

# **Non-Government Reform Support Fund Annual Report**

---

**2022**

---

**Catholic Education Tasmania**

---

## **Executive Summary**

### **Progress against the strategic plan**

The Non- Government Reform Support Funding (NGRSF) has supported the vision and mission of Catholic Education Tasmania (CET) to uphold its commitment to achieve the National School Reform Agenda and state-based initiatives, as agreed in the Tasmanian Bilateral Agreement.

The Fund has provided schools in the Catholic sector in Tasmania with essential support across a range of areas. In 2022, CET continued to make significant progress in achieving the key objectives outlined in our strategic plan to improve the learning outcomes for all students and ensure they are prepared for successful lives after their schooling.

Throughout 2022 CET provided a range of extensive and comprehensive service offerings to assist Catholic schools across Tasmania to support their implementation of the Nationally Consistent Collection of Data (NCCD) on school students with disability. The CET Student Support team presented formal professional learning sessions, conducted networking workshops, facilitated collaborative meetings, delivered school-based support, and designed professional learning modules for all school staff.

The goal of continuous improvement in both the quality of the information on the Nationally Consistent Collection of Data, and the efficiency and the integrity of the data collection was achieved through undertaking a state-wide, regional, and school based moderation approach. The moderation undertaken supported all schools to be confident that their data was reliable and defensible.

An area of focus in 2022 included a deeper understanding of imputed disability: the CET Student Support team developed a process for all schools to follow, ensuring that the criteria for imputed disability was carefully considered and the final analysis aligned to the NCCD guidelines.

In 2022, CET continued to support the implementation of NAPLAN Online through a model of responsive and proactive communications, consultancy support, and training as required.

Improving Governance and Financial Management in Non-Government Schools. In 2022, 100% success was achieved with the release of the Technology One (TechOne) Finance software to eight new schools, the configurations of TechOne Finance Modules for new schools, the training of new school users, further development of training resources, and the development of the Budget and Asset module prototypes to assist in determining the rollout timeframe for these modules and their final configuration for use in 27 Tasmanian Catholic schools.

### ***Improvement Direction A- Quality Teaching***

CET focused on improvement and gains in embedding a consistent, rigorous, and professional approach in the delivery and understanding of the Australian Curriculum. Notably, all CET secondary colleges now have an improved understanding of the Curriculum Framework with course guides reflecting the course changes in Years 11 and 12. Furthermore, Curriculum Handbooks now include pathways information for Years 9 and 10 electives, reflecting the course changes.

The provision of quality support (with an assigned mentor) and in-school experience to cadet teachers continued in 2022 within the St Thomas Aquinas Teaching Schools Institute. Enrolments and strong interest for cadet places continue to grow with positive engagement and feedback from all stakeholders.

### ***Improvement Direction B- Effective Leadership***

In 2022, two new positions (Regional Principal Leaders) were created to provide support for educational leadership within each region and throughout CET. This approach has proven to be highly effective and supportive to Principals across the state in terms of improved response time, overall reduction in workload, and elevated capacity for decision making. This has also led to increased support with industrial and staffing matters. Notably, increased opportunities for mentoring of senior leadership staff has been an additional benefit.

CET continues to work with the Independent and Government sectors in Tasmania through regular cross sectoral meetings and through ongoing consultations.

### **Relationship with state government**

TCEO key staff liaised with the following committees, groups, and meetings (which supported and informed work in the key reform areas):

- Highly Accomplished and Lead Teacher (HALT) Certification Cross
- AITSL
- Tasmanian Ministerial Advisory Committee
- Cross Sectoral 9-12 Leadership Briefings
- National Catholic Education Commission Meetings
- Years 9-12 Project
- CatholicCare and other Archdiocese agencies
- National School Chaplaincy
- Australia Curriculum Assessment and Reporting Authority ACARA

## Project Report

### Summary of 2022 achievements

1. Project title	2. Project description and activities	3. Expected outcomes, benefits or impacts	4. Indicators of success	5. List any additional or variations of Activities undertaken/Achieved outcomes
<p><b>2022 SCHOOL REFORM PRIORITY (A)</b></p> <p>Improving governance and financial management practices in non-government schools to strengthen financial viability, improve business decision making and build resilience to mitigate unforeseen circumstances.</p>	<p>Continuation of the implementation of a new and efficient Financial Management System (Technology One) into schools in 2022.</p>	<p>Release of TechnologyOne Finance software to eight new schools, configuration of TechnologyOne Finance Modules for new schools, training new school users, further development of training resources and development of KnowledgeBase for BAU Support.</p> <p>2022 is the development of Budget and Asset Module prototypes to assist in determining the rollout timeframe for these modules and their final configuration for use in all schools.</p> <p><b>Achieved</b></p>	<p><b>100% Achieved</b></p> <p>Of target schools</p> <p>Additional work on further refining of the system configuration and further development of training resources was also undertaken.</p> <p><b>100% Achieved</b></p> <p>Of shared funded schools and the Tasmanian Catholic Education Office.</p>	<p>Preparation with nine schools for 2022. Annual Billing occurred toward the end of 2021, with further development and refining of the new Annual Billing systems and processes. Development and release of a new Travel and Expense Module for Credit Cards occurred, with five schools piloting the system. Rollout to the remaining schools will occur during 2022 and 2023.</p> <p>Development continued into 2022 for multiple assignments and back pay calculators.</p>

<p><b>IMPROVEMENT DIRECTION (A)</b></p> <p><b>State Bilateral - Quality teaching</b></p>	<p>Implementation of the 9-12 Curriculum provision and Vocational Learning framework alignment. Continuation of staff learning management system development and implementation</p>	<p>Schools are supported to review their current curriculum provision and align with the 9-12 Curriculum Framework..</p>	<p><b>100% Achieved</b></p> <p>All secondary colleges are conversant with the Curriculum Framework. Course guides reflect the course changes in Years 11 and 12.</p> <p>Curriculum handbooks include pathways information for Years 9 and 10 electives that reflect the course changes.</p>	
<p><b>State Bilateral - Improvement Direction A Quality teaching:</b></p> <p>Quality Teaching – curriculum, pedagogy, assessment, and differentiation.</p>	<p>State-wide Learning and Teaching Leader and Subject Department Leader Network Meetings, covering all eight Australian Curriculum Key Learning Areas held over the course of the year.</p>	<p>All Learning Areas from Australian Curriculum Subjects were covered in statewide and regional Professional Learning Network meetings during Terms 2, 3, and 4.</p>	<p><b>100% achieved.</b></p> <p>Representatives from all 38 CET schools attended. This enabled greater consensus across our system for all educators to embed a consistent, rigorous, and highly professional approach in the delivery and understanding of the Australian Curriculum.</p>	<p><b>Variation: Statewide Moderation (Primary and Secondary)</b></p> <p>Taking into consideration the ongoing impact of COVID-19 upon our system and schools and particularly our teachers, the decision was made to cancel all TCEO facilitated Moderation professional learning for 2022. This included Primary Moderation Leaders Professional Learning and Secondary Subject Moderation Network Meetings.</p>

			<p>In addition, over the course of Term One 2022, nine Curriculum, Assessment and Professional Practice team (CAPP) Education Officers were distributed equitably to our most COVID-19 affected schools. This timely face to face support ensured student learning could continue with minimal disruption. Education Officers worked collegially with schools to remain firmly focused on student learning opportunities in curriculum delivery, innovative pedagogies, legislative requirements, and Catholic Education Tasmania strategic priorities.</p> <p><b>Achieved 100%</b></p> <p>Please note: These do not include the workshops in house/schools from 3:00pm to 5:00pm.</p> <p>The attending/registration figures do not include IST Schools.</p> <p>These PL's do not include Literacy Practice Leaders Meetings as these are not open for registration.</p>	<p>As an alternative process, individual school-based moderation was encouraged and determined by each school's professional learning calendar in response to COVID-19 considerations. Curriculum, Assessment and Professional Practice Education Officers were made available to assist at each school's invitation throughout 2022.</p> <p><b>Arts and Health and Physical Education (HPE) CET Collaborative Teams. 100% achieved.</b></p> <p>Participation represented from across Primary and Secondary Schools statewide increased as teachers met online to work collaboratively, creating subject specific resources. A focus on evidence-based research to inform decision making regarding differentiated learning opportunities remained a feature of these professional learning teams.</p>
--	--	--	--	--

			<p><b>Please refer to attached Addendum 1.</b></p>	<p>Embracing collective efficacy, educators K-12 formed a representative sample across our 38 schools, and devised effective evidence-based, differentiated learning opportunities for students of all abilities.</p> <p><b>State-wide Early Years Age-Appropriate Pedagogies Workshop Network Meetings.</b> <b>Variation - 100% support achieved.</b></p> <p>Due to COVID-19 pressures statewide, the regional Age-Appropriate Pedagogies workshops did not occur. Responding instead to the immediate needs of each of our 32 primary schools, early years Education Officers supported individual schools by meeting and working with early years teams, empowering teachers to select and employ a balance of approaches and characteristics, to actively engage children in purposeful learning experiences ensuring the contextualised implementation of the Australian Curriculum.</p>
--	--	--	--	---

<p><b>IMPROVEMENT DIRECTION (A)</b></p> <p><b>State Bilateral - Improvement Direction A Quality teaching</b></p> <p>Provide support, mentoring and in-school development with the continuation of the St Thomas Aquinas Teaching Schools trainee teacher cadet program.</p>	<p>St Thomas Aquinas Teaching School provides support and in school experience for trainee teachers.</p>	<p>To build capacity of trainee teachers as they embark on their teaching careers, through – ongoing school immersion 1-2 days per week, working with an assigned mentor, will build on their pedagogical knowledge and skill building with support from expert educators.</p>	<p><b>100% Achieved</b></p> <p>Currently 17 cadets enrolled.</p> <p>First cadet graduated in 2022 and placed with school.</p> <p>Cadetship EOI continues to grow.</p> <p>Positive engagement with participating leaders and mentors, and from cadets.</p>	
<p><b>IMPROVEMENT DIRECTION (B)</b></p> <p>Effective Leadership – school culture, education leadership, building teacher capacity, building leadership capacity</p>	<p>Regional Principal Leaders Introduction of two newly created positions: Regional Principal Leaders to provide support for educational leadership within each region throughout CET.</p>	<p>This project will work across all 38 Archdiocesan schools and will increase the rate of contact between the school principals and the TCEO. This will provide principals with an increase in:</p> <ul style="list-style-type: none"> <li>(a) contact time with the regional leader.</li> <li>(b) better and more immediate attention to matters of importance in school governance and administration.</li> <li>(c) increased support with industrial, staffing and management needs at the school level.</li> </ul> <p>Enhanced and increased opportunities for mentoring of senior leadership.</p>	<p><b>100% Achieved</b></p> <p>Principals and Deputy Principals indicate increased satisfaction with this additional support.</p> <p>Regional Principal Leaders North/South indicate a reduction in their workload and an increase in their own effectiveness</p> <p>A measurable increase in overall support with governance, operational and mentoring service to schools.</p>	<p>In addition to Regional Principal Leaders' primary role of supporting educational leadership within each region of CET, some initial strategic work has been undertaken by the RPL's on behalf of CET and schools.</p> <p>Work has included:</p> <ul style="list-style-type: none"> <li>● Updating a revised document for the attraction and retention of staff in remote school areas.</li> <li>● Supporting the implementation of a new on-line complaints portal for schools/CET.</li> </ul>



			<p>Anecdotal feedback from Principals has strongly and clearly confirmed an increase in immediate and direct support on school based needs with the Regional Principal Leader as a narrowed role in comparison to the Director: School Services in each region.</p> <p>A survey is being sent to Principals that will provide more measurable data in relation to this in Term 4.</p> <p><b>100% Achieved</b>  <i>Achieved through the Regional Principal Leader being a conduit to the Tasmanian Catholic Education Office key staff in the areas of industrial issues, staffing, and management needs.</i></p> <p><i>Partially Achieved. In this first year of the Regional Principal Leader, it was underestimated the time that would be needed to provide management, staffing, industrial, and conflict resolution support.</i></p>	<ul style="list-style-type: none"> <li>● Assisting the Deputy Executive Directors with a new leadership and formation program for aspiring leaders in schools.</li> <li>● Exploring options of a 360 degree feedback tool for school leaders to assist with coaching, mentoring and goal setting.</li> </ul> <p><i>Further variations that have emerged include:</i></p> <ul style="list-style-type: none"> <li>● <i>Membership of key working parties.</i></li> <li>● <i>Assisting and leading interview panels for Deputy Principals.</i></li> <li>● <i>Support of Principals in formal performance management conversations with staff.</i></li> </ul> <p><i>Key responders in school based critical incidents.</i></p>
--	--	--	---	--

## Addendum 1

### **Attendance Records Professional Learning**

<b>Term 2</b>	<b>Total Schools</b>	<b>Schools attend/reg</b>	<b>%</b>
Early Years Network NW	9	7	78%
Early Years Network North	5	5	100%
Secondary Science Network (statewide)	14	12	86%
Early Years Network South	17	15	88%
Foundations of Reading South	17	8	47%
PLC Collaborative Leader (statewide)	38	10	26%
Foundations of reading North	5	4	80%
Foundations of reading North West	9	7	78%
<b>Term 3</b>			
L&T Leaders Primary & Secondary North (Burnie)	18	16	89%
L&T Leaders Primary & Secondary South	20	18	90%
Secondary English Network (statewide)	14	11	79%
Secondary HaSS Network (statewide)	14	11	79%
Arts Network Statewide Primary & Secondary	38	8	21%
Secondary Maths Network Statewide	14	9	64%
Key Teacher- Learning Tech Statewide	38	16	42%
<b>Term 4</b>			
Early Years Network North (MacKillop)	6	4	67%
Early Years Network North West (Tenison)	9	7	78%
Secondary Digital & Design Tech Statewide	14	11	79%
PLC Exchange (Primary & Secondary) Statewide	38	10	26%
Early Years Network South (D'Arcy)	17	9	53%
<b>Average</b>			<b>67%</b>

**School Demographics**

<b>South</b>	<b>North</b>	<b>North West</b>
Corpus Christi Catholic School	Larmenier Catholic School	Our Lady of Lourdes Catholic School
Holy Rosary Catholic School	St Finn Barr's Catholic School	Our Lady of Mercy Catholic School
Immaculate Heart of Mary Catholic School	St Thomas More's Catholic School	Sacred Heart Catholic School (U)
John Paul II Catholic School	St Patrick's College	Stella Maris Catholic School
Sacred Heart Catholic School (G)	Star of the Sea Catholic College	St Brigid's Catholic School(W)
St Aloysius Catholic College	Sacred Heart Catholic School (L)	St Joseph's Catholic School Queenstown
St Brigid's Catholic School	St Anthony's Catholic School	St Joseph's Catholic School Rosebery
St Cuthbert's Catholic School		St Patrick's Catholic School(L)
St John's Catholic School		St Peter Chanel Catholic School
St Paul's Catholic School		Marist Regional College
St Therese's Catholic School		St Brendan-Shaw College
St Virgil's College		
Dominic College		
Guilford Young College		
MacKillop Catholic College		
Mount Carmel College		
St James Catholic College		
St Mary's College		
Sacred Heart College		
St Francis Flexible Learning Centre		
<b>20</b>	<b>7</b>	<b>11</b>
<b>Secondary/Colleges 14</b>		

**2022 Budget expenditure**

<b>Project Activities</b>	<b>Reform support funding</b>
<b>Improving governance and financial management</b>	
Continuation of rollout of Technology One Financial Management System to schools.	\$0
<b>"State Bilateral - Improvement Direction A Quality teaching"</b>	
Implementation of the 9-12 Curriculum provision and Vocational Learning framework alignment. Continuation of staff learning management system development and implementation.	\$129,000
Provide quality assurance, support and advice to schools for the Australian Curriculum through moderation and networking.	\$50,000
Provide support, mentoring and in-school development with the continuation of the St Thomas Aquinas Teaching School trainee teacher cadet program.	\$142,303
<b>"State Bilateral - Improvement Direction B Effective Leadership"</b>	
Two new Regional Principal Leaders positions will support Educational Leadership for Principal and Deputy Principals.	\$165,600
<b>Staffing</b>	
Administration of projects	\$0
<b>TOTAL</b>	<b>\$486,903</b>