Non-Government Reform Support Annual Report

2021

Queensland Catholic Education Commission

Non-Government Reform Support Fund

Queensland Catholic Education Commission – Annual Report 2021

Executive Summary

The Queensland Catholic Education Commission (QCEC) is the peak strategic body with state-wide responsibilities for Catholic schooling in Queensland. QCEC works with the five diocesan Catholic School Authorities (Brisbane, Toowoomba, Rockhampton, Townsville and Cairns) and 17 Religious Institutes and other incorporated bodies which in 2021, collectively operated a total of 309 Catholic schools to educate more than 155,828 students.

Since 2020, funds from the Non-Government Reform Support Fund (NGRSF) were managed both centrally and locally with distributions made directly to Catholic School Authorities (CSA) to support the delivery of centralised projects for all schools to access, and locally planned and delivered projects and activities to support the local context of each CSA. This arrangement allowed Catholic schools throughout Queensland access to state-wide, centrally managed activities as well as local activities such as high-quality training and development programs in support of their teachers and students, in line with the commitments under the bilateral agreement.

Progress against strategic plan

QCEC's strategic objectives are guided by the bilateral agreement signed in December 2018 and include:
- Improving student outcomes
- Increasing student effectiveness
- Supporting school leaders
- Enhancing the school environment for students, teachers, parents and the community.

Despite experiencing disruptions to planned programs due to the ongoing effects of the COVID-19 pandemic, each CSA reported progress against the QCEC strategic objectives throughout 2021. Some notable achievements throughout the year included:
- 1011 staff members from Queensland catholic schools attended training on the implementation of the NCCD model, and 99% of survey respondents indicated they were confident with planning, recording and monitoring educational adjustments for the NCCD
- 95% of Queensland catholic schools were ready to complete NAPLAN Online in 2021
- There was a 45% increase in the number of certified Highly Accomplished and Lead teachers in the Queensland catholic sector
- All rural and remote schools in the Archdiocese of Brisbane engaged with a program to support the wellbeing and mental health of their students and develop staff capacity in prevention and intervention responses for positive student wellbeing
- All RI/PJP schools facilitated activities and event to promote parent engagement with their school
- A series of professional development courses for existing and aspiring school leaders were facilitated across the sector in 2021. In the Rockhampton diocese, this included a course for

Middle Leaders and a cohort supported to complete a course on professional and difficult conversations.

- The Townsville Diocese of Catholic Schools delivered a program to approximately 150 young people to discuss, explore and examine respectful relationships in a safe environment.
- Teachers from five schools in the Diocese of Cairns participated in training to upskill their knowledge and understanding of phonics in their "Early Years Reading Success" program.
- Schools from the Toowoomba diocese were supported through the program "Financial systems implementation and strategic improvement and reporting" to understand financial management practices and the use of financial management systems.

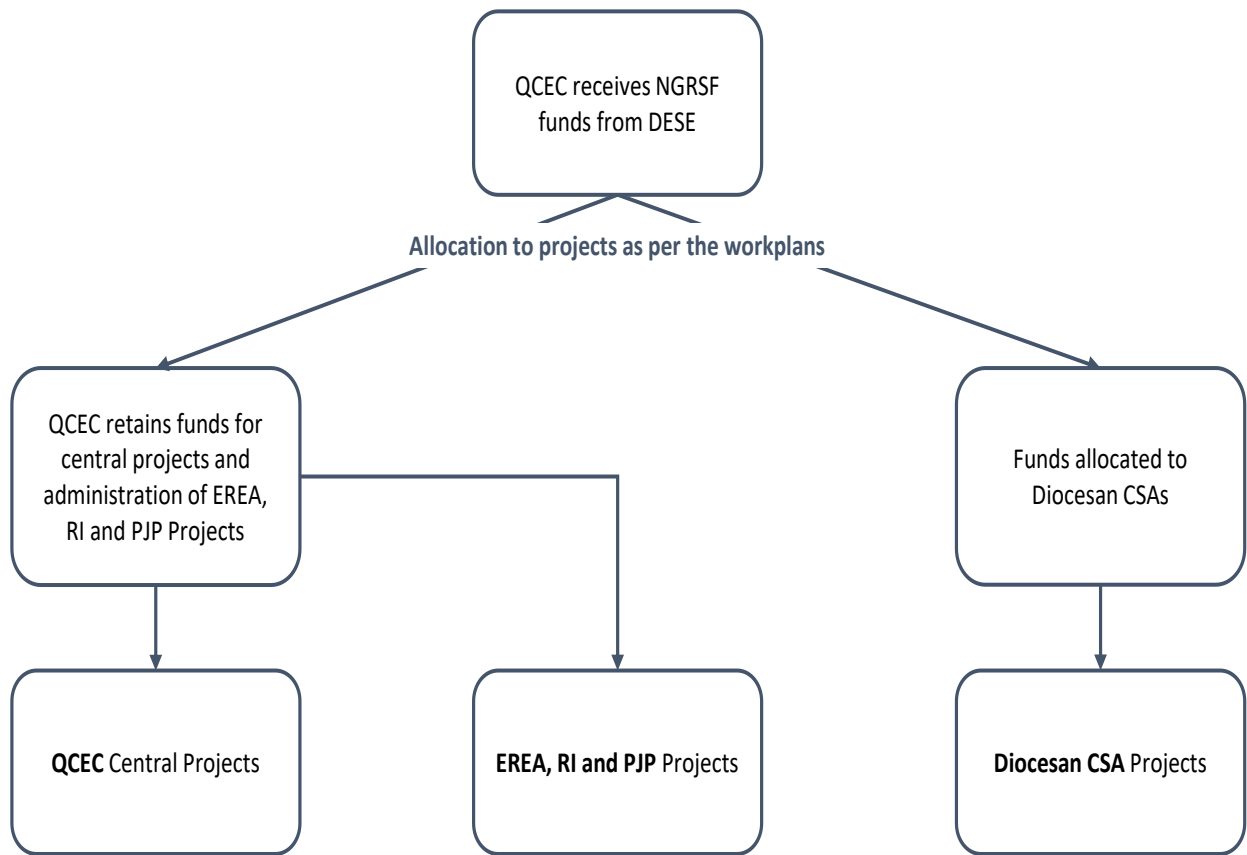### Relationship with your state and territory government

A number of the actions in the state Bilateral Agreement are cross-sector and QCEC continued to work closely with the Queensland Government and Independent Schools Queensland to implement actions in support of:

- Senior assessment and tertiary entrance reform
- Highly Accomplished and Lead Teacher certification
- Nationally Consistent Collection of Data on Students with Disability

QCEC maintained close working relationships with Department staff and participated in regular meetings with both the Director-General and the relevant Assistant Director-General. QCEC also contributed to the whole of Queensland's Bilateral Agreement reporting to Education Council.

Structure of the 2021 NGRSF Annual Report

In 2021, the QCEC represented 309 Catholic schools in Queensland, run by 22 CSAs consisting of 5 Diocesan CSAs and 17 RI/PJP schools. As agreed at the Commission meeting in August 2019, the QCEC Secretariat retains a portion of funding to centrally manage some activities related to reform priorities, and CSAs receive the balance (distributed on a proportionate student FTE basis) to meet the reform priorities in response to their particular context. RI/PJP schools elected to pool their allocation of funding and for QCEC to continue to support and administer this funding on their behalf. Dioceses elected to receive their allocation of funding and manage it within their local context. As such, each diocese is responsible for completing its annual report template against their approved workplan.

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│  QCEC receives NGRSF │
│   funds from DESE    │
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Allocation to projects as per the workplans

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│ QCEC retains funds for│                    │  Funds allocated to  │
│ central projects and  │                    │   Diocesan CSAs      │
│ administration of EREA,│                   │                      │
│ RI and PJP Projects   │                    │                      │
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│ **QCEC** Central      │  │ **EREA, RI and PJP**  │  │ **Diocesan CSA**      │
│ Projects              │  │ Projects              │  │ Projects              │
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As a result, the following Annual Report features a collation of reports completed by the QCEC Secretariat on behalf of QCEC Central Projects and RI/PJP school projects; and Diocesan CSAs.

QCEC – Centrally Managed Activities

1. Project Title	2. Description	3. Expected Outcomes/Overall Achievements Achieved or Not Achieved	4. Indicators of Success % Achieved	5. Additional Activities or variations to agreed activities and/or any additional information on outcomes or achievements
Nationally Consistent Collection of Data on Students with Disability	The project will deliver activities to continue to improve consistency in Catholic education staff's understanding of the NCCD and through doing so improve on the collection of evidence of adjustments and reporting of data about school students with disability. The activities are as follows: • Professional development and training for school staff delivered across Catholic School Authorities to build consistent knowledge and understanding of the NCCD model. • Support teachers to participate in cross-school moderation process for their students. This will give schools an opportunity to establish moderation as an ongoing process for NCCD to build consistent knowledge and understanding, about the NCCD model and engage in quality assurance processes. • Work at regional/diocesan level with key staff from Catholic School Authorities to build sustainable practices in professional	Confidence in the accuracy of the school level data submitted for census. **Achieved – see Point 1** Delivery of professional learning about the NCCD. **Achieved - see Point 2** Participants in cross-school moderation engage in professional development activities **Achieved – see Point 3** Teachers are better equipped to plan, record and monitor educational adjustments for students with disability	The preliminary data will closely match the actual data from Queensland Catholic schools' levels of adjustment and categories of disability reducing the number of queries from the Australian Government Department of Education. **100% achieved – see Point 6** Audits of schools' NCCD find appropriate evidence for NCCD decisions. **96% achieved – see Point 7** 70% of participants at training workshops feel more confident implementing the NCCD.	1. 100% of Queensland Catholic schools submitted census data with the acceptance that the internal validation process confirmed the accuracy of the data. 2. 1011 staff members from Queensland Catholic schools attended 31 training sessions (of which 27 were face-to-face) on the implementation of the NCCD model. 40 people attended an NCCD Moderation Masterclass which was hosted for CSA role holders with responsibility for supporting schools implement NCCD. 3. 589 teachers, learning support teachers, school counsellors, school leaders, speech pathologists and education

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	learning, moderation processes and quality assurance. • Support cross-sector moderation opportunities for Catholic schools and the other school sectors.	within the four phases of the NCCD. **Achieved – see Point 4** NCCD within school moderation processes are embedded in the school cycle. **Achieved – see Point 5**	**124% achieved – see Point 8** 60% of teachers who participate in moderation report feeling more confident in their recommendations. **125% achieved – see Point 9** 60% of Catholic schools who engage in a facilitated NCCD reflection and planning session report increased confidence with developing a NCCD action plan. **133% achieved – see Point 10**	officers attended 33 NCCD cross-school moderation sessions. 75.5% of survey respondents following these events reported attending additional NCCD training at school, and 47% accessed online learning modules on the NCCD portal. Additionally, 37 people attended 6 cross-sector moderation sessions. 4. Survey respondents indicated that 99% of participants were confident with planning, recording and monitoring educational adjustments, rating their level of confidence as 4 or 5 on a five-point scale (five being high confidence). 5. Respondents to the Cross-School Moderation Evaluation form indicated that 69% of cross-school moderation participants had undertaken within school moderation prior to attending cross-school moderation, which demonstrates participation in

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				school-based moderation processes within the NCCD cycle.

6. Queensland Catholic schools experienced a statistically insignificant movement of 0.2% from 16.7% preliminary to 16.9% actual overall of total school enrolments.

7. The post enumeration exercise identified that 96% of selected schools (22/23) had the appropriate evidence for NCCD decisions.

8. An average of 86.6% of survey respondents indicated feeling more confident in implementing the NCCD in terms of understanding the requirements of the NCCD (90%), understanding the four phases of the NCCD model (89%) and planning, recording and monitoring educational adjustments (81%). |

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				9. An average of 75% of survey respondents reported a high level of confidence in their recommendations for Level of Adjustments and Category of Disability. 10. 250 schools undertook a reflection and planning session in 2021. 80% of NCCD Reflection and Planning evaluation respondents reported feeling confident or very confident with developing an NCCD action plan.
NAPLAN Online Coordination Project	In 2021 QCEC will continue working towards moving all schools to NAPLAN Online by providing training and support to Catholic school staff, in-school support for training of test administrators and preparation for 2021 and 2022 online testing. This project will support the following activities: • Refresher (national protocols) training and school readiness training • Practice testing, school readiness testing and platform readiness testing • Review and update online collation of state and national resources which provide	Schools attend refresher training **Achieved – see Point 1** Delivery of school readiness training, school readiness testing and platform readiness testing. **Achieved – see Point 2** New/extended online supports for Catholic school staff	95% of Catholic schools are ready for online testing by 2021. **100% Achieved – see Point 6** All new schools transitioning to NAPLAN Online in 2021 attend refresher (national protocols) training in January – March 2021. **100% Achieved – see Point 7**	1. 100% of transitioning schools attended training, as well as 29 experienced schools. 2. 14 schools participated in school readiness training. 26 schools participated in school readiness testing including 13 schools that have already transitioned. 1 school participated in platform readiness testing.

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	support for NAPLAN Online Catholic school staff • Meetings, forum and symposium to collaborate and build learnings on specific NAPLAN Online issues (e.g. how are and how can schools use NAPLAN data in business intelligence tools, interpreting Student and School Summary Reports)	**Achieved – see Point 3** Delivery of meetings and NAPLAN Online forum. **Achieved – see Point 4** QCEC Online Assessment Symposium to address NAPLAN Online specific issues collectively. **Achieved – see Point 5**	Collation of state and national resources are reviewed and updated. **100% Achieved – see Point 8** 100% of schools transitioning to NAPLAN Online in 2022 attend the QCEC NAPLAN Online Readiness Forum. **90% Achieved – see Point 9** A range of representation from Catholic School Authorities at the Online Assessment Symposium is recorded, including from Catholic Education Offices and RI/PJP's. **100% Achieved – see Point 10**	3. QCEC provided additional direct support for schools with special needs such as the Flexible Learning Centres. 283 schools participated in practice testing including 188 schools that undertook the Coordinated Practice Test (CPT). 4. QCEC National Online Assessment Taskforce met four times during the year. The QCEC NAPLAN Online Readiness Forum was held on 3 June 2021 and provided advice on NAPLAN Online resources, implementation and test administration processes. 5. The QCEC Online Assessment Virtual Symposium was held on 9/11/21 and included a presentation by the ACARA CEO regarding future possible directions for NAPLAN Online while participants reviewed the 2021 NAPLAN results and shared approaches to data analysis.

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				6. 95% (295/309) of Catholic schools were registered in the platform and ready for 2021 NAPLAN Online with a 95% (293/309) participation rate

7. All six newly transitioning schools plus an additional 151 schools participated in training webinars hosted by the QCAA in February-March 2021, during which QCEC facilitated the Catholic sector breakout sessions.

8. QCEC released, reviewed and updated state and national resources throughout the year including at the Readiness Forum. Resources are added as released by ACARA.

9. 91% of schools transitioning to NAPLAN Online in 2022 registered to attend the NAPLAN Online Readiness Forum. One school who was registered to attend withdrew on the day due |

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				to an unforeseen issue, while two additional schools did not attend as they had previously undergone School Readiness Test training. 10. The Online Assessment Symposium was hosted on 9 September 2021. All dioceses and representatives from RI/PJP schools attended the Online Assessment Symposium or accessed a recording following the event.
Highly Accomplished and Lead Teacher Initiative	This reform support project will recognise the explicit value of teaching experience and proven ability in the classroom by rewarding highly accomplished and lead teachers through the following activities: The provision of specific support for Catholic school leaders so they can support HALT applicants. The continuation of the HALT assessors' network. The training of additional HALT assessors, including refresher training of HALT assessors.	More Queensland Catholic school teachers apply for HALT certification. **Achieved – see Point 1** School leaders actively promote and encourage HALT certification. **Achieved – see Point 2** School leaders provide enhanced support to teachers who apply for HALT.	In 2021 more than 13 teachers will apply for HALT certification in Queensland Catholic schools representing an increase in the number of applicants from 2020. **100% Achieved – see Point 7** Increased engagement with HALT communications. **Achieved – see Point 8**	1. There was a 45% increase in the number of certified Highly Accomplished and Lead teachers in the Queensland Catholic sector; with a 7.7% increase in the number of applications submitted to the Queensland College of Teachers in 2021 in comparison with 2020 submission numbers. 2. School leaders endorsed 76 Notifications of Intention to Apply (NOI) for the 2021 certification cycle. Such

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	Information sessions and in-depth workshops scheduled prior to applicants submitting their Notification of Intention to Apply for Certification. Reimbursement to Queensland College of Teachers (QCT) (Client fee) for providing services to support QCEC Certification processes including: Initial Assessor Training, Assessor Refresher Training, Introductory Sessions, In-Depth Workshops, Client Application fees, Internal Review Committee (IRC) fees (appeals cost). Customize and facilitate access to online modules to support applicants in the development of HALT portfolios with a specific Catholic lens.	**Achieved – see Point 3** Teachers have access to resources which support the HALT application process. **Achieved – see Point 4** HALT assessor training is delivered. **Achieved – see Point 5** HALT assessment process is carried out with fidelity. **Achieved – see Point 6**	In 2021 13 or more HALT assessors will be trained to support Catholic schools representing an equivalent, or higher number of assessors trained compared to 2020 and an overall increase in the total number of Catholic school trained HALT assessors. **96% Achieved – see Point 9**	endorsements represent school leader promotion and support, building awareness and actively identifying candidates who are eligible. In the previous cycle, 46 teachers submitted a NOI which is a 65% increase gained through school leader support and encouragement for HALT certification. 3. School leaders supported the nomination and training of Facilitators (11 throughout Queensland) who provide professional development and enhanced support for aspiring teachers. This enhanced support includes connecting teachers at similar points in their journey or connecting those who are geographically linked. School leaders support applicants by engaging in Pre-Stage 1 discussions, classroom observation and providing referee statements for candidates; as well as

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				participating in discussions with assessors within the Stage 2 processes. Building school leader understanding of the scope of support required for aspiring teachers has been enabled and enhanced through hosting certification guest speakers at three of the RI/PJP Principal meetings (May, July, October) Special Edition Education Update communication (February 2021) and via the Education Reference Group meetings (June, August, October).
				4. Teachers attending sessions are provided with key documents and resources reviewed by the QCT to ensure listed resources are current, with recommended changes enacted following this advice. New Introductory and In-Depth Workshop recordings have been uploaded to the QCEC HAT & LT website. Teachers have access to trained facilitators in their

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				Diocese to support and manage resource requests. QCEC distributes five Applicant Updates highlighting key resources as the certification cycle commences from Notice to Apply through to the portfolio submission window (November to June).
				5. Assessor Training (ATP Day 2) for twelve assessors was delivered on 1 March 2021 (ATP Day 1 held 23 November 2020). All twelve Assessors received certificates of success in April 2021 prior to the assessment phase. Eight assessors completed Assessor Refresher Training (ATPR) hosted by the QCT on 23 April 2021.
				6. Fourteen portfolios were assessed by trained assessors and moderated by QCT Staff to ensure process fidelity within the

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				assessment period June-September 2021.
				7. Fourteen portfolio submissions were received by the QCT in June 2021. This represents a 7.7% increase in the number of applications submitted to the Queensland College of Teachers in 2021 compared to 2020 submission numbers. Following their assessment, five teachers were successfully certified – increasing the total number of certified teachers from 11 to 16.
				8. HALT communications received a high level of engagement across all platforms in 2021. Engagement with the QCEC HAT/LT website increased by 115.5% between July 2020 and July 2021, with 65% of the visitors new to the site. Interest in portfolio formats and templates available on the website demonstrates engagement with resources made available to

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				applicants/potential applicants, with applicants also receiving updated information through regular monthly 9. Twelve new assessors were fully trained in 2021 and undertook their first portfolio assessments June-September 2021. However, the overall number of trained HALT assessors increased from 17 to 29 representing a 70% growth in the total number of Catholic school trained assessors.
Student Protection – Online Resources (continuation of 2018 project)	The Royal Commission into Institutional Responses to Child Sexual Abuse identified the importance of consistent, high quality and focused training for all staff and volunteers dealing with children. This project will develop online training materials to improve the understanding of Catholic school staff and volunteers in managing student protection issues and	Teachers, school leaders and volunteers have access to relevant and accessible student protection training to increase their knowledge and understanding of student safety and wellbeing and reporting	60% of participating school authorities report increased awareness of student protection guidance materials and enhanced quality of training resources to assist with dealing with	1. All CSAs have access to high quality and professionally produced online training resources. The training resources comprehensively address the most relevant and pertinent issues and topics that need to be understood and acted upon in student protection. These include identifying abuse and harm, mandatory reporting, inappropriate behaviour and

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	appropriately meeting all reporting and compliance issues. Online materials enable this training to be delivered in a flexible and timely manner that is suitable for school settings. Online training also allows for the incorporation of detailed scenario considerations that assist participants in understanding the complexities of student protection situations. Additionally, testing provisions can be built into the materials to assess the extent to which staff and volunteers have understood key concepts and responsibilities.	and compliance requirements. **Achieved – see Point 1** Flexible training allows for delivery to be tailored to individual schools and their particular settings and student populations. **Achieved – see Point 2** Training materials allow for the quantification of improvements in the understanding of teachers and school leaders concerning key student safety and wellbeing concepts and responsibilities. **Achieved**	student protection issues in schools. **100% Achieved** Relevant and up-to-date online student protection training is available across an increased number of school sites. **100% Achieved – see Point 3**	providing support and referrals for students and their families. 2. The discreet module format of the online training resources allows schools to customise and adapt the delivery of the training to their staff and volunteers. Different modules can be utilised for specific training sessions to meet the needs of the school. 3. High quality online student protection training now available across all Catholic schools in Queensland. This is a 100 percent increase in availability.
Student Protection – Governance Health Checks (continuation of 2018 program)	The project will assist Catholic School Authorities in meeting legislative and procedural requirements for responding to, and reporting, abuse and harm of students. An external provider will assess the current use and application of student protection	The health checks will assess, and where relevant promote enhancements to the current use and application of student	Provision of independent advice on the "health" of current student protection governance	1. Comprehensive and in-depth evaluation undertaken of student protection arrangements across a

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	governance arrangements within Catholic schools and authorities.	protection governance arrangements within Queensland Catholic schools and authorities. **Achieved – see Point 1**	arrangements (Health Check Reports). **100% Achieved** More than 60% of participating Catholic School Authorities will identify ways to enhance the appropriate use and application of student protection governance arrangements within Queensland Catholic schools (as measured by survey instrument). **100% Achieved**	broad range of Queensland Catholic schools and authorities.
Supervising Teacher Training	This project will provide professional development to teachers and school leaders to support the provision of high-quality school placement experiences for pre-service teachers. By engaging with this training, participants will gain a stronger understanding of the AITSL Standards for Graduate teachers as well as ways to strengthen relationships between schools and universities hosting pre-service teachers. The training will be delivered in two parts. The first day of the course will provide training to	Teachers and school leaders have access to training to increase their understanding of the role of the Supervising Teacher in pre-service teacher placements, and best practice approaches to support pre-service teachers. **Achieved – see Point 1**	80% of participants indicate this course supports their school's processes for planning and improvement **125% Achieved – see Point 4** 100% of participants indicate that the course strengthens their understanding of the	1. 41 teachers from Brisbane, Cairns, Townsville, Rockhampton Dioceses and RI/PJP schools attended Supervising Teacher training sessions in July 2021. 100% of survey respondents indicated the course strengthened their ability to support pre-service teachers. 2. 93% (38/41) of the teachers who attended the Supervising

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	Supervising Teachers of pre-service teachers. The second day (optional) will allow participants to return to their school contexts to provide training to other teachers in their school communities. Funds from the NGRSF will support participants to attend training provided by the Queensland College of Teachers (QCT) in Brisbane and Cairns in 2021, through the provision of travel allowance and TRS.	Participants in the course are able to complete a 'Train the Trainer' module in order to deliver the Supervising Teacher Training in their own school communities. **Achieved – see Point 2** Teachers completing the Supervising Teacher Training and Train the Trainer components have access to resources which support Supervising Teachers to provide a high-quality placement experience to pre-service teachers. **Achieved – see Point 3**	Graduate Descriptors of teachers **100% Achieved – see Point 5** 80% of participants indicate that the course enhances their ability to support the Professional Development of teachers in their school **118% Achieved – see Point 6** Resources are provided to participants to support them to provide the Supervising Teacher Training to teachers in their own school contexts. **100% Achieved – see Point 7**	Teacher training sessions completed the "Train the Trainer" component of the training, allowing them to deliver the training within their own school contexts. This included one teacher attending from a Rural and Remote school in Mount Isa, who was able to share the training with other teachers who may otherwise not have been able to access the training. 3. Participants in the course were provided with resources to support them to provide high-quality placement experiences to pre-service teachers. Participants who completed the "Train the Trainer" component were provided with additional resources to support them to provide training to teachers in their own school contexts. 4. 100% of survey respondents indicated the training supported

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				their school's processes for planning and improvement. 5. All survey respondents confirmed the course provided them with a better understanding of the Graduate Descriptors. 6. 94.7% of survey respondents indicated the course enhanced their ability to support the Professional Development of teachers in their school. 7. Participants who completed the "Train the Trainer" component were provided with additional resources to support them to provide training to teachers in their own school contexts.
School Improvement Processes	This project will provide Catholic Schools in Queensland the opportunity to engage with the Australian Council for Education Research (ACER) to conduct a School Review, subsidised by the NGRSF. Schools participating in a Review will receive detailed, evidence-based feedback in relation to	School Reviews influence ongoing school improvement by identifying areas for future focus in each participating school. **Continuing - see Point 1**	Schools receive a report at the conclusion of the review which provides commendations, affirmations and recommendations to	1. In 2021, a contract was entered with ACER to conduct School Reviews of eleven schools. Due to disruptions experienced in 2021 because of COVID-19, the administration components were completed in 2021 with actual

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	each individual domain of the National School Improvement Tool (NSIT) as well as an overall set of commendations, affirmations and recommendations to support improvement processes.	School leaders have access to independent, evidenced feedback about school performance. **Continuing - see Point 2**	support improvement processes. **Continuing – see Point 3** Principals indicate their intention to use the improvement strategies listed in the report as a basis for future planning. **100% Achieved – see Point 4**	school visits and reviews to be completed in 2022. 2. Schools will have access to independent, evidenced feedback about school performance following the conclusion of their review in 2022. 3. Schools will be issued with a report including commendations, affirmations and recommendations to support improvement processes at the conclusion of their review in 2022. 4. Schools have indicated their intention to use the improvement strategies listed in the report as a basis for future planning.

Catholic Education Archdiocese of Brisbane

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NCCD (BCE local project)	Local Project led by BCE to personnel to strengthen quality assurance, moderation and support for the continued improvement of the Nationally Consistent Collection of Data for students with disability (NCCD). Key focus areas: • in-school moderation activities • individual schools' completion of NCCD Reflection Tool and forward planning for next cycle • Consultancy support from disability expert. Complemented by: QCEC personnel led activity to strengthen quality assurance, moderation and support for the continued improvement of the NCCD. Key focus areas: • Information sessions for new staff • Cross-school moderation sessions • Cross-sector moderation sessions • Internal school moderation sessions	Decisions regarding levels of adjustment and disability category are identified as accurate through in-school moderation process. **Achieved – see Point 1** Goals are identified for improvement in the next cycle of NCCD. **Achieved – see Point 2** Improved confidence in decision-making by BCE quality assurers. **Continuing – see Point 3** Alignment of decisions regarding levels of adjustment and disability category	Quality assurance process confirms the accuracy of schools' decisions. **Achieved – see Point 5 and 7** BCE NCCD data indicates alignment with other dioceses, sectors, state-wide and nationally. **Achieved – see Point 5, 6 and 7** Limited changes during quality assurance process after submission of preliminary data. **Achieved – see Point 7**	1. All schools participated in with in-school moderation processes during Term 2, 2021. Discerning the level of adjustment continues to be a work in progress. Knowledge around the category of disability is well established. These moderation processes were supported by Education Officers Inclusive Education. 2. All schools completed a formal reflection process using the NCCD reflection tool, identifying goals for the next cycle. 3. BCE continues to develop consistency of application of the NCCD model amongst quality assurors. 4. Alignment of decisions is progressing with continuing cross-school and cross-sector collaboration. 5. A quality assurance process was applied to every school where a range

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		between schools and sectors. **Continuing – see Point 4**		of data was considered across levels of adjustment and categories of disability. Recommendations were provided to school NCCD teams and changes made as appropriate. 6. Low numbers at Quality Differentiated Teaching Practice level across the diocese. 7. Limited changes were made after submission of preliminary data.
HALT (BCE Led)	To promote awareness of voluntary Highly Accomplished and Lead Teacher (HALT) certification and career paths for all teachers among key BCE audiences (teachers, school and system leaders), while delivering specific support to those seeking HALT certification or accreditation as HALT Assessors. This 3-year project was initiated in 2020 and is expanding across 2021-22 as a greater awareness and interest is generated; increased applications are received for HALT Certification and Assessors; and broader BCE system processes are established. The project will: • enhance teacher capability • empower teachers as leaders	Increased engagement and understanding of the standards as a career progression resource (for performance and development). **Achieved – see Point 1** More applicants are successful in their application for HALT Certification. **Achieved – see Point 2**	Approximately 10 schools will request professional learning explicitly focussed on the (Australian Professional Standards for Teachers) APST and Accreditation. **100% Achieved** Increased numbers of teachers submit HALT portfolio applications. **100% Achieved – see Point 6** Increased school-based Assessors utilising	1. Annual Performance & Development process includes the Australian Professional Standards for Teachers (APST) and is being refined and developed into a digital platform by BCE Organisational Development, resulting in the APST becoming more widely used in teacher annual goal setting. Additionally, APST are specifically referenced in all professional learning provided at centrally held and school-based events. 2. BCE continues to promote a greater depth of understanding of the role of certification and the collection of

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	• improve student outcomes	More Assessors are trained and receive accreditation. **Achieved – see Point 3** Shared understanding of BCEO personnel of future development needs to support successful HALT Certification and Assessor applications. **Achieved – see Point 4** Build in sustainability by utilising the resource of successful applicants to support future aspiring HALT applicants. **Achieved**	knowledge of the APST and process in their work. **100% Achieved – see Point 7** Depth of understanding of the standards when working with school personnel in delivering service to schools. **100% Achieved – see Point 8** Approximately 50% of HAT and LEAD teacher applicants will be successful in obtaining certification and become resources within schools, for leaders and colleagues and across the system. **100% Achieved**	impact data by school leadership teams, to generate the environment for success in HAT & LT certification. 3. A further 12 staff are undertaking training to become accredited assessors, this is in addition to the 8 existing assessors in BCE. 4. Increased number of Education Officers have been trained as assessors. 5. Cluster Curriculum EOs map their work to the APST, highlighting existing work alignment and identifying gaps for further exploration. Spire pages designed to share understanding of support requirements for aspiring HAT, LT and assessors have been created. 6. Greater understanding of the rigour of the certification process has resulted in 20 Notifications of Intent to apply being submitted in 2021 for 2022. The number of interested applicants who withdrew from the 2021

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				process will, in most cases, further increase the applicant numbers in 2022. 7. 13 schools now with Assessors on staff 8. 7 Assessors work in Brisbane Catholic Education Office. The depth of understanding of the APST by office personnel when working with school personnel in delivering service to schools is very high.
Leading with Integrity for Excellence (LWIE)	LWIE is an externally facilitated program which aims to build capacity around strategic leadership, accountability, governance and performance among Principals and aspiring Principals. The program is designed to support participants to be efficient and effective administrators and be leaders of learning within a Catholic school context. In collaboration with the governing body, school leaders have critical responsibilities in leading and nurturing a Catholic school community in an ever-changing and complex environment. These programs improve stewardship of resources, governance, ethical practices and decision making, strategic	Support 60 (at a program cost of approximately $4,750 per participant) Principals and aspiring Principals to be efficient and effective administrators and leaders of learning within a Catholic school context. **Achieved – see Point 1**	More than 60% of participants report improved understanding of financial management, governance, ethical practices and decision making, strategic thinking and performance. **166% Achieved – see Point 2**	1. Participation came in at slightly lower than expected at 80% of the target cohort. Ongoing Covid19 challenges within schools is seen as the main cause. • Cohort 16: 29 participants • Cohort 17: 21 participants 2. 100% of Cohort 16 and Cohort 17 participants reported that the course provided either to a large extent or a great extent relevant information that enhanced their understanding of all aspects of leadership.

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	thinking and performance, by enhancing confidence, effectiveness and competence in areas of governance.\n\nDelivery is mainly face to face (6 days) and in-school activities between the key presentation days. The total project cost ($285,000) is made up of the consultancy costs of the external facilitator.			
NAPLAN Online (QCEC led)	Central Project lead by QCEC personnel to implement NAPLAN Online in 2021. The project focusses on technical delivery and school, staff and student readiness to smoothly transition from paper testing to online testing.\n\nThe project support provided by QCEC to be supplemented by a dedicated role-holder within Brisbane Catholic Education (BCE) for one final year to deliver local support to:\n\n• school communities experiencing NAPLAN Online for the first time in 2021\n• others where there has been significant leadership and staff turnover, leaving gaps in knowledge and processes and\n• those where technical and student readiness present particular challenges.	Advance student progress and achievement by improving literacy and numeracy teaching practice in every classroom.\n**Achieved – see Point 1**\n\nProfessional support is provided for effective and expected teaching practices.\n**Achieved – see Point 2**\n\nTransition of BCE schools to NAPLAN Online is achieved through a range of	144 BCE schools successfully complete NAPLAN Online ensuring technical, school, staff and student readiness is optimal.\n**100% Achieved – see Point 4**	1. BCE NAPLAN gains from 2017 to 2021\n• Year 3 improved mean scale score from 2017 in 3 out of 5 domains.\n• Year 5 improved mean scale score from 2017 in 4 out of 5 domains\n• Year 7 improved mean scale score from 2017 in all domains.\n• Year 9 improved mean scale score from 2017 in all domains.\n\n2. NAPLAN Project provided professional learning opportunities such as:\n• NAPLAN Online set-up support sessions\n• NAPLAN Coordinator training sessions

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		strategies to ensure school, staff, student and technical readiness. **Achieved – see Point 3** In 2021, all 144 BCE schools will successfully complete NAPLAN Online testing in May. **Achieved**		• NAPLAN Test Administration Training sessions • Unpacking NAPLAN Data sessions • Assessment capable learner sessions Learning and Teaching Services continues to provide curriculum support for effective and expected teaching practices. 3. Transition of schools to NAPLAN Online as follows: • Stage 1 – 2017 to 2018 – 18 schools participated in NAPLAN Online • Stage 2 – 2018 to 2019 – 80 schools participated in NAPLAN Online • Stage 3 – 2019 to 2021 – 144 BCE schools participated in NAPLAN Online 4. 144 BCE schools successfully completed NAPLAN Online. *School, staff and student readiness*: Schools are continuing to work towards 'optimal levels' as it is an ongoing process and reliant on individual schools. BCE wide Professional learning

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				opportunities and digital resources have been provided for schools to utilise. *Technical readiness* currently optimal.
Accelerate in the Early Years – Early Learning Partnerships	2nd year of a three-year local project 2020-2022 led by BCE that seeks to positively impact student learning progress. This project will lead to an established and informed response to scale across various school contexts through the identification of early screening tools, partnerships, practices, processes and structures that sit within and around the Levels of Teaching Response as a framework to inform decision making that best responds to student early literacy growth and progress. This project extends Brisbane Catholic Education's (BCE) current focus on effective and expected leadership and teaching practices to identify and implement processes and practices that ensure each student receives the responsive teaching they require, when and as they need it. The project will develop and articulate school-based partnerships, processes and practices that respond to student learning progress and provide responsive teaching and support, that	Building of each role holders' capacity (teachers, PLL's, ST: IE's, Leadership teams and other specialists) to best respond to each student's learning progress in a timely way. **Achieved – see Point 1** Deeper understanding of Partnerships, practices, processes and structures that need to exist in schools to progress the learning of each student. **Achieved – see Point 2** A refined understanding of how the Levels of Teaching Response can	Early literacy progress monitored through – Letter/Sound knowledge, Concepts of Print and PM benchmarking will provide quantifiable measures of success. **100% Achieved – see Point 5** Successful development of the program for extension to a broader number of schools across 2021-22. **100% Achieved – see Point 6** Improved early reading levels for students in the project schools. **100% Achieved – see Point 7**	1. Teacher voice, teacher engagement, peer feedback, and end of Project reviews (in three schools), indicate clearly that teacher capacity has been built in each identified deliverable, effectively ensuring responsive teaching and impact to student learning in a timely way. This is ongoing in current project schools. Leadership capacity is significantly variable across the project schools, and this is an identified focus moving into 2022, the final year of this project. 2. Growth in understanding how partnerships, practices, processes, and structures connect to support student progress is evident in all project schools. Teachers in early years classes valuing data processes to inform has led to student progress; in-turn changing teacher mind-sets to value their own impact through targeted and responsive teaching.

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	results in learning progress and achievement for every student.	be used as a framework to progress the learning of each student. **Achieved – see Point 3** A review and deepened understanding of Early Years Screening tools that can be upscaled and shared, to provide our schools with the right information at the right time to inform a response to move early literacy acquisition and the associated literacy skill development forward to impact progress for each student. **Achieved – see Point 4**	Levels of Teaching Response process is refined, elaborated and exemplified. **100% Achieved – see Point 8** Responsive teaching and differentiation occurring at the level and in the manner needed for each student. **100% Achieved – see Point 9** Models/examples of effective practice are used to scale up implementation across a broader number of schools. **100% Achieved – see Point 10** An evaluation of the pilot identifies other tools and processes that may be introduced to provide	Changes to Primary Learning Leader practices now value data collection in an ongoing way to inform planning conversations. Clarity of roles has allowed for streamlined support at each level of teaching response. Refined processes such as Review and Response allow for the levels of teaching response to be a framework for decision making. 3. Teacher surveys and project reviews indicate teacher clarity of how the levels of teaching response is used as a decision-making framework (90% and moving to sustainable levels). Next step – for each school to document how levels of teaching response is embedded within their school context (outline practices, processes, partnerships, and structures) to ensure sustainability of project work as new staff onboard. 4. A change in practice in how early years screening tools are implemented is evident across project schools.

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			useful data and information to inform teaching responses. **100% Achieved – see Point 11**	Increased data literacy skill is allowing for informed decision making in the implementation of screening tools. The right data is now allowing the right partnerships to respond in a timely way which is having positive impact on student progress, in some cases accelerated progress is evident through the right tool informing the right response at the right time for students. Capacity continues to be built in ensuring that monitoring of the planned intervention occurs in an ongoing way to plan next steps at each point of the learning at each level of teaching response.

5. Monitoring of early literacy skills is now occurring in an ongoing way to inform teaching response. Recommendations have been proposed from Project officers to create a data representation tool with focus on student progress as well as achievement.

6. In progress – ongoing on-boarding continues and planning forward to 2022 |

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				for the Levels of teaching response to be a way of working within our schools. Review and trial of professional learning that can be upscaled to support teacher knowledge of essential elements identified through project work (oral language, phonological awareness etc). The practical findings of this project will inform Policy and Innovation as we move into 2022. 7. Every student in every project school shows progress in reading. Some students who were identified through the Level of Teaching Response (LOTR) made accelerated progress. 8. The Levels of teaching response has been reviewed and refined over the past 18 months. This project has been significant in informing decisions to support changes to visual representation and advice to implementation for schools. The ways of supporting schools through the Levels of Teaching Response as a framework, will inform multidisciplinary teams supporting schools in 2022.

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				9. Project reviews indicate growth in teacher confidence to make decisions about differentiation in their classrooms, with deeper understanding of student needs through processes that allow for dialogue and data analysis. Work focused on differentiation across BCE has been identified and this project is informing this work.

10. While examples of effective practices are evident in Early Years Classrooms, this needs to be upscaled within project schools, and across project schools and all schools. Collaboration between cluster partners from across teams, will promote this with their work to schools in 2022.

11. Ongoing evaluation and piloting of other tools and processes continues to be a focus moving this project forward. Data and evidence of responses to datasets have been collected through project work to inform system decisions moving forward. Evaluation of existing |

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				early years literacy monitoring tools has identified gaps in teacher knowledge to interpret this data, specifically in knowing where to next for students not making progress in developing their concepts about print, and letter/sound knowledge.
Governance and Compliance Capability Program	To support the development and delivery of training to increase the capability of school leaders and staff to meet Brisbane Catholic Education's (BCE) regulatory and legislative requirements.

As a regulated entity, the development and delivery of a Compliance Capability Program to all school-based and office leaders will promote the intent that participants possess a thorough understanding or all major compliance elements of BCE's regulatory framework.

Resources will be developed to support the ongoing improvement of compliance and risk management capabilities of school senior leaders and staff. Resources will include:
  • a new HealthCheck process which will support school staff to assess the performance of schools and the level of compliance through dashboards for | BCE schools will meet all regulatory and legislative requirements.
Achieved – see Point 1

Participants will be empowered, knowledgeable and trained in all aspects of compliance requirement and risk management mitigation strategies of their roles.
Achieved – see Point 2

200 places will be offered in the program.
Achieved | 70% of participants report greater confidence to assess compliance and take action to meet requirements when required and to assess, manage and mitigate risk for projects and programs of work.
100% Achieved – see Point 3

All BCE schools meet Non-State Schools Accreditation Board (NSSAB) accreditation requirements.
100% Achieved

Quality program will be assessed by the | 1. As a result of the training, principals and senior staff have a strong awareness of the regulatory requirements and the importance of BCE controls to ensure obligations are met.

2. All principals and senior staff attending the program gained greater understanding across the regulatory environment, governance and risk, financial stewardship, education accreditation, safeguarding students, human resources and safety.

3. This response is based on the feedback from the first cohort. Feedback identified that all survey respondents would apply the knowledge gained in their roles. |

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	performance data and systems for compliance monitoring and reporting. • develop School Operating Handbook as a one stop shop reference resource for principals and office leaders to meet all regulatory and legislative requirements. • develop and deliver a face to face training program workshops to embed staff compliance and risk management practice. The program will deliver Compliance Capability Training Program framed around NSSAB compliance requirements, incorporating six training modules: • Introduction to BCE's regulatory environment • Governance (including risk management) • Financial literacy • Education accreditation • Student Welfare processes • Human resources	Training program to be delivered by external provider, The Brown Collective. **Achieved**	Compliance Review and Assurance Teams such as through the NSSAB Compliance Review program. **100% Achieved – see Point 4** Professional practices program feedback developed on a module by module basis to measure how the capability program will change the way participants will work – this could be undertaken through a post-program Q&A session. **Continuing – see Point 5, 6 and 7** Post-program assessment and reporting by business owners of curriculum content, on overall system improvement and trends in identified	4. The quality and impact of the program will continue to be monitored into the future. 5. Subject matter experts were engaged in the development of each module and the relevant resource documentation to inform the impact on participants future approaches to legislative obligations. 6. The post-program assessment is in development and is intended to be implemented in early 2022 post the final of four cohorts. The assessment aims to identify improvements and trends to improve capability building. 7. The post-program assessment and reporting is in development and will be implemented to identify improvements and trends to improve capability building. This will be implemented in 2022.

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			issues, as a result of intended capability building. **Continuing - see Point 5, 6 and 7** Post-program assessment and reporting by Senior Leader of individual school clusters, on overall system improvement and trends in identified issues, as a result of intended capability building. **Continuing – see Point 5, 6 and 7**	
Wellbeing in Rural Schools	The Brisbane Catholic Education (BCE) Strategic Plan (2021-2025) identifies *Wellbeing* as a priority. Current educational research highlights the alignment between deep learning with improved student wellbeing. Increasingly, rural communities are required to draw upon their school, Parish and local communities to support the wellbeing and mental health of their students. This project, implemented in the contexts of BCE North & South Burnett, Wide Bay,	Key personnel of each school (Leadership Team Representative, Guidance Counsellor, Support Teacher Inclusive Education, Primary and Secondary Learning Leaders) engage in the project. **Achieved – see Point 1**	Greater than 80% of identified BCE Rural schools in the target area establish an ongoing commitment to the project. **100% Achieved – see Point 5** Documented processes of school implementation of	1. All schools had a team involved in the project in 2021. 2. All schools engaged in reviewing of current structures and processes. 3. Partnerships included: • EdLinQ connections • Local government, non-government and private provider identification and connection

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	Maryborough and Gympie schools, aims to build the capacity of staff in developing prevention and early intervention responses in promoting positive student wellbeing and understanding the Levels of Teacher Response in deepening learning.	Schools review support structures naming and implementing prevention and early intervention strategies related to student wellbeing and learning engagement. **Achieved – see Point 2** Schools initiate programs and activities that inextricably link student wellbeing and learning. **Achieved** Partnerships between school and identified local wellbeing support agencies, and collaboration between schools in the project developed. **Achieved – see Point 3** Support schools in developing Levels of	intervention strategies for student engagement. **50% Achieved – see Point 6** Schools implement initiatives linking student wellbeing and learning. **91% Achieved – see Point 7** Schools establish a link with identified external local community wellbeing providers. **100% Achieved – see Point 8** Schools share their project success with other BCE educators. **100% Achieved – see Point 9** Minimum engagement of the School Lead and one collaborator from each school engaged in	• Focus group with Guidance Counsellors from schools in the project Continue to build partnerships with support agencies in 2022 4. Initial training was delivered in 9/11 schools. Training and support will be extended to include context specific training in 2022. 5. All schools signed a Memorandum of Understanding 6. Approximately half of the schools have documented intervention strategies. Focus in 2022 will be to finalise documentation and share between schools. 7. 10/11 schools have worked on initiatives that link wellbeing and learning in 2021. Work to continue in 2022 to embed practices.

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		Teacher Response in their staff. **Achieved – see Point 4**	professional learning related to Level of Teacher Response Training. **82% Achieved – see Point 10**	8. All schools have links to community wellbeing providers either through direct student support or professional learning to staff. This continues to be an area of need due to significant mental health and wellbeing needs following COVID-19 and in particular, in rural areas of Queensland. 9. School sharing was facilitated through: • Guidance Counsellors focus groups and group supervision • Leadership cluster meetings • Meetings between schools in geographical regions Plans in 2022 to film and share successes more broadly within BCE 10. 9/11 schools have participated in Levels of Teaching Response training, with the majority of schools engaged in whole staff training. Building on initial training in 2022 to apply framework to each individual context

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Improving the career readiness of BCE graduates	Local Project lead by Brisbane Catholic Education (BCE) to conduct an extensive review of secondary structures and practices to evaluate and improve the way in which BCE schools prepare students for successful global citizenship, regardless of their choice of pathway. The review will be conducted across 2021 with the expectation of a final report available to BCE in late November 2021. The review will lead to the development of an action plan and supporting resources to ensure students' learning is integrated and authentic, enhances the skills necessary for successful citizenship and provides a research-informed framework for careers education. The final phase of the project will be to engage a small number of schools in a pilot program to evaluate the effectiveness of the action plan in preparing students for life after school.	Improved student engagement and wellbeing outcomes (including improved attendance data for schools engaged in the pilot phase). **Achieved – see Point 1** Improved student pathway options achieved through renewed parent, community and industry engagement (resulting in a decrease in student attrition in the senior phase of learning). **Achieved – see Point 2** Improved student understanding of career options (resulting in engagement with careers aligning with personal strengths and interests, rather than being limited to the	Review of middle years schooling structures and pedagogies. **100% Achieved – see Point 4** Review of careers education in schools. **100% Achieved – see Point 5** Implementable recommendations/framework for the future improvement of career readiness for BCE graduates. **100% Achieved – see Point 6** Catholic school of distance education developed and ready for launch to senior students for 2022 (to allow for a greater breadth of subject offerings for all students).	1. 23 secondary and P-12 schools visited to discuss career readiness; 16 secondary P-12 school visited with a focus on subject offerings and the implementation of FisherOne. Process established to work with schools to improve subject changes in Year 11. Data indicates – • Over 7000 students across 34 secondary P-12 schools • Over 70 subjects/learning areas 2. Survey and interview data with 23 secondary P-12 schools indicates career efficacy in schools is increasing with more students having clarity as to pathway possibilities. 3. Survey and interview data indicates schools have reviewed processes and timelines to allow for a deeper engagement with skill and career readiness. Pilot schools identified for 2022.

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		career information provided by parents or significant others). **Achieved – see Point 3** Improved development of students' skills for success in the workforce (regardless of pathway). **Achieved or Not Achieved**	**90% Achieved – see Point 7** Development of support resources (including professional learning) and community and industry engagement to assist with change processes required for greater career readiness. **90% Achieved – see Point 8** Pilot schools for improved career readiness program identified in preparation for 2022. **100% Achieved**	4. Reviews of schooling structures and pedagogies have been completed, with implementation of changes to occur throughout 2022 and into 2023. 5. 23 schools participated in voluntary interviews to give feedback of career education practices in schools. Staff identified areas of strengths, opportunities for improvement and support needs from BCE system. 6. Career Readiness Report conducted, with 11 recommendations identified. Recommendations include (not limited to) updating and republishing the Vocational Learning Position and Principles to give schools a useful framework and a set of benchmarks to support and evolve the BCE vocational learning principles in action. Definitions as to what career readiness encompasses is also a recommendation that can be readily implemented in 2022.

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				7. From 2022, FisherOne will operate on behalf of BCE schools as part of St John Fisher College. From 2023, FisherOne to be accredited to operate as a School of Distance Education for students within and beyond BCE (Non-State Schools Accreditation Board approval granted, Dec 2021). 8. Support resources developed included: • Preliminary resource development, other resource will be co-constructed with schools in the pilot for Career Readiness • Professional learning days identified for 2022 • Pilot teachers for DE have been trained and oriented. In house program and professional learning days identified for 2022 • Resources to support schools in subject selection and student support in Distance Ed learning completed

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				9. 5 Pilot schools to implement in 2022. Schools to begin work early in 2022, pending confirmation from college principal.
Data literacy for school leaders	Local Project lead by Brisbane Catholic Education (BCE). Program will focus on NAPLAN error analysis and Australian Curriculum Literacy and Numeracy requirements, with further refinement of BCE dashboards and reports relevant to key stakeholders in the BCE office and schools.

Additional data analytics development required to build and enhance the HealthCheck platform and termly data updates to support system data priorities.

Pilot the workshop products and resources ahead of broader roll-out across BCE schools and office leaders and teachers through remainder of 2021, with a view to continuing in 2022.

Build data literacy capacity of System and School leaders in the application and analysis of data to strategically drive System and School priorities leading to improved system learning performance. | School leadership teams increased use of data to inform decision making and strategic planning. **Achieved – see Point 1**

System leaders use data evidence base to drive system improvement and performance. **Achieved – see Point 2**

Understanding and effective implementation of processes and practices to analyse school datasets and identify key themes for strategic action that results in school improvement. **Achieved – see Point 3** | Pilot feedback from school and office-based staff identified further areas for refinement. **100% Achieved – see Point 6**

Pilot supported continued roll-out by at least 60% of participants. **166% Achieved – see Point 7**

Leaders report greater understanding of how to establish positive environments for data conversations **100% Achieved – see Point 8**

Improved documentation of strategic goals and annual plans with | 1. NAPLAN data item analysis workshops conducted and all schools invited to attend a workshop session. Ongoing 1:1 and school group data sessions also provided to upskill School Leadership teams in their NAPLAN data and other key data set analysis to support annual planning and formation of their Explicit Improvement Agendas (EIA).

2. System leaders have been upskilled in the use of the system & school HealthCheck which provides key data sets to support the tracking of KPI's.

3. Implementation of the School HealthCheck to support schools annual planning and strategic decision making to improve student progress and achievement.

4. NAPLAN data item analysis workshops conducted and all schools |

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		Focussed analysis of NAPLAN data to inform future teaching emphasis across BCE schools. **Achieved – see Point 4** Provide digital platform which includes low level data security for all BCE School Principals and leadership teams and system leaders access to the PowerBI app/Powerapp called the 'HealthCheck' **Achieved – see Point 5**	evidence of data informed decision making **100% Achieved – see Point 9** Targeted and precise allocation of resources to support strategic intents. **100% Achieved – see Point 10** All school Principals, Leadership teams and System Leaders have access to the PowerBI HealthCheck app and are engaging with the HealthCheck PowerBI/Powerapp to track school key performance indicators **100% Achieved – see Point 11**	invited to attend a workshop session. Ongoing 1:1 and school group data sessions also provided to upskill School Leadership teams in their NAPLAN data and other key data set analysis to support annual planning and formation of their Explicit Improvement Agenda's (EIA). 5. Implemented and used across all schools and monitored and tracked by System Leaders. 6. Ongoing feedback from Principals and Senior Leaders in the usability, function and appropriate datasets to support school improvement has been conducted. 7. HealthCheck has been rolled out across all BCE schools. 8. School leaders and system leaders comment on the fact that all stakeholders are using a common data framework to support consistent data conversations focused on improvement student progress and achievement.

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				9. HealthCheck is a key component for all schools to support the design of their 2022 Annual Plan and their Explicit Improvement Agenda. 10. The HealthCheck provides HR, Wellbeing, Student Learning data, financial, diversity & inclusion as well as contextual data (ICSEA, NCCD, EAL/D, First Nations) to support schools in where to strategically focus resources based on the data presented. 11. All BCE school leaders and system leaders have access to and engaging with the HealthCheck and PowerApp.
School Improvement and Health Check	The Brisbane Catholic Education (BCE) Strategic Plan (2021-2025) identifies the need to design a new school improvement framework that supports organisational priorities and to introduce a quarterly HealthCheck for each school. Engage experienced Principals as Panel Chairs for multiple School Reviews as a means of developing their insight into quality schooling and school improvement issues.	Launch a quarterly HealthCheck process for schools. **Achieved – see Point 1** Train Senior Leaders and Principals in HealthCheck processes and linkages to the	HealthCheck data is available each term for every school. (n of schools greater than 95%) **100% Achieved – see Point 7** Health Check data is available for interrogation and	1. All BCE school leaders have access and actively engaged in the use of the HealthCheck along with BCE System Leaders 2. Multiple training and feedback sessions offered both face to face and online to Senior Leaders/System Leaders and Principals and leadership teams.

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		improvement agenda of each school and the organisation. **Achieved – see Point 2** Set each quarterly HealthCheck focus in response to emerging trends and needs and refine the process on basis of experience. **Achieved – see Point 3** Develop a BCE Curriculum Compliance Guide (P-12) **Achieved – see Point 4** Introduce and refine the Curriculum Compliance Audits process. **Achieved – see Point 5** Introduce and use of a refined School Improvement Tool	analysis within the BI Tool for school and system leaders to inform future planning and improvement. (n of schools greater than 95%) **100% Achieved – see Point 8** Curriculum Compliance Audits identify the extent that schools are compliant with the curriculum and any risks areas. **90% Achieved – see Point 9** Curriculum Compliance Audits identify further improvement opportunities – name top three. **100% Achieved – see Point 10** Availability of a School	3. Termly review/update of key data sets/compliance questions 4. Template designed to supports schools in curriculum compliance 5. Curriculum compliance audits conducted both through NSSAB compliance reviews (Strategy & Governance) and Primary Learning Leaders and Curriculum leaders' workshops run by the Learning & Teaching, Learning Services team 6. Currently all BCE schools are undergoing a School Improvement review using the National School Improvement tool. Data to support evidence across domains is drawn from the HealthCheck, Compliance data and the BCE priorities. 7. All BCE schools have their school HealthCheck available through the PowerBI platform across each term of 2021

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		which draws upon School HealthCheck, Curriculum Compliance data and BCE Organisational Priorities. **Achieved – see Point 6**	Improvement tool which allows for incorporation of BCE priorities over time. **100% Achieved – see Point 11** Incorporation of School Improvement, Compliance and Health Check data in the BI Intelligence tool in support of future improvement actions (report achievement of number of those planned by end 2021). **100% Achieved – see Point 12**	8. All BCE schools have access to their HealthCheck data through the PowerBI platform 9. Curriculum Compliance audits are currently being finalised which are identifying areas for further development to ensure whole school curriculum plans are compliant 10. Top three opportunities for improvement include: • Applying the Australian Curriculum achievement standards against the A – E five point scale or equivalent • Articulate school moderation processes to quality assure teacher judgements • Differentiation to ensure all students are stretched and challenge with multiple opportunities to succeed 11. Use of the School HealthCheck along with the National School improvement tool to support school improvement. All schools, as part of their 2022 annual planning, will include a learning &

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				teaching Explicit Improvement Agenda to target a specific area/focus 12. Key developments include: • School Improvement review reports have findings and recommendations captured into the PowerBI platform to identify key themes system findings and insights from individual school findings and recommendations • Compliance reviews capture findings into the PowerBI platform to track system compliance issues/risk system trends • HealthCheck captures key data sets across all BCE enterprise systems into the PowerBI platform

Religious Institute/Public Juridic Persons Catholic School Authorities

This group represents Religious Institute (RI) and Public Juridic Persons (PJP) school authorities. There are 9 RI school authorities which are schools that are run by a religious order of priests, brothers or nuns. There are 8 PJP school authorities that are run by church-based incorporated bodies which are legal entities under canon law. While some PJP authorities are schools, Edmund Rice Education Australia (EREA) operates 21 schools and is run by the Congregation of Christian Brothers in Australia. In total, there are 37 RI/PJP schools represented by 16 school authorities.

RI/PJPs operate as their own Catholic School Authority and do not fall under the governance of a diocesan office. Since August 2019, RI/PJP schools have elected to pool their allocation of NGRSF funding and for QCEC to support and administer this funding on their behalf, in line with priorities identified by the RI/PJP Education Committee. All RI/PJP schools have the opportunity to engage in projects facilitated by this allocation of funding.

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Nationally Consistent Collection of Data on Students with Disability (QCEC led)	RI/PJP School staff are supported to engage in both central QCEC led NCCD project activities, RI/PJP specific NCCD activities and school specific NNCD activities. The NGRSF funds also support the engagement of two Inclusive Education Consultants to work across RI/PJP school clusters to support school staff to improve collection of data to support the NCCD. School staff will be supported by the RI/PJP Inclusive Education Consultant and the RI/PJP Inclusive Education Consultant's assistant.	Improved understanding of the NCCD across school leaders, class teachers and Learning Support specialists. **Achieved – see Point 1** Consistent, quality practice across our schools in terms of evidence collection and collation, and decision making about level of addressed need. **Achieved – see Point 2**	Preliminary NCCD data will closely match the actual data from Queensland Catholic schools' levels of adjustment and categories of disability reducing the number of queries from the Australian Government Department of Education. **100% Achieved – see Point 4** Audits of schools' NCCD find appropriate evidence for NCCD decisions.	1. 53 classroom teachers, learning support teachers, school counsellors, school leaders, speech pathologists, teaching assistants and other staff members from RI/PJP schools attended NCCD training facilitated by QCEC designed to improve the understanding of NCCD. 92% of survey respondents reported a high level of understanding of the NCCD following the training. 2. All RI/PJP schools made decisions about the level of addressed need prior to the census submission, informed by evidence collected and collated. Schools have established NCCD teams

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		On-going improvement in NCCD related systems and processes across all schools. **Achieved - see Point 3**	**100% Achieved – see Point 5** 70% of participants at training workshops feel more confident implementing the NCCD. **94% Achieved – see Point 6** 60% of teachers who participate in moderation report feeling more confident in their recommendations. **142% Achieved – see Point 7** 60% of Catholic schools who engage in a facilitated NCCD reflection and planning session report increased confidence with developing an NCCD action plan. **167% Achieved – see Point 8**	as a process of continuous improvement. 3. All schools received a direct distribution of NGRSF funding proportionate to school enrolments, to fund school-based activities to support the ongoing improvement in NCCD related systems and processes in schools. Schools reported that the funding assisted to undertake a number of activities to support staff, including professional development activities (i.e. full-day professional development around understanding various disabilities and strategies to use within the classroom setting; or specialist training in autism and dyslexia), or support the employment of specialist staff to assist teaching staff (i.e. speech therapist, occupational therapist, learning support teachers, Autism QLD specialist, project specialists). The RI/PJP Inclusive Education Consultant continued to work across all RI/PJP schools to provide additional support and was supported by an assistant recruited in 2021.

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				4. Preliminary NCCD data closely matched the final data submitted as part of the census, with 0.4% variation within EREA schools and 0.8% change in RI/PJP schools between the preliminary submission and the actual data.

5. 100% of schools (3 in total) that had a post enumeration on 2020 data were found to have appropriate evidence for NCCD decisions.

6. 66% of survey respondents indicated increased confidence with implementing the NCCD.

7. 85% of survey respondents indicated they were more confident in their recommendations of level of adjustment and category of disability.

8. 100% of survey respondents following the NCCD reflection and planning session reported increased confidence in developing an NCCD action plan. |

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NAPLAN Online (QCEC led)		Engagement with QCEC led activities **Achieved**	Engagement with QCEC led activities **100% Achieved**	23 RI/PJP schools engaged in a range of QCEC led and supported activities including: • Refresher (national protocols) training • Practice testing including Coordinated Practice Test • NAPLAN Online Readiness Forum • School Readiness Test (SRT) training and events • QCEC Online Assessment Virtual Symposium.
HALT (QCEC led)	This project provides support for staff in RI/PJP schools looking to achieve Highly Accomplished or Lead Teacher (certification) through the provision of HALT Applicants networking events Recruitment of a HALT Support Consultant The HALT Support Consultant will work across all RI/PJP schools to raise the profile of HALT Certification, improve understanding of HALT Certification processes, and assist schools to support teachers seeking certification.	Recruitment of a HALT Support Consultant to support teachers in RI/PJP schools seeking certification **Achieved** Provision of networking events to support RI/PJP teachers seeking HALT certification **Achieved – see Point 1**	Improved understanding of the HALT certification process in RI/PJP schools **100% Achieved – see Point 2** HALT Applicants benefit from the support offered by other applicants **100% Achieved – see Point 3** HALT Support Consultant works across RI/PJP schools to raise the profile of HALT	1. Following from the 2020 networking event for RI/PJP Schools, QCEC provided a networking event for RI/PJP aspirants intending to submit a portfolio in June 2021. These were supported by certified teachers to share their experiences. Such events built a network of aspirants within the sector. For the 2021/2022 certification cycle, four Online Introductory Sessions attracted enrolments of twenty-one RI/PJP teachers. In-Depth Workshops (online and face-to-face) resulted in twenty-three enrolments, and RI/PJP aspirants were welcomed into Diocesan In-Depth

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			Certification, and increase support for HALT applicants **100% Achieved – see Point 4**	Workshops to enable networking opportunities. Individualised RI/PJP sessions for teachers from these schools have been held with the RI/PJP Consultant visiting schools to meet with certification aspirants. 2. The RI/PJP Consultant has contacted and/or visited twenty-five Queensland RI/PJP schools to meet with Leadership teams and aspiring HALT applicants to promote and build understanding of the certification process. Building school leader understanding of the scope of support required for aspiring teachers has been enabled and enhanced through hosting certification guest speakers at three of the RI/PJP Principal meetings. 3. The RI/PJP Consultant facilitated two (online) collaborative groups, providing networking opportunities for potential applicants to share best practice and conduct evidence collection discussions. Group 1 meets weekly and has nine

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				members. Group 2 meets fortnightly and has seven members. Members of these groups reported that they found the collaborative groups helpful, particularly in terms of engaging with and understanding the intent of the Descriptors of the Australian Professional Standards for Teachers (APST) at the Highly Accomplished and Lead Teacher career stages. 4. The RI/PJP Consultant provided support through a number of avenues: Direct communication and support with fifty teachers considering Certification. Of these, twenty teachers have sought further engagement with the RI/PJP Consultant. Following contact with teachers a subsequent survey of these twenty teachers was conducted, resulting in 100% of respondents reporting that they had been supported by the Consultant in their Certification journey. Facilitation of a TEAMS site, where applicant resources are frequently updated.

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				Hosting full day Professional Development (PD) workshops and one-hour workshops. Feedback from the PD showed that all respondents felt the PD increased their professional knowledge (with 45% reporting it increased their professional knowledge 'a great deal', that all respondents left the session with specific strategies they would be embedding into their future practice, and all respondents reported they were likely to pursue certification at some point in the future. All survey respondents also stated they would recommend colleagues attend a similar PD session.
Middle Leadership Development Program	This project is the result of a collaborative partnership between the Queensland Catholic Education Commission (QCEC), the Global Learning Centre and the Queensland Education Leaders Institute (QELi). The program is focused on developing visionary Catholic education leaders in Queensland Catholic secondary schools. The program will develop and enhance leadership capabilities, twenty-first century global competencies and evidence-informed practice using action research to improve	Support up to 25 middle leaders and aspiring middle leaders (per cohort) to build leadership capabilities and global competencies. **Achieved – see Point 1**	More than 60% of participants report improved confidence, capabilities and competencies leadership to influence strategic priorities and classroom practices. **153% Achieved – see Point 2**	1. 54 RI/PJP middle leaders and aspiring middle leaders were supported to build leadership capabilities and global competencies. 24 participants commenced the QELi and Global Learning Centre *Leadership Development Program* in February 2021, which had been postponed from 2020. 26 participants commenced the QELi *Middle Leadership Development Program* in March 2020. Four participants commenced the QELi

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	student outcomes and lead positive change in schools and communities. The program will equip middle leaders with the knowledge and capabilities in leadership and global competencies to foster school cultures that are responsive to the compelling realities of a globalised world. The program is aligned to AITSL's Australian Professional Standards for Principals and the Leadership Profiles. The target audience is aspiring and current middle leaders and includes: • Teachers who hold an acting middle leader or coordinator position. • Middle Leaders who are aspiring to Senior Leadership.		More than 60% of participants surveyed report that they understand how to weave global competencies in curriculum planning and teaching. **112% Achieved – see Point 3** More than 60% of participants report they learnt strategies for how to build trust. **167% Achieved – see Point 4**	*Leadership for Middle Leaders* program in April 2021. 2. Of the survey respondents, 100% reported the course helped them to feel more confident in their leadership capabilities, 94% reported the course developed their competencies in leadership, and 83% reported the course developed their ability to influence strategic priorities. 3. Of the 54 course participants in 2021, only 44% were enrolled in the QELi and Global Learning Centre *Leadership Development Program* which featured a specific focus on global competencies. Of the participants in this course, 67% of survey participants reported the course had improved their understanding of using global competencies in curriculum planning and assessment. 4. 100% of survey respondents reported that the course had taught them strategies on how to build trust.

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Amplifying Student Voices – Pivot Student Engagement Tool	Collect data on student perceptions and teaching effectiveness over time to provide a line of sight between individual teachers, school leaders, school authorities and QCEC on the effectiveness of teacher practice and strategies for continual improvement. Enable teachers to receive direct feedback on the effectiveness of their teaching through student surveys. The survey results are private to the individual teacher but available at an aggregate level for school and system leaders. A range of resources are also provided to assist teachers in how to unpack the results of the survey and continually improve the effectiveness of their teaching. It is aligned with the AITSL Professional Standards for Teachers. The funding will support approximately 165 teachers to use the student perception tool with their students.	Data available on student perceptions. **Achieved – see Point 1** Bespoke reports available for Catholic school staff and school authorities. **Achieved – see Point 2** Teachers build deeper understanding of their strengths and areas for professional growth. **Achieved – see Point 3** School leaders have access to aggregated data on teacher effectiveness. **Achieved – see Point 4** School planning is informed by the voice of students. **Achieved – see Point 5**	Teachers can access tools to generate data to inform their professional development. **100% Achieved – see Point 6** School leaders have data to inform school planning. **100% Achieved – see Point 7** More than 60% of participants report an increased preparedness to use data to inform teaching practices. **100% Achieved – see Point 8**	1. 187 teachers from six RI/PJP schools used the Pivot Student Perception Survey to gain confidential, evidence-based feedback about their classroom practice by surveying 6,871 students. Feedback from the surveys provided insights into student perceptions of teacher practice closely linked to the AITSL Teacher Standards. School leaders were provided with aggregated data to give insights into the strengths and development priorities of their staff. 2. Pivot presented a Cluster Report to QCEC at the end of each survey round, which provided the aggregated results from the surveys and a sector-wide view of the feedback from the survey rounds. A de-identified version of this report was presented at an RI/PJP Principals meeting in August 2021. 3. Teachers were able to build a deeper understanding of their strengths and areas for professional growth through the survey results which were aligned to the AITSL teaching standards. As many

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				teachers engaged in two rounds of the survey in 2021, they were able to compare survey results to gain a more wholistic view of their professional growth over time. 4. Participating school leaders were provided with an opportunity to undertake a Coaching Call at the end of each survey round, in which the report from the survey was presented (3 out of 6 schools opted for the coaching call). School leaders also received an overview of the Round One Cluster Report at the August RI/PJP Principals meeting, which included the aggregated survey results from all participating schools. 5. Schools have been able to schedule focused Professional Development sessions to target areas for improvement identified through the survey cycles, to ensure the needs of students communicated in the feedback is addressed.

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				6. Teachers were given the opportunity to participate in a coaching call to understand the feedback from the survey. Teachers were also given access to a number of tools to assist them to use the data to inform their professional development including a reflection sheet, planning sheet for the next steps (which outlined both what the teacher can do individually, and what can be done including the broader class and school network). 7. Participating schools were provided with the results from the survey cycles which provided areas to focus improvement measures in to inform planning. The feedback provided was closely aligned to the AITSL Teaching Standards, allowing them to schedule further professional learning opportunities to target key areas. 8. Participants and school principals reported an increased understanding and engagement with data to inform teaching practices. This positive response from participants has resulted

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				in 2022 funding also been committed to this activity.
Improving School Governance	This project will deliver bespoke training and development for school boards, chairs and principals that will target gaps in members knowledge and expertise.

The training will assist up to 34 participants to clearly understand their roles and responsibilities, their areas of interaction and how they can collectively contribute to the success of their school and the resources available to them.

The program of professional learning will include a focus on strategic planning and strategic risk management – evaluating the allocation of resources, adjusting strategy based on changing conditions, engaging with innovation – and managing the risk of principal/leadership burn-out. | High quality governance training is achieved for school boards, chairs and principals
Achieved – see Point 1

School boards, chairs and principals are equipped with the knowledge to effectively perform their role in charting the directions of their schools
Achieved – see Point 2 | 80% of participants report the training clearly defined the roles of the principal, the Board Chair and the Board.
125% Achieved – see Point 3

80% of participants report they understand the difference between the day-to-day administration of school affairs and school governance.
125% Achieved – see Point 4

70% of participants report they feel more confident about contributing to the future of their school. | 1. 33 attendees comprising of school principals, senior school leadership and board members from eight RI/PJP schools attended a training day on the 15th of June 2021 delivered by *Board Matters*. Participants completed a pre-workshop survey which allowed the course to be specifically tailored to the needs of participants. The course focused on the roles, responsibilities and relationships between the Principal, Chairs and School Board.

2. 100% of post-workshop survey respondents reported that School Boards, Chairs and Principals were equipped with the knowledge to effectively perform their role in charting the direction of their schools.

3. 100% of survey respondents reported that the training clearly defined the roles of the Principal, the Board Chair and the Board. |

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			142% Achieved – see Point 5	4. 100% of survey respondents reported understanding the difference between the day-to-day administration of school affairs and school governance. 5. 100% of survey respondents reported feeling more confident about contributing to the future of their school.
Engaging Parents	This project will provide support to Catholic schools for building parent-school engagement through school events that could also include community and/or industry. Schools led parental engagement activities in recognition that both parents and teachers play an important role developing positive attitudes towards learning and education for children, building their motivation and confidence as learners, and fostering their enjoyment of learning. There is strong evidence linking parent engagement with academic outcomes and engagement with learning.	Parents attend school organised parental engagement activities. **Achieved – see Point 1** Parents receive resources and information about how to engage **Achieved – see Point 2** Schools organise a range of parent engagement activities relevant to their students and school community. **Achieved – see Point 3**	90% of schools report they organised and delivered parent engagement activities. **111% Achieved – see Point 4**	1. Schools reported a high level of engagement from their parents in the various activities utilising Parent Engagement funding. 2. Some schools used their funding to provide specific resources to parents such as an online resource subscription to support their parents, a School TV resource or an Easy English Fact Sheet to support parents to engage with the school. 3. All RI/PJP schools hosted at least one parent engagement activity in 2021 to assist in building parent engagement with their school. Activities included events such as family days, year level

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	Parent engagement activities could take the form of school-based events, (e.g., themed information sessions, cultural celebrations, guest speaker events) targeted communications and development of websites.			BBQs, Grandparents Morning Teas, trivia nights, etc.; as well as guest presenter evenings focused on themes such as positive parenting, supporting parents of boarders, positive psychology coaching and workshops, education on drugs and alcohol challenges with teens, consent, setting boundaries, cyber safety, supporting children with dyslexia, and Autism and Dyslexia awareness sessions.

4. 100% of RI/PJP schools reported hosting at least one parent engagement activity in 2021. |
| **School Improvement – School Reviews** | This project will support school leaders to engage with two-day training provided by the Australian Council for Education Research (ACER) on the nine domains of the National School Improvement Tool (NSIT). Engagement with this training will assist school leaders to evaluate their school against the nine domains from the NSIT and assist in supporting a full School Review.
The training will be provided for a minimum of 20 participants, and funding will cover course costs, venue and catering, and TRS claims. | Multiple school leaders from schools engage with the two-day training to identify key areas for school improvement from the National School Improvement Tool **Achieved – see Point 1**

Improved understanding of the nine domains of the | 100% of participants indicate that the course supported School Improvement Processes **100% Achieved – see Point 3**

80% of participants indicate that they understand how to use the National School Improvement Tool to | 1. 53 schools leaders attended training on 10 and 11 of June on the National School Improvement Tool, hosted by ACER; and a further 32 school leaders attended training on 1 and 2 September. The training focused on teaching participants an understanding of the tool and the skills required to undertake an evaluation of their school.

2. 97.6% of post-workshop survey respondents reported that the course |

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		National School Improvement Tool **Achieved – see Point 2**	support school improvement **113% Achieved – see Point 4** School leaders identify key areas and resulting actions following the training to focus school improvement initiatives **100% Achieved – see Point 5**	had provided a good overview of the National School Improvement Tool. 3. 100% of survey respondents reported that the course supported school improvement processes. 4. 90.5% of survey respondents reported having an understanding of how to use the National School Improvement Tool to improve their school. 5. 100% of survey respondents indicated the actions their school planned to take following the course. Some actions identified included engaging with an external review of the school by ACER, performing an internal review of existing school improvement processes to better align them with the NSIT model, reassessing their explicit improvement agenda and strategic plans, commence collecting specific data to inform their next steps using the NSIT tool, and enrolling further school leadership members in training in the NSIT.

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Improving Data Literacy	This project will support school leaders and staff develop their ability to use data tools and frameworks to inform planning and development in their schools. The project will see a standard course hosted by the Australian Council for Education Research (ACER) on *Improving Data Literacy* tailored to suit the specific needs of RI/PJP schools; including the addition of face-to-face workshops and webinars to support engagement. The training provided will be for a minimum of 20 participants, and funding will cover course costs, venue and catering and TRS claims.	Increased understanding of data to support school improvement processes. **Achieved – see Point 1** Increased use of data to inform decisions and future planning. **Achieved – see Point 2**	100% of participants report feeling more confident using data to inform their practice **100% Achieved – see Point 3** Participants are better equipped to use data to inform their planning and decision-making. **100% Achieved – see Point 4**	1. 19 teachers from nine RI/PJP schools completed the ACER *Using and Interpreting Data in Schools* course. This course was adapted to facilitate a face-to-face session and a mid-course webinar in which participants could work together to build relationships, progress course modules and network. 2. 100% of post-course survey respondents reported increased ability to use data to inform decisions and future planning. 3. 100% of survey respondents reported feeling more confident using data to inform their practice. 4. 100% of survey respondents reported feeling better equipped to use data to inform decision-making and future planning.
School Improvement – Inclusive Schools	This project provides the opportunity for teachers and school leaders to engage with a variety of professional development courses to support Inclusive Education. Opportunities available to staff include a course called *Leading for Inclusive Education*, which	Teachers and School Leaders engaging with the *Leading for Inclusive Education* course attend face-to-face workshop days, engage with	Participants completing the *Leading for Inclusive Education* course design and implement a Leadership Challenge Action Project in their	1. 44 teachers from 22 RI/PJP schools participated in the *Leading for Inclusive Education* course. This course was specifically designed by QCEC, QELi and the RI/PJP Inclusive Education Consultant to strengthen the

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	was developed in partnership between the Queensland Education Leadership Institute (QELi), QCEC and the Inclusive Education Consultant of RI/PJP schools. The course aims to improve participant's understanding of Inclusive Education and develop their leadership skills and ability to develop a whole school inclusive culture. Staff are also able to engage with a variety of courses focused on Inclusive Education hosted by the Queensland University of Technology (QUT). Funds for this project support the design and delivery of the QELi course and engagement with QUT courses, as well as associated costs such as venue, catering and TRS.	Webinars and learning activities, and complete a Leadership Challenge Action Project in their own school contexts. **Achieved – see Point 1** Teachers and school leaders engaging with professional development opportunities through QUT receive course materials and resources to support Inclusive practices in their school context. **Continuing – see Point 2** Teachers and School Leaders are supported to identify barriers and enablers to Inclusive Practices in their own school contexts **Achieved – see Point 3**	school contexts, designed to strengthen the inclusive culture of their school community. **100% Achieved – see Point 4** 80% of participants indicate that their chosen course supported leaders within Catholic schools to develop a whole school inclusive culture that will teach students, in their development as citizens, about the importance and value of inclusion **125% Achieved – see Point 5** Participants receive tools to embed an inclusive culture that demonstrates collaborative approaches to achieving inclusion **100% Achieved – see Point 6**	capabilities of school leaders in inclusive practices, by stretching participants in their leadership skills and exploring the knowledge, skills and confidence required to lead and develop others for effective inclusive school communities. This course commenced in June 2021 and participants will complete the course in February 2022. 2. A contract with Queensland University of Technology (QUT) was entered in 2021 for 11 teachers to undertake a Graduate Certificate in Education (Inclusive Education) commencing in 2022. This course will provide them with the materials, resources and knowledge needed to strengthen their inclusive practices. 3. All RI/PJP schools have been actively supported by the RI/PJP Inclusive Education Consultant to identify barriers and enablers to inclusive practices in their own school contexts. Additionally, school leaders with the *Leading for Inclusive Education* program specifically focused on barriers to

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				inclusive practices in their context and identified ways to address these through their Leadership Challenge and Action Project. 4. All participants in the *Leading for Inclusive Education* course completed a Leadership Challenge and Action Project, the results of which were presented to peers and school principals during the face-to-face day on 29 November 2021. Participants had the opportunity to reflect on other people's presentations to provide advice on additional steps that could be taken to continue the project in 2022 and provide feedback on how they felt this would have strengthened the inclusive culture of the presenter's school. 5. 100% of participants in the *Leading for Inclusive Education* who completed the post-workshop survey indicated that the course supported school leaders within Catholic schools to develop a whole school inclusive culture that will teach students, in their

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				development as citizens, about the importance and value of inclusion. 6. 100% of survey respondents reported receiving tools to embed an inclusive culture that demonstrates collaborative approaches to achieving inclusion. The tools provided ranged from tools to assist their management and leadership processes to strengthen inclusion and expanding their awareness of the legislative requirements for inclusive practices, family perspectives and experiences of inclusion, and an understanding of inclusion through history (including the medical model) in order to strengthen today's practices.
Support for Governance and leadership in Catholic schools for Principals – continuation of 2020 project	The *Leading with Integrity for Excellence: Governance for Catholic Schools* (LWIE) Program is a continuation of the 2020 program that was postponed due to the impacts of Covid-19. Funds for this project will be used to support the completion of the 2020 Cohort from RI/PJP schools through the provision of venue and catering for the face-to-face workshop days throughout the course.	Principals and Aspiring Principals from the 2020 LWIE cohort are supported to complete their program. **Achieved – see Point 1**	The 2020 LWIE cohort are provided with the required venue and catering to facilitate the completion of the LWIE course. **100% Achieved**	1. 39 principals and aspiring principals from RI/PJP schools completed the *Leading with Integrity for Excellence* program and received a certificate in 2021.

1. Project Title	2. Description	3. Expected Outcomes/Overall Achievements Achieved or Not Achieved	4. Indicators of Success % Achieved	5. Additional Activities or variations to agreed activities and/or any additional information on outcomes or achievements
Wellbeing Support	This project is designed to enhance the wellbeing of students through the provision of opportunities and resources to enhance parent and student engagement with schools through the use of the *Tell Them From Me* Survey. Results from the *Tell Them From Me* survey will assist schools to measure student's wellbeing, engagement, and teaching and learning. Results will be informed by surveys to students, parents and carers and teachers, pending how participating schools choose to structure their engagement with the tool.	Participating schools receive access to the survey tool, including the ability to add their own bespoke questions if desired. **Achieved – see Point 1** Participating schools have access to an initial introduction session on the tool as well as a 'deep dive' session to analyse the reports following the survey cycle. **Achieved – see Point 2**	Participating schools receive a report of the survey results following the survey cycle in Term Three, 2021. **100% Achieved – see Point 3** Participating schools indicate that they will use findings from the report to inform future planning to enhance student wellbeing. **100% Achieved – see Point 4** Data collected in 2021 can be used as a reference point for future data collections. **100% Achieved – see Point 5**	1. Four schools took up the opportunity to engage with the *Tell Them From Me (TTFM)* survey in 2021: two schools electing for student only surveys (years 7-12 and 5,7,8), with the other two schools electing to include parent and staff survey tools (years 5-12 and 8-10). One school withdrew from the opportunity, leaving three schools who rolled out the survey. Of the three schools who participated in the survey, one school added their own bespoke questions. 2. A deep dive whole day session occurred on 3 September which provided support to schools in understanding the data generated via their roll out of the survey measures. 3. Participating schools received a report detailing survey results towards the end of Term 3. The report grouped results according to social-emotional outcomes, academic outcomes, drivers of student outcomes, transition back to school, demographic factors and some custom measures designed by QCEC.

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				4. Schools were provided with access to interactive charts that provided the opportunity for schools to drill down into their data and explore the data according to specific demographics, thus identifying those cohorts that may require focused attention into the future. The capacity to compare with TTFM (national) norms and replica/similar schools provided additional information that may inform next steps. 5. While funding in the 2022 NGRSF has not been specifically allocated to supporting schools to engage with the TTFM survey in 2022; schools who participated in 2021 are able to use their data as a reference point for other wellbeing measures, they consider for 2022.

Catholic Education Diocese of Rockhampton

1. Project title	2. Project description and activities	3. Expected outcomes/ Overall achievements Achieved or Not achieved	4. Indicators of success Add the target % achieved	5. List any additional or variations of Activities undertaken/Achieved outcomes
Nationally Consistent Collection of Data on Students with Disability (QCEC central and Rockhampton activities)	Training: one day course to build understanding of NCCD purpose, processes and systems (TRS: 39 schools x 3 teachers x $500 = $58,500) Within school moderation: time for teachers to collaborate to review folios, work towards consistency of judgement; one day per stream per school for within-school moderation (TRS: 90 days x $500 = $45,000) Across-school moderation: moderation of evidence folios to build consistent understanding of expected standards; half day x 3 teachers per school (TRS: 39 x 3 teachers x 0.5 days x $500 = $29,250) Reflection: Four-hour opportunity for teachers to review survey findings and plan next steps for ongoing improvement (TRS: 39 x 3 teachers x 1 day x $500 = $58,500)	Improved understanding of the NCCD across school leaders, class teachers and Learning Support specialists **Achieved - see Point 1** Consistent, quality practice across our schools in terms of evidence collection and collation, and decision-making about level of addressed need **Achieved** On-going improvement in NCCD related systems and processes across all schools **Achieved**	Reflection at the end of the 2021 NCCD cycle indicates improvement against the 2020 benchmark in terms of school NCCD teams, professional learning, processes related to evidence, and moderation. **100% Achieved – see Point 2**	1. Members of the Inclusive Curriculum team trained in the NCCD Leading Practice course delivered by QCEC. 2. 100% of the 15 areas surveyed by teachers across all schools showed an increase in the "highly effective" rating.
Project title: NAPLAN Online (QCEC central project)	Rockhampton Catholic Education staff will engage in the QCEC centrally led NAPLAN project activities.	All Rockhampton Catholic Education schools participate successfully in NAPLAN	Schools report satisfactory to high levels of understanding of NAPLAN Online protocols, guidelines and	

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	National Protocols training: to ensure widespread and accurate understanding of processes and requirements in all schools (TRS: 39 schools x 1 administrator x 1 day x $500 = $19,500)	Online **Achieved**	administration requirements **100% Achieved** Any problems (technical or process related) are identified and remedied **100% Achieved**	
Project title: Senior Assessment and Tertiary Entrance (SATE)	Forums designed to build teacher knowledge, understanding, skill in new syllabuses, content, and pedagogical approaches. The workshops may provide opportunities for pre-endorsement and pre-confirmation networking. Expert practitioners will be accessed to lead and facilitate teacher learning	Increased knowledge, understanding and confidence in the new Queensland Certificate of Education (QCE). **Achieved**	Endorsement events result in 80% of tasks endorsed in the first instance. **109% Achieved – see Point 1** Confirmation events result in reduction of extraordinary reviews. **Achieved – see Point 2** Teacher feedback indicates increased confidence in systems and processes. **100% Achieved**	1. In Semester Two 2021, 87.13% of assessment tasks were endorsed in the first instance. 2. In Semester One, 90.45% of assessment results were confirmed without change; in Semester Two 2021, this increased to 91.93% of assessment results confirmed without change, reflecting a reduction in reviews.
Project title: Early Years screening	TRS to support Pilot of Reading assessments for Prep; review and evaluation of Observation Survey; time for professional learning, assessments, analysis and planning to meet student learning needs; evaluation of impact.	Increased teacher knowledge of Early Years reading assessments. **Achieved**	Semester two Developmental Reading Assessment testing indicates improvement on past Prep trends.	1. In 2020, 37% of Prep students were below expected reading level. In 2021, there was a slight reduction with 35% of Prep students below expected reading level.

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		Assessment informs improved and effective instructional practice in pilot schools. **Achieved**	**100% Achieved – see Point 1** Observations of and reports from teachers indicate transfer of professional learning into daily practice. **100% Achieved – see Point 2**	2. The Observation Survey was not used. It was decided instead to maintain a focus on the Developmental Reading Assessment. We released a discussion paper on early reading; and provided expertise to help teachers analyse reading data in order to inform instruction.
Existing and aspiring school leaders	Leadership Gathering (guest presenters: $8,000) Two QELi courses: Middle Leaders Online course and Difficult & Professional Conversations course ($57,000) Project Officer to support Early Career, HAT and Lead teacher development. Our leadership pipeline depends on recruiting and supporting new teachers. The strategy has resulted in good outcomes in 2020 and will be continued ($93,000).	Existing leaders will be well supported, sharing a common sense of purpose and strong awareness of system wide priorities and processes. **Achieved** Existing and aspiring leaders will develop Open to Learning conversation skills; these skills and dispositions will enable leaders to engage with greater confidence in school improving	Evaluation of Leadership Gathering will indicate satisfaction with system directions. **100% Achieved** Participants in QELi Middle Leaders course will indicate satisfaction with course outcomes and will each develop a plan for ongoing improvement in their leadership skill. **100% Achieved** Professional and Difficult Conversations course will be offered in four	1. 91.6% of participants in the Bundaberg cohort of QELi Professional and Difficult Conversations course were "very satisfied" with the quality of the course. 100% of the Bundaberg, Emerald and Mackay cohorts would recommend the course to others**.**

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		conversations. **Achieved**	locations with strong participation from existing and aspiring leaders. **100% Achieved** Professional and Difficult Conversations course evaluation will indicate strong levels of satisfaction with the course and skill development. **100% Achieved – see Point 1**	
School Improvement Processes	National School Improvement Tool (NSIT) reviews: engagement of ACER to lead seven three-day reviews; one-day training workshop in October; travel, accommodation and catering for Rockhampton co-reviewers.	NSIT reviews influence on-going school improvement by identifying areas for future focus in each school. **Achieved** Increased sense of accountability and responsibility for implementing specific improvements. **Achieved**	Seven reviews completed. **100% Achieved** Reports disseminated to CEDR Leadership Team. **100% Achieved** Reports used by the school to support development of strategic plan. **100% Achieved** Reports used as part of the evidence in successful	

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			Non-State Schools Accreditation Board accreditation processes. **100% Achieved**	
Rural/remote student wellbeing	Counselling: services provided by Royal Far West for students at Biloela, Monto, Blackall, Barcaldine, Longreach, Springsure and Clermont	Students respond positively to the counselling provided **Achieved** Increased sense of resilience and enhanced ability to self-regulate behaviours **Achieved**	Counselling services delivered as needed to seven rural/remote schools **100% Achieved** Principals report high levels of satisfaction with quality of counselling services provided **100% Achieved**	

Diocese of Townsville Catholic schools

1. Project title	2. Project description and activities	3. Expected outcomes/ Overall achievements Achieved or Not achieved	4. Indicators of success Add the target % achieved	5. List any additional or variations of Activities undertaken/Achieved outcomes
Project title: NAPLAN Online (QCEC central project)	Townsville Catholic Education staff will engage in the QCEC centrally led NAPLAN project activities and in-school readiness activities to prepare staff and technology. In 2021, 12 schools are targeted to transition to NAPLAN online and will be required to undertake National Protocols Training to school readiness.	School Principals and school NAPLAN coordinators will be well informed to ensure the smooth transition to NAPLAN online in 2021. **Achieved**	Representatives from schools which are transitioning to NAPLAN online in 2021 will attend the school readiness training. **100% Achieved – see Point 1** School staff will be well prepared for conducting NAPLAN in an online environment in 2021. **100% Achieved**	1. 10 Principals and 23 NAPLAN Coordinators participated in the NAPLAN Online training sessions provided by QCEC in order to prepare for their school's transition to NAPLAN online in 2021.
Highly Accomplished and Lead Teacher (QCEC central project)	This project will support Townsville Catholic Education staff to engage in the QCEC led project activities. Teachers will be supported to be well informed regarding application into the Highly Accomplished Teacher (HAT) and Lead Teacher (LT) certification processes. Ongoing support will be provided for those teachers to undertake the development of their portfolio to enable them to be participate successfully in these certification processes.	Teachers will participate in QCEC led professional learning sessions in order to apply for HAT and LT in 2021. **Achieved – see Point 1** Teachers will be supported through the Townsville Catholic Education office during the application phase to	Teachers across the diocese will apply for HAT and LT. **100% Achieved** Up to 6 teachers will be successful in achieving certification to be a recognised a Highly accomplished teacher or a Lead Teacher.	1. Effective communication was provided to schools to invite teachers to attend the information sessions. Registrations were through the QCEC organised Eventbrite link. 2. TCE received confirmation of 12 teachers intending to apply for either Highly Accomplished or Lead Teacher. Each teacher received correspondence from the Executive Director outlining the support through

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		assist them to be well prepared for submitting their work portfolio for HAT or LT. **Achieved**	**0% Achieved – see Point 2**	the office and an allocation of TRS to support their completion of their portfolio for submission. Two teachers withdrew their intention to apply early leaving TCE with 10 teachers working on their portfolio. As the due date approached another 6 teachers withdrew from the process leaving 4 teachers to submit an application for either highly accomplished or lead teacher. TCE achieved having 4 teachers apply for either Highly Accomplished or Lead Teacher. TCE did not have any of the 4 teachers who submitted a portfolio for either Highly Accomplished or Lead Teacher achieve certification in 2021.
Early Years Literacy and Numeracy Data	Funding will be provided to enable up to 140 Early Years teachers to work with the Early Years Data Coordinator in effectively responding to the student learning data provided in Term One for students across Prep, Year One and Year Two.	The Early Years Data will be valued by teachers and used effectively in adjusting the teaching and learning to reflect the learning needs of the students in each year level. **Achieved**	Up to 140 teachers will know where their students are positioned in their learning in the areas of literacy and numeracy in the Early Years. **100% Achieved – see Point 1** Up to 140 teachers will be able to plan appropriate learning for the students	1. The Early Years data results were presented to teachers across Prep to Year 2 by the Early Years Coordinator and the school's speech pathologist. Teachers and Principals sit in on the feedback sessions and value knowing the progress of children in their class regarding literacy and numeracy learning. 2. All 140 teachers from the 25 primary schools across the diocese had the

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			in the lead up to the post testing in Term Four. **100% Achieved – see Point 2**	opportunity to engage with the Early Years data in February and again in October to know the level of progress each student had made in aspects of literacy and numeracy.
Townsville Catholic Education Registered Training Organisation Forums	The RTO and VET Manager for TCE will be establishing opportunities to meet with key industry personnel and VET providers to ensure the VET qualifications being offered to students in the colleges are addressing current and future needs.	The RTO and VET Manager is able to establish effective partnerships with industries and other VET providers across the diocese. **Achieved – see Point 1**	The RTO and VET Manager has a deep understanding of the current and future needs regarding VET offerings and qualifications and can identify what will be required for the future. **100% Achieved – see Point 2**	1. The TCE RTO and VET Manager met with key people in industry in Ingham, Burdekin and Mt Isa. 2. The RTO and VET Manager met with industry personnel in Townsville to gather information about future needs regarding qualifications. These include: Early Childhood and Care Certificate III qualification; and Education Support Certificate III qualification. New to the diocese in 2023 will be the Certificate II in Electrotechnology (Career Start).
NCCD	It is anticipated that 200 Townsville Catholic Education staff will participate in the QCEC NCCD project activities – training, moderation and reflection regarding the NCCD to upskill teachers and leadership on processes for the NCCD.	Improved validity of the data generated through this process. **Achieved** Improved understanding of the adjustments needed for students leading to	As per QCEC centrally led project indicators of success: The preliminary data will closely match the actual data from Queensland Catholic schools' levels of adjustment and	1. Accuracy of the preliminary data compared to actual data (0.7% variance) indicates validity of the data being generated. 2. Following NCCD training 70% of respondents answered with a high rating in response to rating confidence in planning, recording, and

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		better learning outcomes for students with disabilities. **Achieved**	categories of disability reducing the number of queries from the Australian Government Department of Education. **100% Achieved – see Point 1** Audits of schools' NCCD find appropriate evidence for NCCD decisions. **70% Achieved** 70% of participants at training workshops feel more confident implementing the NCCD. **100% Achieved – see Point 2** 60% of teachers who participate in moderation report feeling more confident in their recommendations. **100% Achieved – see Point 3** 60% of Catholic schools who engage in a	monitoring adjustments for students with disabilities (1 – no confidence to 5 – high confidence). 3. Following Moderation sessions 75% of respondents answered with high ratings of Fairly confident or Very confident in deciding the Level of Adjustment for Student 1 and Student 2. When deciding the Category of Disability respondents answered with high ratings of Fairly confident or Very confident, 66% for Student 1 and 91% for Student 2. 4. Following Reflection sessions 94% of respondents answered with high rating of Fairly confident or Very confident in developing a NCCD action plan.

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			facilitated NCCD reflection and planning session report increased confidence with developing an NCCD action plan. **100% Achieved – see Point 4**	
Boarding Schools Family Engagement	In Boarding Schools, community Engagement is a cornerstone of successful and safe operations. This project seeks to focus on support mechanisms and processes to enhance community partnerships and engagement to promote positive learning and well-being outcomes for students. Mechanisms include community visits, family visits to boarding colleges, and promotion and information activities. Processes to support this include communication and consultation strategies.	Support is provided to families, students and residential colleges to ensure there is effective communication. **Achieved** Positive learning opportunities and effective processes are developed which allow student outcomes to be realised. **Achieved** Outcomes will include: • Enhanced learning and wellbeing outcomes for students	Community visits to all communities of boarding students. **25% Achieved – see Point 1** Family visits and engagement at residential colleges. **100% Achieved** Provision of PD to staff in relation to cultural sensitivity and cultural safety. **100% Achieved** Development of impactful information materials and promotion	1. Due to staff contracting COVID and the incidence of COVID throughout 2021, the community visits scheduled could not be completed.

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		• Development of culturally safe practices • Improved communication • Reporting to families enhanced • Improved information provision. **Achieved**	events. **100% Achieved**	
Principal/System Leader Development	The project initiatives will support school leadership and school improvement by conducting professional learning programs which enhance current and aspiring leaders': • Knowledge of governance and risk management • Financial management skills • Long term school improvement and planning skills • Ability to lead others to support effective performance • Ability to contextualise school improvement to unique settings	Improved capacity of principals and leaders' skills in the areas of governance, planning, and school improvement. **Achieved** Improved financial literacy for school leadership to assist with informed decision-making.	Targeted participation rates in leadership development programs as follows: • Leading with Integrity for Excellence Program – staff new to principal and deputy principal roles in 2021. **100% Achieved – see Point 1**	1. There were 23 senior school and system leaders complete course modules including participants carried over from 2020. Feedback from participants was very positive. 2. This program was conducted in Mount Isa for the first time and participant numbers were increased to 26, of which there were 8 western and 18 coastal participants. Feedback was very positive, and the program will increase to three days in 2022.

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	Programs intended to be delivered include: • Leading with Integrity for Excellence Program • Aspirant Leaders' Program (Western Region) • St Teresa's College (Abergowrie) Bespoke Leadership Development Program • Middle Leaders' Program • QELI 7 Habits of Highly Effective Leaders Program • Finance Foundations for Principals	**Not Achieved – see Point 5** Improved skill levels and readiness of those aspiring to school leadership. **Achieved** Improved leadership capacity of Middle Leaders across Townsville Catholic Education secondary colleges. **Achieved**	• Aspirant Leaders' Program (Western Region) – 15 staff **100% Achieved – see Point 2** • Middle Leaders' Program – 35 staff **88% Achieved – see Point 3** • QELI 7 Habits of Highly Effective Leaders Program – 20 staff **75% Achieved – see Point 4** • Finance Foundations for Principals – 29 staff **0% Achieved – see Point 5** School leaders report having greater confidence to make evidenced based financial decisions and have a greater understanding of financial practices in schools.	3. There were 31 middle leaders who completed the "Leading from Within" Course. This was the first year this course has been conducted and the feedback was excellent. 4. Due to some participants contracting COVID only 15 participants completed this course in 2021. 5. Australian Institute of Company Directors (AICD) have been contracted (contract executed in 2021) to deliver AICD Finance for Director Course for school leadership. COVID has delayed delivery to March and May 2022. 6. 90% of Principals have enrolled to attend the course. A survey will be undertaken after the last course is delivered in May 2022 to evaluate school leaders' confidence to make evidenced based financial decisions.

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			0% Achieved – see Point 6	
Love Bites – Respectful Relationships Program	Love Bites aims to provide approximately 150 young people with a safe environment to examine, discuss and explore respectful relationships. All Love Bites programming takes a strength-based approach and views young people as active participants who are able to make choices for themselves and their relationships when supported with information and opportunity for skill development. This program provides facilitative support to school communities in rural and remote areas to enhance student wellbeing.	Love Bites education is focused on three critical areas for learning: • Knowledge: youth-led collaborative learning. • Attitudes: critical thinking and decision-making. • Behaviours: problem-solving and communication skills **Achieved**	Love Bites education will assist approximately 150 young people to: • Increase their knowledge through youth-led collaborative learning around appropriate and safe relationships. • Challenge attitudes through critical thinking and decision-making. • Develop safe and proactive behaviours problem-solving and communication skills. **100% Achieved**	In 2021, TCE facilitated Love Bites at five rural secondary schools. The program was facilitated with Grades 8, 10 and 12 students. In total, 359 students from those five rural schools engaged in the program. The schools who participated were: • St Catherine's Catholic College, The Whitsundays • Burdekin Catholic High School, Ayr • Columba Catholic College, Charters Towers • Good Shepherd Catholic College, Mount Isa • St Teresa's College, Abergowrie Each student that participates in the Love Bites program completes an evaluation form at the end of the program. The overwhelming feedback has been that students feel the program applies to real life and they can relate to the content. There is always a strong interest in consent and learning the legalities around this along with understanding how to ask for consent. Further comments from

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				students collectively suggest they love learning about healthy vs unhealthy relationships and can often identify situations they have found themselves in to be unhealthy following the sessions. Of note, St Teresa's College, Abergowrie is an Indigenous boys' college. Further, TCE trained three additional staff in rural schools to be able to deliver the Love Bites program on an ongoing basis.
Student Voice Project – PIVOT student engagement tool	This project will support 200 teachers and 3,000 students across Townsville Diocesan secondary colleges to participate in using the PIVOT student engagement tool to capture student voice in their delivery of learning and teaching.	Teachers will participate in having students complete an online feedback process regarding the impact of their teaching for student learning. **Achieved** The resulting survey information enables Principals and school leaders to work with teachers to identify areas of growth and	Teachers will have just-in-time data to assist them to identify areas of success, growth and development about their teaching. **80% Achieved** Teachers will be more receptive to undertaking professional coaching with school leaders to improve their teaching pedagogy. **80% Achieved**	154 (out of the anticipated 200) teachers took up a licence to enable their students to complete the Pivot Survey.

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		development in student learning, engagement and differentiation. **Achieved**		
Systemic Financial Reporting Suite	This project will develop a suite of system generated reporting that is standard across all schools. It will be developed in Townsville Catholic Education's financial management system (Technology One) and will enable school leadership to access timely financial information as needed to inform decision making, support financial sustainability and attend to financial governance requirements. For example, a financial dashboard/scorecard will be developed to provide Principals with real time snapshots of their school's financial performance including indicators for debtors and creditors, expenditure against budget and cash flow.	Financial resources are being expended on achieving the strategic objectives of the school (reflected in the school budget) **Achieved** School revenue streams are being appropriately managed in a timely and responsive manner (financial sustainability) **Achieved** Schools' suppliers are being managed in a timely manner (sustainable supply chain management) **Achieved** Schools' cash balances are sufficient to meet the future requirements	Development of a suite of standard financial reports relevant to school contexts. **100% Achieved** Principals have access to relevant and timely financial information. **100% Achieved**	Dashboards for schools have been developed in the areas of: • Purchasing and Accounts Payable • Accounts Receivable Reports have been developed to measure financial performance (actuals and committals v budget) at a: • Whole of school level • School department level

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		of the school financial sustainability). **Achieved**		
Strategic Asset Management Plan	This project will develop a strategic asset management plan that will provide strategic direction and guidance to school leadership teams in terms of managing school infrastructure. The strategic asset management plan will focus on the sustainable management of assets that have resulted from significant capital investment in schools. It is likely that future phases of work after the development of the strategic asset management plan will include: • The implementation of a system to assist with managing reactive, planned and preventative maintenance. • Information that supports decision making regarding asset repairs versus asset replacements thereby enabling responsible investment.	Development of a plan that will ensure the long-term sustainability of our built environment. **50% Achieved** Improved support for Principals in planning for asset replacements. **Not Achieved**	Development of a System wide strategic management plan. **50% Achieved** System is implemented across all Townsville Catholic Education systemic schools. **0% Achieved**	Asset Sustainability Strategy has been developed. A Strategic Asset Management Plan is the first body of work to be completed under this plan. A consulting engineer was contracted in 2021 to commence this work in March 2022. No work has commenced on a system for asset management as it is dependent upon completion and endorsement of the strategic asset management plan.
A Culturally Responsive Pedagogy of Difference	To employ Indigenous Education Teachers for Terms 4 2021 to revise *Pedagogy of Difference* culturally responsive pedagogies study (JCU 2016) and transform recommended JCU Pedagogy of Difference	Employment of two teachers from the TCE system with quality Indigenous Education teaching and learning experiences. **Achieved – see Point 1**	High quality outcomes: human resource, learning and teaching resources **100% Achieved** Design of effective PoD Framework	1. Employment of two full-time teachers with Indigenous Education experience for 10 weeks (Term 4) tasked with updating research findings and developing resources. 2. Development of TCE Pedagogy of Difference Framework, online

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	(2016) strategies into High-impact teaching Resources and PD tools for classroom teachers of Indigenous students. To engage a data expert to collect, track, analyse and produce IE data information for TCE and school leadership teams Activities include: • Study review • Resource development • TCE IE Website development • TCE IE Data collection and tracking (HITS) • Marketing	Revision of *Pedagogy of Difference* (JCU 2016) resources and strategies. **Achieved – see Point 3** Update research findings/ materials & align with current TCE Learning & Teaching initiatives **Achieved** Creation of *Pedagogy of Difference* resources and professional development tools for classroom teachers of Indigenous students **Achieved – see Point 3** Initial mapping and analysis of TCE Indigenous student overtime **Achieved**	**100% Achieved – see Point 2** *Pedagogy of Difference* (JCU 2016) study and resources recontextualised to meet learning and teaching (pedagogical) currency and expectations **100% Achieved** Feedback indicates PoD resources are useful and user-friendly **100% Achieved – see Point 4** Increased engagement with Indigenous education overtime data **100% Achieved**	Professional Development materials and exemplar videos, TCE IE website content and website surveys. 3. Pedagogy of Difference (JCU 2016) resources and strategies reviewed and updated. 4. Marketing of resources and professional development tools ready for roll-out and distribution in 2022. Early feedback on the resources indicate people will find them to be useful and user-friendly.

Catholic Education Services Diocese of Cairns

1. Project title	2. Project description and activities	3. Expected outcomes/ Overall achievements Achieved or Not achieved	4. Indicators of success Add the target % achieved	5. List any additional or variations of Activities undertaken/Achieved outcomes
Leadership Development – existing and aspiring leaders	A suite of Leadership Development Programs focussing on the strategy of growing our own • A Call to Vocation for Leadership (10 participants) • Aspiring Leadership (15 – 20 Participants) • Aspiring Principalship (5 Participants) • Women in Educational Leadership (20 Participants) • Coaching Training (9 Participants at a cost of $2,250 per participant) • Mentoring Training (20 Participants) • NSIT Accreditation (6 participants) For each of the Leadership Development Program areas a standard based professional development program will be developed into online modules accessible through Canvas. In addition, mentoring training is to be provided for Teacher Leaders mentoring early careers' teachers. Coaching training will be provided for Senior Leaders and Principals. 6 Directors/Leaders to achieve accreditation in use of NSIT.	Increased knowledge and understanding of the scope and elements of leadership. **Achieved** Development of specific leadership capability. **Achieved** Standards based online programs will be developed and accessible through Canvas beyond 2021. **Continuing**	Increased expressions of interest in acting leadership positions. **See Point 1** Increased confidence and capability in leadership tasks amongst participants. **100% Achieved – see Point 2** Increased applicant pool for leadership positions. **100% completed – see Point 3** Capacity of leaders will be based on a standards and capability approach. **100% Achieved – see Point 4** 9 school-based leaders achieve Level 3 training as a Coach. **100% Achieved**	1. To date one participant of the ten who completed the course has been appointed to a permanent APA role this year. EOIs will be monitored throughout this year. 2. All participants successfully completed targeted leadership project 3. All participants completed the program and agreed that the program had a positive impact on their leadership 4. All participants identified their leadership behaviours through the lens of the leadership framework 5. Timing did not allow this. It was decided to divert the funding to other leadership development opportunities in this work program.

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			All school-based mentors receive training. **90% Achieved** 6 leaders to achieve NSIT accreditation **0% Achieved – see Point 5**	
Improving parent engagement governance, capacity, and school and family practice	**Parent engagement governance**. This will bring together school and parent leaders to develop school-based practices that enhance parent engagement. The process will involve sharing parent engagement approaches across schools from within the Diocese and further. This will be achieved by two mini-workshops and the sharing of information in the digital space. **Parent capacity building**. This will build parent skills in engagement in student learning and wellbeing and will be largely delivered in the digital space via webinars, podcasts and through the print and digital platforms of Cairns Catholic Education Services Raise magazine. Topics might include cybersafety, bullying, enhancing numeracy and literacy skills in the home.	Greater take-up of workable parent engagement practices across schools that are responsive to school culture and capacity. Celebration of lead schools and encouragement for follower schools. **Achieved** Improved parent capacity for home engagement in learning and wellbeing. **Achieved**	Increasing number of schools able to share a parent engagement journey. **100% Achieved** Evidence of active partnerships between school and parent leadership, and between parents and teachers. **100% Achieved** A variety of parent engagement practices evident across schools. **100% Achieved**	Lighthouse schools are showing the way and are continuing to innovate in this space; however, Covid-related pressures have hampered progress. Successful workshop involving school and parent leadership highlighted and shared parent engagement practices. Agreement reached that this is to an annual event. Lead school demonstrated best practice and other schools were inspired and picked up ideas about approaches they might take on. Metrics have indicated the need for both print and digital products in 2022. Home engagement has increased through the digital editions of Raise

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	Raise magazine will be able to continue to be used for this purpose beyond 2021 and distribution will be informed by reach and mode preference (i.e. print or digital).		Metrics on engagement for podcasts, webinars and circulation of Raise magazine. **100% Achieved** An expectation that some schools will develop metrics to demonstrate student learning gain through engagement practices. **0% Achieved - see Point 1**	(print and digital), flow on social media and the availability of useful locally sourced parent engagement content. 1. Groundwork was laid, however Covid restraints limited work in this space.
Essential Skills for Principals and Senior Leaders	Essential skills for Principals and Senior Leaders provide an ethical framework for the development of practical skills and application in areas associated with: • Financial Management • HR Management • Student Protection • Management of NCCD • Privacy Program costs include initial development of content modules and creating the online tools for delivery, trialling of modules and then	Increased knowledge and understanding of ethical decision making and the practical application of policies and processes as they pertain to the enactment of legislation governing education. **Achieved** Strengthen financial viability, improve business decision making and build resilience to mitigate unforeseen	Program designed, developed and implemented. **100% Achieved** 80% of school leaders report increased confidence in governance of schools. **Continuing – see Point 1** 80% decrease in Professional Standards breaches as they pertain to school leader decision making.	All funding was expended in development of program. Program only recently launched due to Covid issues in early 2022. All principals have enrolled in the Essential Skills course. 1. Too early to have reliable longitudinal impact data

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	delivery of module across all system and school senior leaders	circumstances. **Achieved**	**Continuing – see Point 1** Improved school governance resulting from application of practices. **Continuing – see Point 1**	
Evidence -based whole school frameworks: UDL, RTI and PB4L	Engage consultants to provide professional learning and coaching to selected priority staff, on targeted multi-tiered supports using PB4L (Positive Behaviour for Learning) framework. Engage consultants on Universal Design for Learning (UDL), providing education for Catholic Education Services Teaching and Learning and Diversity and Wellbeing staff. Differentiate the RTI (Response to Intervention) model from UDL (or explicitly align through Tier 1 practices).	A plan for education and implementation of PB4L across the Diocese is formulated. **Achieved – see Point 1** Professional learning for selected pilot schools is planned and secured. **Achieved – see Point 2** Leaders within CES receive professional development in Tier 1 supports. **Achieved – see Point 3** Curriculum planning documents include UDL supports. **Achieved – see Point 4** Identify pilot schools for CES to partner,	Up to 40 staff undertake PB4L Tier 1 training. **100% Achieved** 3 pilot schools identified to engage in Tier 1 PB4L training. **100% Achieved** Curriculum planning documents include UDL prompts for differentiation. **80% Achieved – see Point 5** 3 pilot schools identified to build capability in curriculum and diversity leaders in UDL and RTI systems and practices. **100% Achieved**	1. Project plan outlines the implementation and planning for MTSS-E (renamed from PB4L). 2. Number of pilot schools increased from 3 to 10 due to overwhelming interest in the project. 3. Associate Professor Shiralee Poed was secured to deliver evidence-based training in the MTSS-E framework. All Directors, Managers and >90% of consultants within the Research, Innovation & Formation Practice section of CES have received professional development in MTSS-E. 4. Workflow from differentiation drafted and shared with Leaders of Diversity and Leaders of Learning & Teaching within 30 schools. Guidelines to support differentiation of curriculum planning is co-constructed

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		supporting teaching teams to plan and implement using a UDL model **Achieved** Plan of support for Diverse Learning Teams, using RTI model of multi-tiered support. **Achieved**		between CES and school middle leaders through termly network meetings. 5. The curriculum documents including UDL prompts have been planned for and are being co-constructed with school personnel in 2022 during network days. Additional or variation to activities: Rather than engage 3 pilot schools, the UDL section of the project leveraged off networks of middle leaders in inclusive education and curriculum to co-produce guidelines and workflow to support teaching planning for differentiation.
Trauma-informed practices	Building teacher capability through education and coaching of trauma-informed practices. Engage with external consultants using evidence-based trauma-informed framework which aims at supporting student engagement and connectedness through pedagogical approaches and understanding of the neuroscience of learning.	Engage external consultant to provide professional training to selected staff. **Achieved – see Point 1** Formulate a project plan that includes training and initial implementation phases of trauma-informed whole school practices. **Achieved – see Point 2**	Engagement of external provider and schedule of professional learning for 40 staff. **100% Achieved – see Point 4** Project plan identifying pilot of trauma-informed practices in 3 schools. **100% Achieved – see Point 5**	1. External consultants engaged from UQ to incorporate trauma-informed practices into overall multi-tiered systems of support framework. Expert in restrictive practices engaged to support the development of organisational documents (e.g. policy, guidelines, risk assessment and crisis management plan) and training (e.g. tender process for RTO)

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		Connections are built between Learning and Teaching and Student Wellbeing and Diversity Cairns Education Services staff to ensure that products, policies and practices include trauma-informed considerations. **Achieved – see Point 3**		2. Project plan complete including change management planning and work package. 3. Initiative that is inclusive of trauma-informed practices is co-led by Director Student Wellbeing & Diversity and Director Learning & Teaching. 4. Professional learning provided to 50 CES staff and 10x school teams. 5. Pilot schools increased from 3 to 10 due to interest from schools. Positive Behaviour Policy & Guidelines revised to include trauma-informed considerations. Additional or variation to activities: • Through a gap analysis, the identification of an organisational Student Wellbeing Policy was highlighted (scheduled for 2022). • Tier 3 support and responses identified the need for specific policy, guidelines, training and support materials for Restrictive Practices.

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Early Years Reading Success	Extend the use and application of identified screening tools including AEDC, Concepts About Print and Sound Letter Knowledge. This project will include the following activities: • Link early intervention programs at critical data junctions. • Review impact of screening tool application on student reading outcomes. • Pilot program in a number of schools. • Teacher release to build capacity. • Coaching – data analysis and selection and application of intervention program.	Teacher knowledge, understanding and application of screening tools increased. **Achieved - see Point 1** Increased data literacy of teachers involved. **Achieved – see Point 2** Systematic application and review of data embedded into school practice. **Achieved – see Point 3**	Data entry of identified tools into system data program **100% Achieved** Systematic application of intervention program **100% Achieved – see Point 4** Increase the average number of students from Years P-3 achieving the system reading benchmark from the previous trend of 3.8% to 7%. **37.5% achieved – see Point 5**	1. Teachers across the five participating schools were given the opportunity to upskill their knowledge and understanding of phonics through the implementation of the Online Phonics Screener. The online phonics screener utilised was supported by 'The Literacy Hub' funded by the Australian Government. 2. Teachers were able to use reading and phonics data to apply specific interventions to support the students word decoding skills. 3.System data collects Sound Letter Knowledge and Concepts about Print. Schools uploaded this data to our BI tool in Term 1. 4. Consultants demonstrated group reading lessons for teachers in P-2 classes. This was followed by observations of teachers' Literacy sessions, reflection and feedback to teachers.

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				5. Target Year 1 group increased benchmark achievement by 5%.
Promoting Leadership	Development of a resource to improve the attraction, recruitment retention and development of principals, especially early career principals, with a particular emphasis on remote and rural areas. Leadership development is a high priority for Cairns Catholic Education. Having the right people to lead our schools, their staff, and their students involves processes and support for Principals across all the stages of their career, from pre-employment to retirement. Developing our leaders is one element of a broader Workforce Strategy within the Diocese of Cairns. This application focuses on the initial, recruitment element of the leadership development process. This project includes the development of resources to support attraction, engagement and retention to leadership roles, specific to meeting the needs of Cairns Catholic schools.	Increased knowledge and understanding of the scope and elements of leadership. **Achieved** Increased numbers of senior leaders applying for Principalship. **Achieved** Design and production of brochures and documents for leadership around career progression and including stories from video interviews. **Achieved – see Point 1** Rural and remote communities seen as attractive opportunities for aspiring Principals. **Achieved – see Point 2**	Increased expressions of interest in Principal positions. **30% Achieved – see Point 3** Increased applicant pool for leadership positions **20% Achieved – see Point 4** 30 video cameos, one for each school. **Continuing – see Point 5**	1. Several campaign landing pages, videos, digital assets for recruitment marketing campaigns and brochures around career progression were designed and produced. Additionally, a new careers marketing website is in progress to house information around all facets of recruitment, including the scope and elements of leadership which can then be promoted. In progress, for completion April 2022 and promotion afterwards. 2. The work undertaken focused on creating awareness of lifestyle opportunities that come with living and leading in FNQ. Campaigns were created across multiple platforms, generating increased engagement on social media platforms and increased traffic to our recruitment landing page. Social media engagement came from targeted southern markets.

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				3. The foundations for increased numbers of applicants have been laid through the investment in recruitment marketing software and associated website that will facilitate the promotion and tracking of available Principal, and other positions. We anticipate an increase of this indicator in 2022 when this work is complete. 4. The videos and campaigns produced and run to date have produced an increased response to advertised positions, although not necessarily Principal positions. This indicator will improve with the implementation of the recruitment website and software. Once in place and operational, this will increase the applicant pool for all positions, including leadership positions. This is a work in progress and will come to fruition from April 2022 onwards. The recruitment marketing website is foundational to housing the school video cameos and as such, funding and time were applied to the website initially and were therefore not sufficient to complete this task

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				description by the end of 2021. These projects will be progressed throughout 2022 at schools' cost. 5. Storytelling videos were produced focusing on rural principalship and corresponding digital campaigns targeted relocation from southern states. A similar video for remote locations is in progress. A general recruitment video was produced for use by the central office and all schools in recruitment marketing campaigns.

Catholic Schools, Diocese of Toowoomba

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Quality assurance, moderation and support for continued improvement of the NCCD	In addition to the continual support provided by Toowoomba Catholic Schools Office (TCSO) education officers and managers for the NCCD and personalised student planning support, school staff will engage in professional development NCCD update sessions. School staff will be supported to attend NCCD update sessions through provision of teacher relief funds and travel and accommodation costs.	Confidence in the accuracy of the school level data submitted for census. **Achieved** Delivery of professional learning about the NCCD. **Achieved** Teachers are better equipped to plan, record and monitor educational adjustments for students with disability within the four phases of the NCCD. **Achieved**	Feedback from participants surveyed indicate their understanding of the NCCD improved. **95% Achieved** Approximately 30 school staff will attend NCCD update sessions. **95% Achieved – see Point 2**	1. 95% of survey respondents indicated an improved understanding of the requirements of the NCCD. 2. 100% of schools with learning support teachers were able to attend; lower percentage due to some schools not having a learning support teacher during the year.
NAPLAN Online	All 31 TCSO schools will be invited to participate in NAPLAN online National Protocols Training and schools will be supported to undertake in-school activities to prepare staff and technology for administering NAPLAN Online.	School staff participate in National Protocols Training. **Achieved**	NAPLAN Online is successfully administered across 31 schools. **100% Achieved**	

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		Schools undertake preparations to administer NAPLAN Online. **Achieved**		
Financial systems implementation and strategic improvement and reporting	Commencing in 2020 a new financial system was implemented for all schools and TCSO. In 2021 activities will be to support user knowledge of the financial system and will include: • 4 day Principals leadership forum each term. • Individual visits and sessions with school principals. • Expand knowledge on enrolment and debtor management practices. • Implement updated financial management procedures and financial framework. • Personalised administration and finance officer training throughout the year. • Implementation of power Business Intelligence reporting and engagement of consultant to assist with implementation. • Fixed term employment of additional Assistant Schools Support Accountant to provide support to schools.	Continue to develop principals and senior leaders' school financial literary and understanding of key financial principles. **Achieved** Develop dashboards and effective summary financial reporting for each school that will assist with effective decision-making. **Achieved** Expand knowledge on enrolment and debtor management practices. **Achieved** Implement updated financial management	Assistant Schools Support Accountant and Systems Accountant is engaged. **100% Achieved** Principal leadership forums are delivered and attended by school Principals. **100% Achieved** ~~Long term uplift in the capabilities and effectiveness of middle leaders across the system.~~ ~~% Achieved~~ **- See Point 1** Understanding of financial management practices and use of financial management system is improved.	1. Reporting point incorrectly included in this project and relocated to Project 5. 2. Financial management practices – development of procedures was larger than anticipated and continues into 2022. All the procedures and practices that were developed were incorporated into the education provided.

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		procedures and financial framework. **Achieved**	**75% Achieved – see Point 2**	
Enhancing school improvement processes through data literacy development	The project will provide in-services professional development and support to schools in developing data literacy and support to schools in developing data literacy and data planning capability in schools.	Enhanced school staff capacity and confidence in the use of data tools to support and inform decision making to support student performance through differentiated responses. **Achieved**	School staff will have improved confidence in choosing appropriate interventions and/or adjustments which accommodate individual student learning attributes. **100% Achieved**	
Leadership learning program – Middle leaders	The purpose of this program is to provide opportunities for middle leaders to: 1. Engage and develop familiarity with key system and strategic documents and expectations including TCS Leadership Framework and capabilities 2. Examine and evaluate personal leadership styles, strengths and deficits 3. Develop professional learning plans to target specific areas of growth 4. Facilitate ongoing networking and collaboration between middle leaders and established system and school leaders	Familiarity with TCS organisational structure, culture, and priorities. **Achieved** Understanding the connection between leadership capabilities and school and system leadership. **Achieved**	Feedback surveys from participants endorse the learning intentions for each workshop. **100% Achieved** Increased interest in senior leadership positions. **50% Achieved – see Point 1** Long term uplift in the capabilities and	1. Continuing to measure the interest in senior leadership positions with new workforce strategy being implemented in 2022. There were a low number of recruitment opportunities during 2021 resulting in the achievement indicator not being as relevant as intended. This will be reviewed as part of the 2022 indicators and program. 2. Reporting point relocated from Program 3

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		Opportunity to reflect and evaluate personal strengths and practices within a supportive and professional network of established system and school leaders **Achieved**	effectiveness of middle leaders across the system. **100% Achieved – see Point 2**	
Leadership learning program – Deputisers	The purpose of this program is to provide opportunities for 30 deputisers to: 1. Ensure sufficient knowledge of and familiarity with key responsibilities associated with the deputiser role 2. Engage and develop familiarity with the TCS Leadership Framework and capabilities 3. Establish and provide feedback on mentoring and coaching roles and responsibilities 4. Facilitate ongoing networking and collaboration between deputisers and established system and school leaders Program delivery will be face-to-face.	Deputisers are confident in managing the required responsibilities associated with the role. **Achieved** Continuity of student learning and school routines when the principal is absent. **Achieved** Deputisers experience and develop further capacity in a variety of responsibilities associated with the	Feedback surveys from participants endorse the learning intentions for each workshop. **100% Achieved** Long term uplift in the capabilities and effectiveness of deputisers across the system. **100% Achieved** Improved leadership density and succession is evident in recruitment and professional development programs. **50% Achieved – see Point 1**	1. As per the previous project, there were lower levels of recruitment to the senior leadership roles during 2021 and was difficult to have a relevant measurement in this space. This will be reviewed as part of the 2022 indicators.

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		principal's role. **Achieved**		
School review and improvement processes	The purpose of this program is to: 1. Support the work of school leaders, staff, students and community in evaluating the effectiveness of programs and directions against agreed goals and priorities 2. Develop capabilities and effective practices associated with effective strategic planning and decision making 3. Ensure local and system accountability to school communities and government for the prudent oversight of resources and staffing to attain the desired student outcomes	School communities have a formal and structured avenue to provide feedback on key elements of the operation of the school. **Achieved** School leaders have access to independent, valid feedback about school performance. **Achieved** The system uses the outcomes of this process to ensure accountability to school communities and government for the prudent oversight of resources and staffing to attain the desired student outcomes. **Achieved**	Feedback from school communities confirms high satisfaction levels with the process and outcomes. **100% Achieved** Principals use the improvement strategies listed in the report as a sound basis for future planning. **100% Achieved** Annual parent surveys reflect high satisfaction levels with the goals, priorities, and direction of schools. **95% Achieved**	

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Peoplebench project	The aim of this project is to: 1. Ensure the collection, analysis and trouble-free availability of workforce data including recruitment, development, promotion and retention of staff. 2. Use predictive analytics to assist leaders to make data-driven predictions based on behaviour and trends. 3. Enhance the capacity of principals and other system leaders to effectively utilise this data to inform strategic planning and decision making.	Benchmark data across large numbers of schools enables prudent decisions about future planning and action. **Achieved** Toowoomba Catholic Schools can compare and contrast current practice in key areas against schools and systems of similar context. **Achieved** Available data is current and timely and reflects changing workforce trends and patterns. **Achieved**	Data dashboard is accessed regularly by key decision makers. **Not Applicable – see Point 1** Decisions about resource allocation are based on comparable and current data. **100% Achieved** Key leaders become evidence- based practitioners in all areas. **100% Achieved**	1. A decision was made to establish a Diocese wide workforce strategy that would be utilised by key decision makers in lieu of a data dashboard.

Summary of 2021 achievements

Project Activities	Reform support funding
Reform Direction A	
SATE (Rockhampton)	$6,004
Accelerate in the Early Years (BCE)	$419,746
Early Years Screening (Rockhampton)	$0
Early Years Literacy and Numeracy Data Project (Townsville)	$19,258
Early Years Reading Success (Cairns)	$27,018
Reform Direction B	
HALT (QCEC)	$172,091
HALT (BCE)	$101,570
HALT (RI/PJP Schools)	$31,720
HALT (Townsville)	$4,219
HALT (Cairns)	$12,706
Supervising Teacher Training (QCEC)	$20,669
School Improvement Processes (QCEC)	$128,388
Leading With Integrity for Excellence (BCE)	$192,676
Wellbeing in Rural Schools (BCE)	$142,623
Improving the career readiness of BCE graduates	$195,193
Governance and Compliance Capability Program including Risk Management (BCE)	$239,556
School Improvement and Health Check (BCE)	$687,240
Middle Leadership Development Program (RI/PJP Schools)	$173,789
Amplifying Student Voices - PIVOT student engagement tool (RI/PJP Schools)	$21,955
Improving School Governance (RI/PJP Schools)	$16,776
School Improvement – School Reviews (RI/PJP Schools)	$76,794
School Improvement – Inclusive Schools (RI/PJP Schools)	$222,212
Improving Data Literacy (RI/PJP Schools)	$17,769
Support for Governance and leadership in Catholic Schools – continuation of 2020 project (RI/PJP Schools)	$9,561
Wellbeing Support (RI/PJP Schools)	$13,230
Engaging Parents (RI/PJP Schools)	$118,499
Existing and Aspiring School Leaders (Rockhampton)	$203,391
School Improvement Processes (Rockhampton)	$104,087
Rural/Remote Wellbeing (Rockhampton)	$97,533
Townsville Catholic Education Registered Training Organisation Forums	$10,770

Project Activities	Reform support funding
Student Wellbeing Love Bites Program (Townsville)	$20,125
Student Voice Project - PIVOT Student Engagement Tool (Townsville)	$17,820
Systemic Financial Reporting Project (Townsville)	$3,456
Strategic Asset Management Plan Project (Townsville)	$9,200
A Culturally Responsive Pedagogy of Difference (Townsville)	$57,940
Leadership Development Project (Cairns)	$83,047
Improving parent engagement governance (Cairns)	$21,798
Promoting Leadership Project (Cairns)	$42,886
Improving Governance Essential Skills for Principals and Senior Leaders (Cairns)	$56,659
Whole School Differentiated Teaching Project (Cairns)	$23,068
Rural and Remote Wellbeing Trauma-informed Practices (Cairns)	$49,092
Middle Leadership Learning Program (Toowoomba)	$103,954
Deputisers Leadership Learning Program (Toowoomba)	$33,251
School Review and Improvement Project (Toowoomba)	$58,168
Financial systems implementation, strategic improvement and reporting (Toowoomba)	$0
Reform Direction C	
NCCD (QCEC)	$146,922
NCCD (BCE)	$681,591
NCCD (RI/PJP Schools)	$751,781
NCCD (Rockhampton)	$124,647
NCCD (Townsville)	$44,333
NCCD (Cairns)	$97,382
NCCD (Toowoomba)	$0
NAPLAN QCEC	$239,467
NAPLAN (BCE)	$505,837
NAPLAN (RI/PJP Schools)	$6,503
NAPLAN (Rockhampton)	$42,701
NAPLAN (Townsville)	$4,466
NAPLAN (Cairns)	$19,172
NAPLAN (Toowoomba)	$0
Data literacy for school leaders (BCE)	$524,799
Boarding Schools Family Engagement (Townsville)	$0
Principal/System Leader Development (Townsville)	$350,341
Peoplebench Project (Toowoomba)	$65,100
Enhancing school improvement processes through data literacy development (Toowoomba)	$25,535
Local Priority	

Project Activities	Reform support funding
Student Protection - Online Resources QCEC	$24,477
Student Protection - Governance Health Checks QCEC	$78,965
NGRSF Administration	$45,000
Approved NGRSF payment for 2021	**$7,857,601**
As this funding was expended in 2020 but received in 2021, it was reported in full in the 2020 Annual Report. The funds have not been represented here to avoid double-counting.	**-$11,074**
TOTAL	**$7,846,527**