**Non-Government Reform Support Annual Report**

**2019**

**Catholic Education Council of the Northern Territory**

**Non – Government Reform Support Fund**

**Catholic Education Council of the Northern Territory- Annual Report 2019**

**Executive Summary**

Catholic Education Northern Territory has made significant progress in 2019 towards achieving the goals identified in the national reform Agenda.

Catholic Education NT has invested significantly in the development and implementation of the single software platform *Inspire: Learning with Diversity* over the past 4-5 years. This nationally recognised platform ensures quality assurance, moderation and support for the Nationally Consistent Collection of Data on School Students with Disability (NCCD). The CENT Support Officer has continued to work with the software providers to ensure ongoing development of the software and with key staff to ensure the effective implementation of the online integrated system (*Inspire*) across all schools including the referral, funding and reporting process (NCCD). Regular Network meetings were held in 2019 to upskill School based Inclusion Support Coordinators to ensure improved outcomes for students and compliance with NCCD requirements.

In 2019, 3 schools successfully transitioned to NAPLAN online in May 2019. Catholic Education NT worked closely with representatives from the NT Department of Education to ensure Information and Communication Technologies (ICT) readiness visits were completed, upgrades to infrastructure were planned and staff responsible for the administration of NAPLAN online participated in the relevant training sessions. Some of the risks associated with CENT transitioning to NAPLAN online include the complexity of multiple testing modes for our system and the challenges with school bandwidth.

Leadership formation and development remains a high priority for Catholic Education NT including professional development for school leaders and performance appraisals for school and system leaders. The Brown Collective Executive Leadership Program, tailored specifically for CENT school and system leaders involved 21 school and system leaders from across the system. The Middle Leadership Program also involving 21 educators was offered again in 2019 and has been successful in growing future leaders from within. Performance appraisals are conducted by external consultants on a cyclical basis and linked to contract renewal. The appraisal process provides valuable feedback for school and system leaders, promotes accountability and helps to inform future steps in leadership development for the system and individuals.

The Catholic Education Northern Territory School Improvement and Renewal Framework is an embedded process that is used throughout the system to support school leaders with whole school planning, implementation and review. Implementation of the Framework ensures there is continuous monitoring of achievement against key goal and improvement targets, analysis and reporting of a school’s effectiveness measured against goals and target and the development of educational plans and priorities aligned with NT Catholic Education Strategic Plan, Diocesan and government policies and programs. The SIRF Process is designed to enhance the quality and effectiveness of Catholic schools in the Northern Territory. Schools are involved in a cyclical assessment process, participating in External Validations every 5 years, Routine government assessments every 5 years and internal SIRF assessments every other year. The SIRF process provides schools with a clear structure for strategic and annual planning and periodic internal and external assessment, review and validation.

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**Progress against your strategic plan**

The CENT Strategic plan 2017-2022 lists the following priorities in the area of Leadership and Teaching and learning which align with the NGR priorities:

**Leadership:**

* Support a professional growth and development culture which is nurturing of all.
* Foster a culture of continuous improvement and development of all staff
* Provide opportunities to build professional capacity.
* Identify and encourage aspiring leaders through proven research based activities

**Teaching and Learning:**

* Provide all students access to appropriate learning opportunities
* Ensure embedded practices that promote, support and facilitate successful outcomes for all.
* Upskill staff to ensure consistency in identification and classification of student needs
* Build capacity of all staff to identify the individual needs of learners
* Offer relevant professional learning for educators
* Support schools in the use of technology to deliver 21st Century learning

All activities undertaken as part of the 2019 Non-Government Reform projects have contributed to

significant progress towards the achievement of identified priorities in the CENT strategic plan 2017­2022. Success indicators within this report are evidence of progress towards these key priorities.

**Relationship with your state and territory government**

There have been several ways that Catholic Education Northern Territory has been liaising with the Northern territory government. The Non-Government Schools Ministerial Advisory Committee meets on

a quarterly basis to discuss a range of issues relevant to non-government schools including the reform Agenda.

In 2019 the Catholic Education had two representatives on the NT Board of Studies, contributing to feedback on reform priorities including NAPLAN online. The roll out of NAPLAN online in the Territory

has been a joint effort with the Department of Education which has included regular meetings with key stakeholders to discuss progress and plans and work through any challenges.

A working committee representing the NT Department of Education, Catholic Education NT and the Independent sector had collaborated on the development of the Bilateral Agreement.

These relationships have enabled us to have clarity around our joint initiatives as well as keeping all

sectors informed of intended activities and priorities whilst at the same time enabling sectors to pursue their own priorities.

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**Project Report**

**PROJECT TITLE:** Online Delivery of NAPLAN

**Project Description**

Three CENT schools will participate in NAPLAN online during 2019 as part of the NT government’s rollout of NAPLAN online in the NT. It is a critical stage within which to be involved given our geographical and cultural context. Schools will incur costs associated with increased technical advice and activity as well as the need to train and Upskill School based leaders.

Bilateral Reference: Cohort of government and non-government schools implement NAPLAN Online **Include here a general statement that provides a response to the following:-**

Implementation of NAPLAN online remains a high priority for Catholic Education Northern Territory especially given the challenges for a number of our schools with low or no bandwidth. Catholic Education is committed to working collaboratively with the Department of Education in providing technical support and promoting the education of staff to ensure the successful implementation of NAPLAN online.

**Summary of project’s achievement**

|  |  |
| --- | --- |
| **Activities undertaken/Achieved outcomes** | **Achievement against indicators of success** |
| Three selected schools participated in the implementation of NAP Online. | All selected schools successfully participated and completed NAPLAN online, associated training and NT Department of Education requests. |

**PROJECT TITLE:** Leadership Appraisals (Improving Governance)

**Project Description**

Ongoing implementation of appraisal/performance management processes and structures to ensure CEO NT leaders regularly review performance and set goals for future development. The process includes the use of the AITSL (Australian Institute of Teaching and School Leadership) tool, surveying of peers and colleagues, interviews and self-reflection. Appraisals are conducted for Principals, Deputy Principals, Assistant Principals and CEO personnel in the final year of contracts.

Bilateral Reference: **Assist schools to improve governance practices:**

 Professional development programs and appraisal processes implemented for middle and senior school and system leaders.

**Include here a general statement that provides a response to the following:-**

Leadership development, support and review is also work which needs to be ongoing in order to ensure our leaders are effective in leading the educational agenda. For us in the Northern Territory this is

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particularly significant given both the turnover of leaders and the relatively high percentage of inexperienced leaders.

**Summary of project’s achievement**

|  |  |
| --- | --- |
| **Activities undertaken/Achieved outcomes** | **Achievement against indicators of success** |
| Appraisals were conducted by External facilitators to review the performance of school leaders using a 360 approach.Professional development plans were formulated by leaders informed by recommendations from performance appraisal reports. | 100% of leaders in their final year of contract period participated in a performance appraisal and set goals based on recommendations from the appraisal reports. |

**PROJECT TITLE:**

Senior Leaders Development (Improving Governance)

Middle Leaders Development (Improving Governance)

**Project Description**

Implementation of an Executive Leadership Program “Leading with Integrity for Excellence – Governance for Catholic Schools” designed to build the capacity of school and system leaders to ensure successful and effective governance, excellence in Catholic education and positive outcomes for all stakeholders.

Bilateral Reference: **Assist schools to improve governance practices:**

* Professional development programs and appraisal processes implemented for middle and senior school and system leaders.

Provision of a Middle Leaders program and a Senior Leaders program facilitated by the Brown Collective designed to develop governance knowledge, skills and leadership capacity of current and aspiring leaders.

Bilateral Reference: **Assist schools to improve governance practices:**

* Professional development programs and appraisal processes implemented for middle and senior school and system leaders.

**Include here a general statement that provides a response to the following:-**

Leadership development, support and review is also work which needs to be ongoing in order to ensure our leaders are effective in leading the educational agenda. For us in the Northern Territory this is particularly significant given both the turnover of leaders and the relatively high percentage of inexperienced leaders.

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**Summary of project’s achievement**

|  |  |
| --- | --- |
| **Activities undertaken/Achieved outcomes** | **Achievement against indicators of success** |
| Leaders attended a 6 module program over 6 | 21 senior leaders including principals and system |
| days including an online module. | leaders participated in the 6 module program |
| 1. Governance
 | delivered by The Brown Collective. |
| 1. Ethics
 |
 |
| 1. Thinking Strategically
 | The post program evaluation completed by |
| 1. Responsible Stewardship
 | participants rated the program highly successful: |
| 1. Building a Culture of Safety and Wellbeing
 | * 100% of participants rated the program
 |
| 6. Building a Culture for Performance | extremely or very valuable professional learning. |
|
 | * 100% of participants reported the program
 |
| Aspiring leaders participated in a 3 day program | exceeded or far exceeded expectations. |
| centred on the following themes: | * 100% rated the program very valuable or
 |
| * The nature of the work of middle leaders
 | extremely valuable for them as a leader in NT |
| * Change management
 | Catholic Education. |
| * Leading self and others
 |
 |
| * Strategic thinking and leadership
 |
 |
| * Self/peer reflection
 | 21 current and aspiring leaders participated in |
| * Approaches to the review and enhancement of
 | this program. Program evaluations rated the |
| school performance. | program as highly successful. Two Participants were subsequently appointed to senior leadership positions in CENT schools including |
|
 | Head of Secondary Curriculum and Head of |
|
 | Primary Curriculum. |

**PROJECT TITLE:** School Performance External Validations (Improving Governance)

School Improvement and Improvement Framework (SIRF) Review Processes. (Improving Governance)

**Project Description**

Through implementation of the School Improvement and Renewal Framework, provide external review and validation processes to ensure ongoing school compliance and improvement for better outcomes.

Bilateral Reference: **Assist schools to improve governance practices:**

* Review and refocus the CENT School Improvement and Renewal Framework to ensure an ongoing, rigorous approach to school self-assessment and review
* School Improvement Assessment, External Validation and Registration Renewal processes completed for all schools

A key component of the SIRF validation process is an internal, system validation process whereby all schools not having an external validation will have a review visit from the CEO executive team to assess progress against the school’s Annual Improvement Plan.

Bilateral Reference: **Assist schools to improve governance practices:**

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 School Improvement Assessment, External Validation and Registration Renewal processes completed for all schools

**Include here a general statement that provides a response to the following:-**

The focus on school improvement and renewal is ongoing and remains a high priority for CENT. The School Improvement Framework (SIRF) provides schools with a clear, consistent process to support leaders in the area of school governance and strategic planning. The CENT Strategic plan is focused on the embedding and implementation of SIRF and school review processes including strategic planning, assessments, goal setting, innovation and responding to emerging priorities. Our priority is to ensure School improvement, registration and Validation processes are consistent, authentic and embedded systemically to support effective and ongoing school improvement.

**Summary of project’s achievement**

|  |  |
| --- | --- |
| **Activities undertaken/Achieved outcomes** | **Achievement against indicators of success** |
| School Annual Improvement Plans and School | 100% School Annual improvement plans and |
| Annual Reports were completed and published on school web sites. | Annual Reports published |
| School Improvement Assessment, External | Five CENT schools were involved in the External |
| Validation and Registration Renewal processes | Validation Process which was conducted by an |
| completed for all schools as per CENT schedule. | External panel as part of the 5 year cycle of school review. External Validation reports |
|
 | 100% of schools were involved in either School improvement assessments, External Validations or the School Registration process. All schools received one of the following reports: |
|
 | SIRF report (11 Schools) |
|
 | External Validation Report (5 Schools) |
|
 | Non-Government School Registration Report (2 schools) |
| CENT Executive Leadership team visited and | School Improvement Assessment visits were |
| assessed schools as part of the SIRF evaluation | conducted in 11 CENT schools by CENT Executive |
| process. A Report with commendations and recommendations from the SIRF evaluation visits produced and used by school leaders to inform | and Leader of Teaching and Learning. |
| Annual School Improvement Plans. |
 |

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**Project Report**

**PROJECT TITLE:**  Learning with Diversity (NCCD Initiative)

**Project description:**

The *Inspire - Learning with Diversity* integrated system is used by teachers to identify and record student information, including educational adjustment plans and student adjustment profiling instruments for students with inclusion needs (SWIN). The system provides a data base for teachers to monitor student progress and generate appropriate strategies for students in the classroom. Users require the support of a technical support officer to ensure that information is uploaded and the system is used effectively ensuring that all eligible NCCD students are included and that the efficacy of the system stands up to scrutiny. The nominated person also represents the CEO NT on the Education Council Joint Working group.

**Include here a general statement that provides a response to the following:-**

A new and improved version of the software package Inspire was rolled out in 2019. Professional development was provided by the Technical officer for staff within schools and at the system level. The Technical Advisor position addresses an ongoing need for schools especially given the necessity for the NCCD processes to be accurate and rigorous.

Professional Development and training at forums has built the capacity of Inclusion Support Coordinators and led to an increase in the identification of students with inclusion needs (SWIN); generating the appropriate funding and resources required to build teacher capacity and improve student outcomes.

A considerable amount of data is extracted from *Inspire* and used at the system and school level to inform future planning and ensure funds are targeted towards appropriate resources and interventions for students.

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**Summary of project’s achievement**

**Activities undertaken/Achieved outcomes**

**Achievement against indicators of success**

Inclusion Support Advisors are assigned to each school with direct responsibility for upskilling and providing regular onsite support for School based Inclusion Support Coordinators.

Two 2 day Inclusion Support Coordinator Network Forums were held during the year involving ISCs from every school.

Forums were also held for inclusion support Assistants who work directly with students and included significant professional development and training opportunities as well as opportunities to learn from each other and to problem solve school issues.

Juno sound field systems have been introduced into all schools and staff have been upskilled in the correct use of these systems within the classroom.

Phonak soundfield systems were introduced into every school to support students with bilateral hearing loss with hearing aids linking into the Phonak system.

Ongoing training continues with whole school staff on the use of inspire, creation of adjustment plans, development of smart goals, upskilling of staff in occupational therapy, psychology and speech pathology strategies for implementation with students.

100% of NT Catholic Schools will report SWD/NCCD numbers through *Inspire*. Student data on Inspire - Achieved 2019

At least 90% of Students With inclusion Needs (SWIN) will be entered onto the system and will have the necessary documentary evidence to support inclusion and classification. Achieved in 2019. Parent consent documentation required for Wadeye

At least 80% attendance at ISC Network meetings.

Attendance records indicated 90-95% achieved in 2019. Some schools facilitated the attendance of more than one representative.

Network meeting evaluations will reflect that 100% of ISCs are satisfied or very satisfied with the learning presented. Achieved in 2019 based on feedback surveys and evaluations completed

Provision of professional learning input at each ISC Network Meeting.

Achieved in 2019. PD included: CELF Screener, *Inspire,* Dyslexia, resilience and Wellbeing, Sensory Processing, NCCD, Mental Health, Hearing, SMART Goals amongst others.

80% of Inclusion Support Coordinators will develop the necessary skillset to ensure 90% - accuracy of NCCD input data. Achieved in 2019 with the support of Advisors and NCCD Officer.

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**Financial Statement**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **NAPLAN online*** Technical support for trial schools
* Support for school NAPLAN Online Leaders
 | **FTE** | **Reform Support** | **Funding from** | **Total** |
|
 | **Fund funding** | **other** | **funding** |
|
 | **contributions** |
 |
|
 |
| Provide itemised list of expenses |
 |
 |
 |
 |
| Salaries on costs and related
expenses | **0.1** |
 | 9,000.00 | 9,000.00 |
|
 |
| **Total**  | **0.1**  |
 | **9,000.00** | **9,000.00**  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Improving Governance*** Leadership Appraisals (Middle and Senior Leaders)
 | **FTE** | **Reform Support** | **Funding from** | **Total** |
|
 | **Fund funding** | **other** | **funding** |
|
 | **contributions** |
 |
|
 |
| Provide itemised list of expenses |
 |
 |
 |
 |
| Salaries on costs and related
expenses |
 |
 |
 | 118,440.43 |
| Conference registration |
 |
 |
 | 765.00 |
| Professional resources |
 |
 |
 | 754.16 |
| Travel and accommodation |
 |
 |
 | 25,149.04 |
| Consultant fees |
 |
 |
 | 27,712.14 |
| Audit fees |
 |
 |
 | 3,700.00 |
| **Total**  | **0.5**  | **40,000.00** | **136,520.77**  | **176,520.77**  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Improving Governance*** Senior Leaders Program for Principals and System Leaders: Leading with Integrity for Excellence
* Middle Leaders Developmental Course
 | **FTE** | **Reform Support** | **Funding from** | **Total funding** |
|
 | **Fund funding** | **other** |
 |
|
 | **contributions** |
|
 |
| Provide itemised list of
expenses |
 |
 |
 |
 |
| Professional services |
 |
 |
 | 136,642.40 |
| Travel and accommodation |
 |
 |
 | 18,979.11 |
| **Total**  |
 | **50,000.00** | **105,621.51**  | **155,621.51**  |

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|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **NCCD*** Technical Advisor
* Inclusion Support Coordinators Network
 | **FTE** | **Reform Support** | **Funding from** | **Total funding** |
|
 | **Fund funding** | **other** |
 |
|
 | **contributions** |
|
 |
| Provide itemised list of
expenses |
 |
 |
 |
 |
| Salaries on costs and related expenses | **0.5** |
 |
 | 75,074.90 |
|
 |
| Travel and accommodation |
 |
 |
 | 5,003.19 |
|
 |
 |
 |
 |
 |
| **Total**  | **0.5**  | **45,000.00** | **35,078.09**  | **80,078.09** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Improving Governance*** School Performance External Validations
* School Improvement and Renewal Framework Review Processes
 | **FTE** | **Reform Support** | **Funding from** | **Total funding** |
|
 | **Fund funding** | **other** |
 |
|
 | **contributions** |
|
 |
| Consultant fees |
 |
 |
 | 23,913.94 |
| Travel and accommodation |
 |
 |
 | 32,247.08 |
| **Total** |
 | **15,000.00** | **41,161.02** | **56,161.02** |
| **Overall expenses** | **Total** | **Total funding from** | **Total funding** | **Total funding** |
|
 | **FTE** | **the reform support** | **from other** |
 |
|
 | **fund** | **contributions** |
| **Non-government reform** | **1.1** | **150,000.00** | **327,381.39** | **477,381.39** |
| **support fund**  |
 |
 |
 |
 |

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