

Non-Government Reform Support Annual Report

2021

Catholic Education Tasmania

Executive Summary

Funding from the NGRSF has provided opportunity for the following achievements in Catholic Education Tasmania, during 2021.

Quality assurance, moderation and support for the continued improvement of the Nationally Consistent Collection of Data on School Students with Disability:

CET goals for quality assurance, moderation and school support for the NCCD in 2021 were achieved. CET's NCCD data is accurate, consistent, reliable and defensible. This has been achieved via:

- Ongoing training for Student Support Coordinators in all CET's 38 schools, State-wide moderation of evidence for the NCCD involving all schools, and
- CET designed Professional learning modules for CET staff.

Improving governance and financial management practices in non-government schools:

Seven schools went live with Technology One financial management system (FMS), bringing the total number of schools operating in the new FMS to 33%. 100% of shared funded schools and the Tasmanian Catholic Education Office have implemented the new payroll system (TechOne).

Goals within Improvement Direction A Quality Teaching included scaffolding Professional Learning Communities in a number of CET schools, aligning CET practice in Kindergartens with the National Quality Standard (through in-kind support), implementing Age Appropriate Pedagogies in the Early Years and the Tasmanian 9-12 Project. Covid restrictions placed some professional learning on hold, however between 40% and 80% of these goals were achieved. Notably, 36 teacher assistants have commenced a Cert III in Early Childhood Education, with six already completing this certification.

CET's Early Career Teacher Program has been reviewed and rolled out, with a new focus on Accreditation, moving to full registration, and the AITSL standards.

Improvement Direction B – Effective Leadership

Funding has supported the implementation of the CET Leadership Continuum and the establishment of CET's Deputy Principal Professional Learning Program. Successes include a clear Principal Reclassification Process, with principals moving from Proficient to Accomplished and culminating in a Lead Principal.

The St Thomas Aquinas Teaching School (Undergraduate Program) successfully commenced in 2021 with five cadet scholarships.

Improvement Direction C – School Improvement and Support

Both stage one and stage two of the CET/Deakin/UTAS longitudinal research study into the causal factors and potential high impact interventions for Aboriginal and Torres Strait Islander students have been successfully implemented. The final report has been completed and this will inform practice in 2022.

Improvement Direction D – School community partnerships:

CET's Aboriginal Support Team worked with all CET schools to focus on their annual plan 'close the gap' targets.

100% of Early Career Teachers completed a cultural training day organised by Reconciliation Tasmania. CET formed a new agreement with Ochre Rain, an Aboriginal owned organisation, to promote Aboriginal Knowledge Holders and Sharers within our schools.

Progress against strategic plan

16 of 25 goals have been achieved. Six further goals were opt-in and the achievement was varied within that cohort. Three goals were impacted by covid restrictions effecting staffing and were partially completed.

Relationship with state government

TCEO key staff liaised with the following committees, groups and meetings (which supported and informed work in the key reform areas):

- Highly Accomplished and Lead Teacher (HALT) Certification Cross sectoral pilot Steering Committee
- Tasmanian Ministerial Advisory Committee
- Cross Sectoral 9-12 Leadership Briefings
- National Catholic Education Commission Meetings
- AITSL Professional Growth Network
- Inter-Diocesan School Improvement Meetings
- Australian Curriculum - Curriculum Directors Group
- AEDC Steering Committee
- Years 9-12 Project
- Minister's Literacy Advisory Panel
- Ochre Rain
- Reconciliation Tasmania

CET holds a close working relationship with key leadership staff at both the Department of Education and Independent Schools Tasmania.

Project Report

Summary of 2021 achievements

1. Project title	2. Project description and activities	3. Expected outcomes/ Overall achievements	4. Indicators of success	5. List any additional or variations of Activities undertaken/Achieved outcomes
<p>National School Reform Agreement Quality assurance, moderation and support for the continued improvement of the Nationally Consistent Collection of Data on School Students with Disability.</p>	<p>Ongoing training and support for Student Support Coordinators to achieve quality assurance, moderation and consistency for the continued improvement of the NCCD for students with disability in all Catholic schools across Tasmania.</p>	<p>Achieved School teams took part in a state-wide training day for NCCD moderation.</p> <p>CANVAS module for NCCD developed as prereading and as an ongoing resource for participants.</p> <p>The day included guided practice and opportunities to moderate several student data sets.</p> <p>Participants had the opportunity to engage in professional conversations, align professional judgements and reach consensus with accurate data.</p> <p>Participants were equipped with the knowledge and resources to take the learning back into their schools to further moderate student data.</p>	<p>100% Achieved Confidence in the data for the NCCD across CET being consistent, reliable and defensible.</p> <p>School teams equipped with the knowledge and skills to continue moderation in schools.</p> <p>CANVAS module for NCCD Moderation created and utilised by CET staff.</p>	<p>Numbers were capped for the day of moderation – two participants from small schools and four participants from colleges/larger schools to fit within Covid capacity of the venue.</p>
<p>National School Reform Agreement Improving governance and financial management</p>	<p>Ongoing implementation of Finance Management System in schools in 2021.</p>	<p>Achieved FMS implemented at an increased number of schools.</p>	<p>100% Achieved Of target schools Seven schools went live with Technology One / Compass FMS system in 2021, bringing the total number of schools</p>	<p>Preparation with those nine schools for 2022 Annual Billing occurred toward the end of 2021, with further development and refining of the new Annual Billing systems</p>

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practices in non-government schools to strengthen financial viability, improve business decision making and build resilience to mitigate unforeseen circumstances.	Continuation of the implementation of a new and efficient payroll System (Tech One) in the Tasmanian Catholic Education Office and shared funded schools and colleges in 2021.	<p>Achieved Technology One payroll system went live in October 2021.</p>	<p>operating in the new FMS to nine (33%). Additional work on further refining of the system configuration and further development of training resources was also undertaken.</p> <p>100 % Achieved Of shared funded schools and the TCEO.</p> <p>Development and Implementation of the new payroll continued during the first half of 2021, with the Technology One payroll system going live in October 2021.</p>	<p>and processes. Development and release of a new Travel & Expense Module for Credit Cards occurred, with five schools piloting the system. Rollout to the remaining schools will occur during 2022 & 2023. Development continued in 2021 and into 2022 for multiple assignments and backpay calculators.</p>
<p>National School Reform Agreement Implementation of online delivery of the National Assessment program and</p>	Implementation of the online delivery of the National Assessment Program. NAPLAN On-Line.	<p>Achieved Completed in 2019.</p>		

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NAPLAN On-Line.				
Improvement Direction A Quality Teaching curriculum, pedagogy, assessment and differentiation.	Quality Teaching- Consolidate and strengthen the Catholic Education Tasmania Professional Learning Communities model which supports CET's School Improvement process.	<p>Achieved PLC Foundations Program Twelve schools (six colleges, six primary schools) participated in the year-long program working through an inquiry cycle in pursuit of improving learning and teaching systemwide.</p> <p>PLC Schools Ongoing Support school visits included discussion about creating systems of leadership-team leadership-teacher communication and support, strengthening structures and processes, as well as pedagogical content knowledge support. In 2021, twenty-eight schools registered support for the TCEO offered pathways.</p> <p>System wide online conference with International PLC Expert Tom Hierck.</p>	<p>100% Achieved Creation of PLC Central online resource. Participation has increased initially from school leadership engagement to collaborative team leaders with classroom teachers now accessing this resource.</p> <p>40% Achieved (Opt-In) PLC Foundations Program: 40% schools accessed program in 2021.</p> <p>80% Achieved (Opt-in) PLC Tom Hierck "Unstoppable Learning" Online Conference, 2021 with Tom Hierck</p>	<p>PLC Collaborative Leader state-wide Professional Learning planned for 2022 Responding to school requests for PL in this area.</p> <p>Catholic Council of Educational Leaders (CCEL) meeting with Tom Hierck on instructional leadership for Principals state-wide.</p>

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		<p>Development of PLC Central online learning modules to target the growth of Collaborative Team Leaders across our 38 schools.</p> <p>PLC Exchange day with representatives from Primary and Secondary with 13 school leadership representatives in attendance.</p>	<p>80% attendance across CET Schools.</p> <p>50% Achieved (Opt-In) PLC Schools Ongoing Support: 50% schools received face to face support.</p> <p>40% Achieved (Opt-In) PLC Exchange Day 40% schools represented.</p>	
<p>Improvement Direction A Quality Teaching curriculum, pedagogy, assessment and differentiation.</p>	<p>Align practice in CET Kindergartens with the National Quality Standard (NQS).</p> <p>Strengthen workforce capacity in the Early Years.</p>	<p>Partially achieved Schools are using the CET NQS audit to review their practice in kindergarten and identify improvement plans.</p> <p>Achieved Kindergarten Teachers working in Ludo have an ACECQA approved Early Childhood teaching qualification. Teachers in kindergarten have or are working towards an ACECQA approved early years qualification. Early Years TAs with ACECQA approved qualification.</p>	<p>CET NQS Audit in draft format.</p> <p>80% Achieved 100% Ludo Educational Leaders have an ACECQA approved qualification. 70% of teachers in kindergarten have or are working towards an ACECQA approved early years qualification.</p>	<p>To be further developed in 2022.</p>

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	Implement the Age Appropriate Pedagogies Framework in the Early Years.	<p>Not achieved Early years teachers have been introduced to and are beginning to work with the Age Appropriate Pedagogies (AAP) Framework.</p>	<p>36 TAs commenced their Cert III ECEC. 6 Completed the course in 2021. 3 TAs have withdrawn from the course. The remaining TAs are on track.</p> <p>20% Achieved (Opt-in) Covid restrictions interrupted professional learning. Implementation was put on hold.</p>	
<p>Improvement Direction A Quality Teaching curriculum, pedagogy, assessment and differentiation.</p>	<p>Implement recommendations from Tasmania's Years 9-12 Project and align curriculum provision in CET schools with the 9-12 Curriculum Framework.</p> <p>Develop a cohesive system response to 9-12 Vocational Learning in</p>	<p>Achieved Schools are conversant with the new curriculum framework and are working towards aligning their curriculum provision with the framework. Schools have been supported through network meetings, online webinars, and in school PL on request.</p> <p>Achieved Vocational Learning Network has been established. Career and VET Subgroups have also been established. The Vocational Learning Network is meeting once a term. The</p>	<p>90% Achieved 100% of colleges with senior secondary are well advanced in their implementation. 80% of colleges have actively engaged in learning opportunities, including in school PL.</p> <p>100% Achieved There has been strong engagement. There has been above 80%</p>	<p>One college has not engaged in any system support.</p> <p>It has been determined that an additional network needs to be established for School-</p>

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	<p>Tasmanian Schools Framework.</p> <p>Scholarships for a Graduate Certificate in career Development</p>	<p>VET and Career Subgroups are meeting twice a term. There is regular communication between meetings.</p> <p>Achieved Grants were made available for any teachers working in the career area who did not hold a recognised qualification to undertake a Graduate Certificate in Career Development with JCU.</p>	<p>attendance at meetings. Meetings are recorded and distributed to all members of each group.</p> <p>100% achieved There have been two rounds of scholarships. 12 teachers have commenced their Graduate Certificate in Career Development.</p>	<p>based apprenticeships and traineeships.</p> <p>One school did not take up the opportunity in the first two rounds but intends to apply if there is a third round.</p>
<p>Improvement Direction B Effective Leadership school culture educational leadership, building teacher capacity, building leadership capacity.</p>	<p>Early Career Teacher Program (ECT).</p>	<p>Achieved</p>	<p>100% Achieved Early Career Teacher Program/Guidelines.</p> <p>Face to face and Zoom Communications availability introduced for participants. ECT.</p>	<p>Program coverage: Accreditation to teach in Catholic schools.</p> <p>Moving from provisional to full registrations. Australian Teacher Standards; Professional knowledge, professional practice, professional engagement.</p>
<p>Improvement Direction B Effective Leadership school culture</p>	<p>Implementation of the CET Leadership Continuum Establish the Deputy Principal</p>	<p>Partially Achieved The experience of Covid has impacted the progress of this action.</p>	<p>80% Achieved (Opt-In) In 2021, CET established the Leadership Development Program across Catholic Education</p>	<p>Established Deputy Principals as system employees and as such have portability across Catholic Education</p>

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educational leadership, building teacher capacity, building leadership capacity.	Professional Learning Program.		<p>Tasmania, in both school and office settings. Focus on Aspiring Leaders, Deputy Principals, Principals, Senior Leadership.</p> <p>100% Achieved Deputy Principal role given 1.0 FTE in all schools irrespective of size or location. Key focus on increasing pastoral care and wellbeing support to the Principal.</p> <p>100% Achieved Established clear process for the Principal Reclassification Process for Accomplished Leaders to move towards Lead Principalship. Includes critical reflection, portfolio and panel discussion of demonstrating impact through evidence based examples.</p>	<p>Tasmania not just attached to a school. This enables the ability to be responsive to leadership needs as well as leadership development opportunities for Aspiring Leaders and Deputy Principals in acting roles or working across different school settings.</p> <p>Deputy Principal role given 1.0 FTE in all schools irrespective of size or location. Key focus on increasing pastoral care and wellbeing support to the Principal. As well as leadership pipeline opportunities for a greater number of aspiring leaders.</p>

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<p>Improvement Direction B Effective Leadership school culture educational leadership, building teacher capacity, building leadership capacity.</p>	<p>Commence the St Thomas Aquinas Teaching school for new teaching cadets in 2021, undertaking the innovative clinical teaching model.</p>	<p>Achieved The school successfully commenced in 2021. Five students were offered the cadetship scholarship.</p> <p>Cadets were placed in schools to begin their immersion to teaching. Cadets were assigned a mentor.</p> <p>Insight session held weekly supported students at both academically and practically.</p>	<p>100% Achieved All aspects of the program were met.</p> <p>School feedback was positive.</p> <p>Several schools volunteered to take on a cadet.</p> <p>Student testimonies are very positive.</p> <p>Weekly night sessions are highly valued by students.</p> <p>Expressions of interest have increased at the end of 2021.</p>	<p>At the end of 2020 there were 26 expressions of interest for the program.</p> <p>Partnership with universities expanded.</p> <p>Increased staff to manage the program.</p>
<p>Improvement Direction C School improvement and support – review, data,</p>	<p>Begin the longitudinal research project into the (i) causal factors and (ii) potential high-impact interventions for students at risk of</p>	<p>Achieved The multi-disciplinary Reference Group (CET and Deakin/UTAS staff) have met all deliverables.</p>	<p>100% Achieved Stage One: Analysis of data, survey design, case studies, literature review and delivery of final report, all completed Stage Two: Examination & review of student success</p>	<p>CET will provide a comprehensive response to the Executive Summary and Recommendations Report. This will guide our future decision making in continuing to improve the outcomes for Aboriginal</p>

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planning and resourcing, monitoring and evaluation.	educational disadvantage – in particular, Aboriginal and Torres Straits Islander students with low English and Numeracy proficiency.		grants, summary of interventions, measurable targets set, meetings with stakeholder groups, further case studies, and the development of final report all completed.	and Torres Strait Islander students in CET.
Improvement Direction D School community partnerships - local and community partnerships.	Maintain all on-going requirements and commitments of the TCEO Reconciliation Action Plan (RAP) and continue respectful and ongoing professional partnerships with Reconciliation Australia, Reconciliation Tasmania & the National Catholic Education Commission (NCEC).	Achieved CET Aboriginal & Torres Strait Islander staff & RAP Team have met all deliverables targeted for 2021.	100% Achieved The CET Aboriginal Team supported all CET schools to focus on their ‘close the gap’ targets, and included this expectation into each school/college’s annual plan (submitted yearly). 100% of Year 1 Early Career Teachers successfully completed a 3-hour Cultural training day organised by Reconciliation Tasmania.	The CET Aboriginal Team supported all CET schools to focus on their ‘close the gap’ targets, and included this expectation into each school/college’s annual plan (submitted yearly) Reconciliation Action Plan measurement tool completed and submitted to Reconciliation Australia in mid 2021. CET has an ongoing, active, and positive relationship with the NCEC.

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			39 CET completed cultural awareness training with the TAC (6-hour module).	CET formed a new agreement with Ochre Rain, an Aboriginal owned organisation.
Improvement Direction D School community partnerships - local and community partnerships.	Consolidate and strengthen CETs Setup for Success Birth to Five program.	<p>Achieved System wide implementation of the Setup for Success program.</p> <p>Sustainable processes for funding applications developed and implemented.</p> <p>Setup for Success signage installed on the outside perimeter of each school.</p>	<p>96.8% Achieved (Opt-In) At the end of 2021 all Catholic primary schools, with the exception of 1, had implemented the Setup for Success program.</p> <p>100% Achieved Google Forms is being used to gather information about the number of sessions being offered each term, at each school, and this informs finance of funding requirements for each school.</p> <p>100% Achieved All schools offering Setup for Success have external signage.</p>	<p>The one school that has not implemented Setup for Success has indicated that they do not intend to do so.</p> <p>COVID disrupted the delivery of Setup for Success in 2021. Many schools used an online platform to stay connected with their Setup for Success families and support them throughout COVID restrictions.</p>

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		<p>Online module learning module developed for facilitators new to Setup for Success.</p> <p>Partially Achieved Facilitators of Setup for Success trained to deliver the (PEDS).</p>	<p>100% Achieved 34 people enrolled in the module in 2021. 32 people completed the module by the end of 2021. The number of enrolments was higher than expected.</p> <p>60% Achieved Due to COVID restrictions we were not able to proceed with all the planned face to face training sessions. 60% of facilitators were trained at the end of 2021.</p>	

2021 Budget expenditure

Project	Activities	Reform support funding
(NSRA) Quality assurance, moderation and support for the continued improvement of the Nationally Consistent Collection of Data on School Students with Disability.	Ongoing training and support for Student Support Coordinators to achieve quality assurance, moderation and consistency for the continued improvement of the NCCD for students with disability in all Catholic schools across Tasmania.	\$0
(NSRA) Improving governance and financial management practices in non-government schools.	Ongoing implementation of Finance Management System in schools in 2021. Continuation of implementation of a new and efficient payroll System (Tech One) in the Tasmanian Catholic Education Office and schools and colleges in 2021. Continuation of the implementation of a new and efficient payroll System (Tech One) in the Tasmanian Catholic Education Office and shared funded schools and colleges in 2021	\$0
Improvement Direction A Quality Teaching curriculum, pedagogy, assessment and differentiation.	Consolidate and strengthen the Catholic Education Tasmania Professional Learning Communities model which supports CET's School Improvement process. Align practice in CET Kindergartens with the National Quality Standard (NQS). Strengthen workforce capacity in the Early Years. Implement the Age Appropriate Pedagogies Framework in the Early Years. Implement recommendations from Tasmania's Years 9-12 Project and align curriculum provision in CET schools with the 9-12 Curriculum Framework. Develop a cohesive system response to 9-12 Vocational Learning in Tasmanian Schools Framework. Scholarships for a Graduate Certificate in career Development	\$35,000
Reform Direction B Effective Leadership-school culture educational leadership, building teacher capacity,	Early Career Teacher Program (ECT). Implementation of the CET Leadership Continuum Establish the Deputy Principal Professional Learning Program. Establish the Deputy Principal Professional Learning Program.	\$355,000

Project	Activities	Reform support funding
building leadership capacity.	Commence the St Thomas Aquinas Teaching school for new teaching cadets in 2021, undertaking the innovative clinical teaching model.	
Reform Direction C School improvement and support – review, data, planning and resourcing, monitoring and evaluation.	Begin the longitudinal research project into the (i) causal factors and (ii) potential high-impact interventions for Aboriginal and Torres Straits Islander students with low English and Numeracy proficiency.	\$35,000
Improvement Direction D School community partnerships - local and community partnerships.	Consolidate and strengthen CETs Setup for Success Birth to Five program. Maintain all on-going requirements and commitments of the TCEO Reconciliation Action Plan (RAP) and continue respectful and ongoing professional partnerships with Reconciliation Australia, Reconciliation Tasmania & the National Catholic Education Commission (NCEC). Roll out of Cultural Competency/Safety courses for the CET workforce.	\$115,000
	TOTAL	\$540,000
	Approved 2020 funds/activities rolled over into 2021	\$82,000
	Interest earned	\$246