

Non-government Reform Support Work Plan

2018

Association of Independent Schools ACT

Non – Government Reform Support Fund

ACT AIS– Work Plan 2018

Summary of Work Plan for 2018

The 2014 Students First Support Fund provided AISACT with the capacity to build a team and a range of programs to fulfil the stated objectives of the then reform agenda. In 2018, AISACT will build and further develop the capacity of Independent schools in the ACT to meet the Australian Government's school education reform priorities for non-government schools.

To this end, AISACT will provide a strong supportive range of programs beginning in January 2018. Building on previous work on the quality assurance, moderation and support for the continued improvement of Nationally Consistent Collection of Data on School Students with Disability, the organisation will provide online training modules on the Disability Standards for both teaching staff and assistants. There will be a strong focus on Moderation, working cross sectorally, and with new focussed sessions for all member schools through the established Students with Disability Network. There will be a focus on leadership development with targeted programs for Principals and Executive staff of Member Schools. These programs will be in addition to the provision of expert advice from a newly appointed staff member providing both hotline support and advice through on-site support at individual schools. Professional development focussed on the collection of evidence and data, and developing programs to ensure that the support and planning for individual students is at the centre of everything schools do, will achieve the best possible learning outcomes for students.

During 2018, the transition year for the implementation of online delivery of the National Assessment program, AISACT will work to ensure that all 18 Member Schools have access to advice and assistance with regard to their readiness for the implementation of the online delivery of the National Assessment program. Importantly, AISACT will broker and provide access for external support for platform solutions to those schools who are not in a position to internally address implementation issues. AISACT will also ensure relevant communication and resources are provided on its website, and NAPLAN Online will be a focus and a set agenda item for all Board meetings throughout 2018.

The priority addressing the improvement of governance and financial management practices in non-government schools will see the provision of online resources available to all member schools Board Directors. A focus will be the provision of short courses or sessions which addresses the practice, monitoring, planning and sustaining of good governance. These courses or sessions will build on best practice and be provided by a range of experts throughout the year. AISACT will also incorporate focussed agenda items at the Business Managers Forums.

AISACT will continue to be responsive to Member Schools' needs, through the provisions of specialist professional learning programs as evidenced by the other identified programs, addressing National Curriculum, Emerging Leaders, Literacy and Numeracy Coaching and provision for Gifted and Talented students to name a few. These programs also incorporate elements of the reform priorities.

AISACT is committed to progressing the identified priorities of the Government in 2018.

Summary of budget

Project	Activities	Reform support funding	Total \$ (incl. other sources) – teacher staff relief commitment from schools
NAPLAN Online	Supporting schools to participate in NAPLAN online assessments – AISACT staff	\$10,000	
	Direct engagement with individual schools – AISACT staff	\$67,500	
	Provision of external support and advice to individual schools	\$10,000	
NCCD	Supporting schools to participate in NCCD processes and moderation, hotline support, individual school support, development and delivery of professional learning, leadership training development and delivery – AISACT staff	\$87,750	
	Access to professional diagnostic support	\$10,000	
	Four focussed NCCD moderation professional learning events; cross-sectoral moderation day	\$9,000	\$36,000
	Online DSE training modules	\$15,000	
	Leadership Development (expert consultants)	\$30,000	\$36,000
Improving Governance	Developing materials and supporting schools to participate in Governance and Financial Management professional learning opportunities – AISACT staff	\$67,500	
	Development of online governance resources	\$20,000	
	Develop and deliver face to face governance modules	\$30,000	\$36,000
	Develop and deliver three Business Managers Forums	\$6,000	
Other	AISACT staff component	\$40,000	
	Australian Curriculum professional learning series	\$12,000	\$90,000
	AISACT Coaching Academy	\$15,000	\$90,000
	Curriculum Differentiation – Gifted and Talented	\$19,000	\$54,000

	Emerging Leaders Program	\$15,000	\$81,000
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* The Australian Government understands that these figures provided are indicative and will change throughout the year. The Annual Report is expected to report on these changes.

Non-Government Reform Support Fund

Association of Independent Schools ACT – Work Plan 2018

Participating AISACT Schools
Blue Gum Community School
Brindabella Christian College
Burgmann Anglican School
Canberra Christian School
Canberra Girls Grammar School
Canberra Grammar School
Canberra Montessori School
Covenant Christian School
Daramalan College
Emmaus Christian School
Islamic School of Canberra
Marist College Canberra
Orana Steiner School
Radford College
St Edmund's College
Taqwa School
The Galilee School
Trinity Christian School

Project title and relevant national policy initiative	Project description and activities	Indicative budget	Expected outcomes	Indicators of success
Implementation of online delivery of National Assessment program	<p>2018 Transition year</p> <p>AISACT has a seat on the ACT NAPLAN Online Governance Board ensuring representation of the issues of, and advocacy for, Independent schools.</p> <p>AISACT will work closely with schools and will provide advice/assistance with regard to each school's readiness and implementation of the online delivery of the National Assessment program.</p> <p>AISACT will ensure this through:</p> <ul style="list-style-type: none"> • Communication and Liaison directly with schools, including support through the AISACT website • Ensuring schools go through the relevant gateways to ensure implementation • Broker and provide access for external support and advice to individual schools to ensure platform solutions • Plan NAPLAN Online as an Agenda item for all AISACT Board meetings (ALL Independent schools in the ACT are Members of the Board, with the Principal one of the representatives from each school) 	<p>Proportional – AISACT staff salaries</p> <p>\$10,000</p> <p>\$67,500</p> <p>\$10,000</p>	<p>Every Independent School in the ACT is well positioned to fully engage with NAPLAN online within the national timeframe, and has progressed through agreed gateways to ensure successful participation.</p>	<p>All 18 ACT Independent Schools are ready to fully engage in 2019</p>

<p>Quality assurance, moderation and support for continued improvement of the Nationally Consistent Collection of Data on School Students with Disability (NCCD)</p>	<p>Moderation</p> <p>a) AISACT will plan and develop an NCCD Cross sectoral Moderation Day (all schools in the ACT invited)</p> <p>b) AISACT will work with its Students with Disability Network to develop and deliver four (4) focussed NCCD moderation days specifically working through the requirements of each category of adjustment</p> <p>Communication/engagement</p> <ul style="list-style-type: none"> AISACT will plan and ensure the Students with Disability Network will meet each term, with focussed discussions for both Learning Support teachers and assistants, as well as developing ILPs, Behavioural Plans, Mental Health Plans. AISACT will make available highly experienced staff to provide expert Hotline Support Individual Support for Schools re implementation of NCCD Provision of professional diagnostic support <p>Professional Learning - Disability Standards Online training Modules (University of Canberra)</p> <ul style="list-style-type: none"> AISACT will provide access to staff from Member schools to complete DS online training modules 	<p>Proportional – AISACT staff salaries</p> <p>\$87,750</p> <p>\$9,000</p> <p>AIS Staff salary \$</p> <p>School Staff attendance (covered above)</p> <p>\$10,000</p> <p>\$15,000</p>	<p>a) Staff from Public, Catholic and Independent schools meet to examine scenarios challenge the evidence leading to consistent teacher classification and judgement of evidence provided.</p> <p>b) Focussed collection of evidence - knowing what is and how to collect quality evidence</p> <p>Consistent messaging and support to schools in order to provide the best learning outcomes for students</p> <p>Provision of access to online leaning for teachers and assistant staff - modules covering all aspects of Disability Standards.</p> <p>The use of evidence and data to ensure monitoring of outcomes and to improve future data collection</p>	<p>80% of Independent schools represented at the cross sectoral Moderation Day.</p> <p>All Sectors represented</p> <p>80% of the responses from participants reflect a clear understanding of quality evidence to assist accurate and consistent teacher judgement for NCCD.</p> <p>Staff satisfaction demonstrated by 50% of independent schools engaging with the network and actively sharing resources and best practice through it</p> <p>100% of independent schools have in place plans to meet individual student needs.</p> <p>10% increase in number of staff accessing and completing the modules</p>
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	<p>Leadership Development</p> <p>AISACT will develop and present targeted programs for Principals and executive of schools. Focus modules will include</p> <ul style="list-style-type: none"> • NCCD Model • What is involved for staff in the process, funding aspects and sharing of best practice • Legal Perspective regarding DDA and DSE - reasonable adjustments • Role Clarification of Learning Support staff and teachers • Process of collection of ongoing data to support plans and future NCCD reports. 	<p>AISACT staff salaries (covered above)</p> <p>\$30,000</p>	<p>Leadership teams develop a better understanding of the relevant legislation and the NCCD model as it relates to the use of funding to make reasonable adjustments and meet the needs of their students</p> <p>The use of evidence and data to ensure monitoring of outcomes and to improve future data collection</p>	<p>50% of member schools engage with the professional learning</p> <p>50% of schools indicate increased confidence that plans better meet the needs of students.</p>
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<p>Improving governance and financial management</p>	<p>AISACT will further develop and deliver a suite of Governance and Executive Events for Member schools. AISACT will access experts in the areas outlined below to present:</p> <p style="padding-left: 40px;">Practice, Monitoring, Planning and Sustaining Good Governance Governance Discussion on Specific topics</p> <p>AISACT will broker a partnership to provide online resources available to every member school Board of Directors</p> <p>Further, AISACT will develop and deliver three (3) Business Managers Forums throughout the year, focussed on new initiatives, process and best practice</p>	<p>Proportional – AISACT staff salaries</p> <p>\$67,500</p> <p>\$30,000</p> <p>\$20,000</p> <p>\$6,000</p>	<p>Improved knowledge and application covering a range of topics: Defining Governance roles, legal environment, Board processes, financial reporting Monitoring Financial performance , strategy planning , risk management , compliance and policy framework, stakeholder engagement and Board effectiveness</p> <p>Improved shared understanding of the Australian Curriculum across independent schools and improved aligned practice.</p> <p>Building of each school’s capacity to strategically implement, consolidate and further extend coaching as an approach to professional learning</p> <p>Development of the coaching capacity of onsite coach/es</p> <p>Building of teacher capacity to implement research based instructional practices relevant to their chosen focus for pedagogical improvement</p>	<p>70% of independent schools access the professional learning on improvements to governance practices.</p> <p>80% of workshop participants report enhanced understanding of financial management practices.</p>
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<p>practices in non-government schools</p>	<p>AISACT has also developed a Financial Management component in the Strategic Leadership module for the AISACT Emerging Leaders program</p> <p>Australian Curriculum PL series</p> <ul style="list-style-type: none"> • Provision of four workshops: • Unpacking achievement standards and levels of performance • Standards-based planning and assessment • Differentiation – Part 1 : Using the Australian Curriculum to differentiate • Differentiation – Part 2: Using the National Literacy and Numeracy Progressions to differentiate (progressions become 'live' in Jan 2018) 	<p>Proportional – AISACT staff salaries –</p> <p>\$40,000</p> <p>\$12,000</p> <p>\$15,000</p> <p>\$19,000</p> <p>\$15,000</p>	<p>Improved student outcomes in the focus area for coaching.</p> <p>Promotion of the exploration, development, assessment, and application of effective strategies for teaching and learning across the full spectrum of their school's curriculum offerings, with a particular focus on appropriate curriculum for gifted students;</p> <p>Triangulation of data to inform case management approaches for learning;</p> <p>Promotion of the development, implementation and evaluation of differentiated units of work based on the Australian Curriculum;</p> <p>Optimisation of the educational creativity and efficiency of the targeted teaching staff via differentiation of the delivery strategies within the program;</p> <p>Provision of opportunities for teaching staff to communicate their understandings and learning needs through ongoing evaluation of the professional development process.</p>	<p>80% of workshop participants report enhanced understanding of governance practices.</p> <p>80% of workshop participants report enhanced understanding Australian Curriculum achievement standards practices.</p>
<p>Other</p>				

	<p>The AISACT Coaching Academy</p> <p>Through the provision of professional learning for a coach from the school site, and ongoing support from an AISACT mentor, schools will expand their coaching approach for school change in a selected focus area (STEM, Reading, Writing or Numeracy).</p> <p>Curriculum Differentiation for Gifted and Talented Students: train-the-trainer program.</p> <p>Emerging Leaders program</p> <p>Using the services of AIM, this 6 months program targets the Member schools middle management group. The program has been developed in line with the report 'Preparing future leaders' released by the Australian Institute for Teaching and School Leadership (AITSL).</p> <p>Workshops:</p> <ul style="list-style-type: none"> • Personal Leadership • Strategic Leadership • People Leadership 		<p>The development of deep and comprehensive pedagogical knowledge as the foundation for strong instructional leadership;</p> <p>The development of many higher-order and interpersonal skills such as strategic thinking, change leadership, emotional and social intelligence; and</p> <p>The development of management skills</p> <p>The opportunity to complete the Advanced Diploma of Leadership and Management.</p>	<p>80% of workshop participants report enhanced understanding of coaching practices.</p> <p>80% of workshop participants report enhanced understanding of meeting the needs of gifted and talented students.</p> <p>80% of participants engaged in the evaluation and development of G&T policy and programs in their schools.</p> <p>80% of participants engaged in the program and development of action research capstone projects indicated improved understanding of leadership.</p>
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Non-government Reform Support Work Plan

2018

Association of Independent Schools of NSW

Non – Government Reform Support Fund

Association of Independent Schools of NSW – Work Plan 2018

Summary of Work Plan for 2018

During 2018 independent schools in New South Wales will be supported to implement the Australian Government's priorities through activities funded under the Non-Government Reform Support Fund.

Support provided through the six activities include targeted professional learning opportunities for teachers, Principals, staff and Boards, tailored consultancy support, specially-developed tools, and high-quality guidance materials. In all projects participating schools will contribute in some way, including by bearing the staffing and/or travel costs of participants.

AISNSW provides services based on subscriptions received from member schools. Projects detailed in this work plan would not have been able to be provided if not for the support of the Non-Government Reform Support Fund. Additional staff have been employed for these projects. All proposed activities go beyond normal services offered to schools, and support the Australian Government's reform priorities and reform agenda, as outlined in *Quality Schools, Quality Outcomes*.

Quality assurance, moderation and support for the continued improvement of the Nationally Consistent Collection of Data on School Students with Disability

As part of quality assurance, moderation within and between schools and support for the continued improvement of the NCCD, the ability of schools to make consistent and reliable decisions about students' level of adjustment and category of disability will be strengthened through the provision of professional learning, consultancy support, and facilitation of the collaborative planning process.

Implementation of online delivery of the National Assessment Program

The AISNSW National Assessment Program project will support the transition of independent schools to NAPLAN Online and the online delivery of other national sample tests, and assist schools leverage the benefits from NAP assessments and reporting to inform teaching and learning, and school improvement. Staff will work directly with schools to support their transition to online.

Improving governance and financial management practices in non-government schools

The governance and financial management practices of independent schools in New South Wales will be strengthened through four projects.

To assist Principals in working with Boards to determine measurable success indicators, schools will be supported to undertake a comprehensive process with a focus on continuous school improvement. As principles of child protection underpin the effective management of all school environments, School Boards will participate in a professional learning pilot focused on the dynamics of child abuse which inform school practice. Professional learning, in an online format, will be developed and implemented covering core concepts for all Board members. Experienced Board members will be offered the opportunity to extend their knowledge through masterclasses.

Independent schools will be supported to implement best-practice financial management practices through professional learning, and the development of a range of tools, templates and guidance materials.

Summary of budget

Project	Activities	Reform support funding	Total (incl. other sources)
NCCD	Quality assurance, moderation and support for the continued improvement of the NCCD	\$1,929,446	\$2,064,446
NAPLAN Online	AISNSW National Assessment Program project	\$965,077	\$1,115,077
Improving Governance & Financial Management	Supporting School Boards to work with Principals to develop measures of outcomes in a range of areas.	\$1,785,000	\$2,285,000
	Assisting Board members to understand child abuse and the place of policies and procedures to minimise the risk.	\$95,183	\$97,683
	Professional learning for Governance	\$236,800	\$266,800
	Improving financial management practices in independent schools	\$200,000	\$375,000
	Administration of projects	\$154,494	\$154,494
	Total	\$5,366,000	\$6,358,500

* The Australian Government understands that these figures provided are indicative and will change throughout the year. The Annual Report is expected to report on these changes.

Project title and relevant national policy initiative	Project description and activities	Indicative budget	Expected outcomes	Indicators of success
<p>Quality assurance, moderation and support for the continued improvement of the Nationally Consistent Collection of Data on School Students with Disability</p>	<p>This project is underpinned by the Disability Standards for Education 2005 (DSE) that were formulated under the Disability Discrimination Act 1992 (DDA) and the NCCD.</p>	<p>Reform support funding: \$1,929,446</p>	<p>The project will deliver the following outcomes:</p>	<p>The project will deliver the following quantifiable measures of success:</p>
<p>This project supports the priorities outlined in the <i>Quality Schools Quality Outcomes</i> agenda including:</p>	<p>Schools will be supported to undertake within and inter-school moderation using the national tool. Support for making consistent and reliable decisions about students' level of adjustment and category of disability through this project is built on a model of responsive and proactive consultancy support that encompasses:</p>	<p>Other funding: Participating schools will contribute approximately \$135,000 in teacher relief costs (270 days)</p>	<ul style="list-style-type: none"> • Enhanced understanding by Principals and teachers regarding the DDA, DSE and NCCD process • More effective engagement by schools with the collaborative planning process that includes consultation, planning and implementing personalised learning and individual support measures, ongoing evaluation of the impact of the adjustments provided 	<ul style="list-style-type: none"> • At least 200 participants engage in online professional learning modules focused on the DDA, DSE and collaborative planning process as a foundation for moderation. • At least 30% of independent schools take up the opportunity for school-based support regarding the collaborative planning process and the NCCD moderation process.
<ul style="list-style-type: none"> • Improving the national availability of data • Supporting the effective targeting of funding through a more accurate collection. 	<ul style="list-style-type: none"> • Explicit professional learning to support schools in meeting their obligations under the DDA and DSE, including inter-school professional learning for Principals within the sector on the NCCD as well as inter-school and within-school professional learning to reaffirm the learning provided to school leaders and extend teachers' understanding of the DDA, DSE, adjustments and the consistent implementation of the NCCD moderation process • Expert consultancy support provided to assist Principals and school teams to engage in professional dialogue about students' level of adjustment and category of disability to make decisions that are consistent, reliable and defensible as a tailored moderation activity 	<p>FTE 5.9</p>	<ul style="list-style-type: none"> • Greater alignment between schools' decisions about which students to include with requirements under the Standards and the definitions and descriptors of the levels of adjustment and categories of disability in the NCCD model • Increased reliability and consistency of teachers' professional judgements within and inter-schools for the purposes of NCCD moderation • Improved quality of the evidence to support decision-making for the purposes of NCCD moderation from four main areas: consultation with the student and/or parents and carers or associates, assessing individual needs of students; 	<ul style="list-style-type: none"> • 80% of workshop participants report a better understanding of the NCCD after participating in online professional learning modules. • More than 50% of NSW independent schools will participate in either six inter-school professional learning sessions or 17 cross-school network meetings focused on the moderation process.

Project title and relevant national policy initiative	Project description and activities	Indicative budget	Expected outcomes	Indicators of success
	<ul style="list-style-type: none"> <li data-bbox="443 207 981 367">• Facilitation of the Collaborative Planning Process to facilitate a consistent process in the identification and monitoring of reasonable adjustments <p data-bbox="443 399 981 515">All independent schools in NSW will be invited to access the activities under this project. A full list of schools is at Attachment A.</p>		<p data-bbox="1256 207 1473 367">adjustments being provided to the student to address their assessed needs; ongoing monitoring and review of adjustments.</p>	

Project title and relevant national policy initiative	Project description and activities	Indicative budget	Expected outcomes	Indicators of success
<p>The AISNSW National Assessment Program project supports the Australian school education reform priority regarding the transition to NAPLAN online and delivery of the National Assessment Program.</p>	<p>Schools will be supported to implement the National Assessment Program (NAP) through a model of responsive and proactive communications, consultancy support and training including:</p> <ul style="list-style-type: none"> Supporting NAPLAN Online ready schools transition in 2018, and preparing other schools to transition in subsequent years, in line with the NSW Minister’s transition timeline 	<p>Reform Support Funding: \$965,077</p>	<p>The project will deliver the following outcomes:</p> <ul style="list-style-type: none"> Enhanced understanding by Principals and teachers regarding the transition from paper based tests to computer based assessments Schools demonstrate effective processes to effectively implement NAPLAN in their own context 	<p>The project will deliver the following quantifiable measures of success:</p> <ul style="list-style-type: none"> Support provided to all independent schools regarding the transition from paper based tests to computer based assessments for NAPLAN and the national sample tests.
<p>The National Assessment Program includes all domestic and international assessments that the Australian Government and state and territory education ministers have agreed Australian students should sit.</p>	<ul style="list-style-type: none"> Training and professional learning to meet the needs of a range of schools in understanding the technical specifications, effectively administering the practice and NAPLAN Online tests and sample tests as well as interpreting the reports Support to assist schools leverage benefit from NAP assessments to inform teaching and learning and school improvement Support to assist schools so the full range of students can access and participate in online NAP assessments. 	<p>Other funding: Participating schools will contribute approximately \$150,000 in teacher relief costs (300 days). This will be comprised of participation in cross-sectoral training for NAPLAN Online, and training on new reporting tools available as part of the transition to NAPLAN Online. FTE: 3.28</p>	<ul style="list-style-type: none"> Enhanced understanding about which adjustment codes are available to support individual students Schools are better equipped to use data from NAPLAN assessments to inform practice <p>Communications and activities are aligned with other education sectors in NSW, providing clarity and consistency of information for independent schools.</p>	<ul style="list-style-type: none"> At least 55 of the 68 schools undertaking NAPLAN Online in 2018 engage in explicit professional learning relating to the NAPLAN Online Practice Test in Term 1 2018. The number of NSW independent schools in the 2019 NAPLAN Online cohort will meet the NSW implementation approach. As compared to the schools that undertake NAPLAN Online in 2018, there will be an 80% increase in schools ready to undertake NAPLAN Online in 2019.
	<p>Given the progressive implementation of NAPLAN Online, it is anticipated that most work in this project will focus on supporting the implementation of NAPLAN Online in independent schools.</p> <p>In 2018, AIS will work with all relevant agencies to represent needs of independent schools in the</p>			

Project title and relevant national policy initiative	Project description and activities	Indicative budget	Expected outcomes	Indicators of success
	<p>transition from paper based tests to computer based assessments.</p> <p>All independent schools will be supported in the transition to NAPLAN Online, and a full list of schools is at Attachment A.</p>			

Project title and relevant national policy initiative	Project description and activities	Indicative budget	Expected outcomes	Indicators of success
<p>Supporting School Boards to work with Principals to develop measures of outcomes in a range of areas addresses the priorities outlined in the <i>Quality Schools Quality Outcomes</i> agenda including:</p> <ul style="list-style-type: none"> • provide schools with the information they need to assess the performance of their students and make decisions about where to intervene and change policy to make their teaching more effective • better use of student performance data by teachers to inform their teaching – students identified early and targeted with interventions • assist aspiring school leaders to develop the skills and knowledge they need to become effective school leaders. 	<p>This project utilises a customised consultancy model, providing tailored consultancy support to assist schools to review the quality of the education in their schools and supports Principals and their Boards to plan and implement specific school improvement strategies reflecting the context of individual schools</p> <p>Participating schools embed whole school planning into practice and implement processes for continual school improvement through: collecting, analysing and using a range of school and student data; identifying professional learning priorities; designing and implementing effective school-based professional learning activities based on identified professional learning priorities and evaluating the impact of professional learning on effective teaching practices.</p> <p>This approach is underpinned by the premise that effective professional learning undertaken in the school builds on principal leadership and in-school expertise.</p> <p>Participating schools will receive approximately 10 full day AIS consultant visits per year.</p>	<p>Reform support funding: \$1,785,000</p> <p>Other funding: Each participating school will contribute at least \$10,000 in teacher relief costs (20 days), resulting in a schools contribution of at least \$500,000.</p> <p>FTE: 6.6</p>	<p>The project will deliver the following outcomes for Principals in working with their School Board:</p> <ul style="list-style-type: none"> • Improved awareness of the quality of education in school and school improvement processes • Increased awareness of the place of monitoring and evaluation in school improvement • Increased capacity to identify, collect and analyse school data for school planning • Increased capacity to develop school improvement plans that reflect actual school priorities • Greater alignment between in school-based professional learning and targeted school priorities • Processes for ongoing monitoring and evaluation of school improvement in school planning • Increased engagement of teachers with school-based professional learning strategies • Increased evidence of professional learning impacting on classroom practice • Professional learning supports teacher capacity to demonstrate professional teaching standards 	<p>The project will deliver the following quantifiable measures of success:</p> <ul style="list-style-type: none"> • At least 70 NSW independent schools will participate in the AIS School Improvement Service in 2018. • 100% of participating schools will review their data and develop a school improvement plan which will identify key priorities; strategies; milestones and success indicators. • Each participating school will receive approximately 10 full day AIS consultant visits per year. • In evaluations of full-day school improvement professional learning workshops offered as part of this project, schools will indicate that they will consider implementing more robust systems to collect, analyse and respond to a range of data and align teacher professional development with evidence-based school improvement priorities.

Project title and relevant national policy initiative	Project description and activities	Indicative budget	Expected outcomes	Indicators of success
	<p>All independent schools in NSW have been invited to access the activities under this project.</p> <p>A full list of schools is at Attachment A.</p>		<ul style="list-style-type: none"> • Enhanced capacity to lead and manage school based change. <p>An external project evaluation will provide objective and timely feedback about the implementation and impact of the project over time.</p>	

Project title and relevant national policy initiative	Project description and activities	Indicative budget	Expected outcomes	Indicators of success
<p>Assisting Board members to understand child abuse and the place of policies and procedures to minimise the risk supports the priorities outlined in the <i>Quality Schools Quality Outcomes</i> agenda including:</p> <ul style="list-style-type: none"> • assisting school leaders develop the skills and knowledge they need to be effective school leaders. 	<p>The professional development provided in this project is specifically targeted at independent school Board members.</p> <p>The project will be a pilot for a more extensive professional development program to be provided in 2019 that may also include online participation.</p> <p>Boards and Councils of independent schools are responsible for ensuring that schools are child safe environments. As School Boards and Councils are also ultimately responsible for school leadership, it is critical that they understand the dynamics of child abuse.</p>	<p>Reform support funding: \$95,183</p> <p>Other funding: Participating schools will contribute at least \$2,500 in travel costs to support the participation of Board members. FTE: 0.126</p>	<p>The project will deliver the following outcomes:</p> <ul style="list-style-type: none"> • Enhanced understanding by Board members of the dynamics of child abuse, particularly within the context of a school e.g. the grooming of adults and organisations • Improved understanding by independent school Boards that the allocation of resources to child protection strategies is critical • Enhanced support by School Boards for Principals and leaders when implementing child safe strategies • Increased application of whole school child safe strategies in independent schools. 	<p>The project will deliver the following quantifiable measures of success to be ascertained from the survey provided to participants on completion of the course.</p> <ul style="list-style-type: none"> • 75% of participants report an increased awareness of the dynamics of child abuse. • 75% of participants indicate that they will provide a greater level of support to school leaders to implement child safe organisation strategies. • 75% of participants indicate that they intend to discuss with their Board engaging in further training for all staff and parents, to enhance child safety in their school. • 80% response rate to the survey to provide the feedback that will inform the development of an extensive program to be delivered in 2019.
<p>Principles of child protection underpin all effective school environments.</p>	<p>Board members are volunteers and generally not educators, therefore they are not exposed to the principles of child protection in their day to day work. Board members should understand the dynamics of child abuse when considering the risk management strategies that should be in place in schools and the resources that should be allocated towards proactive and reactive management of those risks.</p> <p>An understanding of how and why child abuse occurs is essential to ensure Board members make informed decisions in relation to child protection in their school.</p>			

Project title and relevant national policy initiative	Project description and activities	Indicative budget	Expected outcomes	Indicators of success
	<p>Six half-day courses will be offered across both metropolitan and regional New South Wales.</p> <p>All participants will be surveyed to inform the development of a refined course to be delivered face to face and online in 2019.</p> <p>All independent schools in NSW will be invited to access the activities under this project. A full list of schools is at Attachment A.</p>			

Project title and relevant national policy initiative	Project description and activities	Indicative budget	Expected outcomes	Indicators of success
<p>The AISNSW Professional Learning for Governance project supports the priorities outlined in the <i>Quality Schools Quality Outcomes</i> agenda by:</p> <ul style="list-style-type: none"> • Providing school leadership with the knowledge to make informed decisions about how to make operate schools effectively • Supporting schools meet requirements around increased transparency and accountability for the way in which government funding is used ‘behind the school gate’. 	<p>Professional learning will be provided to the Boards of independent schools to support the Board continue to improve governance practices to support improved teaching and learning.</p> <p>Masterclasses in Board Leadership The leadership of the Board plays a critical role in the governance of the school resulting in assured financial viability, better targeting of resources and focused leadership on quality teaching.</p> <p>Masterclasses will be offered in four metropolitan and two regional locations with 20 participants per class. These classes will be aimed at Board Chairs, Deputy Chairs and prospective Chairs, with a focus on best-practice governance in a schools context.</p> <p>Consultants will engage participants in follow-up professional dialogue so board leadership is focused on viability, efficient resourcing and leadership of quality teaching.</p> <p>Online Governance Training Informed and knowledgeable Board members are critical to the effectiveness of the school and the success of students. As well, informed and skilled governance strengthens school efficiency, effectiveness and leadership.</p>	<p>Reform support funding: \$236,800</p> <p>Other funding: Participating schools will provide approximately \$30,000 in co-contributions to support the participation of Board members in Masterclasses.</p> <p>FTE 0.375</p>	<p>The project will deliver the following outcomes:</p> <ul style="list-style-type: none"> • Increased knowledge of how good governance contributes to school effectiveness • Increased knowledge of the role of the Principal in leading teaching and learning • Increased awareness of the need for and importance of financial viability • More informed about resource inputs and improved student outcomes • Increased compliance with mandatory training requirements. 	<p>The project will deliver the following quantifiable measures of success:</p> <ul style="list-style-type: none"> • At least 65% of participants report increased knowledge of the Principal’s role leading teaching and learning for Board members. • Ratio of module registrations to module completions to equal or exceed 50%. • 80% of participants report increased knowledge of the relationship between school governance and school effectiveness from online governance training. • 80% of participants report increased knowledge of the relationship between school governance and school effectiveness from Masterclasses in Board Leadership. • 120 participants attend and complete of Masterclass in Board Leadership. • Development and implementation of six online modules covering key aspects of school governance.
<p>As Board members are volunteers who are also working, professional learning must be provided</p>				

Project title and relevant national policy initiative	Project description and activities	Indicative budget	Expected outcomes	Indicators of success
	<p>in an accessible way. The AISNSW will develop a suite of six online governance training modules, which can be accessed by Board members whenever and wherever is convenient to them.</p> <p>All independent schools in NSW will be invited to access the activities under this project. A full list of schools is at Attachment A.</p>			

Project title and relevant national policy initiative	Project description and activities	Indicative budget	Expected outcomes	Indicators of success
<p>The Improving financial management practices in independent schools project supports the priorities outlined in the <i>Quality Schools Quality Outcomes</i> agenda by:</p> <ul style="list-style-type: none"> Supporting schools meet requirements around increased transparency and accountability for the way in which government funding is used 'behind the school gate'. 	<p>The project will be comprised of a range of work streams supporting schools implement high quality financial practices.</p> <p>This includes the provision of subsidised professional learning on financial management topics relevant to schools (such as contracts, payment security, cyber-security and school design and construction), and the development of a range of policy templates, checklists and guides for use by schools.</p> <p>Targeted support will be offered to ten schools to undertake a customised review of school financial controls and procedures. Participating schools will receive recommendations to improve financial controls and benchmark towards 'next' practice.</p> <p>All independent schools will have the opportunity to engage with activities under this project, and a full list of schools is at Attachment A.</p>	<p>Reform support funding: \$200,000</p> <p>Other funding: Participating schools will contribute to the projects in a range of ways, including at least \$120,000 in staff relief costs (240 days), \$5,000 worth of staff time for subject-matter experts to evaluate the materials developed as part of this project, and a co-contribution of \$50,000 to the cost of customised reviews.</p> <p>FTE = 0.40</p>	<p>The project will deliver the following outcomes:</p> <ul style="list-style-type: none"> Greater awareness by Principals and Business Managers of relevant operating standards and good financial controls to be used in independent schools Reduce school time in developing documents for commonly needed financial information and improve the quality and scope of policies and documents used across the independent sector Enhanced awareness and increased understanding of emerging topics relevant to financial school operations. Increased knowledge and skill development to support a school to mitigate risks around supplier performance, contracts and negotiation Increased knowledge regarding future proofing school design to target funds expended on school facilities to meet contemporary learning needs. 	<p>The project will deliver the following quantifiable measures of success:</p> <ul style="list-style-type: none"> At least 50 schools download and access the 'Financial Controls and Procedures for Independent Schools' manual. At least 30 schools and approximately 240 individual attendees participate in financial management professional learning days. All schools accessing a customised review of school financial controls will provide the report to their governance body for consideration of actions. 100% of schools accessing customised review of school financial controls and procedures will be offered follow up consultancy support to implement the report recommendations.

Attachment A: List of all independent schools in NSW

AGEID	School name
1302	Abbotsleigh
15898	Aetaomah School
15400	Aim Senior Secondary Music College
15684	Al Amanah College
15403	Al Faisal College
29666	Al Hikma College
13329	Al Noori Muslim School
18093	Al Sadiq College
14651	Al Zahra College
28887	Albury Wodonga Community College Albury
29085	ALESCO Illawarra
18110	ALESCO Senior College
30306	Al-Faisal College - Campbelltown
30305	Al-Faisal College - Liverpool
1307	All Saints College
13416	All Saints Greek Orthodox Grammar School
29088	Alpha Omega Senior College
15309	Amity College
1311	Arden Anglican School
2362	Arkana College
13399	Armenian General Benevolent Union Alexander Primary School
16719	Arndell College
1312	Ascham School Ltd
4079	Aspect Central Coast School
3039	Aspect Hunter School
29102	Aspect Macarthur School
29104	Aspect Riverina School
6747	Aspect South Coast School
15942	Aspect South East Sydney School
3048	Aspect Vern Barnett School
4280	Aspect Western Sydney School
29964	Aurora Southern Highlands Steiner School
8793	Australian Christian College - Singleton
16453	Australian Christian College: Marsden Park
30170	Australian International Academy, Kellyville
14348	Australian International Academy, Sydney
13436	Australian Islamic College of Sydney
23376	Australian Performing Arts Grammar School
18070	Avondale School
2245	Barker College
17547	Barrenjoey Montessori School
28145	Bellfield College
3324	Belmont Christian College
5530	Berowra Christian Community School

2355	Bethel Christian School
3301	Bhaktivedanta Swami Gurukula School
3006	Biala Special School
13426	Bishop Druitt College
16520	Bishop Tyrrell Anglican College
15988	Blacktown Youth College Incorporated
2000	Blue Hills College
1323	Blue Mountains Grammar School
4215	Blue Mountains Steiner School
2001	Border Christian College
18090	Brightwaters Christian College
1326	Brigidine College St Ives
5492	Broughton Anglican College
14815	Burrabadine Cornerstone Christian School
13276	Byron Community Primary School
80047	Calderwood Christian School
16588	Calrossy Anglican College
28875	Cameragal Montessori School
6751	Cape Byron Rudolf Steiner School
3321	Carinya Christian School
4263	Carinya Christian School
14562	Casino Christian School
5993	Casuarina Steiner School
4066	Cedars Christian College
1338	Central Coast Adventist School
5346	Central Coast Grammar School
14041	Central Coast Rudolf Steiner School
16052	Charlton Christian College
1340	Chevalier College
16095	Christadelphian Heritage College Sydney Inc
1348	Christian Brothers High School
3302	Chrysalis School for Rudolf Steiner Education
1356	Claremont College
16174	Clarence Valley Anglican School
80023	Coffs Coast Alesco School
13331	Coffs Harbour Bible Church School
2381	Coffs Harbour Christian Community School
13301	Condell Park Christian School
1358	Coogee Boys' Preparatory School
2352	Covenant Christian School
30001	Craig Davis College
1361	Cranbrook School
1362	Currambena School
84854	Currawah Aboriginal Education Centre
16054	D.A.L.E. Christian School
30309	D.A.L.E. Young Parents School
1363	Danebank School

New school	Darkinjung Barker
15626	Deniliquin Christian School
4062	Dubbo Christian School
16698	Dunlea Centre Australia's Original Boys' Town
30215	Eagle Arts and Vocational College
24539	Ebenezer Christian College
29772	EDEN College
1379	Edmund Rice College
1380	Elonera Montessori School
3010	Elouera Special School
15716	Emmanuel Anglican College
29950	ET Australia Secondary College
28974	Farmhouse Montessori School
2376	Forestville Montessori School
1381	Frensham School
5611	Galstaun College
8776	Georges River Grammar
13342	German International School Sydney
15625	Giant Steps Sydney
1382	Gib Gate School
1383	Glenaeon Rudolf Steiner School
3315	Green Point Christian College
17658	Green Valley Islamic College
5296	Greenacre Baptist Christian Community School
14289	Hawkesbury Independent School
New school	Headland Montessori ELC
4067	Heritage Christian School
15976	Heritage College Lake Macquarie
2363	Highfields Preparatory & Kindergarten School Limited
2003	Hills Adventist College
5454	Hinterland Christian College
16701	Holy Saviour School
2373	Hopepoint Christian School
16454	Hunter Christian School
26775	Hunter Trade College
13412	Hunter Valley Grammar School
2005	Hurstville Adventist School
14564	Illawarra Christian School
2395	Inaburra School
13347	Inner Sydney Montessori School
30262	International Chinese School
29968	International Football School
4256	International Grammar School
29982	Irfan College
17661	Italian Bilingual School
13302	John Colet School
2253	Kamaroi Rudolf Steiner School

1408	Kambala
28880	Karuna Montessori School
2326	Kempsey Adventist School
16047	Kesser Torah College
16513	Key College
1357	Kincoppal-Rose Bay School of the Sacred Heart
17156	Kindlehill School
30219	Kingdom Culture Christian School
1409	Kinma School
1410	Kinross Wolaroi School
1411	Knox Grammar School
2389	Koinonia Christian Academy
2333	Korowal School
4071	Kuyper Christian School
18102	Lakes Grammar - An Anglican School
16361	Liberty College
28555	Lindfield Montessori Preschool
2382	Lindisfarne Anglican School
2339	Linuwel School Ltd
1414	Loreto Kirribilli
1415	Loreto Normanhurst
1416	Lorien Novalis School for Rudolf Steiner Education
3308	Lutheran Primary School Wagga Wagga
13318	Lycee Condorcet - The International French School of Sydney
14655	M.E.T. School
1421	Macarthur Adventist College
4272	Macarthur Anglican School
1420	Macksville Adventist School
17633	Macleay Vocational College
17652	Macquarie Anglican Grammar School
1470	Macquarie College
29018	Macquarie Grammar School
5274	Macquarie University Special Education Centre
4091	Maitland Christian School
6748	Malek Fahd Islamic School
2334	Mamre Anglican School
2331	Manning District Adventist School
17937	Manning Valley Anglican College
15906	Margaret Jurd College
1485	Maronite College of the Holy Family - Parramatta
2393	Masada College High School
3024	Mater Dei Special School
16455	Medowie Christian School
1451	Meriden School
15383	Minimbah Primary School
1452	MLC School
22779	Moama Anglican Grammar School

1453	Monte Sant' Angelo Mercy College
14838	Montessori East
16519	Montgrove College
4262	Moree Christian School
1454	Moriah College
2324	Mosman Church of England Preparatory School
15811	Mount Annan Christian College
2399	Mount Sinai College
1459	Mount St Benedict College (Pennant Hills)
2004	Mountain View Adventist College
3313	Mountains Christian College
8773	Mumbulla School for Rudolf Steiner Education
16412	Muswellbrook Christian School
15640	Nambucca Valley Christian Community School
4266	Namoi Valley Christian School
2310	Narromine Christian School
80020	Nautilus Senior College
4224	Nepean Christian School
1471	New England Girls School
30211	New Hope School
80031	New Madinah College
1355	Newcastle Grammar School
2374	Newcastle Waldorf School
1472	Newington College
30150	Ngaruki Gulgul
2383	Northcross Christian School
2390	Northern Beaches Christian School
4057	Northholm Grammar School
5357	Northside Montessori School
2369	Norwest Christian College
16955	Nowra Anglican College
2372	Nowra Christian School
1473	Oakhill College Castle Hill
New school	Oasis College Surry Hills
2379	Odyssey House
80007	Oran Park Anglican College
27546	Orange Anglican Grammar School
2385	Orange Christian School
1495	Our Lady of Mercy College Parramatta
4254	Oxford Falls Grammar School
3307	Oxley College
28198	Pacific Coast Christian School
2358	Pacific Hills Christian School
30206	Pacific Hope School
28543	Pacific Valley Christian School
29979	Pal Buddhist School
3326	Parkes Christian School

16722	Penrith Anglican College
2391	Penrith Christian School
30316	Pete's Place
29740	Pittwater House Schools
1525	PLC Armidale
1524	Port Macquarie Adventist School
New school	Port Macquarie Steiner School
1526	Presbyterian Ladies College
1528	Pymble Ladies' College
1530	Queenwood School for Girls Ltd
13375	Rainbow Ridge School for Steiner Education
1531	Ravenswood School for Girls
16715	Red Bend Catholic College
17281	Reddam House
4261	Redeemer Baptist School
28908	Redfern Jarjum College
5601	Redfield College
2301	Regents Park Christian School
16721	Richard Johnson Anglican School
13951	Richmond Christian College
3040	RIDBC Alice Betteridge School
13283	RIDBC Garfield Barwick School
15957	RIDBC Thomas Pattison School
15372	Rissalah College
1844	Rosebank College
1534	Roseville College
17159	Rouse Hill Anglican College
28510	Saint Mary MacKillop College Albury
26768	Saint Mary MacKillop Colleges Limited
29359	Salamah College
4267	Santa Sabina College
14279	Sapphire Coast Anglican College
15994	Sathya Sai School
2014	SCEGGS Darlinghurst
13802	Scone Grammar School
30301	SEDA College
14293	Shearwater The Mullumbimby Steiner School
18087	Shellharbour Anglican College
2371	Sherwood Hills Christian School
2330	Shire Christian School
30245	Skillset Senior College
15398	Snowy Mountains Christian School
15643	Snowy Mountains Grammar School
13330	Southern Cross Baptist Church Christian School
4214	Southern Highlands Christian School
4061	Southside Montessori School
1562	St Aloysius' College

29067	St Andrew's Cathedral Gawura School
29275	St Andrew's Cathedral School
16099	St Andrew's Christian School
1582	St Augustine's College
15694	St Bishoy Coptic Orthodox College
1615	St Catherine's School
4221	St Charbel's College
17631	St Columba Anglican School
5298	St Dominic Savio School
1632	St Dominic's College
3032	St Edmund's School
1636	St Edward's Christian Brothers College
13348	St Euphemia College
3033	St Gabriel's School for Hearing Impaired Children
3303	St George Christian School
1660	St Gregory's College Campbelltown
17653	St Hurmizd Assyrian Primary School
1663	St Ignatius' College
1676	St John's Lutheran Primary School
1442	St Joseph's College
3034	St Lucy's School
14235	St Luke's Grammar School
14239	St Mark's Coptic Orthodox College
1820	St Maroun's College
16530	St Mary and St Mina's Coptic Orthodox College
1827	St Mary Star of the Sea College
30203	St Mary's Flexible Learning Centre
1898	St Patrick's College
1900	St Patrick's College
1935	St Paul's College
4078	St Paul's Grammar School Penrith
13317	St Paul's International College
1937	St Paul's Lutheran Primary School
17755	St Peter's Anglican College - Broulee
4064	St Peter's Anglican Primary School
16091	St Philip's Christian College - Cessnock
2398	St Philip's Christian College - Gosford
3317	St Philip's Christian College - Newcastle
14376	St Philip's Christian College - Port Stephens
1954	St Pius X College
1961	St Scholastica's College
4201	St Spyridon College
1963	St Stanislaus College
1987	St Vincent's College
2012	Stella Maris College Manly
5297	Summerland Christian College
28122	Sydney Adventist School

2018	Sydney Church of England Grammar School
2021	Sydney Grammar School
2019	Sydney Grammar School Edgecliff Preparatory School
2020	Sydney Grammar School St Ives Preparatory School
2312	Sydney Japanese School
13353	Sydney Montessori School
6741	Tallowood Steiner School
2338	Tambelin Independent School
4021	Tangara School for Girls
2024	Tara Anglican School for Girls
5293	Taree Christian College
30204	The Anglican School Googong
2026	The Armidale School
6879	The Armidale Waldorf School
13343	The Athena School
New school	The Bowen College
84781	The Central Coast Montessori Primary School
New school	The Central West Leadership Academy
16700	The Coast Christian School
4090	The Emanuel School
4056	The Hills Grammar School
1406	The Illawarra Grammar School
16089	The John Berne School
8818	The Joseph Varga School
2027	The King's School
2356	The Lakes Christian College
80038	The Lakes College
4222	The McDonald College
New school	The Nature School Primary
16526	The Riverina Anglican College
2029	The Scots College
2030	The Scots School
2122	The Scots School Albury
30217	The Waranara Centre
16956	Thomas Hassall Anglican College
16079	Thomas More Christian Montessori School
29072	TLK Alesco School
2380	Toongabbie Christian School Ltd
3323	Toronto Adventist Primary School
28172	Trades Norwest Anglican Senior College
17649	Trinity Anglican College - Albury
5268	Trinity Catholic College
2031	Trinity Grammar School
2034	Tudor House
2386	Tuntable Falls Community Primary School
2007	Tweed Valley Adventist College
2035	Tyndale Christian School


27794	Unity Grammar College
80011	Valley Hope School
New school	Verity Christian College
6738	Vistara Primary School
13391	Wagga Wagga Christian College
2038	Wahroonga Adventist School
26389	Warakirri College
3049	Warrah Village Rudolf Steiner School for Curative Education
2039	Waverley College
28606	WAYS Secondary
3319	Wellington Christian School
2040	Wenona School Ltd
30169	Western College Alesco Learning Centre
29821	Western Grammar School
New school	Western Riverina Community School
5278	Westmead Christian Grammar School
6739	William Branwhite Clarke College
5347	William Carey Christian School
27644	Wollemi College
18086	Wollondilly Anglican College
29962	Wollongong Flexible Learning Centre
24017	Woodbury
2303	Wycliffe Christian School
13985	Wyong Christian Community School
4088	Yanginanook School
2015	ydney Church of England Co-Educational Grammar School
28154	Yeshiva College
New school	Zahra Grammar School

Non-government Reform Support Work Plan

2018

The Association of Independent Schools of the Northern Territory
(AISNT)

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Non – Government Reform Support Fund

The Association of Independent Schools of the Northern Territory (AISNT)– Work Plan 2018 Summary of Work Plan for 2018

The Association of Independent Schools of the Northern Territory (AISNT) will use the Non-Government Reform Support Fund to assist it in meeting the requirements of the national reform agenda. Under the Students First Support Fund, AISNT built on its capacity through the addition of a number of staff members in order to enable us to meet the requirements of the program. The funding also enabled us to introduce a number of programs which we will continue under the Non-Government Reform Support Fund.

In view of this we have calculated that approximately forty percent of existing officers – two Education Officers, one Communications Officer and one Executive Assistant will be covered by the NGRSF in order to allow us to continue and enhance the work we have commenced in the identified areas under this program.

Quality assurance and support for Nationally Consistent Collection of Data on School Students with Disability AISNT will continue the work that we have commenced and the 20 schools have the opportunity to be involved in the moderation and quality assurance sessions we offer. We will also work closely with the other sectors in our jurisdiction providing the best available opportunities for our schools to be involved in quality professional development to inform their work in the NCCD space.

AISNT will also provide on the spot advice and information for schools across the range of modalities available to us including phone, email, website, communiques, face to face discussions, workshops and through AISNT meetings.

We also plan to ensure our remote Aboriginal schools and those catering for remote Aboriginal students have access to tools to assist them in evaluating their students within the context of all Australian students.

Assisting in the implementation and delivery of an NAPLAN online

AISNT will provide schools with timely, relevant information on NAPLAN Online as and when it becomes available via our communications channels.

We will also provide schools/systems with support, assistance and advice on the implementation and delivery of NAPLAN Online on request.

Improving Governance and Financial Management Practices in the Non-Government School Sector

AISNT will provide individual schools/systems and their boards with support, assistance and advice in regards to improving governance and financial management. We will also continue to work with schools providing workshops and forum opportunities for schools and school boards with a view to providing quality solutions in this area.

AISNT will continue to work closely to improve legislation and regulations that will support better governance and financial practices in schools. AISNT will be instrumental in providing advice to the NT Government in regards to the review of the NT Education Act Part 7 – Non-Government Schools. This will inform the registration requirements which enables them to meet the requirements for Australian Government funding.

Schools' Quality Improvement

AISNT will continue and enhance our Professional Learning program which is aligned with national strategic priorities, with an emphasis on supporting quality leadership and teaching, wellbeing, improving educational outcomes for Indigenous youth and disadvantaged young Australians, promoting world class curriculum and assessment, sustainability, global perspectives and relationship-based education.

MEMBER SERVICES – IMPLEMENTATION OF AUSTRALIAN GOVERNMENT NATIONAL REFORMS

The AISNT plays a critical role in supporting Independent Schools in the implementation of Australian and NT Government school policy initiatives and regulatory requirements. These support services are not covered by membership subscriptions and, if they were not outsourced to AISNT, would need to be met via direct Australian and/or NT Department of Education contact with the Independent schools.

Member Services	Australian Government National Reforms
Provide schools with information in regards to:	Work with schools in groups and individually to provide advice, support and assistance in regards to:
<ul style="list-style-type: none"> Government legislation, policy and regulation 	<ul style="list-style-type: none"> Work with schools and governing bodies to assist them in understanding and complying with new requirements under the Australian Education Act and Regulations.
<ul style="list-style-type: none"> Compliance and accountability 	<ul style="list-style-type: none"> Work with schools to ensure compliance and accountability requirements are embedded in policy and adhered to.
<ul style="list-style-type: none"> School management and governance 	<ul style="list-style-type: none"> Work with schools and governing bodies to ensure they understand their respective roles and have policies and procedures in place to support adherence to the requirements associated with their positions. Work with the schools to develop these policies and procedures where they are lacking.
<ul style="list-style-type: none"> Data collection requirements, storing and sharing 	<ul style="list-style-type: none"> Work with schools to ensure there is an understanding and policies and procedures in place to ensure the appropriate collection, storage and sharing of data is within the requirements under the privacy and other relevant legislation.
<ul style="list-style-type: none"> Privacy legislation 	<ul style="list-style-type: none"> Work with schools to ensure there is an understanding of, and policies and procedures in place, to ensure that the requirements under the privacy legislation are met.
<ul style="list-style-type: none"> School evaluation and school improvement 	<ul style="list-style-type: none"> Work with the schools and governing bodies to assist in the understanding and implementation of the National Reforms on school improvement.
<ul style="list-style-type: none"> Child Protection 	<ul style="list-style-type: none"> Work with the schools and governing bodies to ensure the child protection legislation is understood and that policies and procedures are in place to ensure that the requirements under the legislation are met.
<ul style="list-style-type: none"> International education including opportunities and compliance 	<ul style="list-style-type: none"> Work with the schools and governing bodies to ensure there is an understanding and compliance to requirements in International Education.
<ul style="list-style-type: none"> Enrolment and attendance 	<ul style="list-style-type: none"> Support and advice on enrolment and attendance data and associated requirements regarding this area
<ul style="list-style-type: none"> Principal and Teacher Standards 	<ul style="list-style-type: none"> Work with schools to assist in the understanding of and implementation of Principal and Teacher standards.
<ul style="list-style-type: none"> HALT program 	<ul style="list-style-type: none"> Provision of panel members to assess teachers as a part of the HALT Program.
The following services are provided to assist member	

schools and sector development	
<ul style="list-style-type: none"> • Representations on behalf of the Northern Territory Independent Sector 	<p>Development of the independent sector in the Northern Territory, including:</p> <ul style="list-style-type: none"> • Assist and promote the growth and development of independent schools in the Northern Territory. • Contribute to the development of school policy and the initiatives within the Northern Territory.
<ul style="list-style-type: none"> • Advocacy on issues and government policy that impact on member schools in the areas of governance, management and operation. 	<p>Support Independent school governance, management and operation:</p> <ul style="list-style-type: none"> • Encourage and support the good governance and management of independent schools and to assist schools in their compliance with the relevant Northern Territory and Commonwealth laws and regulations. • Assist and support schools to operate within educational policy frameworks established by the Northern Territory and Australian Governments. • Promote and support excellence in teaching within independent schools and to assist schools to provide educational programs appropriate to students with special needs and Indigenous students.
<ul style="list-style-type: none"> • Professional development and learning opportunities 	<ul style="list-style-type: none"> • Organise, sponsor and promote professional learning for teachers and leaders in schools.
<ul style="list-style-type: none"> • Communications <p>Provide communications on and to Northern Territory Independent Schools, Systems and their Governing bodies to and from the two levels of Government and relevant agencies.</p>	<ul style="list-style-type: none"> • Ensure accurate, timely and relevant communications to NT Independent schools and Systems as well as their governing bodies on national education developments, initiatives and reforms.
<ul style="list-style-type: none"> • Industrial relations. 	
<ul style="list-style-type: none"> • Workplace health and safety. 	
<ul style="list-style-type: none"> • Human resource matters. 	
<ul style="list-style-type: none"> • Complaints resolution 	
<ul style="list-style-type: none"> • School policy and operational matters 	
<ul style="list-style-type: none"> • ICT technologies 	

Summary of budget

	Project	Reform support funding	Total \$ (incl. other sources)
Workshops NAPLAN Online	Working with individual schools	\$22 000	
	Workshop – Practices to enhance Quality Teacher Judgements and provide information regarding mitigating risk.	\$14 000	
	Involvement in various working groups and committees	\$7 000	
	Meetings and communications	\$4 000	\$47 000
	NB the staffing element is included in the above stated activities		
NCCD	Workshops	\$18 000	
	Individual school visits	\$32 000	
	Materials and data collection development	\$28 000	
	Involvement in various working groups and committees	\$4 000	
	Meetings and communications	\$6 000	\$88 000
	NB the staffing element is included in the above stated activities		
Improving Governance	Individual school visits	\$30 000	
	Involvement in working groups and committees	\$9 000	
	Direct assistance to School Boards	\$10 000	
	Direct assistance to schools re financial management	\$15 000	
	Meetings and communications	\$6 000	\$70 000
	NB the staffing element is included in the above stated activities		
Other	Quality Leadership	\$15 000	

	Aboriginal Education	\$10 000	
	Sustainable Futures	\$10 000	
	Global Perspectives	\$15 000	
	School wellbeing and quality curriculum	\$10 000	\$65 000
	NB the staffing element is included in the above stated activities		

Non-Government Reform Support Fund

Association of Independent Schools of the Northern Territory – Work Plan 2018



Project title and relevant national policy initiative	Project description and activities	Indicative Budget	Expected Outcomes	Indicators of Success
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<p>Nationally Consistent Collection of Data on School Students with Disability</p> <p>Consistent Evaluation of Students under NCCD</p> <p>Record Keeping Requirements under NCCD</p>	<p>Provide two face-to-face workshops for school staff. This will include the following; understanding NCCD, legislative requirements, moderation, record keeping and reporting.</p> <p>Work with individual schools/systems as requested to provide support, assistance and advice in regards to NCCD.</p> <p>Contextualise and offer workshops and assistance to schools using the ESA guidelines for the categorisation of students under the four NCCD levels of adjustment with a view to improve quality assurance.</p> <p>Provide clear and relevant communications on NCCD.</p>	<p>Reform Support Fund:</p> <p>Total =\$88 000</p> <p>Breakdown:</p> <p>Staff \$70 000</p> <p>Other \$18 000</p> <p>Staff will equal an FTE of 0.4</p>	<p>School and system leaders and staff should be able to:</p> <p>Understand and adhere to the legislative requirements of the NCCD.</p> <p>Understand and apply the levels of adjustment for students with disabilities using NCCD.</p> <p>Make informed decisions on the categorisation of students using the NCCD levels of adjustment.</p> <p>Keep up to date data on students to comply with the requirements of NCCD.</p> <p>Understand the way in which the data is reported and used.</p>	<p>75% of workshop participants reported better understanding of the NCCD</p> <p>50% of schools report improvements in data collection practices within their schools</p>
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<p>NAPLAN Online</p> <p>Assisting in the Implementation and Delivery of NAPLAN Online</p>	<p>AISNT will work closely with individual schools and systems to provide support, assistance and advice in regards to the readiness and implementation of NAPLAN Online.</p> <p>AISNT will work closely with the National bodies including ACARA and ESA as well as the NT Minister and Department of Education to assist schools in the transfer to NAPLAN Online. This will include the provision of:</p> <ul style="list-style-type: none"> accurate and timely Information. professional development for individual schools, groups of schools and at general meetings. assisting individual schools with implementation. 	<p>Reform support fund:</p> <p>Total =\$47 000</p> <p>Breakdown:</p> <p>Staff \$35 200</p> <p>Other \$8 000</p> <p>Staff will equal an FTE of 0.2</p>	<p>School and system leaders and staff should:</p> <ul style="list-style-type: none"> Know and adhere to the timelines related to the implementation of NAPLAN Online. Understand and abide by their responsibilities in regards to the implementation of NAPLAN Online. Ensure their readiness for the implementation of NAPLAN Online. 	<p>100% of schools prepared to undertake NAPLAN online in 2019</p>
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Project title and relevant national policy initiative	Project description and activities	Indicative Budget	Expected Outcomes	Indicators of Success
<p>School Governance and Financial Management</p> <p>Improving Governance and Financial Management Practices in the Non-Government School Sector</p>	<p>AISNT will provide individual schools and systems with support, assistance and advice in regards to improving school governance.</p> <p>AISNT will provide individual schools and systems with support, assistance and advice in regards to improving school financial management processes.</p> <p>AISNT will play an instrumental role in providing advice to both levels of Government in regards to legislation, regulations and policies in regards to school governance and financial requirements. This will include consultation on the review of the NT Education Act.</p> <p>AISNT will provide advice, assistance and support to new schools in setting up their governance structures including their constitutions and business plans.</p> <p>AISNT will provide assistance to schools in relation to registration requirements including providing panel members for assessments.</p>	<p>Reform support fund:</p> <p>Total =\$70 000</p> <p>Breakdown:</p> <p>Staff \$52 800</p> <p>Other \$17 200</p> <p>Staff will equal an FTE of 0.3</p>	<p>School and system leaders and governing bodies should:</p> <p>Understand and implement the governance structure, roles and compliance requirements for their school.</p> <p>Understand and show evidence, as required, that their school is complying with the requirements of registration.</p> <p>Understand the financial responsibility and demonstrate that they meet the compliance requirements in regards to government funding.</p> <p>Have in place an appropriate constitution, company documents or rule book by which they are governed.</p>	<p>At least 75% of schools provided with professional learning and/or advice/support indicate improvements to governance arrangements</p> <p>At least 75% of schools provided with assistance/support/advice and/or professional learning/training in regard to financial management procedures and processes, report improvement in practice</p>

Project title and relevant national policy initiative	Project description and activities	Indicative Budget	Expected Outcomes	Indicators of Success
<p>Schools' Quality Improvement</p> <p>Professional development and training.</p>	<p>Provide professional development and training for school and system leaders and staff with an emphasis on the National and NT priorities for education. Including:</p> <p>Quality leadership professional development sessions led by Dr Stephen Brown.</p> <p>Improving outcomes for Indigenous students – rural and remote including further work on Relationship Based learning with Dr George Otero.</p> <p>The continuation of the work already commenced with Professor Paul Clarke on Sustainable Futures.</p> <p>The continuation of the work already commenced in improving education through international connectedness.</p> <p>The provision of support and assistance for schools in providing quality and meaningful curriculum for students.</p>	<p>Reform support fund:</p> <p>Total =\$65 000</p> <p>Breakdown:</p> <p>Staff \$52 800</p> <p>Other \$12 200</p> <p>Staff will equal an FTE of 0.3</p> <p>Other sources (list details):</p> <p>Schools will contribute to travel and accommodation costs where they apply.</p>	<p>School and system leaders and staff should:</p> <p>Have improved understanding of school leadership as it relates to their school.</p> <p>Have an understanding of the Indigenous Education Strategy.</p> <p>Understand the importance of relationship in improving student outcomes.</p> <p>Have a strong understanding and provide a focus on sustainability across the curriculum.</p> <p>Know and understand education in their schools in the context of the global society including International trends and priorities.</p> <p>Know, understand and implement national education priorities in their schools.</p> <p>Include innovative and creative pedagogy to inform future global priorities in education.</p>	<p>75% of workshop participants report improvement in leadership practices within their schools</p> <p>75% of remote Indigenous schools represented at workshops will report improved outcomes of student engagement</p>

ATTACHMENT 1: AISNT Member Schools

AISNT Member Schools with Enrolment (based on 2017 Commonwealth August Census)

AGEID	School	School Address	Secondary FTE	Primary FTE	Total FTE
15415	Alice Springs Steiner School	PO Box 2736 ALICE SPRINGS NT 0871	0	161	161
15336	Araluen Christian College	10 Blain Street ALICE SPRINGS NT 0871	71	153	224
18020	Gawa Christian School	PMB 257 via WINNELLIE NT 0822	22	35	57
15711	Good Shepherd Lutheran School	PO Box 1146 HOWARD SPRINGS NT 0835	596	699	1295
13297	Haileybury Rendall School	PO Box 241 BERRIMAH NT 0828	309	88	397
14589	Sattler Christian School	PO Box 1138 COOLALINGA NT 0839	31	96	127
6877	Living Waters Lutheran School	PO Box 8869 ALICE SPRINGS NT 0871	0	312	312
18021	Milkwood Steiner	PO Box 737 NIGHTCLIFF NT 0814	0	85	85
28912	Mapuru Christian School	PMB 301 via WINNELLIE NT 0822	37	18	55
16995	Marrara Christian School	PO Box 84 SANDERSON NT 0813	175	203	378
16521	Nhulunbuy Christian School	PO Box 621 NHUKUNBUY NT 0881	36	140	176
16981	NT Christian College	PO Box 84 SANDERSON NT 0813	191	0	191
77301	Nyangatjatjara College	PO Box 171 YULARA NT 0871	67	44	111
15335	Palmerston Christian School	PO Box 113 PALMERSTON NT 0831	67	244	311
13284	St Philips College	PO Box 33 ALICE SPRINGS NT 0871	720	0	720
13453	The Essington School Darwin	PO Box 42321 CASUARINA NT 0811	549	543	1092
27652	Tiwi College	PO Box 36711 WINNELLIE NT 0821	93	5	98
4218	Yipirinya School	PO Box 2363 ALICE SPRINGS NT 0871	25	115	140
14276	Yirara College	PMB 51 ALICE SPRINGS NT 0872	224	0	224
	TOTAL				6154

Non-government Reform Support Work Plan

2018



Association of
Independent Schools
of South Australia



Summary of Work Plan for 2018

The Association of Independent Schools of SA (AISSA) is committed to utilising the Reform Support Fund to meet the objectives of the fund and provide ongoing support to schools to sustain improvement and innovation.

This work plan provides details on how the AISSA will utilize the Reform Support Fund to support the SA Independent sector and SA Independent schools with:

- Quality assurance and support for the Nationally Consistent Collection of Data on School Students with a Disability;
- The implementation and delivery of an online National Assessment Program (including NAPLAN);
- Improving governance and financial management practices;
- Improving quality teaching and learning;
- Enhancing school leadership;
- Meeting student need;
- Innovation in education.

A model of support has been established by the AISSA for the sector which embeds a continuous improvement approach as well as a focus on innovation.

The AISSA's Senior Educational Consultants have been allocated to work strategically with school leadership teams to develop bespoke improvement practices that meet the contextual and cultural needs of individual schools, having regard to the objectives that underpin the Reform Support Fund. This is supported by a school improvement tool developed by the AISSA. In addition, Senior Educational Consultants and Educational Consultants will continue to offer expert assistance in areas including the Australian Curriculum, AITSL Standards, South Australian Certificate of Education (SACE), literacy, numeracy, gifted education, special education, STEM, digital and design technologies, and transitioning from early childhood education to school.

The AISSA has established a Leadership Institute and a Centre for Innovation. The Centre for Innovation is a platform to support independent schools in their leading-edge innovation work. The Leadership Institute is a platform to support the learning and development of established and aspiring leaders, including school Board members.

Both the Centre for Innovation and the Leadership Institute lead impact hubs with schools. These provide opportunities for school leaders to work innovatively and collaboratively to create, test, implement and grow approaches that respond to future possibilities for student centred learning and teaching.

The AISSA anticipates expending significantly more on the projects than the annual amount to be provided by the fund. The additional costs will be met from the AISSA membership subscriptions and the AISSA's reserves, with a relatively small amount from workshop attendance fees. No other government funding is envisaged for the activities in the work plan. The AISSA would not be able to provide this support to schools to reform education without the support of the Commonwealth Government.

Summary of Budget

Project	Activities	Reform Support funding	Total \$ (incl. other sources)
NAPLAN Online	Assisting schools implementing NAPLAN Online in 2018 and preparing to implement in 2019	\$177,674	\$177,674
NCCD	Improving NCCD	\$408,740	\$408,740
Improving Governance	Improving governance and financial management	\$ 61,309	\$ 76,209
Improving quality teaching and learning	Professional learning – Australian Curriculum	\$269,595	\$607,452
	Moderation and learning design	\$139,014	\$323,226
	Student transition	\$ 10,827	\$ 24,395
	Teacher Certification	\$8,793	\$ 24,314
	Early Career Teacher Program	\$6,408	\$ 20,440
Enhancing school leadership	Leading continuous improvement	\$218,743	\$492,873
	Building leadership capacity programs	\$ 56,439	\$152,169
Gifted and Talented	Gifted and talented programs	\$ 44,238	\$103,679
Education Innovation	Supporting schools with innovation	\$ 51,550	\$116,374

*The Australian Government understand that these figures provided are indicative and will change throughout the year. The Annual Report is expected to report on these changes.

The implementation and delivery of an online National Assessment Program (including NAPLAN)

Project title and relevant national policy initiative	Project description and activities	Indicative Budget	Expected Outcomes	Indicators of Success
<p>Assisting schools participating in the online delivery of the National Assessment Program – Literacy and Numeracy (NAPLAN) in 2018 and assisting schools to prepare to participate in the online delivery of NAPLAN in 2019.</p>	<p>The AISSA will provide support to schools to implement the elements of the 2018 National Assessment Program. Key activities for 2018 will include:</p> <ul style="list-style-type: none"> • NAPLAN Online preparation • NAPLAN testing across both paper and online modes • The 2018 School Readiness Test and Platform Readiness Test • ACARA’s sample testing, trials and research: 2018 Equating study; 2018 NAP Science Literacy Field and Main Studies; 2018 NAP CC Pilot Study; 2019 NAPLAN item trailing • International Assessments: PISA; TIMSS <p>For schools participating in the online test in 2018 or planning to transition in 2019, the AISSA will provide ongoing liaison and central training workshops, in addition to school visits, as required. Training workshops encompass:</p> <ul style="list-style-type: none"> • School preparation • Staff training • Platform dashboard familiarization • Familiarity with the national NAPLAN protocols and the resultant implications for administering tests in an online environment • Support with Privacy requirements • Communication strategies for schools, teachers and parents. <p>For all schools, the AISSA will provide information on developments and advice and assistance on preparing for NAPLAN online.</p>	<p>Reform Support funding: \$177,674</p> <p>No other funding.</p> <p>FTE: 1.07</p>	<p>There is growth in the number of schools preparing to move to the online NAPLAN platform in 2018 and an increase in the number of schools undertaking transition activities for 2019 participation.</p>	<p>15% of schools prepare to undertake NAPLAN online in 2018</p> <p>25% of schools undertake 2019 NAPLAN online readiness activities</p>

Project title and relevant national policy initiative	Project description and activities	Indicative Budget	Expected Outcomes	Indicators of Success

Quality assurance and support for the Nationally Consistent Collection of Data on School Students with a Disability

Project title and relevant national policy initiative	Project description and activities	Indicative Budget	Expected Outcomes	Indicators of Success
<p>Building teacher capacity in improving the quality and consistent application of definitions under the Nationally Consistent Collection of Data on School Students with Disability (NCCD).</p>	<p>The AISSA will work with schools and teachers to build skills and knowledge to enhance the quality and consistent application of definitions of disability under the Disability Discrimination Act (1992) and NCCD.</p> <p>The AISSA will assist school staff to develop a sound understanding of the legal obligations, the levels of educational adjustments and how to appropriately allocate these to student need.</p> <p>The AISSA will assist staff to develop types of evidence of disability (checklists, ILPs, assessment based evidence, educational adjustment evidence).</p> <p>Building on the knowledge of levels of educational adjustments, the AISSA will assist teachers with developing and implementing effective pedagogical practices to meet student needs.</p> <p>The AISSA will support schools to develop clear processes for collecting and transmitting data including assisting to develop evidence based collection methods.</p> <p>Following examination of data provided, the AISSA will work with relevant schools to offer proactive feedback to identify potential areas of improvement and/or clarify any misunderstanding of data application.</p> <p>The AISSA will offer to schools the opportunity to participate in a moderation process for the NCCD on SWD.</p>	<p>Reform Support funding: \$408,740</p> <p>No other funding.</p> <p>FTE: 2.4</p>	<p>Improved reliability and robustness of the NCCD.</p> <p>Increased focus on providing appropriate adjustments for students.</p>	<p>Building on the work undertaken in 2017, 30% of SA Independent schools will be supported in their application of the NCCD.</p> <p>Building on the work undertaken in 2017, 25% of schools are supported to participate in the moderation process.</p>

Improving governance and financial management practices

Project title and relevant national policy initiative	Project description and activities	Indicative Budget	Expected Outcomes	Indicators of Success
<p>Improving governance and financial management practices</p>	<p>The AISSA will assist school Boards to meet their obligations and see opportunities for improvement, including on financial management, accountability and school improvement.</p> <p>A major conference organised by the AISSA will support Governing Councils of Independent schools to further develop knowledge and understanding about effective governance and the role of the Board in school improvement and innovation.</p> <p>To enable Board members to increase their understanding of financial matters and accountability, a workshop will be held for Board members on school finances.</p> <p>A workshop for less experienced Board members will be held to enable them to better understand their role and responsibilities in the context of membership specifically of a School Board.</p>	<p>Reform Support funding: \$61,409</p> <p>Workshop fees: \$14,900</p> <p>Total: \$76,209</p> <p>FTE: 0.11</p>	<p>Increased awareness by Board members of governance and financial management obligations.</p>	<p>60% of governors participating in professional learning report enhanced understanding about governance practices</p>

Improving quality teaching and learning

Project title and relevant national policy initiative	Project description and activities	Indicative Budget	Expected Outcomes	Indicators of Success
Improving Quality Teaching and Learning	<p>The AISSA will directly support schools to identify and address their professional learning priorities.</p> <p>The AISSA will seek to build school and teacher capacity to improve student outcomes through the Australian Curriculum, with a particular emphasis on the General Capabilities, including by:</p> <ul style="list-style-type: none"> • Working directly with schools. • Convening regular meetings of primary curriculum leaders and secondary curriculum leaders to address curriculum matters and enhance teaching and learning. • Working with ACARA and middle school leaders to enhance the implementation of the Personal and Social General Capability. • Supporting schools with the implementation of the Design and Digital Technologies strands in the Australian Curriculum. <p>Participating in a cross sector project on foregrounding the General Capabilities.</p>	<p>Reform Support funding: \$269,595</p> <p>AISSA funding: \$337,857</p> <p>Total: \$607,452</p> <p>FTE: 3.45</p>	Increased understanding of curriculum and effective pedagogical practices	At least 75% of schools participating in professional learning report an increased understanding of curriculum and effective pedagogical practices
	<p>The AISSA will assist schools to transform classroom practice through a program to develop in-school and cross-school professional teams centred on building teacher capacity in learning design, effective assessment and moderation practices with a focus on numeracy and literacy.</p> <p>Professional learning provided by the AISSA will be responsive to specific school needs and will focus on:</p>	<p>Reform Support funding: \$139,014</p> <p>AISSA funding: \$174,212</p> <p>Workshop fees: \$10,000</p>	Improved teacher capacity in learning design, assessment and moderation strategies	50% of participants indicate improved skills in making consistent and valid judgements about student learning.

Project title and relevant national policy initiative	Project description and activities	Indicative Budget	Expected Outcomes	Indicators of Success
	<ul style="list-style-type: none"> • building teachers' knowledge, understandings and skills in an endeavour to become highly effective designers of learning • bringing together the 'what' (Australian Curriculum) and the 'how' (pedagogy / learning and teaching cycle) • effectively accessing and using contemporary evidence-informed pedagogical understandings in daily practice • improving student literacy and numeracy outcomes by building teachers' knowledge, understandings and skills of: <ul style="list-style-type: none"> – English and Mathematics Literacy and Numeracy within other learning areas	Total: \$323,226 FTE: 1.83		
	The AISSA will provide expert guidance to schools to support the development of effective transition pedagogies and methodologies.	Reform Support funding: \$10,827 AISSA funding: \$13,568 Total: \$24,395 FTE: 0.11	Improved transition into school from early childhood.	10% of schools with early learning centres have improved knowledge of transition practices
	The AISSA will continue to implement the process for certifying teachers as Highly Accomplished or Lead Teachers and raise the awareness of teacher certification.	Certification applicant's fees: \$4,500 Reform Support funding: \$8,793 AISSA funding: \$11,021	More teachers certified as Highly Accomplished or Lead Teachers.	There is a 25% growth in the number of Independent school teachers that have been certified

Project title and relevant national policy initiative	Project description and activities	Indicative Budget	Expected Outcomes	Indicators of Success
		Total: \$24,314 FTE: 0.12		
	The AISSA will provide an early career teacher program.	Reform Support funding: \$6,408 AISSA funding: \$8,037 Workshop fees: \$6,000 Total: \$20,440 FTE: 0.10	Improved capacity of participant early career teachers.	60% of early career teachers participating in the early career teacher program report enhanced understanding and confidence as a teacher.

Enhancing School Leadership

Project title and relevant national policy initiative	Project description and activities	Indicative Budget	Expected Outcomes	Indicators of Success
Leading Continuous School Improvement	The AISSA will work directly with individual Principals and school leadership teams, to support and provide advice appropriate to school context in regard to various areas relating directly to leading improvement in the quality of teaching to enhance student learning outcomes. Both the AISSA High Impact School Improvement Tool and consultant expertise will be utilised.	Reform Support funding: \$218,743 AISSA funding: \$274,130 Total: \$492,873 FTE: 2.24	Enhanced capacity of School Leaders to implement improved teaching and learning initiatives.	At least 65% of school leaders participate in school improvement activities.
Building Leadership Capacity programs	Leadership capacity and innovation in education will be developed by the AISSA through a program including: <ul style="list-style-type: none"> • Schooling for First World Economies – shifting the education paradigm with Professor Yong Zhao. A number of Principals will work with Professor Zhao throughout the year. • Creating Cultures of Thinking – building a school culture that values thinking and learning with Ron Ritchhart from Harvard University. A number of Principals will work with Ron Ritchhart. • Instructional leadership and change management development- programs for curriculum leaders in leading learning for impact and innovation. 	Reform Support funding: \$56,439 AISSA funding: \$70,730 Workshop fees: \$25,000 Total: \$152,169 FTE: 0.82	Enhanced capacity of school leaders to lead change and implement evidence-based teaching and learning initiatives.	75% of participants report improved understanding of leadership, change and innovation

Gifted and Talented Program

Project title and relevant national policy initiative	Project description and activities	Indicative Budget	Expected Outcomes	Indicators of Success
Gifted and Talented Students	The AISSA will support schools to develop tailored programs and strategies that target improving outcomes for highly able learners. This three year program has been co-developed by the AISSA and Flinders University, and uses a design thinking methodology.	Reform Support funding: \$44,238 AISSA funding: \$55,441 Workshop fees: \$4,000 Total: \$103,679 FTE: 0.56	Initiatives are implemented in schools to improve outcomes for highly able learners.	60% of participants have developed and implemented a prototype to raise outcomes for highly able learners.

Education Innovation

Project title and relevant national policy initiative	Project description and activities	Indicative Budget	Expected Outcomes	Indicators of Success
<p>Leading-edge education innovation</p>	<p>The AISSA will support schools to conceptualise and design new futures to amplify and scale the sorts of principled practices, environments and innovations required for the next wave of entrepreneurs, inventors, achievers and dreamers to be nurtured in our schools. This will occur through providing advice, information and assistance, as well as leading impact hubs with schools, which are innovative and collaborative spaces for school leaders to create, test, implement and grow approaches that respond to future possibilities for student centred learning and teaching.</p> <p>Leadership capacity and innovation in education will be developed by the AISSA through a program including:</p> <ul style="list-style-type: none"> • Schooling for First World Economies – shifting the education paradigm with Professor Yong Zhao. A number of Principals will work with Professor Zhao throughout the year. • Instructional leadership and change management development- programs for curriculum leaders in leading learning for impact and innovation. (Refer enhancing school leadership.) 	<p>Reform Support funding: \$51,550</p> <p>AISSA funding: \$64,824</p> <p>Total: \$116,374</p> <p>FTE: 0.63</p>	<p>Through involvement in impact hubs, schools are supported to design a school-based education innovation project</p>	<p>75% of participants develop an innovation project plan</p>

List of relevant schools as at 16 March 2018:

School Name	ID	Location
St Peter's College	252	ST PETERS
Good Shepherd Lutheran School Angaston	259	ANGASTON
Immanuel Primary School	263	NOVAR GARDENS
Pembroke School	265	KENSINGTON PARK
Redeemer Lutheran School	266	NURIOOTPA
Loxton Lutheran School	268	LOXTON
Maitland Lutheran School	269	MAITLAND
Annesley Junior School	280	WAYVILLE
Muirden Senior College	285	ADELAIDE
Prescott Primary Northern	287	PARA VISTA
Seymour College	298	GLEN OSMOND
Prince Alfred College	299	KENT TOWN
Pulteney Grammar School	300	ADELAIDE
St Andrews School	307	WALKERVILLE
St Jakobi Lutheran School	322	LYNDOCH
St John's Grammar School	326	BELAIR
St John's Lutheran School	328	EUDUNDA
Lobethal Lutheran School	329	LOBETHAL
St Michael's Lutheran School	371	HAHNDORF
St Paul Lutheran School	374	BLAIR ATHOL
St Peters Girls	377	KENSINGTON GARDENS
St Peter's Woodlands Grammar School	378	GLENELG
Scotch College	390	MITCHAM
Prescott College	391	PROSPECT
Faith Lutheran College, Tanunda Campus	398	TANUNDA
Walford Anglican School for Girls	401	UNLEY
Westminster School	402	MARION
Wilderness School	404	WALKERVILLE
Portside Christian College	2601	PORT ADELAIDE DC
Unity College Murraylands	2605	MURRAY BRIDGE SOUTH
Prescott College Southern	2606	MORPHETT VALE
Emmaus Christian College	2610	SOUTH PLYMPTON
Mount Barker Waldorf School	2611	MOUNT BARKER
Waikerie Lutheran Primary School	2613	WAIKERIE
Torrens Valley Christian School	2616	HOPE VALLEY
Kirinari Community School	2617	UNLEY
Southern Vales Christian College	2619	MORPHETT VALE
Hope Christian College	2622	CRAIGMORE
The Hills Montessori School	2623	ALDGATE
Bethany Christian School	2624	SALISBURY DOWNS
Good Shepherd Lutheran School Para Vista	2625	MODBURY NORTH
St Mark's Lutheran School	2626	MOUNT BARKER
Pilgrim School	2627	ABERFOYLE PARK

St Martins Lutheran College	2629	MT GAMBIER
Crossways Lutheran School	2630	CEDUNA
Suneden Specialist School	3164	MITCHELL PARK
The Hills Christian Community School	4038	VERDUN
King's Baptist Grammar School	4039	MODBURY NORTH
Temple Christian College	4040	MILE END
Tyndale Christian School Salisbury East	4046	SALISBURY EAST
Calvary Lutheran Primary School	4059	MORPHETT VALE
St George College	4230	TORRENSVILLE
Immanuel Lutheran School	5243	GAWLER
Our Saviour Lutheran School	5524	ABERFOYLE PARK
Rivergum Christian College	5529	BERRI
Pedare Christian College	5532	GOLDEN GROVE
Golden Grove Lutheran Primary School	8824	GOLDEN GROVE
Southern Montessori School	13279	O'SULLIVAN BEACH
Sunrise Christian School Whyalla	13280	WHYALLA NORRIE
Woodcroft College	13281	MORPHETT VALE
Tyndale Christian School Strathalbyn	13508	STRATHALBYN
Willunga Waldorf School	13521	WILLUNGA
Eynesbury Senior College	13764	ADELAIDE
Horizon Christian School	14133	BALAKLAVA
Tatachilla Lutheran College	14290	MCLAREN VALE
Cedar College	14586	GREENACRES
Heritage College	14653	GREENACRES
Meridian School	15880	ABERFOYLE PARK
Concordia College	15944	HIGHGATE
Concordia College St John's Campus	15944	HIGHGATE
Trinity College Blakeview	16029	GAWLER
Trinity College North	16030	GAWLER
Trinity College South	16031	GAWLER
Endeavour College	16101	ENFIELD PLAZA
St Peter's Lutheran School	16516	BLACKWOOD
Tyndale Christian School, Murray Bridge	16724	MURRAY BRIDGE
Harvest Christian College	16728	KADINA
Trinity College Gawler River	16879	GAWLER
Immanuel College	17260	NOVAR GARDENS
Faith Lutheran College	17261	TANUNDA
Cornerstone College	17262	MOUNT BARKER
Vineyard Lutheran School	17267	CLARE
Encounter Lutheran College	17272	VICTOR HARBOR
Investigator College Goolwa	17289	GOOLWA
University Senior College	17619	ADELAIDE
Saint Spyridon College	18130	UNLEY
Mid North Christian College	22798	PORT PIRIE

Pinnacle College Elizabeth	22817	ELIZABETH EAST
Sunrise Christian School Fullarton	22818	FULLARTON
Navigator College	28557	PORT LINCOLN
Blakes Crossing Christian College	30155	SMITHFIELD
Domino Servite College	30308	MT TORRENS
Garden College	30312	SALISBURY DOWNS
Seaview Christian College	30314	PORT AUGUSTA
Aspect Treetop School	30339	GOODWOOD
Southern Vales Christian College Aldinga	77177	MORPHETT VALE
St George College Junior School	77249	TORRENSVILLE
St John's Grammar School Junior School	77326	BELAIR
Temple Christian College Paralowie	77374	PARALOWIE
Investigator College Victor Harbor	77375	VICTOR HARBOR
Sunrise Christian School Naracoorte	77472	NARACOORTE
Sunrise Christian School Paradise	77473	PARADISE
Sunrise Christian School Morphett Vale	77474	MORPHETT VALE
Sunrise Christian School Marion	77475	MARION
Meridian School Mt Gambier	77487	MT GAMBIER
Trinity College Senior	77497	GAWLER
Pinnacle College Gilles Plains Campus	77560	GILLES PLAINS
Pembroke Junior School	77614	KENSINGTON PARK
Scotch College Junior School	77629	MITCHAM
Playford College	80002	ELIZABETH
IQRA College	84822	O'HALLORAN HILL
Australian Islamic College		KILKENNY
Dara Village School	80012	PARK HOLME
Youth Inc		ADELAIDE

SA Commission for Catholic Schools Inc – Work Plan 2018

The SA Commission for Catholic Schools Inc (SACCS) through the Catholic Education Office oversees 46,000 students in 103 Catholic schools across two dioceses to deliver a high quality education to approximately 20% of all school students in South Australia. The Catholic Education Office (CEO) has been delegated with authority to develop, implement and report on the Non-government Reform Support Fund.

This revised 2018 Reform Support Fund Workplan reflects the particular context of the management and governance of Catholic schools in South Australia. The sector comprises 98 systemic schools and 5 non-systemic schools. The majority of schools have Boards or Councils that have advisory roles, working under the governance of SACCS. Much of the financial management of these schools is managed centrally through the CEO.

This one-year 2018 Workplan addresses the three major priorities of the Australian Government Reform Support Fund together with a major key system initiative that was commenced under the previous Students First Support Fund, namely activities to encourage the learning of science, technology, engineering and mathematics. This priority was included in the CESA 2017 SFSF Workplan in direct response to Minister Birmingham's priorities as outlined in his letter to all jurisdictions on 26 October 2016 and it is intended that this priority will continue in 2018 under this program. All of the activities outlined in this Workplan go beyond the normal service provision for schools.

Priority One: Online Delivery of NAP

- *School Readiness Preparation for 2019*
- *NAPLAN online*
- *Support to early adopter schools*

Priority Two: Nationally Consistent Collection of Data on School Students with Disability

- *Professional learning*
- *Moderation*
- *Online Application*

Priority Three: Improving governance and financial management practices

- *Risk Management Framework*
- *Financial Management for Principals*
- *Building capacity in schools and system*

Priority Four: STEM Learning Initiative

- *The CESA STEM Learning Initiative commits CESA to assist Catholic schools to meet the educational objectives and priorities as outlined in key national and international research including the Office of the Chief Scientist (2014) and the National STEM School Education Strategy (Australian Government Education Council 2015).*

SUMMARY OF BUDGET

Project	Activities	Reform support funding	Total \$ (incl. other sources)
NAPLAN Online	<i>Supporting schools to participate in NAPLAN online assessments</i>	\$430,000	\$430,000 (36%)
	2018 School readiness preparation		
	2019 NAPLAN online preparation and implementation		
	Support to 'early adopter' schools		
NCCD	<i>Quality assurance, moderation and support for NCCD</i>	\$270,000	\$270,000 (23%)
	Professional learning		
	Moderation		
	Online Application		
Improving Governance	<i>Improving governance and financial management</i>	\$290,000	\$290,000 (24%)
	Risk Management Framework		
	Financial Management for Principals		
	Build capacity in schools and system		
STEM	<i>STEM Learning Initiative</i>	\$111,000	\$111,000 (9%)
	School-based collaborative inquiry projects		
	Cluster Networks that promote STEM education		
	STEM research partnerships with industry/university		
OTHER	Project coordination and administration	\$90,000	\$90,000 (8%)
		\$1,191,000	\$1,191,000

* The Australian Government understands that these figures provided are indicative and will change throughout the year. The Annual Report is expected to report on these changes.

Successful implementation of the online delivery of the NAPLAN

The supported activities are aimed at achieving the program outcome of ‘successful implementation of NAPLAN Online for all CESA schools by 2019’. In 2018 these activities will support schools in two phases: 1) School Readiness preparation for 2019 and 2) Preparation and implementation of NAPLAN in term 2, 2019.

Project Title	Indicative budget	Expected Outcomes	Indicators of Success
Online NAPLAN	<p>\$430,000</p> <p>For 2018 - Principal and NOC info session; School technical readiness test; NOC training for SRT; NOC school schedule for SRT; NOC adjustment codes for SRT; Training of SRT test administrators; Release time for staff</p> <p>Grants to 23 ‘early adopter’ schools for support in the implementation phase in 2018.</p> <p>Preparation for 2019 - School technical readiness confirmation; NOC refresher training; NOC adjustment codes; training of test administrators</p>	<ul style="list-style-type: none"> • CESA schools conduct NAPLAN online tests with minimal interruptions attributable to local causes • Students, NAPLAN Coordinators and test administrators are trained and thoroughly familiar with the interface and processes involved in NAPLAN online testing 	<ul style="list-style-type: none"> • 20% of CESA schools participate in online NAPLAN tests in 2018 • 90% of schools and campuses participate in online NAPLAN school readiness tests in 2018 to inform 2019 NAPLAN online preparation

<p><i>NOC = NAPLAN Online Coordinator</i></p> <p><i>SRT = School Readiness Test</i></p>			

Quality assurance, moderation and support for the continued improvement of the NCCD

Professional learning, school-based, CESA networks and cross sector moderation; and development of an online platform are the three components of this priority.

Professional learning

Will include Disability Standards for Education – e-modules; NCCD sessions for leaders (Principals and SWD coordinators); One Child One Plan – personalised learning planning and trial; teacher professional learning on the processes and collation of evidence of levels of adjustments in the NCCD

Moderation

School-based moderation processes; CESA networks moderation sessions; Cross-sector moderation sessions; National Moderation Forum

Online Application

Development of online platform for collaborative school and CEO documentation of: student personal learning plans; verification of areas of adjustment; evidence for level of adjustment; ongoing review processes; evidence of collaboration with parents/carers; verification and funding processes

Project Title	Indicative budget	Expected Outcomes	Indicators of Success
NCCD	\$270,000	All Catholic schools participate in CESA moderation sessions	50% of schools report SWD coordinators and

		<p>together with sector involvement in cross-sector moderation</p> <p>CESA personnel collaborate to improve the quality of the NCCD data and quality assurance processes</p> <p>Online platform developed and implemented by Term 1, 2019</p> <p>Professional learning presented prior to 2018 NCCD collection to meet the requirements of the DSE.</p> <p>Aspiring and/or current leaders access</p>	<p>teachers are confident to use personalised learning plans and NCCD processes</p> <p>30 teachers and leaders report increased confidence in assigning levels of adjustment</p> <p>Business Case and 1-Child 1-Plan tool developed</p> <p>5% of schools will have trialled the online content.</p>
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Improving governance and financial management practices in Catholic schools

Risk Management Framework

The employment of a risk and compliance manager whose role, in very broad terms, might include: Developing a risk management framework for the CEO and schools; investigating solutions to identified risks, particularly those solutions which might be provided commercially by providers such as Complispace and CCI; identifying the extent to which current risk/compliance management practices (e.g. PC KPI program, IT team risk assessments, CSHW support re WHS) are adequate.

Financial Management for Principals

Development of a series of professional learning seminars/workshops and in-school support for Principals focussing on effective financial management in a not-for-profit environment. The

course could include: funding sources and obligations; compliance obligations; recognising the relationship between good corporate governance and effective financial management and resourcing for high quality student outcomes; provision of insights into analysis and interpretation of financial statements and reporting requirements.

Building capacity in school and system

Schools will be supported through the Principal Associations to be involved in the Curtin University National School Improvement (NSI) Partnerships which offer a practical, evidence-based program for school improvement based on professional learning, research-validated surveys, customised feedback, professional learning with processes that align with Australian Government policy requirement and the reform directions specified in the Australian Education Act 2013.

Project Title	Indicative budget	Expected Outcomes	Indicators of Success
Improving governance and financial management practices in Catholic schools	\$290,000	<p>Risk and Compliance Manager working closely with the PCs (and other CEO sections/teams) to identify opportunities to enhance risk management/ compliance practices across CEO and schools</p> <p>Risk management framework developed and implemented</p> <p>Principals will have participated in professional learning in financial management and accessed in-school support as required.</p> <p>Schools will participate in Curtin University programs including the Parent and Caregiver Survey and the School Organisational Climate Survey.</p>	<p>80% of schools report a greater understanding of their risk profile</p> <p>80% of CEO managers have a greater understanding of risk profiles</p> <p>90% of Principals gained deeper understanding of their role in the stewardship of financial resources</p> <p>25% of all schools will have participated in Curtin University Surveys</p> <p>Aggregated system-wide reports available to CEO from school survey data</p>

STEM Learning Initiative

The CESA STEM Learning Initiative commits CESA to assist Catholic schools to meet the educational objectives and priorities as outlined in key national and international research including the Office of the Chief Scientist (2014) and the National STEM School Education Strategy (Australian Government Education Council, 2015). The Initiative has three Key Action Areas

- Building system capacity
- Building leader and teacher capacity
- Building dynamic and sustainable partnerships

In 2018 the following activities will commence:

- Support selected schools to conduct projects which reflect effective STEM pedagogy and practice
- Establish a STEM teacher research initiative with a specific focus on primary science and technology
- Provide science consultancy services to schools
- Develop curriculum resources to support teachers
- Collaborate with University of SA in teacher STEM research projects
- Conduct a STEM Showcase

Project Title	Indicative budget	Expected Outcomes	Indicators of Success
STEM Learning Initiative	\$111,000	<p>Raised awareness of the CESA STEM Learning Initiative at community, parent, school leader, teacher and student levels</p> <p>Research partnership with UniSA commenced with a focus on low SES schools, girls and ATSI students</p> <p>Benchmark data (2017) collected on participation rates of girls and ATSI students in STEM subjects at SACE level</p> <p>30 schools involved in STEM Cluster and school-based projects</p> <p>Science consultancy support provided to schools</p>	<p>60% of schools have reported a greater understanding of STEM teaching and learning</p> <p>80% of STEM project schools report enhanced understanding of STEM pedagogy and practice</p> <p>100% of STEM project schools have specialist science support.</p>

[CESA List of Schools](#)

Aberfoyle Park School of The Nativity

Adelaide St Aloysius College

Adelaide St Mary's College

Adelaide Christian Brothers College

Albert Park Our Lady Queen of Peace School

Aldinga Galilee Catholic School

Andrews Farm St Columba College

Athelstone Saint Ignatius' College - Senior Campus

Baramba St Joseph's School

Berri Our Lady of The River School

Beverley St Michael's College - Primary Campus

Brighton St Teresa's School

Brompton Immaculate Heart of Mary School

Brooklyn Park St John Bosco School

Christie Downs Marcellin Technical College

Christies Beach St John The Apostle Parish School

Clare St Joseph's School

Colonel Light St Therese Primary School

Craigmore Catherine McAuley School

Croydon Park St Margaret Mary's School

Cumberland Park Cabra Dominican College

Dulwich St Patrick's Special School

Edinburgh North St Patrick's Technical College

Edwardstown St Anthony's School

Elizabeth Grove St Mary Magdalene's School

Elizabeth Park St Thomas More School

Enfield Our Lady of The Sacred Heart College

Enfield St Gabriel's School

Evanston St Brigid's Catholic School

Findon Nazareth Early Childhood Centre

Findon Nazareth Catholic College R-12 - Findon Primary
Findon/Flinders Nazareth Catholic Community
Flinders Park Our Lady of La Vang School
Flinders Park Nazareth Catholic College R-12 - Flinders Park
Gawler Belt Xavier College
Gilles Plains St Paul's College
Gladstone St Joseph's Parish School
Glenelg St Mary's Memorial School
Glengowrie Our Lady of Grace School
Golden Grove Gleeson College
Goodwood St Thomas School And Pre-School
Greenacres St Martin's Catholic Primary School
Greenwith Our Lady of Hope School
Hackham West Fame - Youthplus
Hectorville St Joseph's School
Henley Beach St Michael's College - Secondary Campus
Henley Beach Star of The Sea School
Holden Hill Kildare College
Hove Marymount College
Jamestown St James School
Kensington St Joseph's Memorial School - Junior (PS-2)
Kensington Mary Mackillop College
Kilburn St Brigid's School
Kingswood St Joseph's School
Lockleys St Francis School
Loxton St Albert's Catholic School
Mansfield Park St Patrick's School
Marryatville Loreto College
Millicent St Anthony's Catholic Primary School
Mitchell Park Sacred Heart College - Middle School Campus
Morphett Vale Antonio Catholic School

Mount Barker St Francis de Sales College
Mount Gambier Tenison Woods College
Murray Bridge St Joseph's School
Newton St Francis of Assisi School
Noarlunga Cardijn College
North Adelaide St Dominic's Priory College
Norwood St Joseph's Memorial School - Primary Campus
Norwood Saint Ignatius' College - Junior Campus
OLSH College St Joseph's Education Centre
Ottoway St Joseph's School
Parafield Gardens Holy Family Catholic School
Parkside St Raphael's School
Payneham St Joseph's School
Pennington Our Lady of Mount Carmel Parish School
Penola Mary Mackillop Memorial School
Peterborough St Joseph's School
Plympton St John The Baptist Catholic School
Port Augusta Caritas College
Port Lincoln St Joseph's School
Port Pirie St Mark's College
Prospect Blackfriars Priory School
Prospect Rosary School
Renmark St Joseph's School
Richmond Tenison Woods Catholic Primary School
Rosewater Mount Carmel College
Roxby Downs St Barbara's Parish School
Salisbury St Augustine's Parish School
Salisbury Downs Thomas More College
Seacombe Stella Maris Parish School
Seaford All Saints Catholic Primary School
Semaphore Dominican School

Sheidow Park St Martin de Porres School

Somerton Park Sacred Heart College - Senior School Campus

Springfield Mercedes College

St Marys St Bernadette's School

Stirling St Catherine's School

Taperoo Our Lady of The Visitation School

Tea Tree Gully Saint David's Parish School

Tranmere St Joseph's School

Walkerville St Monica's Parish School

Wallaroo St Mary Mackillop School

Warradale Christ The King School

West Hindmarsh St Joseph's School

Whyalla Samaritan College - Saint John's Campus

Whyalla Samaritan College - Our Lady Help of Christians

Whyalla Samaritan College - St Teresa's Campus

Windsor Gardens St Pius X School

Woodcroft Emmaus Catholic School

Woodforde Rostrevor College

Woodville Park Whitefriars School

Wynn Vale St Francis Xavier's Regional Catholic School

Yorketown St Columba's Memorial School

Non-Government Reform Support (Reform Support fund)

2018 Work Plan

ASSOCIATION OF INDEPENDENT SCHOOLS OF WESTERN AUSTRALIA, INC

Notes for template completion:

As per the *Non-Government Reform Support Guidelines for 2018 to 2022* the work plan for 2018 must:

- (i) include the activities the non-government representative body will undertake for the year in relation to the non-government school sector, including but not limited to -
 - Quality assurance and support for Nationally Consistent Collection of Data on School Students with Disability
 - Assisting in the implementation and delivery of an NAPLAN online
 - Improving governance and financial management practices in the non-government school sector
 - Training of staff in non-government schools (including the corporate entities that run those schools)
- (ii) include a detailed budget for the activities to be undertaken
- (iii) include all funding sources for the activities to be undertaken, and the expected amount of that funding, for the non-government representative body's operations for the year, for example, funding provided by the state or other organisations, or where participants covered their own travel and/or accommodation costs to attend workshops.

Non – Government Reform Support Fund

AISWA – Work Plan 2018

Summary of Work Plan for 2018

AISWA has always had some core services delivered to Independent Schools, and over the last 20 years these services have been added to through the access to a range of Commonwealth funded programs. For a number of years we had Commonwealth Targeted Programs in the areas of Literacy, Numeracy, Special Learning Needs, Languages and ESL New Arrivals which delivered funds to schools and enabled centralised support to schools in these areas. In 2009 we saw the addition of a range of National Partnership Programs targeting educational disadvantage and then in 2014 as all these programs were rolled into per capita school funding we had a four year program – the Student First Support Fund. Now commencing 2018 we will have Non Government Representative Body Reform Fund which will enable AISWA to again provide non-core services to schools.

AISWA's core services have always been about supporting strong, effective Independent Schools in WA and being an advocate and representative for the Independent sector. These services covered good governance, strategic planning, meeting regulatory obligations, industrial and legal support and facilitating networking opportunities. The work we have done over the years in the areas of curriculum, literacy and numeracy intervention, support for students with disabilities, working with Aboriginal schools and students, working with students at an educational disadvantage, and support for students with a background other than English, have all been supported by various Government grants.

Our work plan for 2018 addresses our non-core business and addresses much of what is currently on the education agenda as identified by the Quality Schools Program, and papers to AESOC and Education Council. The majority of the funds allocated to the sector are used to cover the costs of expert consultants in a range of fields as they work with schools to enable schools to meet the requirements under the Australian Education Act and meet the needs of the young people in their care and improve the outcomes for these students. While covering the required areas of NAPLAN Online, NCCD and Improving Governance, we also cover STEM, F to 10 Curriculum, Literacy and Numeracy intervention, support for Early Childhood, and significant support for Aboriginal and Torres Strait Islander students both in remote locations and mainstream schooling including those in boarding.

Calculating the other contributions has been a challenge and represents our best rounded estimate of the amount schools pay, mainly in Teacher Relief to free their staff to attend sessions, to be released from class to meet with consultants and participate in network meetings. AISWA cannot pay Teacher Relief as it comes in at over \$500 a day per teacher. Estimating the cost of travel is also difficult as when we publicise sessions we do not know the schools that will be attending whether rural, remote or metropolitan and the cost of travel, even metro varies greatly. There are some situation where we levy program fees and these have been identified but we do find that high fees often mean the most disadvantaged schools cannot attend. The remote Aboriginal Schools do pay to travel our conferences and do pay an attendance fee. The schools will also contribute in part to the cost of consultants' visits.

Summary of budget

Provide proposed breakdown of budget for the activities to be undertaken. Add or delete rows as required.

Project	Activities	Reform support funding	Total \$ (incl. other sources)	Teacher Relief
NAPLAN Online	Supporting schools to participate in NAPLAN online and analysing NAPLAN data for planning future learning	\$150,000	\$120,000	\$150,000
NCCD	Upskilling schools with implementation of NCCD	\$600,000	\$100,000	\$200,000
	Professional Learning in area of disability to support NCCD	\$150,000	\$60,000	\$150,000
	Targeted programs in inclusive education for new graduates and education assistants	\$35,000	\$5,000	\$8,000
	Targeted programs in inclusive education for students transitioning into adulthood	\$20,000	\$3,000	
Improving Governance	Governance training and working with school governing bodies in good governance	\$30,000	\$420,000	
	Support school administration and boards on effective and efficient financial management	\$30,000	\$40,000	
Other: STEM	STEM – KodeKLIX Project	\$60,000	\$40,000	\$60,000
	STEM – Little Scientists	\$25,000	\$34,336	\$64,000
	STEM – ICT General Capabilities	\$25,000	\$30,000	\$50,000
Other: Teacher Quality, APST & Leadership	Teacher Quality and school leadership	\$90,000	\$45,000	\$30,000
	Certification of HALT	\$10,000	\$26,000	\$20,000
	School Leadership programs	\$30,000	\$45,000	
	Mentoring for new graduates	\$20,000		\$10,000
Other: F to 10 Australian Curriculum	Implementation of F-10 Australian Curriculum including planning, assessment and reporting	\$70,000	\$158,000	\$165,000

Project	Activities	Reform support funding	Total \$ (incl. other sources)	Teacher Relief
	Development and implementation of Online professional development programs	\$20,000		
Other: F to 10 Curriculum Literacy and English	Targeted literacy support for metropolitan and regional schools	\$25,000	\$40,000	\$80,000
	English and Literacy Projects with follow up school visits and network facilitation	\$51,000	\$48,000	\$124,400
Other: F to 10 Curriculum Numeracy and Mathematics	Series of one day Mathematics PD	\$21,000	\$40,000	\$40,000
	Mathematics and Numeracy Projects with follow up school visits and network facilitation	\$49,000	\$110,900	\$100,000
	Targeted numeracy support for metropolitan and regional schools	\$25,000	\$40,000	\$80,000
	Principals as Numeracy Leaders	\$25,000	\$46,500	
Other: Early Childhood	ECE On Entry Assessment	\$30,000		\$100,000
	National Quality Standards for ECE	\$47,000		\$60,000
Other: National ATSI Strategy, F to 10 Curriculum, APST	Curriculum Support for Aboriginal Independent Community Schools (AICS)	\$60,000	\$250,000	
	Targeted Literacy Supports for AICS	\$80,000	\$70,000	
	Targeted Numeracy Supports for AICS	\$80,000	\$70,000	
	Future Footprints for Indigenous Boarders	\$101,000	\$187,000	
TOTAL		\$1,959,000	\$2,028,736	\$1,491,400

* The Australian Government understands that these figures provided are indicative and will change throughout the year. The Annual Report is expected to report on these changes.

Project title and relevant national policy initiative	Project description and activities	Indicative Budget	Expected Outcomes	Indicators of Success
<p><i>NAPLAN and NAPLAN Online</i> Implementation of NAPLAN and NAPLAN Online and Developing Better Assessment Practice</p>	<p>Supporting of schools in NAPLAN and undergoing transition to NAPLAN online</p> <ul style="list-style-type: none"> Continue to support all schools in NAPLAN and using the results of NAPLAN to plan for future intervention and learning programs for students Continuation of the Valuate website (this enables detailed analysis by schools of NAPLAN data including longitudinal analysis) and upgrade Valuate to be compliant with Online reporting. Consultants from Hellion (developers of Valuate) conduct workshops to help staff understand the reporting structure through Valuate. In conjunction with WA Schools Curriculum and Standards Authority (SCSA) information sessions will be held to inform schools of the processes and planning for NAPLAN Online for assessment and reporting. <p>Ongoing consultancy with Principals and staff to analyse data from the NAPLAN, Pen and Paper plus Online assessments.</p>	<p>Preparation, Delivery and School Visits in metro and regional WA consultant salary and on costs including travel, seminar costs and online support \$120,000</p> <p>Resources – files, books, materials = \$30,000</p> <p>Total \$150,000</p>	<ul style="list-style-type: none"> Improved School and teacher confidence with standardised assessment. Better understanding of scaled scores and placement of student against achievement standards Improved pedagogical content knowledge and student conceptual understanding Dual processes ensure successful implementation of NAPLAN pen and paper or NAPLAN Online Schools are fully prepared for NAPLAN Online. Increased understanding of how to use data to inform teaching and learning 	<ul style="list-style-type: none"> All 140 WA Independent schools will be offered training in preparing for NAPLAN Online 10 schools (7%) successfully complete NAPLAN Online 2018. 50% (70 schools) of schools transition to NAPLAN Online in 2019 Ongoing requests for AISWA whole school professional learning (PL) and mentoring support for participating schools and schools into the future. Successful implementation of the assessment tools into the classroom Whole school mapping of cohort and student progress

<p><i>National Consistent Collection of Data (NCCD)</i></p> <p>Upskilling schools with the implementation of NCCD and facilitation of moderation sessions.</p>	<p>Provide information about the NCCD through presentations (this includes, what is the NCCD, funding, process of identification, evidence, accountability). To ensure coverage of all 158 schools to support, AISWA will run central and school based PL; video conferences and Skype for remote and regional schools, and some regionally based PL</p> <p>To ensure the schools are being consistent when identifying levels of adjustments for each student, AISWA will provide moderation sessions. This gives schools an opportunity to share information, ask questions and network with other schools. Moderation sessions will be held centrally, and be school based (metro and regional areas). At the four day conference held for Aboriginal Independent Community Schools in Broome moderation sessions will be facilitated for the remote schools.</p>	<p>Preparation, Presentations at seminars and workshops plus School Visits in metro and regional WA: consultants salaries and on costs including travel and accommodation and resources</p> <p>\$600,000</p>	<ul style="list-style-type: none"> • Teachers to have a greater understanding of the process for the NCCD. • Consistency within the independent sector. • Teachers to have a greater understanding of the DDA and DSE when determining whether a student has a disability. • Teachers to develop their own knowledge and skills when supporting students with a disability/learning difficulty. • Teachers are accountable for collection of appropriate evidence. • Schools to be creative when receiving the funding to ensure support for their students. • Schools to educate parents about the NCCD. 	<ul style="list-style-type: none"> • All 140 schools offered information and moderation sessions either face to face or via video conference. • 70% of schools visited by Inclusive Education Consultants to provide guidance and support in terms of implementation of NCCD and developing school strategies for supporting identified students (about 100 schools) • Over 50% of schools report improved consistency since 2017 • When the results are released, number of inclusive consultants visits to schools that may require additional support.
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<p><i>National Consistent Collection of Data (NCCD)</i></p> <p>Professional Learning in the area of disability/ difficulties to support NCCD work</p>	<p>To support schools within the NCCD process, additional professional learning is provided to develop and build upon existing knowledge and skills for all staff (management, teachers and teaching assistants) to meet the needs of students identified as requiring additional support through the NCCD processes.</p> <p>The PL that we provide which also has strong links with the NCCD are: Understanding the DDA (Discrimination Disability Act) and DSE (Disability Standards Education) and how does this apply to the NCCD.</p> <p>Documented Plans and how this can be used as evidence for the NCCD.</p> <p>Numerous PL on Specific Learning Difficulties/Autism/Behavioural Disorders to develop individual's knowledge and skills. To ensure appropriate support is provide for individual students.</p>	<p>Preparation, presentations at seminars and workshops suggesting strategies for schools, plus school visits including travel and resources</p> <p>\$150,000</p>	<ul style="list-style-type: none"> • Teachers to have a greater understanding of the different types of disabilities/learning difficulties they may have in their school/classroom. • Teachers to develop their knowledge and skills within the area of disability. • Teachers to have a greater understanding about the DDA/DSE and the importance of this. • Teachers are able to communicate more effectively with parents when discussing their child's learning. • Work towards an inclusive school model. • Prioritise particular needs within the school to ensure the correct support is provided e.g. a group of students with Autism, may be provided with a specific programme (social) to support their socialising skills. 	<ul style="list-style-type: none"> • All schools offered participation in the Professional Learning sessions (centrally, school based, and conferences). • At least 50% percent of schools attend professional learning and non-attendees identified for targeted follow up. • All documentation used with schools is up to date and based on current requirements and research. • Analysis of Participants' feedback.
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<p><i>National Consistent Collection of Data (NCCD)</i></p> <p>Targeted Inclusive Education programs for new graduates and education assistants</p>	<p>Consultancy and support for new graduates and education assistants to effectively cater for students with disabilities (SWD) in accordance with the DDA (Discrimination Disability Act) and DSE (Disability Standards Education).</p> <ul style="list-style-type: none"> • Specific professional learning for second year graduates in the area of inclusive education. The two day course provides new graduates a greater understanding of legislation, specific learning difficulties and the development of documented plans. • Consultancy support for new graduates related to disability and inclusion within their classroom. • Regular contact via email, phone or visit to provide support. • Regular professional learning is provided for education assistants in the area of disability and inclusion. Key areas included Specific Learning Difficulties, Autism and Behaviour Management. • Assist education assistants in development of resources for students with a disability (SWD). • Provision of a Network Meeting every term, designed to support all staff in the area of inclusive education. 	<p>Preparation, presentations, and school visits including travel and resources</p> <p>\$35,000</p>	<ul style="list-style-type: none"> • Two day Professional Learning for new graduates on inclusive education. • Regular centralised and school based Professional Learning (PL) on Specific Learning Difficulties, Autism, Behaviour Management for the education assistants. • Inclusive Education (IE) Consultants provide ongoing support via email, phone or visit to the school. • New graduates and education assistants are encouraged to attend the Inclusive Network Meetings. The Network Meetings provides an opportunity to share ideas and resources. 	<ul style="list-style-type: none"> • All new graduates and education assistants offered participation in targeted Professional Learning based on Inclusive Education and meeting the needs of students with disabilities. • Number of Principals and key school leaders engaging with Inclusive Education Consultants for ongoing mentoring and support for their graduates and education assistants. • Survey results of graduates and education assistants identifying improved understandings of the area to provide up to date and relevant Professional Learning (PL).
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<p><i>National Consistent Collection of Data (NCCD) Targeted Inclusive Education program for students transitioning into adulthood</i></p>	<p>Consultancy and support for staff to effectively cater for students with disabilities (SWD) to transition into adulthood.</p> <ul style="list-style-type: none"> • Specific Professional Learning for key staff to support students with a disability to access alternative programs to assist them going into adulthood. • Consultancy support for key staff to deliver targeted programmes (e.g. ASDAN, New Horizons). • Regular Moderation Meetings for schools to ensure consistency. • Regular Professional Learning for key staff to keep them updated of new resources and research. 	<p>Preparation, presentations, and school visits including travel and resources</p> <p>\$20,000</p>	<ul style="list-style-type: none"> • Regular centralised Professional Learning (PL) on alternative programmes for transition into adulthood. • Inclusive Consultants provide ongoing support via email, phone or visit to the school. • All key staff are encouraged to attend Moderation Meetings to ensure consistency. 	<ul style="list-style-type: none"> • All schools with senior secondary students offered the opportunity to attend relevant Professional Learning to develop their knowledge and skills about the transition programme.
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<p><i>Improving Governance</i></p> <p>Governance Training and working with school governing bodies in good governance and understanding their obligations under legislation</p>	<ul style="list-style-type: none"> • Good governance training for schools through conferences, seminars, workshops and individual school planning sessions. • Work with school boards to ensure compliance with regulations and improve their understanding of their obligations as a member of a school board. • Continued work on good governance programs with school boards and school leaders, including some key conferences: <ul style="list-style-type: none"> ○ Briefing the Board for all school leaders and board members ○ Aboriginal Independent Community Schools leaders and board members ○ Curriculum and Re-Engagement (CARE) schools Conference for CARE School leaders and teachers • Governance sessions on regulations and implications for schools of public policy development and implementation of sound procedures and processes • Individual school board workshops and planning days • Support for governing body members to increase their understanding of the Australian Professional Standards for Teachers and the Performance Development Framework and their role in supporting school leaders in this area. 	<p>Preparation and Delivery of training</p> <p>\$30,000</p>	<ul style="list-style-type: none"> • Improved understanding of good governance processes and procedures. • Schools boards become more effective and can guide schools on the path of improvement. • Governing body members have greater capacity to support school leaders in the implementation of the APST and the PDF. 	<ul style="list-style-type: none"> • Over 250 school leaders and governing body members from over 50% of Independent Schools in WA attend AISWA Briefing the Board • Over 90% (12 schools) Aboriginal Independent Community Schools attend their 3 day governance conference in Perth • 15 regional schools attend the regional governance half day workshops held in Albany and Busselton • 20 individual school boards supported through dedicated governance workshops
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<p><i>Improving Governance</i></p> <p>Support school administration on effective and efficient financial management</p>	<ul style="list-style-type: none"> • Provide advice and support to schools on an as needed basis on understanding school funding arrangements and the governing body's responsibility for strong financial oversight of the school. • Work with ASBA (Association of School Business Administrators) to ensure school administration is fully aware of the obligations schools have under various funding regimes, and understand how to undertake due diligence when reviewing school finances 	<p>Preparation and Delivery of training and school visits</p> <p>\$30,000</p>	<ul style="list-style-type: none"> • Improved understanding of obligations to State and Federal Governments. • Schools supported in administrative processes to improve efficiency of procedures in place to manage the school. • Board members understand how schools are funding from all sources • Board members can read and interpret school finances and make sound decisions based on this knowledge 	<ul style="list-style-type: none"> • All schools are kept abreast of their obligations under the Australian Education Act (AEA) through attendance at conferences, seminars, workshops, school specific sessions and email updates to schools. • 20 school boards undertake training on school funding and finances and financial decision making
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Project title and relevant national policy initiative	Project description and activities	Indicative Budget	Expected Outcomes	Indicators of Success
<p><i>National Science, Technology, Engineering and Mathematics (STEM) School Education Strategy 2016-2026</i></p> <p>AISWA with KodeKLIX STEM Project</p>	<p>AISWA has partnered with Coplin Corp to develop teaching and learning documents with lessons to accompany their new KodeKLIX STEM materials. AISWA KodeKLIX lessons are interdisciplinary, with a focus on science, technology, engineering, reading and writing, math, and design. The lessons provide students with an opportunity for an integrated approach to STEM whilst at the same time, covering age appropriate curriculum requirements.</p> <p>Phase 1</p> <ol style="list-style-type: none"> 1. Development of primary teaching and learning materials comprising: Student Activities workbook, Student workbook\diary, Teacher workbook, Student Extension Activity workbook. 2. Action Research (AR): Trial AISWA teaching and learning materials with KodeKLIX kit with seven primary schools Teacher and student benchmark survey, Teacher training for AR, School introductory 	<p>Preparation of materials and the school kits, training of teachers and travel and accommodation</p> <p>\$60,000</p>	<ul style="list-style-type: none"> • Development of KodeKLIX primary teaching and learning materials. • Completion of Action Research (AR) program. • Development of (workshop) teacher training materials. • Delivery of the teacher training workshops during 2018 	<ul style="list-style-type: none"> • 60 teachers from about 20 schools take up the AISWA KodeKLIX STEM training • Feedback from teacher training workshop surveys. • Benchmark teacher and student testing as a component of the Action Research program and follow up testing at the completion.

	<p>workshop, Ongoing support during AR, Post AR teacher and student survey</p> <p>3. Post Action Research activities: Teacher workshop, Teaching and learning materials editorial review and update, Final quality check followed by production print.</p> <p>Note 1: Estimated AISWA effort to undertake above Phase = 300 hours</p> <p>Phase 2</p> <p>1. Development of teacher training materials including delivery of KodeKLIX training workshops for teachers and exploring STEM materials</p> <p>2. Delivery of up to 8 full day and half day teacher training workshops including coding, electronics, KodeKLIX,</p> <p>Training will be undertaken metro, regional and remote.</p>			
<p><i>National Science, Technology, Engineering and Mathematics (STEM)</i></p>	<p>This project will support early childhood educators working with children from preschool through to</p>	<p>Consultant salary and on costs for training and delivery of PD \$20,000</p>	<ul style="list-style-type: none"> • AISWA Early Childhood consultant to be trained in two new modules of Little Scientist. 	<ul style="list-style-type: none"> • Registrations for Little Scientist workshops reach over 75%

<p><i>School Education Strategy 2016-2026</i></p> <p>STEM in the Early Years: Implementing the Little Scientist program.</p> <p>The Little Scientist project is supported and funded by the Australian Government Department of Education and Training through the National Innovation and Science Agenda.</p>	<p>Foundation to implement the Little Scientist program.</p> <p><i>“The holistic workshop program empowers educators and teachers working with children from 3 to 6 years of age to explore STEM with confidence and joy.”</i></p> <p>Educators are introduced to the Little Scientist model through a series of one day modules introducing topics such as Engineering, Optics and the Human Body. Educators are provided with comprehensive resources which enable them to conduct a high quality STEM program at their school using everyday, low cost materials.</p> <p>This project will be in its second year of implementation in 2018. The biggest factor that prevents educators from attending is teacher release costs. To support the Nation’s goal of improved STEM outcomes a comprehensive approach must begin</p>	<p>Travel, accommodation and resources \$5,000</p> <p>Total \$25,000</p>	<ul style="list-style-type: none"> • Early Childhood educators trained in existing and new modules of Little Scientist <ul style="list-style-type: none"> ▪ Water ▪ Air ▪ Optics ▪ Engineering ▪ Maths ▪ Human Body • Educators attend Little Scientist workshops • Regional training will be available in Albany, Geraldton and Kalgoorlie • Schools apply for recognition as a Little Scientist House 	<p>capacity (at least 12 participants).</p> <ul style="list-style-type: none"> • One module to be offered in Albany, Geraldton and Kalgoorlie. Attendance at the workshop from one educator per school in the region – 16 schools. • Five schools become recognised as Little Scientist Houses.
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	in the early years. Developing educators' confidence in teaching STEM and supporting attendance at training will help realise this goal.			
<p><i>National Science, Technology, Engineering and Mathematics (STEM) School Education Strategy 2016-2026 and implementation of F to 10 Australian Curriculum</i></p> <p>Building capability: Integrating technology by fostering innovation in ICT</p> <p>ICT as a General Capability</p>	<p>AISWA is developing a professional learning programme aimed at further enhancing ICT as a General Capability to foster innovation in ICT across the curriculum.</p> <p>The program will have at its core a Design Thinking model supported by activities aimed at enhancing ICT as a General Capability.</p> <p>The programme will be delivered in two phases.</p> <p>Phase 1</p> <ul style="list-style-type: none"> • Development of Design Thinking/ICT as a General Capability and Primary teaching and learning materials. • Trial AISWA teaching and learning materials programme. 	<p>Preparation, Delivery and School Visits in metro and regional WA consultant salary and on costs including travel</p> <p>\$25,000</p>	<ol style="list-style-type: none"> 1. Development of Design Thinking/ICT as a General Capability Primary teaching and learning materials 2. Completion of programme trial. 3. Metro and regional teacher training workshops. 4. Teacher feedback surveys <p>Delivery of the teacher training workshops during 2018</p>	<ul style="list-style-type: none"> • 50 teachers from about 20 schools take up the AISWA programme in schools. • 18 schools use Design Thinking and ICT as a General Capability as a catalyst for innovation across the curriculum • Benchmark teacher testing as a component of programme trial and retest at completion of program. • Positive feedback from teacher training workshop surveys.

	<ul style="list-style-type: none"> • Post-trial editorial review of programme. <p>Phase 2</p> <ul style="list-style-type: none"> • Development of (workshop) teacher training materials. • Delivery of a variety of teacher training workshops during 2018 			
<p><i>Implementation of the Australian Professional Standards for Teachers (APST) and the Australian Professional Standard for Principals; the Australian Teacher and Performance Development Framework</i></p> <p>Access to ongoing professional development consistent with the Australian Charter for the Professional Learning of</p>	<p>Consultancy, professional learning and support including: Presentations at AISWA conferences including:</p> <ul style="list-style-type: none"> • Briefing the Board • Aboriginal Independent Community Schools (AICS) Conference <p>Professional learning courses offered by AISWA for teachers and school leaders including:</p> <ul style="list-style-type: none"> • Early Career Teacher Induction programs; building and supporting reflective practice in graduate teachers 	<p>Preparation, Delivery and School Visits in metro and regional WA consultant salary and on costs including travel</p> <p>\$90,000</p>	<ul style="list-style-type: none"> • All schools have engaged with the APST and the Performance and Development Framework. • All schools are up to date in the implementation of the standards in terms of maintaining individual teacher and school registration. • Teachers embrace the use of the standards and tools provided by AITSL to build their practice. • Increasing the number of school leaders use the Principal Standard and the AITSL Profiles and frameworks 	<ul style="list-style-type: none"> • All schools offered sessions on APST and PDF • 40 school leaders and governing body members attend the session at Briefing the Board • 30% of schools make enquiries regarding the APST and how we can assist with the implementation of the PDF in their school • All graduate teachers in the sector offered

<p>Teachers and School Leaders</p>	<ul style="list-style-type: none"> • Classroom Coaching and Collegial Conversations • Performance Development Network • Teacher Effectiveness and Student Feedback • Courses to support schools to cater for the top 20% of learners. • Building effective senior leadership teams <p>In school support for school leaders and teachers including:</p> <ul style="list-style-type: none"> • Advice to school leadership teams on the implementation of the AITSL standards. • Advice to Principals and Boards on the use of the Principal Standard and profiles. • AITSL Information sessions for individual school staff and to school boards as required. • Hosting and facilitating information sessions for schools on management systems to support performance development cultures 		<ul style="list-style-type: none"> • Graduate teachers are inducted into the profession through engagement with the APST. • Increasing numbers of schools using classroom observation and coaching. • Schools become more efficient and effective at managing teacher improvement. • Schools have programs to specifically engage the top 20% of students. 	<p>training to move from graduate to proficient either face to face or through video conferencing</p>
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<p><i>Implementation of the Australian Professional Standards for Teachers:</i></p> <p>Certification of Highly Accomplished and Lead teachers</p>	<p>Information and professional learning on the Certification of HALT including the following:</p> <ul style="list-style-type: none"> • Showcasing certified teachers to share best practice pedagogy • Developing the AISWA website to support applicants for stage 1 and 2. • Conducting evidence development sessions to support applicants for stage 1 and stage 2. • Conducting assessment at stage 1 and 2 • Offering Assessor Training to Schools to support the building of teaching capacity • Attendance at the National Certifying Authority Network Meetings. • Encouraging eligible to teachers to attend the HALT summit in Canberra. 	<p>Delivery of information sessions and resources for teachers planning to go through Certification</p> <p>\$10,000</p>	<ul style="list-style-type: none"> • All teachers in Independent Schools in WA have the opportunity to engage with the National Certification Process. • 10 Independent School teachers apply for and are supported to achieve certification as a Highly Accomplished or Lead teacher. • 3 Independent School teachers renew their certification in 2018. 	<ul style="list-style-type: none"> • 10 teachers and leaders that engage with the HALT process in 2018 • Number of teachers attending the Highly Accomplished and Lead Teacher Summit in March 2018.
<p><i>Implementation of the Australian Professional Standards for Teachers (APST) and the Australian Professional Standard for</i></p>	<p>AISWA courses, master classes and consultancy to leaders:</p> <ul style="list-style-type: none"> • Aspiring Leaders: A three day course over the year offered to those who aspire to leadership. The course 	<p>Preparation and delivery of programs and cost of AISWA consultant</p>	<ul style="list-style-type: none"> • Course participants feel confident to apply and win promotional positions. 	<ul style="list-style-type: none"> • 30 teachers attend the Aspiring Leaders course • 20 teachers attend the Middle Leaders course

<p><i>Principals; the Australian Teacher and Performance Development Framework</i></p> <p>Access to ongoing professional development and leadership training consistent with the Australian Charter for the Professional Learning of Teachers and School Leaders</p>	<p>covers Contemporary Leadership Theory and change management; Use of the National School Improvement Tool; and Investigation of Standard for Principals</p> <ul style="list-style-type: none"> • Middle Leaders: This course is run over three days across the year and covers the practical aspects of leadership. It focuses on teacher leadership as being a powerful vehicle for influencing the practice of others • Administrative Leadership: A four day course in partnership with the University of Western Australia and is one unit in the Masters of Educational Leadership Program. It covers the administrative and compliance areas of school leadership. • Building Effective Senior Leadership Teams: A three day course conducted in partnership with external providers. <p>School Leader master classes and school follow up sessions</p> <ul style="list-style-type: none"> • Using Data for Effective leadership. 	<p>\$30,000</p>	<ul style="list-style-type: none"> • New leaders begin in their roles with an increased confidence in their skill. • Greater numbers of teachers apply for promotional positions within the sector. • The courses are recommended to fellow staff members for future enrolments. • Course participants feel greater confidence in ways of building and managing the capacity of their staff. • Course participants feel greater confidence in providing feedback to colleagues. • The teaching staff of Independent Schools feel that they are being well managed and developed by course participants. 	<ul style="list-style-type: none"> • 30 teachers and leaders attend the Administrative Leadership and the Building Effective Leadership Teams courses • Participant feedback from the courses indicate high ratings of satisfaction of the relevance and applicability of the material presented and of the course delivery. • 50 schools leaders attend various master classes
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	<ul style="list-style-type: none"> • Human Resource Management & Teacher Registration Board • Building a high performing staff and dealing with poor performance • Financial Management for School Leaders • Legal Seminars • National Quality Standard for Early Childhood Education and Care • Disability Discrimination Act and the Disability Standards for Education • Implementing Effective Documented Plans 			
<p><i>Implementation of the Australian Professional Standards for Teachers (APST) and the Australian Professional Standard for Principals; the Australian Teacher and Performance Development Framework</i></p> <p>Mentoring and support for new graduates</p>	<p>Consultancy, professional learning and support including the following:</p> <p>A mentoring program for teachers of year 3-12, linked to the currently graduate to proficiency program but with a focus on secondary teachers and subject specific teaching and learning. Promoting student engagement and authentic learning.</p> <ul style="list-style-type: none"> • Classroom Coaching and Collegial Conversations • Performance Development Network 	<p>Preparation and delivery of programs and cost of AISWA consultant</p> <p>\$20,000</p>	<ul style="list-style-type: none"> • Increasing number of teachers across Independent Schools (WA) who embrace the use of the standards and tools provided by AITSL to build their practice. • Increasing proportion of Independent Schools that build cultures focussed on continual improvement in teacher practice. • Graduate teachers are inducted into the profession through engagement with the APST. 	<ul style="list-style-type: none"> • All schools offered sessions on APST and PDF • Levels of correspondence with teachers and leaders and quality of conversations arising from this. • 30 graduate teachers and leaders engage in the courses / workshops/ networks.

	<ul style="list-style-type: none"> • Teacher Effectiveness and Student Feedback • Collaborating with WA University on initial teacher education programs 		<ul style="list-style-type: none"> • Increasing numbers of schools using classroom observation and coaching. • Schools become more efficient and effective at managing teacher improvement. 	
<p><i>Implementation of Foundation to Year 10 Australian Curriculum</i></p> <ul style="list-style-type: none"> • Implementation of the Foundation to Year 10 Australian Curriculum • Data collection and reporting requirements 	<p>Consultancy, professional learning and support for the implementation and enactment of the Curriculum:</p> <ul style="list-style-type: none"> • Consultants with specific learning area expertise support teachers to develop their understanding of the curriculum <ul style="list-style-type: none"> ○ Curriculum updates ○ Developing teaching, learning and assessment programs ○ Developing assessment tasks and marking keys ○ Use of the achievement standards and judging standards support material ○ Use of student data to improve student performance ○ Differentiation and personalised learning to support teachers and principals 	<p>Preparation and delivery of programs and cost of AISWA consultants</p> <p>\$70,000</p>	<ul style="list-style-type: none"> • Implementation of the Australian Curriculum in all Independent schools. • Resources available on the AISWA website. • Teachers enhance their understanding of the content and achievement standards of the curriculum, the General Capabilities and Cross Curriculum Priorities. • Teachers improve their understanding of appropriate pedagogy with links between components of the curriculum. • Collaboration and support in cross-sectoral projects and networks for the benefit of all WA teachers. • Individual teachers have a better understanding of differentiation & personalised learning. 	<ul style="list-style-type: none"> • All Independent Schools are compliant with the implementation timelines. • 50 school-based and central Professional Learning (PL) workshops held. • Over 500 teachers attend school-based and central PL workshops. • The number of consultant-hours involved in collaboration on the development of support materials for the WA Curriculum. • Over 200 teachers attend network meeting and forums.

	<ul style="list-style-type: none"> ○ Strategies to incorporate Cross Curriculum Priorities into programs ● Network meetings by phase and/or learning area which promote teachers to collaborate in the development of programs and provide moderation opportunities. ● An eight part language methodology courses to support non-language trained teachers in delivering engaging and authentic language teaching and learning. ● Eight workshops in collaboration with Barking Gecko to build on teachers skills in drama.. ● Assist schools to deliver and design culturally appropriate lessons and resources incorporating the Cross Curriculum Priority: ATSI Histories and Cultures ● Specialist support for Physical Education in Primary Years. ● Professional learning workshops to support full implementation of the curriculum through backward design planning. 		<ul style="list-style-type: none"> ● Forums to promote good school practices in the promotion and integration of curriculum. ● Develop teacher assessment skills (through pairwise and annotation processes) 	<ul style="list-style-type: none"> ● Number of resource documents populating the AISWA website.
<i>Implementation of Foundation to Year 10</i>	Online Professional Development focusing on:	Development and implementation of	A set of modular professional learning activities linked to the	<ul style="list-style-type: none"> ● Completion of 5 online learning modules

<p><i>Australian Curriculum and Australian Professional Standards for Teachers;</i></p> <p>Development and implementation of Online professional development programs</p>	<ul style="list-style-type: none"> • pedagogy, • assessments • reporting. <p>Across all leaning areas, modules will be designed to give individual teachers an initial generic overview of each professional development focus area which will then feed into modules that focus on specific learning areas. Each module will include evidence based practice examples, in multi forms and provide opportunity for participants to submit worked samples and retrieve exemplars. Each module will finish with a set of self-evaluation and reflection questions in the form of a questionnaire which will provide the participant with further professional development and support.</p>	<p>online Learning modules</p> <p>\$20,000</p>	<p>APST; The Principal Standard and Profiles; and Performance Development Framework</p> <p>Each module will build on the previous module in line with the Standards, providing users with authentic, evidence based practice examples Users will have the opportunity to review and reflect upon their practice, share resources and map their progress against the standards and the performance development framework</p>	<ul style="list-style-type: none"> • In the first year at least 100 teachers access the online modules • The number of uploaded resources
<p><i>Implementation of F to 10 Australian Curriculum</i></p>	<p>Consultancy, professional learning and support for Literacy including the following:</p> <ul style="list-style-type: none"> ▪ Big Six – phonics, comprehension, vocabulary, oral language, fluency, phonemic awareness 	<p>Preparation and delivery of programs and cost of AISWA consultant, including</p>	<ul style="list-style-type: none"> • Improved teacher knowledge on the explicit teaching of literacy. • Improved teacher confidence in diagnosing and creating interventions 	<ul style="list-style-type: none"> • All schools offered participation in professional learning workshops in Literacy/English.

<p>Targeted literacy support for metropolitan and regional schools.</p>	<ul style="list-style-type: none"> ▪ Daily Five ▪ Reading Assessment ▪ Writing K-12 ▪ Grammar ▪ Words and Vocabulary Their Way ▪ EAL/D Progress Maps ▪ Handwriting ▪ Whole school, classroom and individual planning ▪ Brightpath ▪ Network Meetings ▪ WA Curriculum -English ▪ Curriculum and Re-Engagement (CARE) schools ▪ Resource management 	<p>travel and accommodation</p> <p>\$25,000</p>	<p>required to address student’s literacy development.</p> <ul style="list-style-type: none"> • Whole-school approach to the teaching of literacy, catering for all levels within the classroom is evident. • Teacher collaboration and willingness to share resources, teaching programs and ideas. • Teachers implement strategies introduced in the workshops. • Greater understanding of the power of story in young people’s lives • Improved understanding of the explicit teaching of reading. 	<ul style="list-style-type: none"> • Over 200 teachers attend various Literacy/English workshops • Positive feedback from teachers and leaders indicating improvement in teacher knowledge and practice
<p><i>Implementation of F to 10 Australian Curriculum</i></p> <p>English and Literacy Projects with follow up school visits and network facilitation</p>	<p>Sharp Reading focuses on Guided Reading. It entails one day or equivalent of face to face professional learning supported by classroom mentoring and coaching and 12 months access to relevant online tutorials. PL is available in Decoding Strategy Instruction (K-3);</p>	<p>Delivery of programs, visiting schools and facilitating networks</p>	<ul style="list-style-type: none"> • Systematic teaching of Guided Reading • Ongoing monitoring and collection of data about reading to inform teaching, address individual needs and demonstrate progress • Development of deep teacher knowledge about the role of 	<ul style="list-style-type: none"> • 30 schools attend Professional Learning workshops in at least one of the four areas. • 70% of teachers attending workshops report increased knowledge regarding the development of

	<p>Comprehension Strategy Instruction (3+); Advanced Comprehension (3 +); Struggling Older Readers (3+).</p> <p>How Language Works: A 10 module program 10 for educators to extend their understandings about language and literacy.</p> <ul style="list-style-type: none"> • make the workings of the language system explicit • build understandings about the patterned ways meanings are made within and across genres • enable participants to understand and use the differences between spoken and written language • develop the ability to deliver and assess language explicitly <p>Scaffolding Adolescent Literacy: Support to schools through modulised courses targeting year 7 to year 10 teachers</p> <p>Turning around' learning English through digital games: A project between AISWA and James Cook</p>	<p>\$13,000</p> <p>\$20,000</p> <p>\$6,400</p> <p>\$11,600</p> <p>Total \$51,000</p>	<p>language and literacy across the Australian Curriculum</p> <ul style="list-style-type: none"> • Improved student outcomes through explicit teaching and assessing • Improved literacy outcomes including year 9 NAPLAN • Development of teacher knowledge about the intersection of gaming literacies and the requirements of the English Curriculum • Improved student outcomes through the applying of gaming literacies to the requirements of the English Curriculum 	<p>Literacy schools in young people</p> <ul style="list-style-type: none"> • Positive feedback from participating schools indicating improvement in teacher practice and also more consistent approaches to literacy support across the school • Evidence of student learning through a showcase day to share practices
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	<p>University, which recognises student skills in their out-of-school 'lifeworlds', particularly in their use of digital games. This project aims to:</p> <ul style="list-style-type: none"> • support teachers to 'turn around' to digital games to make the English more relevant to students • develop teacher understandings of gaming literacies • provide new spaces for students to learn by drawing meaningful experiences from their lifeworlds • connect students' gameplay with school-based literacy practices. 			
<p><i>Implementation of the Foundation to Year 10 Australian Curriculum Mathematics and Numeracy</i></p> <p>A series of One Day Professional Learning Courses in Mathematics and Numeracy with</p>	<p>Mathematics Headstart (PP - 6) Lesson starters – ideas to get your maths lesson off to a flying start. Using simple, yet effective games to add to your repertoire and investigating some planning and assessment ideas. Check the Clues - A 'Hands - On' Cooperative Learning Workshop The books are designed to improve the students' comprehension of mathematics problems, and to build</p>	<p>HeadStart = \$4,000</p> <p>Clues = \$3,000</p> <p>Geometry = \$4,000</p>	<ul style="list-style-type: none"> • Providing teachers with tasks, games and cooperative learning strategies for differentiated learning and assessment. • Student engagement in mathematics and numeracy using a hands-on approach • Participants have a set of planning documents to help them develop a whole school approach to geometry. 	<ul style="list-style-type: none"> • At least 200 teachers attend one of the one day mathematics workshops • Quality of feedback from surveys completed at courses. • Strength of feedback from teachers regarding the resources developed by AISWA.

<p>ongoing follow up and support in schools</p>	<p>understandings through problem solving and reasoning. Getting Geometry Going! Geometry, especially visualisation, is a prominent part of NAPLAN testing. The three main aspects of Geometry will be explored: What is It? Where is it? How does it move or change? These planning documents include a series of hands on tasks that involve the use of simple materials.</p> <p>Engaging in Problem Solving and Reasoning Tasks - Teaching with tasks for effective maths learning This workshop promotes Mathematical Reasoning and Fluency through Problem Solving tasks that have been successfully used in classrooms.</p> <p>Early Mathematical Experiences Teachers will be exposed to a variety of mathematical experiences that lay the foundation for the mathematics that children will experience in primary school. Each experience will be linked to the pre-requisite knowledge that children will require to</p>	<p>PS = \$4,000</p> <p>EME = \$6,000</p> <p>Total = \$21,000</p>	<ul style="list-style-type: none"> • Using tasks, students can make connections, work collaboratively and 'talk' mathematics. • Solid early numeracy foundations that are essential for mathematical understandings. • Student engagement in mathematics and numeracy using a hands-on, exploratory approach which links with the Early Years Learning Framework. • Teachers will be shown practical ways how to utilise the, “Early Mathematical Experiences” book, written by Dr Paul Swan. 	
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	<p>understand basic mathematics concepts.</p> <p>Early Mathematical Experiences is designed for teachers working with 4 - 6 year old children. It includes a variety of 'play-based' experiences that lay the foundation for learning mathematics. Links from the book will be made with manipulatives, technology, picture books, language and other mathematical experiences.</p>			
<p><i>Implementation of the Foundation to Year 10 Australian Curriculum Mathematics and Numeracy</i></p> <p>Mathematics and Numeracy Projects with follow up school visits and networks</p>	<p>Better Numeracy Assessment Practices: Provision of comprehensive numeracy support through the use of assessment tools, such as the Mathematics Assessment Interview (MAI) and planning trajectories in mathematics, including the Measurement and Geometry Trajectories.</p> <p>Facing up to Fractions: Using Tasks to Assess Knowledge and Understanding: Beyond year 2 one the strongest predictors of future mathematical</p>	<p>Preparation, Delivery and School Visits travel \$12,000</p> <p>\$12,000</p>	<ul style="list-style-type: none"> • Improved teacher confidence with assessment and use of achievement standards • Improved pedagogical content knowledge • Better use of comprehensive assessment instruments • Schools develop a whole school plan for fractions and problem solving. • New classroom practices for the teaching and learning of fractions and students build a positive disposition when engaging with fractions 	<ul style="list-style-type: none"> • 50% of schools request AISWA whole school PL and mentoring support in the mathematics area • All project sessions report high attendance in sessions and completed follow up tasks. • Pre and post course diagnostic student assessments; including Student Impact

	<p>performance is fractions. This two-day course will expose teachers to different aspects of fractions and access to a variety of tasks to assess fraction knowledge and to address any misconceptions</p> <p>Developing a Whole School Approach to Problem Solving and Worded Problems: Students need to be problem solvers! It is a known fact that multiple step worded problems create difficulty for students. In this two day workshop our major emphasis will be on a schema based approach to problem solving involving Polya and Ann Newman. Teachers will be given a range of tools to address the difficulties associated with worded problems.</p> <p>Resource and PL Development: 2018 will be the launch of the new “Check the Clues” 5 book series, a new mathematics Vocabulary Word Book for PP – 6, including NAPLAN words for 3, 5 and 7 will be developed as a part</p>	<p>\$20,000</p> <p>\$5,000</p> <p>Total \$49,000</p>	<ul style="list-style-type: none"> • Teachers understand the importance of mathematical literacies, e.g. vocabulary, graphics and symbols, and the impact they have for students tackling worded problems. • Teachers have access to quality resources and Professional Learning 	<p>Statements, which will highlight disposition.</p> <ul style="list-style-type: none"> • How widely the “Check the Clues” and “Vocabulary Word Book” are used
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	of the Worded Problems PL and as a standalone in-school PL and both will involve PL for schools on the use of the new resources			
<p><i>Implementation of the Foundation to Year 10 Australian Curriculum Mathematics and Numeracy</i></p> <p>Targeted Numeracy and mathematics support for metropolitan and regional schools</p>	<p>School visits for in depth mathematical planning work with teachers at various year levels. Focusing on best practice and pedagogy for mathematics to upskill teachers to become more confident and capable maths teachers for their year level.</p> <p>The visits are based on school need, such as engaging with the mathematics proficiencies of the (Western) Australian Curriculum and also to showcase new resources to enhance conceptual development in mathematics.</p>	<p>Delivery and Preparation for school visits and school based Professional Learning</p> <p>\$25,000</p>	<ul style="list-style-type: none"> • Teachers to become more confident and capable maths teachers. • New classroom practices for the teaching and learning of mathematics. • Pedagogical change taking place in the classroom. Focusing on pre-assessment, analysis of data and informed teaching and learning of maths. • Supporting schools to develop whole school approaches to ..., including basic maths facts, mental computation, lesson structure and problem solving • Supporting schools to use a range of pedagogy, such as a cooperative problem solving strategy. 	<ul style="list-style-type: none"> • 15 school based Professional Learning events. • Continued support of Leadership positions within the school with teachers. • 50% of schools request for visits and ongoing whole school PL and support.

<p><i>Implementation of the Foundation to Year 10 Australian Curriculum Mathematics and Numeracy</i></p> <p>Principals as Numeracy Leaders (PANL)</p>	<p>AISWA Principals as Numeracy Leaders (PANL) 2018 is a comprehensive leading numeracy project delivered by AISWA numeracy consultants. The program is to assist principals and school leaders in developing knowledge and skills to positively alter teaching and learning in numeracy. Leaders are guided through four days of well spaced modules during a semester. The modules are;</p> <ol style="list-style-type: none"> 1. Leadership and quality numeracy practices to enhance teaching and learning outcomes. 2. Some essential numeracy content for leaders. 3. The use of evidence for monitoring, planning and evaluating purposes, 4. The design, implementation and evaluation of numeracy interventions. <ul style="list-style-type: none"> • Each school to send three participants; the Principal, key 	<p>Preparation, Delivery and School Visits to follow up on the course learnings and implementation \$25,000</p>	<ul style="list-style-type: none"> • Schools to design a whole school approach to problem solving. • Schools to use a range of pedagogy, such as acooperative problem solving strategy. • Teacher will understand the importance of mathematical literacies, such as vocabulary, graphics and symbols, and the impact they have for students tackling worded problems. 	<ul style="list-style-type: none"> • 10 schools attend PANL sessions (about 30 attendees) • Surveys to indicate quality of content, presentation and application to respective school. • Increased requests for AISWA mentor support. • The majority of schools attending PANL training request whole staff professional learning as a part of their numeracy planning.
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	<p>numeracy person and an early childhood specialist as this professional learning team approach is deemed to be effective.</p> <ul style="list-style-type: none"> • School leaders will have consultant support throughout 2018 to support their early numeracy project. 			
<p><i>Initiatives to improve access to Early Childhood Education</i></p> <p>On Entry to School assessment</p> <p>Data collection and reporting requirements</p>	<p>On-entry assessment is a Western Australian diagnostic assessment tool of literacy and numeracy aimed at gathering data from children in the first few week of commencing fulltime school.</p> <p>On entry assessment is also available for Year One and Two. This allows schools to tack growth over three years of schooling.</p>	<p>On-entry sector access fee \$10,000</p> <p>Consultant to support On-entry assessment \$20,000</p> <p>Total - \$30,000</p>	<ul style="list-style-type: none"> • Teachers from participating schools trained to implement On-entry assessment • Teachers are upskilled to use diagnostic data to differentiate learning for students in class. • Targeted teaching leading to improved student outcomes. • Targeting teaching to points of need in Literacy and Numeracy in the Early Years will lead to improvements in NAPLAN 	<ul style="list-style-type: none"> • 90 schools participating in On-entry assessment for the first Year of schooling in 2018 • Raise awareness of usefulness of subsequent years testing for year 1 and 2. • Support for schools to work towards expected growth in Literacy and Numeracy

<p><i>Initiatives to improve access to Early Childhood Education</i></p> <p>National Quality Standards – Transition to schools</p> <p>Initiatives to improve access to early childhood education.</p>	<p>Western Australia has implemented the National Quality Standards for early Childhood Education and Care (from Kindergarten Preschool) to Year 2. This supports continuity of pedagogy and practice from early learning centres into school and supports schools to use age appropriate pedagogies in line with the Early Years Learning Framework.</p> <p>Assistance is sought to provide consultancy support and professional learning to assist teachers to adopt age appropriate pedagogies.</p> <p>Consultancy support is essential in Regional and Remote locations as schools located here have a high proportion of graduate teachers and teachers teaching outside their speciality.</p>	<p>Preparation and delivery of programs and cost of AISWA consultants</p> <p>\$27,000</p> <p>Travel costs to regional and remote centres \$18,000</p> <p>Seminar costs such as venue hire. \$2,000</p> <p>Total \$47,000</p>	<ul style="list-style-type: none"> • Professional Learning Teams established within Regional and Remote locations to lead school improvement in early years. • Consultancy support for leaders and early childhood educators • Teachers in early years trained in age appropriate pedagogical practices <ul style="list-style-type: none"> • Agentic • Collaborative • Creative • Explicit • Language rich • and dialogic • Learner • Focused • Narrative • Playful • Responsive 	<ul style="list-style-type: none"> • Schools involved in project improve NQS rating to Exceeding in Quality Areas 1 and Quality Area 5. • Work towards teacher efficacy and satisfaction leading to greater retention of staff in remote schools. • Increase in children’s readiness for school measured through the child’s self-regulation skills, independence and oral language development.
<p><i>The National Aboriginal and Torres Strait Islander Education Strategy 2015</i></p>	<ul style="list-style-type: none"> • Four-day remote community schools’ conference featuring a wide range of curriculum, pedagogy, 	<p>Preparation and delivery of programs</p>	<ul style="list-style-type: none"> • Ongoing staff professional learning about current best practice in teaching and learning. 	<ul style="list-style-type: none"> • All 13 Aboriginal Independent Community Schools attend the Broome

<p>Curriculum support for students in Aboriginal Independent Community Schools</p>	<p>leadership and Inclusive Education offerings.</p> <ul style="list-style-type: none"> • Ongoing support and courses developed for Aboriginal Cultural Teachers (ACT). • Accredited courses aimed at ACT's in collaboration with Notre Dame University and other parties to be offered to schools. • Ongoing school support for whole school planning, differentiation, assessment and consultation with individual teachers. Focusing on Two-way leaning on country program designed in collaboration with CSIRO • Developing a bilingual teaching and learning in collaboration with Kanyirninpa Jukurrpa. • Curriculum planning, teaching and learning, programs of study and assessments focusing on two-way learning on country • Bilingual program planning to support the teaching through first language and English • Tracking and reporting on students' progress 	<p>and cost of AISWA consultants</p> <p>\$46,000</p> <p>Travel and accommodation to rural and remote areas</p> <p>\$14,000</p> <p>Total \$60,000</p>	<ul style="list-style-type: none"> • ACTs confidence is developed to work directly with students and collaboratively with teachers. • Whole school plans reflect explicit identification and support for all students through two-way leaning on country. • Data wall of students achievements and interventions 	<p>Conference sending teachers, Principals and Aboriginal Cultural Teachers</p> <ul style="list-style-type: none"> • Positive participant feedback from the conference. • Data to indicate students' improvement in all areas of learning. • All Aboriginal Independent Community Schools (13) visited by AISWA consultants to provide support to teachers and Aboriginal Education workers.
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	<ul style="list-style-type: none"> Working with other agencies to upskill ACTs. 			
<p><i>The National Aboriginal and Torres Strait Islander Education Strategy 2015 and Implementation of F to 10 Australian Curriculum</i></p> <p>Targeted Literacy support for school leaders, teachers, and Aboriginal Cultural Teachers (ACT) and students of Aboriginal Independent Community Schools</p>	<p>Consultancy, Professional learning and support including:</p> <ul style="list-style-type: none"> Three day conference for Kimberley schools with a focus on literacy, numeracy, Inclusive education, data collection and wellbeing. Four day remote community schools' Broome Conference featuring a wide range of Literacy, Numeracy, ICT, EALD and differentiation offerings. Ongoing whole school and individual teacher support for whole school and daily planning, differentiation, assessment, data collection catering for all aspects of intervention. Continued support for literacy programs including SharpReading, Words Their Way, Jolly Phonics, Talk for Writing including training of new teachers. Workshops and support for implementation of SharpReading – 	<p>Preparation and delivery of programs, school visits and contribution to the cost of specialist AISWA consultants working in remote locations</p> <p>\$70,000</p> <p>Conference support \$10,000</p> <p>Total \$80,000</p>	<ul style="list-style-type: none"> Improved teacher and ACT knowledge about teaching literacy and numeracy in remote Aboriginal Schools. Whole school, classroom and individual student plans reflect explicit identification and support to meet student needs. Systematic application of the SharpReading routines to improve students reading abilities. SharpReading, Words Their Way, Jolly Phonics, Talk for Writing and Struggling Older Readers resources and strategies are readily and effectively used in classrooms. ACT's confidence is improved to share and work directly with students and collaboratively with teachers. 	<ul style="list-style-type: none"> 6 Kimberley Aboriginal Independent Community Schools attend the January Professional Learning 3 day conference All 13 Aboriginal Independent Community Schools attend the Broome Conference sending teachers, Principals and Aboriginal Cultural Teachers Positive feedback from participants at each conference. Over 30 visits during the year by the AICS Literacy consultants to 12 of the schools where visits last from 2 to 5 days at a school Confidence and increased knowledge of ACTs observed when working with students.

	<p>Struggling Older Readers component.</p> <ul style="list-style-type: none"> Ongoing Professional Learning and support for Aboriginal Cultural Teachers (ACT) to develop confidence to work with whole class, small group and individual students. 			
<p><i>The National Aboriginal and Torres Strait Islander Education Strategy 2015 and Implementation of F to 10 Australian Curriculum</i></p> <p>Targeted Numeracy support for school leaders, teachers, and Aboriginal Cultural Teachers (ACT) and students of Aboriginal Independent Community Schools</p>	<p>The AICS Numeracy Portal provides teachers with support for planning, targeted activities and assessments. The tracking tool within the portal allows teachers to input and analyse student assessment data and the transfer of student data between the AIC schools.</p> <ul style="list-style-type: none"> Regular consultant visits to provide in-class support, lesson observations and feedback, advice on planning and activities and regular, targeted school-based professional learning (PL), based on the analysis of student data across Weekend professional learning for groups of schools at central locations and a 4-day conference for Kimberley schools prior to the commencement of the school year. 	<p>Preparation and delivery of programs, school visits, travel and accommodation and cost of AISWA consultants</p> <p>\$65,000</p> <p>Technological support for the portal \$10,000</p> <p>Resource (book) production</p> <p>\$5,000</p>	<ul style="list-style-type: none"> Data to show sustained improvement (in the areas of Numeration, Calculate and Fractions with several K-5 cohorts achieving at age-appropriate levels. Data is used to shape a variety of instructional strategies Increased teacher competence and confidence to provide a sustainable and well-sequenced numeracy program that utilises a variety of mathematical strategies, materials and classroom practices Data for the Mathematics curriculum on the AICS Numeracy Tracking Tool (ANTT). 	<ul style="list-style-type: none"> 8 Aboriginal Independent Community Schools use the AICS Numeracy Portal and Tracking Tool for assessment, planning and reporting All Aboriginal Independent Community Schools have a Whole School Numeracy Plan aligned to the West Australian Curriculum Over 20 visits during the year by the AICS Numeracy consultant to 12 of the schools

	<ul style="list-style-type: none"> • Use of technology to provide teacher and school support outside of face-to-face school visits. • Continued development of the portal to cover all aspects of mathematics and allow teachers to access a teacher Maths Book, activities, targeted assessment and data tracking for Measurement, Geometry and Statistics and Probability • Promotion of best practice in Mathematics focusing on Mental Calculation strategies, Number Talks and creating a growth mindset in both teachers and students • Active involvement of Aboriginal support staff in lessons who are confident and competent to assist students to build their Literacy and Numeracy Skills through Building Mathematical Understandings of Aboriginal Education Workers. <p>The Schools will be provided with additional professional learning to build teacher and Aboriginal support</p>	<p>Total \$80,000</p>	<ul style="list-style-type: none"> • Teacher uptake of online support. • Student assessment data will be valid and reliable and is tracked by student and cohort and transferred between schools for transient students • Confidence to manage small group activities 	<p>where visits last from 2 to 5 days at a school</p>
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	staff content and pedagogical knowledge			
<p><i>The National Aboriginal and Torres Strait Islander Education Strategy 2015</i></p> <p>Future Footprints Program – support for Aboriginal Boarding students</p>	<ul style="list-style-type: none"> • Future Footprints support Indigenous students from remote regions in Western Australia who attend boarding schools in metropolitan Perth. • The aim of the program is to support students’ engagement in education and to enhance their transition to, through and from, school to further education, employment and/or training. • Strong partnerships between schools and Indigenous parents/communities are an important aspect of this program. <p>Opportunities for camps and excursions to celebrate and support students in this context.</p>	<p>Preparation and delivery of programs and contribution to the cost of two AISWA Aboriginal consultants</p> <p>\$101,000</p>	<ul style="list-style-type: none"> • Increase the number of Indigenous students in Independent Schools in Western Australia. • Increase retention of Indigenous students from Years 10 to 12. • Increase the number of Indigenous students completing Year 12 • Develop a range of partnerships between schools, higher education institutions, trade training providers. • Increased confidence in building relationships and life skills with the wider community. 	<ul style="list-style-type: none"> • Over 350 students across schools participate in the program • Retention rate of students through to Year 12 graduation is over 90% • An increase in the number of industry partnerships supporting the program from 2 partners to 4. • 3 camps held on Boarders weekends • Number of students participating in excursions.

Non-government Reform Support Work Plan

2018

Catholic Education Commission

Archdiocese of Canberra & Goulburn

Non – Government Reform Support Fund

Catholic Education Commission Archdiocese of Canberra & Goulburn – Work Plan 2018

Summary of Work Plan for 2018

Quality assurance, moderation and support for the continued improvement of the Nationally Consistent Collection of Data on School Students with Disability

The ACT Catholic sector is a participant in the *National Collection of Consistent Data for Students with Disability*. The ACT Catholic sector has implemented the 2005 Disability Standards for Education and is supporting teachers in the engagement with these Standards. To ensure greater consistency and quality assurance in the NCCD, Catholic Education (CE) will undertake a project to review and refine existing practices and implement recommendations in ACT Catholic schools through use of technology, training and support.

Implementation of online delivery of the National Assessment program

In 2018 CE will support Catholic schools in the ACT area of the Archdiocese to participate in NAPLAN Online through a combination of teacher training and the development and implementation of induction Modules for new teachers and Refresher Modules for previously-trained teachers. The outcomes of this program will ensure all students in participating schools can participate in each NAPLAN Online test and all appropriate staff in participating schools will be fully trained and conversant with requirements for online testing.

Improving Governance & Financial Management Practices

During 2018, CE will engage a financial management resource dedicated to the role of strengthening financial management skills and practices in schools, providing ACT Catholic schools who do not have their own dedicated financial resources with greater access to business support.

It is anticipated the support will include ensuring key personnel have an understanding of the financial framework under which the School operates, contemporary financial reporting practices for their stakeholders (Board/Council) to provide relevant and timely financial information to inform good decision making, planning and managing school budget and financial impact allocation of school staffing.

The following thirty one (31) schools will be supported under the reform activities:

Good Shepherd Primary School Amaroo	St Vincent's Primary School Aranda
St Francis of Assisi Primary School Calwell	St Thomas More's Primary School Campbell
St Clare of Assisi Primary School Condor	Holy Trinity Primary School Curtin
St Monica's Primary School Evatt	St John the Apostle Primary School Florey
Sts Peter and Paul Primary School Garran	Holy Family Primary School Gowrie
Mother Theresa School Harrison	St Jude's Primary School Holder
St Michael's Primary School Kaleen	St Thomas the Apostle Primary School Kambah

St Benedict's Primary School Narrabundah	Holy Spirit Primary School Nicholls
St Joseph's Primary School O'Connor	Sacred Heart Primary School Pearce
St Matthew's Primary School Page	St Bede's Primary School Red Hill
St Anthony's Parish Primary School Wanniasa	St John Vianney's Primary School Waramanga
Rosary Primary School Watson	St Thomas Aquinas Primary School West Belconnen
Merici College Braddon	St Francis Xavier College Florey
St Clare's College Griffith	St John Paul II College Nicholls
St Mary MacKillop College Tuggeranong	St Edmunds College Canberra
Marist College Canberra	

Summary of budget

Project	Activities	Reform support funding	Total \$ (incl. other sources)
NAPLAN Online	Teacher training expenses (including teacher relief, venue hire, facilitator cost, travel and other costs) Costing: 2 days per school, 29 schools @ \$1,000 per day	\$29,000	\$58,000
	0.2FTE for Senior Officer time to ensure all appropriate staff are trained	\$24,000	\$24,000
NCCD	External consultant to undertake quality assurance practices (e.g. SCAN) during the NCCD process to ensure consistent application	\$156,000	\$156,000
	Development of NCCD resources, training material, including delivery	\$80,000	\$80,000
	Provide release time for learning support officers for training and implementation at 29 schools	\$75,000	\$116,000
	Employment of a Senior Officer 0.65 FTE supporting NCCD at \$120K per FTE	\$78,000	\$78,000
Improving Financial Management & Governance	0.4 FTE for Senior Officer to provide financial management training and business support for key school personnel at \$140K per year.	\$56,000	\$56,000
Other			

		\$498,000	\$568,000

* The Australian Government understands that these figures provided are indicative and will change throughout the year. The Annual Report is expected to report on these changes.

Non-Government Reform Support Fund

Catholic Education Commission Archdiocese of Canberra & Goulburn – Work Plan 2018

Project title and relevant national policy initiative	Project description and activities	Indicative budget	Expected outcomes	Indicators of success
<p>Quality assurance, moderation and support for the continued improvement of the Nationally Consistent Collection of Data on School Students with Disability</p>	<p>Support ACT Catholic Schools in the <i>National Collection of Consistent Data for Students with Disability</i> through:</p> <ul style="list-style-type: none"> • quality assurance review of existing NCCD data practices, effectiveness against guidelines and SWD programs, and recommendation of new standard <p>Implementation:</p> <ul style="list-style-type: none"> • change management • development of resources for consistent NCCD application • development of training material (workshop and/or online modules) • training delivery; super users, onsite training including travel and teaching release time • additional school resources to implement • resource support (0.5FTE Senior Officer) 	<p>Total Cost \$430,000</p> <p>Reform Support Funding \$389,000</p> <p>External quality assurance of practices \$156,000</p> <p>Development of NCCD resources, training material and delivery of such \$80,000</p> <p>Release time for teaching staff re implementation \$116,000</p> <p>Resource support \$78,000</p>	<p>That Students with Disability are provided with reasonable adjustments in ACT Catholic schools</p> <p>That ACT Catholic schools are provided with resources and consistent approaches to meet the diverse needs of students with disability</p> <p>Initial and ongoing training is provided to School teams regarding the NCCD model</p> <p>Quality Assurance and moderation audits are conducted across a selection of Catholic schools in the Archdiocese</p>	<p>A sustainable Professional learning program has been developed and implemented across all schools in the ACT Catholic schools sector to support the NCCD</p> <p>Improved data consistency across ACT Catholic schools</p> <p>Processes embedded in business as usual</p> <p>Student needs are being met</p>

Project title and relevant national policy initiative	Project description and activities	Indicative budget	Expected outcomes	Indicators of success
Implementation of online delivery of the National Assessment program	Support Catholic schools in the ACT area of the Archdiocese to participate in NAPLAN Online: <ul style="list-style-type: none"> • Training of teachers • Induction Modules for new teachers and Refresher Modules for previously-trained teachers. 	Total cost \$82,000 Reform Support Funding \$53,000 Teacher training expenses (including teacher relief, venue hire, facilitator cost, travel and other costs) \$58,000 0.2FTE for Senior Officer time to ensure all appropriate staff are trained at \$24,000	Students are able to participate in NAPLAN Online testing Staff in participating schools receive training to enable them to confidently participate in the NAPLAN Online tests	All students in participating schools can participate in each NAPLAN Online test All appropriate staff in participating schools have been fully trained and are conversant with requirements for online testing

Project title and relevant national policy initiative	Project description and activities	Indicative budget	Expected outcomes	Indicators of success
<p>Improving governance and financial management practices in non-government schools.</p>	<p>Dedicated resource to strengthen financial management skills and practices in schools</p> <p>The program will provide training and support to key personnel with financial management responsibility in the following areas:</p> <ul style="list-style-type: none"> - Understand framework under which schools operate - Contemporary reporting practices - Planning and managing school budget - Ensure sound systems and policies are followed and reviewed 	<p>Total Cost \$56,000</p> <p>Reform Support Funding \$56,000</p> <p>0.4 FTE for Officer to provide training and support at \$140K per FTE</p>	<p>Key personnel in ACT Catholic schools with significant financial responsibility improve their financial management knowledge to support and maintain sound financial management practices</p> <p>Key personnel in schools have access to financial management expertise within CE</p>	<p>The school has robust financial management practices in place, allowing the school to operate effectively and maintain a sound financial position</p>

Non-government Reform Support Work Plan
2018

Catholic Education of Commission Victoria Limited

Revised: June 2018

Non – Government Reform Support Fund

Catholic Education Commission of Victoria Limited – Work Plan 2018

Summary of Work Plan for 2018

The Catholic Education Commission of Victoria Limited (CECV) is intending to allocate the \$5.9 million (exclusive of GST) Non-Government Reform Support Fund to undertake the following projects:

- School support for transition to the National Consistent Collection of Data (NCCD) for Students with Disability
- Integrated Catholic Online Network (eADMIN)
- Accrual accounting transition and Integrated Catholic Online Network (ICON) implementation
- Leading Languages Learning in Catholic Schools Initiative
- Auspiced Training and Industry Partnership

The School support for transition to the National Consistent Collection of Data (NCCD) for Students with Disability will fund learning consultants for NCCD/SWD to build the capacity of principals and school leaders to understand the NCCD SWD criteria.

The Integrated Catholic Online Network (eADMIN) relates to the financial management, human resource management and payroll, and student management modules of ICON enterprise system. ICON will provide enterprise technologies, processes and services for all schools for learning, collaboration, administration, planning and reporting, and portal services that will evolve and grow over time.

The Accrual accounting transition and Integrated Catholic Online Network (ICON) implementation will fund the transition of Victorian Catholic schools to the accrual accounting basis of financial reporting in accordance with Australian Charities and Not-for-profits Commission requirements. The majority of schools converting to accrual accounting will be doing so under the ICON platform.

The Leading Languages Learning in Catholic Schools Initiative and Auspiced Training and Industry Partnership programs were previously supported under the Students First Support Fund. The programs are a continuation of those conducted in previous years.

Summary of budget

Project	Activities	Reform support funding	Total \$ (incl. other sources)
NCCD	School support for transition to NCCD	\$1,362,398	\$1,362,398
Improving Governance	Integrated Catholic Online Network (eADMIN)	\$1,737,602	\$10,561,501
	Accrual accounting transition and Integrated Catholic Online Network implementation	\$1,733,000	\$1,733,000
Other	Leading Languages Learning in Catholic Schools Initiative	\$750,000	\$2,755,028
	Auspiced Training and Industry Partnership	\$750,000	\$1,758,004
	Totals	\$6,333,000	\$18,169,931

* The Australian Government understands that these figures provided are indicative and will change throughout the year. The Annual Report is expected to report on these changes.

Non-Government Reform Support Fund

Catholic Education Commission of Victoria Limited – Work Plan 2018

Project title and relevant national policy initiative	Project description and activities	Indicative budget	Expected outcomes	Indicators of success
<p><i>School support for transition to NCCD</i></p>	<p>Engagement of learning consultants for NCCD/SWD to build the capacity of principals and school leaders to understand the NCCD SWD criteria.</p> <p>Provide training to principals and school leaders over the correct application of NCCD ratings for their school students.</p> <p>Learning consultants will also assist schools with developing processes to identify, collect, analyse and moderate the data.</p> <p>Provide targeted auditing program to ensure the consistency, accuracy and integrity of submitted NCCD data to the Department of Education and Training.</p>	<p><i>Reform support funding: \$1,362,398</i></p> <p><i>(10.8 full time equivalent staff)</i></p> <p><i>Other funding: Nil</i></p>	<p>Build the capacity of school leaders to utilise the CECV Intervention Framework to accurately identify and monitor students who may require adjustment in support, both academically and behaviourally.</p> <p>Develop and deliver professional learning that outlines the key principles of NCCD SWD at central and regional networks</p> <p>Support schools to accurately determine the disability category and level of adjustment for individual students supported with evidence.</p> <p>Build the capacity of school leaders to identify, collect, analyse and moderate their NCCD SWD.</p>	<p>90% of schools that have engaged with the CECV</p> <p>80% attendance network and full day briefing</p> <p>50% of schools have worked with NCCD team to review NCCD application and processes as documented in their "key timeframes and activities" document. Target new coordinators.</p> <p>100% of schools upload data to the NCCD system to allow year-on year data analysis at adjustment level to identify anomalies and raise with schools</p> <p>10% increase in the number of staff that have completed the DSE online modules for 2018</p>

Project title and relevant national policy initiative	Project description and activities	Indicative budget	Expected outcomes	Indicators of success
			Provide expert advice to school leaders to inform the collection of their NCCD SWD data.	<p>compared to 2017 (493 participants).</p> <p>500 staff to have completed each of the Online training modules (OLT) (Dyslexia, Oral Language, Hearing Impairment, ASD, Behaviour) Training in disability specific areas and development of SMART goals in 2018.</p> <p>80% of schools to attend networks and full day briefings (moderation component of agenda)</p> <p>80% of schools receiving individual school visits</p>
Integrated Catholic Online Network (eADMIN)	<p>ICON will provide enterprise technologies, processes and services for all schools for learning, collaboration, administration, planning and reporting, and portal services that will evolve and grow over time.</p> <p>ICON will be a single, flexible, centrally-managed platform, provided as a service to all</p>	<p><i>Reform support funding:</i> \$1,737,602</p> <p><i>Other funding:</i> \$8,323,899</p>	<p>A best practice administration system for schools to meet ongoing government accountability requirements.</p> <p>Standardisation of processes across all schools to enable more efficient work practices.</p>	<p>By the end of 2018, CECV is targeting 50 schools to be live on ICON. This target will be driven by a focus on regional and rural schools going live with ICON.</p> <p>The target is subject to the country dioceses successfully</p>

Project title and relevant national policy initiative	Project description and activities	Indicative budget	Expected outcomes	Indicators of success
	<p>schools and Catholic Education Offices, to simplify and raise the bar with significant improvement of technology and related services.</p> <p>ICON will also be built as a platform on which additional systems can be connected. Driven by school practitioners and experts, ICON will be extended to provide further learning opportunities using emerging technologies and more sophisticated school administration tools.</p> <p>ICON is at its core, a transformation enabling program. ICON will support school leaders, teachers and staff to transform business processes and implement new operating paradigms to enhance student learning and make school administrative processes more efficient.</p> <p>eADMIN will provide more efficient systems to support school administrative processes and accountability reporting, comprises the following key modules:</p> <ul style="list-style-type: none"> • eFIN for financial management 	<p><i>(CECV levies)</i></p> <p><i>\$500,000</i></p> <p><i>(CECV operations)</i></p>	<p>Working with the same technology platform across all schools, ensuring equitable access to a robust administration system.</p> <p>Reduction of duplicated data entry due to integration of key administrative processes.</p> <p>Increased business intelligence capabilities, data analysis and reporting.</p>	<p>bedding down their first tranche of live schools in Term 3, 2018. If this proceeds smoothly, a second tranche of schools in regional and rural areas (country dioceses) will proceed in late Term 3, 2018.</p> <p>80% of schools reporting a lower number of management letter issues raised by external auditors in their second year after ICON implementation.</p>

Project title and relevant national policy initiative	Project description and activities	Indicative budget	Expected outcomes	Indicators of success
	<ul style="list-style-type: none"> • eHR for human resource management and payroll, and • eSIS module for student administration 			
<p>Accrual accounting transition and Integrated Catholic Online Network implementation</p>	<p>Under the Australian Charities and Not-for-profits Commission (ACNC), large charities (which consist of the majority of Victorian Catholic Schools) are required to financially report on an accrual accounting basis.</p> <p>This process has also included the Commonwealth Department of Education and Training as part of their review of its annual financial questionnaire that also derives financial data.</p> <p>Schools currently reporting on a cash basis, will be transitioning to accrual accounting through the implementation of ICON.</p> <p>Schools will require a high level of support and training as they transition to a new reporting method and new technological platform.</p>	<p><i>Reform support funding: \$1,733,000</i></p> <p><i>Other funding: \$Nil</i></p>	<p>Schools reporting on an accrual accounting basis to meet the reporting requirements of the ACNC, Australian Accounting Standards Board, Commonwealth Department of Education and Training Financial Questionnaire for accrual schools and other legislative and government requirements.</p> <p>Consistency of reporting among Victorian Catholic schools.</p> <p>School administration staff are confident in their abilities to independently process the school payroll with minimal supervision and third party support.</p>	<p>100% of all Victorian Catholic secondary schools reporting on an accrual accounting basis by the start of 2019.</p> <p>36% of all Victorian Catholic primary schools reporting on an accrual accounting basis by the start of 2019.</p> <p>At least 8 schools transitioning to the shared service centre by the start of 2019.</p> <p>At least 5 schools will have a centrally qualified business manager to support schools that have transitioned into ICON by the start of 2019</p>

Project title and relevant national policy initiative	Project description and activities	Indicative budget	Expected outcomes	Indicators of success
	<p>Administration staff will be guided through data migration processes, including the quality assurance of data being transferred to the new enterprise system.</p> <p>Change management workshops will also be conducted for school principals and administrators.</p> <p>Additionally, training will be provided for administration staff as they take on additional responsibilities including payroll processing and financial reporting.</p> <p>Commence project to examine the feasibility of restructure options for administrative services in Catholic primary schools.</p> <p>Undertake a pilot of a shared services centre that provides centralised processing of accounting and payroll activities for Catholic primary schools.</p> <p>To complement the transition to ICON, the CECV will also undertake the development of a conflict of interest policy to strengthen the level of governance at Victorian Catholic schools.</p>		<p>Increased transparency and reporting of conflicts of interest in accordance with ACNC and Australian Government funding requirements.</p> <p>The rollout of ICON to further schools in Melbourne will be facilitated via a shared service support model which is being developed at present. The shared service model will enable a stronger enterprise approach to roll out of schools onto the ICON platform and will facilitate more efficient use and benefits realisation from enterprise technology for Melbourne schools and CECV more generally. The shared services model will enable principals to focus their efforts on becoming an educational leader and improve compliance and governance within schools.</p>	<p>70% attendance rate at accrual accounting workshops</p> <p>70% attendance rate at change management workshops</p>

Project title and relevant national policy initiative	Project description and activities	Indicative budget	Expected outcomes	Indicators of success
<p><i>Leading Languages Learning in Catholic Schools Initiative</i></p>	<p>Co-investment between Catholic education and the Australian Government through the Non Government Reform Support Fund.</p> <p>The Leading Languages Learning in Catholic Schools Initiative (the Initiative) will provide language learning support to Catholic primary schools across the four dioceses in Victoria.</p> <p>The study of languages is an integral part of a broad and balanced education for all learners, offering students cultural, linguistic and intellectual advantages, as well as the opportunity to gain important cognitive skills.</p> <p>Further, socio-cultural understandings developed through the study of languages promote positive cross-cultural relationships and contributes to the development with each student of the potential for a full participation in the global society.</p> <p>The Initiative is a whole of system approach to language learning, providing profession support for teachers</p>	<p><i>Reform support funding: \$750,000</i></p> <p><i>Other funding: \$2,005,028 (Other Federal recurrent grants)</i></p>	<p>High quality teacher professional learning and targeted coaching support for schools.</p> <p>Developing learning communities - Teachers Supporting Teachers.</p> <p>Development of examples of best practice - Equipping teachers with the methodology required to achieve a classroom culture of consistent target language use. By providing online learning materials, including high frequency functional classroom language clips, all teachers are provided with the opportunity to become engaged language learners and teachers.</p> <p>Regular reporting on elements of the Initiative, including an annual State of Our Schools: Languages report.</p>	<p>10 % increase in teachers attending professional learning programs</p> <p>75% of teachers expressing satisfaction with programs to a large or great extent</p> <p>20 % increase in engagement by teachers with online learning materials</p> <p>5 digital case studies developed</p>
<p>Auspiced Training and</p>	<p>Co-investment between Catholic Education and the Australian Government through the</p>	<p>Reform support</p>	<p>Professional learning including:</p>	<p>Maintain the present number of schools (66) and students</p>

Project title and relevant national policy initiative	Project description and activities	Indicative budget	Expected outcomes	Indicators of success
<p>Industry Partnership</p>	<p>Non-Government School Reform Fund. The Auspiced Training and Industry Partnership (ATIP) forms part of the Catholic Education Commission of Victoria Ltd. (CECV) Resourcing Vocational Education and Training in Schools (VET).</p> <p>ATIP is specifically designed to support schools to deliver skills creation VET onsite (up to and including Certificate III programs). The CECV works closely with selected RTOs to arrange third party agreements to assist with the delivery of quality VET training for ATIP schools.</p> <p>ATIP recognises the need to build sustainable pathways and transition options in Victorian Catholic secondary schools.</p> <p>Catholic Education has developed this broader initiative in line with the intentions of the Melbourne Declaration: 'Schooling should offer a range of pathways to meet the diverse needs and aspirations of all young Australians, encouraging them to pursue university or post-secondary vocational qualification that increase their opportunities for rewarding and</p>	<p>funding: \$750,000</p> <p>Other funding: \$1,008,004 (Other Federal recurrent grants)</p> <p>The total budget for the VET and Victorian Certificate of Applied Learning program is \$11,956,661.</p>	<ul style="list-style-type: none"> • To meet the minimum training and assessment qualification requirements to deliver VET programs, funded teachers to either: <ul style="list-style-type: none"> ○ attain the TAE40116 Certificate IV in Training and Assessment; or ○ upgrade any units required, in addition to the TAE40110 Certificate IV in Training and Assessment currently held, in order to meet compliance requirements effective from 1 April 2019. • Continued to build understanding and knowledge related to compliance requirements for the delivery of VET through a third party arrangements • Provided opportunities for Collegiate networking, sharing of good practice and resources, for the benefit of VET practitioners 	<p>(4,443) participating in the ATIP arrangement (The program has reached or is close to reaching capacity).</p> <p>Increase the number of teachers completing TAE40116 Certificate IV in Training and Assessment (or updates as required) in time to meet the 2017 amendment to the Standards for RTOs (2015) from 56 to 65.</p> <p>Increase the number of teachers/trainers participating in professional learning activities (workshops and seminars) from 200 to 230.</p> <p>Include the newly introduced VCE VET Health program in the suite of ATIP options and develop a new RTO ATIP health partnership.</p> <p>Increase the number of teachers/trainers participating</p>

Project title and relevant national policy initiative	Project description and activities	Indicative budget	Expected outcomes	Indicators of success
	<p>productive employment'. ATIP complements initiatives already underway by broadening the scope of VET pathways offered to students in Victorian Catholic secondary schools.</p>		<p>Support for teachers to undertake industry placement to maintain industry currency (thereby assisting with meeting compliance requirements for teaching and assessing VET).</p> <p>Increased awareness of competency based training and assessment, which will drive participation in VET programs.</p> <p>Higher school retention rates, and the development of work-related skills for students at risk.</p> <p>Improved equity of access to VET through internal capacity building for the delivery of cost-effective VET programs, particularly in rural and regional settings through onsite school-based training/learning.</p>	<p>in an industry placement from 34 to 45 to assist trainers to maintain industry skills, knowledge and currency.</p>

List of schools supported – Non-government reform support fund

*Please note that some programs are being supported centrally by the CECV

AGEID	School Name	Location	Type
14105	Parade College	Bundoora	Secondary
14097	Christian Brothers' College	St Kilda	Secondary
1164	St Mary's	Mansfield	Primary
939	Sacred Heart	Newport	Primary
1177	St Mary's	Williamstown	Primary
1189	St Michael's	Melbourne North	Primary
915	Presentation College	Windsor	Secondary
1141	St Mary's	St Kilda East	Primary
13936	Assumption College	Kilmore	Secondary
985	St Brendan's	Flemington	Primary
1064	St Joseph's	Hawthorn	Primary
13945	Sacre Coeur	Glen Iris	Combined
1085	St Joseph's	Northcote	Primary
940	Sacred Heart	Preston	Primary
8878	St Mary's College	Seymour	Combined
1204	St Patrick's	Kilmore	Primary
1162	St Mary's	Lancefield	Primary
921	Sacred Heart College	Newtown	Secondary
1272	Star of the Sea College Inc	Gardenvale	Secondary
1029	St James'	Gardenvale	Primary
1234	St Peter's	Bentleigh East	Primary
1149	St Mary's	Castlemaine	Primary
922	Sacred Heart College	Kyneton	Secondary
907	St Ambrose's	Woodend	Primary
1225	St Paul's	Coburg	Primary
956	St Andrew's	Werribee	Primary
25168	Trinity Catholic School	Richmond North	Primary
990	St Brigid's	Gisborne	Primary
890	Our Lady of Mount Carmel	Sunbury	Primary
1298	Xavier College	Kew	Combined
979	St Bernard's	Bacchus Marsh	Primary
739	Academy of Mary Immaculate	Fitzroy	Secondary
935	Sacred Heart	Fitzroy	Primary
869	Mount Lilydale Mercy College	Lilydale	Secondary
1198	St. Monica's	Footscray	Primary
966	St Augustine's	Yarraville	Primary
822	Kilbreda College	Mentone	Secondary
909	Padua College	Mornington	Secondary
1042	St John's	Clifton Hill	Primary
1146	St Mary's	Geelong	Primary
1203	St Patrick's	Geelong West	Primary

AGEID	School Name	Location	Type
4766	St Monica's	Moonee Ponds	Primary
1205	St Patrick's	Lilydale	Primary
14273	Catholic Ladies College Ltd	Eltham	Secondary
1076	St Joseph's	Collingwood	Primary
936	Sacred Heart	Kew	Primary
951	St Aloysius College	Melbourne North	Secondary
877	Our Holy Redeemer	Surrey Hills	Primary
14274	St Columba's College Ltd	Essendon	Secondary
792	Genazzano FCJ College	Kew	Combined
1211	St Patrick's	Mentone	Primary
1040	St John's	Heidelberg	Primary
888	Our Lady of Mercy College	Heidelberg	Secondary
1102	St Joseph's	Brunswick West	Primary
992	St Brigid's	Mordialloc	Primary
878	Our Lady Help of Christians	Brunswick East	Primary
963	St Anthony's	Glen Huntly	Primary
1145	St Mary's	Dandenong	Primary
942	Sacred Heart	Sandringham	Primary
1148	St Mary's	Ascot Vale	Primary
15686	De La Salle College	Malvern	Combined
1124	St Margaret Mary's	Brunswick North	Primary
991	St Brigid's	Healesville	Primary
1154	St Mary's	Malvern East	Primary
812	Holy Rosary	Kensington	Primary
954	St Aloysius'	Queenscliff	Primary
962	St Anthony's	Alphington	Primary
1084	St Joseph's	Malvern	Primary
1007	St Columba's	Elwood	Primary
1161	Our Lady of the Rosary	Kyneton	Primary
1159	St Mary's	Hastings	Primary
905	Our Lady's	Sunshine	Primary
1174	St Mary's	Thornbury	Primary
953	St Aloysius'	Caulfield	Primary
1034	St Joan of Arc	Brighton	Primary
1046	St John's	Maidstone	Primary
849	Mary Immaculate	Ivanhoe	Primary
886	Our Lady of Lourdes	Armadale	Primary
1247	St Therese's	Essendon	Primary
945	Sacred Heart	Yea	Primary
884	Our Lady of Good Counsel	Deepdene	Primary
1109	St Kevin's	Ormond	Primary
1072	St Joseph's	Chelsea	Primary
1014	St Finbar's	Brighton East	Primary
836	Loreto Mandeville Hall	Toorak	Combined

AGEID	School Name	Location	Type
1010	St Dominic's	Camberwell East	Primary
1158	St Mary's	Hampton	Primary
1078	St Joseph's	Crib Point	Primary
1013	St Fidelis'	Moreland	Primary
1019	St Francis Xavier's	Box Hill	Primary
1134	St Mary's	Altona	Primary
879	Our Lady Help of Christians	Eltham	Primary
1020	St Francis Xavier's	Frankston	Primary
893	Our Lady of Sion College	Box Hill	Secondary
1023	St Gabriel's	Reservoir	Primary
1223	St Paul's	Bentleigh	Primary
1070	St Joseph's	Black Rock	Primary
16967	Salesian College	Sunbury	Secondary
1212	St Patrick's	Murrumbeena	Primary
1242	St Roch's	Glen Iris	Primary
958	St Anne's	Kew East	Primary
892	Our Lady of Perpetual Succour	Ringwood	Primary
1021	St Francis Xavier's	Montmorency	Primary
1095	St Joseph's	Sorrento	Primary
997	St Cecilia's	Camberwell South	Primary
1079	St Joseph's	Elsternwick	Primary
1236	St Peter's	Epping	Primary
16400	Santa Maria College	Northcote	Secondary
930	Sacred Heart	Oakleigh	Primary
1130	St Mark's	Fawkner	Primary
1049	St John the Baptist	Ferntree Gully	Primary
1048	St John's	Mitcham	Primary
1240	St Raphael's	Preston West	Primary
16108	St Kevin's College	Toorak	Combined
1261	St Vincent de Paul's	Strathmore	Primary
14099	St Joseph's College	Newtown	Secondary
1096	St Joseph's	Springvale	Primary
15688	St Bede's College	Mentone	Secondary
809	Holy Name	Preston East	Primary
10941	Siena College Ltd	Camberwell	Secondary
981	St Bernard's	Coburg East	Primary
974	St Benedict's	Burwood	Primary
754	St Oliver Plunkett's	Pascoe Vale	Primary
779	Corpus Christi	Kingsville	Primary
1241	St Robert's	Newtown	Primary
13638	St Bernard's College	Essendon West	Secondary
8789	Whitefriars College Inc	Donvale	Secondary
1184	St Michael's	Ashburton	Primary
899	Our Lady of the Sacred Heart	Bentleigh	Secondary

AGEID	School Name	Location	Type
973	St Bede's	Balwyn North	Primary
16966	Salesian College	Chadstone	Secondary
1127	St Margaret's	Geelong East	Primary
15687	Marcellin College	Bulleen	Secondary
1246	St Theresa's	Albion	Primary
976	St Bernadette's	Ivanhoe West	Primary
947	St Agnes'	Highbett	Primary
896	Our Lady of the Assumption	Cheltenham	Primary
2177	St Mary's	Alexandra	Primary
916	Resurrection House	Essendon	Primary
814	Holy Spirit	Thornbury East	Primary
941	Sacred Heart	St Albans	Primary
1257	St Thomas the Apostle	Blackburn	Primary
1250	St Thomas Aquinas	Norlane	Primary
1238	St Pius X	Heidelberg West	Primary
1125	St Margaret Mary's	Spotswood	Primary
1135	St Mary Magdalen's	Jordanville	Primary
965	St Anthony's	Noble Park	Primary
1233	St Peter's	Clayton	Primary
1035	St John Bosco's	Niddrie	Primary
804	Holy Family	Bell Park	Primary
18101	Holy Spirit	Manifold Heights	Primary
1156	St Mary's	Greensborough	Primary
864	Mother of God	Ardeer	Primary
2195	St Peter Chanel	Deer Park	Primary
771	Christ the King	Braybrook	Primary
778	Corpus Christi	Glenroy	Primary
826	Killester College	Springvale	Secondary
1224	St Paul's	Sunshine West	Primary
776	Clonard College	Geelong West	Secondary
1274	Stella Maris	Beaumaris	Primary
975	St Bernadette's	Sunshine North	Primary
1129	St Margaret's	Maribyrnong	Primary
808	Holy Family	Mt Waverley	Primary
1025	St Gerard's	Dandenong North	Primary
2129	Our Lady of Perpetual Succour	Wattle Park	Primary
994	St Catherine's	Moorabbin	Primary
927	Sacred Heart Girls' College	Oakleigh	Secondary
1099	St Joseph's	Yarra Junction	Primary
1244	St Stephen's	Reservoir East	Primary
1133	St Martin of Tours	Rosanna	Primary
769	Christ Our Holy Redeemer	Oakleigh East	Primary
898	Our Lady of the Nativity	Aberfeldie	Primary
1041	St John's Regional College	Dandenong	Secondary

AGEID	School Name	Location	Type
764	Emmaus College	Vermont South	Secondary
1009	St Dominic's	Broadmeadows	Primary
987	St Bridget's	Greythorn	Primary
1114	St Leonard's	Glen Waverley	Primary
1243	St Scholastica's	Bennettswood	Primary
999	St Christopher's	Syndal	Primary
1050	St John Vianney's	Parkdale East	Primary
1229	Ss Peter and Paul's	Doncaster East	Primary
805	Holy Family	Doveton	Primary
747	Aquinas College	Ringwood	Secondary
1181	St Mathew's	Fawkner North	Primary
1051	St John Vianney's	Springvale North	Primary
1119	St Luke's	Lalor	Primary
1015	St Francis de Sales	Oak Park	Primary
1253	St Thomas More's	Belgrave	Primary
998	St Christopher's	Airport West	Primary
934	Sacred Heart	Diamond Creek	Primary
749	Ave Maria College	Aberfeldie	Secondary
901	Our Lady of the Way	Kingsbury	Primary
1120	St Luke the Evangelist	Blackburn South	Primary
845	Marian College	Sunshine West	Secondary
16965	Mt St Joseph Girls' College	Altona	Secondary
1001	St Clement of Rome	Bulleen	Primary
1071	St Joseph's	Boronia	Primary
16964	Mater Christi College	Belgrave	Secondary
885	Our Lady of Lourdes	Bayswater	Primary
1068	St Joseph's College	Ferntree Gully	Secondary
1278	Annunciation	Brooklyn	Primary
1118	St Louis de Montfort's	Aspendale	Primary
1254	St Thomas More's	Hadfield	Primary
750	Avila College	Mount Waverley	Secondary
1237	St Philip's	Blackburn North	Primary
801	Holy Child	Dallas	Primary
1221	Emmanuel College	Altona North	Secondary
1008	St Damian's	Bundoora	Primary
13639	St Monica's College	Epping	Secondary
772	Christ the King	Newcomb	Primary
859	Mercy College	Coburg	Secondary
1258	St Timothy's	Forest Hill	Primary
1121	St Macartan's	Mornington	Primary
1039	St John's	Frankston East	Primary
3101	St Mary's College for the Deaf	Wantirna South	Special
846	John Paul College	Frankston	Secondary
959	St Anne's	Seaford	Primary

AGEID	School Name	Location	Type
16398	Mazenod College	Mulgrave	Secondary
1132	St Martin de Porres	Avondale Heights	Primary
1026	St Gregory the Great	Doncaster	Primary
1108	St Kevin's	Templestowe Lower	Primary
1033	St James'	Vermont	Primary
796	Good Shepherd	Mulgrave	Primary
851	MacKillop Regional College	Werribee	Secondary
1031	St James' College	Bentleigh East	Secondary
1116	St Leo the Great	Altona North	Primary
1235	St Peter's	Keilor East	Primary
1131	St Martin de Porres	Laverton	Primary
2193	St Jude the Apostle	Scoresby	Primary
2135	St Mark's	Dingley	Primary
2126	Holy Eucharist	St Albans South	Primary
2137	St Peter Apostle	Hoppers Crossing	Primary
2183	St John's	Thomastown East	Primary
2404	School of the Good Shepherd	Gladstone Park	Primary
2407	Resurrection	Keysborough	Primary
2409	St Dominic's	Melton	Primary
2410	St Francis Xavier's	Corio	Primary
2405	Holy Spirit	Ringwood North	Primary
2432	Holy Saviour	Glen Waverley North	Primary
2440	St Clare's	Thomastown West	Primary
2439	St Anne's	Sunbury West	Primary
2431	Our Lady of the Pines	Donvale	Primary
2434	St Jude's	Langwarrin	Primary
2433	St Paul's Kealba	Kealba	Primary
2435	St Elizabeth's	Noble Park North	Primary
2436	St Joseph the Worker	Reservoir North	Primary
2438	Resurrection	Kings Park	Primary
2437	Catholic Regional College	St Albans	Secondary
2469	Nazareth	Grovedale	Primary
2470	St Augustine's	Keilor	Primary
2471	St Anthony's	Melton South	Primary
2468	St Thomas the Apostle	Greensborough	Primary
2474	St Luke's	Wantirna	Primary
2473	St Peter's	Sunshine South	Primary
2486	St Mary's	Mount Evelyn	Primary
2497	St Anne's	Park Orchards	Primary
2493	Our Lady's	Craigieburn	Primary
2494	St Augustine's	Baxter	Primary
2496	St Francis of Assisi	Mill Park	Primary
2485	Loyola College	Watsonia	Secondary
2495	Catholic Regional College	Melton	Secondary

AGEID	School Name	Location	Type
3401	St Paul Apostle South	Endeavour Hills South	Primary
2499	St Andrew's	Clayton South	Primary
3404	St Thomas More's	Mount Eliza	Primary
3413	St James the Apostle	Hoppers Crossing North	Primary
3416	St Simon's	Rowville	Primary
3418	Queen of Peace	Altona Meadows	Primary
3412	Our Lady Star of the Sea	Ocean Grove	Primary
3403	Catholic Regional College	Sydenham	Secondary
3415	Catholic Regional College	Keilor North	Secondary
3423	St Bernadette's	The Basin	Primary
3427	St Catherine's	Lalor West	Primary
3428	St Anthony's	Lara	Primary
4020	St Mary's	Whittlesea	Primary
4031	St Charles Borromeo	Templestowe	Primary
4072	Mary MacKillop	Keilor Downs	Primary
4023	St Catherine's	Melton West	Primary
4019	St Paul's	Monbulk	Primary
4269	Our Lady of Fatima	Rosebud	Primary
4043	St Justin's	Wheelers Hill	Primary
5249	St Richard's	Kilsyth	Primary
4281	Holy Trinity	Wantirna South	Primary
5250	St Paul Apostle North	Endeavour Hills North	Primary
5248	Corpus Christi	Werribee	Primary
5558	Nazareth College	Noble Park North	Secondary
5520	St Therese	Torquay	Primary
7005	St Joachim's	Carrum Downs	Primary
7006	Holy Trinity	Eltham North	Primary
5561	St Carlo Borromeo	Greenvale	Primary
8828	St Kevin's	Hampton Park	Primary
13938	St Ignatius College	Drysdale	Secondary
13772	Sacred Heart	Croydon	Primary
1231	St Peter Julian Eymard	Mooroolbark	Primary
14552	Galilee Regional	Melbourne South	Primary
14377	Penola Catholic College	Broadmeadows	Secondary
14345	St Brendan's	Somerville	Primary
14347	Bethany	Werribee North	Primary
14614	Holy Cross	New Gisborne	Primary
14344	Good Samaritan	Roxburgh Park	Primary
7869	Simonds Catholic College	Melbourne West	Secondary
15901	Caroline Chisholm College	Braybrook	Secondary
14346	Emmaus	Sydenham	Primary
14615	Thomas Carr College	Tarneit	Secondary
14616	St Thomas'	Drysdale	Primary
16329	Lumen Christi	Point Cook	Primary

AGEID	School Name	Location	Type
16598	Christ the Priest	Caroline Springs	Primary
16434	Clairvaux	Belmont	Primary
17551	Marymede	South Morang	Combined
17168	Cana	Hillside	Primary
22824	Antonine College	Brunswick	Combined
17810	St George Preca	Caroline Springs	Primary
17811	Catholic Regional College	Caroline Springs	Secondary
26776	Mother Teresa	Craigieburn	Primary
30011	St Mary of the Cross MacKillop	Epping North	Primary
27808	Our Lady of the Southern Cross	Wyndham Vale	Primary
22819	Stella Maris	Point Cook West	Primary
28999	St Francis of Assisi	Tarneit	Primary
27935	Kolbe College	Greenvale Lakes	Secondary
27809	St Joseph's	Mernda	Primary
28211	St Lawrence	Derrimut	Primary
28210	St Francis de Sales	Lynbrook	Primary
29742	MacKillop Special School	Whittington	Special
29741	St Joseph's Flexible Learning Centre	North Melbourne	Special
29932	St Mary of the Cross	Point Cook	Primary
30050	St Paul of the Apostle	Doreen	Primary
30052	St Clare's Catholic School	Truganina	Primary
30051	St John the Apostle	Tarneit West	Primary
14104	St Patrick's College	Ballarat	Secondary
1069	St Patrick's	Ballarat	Primary
950	St Alipius'	Ballarat East	Primary
833	Loreto College	Ballarat	Secondary
970	St Augustine's	Maryborough	Primary
952	St Aloysius'	Redan	Primary
1153	St Mary's	Donald	Primary
989	St Brigid's	Ballan	Primary
1208	St Patrick's	Gordon	Primary
968	St Augustine's	Creswick	Primary
883	Our Lady of Fatima	Dunnstown	Primary
1216	St Patrick's	St Arnaud	Primary
1058	St Joseph's College	Mildura	Secondary
1053	St Joseph's	Charlton	Primary
1089	St Joseph's	Penshurst	Primary
843	Marian College	Ararat	Secondary
929	Sacred Heart	Casterton	Primary
1209	St Patrick's	Koroit	Primary
1194	Ss Michael and John's	Horsham	Primary
1152	St Mary's	Colac	Primary
1101	St Joseph's	Warrnambool	Primary
1175	St Mary's	Warracknabeal	Primary

AGEID	School Name	Location	Type
1143	St Mary's	Ararat	Primary
1206	St Patrick's	Port Fairy	Primary
1075	St Joseph's	Coleraine	Primary
2077	Mercy Regional College	Camperdown	Secondary
1207	St Patrick's	Camperdown	Primary
1157	St Mary's	Hamilton	Primary
1217	St Patrick's	Stawell	Primary
1256	St Thomas'	Terang	Primary
1006	St Columba's	Ballarat North	Primary
4086	St Francis Xavier	Ballarat East	Primary
1173	St Mary's	Swan Hill	Primary
984	St Brendan's	Coragulac	Primary
1043	St John's	Dennington	Primary
988	St Brigid's College	Horsham	Secondary
904	Our Lady of the Sacred Heart	Merbein	Primary
1093	St Joseph's	Red Cliffs	Primary
1150	St Mary's	Clarks Hill	Primary
1213	St Patrick's	Nhill	Primary
1004	St Colman's	Mortlake	Primary
1122	St Malachy's	Edenhope	Primary
16092	Monivae College Ltd	Hamilton	Secondary
1080	St Joseph's	Hopetoun	Primary
1030	St James'	Sebastopol	Primary
937	Sacred Heart	Mildura	Primary
1171	St Mary's	Sea Lake	Primary
1167	St Mary's School	Robinvale	Combined
1239	St Pius X	Warrnambool West	Primary
932	Sacred Heart	Colac	Primary
880	Our Lady Help of Christians	Murtoa	Primary
882	Our Lady Help of Christians	Wendouree	Primary
881	Our Lady Help of Christians	Warrnambool East	Primary
2424	St Paul's	Mildura	Primary
2492	St Thomas More's	Alfredton	Primary
17978	All Saints	Portland South	Primary
4252	MacKillop College	Swan Hill	Secondary
1054	Trinity College Colac Inc.	Colac	Secondary
5562	Lumen Christi	Delacombe	Primary
13937	Emmanuel College Inc	Warrnambool	Secondary
14006	Damascus College	Ballarat	Secondary
1187	St Michael's	Daylesford	Primary
25949	Emmaus	Mt Clear	Primary
30347	Siena Catholic Primary School	Lucas	Primary
1220	St Patrick's	Wangaratta	Primary
4768	Catholic College Bendigo	Bendigo	Secondary

AGEID	School Name	Location	Type
983	St Brendan's	Shepparton	Primary
1199	St Monica's	Kangaroo Flat	Primary
1063	St Joseph's	Benalla	Primary
1117	St Liborius'	Eaglehawk	Primary
943	Sacred Heart	Tatura	Primary
1073	St Joseph's	Chiltern	Primary
1169	St Mary's	Rutherglen	Primary
1160	St Mary's	Inglewood	Primary
787	FCJ College	Benalla	Secondary
931	Sacred Heart	Yarrawonga	Primary
4767	Notre Dame College	Shepparton	Secondary
928	Sacred Heart College	Yarrawonga	Secondary
1086	St Joseph's	Numurkah	Primary
1155	St Mary's	Echuca	Primary
1055	St Joseph's College	Echuca	Secondary
1094	St Joseph's	Rochester	Primary
900	Our Lady of the Sacred Heart	Elmore	Primary
1062	St Joseph's	Beechworth	Primary
1111	St Kilian's	Bendigo	Primary
971	St Augustine's	Wodonga	Primary
1092	St Joseph's	Quarry Hill	Primary
1082	St Joseph's	Kerang	Primary
813	Holy Rosary	White Hills	Primary
1045	St John's	Euroa	Primary
1074	St Joseph's	Cobram	Primary
2425	St Joseph's	Nagambie	Primary
1166	St Mary's	Myrtleford	Primary
811	Holy Rosary	Heathcote	Primary
1151	St Mary's	Cohuna	Primary
1165	St Mary's	Mooroopna	Primary
1168	St Mary's	Rushworth	Primary
1215	St Patrick's	Pyramid Hill	Primary
1248	St Therese's	Kennington	Primary
1182	St Mel's	Shepparton South	Primary
1191	St Michael's	Tallangatta	Primary
2131	Our Lady's	Wangaratta South	Primary
1219	St Patrick's	Tongala	Primary
1137	St Mary of the Angels College	Nathalia	Secondary
982	St Bernard's	Wangaratta	Primary
933	Sacred Heart School	Corryong	Primary
844	Marian College	Myrtleford	Secondary
1200	St Monica's	Wodonga West	Primary
2184	St Peter's	Bendigo North	Primary
2419	Galen Catholic College	Wangaratta	Secondary

AGEID	School Name	Location	Type
2196	Catholic College	Wodonga	Secondary
3417	St Francis'	Nathalia	Primary
14164	St Francis of the Fields	Strathfieldsaye	Primary
16139	St Augustine's College	Kyabram	Combined
18026	St Luke's	Shepparton	Primary
18027	Frayne College	Baranduda	Combined
25116	DOXA School Bendigo	Bendigo	Special
28049	Borinya	Wangaratta	Special
30054	Marist College Bendigo	Maiden Gully	Secondary
1144	St Mary's	Bairnsdale	Primary
938	Sacred Heart	Morwell	Primary
1192	St Michael's	Traralgon	Primary
1170	St Mary's	Sale	Primary
1214	St Patrick's	Pakenham	Primary
1202	Catholic College Sale	Sale	Secondary
1100	St Joseph's	Warragul	Primary
1103	St Joseph's	Wonthaggi	Primary
1112	St Laurence O'Toole's	Leongatha	Primary
1083	St Joseph's	Korumburra	Primary
17557	St James	Nar Nar Goon	Primary
1179	St Mary's	Yarram	Primary
1087	St Joseph's	Orbost	Primary
1218	St Patrick's	Stratford	Primary
1098	St Joseph's	Trafalgar	Primary
1047	St John the Baptist's	Koo Wee Rup	Primary
1110	St Kieran's	Moe	Primary
848	Marist-Sion College	Warragul	Secondary
1188	St Michael's	Heyfield	Primary
820	Immaculate Heart of Mary	Newborough	Primary
1259	St Vincent de Paul's	Morwell East	Primary
986	St Brendan's	Lakes Entrance	Primary
873	Nagle College	Bairnsdale	Secondary
1185	St Michael's	Berwick	Primary
1163	St Mary's	Maffra	Primary
1255	St Thomas'	Sale	Primary
2408	St Agatha's	Cranbourne	Primary
2441	Lumen Christi	Churchill	Primary
14578	St Francis Xavier College	Beaconsfield	Secondary
2498	St Gabriel's	Traralgon West	Primary
3411	Don Bosco	Narre Warren	Primary
5522	Mary MacKillop Regional	Leongatha	Secondary
10778	St Therese's	Cranbourne North	Primary
13361	St Ita's	Drouin	Primary
14579	St Peter's College	Cranbourne	Secondary

AGEID	School Name	Location	Type
14320	Mary MacKillop	Narre Warren North	Primary
14617	St Catherine's	Berwick South	Primary
16326	Trinity	Narre Warren South	Primary
16679	Columba	Bunyip	Primary
17728	Lavalla Catholic College	Traralgon	Secondary
29933	St Thomas the Apostle	Cranbourne East	Primary
28212	St Brigid's	Officer	Primary
30053	St Clare's	Officer	Primary
85108	Our Lady Star of the Sea	Cowes	Primary
30266	Our Lady of the Way	Wallan East	Primary
30267	Oscar Romero	Craigieburn West	Primary
30346	Lisieux	Torquay North	Primary
85106	St Mary MacKillop	Bannockburn	Primary
3102	St Paul's College	Kew	Special

Non-government Reform Support Work Plan

2018

Catholic Education Council of the Northern Territory

Non – Government Reform Support Fund

Catholic Education Council of the Northern Territory – Work Plan 2018

Summary of Work Plan for 2018

The Catholic Education Council of the Northern Territory through the work of the Catholic Education Office Northern Territory (CEO NT) intends to address all three priorities required under the Non-government Reform Support Fund.

Priority 1: NCCD

The CEO NT has developed an integrated, online system (Learning With Diversity) supporting teachers to make adjustments for students with additional needs whilst collecting relevant data for planning, referral, funding and reporting purposes as well as the National Consistent Collection of Data. (NCCD)

This system provide a planning framework for recording SWD and NCCD evidence & related data and generates recommended quality strategies and adjustments based on student needs. This system has resulted in increased efficiencies by minimizing repetition and inaccuracies, providing a secure central storage point for data and enabling information migration.

Learning With Diversity requires significant support for teachers and Inclusion Support Coordinators in schools. This will be provided through the employment of a Support Officer who is familiar with the requirements of the NCCD but who also has the technical skills to support teachers in using the system. Support for Inclusion Support Coordinators who are the critical individuals in terms of recognition and support for students with special needs, will be provided through CEO NT Advisors and Networking structures.

Being a smaller system, the need for moderation is critical in ensuring that our NCCD data is accurate and reflects the true needs of the students of NT Catholic schools. Effective moderation and system efficacy will need to take place through connection with other Catholic systems.

Priority 2: NAP Online

The Northern Territory Government has determined that schools of the NT will not participate fully in NAPLAN Online until 2019. Notwithstanding this likelihood, a program of ongoing testing and trialling will occur during 2018. This will require support for schools to employ technical assistance and to release teachers and leaders to implement required trialling procedures.

Priority 3: Governance and Financial Management

The governance of schools in our system is dependent on the quality of our leaders . The NT Catholic Education Office will support the development of current and aspiring leaders through a planned approach, including Formation Review, Leadership Appraisal processes and the Middle Leaders Program provided through the Brown Collective. We will provide and promote professional learning/development initiatives aligned to the National Professional Standard for Principals. Of significance, related to governance will be the provision of some legal training for principals in the area of employment law and performance management.

A critical component of good governance is for systems to implement structures which ensure that schools are reviewed and validated periodically. The CEO NT supports a School Improvement and Renewal Framework which necessitates the external validation of and individual school's performance every 5 years.

The system will establish an internal audit and review process. The focus of this activity will be to improve management of compliance and risk within schools, and hence, its impact on the system. Principals and Finance Officers will be involved in this process to ensure the Principal has a good understanding of their governance role and that the policies and procedures of Catholic Education NT are being adhered to, with a particular focus on financial management.

Summary of budget

Project	Activities	Reform support funding	Total \$ (incl. other sources)
NAPLAN Online	Technical support for trial schools	\$5,000	\$10,000
	Support for school NAPLAN Online Leaders	\$5,000	\$10,000
NCCD	Part Salary NCCD Technical Advisor (Learning with Diversity)	\$28,000	\$56,000
	Inclusion Support Coordinators Network	\$15,000	\$30,000
	Moderation Practices for NCCD	\$2,000	\$4,000
Improving Governance	Leadership Training (Principals)	\$10,000	\$20,000
	Middle Leaders Developmental Course	\$20,000	\$40,000
	Leadership Appraisals (Middle and Senior Leaders)	\$25,000	\$50,000
	School Performance Validations	\$19,000	\$38,000
	Audit and Review Process	\$20,000	\$30,000

* The Australian Government understands that these figures provided are indicative and will change throughout the year. The Annual Report is expected to report on these changes.

Non-Government Reform Support Fund

Catholic Education Council of the Northern Territory – Work Plan 2018

Project title and relevant national policy initiative	Project description and activities	Indicative budget	Expected outcomes	Indicators of success
<p>Learning with Diversity (NCCD Initiative)</p>	<p>Teachers use the Learning with Diversity integrated system to identify and log students with a disability as well as generating appropriate classroom strategies. Users require the support of a technical support officer to ensure that they are using the system correctly thus ensuring that all eligible NCCD students are included and that the efficacy of the system stands up to scrutiny. The nominated person will also represent the CEO NT on the Education Council Joint Working group.</p>	<p>Education Officer Level 2, 0.4 FTE Reform: 0.2 FTE \$28,000 Other: 0.2 FTE \$28,000 Total: \$56,000</p>	<p>Teachers across the system will be effectively trained to use the Learning with Diversity Integrated System and will implement the system with confidence and accuracy.</p> <p>Students with a disability will be logged on the system and will have support strategies and documentary evidence to support NCCD requirements.</p>	<p>100% of NT Catholic Schools will report SWD/NCCD numbers through Learning with Diversity.</p> <p>At least 90% of Students with a Disability will be entered onto the system and will have the necessary documentary evidence to support inclusion and classification.</p>

Project title and relevant national policy initiative	Project description and activities	Indicative budget	Expected outcomes	Indicators of success
<p>Inclusion Support Network (NCCD Initiative)</p>	<p>School based Inclusion Support Coordinators (ISCs) are the critical individuals who support classroom teachers in teaching students with a disability. ISCs provide strategies for teachers, coordinate use of the Learning with Diversity system, communicate with parents and school leadership and work individually with high needs students. Their role is paramount in meeting students' and teachers' needs thus ensuring NCCD results accurately reflect what is happening in school. Providing a network of support for ISCs is important for their professional development and in upskilling them to fulfil the role.</p>	<p>Costs associated with travel, accommodation and release from school duties.</p> <p>Reform: \$15,000</p> <p>Other: \$15,000</p> <p>Total: \$30,000</p>	<p>School based Inclusion Support Coordinators will be supported in their roles and will be provided appropriate professional development activities to ensure ongoing expertise.</p>	<p>At least 80% attendance at ISC Network meetings.</p> <p>Provision of professional learning input at each ISC Network Meeting.</p> <p>80% of Inclusion Support Coordinators will develop the necessary skillset to ensure 90% accuracy of NCCD input data.</p> <p>Network meeting evaluations will reflect that 100% of ISCs are satisfied or very satisfied with the learning presented.</p>

Project title and relevant national policy initiative	Project description and activities	Indicative budget	Expected outcomes	Indicators of success
Moderation Practices (NCCD Initiative)	The CEO NT Leader of Inclusion Support will meet with colleagues from interstate to moderate the NCCD data, including the allocation of students to the appropriate classifications.	Travel and Accommodation expenses to attend moderation sessions interstate. Reform: \$2,000 Other: \$2,000 Total: \$4,000	CEO NT NCCD data will accurately reflect the situation in schools and will be supported by external analysis.	A 90% degree of accuracy in reporting students against the correct level of need.

Project title and relevant national policy initiative	Project description and activities	Indicative budget	Expected outcomes	Indicators of success
<p>NAP Online Trial (Online Delivery of NAP)</p>	<p>NT schools are not participating in NAP online until 2019. During 2018 some NT Catholic schools will be involved in the trialling and testing phases for the implementation of online delivery of the NAP. It is a critical stage within which to be involved given our geographical and cultural context. Schools will incur costs associated with increased technical advice and activity as well as the need to train and upskill school based leaders.</p>	<p>Technical support for trial schools Reform: \$5,000 Other: \$5,000 Total: \$10,000</p> <p>Support for school NAP Online Leaders (Replacement Costs) Reform: \$5,000 Other: \$5,000 Total: \$10,000</p>	<p>Selected schools will effectively participate in the NT trialling and testing of NAP Online.</p>	<p>100% schools will be able to participate in online delivery of the NAP successfully in 2019.</p> <p>100% of trial schools selected will successfully participate and complete NT Department of Education requests.</p>

Project title and relevant national policy initiative	Project description and activities	Indicative budget	Expected outcomes	Indicators of success
<p>Leadership Development and Governance Capability</p> <p>(Improving Governance)</p>	<p>Implement Formation Review processes, professional learning programs and appraisal/performance management programs to ensure that CEO NT leaders regularly review performance and set goals for future development.</p> <p>Support the development of the governance capabilities of current and aspiring leaders through a planned approach, including provision of a Middle Leaders program through Brown Collective.</p>	<p>Appraisals</p> <p>Reform: \$25,000</p> <p>Other: \$25,000</p> <p>Total: \$50,000</p> <p>Middle Leaders</p> <p>Reform: \$20,000</p> <p>Other: \$20,000</p> <p>Total: \$40,000</p>	<p>External assessment of the performance of school leaders using a 360 approach.</p> <p>School leaders will develop professional development plans to meet the recommendations of their performance appraisal reports.</p> <p>Aspiring leaders will participate in a 3 day program which consists of the following themes:</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 	<p>100% school leaders in the last year of contract will undergo a performance appraisal.</p> <p>100% school leaders will have professional development plans.</p> <p>At least 15 participants will engage. These participants will be tracked over time to assess promotional opportunities as a result of the MLP program.</p>

Project title and relevant national policy initiative	Project description and activities	Indicative budget	Expected outcomes	Indicators of success
	<p>Provide legal training in employment and contract law as well as performance management processes to ensure the efficacy of system and school governance.</p> <p>Through implementation of the School Improvement and Renewal Framework, provide external review and validation processes to ensure ongoing school compliance and improvement for better outcomes.</p> <p>A key component of the SIRF validation process is an internal,</p>	<p>Legal Training Reform: \$10,000 Other: \$10,000 Total: \$20,000</p>	<ul style="list-style-type: none"> Approaches to the review and enhancement of school performance. <p>All school principals will have enhanced governance capability in the areas of employment contracts and performance management practices.</p> <p>All schools will publish Improvement Plans and School Annual Reports on the school web site.</p> <p>School Improvement Assessment, External Validation and Registration Renewal processes will be completed for all schools as appropriate.</p>	<p>All CEO NT school principals will participate in the 2 day training module.</p> <p>At least 80% of schools will issue employment contracts and implement performance management processes which are appropriate and accurate.</p> <p>All relevant schools will be externally reviewed and validated through a 5 year cycle.</p> <p>All schools not having an external review or compliance assessment</p>

Project title and relevant national policy initiative	Project description and activities	Indicative budget	Expected outcomes	Indicators of success
	<p>system validation process whereby all schools not having an external validation will have a review visit from the CEO executive team to assess progress against the school's Annual Improvement Plan.</p>	<p>External Validations Reform: \$19,000 Other: \$19,000 Total: \$38,000</p>	<p>CEO NT Leadership will visit and assess schools as part of SIRF evaluation process.</p>	<p>will have a SIRF validation inspection each year.</p>

Project title and relevant national policy initiative	Project description and activities	Indicative budget	Expected outcomes	Indicators of success
<p>Audit and Review Process</p> <p>(Improving Governance & Financial Management)</p>	<p>A consultant will be employed to develop an internal audit and review plan with the aim to pilot in 4 schools during 2018</p>	<p>Employment of consultant</p> <p>Reform: \$20,000</p> <p>Other: \$10,000</p> <p>Total: \$30,000</p>	<ul style="list-style-type: none"> • Improved understanding of risk association with governance and financial management. • Improved understanding by key personnel in schools regarding their roles and responsibilities in managing risk. • Key personnel develop further skills in managing risk in their environment. 	<ul style="list-style-type: none"> • Governance and Financial Management Review Report and Recommendations provided by consultant. • 80% of recommendations for governance and financial management policy review are implemented, subject to relevance and appropriateness. • 80% implementation of report recommendations around process, controls and risk mitigation, subject practicability.

Schedule of Schools

Our Lady of the Sacred Heart Catholic College		PO BOX 2508, Alice Springs NT 0871
Sadadeen Campus	95 Sadadeen Road, Sadadeen, NT 0870	PO BOX 2508, Alice Springs NT 0871
Bath St Campus	9 Bath Street, Alice Springs, NT 0870	PO BOX 2508, Alice Springs NT 0871
Traeger Campus	8 Traeger Avenue, The Gap, NT 0870	PO BOX 2508, Alice Springs NT 0871
St Joseph's Catholic Flexible Learning Centre	Youth Hub, 3 Wills Terrace, Alice Springs, NT 0870	PO BOX 2991, Alice Springs NT 0871
Holy Family Catholic Primary School	Calytrix Road, Karama, Casuarina, NT 0812	PO BOX 40870, Casuarina NT 0811
Holy Spirit Catholic Primary School	Gsell Street, Wanguri, Casuarina, NT 0810	PO BOX 40030, Casuarina NT 0811
Mackillop Catholic College	285 Farrar Boulevard, Johnston, NT 0832	PO BOX 2608, Palmerston NT 0831
O'Loughlin Catholic College	70 Mueller Road, Karama, NT 0812	PO BOX 41911, Casuarina NT 0811
Sacred Heart Catholic Primary School	34 Emery Avenue, Woodroffe, NT 0831	PO BOX 271, Palmerston NT 0831
St John's Catholic College	54 Salonika Street, The Gardens, NT 0820	LMB 13, Darwin NT 0801
St Mary's Catholic Primary School	3 Lindsay Sreet, Darwin, NT 0801	GPO Box 2413, Darwin NT 0801
St Paul's Catholic Primary School	Cnr Trower Road & Francis Street, Nightcliff, NT 0810	PO BOX 40344, Casuarina NT 0811
St Francis of Assisi Catholic Primary School	56 Challoner Circuit, Humpty Doo, NT 0836	PO Box 921, Humpty Doo NT 0836
St Joseph's Catholic College	Cnr Maluka Road & Chambers Drive, Katherine, NT 0850	PO Box 535 , Katherine NT 0851
Ltyente Apurte Catholic School	Church Street, Santa Teresa, NT 0872	PMB 221 Santa Teresa, via Alice Springs NT 0872
Murrupurtiyanuwu Catholic Primary School	Kerinauia Highway Wurrumiyanga, NT 0822	PO Box 45, Wurrumiyanga PO NT 0822
Our Lady of the Sacred Heart Thamarrur Catholic College	1 Perdjert Street, Wadeye, NT 0822	PMB 144 Winnellie, NT 0822
St Francis Xavier Catholic School	Naiyu, Daly River, NT 0822	PMB 28 , Naiyu Community - Daly River NT 0822
Xavier Catholic College	Kerinauia Highway, Wurrumiyanga, NT 0822	PMB 139, Winnellie NT 0822
Mother Teresa Catholic Primary School	16 Ginger Street, Zuccoli, NT 0832	PO Box 1125, Palmerston, NT 0831

Non-government Reform Support Work Plan

2018

Catholic Education South Australia

SUMMARY OF BUDGET – Revised 19 June 2018

Project	Activities	Reform support funding	Total \$ (incl. other sources)
NAPLAN Online	<i>Supporting schools to participate in NAPLAN online assessments</i>	\$490,000	\$490,000 (35%)
	2018 School readiness preparation		
	2019 NAPLAN online preparation and implementation		
	Support to 'early adopter' schools		
NCCD	<i>Quality assurance, moderation and support for NCCD</i>	\$330,000	\$330,000 (23%)
	Professional learning		
	Moderation		
	Online Application		
Improving Governance	<i>Improving governance and financial management</i>	\$330,000	\$330,000 (23%)
	Risk Management Framework		
	Financial Management for Principals		
	Build capacity in schools and system		
STEM	<i>STEM Learning Initiative</i>	\$150,000	\$150,000 (11%)
	School-based collaborative inquiry projects		
	Cluster Networks that promote STEM education		
	STEM research partnerships with industry/university		
OTHER	Project coordination and administration	\$90,000	\$90,000 (8%)
		\$1,390,000	\$1,390,000 (100%)

* The Australian Government understands that these figures provided are indicative and will change throughout the year. The Annual Report is expected to report on these changes.

Non-government Reform Support Work Plan
2018

CATHOLIC EDUCATION WESTERN AUSTRALIA (CEWA)

Non – Government Reform Support Fund
Catholic Education Western Australia – Work Plan 2018
Summary of Work Plan for 2018

GENERAL

The CEWA work plan is based on the strategic principle that system approaches deliver more effective outcomes than a focus on individual schools. This was commented on as a particular strength in the early 2017 evaluation of the former Students First Support Fund (SFSF). A system-led approach is resource effective, delivers a consistent message, minimises duplication, can be contextualised in current processes and delivers a high level of accountability. It also ensures that Australian and state government priorities can be effectively addressed.

For 2018, CEWA will be focussing in the allocation of funds and system strategic initiatives, solely on the three specified priorities. The bulk of the Reform Support Funding will be on priority three – Improving governance and financial practices in schools. It is anticipated that the work plan for 2019 will also reflect an ongoing focus on these priorities, subject to future education funding agreements and priorities therein.

Priority Area 1 - Quality assurance, moderation and support for the NCCD on School Students with Disability

CEWA has for many years, allocated considerable resources to this area and has made considerable progress across the system. Currently a CEWA Team Leader and 15.3 FTE specialist consultants support schools on a range of matters, including assistance with the NCCD. The consultants work with school staff to ensure consistency in assessments of students and conduct moderation activities between themselves. The work of these consultants will continue to focus on the NCCD. During 2017 and continuing into 2018, there will be a significant focus on the NCCD, involving assisting teachers of students with disability and school administrators, to understand the relevant guidelines. CEWA is confident that schools are currently making appropriate judgements with respect to the NCCD. Additional RSF funds will be directed to enhanced data management to ensure records of students are accurate and reflect students' assessments of categories of disability. An additional consultant will also be appointed using RSF funding specifically to oversee system and cross system moderation activities. This will further strengthen CEWA's commitment to and implementation of the NCCD.

Priority Area 2 - Implementation of the online delivery of the National Assessment Program

CEWA has invested considerable resources in assisting schools to prepare for the planned implementation of NAP online in 2019(2020). A number of schools will be part of the online trial in 2018. ICT support in CEWA is already extensive, with schools being assisted to ensure connectivity and hardware requirements are appropriate. Centrally based specialist consultants will continue to support ICT staff in schools. CEWA will also use existing consultants to assist teachers in evaluating data and in planning ongoing strategies to support learning and teaching. Funding from the RSF will be directed towards supporting schools through additional ICT backup and assistance as well as additional support in data basing. Additional funding received in June 2018 (\$A293,000) will be used to employ an additional 1.0 FTE to specifically support schools in data analysis and planning of support strategies as well as visiting schools to assist with technical issues as they arise. NAPLAN data results from online delivery will be received 3 months earlier and will be more student specific in terms of allowing

students to demonstrate achievement at higher bands compared with ceilings which apply to existing testing. Of the \$293,000, a sum of \$143,000 will be allocated to the development of an online external reporting tool. This will be accessed by all schools, leaders and teachers to provide high level data analytics of student achievement based on NAPLAN data. This will replace the current outdated APPRAISE platform. The additional consultant will support schools in the use of this newly developed platform.

CEWA is confident that this priority area is well covered currently and will continue to full implementation of NAP online.

Priority Area 3 - Improving governance and financial management practices in schools.

RSF funding will be directed to two broad activities. First, a risk management program will be developed as a system approach to ensure that CEWA schools have a clear way of identifying operational risks, recording the risks, assessing risks and planning ways to mitigate against or solve risk issues

The second activity involves the implementation of a system wide financial, information and accountability platform. CEWA schools currently use MAZE software for the financial management and student administration processes in their schools. This is a legacy product installed on each school's server, degrading and costing substantial sums to maintain.

Replacing MAZE with MS Dynamics financial software is a part of CEWA's digital transformation initiative and a key part of its new Administration of School's (AOS) platform. This will ensure that schools use standard financial accountability systems and processes and meet all regulatory obligations

Summary of budget

Project	Activities	Reform support funding	other sources (CEWA)
NAPLAN Online	CEWA support to schools for May 2018 NAPLAN online and capacity building for full implementation (either 2019 or 2020)	443,000	300,000
NCCD	Targeted moderation and quality Assurance; data basing of information	200,000	2,250,000
Improving Governance	School Risk Management and Governance Support	250,000	100,000
	Deployment of MS Dynamics 365 financial and student administration software to schools	1,280,000	3,700,000
	TOTAL	2,173,000	6,350,000

NOTE; CEWA may slightly alter RSF Allocations. If this occurs, information will be provided in the CEWA Annual Report.

Non-Government Reform Support Fund

Catholic Education Western Australia – Work Plan 2018

1. QUALITY ASSURANCE, MODERATION AND SUPPORT FOR NCCD				
Project title and relevant national policy initiative	Project description and activities	Indicative budget	Expected outcomes	Indicators of success
1.1 Targeted moderation and quality assurance; data basing of information	An NCCDSWD Moderator and quality control consultant as well as a 0.5FTE data processor will be appointed to assist the existing 15.3FTE consultants in the Students with Disability Team. This will include moderation activities, data quality control and moderation with other education systems. Professional Learning will also be provided to teachers in schools – in situ and centrally organised as well as for school leaders.	RSF 200,000 1.0FTE consultant 150,000; 0.5FTE data processor 50,000 CEWA 15.3FTE consultants currently working in this area 2.250,000	<ul style="list-style-type: none"> • Enhance all consultants' understanding of national definitions • Enhance teachers of SWD understanding of national definitions • Provide PL and briefings for school administrators to increase understandings • Develop consistent understandings and judgements with DOEWA and AISWA • Enhance existing central database of SWD to reflect accurate records and judgements of students; match this to funding allocations • Increase confidence in decisions re; NCCD especially in terms of funding 	<ul style="list-style-type: none"> • The number and nature of PL activities held with consultants • Assessments of their level of consistency in judgements • Number and nature of PL and school visits with teachers • Number and outcomes of meetings with school administrators • Assessments of consistency of teacher judgements • Number and effectiveness of activities with DOEWA and AISWA consultants • Establishment of data base early 2018; extent to which data base is effective • Accuracy of system wide judgement and matching to funding; system self audit • Effectiveness of planning to continue these activities beyond 2018

2. IMPLEMENTATION OF ONLINE DELIVERY OF THE NATIONAL ASSESSMENT PROGRAM

Project title and relevant national policy initiative	Project description and activities	Indicative budget	Expected outcomes	Indicators of success
<p>2.1 CEWA support to schools for May 2018 NAPLAN online and capacity building for full implementation (either 2019 or 2020)</p>	<p>A critical component of NAPLAN Online success is that systems/sectors and schools have higher levels of accountability to ensure that schools are technically ready and all gateways into NAPLAN Online are met mitigating the highest risk factor identified in the NAPLAN Online Program Health Check Report (v1.0 Nov 2018) of a critical incident occurring and the third risk factor identified regarding the impact of ICT infrastructure issues in schools. Activities will involve providing practical support to school staff to ensure readiness. Activities will also depend on the Education Council decision re; full implementation either 2019 or 2020. The WA Minister requires all schools to implement NAPLAN online in 2019. A further activity will be the development of an online external reporting tool which will allow high level data</p>	<p>RSF 443,000 CEWA 300,000</p> <p>Combined funding allocated to;</p> <p>Project Sponsor (T&L) (0.4FTE)</p> <p>NAPLAN online technical leader; 1FTE plus travel; \$150,000</p> <p>IT Technical Lead, School Support and Comms Lead (1.0FTE)</p> <p>IT Help Desk and school support (1.0FTE)</p> <p>Administrative Support (0.2 – 0.4FTE)</p>	<ul style="list-style-type: none"> • CEWA schools assisted to implement NAPLAN online in 2018. • Non 2018 schools assisted for full implementation after 2018 • Appropriate CEWA infrastructure and processes in place; re; trained staff and technical requirements • All remaining CEWA schools will be assisted to meet all of the gateway requirements for training and technical readiness. • NAPLAN online technical ILead to assist with training schedule; liaise with the Schhol Curriculum and Standards Authority; assist schools in situ especially those with low or no bandwidth (remote and regional); trouble shoot as required; assist with data and analytics professional learning 	<ul style="list-style-type: none"> • 32 CEWA schools ready for 2018 implementation • Nearly all CEWA schools implement NAPLAN online in 2019. The only exceptions may be some remote schools where pencil and paper testing may still be required • CEWA central support processes evaluated and deemed effective • Effective data base and analytics processes established and further enhanced – focus on 13 Kimberley and other regional schools • All schools that request assistance are supported and visited where possible • Commence work on the development of the online external reporting tool with the aim of replacing the current outdated APPRAISE by the end of 2019; current longitudinal data sets to be migrated progressively • Undertake training progressively, typically at schools, as appropriate as part of the development

	analytics to occur. This is essential to support data driven planning and teaching.	Development of online external reporting tool; \$143,000		
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3. IMPROVING GOVERNANCE AND FINANCIAL MANAGEMENT PRACTICES IN CEWA SCHOOLS

Project title and relevant national policy initiative	Project description and activities	Indicative budget	Expected outcomes	Indicators of success
3.1 School Risk Management and Governance Support	The purpose is to establish a systemic approach to risk management by developing and using a centralised risk management software tool. Schools will be assisted through central consultants to evaluate and record risks. The register will be rolled out in all systemic schools. As part of the process, workshops will be provided to schools for both risk identification, registration on the software and in risk mitigation strategies	RSF 250,000 CEWA 100,000 Most costs relate to development of software CEWA support will be for professional learning and school support	<ul style="list-style-type: none"> • Development of software appropriate to schools and central monitoring • Schools Implement appropriate risk management practices and raise staff awareness • Schools understand risks, record and identify mitigation strategies • System-wide approach emerges to risk management 	<ul style="list-style-type: none"> • At least 80 (55%) of schools are provided with professional learning and commence adopting software • Schools demonstrate consistent approach to and understanding of risk management • CEWA develops central data process re; school risk management practices • School audit process includes validation of risk management processes • Planning for increased roll out commences by November 2018 in preparation for 2019

Project title and relevant national policy initiative	Project description and activities	Indicative budget	Expected outcomes	Indicators of success
<p>3.2 Deployment of MS Dynamics 365 financial and student administration software to schools</p>	<p>CEWA schools currently use MAZE software for the financial management and student administration processes in their schools. This is a legacy product installed on each school's server, degrading and costing substantial sums to maintain.</p> <p>Replacing MAZE with MS Dynamics financial software is a part of CEWA's digital transformation initiative and a key part of its new Administration of School's (AOS) platform.</p> <p>This is a cloud based system with all schools using a common chart of accounts and a common financial reporting framework to monitor and control income and expenditures in an accrual reporting environment. Schools will become compliant with the requirements of the Australian Charities and not-for Profit Commission Act. The System can</p>	<p>Reform support funding: 1,288,000</p> <p>Other funding: 3,700,00</p> <p>From CEWA/CEO reserves.</p> <p>We are estimating the AOS development, migration, training deployment is approx. \$5M.</p> <p>Approx 25.0FTE involved in this development, migration, training deployment</p>	<ul style="list-style-type: none"> • Standardisation of financial processes, procedures, reporting and audits for AG DET and ACNC and CECWA • Cost savings to schools leading to more sustainable operation - as the new system is located on the MS Azure cloud, the benefits for all schools include competitive software licensing fees, standardised security platform and common technical updates. This will remove the pressure of having very costly outgoings in maintaining incompatible legacy systems. • Enhanced levels of efficiency and improvement in data quality and exchange as well as accountability - All finance and administration staff (approx. 700) will be using an identical platform thereby providing better support to students, families and teachers as admin and finance procedures deliver speedy results with an enhanced end user experience and better collaboration and communication between schools and between schools and Head Office • Strategic improvement in school operation and outcomes- school will be more data driven with information for operational and strategic decision making readily available • Compliance with regulatory frameworks such as the Australian Charities and not-for-profit Commission Act 	<ul style="list-style-type: none"> • All 162 CEWA schools transition to new system during 2018 including evidence of the extent to which schools have prepared an IT migration plan and an IT change management readiness plan to support their new IT environment • Qualitative and quantitative data relating to the roles and responsibilities of school admin staff streamlined to ensure the new IT platform is optimally used with schools able to personalise dashboards and menus • Evidence in the reduction of manual reporting and qualitative assessment of the shared benefits through a common platform eliminating the need for individual school customisations at high cost • Levels of support (central professional learning; remote; school visitation) by IT professionals having expertise on MS Dynamics • Quantitative data relating to the implementation of Chart of Accounts, operational for preparing templated AAS/GAAP financial statements for ACNC • Data on the extent to which school staff and System finance staff will be using Power BI to develop analytics for finance, student data and attendances, collection of statistical data

	have access to on-line real time data to enable rapid decision making and ensure the highest levels of accountability in terms of cost control and external audit accountability.			
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Non-government Reform Support Work Plan

2018

Catholic Schools NSW Limited

Non – Government Reform Support Fund

Catholic Schools NSW – Work Plan 2018

Summary of Work Plan for 2018

Catholic Schools NSW represents and supports 591 schools, 256,000 students, 20,000 teachers and 8,000 ancillary staff. Catholic Schools NSW Limited (CSNSW) is a new entity which is the system authority for all Catholic schools in NSW, having replaced the Catholic Education Commission NSW (CECNSW) on 1 January 2018. CSNSW has specific remits from the NSW Catholic bishops to promote more effective compliance in relation to funding related matters and to have the capacity to report on the efficiency and effectiveness of Catholic schools in NSW. The objects of the Non-Government Reform Support Fund are entirely consistent with this focus of CSNSW in 2018.

As a new corporate entity, CSNSW must establish implement sound governance for the funding arrangement in relation to Commonwealth and NSW legislation and broader community expectations. While the 11 NSW Catholic dioceses have well developed measures in place to ensure that they meet expectations of best practice, there is a need to promote greater consistency and transparency across the system. This has three distinct aspects:

- NCCD data collection improvement;
- NAPLAN online delivery aimed at monitoring efficiency and effectiveness across the system including and
- Improving governance and financial practices in NSW Catholic schools.

CECNSW previously advised the Australian Government that the NCCD Data collection is of great value but was problematic due to definitional and whole of State moderation issues. CSNSW is committed to leading with efforts to improve the consistency of NCCD Data collection across NSW Catholic schools and dioceses. CSNSW has begun to review the experience of 2017 to the development of measures to improve the data collection including the conduct of spot audits to ensure compliance. The project will ensure that the NSW Catholic sector data for 2018 will provide an improved reliable and transparent basis for the funding of students with disability.

NAPLAN Online will be a critically important tool enabling the company to monitor efficiency and effectiveness for resource usage relative to schooling outcomes. Together these inter-related projects will work synergistically to greatly strengthen the compliance of NSW Catholic schools within the system and to advance the national project of improving the outcomes of schooling.

NAPLAN Online is a potentially revolutionary change for Australia's National Assessment Program. CECNSW has worked with the dioceses and schools to prepare for the introduction of the online test across years 3, 5, 7 and 9. The process has been complex, at the jurisdiction and test authority levels and for dioceses and schools. It remains that many schools lack both devices and a sufficiently robust infrastructure to support the online tests. Much work has been undertaken to establish new infrastructure at the State, Diocesan, and school levels but much remains to be done. The particular work of CSNSW is in providing the dioceses and schools with consistent advice and ensuring that the NSW Test Authority, the NSW Education Standards Authority understands the needs of schools and dioceses. In addition, critical NAPLAN Privacy schools compliance protocols and training are required, particularly with respect to new Commonwealth Privacy data breach requirements. Finally planning is underway to support at least 40% of NSW Catholic schools both metropolitan and rural participating in NAPLAN Online in 2018.

With respect to Governance, CSNSW will expand Governance training for both Diocesan and school - based Responsible Persons both in online and face-to-face modes. CSNSW governance training will address all:

- AEA and AGDET
- ACNC
- NESAs
- NSW Section 83C Education Act Not-for-Profit requirements

The advice from AGDET of 24 May 2018 that the quantum of funds available to CSNSW was \$7.559 mil was most welcome. The requirement however that the funds be expended in by 31 December 2018 required the company to identify areas for expenditure which extends the scope of the previously approved budget.

Summary of budget

Project	Activities	Reform support funding	Total \$ (incl. other sources)
NCCD	Ensure greater consistency in NCCD data collection across dioceses and schools. Monitoring and moderation to be enhanced.	\$830,000	\$8,350,000
NAPLAN Online	Support the delivery of NAPLAN Online, including training support and device provision and support.	\$660,000	\$1,855,000
Improving Governance	Improving Governance: System Compliance and Financial Management. Developing measures of Efficiency and Effectiveness Online training modules for Responsible Persons to be updated and new modules developed.	\$6,069,000	\$0
Total		\$7,559,000	

These figures provided are indicative and will change throughout the year. An Annual Report will provide line – of – sight accountability report on these changes.

Non-Government Reform Support Fund

Catholic Schools NSW – Work Plan 2018

Project title and relevant national policy initiative	Project description and activities	Indicative budget	Expected outcomes	Indicators of success: KPIs
CSNSW will undertake work programmes:				
Improved NCCD Data Collection <i>(Quality assurance, moderation and support for the continued improvement of the Nationally Consistent Collection of Data on School Students with Disability)</i>	Assurance of the accuracy of NCCD classifications for the 50,000 SWDs within NSW Catholic schools.			
	1. Expert advice to schools and diocesan personnel to assist in consistent classifications of SWDs across the system	Reform support fund: \$530,000 Other funding: \$0	<ul style="list-style-type: none"> School and diocesan staff establish well formulated and documented plans for addressing the needs of SWDs in CSNSW schools School and diocesan staff apply consistent evaluation criteria for establish the NCCD classification of their students. 	<ul style="list-style-type: none"> Spot audits of student plans and NCCD categories are accurate and consistent.
	2. Consideration and implementation of findings of the independent review commissioned by CSNSW into the adequacy and effectiveness of its NCCD protocols.		<ul style="list-style-type: none"> CSNSW is awaiting the results of that review due before June 2018 	<ul style="list-style-type: none"> Not available as yet

	<p>3. Implementation of the findings of the NCCD review being conducted by PwC for AGDET.</p>		<ul style="list-style-type: none"> CSNSW is awaiting the results of PwC's work 	<ul style="list-style-type: none"> Not available as yet
	<p>4. Determine the potential range of percentage frequency of SWDs in different NCCD categories across the broad student population</p>		<ul style="list-style-type: none"> Ensure that NCCD frequencies are within acceptable bounds across schools and dioceses. 	<ul style="list-style-type: none"> Frequency of NCCD categories is within likely and acceptable range. Target will be set when outcomes of PwC consultancy known.
	<p>5. Adjust computer systems and algorithms used for NCCD in light of findings of internal CSNSW review and external PwC review.</p>		<ul style="list-style-type: none"> Computer databases, algorithms and records provide accurate, consistent and easy to use system 	<ul style="list-style-type: none"> Specification for databases and algorithms. Achieve accurate assessments and assist schools in developing individual plans.
	Enhanced support for NCCD via approved processes and reporting.			
	<p>1. Collect the key, relevant NCCD student assessment records held by schools to establish a comprehensive data set of potential benefit to all dioceses and the system.</p> <p>2. Conduct detailed disability assessments using disability experts, on a representative selection of students from dioceses, which are outliers in terms of NCCD frequencies.</p>	<p>Reform fund: \$300,000</p> <p>Other funding: \$0</p>	<ul style="list-style-type: none"> More consistent application of approved processes and better reporting. 	<ul style="list-style-type: none"> Greater consistency in the classification of students by schools. Better understanding by the Commonwealth of students with disabilities.

	<p>3. Extract from the dataset the adjustments made for each student and use these adjustments to categorise students into the adjustment levels required for the NCCD.</p> <p>4. Develop a “training set” of data from the broad collection where the NCCD categorisation has been unequivocally established by expert opinion and comprehensive supporting information is available.</p> <p>5. Develop two classification models, using the dataset, as follows:</p> <ul style="list-style-type: none"> • A model for classifying the students by level of adjustment applied (as required under the NCCD) • A model that addresses the manner in which students ability to function and participate in school is 			
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	<p>reflected in the level of adjustments applied.</p> <p>6. Use the models to validate, and inform the final NCCD submission to government.</p>			
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Project title and relevant national policy initiative	Project description and activities	Indicative budget	Expected outcomes	Indicators of success: KPIs
CSNSW will undertake work programmes:				
Support the delivery of NAPLAN Online <i>(Implementation of online delivery of the National Assessment program)</i>	The implementation of online delivery of the National Assessment Program, including NAPLAN Online, by Dioceses and schools			
	The implementation will be coordinated with the NSW Education Standards Authority to promote the readiness of NSW Catholic schools for online assessments. Project activity includes input to NSW strategy and coordination of NSW Catholic dioceses and	<p>Reform support fund: \$510,000</p> <p>Other funding: \$0</p>	<ul style="list-style-type: none"> CSNSW contributes to the development and implementation of NSW NAPLAN Online transition strategy. This includes monitoring the 47 NSW Catholic schools included in the May 2018 event and the evaluation of operational procedures established to assist these schools in the online delivery of NAPLAN online. 	<ul style="list-style-type: none"> All NSW Catholic School authorities are prepared for engagement with NAPLAN Online in 2019 through training, the provision of advice and an evaluation of the success of the May 2018 online event.

	<p>schools. Privacy compliance will be enhanced, particularly with respect to new data breach requirements.</p>		<ul style="list-style-type: none"> CSNSW provides advice to all NSW Catholic school authorities regarding the operational aspects on the delivery of NAPLAN Online. Advice will inform Catholic school authorities transition plans; with the intention of all 594 NSW Catholic schools delivering the test in the online mode in 2019 	<ul style="list-style-type: none"> 256,000 students across Years 3, 5, 7 and 9 supported for NAPLAN online delivery and 65660 students across Years 3, 5, 7 and 9 supported for the delivery of paper NAPLAN tests.
			<ul style="list-style-type: none"> CSNSW will provide resources to dioceses and schools to maximise the benefits of NAPLAN. NSW Catholic school authorities will be supported in the use of Scout functionalities through co-ordinated roll-out of training and the establishment of Helpdesk support across NSW catholic school authorities 	<ul style="list-style-type: none"> CSNSW , in partnership with CEnet, assessed privacy compliance assessed across all NSW Catholic school authorities All schools have access to a newly developed NSW DoE analytics package: Scout available from June 2018. During 2019, the Catholic sector will develop sector-specific NAPLAN analytics tools.
			<ul style="list-style-type: none"> CSNSW will continue to support the operational delivery of the 	<ul style="list-style-type: none"> A review of the 2018 event is conducted and recommendations provided to

			2018 paper-based NAPLAN tests across NSW Catholic school authorities with the intention of providing opportunities for preparation activities in August, 2018 to enable these schools to deliver the tests online in 2019.	Dioceses and schools for implementation in 2019.
	Development of an application for the analysis of NAPLAN data from NSW Catholic schools.			
	The current dependency on the Department of Education is problematic because of residual privacy concerns and the lack of flexibility in changing the analyses. The funding would provide the capacity to build in house tools for the analysis of NAPLAN and potentially HSC data. The aim will be to construct learning gain statewide data sets across NAPLAN 3, 5, 7 and 9 with the potential to link	\$150,000	<ul style="list-style-type: none"> Improved data analysis which is more adaptable to the needs of Catholic schools. 	<ul style="list-style-type: none"> A design and project plan to build the tool in 2019.

	to Year 12 NSW HSC outcomes.			
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Project title and relevant national policy initiative	Project description and activities	Indicative budget	Expected outcomes	Indicators of success: KPIs
Improving Governance : System Compliance (<i>Improving governance and financial management practices in non-government schools</i>)	CSNSW will undertake work programmes:			
	Improved Governance			
	1. Continuing governance training for personnel across the system	Reform support funding: \$4,669,000	<ul style="list-style-type: none"> Face-to-face and online training for governance made available 	<ul style="list-style-type: none"> Attendance/completion of training sessions/modules
	2. Development and implementation of upgraded compliance policies for Related Party transactions, Codes of conduct, Delegations, etc	Other funding: \$0	<ul style="list-style-type: none"> Policies adopted as best practice by CSNSW, dioceses and schools 	<ul style="list-style-type: none"> Policies issued by CSNSW Improvements to the policies taken up by dioceses and schools.
	3. Implementation of improvements to Registers for Related Party transactions		<ul style="list-style-type: none"> Registers of Dioceses and schools will provide a comprehensive record of all Related Party transactions including evidence of Reasonable Market value of transactions 	<ul style="list-style-type: none"> Improved recording and substantiation relevant transactions in appropriate registers
4. Refinement and implementation of a set of Agreed-upon Procedures to be		<ul style="list-style-type: none"> High level of transparency on compliance matters 	<ul style="list-style-type: none"> Reports on AUP for all dioceses completed. 	

	completed by system auditors			
	5. Undertaking an audit of registers of related party (RPT) transactions		<ul style="list-style-type: none"> • Compliance with audit requirement. 	<ul style="list-style-type: none"> • Issuance of audit reports for all diocesan jurisdictions and CSNSW.
	6. Implementation of RPT audit recommendations		<ul style="list-style-type: none"> • Improvements in quality and extent of RPT registers 	<ul style="list-style-type: none"> • RPT audit recommendations are effectively implemented.
	7. Assessments by independent experts of the reasonable market value (RMV) of major categories of goods and services (conducted by parties outside the NSW Catholic Schools system)		<ul style="list-style-type: none"> • Production of guidance documents on RMV's for major types of transactions 	<ul style="list-style-type: none"> • Delivery RMB guidance in 2018 for: <ul style="list-style-type: none"> • Insurance costs • Financial facilities costs and treasury services • Employment relation services • Consulting services • IT infrastructure services
	8. Online training modules for Responsible Persons to be updated and new modules developed		<ul style="list-style-type: none"> • New CSNSW training modules will be developed and made available. Existing training modules will be updated. 	<ul style="list-style-type: none"> • Additional modules are made available online.
	9. Governance training sessions both online and face to face for responsible persons, additional to current provision.	Reform support funding: \$250,000 Other funding: \$0	<ul style="list-style-type: none"> • Improved understanding of governance responsibilities across NSW to satisfy fully government requirements in this field. 	<ul style="list-style-type: none"> • New sessions delivered by November 2018. • Provision of outreach and regional delivery training and support to both diocesan and R.I. schools.

10. Compliance and risk management for the Approved System Authority, including responding to the Royal Commission into Institutional Responses to Child Abuse.	Reform support finding: \$250,000	<ul style="list-style-type: none"> Provision of legal and risk advice to ensure compliance procedures and practice. 	<ul style="list-style-type: none"> Improved compliance by the ASA system through increased staff knowledge and improved internal practices.
	Other funding: \$0	<ul style="list-style-type: none"> Training for Safeguarding Children (Child Protection). 	<ul style="list-style-type: none"> A better understanding amongst staff of procedures, practice and cultural changes to Safeguard Children.
	Financial Management:		
11. AGDET's FQ & ACARA's MySchool: Incorporate AGDET's changes to the FQ and ensure that all schools comply with the revised requirements of AGDET, ACNC and ACARA		<ul style="list-style-type: none"> Guidelines are produced by CSNSW to advise dioceses and schools how to report the FQ in a consistent manner avoiding ambiguities. Schools and dioceses use the Guidelines in producing their FQ 	<ul style="list-style-type: none"> All schools and dioceses implementing the FQ according to the system guidelines & AGDET instructions Successful declaration of FQ declaration by the deadline.
12. AGDET's FA: Address the inherent reporting difficulties associated with the FA format of base and loadings and provide advice and guidance to dioceses and schools for		<ul style="list-style-type: none"> Guidelines are produced by CSNSW to advise dioceses and schools how to report the FA in a consistent manner avoiding ambiguities. 	<ul style="list-style-type: none"> Determination of system the cross correlations between FA loadings. Production of detailed guidelines for appropriate financial reporting of loadings. All schools and dioceses implementing the FA

	implementation in 2018 and feedback to be used in 2019 and beyond		<ul style="list-style-type: none"> Schools and dioceses use the Guidelines in producing their FA 	according to the guidelines.
	13. Audited financial statements: Developing financial statement requirements at the school level to ensure compliance with all regulatory requirements and improved transparency. Including support to upgrade diocesan financial systems is required		<ul style="list-style-type: none"> All schools and diocesan systems can produce financial statements in accordance with Australian Accounting Standards without any exemptions such as for cash accounting. 	<ul style="list-style-type: none"> Dioceses producing financial accounts according to regulatory requirements.
	14. Reform of the existing grants administration systems,		<ul style="list-style-type: none"> Efficiencies from improved system functionality. 	<ul style="list-style-type: none"> Document outlining scope of project proposal
	15. Streamlined financial reporting: Automation of financial reports generation from standard charts of accounts across all dioceses and schools.		<ul style="list-style-type: none"> Automated production of financial reports such as the FQ, FA, ACNC's and AIS from a standard set of financial account data for a selected number of pilot sites 	<ul style="list-style-type: none"> Definition of a Common Chart of accounts. Definition of report mappings Pilot dioceses have adopted or can map to the Common chart of accounts. Pilot dioceses for whom reports can be automatically produced from the common chart.

	16. Scope out efficient data transfer protocols for proposed SIF implementation.		<ul style="list-style-type: none"> Data dictionaries be developed and agreed and common data transfer protocols be defined by parties involved. 	<ul style="list-style-type: none"> School and student data can be transmitted and readily re-used by others
	17. Continue to develop a streamlined approach for uploading data to AGDET for census and other collections		<ul style="list-style-type: none"> Simple and straightforward data transfer in machine readable form from CSNSW to Government 	<ul style="list-style-type: none"> Documentation of progress/project proposal in the future.
	18. Combine to work with State and Australian governments to develop a single student number for K-12, irrespective of school, while safeguarding privacy		<ul style="list-style-type: none"> Seamless reporting and monitoring of student progress for all NSW students irrespective of whether they move schools from one sector to another 	<ul style="list-style-type: none"> Documentation of progress /project proposal
	19. Enhanced support for financial compliance including Not-for-Profit through the development and introduction of a comprehensive compliance framework, software, training and personnel.	Reform support fund: \$350,000 Other funding: \$0	<ul style="list-style-type: none"> Improved levels of financial compliance through simpler systems. Not-for-Profit status assurance. 	<ul style="list-style-type: none"> A comprehensive compliance framework supported by user friendly software accessible by Responsible Persons consistent with the requirements of NES, AGDET and ACNC.

Efficiency and Effectiveness			
<p>The project will provide a methodology and tools to identify the educational effectiveness and resource utilisation of NSW Catholic schools.</p>	<p>Reform support fund: \$550,000</p> <p>Other funding: \$0</p>	<ul style="list-style-type: none"> • Initial framework and capability will be complete by end 2018. 	<ul style="list-style-type: none"> • An initial report will be made available to dioceses and schools by December 2018. Dioceses and schools will be able to compare school performance and resource utilisation with all schools across NSW through the provision of a report on efficiency and effectiveness.

Non-government Reform Support Work Plan

2018

Independent Schools Queensland

(Revised 26 March 2018)

Non-government Reform Support Fund

Independent Schools Queensland - Work Plan 2018

Summary of Work Plan for 2018

Independent Schools Queensland will undertake the following projects utilising the Non-government Reform Support Fund (NGRSF) in 2018.

Project Reference	Project Title
RSF 1	Readiness for NAPLAN Online and Utilising Educational Data for School Improvement
RSF 2	Improving the Nationally Consistent Collection of Data on School Students with Disability
RSF 3	Increasing School Capability in Governance and Financial Management
RSF 4	Improving Student Outcomes through Quality Teaching and Learning
RSF 5	Empowering School Self Improvement
RSF 6	Supporting the Implementation of the ATSI Educational Strategy
RSF 7	Developing Effective School Leaders
RSF 8	Achieving Excellence in Curriculum and Assessment
RSF 9	Supporting Great Teachers in Independent Schools
RSF 10	Excellence in Online Learning for School Staff

Each of these projects involves multiple objectives in line with Australian Government priorities. They involve services, support and activities for independent schools which are over and above those services provided by Independent Schools Queensland as part of its normal service provisions for member schools. They will be provided to Queensland independent schools irrespective of membership of ISQ.

The NGRSF will ensure the projects are available to more staff in more schools and in more locations. Without the NGRSF, the support provided by ISQ to independent schools to implement national policy initiatives would be limited in scope and reach.

Where appropriate and possible, ISQ will leverage funding from other sources to supplement the NGRSF. This includes Queensland Government targeted programs and funding from ISQ's own sources. A total of \$6,778,361 will be invested in the projects for 2018.

The 2018 activities will ensure support for independent schools in the Australian Government's priorities identified in the *Non-Government Reform Support Guidelines for 2018 to 2022*:

- Quality assurance and support for Nationally Consistent Collection of Data on School Students with Disability;
- Assisting in the implementation and delivery of NAPLAN Online; and
- Improving governance and financial management practices in the non-government school sector.

The projects also support the implementation of existing agreed national reforms as outlined in the Australian Government's *School Funding and Reform Principles* (paragraph 22) -

- a. The National Aboriginal and Torres Strait Islander Education Strategy 2015
- b. The National Science, Technology, Engineering and Mathematics School Education Strategy 2016-2026
- c. Implementation of key national reforms on initial teacher education
- d. Implementation of the Australian Professional Standards for Teachers and the Australian Professional Standard for Principals
- e. Implementation of the Australian Teacher and Performance Development Framework and access to ongoing professional development consistent with the Australian Charter for the Professional Learning of Teachers and School Leaders
- f. Implementation of the Foundation to Year 10 Australian Curriculum
- g. Implementation of the Nationally Consistent Collection of Data on School Students with Disability (NCCD)
- h. National Assessment Program reform
- i. Data collection and reporting requirements
- j. Initiatives to improve access to early childhood education.

In addition to the specific projects and activities in the 2018 workplan, NGRSF will also enable ISQ to provide support in the provision of information and advice to independent schools in each of the reform areas and will facilitate the engagement of independent schools in education policy development and implementation.

A summary of the linkage of each of the NGRSF 2018 projects to the key reform priorities is provided at Table 1.

The ISQ 2018 NGRSF activities will:

- provide benefits to all independent schools of the ISQ non-government representative body, including those in regional and remote locations
- maximise engagement across all independent schools of the ISQ non-government representative body, including fostering a shared approach to improvement among schools and school education experts
- target capacity building and embed skills for longer term change
- foster cross-sector collaboration in implementation and evaluation, and facilitate the sharing of expertise
- use other funding sources, where available and with complementary objectives, which will be leveraged to supplement funding provided by the Australian Government.

A key feature of many of the activities to be supported in 2018 is the embedding of appropriate evaluation mechanisms in the activity. These mechanisms have a focus to evaluate the impact on whole school change and the impact on improving student outcomes.

A further feature of the approach to activities supported in 2018 is the sharing of findings, strategies and outcomes across the independent sector. This includes, where appropriate, formal sharing days, symposiums and showcases in which all independent are encouraged to participate.

Further details in respect of each project are outlined in the project activity summaries.

Reforms		2018 NGRSF PRIORITIES	2018 NGRSF PRIORITIES	2018 NGRSF PRIORITIES	EXISTING	EXISTING	EXISTING	EXISTING	EXISTING	EXISTING	EXISTING	EXISTING	EXISTING	
Area of reform		NCCD	NAPLAN Online	Governance and Financial Management	ATSI Education Strategy	STEM Strategy	Initial Teacher Education	APST/A PSOP	ATPD Framework	AC	NCCD	NAP	Data Collection and Reporting	Access to Early Childhood
RS F 1	Readiness for NAPLAN Online and Utilising Educational Data for School Improvement		✓									✓		
RS F 2	Improving the NCCD for School Students with Disability	✓									✓			
RS F 3	Increasing School Capability in Governance and Financial Management			✓	✓									
RS F 4	Improving Student Outcomes through Quality Teaching and Learning		✓			✓				✓		✓	✓	✓

RS F 5	Empowering School Self Improvement			✓					✓				✓	
RS F 6	Supporting the Implementation of the ATSI Educational Strategy			✓	✓									
RS F 7	Developing Effective School Leaders			✓				✓	✓				✓	
RS F 8	Achieving Excellence in Curriculum and Assessment		✓							✓		✓		
RS F 9	Supporting Great Teachers in Independent Schools		✓					✓	✓					
RS F 10	Excellence in Online Learning for School Staff	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Table 1 - Linkage Of 2018 NGRSF Activities To National Education Reforms

Summary of budget

Project	Activities	Reform Support Funding	Total \$ (Incl. Other Sources)
Readiness for NAPLAN Online and Utilising Educational Data for School Improvement	NAPLAN Online	\$212,526	\$212,526
	Educational Data project	\$141,684	\$141,684
Improving the NCCD for School Students with Disability	NCCD	\$543,055	\$980,358
Increasing School Capability in Governance and Financial Management	Governance	\$533,346	\$533,346
	Financial Management	\$228,577	\$228,577
Improving Student Outcomes through Quality Teaching and Learning	Coaching Partnerships	\$142,396	\$325,167
	Research in Schools	\$142,396	\$325,167
	Targeted Professional Development	\$284,792	\$650,334
Empowering School Self Improvement	Self-Improving Schools Program	\$150,133	\$812,633
Supporting the Implementation of the ATSI Educational Strategy	ATSI Strategy support services	\$221,429	\$221,429
Developing Effective School Leaders	New Principals Program	\$93,715	\$93,715
	Aspiring Principals Program	\$110,013	\$110,013

	Middle Leaders Program	\$0	\$200,000
Achieving Excellence in Curriculum and Assessment	Building Assessment Communities	\$74,444	\$74,444
	Innovative Curriculum and Assessment	\$49,630	\$49,630
	Differentiation	\$42,185	\$42,185
	Support for Curriculum Leaders	\$81,889	\$81,889
Supporting Great Teachers in Independent Schools	Professional Growth Tool	\$98,102	\$198,102
	HALT National Certification	\$0	\$200,000
	Middle Leaders	\$0	\$200,000
	Mentoring	\$0	\$400,000
	Strategic Performance and Development	\$98,102	\$400,000
Excellence in Online Learning for School Staff	Connect & Learn	\$99,061	\$99,061

Total RSF
2018
budgeted

expenditure: \$3,347,475 (includes budget interest income of \$30,000 on RSF grant)

RSF 1 Readiness for NAPLAN Online and Utilising Educational Data for School Improvement

Project Title and Relevant National Policy Initiative	Project Description and Activities	Indicative Budget	Expected Outcomes	Indicators of Success
<p>Readiness for NAPLAN Online and Utilising Educational Data for School Improvement</p> <p><i>Policy Initiatives:</i></p> <p><i>Implementation of online delivery of the National Assessment program.</i></p> <p><i>Data collection and reporting requirements.</i></p>	<p>Provision of support to schools participating in 2018 NAPLAN Online including school readiness activities.</p> <p>Provision of professional development and training to ensure schools gain the necessary skills, knowledge and confidence to be successful with NAPLAN Online.</p> <p>Engagement with working groups at both the State and National level to ensure schools are informed and able to participate in NAPLAN Online processes and procedures.</p> <p>Development of a whole-school data plans for collection, analysis and communication of evidence (including review of school's existing processes).</p> <p>Provision of six modules in Connect&Learn to support teachers and leaders to use data to improve student outcomes.</p> <p>Provision of support for middle leaders to embed use of data to identify and address an area of student need (with a focus on literacy, numeracy and/or STEM).</p>	<p><i>Reform support funding:</i></p> <p>\$354,210</p> <p><i>Other sources (list details):</i></p> <p>Nil</p> <p>RSF Budget includes provision for one (1) FTE staff member.</p>	<p>Schools are ready and confident about transitioning to NAPLAN Online.</p> <p>Schools are up-to-date and understand the arrangements for transitioning to and undertaking NAPLAN Online.</p> <p>Ten (10) schools are supported to develop a School data plan that identifies the data, source, timing, responsibility for collection and communication strategy. This will include collection of baseline and progress data for targeted students to measure improvement.</p> <p>Schools develop a data driven approach to improve teaching and learning.</p> <p>Six (6) schools are supported to have a data team in place, which meets regularly to analyse, interpret and action data.</p> <p>An Educational Data Symposium on practical advice to support school-wide data approach (1 March 2018).</p>	<p>80% of schools involved in training that rate their confidence to undertake NAPLAN tests online as confident or very confident.</p> <p>80% of participating schools that rate ISQ's support as good or excellent.</p> <p>50% of schools in the Educational data project will engage in the online modules.</p> <p>50% of program schools will engage in four or more virtual sessions.</p>

RSF 2 Improving the Nationally Consistent Collection of Data on School Students with Disability

Project Title and Relevant National Policy Initiative	Project Description and Activities	Indicative Budget	Expected Outcomes	Indicators of Success
<p>Improving the Nationally Consistent Collection of Data on School Students with Disability (NCCD)</p> <p><i>Policy Initiative:</i></p> <p><i>Quality assurance and support for Nationally Consistent Collection of Data on Schools Students with Disability.</i></p>	<p>Provision of support and services to schools to enhance the quality assurance, moderation and support for the continued improvement in the NCCD including:</p> <ul style="list-style-type: none"> • Professional learning to strengthen the understanding of NCCD, national resources and engagement by school leaders • Provision of information and training modules for NAPLAN online on ISQ Connect&Learn • Cross sector activities designed to enhance cross sector consistency, including train-the-trainer sessions for key sector staff and regional cross sector moderation for schools • Targeted school reviews of NCCD processes with a focus on schools with significant variations between NCCD and State EAP data • Information and general support on NCCD at the school level and facilitating the engagement of school leaders in policy considerations around the NCCD. 	<p><i>Reform support funding:</i></p> <p>\$543,055</p> <p><i>Other sources (list details):</i></p> <p>\$437,303 (from State Students with Disability Program)</p> <p>RSF Budget includes provision for two (2) FTE staff members.</p>	<p>Increased understanding of the <i>Disability Standards for Education</i> and the NCCD by independent school staff.</p> <p>Increased awareness and use of the national NCCD resources by independent school staff.</p> <p>Increased engagement in school based and cross sector moderation by independent schools.</p> <p>Enhanced consistency of teacher judgement within independent schools when determining whether a student is included in the NCCD, the level of adjustment and category of disability assigned to students.</p>	<p>25% of schools have at least one staff member who has completed ISQ's <i>Disability Standards for Education</i> online learning module.</p> <p>25% of independent schools attending a regional NCCD school leader briefing.</p> <p>50% of independent schools attending a regional NCCD information workshop.</p> <p>25% of independent schools participating in a NCCD moderation session.</p> <p>100% completion of required NCCD census information by all independent schools.</p>

RSF 3 Supporting Good Governance and Financial Management

Project Title and Relevant National Policy Initiative	Project Description and Activities	Indicative Budget	Expected Outcomes	Indicators of Success
<p>Supporting Good Governance and Financial Management</p> <p><i>Policy Initiative:</i></p> <p><i>Improving governance and financial management practices in the non-government school sector.</i></p> <p><i>National Aboriginal and Torres Strait Islander Education Strategy 2015.</i></p>	<p>Provision of support and services to schools through activities for governors, Business Mangers and school leaders including:</p> <ul style="list-style-type: none"> • Formal governance training (short courses, 12-module course and Governance Essentials course) • Board member induction program • Online Financial Governance module • Online Board induction manual • Board Review template and service • Customised Board advice and information including strategic planning, governance reviews, risk management and strategic review including the online SMaRT tool • Networking opportunities including a governance forum • Governance research • Business Managers induction program • Information and support to Boards and Business Managers in targeted areas for compliance including FQ, Census and other key compliance activities. 	<p><i>Reform support funding:</i></p> <p>\$761,923</p> <p><i>Other sources (list details):</i></p> <p>Nil</p> <p>RSF Budget includes provision for two (2) FTE staff members.</p>	<p>Building capacity and capability in board members.</p> <p>Access to governance training focussed on school governance.</p> <p>Better understanding and oversight of school finances.</p> <p>Highlight on importance of board competence and future school sustainability.</p> <p>Increased knowledge and capability in school Business Managers.</p>	<p>Positive engagement with 80% of school boards over a two-year cycle.</p> <p>40% of school boards directly engage in governance activities in 2018.</p> <p>1,500 hours of governance and financial management professional development offered in 2018.</p> <p>Average attendance of persons per course.</p> <p>Number of schools undertaking a comprehensive board review in 2018.</p> <p>80% of new Business Managers completing the Induction Program in 2018.</p>

RSF 4 Improving Student Outcomes through Quality Teaching and Learning

Project Title and Relevant National Policy Initiative	Project Description and Activities	Indicative Budget	Expected Outcomes	Indicators of Success
<p>Improving Student Outcomes through Quality Teaching and Learning</p> <p><i>Policy Initiatives:</i></p> <p><i>Implementation of online delivery of the National Assessment program.</i></p> <p><i>Implementation of the Foundation to Year 10 Australian Curriculum.</i></p> <p><i>Data collection and reporting requirements.</i></p> <p><i>Initiatives to improve access to early childhood education.</i></p> <p><i>The National STEM School Education Strategy 2016-2026.</i></p>	<p>Provision of support and services to schools with the objective of improving student educational outcomes through:</p> <ul style="list-style-type: none"> • Coaching Partnerships Program - building teacher capability through coaches leading change by working with teachers to address problems of practice identified through student data • Research in Schools Program - supporting school leaders to establish school-wide inquiry with a focus on strategic priority and targeted areas for school improvement • Targeted professional development and learning opportunities - including the Language Professional Learning Community, the All Languages Event, STEM education, and the Professional Learning Communities event. 	<p><i>Reform support funding:</i></p> <p>\$569,584</p> <p><i>Other sources (list details):</i></p> <p>\$731,083 (ISQ's own sources)</p> <p>RSF Budget includes provision for three (3) FTE staff members.</p>	<p>30 schools participating in the Coaching Partnerships Program.</p> <p>Improved capacity to use coaching as an embedded, school-wide approach to professional learning.</p> <p>26 schools participating in the Research in Schools Program.</p>	<p>90% of participating schools will engage in the face-to-face and online learning modules.</p> <p>90% of participating schools will engage in regular contact with an ISQ mentor for support.</p> <p>20% of schools will develop a school-wide coaching and/or research-based model for improving or sustaining student outcomes.</p> <p>40% of schools participating in targeted professional development and learning opportunities.</p> <p>90% of participants rating satisfaction with professional development opportunity as very high or high.</p>

RSF 5 Empowering School Self Improvement

Project Title and Relevant National Policy Initiative	Project Description and Activities	Indicative Budget	Expected Outcomes	Indicators of Success
<p>Empowering School Self Improvement</p> <p><i>Policy Initiatives:</i></p> <p><i>Improving governance and financial management practices in non-government schools.</i></p> <p><i>Data collection and reporting requirements.</i></p> <p><i>Implementation of the Australian Teacher Performance and Development Framework.</i></p>	<p>Delivery of the Self-Improving Schools Program to support schools to assess their effectiveness and plan for continuous improvement.</p> <p>Empowering of schools to undertake self-directed change to improve school performance, student learning and teacher practice.</p> <p>Supporting participating schools to conduct a self-assessment, identify priorities for change, implement an action plan and embed a cycle of school improvement.</p>	<p><i>Reform support funding:</i></p> <p>\$150,133</p> <p><i>Other sources (list details):</i></p> <p>\$662,500 (from ISQ funds)</p> <p>RSF Budget includes provision for one (1) FTE staff member.</p>	<p>More than 70 schools participating in the Self-Improving Schools Program.</p> <p>Improved sustainability of ongoing improvement planning and implementation in participating schools.</p> <p>Outcomes for each participating school to be achieved in at least one of the focus areas.</p> <p>Improvement in:</p> <ul style="list-style-type: none"> • Leadership and Management • Teacher Practices • Student Outcomes • Community Partnerships. 	<p>100% of schools joining the Self-Improving Schools program sending representatives to program information launch day.</p> <p>90% of attendees at School Improvement Program launch demonstrating increased understanding of a school improvement process (as evidenced by articulation of key messages from the launch event).</p> <p>90% of newly participating schools demonstrating commitment to school self-improvement, as evidenced by school visit reports.</p> <p>90% of participating schools having understood processes to support school self-improvement (as evidenced by Progress Reports).</p> <p>At least 60% of all participating schools being able to identify impact in their schools after each year of participation, related to Teacher Growth or Student Outcomes (as evidenced in Progress Report).</p>

RSF 6 Supporting the ATSI Educational Strategy

Project Title and Relevant National Policy Initiative	Project Description and Activities	Indicative Budget	Expected Outcomes	Indicators of Success
<p>Supporting the ATSI Educational Strategy</p> <p><i>Policy Initiatives:</i></p> <p><i>Improving governance and financial management practices in the non-government school sector.</i></p> <p><i>National Aboriginal and Torres Strait Islander Education Strategy 2015.</i></p>	<p>Delivery of professional learning to support schools to use the <i>Bandscales for Aboriginal and Torres Strait Islander Learners</i> to assess, record, monitor and track Indigenous students' English language and literacy development for differentiated teaching and to support schools' census completion.</p> <p>Development of an online e-Learning Course to assist teachers to support English as a Second Language and/or Dialect (ESL & EAL/D) Aboriginal and Torres Strait Islander students in the classroom.</p> <p>Delivery of professional learning to support teachers to embed Aboriginal and Torres Strait Islander perspectives in classroom planning.</p> <p>Provision of support and assistance to Majority Indigenous Student Schools and schools with high numbers of Indigenous students across a range of educational and operational areas.</p> <p>Supporting the engagement of the independent sector in policy development and implementation through working groups and committees associated with Indigenous education.</p>	<p><i>Reform support funding:</i></p> <p>\$221,429</p> <p><i>Other sources (list details):</i></p> <p>Nil</p> <p>RSF Budget includes provision for one (1) FTE staff member.</p>	<p>Teachers use Indigenous student data for differentiated literacy planning.</p> <p>Improve Indigenous student participation in NAPLAN.</p> <p>Improved teacher and school leader Indigenous student data collection processes and teaching and learning.</p> <p>Improve and increase teachers and school leaders embedding of Indigenous perspectives in classroom planning.</p> <p>Increased knowledge and understanding of the ATSI Education Strategy across the independent sector.</p>	<p>100% of schools engaged in Indigenous education professional learning events will be exposed to the National Aboriginal and Torres Strait Islander Education Strategy.</p> <p>90% of teachers attending Indigenous education professional learning events demonstrate increased understanding of embedding Indigenous perspectives in curriculum planning (evidenced in key points recorded in feedback responses).</p> <p>90% of teachers attending Indigenous EAL/D professional learning events demonstrate increased understanding of appropriate processes for collecting and using student data to provide differentiated learning (evidenced in key points recorded in feedback responses).</p> <p>100% of majority Indigenous schools (those with 50% or more Indigenous enrolments) improve government reporting on Indigenous ESL-EALD data (demonstrated by improved student learning assessments, profiling, personalised learning plans and data management processes).</p> <p>50% increase in Indigenous middle leaders and Indigenous teacher aides accessing professional learning.</p>

RSF 7 Developing Effective School Leaders

Project Title and Relevant National Policy Initiative	Project Description and Activities	Indicative Budget	Expected Outcomes	Indicators of Success
<p>Developing Effective School Leaders</p> <p><i>Policy Initiatives:</i></p> <p><i>Improving governance and financial management practices in the non-government school sector.</i></p> <p><i>Data collection and reporting requirements.</i></p> <p><i>Implementation of the Australian Professional Standards for Teachers and the Australian Professional Standards for Principals.</i></p> <p><i>Implementation of the Australian Teacher and performance Development Framework and access to ongoing professional development consistent with the Australian Charter for the Professional Learning of Teachers and School Leaders.</i></p>	<p>Provision of high quality leadership development and support through:</p> <ul style="list-style-type: none"> • New Principals Program - for Principals in their first two years of school leadership • Aspiring Principals Program - developing future school leaders. • Middle Leaders Program (see RSF 9). <p>Each program will incorporate activities that blend theory and practice with blended learning opportunities that integrate face-to-face (residential, workshops), and online interactions.</p> <p>Participants in each of the programs will be mentored throughout the program to ensure that they can apply what they learn.</p> <p>Participants in the programs will complete a professional project - leadership of a school-wide change initiative in which they identify, implement and evaluate within their own school.</p>	<p><i>Reform support funding:</i></p> <p>\$203,728</p> <p><i>Other sources (list details):</i></p> <p>\$200,000 (from State Teaching and School Leadership Program)</p> <p>RSF Budget includes provision for 0.2 FTE staff member.</p>	<p>Total expected participation: more than 110 participants across the programs.</p> <p>Participants are satisfied that the program met the identified need.</p> <p>Participant’s knowledge and skills increased because of participation in the program.</p> <p>Principals will have greater understanding of their personal strengths and areas for development.</p> <p>Participants will feel more confident in their ability to lead improvement initiatives in the school.</p>	<p>80% of aspiring principal participants that will have shown growth in pre- and post 360-degree surveys.</p> <p>90% of participants in the programs will rate the program as effective.</p>

Project Title and Relevant National Policy Initiative	Project Description and Activities	Indicative Budget	Expected Outcomes	Indicators of Success
<p>Achieving Excellence in Curriculum and Assessment</p> <p><i>Policy Initiatives:</i></p> <p><i>Assisting in the implementation and delivery of NAPLAN Online.</i></p> <p><i>National Assessment program reform.</i></p> <p><i>Implementation of the Foundation to Year 10 Australian Curriculum.</i></p>	<p>Provision of services and support in relation to implementation of the Australian Curriculum including:</p> <ul style="list-style-type: none"> • Building Assessment Communities (BAC) social moderation project where teachers meet in regional clusters to share student portfolios and develop consistency in their judgments about student grades. • Innovative Curriculum Assessment project where participating schools develop twenty first century skills and dispositions such as curiosity, and consider how these might be effectively assessed in a way that promotes opportunities for students to develop or exhibit ‘agency’ about and with their own learning. • Differentiation project with participating schools supporting very high achieving and gifted students with a focus on assessment design to cater for differentiation. • Support for School and Curriculum Leaders through regional workshops to bring school and curriculum leaders up to date with developments in curriculum and assessment; advice and information on the implementation of the Australian Curriculum; and reviews of curriculum and assessment strategies in selected schools. 	<p><i>Reform support funding:</i></p> <p>\$248,148</p> <p><i>Other sources (list details):</i></p> <p>Nil</p> <p>RSF Budget includes provision for one (1) FTE staff member.</p>	<p>Teachers gain a deeper understanding of the Australian Curriculum, achievement standards, and planning for effective assessment design.</p> <p>Participating schools will develop authentic tasks that embed student agency in assessment. These tasks will be made available to the whole sector.</p> <p>Participating schools will develop authentic quality tasks that allow gifted students to demonstrate their full potential.</p> <p>Participants will have greater confidence to deliver professional learning to staff, and to make strategic decisions about curriculum and assessment.</p>	<p>At least 25 schools and over 80 teachers involved in Differentiation Project.</p> <p>At least 16 schools and over 50 teachers involved in Middle Years Project.</p> <p>At least 12 schools and over 40 teachers involved in Innovative Curriculum Assessment Project.</p> <p>At least 600 teachers involved in social moderation activities.</p> <p>At least 150 curriculum leaders attend briefings.</p>

RSF 8 Achieving Excellence in Curriculum and Assessment

RSF 9 Supporting Great Teachers in Independent Schools

Project Title and Relevant National Policy Initiative	Project Description and Activities	Indicative Budget	Expected Outcomes	Indicators of Success
<p>Supporting Great Teachers in Independent Schools</p> <p><i>Policy Initiatives:</i></p> <p><i>Assisting in the implementation and delivery of NAPLAN Online.</i></p> <p><i>Implementation of key national reforms on initial teacher education.</i></p> <p><i>Implementation of the Australian Professional Standards for Teachers and the Australian Professional Standards for Principals.</i></p> <p><i>Implementation of the Australian Teacher and performance Development Framework and access to ongoing professional development consistent with the Australian Charter for the Professional Learning of Teachers and School Leaders.</i></p>	<p>Provision of a range of support and services for schools in relation to quality teaching including:</p> <ul style="list-style-type: none"> • Professional Growth Tool - online survey service for teachers to identify their strengths and areas for professional growth in relation to the Australian Professional Standards for Teachers (APST) • HALT National Certification Service - confidential and objective service to identify and certify high performing teachers against the Highly Accomplished and Lead career stages of the APST • Developing Middle Leaders - School-based inquiry in teams to build personal and organisational leadership capacity • Mentoring for Quality Teaching - School-based inquiry to establish, implement and evaluate sustainable and collaborative mentoring programs for teachers at all career stages • Strategic Performance and Development - coaching for schools to implement performance and development processes in consultation with teachers. 	<p><i>Reform support funding:</i> \$196,204</p> <p><i>Other sources (list details):</i> \$1,201,898 (from State Teaching and School Leadership Program)</p> <p>RSF Budget includes provision for one (1) FTE staff member.</p>	<p>Schools will plan for and implement programs and resources to support at least one (1) of the following quality teaching priority areas:</p> <ul style="list-style-type: none"> • Classroom observation • Goal setting • Engaging in performance and development conversations • Leading and undertaking mentoring • Collecting evidence of quality teaching • Supporting further study by teachers • Implementing online performance and development systems • Providing rewards for high performance. 	<p>Each priority area will be implemented by at least 40% of schools with more than 80% of schools reporting measurable impact.</p>

RSF 10 Excellence in Online Learning for School Staff

Project Title and Relevant National Policy Initiative	Project Description and Activities	Indicative Budget	Expected Outcomes	Indicators of Success
<p>Excellence in Online Learning for School Staff</p> <p><i>Policy Initiative:</i></p> <p><i>All policy areas in the NGRSF 2018 Guidelines and the existing agreed national reforms.</i></p>	<p>Provision of professional development and information through ISQ's learning management system <i>Connect&Learn</i>.</p> <p><i>Connect&Learn</i> will provide approximately 65 online modules covering a range of areas including the priority policy areas under the NGRSF.</p> <p><i>Connect&Learn</i> modules are rigorously designed using the most up to date pedagogical practice with adult learning principles at the forefront of instructional design. A certificate will be granted to learners at the successful completion of modules which lists the professional hours completed as well as the Australian Professional Standards for Teachers and Principals content covered within the modules.</p> <p><i>Connect&Learn</i> provides a far greater reach for teachers to access high quality learning without the need to travel. This is particularly important in terms of access to professional learning for regional and remote schools in Queensland. It also provides 24-hour access to online learning modules for all schools.</p> <p>ISQ works with independent schools to ensure that <i>Connect&Learn</i> is an integrated part of their whole-school professional development plan.</p> <p>New online module offerings via <i>Connect&Learn</i> for 2018 include:</p> <ul style="list-style-type: none"> • Disability Standards for Education • Evidencing Highly Accomplished and Lead Career stages • Finance modules. 	<p><i>Reform support funding:</i></p> <p>\$99,061</p> <p><i>Other sources (list details):</i></p> <p>Nil</p> <p>RSF Budget includes provision for one (1) FTE staff member.</p>	<p>Participants are satisfied that the module met their identified need.</p> <p>Participant's knowledge and skills increased because of participation in the program.</p> <p>Increased awareness and use of the modules.</p>	<p>70% of surveyed users who completed Governance Finance reported an enhanced understanding of how to interpret their school's financial statements.</p> <p>10 new modules released by December 2018.</p> <p>70% of participants surveyed rate module as highly effective (strongly agree and agree responses for ease of navigation, content meets expectations, engaging presentation and opportunities for reflection).</p>

Non-Government Reform Support Work Plan

2018

Independent Schools Tasmania

Non-Government Reform Support Fund - Independent Schools Tasmania (IST) – Work Plan 2018

IST provides state wide support to all 34 Tasmanian independent schools. While we are grateful for the \$0.350 million pa funding from the Australian government, the reduction from \$0.064 million pa received under the SFSF funding means that the services offered in 2018 to our schools will be greatly reduced.

The 2018 NGRSF funding will provide, for all member schools, an education support service as described in the Summary of Work Plan below and the detailed plan that follows. In developing this plan IST acknowledges the research evidence that demonstrates the importance of school based professional learning and whole-school commitment to change and growth.

Summary of Work Plan for 2018

Quality assurance and support for Nationally Consistent Collection of Data on School Students with Disability

Five projects planned for 2018 include professional development in moderating levels of adjustment, differentiated teaching and learning for students with disability and production of a “students with additional needs” handbook. *Share of NGRSF = \$186,000 (53%)*

Assisting in the implementation and delivery of an NAPLAN online

Two projects planned for 2018 supporting school readiness for NAPLAN online and using NAPLAN data to improve student outcomes. *Share of NGRSF = \$51,000 (15%)*

Improving governance and financial management practices in the non-government school sector

Three projects providing professional development for school board members in general organisation and NFP governance and specific professional development and support in managing risk and safety.

Share of NGRSF = \$61,000 (17%)

Other

Three continuing projects that were commenced under the SFSF priorities need to be ongoing in 2018. One is entirely funded by the State Government. The others are integral to the Australian Government’s 2018 school reform priorities for NCCD, NAPLAN and Governance.

Beyond Normal Service Provision

All projects in the Work Plan 2018 go beyond the normal service provision for IST member schools and without the NGRSF IST would be unable to offer any of the planned projects.

IST’s normal services are representation, advocacy and communication of information and advice to member schools. IST represents independent schools on more than 30 cross sectoral working, steering, advisory and reference groups at State and National levels (including ACARA and AITSL).

IST is the voice of Tasmanian independent schools in advocacy to government and communicating with the media and the community.

Summary of Budget 2018

Project	Activities	Reform support funding	Total \$ (incl. other sources)
NCCD	Train the Trainer: Moderating Levels of Adjustment	42,319	42,319
	Students with Additional Needs Hand Book 2018	42,319	42,319
	On Line Training: Personalised Learning & Training for Teachers of SWD (UK)	42,319	42,319
	Learning for All: Differentiated Teaching and Learning	42,319	42,319
	Purposeful Planning & Authentic Assessment	42,319	42,319
	Subtotal	211,595	211,595
NAPLAN Online	Using NAPLAN Data to Improve Student Outcomes – PD delivered to schools: Context specific and needs based	25,725	25,725
	NAPLAN Online Readiness: Assessment, strategic, planning and monitoring progress	25,725	25,725
	Subtotal	51,450	51,450
Improving Governance	Workshops - Foundations for Organisational Success	20,315	20,315
	Workshops – Good Governance Principles for NFP Organisations including Introduction and overview of On-line training modules	20,315	20,315

	Workshops – Managing Risk and Safety	20,315	20,315
	Subtotal	60,945	60,945
Other (Ongoing SFSF)	Safe Homes Safe Families: (State Government Initiative)		25,000
	Literacy & Numeracy: Letters & Sounds	26,010	26,010
	Subtotal	26,010	77,022
	Grand Total	350,000	375,000

These figures provided are indicative and will change throughout the year. The Annual Report will report on these changes.

Project title and relevant national policy initiative	Project description and activities	Indicative budget	Expected outcomes	Indicators of success
<p>Project 1.</p> <p>Train-the Trainer: Moderating Levels of Adjustment</p> <p>Quality assurance and support for Nationally Consistent Collection of Data on School Students with Disability</p>	<p>This project requires a program of professional learning for educators across regions and across sectors. The project will involve a spaced-learning model focusing on PL for key teachers, enabling them to deliver ongoing PL in their own schools. Developing teachers' capacity to work through the 7 Step Moderation Process will build capacity to consistently identify students' Levels of Adjustment as required inform the NCCD. This project will involve the following content and processes:</p> <ul style="list-style-type: none"> • The IST Special Education Needs (SEN) Consultant will provide PL: focused on teaching educators how to use the Education Council (EC) moderation process and case studies to discern levels of adjustment required by students with disability. • Training of designated key teachers from each independent school. • A cluster and regional networking approach that brings together groups of key teachers from schools, across sectors to learn together and develop ongoing, self-sustaining support networks. • A spaced-learning model that provides three focused, full-day professional learning sessions for the network of educators, across the year. • The IST SEN Consultant will also provide ongoing in-school support for key teachers to continually build their knowledge, understanding, skills, experience and confidence to lead colleagues through professional learning at school level, co-presenting to staff when required. • Providing participant key teachers with access to all materials used in the full day PL sessions, enabling these educators to deliver consistent, rigorous 	<p>Reform support funding: \$42,319</p> <p>Other funding: \$NIL</p> <p>.4 FTE</p>	<p>1. The project aims to enhance teacher practice against the following AITSL National Professional Standards for Teachers:</p> <p><i>1.1 Physical, social & intellectual development and characteristics of students.</i></p> <p><i>1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities.</i></p> <p><i>1.6 Strategies to support full participation of students with disability.</i></p> <p><i>2.6 Information & Communication Technology (ICT).</i></p> <p><i>4.1 Support Student Participation.</i></p> <p><i>5.5 Report on Student Achievement.</i></p>	<p>In 2018, 60% of participating key teachers and school based SLN Coordinators will identify personal development and improvement against the descriptions of practice in the National Professional Standards for Teachers: Standard 1.5 and 4.1.</p> <p>Participants will:</p> <ul style="list-style-type: none"> • attend all face-to-face sessions and complete set tasks & structured activities. • Deliver NCCD PL at school level, demonstrating high level understanding of the material, in order to lead and guide colleagues through moderation process. • Show evidence of differentiation matching level of adjustment to allow access to learning for all students. • In consultation with students/parents/carers, develop, monitor and review Personalised Learning Plans. • Demonstrate ongoing contact and support for other key teachers as a collegial network develops. <p>Attendance registers will be provided.</p>

	<p>training at school level while also adjusting delivery to a pace and sequence suited to each school context.</p> <ul style="list-style-type: none"> • The PL sessions offered by IST will involve multiple modes of delivery and information access, including regional face-to-face meetings, readings, discussion, Online Training, individual and small group learning opportunities and follow-up in-school tasks. 		<p>2. By the completion of the program of professional learning, all participants will demonstrate the capacity to make evidence based decisions regarding levels of adjustment provided for students with disabilities.</p> <p>3. For the duration of the project and beyond, participating key teachers will share and deliver PL at school level in a style and pace contextualised for individual schools.</p> <p>4. Participants will create collegial networks enabling ongoing, self-sustaining support across schools and sectors.</p> <p>5. This project aims to build the capacity of key teachers within schools to become lead educators within and beyond their own settings.</p>	
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Project title and relevant national policy initiative	Project description and activities	Indicative budget	Expected outcomes	Indicators of success
<p>Project 2. Development of Students with Additional Needs Handbook 2018</p> <p>Quality assurance and support for Nationally Consistent Collection of Data on School Students with Disability</p>	<p>The handbook will provide essential, accurate information to assist teachers to identify the Broad Categories of Disability as required for the Nationally Consistent Collection of Data (NCCD)</p> <p>The Handbook will be distributed and workshopped as part of regional Special Learning Needs Network meeting.</p> <p>All content of the Handbook is aligned to the DDA and NCCD model.</p>	<p>Reform support funding: \$42,319</p> <p>Other funding: \$NIL</p> <p>.1 FTE.</p>	<ul style="list-style-type: none"> Using hypothetical case studies participants will refer to the Students with Additional Needs Handbook and correctly identify the Broad Category of Disability. Using de-identified examples from their schools' participants will justify their decision making as to the Category of Disability. Participants will confidently refer to the Handbook when defining and explaining a range of disability when supporting colleagues in decision making. 	<p>In 2018, supported by IST SLN facilitator, 70% of teachers will:</p> <ul style="list-style-type: none"> Participate in regional Special Learning Needs Network meetings. Receive, discuss and workshop the content of the Handbook. Use the Handbook to enhance understanding of specific disabilities. Use the Handbook to supplement decision-making in regard to Categories of Disability. <p>Participants will:</p> <p>Distribute copies of the of Students with Additional Needs Handbook 2018 to their respective schools' staff and;</p> <ul style="list-style-type: none"> Provide workshop sessions to colleagues. <p>Attendance registers will be provided.</p>

Project title and relevant national policy initiative	Project description and activities	Indicative budget	Expected outcomes	Indicators of success
<p>Project 3.</p> <p>On-line Training (OLT): Personalised Learning.</p> <p>The Effective & Efficient use of NCCD Funds to Enhance Support and Enhance Learning Outcomes for SWD</p>	<p>The Melbourne Declaration, the Australian Curriculum, the Disability Discrimination Act and the Disability Standards for Schools emphasise the importance of personalised learning to meet the diverse needs of and capabilities of every young Australian.</p>	<p>Reform support funding: \$42,319</p> <p>Other funding: \$NIL</p> <p>.2 FTE</p>	<p>This project aims to enhance teacher knowledge, understanding and practice in regard to Personalised Learning. Currently there are significant gaps between the educational outcomes of students with disabilities and those without disability.</p> <p>Participants in the project will:</p> <ol style="list-style-type: none"> 1. Demonstrate support to SWD incorporating quality teaching and learning approaches that are: <ul style="list-style-type: none"> • Intensive • Frequent • Supportive and • Individualised where necessary 2. Demonstrate the four elements of personalised learning: <ul style="list-style-type: none"> • collaboration and negotiation. • assessment of individual need. • adjustments to curriculum, instruction and environment (as required) • ongoing evaluation of personalised learning. 3. Demonstrate ability to: 	<p>In 2018, 30% of teachers in independent schools will enrol in and complete OLT Personalised Learning to the standard required for OLT Certification.</p>

			<ul style="list-style-type: none">• Develop detailed student profiles. Identify the required knowledge and skills. <p>Provide intensive instructional time within a quality differentiated class room.</p> <ul style="list-style-type: none">• Plan and provide opportunity for guided practice and positive, corrective feedback.• Monitor students' progress.• Make evidence based instructional decisions.	
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Project title and relevant national policy initiative	Project description and activities	Indicative budget	Expected outcomes	Indicators of success
<p>Project 4. Learning for All</p> <p>Meeting the needs of all students through differentiated content, teaching and learning</p>	<p>To effectively differentiate teaching and learning and enable all students to access the curriculum in meaningful and purposeful ways, it is essential that differentiation be seen as an expected and essential component of ongoing classroom planning, teaching and learning, rather than an “add-on”. This project has been strategically embedded within another of IST’s projects, Purposeful Planning and Authentic Assessment. The project, Learning for All, will focus on building teacher capacity to design differentiated teaching and learning that enables all students to access the Australian Curriculum using appropriate adjustments, inclusive teaching and learning and differentiated processes and task design. The project will involve the following content and processes:</p> <p>IST Curriculum Consultant will provide PL focused on supporting educators to:</p> <ul style="list-style-type: none"> ● use the Australian Curriculum to identify topics for units that are suitable for all students ● develop inclusive learning goals that enable all students to achieve success ● design differentiated assessment ● use differentiated processes and content to design teaching and learning 	<p>Reform support funding: \$42,319</p> <p>Other funding: \$NIL</p> <p>.5 FTE</p>	<p>1. The project aims to enhance teacher practice against the following AITSL National Professional Standards for Teachers:</p> <p><i>1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities.</i></p> <p><i>1.6 Strategies to support full participation of students with disability.</i></p> <p><i>4.1 Support student participation.</i></p> <p>2. Educators will develop high level understanding of differentiation and expectations for quality differentiated planning and practice.</p> <p>3. Participants will:</p> <ul style="list-style-type: none"> ● Understand the expectations of the Disability Standards for Education (DSE) and Tasmania’s Non-Government Schools Registration Board’s requirement for pedagogical practices related to differentiation and implications 	<p>In 2018, 75% of participants will:</p> <ul style="list-style-type: none"> ● Attend all face-to-face sessions and complete all set tasks. ● Include inclusive, SMART learning goals, differentiated assessment and differentiated teaching and learning processes and tasks in all planning for students. <p>Participating key teachers will:</p> <ul style="list-style-type: none"> ● Deliver ongoing PL at school level, demonstrating high level understanding of the material, in order to lead and guide colleagues through tasks and processes. ● Be able to identify differentiated and non-differentiated practice, in order to recognise such practice within their own school and provide appropriate feedback, support and guidance for colleagues. ● Provide samples of their own planning, as examples of practice that reflect the expectations of the DSE and Tasmania’s Non-Government Schools Registration Board’s requirement for pedagogical practices.

Project title and relevant national policy initiative	Project description and activities	Indicative budget	Expected outcomes	Indicators of success
	<p>experiences that meet the needs of all students.</p> <ul style="list-style-type: none"> • Training of designated key teachers from a network of schools to build capacity at school level. This will provide an ‘on-site’ educator able to lead and support colleagues to enhance their practice in differentiation. • A spaced-learning model that provides seven focused, full-day professional learning sessions, spaced across the year to enable educators to learn about differentiated practice, then have the time to apply this, before returning to the next PL session for ongoing learning. With this spaced learning approach, there is a clear expectation that participants will apply the learning from each session in a timely and ongoing way. • The IST Curriculum Consultant will also provide ongoing in-school support for key teachers to continually build their knowledge, understanding, skills, experience and confidence to lead colleagues towards improved practice in differentiation. • Participants will have the opportunity to collaboratively design differentiated units, lessons and tasks, catering for students at varied stages of learning and development. 		<p>for educators’ planning and teaching.</p> <ul style="list-style-type: none"> • Understand the varied ways in which teaching and learning may be differentiated and the types of adjustments that may be made for students, according to students’ background, stage of readiness or development and preferred ways of learning. • Develop the skills and capacity to lead and support colleagues to develop or enhance practice in differentiation. 	<p>Attendance registers will be provided.</p>

Project title and relevant national policy initiative	Project description and activities	Indicative budget	Expected outcomes	Indicators of success
	<ul style="list-style-type: none"> Participants will analyse and critique examples of both quality differentiated learning design and undifferentiated planning and tasks, in order to have a high level of understanding of differentiation and related practice. <p>This project will focus on training educators to both meet the requirements of and lead colleagues to meet the requirements of, the Disability Standards for Education and Tasmania’s Non-Government Schools Registration Board’s requirement for pedagogical practices that “...provide every student with the opportunity to learn.”</p>			

Project title and relevant national policy initiative	Project description and activities	Indicative budget	Expected outcomes	Indicators of success (anecdotal data)
Project 5. Purposeful Planning and Authentic Assessment.	This project involves a program of professional learning for educators across regions and across sectors. This project will involve a spaced-learning model focusing on PL for key teachers, enabling these educators to then deliver ongoing PL in their own	Reform support funding: \$42,319 Other funding: \$NIL <i>.5 FTE</i>	1. The project aims to enhance teacher practice against the following AITSL National Professional Standards for Teachers:	By November 2018 participating key teachers will: <ul style="list-style-type: none"> Identify personal development and improvement against the descriptions of practice in the

Project title and relevant national policy initiative	Project description and activities	Indicative budget	Expected outcomes	Indicators of success (anecdotal data)
<p>Using the Australian Curriculum to design meaningful, purposeful and connected units of inquiry in the primary years.</p>	<p>schools. By building teachers' capacity to design quality, purposeful teaching and learning, students will be provided with enhanced learning and assessment opportunities. This project will involve the following content and processes:</p> <p>The IST Curriculum Consultant will:</p> <ul style="list-style-type: none"> • Provide PL focused on teaching educators how to use the Australian Curriculum to connect content across subjects and year levels to design meaningful units of inquiry. These units will include purposeful goals for learning, authentic assessment, differentiated teaching and learning and flexible learning sequences. • Support the designated key teachers from a network of schools to build capacity at school level. • Develop cluster and networking approach that brings together a group of key teachers from like schools, across sectors to learn together and develop ongoing, self-sustaining support networks. 		<p><i>1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities.</i></p> <p><i>2.1 Content and teaching strategies of the teaching area.</i></p> <p><i>2.2 Content selection and organisation.</i></p> <p><i>3.1 Establish challenging learning goals</i></p> <p><i>3.2 Plan, structure and sequence learning programs.</i></p> <p><i>5.1 Assess student learning.</i></p> <p><i>5.2 Provide feedback to students on their learning.</i></p> <p><i>5.3 Make consistent and comparable judgements.</i></p> <p>2. Through targeted professional learning, participants will have the capacity to effectively interpret curriculum content, and to connect content into meaningful units of inquiry. Participants will design quality learning goals, assessment and teaching and learning sequences for students.</p>	<p>National Professional Standards for Teachers.</p> <ul style="list-style-type: none"> • 80% of all participating teachers will have attended all face-to-face sessions and complete all set tasks. • 70% of participating teachers will have delivered ongoing PL at school level, demonstrating high level understanding of the material, in order to lead and guide colleagues through tasks and processes. • 70% of participating teachers will show in planning, evidence of integration of curriculum content, goals for student learning, varied and authentic assessment, differentiation and a purposeful sequence of teaching and learning aligned to the Australian Curriculum. • Develop collegial networks and demonstrate ongoing contact and support for fellow key teachers. • By November 2018 IST Curriculum Consultant will have delivered 20 focussed PL

Project title and relevant national policy initiative	Project description and activities	Indicative budget	Expected outcomes	Indicators of success (anecdotal data)
	<ul style="list-style-type: none"> • Implement spaced-learning model that provides seven focused, full-day professional learning sessions for the network of educators, across the year. • Will also provide ongoing in-school support for key teachers to continually build their knowledge, understanding, skills, experience and confidence to lead colleagues through professional learning at school level. • Provide participant key teachers with access to all materials used in the full day PL sessions, enabling these educators to deliver the PL at school level while also adjusting delivery to a pace and sequence suited to each school context. • Deliver PL sessions involving multiple modes of delivery and information access. These will include regional face-to-face meetings, readings, discussion, questioning, practical tasks, individual and small group learning and follow-up in-school tasks. 		<p>3. Throughout the duration of the project and beyond, participating key teachers will share and deliver PL at school level in a style and pace contextualised for individual schools.</p> <p>4. Participants will create collegial networks enabling ongoing, self-sustaining support across schools and sectors.</p> <p>5. The projects aims to build the capacity of key teachers within schools, to become lead educators within and beyond their own settings.</p>	<p>sessions (see project description)</p> <p>Attendance registers will be provided.</p>

Project title and relevant national policy initiative	Project description and activities	Indicative budget	Expected outcomes	Indicators of success (anecdotal data)
	This project will involve approximately fourteen schools from the Independent and Catholic education sectors.			

Project title and relevant national policy initiative	Project description and activities	Indicative budget	Expected outcomes	Indicators of success (anecdotal data)
<p>Project 6.</p> <p>Using NAPLAN Data to improve student outcome.</p> <p>Delivered to schools: Context specific and needs based.</p>	<p>Acknowledging the diversity of needs and capacity to make best use of NAPLAN data to improve student outcome, the consultant employed by IST will deliver Professional Learning (PL) and support to individual schools' staff on a needs basis.</p> <p>Support will be delivered working with the school's leadership team, whole school staff and individual teachers.</p> <p>Advice and support will be provided regarding privacy legislation, review and analysis regarding NAPLAN data.</p>	<p>Reform support funding: \$25,725</p> <p>Other funding: \$NIL</p> <p>.4 FTE</p>	<p>To enhance principal's, leadership team's, and individual teacher's capacity to:</p> <ul style="list-style-type: none"> • Identify areas of 'success' and 'need' as a focus for making gains in student outcomes. • Interpret data from a whole-of-school perspective as well as at individual student level. • Address AITSL Standard 5 - <i>Assess, Provide Feedback and Report on Student Learning.</i> • Track student progress over time. • Use data for objective, constructive feedback. • To set evidence informed goals for student, school and learning area outcomes. 	<p>By November 2018 indicators of success will be evidenced in 60% of:</p> <ul style="list-style-type: none"> • School's strategic planning which includes strategies to improve student outcomes in Literacy and Numeracy. • Individual teacher's planning that focuses on needs identified by NAPLAN data. • School specific assessment data e.g. PAT, teachers' assessments and anecdotal data measuring progress against goals for school and learning area outcomes. <p>Attendance registers for PL sessions will be provided.</p>

Project title and relevant national policy initiative	Project description and activities	Indicative budget	Expected outcomes	Indicators of success
<p>Project 7. Implementing Online delivery of NAPLAN</p>	<p>Working in collaboration with Tasmanian Department of Education, Education Performance Review (EPR), the Consultant employed by IST will deliver support to all independent schools.</p> <p>The consultant will provide leadership, including high level strategic and practical advice and associated professional learning for all schools.</p> <p>Sessions will be provided through school based, contextual information sessions, as well as regional Network Meeting/s to ensure readiness to participate in NAPLAN online.</p> <p>As IST representative, the consultant will liaise regularly with State and National colleagues - PMWG, ESA, and ERP</p>	<p>Reform support funding: \$25,725</p> <p>Other funding: \$NIL</p> <p>.2 FTE</p>	<p>Supported by the IST Consultant, schools' staff will:</p> <ul style="list-style-type: none"> • Articulate current status of IT technical capacity in the context of their school. • Provide evidence of students' level of capability in essential IT skills as required for NAPLAN online. • Provide evidence of students' level of capability in essential IT skills as described in the Australian Curriculum. • Demonstrate inclusion of IT skills in everyday class activities. • Accurately articulate understanding of the requirements for participation online testing. 	<p>In 2018, 100% of schools:</p> <ul style="list-style-type: none"> • Completed/ing essential training • Completed/ing and reviewing Online Assessment Implementation Plan • Will interrogate data and feedback resulting from participation in 'trials' 2017 and 2018 <p>In 2018, 60% of schools will:</p> <ul style="list-style-type: none"> • Access support from IST's NAPLAN consultant. • Attend NAPLAN Online network meeting/s. <p>School based technical officers/staff will demonstrate technical and school readiness and appropriate assessment environments.</p> <p>Attendance registers will be required.</p>

Project title and relevant national policy initiative	Project description and activities	Indicative budget	Expected outcomes	Indicators of success
<p>Project 8.</p> <p>Workshops - Foundations for Organisational Success</p>	<p>Regional workshops will be provided for new and continuing school board members.</p> <p>School based workshops will also be offered to whole school boards.</p> <p>Focus will be on strong cultures, risk management, reputation management and financial sustainability</p> <p>These areas have been identified by the Australian Institute of Company Directors 2017 NFP Governance and Performance Study as essential to NFP organisational success.</p>	<p>Reform support funding: \$20,315</p> <p>Other funding: \$NIL</p> <p>.1 FTE</p>	<p>Supported by the IST Consultant, participants will:</p> <ul style="list-style-type: none"> • Understand that the board and its individual members should take an active role in developing, promoting and managing a healthy culture for the school. • Understand why and how school boards identify and mitigate risk. • Understand the importance of a school making sufficient surplus to support its short, medium and long-term needs. • Recognise the value of a school's reputation, understand and monitor the key influences on it. • Understand the importance of media and social media policies and crisis management and communication plans. 	<p>Within two weeks following the workshops, 100% of participants will have answered a set of questions for each of the four areas of focus that evaluate their board's current performance.</p> <p>6 months after the workshops, participants will repeat the questionnaire indicating improvements in their school board's performance.</p> <p>Attendance registers and event feedback responses will be required.</p>

Project title and relevant national policy initiative	Project description and activities	Indicative budget	Expected outcomes	Indicators of success
<p>Project 9.</p> <p>Workshops – Good Governance Principles for NFP Organisations, including Introduction and overview of On-line training modules</p>	<p>Regional workshops will be provided for new and continuing school board members.</p> <p>School based workshops will also be offered to whole school boards.</p> <p>Focus will be on ten principles that promote good governance for Not-for-Profit organisations.</p> <p>Participants will be given an overview of on-line School Governance training modules available through IST / AISNSW for individual school board members.</p>	<p>Reform support funding: \$20,315</p> <p>Other funding: \$NIL</p> <p>.1 FTE</p>	<p>Supported by the IST Consultant, participants will understand:</p> <ul style="list-style-type: none"> • Roles and responsibilities of board members and the board. • Appropriate board composition. • Organisational vision, purpose and strategies. • Risk recognition and management. • Organisational performance categories and indicators. • Board effectiveness strategies. • Integrity of information and accountability to stakeholders. • Board role in organisation building. • Organisation culture and ethics. • Effective engagement with stakeholders 	<p>Within two weeks following the workshops, 100% of participants will have answered a set of questions for each of the ten principles that evaluate their board's adherence to them.</p> <p>6 months after the workshops, participants will repeat the questionnaire indicating improvements in their school board's performance against the ten principles.</p> <p>Attendance registers and event feedback responses will be required.</p> <p>Registration of participants in on-line governance training.</p>

Project title and relevant national policy initiative	Project description and activities	Indicative budget	Expected outcomes	Indicators of success
<p>Project 10. Workshops – Managing Risk and Safety</p>	<p>Project is intended to assist all member schools. However, the particular focus will be directed toward enterprise risk management strategies in the 21 smaller to medium sized member schools (under 650 students) who don't have access to personnel or other resources to independently develop effective internal processes and procedures.</p> <p>Workshops will be offered to Boards and key personnel within these member schools.</p> <p>Support will be made available during the year to help facilitate the intended outcomes.</p> <p>Focus will be on the <i>Australian Standard for Risk Management - Principles and Guidelines AS/NZS ISO 31000:2009</i>, and in particular the ten principles that provide a framework and allow the effective management of risk at all levels.</p>	<p>Reform support funding: \$20,315</p> <p>Other funding: \$NIL</p> <p>.1 FTE</p>	<ol style="list-style-type: none"> 1. Supported by the IST Consultant, participants will understand the effective management of risk: <ul style="list-style-type: none"> • Creates and protects value. • Is an integral part of organisational processes. • Forms part of organisational decision making. • Addresses organisational uncertainty. 2. They will also understand that systems and decisions must be: <ul style="list-style-type: none"> • Systematic, structured and timely. • Based on the best available information. • Aligned with the internal/external context of the school. • Considerate of human and cultural factors. • Transparent and inclusive. • Dynamic, interactive and responsive to change. 3. They will understand the requirements to build/implement a functioning risk management framework in the context of their school. 	<p>Within two weeks following the initial workshops, 100% of participants will have answered a set of questions for each of the ten risk management principles that evaluate their school's capability to meet them.</p> <p>Within 2 months of the initial workshop a second workshop will be held to assist participating schools to address the areas of weakness identified in the questionnaire.</p> <p>6 months after the workshops, participants will repeat the questionnaire indicating improvements in their school's ability to meet the ten risk management principles.</p> <p>Attendance registers and event feedback responses will be required.</p>

Project title and relevant national policy initiative	Project description and activities	Indicative budget	Expected outcomes	Indicators of success (anecdotal data)
<p>Project 11. Literacy Letters and Sounds (L&S)</p>	<p>While not the entire reading program, <i>Letters and Sounds</i> provides a detailed, systematic approach to teaching the essential phonics element of reading.</p> <p>L & S is designed to help teachers to teach children how the alphabet works for reading and spelling. It is fully compatible with the wider early learning years curriculum.</p> <p>Teachers using this methodology present the full range of language learning experiences within a range of appropriate early years contexts.</p>	<p>Reform support funding: \$26,010</p> <p>Other funding: \$.2 FTE</p>	<p>In 2018 educators in independent schools, will continue to be skilled and supported to deliver appropriate teaching and assessing of reading and spelling by trained L & S Project Officer (PO). The PO will deliver staff training at individual schools & continue support with both individual teachers & all relevant staff.</p> <p>Knowledge & support from the Principal for implementation is essential.</p> <p>The planned and explicit teaching of phonemic awareness, phonics, fluency as well as vocabulary knowledge will continue to be developed and maintained as an integral, exciting and successful daily practice in the majority of independent schools.</p>	<ul style="list-style-type: none"> • By November 2018, 75% of individual class teachers trained in Letters & Sounds will be continually monitoring and diagnostically assessing individual student progress. Tracking data will ensure 'no student slips through the cracks' • To address the learning needs of all students, more intensive, differentiated support will be provided for teachers of students requiring additional assistance

Non-Government Reform Support Work Plan

2018

Independent Schools Victoria

Non – Government Reform Support Fund
Independent Schools Victoria – Work Plan 2018

Summary of Work Plan for 2018

In 2018, Independent Schools Victoria (ISV) will focus on the three Commonwealth Priorities:

1. improvement of the quality and reliability of the NCCD collection in independent schools
2. the implementation of online delivery of the National Assessment program and
3. improving governance and financial management practices of non-government schools.

ISV's vision is to have a strong Independent education sector demonstrating best practice, providing excellent outcomes for students and choice for families.

To realise our vision, we:

- support quality education
- advocate for excellence in education
- champion Member Schools
- protect the rights of parents to choose where and how their children are educated.

ISV currently receives funding under a range of Victorian Government Programs. In 2018, these include:

- Facilitation Program for School Improvement. \$2.24 million has been allocated for 2018 to support and promote school improvement, in line with Victoria's Education State targets.
- State Support Services Program. \$1,306,194.08 has been allocated for 2018 to provide professional support services, including speech pathology services, psychology services and visiting teacher services, to students with special learning needs.
- Developing Resiliency Program. \$379,926.35 has been allocated for 2018 to provide primary prevention, early intervention, professional development and partnership initiatives that support students to be happy, healthy and resilient.

This funding is not included in this Work. ISV will, however, use Member resources to supplement the activities listed in this Work Plan.

ISV has a team of School Improvement Advisors. The team consists of former Principals and senior educators and works directly in schools to support improvement initiatives. The team will continue to provide support to schools in 2018 and this will include guidance and advice to schools in relation to the three Commonwealth Priorities. The team will also provide support for schools in key initiatives such as:

- Leadership development
- Support for beginning teachers
- Targeted improvement initiatives

Some of the projects outlined below will involve cross-sectoral collaboration. Where this occurs, costs will be shared equitably with the Victorian Department of Education and Training and the Catholic Education Commission of Victoria (where appropriate).

1. Improve the quality and reliability of the NCCD collection:

ISV will use Reform Support Funds to support the following activities:

- attend cross-sectoral state and national NCCD workshops
- hold discussions at network meetings within the sector
- facilitate moderation within the sector
- participate in cross-sectoral moderation sessions with government schools
- provide help desk support for schools
- analyse previous years' NCCD data and develop benchmarked guidelines for schools
- facilitate professional learning sessions for school staff
- provide consultants from both health and educational backgrounds to work in schools.

Evaluation Strategies:

- feedback from schools about the value of meetings with health/educational consultants
- data capture of information/calls from the help desk (number of calls, type of call, length of call, etc) and follow up survey of the value of calls to the help desk
- count of all meetings attended
- number of professional learning sessions, evaluation feedback from participants

2. Implementation of online delivery of NAPLAN:

ISV works closely with the Victorian Curriculum and Assessment Authority (VCAA) and the other school sectors in the implementation of online delivery of NAPLAN. Reform Support Funds will be used to subsidise the costs of ISV staff time and travel to meetings and schools, as well general advice and support for schools.

ISV will also track the performance of Victorian independent schools so that future improvement activities can be developed to support schools. The team of School Improvement Advisors will support schools with any proposed improvement activities.

Evaluation Strategies:

- data capture of support provided to schools
- follow-up survey of the value of this support.

3. Improved governance and financial management practices:

ISV will offer training through its Development Centre for school leaders and governing body members. These training sessions will be offered at different times (i.e. after hours and on weekends) to enable maximum attendance. In particular, ISV will facilitate two weekend residential programs for governing body members and school leaders. Topics include expectations and obligations under Australian company law, board performance, risk management, funding processes, financial responsibilities, delineation between strategic and operational matters, and many more.

ISV will provide a governance 'help desk', where schools are able to seek information and guidance about governance related issues.

ISV intends developing and publishing resources to assist schools with financial management and benchmarking. ISV will also provide tools to enable schools to analyse and benchmark their financial and performance data.

ISV's LEAD School Effectiveness Surveys assist school leaders in making informed decisions on planning and resource allocation and in gaining a deeper understanding of their school. The LEAD

surveys are seven psychometrically-tested stakeholder surveys that are statistically proven by Cambridge University to measure school effectiveness.

ISV will use the principles of Process Management for online delivery of material to assist schools in improving governance and financial management.

Reform Support Funds will be used to support:

- the delivery of governance workshops and briefings
- the provision of a governance help desk
- the development and publication of financial benchmarking resources
- schools' participation in LEAD so that ISV can further analyse school performance data and provide future activities and initiatives to support school improvement
- the development of online Process Management material

ISV will also use Reform Support Funds to develop and deliver the following:

- Principal wellbeing project
- New Principals Program
- New Business Managers Program
- Business Manager Leadership Program
- Professional development on ISV's new benchmarking tool (IS analyse)
- Ideas into Action program

Evaluation Strategies:

- data capture of support provided to schools
- follow-up surveys of the value of this support
- feedback from schools on the usefulness of the materials and workshops

4. Quality Teaching

In line with the Australian Government's focus on quality teaching, ISV will continue a project that establishes a mentoring relationship between beginning teachers and experienced teachers (fellows). The fellows work with the beginning teacher and their in-school mentor to provide professional support and advice.

Participating beginning teachers also receive targeted professional learning and networking opportunities.

Evaluation Strategies:

- short-term follow-up surveys of participants' satisfaction
- long-term evaluation of participants' attitudes to teaching and professional destinations

5. Boosting Literacy and Numeracy

In line with the Australian Government's focus on literacy and numeracy, and to better understand the plateauing of Australia's performance on national and international assessments, ISV will undertake a statistical analysis of the NAPLAN performance of Victorian Independent school students.

The analysis will investigate trends and gaps in performance, and will lead to recommendations about areas in which ISV can work with schools to improve student performance.

Summary of budget

Project	Activities	Reform support funding	Total \$ (incl. other sources)
NAPLAN Online	Staff costs/Contractors	\$180,106	
	Travel	\$10,000	
	Research	\$60,000	
	Total	\$250,106	
NCCD	Staff costs/Contractors	\$256,863	
	Travel	\$15,000	
	Professional Learning sessions	\$61,200	
	Research	\$60,000	
	Consultancy	\$200,000	
	Total	\$593,063	
Improving Governance	Staff costs/Contractors	\$687,801	
	Travel	\$15,000	
	Professional Learning sessions	\$260,000	
	Development of Resources	\$55,000	
	Research	\$60,000	
	LEAD	\$100,000	
	Interactive tool – content	\$200,000	
	Total	\$1,377,801	
Quality Teaching	New Principals' Program	\$80,000	
	Business Manager Leadership Program	\$166,000	
	New Business Managers' Program	\$25,000	

	Idea into Action	\$477,483	
	Beginning Teaching Fellowship	\$30,000	
	Principal Wellbeing Project	\$191,347	
	Policy templates	\$110,000	
	Southern Cross – STEM focus	\$230,000	
		Total	\$1,309,830
Boosting Literacy and Numeracy	NAPLAN Research Project	\$60,000	
	Administration fee at 6% of Reform Funds	\$229,200	
		Total	\$3,820,000

* The Australian Government understands that these figures provided are indicative and will change throughout the year. The Annual Report is expected to report on these changes.

Non-Government Reform Support Fund

Independent Schools Victoria – Work Plan 2018

Priority Reform 1: quality assurance, moderation and support for the continued improvement of the Nationally Consistent Collection of Data on School Students with Disability

Project title and relevant national policy initiative	Project description and activities	Indicative budget	Expected outcomes	Indicators of success
<p>General support for NCCD</p> <p>Improve the quality and reliability of the NCCD collection</p>	<p>ISV will have staff members dedicated to this project. They will facilitate network meetings with school staff working with students with individual needs, co-ordinate cross-sectoral moderation sessions, respond to queries from schools and forward documentation to schools.</p>	<p>Reform support funding for Priority Reform 1:</p> <p>Staff costs/Contractors - \$256,863</p> <p>Travel - \$15,000</p> <p>Professional Learning sessions - \$61,200</p> <p>Research - \$60,000</p> <p>Consultancy - \$200,000</p> <p>Total - \$593,063</p>	<p>High quality, accurate, reliable data</p>	<p>Short term:</p> <ul style="list-style-type: none"> • Support provided to all 220 Victorian Independent schools <p>Long term:</p> <ul style="list-style-type: none"> • ISV anticipates that the importance of this general support will not change over time. • Increased confidence in school staff in providing accurate, reliable NCCD data

Project title and relevant national policy initiative	Project description and activities	Indicative budget	Expected outcomes	Indicators of success
<p>Moderation Sessions for Schools.</p> <p>Quality assurance, moderation and support for the continued improvement of the Nationally Consistent Collection of Data on School Students with Disability</p>	<p>In June and July 2018, ISV will run a series of moderation sessions for schools, based on blind marking of real, de-identified student case studies across the range of adjustments and disability categories.</p> <p>At least ten moderation sessions will be conducted, including some cross-sectoral sessions working with teachers in Victorian government schools (the participation of Catholic schools in this process is yet to be confirmed). Moderation sessions will be held in metropolitan and regional areas.</p>		<p>Improved consistency of understanding and application of the NCCD between schools across all Victorian sectors</p> <p>Provision of information to the Joint Working Group about legitimate areas of confusion or interpretation in the existing guidelines for schools</p>	<p>Short term:</p> <ul style="list-style-type: none"> • Ten moderation sessions will be conducted in 2018, including three cross-sectoral sessions. • Representatives from 100 Independent schools and systems will participate in at least one moderation session in 2018, including 20 Independent schools participating in cross-sectoral moderation. <p>Long term:</p> <ul style="list-style-type: none"> • ISV anticipates that the importance of moderation sessions will not change over time. • There will be a reduced variation in schools' NCCD results from year to year. • Increasing numbers of Independent schools will participate in moderation, including cross-sectoral moderation.

Project title and relevant national policy initiative	Project description and activities	Indicative budget	Expected outcomes	Indicators of success
<p>Network meetings.</p> <p>Quality assurance, moderation and support for the continued improvement of the Nationally Consistent Collection of Data on School Students with Disability</p>	<p>Throughout 2018, ISV will run a series of network meetings for individual learning needs staff in schools across Victoria. Where appropriate, these will be run in conjunction with moderation sessions.</p> <p>Schools will be provided with updated information about the NCCD, as well as being offered a forum to discuss how they are implementing the NCCD, and the challenges that they face in doing so.</p> <p>At least 15 network meetings will be conducted, including some cross-sectoral sessions working with teachers in Victorian government schools (the participation of Catholic schools in this process is yet to be confirmed).</p>		<p>Improved consistency of understanding and application of the NCCD between schools</p>	<p>Short term:</p> <ul style="list-style-type: none"> • 15 network meetings will be conducted in 2018, including five cross-sectoral sessions. • Representatives from 100 Independent schools will participate in at least one network meeting in 2018, including 20 Independent schools participating in cross-sectoral moderation. <p>Long term:</p> <ul style="list-style-type: none"> • ISV anticipates that, as the NCCD becomes a stable and established data collection, the urgency of this project will reduce. • There will be reduced variation in schools' NCCD results from year to year.

Project title and relevant national policy initiative	Project description and activities	Indicative budget	Expected outcomes	Indicators of success
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<p>Data quality assurance.</p> <p>Quality assurance, moderation and support for the continued improvement of the Nationally Consistent Collection of Data on School Students with Disability</p>	<p>ISV will analyse previous years' NCCD data, to develop benchmarked guidelines for schools about the likely characteristics of an 'average' school's NCCD data.</p> <p>Where an individual school's NCCD data is significantly different from these benchmarks, ISV will work one-on-one with the school to determine the reasons for the variation, and therefore whether they are the result of a genuine difference or a misunderstanding of the NCCD.</p> <p>Learnings from this work will then feed back into understandings about what an 'average' school is for NCCD purposes, the extent of genuine variation in NCCD data between schools, and the possible causes of this variation.</p>		<p>Identification of schools that have misunderstood the NCCD</p>	<p>Short term:</p> <ul style="list-style-type: none"> ISV identifies and works one-on-one with at least ten schools to analyse their NCCD data. <p>Long term:</p> <ul style="list-style-type: none"> ISV anticipates that, as the NCCD becomes a stable and established data collection, the project can continue, but its urgency will reduce. Reliable and stable benchmarks will be developed and maintained, against which schools can compare their own results.
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Project title and relevant national policy initiative	Project description and activities	Indicative budget	Expected outcomes	Indicators of success
<p>Direct support for schools</p> <p>Quality assurance, moderation and support for the continued improvement of the Nationally Consistent Collection of Data on School Students with Disability</p>	<p>ISV will provide direct assistance to schools throughout 2018 regarding the completion of the NCCD.</p> <p>This will include:</p> <ul style="list-style-type: none"> - acting as a conduit of information for Victorian Independent schools on the NCCD - the provision of 'help desk' advice and support to schools - working directly in schools with individual learning needs staff, school leadership and whole-school groups to ensure consistency of understandings and application of the NCCD 		<p>Improved consistency of understanding and application of the NCCD within and between schools</p>	<p>Short term:</p> <ul style="list-style-type: none"> • ISV will identify and work one-on-one with at least ten schools to analyse their NCCD data. <p>Long term:</p> <ul style="list-style-type: none"> • ISV anticipates that, as the NCCD becomes a stable and established data collection, the project can continue, but its urgency will reduce. • There will be a reduced variation in schools' NCCD results from year to year

Project title and relevant national policy initiative	Project description and activities	Indicative budget	Expected outcomes	Indicators of success
<p>Professional learning</p> <p>Quality assurance, moderation and support for the continued improvement of the Nationally Consistent Collection of Data on School Students with Disability</p>	<p>ISV has identified that two of the areas of greatest confusion for schools in applying the NCCD are the interface between:</p> <ul style="list-style-type: none"> - English as an Additional Language/Dialect (EALD) and disability <p>School staff are unsure about identifying imputed disabilities where students also come from an EALD background.</p> <ul style="list-style-type: none"> - Trauma, mental health and disability. <p>School staff are unsure about how to recognise when trauma, which is not a disability, leads to a change in a student's mental health, which is.</p> <p>In 2018, ISV will run professional learning sessions for schools, looking in depth at these issues.</p> <p>ISV will also provide an introduction to the NCCD for new staff in schools.</p>		<p>Schools are better able to distinguish between different causes of educational disadvantage for students with additional needs</p> <p>Reduction in the incorrect inclusion and exclusion of students with EALD and/or trauma in the NCCD.</p>	<p>Short term:</p> <ul style="list-style-type: none"> • Representatives from 50 Independent schools will attend professional learning opportunities. <p>Long term:</p> <ul style="list-style-type: none"> • ISV anticipates that, as the NCCD becomes a stable and established data collection, the project can continue, but its urgency will reduce. • The identification of students with disability to be included in the NCCD will become increasingly accurate.

Project title and relevant national policy initiative	Project description and activities	Indicative budget	Expected outcomes	Indicators of success
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<p>Student Assessment</p> <p>Quality assurance, moderation and support for the continued improvement of the Nationally Consistent Collection of Data on School Students with Disability</p>	<p>When the NCCD was first implemented, many classroom teachers lacked the expertise to identify the complex needs of students with additional learning needs, to determine whether these needs stem from disability and to implement appropriate strategies that offer targeted support for the individual student. While the situation has improved over time, more work can be done.</p> <p>Pricewaterhouse Coopers recently conducted an evaluation of a previous ISV project that aimed to provide schools with a suite of tools and professional learning opportunities that assisted teachers to identify students with additional needs, and to assess the extent to which the causes of those struggles were linked to disability. The evaluation concluded that the original project was appropriate, but that more could be done within schools to increase its effectiveness.</p> <p>In 2018, ISV will implement PwC’s recommendations by providing consultants from both health and educational backgrounds to work in schools. The consultants would assist schools in identifying the needs of individual students</p>		<p>- Better awareness by classroom teachers, school leadership and other staff of students with disability</p>	<p>Short term:</p> <ul style="list-style-type: none"> • Consultants will work with twenty schools. • Nine ‘Moving Forward’ professional learning sessions will be run across Victoria. <p>Long term:</p> <ul style="list-style-type: none"> • While having an immediate impact on the quality of NCCD data, ISV believes that this project will have a broader and longer-term benefit for schools. • Schools will feel better able to identify students with disability and the adjustments required to meet their individual needs.
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	<p>with additional needs, applying strategies and resources to assist students and would provide role modelling for teachers and staff.</p> <p>ISV will also run a series of 'Moving Forward' professional learning sessions for classroom teachers and individual learning needs staff to improve their expertise in identifying and supporting the needs of students.</p>			
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Priority Reform 2: Implementation of online delivery of the National Assessment program

Project title and relevant national policy initiative	Project description and activities	Indicative budget	Expected outcomes	Indicators of success
<p>General support</p> <p>Implementation of online delivery of the National Assessment program</p>	<p>In Victoria, the Victorian Curriculum and Assessment Authority (VCAA) is directly responsible for managing the process of moving to NAPLAN online. This includes acting as the 'help desk' for schools from all sectors.</p> <p>ISV will have staff members fully involved in this priority area. ISV has membership of the VCAA Steering Committee and schools are strongly encouraged to participate in NAPLAN online. ISV directs all school queries directly to the VCAA to ensure consistent communication.</p>	<p>Reform support funding for Priority Reform 2:</p> <p>Staff costs/Contractors - \$180,106</p> <p>Travel - \$10,000</p> <p>Research - \$60,000</p> <p>Total - \$250,106</p>	<p>Increasing the number of Victorian independent schools involved in NAPLAN online</p>	<ul style="list-style-type: none"> • More than 20 Victorian independent schools participating in the 2018 Pilot Program (at least 10% of schools) • At least 50% sector participation in 2019 and 100% in 2020 • ISV anticipates that this project will require a short-term focus. Once NAPLAN Online is fully implemented, VCAA will continue to retain full responsibility for its administration.

Project title and relevant national policy initiative	Project description and activities	Indicative budget	Expected outcomes	Indicators of success
<p>Data analysis and targeted support to schools</p> <p>Implementation of online delivery of the National Assessment Program</p>	<p>ISV will analyse schools' NAPLAN performance prior to the introduction of NAPLAN Online.</p> <p>As schools come on board, ISV will compare their students' performance in paper-based and online NAPLAN tests.</p> <p>This, combined with the reduced timelines for schools to access NAPLAN data, will inform the provision of future targeted assistance for schools in improving teaching strategies and literacy and numeracy outcomes. ISV's team of School Improvement Advisors will work directly with schools in implementing improvement strategies.</p>		<p>Identification of the extent to which NAPLAN online alters students' NAPLAN results</p>	<p>Short term:</p> <ul style="list-style-type: none"> • ISV will analyse the NAPLAN data of all Victorian Independent schools that participate in NAPLAN online in 2018. <p>Long term:</p> <ul style="list-style-type: none"> • While having an immediate impact on the implementation of NAPLAN Online, ISV believes that this project will have a broader and longer-term benefit for schools once all schools have moved to online testing. • ISV will be able to develop a range of targeted improvement strategies, based on NAPLAN analysis.

Priority Reform 3: Improving governance and financial management practices in non-government schools.

Project title and relevant national policy initiative	Project description and activities	Indicative budget	Expected outcomes	Indicators of success
<p>Governance Training</p> <p>Improving governance and financial management practices in non-government schools.</p>	<p>ISV will offer training for school leaders and governing body members specifically on governance and financial management. They will be offered both in-school and out-of-school times (in the evening and on weekends) to suit governing body members. In-school consulting services will be provided based on the results of governance surveys that ISV will administer (these surveys will be industry benchmarked). These consulting services will provide for individual interventions for governing bodies.</p>	<p>Reform support funding for Priority Reform 3:</p> <p>Staff costs/Contractors - \$687,801</p> <p>Travel - \$15,000</p> <p>Professional Learning sessions - \$260,000</p> <p>Development of Resources - \$55,000</p> <p>Research - \$60,000</p> <p>LEAD - \$100,000</p> <p>Interactive tool – content - \$200,000</p> <p>Total - \$1,377,801</p>	<p>Governing body members having a deeper understanding of their role and their schools’ financial position. This should result in better decision making by governing body members.</p>	<ul style="list-style-type: none"> • Strong support of subsidised governance and financial seminars and workshops, as demonstrated by the number of participating schools (expect at least 30 participants to attend the short seminars and at least 70 participants at the weekend residential programs) • Improvement in governing body members’ understanding of their role and their schools’ financial position, as demonstrated by the results of pre and post surveys of attendees at seminars and workshops

Project title and relevant national policy initiative	Project description and activities	Indicative budget	Expected outcomes	Indicators of success
Project title and relevant national policy initiative	Project description and activities	Indicative budget	Expected outcomes	Indicators of success
<p>Governance help desk</p> <p>Improving governance and financial management practices in non-government schools.</p>	<p>ISV will provide a governance 'help desk', where schools are able to seek information and guidance about governance related issues.</p>		<p>Schools will be able to resolve their issue by having accessed the help desk</p> <p>Targeted assistance is provided to schools as a result of the help desk</p>	<ul style="list-style-type: none"> • At least twenty schools and governing body members accessing the help desk

Project title and relevant national policy initiative	Project description and activities	Indicative budget	Expected outcomes	Indicators of success
<p>Development and publication of governance resources</p> <p>Improving governance and financial management practices in non-government schools.</p>	<p>ISV intends developing and publishing resources to assist schools with financial management and benchmarking. ISV will also provide tools to enable schools to analyse and benchmark their financial and performance data.</p>		<p>Governing body members making better and more strategic decisions</p>	<ul style="list-style-type: none"> • At least 25 schools and governing body members accessing the resources

Project title and relevant national policy initiative	Project description and activities	Indicative budget	Expected outcomes	Indicators of success
<p>ISV's LEAD surveys</p> <p>Improving governance and financial management practices in non-government schools.</p>	<p>ISV's LEAD School Effectiveness Surveys are for school leaders who want to make informed decisions on planning and resource allocation and gain a deeper understanding of their school.</p> <p>The LEAD surveys are seven psychometrically-tested stakeholder surveys that are statistically proven by Cambridge University to measure school effectiveness. ISV will use Reform Support funds to support schools' participation in LEAD so that ISV can further analyse school performance data and provide future activities and initiatives to support school improvement</p>		<p>Governing body members making better and more strategic decisions</p>	<ul style="list-style-type: none"> • At least 25 schools participating in LEAD

Project title and relevant national policy initiative	Project description and activities	Indicative budget	Expected outcomes	Indicators of success
Project title and relevant national policy initiative	Project description and activities	Indicative budget	Expected outcomes	Indicators of success
<p>Interactive online communication tool</p> <p>Improving governance and financial management practices in non-government schools.</p>	<p>ISV will develop an online communication tool to provide school leaders and governing body members with information that helps support them in the core business of running a school. The online information will be accessible at all times. ISV will work with designers in the development of this tool and online applications.</p> <p>ISV will evaluate the tool's use to inform future provision and support for schools</p>		<p>School leaders and governing body members having instant and easy access to high quality information so that they can make better decisions</p>	<ul style="list-style-type: none"> • At least 50 schools signing up to use the online tool • Increasing numbers of 'hits' and 'page views' by leaders and governing body members, particularly with content related to governance and financial management practices

Quality Teaching

Project title and relevant national policy initiative	Project description and activities	Indicative budget	Expected outcomes	Indicators of success
<p>New Principals' Program</p> <p>Improving governance and financial management practices in non-government schools.</p>	<p>ISV will deliver a residential program for new principals. The program will consist of four sessions over a twelve month period and will cover a range of leadership and managerial topics</p>	<p>Staff costs/Contractors - \$4,000</p> <p>Professional development - \$72,500</p> <p>Resources - \$1,500</p> <p>Travel - \$2,000</p> <p>Total - \$80,000</p>	<p>New principals being better prepared to carry out their role</p>	<ul style="list-style-type: none"> • At least 10 new principals participating in the program • New principals feeling better prepared to carry out their role, as demonstrated by the results of pre and post surveys

Project title and relevant national policy initiative	Project description and activities	Indicative budget	Expected outcomes	Indicators of success
<p>Principal Wellbeing Project</p> <p>Improving governance and financial management practices in non-government schools.</p>	<p>ISV has conducted extensive research into the wellbeing of principals. This project will provide ongoing support for principals as a result of this research</p>	<p>Staff costs/Contractors - \$50,000</p> <p>Consultancy - \$100,000</p> <p>Professional development - \$33,333</p> <p>Resources - \$1,334</p> <p>Travel - \$6,680</p> <p>Total - \$191,347</p>	<p>Principals feeling better equipped to cope with the challenges of their role</p>	<ul style="list-style-type: none"> • At least 10 principals participating in the program • Principals feeling better prepared to carry out their role, as demonstrated by the results of pre and post surveys

Project title and relevant national policy initiative	Project description and activities	Indicative budget	Expected outcomes	Indicators of success
<p>Business Manager Leadership Program</p> <p>Improving governance and financial management practices in non-government schools.</p>	<p>A professional development program for experienced business managers.</p>	<p>Consultancy - \$150,000</p> <p>Professional development - \$13,000</p> <p>Resources - \$1,000</p> <p>Travel - \$2,000</p> <p>Total - \$166,000</p>	<p>Experienced business managers feeling better prepared to meet the challenges of a changing educational landscape</p>	<ul style="list-style-type: none"> • At least 10 experienced business managers participating in the program • Participants feeling better prepared to carry out their role, as demonstrated by the results of pre and post surveys

Project title and relevant national policy initiative	Project description and activities	Indicative budget	Expected outcomes	Indicators of success
<p>New Business Managers' Program</p> <p>Improving governance and financial management practices in non-government schools.</p>	<p>ISV will deliver a two-day program for new business managers. The program will cover a range of leadership and managerial topics</p>	<p>Professional development - \$25,000</p>	<p>New business managers being better prepared to carry out their role</p>	<ul style="list-style-type: none"> • At least 10 new business managers participating in the program • Participants feeling better prepared to carry out their role, as demonstrated by the results of pre and post surveys

Project title and relevant national policy initiative	Project description and activities	Indicative budget	Expected outcomes	Indicators of success
<p>Idea into Action</p> <p>Improving governance and financial management practices in non-government schools.</p>	<p>The program, in conjunction with Harvard University, will support leaders in harnessing rich ideas and turning them into action</p>	<p>Consultancy - \$457,483</p> <p>Professional development - \$8,000</p> <p>Resources - \$4,000</p> <p>Travel - \$8,000</p> <p>Total - \$477,483</p>	<p>The creation of models and products that illustrate key findings form the project</p>	<p>At least 6 cases that illustrate key findings</p>

Project title and relevant national policy initiative	Project description and activities	Indicative budget	Expected outcomes	Indicators of success
<p>Beginning Teaching Fellowship</p> <p>Quality Teaching</p>	<p>In line with the Australian Government's focus on quality teaching, ISV will continue a project that establishes a mentoring relationship between beginning teachers and experienced teachers (fellows). The fellows work with the beginning teacher and their in-school mentor to provide professional support and advice.</p> <p>Participating beginning teachers also receive targeted professional learning and networking opportunities.</p>	<p>Professional development - \$25,000</p> <p>Resources - \$5,000</p> <p>Total - \$30,000</p>	<p>The classroom readiness of beginning teachers will increase.</p> <p>Within-school mentors of beginning teachers will have a greater capacity to support future beginning teachers.</p> <p>An evaluation of the program will establish future improvements and refinements.</p>	<p>Short term:</p> <ul style="list-style-type: none"> • At least 30 beginning teachers in 15 schools will participate in the project <p>Long term</p> <ul style="list-style-type: none"> • ISV will undertake an evaluation of the participants in this project, to determine the extent to which they are: <ul style="list-style-type: none"> - Better prepared to work in schools - More likely to remain in the profession.

Project title and relevant national policy initiative	Project description and activities	Indicative budget	Expected outcomes	Indicators of success
<p>Policy templates</p> <p>Improving governance and financial management practices in non-government schools.</p>	<p>Development of a series of model policies and accompanying documents to support schools</p>	<p>Consultancy - \$100,000</p> <p>Resources - \$8,000</p> <p>Travel - \$2,000</p> <p>Total - \$110,000</p>	<p>Schools having an improved policy framework</p>	<p>An increased number of model policies available for schools</p> <p>An increased number of schools accessing the policies, as measured by the number times the documents are downloaded</p>

Project title and relevant national policy initiative	Project description and activities	Indicative budget	Expected outcomes	Indicators of success
Southern Cross – STEM focus Quality Teaching	ISV to deliver facilitated training on using process management tools to develop and improve STEM approaches	Consultancy - \$200,000 Professional development - \$12,000 Resources - \$6,000 Travel - \$12,000 Total - \$230,000	Improved provision and implementation of STEM in schools	At least 15 schools participating in the project

Project title and relevant national policy initiative	Project description and activities	Indicative budget	Expected outcomes	Indicators of success
<p>NAPLAN Research Project</p> <p>Boosting literacy and numeracy</p>	<p>In line with the Australian Government's focus on literacy and numeracy, and to better understand the plateauing of Australia's performance on national and international assessments, ISV will undertake a statistical analysis of the NAPLAN performance of Victorian Independent school students.</p> <p>The analysis will investigate trends and gaps in performance, and will lead to recommendations about areas in which ISV can work with schools to improve student performance.</p>	<p>\$10K for Qlik integration</p> <p>\$50K in staffing for a month's analysis and report preparation.</p> <p>This work is on top of cross-sectoral work that ISV will undertake in 2018 with Vic DET and CECV to assess how Victorian students are able to meet the Victorian Government's Education State targets.</p>	<p>A research report will be produced, with recommendations about future directions for school support.</p>	<ul style="list-style-type: none"> • Production of the research report.

The Victorian independent schools that will be supported through these reform activities (as at 16 March 2018) are listed below:

ID	School Name	Location
740	Adass Israel School	Elsternwick
743	Nunawading Christian College Primary	NUNAWADING
753	Bialik College	Hawthorn East
756	Camberwell Girls' Grammar School	Canterbury
757	Camberwell Grammar School	Canterbury
758	Carey Baptist Grammar School	Kew
765	Christ Church Grammar School	South Yarra
788	Fintona Girls' School	Balwyn
797	Haileybury	Keysborough
815	Huntingtower	Mt Waverley
821	Ivanhoe Girls' Grammar School	Ivanhoe
828	Kilvington Grammar School	Ormond
829	Kingswood College	Box Hill
830	Korowa Anglican Girls' School	Glen Iris
831	Lauriston Girls' School	ARMADALE
837	Lowther Hall Anglican Grammar School	Essendon
839	Maranatha Christian School	ENDEAVOUR HILLS
842	Preshil - The Margaret Lyttle Memorial School	KEW
855	Melbourne Rudolf Steiner School	Warranwood
856	Mentone Girls' Grammar School	Mentone
857	Mentone Grammar	Mentone
860	Methodist Ladies' College (MLC)	Kew
861	Henderson College	Irymple
868	Mount Evelyn Christian School	Montrose
872	Mount Scopus Memorial College	Burwood
912	Penleigh and Essendon Grammar School	Keilor East
913	Presbyterian Ladies' College	Burwood
917	Ruyton Girls' School	Kew
996	St Catherine's School	Toorak
1113	St Leonard's College	BRIGHTON EAST
1126	St Margaret's School	Berwick
1183	St Michael's Grammar School	St Kilda
1266	Scotch College	Hawthorn
1270	Shelford Girls' Grammar	Caulfield
1275	Strathcona Baptist Girls Grammar School	Canterbury
1281	Melbourne Girls Grammar	South Yarra
1285	Tintern Grammar	Ringwood East
1286	Toorak College	Mount Eliza
1288	Trinity Grammar School, Kew	Kew
1299	Yarra Valley Grammar	Ringwood
1300	Leibler Yavneh College	Elsternwick
1301	Yeshivah College	East St Kilda

2176	Ivanhoe Grammar School	Ivanhoe
2179	ELTHAM College	RESEARCH
2222	Edinburgh College	Lilydale
2237	Nunawading Christian College Secondary	NUNAWADING
2403	Donvale Christian College	Donvale
2416	Sholem Aleichem College	Elsternwick
2422	Gilson College	Taylors Hill
2428	Brighton Grammar School	Brighton
2447	Learning Co-operative Primary School	Hurstbridge
2450	The King David School	Armadale
2451	Plenty Valley International Montessori School	St Helena
2456	St John's College Preston	Preston
2458	Covenant College	Bell Post Hill
2461	Olivet Christian College	CAMPBELLS CREEK
2464	Mountain District Christian School	Monbulk
2466	Northside Christian College	Bundoora
2477	Waverley Christian College	Wantirna South
2482	Billanook College	Mooroolbark
2487	Christian College Geelong	Highton
3054	Andale School	Kew
3057	Berengarra School	BOX HILL NORTH
3061	Cheshire School	Glen Waverley
3067	The Currajong School	East Malvern
3082	Mansfield Autism Statewide Services	Mansfield
3095	Rosbourne School	Hawthorn
3128	Frank Dando Sports Academy	Ashwood
3402	Worawa Aboriginal College	Healesville
3408	Fitzroy Community School	North Fitzroy
3410	Mount Scopus Memorial College - Gandel-Besen House	St Kilda East
3419	Beaconhills College	PAKENHAM
3420	Creek Street Christian College	Bendigo
3425	Plenty Valley Christian College	Doreen
3429	Village School Incorporated	Croydon North
3430	The Knox School	Wantirna South
4000	Bayside Christian College	Langwarrin South
4012	St Paul's Anglican Grammar School	Warragul
4017	Sunshine Christian School	Sunshine North
4028	Heathdale Christian College	Werribee
4034	Ghilgai Steiner School	Kilsyth South
4075	Belgrave Heights Christian School	Belgrave Heights
4207	Oakleigh Grammar	Oakleigh
4208	Kerang Christian College	Kerang
4209	St Andrews Christian College	Wantirna South
4211	Chairo Christian School - Drouin Campus	Drouin
4217	Firbank Grammar School	Brighton

4219	Flinders Christian Community College	Tyabb
4270	Australian International Academy of Education	North Coburg
5517	Overnewton Anglican Community College	Keilor
5556	Al-Taqwa College	Truganina
5557	Sophia Mundi Steiner School	Abbotsford
5559	Mansfield Rudolf Steiner School & Kindergarten	Mansfield
5560	Little Yarra Steiner School	Yarra Junction
5790	The Japanese School of Melbourne	Caulfield South
5929	King's College Warrnambool	Warrnambool
10940	Wesley College Melbourne	Melbourne
13338	Alphington Grammar	Alphington
13549	St Mary's Coptic Orthodox College	Coolaroo
13550	Minaret College	Springvale
13552	Castlemaine Steiner School and Kindergarten	Muckleford
13766	Son Centre Christian College	Swan Hill
13801	The Kilmore International School	Kilmore
14003	Yarralinda School	Mooroolbark
14217	Caulfield Grammar School	East St Kilda
14225	Girton Grammar School	Bendigo
14532	Christian College Bellarine	Drysdale
14734	Ilim College	Dallas
14752	Shepparton Christian College	Shepparton
15299	Red Rock Christian College	Sunbury
15313	The Good Shepherd Lutheran Primary School	Croydon Hills
15314	St Peter's Lutheran Primary School	Dimboola
15315	St John's Lutheran School, Geelong	Geelong
15316	Holy Trinity Lutheran College	Horsham
15317	Trinity Lutheran College	Mildura
15319	Nhill Lutheran School	Nhill
15320	St John's Lutheran Primary School, Portland	Portland
15321	Tarrington Lutheran School	Tarrington
15322	Victory Lutheran College	Wodonga
15323	Luther College	Croydon
15324	Good Shepherd College	Hamilton
15347	Victory Christian College	Strathdale
15363	Good News Lutheran College	Tarneit
15665	Erasmus Primary School	Hawthorn
15678	Bairnsdale Christian Community School	Bairnsdale
15816	Sirius College	Eastmeadows
15826	Kardinia International College	Bell Post Hill
15834	Bayview College	Portland
15835	Highview College	Maryborough
15836	Newhaven College	PHILLIP ISLAND
15837	Casey Grammar School	Cranbourne
15888	River City Christian College	Echuca

15979	Maharishi School	Reservoir
16008	Darul Ulum College of Victoria	Fawkner
16082	Bacchus Marsh Grammar	Bacchus Marsh
16096	St Thomas Aquinas College	Tynong
16149	East Preston Islamic College	East Preston
16324	Aitken College	Greenvale
16351	Ballarat Clarendon College	Ballarat
16352	Ballarat Grammar	Wendouree
16353	Gippsland Grammar	Sale
16354	Braemar College	Woodend
16355	Goulburn Valley Grammar School	Shepparton
16402	Melton Christian College	Melton
16515	Heatherton Christian College	Clarinda
16523	Dandenong Ranges Steiner School - School Road Campus	Menzies Creek
16582	Heritage College	Narre Warren South
16610	Alia College	Hawthorn East
16681	Christian College Institute of Senior Education	Waurin Ponds
16687	Cobram Anglican Grammar School	Cobram
16712	The Hamilton and Alexandra College	Hamilton
16713	Westbourne Grammar School	Truganina
16714	Westbourne Grammar School - Williamstown Grammar Campus	Newport
16958	Ballarat Steiner School & Kindergarten	Mt Helen
17040	Freshwater Creek Steiner School	Freshwater Creek
17041	Gisborne Montessori School	New Gisborne
17042	Mt Hira College	Keysborough
17252	Peninsula Grammar	Mount Eliza
17257	Hillcrest Christian College	North Clyde
17293	Glenvale School	Yarrambat
17514	Kamaruka	SOUTH YARRA
17617	Oxley Christian College	Chirnside Park
17709	Geelong Baptist College	Lovely Banks
17742	Mildura Christian College	Irymple
17749	Berry Street School	NOBLE PARK
17756	Grace Christian College Wodonga	Leneva
17867	The Geelong College	Newtown
17939	Cathedral College Wangaratta	WANGARATTA
17944	Ozford College	Melbourne
17945	Yesodei Hatorah College	Elwood
17947	Stott's Colleges	CARLTON
23406	Holmes Secondary College	MELBOURNE
25136	Indie School Wodonga	Wodonga
25640	Lakeside College	PAKENHAM
25990	Geelong Lutheran College	Armstrong Creek
26580	Ballarat Christian College	Sebastopol
26868	Beechworth Montessori School	BEECHWORTH

27586	Balcombe Grammar School	MT MARTHA
28081	Lighthouse Christian College	Keysborough
28082	Lighthouse Christian College Cranbourne	CRANBOURNE
28121	EdSpace	Benalla
28136	Hume Anglican Grammar	Mickleham
28138	Deutsche Schule Melbourne	North Fitzroy
28542	Daylesford Dharma School Inc	DAYLESFORD
28556	Al Siraat College	Epping North
28612	Education Centre Gippsland Community College	Warragul
28672	Woodleigh School	LANGWARRIN SOUTH
28869	Christadelphian Heritage College	THE BASIN
28892	Shepparton ACE College	Shepparton
29056	Melbourne Grammar School	MELBOURNE
29065	Geelong Grammar School	Corio
29159	Islamic College of Melbourne	TARNEIT
29172	Southern Cross Grammar	CAROLINE SPRINGS
29673	Melbourne Montessori School	Caulfield South
29729	Cornish College	Bangholme
29791	Koonwarra Village School	KOONWARRA
29796	Glenroy Private (Ltd)	GLENROY
29806	Divrei Emineh	ORMOND
29967	Wild Cherry School	Bairnsdale
29980	Australian Christian College - Hume	BENALLA
30007	Insight Education Centre for the Blind and Vision Impaired	Berwick
30222	Cire Community School	YARRA JUNCTION
30294	Hoa Nghiem Primary School	SPRINGVALE SOUTH
30297	Phillip Island Village School	Ventnor
30313	Lumineer Academy	Williamstown
30322	Al Iman College	MELTON SOUTH
30324	Alice Miller School	MACEDON
30326	Harkaway Hills College	Narre Warren North
30327	Giant Steps Melbourne	KEW
30333	Melbourne Indigenous Transition School	RICHMOND
30348	Advance College of Education Incorporated	ROSEBUD WEST
77090	Beth Rivkah Ladies' College	East St Kilda
80016	River Nile School	NORTH MELBOURNE
80055	SEDA College (Victoria)	Shepparton
80100	Cheder Levi Yitzchok Inc	ST KILDA
80108	Hester Hornbrook Academy	SOUTH MELBOURNE
80123	PRACE College	RESERVOIR
84737	David Scott School	FRANKSTON

2018 Non-government Reform Support Work Plan

Queensland Catholic Education Commission (QCEC)

V5.0 (25 July 2018)

Non – Government Reform Support Fund

Queensland Catholic Education Commission – Work Plan 2018

Introduction

The Queensland Catholic Education Commission (QCEC) acknowledges the opportunity provided by the Commonwealth Government to submit a 2018 work plan for the administration of funds to be provided to QCEC under the Non-Government Reform Support Fund.

QCEC is the peak strategic body with state-wide responsibilities for Catholic schooling in Queensland. QCEC sought feedback from the five Diocesan Catholic School Authorities and 17 Religious Institutes and other incorporated bodies which, between them, operate a total of 302 Catholic schools that educate almost 147,000 students in Queensland.

QCEC has worked with its constituent members in the development of this Work Plan.

Summary of Work Plan for 2018

The QCEC Work Plan addresses the key priorities identified for inclusion in the funding program for 2018 as follows:

1. Nationally Consistent Collection of Data (NCCD) on students with disability

QCEC intends to direct funding to activities designed to improve data quality and consistent understanding of data collection and support across schools, including through:

- Professional development to enhance understanding of the use and applicability of the NCCD tools using train-the-trainer model to reach staff in all Catholic schools
- Quality assurance and moderation processes at school, regional and state level
- Cross sectoral moderation at State level

This goes beyond QCEC normal service provision for member schools. QCEC has previously hosted a one-day consistency of judgment day with Catholic School Authorities (CSAs) funding their own attendance. Beyond that, CSAs have endeavoured to provide their own support, sometimes under very constrained conditions. This initiative provides a centrally co-ordinated, consistent and more comprehensive NCCD training, support and monitoring program across all Catholic schools in Queensland.

2. NAPLAN Online

QCEC intends to direct funding to activities designed to assist schools with the implementation of online delivery of the National Assessment program as follows:

- Training for Catholic School Authorities and schools;
- Liaison with QCAA (Queensland Test Administration Authority) in conducting school readiness training sessions for schools; and
- Liaison with CSAs to support training of Test Administrators in schools and adherence to protocols.

This goes beyond normal QCEC service provision for member schools. To date in preparing 54 Catholic schools for NAPLAN Online testing activities, DET Queensland has facilitated access for non-

government schools to their State School initiated and sponsored training activities. As the scale of participation increases, these activities are required to be undertaken by the individual sectors in collaboration with the Test Administration Authority (TAA). The proposed activities in this Work Plan provide a coordinated support service for Catholic School Authorities and continue an effective feedback mechanism on the implementation of NAPLAN online to the larger cohort of schools (125 TBC) involved in 2018.

3. Governance and Financial Management

This Work Plan proposes a number of programs be offered to CSAs to improve governance and financial management practices in schools. These programs will be offered to enhance the strategic and operational capability of school leaders and school authorities. The programs will build capability in the areas of collaboration, comparability and consistency of governance and financial management across Catholic schools in Queensland. They will also address reform priorities in the areas of data governance and privacy, student and child protection/wellbeing and financial governance.

This goes beyond normal QCEC service provision for member schools because, to date, QCEC has not had the capacity to run program offerings in governance, beyond an annual one-day Student Protection Forum open to participants from CSAs and some other informal collaborative activities with small numbers of system office staff. This has resulted in CSAs developing their own approaches to these issues in a varied way at a local level.

Summary of budget

Project	Activities	Reform support funding	Other sources	Total \$ (incl. other sources)
NAPLAN Online	<i>Supporting schools to participate in NAPLAN online</i>	\$817,000	\$459,000	\$1,276,000
NCCD	<i>Activities designed to improve data quality and consistent understanding of data collection and support across schools.</i>	\$1,300,000	\$476,000	\$1,776,000
Improving Governance	Programs aimed at enhancing governance and financial management for Catholic Schools	\$2,333,050	\$950,000	\$3,283,050
	TOTAL	\$4,450,050	\$1,885,000	\$6,335,050

* The Australian Government understands that these figures provided are indicative and will change throughout the year. The Annual Report is expected to report on these changes.

Non-Government Reform Support Fund

QCEC Work Plan 2018

Project title and relevant national policy initiative	Project description and activities	Indicative budget	Expected outcomes	Indicators of success
<p>NCCD</p> <p>Activities designed to improve data quality and consistent understanding of data collection and support across schools</p>	<p>Professional development train the trainer state event held centrally to ensure consistent language, knowledge and understanding.</p> <p>PD / training for school staff held diocese /regional level or RI/PJP CSAs combined to build consistent knowledge and understanding, engage in quality assurance processes and unpack previous NCCD data.</p> <p>At regional / diocesan level with key school staff to engage in consistency and moderation processes across evidence presented in folios</p>		<p>Trainers will develop consistent understandings and deliver consistent professional development in centres across the state.</p> <p>A more aligned and consistent understanding of the NCCD model and requirements leading to reduce variability in schools, in both the how and why students are included, and the evidence collected.</p> <p>School staff will develop consistent knowledge and understanding in the application of NCCD processes</p> <p>School staff will consistently apply NCCD criteria and quality assurance processes in gathering data in their schools</p> <p>Build teacher capacity in understanding and application of the NCCD process</p> <p>School moderation teams established to plan for NCCD</p>	<p>The development of a pool of 30 NCCD trainers to support consistent implementation of NCCD across Catholic schools.</p> <p>Training provided to staff in all 304 Catholic Schools</p> <p>Reduction (or absence) of anomalies in school level data across all 304 Catholic schools</p> <p>Absence or reduction of Australian Govt DET Data Branch queries related to NCCD from Catholic schools in Queensland</p> <p>Audits of Catholic schools NCCD data finding appropriate evidence for NCCD decisions in all 304 schools in Queensland</p>

<p>NCCD Quality assurance and moderation processes</p>	<p>At state level across samples for all Catholic School Authorities</p> <p>At state level, between the three education sectors</p> <p>In order to administer the above activities, it is proposed that 2 x FTE staff will be allocated as support. Funding will also support teacher release, and travel and accommodation where required.</p>		<p>NCCD data and evidence will be more robust and consistent across Catholic schools within school authority areas</p> <p>NCCD moderation becomes embedded in school practice.</p> <p>NCCD data and evidence will be more robust and consistent across Catholic schools across the state.</p> <p>NCCD data and evidence will be more robust and consistent across sectors in Qld.</p>	<p>Consistency in overall QCEC NCCD data in comparison with quality data from other jurisdictions</p> <p>Increased teacher confidence in applying NCCD Guidelines (as measured by sample teacher confidence questionnaire)</p> <p>Increased data quality and consistency across Queensland Catholic School Authorities and other Queensland education sectors (as evidenced by consistency of data across jurisdictions)</p>
<p>TOTALS Reform Funding</p>		<p>\$1,300,000</p>		
<p>Other sources</p>		<p>\$486,000</p>		
<p>Total overall cost</p>		<p>\$1,786,000</p>		

Project title and relevant national policy initiative	Project description and activities	Indicative budget	Expected outcomes	Indicators of success
<p>NAPLAN ON-LINE</p> <p>Training for Catholic School Authorities and schools</p>	<p>Conduct refresher training sessions (in liaison with QCAA and sectors) regarding NAPLAN Online 2018</p> <p>Conduct School Readiness Test (SRT) training sessions for NAPLAN Coordinators and School Technical Support Officers in liaison with QCAA</p> <p>With CSAs, ensure Test Administrators adhere to protocols and have been trained to use the platform.</p> <p>In order the to administer the above NAPLAN Online activities 1 x FTE staff will be allocated as support. Funding will also support teacher release, and travel and accommodation where required.</p>		<p>CSAs will be provided with consistent messages from the TAA (QCAA) regarding all aspects of successfully preparing for and delivering NAPLAN online in 2018.</p> <p>NAPLAN Coordinators and School Technical Officers in transitioning Catholic schools will be fully informed about all aspects of preparing for and delivering NAPLAN online e.g. technical readiness/device checks, applying disability adjustments codes, creating test sessions.</p> <p>CSAs to ensure all Test Administrators have been trained in administrating the Assessment Platform to successfully deliver test sessions, e.g. creating session codes, monitoring student progress, dealing with disruptions</p>	<p>Participating Catholic schools complete NAPLAN Online in 2018 as per national success criteria.</p> <p>Minimal to nil protocol breaches reported to the TAA.</p> <p>Participating schools report positive feedback on the 2018 NAPLAN Online experience.</p> <p>Transitioning schools complete SRT Gateway checks according to national success criteria.</p> <p>Schools participating in the Platform Readiness Test (PRT) complete tests according to national success criteria.</p> <p>Majority (over 80%) of Test Administrators report they are very confident/confident in administrating test sessions.</p> <p>CSA representatives report increased confidence in supporting schools in preparing and delivering NAPLAN</p>

TOTALS				Online (as determined by survey questionnaire, pre and post activity).
Reform funding		\$817,000		
Other sources		\$459,000		
Total overall cost		\$1,76,000		
Project title and relevant national policy initiative	Project description and activities	Indicative budget	Expected outcomes	Indicators of success
Governance and financial management for Catholic Schools	Relevant governance, leadership and management programs will be facilitated to enhance the strategic and operational capability of school principals and deputy principals in these key areas across Queensland. These will include external programs facilitated in partnership with providers such as the <i>thebrowncollective</i> which is a provider of educational	Catholic School Authorities will use recurrent funding sources to meet the cost of participants travel and accommodation (estimated at \$200,000) and release time (estimated at \$720,000).	This project aims to support and develop the executive management capabilities and capacities of school leaders within catholic schools throughout Queensland. This will ensure our schools are operated and governed in the most effective manner and our students are receiving the best possible opportunities to realise their learning potential. Participants in this program will take part in a post-program self-assessment and will provide feedback via various qualitative and quantitative methods.	Up to 300 senior leaders will receive high-level training in governance and financial management. More than 60% of participants will report enhanced capabilities in executive leadership skills in the areas of governance, financial management, strategic leadership, performance management, ethics and health, safety and student wellbeing. (as measured by survey questionnaire) More than 60% of participants will express increased confidence in their

	<p>leadership and governance programs.</p> <p>The programs will include the use of blended mode delivery, utilising best practice online and face-to-face teaching and learning elements. A number of experienced and qualified external speakers will be involved in delivering the programs.</p> <p>This allows for up to 300 Principals and Deputy Principals from throughout Queensland to participate in relevant governance programs.</p> <p>The programs will include the delivery of key modules covering governance issues over a fixed program delivery period (including face-to-face sessions and additional on-line learning sessions). The following areas will be targeted under these programs: governance, ethics, strategic leadership, financial management, health safety and</p>		<p>Dr Anna Dabrowski, Melbourne Graduate school of Education, will also be engaged to undertake formal program evaluation.</p>	<p>governance and financial management skills and understandings.</p>
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	wellbeing, and organisational culture and performance.			
TOTALS				
Reform funding		\$1,502,050		
Other sources		\$920,000		
Total overall cost		\$2,422,050		

Project title and relevant national policy initiative	Project description and activities	Indicative budget	Expected outcomes	Indicators of success
<p>Privacy Governance Forums</p>	<p>Three forums will be held throughout Queensland during 2018 to assist Catholic School Authorities to address governance issues arising from new privacy and mandatory data breach notification requirements.</p> <p>The Forums will be facilitated using external legal, compliance and communications professionals.</p> <p>The intended audience are senior staff of schools and school authorities. The Reform funding will cover the cost of developing program content, engagement of external expert speaker fees, and travel and associated costs and provision for staff release time.</p> <p>This will be run as 3 x sessions in regional and metropolitan locations.</p>	<p>Catholic School Authorities will accept the costs of travel for participants (estimated at \$15,000).</p>	<p>These sessions will assist Catholic School Authorities to develop appropriate governance arrangements, including updating privacy policies and data breach response plans, to manage new privacy compliance requirements and so provide increased protection of the privacy of students and the broader school community.</p>	<p>Up to 100 senior leaders will receive training in new privacy and data breach requirements.</p> <p>More than 60% of participants will report improved understanding of new mandatory data breach rules and laws (measured by pre and post activity surveys).</p> <p>More than 60% of participants will express increased confidence in their understanding of the governance issues related to changing data and privacy requirements (measured by pre and post activity surveys)..</p>

TOTALS				
Reform funding		\$140,000		
Other sources		\$15,000		
Total overall cost		\$155,000		

Project title and relevant national policy initiative	Project description and activities	Indicative budget	Expected outcomes	Indicators of success
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<p>Building Dynamic School Councils Workshop</p>	<p>This will be an external program developed and facilitated in partnership with the Queensland Education Leadership Institute (QELi).</p> <p>It is aimed as a development tool for new, established and experienced school councils.</p> <p>The program includes a one-day face-to-face workshop, action planning, skill development and a follow-up teleconference, aimed as a development tool for new, established and experienced school councils.</p> <p>The sessions are conducted with 3 or more members from a Board to optimise their impact.</p> <p>The Reform Fund will support 100 places in the program.</p>	<p>Catholic School Authorities will accept any travel or associated costs (estimated \$15,000)</p>	<p>The program will support the development of robust and strategic school councils which work collaboratively with school leaders and school communities on continued school improvement.</p>	<p>Up to 100 School Council members with engage in training in governance relevant to schools.</p> <p>More than 60% of participants will report increased confidence in their governance and management skills as relevant to their roles as Board members (measured by pre and post activity surveys)..</p>
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TOTALS				
Reform funding		\$65,000		
Other sources		\$15,000		
Total overall cost		\$80,000		
Project title and relevant national policy initiative	Project description and activities	Indicative budget	Expected outcomes	Indicators of success
Student protection governance health checks	<p>QCEC will engage an external provider to assess the current use and application of student protection governance arrangements within Catholic schools and authorities.</p> <p>The Reform Fund will provide for the engagement of an external consultant and other independent staff as needed to undertake the health checks plus travel and associated costs.</p>		<p>The health checks will assess and where relevant promote enhancements to the current use and application of student protection governance arrangements within Queensland Catholic schools and authorities.</p>	<p>Provision of independent advice on the “health” of current student protection governance arrangements Health Check Report).</p> <p>More than 60% of participating Catholic School Authorities will identify ways to enhance the appropriate use and application of student protection governance arrangements within Queensland Catholic schools (as measured by survey instrument).</p>

TOTALS

Reform funding

\$300,000

Total overall cost

\$300,000

Project title and relevant national policy initiative	Project description and activities	Indicative budget	Expected outcomes	Indicators of success
Financial management governance	QCEC will engage external providers to identify areas to improve financial management and balance sheet reporting with an emphasis on financial skills for non-financial managers		Consistency in the balance sheet management in Qld Catholic schools. Improved financial management skills for non-financial managers.	More than 60% of participants will report improved awareness of ways to achieve enhanced consistency in balance sheet management in catholic schools (pre and post activity surveys) More than 60% of participating schools will report improved financial management and balance sheet management understanding for non-financial managers (pre and post activity surveys).
TOTALS				
Reform funding		\$126,000		
Total overall cost		\$126,000		

Project title and relevant national policy initiative

Project description and activities

Indicative budget

Expected outcomes

Indicators of success

<p>Year 1 Phonics Screening</p>	<p>Consistent with the outcomes of the Australian Government review of the Australian Curriculum and its <i>Quality Schools, Quality Outcomes</i> policy, QCEC will conduct a pilot Phonics Screening Check (PSC) program for Year 1 students.</p> <p>QCEC will partner with Queensland Catholic schools and Flinders University (Australian Industrial Transformation Institute (AITI)) to administer this pilot program.</p> <p>AITI will conduct an independent evaluation of the trial at its completion. The evaluation includes data analysis, surveys and interviews.</p>	<p>Travel/accommodation, venue and catering costs to deliver five training sessions – four regional sessions and one Brisbane session.</p> <p>Subtotal: \$20,000</p> <p>2 days release time for participating teachers (up to 50 approximately) to undertake training.</p> <p>Subtotal: \$120,000</p> <p>Analysis of quantitative student response data and qualitative teacher/leader feedback by Flinders University. Preparation</p>	<p>Training</p> <p>Trainer: QCEC has engaged an experienced trainer to deliver training to Year 1 teachers to develop consistent understandings about the purpose and implementation of the Phonics Screening Check (PSC) in participating Catholic schools across Queensland.</p> <p>Year 1 teachers in participating schools will be trained to complete the Phonics Screening Check with Year 1 students. About 25 schools will be involved in the pilot and about 1000 students screened.</p> <p>Evaluation:</p> <p>AITI will administer a confidential quantitative online survey to Year 1 teachers/leaders in relation to: administration, support materials, potential of PSC to inform phonics development and teaching practices.</p> <p>Individual and comparative information will be used to evaluate the pilot</p>	<p>At least 60% of participating Catholic schools gain a better understanding of the scope and potential of PSC to inform better teaching practices – through phonics development - enhance literacy outcomes and enhanced early intervention strategies.</p>
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	<p>The pilot will involve about 25 schools and is expected to occur early Term 4 2018. Its aim is to identify ways to strengthen literacy outcomes, teaching practices and early intervention strategies.</p>	<p>and publication independent report</p> <p>Subtotal: \$60,000</p>	<p>including administration, support materials, student response, potential of PSC to inform phonics development and teaching practices, and concerns, strengths and improvements to implement the PSC. The independent evaluation report will be completed and provided to QCEC by 31 December 2018.</p>
TOTALS			
Reform funding		\$200,000	
Total overall cost		\$200,000	

Non-government Reform Support Work Plan

2018

Tasmanian Catholic Education Commission

Summary of Work Plan for 2018

NAPLAN ONLINE

To ensure the readiness of Catholic Education Tasmania (CET) Schools and Colleges for the implementation of NAPLAN online in 2019.

NCCD

Training Student with Disability (SWD) co-ordinators in Schools and Colleges regarding the implementation, moderation and quality assurance of the NCCD 'count' process and the consultative development of a model of funding for SWD students that is consistent with the NCCD funding methodology.

IMPROVING GOVERNANCE

- Review of Governance Structures

The implementation of a two-stage transition process of a new Governance model better reflecting the needs of CET schools and colleges into the future. This will include the restructuring of the Tasmanian Catholic Education Commission with a reporting model of four standing committees considering Catholic Identity, Education, Leadership, and Resourcing and Sustainability. Included in this Reform Support Fund plan is the work being done with School and College Boards in rewriting Board constitutions and Board member induction.

- Sustainability Model Review

Assessing the current model of Catholic primary and secondary education in the greater Hobart region.

- Consulting for new Financial Management System (FMS)

Ongoing planning following implementation of a new Finance Management System in 2017 into the Tasmanian Catholic Education Office. The work for 2018 will include the employment of Subject Matter Experts in Technology One and the development of training modules and planning for implementation into pilot schools.

Summary of budget

Project	Activities	Reform support funding	Total \$ (incl. other sources) In Kind Support
NAPLAN Online	Readiness for the implementation of NAPLAN Online	\$37,123	\$127,061
NCCD	Implementation, moderation & quality assurance of NCCD	\$37,123	\$127,061
Improving Governance	Review of Governance Structures – rewriting Board Constitutions and development of a Board induction module	\$50,000	
	Sustainability Model Review – investigation into the provision of schooling in Southern Tasmania in terms of identifying the appropriate provision into the future of Catholic primary, junior secondary and senior secondary education.	\$245,904	
	Consulting for the implementation of a new Financial Management System (FMS) for schools	\$87,850	
TOTAL		\$458,000	\$254,122

* The Australian Government understands that the figures provided are indicative and will change throughout the year. The Annual Report is expected to report on these changes.

Non-Government Reform Support Fund

Tasmanian Catholic Education Commission – Work Plan 2018

Project title and relevant national policy initiative	Project description and activities	Indicative budget	Expected outcomes	Indicators of success
NAPLAN Online	To ensure the readiness of CET schools and colleges for the implementation of NAPLAN online in 2019	\$37,123 \$127,061 (In Kind Support)	An understanding of the needs in respect to connectivity and hardware fleet to successfully engage in online NAPLAN testing.	<p>100% of schools and colleges will be invited to register with the Department of Education to undertake the NAPLAN Online Readiness test in September 2018.</p> <p>Education Officer and Data Analyst to assist 100% of schools and colleges in understanding the NAPLAN Online requirements through a series of regional meetings held in 2018.</p> <p>100% of schools and colleges will report better understanding of the requirements of NAPLAN Online.</p> <p>The number of schools prepared to undertake NAPLAN Online in 2019 will be increased to above 50% of all CET schools and colleges.</p> <p>27/27 Primary schools will be supported through funding to upgrade their provision of NAPLAN Online suitable devices.</p>

Project title and relevant national policy initiative	Project description and activities	Indicative budget	Expected outcomes	Indicators of success
NCCD Implementation Plan	Training SWD Co-ordinators in schools and colleges around the implementation and moderation of the NCCD 'count' process.	\$37,123 \$127,061 (In Kind Support)	SWD Coordinators in Schools and Colleges will have a better understanding of all factors that contribute to the four levels of adjustment taken into account in the collection of data.	<p>100% of SWD Coordinators will attend regional meetings that will enhance their understanding of moderation and quality assurance of the data that informs funding.</p> <p>Team Leader Student Support and Education Officers Student Support will assist 100% of schools and colleges in understanding their SWD data through a series of regional meetings held in 2018.</p> <p>Moderation will provide accountability in respect to the final figures provided around NCCD applications at 100% of schools and colleges.</p> <p>Over 75% of schools and colleges will report better understanding of the requirements of verifiable and consistent SWD data in 2018.</p>

Project title and relevant national policy initiative	Project description and activities	Indicative budget	Expected outcomes	Indicators of success
Review of Governance Structures	Governance Transition Steering Committee: Overseeing the two-stage transition process in 2018 and 2019 of a new Governance model better reflecting the needs of CET schools and colleges into the future.	\$50,000	<ul style="list-style-type: none"> • 2018 – Step change of a governance structure folding nine Governing bodies into two. • Restructuring the Tasmanian Catholic Education Commission with a four-standing committee structure around Catholic Identity, Education, Leadership and Resourcing and Sustainability. • Funding will provide for the development of new Board Constitutions and a program of Board induction 	<p>27/27 primary schools will adopt new Board Constitutions.</p> <p>50% of primary school boards and their members will undergo the induction training program.</p> <p>50% of primary school board members will report a deeper understanding of their role in a governance sense</p> <p>27/27 primary school Principals will report increased support in a governance sense from their School Board.</p>

Project title and relevant national policy initiative	Project description and activities	Indicative budget	Expected outcomes	Indicators of success
Review of Governance Structures	<p>Sustainability Model Review - initially Southern Tasmania</p> <p>The key task of this review is to assess the current model of Catholic primary and secondary education in the greater Hobart region.</p>	\$245,904	<p>To discern a potential future direction(s) with regard to Year 12 curriculum offerings within Catholic Schools that aligns with: the Australian Curriculum P-12; the Tasmanian Curriculum including B-4 programs; a national review of VET in Schools and identify the appropriate provision into the future of Catholic primary, junior secondary and senior secondary education.</p> <p>A consideration of the appropriate provision into the future of co-educational, boys only - girls only Catholic education taking account of workforce characteristics and flexibility - including qualifications and specialisations and demographic analysis.</p>	<p>Completion of report by May 2018.</p> <p>The report will contain recommendations for future reforms, as listed below. The adoption of these recommendations will be assessed in consultation with all schools and colleges in the south of Tasmania and implemented over three horizons; short term (one to five years), mid-term (five to ten years) and long term (past ten years).</p> <p>Recommendations are expected on:</p> <ul style="list-style-type: none"> • Senior Secondary offerings with a view to streamlining transition from secondary education to improve retention rates • Delivery of curriculum particularly for Senior Secondary, given that existing schools may need to extend their current years of schooling to offer Years 11 and 12 curriculum subjects • Single sex education in the future • Readiness for schooling and offerings in the early years

Project title and relevant national policy initiative	Project description and activities	Indicative budget	Expected outcomes	Indicators of success
Consulting for new Financial Management System (FMS).	Ongoing consulting following implementation of new Finance Management System in the Tasmanian Catholic Education Office in 2017.	\$87,850	To develop an implementation strategy to schools during 2018 and to pilot the FMS at one school during the year.	<p>The employment of a Subject Matter Expert to develop training modules for schools on the implementation and use of Technology One as a financial management system.</p> <p>The finalisation and testing of the proposed implementation plan and training module for schools during 2018.</p> <p>The commencement of the training module at one pilot school in Term 3, 2018.</p> <p>During Term 4, 2018 the success of the implementation at the one pilot school will be assessed and changes will be made to the training module and method of delivery, as required.</p> <p>Further rollout to schools will be undertaken during 2019 and 2020.</p>