

Non-Government Reform Support Fund Annual Report

2019

Catholic Schools NSW

Non – Government Reform Support Fund

Catholic Schools NSW – Annual Report 2019

Executive Summary

Catholic Schools NSW (CSNSW) was established by the NSW Catholic Bishops as the overarching entity for all Catholic schools in NSW. CSNSW is the representative body for NSW Catholic schools with both Commonwealth and State governments and the authority for the NSW Catholic school system. CSNSW has specific remits from the NSW Catholic Bishops to ensure compliance in relation to the requirements of the Australian Education Act and the NSW Education Act and to have the capacity to report on the efficiency and effectiveness of Catholic schools in NSW. There is alignment between the objectives of the 2019 Non-Government Reform Support Fund and the mandate to CSNSW from the NSW Bishops.

In 2019, CSNSW represented and supported 598 schools, 255,000 students, and 30,000 staff.

The Reform Support Fund contributed to the following major achievements in 2019:

- In supporting **students at risk of educational disadvantage**, CSNSW conducted state-wide conferences and developed best practice guides, online applications and reflection tools.
- CSNSW supported **foundations for learning** through implementation of the NSW Literacy and Numeracy Action Plan and Learning Progressions and the Best Start Kindergarten and Year 7 assessments in targeted schools. CSNSW commenced development of a resource, to be launched early 2020, for families and teachers to support literacy and numeracy development in the early years.
- Leaders and teachers in NSW Catholic education, including those in regional and rural settings, had opportunities to engage in all aspects of the **NSW Curriculum Review** and the **Commonwealth Review of Senior Secondary Pathways**.
- CSNSW commenced development of its **Professional Learning Institute** which provides opportunities for leaders and teachers across all levels of accreditation. CSNSW also supported the development of a range of strategies to increase the number of Highly Accomplished and Lead teachers in NSW Catholic schools and is in the process of becoming a Teacher Accreditation Authority at the Highly Accomplished and Lead levels.
- CSNSW's goal to **advance excellence in Catholic education** was supported through the development of a state-wide measurement and reporting framework. The framework looks at a range of efficiency and effectiveness measures across the system.
- CSNSW expanded **governance training** for diocesan and school-based Responsible Persons addressing the requirements of AEA and AGDET, ACNC, NESA and the NSW Education Act, Section 83C.
- CSNSW established and implemented **improved governance and financial management policies and procedures** for funding arrangements and for promoting greater consistency and transparency across NSW Catholic School Agencies in relation to both Commonwealth and State legislation.
- CSNSW promoted the implementation of **NAPLAN online** delivery by ensuring that the schools targeted to participate in NAPLAN Online in 2019 were fully supported and by assisting all NSW Catholic School Agencies to prepare for engagement in NAPLAN online from 2021.

- CSNSW improved **NCCD data collection and quality assurance and moderation processes**, thus improving consistency of NCCD data for the 50,000 students with disability within NSW Catholic schools. This resulted in full participation by NSW Catholic schools in the 2019 NCCD collection.

Progress against the CSNSW Strategic Plan 2019-2022 Objectives

Objectives	2019 Achievements
<p>Meet the needs of students at risk of educational disadvantage</p>	<ol style="list-style-type: none"> 1. All Diocesan Catholic School Agencies were involved in the development of the NSW Catholic Schools Aboriginal and Torres Strait Islander Strategy (target 100%). Further consultation will occur in early 2020; 2. Over 500 participants, including representation from all Diocesan Catholic School Agencies were represented at the state-wide Aboriginal education conference (target 100% diocesan representation); 3. More than 200 diocesan and school personnel participated in NESA-accredited Crossing Cultures, Hidden Histories professional learning; 4. CSNSW Reconciliation Action Plan was developed; 5. 1300 VET teachers in Catholic schools and their 11,300 students implemented the new online tool to support work placement; 6. Over 150 teachers undertook training to deliver accredited VET courses; 7. Students and teachers from NSW Catholic schools achieved recognition through the cross-sector NSW Training Awards; 8. Non-metropolitan Catholic School Agencies benefited from representation at the NSW Rural and Remote Education Advisory Group and participation in the NSW Rural and Remote Conference and other cross-sector professional learning including access to HSC simulated marking.
<p>Embed evidence-based practices to boost early achievement</p>	<ol style="list-style-type: none"> 1. Ninety-nine NSW Catholic schools participated in the NSW Literacy and Numeracy Action Plan and implemented the literacy and numeracy learning progressions as a measure of K-2 student progress (target 99); 2. The revised Best Kindergarten assessment was implemented in 190 schools; 3. The new Best Start Year 7 assessment was implemented in 30 schools; 4. All Catholic School Agencies actively contributed to K-6 forums and network activities; 5. All Catholic School Agencies actively contributed to the CSNSW Early Years Network forums and activities; 6. Sixteen modules to support families and teachers with literacy and numeracy development in the early years were developed.

<p>Prepare students for the future through streamlined curriculum and assessment</p>	<ol style="list-style-type: none"> 1. All Catholic school agencies from across NSW, including those in regional and rural settings, engaged in NSW Curriculum Review collaborative forums; 2. NSW Catholic sector provided input to the NSW Curriculum Review through two submissions and direct engagement with the lead reviewer; 3. Ninety-nine NSW Catholic schools participated in Literacy and Numeracy Action Plan evaluation activities (target 99); 4. NSW Catholic schools engaged in activities to enhance applicability of the literacy and numeracy learning progressions; 5. All Catholic school agencies participated in the Review of Senior Secondary Pathways through collaborative forums; 6. All Catholic school agencies participated in a range of policy and professional networks including the K-6 forum, Secondary Schools Curriculum Forum, VET Reference Group and RTO Managers Forum; 7. The NSW Catholic sector was represented in engagement with NESA and its program of curriculum development and implementation as well as its assessment committees; 8. CSNSW contributed to the Loudon Review of NAPLAN Reporting and the tri-state NAPLAN Review; 9. All NSW Catholic schools required to participate in National Assessment Program sample assessments in 2019 did so.
<p>Improve teacher quality by creating more opportunities for expert teachers to gain highest levels of teacher accreditation</p>	<ol style="list-style-type: none"> 1. The report on the Professional Learning Institute Scoping Project was delivered to CSNSW Management; 2. CSNSW is in the process of becoming a Teacher Accreditation Authority at the Highly Accomplished and Lead Teacher levels; 3. Active engagement in policy development and implementation with NESA and AITSL through various committees and panels including the Quality Teaching Council, the Moderating and Consistency Committee and the AITSL Professional Growth Network; 4. All Catholic school agencies participated in the state-wide Teacher Development Network; 5. All CSNSW professional learning offerings are in the process of being accredited by NESA; 6. Fifty per cent growth in teachers achieving HALT accreditation on previous year (from 14 in 2018 to 21 in 2019) with 125 new applicants seeking accreditation in 2019; 7. Partnership agreed with the Australian Catholic University to develop a post-graduate qualification to support aspiring HALTs gain dual accreditation (professional and academic); 8. Portal for HALTs and aspiring HALTs established to assist networking and to build individual and collective efficacy; 9. Ninety per cent accredited HALTs participated in specific professional learning led by CSNSW in 2019.

<p>Advance excellence in Catholic education by supporting the efficiency and effectiveness of the Catholic school system</p>	<ol style="list-style-type: none"> 1. The bi-annual <i>State of the System</i> reports delivered on time and accepted by the Members of CSNSW; 2. <i>Excellence and Equity in Catholic Education</i> stimulus paper delivered to the CSNSW Board; 3. Scoping paper on school and system review and improvement frameworks undertaken and delivered to CSNSW Board; 4. CSNSW Analytics Central specialist team established to support in-house and external data analysis and reporting; 5. Online interactive dashboard launched to provide real-time and on-demand view of system performance metrics; 6. Enhanced Management Information System, including attendance software, hardware and database capacity, was implemented; 7. Research partnerships to support system improvement and reform activity are developing; 8. 100% Diocesan Catholic School Agencies and individual schools accessed the online HSC data analysis reports for their agency/school and participated in online and face-to-face seminars to support use of the analysis in their schools; 9. HSC analysis online learning modules updated and platform redeveloped.
<p>Support system compliance with improved governance and financial management</p>	<ol style="list-style-type: none"> 1. Responsible persons from Catholic School Agencies and individual schools completed online modules to meet NESA requirements; 2. Over 250 participants attended the inaugural Education Law Symposium; 3. Thirty 'responsible persons' (senior leaders) from across the sector completed the AICD Company Directors course; 4. A legal Hotline provided expert advice on child protection, privacy, copyright, family law and emergency management; 5. Detailed registers of related party transactions and independent benchmarks for reasonable market value assessments have been developed; 6. An independent audit of compliance was undertaken; 7. An assurance process for Catholic School Agencies was developed; 8. Detailed financial reporting at school level was put forward as a policy.
<p>Provide continued support for implementation of NAPLAN Online</p>	<ol style="list-style-type: none"> 1. Four hundred and fifty NSW Catholic schools were prepared to deliver NAPLAN in online mode in May 2019 (target 450); 2. All NSW Catholic schools had successful engagement with the NSW Department's analytics tool, 'Scout' and/or the CENet's CeD3 tool for NAPLAN analytics; 3. All NSW Catholic schools were involved in the trial and subsequent successful integration of a CSNSW developed single sign-on to the NAPLAN analytics tool, Scout; 4. CSNSW participated in state and national policy forums supporting the planning and implementation of NAPLAN Online.

<p>Continually improve the Nationally Consistent Collection of Data on School Students with Disability</p>	<ol style="list-style-type: none"> 1. 594 teachers and diocesan staff representing 598 Catholic schools completed training in the 2019 NCCD National Guidelines and NCCD moderation processes (target 598); 2. Eleven Diocesan School Offices delivered NCCD training courses to senior leaders (target 11); in addition, a training course was delivered by CSNSW to all senior leaders in Religious Institute and PJP (non-systemic) Catholic schools (target 46); 3. Eleven dioceses delivered the NCCD training course and moderation activities to their schools (target 11) with CSNSW undertaking direct training with schools in four dioceses as well as in the Religious Institute and PJP Catholic schools; 4. The percentage of total students identified through NCCD processes in NSW Catholic Schools in 2018 was 18.84%. In 2019 that percentage of students was 17.6% with a spread in the various adjustment levels more reflective of national averages especially in the QDTP and Supplementary adjustments compared with 2018.
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Relationship with the NSW State Government

Catholic Schools NSW has a well-established, productive and ongoing relationship with the NSW State Government through membership of the NSW Schools Advisory Council, the Non-Government Schools Advisory Council, the NSW Non-Government Schools Not-For-Profit Advisory Committee and the Board of the NSW Education Standards Authority (NESA). In addition, CSNSW has direct liaison at the highest level with the External Relations Directorate of the NSW Department of Education and at the operational and policy implementation levels with departmental and NESA officers.

CSNSW has continued direct liaison with NSW Education Standards Authority (NESA) to assist Catholic Schools NSW's support for Diocesan Catholic School Agencies and independent Catholic schools regarding compliance with the NSW Education Act requirements (Section 47) for registered non-government schools for the provision of 'proper governance'.

CSNSW is represented on the NSW Non-Government Schools Not-For-Profit Advisory Committee. The Committee is directly responsible to the NSW Minister for Education. The Committee's role is to ensure the financial responsibility and accountability of schools receiving NSW Government funding.

Implementation of NAPLAN Online in NSW is coordinated by the NSW Education Standards Authority (NESA) through the cross-sectoral operations working group. CSNSW has had full membership of the working group and subsidiary work groups since commencement of state-wide planning for NAPLAN Online in 2016. This cross-sector implementation structure continued in 2019.

CSNSW has maintained liaison with AGDET, both directly and through the National Catholic Education Commission, on all matters related to the Nationally Consistent Collection of Data since the commencement of this priority. Liaison has continued directly with AGDET and indirectly with the NSW State Government, as needed.

As a result of relationships with state authorities and representation on relevant committees, the support and advice provided by Catholic Schools NSW to Catholic School Agencies is accurate, relevant and timely.

The relationships fostered by formal and informal mechanisms enable discussion and dialogue necessary to foster implementation of reform activities which address both national and state policy initiatives.

Project 1 Report: Supporting students at risk of educational disadvantage

Project description

The 2019 *Supporting students at risk of educational disadvantage* project focused on provision of sound policy advice along with the development of resources to enhance evidence-based pedagogy, quality teaching and innovation. (Note: support for students with disability addressed under Project 8.)

Actual outcomes

As a result of activity in 2019, there is evidence of:

- A stronger strategic approach ensuring Catholic School Agencies and individual schools build a culturally inclusive environment for Aboriginal and Torres Strait Islander students;
- Enhanced implementation by school leaders and teachers of effective practices for specific student cohorts including those at greater risk of educational disadvantage;
- Improved capacity of Catholic School Agencies and individual schools to meet the diverse needs of students enrolled in NSW Catholic schools;
- Streamlined implementation of the mandatory work placement component of vocational education and training courses;
- A stronger strategic approach to support the needs of regional, rural, and remote schools, their teachers, students and families.

Activities undertaken

The following activities were undertaken to assist achievement of outcomes:

1. Development of the NSW Catholic schools' Aboriginal and Torres Strait Islander education strategy (to be endorsed in 2020);
2. A state-wide Aboriginal education conference was held;
3. Cultural competency training for CSNSW and Catholic schools sector personnel was conducted;
4. Development of a CSNSW Reconciliation Action Plan;
5. Development of a series of best-practice guides and reflection tools;
6. Development of an online tool to support work placement for VET students and their teachers;
7. VET teacher development and training was conducted;
8. Support for NSW VET Training Awards;
9. Development of the Regional, Rural and Remote Network for NSW Catholic schools.

How the success of activities was measured

The following indicators were applied to measure the success of activities in 2019:

1. Full participation of Catholic Systemic School Agencies in the development of a CSNSW Aboriginal and Torres Strait Islander Strategy with further consultation and endorsement to occur in early 2020;
2. The Aboriginal Education Conference was opened by the CSNSW CEO and attended by school and diocesan personnel from across NSW and received strong positive evaluation by participants;
3. School and diocesan personnel accessed professional learning focused on building cultural competency;

4. The CSNSW Reconciliation Action Plan was ratified by Reconciliation Australia;
5. Best practice guides are available to schools and diocesan offices;
6. The work placement online tool (app) has been adopted by NSW Catholic RTOs;
7. Strong sector engagement with State Training Awards (Catholic education took out four of the six awards);
8. The Catholic sector rural and remote schools and dioceses were well supported.

How these projects have worked towards achievements against the objectives outlined in the strategic plan

The activities undertaken under Project 1 (*Supporting students at risk of educational disadvantage*) have directly worked towards the achievement of the following CSNSW Reform Fund Strategic Plan objectives:

- *Meet the needs of students at risk of educational disadvantage*
- *Embed evidence-based practices to boost early achievement.*

How findings have been used to develop proposed projects from the workplan

As a result of activity in 2019 and resulting outcomes, CSNSW will continue to develop the project, as outlined in the 2020 workplan, with a focus on:

- Development of the NSW Catholic Aboriginal and Torres Strait Islander education strategy and associated activities, including best-practice guides/reflection tools;
- Pilot conducted with the Stronger Smarter Institute (<https://strongersmarter.com.au/>);
- Development of the NSW Catholic Diverse Learning Strategy and associated activities, best-practice guides and reflection tools;
- Enhancement of the CSNSW Personalised Planning for Students with Disability (PPSD) online tool to enable 'one-stop' capability for personalised planning to meet diverse student personalised planning needs; for example, students with disability, Aboriginal and Torres Strait Islander students, students in out-of-home care, gifted and talented students, students requiring behaviour support and student risk assessments;
- Implementation of the online tool to support work placement for VET students and their teachers; streamline information and data capture as well as provide digital portfolio for students;
- Support for Training Awards in partnership with NSW Department of Education;
- Ongoing development of the Regional, Rural and Remote Network for NSW Catholic schools.

SUMMARY

Project 1 Title: *Supporting students at risk of educational disadvantage*

The 2019 *Supporting students at risk of educational disadvantage* project focused on provision of sound policy advice along with the development of resources to enhance evidence-based pedagogy, quality teaching and innovation.

The activities undertaken under Project 1 (*Supporting students at risk of educational disadvantage*) have directly worked towards the achievement of the following CSNSW Reform Fund Strategic Plan objectives:

- *Meet the needs of students at risk of educational disadvantage*
- *Embed evidence-based practices to boost early achievement.*

As a result of activity in 2019 and resulting outcomes, CSNSW will continue to develop the project, as outlined in the 2020 workplan, with a focus on:

1. Development of the NSW Catholic Aboriginal and Torres Strait Islander education strategy and associated activities, including best-practice guides/reflection tools;
2. Pilot conducted with the Stronger Smarter Institute;
3. Development of the NSW Catholic Diverse Learning Strategy and associated activities, best-practice guides and reflection tools;
4. Enhancement of the CSNSW Personalised Planning for Students with Disability (PPSD) online tool to enable 'one-stop' capability for personalised planning to meet diverse student personalised planning needs; for example, students with disability, Aboriginal and Torres Strait Islander students, students in out-of-home care, gifted and talented students, students requiring behaviour support and student risk assessments;
5. Implementation of the online tool to support work placement for VET students and their teachers; streamline information and data capture as well as provide digital portfolio for students;
6. Support for Training Awards in partnership with NSW Department of Education;
7. Ongoing development of the Regional, Rural and Remote Network for NSW Catholic schools.

Project's achievements:

Activities undertaken/Achieved outcomes	Achievement against indicators of success
<ul style="list-style-type: none"> • This project resulted in a stronger strategic approach ensuring Catholic School Agencies build a culturally inclusive environment for Aboriginal and Torres Strait Islander students. • The project enhanced implementation by school leaders and teachers of effective practices for specific student cohorts. • This project improved capacity of Catholic School Agencies and individual schools to meet the diverse needs of students enrolled in NSW Catholic schools. • This project streamlined implementation of the mandatory work placement component of vocational education and training courses. • The project resulted in a stronger strategic approach to support the needs of regional, rural, and remote schools, their teachers, students and families. 	<ul style="list-style-type: none"> • The first phase of development of the NSW Catholic Schools Aboriginal and Torres Strait Islander Strategy completed with all Catholic School Agencies involved. • All Diocesan Catholic School Agencies were represented at the state-wide Aboriginal education conference (more than 500 participants). • More than 200 CSNSW, diocesan and school personnel participated in NESA-accredited professional learning to support cultural competency through Crossing Cultures, Hidden Histories. • CSNSW Reconciliation Action Plan was developed. • 1300 VET teachers in Catholic schools and their 11,300 students implemented the new online tool to support work placement. • Over 150 teachers undertook training to deliver accredited VET courses. • Students and teachers from NSW Catholic schools achieved recognition through the cross-sector NSW Training Awards. • Non-metropolitan Catholic School Agencies were supported through a range of activities.

Project 2 Report: Foundations for learning

Project description

The 2019 *Foundations for learning* project focused on provision of sound policy advice along with the support of Catholic sector involvement in the NSW Literacy and Numeracy Action Plan and the on-entry to Kindergarten and Year 7 assessments, developing early years of secondary (years 7-9) resources and engaging families and the community in students' learning and development.

Actual outcomes

As a result of activity in 2019 there is evidence of:

- High quality targeted support for teachers and leaders in schools participating in the NSW Literacy and Numeracy Action Plan;
- Increased investment by Catholic School Agencies in on-entry assessments for students in Kindergarten and Year 7;
- Increased awareness of and engagement in activities to develop the literacy and numeracy learning progressions;
- Heightened engagement by diocesan and school personnel in state-wide K-6 forums and networks;
- Increased engagement of families and the community in students' learning and development.

Activities undertaken

The following activities were undertaken to assist achievement of outcomes:

1. Support for ongoing Catholic sector involvement in the NSW Literacy and Numeracy Action Plan, including monitoring and evaluation processes using the literacy and numeracy learning progressions;
2. Support for Catholic sector use of NSW on-entry assessments for Kindergarten and Year 7 students;
3. Coordinating state-wide K-6 collaborative forums and network events;
4. Supporting a network of Catholic School Agencies managers of literacy and numeracy programs to ensure full representation of Catholic sector interests at State meetings and to assist managers in their implementation of literacy and numeracy initiatives;
5. Development of tailored early learning resources focused on learning partnerships between home, school and community.

How the success of activities was measured

The following indicators were applied to measure the success of 2019 activities:

1. Ninety-nine NSW Catholic schools participated in the NSW Literacy and Numeracy Action Plan and implemented the literacy and numeracy learning progressions as a measure of K-2 student progress;
2. The revised Best Kindergarten assessment was implemented in 190 schools;
3. The new Best Start Year 7 assessment was implemented in 30 schools;
4. All Catholic School Agencies actively contributed to K-6 forums and network activities;

5. Foundations for learning initiative resources ready for trialing in a range of school settings in early 2020.

How these projects have worked towards achievements against the objectives outlined in the strategic plan

The activities undertaken under Project 2 (*Foundations for learning*) have directly worked towards the achievement of the following CSNSW Reform Fund Strategic Plan objectives:

- *Meet the needs of students at risk of educational disadvantage*
- *Embed evidence-based practices to boost early achievement*
- *Prepare students for the future through streamlined curriculum and assessment.*

How findings have been used to develop proposed projects from the workplan

As a result of activity in 2019 and resulting outcomes, CSNSW will continue to develop the project, as outlined in the 2020 workplan, with a focus on:

- Support for ongoing Catholic sector involvement in the NSW Literacy and Numeracy Action Plan, including monitoring and evaluation activities;
- Ongoing support for Catholic sector involvement in on-entry assessments such as Best Start Kindergarten and Best Start Year 7;
- Further development and maintenance of the Early years (K-2) initiative to support foundational skills in literacy and numeracy, including connecting with home learning;
- Ongoing development and support for an Early Years of Secondary (7-9) initiative to support literacy and numeracy development, including supporting students to meet minimum HSC standards (tracking into years 10-12);
- Further development and roll-out of the Foundations for Early Literacy and Numeracy Development initiative.

SUMMARY

Project 2 Title: *Foundations for learning*

The 2019 *Foundations for learning* project focused on provision of sound policy advice along with the support of Catholic sector involvement in the NSW Literacy and Numeracy Action Plan and the on-entry to Kindergarten and Year 7 assessments, developing early years of secondary (years 7-9) resources and engaging families and the community in students' learning and development.

The activities undertaken under Project 2 (*Foundations for learning*) have directly worked towards the achievement of the following CSNSW Reform Fund Strategic Plan objectives:

- *Meet the needs of students at risk of educational disadvantage*
- *Embed evidence-based practices to boost early achievement*
- *Prepare students for the future through streamlined curriculum and assessment.*

As a result of activity in 2019 and resulting outcomes, CSNSW will continue to develop the project, as outlined in the 2020 workplan, with a focus on:

1. Ongoing support for ongoing Catholic sector involvement in the NSW Literacy and Numeracy Action Plan, including evaluation activities;
2. Ongoing support for Catholic sector involvement in on-entry assessments such as Best Start Kindergarten and Best Start Year 7;
3. Further development and maintenance of the Early years (K-2) initiative to support foundational skills in literacy and numeracy, including connecting with home learning; and
4. Ongoing development and support for an Early Years of Secondary (7-9) initiative to support literacy and numeracy development, including supporting students to meet minimum HSC standards (tracking into years 10-12).

Project's achievements:

Activities undertaken/Achieved outcomes	Achievement against indicators of success
<ul style="list-style-type: none"> • This project resulted in improved literacy and numeracy outcomes for students in participating NSW Literacy and Numeracy Action Plan schools. • The project improved the capacity of school leaders and teachers in understanding on-entry literacy and numeracy capacity of students. • This project enhanced implementation by school leaders and teachers of evidence-based practices to support K-2 and years 7-9 literacy and numeracy development. • The project will result in enhanced support for families to model evidence-based practices which support early learning. 	<ul style="list-style-type: none"> • Ninety-nine NSW Catholic schools participated in the NSW Literacy and Numeracy Action Plan and implemented the literacy and numeracy learning progressions as a measure of K-2 student progress (target 99). • The revised Best Kindergarten assessment was implemented in 190 schools. • The new Best Start Year 7 assessment was implemented in 30 schools. • All Catholic School Agencies actively contributed to K-6 forums and network activities. • All Catholic School Agencies actively contributed to the CSNSW Early Years Network forums and activities. • Sixteen modules to support families and teachers with literacy and numeracy development in the early years were developed. They will be available via the CSNSW Foundations for Learning website (under development) and CSNSW's social media channels.

Project 3 Report: Preparing students for the future: Curriculum and Assessment

Project description

The 2019 *Preparing students for the future: Curriculum and Assessment* project focused on provision of sound policy advice along with coordination of Catholic sector engagement with the NSW K-12 Curriculum Review.

Actual outcomes

As a result of activity in 2019, there is evidence of:

- Enhanced awareness by school leaders and teachers of key contemporary K-12 curriculum and assessment issues;
- A strong, strategic approach to enhance the literacy and numeracy outcomes of students in targeted schools;
- Improved understanding of the structure and potential of the Literacy and Numeracy Learning Progressions.

Activities undertaken

The following activities were undertaken to assist achievement of outcomes:

1. Coordination of Catholic sector engagement in the Review of the NSW Curriculum;
2. Coordination of Catholic sector engagement in the Review of Senior Secondary Pathways;
3. Coordination of Catholic sector contributions to the Loudon Review of NAPLAN Reporting and the tri-state NAPLAN Review;
4. Representation of NSW Catholic sector advice to the Review of NSW Curriculum;
5. Representation of NSW Catholic sector advice to the Review of Senior Secondary Pathways;
6. Coordination of engagement by participating Literacy and Numeracy Action Plan schools in programmed monitoring and evaluation activities;
7. Coordination of Catholic school engagement in activities to enhance applicability of the literacy and numeracy learning progressions.

How the success of activities was measured

A variety of indicators was applied to measure the success of 2019 activities including:

1. Teachers in Catholic schools from across NSW, including those in regional and rural regions, engaged in Review of NSW Curriculum Review and Review of Senior Secondary Pathways collaborative forums with opportunity for review and input in drafting processes;
2. Ninety-nine NSW Catholic schools participated in Literacy and Numeracy Action Plan evaluation activities;
3. NSW Catholic schools engaged in activities to enhance applicability of the literacy and numeracy learning progressions.

How these projects have worked towards achievements against the objectives outlined in the strategic plan

The activities undertaken under Project 3 (*Preparing students for the future* project) have directly worked towards the achievement of the following CSNSW Reform Fund Strategic Plan objectives:

- *Meet the needs of students at risk of educational disadvantage*
- *Embed evidence-based practices to boost early achievement*
- *Prepare students for the future through streamlined curriculum and assessment*

How findings have been used to develop proposed projects from the workplan

As a result of activity in 2019 and resulting outcomes, CSNSW will continue to develop the project, as outlined in the 2020 workplan, with a focus on:

- Policy advice, guidance and coordination to enhance Catholic sector engagement with the outcomes of the NSW K-12 Curriculum Review, along with the Commonwealth's Review of Senior Secondary Pathways and the ACARA Review of the Australian Curriculum;
- Support for NSW Catholic sector engagement with national policy development in the areas of online formative assessment, learning progressions and NAPLAN;
- Coordination of collaborative forums to engage Catholic sector teachers with the Curriculum Review findings.

SUMMARY

Project 3 Title: *Preparing students for the future: Curriculum and Assessment*

The 2019 *Preparing students for the future: Curriculum and Assessment* project focused on provision of sound policy advice along with coordination of Catholic sector engagement with the NSW K-12 Curriculum Review.

The activities undertaken under Project 3 (*Preparing students for the future*) have directly worked towards the achievement of the following CSNSW Reform Fund Strategic Plan objectives:

- *Meet the needs of students at risk of educational disadvantage*
- *Embed evidence-based practices to boost early achievement*
- *Prepare students for the future through streamlined curriculum and assessment.*

As a result of activity in 2019 and resulting outcomes, CSNSW will continue to develop the project, as outlined in the 2020 workplan, with a focus on:

1. Policy advice, guidance and coordination to enhance Catholic sector engagement with the outcomes of the NSW K-12 Curriculum Review, along with the Commonwealth's Review of Senior Secondary Pathways and the ACARA Review of the Australian Curriculum;
2. Support for NSW Catholic sector engagement with national policy development in the areas of online formative assessment, learning progressions and NAPLAN;
3. Coordination of collaborative forums to engage Catholic sector teachers with the Curriculum Review findings.

Project's achievements:

Activities undertaken/Achieved outcomes	Achievement against indicators of success
<ul style="list-style-type: none"> • This project resulted in enhanced awareness by school leaders and teachers of key contemporary K-12 curriculum and assessment issues; • The project resulted in a strong, strategic approach by targeted schools to enhance the literacy and numeracy outcomes of students; • The project resulted in improved understanding of the structure and potential of the Literacy and Numeracy Learning Progressions. 	<ul style="list-style-type: none"> • Teachers in Catholic schools from across NSW, including those in regional and rural regions, engaged in NSW Curriculum Review collaborative forums with opportunity for review and input in drafting processes. • CSNSW actively engaged with the Review of Senior Secondary Pathways. • Ninety-nine NSW Catholic schools participated in Literacy and Numeracy Action Plan evaluation activities. • NSW Catholic schools engaged in activities to enhance applicability of the literacy and numeracy learning progressions. • All Catholic School Agencies participated in a range of policy and professional networks across Catholic education including the K-6 Forum, Secondary Schools Curriculum Forum, VET Reference Group and RTO Managers Forum. • NSW Catholic sector contributed to NESA's program of syllabus development and implementation as well as its assessment committees. • CSNSW actively engaged with the Loudon Review of NAPLAN Reporting and the tri-state NAPLAN Review. • All Catholic schools required to participate in National Assessment Program sample assessments in 2019 did so.

Project 4 Report: Professional Learning Institute

Project description

The 2019 *Professional Learning Institute* project focused on the establishment of the Institute as a means to build system capacity to support quality teaching and school improvement.

Actual outcomes

As a result of activity in 2019, there is evidence of:

- A stronger, strategic approach ensuring support for the professional learning needs of the sector;
- Enhanced recognition by school leaders and teachers of the range of professional development opportunities offered by CSNSW;
- Heightened awareness of teachers in Catholic schools seeking higher levels of accreditation of the support available to them.

Activities undertaken

The following activities were undertaken to assist achievement of outcomes:

1. Scoping undertaken of the options for a Catholic sector Professional Learning Institute including the review and consolidation of existing professional offerings;
2. Development of strategies, in consultation with Catholic School Agencies and the NSW Education Standards Authority, to support teachers seeking higher levels of accreditation;
3. Scoping undertaken for the development of targeted strategies to support regional, rural and remote professional learning;
4. Specific teacher and school leadership professional development in the areas of:
 - a. Governance and Responsible Persons;
 - b. HSC analysis;
 - c. Crossing Cultures, Hidden Histories;
 - d. Aboriginal and Torres Strait Islander education;
 - e. Disability support;
 - f. VET teacher training;
 - g. K-6 forums;
 - h. Early years education; and
 - i. Highly Accomplished and Lead Teachers.

How the success of activities was measured

The following indicators were applied to measure the success of 2019 activities:

1. Report on scoping options for the CSNSW Professional Learning Institute was delivered;
2. All CSNSW professional learning offerings to be accredited by the NSW Education Standards Authority;
3. Specific initiatives for teachers and system personnel in regional, rural and remote regions offered;

4. Consultation with respect to HALT processes, including with NESAs and employing authorities, was undertaken;
5. Specific professional learning was offered to HALT aspirants;
6. *Crossing Cultures, Hidden Histories* course completed by Catholic school and office personnel.

How these projects have worked towards achievements against the objectives outlined in the strategic plan

The activities undertaken under Project 4 (*Professional Learning Institute*) have directly worked towards the achievement of the following CSNSW Reform Fund Strategic Plan objective:

- *Improve teacher quality by creating more opportunities for expert teachers to gain highest levels of teacher accreditation.*

How findings have been used to develop proposed projects from the workplan

As a result of activity in 2019 and resulting outcomes, CSNSW will continue to develop the project, as outlined in the 2020 workplan, with a focus on:

- CSNSW's role as a Teacher Accreditation Authority (HALT) is developed;
- An online repository and networking tool for HALT teachers and leaders established;
- Training to support teachers aspiring to HALT accreditation conducted;
- Continued development and provision of face-to-face and online governance training and resources targeting existing and emerging high-risk areas;
- Support participation by directors and officers in the AICD Company Directors Course;
- Law Symposium for leaders in Catholic School Agencies and schools conducted;
- Accurate and timely legal and risk advice provided to ensure compliant procedures and practices;
- Customised professional learning in NCCD developed to provide opportunities for leaders and teachers across all levels of accreditation;
- Customised professional learning in Aboriginal and Torres Strait Islander education developed to provide opportunities for leaders and teachers across all levels of accreditation.

SUMMARY

Project 4 Title: *Professional Learning Institute*

The 2019 *Professional Learning Institute* project focused on the establishment of the Institute as a means to build system capacity and to support quality teaching and school improvement.

The activities undertaken under Project 4 (*Professional Learning Institute*) have directly worked towards the achievement of the following CSNSW Reform Fund Strategic Plan objective:

- *Improve teacher quality by creating more opportunities for expert teachers to gain highest levels of teacher accreditation.*

As a result of activity in 2019 and resulting outcomes, CSNSW will continue to develop the project, as outlined in the 2020 workplan, with a focus on:

1. Developing CSNSW's role as a Teacher Accreditation Authority (HALT);
2. Establishing an online repository and networking tool for HALT teachers and leaders;
3. Training to support teachers aspiring to HALT accreditation;
4. Continued development and provision of face-to-face and online governance training and resources targeting existing and emerging high-risk areas;
5. Supporting participation by directors and officers in the AICD Company Directors Course;
6. Conducting a Law Symposium for leaders in Catholic School Agencies and schools;
7. Providing accurate and timely legal and risk advice to ensure compliant procedures and practices;
8. Customising professional learning in NCCD to provide opportunities for leaders and teachers across all levels of accreditation;
9. Customising professional learning in Aboriginal and Torres Strait Islander education to provide opportunities for leaders and teachers across all levels of accreditation.

Project's achievements:

Activities undertaken/Achieved outcomes	Achievement against indicators of success
<ul style="list-style-type: none"> • The project resulted in a stronger, strategic approach to support the professional learning needs of the sector. • The project enhanced recognition by school leaders and teachers of the range of professional development opportunities offered by CSNSW. • The project heightened awareness of teachers in Catholic schools seeking higher levels of accreditation of the support available to them. 	<ul style="list-style-type: none"> • The report on the Scoping Project was delivered to CSNSW Management. • CSNSW is in the process of becoming a Teacher Accreditation Authority at the Highly Accomplished and Lead level. • CSNSW actively engaged in policy development and implementation with NESAs and AITSL through various committees and panels, including the Quality Teaching Council, the MCC and the AITSL Professional Growth Network. • CSNSW led a state-wide Teacher Development Network with participation from all Catholic school agencies. • All CSNSW professional learning offerings are in the process of being accredited by NESAs. • Fifty per cent growth on previous year (from 14 in 2018 to 21 in 2019) in teachers achieving HALT accreditation in 2019 with 125 new applicants seeking accreditation in 2019. • CSNSW established a partnership with the Australian Catholic University to develop a post-graduate qualification to support aspiring HALTs gain 'dual accreditation' (professional and academic). • CSNSW acquired a portal for HALTs and aspiring HALTs to network and build their individual and collective efficacy through an online professional learning community. • Ninety percent of accredited HALTs participated in specific professional learning led by CSNSW in 2019.

Project 5 Report: Advancing excellence in Catholic education

Project description

The 2019 *Advancing excellence in Catholic education* project focused on developing reporting frameworks, research capability and infrastructure to support the efficient and effective delivery of education across NSW Catholic School Agencies.

Actual outcomes

As a result of activity in 2019, there is evidence of:

- Enhanced data analytics capacity within CSNSW with the formation of a specialist data analytics team;
- Improved capacity of Catholic School Agencies to undertake analysis of student outcomes data and strategic planning;
- Enhanced data analytics and research capacity arising from improved external partnerships;
- Streamlined and timely reporting of system performance across a range of indicators, including student, school and workforce data.

Activities undertaken

The following activities were undertaken to assist achievement of outcomes:

1. Development of the CSNSW Efficiency and Effectiveness Framework;
2. Development of an options paper in relation to system improvement mechanisms including possible standards and benchmarks;
3. Development of the CSNSW Efficiency and Effectiveness interactive dashboard;
4. External partnerships to support data analytics and research negotiated;
5. Systemwide analysis and reporting of student, school and workforce data undertaken;
6. Analysis of 2019 HSC data with supporting seminars and online platform for professional learning conducted.

How the success of activities was measured

The following indicators were applied to measure the success of 2019 activities:

1. Completion of bi-annual system-wide reporting on a range of performance indicators through the State of the System reports;
2. Provision of data analytics reports to Catholic School Agencies and individual schools to assist strategic planning;
3. On-time development of an interactive dashboard, allowing online interactivity and advanced visualisation reporting;
4. Automation of the Census collection process, incorporating new address validation software, reducing the challenges of manual and resource-intensive processes;
5. Negotiated data sharing agreements with the NSW Education Standards Authority (NESA) and the NSW Department of Education;

6. Enhanced online seminar presentations to assist understanding of the HSC data analysis.

How these projects have worked towards achievements against the objectives outlined in the strategic plan

The activities undertaken under Project 5 (*Advancing excellence in Catholic education*) have directly worked towards the achievement of the following CSNSW Reform Fund Strategic Plan objective:

- *Advance excellence in Catholic education by supporting the efficiency and effectiveness of the Catholic school system*

How findings have been used to develop proposed projects from the workplan

As a result of activity in 2019 and resulting outcomes, CSNSW will continue to develop the project, as outlined in the 2020 workplan, with a focus on:

- Ongoing systemwide analysis and reporting of student, school and workforce data;
- Further refinement and application of the CSNSW Efficiency and Effectiveness Framework and related dashboards;
- Sector-wide analysis of 2020 HSC data and related training for key users of the analysis from Catholic School Agencies and schools;
- Undertaking extensive research to better understand what drives parents' choice of schools and to better understand the parents of children already in Catholic Schools;
- Investigating contemporary along with future-looking models of school education with the purpose of proposing a delivery model for NSW Catholic education which is responsive to research evidence;
- Continued development of internal data capability (data infrastructure and analytics) to support evidence-based decision making;
- Development and maintenance of external partnerships to support data analytics and research;
- Systemwide analysis of the sector's current workforce profile to determine where there are deficits and surpluses.

SUMMARY

Project 5 Title: *Advancing excellence in Catholic education*

The 2019 *Advancing excellence in Catholic education* project focused on developing reporting frameworks, research capability and infrastructure to support the efficient and effective delivery of education across NSW Catholic School Agencies.

The activities undertaken under Project 5 (*Advancing excellence in Catholic education*) have directly worked towards the achievement of the following CSNSW Reform Fund Strategic Plan objectives:

- *Meet the needs of students at risk of educational disadvantage*
- *Embed evidence-based practices to boost early achievement*
- *Advance excellence in Catholic education by supporting the efficiency and effectiveness of the Catholic school system.*

As a result of activity in 2019 and resulting outcomes, CSNSW will continue to develop the project, as outlined in the 2020 workplan, with a focus on:

1. Ongoing systemwide analysis and reporting of student, school and workforce data;
2. Further refinement and application of the CSNSW Efficiency and Effectiveness Framework and related dashboards;
3. Sector-wide analysis of 2020 HSC data and related training for key users of the analysis from Catholic School Agencies and schools;
4. Undertaking extensive research to better understand what drives parents' choice of schools and to better understand the parents of children already in Catholic Schools;
5. Investigating contemporary along with future-looking models of school education with the purpose of proposing a delivery model for NSW Catholic education which is responsive to research evidence;
6. Continued development of internal data capability (data infrastructure and analytics) to support evidence-based decision making;
7. Development and maintenance of external partnerships to support data analytics and research;
8. Systemwide analysis of the sector's current workforce profile to determine where there are deficits and surpluses.

Project's achievements:

Activities undertaken/Achieved outcomes	Achievement against indicators of success
<ul style="list-style-type: none"> • This project resulted in enhanced data analytics capacity within CSNSW with the formation of a specialist data analytics team; • The project improved capacity of Catholic School Agencies and individual schools to undertake analysis of student outcomes data and strategic planning; • The project enhanced data analytics and research capacity arising from improved external partnerships; • The project resulted in streamlined and timely reporting of system performance across a range of indicators, including student, school and workforce data. 	<ul style="list-style-type: none"> • The bi-annual State of the System report delivered on time and accepted by the Members of CSNSW. • An <i>Excellence and Equity in Catholic Education</i> stimulus paper delivered to the Education Effectiveness Committee of the CSNSW Board. • A scoping paper on school and system review and improvement frameworks undertaken and delivered to the CSNSW Board. • CSNSW 'Analytics Central' specialist team established to support in-house and external data analysis and reporting. • Online interactive dashboard was launched to provide real-time and on-demand view of system performance metrics. • Enhanced Management Information System, including attendance software, hardware and database capacity, was implemented. • Research partnerships to support system improvement and reform activity are developing • 100% Diocesan Catholic School Agencies and individual schools accessed the online HSC data analysis reports for their agency/school and participated in online and face-to-face seminars to support the use of the analysis in their schools; • The HSC analysis online learning modules were updated and the platform redeveloped.

Project 6 Report: Support system compliance with improved governance and financial management

Project description

The 2019 *Support system compliance with improved governance and financial management* project focused on:

- provision of governance training, both online and face-to-face, for responsible persons and other personnel exercising similar functions in relation to exercising proper governance in the management and operation of a Catholic school or school system;
- provision of advice to ensure compliant procedures and practices;
- improvements in system compliance and financial management;
- development of policies and procedures for financial management and compliance, related party transactions, conflicts of interest and responsible persons; and
- development of an enhanced and integrated assurance program for compliance.

Actual outcomes

As a result of activity in 2019, there is evidence of:

- A strategic and comprehensive approach to training of 'responsible persons' targeting existing and emerging high-risk areas;
- Improved capacity of Catholic Schools Agencies and individual schools to meet the many complex governance-related challenges currently facing the sector;
- On-demand legal advice to Catholic Schools Agencies on a range of matters;
- Enhanced implementation by Catholic Schools Agencies of common policies and procedures for financial management and compliance;
- Improved compliance in financial management procedures as a result of increased staff knowledge, more transparent systems and improved internal practices;
- Commitment to the ongoing development of the system compliance framework;
- Commitment across the NSW Catholic system to an integrated assurance in the form of tightly documented and agreed auditing arrangements by the eleven diocesan school systems and their external auditors.

Activities undertaken

The following activities were undertaken to assist achievement of outcomes:

1. Further development and enhancement to the eight online modules for 'responsible persons';
2. Conduct of the inaugural state-wide Education Law Symposium;
3. Provision of Legal Hotline advice;
4. Independent audit of system financial compliance;
5. Development of a new assurance process for Catholic School Agencies;
6. Detailed financial reporting at school level completed;
7. Formal letters of commitment by diocesan school systems to implement the enhanced audit arrangements within their auditors.

How the success of activities was measured

The following indicators were applied to measure the success of 2019 activities:

1. Face-to-face and online governance training targeting existing and emerging high-risk areas was developed and undertaken by 'responsible persons' across the sector;
2. Over 250 participants attended the inaugural Education Law Symposium;
3. Thirty 'responsible persons' from across the sector completed the AICD Company Directors course;
4. The Better, Smarter Regulation project, designed to identify best practice regulation of schools and to set out an achievable work program to this end, was initiated;
5. A legal Hotline provided advice on child protection, privacy, copyright, family law and emergency management;
6. An independent audit firm reviewed processes and procedures across the system in areas of not-for-profit compliance and, in particular, with section 83C of the NSW Education Act. This work has resulted in the development of:
 - a. Detailed registers of related party transactions; and
 - b. Independent benchmarks for reasonable market value assessments;
7. System auditors undertook an independent audit of compliance;
8. The number of Diocesan Catholic School Agencies, within the overall system, providing certifications that they would adopt the assurance process and instruct their auditors to fulfil the requirement of the assurance program;
9. Detailed financial reporting at school level for all schools in the system in accordance with Australian Government specifications was implemented.

How these projects have worked towards achievements against the objectives outlined in the strategic plan

The activities undertaken under Project 6 *Support system compliance with improved governance and financial management*) have directly worked towards the achievement of the following CSNSW Reform Fund Strategic Plan objective:

- *Support system compliance with improved governance and financial management*

How findings have been used to develop proposed projects from the workplan

As a result of activity in 2019 and resulting outcomes, CSNSW will continue to develop the project, as outlined in the 2020 workplan, with a focus on:

- Promotion of governance best practice through provision of training and outreach support for Catholic School Agencies on governance, compliance and not-for-profit;
- Participation by directors and officers in the AICD Company Directors Course;
- Conducting an Education Law Symposium for leaders in Catholic School Agencies and schools;
- Provision of specialist legal briefings to Diocesan School Agencies;
- Provision of accurate and timely advice to ensure compliant procedures and practices;
- Refinement of existing financial compliance policies and establishment of new policies where necessary;
- Engagement with and education of finance personnel and decision makers in relation to the practical application of compliance policies;
- Further development of an enhanced assurance regime;
- Analysis of current governance arrangements, structures and operational arrangements.

SUMMARY

Project 6 Title: *Support system compliance with improved governance and financial management*

The 2019 *Support system compliance with improved governance and financial management* project focused on:

- provision of governance training, both online and face-to-face, for responsible persons and other personnel exercising similar functions in relation to exercising proper governance in the management and operation of a Catholic school or school system;
- provision of advice to ensure compliance procedures and practices;
- improvements in system compliance and financial management processes;
- development of policies and procedures for financial management and compliance, related party transactions, conflicts of interest, responsible persons, codes of conduct, delegations etc.; and
- development of an enhanced and integrated assurance program for compliance.

The activities undertaken under Project 6 (*Support system compliance with improved governance and financial management*) have directly worked towards the achievement of the following CSNSW Reform Fund Strategic Plan objectives:

- *Support system compliance with improved governance and financial management*

As a result of activity in 2019 and resulting outcomes, CSNSW will continue to develop the project, as outlined in the 2020 workplan, with a focus on:

1. Promotion of governance best practice through provision of training and outreach support for Catholic School Agencies on governance, compliance and not-for-profit;
2. Participation by directors and officers in the AICD Company Directors Course;
3. Conducting an Education Law Symposium for leaders in Catholic School Agencies and schools;
4. Provision of specialist legal briefings to Diocesan School Agencies;
5. Provision of accurate and timely advice to ensure compliant procedures and practices;
6. Refinement of existing financial compliance policies and establishment of new policies where necessary;
7. Engagement with and education of finance personnel and decision makers in relation to the practical application of compliance policies;
8. Further development of an enhanced assurance regime;
9. Analysis of current governance arrangements, structures and operational arrangements.

Project's achievements:

Activities undertaken/Achieved outcomes	Achievement against indicators of success
<ul style="list-style-type: none"> • The project resulted in a strategic and comprehensive approach to training of 'responsible persons' targeting existing and emerging high-risk areas; • There is improved capacity of Catholic School Agencies and individual schools to meet the many complex governance-related challenges currently facing the sector; • The project provided on-demand advice to Catholic School Agencies on a range of matters; • The project enhanced implementation by Catholic School Agencies of common policies and procedures for financial management and compliance; • The project assisted improved compliance in financial management procedures as a result of increased staff knowledge, more transparent systems and improved internal practices; • The project consolidated commitment to the ongoing development of the system compliance framework. 	<ul style="list-style-type: none"> • Responsible persons from Catholic School Agencies and individual schools completed online modules to meet NESAs requirements. • Over 250 participants attended the inaugural Education Law Symposium. • Thirty 'responsible persons' (senior leaders) from across the sector completed the AICD Company Directors course. • A legal Hotline provided expert advice on child protection, privacy, copyright, family law and emergency management. • Detailed registers of related party transactions and independent benchmarks for reasonable market value assessments have been developed. • Independent audits of major compliance matters were undertaken. • An enhanced assurance process for Catholic School Agencies was developed involving detailed robust audit arrangements. • Commitments to the ongoing application of the assurance process was obtained from all Diocesan School Agencies within the overall system. • Detailed financial reporting at school level was implemented.

Project 7 Report: Continued support for implementation of NAPLAN Online

Project description

The 2019 *Continued support for implementation of NAPLAN Online* project focused on provision of input to the NSW strategy for transition to NAPLAN Online and coordination of NSW Catholic sector NAPLAN Online activity.

Actual outcomes

As a result of activity in 2019, there is evidence of:

- A strong, strategic, cross sector approach to implementation of NAPLAN Online in NSW;
- Increased understanding by Catholic School Agencies and individual schools of the requirements for successful implementation of NAPLAN in online mode by 2021;
- A more confident approach to implementation of NAPLAN in online mode;
- NSW Catholic School Agencies are better prepared for wider engagement with NAPLAN online in 2020 and 2021 through training, the provision of advice and implementation of findings from evaluation of the 2019 event.

Activities undertaken

The following activities were undertaken to assist achievement of outcomes:

1. CSNSW provided expert advice and support to schools and diocesan personnel to assist in their engagement in 2019 NAPLAN online;
2. CSNSW contributed to the development, implementation and evaluation of all aspects and stages of the NSW NAPLAN Online transition strategy;
3. CSNSW coordinated the Catholic sector NAPLAN Online Operational Group to assist Catholic School Agencies with the transition to NAPLAN Online including roll-out of training, required participation in the Practice Tests, Helpdesk support and advice in the use of the NESA NAPLAN analytics application ('Scout');
4. CSNSW successfully worked to develop a single sign-on to the Scout application through the CSNSW identity management system (NETID) now available to all NSW Catholic schools;
5. CSNSW supported the operational delivery of the 2019 paper-based NAPLAN test across NSW Catholic School Agencies with the intention of enabling progressive transition to NAPLAN Online by 2021; and
6. CSNSW coordinated and provided operational support for the required participation in readiness activities for those schools which will deliver NAPLAN in the online mode for the first time in 2020.

How the success of activities was measured

The following indicators were applied to measure the success of 2019 activities:

1. Four hundred and fifty NSW Catholic schools delivered NAPLAN online in May 2019, reaching the set 2019 target;
2. All NSW Catholic schools had successful engagement with the NSW Department's analytics tool, 'Scout';

3. An analysis of data arising from evaluation of all aspects of 2019 NAPLAN online indicated that only a small proportion of issues preventing successful implementation were the responsibility of NSW Catholic School Agencies;
4. Five hundred and fifty-two Catholic schools are preparing to deliver NAPLAN online in May 2020.

How these projects have worked towards achievements against the objectives outlined in the strategic plan

The activities undertaken under Project 7 (*Continued support for implementation of NAPLAN Online*) have directly worked towards the achievement of the following CSNSW Reform Fund Strategic Plan objectives:

- *Provide continued support for implementation of NAPLAN Online.*

How findings have been used to develop proposed projects from the workplan

As a result of activity in 2019 and resulting outcomes, CSNSW will continue to develop the project, as outlined in the 2020 workplan, with a focus on:

- Ongoing input to NSW NAPLAN Online implementation strategy;
- Coordination of implementation by Catholic School Agencies and individual schools;
- Support for remediation of local issues arising from the 2019 NAPLAN Online tests and subsequent readiness test activities required for 2020 participation.

SUMMARY

Project 7 Title: *Continued support for NAPLAN Online*

The 2019 *Continued support for implementation of NAPLAN Online* project focused on provision of input to the NSW strategy for transition to NAPLAN Online and coordination of NSW Catholic sector NAPLAN Online activity.

The activities undertaken under Project 7 (*Continued support for NAPLAN Online*) have directly worked towards the achievement of the following CSNSW Reform Fund Strategic Plan objectives:

- *Provide continued support for implementation of NAPLAN Online*

As a result of activity in 2019 and resulting outcomes, CSNSW will continue to develop the project, as outlined in the 2020 workplan, with a focus on:

1. Ongoing input to NSW NAPLAN Online implementation strategy;
2. Coordination of implementation by Catholic School Agencies and individual schools;
3. Support for remediation of local issues arising from the 2019 NAPLAN Online tests and subsequent readiness test activities required for 2020 participation.

Project achievements:

Activities undertaken/Achieved outcomes	Achievement against indicators of success
<ul style="list-style-type: none"> • This project resulted in a strong, strategic, cross sector approach to implementation of NAPLAN Online in NSW; • The project increased understanding by Catholic School Agencies and individual schools of the requirements for successful implementation of NAPLAN in online mode by 2021; • The project resulted in a more confident approach to implementation of NAPLAN in online mode; • The project enabled NSW Catholic School Agencies to be better prepared for wider engagement with NAPLAN online in 2020 and 2021 through training, the provision of advice and implementation of findings from evaluation of the 2019 event. 	<ul style="list-style-type: none"> • Four hundred and fifty NSW Catholic schools were prepared to deliver NAPLAN in online mode in May 2019 (target 450). • All NSW Catholic schools had successful engagement with the NSW Department's analytics tool, 'Scout' and/or the CENet's CeD3 tool for NAPLAN analytics. • All NSW Catholic schools were involved in the trial and subsequent successful integration of a CSNSW developed single sign-on to the NAPLAN analytics tool, Scout. • CSNSW participated in state and national policy forums supporting the planning and implementation of NAPLAN Online.

Project 8 Report: Continued improvement of the Nationally Consistent Collection of Data on School Students with Disability

Project description

The 2019 *Continued Improvement of the Nationally Consistent Collection of Data on School Students with Disability* project focused on assurance of the accuracy of NCCD classifications for approximately 50,000 students with disability within NSW Catholic schools, along with enhanced support for NCCD via approved moderation and reporting processes.

Actual outcomes

As a result of activities in 2019, there is evidence of:

- A strong, strategic, systemwide approach to improving the NCCD collection;
- Increased understanding by Catholic School Agencies and individual schools of the requirements for successful implementation of the NCCD on School Students with Disability;
- School and diocesan staff applied NCCD Guidelines more confidently and consistently when establishing the NCCD classifications and adjustment levels of their students;
- Authorised system personnel can 'self-serve' in accessing and using data visualisations through the online platform;
- NSW Catholic School Agencies are better prepared for ongoing implementation of the NCCD on School Students with Disability through training, the provision of advice and implementation of findings from the 2019 collection.

Activities undertaken

The following activities were undertaken to assist achievement of outcomes:

1. CSNSW provided expert advice and support to schools and diocesan personnel to assist in consistent classification of students with disability, through the NCCD, across the system;
2. CSNSW improved its databases, algorithms and records systems to provide more accurate and consistent NCCD data and to reduce workloads for school staff;
3. CSNSW established NCCD quality assurance and moderation processes, including forums and resource development, resulting in improved consistency of data;
4. State-wide sector NCCD network meetings were conducted;
5. Desktop audits of student plans and NCCD categories were carried out.

How the success of activities was measured

The following indicators were applied to measure the success of 2019 activities:

1. All 598 NSW Catholic schools participated in NCCD data collection and census reporting;
2. Representative staff in 594 Catholic schools participated in targeted professional learning on the NCCD Guidelines as well as inter-school diocesan targeted moderating activities;
3. CSNSW's Personalised Planning for Students with Disability (PPSD) online tool was utilised by 594 schools as well as diocesan personnel;
4. Validated 2019 NCCD data reveals the frequency of NCCD categories and adjustment levels is within likely and acceptable range. The percentage of total students identified through NCCD processes in NSW Catholic Schools in 2018 was 18.84%. In 2019 that percentage of students was 17.6% with a spread in the various adjustment levels more reflective of national averages especially in the QDTP and Supplementary adjustments.

How these projects have worked towards achievements against the objectives outlined in the strategic plan

The activities undertaken under Project 8 (*Continued improvement of the Nationally Consistent Collection of Data on School Students with Disability*) have directly worked towards the achievement of the following CSNSW Strategic Plan objectives:

- Continually improve the Nationally Consistent Collection of Data on School Students with Disability; and
- Meet the needs of students at risk of educational disadvantage.

How findings have been used to develop proposed projects from the workplan

As a result of activity in 2019 and resulting outcomes, CSNSW will continue to develop the project, as outlined in the 2020 workplan, with a focus on:

- Continued implementation of the findings of the AGDET review conducted by PwC;
- Continued monitoring and, as required, enhancements to the CSNSW's Personalised Planning for Students with Disabilities online application;
- Continued NCCD Quality Assurance through moderation and assurance activities, including forums and resource development;
- Support for sector NCCD network meetings;
- Participation in state and national policy development including through NCEC network meetings and associated groups;
- Updating and distribution of a detailed NCCD Communication Toolkit for schools for use with staff and families.

These priorities will ensure a capacity to continue to build on consistent and high quality data across all NSW Catholic School Agencies; will add to the capacity to build upon consistency in data quality across all NSW Catholic School Agencies and will utilise the NCCD National Guidelines and resources as the ultimate source of truth.

SUMMARY

Project 8 Title: *Continued improvement of the Nationally Consistent Collection of Data on School Students with Disability*

The 2019 *Continued Improvement of the Nationally Consistent Collection of Data on School Students with Disability* project focused on assurance of the accuracy of NCCD classifications for approximately 50,000 students with disability within NSW Catholic schools, along with enhanced support for NCCD via approved moderation and reporting processes.

The activities undertaken under Project 8 (*Continued improvement of the Nationally Consistent Collection of Data on School Students with Disability*) have directly worked towards the achievement of the following CSNSW Reform Fund Strategic Plan objectives:

- *Continually improve the Nationally Consistent Collection of Data on School Students with Disability; and*
- *Meet the needs of students at risk of educational disadvantage*

CSNSW achieved the objectives by:

- Providing expert advice and support to schools and diocesan personnel to assist in consistent classification of students with disability, through the NCCD, across the system;
- Improving its databases, algorithms and records systems to provide more accurate and consistent NCCD data and to reduce workloads for school staff;
- Establishing NCCD quality assurance and moderation processes, including forums and resource development, resulting in improved consistency of data;
- Conducting regular state-wide sector NCCD network meetings; and
- Carrying out desktop and site audits of student plans and NCCD categories.

CSNSW will continue to develop NCCD activities in 2020 and beyond as a result of the 2019 NCCD work plan. These priorities will ensure a capacity to continue to build on consistent and high-quality data across all NSW Catholic School Agencies and will utilise the NCCD National Guidelines and resources as the ultimate source of truth. As a result of activity in 2019 and resulting outcomes, CSNSW will continue to develop the project, as outlined in the 2020 workplan, with a focus on:

1. Continued implementation of the findings of the AGDET review conducted by PwC;
2. Continued monitoring and, as required, enhancements to the CSNSW's Personalised Planning for Students with Disabilities online application;
3. Continued NCCD Quality Assurance through moderation and assurance activities, including forums and resource development;
4. Support for sector NCCD network meetings;
5. Participation in state and national policy development including through NCEC network meetings and associated groups;
6. Updating and distribution of a detailed NCCD Communication Toolkit for schools for use with staff and families.

Project achievements:

Activities undertaken/Achieved outcomes	Achievement against indicators of success
<ul style="list-style-type: none"> • This project resulted in a strong, strategic, systemwide approach to improving the NCCD collection; • The project increased understanding by Catholic School Agencies and individual schools of the requirements for successful implementation of the NCCD on School Students with Disability; • The project assisted school and diocesan staff in applying NCCD Guidelines more confidently and consistently when establishing the NCCD classifications and adjustment levels of their students; • The project enabled authorised system personnel to 'self-serve' in accessing and using data visualisations through the online platform; • As a result of the project, NSW Catholic School Agencies are better prepared for ongoing implementation of the NCCD on School Students with Disability through training, the provision of advice and implementation of findings from the 2019 collection. 	<ul style="list-style-type: none"> • 594 teachers and diocesan staff representing 598 Catholic schools completed training in the 2019 NCCD National Guidelines and NCCD moderation processes (target 598). • Eleven dioceses delivered NCCD training courses to senior leaders (target 11); in addition, a training course was delivered by CSNSW to all senior leaders in Religious Institute and PJP (non-systemic) Catholic schools (target 46). • Eleven dioceses delivered the NCCD training course and moderation activities to their schools (target 11) with CSNSW undertaking direct training with schools in four dioceses as well as in the Religious Institute and PJP Catholic schools. • The percentage of total students identified through NCCD processes in NSW Catholic Schools in 2018 was 18.84%. In 2019 that percentage of students was 17.6% with a spread in the various adjustment levels more reflective of national averages especially in the QDTP and Supplementary adjustments compared with 2018.

Financial Statement

Supporting students at risk of educational disadvantage	FTE	Reform Support Fund funding	Funding from other contributions	Total funding
Salaries and ongoing costs	2.0	400,000	3,300,000*	3,700,000
Travel, conferences and meetings		4,044		4,044
Information Technology		31,454		31,454
Professional/consultancy fees		66,710		66,710
Other expenses		71,418		71,418

Foundations for learning	FTE	Reform Support Fund funding	Funding from other contributions	Total funding
Salaries and ongoing costs	2.2	580,075	10,600,000 (NSW Gov)	11,180,075
Travel, conferences and meetings		18,196		18,196
Information Technology		31,455		31,455
Professional/consultancy fees		91,727		91,727
Other expenses		71,418		71,418

Preparing students for the future	FTE	Reform Support Fund funding	Funding from other contributions	Total funding
Salaries and ongoing costs	0.5	100,000	1,650,000*	1,750,000
Travel, conferences and meetings		18,196		18,196
Information Technology		31,454		31,454
Professional/consultancy fees		8,338		8,338
Other expenses		71,418		71,418

Professional Learning Institute	FTE	Reform Support Fund funding	Funding from other contributions	Total funding
Salaries and ongoing costs	4.1	817,089	1,650,000*	2,467,089
Travel, conferences and meetings		31,505		31,505
Information Technology		44,559		44,559
Professional/consultancy fees		161,391		161,391
Other expenses		207,732		207,732

Advancing excellence in Catholic education	FTE	Reform Support Fund funding	Funding from other contributions	Total funding
Salaries and ongoing costs	7.6	1,710,785		1,710,785
Travel, conferences and meetings		42,049		42,049
Information Technology		231,151		231,151
Professional/consultancy fees		382,127		382,127
Other expenses		223,143		223,143

Support system compliance with improved governance and financial management	FTE	Reform Support Fund funding	Funding from other contributions	Total funding
Salaries and ongoing costs	5.3	412,461	704,282	1,116,743
Travel, conferences and meetings		15,142		15,142
Information Technology		8,466		8,466
Professional/consultancy fees		764,237		764,237
Other expenses		20,507		20,507

Continued support for NAPLAN Online	FTE	Reform Support Fund funding	Funding from other contributions	Total funding
Salaries and ongoing costs	2.1	231,374	1,650,000*	1,881,374
Travel, conferences and meetings		3,393		3,393
Information Technology		87,182		87,182
Professional/consultancy fees		2,104		2,104
Other expenses		37,090		37,090

Continued improvement of the Nationally Consistent Collection of Data on School Students with Disability	FTE	Reform Support Fund funding	Funding from other contributions	Total funding
Salaries and ongoing costs	2.2	282,613	1,650,000*	1,932,613
Travel, conferences and meetings		6,804		6,804
Information Technology		109,434		109,434
Professional/consultancy fees		16,805		16,805
Other expenses		114,804		114,804

Overall expenses	Total FTE	Total funding from the reform support fund	Total funding from other contributions	Total funding
Non-government reform support fund	26.0	\$7,559,850	\$21,204,282	\$28,764,132

- Contribution of Diocesan Catholic School Agencies to salaries of project coordinators

