**Non‐Government Reform Support Annual Report**

**2019**

**Catholic Education Commission

Archdiocese of Canberra & Goulburn**

**Non – Government Reform Support Fund**

**Catholic Education Archdiocese of Canberra and Goulburn – Annual Report 2019**

**Executive Summary**

During 2019 the Catholic Education Archdiocese of Canberra and Goulburn (CECG) undertook work in the following areas under the Non-Government Reform Support fund:

* Quality assurance, moderation and support for the continued improvement of National Consistent Collection of Data (NCCD) on School Students with a Disability
* Improving Governance and Financial Management practices.

All Catholic Education Canberra Goulburn systemic ACT schools were supported (29) and Marist College and St Edmunds.

A summary of the major achievements for 2019 under each of the above areas is provided below.

**1. Quality assurance, moderation and support for the continued improvement of National Consistent Collection of Data (NCCD) on School Students with a Disability**

CECG established an NCCD project in 2019, designed to ensure there is consistent and high quality standards in place for the capture of NCCD data across the Archdiocese. The project involved a targeted approach for the different levels of NCCD awareness across schools.

Achievements of the project included:

* Employment of 2 NCCD Officers and four external moderators across the Archdiocese
* ACT schools completed the NCCD training in Term 1
* All schools completed the moderation
* Moderation days were completed by the 10 consultants across CECG schools
* 550+ relief days were provided to schools to work on NCCD
* Identification of students that fell into NCCD categories

Throughout the project, CECG met regularly with the Education Directorate and Australian Independent Schools ACT. The three sectors collaborated to facilitate cross-sector moderation twice throughout the year. Other collaborative activities undertaken in 2019 involved regularly sharing resources, information and ideas across sectors which had the benefit of strengthening the relationship between the three sectors.

**2. Improving Governance & Financial Management Practices**

CECG utilised additional 0.8 FTE resource into the School Accounting Support team to provide sufficient resources to support more robust financial management skills and practices in schools, particularly for the smaller ACT Catholic schools who do not have their own dedicated financial management FTE resource employed directly.

**Project Report**

**PROJECT TITLE: Quality assurance, moderation and support for the continued improvement of the Nationally Consistent Collection of Data for School Students with Disability (NCCD)**

**Project description:** The ACT Catholic sector is a participant in the National Collection of Consistent Data (NCCD) 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) undertook a project to review and refine existing practices and implement recommendations in ACT Catholic schools through use of technology, training and support.

**Summary of project’s achievement**

|  |  |
| --- | --- |
| **Activities undertaken/Achieved outcomes** | **Achievement against indicators of success** |
| 1. Students with Disability are provided with reasonable adjustments in ACT Catholic Schools | 1.
2.
 | All schools completed the Disability Standards of Education (DSE) modules, as well a DSE refresher. All schools completed a NCCD refresher to understand the DSE, DDA and reasonable adjustments.The number of students identified as needing adjustments rose from 14% to 18.1%. |
| 2. ACT Catholic Schools are provided with resources and consistent approaches to meet the diverse needs of students with disability | 1.
2.
3.
 | All schools attended the NCCD training in Term 1A CE NCCD Drive was set up for all schools which contained resources, readings, training materials10 consultants completed over 300 days of moderation within schools to ensure consistent approaches across the system |
| 3. Initial and ongoing training is provided to School teams regarding the NCCD model. | 1.
2.
3.
 | All schools attended the NCCD training in Term 1All schools attended the across school moderation sessions in term 2All schools completed as staff meetings DSE and NCCD refresher |
| 4. Quality Initial and ongoing training is provided to School teams regarding the NCCD model | 1.
2.
3.
4.
5.
 | In school moderation was completed in Term 2Across school moderation was completed in Term 2The NCCD consultants completed in school moderation on “QDT” and “Supplementary” CECG completed moderation on ‘Substantial’ and ‘Extensive’Assessment Australia was employed to quality assure the NCCD data in 20 schools across CECG |

**Project Report**

**PROJECT TITLE: Improving Governance and financial management practices in non-government schools.**

**Project description:** Dedicated resource to strengthen financial management skills and practices in schools. The program was to provide training and support to key personnel with financial responsibility in the following areas:

* Understand framework under which schools operate
* Contemporary reporting practices
* Planning and managing school budget
* Ensure sound systems and policies are followed and reviewed.

**Summary of project’s achievement**

|  |  |
| --- | --- |
| Activities undertaken/Achieved outcomes | Achievement against indicators of success |
| In 2018, CECG engaged an additional FTE resource | Schools are improving their general financial |
| to provide direct financial management support to | management practices currently in place and are |
| schools. The key focus in 2019 continued to be the | confident in being able to reach out to a dedicated |
| planning and managing of school budgets, with an emphasis on school staffing. | resource to assist in the area. |
| The following governance documents were developed: |
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| * Budget management guidelines 2019
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| * Templates for capital expenditure requests &
funding requests.
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| Additional online reporting has been developed to support and complement the direct resource support provided above, to ensure schools have relevant financial information. |
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| School related polices are continuously in the process of being reviewed and updated to ensure they are relevant and fit for purpose. |
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**Financial Statement 2019**

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| --- | --- | --- | --- | --- |
| **Project** | **Activities** | **Reform
support
funding** | **Funding from other sources** | **Total funding** |
| **NCCD** | Provide release time for teaching and learning support officers for training at 29 schools | $202,963 | $115,301 | $318,265 |
| Employment of NCCD Project Officers (1.9FTE) | $184,834 |
 | $184,834 |
| Development of NCCD resources and training material | $18,672 |
 | $18,672 |
| External Moderators/Consultants | $42,534 |
 | $42,534 |
|
 | **Total NCCD** | **$449,004** | **$115,301** | **$564,305** |
| **Financial****Manageme nt** | 0.6FTE resource to provide financial management training and business support for key school personnel | $91,885 | $61,256 | $153,141 |
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| **Total Financial Management** | **$91,885** | **$61,256** | **$153,141** |
| **ATSI Cross
Curriculum** | Launch of program with ACARA |
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| Release time for teaching staff |
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| Consultancy |
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| Curriculum Resources |
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| **Total ATSI** |
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| **Total** | **$540,889** | **$176,557** | **$717,446** |