

Non-Government Reform Support Fund

2020 Annual Report

Queensland Catholic Education Commission

Executive Summary

Queensland Catholic Education Commission (QCEC) is the peak strategic body with state-wide responsibilities for Catholic schooling in Queensland. QCEC works with the five diocesan Catholic School Authorities (Brisbane, Toowoomba, Rockhampton, Townsville and Cairns) and 17 Religious Institutes and other incorporated bodies which in 2020, collectively operated a total of 307 Catholic schools to educate more than 153,524 students.

In 2018 and 2019, non-government reform support funds (NGRSF) were managed centrally by the QCEC. In 2020, acting on advice from the Australian Government, funds were managed both centrally and locally with distributions made directly to Catholic School Authorities to plan and deliver local projects and activities in line with the commitments under the bilateral agreement. This arrangement allowed Catholic schools throughout Queensland access to statewide, centrally-managed activities and local activities such as high-quality training and development programs in support of their teachers and students.

Progress against your strategic plan

QCEC's strategic objectives are guided by the bilateral agreement signed in December 2018 and include:

- Improving student outcomes
- Increasing teacher effectiveness
- Supporting school leaders
- Enhancing the school environment for students, teachers, parents and the community.

Despite experiencing a number of disruptions to planned programs due to the COVID-19 pandemic, each CSA reported progress against the QCEC strategic objectives throughout 2020. Some notable achievements throughout the year included:

- Over 890 Catholic teachers participated in NCCD training across Queensland in 2020 to improve their skills in supporting students to improve student outcomes, with over 200 school groups in three diocese participating in NCCD Reflections
- Over 230 staff from four diocese participated in NAPLAN school readiness training across Queensland in 2020
- Over 43 teachers from three diocese submitted an intention to apply for Highly Accomplished or Lead Teacher certification
- Programs focused on early years literacy and numeracy assisted in seeing reading levels progress, and structures and processes developed around targeting teaching to improve student outcomes
- School leadership including Principals, Deputies, Middle Leaders and Aspiring Leaders received training through a number of programs, including 60 Principals participating in the *Leading With Integrity for Excellence* program.

Relationship with your state and territory government

A number of the actions in the state Bilateral Agreement are cross-sector and QCEC continued to work closely with the Queensland Government and Independent Schools Queensland to implement actions in support of:

- Senior assessment and tertiary entrance reform
- Indigenous education
- Highly accomplished and lead teachers

- Nationally Consistent Collections of Data on Students with Disability.

QCEC maintained close working relationships with Department staff and participated in regular meetings with both the Director-General and the relevant Assistant Director-General. QCEC also contributed to the whole of Queensland's Bilateral Agreement reporting to Education Council.

Project Report

Include here a general statement that provides a response to the following:

The Queensland Catholic Education Commission's Non-Government Reform Support Fund Strategic Plan focuses on the three Reform Directions of Supporting students, student learning and student achievement; Supporting teaching, school leadership and school improvement; and Enhancing the national evidence base. Throughout 2020, Catholic School Authorities (CSAs) and the QCEC worked towards progressing these objectives through a variety of programs hosted on a local and state level. When drafting the 2020 NGRSF Work Plan, each CSA identified projects that they believed would best progress the objectives from the Strategic Plan while specifically tailoring activities to their own context. CSAs received support from the QCEC where needed and were guided in their reporting obligations. QCEC also planned activities throughout the year that supported all Queensland Catholic schools (such as Student Protection Programs) while also facilitating programs that CSAs were able to promote among staff in their local areas, including activities for Senior Assessment and Tertiary Entrance, Nationally Consistent Collection of Data on school students with disability, Highly Accomplished and Lead Teacher Initiative and the progression of NAPLAN to online. Despite the unexpected interruptions cause by COVID-19, each CSA and QCEC were able to make progress against the objectives in a meaningful way.

Summary of 2020 achievements

QCEC Centrally managed activities

1. Project title	Project description and activities	2. Expected outcomes/ Overall achievements Achieved or Not achieved	3. Indicators of success Add the target % achieved	List any additional activities or variations to agreed activities and/or any additional information on outcomes or achievements
Senior Assessment and Tertiary Entrance Reform Support Project	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:	Delivery of cross-authority moderation day for approximately 200 teachers. Achieved – see Point 1	More than 60% of participating teachers surveyed after the moderation day report increased confidence and skills in moderation. Achieved – see Point 2	1. 129 teachers representing all CSAs attended a cross-authority moderation event on the 12 March 2020. 2. Participants reported positive feedback regarding the moderation day. The survey did not ask a specific question

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	<p>1. Deliver a facilitated cross-authority moderation day for approximately 200 Catholic school staff from across the state.</p> <p>2. Deliver a facilitated external assessment support day for approximately 200 Catholic school staff (i.e. middle leaders, assistant principals, deputy principals).</p> <p>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.</p> <p>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.</p>			regarding increased confidence however anecdotal feedback and other responses to the survey indicate that this was a common outcome for participants.
		<p>Delivery of cross-authority external assessment day for approximately 200 teachers and leaders.</p> <p>Not achieved – see Point 3</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>Not achieved – see Point 3</p>	3. Due to the impacts of the COVID-19 Pandemic, the cross-authority external assessment event did not proceed.
		<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>Achieved – see Point 4</p>		4. Catholic school staff received regular communication and updates from the Queensland Curriculum and Assessment Authority (QCAA) and Queensland Tertiary Admissions Centre (QTAC), facilitated by the QCEC Senior Assessment Tertiary Entrance (SATE) Taskforce. CSAs reported confidence in implementing the new QCE system and well supported in this process.

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		Explore the feasibility of establishing regional and rural networks in consultation with Catholic School Authorities in identified locations. Not achieved – see Point 5	All Catholic School Authorities have been consulted on the development of a support network. Not achieved – see Point 5	5. Due to the impact of the COVID-19 Pandemic, this project did not proceed as planned in 2020.
Indigenous Education Support Project	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.	Catholic school staff support students and parents to access practical transition supports. Achieved – see Point 1	Students and parents access resources to help them in addressing transition challenges. Achieved – see Point 1	1. While the project did not proceed as originally planned due to the impact of COVID-19, the level of engagement and communication with boarding students and parents increased throughout 2020, as did knowledge of entitlements and resources for boarding students and their families. The focus shifted to supporting students from remote and discrete communities safely return to their home communities and to ensure that CSAs continued to support the learning and wellbeing of these students while they were “at home” and not in the boarding school. This involved working closely with Transition Support Services, all Catholic School Authorities, ABSTUDY Policy, and the

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				Queensland Department of Education.
		Students and parents know about practical resources that support the transition to boarding school. Achieved – see Point 1	Students and parents are better informed about school issues, entitlements and what to expect when they transition to boarding school. Achieved – see Point 1	
		Catholic school staff visit Indigenous communities to engage and support students and families in preparation for transition to boarding school. Not achieved – see Point 2	Catholic school staff report increased engagement with communities. Not Achieved – see Point 2	2. Students were supported with safe passage home and remained engaged in learning with pastoral and wellbeing support provided by their respective school. Where possible, students were supported to come together in their remote and discrete community to share connections and experiences with how they were responding to these unprecedented times and remaining focused on their learning.
Boarding school support project	This reform support project will provide support for Queensland Catholic boarding schools to respond to the principles for child	Provide a forum for Catholic boarding school leaders and staff to share and reflect on	More than 60% of forum participants report an increased awareness and understanding	3. This work did not proceed as planned due to the impact of COVID-19. The focus shifted to

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	<p>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.</p> <p>This reform support project will involve the provision of a collaborative forum to develop the skills and capability of Catholic boarding school staff.</p>	<p>best practice with respect to the care and wellbeing of students in boarding settings. Achieved - see Point 3</p> <p>Strengthen the dialogue and collaboration between boarding school leaders and staff across the Catholic school sector. Achieved – see Point 3</p> <p>Catholic boarding school leaders and staff are supported in responding to the recommendations of the Royal Commission into Institutional Responses to Child Sexual Abuse. Achieved – see Point 3</p>	<p>of strategies to effectively manage the care, health and wellbeing of boarding school students. Achieved – see Point 3</p>	<p>supporting our Queensland Catholic boarding schools manage the risk of COVID-19 and the interpretation and application of the AHPPC Guidelines.</p> <p>A QCEC Boarding School Pandemic Group was established and met weekly to respond to the evolving situation and how to best manage risks in line with public health advice. Very positive feedback regarding the QCEC Boarding School Pandemic Group indicated that there was a significant increase in understanding and awareness of how best to support student’s physical and mental health and wellbeing.</p> <p>QCEC continued to provide Catholic School Authorities on the steps required to achieve a child-safe environment in line with the recommendations of the Royal Commission. This was largely facilitated by the QCEC</p>

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				Student Protection Working Group.
Highly Accomplished and Lead Teacher Initiative	<p>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:</p> <p>This project will support the following activities:</p> <ol style="list-style-type: none"> 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. 	<p>More Queensland Catholic school teachers apply for HALT certification Achieved</p> <p>School leaders actively promote and encourage HALT certification Achieved</p> <p>School leaders provide enhanced support to teachers who apply for HALT Achieved</p> <p>Teachers have access to resources which support the HALT application process Achieved</p> <p>HALT assessor training is delivered Achieved</p> <p>HALT assessment process is carried out with fidelity Achieved</p>	<p>The number of teachers applying for HALT in Queensland Catholic schools is increased in 2020. 120% increase achieved – see Point 1</p> <p>Increased engagement with HALT communications. See Point 2</p> <p>The number of Catholic school HALT assessors is increased in 2020. 80% increase from 2019 to 2020</p>	<ol style="list-style-type: none"> 1. There was an increase in the number of certified teachers from 2019 (5 in total) to 2020 (11 in total). 2. Engagement data from 2019 updates is not available, however, the five applicant updates and two applicant check-ins averaged 60.4% engagement in 2020. <p>All events including Introductory Sessions, In-Depth Workshops, Assessor Update Day (and associated activities) and Stage 1 Assessment Activities moved to online delivery due to COVID-19.</p> <p>Key personnel were appointed within each Diocese to enhance the profile of certification and ensure ongoing support for applicants. Support was provided through frequent communication and updates.</p>

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				Assessors participated in scheduled update sessions.
Nationally Consistent Collection of Data on Students with Disability	<p>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:</p> <ol style="list-style-type: none"> 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, 	<p>Confidence in the accuracy of the school level data submitted for census.</p> <p>Achieved</p> <p>Delivery of professional learning about the NCCD.</p> <p>Achieved</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>Achieved</p> <p>Increased numbers of participants moving on from training and engaging in moderation and reflection tool</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. Audits of schools' NCCD find appropriate evidence for NCCD decisions.</p> <p>See Point 1</p> <p>70% of participants at training workshops feel more confident implementing the NCCD.</p> <p>Target 141% Achieved – see Point 2</p> <p>40% of teachers will participate in moderation.</p> <p>112% Achieved – see Point 3</p>	<p>1. Unable to report as 2020 Australian Government post enumeration outcomes are yet to be reported. In 2019, less than 1% of schools reviewed by the post enumeration process had an adjustment to their census data.</p> <p>2. 99% of respondents reported feeling more confident implementing the NCCD.</p> <p>3. 78% of attendees at QCEC facilitated cross-school moderation reported</p>

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	<p>moderation processes and quality assurance.</p> <p>4. Support cross-sector moderation opportunities for Catholic schools and the other school sectors.</p>	<p>sessions. Achieved</p> <p>NCCD within school moderation processes are embedded in the school cycle. Achieved</p>	<p>30% of Catholic schools will engage in a facilitated NCCD reflection 183% Achieved – see Point 4</p>	<p>undertaking within school moderation.</p> <p>47% of attendees at QCEC facilitated reflection and planning had participated in NCCD training, and 50% of these attendees had participated in moderation.</p> <p>4. 263 Catholic schools reported that they had engaged in NCCD Reflection and Planning developed by QCEC, of these 154 schools had the process facilitated by the respective Catholic School Authority and used QCEC support materials, 109 schools attended a QCEC facilitated reflection and planning process.</p>
NAPLAN ONLINE Coordination Project	<p>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.</p>	<p>Delivery of school readiness training and testing Achieved – see Point 1</p> <p>Delivery of practice testing Not Achieved – see Point 2</p> <p>Delivery of platform readiness testing</p>	<p>100% of schools are ready for online testing by 2021. 95% Achieved</p>	<p>1. Online webinars were provided for School Readiness Test (SRT) training and testing events could be completed over an extended period of time to provide further flexibility for schools given the impacts of COVID-19.</p>

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	<p>This project will support the following activities:</p> <ol style="list-style-type: none"> School readiness training and refresher training. School readiness testing, practice testing and platform readiness testing. Review and update online collation of state and national resources which provide support for NAPLAN Online Catholic school staff. 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). 	Achieved		2. Practice testing was not achieved due to COVID-19.
		Schools attend refresher training Achieved	124 schools attend refresher training. 130% Achieved – see Point 3	3. 162 schools attended refresher training which included all 124 new schools planning to transition to NAPLAN online in 2020 before it was cancelled, plus an additional 38 schools that already transitioned to NAPLAN Online in 2018 or 2019.
		New/extended online supports for Catholic school staff. Achieved	Collation of state and national resources are reviewed and updated. Achieved	4. Resources updated and made available via the QCEC NAPLAN Online SharePoint platform
		Delivery of meetings to address NAPLAN Online specific issues collectively. Achieved – see Point 5		5. Meetings were delivered online due to the impacts of COVID-19.

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		<p>Delivery of NAPLAN Online forum and Online Assessment Symposium to address NAPLAN Online specific issues collectively. Not achieved – see Point 6</p>	<p>70% of schools transitioning in 2021 attend the NAPLAN Online Forum. Not Achieved – see Point 6</p> <p>A range of representation from Catholic School Authorities at the Online Assessment Symposium is recorded, including from Catholic Education Offices and RI/PJP's. Not Achieved – see Point 6</p>	<p>6. NAPLAN Online Forum and Symposium not achieved due to COVID-19 and the cancellation of NAPLAN in March 2020.</p>
<p>Leadership for aspiring and middle leaders (continuation of 2019 program)</p>	<p>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.</p>	<p>Aspiring and middle leaders will collaborate with colleagues from across Catholic School Authorities to influence professional conversations regarding practice. Achieved</p> <p>Participants will lead high-performance teaching teams to enable quality educational outcomes for students. Achieved</p>	<p>Participants will influence a change in the teaching practices of their school context. Achieved</p> <p>Participants will engage in ongoing reflective professional learning across Catholic School Authorities. Achieved</p>	<p>Two cohorts with a total of 34 participants completed the QELi Leadership Development program in 2020.</p>

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	<p>The program will include face-to-face workshops as well as online networking and coaching sessions.</p> <p>44 suitable participants have been identified in consultation with Catholic School Authorities and Principals.</p>			
Student Protection – Online Training Resources (continuation of 2019 program)	<p>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.</p> <p>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.</p> <p>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</p>	<p>Teachers, school leaders and volunteers have access to relevant and accessible student protection training to increase 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. Not achieved – see Point 1</p> <p>Flexible training allows for delivery to be tailored to individual schools and their particular settings and student populations. Not achieved – see Point 1</p>	<p>60% of participating school authorities report increased awareness of student protection guidance materials and enhanced quality of training resources to assist with dealing with student protection issues in schools. Not Achieved – see Point 1</p> <p>Relevant and up-to-date online student protection training is available across an increased number of school sites. Not Achieved – see Point 1</p>	<p>1. Finalisation of Online Training Resources was not completed in 2020, with completion and implementation expected in 2021.</p>

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	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.	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. Not achieved – see Point 1		
Student Protection – Governance Health Checks (continuation of 2018 program)	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.	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. Not achieved – see Point 1	Provision of independent advice on the “health” of current student protection governance arrangements (Health Check Reports). Not Achieved – see Point 2 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). Not Achieved – see Points 1 and 2	1. Student Protection Evaluation Survey was completed in 2021 across Catholic School Authorities. 2. Analysis of data will occur once Student Protection Evaluation Survey is completed in 2021.

Catholic Education Archdiocese of Brisbane

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Participation by Brisbane Catholic Education staff in QCEC centrally managed 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)	NCCD Achieved	NCCD Achieved	NCCD BCE engaged in a number of training, moderation, quality assurance and reflection events throughout 2020. Two NCCD Post Enumeration Audits were completed. Quality assurance carried out by BCE indicates that teachers are becoming better equipped to plan, record and monitor educational adjustments for students with disability.
		NAPLAN Achieved	NAPLAN Achieved	NAPLAN BCE schools participated in school readiness training, practice testing, platform readiness testing, QCAA National Protocols training, BCE NAPLAN Online sessions and BCE NAPLAN Refresher training sessions.

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				BCE provided NAPLAN resources via its online portal.
Leading with Integrity for Excellence: Governance for Catholic Schools Program (LWIE)	<p>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.</p> <p>In collaboration with the governing body, school leaders have critical</p>	<p>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.</p> <p>Achieved – see Point 1</p>	<p>More than 60% of participants report improved understanding of financial management, governance, ethical practices and decision making, strategic thinking and performance.</p> <p>166%</p> <p>Achieved – see Point 2</p>	<p>1. Due to the impact of COVID-19 the cohort size was lower than anticipated, with 40 participants in the first two events. A second cohort had been planned for 2020 but was postponed to 2021 due to insufficient registrations.</p> <p>2. 100% of participants ranked the relevance of the course to their work as very valuable or extremely valuable and the degree to which the program</p>

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	<p>responsibilities in leading and nurturing a Catholic school community in an ever-changing and complex environment.</p> <p>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.</p>			was worthwhile as either very valuable or extremely valuable.
HALT Brisbane Catholic Education (BCE)	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 raising, understanding and increased engagement with APST as a career progression resource. Achieved	Substantial requests for and participation in professional development activities in use of the APST, Accreditation and Accreditation. Achieved – See Point 1	1. An increase in awareness of the APSTs has been developed with the Education Officer being requested to facilitate session with Principals at cluster meetings. Additionally, several schools have requested Professional Learning days for staff on the APSTs in 2020 and on Pupil Free Days in 2021. There were 129 BCE participants in Workshop 1 and

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	<p>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.</p> <p>In 2020, the project includes:</p> <ol style="list-style-type: none"> 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 focused development with the BCE Performance and Development process used in all schools with every teacher. (2020 Future-oriented focus) 			Workshop 2 run in Term 3 and Term 4.
		<p>Applicants successfully progressing Intention to Apply for HALT Certification and Assessor Accreditation to successful outcomes. Achieved – see Point 2</p>	<p>Doubling the numbers of teachers submitting Intentions to apply for HALT Certification and Assessor Accreditation in the 2021 round. Not Achieved - see Point 2</p>	<p>2. COVID restrictions have impacted on HALT activities and may have impacted teacher interest at this time. Notification of Intention to Apply showed 29 BCE applicants for 2021, with considerable interest for 2022.</p>
		<p>Increased clarity by BCE Office personnel of future development needs to support successful HALT Certification and Assessor applications. Achieved</p>	<p>Incorporation of explicit learnings from 2020 program into work plans for 2021 and beyond. Achieved – see Point 3</p>	<p>3. Key learnings from 2020 to incorporate into the 2021 work plans include:</p> <ul style="list-style-type: none"> • Effective support for leaders in knowing and understanding their role in supporting teachers throughout the accreditation process; • Implementation of procedures and structures in schools to support APSTs being upheld to

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	<p>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.</p> <p>Note: This locally managed project complements other related activity undertaken through the QCEC central managed activity.</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>Achieved</p>	<p>Re-launching and training in the BCE Performance and Development processes inclusive of the APST for supported implementation in 2021.</p> <p>Achieved – see Point 4</p>	<p>HALT standard; and</p> <ul style="list-style-type: none"> Inclusion of APSTs in the P&D processes and how these support teacher career paths generally. <p>4. This work has been supported by increasing Senior Leaders and Principal awareness of APSTs so as to support them to align APSTs with goal setting processes, which is a key feature of the P&D process.</p>
Accelerate Learning in the Early Years	<p>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</p>	<p>Pilot the extension of use of early year screening tools and informed teaching response that positively impacts student learning progress.</p> <p>Achieved– see Point 1</p>	<p>Successful development of the program for extension to a broader number of schools in 2021-22</p> <p>Achieved – see Point 1</p>	<p>1. Covid 19 impacted on the number of schools that could practically enter the project in 2020, with one school implementing the model in depth. The model will be implemented in up to 10 schools in 2021, with a more universal implementation planned for in 2022.</p>

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	<p>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.</p>	<p>Understanding and effective implementation of practices and teaching responses that improve students reading progress and achievement. Achieved – see Point 2</p>	<p>Early reading levels improve for students in the project schools. Achieved – see Point 2</p>	<p>2. Early reading levels for all students are progressing. For students identified as not making progress, targeted teaching responses by teachers and in collaboration with Inclusive Education and Primary Learning Leader were implemented.</p>
	<p>In 2020 this project includes:</p> <ul style="list-style-type: none"> • 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); 	<p>Levels of Teaching Response process is refined, elaborated and exemplified through the project to more effectively inform Pilot the extension of use of early year screening tools and informed teaching response that positively impacts student learning progress Achieved – see Point 3</p>	<p>Levels of Teaching Response process is refined, elaborated and exemplified. Achieved – see Point 3</p>	<p>3. Structures, frameworks and processes around and within each level of this framework have been refined, and improved learning growth is being seen.</p>
	<ul style="list-style-type: none"> • Explicit, collaborative responses to student learning progress through BCE’s effective and expected literacy teaching practices and Levels of Teaching Response process; 	<p>Cross discipline school role holders work collaboratively and effectively to progress the learning of each student. Achieved – see Point 4</p>	<p>Responsive teaching and differentiation are occurring at the level and in the manner needed for each student. Achieved – see Points 2 and 4</p>	<p>4. Capacity of role holders within the school has been enhanced through partnerships with office personnel and external partnerships have been established to best respond at the strategic level.</p>

Project title	Project description and activities	Expected outcomes/ Overall achievements Achieved or Not achieved	Indicators of success Add the target % achieved	List any additional or variations of Activities undertaken/Achieved outcomes
	<ul style="list-style-type: none"> • 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 trialing 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. 	<p>If needed, additional monitoring tools and screening processes are identified for use beyond the pilot.</p> <p>Achieved – see Point 5</p>	<p>Models/examples of effective practice are used to scale up implementation across a broader number of schools.</p> <p>Achieved</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> <p>Achieved – see Point 5</p>	<p>5. Additional resources such as data from the SPAT-R tool, cognitive assessments interpreted by Guidance Counsellors, speech and language assessments, occupational therapy assessments and psychology reports have informed a more comprehensive understanding and response. A multi-disciplinary team has been established within the office with the intent to explore, analyse and evaluate the validity and purpose of various tools being used across schools as they are identified.</p>

Religious Institute/Public Juridic Persons Schools

Project title	Project description and activities	Expected outcomes/ Overall achievements Achieved or Not achieved	Indicators of success Add the target % achieved	List any additional or variations of Activities undertaken/Achieved outcomes
Participation by RI/PJP school staff in QCEC centrally managed 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)	NCCD Achieved	NCCD Achieved	NCCD 60 teachers from RI/PJP schools attended NCCD training on the 25 th of February and 31 st of March 2021. This training was conducted online to fit with current COVID restrictions. 73 teachers attended NCCD Moderation throughout May 2020, and 12 school teams attended NCCD Reflection throughout October 2020.
		NAPLAN Achieved	NAPLAN Achieved	NAPLAN 26 participants from 18 RI/PJP schools attended QCAA National Protocols “Refresher Training” sessions in February and March in 2020. 9 participants from 4 RI/PJP schools attended QCAA School Readiness Test Training webinars in August and October 2020.

Project title	Project description and activities	Expected outcomes/ Overall achievements Achieved or Not achieved	Indicators of success Add the target % achieved	List any additional or variations of Activities undertaken/Achieved outcomes
		HALT Achieved	HALT Achieved	HALT 37 teachers participated in four Introductory Sessions in 2020. 37 teachers participated in four In-Depth information sessions on HALT certification. In 2020, three teachers trained as Assessors.
		SATE Achieved	SATE Achieved	SATE 39 staff from RI/PJP schools attended a forum on the new QCE system on the 12 March 2020.
Governance and Leadership in Catholic schools for Principals – Leadership Development Program	<p>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</p>	<p>Support 25 middle leaders and aspiring middle leaders to build leadership capabilities and global competencies. Not achieved – see Point 1</p>	<p>More than 60% of participants surveyed report improved confidence, capabilities and competence in leadership to influence strategic priorities and classroom practices. Not Achieved – see Point 1</p> <p>More than 60% of participants surveyed report they understand how to weave global competencies in</p>	<p>1. Due to Covid-19 the scheduled course hosted by QELi and GLC was postponed until 2021, with 24 participants commencing their course in February 2021.</p>

Project title	Project description and activities	Expected outcomes/ Overall achievements Achieved or Not achieved	Indicators of success Add the target % achieved	List any additional or variations of Activities undertaken/Achieved outcomes
	<p>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.</p> <p>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.</p> <p>The target audience is aspiring and current middle leaders and includes:</p> <ul style="list-style-type: none"> • Teachers who hold an acting middle leader or coordinator position. • Middle Leaders who are aspiring to Senior Leadership. <p>Participation in the program will provide evidence of leading a project which may be utilised in</p>		<p>curriculum planning and teaching. More than 60% of participants report they learnt strategies for how to build trust. Not Achieved – see Point 1</p>	

Project title	Project description and activities	Expected outcomes/ Overall achievements Achieved or Not achieved	Indicators of success Add the target % achieved	List any additional or variations of Activities undertaken/Achieved outcomes
	applying for Lead Teacher certification. It is proposed that up to 25 middle leaders across secondary schools will undertake this program in 2020.			
Pivot Student Engagement Tool – Amplifying Student Voices	<p>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.</p> <p>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.</p>	<p>Data available on student perceptions. Achieved</p> <p>Bespoke reports available Catholic school staff and school authorities. Achieved</p> <p>Teachers build deeper understanding of their strengths and areas for professional growth. Achieved</p> <p>School leaders have access to aggregated data on teacher effectiveness. Achieved</p> <p>School planning is informed by the voice of students. Achieved</p>	<p>Teachers can access tools to generate data to inform their professional development. Achieved</p> <p>School leaders have data to inform school planning. Achieved</p> <p>More than 60% of participants report an increased preparedness to use data to inform teaching practices. Achieved – see Point 1</p>	<p>1. As participants were not specifically surveyed following participation, target achievement data has been determined based on the increased number of licences ordered in 2021 following positive anecdotal feedback from participating schools.</p> <p>19 teachers across three RI/PJP schools participated in PIVOT surveys, which allowed them to receive bespoke reports detailing student’s feedback from students in their classes.</p> <p>Following the positive feedback from these schools, a greater number of RI/PJP schools engaged with the student engagement tool in 2021.</p>

Catholic Education Diocese of Rockhampton

Project title	Project description and activities	Expected outcomes/ Overall achievements Achieved or Not achieved	Indicators of success Add the target % achieved	List any additional or variations of Activities undertaken/Achieved outcomes
Participation by Catholic Education Diocese of Rockhampton staff in QCEC centrally managed 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)	NCCD Achieved	NCCD Achieved	NCCD <ul style="list-style-type: none"> • 117 teachers completed NCCD training. • 116 teachers reported they were involved in NCCD across school moderation processes • Schools participated in Cross Diocesan Moderation sessions with QCEC which were adapted from the planned Cross Sector Moderation • 39 school-based NCCD teams and their Inclusive Curriculum Regional Coordinators participated in the QCEC-facilitated NCCD Reflection processes.
		NAPLAN Achieved	NAPLAN Achieved	NAPLAN <ul style="list-style-type: none"> • NAPLAN Online training commenced. Funds were used for teacher release, accommodation and travel as required.

Project title	Project description and activities	Expected outcomes/ Overall achievements Achieved or Not achieved	Indicators of success Add the target % achieved	List any additional or variations of Activities undertaken/Achieved outcomes
				<ul style="list-style-type: none"> 29 teachers and NAPLAN Online Administrators were involved in NAPLAN Online training
		<p>HALT Achieved</p>	<p>HALT Achieved</p>	<p>HALT</p> <ul style="list-style-type: none"> A Project Officer was appointed to support teachers seeking certification as a Highly Accomplished or Lead teacher A briefing was held to explain the application process and expectations of HA and Lead teachers <p>11 teachers indicated an intention to apply for Highly Accomplished or Lead Teacher status</p>

Project title	Project description and activities	Expected outcomes/ Overall achievements Achieved or Not achieved	Indicators of success Add the target % achieved	List any additional or variations of Activities undertaken/Achieved outcomes
		<p>SATE Achieved</p>	<p>SATE Achieved</p>	<p>SATE</p> <ul style="list-style-type: none"> • A Catholic sector QCE summit was held on 12 March in Brisbane to build increased understanding of the new QCE system for early career teachers and those new to teaching the new system • A series of network meetings were held post the external assessments for each major discipline or faculty area, enabling analysis and sharing of best practice • 12 staff attended the Catholic sector QCE summit in Brisbane • 177 teachers participated in the network meetings held after the external assessments
<p>School Improvement through the National School Improvement Tool</p>	<p>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</p>	<p>Strong and widespread understanding of the factors leading to and characterising school improvement. Achieved</p>	<p>Eight NSIT reviews completed Achieved</p> <p>Leadership Teams of 2021 review schools trained. Achieved</p>	<p>Formal reports were written and shared with Diocesan Director and Assistant Directors: Schools</p>

Project title	Project description and activities	Expected outcomes/ Overall achievements Achieved or Not achieved	Indicators of success Add the target % achieved	List any additional or variations of Activities undertaken/Achieved outcomes
	<p>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.</p> <p>This project includes:</p> <ol style="list-style-type: none"> 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 	<p>System-wide commitment to on-going school improvement. Achieved</p> <p>Shared language for school improvement. Achieved</p> <p>Improved educational outcomes for students. Achieved</p> <p>Increased Catholic school staff self-efficacy. Achieved</p>	<p>Two additional CEDR leaders accredited by ACER as NSIT reviewers. Achieved</p> <p>Improved strategic planning processes and achievement of schools specified goals and targets. Achieved</p>	<p>Strategic plans were developed in response to review findings and recommendations.</p>

Diocese of Townsville Catholic schools

Project title	Project description and activities	Expected outcomes/ Overall achievements Achieved or Not achieved	Indicators of success Add the target % achieved	List any additional or variations of Activities undertaken/Achieved outcomes
<p>Participation by Townsville Catholic Education staff in QCEC centrally managed activities</p>	<p>As described in QCEC work plan for centrally managed activities.</p> <p>Participation in the centrally managed project activities is made up of the following cost elements:</p> <ol style="list-style-type: none"> 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) 	<p>NCCD Achieved</p>	<p>NCCD Achieved</p>	<p>NCCD</p> <p>Townsville Catholic Education participated in QCEC activities including:</p> <ul style="list-style-type: none"> • 34 teachers and leaders attending NCCD training • 63 teachers receiving training in levels of adjustments • 54 people attended Reflection Tool training <p>Additionally, the Townsville Catholic Education Inclusive Education Team conducted professional learning sessions with staff in schools and worked with small school teams in a coaching capacity regarding their NCCD processes.</p> <p>Townsville Catholic Education supported the process by providing feedback about the data submitted on the level of adjustment, prior to final submission.</p>

Project title	Project description and activities	Expected outcomes/ Overall achievements Achieved or Not achieved	Indicators of success Add the target % achieved	List any additional or variations of Activities undertaken/Achieved outcomes
		<p>NAPLAN Not achieved – see Point 1</p>	<p>NAPLAN</p>	<p>NAPLAN 1. Due to the COVID-19 pandemic, NAPLAN was cancelled in 2020 and the funding for this project was not expended.</p>
		<p>HALT Achieved</p>	<p>HALT Achieved</p>	<p>HALT 12 teachers from the Diocese participated in the initial HALT information session by QCEC and were invited to an information session with the Queensland College of Teachers (QCT) to understand the submission process for certification. All 12 teachers submitted notifications of intention to apply for certification as either Highly Accomplished or Lead Teacher in the 2021 submission round. Due to the COVID-19 pandemic, the information sessions were not conducted face-to-face and were offered online. Therefore, it was not necessary for accommodation or catering to be provided.</p>

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		<p>SATE Not achieved – see Point 1</p>	<p>SATE Not Achieved</p>	<p>SATE 1. Due to the COVID-19 pandemic, the activities Townsville Catholic Schools intended to participate in did not proceed.</p>
<p>Boarding Transition Support</p>	<p>This reform support project will provide the following activities to support Aboriginal and Torres Strait Islander students and their families:</p> <ol style="list-style-type: none"> 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. 	<p>Catholic school staff support students and parents to access practical transition supports. Not achieved – see Point 1</p> <p>Students and parents know about practical resources that support the transition to boarding school. Not achieved – see Point 1</p> <p>Catholic school staff visit Indigenous communities to engage and support students and families in preparation for transition to boarding school. Not achieved – see Point 1</p>		<p>1. Due to the COVID-19 pandemic, the project was postponed and the funding for this project was not expended.</p>
<p>Early Years Action Research</p>	<p>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</p>	<p>Improved teacher skills and knowledge in early literacy instruction. Achieved</p>	<p>Early years teachers can identify specific early years teaching strategies. 85% Achieved – see Point 1</p>	<p>1. Teachers in the early stages of their career had greater difficulty in identifying high impact teaching strategies especially for students who</p>

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	<p>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.</p> <p>In 2020 this project includes:</p> <ul style="list-style-type: none"> • 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. 	<p>Improved teacher confidence in assessing student’s literacy development. Achieved</p> <p>Students are identified for early intervention. Achieved</p>	<p>Early years teachers undertake assessments of 100% of students’ literacy. 100% Achieved – see Point 2</p> <p>Students identified for intervention to improve reading levels by 50%. 160% Achieved – see Point 3</p>	<p>were well below or well above their year level cohort. School Principals are committed to releasing their early year teachers to meet with the personnel from Townsville Catholic Education Office with the purpose of helping these teachers to enhance their understanding of the literacy and numeracy data.</p> <p>2. 100% of the 143 teachers involved were able to use the assessment data from literacy and numeracy tests to plan for the next stage of learning for the students during this seven-month period.</p> <p>3. 80% of teachers who participated reported a greater knowledge of the literacy and numeracy skill levels of students as they commenced the school year.</p>
Governance and Leadership in Catholic schools for Principals – Leadership Development Program	The leadership programs are externally facilitated and aim to build capacity around strategic leadership, accountability, governance, financial management	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	1. The following programs were conducted in 2020 to provide professional development and formation

Project title	Project description and activities	Expected outcomes/ Overall achievements Achieved or Not achieved	Indicators of success Add the target % achieved	List any additional or variations of Activities undertaken/Achieved outcomes
	<p>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.</p> <p>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.</p> <p>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.</p>	<p>Achieved – see Point 1</p>	<p>making, strategic thinking and performance.</p> <p>Achieved – see Point 2</p>	<p>for our aspiring and current senior leaders:</p> <ul style="list-style-type: none"> • Leading With Integrity for Excellence - 4 Participants • Aspirant Leaders 1 - 24 Participants • Aspirant Leaders 2 - 14 Participants • System Leader Formation Days - 35 Participants • 7 Habits of Highly Effective People - 16 Participants • St Teresa's Bespoke Leadership - 5 Participants <p>2. Many participants reported improved understanding of financial management, governance, ethical practices and decision making, strategic thinking and performance. Aspirant Leaders reported becoming more aware of what is required to lead a school. Many reported that the courses provided them with practical approaches they</p>

Project title	Project description and activities	Expected outcomes/ Overall achievements Achieved or Not achieved	Indicators of success Add the target % achieved	List any additional or variations of Activities undertaken/Achieved outcomes
				could apply to their current leadership roles.
Love Bites – Student Wellbeing Program	<p>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.</p> <p>The project will consist of the following activities:</p> <ul style="list-style-type: none"> • Staff attend Love Bites training/refresher training • Deliver Love Bites training program in rural and remote schools 	<p>Catholic education staff are trained in the Love Bites and Love Bites Junior Program. Not achieved – see Point 1</p> <p>Catholic education staff deliver the Love Bites program to students. Not achieved – see Point 1</p>	<p>Love Bites Facilitator training/refresher training is completed by 5 staff. Not Achieved – see Point 1</p> <p>Love Bites and Love Bites Junior training is delivered to Year 12 students in six rural and remote schools. Not Achieved – see Point 1</p> <p>Students surveyed report that they understand what domestic and family violence is. Not Achieved – see Point 1</p> <p>Students surveyed report that they understand what sexual consent and sexual violence is. Not Achieved – see Point 1</p>	<p>1. Due to COVID-19, travel restrictions prevented Townsville Catholic Education staff from travelling to rural and remote communities to deliver the program. Instead, they undertook work to prepare for training delivery in 2021 including resource development and staff training.</p>
Townsville Catholic Education (TCE) Registered Training Organisation Forum	<p>This reform support project will involve the provision of a collaborative forum which aims to</p> <ul style="list-style-type: none"> • Bridge gaps between education and employment • Strengthen local industry connections to support students moving from school to work 	<p>TCE RTO will engage with key industry personnel in rural and regional centres to gain knowledge of new innovative industries and to identify which qualifications will need to be considered into the future.</p>	<p>The TCE RTO establishes connections with local industries across Townsville Diocese in Burdekin, Ingham and Mt Isa. Not Achieved – see Point 1</p> <p>More than 50% of parents and students who attend the RTO</p>	<p>1. Due to the COVID-19 pandemic, the scheduled forums did not proceed and the funding for this project was allocated to be expended in 2021.</p>

Project title	Project description and activities	Expected outcomes/ Overall achievements Achieved or Not achieved	Indicators of success Add the target % achieved	List any additional or variations of Activities undertaken/Achieved outcomes
	<ul style="list-style-type: none"> Innovate industry and inspire parents and students around VET Pathways Inform and engage parents in the VET opportunities available for their children 	<p>Not achieved – see Point 1</p> <p>Parents and students are informed about VET and how it connects students to industry. Not achieved – see Point 1</p> <p>Students are able to select appropriate pathways informed by real industry knowledge and experiences shared by those in the industry. Not achieved – see Point 1</p>	<p>Forum report they understand how VET connects students to industry. Not Achieved – see Point 1</p> <p>More than 50% of students who attend the RTO Forum report increased knowledge of different pathways. Not Achieved – see Point 1</p>	

Catholic Education Services Diocese of Cairns

Project title	Project description and activities	Expected outcomes/ Overall achievements Achieved or Not achieved	Indicators of success Add the target % achieved	List any additional or variations of Activities undertaken/Achieved outcomes
Participation by Diocese of Cairns - CES staff in QCEC centrally managed 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)	NCCD Achieved	NCCD Achieved	NCCD 93 personnel including classroom teachers, learning support teachers, Assistant Principals, Deputy Principals and administration support staff attended NCCD Training sessions facilitated by QCEC on the 3-5 March 2020. 69 classroom teachers accessed NGRSF funds for TRS. 67 TRS days were accessed across schools to attend moderation events. 6 TRS days were accessed to allow schools to engage in preparation of data by adding students into their 2021 NCCD register, adding current students receiving adjustments, and uploading evidence of adjustments.
		NAPLAN Achieved	NAPLAN Achieved	NAPLAN 34 staff from Cairns Diocese attended QCAA NAPLAN Online

Project title	Project description and activities	Expected outcomes/ Overall achievements Achieved or Not achieved	Indicators of success Add the target % achieved	List any additional or variations of Activities undertaken/Achieved outcomes
				National Protocols Training on the 25 th and 26 th of February. 18 of these staff accessed NGRSF funds for TRS.
		HALT Not achieved – see Point 1	HALT Not Achieved – see Point 1	HALT 1. Due to the COVID-19 pandemic, the scheduled event did not proceed and the funding for this project was allocated to be expended in 2021.
		SATE Achieved	SATE Achieved	SATE 14 staff members attended the new QCE Leadership Forum at the Brisbane Convention Centre on 12 March 2020. Attendance was supported through travel and accommodation costs.
		BOARDING SCHOOL SUPPORT Not achieved – see Point 1	BOARDING SCHOOL SUPPORT Not Achieved – see Point 1	BOARDING SCHOOL SUPPORT 1. Due to the COVID-19 pandemic, the scheduled program did not proceed. Funding for this project was rolled over to 2021 and reallocated to a different project in accordance with the 2021 Work Plan.

Project title	Project description and activities	Expected outcomes/ Overall achievements Achieved or Not achieved	Indicators of success Add the target % achieved	List any additional or variations of Activities undertaken/Achieved outcomes
Enhancing Data Literacy	<p>The purpose of this project is to utilize the Catholic Education Network Data repository (CeD3) in collaboration with the 18 other member Dioceses to:</p> <ul style="list-style-type: none"> 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. 	<p>Development of bespoke reports with measures pertinent to system goals and targets. Not achieved – see Point 1</p>	<p>Increased use of data to inform strategic planning. Achieved – see Point 3</p>	<p>1. There was no opportunity for engagement with the bespoke reports developed around System Measures, Benchmarks and Targets for NAPLAN due to the cancellation of testing as a result of COVID-19.</p>
		<p>Blending disparate data sets to gain further understanding of trends, and effects of initiatives. Not achieved – see Point 2</p> <p>Ability to add school data not currently available in the Business Intelligence system (e.g. PROBE). Achieved</p>	<p>Increased usage of school and system data: Achieved – see Point 2</p>	<p>2. The loss of a key staff member involved in this activity impacted progress in this area.</p>
		<p>Development of system tracking for Indigenous students to assist with Closing the Gap. Achieved</p>	<p>Increased focus of data pertaining to Aboriginal and Torres Strait Islander students. Achieved – see Point 3</p>	<p>3. The lack of NAPLAN during 2020 impacted this area, however there has been an increased focus on PAT-R and PAT-M, wellbeing and attendance data for First Nations Students.</p>

Project title	Project description and activities	Expected outcomes/ Overall achievements Achieved or Not achieved	Indicators of success Add the target % achieved	List any additional or variations of Activities undertaken/Achieved outcomes
		<p>System tracking of learning resources to determine currency. Not achieved – see Point 4</p> <p>Live tracking of CES/School engagement. Not achieved – see Point 5</p> <p>Live tracking of school engagement in Professional Learning opportunities. Not achieved – see Point 5</p> <p>Development of a NAPLAN Storyboard to guide in-school analysis Achieved – see Point 6</p>	<p>Enhanced data literacy of leaders and teachers. Achieved – see Point 6</p>	<p>4. The loss of a key staff member involved in this activity impacted progress in this area.</p> <p>5. This project is still in progress, as it was delayed due to the impacts of COVID-19.</p> <p>3. NAPLAN storyboard was developed and shared across CENet member Dioceses with at least 2 Dioceses adapting to meet their needs.</p> <p>6. Program succeeded in achieving increased accountability for system data collection, increased access in data literacy professional learning, and an increase in targeted data used to inform learning.</p>

Project title	Project description and activities	Expected outcomes/ Overall achievements Achieved or Not achieved	Indicators of success Add the target % achieved	List any additional or variations of Activities undertaken/Achieved outcomes
Enhancing Parent Engagement	<p>This project includes:</p> <ol style="list-style-type: none"> 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. 	<p>Transition of parent communities from involvement model to engagement. Achieved – see Point 1</p>	<p>Parent and school literacy of contemporary parent engagement. Achieved – see Point 2</p>	<ol style="list-style-type: none"> 1. Numerous scheduled parent engagement activities were cancelled or postponed due to COVID-19 restrictions. However, COVID-19 did provide an opportunity to discuss the role of parent engagement in Learning From Home. While the focus and the format was changed due to COVID-19, successes were still reached in engaging parents in a new format, with a new focus. 2. A video discussing the difference between parent involvement and parent engagement was produced to provide greater literacy of contemporary parent engagement.

Project title	Project description and activities	Expected outcomes/ Overall achievements Achieved or Not achieved	Indicators of success Add the target % achieved	List any additional or variations of Activities undertaken/Achieved outcomes
		<p>Skilling school communities (staff and parents) in effective parent engagement strategies. Achieved – see Point 1</p>	<p>Take up of PD and training opportunities. Achieved – see Point 2</p>	<p>1. See Point 1 on the impact of COVID above</p> <p>2. A workshop involving more than 80 parents, Principals and teachers was hosted on 24 October 2020. The workshop resulted in dialogue between schools, parents and leadership; and innovations were shared across schools. Feedback from the workshop recommended this become a regular event, and a number of schools indicated they would use other school’s ideas for innovative projects with their own communities.</p>
		<p>Developing best practice outcomes through demonstration projects that promote parent engagement in student learning and wellbeing. Achieved – see Point 1</p>	<p>Increased parent engagement. Achieved – see Point 2</p>	<p>1. See Point 1 on the impact of COVID above</p> <p>2. A ‘Raise’ magazine was produced and distributed through digital and social media networks, which focused on topics to help support parents in engaging with this child’s home learning. A digital survey of 195 parents found 95% found the content useful and 77% felt it assisted them in supporting their children in home-based learning.</p>

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				<p>Additionally, three videos on digital learning platforms (Canvas, Google Classroom and Seesaw) were produced to introduce parents to the operation of the platforms, how students use them, and how they could help their children. The Seesaw video has more than 1100 views, the Google Classroom more than 1400 views.</p>
<p>Leadership Development – existing and aspiring leaders</p>	<p>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</p>	<p>Increased knowledge and understanding of the scope and elements of leadership. Achieved</p>	<p>Increased expressions of interest in acting leadership positions. Achieved – see Point 1</p> <p>Increased confidence and capability in leadership tasks amongst participants. Achieved – see Point 2</p>	<p>1. There was a 50% increase in teachers attending leadership programs following positive feedback from participants.</p> <p>2. 100% of participants in the programs expressed satisfaction with the programs.</p> <p>Leadership development programs extend from pre-service or pre-employment through to retirement and post retirement programs.</p>

Project title	Project description and activities	Expected outcomes/ Overall achievements Achieved or Not achieved	Indicators of success Add the target % achieved	List any additional or variations of Activities undertaken/Achieved outcomes
	research projects to be completed and presented at the conclusion of the project.	Development of specific leadership capability. Achieved	Increased applicant pool for leadership positions. Achieved – see Point 1 Capacity of leaders will be based on a standards and capability approach. Achieved – see Point 2	1. 54% of teachers from 2020 have been promoted to higher levels of leadership in 2021 after finishing the programs. 2. 36 training sessions were delivered to the school leadership which focused on career planning, coaching, mentoring, work shadowing and 360 Feedback; which were based on the AITSL standards.
Neuroscience of Leadership for Performance	The Neuroscience of Leadership program will explore: <ul style="list-style-type: none"> • 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 	Increased knowledge and understanding of the impact of neuroscience on the process of leadership. Achieved	Increased self-awareness of participants and appreciation of the complexity of human leadership. Achieved – see Point 1	1. Participants in this program reported an increase in self-awareness and confidence in undertaking leadership activities effectively.

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	<p>The program is an 8 Phase Program and includes the following:</p> <ul style="list-style-type: none"> • 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 	<p>Development of neuroscience informed and enabled leadership capability and improved governance. Achieved</p>	<p>Increased knowledge base and practical application of neuroscience informed leadership practices within leadership teams and across school settings. Achieved – see Point 1</p> <p>Improved school governance resulting from application of practices. Achieved – see Point 2</p>	<ol style="list-style-type: none"> 1. Participants in this program reported an increase in their ability and willingness to provide feedback to improve performance. 2. All participating schools reported an increase in leadership team effectiveness following the program.

Catholic Schools, Diocese of Toowoomba

Project title	Project description and activities	Expected outcomes/ Overall achievements Achieved or Not achieved	Indicators of success Add the target % achieved	List any additional or variations of Activities undertaken/Achieved outcomes
Participation by TCS staff in QCEC centrally managed 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)	NCCD Achieved	NCCD Achieved	NCCD 50 attendees at NCCD professional development session NCCD online moderation completed with 43 attendees from 26 schools
		NAPLAN Achieved	NAPLAN Achieved	NAPLAN 25 attendees from 13 schools and TCS central office at NAPLAN online professional development session facilitated by QCAA
Leadership Learning Program – Middle Leaders	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	Familiarity with TCS organisational structure, culture, and priorities. Achieved	Feedback surveys from participants endorse the learning intentions for each workshop. Achieved	
		Understanding the connection between leadership capabilities and school and system leadership. Achieved	Increased interest in middle leadership positions. Achieved – see Point 1	1. Feedback received from principals as part of triennial review of middle leadership roles indicates stronger expressions of interest and application rates increasing.

Project title	Project description and activities	Expected outcomes/ Overall achievements Achieved or Not achieved	Indicators of success Add the target % achieved	List any additional or variations of Activities undertaken/Achieved outcomes
	4. Facilitate ongoing networking and collaboration between middle leaders and established system and school leaders	Opportunity to reflect and evaluate personal strengths and practices within a supportive and professional network of established system and school leaders. Achieved	Long term lift in the capabilities and effectiveness of middle leaders across the system. Achieved – see Point 2	2. 62 middle leaders and aspiring middle leaders participated in the program. Principals indicated progress towards lifting the capabilities and effectiveness of middle leaders across the system.
Leadership Learning Program - Deputizers	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.	Deputizers are confident in managing the required responsibilities associated with the role. Achieved	Feedback surveys from participants endorse the learning intentions for each workshop. Achieved- see Point 1	1. Feedback surveys completed endorsed the learning intentions for the workshops as well as tailoring agendas to emerging issues.
		Continuity of student learning and school routines when the principal is absent. Achieved	Long term lift in the capabilities and effectiveness of deputizers across the system. Achieved – see Point 2	2. Feedback from principals indicates improvement in capabilities and effectiveness of deputizers across the system

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		<p>Deputizers experience and develop further capacity in a variety of responsibilities associated with the principal's role.</p> <p>Achieved</p>	<p>Improved leadership density and succession is evident in recruitment and professional development programs.</p> <p>Achieved – see Point 3</p>	<p>3. 30 staff in the role of deputizer participated in the program</p> <p>Clear leadership succession opportunities are now available for internal candidates.</p>
<p>Strategic Leadership Capability Development Program</p>	<p>The purpose of this program is to:</p> <ol style="list-style-type: none"> 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. 	<p>Strategic plans actively inform and provide the key reference point for regular evaluation of performance against goals and priorities.</p> <p>Achieved</p> <p>School boards operate at a strategic level and attract suitably qualified and experienced members from their respective communities.</p> <p>Achieved</p> <p>Policies more closely reflect the school context and actively guide the direction of the school.</p> <p>Achieved</p>	<p>Regular feedback from the external facilitator confirms growth in confidence and capacity of school leaders and boards.</p> <p>Achieved – see Point 1</p> <p>Strategic plans are used and cited more frequently in leadership discussions and board meetings.</p> <p>Achieved – see Point 2</p> <p>Annual parent surveys reflect high satisfaction levels with the goals, priorities and direction of schools.</p> <p>Achieved – see Point 3</p>	<ol style="list-style-type: none"> 1. Feedback in meetings with the external facilitator provided information of achievements in these areas for confidence and capacity. 2. Feedback from Senior Education Leaders and principals confirms that strategic plans and associated annual action plans are utilised more frequently. 3. Parent surveys that were completed during the year for strategic improvement plans for schools highlighted the high satisfaction from parents. <p>Two principal leadership forum sessions completed with all school principals focusing on strategic planning</p>

Project title	Project description and activities	Expected outcomes/ Overall achievements Achieved or Not achieved	Indicators of success Add the target % achieved	List any additional or variations of Activities undertaken/Achieved outcomes
				development, implementation and review. Associated sessions presented relating to resource management.
School Review and Improvement Program	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.	School communities have a formal and structured avenue to provide feedback on key elements of the operation of the school. Achieved – see Point 1 School leaders have access to independent, valid feedback about school performance. Achieved 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. Achieved	Feedback from school communities confirms high satisfaction levels with the process and outcomes. Achieved Principals use the improvement strategies listed in the report as a sound basis for future planning. Achieved Annual parent surveys reflect high satisfaction levels with the goals, priorities and direction of schools. Achieved	1. Seven school communities completed the school review and improvement program during 2020.
Diocesan Learning Profile (DLP) Enhancement Project	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	Users of the DLP experience enhanced functionality and more efficient navigation when inputting data and planning for student learning.	Feedback from users confirms enhanced functionality and more efficient navigation. Achieved	1. Positive feedback received from auditors in early 2021 for 2020 federal census audits in meeting accountability

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	<p>performance and differentiated responses.</p> <p>2. Enable the choice of appropriate interventions and tracking of progress by planning for adjustments which accommodate individual student learning attributes.</p> <p>3. Meet accountability requirements for the receipt of funding under the NCCD program.</p>	<p>Achieved</p> <p>Users experience a comprehensive planning tool to assist in the design and development of differentiated learning experiences for students. Achieved</p> <p>There is no double handling of information required for multiple purposes. Achieved</p>	<p>Planning for personalised learning is an efficient and streamlined process. Achieved</p> <p>TCS continues to receive positive feedback from auditors in meeting accountability requirements. Achieved – see Point 1</p>	<p>requirements, and from staff as part of the audit process.</p> <p>Multiple professional development sessions were held during the year: face to face and online sessions as the year progressed.</p> <p>136 users attended training sessions.</p>
Peoplebench Program	<p>The aim of this project is to:</p> <p>1. Ensure the collection, analysis and trouble-free availability of workforce data such as hiring, development, promotion and retention of staff.</p> <p>2. Use predictive analytics to assist leaders to make data-driven predictions based on behaviour and trends.</p> <p>3. Enhance the capacity of principals and other system leaders to effectively utilise this data to inform strategic planning and decision making.</p>	<p>Benchmark data across large numbers of schools enables decisions about future planning and action. Achieved</p> <p>TCS can compare and contrast current practice in key areas against schools and systems of similar context. Achieved</p> <p>Available data is current and timely and reflects changing workforce trends and patterns. Achieved</p>	<p>Data dashboard is accessed regularly by key decision makers. Achieved</p> <p>Decisions about resource allocation are based on comparable and current data. Achieved</p> <p>Key leaders become evidence-based practitioners in all areas. 50% Achieved – see Point 1</p>	<p>1. Work is continuing throughout 2021 in this area.</p> <p>Project incorporated data dashboard and associated trends into resource allocation decisions.</p>

Project title	Project description and activities	Expected outcomes/ Overall achievements Achieved or Not achieved	Indicators of success Add the target % achieved	List any additional or variations of Activities undertaken/Achieved outcomes
Responding to Attempted and Completed Suicides in our Schools	<p>The purpose of this project is to:</p> <ol style="list-style-type: none"> 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. 	<p>To provide an opportunity for staff in rural and remote locations to undertake training in suicide behaviour recognition and effective response strategies. Achieved</p> <p>School staff are better informed about and more proficient in suicide prevention and postvention strategies. Achieved</p> <p>Wellbeing of staff and students is enhanced as more support is provided in response to early signs of distress and/or trauma. Achieved</p>	<p>Heightened awareness of all staff to the signs and behaviours associated with suicide ideation. Achieved</p> <p>Feedback surveys from participants endorse the learning intentions for each activity. Achieved</p> <p>Referrals to support groups and requests for support increase. Achieved – see Point 1</p>	<p>1. Post training, noticeable conversations have occurred with school counselling staff. Anecdotally knowledge around organisations that support mental illness has improved for school communities which has achieved this objective of the program. Evaluation surveys received after training has confirmed increase in knowledge of support services.</p> <ul style="list-style-type: none"> • 59 attendees at mental health first aid courses during 2020 (standard and youth programs). • 4 instructors certified to conduct teen mental health training in schools.

Please complete the attached Financial Report.

A detailed financial report must be provided with the NGRBs annual financial acquittal certificate. The due date for the 2020 annual acquittal certificate is 30 June 2021.

NGRBs must report the actual expenditure for the year for each project and sub activities within each project.

Where there has been significant variation in actual expenditure when compared to the indicative budget in the workplan for that year, the NGRB must provide a brief explanation for these variances.