

Non-Government Reform Support Annual Report

2023

Catholic Education Archdiocese of Canberra & Goulburn

Executive Summary

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

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

Nationally Consistent Collection of Data

CECG has continued to employ NCCD Officers, to provide release time for teaching and learning support officers for training at our 29 ACT schools. This support is being funded through other mechanisms within our System.

NAPLAN and continued system wide approach to teaching and learning

CECG continue to make a significant investment through professional learning and training for our teachers on curriculum, pedagogy and assessment. The Catalyst program is focusing on evidenced-based, high impact teaching practices to significantly improve student learning across our system. In 2023, CECG collaborated with Ochre Education to develop a comprehensive K-6 mathematics resource suite mapped to V9.0 of the Australian Curriculum.

This suite of resources were developed in conjunction with educators with extensive experience in curriculum development, design and leadership. The mathematics resource suite supports teachers by reducing their planning and programming workload whilst ensuring that they have access to high quality instructional materials. Feedback from teachers and leaders has been overwhelmingly positive and they report that they are able to focus on responding to the needs of their students more fully by focusing on teaching delivery and assessment rather than investing enormous amounts of time into lesson and resource creation.

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

Improving Governance and Financial Management Practices

Throughout 2023, CECG migrated all ACT schools and colleges onto its enterprise financial management system (TechnologyOne). The transaction data which existed in the legacy school based finance system (MAZE) was integrated into TechnologyOne providing improved financial data across the 'system'. TechnologyOne has improved the financial management and governance practices in our system of schools to strengthen financial viability, improve business decision making and strengthen the financial control framework.

Training was rolled out across all schools and guidance provided on financial data capture and the revised 'procure to pay' process. Financial administrative duties were centralised and standardised and the FY2023 financial statements produced utilising the TechnologyOne data.

Progress against strategic plan

Nationally Consistent Collection of Data

The NCCD team has developed a suite of resources focussed on the Disability Standards for Education and Disability Discrimination Act. Professional learning is provided for classroom support teachers (CST) during classroom support teacher network days which are held each term. The NCCD team facilitates regular training to ensure that support teachers have current information about the NCCD process and expectations for evidence collection for Students with Disability (SWD). The training focuses on preparation for the August Census and in particular the NCCD data collection about SWD. Evaluations (of CSTs and NCCD officers) are conducted after each meeting to ensure that schools NCCD needs are being met.

The NCCD team facilitated information meetings with staff when requested by individual schools. The topics include Evidence collection, Moderation, Disability Standards for Education, Understanding Categories of Disability, Writing a Personalised Plan (PP) with an NCCD lens and Goal setting for PPs.

The NCCD team provide one on one support for teachers to write PP's. NCCD officers assist with the moderation processes in many CECG schools during Term 2 each year through visits to schools to work side by side with teachers to guide the moderation of SWD who have PPs.

The team have regular meetings between classroom support teachers and school NCCD teams. The team utilise checklists for visits to standardise the support provided across all CECG schools. The team also organised relief teaching support for schools to fulfil their obligations for making adjustments for SWD and for evidence collection for NCCD.

No funding was provided for these activities under the NGSRF.

NAPLAN and continued system wide approach to teaching and learning

In collaboration with Ochre Education, CECG developed a comprehensive K-6 Mathematics resource suite that includes for each year level:

- A curriculum map that tracks concept development, lesson and topic spacing for the year and answers FAQs for teachers.
- A scope and sequence which organises the maths curriculum into daily lessons and reviews content on a cyclical basis according to cognitive load theory.
- Comprehensive teaching resources to support the daily lessons including explicit teacher lessons, daily review slide decks, independent student tasks and re-teaching resources. Assessment samples are also provided.
- Lesson detail documents that explain each key mathematic concept in detail and provides additional teacher guidance to support teachers to understand vital knowledge and skills and possible student misconceptions.

The outcome of the rollout of these resources has delivered detailed Curriculum maps for K-6, trained over 50 CECG teachers in the instructional approach and lesson delivery and developed nearly 700 lessons across K-6 mathematics. Early implementation and feedback from teachers indicate up to 6 hours saved per week in developing resources which provides teachers more time to focus on teaching and supporting students' needs.

No funding was provided for these activities under the NGSRF.

Improving Governance and Financial Management Practices

Over 2023, CECG migrated all ACT schools and colleges from the legacy school based finance system (MAZE) onto its enterprise financial management system (TechnologyOne). The transactional data was integrated into TechnologyOne providing improved financial data across the whole 'system'. TechnologyOne has allowed CECG to produce consolidated financial statements and provided schools with standardised financial information to manage the schools' educational capacity.

The use of TechnologyOne has lifted the compliance and reconciliation requirements from the schools. It has provided visibility across the system to improve debtor management and the financial oversight across schools and service support areas.

The planned rollout timeframe was achieved with all schools migrated by November 2023 with further enhancements identified to provide more detailed financial reporting and insights to schools and service areas. Additional development is planned to centralise and consolidate tuition billing and debtor management across the system.

Relationship with state and territory government

Throughout the year, CECG met regularly with the Education Directorate and Australian Independent Schools ACT. The three agencies undertook collaborative activities undertaken throughout 2023 and involved regularly sharing resources, information and ideas across sectors which had the benefit of strengthening the relationship between them.

Project Report

Strategic Plan linkages:

CECG has achieved the Finance Transformation project under 2023 NGRSF workplan by meeting the expected outcomes of successfully migrating all schools into TechnologyOne. The project is expected to extend to further enhance the capabilities the system provides.

Summary of 2023 achievements

1. Project title	2. Project description and activities	3. Expected outcomes / Overall achievements Achieved or Not achieved	4. Indicators of success	5. List any additional or variations of Activities undertaken/Achieved outcomes
<p>Nationally Consistent Collection of Data on School Students with Disability</p>	<p>Upskill teachers understanding of disability, Disability Discrimination Act (DDA) and Disability Standards of Education (DSE).</p> <p>Maintain quality of information captured through accurate levels of adjustment, up-to-date personalised plans that are implemented and regularly updated in consultation with parents and teachers.</p> <p>Maintain required evidence in a central repository to enable all teachers involved with the student's development to access information easily as well as withstand any audit.</p>	<p>CECG has robust systems and processes to manage all NCCD aspects</p> <p>100% Achieved</p>	<p>100% of teachers have completed the new DSE online modules</p> <p>100% Achieved</p> <p>100% of students have evidence to support their disability category in the NCCD data collection</p> <p>100% Achieved</p> <p>100% of Personalised Plans are sent home to parents</p> <p>100% Achieved</p> <p>100% of schools have moderated within school teams to determine levels of adjustment</p> <p>100% Achieved</p> <p>100% of students have sufficient evidence</p> <p>100% Achieved</p> <p>100% of schools have a whole-school approach where:</p> <ul style="list-style-type: none"> • NCCD team roles within the school are clearly defined. • Numerous staff are responsible for Personalised Plans. 	

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	Develop a whole school approach in Secondary schools for Personalised Plans.		<ul style="list-style-type: none"> School specific processes in completing Personalised plans, meetings with parents, entering adjustments, moderation, etc. have been clearly defined and are being reliably enacted. 100% Achieved	
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System-wide curriculum resources project	Working with an external partner, Ochre Education, to develop and deliver a series of rigorously designed lessons that are aligned to CCEG K-6 Scope and Sequence documents	<p>The development of a system wide pool of high quality resources available for all teachers and schools to use. 100% Achieved</p> <p>Increased teacher capacity and confidence to teach effectively across K-6. 100% Achieved</p> <p>The provision of appropriate professional learning to teachers to ensure effective delivery of the curriculum resources in the classroom 100% Achieved</p>	K-6 resources identified, successfully delivered and made available to all schools in the system. 100% Achieved	<p>Developed nearly 700 lessons across K-6 Mathematics.</p> <p>Trained over 50 CCEG teachers in the instructional approach and lesson delivery.</p> <p>Early implementation and feedback from teachers indicate up to 6 hours saved per week in developing resources.</p>

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<p>Improving governance and financial management</p>	<p>This project will implement a new modern cloud-based financial management system (TechnologyOne) across all 56 schools in CECG. TechnologyOne will replace the existing financial management system in these 29 schools (MAZE) which is at end of its life.</p>	<p>Automated accurate and timely reporting: Statement of financial position.</p> <ul style="list-style-type: none"> • Budget vs Actuals. <p>Accounts Payable.</p> <ul style="list-style-type: none"> • AP aged debtors • Payments due • Accounts in credit • Unapplied credits • Transaction summary <p>Closely watched numbers.</p> <ul style="list-style-type: none"> • Cash balance • Enrolments • FTE <p>75% Achieved</p> <p>Remediation of manual financial processes:</p> <ul style="list-style-type: none"> • Bank reconciliations. • BAS returns. <p>100% Achieved</p> <p>Improved billing and debt management processes:</p> <ul style="list-style-type: none"> • AR aged analysis • Debtor arrangements and management <p>30% Achieved</p>	<p>Successful implementation of TechnologyOne to 29 schools completed on schedule and on budget.</p> <p>100% Achieved</p> <p>Planned financial and operational metric reporting delivered to schools at cut-over to TechnologyOne.</p> <p>100% Achieved</p> <p>Administrative burden in schools lifted with reconciliations and compliance reporting performed by head office Finance team viaTechnologyOne.</p> <p>75% Achieved</p> <p>Principals have significantly improved information to better manage the financials of the Schools</p> <p>100% Achieved</p> <p>CECG has improved oversight of the financial operations across all Schools and Service Areas.</p> <p>80% Achieved</p>	<p>Further work required with schools around data capture to assist with regulatory reporting and grant acquittals</p> <p>Further work to enhance school and service area level reporting, feedback sought from Principals on financial data presented. Increased input and alignment of budget data.</p> <p>Additional work on centralising debtor management and tuition billing to be implemented.</p>

2023 Budget Expenditure

Project Activities	Reform Support Funding
NCCD	
NCCD Officer	\$0
NAPLAN Online	
Ochre Education - develop and deliver a series of rigorously designed lessons that are aligned to CCEG K-6 Scope and Sequence documents	\$0
Improving governance and financial management	
Finance Transformation Project Team (12 FTE)	\$498,000
Administration of Projects	\$0
TOTAL	\$498,000