

**Non-Government Reform Support Work Plan
(central activities only)**

2020

QUEENSLAND CATHOLIC EDUCATION COMMISSION

Non – Government Reform Support Fund

Queensland Catholic Education Commission Work Plan 2020 (centrally managed activities)

Summary of Work Plan for 2020

The Queensland Catholic Education Commission (QCEC) Work Plan 2020 for the Non-Government Reform Support Fund is based on the agreed 2020 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 NGRSBS have funding remaining after meeting their obligations under [a] and [b])
- (d) Other priorities as identified by the Minister from time to time.

In addition to further the three national priorities from 2018, QCEC's work in 2020 will also contribute to the reform directions outlines in the bilateral agreements between Queensland and the Commonwealth, including:

- (i) Support students and student learning
- (ii) Support teaching, school leadership and school improvement
- (iii) Enhance the national evidence base

QCEC will continue to increase the focus on building the capability of school leaders and aspiring school leaders.

QCEC is committed to ensuring that NGRSF funds are used to maximise outcomes against the agreed national and bilateral initiatives for Catholic schools in Queensland. In 2020 activities to progress significant National and State reform priorities and meet obligations under the bilateral agreement will be managed both centrally by QCEC, as well locally by Catholic School Authorities to ensure they best meet the local context. Both centrally administered activities and local activities are identified in the following workplans.

Summary of budget for QCEC centrally managed activities*

Project	Activities	2020 Reform support funding	Other funding sources	Total funding (all sources 2020)
Senior Assessment and Tertiary Entrance Reform Support Project	A program of activities and training will support school leaders and teachers to implement Queensland's new senior assessment and tertiary entrance system.	\$107,000	\$0	\$107,000
Indigenous Education support project	QCEC will work with colleagues in the state and independent school sectors to continue to support the expansion of Transition Support Services for Aboriginal and Torres Strait Islander students transitioning to and from boarding schools.	\$60,000	\$0	\$60,000
Boarding school support project	Establish a new advisory network to support Queensland Catholic boarding schools to respond to recommendations of the Royal Commission into Institutional Responses to Child Sexual Abuse, and to increase the capability of school leaders and staff to support the health and wellbeing of boarding school students.	\$10,000	\$0	\$10,000
Highly Accomplished and Lead Teacher Initiative	Continue to manage and lead the process to support teachers seeking certification. Train assessors for AITSL accreditation and provide resources to support the work of assessors.	\$151,000	\$0	\$151,000
NCCD Coordination Project	Continue to provide training and professional learning sessions to increase consistent language and understanding of NCCD; and support for within school and cross-sector moderation processes.	\$80,000	\$0	\$80,000
NAPLAN ONLINE Coordination Project	Continue to provide training and support to principals, NAPLAN coordinators, technical officers, and in-school support for training of test administrators and preparation for 2020 tests.	\$245,000	\$0	\$245,000
Program for aspiring 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.	\$0	\$250,000	\$250,000

	(This represents carry-over funding from the 2019 workplan as some elements of the project will not be due for payment until 2020).			
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. (This represents carry-over funding from the 2019 workplan as some elements of the project will not be due for payment until 2020).	\$0	\$150,000	\$150,000
Student protection – governance health checks	Assess the current use and application of student protection governance arrangements with Catholic schools and authorities. (This represents carry-over funding from the 2019 workplan as some elements of the project will not be due for payment until 2020).	\$0	\$220,322	\$220,322
QCEC NGRSF administration costs	Administration costs associated with the NGRSF program to achieve reform objectives	\$45,000	\$0	\$45,000
TOTAL		\$698,000	\$620,322	\$1,318,322

* Figures are indicative only and may change over the year. The Annual Report will report on any changes.

Non-Government Reform Support Fund

Queensland Catholic Education Commission - Work Plan 2020

Project title: Senior Assessment and Tertiary Entrance Reform Support Project

Relevant national/state policy reform direction: Support students and student learning – implement Queensland’s new senior assessment and tertiary entrance system.

Project description and activities:

This reform support project will provide activities and training to support Queensland Catholic school leaders and teachers to implement Queensland’s new senior assessment and tertiary entrance system, in particular:

1. Deliver a facilitated cross-authority moderation day for approximately 200 Catholic school staff from across the state.
2. Deliver a facilitated external assessment support day for approximately 200 Catholic school staff (i.e. middle leaders, assistant principals, deputy principals).
3. Investigate potential opportunities to support teachers in regional and rural areas for whom isolation and distance is a barrier in accessing professional learning or networking opportunities.
4. Work with the SATE taskforce to engage and support Catholic School Authority and RI/PJP staff to provide support to and build capacity of Catholic school staff.

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

Element	NGRSF	Other sources	Subtotal
Cross sector professional learning days, with a focus on moderation and external assessment, in Terms 1 and 3	\$50,000	\$0	\$50,000
Employee costs	\$47,000	\$0	\$47,000
Travel and Accommodation	\$10,000	\$0	\$10,000
Total	\$107,000	\$0	\$107,000

Indicative budget	Expected outcomes	Indicators of success
<p>2020 Reform support funding: \$107,000</p> <p>Other funding sources: \$0</p>	<p>Delivery of cross-authority moderation day for approximately 200 teachers.</p> <p>Delivery of cross-authority external assessment day for approximately 200 teachers and leaders.</p> <p>Increased confidence of Catholic school staff in Catholic School Authorities and RI/PJP schools to support Catholic school staff in relation to the requirements of the new Queensland Certificate of Education (QCE) system.</p> <p>Explore the feasibility of establishing regional and rural networks in consultation with Catholic School Authorities in identified locations.</p>	<p>More than 60% of participating teachers surveyed after the moderation day report increased confidence and skills in moderation.</p> <p>More than 60% of participating teachers surveyed after the external assessment day report increased confidence in supporting students with external assessments.</p> <p>All Catholic School Authorities have been consulted on the development of a support network.</p>

Project title: Indigenous Education Support Project

Relevant national/state policy reform direction: Support students and student learning – expand the Transition Support Service for Aboriginal and Torres Strait Islander students transitioning to and from boarding schools.

Project description and activities:

This reform support project will provide the following activities to support Aboriginal and Torres Strait Islander students and their families:

1. QCEC to facilitate access to state and national resources for students and parents that will support students transition to boarding school (e.g. travel supports, tips for how to use technology to stay in touch, links to providers of entitlements).
2. Provide increased opportunities for Catholic school staff from boarding schools to visit Aboriginal and Torres Strait Islander communities to engage and support students and families in preparation for transition to boarding school.

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

Element	NGRSF	Other sources	Subtotal
Travel and accommodation and other costs for community visits	\$60,000	\$0	\$60,000
Total	\$60,000	\$0	\$60,000

Indicative budget	Expected outcomes	Indicators of success
2020 Reform support funding: \$60,000 Other funding sources: \$0	<p>Catholic school staff support students and parents to access practical transition supports.</p> <p>Students and parents know about practical resources that support the transition to boarding school.</p> <p>Catholic school staff visit Indigenous communities to engage and support students and families in preparation for transition to boarding school.</p>	<p>Students and parents access resources to help them in addressing transition challenges.</p> <p>Students and parents are better informed about school issues, entitlements and what to expect when they transition to boarding school.</p> <p>Catholic school staff report increased engagement with communities.</p>

Project title: Boarding school support project

Relevant national/state policy reform direction: School improvement – enhance school improvement processes and planning with Catholic schools

Project description and activities:

This reform support project will provide support for Queensland Catholic boarding schools to respond to the principles for child safe organisations (a recommendation of the Royal Commission into Institutional Responses to Child Sexual Abuse), particularly by increasing the capability of school leaders and boarding staff to support the health and wellbeing of boarding school students.

This reform support project will involve the provision of a collaborative forum to develop the skills and capability of Catholic boarding school staff.

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

Element	NGRSF	Other sources	Subtotal
Boarding School Forum	\$10,000	\$0	\$10,000
Total	\$10,000	\$0	\$10,000

Indicative budget	Expected outcomes	Indicators of success
2020 Reform support funding: \$10,000 Other funding sources: \$0	Provide a forum for Catholic boarding school leaders and staff to share and reflect on best practice with respect to the care and wellbeing of students in boarding settings. Strengthen the dialogue and collaboration between boarding school leaders and staff across the Catholic school sector. Catholic boarding school leaders and staff are supported in responding to the recommendations of the Royal Commission into Institutional Responses to Child Sexual Abuse.	More than 60% of forum participants report an increased awareness and understanding of strategies to effectively manage the care, health and wellbeing of boarding school students.

Project title: Highly Accomplished and Lead Teacher Initiative

Relevant national/state policy reform direction: School improvement – enhance school improvement processes and planning within Catholic schools

Project description and activities:

This reform support project will recognise the explicit value of teaching experience and proven ability in the classroom by rewarding highly accomplished and lead teachers. The project will:

This project will support the following activities:

1. the provision of specific support for Catholic school leaders so they can support HALT applicants;
2. the continuation of the HALT assessors’ network;
3. the training of additional HALT assessors; and
4. customize and facilitate access to online modules to support applicants in the development of HALT portfolios with a specific Catholic lens.

This reform support project is made up of the following cost elements:

Element	NGRSF	Other sources	Subtotal
Employee expenses	\$65,000	\$0	\$65,000
Assessment and moderation of portfolios including training of assessors	\$86,000	\$0	\$86,000
Total	\$151,000	\$0	\$151,000

Indicative budget	Expected outcomes	Indicators of success
2020 Reform support funding: \$151,000 Other funding sources: \$0	<p>More Queensland Catholic school teachers apply for HALT certification</p> <p>School leaders actively promote and encourage HALT certification</p> <p>School leaders provide enhanced support to teachers who apply for HALT</p> <p>Teachers have access to resources which support the HALT application process</p> <p>HALT assessor training is delivered</p> <p>HALT assessment process is carried out with fidelity</p>	<p>The number of teachers applying for HALT in Queensland Catholic schools is increased in 2020</p> <p>Increased engagement with HALT communications</p> <p>The number of Catholic school HALT assessors is increased in 2020</p>

Project title: Nationally Consistent Collection of Data on Students with Disability

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

Project description and activities:

This reform support project will allow for schools to conduct moderation of Nationally Consistent Collection of Data on Students with Disability across Queensland schooling sectors.

This project will support the following activities:

1. Professional development and training for school staff delivered across Catholic School Authorities to build consistent knowledge and understanding of the NCCD model.
2. Support 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 to build consistent knowledge and understanding, about the NCCD model and engage in quality assurance processes.
3. Work at regional/diocesan level with key staff from Catholic School Authorities to build sustainable practices in professional learning, moderation processes and quality assurance.
4. Support cross-sector moderation opportunities for Catholic schools and the other school sectors.

This reform support project is made up of the following cost elements:

Element	NGRSF	Other sources	Subtotal
Employee expenses	\$40,000	\$0	\$40,000
Travel, professional learning and moderation activities	\$40,000	\$0	\$40,000
Total	\$80,000	\$0	\$40,000

Indicative budget	Expected outcomes	Indicators of success
<p>2020 Reform support funding: \$80,000</p> <p>Other funding sources: \$0</p>	<p>Confidence in the accuracy of the school level data submitted for census.</p> <p>Delivery of professional learning about the NCCD.</p> <p>Increased numbers of participants moving on from training and engaging in moderation and reflection tool sessions.</p> <p>Teachers are better equipped to plan, record and monitor educational adjustments for students with disability within the four phases of the NCCD.</p> <p>NCCD within school moderation processes are embedded in the school cycle.</p>	<p>The preliminary data will closely match the actual data from Queensland Catholic schools levels of adjustment and categories of disability reducing the number of queries from the Australian Government Department of Education.</p> <p>Audits of schools' NCCD find appropriate evidence for NCCD decisions.</p> <p>70% of participants at training workshops feel more confident implementing the NCCD.</p> <p>40% of teachers will participate in moderation.</p> <p>30% of Catholic schools will engage in a facilitated NCCD reflection.</p>

Project title: NAPLAN ONLINE Coordination Project

Relevant national/state policy reform direction: Enhancing the national evidence base – data development and literacy

Project description and activities:

In 2020 QCEC will continue working towards moving all schools to NAPLAN Online by providing training and support to Catholic school staff and in-school support for training of test administrators and preparation for 2020 and 2021 online testing.

This project will support the following activities:

1. School readiness training and refresher training.
2. School readiness testing, practice testing and platform readiness testing.
3. Review and update online collation of state and national resources which provide support for NAPLAN Online Catholic school staff.
4. Meetings, forum and symposium to collaborate and build learnings on specific NAPLAN Online issues (e.g. how are and how can schools use NAPLAN data in the business intelligence tool, interpreting School and Student Summary reports).

This reform support project is made up of the following cost elements:

Element	NGRSF	Other sources	Subtotal
Employee expenses including travel and accommodation	\$238,526	\$0	\$238,526
Meetings and forums	\$6,474	\$0	\$6,474
Total	\$245,000	\$0	\$245,000

Indicative budget	Expected outcomes	Indicators of success
2020 Reform support funding: \$245,000 Other funding sources: \$0	Delivery of school readiness training, school readiness testing, and practice testing and platform readiness testing. Schools attend refresher training New/extended online supports for Catholic school staff. Delivery of meetings, NAPLAN Online forum and Online Assessment Symposium to address NAPLAN Online specific issues collectively.	100% of schools are ready for online testing by 2021. 124 schools attend refresher training. Collation of state and national resources are reviewed and updated. 70% of schools transitioning in 2021 attend the NAPLAN Online Forum. A range of representation from Catholic School Authorities at the Online Assessment Symposium is recorded, including from Catholic Education Offices and RI/PJP's.

Project title: Leadership for aspiring and middle leaders (continuation of 2019 program)

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

Project description and activities:

This program was 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 online networking and coaching sessions.

44 suitable participants have been identified in consultation with Catholic School Authorities and Principals.

This reform support project is made up of the following cost elements:

Element	NGRSF 2020	Other sources	Subtotal
TRS, travel and accommodation	\$0	\$250,000	\$250,000
Total	\$0	\$250,000	\$250,000

Indicative budget	Expected outcomes	Indicators of success
2020 Reform support funding: \$0 Other funding sources: \$250,000 from 2019 NGRSF allocation	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.

NB The amount of \$250,000 represents funding from 2019's workplan which has not yet been expended due to the multi-year nature of the program. The funds are requested to be carried forward to 2020 to offset final program costs as identified above.

Project title: Student Protection – Online Training Resources (continuation of 2019 program)

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

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 Catholic 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.

This reform support project is made up of the following cost elements:

Element	NGRSF 2020	Other sources	Subtotal
IT Maintenance and ongoing implementation	\$0	\$150,000	\$150,000
Total	\$0	\$150,000	\$150,000

Indicative budget	Expected outcomes	Indicators of success
2020 Reform support funding: \$0 Other funding sources: \$150,000 from 2019 NGRSF allocation.	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. Flexible training allows for delivery to be tailored to individual schools and their particular settings and student populations. 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.	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. Relevant and up-to-date online student protection training is available across an increased number of school sites.

NB The amount of \$150,000 represents funding from 2019’s workplan which has not yet been expended due to the multi-year nature of the program. The funds are requested to be carried forward to 2020 to offset final program costs as identified above.

Project title: Student Protection – Governance Health Checks (continuation of 2018 program)

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

Project description and activities:

The project will assist Catholic School Authorities in meeting legislative and procedural requirements for responding to, and reporting, abuse and harm of students.

QCEC will engage an external provider to assess the current use and application of student protection governance arrangements within Catholic schools and authorities.

This reform support project is made up of the following cost elements:

Element	NGRSF 2020	Other sources	Subtotal
Finalise scope of work with provider	\$0	\$220,322	\$220,322
Total	\$0	\$220,322	\$220,322

Indicative budget	Expected outcomes	Indicators of success
2020 Reform support funding: \$0 Other funding sources: \$220,322 from previous years NGRSF allocations	The health checks will assess, and where relevant promote enhancements to the current use and application of student protection governance arrangements within Queensland Catholic schools and authorities.	Provision of independent advice on the “health” of current student protection governance arrangements (Health Check Reports). More than 60% of participating Catholic School Authorities will identify ways to enhance the appropriate use and application of student protection governance arrangements within Queensland Catholic schools (as measured by survey instrument).

NB The amount of \$220,322 is unexpended funds from the Student Protection – Governance Health Checks project costs for 2018. The funds are requested to be carried forward to 2020 to continue this project as it is multi-year and ongoing.

Non-Government Reform Support Work Plan

2020

CATHOLIC EDUCATION ARCHDIOCESE OF BRISBANE

Summary of budget for Brisbane Catholic Education managed activities*

Project	Activities	2020 Reform support funding	Other funding sources	Total funding (all sources 2020)
NCCD	TRS/Travel/Accommodation	\$525,000	\$0	\$525,000
NAPLAN	TRS/Travel/Accommodation	\$270,000	\$0	\$270,000
HALT	TRS/Travel/Accommodation	\$8,900	\$0	\$8,900
Leading with Integrity for Excellence	Participant Fees (\$4,750 x 60) (17 places are funded from committed reform support funding from 2019)	\$205,535	\$79,465 (\$79,465 committed reform support funding from 2019)	\$285,000
HALT BCE	Release for coaching Project staffing (1.0 fte)	\$37,988 \$180,775	\$0	\$218,763
Accelerate Early Years	TRS/2 x FTE staff/resources	\$600,000	\$0	\$600,000
TOTAL		\$1,828,198	\$79,465	\$1,907,663

* Figures are indicative only and may change over the year. The Annual Report will report on any changes.

Non-Government Reform Support Fund

Brisbane Catholic Education – Work Plan 2020

Project title: Participation by Brisbane Catholic Education staff in QCEC centrally managed activities

Relevant national/state policy reform direction: As per QCEC work plan for centrally managed activities.

Project description and activities: As described in the QCEC work plan for centrally managed activities.

Participation in the centrally managed project activities is made up of the following cost elements:

1. Nationally Consistent Collection of Data (NCCD)
2. National Assessment Program, Literacy and Numeracy Online Coordination Project (NAPLAN)
3. Highly Accomplished and Lead Teacher Certification (HALT)
4. Senior Entrance and Tertiary Admission System (SATE)

Element - NCCD	NGRSF	Other sources	Total
Teacher Relief	\$519,000	\$0	\$519,000
Travel and accommodation	\$0	\$0	
<i>Training Costs</i>	\$6,000	\$0	\$6,000
Total	\$525,000	\$0	\$525,000

Element - NAPLAN	NGRSF	Other sources	Total
Teacher Relief	\$270,000	\$0	\$270,000
Travel and accommodation	\$0	\$0	\$0
<i>Other costs, please provide details</i>	\$0	\$0	\$0
Total	\$270,000	\$0	\$270,000

Element - HALT	NGRSF	Other sources	Total
Teacher Relief	\$6,500	\$0	\$6,500
Travel and accommodation	\$2,400	\$0	\$2,400
<i>Other costs, please provide details</i>	\$0	\$0	\$0
Total	\$8,900	\$0	\$8,900

Project title: Leading with Integrity for Excellence: Governance for Catholic Schools Program (LWIE)

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

Project description and activities: LWIE is an externally facilitated program which aims to build capacity around strategic leadership, accountability, governance and performance among Principals and aspiring Principals. The program is 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. Delivery is mainly face to face (6 days) and in-school activities between the key presentation days.

This reform support project is made up of the following cost elements:

Element	NGRSF	Other sources	Subtotal
Participant Fee x 60 @ \$4,750 each	\$4,750 x 43	\$4,750 x 17	\$285,000
Total	\$205,535	\$79,465	\$285,000

Indicative budget	Expected outcomes	Indicators of success
Reform support funding: \$205,535 Other funding sources: \$79,465	Support 60 Principals and aspiring Principals (at a program cost of approximately \$4,750 per participant) to be efficient and effective administrators and leaders of learning within 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.

NB The above amount of \$285,000 includes \$79,465 of committed funds from 2019 for 17 participants to attend the LWIE program. A contract was signed in 2019 and is in place for these 17 program registrations.

Project title: HALT Brisbane Catholic Education (BCE)

Relevant national/state policy reform direction: Highly Accomplished and Lead Teacher (HALT) Certification

Project description and activities: Promote awareness of voluntary HALT certification and career paths for all teachers among key BCE audiences (teachers, school and system leaders), while delivering specific support to those seeking HALT certification or accreditation as HALT Assessors. This is planned as a 3 year project, to be initiated in 2020 with a limited scope of activities, mainly (1) and (2) below, and developing across 2021-22 with broader scope as greater awareness and interest is generated; increased applications are received for HALT Certification and as Assessors; and broader BCE system processes are established in subsequent years. The project will enhance the professional teaching capability of Brisbane Catholic Education and subsequently student outcomes and organisational reputation.

In 2020, the project includes:

1. Developing understanding and use of the Australian Professional Standards for Teachers (APST) with all teachers, school and system leaders. (2020 Major focus)
2. Specific support, coaching and collaboration for Proficient teachers aspiring to HALT certification and others seeking accreditation as HALT Assessors. (2020 Major focus)
3. Integration of HALT focussed development with the BCE Performance and Development process used in all schools with every teacher. (2020 Future-oriented focus)
4. Develop resources to support the professional learning by all BCE Education Officers and Leaders to support them in extending the established BCE focus on use of APST with Graduate Teachers to all teachers throughout their career stages.

Note: This locally managed project complements other related activity undertaken through the QCEC central managed activity.

This reform support project is made up of the following cost elements:

Element	NGRSF	Other sources	Subtotal
Release provision and coaching support for 2020 HALT applicants and aspiring applicants (Approximately 38 applicants x 2 days TRS)	\$37,988	\$0	\$37,988
Staff Provision (1.0 fte) to lead HALT BCE and deliver coaching, promotion and the substantial development activities associated with Performance and Development and extending APST support for Proficient Teachers aspiring for HALT Certification.	\$180,775	\$0	\$180,775
Total	\$218,763	\$0	\$218,763

Indicative budget	Expected outcomes	Indicators of success
<p>Reform support funding: \$218,763</p> <p>Other funding sources: Nil</p>	<p>Awareness raising, understanding and increased engagement with APST as a career progression resource.</p> <p>Applicants successfully progressing Intention to Apply for HALT Certification and Assessor Accreditation to successful outcomes.</p> <p>Increased clarity by BCE Office personnel of future development needs to support successful HALT Certification and Assessor applications.</p> <p>Documentation of explicit use of APST within BCE Performance and Development processes for all teachers and development of associated engagement and training programs for school and office leaders.</p>	<p>Substantial requests for and participation in professional development activities in use of the APST, Accreditation and Accreditation.</p> <p>Doubling the numbers of teachers submitting Intentions to apply for HALT Certification and Assessor Accreditation in the 2021 round.</p> <p>Incorporation of explicit learnings from 2020 program into work plans for 2021 and beyond.</p> <p>Re-launching and training in the BCE Performance and Development processes inclusive of the APST for supported implementation in 2021.</p>

Project title: Accelerate Learning in the Early Years

Relevant national/state policy reform direction: Review and extend early years screening tools in Qld Catholic schools

Project description and activities: Extend focus and support for growing literacy and learning progress in the early years. This is planned as a 3-year project that extends Brisbane Catholic Education's current focus on effective and expected leadership and teaching practices to identify and implement processes and practices that ensure each student receives the responsive teaching they require, when and as they need it. The first year will pilot the model in a small number of schools (up to 5 in 2020) and the pilot will inform implementation across a broader number of schools in the second and third years.

In 2020 this project includes:

- An extension of the current Accelerate model (implemented in 19 schools with early years classes 2017-19) to establish increased and sustained improvement in early reading for each student measured through reading readiness, comprehension, reading fluency, alphabetic and phonological knowledge using a variety of existing screening tools (BCE Literacy Monitoring Tools);
- Explicit, collaborative responses to student learning progress through BCE's effective and expected literacy teaching practices and Levels of Teaching Response process;
- A trial of cross disciplinary collaborative practices established between classroom teachers, Primary Learning Leaders, Support Teachers Inclusive Education and other school specialists, e.g. Guidance Counsellors, school-based Speech Pathologists and English as Additional Language or Dialect teachers;
- The use of data and the trialling of tools, in addition to BCE's Literacy Monitoring Tools, that provide specific information to inform teaching responses for specific students e.g. the use of AEDC data and social/emotional screening processes.

This reform support project is made up of the following cost elements:

Element	NGRSF	Other sources	Subtotal
Release and/or additional time provision for schools to establish cross role collaborative practices and professional learning that support responsive teaching for each student.	\$310,000	\$0	\$310,000
Staff provision (2.0 fte teachers) to work alongside school teams to implement practices, including both Curriculum/pedagogy and Inclusive Education expertise.	\$240,000	\$0	\$240,000
Resourcing for tools and teaching resources to effectively implement the project.	\$50,000	\$0	\$50,000
Total	\$600,000	\$0	\$600,000

Indicative budget	Expected outcomes	Indicators of success
<p>Reform support funding: \$600,000</p> <p>Other funding sources: \$0</p>	<p>Pilot the extension of use of early year screening tools and informed teaching response that positively impacts student learning progress</p> <p>Understanding and effective implementation of practices and teaching responses that improve students reading progress and achievement.</p> <p>Levels of Teaching Response process is refined, elaborated and exemplified through the project to more effectively inform responsive and differentiated teaching for each student.</p> <p>Cross discipline school role holders work collaboratively and effectively to progress the learning of each student.</p> <p>If needed, additional monitoring tools and screening processes are identified for use beyond the pilot.</p>	<p>Successful development of the program for extension to a broader number of schools in 2021-22</p> <p>Early reading levels improve for students in the project schools.</p> <p>Levels of Teaching Response process is refined, elaborated and exemplified.</p> <p>Responsive teaching and differentiation is occurring at the level and in the manner needed for each student.</p> <p>Models/examples of effective practice are used to scale up implementation across a broader number of schools.</p> <p>An evaluation of the pilot identifies other tools and processes that may be introduced to provide useful data and information to inform teaching responses.</p>

Non-Government Reform Support Work Plan

2020

RI PJP Schools

Summary of budget for RI/PJP Schools managed activities*

Project	Activities	2020 Reform support funding	Other funding sources	Total funding (all sources 2020)
NCCD	TRS/Travel/Other	\$465,752	\$0	\$465,752
NAPLAN	TRS/Travel/Accommodation	\$47,000	\$0	\$47,000
HALT	TRS/Travel/Accommodation	\$20,000	\$0	\$20,000
SATE	TRS/Travel/Accommodation	\$40,000	\$0	\$40,000
Leadership Development Program	Participant Fees, TRS, program delivery	\$130,000	\$0	\$130,000
Student Engagement	Cost of engagement tool	\$3,000	\$0	\$3,000
TOTAL		\$705,752	\$0	\$705,752

* Figures are indicative only and may change over the year. The Annual Report will report on any changes.

Non-Government Reform Support Fund

Religious Institute/Public Juridic Persons Schools – Work Plan 2020

Project title: Participation by RI/PJP school staff in QCEC centrally managed activities

Relevant national/state policy reform direction: As per QCEC work plan for centrally managed activities.

Project description and activities: As described in the QCEC work plan for centrally managed activities.

Participation in the centrally managed project activities is made up of the following cost elements:

1. Nationally Consistent Collection of Data (NCCD)
2. National Assessment Program, Literacy and Numeracy Online Coordination Project (NAPLAN)
3. Highly Accomplished and Lead Teacher Certification (HALT)
4. Senior Entrance and Tertiary Admission System (SATE)

Element - NCCD	NGRSF	Other sources	Total
Teacher Relief and in-school support	\$460,752	\$0	\$460,752
Travel and accommodation	\$5,000	\$0	\$5,000
Total	\$465,752	\$0	\$465,752

Element - NAPLAN	NGRSF	Other sources	Total
Teacher Relief	\$47,000	\$0	\$47,000
Total	\$47,000	\$0	\$270,000

Element - HALT	NGRSF	Other sources	Total
Teacher Relief	\$20,000	\$0	\$20,000
Total	\$20,000	\$0	\$20,000

Element - SATE	NGRSF	Other sources	Total
Teacher Relief	\$40,000	\$0	\$40,000
Total	\$40,000	\$0	\$40,000

Project title: Governance and Leadership in Catholic schools for Principals – Leadership Development Program

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

Project description and activities:

The Leadership Development Program is the result of a collaborative partnership between the Queensland Catholic Education Commission (QCEC), the Global Learning Centre and the Queensland Education Leaders Institute (QELi). The program is focused on developing visionary Catholic education leaders in formal and informal leadership positions at Queensland Catholic secondary schools. The program will develop and enhance leadership capabilities, twenty-first century global competencies and evidence-informed practice using action research to improve student outcomes and lead positive change in schools and communities.

This program will equip middle leaders with the knowledge and capabilities in leadership and global competencies to foster school cultures that are responsive to the compelling realities of a globalised world. The program is aligned to AITSL’s Australian Professional Standards for Principals and the Leadership Profiles.

The target audience is aspiring and current middle leaders and includes:

- Teachers who hold an acting middle leader or coordinator position.
- Middle Leaders who are aspiring to Senior Leadership.

Participation in the program will provide evidence of leading a project which may be utilised in applying for Lead Teacher certification. It is proposed that up to 25 middle leaders across secondary schools will undertake this program in 2020.

This reform support project is made up of the following cost elements:

Element	NGRSF	Other sources	Subtotal
TRS	\$37,500	\$0	\$37,500
Program delivery	\$92,500	\$0	\$92,500
Total	\$130,000	\$0	\$130,000
Indicative budget	Expected outcomes		Indicators of success
Reform support funding: \$130,000 Other funding sources: \$0	Support 25 middle leaders and aspiring middle leaders to build leadership capabilities and global competencies.		<p>More than 60% of participants surveyed report improved confidence, capabilities and competence in leadership to influence strategic priorities and classroom practices.</p> <p>More than 60% of participants surveyed report they understand how to weave global competencies in curriculum planning and teaching</p> <p>More than 60% of participants report they learnt strategies for how to build trust.</p>

Project title: Pivot Student Engagement Tool – Amplifying Student Voices

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

Project description and activities:

Collect data on student perceptions and teaching effectiveness over time to provide a line of sight between individual teachers, school leaders, school authorities and QCEC on the effectiveness of teacher practice and strategies for continual improvement.

Enable teachers to receive direct feedback on the effectiveness of their teaching through student surveys. The survey results are private to the individual teacher but available at an aggregate level for school and system leaders. A range of resources are also provided to assist teachers in how to unpack the results of the survey and continually improve the effectiveness of their teaching. It is aligned with the AITSL Professional Standards for Teachers.

This reform support project is made up of the following cost elements:

Element	NGRSF	Other sources	Subtotal
30 participants	\$3,000	\$0	\$3,000
Total	\$3,000	\$0	\$3,000
Indicative budget	Expected Outcomes	Indicators of success	
Reform support funding: \$3,000 Other funding sources: Nil	Data available on student perceptions. Bespoke reports available Catholic school staff 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.	

Non-Government Reform Support Work Plan

2020

CATHOLIC EDUCATION DIOCESE OF ROCKHAMPTON

Summary of budget for Catholic Education Diocese of Rockhampton managed activities*

Project	Activities	2020 Reform support funding	Other funding sources	Total funding (all sources 2020)
NCCD	TRS/Travel/Accommodation	\$300,000	\$0	\$300,000
NAPLAN	TRS/Travel/Accommodation	\$31,000	\$0	\$31,000
HALT	TRS/Travel/Accommodation	\$28,000	\$0	\$28,000
SATE	TRS/Travel/Accommodation	\$22,000	\$0	\$22,000
School Improvement through the NSIT	Consultancy/Travel/Accommodation	\$28,186	\$48,814	\$77,000
TOTAL		\$409,186	\$48,814	\$458,000

* Figures are indicative only and may change over the year. The Annual Report will report on any changes.

Non-Government Reform Support Fund

Catholic Education Diocese of Rockhampton – Work Plan 2020

Project title: Participation by Catholic Education Diocese of Rockhampton staff in QCEC centrally managed activities

Relevant national/state policy reform direction: As per QCEC work plan for centrally managed activities.

Project description and activities: As described in QCEC work plan for centrally managed activities.

Participation in the centrally managed project activities is made up of the following cost elements:

1. Nationally Consistent Collection of Data (NCCD)
2. National Assessment Program, Literacy and Numeracy Online Coordination Project (NAPLAN)
3. Highly Accomplished and Lead Teacher Certification (HALT)
4. Senior Entrance and Tertiary Admission System (SATE)

Element - NCCD	NGRSF	Other sources	Total
Teacher Relief	\$160,000	\$0	\$160,000
Travel and accommodation	\$20,000	\$0	\$20,000
Salary of NCCD Project Officer (incl. on-costs)	\$120,000	\$0	\$120,000
Total	\$300,000	\$0	\$300,000

Element – NAPLAN	NGRSF	Other sources	Total
Teacher Relief	\$24,000	\$0	\$24,000
Travel and accommodation	\$7,000	\$0	\$7,000
<i>Other costs, please provide details</i>		\$0	
Total	\$31,000	\$0	\$31,000

Element - HALT	NGRSF	Other sources	Total
Teacher Relief	\$14,000	\$0	\$14,000
Travel and accommodation	\$4,000	\$0	\$4,000
Part salary of Project Officer	\$10,000	\$0	\$10,000
Total	\$28,000	\$0	\$28,000

Element - SATE	NGRSF	Other sources	Total
Teacher Relief	\$10,000	\$0	\$10,000
Travel and accommodation	\$12,000	\$0	\$12,000
Total	\$22,000	\$0	\$22,000

Project title: School Improvement through the National School Improvement Tool

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

Project description and activities:

In 2020, 8 Catholic Education Diocese of Rockhampton (CEDR) schools will be reviewed by the Australian Council for Educational Research (ACER) using the National School Improvement Tool (NSIT). The comprehensive review will result in commendations and recommendations for each school. School leaders will then use these findings to develop their strategic improvement cycle. As part of this system improvement initiative, CEDR seeks to foster breadth and depth of understanding of the NSIT by training school leaders both in the use of the NSIT and as ACER accredited reviewers.

This project includes:

1. Training of reviewers
2. Structured introduction to the NSIT for all participating school leadership teams
3. Consultancy costs to ACER to lead eight reviews
4. Travel and accommodation for reviewers

This reform support project is made up of the following cost elements:

Element	NGRSF	Other sources	Subtotal
Training of reviewers/intro to NSIT	\$0	\$6,000	\$6,000
Consultancy costs to ACER	\$18,186	\$37,814	\$59,000
Travel and accommodation	\$10,000	\$5,000	\$15,000
Total	\$28,186	\$48,814	\$77,000

Indicative budget	Expected outcomes	Indicators of success
Reform support funding: \$28,186 Other funding sources: \$48,814	Strong and widespread understanding of the factors leading to and characterising school improvement. System-wide commitment to on-going school improvement. Shared language for school improvement. Improved educational outcomes for students. Increased Catholic school staff self-efficacy.	Eight NSIT reviews completed. Leadership Teams of 2021 review schools trained. Two additional CEDR leaders accredited by ACER as NSIT reviewers. Improved strategic planning processes and achievement of schools' specified goals and targets.

Non-Government Reform Support Work Plan

2020

DIOCESE OF TOWNSVILLE CATHOLIC SCHOOLS

Summary of budget for Diocese of Townsville Catholic Schools managed activities*

Project	Activities	2020 Reform support funding	Other funding sources	Total funding 2020 (all sources)
NCCD	TRS/Travel/Accommodation	\$15,000	\$0	\$15,000
NAPLAN	TRS/Travel/Accommodation	\$20,500	\$0	\$20,500
HALT	Catering	\$1,000	\$0	\$1,000
SATE	TRS/Travel/Accommodation	\$2,328	\$0	\$2,328
Boarding Transition Support	TRS/Travel/Accommodation	\$20,000	\$0	\$20,000
Early Years Action Research	Data literacy tools/teaching resources	\$28,000	\$0	\$28,000
Principal/System Leader Development	TRS/participant fees/travel	\$193,000	\$0	\$193,000
“Love Bites” Student Wellbeing Program	Training/travel/resources	\$14,000	\$0	\$14,000
TCE Registered Training Organisation Forum(s)	Travel/plan and deliver forum	\$14,000	\$0	\$14,000
TOTAL		\$307,828	\$0	\$307,828

* Figures are indicative only and may change over the year. The Annual Report will report on any changes.

Non-Government Reform Support Fund

Townsville Catholic Education – Work Plan 2020

Project title: Participation by Townsville Catholic Education staff in QCEC centrally managed activities

Relevant national/state policy reform direction: As per QCEC work plan for centrally managed activities.

Project description and activities: As described in QCEC work plan for centrally managed activities.

Participation in the centrally managed project activities is made up of the following cost elements:

1. Nationally Consistent Collection of Data (NCCD)
2. National Assessment Program, Literacy and Numeracy Online Coordination Project (NAPLAN)
3. Highly Accomplished and Lead Teacher Certification (HALT)
4. Senior Entrance and Tertiary Admission System (SATE)

Element - NCCD	NGRSF	Other sources	Total
Teacher Relief	\$15,000	\$0	\$15,000
Total	\$15,000	\$0	\$15,000

Element - NAPLAN	NGRSF	Other sources	Total
Teacher Relief	\$20,500	\$0	\$20,500
Total	\$20,500	\$0	\$20,500

Element - HALT	NGRSF	Other sources	Total
Catering	\$1,000	\$0	\$1,000
Total	\$1,000	\$0	\$1,000

Element - SATE	NGRSF	Other sources	Total
Travel and accommodation	\$2,328	\$0	\$2,328
Total	\$2,328	\$0	\$2,328

Project title: Boarding Transition Support

Relevant national/state policy reform direction: Support students and student learning – expand the Transition Support Service for Aboriginal and Torres Strait Islander students transitioning to and from boarding schools.

Project description and activities:

This reform support project will provide the following activities to support Aboriginal and Torres Strait Islander students and their families:

1. Facilitate access to state and national resources for students and parents that will support students transition to boarding school (e.g. travel supports, tips for how to use technology to stay in touch, links to providers of entitlements).
2. Provide increased opportunities for Catholic school staff from boarding schools to visit Aboriginal and Torres Strait Islander communities to engage and support students and families in preparation for transition to boarding school.

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

Element	NGRSF	Other sources	Subtotal
Travel and accommodation and other costs for community visits	\$20,000	\$0	\$20,000
Total	\$20,000	\$0	\$20,000

Indicative budget	Expected outcomes	Indicators of success
2020 Reform support funding: \$20,000 Other funding sources: \$0	Catholic school staff support students and parents to access practical transition supports. Students and parents know about practical resources that support the transition to boarding school. Catholic school staff visit Indigenous communities to engage and support students and families in preparation for transition to boarding school.	Students and parents access resources to help them in addressing transition challenges. Students and parents are better informed about school issues, entitlements and what to expect when they transition to boarding school. Catholic school staff report increased engagement with communities.

Project title: Early Years Action Research

Relevant national/state policy reform direction: Support students and student learning - Review and extend early years screening tools in Qld Catholic schools.

Project description and activities: Extend the focus on and support for growing literacy and learning progress in the early years. This project will focus on developing strategies to enhance data literacy among Catholic school leaders and teachers; and support development of data tools and frameworks to inform planning and development of education policy and practices in Catholic schools with early years classes.

In 2020 this project includes:

- Providing teacher release for all of the Early Years Teachers across the 25 schools who offer early years education to engage with the early years assessment data and to plan for the learning needs of the children in each class to ensure there is continued growth in their literacy and numeracy.
- The project will provide schools with clear guidelines around best practice in planning and responding to the data to enable students to achieve success in the early years of schooling.

This reform support project is made up of the following cost elements:

Element	NGRSF	Other sources	Subtotal
Resourcing for tools and teaching resources to effectively implement the project.	\$28,000	\$0	\$28,000
Total	\$28,000	\$0	\$28,000

Indicative budget	Expected outcomes	Indicators of success
2020 Reform support funding: \$28,000 Other funding sources: \$0	Improved teacher skills and knowledge in early literacy instruction. Improved teacher confidence in assessing student's literacy development. Students are identified for early intervention.	Early years teachers can identify specific early years teaching strategies. Early years teachers undertake assessments of 100% of students literacy. Students identified for intervention to improve reading levels by 50%.

Project title: Governance and Leadership in Catholic schools for Principals – Leadership Development Program

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

Project description and activities: The leadership programs are externally facilitated and aim to build capacity around strategic leadership, accountability, governance, financial management and performance among Principals and aspiring Principals. The 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.

The leadership programs seek to improve stewardship of resources, governance and risk management, ethical practices and decision making, strategic thinking and performance, by enhancing confidence, effectiveness and competence in areas of governance. Delivery is mainly face to face with in-school activities between the key presentation days.

This reform support project is made up of the following cost elements:

Element	NGRSF	Other sources	Subtotal
TRS and program delivery	\$193,000	\$0	\$193,000
Total	\$193,000	\$0	\$193,000

Indicative budget	Expected outcomes	Indicators of success
2020 Reform support funding: \$193,000 Other funding sources: \$0	Support Principals and aspiring Principals to be efficient and effective administrators and leaders of learning within 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.

Project title: Love Bites – Student Wellbeing Program

Relevant national/state policy reform direction: Facilitate support to school communities in rural and remote areas to enhance student wellbeing.

Project description and activities:

Love Bites is a school-based Domestic and Family Violence and Sexual Assault prevention program which promotes and models respectful relationships for young people. It raises awareness about Domestic and Family Violence, its prevalence and forms and provides a safe environment in which young people can talk about Domestic and Family violence and respectful relationships.

The project will consist of the following activities:

- Staff attend Love Bites training/refresher training
- Deliver Love Bites training program in rural and remote schools

This reform support project is made up of the following cost elements:

Element	NGRSF	Other sources	Subtotal
Training, travel and resources	\$14,000	\$0	\$14,000
Total	\$14,000	\$0	\$14,000

Indicative budget	Expected outcomes	Indicators of success
2020 Reform support funding: \$14,000 Other funding sources: \$0	Catholic education staff are trained in the Love Bites and Love Bites Junior Program. Catholic education staff deliver the Love Bites program to students.	Love Bites Facilitator training/refresher training is completed by 5 staff. Love Bites and Love Bites Junior training is delivered to Year 12 students in six rural and remote schools. Students surveyed report that they understand what domestic and family violence is. Students surveyed report that they understand what sexual consent and sexual violence is.

Project title: Townsville Catholic Education (TCE) Registered Training Organisation Forum

Relevant national/state policy reform direction: Provide professional learning opportunities and resources to enhance parent, community and industry engagement with Catholic schools.

Project description and activities:

This reform support project will involve the provision of a collaborative forum which aims to

- Bridge gaps between education and employment
- Strengthen local industry connections to support students moving from school to work
- Innovate industry and inspire parents and students around VET Pathways
- Inform and engage parents in the VET opportunities available for their children

This reform support project is made up of the following cost elements:

Element	NGRSF	Other sources	Subtotal
Travel	\$10,000	\$0	\$10,000
RTO Forum	\$4,000	\$0	\$14,000
Total	\$14,000	\$0	\$14,000

Indicative budget	Expected outcomes	Indicators of success
2020 Reform support funding: \$14,000 Other funding sources: \$0	TCE RTO will engage with key industry personnel in rural and regional centers to gain knowledge of new innovative industries and to identify which qualifications will need to be considered into the future. Parents and students are informed about VET and how it connects students to industry. Students are able to select appropriate pathways informed by real industry knowledge and experiences shared by those in the industry.	The TCE RTO establishes connections with local industries across Townsville Diocese in Burdekin, Ingham and Mt Isa. More than 50% of parents and students who attend the RTO Forum report they understand how VET connects students to industry. More than 50% of students who attend the RTO Forum report increased knowledge of different pathways.

Non-Government Reform Support Work Plan

2020

CATHOLIC EDUCATION SERVICES DIOCESE OF CAIRNS

Summary of budget for Diocese of Cairns - CES managed activities*

Project	Activities	2020 Reform support funding	Other funding sources	Total funding (all sources 2020)
NCCD	TRS/Travel/Accommodation	\$96,447	\$0	\$96,447
NAPLAN	TRS/Travel/Accommodation	\$20,351	\$0	\$20,351
HALT	TRS/Travel/Accommodation	\$6,402	\$0	\$6,402
SATE	TRS/Travel/Accommodation	\$18,000	\$0	\$18,000
Boarding school support	TRS/Travel/Accommodation	\$1,282	\$0	\$1,282
Neuroscience of Leaders	Consultant/Travel/Accommodation/Catering	\$71,560	\$0	\$71,560
Data Literacy	Catholic Education Network Data repository (CeD3) In house development of story boards for data discussion with schools and training	\$30,000	\$29,000	\$59,000
Parent Engagement	Conference, professional development/training and development of digital learning resources	\$19,000	\$16,000	\$35,000
Enhancing strategic leadership – existing and aspiring school leaders	Consultants/Travel/Accommodation /Catering	\$18,508	\$0	\$18,508
TOTAL		\$281,550	\$45,000	\$326,550

* Figures are indicative only and may change over the year. The Annual Report will report on any changes.

Non-Government Reform Support Fund

Diocese of Cairns - CES– Work Plan 2020

Project title: Participation by Diocese of Cairns - CES staff in QCEC centrally managed activities

Relevant national/state policy reform direction: As per the QCEC work plan for centrally managed activities.

Project description and activities: As described in QCEC work plan for centrally managed activities.

Participation in the centrally managed project activities is made up of the following cost elements:

1. Nationally Consistent Collection of Data (NCCD)
2. National Assessment Program, Literacy and Numeracy Online Coordination Project (NAPLAN)
3. Highly Accomplished and Lead Teacher Certification (HALT)
4. Senior Entrance and Tertiary Admission System (SATE)
5. Boarding school support (including annual boarding school forum)

Element - NCCD	NGRSF	Other sources	Total
Teacher Relief	\$87108	\$0	\$0
Travel and accommodation	\$9340	\$0	\$0
Total	\$96,447	\$0	\$96,447

Element - NAPLAN	NGRSF	Other sources	Total
Teacher Relief	\$20,351	\$0	\$0
Total	\$20,351	\$0	\$20,351

Element - HALT	NGRSF	Other sources	Total
Teacher Relief	\$6,402	\$0	\$0
Total	\$6,402	\$0	\$6,402

Element - SATE	NGRSF	Other sources	Total
Teacher Relief	\$9,000	\$0	\$0
Travel and accommodation	\$9,000	\$0	\$0
Total	\$18,000	\$0	\$18,000

Element – Boarding school support	NGRSF	Other sources	Total
Teacher Relief	\$600	\$0	\$600
Travel and accommodation	\$682	\$0	\$682
Total	\$1,282	\$0	\$1,282

Project title: Enhancing Data Literacy

Relevant national/state policy reform direction:

Develop strategies to enhance data literacy of staff and support development of data tools and frameworks to inform planning and development of education policy and practices in Catholic schools.

Project description and activities:

The purpose of this project is to utilize the Catholic Education Network Data repository (CeD3) in collaboration with the 18 other member Dioceses to:

- blend data sources to gain contextually appropriate insights into the effect of learning and teaching
- enhance capability to use data against local benchmarks and targets
- develop organisational structures to track efficiencies.

This reform support project is made up of the following cost elements:

Element	NGRSF	Other sources	Subtotal
CeD3 – system purchase	\$30,000	\$29,000	\$59,000
Total	\$30,000	\$29,000	\$59,000

Indicative budget	Expected outcomes	Indicators of success
Reform support funding: \$30,000 Other funding sources: \$29,000	Development of bespoke reports with measures pertinent to system goals and targets. Blending disparate data sets to gain further understanding of trends, and effects of initiatives. Ability to add school data not currently available in the Business Intelligence system (eg. PROBE). Development of a NAPLAN Storyboard to guide in-school analysis Development of system tracking for Indigenous students to assist with Closing the Gap. System tracking of learning resources to determine currency. Live tracking of CES/School engagement. Live tracking of school engagement in Professional Learning opportunities.	Increased use of data to inform strategic planning. Enhanced data literacy of leaders and teachers. Increased focus of data pertaining to Aboriginal and Torres Strait Islander students. Increased usage of school and system data.

Project title: Enhancing Parent Engagement

Relevant national/state policy reform direction:

Provide professional learning opportunities and resources to enhance parent, community and industry engagement with Catholic schools

Project description and activities:

This project includes:

1. Face to face professional development and training for Catholic school staff and parents.
2. A range of digital learning resources – web based and social media - for parent engagement in student learning and wellbeing.

This reform support project is made up of the following cost elements:

Element	NGRSF	Other sources	Subtotal
Face to face PD and training	\$10,000	\$10,000	\$20,000
Digital learning resources	\$9,000	\$6,000	\$15,000
Total	\$19,000	\$16,000	\$35,000

Indicative budget	Expected outcomes	Indicators of success
Reform support funding: \$19,000 Other funding sources: \$16,000	Transition of parent communities from involvement model to engagement. Skilling school communities (staff and parents) in effective parent engagement strategies. Developing best practice outcomes through demonstration projects that promote parent engagement in student learning and wellbeing.	Parent and school literacy of contemporary parent engagement. Take up of PD and training opportunities. Increased parent engagement.

Project title: Leadership Development – existing and aspiring leaders

Relevant national/state policy reform direction: Support school leadership and school improvement through initiatives aimed at enhancing strategic leadership for existing and aspiring school leaders and for school boards.

Project description and activities:

This project includes:

1. Leadership Development Programs - A Call to Vocation, Aspiring Leaders, Aspiring Principals and Women in Educational Leadership - redesigned to include a standards and capability approach.
2. A suite of Leadership Capability Sessions developed and delivered - based on Leadership Framework and work of System Focus Group.
3. Guest speakers, development program and individual action research projects to be completed and presented at the conclusion of the project.

This reform support project is made up of the following cost elements:

Element	NGRSF	Other sources	Subtotal
Delivery of programs and capability sessions including: resources (books and program materials); venue hire; catering; coaching costs; and guest speakers	\$18,508	\$0	\$18,508
Total	\$18,508	\$0	\$18,508

Indicative budget	Expected outcomes	Indicators of success
Reform support funding: \$18,508 Other funding sources: \$0	Increased knowledge and understanding of the scope and elements of leadership. Development of specific leadership capability.	Increased expressions of interest in acting leadership positions. Increased confidence and capability in leadership tasks amongst participants. Increased applicant pool for leadership positions. Capacity of leaders will be based on a standards and capability approach.

Project title: Neuroscience of Leadership for Performance

Relevant national/state policy reform direction:

Support school leadership and school improvement through initiatives aimed at enhancing school governance and financial management

Project description and activities: Neuroscience of Leadership for Performance

The Neuroscience of Leadership program will explore:

- Why leading humans is so hard
- A new leadership model for a new age
- How humans are wired
- How are you wired (your brain will be mapped!)
- How to rewire
- The 6D’s of habit change

The program is an 8 Phase Program and includes the following:

- Pre and post team assessments
- 3 full day sessions with Michelle Loch (renowned author and consultant in the field of neuroscience of Leadership)
- 2-afternoon sessions with QELi to unpack the implications of Michelle Loch’s in the school setting

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

Element	NGRSF	Other sources	Subtotal
Total project cost (Consultant fees, travel, accommodation, venue hire, catering)	\$71,560	\$0	\$71,560
Total	\$71,560	\$0	\$71,560

Indicative budget	Expected outcomes	Indicators of success
Reform support funding: \$71,560 Other funding sources: \$0	Increased knowledge and understanding of the impact of neuroscience on the process of leadership. Development of neuroscience informed and enabled leadership capability and improved governance.	Increased self-awareness of participants and appreciation of the complexity of human leadership. Increased knowledge base and practical application of neuroscience informed leadership practices within leadership teams and across school settings. Improved school governance resulting from application of practices.

Non-Government Reform Support Work Plan

2020

CATHOLIC SCHOOLS, DIOCESE OF TOOWOOMBA

Summary of budget for Diocese of Toowoomba Catholic Schools managed activities*

Project	Activities	2020 Reform support funding	Other funding sources	Total funding 2020
NCCD	TRS/Travel/Accommodation	\$0	\$50,000	\$50,000
NAPLAN	TRS/Travel/Accommodation	\$0	\$10,500	\$10,500
Leadership Program – Middle Leaders	TRS/development of resources	\$34,000	\$0	\$34,000
Leadership Program - Deputizers	TRS/travel/resources	\$7,500	\$106,000	\$113,500
Strategic leadership capability development program	Professional development facilitator/travel	\$44,000	\$0	\$44,000
School Review and improvement process	TRS/travel/consultancy	\$16,000	\$18,000	\$34,000
Diocesan Learning Profile	TRS/travel/software development	\$24,000	\$180,000	\$204,000
Peoplebench project	Subscription to Peoplebench/travel	\$80,000	\$10,000	\$90,000
Responding to attempted and completed suicides in schools program	Travel/resources/external training	\$15,986	\$0	\$15,986
TOTAL		\$221,486	\$374,500	\$595,986

* Figures are indicative only and may change over the year. The Annual Report will report on any changes.

Non-Government Reform Support Fund

Diocese of Toowoomba Catholic Schools (TCS) – Work Plan 2020

Project title: Participation by TCS staff in QCEC centrally managed activities.

Relevant national/state policy reform direction: As per QCEC work plan for centrally managed activities.

Project description and activities: As described in QCEC work plan for centrally managed activities.

Participation in the centrally managed project activities is made up of the following cost elements:

1. Nationally Consistent Collection of Data (NCCD)
2. National Assessment Program, Literacy and Numeracy Online Coordination Project (NAPLAN)
3. Highly Accomplished and Lead Teacher Certification (HALT)
4. Senior Entrance and Tertiary Admission System (SATE)

Element - NCCD	NGRSF	Other sources	Total
Teacher Relief	\$0	\$45,000	\$45,000
Travel and accommodation	\$0	\$5,000	\$5,000
Total	\$0	\$50,000	\$50,000

Element - NAPLAN	NGRSF	Other sources	Total
Teacher Relief	\$0	\$10,500	\$11,500
Total	\$0	\$10,500	\$11,500

Project title: Leadership Learning Program – Middle Leaders

Relevant national/state policy reform direction: Support school leadership and school improvement through initiatives aimed at enhancing school governance and financial management.

Project description and activities: The purpose of this program is to provide opportunities for middle leaders to:

1. Engage and develop familiarity with key system and strategic documents and expectations including TCS Leadership Framework and capabilities
2. Examine and evaluate personal leadership styles, strengths and deficits
3. Develop professional learning plans to target specific areas of growth
4. Facilitate ongoing networking and collaboration between middle leaders and established system and school leaders

This reform support project is made up of the following cost elements:

Element	NGRSF	Other sources	Subtotal
Teacher relief	\$30,000	\$0	\$30,000
Resources	\$4,000	\$0	\$4,000
Total	\$34,000	\$0	\$34,000

Indicative budget	Expected outcomes	Indicators of success
Reform support funding: \$34,000	Familiarity with TCS organisational structure, culture, and priorities.	Feedback surveys from participants endorse the learning intentions for each workshop.
Other funding sources: \$0	Understanding the connection between leadership capabilities and school and system leadership.	Increased interest in middle leadership positions.
	Opportunity to reflect and evaluate personal strengths and practices within a supportive and professional network of established system and school leaders.	Long term lift in the capabilities and effectiveness of middle leaders across the system.

Project title: Leadership Learning Program - Deputizers

Relevant national/state policy reform direction: Support school leadership and school improvement through initiatives aimed at enhancing school governance and financial management

Project description and activities:

The purpose of this program is to provide opportunities for deputizers to:

1. Ensure sufficient knowledge of and familiarity with key responsibilities associated with the deputizer’s role.
2. Engage and develop familiarity with the TCS Leadership Framework and capabilities.
3. Establish and provide feedback on mentoring and coaching roles and responsibilities.
4. Facilitate ongoing networking and collaboration between deputizers and established system and school leaders.

This reform support project is made up of the following cost elements:

Element	NGRSF	Other sources	Subtotal
Teacher relief	\$0	\$106,000	\$106,000
Travel and accommodation	\$4,500	\$0	\$4,500
Resources	\$3,000	\$0	\$3000
Total	\$7,500	\$106,000	\$113,500

Indicative budget	Expected outcomes	Indicators of success
Reform support funding: \$7,500 Other funding sources: \$106,000	Deputizers are confident in managing the required responsibilities associated with the role. Continuity of student learning and school routines when the principal is absent. Deputizers experience and develop further capacity in a variety of responsibilities associated with the principal’s role.	Feedback surveys from participants endorse the learning intentions for each workshop. Long term lift in the capabilities and effectiveness of deputizers across the system. Improved leadership density and succession is evident in recruitment and professional development programs.

Project title: Strategic Leadership Capability Development Program

Relevant national/state policy reform direction: Support school leadership and school improvement through initiatives aimed at enhancing strategic leadership for existing and aspiring school leaders and for school boards. Provide professional learning opportunities and resources to enhance parent, community and industry engagement in Catholic schools.

Project description and activities: The purpose of this program is to:

1. Enhance the capacity of principals, senior system leaders and school boards in their oversight of resources, governance, strategic planning and decision making.
2. Ensure a formal structure for the inclusion of a parent and community voice in school strategic planning and decision making.
3. Attract and retain suitable members of school communities for school board membership.

This reform support project is made up of the following cost elements:

Element	NGRSF	Other sources	Subtotal
Engagement of external facilitator	\$40,000	\$0	\$40,000
Travel and accommodation	\$4,000	\$0	\$4,000
Total	\$44,000	\$0	\$44,000

Indicative budget	Expected outcomes	Indicators of success
Reform support funding: \$44,000 Other funding sources: \$0	Strategic plans actively inform and provide the key reference point for regular evaluation of performance against goals and priorities. School boards operate at a strategic level and attract suitably qualified and experienced members from their respective communities. Policies more closely reflect the school context and actively guide the direction of the school.	Regular feedback from the external facilitator confirms growth in confidence and capacity of school leaders and boards. Strategic plans are used and cited more frequently in leadership discussions and board meetings. Annual parent surveys reflect high satisfaction levels with the goals, priorities and direction of schools.

Project title: School Review and Improvement Program

Relevant national/state policy reform direction: Enhance school improvement processes and planning with Catholic schools

Project description and activities: The purpose of this program is to:

1. Support the work of school leaders, staff, students and community in evaluating the effectiveness of programs and directions against agreed goals and priorities.
2. Develop capabilities and effective practices associated with effective strategic planning and decision making.
3. Ensure local and system accountability to school communities, government and Church for the prudent oversight of resources and staff to attain the desired student outcomes.

This reform support project is made up of the following cost elements:

Element	NGRSF	Other sources	Subtotal
Teacher relief	\$10,000	\$0	\$10,000
Travel and accommodation	\$6,000	\$0	\$6,000
Consultancy	\$0	\$18,000	\$18,000
Total	\$16,000	\$18,000	\$34,000

Indicative budget	Expected outcomes	Indicators of success
Reform support funding: \$16,000 Other funding sources: \$18,000	School communities have a formal and structured avenue to provide feedback on key elements of the operation of the school. School leaders have access to independent, valid feedback about school performance. The system uses the outcomes of this process to ensure accountability to the school communities, government and Church for the prudent oversight of resources and staff to attain the desired student outcomes.	Feedback from school communities confirms high satisfaction levels with the process and outcomes. Principals use the improvement strategies listed in the report as a sound basis for future planning. Annual parent surveys reflect high satisfaction levels with the goals, priorities and direction of schools.

Project title: Diocesan Learning Profile (DLP) Enhancement Project

Relevant national/state policy reform direction: Enhance school improvement processes and planning within Catholic schools

Project description and activities: The purpose of this program is to:

1. Enhance staff capacity and confidence in the use of the DLP as a tool to support and inform decision making about student performance and differentiated responses.
2. Enable the choice of appropriate interventions and tracking of progress by planning for adjustments which accommodate individual student learning attributes.
3. Meet accountability requirements for the receipt of funding under the NCCD program.

This reform support project is made up of the following cost elements:

Element	NGRSF	Other sources	Subtotal
Teacher relief	\$20 000	\$0	\$20,000
Travel and accommodation	\$4000	\$0	\$4,000
Software development	\$0	\$180 000	\$180,000
Total	\$24 000	\$180 000	\$204,000

Indicative budget	Expected outcomes	Indicators of success
Reform support funding: \$24000 Other funding sources: \$180,000	Users of the DLP experience enhanced functionality and more efficient navigation when inputting data and planning for student learning. Users experience a comprehensive planning tool to assist in the design and development of differentiated learning experiences for students. There is no double handling of information required for multiple purposes.	Feedback from users confirms enhanced functionality and more efficient navigation. Planning for personalised learning is an efficient and streamlined process. TCS continues to receive positive feedback from auditors in meeting accountability requirements.

Project title: Peoplebench Program

Relevant national/state policy reform direction: Develop strategies to enhance data literacy among Catholic school leaders and teachers, support development of data tools and frameworks to inform planning and development of education policy and practices in Catholic schools

Project description and activities: The aim of this project is to:

1. Ensure the collection, analysis and trouble-free availability of workforce data such as hiring, development, promotion and retention of staff.
2. Use predictive analytics to assist leaders to make data-driven predictions based on behaviour and trends.
3. Enhance the capacity of principals and other system leaders to effectively utilise this data to inform strategic planning and decision making.

This reform support project is made up of the following cost elements:

Element	NGRSF	Other sources	Subtotal
Subscription to Peoplebench	\$80 000	\$0	\$80,000
Travel and accommodation	\$0	\$10 000	\$10,000
Total	\$80 000	\$10 000	\$90,000

Indicative budget	Expected outcomes	Indicators of success
Reform support funding: \$80,000 Other funding sources: \$10,000	Benchmark data across large numbers of schools enables decisions about future planning and action. TCS can compare and contrast current practice in key areas against schools and systems of similar context. Available data is current and timely and reflects changing workforce trends and patterns.	Data dashboard is accessed regularly by key decision makers. Decisions about resource allocation are based on comparable and current data. Key leaders become evidence- based practitioners in all areas.

Project title: Responding to Attempted and Completed Suicides in our Schools

Relevant national/state policy reform direction: Facilitate support to school communities in rural and remote areas to enhance student wellbeing

Project description and activities: The purpose of this project is to:

1. To provide an opportunity for staff in rural and remote locations to undertake training in suicide behaviour recognition and application of effective response strategies
2. To ensure school staff are better informed about and more proficient in suicide prevention and postvention strategies
3. To enhance staff and student wellbeing by building the support base for the provision of appropriate responses to early signs of distress and/or trauma

This reform support project is made up of the following cost elements:

Element	NGRSF	Other sources	Subtotal
Travel and accommodation	\$4,000	\$0	\$4,000
Resources	\$4,986	\$0	\$5,000
Professional development – external training	\$7,000	\$0	\$7,000
Total	\$15,986	\$0	\$15,986

Indicative budget	Expected outcomes	Indicators of success
Reform support funding: \$15,986 Other funding sources:	To provide an opportunity for staff in rural and remote locations to undertake training in suicide behaviour recognition and effective response strategies. School staff are better informed about and more proficient in suicide prevention and postvention strategies. Wellbeing of staff and students is enhanced as more support is provided in response to early signs of distress and/or trauma.	Heightened awareness of all staff to the signs and behaviours associated with suicide ideation. Feedback surveys from participants endorse the learning intentions for each activity. Referrals to support groups and requests for support increase.