

**Non-Government Reform Support Strategic Plan**

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**2019-2022**

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**Catholic Education Council of the Northern Territory**

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**Non – Government Reform Support Fund**  
**Catholic Education Council of the Northern Territory – Strategic Plan**

**Executive Summary**

The Catholic Education NT School Improvement and Renewal Framework (SIRF) is a set of ideas and tools that the Catholic system uses to build and sustain an improvement culture.

The key element of the SIRF is the Strategic Plan which outlines the school or system’s vision, mission, goals and strategies, and describes how the overall plan will be regularly evaluated. The Strategic Plan answers the question: What are the key strategies that we must get right for the school/system to thrive?

The Annual Improvement Plan (AIP) describes how the school/system will implement the goals in the Strategic Plan this year - who will lead each strategy (and who else will participate), what is the timeline, what resources will be allocated, and how progress will be monitored.

Catholic Education Northern Territory has recently developed its Strategic Plan for 2018 – 2022. The Strategic has a particular focus on Leadership and Teaching and Learning as means to improving school and system performance.

The priorities, initiatives and reforms detailed in the National School Reform Agreement and the Bilateral Agreement between the Northern Territory and the Commonwealth on Quality Schools Reform aligned comfortably within the broader Strategic Plan of Catholic Education NT.

## **Current context**

Catholic Education in the Northern Territory is committed to:

Celebrating being Catholic in Australia by

- recognising that Jesus Christ is central to our lives
- imparting Catholic beliefs, values, practices and traditions within a faith-filled community
- being inclusive of all, especially those who experience disadvantage
- rejoicing in our cultural diversity.

Ensuring quality teaching and learning by

- providing a stimulating and challenging curriculum which links faith and culture
- promoting our schools as places of learning and excellence where children are given the opportunity to reach their full potential
- embracing the privilege and the challenge of teaching in Catholic schools
- making creative use of available resources.

Making a difference in our world by

- fostering the dignity, self-esteem and integrity of each person
- collaborating with others for the good of all
- inspiring hope and a positive vision for the future
- promoting reconciliation
- continuing to grow the rich tradition of Catholic education in the Territory.

Our shared Vision empowers us to realise our Mission and challenges us to reflect critically on the quality of the education we provide. We are called to strive collectively for excellence and are committed to improving our schools. Strengthened by our Catholic tradition, our Catholic schools must always strive to provide a rich, relevant and meaningful environment that promotes and sustains a culture of life-long learning for all.

Collaborative commitment and participation in continuous improvement, unites our school communities in a privileged ministry of educating the young. These qualities bind us in a climate of mutual accountability and support. Through engagement in sustainable school improvement, Northern Territory Catholic schools maximise student achievement and faith development.

The Diocese of Darwin covers an area of around 1,346,200 square kilometres in the Northern Territory, stretching from the borders of Queensland, Western Australia and South Australia.

Our 18 schools, a mix of primary with Early Learning Centres, secondary colleges and 5 schools in remote Aboriginal communities, provide educational opportunities to 5000 students and employ 1000 staff under the direction of the Darwin Catholic Education Office.

The growth and development of Catholic Education in the Diocese of Darwin has seen changing demands and accountabilities in relation to curriculum, teaching and learning, and assessment as well as government requirements, funding provisions and increased parental discernment.

The challenge moving forward is to continue to provide quality education, ongoing vision and a source of trust and stability for those families who choose Catholic education.

Catholic Education Northern Territory offers a high quality education catering for over 5000 students across the NT including Indigenous community schools, urban and regional primary schools and colleges. Catholic schools offer a high quality education alternative. Our broad academic curriculum is taught in an inclusive, faith-filled learning community where our focus is to teach the whole child.

Catholic Education NT has recently developed its Strategic Plan 2018-2022 which includes goals and strategies across all aspects of school life including Catholic Identity, Leadership, Teaching and Learning, Pastoral care and Wellbeing, Community and Culture and Finance, facilities and Resources.

<b>ENROLMENT TYPE 2018</b>			
	Aboriginal and Islander	Non-Aboriginal and Islander	Total
<b>Urban</b>			
<b>Primary</b>	242	1481	1723
<b>Secondary</b>	323	1578	1901
<b>Total</b>	565	3059	3624
<b>ACCS</b>			
<b>Primary</b>	681	9	690
<b>Secondary</b>	388	0	388
<b>Total</b>	1069	9	1078

NT Catholic schools	No. of schools
Primary only	8
Secondary only	4
Combined primary and secondary	5
Flexible Learning Centre	1
Total Schools	18

### **National Policy Initiatives**

Catholic Education Northern Territory is committed to supporting the National Reform Directions:

- A. Supporting students, student learning and student achievement;
- B. Supporting teaching, school leadership and school improvement; and
- C. Enhancing the national evidence base

and commits to the implementation of the national policy initiatives as they apply to the Catholic Education sector and within the context of the Northern territory.

### **State-based Reforms**

Catholic Education Northern Territory is committed to working with the Northern Territory Department of Education to implement the state-based reform actions in the relevant bilateral reform agreement in 2019.

Accordingly, the reform priorities are:

- quality assurance, moderation and support for the continued improvement of the Nationally Consistent Collection of Data on School Students with Disability
- implementation of online delivery of the National Assessment program
- improving governance and financial management practices in non-government schools.

The Northern Territory Department of Education and Catholic Education NT have undertaken to work together the implementation of the reforms outlined in this agreement as follows:

- a. bilateral reforms to be a standing item at quarterly Non-Government Schools Ministerial Advisory Committee meetings; and
- b. ongoing/as needed communication between sector networks on the joint initiatives identified in the reform plan.

## **Objectives**

The following are excerpts from the Catholic Education Northern Territory Strategic Plan 2018-2022. Highlighted sections refer to goals and strategies which align with and support both the National Policy Initiatives and the State Based Reforms.

### **LEADERSHIP**

#### **GOAL 1**

**Build support mechanisms and foster a robust culture which provide opportunities to build professional capacity.**

##### **Key Strategies**

- Recruit, retain and empower school leaders who foster a culture of continuous development and improvement for all staff.
- Identify and encourage aspiring leaders through proven, research based strategies.

#### **GOAL 2**

**Support a professional growth and development culture which is nurturing of all.**

##### **Key Strategies**

- Create a culture which challenges, creates responsibilities and provides leadership opportunities.
- Maintain focus on school leaders to build their own capabilities and those of their staff.
- Further develop the Workforce Development Project.

#### **GOAL 3**

**Implement systemic, collaborative and informed decision making processes in school and system leadership for students, teachers, parents and priests.**

##### **Key Strategies**

- Promote our schools as exemplary educational communities.
- Ensure that schools and the system are leaders in compliance.
- Influence school and system leadership to make evidence based decisions in the best interests of all.

### **TEACHING AND LEARNING**

#### **GOAL 1**

**Be innovative and responsive in exploring emerging school, diocesan and system priorities.**

##### **Key Strategies**

- Promote a growth mindset approach to quality pedagogy.
- Build assessment literacy for leaders and teachers across the system.
- Aspire to a minimum of a year's growth for a year's learning for each student.
- Provide all students access to appropriate learning opportunities.
- Support schools in the use of technology to deliver 21<sup>st</sup> century learning.

## GOAL 2

**Ensure embedded practices that promote, support and facilitate successful outcomes for all.**

### Key Strategies

- Promote differentiated, rich and successful learning experiences, informed by data.
- Use research and evidence to develop rich and varied learning.
- Promote high expectations for student and teacher growth.
- Offer relevant professional development for educators.
- Build capacity of all staff to identify the individual needs of their learners.

## GOAL 3

**Work collaboratively to nurture the development of the whole person, mindful of school and community diversity.**

### Key Strategies

- Utilise the skills of staff to develop strong learning communities with shared responsibility.
- Encourage a holistic approach to support the diversity of our school communities.
- Foster a collaborative approach to respond to each school and each child's needs.
- Partner with parents to explore behaviour, learning and therapy strategies.
- Upskill all relevant staff to ensure consistency in identification and classification of student needs.

### Measurement and Evaluation

In support of the Strategic Plan each section of the organisation is required to develop an Annual Implementation Plan.

The Annual Improvement Plan (AIP) describes the specific actions that will be taken each year as the organisation works towards goals and targets in the Strategic Plan. The AIP answers the question: What will we do **this year** (what will be our priorities) as progress towards attainment of goals and targets?

The Annual Improvement Plan is approved by the Director of Catholic Education and is reviewed each year and identified successes and areas for further improvement that arise from this evaluation may be used to future plans.

Annual Improvement Plans will be informed by and will be supplemented by each annual Non-government Reform Support Work Plan. The Work Plan is an elaboration of a target or goal in the AIP in the context of the Non-government Reform Support Fund. The Work Plan provides more detail about strategies, resources, personnel, monitoring, professional learning, external support and other matters.