

# **Non-Government Reform Support Annual Report**

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**2021**

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**Catholic Schools NSW**

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## **Executive Summary**

The NSW Catholic Bishops have established Catholic Schools NSW (CSNSW) as the overarching entity for all Catholic schools in NSW. CSNSW is the approved authority and representative body for NSW Catholic schools, engaging closely with the Commonwealth Government and the NSW Government. CSNSW has specific remits from the NSW Catholic Bishops to ensure compliance in relation to the requirements of the Australian Education Act, the NSW Education Act and other applicable legislation. CSNSW is also tasked with reporting on the efficiency and effectiveness of Catholic schools in NSW. There is alignment between the objectives of the Non-Government Schools Reform Support Fund and the mandate to CSNSW from the NSW Bishops.

In 2021, CSNSW represented and supported 598 schools, 258,000 students, and 30,000 staff. The impact of COVID-19 disrupted several planned activities. Some of these activities were delayed until 2022, others proceeded with a modified scope and/or delivery, and others were replaced with alternative activities designed to meet the objectives of the Reform Support Fund.

The Reform Support Fund contributed to significant achievements in 2021, including:

- Knowledge of and investment in curriculum reform and the remediation of the negative impacts of COVID 19 on student learning outcomes;
- ‘Phase Two’ of the Early Years Foundations for Learning digital resource, which supports Aboriginal and Torres Strait Islander families, and which is linked to the new K-2 English and Mathematics syllabuses;
- a range of CSNSW Professional Learning offerings, providing school leaders and teachers with excellent, ongoing professional development;
- a deeper understanding of the current workforce profile of NSW Catholic education and strategies to address future labour force requirements;
- Catholic schools meeting their obligations under the NCCD collection, including through CSNSW online tools and advice in applying NCCD Guidelines consistently when establishing the NCCD classifications for students.

CSNSW has a well-established, productive and ongoing relationship with the NSW Government through its participation in the Non-Government Schools Advisory Council, the Board of the NSW Education Standards Authority and a range of other committees. In addition, CSNSW has direct liaison at the highest level with the NSW Department of Education and at the operational and policy implementation levels with departmental and NESA officers. CSNSW continues to work with our cross-sectoral partners as we advance initiatives of the Bilateral Agreement and looks forward to maintaining these arrangements for the purpose of achieving these important reforms.

The 2021 projects and activities have also contributed to the progress of CSNSW against its own Business Plan, which is highlighted below in the first column.

### Project Report

Project title	Project description and activities	Expected outcomes/ Overall achievements  Achieved or Not achieved	Indicators of success  Add the target % achieved (or just 'achieved' if there's no %)	List any additional or variations of Activities undertaken/Achieved outcomes
<p><b>1. Support students at risk of educational disadvantage</b></p> <p><u>National reform direction:</u> Support students, student learning and achievement.</p> <p><u>State Bilateral Initiative:</u> Meet the needs of students at risk of educational disadvantage through evidence-based pedagogy, quality teaching and innovation.</p> <p><u>CSNSW 2021 Business Plan</u> <u>Related Activity:</u> 2. Maximise student outcomes and the efficiency and effectiveness of the NSW Catholic school system.</p>	<p>This project will continue to provide policy and program coordination across the Catholic sector to support students at risk of educational disadvantage. It will:</p> <ul style="list-style-type: none"> <li>• Continue development of targeted resources and/or initiatives to support evidence-based pedagogy, quality teaching and innovation. In 2021, the following specific priorities will be pursued: <ul style="list-style-type: none"> <li>○ Implementation of the newly developed Catholic schools NSW Aboriginal and Torres Strait Islander education strategy and associated activities</li> <li>○ Development of a series of best- practice guides/ reflection tools, with a particular focus on students with disability</li> <li>○ Continue to enhance the CSNSW Personalised Planning</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Aboriginal Education Strategy activities are planned for and implemented in consultation with key stakeholders which results in a stronger strategic approach that will ensure teachers, schools and communities build a culturally inclusive school environment for Aboriginal and Torres Strait Islander students— <b>Achieved</b></li> <li>• Best practice guides/reflection tools shared and/or developed to support effective practice in supporting specific student cohorts, for example in the areas of: <ul style="list-style-type: none"> <li>• Curriculum Differentiation</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• 2021 Aboriginal Education Strategy activities successfully implemented— <b>Achieved</b></li> <li>• Guides developed in consultation with key stakeholders and available to schools and systems—<b>Not achieved</b></li> <li>• PPSD Tool capability captures personalised plans for a broader range of students— <b>10% achieved</b></li> <li>• Tool is utilised by schools and systems— <b>Not yet achieved</b></li> <li>• Successful deployment of mental health first aid course—<b>Achieved</b></li> <li>• VET teachers and students in Catholic schools report positive experiences of the new</li> </ul>	<ul style="list-style-type: none"> <li>• Thirty-one students attending Catholic Schools were finalists in the nine regional NSW Training Awards competitions. A number went on to represent the Catholic sector at the state awards final. One student was awarded the 2021 VET in Schools student of the year.</li> <li>• The required 2021 planning for the VET Dangerous Ideas Symposium was completed. Pricewaterhouse Coopers was engaged to support the project.</li> <li>• Best Practice guide/reflection guides were developed for Schools as Community Hubs, the educational, social and emotional</li> </ul>

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	<p>for Students with Disability (PPSD) online tool to enable 'one-stop- shop' capability for personalised planning to meet diverse student personalised planning needs; for example, students with disability (see also NCCD Project 8), Aboriginal and Torres Strait Islander students, students in out-of-home care, gifted and talented students, students requiring behaviour support and student risk assessments.</p> <ul style="list-style-type: none"> <li>• Roll-out a mental health first aid training initiative</li> <li>• implement the second phase of the online tool to support work placement for VET students, teachers and their families</li> <li>• support the NSW VET Training Awards</li> <li>• Deliver a Best Practice in VET Symposium</li> <li>• Undertake a specific research project to look at future</li> </ul>	<ul style="list-style-type: none"> <li>• Universal Design for Learning</li> <li>• Wellbeing for Learning—Achieved</li> <li>• Enhanced CSNSW PPSD Online Tool available for schools and diocesan personnel in various settings with students with diverse personalised planning needs—<b>Not yet achieved</b></li> <li>• Mental health first aid course that supports students at risk, including Aboriginal and Torres Strait Islander students developed—<b>Achieved</b></li> <li>• Enhanced support for the mandatory work placement component of vocational education and training courses—<b>Achieved</b></li> <li>• Celebrate achievements and elevate the status of students in VET (across</li> </ul>	<p>online tool to support work placement—<b>Delayed due to COVID</b></p> <ul style="list-style-type: none"> <li>• Successful cross sector celebration of students' achievement in VET Successful development of a Best Practice VET—<b>Achieved</b></li> <li>• Symposium that meets the needs of range of stakeholders, i.e., school executives and leaders, VET trainers and career practitioners—<b>Achieved</b></li> <li>• Report delivered to CSNSW with actionable insights—<b>Achieved</b></li> <li>• Actionable recommendations on the role of VET in assisting the COVID recovery—<b>Achieved</b></li> </ul>	<p>wellbeing in relation to transition back to school and the effect of remote learning on students with disability across different categories. The revised topics reflect the changing needs of schools in the context of COVID.</p> <ul style="list-style-type: none"> <li>• Further enhancements were provided to the PPSD Online Tool, however scoping for additional diverse learning plans continues in 2022.</li> <li>• Mental Health First Aid for Aboriginal Educators to support Aboriginal and Torres Strait Islander students developed and rolled out across NSW/ACT</li> <li>• CCHH PL delivered to ensure teachers, schools and communities build a culturally inclusive</li> </ul>

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	<p>innovative VET provision across the Catholic Sector</p> <ul style="list-style-type: none"> <li>examine VET training opportunities, in partnership with the government sector, for young people impacted by COVID- 19.</li> </ul>	<p>government and Catholic sectors)—<b>Achieved</b></p> <ul style="list-style-type: none"> <li>Achieve all necessary planning milestones in preparation for 2022 VET Symposium—<b>Achieved</b></li> <li>Report on future VET provision in the Catholic sector with a focus on innovation and best practice—<b>Achieved</b></li> <li>Identify how VET can play a role in supporting young people impacted by COVID-19—<b>Achieved</b></li> </ul>		<p>school environment for Aboriginal and Torres Strait Islander students</p>
<p><b>2. Develop strong foundations for learning through implementation of evidence-based practice</b></p> <p><u>National reform direction:</u> Support students, student learning and achievement</p> <p><u>State Bilateral Initiatives:</u></p>	<p>This project will continue support for Catholic School Agencies to embed evidence-based practices, with a particular focus on the early years of learning. It will:</p> <ul style="list-style-type: none"> <li>expand the bank of resources on the Foundations for Learning website, developing additional support in the areas of Aboriginal Education and Diverse Learning</li> </ul>	<ul style="list-style-type: none"> <li>New, evidence-based resources, particularly for Aboriginal and Torres Strait Islander families—<b>Achieved</b></li> <li>Resources are culturally relevant and accessible to all families—<b>Achieved</b></li> <li>Foundations for Learning website is updated and enhanced—<b>Achieved</b></li> </ul>	<ul style="list-style-type: none"> <li>Foundations for Learning resources are increasingly accessed by stakeholders—<b>100% achieved</b></li> <li>Positive feedback from stakeholders, especially from ATSI and Diverse Learning stakeholders reference group—<b>100% Achieved</b></li> </ul>	<p>Phase Two' of the Early Years Foundations for Learning digital resource, which supports Aboriginal and Torres Strait Islander families, and which is linked to the new K-2 English and Mathematics syllabuses was launched in 2021.</p>

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<ul style="list-style-type: none"> <li>Meet the needs of students at risk of educational disadvantage through evidence-based pedagogy, quality teaching and innovation</li> <li>Embed evidence-based practices (particularly to boost early achievement in literacy and numeracy).</li> </ul> <p><u>CSNSW 2021 Business Plan</u> <u>Related Activity: 2.</u> Maximise student outcomes and the efficiency and effectiveness of the NSW Catholic school system.</p>	<ul style="list-style-type: none"> <li>enhance the accessibility and content of the Foundations for Learning website</li> <li>support a project aimed at embedding strong foundations for early learning in disadvantaged communities.</li> </ul> <p>CSNSW will also continue to provide expert policy advice to schools and diocesan authorities, particularly in relation to:</p> <ul style="list-style-type: none"> <li>Ongoing Catholic sector involvement in NSW Literacy and Numeracy Action Plan, including evaluation activities</li> <li>Catholic sector involvement in on-entry assessments such as Best Start Kindergarten and Best Start Year 7 and Phonics assessments</li> <li>Implementing the NSW additional learning support initiative for students affected by COVID-19</li> <li>Continue to monitor literacy and numeracy development, including students meeting minimum HSC</li> </ul>	<ul style="list-style-type: none"> <li>Implement project to embed strong foundation for early learning in disadvantaged communities—<b>Achieved</b></li> <li>Ongoing Catholic sector involvement in NSW Literacy and Numeracy Action Plan, including evaluation—<b>Achieved</b></li> <li>Participating Literacy and Numeracy Action Plan schools successfully implement literacy and numeracy learning progressions—<b>Achieved</b></li> <li>Ongoing Catholic sector investment in on-entry assessments for Kindergarten and Year 7—<b>Achieved</b></li> <li>K-6 collaboration forums and Early Years network events held—<b>Achieved</b></li> <li>Analysis and reporting of key literacy and numeracy data, including HSC minimum standards is</li> </ul>	<ul style="list-style-type: none"> <li>Successful implementation of evidence-based early education strategies to meet the needs of disadvantaged communities—<b>100% Achieved</b></li> <li>All 99 NSW Catholic schools participating in the NSW Literacy and Numeracy Action Plan will implement the literacy and numeracy learning progressions as a measure of K-2 student progress—<b>100% Achieved</b></li> <li>Revised Best Start Kindergarten assessment implemented in 190 schools—<b>100% Achieved</b></li> <li>Best Start Year 7 Assessment implemented</li> </ul>	

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	standards (tracking into years 10-12)	undertaken to track improvements in student outcomes— <b>Achieved</b>	assessment 30 schools— <b>100% Achieved</b> <ul style="list-style-type: none"> <li>• Dioceses and school personnel actively contribute to K-6 forums and networks—<b>100% achieved</b></li> <li>• Data analysis with insights shared across the system. Statewide performance data is available to support system improvement—<b>Achieved</b></li> </ul>	
<p><b>3. Prepare students for the future through engagement with reforms in curriculum, pathways and assessment</b></p> <p><u>National reform direction:</u> Support students, student learning and achievement</p> <p><u>State Bilateral Initiatives:</u></p>	<p>This project will provide expert policy advice, guidance and coordination to the Catholic sector during the NSW Curriculum Reform process, particularly in relation to the reform and roll-out of the K–2 Syllabuses.</p> <p>It will also support the development of statewide online quality indicators and a post- school destination survey instrument to meet ASQA standards. The survey will focus on two cohorts of students, HSC completers and early</p>	<ul style="list-style-type: none"> <li>• Catholic sector understands and is engaged in the NSW Curriculum and pathways Reform processes—<b>Achieved</b></li> <li>• Implications of the Curriculum Reform process are meaningfully communicated to the sector so that it can implement new K–2</li> </ul>	<ul style="list-style-type: none"> <li>• Clear communications disseminated to school leaders and teachers—<b>Achieved</b></li> <li>• NSW Catholic School Agencies and individual schools successfully engaged in NSW Curriculum Reform</li> <li>• Resources and other support materials are developed and</li> </ul>	

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<ul style="list-style-type: none"> <li>Implement the refreshed curriculum, ensuring teachers are supported to implement a streamlined curriculum, including timely and formative assessments</li> <li>Embed evidence-based practices (particularly to boost early achievement in literacy and numeracy).</li> </ul> <p><u>CSNSW 2021 Business Plan</u> Related Activity: 2. Maximise student outcomes and the efficiency and effectiveness of the NSW Catholic school system.</p>	<p>school leavers. The survey examines learner engagement in the VET space.</p>	<p>syllabuses in accordance with the reform timeline—<b>Achieved</b></p> <ul style="list-style-type: none"> <li>Resources and support material are developed to assist schools with syllabus familiarisation and implementation—<b>Achieved</b></li> <li>Online quality indicators and post-school destination survey instrument developed, administered and finalised—<b>Delayed due to COVID</b></li> </ul>	<p>positively assist schools to successfully implement new syllabuses—<b>Achieved</b></p> <ul style="list-style-type: none"> <li>Forums, professional learning and other briefings on reforms successfully convened—<b>Achieved</b></li> <li>Online instrument provides quality data to support VET delivery within Catholic schools—<b>Delayed due to COVID</b></li> <li>Post-school destinations identified for HSC completers and early school leavers—<b>Achieved</b></li> </ul>	
<p><b>4. Develop CSNSW Professional Learning to build system capacity and support quality teaching,</b></p>	<p>This project will provide an end-to-end professional learning portal for Catholic school stakeholders across NSW. It will include:</p>	<ul style="list-style-type: none"> <li>A well-respected and sought-after learning space that complements the work of Catholic schools and Agencies—<b>Achieved</b></li> </ul>	<ul style="list-style-type: none"> <li>A comprehensive suite of professional learning—<b>100% Achieved</b></li> <li>users report success in creating and curating</li> </ul>	



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<p><b>accreditation and school improvement</b></p> <p><u>National reform direction:</u> Support teaching, school leadership and school improvement.</p> <p><u>State Bilateral Initiatives:</u></p> <ul style="list-style-type: none"> <li>Improve the quality and relevance of professional learning, focused on improving student learning outcomes</li> <li>Targeted initiatives to improve system and school effectiveness.</li> <li>Identify and support cohorts of high- quality teachers across sectors for certification at Highly Accomplished and Lead Teacher level.</li> </ul> <p><u>CSNSW 2021 Business Plan</u> <u>Related Activity:</u> 2. Maximise student outcomes and the</p>	<ul style="list-style-type: none"> <li>development and writing of policies and procedures to ensure compliance with statutory bodies, such as NESAs, and to quality assure professional learning and training offerings, through a rigorous process of accreditation.</li> <li>ongoing evaluation of individual offerings and the Learning Management System (LMS) more broadly</li> <li>writing and development of quality standards to guide and address quality assurance</li> <li>further development of communication plan</li> <li>development of the professional learning space to include all offerings across the organisation</li> <li>roll out of newly developed professional learning.</li> </ul> <p>This project will also continue to support teachers seeking higher levels of accreditation. It will:</p>	<ul style="list-style-type: none"> <li>Participants in Professional Learning are supported through expert advice, collaboration and networks—<b>Achieved</b></li> <li>Greater understanding of legislative and regulatory requirements, including those related to good governance and compliance, by Catholic school leaders—<b>Achieved</b></li> <li>Professional Learning supports and fosters excellence across the Catholic school sector—<b>Achieved</b></li> <li>Develop streamlined and innovative teacher accreditation and credentialing processes and pathways</li> <li>Online platform supports teacher accreditation and networking—<b>Not yet achieved</b></li> <li>More leaders in NSW Catholic schools seek</li> </ul>	<p>programs users report ease of access to high quality education, forums and research that meet their learning needs—<b>90% Achieved</b></p> <ul style="list-style-type: none"> <li>LMS is accessed by more than 2000 learners by end 2021—<b>100% Achieved</b></li> <li>Strong partnerships developed with Catholic school educators and leaders—<b>80% Achieved</b></li> <li>Continued growth of external partnerships including Australian Catholic University and Sydney University—<b>100% Achieved</b></li> <li>150 rural and remote teachers successfully participate in the CSNSW/ Centre for Educational</li> </ul>	<ul style="list-style-type: none"> <li>168 teachers participated in cross-sector HSC marking simulation across the Catholic and Government sectors.</li> </ul>

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<p>efficiency and effectiveness of the NSW Catholic school system; 3. Enhance the value proposition of Catholic schooling in NSW; 5. Support NSW Catholic School Agencies through high quality and targeted service offerings.</p>	<ul style="list-style-type: none"> <li>develop CSNSW's new role as a Teacher Accreditation Authority for Highly Accomplished and Lead Teachers (HALTs)</li> <li>develop an online platform that will serve as a repository and networking tool for HALTs and school leaders support teachers aspiring to HALT accreditation through teacher release.</li> </ul>	<p>accreditation at higher levels—<b>Not Achieved</b></p> <ul style="list-style-type: none"> <li>Ongoing collaboration with Catholic School Agencies and the NSW Education Standards Authority enhances support for HALT aspirants—<b>Achieved</b></li> </ul>	<p>Measurement and Assessment data and assessment literacy training—<b>100% Achieved</b></p> <ul style="list-style-type: none"> <li>Up to 50 rural HSC teachers participate in cross-sector HSC simulation marking. 100 teachers (across Catholic and Government sectors)—<b>100% Achieved</b></li> <li>Online platform successfully developed—<b>85% Achieved</b></li> <li>Users of the platform report positive experience—<b>98% Achieved</b></li> <li>Number of teachers in the Catholic sector seeking HALT status increases on 2020—<b>Not Achieved</b></li> <li>10 aspiring HALT teachers participate in</li> </ul>	<ul style="list-style-type: none"> <li>Leaders working towards higher levels of accreditation stalled while awaiting the launch of the revised HALT policy. Advice from NESA lead us to advise applicants to wait.</li> <li>15 students began Graduate Certificate, 13 completed the course.</li> </ul>

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			a trial of the new CSNSW/ Australian Catholic University Graduate Certificate in professional practice— <b>100 % Achieved</b>	
<p><b>5. Advance excellence by developing reporting frameworks, research capability and infrastructure to support the efficient and effective delivery of education across NSW Catholic School Agencies</b></p> <p><u>National reform direction:</u> Enhance the national evidence base</p> <p><u>State Bilateral Initiative:</u> Targeted initiatives to improve system and school effectiveness.</p> <p><u>CSNSW 2021 Business Plan</u> <u>Related Activity:</u> 2. Maximise student outcomes and the</p>	<p>This project will provide expert policy advice, guidance and coordination of NSW Catholic sector reporting and collaboration to support system efficiency and effectiveness, including the continuation of biannual reporting through the State of the System Reports and contributing to national and state performance reporting obligations.</p> <p>This project will also continue to develop internal data capability to support evidence- based decision making and support the efficient and effective delivery of Catholic education across NSW through:</p> <ul style="list-style-type: none"> <li>Analysis of Catholic sector 2020 HSC data and support for key users of the analysis in Catholic schools</li> </ul>	<ul style="list-style-type: none"> <li>Continued roll-out of biannual State of the System reports and ensuring Catholic sector involvement in national and state reporting—<b>Achieved</b></li> <li>Development of data intelligence that supports educational effectiveness, equity and excellence</li> <li>Analysis of correlation and trends between AEDC and other longitudinal datasets—<b>Not yet achieved</b></li> <li>Analysis of Catholic sector workforce profile underpins strategies for future planning and informs advocacy efforts—<b>Achieved</b></li> </ul>	<ul style="list-style-type: none"> <li><i>State of the System</i> Reports delivered on time and accepted by NSW Catholic Bishops—<b>Achieved</b></li> <li>Analysis of 2020 HSC data undertaken with supporting seminars and online platform for professional learning—<b>Achieved</b></li> <li>AEDC analysis provides snapshot of children's development over time and supports communities to understand local levels of development vulnerability—<b>5% achieved</b></li> <li>AEDC analysis is effectively</li> </ul>	<ul style="list-style-type: none"> <li>CSNSW contracted the Telethon Kids Institute to build capacity and knowledge of how to use the AEDC data in relation to other data collected during schooling, and provide insights on patterns between AEDC indicators, student, and school performance. However, the main data analysis has been delayed due to lack of access to the requisite unit-level data from the Commonwealth.</li> <li>All available AEDC data distributed to sector</li> </ul>

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<p>efficiency and effectiveness of the NSW Catholic school system; 3. Enhance the value proposition of Catholic schooling in NSW; 5. Support NSW Catholic School Agencies through high quality and targeted service offerings.</p>	<ul style="list-style-type: none"> <li>• Analysis of Australian Early Development Census (AEDC) for benchmarking of AEDC results at the state, school and diocesan levels.</li> <li>• A statewide profile of the Catholic school teacher workforce, including key trends and drivers impacting this workforce</li> <li>• Integration of Catholic education databases and applications through the CSNSW Cloud Platform</li> </ul>	<ul style="list-style-type: none"> <li>• CSNSW Cloud Platform integrates databases and applications and improves ICT interface—<b>Achieved.</b></li> </ul>	<p>communicated to schools for reflection and action at the local level—<b>100% achieved</b></p> <ul style="list-style-type: none"> <li>• Useful insights into key trends and drivers impacting workforce support better workforce planning and underpin advocacy efforts—<b>100% achieved</b></li> <li>• Successful integration of databases and applications that enhances ICT infrastructure, improving the user experience and data linkages for stakeholders—<b>Achieved.</b></li> </ul>	<p>with ongoing support and discussions.</p> <ul style="list-style-type: none"> <li>• Strategic Workforce remains a priority project given challenges attracting and retaining teachers.</li> <li>• <i>State of the System Volume 2: Workforce</i> delivered, supporting workforce planning.</li> <li>• Cloud Platform will make easier for teachers and staff to access CSNSW services and allow for integrations with external platforms that will automate and reduce teacher workload.</li> </ul>
<p><b>6. Support system compliance with improved governance</b></p>	<p>This project will provide expert policy advice, coordination and training to support Catholic School Agencies and school leaders meet governance,</p>	<ul style="list-style-type: none"> <li>• Governance Symposium builds the capacity of school leaders and managers, as well as</li> </ul>	<ul style="list-style-type: none"> <li>• Symposium highly regarded as a forum for enhancing governance and</li> </ul>	<ul style="list-style-type: none"> <li>• The Symposium was held on the 23<sup>rd</sup> of September 2021 in an online format (due to the pandemic)</li> </ul>

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<p><b>and financial management</b></p> <p><u>National reform direction:</u> Improving governance and financial management practices in non-government schools.</p> <p><u>State Bilateral Initiative:</u> Streamline the administrative demands on schools, principals and teachers to increase amount of time to focus on high-quality teaching and learning.</p> <p><u>CSNSW 2021 Business Plan</u> <u>Related Activity:</u> 1. Promote the integrity of NSW Catholic Schools via delivery of governance best practices; 5. Support NSW Catholic School Agencies through high quality and targeted service offerings.</p>	<p>compliance and not-for-profit requirements. It will include:</p> <ul style="list-style-type: none"> <li>• Support for a Catholic sector Governance Symposium that supports professional development and networking.</li> <li>• Continued support for good financial compliance arrangements across NSW Catholic schools</li> <li>• Governance modules for school leaders and managers who play a role in governance and financial compliance.</li> <li>• Clarification of needs-based funding requirements, improved financial management and enhanced financial compliance assurance (pursuant to the National School Resourcing Board review of needs-based funding).</li> <li>• Development of reform options for the Catholic sector based on analysis of Catholic sector</li> </ul>	<p>providing productive networking opportunities—<b>Achieved</b></p> <ul style="list-style-type: none"> <li>• Improved capacity of systems and schools to meet governance and compliance responsibilities—<b>Achieved</b></li> <li>• Improved efficiency and transparency in insurance arrangements across the sector—<b>Achieved</b></li> <li>• Improved financial management and streamlined financial compliance reporting—<b>Achieved</b></li> <li>• Shared commitment to governance reforms that address principles of good governance and compliance—<b>Achieved.</b></li> </ul>	<p>compliance in the Catholic sector with an attendance target of 200 senior school and system leaders and Board members (both civil and canonical)—<b>Achieved</b></p> <ul style="list-style-type: none"> <li>• Schools successfully meet governance and compliance requirements—<b>Achieved</b></li> <li>• Enhanced insurance arrangements for NSW Catholic schools—<b>Achieved</b></li> <li>• More integrated needs-based funding methodologies—<b>Achieved</b></li> <li>• Financial management principles codified in policy documents—<b>Achieved</b></li> <li>• Pilot of streamlined financial reporting system—<b>Not Achieved</b></li> </ul>	<p>with over 380 participants. Over 80 % of surveyed participants agreed strongly that the Symposium content on governance and financial management was relevant and would assist in building their capacity in relation to governance of schools and school systems.</p> <ul style="list-style-type: none"> <li>• The Financial and Compliance Framework (FCF) was further developed, encompassing year-on-year improvements and streamlining existing processes</li> <li>• Insurance arrangements benchmarked by external insurance broker to achieve reasonable market value</li> <li>• Additional financial management principles identified and</li> </ul>

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	governance arrangements and structures.		<ul style="list-style-type: none"> <li>• Constructive engagement with stakeholders on governance reform options for the NSW Catholic Education System—<b>Achieved</b>.</li> </ul>	<p>incorporated in policy documents.</p> <ul style="list-style-type: none"> <li>• Development and distribution to Diocesan Schools Offices of an Illustrative Example of General Purpose Financial Statements.</li> <li>• Commitments by stakeholders to adopt enhanced governance and compliance reforms.</li> </ul>
<p><b>7. Continued Support for implementation of NAPLAN Online</b></p> <p><u>National reform direction:</u> Implementation of online delivery of the National Assessment Programs.</p> <p><u>State Bilateral Initiative:</u> Streamline the administrative demands on schools, principals and teachers to increase amount of time to focus on</p>	<p>This project will provide expert policy advice, guidance, and coordination to assist schools and diocesan personnel in the full transition to NAPLAN online in 2021/22</p> <p>The project will include:</p> <ul style="list-style-type: none"> <li>• Ongoing input to NSW NAPLAN Online implementation strategy</li> <li>• Coordination of implementation by Catholic School Agencies and individual schools</li> <li>• Support for remediation of local issues arising from the 2021 NAPLAN Online practice tests.</li> </ul>	<ul style="list-style-type: none"> <li>• Enhanced confidence of school leaders and NAPLAN coordinators to enable sector-wide implementation of NAPLAN Online—<b>Achieved</b></li> <li>• Update and ensure technical readiness of Catholic School Agencies and individual schools to enable sector-wide implementation of NAPLAN Online in 2022—<b>100% Achieved</b></li> </ul>	<ul style="list-style-type: none"> <li>• 573 NSW Catholic schools were prepared to deliver NAPLAN in online mode in May 2021—<b>100% Achieved</b></li> <li>• All NSW Catholic schools deliver NAPLAN in the online mode in the final national date in 2022—<b>Substantially Achieved</b></li> <li>• All NSW Catholic schools have successful engagement with the</li> </ul>	<ul style="list-style-type: none"> <li>• 2021 preparation activities for schools (such as SRT and Test Administrator training) for schools yet to transition to online testing were successfully managed remotely on a school-by-school basis due to COVID-19</li> </ul>

Project title	Project description and activities	Expected outcomes/ Overall achievements Achieved or Not achieved	Indicators of success Add the target % achieved (or just 'achieved' if there's no %)	List any additional or variations of Activities undertaken/Achieved outcomes
<p>high-quality teaching and learning.</p> <p><u>CSNSW 2021 Business Plan</u> Related Activity: 1. Promote the integrity of NSW Catholic Schools via delivery of governance best practices; 5. Support NSW Catholic School Agencies through high quality and targeted service offerings.</p>	<ul style="list-style-type: none"> <li>Support and advice for 2021 paper schools to upgrade devices and staff capacity to deliver tests online 2022 in line with ministerial directive.</li> </ul>		<p>NSW Department's analytics tool, 'Scout' — <b>100% Achieved</b></p>	<p>restrictions and school staff absences.</p>
<p><b>8. Nationally Consistent Collection of Data on Students with Disability</b></p> <p><u>National reform direction:</u> quality assurance, moderation and support for the continued improvement of the Nationally Consistent Collection of Data on School Students with Disability.</p> <p><u>State Bilateral Initiative:</u></p>	<p>This project will continue to support Catholic schools to consistently classify and support students with disability. It will include:</p> <ul style="list-style-type: none"> <li>customised and differentiated professional learning in NCCD which will provide opportunities for leaders and teachers across all levels of accreditation</li> <li>a framework of best practice for NCCD evidence collection &amp; storage, Quality Assurance and moderation activities</li> <li>a series of webinars addressing reasonable adjustments for</li> </ul>	<ul style="list-style-type: none"> <li>Greater understanding of legislative and regulatory requirements—<b>Achieved</b></li> <li>School and diocesan staff apply NCCD Guidelines consistently—<b>Achieved</b> (sustained focus required)</li> <li>Enhanced implementation by school leaders and teachers of effective practices for specific student cohorts—<b>Achieved</b></li> <li>Improved capacity of systems and schools to meet the diverse needs of</li> </ul>	<ul style="list-style-type: none"> <li>5 differentiated video-based, on demand, accredited NCCD training packages—<b>60% Achieved</b> (three packages now available)</li> <li>3 NESAs accredited professional learning offerings—<b>Achieved</b></li> <li>Catholic school staff participate in professional learning and CSNSW 2021 conference—<b>Achieved</b></li> </ul>	<ul style="list-style-type: none"> <li>Consistent application of NCCD Guidelines remains a continued focus due to learning support staff turnover in schools.</li> <li>The CSNSW <i>Disruptability</i> Conference was held online due to COVID-19, with 416 registered participants. Participant numbers were therefore higher than the original target of 150.</li> </ul>

Project title	Project description and activities	Expected outcomes/ Overall achievements Achieved or Not achieved	Indicators of success Add the target % achieved (or just 'achieved' if there's no %)	List any additional or variations of Activities undertaken/Achieved outcomes
<ul style="list-style-type: none"> <li>Meet the needs of students at risk of educational disadvantage through evidence-based pedagogy, quality teaching and innovation</li> <li>Streamline the administrative demands on schools, principals and teachers to increase amount of time to focus on high-quality teaching and learning.</li> </ul> <p><u>CSNSW 2021 Business Plan</u> <u>Related Activity:</u> 2. Maximise student outcomes and the efficiency and effectiveness of the NSW Catholic school system; 5. Support NSW Catholic School Agencies through high quality and targeted service offerings.</p>	<p>cohorts of students with a particular diagnosis (e.g. ADHD, Autism etc)</p> <ul style="list-style-type: none"> <li>three separate short courses in Evidenced Based Practices (EBP) for students with disability that are delivered each twice (over 2 terms)</li> <li>2-day conference of face to face and virtual attendance that focuses on evidenced based strategies for achieving better outcomes for students with disability through inclusive education practices, high-quality professional development and authentic engagement</li> <li>research that covers a literature/landscape review of evidenced-based strategies for students with disability and their impact on outcomes, along with the subsequent development of evidenced based models/frameworks to guide Catholic schools.</li> </ul>	<p>students in Catholic schools—<b>Achieved</b></p> <ul style="list-style-type: none"> <li>A stronger strategic approach that will ensure Catholic School Agencies and individual schools build an inclusive environment for students with disability—<b>Partially achieved</b> (sustained focus required)</li> </ul>	<ul style="list-style-type: none"> <li>Attendance target of 150—<b>Achieved beyond initial expectations</b></li> <li>Data analysis and desktop audits reveal more consistent application of NCCD—<b>Achieved</b></li> <li>Frameworks and specific resources, including case studies, to support 'best practice' are available to schools—<b>Achieved</b></li> <li>A report based on analysis and accompanying proposed models and frameworks is delivered on time—<b>Achieved</b></li> </ul>	<ul style="list-style-type: none"> <li>COVID-19 and resulting staffing challenges have impacted the capacity for schools to implement strategies and approaches outlined in the 2021 CSNSW professional learning.</li> </ul>



**2021 Budget expenditure**

<b>Project Activities</b>	<b>Reform Support Funding</b>
<b>Support Student Learning</b>	
Project 1: Support students at risk of educational disadvantage	\$466,174
Project 2: Develop strong foundations for learning through implementation of evidence-based practices.	\$227,929
Project 3: Prepare students for the future through engagement with reforms in curriculum, pathways and assessment	\$132,940
<b>Support Teaching &amp; Leadership</b>	
Project 4: Develop CSNSW Professional Learning to build system capacity and support quality teaching, accreditation and school improvement	\$2,243,341
<b>Enhance National Evidence Base</b>	
Project 5: Advance excellence by developing reporting frameworks, research capability and infrastructure to support the efficient and effective delivery of education across NSW Catholic School Agencies.	\$1,664,601
<b>Improving Governance and Financial Management</b>	

Project 6: Support system compliance with Improved Governance and Financial Management	\$2,393,287
<b>NAPLAN Online</b>	
Project 7: Provide continued support for the implementation of NAPLAN Online	\$26,207
<b>NCCD</b>	
Project 8: Continued improvement of the Nationally Consistent Collection of Data on School Students with Disability	\$404,520
<b>TOTAL</b>	<b>\$7,559,000</b>