this level of strategic planning is undertaken in partnership with families, the school authority and the local church community. The plan does, however, outline a broad and longer-term strategic focus for Catholic schooling in the diocese. Importantly, it will guide the CEOSale’s service provision and planning processes and serve as a measure of accountability to the Bishop of Sale, sector authorities and governments for the educational quality and outcomes of Catholic schools in the diocese.

This strategic plan has emerged over a 12-month period of discernment and consultation undertaken by CEOSale personnel, Catholic school principals and leadership teams, school authorities and other key stakeholder groups. I am particularly grateful to our school principals for their collegiality and support in identifying the five key commitments and ‘principles of endeavour’ that underpin Inspiring Faith, Inspiring Learning. These are:

**Catholic Identity.** We will continue to engage with the Enhancing Catholic Schools Identity Project so that our students deepen their understanding of the Christian story and the Catholic Tradition in recontextualised school environments. Our religious education pedagogy will reflect a dialogical approach and support the development of post critical belief.

**Personalised Learning.** In valuing the dignity and uniqueness of each student, we will support and strengthen the professional practice of teachers in providing personalised learning experiences that facilitate optimal learning progress for their students.

**Expert Teaching.** We will increase and strengthen expert teacher capability in every school to ensure that our students experience high quality learning opportunities and outcomes at every level and stage of their school education.

**Customised Support.** The CEOSale’s service to schools will be customised and differentiated to take account of the strengths and challenges of each school community. The services will also be targeted and coordinated to ensure diocesan-wide school improvements and efficient and effective use of resources.

**Subsidiarity and Solidarity.** The responsibilities and decision-making autonomy of local school authorities will be supported and upheld and will be complemented by a strengthened resolve to sharing expertise and resources across all schools in the diocese.

In the Diocese of Sale, we can be justifiably proud of Catholic education’s long and widely held reputation for strong professional collaboration, quality education and commitment to improvement. Inspiring Faith, Inspiring Learning builds on these foundations and I extend profound thanks to all who have contributed to its development.

In 2016 and beyond, as we begin to progressively implement the strategies herein, I look forward to the continued collaboration and collegiality that have featured so prominently in the discernment of our priorities and future directions.

Maria Kirkwood
Director of Catholic Education
Diocese of Sale
KEY AREA 1
ENLIVENING FAITH EDUCATION AND CATHOLIC IDENTITY
Bringing every student to a knowledge and love of God as revealed in Jesus Christ and mediated to us through an evangelising Catholic Church

KEY AREA 2
FOCUS ON IMPROVEMENT
Providing high quality Catholic education through school improvement processes, leadership development, expert teaching and learning

KEY AREA 3
EFFECTIVE AND SUPPORTIVE GOVERNANCE
Creating effective authorising environment and partnership collaborations, to provide the foundation for optimal education outcomes for Catholic education in the Diocese of Sale

KEY AREA 4
HIGH QUALITY SYSTEM SUPPORT AND SERVICE DELIVERY
Ensuring a quality and targeted service delivery model to meet the needs of schools in the Diocese of Sale
1.1 A clear and consistent articulation of Catholic identity in Catholic education across the diocese

1.2 All schools implement the renewed and recontextualised Diocese of Sale Religious Education Curriculum

1.3 The recommendations from the Review of Religious Education delivered in the following areas

1.3.1 Curriculum
1.3.2 Catholic Identity and Spiritual Formation
1.3.3 Professional Learning
1.3.4 Accreditation
1.3.5 Parish

St Laurence’s Primary School, Leongatha
2.1 All school improvement plans and processes support improved opportunities and outcomes for all students

- 2.1.1 High quality diocesan and school improvement processes, linked to student learning and evidence-based practice, identified and embedded
- 2.1.2 Formative and summative assessment, relevant data and evidence utilised to measure performance and to inform targets for improvement at school and diocesan level
- 2.1.3 All schools develop high quality school improvement plans aligned with CEOSale strategic directions and priorities, ensuring improved opportunities and outcomes for all students

2.2 School and diocesan leadership is developed and strengthened

- 2.2.1 Instructional capacity of school and diocesan leaders built, focusing on Catholic identity, curriculum, assessment and change leadership
- 2.2.2 High quality leaders developed and recruited to ensure consistent expert leadership practice across the diocese
- 2.2.3 Current approaches to principal and CEOSale staff appointments and annual review processes reviewed and strengthened

2.3 Expert teaching and learning practices are evident within all schools.

- 2.3.1 Effective leadership structures and practices in place in every school to ensure the growth and performance of expert teaching practice.
- 2.3.2 A curriculum plan for learning entitlement established in every school.
- 2.3.3 Expert teacher practice in assessment and personalised learning implemented in every school.
- 2.3.4 A common language and expectation of the expert teacher in a Catholic school in the Diocese of Sale articulated.
- 2.3.5 Wellbeing approaches support the development of the whole child.
KEY AREA 3

EFFECTIVE AND SUPPORTIVE GOVERNANCE

Creating effective authorising environments and partnership collaborations, to provide the foundation for optimal education outcomes for Catholic education in the Diocese of Sale

3.1 A clear and agreed governance and authorising environment is in place within the Diocese
   3.1.1 Governance framework developed and implemented with appropriate reference to Catholic Social Teaching principles, Canon and Civil Law

3.2 Decision making and collaboration supports schools and communities.
   3.2.1 Processes and protocols for decision making established which apply the principles of subsidiarity
   3.2.2 CEOSale, the Bishop, parish priests and principals engage in collaborative activity to strengthen and support effective directions for school communities
   3.2.3 CEOSale engages in service delivery in consultation and partnership with school communities

Parish Priests and CEOSale Staff
KEY AREA 4
HIGH QUALITY SYSTEM SUPPORT AND SERVICE DELIVERY

Ensuring a quality and targeted service delivery model to meet the needs of schools in the Diocese of Sale

4.1 Open, transparent and timely communication exists between CEOSale, Parish Priests and Principals

4.2 CEOSale role in school improvement through customised support is clear and articulated

4.3 Service delivery is coordinated, directed in collaboration with school leaders, based on data and customised to meet the specific needs and capacities of schools

4.4 CEOSale and school communities actively engage to provide quality, student focused learning environments

4.5 CEOSale infrastructure supports the provision of high quality education in schools through fully utilised services which lessen administrative burden and enable the school to focus on learning and teaching priorities

CEOSale Professional Learning Day
Measures of Success

KEY AREA 1
ENLIVENING FAITH EDUCATION AND CATHOLIC IDENTITY

*Bringing every student to a knowledge and love of God as revealed in Jesus Christ and mediated to us through an evangelising Catholic Church*

a. Each school within the Sale Diocese is delivering the diocesan Religious Education Curriculum
b. Each school has articulated and envisioned its preferred Catholic identity, recognising that this stance is a contemporary expression of the view it holds of itself as a Catholic faith community
c. As an expression of our Catholic Identity, Catholic education within the diocese serves and reaches out to an increasingly diverse community
d. Each school promotes Catholic Social Teaching

KEY AREA 2
FOCUS ON IMPROVEMENT

*Providing high quality Catholic education through school improvement processes, leadership development, expert teaching and learning*

a. Each school develops a high quality school improvement plan aligned with the Diocesan Strategic Plan aimed to improve the learning outcomes of all students
b. Principals and leaders of learning in schools create the conditions in which a high quality curriculum is enacted, expert teaching is developed and all students achieve targeted progress over time
c. All schools have in place a Whole School Plan for Learning Entitlement ensuring student access to learning in all areas of the Victorian Curriculum and the diocesan Religious Education Curriculum
d. Teachers incorporate the articulation of learning intentions and success criteria and demonstrate understanding of Victorian and Religious Education curricula in their teaching
e. Teachers utilise appropriate assessment practices and provide quality feedback to students
f. A consistent approach to change leadership and management is established and promoted within the diocese
g. Every school has a published statement of the Expert Teacher in their school in line with AITSL standards and ECSI
h. Wellbeing is explicitly taught in schools in line with the Victorian Curriculum
KEY AREA 3
EFFECTIVE AND SUPPORTIVE GOVERNANCE
Creating effective authorising environments and partnership collaborations, to provide the foundation for optimal education outcomes for Catholic education in the Diocese of Sale

a. There is a clear definition and framework of governance within the diocese
b. Decisions within the diocese are at the appropriate delegated level in accordance with the governance framework, with documented guidelines and protocols reflecting the principle of subsidiarity
c. All schools meet mandatory compliance benchmarks

KEY AREA 4
HIGH QUALITY SYSTEM SUPPORT AND SERVICE DELIVERY
Ensuring a quality and targeted service delivery model to meet the needs of schools in the Diocese of Sale

a. There is a high level of trust and confidence in schools of CEOSale service delivery
b. Parish priests and principals interact with CEOSale via a variety of modes
c. The CEOSale communicates regularly and purposefully with principals and schools within the diocese and this communication is read and appropriately actioned
d. The CEOSale acknowledges communication/correspondence from schools within a 24 hour period (business hours) and responds in a contextually timely manner
e. The CEOSale provides a coordinated and customised service delivery model informed by schools’ improvement plans
f. The CEOSale solicits and actions feedback from principals on the quality and effectiveness of service delivery
g. Schools’ administrative burden is lessened through increased use of centralised services
KEY AREA 1
ENLIVENING FAITH EDUCATION AND CATHOLIC IDENTITY

STRATEGY
1.1 A clear and consistent articulation of Catholic identity in Catholic education across the diocese

<table>
<thead>
<tr>
<th>INITIATIVES/ ACTIONS</th>
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<tbody>
<tr>
<td>1.1.1 CEOSale provides high quality professional learning opportunities through the Diocesan Learning and Teaching Network aimed to build the capacity of school leaders (with a focus on the Principal and Religious Education Leader/Coordinator) to enhance teacher professional practice with a key focus on developing a deep knowledge of the language and pedagogical practice underpinning recontextualisation and dialogue.</td>
</tr>
<tr>
<td>1.1.2 As an outcome of the School Renewal Process, schools articulate goals, intended outcomes and strategies to enhance and promote Catholic Identity, including engagement with CEO Sale professional learning opportunities.</td>
</tr>
<tr>
<td>1.1.3 CEO Sale retains a strong partnership with Catholic University Leuven to ensure a strong theoretical and practical base to inform its work in promoting and enhancing Catholic Identity within the diocese (ECSI).</td>
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Mary MacKillop Catholic Regional College, Leongatha
STRATEGY

1.2 All schools implement the renewed and recontextualised Diocese of Sale Religious Education Curriculum

<table>
<thead>
<tr>
<th>INITIATIVES/ ACTIONS</th>
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<tbody>
<tr>
<td>1.2.1 CEOSale designs and provides an online version of the new Religious Education Curriculum which is annotated and hyperlinked to a range of resources, including modelled lessons, teaching materials, sample lesson plans, articles, etc.</td>
</tr>
<tr>
<td>1.2.2 CEOSale provides high quality professional learning opportunities through the Diocesan Learning and Teaching Network aimed to build the capacity of school leaders (with a focus on the Principal and Religious Education Leader/Coordinator) to enhance teacher professional practice in the delivery of the new curriculum, reflecting all aspects of the learning and teaching cycle - plan, teach, assess, review and report.</td>
</tr>
<tr>
<td>1.2.3 All schools, as an outcome of the School Renewal Process and as a component of school improvement planning identify goals, intended outcomes and strategic actions aimed to support the implementation of the new Religious Education Curriculum in the school.</td>
</tr>
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St Catherine’s Primary School, Berwick
STRATEGY

1.3 The recommendations from the Review of Religious Education delivered in the following areas

1.3.1 Curriculum

INITIATIVES/ ACTIONS

1.3.1.1 The CEOSale conceptualises, designs, constructs and publishes a renewed and recontextualised Religious Education Curriculum aligned with the structure of the new Victorian Curriculum.

1.3.1.2 The CEOSale, in consultation with diocesan stakeholders, redevelops and publishes a diocesan Religious Education policy.

1.3.2 Catholic Identity and Spiritual Formation

INITIATIVES/ ACTIONS

1.3.2.1 The CEOSale designs and delivers a high quality formation program across the diocese to assist schools and CEOSale staff in providing opportunities for the spiritual formation of teachers and the promotion and enhancement of Catholic identity.

1.3.3 Professional Learning

INITIATIVES/ ACTIONS

1.3.3.1 The CEOSale identifies internally (designs and provides) and externally (brokers and promotes) a range of professional learning opportunities for leaders and teachers to enhance all aspects of professional practice in Religious Education.

1.3.3.2 The CEOSale provides high quality professional learning opportunities through the Diocesan Learning and Teaching Network aimed to build the capacity of school leaders (with a focus on the Principal and Religious Education Leader/Coordinator) to enhance teacher professional practice.
1.3.4 Accreditation

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<tr>
<th>INITIATIVES/ ACTIONS</th>
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<tbody>
<tr>
<td>1.3.4.1 The CEOSale provides a range of high quality, formal and accessible professional learning opportunities to assist and promote accreditation within the diocese.</td>
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<tr>
<td>1.3.4.2 The CEOSale investigates and provides a range of online and multi-modal approaches to professional learning aimed to provide greater and more flexible access for teachers pursuing accreditation.</td>
</tr>
<tr>
<td>1.3.4.3 All schools within the diocese codify recruitment, formation, professional learning and accountability practices to ensure the accreditation of all teachers in the school.</td>
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1.3.5 Parish

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<tbody>
<tr>
<td>1.3.5.1 The CEOSale supports Parish Priests in the diocese in establishing a Catholic Identity Project which sees an alignment between the work of Enhancing Catholic School Identity with enhancing the Catholic identity of parishes.</td>
</tr>
<tr>
<td>1.3.5.2 The CEOSale supports the work of catechists by assisting them in gaining certification, accessing ongoing information and identifying suitable resources.</td>
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KEY PERFORMANCE INDICATORS

All schools and CEOSale are in the ECSI preferred stance for:
- Post-critical Belief
- Recontextualisation
- Dialogue

St Brigid’s Primary School, Officer
KEY AREA 2
FOCUS ON IMPROVEMENT

STRATEGY

2.1 All school improvement plans and processes support improved opportunities and outcomes for all students

2.1.1 High quality diocesan and school improvement processes, linked to student learning and evidence based practice, identified and embedded

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<tbody>
<tr>
<td>2.1.1.1 The CEOSale instigates an independent review of the current school renewal process—Catholic School Renewal—and implements a revised process in partnership with schools.</td>
</tr>
<tr>
<td>2.1.1.2 The CEOSale establishes an internal accountability and reporting framework to ensure delivery of the Strategic Plan in line with key performance indicators.</td>
</tr>
<tr>
<td>2.1.1.3 The CEOSale staff groups develop Annual Operating Plans to reflect the scope of work to be undertaken by teams within the office to deliver the Strategic Plan.</td>
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2.1.2 Formative and summative assessment, relevant data and evidence utilised to measure performance and to inform targets for improvement at school and diocesan level

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<tr>
<td>2.1.2.1 A Diocesan assessment schedule is reviewed, revised and implemented to enable monitoring of diocesan performance over time.</td>
</tr>
<tr>
<td>2.1.2.2 The CEOSale identifies and enters into partnership arrangements with external providers to ensure high quality assessment tools and practices in schools.</td>
</tr>
<tr>
<td>2.1.2.3 All schools within the Sale Diocese implement the Diocesan Assessment Schedule Tier 1 - NAPLAN, Tier 2 - Progressive Achievement Test (PAT) and ensure a developing professional practice in the use of Tier 3 assessments—Mathematics Achievement Indicators (MAI) and Fountas and Pinnell—to target progress in student learning.</td>
</tr>
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2.1.3 All schools develop high quality school improvement plans aligned with CEOSale strategic directions and priorities, ensuring improved opportunities and outcomes for all students

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<tr>
<th>INITIATIVES/ ACTIONS</th>
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<tbody>
<tr>
<td>2.1.3.1 Each school develops a school improvement plan referencing the Strategic Plan and incorporating key targets and indicators for improvement.</td>
</tr>
<tr>
<td>2.1.3.2 The CEOSale references school improvement plans in its design and provision of service to schools.</td>
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STRATEGY

2.2 School and diocesan leadership is developed and strengthened

2.2.1 Instructional capacity of school and diocesan leaders built, focusing on Catholic identity, curriculum, assessment and change leadership

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<tr>
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<tbody>
<tr>
<td>2.2.1.1 The CEOSale adopts an approach to service delivery which focuses on building the capacity of principals and school leaders.</td>
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<tr>
<td>2.2.1.2 The CEOSale establishes the Diocesan Learning and Teaching Network for principals and school leaders aimed to build instructional capacity and improve teacher practice.</td>
</tr>
<tr>
<td>2.2.1.3 The CEOSale designs and provides a professional learning program for principals and leadership teams in change leadership and management.</td>
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2.2.2 High quality leaders developed and recruited to ensure consistent expert leadership practice across the diocese

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<tr>
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<tbody>
<tr>
<td>2.2.2.1 The CEOSale investigates, designs and delivers an approach to building the capacity of middle leaders in schools.</td>
</tr>
<tr>
<td>2.2.2.2 The CEOSale develops and implements a high quality principal induction program.</td>
</tr>
<tr>
<td>2.2.2.3 The CEOSale supports, promotes and strengthens the Aspirant Principal Program.</td>
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2.2.3 Current approaches to principal and CEO Sale staff appointments and annual review processes reviewed and strengthened

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<th>INITIATIVES/ ACTIONS</th>
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<tbody>
<tr>
<td>2.2.3.1 Review current CEOSale and principal appointment processes to ensure consistent high quality appointments across all schools and within CEOSale.</td>
</tr>
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## STRATEGY

### 2.3 Expert teaching and learning practices are evident within all schools

2.3.1 Effective leadership structures and practices in place in every school to ensure the growth and performance of expert teaching practice

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<thead>
<tr>
<th>INITIATIVES/ ACTIONS</th>
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<tbody>
<tr>
<td>2.3.1.1 The CEOSale will identify and support leadership structures for schools that will assist and promote improved school performance in line with the strategic directions for Catholic education in the diocese.</td>
</tr>
<tr>
<td>2.3.1.2 The CEOSale will establish and facilitate a purposeful and accessible Diocesan Learning and Teaching Network for principals and school leaders which focuses on building the capacity of leaders to drive expert teacher practice in schools.</td>
</tr>
<tr>
<td>2.3.1.3 The CEOSale will provide a range of professional learning options aligned with the learning and teaching networks including online communities, videoconferencing and face to face.</td>
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### 2.3.2 A whole school plan for learning entitlement established in every school

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<tr>
<th>INITIATIVES/ ACTIONS</th>
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<tbody>
<tr>
<td>2.3.2.1 The CEOSale will provide opportunities and support to assist schools to unpack the new Victorian Curriculum and revised Religious Education Curriculum to ensure a whole school plan for learning entitlement in every school.</td>
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*St Brendan’s Primary School, Lakes Entrance*
### 2.3.3 Expert teacher practice in assessment and personalised learning implemented in every school

**INITIATIVES/ ACTIONS**

<table>
<thead>
<tr>
<th>2.3.3.1</th>
<th>The CEOSale identifies appropriate assessment tools, assessment practices and assessment platforms and promotes and supports implementation in all schools.</th>
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<tbody>
<tr>
<td>2.3.3.2</td>
<td>The CEOSale designs and delivers professional learning through the Diocesan Learning and Teaching Network for leaders which explores sustainable ways, incorporating the use of technology, to ensure a rate of progress for every student over time (personalised learning).</td>
</tr>
<tr>
<td>2.3.3.3</td>
<td>The CEOSale delivers subject matter expertise in English and Mathematics through the Diocesan Learning and Teaching Network for leaders aimed to support leaders to build teacher content, knowledge and understanding of the progression of learning in these areas, culminating in a learning progression in English and Mathematics in each school.</td>
</tr>
<tr>
<td>2.3.3.4</td>
<td>The CEOSale designs and provides professional learning through the Diocesan Learning and Teaching Network for leaders to assist in the effective implementation of the Intervention Framework, ensuring learning adjustment in schools.</td>
</tr>
<tr>
<td>2.3.3.5</td>
<td>The CEOSale provides a learning adjustment referral process to build the capacity of schools to enable the personalisation of learning for students with additional needs.</td>
</tr>
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</table>

### 2.3.4 A common language and expectation of the expert teacher in a Catholic school in the Diocese of Sale articulated

**INITIATIVES/ ACTIONS**

| 2.3.4.1 | The CEOSale will provide opportunities and support to assist schools to unpack the new Victorian Curriculum and revised Religious Education Curriculum to ensure a whole school plan for learning entitlement in every school. |
KEY PERFORMANCE INDICATORS

Diocesan NAPLAN data indicates positive growth at the 10%, 25%, 50%, 75% and 90% percentiles.

Growth in learning and teaching data as measured by Insight SRC.

All School Improvement Plans:
- Are aligned with Diocesan Strategic Plan
- Are focused on improving learning outcomes
- Aim to develop expert teacher practice

All schools have a leadership structure that promotes the implementation of the school’s improvement plan.

Diocesan Learning and Teaching Network participation rates indicate all school leaders are actively engaged.

Leadership succession plans and expert teacher statements are in place in all schools.
KEY AREA 3
EFFECTIVE AND SUPPORTIVE GOVERNANCE

STRATEGY

3.1 A clear and agreed governance and authorising environment is in place within the diocese

3.1.1 Governance framework developed and implemented with appropriate reference to Catholic Social Teaching principles, Canon and Civil Law

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<tbody>
<tr>
<td>3.1.1.1 The CEOSale researches and develops a formal position paper on governance outlining a proposal for a future sustainable model of governance for Catholic schools in the Diocese of Sale.</td>
</tr>
<tr>
<td>3.1.1.2 The CEOSale designs and facilitates an appropriate consultation process with identified stakeholders on the proposed Governance Framework.</td>
</tr>
<tr>
<td>3.1.1.3 CEOSale works with the Bishop, parish priests and principal associations to implement the Diocese of Sale Governance Framework.</td>
</tr>
<tr>
<td>3.1.1.4 CEOSale establishes and supports schools with the implementation of a framework for approval of all Capital Projects within the Diocese of Sale.</td>
</tr>
<tr>
<td>3.1.1.5 CEOSale supports schools to ensure compliance with Federal and State Government accountability frameworks.</td>
</tr>
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Parish Priests and CEOSale staff
**STRATEGY**

### 3.2 Decision making and collaboration supports schools and communities

#### 3.2.1 Processes and protocols for decision making established which apply the principles of subsidiarity and solidarity

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<tr>
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<tbody>
<tr>
<td><strong>3.2.1.1</strong> The CEOSale develops a flowchart explaining governance structures within the diocese and appropriate levels of authorisation to assist decision making processes in CEOSale, parishes and schools.</td>
</tr>
<tr>
<td><strong>3.2.1.2</strong> The Change² process is utilised by CEOSale and schools to ensure empowerment at the local level and a strong partnership approach between CEOSale and schools to identify and respond to opportunities for school improvement.</td>
</tr>
<tr>
<td><strong>3.2.1.3</strong> The CEOSale regularly engages with Principal Associations within the diocese to brief, consult, evaluate and review directions for diocesan improvement in line with the Diocesan Strategic Plan.</td>
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#### 3.2.2 CEOSale, the Bishop, parish priests and principals engage in collaborative activity to strengthen and support effective directions for school communities

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<tr>
<td><strong>3.2.2.1</strong> In line with the directions articulated in the Diocesan Strategic Plan, CEOSale provides formal opportunities for parish priests and principals to contribute to and evaluate work, achievements and impact over time.</td>
</tr>
<tr>
<td><strong>3.2.2.2</strong> The CEOSale provides effective policy development and implementation guidelines to support the work of school communities.</td>
</tr>
</tbody>
</table>
3.2.3 CEOSale engages in service delivery in consultation and partnership with school communities

### INITIATIVES/ ACTIONS

| 3.2.3.1 | The CEOSale undertakes direct consultation annually with principals of schools to determine CEOSale service provision in line with the school’s Improvement Plan and the Diocesan Strategic Plan. |
| 3.2.3.2 | The CEOSale invites schools to form Collectives (four schools) to promote improvement in English or Mathematics outcomes for students; supports the Collectives’ development of an improvement plan; and services the plan where requested. |
| 3.2.3.3 | The CEOSale, when entering into a Priority Partnership with a school where intensive support will be provided, utilises an accelerated Change² process to ensure the principal maintains authority for all decisions regarding school improvement. |
| 3.2.3.4 | The CEOSale provides service and advice to principals and leadership teams on Australian and Victorian government targeted areas. |

### KEY PERFORMANCE INDICATORS

The Bishop and parish priests agree to adopt a new governance structure.

There is a clear definition and agreed framework of governance in place within the diocese.

Parish priests and principals report an increasingly positive level of engagement and collaboration with CEOSale.

Low levels of dispute in decision making process due to adherence to authorised delegations.

All schools meet mandatory compliance benchmarks under all relevant State and Federal legislation.
KEY AREA 4
HIGH QUALITY SYSTEM SUPPORT AND SERVICE DELIVERY

STRATEGY

4.1 Open, transparent and timely communication exists between CEOSale, parish priests and principals

INITIATIVES/ ACTIONS

4.1.1 The CEOSale maintains regular communication via circulars with principals and parish priests, ensuring that these communications are clear, concise and purposeful.

4.1.2 The CEOSale maintains regular and purposeful briefings to ensure that principals and parish priests are constantly up to date on developments in education, and compliance issues and consulted where appropriate on educational matters.

4.1.3 The CEOSale acknowledges communication from schools within a 24 hour period (business hours) and responds in a contextually timely manner.

STRATEGY

4.2 CEOSale role in school improvement through customised support is clear and articulated

INITIATIVES/ ACTIONS

4.2.1 The Diocese of Sale School Renewal document is updated to reflect the outcomes of the review of Catholic School Renewal and to provide information regarding approaches to customised service delivery to schools in line with a school’s School Improvement Plan.

4.2.2 The CEOSale website is reviewed and revised regularly to ensure it is up to date and a valuable resource for schools in gaining information and clarity regarding CEOSale policy and practice in all areas of service delivery.

Nagle College, Bairnsdale
STRATEGY
4.3 Service delivery is coordinated; directed in collaboration with school leaders, based on data and customised to meet the specific needs and capacities of schools

INITIATIVES/ ACTIONS

4.3.1 The CEOSale introduces a three tiered approach to service delivery—universal, targeted and intensive—to enable differentiation of service delivery to meet the needs of schools.

4.3.2 The CEOSale will introduce a partnership approach to school improvement and transformation through servicing school Collectives - four schools working on a common goal and plan for improvement in either English or Mathematics.

4.3.3 The CEOSale will offer a Priority Partnership approach to individual schools seeking intensive support to improve school performance.

STRATEGY
4.4 CEOSale and school communities actively engage to provide quality, student focused learning environments

INITIATIVES/ ACTIONS

4.4.1 The CEOSale establishes an environment for school leaders in which school leaders, CEOSale and other identified partners collaborate to support and promote improvements to school and system performance.
STRATEGY

4.5  CEOSale infrastructure supports the provision of high quality education in schools through fully utilised services which lessen administrative burden and enable the school to focus on learning and teaching priorities

<table>
<thead>
<tr>
<th>INITIATIVES / ACTIONS</th>
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<tbody>
<tr>
<td>4.5.1  The CEOSale provides quality central services to schools to assist in the development of school master plans and capital works that ensure high quality learning environments for students.</td>
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<tr>
<td>4.5.2  The CEOSale provides training opportunities for school leaders and designated personnel, promoting safe school cultures and environments which reference child protection legislation and child safety standards.</td>
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<td>4.5.3  The CEOSale provides advice and support to schools regarding governance matters, risk management and legislative compliance.</td>
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<tr>
<td>4.5.4  The CEOSale provides high quality central services to schools. These services include: financial (Budget and AFS), payroll, fee collection assistance and ICT services, pathways provision, policy development, legal, industrial and professional standards.</td>
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<tr>
<td>4.5.5  The CEOSale assists schools with the implementation of effective and efficient information systems that facilitate learning and streamlined administration in schools and in CEOSale.</td>
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KEY PERFORMANCE INDICATORS

All schools access appropriate services as required by School Improvement Plans and the tier structure.

Online and face to face learning environments demonstrate a high level of engagement by leaders.

Diocesan data shows positive trends in student learning outcomes.

Administrative burden and outstanding debt are lessened through:
- increased access to centralised support services across all schools
- all primary schools accessing financial services; payroll; fee collection and ICT.

Breaches of OHS compliance lessen.
Lavalla Catholic College, Traralgon
St Joseph’s Primary School, Korumburra