

Non-Government Reform Support Fund

2021 Workplan

Catholic Education Council of the Northern Territory

Non – Government Reform Support Fund

Catholic Education Council of the Northern Territory – Workplan 2021

Summary of Work Plan for 2021

The Catholic Education Council of the Northern Territory through the work of the Catholic Education Office Northern Territory (CEO NT) intends to address the following three priorities under the Non-Government Reform Support Fund.

Priority 1: Quality Assurance, Moderation and support for NCCD

Catholic Education Northern Territory works with school leaders to support the national reform priority in relation to quality assurance, moderation and support for the continued improvement of the Nationally Consistent Collection of Data on School Students with Disability. *Inspire* online integrated system is used across all schools in Catholic Education NT to support the National Consistent Collection of Data (NCCD) including the collection and storage of all student data for planning, referrals, funding and reporting purposes. This initiative includes the employment of a part time NCCD Education Officer for delivery of training to all new staff and to provide technical support for teachers and Inclusion support Coordinators to ensure the effective collection of data and use of 'Inspire'.

Inclusion Support Practitioners and Coordinators within each school are upskilled and supported by the NCCD Education Officer on site and within scheduled forums and network meetings to ensure consistency with the identification of students and data moderation. Support is also provided to ensure appropriate interventions and adjustments are made to improve outcomes for students with special needs.

Priority 2: NAPLAN Online

Catholic Education NT works collaboratively with the Department of Education NT to support the roll out and implementation of NAPLAN online in all schools. All Catholic NT schools will participate in NAPLAN online in 2021. Technical assistance and support is provided to schools as required to support implementation.

Schools are supported by Education officers from the Catholic Education Office with the extraction of student/school data and the analysis of NAPLAN online data to inform school and systemic priorities.

Priority 3: improving Governance and Financial Management Practices

Catholic Education Northern Territory is committed to building the capacity of school leaders to ensure effective governance and ongoing school improvement. The professional growth and development of CENT school and system leaders is a priority; supported through processes including annual check-ins and cyclical performance appraisals.

Ongoing leadership formation and development will continue for CENT Middle leaders and senior leaders through engagement and participation in the Brown Collective Middle Leadership and Executive Leadership Programs.

The School Improvement and Renewal Framework (SIRF) is the existing CENT Framework used to review school performance, monitor effectiveness and inform future priorities and targets in line with Council, Diocesan and Government policies and programs. CENT will engage Australian Council of Education Research (ACER) to undertake the External validation Process with 4 schools using the NSIT (National School improvement Tool).

NSIT professional learning will be provided to school and system leaders to develop understandings of the nine interrelated domains of the NSIT and application of this knowledge to: lead change and support school improvement through the lens of the NSIT. The CENT School Improvement and Renewal Framework will be aligned with the National School Improvement Tool (NSIT) to ensure robust and effective school self-assessment and review processes across the system. As part of the School Registration process, CENT schools also undertake the Routine Assessment Process every 5 years managed by the NT Department of Education.

External support will be sourced for the development and delivery of a Financial Management course and associated materials for school principals and leaders. The focus will be on building capacity and improving the financial literacy of School Leaders. School leaders will develop their understandings of financial principles and organisational financial requirements to effectively manage tasks, achieve desired results and ensure the financial security of the school.

Summary of budget 2021

Project	Activities	Reform support funding	Funding from other sources	Total Project funding
NAPLAN Online	Technical support for NAPLAN online	0	\$10,000	\$10,000
	Training and support for school NAPLAN Online Coordinators	0	\$3,000	\$3,000
NCCD	Part Salary NCCD Technical Advisor (Learning with Diversity)	\$10,000	\$70,000	\$80,000
	Inclusion Support Practitioners Network x 4 days/year	\$5,000	\$15,000	\$20,000
Improving Governance and Financial Management Practices	Leadership Appraisals (Middle and Senior Leaders)	\$30,000	\$30,000	\$60,000
	Middle Leadership Professional Development Program	\$20,000	\$20,000	\$40,000
	Executive Leaders Program for School and System Leaders: Leading with Integrity for Excellence	\$15,000	\$10,000	\$25,000
	External Review of School Performance ACER	\$40,000	\$20,000	\$60,000
	School Improvement and Renewal Process alignment with National School	\$15,000	\$15,000	\$30,000
	Financial Management Training for school principals and leaders.	\$15,000	\$20,000	\$35,000
	Total funding for 2021	\$150,000	\$213,000	\$363,000

* The Australian Government understands that these figures provided are indicative and will change throughout the year. The Annual Report is expected to report on these changes.

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<p>Bilateral Reform Reference</p> <p>National USI</p>	<p>DESE has commissioned working groups to influence the scope, design and planning of a National Unique Student Identifier. CENT IT Manager is the National Catholic Education Commission representative of the Business Process sub-group and attends approximately two meetings per Term.</p>	<p>CENT - NIL</p>	<p>Design activity completed. Implementation of USI</p>	<p>Activity reaches next phase of development.</p>
<p>NAPLAN Online</p> <p>Bilateral reform Reference:</p> <p>Implementation of online delivery of the National Assessment program</p>	<p>All CENT schools will participate in NAPLAN online in 2021 including Aboriginal Catholic Community Schools and Urban schools.</p> <p>Central support for schools in preparing for NAPLAN online and with the use and analysis of NAPLAN data to inform school and systemic priorities.</p> <p>Systemic support and advice for schools in relation to cabling upgrades, hardware technical advice and administration of NAPLAN online.</p>	<p>Technical support Reform: \$0.00 Other: \$10,000 Total: \$10,000</p> <p>Systemic Support for school NAP Coordinators Reform: \$0.00 Other: \$3,000 Total: \$3,000</p>	<p>Improved capacity of School Based Coordinators and classroom teachers to administer NAPLAN online and analyse data.</p> <p>Effective and improved use and analysis of NAPLAN data; reflected in school reviews and annual improvement plans</p> <p>Successful rollout and implementation of NAPLAN online for all CENT schools.</p>	<p>100% School NAPLAN Coordinators complete training</p> <p>100% of schools meet requests from NT Department of Education for NAPLAN online.</p> <p>All CENT schools deliver NAPLAN Online 2021.</p>

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<p>National Policy NERA Quality assurance, moderation and support for the continued improvement of the Nationally Consistent Collection of Data on School Students with Disability</p>	<p>Ongoing employment of NCCD Education Officer to support school and system in the following areas:</p> <ul style="list-style-type: none"> • Technical support and training for new staff and Inclusion Support Coordinators on Inspire integrated software platform • Systemic NCCD Moderation- to ensure accuracy and consistency in recording and reporting of student information. • Onsite support for Inclusion Support Practitioners and Coordinators to ensure that all eligible NCCD students are identified, monitored and supported to achieve identified outcomes. <p>The Education Officer will continue to represent the CENT on the Education Council Joint Working group.</p>	<p>NCCD Education Officer Level 2, 0.6 FTE Reform: \$10,000 Other: \$70,000 Total: \$80,000</p>	<p>Improved accuracy and confidence with recording and reporting in relation to NCCD.</p> <p>Improved accountability, student tracking and record keeping with the use of a comprehensive and centralised storage system for student records.</p> <p>Improved consistency with processes and practices in identification of students and use of <i>Inspire</i> software to collate evidence, develop student adjustment plans and improve outcomes.</p>	<p>100% Inclusion Support Coordinators, teachers, Assistants and Inclusion Support Practitioners complete training and are supported with the implementation and use of Inspire (NCCD Initiative) 100% of NT Catholic Schools report SWD/NCCD student numbers using 'Inspire'. Ascertainment Moderation Sessions conducted with 100% ISC</p> <p>100% of Students with a Disability are entered onto <i>Inspire</i> including uploading of documentary evidence to support inclusion and classification.</p>

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<p>Inclusion Support Network Forums</p> <p>National Policy NERA</p> <p>Quality assurance, moderation and support for the continued improvement of the Nationally Consistent Collection of Data on School Students with Disability</p>	<p>Two Inclusion Support forums are scheduled each year to provide professional development, training and networking opportunities for Inclusion Support Coordinators, Assistants and Practitioners in schools.</p> <p>Ongoing formation and support for School based Inclusion Support Practitioners (ISP) to upskill Inclusion Support Assistants and classroom teachers in teaching students with a disability.</p> <p>ISPs provide strategies for teachers, ISAs and ensure that Educational Adjustments Plans and specialist recommendations generated from within <i>Inspire</i> online system are effectively implemented.</p>	<p>Costs associated with travel, accommodation and release from school duties.</p> <p>Reform Support: \$5,000 Other: \$15,000 Total: \$20,000</p>	<p>Increase in the knowledge, capacity and skills of School based Inclusion Support Coordinator, Inclusion Support Assistants and Inclusion Support Practitioners (ISP) to support Improved student outcomes.</p> <p>Inclusion Support Coordinators appointed and improved competency of teachers in the use of <i>Inspire</i> - Learning with Diversity Integrated System.</p>	<p>Minimum of 90% attendance at Inclusion support forums each semester.</p> <p>Provision of professional learning input at each Inclusion Support Network Meeting.</p> <p>Inclusion Support Coordinators will develop the capacity and skills to achieve 90% accuracy of NCCD input data.</p> <p>Network meeting evaluations will reflect that 100% of participants are satisfied or very satisfied with the learning presented.</p> <p>Commonwealth Post enumeration audits reflect a minimum of 90% accuracy with CENT schools data and record keeping.</p>

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<p>Improving Governance Leadership Appraisals</p> <p>Bilateral reform Reference:</p> <p>Improving governance and financial management practices in non-government schools.</p>	<p>Systemic rollout of the Educator Impact Framework to support leadership review, formation, goal setting and development. The EI Framework is aligned to AITSL standards, providing leaders with feedback and a portal to assist with goal setting and access to a library of resources targeted at their development area.</p> <p>Employment of External facilitator to conduct systemic appraisals</p>	<p>Purchase and access to the EI Framework for system and school leaders 100 licences and employ part time external facilitator</p> <p>Reform: \$30,000 Other: \$30,000 Total: \$60,000/year</p>	<p>Improved leadership capacity and skills of school and system leaders</p> <p>Growth and development of leaders as they identify personal and professional goals and address recommendations of review reports.</p>	<p>100% of School and system leaders scheduled for appraisal/reviews will participate in a review using the EI framework and process including reflection, setting of goals, tracking progress, logging evidence and demonstrating growth.</p> <p>100% of school leaders completing a review will set goals and targets for growth and formation.</p>

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<p>Improving Governance Middle Leadership Development</p> <p>Bilateral reform Reference:</p> <p>Improving governance and financial management practices in non-government schools.</p>	<p>Support the development of the governance capabilities of current and aspiring leaders through a planned approach, including the Middle Leaders program and Executive Leaders program offered through the Brown Collective.</p> <p>Aspiring leaders participate in a 3-day program which consists of the following themes:</p> <ul style="list-style-type: none"> • The nature of the work of middle leaders • Change management • Leading self and others • Strategic thinking and leadership • Self/peer reflection • Approaches to the review and enhancement of school performance. 	<p>Middle Leadership Course, Travel and accommodation Reform: \$20,000 Other: \$20,000 Total: \$40,000</p>	<p>Improved leadership capacity and skills of principals and system leaders</p> <p>Growth and development of leaders as they identify personal and professional goals and address recommendations of performance appraisal reports.</p>	<p>A minimum of 20 current or aspiring leaders will participate in this program.</p> <p>A post program evaluation will reflect at least a 4 out of 5 satisfaction rating on a 5 point scale.</p>

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<p>Improving Governance Executive Leadership Development</p> <p>Bilateral reform Reference:</p> <p>Improving governance and financial management practices in non-government schools.</p>	<p>“Leading with Integrity for Excellence – Governance for Catholic Schools” course facilitated by the Brown Collective is provided to system and school leaders</p> <p>Leaders participate in a 6 module program (including one online module) throughout the year</p> <ol style="list-style-type: none"> 1. Governance 2. Ethics 3. Thinking Strategically 4. Responsible Stewardship 5. Building a Culture of Safety and Wellbeing 6. Building a Culture for Performance 	<p>Executive Leadership Course Reform: \$15,000 Other: \$10,000 Total: \$25,000</p>	<p>Formation and development of school and system leaders in the key areas of governance, ethical leadership, strategic planning & stewardship of resources with the end goal to ensure high quality Catholic schooling delivery and positive outcomes for all stakeholders.</p>	<p>Minimum of 95% completion for enrolled leaders in the 6 module program delivered by The Brown Collective.</p> <p>Post program evaluation reflects at minimum of 4 out of 5 satisfaction rating on a 5 point scale.</p>

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<p>Improving Governance School Performance Review & External Validation</p> <p>School Improvement and Improvement Framework (SIRF) Review Processes.</p> <p>Bilateral reform Reference:</p> <p>Improving governance and financial management practices in non-government schools.</p>	<p>All CENT schools engage in a cyclical review using the NSIT (National School Improvement Tool) led by Australian Council of Education Research (ACER) underpinned by comprehensive quality assurance and moderation processes. All school reviews will include an external reviewer; bringing an independent perspective. This model also provides for additional time to deeply embed an improvement culture, underpinned by the NSIT.</p> <p>NSIT professional learning provided to school and system leaders to develop understandings of the nine interrelated domains of the NSIT and application of this knowledge to: lead change and support school improvement through the lens of the NSIT</p> <p>Review of the CENT School Improvement and Renewal Framework to align with the National School Improvement Tool (NSIT) to ensure robust and effective school self-assessment and review processes.</p>	<p>ACER School Review/External Validation process Reform: \$40,000 Other: \$20,000 Total: \$60,000</p> <p>SIRF Processes Reform: \$15,000 Other: \$15,000 Total: \$30,000</p>	<p>Improved school governance processes and practices where recommendations from cyclical External Validation Reviews using the National School Improvement Tool and Annual SIRF assessment processes provide school leaders with relevant and timely feedback to inform future priorities in the following areas:</p> <ul style="list-style-type: none"> • Leadership • Finance, Facilities and Resources • Teaching and Learning • Pastoral Care and Wellbeing • Community and Culture • Catholic Identity <p>School Improvement Plans and School Annual Reports published on school web sites.</p>	<p>All schools externally reviewed and validated through a 4-5 year cycle.</p> <p>Schedule of SIRF annual reviews for all schools not scheduled for EV or School Registration.</p> <p>Recommendations from the ACER/External Validation and SIRF assessment reports inform School Strategic and Annual School Improvement Plans.</p> <p>100% of schools scheduled for School Improvement Assessment, External Validation and Registration Renewal processes are completed.</p>

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<p>Financial Management for School Leaders</p> <p>Bilateral reform Reference:</p> <p>Improving governance and financial management practices in non-government schools.</p>	<p>Financial Management training and support for school principals and school leaders.</p> <p>A one-day course is developed for school leaders focused on building capacity and improving knowledge of internal audit processes and understanding of financial concepts and best practice.</p>	<p>Financial Literacy Processes Reform: \$15,000 Other: \$20,000 Total: \$35,000</p>	<p>Improved capacity of school leaders in the area of financial management.</p> <p>Improved practices and procedures to ensure the financial security of schools.</p>	<p>80-100% attendance at professional development training courses.</p> <p>Course feedback indicates improved confidence in leader's capacity and financial knowledge.</p> <p>Improved outcomes and reporting of School financial audits</p>