

Non-Government Reform Support Annual Report

2019

Queensland Catholic Education Commission

Non – Government Reform Support Fund

Queensland Catholic Education Commission – Annual Report 2019

Executive Summary

The Queensland Catholic Education Commission (QCEC) is the peak strategic body with state-wide responsibilities for Catholic schools in Queensland. In 2019 there were 306 Catholic schools educating 148,902 students across Queensland.

QCEC worked collaboratively with its constituent members, referred to as Catholic School Authorities, in the administration of NGRSF funding in accordance with its approved 2019 Work Plan.

Major achievements in 2019 focussed on the three key school reform priority areas

- 1. Nationally Consistent Collection of Data about Students with Disability (NCCD):** QCEC continued to support Catholic School Authorities (CSAs) through funding activities designed to improve data quality and consistent collection of data on students with disability. QCEC's support in this area provided a centrally co-ordinated, consistent, and comprehensive approach to NCCD training, monitoring, moderation, and quality assurance processes across Catholic schools in Queensland.
- 2. NAPLAN Online:** QCEC continued, and built on, its program of activities from 2018 supporting CSAs with implementation of online delivery of the National Assessment Program in Literacy and Numeracy (NAPLAN). In 2019, QCEC led and worked collaboratively with CSAs to prepare another 124 Catholic schools for NAPLAN Online testing. The outcome of this work was that 90% of Catholic schools reported they were confident, or very confident, of their ability to undertake NAPLAN Online in 2020.
- 3. Governance and Financial Management:** In 2019 QCEC continued projects to support school leadership and school improvement in the areas of school governance and financial management and extended projects to build strategic leadership capabilities of existing and aspiring and existing middle school leaders and enhance school improvement processes.

Relationship with your state and territory government

QCEC continued to work closely with the Department of Education (Queensland) and Independent Schools Queensland (ISQ) to implement key reform priorities and enhance the effectiveness of the NGRSF in providing benefit across all sectors.

QCEC discusses any issues relevant to the NGRSF reform priorities at its regular monthly meeting with the Department of Education and contributes to the Department's Bilateral Agreement reporting to Education Council. In particular QCEC has collaborated with the state and non-state sectors to deliver cross-sector NCCD moderation sessions.

Project Report

PROJECT TITLE: Leadership for aspiring and middle leaders

Project description:

This program was developed in consultation with the Queensland Education Leadership Institute (QELI) to support professional learning for aspiring and middle leaders. The program commenced in 2019 with final workshops to be delivered in 2020. The learning program was designed to develop high quality leadership practices that will deliver quality education outcomes for Queensland Catholic school students. The project contributed to school leadership goals outlined in QCEC's NGRSF Strategic Plan 2019-2022.

As previously discussed with Australian Government officials, this project did not proceed as planned in 2019 and therefore activity is planned to continue into 2020. The Australian Government provided approval to carry over some of the associated funding.

Summary of project's achievement

Activities undertaken/Achieved outcomes	Achievement against indicators of success
<ul style="list-style-type: none">• Aspiring and middle leaders collaborated with colleagues from across Catholic School Authorities to influence professional conversations regarding practice.• Participants led high performance teaching teams to enable quality educational outcomes for students.• A professional learning course for aspiring and middle leaders in primary schools was developed in partnership with the Queensland Educational Leadership Institute (QELI) and the Global Learning Centre (GLC).• An expression of interest process was undertaken to identify primary school-based participants (35 participants identified and confirmed).• As part of the program, participants engaged in four webinars, individual coaching and related online professional learning activities in late 2019.• Workshops were planned and venues secured to deliver face to face workshops scheduled to be held in Brisbane, Rockhampton and Cairns in 2020.	<ul style="list-style-type: none">• Participants identified how to influence a change in the teaching practices of their school context.• Participants engaged in ongoing reflective professional learning across Catholic School Authorities.• In line with the project plan, 35 participants completed 30% of the professional learning program as at 30/12/2019.• 100% of participants reported satisfaction with the program as at 31/12/2019.• 100% of participants were able to identify a change in teaching practices they intend to influence.• Carryover of funds to complete the professional learning in 2020 was approved by the Australian Government.

Project Report

PROJECT TITLE: Highly Accomplished and Lead Teacher support initiative

Project description:

The project will run for the life of the NGRSF agreement to promote certification to teachers in Catholic schools, embed understanding of the Highly Accomplished and Lead Teacher (HALT) certification process across school leadership and the teaching workforce and develop tools and on-line resources to support the certification process. The project also manages the process to train and deploy assessors.

Summary of project's achievement

Activities undertaken/Achieved outcomes	Achievement against indicators of success
<ul style="list-style-type: none">• Teachers awareness of the Australian Institute for Teaching and School Leadership (AITSL) standards for teaching practice as they relate to HALT was increased.• In 2019, QCEC facilitated and delivered 10 X 90-minute information sessions about HALT certification across all dioceses and 5 x 4-hour in-depth training workshops for applicants.• These information sessions and workshops were delivered in partnership with the Queensland College of Teachers (QCT) and staff from all CSAs were invited to participate.• QCEC developed a QCEC HAT and LT website for applicants and other certification stakeholders.	<ul style="list-style-type: none">• In 2019 thirteen teachers within Queensland Catholic schools were assessed for HALT certification (target of up to 20).• Of the thirteen teachers who submitted portfolios for assessment five were successfully certified – 3 as Highly Accomplished Teachers and 2 as Lead Teachers.• In 2019, 13 Catholic School Authority staff were trained by QCT to be HALT assessors.

Project Report

PROJECT TITLE: Student Protection – Online Training Resources

Project description:

The aim of this project was to 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.

As previously discussed with Australian Government officials, this project did not proceed as planned in 2019 and therefore activity is planned to continue into 2020. The Australian Government provided approval to carry over some of the associated funding.

Summary of project's achievement

Activities undertaken/Achieved outcomes	Achievement against indicators of success
<ul style="list-style-type: none">• Teachers, school leaders and volunteers will 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 will allow for delivery to be tailored to individual schools and their particular settings and student populations.• Training materials will allow for the quantification of improvements in the understanding of teachers and school leaders concerning key student safety and wellbeing concepts and responsibilities.• Commenced Online student protection training resources project.• Established a working party of Catholic School Authority representatives to oversee the project.	<ul style="list-style-type: none">• Due to delays experienced in proceeding with this project no increase in awareness of student protection resources was reported. The planned student protection training resources and guidance materials were not able to be finalised and made available to school authorities in the intended online mode. School authorities were therefore not surveyed to assess if awareness of planned materials had increased.• The project did not proceed as planned and relevant and up-to-date online student protection training was not able to be made available across an increased number of school sites.• Content for approximately 50% of training modules was drafted. Modules included identifying abuse and harm, responsibility and obligations and inappropriate behaviour.• Next steps were identified to engage an IT company to convert the materials into appropriate learning formats in 2020.• Carryover of funds to complete this project in 2020 was approved by the Australian Government.

Project Report

PROJECT TITLE: Amplifying Student Voices

Project description:

The aim of this project was to pilot an approach to school improvement through a student lens using the PIVOT tool. It involved a systematic approach to collecting data on student perceptions and teaching effectiveness over time to provide a line of sight between individual teachers, school leaders, CSAs and QCEC on teaching and learning goals. QCEC worked with an external provider to develop student surveys mapped against the AITSL standards. The project contributed to school improvement goals outlined in QCEC's NGRSF Strategic Plan 2019-2022.

Summary of project's achievement

Activities undertaken/Achieved outcomes	Achievement against indicators of success
<ul style="list-style-type: none">• Data was captured on student perceptions.• Bespoke reports were made available to teachers, school leaders and CSAs.• Teachers built deeper understanding of their teaching strengths and areas for professional growth.• School leaders accessed aggregated data on teacher effectiveness.• School planning was informed by the voice of students.• Engaged PIVOT Professional Learning to deliver a student survey to capture student perceptions of effective teaching practices.• PIVOT produced an evaluation report and as a result of the success of the initiative it was decided to extend into 2020.	<ul style="list-style-type: none">• Teachers accessed tools to generate data to inform their professional development.• School leaders had access to data to inform school planning.• More than 60% of participants reported an increased preparedness to use data to inform their teaching practices.• Teachers and school leaders received confidential reports to inform school planning.• 35 teachers from seven schools participated as part of a pilot to trial the tool (i.e. PIVOT).• 91% of teachers reported they learnt something new about their teaching.• 77% of teachers reported they made self-directed changes to their teaching practices in response to student voice data.• 100% of teachers reported the Pivot process and data as valuable or worthwhile.

Project Report

PROJECT TITLE: Boarding School Forum

Project description:

The purpose of the project was to 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. The Forum had a focus to reflect on the standards in boarding settings to support school improvement and recommendations arising from the Royal Commission into Institutional Responses to Child Sexual Abuse.

Summary of project's achievement

Activities undertaken/Achieved outcomes	Achievement against indicators of success
<ul style="list-style-type: none">• Specific issues that impact on boarders and boarding school leaders were identified.• Deeper dialogue and collaboration between boarding school leaders was achieved in the face-to-face setting.• School planning was informed by the voice of boarding students.	<ul style="list-style-type: none">• More than 60% of participants reported better awareness of specific and emerging issues concerning the application of relevant standards to boarding school management.• 90% of Boarding school principals and Heads of Boarding who attended the forum reported it increased their awareness of, and confidence to apply, the Australian Boarding School Standards.• 90% of Boarding school principals and Heads of Boarding who attended the forum reported it increased their understanding of the recommendations for boarding school providers arising from the Royal Commission Inquiry.

Project Report

PROJECT TITLE: Governance and Leadership in Catholic Schools for Principals

Project description:

This project engaged the Brown Collective to design, develop and deliver a customised executive leadership program, *Leading with integrity for excellence: Governance for Catholic Schools (LWIE)* and the Australian Institute of Company Directors to deliver an Applied Risk Management Program for senior leaders. The LWIE program was tailored to Catholic values, mission and identity and included modules on: Governance; Ethics; Thinking Strategically; Responsible Stewardship; Safety and Wellbeing; and Building a Culture of Performance.

Summary of project’s achievement

Activities undertaken/Achieved outcomes	Achievement against indicators of success
<ul style="list-style-type: none"> 200 Principals, aspiring Principals and senior leaders were supported to be efficient and effective administrators and leaders of learning with a Catholic school context. 	<ul style="list-style-type: none"> More than 60% of participants reported improved understanding of financial management, governance, ethical practices and decision-making, strategic thinking and performance. 133 people participated in LWIE and 52 people participated in AICD during 2019. Funds were committed in 2019 for a further 17 participants to undertake LWIE professional learning in 2020. Participants in LWIE were surveyed and 100% reported enhanced capabilities in Governance, Ethics, Thinking Strategically, Responsible Stewardship, Safety and Wellbeing and Culture of Performance. Participants in AICD were surveyed and 75-100% reported enhanced capabilities in effective oversight of risk management processes, Risk Analysis, Risk Investigation and Risk Oversight.

Project Report

PROJECT TITLE: NCCD Coordination Project

Project description:

The NCCD Coordination project will continue across the life of the agreement to ensure that Catholic school staff's knowledge and understanding of the NCCD model is built on and improved to: increase competence in applying NCCD guidelines across the four phases of NCCD; ensure appropriate adjustments are made to students' learning and programs; and promote consistently accurate and reliable data for NCCD. Findings from professional learning sessions and unpacking of previous NCCD data were used to refine the program and content for the following year.

Summary of project's achievement

Activities undertaken/Achieved outcomes	Achievement against indicators of success
<ul style="list-style-type: none"> • NCCD trainer delivered high quality professional learning to support consistent implementation of NCCD across Catholic schools. • School staff developed knowledge of NCCD phases and consistently applied NCCD criteria and quality assurance processes when gathering data in their schools. • NCCD ‘within school’ moderation processes became more embedded in school practices. • Robust and consistent NCCD data and evidence across Catholic schools in Queensland was recorded. • Individual Catholic Schools were provided with funding support, via their Catholic School Authorities, to plan, develop and complete within-school moderation. 	<ul style="list-style-type: none"> • QCEC facilitated 26 NCCD training sessions about the model across Queensland, for approximately 1200 participants, and 23 cross-school and cross-sector NCCD moderation sessions across Queensland, for a total of 526 participants. • A reduction (or absence) of anomalies in school level data and queries from the Australian Government (AG) Department of Education (DoE) regarding NCCD data from Catholic schools in Queensland was achieved. • QCEC was not notified by the AG of any concerns about data quality. • Audits of Catholic schools’ NCCD data found appropriate evidence for NCCD decisions. • 22 schools were identified for 2020 <i>Schools Census Post Enumeration (PE) exercise</i> audits of 2019 data. The audits include investigation of NCCD evidence, including its appropriateness. • More than 60% of teachers who attended moderation sessions felt more confident in applying the NCCD Guidelines across the four phases of the NCCD and in making adjustments to students learning programs. • Participants in moderation sessions were surveyed and close to 100% reported increased confidence. • Teachers were more competent when participating in within school and across school processes that enable students’ level of adjustments to be moderated. • 481 people completed the Disability Standards for Education modules on the NCCD to further increase their competence. • Data quality and consistency across Queensland Catholic School Authorities and other Queensland education sectors was increased. • QCEC co-developed and co-facilitated cross-sector moderation for State, Independent and Catholic schools to improve consistency across sectors. • QCEC facilitated NCCD reflection processes in two Catholic School Authorities, school teams reflected on their processes using the NCCD tools to develop a NCCD plan that was embedded into annual school planning and goals. The NCCD plan included relevant professional learning for staff and timelines for school-based processes.

Project Report

PROJECT TITLE: NAPLAN ONLINE

Project description:

The project entails supporting progressive rollout of NAPLAN Online to Catholic schools through training and support for Catholic School Authorities and schools, including Refresher Training sessions and School Readiness Test (SRT) training sessions as well as the delivery of a QCEC NAPLAN Online Symposium and Forum. The project is ongoing and progress of schools transitioning to NAPLAN Online was used to inform project activities for the following year.

Summary of project's achievement

Activities undertaken/Achieved outcomes	Achievement against indicators of success
<ul style="list-style-type: none">• Catholic School Authorities (CSAs) were provided with consistent messages from the Test Administration Authority (TAA) (QCAA) regarding all aspects of preparing for and delivering NAPLAN Online in 2019.• Principals, NAPLAN Coordinators and School Technical Officers involved in transitioning Catholic schools were 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.• CSAs trained Test Administrators in administering the Assessment Platform to successfully deliver test sessions, e.g. creating session codes, monitoring student progress and dealing with disruptions.• On 4 June 2019 QCEC hosted a NAPLAN Online Readiness Forum for newly transitioning schools to NAPLAN Online, as well as a Symposium on 20 August 2019 focusing on Online Formative Assessment tools and NAPLAN Online.	<ul style="list-style-type: none">• The Test Administration Authority (TAA) provided Refresher Training events, including sessions from sector representatives, to staff from participating Catholic schools.• Participating Catholic schools completed NAPLAN Online in 2019 according to national success criteria.• 167 Catholic schools successfully completed NAPLAN Online in May 2019.• QCEC reviewed one instance of a breach of protocols at one school following a request by QCAA and the relevant CSA counselled the individual staff member responsible. There was no other official advice received in relation to NAPLAN Online protocol breaches by the Catholic sector.• Students, teachers and schools provided positive feedback on their experience of participating in 2019 NAPLAN Online.• The QCEC Online Assessment Taskforce (NOAT) members overseeing the participating schools within their jurisdiction advised that their staff and students had a positive experience overall.• Transitioning schools completed School Readiness Test (SRT) gateway checks according to national success criteria.• 124 schools planning to transition in 2020 undertook TAA SRT training, ICT infrastructure checks, prepared test schedules and participated in the Queensland SRT event during August – October 2019.

	<ul style="list-style-type: none"> • 90% of schools were confident in their ability to participate in NAPLAN Online 2020. • 100% of Catholic schools that participated in SRT reported in a survey that they were confident, or very confident, of their ability to undertake NAPLAN Online in 2020. • Schools participating in the Platform Readiness Test (PRT) completed tests according to national success criteria. • Two Catholic schools participated in a Platform Readiness Test (PRT) event between 7 – 13 February 2019 and four Catholic schools participated in a PRT event between 22 – 30 October 2019 as per the national test strategy. • Majority of schools that participated in 2019 NAPLAN Online reported they were very confident/confident in administering NAPLAN Online. • SRT survey responses indicated that all schools were confident, or very confident, in their ability to undertake NAPLAN Online in 2020 within the nine-day testing window based on their experiences during SRT.
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Project Report

PROJECT TITLE: QCEC Administering the NGRSF program to achieve reform objectives

Project description:

This reflects administrative work undertaken within QCEC Secretariat to support the NGRSF program.

Summary of project's achievement

Activities undertaken/Achieved outcomes	Achievement against indicators of success
<ul style="list-style-type: none">• QCEC NGRSF administration costs• Administering the NGRSF program to achieve reform objectives	<ul style="list-style-type: none">• Timely and efficient administration of NGRSF funding and management of project deliverables.

Financial Statement

Program for aspiring and middle leaders	FTE	Reform Support Fund funding	Funding from other contributions	Total funding
Advertising and Promotion		\$581		\$581
Support for local level activities		\$2,800		\$2,800
Meetings & Forums		\$66,819		\$66,819
Teacher Release Costs		\$27,000		\$27,000
Salary & Wage Costs	0.3	\$45,885		\$45,885
Sub-total		\$143,085		\$143,085

Highly Accomplished and Lead Teacher Initiative	FTE	Reform Support Fund funding	Funding from other contributions	Total funding
Advertising and Promotion		\$865		\$865
Website design		\$6,409		\$6,409
Meetings & Forums		\$17,368		\$17,368
Printing & Stationery		\$153		\$153
Sundry Expenses		\$144		\$144
Travel & Accommodation		\$12,921		\$12,921
Teacher Release		\$16,510		\$16,510
Salary & Wage Costs	0.3	\$61,131		\$61,131
Sub-total		\$115,501		\$115,501

Student Protection – Online Resources	FTE	Reform Support Fund funding	Funding from other contributions	Total funding
Consultancy Fees		\$5,760		\$5,760
Meetings & Forums		\$596		\$596
Salary & Wage Costs	0.15	\$22,611		\$22,611
Sub-total		\$28,967		\$28,967

Amplifying Student Voices (PIVOT)	FTE	Reform Support Fund funding	Funding from other contributions	Total funding
Consultancy Fees		\$9,808		\$9,808
Sub-total		\$9,808		\$9,808

Boarding School Forum	FTE	Reform Support Fund funding	Funding from other contributions	Total funding
Meetings & Forums		\$435		\$435
Travel & Accommodation		\$8,837		\$8,837
Salary & Wage Costs	0.02	\$2,709		\$2,709
Sub-total		\$11,981		\$11,981

NCCD Coordination Project	FTE	Reform Support Fund funding	Funding from other contributions	Total funding
Support for local level initiatives		\$984,112		\$984,112
Meetings & Forums		\$11,651		\$11,651
Printing & Stationery		\$350		\$350
Salary & Wage Costs	1.3	\$117,967		\$117,967
Travel & Accommodation		\$69,748		\$69,748
Teacher Release Costs		\$1,076,600		\$1,076,600
Sub-total		\$2,260,428		\$2,260,428

NAPLAN Online Coordination Project	FTE	Reform Support Fund funding	Funding from other contributions	Total funding
Advertising and Promotion		\$816		\$816
Support for local level initiatives		\$236,975		\$236,975
Meetings and Forums		\$7,726		\$7,726
Salary and Wage Costs	2	\$326,759		\$326,759
Travel Costs		\$17,958		\$17,958
Teacher Release Costs		\$358,839		\$358,839
Sub-total		\$949,073		\$949,073

Governance Training for Principals	FTE	Reform Support Fund funding	Funding from other contributions	Total funding
Consultancy Fees		\$900,790		\$900,790
Meetings & Forums		\$60,291		\$60,291
Travel & Accommodation		\$9,789		\$9,789
Salary & Wage Costs	0.7	\$128,464		\$128,464
Sub-total		\$1,099,334		\$1,099,334

QCEC NGRSF Administration	FTE	Reform Support Fund funding	Funding from other contributions	Total funding
Salary & Wage Costs	0.7	\$100,000		\$100,000
Sub-total		\$100,000		\$100,000

2018 Funding Carried Over to 2019 with Ministerial Approval

Year One Phonics Check Trial	FTE	Reform Support Fund funding	Funding from other contributions	Total funding
Consultancy Fees		\$35,473		\$35,473
Meetings & Forums		\$1,636		\$1,636
Travel & Accommodation		\$13,110		\$13,110
Teacher Release Costs		\$13,579		\$13,579
Sub-total		\$63,798		\$63,798

Building Dynamic School Councils Workshop	FTE	Reform Support Fund funding	Funding from other contributions	Total funding
Meetings & Forums		\$25,023		\$25,023
Salary & Wage Costs	0.05	\$6,772		\$6,772
Sub-total		\$31,795		\$31,795

Student Protection Governance – Health Checks	FTE	Reform Support Fund funding	Funding from other contributions	Total funding
Consultancy Fees		\$79,397		\$79,397
Meetings & Forums		\$5,967		\$5,967
Travel & Accommodation		\$468		\$468
Salary & Wage Costs	0.1	\$15,295		\$15,295
Sub-total		\$101,127		\$101,127

Financial Management Governance	FTE	Reform Support Fund funding	Funding from other contributions	Total funding
Advertising & Promotion		\$830		\$830
Consultancy Fees		\$24,500		\$24,500
Meetings & Forums		\$51,764		\$51,764
Travel & Accommodation		\$5,796		\$5,796
Salary & Wage Costs	0.15	\$21,280		\$21,280
Sub-total		\$104,170		\$104,170

Privacy Governance Forums	FTE	Reform Support Fund funding	Funding from other contributions	Total funding
Consultancy Fees		\$18,175		\$18,175
Meetings & Forums		\$490		\$490
Salary & Wage Costs	0.15	\$22,449		\$22,449
Sub-total		\$41,114		\$41,114

<u>2019 Overall expenses</u>	<u>Total FTE</u>	<u>Total funding from the reform support fund</u>	<u>Total funding from other contributions</u>	<u>Total funding</u>
Non-government reform support fund expenses actually paid in 2019		\$5,060,181		\$5,060,181
2019 Funds contractually committed but not yet invoiced		\$967,926		\$967,926
2019 Funding carried over to 2020 with Ministerial approval		\$620,322		\$620,322

Reconciliation of NGRSF funding and activity to date

- In 2018 QCEC spent \$2,033,371 (as per 2018 QCEC NGRSF Annual Report)
- In 2019 QCEC spent \$5,060,181 (as per 2019 QCEC NGRSF Annual Report)
- In 2019 QCEC was contractually committed to \$967,926 worth of funds that had previously been approved in the 2019 Work Plan. This amount consisted of:
 - \$600,000 NAPLAN Funds
 - \$200,252 Governance and Leadership in Catholic Schools (LWIE Expenses)
 - \$167,674 Middle Leaders Expenses*
- In 2019 QCEC requested that \$620,322 worth of funds be held over (as approved by letter from the Australian Government dated 13/01/2020). This amount consisted of:
 - \$250,000 Middle Leaders Funds
 - \$150,000 Student Protection Online Resources
 - \$220,332 Student Protection Health Checks
- The total of the funds outlined above (actually incurred or approved to be spent) is \$8,681,800 and matches the NGRSF income QCEC has received to date.

*NB QCEC expected to receive invoices for Middle Leaders expenses of up to \$400,000 in 2019 for payment, however, not all items were able to be invoiced and this is the shortfall. At the time of preparing this report invoices have been further delayed or may no longer be received at all due to the emergence of COVID 19 and the effects on planned activities. QCEC will shortly undertake an audit of the effect of COVID 19 and will communicate the findings to the Australian Government.