

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

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**2021**

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**Catholic Education NT**

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## **Executive Summary**

Catholic Education Northern Territory continues to progress towards achieving the goals identified in the National Reform Agenda.

In 2021, Catholic Education NT invested in further upgrades to the NCCD software platform *Inspire: Learning with Diversity* - the System database for the Nationally Consistent Collection of Data on School Students with Disability (NCCD). Additional features included the capacity to generate additional reports and better visibility for users. The Inspire platform and professional learning support for school staff has continued to support consistency with NCCD practices for all 18 schools including student identification processes and the provision of quality evidence. The external audit of NCCD undertaken by

Catholic Education NT met regularly with NT DoE Test Administration Authority in preparation for the administration of NAPLAN online. Cabling upgrades was undertaken for CENT schools in remote locations to support the move from NAPLAN low bandwidth solution to the high bandwidth solution in 2022.

A sustainable approach to Leadership formation has continued with additional Middle and Senior leadership cohorts participating in the Brown Collective Leadership course. Due to the challenges COVID presented, 2021 courses were offered as a hybrid version-both online and face-to-face. The course is tailored specifically for our context, targeting the formation of leaders from across the system.

**Educator Impact Tool** has been developed and contextualised as an appraisal tool for the system, providing feedback and information targeting areas of growth and development. Performance Appraisals for school and system leaders are scheduled on a cyclical basis. An External Consultant facilitates these with the final report informing contract renewal.

The Review and Validation of NT Catholic schools occurs on a cyclical basis and includes internal, external and school registration reviews. The internal review SIRF process conducted by CENT executive includes school-assessment, data review, surveys and community consultation processes. School Review and validation reports inform priority areas for strategic and annual improvement planning processes for all schools.

In 2021, facilitators from ACER were engaged for the first time to undertake External Validation of four schools using the National School improvement Tool.

A Financial Management course project developed by Deloitte was delivered in 2021 to a small number of school leaders. Feedback from the participants has been used to further develop the course and to ensure it is appropriate to CENT context.

## **Progress against CENT strategic plan**

The CENT Strategic plan 2018-2022 lists the following priorities in the area of Leadership and Teaching and learning which align with the NGR priorities:

### **Leadership:**

- Support a professional growth and development culture nurturing of all.
- Foster a culture of continuous improvement and development of all staff.
- Provide opportunities to build professional capacity.
- Identify and encourage aspiring leaders through proven research based activities.

### **Teaching and Learning:**

- Provide all students access to appropriate learning opportunities.
- Ensure embedded practices that promote, support and facilitate successful outcomes for all.
- Upskill staff to ensure consistency in identification and classification of student needs.
- Build capacity of all staff to identify the individual needs of learners.
- Offer relevant professional learning for educators.
- Support schools in the use of technology to deliver 21<sup>st</sup> Century learning.

The Non-Government Reform projects have contributed to progressing identified priorities in the CENT strategic plan 2018-2022. Success indicators within this report are evidence of progress towards these key priorities.

## **Relationship with your state and territory government**

The Non-Government Schools Ministerial Advisory Committee meets on a quarterly basis to discuss a range of issues relevant to non-government schools including the Reform Agenda initiatives.

Catholic Education representative on the NT Board of Studies meets quarterly with key stakeholders to discuss local and national educational issues and priorities, including reform priorities such as NAPLAN online. NAPLAN online is a collaborative effort with the Department of Education which includes regular communication and the occasional face to face meetings with key stakeholders to identify and respond to any challenges as they arise.

A working committee representing the NT Department of Education, Catholic Education NT and the Independent sector collaborated on the development of the Bilateral Agreement.

These relationships have enabled us to have clarity around our joint initiatives as well as keeping all sectors informed of intended activities and priorities whilst at the same time enabling each sector to progress priorities relevant to their Strategic plan.

**Project Report**

**Summary of 2021 achievements**

1. Project title	2. Project description and activities	3. Expected outcomes/ Overall achievements  Achieved or	4. Indicators of success  Add the target % achieved	5. List any additional or variations of Activities undertaken/Achieved outcomes
National USI	DESE has commissioned working groups to influence the scope, design and planning of a National Unique Student Identifier. CENT IT Manager is the National Catholic Education Commission representative of the Business Process subgroup and attends approximately two meetings per Term.	<b>Not achieved In progress</b> Design activity completed. Implementation of USI.	Pilot activities underway nationally.  CENT participating in pilot with technology partner CEnet.	USI project aim to complete 07/2023.
NAPLAN Online Bilateral reform Reference: <b>Implementation of online delivery of the National Assessment program</b>	All CENT schools will participate in NAPLAN online in 2021 including Aboriginal Catholic Community Schools and Urban schools.  Central support for schools in preparing for NAPLAN online and with the use and analysis of NAPLAN data to inform school and systemic priorities. Systemic support and advice for schools in relation to cabling	Improved capacity of School Based Coordinators and classroom teachers to administer NAPLAN online and analyse data. <b>Achieved</b>  Effective and improved use and analysis of NAPLAN data; reflected in school reviews and annual improvement plans.	100% School NAPLAN Coordinators complete training <b>100% achieved</b>  100% of schools meet requests from NT Department of Education for NAPLAN online. <b>100% achieved</b>	Network/cabling upgrades complete in all remote schools  NAPLAN data – launch and implementation of CeD3 analysis/visualisation platform with NAPLAN data  All CENT schools transitioned to NAPLAN online with 4 schools accessing the low bandwidth solution in 2021;

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		<b>Achieved or</b>	<b>Add the target % achieved</b>	
	upgrades, hardware technical advice and administration of NAPLAN online.	Successful rollout and implementation of NAPLAN online for all CENT schools. <b>Achieved</b>	All CENT schools deliver NAPLAN Online 2021. <b>100% achieved</b>	14 schools accessing the high bandwidth solution.
Quality assurance, moderation and support for the continued improvement of the Nationally Consistent Collection of Data on School Students with Disability	<p>Ongoing employment of NCCD Education Officer to support school and system in the following areas:</p> <ul style="list-style-type: none"> <li>• Technical support and training for new staff and Inclusion Support Coordinators on <i>Inspire integrated software platform</i></li> <li>• Systemic NCCD Moderation- to ensure accuracy and consistency in recording and reporting of student information.</li> <li>• Onsite support for Inclusion Support Practitioners and Coordinators to ensure that all eligible NCCD students are identified, monitored and supported to achieve identified outcomes.</li> </ul> <p>The Education Officer will continue to represent the CENT</p>	<p>Improved accuracy and confidence with recording and reporting in relation to NCCD.</p> <p>Improved accountability, student tracking and record keeping with the use of a comprehensive and centralised storage system for student records.</p> <p><b>Achieved</b></p> <p>Improved consistency with processes and practices in identification of students and use of <i>Inspire</i> software to collate evidence, develop student adjustment plans and improve outcomes.</p> <p><b>Achieved – Mock PE census audit process has assisted with improving quality and breadth of evidence</b></p>	<p>100% Inclusion Support Coordinators, teachers, Assistants and Inclusion Support Practitioners complete training and are supported with the implementation and use of <i>Inspire</i> (NCCD Initiative) <b>100% achieved</b></p> <p>100% of NT Catholic Schools report SWD/NCCD student numbers using <i>Inspire</i>. <b>100% achieved</b></p> <p>Ascertainment Moderation Sessions conducted with 100% ISC. <b>100% achieved</b></p> <p>100% of Students with a Disability are entered onto <i>Inspire</i> including uploading of</p>	<p>Inclusion Support Coordinators appointed to all schools to work with staff, students and lead NCCD processes. 100% of Inclusion support coordinators and inclusion Support Practitioners completed training. Individual Support with implementation and use of <i>Inspire</i> – Learning with Diversity Program provided as required.</p>

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	on the Education Council Joint Working group.		documentary evidence to support inclusion and classification.  <b>100% achieved</b>	
Inclusion Support Network Forums <b>National Policy NERA</b> Quality assurance, moderation and support for the continued improvement of the Nationally Consistent Collection of Data on School Students with Disability	Two Inclusion Support forums are scheduled each year to provide professional development, training and networking opportunities for Inclusion Support Coordinators, Assistants and Practitioners in schools.  Ongoing formation and support for School based Inclusion Support Practitioners (ISP) to upskill Inclusion Support Assistants and classroom teachers in teaching students with a disability.  ISPs provide strategies for teachers, ISAs and ensure that Educational Adjustments Plans and specialist recommendations generated from within <i>Inspire</i> online system are effectively implemented.	Increase in the knowledge, capacity and skills of School based Inclusion Support Coordinator, Inclusion Support Assistants and Inclusion Support Practitioners (ISP) to support Improved student outcomes. Inclusion Support Coordinators appointed and improved competency of teachers in the use of <i>Inspire</i> -Learning with Diversity Integrated System.	Minimum of 90% attendance at Inclusion support forums each semester. <b>100% achieved</b>  Provision of professional learning input at each Inclusion Support Network Meeting. Inclusion Support Coordinators will develop the capacity and skills to achieve 90% accuracy of NCCD input data.  <b>90%+ achieved – Included moderation of case studies provided by the NCCD portal.</b>  Network meeting evaluations will reflect that 100% of participants are satisfied or very satisfied with the learning presented.	

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			<p><b>100% achieved – Feedback recorded via Google forms</b></p> <p>Commonwealth Post enumeration audits reflect a minimum of 90% accuracy with CENT schools data and record keeping. 100% achieved.</p>	
<p>Improving Governance <i>Leadership Appraisals</i> Bilateral reform Reference: <b>Improving governance and financial management practices in non-government schools.</b></p>	<p>Systemic rollout of the Educator Impact Framework to support leadership review, formation, goal setting and development. The EI Framework is aligned to AITSL standards, providing leaders with feedback and a portal to assist with goal setting and access to a library of resources targeted at their development area.</p> <p>Employment of External facilitate to conduct systemic appraisals</p>	<p>Improved leadership capacity and skills of school and system leaders</p> <p>Growth and development of leaders as they identify personal and professional goals and address recommendations of review reports.</p>	<p>100% of School and system leaders scheduled for appraisal/reviews will participate in a review using the EI framework and process including reflection, setting of goals, tracking progress, logging evidence and demonstrating growth. <b>100% achieved.</b></p> <p>100% of school leaders completing a review will set goals and targets for growth and formation. <b>100% achieved</b></p>	
<p>Improving Governance <i>Middle Leadership Development</i></p>	<p>Support the development of the governance capabilities of current and aspiring leaders through a planned approach,</p>	<p>Improved leadership capacity and skills of principals and system leaders.</p>	<p>A minimum of 20 current or aspiring leaders will participate in this program. <b>98% achieved</b></p>	<p>19/20 participants completed the program- 4 withdrawals</p>

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<p>Bilateral reform Reference:</p> <p><b>Improving governance and financial management practices in non-government schools.</b></p>	<p>including the Middle Leaders program and Executive Leaders program offered through the Brown Collective.</p> <p>Aspiring leaders participate in a 3 day program which consists of the following themes:</p> <ul style="list-style-type: none"> <li>• The nature of the work of middle leaders</li> <li>• Change management</li> <li>• Leading self and others</li> <li>• Strategic thinking and leadership</li> <li>• Self/peer reflection</li> <li>• Approaches to the review and enhancement of school performance.</li> </ul>	<p>Growth and development of leaders as they identify personal and professional goals and address recommendations of performance appraisal reports.</p>	<p>A post program evaluation will reflect at least a 4 out of 5-satisfaction rating on a 5-point scale.</p> <p><b>100% achieved</b></p>	<p>due to COVID and/or resignations</p> <p>Evaluation feedback- participants rated the quality of the program very good (5) or excellent (14)</p>
<p>Improving Governance <i>Executive Leadership Development</i> Bilateral reform Reference:</p> <p><b>Improving governance and financial management practices in non-government schools.</b></p>	<p>“Leading with Integrity for Excellence – Governance for Catholic Schools” course facilitated by the Brown Collective is provided to system and school leaders.</p> <p>Leaders participate in a 6 module program (including one online module) throughout the year.</p> <p>1. Governance</p>	<p>Formation and development of school and system leaders in the key areas of governance, ethical leadership, strategic planning &amp; stewardship of resources with the end goal to ensure high quality Catholic schooling delivery and positive outcomes for all stakeholders.</p>	<p>Minimum of 95% completion for enrolled leaders in the 6-module program delivered by The Brown Collective.</p> <p><b>Achieved</b></p> <p>Post program evaluation reflects at minimum of 4 out of 5-satisfaction rating on a 5-point scale.</p>	<p>COVID cancellations and travelling concerns made it difficult for some to complete the course. These participants will have the opportunity to continue the program in 2022.</p> <p>The overall feedback from the participants evaluation of the program was good (1), very good (3) to excellent (10)</p>



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	2. Ethics 3. Thinking Strategically 4. Responsible Stewardship 5. Building a Culture of Safety and Wellbeing 6. Building a Culture for Performance		<b>Achieved</b>	
<b>Improving Governance</b> School Performance Review & External Validation School Improvement and Improvement Framework (SIRF) Review Processes. Bilateral reform Reference: <b>Improving governance and financial management practices in non-government schools.</b>	All CENT schools engage in a cyclical review using the NSIT (National School improvement Tool) led by Australian Council of Education Research (ACER) underpinned by comprehensive quality assurance and moderation processes. All school reviews will include an external reviewer; bringing an independent perspective. This model also provides for additional time to deeply embed an improvement culture, underpinned by the NSIT.  NSIT professional learning provided to school and system leaders to develop understandings of the nine interrelated domains of the NSIT and application of this	Improved school governance processes and practices where recommendations from cyclical External Validation Reviews using the National School Improvement Tool and Annual SIRF assessment processes provide school leaders with relevant and timely feedback to inform future priorities in the following areas: <ul style="list-style-type: none"> <li>• Leadership</li> <li>• Finance, Facilities and Resources</li> <li>• Teaching and Learning</li> <li>• Pastoral Care and Wellbeing</li> <li>• Community and Culture</li> </ul>	All schools externally reviewed and validated through a 4-5 year cycle. <b>100% achieved</b>  Schedule of SIRF annual reviews for all schools not scheduled for EV or School Registration. <b>100% achieved</b>  Recommendations from the ACER/External Validation and SIRF assessment reports inform School Strategic and Annual School Improvement Plans. <b>100% achieved</b>  100% of schools scheduled for School Improvement	Catholic Education NT partnered with Australian Council for Educational Research (ACER) to lead the External Validation review process for four schools using the National School Improvement Tool. Outcomes and recommendations from these reviews have informed school and system improvement priorities.  Three schools completed the School routine Registration assessment process. Internal school improvement assessments were conducted for 10 schools by the Catholic Education NT executive team.

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	<p>knowledge to: lead change and support school improvement through the lens of the NSIT.</p> <p>Review of the CENT School Improvement and Renewal Framework to align with the National School Improvement Tool (NSIT) to ensure robust and effective school self-assessment and review processes.</p>	<ul style="list-style-type: none"> <li>Catholic Identity</li> </ul> <p>School Improvement Plans and School Annual Reports published on school web sites.</p>	<p>Assessment, External Validation and Registration Renewal processes are completed.</p> <p><b>100% achieved</b></p>	
<p>Financial Management for School Leaders Bilateral reform Reference: <b>Improving governance and financial management practices in non-government schools.</b></p>	<p>Financial Management training and support for school principals and school leaders.</p> <p>A one-day course is developed for school leaders focused on building capacity and improving knowledge of internal audit processes and understanding of financial concepts and best practice.</p>	<p>Improved capacity of school leaders in the area of financial management.</p> <p>Improved practices and procedures to ensure the financial security of schools.</p>	<p>80-100% attendance at professional development training courses.</p> <p>Course feedback indicates improved confidence in leader's capacity and financial knowledge.</p> <p>Not achieved Improved outcomes and reporting of School financial audits</p>	<p>Participant feedback reported the content was too complex. Feedback has informed the refinement and development of course material to ensure it is appropriate and relevant to the needs of school leaders.</p>

**Financial Report**

<b>Project Activities</b>	<b>Reform support funding</b>
<b>NAPLAN Online</b>	
Technical support for NAPLAN online	\$0
Training and support for school NAPLAN Online Coordinators	\$0
<b>NCCD</b>	
Part Salary NCCD Technical Advisor (Learning with Diversity)	\$10,000
Inclusion Support Practitioners Network x 4/year	\$5,000
<b>Improving Governance</b>	
Leadership Appraisals (Middle and Senior Leaders)	\$30,000
Middle Leaders Progressional Development Course	\$20,000
Executive Leaders Program for School and System Leaders: Leading with Integrity for Excellence	\$15,000
External Review of School Performance ACER	\$40,000
School Improvement and Renewal Framework Review Processes alignment with National School Improvement Tool	\$15,000
Financial Management Training for school principals and leaders.	\$15,000
<b>TOTAL</b>	<b>\$150,000</b>