Non-Government Reform Support Fund Annual Report

2023

South Australian Commission for Catholic Schools

Executive Summary

The South Australian Commission for Catholic Schools (SACCS) oversees education in Catholic schools throughout South Australia. Its responsibilities include setting educational directions, allocating resources and developing policies.

The Commission and its four Standing Committees are supported by a number of permanent committees and working parties. Catholic Education SA (CESA) is responsible for implementing the decisions and policies set by SACCS through its network of schools, colleges and centres across South Australia.

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

Progress against strategic plan

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

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

Key Directions

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

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

Major achievements for 2023 and progress against the CESA Strategic Plan and Key Directions:

o *Nationally Consistent Collection of Data (Ministerial Priority)* – Schools received a grant to enable their NCCD teams to attend professional learning sessions with CEO staff and other CESA colleagues. These sessions aimed to further develop their understanding of moderation, key principles, and the NCCD.

o *NAPLAN (Ministerial Priority)* - In 2023, schools were provided with ongoing training and support to understand the technical requirements, procedures, and protocols for conducting online tests. School planning was monitored through the submission of a technical audit and schedule for each school. Following the testing, 121 teachers from 75 schools enrolled in CESA workshops to understand, analyse, and interpret their Student and School Summary Report (SSSR), which outlines the performance of their school and students.

o *Financial Management for Principals (Ministerial Priority)* – In 2023, an identified group of newly appointed principals and heads of campus worked with a consultant to build their financial knowledge, capacity, and confidence. The aim was to strengthen financial viability, improve strategic decision-making, and build resilience to mitigate unforeseen circumstances. This initiative continues to have significant positive impacts, particularly for first-time principals. In addition, principals engaged in broader leadership coaching to complement the financial management programme and attended Stewardship of Resources professional learning sessions.

o The CESA Wellbeing team, in collaboration with Rypple Ltd, initiated the first phase of a 3-5 year commitment to introduce the evidence-based Positive Behavioural Interventions and Support (PBIS) program to CESA schools. 40schools enrolled in Tier 1 training.

o In 2023, a STEM MAD showcase was held, incorporating a Design Thinking masterclass and curriculum design workshops to promote and celebrate STEM learning in Years 3 to 12. Eighteen schools participated by submitting their designs for a service, product, or innovation to **M**ake **A D**ifference (MAD) to others or the environment. The winning team designs were: Nazareth College with "The Sign Speaker" for Primary and Kildare College with the "Specialised Air Purifying Ecosystem" for Secondary.

o The 2023-2027 CESA Literacy and Numeracy Strategy was launched in May 2023 at the Inaugural Leaders of Learning Conference. Throughout 2023, professional development initiatives were implemented, utilising external consultants, university partnerships, and expert/critical friends. Workshops were conducted on topics such as Standards-based Assessment, Australian Curriculum Familiarisation for English and Mathematics, Literacy and Numeracy Across the Curriculum, Early Years Literacy and Numeracy, and LEAP Levels Writing.

o Dr Lyn Sharratt from Sharratt Education partnered with CESA to deliver professional learning through interactive Learning Walk and Talk tours at regional and metropolitan schools, enabling staff to further engage in Dr Sharratt's Clarity Learning Suite. School and CEO Leaders gathered at an interactive learning day at the Adelaide Convention Centre to deepen their understanding of how to increase each student's growth and achievement, interpret learning data, and take intentional local action to ensure equity and excellence for all students in South Australian Catholic schools.

o In 2023, CESA continued to collaborate with Aboriginal and Torres Strait Islander consultants from the University of Adelaide and Flinders University to review the CESA Aboriginal and Torres Strait Islander Education Strategy. Recommendations were delivered, and work on the implementation plan continued. As part of the implementation plan, an 'Action Plan Working Group' was established to develop an Action Plan for implementation across the Sector in early 2024 and beyond.

o All diocesan principals continued to engage with the online Leader ePortfolio based on the CESA Leadership Standard in 2023.

o The Living Learning Leading Survey (LLL), a system-wide data tool, continued to be developed in collaboration with Curtin University and NSI Partnerships. In 2023, 91 Diocesan schools and 8 separately governed schools participated in the LLL survey, with responses received from 3,461 parents, 21,523 students from Years 2 to 12, 1,957 teachers, and 1,024 non-teaching staff. NSI Partnerships analysed the data and provided reports to individual schools and the Catholic Education Office to inform and support school improvement activities. A representative from NSI Partnerships engaged in a collaborative discussion with CEO managers and School Performance Leaders to analyse and examine the outcomes in detail. Ongoing refinements to the tool's efficacy and alignment with school and system improvement priorities will continue to be considered.

o SEQTA, a teaching and learning Customer Relationship Management system, was introduced to CESA Diocesan schools. Resourcing grants were provided to 74 schools to release their nominated SEQTA specialist for professional learning to aid in the transition process. The process was completed smoothly, with all Diocesan schools transitioning to SEQTA for student assessment reporting by the end of 2023.

Relationship with state and territory government

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

a.   shared oversight of the transition to NAPLAN Online

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

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

  1.   Program entry

  2.   Literacy and numeracy

  3.   Program content

  4.   Program structure

  5.   Professional experience

  6.   Mentoring and supervision

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

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

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

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

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

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

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

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

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

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

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

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

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

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

1. Project Title	2. Project description and activities	3. Expected Outcomes/ Overall Achievements	4. Indicators of Success	5. List any additional or variations of Activities undertaken/ Achieved outcomes

KEY DIRECTION ONE Supporting students, student learning and student achievement
 	
Relevant national policy reform direction: *Enhancing the Australian Curriculum to support teacher assessment of student attainment and growth.*
 	
State reform initiative: *School improvement strategy; STEM Strategy; Literacy and Numeracy Programs (Para 17)*
	Wellbeing Initiative - Positive Behavioural Interventions and Support program
	
	Informed by the CESA Positive Behaviour Support Strategy, CESA will engage Rypple Ltd, a not-for-profit organisation to lead its Positive Behavioural Interventions and Support (PBIS) program with staff in up to 30 schools.
	
	PBIS is an evidence-based, three-tiered framework for supporting students' behavioural, academic, social, emotional, and mental health. PBIS creators designed it for implementation at all school levels (R to 12). Tier 1 universal interventions and supports are for all students; Tier 2 targeted interventions and supports are for at-risk students; Tier 3 intensive, individual interventions and supports are for students needing wrap-around supports.
		• Up to 30 schools participating (20 metro and 10 regional)
		Achieved - (40 schools - 28 metro and 12 regional - registered. 16 schools as Tranche 1 and 24 schools as Tranche 2)
		
		• Up to 300 school staff trained (10 per school) and supported by:
		  o 4 x 1-day training (each full day delivered three times – in Adelaide x 2; in region x 2) over the year
		  o Online coaching by the external provider between sessions
		  o In-person support from system coaches
		  o System readiness session for up to 30 senior office staff
		  o Full-day system coach training for 16 office staff
		Achieved:
			• PBIS Tier1 is introduced in up to 30 schools
			
			Achieved - 40 schools registered
			
			• Participating schools complete the 14 item PBIS fidelity assessment with at least 80% positive scores overall with results supplied to CEO Adelaide Wellbeing team.
			In Progress - Initial application of PBIS Tiered Fidelity Instrument (TFI) applied by Tranche 1 schools in November 2023.
			
			• Students and staff at participating schools complete the PBIS school climate survey, which shows improvement with results supplied to CEO Adelaide Wellbeing team.
			In Progress - Student and staff base-line data identified.
				• TFI will be applied a second time by Tranche 1 schools in May 2024 and fidelity scores reported.
				• Tranche 2 schools will make initial application of TFI in May 2024 and a second time in November 2024.
				• CESA has made adjustments to its Learning Management System (SEQTA) to allow schools to record behaviour data to support PBIS roll-out

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	Evaluation evidence shows that when implemented with fidelity, PBIS improves students' social and emotional competence and academic success. It is also shown to improve the overall school climate and teacher health and wellbeing. It is a way to create positive, predictable, equitable and safe learning environments where everyone thrives. The 2023 program is designed as the first step in a 3–5-year commitment to introduce PBIS to CESA schools, beginning with Disability Inclusion Lead Schools and other early adopters. In 2023, these schools will introduce PBIS Tier 1.	• Tranche 1: 2 x 1 day training delivered three times; online coaching provided; system-level sessions provided. 4 x 1 day training programmed for 2024. • Tranche 2 – 4 x 1 day training days programmed for 2024 along with all supports listed for Tranche 1.		• Schools are being supported to generate and analyse behaviour reports guiding ongoing implementation of PBIS

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	Nationally Consistent Collection of Data (NCCD) **Region-based NCCD Moderation Workshops** The CESA Term 2 Moderation workshops for all CESA Diocesan schools provides an opportunity for NCCD School Teams to meet with CESA and CEO colleagues and are facilitated by the CEO Learning Diversity and Equity Team to: Through a case-study approach participants will: • engage in professional dialogue regarding students' level of adjustment and broad category of disability based on evidence • Develop a greater understanding of diagnosed and imputed disability. • align their professional judgements to make decisions that are consistent and reliable	• Increases the reliability and consistency of teachers' professional judgements. **Achieved** • Facilitates conversations that draw upon teachers' knowledge of their students and practice regarding personalised learning and support. **Achieved** • Assists schools in aligning the decisions about which students to include with requirements under the Disability Standards for Education 2005. **Achieved** • Ensures consistency in determining reporting on the definitions and descriptors of the levels of adjustment and categories of disability in the NCCD model. **Achieved**	• All 89 Diocesan schools will send at least 1 person to attend a half day moderation session. **Partially Achieved** – 77 Schools • 70% of participants completing a 'participant satisfaction survey' allowing for analysis of data and improvement of future workshops. **Achieved** • At least 80% of participants report the professional learning as helpful/useful to their work surrounding NCCD Moderation. **Achieved**	•

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	• further develop their understanding of moderation, key principles and the NCCD. • Review the NCCD Portal: updates and resources • Plan for a moderation workshop in their school	• Increases schools' confidence in the decisions being made for the NCCD. **Achieved**		
	STEM **STEM Mad Showcase** STEM MAD Showcase is a 1 day event that celebrates the work of students in Years 3 to 12. STEM MAD is designed to acknowledge and promote STEM learning initiatives that address real-world problems and demonstrate how students in Catholic schools take action that matters, by designing a service, product or innovation, to **m**ake **a d**ifference (MAD) to others or the environment.	• Students and STEM Teachers from up to 30 schools will participate in the event. **Achieved – 20 schools** • Opportunities for students and educators to build their STEM knowledge and skills will occur through participating. **Achieved** Educators will receive professional learning as follows: • Teacher information session **Achieved**	• 50 primary entries • 50 secondary entries • 10 entries from regional schools **Partially Achieved** – 50 primary entries, 35 secondary entries and 10 regional entries. • 90 number of participants/spectators on the day of event – obtained via sign-in sheet. **Achieved – 112 attended** • 70% of teacher participants completing a 'participant satisfaction survey' allowing for analysis of data and improvement of future professional learning programs. **Achieved – 100% participation**	•

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		• STEM MAD Design Thinking Masterclass –held in conjunction with the STEM MAD showcase to unpack the five stages of design thinking and provide strategies to support students, as they inquire through this framework. **Achieved** • STEM MAD Intention STEM Curriculum Design - empower teachers to understand how to design curriculum which moves students from surface to deep and then to transfer of learning, with a focus on the learning areas of Mathematics, Science and Technologies supporting high quality STEM MAD curriculum design. **Achieved**	• At least 80% of teacher participants report the professional learning as helpful/useful to their teaching practices. **Achieved** – 89% of teachers reported highly helpful/useful and 11% helpful/useful.	

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	LITERACY AND NUMERACY
	
	Blueprint for Step Change - Clarity Learning Suite
	
	Building upon the CESA 'Blueprint for 'step change' paper which provides a blueprint for new ways of working collectively to improve student outcomes, particularly in the areas of Literacy and Numeracy, CESA will continue to engage 'critical friend' Dr Lyn Sharratt and the use of the renowned 'Clarity' learning suite for school and system leadership teams.
		• Series of Professional Learning Days for (R-6) and (7-10). Topics will include
		
		   • 'Data Walls for your school's context'
		   • The environment as the third teacher'.
		
		Achieved – 165 participants
		
		• Up to 6 regional 'walk and talk' sessions conducted in CESA schools with Dr Lyn Sharratt.
		Achieved
			• 70% of participants completing a 'participant satisfaction survey' allowing for analysis of data and improvement of future professional learning programs.
			Achieved – Across the Professional Learning days, an average of 75% indicated a high level of satisfaction
			
			• At least 80% of participants report the professional learning as helpful/useful to their teaching practices.
			Achieved – 95% of teachers and leaders involved in the Learning Walks and Talks provided positive feedback about the learning and ways they can further improve learning moving forward	

	Literacy and Numeracy Strategy Ongoing Implementation The 2023-2027 CESA Literacy and Numeracy Strategy which aligns with the revised Australian Curriculum and the SA Certificate of Education (SACE), will begin to	• 2023-2027 Literacy and Numeracy Strategy Leaders Conference held with up to 120 participants from CESA schools. **Achieved – 154 participants**	• An increase in students meeting the expected standard in NAPLAN. **Achieved/Partially in some schools** • 100% CESA students completing and achieving their SACE or Year	

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	be implemented across the system in 2023.
	
	A series of professional development opportunities, drawing from the strategy, will be offered to all CESA schools, including regional locations in the following key areas:
	
	    o Literacy and Numeracy Strategy Implementation in schools
	    o Australian Curriculum familiarisation
	    o Assessment
	    o First Years of School Literacy Assessment (FYOSLA)
		• Up to 8 standards-based assessment task 1-day workshops held. **Achieved**
		
		• Up to 22 Australian Curriculum Familiarisation for English and Mathematics 1 day workshops held. **Achieved**
		
		• Up to 8 Literacy and Numeracy Across the Curriculum Workshops held. **Altered format – instead this took place in sessions with Leaders of Learning and System Coaches, with School Quality and Performance Teams**
		
		• Up to 16 Early Years Literacy and Numeracy Workshops held. **Achieved**
		
		• 1 workshop on LEAP Levels Writing for Year 2. **Achieved**
			12 equivalent. **Achieved -** 99.9%
			
			• 70% of participants completing a 'participant satisfaction survey' allowing for analysis of data and improvement of future professional learning programs. **Achieved –** 85% have reported high satisfaction, with further feedback to support improved professional learning in 2024
			
			• At least 80% of participants report the professional learning as helpful/useful to their teaching practices. **Achieved –** 95% have indicated that the professional learning collectively, has been helpful	

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		• Provision of external consultants including university partnerships and/or other expert/critical friends to assist in the delivery of specified professional learning. **Achieved** • Provision of photographer and/or videographer to capture illustrations of best practice that can be made available via CESA Share (internal intranet) in the teaching of English, Mathematics and Early Years Literacy. **Achieved** • Provision of consultants to support schools who need additional help with administering FYOSLA. **Achieved**		

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	NAPLAN Online Delivery In 2023 Student and School Summary Report (SSSR) training will continue using a combination of online training and intensive one-day workshops across 6 regional areas aimed at school leaders and Leaders of Learning.	• Principals and Leaders of Learning from up to 90 schools will have participated in SSSR workshops including regional locations.	• Up to 20 participants on the day of each regional workshop. **Achieved** - 120 participants attended the workshops, and more than 200 CESA staff members completed the SSSR self-paced online training module. • 70% of participants completing a 'participant satisfaction survey' allowing for analysis of data and improvement of future professional learning programs. **Partially Achieved:** 20% of participants completed the feedback survey. The training was delivered both in-person and online, which likely contributed to the lower response rate. In-person attendees may have felt that they had already communicated their feedback during the event. Despite the low response rate, 95% of those who did respond rated their learning experience as either "Excellent" or "Good."	•

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KEY DIRECTION 2 Supporting teaching, school leadership, and school improvement National Policy reform direction: Improving governance and financial management practices in non-government schools; State reform initiative: School improvement strategy; Supporting teacher and leader development (Para 17) Bilateral Agreement	**School Improvement - Leaders ePortfolio** All diocesan principals will be supported to utilise the new Leaders' ePortfolio to record professional goals against the CESA Leadership Standard, to annotate evidence and record the impact of their leadership. The Leaders' ePortfolio will include details of their performance, plans, goals, actions, professional learning with supporting data/evidence. It will be a key foundation resource in the regular appraisal processes for diocesan principals.	• All diocesan principals will use the 7 professional practices of the CESA Leadership Standard as the key reference point in their leadership. **Achieved**	• All diocesan principals will be familiar with and use the Leaders' ePortfolio by the end of 2023. **Achieved**	• An online learning tool was developed to support Principals • All Principals were supported by CESA ICT and Performance Team staff in using the ePortfolio.
	Financial Management for Principals An identified group of newly appointed principals and heads of campus will work with a consultant to build their financial knowledge, capacity and confidence to strengthen financial viability, improve strategic decision making and build resilience to mitigate unforeseen circumstances.	• Up to 15-20 principals and heads of campus will complete the Financial Management program and receive 1:1 coaching and support to build their capacity in the financial management of the school. **Achieved**	• Newly appointed principals will have increased confidence, capability and understanding about their school's financial status and about the optimal use of available resources to enhance the delivery of education at their school site within a system of schools. **Achieved**	• 12 principals received 1:1 coaching support in financial management

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	Induction modules provide an overview of key financial management requirements for effective school leadership, and lead into provision of 1:1 consultancy/coaching tailored to each new leader's school context.		• 70% of participants completing a 'participant satisfaction survey' allowing for analysis of data and improvement of future professional learning programs. **Achieved [90%].**	• 2 principals and engaged in broader leadership coaching to complement the financial management program • 4 principals, 4 deputy principals, 2 assistant principals and 9 Finance staff attended 2 Stewardship of Resources professional learning sessions • Survey results from 80% of participants indicated a highly relevant and highly satisfied rating for both content and delivery of programs.

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				• 85 %indicated an increase in confidence and understanding in financial stewardship of the school
	Leadership Development Programs School Leadership - Professional development programs and learning opportunities will be provided as follows: • Aspiring Leaders Program (incorporating the Pathways to School Leadership Program) • Aspiring Principals' Program that includes 360 profiling, coaching, shadowing, professional learning and study components • Executive Mentoring Program for aspiring and current principals	• All new school leaders effectively onboarded and inducted in school and system leadership including the use of the CESA Leadership Standard. **Achieved** • New Principals' Network established. **Achieved** • Leadership team formation and development **Achieved** • Commence the development of a Principal Wellbeing strategy **Achieved**	• Increase in number of principal ready, deputy principal ready and assistant principal ready individuals. **Partially Achieved** • Increase in number of female principals, deputy and assistant principals. **Partially Achieved [1% increase of Principals, 4% Deputy Principals].** • Development of Principal Wellbeing Strategy in progress by the end of 2023. **Achieved** • Development of Principal's Handbook in progress by the end of 2023. **Achieved**	• 4 new principals and 9 new deputy principals were appointed in 2023. • 19 new principals, deputy principals and assistant principals participated in onboarding and induction delivered via online modules and face to face sessions.

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	• 1:1 Leadership Coaching for newly appointed principals and deputy principals/heads of campus • Data Driven Decisions for aspiring leaders • Support for individual tailored learning including post graduate study, cognitive coaching, self-directed learning, individualised leadership coaching and leadership shadowing. • Leader Networks established to provide 'in time' leadership formation and professional support – newly appointed principals; new deputy principals; heads of campus • School Leadership 'Impact Series' podcasts	• Profile of women leaders raised across system including regional and rural contexts. **Partially Achieved**	• 70% of participants in programs completing a 'participant satisfaction survey' allowing for analysis of data and improvement of future professional learning programs. **Achieved**	• 3 principals engaged in 1:1 leadership coaching sessions and 3 principals engaged in a 1:1 Strategic Mindset professional conversation 24 • Women Leaders participated in Executive Leadership Programs and reported high satisfaction levels of the course content. • Distribution of New Leaders Handbook to all Leaders undertaken in March 2023.

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	• Women in Leadership - future and current leaders will be supported to build capabilities and professional practices in high quality leadership • The development of a Principals' Handbook – a key reference guide/ready reckoner for new and current principals			
KEY DIRECTION 3 Enhancing evidence for improvement **EFFECTIVE USE OF DATA** National Policy reform direction: *Improving national data quality, consistency and collection to improve the national evidence base and inform policy development*.	**ENHANCING EVIDENCE FOR IMPROVEMENT** **Ongoing development, administration, analysis and review of the CESA Living Leading Learning Survey Data.** The Living Learning Leading Surveys (previously referred to as the system-wide tool) commenced development in 2020 in collaboration with Curtin University and National School Improvement Partnerships and will continue in 2023.	• All diocesan schools will have completed the 2023 Living Learning Leading Surveys with teachers, non-teaching staff, students and parents. **Achieved** • All schools have an individual report of their LLL Survey outcomes. **Achieved** • System-wide performance reports generated and analysed internally. **Achieved**	• All diocesan schools will use the system data tool to measure and report improvement using the Balanced Score Card. **Achieved** • Aggregated regional reports will be analysed and used as collective benchmarking tools. **Achieved**	•

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	The survey examines Staff, Student and Parents views of School Performance. Results for all 89 Diocesan schools are uploaded to the system portal – the Balanced Score Card. School and system-wide reports will be produced to enable monitoring of outcomes over time, using measures that cover all aspects of student learning, capabilities, wellbeing, engagement and achievement.			
	SEQTA Student Assessment Reporting Resourcing SEQTA is a leading teaching and learning Customer Relationship Management (CRM) system and enterprise tool that integrates Wellbeing, Learning and Attendance management in one solution.	• Nominated SEQTA specialists from up to 74 schools will attend Professional Learning for: o "Assessment and Marks Book" (3 hours online)	• Up to 74 CESA Diocesan schools successfully transition to using SEQTA for Assessment and Reporting in Semester 1, 2023. **Achieved**	•

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	CESA Diocesan schools not currently using SEQTA for student assessment reporting (74 schools) will commence a transition to using SEQTA from Semester 1, 2023. The collection of student assessment data using one secure, centralised system will enable CESA and schools to analyse data consistently and efficiently to identify trends, determine the allocation of resources and to inform policy development. As part of a positive change-management approach, grants will be provided to 74 CESA Diocean schools to release their school's nominated SEQTA specialist to undertake professional learning to aid in the transition process.	o "Empowering Leaders to lead the reporting process via SEQTA" professional learning series online (total 10 hours) **Achieved** • Nominated SEQTA specialist will lead the assessment and reporting via SEQTA, process at each site. **Achieved**		

2023 Budget Expenditure

Project Activities	Reform Support Funding
KEY DIRECTION 1 - Supporting students, student learning and student achievement	
Wellbeing initiatives	$136,600
Nationally Consistent Collection of Data (NCCD)	$40,000
STEM	$25,000
Literacy and Numeracy - Blueprint for Step Change - Clarity Learning Suite	$80,000
Literacy and Numeracy - Strategy Review Implementation Professional Learning	$251,000
NAPLAN	$10,000
Wellbeing initiatives	$136,600
Nationally Consistent Collection of Data (NCCD)	$40,000
KEY DIRECTION 2 - Supporting teaching, school leadership and school improvement	
School Improvement - Leaders ePortfolio	$20,000
"School Leadership - Financial Management for Principals (Improving governance and financial management practices)	$100,000
School Leadership - Leadership Development Programs	$220,000
KEY DIRECTION 3 - Enhancing evidence for improvement	
Living Learning Leading Survey	$256,000
SEQTA Resourcing	$168,000
Administration of projects	$83,400
TOTAL	**$1,390,000**