**Non-Government Reform Support Annual Report**

**2019**

**Catholic Education Commission of Victoria Limited**

**Non – Government Reform Support Fund**

**Catholic Education Commission of Victoria Limited – Annual Report 2019**

**Executive Summary**

Catholic Education Commission of Victoria Limited (CECV) has welcomed the opportunity for the Australian Department of Education to provide funding from the Non-Government Reform Support Fund in 2019.

The funding has allowed the CECV to deliver and achieve positive outcomes on the key projects outlined in the Work Plan.

The **School Support for transition to Students with Disability under the National Consistent Collection of Data (NCCD**) initiative has allowed for the engagement of learning consultants to assist schools with understanding the new measure of NCCD and compliance and reporting requirements. This was evidenced in all schools being engaged with the CECV, high attendance rate at training and workshops and positive survey results.

The **Agile School Improvement** project focused on developing literacy outcomes through agile learning sprints, discipline cycles of inquiry. The **Successful Readers and Writers in the Early Years** project implements targeted literacy instruction to improve literacy teaching and learning. The **Assessment for Learning** project improved assessment practices in Catholic schools. One significant vehicle for achieving this was through engagement with new Victorian on line assessments through the Insight Assessment Platform.

The **Integrated Catholic Online Network (eAdmin)** related to the financial management, human resource management and payroll, and student management modules of the ICON enterprise system. This has been delivered to 98 schools as at December 2019.

The **Changing Schools Governance Structure** project began the development process of changing established governance structures in the schools that have existed in diocesan Catholic schools since establishment.

The **Sponsored Study: Master of Business Administration (MBA) – Executive** recognised the need to accelerate principals and senior leader’s functional and strategic understanding of both the management process, providing analytical tools to address the rapidly changing environment of school leadership.

**Sponsored Wellbeing – Masters & Graduate Certificate for Safeguarding Children** was modified and delivered as the Master of Education (Student Wellbeing), delivered in partnership with Australian Catholic University (ACU), and enabled participants to further develop their knowledge and understanding of students’ social, emotional and wellbeing needs. It also helped them link this knowledge to improved student engagement and learning outcomes.

2

**Developing teacher capacity to meet student needs**; **improving transparency and accountability practices and improving performance and development processes.** One of the diocesan offices, developed the 360-degree feedback tool to encompass the capabilities as outlined in the Diocesan Leadership Framework. This Diocesan tool, was then trialled with school leadership teams across nine schools within the Diocese.

**Progress against your strategic plan**

The CECV has undertaken the projects specified in the Non-Government Reform Support Fund Work Plan 2019 to 2022. The Assessment for Learning and ICON eAdmin projects meet the National Policy Initiatives in the strategic plan for Reform Direction A: Supporting students, student learning and student achievement and Reform direction C: Enhancing the national evidence base. The other projects undertaken in the 2019 work plan meet the various Victorian government reforms as identified in the bilateral agreement with the Victorian government. The projects have also met the objectives identified in the strategic plan:

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

The achievements against these objectives are identified in the achieved outcomes within the projects within the annual report.

3

**Relationship with your state and territory government**

CECV has an ongoing positive working relationship with both the Victorian Department of Education and Training (DET) and Independent Schools Victoria (ISV). As such, we have continued to meet cross-sectorally on a formal and informal basis. The focus has been on inclusive education, identifying opportunities for cross-sectoral work and sharing of resources.

The CECV is a participant of the School Policy and Funding Advisory Council (SPFAC) which comprises of five members including the Secretary of the Victorian Department of Education and Training, Acting Executive Director of the CECV, Chief Executive of Independent Schools Victoria, another Department of Education and Training representative and an independent member.

The group provides advice to the Minister for Education on regulatory, policy and funding issues that affect government and non-government schools. The Council is also responsible for establishing all the State based reform initiatives in the bilateral agreement between the Commonwealth and Victorian governments.

4

**Project Report**

**PROJECT TITLE: School Support for transition to Students with Disability under the National Consistent Collection of Data (NCCD)**

**Project Description:**

All Catholic schools in Victoria have access to a team of specialist staff to support them in implementing the NCCD. The role of CECV Learning Consultant-NCCD encompasses:

* Building the capacity of school leaders to identify, collect, analyse and moderate their NCCD.
* Providing expert advice to school leaders to inform the collection of their NCCD data.
* Developing and delivering professional learning that outlines the key principles of NCCD at central and regional networks.
* Supporting schools to accurately determine the disability category and level of adjustment for individual students supported with evidence.
* Implementing differentiated professional learning, networking and moderation processing for schools based on the data quality assurance process.
* Building 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.
* Conducting quality assurance of school submitted NCCD.

At one of the diocese, the following was also undertaken:

* School leaders that have completed the Masters of Clinical Teaching through the University of Melbourne will undertake additional training through Pearson Australia in the implementation and use of psychometric achievement tests to lead staff to provide appropriate adjustments for students.

5

**Summary of Project’s Achievement**

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| **Activities undertaken/achieved outcomes** | **Achievement against indicators of success** |

**Activities undertaken**

* **Met target (target 90% schools):** 90.1% of schools that have engaged with the CECV
* **Met target (target 90% schools):** 92.6% attendance network and full day briefing.
* **Met target (target 90% schools):** 92.6% 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.
* **Met target (target 100% schools)**: 100% of schools upload data to the CEVN NCCD System to allow year-on year data analysis at adjustment level to identify anomalies and raise with schools.
* **Met target (target 50% of 2018):** 5,394 (52.7%) participants completed the DSE online modules in 2019 *(2018 - 10,233 participants)*.
* **Met target (target 500 participants):** 656 participants completed online training modules (OLT) (dyslexia, oral language, hearing impairment, ASD, behaviour) training in disability specific areas and development of SMART goals in 2019. *(2018 - 783 participants)*.
* **Met target (target 90% schools):** 92.4% of schools to attend networks and full day briefings (moderation component of agenda).
* **Met target (target 90% schools):** 100% of schools receiving individual school visits.
* **Met target (target 34 schools):** 27 out of a possible 27 students with 2018 Masters of Clinical training undertook the training program.
* **Met target (target 38 schools):** All 38 schools in the diocese completed the training and completed associated tasks.
* **Met target (target 38 schools):** All 38 schools in the diocese revised their assessment processes to incorporate additional psychometric assessments.
* Development of presentations and additional CECV resources referencing the 2019 NCCD Guidelines and national materials on [www.nccd.edu.au.](http://www.nccd.edu.au./)
* Maintenance of a CECV NCCD Google Community (1, 048 members).
* Delivered network and full day briefings
* NCCD 101
* NCCD for experienced leaders
* Conducting moderation
* Full day briefing (NCCD submission process, moderation within and across schools, clarification of requirements and accountabilities)
* Individual school visits focused on building the capacity of school leaders to identify, collect, analyse and moderate their NCCD.

**Achieved outcomes**The CECV NCCD team:

* Developed and delivered professional learning that outlined the key principles of NCCD at both central and regional networks.
* Supported schools to accurately determine the disability category and level of adjustment for individual students supported with evidence.
* Built the capacity of school leaders to identify, collect, analyse and moderate their NCCD.
* Provided expert advice to school leaders to
    
  inform the collection of their NCCD data.
* Worked towards building 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.

One of the dioceses also extended the support for NCCD with:

* Developed knowledge and confidence in understanding specialist reports and implementing recommendations to design adjustments to support students.
* Enable leaders within schools to support improvements in teacher knowledge of the impact of specific disabilities on learning.

6

* **Met target (target 38 schools):** All 38 schools in the diocese revised their assessment processes to incorporate additional psychometric assessments.
* **Met target (target 38 schools):** All 38 schools in the diocese received individual school visits.

7

**PROJECT TITLE: Agile School Improvement
  
Project Description:**

Agile leadership provides a dynamic approach to leading change that will enable leaders to maximise their impact, harness evidence and create effective local solutions. These teams work to create a positive impact through adopting agile ways of working together. The project has a focus on building instructional capacity of education leaders, through improved data literacy and impact thinking.

System leaders work with participating schools to develop more impactful school improvement planning.

The project has a focus on developing literacy outcomes through agile learning sprints, discipline cycles of inquiry. Engagement in Learning Sprints supports the adoption of evidence-informed practices and enables educators to collectively plan, act and evaluate their impact. The approach is aligned with the existing research evidence into the features of effective teacher professional learning and the science of behaviour change.

Support and consultancy sourced from Agile Schools through Simon Breakspear and other experts.

The initiative supported leaders to be clearer about their strategic plans and thus be more effective in achieving improvement in student outcomes. By having higher quality annual action plans schools are in a better position to lead improvement in student outcomes.

The improvements in strategic planning by schools leaders indicate further opportunities for schools who haven’t engaged to similarly refine their planning and become clearer about improvement goals and impact. Further programs for school leaders to embed their practice are also important.

**Summary of Project’s Achievement**

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| **Activities undertaken/achieved outcomes** | | **Achievement against indicators of success** | |
| • | Increased use of agile improvement tools and processes for strategic planning. | • | 90% of participating school leaders have improved school improvement plans |
| • | Improved collaborative planning processes within |  | (target 90%). |
|  | and between schools. | • | 90% of participating school leaders have |
| • | Higher quality annual action plans. |  | improved data literacy skills (target |
| • | Improved instructional leadership capacity of |  | 90%). |
|  | principals and leaders. | • | 90% of participating schools have |
| • | Improved data capacity of school leaders. |  | disciplined structures for cycles of |
| • | Improved school wide processes for cycles of |  | inquiry (target 90%). |
|  | inquiry. | • | 100% teachers have increased |
| • | Improved teacher practice in differentiation. |  | confidence in using learning and teaching cycles (target 100%). |

8

**PROJECT TITLE: Successful Readers and Writers in the Early Years
  
Project Description:**

This project implemented targeted literacy instruction to improve literacy teaching and learning. Our motivations are framed by social justice principles of participation, equity and access so that every child is enabled through literate practices to realise diverse life goals. The ideal outcome was for all children to develop deep understanding of the linguistic meaning making systems necessary for a just community and world.

It achieved this through two main professional learning programs:

1. Phonics in Context & Words in Context

These professional learning programs built teacher skills and knowledge through face to face professional learning. Resources were developed to support teachers build their capacity.

1. Reading Recovery

Students were selected for reading recovery at the end of prep based on individual measures of assessment and teacher judgment. Their classroom literacy program was then supplemented with daily one-to-one lessons of thirty minutes. The series of lessons ran for 12-20 weeks with a specially trained teacher.

The lessons consisted of a variety of experiences designed to help children develop effective reading and writing.

Supporting learners who are at risk of falling behind is a key strategy for equity in outcomes. Such students are often from low socioeconomic background or language other than English, and such intervention programs support such students to move out of the bottom bands of reading and moving through school with foundational knowledge and skills.

Successes in professional learning programs Phonics in Context and Words in Context highlighted the importance of learning opportunities to broaden teacher knowledge in early years literacy, and suggests areas for expansion into programs for teaching grammar.

9

**Summary of Project’s Achievement**

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| **Activities undertaken/achieved outcomes** | | **Achievement against indicators of success** | |
| • | Improved knowledge of phonics teaching in early years. | • | 100% of teachers participating in the professional learning program increase |
| • | Improved knowledge of spelling in early years literacy. |  | skills and knowledge in teaching reading concepts in the early years (target 90%). |
| • | Targeted support for young readers at risk. | • | 92% of students identified for |
| • | Improved middle leadership in literacy. |  | intervention have increased text levels |
| • | Improved teacher practices in early years literacy instruction. |  | by 10 levels (target 100%). |
| • | Improved teacher confidence in early years literacy instruction. |  |  |
| • | Improved student outcomes in reading and writing in the early years. |  |  |

10

**PROJECT TITLE: Assessment for Learning
  
Project Description:**

This project aimed to improve assessment practices in Catholic schools. One significant vehicle for achieving this was through engagement with new Victorian on line assessments through the Insight Assessment Platform. The Insight Assessment Platform is an Education State initiative aimed at helping teachers assess the progress of all learners and support more targeted teaching practices.

The Insight Assessment Platform has been managed by the VCAA since August 2017 and provides a collection of quality online assessment instruments. The Platform supports high-quality assessment practices and provides teachers with specific information to target the learning needs of students through its comprehensive data analytics and instrument reporting capabilities. Students' assessment data can be reviewed by teachers for diagnostic, formative and summative assessments.

This project helped Catholic schools engage with these assessment tools and provide the appropriate training and resources for Catholic schools. The project also utilised additional teacher professional learning courses, modules, and guiding documents to support assessment and data capability.

Improving teacher quality in the area of assessment is one of the key aspects to improving student outcomes. Teachers are able to better diagnose student difficulties early, and put in place teaching strategies which support students to take the next step. In doing so, better formative assessment practices lead to improvements in student outcomes.

Improvements shown in assessment practices suggests further investment in the use of the Insight Assessment platform for Catholic schools and of other formative assessment practices.

**Summary of Project’s Achievement**

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| **Activities undertaken/achieved outcomes** | | **Achievement against indicators of success** | |
| • | Improved teacher and leader knowledge of quality assessment practices. | • | 100% participating teachers and leaders increased their assessment knowledge |
| • | Increased use of effective on line assessments |  | and practice (target 100%). |
|  | through State Insight Assessment Platform. | • | 8% more Catholic schools participating |
| • | Improved assessment and data literacy of teachers and leaders. |  | in new online assessments (target 10%). There were 27 schools that came on |
| • | Improved practice of whole school assessment scheduling. |  | board the new Insight Assessment platform. |
| • | Improved access to teacher professional learning |  |  |
|  | modules and courses in assessment literacy. | • | 100 % participating schools have whole |
| • | Increased access to materials for schools to implement assessments, including data literacy framing paper. |  | school assessment schedules, as a result of participation in professional learning programs, schools have formalised their assessment schedules and modified to include new online assessments (target |
|  |  |  | 100%) |

11

**PROJECT TITLE: Integrated Catholic Online Network (eAdmin)
  
Project Description:**

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.

ICON will be a single, flexible, centrally-managed platform, provided as a service to all schools and Catholic Education offices, to simplify and raise the bar with significant improvement of technology and related services.

ICON has been 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.

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.

eAdmin will provide more efficient systems to support school administrative processes and accountability reporting, comprising of the following key modules:

* eFIN for financial management
* eHR for human resource management and payroll, and
* eSIS module for student administration

**Summary of Project’s Achievement**

Overall, the ICON project remains on track and on budget. An additional 54 schools migrated successfully onto ICON by the end of 2019. As capacity increases, schools will be transitioned at a more accelerated rate. In 2019, all schools implemented also transitioned to the shared services centre and 80% of schools elected a business manager. The implementation model proved efficient and effective which will enable up to 120 schools to be implemented in 2020 with the remaining CEM primary schools to be implemented by the end of 2021.

12

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| **Activities undertaken/achieved outcomes** | | **Achievement against indicators of success** | |
| •  •  •  •  •  • | Review completed on the school environment, school capacity and shared service centre processes and capacity to deal with issues identified through the initial implementations. Successful implementation of an additional 54 schools to shared services offering that incorporates: accounting services, financial transaction services, payroll services and compliance services.  Shared service and implementation ramp-up program implemented that allows up to 140 schools per year to be implemented.  New schools that opened in 2019 opened on the ICON platform including a secondary school. Successful test and pilot of the Application Programming Interface (API) integration. Implemented the ePlan and or eLearn into 25 schools. | •  • | Total of 98 schools using the ICON platform of which 67 are using ICON Shared Services (Target of 90 schools using ICON and 60 on ICON Shared Services).  100% of schools reporting a lower number of management letter issues raised by external auditors in their second year after ICON implementation (80%). Schools that appointed a business manager have contributed to the reduction in management letter issues. |

13

**PROJECT TITLE: Changing Schools Governance Structure
  
Project Description:**

In 2019, one of the dioceses in Victoria began the development process of changing governance structures that have existed in diocesan Catholic schools since establishment. One of the Catholic Education Offices and their respective Diocese began the process of establishing a centralised incorporated governing authority over diocesan schools that will ensure responsibility and ownership is removed from the canonical administrator/parish priest.

This project aligns with two State-based reforms from the draft bilateral agreement with the Victorian Government. The first being **Reform Direction A: Supporting students, student learning and student achievement**. This reform aims to “*progress the schools recommendations of the Royal Commission into Institutional Responses to Child Sexual Abuses*”.

The second reform being **Reform direction B: Supporting teaching, school leadership and school improvement***,* which aims to *“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”.*

Whilst this process will take some time to fully implement, funding from the Non-Government Reform Support Fund has assisted in beginning the initial phase of the transition of this significant change to ensure the school governance structure is managed effectively.

In the early phase of the project, a School Governance Working Party (SGWP) was established to begin the process of discerning, and when approved, implementing a new governance model. An independent Chair of the Working Party was appointed with the early phase focused on:

1. Developing a project plan and implementation timeline to guide the project;
2. Devising a consultation and communication strategy;
3. Researching different models of incorporation;
4. Distilling the relevant canonical and legal advice;
5. Initiating a process that will identify the major ‘Guiding Principles’ that should underpin ‘Good Governance’ within the context of a Catholic community; and
6. Developing a ‘Governance Briefing Pack’ that will support the first phase of consultation.

Two apportionments were made to assist in the establishment of the new Governance structure; Human Resources Officer and Employment Relations Officer. These positions have assisted in establishing the employment relations process that will follow once the employer of all staff in the diocese is centralised.

Initial legal advice was received in 2019 however the majority will be obtained in 2020 once the SGWP has provided a recommendation to the Bishop on the newly formed incorporated entity.

14

**Summary of Project’s Achievement**

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| **Activities undertaken/achieved outcomes** | | **Achievement against indicators of success** | |
| •  •  •  • | Initiated communication, feedback and collaboration with all relevant stakeholders. Obtained legal advice on areas such as company structure and constitution, tax, land and buildings, financial reporting requirements.  Established a functioning HR and ER department to enable development of processes and policies that will allow the impending change to be appropriately managed within the new structure. Employed a Program Manager to lead the project including establishing the initial project requirements and developing a plan for effective execution and implementation in the diocese. | •  •  •  • | The project started later than planned so the principal briefings did not take place until 2020. Initial SGWP meetings held in December 2019 including briefings to the CEO Leadership team. The Listening Assemblies designed to provide feedback with relevant stakeholders began in March 2020 (target 80%).  Initial legal advice was received on the change of governance structure however majority will occur in 2020. 2.0 FTE HR and ER Officers were employed in 2019 (target 2.0 FTE). An independent Chair of the SGWP was appointed in place of a Program Manager (0.5 FTE). |

15

**PROJECT TITLE: Sponsored Study: Master of Business Administration – Executive Project Description:**

One of the dioceses, through the leadership development team, partnered with Australian Catholic University (ACU) to offer sponsorship opportunities to leaders in Catholic education to complete post graduate qualifications. Leaders at different career stages had the opportunity to enhance their skills and build capability in leading Catholic schools. In order to provide a targeted opportunity for principals and senior leaders, the Master of Business Administration (Executive) (MBAE) was customised to address the unique nature of Catholic schools.

Within the context of a faith commitment, leaders were charged with the responsibility of fostering deep learning, ensuring student safety and wellbeing and demonstrating effective stewardship of human and financial resources. The MBAE recognised the need to accelerate principals and senior leaders’ functional and strategic understanding of both the management process, providing analytical tools to address the rapidly changing environment of school leadership.

**Summary of Project’s Achievement**

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| **Activities undertaken/achieved outcomes** | | **Achievement against indicators of success** | |
| •  •  •  •  •  • | In 2019, 30 students were studying for their MBAE. Since 2015 a total of 29 leaders have successfully completed the MBAE.  Improved instructional leadership capacity of principals and school leaders.  Improved data capacity of school leaders. Improved leadership processes for cycles of inquiry.  Improved practice in effective change management of both people and resources. Wider recognition of governance and its relationship to key stakeholders at system, parish and school level. | •  •  •  •  • | 100% of students demonstrated capacity and capability to develop and lead school improvement agendas with a clear focus on Catholic Identity. 100% of students demonstrated enhanced capacity to work with all members of the school community to develop strategic plans, with improving student outcomes as a stated priority. 100% of students demonstrated improved data literacy skills to inform whole school strategic planning.  100% of students demonstrated increased capacity to demonstrate and maintain good governance, aligned with school based policy, systemic and government compliance.  Increased applications for principalship, reflecting completion of MBAE or Sponsored Study. This measure has been obtained anecdotally as data on number of principalship applications is not readily available. |

16

**PROJECT TITLE: Sponsored Wellbeing – Masters & Graduate Certificate for Safeguarding Children Project Description:**

The Graduate Certificate in Education (Safeguarding Children and Young People) at Australian Catholic University (ACU) was designed to enable participants to further develop their knowledge and understanding of contemporary issues and responses to safeguarding children and young people, and explore the conditions and factors that facilitate or impede child-safe environments.

The program was modified in 2019 and delivered as the Master of Education (Student Wellbeing), delivered in partnership with Australian Catholic University (ACU), and enabled participants to further develop their knowledge and understanding of students’ social, emotional and wellbeing needs. It also helped them link this knowledge to improved student engagement and learning outcomes.

Funding was also used to engage in the ‘Enable, Connect, Engage & Learn’ Professional Learning partnership with Berry St Education Institute that offers a sequential four-part learning series for school leaders and staff. It links latest wellbeing learning/research and practice, including trauma-formed practice for improved wellbeing and learning outcomes.

Whilst the program was modified from the work plan, it meets the following key reform from the bilateral agreement with the Victorian Government:

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

o Policy initiative: Provide high-quality professional learning and training to teachers and
  
school leaders to support school improvement

**Summary of Project’s Achievement**

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| --- | --- | --- |
| **Activities undertaken/achieved outcomes** | **Achievement against indicators of success** | |
| The aim of this credentialed learning specialisation was to enhance the practice, knowledge and skills of Catholic school leaders to create positive cultures and practices for improved wellbeing and learning across all students. | •  •  • | 100% of participants were able to demonstrate a critical understanding of the literature and the broad range of practices associated with student wellbeing and links to learning outcomes (target 100%).  100% of participants were able to identify effective strategies to assist school teams to implement practices for improved student wellbeing, as part of a holistic approach, in Catholic school settings (target 100%).  100% of participants were able to articulate ethical and respectful practices for safeguarding children and young people required by law, policy or personal commitment and beliefs (target 100%). |

17

**PROJECT TITLE: Developing teacher capacity to meet student needs; Improving transparency and accountability practices and improving performance and development processes**

**Project Description:**

One of the Catholic Education Offices implemented a variety of strategies to empower school leadership. This project aimed to improve performance and development practices within School Leadership teams.

To achieve this aim, the Catholic Education Office engaged the services of the Company that developed the Educator Impact software tool to further develop the 360-degree feedback tool to encompass the capabilities as outlined in the Diocesan Leadership Framework. This Diocesan tool, was then trialled with school leadership teams across nine schools within the Diocese.

**Summary of Project’s Achievement**

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| **Activities undertaken/achieved outcomes** | | **Achievement against indicators of success** | |
| •  • | Improved evidence of performance and development processes in the nine trial schools. Evidence of the use of the 360-degree feedback tool as the basis of goal-setting. Leadership teams then worked together on developing goals to increase collaboration and plan activities towards meeting goals. | • | 90% success in the use of the feedback tool in the leadership teams of the nine pilot schools (target 90%). |

18

**Financial Statement**

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| --- | --- | --- | --- | --- |
| **School Support for  transition to NCCD** | **FTE** | **Reform Support** | **Funding from** | **Total** |
|  | **Fund funding** | **other** | **funding** |
|  | **contributions** |  |
| Salaries and wages for NCCD learning consultants | 10.6 | $1,410,895 | $0 | $1,410,895 |
| Distribution to schools for staff training |  | $63,228 | $0 | $63,228 |
| Program expenses for Pearson Australia to deliver training |  | $89,352 | $0 | $89,352 |
| **Total** |  | **$1,563,475** | **$0** | **$1,563,475** |

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| --- | --- | --- | --- | --- |
| **Agile School Improvement** | **FTE** | **Reform Support** | **Funding from** | **Total** |
|  | **Fund funding** | **other** | **funding** |
|  | **contributions** |  |
| Distribution to schools |  | $223,065\* | $0 | $223,065 |
| Program expenses |  | $175,413 | $0 | $175,413 |
|  |  |  |  |  |
| **Total** |  | **$398,478** | **$0** | **$398,478** |

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| **Successful Readers and Writers in the Early Years** | **FTE** | **Reform Support** | **Funding from** | **Total** |
|  | **Fund funding** | **other** | **funding** |
|  | **contributions** |  |
| Distribution to schools |  | $85,700 | $0 | $85,700 |
| Program expenses |  | $409,300 | $0 | $409,300 |
|  |  |  |  |  |
| **Total** |  | **$495,000** | **$0** | **$495,000** |

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| --- | --- | --- | --- | --- |
| **Assessment for Learning** | **FTE** | **Reform Support** | **Funding from** | **Total** |
|  | **Fund funding** | **other** | **funding** |
|  | **contributions** |  |
| Distribution to schools |  | $62,300 | $0 | $62,300 |
| Program expenses |  | $95,069 | $0 | $95,069 |
|  |  |  |  |  |
| **Total** |  | **$157,369** | **$0** | **$157,369** |

\*Due to a decrease in expected enrolments to the Sponsored Study: Master of Business Administration in the 2019 year, $108,478 was reallocated from this project to the Agile School Improvement project.

19

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| **Integrated Catholic Online Network (eAdmin)** | **FTE** | **Reform Support** | **Funding from** | **Total** |
|  | **Fund funding** | **other** | **funding** |
|  | **contributions** |  |
| Implementation,  environment and support |  | $1,497,817 | $5,717,325 | **$7,215,142** |
|  |
| Consultants (Herogen, SKS, Battiston, etc) |  | $233,399 | $890,892 | **$1,124,381** |
|  |
| Data migration |  | $102,728 | $392,154 | **$494,882** |
| Managed service |  | $400,679 | $1,529,561 | **$1,930,240** |
| Licensing (ASM & Tools) |  | $960,210 | $3,665,527 | **$4,625,737** |
| Data migration automation |  | $37,670 | $143,803 | **$181,473** |
|  |  |  |  |  |
| **Total** |  | **$3,232,503** | **$12,339,262** | **$15,571,765** |

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| **Changing Schools  Governance Structure** | **FTE** | **Reform Support** | **Funding from** | **Total** |
|  | **Fund funding** | **other** | **funding** |
|  | **contributions** |  |
| Salaries and oncosts of HR and ER Officers | 2.0 | $134,848 | $0 | $134,848 |
| Legal advice |  | $3,836 | $0 | $3,836 |
| Employment of independent chair of Sandhurst Governance Working Party |  | $12,375 | $0 | $12,375 |
|  |  |  |  |  |
| **Total** |  | **$151,059** | **$0** | **$151,059** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Sponsored Study: Master of Business Administration – Executive** | **FTE** | **Reform Support** | **Funding from** | **Total** |
|  | **Fund funding** | **other** | **funding** |
|  | **contributions** |  |
| Program expenses – Course fees paid to Australian Catholic University |  | $101,522\* | $0 | $101,522 |
|  |  |  |  |  |
| **Total** |  | **$101,522** | **$0** | **$101,522** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Sponsored Wellbeing – Masters & Graduate Certificate for Safeguarding Children** | **FTE** | **Reform Support** | **Funding from** | **Total** |
|  | **Fund funding** | **other** | **funding** |
|  | **contributions** |  |
|  |
| Program expenses – contribution to course fees to Australian Catholic University |  | $60,966 | $0 | $60,966 |
| Other program expenses |  | $24,034 |  | $24,034 |
|  |  |  |  |  |
| **Total** |  | **$85,000** | **$0** | **$85,000** |

\*Due to a decrease in expected enrolments to the Sponsored Study: Master of Business Administration in the 2019 year, $108,478 was reallocated from this project to the Agile School Improvement project.

20

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Developing teacher capacity to meet student needs; Improving transparency and accountability practices and improving performance and development processes** | **FTE** | **Reform Support** | **Funding from** | **Total** |
|  | **Fund funding** | **other** | **funding** |
|  | **contributions** |  |
|  |
| Program expenses – consultancy to develop software tool |  | $148,694 | $0 | $148,694 |
|  |  |  |  |  |
| **Total** |  | **$148,694** | **$0** | **$148,694** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Overall expenses** | **Total** | **Total funding from** | **Total funding** | **Total funding** |
|  | **FTE** | **the reform support** | **from other** |  |
|  | **fund** | **contributions** |
| **Non-government reform** |  | **$6,333,100** | **$12,339,262** | **$18,672,362** |
| **support fund** |  |  |  |

21