

Non-Government Reform Support Annual Report

2021

Catholic Education Archdiocese of Canberra & Goulburn

Executive Summary

During 2021 the Catholic Education Archdiocese of Canberra and Goulburn (CECG) undertook work in the following areas under the Non-Government Reform Support fund:

1. Nationally Consistent Collection of Data on School Students with Disability to develop robust systems and processes, and teacher capability.
2. Curriculum: an analysis of the quality of curriculum resources in use across the ACT in Years 7-10 Mathematics, the identification of areas for improvement and the subsequent provision of high quality 7-10 curriculum resources in Mathematics.
3. Financial management support to schools to improve governance and financial management practices

All Catholic Education Canberra and Goulburn systemic 29 ACT schools were supported under above reform activities.

Progress against your strategic plan

1. Nationally Consistent Collection of Data (NCCD) on School Students with Disability

During 2021, four NCCD Officers, worked across CECG's 29 ACT schools to support teachers in their work with approximately 2000 Students with Disability as part of the CECG NCCD project.

Support provided by NCCD Officers to schools:

- Regular meetings with classroom support teachers and school NCCD teams. Due to COVID, these were held online.
- Termly communication about resources and professional learning via a newsletter.
- Facilitation of staff meetings as requested by individual schools – Levels of adjustment, category of disability, evidence storage.
- Professional learning for classroom support teachers each term during classroom support teacher network days.
- Provision of tools for schools to use for the moderation process.
- One-to-one support for teachers to write personalised plans.
- Professional learning resources focussed on teachers' obligations in the areas of the Disability Discrimination Act and the Disability Standards for Education.

2. System-wide curriculum resources project

In 2021, a collaboration was undertaken between Learning First and CECG key stakeholders for the purpose of expanding support for mathematics teaching and learning to include secondary schools and teachers in Years 7-10 implementing the agreed recommendations from the Curriculum Review and Analysis Report to produce the development and implementation of high-quality curriculum resources:

- Recommendation and advice to the secondary mathematics "supporting subject expert" regarding commonly used curriculum resources.

- Iterate the prototype 7-10 quality curriculum framework; gather and synthesise feedback.
- In the recruitment process, developed a teacher nomination form.
- Curriculum framework developed to closely analyse these resources for links to Australian Curriculum, high quality and evidence based.
- Support for schools to implement these resources in classrooms through school-based professional learning to unpack resources and understand best use.

3. Improving governance and financial management practices

CECG utilised 0.4 FTE resource in the School Accounting Support team to provide sufficient resources to support more robust financial management skills and practices in schools, particularly for the smaller ACT Catholic schools who do not have their own dedicated financial management FTE resource employed directly.

Support provided to ACT schools in 2021 included:

- Provide detailed financial services to school principals and managers, including budgeting, financial analyses, and other ad hoc requirements.
- Provide operational and management support, including financial stewardship that enables good decision making through analysis and insight to optimise activities.
- Provide training support and financial expertise to schools with the aim of improving schools' financial management and compliance frameworks including implementation of effective processes and controls.

Relationship with your state and territory government

Throughout the year, CECG met regularly with the Education Directorate and Australian Independent Schools ACT. The three sectors collaborated to facilitate cross-sector moderation during the year. Other collaborative activities undertaken in 2021 involved regularly sharing resources, information and ideas across sectors which had the benefit of strengthening the relationship between the three sectors.

Project Report

CECG has achieved the three projects under 2021 NGRSF work plan by meeting the expected outcomes.

- delivered the best possible Catholic education to our disadvantaged students and support their development as successful learners, confident, creative individuals and active, informed citizens; and
- positioned our systems and processes with updated curriculum to best support our mission, our learning agenda and the operations of our schools.

Summary of 2021 achievements

Project title	Project description and activities	Expected outcomes/ Overall achievements Achieved or Not achieved	Indicators of success Add the target % achieved	List any additional or variations of Activities undertaken/Achieved outcomes
Nationally Consistent Collection of Data on School Students with Disability	<ul style="list-style-type: none"> • Upskill teachers understanding of disability, Disability Discrimination Act (DDA) and Disability Standards of Education (DSE) • Maintain quality of information captured through accurate levels of adjustment, up-to-date personalised plans that are implemented and regularly updated in consultation with parents and teachers. • Maintain required evidence in a central repository to enable all teachers involved with the 	<ul style="list-style-type: none"> • CECG has robust systems and processes to manage all NCCD aspects. • Increased teacher capability and resources to efficiently and effectively apply and meet NCCD requirements. • Increased teacher capability and resources to efficiently and effectively capture and store the 4 areas of required evidence. 	<ul style="list-style-type: none"> • The majority of teachers have completed the new DSE online modules, NCCD e-learning or the DSE Refresher as per the 3-year cycle. • Students have evidence to support their disability category in the NCCD data collection. • Personalised Plans are sent home to parents. • Schools have moderated within school teams to determine levels of 	<ul style="list-style-type: none"> • Regular, differentiated, and targeted support was provided to schools in 2021. • Regular meetings with classroom support teachers and school NCCD teams were scheduled. Due to COVID, these were mostly held online. • School data (from staff meetings, leadership team

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	<p>student's development to access information easily as well as withstand any audit.</p> <ul style="list-style-type: none"> Develop a whole school approach in Secondary schools for Personalised Plans 	<ul style="list-style-type: none"> Increased collaboration with all stakeholders in the Secondary school setting to develop and implement Personalised Plans <p>Achieved</p>	<p>adjustment.</p> <ul style="list-style-type: none"> Students have sufficient evidence. Schools have a whole-school approach where: <ul style="list-style-type: none"> NCCD team roles within the school are clearly defined. Numerous staff are responsible for Personalised Plans School specific processes in completing Personalised plans, meetings with parents, entering adjustments, moderation, etc. have been clearly defined and are being reliably enacted. <p>99% achieved</p> <p>In all these areas 99% of the above statements have been achieved. The 1% accounts for the fluctuating movement of</p>	<p>meetings and one-on-one work in schools) and individual school reports from the NCCD officers working across the schools, supports the achievement of the targets listed above.</p>

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			staff and students within our system.	
<p>Curriculum – System wide curriculum resources project</p> <p>An analysis of the quality of curriculum resources in use across the ACT in Years 7-10 Mathematics, the identification of areas for improvement and the subsequent provision of high quality 7-10 curriculum resources in Mathematics.</p>	<ul style="list-style-type: none"> • Working with a strategic partner, Learning First, a Situational Analysis of curriculum and curriculum resources was undertaken (end 2019 and early 2020) and determined the need for reform in identifying and implementing high quality curriculum resources. • The area of Mathematics K-6 was addressed during 2020 and Learning First and CECG led a system renewal in Maths resourcing for the primary years. This will now be extended to Years 7-10 in mathematics. • Subject matter experts and Curriculum experts will lead a working group of System 7-10 Maths teachers in a process to: <ul style="list-style-type: none"> ○ develop and adopt an evaluative framework to 	<ul style="list-style-type: none"> • The development of a system- wide pool of high-quality curriculum resources available for all teachers and schools to use. All students benefit from the use of high-quality resources. For students with additional needs and Aboriginal and Torres Strait Islander students, quality student resources and teacher – facing curriculum resources are essential for effective learning. • Assurance of a guaranteed standard of curriculum resources for 7-10 mathematics in use in the system “The CECG Quality Curriculum Framework”. This framework can be used to evaluate curriculum resources based on 	<ul style="list-style-type: none"> • Evaluation of the process used indicates its effectiveness. • 7-10 mathematics resources identified, purchased and made available to all 7-10 schools in the system via the online “Curriculum Hub”. • Uptake of the curriculum resources by schools for 2022. • Plans in place to follow a similar process to identify high quality curriculum resources in another area of need. • It is expected that this project would enhance the quality of 7-10 maths instruction and therefore improve the learning of students. Student outcomes in the area of Mathematics 	<ul style="list-style-type: none"> • Evaluation of the process used indicates its effectiveness • 7-10 mathematics resources identified, purchased and made available to all 7-10 schools in the system via the online “Curriculum Hub” • Uptake of the curriculum resources by schools for 2022. • Early evaluation indicates that the resources provided and used are enhancing the quality of 7-10 maths instruction and therefore improve the learning of students. Student outcomes in

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	<p>identify high quality resources in mathematics 7-10.</p> <ul style="list-style-type: none"> ○ prioritise content areas for each year level and develop scope and sequences. ○ identify high quality resources already in use in our schools Identify high quality resources to fill gaps where resources are not adequate 	<p>whether they align with the curriculum, reflect best practice in evidence-based teaching, are coherent and well sequenced and contain information to support best practice.</p> <ul style="list-style-type: none"> • The development of increased expertise in the system in using an evaluative framework to identify high quality curriculum resources. • To achieve a shared understanding of the effective principles and tools needed to support secondary maths teachers. • That teachers are provided with scaffolding to be able to effectively plan, structure and sequence the teaching of the maths curriculum in an effective way. 	<p>would be tracked and reported using the CE Assessment Schedule</p> <ul style="list-style-type: none"> • All CECG high schools will continue to engage in online NAPLAN assessment in years 7 and year 9 to be able to monitor progress of students within the system. Technical support is given to any schools requiring online NAPLAN assistance. This is in line and further contributes with the Minister’s priorities to enhance the National Evidence Base and improve data collection, quality and consistency. • Schools will be supported by the CE Senior Officer of Educational Performance and the members of the Performance and Improvement Team, to use Mathematics NAPLAN data to inform teaching and target areas identified for 	<p>Mathematics are being tracked and monitored using the CE Assessment Schedule</p> <ul style="list-style-type: none"> • All CECG high schools will continue to engage in online NAPLAN assessment in years 7 and year 9 to be able to monitor progress of students within the system. Technical support is given to any schools requiring online NAPLAN assistance. This is in line and further contributes with the Minister’s priorities to enhance the National Evidence Base and improve data collection, quality and consistency. • Schools are being

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		<ul style="list-style-type: none"> Determine professional learning opportunities that would be most effective in supporting mathematics instruction. <p>Achieved</p>	<p>improvement within 7-10 mathematics instruction.</p> <p>100% achieved</p>	<p>supported by the CE Senior Officer of Educational Performance and the members of the Performance and Improvement Team, to use Mathematics NAPLAN data to inform teaching and target areas identified for improvement within 7-10 mathematics instruction.</p>
<p>Improving governance and financial management practices in non-government schools</p>	<ul style="list-style-type: none"> Continue the dedicated resource to strengthen financial management skills and practices in ACT schools, particularly primary schools. The program will extend on support to key personnel with financial management responsibility in the following areas: 	<ul style="list-style-type: none"> Key personnel in ACT Catholic schools with significant financial responsibility improve their financial management knowledge to support and maintain sound financial management practices. Key personnel in 	<ul style="list-style-type: none"> The school has robust financial management practices in place, allowing the school to operate effectively and maintain a sound financial position. <p>100% achieved</p>	<p>In 2021, one full time finance business partner is resourced to provide strong financial support for the schools. 0.4 FTE is covered from the grant; rest 0.6 FTE is covered from Catholic Education Canberra and Goulburn.</p>

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	<ul style="list-style-type: none"> ○ Understand framework under which schools operate ○ Contemporary reporting practices ○ Planning and managing school budget ○ Ensure sound systems and policies are followed and reviewed 	<p>schools have access to financial management expertise within CE.</p> <p>Achieved</p>		

2021 Budget expenditure

Project Activities	Reform support funding
NCCD	
Provide release time for teaching and learning support officers for training at 29 schools	\$129,931
Employment of 4.8FTE NCCD Officers	\$172,421
Development of NCCD resources and training material	\$5,529
Curriculum	
An analysis of the quality of curriculum resources in use across the ACT in Years 7-10 Mathematics, the identification of areas for improvement and the subsequent provision of high quality 7-10 curriculum resources in Mathematics.	\$129,849
Financial Management	
0.4 FTE resource to provide financial management training and business support for key school personnel \$160K per annum	\$60,270
TOTAL	\$498,000