Non-Government Reform Support Annual Report

2022

Queensland Catholic Education Commission

Non-Government Reform Support Fund

Queensland Catholic Education Commission – Annual Report 2022

Executive Summary

The Queensland Catholic Education Commission (QCEC) is the peak body representing Catholic education in Queensland. In 2022 there were 313 Catholic schools across Queensland. As a peak body, QCEC does not own or operate any schools. There are 22 Catholic School Authorities (CSAs) who own and operate Queensland Catholic schools. The CSAs comprise five Dioceses (Brisbane, Toowoomba, Rockhampton, Townsville and Cairns) and 17 Religious Institute and Public Juridic Persons Schools (RI/PJPs). The 17 RI/PJP CSAs includes Edmund Rice Education Australia (EREA) which operates multiple schools, with the remaining 16 RI/PJPs representing individual schools which operate as their own Authority and do not fall under the governance of a diocesan office but rather have their own Board.

Since 2020, funds from the Non-Government Reform Support Fund (NGRSF) have been managed both centrally and locally to support the delivery of centralised projects for all schools to access and locally planned and delivered projects to support the local context of each CSA. This arrangement allowed the progression of high-quality training and development programs to support teachers and students in all contexts, in line with commitments under the Queensland Bilateral Agreement.

Progress against strategic plan

QCEC's strategic objectives are guided by the bilateral agreement signed in December 2018 and include:
- Improving student outcomes
- Increasing student effectiveness
- Supporting school leaders
- Enhancing the school environment for students, teachers, parents and the community.

Despite experiencing ongoing disruptions to planned programs due to the ongoing effects of the COVID-19 pandemic and impacts from widespread workforce shortages, each CSA reported progress against the QCEC strategic objectives throughout 2022. Some notable achievements throughout the year included:
- Consistent engagement with the Nationally Consistent Collection of Data on school students with disability (NCCD) in all CSAs, with most teachers reporting increased confidence in planning, recording and monitoring educational adjustments for students with disability.
- 100% of Queensland Catholic Schools completed the transition to NAPLAN Online.
- The development and launch of a website to provide additional support for Highly Accomplished and Lead Teacher certification processes.
- The delivery of leadership development courses in most jurisdictions including the *Leading with Integrity for Excellence* program to improve school governance, courses for existing and aspiring school leaders and middle leaders.
- Support for student wellbeing in regional, rural and remote areas through a Project Officer to build the capacity of staff in developing prevention and early intervention responses in promoting positive student wellbeing, counselling services for students, and programs to explore Respectful Relationships.
- 580 prep teachers, primary learning leaders, support teachers and school-based pathologists engaged in programs to support learning in the early years in the Brisbane and Townsville dioceses.

In 2022, funding provided for flood relief also provided direct support for 1,718 students and supported 99 schools with a total of 62,025 enrolments to perform vital repairs to ensure the ongoing operation of the school in a safe environment.

Relationship with your state and territory government

A number of the actions in the state Bilateral Agreement are cross-sector and QCEC continued to work closely with the Queensland Government and Independent Schools Queensland to implement actions in support of:
- Senior assessment and tertiary entrance reform
- Highly Accomplished and Lead Teacher certification
- National Consistent Collection of Data on Students with Disability
- Transition to NAPLAN Online

QCEC maintained close working relationships with Department staff and participated in regular meetings with both the Director-General and the relevant Assistant Director-General. QCEC also contributed to the whole of Queensland's Bilateral Agreement reporting to the Australian Government.

Structure of the Queensland Catholic Education Commission and Catholic School Authorities

In 2020, QCEC has provided centralised activities available for engagement by all Queensland Catholic Schools. To complement activities hosted centrally, CSAs provided localised activities to progress 2022 NGRSF priorities in the local context. Funding for these activities was sourced from the remaining NGRSF funds once the QCEC Central activities were accounted for; distributed to CSAs according to the number of students enrolled in their schools. Since August 2019, RI/PJP schools have elected to pool their allocation of NGRSF funding and for QCEC to support and administer this funding on their behalf, in line with priorities identified by the RI/PJP Education Committee.

The breakdown of the funding allocation is as follows:

	2021 Federal Census Preliminary	%	Original Allocation	Additional allocation	Revised Allocation
Archdiocese of Brisbane CEO	75,821	48.80%	1,939,536	72,246	$2,011,782
Diocese of Cairns CES	11,512	7.40%	294,477	12,053	$306,530
Diocese of Rockhampton CEO	17,128	11.00%	438,142	16,150	$454,292
Diocese of Toowoomba CSO	9,118	5.90%	233,248	8,716	$241,964
Diocese of Townsville CEO	12,734	8.20%	325,741	11,771	$337,512
EREA/RI/PJP Schools	29,126	18.70%	745,056	27,669	$772,725
CSA Total	**155,439**	**100.00%**	**3,976,200**	**148,605**	**$4,124,805**
QCEC			698,000		$549,395
Total Allocation			**4,674,200**		**$4,674,200**

Note on the structure of the 2022 Annual Report

In 2022, the Australian Government and QCEC worked together to determine changes for Annual Reporting processes that would assist the process of assessment of the Annual Report. As a result of these discussions, this 2022 Annual Report has been formatted according to **Ministerial Priority** rather than the **Catholic School Authority** which facilitated the reform action. At the time of deciding this new structure, the Australian Government was advised that acquittal certificates would continue to be grouped according to Catholic School Authority, as a result of the governance structure of the sector. The corresponding financial reports to complement this report is grouped according to Ministerial Priority (in the same order as this report) *and* by Catholic School Authority as reported on the acquittal certificates.

Summary of 2022 Achievements

NATIONAL PRIORITY 1: IMPROVE THE QUALITY OF INFORMATION ON THE NATIONALLY CONSISTENT COLLECTION OF DATA ON SCHOOL STUDENTS WITH DISABILITY AND TO IMPROVE THE EFFICIENCY AND INTEGRITY OF THE DATA COLLECTION

1. Project Title	2. Description	3. Expected Outcomes/Overall Achievements Achieved or Not Achieved	4. Indicators of Success % Achieved	5. Additional activities or variations to agreed activities and/or any additional information on outcomes or achievements
Nationally Consistent Collection of Data on Students with Disability **(QCEC led)** **Workplan page 12**	This project will deliver professional development activities to continue to improve the consistency of Catholic education staff's understanding of the Nationally Consistent Collection of Data on students with disability (NCCD) and through doing so, improve on the collection of evidence of adjustments and reporting of data about school students with disability. Activities will focus around the key areas of training about the NCCD model, cross-school and/or cross-sector moderation and NCCD reflection and planning. Staff will be supported to participate in training and cross-school and/or cross-sector moderation processes for their students, to assist with strengthening their knowledge and understanding go the NCCD processes and to assist them to engage with quality assurance processes.	Professional development/learning is provided about the NCCD through training, moderation, and reflection activities. **Achieved** Classroom/subject teachers are encouraged to attend NCCD training about the model and cross-school moderation sessions, to increase their confidence in planning, recording, and monitoring educational adjustments. **Achieved**	School-based decisions about the level of adjustment and category of disability are endorsed through cross-sector moderation. **94% Achieved see point 1** There is a reduction in the number of queries from the Australian Government Department of Education. **99% Achieved see point 2** Catholic school staff experienced increased confidence in the accuracy of the school-level data submitted for the census. **100% Achieved**	1. Cross-sector moderation resulted in a 17.5% increase to 94.1% in the confidence of school-based adjustment decisions. 2. The outcome of the 2022 Post Enumeration Exercise (PEE) in 33 schools resulted in 2 students being removed and 4 students being added to the census count.

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	Work at diocesan level with key staff from Catholic School Authorities will continue to build sustainable practices in professional learning, moderation, and quality assurance.		Participants report a higher level of confidence in planning, recording, and monitoring educational adjustments for students with disability. **98% Achieved**	
Nationally Consistent Collection of Data on Students with Disability **(Brisbane led)** *Workplan page 20*	Project led by Brisbane Catholic Education (BCE) personnel to strengthen quality assurance, moderation, and support for the continued improvement of the NCCD. Key focus areas: • In-school moderation activities • Individual schools' completion of NCCD Reflection Tool and forward planning for next cycle Complemented by: QCEC personnel led activity to strengthen quality assurance, moderation, and support for the continued improvement of the Nationally Consistent Collection of Data for students with Disability.	Decisions regarding levels of adjustment and disability category are identified as accurate through in-school moderation process. **Achieved** Goals are identified for improvement in the next cycle of NCCD. **Achieved** Improved confidence in decision-making by BCE quality assurers. **Achieved**	Quality assurance process confirms the accuracy of school decisions. **85% Achieved – see point 1** BCE NCCD data indicates alignment with other dioceses, sectors, state-wide and nationally. **100% Achieved**	1. 85% of BCE in-school teams rated 'high' or 'very high' their level of confidence in moderation decisions in survey responses post cross-moderation workshops. This is very high given the range of experience of participants and role holders. 2. Average of 10% NCCD data changes during quality assurance processes when comparing preliminary data submitted to QCEC with final Census data.

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	Key focus areas: • Information sessions for new staff • Cross-school moderation sessions • Cross-sector moderation sessions • Internal school moderation sessions	Alignment of decisions regarding levels of adjustment and disability category between schools and sectors. **Achieved**	Limited changes during quality assurance process after submission of preliminary data. **90% Achieved – see point 2**	
Nationally Consistent Collection of Data on Students with Disability **(RI/PJP led)** *Workplan page 28*	This project supports RI/PJP and EREA school staff to engage in activities to support the NCCD through • In-school sessions • Sessions directed by the RI/PJP Inclusive Education Consultant, and • Activities hosted by QCEC. The NGRSF funds support the engagement of an Inclusive Education Consultant and assistant to work across RI/PJP and EREA school clusters to support school staff to improve engagement with the requirements of the NCCD.	The RI/PJP Inclusive Education Consultant works across schools to facilitate school leaders, teachers and curriculum leaders to use NCCD resources and tools available to assist with personalised learning for students with disability. **Achieved** Teachers and school leaders are supported to engage with QCEC-facilitated training, moderation and reflection sessions. **Achieved**	Engagement of RI/PJP school staff in the Disability Standards for Education eLearning modules and case studies on the NCCD portal. **39% Achieved – see point 1**	1. 367 staff from 14 out of the 37 RI/PJP schools completed the Disability Standards for Education eLearning modules and case studies in 2022. 2. 92% of survey respondents reported an improved understanding of the NCCD. 3. All RI/PJP schools were invited to participate in Professional Development sessions. The RI/PJP Inclusive Education Consultant attended 19 schools throughout 2022, and 11 of the 37 schools participated with whole school staff meeting Professional Development sessions.

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			Teachers and curriculum leaders have a greater confidence and capacity to capture the four forms of evidence of NCCD (consultation and collaboration, assessed and identified needs, planning and adjustments, and monitoring and reviewing). **92% Achieved – see point 2** The RI/PJP Inclusive Education Consultant provides professional learning opportunities for RI/PJP and EREA schools about the NCCD. **69% Achieved – see point 3**	Additionally, 216 staff members from 25 of the 37 RI/PJP schools attended Term Network Days to receive NCCD updates and best practice advice. 4. Staff members from five RI/PJP schools participated in QCEC-led Moderation activities in 2022. Additionally, the RI/PJP Inclusive Education Consultant facilitated sessions with participants from three schools to support in-school NCCD moderation practices. 5. In total, 154 teachers or school leaders attended QCEC facilitated professional learning, training, moderation or reflection workshops.

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			Teachers and curriculum leaders engage in cross-school moderation practices. **13% Achieved –** **see point 4** Teachers and school leaders attend QCEC facilitated training, moderation and reflection sessions. **Achieved - see point 5**	
Nationally Consistent Collection of Data on Students with Disability **(Rockhampton led)** *Workplan page 35*	*Training:* one day course to build understanding of the NCCD purpose, processes and systems. *Within school moderation:* time for teachers to collaborate to review folios, work towards consistency of judgement; one day per stream per school for within-school moderation. *Across-school moderation:* moderation of evidence folios to build consistent understanding of expected standards; half day x 3 teachers per school.	Improved understanding of the NCCD across school leaders, class teachers and Learning Support specialists, as measured through surveys in the reflection phase. **Achieved**	60 teachers complete the NCCD training program. **100% Achieved** Teams from every school are involved in formal moderation sessions. **100% Achieved**	

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	Reflection: Four-hour opportunity for teachers to review survey findings and plan next steps for ongoing improvement.	Consistent, quality practice across our schools in terms of evidence collection and collation, and decision-making about level of addressed need, as measured by strong correlation between preliminary and final NCCD lists. **Achieved** On-going improvement in NCCD related systems and processes across all schools as measured through surveys in the reflection phase. **Achieved**	Every school submits an NCCD plan in November 2022, following Reflection workshops. **100% Achieved**	

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Nationally Consistent Collection of Data on Students with Disability **(Cairns and QCEC led)** *Workplan page 48*	Cairns Catholic Education Services (CES) led: Local support led by CES to strengthen quality assurance, moderation, and support for the continued improvement of the Nationally Consistent Collection of Data for students with disability. Key focus areas: • In-school moderation activities • Individual schools' completion of NCCD Reflection Tool and forward planning for next cycle. QCEC led: Engagement in Central Project led by QCEC personnel to strengthen quality assurance, moderation, and support for the continued improvement of the Nationally Consistent Collection of Data for students with disability. Key focus area: • Information sessions for new staff • Cross-school moderation sessions • Cross-sector moderation sessions • Reflection sessions	Decisions regarding levels of adjustment and disability categories are identified as accurate through in-school moderation process. **Achieved** Goals are identified for improvement in the next cycle of NCCD. **Achieved** Improved confidence in decision-making by school teams. **Achieved** Alignment of decisions regarding levels of adjustment and disability category between schools, CSAs, and Sectors. **Not Achieved – see points 1 and 2**	Quality assurance process confirms the accuracy of schools' decisions. **57% Achieved – see point 1** CES NCCD data indicates alignment with NCCD Guidelines, 4 areas of Evidence and the criteria under these 4 areas of evidence. **75% Achieved – see point 1** Limited changes during quality assurance process after submission of preliminary data. **96% Achieved – see point 2**	1. In 2022, quality assurance processes saw all schools in the Cairns Diocese queried over at least one element in their data, with 17 of the 30 schools required to input further data post moderation to confirm the accuracy of school decisions. 2. In 2022 there was a 4% variance between preliminary and actual data.

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Quality assurance, moderation and support for continued improvement of the NCCD **(Toowoomba led)** *Workplan page 53*	Toowoomba Catholic Schools staff will engage in professional development NCCD update sessions centrally coordinated by QCEC. School staff will be supported to attend NCCD update sessions through provision of teacher relief funds, travel and accommodation costs. Support will be provided by Toowoomba Catholic Schools Office (TCSO) education officers and managers for the NCCD and personalised student planning support to all schools. All QCEC facilitated sessions plus specific targeted sessions that are in addition to the one-on-one support provided to schools are as follows: • Early careers NCCD professional development sessions – online and face to face options (4 sessions) • Planning for personalised learning training sessions that incorporate elements that feed into NCCD (2 sessions) Learning Support Teacher network professional development days that incorporate NCCD education (2 sessions)	Confidence in the accuracy of the school level data submitted for census. **Achieved** Delivery of professional learning about the NCCD. **Achieved** Teachers are better equipped to plan, record and monitor educational adjustments for students with disability within the four phases of the NCCD. **Achieved** NCCD within school moderation processes are embedded in the school cycle. **Achieved**	Feedback from participants surveyed indicates improved understanding of the NCCD. **100% Achieved** Approximately 25 school staff will attend NCCD update sessions. **100% Achieved** Review of schools' NCCD will find appropriate evidence for NCCD decisions. **100% Achieved**	

NATIONAL PRIORITY 2: TRANSITION OF NAPLAN TO ONLINE DELIVERY

1. Project Title	2. Description	3. Expected Outcomes/Overall Achievements Achieved or Not Achieved	4. Indicators of Success % Achieved	5. Additional activities or variations to agreed activities and/or any additional information on outcomes or achievements
NAPLAN Online Coordination Project **(QCEC led)** *Workplan page 14*	With the remainder of Queensland Catholic schools expected to transition to NAPLAN Online in 2022, this project will support the remaining transitioning schools in the areas of sector-wide training to Catholic school staff in conjunction with test administration authority, support for in-school training of test administrators, and support for 2022 online testing. The following events will be held: • Refresher (national protocols) training • In-school training of test administrators • School readiness preparation activities and practice testing Additionally, this project will support schools and authorities in accessing NAPLAN data including advice on Student and School Summary Reports (SSSRs). Pending Covid-19 restrictions, the event/s associated with this project will be held online.	Schools are supported to complete the transition to NAPLAN Online. **Achieved – see point 1** Delivery of in-school test administration training, school readiness preparations and practice testing. **Achieved** Schools/authorities are supported to access and use NAPLAN data and reports to gain insights into student progress. **Achieved**	100% of Catholic schools are ready for NAPLAN online testing in May 2022. **100% Achieved** All schools transitioning to NAPLAN Online in 2022 attend refresher (national protocols) training in January-March 2022. **Achieved** Schools participate in school test administration training, school readiness preparations and practice testing in March-April 2022 prior to NAPLAN testing in 2022. **100% Achieved**	1. 100% of QLD Catholic schools completed the transition to NAPLAN Online in 2022.

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			Schools have increased confidence in using data from the SSSRs when released in August 2022 to inform school directions to support students. **100% Achieved**	

NATIONAL PRIORITY 3: IMPROVE GOVERNANCE AND FINANCIAL MANAGEMENT PRACTICES IN NON-GOVERNMENT SCHOOLS TO STRENGTHEN FINANCIAL VIABILITY, IMPROVE BUSINESS DECISION MAKING AND BUILD RESILIENCE TO MITIGATE UNFORESEEN CIRCUMSTANCES

1. Project Title	2. Description	3. Expected Outcomes/Overall Achievements Achieved or Not Achieved	4. Indicators of Success % Achieved	5. Additional activities or variations to agreed activities and/or any additional information on outcomes or achievements
Leadership Development **(RI/PJP led)** *Workplan page 30*	This project provides the opportunity for Principals and aspiring Principals to engage in the *Leading with Integrity for Excellence* (LWIE) program. This training is designed to build capacity around strategic leadership, accountability, governance and performance; in order to be efficient and effective administrators and leaders of learning within their school context. The program improves stewardship of resources, governance, ethical practices and decision making, strategic thinking and performance; and enhances confidence, effectiveness and competence in areas of governance. The indicative budget for this project would support one cohort of approximately 30 including course fees, catering, venue hire, and other associated costs with the program.	Support for approximately 30 Principals and aspiring Principals to complete the LWIE program. **Achieved**	More than 60% of participants report improved understanding of financial management, governance, ethical practices, decision making, strategic thinking and performance. **100% Achieved**	

STATE-BASED REFORM ACTIONS FROM THE BILATERAL REFORM AGREEMENT

REFORM DIRECTION A – SUPPORT STUDENTS AND STUDENT LEARNING

1. Project Title	2. Description	3. Expected Outcomes/Overall Achievements Achieved or Not Achieved	4. Indicators of Success % Achieved	5. Additional activities or variations to agreed activities and/or any additional information on outcomes or achievements
Accelerate in the Early Years – Early Learning Partnerships **(Brisbane led)** *Workplan page 21* State-based reform Priority A: Support students and student learning Action 1: Literacy and numeracy in the early years	This project will lead to an established and informed response to scale across various school contexts through the identification of early screening tools, partnerships, practices, processes and structures that sit within and around the Levels of Teaching Response as a framework to inform decision making that best responds to student early literacy growth and progress. This project extends Brisbane Catholic Education's (BCE) current focus on effective and expected leadership and implement processes and practices that ensure each student receives the responsive teaching they require, when and as they need it.	Building of each role holders' capacity (teachers, Primary Learning Leaders, Support Teachers, Leadership teams and other specialists) to best respond to each student's learning progress in a timely way. **Achieved** Participants report a deeper understanding of partnerships, practices, processes and structures that need to exist in schools to progress the learning of each student including the pivotal contribution of speech pathology. **Achieved**	Schools report an increase in responsive teaching and differentiating resulting in increased numbers of students achieving 95% using PM Reading Benchmarks tool. **100% Achieved – see point 1** Early literacy progress monitored through Letter/Sound knowledge, Concepts of Print and PM benchmarking will provide quantifiable measures of success. **100% Achieved** Levels of Teaching Response processes refined, elaborated and exemplified. **100% Achieved**	1. Teachers indicated improvements in their level of understanding in relation to responding to evidence rather than beliefs, the significance of each literacy element, and the targeted responses needed to progress students' learning. In 2022 this led to a 2% increase in the benchmark achieved in Prep for Level 1, with 100% of students reading at PM Level 1. 2. 460 Prep teachers, Primary Learning Leaders, Support Teachers: Inclusive Education and School based speech pathologists participated in one day professional learning using the revised BCE Levels of Teaching Response framework.

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	This project is led by BCE and runs from 2020-2022. In this final phase, this project will further develop and articulate school-based partnerships, processes and practices that respond to student learning progress and provide responsive teaching and support, that results in learning progress and achievement for every student.	A refined understanding of how the Levels of Teaching Response can be used as a framework to progress the learning of each student. **Achieved** A review and deepened understanding of Early Years Screening Tools that can be upscaled and shared, to provide our schools with the right information at the right time to inform a response to move early literacy acquisition and the associated literacy skills development forward to impact progress for each student. **Achieved**	Models/examples of effective practice are used to scale up implementation across 35 additional schools in 2022. **100% Achieved – see point 2**	In-class video examples of use of Foundational Literacy Monitoring Tool (FLMT) have been published as a consistent point of reference and used in professional learning to introduce the new revised tool.

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Early Years Literacy and Numeracy Data **(Townsville led)** *Workplan page 41* State-based reform Priority A: Support students and student learning Action 1: Literacy and numeracy in the early years	The Early Years Literacy and Numeracy Data Project consists of an Oral Language and Numeracy screening tool for Prep and Year 1 students, and a Numeracy and Literacy test for Year 2 students. The data gathered is shared with the class teachers and with other key school personnel. The early year teachers have the opportunity to plan for the students' learning across the next two terms before a post testing occurs to indicate the progress the students have made.	Teachers implement the pre- and post-tests in Years 1 and 2 at the designated times and make use of the data to plan and address the learning needs of the students. **Achieved** They will use the data, along with other data to firstly plan for the next step in students' learning and at the end of the year, assess the progress the students have made. **Achieved**	120 teachers from Prep to Year 2 will participate in pre-testing their students and in Term 3 undertake post testing to support them in planning for the range of learners in their class. **100% Achieved** 120 teachers participate in the pre and post data sharing meetings. **100% Achieved**	

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SATE **(QCEC led)** ***Workplan page 17*** State-based reform Priority A: Support students and student learning Action 2: Senior assessment and tertiary entrance	This reform support project will continue to provide support to Queensland Catholic school leaders and teachers with the ongoing implementation of Queensland's Senior Assessment and Tertiary Entrance (SATE) system. This activity will provide senior secondary teachers an opportunity to network in subject-area groups, share learnings and resources from their first years of teaching the new syllabus, and improve their practice in supporting students prepare for External Assessments. Keynote speakers from the QCAA will be invited to present in three professional development sessions focused on areas of the new SATE system including Applied Syllabuses, External Assessment preparation and Access Arrangements and Reasonable Adjustments (AARA). Pending Covid-19 restrictions, the event/s will be held in a blended or online mode.	Three cross-authority events hosted to support senior secondary teachers refine their practice in the new SATE system. **Achieved – see point 1** Increased confidence of Catholic school staff in Catholic School Authorities and RI/PJP schools in relation to the requirements of the Queensland Certificate of Education (QCE) system. **Achieved**	More than 60% of participating teachers surveyed after the events report an increase in confidence and capability teaching and assessing the new senior secondary syllabus. **100% Achieved**	1. Three cross-authority events were hosted in 2022 to support the new QCE system, presented by the QCAA and facilitated by QCEC. • Applied Syllabus Subjects (32 registered) • Access Arrangements and Reasonable Adjustments (87 registered) • External Assessment (138 registered) In addition to these three events, QCEC facilitated several events throughout 2022 with the Queensland College of Teachers (QCT) including: • Transitioning to full registration and evidencing your practice (80 registered) • Professional Boundaries (41 registered) • Australian Professional Standards for Teachers (47 registered) • Supervising Teacher Training (16 attended)

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				• Early Career Teacher Mentor Session – facilitated by Townsville Diocese (29 attended) These programs supported teachers to improve their knowledge of best practice while implementing the SATE system.

REFORM DIRECTION B - SUPPORT TEACHING, SCHOOL LEADERSHIP AND SCHOOL IMPROVEMENT

1. Project Title	2. Description	3. Expected Outcomes/Overall Achievements Achieved or Not Achieved	4. Indicators of Success % Achieved	5. Additional activities or variations to agreed activities and/or any additional information on outcomes or achievements
Existing and aspiring school leaders **(Rockhampton led)** *Workplan page 36* State-based reform Priority B: Support teaching, school leadership and school improvement Action 2: School leadership	Three courses offered through QELi to develop leadership capacity across our system, as follows: Professional and Difficult conversations Middle Leaders course Teach like a Champion course Leading Mathematics Education Six project schools, 20 participants TRS, travel, accommodation, catering Resources Additional time allocation to each school	School leaders are more confident and competent in leading difficult but necessary conversations in a professional way, as measured by exit surveys. **Achieved** An increased number of middle leaders (25) understand the dimensions of leadership and feel more equipped to embrace the rewards and challenges of leadership, as measured by course evaluations. **Achieved**	At least 60 teachers participate in the Professional and Difficult conversations course. **92% Achieved – see point 1** 25 participants complete the Middle Leaders (online) course and provide positive evaluations. **68% Achieved – see point 2** Leading Mathematics Education workshops are held as planned. All participants provide feedback indicating what they have learned and how this can be applied in the classroom. **100% Achieved**	1. 55 teachers participated in the Professional and Difficult Conversations course offered through the Queensland Education Leadership Institute (QELi). The lower participation numbers reflected school pressures from natural disasters including flooding, high levels of staff sickness including COVID, and workforce shortages. Feedback from the course was very positive with 100% of participants recommending the course to others. 2. 17 aspiring leaders completed the Leadership for Middle Leaders course provided by QELi and all participants provided positive feedback about the course.

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		More skilful classroom teachers express greater confidence in instructional practices, behaviour management, ways of engaging students, and communicating with parents, as measured in exit surveys.

Achieved

Teams of teachers from participating schools are more confident in mathematical content knowledge and mathematical pedagogical content knowledge (as measured through end of year reflections).

Achieved | | Due to lower participation numbers than expected, funding allowed for additional opportunities to be provided including professional development sessions with Dan Haesler (Growth Coaching), Bronwyn Ryrie-Jones (Formative Assessment and Responsive Instruction) and QELi's Teach like a Champion course. |

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Leadership Development **(Townsville led)** ***Workplan page 45*** State-based reform Priority B: Support teaching, school leadership and school improvement Action 2: School leadership	These initiatives will support school leadership and school improvement by implementing professional learning programs which enhance the skills, knowledge and capabilities of current and aspiring leaders. Programs intended to be delivered include: • Leading from Within Middle Leaders' Program (The Brown Collective) • Aspirant Leaders' Program (Western Region) (Toowoomba Catholic Education Office Program) • 7 Habits of Highly Effective Leaders (QELi)	Improvement of school leaders' skills in the areas of: • Governance and decision making • Strategic and operational capabilities • Influence and interpersonal skills • School improvement, and • Leading others and supporting effective performance. **Achieved** Improved skills, knowledge and readiness of those aspiring to school leadership in the future. **Achieved**	Targeted invitees participate in the Aspirant Leaders' Program (Western Region), Leading from Within Middle Leaders' Program, and 7 Habits of Highly Effective People program. **100% Achieved – see point 1** Feedback collected confirms participants' reflections regarding increased leadership competence. **100% Achieved** Increased number of aspiring leaders indicate interest in acting or permanent senior leadership positions. **100% Achieved** Increased number of applicants for middle and senior leadership positions. **100% Achieved**	1. The following leadership development programs were supported by NGRSF funding in 2022: • Aspirant Leaders' Program (24) • Leading from Within Middle Leaders' Program (31) • Difficult Conversations program (40)

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		Opportunities for experienced leaders to self-reflect and identify areas of development. **Achieved** Increased knowledge and awareness of the role of leaders in our Catholic schools. **Achieved**		
Leadership learning program – Middle Leaders **(Toowoomba led)** *Workplan page 55* State-based reform Priority B: Support teaching, school leadership and school improvement	The purpose of this program is to provide opportunities for middle leaders to: • Engage with and develop familiarity with key system and strategic documents and expectations including TCS Leadership Framework and capabilities • Examine and evaluate personal leadership styles, strengths and deficits • Develop professional learning plans to target specific areas of growth	Increased familiarity of Middle Leaders with Toowoomba Catholic Schools (TCS) organisational structure, culture, and priorities. **Not Achieved**	Feedback surveys from participants endorse the learning intentions for each workshop. **0% Achieved** Increased level of interest applications for middle leadership positions. **0% Achieved**	The Middle Leaders program did not run as planned in 2022. Instead, three middle leadership sessions were facilitated for Primary education leaders that focused on pedagogy, curriculum leadership and operational leadership. 98 attendees participated in these sessions.

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Action 2: School leadership	• Facilitate ongoing networking and collaboration between middle leaders and established system and school leaders.	Understanding the connection between leadership capabilities and school and system leadership. **Not Achieved** Opportunity to reflect and evaluate personal strengths and practices within a supportive and professional network of established system and school leaders. **Not Achieved**		The remaining funding allocated to this project was reallocated to expand the Leadership learning program – Deputisers project.
Leadership learning program – Deputisers **(Toowoomba led)** *Workplan page 56* State-based reform Priority B: Support teaching, school	The purpose of this program is to provide opportunities for 30 deputisers to: • Ensure sufficient knowledge of a familiarity with key responsibilities associated with the deputiser role • Engage and develop familiarity with the TCS Leadership Framework and capabilities. • Facilitate ongoing networking and collaboration between deputisers and established system and school leaders.	Deputisers are confident in managing the required responsibilities associated with the role. **Achieved** Continuity of student learning and school routines when the principal is absent.	Feedback surveys from participants endorse the learning intentions for each workshop. **100% Achieved**	This project was expanded due to the reallocation of funding from the Middle Leadership learning program.

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leadership and school improvement Action 2: School leadership	Program delivery is expected to be face-to-face.	**Achieved** Deputisers experience and develop further capacity in a variety of responsibilities associated with the principal's role. **Achieved**	Participants indicate improved knowledge of their capability as a leader and opportunities for future growth. **100% Achieved**	In addition to the Deputisers program conducted as planned, an additional three leadership masterclasses were facilitated in 2022 as follows: • Session 1 – Leading Teams (28 attendees) • Session 2 – Developing responsibility and accountability in those you lead (29 attendees) • Session 3 – Introduction to Coaching (27 attendees) 100% of participants indicated that the workshops were valuable for their leadership development and useful to their current context.
School Improvement and Health Check (Brisbane led) *Workplan page 25* State-based reform	The Brisbane Catholic Education (BCE) Strategic Plan (2021-2025) identifies the need to design a new school improvement framework that supports organizational priorities and to introduce a quarterly HealthCheck for each school.	Launch a quarterly HealthCheck process for schools. **Achieved**	HealthCheck data is available each term for every school (number of schools greater than 95%). **100% Achieved**	1. Curriculum audits were conducted on 25 schools in 2022. These identified the top areas for further improvements from whole school curriculum plans, year level planning, class and individual planning, and assessment.

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Priority B: Support teaching, school leadership and school improvement Action 3: School improvement	This project will engage experienced Principals as Panel Chairs for multiple School Reviews as a means of developing their insight into quality schooling and school improvement issues.	Train Senior Leaders and Principals in HealthCheck processes and linkages to the improvement agenda of each school and the organization. **Achieved** Set each quarterly HealthCheck focus in response to emerging trends and needs and refine the process on basis of experience. **Achieved** Use the previously developed BCE Curriculum Compliance Guide (P-12). **Achieved**	HealthCheck data is available for interrogation and analysis within the BI Tool for school and system leaders to inform future planning and improvement. (number of schools greater than 95%). **100% Achieved** Curriculum Compliance Audits identify the extent that schools are compliant with the curriculum and any risks areas. **100% Achieved – see point 1** Curriculum Compliance Audits identify further improvement opportunities – name top three. **100% Achieved**	

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		Refine the Curriculum and Compliance Audits process introduced in 40% of schools in 2021. **Achieved** Introduction and use of a refined School Improvement Tool which draws upon School HealthCheck, Curriculum Compliance data and BCE Organisational Priorities. **Achieved**	Availability of a School Improvement tool which allows for incorporation of BCE priorities over time. **100% Achieved** Incorporation of School Improvement, Compliance and Health Check data in the BI Intelligence tool in support of future improvement actions. **100% Achieved**	
Student Engagement **(RI/PJP led)** *Workplan page 31* State-based reform	This project allows RI/PJP and EREA schools to engage with the Pivot Student Engagement Tool, which collects data on student perceptions and teaching effectiveness over time to provide a line of sight between individual teachers, school leaders, school authorities and QCEC on the effectiveness of teacher practice and strategies for continual improvement.	Participating teachers receive a report from the survey conducted with their students informing them of strengths and areas for improvement in their teaching practice. **Achieved**	Teachers report improvement in their teaching practice due to a greater understanding of student perceptions. **See point 1** Participating school leaders have access to data on teacher effectiveness. **100% Achieved**	1. In 2022, 296 teachers from four RI/PJP schools engaged with the Pivot Student Engagement Tool. Teachers were provided with reports detailing the outcomes of the surveys and advice to improve their practice.

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Priority B: Support teaching, school leadership and school improvement Action 3: School improvement	This tool will enable teachers to receive direct feedback on the effectiveness of their teaching through student surveys, aligned with the Australian Institute of Teaching and School Leadership (AITSL) Professional Standards for Teachers. The survey results are private to the individual teacher but available at an aggregate level for school and system leaders. A range of resources are also provided to assist teachers in how to unpack the results of the survey and continually improve the effectiveness of their teaching.	A cluster report is prepared for QCEC outlining trends from the student perception survey data. **Achieved**	School planning is informed by data from the student perception surveys. **See point 1**	Respecting the additional pressures on the teaching workforce in 2022 due to workforce shortages and interruptions from natural disasters, sickness and others; the RI/PJPs opted not to issue a feedback survey to participating teachers.
School Improvement – School Reviews **(RI/PJP led)** *Workplan page 32* State-based reform	This project will support RI/PJP and EREA schools to conduct School Reviews using the National School Improvement Tool (NSIT) designed by the Australian council for Education Research (ACER). Support will be provided through training to school personnel on the NSIT through a two-day course, and through the subsidisation of school reviews conducted by ACER.	Multiple school leaders from schools engage with the two-day training to identify key areas for school improvement from the National School Improvement Tool. **Not Achieved – see point 2** Schools are supported to undertake a School Review conducted by ACER.	Participants report an increased understanding of using the National School Improvement Tool to support school improvement processes. **0% Achieved – see point 2**	1. Five schools were funded to have a Review conducted by ACER.

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Priority B: Support teaching, school leadership and school improvement Action 3: School improvement		**Achieved – see point 1**	School Reviews result in participating schools receiving a report providing detailed, evidence-based feedback in relation to the nine domains of the NSIT, as well as a set of overall commendations, affirmations and recommendations for school improvement. **100% Achieved**	2. Rather than hosting training on the National School Improvement Tool, the RI/PJP Education Committee redirected funding originally allocated to training to support Parent Engagement activities in line with Domain 9 of the National School Improvement Tool: School-Community Partnerships. Some activities supported included: • Parent information evenings • Guest presenters for parents including on youth road safety, cyber safety for parents, mental health for youth, Positive Parenting, writing workshops for parents, dyslexia, Courageous Parenting, and drug and alcohol awareness • Social events such as family BBQs, grandparent morning teas and trivia nights • Community events • Online resource subscriptions for parents

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				• Visiting regional and boarding families
PIVOT Student Voice Project **(Townsville led)** *Workplan page 43* State-based reform Priority B: Support teaching, school leadership and school improvement Action 3: School improvement	The 10 secondary schools across the diocese will implement this project by inviting teachers' participation. It is anticipated that 180-200 teachers will participate in 2022. Teachers will participate by having students complete an online feedback process regarding the impact of the teacher's practice in line with the AITSL standards. This survey is conducted twice in the year.	Teachers can identify areas of their teaching practice where they can develop and improve based on the student feedback. **Achieved** Principals can use the overall school data to target professional development with teachers and to support teachers to engage in a rigorous PLP process. **Achieved** Principals and other school leaders can identify areas of growth and development in students' learning, engagement and differentiation. **Achieved**	Approximately 150 teachers engage with the PIVOT survey. **100% Achieved** Teachers will have just-in-time data to assist them to identify areas of success, growth and development about their teaching. **100% Achieved** Teachers will be more receptive to undertaking professional coaching with school leaders to improve their teaching pedagogy. **100% Achieved**	

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		System Learning and Teaching Advisers can use the overall diocesan data to target professional development of teachers and to inform networking opportunities. **Achieved**		
Clarity – An approach to systemwide school improvement **(Cairns led)** *Workplan page 49* State-based reform Priority B: Support teaching, school leadership and school improvement	Building on work commenced in 2021, CES will continue to work with Dr Lyn Sharratt in 2022. This work particularly focuses on the 14 parameters of System and School Improvement as outlined in the text by Sharratt, Clarity – What Matters Most in Learning, Teaching and Leading.	Schools report increased understanding of the 14 parameters as outlined by Dr Lyn Sharratt. **Achieved** Networks and partnerships with other schools have been built to impact student outcomes and smooth transitions. **Not Achieved**	Data Walls are constructed based on school data aligned with the School's Annual Improvement Plan goal. **67% Achieved** Instructional case management meetings are conducted in all (30) schools to target specific strategies to progress students identified by the Data Wall. **60% Achieved – see point 2**	1. All schools were provided with the opportunity to connect through Principals' meetings and the Learning Fair day. 2. Data gathered at the Principals' conference indicated that 13 of the 30 schools conducted case management meetings. 3. All schools engaged with Lyn Sharratt virtually and in person throughout 2022, and new staff participated in professional development sessions throughout the year.

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Action 3: School improvement	School Leadership teams and new Catholic Education Services staff will undertake professional learning across the year and will provide professional learning to implement the specific practices with the staff of each school. The work is undertaken through the lens of writing or reading as per the school's Annual Improvement Plan and will focus on three common parameters and one of the school's choosing with the overarching goal to embed all 14 parameters as their ongoing work. The three common parameters are: 1. Shared beliefs and understandings 6. Case management approach 14. Shared responsibility and accountability. A project consultant is employed to support schools on the ground as they work through this project.	Schools report increased confidence amongst staff to use Data Walls and evidence to inform practice and goal setting. **Achieved** The project consultant is in regular contact with the participating schools and monitors progress. **Achieved**	Professional Development to build staff capacity to embed the parameters is undertaken in all (30) schools. **100% Achieved – see point 3** Students show improved learning growth in school identified improvement area. **60% Achieved – see point 4**	4. The project consultant visited 18 of the 30 schools, some multiple times. All schools were notified and reminded of support available to them via email and bulletin. 100% of schools participated in Zoom meetings identifying areas of strength and challenges and reporting on progress.

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	School leadership teams will engage via face-to-face Professional Development activities, ZOOM feedback sessions with Dr Sharratt and school-based projects throughout the year. Cairns Catholic Education Service staff will facilitate activities and support schools to embed the identified parameters.			
School review and improvement process **(Toowoomba led)** *Workplan page 57* State-based reform Priority B: Support teaching, school leadership and school improvement Action 3: School improvement	The purpose of this program is to: Support the work of school leaders, staff, students and community in evaluating the effectiveness of programs and directions against agreed goals and priorities. Develop capabilities and effective practices associated with effective strategic planning and decision making. Ensure local and system accountability to school communities and government for the prudent oversight of resources and staffing to attain the desired student outcomes.	School communities have a formal and structured avenue to provide feedback on key elements of the operation of the school. **Achieved** School leaders have access to independent, valid feedback about school performance. **Achieved – see point 1**	Feedback from school communities confirms high satisfaction levels with the process and outcomes. **100% Achieved** Principals indicate that they will use the improvement strategies listed in the report as a basis for future planning. **100% Achieved** Annual parent surveys reflect high satisfaction levels with the goals, priorities, and direction of schools. **100% Achieved**	1. School Review and Improvement Processes were conducted with seven schools in 2022.

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		The system uses the outcomes of this process to ensure accountability to school communities and government for the prudent oversight of resources and staffing to attain the desired student outcomes. **Achieved**		
Highly Accomplished and Lead Teacher Initiative **(QCEC led)** *Workplan page 15* State-based reform Priority B: Support teaching, school leadership and school improvement	This project will continue to recognize the explicit value of teaching experience and proven ability in the classroom by rewarding Highly Accomplished and Lead Teachers (HALT) through the following activities: • The provision of specific support for Catholic school leaders so they can support HALT applicants • The continuation of the HALT assessors' network • The training of additional HALT assessors, including refresher training of HALT assessors • Information sessions and in-depth workshops scheduled prior to applicants submitting their Notification of Intention to Apply for Certification	More Queensland Catholic school teachers apply for HAT LT certification. **Not Achieved -see point 1** Certification renewal is communicated and supported with QCEC resources. **Achieved**	In 2022 more than 14 teachers will apply for HAT LT status in Queensland Catholic schools representing an increase in the number of applicants from 2021. **0% Achieved – see point 1** 2022 HAT LT Applicants report experiencing support from their school leaders and trained Diocesan Facilitators. **100% Achieved** Increased engagement in the Introductory Sessions and In-	1. With 14 submissions received in both 2022 and 2023, the numbers of applications received by the QCT from QCEC teachers were maintained but not increased.

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Action 4: Highly accomplished and lead teachers	• Reimbursement to Queensland College of Teachers (QCT) (Client fee) for providing services to support QCEC Certification processes including: Initial Assessor Training, Assessor Refresher Training, Introductory Sessions, In-Depth Workshops, Client Application fees, and potential Internal Review Committee (IRC) fees (appeals cost) • Support access to customized online modules to assist applicants in the development of HAT LT portfolios with a specific Catholic lens • Support trained Facilitators to deliver professional learning opportunities (Introductory Sessions and In-Depth Workshops) within all Queensland Catholic Dioceses and for all Catholic School Authorities • Continue to work with the QCT in renewal of certification work • Support AITSL initiatives including the HALT Summit	HAT LT Applicants and Aspiring HAT LT Applicants are supported through the provision of: • Increased support and the promotion of certification from school leaders • Professional Learning opportunities, including Introductory and In-Depth Workshops **Achieved** Online Learning Module development is finalized, released and maintained for engagement by aspiring teachers and school leaders. **Achieved** Teachers have access to resources on an updated website which support the HAT LT application process. **Achieved**	Depth Workshops indicated in attendance rates. **100% Achieved** Multiple opportunities for professional development increase the knowledge of certification, indicated through session and workshop attendance surveys. **100% Achieved** Website updates will incorporate certification renewal resources developed for QCEC. **100% Achieved**	In 2022, excess funding that was not expended by the HALT project supported 101 teachers from across the Queensland Catholic sector to undertake a Data Driven Decisions professional development course provided by ACER. The course aligns with Professional Standard 5 from the Proficient and Highly Accomplished levels.

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		HALT Assessment processes are strengthened to support the fidelity of assessment processes through the provision of: • HAT LT assessor training • Support for assessment and moderation activities • Communication regarding refresher training **Achieved**	Increased engagement with HAT LT communications via newsletters, online modules and website, indicated through Vison 6 monitoring for opening rate had deep engagement data. **100% Achieved** In 2022, 14 or more Assessors will be trained to support Catholic Schools representing an equivalent or higher number of assessors trained compared to 2021 and an overall increase in the total number of Catholic School trained and current HAT LT assessors. **100% Achieved**	

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HALT **(RI/PJP led)** *Workplan page 29* State-based reform Priority B: Support teaching, school leadership and school improvement Action 4: Highly accomplished and lead teachers	This project provides support for staff in RI/PJP and EREA schools looking to achieve Highly Accomplished or Lead Teacher (HALT) certification through the provision of a HALT Facilitator, who works across all schools to • Raise the profile of HALT certification • Improve understanding of HALT certification processes • Assist schools to support teachers seeking certification.	In-school projects are delivered to raise the profile and understanding of HAT and LT certification in RI/PJP and EREA schools. **Achieved – see point 1** Professional Development opportunities are provided for school leaders and teachers around HAT and LT certification. **Achieved** Assessors and applicants are supported by the HALT Facilitator. **Achieved**	Improved understanding of the HAT and LT certification process in RI/PJP and EREA schools. **95% Achieved – see point 2** Participants in professional development sessions report a greater understanding of the processes of HAT and LT certification. **95% Achieved** The HALT Facilitator works across all RI/PJP and EREA schools to provide support for HAT and LT applicants. **65% Achieved**	1. While all RI/PJP schools were invited to engage with the HALT Facilitator, the facilitator communicated with staff across 24 of the 37 RI/PJP schools and visited 15 to provide face-to-face support. 2. Feedback received from 164 staff members across 12 surveys indicated 94.6% of respondents experienced an improved understanding of HALT certification processes through professional development sessions.
Highly Accomplished Teacher and Lead Teacher Certification **(Townsville led)**	This project intends to provide strong strategic and systematic support for teachers embarking on the certification process ensuring they can effectively navigate the process and attain certification.	Certification applicants gain an in-depth understanding of the requirements and expectations of the certification process. **Achieved**	100% of certification applicants will each complete their portfolio and submit the portfolio to QCT for assessment. **100% Achieved**	

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Workplan page 42 State-based reform Priority B: Support teaching, school leadership and school improvement Action 4: Highly accomplished and lead teachers	Work will also be undertaken to ensure school and system procedures and expectations align to support those teachers who wish to apply for certification. Funding will support up to 10 teachers across the diocese to complete their portfolio for certification as a Highly Accomplished or Lead Teacher. Three TRS days will be allocated to each applicant to allow time to gather evidence to address the 37 descriptors. Timing for teacher release will be negotiated with the applicant's Principal. An online survey will be implemented to seek feedback from certification applicants and their principals regarding the satisfaction of support that is provided.	Applicants develop a robust and authentic understanding of their own professional practice, strengths and development goals ensuring the alignment between the Teacher Appraisal/Performance processes and practices that align with Australian Professional Standards for Teachers (APST). **Achieved** Principals gain increased knowledge of certification requirements to enable their support of teachers' participation in the certification process. **Achieved**	Increased understanding of the certification process and at least one teacher from Townsville applies for certification. **100% Achieved**	

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		Ongoing mentoring will be provided to a certification applicant who withdraws and does not submit their application to enable that teacher to submit their application by the due date the following year.\n\n**Achieved**		
Wellbeing in Rural Schools\n\n**(Brisbane led)**\n\n*Workplan page 22*\n\nState-based reform\n\nPriority B: Support teaching, school leadership and school improvement\n\nAction 5: Rural and remote wellbeing	The Brisbane Catholic Education (BCE) Strategic Plan (2021-2025) identifies wellbeing as a priority. Current educational research highlights the alignment between deep learning with improved student wellbeing. Increasingly, rural communities are required to draw upon their school, Parish and local communities to support the wellbeing and mental health of their students.	Key personnel of each school (Leadership Team Representative, Guidance Counsellor, Support Teacher Inclusive Education, Primary and Secondary Learning Leaders) engage in the project.\n\n**Achieved**	Project engagement by at least 80% Brisbane Catholic Education schools in the North & South Burnett, Wide Bay, Maryborough and Gympie regions.\n\n**100% Achieved**\n\n100% of schools document evidence of intervention strategies to support student engagement in the Engage Student Support System.\n\n**100% Achieved**	1. 10/11 schools have programs/activities that link wellbeing and learning, recorded in planning documents.

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	This project, extended to a second year after a successful initial year, is being implemented in the contexts of BCE North & South Burnett, Wide Bay, Maryborough and Gympie schools. It aims to build the capacity of staff in developing prevention and early intervention responses in promoting positive student wellbeing and understanding the Levels of Teacher Response in deepening learning.	Schools review support structures naming and implementing prevention and early intervention strategies related to student wellbeing and learning engagement. **Achieved** Schools initiate programs and activities that inextricably link student wellbeing and learning. **Achieved** Partnerships between school and identified local wellbeing support agencies, and collaboration between schools in the project developed. **Achieved**	Initiate programs/activities recorded in implementation documents/teacher planning. **90% Achieved – see point 1** Of the schools who engage in professional learning for Levels of Teaching Response, 100% have attendance by a School Lead and one other staff member as shown in attendance lists. **100% Achieved**	

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		Support schools in developing Levels of Teacher Response in their staff. **Achieved**		
Student Wellbeing **(Rockhampton led)** *Workplan page 37* State-based reform Priority B: Support teaching, school leadership and school improvement Action 5: Rural and remote wellbeing	Royal Far West counselling support for students in Blackall, Longreach, Barcaldine, Springsure, Clermont, Biloela, and Monto.	Students have access to high quality counselling services. As a result, higher levels of student wellbeing enable greater engagement in learning at school. **Achieved**	Students access counselling services as required. **100% Achieved – see point 1** The Head of Counselling Services reports high levels of satisfaction with quality and timeliness of counselling provided by Royal Far West. **100% Achieved**	1. 14 students from five schools in the Rockhampton Diocese received a total of 205 counselling sessions in 2022. Of these students, 19% were Aboriginal or Torres Strait Islander 5% were aged 6 5% were aged 7 9% were aged 8 14% were aged 9 23% were aged 10 27% were aged 11 18% were aged 12

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LOVE BiTES Respectful Relationships Program **(Townsville led)** *Workplan page 40* State-based reform Priority B: Support teaching, school leadership and school improvement Action 5: Rural and remote wellbeing	LOVE BiTES aims to provide approximately 150 young people with a safe environment to examine, discuss and explore respectful relationships. All LOVE BiTES programming takes a strength-based approach and views young people as active participants who are able to make choices for themselves and their relationships when supported with information and opportunity for skill development. This program provides facilitative support to school communities in rural and remote areas to enhance student wellbeing.	LOVE BiTES education is focused on three critical areas for learning: Knowledge: youth-led collaborative learning. Attitudes: critical thinking and decision-making Behaviours: problem-solving and communication skills. **Achieved**	LOVE BiTES education will assist approximately 150 young people to: • Increase their knowledge through youth-led collaborative learning around appropriate and safe relationships. • Challenge attitudes through critical thinking and decision-making. • Develop safe and proactive behaviours problem-solving and communication skills. **100% Achieved – see Point 1**	1. 226 students from four rural and remote schools participated in the Love Bites program in 2022. Since the commencement of the program Townsville Catholic Education has trained 20 additional trainers to enable increased ability to offer the program in rural and remote schools in the diocese.
Improving the career readiness of BCE graduates **(Brisbane led)** *Workplan page 23* State-based reform	Local project led by Brisbane Catholic Education (BCE) to conduct an extensive review of secondary structures and practices to evaluate and improve the way in which BCE schools prepare students for successful global citizenship, regardless of their choice of pathway. The review, conducted across 2021, will be used to inform improved Career Readiness activities in schools from 2022.	Improved student engagement and wellbeing outcomes (including improved attendance data for schools engaged in the pilot phase). **Achieved**	Implementable recommendations/framework for the future improvement of career readiness for BCE graduates. **100% Achieved**	1. 80 students engaged in online learning opportunities to increase access to valued pathways through senior and beyond.

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Priority B: Support teaching, school leadership and school improvement Action 6: Parent, community and industry engagement	The review has resulted in an action plan and supporting resources to ensure students' learning is integrated and authentic, enhances the skills necessary for successful citizenship and provides a research-informed framework for careers education. This final phase of the project will result in a broader range of schools using the outcomes of the review to implement enhanced processes in preparing students for life after school.	Improved student pathway options achieved through renewed parent, community, and industry engagement (resulting in a decrease in student attrition in the senior phase of learning). **Achieved** Improved student understanding of career options (resulting in engagement with careers aligning with personal strengths and interests, rather than being limited to the career information provided by parents or significant others). **Achieved**	The first phase of a Catholic school of distance education is launched for senior students for 2022 (to allow for a greater breadth of subject offerings for all students). **100% Achieved – see point 1** Refinement of support resources (including professional learning) and community and industry engagement to assist with change processes required for greater career readiness. **100% Achieved** Career readiness program implemented with defined cohort of schools which have demonstrated readiness for participation. **100% Achieved – see point 2**	2. 750 students from pilot schools engaged in a career confidence survey, and 100% of students from pilot schools engaged in SET Planning for future learning pathways.

1. Project Title	2. Description	3. Expected Outcomes/Overall Achievements Achieved or Not Achieved	4. Indicators of Success % Achieved	5. Additional activities or variations to agreed activities and/or any additional information on outcomes or achievements
		Improved development of students' skills for success in the workforce (regardless of pathway). **Achieved**		

REFORM DIRECTION C – ENHANCING THE NATIONAL EVIDENCE BASE

1. Project Title	2. Description	3. Expected Outcomes/Overall Achievements Achieved or Not Achieved	4. Indicators of Success % Achieved	5. Additional activities or variations to agreed activities and/or any additional information on outcomes or achievements
Data literacy for school leaders **(Brisbane led)** *Workplan page 24* State-based reform Priority C: Enhancing the national evidence base Action 2: Data literacy and development	Local project led by Brisbane Catholic Education (BCE). Program will continue to focus on NAPLAN error analysis and Australian Curriculum Literacy and Numeracy requirements, with further refinement of BCE dashboards and reports relevant to key stakeholders in the BCE office and schools. Additional data analytics development required to build and enhance the HealthCheck platform and termly data updates to support system data priorities. Products and resources previously developed will be used across BCE schools and office leaders and teachers. Continue to build data literacy capacity of system and school leaders in the application and analysis of data to strategically drive system and school priorities leading to improve system learning performance.	School leadership teams increase use of data to inform decision making and strategic planning. **Achieved** System leaders use data evidence base to drive system improvement and performance. **Achieved** Understanding and effective implementation of processes and practices to analyse school datasets and identify key themes for strategic action that results in school improvement. **Achieved**	Leaders report greater understanding of how to establish positive environments for data conversations. **100% Achieved** Improved documentation of strategic goals and annual plans with evidence of data informed decision making. **100% Achieved** Targeted and precise allocation of resources to support strategic intents. **90% Achieved**	

1. Project Title	2. Description	3. Expected Outcomes/Overall Achievements Achieved or Not Achieved	4. Indicators of Success % Achieved	5. Additional activities or variations to agreed activities and/or any additional information on outcomes or achievements
		Focused analysis of NAPLAN data to inform future teaching emphasis across BCE schools. **Achieved** Provide digital platform which includes low level data security for all BCE School Principals and leadership and system leaders access to the PowerBI app/PowerApp called the 'HealthCheck'. **Achieved**	All schools Principals, Leadership teams and System Leaders have access to the PowerBI HealthCheck app and are engaging with the HealthCheck PowerBI/PowerApp to track school key performance indicators. **100% Achieved**	
School Motivation and Response to Indigenous Education (SMART IE) Data Project **(Townsville led)** *Workplan page 44* State-based reform	The project intends to form and improve the competency and capacity of school leaders to implement data informed practices in Indigenous Education (IE) in schools with a particular focus on First Nations student NAPLAN data. A Project Officer will be employed for 10 months to:	Alignment of IE data sets to TCE and IE strategic actions and work plans. **Achieved** Stakeholders have improved access to relevant data sets. **Achieved**	School leaders lead SMART IE Data practices in their own schools and build school improvement around informed needs in Indigenous Education. **100% Achieved**	1. SMART IE Data project funds enabled the employment of a Student Learning Data Project Officer (SLDPO) to manage the collation and accessibility of Townsville Catholic Education IE data.

1. Project Title	2. Description	3. Expected Outcomes/Overall Achievements Achieved or Not Achieved	4. Indicators of Success % Achieved	5. Additional activities or variations to agreed activities and/or any additional information on outcomes or achievements
Priority C: Enhancing the national evidence base Action 2: Data literacy and development	• Manage the collation and accessibility of Townsville Catholic Education (TCE) IE data, particularly NAPLAN data • Engage with data analysis expertise to prepare relevant data sets • Prepare and facilitate professional learning for school leaders on driving data informed practices for improved First Nations student outcomes • Support Indigenous Education Advisers in their roles to coach school leaders to enable enhanced responses to IE data sets, planning for school improvement, aligning strategic actions and improving the academic outcomes of First Nations students in Townsville Catholic Education.	Data sets are fit for purpose: clean, valid, reliable, objective, comparable. **Achieved** Project facilitates improved system, school and student data informed practices and outcomes. **Achieved** Improved capacity of stakeholders to respond effectively to NAPLAN data particularly as this relates to First Nations students. **Achieved – see point 1**	Townsville Catholic Education First Nations students NAPLAN results indicate improvement over time. **Ongoing**	The SLDPO applied data analytics expertise to prepare relevant data sets and provide support within the Diocese. This coaching improved the level of understanding and application of knowledge to enable achieving strategic goals related to improving Indigenous student outcomes.

1. Project Title	2. Description	3. Expected Outcomes/Overall Achievements Achieved or Not Achieved	4. Indicators of Success % Achieved	5. Additional activities or variations to agreed activities and/or any additional information on outcomes or achievements
Enhancing school improvement processes through data and digital literacy development **(Toowoomba led)** *Workplan page 54* State-based reform Priority C: Enhancing the national evidence base Action 2: Data literacy and development	This project will provide professional development opportunities and support to schools in developing data literacy, as well as support schools in developing their digital literacy and data planning capability. There will be two formal Digital Literacy professional development sessions held in 2022.	Enhanced school staff capacity and confidence in the use of data and digital tools to support and inform decision making to support student performance through differentiated responses. **Achieved**	School staff will have improved confidence in choosing appropriate interventions and/or adjustments which accommodate individual student learning attributes. **100% Achieved**	

1. Project Title	2. Description	3. Expected Outcomes/Overall Achievements Achieved or Not Achieved	4. Indicators of Success % Achieved	5. Additional activities or variations to agreed activities and/or any additional information on outcomes or achievements
Peoplebench project **(Toowoomba led)** *Workplan page 58* State-based reform Priority C: Enhancing the national evidence base Action 2: Data literacy and development	The aim of this project is to: Use predictive analytics to assist leaders to make data-driven predictions based on behaviour and trends focused on workforce strategies. Enhance the capacity of system leaders to effectively utilize this data to inform strategic planning and decision making.	Benchmark data across large numbers of schools enables prudent decisions about future planning and action. **Achieved** Toowoomba Catholic Schools can compare and contrast current practice in key areas against schools and systems with similar contexts. **Achieved** Available data is current and timely and reflects changing workforce trends and patterns. **Achieved**	System leaders report a greater capacity to use data to inform strategic planning and decision making. **100% Achieved**	

2022 Budget Expenditure

Project Activities	Reform support funding
National Priority 1	
NCCD (QCEC)	$139,659.74
NCCD (BCE)	$608,915.20
NCCD (RIPJP)	$225,412.06
NCCD (RECO)	$121.509.00
NCCD (CCE)	$101,498.00
NCCD (TOO)	$20,000.00
National Priority 2	
NAPLAN (QCEC)	$120,000.00
National Priority 3	
Leadership Development (RIPJP)	$112,617.38
State-Based Reform Direction A **Support Students and Student Learning**	
Early Years Screening Tools (BCE)	$526,238.57
Early Years (TNS)	$26,827.00
SATE (QCEC)	$8,203.55
State-Based Reform Direction B **Support Teaching, School Leadership and School Improvement**	
Existing and Aspiring School Leaders (RECO)	$25,2535.00
Leadership Development (TNS)	$162,578.19
Leadership Learning Program – Middle Leaders (TOO)	$29.000.00
Leadership Learning Program – Deputisers (TOO)	$25,000.00
School Improvement Health Check (BCE)	$378,938.39
Student Engagement (RJPJP)	$31,740.00

School Improvement Reviews (RJPJP)	$246,168.30
PIVOT (TNS)	$24,948.00
Clarity – An approach to system-wide school improvement (CCE)	$205,032.00
School review and improvement processes (TOO)	$72,000.00
HALT (QCEC)	$234,529.71
HALT (RJPJP)	$156,787.21
HAT/LT Certification (TNS)	$2701.95
Support Rural Wellbeing (BCE)	$145,797.27
Student Wellbeing (RECO)	$80,248.00
Student Wellbeing (TNS)	$13,665.87
Parent, community and industry engagement (BCE)	$249,892.78
State-Based Reform Direction C **Enhancing the National Evidence Base**	
Data Literacy/School Improvement (BCE)	$102,000.00
SMART IE Data (TNS)	$106,790.99
Digital and data literacy (TOO)	$47,139.00
Peoplebench Project (TOO)	$48,825.00
Staffing	
Administration of Projects	$11,710.00
TOTAL	**$4,638,728.00**