

Strategic Renewal Framework



2012 - 2016

for Catholic Schooling
Archdiocese of Brisbane



Teaching Challenging Transforming

Strategic Renewal Framework 2012 - 2016

for Catholic Schooling
Archdiocese of Brisbane



Table of Contents

From The Archbishop	5
From The Executive Director	6
Strategic Renewal Framework For Catholic Schooling 2012-2016	8
The Archdiocesan Context.....	8
The Archdiocesan Vision - Jesus Communion Mission.....	9
Vision Statement For Catholic Education - Teach Challenge Transform	9
Catholic Schooling In The Archdiocese of Brisbane	10
Our Community of Schools	10
Our Catholic School History	10
Our Context.....	11
Our Values.....	13
Overview of Strategic Renewal Framework	14
Monitoring and Reporting our Effectiveness in Addressing the Priorities...	15
Diagrammatic Overview Strategic Renewal Framework	16
Priority 1: Mission and Religious Education	18
Priority 2: Learning and Teaching.....	19
Priority 3: Professional Practice and Collaborative Relationships.....	20
Priority 4: Strategic Resourcing	21
Glossary of Terms.....	22
Appendix 1 - Melbourne Declaration on Educational Goals for Young Australians (2008)	25

From the Archbishop

This year I celebrate my 75th birthday, 50 years as a priest and 25 years as a bishop. Catholic schools have been an integral and much valued part of my personal journey as student, priest and bishop.

Our Catholic school communities are indeed a “jewel in the crown” of the Australian Church. They are viewed by those who come from other countries with great admiration for their strong Catholic ethos and their highly regarded educational quality.

Maintaining this strong Catholic identity and educational quality requires a commitment to continual review and renewal, and determined effort. I commend all involved in Catholic schooling in the Archdiocese of Brisbane for their ongoing efforts to the work of School Renewal in recent years. These renewal processes provide assurances to the broader Church, the local school community of students, parents and care-givers and the broader community including governments regarding the identity and quality of our schools.

I am pleased to endorse this latest edition of the Strategic Renewal Framework for the period 2012-2016. It provides an agreed Archdiocesan perspective and process for the ongoing renewal of our schools. I commend it to you for your reflection and implementation.

The enthusiasm with which our schools have integrated the Archdiocesan Vision of Jesus Communion Mission into the life of their communities has been wonderful. This framework will assist you to continue the good work in the dynamic environment of the fastest growing region in Australia, the Archdiocese of Brisbane.

Sincerely in Christ



Most Rev John A Bathersby DD
Archbishop of Brisbane



From the Executive Director

The concept of renewal is rich with meaning and depth. It is more inclusive than review, planning or development. It has its origins in our Catholic Christian beliefs and values, and those beliefs represented in our ecumenical schools against which all our activity must be measured. Renewal incorporates processes whereby a school connects with its beliefs and values, reflects upon the past, plans for a hope-filled and enhanced future and takes action to realise that future.

School renewal is primarily for the benefit of the school community. It also provides accountability to the Archdiocese and governments as required.

Research indicates that schools which are founded on strong beliefs and values and plan systematically and strategically from them are more effective schools. This is despite the complex and dynamic environment in which they work. There have been significant cultural, social, economic, environmental and political changes in recent years. Not all of these are supportive of our Catholic Christian ethos. We must continually focus on our vision of what should be, to inform and guide our choices about how to proceed from where we are.

This is the third version of the Strategic Renewal Framework and covers the period 2012-2016. In developing this document we have responded to feedback from school communities which has suggested that there be fewer overarching priorities and that there is a clearer link to the school cyclical review processes.

The Strategic Renewal Framework for Catholic Schools 2012-2016 details collaboratively developed Archdiocesan educational priorities and strategic intents that provide direction to the renewal process at the local school level. It also informs Brisbane Catholic Education Office planning and support processes.

Schools will use the Strategic Renewal Framework to inform school strategic renewal planning, annual planning and reporting. Schools ideally undertake renewal in partnership with the family and the local church community, with each partner having a distinctive but complementary role.

The Strategic Renewal Framework does not name every intention or outcome of renewal for schools over the period 2012-2016. It does, however, outline a longer term strategic intent for Catholic schooling in which schools can effectively deepen their Catholic identity and enhance their quality of learning and teaching for students.

Please be assured of my prayerful support for the school communities of the Archdiocese as you continue to implement our shared vision for Catholic schooling in each unique school community.



David Hutton

David J Hutton
Executive Director of Catholic Education
Archdiocese of Brisbane

Strategic Renewal Framework for Catholic Schooling 2012 - 2016

The Archdiocesan Context

As an educational mission of the local Church, Catholic schools share in the vision and priorities that emerged from the Archdiocesan Synod Assembly in May 2003 and that were promulgated by Archbishop Bathersby on 27 July 2003.

The Archdiocesan Vision - Jesus Communion Mission

As Catholics we:

- Embrace the person and vision of Jesus;
- Build communion with God and others;
- Engage in Christ's mission in our world.

These three dimensions are integral to our life as Church; they remind us that our faith is anchored in Jesus Christ, who draws us into Communion with God and one another and sends us forth in mission to live, share and proclaim the good news of the Gospel in our everyday lives.



Vision Statement For Catholic Education - Teach Challenge Transform

In embracing the Archdiocesan Vision of Jesus Communion Mission, each Catholic community, organisation and individual collaboratively engaged in the educational ministry of the Church in the Archdiocese of Brisbane is called to:

TEACH

We promote faith in Jesus Christ, learning and teaching about Jesus, the gospel and the faith of the Catholic Christian community. Learning is lifelong, life-giving and engages the whole person.

CHALLENGE

Inspired by the Holy Spirit, we challenge those we educate to live in communion with God, others and the whole of creation in prayerful, sacramental, just, peaceful, inclusive and reconciling communities.

TRANSFORM

We educate for a transformed world in communion, by nurturing the gifts and potential of each person, enacting shared leadership, and exercising a preferential option for the poor and the marginalised.



Catholic Schooling in the Archdiocese of Brisbane

Our Community of Schools

As a community of over 130 diocesan Catholic schools and the staff of Brisbane Catholic Education Office, our aim is to provide quality learning and teaching outcomes for preparatory to year 12 students. Our schools are founded on Christ and are at the service of our students, the Church and society.

Our Catholic School History

The first Catholic school in the Archdiocese of Brisbane was commenced by two lay people, Mary and Michael Bourke, in 1845 on the site of the current Myer Centre in Elizabeth Street.

Since that time, Catholic schooling has expanded its mission in the Archdiocese to teach over 85,000 students in 153 schools in 2011. Nineteen of these schools are owned and conducted by religious institutes with the other schools conducted by the Archdiocese of Brisbane, most of these being parish schools.

In celebrating the achievements, both past and present, of Catholic schools in the Archdiocese of Brisbane we acknowledge the significant contribution of countless religious, priests and lay staff. They were supported by the significant sacrifices of parents and others in the Catholic community in terms of contributed labour, funding and prayer.



During the 1960s and 1970s a major change occurred in the organisation of Catholic schooling. This was the formation of systems of Catholic schools under the oversight of our bishops. This change was in response to the growing complexity of education, the increased cost of schooling, the need to provide extra places for a rapidly growing population, and the advent of significant government funding.

The development of the Archdiocesan community of schools has seen a progressive reduction in class sizes, upgrading of facilities, and the improvement of salaries, conditions and career opportunities for over 10,000 staff. The continuing expansion of our schooling system, which also supports our smaller and less well-resourced schools, is a positive outcome of this organisational structure.

The development of systems did not replace the important role of local communities. Tensions between local and diocesan levels sometimes occurred. The resolution and clarification of the appropriate levels for decision-making has progressed with both collaboration and subsidiarity being held in tension as key principles.

This is the solid foundation upon which our Catholic schools have been built. This is the platform from which we move forward to address the challenges of the present contemporary educational context.

Our Context

Our schools operate in a complex and ever-changing environment. There are religious and cultural, socio-economic, educational, environmental, technological, political and legal influences which impact on those in our school communities – students, families, staff and clergy. We engage in visioning and planning knowing that the changing external environment requires us to be both focused on the outcomes we wish for our school and also flexible and responsive to change.

Some elements of the environment have a more direct impact on our schools than others. These will include the following:

Religious and Church Context

- a growing interest in spirituality and meaning
- a declining belief in God
- a more pluralistic understanding of spirituality and religion
- changing parish structures and profiles
- changing clergy profiles and workloads
- lower church attendance rates
- the continuing demand for Catholic schooling and the recognition of schools as a place of church

Educational Context

- a nationalising of education including the development of the Australian Curriculum
- a renewed focus on learning and teaching outcomes and pedagogy
- an emphasis on being data-informed in learning and teaching
- greater requirements from government for educational accountability including testing regimes
- the embedding of technology and knowledge management into all aspects of education
- a focus on professional standards for educators
- the rollout of school based kindergartens on selected school sites and the move of Year 7 from primary to secondary schools from 2015

Cultural Context

- the trend to see education as an economic product, rather than as preparation for the whole of life
- busy and pressured families
- a growing commitment to stewardship of the environment
- increasing social expectations on schools
- changing parental expectations of schools and education
- the impact of communication technologies and the information explosion
- economic polarisation
- globalisation

Political and Legal Context

- a shift from state to federal responsibilities in many areas e.g. health, education, industrial relations, the economy
- greater compliance, accountability and reporting requirements by governments often imposed at short notice
- the review of the role of states and the Australian Government in the funding of all schools
- increasing compliance and legal requirements and associated increases in litigation
- increasing expectations on government to respond to social issues

Our Values

As Catholic educators within the Archdiocese of Brisbane we have a history, tradition and vision which name values that are foundational to school renewal and the way we engage with students, parents, colleagues and the broader community. These values include:

- **Our Catholic Christian tradition** - we are a pilgrim people, journeying together; our story is never fully written, so our plans are never fully realised; we are constantly drawing upon our tradition and being called into new ways of growing and renewing ourselves as church.
- **Dignity and justice for all** - all persons are created equal and human dignity is inviolable. Our educational efforts confirm the belief that everyone is unique, that individual distinctions enrich and enliven our world and that the individual has both rights and responsibilities.
- **Catholic Christian community** - a community in communion that does not exist for itself but is empowered by the Spirit to be at the service of others; an evangelising and joyful presence in the world.
- **Search for truth** - education shall impart in the learner a zest for life, the courage to tackle it, and a desire by students to use and extend what they learn. Critical judgement in different areas of learning is underpinned by a search for truth.
- **Collaboration and subsidiarity** - Catholic educators make use of a 'shared wisdom' in arriving at decisions and attempt to locate decision making at the most appropriate level.
- **Creativity** - we look for creative, flexible and future oriented ways to address the needs of students, the local community, system and government.
- **Stewardship** - education should view individuals as moral beings, accountable for their decisions and responsible for their actions, with an ability to seek what is true and to do what is right.
- **A mutual accountability** - as an educational community we report on the outcomes of our work and the degree to which our goals are realised.



Overview Of Strategic Renewal Framework

Our Approach

The Strategic Renewal Framework details our systematic approach to managing change and planning and implementing action in relation to our Catholic education priorities, strategic intents and local school priorities.

Central in our approach to successful renewal are quality strategic conversations at all levels that build understanding, alignment and commitment to the school mission.

The Strategic Renewal Framework engages the following key elements:

Priorities

The four priorities are:

1. Mission and Religious Education
2. Learning and Teaching
3. Professional Practice and Collaborative Relationships
4. Strategic Resourcing

These four priorities represent the common key areas for renewal for the period 2012-2016.

Strategic Intents

- Strategic Intents are identified under each priority.
- Strategic Intents identify key directions for renewal within the priorities.

Strategic Renewal Plan

- Each school prepares a 3-5 year Strategic Renewal Plan.

Goals

- Goals are the outcomes we want to achieve to progress the mission of the school.

Strategies

- Strategies are used to detail how the goals will be achieved annually.

Individual Performance Management

- Individual performance management denotes a range of processes which assist the individual employee to grow professionally while contributing to the mission of the school.
- Such processes include job specification, selection, induction, professional learning, annual goal setting and review, and appraisals.

Cyclical Review

- Cyclical review is the process schools engage with to review their effectiveness in improving student learning.

Annual Planning and Annual Reporting

- Schools develop an annual plan.
- Schools report annually to their local community and Archdiocesan and external agencies as required.

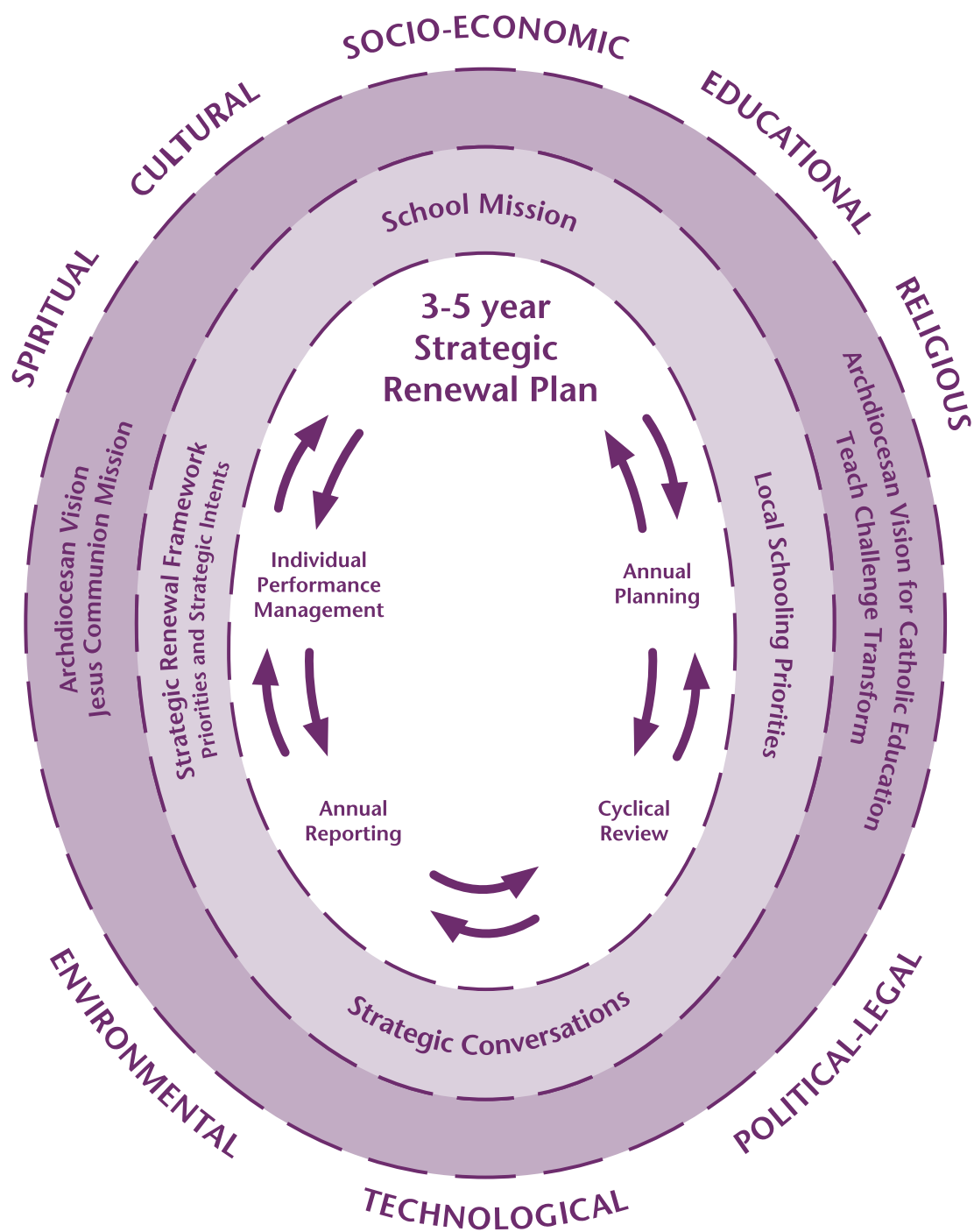
Monitoring and Reporting our Effectiveness in Addressing the Priorities

It is important that schools and the Brisbane Catholic Education Office have transparent ways to measure and report on their effectiveness in addressing the priorities and strategic intents of the Strategic Renewal Framework. The following reporting is noted:

- Annual school reporting which details school achievements in relation to school goals, school performance in relation to Commonwealth and State reporting requirements and school effectiveness through cyclical review reporting.
- Brisbane Catholic Education Office (BCEO) reporting to the Catholic Education Council in relation to BCEO and school effectiveness and degree to which Archdiocesan strategic intents are being addressed within schools.
- Catholic Education Vicariate Reporting, published annually, provides a summary of Catholic schooling achievements in relation to the priorities.
- School and BCEO Cyclical Reporting to the Non-State School Accreditation Board addressing school accreditation requirements.



Diagrammatic Overview Strategic Renewal Framework



Priorities and Strategic Intent

1 2 3 4



Priority 1

Mission and Religious Education

Strategic Intent

- 1.1 Policies, programmes and practices which explicitly articulate the nature and purpose of Catholic schooling, within the broader evangelising mission of the Church.
- 1.2 A religious education curriculum that promotes knowledge, deep understanding and skills about the Catholic and broader Christian tradition.
- 1.3 A cohesive and integrated approach to nurturing and promoting the religious life of the school, the faith formation of students and participation in the worshipping community.
- 1.4 A cohesive and integrated approach for the spiritual formation of staff.
- 1.5 A cohesive and integrated approach for the professional learning of staff in religious education and theology.
- 1.6 A shared understanding of and practical responses to Catholic Social Teaching.



Priority 2

Learning and Teaching

Strategic Intent

- 2.1 Enhanced pedagogical practice that is data-informed and evidence-based.
- 2.2 Implementation of the Australian Curriculum within the context of the BCE Learning Framework as a means of realising equity and excellence.
- 2.3 Improved literacy and numeracy standards.
- 2.4 Learning and teaching environments are adaptive and responsive to the changing structure of schooling e.g. school based kindergarten and year 7 to secondary.
- 2.5 Comprehensive whole-school approaches provide pastoral care, protection of students, student behaviour support and foster social and emotional well-being.
- 2.6 Targeted strategies that ensure the identification, monitoring and improved education outcomes for specific diverse student populations.
- 2.7 Career education and creative curriculum planning that improves student access to pathways and maximises school and post school options.
- 2.8 School leadership teams and classroom teachers have well developed capacities to utilise information, communication and learning technologies to improve learning and teaching.



Priority 3

Professional Practice And Collaborative Relationships

Strategic Intents

- 3.1 Structures, processes and collaboration with clergy and parish bodies to strengthen the shared mission of parish and school.
- 3.2 Partnerships that provide for consultation and engagement with parents as the primary educators of their children in the mission of the Catholic school.
- 3.3 A comprehensive approach to staff well-being and development including professional learning, professional standards, performance management and pastoral care.
- 3.4 Leadership development and succession planning informed by the mission and purpose of Catholic Education.
- 3.5 Development of effective professional learning communities both within schools and across the wider BCEO community.
- 3.6 Productive links are forged with professional bodies and institutions, the broader community and government agencies.
- 3.7 A safe, healthy and productive school environment for students, staff and community.
- 3.8 Consultative and collaborative partnerships are evident among schools and between schools and BCEO.



Priority 4

Strategic Resourcing

Strategic Intent

- 4.1 The strategic renewal plan informed by the principle of stewardship directs the allocation of school resources.
- 4.2 Collaborative processes are in place to develop the budget and to allocate resources.
- 4.3 The formation and professional learning of staff is clearly evident in budget priorities.
- 4.4 Resourcing decisions and priorities support financial accessibility for families.
- 4.5 Information and learning management systems enhance student and staff engagement with learning, teaching and school operations.
- 4.6 Sustainable environmental practices are embedded into the organisational structure and processes of schools.
- 4.7 Contemporary learning approaches inform the planning, design and use of facilities.



Glossary of Terms

Annual Planning details the strategies in a given year that will progress action relevant to goals from the school's strategic renewal plan. Leading, resourcing and monitoring the implementation of the strategies is a key responsibility of annual planning.

Annual Reporting refers to the reporting of school achievements in relation to school goals, school performance in relation to Commonwealth and State reporting requirements and school effectiveness through cyclical review reporting.

The **Archdiocesan Vision** incorporating a focus on Jesus Communion Mission is an expression of the vision and priorities for the local Church in the Archdiocese of Brisbane.

Cyclical Review is the ongoing process by which schools review their effectiveness in delivering improvement to student learning. Internal review of selected components is carried out annually by schools and validated by area supervisors. On a five year cycle schools undertake an external review to enhance their effectiveness in delivering improvement to student learning. Cyclical review informs future school goal setting and the identification of strategies for a school's annual plan.

Ecumenism refers to the movement which seeks to achieve unity of Christians within the Church and ultimately of all humanity throughout the world. All Catholic schools have a commitment to ecumenism. Brisbane Catholic Education owns and administers three schools that have a foundational ecumenical character and are supported in partnership with other Christian Churches.



Goals are the outcomes we want to achieve to progress the mission of the school.

Individual Performance Management is the generic name for the range of processes which assist the individual employee to grow professionally while contributing to the mission of the organisation. These include: job specification, selection, induction, professional learning, annual goal setting and review and appraisal.

Information Communication and Learning Technologies (ICLT) include a range of digital technologies that support the administrative, learning and teaching processes in and across Catholic schools.

Local Schooling Priorities emerge from the history, culture and current needs, both long and short-term, of the local school community. Long-term priorities are reflected in the school's mission statement and strategic renewal plan. Short-term priorities may emerge between the times established for the formal updating of mission statements and strategic renewal plans. They influence the annual revisiting of the school strategic renewal plan and annual planning.

Other Faith Traditions refers to those religious traditions, other than Christian, that adhere to a religious creed or have a commitment to a religious community.

Priorities represent the common, key areas for renewal for the period 2012-2016.

A **School Mission Statement** is an expression of the purpose, identity and values of the school. Each school has its own mission statement as does the Brisbane Catholic Education Office. The process for the development of a mission statement is collaborative. The process aims to engender commitment to the school across staff, local community, students and parishes. A mission statement would usually be implemented for a five to ten year period.

A **School Strategic Renewal Plan** is organised around the four Brisbane Catholic Education priorities and the strategic intent statements and local school priorities, from which schools set goals for a 3-5 year period. Strategies detail how goals will be achieved on an annual basis.

Shared Wisdom is built upon the presence of the Spirit in the very lives of the people involved and therefore in the functioning of the group. The Spirit in order to share with us the very wisdom of God promises to each of us a piece of wisdom. No one has all the wisdom. Everyone has a different piece. Everyone has some wisdom.

Strategic Conversations build personal, professional and organisational capacity across a school community to more effectively understand and pursue the school's mission. Strategic conversations are key to ensuring that school strategic renewal plans take account of Archdiocesan priorities and strategic intents, local school priorities and school strategic data.

Strategic Intents identify key directions for renewal within the priorities.

Strategies detail how goals will be achieved on an annual basis. They point to and specify action to be undertaken in the annual plan.

Validation is a formal process whereby the effectiveness and outcomes of a school's cyclical review processes are monitored and assured. Area supervisors validate internal school review to ensure that in each school the process engages school stakeholders and rates school effectiveness appropriately through use of appropriate evidence tested against cyclical review performance indicators.

The **Vision Statement for Catholic Education** outlines a call to all involved in lifelong Catholic education to teach, challenge and transform the world in the context of the Archdiocesan Vision for the local Church.



Appendix 1

*Extract from Melbourne Declaration on Educational Goals for Young Australians
December 2008*

As a nation Australia values the central role of education in building a democratic, equitable and just society: a society that is prosperous, cohesive and culturally diverse, and that values Australia's Indigenous cultures as a key part of the nation's history, present and future.

The Educational Goals for Young Australians

Improving educational outcomes for all young Australians is central to the nation's social and economic prosperity and will position young people to live fulfilling, productive and responsible lives. Young Australians are therefore placed at the centre of the Melbourne Declaration on Educational Goals.

Achieving these educational goals is the collective responsibility of governments, school sectors and individual schools as well as parents and carers, young Australians families, other education and training providers, business and the broader community.

GOAL 1: Australian Schooling Promotes Equity and Excellence

Australian governments, in collaboration with all school sectors, commit to promoting equity and excellence in Australian schooling. This means that all Australian governments and all school sectors must:

- ~ Provide all students with access to high-quality schooling that is free from discrimination based on gender, language, sexual orientation, pregnancy, culture, ethnicity, religion, health or disability, socioeconomic background or geographic location;
- ~ Ensure that schools build on local cultural knowledge and experience of indigenous students as a foundation for learning, and work in partnership with local communities on all aspects of the schooling process, including to promote high expectations for the learning outcomes of indigenous students;
- ~ Ensure that the learning outcomes of indigenous students improve to match those of other students;
- ~ Ensure that socioeconomic disadvantage ceases to be a significant determinant of educational outcomes;
- ~ Reduce the effect of other sources of disadvantage, such as disability, homelessness, refugee status and remoteness;
- ~ Ensure that schooling contributes to a socially cohesive society that respects and appreciates cultural, social and religious diversity;
- ~ Encourage parents, carers, families, the broader community and young people themselves to hold high expectations for their educational outcomes;
- ~ Promote a culture of excellence in all schools, by supporting them to provide challenging, and stimulating learning experiences and opportunities that enable all students to explore and build on their gifts and talents;
- ~ Promote personalised learning that aims to fulfil the diverse capabilities of each young Australian.

GOAL 2: All Young Australians Become Successful Learners, Confident and Creative Individuals, and Active and Informed Citizens

Australian governments commit to working in collaboration with all school sectors to support all young Australians to become:

Successful Learners:

- ~ Develop their capacity to learn and play an active role in their own learning;
- ~ Have the essential skills in literacy and numeracy and are creative and productive users of technology, especially ICT, as a foundation for success in all learning areas;
- ~ Are able to think deeply and logically, and obtain and evaluate evidence in a disciplined way as the result of studying fundamental disciplines;
- ~ Are creative, innovative and resourceful, and are able to solve problems in ways that draw upon a range of learning areas and disciplines;
- ~ Are able to plan activities independently, collaborate, work in teams and communicate ideas;
- ~ Are able to make sense of their world and think about how things have become the way they are;
- ~ Are on a pathway towards continued success in further education, training or employment, and acquire the skills to make informed learning and employment decisions throughout their lives;
- ~ Are motivated to reach their full potential.

Confident and Creative Individuals:

- ~ Have a sense of self-worth, self-awareness and personal identity that enables them to manage their emotional, mental, spiritual and physical wellbeing;



- ~ Have a sense of optimism about their lives and the future;
- ~ Are enterprising, show initiative and use their creative abilities;
- ~ Develop personal values and attributes such as honesty, resilience, empathy and respect for others;
- ~ Have the knowledge, skills, understanding and values to establish and maintain healthy, satisfying lives;
- ~ Have the confidence and capability to pursue university or post-secondary vocational qualifications leading to rewarding and productive employment;
- ~ Relate well to others and form and maintain healthy relationships;
- ~ Are well prepared for their potential life roles as family, community and workforce members;
- ~ Embrace opportunities, make rational and informed decisions about their own lives and accept responsibility for their own actions.

Active and Informed Citizens:

- ~ Act with moral and ethical integrity;
- ~ Appreciate Australia's social, cultural, linguistic and religious diversity, and have an understanding of Australia's system of government, history and culture;
- ~ Understand and acknowledge the value of indigenous cultures and possess the knowledge, skills and understanding to contribute to, and benefit from, reconciliation between indigenous and non-indigenous Australians;
- ~ Are committed to national values of democracy, equity and justice, and participate in Australia's civic life;
- ~ Are able to relate to and communicate across cultures, especially the cultures and countries of Asia;
- ~ Work for the common good, in particular sustaining and improving natural and social environments;
- ~ Are responsible global and local citizens.

Notes

