

## **Non-Government Reform Support Work plan**

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**2019**

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**Catholic Education  
Archdiocese of Canberra & Goulburn**

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## Non – Government Reform Support Fund

### Catholic Education, Archdiocese of Canberra & Goulburn – Work plan 2019

#### Summary of Work Plan for 2019

Catholic Education, Archdiocese of Canberra and Goulburn (CECG) comprises 56 systemic schools across the Australian Capital Territory (ACT) and New South Wales (NSW). CECG educates approximately 14,000 students in 29 ACT schools and 7,000 students across 27 NSW schools. CECG employs over 2,300 teachers and school support staff (as well as a large pool of more than 800 casual staff) and has a central office of about 100 staff members who support these schools. In addition to schools, CECG also operates eight Early Learning Centres (ELCs) in Canberra with 593 enrolments and 100 staff, providing a complete pathway for Catholic education from Preschool to the conclusion of Secondary school. CECG aspires to be a high value education system that builds Catholic learning communities of hope, joy and wonder where all are welcome and inspired to grow to their potential.

CECG is committed to the National Reform Agenda at both a national and territory level. To this end, CECG will contribute too many elements of the Reform Agenda through undertaking its own transformation program called the Coherence Program. The Coherence Program will be a major focus in 2019 and aims to:

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

CECG's 2019 Work plan for the National Reform Agenda will focus on three key projects:

1. Nationally Consistent Collection of Data on School Students with Disability to develop robust systems and processes, and teacher capability;
2. Financial management support to schools to improve governance and financial management practices; and
3. Aboriginal and Torres Strait Islander Cross-Curriculum (First Nation's Science Program).

The following thirty one (31) schools will be supported under the reform activities:

Good Shepherd Primary School Amaroo	St Vincent's Primary School Aranda
St Francis of Assisi Primary School Calwell	St Thomas More's Primary School Campbell
St Clare of Assisi Primary School Condor	Holy Trinity Primary School Curtin
St Monica's Primary School Evatt	St John the Apostle Primary School Florey
Stes Peter and Paul Primary School Garran	Holy Family Primary School Gowrie
Mother Theresa School Harrison	St Jude's Primary School Holder
St Michael's Primary School Kaleen	St Thomas the Apostle Primary School Kambah
St Benedict's Primary School Narrabundah	Holy Spirit Primary School Nicholls
St Joseph's Primary School O'Connor	Sacred Heart Primary School Pearce
St Matthew's Primary School Page	St Bede's Primary School Red Hill
St Anthony's Parish Primary School Wanniasa	St John Vianney's Primary School Waramanga
Rosary Primary School Watson	St Thomas Aquinas Primary School West Bel
Merici College Braddon	St Francis Xavier College Florey
St Clare's College Griffith	St John Paul II College Nicholls
St Mary MacKillop College Tuggeranong	St Edmunds College Canberra
Marist College Canberra	

**Summary of budget (2019)**

<b>Project</b>	<b>Activities</b>	<b>Reform support funding</b>	<b>Funding from other sources</b>	<b>Total funding</b>
<b>NCCD</b>	Provide release time for teaching and learning support officers for training at 29 schools	\$159,000		\$159,000
	Employment of NCCD Project Officers (1.9FTE)	\$120,000		\$120,000
	Development of NCCD resources and training material	\$5,000		\$5,000
	External Moderators/Consultants	\$105,000		\$105,000
	<b>Total NCCD</b>	<b>\$389,000</b>		<b>\$389,000</b>
<b>Financial Management</b>	0.4FTE resource to provide financial management training and business support for key school personnel \$140K per annum	\$56,000	\$84,000	\$140,000
	<b>Total Financial Management</b>	<b>\$56,000</b>	<b>\$84,000</b>	<b>\$140,000</b>
<b>ATSI Cross Curriculum</b>	Launch of program with ACARA	\$3,000		\$3,000
	Release time for teaching staff	\$30,000		\$30,000
	Consultancy	\$10,000		\$10,000
	Curriculum Resources	\$10,000		\$10,000
	<b>Total ATSI</b>	<b>\$53,000</b>		<b>\$53,000</b>
	<b>Total</b>	<b>\$498,000</b>	<b>\$84,000</b>	<b>\$582,000</b>

\* The Australian Government understands that these figures provided are indicative and will change throughout the year. The Annual Report is expected to report on these changes.

**Non-Government Reform Support Fund**

**Catholic Education, Archdiocese of Canberra & Goulburn – Work plan 2019**

Project title	Project description and activities	Indicative budget	Expected outcomes/ Overall achievements	Indicators of success
<p><b>Nationally Consistent Collection of Data on School Students with Disability</b></p>	<p>a) Upskill teachers understanding of disability, Disability Discrimination Act (DDA) and Disability Standards of Education (DSE)</p> <p>b) Maintain quality of information captured through accurate levels of adjustment, up-to-date personalised plans that are implemented and regularly updated in consultation with parents and teachers.</p> <p>c) Maintain required evidence in a central repository to enable all teachers involved with the student’s development to access information easily as well as withstand any audit</p> <p>d) Develop a whole school approach in Secondary schools for Personalised Plans.</p>	<p><b>Reform support funding: \$389,000</b></p> <p>FTE: 1.9</p>	<p>ECG has robust systems and processes to manage all NCCD aspects</p> <p>Increased teacher capability and resources to efficiently and effectively apply and meet NCCD requirements</p>	<ul style="list-style-type: none"> <li>• 100% of teachers have completed the new DSE online modules</li> <li>• 100% of students have evidence to support their disability category in the NCCD data collection</li> <li>• 100% of teachers have Netid login</li> <li>• 100% of Personalised Plans are sent home to parents</li> <li>• 100% of schools have moderated within school teams to determine levels of adjustment</li> <li>• 100% of students have sufficient evidence</li> <li>• 100% of schools have a whole-school approach where:             <ul style="list-style-type: none"> <li>○ NCCD team roles within the school are clearly defined</li> <li>○ Numerous staff are responsible for Personalised Plans</li> <li>○ School specific processes in completing Personalised plans, meetings with parents, entering adjustments, moderation, etc. have been clearly defined and are being reliably enacted</li> </ul> </li> </ul>

Project title	Project description and activities	Indicative budget	Expected outcomes/ Overall achievements	Indicators of success
<b>Improving governance and financial management practices in non-government schools</b>	<p>a) Continue the dedicated resource to strengthen financial management skills and practices in ACT schools, particularly primary schools.</p> <p>b) The program will extend on support provided in 2018 to key personnel with financial management responsibility in the following areas:</p> <ul style="list-style-type: none"> <li>- Understand framework under which schools operate</li> <li>- Contemporary reporting practices</li> <li>- Planning and managing school budget</li> <li>- Ensure sound systems and policies are followed and reviewed</li> </ul>	<p><b>Total Cost \$140,000</b></p> <p><b>Reform Support Funding \$56,000</b></p> <p>0.4 FTE for Officer to provide support at \$140K per FTE</p>	<p>Key personnel in ACT Catholic schools with significant financial responsibility improve their financial management knowledge to support and maintain sound financial management practices</p> <p>Key personnel in schools have access to financial management expertise within CE</p>	<p>The school has robust financial management practices in place, allowing the school to operate effectively and maintain a sound financial position</p>

Project title	Project description and activities	Indicative budget	Expected outcomes/ Overall achievements	Indicators of success
<b>Aboriginal and Torres Strait Islander Cross-Curriculum (First Nation's Science Program)</b>	<ul style="list-style-type: none"> <li>a) Launch program with ACARA</li> <li>b) Funding for relief days across 10 schools to plan and pilot the First Nation's Science Program</li> <li>c) Consultants to provide professional development and to support the pilot program</li> <li>d) Develop curriculum related resources</li> </ul>	<b>Total Cost \$53,000</b>	Improved student understanding of the place of Aboriginal and Torres Strait Islander histories and cultures and how they contribute to contemporary science	<ul style="list-style-type: none"> <li>• Expanded understanding and knowledge of Aboriginal and Torres Strait Islander histories and cultures within the Science Curriculum</li> <li>• Improved curriculum resources</li> <li>• Development of professional learning communities among the 10 schools</li> <li>• Interest to expand the program into other non-pilot schools.</li> </ul>