

Non-Government Reform Support Annual Report

2021

Catholic Education Commission of Victoria Limited

Executive Summary

Catholic Education Commission of Victoria Limited (CECV) continued to deliver on the initiatives outlined in the 2019-2022 Non Government Reform Support Fund Strategic Plan. The key projects delivered in 2020 comprise:

1. Quality assurance, moderation and support for the continued improvement of the Nationally Consistent Collection of Data on School Students with Disability (NCCD) Agile School Improvement
2. Integrated Catholic Online Network (eAdmin)

Progress against your strategic plan

The CECV has completed the projects specified in the Non-Government Reform Support Fund Strategic Plan 2019 to 2022 including the final years of the NCCD and ICON eAdmin projects.

Relationship with your state and territory government

CECV has an ongoing positive working relationship with both the Victorian Department of Education and Training (DET) and Independent Schools Victoria (ISV). The CECV recently worked with DET to report on the outcomes of 2021 progress against the bilateral agreement between the Australian and Victorian governments.

The CECV is a participant of the School Policy and Funding Advisory Council (SPFAC) which comprises of five members including the Secretary of the Victorian Department of Education and Training, Executive Director of the CECV, Chief Executive of Independent Schools Victoria, another Department of Education and Training representative and an independent member.

The group provides advice to the Minister for Education on regulatory, policy and funding issues that affect government and non-government schools. The Council is also responsible for establishing all the State based reform initiatives in the bilateral agreement between the Commonwealth and Victorian governments.

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
<p>1. Quality assurance, moderation and support for the continued improvement of the Nationally Consistent Collection of Data on School Students with Disability (NCCD)</p>	<p>Learning Consultants continued to build the capacity of principals and school leaders to understand, implement and accurately complete NCCD processes within the CECV Intervention Framework and Multi-Tiered Systems of Support (MTSS).</p> <p>Provided training to principals and school leaders to improve accuracy in determining disability category and level of adjustment.</p> <p>Provided schools with access and training for the CECV Record of Student Adjustment and Evaluation (ROSAE) ICT application to record NCCD evidentiary requirements - four categories of evidence.</p>	<p>School leaders have expertise in the application of the CECV Intervention Framework and Multi-Tiered Systems of Support (MTSS) to assess and accurately identify functional need and make required adjustments, accurately determine the disability category and level of adjustment for individual students supported by evidence in the four areas.</p> <p>Achieved</p> <p>Schools participating in professional learning outlining the key principles of NCCD</p> <p>Achieved</p> <p>Schools using the Record of Student Adjustment and Evaluation (ROSAE) ICT application to record evidence.</p>	<p>For 90% of schools to directly engage with the CECV</p> <p>99% achieved</p> <p>For 90% of schools to attend workshops / NCCD briefings (moderation component of agenda)</p> <p>90% achieved</p> <p>For 90% of schools to work with their Learning Consultant to review their application of the NCCD model including the processes documented in their "key timeframes and activities" document.</p> <p>99% achieved</p> <p>For 100% of new coordinators to receive targeted support (onsite/remote).</p>	<p>Schools were able to attend briefings remotely as well as have open access to presentations and recorded webinars. Schools reported this to be particularly useful as it allowed them to access materials in their own or refer back to materials when required.</p>

	<p>Learning consultants continued to support and refine NCCD school processes to identify, collect, analyse and moderate the data, conduct moderation and quality assurance processes within and across schools.</p> <p>Implemented targeted CECV quality assurance and moderation processes to ensure the consistency, accuracy and integrity of submitted NCCD data.</p>	<p>Achieved</p>	<p>100% achieved</p> <p>For 100% of schools to upload data to the CECV NCCD portal allowing year-on year analysis of data at adjustment level to identify variances/anomalies and raise these with schools as part of the QA process.</p> <p>100% achieved</p> <p>For a 20% increase in the number of staff that have completed the DSE online modules for 2021 compared to 2020.</p> <p>15.5% not achieved</p> <p>For 50% of Victorian Catholic schools to use the ROSAE application to store NCCD evidence.</p> <p>77% achieved</p>	
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<p>2. Integrated Catholic Online Network (eAdmin)</p>	<p>The Integrated Catholic Online Network (ICON) provides enterprise technologies, processes and services for all schools for learning, collaboration, administration, planning and reporting, and portal services that will evolve and grow over time.</p> <p>ICON will be a single, flexible, centrally-managed platform, provided as a service to all schools and Catholic education companies, to simplify and raise the bar with significant improvements to governance and financial management practices.</p> <p>ICON enabled shared services to be provided to schools that incorporates</p>	<p>A best practice administration system for schools to meet ongoing government accountability requirements</p> <p>Achieved</p> <p>Standardisation of processes across all schools to enable more efficient work practices</p> <p>Achieved</p> <p>Working with the same technology platform across all schools, ensuring equitable access to a robust administration system</p> <p>Achieved</p> <p>Reduction of duplicated data entry due to integration of key administrative processes</p> <p>Achieved</p>	<p><i>Correct budget below (includes both Primary & Secondary schools):</i></p> <p>Total of 343 schools using the ICON platform of which 273 are using ICON Shared Services</p> <p>76% Achieved – 309 schools using ICON of which 256 schools are using ICON Shared Services</p>	

	<p>Financial Accounting Services, Financial Transaction Services, Payroll Services and Compliance Services.</p> <p>ICON is built as a platform on which additional systems can be connected. Driven by school practitioners and experts, ICON will be extended to provide further learning opportunities using emerging technologies and more sophisticated school administration tools.</p> <p>ICON is at its core, a transformation enabling program. ICON will support school leaders, teachers and staff to transform business processes and implement new operating paradigms to enhance financial management, school administration, compliance and student learning.</p>	<p>Increased business intelligence capabilities, data analysis and reporting</p> <p>Achieved</p> <p>Reduction in the administration and compliance burden on school staff at a local level</p> <p>Achieved</p>		
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2021 Budget expenditure

Project	Activities	Reform support funding
NCCD	Quality assurance, moderation and support for the continued improvement of the Nationally Consistent Collection of Data on School Students with Disability	\$1,504,958
ICON eAdmin	Integrated Catholic Online Network	\$4,828,042
	TOTAL	\$6,333,000