

Non-Government Reform Support Fund

2023 Workplan

Catholic Education Council of the Northern Territory

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Catholic Education Council of the Northern Territory – Workplan 2023

Summary of Workplan for 2023

The Catholic Education Council of the Northern Territory through the work of the Catholic Education Office Northern Territory (CEO NT) remains committed to the National Reform Agreement and identified priorities. The CENT Strategic Plan *Towards 2026*, developed in consultation with key stakeholders is inclusive of Territory and National reform priorities. These include:

- **Excellent Student Learning & Engagement**
Leading continuous improvement for growth in teaching, learning, pastoral care and wellbeing for educational excellence.
- **Intentional Capacity Building**
Empowering and enabling staff through quality professional learning and formation for educational excellence.
- **Quality Governance and Sustainability**
Enabling good governance through co-responsible networks and partnerships for educational excellence.

Activities to achieve the outcomes of the National School Reform Agreement and NT policy initiatives and targets have been included in the 2023-CENT Annual improvement Plan.

National Reform Priority

Priority 1: Improve the quality of information on the Nationally Consistent Collection of Data on School Students with Disability and the efficiency and integrity of the data collection

The Strategic direction for CENT includes capacity building in the collection, interpretation and analysis of data supporting the reform priority: *quality assurance, moderation and support for the continued improvement of the Nationally Consistent Collection of Data on School Students with Disability*

NGRS Funds support the employment of an NCCD Education Officer to coordinate NCCD training, professional learning and Internal NCCD Audits for all schools. This includes the coordination of Cross sector moderation to ensure consistency with NCCD data collection, accuracy with funding allocations and compliance with external NCCD audits for Federal census. Summary reports are prepared as part of the process and information forums scheduled to ensure consistency with all NCCD practices and processes including auditing processes. Inclusion Support Advisors support school internal and external audits to ensure consistency in record keeping and NCCD practices.

Inclusion Forums held twice a year and funded by the reform funds, provide support to School based inclusion Coordinators with quality assurance, moderation and support for the Nationally Consistent Collection of Data on School Students with Disability. Forums also promote the mandated 3 hours of training for all staff in Disability Standards for Education.

Priority 2: Strengthening NAPLAN Online and promoting online assessments in Science, Digital literacy and civics and Citizenship

Promoting and facilitating evidence-informed teaching, learning and assessment policies and practices is one of the identified strategic directions for CENT (**Excellent Student Learning and Engagement**) which is also aligned to the reform direction: *Supporting students, student learning and student achievement*;

Schools receive technical and professional support to engage with NAPLAN online and with school/system data collection and analysis. Catholic Education NT works with the Department of Education NT as the Test Administration Authority (TAA) to promote and actively support implementation of NAPLAN online in all schools. CENT Education officers support schools with the extraction of student/school data to the CENT central platform CeD3 and with the analysis of NAPLAN online data to inform improvement priorities.

Priority 3: Improve Governance and Financial Management Practices

Improving governance and financial management practices is an identified priority within the CENT Strategic Priority of Quality Governance and Sustainability. Our focus is educational excellence and good governance through co-responsible networks and partnerships.

The professional growth and development of CENT school and system leaders is supported through processes including annual staff check-ins and cyclical performance appraisals using the Educator Impact Framework Tool and goal setting processes.

Formation and development of CENT Middle and Executive leaders is provided through the delivery of the Middle Leadership and Executive Leadership Programs with the Brown Collective supported by NGRS funds.

External School reviews for each school are scheduled on a cyclical basis, conducted by the Australian Council of Education Research (ACER) using the NSIT (National School Improvement Tool). 3 CENT schools are scheduled for an External Review in 2023 with ACER. Recommendations from these reviews inform system and school progress and future priority areas. School leaders will engage in workshops throughout 2023 to extend their knowledge of the NSIT and support implementation of NSIT Review recommendations.

CENT Financial Management course and associated materials are provided for current and emerging school leaders to support improved governance and financial practices across CENT. The focus is to ensure financial viability, improve business decision making and build resilience to mitigate unforeseen circumstances.

Future of CEC NT Projects

The priorities and projects funded through the NGRSF will remain a focus for the Catholic Education Council of the Northern Territory beyond 2022 through the work of the Catholic Education Office Northern Territory (CEO NT). The priorities are reflected in the updated CENT Strategic Plan *Towards 2026*. Any future funding required to support these priorities and project activities will either be allocated from recurrent funds or sourced from relevant Grants. The projects and associated activities may have to be modified or offered less frequently in the event of cutbacks to funding.

Summary of Budget

Project Activities	Reform support funding (ex GST)	Funding from other sources (ex GST)	Total project funding (ex GST)
NCCD			
Part Salary (0.6) NCCD Technical Advisor (Learning with Diversity) to support improved collection of NCCD data	\$47,000	\$22,481	\$69,481
Inclusion Support Practitioner Forums twice a year- total of 4 days/year	\$12,500	\$19,500	\$32,000
NAPLAN			
Technical support for NAPLAN online	\$0	\$4,000	\$4,000
Training and support for school NAPLAN Online Coordinators	\$0	\$11,000	\$11,000
Improving Governance and Financial Management			
Leadership Appraisals (Educator Impact Licence)	\$12,000	\$13,000	\$25,000
Middle Leadership Professional Development Program	\$10,500	\$51,700	\$62,200
Executive Leaders Program for School and System Leaders: Leading with Integrity for Excellence	\$23,000	\$13,660	\$36,660
External School Reviews conducted by ACER	\$40,000	\$10,000	\$50,000
Financial Management Training for school principals and leaders.	\$5,000	\$1,000	\$6,000
Administration of projects	\$0	\$5,000	\$5,000
Total funding for 2023 (ex GST)	\$150,000	\$151,341	\$301,341

Project title	Project description and activities	Indicative budget	Expected outcomes/ Overall achievements	Indicators of success
<p><u>NCCD Project</u></p> <p>National Reform Reference:</p> <p>Project to improve the efficiency and integrity of NCCD data collection</p>	<p>Employment of NCCD Education Officer to:</p> <ul style="list-style-type: none"> • Provide Technical support and training for new staff and Inclusion Support Coordinators on <i>Inspire integrated software platform</i> • Coordinate Internal Audits for School based Inclusion Support Practitioners (ISP) - ensuring consistency with all NCCD practices and processes including auditing processes and data collection. • Cross Sector External Moderation Workshops for NCCD scheduled twice a year to ensure consistency with NCCD evidence and reporting across all education sectors in the Northern Territory. • Provide Onsite support for Inclusion Support 	<p>NCCD Education Officer 0.6 FTE</p> <p>Reform: \$47,000 Other: \$22481 Total: \$69,481</p>	<p>Training and ongoing professional development provided for all new Inclusion Support Coordinators, teachers, Assistants and Inclusion Support Practitioners with the implementation and use of <i>Inspire</i> (NCCD Initiative)</p> <p>Improved consistency and accuracy with processes and practices in identification of students and staff training on <i>Inspire</i> software to collate evidence, develop student adjustment plans and improve outcomes.</p>	<p>Minimum of 90% attendance at Training and <i>Inspire forums</i></p> <p>Internal audits demonstrate improved accuracy with NCCD data and record keeping from 2022 to 2023.</p>

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	<p>Practitioners and Coordinators to ensure accurate identification, monitoring and support for all eligible NCCD students</p> <ul style="list-style-type: none"> • Represent CENT on the Education Council Joint Working group. • Deliver professional development, software updates and NCCD information to school-based coordinators, NCCD advisors and clinicians. <p>Facilitate Data transfer processes for students moving on from early years, primary and secondary school settings.</p>			

Project title	Project description and activities	Indicative budget	Expected outcomes/ Overall achievements	Indicators of success
<p data-bbox="107 328 430 392"><u>Inclusion Support Network Forums</u></p> <p data-bbox="107 453 450 480">National Reform Reference:</p> <p data-bbox="107 504 421 603">Project to improve the efficiency and integrity of NCCD data collection</p>	<p data-bbox="517 328 878 608">Scheduled Professional Development forums and regular school-based support for School based Inclusion Support Coordinators with NCCD data collection, internal and external audits and moderation</p>	<p data-bbox="927 328 1279 427">Costs associated with travel, accommodation and release from school duties.</p> <p data-bbox="927 472 1234 499">Reform Support: \$12,500</p> <p data-bbox="927 507 1111 534">Other: \$19,500</p> <p data-bbox="927 542 1099 569">Total: \$32,000</p>	<p data-bbox="1337 328 1720 608">Increase in the knowledge, capacity and skills of School based Inclusion Support Coordinators, Inclusion Support Assistants and Inclusion Support Practitioners (ISP) to support Improved student outcomes.</p> <p data-bbox="1337 647 1711 895">Improved competency of Inclusion Support Coordinators and teachers in the use of <i>Inspire</i> -Learning with Diversity Integrated System and greater consistency and integrity with data collection.</p>	<p data-bbox="1747 328 2130 427">Minimum of 90% attendance at Inclusion support forums each semester.</p> <p data-bbox="1747 560 2119 730">Network meeting evaluations will reflect that 100% of participants are satisfied or very satisfied with the learning presented.</p> <p data-bbox="1747 807 2123 978">Commonwealth Post enumeration audits reflect a minimum of 90% accuracy with CENT schools NCCD data and record keeping.</p>

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<p><u>NAPLAN Project</u></p> <p>Bilateral Reform Reference:</p> <p>Strengthening NAPLAN Online and promoting online assessments in Science, Digital literacy and civics and Citizenship</p>	<p>Technical assistance, communication and support provided to schools to facilitate the successful delivery of NAPLAN in Term 1, 2023</p> <p>Extraction of NAPLAN data to central platform CeD3 to support the analysis of NAPLAN online data to inform school and systemic priorities.</p>	<p>Technical support</p> <p>Reform: \$0.00 Other: \$4,000 Total: \$4,000</p> <p>Training and Support for school NAP Coordinators</p> <p>Reform: \$0.00 Other: \$11,000 Total: \$11,000</p>	<p>Improved capacity of School Based Coordinators and classroom teachers to administer NAPLAN online and analyse data.</p> <p>Effective and improved use and analysis of NAPLAN data; reflected in school reviews and annual improvement plans</p> <p>All CENT schools administering NAPLAN online.</p>	<p>100% School NAPLAN Coordinators complete training</p> <p>100% of schools meet requests from NT Department of Education for NAPLAN online.</p>

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<p><u>Leadership Project</u></p> <p>National Reform Reference:</p> <p>Improving governance and financial management practices in non-government schools.</p>	<p>This project is a professional development course for Executive and Aspiring school leaders designed to improve leadership capacity through the Middle Leaders program and Executive Leaders program offered through the Brown Collective.</p> <p><u>Middle Leaders - 3 day program:</u></p> <ul style="list-style-type: none"> • The nature of the work of middle leaders • Change management • Leading self and others • Strategic thinking and leadership • Self/peer reflection • Approaches to the review and enhancement of school performance. <p><u>Executive Leaders:</u> 6 module program</p>	<p>Improving Governance-Middle Leaders</p> <p>Reform: \$10,500 Other: \$51,700 Total: \$62,200</p> <p>Improving Governance-Executive Leaders</p> <p>Reform: \$23,000 Other: \$13,660 Total: \$36,660</p>	<p>Improved leadership capacity of school and system leaders in the key areas of governance, ethical leadership, strategic planning & stewardship of resources with the end goal to ensure high quality Catholic schooling delivery and positive outcomes for all stakeholders.</p>	<p>Minimum 15 to complete Middle Leadership Course</p> <p>At least 95% completion for enrolled leaders in the 6 module program delivered by</p> <p>The Brown Collective. Post program evaluation reflects at minimum of 4 out of 5 satisfaction rating on a 5 point scale.</p>

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	<p>“Leading with Integrity for Excellence – Governance for Catholic Schools”</p> <ol style="list-style-type: none"> 1. Governance 2. Ethics 3. Thinking Strategically 4. Responsible Stewardship 5. Building a Culture of Safety and Wellbeing 6. Building a Culture for Performance 			

Project title	Project description and activities	Indicative budget	Expected outcomes/ Overall achievements	Indicators of success
<p>National Reform Reference: Improving governance and financial management practices in non-government schools. <u>Leadership Appraisal Project</u></p>	<p>CENT leaders will engage with the Educator Impact Framework Tool as part of their review, reflection, goal setting and formation processes. The EI Framework is aligned to AITSL standards, providing leaders with feedback and a portal to assist with goal setting and access to a library of resources targeted at their development area.</p>	<p>Leadership Appraisals - Educator Impact</p> <p>Reform: \$12,000 Other: \$13,000 Total: \$25,000</p>	<ul style="list-style-type: none"> • Improved leadership capacity of principals and leaders • Growth and development of leaders as they identify personal and professional goals and address recommendations of review reports. 	<p>100% of School and system leaders scheduled for reviews will engage with the EI framework and process including reflection, goal setting and review.</p> <p>100% of school leaders engaging with EI will set goals and targets for growth and formation.</p>

Project title	Project description and activities	Indicative budget	Expected outcomes/ Overall achievements	Indicators of success
<p>National Reform Reference: Improving governance and financial management practices in non-government schools. <u>School Improvement and Review</u></p>	<p>Engagement with Australian Council of Education Research (ACER) to conduct scheduled External School reviews for three schools. Reviews are scheduled every 5 years against the NSIT (National School improvement Tool).</p> <p>Schools' leaders will engage in professional learning sessions to deepen their knowledge of the NSIT and support implementation of NSIT Review recommendations.</p> <p>Internal School Improvement reviews scheduled for 11 schools. This model also provides for additional time to deeply embed an improvement culture, informed by the NSIT recommendations and previous internal reviews.</p>	<p>ACER School Review/External Validation process</p> <p>Reform: \$40,000 Other: \$10,000 Total: \$50,000</p>	<p>Robust internal and External Validation Reviews using the National School Improvement Tool and Annual SIRD assessment processes inform school progress and future directions leading to Improved school performance.</p> <p>School Improvement Report recommendations from reviews inform school and system future priorities in the following areas:</p> <ul style="list-style-type: none"> • Leadership • Finance, Facilities and Resources • Teaching and Learning • Pastoral Care and Wellbeing • Community and Culture • Catholic Identity 	<p>External reviews for 3 CENT schools conducted by Australian council of Education Research (ACER)</p> <p>Minimum of 3 Report recommendations implemented into School improvement Plans each year including identified actions and targets.</p> <p>100% of schools scheduled for School Improvement Assessment, External Validation and Registration Renewal processes are completed.</p>

Project title	Project description and activities	Indicative budget	Expected outcomes/ Overall achievements	Indicators of success
<p>National Reform Reference:</p> <p>Improving governance and financial management practices in non-government schools.</p> <p><u>Financial Management Project</u></p>	<p>Financial Management training and support for school principals and school leaders.</p> <p>A one-day course is developed for school leaders focused on building capacity and improving knowledge of internal audit processes and understanding of financial concepts and best practice.</p>	<p>Improving Governance and Financial Management practices</p> <p>Reform: \$5,000 Other: \$1000 Total: \$6,000</p>	<p>Improved capacity of school leaders in the area of financial management.</p> <p>Improved practices and procedures that mitigate risk and improve the financial security of schools.</p>	<p>80-100% of leaders attend scheduled professional development training courses.</p> <p>80-90% of Participants indicate in their course feedback that:</p> <ul style="list-style-type: none"> ● They will be able to see the benefits of the training when performing their role ● The training was relevant to my needs <p>Improved outcomes and reporting of School financial audits</p>

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Bilateral Reform Reference: <u>National USI</u>	DESE has commissioned working groups to influence the scope, design and planning of a National Unique Student Identifier. CENT IT Manager is the CENT representative for the National Catholic Education Commission representative on the Business Process subgroup and attends approximately two meetings per Term.	CENT - NIL	Design activity completed. Implementation of USI.	Activity reaches next phase of development.