

Non-Government Reform Support Work Plan

2019

Queensland Catholic Education Commission

Non – Government Reform Support Fund

Queensland Catholic Education Commission – Work Plan 2019

Summary of Work Plan for 2019

The Queensland Catholic Education Commission's (QCEC) Work Plan 2019 for the Non-Government Reform Support Fund is based on the agreed 2019 school reform priorities:

- (a) Continuation of the following three national priorities from 2018:
 - quality assurance, moderation and support for the continued improvement of the Nationally Consistent Collection of Data on School Students with Disability
 - implementation of online delivery of the National Assessment program
 - improving governance and financial management practices in non-government schools.
- (b) State based initiatives as agreed in the relevant bilateral agreement
- (c) Local priorities where aligned broadly with the Quality Schools agenda (provided NGRBs have funding remaining after meeting their obligations under (a) and (b))
- (d) Other priorities identified by the Minister from time to time.

In addition to furthering the three national priorities from 2018, QCEC's work in 2019 will also contribute to the reform directions outlined in the bilateral agreements between Queensland and the Commonwealth, including:

- (a) Support students and student learning
- (b) Support teaching, school leadership and school improvement
- (c) Enhance the national evidence base

QCEC will increasingly focus on building the capacity of school leaders and aspiring school leaders.

Summary of budget*

Project	Activities	2019 Reform support funding	Funding from other sources	Total funding (all sources) 2019
Program for aspiring and middle leaders	This program will be developed in consultation with external providers to support professional learning for middle leaders and aspiring middle leaders within catholic schools. This program will enable participants to participate in professional learning to develop high quality leadership practices to deliver quality Catholic education outcomes for Queensland students.	\$650,000		\$650,000
Highly Accomplished and Lead Teacher (HALT) initiative	Deliver the process to enable teachers to undertake certification, provide appropriate information and supports to interested and applicant teachers. Train assessors for AITSL accreditation, develop resources to support the work of assessors.	\$115,500		\$115,500
Student Protection – Online resources	Development of online resources to enhance understanding and consistency in approaches to student protection issues and practices in Queensland Catholic schools.	\$300,000		\$300,000
Amplifying student voices	Development and delivery of online survey resources, analysis and reporting to inform school improvement.	\$10,000		\$10,000
Boarding school Forum	Collaborative consideration of emerging issues and standards of delivery and practice in boarding settings to support school improvement.	\$10,000		\$10,000
NCCD Coordination Project	Professional learning sessions to increase consistent language and understanding; and support for within school moderation processes	\$1,200,000	\$855,799 (carried over from 2018 NGRSF with Ministerial approval)	\$2,055,799
NAPLAN ONLINE Coordination Project	Training of principals, NAPLAN coordinators, technical officers; and in-school support for training of test administrators and preparation for May tests.	\$1,140,314	\$474,686 (carried over from 2018 NGRSF with Ministerial approval)	\$1,615,000

Governance training for principals	<i>Leading with Integrity for Excellence</i> or other equivalent programs to build capacity around strategic leadership, accountability, governance and performance	\$935,000	\$439,582 (carried over from 2018 NGRSF with Ministerial approval)	\$1,374,582
QCEC NGRSF administration costs	Administering the NGRSF program to achieve reform objectives (0.66FTE)	\$100,000		\$100,000
Totals		\$4,460,814	\$1,770,067	\$6,230,861
*All figures are indicative				

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1. Project title: Leadership for aspiring and middle leaders

Relevant national/state policy reform direction: Supporting and developing school leaders

Project description and activities:

This program will be developed in consultation with external providers to support professional learning for aspiring and middle leaders. The delivery of this program will enable aspiring and middle leaders from across Catholic School Authorities in Queensland to build capability and professional learning networks across Queensland Catholic Education. The Program will enable participants to participate in professional learning to develop high quality leadership practices to deliver quality Catholic education outcomes for Queensland students.

The program will include face-to-face workshops as well as the possibility of online networking and coaching sessions.

It is anticipated that up to 50 middle leaders and aspiring leaders will participate in 2019. The estimated course cost is \$5,000 per person for 6 days of workshop activities. Additional costs (\$300,000) include a daily teacher release fee for each participant, to enable schools to engage supply teacher, and `travel and accommodation costs for each participant. \$100,000 is allowed for toward the costs in administering and developing the program content by QCEC (based on 0.66 FTE).

Access to the program and identification of suitable participants will be managed in consultation with Catholic School Authorities and Principals.

Indicative budget	Expected outcomes	Indicators of success
Reform support funding: \$650,000	Aspiring and middle leaders will collaborate with colleagues from across Catholic School Authorities to influence professional conversations regarding practice. Participants will lead high-performance teaching teams to enable quality educational outcomes for students.	Participants will influence a change in the teaching practices of their school context. Participants will engage in ongoing reflective professional learning across Catholic School Authorities.

2. Project title: Teacher development – Highly Accomplished and Lead Teacher support initiative

Relevant national/state policy reform direction: Supporting teaching, school leadership and school improvement

Project description and activities:

Promote certification to teachers in schools, embed understanding of the Highly Accomplished and Lead Teacher (HALT) certification process across school leadership and the teaching workforce, develop tools and on-line resources to support the certification process and support Catholic School Authorities to consider the best use of certified teachers.

Manage the process to train assessors to achieve Australian Institute for Teaching and School Leadership (AITSL) accreditation and the deployment of accredited assessors to undertake assessment of HALT applications and provide on-going support to assessors.

Support the process to enable the Queensland College of Teachers to act as a certifying authority for HALT teachers in Queensland.

Work with government and other school sectors as appropriate to ensure consistency of assessments against the national highly accomplished and lead teacher standards.

Work with AITSL to support national certification.

The total cost (\$115,500) from NGRSF funding consists of the following cost elements:

Teacher assessments (estimated 20)	\$40,000
Delivery of regional certification information sessions for teachers and school leaders	\$15,000
Preparation and provision of information materials to teachers and school leaders	\$10,000
External moderation, support and costs associated with the certifying authority	\$50,000
Total	\$115,500

Indicative budget	Expected outcomes	Indicators of success
\$115,500	Teachers have an increased awareness of the Australian Institute for Teaching and School Leadership (AITSL) standards for teaching practice as they relate to HALT.	Up to 20 teachers within Queensland Catholic Schools are assessed for HALT certification in 2019

3. Project title: Student Protection - Online Training Resources

Relevant national/state policy reform direction: Student Safety and Wellbeing

Project description and activities:

The Royal Commission into Institutional Responses to Child Sexual Abuse identified the importance of consistent, high quality and focused training for all staff and volunteers dealing with children.

This project will develop online training materials to improve the understanding of school staff and volunteers in managing student protection issues and appropriately meeting all reporting and compliance issues.

Online materials enable this training to be delivered in a flexible and timely manner that is suitable for school settings. Online training also allows for the incorporation of detailed scenario considerations that assist participants in understanding the complexities of student protection situations. Additionally, testing provisions can be built into the materials to assess the extent to which staff and volunteers have understood key concepts and responsibilities.

The total cost (\$300,000) consists of the following cost elements:

0.5 FTE	\$50,000
Development, production, editing and testing of online training modules	\$250,000
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Total	\$300,000
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Indicative budget	Expected outcomes	Indicators of success
Reform support funding: \$300,000 (No other funding sources)	<p>Teachers, school leaders and volunteers have access to relevant and accessible student protection training to increase their knowledge and understanding of student safety and wellbeing, and reporting and compliance requirements.</p> <p>Flexible training allows for delivery to be tailored to individual schools and their particular settings and student populations.</p> <p>Training materials allow for the quantification of improvements in the understanding of teachers and school leaders concerning key student safety and wellbeing concepts and responsibilities.</p>	<p>60% of participating school authorities report increased awareness of student protection guidance materials and enhanced quality of training resources to assist with dealing with student protection issues in schools.</p> <p>Relevant and up-to-date online student protection training is available across an increased number of school sites.</p>

4. Project title: Amplifying student voices

Relevant national/state policy reform direction: Support teaching, school leadership and school improvement.

Project description and activities:

Develop and pilot a systematic approach to collecting data on student perceptions and teaching effectiveness overtime to provide a line of sight between individual teachers, school leaders, school authorities and QCEC on shared teaching and learning goals.

QCEC will work with an external provider to develop student surveys mapped against the AITSL standards and pilot them across schools. The development phase will deliver a one-day workshop for participating teachers, school leaders and others to build their understanding and capacity to use the survey tools and to understand how to use the results to build teaching and leadership capacity, data literacy, student voice and agency.

Indicative budget	Expected outcomes	Indicators of success
Reform support funding \$10,000 Development of surveys \$1,500 Access to individual pilot data accounts for 100 teachers and school leaders \$1,000 One-day workshop for 100 participants \$1,500 TRS \$5,000 Reporting and evaluation \$1,000	Data available on student perceptions Bespoke reports available to teachers, school leaders and school authorities Teachers build deeper understanding of their strengths and areas for professional growth School leaders have access to aggregated data on teacher effectiveness School planning is informed by the voice of students	Teachers can access tools to generate data to inform their professional development. School leaders have data to inform school planning. More than 60% of participants report an increased preparedness to use data to inform teaching practices

5. Project title: Boarding school forum

Relevant national/state policy reform direction: Support teaching, school leadership and school improvement.

Project description and activities:

Develop and deliver a forum to bring together school leaders and stakeholders to consider emerging issues which are impacting on the wellbeing of students who are boarders. To reflect on the standards of delivering in boarding settings to support school improvement and recommendations arising from the Royal Commission into Institutional Responses to Child Sex Abuse.

Indicative budget	Expected outcomes	Indicators of success
Reform support funding \$10,000 Development of forum \$2,000 Delivery of Forum \$5,000 Workshop materials \$2,000 Reporting and evaluation \$1,000	Identification of specific issues that impact on boarders and boarding school leaders. Deeper dialogue and collaboration between boarding school leaders. School planning is informed by the voice of boarding students.	More than 60% of participants report better awareness of specific and emerging issues concerning the application of relevant standards to boarding school management.

6. Project title: Nationally Consistent Collection of Data (NCCD) and Disability Assessment for Education

Relevant national/state policy reform direction: Enhancing the national evidence base

Project description and activities:

Professional development through a train-the-trainer approach to ensure consistent language, knowledge and understanding of the NCCD model. Classroom teachers to participate in within school moderation process for their students will provide schools the opportunity to establish moderation as an ongoing process for NCCD. 'Within school' moderation, as outlined in the Implementation and Validation phases of the NCCD cycle, promotes more accurate and reliable data for NCCD.

1. Professional development and training for school staff delivered across Catholic School Authorities to build consistent knowledge and understanding, engage in quality assurance processes and unpack previous NCCD data.
2. In-school support to enable teachers to participate in 'within school' moderation process for their students. This will give schools an opportunity to establish moderation as an ongoing process for NCCD.
3. Work at regional/diocesan level with key school staff to engage in consistent moderation processes across evidence presented portfolios.
4. Cross-sector moderation supporting both Catholic School and the other school sectors.

The total project cost for 2019 is made up of the following cost elements:

Teacher Relief (800 teacher relief days x \$500)	\$400,000
Salary – NCCD trainer	\$180,000
Travel and accommodation to attend sessions	\$100,000
Venues and catering – ACU Leadership Centre and diocesan venues	\$55,000
Resources – photocopying, materials	\$55,000
In-school support – TRS for teachers to participate in 'within school' moderation processes	\$1,144,000
Support for Catholic School Authorities	\$120,000
Subtotal	\$2,054,000
Less funds carried over with ministerial approval from NGRSF 2018 for NCCD activities	-\$855,799
Funding in 2019 (rounded)	\$1,200,000

Indicative budget	Expected outcomes	Indicators of success
2019 Reform support funding: \$1,200,000 (plus \$855,799 in carried over 2018 NGRSF funding)	<p>The development of NCCD trainers to support consistent implementation of NCCD across Catholic schools.</p> <p>School staff to develop knowledge of NCCD phases to consistently apply NCCD criteria and quality assurance processes in gathering data in their schools.</p> <p>Embed NCCD ‘within school’ moderation processes in school practices.</p> <p>NCCD data and evidence to be robust and consistent across Catholic schools in Queensland.</p>	<p>Reduction (or absence) of anomalies in school level data and queries from the Australian Government Department of Education regarding NCCD data from Catholic schools in Queensland</p> <p>Audits of Catholic schools’ NCCD data find appropriate evidence for NCCD decisions.</p> <p>60% teacher feel confident in applying NCCD Guidelines across the four phases of NCCD and in making adjustments to students learning programs.</p> <p>Increased teacher competence in participating in intra and inter processes that enable students’ level of adjustments to be moderated.</p> <p>Increased data quality and consistency across Queensland Catholic School Authorities and other Queensland education sectors.</p>

7. Project title: NAPLAN Online Coordination Project

Relevant national/state policy reform direction: Enhancing the national evidence base

Project description and activities:

This project entails training for Catholic School Authorities (CSAs) and schools, in particular:

1. Conduct Refresher Training sessions (in liaison with QCAA and sectors) regarding NAPLAN Online 2019.
2. Support all schools participating in NAPLAN Online in 2019.
3. Conduct School Readiness Test (SRT) training sessions for Principals, NAPLAN Coordinators and School Technical Officers in liaison with QCAA.
4. Staffing to train Test Administrators so they adhere to NAPLAN Online protocols and know the functions of the Assessment Platform.
5. Staffing to support above NAPLAN Online preparation activities.
6. Delivery of a QCEC NAPLAN Online Symposium and Forum with sponsorship of some attendees from regional CSAs.

The total project cost for 2019 is made up of the following cost elements:

Teacher relief for 135 teachers for 1-day Refresher Training x \$500per day	\$67,500
Travel/Accommodation costs for teachers to attend Refresher Training and SRT	\$100,000
Teacher relief for 114 + 53 = 167 teachers for 2-day preparation training (334 days) in May x \$500per day	\$167,000
SRT 137 schools x 2 teachers to attend SRT training x\$500	\$137,000
137 SRT schools x 5 days for Test Administrator staff training = 137x5 \$500x5	\$342,500
Costs for QCEC staff (travel, refresher training, SRT)	\$16,000
QCEC NAPLAN Online Symposium/Forum	\$10,000
Sponsor participants to attend Symposium/Forum	\$20,000
NAPLAN Online coordinator plus on-costs and travel	\$150,000
Resources and materials	\$5,000
Committed funds for Semester 1 2020 (based on similar activities as above but for one semester only)	\$600,000
Subtotal	\$1,615,000
Less funds carried over with ministerial approval from NGRSF 2018 for NOL activities	-\$474,686
Funding in 2019 (rounded)	\$1,140,314

Indicative budget	Expected outcomes	Indicators of success
<p>2019 Reform support funding: \$1,240,314</p>	<p>Catholic School Authorities (CSAs) will provide consistent messages from the TAA (QCAA) regarding all aspects of preparing for and delivering NAPLAN Online in 2019.</p> <p>Principals, NAPLAN Coordinators and School Technical Officers in transitioning Catholic schools will be fully informed about all aspects of preparing for and delivering NAPLAN Online e.g. test administration protocols, technical readiness/device checks and staff test administration processes including applying disability adjustment codes and creating test sessions.</p> <p>CSAs will ensure Test Administrators are trained in administering the Assessment Platform to successfully deliver test sessions, e.g. creating session codes, monitoring student progress and dealing with disruptions.</p>	<p>Participating Catholic schools complete NAPLAN Online in 2019 according to national success criteria.</p> <p>Minimal protocol breaches reported to the TAA (QCAA).</p> <p>Positive feedback from students, and teachers and school on their experience of participating in 2019 NAPLAN Online.</p> <p>Transitioning schools complete SRT Gateway checks according to national success criteria.</p> <p>90% schools are confident in their ability to participate in NAPLAN Online 2020.</p> <p>Schools participating in the Platform Readiness Test (PRT) complete tests according to national success criteria.</p> <p>Majority of schools participating in 2019 NAPLAN Online report they are very confident/confident in administering NAPLAN Online.</p>

8. Project title: Governance and Leadership in Catholic schools for Principals

Relevant national/state policy reform direction: Supporting and developing school leaders

Project description and activities:

The *Leading with Integrity for Excellence: Governance for Catholic Schools Program* is an externally facilitated program which aims to build capacity around strategic leadership, accountability, governance and performance among Principals and aspiring Principals. In some cases, equivalent alternate programs for Principals and aspiring Principals are facilitated by Catholic School Authorities also. In either case, these programs are designed to support participants to be efficient and effective administrators and be leaders of learning within a Catholic school context.

In collaboration with the governing body, school leaders have critical responsibilities in leading and nurturing a Catholic school community in an ever-changing and complex environment.

These programs improve stewardship of resources, governance, ethical practices and decision making, strategic thinking and performance, by enhancing confidence, effectiveness and competence in areas of governance.

It is anticipated that up to 200 places will be offered in either LWIE or equivalent programs in 2019. The estimated cost for provision of these programs is \$4,675 per person and the funding is distributed according to staff FTEs to ensure application across Queensland Catholic schools.

Indicative budget	Expected outcomes	Indicators of success
Reform support funding: \$935,000	Support 200 (at a program cost of \$4,675 per participant) Principals and aspiring Principals to be efficient and effective administrators and leaders of learning with a Catholic school context.	More than 60% of participants report improved understanding of financial management, governance, ethical practices and decision-making, strategic thinking and performance.
Subtotal		\$935,000
<i>NB: \$439,582 in 2018 NGRSF funds carried over with ministerial approval are committed to be sent in 2019 in excess of the above sum delivering LWIE or pre-approved alternate programs in this area</i>		