Non-Government Reform Support Fund Annual Report

2022

Catholic Education Archdiocese of Canberra & Goulburn

<u>**Executive Summary**</u>

Catholic Education Archdiocese of Canberra and Goulburn (CECG) comprises 29 systemic schools across the Australian Capital Territory (ACT) and educates approximately 14,000 students. CECG aspires to be a high value education system that builds Catholic learning communities of hope, joy and wonder where all are welcome and inspired to grow to their potential.

CECG is highly committed to supporting the National Reform Agenda at both a national and territory level. Recognising the importance of the reform agenda, CECG continues to fund a number of activities from its own resources as well as accessing funding from the Non-Government School Reform Support Fund. Specifically, CECG is contributing to the priorities of Nationally Consistent Collection of Data for Students with a Disability, NAPLAN and financial governance.

NCCD

CECG has continued to employ NCCD Project Officers, to provide release time for teaching and learning support officers for training at 29 ACT schools.

This support is being funded through other mechanisms within our System.

NAPLAN and continued system wide approach to teaching and learning

Catholic Education invested heavily in 2022 in professional learning and training for our teachers on curriculum, pedagogy and assessment. The Catalyst program is focusing on evidenced-based, high impact teaching practices to significantly improve student learning across our system. Through the use of our Microsoft Teams platform, we are able to connect and collaborate across our system, to provide all our schools and teachers with high quality instructional resources and materials.

We continue to focus heavily on evidence-based assessment measures, including NAPLAN Year 3,5,7 and 9, which support us in measuring the success of our objectives for the Catalyst program being, every child is a competent reader and high impact teaching practices are visible in every classroom.

Our system of schools moved to online NAPLAN in 2021.

This project is being funded through other mechanisms within our System.

Improving Governance and Financial Management Practices

During 2022, CECG undertook work on improving governance and financial management practices in our system of schools to strengthen financial viability, improve business decision making and build resilience.

Specifically, CECG undertook a strategic reform initiative to transform the finance functions at a central as well as school level. This centred upon the implementation of a modern cloud-based financial management system (TechnologyOne CiA) across all schools. TechnologyOne CiA will replace the existing financial management system (MAZE) in all schools which is at the end of life.

During 2022, work to complete the configuration and data migration activities was undertaken to enable the transition of all 29 ACT schools over the course of 2023.

Progress against strategic plan

1. Nationally Consistent Collection of Data (NCCD) on School Students with Disability

- Regular meetings with classroom support teachers and school NCCD teams. This includes completion of check-lists for all visits to ensure that there is standardised quality assurance for the support provided across all CECG schools. We also provide schools with relief teaching support to fulfil their obligations for making adjustments for Students with Disability and for evidence collection for NCCD.
- Regular communication about resources and professional learning available which relates to Students with Disability. This includes compliance dates and information as well as resources for professional learning in this space.
- Facilitation of staff meetings as requested by individual schools – Topics include Evidence collection, Moderation, Disability Standards for Education – introduction and refresher training, Understanding Categories of Disability, Writing a Personalised Plan (PP) with an NCCD lens, Goal setting for PPs.
- Professional learning for classroom support teachers each term during classroom support teacher network days. CST days are held each term. The NCCD team facilitates regular training to ensure that support teachers have current information about the NCCD process and expectations for evidence collection for Students with Disability (SWD). This training also focuses on preparation for the August Census and in particular the NCCD data collection about SWD. Evaluations (of CSTs and NCCD officers) are conducted after each meeting to ensure that schools NCCD needs are being met
- Provision of tools for schools to use for the moderation process. The NCCD team has designed a suite of tools and resources for schools to use when they are conducting school moderation each year in preparation for confirming their NCCD data, prior to the August Census. NCCD officers assist with moderation processes in many CECG schools during Term 2 each year through visits to schools to work side by side with teachers to guide the moderation of SWD who have PPs.
- One-on one support for teachers to write personalised plans. NCCD officers provide one-on-one support for ECTs and teachers returning from extended leave to write PPs. This support is provided at the invitation of the principal or CST.
- Professional learning resources focussed on teachers' obligations in the areas of the Disability Discrimination Act and the Disability Standards for Education. The NCCD team has written a suite of resources focussed on the DSE and DDA. Staff meetings can be delivered by the NCCD officers or CSTs can use the self-guided PowerPoint presentations.

2. NAPLAN - Catalyst program

CECG transitioned to NAPLAN online during 2021. Work continued in 2022 to:

- Continue support for Tier 1 K-2 Literacy programs and training (InitiaLit/Let's Decode & SoundsWrite)
- Embed monitoring processes for fidelity and efficacy of K-2 Literacy Programs
- Support Tier 2 training and materials for identified ACT primary and secondary schools
- Continue training programs for Intialit/MaquLit, Writing revolution
- Provide resource and support for spelling mastery
- Implement K-6 Mathematics and English scope and sequences
- Investigate high quality, low variation curriculum content development
- Continue and expand HITP in action delivery and implementation

- Deliver online learning through MS Teams platform to support HITP learning
- Continue to implement Archdiocesan assessment schedule
- Manage trial with brightpath formative assessment software
- Daily support for Principals and leadership teams in Schools

3. Improving governance and financial management practices

During 2022, all background system configuration, data analysis/transfer and testing has been progressed to enable the Finance Transformation.

Progress against the project included:

- Defining approaches for project management, configuration, data migration, change management, etc.
- Chart of Accounts Mapping between the old system and the new system
- Map existing projects to a location (to accommodate the new ledger chart structure)
- Assess all configuration components in existing system that need to be migrated to CiA Cloud
- Ensure system readiness for migration to CiA Cloud
- Define migration strategy to CiA Cloud and Go-Live date
- Develop data migration ETL(s)
- Design and Configure CECG profiles, roles, security categories, segregation of duties and access
- Configure CiA Cloud for financials (Charts, Ledgers, Registers, Formats, etc.), Supply Chain, Creditor Request Forms, TScripts, BPM workflows and other related system components.
- System integration and user acceptance testing
- Documentation of system design and implementation
- Design and Develop CECG financial reports
- Test the data migration and reconcile

The Finance Transformation project is essential for CECG as it achieves:

- Automated accurate and timely reporting of key financial statements and operational metrics, which will lead to an improvement of the financial management within CECG and provide timely information in which to assist with more informed decision making.
- Remediation of inefficient, non-standardised, manual Finance processes.
- Improved billing and debt management processes and reporting through the integration of TechnologyOne CiA with the existing Compass student information system.
- Significantly reduced the overall costs of financial and ICT system management.
- Improved schools' financial management through consolidation and one set of standard financial process across the system.

Relationship with state and territory government

Throughout the year, CECG met regularly with the Education Directorate and Australian Independent Schools ACT. The three sectors collaborated to facilitate cross-sector moderation during the year. Other collaborative activities undertaken in 2022 involved regularly sharing resources, information and ideas across sectors which had the benefit of strengthening the relationship between the three sectors.

Project Report

Strategic Plan linkages:

CECG has partially achieved the Finance Transformation project under 2022 NGRSF work plan by meeting the expected outcomes of successfully setting up all the ground system data readiness and configuration work. The project is expected to extend for one more year, to be completed by 2023.

Summary of 2022 achievements

1. Project title	2. Project description and activities	3. Expected outcomes, benefits or impacts Achieved or Not achieved	4. Indicators of success	5. List any additional or variations of Activities undertaken/Achieved outcomes
1. **Nationally Consistent Collection of Data on School Students with Disability**	• Upskill teachers understanding of disability, Disability Discrimination Act (DDA) and Disability Standards of Education (DSE) • Maintain quality of information captured through accurate levels of adjustment, up-to-date personalised plans that are implemented and regularly updated in consultation with parents and teachers.	• Regular meetings with classroom support teachers and school NCCD teams. Due to COVID, these were held online. • Termly communication about resources and professional learning via a newsletter. • Facilitation of staff meetings as requested by individual schools – Levels of adjustment, category of disability, evidence storage. • Professional learning for classroom support teachers each term during classroom support teacher network days. • Provision of tools for schools to use for the moderation process. • One-to-one support for teachers to write personalised plans.	• Students have evidence to support their disability category in the NCCD data collection • Personalised Plans are sent home to parents • Schools have moderated within school teams to determine levels of adjustment **99% achieved** **99% of the above statements have been achieved. The 1% accounts for the fluctuating movement of staff and students within our system.**	

1. Project title	2. Project description and activities	3. Expected outcomes, benefits or impacts **Achieved or Not achieved**	4. Indicators of success	5. List any additional or variations of Activities undertaken/Achieved outcomes
	• Maintain required evidence in a central repository to enable all teachers involved with the student's development to access information easily as well as withstand any audit.	• Professional learning resources focussed on teachers' obligations in the areas of the Disability Discrimination Act and the Disability Standards for Education. **Achieved**		
2. **NAPLAN - Catalyst program**	• strengthening NAPLAN • System-wide curriculum resources project • Support Literacy programs and training • Daily support for Principals and leadership teams in Schools	• The development of a system-wide pool of high quality resources available for all teachers and schools to use. • increased teacher capacity and confidence to teach. • The provision of appropriate professional learning to teachers to ensure effective delivery of the curriculum resources in the classroom • Continue training programs for Intialit/MaquLit, Writing revolution • Continue to implement Archdiocesan assessment schedule. **Achieved**	• Embed monitoring processes for fidelity and efficacy of K-2 Literacy Programs. • Support Tier 2 training and materials for identified ACT primary and secondary schools. • Provide resource and support for spelling mastery. • Implement K-6 Mathematics and English scope and sequences. • Investigate high quality, low variation curriculum content development. • Deliver online learning through MS Teams platform to support HITP learning.	

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			• Mange trial with brightpath formative assessment software. **overall achieved**	

3. **Improving governance and financial management**	This project will implement a new modern cloud-based financial management system (TechnologyOne CiA) across all 56 schools in CECG. TechnologyOne CiA will replace the existing financial management system in these 29 schools (MAZE) which is at end of life.
	The high-level rollout schedule is as follows:
	• 1/03/2022 Pilot 2 schools
	• 1/05/2022 Rollout 3 schools
	• 1/06/2022 Rollout 8 schools
	• 1/06/2022 Rollout 8 schools
	• 1/11/2022 Rollout 8 schools
		Automated accurate and timely reporting:
		• Statement of financial position.
		  o Budget vs Actuals.
		• Accounts Payable.
		  o AP aged debtors
		  o Payments due
		  o Accounts in credit
		  o Unapplied credits
		  o Transaction summary
		• Closely watched numbers.
		  o Cash balance
		  o Enrolments
		  o FTE
		Remediation of manual financial processes:
		• Bank reconciliations.
		• BAS returns.
		Improved billing and debt management processes:
		• AR aged analysis
		Debtor arrangements and management
		Achieved
			• Successful implementation of TechnologyOne CiA to 29 schools completed on schedule and on budget.
			• Planned financial and operational metric reporting delivered to schools at cut-over to TechnologyOne CiA.
			• Administrative burden in schools lifted with reconciliations and compliance reporting performed by head office Finance team via TechnologyOne CiA.
			• Principals have significantly improved information to better manage the financials' of the Schools
			• Virtual Bank Dashboards
			• Accounts Receivable Reporting
			50% achieved
				The successful execution of the designed ABN amalgamation strategy, resulting in the consolidation readiness of ACT School based ABNs with the combined CEO ABN, supporting the reduction in compliance activities being performed by the schools and enabling them to focus on the core activities.
				Support efficiencies across locations, a single bank account is core to the Finance Transformation solution design.

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	• 30/11/2022 End		**The configuration and system readiness for data migration to CiA Cloud is complex and sophisticated. The preparation, pre-migration problem solving and testing work has been taking longer than anticipated. However, now with all the system work is ready, CECG is anticipating completing the project by 2023. CECG has improved oversight of the financial operations across all Schools and Service Areas.**	The consolidation of bank accounts and reduction in acceptable payment methods from families reducing manual efforts, enabling automation and strengthening controls within the system. The automation of student Billing to support CECG's discounting philosophy, incorporating the calculations and ranks of family members with students in systemic schools. Reducing manual efforts previously performed by the schools to manually maintain and track family rankings. Full system benefits will not be achieved until all schools are within the single CECG Ancestry portal.

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				Development of detailed training guides and hyper-care cross functional training support teams for rolled out readiness to each school to ensure the seamless transition between systems.

2022 Budget expenditure

Project Activities	Reform support funding
Improving governance and financial management	
IT Change Delivery Lead (Mar-22 to Nov-22)	$116,230
IT Change Implementation Team for Implementation of TechnologyOne CiA Across 29 Schools (Mar-22 to Nov-22)	$407,070
Staffing	
Administration of projects	$0
TOTAL	**$523,300**