

# **Non-Government Reform Support Fund**

## **2021 Workplan**

**Queensland Catholic Education Commission**

## **Non – Government Reform Support Fund**

### **Queensland Catholic Education Commission – 2021 Workplan**

#### **Summary of Workplan for 2021**

The Queensland Catholic Education Commission (QCEC) Work Plan 2021 for the Non-Government Reform Support Fund (NGRSF) is based on the reform priorities as identified in the 2021 NGRSF Guidelines which are:

- (a) Strengthening the three national priorities from 2020 as follows:
  - quality assurance, moderation and support for the continued improvement of the Nationally Consistent Collection of Data on School Students with Disability
  - transition of NAPLAN to online delivery
  - 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.
- (b) State based initiatives as agreed in the relevant bilateral agreement
- (c) Local priorities where aligned broadly with the Quality Schools agenda (provided NGRSBs have funding remaining after meeting their obligations under [a] and [b])
- (d) Other priorities as identified by the Minister from time to time.

In addition to strengthening the three national priorities, QCECs and Catholic School Authorities (CSAs) work in 2021 will also contribute to national reform directions outlined in the bilateral agreement between Queensland and the Commonwealth, including:

- (i) Support students and student learning
- (ii) Support teaching, school leadership and school improvement
- (iii) Enhance the national evidence base

QCEC is committed to ensuring that NGRSF funds are used to maximise outcomes against the agreed national and bilateral initiatives for Catholic schools in Queensland. In 2021 activities to progress significant National and State reform priorities and meet obligations under the bilateral agreement will be managed both centrally by QCEC, as well locally by Catholic School Authorities to ensure they best meet the local context. Both centrally administered activities and local activities are identified in the following workplans. An overarching Summary of Budget for all projects across QCEC and Catholic School Authorities is also provided.

| <b>SUMMARY BUDGET - QCEC and QUEENSLAND CATHOLIC SCHOOL AUTHORITIES</b> |   |                               |                              |                      |
|---|---|-------------------------------|------------------------------|----------------------|
| <b>Reform Area</b>  | <b>Activities</b>   | <b>Reform support funding</b> | <b>Other funding sources</b> | <b>Total funding</b> |
| <b>Reform Direction A</b>   |   |                               |                              |                      |
|   | SATE Forum QCEC   | \$ 38,282                     | \$ -                         | \$ 38,282            |
|   | SATE (Rockhampton)  | \$ 29,000                     | \$ -                         | \$ 29,000            |
|   | SATE (RI/PiP Schools)   | \$ 10,000                     | \$ -                         | \$ 10,000            |
|   | SATE (Cairns)   | \$ 10,000                     | \$ -                         | \$ 10,000            |
|   | Accelerate in the Early Years (BCE)                                   | \$ 600,000                    | \$ -                         | \$ 600,000           |
|   | Early Years Screening (Rockhampton)                                   | \$ 50,000                     | \$ -                         | \$ 50,000            |
|   | Early Years Literacy and Numeracy Data Project (Townsville)           | \$ 34,000                     | \$ -                         | \$ 34,000            |
|   | Early Years Reading Success (Cairns)                                  | \$ 20,516                     | \$ -                         | \$ 20,516            |
| <b>Reform Direction B</b>   |   |                               |                              |                      |
|   | HALT (QCEC)   | \$ 310,086                    | \$ -                         | \$ 310,086           |
|   | HALT (BCE)  | \$ 282,525                    | \$ -                         | \$ 282,525           |
|   | HALT (RI/PiP Schools)   | \$ 40,000                     | \$ -                         | \$ 40,000            |
|   | HALT (Townsville)   | \$ 25,000                     | \$ -                         | \$ 25,000            |
|   | HALT (Cairns)   | \$ 13,179                     | \$ -                         | \$ 13,179            |
|   | Leading With Integrity for Excellence (BCE)                           | \$ 285,000                    | \$ -                         | \$ 285,000           |
|   | Wellbeing in Rural Schools (BCE)                                      | \$ 210,935                    | \$ -                         | \$ 210,935           |
|   | Improving the career readiness of BCE graduates                       | \$ 239,745                    | \$ -                         | \$ 239,745           |
|   | Governance and Risk Management Capability Program (BCE)               | \$ 100,000                    | \$ -                         | \$ 100,000           |
|   | Governance and Compliance Capability Program (BCE)                    | \$ 100,000                    | \$ -                         | \$ 100,000           |
|   | Middle Leadership Development Program (RI/PiP Schools)                | \$ 130,000                    | \$ -                         | \$ 130,000           |
|   | Amplifying Student Voices - PIVOT student engagement tool (RI/PiP)    | \$ 3,400                      | \$ -                         | \$ 3,400             |
|   | Developing Whole School Inclusive Culture (RI/PiP Schools)            | \$ 267,476                    | \$ -                         | \$ 267,476           |
|   | Improving School Governance (RI/PiP Schools)                          | \$ 38,500                     | \$ -                         | \$ 38,500            |
|   | Engaging Parents (RI/PiP Schools)                                     | \$ 118,500                    | \$ -                         | \$ 118,500           |
|   | Existing and Aspiring School Leaders (Rockhampton)                    | \$ 159,000                    | \$ -                         | \$ 159,000           |
|   | School Improvement Processes (Rockhampton)                            | \$ 78,209                     | \$ -                         | \$ 78,209            |
|   | Rural/Remote Wellbeing (Rockhampton)                                  | \$ 93,000                     | \$ -                         | \$ 93,000            |
|   | Townsville Catholic Education Registered Training Organisation Forums | \$ 14,000                     | \$ -                         | \$ 14,000            |

|                           |   |            |            |            |
|---------------------------|---|------------|------------|------------|
|                           | Student Wellbeing Love Bites Program (Townsville)                                 | \$ 16,000  | \$ -       | \$ 16,000  |
|                           | Student Voice Project - PIVOT Student Engagement Tool (Townsville)                | \$ 25,000  | \$ -       | \$ 25,000  |
|                           | Systemic Financial Reporting Project (Townsville)                                 | \$ 40,262  | \$ -       | \$ 40,262  |
|                           | Strategic Asset Management Plan Project (Townsville)                              | \$ 40,800  | \$ -       | \$ 40,800  |
|                           | Leadership Development Project (Cairns)   | \$ 73,624  | \$ -       | \$ 73,624  |
|                           | Improving parent engagement governance (Cairns)                                   | \$ 19,779  | \$ -       | \$ 19,779  |
|                           | Improving Governance Essential Skills for Principals and Senior Leaders (Cairns)  | \$ 57,779  | \$ -       | \$ 57,779  |
|                           | Whole School Framework Project (Cairns)   | \$ 42,000  | \$ -       | \$ 42,000  |
|                           | Rural and Remote Wellbeing Trauma-informed Practices (Cairns)                     | \$ 42,065  | \$ -       | \$ 42,065  |
|                           | Middle Leadership Learning Program (Toowoomba)                                    | \$ 103,954 | \$ 24,884  | \$ 128,838 |
|                           | Deputisers Leadership Learning Program (Toowoomba)                                | \$ 58,786  | \$ -       | \$ 58,786  |
|                           | School Review and Improvement Project Toowoomba)                                  | \$ 58,168  | \$ -       | \$ 58,168  |
|                           | Financial systems implementation, strategic improvement and reporting (Toowoomba) | \$ -       | \$ 250,000 | \$ 250,000 |
| <b>Reform Direction C</b> |   |            |            |            |
|                           | NCCD (QCEC)   | \$ 132,259 | \$ -       | \$ 132,259 |
|                           | NCCD (BCE)  | \$ 671,507 | \$ -       | \$ 671,507 |
|                           | NCCD (RI/PiP Schools)   | \$ 787,904 | \$ -       | \$ 787,904 |
|                           | NCCD( Rockhampton)  | \$ 162,000 | \$ -       | \$ 162,000 |
|                           | NCCD (Townsville)   | \$ 40,000  | \$ -       | \$ 40,000  |
|                           | NCCD (Cairns)   | \$ 104,227 | \$ -       | \$ 104,227 |
|                           | NCCD (Toowoomba)  | \$ -       | \$ 58,182  | \$ 58,182  |
|                           | NAPLAN QCEC   | \$ 251,000 | \$ -       | \$ 251,000 |
|                           | NPALAN BCE  | \$ 700,042 | \$ -       | \$ 700,042 |
|                           | NAPLAN RI/PiP Schools   | \$ 20,000  | \$ -       | \$ 20,000  |
|                           | NAPLAN Rockhampton  | \$ 19,500  | \$ -       | \$ 19,500  |
|                           | NAPLAN Townsville   | \$ 20,500  | \$ -       | \$ 20,500  |
|                           | NAPLAN (Cairns)   | \$ 19,146  | \$ -       | \$ 19,146  |
|                           | NAPLAN (Toowoomba)  | \$ -       | \$ 25,000  | \$ 25,000  |
|                           | Data literacy for school leaders BCE  | \$ 214,000 | \$ -       | \$ 214,000 |
|                           | Boarding Schools Family Engagement Townsville                                     | \$ 25,000  | \$ -       | \$ 25,000  |
|                           | Principal/System Leader Development (Townsville)                                  | \$ 240,000 | \$ -       | \$ 240,000 |
|                           | Peoplebench Project (Toowoomba)   | \$ 65,100  | \$ -       | \$ 65,100  |

|  |  |                     |                   |                     |
|--|--|---------------------|-------------------|---------------------|
|  | Enhancing school improvement processes through data literacy development (Toowoomba) | \$ -                | \$ 43,000         | \$ 43,000           |
| <b>Local Priority</b>  |  |                     |                   |                     |
|  | Student Protection - Online Resources QCEC   | \$ 89,380           | \$ -              | \$ 89,380           |
|  | Student Protection - Governance Health Checks QCEC                                   | \$ 194,972          | \$ -              | \$ 194,972          |
|  | NGRSF Administration   | \$ 45,000           | \$ -              | \$ 45,000           |
| <b>Total</b>   |  | <b>\$ 7,680,107</b> | <b>\$ 401,066</b> | <b>\$ 8,081,173</b> |
| <p>NB: 2021 NGRSF budget costings include \$4,452,000 (estimated NGRSF 2021 allocation) and \$3,228,107 (2020 NGRSF funds approved to be rolled over to 2021 due to disruption to 2020 projects as a result of COVID 19). This represents total Reform Support Funding of \$7,680,107 in 2021.</p> |  |                     |                   |                     |

## Summary of budget – Queensland Catholic Education Commission Workplan 2021

| Project  | Activities   | Reform support funding | Funding from other sources | Total project funding |
|--|--|------------------------|----------------------------|-----------------------|
| <b>NCCD</b>  | Training and professional learning and moderation sessions to improve collection of data to support the NCCD (1.4 FTE staff).                | \$132,259              | \$0                        | \$132,259             |
| <b>NAPLAN</b>  | Support transition of NAPLAN to online delivery (2.0 FTE staff).   | \$239,406              | \$0                        | \$239,406             |
|  | Forum and TRS for school staff to attend.  | \$11,594               | \$0                        | \$11,594              |
| <b>HALT</b>  | Manage and lead processes to support assessment and certification of Highly Accomplished and Lead Teachers.                                  | \$70,023               | \$0                        | \$70,023              |
|  | Assessor training and moderation activities.   | \$14,820               | \$0                        | \$14,820              |
|  | Assessment and moderation of portfolios.   | \$33,500               | \$0                        | \$33,500              |
|  | Queensland College of Teachers – HALT program costs.   | \$78,726               | \$0                        | \$78,726              |
|  | Customisation of HALT modules for QCEC and review.   | \$113,017              | \$0                        | \$113,017             |
| <b>Senior Assessment and Tertiary Entrance support project</b> | Forum for senior educators to address emerging issues and moderation of new assessment items.  | \$38,282               | \$0                        | \$38,282              |
| <b>Student Protection – Online resources</b>                   | Development of online resources to enhance understanding and consistency in approaches to student protection in Queensland Catholic schools. | \$89,380               | \$0                        | \$89,380              |
| <b>Student Protection – governance health checks</b>           | Assess the current use and application of student protection governance arrangements with Catholic schools and authorities                   | \$194,972              | \$0                        | \$194,972             |
| <b>QCEC NGRSF administration</b>                               | Administration costs associated with the NGRSF program to achieve reform objectives.   | \$45,000               | \$0                        | \$45,000              |
|  | <b>Total Funding</b>   | \$1,060,979            | \$0                        | \$1,060,979           |

\* The Australian Government understands that these figures provided are indicative and may change throughout the year. The Annual Report will report on any changes.

| Project title   | Project description and activities  | Indicative budget  | Expected outcomes/<br>Overall achievements   | Indicators of success   |
|---|---|--|--|---|
| <p><b>1. Nationally Consistent Collection of Data on Students with Disability</b></p> <p>National Policy initiative: Reform Direction C – Enhancing the national evidence base</p> <p>Reform Support Fund priority 7(a): Quality assurance, moderation and support for the continued improvement of the Nationally Consistent Collection of Data on School Students with Disability</p> | <p>The project will deliver activities to continue to improve consistency in Catholic education staff's understanding of the NCCD and through doing so improve on the collection of evidence of adjustments and reporting of data about school students with disability. The activities are as follows:</p> <p>Professional development and training for school staff delivered across Catholic School Authorities to build consistent knowledge and understanding of the NCCD model.</p> <p>Support teachers to participate in cross-school moderation process for their students. This will give schools an opportunity to establish moderation as an ongoing process for NCCD to build consistent knowledge and understanding, about the NCCD model and engage in quality assurance processes.</p> <p>Work at regional/diocesan level with key staff from Catholic School Authorities to build sustainable practices in professional learning, moderation processes and quality assurance.</p> <p>Support cross-sector moderation opportunities for Catholic schools and the other school sectors.</p> | <p>Reform support funding: \$132,259</p> <p>Other funding: \$0</p> <p>FTE: 1.4 FTE staff</p> | <ul style="list-style-type: none"> <li>• Confidence in the accuracy of the school level data submitted for census.</li> <li>• Delivery of professional learning about the NCCD.</li> <li>• Increased numbers of participants moving on from training and engaging in moderation and reflection tool sessions.</li> <li>• Teachers are better equipped to plan, record and monitor educational adjustments for students with disability within the four phases of the NCCD.</li> <li>• NCCD within school moderation processes are embedded in the school cycle.</li> </ul> | <ul style="list-style-type: none"> <li>• The preliminary data will closely match the actual data from Queensland Catholic schools' levels of adjustment and categories of disability reducing the number of queries from the Australian Government Department of Education.</li> <li>• Audits of schools' NCCD find appropriate evidence for NCCD decisions.</li> <li>• 70% of participants at training workshops feel more confident implementing the NCCD.</li> <li>• 60% of teachers who participate in moderation report feeling more confident in their recommendations.</li> <li>• 60% of Catholic schools who engage in a facilitated NCCD reflection and planning session report increased confidence with developing an NCCD action plan.</li> </ul> |

| Project title  | Project description and activities   | Indicative budget  | Expected outcomes/<br>Overall achievements  | Indicators of success   |
|--|--|--|---|---|
| <p><b>2. NAPLAN Online Coordination Project</b></p> <p>National Policy Initiative: Reform Direction C – Enhancing the national evidence base</p> <p>Bilateral Agreement Action: Support rollout of NAPLAN Online to Catholic Schools</p> | <p>In 2021 QCEC will continue working towards moving all schools to NAPLAN Online by providing training and support to Catholic school staff, in-school support for training of test administrators and preparation for 2021 and 2021 online testing.</p> <p>This project will support the following activities:</p> <ul style="list-style-type: none"> <li>• School readiness training and refresher/ national protocols/training.</li> <li>• School readiness testing, practice testing and platform readiness testing.</li> <li>• Review and update online collation of state and national resources which provide support for NAPLAN Online Catholic school staff.</li> <li>• Meetings, forum and symposium to collaborate and build learnings on specific NAPLAN Online issues (e.g. how are and how can schools use NAPLAN data in business intelligence tools, interpreting Student and School Summary Reports).</li> </ul> | <p>Reform support funding: \$251,000</p> <p>Other funding: \$0</p> <p>FTE: 2.0 FTE staff</p> | <ul style="list-style-type: none"> <li>• Delivery of school readiness training, school readiness testing, and practice testing and platform readiness testing.</li> <li>• Schools attend refresher training</li> <li>• New/extended online supports for Catholic school staff.</li> <li>• Delivery of meetings and NAPLAN Online forum.</li> <li>• QCEC Online Assessment Symposium to address NAPLAN Online specific issues collectively.</li> </ul> | <ul style="list-style-type: none"> <li>• 95% of Catholic schools are ready for online testing by 2021.</li> <li>• All new schools transitioning to NAPLAN Online in 2021 attend National Protocols training in January – March 2021.</li> <li>• Collation of state and national resources are reviewed and updated.</li> <li>• 100% of schools transitioning to NAPLAN Online in 2022 attend the QCEC NAPLAN Online Readiness Forum.</li> <li>• A range of representation from Catholic School Authorities at the Online Assessment Symposium is recorded, including from Catholic Education Offices and RI/PJP's.</li> </ul> |



| Project title  | Project description and activities   | Indicative budget  | Expected outcomes/<br>Overall achievements   | Indicators of success   |
|--|--|--|--|---|
| <p><b>3. Highly Accomplished and Lead Teacher Initiative</b></p> <p>National Policy Initiative: Reform Direction B - Support teaching, school leadership and school improvement</p> <p>Bilateral Agreement Action: Highly accomplished and lead teachers</p> | <p>This reform support project will recognise the explicit value of teaching experience and proven ability in the classroom by rewarding highly accomplished and lead teachers through the following activities:</p> <ul style="list-style-type: none"> <li>• The provision of specific support for Catholic school leaders so they can support HALT applicants.</li> <li>• The continuation of the HALT assessors' network.</li> <li>• The training of additional HALT assessors, including refresher training of HALT assessors.</li> <li>• Information sessions and in-depth workshops scheduled prior to applicants submitting their Notification of Intention to Apply for Certification.</li> <li>• Reimbursement to Queensland College of Teachers (QCT) (Client fee) for providing services to support QCEC Certification processes including: Initial Assessor Training, Assessor Refresher Training, Introductory Sessions, In-Depth Workshops, Client Application fees, Internal Review Committee (IRC) fees (appeals cost).</li> <li>• Customize and facilitate access to online modules to support applicants in the development of HALT portfolios with a specific Catholic lens.</li> </ul> | <p>Reform support funding: \$310,086</p> <p>Other funding: \$0</p> <p>FTE: 0.6 FTE staff</p> | <ul style="list-style-type: none"> <li>• More Queensland Catholic school teachers apply for HALT certification.</li> <li>• School leaders actively promote and encourage HALT certification.</li> <li>• School leaders provide enhanced support to teachers who apply for HALT.</li> <li>• Teachers have access to resources which support the HALT application process.</li> <li>• HALT assessor training is delivered.</li> <li>• HALT assessment process is carried out with fidelity.</li> </ul> | <ul style="list-style-type: none"> <li>• In 2021 more than 13 teachers will apply for HALT in Queensland Catholic schools representing an increase in the number of applicants from 2020.</li> <li>• Increased engagement with HALT communications.</li> <li>• In 2021 13 or more HALT assessors will be trained to support Catholic schools representing an equivalent, or higher number of assessors trained compared to 2020 and an overall increase in the total number of Catholic school trained HALT assessors.</li> </ul> |

| Project title  | Project description and activities  | Indicative budget  | Expected outcomes/<br>Overall achievements  | Indicators of success   |
|--|---|--|---|---|
| <p><b>4. Senior Assessment and Tertiary Entrance</b></p> <p>National Policy Initiative: Reform Direction A - Support students, student learning and student achievement</p> <p>Bilateral Agreement Action: Senior Assessment and Tertiary Entrance</p> | <p>This reform support project will provide professional development to support Queensland Catholic school leaders and teachers to embed Queensland's new senior assessment and tertiary entrance (SATE) system. Based on the disruption to the first year of the new SATE system in 2021 the project will support Catholic school staff to with relevant professional learning opportunities.</p> <p>Catholic school staff will participate in professional learning that assists with techniques that support:</p> <ul style="list-style-type: none"> <li>• development of subject specific assessment items</li> <li>• moderation of senior secondary assessment items</li> <li>• sharing of strategies familiarise students with the language of external assessment, the types of questions that might be asked and the expected length of responses</li> </ul> <p>In 2021 the SATE taskforce will engage with and support Catholic School Authority and RI/PJP staff to provide support to, and build, capacity of Catholic school staff.</p> | <p>Reform support funding: \$38,282</p> <p>Other funding: \$0 FTE: N/A</p> | <ul style="list-style-type: none"> <li>• Cross-authority moderation event to support senior secondary students in the development of assessment items</li> <li>• Increased confidence of Catholic school staff in Catholic School Authorities and RI/PJP schools to support Catholic school staff in relation to the requirements of the new Queensland Certificate of Education (QCE) system.</li> </ul> | <ul style="list-style-type: none"> <li>• More than 60% of participating teachers surveyed after the forum report increased confidence and skills in developing assessment items.</li> </ul> |

| Project title   | Project description and activities  | Indicative budget  | Expected outcomes/<br>Overall achievements   | Indicators of success   |
|---|---|--|--|---|
| <p><b>5. Student Protection – Online Resources (continuation of 2018 project)</b></p> <p>National Policy Initiative: Reform Direction B - Support teaching, school leadership and school improvement</p> <p>Local Initiative: Recommendation of Royal Commission into Institutional Responses to Child Sexual Abuse</p> | <p>The Royal Commission into Institutional Responses to Child Sexual Abuse identified the importance of consistent, high quality and focused training for all staff and volunteers dealing with children.</p> <p>This project will develop online training materials to improve the understanding of Catholic school staff and volunteers in managing student protection issues and appropriately meeting all reporting and compliance issues.</p> <p>Online materials enable this training to be delivered in a flexible and timely manner that is suitable for school settings. Online training also allows for the incorporation of detailed scenario considerations that assist participants in understanding the complexities of student protection situations. Additionally, testing provisions can be built into the materials to assess the extent to which staff and volunteers have understood key concepts and responsibilities.</p> | <p>Reform support funding: \$89,380</p> <p>Other funding: \$0 FTE: N/A</p> | <ul style="list-style-type: none"> <li>Teachers, school leaders and volunteers have access to relevant and accessible student protection training to increase their knowledge and understanding of student safety and wellbeing and reporting and compliance requirements.</li> <li>Flexible training allows for delivery to be tailored to individual schools and their particular settings and student populations.</li> <li>Training materials allow for the quantification of improvements in the understanding of teachers and school leaders concerning key student safety and wellbeing concepts and responsibilities.</li> </ul> | <ul style="list-style-type: none"> <li>60% of participating school authorities report increased awareness of student protection guidance materials and enhanced quality of training resources to assist with dealing with student protection issues in schools.</li> <li>Relevant and up-to-date online student protection training is available across an increased number of school sites.</li> </ul> |

| Project title   | Project description and activities   | Indicative budget  | Expected outcomes/<br>Overall achievements  | Indicators of success  |
|---|--|--|---|--|
| <p><b>6. Student Protection – Governance Health Checks (continuation program)</b></p> <p>National Policy Initiative: Reform Direction B - Support teaching, school leadership and school improvement</p> <p>Local Initiative: Response to Royal Commission into Institutional Responses to Child Sexual Abuse</p> | <p><b>of 2018</b> The project will assist Catholic School Authorities in meeting legislative and procedural requirements for responding to, and reporting, abuse and harm of students. An external provider will assess the current use and application of student protection governance arrangements within Catholic schools and authorities.</p> | <p>Reform support funding: \$194,972<br/>Other funding: \$0<br/>FTE: N/A</p> | <ul style="list-style-type: none"> <li>The health checks will assess, and where relevant promote enhancements to the current use and application of student protection governance arrangements within Queensland Catholic schools and authorities.</li> </ul> | <ul style="list-style-type: none"> <li>Provision of independent advice on the “health” of current student protection governance arrangements (Health Check Reports).</li> <li>More than 60% of participating Catholic School Authorities will identify ways to enhance the appropriate use and application of student protection governance arrangements within Queensland Catholic schools (as measured by survey instrument).</li> </ul> |

# **Non-Government Reform Support Fund**

## **2021 Workplan**

### **Brisbane Catholic Education**

## Summary of budget

| Project                                   | Activities   | Reform support funding | Funding from other sources | Total project funding |
|---|--|------------------------|----------------------------|-----------------------|
| NCCD                                      | NCCD Local   | \$330,507              | \$0                        | \$330,507             |
|   | NCCD Central   | \$341,000              | \$0                        | \$341,000             |
| HALT                                      | HALT BCE   | \$282,525              | \$0                        | \$282,525             |
| Governance & Leadership                   | Leading with Integrity for Excellence                  | \$285,000              | \$0                        | \$285,000             |
| Governance & Financial                    | Risk Management Capability                             | \$100,000              | \$0                        | \$100,000             |
|   | Governance and Compliance Capability                   | \$100,000              | \$0                        | \$100,000             |
| NAPLAN                                    | NAPLAN Online  | \$700,042              | \$0                        | \$700,042             |
| Early Years Screening Tools               | Accelerate in the Early Years: Early Years Partnership | \$600,000              | \$0                        | \$600,000             |
| Support Rural Wellbeing                   | Wellbeing in Rural Schools                             | \$210,935              | \$0                        | \$210,935             |
| Parent, community and industry engagement | Improving career readiness of BCE graduates            | \$239,745              | \$0                        | \$239,745             |
| Data Literacy / School Improvement        | Data literacy for school leaders                       | \$214,000              | \$0                        | \$214,000             |
|   | <b>Total funding for 2021</b>                          | <b>\$3,403,754</b>     | <b>\$0</b>                 | <b>\$3,403,754</b>    |

\* The Australian Government understands that these figures provided are indicative and may change throughout the year. The Annual Report will report on any changes.

**Non-Government Reform Support Fund – Archdiocese of Brisbane Workplan 2021**

| Project title  | Project description and activities  | Indicative budget   | Expected outcomes/<br>Overall achievements  | Indicators of success  |
|--|---|---|---|--|
| <p><b>1. Project title:<br/>NCCD (BCE<br/>local project)</b></p> <p>National Policy initiative: Reform Direction C – Enhancing the national evidence base</p> <p>Reform Support Fund priority 7(a): Quality assurance, moderation and support for the continued improvement of the Nationally Consistent Collection of Data on School Students with Disability</p> | <p>Local Project led by BCE to personnel to strengthen quality assurance, moderation and support for the continued improvement of the Nationally Consistent Collection of Data for students with disability.</p> <p>Key focus areas:</p> <ul style="list-style-type: none"> <li>• in-school moderation activities</li> <li>• individual schools' completion of NCCD Reflection Tool and forward planning for next cycle</li> <li>• Consultancy support from disability expert.</li> </ul> | <p><b>Reform support funding:</b> \$330,507</p> <p>Other funding: \$0</p> <p>FTE: 1.0 FTE staff</p> <p>(Teacher Release: \$170,500 and Disability Consultancy for training: \$25,007 and 1 FTE project officer \$135,000)</p> | <ul style="list-style-type: none"> <li>• Decisions regarding levels of adjustment and disability category are identified as accurate through in-school moderation process.</li> <li>• Goals are identified for improvement in the next cycle of NCCD.</li> <li>• Improved confidence in decision-making by BCE quality assurers.</li> </ul> | <ul style="list-style-type: none"> <li>• Quality assurance process confirms the accuracy of schools' decisions.</li> <li>• BCE NCCD data indicates alignment with other dioceses, sectors, state-wide and nationally.</li> <li>• Limited changes during quality assurance process after submission of preliminary data.</li> </ul> |

**Non-Government Reform Support Fund – Archdiocese of Brisbane Workplan 2021**

| Project title   | Project description and activities  | Indicative budget  | Expected outcomes/<br>Overall achievements   | Indicators of success  |
|---|---|--|--|--|
| <p><b>2. Project Title:<br/>NCCD (QCEC led)</b></p> <p>National Policy initiative: Reform Direction C – Enhancing the national evidence base</p> <p>Reform Support Fund priority 7(a): Quality assurance, moderation and support for the continued improvement of the Nationally Consistent Collection of Data on School Students with Disability</p> | <p>Central Project led by QCEC personnel to strengthen quality assurance, moderation and support for the continued improvement of the Nationally Consistent Collection of Data for students with disability.</p> <p>Key focus area:</p> <ul style="list-style-type: none"> <li>• Information sessions for new staff</li> <li>• Cross-school moderation sessions</li> <li>• Cross-sector moderation sessions.</li> </ul> | <p>Reform support funding: \$341,000</p> <p>Other funding: \$0</p> <p>FTE: N/A</p> <p>(Teacher Release: \$341,000)</p> | <ul style="list-style-type: none"> <li>• Alignment of decisions regarding levels of adjustment and disability category between schools and sectors.</li> </ul> | <ul style="list-style-type: none"> <li>• Quality assurance process confirms the accuracy of schools' decisions.</li> <li>• BCE NCCD data indicates alignment with other dioceses, sectors, state-wide and nationally.</li> <li>• Limited changes during quality assurance process after submission of preliminary data.</li> </ul> |



**Non-Government Reform Support Fund – Archdiocese of Brisbane Workplan 2021**

| Project title  | Project description and activities   | Indicative budget   | Expected outcomes/<br>Overall achievements  | Indicators of success  |
|--|--|---|---|--|
| <p><b>3. Project title:<br/>HALT (BCE led)</b></p> <p>National Policy Initiative: Reform Direction B – Support teaching, school leadership and school improvement</p> <p>Bilateral Agreement Action: Highly Accomplished and Lead Teacher (HALT) Certification</p> | <p>To promote awareness of voluntary Highly Accomplished and Lead Teacher (HALT) certification and career paths for all teachers among key BCE audiences (teachers, school and system leaders), while delivering specific support to those seeking HALT certification or accreditation as HALT Assessors.</p> <p>This 3-year project was initiated in 2020 and is expanding across 2021-22 as a greater awareness and interest is generated; increased applications are received for HALT Certification and Assessors; and broader BCE system processes are established.</p> <p>The project will:</p> <ul style="list-style-type: none"> <li>• enhance teacher capability</li> <li>• empower teachers as leaders</li> <li>• improve student outcomes.</li> </ul> | <p>Reform support funding: \$282,525</p> <p>Other funding: \$0</p> <p>FTE: 1.0 FTE staff</p> <p>(Teacher Release \$101,775 and 1 FTE Education Officer Salary, Travel and Office Costs \$180,750)</p> | <ul style="list-style-type: none"> <li>• Increased engagement and understanding of the standards as a career progression resource (for performance and development).</li> <li>• More applicants are successful in their application for HALT Certification.</li> <li>• More Assessors are trained and receive accreditation.</li> <li>• Shared understanding of BCEO personnel of future development needs to support successful HALT Certification and Assessor applications.</li> <li>• Build in sustainability by utilising the resource of successful applicants to support future aspiring HALT applicants.</li> </ul> | <ul style="list-style-type: none"> <li>• Approximately 10 schools will request professional learning explicitly focussed on the (Australian Professional Standards for Teachers) APST and Accreditation.</li> <li>• Increased numbers of teachers submit HALT portfolio applications.</li> <li>• Increased school-based Assessors utilising knowledge of the APST and process in their work.</li> <li>• Depth of understanding of the standards when working with school personnel in delivering service to schools.</li> <li>• Approximately 50% of HAT and LEAD teacher applicants will be successful in obtaining certification and become resources within schools, for leaders and colleagues and across the system.</li> </ul> |

**Non-Government Reform Support Fund – Archdiocese of Brisbane Workplan 2021**

| Project title   | Project description and activities   | Indicative budget   | Expected outcomes/<br>Overall achievements  | Indicators of success   |
|---|--|---|---|---|
| <p><b>4. Project Title:<br/>Leading with<br/>Integrity for<br/>Excellence (LWIE)</b></p> <p>National Policy Initiative:<br/>Reform Direction B –<br/>Support teaching, school<br/>leadership and school<br/>improvement</p> <p>Reform Support Fund<br/>priority 7(a):<br/>Improving governance<br/>and financial<br/>management practices<br/>in non-government<br/>schools to strengthen<br/>financial viability,<br/>improve business<br/>decision-making and<br/>build resilience to<br/>mitigate unforeseen<br/>circumstances</p> | <p>LWIE is an externally facilitated program which aims to build capacity around strategic leadership, accountability, governance and performance among Principals and aspiring Principals. The program is designed to support participants to be efficient and effective administrators and be leaders of learning within a Catholic school context.</p> <p>In collaboration with the governing body, school leaders have critical responsibilities in leading and nurturing a Catholic school community in an ever-changing and complex environment. These programs improve stewardship of resources, governance, ethical practices and decision making, strategic thinking and performance, by enhancing confidence, effectiveness and competence in areas of governance.</p> <p>Delivery is mainly face to face (6 days) and in-school activities between the key presentation days. The total project cost (\$285,000) is made up of the consultancy costs of the external facilitator.</p> | <p>Reform support funding:<br/>\$285,000</p> <p>Other funding: \$0 FTE:<br/>N/A</p> | <ul style="list-style-type: none"> <li>Support 60 (at a program cost of approximately \$4,750 per participant) Principals and aspiring Principals to be efficient and effective administrators and leaders of learning within a Catholic school context.</li> </ul> | <ul style="list-style-type: none"> <li>More than 60% of participants report improved understanding of financial management, governance, ethical practices and decision making, strategic thinking and performance.</li> </ul> |

**Non-Government Reform Support Fund – Archdiocese of Brisbane Workplan 2021**

| Project title   | Project description and activities  | Indicative budget   | Expected outcomes/<br>Overall achievements  | Indicators of success   |
|---|---|---|---|---|
| <p><b>5. Project Title:<br/>NAPLAN Online<br/>(QCEC led)</b></p> <p>National Policy Initiative: Reform Direction C – Enhancing the national evidence base</p> <p>Bilateral Agreement Action: Support rollout of NAPLAN Online to Catholic Schools</p> | <p>Central Project lead by QCEC personnel to implement NAPLAN Online in 2021. The project focusses on technical delivery and school, staff and student readiness to smoothly transition from paper testing to online testing.</p> <p>The project support provided by QCEC to be supplemented by a dedicated role-holder within Brisbane Catholic Education (BCE) for one final year to deliver local support to:</p> <ul style="list-style-type: none"> <li>• school communities experiencing NAPLAN Online for the first time in 2021</li> <li>• others where there has been significant leadership and staff turnover, leaving gaps in knowledge and processes and</li> <li>• those where technical and student readiness present particular challenges.</li> </ul> | <p>Reform support funding: \$700,042</p> <p>Other funding: \$0</p> <p>FTE: 4.0 FTE staff (Teacher Release: \$156,839 and 4 FTE Project Officer Salary, Travel and Office Costs \$543,203)</p> | <ul style="list-style-type: none"> <li>• Advance student progress and achievement by improving literacy and numeracy teaching practice in every classroom.</li> <li>• Professional support is provided for effective and expected teaching practices.</li> <li>• Transition of BCE schools to NAPLAN Online is achieved through a range of strategies to ensure school, staff, student and technical readiness.</li> <li>• In 2021, all 144 BCE schools will successfully complete NAPLAN Online testing in May.</li> </ul> | <ul style="list-style-type: none"> <li>• 144 BCE schools successfully complete NAPLAN Online ensuring technical, school, staff and student readiness is optimal.</li> </ul> |

## Non-Government Reform Support Fund – Archdiocese of Brisbane Workplan 2021

| Project title   | Project description and activities   | Indicative budget  | Expected outcomes/<br>Overall achievements   | Indicators of success   |
|---|--|--|--|---|
| <p><b>6. Accelerate in the Early Years – Early Learning Partnerships</b></p> <p>National Policy Initiative: Reform Direction A – Support students and student learning</p> <p>Bilateral Agreement Action: Review and extend early years screening tools in Qld Catholic schools</p> | <p>2nd year of a three-year local project 2020-2022 led by BCE that seeks to positively impact student learning progress.</p> <p>This project will lead to an established and informed response to scale across various school contexts through the identification of early screening tools, partnerships, practices, processes and structures that sit within and around the Levels of Teaching Response as a framework to inform decision making that best responds to student early literacy growth and progress.</p> <p>This project extends Brisbane Catholic Education's (BCE) current focus on effective and expected leadership and teaching practices to identify and implement processes and practices that ensure each student receives the responsive teaching they require, when and as they need it.</p> <p>The project will develop and articulate school-based partnerships, processes and practices that respond to student learning progress and provide responsive teaching and support, that results in learning progress and achievement for every student.</p> | <p>Reform support funding: \$600,000</p> <p>Other funding: \$0</p> <p>FTE: 2.0 FTE staff</p> <p>(\$360,000 for Teacher Release and local costs and cost of 2.0 FTE Project Officers \$240,000)</p> | <ul style="list-style-type: none"> <li>• Building of each role holders' capacity (teachers, PLL's, ST: IE's, Leadership teams and other specialists) to best respond to each student's learning progress in a timely way.</li> <li>• Deeper understanding of Partnerships, practices, processes and structures that need to exist in schools to progress the learning of each student.</li> <li>• A refined understanding of how the Levels of Teaching Response can be used as a framework to progress the learning of each student.</li> <li>• A review and deepened understanding of Early Years Screening tools that can be upscaled and shared, to provide our schools with the right information at the right time to inform a response to move early literacy acquisition and the associated literacy skill development forward to impact progress for each student.</li> </ul> | <ul style="list-style-type: none"> <li>• Early literacy progress monitored through –Letter/Sound knowledge, Concepts of Print and PM benchmarking will provide quantifiable measures of success.</li> <li>• Successful development of the program for extension to a broader number of schools across 2021-22.</li> <li>• Improved early reading levels for students in the project schools.</li> <li>• Levels of Teaching Response process is refined, elaborated and exemplified.</li> <li>• Responsive teaching and differentiation occurring at the level and in the manner needed for each student.</li> <li>• Models/examples of effective practice are used to scale up implementation across a broader number of schools.</li> <li>• An evaluation of the pilot identifies other tools and processes that may be introduced to provide useful data and information to inform teaching responses.</li> </ul> |

**Non-Government Reform Support Fund – Archdiocese of Brisbane Workplan 2021**

| Project title  | Project description and activities   | Indicative budget  | Expected outcomes/<br>Overall achievements  | Indicators of success   |
|--|--|--|---|---|
| <p><b>7. Project Title:<br/>Risk Management<br/>Capability Program</b></p> <p>National Policy Initiative:<br/>Reform Direction B –<br/>Support teaching, school<br/>leadership and school<br/>improvement</p> <p>Reform Support Fund<br/>priority 7(a):<br/>Improving governance<br/>and financial management<br/>practices in non-<br/>government schools to<br/>strengthen financial<br/>viability, improve business<br/>decision-making and build<br/>resilience to mitigate<br/>unforeseen circumstances</p> | <p>To support the development and<br/>delivery of training to increase risk<br/>management capability across key<br/>schools and office roles.</p> <ul style="list-style-type: none"> <li>• Develop a series of resources to<br/>support the ongoing<br/>improvement of risk<br/>management capabilities of<br/>senior leader cohorts within<br/>BCE schools and the office.</li> <li>• Develop and deliver workshops<br/>to embed staff risk management<br/>practice and support the<br/>practice of local and enterprise<br/>risk management.</li> </ul> | <p>Reform support<br/>funding: \$100,000<br/>Other funding: \$0 FTE:<br/>N/A</p> | <ul style="list-style-type: none"> <li>• Brisbane Catholic Education (BCE)<br/>staff will deliver high quality risk<br/>management practices.</li> <li>• Participants will be empowered,<br/>knowledgeable and trained in<br/>identifying and developing risk<br/>management mitigation strategies.</li> <li>• 200 places will be offered in the<br/>training workshops.</li> </ul> | <ul style="list-style-type: none"> <li>• 70% of participants report greater<br/>confidence to be able to<br/>confidently assess, manage and<br/>mitigate risk for projects and<br/>programs of work, and to meet<br/>compliance requirements.</li> <li>• Reduced incidence of unexpected<br/>negative consequences through<br/>effective management of risk at all<br/>levels of the organisation.</li> <li>• Increased understanding of the<br/>risk appetite of the organisation<br/>and implications for decision<br/>making.</li> </ul> |

**Non-Government Reform Support Fund – Archdiocese of Brisbane Workplan 2021**

| Project title  | Project description and activities  | Indicative budget  | Expected outcomes/Overall achievements  | Indicators of Success   |
|--|---|--|---|---|
| <p><b>8. Project Title:<br/>Governance and Compliance<br/>Capability Program</b></p> <p>National Policy Initiative:<br/>Reform Direction B –<br/>Support teaching, school<br/>leadership and school<br/>improvement</p> <p>Reform Support Fund<br/>priority 7(a):<br/>Improving governance<br/>and financial management<br/>practices in non-<br/>government schools to<br/>strengthen financial<br/>viability, improve business<br/>decision-making and build<br/>resilience to mitigate<br/>unforeseen circumstances</p> | <p>To support the development and<br/>delivery of training to increase the<br/>capability of school leaders and<br/>staff to meet Brisbane Catholic<br/>Education’s (BCE) regulatory and<br/>legislative requirements.</p> <p>Resources will be developed to<br/>support the ongoing improvement<br/>of compliance management<br/>capabilities of school senior leaders<br/>and staff. Resources will include:</p> <ul style="list-style-type: none"> <li>○ a new HealthCheck process<br/>which will support school<br/>staff to assess the<br/>performance of schools and<br/>the level of compliance<br/>through dashboards for<br/>performance data and<br/>systems for compliance<br/>monitoring and reporting</li> <li>○ develop School Operating<br/>Handbook as a one stop<br/>shop reference resource for<br/>principals to meet all<br/>regulatory and legislative<br/>requirements.</li> </ul> <ul style="list-style-type: none"> <li>• Develop and deliver workshops<br/>to embed staff compliance<br/>management practice.</li> </ul> | <p>Reform support<br/>funding: \$100,000</p> <p>Other funding: \$0</p> <p>FTE: N/A</p> | <ul style="list-style-type: none"> <li>• BCE schools will meet all regulatory<br/>and legislative requirements.</li> <li>• Participants will be empowered,<br/>knowledgeable and trained in all<br/>aspects of compliance requirement<br/>of their roles.</li> <li>• 200 places will be offered in the<br/>training workshops.</li> </ul> | <ul style="list-style-type: none"> <li>• 70% of participants report greater<br/>confidence to assess compliance<br/>and take action to meet<br/>requirements when required.</li> <li>• All BCE schools meet Non-<br/>State Schools Accreditation<br/>Board (NSSAB) accreditation<br/>requirements.</li> </ul> |

**Non-Government Reform Support Fund – Archdiocese of Brisbane Workplan 2021**

| Project title   | Project description and activities  | Indicative budget   | Expected outcomes/<br>Overall achievements  | Indicators of success  |
|---|---|---|---|--|
| <p><b>9. Project Title: Wellbeing in Rural Schools</b></p> <p>National Policy Initiative: Reform Direction B – Support teaching, school leadership and school improvement</p> <p>Bilateral Agreement Action: Rural and remote wellbeing</p> | <p>The Brisbane Catholic Education (BCE) Strategic Plan (2021-2025) identifies <i>Wellbeing</i> as a priority. Current educational research highlights the alignment between deep learning with improved student wellbeing. Increasingly, rural communities are required to draw upon their school, Parish and local communities to support the wellbeing and mental health of their students.</p> <p>This project, implemented in the contexts of BCE North &amp; South Burnett, Wide Bay, Maryborough and Gympie schools, aims to build the capacity of staff in developing prevention and early intervention responses in promoting positive student wellbeing and understanding the Levels of Teacher Response in deepening learning.</p> | <p>Reform support funding: \$210,935</p> <p>Other funding: \$0</p> <p>FTE: 1.0 FTE staff</p> <p>(1.0 FTE Rural Engagement Support Coordinator salary, travel and office costs: \$180,775 and Teacher Release Funds for professional development sessions: \$30,160)</p> | <ul style="list-style-type: none"> <li>• Key personnel of each school (Leadership Team Representative, Guidance Counsellor, Support Teacher Inclusive Education, Primary and Secondary Learning Leaders) engage in the project.</li> <li>• Schools review support structures naming and implementing prevention and early intervention strategies related to student wellbeing and learning engagement.</li> <li>• Schools initiate programs and activities that inextricably link student wellbeing and learning.</li> <li>• Partnerships between school and identified local wellbeing support agencies, and collaboration between schools in the project developed.</li> <li>• Support schools in developing Levels of Teacher Response in their staff.</li> </ul> | <ul style="list-style-type: none"> <li>• Greater than 80% of identified BCE Rural schools in the target area establish an ongoing commitment to the project.</li> <li>• Documented processes of school implementation of intervention strategies for student engagement.</li> <li>• Schools implement initiatives linking student wellbeing and learning.</li> <li>• Schools establish a link with identified external local community wellbeing providers.</li> <li>• Schools share their project success with other BCE educators.</li> <li>• Minimum engagement of the School Lead and one collaborator from each school engaged in professional learning related to Level of Teacher Response Training.</li> </ul> |

## Non-Government Reform Support Fund – Archdiocese of Brisbane Workplan 2021

| Project   | Project description and activities  | Indicative budget   | Expected outcomes/achievements   | Indicators of success   |
|---|---|---|--|---|
| <p><b>10. Project Title:<br/>Improving<br/>the career<br/>readiness<br/>of BCE<br/>graduates</b></p> <p>National Policy Initiative: Reform Direction B – Support teaching, school leadership and school improvement</p> <p>Bilateral Agreement Action: Provide Professional learning opportunities and resources to enhance parent, community and industry engagement with Catholic schools</p> | <p>Local Project lead by Brisbane Catholic Education (BCE) to conduct an extensive review of secondary structures and practices to evaluate and improve the way in which BCE schools prepare students for successful global citizenship, regardless of their choice of pathway. The review will be conducted across 2021 with the expectation of a final report available to BCE in late November 2021.</p> <p>The review will lead to the development of an action plan and supporting resources to ensure students' learning is integrated and authentic, enhances the skills necessary for successful citizenship and provides a research-informed framework for careers education.</p> <p>The final phase of the project will be to engage a small number of schools in a pilot program to evaluate the effectiveness of the action plan in preparing students for life after school.</p> | <p>Reform support funding: \$239,745</p> <p>Other funding: \$0 FTE: 1.9 FTE staff</p> <p>(0.9 FTE Project Officer: Contemporary learning focussing on pedagogies for career skill development as well as careers education: \$130,000 and 0.75 FTE Project Officer: Online Learning focussing on broadening senior pathway options for students, regardless of school size, location or context: \$109,745)</p> | <ul style="list-style-type: none"> <li>• Improved student engagement and wellbeing outcomes (including improved attendance data for schools engaged in the pilot phase).</li> <li>• Improved student pathway options achieved through renewed parent, community and industry engagement (resulting in a decrease in student attrition in the senior phase of learning).</li> <li>• Improved student understanding of career options (resulting in engagement with careers aligning with personal strengths and interests, rather than being limited to the career information provided by parents or significant others).</li> </ul> <p>Improved development of students' skills for success in the workforce (regardless of pathway).</p> | <ul style="list-style-type: none"> <li>• Review of middle years schooling structures and pedagogies.</li> <li>• Review of careers education in schools.</li> <li>• Implementable recommendations/framework for the future improvement of career readiness for BCE graduates.</li> <li>• Catholic school of distance education developed and ready for launch to senior students for 2022 (to allow for a greater breadth of subject offerings for all students).</li> <li>• Development of support resources (including professional learning) and community and industry engagement to assist with change processes required for greater career readiness.</li> <li>• Pilot schools for improved career readiness program identified in preparation for 2022.</li> </ul> |



**Non-Government Reform Support Fund – Archdiocese of Brisbane Workplan 2021**

| Project title   | Project description and activities  | Indicative budget   | Expected outcomes/<br>Overall achievements  | Indicators of success  |
|---|---|---|---|--|
| <p><b>11. Project Title:<br/>Data literacy for school leaders</b></p> <p>National Policy Initiative: Reform Direction C – Enhancing the national evidence base</p> <p>Bilateral Agreement Action: Develop strategies to enhance data literacy among Catholic school leaders and teachers, support the dev of data tools and frameworks to inform planning and development of educational policy and practices in Catholic schools</p> | <p>Local Project lead by Brisbane Catholic Education (BCE) to trial an existing workshop available from an external consultancy, Silent Partners, to ascertain suitability for the BCE context.</p> <p>Collaborate with consultants from Silent Partners a Victorian based accredited coaching and development organisation to align the program to BCE strategic priorities and frameworks. Program will align to BCE and external key data sets, dashboards and reports relevant to key stakeholders both in the BCE office and schools.</p> <p>Pilot the adapted workshop product and refine ahead of broader roll-out across BCE schools and office leaders and teachers through remainder of 2021, with a view to continuing in 2022.</p> <p>Build data literacy capacity of System and School leaders in the application and analysis of data strategically to drive System and School priorities which drive system improvement and performance.</p> | <p>Reform support funding: \$214,000</p> <p>Other funding: \$0</p> <p>FTE: 0.5 FTE staff</p> <p>(Consultancy and Program Costs: \$124,300 and 0.5 FTE Project Officer \$89,700)</p> | <ul style="list-style-type: none"> <li>• Greater awareness of the psychological impact of data use, cognitive biases and strategies to mitigate.</li> <li>• School leadership teams increased use of data to inform decision making and strategic planning.</li> <li>• System leaders use data evidence base to drive system improvement and performance.</li> <li>• Understanding and effective implementation of processes and practices to analyse school datasets and identify key themes for strategic action that results in school improvement.</li> </ul> | <ul style="list-style-type: none"> <li>• Successful adaptation of the existing workshop for the BCE context.</li> <li>• Pilot feedback from school and office-based staff identified further areas for refinement.</li> <li>• Pilot supported continued roll-out by at least 60% of participants.</li> <li>• Leaders report greater understanding of how to establish positive environments for data conversations</li> <li>• Improved documentation of strategic goals and annual plans with evidence of data informed decision making</li> <li>• Targeted and precise allocation of resources to support strategic intents.</li> <li>• Improved learning outcomes for students.</li> </ul> |

# **Non-Government Reform Support Fund**

## **2021 Workplan**

### **RI PJP Schools**

**Non – Government Reform Support Fund**

**Summary of budget – RI/PJP Schools Workplan 2021**

| <b>Project</b>                                | <b>Activities</b>   | <b>2021 Reform support funding</b> | <b>2020 Reform support rollover funding</b> | <b>Total project funding</b> |
|---|---|------------------------------------|---|------------------------------|
| <b>NCCD</b>                                   | <ul style="list-style-type: none"> <li>Engage Inclusive Education Consultants to work across school clusters to support school staff to improve collection of data to support the NCCD</li> <li>TRS for education staff to participate in centrally managed NCCD learning and moderation activities</li> <li>IT – equipment and other (e.g. laptops for consultants)</li> </ul> | \$787,904                          | \$0   | \$787,904                    |
| <b>NAPLAN</b>                                 | Teacher Relief and in-school support for National Protocols Training and coordinator practice testing.  | \$20,000                           | \$0   | \$20,000                     |
| <b>HALT</b>                                   | TRS for portfolio preparation/Application Fees  | \$40,000                           | \$0   | \$40,000                     |
| <b>SATE</b>                                   | TRS for education staff to attend centrally managed activities  | \$10,000                           | \$0   | \$10,000                     |
| <b>Middle Leadership Development Program</b>  | <ul style="list-style-type: none"> <li>Development and delivery of program and TRS for participants</li> <li>Allocated funds will support a cohort of up to 25 participants</li> </ul>  | \$130,000                          | \$0   | \$130,000                    |
| <b>Student Engagement</b>                     | Purchase user licences for engagement tool (PIVOT)  | \$3,400                            | \$0   | \$3,400                      |
| <b>School Improvement – Inclusive Schools</b> | Engage a consultant to review existing practices and provide advice as well as develop programs, resources and implementation strategies to support whole school approaches to inclusive practice in education.   | \$267,476                          | \$0   | \$267,476                    |
| <b>Improving School Governance</b>            | Customised corporate professional learning for school leaders and members of governing bodies – designed in the context of the unique governing arrangements of RI/PiP Schools – to enable missions and visions to be achieved – 1 day program  | \$38,500                           | \$0   | \$38,500                     |
| <b>Parent Engagement</b>                      | Funding to support schools to organise family engagement events with the aim of re-engaging families after a year of limited school based social events. Approx. \$4,250 per school.  | \$118,500                          | \$0   | \$118,500                    |
|   | <b>Total funding for 2021</b>   | <b>\$1,415,780</b>                 | <b>\$0</b>                                  | <b>\$1,415,780</b>           |

\* The Australian Government understands that these figures provided are indicative and may change throughout the year. The Annual Report will report on any changes.

Non-Government Reform Support Fund – Queensland Catholic Education Commission Workplan 2021

Non-Government Reform Support Fund – RI/PJP Schools Workplan 2021

| Project title  | Project description and activities   | Indicative budget   | Expected outcomes/<br>Overall achievements  | Indicators of success  |
|--|--|---|---|--|
| <p><b>1. Nationally Consistent Collection of Data on Students with Disability (QCEC led)</b></p> <p>National Policy initiative: Reform Direction C – Enhancing the national evidence base</p> <p>Reform Support Fund priority 7(a): Quality assurance, moderation and support for the continued improvement of the Nationally Consistent Collection of Data on School Students with Disability</p> | <p>RI/PJP School staff will engage in the QCEC led NCCD project activities and in addition to this participation this project will engage Inclusive Education Consultants to work across RI/PJP school clusters to support school staff to improve collection of data to support the NCCD.</p> | <p>Reform support funding: \$787,904</p> <p>Other funding: \$0</p> <p>FTE: up to 5.0 FTE staff depending on recruitment success</p> | <ul style="list-style-type: none"> <li>• Improved understanding of the NCCD across school leaders, class teachers and Learning Support specialists.</li> <li>• Consistent, quality practice across our schools in terms of evidence collection and collation, and decision-making about level of addressed need.</li> <li>• On-going improvement in NCCD related systems and processes across all schools.</li> </ul> | <ul style="list-style-type: none"> <li>• Preliminary NCCD data will closely match the actual data from Queensland Catholic schools' levels of adjustment and categories of disability reducing the number of queries from the Australian Government Department of Education.</li> <li>• Audits of schools' NCCD find appropriate evidence for NCCD decisions.</li> <li>• 70% of participants at training workshops feel more confident implementing the NCCD.</li> <li>• 60% of teachers who participate in moderation report feeling more confident in their recommendations.</li> <li>• 60% of Catholic schools who engage in a facilitated NCCD reflection and planning session report increased confidence with developing an NCCD action plan.</li> </ul> |

**Non-Government Reform Support Fund – Queensland Catholic Education Commission Workplan 2021**

**Non-Government Reform Support Fund – RI/PJP Schools Workplan 2021**

| Project title  | Project description and activities   | Indicative budget  | Expected outcomes/<br>Overall achievements   | Indicators of success  |
|--|--|--|--|--|
| <p><b>2. Project Title: Middle Leadership Development Program</b></p> <p>National Policy Initiative: Reform direction B – Support teaching, school leadership and school improvement<br/>Bilateral Agreement</p> <p>Support school leadership and school improvements through initiatives aimed at enhancing strategic leadership for existing and aspiring school leaders and school boards</p> | <p>This project is the result of a collaborative partnership between the Queensland Catholic Education Commission (QCEC), the Global Learning Centre and the Queensland Education Leaders Institute (QELi). The program is focused on developing visionary Catholic education leaders in Queensland Catholic secondary schools. The program will develop and enhance leadership capabilities, twenty-first century global competencies and evidence-informed practice using action research to improve student outcomes and lead positive change in schools and communities.</p> <p>The program will equip middle leaders with the knowledge and capabilities in leadership and global competencies to foster school cultures that are responsive to the compelling realities of a globalised world. The program is aligned to AITSL’s Australian Professional Standards for Principals and the Leadership Profiles.</p> <p>The target audience is aspiring and current middle leaders and includes:</p> <ul style="list-style-type: none"> <li>• Teachers who hold an acting middle leader or coordinator position.</li> <li>• Middle Leaders who are aspiring to Senior Leadership.</li> </ul> | <p>Reform support funding: \$130,000<br/>Other funding: \$0<br/>FTE: N/A</p> | <ul style="list-style-type: none"> <li>• Support up to 25 middle leaders and aspiring middle leaders (per cohort) to build leadership capabilities and global competencies.</li> </ul> | <ul style="list-style-type: none"> <li>• More than 60% of participants report improved confidence, capabilities and competencies leadership to influence strategic priorities and classroom practices.</li> <li>• More than 60% of participants surveyed report that they understand how to weave global competencies in curriculum planning and teaching.</li> <li>• More than 60% of participants report they learnt strategies for how to build trust.</li> </ul> |

**Non-Government Reform Support Fund – Queensland Catholic Education Commission Workplan 2021**

**Non-Government Reform Support Fund – RI/PJP Schools Workplan 2021**

| Project title   | Project description and activities   | Indicative budget  | Expected outcomes/<br>Overall achievements   | Indicators of success   |
|---|--|--|--|---|
| <p><b>3. Project Title:<br/>Amplifying Student Voices – Pivot Student Engagement Tool</b></p> <p>National Policy Initiative: Reform Direction B – Support teaching, school leadership and school improvement</p> <p>Bilateral Agreement Action: Enhance school improvement processes and planning in Catholic schools</p> | <p>Collect data on student perceptions and teaching effectiveness over time to provide a line of sight between individual teachers, school leaders, school authorities and QCEC on the effectiveness of teacher practice and strategies for continual improvement.</p> <p>Enable teachers to receive direct feedback on the effectiveness of their teaching through student surveys. The survey results are private to the individual teacher but available at an aggregate level for school and system leaders. A range of resources are also provided to assist teachers in how to unpack the results of the survey and continually improve the effectiveness of their teaching. It is aligned with the AITSL Professional Standards for Teachers.</p> <p>The funding will support approximately 34 teachers to use the student perception tool with their students.</p> | <p>Reform support funding: \$3,400</p> <p>Other funding: \$0</p> <p>FTE: N/A</p> | <ul style="list-style-type: none"> <li>• Data available on student perceptions.</li> <li>• Bespoke reports available for Catholic school staff and school authorities.</li> <li>• Teachers build deeper understanding of their strengths and areas for professional growth.</li> <li>• School leaders have access to aggregated data on teacher effectiveness.</li> <li>• School planning is informed by the voice of students.</li> </ul> | <ul style="list-style-type: none"> <li>• Teachers can access tools to generate data to inform their professional development.</li> <li>• School leaders have data to inform school planning.</li> <li>• More than 60% of participants report an increased preparedness to use data to inform teaching practices.</li> </ul> |

**Non-Government Reform Support Fund – Queensland Catholic Education Commission Workplan 2021**

**Non-Government Reform Support Fund – RI/PJP Schools Workplan 2021**

| Project title  | Project description and activities   | Indicative budget                        | Expected outcomes/<br>Overall achievements  | Indicators of success   |
|--|--|--|---|---|
| <p><b>4. Project title:<br/>Developing<br/>Whole School<br/>Inclusive<br/>Culture</b></p> <p>National Policy Initiative: Reform Direction B – Support teaching, school leadership and school improvement</p> <p>Bilateral Agreement</p> <p>Action: Support</p> | <p>The aim of this project is to support Catholic schools in further strengthening a whole school inclusive culture. Whole school inclusive culture will be shared by the whole school and ensure that diversity is embraced, learning supports are available and properly utilised and flexible learning experiences focus on the individual student.</p> <p>An independent consultant will be engaged to review strategic plans, policies, procedures, programs and to identify opportunities for strengthening inclusive practices. The review will be followed by the production of a report for school boards and leaders on the barriers and enablers to whole school inclusiveness and identifying implementation strategies for creating whole school inclusive culture.</p> <p>The project will continue in 2022 to further schools journey to achieve a culture of inclusiveness in RI/PJP schools by giving school leaders the space and resources to reflect, explore, learn, synthesize, plan, and apply the model inclusive school policies and practices and provide school staff with the toolkit they need to design assessment</p> | <p>Reform support funding: \$267,476</p> | <ul style="list-style-type: none"> <li>• Catholic schools that have whole school inclusive culture will teach students, in their development as citizens, about the importance and value of inclusion.</li> <li>• Catholic schools with embedded inclusive culture will be innovative and creative environments that demonstrate collaborative approaches to achieving inclusion.</li> </ul> <p>Students, educators, administrators, support staff, parents and leaders feel that</p> | <ul style="list-style-type: none"> <li>• Comprehensive review of strategic plans, policies, procedures and programs in Catholic schools.</li> <li>• Report of the review produced.</li> <li>• Barriers and enablers to inclusion identified.</li> <li>• Implementable recommendations in the form of actions targeted to Catholic school boards, leaders, teachers and administrators for creating inclusive school culture.</li> </ul> |

|   |   |  |  |  |
|---|---|--|--|--|
| <p>school leadership and school improvement through initiatives aimed at enhancing school governance and financial management</p> | <p>tasks and innovative lessons that address curriculum requirements.</p> | <p>Other funding: \$0<br/>FTE: N/A</p> | <p>they belong and contribute to the life of their school.</p> <ul style="list-style-type: none"><li>•</li></ul> | <p>Development of model policies and procedures for use by Catholic schools.</p> <ul style="list-style-type: none"><li>•</li></ul> |
|---|---|--|--|--|



**Non-Government Reform Support Fund – Queensland Catholic Education Commission Workplan 2021**

**Non-Government Reform Support Fund – RI/PJP Schools Workplan 2021**

| Project title   | Project description and activities  | Indicative budget   | Expected outcomes/<br>Overall achievements  | Indicators of success   |
|---|---|---|---|---|
| <p><b>5. Project title:<br/>Improving School Governance</b></p> <p>Initiative: Reform Direction B Supporting teaching, school leadership and school improvement</p> <p>Bilateral Agreement Action: Support school leadership and school improvement through initiatives aimed at enhancing school governance and financial management</p> | <p>This project will deliver bespoke training and development for school boards, chairs and principals that will target gaps in members knowledge and expertise.</p> <p>The training will assist up to 34 participants to clearly understand their roles and responsibilities, their areas of interaction and how they can collectively contribute to the success of their school and the resources available to them.</p> <p>The program of professional learning will include a focus on strategic planning and strategic risk management – evaluating the allocation of resources, adjusting strategy based on changing conditions, engaging with innovation – and managing the risk of principal/leadership burn-out.</p> | <p>Reform support funding: \$38,500</p> <p>Other funding: \$0</p> <p>FTE: N/A</p> | <ul style="list-style-type: none"> <li>• High quality governance training is achieved for school boards, chairs and principals</li> <li>• School boards, chairs and principals are equipped with the knowledge to effectively perform their role in charting the directions of their schools</li> </ul> | <ul style="list-style-type: none"> <li>• 80% of participants report the training clearly defined the roles of the principal, the Board Chair and the Board.</li> <li>• 80% of participants report they understand the difference between the day-to-day administration of school affairs and school governance.</li> <li>• 70% of participants report they feel more confident about contributing to the future of their school.</li> </ul> |

**Non-Government Reform Support Fund – Queensland Catholic Education Commission Workplan 2021**

**Non-Government Reform Support Fund – RI/PJP Schools Workplan 2021**

| Project title   | Project description and activities  | Indicative budget   | Expected outcomes/<br>Overall achievements  | Indicators of success  |
|---|---|---|---|--|
| <p><b>6. Project title:<br/>Engaging Parents</b></p> <p>National Policy</p> <p>Initiative: Reform Direction B – Supporting teaching, school leadership and school improvement</p> <p>Bilateral Agreement Action: Provide professional learning opportunities and resources to enhance parent, community and industry engagement with Catholic schools</p> | <p>This project will provide support to Catholic schools for building parent-school engagement through school events that could also include community and/or industry.</p> <p>Schools lead parental engagement activities in recognition that both parents and teachers play an important role developing positive attitudes towards learning and education for children, building their motivation and confidence as learners, and fostering their enjoyment of learning.</p> <p>There is strong evidence linking parent engagement with academic outcomes and engagement with learning.</p> <p>Parent engagement activities could take the form of school-based events, (e.g. themed information sessions, cultural celebrations, guest speaker events) targeted communications and development of websites.</p> | <p>Reform support funding: \$118,500</p> <p>Other funding: \$0 FTE: N/A</p> | <ul style="list-style-type: none"> <li>• Parents attend school organised parental engagement activities.</li> <li>• Parents receive resources and information about how to engage</li> <li>• Schools organise a range of parent engagement activities relevant to their students and school community.</li> </ul> | <ul style="list-style-type: none"> <li>• 90% of schools report they organised and delivered parent engagement activities.</li> </ul> |

# **Non-Government Reform Support Fund**

## **2021 Workplan**

### **Catholic Education Diocese of Rockhampton**

**Non-Government Reform Support Fund – Queensland Catholic Education Commission Workplan 2021**

**Summary of budget– Diocese of Rockhampton**

| <b>Project</b>   | <b>Activities</b>  | <b>Reform support funding</b> | <b>Funding from other sources</b> | <b>Total project funding</b> |
|--|--|-------------------------------|-----------------------------------|------------------------------|
| <b>NCCD – QCEC central and Rockhampton local activities)</b> | Training: one day course to build understanding of NCCD purpose, processes and systems   | \$58,500                      | \$0                               | \$58,500                     |
|  | Within school moderation: time for teachers to collaborate to review folios, work towards consistency of judgement   | \$45,000                      | \$0                               | \$45,000                     |
|  | Across-school moderation: moderation of evidence folios to build consistent understanding of expected standards  | \$29,250                      | \$0                               | \$29,250                     |
|  | Reflection: half day opportunity for teachers to review survey findings and plan next steps for ongoing improvement  | \$29,250                      | \$0                               | \$29,250                     |
| <b>NAPLAN Online – QCEC central project)</b>                 | Refresher training: to ensure widespread and accurate understanding of processes and requirements in all schools (TRS: 39 schools x 1 administrator x 1 day x \$500 = \$19500)   | \$19,500                      | \$0                               | \$19,500                     |
| <b>SATE</b>  | Forums designed to build teacher knowledge, understanding, skill in new syllabuses, content, and pedagogical approaches. The workshops may provide opportunities for pre-endorsement and pre-confirmation networking. Expert practitioners will be accessed to lead and facilitate teacher learning. | \$29,000                      | \$0                               | \$29,000                     |
| <b>Early Years screening</b>                                 | Pilot of Reading assessments for Prep; review and evaluation of Observation Survey; time for professional learning, assessments, analysis and planning to meet student learning needs; evaluation (10 schools x 10 days x \$500 = \$50000)   | \$50,000                      | \$0                               | \$50,000                     |
| <b>Existing and aspiring school leaders</b>                  | <ul style="list-style-type: none"> <li>Leadership Gathering (guest presenters: \$8000)</li> <li><i>Open to Learning</i> two-day course in four locations (facilitated by Linda Bendikson; travel, accommodation, consultancy fee for LB; catering)</li> </ul>  | \$159,000                     | \$0                               | \$159,000                    |
| <b>School improvement processes</b>                          | NSIT reviews: engagement of ACER to lead seven reviews; one-day training workshop in October for 2022 schools; travel, accommodation and catering for co-reviewers   | \$78,209                      | \$0                               | \$78,209                     |
| <b>Rural/remote student wellbeing</b>                        | Counselling: services provided by Royal Far West for students at Biloela, Monto, Blackall, Barcaldine, Longreach, Springsure and Clermont  | \$93,000                      | \$0                               | \$93,000                     |
| <b>Total funding for 2021</b>                                |  | <b>\$590,709</b>              | <b>\$0</b>                        | <b>\$590,709</b>             |

\* The Australian Government understands that these figures provided are indicative and may change throughout the year. The Annual Report will report on any changes.

**Non-Government Reform Support Fund – Queensland Catholic Education Commission Workplan 2021**

**Non-Government Reform Support Fund – Diocese of Rockhampton Workplan 2021**

| Project title   | Project description and activities   | Indicative budget  | Expected outcomes/ Overall achievements   | Indicators of success  |
|---|--|--|---|--|
| <p><b>1. Nationally Consistent Collection of Data on Students with Disability (QCEC central and Rockhampton activities)</b></p> <p>National Policy initiative: Reform Direction C – Enhancing the national evidence base</p> <p>Reform Support Fund priority 7(a): Quality assurance, moderation and support for the continued improvement of the Nationally Consistent Collection of Data on School Students with Disability</p> | <p>Training: one day course to build understanding of NCCD purpose, processes and systems (TRS: 39 schools x 3 teachers x \$500 = \$58,500)</p> <p>Within school moderation: time for teachers to collaborate to review folios, work towards consistency of judgement; one day per stream per school for withinschool moderation (TRS: 90 days x \$500 = \$45,000)</p> <p>Across-school moderation: moderation of evidence folios to build consistent understanding of expected standards; half day x 3 teachers per school (TRS: 39 x 3 teachers x 0.5 days x \$500 = \$29,250)</p> <p>Reflection: half day opportunity for teachers to review survey findings and plan next steps for ongoing improvement (TRS: 39 x 3 teachers x 0.5 days x \$500 = \$29,250)</p> | <p>Reform support funding: \$162,000</p> <p>Other funding: \$0</p> <p>FTE: 0</p> | <ul style="list-style-type: none"> <li>Improved understanding of the NCCD across school leaders, class teachers and Learning Support specialists</li> <li>Consistent, quality practice across our schools in terms of evidence collection and collation, and decision- making about level of addressed need</li> <li>On-going improvement in NCCD related systems and processes across all schools</li> </ul> | <ul style="list-style-type: none"> <li>Reflection at the end of the 2021 NCCD cycle indicates improvement against the 2020 benchmark in terms of school NCCD teams, professional learning, processes related to evidence, and moderation.</li> </ul> |

**Non-Government Reform Support Fund – Queensland Catholic Education Commission Workplan 2021**

**Non-Government Reform Support Fund – Diocese of Rockhampton Workplan 2021**

| Project title  | Project description and activities   | Indicative budget   | Expected outcomes/ Overall achievements  | Indicators of success   |
|--|--|---|--|---|
| <p><b>2. Project title:<br/>NAPLAN<br/>Online (QCEC<br/>central<br/>project)<br/>National<br/>Policy<br/>Initiative: Reform<br/>Direction C –<br/>Enhancing the<br/>national evidence<br/>base</b></p> <p>Bilateral Agreement<br/>Action: Support<br/>rollout of NAPLAN<br/>Online to Catholic<br/>Schools</p> | <p>Rockhampton Catholic Education staff will engage in the QCEC centrally led NAPLAN project activities.</p> <p>National Protocols training: to ensure widespread and accurate understanding of processes and requirements in all schools (TRS: 39 schools x 1 administrator x 1 day x \$500 = \$19,500)</p> | <p>Reform support funding: \$19,500<br/>Other funding: \$0<br/>FTE: 0</p> | <ul style="list-style-type: none"> <li>All Rockhampton Catholic Education schools participate successfully in NAPLAN Online</li> </ul> | <ul style="list-style-type: none"> <li>Schools report satisfactory to high levels of understanding of NAPLAN Online protocols, guidelines and administration requirements</li> <li>Any problems (technical or process related) are identified and remedied</li> </ul> |

**Non-Government Reform Support Fund – Queensland Catholic Education Commission Workplan 2021**

**Non-Government Reform Support Fund – Diocese of Rockhampton Workplan 2021**

| Project title  | Project description and activities  | Indicative budget   | Expected outcomes/<br>Overall achievements  | Indicators of success   |
|--|---|---|---|---|
| <p><b>3. Project title:<br/>Senior Assessment and Tertiary Entrance (SATE)</b></p> <p>National Policy Initiative: Reform Direction A - Support students, student learning and student achievement</p> <p>Bilateral Agreement Action: Senior Assessment and Tertiary Entrance</p> | <p>Forums designed to build teacher knowledge, understanding, skill in new syllabuses, content, and pedagogical approaches. The workshops may provide opportunities for pre-endorsement and pre-confirmation networking. Expert practitioners will be accessed to lead and facilitate teacher learning (TRS: 8 schools x 4 teachers x 1 day x \$500 = \$16,000)</p> | <p>Reform support funding: \$29,000</p> <p>Other funding: \$0</p> <p>FTE: 0</p> | <ul style="list-style-type: none"> <li>Increased knowledge, understanding and confidence in the new Queensland Certificate of Education (QCE).</li> </ul> | <ul style="list-style-type: none"> <li>Endorsement events result in 80% of endorsed tasks.</li> <li>Confirmation events result in reduction of extraordinary reviews.</li> <li>Teacher feedback indicates increased confidence in systems and processes.</li> </ul> |

**Non-Government Reform Support Fund – Queensland Catholic Education Commission Workplan 2021**

**Non-Government Reform Support Fund – Diocese of Rockhampton Workplan 2021**

| Project title  | Project description and activities   | Indicative budget   | Expected outcomes/ Overall achievements   | Indicators of success  |
|--|--|---|---|--|
| <p><b>4. Project title:<br/>Early Years screening</b></p> <p>National Policy Initiative: Reform Direction A – Support students and student learning</p> <p>Bilateral Agreement Action: Review and extend early years screening tools</p> | <p>Pilot of Reading assessments for Prep; review and evaluation of Observation Survey; time for professional learning, assessments, analysis and planning to meet student learning needs; evaluation of impact (10 schools x 10 days x \$500 = \$50,000)</p> | <p>Reform support funding: \$50,000</p> <p>Other funding: \$0</p> <p>FTE: \$0</p> | <ul style="list-style-type: none"> <li>• Increased teacher knowledge of Early Years reading assessments.</li> <li>• Assessment informs improved and effective instructional practice in pilot schools.</li> </ul> | <ul style="list-style-type: none"> <li>• Semester two DRA indicates improvement on past Prep trends.</li> <li>• Observations of and reports from teachers indicate transfer of professional learning into daily practice.</li> </ul> |



**Non-Government Reform Support Fund – Queensland Catholic Education Commission Workplan 2021**

**Non-Government Reform Support Fund – Diocese of Rockhampton Workplan 2021**

| Project title   | Project description and activities   | Indicative budget  | Expected outcomes/<br>Overall achievements  | Indicators of success  |
|---|--|--|---|--|
| <p><b>5. Project title:<br/>Existing and aspiring school leaders</b></p> <p>National Policy Initiative: Reform Direction B Supporting teaching, school leadership and school improvement</p> <p>Bilateral Agreement Action: Support school leadership and school improvement through initiatives aimed at enhancing strategic leadership for existing and aspiring school leaders and for school boards</p> | <p>Leadership Gathering (guest presenters: \$8,000)</p> <p><i>Open to Learning</i> two-day course in four locations (facilitated by Linda Bendikson; travel, accommodation, consultancy fee for LB; catering = \$50,000).</p> <p>Project Officer for Early Career, HAT and Lead teacher support. Our leadership pipeline depends on recruiting and supporting new teachers. The strategy has resulted in good outcomes in 2020 and will be continued (\$93,000).</p> | <p>Reform support funding: \$159,000</p> <p>Other funding: \$0</p> <p>FTE: 1.0 FTE staff</p> | <ul style="list-style-type: none"> <li>Existing leaders will be well supported, sharing a common sense of purpose and strong awareness of system wide priorities and processes.</li> <li>Existing and aspiring leaders will develop Open to Learning conversation skills; these skills and dispositions will enable leaders to engage with greater confidence in school improving conversations.</li> </ul> | <ul style="list-style-type: none"> <li>Evaluation of Leadership Gathering will indicate satisfaction with system directions.</li> <li>Open to Learning course will be offered in four locations with strong participation from existing and aspiring leaders.</li> <li>Course evaluation will indicate strong levels of satisfaction with the course and skill development.</li> <li>Leaders will use skills; in using skills they will improve in their confidence and in the authentic engagement with course concepts.</li> </ul> |

**Non-Government Reform Support Fund – Queensland Catholic Education Commission Workplan 2021**

**Non-Government Reform Support Fund – Diocese of Rockhampton Workplan 2021**

| Project title   | Project description and activities   | Indicative budget   | Expected outcomes/<br>Overall achievements   | Indicators of success  |
|---|--|---|--|--|
| <p><b>6. Project title:<br/>School Improvement Processes</b></p> <p>National Policy Initiative: Reform Direction B – Supporting teaching, school leadership and school improvement</p> <p>Bilateral Agreement Action: Enhance school improvement processes and planning in Catholic schools</p> | <p>NSIT reviews: engagement of ACER to lead seven three-day reviews; one-day training workshop in October for 2022 schools; travel, accommodation and catering for Rockhampton co-reviewers.</p> | <p>Reform support funding: \$78,209</p> <p>Other funding: \$0</p> <p>FTE: 0</p> | <ul style="list-style-type: none"> <li>• NSIT reviews influence on-going school improvement by identifying areas for future focus in each school.</li> <li>• Increased sense of accountability and responsibility for implementing specific improvements.</li> </ul> | <ul style="list-style-type: none"> <li>• Seven reviews completed.</li> <li>• Reports disseminated to CEDR Leadership Team.</li> <li>• Reports used by the school to support development of strategic plan.</li> <li>• Reports used as part of the evidence in successful NSSAB accreditation processes.</li> </ul> |

**Non-Government Reform Support Fund – Queensland Catholic Education Commission Workplan 2021**

**Non-Government Reform Support Fund – Diocese of Rockhampton Workplan 2021**

| Project title   | Project description and activities   | Indicative budget   | Expected outcomes/<br>Overall achievements  | Indicators of success   |
|---|--|---|---|---|
| <p><b>7. Project title:<br/>Rural/remote student wellbeing</b></p> <p>National Policy Initiative: Reform Direction B – Supporting teaching, school leadership and school improvement</p> <p>Bilateral Agreement Action: Facilitate support to school communities in rural and remote areas to enhance student wellbeing</p> | <p>Counselling: services provided by Royal Far West for students at Biloela, Monto, Blackall, Barcaldine, Longreach, Springsure and Clermont</p> | <p>Reform support funding: \$93,000</p> <p>Other funding: \$0</p> <p>FTE: 0</p> | <ul style="list-style-type: none"> <li>• Students respond positively to the counselling provided</li> <li>• Increased sense of resilience and enhanced ability to self-regulate behaviours</li> </ul> | <ul style="list-style-type: none"> <li>• Counselling services delivered as needed to seven rural/remote schools</li> <li>• Principals report high levels of satisfaction with quality of counselling services provided</li> </ul> |

# **Non-Government Reform Support Fund**

## **2021 Workplan**

### **Townsville Catholic Education**

## Non-Government Reform Support Fund – Queensland Catholic Education Commission Workplan 2021

### Summary of budget – Diocese of Townsville Workplan 2021

| Project  | Activities   | Reform support funding | Funding from other sources | Total project funding |
|--|--|------------------------|----------------------------|-----------------------|
| <b>NAPLAN (QCEC central project)</b>           | Support schools to transition to NAPLAN online                                     | \$20,500               | \$0                        | \$20,500              |
| <b>HAT/LT (QCEC central project)</b>           | Support teachers' participation in HAT and LT certification processes              | \$25,000               | \$0                        | \$25,000              |
| <b>Early Years</b>                             | Support Early Year teachers to effectively respond to student learning data        | \$34,000               | \$0                        | \$34,000              |
| <b>RTO/VET</b>                                 | Identify current and future needs for VET qualifications being offered in colleges | \$14,000               | \$0                        | \$14,000              |
| <b>NCCD (QCEC central project)</b>             | Project to improve collection of data to support the NCCD.                         | \$40,000               | \$0                        | \$40,000              |
| <b>Principal/System Leadership Development</b> | Leading with Integrity for Excellence Program                                      | \$40,000               | \$0                        | \$40,000              |
|  | Aspirant Leaders' Program (Western Region)   | \$ 5,000               | \$0                        | \$ 5,000              |
|  | St Teresa's College (Abergowrie) Bespoke Leadership Development Program            | \$65,000               | \$0                        | \$65,000              |
|  | Middle Leaders' Program  | \$70,000               | \$0                        | \$70,000              |
|  | QELI 7 Habits of Highly Effective Leaders Program                                  | \$24,000               | \$0                        | \$24,000              |
|  | Finance Foundations for Principals   | \$36,000               | \$0                        | \$36,000              |
| <b>Student Wellbeing</b>                       | LOVE BiTES Respectful Relationships Program  | \$16,000               | \$0                        | \$16,000              |
|  | Boarding Schools Family Engagement   | \$25,000               | \$0                        | \$25,000              |
| <b>PIVOT</b>                                   | Purchase PIVOT survey tool licences  | \$25,000               | \$0                        | \$25,000              |
| <b>Improve Governance</b>                      | Systemic Financial reporting suite   | \$40,262               | \$0                        | \$40,262              |
|  | Strategic Asset Management Plan (SAMP)   | \$40,800               | \$0                        | \$40,800              |
|  | <b>Total funding for 2021</b>  | <b>\$520,562</b>       | <b>\$0</b>                 | <b>\$520,562</b>      |

\* The Australian Government understands that these figures provided are indicative and may change throughout the year. The Annual Report will report on any changes.

**Non-Government Reform Support Fund – Queensland Catholic Education Commission Workplan 2021**

**Non-Government Reform Support Fund – Diocese of Townsville Workplan 2021**

| Project title   | Project description and activities   | Indicative budget   | Expected outcomes/ Overall achievements  | Indicators of success  |
|---|--|---|--|--|
| <p><b>1. Project title: NAPLAN Online (QCEC central project)</b></p> <p>National Policy Initiative: Reform Direction C – Enhancing the national evidence base</p> <p>Bilateral Agreement Action: Support rollout of NAPLAN Online to Catholic Schools</p> | <p>Townsville Catholic Education staff will engage in the QCEC centrally led NAPLAN project activities and in-school readiness activities to prepare staff and technology.</p> <p>In 2021, 12 schools are targeted to transition to NAPLAN online and will be required to undertake National Protocols Training to school readiness.</p> | <p>Reform support funding: \$20,500</p> <p>Other funding: \$0</p> <p>FTE: 0</p> | <ul style="list-style-type: none"> <li>School Principals and school NAPLAN coordinators will be well informed to ensure the smooth transition to NAPLAN online in 2021.</li> </ul> | <ul style="list-style-type: none"> <li>Representatives from schools which are transitioning to NAPLAN online in 2021 will attend the school readiness training.</li> <li>School staff will be well prepared for conducting NAPLAN in an online environment in 2021.</li> </ul> |

**Non-Government Reform Support Fund – Queensland Catholic Education Commission Workplan 2021**

**Non-Government Reform Support Fund – Diocese of Townsville Workplan 2021**

| Project title   | Project description and activities   | Indicative budget   | Expected outcomes/ Overall achievements  | Indicators of success  |
|---|--|---|--|--|
| <p><b>2. Project title: Highly Accomplished and Lead Teacher (QCEC central project)</b></p> <p>National Policy Initiative: Reform Direction B – Support teaching, school leadership and school improvement</p> <p>Bilateral Agreement Action: Highly Accomplished and Lead Teachers</p> | <p>This project will support Townsville Catholic Education staff to engage in the QCEC led project activities. Teachers will be supported to be well informed regarding application into the Highly Accomplished Teacher (HAT) and Lead Teacher (LT) certification processes.</p> <p>Ongoing support will be provided for those teachers to undertake the development of their portfolio to enable them to be participate successfully in these certification processes.</p> | <p>Reform support funding: \$25,000<br/>Other funding: \$0<br/>FTE: 0</p> | <ul style="list-style-type: none"> <li>Teachers will participate in professional learning QCEC led sessions in order to apply for HAT and LT in 2021.</li> <li>Teachers will be supported through the Townsville Catholic Education office during the application phase to assist them to be well prepared for submitting their work portfolio for HAT or LT.</li> </ul> | <ul style="list-style-type: none"> <li>Teachers across the diocese will apply for HAT and LT.</li> <li>Up to 6 teachers will be successful in achieving certification to be a recognised a Highly accomplished teacher or a Lead Teacher.</li> </ul> |

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| Project title  | Project description and activities  | Indicative budget   | Expected outcomes/ Overall achievements   | Indicators of success  |
|--|---|---|---|--|
| <p><b>3. Project title:<br/>Early Years<br/>Literacy and<br/>Numeracy<br/>Data</b></p> <p>National Policy Initiative: Reform Direction A – Support students and student learning</p> <p>Bilateral Agreement Action: Literacy and numeracy in the early years</p> | <p>Funding will be provided to enable up to 140 Early Years teachers to work with the Early Years Data Coordinator in effectively responding to the student learning data provided in Term One for students across Prep, Year One and Year Two.</p> | <p>Reform support funding: \$34,000<br/>Other funding: \$0<br/>FTE: 0</p> | <ul style="list-style-type: none"> <li>The Early Years Data will be valued by teachers and used effectively in adjusting the teaching and learning to reflect the learning needs of the students in each year level.</li> </ul> | <ul style="list-style-type: none"> <li>Up to 140 teachers will know where their students are positioned in their learning in the areas of literacy and numeracy in the Early Years.</li> <li>Up to 140 teachers will be able to plan appropriate learning for the students in the lead up to the post testing in Term Four.</li> </ul> |



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| Project title   | Project description and activities  | Indicative budget   | Expected outcomes/ Overall achievements   | Indicators of success  |
|---|---|---|---|--|
| <p><b>4. Project title:<br/>Townsville<br/>Catholic<br/>Education<br/>Registered<br/>Training<br/>Organisation<br/>Forums</b></p> <p>National Policy Initiative: Reform Direction B – Support teaching, school leadership and school improvement</p> <p>Bilateral Agreement Action: Parent, community and industry engagement</p> | <p>The RTO and VET Manager for TCE will be establishing opportunities to meet with key industry personnel and VET providers to ensure the VET qualifications being offered to students in the colleges are addressing current and future needs.</p> | <p>Reform support funding: \$14,000<br/>Other funding: \$0<br/>FTE: 0</p> | <ul style="list-style-type: none"> <li>The RTO and VET Manager is able to establish effective partnerships with industries and other VET providers across the diocese.</li> </ul> | <ul style="list-style-type: none"> <li>The RTO and VET Manager has a deep understanding of the current and future needs regarding VET offerings and qualifications and can identify what will be required for the future.</li> </ul> |

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| Project title   | Project description and activities  | Indicative budget   | Expected outcomes/<br>Overall achievements   | Indicators of success   |
|---|---|---|--|---|
| <p><b>5. Project title: NCCD</b></p> <p>National Policy Initiative: Reform Direction C – Enhancing the national evidence base</p> <p>Reform Support Priority 7(a): Quality assurance, moderation and support for the continued improvement of the Nationally Consistent Collection of Data on School Students with Disability</p> | <p>It is anticipated that 200 Townsville Catholic Education staff will participate in the QCEC NCCD project activities – training, moderation and reflection regarding the NCCD to upskill teachers and leadership on processes for the NCCD.</p> | <p>Reform support funding: \$40,000<br/>Other funding: \$0<br/>FTE: 0</p> | <ul style="list-style-type: none"> <li>• Improved validity of the data generated through this process.</li> <li>• Improved understanding of the adjustments needed for students leading to better learning outcomes for students with disabilities.</li> </ul> | <p>As per QCEC centrally led project indicators of success:</p> <ul style="list-style-type: none"> <li>• The preliminary data will closely match the actual data from Queensland Catholic schools' levels of adjustment and categories of disability reducing the number of queries from the Australian Government Department of Education.</li> <li>• Audits of schools' NCCD find appropriate evidence for NCCD decisions.</li> <li>• 70% of participants at training workshops feel more confident implementing the NCCD.</li> <li>• 60% of teachers who participate in moderation report feeling more confident in their recommendations.</li> <li>• 60% of Catholic schools who engage in a facilitated NCCD reflection and planning session report increased confidence with developing an NCCD action plan.</li> </ul> |

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| Project title  | Project description and activities  | Indicative budget   | Expected outcomes/<br>Overall achievements  | Indicators of success   |
|--|---|---|---|---|
| <p><b>6. Project title:<br/>Boarding<br/>Schools Family<br/>Engagement</b></p> <p>National Policy Initiative: Reform Direction B – Support teaching, school leadership and school improvement</p> <p>Bilateral Agreement Action: Parent, community and industry engagement</p> | <p>In Boarding Schools, community Engagement is a cornerstone of successful and safe operations. This project seeks to focus on support mechanisms and processes to enhance community partnerships and engagement to promote positive learning and well-being outcomes for students.</p> <p>Mechanisms include community visits, family visits to boarding colleges, and promotion and information activities. Processes to support this include communication and consultation strategies.</p> | <p>Reform support funding: \$25,000<br/>Other funding: \$0<br/>FTE: 0</p> | <ul style="list-style-type: none"> <li>• Support is provided to families, students and residential colleges to ensure there is effective communication.</li> <li>• Positive learning opportunities and effective processes are developed which allow student outcomes to be realised.</li> <li>• Outcomes will include:               <ul style="list-style-type: none"> <li>&gt; Enhanced learning and wellbeing outcomes for students</li> <li>&gt; Development of culturally safe practices</li> <li>&gt; Improved communication</li> <li>&gt; Reporting to families enhanced</li> <li>&gt; Improved information provision.</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Community visits to all communities of boarding students.</li> <li>• Family visits and engagement at residential colleges.</li> <li>• Provision of PD to staff in relation to cultural sensitivity and cultural safety.</li> <li>• Development of impactful information materials and promotion events.</li> </ul> |

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| Project title   | Project description and activities  | Indicative budget  | Expected outcomes/ Overall achievements   | Indicators of success   |
|---|---|--|---|---|
| <p><b>7. Project title: Principal/System Leader Development</b></p> <p>National Policy Initiative: Reform Direction B – Support teaching, school leadership and school improvement</p> <p>Bilateral Agreement Action: Support school leadership and school improvement through initiatives aimed at enhancing strategic leadership for existing and aspiring school leaders and for school boards</p> | <p>The project initiatives will support school leadership and school improvement by conducting professional learning programs which enhance current and aspiring leaders’:</p> <ul style="list-style-type: none"> <li>• Knowledge of governance and risk management</li> <li>• Financial management skills</li> <li>• Long term school improvement and planning skills</li> <li>• Ability to lead others to support effective performance</li> <li>• Ability to contextualise school improvement to unique settings</li> </ul> <p>Programs intended to be delivered include:</p> <ul style="list-style-type: none"> <li>• Leading with Integrity for Excellence Program</li> <li>• Aspirant Leaders’ Program (Western Region)</li> <li>• St Teresa’s College (Abergowrie) Bespoke Leadership Development Program</li> <li>• Middle Leaders’ Program</li> <li>• QELI 7 Habits of Highly Effective Leaders Program</li> <li>• Finance Foundations for Principals</li> </ul> | <p>Reform support funding: \$240,000</p> <p>Other funding: \$0</p> <p>FTE: 0</p> | <ul style="list-style-type: none"> <li>• Improved capacity of principals and leaders’ skills in the areas of governance, planning, and school improvement.</li> <li>• Improved financial literacy for school leadership to assist with informed decision-making.</li> <li>• Improved skill levels and readiness of those aspiring to school leadership.</li> <li>• Improved leadership capacity of Middle Leaders across Townsville Catholic Education secondary colleges.</li> </ul> | <ul style="list-style-type: none"> <li>• Targeted participation rates in leadership development programs as follows: <ul style="list-style-type: none"> <li>&gt; Leading with Integrity for Excellence Program – staff new to principal and deputy principal roles in 2021.</li> <li>&gt; Aspirant Leaders’ Program (Western Region) – 15 staff</li> <li>&gt; Middle Leaders’ Program – 35 staff</li> <li>&gt; QELI 7 Habits of Highly Effective Leaders Program – 20 staff</li> <li>&gt; Finance Foundations for Principals – 29 staff</li> </ul> </li> <li>• School leaders report having greater confidence to make evidenced based financial decisions and have a greater understanding of financial practices in schools.</li> </ul> |

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| Project title   | Project description and activities   | Indicative budget   | Expected outcomes/ Overall achievements   | Indicators of success  |
|---|--|---|---|--|
| <p><b>8. Project title:</b><br/> <b>Love Bites – Respectful Relationships Program</b><br/>                     National Policy Initiative: Reform Direction B – Support teaching, school leadership and school improvement<br/><br/>                     Bilateral Agreement Action: Rural and remote wellbeing</p> | <p>Love Bites aims to provide approximately 150 young people with a safe environment to examine, discuss and explore respectful relationships. All Love Bites programming takes a strength-based approach and views young people as active participants who are able to make choices for themselves and their relationships when supported with information and opportunity for skill development.</p> <p>This program provides facilitative support to school communities in rural and remote areas to enhance student wellbeing.</p> | <p>Reform support funding: \$16,000<br/>                     Other funding: \$0<br/>                     FTE: 0</p> | <p>Love Bites education is focused on three critical areas for learning:</p> <ul style="list-style-type: none"> <li>• Knowledge: youth-led collaborative learning.</li> <li>• Attitudes: critical thinking and decision-making.</li> <li>• Behaviours: problem-solving and communication skills.</li> </ul> | <p>Love Bites education will assist approximately 150 young people to:</p> <ul style="list-style-type: none"> <li>• Increase their knowledge through youth-led collaborative learning around appropriate and safe relationships.</li> <li>• Challenge attitudes through critical thinking and decision-making.</li> <li>• Develop safe and proactive behaviours problem-solving and communication skills.</li> </ul> |

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| Project title  | Project description and activities  | Indicative budget   | Expected outcomes/ Overall achievements  | Indicators of success  |
|--|---|---|--|--|
| <p><b>9. Project title: Student Voice Project – PIVOT student engagement tool</b></p> <p>National Policy Initiative: Reform Direction B – Support teaching, school leadership and school improvement</p> <p>Bilateral Agreement Action: Enhance school improvement processes</p> | <p>This project will support 200 teachers and 3,000 students across Townsville Diocesan secondary colleges to participate in using the PIVOT student engagement tool to capture student voice in their delivery of learning and teaching.</p> | <p>Reform support funding: \$25,000<br/>Other funding: \$0<br/>FTE: 0</p> | <ul style="list-style-type: none"> <li>Teachers will participate in having students complete an online feedback process regarding the impact of their teaching for student learning.</li> <li>The resulting survey information enables Principals and school leaders to work with teachers to identify areas of growth and development in student learning, engagement and differentiation.</li> </ul> | <ul style="list-style-type: none"> <li>Teachers will have just-in-time data to assist them to identify areas of success, growth and development about their teaching.</li> <li>Teachers will be more receptive to undertaking professional coaching with school leaders to improve their teaching pedagogy.</li> </ul> |

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| Project title  | Project description and activities  | Indicative budget   | Expected outcomes/ Overall achievements   | Indicators of success   |
|--|---|---|---|---|
| <p><b>10. Project title:</b><br/> <b>Systemic Financial Reporting Suite</b></p> <p>National Policy Initiative: Reform Direction B – Support teaching, school leadership and school improvement</p> <p>Bilateral Agreement</p> <p>Action: Enhance school improvement processes and planning in Catholic schools</p> | <p>This project will develop a suite of system generated reporting that is standard across all schools. It will be developed in Townsville Catholic Education’s financial management system (Technology One) and will enable school leadership to access timely financial information as needed to inform decision making, support financial sustainability and attend to financial governance requirements.</p> <p>For example, a financial dashboard/scorecard will be developed to provide Principals with real time snapshots of their school’s financial performance including indicators for debtors and creditors, expenditure against budget and cash flow.</p> | <p>Reform support funding: \$40,262</p> <p>Other funding: \$0</p> <p>FTE: 0</p> | <p>Outcomes will focus on ensuring that:</p> <ul style="list-style-type: none"> <li>• financial resources are being expended on achieving the strategic objectives of the school (reflected in the school budget);</li> <li>• school revenue streams are being appropriately managed in a timely and responsive manner (financial sustainability);</li> <li>• schools’ suppliers are being managed in a timely manner (sustainable supply chain management); and</li> <li>• schools cash balances are sufficient to meet the future requirements of the school (financial sustainability).</li> </ul> | <ul style="list-style-type: none"> <li>• Development of a suite of standard financial reports relevant to school contexts.</li> <li>• Principals have access to relevant and timely financial information.</li> </ul> |

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| Project title   | Project description and activities   | Indicative budget   | Expected outcomes/ Overall achievements  | Indicators of success  |
|---|--|---|--|--|
| <p><b>11. Project title:<br/>Strategic Asset Management Plan</b></p> <p>National Policy<br/>Initiative: Reform<br/>Direction B – Support teaching, school leadership and school improvement<br/>Bilateral Agreement<br/>Action: Enhance school improvement processes and planning in Catholic schools</p> | <p>This project will develop a strategic asset management plan that will provide strategic direction and guidance to school leadership teams in terms of managing school infrastructure. The strategic asset management plan will focus on the sustainable management of assets that have resulted from significant capital investment in schools.</p> <p>It is likely that future phases of work after the development of the strategic asset management plan will include:</p> <ul style="list-style-type: none"> <li>• The implementation of a system to assist with managing reactive, planned and preventative maintenance.</li> <li>• Information that supports decision making regarding asset repairs versus asset replacements thereby</li> </ul> <p>enabling responsible investment.</p> | <p>Reform support funding: \$40,800<br/>Other funding: \$0<br/>FTE: 0</p> | <p>☐ Development of a plan that will ensure the long- term sustainability of our built environment.</p> <p>☐ Improved support for Principals in planning for asset replacements.</p> | <p>☐ Development of a System wide strategic management plan.</p> <p>☐ System is implemented across all Townsville Catholic Education systemic schools.</p> |



# **Non-Government Reform Support Fund**

## **2021 Workplan**

### **Catholic Education - Cairns**

**Non-Government Reform Support Fund – Queensland Catholic Education Commission 2021 Workplan**

**Summary of budget - Diocese of Cairns 2021 Workplan**

| <b>Project</b>                              | <b>Activities</b>   | <b>Reform support funding</b> | <b>Funding from other sources</b> | <b>Total project funding</b> |
|---|---|-------------------------------|-----------------------------------|------------------------------|
| <b>NCCD (QCEC central project)</b>          | Participation in QCEC centrally led NCCD project to improve collection of data to support the NCCD. TRS, accommodation and catering for training.                   | \$104,227                     | \$0                               | \$104,227                    |
| <b>NAPLAN Online (QCEC central project)</b> | TRS and Travel associated with NAPLAN online training   | \$19,146                      | \$0                               | \$19,146                     |
| <b>Parent Engagement</b>                    | Parent engagement, governance and capacity building   | \$19,779                      | \$0                               | \$19,779                     |
| <b>HALT</b>                                 | TRS, accommodation and catering for training.   | \$13,179                      | \$0                               | \$13,179                     |
| <b>SATE</b>                                 | TRS, accommodation and catering for training.   | \$10,000                      | \$0                               | \$10,000                     |
| <b>Improving Governance</b>                 | Comprehensive review of governance structures and procedures.<br>Development of a governance business plan.<br>Governance training development and delivery.        | \$57,779                      | \$0                               | \$57,779                     |
| <b>Leadership Development</b>               | A suite of Leadership Development Programs focusing on the strategy of growing our own Standards based program to be developed into online programs through Canvas. | \$73,624                      | \$0                               | \$73,624                     |
| <b>Rural and remote wellbeing</b>           | Building teacher capability to engage students, using evidence-based trauma informed professional development and coaching support.                                 | \$42,065                      | \$0                               | \$42,065                     |
| <b>Differentiated teaching</b>              | Formulating a system wide, evidence-based model of differentiation and QDTP through the principles of Universal Design for Learning (UDL)                           | \$42,000                      | \$0                               | \$42,000                     |
| <b>Early Years</b>                          | Extend the use and application of identified screening tools including AEDC, Concepts About Print and Sound Letter Knowledge  | \$20,516                      | \$0                               | \$20,516                     |
|   | <b>Total funding for 2021</b>   | <b>\$402,315</b>              | <b>\$0</b>                        | <b>\$402,315</b>             |

\* The Australian Government understands that these figures provided are indicative and may change throughout the year. The Annual Report will report on any changes.

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**Non-Government Reform Support Fund – Diocese of Cairns Workplan 2021**

| Project title  | Project description and activities  | Indicative budget   | Expected outcomes/ Overall achievements   | Indicators of success   |
|--|---|---|---|---|
| <p><b>1. Project title: Leadership Development – existing and aspiring leaders</b></p> <p>National Policy Initiative: Reform Direction B – Support teaching, school leadership and school improvement</p> <p>Bilateral Agreement Action: Support school leadership and school improvement through initiatives aimed at enhancing strategic leadership for existing and aspiring school leaders and for school boards</p> | <p>A suite of Leadership Development Programs focusing on the strategy of growing our own</p> <ul style="list-style-type: none"> <li>• A Call to Vocation for Leadership (10 participants)</li> <li>• Aspiring Leadership (15 – 20 Participants)</li> <li>• Aspiring Principalship (5 Participants)</li> <li>• Women in Educational Leadership (20 Participants)</li> <li>• Coaching Training (9 Participants at a cost of \$2,250 per participant)</li> <li>• Mentoring Training (20 Participants)</li> <li>• NSIT Accreditation (6 participants)</li> </ul> <p>For each of the Leadership Development Program areas a standards based professional development program will be developed into online modules accessible through Canvas.</p> <p>In addition, mentoring training is to be provided for Teacher Leaders mentoring early careers’ teachers. Coaching training will be provided for Senior Leaders and Principals.</p> <p>6 Directors/Leaders to achieve accreditation in use of NSIT.</p> | <p>Reform support funding: \$73,624</p> <p>Other funding sources: 0</p> <p>FTE: N/A</p> | <p>Increased knowledge and understanding of the scope and elements of leadership.</p> <p>Development of specific leadership capability.</p> <p>Standards based online programs will be developed and accessible through Canvas beyond 2021.</p> | <ul style="list-style-type: none"> <li>• Increased expressions of interest in acting leadership positions.</li> <li>• Increased confidence and capability in leadership tasks amongst participants.</li> <li>• Increased applicant pool for leadership positions.</li> <li>• Capacity of leaders will be based on a standards and capability approach.</li> <li>• 9 school-based leaders achieve Level 3 training as a Coach.</li> <li>• All school-based mentors receive training.</li> <li>• 6 leaders to achieve NSIT accreditation</li> </ul> |

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**Non-Government Reform Support Fund – Diocese of Cairns Workplan 2021**

| Project title  | Project description and activities  | Indicative budget   | Expected outcomes/ Overall achievements   | Indicators of success   |
|--|---|---|---|---|
| <p><b>2. Project title: Improving parent engagement governance, capacity, and school and family practice</b></p> <p>National Policy Initiative: Reform Direction B – Support teaching, school leadership and school improvement</p> <p>Bilateral Agreement Action: Parent, community and industry engagement</p> | <p><b>Parent engagement governance.</b> This will bring together school and parent leaders to develop school-based practices that enhance parent engagement. The process will involve sharing parent engagement approaches across schools from within the Diocese and further. This will be achieved by two mini-workshops and the sharing of information in the digital space.</p> <p><b>Parent capacity building.</b> This will build parent skills in engagement in student learning and wellbeing and will be largely delivered in the digital space via webinars, podcasts and through the print and digital platforms of Cairns Catholic Education Services Raise magazine. Topics might include cyber safety, bullying, enhancing numeracy and literacy skills in the home.</p> <p>Raise magazine will be able to continue to be used for this purpose beyond 2021 and distribution will be informed by reach and mode preference (i.e. print or digital).</p> | <p>Reform support funding: \$19,779</p> <p>Other funding sources: \$0</p> <p>FTE: N/A</p> | <ul style="list-style-type: none"> <li>Greater take-up of workable parent engagement practices across schools that are responsive to school culture and capacity. Celebration of lead schools and encouragement for follower schools.</li> <li>Improved parent capacity for home engagement in learning and wellbeing.</li> </ul> | <ul style="list-style-type: none"> <li>Increasing number of schools able to share a parent engagement journey.</li> <li>Evidence of active partnerships between school and parent leadership, and between parents and teachers.</li> <li>A variety of parent engagement practices evident across schools.</li> <li>Metrics on engagement for podcasts, webinars and circulation of Raise magazine.</li> <li>An expectation that some schools will develop metrics to demonstrate student learning gain through engagement practices.</li> </ul> |

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| Project title   | Project description and activities   | Indicative budget   | Expected outcomes/ Overall achievements  | Indicators of success   |
|---|--|---|--|---|
| <p><b>3. Project title: Essential Skills for Principals and Senior Leaders</b></p> <p>National Policy Initiative: Reform Direction B – Support teaching, school leadership and school improvement</p> <p>Bilateral Agreement Action: Support school leadership and school improvement through initiatives aimed at enhancing school governance and financial management</p> | <p>Essential skills for Principals and Senior Leaders provides an ethical framework for the development of practical skills and application in areas associated with:</p> <ul style="list-style-type: none"> <li>• Financial Management</li> <li>• HR Management</li> <li>• Student Protection</li> <li>• Management of NCCD</li> <li>• Privacy</li> </ul> <p>Program costs include initial development of content modules and creating the online tools for delivery, trialing of modules and then delivery of module across all system and school senior leaders</p> | <p>Reform support funding: \$57,779</p> <p>Other funding sources: \$0</p> <p>FTE: N/A</p> | <ul style="list-style-type: none"> <li>• Increased knowledge and understanding of ethical decision making and the practical application of policies and processes as they pertain to the enactment of legislation governing education.</li> <li>• Strengthen financial viability, improve business decision making and build resilience to mitigate unforeseen circumstances.</li> </ul> | <ul style="list-style-type: none"> <li>• Program designed, developed and implemented.</li> <li>• 80% of school leaders report increased confidence in governance of schools.</li> <li>• 80% decrease in Professional Standards breaches as they pertain to school leader decision making.</li> <li>• Improved school governance resulting from application of practices.</li> </ul> |

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| Project title  | Project description and activities   | Indicative budget   | Expected outcomes/ Overall achievements   | Indicators of success   |
|--|--|---|---|---|
| <p><b>4. Project title: Evidence - based whole school frameworks : UDL, RTI and PB4L</b></p> <p>National Policy Initiative: Reform Direction B – Support teaching, school leadership and school improvement</p> <p>Bilateral Agreement Action: Enhance school improvement processes and planning in Catholic schools</p> | <p>Engage consultants to provide professional learning and coaching to selected priority staff, on targeted multi-tiered supports using PB4L (Positive Behaviour for Learning) framework.</p> <p>Engage consultants on Universal Design for Learning (UDL), providing education for Catholic Education Services Teaching and Learning and Diversity and Wellbeing staff. Differentiate the RTI (Response to Intervention) model from UDL (or explicitly align through Tier 1 practices).</p> | <p>Reform support funding: \$42,000</p> <p>Other funding sources: \$0</p> <p>FTE: N/A</p> | <ul style="list-style-type: none"> <li>• A plan for education and implementation of PB4L across the Diocese is formulated.</li> <li>• Professional learning for selected pilot schools is planned and secured.</li> <li>• Leaders within CES receive professional development in Tier 1 supports.</li> <li>• Curriculum planning documents include UDL supports.</li> <li>• Identify pilot schools for CES to partner, supporting teaching teams to plan and implement using a UDL model</li> <li>• Plan of support for Diverse Learning Teams, using RTI model of multi-tiered support.</li> </ul> | <ul style="list-style-type: none"> <li>• Up to 40 staff undertake PB4L Tier 1 training.</li> <li>• 3 pilot schools identified to engage in Tier 1 PB4L training.</li> <li>• Curriculum planning documents include UDL prompts for differentiation.</li> <li>• 3 pilot schools identified to build capability in curriculum and diversity leaders in UDL and RTI systems and practices.</li> </ul> |

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| Project title  | Project description and activities   | Indicative budget   | Expected outcomes/ Overall achievements   | Indicators of success  |
|--|--|---|---|--|
| <p><b>5. Project title: Trauma-informed practices</b></p> <p>National Policy Initiative: Reform Direction B – Support teaching, school leadership and school improvement</p> <p>Bilateral Agreement Action: Rural and remote wellbeing</p> | <p>Building teacher capability through education and coaching of trauma-informed practices.</p> <p>Engage with external consultants using evidence-based trauma-informed framework which aims at supporting student engagement and connectedness through pedagogical approaches and understanding of the neuroscience of learning.</p> | <p>Reform support funding: \$42,065</p> <p>Other funding sources: \$0</p> <p>FTE: N/A</p> | <ul style="list-style-type: none"> <li>• Engage external consultant to provide professional training to selected staff.</li> <li>• Formulate a project plan that includes training and initial implementation phases of trauma-informed whole school practices.</li> <li>• Connections are built between Learning and Teaching and Student Wellbeing and Diversity Cairns Education Services staff to ensure that products, policies and practices include trauma-informed considerations.</li> </ul> | <ul style="list-style-type: none"> <li>• Engagement of external provider and schedule of professional learning for 40 staff.</li> <li>• Project plan identifying pilot of trauma-informed practices in 3 schools.</li> </ul> |

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| Project title   | Project description and activities   | Indicative budget   | Expected outcomes/ Overall achievements   | Indicators of success   |
|---|--|---|---|---|
| <p><b>6. Project title: Early Years Reading Success</b></p> <p>Initiative: Reform Direction A – Support students and student learning</p> <p>Bilateral Agreement Action: Literacy and Numeracy in the early years</p> | <p>Extend the use and application of identified screening tools including AEDC, Concepts About Print and Sound Letter Knowledge.</p> <p>This project will include the following activities:</p> <ul style="list-style-type: none"> <li>• Link early intervention programs at critical data junctions.</li> <li>• Review impact of screening tool application on student reading outcomes.</li> <li>• Pilot program in a number of schools.</li> <li>• Teacher release to build capacity.</li> <li>• Coaching – data analysis and selection and application of intervention program.</li> </ul> | <p>Reform support funding: \$20,516</p> <p>Other funding: \$0</p> <p>FTE: N/A</p> | <ul style="list-style-type: none"> <li>• Teacher knowledge, understanding and application of screening tools increased.</li> <li>• Increased data literacy of teachers involved.</li> <li>• Systematic application and review of data embedded into school practice.</li> </ul> | <ul style="list-style-type: none"> <li>• Data entry of identified tools into system data program</li> <li>• Systematic application of intervention program</li> <li>• Increase the average number of students from Years P-3 achieving the system reading benchmark from the previous trend of 3.8% to 7%.</li> </ul> |



# **Non-Government Reform Support Fund**

## **2021 Workplan**

### **Diocese of Toowoomba Catholic Schools**

**Non-Government Reform Support Fund – Queensland Catholic Education Commission Workplan 2021**

**Summary of budget - Diocese of Toowoomba Workplan 2021**

| <b>Project</b>  | <b>Activities</b>  | <b>Reform support funding</b> | <b>Funding from other sources</b> | <b>Total project funding</b> |
|---|--|-------------------------------|-----------------------------------|------------------------------|
| <b>NCCD</b>   | Toowoomba Catholic Schools Office and school staff attend NCCD update sessions.  | \$0                           | \$58,182                          | \$58,182                     |
| <b>NAPLAN</b>   | School staff will participate in National Protocols Training and in-school readiness activities to prepare staff and technology.   | \$0                           | \$25,000                          | \$25,000                     |
| <b>Financial systems implementation and strategic reporting</b> | Professional development for Principals, professional support for individual schools and training for school boards.   | \$0                           | \$250,000                         | \$250,000                    |
| <b>Data Literacy</b>  | In-services and support to schools in developing data literacy and data planning capabilities in schools.  | \$0                           | \$43,000                          | \$43,000                     |
| <b>Leadership learning program – Middle leaders</b>             | In-services across primary and secondary year levels with associated expenses including TRS, travel, catering, accommodation costs, resources across the year.<br>Engage and develop familiarity with key systems, strategic documents and expectations including TCS leadership | \$103,954                     | \$24,884                          | \$128,838                    |
|   | Examine and evaluate personal leadership styles, strengths and deficits  |                               |                                   |                              |
|   | Develop professional learning plans to target specific areas of growth   |                               |                                   |                              |
|   | Facilitate ongoing networking and collaboration between middle leaders and established system and school leaders   |                               |                                   |                              |
| <b>Leadership learning program – Deputies</b>                   | In-services across primary and secondary year levels with associated expenses including TRS, travel, catering, accommodation costs, resources across the year.<br><br>Ensure sufficient knowledge of and familiarity with key responsibilities associated with the deputy's role | \$58,786                      | \$0                               | \$58,786                     |
|   | Engage and develop familiarity with the Toowoomba Catholic Schools Leadership Framework and capabilities   |                               |                                   |                              |
|   | Establish and provide feedback on mentoring and coaching roles and responsibilities  |                               |                                   |                              |
|   | Facilitate ongoing networking and collaboration between deputies and established school and system leaders.  |                               |                                   |                              |
|   |  |                               |                                   |                              |
| <b>School review and improvement processes</b>                  | Implementation of the program within the school environment with costs including TRS for staff involved from within the school and other schools, consultancy fees, travel and accommodation costs.  | \$58,168                      | \$0                               | \$58,168                     |

**Non-Government Reform Support Fund – Queensland Catholic Education Commission Workplan 2021**

|                            |   |                  |                  |                  |
|----------------------------|---|------------------|------------------|------------------|
|                            | Support the work of school leaders, staff, students and community in evaluating the effectiveness of programs and directions against agreed goals and priorities.           |                  |                  |                  |
|                            | Develop capabilities and practices associated with effective strategic planning and decision making.  |                  |                  |                  |
|                            | Ensure local and system accountability to school communities and the government for the prudent oversight of resources and staffing to attain the desired student outcomes. |                  |                  |                  |
| <b>Peoplebench project</b> | Engagement costs for Peoplebench organisation for 2021.   | \$65,100         | \$0              | \$65,100         |
|                            | Ensure the collection, analysis and trouble-free availability of the workforce  |                  |                  |                  |
|                            | Use predictive analytics to assist leaders to make data-driven predictions based on behaviour and trends.   |                  |                  |                  |
|                            | Enhance the capacity of principals and other system leaders to effectively utilise this data to inform strategic planning and decision-making.                              |                  |                  |                  |
|                            | <b>Total funding for 2021</b>   | <b>\$286,008</b> | <b>\$401,066</b> | <b>\$687,074</b> |

\* The Australian Government understands that these figures provided are indicative and may change throughout the year. The Annual Report will report on any changes.

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| Project title   | Project description and activities  | Indicative budget   | Expected outcomes/<br>Overall achievements  | Indicators of success   |
|---|---|---|---|---|
| <p><b>1. Project title:<br/>Quality assurance, moderation and support for continued improvement of the NCCD</b></p> <p>National Policy Initiative: Reform Direction C – Enhancing the national evidence base.</p> <p>Bilateral Agreement Action: Quality assurance, moderation and support for the continued improvement of the Nationally Consistent Collection of Data on School Students with Disability</p> | <p>In addition to the continual support provided by Toowoomba Catholic Schools Office (TCSO) education officers and managers for the NCCD and personalised student planning support, school staff will engage in professional development NCCD update sessions. School staff will be supported to attend NCCD update sessions through provision of teacher relief funds and travel and accommodation costs.</p> | <p>Reform support funding: \$0</p> <p>Other funding: \$58,182</p> <p>FTE: N/A</p> | <ul style="list-style-type: none"> <li>• Confidence in the accuracy of the school level data submitted for census.</li> <li>• Delivery of professional learning about the NCCD.</li> <li>• Teachers are better equipped to plan, record and monitor educational adjustments for students with disability within the four phases of the NCCD.</li> </ul> | <ul style="list-style-type: none"> <li>• Feedback from participants surveyed indicate their understanding of the NCCD improved.</li> <li>• Approximately 30 school staff will attend NCCD update sessions.</li> </ul> |

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**Non-Government Reform Support Fund – Diocese of Toowoomba Workplan 2021**

| Project title   | Project description and activities  | Indicative budget  | Expected outcomes/<br>Overall achievements   | Indicators of success  |
|---|---|--|--|--|
| <p><b>2. Project title:</b><br/><b>NAPLAN Online</b><br/>National Policy</p> <p>Initiative: Reform Direction C – Enhancing the national evidence base.<br/>Bilateral Agreement</p> <p>Action:</p> <p>Support rollout of NAPLAN Online to Catholic Schools</p> | <p>All 31 TCSO schools will be invited to participate in NAPLAN online National Protocols Training and schools will be supported to undertake in-school activities to prepare staff and technology for administering NAPLAN Online.</p> | <p>Reform support funding: \$0</p> <p>Other funding): \$25,000</p> <p>FTE: N/A</p> | <p>School staff participate in National Protocols Training.</p> <p>Schools undertake preparations to administer NAPLAN Online.</p> | <p>NAPLAN Online is successfully administered across 31 schools.</p> |

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| Project title  | Project description and activities  | Indicative budget  | Expected outcomes/ Overall achievements  | Indicators of success  |
|--|---|--|--|--|
| <p><b>3. Project title: Financial systems implementation and strategic improvement and reporting</b></p> <p>National Policy Initiative: Reform Direction B – Support teaching, school leadership and school improvement.</p> <p>Reform Fund priority 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>Commencing in 2020 a new financial system was implemented for all schools and TCSO. In 2021 activities will be to support user knowledge of the financial system and will include:</p> <ul style="list-style-type: none"> <li>• 4 day Principals leadership forum each term.</li> <li>• Individual visits and sessions with school principals.</li> <li>• Expand knowledge on enrolment and debtor management practices.</li> <li>• Implement updated financial management procedures and financial framework.</li> <li>• Personalised administration and finance officer training throughout the year.</li> <li>• Implementation of power Business Intelligence reporting and engagement of consultant to assist with implementation.</li> <li>• Fixed term employment of additional Assistant Schools Support Accountant to provide support to schools.</li> </ul> | <p>Reform support funding: \$0</p> <p>Other funding: \$250,000</p> <p>FTE: N/A</p> | <ul style="list-style-type: none"> <li>• Continue to develop principals and senior leaders' school financial literacy and understanding of key financial principles.</li> <li>• Develop dashboards and effective summary financial reporting for each school that will assist with effective decision-making.</li> <li>• Expand knowledge on enrolment and debtor management practices.</li> <li>• Implement updated financial management procedures and financial framework.</li> </ul> | <ul style="list-style-type: none"> <li>• Assistant Schools Support Accountant is engaged.</li> <li>• Principal leadership forums are delivered and attended by school Principals.</li> <li>• Long term uplift in the capabilities and effectiveness of middle leaders across the system.</li> <li>• Understanding of financial management practices and use of financial management system is improved.</li> </ul> |

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| Project title   | Project description and activities  | Indicative budget   | Expected outcomes/ Overall achievements   | Indicators of success   |
|---|---|---|---|---|
| <p><b>4. Project title:<br/>Enhancing school improvement processes through data literacy development</b></p> <p>National Policy Initiative: Reform Direction C – Enhancing the national evidence base.</p> <p>Bilateral Agreement Action: Develop strategies to enhance data literacy among Catholic school leaders and teachers, support development of data tools and frameworks to inform planning and development of education policy and practices in Catholic</p> | <p>The project will provide in-services professional development and support to schools in developing data literacy and support to schools in developing data literacy and data planning capability in schools.</p> | <p>Reform support funding: \$0<br/>Other funding: \$43,000<br/>FTE: N/A</p> | <ul style="list-style-type: none"> <li>Enhanced school staff capacity and confidence in the use of data tools to support and inform decision making to support student performance through differentiated responses.</li> </ul> | <ul style="list-style-type: none"> <li>School staff will have improved confidence in choosing appropriate interventions and/or adjustments which accommodate individual student learning attributes.</li> </ul> |

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| Project title   | Project description and activities   | Indicative budget  | Expected outcomes/ Overall achievements   | Indicators of success  |
|---|--|--|---|--|
| <p><b>5. Project title:</b></p> <p><b>Leadership learning program – Middle leaders</b></p> <p>National Policy Initiative: Reform Direction B – Support teaching, school leadership and school improvement.</p> <p>Bilateral Agreement Action: Support school leadership and school improvement through initiatives aimed at enhancing strategic leadership for existing and aspiring school leaders and for school boards</p> | <p>The purpose of this program is to provide opportunities for middle leaders to:</p> <ol style="list-style-type: none"> <li>1. Engage and develop familiarity with key system and strategic documents and expectations including TCS Leadership Framework and capabilities</li> <li>2. Examine and evaluate personal leadership styles, strengths and deficits</li> <li>3. Develop professional learning plans to target specific areas of growth</li> <li>4. Facilitate ongoing networking and collaboration between middle leaders and established system and school leaders</li> </ol> | <p>Reform support funding: \$103,954</p> <p>Other funding (recurrent Commonwealth funds): \$24,884</p> <p>FTE: N/A</p> | <ul style="list-style-type: none"> <li>• Familiarity with TCS organisational structure, culture, and priorities.</li> <li>• Understanding the connection between leadership capabilities and school and system leadership.</li> <li>• Opportunity to reflect and evaluate personal strengths and practices within a supportive and professional network of established system and school leaders</li> </ul> | <ul style="list-style-type: none"> <li>• Feedback surveys from participants endorse the learning intentions for each workshop.</li> <li>• Increased interest in middle leadership positions.</li> <li>• Long term uplift in the capabilities and effectiveness of middle leaders across the system.</li> </ul> |



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| Project title   | Project description and activities   | Indicative budget   | Expected outcomes/ Overall achievements   | Indicators of success   |
|---|--|---|---|---|
| <p><b>6. Project title:<br/>Leadership learning program – Deputisers</b></p> <p>Initiative: Reform Direction B – Support teaching, school leadership and school improvement.</p> <p>Bilateral Agreement Action: Support school leadership and school improvement through initiatives aimed at enhancing strategic leadership for existing and aspiring school leaders and for school boards</p> | <p>The purpose of this program is to provide opportunities for 30 deputisers to:</p> <ol style="list-style-type: none"> <li>1. Ensure sufficient knowledge of and familiarity with key responsibilities associated with the deputiser role</li> <li>2. Engage and develop familiarity with the TCS Leadership Framework and capabilities</li> <li>3. Establish and provide feedback on mentoring and coaching roles and responsibilities</li> <li>4. Facilitate ongoing networking and collaboration between deputisers and established system and school leaders</li> </ol> <p>Program delivery will be face-to-face.</p> | <p>Reform support funding: \$58,786</p> <p>Other funding: \$0</p> <p>FTE: N/A</p> | <ul style="list-style-type: none"> <li>• Deputisers are confident in managing the required responsibilities associated with the role.</li> <li>• Continuity of student learning and school routines when the principal is absent.</li> <li>• Deputisers experience and develop further capacity in a variety of responsibilities associated with the principal's role.</li> </ul> | <ul style="list-style-type: none"> <li>• Feedback surveys from participants endorse the learning intentions for each workshop.</li> <li>• Long term uplift in the capabilities and effectiveness of deputisers across the system.</li> <li>• Improved leadership density and succession is evident in recruitment and professional development programs.</li> </ul> |

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| Project title  | Project description and activities   | Indicative budget   | Expected outcomes/<br>Overall achievements  | Indicators of success   |
|--|--|---|---|---|
| <p><b>7. Project title:<br/>School review<br/>and<br/>improvement<br/>processes</b></p> <p>National Policy Initiative: Reform Direction B – Support teaching, school leadership and school improvement.</p> <p>Bilateral Agreement Action: Enhance school improvement processes and planning in Catholic schools</p> | <p>The purpose of this program is to:</p> <ol style="list-style-type: none"> <li>1. Support the work of school leaders, staff, students and community in evaluating the effectiveness of programs and directions against agreed goals and priorities</li> <li>2. Develop capabilities and effective practices associated with effective strategic planning and decision making</li> <li>3. Ensure local and system accountability to school communities and government for the prudent oversight of resources and staffing to attain the desired student outcomes</li> </ol> | <p>Reform support funding: \$58,168</p> <p>Other funding: \$0</p> <p>FTE: N/A</p> | <ul style="list-style-type: none"> <li>• School communities have a formal and structured avenue to provide feedback on key elements of the operation of the school.</li> <li>• School leaders have access to independent, valid feedback about school performance.</li> <li>• The system uses the outcomes of this process to ensure accountability to school communities and government for the prudent oversight of resources and staffing to attain the desired student outcomes.</li> </ul> | <ul style="list-style-type: none"> <li>• Feedback from school communities confirms high satisfaction levels with the process and outcomes.</li> <li>• Principals use the improvement strategies listed in the report as a sound basis for future planning.</li> <li>• Annual parent surveys reflect high satisfaction levels with the goals, priorities, and direction of schools.</li> </ul> |

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| Project title   | Project description and activities  | Indicative budget   | Expected outcomes/ Overall achievements  | Indicators of success   |
|---|---|---|--|---|
| <p><b>9. Project title: Peoplebench project</b></p> <p>National Policy Initiative: Reform Direction C – Enhancing the national evidence base</p> <p>Bilateral Agreement Action: Develop strategies to enhance data literacy among Catholic school leaders and teachers, support development of data tools and frameworks to inform planning and development of education policy and practices in Catholic schools</p> | <p>The aim of this project is to:</p> <ol style="list-style-type: none"> <li>1. Ensure the collection, analysis and trouble-free availability of workforce data including recruitment, development, promotion and retention of staff.</li> <li>2. Use predictive analytics to assist leaders to make data-driven predictions based on behaviour and trends.</li> <li>3. Enhance the capacity of principals and other system leaders to effectively utilise this data to inform strategic planning and decision making.</li> </ol> | <p>Reform support funding: \$65,100</p> <p>Other funding: \$0</p> <p>FTE: N/A</p> | <ul style="list-style-type: none"> <li>• Benchmark data across large numbers of schools enables prudent decisions about future planning and action.</li> <li>• Toowoomba Catholic Schools can compare and contrast current practice in key areas against schools and systems of similar context.</li> <li>• Available data is current and timely and reflects changing workforce trends and patterns.</li> </ul> | <ul style="list-style-type: none"> <li>• Data dashboard is accessed regularly by key decision makers.</li> <li>• Decisions about resource allocation are based on comparable and current data.</li> <li>• Key leaders become evidence- based practitioners in all areas.</li> </ul> |