# Non-Government Reform Support Strategic Plan

# 2019-2022

# Catholic Education Commission of Victoria Limited

**Non-Government Reform Support Fund**

**Catholic Education Commission of Victoria Limited – Strategic Plan**

**Executive Summary**

The strategic plan for the Non-Government Reform Support Fund will support the following key initiatives for the period from 2019 to 2022:

| Project | Years supported by Reform Support Fund |
|---|---|
| School support for transition to National Consistent Collection of Data (NCCD) for students with disability | 2019, 2020, 2021 |
| Integrated Catholic Online Network (eAdmin) | 2019, 2020, 2021, 2022 |
| Review of Governance Structures for Catholic schools | 2019, 2020, 2021, 2022 |
| Agile School Improvement | 2019, 2020 |
| Successful Readers And Writers In The Early Years | 2019, 2020 |
| Assessment For Learning | 2019, 2020 |
| Sponsored Study: Master of Business Administration – Executive | 2019, 2020 |
| Sponsored Wellbeing: Masters & Graduate Certificate for Safeguarding Children | 2019, 2020 |

Catholic Education Commission of Victoria Limited (CECV) and the four supporting dioceses (Archdiocese of Melbourne, Diocese of Ballarat, Diocese of Sandhurst and Diocese of Sale) will be developing their strategic plans during the period of the Reform Support Fund strategic plan period. As such, the Reform Support Fund may be revised to reflect each entity's strategic priorities.

**Current Context**

The CECV currently services 496 Catholic schools and over 209,000 students across the state of Victoria. The schools are supported by each Catholic Education Office the Archdiocese of Melbourne, Diocese of Ballarat, Diocese of Sandhurst and Diocese of Sale. The schools are diverse in size and geographical location across Victoria. Schools are typically smaller in rural Victoria (where there are 22 schools with less than 50 enrolments). There are also large secondary schools in metropolitan Melbourne (where there are 16 schools with enrolments greater than 1,500).

Given the size of the CECV, there are opportunities for the CECV to use its reach and collective power to operate more efficiently and pass on the benefits of its economies of scale to Victorian Catholic schools. The Integrated Catholic Online Network (ICON) is a $158 million CECV investment into an enterprise system that enables schools to have a common platform to conduct its administration and accounting support functions. An enterprise system will reduce the administrative burden for school leaders, allowing them to focus on educational outcomes.

The recommendations from the Royal Commission into Institutional Responses to Child Sexual Abuses also provide the opportunity to review the current governance structures within Catholic schools, particularly parish primary schools. Whilst there are schools that are already incorporated, many still have parish priests as the employer.

With the introduction of the National Consistent Collection of Data (NCCD) for students with disability as the measure to capture and fund students with disabilities in 2018, significant education and support is required of school educators and administrations to ensure that accurate data is being collected and recorded. This represents a significant shift from the previous method of substantiating disability with a medical diagnosis.

Support for leaders has also been identified as a priority for the CECV. This includes providing a dynamic approach to leading change and improving school improvement plans. This also includes supporting school principals through a Master of Business Administration – Executive to provide the knowledge to become better school and business leaders. The strategy also supports a Masters and Graduate Certificate for Safeguarding Children to help leaders understand contemporary issues and responses to safeguarding children.

In terms of improving educational outcomes, the CECV has identified that there is an opportunity to implement a project that targets literacy instruction to improve literacy teaching and learning. There is also potential to improve assessment practices in Victorian Catholic schools by adopting the Victorian State Government's Insight Assessment Platform to help teachers assess the progress of all learners and support more targeted teaching practices.

**National Policy Initiatives**

The key reforms from the National School Reform Agreement that are supported by the CECV during 2019 to 2022 comprise:

**Reform direction A: Supporting students, student learning and student achievement**

| Policy initiative | Projects supporting the reform |
|---|---|
| Enhancing the Australian curriculum to support teacher assessment of student attainment and growth against clear descriptors | Assessment for Learning |

**Reform direction C: Enhancing the national evidence base**

| Policy initiative | Projects supporting the reform |
|---|---|
| Improving national data quality, consistency and collection to improve the national evidence base and inform policy development | Integrated Catholic Online Network (eAdmin) |

The reforms have been identified through consultations between Catholic Education Offices in the four diocese of Victoria and discussions at key CECV committees including the Grants Allocation Committee (Targeted Programs).

**State-Based Reforms**

The key reforms from the draft bilateral agreement with the Victorian Government that are supported by the CECV during 2019 to 2022 comprise:

**Reform direction A: Supporting students, student learning and student achievement**

| Policy initiative | Projects supporting the reform |
|---|---|
| Develop and make available new digital student assessment tools and teacher resources to improve student learning assessment | Assessment for Learning |
| Participate in Getting it Right from the Start, a project aiming to improve oral language and literacy outcomes in the early years of school with a focus on equity intervention in low language performing schools | Successful Readers and Writers in the Early Years |

**Reform direction B: Supporting teaching, school leadership and school improvement**

| Policy initiative | Projects supporting the reform |
|---|---|
| Progress the schools recommendations of the Royal Commission into Institutional Responses to Child Sexual Abuses | Review of governance structures for Catholic schools |
| Provide high-quality professional learning and training to teachers and school leaders to support school improvement | Sponsored Study: Master of Business Administration – Executive, Sponsored Wellbeing: Masters & Graduate Certificate for Safeguarding Children |
| Identify areas for greater consistency across jurisdictions in the administration of funding and regulatory frameworks for non-government schools, in order to promote a focus on excellence in teaching and learning and minimise the administrative burden on schools and jurisdictions | Integrated Catholic Online Network (eAdmin), Review of governance structures for Catholic schools |
| Monitor and strengthen financial management practices and accountability measures in non-government schools that receive public funding | Integrated Catholic Online Network (eAdmin) |
| Continue the transition of Catholic schools to the Integrated Catholic Online Network (ICON), in order to a) implement best practice administration in schools to meet ongoing government accountability requirements, and b) support teachers and schools leaders to analyse, monitor and review student learning gain and wellbeing data | Integrated Catholic Online Network (eAdmin) |

**Reform direction C: Enhancing the national evidence base**

| Policy initiative | Projects supporting the reform |
|---|---|
| Support the transition to the Nationally Consistent Collection of Data on school students with disability (NCCD) | School support for transition to National Consistent Collection of Data (NCCD) for students with disability |

The CECV collaborates with the Victorian Department of Education and Independent Schools of Victoria (ISV) through the School Policy & Funding Advisory Council. The Council comprises of representatives from the CECV, ISV and the Victorian Department of Education and Training (DET).

The CECV also meets with the Victorian DET to connect and discuss key issues, including the progress of reform policy directions.

**Objectives**

The key long term objectives of the Reform Support Fund from 2019 to 2022 that align to the National Agreement are to:

1. 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
2. Develop and deliver professional learning that outlines the key principles of NCCD at central and regional networks
3. Build the capacity of school leaders to identify, collect, analyse and moderate their NCCD
4. Improve the instructional leadership capacity of principals and leaders
5. Provide targeted support for young readers at risk
6. Improve teacher skills and knowledge in early years literacy instruction
7. Improve teacher and leader knowledge of quality assessment practices
8. Develop a best practice administration system for schools to meet ongoing government accountability requirements
9. Reduce the administrative and compliance related burden on school staff at a local level
10. Undertake initial communication, feedback and collaboration with relevant stakeholders around adopting a centralised governance structure
11. Obtain legal advice on areas such as company structure and constitution, tax, land and buildings, and financial reporting requirements
12. Establish the initial project requirements and develop a plan for the effective execution and implementation of a centralised governance structure
13. Build the capacity of Catholic leaders and teachers in educational settings to create positive cultures and practices for safeguarding children and young people

To achieve the listed objectives, the CECV will invest in key projects, undertake relevant consultancy and provide relevant learning and support to school leaders.

**Measurement and Evaluation**

Various tools and measures will be used to assess whether the strategic objectives and goals have been met. These may include:

- Reports to various working groups and CECV subcommittees (e.g. Grants Allocation Committee (Targeted Programs) and cross-diocesan working groups)
- Survey data
- Evaluation feedback forms for professional learning
- Participation and attendance rates at training sessions and workshops
- Number of schools receiving specialised visits
- Management letters issued by external auditors
- Recruitment activity to measure the number of staff hired to undertake specific projects

The evaluation methodologies will be determined and outlined in the Non-Government Reform Support Fund work plan using quantitative and achievable measures.

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