



2023 School Improvement Plan

CESA Vision

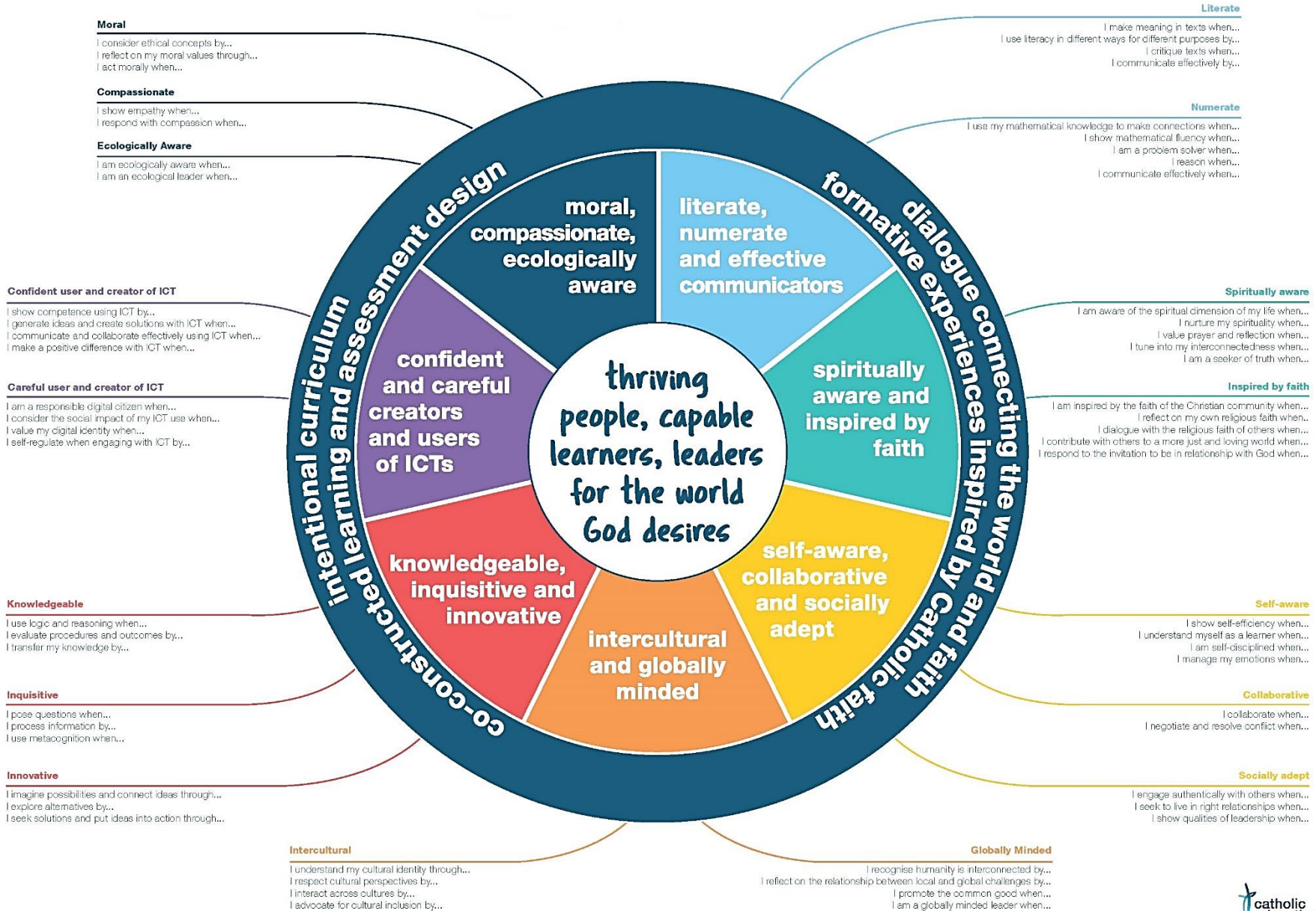
“We create an educational environment which matters to students and their families, and which resonates culturally and deeply for them.

In each learning area, across the whole life of the school, and in partnership with families, each of us discovers in the Spirit, the love of God, which is revealed in Jesus Christ, proclaimed by the Church, presented in the scriptures, celebrated in the sacraments and lived by all people of good will.”

Living Learning Leading Framework



The Key Capabilities Continua



Commitments

Outcomes

Catholic Identity and Mission

Ensuring that the identity and mission of Catholic Education is centred in the person and message of Jesus, experienced within a culture of dialogue and includes quality Religious Education, meaningful and authentic prayer, liturgy and formative experiences.

- Students, staff and leaders are formed so they can participate with faith, hope and love in the mission of God in their context.
- Students have strong religious self-awareness, capability development and understanding of the Catholic Tradition.
- Excellent religious leadership is present in schools, centres and offices so all leaders can discern and strengthen the identity and mission of Catholic Education, in partnership with families and parishes.
- Catholic Education South Australia is known for its authentic and contemporary expression of Catholic Identity and Mission, including a focus on ecological conversion and action.

Students

Fulfilling our promise that children and young people will be nurtured as thriving people, capable learners and leaders for the world God desires.

- Students are using Key Capabilities Continua to routinely reflect on and articulate growth as a person, learner and leader.
- Students have agency in their learning and can cite evidence of growth as a person, learner and leader.
- The dignity and rights of children and young people are maintained in all matters pertaining to safeguarding.

Diversity, Equity and Inclusion

Increasing the accessibility of, and experiences of diversity, equity and inclusion in our schools and centres inspired by Catholic teaching and tradition.

- Schools, centres and offices work collaboratively to be welcoming and responsive to the individual needs of children and young people through recognising their abilities and overcoming barriers to their education.
- School enrolment profiles demonstrate equity and accessibility reflective of their communities.

Learning and Teaching

Pursuing excellence in learning, teaching and student outcomes across all Catholic schools and centres in South Australia.

- Schools and centres demonstrate high quality curriculum, pedagogy, assessment and reporting practices.
- Students experience and engage in learning that is responsive to their individual needs.
- Students achieve excellent learning outcomes.

People, Leadership and Culture

Enhancing a culture of professional growth in Catholic schools, centres and offices that attracts, sustains and values people, their leadership and workforce excellence.

- Employees excel with respect to relevant industry standards.
- High employee engagement, agency, satisfaction and effectiveness is established across all workplaces in Catholic Education South Australia.
- Workforce sustainability is optimised and fulfils system human resource requirements.
- All workplace cultures enable people to thrive.

Financial Stewardship and Improvement

Investing effectively in infrastructure, resourcing and capital development, and facilitating a system wide plan aimed at improving student outcomes and system growth.

- System growth per annum is in excess of population growth, and consistent with our mission and purpose.
- Sustainable, high quality infrastructure and facilities are ensured for all students, schools and centres.
- Financial stability and viability are ensured across all schools, centres and the system.

Participation in Mission and Purpose

Ensuring that Catholic schools, centres, and offices in South Australia are committed to educational excellence, enlivened faith formation, accessibility and growth.

- Schools, centres and offices understand and work within a corporate governance framework that is consistent with Canon Law, relevant legislation and system obligations to fulfil our mission and purpose.
- Our system demonstrates high quality practices relative to stakeholder engagement, political liaison and advocacy, strategic project delivery and all professional services.

Live Learn Lead Framework and Key Capabilities Continua Links

Spiritually aware and inspired by faith
Moral, compassionate and ecologically aware

CESA commitment:

Ensuring that the identity and mission of Catholic Education is centred in the person and message of Jesus, experienced within a culture of dialogue and includes quality RE, meaningful and authentic prayer, liturgy and formative experiences.

Live Learn Lead Standard	PLAN Performance standards	ACT Strategies Actions / Goals	Resources / Responsibilities	Timeline	REVIEW Success indicators / Evidence guide Balanced Score Card
Catholic Identity	Catholic school identity is experienced within a culture of dialogue in an inclusive school community. The school's Vision and Mission articulates its role in the identity development of young people and is foundationally based on high quality teaching and learning in religious education which includes the Gospel of Jesus, the faith and mission of the Catholic Church and a Christian understanding of the human person. All students and staff experience Catholic faith, liturgy, culture and Tradition in ways that are contemporary, authentic and meaningful. The school recognises its responsibilities and accountability to the wider community.	<p>Deepen and develop teachers understanding of why we pray and class prayer strategies</p> <ul style="list-style-type: none"> • Increase awareness of styles and ways to raise engagement in children • Ensure each class has a prayer focus space and a cross in their room • Each class will be given a prayer kit – Colours linking to Liturgical calendar, cross and image/figurine of Mary. Staff to create space with children 	APRIM/Principal	Term 1	<p>Prayer will be occurring in classrooms daily</p> <p>Class prayer spaces will be vibrant and engaging</p>

Live Lean Lead Standard	PLAN Performance standards	ACT Strategies Actions / Goals	Resources / Responsibilities	Timeline	REVIEW Success indicators / Evidence guide Balanced Score Card
Developing / Meeting / Excelling	Promote the words of Catherine McAuley “Do ordinary things extraordinarily well” <ul style="list-style-type: none"> • Begin our year with immersion and explanation. • Making linkage with our ‘Good Beginnings’ program 	Principal, APRIM, all staff	Throughout the year	Staff and students will be familiar with the words of Catherine McAuley (who did the work of Jesus) and live it in their everyday life. Staff and students are familiar of the Catherine McAuley Story and her work – making connections to today and how we behave.	
	The implementation of the new Crossways curriculum <ul style="list-style-type: none"> • Teachers will plan RE lessons with the new Crossways curriculum • Teachers will work with the APRIM on RE curriculum design 	APRIM	Ongoing through the year	Improved RELAT results. Students achieving a minimum of 75% correct answers 40% of students achieving grades in the A band	
	Staff formation <ul style="list-style-type: none"> • Staff engagement in Graduate Certificate and faith formation PD • Staff retreat 	APRIM Principal CESA RE Team	Ongoing through the year	Leaders, staff and students regularly engage in spiritual and Religious Formation Staff Retreat to be grounded in Mercy Tradition and the work of Jesus	

Live Lean Lead Standard	PLAN Performance standards	ACT Strategies Actions / Goals	Resources / Responsibilities	Timeline	REVIEW Success indicators / Evidence guide Balanced Score Card
		School and Parish Partnership <ul style="list-style-type: none"> Someone from the school to pop over to the Parish Office at least once a fortnight Share school newsletter with the parish Invite parish to school events Membership on Parish Council 	Principal APRIM School community	Ongoing through the year	Principal and APRIM to have membership on PPC
		Review of school's 'Respectful Relationship' Policy <ul style="list-style-type: none"> Development of shared vision and understanding Grounded in Catholic Identity and Restorative Practices – 2-day training with Michael Lincoln Restorative Practices conversation every second staff meeting 	Principal APRIM All staff CESA – Michael Lincoln School Board	End of Term 2	Staff to attend Professional Learning Staff to begin using Restorative conversations Greater involvement of the classroom teacher with behaviour Ongoing work with Michael Lincoln Completed 'Respectful Relationships' Policy

Live Learn Lead Framework and Key Capabilities Continua Links

Literate and Numerate

Knowledgeable, inquisitive and innovate

Confident and careful creators of ICTs

CESA commitment:

Fulfilling our promise that children and young people will be nurtured as thriving people, capable learners, leaders for the world God desires.

Pursuing excellence in learning, teaching and student outcomes across all Catholic schools and centres in SA.

Increasing the accessibility of, and experiences of diversity, equity and inclusion in our schools and centres inspired by Catholic teaching and tradition.

Live Lean Lead Standard	PLAN Performance standards	ACT Strategies Actions / Goals	Resources / Responsibilities	Timeline	REVIEW Success indicators / Evidence guide Balanced Score Card
Curriculum & co-constructed learning assessment design	The school's curriculum and assessment design reflect its Vision and Mission. The school creates an environment where productive collaboration and interaction occurs between teachers and students within a culture of dialogue and high expectations. Teachers demonstrate high levels of knowledge of contemporary curriculum and assessment theory, practices and processes. The learning environment reflects the learning preferences, interests, needs and cultural perspective of all students. Research-based teaching and assessment practices are evident across the school.	Review of current Vision and Mission Document <ul style="list-style-type: none"> Is it current Does it reflect our current practices? What needs to be changed 	Principal APRIM Staff Students School Board	End of 2023	A common understanding created across the school which informs the why and how we operate as a school
		Key Capabilities are explicitly embedded across the curriculum <ul style="list-style-type: none"> Linkage between key capabilities and student agency Plan for opportunities for students to engage in key capabilities as part of their learning Staff planning for the needs of all and individual learners Linkage with the 'Good Beginnings' Program 	Principal Leaders of Learning All staff	Check point at end of each term	Consistent planning documentation No grades in the D/E band 25% of students achieving in the A band Parent attendance to be 85% at the Term 3 Three Way Conversations

Live Lean Lead Standard	PLAN Performance standards	ACT Strategies Actions / Goals	Resources / Responsibilities	Timeline	REVIEW Success indicators / Evidence guide Balanced Score Card
Developing / Meeting / Excelling	Whole school approach to Literacy <ul style="list-style-type: none"> • Solidifying our work in the InitialLit program in the Early Years • Lessons 1-3 for R-Year 2 to be reserved for Literacy • Solidifying our work in Promoting Literacy Develop in Year 3-6 • Ensure new staff are trained in the relevant program • Intervention for students in Year 1-6 (Mini and MaqLit) 	Principal Leaders of Learning All staff Release time	Ongoing	Improved PAT and NAPLAN data over time Through InitialLit Screening, measure student growth and achievement Reduction of students needing Literacy Intervention 75% of students in each year level are 'Strong' in NAPLAN. No more than 25% in 'Developing' and 0% at 'Needs additional Support'	
	Teacher engagement with the AITSL Teacher Standards <ul style="list-style-type: none"> • Teachers receive professional learning from CESA on the standards. • Staff engage with the Online assessment tool. • Staff are to identify goals to work on through the years • Some staff might work towards HALT • AISTL standards and goals to be discussed each term with the principal 	Principal APRIM All teachers CESA - Adrian Dilger (if needed)	Ongoing	Teacher staff will have goals set from there Self-Assessment Tool At the end of the year, staff will have data on the goal that was set and what was achieved. Goal setting end of Term 1 Observation Early Term 2 Observation Term 3 Annual Conversation Term 4	

Live Lean Lead Standard	PLAN Performance standards	ACT Strategies Actions / Goals	Resources / Responsibilities	Timeline	REVIEW Success indicators / Evidence guide Balanced Score Card
		Investigation of Numeracy <ul style="list-style-type: none"> • 2 staff to partake in the “Rich Mathematical Approaches through Collaborative Inquiry • Staff members to share back with all staff but especially the Year 3-6 teachers and take leadership working with the Principal on this – 6 Sessions (Feb-Nov 23) 	Principal Leigh Turbill Lia Cummings	Ongoing 2023	Staff attendance Staff leading Professional Learning Increase in PAT M results The use of pre and post surveys
		Clarity Implementation <ul style="list-style-type: none"> • Leadership Team to continue with the Clarity Learning Suite Modules • Leadership Team to unpack the 1st and 14th Parameter as a starting point • Conversation/Learning regarding Learning Intentions and Success Criteria • Creation of Data Collection and Data Wall • Marissa to attend ‘Data Walls for your Context 13 Feb 23 • Jarrod carter to run staff Professional Learning on Data using PAT testing 10 May 23 • All teaching staff to be attend CNWC meetings to focus on Clarity 	All staff	Ongoing 2023	Staff beliefs and understanding of assessment and that all staff believe that every child can achieve Every teacher will be using Learning Intentions and Success Criteria The school will have a data wall and will be the base for data driven conversations

**Live
Lean
Lead
Standard**

PLAN
Performance standards

ACT
Strategies
Actions / Goals

**Resources /
Responsibilities**

Timeline

REVIEW
Success indicators / Evidence guide
Balanced Score Card

Partners in Practice – Motivate Kids

- Jordan (MK) to visit every 2-3 weeks.
- Provide teachers with feedback on learning environments.
- Support staff with the whole school approach to 'Zones of Regulation'.
- Support staff with interoception activities both proactive and reactive
- Support the school in understanding behaviour, disability, and social & emotional learning

All staff

Ongoing

All teachers will have taught and be using the 'Zones of Regulation' in their classroom

The Zones to be used as part of while school language

Staff having plans in place for children to regulation their way into preferred zones

Introduction of a Wellbeing leader in the school

Adjustments made to the classroom where possible based on research and recommendations

Live Learn Lead Framework and Key Capabilities Continua Links

Self-aware, collaborative and socially adept

Intercultural and globally minded

Confident and careful creators of ICTs

CESA commitment:

Fulfilling our promise that children and young people will be nurtured as thriving people, capable learners, leaders for the world God desires.

Pursuing excellence in learning, teaching and student outcomes across all Catholic schools and centres in SA.

Increasing the accessibility of, and experiences of diversity, equity and inclusion in our schools and centres inspired by Catholic teaching and tradition.

Live Lean Lead Standard	PLAN Performance standards	ACT Strategies Actions / Goals	Resources / Responsibilities	Timeline	REVIEW Success indicators / Evidence guide Balanced Score Card
Student agency, identity, learning and leadership	The school creates a learning environment where student voice, agency and leadership enable students to reflect and understand their identity development. Students are able to influence change and collaborate to make decisions about their learning and how it is to be assessed. Students develop the skills and confidence to become highly effective, independent learners. The school has established a strong culture of high expectations among students which promotes inquiry and innovation and contributes to student self-efficacy, empowerment and sense of school pride.	School Improvement <ul style="list-style-type: none"> • Student voice whilst undergoing school improvement • Feedback from students regarding the introduction of an additional 2 Specialist Areas • Visual Art • Science/STEM • Establishment of a clear SRC structure 	Principal APRIM School captains SRC All staff	Ongoing	Regular meetings and agenda for SRC meetings

Live Lean Lead Standard	PLAN Performance standards	ACT Strategies Actions / Goals	Resources / Responsibilities	Timeline	REVIEW Success indicators / Evidence guide Balanced Score Card
Developing / Meeting / Excelling	<p>Students contribute to task design, assessment modes and feedback to parents/carers</p> <ul style="list-style-type: none"> • Staff and students to discuss 'Learning Intentions and Success Criteria' as a class and discuss how this can be achieved • Students to be involved in 3-way conversations, which they will lead, in the Term 3 Parent Teacher Interviews. 	Principal All staff Students Families	Ongoing	<p>Students are able to articulate their learning through walk throughs addressing</p> <ol style="list-style-type: none"> 1. What are you learning? Why? 2. How are you doing? 3. How do you know? 4. How can you improve? 5. Where do you go for help? <p>No grades in the D/E band 25% of students achieving in the A band</p> <p>Through the Pulse Check, reflected in the Balance Score Card students should have a strong sense of connection, belonging and involvement in their learning</p>	

Live Learn Lead Framework and Key Capabilities Continua Links

Self-aware, collaborative and socially adept

Intercultural and globally minded

Moral, compassionate, ecologically aware

Spiritually aware and inspired by faith

CESA commitment:

Ensuring that the identity and mission of Catholic Education is centred in the person and message of Jesus, experienced within a culture of dialogue and includes quality RE, meaningful and authentic prayer, liturgy and formative experiences

Increasing the accessibility of, and experiences of diversity, equity and inclusion in our schools and centres inspired by Catholic teaching and tradition.

Ensuring that Catholic schools, centres and offices in SA are committed to educational excellence, enlivened faith formation, accessibility and growth.

Live Lean Lead Standard	PLAN Performance standards	ACT Strategies Actions / Goals	Resources / Responsibilities	Timeline	REVIEW Success indicators / Evidence guide Balanced Score Card
Community engagement	<p>Strong leadership of the school promotes a vision for learning that recognises the primary role of parents and families in the identity development and education of their children. The school creates a culture of welcome and inclusion that recognises difference and diversity and establishes ongoing strategic relationships with the parish, government and non-government agencies, community groups, businesses and other educational providers to enhance learning opportunities, outcomes and pathways for all students. Parents and families are active contributors to school decision making and planning processes.</p>	<p>The school creates a culture of welcome and inclusion that recognises difference and diversity</p> <ul style="list-style-type: none"> • Look at family membership on P&F and School Board • Using Harmony as a stimulus to encourage and celebrate our different cultures. 	All staff	Term 1 / ongoing	<p>The P&F and School Board will have cultural diversity and all voices will be welcomed</p> <p>Cultural activities will be a part of our Harmony Week Celebration – ‘Everyone Matters’</p>

Live Lean Lead Standard	PLAN Performance standards	ACT Strategies Actions / Goals	Resources / Responsibilities	Timeline	REVIEW Success indicators / Evidence guide Balanced Score Card
Developing / Meeting / Excelling	Introduction of a new Parent Space <ul style="list-style-type: none"> Space to be central, welcoming and accessible Fortnightly Morning Tea and have community invited 	Principal APRIM School Board P & F School families	Ongoing through 2023	There will be a new Parent Room. It will be used at least fortnightly. Feedback from families	
	Staff connecting with the CNWC <ul style="list-style-type: none"> Staff to attend the Week 6 network meetings To display leadership where possible Develop a network outside of Week 6 meetings 	All staff	Ongoing	Staff to attend scheduled meetings to develop a network outside of school setting and scheduled meeting	
	Making people aware that there is a Catholic School in Albert Park and what we have to offer. <ul style="list-style-type: none"> Relationship development in ELC in and around the Albert Park community Advertising through Social Media through the use of video productions showing growth, facilities and positivity each term Maintain and keep updated online presence – School Website and Facebook Through the use of employing a Visual Art teacher, the school to be involved in SALA 	Principal APRIM PA to the Principal Finance Officer		Partner projects between the school and ELC Increase in Principal tours and enrolment New families like the schools Facebook page Website maintained and up to date Visuals in the community	

Live Learn Lead Framework and Key Capabilities Continua Links

Self-aware, collaborative and socially adept

Intercultural and globally minded

Moral, compassionate, ecologically aware

Spiritually aware and inspired by faith

CESA commitment:

Enhancing a culture of professional growth in Catholic schools, centres & offices that attracts sustains & values people, their leadership and workforce excellence

Investing effectively in infrastructure, resourcing & capital development, & facilitating a system wide plan aimed at improving student outcomes & system growth.

Increasing the accessibility of, and experiences of diversity, equity and inclusion in our schools and centres inspired by Catholic teaching and tradition.

Ensuring that Catholic schools, centres and offices in SA are committed to educational excellence, enlivened faith formation, accessibility and growth

Live Lean Lead Standard	PLAN Performance standards	ACT Strategies Actions / Goals	Resources / Responsibilities	Timeline	REVIEW Success indicators / Evidence guide Balanced Score Card
Optimal resource allocation, infrastructure provision & capital development capacity	<p>The school has a governance structure which ensures that it can execute its responsibilities effectively. The school's operational policies, practices and programs align with its vision, mission and goals. Structures and processes enable the school to respond to the current and future needs of all learners, to comply with system and government requirements, and to operate in a just, sustainable and ethical manner. The school manages its finances effectively to benefit the school community and allocates its resources in a targeted manner to maximise the learning and the wellbeing of its students.</p>	<p>Finalise Schools Master Plan and commence prioritising projects</p> <ul style="list-style-type: none"> • Work with School Board • Final meeting with GGA • Use SRC to discuss priorities 	<p>Principal Staff Finance Officer CESA – Nik Z School Board SRC</p>	2023	<p>School will have a completed Master Plan and an implementation schedule for 2023.</p>
	<p>Developing / Meeting / Excelling</p>	<p>Demonstrate effective stewardship of finances, resources and facilities focussed on meeting identified needs and future demands</p> <ul style="list-style-type: none"> • Plan for further development of resources and infrastructure to support the future needs of the school. • Increase student enrolment numbers 	<p>Principal Finance Officer School Board</p>	2023	<p>Optimal Staffing ratio</p> <p>10% Revenue allocated to Capital Development</p> <p>Approved 5-year plan</p> <p>Completed refurbishment and Nature Play area</p>

Towards 2027: Expanding Horizons and Deepening Practices | Strategy for Catholic Education








Mission

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

Vision

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

South Australian Commission for Catholic Schools | 2022-2026 Corporate Plan

STRATEGIC PILLAR/ COMMITMENT	CATHOLIC IDENTITY and MISSION	STUDENTS	DIVERSITY, EQUITY and INCLUSION	LEARNING and TEACHING	PEOPLE, LEADERSHIP and CULTURE	FINANCIAL STEWARDSHIP and IMPROVEMENT	PARTICIPATION in MISSION and PURPOSE
GOAL/ COMMITMENT STATEMENT	 <p>1. Ensuring that the identity and mission of Catholic education is centred in the person and message of Jesus, experienced within a culture of dialogue and includes quality Religious Education, meaningful and authentic prayer, liturgy and formative experiences</p>	 <p>2. Fulfilling our promise that children and young people will be nurtured as thriving people, capable learners and leaders for the world God desires</p>	 <p>3. Increasing the accessibility of, and experiences of diversity, equity and inclusion in our schools and centres inspired by Catholic teaching and tradition</p>	 <p>4. Pursuing excellence in learning, teaching and student outcomes across all Catholic schools and centres in South Australia</p>	 <p>5. Enhancing a culture of professional growth in Catholic schools, centres and offices that attracts, sustains and values people, their leadership and workforce excellence</p>	 <p>6. Investing effectively in infrastructure, resourcing and capital development, and facilitating a system wide plan aimed at improving student outcomes and system growth</p>	 <p>7. Ensuring that Catholic schools, centres, and offices in South Australia are committed to educational excellence, enlivened faith formation, accessibility and growth</p>
OUTCOME	<p>1.1 Students, staff and leaders are formed so they can participate with faith, hope and love in the mission of God in their context</p> <p>1.2 Students have strong religious self-awareness, capability development and understanding of the Catholic Tradition</p> <p>1.3 Excellent religious leadership is present in schools, centres and offices so all leaders can discern and strengthen the identity and mission of Catholic education in partnership with families and parishes</p> <p>1.4 Catholic Education South Australia is known for its authentic and contemporary expression of Catholic Identity and Mission, including a focus on ecological conversion and action</p>	<p>2.1 Students are using Key Capabilities Continua to routinely reflect on and articulate growth as a person, learner and leader</p> <p>2.2 Students have agency in their learning and can cite evidence of growth as a person, learner and leader</p> <p>2.3 The dignity and rights of children and young people are maintained in all matters pertaining to safeguarding</p>	<p>3.1 Schools, centres and offices work collaboratively to be welcoming and responsive to the individual needs of children and young people through recognising their abilities and overcoming barriers to their education</p> <p>3.2 School enrolment profiles demonstrate equity and accessibility reflective of their communities</p>	<p>4.1 Schools and centres demonstrate high quality curriculum, pedagogy, assessment and reporting practices</p> <p>4.2 Students experience and engage in learning that is responsive to their individual needs</p> <p>4.3 Students achieve excellent learning outcomes</p>	<p>5.1 Employees excel with respect to relevant industry standards</p> <p>5.2 High employee engagement, agency, satisfaction and effectiveness is established across all workplaces in Catholic Education South Australia</p> <p>5.3 Workforce sustainability is optimised and fulfils system human resource requirements</p> <p>5.4 All workplace cultures enable people to thrive</p>	<p>6.1 System growth per annum is in excess of population growth, and consistent with our mission and purpose</p> <p>6.2 Sustainable, high quality infrastructure and facilities are ensured for all students, schools and centres</p> <p>6.3 Financial stability and viability are ensured across all schools, centres and the system</p>	<p>7.1 Schools, centres and offices understand, and work within a corporate governance framework that is consistent with Canon Law, relevant legislation and system obligations to fulfil our mission and purpose</p> <p>7.2 Our system demonstrates high quality practices relative to stakeholder engagement, political liaison and advocacy, strategic project delivery and all professional services</p>

Towards 2027: Expanding Horizons and Deepening Practices | Strategy for Catholic Education

Mission

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

Vision

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

South Australian Commission for Catholic Schools | 2022-2026 Corporate Plan

STRATEGIC PILLAR/ COMMITMENT	CATHOLIC IDENTITY and MISSION	STUDENTS	DIVERSITY, EQUITY and INCLUSION	LEARNING and TEACHING	PEOPLE, LEADERSHIP and CULTURE	FINANCIAL STEWARDSHIP and IMPROVEMENT	PARTICIPATION in MISSION and PURPOSE
STRATEGY	<p>1.1.1 Targeted religious and spiritual formation programs and opportunities for students, families, staff and leaders</p> <p>1.1.2 Targeted professional learning for staff and leaders in Catholic Identity and Mission</p> <p>1.2.1 Full implementation of the <i>Crossways Religious Education Curriculum</i> and <i>Made in the Image of God</i> human sexuality curriculum program across all schools</p> <p>1.3.1 Focused leadership development for APRIMs in all the elements of the quality improvement cycle and in particular those supporting Catholic Identity in the <i>Living Learning Leading Standard</i> and the <i>Leadership Standard</i></p> <p>1.3.2 Strong partnerships exist between schools and parishes</p> <p>1.4.1 Across Catholic Education South Australia all curriculum, policies, procedures and communication show evidence of Catholic Identity that is authentic and relevant to the community</p>	<p>2.1.1 Schools, centres and offices support each student to demonstrate reflection, self-assessment and the ability to revise goals and develop insights using the Key Capabilities</p> <p>2.2.1 Schools, centres and offices support each student to demonstrate agency and active involvement in the learning and decision-making process</p> <p>2.3.1 Full system compliance with all relevant child protection and safeguarding standards</p>	<p>3.1.1 Implement the <i>Student with Disabilities Review</i> recommendations with respect to providing high quality places, spaces, and approaches</p> <p>3.2.1 Build 'systemness' across CESA to define and enhance student equity and accessibility within school communities</p>	<p>4.1.1 Targeted professional learning to build educators' curriculum knowledge and understanding and their capacity to differentiate learning</p> <p>4.2.1 Support instructional leadership within schools and regions to use educational data to improve student outcomes and build collective efficacy</p> <p>4.3.1 School Performance Leaders (SPLs) work with school-based Quality Performance Teams (QPTs) to meet school and system targets for learning and wellbeing</p>	<p>5.1.1 Staff professional development, appraisals and reviews are commensurate with relevant Position Information Descriptions and industry standards</p> <p>5.1.2 Principals, Deputy Principals and Assistant Principals Religious Identity and Mission exercise shared and effective religious leadership that enhances the Catholic identity and mission of the school, through the application of the CESA leadership standards and religious leadership policy</p> <p>5.2.1 Employee satisfaction and engagement levels are gauged and monitored to inform improvement</p> <p>5.3.1 Implementation of the CESA Workforce Development Cycle to leverage the Workforce Development Plan</p> <p>5.3.2 Workforce is optimised within all evolving organisational structures and projects across CESA</p> <p>5.4.1 Cultures of accountability and collaborative partnerships progress system-wide educational excellence</p> <p>5.4.2 System safeguarding, worker health and safety, equity, inclusion and diversity are targeted for action to enhance community wellbeing</p>	<p>6.1.1 Increase Catholic Education South Australia's presence and pathways to deliver on vision and mission</p> <p>6.1.2 All Catholic schools are accessible and affordable</p> <p>6.1.3 Maximise the number of co-located Catholic preschools and early learning centres on Diocesan school sites</p> <p>6.2.1 Develop a plan for every Catholic school's future infrastructure requirement</p> <p>6.3.1 The Catholic Education Offices will direct the efficient and effective management of resources and funding to ensure the financial health of schools and the system</p>	<p>7.1.1 Adoption of management best practice governance principles in accordance with <i>International Organization for Standardisation</i> requirements for Catholic Education Offices</p> <p>7.2.1 Full implementation of the Marketing and Communications Plan, the Political Strategy, the Project Management Office Framework and the delivery of high quality commercial advice</p> <p>7.2.2 The 5-year ICT roadmap is enabled and maintained through the ICT Strategic Program of Work</p>

Balanced Score Card

Identity	CESA Target	Rating	Evidence	Annual Target	Actions
Catholic identity					
Student self-assessment of identity*					
Students routinely reflect on learning / growth					
School ReLAT mean*					
Grades in RE in A band*					
Leaders, staff and students engage in spiritual and religious formation					

Learning and Wellbeing	CESA Target	Rating	Evidence	Annual Target	Actions
Curriculum and co-constructed learning and assessment design					
Student agency, identity, learning and leadership					
Student self-assessment of learning*					
Student self-assessment of relationships*					
Early Years students are developmentally on track					
Grades in A band*					
Grades in D and E band*					
Students achieve above NMS in NAPLAN*					
NAPLAN Top 2 Bands % exceeds National % in all domains*					
Students achieve SACE (from Year 10)*					

Resourcing	CESA Target	Rating	Evidence	Annual Target	Actions
School Infrastructure rating					
Optimal staffing ratio*					
Annual revenue committed to capital development					
P&L Summary*					
Net Operating Cashflow*					
Total Cash Surplus*					
Cash balance vs Required Reserve*					
Debt Servicing Ratio*					
Enrolments 5 Year Trend*					
Student Retention*					
Early Departure*					

Community	CESA Target	Rating	Evidence	Annual Target	Actions
Community engagement					
Student self-assessment of belonging*					
Safe and Respectful Environment					
School enrolment profile reflects diversity, equity and accessibility*					
> ICSEA lowest quartile*					
> NCCD*					
> EALD*					
> ATSI*					
> Cultural Diversity*					

End of document.