The Cross

Jesus Christ is the Light of the World and by his life, death and resurrection gives ultimate meaning and purpose to our existence. The four points of the cross also represent the four regions of the Diocese.

The Star

Just as the star of Bethlehem pointed the way towards the infant Jesus, we are also called to Light the Way for others towards fullness of life in Jesus. Catholic schools contribute to lighting the way through creating vibrant communities of faith and learning.

The Aboriginal Art

The Diocese of Wollongong is enriched by the significant presence and influence of Indigenous life and culture. The circle dots represent the meeting place where people gather to grow in faith and learning as they share wisdom stories with elders.

The Colour Gold and 3D Profile

Gold represents light and hope, and the radiance that comes from truth and wisdom – the fruits of growth in faith and learning. The 3D image is dynamic and robust suggesting the vibrant communities of faith and learning we are called to create.
MESSAGE

from Bishop Ingham

I am very proud of the contribution of Catholic schools to the life of this Diocese. Countless children and young people have benefited over many years from the dedication of faith-filled staff in Catholic schools who have collaborated with parish clergy and parents to give them the best possible formation for life. Catholic schools are essentially a service to the church and society as we assist young people to grow in faith and wisdom. As the Diocese plans for its future needs I look with great confidence to the Catholic school system to continue being an integral part of the work of the Church in our part of the world.

In the Diocesan Pastoral Plan 2011-2015 I spoke about the joy that comes from “co-responsibility” where all the members of the People of God strive together to be Bearers of Christ’s Love. This vision for Catholic Education in the systemic schools of the Diocese of Wollongong continues with that theme of working together for the common good. It is only through the combined co-responsible efforts of clergy and laity that we will achieve our mission. This plan will only be realised through such garnering of expertise, dedication to Jesus Christ and good will. Our young people deserve nothing less. May the Lord bless our undertakings in the evangelising mission of Catholic schools as we move forward and Light the Way.

Most Rev Peter W Ingham DD
Bishop of Wollongong
MESSAGE

from the Director of Schools

There can be no greater reason for rigorously planning for the future of Catholic schools in the Diocese of Wollongong than the well-being of an individual child. Some twenty thousand children are placed in our care each year and they deserve the absolute best that we can give them. Modern school education is highly complex and resources are finite. This demands a systematic approach to planning that begins first and foremost with being clear about our mission and purpose. When our vision is clear we are all better positioned to set timely priorities and then deliver on what we proclaim. This is a responsibility that I take very seriously on behalf of the Bishop of Wollongong, parish clergy and the parents who ultimately entrust us with their children.

Catholic education is a significant contributor to the broader evangelising mission of the Church, and this vision for Catholic systemic schools sits within the overall Diocesan Pastoral Plan we are all called to implement. Whilst there have been significant achievements in the past, none of that can be taken for granted into the future. We must plan carefully and prayerfully, always alert to improving the faith and learning opportunities of our students so that they will experience life to the full.

In considering the collaborative work of Catholic schools and the Catholic Education Office, I am reminded of Jesus’ final promise to the disciples, “I am with you always, to the end of the age” (Mt 28:20). We are ultimately called to not work in isolation but to be of generous service and support to each other, heartened by the knowledge that we are always under the constant care of our ever-loving God. May the work that we do together continue to make the joy of the Gospel a reality in people’s lives as we endeavour to strengthen faith and improve the learning outcomes of the students in our care.

Peter Turner
Director of Schools
Jesus Christ, the Light of the World (Jn 8:12), came so that all may have life and have it to the full (Jn 10:10). As bearers of Christ’s love, we share in the mission of Jesus to make the Reign of God a reality in our world. All endeavours of Catholic schooling are to bear witness to the person and teachings of Jesus Christ as we Light the Way for those we encounter.
The vision and strategic direction for Catholic Education in the systemic schools of the Diocese of Wollongong is informed by the emerging needs and directions of the local and universal Church.

Since being elected in 2013, Pope Francis has breathed new life and hope into the Church through his witness and insightful wisdom, emphasising that we are ultimately to be of service to the world, to protect the vulnerable and to warm the hearts of the faithful. In addressing school leaders in July 2013 he said, “be men and women with others and for others, real champions in the service of others”. His first apostolic exhortation, *Evangeli Gaudium* (The Joy of the Gospel), reinforced the missionary and service mandate of the Church and reminded Catholic schools to “always strive to join their work of education with the explicit proclamation of the Gospel” (EG n.134).

Catholic systemic schooling in the Diocese of Wollongong is challenged to mirror all that Pope Francis proclaims concerning the preferential option for the poor, living lives of prayer and simplicity, bringing joy to people’s lives and providing an alternative to the globalisation of indifference. This radical renewal of Church life is beautifully expressed in this aspiration of Pope Francis:

“I prefer a church which is bruised, hurting and dirty because it has been out on the streets, rather than a church which is unhealthy from being confined and from clinging to its own security. I do not want a church concerned with being at the centre and which then ends by being caught up in a web of obsessions and procedures.” (EG n.49)

At the local level, the Diocese of Wollongong is in the midst of a period of unprecedented growth and challenge as it prepares its own vision and strategic plan for the future. In the Pastoral Plan of 2011-2015 Bishop Peter Ingham called on the people of the Diocese to provide a “Spirit-inspired creative response to what Jesus Christ is asking of us.” All who are involved in Catholic systemic schooling in the Diocese of Wollongong are called to fully embrace the broader pastoral planning initiatives of the Diocese and to take heed of the prophetic leadership of Bishop Peter Ingham who, like Pope Francis, inspires us to *Light the Way* for others with hope and joy. The work of Catholic systemic schools in the Diocese of Wollongong is firmly placed within the broader pastoral vision and direction of the local and universal Church.
### Illawarra

**Primary**
- St Paul’s Catholic Parish Primary
- St Joseph’s Catholic Parish Primary
- St Columbkille’s Catholic Parish Primary
- St John’s Catholic Parish Primary
- Good Samaritan Catholic Primary
- St Brigid’s Catholic Parish Primary
- Holy Cross Catholic Parish Primary
- St Peter & Paul Catholic Parish Primary
- St Patrick’s Catholic Parish Primary
- Stella Maris Catholic Primary
- Nazareth Catholic Primary
- St Michael’s Catholic Parish Primary
- St Pius X Catholic Parish Primary
- St Francis of Assisi Catholic Parish Primary
- St Therese Catholic Parish Primary

**Secondary**
- St Joseph’s Catholic High School
- Holy Spirit College
- Corpus Christi Catholic High School

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### Macarthur

**Primary**
- St Paul’s Catholic Parish Primary
- St John the Evangelist Catholic Parish Primary
- Mary Immaculate Catholic Parish Primary
- Holy Family Catholic Parish Primary
- St Clare’s Catholic Parish Primary
- St Justin’s Catholic Parish Primary
- St Anthony’s Catholic Parish Primary
- Our Lady Help of Christians
- Catholic Parish Primary
- St Thomas More Catholic Parish Primary

**Secondary**
- Magdalen Catholic High School
- St Benedict’s Catholic College
- John Henry Catholic High School
- Mount Carmel Catholic College

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### Shoalhaven

**Primary**
- St Mary’s Star of the Sea
- Catholic Parish Primary
- St Michael’s Catholic Parish Primary

**Secondary**
- St John the Evangelist Catholic High School

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### Southern Highlands

**Primary**
- St Thomas Aquinas Catholic Parish Primary
- St Michael’s Catholic Parish Primary
- St Paul’s Catholic Parish Primary

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**Vision & Strategic Direction**

THE SYSTEM OF CATHOLIC SCHOOLS
The Diocese of Wollongong was established in 1952 and extends across the four regions of the Illawarra, Macarthur, Shoalhaven and Southern Highlands. Many parishes and schools have much longer histories with some dating back to the early days of European settlement, though nowhere near as long as the history of the Indigenous people of the Dharawal, Tharawal, Gundungurra and Yuin nations upon whose traditional lands our schools are now built. To this day, Catholic systemic schools are greatly influenced by the life and culture of indigenous communities and continue to pay respect to elders past and present.

There are now twenty nine Parish Primary and eight Secondary Catholic Schools who together with the Catholic Education Office constitute the system of Catholic schools in the Diocese of Wollongong. In addition to this there are seven Catholic congregational schools who also contribute to the Church’s mission of Catholic Education but who are not administered by the Catholic Education Office.

The Diocese of Wollongong has experienced enormous growth since its inception and Catholic schools have been continually built to serve the needs of these growing communities. The demand for Catholic schooling is increasing and responding to rapid population growth, especially in the Macarthur region of the Diocese, provides even greater impetus for articulating mission and purpose as a compass for directing future planning.

Demographic projections indicate the need for up to fifteen new Catholic schools to be built across the Diocese by 2036 to cater for this growth.
Catholic schools are an integral part of the evangelising mission of the Church and were established to put Christ and the teachings of the Catholic Church at the centre of people’s lives. This ecclesial dimension “is not a mere adjunct, but is a proper and specific attribute, a distinctive characteristic which penetrates and informs every moment of its educational activity, a fundamental part of its very identity and the focus of its mission” (The Catholic School on the Threshold of the Third Millennium, n.11).

Catholic schools are essentially a service to parishes and the local Church, the broader community and to parents/caregivers who are the primary educators of their children. They are called to be vibrant Catholic communities of faith and learning and to provide high quality education for every child based upon a sound Catholic anthropological and pedagogical vision that assists students to find meaning and purpose in their lives. This service is best provided as a genuine partnership between home, parish and school, and in cooperation with the wider Church and government authorities who share a common interest in the quality of education and care provided to children.

The Catholic Education Office, as an agency of the Catholic Church in the Diocese of Wollongong, exists to exercise the evangelising mission of the Church in education by leading and managing the system of Catholic schools on behalf of the Bishop of Wollongong and in close collaboration with parents/caregivers, parish priests and principals. The system of Catholic schools has been established by the Bishop of Wollongong to serve the common good of the people of the Diocese through the effective coordination of resources, expertise and good will.

As such, the Catholic Education Office is called to provide a range of high quality evangelising, educational, pastoral and corporate services that support and challenge Catholic systemic schools to deliver the best possible outcomes for every student and to more broadly contribute to the ongoing faith and pastoral life of the Diocese.

On behalf of the Bishop, Parish Priests, Parents/Caregivers and Students, Catholic systemic schools and the Catholic Education Office are ultimately called to work collaboratively with each other to collectively bring to life the Church’s evangelising mission in education. That is, they share the same responsibility for creating vibrant Catholic communities of faith and learning so that all may have life in abundance - fulfilling God’s vision for humanity proclaimed by Jesus Christ.
A Catholic school is essentially meant to be a place of authentic learning where students find meaning and purpose in their life through the integration of faith and culture. Its purpose is to give students every opportunity in life and to assist them to continually grow in faith and learning. Creating vibrant Catholic communities that enable this growth to flourish in every student is the vocational mission of all those who work in Catholic systemic schools and in the Catholic Education Office.

The shared **MISSION** of Catholic Education in the Diocese of Wollongong is:

*To create vibrant Catholic school communities where every student finds meaning and purpose in their life through experiencing continual growth in faith and improvement in learning*
VALUES

All endeavours of Catholic Education in the systemic schools of the Diocese of Wollongong are inspired by the person and teachings of Jesus Christ. Through the witness of his every word and action, Jesus provided a radical model for how we are to be in the world. The values espoused by Jesus in the Gospels are extensive but include:

**INTEGRITY**

Being truthful, authentic and reliable, and acting with discernment and fidelity to the Holy Spirit

“It show yourself in all respects a model of good works, and in your teaching show integrity, gravity and sound speech that cannot be censured”

Titus 2:7-8

**COMPASSION**

Caring deeply for the dignity and wellbeing of others and welcoming all with love, respect and mercy

“I have compassion for the crowd, because they have been with me now for three days and have nothing to eat; and I do not want to send them away hungry, for they might faint on the way”

Matthew 15:32

**JUSTICE**

Seeking right relationships, advocating with those in need and challenging unfairness and exploitation

“The Spirit of the Lord is upon me, because he has anointed me to bring good news to the poor. He has sent me to proclaim release to the captives and recovery of sight to the blind, to let the oppressed go free, to proclaim the year of the Lord’s favour”

Luke 4:18

**HOPE**

Adopting a positive and resilient approach to life and embracing the future with faith-filled confidence

“If you abide in me, and my words abide in you, ask for whatever you wish, and it will be done for you”

John 15:7

All who contribute to Catholic Education in the systemic schools of the Diocese of Wollongong are called to act with Integrity, Compassion, Justice & Hope.
**Vision**

The anthropological and pedagogical vision of Jesus inspires a Catholic worldview characterised by:

<table>
<thead>
<tr>
<th>Faith</th>
<th>Learning</th>
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<tbody>
<tr>
<td>Dynamic Faith</td>
<td>Transformative Learning</td>
</tr>
<tr>
<td>Centred in Jesus Christ and expressed in lived relationships, prayer, liturgy, formation and social action</td>
<td>That is authentic, purpose-filled, intellectually rigorous and leads to growth in wisdom</td>
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<thead>
<tr>
<th>Catholic Identity</th>
<th>Teaching</th>
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<tr>
<td>Engaging Catholic Identity</td>
<td>Quality Teaching</td>
</tr>
<tr>
<td>In communion with the faith, life and culture of the parish, diocese and universal Church</td>
<td>That is inspirational, learner-centred, data-informed and focused on learning gain for every student</td>
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<thead>
<tr>
<th>Pastoral Care</th>
<th>Leadership</th>
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</thead>
<tbody>
<tr>
<td>Holistic Pastoral Care</td>
<td>Empowered Leadership</td>
</tr>
<tr>
<td>And concern for individual and community wellbeing in safe and supportive environments</td>
<td>That is knowledgeable, skilled and courageously responsive to the signs of the times</td>
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<table>
<thead>
<tr>
<th>Solidarity</th>
<th>Improvement</th>
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<tbody>
<tr>
<td>Prophetic Solidarity</td>
<td>Continuous Improvement</td>
</tr>
<tr>
<td>With Indigenous Australians, the poor and those on the margins of society</td>
<td>Within a culture of high expectations, effective feedback and transparent accountability</td>
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<table>
<thead>
<tr>
<th>Inclusion</th>
<th>Opportunity</th>
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<tbody>
<tr>
<td>Just Inclusion</td>
<td>Diverse Opportunity</td>
</tr>
<tr>
<td>And equitable access for people of diversity, disability and socio-economic disadvantage</td>
<td>That develops potential in spiritual, intellectual, physical, creative, social and civic domains</td>
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<tr>
<th>Partnership</th>
<th>Stewardship</th>
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<tr>
<td>Collaborative Partnership</td>
<td>Wise Stewardship</td>
</tr>
<tr>
<td>With students, parents/caregivers, staff, clergy and other Church, educational and community agencies</td>
<td>Of human and material resources that is ethical, prudent, needs-based and ecologically sustainable</td>
</tr>
</tbody>
</table>

"I HAVE COME THAT THEY MAY HAVE LIFE AND HAVE IT TO THE FULL"  
John 10:10

"The person of each individual human being, in his or her material and spiritual needs, is at the heart of Christ’s teaching: this is why the promotion of the human person is the goal of the Catholic school”  
The Catholic School on the Threshold of the Third Millennium, 1997, n.9
Catholic Education in the systemic schools of the Diocese of Wollongong shares with the Commonwealth and State Government the aspiration to improve educational outcomes for all students through prioritising an explicit school improvement agenda in a highly transparent and accountable manner.

The Melbourne Declaration of 2008 articulated the universal goals for all Australian schools as:

1. The promotion of equity and excellence
2. That all young Australians will become successful learners, confident and creative individuals, and active and informed citizens.

Catholic systemic schooling in the Diocese of Wollongong strongly supports these goals and considers them to be a significant contributor to bringing life to the full for all students. It is understood that these aspirations are consistent with the mission of Catholic schools in delivering the best possible outcomes for students.

The school improvement agenda, though, is not simply the preserve of the Commonwealth Government. Catholic schools have always driven to improve student outcomes and to implement evidence-based reforms that will make a difference to students. Since 2008 Catholic systemic schools in the Diocese of Wollongong have implemented ‘How Effective Is Our Catholic School?’

This is a comprehensive framework for school review and improvement (SRI) that is mandated for use in all systemic schools within the Diocese. This continuous approach to reviewing, identifying areas of need and planning for improvement integrates with Lighting the Way and is a critical contributor to creating and sustaining vibrant Catholic communities of faith and learning.

The broader context of the evangelising mission of the Church impels Catholic systemic schooling to apply a Catholic anthropological and pedagogical lens over all elements of Catholic school life. This overlay of a Catholic worldview inspired by Jesus Christ is reflected in core documents published by the Catholic Education Office such as the Diocesan Learning and Teaching Framework (DLTF) and Path to Life: A Framework for Pastoral Care and Wellbeing. These documents articulate foundational perspectives on learning and teaching, and pastoral care and wellbeing with an intentional approach to fully integrating faith and culture. This is an essential complement to the government school improvement agenda and adds a deeper layer of meaning to the holistic educational endeavour of Catholic schools.
LEADING CATHOLIC SCHOOLS INTO THE FUTURE

Bringing this vision for Catholic systemic schooling to life requires highly capable, dynamic and committed staff. The universal Church recognised this when it said, “the achievement of [the] specific aim of the Catholic school depends ... on the people who work there” (The Catholic School, 1977, n.43). This echoes the Second Vatican Council who proclaimed fifty years ago that accomplishing the goals of Catholic schooling depends almost entirely upon teachers who should be “very carefully prepared so that both in secular and religious knowledge they are equipped with suitable qualifications and also with a pedagogical skill that is in keeping with the findings of the contemporary world” (Gravissimum Educationis, 1965, n.8).

The Catholic Bishops of NSW and ACT similarly recognised the need for extensively formed and well-equipped staff to lead and sustain Catholic schools into the future. In their 2007 Pastoral Letter, Catholic Schools At A Crossroads, the Bishops invited, “all those involved in Catholic education to join us in choosing and supporting leaders and staff for our schools who will effectively embrace the mission ... particular attention must be given to succession planning, leadership formation and the preparation of Catholic teachers” (p.17).

Contemporary educational research and recent government policy also highlight the significance of building staff capacity in order to more effectively meet student need and improve learning outcomes. A study of the best-performing school systems in the world determined that, ‘the quality of an education system cannot exceed the quality of its teachers” (Barber & Mourshed, 2007), and recent Australian Commonwealth and State Government initiatives have similarly identified the central place of quality teaching. Other contemporary Australian research argues that, “high-performing systems around the world know that improving the effectiveness of teaching is the way to lift school performance” (Grattan Institute, 2014).

This need for quality and effectiveness can be extended to support staff in Catholic systemic schools and personnel from the Catholic Education Office. Whilst teachers unquestionably have the pivotal role, their effectiveness will be increased when supported by highly capable school support and Catholic Education Office administrative and professional staff. These roles only exist to assist teachers achieve student growth in faith and improvement in learning and as such need to be appropriately formed and supported so as to ensure the ultimate effectiveness of teachers and Principals.

Creating vibrant Catholic communities of faith and learning is contingent upon forming and supporting committed, skilled and dynamic staff.
Achieving significant student growth in faith and improvement in learning necessitates the clear identification of systemic priorities and areas that are in need of greater attention. This is a challenging task given human and material resource limitations, increasing and sometimes conflicting expectations of stakeholders, and an endless array of very reasonable demands, hopes and requests from within and beyond the educational community. Complementing the ongoing and essential business-as-usual work of Catholic systemic schools and the Catholic Education Office, five targeted areas for improvement have been identified through an extensive process of consultation, research and discernment. The focus of the system of schools for the next three years will be to build staff capacity to be able to more effectively lead and support in the five areas of mission, leadership, numeracy and literacy, early learning and diverse student learning needs.
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<tr>
<th>TARGETED AREAS FOR IMPROVEMENT</th>
<th>STRATEGIC GOALS</th>
<th>RATIONALE</th>
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<tbody>
<tr>
<td><strong>1 Mission</strong></td>
<td>to increase the capacity of staff to authentically and dynamically embrace the call to mission as a core expression of our Catholic identity</td>
<td>Developing a deeper sense of mission as an expression of our Catholic identity is core to the teachings of Pope Francis. Rising to the immediate challenges of the new evangelisation and ensuring that Catholic schools authentically present the face of Christ to the world remains an ongoing priority. This requires significant formation of staff at all levels and explicit support for programs and initiatives aimed at embedding vocational commitment to the poor and marginalised as a core expression of our Catholic identity and adherence to the life and teachings of Jesus.</td>
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<tr>
<td><strong>2 Leadership</strong></td>
<td>to increase the capacity of staff to articulate a clear vision for Catholic educational leadership and more effectively identify, develop and support current and future leaders</td>
<td>Preparing and supporting current and future leaders to create and sustain vibrant Catholic communities of faith and learning has never been more critical. Strengthening CEO and school leadership requires the alignment of professional standards, refining recruitment, performance and appraisal processes, and delivering targeted formation and professional learning experiences for current and future leaders to build capacity for inspired faith, instructional and community leadership.</td>
</tr>
<tr>
<td><strong>3 Numeracy &amp; Literacy</strong></td>
<td>to increase the capacity of staff to significantly raise student achievement in numeracy and literacy in order to improve learning outcomes for students K-12</td>
<td>Numeracy and literacy are foundational building blocks to all learning. School and system performance data indicates that student achievement in these fundamentals is in need of significant improvement. Raising the standard of student achievement and improving learning outcomes for students K-12 requires better focus on quality teaching, professional learning, data literacy, astute resource allocation, and a renewed commitment to the foundational principles of the Diocesan Learning and Teaching Framework.</td>
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<tr>
<td><strong>4 Early Learning</strong></td>
<td>to increase the capacity of staff to more effectively identify and respond to the learning and socio-emotional development of children from enrolment to Year 2</td>
<td>Research clearly indicates that emphasising the cognitive and socio-emotional development of a child in the early years of schooling will have a significant impact upon a child’s success in their schooling and later life. A focus on quality early learning provides an opportunity for schools to expand the potential and possibilities of the early year’s educational environment. This focus will include the professional development of staff to inform quality classroom practice, targeting resources at transition processes, and intervention and closer engagement with families, health professionals and community organisations.</td>
</tr>
<tr>
<td><strong>5 Diverse Student Learning Needs</strong></td>
<td>to increase the capacity of staff to more effectively identify and respond to the needs of students from diverse backgrounds or those who have additional learning needs</td>
<td>Students are increasingly presenting in our schools with highly complex diverse and additional learning needs in regard to disability, behaviour, mental health, language and cultural background, indigenous identity or giftedness. Effectively identifying and responding to these complex learning needs requires an emphasis on building commitment and capacity within schools to support inclusion and personalised learning for all students, and an innovative use of resources and facilities to strategically manage and support student diversity at a system level.</td>
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THE SCHOOL IMPROVEMENT PLANNING FRAMEWORK

Vision and Strategic Direction for Catholic Education in the systemic schools of the Diocese of Wollongong 2015-2017

which provides a specific educational vision and context for Catholic systemic schools.

This aspiration is expressed in two parallel but complementary review and improvement planning processes, each informing the other:
Every Catholic systemic school in the Diocese of Wollongong is expected to develop their own strategic School Improvement Plan (SIP) based upon the implementation of the School Review and Improvement (SRI) Framework. This process assists schools to identify strategic priorities specific for their school community. Whilst these SIPs are unique to each school, alignment with the overall spirit and intention of *Lighting the Way* Vision and Strategic Direction for Catholic Education in the systemic schools of the Diocese of Wollongong is expected.

School Improvement Plans (SIPS) set an individual school’s direction and priorities over a five year cycle. Action Plans are then developed to specifically address major focus areas for a particular school year or shorter/larger period of time. All such planning is continually being monitored through the SRI process which may lead to modifications as determined by the data or changing circumstances. These planning decisions and processes are intended to be achieved through a collaborative partnership between the Principal and the relevant Head of School Improvement from the Catholic Education Office.

The Catholic Education Office is responsible for developing its own Strategic Plan for 2015-2017 specific to the systemic responsibilities it carries for leading and managing the system of schools. This plan aligns with the overall spirit and intention of *Lighting the Way* Vision and Strategic Direction for Catholic Education in the systemic schools of the Diocese of Wollongong.

Complementing the continuing essential services of the Catholic Education Office are the five specific targeted areas for improvement underpinned by the key enabling strategy for building staff capacity. These five focus areas form the basis of the Catholic Education Office Strategic Plan 2015-2017 that follows in this document.

Emanating out of this CEO Strategic Plan annual Operational Plans will be developed by service areas in support of the overall strategic directions. All planning and service delivery in the Catholic Education Office will be monitored and shaped by ‘*How Effective Is Our Catholic Education Office*’, a review instrument developed to determine the effectiveness of service delivery and achievement of priorities identified in the Strategic Plan.
## Targeted Areas for Improvement

### Strategic Goals

1. **Mission**
   - To increase the capacity of staff to authentically and dynamically embrace the call to mission as a core expression of our Catholic identity.

2. **Leadership**
   - To increase the capacity of staff to articulate a clear vision for Catholic educational leadership and more effectively identify, develop and support current and future leaders.

### Strategic Intent Statements

1. **Mission**
   - The Catholic Education Office will:
     1.1 Strengthen partnerships with mission, justice and welfare agencies that further enhance the engagement of Catholic school communities with the marginalised.
     1.2 Develop new programs and initiatives that support mission and outreach in the Diocese.
     1.3 Support schools in providing differentiated programs that cater for the evangelisation needs of students who are marginalised from Church and/or community.
     1.4 Create rich opportunities for student leadership, parent engagement and staff formation that develop a deeper understanding of mission and outreach as an expression of Catholic identity.

2. **Leadership**
   - The Catholic Education Office will:
     2.1 Develop a Leadership Framework that aligns with contemporary professional standards for teachers and leaders and informs practice and professional growth.
     2.2 Refine performance and development processes for all staff.
     2.3 Support the professional growth of principals and school leadership teams through the provision of targeted coaching, mentoring and other related formation experiences.
     2.4 Identify future leaders and provide appropriate formation opportunities that build leadership capacity and ensure succession planning for the system of schools.

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**CATHOLIC EDUCATION OFFICE**
STRATEGIC PLAN 2015-2017

3 Numeracy & Literacy
To increase the capacity of staff to significantly raise student achievement in numeracy and literacy in order to improve learning outcomes for students K-12

The Catholic Education Office will:
3.1 Develop policies and guidelines that will lead to more consistent quality classroom practice
3.2 Provide localised professional learning opportunities for staff in assessment and data literacy to enable better identification and response to individual student needs in literacy and numeracy
3.3 Ensure school action plans focus on addressing the specific numeracy and literacy needs of their students
3.4 Support schools in their local implementation of the NSW Syllabuses for the Australian Curriculum

4 Early Learning
To increase the capacity of staff to more effectively identify and respond to the learning and socio-emotional development of children from enrolment to Year 2

The Catholic Education Office will:
4.1 Review enrolment, orientation and transition processes to ensure more effective early identification of student and family cognitive and socio-emotional need
4.2 Analyse data from the Australian Early Development Census (AEDC), Best Start and other assessment instruments to inform decision making
4.3 Provide professional learning opportunities for K-2 teachers that focus on quality classroom practice for early learners
4.4 Establish partnerships and engagement programs with parents, allied professionals and wrap-around services that will enhance the cognitive and socio-emotional well-being of students and families

5 Diverse Student Learning Needs
To increase the capacity of staff to more effectively identify and respond to the needs of students from diverse backgrounds or those who have additional learning needs

The Catholic Education Office will:
5.1 Develop policies and professional learning experiences that help build inclusive school cultures and a deeper commitment to supporting students with diverse learning needs
5.2 Implement an innovative resourcing model and the provision of specialist facilities that more effectively supports individual student diversity
5.3 Build staff capacity to more effectively identify and respond to the diverse learning needs of students
5.4 Prioritise ongoing engagement with Aboriginal and Torres Strait Islander students, families and communities, and foster greater understanding and commitment to reconciliation
As previously acknowledged, there will always be a need to provide ongoing evangelising, educational, pastoral and corporate services to support the system of schools and without such it would be impossible to deliver on the five targeted areas for improvement. Key to this is the need to plan and respond to the significant demographic changes in the diocese, particularly the exponential growth in the Macarthur region. The establishment of a Macarthur Regional Office of the Catholic Education Office is planned for 2015 to support the extensive growth of Catholic schools in the north-west region of the Diocese. In support of the overarching Diocesan Pastoral Plan will be a commitment from the Catholic Education Office to ongoing wise stewardship of human and material resources to ensure sustainability of the system of schools into the future as an integral component of the broader evangelising mission of the Church.

In support of *Lighting the Way*, the Catholic Education Office has reviewed and reshaped its service delivery model for 2015. This is intended to ensure better alignment and focus within the office and to allow for differential service and resource allocation to areas of greatest need. It is also deliberately structured so as to focus on the core business of Catholic schooling – student growth in faith and improvement in learning – which underpins the five targeted areas for improvement.

The reshaped model consists of four service areas plus the Office of the Director. Catholic Life, Education and Mission has been created as a discrete service area encompassing the existing responsibilities of the Catholic Life and Religious Education Team plus a renewed focus on mission and outreach. School Improvement has also been created as a discrete service area encompassing the three interrelated domains of School Improvement Primary, School Improvement Secondary, and School Improvement Specialist Support.

Whilst these new service areas will have specific responsibilities and functions there will also be a high level of cross-service area collaboration and integration through project management. This will be a feature of the reshaped model of service delivery across the entire organisation. Complementing these new service areas will be the creation of a specialised Educational Policy unit within the Office of the Director. The three areas of Human Resources, Finance, Facilities, ICLT and Planning Services, and the Office of the Director, all exist to provide foundational support for the core business of Catholic systemic schooling represented in the two new service areas of Catholic Life, Education and Mission, and School Improvement.
“Each individual person is created in the image and likeness of God and is called to grow in wisdom and understanding with God and all of creation. In the formation of the human person, Catholic schools aim to create authentic learning experiences for all people and to nurture the capacity of each learner in a way that is authentic and life-giving” The Diocesan Learning and Teaching Framework, July 2013