



Non-Government Reform Support Fund Plan 2019 -2022

EXECUTIVE SUMMARY

CECG is committed to the National Reform Agenda at both a national and territory level. To this end, CECG will contribute to many elements of the Reform Agenda through undertaking its own transformation program called the Coherence Program. The Coherence Program will be a major focus and aims to:

- deliver the best possible Catholic education to our students and support their development as successful learners, confident, creative individuals and active, informed citizens; and
- position our systems and processes to best support our mission, our learning agenda and the operations of our schools.

The Non-Government Strategic Plan will concentrate of four main areas. These will focus on the National and ACT Reform agenda in the following areas:-

National Reform	Territory Reform	Focus of CECG Project
1. Supporting Students, Student learning and Student Achievement :-Enhancing the Australian Curriculum to support assessment of student attainment and growth against clear descriptors	Deliver professional learning on the Australian Curriculum General Capabilities through work undertaken by the Cross Sectoral Curriculum Committee	The project will focus on the development of four of the General Capabilities within the English Learning area
2. Supporting Students, Student learning and Student Achievement:- Enhancing the Australian Curriculum to support assessment of student attainment and growth against clear descriptors	Implement the Aboriginal and Torres Strait Islander Histories and Cultures enriched elaborations for Science as part of cross-sectoral curriculum effort	The project will focus on action learning to enhance the implementation of the Aboriginal and Torres Strait Islander Cross Curriculum Priority within Science within the Secondary Context
3. Supporting Students, Student learning and Student Achievement :-Enhancing the Australian Curriculum to support assessment of student attainment and growth against clear descriptors	Develop and implement academic reporting explicitly aligned to Australian curriculum achievement standards	The project will develop and implement a new dynamic online reporting system through the SAS Program
4. Enhancing the National Evidence Base	Build upon existing NCCD cross sectoral moderation activities and strengthen consistency on a year by year basis	The project will develop regular structured moderation processes to improve learning for students with additional needs and enhance the consistency of evidence data

Current Context

There are 56 System Schools and 8 Catholic Early Learning Centres in the Archdiocese In the ACT there are 24 Primary Schools, 5 Secondary Colleges and 8 Catholic Early Learning Centres. In NSW, there are 19 Primary Schools, 3 Secondary Schools, 4 K-10 Schools (Central Schools) and 1 K-12 School. The Archdiocese of Canberra and Goulburn school system educates 20,973 boys and girls. We have 1,686 Teachers and Support Staff and a Catholic Education office of 85 staff members who support these schools.

ENROLMENT INFORMATION

Label	Count	Sum of 2019 Enrolment	Percentage by Students
City	30	14,733	70%
Inner Regional	18	4,769	23%
Outer Regional	7	1,432	7%
Remote	1	39	0%
Grand Total	56	20,973	100%

The enrolment information indicates that the majority (Approximately $\frac{3}{4}$) of students attend schools in city areas. This is followed by the Inner regional location followed by seven schools in outer regional locations.

SES INFORMATION

Label	Count	Sum of 2019 Enrolment	Percentage by Students
SES 82 to 100	25	5,928	28%
SES 101 to 110	2	984	5%
SES 111 to 115	10	6,470	31%
SES 116 & Above	19	7,591	36%
Grand Total	56	20,973	100%

The SES information indicates that there is significant difference in Socio Economic Status across the schools with 25 schools in the 82-100 SES range, followed by 19 schools in the 116 and above category. This is then followed by 10 schools in the 111-115 SES range and only two schools in the 101-110 SES range. There are however, more students enrolled in schools that have the highest SES because these students reside in the ACT.

SCHOOL POPULATION RELATED TO SIZE			
Label	Count	Sum of 2019 Enrolment	Percentage by Students
Below 150 Students	13	1,119	5%
151 to 300 Students	14	3,259	16%
301 to 450 Students	14	5,023	24%
451 Students or More	15	11,572	55%
Grand Total	56	20,973	100%

The school population related to size shows approximately even number of schools in the four nominated categories. 5% constitute schools (13) with enrolments less than 150 compared to 55% of schools (15) with enrolments greater than 451. There are many large ACT primary schools and the largest schools are some of our ACT Secondary Colleges.

Status and Contribution

PROJECT 1: CURRICULUM

SUPPORTING STUDENTS, STUDENT LEARNING AND STUDENT ACHIEVEMENT

NATIONAL REFORM:

ENHANCING THE AUSTRALIAN CURRICULUM TO SUPPORT ASSESSMENT OF STUDENT ATTAINMENT AND GROWTH AGAINST CLEAR DESCRIPTORS

ACT REFORM:

DELIVER PROFESSIONAL LEARNING ON THE AUSTRALIAN CURRICULUM GENERAL CAPABILITIES

THROUGH THE WORK UNDERTAKEN BY THE CROSS-SECTORAL CURRICULUM –FURTHER DEVELOP PILOT PROJECT ON THE GENERAL CAPABILITIES FOR A BROADER AUDIENCE

STATUS OF CURRICULUM WITHIN THE ARCHDIOCESE

School-based curriculum improvement is the key to success in schools. Catholic Education, Archdiocese of Canberra and Goulburn has implement the Australian Curriculum and the NSW Syllabus for the Australian Curriculum for the learning areas within Australian Curriculum. However, schools are only beginning to explore other dimensions of the AC, the General Capabilities and the Across-Curriculum-Priorities. The New Work Order report series promotes developing the capabilities in young people to engage with new knowledge in a rapidly changing workplace. Likewise, the work of Phil Lambert

and the OECD Education 2030 international curriculum review and learning framework grapple with the idea of content knowledge as opposed to skills and capabilities to uncover emerging knowledge. This is an area that will be addressed through the work within the plan on the General capabilities and the Aboriginal Cross Curriculum Priority

CONTRIBUTION TO THE REFORM AGENDA

Schools will achieve the reform priorities by focusing on the following areas:-

- Exploration of the three dimensional nature of the Australian Curriculum and the NSW Syllabuses for the Australian Curriculum.
- A commitment to sharing beliefs about student learning, professional learning and the role of the teacher in order to uncover mindsets about curriculum
- Rethinking learning design through the General Capabilities and Cross-Curriculum-Priorities dimensions of the Australian Curriculum
- Vocational Learning and the development of 21st century capabilities
- Using the National Literacy and Numeracy Progressions with the Australian Curriculum as a resource to improve student learning outcomes

PROJECT 2: ABORIGINAL AND TORRES STRAIT ISLANDER EDUCATION

SUPPORTING STUDENTS, STUDENT LEARNING AND STUDENT ACHIEVEMENT

NATIONAL REFORM:

ENHANCING THE AUSTRALIAN CURRICULUM TO SUPPORT ASSESSMENT OF STUDENT ATTAINMENT AND GROWTH AGAINST CLEAR DESCRIPTORS

ACT REFORM:

IMPLEMENT THE ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES ENRICHED ELABORATIONS FOR SCIENCE AS PART OF CROSS-SECTORAL CURRICULUM EFFORT

STATUS OF ABORIGINAL EDUCATION WITHIN THE ARCHDIOCESE

The Archdiocese has a growing number of Aboriginal and Torres Strait Islander students. From the February census, there are 701 students in our schools with 335 students in the ACT and 366 in NSW. Approximately 80% of these students have a personalised plan. The actions within the National School Reform and ACT Bilateral Agreements will intensify the work commenced through business as usual implementation processes. The initiative will complement the existing cross –sectoral work on the implementation of Science, the change in duties of an Aboriginal Officer working intensively with schools on the implementation of the Aboriginal and Torres Strait Islander Cross Curriculum Priority and the Cultural Competency Program.

CONTRIBUTION TO THE REFORM AGENDA

Secondary schools will achieve the reform priority by engaging in the action learning in relation to the cross curriculum priority in Science. The increased involvement of secondary teachers working on the Aboriginal and Torres Strait Islander Cross Curriculum Priority and a comprehensive understanding of the elaborations in Science will support the achievement of the broader national reform and the specific ACT curriculum reform.

PROJECT 3: ACADEMIC REPORTING

SUPPORTING STUDENTS, STUDENT LEARNING AND STUDENT ACHIEVEMENT

ENHANCING THE AUSTRALIAN CURRICULUM TO SUPPORT ASSESSMENT OF STUDENT ATTAINMENT AND GROWTH AGAINST CLEAR DESCRIPTORS

ACT REFORM: DEVELOP AND IMPLEMENT ACADEMIC REPORTING EXPLICITLY ALIGNED TO AUSTRALIAN CURRICULUM ACHIEVEMENT STANDARD

STATUS OF ACADEMIC REPORTING

The Catholic Education of Canberra and Goulburn has had a system approach to reporting for over ten years. The system in the ACT primary schools and NSW schools is OnTrack. The system is in the process of being upgraded and in doing this the academic report form will be changed to reflect more closely the intent and focus on the achievement standards within the Australian Curriculum and the outcome in the NSW Syllabus for the Australian Curriculum. A committee has been established and research on best practice in relation to reporting has been disseminated to committee members. Cross correlation with –A-E, grades have been made to NAPLAN performance at a system level and anomalies have been identified. Further work needs to be undertaken regarding understanding of the common grade scale at a school level.

CONTRIBUTION OF THE REFORM AGENDA

The development of the new report will explicitly align to the Australian Curriculum Achievement Standards and the General Capabilities. This will significantly assist the alignment of Australian Curriculum, assessment and reporting processes.

PROJECT 4: NATIONAL CONSISTENT COLLECTION OF DATA (NCCD)

NATIONAL REFORM:

ENHANCING THE NATIONAL EVIDENCE BASE

ACT REFORM:

BUILD UPON EXISTING NCCD CROSS SECTORAL MODERATION ACTIVITIES AND STRENGTHEN CONSISTENCY ON A YEAR BY YEAR BASIS

STATUS OF NCCD

Teachers have completed the new Disability Standards for Education online modules and teachers have been upskilled in their understanding of disability, Disability Discrimination Act (DDA) and Disability Standards of Education (DSE). An increased number of students have the correct evidence to support their disability category in the National Consistent Collection of Data. Quality information is being captured through accurate levels of adjustment, personalised plans and the maintenance of evidence in a central repository to enable teachers to access information easily.

CONTRIBUTION TO THE REFORM AGENDA

The further enhancement of teachers' understanding of the DSE and DDA will contribute significantly to the reform agenda. The processes established in 2018-2019 in relation to providing rigour in the evidence gathering and identification processes will also contribute to the achievement of the NCCD goals. An ongoing moderation process will be the next important step in this process.

National Policy Initiative

A. Supporting Students, Student learning and Student Achievement		
Year	Reform	Funding Source
2019-2022	Enhancing the Australian Curriculum to support teacher assessment of student attainment and growth against clear descriptors	CE Coherence Program
2020-2022	Assisting teachers monitor individual student progress and identify student learning needs through opt-in online and on demand student learning assessment tools with links to student learning resources, prioritising early years foundation skills	CE Coherence Program
2021-2022	Reviewing senior secondary pathways into work, further education and training	CE Coherence Program
B. Supporting teaching, school leadership and school improvement		
2020-2022	Reviewing teacher workforce needs of the future to attract and retain the best and brightest to the teaching profession and attract teachers to areas of need	CE Coherence Program
	Strengthening the initial teacher education accreditation system	CE Coherence Program
C. Enhancing the National Evidence Base		
2019-2022	Supporting the implementation a national unique student identifier (USI) that meets national privacy requirements in order to support better understanding of student progression and improve the national evidence base	Not priority
2019-2022	Establishing an independent national evidence institute to inform teacher practice, system improvement and policy development	Not priority
2019-2022	Improving national data quality, consistency and collection to improve the national evidence base and inform policy development	National Government School Reform Fund

ACT Based Reforms

A. Supporting Students, Student learning and Student Achievement

Year	Reform	Funding Source
2019-2022	Work cross-sectorally on the development of an implementation plan to underpin the ACT Government's Future of Education Strategy	CE Coherence Program
2020-2022	Implement stage one of the cross-sectoral Future of Education implementation-The Coherence Program is determining priorities to address the Future for Education Strategy. These may not align specifically to the initiatives outlined in Phase 1 of the plan but will provide more accurate priorities to meet Catholic Education Canberra Goulburn's specific needs	CE Coherence Program-
2021-2022	Support the establishment of a cross-sectoral reform forum to share progress and challenges	CE Coherence Program
2020	Deliver professional learning on the Australian Curriculum General Capabilities through the work undertaken by the cross-sectoral curriculum – Further develop Pilot Project on the General Capabilities for a broader audience	National Government School Reform Fund
2019	Develop and implement academic reporting explicitly aligned to Australian Curriculum achievement standards through the development of a new system reporting format through the SAS program	National Government School Reform Fund
2019-2022	Build upon existing ACT Australian Curriculum assessment reform effort to play a lead role in national efforts to refine ACARA's national learning progressions in literacy and numeracy.	CE Coherence Program if identified
2019-2022	Build upon existing ACT Australian Curriculum assessment reform effort to play a lead role in the development of national learning progressions in general capabilities	CE Coherence Program if identified
2019-2022	Play a lead role in the refinement of the digital formative assessment tool, and implement relevant aspects as they become available	CE Coherence Program if identified
2019	Conduct a cross-sectoral STEM educators forum (STEMEd ACT) in partnership with a range of professional teacher associations and the ACT Board of Senior Secondary Studies.	CE Coherence Program if identified
2019-2022	Implement the Aboriginal and Torres Strait Islander Histories and Cultures enriched elaborations for Science as part of cross-sectoral curriculum effort	National Government School Reform Fund

B. Supporting teaching, school leadership and school improvement

Year	Reform	Funding Source
2020-2022	Actively contribute to the review of senior secondary education including, pathways to work, further education and training and prerequisites for university entry	CE Coherence Program
2020-2022	Implement relevant findings of the review of senior secondary education	CE Coherence Program
2020-2022	Build off the lead role that the ACT Teacher Quality Institute has had in quality Initial Teacher Education regulation to actively contribute to quality assurance improvements in the national consistency and transparency of Initial Teacher Education regulation	As required
2020-2022	Develop cross-sectoral collaboration in school leadership	CE Coherence if identified

C. Enhancing the National Evidence Base

2019-2022	Build upon existing NCCD cross-sectoral moderation activities and strengthen consistency on a year-by-year basis.	National Government School Reform Fund
2019	Provide national leadership in NAPLAN online by maximising implementation in all ACT schools	National Government School Reform Fund
2019-2022	Contribute to the ongoing data collection for the Australian Teacher Workforce Data Strategy including amendment of legislation to allow for sharing of data held by the Teacher Quality Institute.	CE Coherence Program
2019-2022	Build off the existing ACT cross-sectoral student identifier to actively contribute to the development and implementation of a national Unique Student Identifier	CE Coherence if required
	Build upon recent ACT performance measures to actively contribute to the development of new measures of performance particularly student learning gain and General Capabilities	CE Coherence

Strategic Plan: Project 1: Curriculum

SUPPORTING STUDENTS, STUDENT LEARNING AND STUDENT ACHIEVEMENT

NATIONAL REFORM:

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ACT REFORM:

DELIVER PROFESSIONAL LEARNING ON THE AUSTRALIAN CURRICULUM GENERAL CAPABILITIES THROUGH THE WORK UNDERTAKEN BY THE CROSS-SECTORAL CURRICULUM

Objectives and Activity

KEY OBJECTIVES	ACTIVITIES
<p>Develop Pilot Project on the General Capabilities for broader audience</p>	<p>Research on the general capabilities and 21st century skills Research on what other jurisdictions are doing to implement the General Capabilities Work cross-sectorally to develop a project plan on the General Capabilities project Implement each phase of the cross-sectoral plan Reflect and evaluate outcomes of the cross-sectoral project</p>
<p>Develop Critical and Creative Thinking, Personal and Social Capability, Ethical and Intercultural understanding within the English Key Learning area by:-</p> <ul style="list-style-type: none"> ● Providing opportunities for professional dialogue and collaboration to strengthen teacher understandings of the general capabilities with English ● Developing the expertise and processes to utilise the 	<ul style="list-style-type: none"> ● Establish 4 Network Clusters K-2, 3-4, 5-8, 9-10 <p>The focus of clusters is to build the understanding of the General Capabilities within the Canberra Goulburn Archdiocese schools</p> <p>Staff to:</p> <ul style="list-style-type: none"> ● Develop a deep knowledge of the content and how to teach it ● Know how to use the general capabilities ● Have a focus on the language of Achievement Standards ● Cyclically use of data to inform teaching, measure growth and to inform teaching innovate – develop – embed (repeat) <p>Catholic Education to:-</p> <ul style="list-style-type: none"> ● Commit to supporting teachers to improve teaching and learning and utilise the General Capabilities ● Provide quality support to assist the process ● Commit to regular check-ins with teachers <p>Focus</p> <ul style="list-style-type: none"> ● 2020- Critical and Creative Thinking ● 2021- Personal and Social Capability

**General Capabilities within
the English Learning area**

- 2022-Ethical and Intercultural Understanding

Professional Learning in cluster groups –Development of the General Capability through structured professional learning community work- The focus will be identifying opportunities within the curriculum to develop specific General Capability skills

Strategic Plan Project 2: Aboriginal Cross-Curriculum Priority

SUPPORTING STUDENTS, STUDENT LEARNING AND STUDENT ACHIEVEMENT

NATIONAL REFORM:

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ACT REFORM:

IMPLEMENT THE ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES ENRICHED ELABORATIONS FOR SCIENCE AS PART OF CROSS-SECTORAL CURRICULUM EFFORT

ACARA has developed 95 new elaborations to help teachers to incorporate the Aboriginal and Torres Strait Islander Histories and Cultures cross-curriculum priority in the Australian Curriculum: Science.

These elaborations were developed with the assistance of ACARA's Aboriginal and Torres Strait Islander Advisory Group and Taskforce, and Science and Aboriginal and Torres Strait Islander curriculum specialists, and provide practical examples across all three strands of the science curriculum and all year levels.

The elaborations acknowledge that Aboriginal Peoples and Torres Strait Islander Peoples have worked scientifically for millennia and continue to contribute to contemporary science. They are scientifically rigorous, demonstrating how Indigenous history, culture, knowledge and understanding can be incorporated into teaching core scientific concepts.

In Years 7 to 10, each elaboration is accompanied by teacher background information that explains in detail the cultural and historical significance of the chosen topic and how it connects to the core science curriculum content. It also includes a list of consulted works, provided as evidence of the research undertaken to inform the development of the teacher background information. The teacher background information is accessible through the Aboriginal and Torres Strait Islander Histories and Cultures icon appearing next to the elaboration. Teacher background information for Foundation to Year 6 will be progressively developed.

The elaborations and accompanying teacher background information support teachers in providing a more culturally responsive curriculum experience for Aboriginal and Torres Strait Islander students resulting in increased engagement and better educational outcomes. They also provide an opportunity for teachers to engage all students in respect and recognition of the world's oldest continuous living cultures. This opportunity is for secondary schools to engage with the recently released Aboriginal & Torres Strait Islander Histories and Cultures (Cross-Curriculum Priority) Science Elaborations.

The activity will take place in a cross-sectoral professional learning community in relationship with AIS ACT and Education Directorate schools. Schools will develop a school-based inquiry project based on the principles of Action Learning.

Objectives and Activity

KEY OBJECTIVES	ACTIVITIES
<p>Improved student understanding of the place of Aboriginal and Torres Strait Islander Histories and Cultures and how they contribute to contemporary science</p>	<ul style="list-style-type: none">• Unpacking the Aboriginal & Torres Strait Islander Science Elaborations• Developing a school-based inquiry project• Rethinking learning design through the Australian Curriculum: Science and the NSW Science Syllabus for the Australian Curriculum• Professional Learning<ul style="list-style-type: none">○ First Nations' Science launch○ First Nations' Science showcase• Ongoing regional collaboration, online collaboration, and school-based professional activity• School Performance and Improvement Specialist Officers will provide ongoing support for the project at school level• External Consultants to provide professional development and to support the pilot program• Funding for relief days across secondary schools to plan and pilot the First Nation's Science Program
<p>Establishment of professional learning communities among secondary schools to focus on the integration of the Aboriginal and Torres Strait Islander Histories & Culture Cross Curriculum Priority in Science</p>	<ul style="list-style-type: none">• Establish reflective inquiry through a professional learning community for teachers to have thorough conversations about students, teaching and learning in Science in each of the nominated secondary schools• Develop and debate creative strategies for improving learning with individual students or groups of students will be a feature of the professional learning communities focus on Science and the Aboriginal and Torres Strait Islander Histories & Culture Cross Curriculum priority• Sharing of planning and programming resources that have been developed through the action learning process in each school

Strategic Plan Project 3: Academic Reporting

SUPPORTING STUDENTS, STUDENT LEARNING AND STUDENT ACHIEVEMENT

NATIONAL REFORM:

ENHANCING THE AUSTRALIAN CURRICULUM TO SUPPORT ASSESSMENT OF STUDENT ATTAINMENT AND GROWTH AGAINST CLEAR DESCRIPTORS

ACT REFORM:

DEVELOP AND IMPLEMENT ACADEMIC REPORTING EXPLICITLY ALIGNED TO AUSTRALIAN CURRICULUM ACHIEVEMENT STANDARDS THROUGH THE DEVELOPMENT OF A NEW SYSTEM REPORTING FORMAT THROUGH THE SAS PROGRAM

Objectives and Activity

KEY OBJECTIVES	ACTIVITIES
Establish Reporting Committee and investigate best practice reporting principles.	<ul style="list-style-type: none"> • Establishment of Reporting Committee • Research on the best evidence based practice in Reporting • Regular meetings of the committee to address the findings of the research
Research and identify key components of an effective academic report	<ul style="list-style-type: none"> • Committee work on examining reports from other jurisdictions • Identification of the key components of the report • Work on how to integrate the General Capabilities into the reporting process
Consult and refine System report template	<ul style="list-style-type: none"> • Planning and Consultation phase- Draft Report created • Broad consultation with Principals and key curriculum personnel of the non-negotiables within the report • Refinements of the report from the consultation process
Developing, trialling and implementation of online reporting platform	<ul style="list-style-type: none"> • Development of the technical capability through SAS as the platform for the online reporting process • Trialling and testing the online platform • Refinement of the technical issues as a result of the trial
Implement and review new online reporting process	<ul style="list-style-type: none"> • Implement the new reporting process across the Archdiocese • Record any developmental and technical issues associated with implementation • Committee meet to evaluate first round of the implementation process and make recommendations •

Strategic Plan Project 4: National Consistent Collection of Data (NCCD)

NATIONAL REFORM:

ENHANCING THE NATIONAL EVIDENCE BASE

ACT REFORM:

BUILD UPON EXISTING NCCD CROSS SECTORAL MODERATION ACTIVITIES AND STRENGTHEN CONSISTENCY ON A YEAR BY YEAR BASIS

Objectives and Activity

KEY OBJECTIVES	ACTIVITIES
<p>Upskill teachers understanding of disability, Disability Discrimination Act (DDA) and Disability Standards of Education (DSE) each year and provide training to early career teachers at the commencement through induction processes</p>	<ul style="list-style-type: none"> • Staff to complete the new DSE online modules • Provide Professional Learning on disability to schools and individual teachers • Disseminate Professional Learning opportunities to schools, such as Online Training Course • NCCD Training each year for staff new to NCCD • NCCD Consultants to facilitate staff meetings • Wellbeing team to provide support in understanding disability through Professional Learning opportunities
<p>Maintain quality of information captured through accurate levels of adjustment, up-to-date personalised plans that are implemented and regularly updated in consultation with parents and teachers.</p>	<p>Moderation opportunities:</p> <ul style="list-style-type: none"> • In school • Across CE schools • Cross-sector <p>Personalised Plans are sent home to parents, and school receive acknowledgement of the exchange</p> <p>Relief days provided for schools to focus on NCCD</p> <p>Critical friend 'Assessment Australia' to work alongside schools providing guidance</p>
<p>Maintain required evidence in a central repository to enable all teachers involved with the student's development to access information easily as well as withstand any audit</p>	<ul style="list-style-type: none"> • School to use the Evidence Map to determine areas to focus for each year of the program
<p>Develop a whole school approach in Secondary schools for Personalised Plans.</p>	<ul style="list-style-type: none"> • CE Secondary Consultant to work with schools in developing models for whole school practice; encompassing students' pastoral, inclusive education, teaching, and support staff

MEASUREMENT AND EVALUATION

The main measurement and evaluation strategy will include the following measures:-

- CECG Annual Business Planning Cycle
- Quarterly Review of activity within Business Plan to achieve the Non-Government School Reform objectives
- Evaluation elements as documented in the four Business Plans:- Curriculum, Aboriginal and Torres Strait Islander First Science Project, Academic Reporting and National Consistent Collection of Data (NCCD)
- Survey/questionnaires on the four key projects as identified in the individual business plan