

# **Non-Government Reform Support Fund**

## **2021 Workplan**

### **Catholic Education Tasmania**

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### **Catholic Education Tasmania – 2021 Work Plan**

Catholic Education Tasmania's (CET) Non Govt Reform Support Work Plan (NGRSF) for 2021 is based on our continued commitment and mission to improve the learning outcomes of all our students in Catholic schools across the state.

Our Work Plan demonstrates our collegial and collaborative relationship with both the state and independent sector. The funding received enables our system the opportunity to extend our projects and initiatives in a much more focused and effective and sustainable way.

CET's Work Plan (2021) continues to build on the implementation of existing and new national policy initiatives and state specific reforms. These initiatives are reflected in the national and bilateral agreements between the Commonwealth and the states and territories.

The following introduction summarises the proposed 2021 initiatives and projects that are to be funded by the Reform Support Fund, supported by an explanation of how these go beyond the normal service provision for member schools.

**Please note:** Some projects/initiatives do not require funding. They are included, however, because they align to the Reform Support agenda and are funded 'in kind'.

#### **Summary of Work Plan for 2021**

**Item One:** Ongoing training and support for Student Support Coordinators to achieve quality assurance, moderation and consistency for the continued improvement of the NCCD for students with disability in all Catholic schools across Tasmania.

**Item Two:** Ongoing implementation of Finance Management System in schools in 2021 & continuation of implementation of a new and efficient payroll System (Tech One) in the Tasmanian Catholic Education Office and schools and colleges in 2021

**Item Three:** Implementation of the online delivery of the National Assessment Program. NAPLAN On-Line- **COMPLETED**

**Item Four:** Improvement Direction A- Quality Teaching- Consolidate and strengthen the Catholic Education Tasmania Professional Learning Communities model which supports CET's School Improvement process.

**Item Five:** Improvement Direction B -Establish the Deputy Principal Professional Learning Program & commence the St Thomas Aquinas Teaching school for new teaching cadets in 2021, undertaking the innovative clinical teaching model.

**Item Six:** Improvement Direction C -Begin the longitudinal research project into the (i) causal factors and (ii) potential high-impact interventions for students at risk of educational disadvantage – in particular, Aboriginal and Torres Straits Islander students with low English and Numeracy proficiency.

**Item Seven:** Improvement Direction C - Consolidate and strengthen CETs Setup for Success Birth to Five program and roll out of cultural safety courses for CET workforce

## Non-Government Reform Support Fund

### Catholic Education Tasmania – Work Plan 2021

National School Reform Agreement	Project description and activities	Indicative budget	Expected outcomes/ Overall Achievements	Indicators of success
<p>Quality assurance, moderation and support for the continued improvement of the Nationally Consistent Collection of Data on School Students with Disability.</p>	<p>All Catholic Education Tasmania (CET) schools (cross sectors invited) are involved in Statewide Moderation of NCCD data sets to ensure consistency and reliability across schools.</p> <p>Student Support Education Officers work alongside the Student Support Coordinators and NCCD teams to aid with professional judgments and decision-making concerning CET school data.</p>	<p><b>Reform support funding: NIL</b></p> <p><b>In-kind Support: \$66,733</b></p>	<p>As a system, Catholic Education Tasmania will provide streamlined processes to:</p> <p>Provide quality learning through CANVAS modules, accredited training programs and face to face support.</p> <p>Support the professional training of all our Student Support Coordinators.</p>	<p>Development and completion of CANVAS unit for NCCD by end of 2021.</p> <p>40 Student Support Coordinators will have completed Pearson Level two training in 2021. 10+ teachers will have completed the Masters in Education (Inclusive Education) by the end of 2021.</p>

	<p>Continue to work in collaboration with other sectors and dioceses around Australia to problem solve and consult with the aim of ensuring consistency of data throughout Australian schools and sectors. Provide ongoing professional learning to Student Support Coordinators in CET to promote all aspects of the NCCD including accessing the NCCD website and resources.</p>		<p>Review school data to ensure consistency of quality, respond to any anomalies and feedback to leadership teams.</p> <p>Enable Student Support Education Officers to work collaboratively with CET schools to ensure consistency of NCCD data, including supporting schools with internal NCCD moderation and supporting cross school moderation in regions.</p>	<p>100% of all Student Support Coordinators will continue to attend regional and statewide meetings to consolidate their understanding of the moderation and quality assurance of the NCCD for students with disability.</p> <p>Moderation processes developed for all staff in CET to access resources and learning by the end of 2021.</p>
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National School Reform Agreement	Project description and activities	Indicative budget	Expected outcomes/ Overall Achievements	Indicators of success
<p>Improving governance and financial management practices in non-government schools to strengthen financial viability, improve business decision making and build resilience to mitigate unforeseen circumstances.</p>	<p>Ongoing implementation of Finance Management System in schools in 2021.</p> <p>Continuation of implementation of a new and efficient payroll System (Tech One) in the Tasmanian Catholic Education Office and schools and colleges in 2021.</p>	<p><b>Reform support funding: NIL</b></p> <p><b>In-kind Support: \$383,060</b></p>	<p>To implement the FMS at an increasing number of schools during 2021 <b>(6 more schools will be included in 2021)</b>.</p> <p>Final implement, pilot and test the new Payroll strategy to central office and schools during 2021.</p>	<p>The implementation of Technology One Financial Management System with continuation of schools going live in 2021. Further rollout to other schools will continue during 2022.</p> <p>The Subject Matter Expert Team continues to provide training modules for schools on the implementation and use of Technology One as a payroll management system.</p> <p>During 2021 the success of the implementation in the TCEO and all shared funded schools will be finalised.</p>

<b>National School Reform Agreement</b>	<b>Project description and activities</b>	<b>Indicative budget</b>	<b>Expected outcomes/ Overall Achievements</b>	<b>Indicators of success</b>
Implementation of online delivery of the National Assessment program and NAPLAN On-Line.	<b>This Project has been successfully completed.</b>			

Bilateral Agreement Focus Area	Project description and activities	Indicative budget	Expected outcomes/ Overall achievements	Indicators of success
<p>Improvement Direction A</p> <p>Quality Teaching curriculum, pedagogy, assessment and differentiation.</p>	<p><b>Consolidate and sustain the Catholic Education Tasmania Professional Learning Communities model</b> which supports CET's School Improvement process.</p> <ul style="list-style-type: none"> <li>• Consolidate the CET BCLR framework for PLCs.</li> <li>• Align quality teaching practices with the BCLR Framework and develop Canvas. modules to support the practices.</li> <li>• Deliver Tom Hierck system wide professional learning.</li> <li>• Initiate a PLC Exchange Network.</li> </ul> <p><b>Develop a cohesive approach to Early Years Leadership, Curriculum and Pedagogy</b></p>	<p><b>Reform support funding: \$35,000</b></p> <p><b>In-kind Support \$92,500</b></p>	<p>Schools working effectively as a professional learning community to engage in ongoing school improvement.</p> <p>Increased systemness in interpreting assessment results and using them to improve student learning within a professional learning community.</p> <p>Sharing of effective practices between schools.</p> <p>Schools are using the CET NQS audit to review their practice in</p>	<p>School annual plans are developed collaboratively by school leadership teams (Guiding Coalition).</p> <p>The Improving Schools, Improving Teaching Cycle is embedded at all schools.</p> <p>The CET BCLR Framework is being used to support an explicit improvement agenda.</p> <p>Schools/Teams/Teachers:</p> <ul style="list-style-type: none"> <li>• Using assessment to inform instruction.</li> <li>• Responding to evidence to adapt assessments.</li> <li>• Discussing evidence to leverage assessment as learning.</li> </ul> <p>PLC exchange Networks are well attend (<b>Approx 45 attendees</b>).</p> <p>Feedback mechanisms indicate that the exchange networks are valued by participants.</p> <p>Quality Improvement plans are shared at network days.</p>

	<ul style="list-style-type: none"> <li>Align practice in CET Kindergartens with the National Quality Standard (NQS).</li> <li>Strengthen workforce capacity in the Early Years.</li> <li>Implement the Age Appropriate Pedagogies Framework in the Early Years.</li> </ul> <p><b>Implement recommendations from Tasmania's Years 9-12 Project</b></p> <ul style="list-style-type: none"> <li>Align curriculum provision in CET schools with the 9-12 Curriculum Framework.</li> <li>Develop a cohesive system approach to 9-12 Vocational Learning and Career Education.</li> </ul>		<p>kindergarten and identify improvement plans.</p> <p>Early Years TAs with ACECQA approved qualification.</p> <p>Kindergarten Teachers have an ACECQA approved Early Childhood teaching qualification.</p> <p>Early years teachers have been introduced to and are beginning to work with the Age Appropriate Pedagogies (AAP) Framework.</p> <p>Schools are supported to review their current curriculum provision and align with the 9-12 Curriculum Framework.</p> <p>Development of system guidelines for Vocational Learning and Career Education.</p>	<p>Schools are able to demonstrate practice aligned to the NQS as part of the validation process.</p> <p>80% of TAs complete 75% of their Cert III by the end of 2021.</p> <p>TAs supporting and contributing to the education program in kindergarten and prep.</p> <p>100% of kindergarten teachers working in schools with a Three Year Old Ludo program have an approved qualification or are working towards attainment thereof.</p> <p>80% of teachers working in kindergarten have or are working toward an ACECQA approved teaching qualification.</p> <p>School annual planning for 2022 includes a focus on AAP.</p> <p>Canvas data shows that early years teachers are accessing the AAP Canvas professional learning module.</p> <p>Attendees at CET Networks are conversant with the 9-12 Framework and subject alignment.</p> <p>School Course Provision Guides reflect the Curriculum Framework.</p>
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	<ul style="list-style-type: none"><li>Align assessment practices in CET schools with the 9-12 Assessment Framework.</li></ul>			<p>Key representatives from each secondary/senior secondary school have been identified and a working party formed.</p> <p>An initial scan and assess undertaken and data analysed.</p> <p>Draft guidelines under development for consultation.</p>
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<b>Bilateral Agreement Focus Area</b>	<b>Project description and activities</b>	<b>Indicative budget</b>	<b>Expected outcomes/ Overall achievements</b>	<b>Indicators of success</b>
<p><b>Reform Direction B</b> Effective Leadership school culture educational leadership, building teacher capacity, building leadership capacity.</p>	<p>Contribute to national discussion and effort with regard to initial teacher education and national teacher workforce strategy and review of teacher registration, including consideration of legislative amendments.</p> <p>Develop a strong pipeline of school leaders by giving highly skilled teachers opportunities and support to complete leadership development offerings and through prioritisation of succession planning.</p>	<p><b>Reform support funding:</b> \$355,000</p> <p>In-kind support \$149,322</p>	<p>Design and development of a 3 year scaffolded ECT program to build on initial teacher education.</p> <p>Begin to build a cultural competency element into the induction program for new staff in our organisation.</p> <p>Provide asynchronous Professional Learning via Webinars and Canvas.</p>	<p>A 3-year blended early career teacher program established.</p> <p>Canvas module developed to strengthen and clarify teacher induction process.</p> <p>Embed a Cultural Competency component into ECT Program &amp; Induction Program.</p>

			<p>Commence the St Thomas Aquinas Teaching Schools Institute for new teaching cadets in 2021 to undertake the innovative clinical teaching model. This will involve:</p> <ul style="list-style-type: none"><li>• Developing a Professional Learning Plan in alignment with the strategic priorities of CET.</li><li>• Communicating this opportunity to all our Catholic colleges.</li><li>• Appointing a Program Coordinator.</li><li>• Developing a recruitment strategy.</li><li>• Establish on-going relationships with participating colleges.</li><li>• Ongoing review and evaluation.</li></ul>	<p>A minimum of five teacher cadets completing their first year of B Ed and work placement as teacher assistants in our Catholic schools.</p>
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	<p>Strengthen teacher induction processes and mentoring to support transition from the Graduate to Proficient teaching standards.</p>		<p>Implementation of the CET Leadership Continuum Program (teachers) and Deputy Principal program with an emphasis on leadership development and formation of deputy principals. This program will include:</p> <ul style="list-style-type: none"> <li>• The Deputy Principal Professional Learning Program.</li> </ul> <p>Practice focused mentoring program to be designed and piloted.</p> <p>Guidelines developed and endorsed to support the transition from Graduate to Proficient teaching standards.</p> <p>Modify Early Career Teacher Induction Timeline to reflect ECT program and school-based needs/context.</p>	<p>Development and enhancement of leadership continuum for school leaders with alignment between the AITSL standards and CET defined capability streams evident.</p> <p>In-service pathway modules delivered and scholarships delivered to all Deputy Principals.</p> <p>60% of CET Deputy Principal will have developed leadership skills aligned with their individual development plans and school/system strategic priorities.</p> <p>Deputy Principal Professional Network established.</p> <p>ECT Induction guideline completed.</p> <p>Implementation &amp; evaluation of the Practice Focused Mentoring Program.</p>
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Bilateral Agreement Focus Area	Project description and activities	Indicative budget	Expected outcomes/ Overall achievements	Indicators of success
<p><b>Reform Direction C</b></p> <p>School improvement and support – review, data, planning and resourcing, monitoring and evaluation.</p>	<p>CET with the support of the Deakin University and UTAS to conduct a longitudinal research project into the (i) causal factors and (ii) potential high-impact interventions for students at risk of educational disadvantage – in particular, Aboriginal and Torres Strait Islander students with low English and Numeracy proficiency.</p>	<p><b>Reform Support Funding:</b> \$35,000</p> <p><b>In-kind Support</b> \$137,500</p>	<p>Aboriginal and Torres Strait Islander Research Project will combine qualitative and quantitative methods to identify a tiered response to intervention, evidence-based pedagogy, quality teaching and leadership and innovation. Linked to (Reform Direction A).</p>	<p>Multi-disciplinary Reference Group established made up of CET and Deakin/UTAS staff.</p> <p>February 2021 - stage 1 completed (analysis of data, survey design, case studies, literature review and delivery of final report).</p> <p>December 2021 - stage 2 completed (examination &amp; review of student success grants, summary of interventions, measurable targets set, meetings with stakeholder groups, further case studies completed and development of draft report).</p>

Bilateral Agreement Focus Area	Project description and activities	Indicative budget	Expected outcomes/ Overall achievements	Indicators of success
<p><b>Improvement Direction D</b></p> <p>School community partnerships - local and community partnerships.</p>	<p>Maintain all on-going requirements and commitments of the TCEO Reconciliation Action Plan (RAP) and continue respectful and ongoing professional partnerships with Reconciliation Australia, Reconciliation Tasmania &amp; the National Catholic Education Commission (NCEC).</p>	<p><b>Reform Support Funding:</b> \$115,000</p> <p><b>In-kind Support</b> \$66,700</p>	<p>Continue to work on 2021 agreed deliverables, in particular respond to Discussion Paper, Indigenous Cultural Competency in the Australian Teaching Workforce Reform Direction B) and to the newly agreed Closing the Gap Report and targets.</p>	<p>Incorporate the newly agreed educational targets from Close the Gap into the Annual Planning documents for all Catholic schools across Tasmania. Active involvement with the NCEC Aboriginal Reference Group in accordance with their "Terms of Reference" and agendas. Complete the RAP measurement tool as required by Reconciliation Australia. Encourage and actively seek local Aboriginal and/or Torres Strait Islander community members to join our RAP team.</p> <p>New Cultural Safety courses successfully delivered by end of 2021:</p> <ul style="list-style-type: none"> <li>• Up to 18 RAP Team members participate in a 6 hour "on Country " cultural safety course followed by a 6 hour online module through the Tasmanian Aboriginal Centre (TAC).</li> <li>• Up to 200 new employees into Catholic Education receive Cultural Safety training as a 5 hour online module package (Reconciliation Tas).</li> <li>• Year 1 Early Career Teachers (ECT) successfully completed a 3 hour Cultural safety course 'Walk With Us' (UTAS).</li> </ul>

	<p>Consolidate and strengthen CETs Setup for Success Birth to Five program.</p>		<p>Continue to develop infrastructure to support Setup for Success, including training, resourcing and marketing, is efficient and effective.</p>	<p>All schools are running Setup for Success programs aligned to CET guidelines and expectations.</p> <p>Setup educators have been trained to use the PEDS tool and are offering this opportunity to families.</p> <p>There is community awareness of the Setup program and Setup sessions are well attended by families who participate on a regular basis.</p>
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## Summary of budget

Project	Activities	Reform support funding	Funding from other sources	Total funding
(NSRA)Quality assurance, moderation and support for the continued improvement of the Nationally Consistent Collection of Data on School Students with Disability.	Ongoing training and support for Student Support Coordinators to achieve quality assurance, moderation and consistency for the continued improvement of the NCCD for students with disability in all Catholic schools across Tasmania.	Nil	\$66,733	\$66,733
(NSRA)Improving governance and financial management practices in non-government schools.	Ongoing implementation of Finance Management System in schools in 2021.  Continuation of implementation of a new and efficient payroll System (Tech One) in the Tasmanian Catholic Education Office and schools and colleges in 2021.	Nil	\$383,060	\$383,060
(NSRA) Implementation of online delivery of the National Assessment Program NAPLAN On-Line.	Completed	Nil	Nil	Nil



<b>Improvement Direction A</b> Quality Teaching curriculum, pedagogy, assessment and differentiation.	Consolidate and strengthen the Catholic Education Tasmania Professional Learning Communities model which supports CET's School Improvement process.	\$35,000	\$92,500	\$127,500
<b>Reform Direction B</b> Effective Leadership- school culture educational leadership, building teacher capacity, building leadership capacity.	Establish the Deputy Principal Professional Learning Program. Commence the St Thomas Aquinas Teaching school for new teaching cadets in 2021, undertaking the innovative clinical teaching model.	\$355,000 (2020 carry forward reform support funds \$82,000 and 2021 Reform Support Funds \$273,000).	\$149,322	\$504,322
<b>Reform Direction C</b> School improvement and support – review, data, planning and resourcing, monitoring and evaluation.	Begin the longitudinal research project into the (i) causal factors and (ii) potential high-impact interventions for Aboriginal and Torres Straits Islander students with low English and Numeracy proficiency.	\$35,000	\$137,500	\$172,500
<b>Improvement Direction D</b> School community partnerships - local and community partnerships.	Consolidate and strengthen CETs Setup for Success Birth to Five program.  Roll out of Cultural Competency/Safety courses for the CET workforce.	\$115,000	\$66,700	\$181,700
<b>Totals</b>		\$540,000	\$895,815	\$1,435,815

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