

# **Non-Government Reform Support Workplan**

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**2021**

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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 – Workplan 2021

#### Summary of Work Plan for 2021

Catholic Education, Archdiocese of Canberra and Goulburn (CECG) comprises 29 systemic schools across the Australian Capital Territory (ACT) and educates approximately 14,000 students. CECG employs over 1,150 teachers and school support 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, it 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 work plan is consistent with national priorities for 2021 and state-based initiatives as agreed in the bilateral agreement. The plan will focus on the following three (3) key projects:

1. **Nationally Consistent Collection of Data (NCCD): Quality** assurance, moderation and support for the continued improvement of the NCCD on School Students with Disability
2. **Financial Management:** Improving governance and financial management practices in non-government schools to strengthen financial viability, improve business decision making and build resilience to mitigate unforeseen circumstances
3. **Curriculum:** An analysis of the quality of curriculum resources in use across the ACT in Years 7-10 Mathematics, the identification of areas for improvement and the subsequent provision of high quality 7-10 curriculum resources in Mathematics.

The following twenty-nine (29) schools will be supported under the reform activities:

<b>Systemic Schools</b>	
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 Conder	Holy Trinity Primary School Curtin
St Monica's Primary School Evatt	St John the Apostle Primary School Florey
Sts 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	

## Summary of Budget

Project	Activities	Reform support funding (\$)	Funding from other sources (\$)	Total funding (\$)
NCCD	Provide release time for teaching and learning support officers for training at 29 schools	159,000	0	159,000
	Employment of 4.8FTE NCCD Officers	142,859	495,782	638,641
	Development of NCCD resources and training material	5,000	0	5,000
	<b>Total NCCD</b>	<b>306,859</b>	<b>495,782</b>	<b>802,641</b>
Curriculum	An analysis of the quality of curriculum resources in use across the ACT in Years 7-10 Mathematics, the identification of areas for improvement and the subsequent provision of high quality 7-10 curriculum resources in Mathematics.	126,932	204,000	330,932
	<b>Total Curriculum</b>	<b>126,932</b>	<b>0</b>	<b>330,932</b>
Financial Management	0.4FTE resource to provide financial management training and business support for key school personnel \$160K per annum	64,209	96,313	160,522
	<b>Total Financial Management</b>	<b>64,209</b>	<b>96,313</b>	<b>160,522</b>
	<b>Total</b>	<b>498,000</b>	<b>796,095</b>	<b>1,294,095</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.

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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>	<ul style="list-style-type: none"> <li>• Upskill teachers understanding of disability, <i>Disability Discrimination Act (DDA)</i> and <i>Disability Standards of Education (DSE)</i></li> <li>• 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</li> <li>• 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.</li> <li>• Develop a whole school approach in Secondary schools for Personalised Plans</li> </ul>	<p><b>Reform support funding:</b> \$306,859</p> <p><b>Other funding:</b> \$495,782</p> <p><b>FTE:</b> 4.8FTE</p>	<ul style="list-style-type: none"> <li>• CECG has robust systems and processes to manage all NCCD aspects</li> <li>• Increased teacher capability and resources to efficiently and effectively apply and meet NCCD requirements</li> </ul>	<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 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
<p><b>Curriculum - System-wide curriculum resources project</b></p> <p>An analysis of the quality of curriculum resources in use across the ACT in Years 7-10 Mathematics, the identification of areas for improvement and the subsequent provision of high quality 7-10 curriculum resources in Mathematics.</p>	<ul style="list-style-type: none"> <li>Working with a strategic partner, Learning First, a Situational Analysis of curriculum and curriculum resources was undertaken (end 2019 and early 2020) and determined the need for reform in identifying and implementing high quality curriculum resources</li> <li>The area of Mathematics K-6 was addressed during 2020 and Learning First and CECG led a system renewal in Maths resourcing for the primary years. This will now be extended to Years 7-10 in mathematics</li> <li>Subject matter experts and Curriculum experts will lead a working group of System 7-10 Maths teachers in a process to: <ul style="list-style-type: none"> <li>-develop and adopt an evaluative framework to identify high quality resources in mathematics 7-10.</li> <li>- prioritise content areas for each year level and develop scope and sequences</li> <li>- identify high quality resources already in use in our schools</li> <li>- identify high quality resources to fill gaps where resources are not adequate</li> </ul> </li> </ul>	<p><b>Reform support funding:</b> \$126,932</p> <p><b>Other funding:</b> \$204,000</p>	<ul style="list-style-type: none"> <li>The development of a system-wide pool of high quality curriculum resources available for all teachers and schools to use. All students benefit from the use of high quality resources. For students with additional needs and Aboriginal and Torres Strait Islander students, quality student resources and teacher –facing curriculum resources are essential for effective learning.</li> <li>Assurance of a guaranteed standard of curriculum resources for 7-10 mathematics in use in the system “<i>The CECG Quality Curriculum Framework</i>”. This framework can be used to evaluate curriculum resources based on whether they align with the curriculum, reflect best practice in evidence-based teaching, are coherent and well sequenced and contain information to support best practice.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation of the process used indicates its effectiveness</li> <li>7-10 mathematics resources identified, purchased and made available to all 7-10 schools in the system via the online “<i>Curriculum Hub</i>”</li> <li>Uptake of the curriculum resources by schools for 2022.</li> <li>Plans in place to follow a similar process to identify high quality curriculum resources in another area of need</li> <li>It is expected that this project would enhance the quality of 7-10 maths instruction and therefore improve the learning of students. Student outcomes in the area of Mathematics would be tracked and reported using the <i>CE Assessment Schedule</i></li> <li>All CECG high schools will continue to engage in online NAPLAN assessment in years 7 and year 9 to be able to monitor progress of students within the system. Technical support is given to any schools requiring online NAPLAN assistance. This is in line</li> </ul>

			<ul style="list-style-type: none"> <li>• The development of increased expertise in the system in using an evaluative framework to identify high quality curriculum resources</li> <li>• To achieve a shared understanding of the effective principles and tools needed to support secondary maths teachers</li> <li>• That teachers are provided with scaffolding to be able to effectively plan, structure and sequence the teaching of the maths curriculum in an effective way.</li> <li>• Determine professional learning opportunities that would be most effective in supporting mathematics instruction</li> </ul>	<p>and further contributes with the Minister’s priorities to enhance the National Evidence Base and improve data collection, quality and consistency.</p> <ul style="list-style-type: none"> <li>• Schools will be supported by the CE Senior Officer of Educational Performance and the members of the Performance and Improvement Team, to use Mathematics NAPLAN data to inform teaching and target areas identified for improvement within 7-10 mathematics instruction.</li> </ul>
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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>	<ul style="list-style-type: none"> <li>• Continue the dedicated resource to strengthen financial management skills and practices in ACT schools, particularly primary schools</li> <li>• The program will extend on support to key personnel with financial management responsibility in the following areas:               <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> </li> </ul>	<p><b>Reform support funding:</b> \$64,209</p> <p><b>Other funding:</b> \$96,313</p> <p><b>FTE:</b> 1.0FTE</p>	<ul style="list-style-type: none"> <li>• Key personnel in ACT Catholic schools with significant financial responsibility improve their financial management knowledge to support and maintain sound financial management practices</li> <li>• Key personnel in schools have access to financial management expertise within CE</li> </ul>	<ul style="list-style-type: none"> <li>• The school has robust financial management practices in place, allowing the school to operate effectively and maintain a sound financial position</li> </ul>