

Non-Government Reform Support Annual Report

2023

Catholic Education Council of the Northern Territory

Executive Summary The Catholic Education Council of the Northern Territory through the work of the Catholic Education Office Northern Territory (CEO NT) addressed the following three priorities under the Non-Government Reform Support Fund.

National Reform Priority

Priority 1: Improve the quality of information on the Nationally Consistent Collection of Data on School Students with Disability and the efficiency and integrity of the data collection

Inclusion Forums scheduled by the **CENT** Inclusion Team twice a year with to support School based Inclusion Coordinators with quality assurance, moderation and support for the Nationally Consistent Collection of Data on School Students with Disability. Forums also promote the mandated 3 hours of training for all staff in Disability Standards for Education relevant to their role.

CENT NCCD Education Officer lead professional learning and coordinate Internal NCCD Audits for all schools including Cross sector moderation to ensure consistency with NCCD data/evidence collection, accuracy with funding allocations and compliance with external NCCD audits for Federal census. Summary reports provided for schools as part of the process and scheduled forums to ensure consistency with all NCCD practices and processes including auditing processes. Inclusion Support Advisors supported school internal and external audits to ensure consistency in record keeping and NCCD practices.

Priority 2: Strengthening NAPLAN Online and promoting online assessments in Science, Digital literacy and civics and Citizenship

Catholic Education NT worked with the Department of Education NT as the Test Administration Authority (TAA) to promote and actively support implementation of NAPLAN online in all schools. Technical assistance, communication and support provided to schools facilitated the successful delivery of NAPLAN and promoted student participation in Term 1, 2023.

The CENT School Data Analyst supports schools with the system visualisations of student/school data on the CENT central platform CeD3 and with the analysis of NAPLAN online data to inform school and systemic priorities. Support is also provided to develop school data dashboards to view and analyse NAPLAN data and Catholic Education Office Education Officers support school improvement goals informed by NAPLAN data.

Priority 3: Improve Governance and Financial Management Practices

The professional growth and development of CENT school and system leaders was supported through processes including annual staff check-ins and cyclical performance appraisals. Catholic Education NT utilises the Educator Impact Framework Tool, Qualtrix and goal setting processes to inform the review, formation and development of CENT Leaders.

Formation and development of CENT Middle and Executive leaders was provided through the Brown Collective with the delivery of the Middle Leadership and Executive Leadership Programs.

School reviews were scheduled on a cyclical basis which include an external review every 5 years. In 2023 external reviews are scheduled for three schools, led by lead Reviewers from the Australian Council of Education Research (ACER). Schools are assessed against the 9 domains within the SIT (School Improvement Tool) with the final report including commendations, affirmations and recommendations for school improvement. Professional learning sessions on the SIT were scheduled in 2023 for school leaders to deepen their understanding of the SIT and support schools with implementation of SIT Review recommendations.

CENT Financial Management course and associated materials were delivered to current and emerging school leaders to support improved governance and financial practices across CENT. The focus is to ensure financial viability, improve business decision making and build resilience to mitigate unforeseen circumstances.

Project Report

Priority 1 CENT NCCD Education Officer - this position addresses our Strategic plan through targeting Excellent Student Learning and Engagement: Continuous improvement for growth in teaching, learning, pastoral care and wellbeing through evidence informed pedagogy and practices. It specifically relates to the Strategic Direction: Applying common data sets and targets to inform progress and determine directions. Outcome: Effective intervention and appropriate allocation of resources. Supporting school staff in the understanding of student needs and the accurate and timely collection of appropriate data through the necessary processes to support intervention, diagnoses and funding applications has enabled this outcome to be successful.

It also responds to our goal of: Intentional Capacity Building Empowering and enabling staff through quality professional learning and formation.

Strategic Direction: Providing sustainable programs, formation and pathways to grow leadership and professional capacity.

Outcome: Increased effectiveness in leadership and professional capacity. Inclusion Support Coordinators, practitioners and assistants in schools have benefitted from the expertise and professional learning through the NCCD Education Officer and Inclusion forums.

Priority 2 NAPLAN online- IT and Teaching and Learning support for schools to achieve access to and completion of NAPLAN online responds to our strategic goal: Quality Governance and Sustainability Enabling good governance through co-responsible networks and partnerships through the strategic direction of Partnering with key stakeholders in the transparent and effective stewardship of resources aligned to the CENT and related policies, processes and practices.

Outcome: CENT is fully compliant with system obligations and legislative requirements.

Priority 3: Improve Governance and Financial Management Practices - These review and professional learning opportunities are connected to our goal of Intentional Capacity Building Empowering and enabling staff through quality professional learning and formation. The relevant strategic directions covered through these projects are: Applying the leadership framework to support discernment and inform decision making. Outcome: Integrated application of the Leadership Framework with people, practices and processes and Providing sustainable programs, formation and pathways to grow leadership and professional capacity.

Outcome: Increased effectiveness in leadership and professional capacity. The positive feedback regarding the professional development and opportunities taken to improve processes have indicated success for these strategic directions.

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><u>NCCD Project</u></p> <p>National Reform Reference: Project to improve the efficiency and integrity of NCCD data collection</p>	<p>Employment of NCCD Education Officer to:</p> <ul style="list-style-type: none"> • Provide Technical support and training for new staff and Inclusion Support Coordinators on Inspire integrated software platform. • Coordinate Internal Audits for School based Inclusion Support Practitioners (ISP) - ensuring consistency with all NCCD practices and processes including auditing processes and data collection. • Cross Sector External Moderation Workshops for NCCD scheduled twice a year to ensure consistency with NCCD evidence and reporting across all education sectors in the Northern Territory. 	<p>Training and ongoing professional development provided for all new Inclusion Support Coordinators, teachers, Assistants and Inclusion Support Practitioners with the implementation and use of Inspire (NCCD Initiative)</p> <p>Achieved</p> <p>Improved consistency and accuracy with processes and practices in identification of students and staff training on Inspire software to collate evidence, develop student adjustment plans and improve outcomes.</p> <p>Achieved</p>	<p>Minimum of 90% attendance at Training and Inspire forums</p> <p>95% achieved</p> <p>Internal audits demonstrate improved accuracy with NCCD data and record keeping from 2022 to 2023.</p> <p>100% achieved</p>	

	<ul style="list-style-type: none"> • Provide Onsite support for Inclusion Support Practitioners and Coordinators to ensure accurate identification, monitoring and support for all eligible NCCD students. • Represent CENT on the Education Council Joint Working group. • Deliver professional development, software updates and NCCD information to school-based coordinators, NCCD advisors and clinicians. • Facilitate Data transfer processes for students moving on from early years, primary and secondary school settings. 			
<p><u>Inclusion Support Network Forums</u></p> <p>National Reform Reference:</p>	<p>Scheduled Professional Development forums and regular school-based support for School based Inclusion Support Coordinators with NCCD data collection, internal and external audits and moderation.</p>	<p>Increase in the knowledge, capacity and skills of School based Inclusion Support Coordinators, Inclusion Support Assistants and Inclusion Support Practitioners (ISP) to support Improved student outcomes.</p> <p>Achieved</p>	<p>Minimum of 90% attendance at Inclusion support forums each semester.</p> <p>100% achieved</p>	

<p>Project to improve the efficiency and integrity of NCCD data collection</p>		<p>Improved competency of Inclusion Support Coordinators and teachers in the use of <i>Inspire</i> -Learning with Diversity Integrated System and greater consistency and integrity with data collection.</p> <p>Achieved:</p>	<p>Network meeting evaluations will reflect that 100% of participants are satisfied or very satisfied with the learning presented.</p> <p>90% achieved</p> <p>Commonwealth Post enumeration audits reflect a minimum of 90% accuracy with CENT schools NCCD data and record keeping.</p> <p>100% achieved</p>	
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<p><u>NAPLAN Project</u></p> <p>Bilateral Reform Reference:</p> <p>Strengthening NAPLAN Online and promoting online assessments in Science, Digital literacy and civics and Citizenship</p>	<p>Technical assistance, communication and support provided to schools to facilitate the successful delivery of NAPLAN in Term 1, 2023.</p> <p>Extraction of NAPLAN data to central platform CeD3 to support the analysis of NAPLAN online data to inform school and systemic priorities.</p>	<p>Improved capacity of School Based Coordinators and classroom teachers to administer NAPLAN online and analyse data.</p> <p>Achieved</p> <p>Effective and improved use and analysis of NAPLAN data; reflected in school reviews and annual improvement plans</p> <p>Achieved</p> <p>All CENT schools administering NAPLAN online.</p> <p>Achieved</p>	<p>100% School NAPLAN Coordinators complete training</p> <p>100% achieved</p> <p>100% of schools meet requests from NT Department of Education for NAPLAN online.</p> <p>100% achieved</p>	

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<p><u>Leadership Project</u></p> <p>National Reform Reference: Improving governance and financial management practices in non-government schools.</p>	<p>This project is a professional development course for Executive and Aspiring school leaders designed to improve leadership capacity through the Middle Leaders program and Executive Leaders program offered through the Brown Collective.</p> <p>Middle Leaders - 3 day program:</p> <ul style="list-style-type: none"> • The nature of the work of middle leaders • Change management • Leading self and others • Strategic thinking and leadership • Self/peer reflection • Approaches to the review and enhancement of school performance. 	<p>Improved leadership capacity of school and system leaders in the key areas of governance, ethical leadership, strategic planning & stewardship of resources with the end goal to ensure high quality Catholic schooling delivery and positive outcomes for all stakeholders.</p> <p>Achieved</p>	<p>Minimum 15 to complete Middle Leadership Course</p> <p>100% achieved</p> <p>At least 95% completion for enrolled leaders in the 6 module program delivered by The Brown Collective.</p> <p>100 % achieved</p> <p>Post program evaluation reflects at minimum of 4 out of 5 satisfaction rating on a 5 point scale.</p> <p>Achieved-program evaluation ratings of 4.48-4.78.</p>	

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	<p>Executive Leaders: 6 module program</p> <p>“Leading with Integrity for Excellence – Governance for Catholic Schools”</p> <ol style="list-style-type: none"> 1. Governance 2. Ethics 3. Thinking Strategically 4. Responsible Stewardship 5. Building a Culture of Safety and Wellbeing 6. Building a Culture for Performance 			
<p>National Reform Reference:</p> <p>Improving governance and financial management practices in non-government schools.</p> <p><u>Leadership Appraisal Project</u></p>	<p>CENT leaders will engage with the Educator Impact Framework Tool as part of their review, reflection, goal setting and formation processes. The EI Framework is aligned to AITSL standards, providing leaders with feedback and a portal to assist with goal setting and access to a library of resources targeted at their development area.</p>	<p>Improved leadership capacity of principals and leaders</p> <p>Growth and development of leaders as they identify personal and professional goals and address recommendations of review reports.</p> <p>Achieved</p>	<p>100% of School and system leaders scheduled for reviews will engage with the EI framework and process including reflection, goal setting and review.</p> <p>100% achieved</p> <p>100% of school leaders engaging with EI will set goals and targets for growth and formation.</p> <p>95% achieved</p>	

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<p>National Reform Reference:</p> <p>Improving governance and financial management practices in non-government schools.</p> <p><u>School Improvement and Review</u></p>	<p>Engagement with Australian Council of Education Research (ACER) to conduct scheduled External School reviews for three schools. Reviews are scheduled every 5 years against the NSIT (National School improvement Tool).</p> <p>Schools' leaders will engage in professional learning sessions to deepen their knowledge of the NSIT and support implementation of NSIT Review recommendations.</p> <p>Internal School Improvement reviews scheduled for 11 schools. This model also provides for additional time to deeply embed an improvement culture, informed by the NSIT recommendations and previous internal reviews.</p>	<p>Robust internal and External Validation Reviews using the National School Improvement Tool and Annual SIRF assessment processes inform school progress and future directions leading to Improved school performance.</p> <p>Achieved</p> <p>School Improvement Report recommendations from reviews inform school and system future priorities in the following areas:</p> <ul style="list-style-type: none"> • Leadership • Finance, Facilities and Resources • Teaching and Learning • Pastoral Care and Wellbeing • Community and Culture • Catholic Identity <p>Achieved</p>	<p>External reviews for 3 CENT schools conducted by Australian council of Education Research (ACER)</p> <p>100% achieved</p> <p>Minimum of 3 Report recommendations implemented into School improvement Plans each year including identified actions and targets.</p> <p>100% achieved</p> <p>100% of schools scheduled for School Improvement Assessment, External Validation and Registration Renewal processes are completed.</p> <p>100% achieved</p>	

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<p>National Reform Reference:</p> <p>Improving governance and financial management practices in non-government schools.</p> <p><u>Financial Management Project</u></p>	<p>Financial Management training and support for school principals and school leaders.</p> <p>A one-day course is developed for school leaders focused on building capacity and improving knowledge of internal audit processes and understanding of financial concepts and best practice.</p>	<p>Improved capacity of school leaders in the area of financial management.</p> <p>Achieved</p> <p>Improved practices and procedures that mitigate risk and improve the financial security of schools.</p> <p>Achieved</p>	<p>80-100% of leaders attend scheduled professional development training courses.</p> <p>95% achieved</p> <p>80-90% of Participants indicate in their course feedback that:</p> <p>They will be able to see the benefits of the training when performing their role.</p> <p>The training was relevant to my needs.</p> <p>Improved outcomes and reporting of School financial audits.</p> <p>90% achieved</p>	

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Bilateral Reform Reference: <u>National USI</u>	DESE has commissioned working groups to influence the scope, design and planning of a National Unique Student Identifier. CENT IT Manager is the CENT representative for the National Catholic Education Commission representative on the Business Process subgroup and attends approximately two meetings per Term.	Design activity completed. Achieved Implementation of USI. Not Achieved	Activity reaches next phase of development. 90% achieved	

2023 Budget Expenditure

Project Activities	Reform Support Funding
NCCD	
Part Salary NCCD Technical Advisor (Learning with Diversity)	\$47,000
Inclusion Support Practitioners Network x 4 days/year	\$12,500
NAPLAN Online	
Technical support for NAPLAN online	\$0
Training and support for school NAPLAN Online Coordinators	\$0
Improving governance and financial management	
Leadership Appraisals (Educator Impact Licence)	\$12,000
Middle Leadership Professional Development Program	\$10,500
Executive Leaders Program for School and System Leaders: Leading with Integrity for Excellence	\$23,000
External Review of School Performance-ACER	\$40,000
Financial Management Training for school principals and leaders.	\$5,000
Leadership Appraisals (Educator Impact Licence)	\$12,000
Middle Leadership Professional Development Program	\$10,500
Administration of Projects	\$0
TOTAL	\$150,000