

# **Non-Government Reform Support Fund**

## **2022 Workplan**

**Catholic Education Council of the Northern Territory**

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### **Catholic Education Council of the Northern Territory – Workplan 2022**

#### **Summary of Work Plan for 2022**

The Catholic Education Council of the Northern Territory through the work of the Catholic Education Office Northern Territory (CEO NT) intends to address the following three priorities under the Non-Government Reform Support Fund.

#### **Priority 1: Quality Assurance, Moderation and support for NCCD**

Catholic Education Northern Territory works with school leaders to support the national reform priority in relation to quality assurance, moderation and support for the continued improvement of the Nationally Consistent Collection of Data on School Students with Disability. *Inspire* online integrated system is the platform used across all schools in Catholic Education NT to support the National Consistent Collection of Data (NCCD) including the collection, recording and analysis of student data for planning, referrals, funding and reporting purposes. Funding from the reform supports the part time employment of our CENT NCCD Education Officer who provides technical support for teachers and Inclusion support Coordinators with the use of *Inspire* and leads audits to ensure integrity and consistency with NCCD student data collection and analysis.

Two day Inclusion Network Forums are scheduled twice a year for school based Inclusion Support Practitioners and Coordinators. The purpose of these forums are to upskill school leaders in using the *Inspire* software and to ensure consistency with all NCCD practices and processes. Support is also provided to ensure appropriate interventions and adjustments are made to improve outcomes for students with special needs.

#### **Priority 2: NAPLAN Online**

Catholic Education NT works collaboratively with the Department of Education NT as the Test Administration Authority (TAA) to implement NAPLAN online in all schools. Technical assistance and support is provided to schools as required to support implementation.

Schools are supported by Education officers from the Catholic Education Office with the extraction of student/school data and the analysis of NAPLAN online data to inform school and systemic priorities.

### **Priority 3: Improving Governance and Financial Management Practices**

Catholic Education Northern Territory is committed to building the capacity of school leaders to ensure effective governance and ongoing school improvement. The professional growth and development of CENT school and system leaders is a priority; supported through processes including annual check-ins and cyclical performance appraisals. Implementation of the Educator Impact Framework to support leadership review, formation, goal setting and development across CENT. The EI Framework is aligned to AITSL standards and Catholic Identity and Mission, providing leaders with feedback on their performance and a portal to assist with goal setting including access to a library of professional development resources.

CENT partners with the Brown Collective to provide contextually appropriate courses in leadership formation and development. The focus is on building the capacity of emerging, current and aspiring leaders through the Middle Leadership and Executive Leadership Programs.

The School Improvement and Renewal Framework (SIRF) is the current CENT Framework used to review school performance, monitor effectiveness and inform future priorities and targets in line with Council, Diocesan and Government policies and programs. In 2022 CENT will continue to engage with Australian Council of Education Research (ACER) to lead External reviews with 4 schools using the NSIT (National School improvement Tool).

New school and system leaders will undertake NSIT professional learning to develop knowledge of the NSIT and its application to support school improvement. Work will continue to align evidence and practices identified with the existing CENT School Improvement and Renewal Framework with the National School Improvement Tool (NSIT) to ensure robust and effective school self-assessment and review processes across the system.

The CENT Financial Management course and associated materials developed in 2021 will be refined and developed further in response to feedback from participants. The intent is to provide a contextually appropriate course that builds capacity and improves the financial literacy of School Leaders. School leaders will develop their understandings of financial principles and organisational financial requirements to improve decision making and ensure the financial security of the school.

## 2. Summary of budget 2022

Project	Activities	Reform support funding	Funding from other sources	Total Project funding
NAPLAN Online	Technical support for NAPLAN online	\$0	\$4,000	\$4,000
	Training and support for school NAPLAN Online Coordinators	\$0	\$11,000	\$11,000
NCCD	Part Salary NCCD Technical Advisor (Learning with Diversity)	\$47,000	\$45,806	\$92,806
	Inclusion Support Practitioners Network x 4 days/year	\$12,500	\$21,500	\$34,000
Improving Governance and Finance	Leadership Appraisals (Educator Impact licence)	\$10,000	\$13,000	\$23,000
	Middle Leadership Professional Development Program	\$10,000	\$25,000	\$35,000
	Executive Leaders Program for School and System Leaders: Leading with Integrity for Excellence	\$13,000	\$12,000	\$25,000
	External Review of School Performance ACER (including Consultant fees, travel and accommodation)	\$60,000	\$30,000	\$90,000
	Financial Management Training for school principals and leaders.	\$5000	\$1000	\$6,000
	<b>Administration of Projects</b>	\$0	\$5,000	\$5,000
	<b>Total funding for 2022</b>	\$157,500	\$168,306	\$325,806

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Project title	Project description and activities	Indicative budget	Expected outcomes/Overall achievements	Indicators of success
NAPLAN Online  Bilateral reform Reference:  <b>Implementation of online delivery of the National Assessment program</b>	Participation in 2022 NAPLAN online for all CENT schools.  Central support for schools in preparing for NAPLAN online and in using and analysing NAPLAN data to inform school and systemic priorities.  Systemic support and advice for schools in relation to cabling upgrades, purchasing hardware, technical advice and administration of NAPLAN online.	Technical support Reform: \$0.00 Other: \$4,000 Total: \$4,000  Systemic Support for school NAP Coordinators Reform: \$0.00 Other: \$11,000 Total: \$11,000	Improved capacity of School Based Coordinators and classroom teachers to administer NAPLAN online and analyse data.  Effective and improved use and analysis of NAPLAN data; reflected in school reviews and annual improvement plans  Successful delivery of NAPLAN online	100% School NAPLAN Coordinators complete training  100% of schools meet requests from NT Department of Education for NAPLAN online.  All CENT schools engage with NAPLAN online.

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<p><b>Improving Governance and financial management practices</b></p> <p><u>Bilateral reform direction B:</u></p> <p>Improving governance through appraisals and targeted support</p> <p>Improving Governance</p> <p><i>Middle Leadership Development</i></p> <p>Bilateral reform Reference:</p> <p><b>Improving Governance Executive Leadership Development</b></p> <p>Bilateral reform Reference:</p>	<p>Support the development of the governance capabilities of current and aspiring leaders through a planned approach, including the Middle Leaders program and Executive Leaders program offered through the Brown Collective.</p> <p><b><u>Middle Leaders 3 day program:</u></b></p> <ul style="list-style-type: none"> <li>• The nature of the work of middle leaders</li> <li>• Change management</li> <li>• Leading self and others</li> <li>• Strategic thinking and leadership</li> <li>• Self/peer reflection</li> <li>• Approaches to the review and enhancement of school performance.</li> </ul> <p><b><u>Executive Leaders:</u></b> 6 module program “Leading with Integrity for Excellence – Governance for Catholic Schools”</p> <ol style="list-style-type: none"> <li>1. Governance</li> <li>2. Ethics</li> <li>3. Thinking Strategically</li> <li>4. Responsible Stewardship</li> <li>5. Building a Culture of Safety and Wellbeing</li> <li>6. Building a Culture for Performance</li> </ol>	<p><b>Improving Governance- Middle Leaders</b></p> <p>Reform: \$10000 Other: \$25000 Total: \$35000</p> <p><b>Improving Governance- Executive Leaders</b></p> <p>Reform: \$13000 Other: \$12000 Total: \$25000</p>	<p>Formation and growth of school and system leaders in the key areas of governance, ethical leadership, strategic planning &amp; stewardship of resources with the end goal to ensure high quality Catholic schooling delivery and positive outcomes for all stakeholders.</p>	<p>Minimum 15 to complete Middle Leadership Course</p> <p>At least 95% completion for enrolled leaders in the 6 module program delivered by The Brown Collective.</p> <p>Post program evaluation reflects at minimum of 4 out of 5 satisfaction rating on a 5 point scale.</p>

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<b>Improving governance</b> <u>Bilateral reform direction B:</u> Improving governance through appraisals and targeted support	<p>Educator Impact Framework used across the system as a process for leadership review, reflection, goal setting and formation. The EI Framework is aligned to AITSL standards, providing leaders with feedback and a portal to assist with goal setting and access to a library of resources targeted at their development area.</p> <p>Leaders in CENT will participate in the review process on a cyclical basis. Reports generated as a result of the process will inform priority areas for future growth and development.</p>	<b>Leadership Appraisals-Educator Impact</b> Reform: \$10000 Other: \$13000 Total: \$23000	<ul style="list-style-type: none"> <li>Improved leadership capacity of principals and leaders</li> <li>Growth and development of leaders as they identify personal and professional goals and address recommendations of review reports.</li> </ul>	<p>100% of School and system leaders scheduled for reviews will engage with the EI framework and process including reflection, goal setting and review.</p> <p>100% of school leaders engaging with EI will set goals and targets for growth and formation.</p>

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<p><b>National Policy NERA</b></p> <p>Quality assurance, moderation and support for the continued improvement of the Nationally Consistent Collection of Data on School Students with Disability</p>	<p>NCCD Education Officer employed to provide:</p> <ul style="list-style-type: none"> <li>• Technical support and training for new staff and Inclusion Support Coordinators on <i>Inspire integrated software platform</i></li> <li>• Systemic NCCD Moderation of data- to ensure accuracy and consistency in recording and reporting of student information.</li> <li>• Onsite support for Inclusion Support Practitioners and Coordinators to ensure that all eligible NCCD students are identified, monitored and supported to achieve identified outcomes.</li> </ul> <p>The Education Officer will continue to represent the CENT on the Education Council Joint Working group.</p>	<p>NCCD Education Officer 0.6 FTE Reform: \$47,000 Other: \$45806 Total: \$92806</p>	<p>Improved accuracy and confidence with NCCD record keeping and reporting.</p> <p>Improved consistency with processes and practices in identification of students and use of <i>Inspire</i> software to collate evidence, develop student adjustment plans and improve outcomes.</p>	<p>100% Inclusion Support Coordinators, teachers, Assistants and Inclusion Support Practitioners complete training and are supported with the implementation and use of <i>Inspire</i> (NCCD Initiative)</p> <p>100% of NT Catholic Schools report SWD/NCCD student numbers using <i>Inspire</i>.</p> <p>Ascertainment Moderation Sessions show improved confidence and reliability in NCCD data collection</p> <p>100% of Students with a Disability are entered onto <i>Inspire</i> including uploading of documentary evidence to support inclusion and classification.</p>



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<p>Inclusion Support Network Forums</p> <p><b>National Policy NERA</b></p> <p>Quality assurance, moderation and support for the continued improvement of the Nationally Consistent Collection of Data on School Students with Disability</p>	<p>Two Inclusion Support forums are scheduled each year providing professional development, training and networking opportunities for Inclusion Support Coordinators, Assistants and Practitioners in schools.</p> <p>Ongoing formation and support for School based Inclusion Support Practitioners (ISP) to upskill Inclusion Support Assistants and classroom teachers in the identification and support for students with a disability.</p> <p>Educational Adjustments Plans and specialist recommendations generated from within <i>Inspire</i> online system are effectively implemented.</p>	<p>Costs associated with travel, accommodation and release from school duties.</p> <p>Reform Support: \$12,500 Other: \$21,500 Total: \$34,000</p>	<p>Increase in the knowledge, capacity and skills of School based Inclusion Support Coordinators, Inclusion Support Assistants and Inclusion Support Practitioners (ISP) to support Improved student outcomes.</p> <p>Improved competency of Inclusion Support Coordinators and teachers in the use of <i>Inspire</i> -Learning with Diversity Integrated System and greater consistency and integrity with data collection.</p>	<p>Minimum of 90% attendance at Inclusion support forums each semester.</p> <p>A minimum of 90% accuracy of NCCD input data.</p> <p>Network meeting evaluations will reflect that 100% of participants are satisfied or very satisfied with the learning presented.</p> <p>Commonwealth Post enumeration audits reflect a minimum of 90% accuracy with CENT schools NCCD data and record keeping.</p>

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<p><b>Improving Governance</b> School Reviews &amp; External Validation</p> <p>School Improvement and Improvement Framework (SIRF) Review Processes.</p> <p>Bilateral reform Reference:</p> <p><b>Improving Governance and Financial management practices</b></p>	<p>CENT schools engage in cyclical reviews using the NSIT (National School improvement Tool) led by Australian Council of Education Research (ACER). The review process is underpinned by comprehensive quality assurance and moderation processes.</p> <p>School reviews are led by an external reviewer; bringing an independent perspective. This model also provides for additional time to deeply embed an improvement culture, underpinned by the NSIT.</p>	<p>ACER School Review/External Validation process Reform: \$60,000 Other: \$30,000 Total: \$90,000</p>	<p>Robust internal and External Validation Reviews using the National School Improvement Tool and Annual SIRF assessment processes inform school progress and future directions leading to Improved school performance.</p> <p>School Improvement Report recommendations from reviews inform future priorities in the following areas:</p> <ul style="list-style-type: none"> <li>• Leadership</li> <li>• Finance, Facilities and Resources</li> <li>• Teaching and Learning</li> <li>• Pastoral Care and Wellbeing</li> <li>• Community and Culture</li> <li>• Catholic Identity</li> </ul>	<p>External reviews for 4 CENT schools conducted by Australian council of Education Research (ACER)</p> <p>Minimum of 3 Report recommendations implemented into School improvement Plans including identified actions and targets.</p> <p>100% of schools scheduled for School Improvement Assessment, External Validation and Registration Renewal processes are completed.</p>

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<p>Financial Management for School Leaders</p> <p>Bilateral reform Reference:</p> <p><b>Improving governance and financial management practices in non-government schools.</b></p>	<p>Financial Management training and support for school principals and school leaders.</p> <p>A one-day course is developed for school leaders focused on building capacity and improving knowledge of internal audit processes and understanding of financial concepts and best practice.</p>	<p>Improving Governance and Financial Management practices</p> <p>Reform: \$5,000 Other: \$1000 Total: \$6,000</p>	<p>Improved capacity of school leaders in the area of financial management.</p> <p>Improved practices and procedures that mitigate risk and improve the financial security of schools.</p>	<p>80-100% of leaders attend scheduled professional development training courses.</p> <p>80-90% of Participants indicate in their course feedback that:</p> <ul style="list-style-type: none"> <li>• They will be able to see the benefits of the training when performing their role</li> <li>• The training was relevant to my needs</li> </ul> <p>Improved outcomes and reporting of School financial audits</p>

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<b>Bilateral Reform Reference</b> National USI	DESE has commissioned working groups to influence the scope, design and planning of a National Unique Student Identifier. CENT IT Manager is the National Catholic Education Commission representative of the Business Process sub group and attends approximately two meetings per Term.	CENT - NIL	Design activity completed. Implementation of USI	Activity reaches next phase of development.