Non-Government Reform Support Fund Annual Report

2022

South Australian Commission for Catholic Schools

Executive Summary

The South Australian Commission for Catholic Schools (SACCS) has oversight of education, sets directions, allocates resources and develops policies for Catholic schools in South Australia.

The Commission and its four Standing Committees are supported by a number of permanent committees and working parties. Catholic Education SA (CESA) through its schools, colleges and centres, implements SACCS' decisions and policies.

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

Impact of COVID-19

Due to the impact of COVID-19 on school communities, some 2022 scheduled activities were unable to proceed, whilst others were deferred until 2023. The funds that supported these activities have been committed to be spent in 2023.

CESA Objectives and the Strategic Plan

The CESA objectives as outlined in the CESA Reform Support Fund Strategic Plan are summarised as follows:

• Improve student learning, achievement and wellbeing
• Strengthen the provision of Catholic Education B-12
• Optimise the use of resources
• Grow the reputation of Catholic Education SA
• Develop a collaborative culture across schools and the system.

Key Directions

The objectives span the three reform directions included in the CESA Reform Support Workplans (and outlined below) and are also reflected in the CESA projects and initiatives undertaken over the life of the Fund.

• Supporting students, student learning and student achievement
• Supporting teaching, school leadership and school improvement
• Enhancing evidence for improvement

Major achievements for 2022 and progress against the CESA Strategic Plan and Key Directions:

Despite the impact of COVID-19, positive progress was made in many areas. Highlights for 2022 included:

o **Nationally Consistent Collection of Data** – schools received a grant to enable their NCCD teams to attend professional learning with CEO staff and other CESA colleagues on documenting the 4 levels of evidence required for NCCD, using SEQTA for quality assurance and moderation purposes. Note: SEQTA is a leading teaching and learning Customer Relationship Management (CRM) system and enterprise tool that integrates Wellbeing, Learning and Attendance management in to one solution.

o **NAPLAN** - In 2022 all eligible CESA schools transitioned fully to online testing for NAPLAN. Schools were provided with ongoing training and support to understand technical requirements, procedures, and protocols to perform online tests. School planning was monitored through the submission of a technical audit and schedule for each school. Post testing, 196 teachers from 95 schools enrolled in CESA workshops to understand, analyse, and interpret their Student and School Summary Report (SSSR) which outlines the performance of their school and students.

- o ***Financial Management for Principals:*** an identified group of newly appointed principals and heads of campus worked with a consultant to build their financial knowledge, capacity and confidence to strengthen financial viability, improve strategic decision making and build resilience to mitigate unforeseen circumstances. This initiative has continued to have major positive impacts, particularly for first time principals.

  In addition, Principals engaged in broader leadership coaching to complement the financial management program and attended Stewardship of Resources professional learning sessions.

- o Work continued on the development of the CESA Literacy and Numeracy Strategy utilising expertise from Flinders University. The strategy was launched in May 2023 along with professional development implementation initiatives.

- o Building system, leader and teacher capacity in STEM continued with the following activities: STEM MAD Forum, Girls in STEM program (middle years), science consultancy delivered to metropolitan and regional schools via projects and partnerships with STEM Punks, CESA Apple Integration Project, Lumination – Bite Size STEM workshops, STEM and Space.

- o Working in collaboration with schools, CEO staff created the Entrepreneurial Learning Progression Continuum aligned to each of the CESA Key Capabilities. A glossary of technical terms related to the designing and facilitating of social entrepreneurial learning has been developed and can be downloaded from the digital toolkit designed.

- o In 2022, all CESA Diocesan schools participated in the Year 1 Phonics Screening Check (PSC) which is now mandated.   This check aims to improve literacy and numeracy outcomes for all young people, so they experience success across the curriculum.

- o Dr Lyn Sharratt from Sharratt Education worked in partnership with CESA to deliver professional learning to 360 educators over 1 week at the Adelaide Convention Centre in Term 3. Dr Sharratt conducted interactive Learning Walk and Talk tours at local schools and leaders were able to further engage in Dr Sharratt's Clarity Learning Suite.

- o A review of the CESA Aboriginal and Torres Strait Islander Education Strategy continued with Aboriginal consultants engaged from the University of Adelaide and Flinders University. Recommendations have been handed down and work has commenced to determine an implementation plan. The final review is anticipated to be completed by the end of 2023.

- o All diocesan principals engaged with a new online Leader ePortfolio based on the CESA Leadership Standard with an expectation of full implementation in 2023.

- o The Living Learning Leading Survey (LLL), a system-wide data tool, continued to be developed in collaboration with Curtin University and NSI Partnerships. In 2022 the LLL survey was undertaken by 92 Diocesan schools with responses received from 3,127 parents, 16,847 students from Years 2 to 12, 1,970 teachers and 899 non-teaching staff. Data was analysed by NSI Partnerships with reports provided to individual schools and the Catholic Education Office to inform and support school improvement activities. A representative from NSI Partnerships engaged in a collaborative discussion with CEO managers and School Performance Leaders to analyse and examine the outcomes in detail. Consideration will continue to be given to ongoing refinements to the tool's efficacy and alignment to school and system improvement priorities.

Collaboration with State Government

The heads of the three sectors – Government, Catholic and Independent – have strong collaborative relationships and work together on issues of common interest for South Australia. Current collaborations include:

a.   shared oversight of the transition to NAPLAN Online

b.   developing a narrative for all sectors and the South Australian Certificate of Education (SACE) Board about the critical role of the development of general capabilities

c.   Initial Teacher Education, working with providers on programs across six focus areas:

    1.   Program entry

    2.   Literacy and numeracy

    3.   Program content

    4.   Program structure

    5.   Professional experience

    6.   Mentoring and supervision

d.   Earning and Learning Pathways – considering a collaborative, cross-sector approach to further developing an understanding of the pathways through secondary school to further education, training and employment

e.   Cross-sector groups on COVID, curriculum, child protection, and emergency planning

f.   National certification of Highly Accomplished and Lead teachers – to develop capacity to establish environments that improve students' educational achievement and growth.

The three sectors maintain collaborative working arrangements through regular meetings of Education Sector Heads and meetings of cross-sector representatives on specific issues as required.

For example, CEO representatives have liaised with the State Government on a range of issues through the following cross sector committees, including:

- Disability Cross sector program committee
- Australian Curriculum cross sector committee
- Ministerial Advisory Committee for Students with Disabilities
- Coalition to prevent bullying and violence in schools
- Education Sector Heads meetings (met regularly to coordinate COVID responses)
- Education Senior Officers committee
- Australian Curriculum General Capabilities Committee
- SACE Board
- SACE Board - Accreditation Recognition and Curriculum Committee

Whilst the specific context for each school education sector varies, the reform activities being undertaken by all sectors are contributing to the national reform agenda. Reform activity across all sectors includes:

a. School Improvement Strategy to build a world-class education system that improves outcomes for all students

b. Aboriginal Education Strategy to improve outcomes and contribute to closing the gap, including through consultation with communities and supporting Aboriginal governance

c. STEM Strategy to enable students to develop knowledge, skills and understanding in science, technology, engineering and mathematics

d. Literacy and Numeracy programs to improve the core foundation skills in literacy and numeracy

e. Early Career Teacher programs to support teacher development in the early years of their career

f. Supporting teacher development by providing appropriate professional learning for teachers and leaders

g. Entrepreneurial Education to provide students the opportunity to acquire the skills needed to become successful and ethical entrepreneurs.

Summary of 2022 achievements

Key Direction 1: Supporting students, student learning and student achievement

Project title	Project description and activities	Expected outcomes, benefits or impacts Achieved or Not achieved	Indicators of success	List any additional or variations of Activities undertaken/Achieved outcomes
IMPROVED STUDENT LEARNING AND WELLBEING Relevant national policy reform direction: Reform 1: Enhancing the Australian Curriculum to support teacher assessment of student attainment and growth. State reform initiative: School improvement strategy; Aboriginal Education Strategy; STEM Strategy; Entrepreneurial Education; Literacy and Numeracy Programs (Para 17 Bilateral Agreement between South Australia and the Commonwealth on Quality Schools Reform)			**By 2022** **Note: the following lag indicators were devised to cover the period 2019-2022. They cover all of the activities for Key Direction 1** • 2% increase in students meeting the expected standard in NAPLAN **Achieved – benchmark data for 2018 showed percentages between 83% to 87%. Comparatively, percentages in 2022 were between 93.2% and 94%.** • 99% students completing Year 12 or equivalent **Achieved - in 2022, 99.9% of students completed Year 12 and achieved their SACE (or equivalent).**	

Project title	Project description and activities	Expected outcomes, benefits or impacts Achieved or Not achieved	Indicators of success	List any additional or variations of Activities undertaken/Achieved outcomes
			• 3% increase in students with a positive opinion about their school's safe and orderly learning environment **Partially achieved – a 2.6% increase in positive opinion in CESA's 'Pulse Check-in' survey was recorded in relation to students' safe learning environment.** • 2% increased equity in outcomes for targeted groups **Achieved – by 2022, 100% of Aboriginal and Torres Strait Islander Students in CESA schools completed Year 12 and achieved their SACE (or equivalent).**	
	IDEAS - Innovative Designs for Enhancing Achievements in Schools This whole school, two-year revitalisation project developed by the Leadership Research International (LRI) located at the University of Southern Queensland. IDEAS aims to enhance school success through enabling school communities to work together to clarify direction, develop a shared pedagogy and attain school alignment.	• 3 schools will continue in 2022 to develop and document a school-wide pedagogy to be shared with staff, students and school community. **Achieved**		

Project title	Project description and activities	Expected outcomes, benefits or impacts Achieved or Not achieved	Indicators of success	List any additional or variations of Activities undertaken/Achieved outcomes
	Wellbeing Initiative The CESA positive behaviour support strategy will build system wide capacity to improve student wellbeing by providing a consistent, tiered and connected set of supports for key teachers, clusters of schools, regions and at the system level.	• Key Behaviour Coach teachers identified in each of the 6 regions. **Not Achieved** • 50% of Early Years teachers complete the module *'Understanding and Supporting Behaviour'*. **Not Achieved** • Cluster roundtable case management meeting processes identified and implemented. **Partially achieved**		Some activities were unable to be achieved due to COVID-19 pressures on schools and pressures on procuring Allied Health. In 2022 CEO staff continued to build system wide capacity to improve student wellbeing in collaboration with schools by hosting cluster roundtable case management meetings. To further support teachers, a clinical psychologist was engaged to assist in developing consistent resources on Disability and Developmental Disorders. These initiatives will continue into 2023.

Project title	Project description and activities	Expected outcomes, benefits or impacts Achieved or Not achieved	Indicators of success	List any additional or variations of Activities undertaken/Achieved outcomes
	Nationally Consistent Collection of Data (NCCD) Schools will continue to be trained and supported to use SEQTA Learner Management System to: 1. Document the 4 levels of evidence required for NCCD. 2. Use SEQTA data for quality assurance purposes. 3. Use SEQTA data for moderation at school, region and cross-sector levels.	• Refinement of the NCCD Key Activities and Milestones **Achieved** • Development of materials to support the 4 phases of the NCCD **Achieved** • Regionally based professional learning. **Achieved**		
	STEM INITITATIVES Professional learning by CESA Education Advisors in partnership with industry and universities will build educators capacity to design and deliver high quality STEM learning which draws on current research, developing STEM capabilities and embracing emerging technologies. Opportunities for students to build their STEM knowledge and skills will occur through participating in industry and university programs including the Women in STEM Breakfast.	**Primary Years Participation** Number of Schools: 60 Number of Teachers: 120 Number of students: 400 **Partially Achieved**		Due to COVID, some of the planned STEM activities in Semester 1 needed to be re-scheduled or cancelled and this affected numbers. **Primary Years Participation** Number of Schools: Actual: 56 Number of Teachers: Actual: 74

Project title	Project description and activities	Expected outcomes, benefits or impacts Achieved or Not achieved	Indicators of success	List any additional or variations of Activities undertaken/Achieved outcomes
		Middle Years Participation Number of Schools: 50 Number of Teachers: 100 Number of Students 400 **Partially Achieved** **CESA STEM MAD Forum** will showcase students' engagement of STEM. **Achieved**		Number of students: Actual: 590 **Middle Years Participation** Number of Schools: Actual: 16 Number of Teachers: Actual: 32 Number of Students Actual: 186
	Early Years Learning Ecologies In 2022 CESA Early Years advisors and academic partners (University of Melbourne) will further embed and sustain practice; and invite additional teachers to participate. Two professional learning sessions and accompanying coaching in 2022, will provoke educator thinking and high-quality practice to apply understandings of progress against the Achievement Standards of the Australian Curriculum.	• 13 Early Years teachers and approximately 325 children will participate. **Achieved** • 2 professional learning days and pedagogical coaching will be provided by University of Melbourne. **Achieved**		

Project title	Project description and activities	Expected outcomes, benefits or impacts Achieved or Not achieved	Indicators of success	List any additional or variations of Activities undertaken/Achieved outcomes
	LITERACY AND NUMERACY **Clarity Suite (Dr Lyn Sharratt)** In 2022 the engagement of Dr. Lyn Sharratt as a 'critical friend' will continue through the use of the 'Clarity' learning suite for school and system leadership teams. https://www.lynsharratt.com/clarity-learning-suite	• 4 Leaders Forums (up to 350 people per session) with Dr Lyn Sharratt. **Achieved** • Up to 6 regional 'learning fairs' held. **Not Achieved** • At least 89 schools registered for the Clarity Learning Suite. **Achieved**		Due to the impacts of COVID, the 'learning fairs' were changed to 'Learning Walks and Talks' with Dr Sharratt visiting a number of schools. School leaders were invited to participate.

Project title	Project description and activities	Expected outcomes, benefits or impacts Achieved or Not achieved	Indicators of success	List any additional or variations of Activities undertaken/Achieved outcomes
	Year 1 Phonics Screening Check (PSC) Year 1 Phonics Screening Check was mandatory in all CESA schools in 2021. In 2022 CESA will continue the consistent implementation of the PSC by providing online training for all new Year 1 teachers. Support will be provided to schools for training, assessment and analysis of results. An online Phonics training platform for new and existing teachers.	• Online training for approximately 220 teachers from 91 schools involving approximately 3,500 students. **Achieved** • Extended online training offered to new teachers / Leaders of Learning. **Achieved** • Creation of an online Phonics Screening Check commenced. **Achieved**		
	Literacy and Numeracy Strategy Ongoing Implementation Flinders University will lead the ongoing development and implementation of the new LaN strategy which is based on work undertaken in past two years. The new LaN strategy will align with the revised Australian Curriculum and the SA Certificate of Education.	• LaN Strategy completed and implemented across the sector. **Partially Achieved**		Work continued on the development and ongoing implementation of the CESA Literacy and Numeracy Strategy utilising expertise from Flinders University.

Project title	Project description and activities	Expected outcomes, benefits or impacts Achieved or Not achieved	Indicators of success	List any additional or variations of Activities undertaken/Achieved outcomes
				COVID-19 impacted timing however the 2023-2026 CESA Literacy and Numeracy strategy was launched in May 2023 with professional development implementation initiatives forming part of the 2023 NGRSF Workplan.
	Early Years Literacy and Numeracy Strategy Development The *Professional Learning System Improvement Strategy (PLSIS)* which is a 2-tier professional learning strategy that impacts children's literacy outcomes will be delivered. It includes two strands – a Leadership Strand and a Teacher Strand.	• 5 professional learning days for up to 50 teachers. **Partially Achieved** • Coaching provided in regions by System Literacy Coaches. **Achieved** • Measurable improvement in PAT-R, Phonics Screening Check and NAPLAN achievement. **Achieved**		Specialist consultants in Early Years Literacy and Numeracy were engaged in the latter half of 2022 and into 2023 to assist with the Early Years component of the 2023-2026 CESA Literacy and Numeracy Strategy which was successfully launched in May 2023 with professional development implementation initiatives forming part of the 2023 NGRSF Workplan.

Project title	Project description and activities	Expected outcomes, benefits or impacts Achieved or Not achieved	Indicators of success	List any additional or variations of Activities undertaken/Achieved outcomes
	NAPLAN Online Delivery In 2022 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.	• Principals and Leaders of Learning from up to 90+ schools will have participated in regional workshops. **Achieved**		

Key Direction 2: Supporting teaching, school leadership and school improvement

Project title	Project description and activities	Expected outcomes, benefits or impacts Achieved or Not achieved	Indicators of success	List any additional or variations of Activities undertaken/Achieved outcomes
SUPPORTING TEACHING AND SCHOOL LEADERSHIP Relevant National Policy reform direction: Improving governance and financial management practices in non-government schools; State: School improvement strategy; Supporting teacher and leader development (Para 17 Bilateral Agreement between South Australia and the Commonwealth on Quality Schools Reform)			**Note: the following lag indicators were devised to cover the period 2019-2022. They cover all of the activities for Key Direction 2.** By 2022 • 5% increased staff capacity to use data and feedback effectively **Achieved. 6.7% increase in the number of teachers participating in professional learning such as the Classroom Climate Questionnaire that provided workshops on co-construction and student agency.** • 10% increase in staff reporting high levels of collaborative practice **Achieved. 17.3% increase – based on the number of teacher responses to the School Climate Survey.**	

Project title	Project description and activities	Expected outcomes, benefits or impacts Achieved or Not achieved	Indicators of success	List any additional or variations of Activities undertaken/Achieved outcomes
			• 10 % increase in number of Principals with greater capacity for financial management **Achieved. The program commenced with 8 principals joining the program and by the end, 20 principals + 4 heads of campus were signing up yearly. This represents a 200% increase.** • 10% increase in number of schools with documented school-wide pedagogy built on evidence-based pedagogical practices **Achieved. The program commenced with 2 schools joining the IDEAS program and by the end 4 more had joined. This represents a 100% increase.**	
	NSI Partnerships The CESA/NSI Partnerships – Developing Collaborative Cultures and Collective Efficacy through the use of the Classroom Climate Questionnaire (CCQ) will continue in 2022. The CCQ examines students' perceptions of their learning environment. It is administered twice a year (once as a pre-test and once as a post-test) to one class of students per teacher.	• Up to 20 schools and 150 classroom teachers will have participated in the CCQ and received student feedback to improve classroom practice and performance. **Achieved**		

Project title	Project description and activities	Expected outcomes, benefits or impacts Achieved or Not achieved	Indicators of success	List any additional or variations of Activities undertaken/Achieved outcomes
	Aboriginal Education Strategy – Carclew The CESA partnership with Carclew Arts Program to bring Aboriginal cultural artists into 12 regional Catholic schools will continue in 2022. The program identifies appropriate local community Aboriginal artists to work in schools to bring Aboriginal stories, art and cultural understanding to a school-based program. Carclew Arts Program works with local Aboriginal elders to identify artists and stories that are appropriate and have permission to be included in the program.	• 12 schools have participated in a cultural residency program. **Achieved** • Staff from 12 schools have participated in a half day teacher professional learning and cultural sharing with a local Aboriginal artist/elder. **Achieved**		
CESA	**Aboriginal Education Strategy Implementation** An Implementation Plan will be developed based on the findings and recommendations of the ATSI Review. Trial schools will be identified to assist in the development of prototypes and the implementation of the Review recommendations.	• Audit of current Aboriginal and Torres Strait Islander Strategy completed. **Achieved** • Educational and Business case submitted to SACCS. **Partially Achieved** • Trial schools identified. **Partially Achieved**		A review of the CESA Aboriginal and Torres Strait Islander Education Strategy continued with Aboriginal consultants engaged from the University of Adelaide and Flinders University.

Project title	Project description and activities	Expected outcomes, benefits or impacts Achieved or Not achieved	Indicators of success	List any additional or variations of Activities undertaken/Achieved outcomes
				Recommendations have now been handed down and work has commenced to determine an implementation plan. The final review is anticipated to be completed by December 2023.
	SCHOOL IMPROVEMENT All diocesan principals will be supported to implement the CESA Leadership Standard and use the Leaders' Portal to record the impact of their leadership. The portal will include details of their performance, plans, goals, actions, professional learning with supporting data/evidence.	• Diocesan principals will adopt and use the CESA Leadership Standard and the Leaders' Portal. **Achieved**		

Project title	Project description and activities	Expected outcomes, benefits or impacts Achieved or Not achieved	Indicators of success	List any additional or variations of Activities undertaken/Achieved outcomes
	SCHOOL LEADERSHIP **Financial Management for Principals** 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 resilience to mitigate unforeseen circumstances. Induction session(s) provide 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.	• 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 management of the school. **Achieved**		
	Leadership Development Programs School Leadership - Professional development programs and learning opportunities will include: • Aspiring Leaders Program (incorporating the Pathways to School Leadership Program) • Onboarding & Induction for new leaders	• Increased number of principal ready, deputy principal ready and assistant principal ready individuals. **Achieved**		

Project title	Project description and activities	Expected outcomes, benefits or impacts Achieved or Not achieved	Indicators of success	List any additional or variations of Activities undertaken/Achieved outcomes
	• Principal Preparation Program - a focus on system leadership imperatives. • Executive Mentoring Program – a focus on mid-career principals. • Support for individual tailored learning including post graduate study, cognitive coaching, self-directed learning, individualised leadership coaching and leadership shadowing. • New Principals' Network established to provide 'in time' leadership formation, professional support. • Women in Leadership - future and current leaders will be supported to build capabilities and professional practices in high quality leadership.	• Increased capacity in the use of the CESA Leadership Standard. **Achieved** • All new school leaders effectively onboarded and inducted in school and system leadership. **Achieved** • New Principals' Network established. **Achieved** • Increase in number of female principals, deputy and assistant principals. **Achieved** • Profile of women leaders raised across system including regional and rural contexts. **Achieved**		

Project title	Project description and activities	Expected outcomes, benefits or impacts Achieved or Not achieved	Indicators of success	List any additional or variations of Activities undertaken/Achieved outcomes

	ENTREPRENURIAL EDUCATION
	
	The CESA R-12 Entrepreneurial Education strategy will be co-constructed with membership from system, school, industry, and entrepreneur representatives to create a model of social entrepreneurial education in which students understand that there are limitless possibilities for adding value to all lives. Professional learning resources will be developed and piloted in 2022.This work will be achieved in partnership with *A School for Tomorrow*.
		• Entrepreneurial learning is aligned to the CESA Key Capabilities.
		
		  Achieved
		
		• Glossary of technical language developed.12 schools and 24 teachers involved in trialling.
		
		  Achieved		

Key Direction 3: Enhancing evidence for improvement

Project title	Project description and activities	Expected outcomes, benefits or impacts Achieved or Not achieved	Indicators of success	List any additional or variations of Activities undertaken/Achieved outcomes
EFFECTIVE USE OF DATA Relevant national policy reform direction: National Reform 8: Improving national data quality, consistency and collection to improve the national evidence base and inform policy development.	**Ongoing development, analysis and review of the LLL Survey Data.** The Living Learning Leading Surveys (previously referred to as the system-wide tool) commenced development in 2020 in collaboration with Curtin University will continue in 2022. Results for every school 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. In addition to the surveys, a school based joint research 'partnership' between CESA and Curtin University will commence in 2022. The research will identify the factors which contribute to successful system-wide reform.	• All diocesan schools will have completed a second round of Living Learning Leading Surveys with teachers, students and parents. **Achieved** • Further development of the survey instrument to include a survey for students in the early years of schooling. **Achieved** • All schools have a report of their LLL Survey outcomes. **Achieved** • System-wide performance reports generated. **Achieved**	**Note: these indicators of success apply to Key Direction 3** By 2022 • 10% increased capacity in schools to use data effectively to identify strengths and areas for improvement. **Achieved. 28 trial schools conducted the survey in 2020 and by 2022, 92 CESA school elected to participate and subsequently utilise the data for school improvement.** • 90% of schools will use the system data tool to measure and report improvement **Achieved. 92 of 101 schools are using the system data school representing 91%.**	

Project title	Project description and activities	Expected outcomes, benefits or impacts Achieved or Not achieved	Indicators of success	List any additional or variations of Activities undertaken/Achieved outcomes
			5% increase in number of reform initiatives formally evaluated **Achieved. During the period 2019 to 2022 CESA has reviewed STEM learning via collaboration with Melbourne Uni; Students with Disability Review; Aboriginal and Torres Straight Islander Review; Literacy and Numeracy Review;** **As a result, formal strategies were developed in collaboration with experts from Australian universities and expert consultants.**	

2022 Budget Expenditure

Project Activities	Reform support funding
Supporting students, student learning and student achievement **Improved Student Learning & Wellbeing**	
IDEAS - University Southern QLD	$60,000
Wellbeing Initiatives	$110,000
Nationally Consistent Collection of Data (NCCD)	$40,000
Supporting students, student learning and student achievement **STEM Initiatives**	
Primary Years, Middle Years	$148,000
Early Years Learning Ecologies	$22,000
Supporting students, student learning and student achievement **Literacy and Numeracy**	
Clarity Learning Suite	$60,000
Phonics Screening Check	$75,000
Literacy and Numeracy Strategy Implementation	$41,000
Early Years Literacy and Numeracy Strategy Development	$70,000
NAPLAN Online Delivery	$20,000
Supporting teaching, school leadership and school improvement **Supporting Teaching**	
National School Improvement (NSI) – Climate Classroom Questionnaire	$100,000
Aboriginal Education – Carclew	$90,000

Aboriginal Education Review Implementation	$25,000
Supporting teaching, school leadership and school improvement **School Improvement**	
School Improvement/Leadership Standards Projects & Balanced Score Card (BSC) Implementation	$20,000
Supporting teaching, school leadership and school improvement **School Leadership**	
Financial Management for Principals	$75,000
Leadership Development Programs	$160,000
Supporting teaching, school leadership and school improvement **Entrepreneurial Education**	
Entrepreneurial Education	$44,000
Enhancing evidence for improvement	
Ongoing development, analysis and review of the Living Learning Leading Survey (previously the 'system survey')	$150,000
Final cash payment recognised and committed to prior projects in prior periods*	$69,500
Staffing	
Administration of projects	$80,000
TOTAL	**$1,459,500**