

Non-Government Reform Support Fund Annual Report

2022

Catholic Education Council of the Northern Territory

Executive Summary

The Catholic Education Council of the Northern Territory through the work of the Catholic Education Office Northern Territory (CEO NT) has continued the focus on the following three priorities in the National Reform Agenda under the Non-Government Reform Support Fund.

Priority 1: Quality Assurance, Moderation and support for NCCD

Catholic Education Northern Territory worked with school leaders to support the national reform priority in relation to quality assurance, moderation and support for the continued improvement of the Nationally Consistent Collection of Data on School Students with Disability.

Catholic Education NT invested in further upgrades to the NCCD software platform *Inspire: Learning with Diversity* - the System database for the Nationally Consistent Collection of Data on School Students with Disability (NCCD). The Inspire platform and professional learning support for school staff has continued to support consistency with NCCD practices for all 18 schools including student identification processes and the provision of quality evidence. Technical support and internal audits conducted by the NCCD Education Officer focused on ensuring consistency with NCCD student data collection and analysis. Inclusion Network Forums scheduled each semester focused on upskilling school leaders in using the Inspire software and ensuring consistency and accuracy with NCCD practices and processes. Cross Sector Moderation with Department of education and independent schools-biannual moderation processes-semester 1 and semester 2 coordinated by NT Department of Education for Inclusion Support Coordinators and Advisors.

Priority 2: NAPLAN Online

Catholic Education NT collaborated with NT DoE Test Administration Authority to support schools in preparing for the administration of NAPLAN online. All remote Aboriginal Catholic Schools have transitioned from using the NAPLAN low bandwidth solution to the high bandwidth solution in 2022. Challenges with connectivity issues and network stability pose ongoing challenges for remote community schools. Education officers continued to support curriculum leaders in schools with the extraction of student/school data and the analysis of NAPLAN online data to inform school and systemic priorities.

Priority 3: Improving Governance and Financial Management Practices

The growth and formation of school and system leaders remains a priority for Catholic Education NT, supported by our ongoing partnership with the Brown Collective. A total of 20 Middle leaders and 5 Executive leaders engaged with the Brown Collective Leadership courses in 2022. All leaders who have completed Middle or Executive leadership training have been appointed to a leadership position with Catholic Education NT.

The Review and Validation of NT Catholic schools incorporates internal, external and routine registration assessments on a cyclical basis. The internal review process conducted by CENT executive focused on progress towards the achievement of strategic priorities. The process included school-assessments against the School Improvement Framework, data reviews, surveys and feedback from community consultation. Feedback from internal and external School Reviews informed systemic priorities and improvement priorities for all schools.

External Validation of schools against the National School improvement Tool was conducted by facilitators from ACER with a further 4 schools engaged in external reviews with ACER in 2022. The summary report of findings from 2021 and 2022 reviews were used to inform System priorities.

The Financial Management course project developed by Deloitte and contextualised for CENT was delivered to school leaders in Term 4, 2022 with further training scheduled for delivery in 2023.

Progress against strategic plan

Catholic Education Northern Territory (CENT) 2018-2022 Strategic plan inspires a vision of educational excellence for every student in every school entrusted to our care. System priorities are inclusive of the Reform Agenda with measurable outcomes to support the achievement of the key strategic directions.

Strategic plan achievements aligned to the NGR are listed below:

Leadership (Priority 3)

- Supporting a professional growth and development culture nurturing of all.
- Fostering a culture of continuous improvement and development of all staff
- Providing opportunities to build professional capacity
- Identifying and encouraging aspiring leaders through proven research based activities.

Teaching and Learning (NGR Priority 1 and 2)

- Providing all students access to appropriate learning opportunities
- Ensuring embedded practices that promote, support and facilitate successful outcomes for all.
- Upskilling staff to ensure consistency in identification and classification of student needs
- Building capacity of all staff to identify the individual needs of learners
- Offering relevant professional learning for educators
- Supporting schools in the use of technology to deliver 21st Century learning.

Finance Facilities and Resources (Priority 3)

- Implementing best practice budget development, financial content and accountability procedures
- Ensuring adequate financial resources are provided for the efficient management of the system.

The Non-Government Reform projects have contributed to the progress and achievement of identified priorities within the CENT strategic plan. Success indicators within this report are evidence of progress towards these key priorities.

Relationship with state and territory government (Northern Territory)

The Non-Government Schools Ministerial Advisory Committee meets on a quarterly basis to discuss a range of issues relevant to non-government schools including the Reform Agenda initiatives.

Catholic Education representative on the NT Board of Studies meets quarterly with key stakeholders to discuss local and national educational issues and priorities, including reform priorities such as NAPLAN online. NAPLAN online is a collaborative effort with the Department of Education which includes regular communication and the occasional face to face meetings with key stakeholders to identify and respond to any challenges as they arise.

A working committee representing the NT Department of Education, Catholic Education NT and the Independent sector collaborated on the development of the Bilateral Agreement.

These relationships have enabled us to have clarity around our joint initiatives as well as keeping all sectors informed of intended activities and priorities whilst at the same time enabling each sector to progress priorities relevant to their strategic plan.

Project Report

Strategic Plan linkages:

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
<p>NAPLAN Online</p> <p>Bilateral reform Reference: Implementation of online delivery of the National Assessment program</p>	<p>Participation in 2022 NAPLAN online for all CENT schools. Central support for schools in preparing for NAPLAN online and in using and analysing NAPLAN data to inform school and systemic priorities.</p> <p>Systemic support and advice for schools in relation to cabling upgrades, purchasing hardware, technical advice and administration of NAPLAN online.</p>	<p>Improved capacity of School Based Coordinators and classroom teachers to administer NAPLAN online and analyse data.</p> <p>Achieved</p> <p>Effective and improved use and analysis of NAPLAN data; reflected in school reviews and annual improvement plans</p> <p>Achieved</p> <p>Successful delivery of NAPLAN online</p> <p>Achieved</p>	<p>100% School NAPLAN Coordinators complete training.</p> <p>100% achieved</p> <p>100% of schools meet requests from NT Department of Education for NAPLAN online.</p> <p>100% achieved</p> <p>All CENT schools engage with NAPLAN online.</p> <p>100% of schools</p>	

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<p>National Policy NERA Quality assurance, moderation and support for the continued improvement of the Nationally Consistent Collection of Data on School Students with Disability</p>	<p>NCCD Education Officer employed to provide:</p> <ul style="list-style-type: none"> • Technical support and training for new staff and Inclusion Support Coordinators on <i>Inspire integrated software platform</i> • Systemic NCCD Moderation of data- to ensure accuracy and consistency in recording and reporting of student information. • Onsite support for Inclusion Support Practitioners and Coordinators to ensure that all eligible NCCD students are identified, monitored and supported to achieve identified outcomes. <p>The Education Officer will continue to represent the CENT on the Education Council Joint Working group.</p>	<p>Improved accuracy and confidence with NCCD record keeping and reporting. Improved consistency with processes and practices in identification of students and use of <i>Inspire</i> software to collate evidence, develop student adjustment plans and improve outcomes.</p>	<p>100% Inclusion Support Coordinators, teachers, Assistants and Inclusion Support Practitioners complete training and are supported with the implementation and use of <i>Inspire</i> (NCCD Initiative)</p> <p>Achieved</p> <p>100% of NT Catholic Schools report SWD/NCCD student numbers using <i>Inspire</i>.</p> <p>100 % Achieved</p> <p>Ascertainment Moderation Sessions show improved confidence and reliability in NCCD data collection</p> <p>Achieved</p>	<p>Inclusion Support Assistants are also recording information into the <i>Inspire</i> platform; contributing to student file notes with links to google platforms documenting evidence of student learning.</p>

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			<p>100% of Students with a Disability are entered onto <i>Inspire</i> including uploading of documentary evidence to support inclusion and classification.</p> <p>90 % Achieved</p>	
<p>Inclusion Support Network Forums</p> <p>National Policy NERA Quality assurance, moderation and support for the continued improvement of the Nationally Consistent Collection of Data on School Students with Disability</p>	<p>Two Inclusion Support forums are scheduled each year providing professional development, training and networking opportunities for Inclusion Support Coordinators, Assistants and Practitioners in schools.</p> <p>Ongoing formation and support for School based Inclusion Support Practitioners (ISP) to upskill Inclusion Support Assistants and classroom teachers in the identification and support for students with a disability.</p> <p>Educational Adjustments Plans and specialist recommendations generated from within <i>Inspire</i> online system are effectively implemented.</p>	<p>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. 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>Minimum of 90% attendance at Inclusion support forums each semester. A minimum of 90% accuracy of NCCD input data.</p> <p>Achieved</p> <p>Network meeting evaluations will reflect that 100% of participants are satisfied or very satisfied with the learning presented.</p> <p>Achieved</p> <p>Commonwealth Post enumeration audits reflect a minimum of 90% accuracy with CENT schools NCCD data and record keeping.</p> <p>Achieved</p>	<p>PE achievement in 2022 for all schools was only 90% due to the difficulty in attaining required documentary evidence for parental consent.</p> <p>Translation of parental consent forms are translated into the local dialect is a priority to support improvement.</p> <p>Internal moderation and audits are mandated for all schools in 2023 to support consistency.</p>

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<p>Improving governance <u>Bilateral reform direction B:</u> Improving governance through appraisals and targeted support</p>	<p>Educator Impact Framework used across the system as a process for leadership review, reflection, goal setting and formation. 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>Leaders in CENT will participate in the review process on a cyclical basis. Reports generated as a result of the process will inform priority areas for future growth and development.</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>Achieved</p> <p>100% of school leaders engaging with EI will set goals and targets for growth and formation.</p> <p>Achieved</p>	

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<p>Improving Governance and financial management practices <u>Bilateral reform direction B:</u> Improving governance through appraisals and targeted support Improving Governance <i>Middle Leadership Development</i> Bilateral reform Reference: Improving Governance Executive Leadership Development</p>	<p>Support the development of the governance capabilities of current and aspiring leaders through a planned approach, including 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>Formation and growth of school and system leaders in the key areas of governance, ethical leadership, strategic planning and 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>Achieved 20/21 completed</p> <p>At least 95% completion for enrolled leaders in the 6 module program delivered by The Brown Collective.</p> <p>95% completed Post program evaluation reflects at minimum of 4 out of 5 satisfaction rating on a 5 point scale. Achieved-program evaluation ratings of 4.22-4.83</p>	<p>One applicant unable to attend face to face LWIE module in 2022, attended final module in 2023 to complete course.</p> <p><u>CENT Program Feedback Middle Leaders</u></p> <p>Overall quality: very good 28% Excellent 72%</p> <p>Recommend to others: 100% Relevant content: large extent (4/5 rating) : 19% Great extent (5/5 rating): 81% Able to apply to role: some extent 5% large extent: 43% Great extent: 52% Met expectations: large extent: 43% Great extent: 57%</p>

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	<p>Executive Leaders: 6 module program “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 			
<p>Bilateral reform Reference: Improving Governance School Reviews & External Validation School Improvement and Improvement Framework (SIRF) Review Processes.</p>	<p>CENT schools engage in cyclical reviews using the NSIT (National School improvement Tool) led by Australian Council of Education Research (ACER). The review process is underpinned by comprehensive quality assurance and moderation processes.</p>	<p>Robust internal and External Validation Reviews using the National School Improvement Tool and Annual SIRF assessment processes inform school progress and future directions leading to Improved school performance.</p>	<p>External reviews for 4 CENT schools conducted by Australian council of Education Research (ACER)</p> <p>Achieved</p> <p>Minimum of 3 Report recommendations implemented into School improvement Plans including identified actions and targets.</p> <p>Achieved</p>	

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	<p>School reviews are led by an external reviewer; bringing an independent perspective. This model also provides for additional time to deeply embed an improvement culture, underpinned by the NSIT.</p>	<p>School Improvement Report recommendations from reviews inform 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>100% of schools scheduled for School Improvement Assessment, External Validation and Registration Renewal processes are completed.</p> <p>Achieved</p>	

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<p>Financial Management for School Leaders Bilateral reform Reference: Improving governance and financial management practices in non-government schools.</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>Improved capacity of school leaders in the area of financial management.</p> <p>Achieved</p> <p>Improved practices and procedures that mitigate risk and improve the financial security of schools.</p> <p>Achieved</p>	<p>80-100% of leaders attend scheduled professional development training courses.</p> <p>80% of current leaders have attended training 2021 or 2022</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>50% positive feedback</p> <p>Improved outcomes and reporting of School financial audits.</p> <p>Achieved</p>	<p>Feedback on the course was varied due to the experience of principals and their varying needs.</p> <p>The course requires further adaptation to suit the different needs and contexts of each school community.</p>

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Bilateral Reform Reference National USI	DESE has commissioned working groups to influence the scope, design and planning of a National Unique Student Identifier. CENT IT Manager is the National Catholic Education Commission representative of the Business Process sub group and attends approximately two meetings per Term.	Design activity completed. Implementation of USI	Activity reaches next phase of development. In progress	

2022 Budget expenditure

Project Activities	Reform support funding
NAPLAN Online	
Technical support for NAPLAN online	\$0
Training and support for school NAPLAN Online Coordinators	\$0
NCCD	
Part Salary NCCD Technical Advisor (Learning with Diversity)	\$47,000
Inclusion Support Practitioners Network x 4/year	\$12,500
Improving Governance	
Leadership Appraisals (Middle and Senior Leaders)	\$10,000
Middle Leaders Progressional Development Course	\$10,000
Executive Leaders Program for School and System Leaders: Leading with Integrity for Excellence	\$13,000
External Review of School Performance ACER	\$60,000
Financial Management Training for school principals and leaders	\$5,000
Staffing	
Administration of projects	\$0
TOTAL	\$157,500