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**Choice and Affordability Fund work plan**

**2020-2021**

**South Australian Commission for Catholic Schools (SACCS)**

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## Choice and Affordability Fund

### South Australian Commission for Catholic Schools – Work plan 2020-2021

#### Summary

#### **OVERVIEW OF ACTIVITIES**

#### **NATIONAL PRIORITY B: Transition Assistance**

##### *Regional Transition Assistance*

The spending of transition funding for regional and remote schools will be deferred until 2022 to align with the implementation of the Direct Measure of Income capacity to contribute, with the entire allocation for 2020 to 2029 being spent over 2022 to 2029.

The distribution methodology is based on ensuring schools can, at the very minimum, cover annual increases in operating costs.

##### *Transition Assistance*

To support all schools with the transition to the new capacity to contribute funding model, SACCS has identified those schools which have been adversely impacted by the new capacity to contribute model for recurrent funding and will distribute CAF funding to ensure schools can, at the very minimum, cover annual increases in operating costs. Funding will be monitored and adjusted annually to take into account any changes to each school's Direct Measure of Income score.

#### **NATIONAL PRIORITY C: Special Circumstances Funding**

In order to support schools and students impacted by special circumstances, SACCS will set aside an amount of CAF funding on an annual basis. Any unspent portion of funds will be carried forward year on year, up until when the balance of the provision reaches a prescribed amount.

#### **NATIONAL PRIORITY D: *Strengthening outcomes for schools and educationally disadvantaged schools and students***

Our analysis of CESA's 2019 NAPLAN and longitudinal performance data underpins our need for 'step change' strategy and our initiatives to strengthen educational outcomes across all Catholic schools with a focus on assisting underperforming schools. Our strategy is to set clear targets to improve outcomes through both direct and indirect intervention into schools' learning agenda.

Both initiatives relate specifically to a 10-year program to support National Priority 25(d).

- Specialist school-based staff (Leaders of Learning) for early literacy and numeracy interventions with an initial pilot program carried out from 2020-2021.
- Targeted system wide professional development for teachers in-situ in the classroom.

In the first phase of implementation both initiatives are being piloted in 2020 through the East Adelaide Project and the Mercy Schools Project which will continue into 2021. In addition to these projects, in 2021 both initiatives will expand into phase two in the form of the Leaders of Learning initiative.

**Summary of budget for 2020 and 2021**

Priority <sup>1</sup>	Activities/Initiatives	Expenditure type <sup>2</sup>	Choice and Affordability funding <sup>3</sup>	
			2020	2021
Priority B	Regional Transition Assistance	Centralised	\$0	\$0
		Distributed	\$0	\$0
Priority B	Transition Assistance	Centralised	\$0	\$0
		Distributed	\$0	\$0
Priority C	Special Circumstances	Centralised (provision)	\$0	\$100,000
		Distributed	\$0	\$0
Priority D	East Adelaide Project	Centralised	\$155,000	\$310,000
		Distributed	\$706,100	\$1,215,600
Priority D	Mercy School Project	Centralised	\$0	\$0
		Distributed	\$65,800	\$65,800
Priority D	Leaders of Learning initiative	Centralised	\$0	\$0
		Distributed	\$0	\$2,674,000
Administrative costs <sup>4</sup> based on 2% of funding			\$57,497	\$83,183
<b>TOTAL</b>			<b>\$984,397</b>	<b>\$4,448,583</b>

**NATIONAL PRIORITY B: Regional Transition Assistance**

	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
NGRB's estimated funding allocation as advised by the department	602,969	623,470	644,668							
Deferred expenditure profile			1,871,107	666,586	689,250	712,684	736,916	761,972	787,878	814,666

**NATIONAL PRIORITY D: *Strengthening outcomes for schools and educationally disadvantaged schools and students***

***PHASE 1: 2020-2021***

***EAST ADELAIDE PROJECT 2020-2021***

The East Adelaide Project (the Project) operates through the cluster of five primary and four secondary Catholic schools in East Adelaide. The goal of the Project is to drive a strong improvement program, grounded in evidence from research and practice and couched in terms of improvements in measurable student outcomes, especially in literacy, numeracy and student wellbeing.

The Project focuses on the achievement of school improvement deliverables in the key areas of Identity, Literacy, Numeracy, Belonging and Relationships.

A portion of the funding is allocated toward expenditure that is centralised, which includes project management costs and payments to third party organizations to deliver professional learning.

The remaining funds will be distributed to schools by way of a grant. This support will be proportionate to the size of the school.

Indicative budget	Expected outcomes	Indicators of success
2020: \$0.861M 2021: \$1.525M	<p>Regional collaboration in professional learning through scheduled meetings of East Adelaide project schools focusing on:</p> <ol style="list-style-type: none"> <li>1. regional and regular analysis of student learning outcomes data including;               <ul style="list-style-type: none"> <li>• Progressive Achievement Tests (PAT) Reading and PAT Maths Longitudinal Data</li> <li>• Wellbeing data collected in primary schools</li> </ul> </li> <li>2. teachers and educators setting and working towards professional improvement goals</li> <li>3. the development of Learner profiles to include literacy and numeracy data.</li> </ol>	<p>Across the East Adelaide project schools:</p> <ol style="list-style-type: none"> <li>1. First years of School Literacy Assessment implemented</li> <li>2. Wellbeing Check implemented</li> <li>3. Percentage of grades in each A &amp; B has increased from 2020 to 2021</li> <li>4. Increase in the percentage of students achieving National Minimum Standards or above in NAPLAN</li> <li>5. Percentage of students achieving highest two levels in NAPLAN have increased.</li> </ol>

**MERCY PROJECT 2020-2021**

The Mercy Project (the Project) operates through the cluster of three Catholic primary schools in northern suburbs of Adelaide around Elizabeth. The goal of this Project is to drive a strong improvement program, grounded in evidence from research and practice and couched in terms of improvements in measurable student outcomes, especially in literacy, numeracy and student wellbeing.

The Project focuses on the achievement of school improvement deliverables in the key areas of Identity, Literacy, Numeracy, Belonging and Relationships.

Funding will be distributed to schools by way of a grant. This support will be proportionate to the size of the school.

Indicative budget	Expected outcomes	Indicators of success
2020: \$65,800  2021: \$65,800	Regional collaboration in professional learning through scheduled meetings of Mercy project schools focusing on: <ol style="list-style-type: none"> <li>1. regional and regular analysis of student learning outcomes data including;               <ul style="list-style-type: none"> <li>• PAT Reading and PAT Maths Longitudinal Data</li> <li>• Wellbeing data collected in primary schools</li> <li>• Parent Satisfaction survey data collected and analysed</li> </ul> </li> <li>2. teachers and educators setting and working towards professional improvement goals in Literacy and Numeracy.</li> <li>3. the development of Learner profiles to include literacy and numeracy data</li> <li>4. analysis of enrolment and retention data particularly at transition points of Reception and Year 7.</li> </ol>	Across the Mercy project schools: <ol style="list-style-type: none"> <li>1. First years of School Literacy Assessment implemented</li> <li>2. Wellbeing Check implemented (2020)</li> <li>3. Parent satisfaction data collection implemented and assessed (2021)</li> <li>4. Percentage of grades in each A &amp; B has increased from 2020 to 2021.</li> <li>5. Increase in the percentage of students achieving National Minimum Standards or above in NAPLAN from 2019 to 2021</li> <li>6. Percentage of students achieving highest two levels in NAPLAN have increased from 2019 to 2021</li> <li>7. Increase in enrolments and improvement in retention rates from 2019 base.</li> </ol>

## ***PHASE 2 LEADERS OF LEARNING PROJECT 2021***

The Leaders of Learning project (2021 -2029) will support CESA schools to nominate/appoint School-based Leader of Learning to work within their school to strengthen student identity, literacy numeracy and pastoral care and wellbeing. Leaders of Learning work closely with other members of the School Quality and Performance team to support the Principal and the staff to deliver a coherent and coordinated approach to strengthening student outcomes. They engage with research-based learning about pedagogy and language that promotes high quality teaching and learning and builds a culture of high expectations for learners. The Leaders of Learning assist in the collection and use of assessment and other data to develop strategies to strengthen student identity, literacy, numeracy and pastoral care and wellbeing.

School-based Leaders of Learning would act as a key liaison point between a school's learning agenda and system strategic priorities with respect to learning. Catholic Education Office (CEO) System Coaches would work directly with Leaders of Learning individually and as a group.

The school-based Leader of Learning provides in-situ professional learning for school staff. This professional learning has a focus on:

- strengthening a student-centred learning culture in each primary school;
- building teacher capacity and skills in strengthening student identity, literacy, numeracy and belonging;
- pursuing opportunities for staff conversations and language reflective of a sophisticated understanding of data; and
- implementing targeted teaching strategies based on information from data collection.

**The Leader of Learning has the following duties:**

- to work closely with the School Leadership team and the School Quality and Performance team to deliver a coherent and coordinated approach to strengthen, literacy, numeracy and pastoral care and wellbeing;
- to work to a consistent set of expectations involving collaboration for improvements in literacy, numeracy and pastoral care and wellbeing;
- to work in consultation with CEO System Coaches to contribute to research-based learning about pedagogy and language that promotes high quality teaching and learning and builds a culture of high expectations for learners;
- to assist in the collection and use of assessment and other data to develop strategies to strengthen literacy, numeracy and belonging;
- to meet with teachers to focus on data sets to better inform teaching practices and student engagement;
- to work in collaboration with classroom teachers to identify students at risk;
- to focus on evidence-based pedagogies and assessment practices to identify effective strategies for intervention and improvement for all students;
- to coordinate and manage the implementation of NAPLAN, PAT Reading & PAT Maths and First Years of School Literacy Assessment (FYOSLA);

- to collaborate with the Leadership team and staff to implement strategies for consistent monitoring of student progress in learning outcomes, including PAST, FYOSLA, NAPLAN, PAT Reading, and PAT Maths online tests;
- to collaborate with class Teachers to monitor and assess improvement for all students, through collection and analysis of data and implementation of effective pedagogies for teaching;
- to document the pedagogies, processes and resources used, to contribute to a sector evidence base to evaluate effectiveness of the implementation model;
- to provide professional learning for Teachers and Education Support Officers when required;
- support classroom Teachers through in-class observation, mentoring, review and lesson demonstration; and
- to provide regular reports to the school Principal and the Quality and Performance team.

Support will be proportionate to the size of the school and sharing Leaders of Learning across schools should be considered.

Indicative budget	Expected outcomes	Indicators of success
<p>2020: nil</p> <p>2021: \$2,674,000</p>	<ol style="list-style-type: none"> <li>1. 2021 CAF funding is allocated to all CESA schools (excluding East Adelaide and Mercy Project schools) to allow for teacher release in order to deliver system wide literacy, numeracy and wellbeing strategies<sup>1</sup>.</li> <li>2. Leaders of Learning to work closely with other members of the SA Catholic Education Office to support the Principal and the staff to deliver a coherent and co-ordinated system wide approach to strengthening student outcomes.</li> <li>3. The Leaders of Learning will: <ol style="list-style-type: none"> <li>a. assist in the collection and use of assessment and other data to develop strategies to strengthen student identity, literacy, numeracy and pastoral care and wellbeing</li> <li>b. provide in-school professional learning for school staff and Leaders of Learning.</li> </ol> </li> <li>4. This professional learning has a focus on: <ol style="list-style-type: none"> <li>a. Strengthening a student-centred culture in each school.</li> <li>b. Building teacher capacity and skills in strengthening student identity, literacy, numeracy and belonging.</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. All CESA schools have a nominated Leader of Learning (or similar role) operating within their school and have had professional development in the system wide approach to literacy and numeracy.</li> <li>2. All Leaders of Learning are <ol style="list-style-type: none"> <li>a. engaged in delivering the system wide literacy, numeracy and wellbeing strategies within their schools</li> <li>b. supporting teachers in classrooms to build their capacity.</li> </ol> </li> <li>3. All schools will have a Quality and Performance team<sup>2</sup> operating in their school that is focused on meeting the CESA 2024 targets which are: <ol style="list-style-type: none"> <li>a. No students below the national minimum standard in NAPLAN</li> <li>b. The percentage of students in the top two bands on NAPLAN exceeds the national average</li> <li>c. 100 % Yr 12 completion and South Australian Certification of Education achievement.</li> </ol> </li> <li>5. All Leaders of Learning are supporting the school's improvement agenda as part of the school's Quality and Performance team.</li> </ol>

<sup>1</sup> The system wide literacy, numeracy and wellbeing strategies will be developed with funding allocated through the NGSRF work plan for 2021.

<sup>2</sup> The purpose of the Quality and Performance team is to support the Principal in their role as instructional leader of the school community improving school performance through sound pedagogical approaches, particularly in reading, writing and numeracy. It will use the *Balanced Scorecard* and a management tool to focus its efforts and ongoing work.