

Non-Government Reform Support Strategic Plan

2019-2022

Catholic Education Tasmania

Non – Government Reform Support Fund

Catholic Education Tasmania – Strategic Plan

Executive Summary

Our Strategic Plan, focussed on the implementation of National Policy Initiatives, aspires to deliver real gains in national curriculum standards and the optimal delivery of support to students identified in the National Consistent Collection of Data (NCCD), whilst remaining sensitive to the needs of students with disabilities and first languages other than English.

Quality Catholic education depends on the reliable aggregation of NAPLAN and other assessment data which can be accessed and visualised by teachers to inform quality learning for all.

At the same time Catholic education Tasmania has reviewed and revised its governance structure to more adequately achieve these initiatives.

Our strategic priorities, aligned with State-based Reforms, focus on evidence-based, differentiated pedagogy, using the Professional Learning Communities model. We are implementing the Canvas learning management system and maintain a positive recruiting environment for quality teachers.

In particular, we work with secondary schools and colleges to moderate uniform feedback and reporting related to ACARA standards and progressions

A major system priority is to develop school improvement frameworks consistent with the (ACER) National School Improvement Tool and its nine domains.

We are committed to provide induction workshops for all new staff and to work closely with early career teachers to provide mentoring and to aid their transition to full accreditation with the Teacher Registration Board of Tasmania.

In concert with Catholic Care and other Archdiocesan agencies, we work closely with Catholic and Community agencies to support family engagement, as well as enhancing senior student engagement in education and training as required by the Education Act.

The Current Context

Catholic Education Tasmania operates to support thirty-seven schools and colleges across Tasmania, offering 16,000 students from all backgrounds a quality education enriched by our Catholic faith.

The Catholic community of schools situated in three regions: the North West, the North and the South. Students aged 4 – 18 are catered for.

From the urban centres to the regional and remote, dedicated teachers and support staff provide Tasmanian communities with an engaging, supportive and affordable Catholic education.

As the largest non-government education system in this state, Catholic education has much to celebrate and offers a diverse curriculum and wide range of extra-curricula activities.

Some 900 of our students identify as Aboriginal/Indigenous, and we cater for 2,500 students who, because of varying levels of disability, require additional support in their learning.

Our schools range from inner-city colleges to small-town and remote centres of learning. Many of them serve significantly disadvantaged communities and provide substantial pastoral care and wellbeing services to enrolled students and their families.

Each of our schools has demonstrated gains in the reform priorities; some to a greater extent than others.

Indicators of these gains are found in academic results, audits of well-being and community engagement.

National Policy Initiatives

The senior leadership of Catholic Education Tasmania has examined the proposed reforms and is committed to addressing the following priorities over the term of this funding.

Accordingly, the National School Reform Agreement reform priorities for 2019 are:

1. Continuation of the following three national priorities from 2018:
 - (a) quality assurance, moderation and support for the continued improvement of the Nationally Consistent Collection of Data on School Students with Disability
 - (b) implementation of online delivery of the National Assessment program
 - (c) improving governance and financial management practices in non-government schools.
2. State based initiatives as agreed in the relevant bilateral agreement (below)
3. Local priorities where aligned broadly with the Quality Schools agenda (provided NGRBs have funding remaining after meeting their obligations under (a) and (b))
4. Other priorities identified by the Minister from time to time.

State-based Reforms

Bilateral Agreement Focus Areas Are:

Tasmania has four areas of focus for school/system improvement which broadly align with the national reform directions:

1. Quality Teaching – curriculum , pedagogy, assessment and differentiation
2. Effective Leadership – school culture, educational leadership, building teacher capacity, building leadership capacity
3. School Improvement and support – review, data, planning and resourcing, monitoring and evaluation
4. School community partnerships – local and community partnerships.

National School Reform Agreement – Catholic Education Tasmania

Reform priorities	Catholic Education Tasmania 2019 Actions	CET Strategic Objectives 2020-2022
<p>IMPROVEMENT DIRECTION A</p> <p>Meet the needs of students at risk of educational disadvantage (including students with disability, Aboriginal students, students with low English proficiency and students in rural and regional areas) through evidence-based pedagogy, quality teaching and leadership and innovation</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>Develop, trial and implement a system-wide NCCD funding model.</p> <p>Investigate <i>"Inspire"</i> on-line resource to map adjusted learning plans and for funding allocation and compliance.</p> <p>Review 25% of all annotated learning plans state-wide</p>	<p>Monitor the operation and integrity of the NCCD funding model and provide on-going system assurance with regard to annotated learning plans and the quality and extent of supporting evidence</p> <p>Collaborate with other sectors and states in on-going sensitivity to the needs of disability and EAL students.</p>
<p>2018 PRIORITIES - CONTINUED</p> <p>Implementation of online delivery of the National Assessment program (NAPLAN)</p>	<p>Collaborate with Department of Education in all aspects of NAPLAN online testing including:</p> <ul style="list-style-type: none"> • Hardware and software compliance, • Training for NAPLAN administrators. 	<p>Provide on-going support for all NAPLAN on-line requirements</p> <ul style="list-style-type: none"> • As a means of providing for constant improvement in learning,

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	<p>Centralised service and administration of system responses to NAPLAN online requirements.</p> <p>Communicate with relevant authorities at the National level on NAPLAN testing and reporting</p>	<ul style="list-style-type: none"> • to provide high-quality on-line and accessible analysis of all NAPLAN data, • for all schools, student and the system
<p>IMPROVEMENT DIRECTION A</p> <p>Implement recommendations from Tasmania’s Years 9-12 Review.</p> <ul style="list-style-type: none"> • Development of a curriculum framework • Revise accreditation and certification standards for completion of Year 12 • Develop a strategic response to gaps in workforce • Review of the use of senior secondary data. 	<p>Work closely with TASC to monitor and participate in the development and moderation of approved Year 11 and 12 courses and 9-12 pathways options</p> <p>Working with Department of Education (Tasmania) to promote senior student engagement in education and training as required by the Education Act.</p>	<p>Work towards full implementation of the Approved Learning Program (ALP) Implementation.</p> <p>Support the “My Future” website as an enabler of senior student learning and career pathway choice.</p> <p>Respond to TASC initiatives in senior secondary course development and a variety of delivery/access modes.</p>

Bilateral Agreement – Catholic Education Tasmania

Bilateral Agreement Focus Areas	Catholic Education Tasmania 2019 Actions	Catholic Education Tasmania Strategic Objectives 2020-2022
<p>IMPROVEMENT DIRECTION A</p> <p>Quality Teaching – curriculum, pedagogy, assessment and differentiation</p>	<p>Contribute to national effort and discussions and effort regarding learning progressions, formative assessment and the review of senior secondary education.</p> <p>Continue to contribute on national curriculum and learning committees: NCEC, ACARA, Australian Professional Standards</p> <p>Collaboration with schools and colleges to establish uniform feedback and reporting to ACARA standards and progressions.</p> <p>Trial of Staff Learning Management System to enhance capability, tracking and delivery of professional development.</p>	<p>Work with secondary schools and colleges to establish uniform feedback and reporting related to ACARA standards and progressions</p> <p>Optimise the work of our Curriculum and Pedagogy Team in sustaining evidence-based, differentiated pedagogy, using the Professional Learning Communities model.</p> <p>As a major focus, to introduce and embed Professional Learning Communities in every school. This approach to collaborative planning for learning, based on evidence of student progress, is a proven and reliable way of advancing school improvement for learning – to the benefit of every student. It has a direct impact on the quality Teaching, implementation of the curriculum, evidence-based pedagogy, assessment (for, as and of, learning) and differentiation</p> <p>Full implementation of Canvas – learning management system as mechanism for professional learning</p>

Bilateral Agreement – Catholic Education Tasmania

Bilateral Agreement Focus Areas	Catholic Education Tasmania 2019 Actions	Catholic Education Tasmania Strategic Objectives 2020-2022
		<p>Sustain a positive recruiting environment for quality teachers and a commitment to evidence-based practice</p> <p>Continue to develop school improvement frameworks consistent with the (ACER) National School Improvement Tool and its nine domains</p>
<p>IMPROVEMENT DIRECTION B</p> <p>Effective Leadership – school culture, educational leadership, building teacher capacity, building leadership capacity</p>	<p>Contribute to national discussion and effort with regard to initial teacher education and national teacher workforce strategy and review of teacher registration, including consideration of legislative amendments</p> <p>Develop a strong pipeline of school leaders by giving highly skilled teachers opportunities and support to complete leadership development offerings and through prioritisation of succession planning.</p> <p>Strengthen teacher induction processes and mentoring to support transition from the Graduate to Proficient teaching standards.</p>	<p>Provide induction workshops for all new staff.</p> <p>Work closely with early career teachers to provide mentoring. Develop specific programs and support to aid their transition to full accreditation with the Teacher Registration Board of Tasmania.</p> <p>Continue to develop the Aspiring Leaders Program</p> <p>Investigate incentive programs to attract quality teachers to Tasmania</p>

Bilateral Agreement – Catholic Education Tasmania

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	Develop a leadership continuum model aligning AITSL standards and Catholic Education Tasmania defined capability streams with an ongoing reference to principal well-being strategies.	
<p>IMPROVEMENT DIRECTION C</p> <p>School Improvement and support – review, data, planning and resourcing, monitoring and evaluation</p>	Continue to develop school improvement frameworks consistent with the ACER National School Improvement Tool and its nine domains.	<p>Major focus: Implement the developing on-line System-designed Framework: School Improvement for Learning – includes training, moderation and development of each school’s school improvement planning.</p> <p>The progressive roll-out of Compass student management software will enable us to aggregate, visualise and analyse school and system-level data on student progress.</p>
<p>IMPROVEMENT DIRECTION D</p> <p>School community partnerships – local and community partnerships.</p>	<p>Consult with the Aboriginal Education Reference Group on relevant initiatives.</p> <p>Recognise, acknowledge and further utilise the existing high levels of parent engagement in our schools.</p>	<p>Work closely with Catholic and Community welfare agencies to support family engagement.</p> <p>Promote senior student engagement in education and training as required by the Education Act.</p>

Bilateral Agreement – Catholic Education Tasmania

Bilateral Agreement Focus Areas	Catholic Education Tasmania 2019 Actions	Catholic Education Tasmania Strategic Objectives 2020-2022
	Embed the Catholic Education Office Reconciliation Action Plan.	<p>Work for full implementation of the approved Learning Program Implementation.</p> <p>Support the “My Future” website as an enabler of student learning and career pathway choice.</p>

Measurement and Evaluation

Evaluation tools will include longitudinal assessment data obtained from NAPLAN, PAT testing and other measures of student achievement.

With the planned progressive roll-out of the Compass student management software, our schools and system will be increasingly able to track student achievement and diagnose educational need.

As a system, we are linking all data resources, via CENet, into an accessible data warehouse to provide longitudinal data on the varying parameters of student achievement and school effectiveness.