

Strategic Renewal Framework 2007-2011

for Catholic Schooling
Archdiocese of Brisbane





Table of Contents

From the Archbishop	5
From the Executive Director	6
The Archdiocesan Context	8
The Archdiocesan Vision - <i>Jesus Communion Mission</i>	8
The Priorities of Our Archdiocese	9
Vision Statement for Catholic Education - <i>Teach Challenge Transform</i>	10
Catholic Schooling in the Archdiocese of Brisbane	11
Our Community of Schools	11
Our Catholic School History	11
The Contemporary Educational Context	12
Our Values	14
The Defining Features of Catholic Schools in the Archdiocese of Brisbane	15
Our Catholic Schooling Priorities	16
Strategic Renewal Framework - Our Approach	16
Overview of the Strategic Renewal Framework	18
Priority 1: The Religious and Evangelising Mission of Schools	19
Priority 2: Student Learning Outcomes	20
Priority 3: Student Support	21
Priority 4: Staff Support	22
Priority 5: Partnerships and Relationships	23
Priority 6: Information, Communication and Learning Technologies	24
Priority 7: Resourcing Catholic Schooling	25
Priority 8: Renewal and Quality Assurance	26
Glossary of Terms	27
Monitoring and Reporting Progress within the Priorities	29
Appendices	30



From the Archbishop

Those of us in southeast Queensland live in exciting times. We belong to the fastest growing and most rapidly changing area of Australia. This presents us with both opportunities and challenges as we promote the Archdiocesan Vision of *Jesus Communion Mission*.

Catholic schools in the Archdiocese have been a vital element of the Church's mission since 1845. They are founded on a partnership of students, parents, staff, pastors and parishioners at a local level, while participating in the broader vision and mission of the church at the Archdiocesan level. School communities work together as a diocesan community – united in their belief in Jesus Christ and His values, and supporting each other in many different and important ways.

This *Strategic Renewal Framework for Catholic Schooling 2007-2011* is the outcome of a year-long collaborative process with all the stakeholders of our Catholic schools. It includes the vision, priorities, intentions and expectations of all our parish and Archdiocesan schools. The renewal model also provides a process for school development while at the same time seeking accountability to the local school community, to the Archdiocese and to governments.

I thank all staff, pastors, parishioners and parents who are so generously committed to the ministry of Catholic education in many and various ways. It is both a challenge and a privilege to be involved in this important work for the common good of our young people, for the support of the Church's mission of transformation, and for the promotion of God's reign.

I commend this *Strategic Renewal Framework for Catholic Schooling 2007-2011* to all involved in the schools of the Archdiocese. May it assist all those involved in striving to *Teach Challenge Transform*.

Yours in Christ



Most Rev J 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, 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 on a periodic basis.

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 continuously focus on our vision of what should be, to inform and guide our choices about how to proceed from where we are.

Our community of schools continues to grow rapidly reflecting southeast Queensland, the fastest growing region in Australia. We engage with the Archdiocesan Vision of *Jesus Communion Mission* and the Synodal priorities within a changing parish scene. Governments have continued with significant structural and policy reforms in schooling. These include increased educational accountability and reporting requirements from both Commonwealth and State Governments. At a state level the commencement of the preparatory year, middle schooling initiatives, senior schooling reforms, and a review of the Queensland curriculum assessment and reporting frameworks will all have an impact on our schools in the coming years.

The *Strategic Renewal Framework for Catholic Schooling 2007-2011* details collaboratively developed Archdiocesan educational priorities, intentions and expectations that provide direction to the renewal process at the local school level. It also informs Brisbane Catholic Education Centre planning and supporting processes.

Schools will use the *Strategic Renewal Framework* to inform school strategic renewal plans, goal setting and strategy implementation and annual review 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 2007-2011. It does, however, outline a longer term strategic intent for Catholic schooling in which schools can effectively plan for, and manage, renewal.

Please be assured of my prayerful support for the schools of the Archdiocese as they 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 2007-2011

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*

We are Catholics who:

- 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.





The Priorities of Our Archdiocese

There are nine priorities of the Archdiocese. Each of the priorities is an entry point into the dynamic reality of the *Jesus Communion Mission* vision. The priorities are:

- That Catholics embrace the person and vision of Jesus Christ.
- That parish liturgy be more vibrant, meaningful and inclusive.
- That parishes be welcoming, inclusive communities to which people are drawn and have a strong sense of belonging.
- That Catholics recognise and value the impact of their everyday Christian living on building a better world.
- That young people be helped by a set of faith development opportunities to integrate their faith with everyday experience.
- That parish pastoral leadership be promoted, supported and resourced at all levels.
- That the person and message of Jesus and the works of the Church be effectively communicated in wider society.
- That parishes accept, value and use the initiative of small groups to nurture and support people on their faith journey.
- That a deep awareness of, and commitment to, social justice and social welfare be characteristic of Catholics throughout the Archdiocese.

In July 2004, Archbishop John Bathersby released the document *Let Your Light Shine*. This provides a common reference point for both planning and pastoral initiatives and for evaluating progress in implementing the vision and priorities of the Archdiocese amongst the various communities and organisations that make up the local Church.

In December 2004, the new *Vision Statement for Catholic Education in the Archdiocese of Brisbane* was endorsed by Archbishop John Bathersby.

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 Centre, 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 nearly 72,000 students in over 151 schools by 2006. Nineteen of these schools are owned and conducted by religious institutes with the remainder 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 8,000 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.

The Contemporary Educational Context

Our students are educated to be citizens of a global community. There are significant inter-related issues at cultural, socio-economic, environmental, technological and political levels. A Catholic education seeks to explore these issues in the light of scripture, the teaching of the Church and lived experience. We have an overarching goal for learning: “empowering all learners of all ages to shape and enrich our changing world, by living the Gospel of Jesus Christ”. (*Brisbane Catholic Education Learning Framework, 2002*). In this way our students will embrace their mission to contribute to the common good and the transformation of the world.

Both the Australian and the Queensland Governments have significant roles in the conduct of schooling. These include establishing the *National Goals for Schooling in the 21st Century*, setting major curriculum directions, providing recurrent and capital funding and requiring both educational and financial accountabilities. The challenge for our schools is to chart, in partnership with governments, an authentically Catholic direction committed to evangelisation and high quality learning and teaching. In this we are assisted by the National Catholic Education Commission and the Queensland Catholic Education Commission which have delegated responsibilities to negotiate with governments on our behalf.





Our Archdiocesan Catholic community of parishes, diocesan agencies and lay organisations is challenged to evangelise at a time of changing social values, norms and practices. These include the changing shape of family, the convergence of media and technology and its associated culture, individualism, consumerism and substance abuse.

Archbishop Bathersby has invited all in the Archdiocese to embrace the vision of *Jesus Commission Mission* and the nine priorities emerging from the 2003 Synod. This focus on evangelisation coincides with a time of changing models of ministry and parish life.

The educational context provides opportunities and challenges with which school communities must engage in a positive and hopeful manner. This includes engaging with contextual factors which may be perceived as negative. School renewal provides a process for engaging the contemporary educational context through school-level review and reflection, strategic planning, action and reporting.

School renewal is an intentional capacity building activity that addresses the purposes and processes for Catholic schooling and which fosters and manages positive change and growth for students, staff and our local school communities. The processes of school renewal as identified in the school renewal cycle occur within the broader context of change within society, church and local community. Our schools, individually and collectively, seek to influence the broader context, holding fast to core values and moving forward in hope.

Our Values

As Catholic educators we hold fundamental values that are foundations to our work with students, parents and colleagues, and therefore we value:

- **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 should 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.
- **High quality learning** - 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 should be developed by testing expression and performance against identifiable standards.
- **Collaboration and subsidiarity** - Catholic educators make use of a 'shared wisdom' in arriving at decisions and attempt to locate decision making at the lowest appropriate level.
- **Creativity** - we look for creative, flexible and future oriented responses that best 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 intentions are realised.



The Defining Features of Catholic Schools in the Archdiocese of Brisbane

The *Queensland Catholic Bishops' Research Project on Catholic Schooling* involved research and consultation with parents, priests, staff, students and administrators. Each diocese developed a report focusing on the defining features of the Catholic school of the future. After three years of preparation, the research project report for the Archdiocese of Brisbane was approved by Archbishop Bathersby in May 2001.

In reviewing the wording of the defining features in the context of the Archdiocesan Vision of *Jesus Communion Mission*, the Archbishop wanted to stress the significance of the life and mission of Jesus Christ as foundational for our Catholic schools and has elaborated the first defining feature accordingly.

The Catholic school of the future in the Archdiocese of Brisbane will:

- promote the dynamic vision of God's love manifest in the life and mission of Jesus Christ
- recognise and nurture the spirituality of each person
- be a place of quality learning and teaching
- continue to act in partnership with families
- provide an authentic experience of Catholic Christian community
- be open to those who support its values
- be experienced as a community of care

The *Strategic Renewal Framework* for the period 2007-2011 provides a strategic context whereby the defining features continue to be realised through relevant priorities, intentions and expectations. Appendix 2 provides a matrix in which the defining features for the *Bishops' Research Project* and their proposed consequences are linked to the priorities, intentions and expectations of the *Strategic Renewal Framework*.

Our Catholic Schooling Priorities

The following eight priorities for Catholic schooling, Archdiocese of Brisbane for the period 2007-2011 have been endorsed by the Catholic Education Council and approved by Archbishop John Bathersby:

- The Religious and Evangelising Mission of Schools
- Student Learning Outcomes
- Student Support
- Staff Support
- Partnerships and Relationships
- Information, Communication and Learning Technologies
- Resourcing Catholic Schooling
- Renewal and Quality Assurance

The Strategic Renewal Framework for Catholic Schooling

Our Approach

The *Strategic Renewal Framework* identifies the following key elements as central to strategic planning, action and reporting:

Priorities

- Eight priorities are identified in the *Strategic Renewal Framework*.
- Priorities are the common key areas for action for the period 2007-2011.

Intentions

- Intentions are identified for each priority.
- Intentions detail what we aim to do for the period 2007-2011.

Expectations

- Expectations are named for each priority and do not necessarily align with intentions.
- Expectations name some of the anticipated outcomes to be achieved for the period 2007-2011.
- Expectations help measure our progress in the priority.

Goals

- Goals are what we decide to do to achieve our aims within a specified period.
- Goals are established as part of the school's strategic renewal plan and annual goal setting to focus action around our aims.

Strategies

- Strategies detail how goals will be achieved.
- Strategies are aligned to goals within a school's strategic renewal plan and are identified in school annual action plans.

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 and annual goal setting and review.



Review and Reporting

- We review and report annually on progress against priorities and goals.
- We validate our renewal and audit our compliance once every five years.

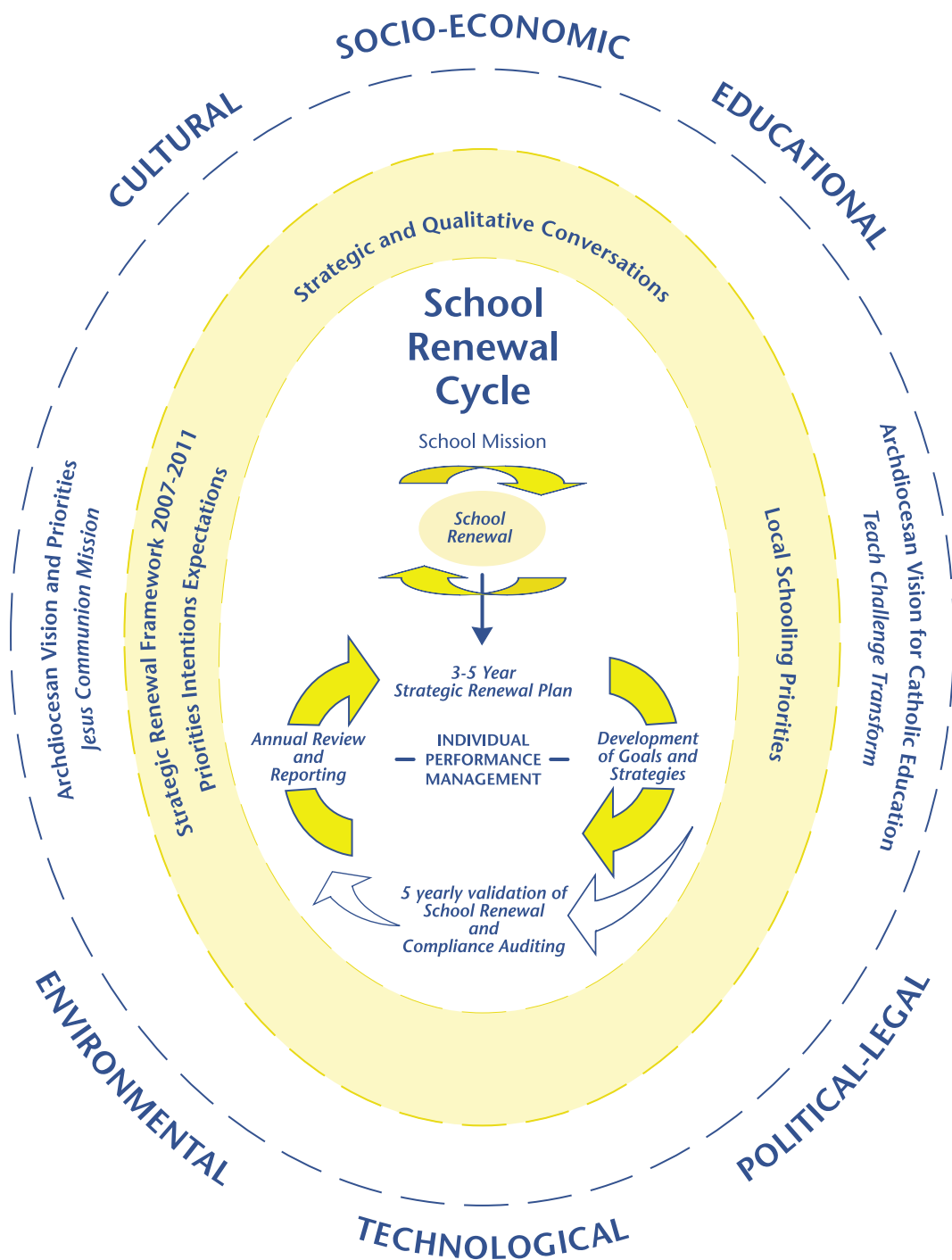
The *Strategic Renewal Framework* details our systematic approach to managing change and planning and implementing action in relation to our eight priorities over a five year period.

The *Strategic Renewal Framework* incorporates a school renewal cycle in which the following occurs:

- continuous engagement by schools with renewal;
- a review and development of a school's strategic renewal plan;
- goal setting, implementation and monitoring of strategies;
- annual review and reporting of school progress to the school community, Brisbane Catholic Education and government;
- validation of school renewal and an audit of the Brisbane Catholic Education Regulatory Compliance Schedule once in each five years;
- individual performance management that includes job specification, selection, induction, professional learning and annual goal setting and review.

The diagram on the next page provides an overview of the *Strategic Renewal Framework* and the school renewal cycle that operates within the framework.

Overview of Strategic Renewal Framework



Priority 1

The Religious and Evangelising Mission of Schools

Intentions

We intend to:

- I 1 strengthen staff, parent and parish community understanding and support for the school's Catholic identity and role within the mission of the Church
- I 2 work collaboratively with pastors, parish communities, deans, bishops and other Archdiocesan agencies in strengthening partnerships within the context of the Archdiocesan Vision and emerging directions
- I 3 provide ongoing formation opportunities in spirituality for mission, theology and religious education for staff including a focus upon justice, peace and ecological sustainability
- I 4 further develop the quality and effectiveness of learning and teaching in classroom religious education
- I 5 continue to provide faith development and formation opportunities for students
- I 6 develop the religious life of the school that recognises the faith backgrounds of the students in the particular community

Expectations

By 2011 we expect that:

- E 1 dialogue is established amongst school communities, parishes and other key stakeholders on issues relating to Catholicity, Catholic identity and the evangelising role of the school as an educational ministry of Church
- E 2 programs are in place to support ongoing formation in spirituality for mission, theology and religious education, informed by the *Spiritual Formation Framework*
- E 3 resources are available and effectively utilised to enhance the religious life of the school
- E 4 school leadership roles and expectations are clarified and strengthened in relation to the changing roles of pastors, pastoral leaders, pastoral associates, parish and deanery bodies
- E 5 school participation in Archdiocesan, deanery or parish pastoral planning processes is active and informed



Priority 2

Student Learning Outcomes

Intentions

We intend to:

- I 1 strengthen the continuity of learning and teaching approaches to enhance the engagement of all students across the early, middle and senior phases of learning
- I 2 implement quality pedagogy that is underpinned by contemporary research
- I 3 develop inclusive, comprehensive and quality curriculum, assessment and reporting processes
- I 4 improve student performance in literacy and numeracy
- I 5 use data and evidence-based processes to inform learning and teaching

Expectations

By 2011 we expect that:

- E 1 student and school data is used to support improvements in learning and teaching
- E 2 inclusive and comprehensive curriculum, assessment and reporting processes align with current Queensland syllabuses and guidelines, are informed by the Brisbane Catholic Education *Learning Framework* and Brisbane Catholic Education curriculum policy, regulations and directions.
- E 3 whole school curriculum programs comply with Brisbane Catholic Education, national and state government requirements
- E 4 teaching practices actively engage students in their learning
- E 5 the preparatory year of schooling is well established and integrated within the early years phase of learning
- E 6 effective processes to prepare students for transition to work, further education and training are in place
- E 7 improvement in pedagogical practices is at the forefront of teacher professional learning programs



Priority 3

Student Support

Intentions

We intend to:

- I 1 develop whole of school responses to student protection, personal and social development, and behaviour support requirements
- I 2 develop and implement professional learning strategies to meet the needs of students from culturally diverse and minority backgrounds
- I 3 strengthen our capacity to provide for the diverse needs of students with disabilities
- I 4 develop and implement processes that support improved learning outcomes for out-of-home, marginalised and disengaged students
- I 5 explore the development of cooperative networks to more effectively address the needs of students

Expectations

By 2011 we expect the following outcomes:

- E 1 effective pastoral care programs and strategies that address student protection, personal and social development, and resiliency are established
- E 2 behaviour support programs address the contemporary needs of students, the changing contexts of family and community life and Brisbane Catholic Education policy and guidelines
- E 3 marginalised and disengaged students are identified and support processes to enhance their learning are established
- E 4 documented processes and practices that support and enhance the skills of parents and carers to support their children's learning are well established
- E 5 schools plan for improved access for financially disadvantaged families



Priority 4

Staff Support

Intentions

We intend to:

- I 1 implement a coordinated strategic approach to professional learning
- I 2 develop the skills and capacities of teachers, leaders and support staff to enhance their professional growth
- I 3 utilise contemporary employment arrangements that are occupationally healthy, safe and productive for staff
- I 4 promote and enhance workplace environments that are pastorally supportive

Expectations

By 2011 we expect that:

- E 1 professional learning opportunities for staff are collaboratively planned, regularly evaluated and aligned to the school strategic renewal plan
- E 2 staff professional learning is strongly linked to the improvement of student learning outcomes
- E 3 a planned approach to developing leadership is evident
- E 4 safe, productive and healthy workplace environments are in place
- E 5 processes are integrated for individual performance management of staff including selection, induction, professional learning and review of staff



Priority 5

Partnerships And Relationships

Intentions

We intend to:

- I 1 build strong partnerships among staff, students, parents and parish that are underpinned by the religious and evangelising mission of each school
- I 2 effectively partner with, and engage, our parent communities in school renewal and policy development
- I 3 further develop collaborative partnerships and links with Catholic schools within the local area
- I 4 strengthen links with vocational education providers, industry, civic groups and employers

Expectations

By 2011 we expect that:

- E 1 school pastoral boards, or other approved models for engaging parents in policy development and school renewal processes, are well established
- E 2 effective arrangements for induction, engagement, communication and education of our parent community are in place
- E 3 strategic links with relevant primary and secondary schools are evident
- E 4 secondary schools are effectively linked to education, training, local businesses and employment providers
- E 5 effective procedures for resolving issues of concern are in place



Priority 6

Information, Communication and Learning Technologies

Intentions

We intend to:

- I 1 embed information, communication and learning technologies (IC and LT) in learning and teaching processes
- I 2 improve access and ongoing provision of hardware, software, training and support arrangements
- I 3 enhance the IC and LT competence of staff
- I 4 develop online processes, inclusive of interactive school websites, to more effectively communicate within, and across, our schools
- I 5 implement information and learning management systems that enhance student and staff engagement with learning and teaching and school operations

Expectations

By 2011 we expect that:

- E 1 online tools to access information and services are enhancing learning and teaching
- E 2 websites are promoting and communicating our mission and work, and engaging students, parents and staff
- E 3 IC and LT competence standards that support the integration of IC and LT with learning and teaching are being utilised
- E 4 school technology plans that include access to hardware, software, training and support for staff and students are implemented
- E 5 technology solutions for learning management, curriculum management and school administration are in operation



Priority 7

Resourcing Catholic Schooling

Intentions

We intend to:

- I 1 enhance our capacity to be good stewards of financial assets and resources
- I 2 ensure resource planning is aligned with school strategic renewal plans inclusive of changing school demographics
- I 3 refine resource arrangements to support learning and teaching in the context of varying socio-economic, cultural and educational support needs
- I 4 ensure that school fee and levy polices and processes are consistent with principles of justice, equity and accessibility
- I 5 consult on the allocation of resources and report transparently on their use
- I 6 promote and encourage environmental sustainability in policies and practices

Expectations

By 2011 we expect that:

- E 1 environmentally sustainable practices are a key element in the renewal of schools
- E 2 a communication and marketing plan is developed that increases the awareness of the purposes, benefits and value of Catholic education
- E 3 asset management and resourcing provides for appropriately equipped school buildings and well maintained facilities
- E 4 school age demographics are monitored and implications for planning, resourcing and renewal are identified
- E 5 budgeting processes align resources effectively to the mission and strategic renewal plan of the school and report transparently on their use to the school community



Priority 8

Renewal and Quality Assurance

Intentions

We intend to:

- I 1 ensure that renewal and quality assurance processes have a clear focus on realising the vision and mission of Jesus
- I 2 effectively implement school renewal, validation and compliance processes
- I 3 increase the performance management capacity of leadership teams
- I 4 implement strategic quantitative and qualitative processes for monitoring, developing and reporting on religious education and curriculum
- I 5 refine and integrate reporting mechanisms on school performance to communities, the Archdiocese and government

Expectations

By 2011 we expect that:

- E 1 the quality, capacity, and scope of school community engagement with school renewal has increased
- E 2 collaboratively developed strategic renewal plans for every school are in operation
- E 3 renewal processes take account of recommendations from validation and compliance audit processes
- E 4 school renewal, compliance and school performance reporting address government regulations
- E 5 school communities have increased their capacity to review, reflect and improve the performance of the school
- E 6 schools are acknowledged by the broader community for their religious life and their contribution to the development of students



Glossary of Terms

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.

The **Vision Statement for Catholic Education** outlines a call to all involved in lifelong Catholic education to *Teach Challenge Transform* the world in the context of the Archdiocesan Vision for the local Church.

The **Strategic Renewal Framework** details the systematic approach adopted by Catholic schooling in the Archdiocese of Brisbane to manage change, plan and implement action, and review and report in relation to our priorities. This approach is underpinned by the Archdiocesan Vision for the Church and the *Vision Statement for Catholic Education*.

The **School Renewal Cycle** details our systematic approach to school renewal over a five year period. The school renewal cycle incorporates review and development of a school's strategic renewal plan, goal setting, implementation and monitoring of strategies, and annual review and reporting of school progress in renewal. It includes a scheduled year for each school to undertake a validation of school renewal and an audit of the Brisbane Catholic Education Regulatory Compliance Schedule.

Strategic Renewal Framework Priorities represent the common, key areas for action for the period 2007-2011. Eight priorities are identified in the *Strategic Renewal Framework*.

Intentions are identified for each priority. Intentions detail what we aim to do for the period 2007-2011.

Expectations are identified for each priority. Expectations name some of the anticipated outcomes to be achieved in the period 2007-2011. Expectations help measure progress within the priority.

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 goal and strategy setting.

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 Centre. 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 an outcome of the school community's renewal processes and indicates how it intends to achieve its mission over a three to five year period. The Brisbane Catholic Education Centre develops a similar plan.

Goals are what we decide to do to achieve our aims within a specified period. Goals are established as part of the school's strategic renewal plan and annual goal setting to focus action around aims.

Strategies detail how goals will be achieved. They point to and specify action to be undertaken. Strategies are identified in each school's goal and strategy setting process.

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 and annual goal setting and review.

Annual Action Plan is a school document that 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 element of annual action planning.

Annual Review and Reporting refers to those processes that report to the school community, Brisbane Catholic Education and government on progress in school renewal and compliance with government requirements related to school reporting. Review also informs future goal setting and the identification of strategies for a school's annual action plan.

Strategic and Qualitative Conversations encompass a variety of dialogues (consultative, collaborative and decision-making) developed and implemented at school and system level to identify emerging issues, both long-term and short-term. Through such dialogues, identified issues will be addressed within and across the system of schools in the Archdiocese as part of the *Strategic Renewal Framework*. Using practical strategies to link diocesan and school priorities (in both directions) is an essential component of these conversations. They include a process of identifying key system issues which impact upon planning for the following year including the development of the system budget.

A Whole School Curriculum Program is a translation of current Queensland Studies Authority syllabuses, guidelines and courses through the lens of the Brisbane Catholic Education *Learning Framework* to meet the learning needs of students within a specific community.

Validation is a formal process whereby the quality and compliance of a school's renewal processes are examined and reported to the local school community, Brisbane Catholic Education and government. Once in each five year school renewal cycle, a validation panel will examine story and evidence as to how the school renewal processes and indicators are being addressed in each Catholic school administered by Brisbane Catholic Education.

A Regulatory Compliance Audit is a formal process whereby relevant legal, canonical and Brisbane Catholic Education requirements for Catholic schools are externally audited. A report of compliance against accreditation regulations is forwarded to the Non-State Schools Accreditation Board and the full report is filed at Brisbane Catholic Education Centre. This external evidence based audit occurs once in every five year school renewal cycle for each school. Schools should carry out self-audits of required regulations on a more frequent basis.

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

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.

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.

Monitoring and Reporting Progress within the Priorities

It is important that the Archdiocese has transparent ways to assess progress in addressing the priorities of the *Strategic Renewal Framework*. Progress will be identified through a variety of processes:

- Published annual school reports which detail achievements in relation to school goals (detailed in a school's strategic renewal plan, and aligned and informed by the *Strategic Renewal Framework* priorities).
- Brisbane Catholic Education reports of achievements against priorities and degree to which expectations have been achieved as generated by the Brisbane Catholic Education Planning and Reporting Application.
- *Catholic Education Vicariate Report*, published annually, which summarises Catholic schooling achievements in relation to the priorities.
- Reports arising from the five-yearly validation of school renewal and compliance auditing.



Appendix 1

Extract from *The Adelaide Declaration on the National Goals for Schooling in the 21st Century*

1. Schooling should develop fully the talents and capacities of all students. In particular, when students leave schools they should:
 - 1.1 have the capacity for, and skills in, analysis and problem solving and the ability to communicate ideas and information, to plan and organise activities and to collaborate with others.
 - 1.2 have qualities of self-confidence, optimism, high self-esteem, and a commitment to personal excellence as a basis for their potential life roles as family, community and workforce members.
 - 1.3 have the capacity to exercise judgement and responsibility in matters of morality, ethics and social justice, and the capacity to make sense of their world, to think about how things got to be the way they are, to make rational and informed decisions about their own lives and to accept responsibility for their own actions.
 - 1.4 be active and informed citizens with an understanding and appreciation of Australia's system of government and civic life.
 - 1.5 have employment related skills and an understanding of the work environment, career options and pathways as a foundation for, and positive attitudes towards, vocational education and training, further education, employment and life-long learning.
 - 1.6 be confident, creative and productive users of new technologies, particularly information and communication technologies, and understand the impact of those technologies on society.
 - 1.7 have an understanding of, and concern for, stewardship of the natural environment, and the knowledge and skills to contribute to ecologically sustainable development.
 - 1.8 have the knowledge, skills and attitudes necessary to establish and maintain a healthy lifestyle, and for the creative and satisfying use of leisure time.
2. In terms of curriculum, students should have:
 - 2.1 attained high standards of knowledge, skills and understanding through a comprehensive and balanced curriculum in the compulsory years of schooling encompassing the agreed eight key learning areas:
 - the arts
 - English
 - health and physical education
 - languages other than English
 - mathematics
 - science
 - studies of society and environment
 - technology
 - and the interrelationships between them.

* With the inclusion of religious education, there are nine key learning areas in Catholic schools.



- 2.2 attained the skills of numeracy and English literacy, such that every student should be numerate, able to read, write, spell and communicate at an appropriate level.
- 2.3 participated in programs of vocational learning during the compulsory years and have had access to vocational education and training programs as part of their senior secondary studies.
- 2.4 participated in programs and activities which foster and develop enterprise skills, including those skills which will allow them maximum flexibility and adaptability in the future.
3. Schooling should be socially just, so that:
 - 3.1 students' outcomes from schooling are free from the effects of negative forms of discrimination based on sex, language, culture and ethnicity, religion or disability; and of differences arising from students' socio economic background or geographic location.
 - 3.2 the learning outcomes of educationally disadvantaged students improve and, over time, match those of other students.
 - 3.3 Aboriginal and Torres Strait Islander students have equitable access to and opportunities in, schooling so that their learning outcomes improve, and over time, match those of other students.
 - 3.4 all students understand and acknowledge the value of Aboriginal and Torres Strait Islander cultures to Australian society and possess the knowledge, skills and understanding to contribute to and benefit from, reconciliation between Indigenous and non-Indigenous Australians.
 - 3.5 all students understand and acknowledge the value of cultural and linguistic diversity, and possess the knowledge, skills and understanding to contribute to, and benefit from, such diversity in the Australian community and internationally.
 - 3.6 all students have access to the high quality education necessary to enable the completion of school education to Year 12 and its vocational equivalent, and that provides clear and recognised pathways to employment and further education and training.

Ministerial Council on Education, Employment, Training and Youth Affairs. 1999.

Appendix 2

Matrix of the Defining Features of Catholic Schools in the Archdiocese of Brisbane with the Priorities, Intentions and Expectations of the Brisbane Catholic Education *Strategic Renewal Framework 2007-2011*

Defining Features of Catholic Schools in the Archdiocese of Brisbane	Priorities, Intentions and Expectations
Promote the dynamic vision of God's love manifest in the life and mission of Jesus Christ	Priority 1: I2, I4, I6; E1, E3 Priority 8: I1
Recognise and nurture the spirituality of each person	Priority 1: I3, I5, I6; E2 Priority 4: I2
Be a place of quality learning and teaching	Priority 1: I3, I4, I5, I6; E2, E3, E4 Priority 2: I1, I2, I3, I4, I5; E1, E2, E3, E4, E5, E6, E7 Priority 6: I1, I2, I3, I4, I5; E1, E2, E3, E4, E5 Priority 7: I2, I3, I6; E1, E2, E3, E4, E5 Priority 8: I1, I2, I3, I4, I5; E1, E2, E3, E4, E5
Continue to act in partnership with families	Priority 1: I1; E1, E6 Priority 3: E2, E4, E5 Priority 5: I1, I2; E1, E2, E5 Priority 8: I5; E1, E5
Provide an authentic experience of Catholic Christian community	Priority 1: I1, I2, I3, I5, I6; E1, E3, E4, E5 Priority 3: I3, I4; E1, E3 Priority 5: I1; E5
Be open to those who support our values	Priority 1: I6; E1 Priority 3: I2, I3, I4, I5; E3 Priority 7: I3, I4; E2 Priority 8: I1
Be experienced as a community of care	Priority 1: I1 Priority 3: I1, I2, I3, I4, I5; E1, E2, E3, E4, E5 Priority 4: I4; E4, E5 Priority 5: E5