Non-Government Reform Support Fund

2023 Workplan

SA Commission for Catholic Schools (SACCS)

<div align="center">**Non–Government Reform Support Fund**</div>

<div align="center">**SA Commission for Catholic Schools (SACCS) – Workplan 2023**</div>

Summary of Workplan for 2023

The SA Commission for Catholic Schools Inc (SACCS) through the Catholic Education Office oversees 103 Catholic schools across two dioceses to deliver a high-quality education to approximately 17% of all school students in South Australia.

The 2023 updated SACCS Non-Government Reform Support Fund Strategic Plan and the 2023 Workplan have been informed by the CESA Mission, Values and Vision Statement, the Strategy for Catholic Education South Australia: Towards 2027: Expanding Horizons and Deepening Practices, CESA Corporate Plan for 2022 to 2026 and the eight National Reforms and National Policy Initiatives as outlined in the *National School Reform Agreement 2019 -2023*. In addition, the 2023 Workplan provides details of the key system initiatives to be undertaken and implemented in SA Catholic schools from 2019-2023 as outlined in the Bilateral Reform Agreement between the Commonwealth and the Government of South Australia.

Key Direction 1 – Supporting students, student learning and student achievement
The Strategy for Catholic Education South Australia: Towards 2027: Expanding Horizons and Deepening Practices presents the key initiatives that will be progressively introduced to strengthen, transform, and promote Catholic education in SA. The Strategy will provide all students from all communities with successful pathways and transitions in their learning. This Key Direction also includes the 2023 national school reform priorities of NCCD to improve the efficiency and integrity of data collection; and the strengthening of NAPLAN as outlined in the 2023 Guidelines.

Key Direction 2 – Supporting teaching, school leadership and school improvement
The *Living, Learning, Leading Framework* together with the *Living Learning Leading Standard* and the *Leadership Standard* are part of a system-wide strategy to promote a culture and practice of continuous improvement in Catholic schools with a strong focus on improvement activities that ultimately promote quality leadership, quality teaching and improve the learning outcomes, faith development and life opportunities of all students. This Key Direction also includes the 2023 national school reform priority of improving governance and financial management practices in Catholic schools as outlined in the 2023 Guidelines.

Key Direction 3 – Enhancing evidence for improvement
Activities will support the system and schools to systematically collect and use a wide range of school performance data to measure the impact of improvement strategies both in schools and across the system. School and system leaders will be provided with opportunities to develop their capacity and skills to effectively use data and research to inform school and system improvement planning and policy development and implementation.

Catholic Education SA (CESA) is the executive and policy implementation arm of the SA Commission for Catholic Schools (SACCS) and its Standing Committees.

Catholic Education Office has been delegated with authority from SACCS to develop, implement and report on the Non-Government Reform Support Fund*.*

Key Drivers

Education jurisdictions across Australia are responding to current research to lift student engagement and attainment and are supporting schools and systems to achieve improved student outcomes and overall school improvement. Within the South Australian Catholic context, current CESA key drivers include:

- Strategy for Catholic Education South Australia: Towards 2027: Expanding Horizons and Deepening Practices
- CESA Corporate Plan 2022-2026
- NCEC Strategic Priorities 2021-2023
- A Blueprint for 'step change' 2020
- Living Learning Leading Framework
- Living Learning Leading Standard
- Living Learning Leading Evidence Guide
- Leadership Standard
- Leadership Evidence Guide
- Strategy for Leading Catholic Schools to New Levels of Excellence
- Continuous Improvement Framework for Catholic Schools
- Key Capabilities Continua
- Statement of Learning Commitment
- National School Reform Agreement 2019-2023

SUMMARY OF 2023 SACCS NON-GOVERNMENT REFORM SUPPORT FUND BUDGET

Project Activities	Reform Support Funding *(Indicative Only)*	Funding from other sources	Total project funding
Key Direction 1 **Supporting students, student learning and student achievement**			
Wellbeing • Wellbeing Initiatives	$136,600	$0	
Nationally Consistent Collection of Data (NCCD) • Moderation Workshop	$40,000	$0	
STEM • STEM MAD Showcase	$25,000	$0	
Literacy and Numeracy • Blueprint for Step Change - Clarity Learning Suite • Literacy and Numeracy Strategy Review Implementation Professional Learning	$80,000 $251,000	$0 $0	
NAPLAN • Enhancing NAPLAN Online	$10,000	$0	
Sub Total Key Direction 1	**$542,600**	**$0**	**$542,600**
Key Direction 2 **Supporting teaching, school leadership and school improvement**			
School Improvement • Leaders ePortfolio	$20,000	$0	
School Leadership • Financial Management for Principals • Leadership Development Programs	$100,000 $220,000	$0 $0	
Sub Total Key Direction 2	**$340,000**	**$0**	**$340,000**
Key Direction 3 **Enhancing evidence for improvement**			
Enhancing Evidence for Improvement • Living Learning Leading Survey • SEQTA Resourcing	$256,000 $168,000	$0 $0	
Sub Total Key Direction 3	**$424,000**		**$394,000**
Administration / Audit	**$83,400**	**$0**	**$83,400**
FUNDING TOTAL	**$1,390,000**	**$0**	**$1,390,000**

* The Australian Government understands that these figures provided are indicative and will change throughout the year. The Annual Report is expected to report on these changes.

SA Commission for Catholic Schools (SACCS) – Non-Government Reform Support Fund - 2023 WORKPLAN

Project Title	Project description and activities	Indicative Budget (excl GST)	Expected Outcomes Overall Achievements	Indicators of Success
KEY DIRECTION ONE Supporting students, student learning and student achievement Relevant national policy reform direction: *Enhancing the Australian Curriculum to support teacher assessment of student attainment and growth.* State reform initiative: *School improvement strategy; STEM Strategy; Literacy and Numeracy Programs (Para 17)*	**Wellbeing Initiative - Positive Behavioural Interventions and Support program** Informed by the CESA Positive Behaviour Support Strategy, CESA will engage Rypple Ltd, a not-for-profit organisation to lead its Positive Behavioural Interventions and Support (PBIS) program with staff in up to 30 schools. PBIS is an evidence-based, three-tiered framework for supporting students' behavioural, academic, social, emotional, and mental health. PBIS creators designed it for implementation at all school levels (R to 12). Tier 1 universal interventions and supports are for all students; Tier 2 targeted interventions and supports are for at-risk students; Tier 3 intensive, individual interventions and supports are for students needing wrap-around supports. Evaluation evidence shows that when implemented with fidelity, PBIS improves students' social and emotional competence and academic success. It is also shown to improve the overall school climate and teacher health and wellbeing. It is a way to	Total Key Direction 1 $542,600 Activity $136,600	• Up to 30 schools participating (20 metro and 10 regional) • Up to 300 school staff trained (10 per school) and supported by: 　○ 4 x 1-day training (each full day delivered three times – in Adelaide x 2; in region x 2) over the year 　○ Online coaching by the external provider between sessions 　○ In-person support from system coaches 　○ System readiness session for up to 30 senior office staff 　○ Full-day system coach training for 16 office staff	• PBIS Tier1 is introduced in up to 30 schools • Participating schools complete the 14 item PBIS fidelity assessment with at least 80% positive scores overall with results supplied to CEO Adelaide Wellbeing team. • Students and staff at participating schools complete the PBIS school climate survey, which shows improvement with results supplied to CEO Adelaide Wellbeing team.

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	create positive, predictable, equitable and safe learning environments where everyone thrives. The 2023 program is designed as the first step in a 3–5-year commitment to introduce PBIS to CESA schools, beginning with Disability Inclusion Lead Schools and other early adopters. In 2023, these schools will introduce PBIS Tier 1.			
	Nationally Consistent Collection of Data (NCCD) **Region-based NCCD Moderation Workshops** The CESA Term 2 Moderation workshops for all CESA Diocesan schools provides an opportunity for NCCD School Teams to meet with CESA and CEO colleagues and are facilitated by the CEO Learning Diversity and Equity Team to: Through a case-study approach participants will: • engage in professional dialogue regarding students' level of adjustment and broad category of disability based on evidence	$40,000	• Increases the reliability and consistency of teachers' professional judgements. • Facilitates conversations that draw upon teachers' knowledge of their students and practice regarding personalised learning and support. • Assists schools in aligning the decisions about which students to include with requirements under the Disability Standards for Education 2005.	• All 89 Diocesan schools will send at least 1 person to attend a half day moderation session. • 70% of participants completing a 'participant satisfaction survey' allowing for analysis of data and improvement of future workshops. • At least 80% of participants report the professional learning as helpful/useful to their work surrounding NCCD Moderation.

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	• Develop a greater understanding of diagnosed and imputed disability. • align their professional judgements to make decisions that are consistent and reliable • further develop their understanding of moderation, key principles and the NCCD. • Review the NCCD Portal: updates and resources • Plan for a moderation workshop in their school		• Ensures consistency in determining reporting on the definitions and descriptors of the levels of adjustment and categories of disability in the NCCD model. • Increases schools' confidence in the decisions being made for the NCCD.	
	STEM **STEM Mad Showcase** STEM MAD Showcase is a 1 day event that celebrates the work of students in Years 3 to 12. STEM MAD is designed to acknowledge and promote STEM learning initiatives that address real-world problems and demonstrate how students in Catholic schools take action that matters, by designing a service, product or innovation, to **m**ake **a d**ifference (MAD) to others or the environment.	$25,000	• Students and STEM Teachers from up to 30 schools will participate in the event. • Opportunities for students and educators to build their STEM knowledge and skills will occur through participating Educators will receive professional learning as	• 50 primary entries • 50 secondary entries • 10 entries from regional schools • 90 number of participants/spectators on the day of event – obtained via sign-in sheet. • 70% of teacher participants completing

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			follows: • Teacher information session • STEM MAD Design Thinking Masterclass –held in conjunction with the STEM MAD showcase to unpack the five stages of design thinking and provide strategies to support students, as they inquire through this framework. • STEM MAD Intention STEM Curriculum Design - empower teachers to understand how to design curriculum which moves students from surface to deep and then to transfer of learning, with a focus on the learning areas of Mathematics, Science and Technologies supporting high quality STEM MAD curriculum design.	a 'participant satisfaction survey' allowing for analysis of data and improvement of future professional learning programs. • At least 80% of teacher participants report the professional learning as helpful/useful to their teaching practices.

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	LITERACY AND NUMERACY
	
	Blueprint for Step Change - Clarity Learning Suite
	
	Building upon the CESA 'Blueprint for 'step change' paper which provides a blueprint for new ways of working collectively to improve student outcomes, particularly in the areas of Literacy and Numeracy, CESA will continue to engage 'critical friend' Dr Lyn Sharratt and the use of the renowned 'Clarity' learning suite for school and system leadership teams.
		$80,000	• Series of Professional Learning Days for (R-6) and (7-10). Topics will include
			
			   • 'Data Walls for your school's context'
			   • The environment as the third teacher'.
			
			• Up to 6 regional 'walk and talk' sessions conducted in CESA schools with Dr Lyn Sharratt.
				• 70% of participants completing a 'participant satisfaction survey' allowing for analysis of data and improvement of future professional learning programs.
				
				• At least 80% of participants report the professional learning as helpful/useful to their teaching practices.

	Literacy and Numeracy Strategy Ongoing Implementation The 2023-2027 CESA Literacy and Numeracy Strategy which aligns with the revised Australian Curriculum and the SA Certificate of Education (SACE), will begin to be implemented across the system in 2023. A series of professional development opportunities, drawing from the strategy, will be offered to all CESA schools, including regional locations in the following key areas: o Literacy and Numeracy Strategy Implementation in schools	$251,000	• 2023-2027 Literacy and Numeracy Strategy Leaders Conference held with up to 120 participants from CESA schools. • Up to 8 standards-based assessment task 1-day workshops held. • Up to 22 Australian Curriculum Familiarisation for English and Mathematics 1 day workshops held.	• An increase in students meeting the expected standard in NAPLAN. • 100% CESA students completing and achieving their SACE or Year 12 equivalent. • 70% of participants completing a 'participant satisfaction survey' allowing for analysis of data and improvement of future professional

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	o Australian Curriculum familiarisation o Assessment o First Years of School Literacy Assessment (FYOSLA)		• Up to 8 Literacy and Numeracy Across the Curriculum Workshops held. • Up to 16 Early Years Literacy and Numeracy Workshops held. • 1 workshop on LEAP Levels Writing for Year 2. • Provision of external consultants including university partnerships and/or other expert/critical friends to assist in the delivery of specified professional learning • Provision of photographer and/or videographer to capture illustrations of best practice that can be made available via CESA Share (internal intranet) in the teaching of English, Mathematics and Early Years Literacy.	learning programs. • At least 80% of participants report the professional learning as helpful/useful to their teaching practices.

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			• Provision of consultants to support schools who need additional help with administering FYOSLA.	
	NAPLAN Online Delivery In 2023 Student and School Summary Report (SSSR) training will continue using a combination of online training and intensive one-day workshops across 6 regional areas aimed at school leaders and Leaders of Learning.	$10,000	• Principals and Leaders of Learning from up to 90 schools will have participated in SSSR workshops including regional locations.	• Up to 20 participants on the day of each regional workshop. • 70% of participants completing a 'participant satisfaction survey' allowing for analysis of data and improvement of future professional learning programs.

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KEY DIRECTION 2 Supporting teaching, school leadership, and school improvement National Policy reform direction: Improving governance and financial management practices in non-government schools; State reform initiative: School improvement strategy; Supporting teacher and leader development (Para 17) Bilateral Agreement	**School Improvement - Leaders ePortfolio** All diocesan principals will be supported to utilise the new Leaders' ePortfolio to record professional goals against the CESA Leadership Standard, to annotate evidence and record the impact of their leadership. The Leaders' ePortfolio will include details of their performance, plans, goals, actions, professional learning with supporting data/evidence. It will be a key foundation resource in the regular appraisal processes for diocesan principals.	Total Key Direction 2 $340,000 Activity $20,000	• All diocesan principals will use the 7 professional practices of the CESA Leadership Standard as the key reference point in their leadership.	• All diocesan principals will be familiar with and use the Leaders' ePortfolio by the end of 2023.
	Financial Management for Principals An identified group of newly appointed principals and heads of campus will work with a consultant to build their financial knowledge, capacity and confidence to strengthen financial viability, improve strategic decision making and build	$100,000	• Up to 15-20 principals and heads of campus will complete the Financial Management program and receive 1:1 coaching and support to build their capacity in the financial	• Newly appointed principals will have increased confidence, capability and understanding about their school's financial status and about the optimal use of available

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	resilience to mitigate unforeseen circumstances. Induction modules provide an overview of key financial management requirements for effective school leadership, and lead into provision of 1:1 consultancy/coaching tailored to each new leader's school context.		management of the school.	resources to enhance the delivery of education at their school site within a system of schools. • 70% of participants completing a 'participant satisfaction survey' allowing for analysis of data and improvement of future professional learning programs.
	Leadership Development Programs School Leadership - Professional development programs and learning opportunities will be provided as follows: • Aspiring Leaders Program (incorporating the Pathways to School Leadership Program) • Aspiring Principals' Program that includes 360 profiling, coaching, shadowing, professional learning and study components	$220,000	• All new school leaders effectively onboarded and inducted in school and system leadership including the use of the CESA Leadership Standard. • New Principals' Network established. • Leadership team formation and development • Commence the development of a Principal Wellbeing strategy	• Increase in number of principal ready, deputy principal ready and assistant principal ready individuals. • Increase in number of female principals, deputy and assistant principals. • Development of Principal Wellbeing Strategy in progress by the end of 2023.

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	• Executive Mentoring Program for aspiring and current principals • 1:1 Leadership Coaching for newly appointed principals and deputy principals/heads of campus • Data Driven Decisions for aspiring leaders • Support for individual tailored learning including post graduate study, cognitive coaching, self-directed learning, individualised leadership coaching and leadership shadowing. • Leader Networks established to provide 'in time' leadership formation and professional support – newly appointed principals; new deputy principals; heads of campus • School Leadership 'Impact Series' podcasts • Women in Leadership - future and current leaders will be supported to build capabilities and professional practices in high quality leadership		• Profile of women leaders raised across system including regional and rural contexts.	• Development of Principal's Handbook in progress by the end of 2023. • 70% of participants in programs completing a 'participant satisfaction survey' allowing for analysis of data and improvement of future professional learning programs.

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	• The development of a Principals' Handbook – a key reference guide/ready reckoner for new and current principals			
KEY DIRECTION 3 Enhancing evidence for improvement **EFFECTIVE USE OF DATA** National Policy reform direction: *Improving national data quality, consistency and collection to improve the national evidence base and inform policy development*.	**ENHANCING EVIDENCE FOR IMPROVEMENT** **Ongoing development, administration, analysis and review of the CESA Living Leading Learning Survey Data.** The Living Learning Leading Surveys (previously referred to as the system-wide tool) commenced development in 2020 in collaboration with Curtin University and National School Improvement Partnerships and will continue in 2023. The survey examines Staff, Student and Parents views of School Performance. Results for all 89 Diocesan schools are uploaded to the system portal – the Balanced Score Card. School and system-wide reports will be produced to enable monitoring of outcomes over time, using measures that cover all aspects of student learning, capabilities, wellbeing, engagement and achievement.	Total Funding for Key Direction 3 $424,000 Activity $256,000	• All diocesan schools will have completed the 2023 Living Learning Leading Surveys with teachers, non-teaching staff, students and parents. • All schools have an individual report of their LLL Survey outcomes. • System-wide performance reports generated and analysed internally.	• All diocesan schools will use the system data tool to measure and report improvement using the Balanced Score Card. • Aggregated regional reports will be analysed and used as collective benchmarking tools.

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	SEQTA Student Assessment Reporting Resourcing
	SEQTA is a leading teaching and learning Customer Relationship Management (CRM) system and enterprise tool that integrates Wellbeing, Learning and Attendance management in one solution.
	
	CESA Diocesan schools not currently using SEQTA for student assessment reporting (74 schools) will commence a transition to using SEQTA from Semester 1, 2023.
	
	The collection of student assessment data using one secure, centralised system will enable CESA and schools to analyse data consistently and efficiently to identify trends, determine the allocation of resources and to inform policy development.
	
	As part of a positive change-management approach, grants will be provided to 74 CESA Diocean schools to release their school's nominated SEQTA specialist to undertake professional learning to aid in the transition process.
		$168,000	• Nominated SEQTA specialists from up to 74 schools will attend Professional Learning for:
			
			    o "Assessment and Marks Book" (3 hours online)
			
			    o "Empowering Leaders to lead the reporting process via SEQTA" professional learning series online (total 10 hours)
			
			• Nominated SEQTA specialist will lead the assessment and reporting via SEQTA, process at each site.
				• Up to 74 CESA Diocesan schools successfully transition to using SEQTA for Assessment and Reporting in Semester 1, 2023.