

Non-Government Reform Support Fund

2022 Workplan

Queensland Catholic Education Commission

Non – Government Reform Support Fund
Queensland Catholic Education Commission – Workplan 2022

Summary of Workplan for 2022

The Queensland Catholic Education Commission (QCEC) 2022 Work Plan for the Non-Government Reform Support Fund (NGRSF) is based on the reform priorities as identified in the 2022 NGRSF Guidelines which are:

1. Support the implementation of the eight national policy initiatives set out at clause 44 of the National School Reform Agreement
2. Continue to track and monitor the education outcomes of students in the schools they represent consistent with clause 37 of the National School Reform Agreement, including
 - a. National Assessment Program – Literacy and Numeracy (NAPLAN) outcomes for Years 3, 5, 7 and 9; and
 - b. Organisation for Economic Cooperation and Development’s (OECD) Programme for International Student Assessment (PISA) testing in reading, mathematics and science.
3. Implement state-based reform actions in the bilateral reform agreement, including
 - a. Support students and student learning
 - b. Support teaching, school leadership and school improvement
 - c. Enhance the national evidence base
4. Strengthen the three national priorities; which are:
 - a. Improve the quality of information on the Nationally Consistent Collection of Data on School Students with Disability, and to improve the efficiency and integrity of the data collection
 - b. Transition of NAPLAN to online delivery
 - c. Improve governance and financial management practices to strengthen financial viability, improve business decision making and build resilience to mitigate unforeseen circumstances
5. Local priorities aligned with the Quality Schools agenda.

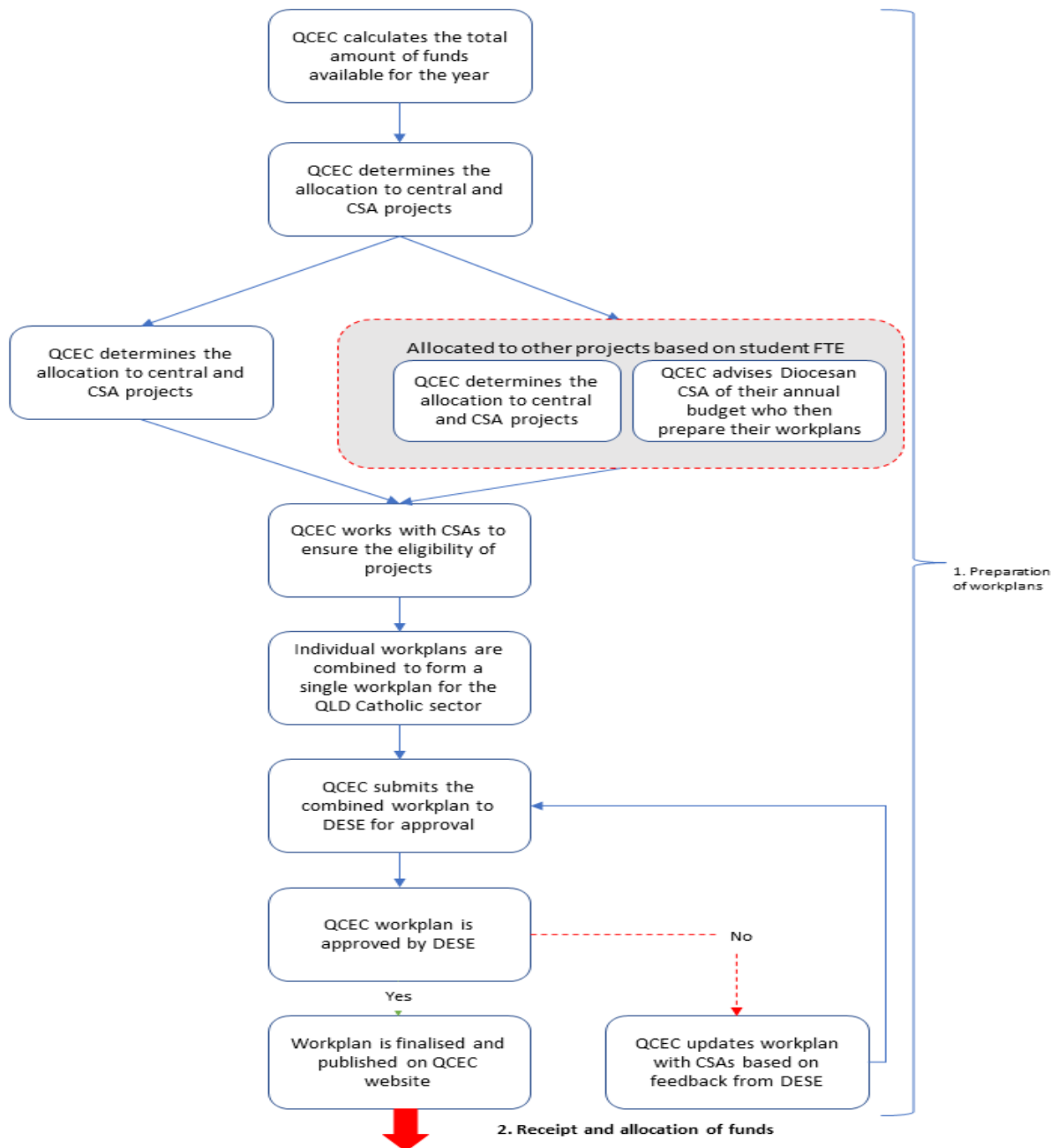
QCEC is committed to ensuring that NGRSF funds are used to maximise outcomes against the agreed national and bilateral initiatives for Catholic schools in Queensland. An overarching Summary of Budget for all projects across QCEC and Catholic School Authorities has been provided.

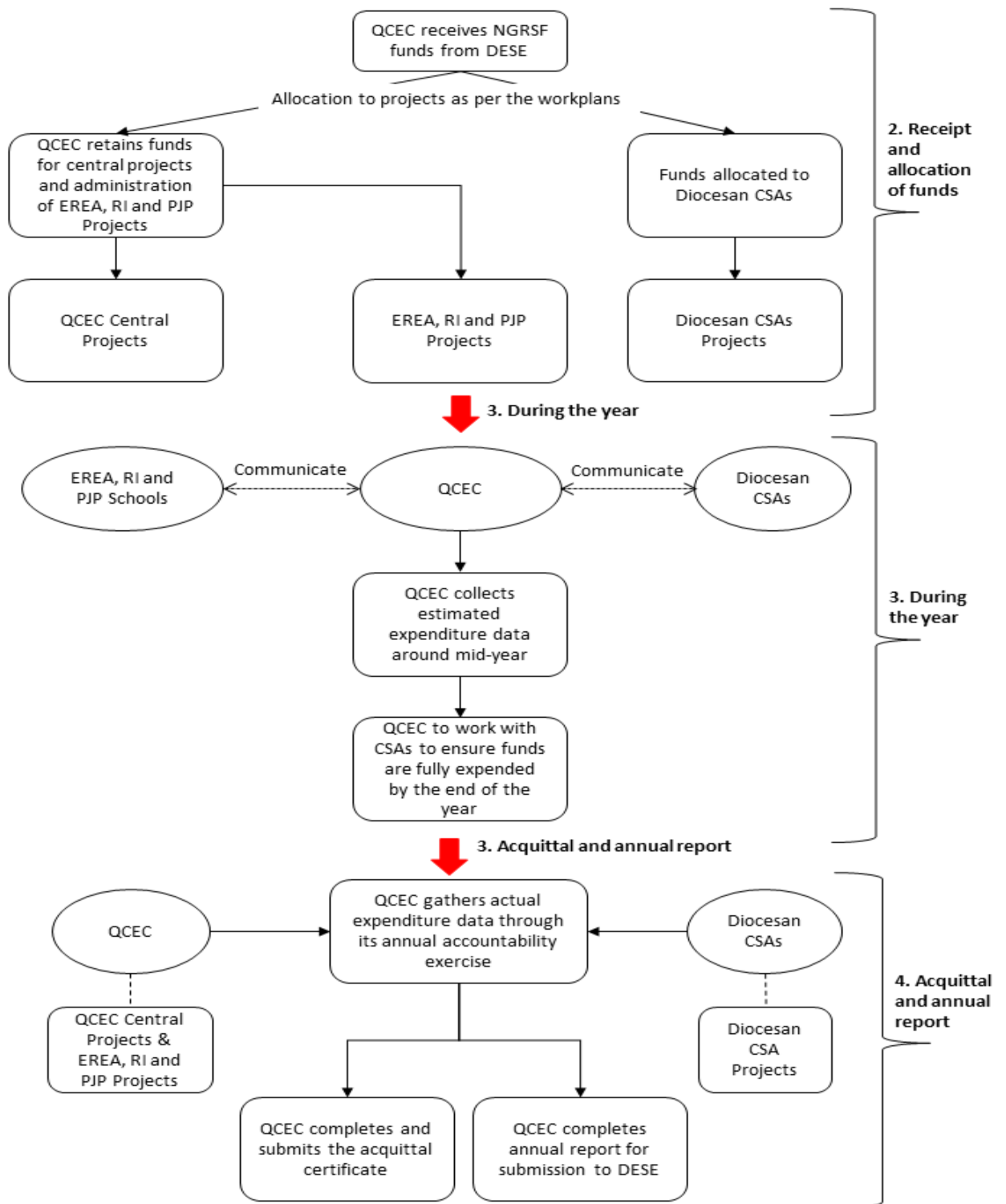
Structure of the Queensland Catholic Education Commissions and Catholic School Authorities

QCEC is the peak body representing Catholic education in Queensland. QCEC works with the five diocesan Catholic School Authorities (CSAs) and 17 Religious Institutes (RI) and Public Juridic Persons (PJPs) School Authorities. In 2022, there are 309 Catholic schools in Queensland, run by 22 Catholic School Authorities (i.e QCEC does not own or operate any of the 309 Catholic schools).

In 2022 activities to progress significant National and State reform priorities and meet obligations under the bilateral agreement will be managed both centrally by QCEC, as well locally by CSAs to ensure they best meet the local context. Both centrally administered activities and local activities are identified in the following workplans.

The diagram of the flow of information, assistance and funding between QCEC and the CSAs has been provided below:





Summary Budget

CSA	Project	Activities	Reform Support funding	Funding from other sources	Total project funding
QCEC	NCCD	Training, professional learning and moderation sessions to improve collection of data to support the NCCD	\$145,000	\$0	\$145,000
QCEC	NAPLAN	Support for the transition of all Queensland Catholic schools to NAPLAN Online delivery	\$122,000	\$0	\$122,000
QCEC	HALT	<p>Manage and lead processes to support the certification of aspiring Highly Accomplished and Lead Teachers</p> <p>Provide support for the assessment and moderation of portfolios through assessor training and moderation activities</p> <p>Provide online support to HALT applicants through customised modules and resources on a customised website</p>	\$232,395	\$0	\$232,395
QCEC	SATE	Support for the delivery of the new Queensland Certificate of Education (QCE) system through professional learning events.	\$5,000	\$0	\$5,000
BCE	NCCD	Support for the Nationally Consistent Collection of Data on Students with Disabilities	\$600,000	\$0	\$600,000
BCE	Early Years Screening Tools	Accelerate in the Early Years: Early Years Partnership	\$600,000	\$0	\$600,000
BCE	Support Rural Wellbeing	Wellbeing in Rural Schools	\$170,000	\$0	\$170,000
BCE	Parent, community, and industry engagement	Improving career readiness of BCE graduates	\$241,000	\$0	\$241,000
BCE	Data Literacy / School Improvement	Data literacy for school leaders	\$85,000	\$0	\$85,000

CSA	Project	Activities	Reform Support funding	Funding from other sources	Total project funding
BCE	School Improvement and HealthCheck	Develop and launch new School Improvement and HealthCheck with professional engagement of senior Principals as Review Panel Chairs	\$315,782	\$0	\$315,782
RIPJP	NCCD	Support for RI/PJP and EREA schools in the NCCD through the provision of TRS and an Inclusive Education Consultant and their assistant.	\$215,000	\$0	\$215,000
RIPJP	HALT	Support for staff in RI/PJP and EREA schools looking to achieve Highly Accomplished or Lead Teacher certification through the engagement of a HALT Facilitator.	\$137,500	\$0	\$137,500
RIPJP	Leadership Development	Delivery of the <i>Leading with Integrity and Excellence</i> program for Principals and Aspiring Principals in RI/PJP and EREA schools.	\$165,150	\$0	\$165,150
RIPJP	Student Engagement	Purchase user licences for the PIVOT engagement tool	\$37,500	\$0	\$37,500
RIPJP	School Improvement - School Reviews	Support school improvement through the provision of training on the National School Improvement Tool and the subsidisation of ACER School Reviews.	\$217,575	\$0	\$217,575
RCEO	NCCD	TRS, travel, accommodation and catering for professional development phases of the NCCD.	\$198,000	\$0	\$198,000
RCEO	Existing and aspiring school leaders	The provision of three courses offered through QELi including Professional and Difficult Conversations, Middle Leaders Course and Teach Like a Champion Course.	\$100,725		
RCEO	Existing and aspiring school leaders	Leading Mathematics Education	\$33,247	\$0	\$133,972
RCEO	Student Wellbeing	Royal Far West counselling support for students in Blackall, Longreach, Barcaldine,	\$122,320	\$0	\$122,320

CSA	Project	Activities	Reform Support funding	Funding from other sources	Total project funding
		Springsure, Clearmont, Biloela and Monto			
TNS	Student Wellbeing	LOVE BiTES Respectful Relationships Program	\$16,000	\$0	\$16,000
TNS	Early Years	Support Early Years Teachers' implementation of pre and post testing for literacy and numeracy	\$81,512	\$43,488	\$125,000
TNS	HAT / LT Certification	Support teachers' participation in Highly Accomplished and Lead Teacher certification processes	\$25,000	\$0	\$25,000
TNS	PIVOT	Teachers in our secondary schools will engage in the PIVOT student voice surveys	\$25,000	\$0	\$25,000
TNS	Leadership Development	'Leading from Within' Middle Leaders' Program	\$40,000	\$0	\$40,000
TNS	Leadership Development	Aspirant Leaders' Program (Western Region)	\$35,000	\$0	\$35,000
TNS	Leadership Development	7 Habits of Highly Effective Leaders Program	\$35,000	\$0	\$35,000
TNS	SMART IE Data	School Motivation and Response To Indigenous Education (SMART IE) Data Project	\$80,000	\$0	\$80,000
CCE	NCCD	Support for local projects and engagement in QCEC Central projects to support the Nationally Consistent Collection of Data on Students with Disability.	\$106,000	\$0	\$106,000
CCE	Clarity – An approach to system-wide school improvement.	A program to support schools to focus on the 14 parameters of System and School Improvement as outlined in the text by Sharratt, <i>Clarity – What Matters Most in Learning, Teaching and Leading</i> .	\$200,530	\$80,000	\$280,530
TOO	NCCD	Toowoomba Catholic Schools Office and school staff will participate in the QCEC NCCD project activities, including training, moderation and reflection regarding the NCCD to	\$20,000	\$20,000	\$40,000

CSA	Project	Activities	Reform Support funding	Funding from other sources	Total project funding
		<p>upskill teachers and leadership on processes for continued improvement of NCCD.</p> <p>Office staff will continue to work with school staff to increase capacity and knowledge and work towards consistency of judgement.</p>			
TOO	Digital and data literacy	In-services and support to schools in developing data literacy and data planning capabilities in schools.	\$47,139	\$1,000	\$48,139
TOO	Leadership learning program – Middle leaders	<p>Services across primary and secondary year levels with associated expenses including TRS, travel, catering, accommodation costs, resources across the year.</p> <p>Engage and develop familiarity with key systems, strategic documents and expectations including TCS leadership.</p> <p>Facilitate ongoing networking and collaboration between middle leaders and established system and school leaders</p>	\$29,000	\$0	\$29,000
TOO	Leadership learning program - Deputisers	<p>In-services across primary and secondary year levels with associated expenses including TRS, travel, catering, accommodation costs, resources across the year.</p> <p>Ensure sufficient knowledge of and familiarity with key responsibilities associated with the deputiser's role.</p> <p>Engage and develop familiarity with the Toowoomba Catholic</p>	\$25,000	\$0	\$25,000

CSA	Project	Activities	Reform Support funding	Funding from other sources	Total project funding
		<p>Schools Leadership Framework and capabilities.</p> <p>Facilitate ongoing networking and collaboration between deputisers and established school and system leaders.</p>			
TOO	School review and improvement processes	<p>Implementation of the program within the school environment with costs including TRS for staff involved from within the school and other schools, consultancy fees, travel and accommodation costs.</p> <p>Support the work of school leaders, staff, students and community in evaluating the effectiveness of programs and directions against agreed goals and priorities.</p> <p>Develop capabilities and practices associated with effective strategic planning and decision making.</p> <p>Ensure local and system accountability to school communities and the government for the prudent oversight of resources and staffing to attain the desired student outcomes.</p>	\$72,000	\$0	\$72,000
TOO	Peoplebench Project	<p>Engagement costs for Peoplebench organisation for 2022.</p> <p>Utilise predictive analytics to assist leaders to make data-driven predictions based on behaviour and trends.</p> <p>Enhance the capacity of principals and other system leaders to effectively utilise this data to</p>	\$48,825	\$0	\$48,825

CSA	Project	Activities	Reform Support funding	Funding from other sources	Total project funding
		inform strategic planning and decision-making.			
QCEC	Administration	NGRSF Administration Costs	\$45,000	\$0	\$45,000
		TOTAL FUNDING	\$4,674,200	\$144,488	\$4,818,688

Non-Government Reform Support Fund

2022 Workplan

**Queensland Catholic Education Commission
Central Fund**

Summary of Budget – Queensland Catholic Education Commission Workplan 2022

Project	Activities	Reform Support Funding	Funding from other sources	Total project funding
NCCD	Training and professional learning and moderation sessions to improve collection of data to support the NCCD	\$145,000	\$0	\$145,000
NAPLAN	Support for the transition of all Queensland Catholic schools to NAPLAN Online delivery	\$122,000	\$0	\$122,000
HALT	<p>Manage and lead processes to support the certification of aspiring Highly Accomplished and Lead Teachers</p> <p>Provide support for the assessment and moderation of portfolios through assessor training and moderation activities</p> <p>Provide online support to HALT applicants through customised modules and resources on a customised website</p>			
SATE	Support the delivery of the Queensland Certificate of Education (QCE) system through professional learning event/s for teachers	\$5,000	\$0	\$5,000
Administration	NGRSF Administration costs	\$45,000	\$0	\$45,000
	Total Funding	\$549,395	\$0	\$549,395

Non-Government Reform Support Fund

Queensland Catholic Education Commission Central Fund Workplan 2022

Project Title	Project Description and Activities	Indicative Budget	Expected Outcomes/Overall Achievements	Indicators of Success
<p>1. Nationally Consistent Collection of Data on Students with Disability</p> <p><u>National Policy initiative:</u> Reform Direction C – Enhancing the national evidence base</p> <p><u>Reform Support Fund priority:</u> Nationally Consistent Collection of Data on School Students with Disability</p>	<p>This project will deliver professional development activities to continue to improve the consistency of Catholic education staff's understanding of the NCCD and through doing so, improve on the collection of evidence of adjustments and reporting of data about school students with disability. Activities will focus around the key areas of training about the NCCD model, cross-school and/or cross-sector moderation and NCCD reflection and planning.</p> <p>Staff will be supported to participate in training and cross-school and/or cross-sector moderation processes for their students, to assist with strengthening their knowledge and understanding of the NCCD processes and to assist them to engage with quality assurance processes.</p> <p>Work at diocesan level with key staff from Catholic School Authorities will continue to build sustainable practices in professional learning, moderation, and quality assurance.</p> <p>Overview of planned 2022 NCCD activities:</p>	<p>\$145,000</p> <p>FTE: 1.0 Staff</p>	<ul style="list-style-type: none"> Professional development/learning is provided about the NCCD through training, moderation, and reflection activities Classroom/subject teachers are encouraged to attend NCCD training about the model and cross-school moderation sessions, to increase their confidence around planning, recording, and monitoring educational adjustments 	<ul style="list-style-type: none"> School-based decisions about the level of adjustment and category of disability are endorsed through cross-sector moderation There is a reduction in the number of queries from the Australian Government Department of Education Catholic school staff experience increased confidence in the accuracy of the school level data submitted for census Participants report a higher level of confidence around planning, recording, and monitoring educational adjustments for students with disability

Project Title	Project Description and Activities	Indicative Budget	Expected Outcomes/Overall Achievements	Indicators of Success
	<p>NCCD Training – 9 programs (F2F and online) NCCD Leading Practice – 17 sessions NCCD Moderation Cross-school moderation within Queensland Catholic schools – 30 sessions (F2F and online) Cross-sector moderation – 10 sessions (as per the Bilateral Agreement). NCCD preliminary anomaly check and feedback offered to all Queensland Catholic schools NCCD Reflection and Planning – 24 sessions</p>			

Project Title	Project Description and Activities	Indicative Budget	Expected Outcomes/Overall Achievements	Indicators of Success
<p>2. NAPLAN Online Coordination Project <u>National Policy Initiative:</u> Reform Direction C – Enhancing the national evidence base <u>Bilateral Agreement Action:</u> Data literacy and development (support rollout of NAPLAN Online to Catholic schools)</p>	<p>With the remainder of Queensland Catholic schools expected to transition to NAPLAN Online in 2022, this project will support the remaining transitioning schools in the areas of sector-wide training to Catholic school staff in conjunction with test administration authority, support for in-school training of test administrators, and support for 2022 online testing.</p> <p>The following events will be held:</p> <ul style="list-style-type: none"> • Refresher (national protocols) training • In-school training of Test Administrators • School readiness preparation activities and practice testing <p>Additionally, this project will support schools and authorities in accessing NAPLAN data including advice on Student and School Summary Reports. Pending Covid-19 restrictions, the event/s associated with this project will be held online.</p>	<p>\$122,000 FTE: 1 staff</p>	<ul style="list-style-type: none"> • Schools are supported to complete the transition to NAPLAN Online • Delivery of in-school test administration training, school readiness preparations and practice testing. • Schools/authorities are supported to access and use NAPLAN data and reports to gain insights into student progress 	<ul style="list-style-type: none"> • 100% of Catholic schools are ready for NAPLAN online testing in May 2022 • All schools transitioning to NAPLAN Online in 2022 attend refresher (national protocols) training in January-March 2022 • Schools participate in school test administration training, school readiness preparations and practice testing in March – April 2022 prior to NAPLAN testing in 2022 • Schools have increased confidence in using data from the Student and School Summary Reports when released in August 2022 to inform school directions to support students

Project Title	Project Description and Activities	Indicative Budget	Expected Outcomes/Overall Achievements	Indicators of Success
<p>3. Highly Accomplished and Lead Teacher Initiative</p> <p><u>National Policy Initiative:</u> Reform Direction B - Support teaching, school leadership and school improvement</p> <p><u>Bilateral Agreement Action:</u> Highly accomplished and lead teachers</p>	<p>This project will continue to recognise the explicit value of teaching experience and proven ability in the classroom by rewarding highly accomplished and lead teachers (HAT LT) through the following activities:</p> <ul style="list-style-type: none"> • The provision of specific support for Catholic school leaders so they can support HAT LT applicants. • The continuation of the HAT LT assessors' network. • The training of additional HAT LT assessors, including refresher training of HAT LT assessors. • Information sessions and in-depth workshops scheduled prior to applicants submitting their Notification of Intention to Apply for Certification. • Reimbursement to Queensland College of Teachers (QCT) (Client fee) for providing services to support QCEC Certification processes including: Initial Assessor Training, Assessor Refresher Training, Introductory Sessions, In-Depth Workshops, Client Application fees, and potential Internal Review Committee (IRC) fees (appeals cost). • Support access to customised online modules to assist applicants in the development of HAT LT portfolios with a specific Catholic lens. 	<p>\$232,395 FTE: 0.6 staff</p>	<ul style="list-style-type: none"> • More Queensland Catholic school teachers apply for HAT LT certification. • Certification renewal is communicated and supported with QCEC resources. • HAT LT Applicants and Aspiring HAT LT Applicants are supported through the provision of <ul style="list-style-type: none"> ○ Increased support and the promotion of certification from school leaders ○ Professional Learning opportunities, including Introductory and In-Depth Workshops • Online Learning Module development is finalised, released and maintained for engagement by aspiring teachers and school leaders • Teachers have access to resources on an updated website which support the HAT LT application process. • HALT Assessment processes are strengthened to support the fidelity of assessment 	<ul style="list-style-type: none"> • In 2022 more than 14 teachers will apply for HAT LT status in Queensland Catholic schools representing an increase in the number of applicants from 2021. • 2022 HAT LT Applicants report experiencing support from their school leaders and trained Diocesan Facilitators. • Increased engagement in the Introductory Sessions and In-Depth Workshops indicated in attendance rates. • Multiple opportunities for professional development increase the knowledge of certification, indicated through session and workshop attendance surveys • Website updates will incorporate certification renewal resources developed for QCEC. • Increased engagement with HAT LT communications via newsletters, online modules

Project Title	Project Description and Activities	Indicative Budget	Expected Outcomes/Overall Achievements	Indicators of Success
	<ul style="list-style-type: none"> • Support trained Facilitators to deliver professional learning opportunities (Introductory Sessions and In-Depth Workshops) within all Queensland Catholic Dioceses and for all Catholic School Authorities. • Continue to work with the QCT in renewal of certification work • Support AITSL initiatives including HALT Summit 		<p>processes through the provision of</p> <ul style="list-style-type: none"> ○ HAT LT assessor training ○ Support for assessment and moderation activities ○ Communication regarding refresher training. 	<p>and website, indicated through Vision 6 monitoring for opening rate and deep engagement data.</p> <ul style="list-style-type: none"> • In 2022, 14 or more Assessors will be trained to support Catholic Schools representing an equivalent or higher number of assessors trained compared to 2021 and an overall increase in the total number of Catholic School trained and current HAT LT assessors.

Project Title	Project Description and Activities	Indicative Budget	Expected Outcomes/Overall Achievements	Indicators of Success
<p>4. SATE <u>National Policy Initiative:</u> Reform Direction A – Support students and student learning <u>Bilateral Agreement Action:</u> Senior Assessment and Tertiary Entrance reform</p>	<p>This reform support project will continue to provide support to Queensland Catholic school leaders and teachers with the ongoing implementation of Queensland’s senior assessment and tertiary entrance system (SATE). This activity will provide senior secondary teachers an opportunity to network in subject-area groups, share learnings and resources from their first years of teaching the new syllabus, and improve their practice in supporting students prepare for External Assessments. Keynote speakers from the QCAA will be invited to present in three professional development sessions, focused on areas of the new SATE system including Applied Syllabuses, External Assessment preparation and Access Arrangements and Reasonable Adjustments (AARA). Pending Covid-19 restrictions, the event/s will be held in a blended or online mode.</p>	<p>\$5,000 0 FTE</p>	<ul style="list-style-type: none"> • Three cross-authority events hosted to support senior secondary teachers refine their practice in the new SATE system. • Increased confidence of Catholic school staff in Catholic School Authorities and RI/PJP schools in relation to the requirements of the Queensland Certificate of Education (QCE) system 	<ul style="list-style-type: none"> • More than 60% of participating teachers surveyed after the events report an increase in confidence and capability teaching and assessing the new senior secondary syllabus.

Non-Government Reform Support Fund

2022 Workplan

Brisbane Catholic Education

Summary of Budget – Brisbane Catholic Education

Project	Activities	2022 Reform support funding	Funding from other sources	2022 Total project funding
NCCD	NCCD	\$600,000	\$0	\$600,000
Early Years Screening Tools	Accelerate in the Early Years: Early Years Partnership	\$600,000	\$0	\$600,000
Support Rural Wellbeing	Wellbeing in Rural Schools	\$170,000	\$0	\$170,000
Parent, community, and industry engagement	Improving career readiness of BCE graduates	\$241,000	\$0	\$241,000
Data Literacy / School Improvement	Data literacy for school leaders	\$85,000	\$0	\$85,000
School Improvement and HealthCheck	Develop and launch new School Improvement and HealthCheck with professional engagement of senior Principals as Review Panel Chairs	\$315,782	\$0	\$315,782
	Total funding for 2022	\$2,011,782	\$0	\$2,011,782

* The Australian Government understands that these figures provided are indicative and may change throughout the year. The Annual Report will report on any changes.

Non-Government Reform Support Fund

Brisbane Catholic Education Workplan 2022

Project title	Project description and activities	Indicative budget	Expected Outcomes/ Overall achievements	Indicators of success
<p>1. Project title: NCCD</p> <p><u>National Policy initiative: Reform Direction C – Enhancing the national evidence base</u></p> <p><u>Reform Support Fund priority 7(a): Quality assurance, moderation and support for the continued improvement of the Nationally Consistent Collection of Data on School Students with Disability</u></p>	<p>Project led by BCE personnel to strengthen quality assurance, moderation, and support for the continued improvement of the Nationally Consistent Collection of Data for students with disability.</p> <p>Key focus areas:</p> <ul style="list-style-type: none"> • in-school moderation activities • individual schools’ completion of NCCD Reflection Tool and forward planning for next cycle <p>Complemented by: QCEC personnel led activity to strengthen quality assurance, moderation, and support for the continued improvement of the Nationally Consistent Collection of Data for students with disability.</p> <p>Key focus areas:</p> <ul style="list-style-type: none"> • Information sessions for new staff • Cross-school moderation sessions • Cross-sector moderation sessions. • Internal school moderation sessions. 	<p>Reform support funding: \$600,000 Other funding: \$0 FTE: 1.0 Project Officer \$132,000</p> <p>Teacher Release: \$468,000</p>	<ul style="list-style-type: none"> • Decisions regarding levels of adjustment and disability category are identified as accurate through in-school moderation process. • Goals are identified for improvement in the next cycle of NCCD. • Improved confidence in decision-making by BCE quality assurers. • Alignment of decisions regarding levels of adjustment and disability category between schools and sectors. 	<ul style="list-style-type: none"> • Quality assurance process confirms the accuracy of school decisions. • BCE NCCD data indicates alignment with other dioceses, sectors, state-wide and nationally. • Limited changes during quality assurance process after submission of preliminary data.

Project title	Project description and activities	Indicative budget	Expected outcomes/ Overall achievements	Indicators of success
<p>2. Accelerate in the Early Years – Early Learning Partnerships</p> <p><u>National Policy Initiative:</u> Reform Direction A – Support students and student learning</p> <p><u>Bilateral Agreement Action:</u> Review and extend early years screening tools in Qld Catholic schools</p>	<p>This project will lead to an established and informed response to scale across various school contexts through the identification of early screening tools, partnerships, practices, processes and structures that sit within and around the Levels of Teaching Response as a framework to inform decision making that best responds to student early literacy growth and progress.</p> <p>This project extends Brisbane Catholic Education’s (BCE) current focus on effective and expected leadership and teaching practices to identify and implement processes and practices that ensure each student receives the responsive teaching they require, when and as they need it.</p> <p>This project is led by BCE and runs from 2020-2022. In this final phase, this project will further develop and articulate school-based partnerships, processes and practices that respond to student learning progress and provide responsive teaching and support, that results in learning progress and achievement for every student.</p>	<p>Reform support funding: \$600,000 Other funding: \$0 Staffing: \$360,000 2.0 FTE Project Officers (Educators) and 0.4 FTE Speech Pathologist</p> <p>Teacher Release: \$240,000</p>	<ul style="list-style-type: none"> • Building of each role holders' capacity (teachers, Primary Learning Leaders, Support Teachers, Leadership teams and other specialists) to best respond to each student’s learning progress in a timely way. • Participants report a deeper understanding of Partnerships, practices, processes and structures that need to exist in schools to progress the learning of each student including the pivotal contribution of speech pathology. • A refined understanding of how the Levels of Teaching Response can be used as a framework to progress the learning of each student. • A review and deepened understanding of Early Years Screening tools that can be upscaled and shared, to provide our schools with the right information at the right time to inform a response to move early literacy acquisition and the associated literacy skill development forward to impact progress for each student. 	<ul style="list-style-type: none"> • Schools report an increase in responsive teaching and differentiating resulting in increased numbers of students achieving 95% using PM Reading Benchmarks tool. • Early literacy progress monitored through Letter/Sound knowledge, Concepts of Print and PM benchmarking will provide quantifiable measures of success. • Levels of Teaching Response process is refined, elaborated and exemplified. • Models/examples of effective practice are used to scale up implementation across 35 additional schools in 2022.

Project title	Project description and activities	Indicative budget	Expected outcomes/ Overall achievements	Indicators of success
<p>3. Project Title: Wellbeing in Rural Schools</p> <p><u>National Policy Initiative:</u> Reform Direction B – Support teaching, school leadership and school improvement</p> <p><u>Bilateral Agreement Action:</u> Rural and remote wellbeing</p>	<p>The Brisbane Catholic Education (BCE) Strategic Plan (2021-2025) identifies <i>Wellbeing</i> as a priority. Current educational research highlights the alignment between deep learning with improved student wellbeing. Increasingly, rural communities are required to draw upon their school, Parish and local communities to support the wellbeing and mental health of their students.</p> <p>This project, extended to a second year after a successful initial year, is being implemented in the contexts of BCE North & South Burnett, Wide Bay, Maryborough and Gympie schools. It aims to build the capacity of staff in developing prevention and early intervention responses in promoting positive student wellbeing and understanding the Levels of Teacher Response in deepening learning.</p>	<p>Reform support funding: \$170,000 Other funding: \$0 FTE: 1.0 FTE staff Rural Engagement Support Coordinator salary, travel and office costs \$150,000</p> <p>Teacher Release Funds for professional development sessions: \$20,000</p>	<ul style="list-style-type: none"> • Key personnel of each school (Leadership Team Representative, Guidance Counsellor, Support Teacher Inclusive Education, Primary and Secondary Learning Leaders) engage in the project. • Schools review support structures naming and implementing prevention and early intervention strategies related to student wellbeing and learning engagement. • Schools initiate programs and activities that inextricably link student wellbeing and learning. • Partnerships between school and identified local wellbeing support agencies, and collaboration between schools in the project developed. • Support schools in developing Levels of Teacher Response in their staff. 	<ul style="list-style-type: none"> • Project engagement by at least 80% Brisbane Catholic Education schools in the North & South Burnett, Wide Bay, Maryborough and Gympie regions. • 100% of schools document evidence of intervention strategies to support student engagement in the Engage Student Support System • Initiate programs/activities recorded in implementation documents/teacher planning • Of the schools who engage in professional learning for Levels of Teaching Response, 100% have attendance by a School Lead and one other staff member as shown in attendance lists.

Project	Project description and activities	Indicative budget	Expected outcomes/ Overall achievements	Indicators of success
<p>4. Project Title: Improving the career readiness of BCE graduates</p> <p><u>National Policy Initiative:</u> Reform Direction B – Support teaching, school leadership and school improvement</p> <p><u>Bilateral Agreement Action:</u> Provide Professional learning opportunities and resources to enhance parent, community, and industry engagement with Catholic schools</p>	<p>Local Project led by Brisbane Catholic Education (BCE) to conduct an extensive review of secondary structures and practices to evaluate and improve the way in which BCE schools prepare students for successful global citizenship, regardless of their choice of pathway. The review, conducted across 2021, will be used to inform improved Career Readiness activities in schools from 2022.</p> <p>The review has resulted in an action plan and supporting resources to ensure students' learning is integrated and authentic, enhances the skills necessary for successful citizenship and provides a research-informed framework for careers education. This final phase of the project will result in a broader range of schools using the outcomes of the review to implement enhanced processes in preparing students for life after school.</p>	<p>Reform support funding: \$241,000 Other funding: \$0 FTE:1.6 FTE staff</p> <p>0.6 FTE Project Officer: Contemporary learning focussing on pedagogies for career skill development as well as careers education: \$88,000</p> <p>1.0 FTE Project Officer: Online Learning focussing on broadening senior pathway options for students, regardless of school size, location, or context: \$153,000</p>	<ul style="list-style-type: none"> Improved student engagement and wellbeing outcomes (including improved attendance data for schools engaged in the pilot phase). Improved student pathway options achieved through renewed parent, community, and industry engagement (resulting in a decrease in student attrition in the senior phase of learning). Improved student understanding of career options (resulting in engagement with careers aligning with personal strengths and interests, rather than being limited to the career information provided by parents or significant others). Improved development of students' skills for success in the workforce (regardless of pathway). 	<ul style="list-style-type: none"> Implementable recommendations/framework for the future improvement of career readiness for BCE graduates. The first phase of a Catholic school of distance education is launched for senior students for 2022 (to allow for a greater breadth of subject offerings for all students). Refinement of support resources (including professional learning) and community and industry engagement to assist with change processes required for greater career readiness. Career readiness program implemented with defined cohort of schools which have demonstrated readiness for participation.

Project title	Project description and activities	Indicative budget	Expected outcomes/ Overall achievements	Indicators of success
<p>5. Project Title: Data literacy for school leaders</p> <p><u>National Policy Initiative:</u> Reform Direction C – Enhancing the national evidence base</p> <p><u>Bilateral Agreement Action:</u> Develop strategies to enhance data literacy among Catholic school leaders and teachers, support the dev of data tools and frameworks to inform planning and development of educational policy and practices in Catholic schools</p>	<p>Local Project lead by Brisbane Catholic Education (BCE) Program will continue to focus on NAPLAN error analysis and Australian Curriculum Literacy and Numeracy requirements, with further refinement of BCE dashboards and reports relevant to key stakeholders in the BCE office and schools. Additional data analytics development required to build and enhance the HealthCheck platform and termly data updates to support system data priorities Products and resources previously developed will be used across BCE schools and office leaders and teachers. Continue to build data literacy capacity of system and school leaders in the application and analysis of data to strategically drive System and School priorities leading to improved system learning performance.</p>	<p>Reform support funding \$85,000 Other funding: \$0 FTE: 0.5 FTE staff</p> <p>0.5 FTE Project Officer \$85,000</p>	<ul style="list-style-type: none"> • School leadership teams increase use of data to inform decision making and strategic planning. • System leaders use data evidence base to drive system improvement and performance. • Understanding and effective implementation of processes and practices to analyse school datasets and identify key themes for strategic action that results in school improvement. • Focused analysis of NAPLAN data to inform future teaching emphasis across BCE schools. • Provide digital platform which includes low level data security for all BCE School Principals and leadership teams and system leaders access to the PowerBI app/PowerApp called the 'HealthCheck' 	<ul style="list-style-type: none"> • Leaders report greater understanding of how to establish positive environments for data conversations • Improved documentation of strategic goals and annual plans with evidence of data informed decision making • Targeted and precise allocation of resources to support strategic intents. • All schools Principals, Leadership teams and System Leaders have access to the PowerBI HealthCheck app and are engaging with the HealthCheck PowerBI/PowerApp to track school key performance indicators

Project title	Project description and activities	Indicative budget	Expected outcomes/ Overall achievements	Indicators of success
<p>6. Project Title: School Improvement and Health Check</p> <p><u>National Policy Initiative:</u> Reform Direction B – School Improvement and School Leadership: Enhance school improvement processes and planning with Catholic schools and Support school leadership and school improvement through initiatives aimed at enhancing strategic leadership for existing... school leaders...</p>	<p>The Brisbane Catholic Education (BCE) Strategic Plan (2021-2025) identifies the need to design a new school improvement framework that supports organisational priorities and to introduce a quarterly HealthCheck for each school. This project will engage experienced Principals as Panel Chairs for multiple School Reviews as a means of developing their insight into quality schooling and school improvement issues.</p>	<p>Reform support funding: \$315,782 Other funding: \$0 Staff 2.0 FTE</p> <p>Contribution to project costs including 4 senior Principals (Primary and Secondary for 1 Semester full-time)</p>	<ul style="list-style-type: none"> • Launch a quarterly HealthCheck process for schools • Train Senior Leaders and Principals in HealthCheck processes and linkages to the improvement agenda of each school and the organisation. • Set each quarterly HealthCheck focus in response to emerging trends and needs and refine the process on basis of experience. • Use the previously developed BCE Curriculum Compliance Guide (P-12) • Refine the Curriculum Compliance Audits process introduced in some schools 40% of schools in 2021. • Introduction and use of a refined School Improvement Tool which draws upon School HealthCheck, Curriculum Compliance data and BCE Organisational Priorities. 	<ul style="list-style-type: none"> • HealthCheck data is available each term for every school. (n of schools greater than 95%) • HealthCheck data is available for interrogation and analysis within the BI Tool for school and system leaders to inform future planning and improvement. (n of schools greater than 95%) • Curriculum Compliance Audits identify the extent that schools are compliant with the curriculum and any risks areas. • Curriculum Compliance Audits identify further improvement opportunities – name top three. • Availability of a School Improvement tool which allows for incorporation of BCE priorities over time. • Incorporation of School Improvement, Compliance and Health Check data in the BI Intelligence tool in support of future improvement actions

Non-Government Reform Support Fund

2022 Workplan

RI/PJP Schools

Summary of Budget – RI/PJP and EREA Schools

Project	Activities	Reform support funding	Funding from other sources	Total project funding
NCCD	<p>Support for RI/PJP and EREA schools in the NCCD through the provision of:</p> <ul style="list-style-type: none"> • TRS for staff to participate in centrally managed NCCD learning and moderation activities • an RI/PJP Inclusive Education Consultant and Assistant to work across schools to build the capacity of school staff in the collection of data for the NCCD 	\$215,000	\$0	\$215,000
HALT	Support for staff in RI/PJP and EREA schools looking to achieve Highly Accomplished or Lead Teacher certification through the engagement of a HALT Facilitator.	\$137,500	\$0	\$137,500
LEADERSHIP DEVELOPMENT	Delivery of the <i>Leading with Integrity and Excellence</i> program for Principals and Aspiring Principals in RI/PJP and EREA schools.	\$165,150	\$0	\$165,150
STUDENT ENGAGEMENT	Purchase user licences for the PIVOT engagement tool	\$37,500	\$0	\$37,500
SCHOOL IMPROVEMENT – SCHOOL REVIEWS	Support school improvement through the provision of training on the National School Improvement Tool and the subsidisation of ACER School Reviews.	\$217,575	\$0	\$217,575
	Total funding for 2021	\$772,725	\$0	\$772,725

* The Australian Government understands that these figures provided are indicative and will change throughout the year. The Annual Report is expected to report on these changes.

Non-Government Reform Support Fund

RI/PJP and EREA Schools' Workplan 2022

Project title	Project description and activities	Indicative budget	Expected outcomes/ Overall achievements	Indicators of success
<p>1. Nationally Consistent Collection of Data on Students with Disability</p> <p><u>National Policy initiative:</u> Reform Direction C – Enhancing the national evidence base <u>Reform Support Fund priority:</u> Nationally Consistent Collection of Data on Students with Disability</p>	<p>This project supports RI/PJP and EREA school staff to engage in activities to support the Nationally Consistent Collection of Data on Students with Disability (NCCD) through</p> <ul style="list-style-type: none"> • in-school sessions, • sessions directed by the RI/PJP Inclusive Education Consultant, and • activities hosted by QCEC. <p>The NGRSF funds support the engagement of an Inclusive Education Consultant and assistant to work across RI/PJP and EREA school clusters to support school staff to improve engagement with the requirements of the NCCD.</p>	<p>Reform support funding: \$215,000 Other funding: \$0 FTE: 2.0</p>	<ul style="list-style-type: none"> • The RI/PJP Inclusive Education Consultant works across schools to facilitate school leaders, teachers and curriculum leaders to use NCCD resources and tools available to assist with personalised learning for students with disability. • Teachers and school leaders are supported to engage with QCEC-facilitated training, moderation and reflection sessions 	<ul style="list-style-type: none"> • Engagement of RI/PJP school staff in the Disability Standards for Education eLearning modules and case studies on the NCCD portal • Teachers and curriculum leaders have a greater confidence and capacity to capture the four forms of evidence of NCCD (consultation and collaboration, assessed and identified needs, planning and adjustments, and monitoring and reviewing). • The RI/PJP Inclusive Education Consultant provides professional learning opportunities for RI/PJP and EREA schools about the NCCD. • Teachers and curriculum leaders engage in cross-school moderation practices • Teachers and school leaders attend QCEC facilitated training, moderation and reflection sessions

Project title	Project description and activities	Indicative budget	Expected outcomes/ Overall achievements	Indicators of success
<p>2. HALT</p> <p><u>National Policy Initiative:</u> Reform Direction B - Support teaching, school leadership and school improvement</p> <p><u>Bilateral Agreement Action:</u> Highly accomplished and lead teachers</p>	<p>This project provides support for staff in RI/PJP and EREA schools looking to achieve Highly Accomplished or Lead Teacher certification through the provision of a HALT Facilitator, who works across all schools to</p> <ul style="list-style-type: none"> • Raise the profile of HALT certification • Improve understanding of HALT certification processes • Assist schools to support teachers seeking certification. 	<p>Reform support funding: \$137,500 Other funding: \$0 FTE: 1.0</p>	<ul style="list-style-type: none"> • In-school projects are delivered to raise the profile and understanding of HAT and LT certification in RI/PJP and EREA schools • Professional Development opportunities are provided for school leaders and teachers around HAT and LT certification • Assessors and applicants are supported by the HALT Facilitator 	<ul style="list-style-type: none"> • Improved understanding of the HAT and LT certification process in RI/PJP and EREA schools • Participants in professional development sessions report a greater understanding of the processes of HAT and LT certification • The HALT Facilitator works across all RI/PJP and EREA schools to provide support for HAT and LT applicants

Project title	Project description and activities	Indicative budget	Expected outcomes/ Overall achievements	Indicators of success
<p>3. Leadership Development</p> <p>Reform Support Fund Priority B: Support teaching, school leadership and school improvement</p> <p>Bilateral Reform Direction: School Leadership (support school leadership and school improvement through initiatives aimed at enhancing school leadership for existing and aspiring school leaders and for school boards)</p>	<p>This project provides the opportunity for Principals and aspiring Principals to engage in the <i>Leading with Integrity for Excellence</i> (LWIE) program. This training is designed to build capacity around strategic leadership, accountability, governance and performance; in order to be efficient and effective administrators and leaders of learning within their school context.</p> <p>The program improves stewardship of resources, governance, ethical practices and decision making, strategic thinking and performance; and enhances confidence, effectiveness and competence in areas of governance.</p> <p>The indicative budget for this project would support one cohort of approximately 30 including course fees, catering, venue hire, and other associated costs with the program.</p>	<p>Reform support funding: \$165,150 Other funding: \$0 FTE: n/a</p>	<ul style="list-style-type: none"> Support for approximately 30 Principals and aspiring Principals to complete the LWIE program 	<ul style="list-style-type: none"> More than 60% of participants report improved understanding of financial management, governance, ethical practices, decision making, strategic thinking and performance.

Project title	Project description and activities	Indicative budget	Expected outcomes/ Overall achievements	Indicators of success
<p>4. Student Engagement</p> <p><u>National Policy Initiative:</u> Reform Direction B – Support teaching, school leadership and school improvement</p> <p><u>Bilateral Agreement Action:</u> School Improvement (enhance school improvement processes and planning in Catholic schools)</p>	<p>This project allows RI/PJP and EREA schools to engage with the Pivot Student Engagement Tool, which collects 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>This tool will enable teachers to receive direct feedback on the effectiveness of their teaching through student surveys, aligned with the AITSL Professional Standards for Teachers. 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.</p>	<p>Reform support funding: \$37,500 Other funding: \$0 FTE: n/a</p>	<ul style="list-style-type: none"> • Participating teachers receive a report from the survey conducted with their students informing them of strengths and areas for improvement in their teaching practice • A cluster report is prepared for QCEC outlining trends from the student perception survey data 	<ul style="list-style-type: none"> • Teachers report improvement in their teaching practice due to a greater understanding of student perceptions • Participating school leaders have access to data on teacher effectiveness • School planning is informed by data from the student perception surveys

Project title	Project description and activities	Indicative budget	Expected outcomes/ Overall achievements	Indicators of success
<p>5. School Improvement – School Reviews</p> <p><u>National Policy Initiative:</u> Reform Direction B – Supporting teaching, school leadership and school improvement</p> <p><u>Bilateral Agreement Action:</u> School Improvement (enhance school improvement processes and planning with Catholic schools)</p>	<p>This project will support RI/PJP and EREA schools to conduct School Reviews using the National School Improvement Tool (NSIT) designed by the Australian Council for Education Research (ACER).</p> <p>Support will be provided through training to school personnel on the NSIT through a two-day course, and through the subsidisation of school reviews conducted by ACER.</p>	<p>Reform support funding: \$217,575 Other funding: \$0 FTE: n/a</p>	<ul style="list-style-type: none"> Multiple school leaders from schools engage with the two-day training to identify key areas for school improvement from the National School Improvement Tool Schools are supported to undertake a School Review conducted by ACER 	<ul style="list-style-type: none"> Participants report an increased understanding of using the National School Improvement Tool to support school improvement processes School Reviews result in participating schools receiving a report providing detailed, evidence-based feedback in relation to the nine domains of the NSIT, as well as a set of overall commendations, affirmations and recommendations for school improvement.

Non-Government Reform Support Fund

2022 Workplan

Catholic Education Diocese of Rockhampton

Summary of Budget – Catholic Education Diocese of Rockhampton

Project	Activities	Reform support funding	Funding from other sources	Total project funding
NCCD	TRS, travel, accommodation, catering for professional development phases of the NCCD: <ul style="list-style-type: none"> • Training • Moderation (within and across schools) • Reflection 	\$198,000	\$0	\$198,000
EXISTING & ASPIRING SCHOOL LEADERS	Three courses offered through QELi: <ul style="list-style-type: none"> • Professional and Difficult conversations • Middle Leaders course • Teach like a Champion course 	\$100,725	\$0	\$133,972
EXISTING & ASPIRING SCHOOL LEADERS	Leading Mathematics Education	\$33,247	\$0	\$133,972
STUDENT WELLBEING	Royal Far West counselling support for students in Blackall, Longreach, Barcaldine, Springsure, Clermont, Biloela, Monto	\$122,320	\$0	\$122,320
	Total funding for 2022	\$454,292	\$0	\$454,292

Non-Government Reform Support Fund

Catholic Education Diocese of Rockhampton Workplan 2022

Project title	Project description and activities	Indicative budget	Expected outcomes/ Overall achievements	Indicators of success
<p>1. NCCD Reform Support Fund Priority 7(a): Quality assurance, moderation and support for the continued improvement of the Nationally Consistent Collection of Data on School Students with Disability Bilateral Reform Direction C: Enhancing the national evidence base</p>	<p>Training: one day course to build understanding of NCCD purpose, processes and systems Within school moderation: time for teachers to collaborate to review folios, work towards consistency of judgement; one day per stream per school for within-school moderation Across-school moderation: moderation of evidence folios to build consistent understanding of expected standards; half day x 3 teachers per school Reflection: Four-hour opportunity for teachers to review survey findings and plan next steps for ongoing improvement</p>	<p>Reform support funding: \$198,000 Other funding: \$0 FTE: OTRS: \$195,000 Travel and Accommodation: \$2,000 Catering: \$1,000</p>	<ul style="list-style-type: none"> Improved understanding of the NCCD across school leaders, class teachers and Learning Support specialists, as measured through surveys in the reflection phase Consistent, quality practice across our schools in terms of evidence collection and collation, and decision-making about level of addressed need, as measured by strong correlation between preliminary and final NCCD lists On-going improvement in NCCD related systems and processes across all schools as measured through surveys in the reflection phase 	<ul style="list-style-type: none"> 60 teachers complete the NCCD training program Teams from every school are involved in formal moderation sessions Every school submits an NCCD plan in November 2022, following Reflection workshops

Project title	Project description and activities	Indicative budget	Expected outcomes/ Overall achievements	Indicators of success
<p>2. Existing and aspiring school leaders</p> <p><u>National Policy Initiative:</u> Reform Direction B – Supporting teaching, school leadership and school improvement.</p> <p><u>Bilateral Agreement Action:</u> Support school leadership and school improvement through initiatives aimed at enhancing strategic leadership for existing and aspiring school leaders and school boards.</p>	<p>Three courses offered through QELi to develop leadership capacity across our system, as follows:</p> <ul style="list-style-type: none"> • Professional and Difficult conversations • Middle Leaders course • Teach like a Champion course <p>Leading Mathematics Education</p> <ul style="list-style-type: none"> • Six project schools, 20 participants • TRS, travel, accommodation, catering • Resources • Additional time allocation to each school 	<p>Reform support funding: \$133,972 Other funding: \$0 FTE: 0</p> <p>Registration Costs: \$98,725 Catering: \$2,000 TRS, resources, travel and accommodation: \$33,247</p>	<p>School leaders are more confident and competent in leading difficult but necessary conversations in a professional way, as measured by exit surveys</p> <ul style="list-style-type: none"> • An increased number of middle leaders (25) understand the dimensions of leadership and feel more equipped to embrace the rewards and challenges of leadership, as measured by course evaluations • More skilful classroom teachers express greater confidence in instructional practices, behaviour management, ways of engaging students, and communicating with parents, as measured in exit surveys • Teams of teachers from participating schools are more confident in mathematical content knowledge and mathematical pedagogical content knowledge (as measured through end of year reflections) 	<ul style="list-style-type: none"> • At least 60 teachers participate in the Professional and Difficult conversations course • 25 participants complete the Middle Leaders (online) course and provide positive evaluations • Leading Mathematics Education workshops are held as planned. All participants provide feedback indicating what they have learned and how this can be applied in the classroom.

Project title	Project description and activities	Indicative budget	Expected outcomes/ Overall achievements	Indicators of success
<p>3. Student wellbeing <u>National Policy Initiative:</u> Reform Direction B – Supporting teaching, school leadership and school improvement. <u>Bilateral Agreement Action:</u> Facilitate support to school communities in rural and remote areas to enhance student wellbeing.</p>	<p>Royal Far West counselling support for students in Blackall, Longreach, Barcaldine, Springsure, Clermont, Biloela, and Monto.</p>	<p>Reform support funding: \$122,320 Other funding: \$0 FTE: 0</p>	<ul style="list-style-type: none"> Students have access to high quality counselling services. As a result, higher levels of student wellbeing enable greater engagement in learning at school 	<ul style="list-style-type: none"> Students access counselling services as required The Head of Counselling Services reports high levels of satisfaction with quality and timeliness of counselling provided by Royal Far West

Non-Government Reform Support Fund

2022 Workplan

Townsville Catholic Education

Summary of Budget – Townsville Catholic Education

Project	Activities	Reform support funding	Funding from other sources	Total project funding
Student Wellbeing	LOVE BiTES Respectful Relationships Program	\$16,000	\$0	\$16,000
Early Years	Support Early Years Teachers' implementation of pre and post testing for literacy and numeracy	\$81,512	\$43,488	\$125,000
HAT / LT Certification	Support teachers' participation in Highly Accomplished and Lead Teacher certification processes	\$25,000	\$0	\$25,000
PIVOT	Teachers in our secondary schools will engage in the PIVOT student voice surveys	\$25,000	\$0	\$25,000
Leadership Development	'Leading from Within' Middle Leaders' Program	\$40,000	\$0	\$40,000
Leadership Development	Aspirant Leaders' Program (Western Region)	\$35,000	\$0	\$35,000
Leadership Development	7 Habits of Highly Effective Leaders Program	\$35,000	\$0	\$35,000
SMART IE Data	School Motivation and Response to Indigenous Education (SMART IE) Data Project	\$80,000	\$0	\$80,000
	Total funding for 2022	\$337,512	\$43,488	\$381,000

Non-Government Reform Support Fund

Townsville Catholic Education Workplan 2022

Project title	Project description and activities	Indicative budget	Expected outcomes/ Overall achievements	Indicators of success
<p>1. LOVE BiTES Respectful Relationships Program <u>National Policy Initiative</u>: Reform Direction B – Support teaching, school leadership and school improvement <u>Bilateral Agreement Action</u>: Reform Direction B - Facilitate support to school communities in rural and remote areas to enhance student wellbeing</p>	<p>LOVE BiTES aims to provide approximately 150 young people with a safe environment to examine, discuss and explore respectful relationships. All LOVE BiTES programming takes a strength-based approach and views young people as active participants who are able to make choices for themselves and their relationships when supported with information and opportunity for skill development. This program provides facilitative support to school communities in rural and remote areas to enhance student wellbeing.</p>	<p>Reform support funding: \$16,000 Other funding: \$0 FTE: 0</p>	<p>LOVE BiTES education is focused on three critical areas for learning:</p> <ul style="list-style-type: none"> • Knowledge: youth-led collaborative learning. • Attitudes: critical thinking and decision-making • Behaviours: problem-solving and communication skills 	<p>LOVE BiTES education will assist approximately 150 young people to:</p> <ul style="list-style-type: none"> • Increase their knowledge through youth-led collaborative learning around appropriate and safe relationships. • Challenge attitudes through critical thinking and decision-making. • Develop safe and proactive behaviours problem-solving and communication skills.

Project title	Project description and activities	Indicative budget	Expected outcomes/ Overall achievements	Indicators of success
<p>2. Early Years Literacy and Numeracy Data</p> <p><u>National Policy Initiative:</u> Reform Direction A - Supporting students, student learning and student achievement</p> <p><u>Bilateral Agreement Action:</u> Reform Direction A - Review and extend early years screening tools in Queensland Catholic schools</p>	<p>The Early Years Literacy and Numeracy Data Project consists of an Oral Language and Numeracy screening tool for Prep and Year 1 students, and a Numeracy and Literacy test for Year 2 students. The data gathered is shared with the class teachers and with other key school personnel.</p> <p>The early year teachers have the opportunity to plan for the students' learning across the next two terms before a post testing occurs to indicate the progress the students have made.</p>	<p>Reform support funding: \$81,512 Other funding: \$43,488 FTE: 0.56</p>	<ul style="list-style-type: none"> Teachers implement the pre- and post-tests in Years 1 and 2 at the designated times and make use of the data to plan and address the learning needs of the students. They will use the data, along with other data to firstly plan for the next step in students' learning and at the end of the year, assess the progress the students have made. 	<ul style="list-style-type: none"> 120 teachers from Prep to Year 2 will participate in pre-testing their students and in Term 3 undertake post testing to support them in planning for the range of learners in their class. 120 teachers participate in the pre and post data sharing meetings.

Project title	Project description and activities	Indicative budget	Expected outcomes/ Overall achievements	Indicators of success
<p>3. Highly Accomplished Teacher and Lead Teacher Certification</p> <p><u>National Policy Initiative:</u> Reform Direction B – Support teaching, school leadership and school improvement</p> <p><u>Bilateral Agreement Action:</u> Reform Direction B - Recognise the explicit value of teaching experience and proven ability in the classroom by rewarding highly accomplished and lead teachers</p>	<p>This project intends to provide strong strategic and systematic support for teachers embarking on the certification process ensuring they can effectively navigate the process and attain certification. Work will also be undertaken to ensure school and system procedures and expectations align to support those teachers who wish to apply for certification. Funding will support up to 10 teachers across the diocese to complete their portfolio for certification as a Highly Accomplished or Lead Teacher. Three TRS days will be allocated to each applicant to allow time to gather evidence to address the 37 descriptors. Timing for teacher release will be negotiated with the applicant's Principal. An online survey will be implemented to seek feedback from certification applicants and their principals regarding the satisfaction of support that is provided.</p>	<p>Reform support funding: \$25,000 Other funding: \$0 FTE: 0</p>	<ul style="list-style-type: none"> • Certification applicants gain an in-depth understanding of the requirements and expectations of the certification process. • Applicants develop a robust and authentic understanding of their own professional practice, strengths and development goals ensuring the alignment between the Teacher Appraisal/Performance processes and practices that align with APST. • Principals gain increased knowledge of certification requirements to enable their support of teachers' participation in the certification process. • Ongoing mentoring will be provided to a certification applicant who withdraws and does not submit their application to enable that teacher to submit their application by the due date in the following year. 	<ul style="list-style-type: none"> • 100% of certification applicants will each complete their portfolio and submit the portfolio to QCT for assessment. • Increased understanding of the certification process and at least one teacher from Townsville applies for certification •

Project title	Project description and activities	Indicative budget	Expected outcomes/ Overall achievements	Indicators of success
<p>4. PIVOT Student Voice Project</p> <p><u>National Policy Initiative:</u> Reform Direction B – Support teaching, school leadership and school improvement</p> <p><u>Bilateral Agreement Action:</u> Reform Direction B - Enhance school improvement processes and planning with Catholic schools</p>	<p>The 10 secondary schools across the diocese will implement this project by inviting teachers’ participation. It is anticipated that 180 - 200 teachers will participate in 2022. Teachers will participate by having students complete an online feedback process regarding the impact of the teacher’s practice in line with the AITSL standards. This survey is conducted twice in the year.</p>	<p>Reform support funding: \$25,000 Other funding: \$0 FTE: 0</p>	<ul style="list-style-type: none"> • Teachers can identify areas of their teaching practice where they can develop and improve based on the student feedback. • Principals can use the overall school data to target professional development with teachers and to support teachers to engage in a rigorous PLP process. • Principals and other school leaders can identify areas of growth and development in students’ learning, engagement and differentiation. • System Learning and Teaching Advisers can use the overall diocesan data to target professional development of teachers and to inform networking opportunities. 	<ul style="list-style-type: none"> • Approximately 150 teachers engage with the PIVOT survey • Teachers will have just-in-time data to assist them to identify areas of success, growth and development about their teaching. • Teachers will be more receptive to undertaking professional coaching with school leaders to improve their teaching pedagogy.

Project title	Project description and activities	Indicative budget	Expected outcomes/ Overall achievements	Indicators of success
<p>5. School Motivation and Response to Indigenous Education (SMART IE) Data Project</p> <p><u>National Policy Initiative:</u> Reform Direction B - Support teaching, school leadership and school improvement</p> <p><u>Bilateral Agreement</u> <u>Action:</u> Reform Direction C - Develop strategies to enhance data literacy among Catholic school leaders and teachers, support development of data tools and frameworks to inform planning and development of education policy and practices in Catholic schools, and support roll out of NAPLAN Online to Catholic schools</p>	<p>The project intends to form and improve the competency and capacity of school leaders to implement data informed practices in Indigenous Education in schools with a particular focus on First Nations student NAPLAN data.</p> <p>A Project Officer will be employed for 10 months to:</p> <ul style="list-style-type: none"> • manage the collation and accessibility of TCE IE data, particularly NAPLAN data • engage with data analysis expertise to prepare relevant data sets • prepare and facilitate professional learning for school leaders on driving data informed practices for improved First Nations student outcomes • support Indigenous Education Advisers in their roles to coach school leaders to enable enhanced responses to IE data sets, planning for school improvement, aligning strategic actions and improving the academic outcomes of First Nations students in TCE. 	<p>Reform support funding: \$80,000 Other funding: \$0 FTE: 0.8</p>	<ul style="list-style-type: none"> • Alignment of IE data sets to TCE and IE strategic actions and work plans. • Stakeholders have improved access to relevant data sets. • Data sets are fit for purpose: clean, valid, reliable, objective, comparable. • Project facilitates improved system, school and student data informed practices and outcomes. • Improved capacity of stakeholders to respond effectively to NAPLAN data particularly as this relates to First Nations students. 	<ul style="list-style-type: none"> • School leaders lead SMART IE Data practices in their own schools and build school improvement around informed needs in Indigenous Education. • TCE First Nations students NAPLAN results indicate improvement over time.

Project title	Project description and activities	Indicative budget	Expected outcomes/ Overall achievements	Indicators of success
<p>6. Leadership Development <u>National Policy Initiative</u>: Reform Direction B – Support teaching, school leadership and school improvement <u>Bilateral Agreement Action</u>: Reform Direction B - Support school leadership and school improvement through initiatives aimed at enhancing strategic leadership for existing and aspiring school leaders and for school boards</p>	<p>These initiatives will support school leadership and school improvement by implementing professional learning programs which enhance the skills, knowledge and capabilities of current and aspiring leaders. Programs intended to be delivered include:</p> <ul style="list-style-type: none"> • Leading from Within Middle Leaders’ Program (The Brown Collective) • Aspirant Leaders’ Program (Western Region) (TCEO Program) • 7 Habits of Highly Effective Leaders (QELI) 	<p>Reform support funding: \$110,000 Other funding: \$0 FTE: 0</p>	<ul style="list-style-type: none"> • Improvement of school leaders’ skills in the areas of: <ul style="list-style-type: none"> - governance and decision making; - strategic and operational capabilities; - influence and interpersonal skills; - school improvement; and - leading others and supporting effective performance. • Improved skills, knowledge, and readiness of those aspiring to school leadership in the future. • Opportunities for experienced leaders to self-reflect and identify areas of development. • Increased knowledge and awareness of the role of leaders in our Catholic schools. 	<ul style="list-style-type: none"> • Targeted invitees participate in the Aspirant Leaders’ Program (Western Region), Leading from Within Middle Leaders’ Program, and 7 Habits of Highly Effective People program. • Feedback collected confirms participants’ reflections regarding increased leadership competence • Increased number of aspiring leaders indicate interest in acting or permanent senior leadership positions. • Increased number of applicants for middle and senior leadership positions.

Non-Government Reform Support Fund

2022 Workplan

Catholic Education - Cairns

Summary of Budget – Catholic Education – Cairns

Project	Activities	2022 Reform support funding	Funding from other sources	2022 Total project funding
NCCD	Support for local projects and engagement in QCEC Central projects to support the Nationally Consistent Collection of Data on Students with Disability.	\$106,000	\$0	\$106,000
Clarity – An approach to system-wide school improvement	A program to support schools to focus on the 14 parameters of System and School Improvement as outlined in the text by Sharratt, <i>Clarity – What Matters Most in Learning, Teaching and Leading</i> .	\$200,530	\$80,000	\$280,530
	Total funding for 2022	\$306,530	\$80,000	\$386,530

* The Australian Government understands that these figures provided are indicative and may change throughout the year. The Annual Report will report on any changes.

Non-Government Reform Support Fund

Catholic Education Cairns Workplan 2022

Project title	Project description and activities	Indicative budget	Expected outcomes/ Overall achievements	Indicators of success
<p>1. Nationally Consistent Collection of Data on Students with Disability (NCCD) Local</p> <p><u>National Policy Initiative:</u> Reform Direction C – Enhancing the national evidence base</p> <p><u>Reform Support Fund priority 7(a):</u> Quality assurance, moderation, and support for the continued improvement of the Nationally Consistent Collection of Data on School Students with Disability</p>	<p>Cairns Catholic Education (CES) led: Local support led by CES to strengthen quality assurance, moderation, and support for the continued improvement of the Nationally Consistent Collection of Data for students with disability.</p> <p>Key focus areas:</p> <ul style="list-style-type: none"> • In-school moderation activities • Individual schools’ completion of NCCD Reflection Tool and forward planning for next cycle <p>QCEC led: Engagement in Central Project led by QCEC personnel to strengthen quality assurance, moderation, and support for the continued improvement of the Nationally Consistent Collection of Data for students with disability.</p> <p>Key focus area:</p> <ul style="list-style-type: none"> • Information sessions for new staff • Cross-school moderation sessions • Cross-Sector moderation sessions • Reflection sessions 	<p>Reform support funding: \$106, 000 Other funding: \$0</p> <p>Leading Practice Session</p> <p>NCCD Training, Moderation, Quality Assurance & Reflection:</p> <ul style="list-style-type: none"> • TRS • Travel, Accommodation and Meals as required • Venue & Catering as required • Resources 	<ul style="list-style-type: none"> • Decisions regarding levels of adjustment and disability categories are identified as accurate through in-school moderation process • Goals are identified for improvement in the next cycle of NCCD • Improved confidence in decision-making by School Teams • Alignment of decisions regarding levels of adjustment and disability category between schools, CSAs, and Sectors 	<ul style="list-style-type: none"> • Quality assurance process confirms the accuracy of schools’ decisions • CES NCCD data indicates alignment with NCCD Guidelines, 4 areas of Evidence and the criteria under these 4 areas of Evidence • Limited changes during quality assurance process after submission of preliminary data

Project title	Project description and activities	Indicative budget	Expected outcomes/ Overall achievements	Indicators of success
<p>2. Clarity-An approach to systemwide school improvement</p> <p><u>Reform Support</u> <u>Fund Priority:</u> Supporting students, student learning and student achievement. Supporting teaching, school leadership and school improvement <u>Bilateral Reform</u> <u>Direction B:</u> Reform Direction B – Support teaching, school leadership and school improvement - <i>Enhance school improvement processes and planning with Catholic schools</i></p>	<p>Building on work commenced in 2021, CES will continue to work with Dr Lyn Sharratt in 2022. This work particularly focuses on the 14 parameters of System and School Improvement as outlined in the text by Sharratt, <i>Clarity - What Matters Most in Learning, Teaching, and Leading</i>.</p> <p>School Leadership teams and new Catholic Education Services staff will undertake professional learning across the year and will provide professional learning to implement the specific practices with the staff of each school. The work is undertaken through the lens of writing or reading as per the school's Annual Improvement Plan and will focus on three common parameters and one of the school's choosing with the overarching goal to embed all 14 parameters as their ongoing work. The three common parameters are:</p> <ol style="list-style-type: none"> 1. Shared beliefs and understandings 6. Case management approach, 14. Shared responsibility and accountability. <p>A project consultant is employed to support schools on the ground as they work through this project.</p> <p>School leadership teams will engage via face-to-face Professional Development activities, ZOOM feedback sessions with Dr Sharratt and school-based projects throughout the year. CES staff will facilitate activities and support schools to embed the identified parameters.</p>	<p>Reform support funding: \$200,530 Other sources: \$80,000 to support Consultant salary</p>	<ul style="list-style-type: none"> • Schools report increased understanding of the 14 parameters as outlined by Dr Lyn Sharratt • Networks and partnerships with other schools have been built to impact student outcomes and smooth transitions • Schools report increased confidence amongst staff to use Data Walls and evidence to inform practice and goal setting. • The project consultant is in regular contact with the participating schools and monitors progress. 	<ul style="list-style-type: none"> • Data Walls are constructed based on school data aligned with the School's Annual Improvement Plan goal • Instructional Case Management meetings are conducted in all (30) schools to target specific strategies to progress students identified by the Data Wall. • Professional Development to build staff capacity to embed the parameters is undertaken in all (30) schools. • Students show improved learning growth in school identified improvement area.

Non-Government Reform Support Fund

2022 Workplan

Diocese of Toowoomba Catholic Schools

Summary of Budget – Diocese of Toowoomba

Project	Activities	Reform support funding	Funding from other sources	Total project funding
NAPLAN and HALT	Toowoomba Catholic Schools Office and school staff will continue to engage with QCEC-led activities to support the transition to NAPLAN Online as well as Highly Accomplished and Lead Teacher applications.	\$0	\$0	\$0
NCCD	Toowoomba Catholic Schools Office and school staff will participate in the QCEC NCCD project activities, including training, moderation and reflection regarding the NCCD to upskill teachers and leadership on processes for continued improvement of NCCD. Office staff will continue to work with school staff to increase capacity and knowledge and work towards consistency of judgement.	\$20,000	\$20,000	\$40,000
Digital and data literacy	In-services and support to schools in developing data literacy and data planning capabilities in schools.	\$47,139	\$1,000	\$48,139
Leadership learning program – Middle leaders	Services across primary and secondary year levels with associated expenses including TRS, travel, catering, accommodation costs, resources across the year. Engage and develop familiarity with key systems, strategic documents and expectations including TCS leadership. Facilitate ongoing networking and collaboration between middle leaders and established system and school leaders.	\$29,000	\$0	\$29,000
Leadership learning program - Deputisers	In-services across primary and secondary year levels with associated expenses including TRS, travel, catering, accommodation costs, resources across the year. Ensure sufficient knowledge of and familiarity with key responsibilities associated with the deputiser's role. Engage and develop familiarity with the Toowoomba Catholic Schools Leadership Framework and capabilities. Facilitate ongoing networking and collaboration between deputisers and established school and system leaders.	\$25,000	\$0	\$25,000

Project	Activities	Reform support funding	Funding from other sources	Total project funding
School review and improvement processes	<p>Implementation of the program within the school environment with costs including TRS for staff involved from within the school and other schools, consultancy fees, travel and accommodation costs.</p> <p>Support the work of school leaders, staff, students and community in evaluating the effectiveness of programs and directions against agreed goals and priorities.</p> <p>Develop capabilities and practices associated with effective strategic planning and decision making. Ensure local and system accountability to school communities and the government for the prudent oversight of resources and staffing to attain the desired student outcomes.</p>	\$72,000	\$0	\$72,000
Peoplebench Project	<p>Engagement costs for Peoplebench organisation for 2022.</p> <p>Utilise predictive analytics to assist leaders to make data-driven predictions based on behaviour and trends.</p> <p>Enhance the capacity of principals and other system leaders to effectively utilise this data to inform strategic planning and decision-making.</p>	\$48,825	\$0	\$48,825
	Total funding for 2022	\$241,964	\$21,000	\$262,964

* The Australian Government understands that these figures provided are indicative and will change throughout the year. The Annual Report is expected to report on these changes.

Non-Government Reform Support Fund

Toowoomba Catholic Education Workplan 2022

Project title	Project description and activities	Indicative budget	Expected outcomes/ Overall achievements	Indicators of success
<p>1. Project title: Quality assurance, moderation and support for continued improvement of the NCCD</p> <p><u>Bilateral Reform Direction C</u> – Enhancing the national evidence base.</p>	<p>Toowoomba Catholic Schools staff will engage in professional development NCCD update sessions centrally coordinated by QCEC.</p> <p>School staff will be supported to attend NCCD update sessions through provision of teacher relief funds, travel and accommodation costs.</p> <p>Support will be provided by Toowoomba Catholic Schools Office (TCSO) education officers and managers for the NCCD and personalised student planning support to all schools.</p> <p>All QCEC facilitated sessions plus specific targeted sessions that are in addition to the one-on-one support provided to schools are as follows:</p> <ul style="list-style-type: none"> • Early careers NCCD professional development sessions – online and face to face options (4) • Planning for personalised learning training sessions that incorporate elements that feed into NCCD (2) • Learning Support Teacher network professional development days that incorporate NCCD education (2) 	<p>Reform support funding: \$20,000 Other funding: \$20,000 FTE: 0.75</p>	<ul style="list-style-type: none"> • Confidence in the accuracy of the school level data submitted for census. • Delivery of professional learning about the NCCD. • Teachers are better equipped to plan, record and monitor educational adjustments for students with disability within the four phases of the NCCD. • NCCD within school moderation processes are embedded in the school cycle. 	<ul style="list-style-type: none"> • Feedback from participants surveyed indicate improved understanding of the NCCD • Approximately 25 school staff will attend NCCD update sessions. • Review of schools' NCCD will find appropriate evidence for NCCD decisions.

Project title	Project description and activities	Indicative budget	Expected outcomes/ Overall achievements	Indicators of success
<p>2. Project title: Enhancing school improvement processes through data and digital literacy development</p> <p><u>Bilateral Reform Direction C</u> – Enhancing the national evidence base.</p>	<p>This project will provide professional development opportunities and support to schools in developing data literacy, as well as support schools in developing their digital literacy and data planning capability.</p> <p>There will be two formal Digital Literacy professional development sessions held in 2022.</p>	<p>Reform support funding: \$47,139 Other funding: \$1,000 FTE: 0.25</p>	<ul style="list-style-type: none"> Enhanced school staff capacity and confidence in the use of data and digital tools to support and inform decision making to support student performance through differentiated responses. 	<ul style="list-style-type: none"> School staff will have improved confidence in choosing appropriate interventions and/or adjustments which accommodate individual student learning attributes.

Project title	Project description and activities	Indicative budget	Expected outcomes/ Overall achievements	Indicators of success
<p>3. Project title: Leadership learning program – Middle leaders</p> <p><u>Bilateral Reform Direction B</u> – Support teaching, school leadership and school improvement.</p>	<p>The purpose of this program is to provide opportunities for middle leaders to:</p> <ol style="list-style-type: none"> 1. Engage with and develop familiarity with key system and strategic documents and expectations including TCS Leadership Framework and capabilities 2. Examine and evaluate personal leadership styles, strengths and deficits 3. Develop professional learning plans to target specific areas of growth 4. Facilitate ongoing networking and collaboration between middle leaders and established system and school leaders 	<p>Reform support funding: \$29,000 Other funding: \$0 FTE: 0.1</p>	<ul style="list-style-type: none"> • Increased familiarity of Middle Leaders with TCS organisational structure, culture, and priorities. • Understanding the connection between leadership capabilities and school and system leadership. • Opportunity to reflect and evaluate personal strengths and practices within a supportive and professional network of established system and school leaders 	<ul style="list-style-type: none"> • Feedback surveys from participants endorse the learning intentions for each workshop. • Increased level of interest applications for middle leadership positions.

Project title	Project description and activities	Indicative budget	Expected outcomes/ Overall achievements	Indicators of success
<p>4. Project title: Leadership learning program – Deputisers</p> <p><u>Bilateral Reform Direction B</u> – Support teaching, school leadership and school improvement.</p>	<p>The purpose of this program is to provide opportunities for 30 deputisers to:</p> <ol style="list-style-type: none"> 1. Ensure sufficient knowledge of and familiarity with key responsibilities associated with the deputiser role 2. Engage and develop familiarity with the TCS Leadership Framework and capabilities 3. Facilitate ongoing networking and collaboration between deputisers and established system and school leaders <p>Program delivery is expected to be face-to-face.</p>	<p>Reform support funding: \$25,000 Other funding: \$0 FTE: 0.1</p>	<ul style="list-style-type: none"> • Deputisers are confident in managing the required responsibilities associated with the role. • Continuity of student learning and school routines when the principal is absent. • Deputisers experience and develop further capacity in a variety of responsibilities associated with the principal’s role. 	<ul style="list-style-type: none"> • Feedback surveys from participants endorse the learning intentions for each workshop. • Participants indicate improved knowledge of their capability as a leader and opportunities for future growth

Project title	Project description and activities	Indicative budget	Expected outcomes/ Overall achievements	Indicators of success
<p>5. Project title: School review and improvement processes</p> <p><u>Bilateral Reform Direction B</u> – Support teaching, school leadership and school improvement.</p>	<p>The purpose of this program is to:</p> <ol style="list-style-type: none"> 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 and government for the prudent oversight of resources and staffing to attain the desired student outcomes 	<p>Reform support funding: \$72,000 Other funding: \$0 FTE: 0.2</p>	<ul style="list-style-type: none"> • School communities have a formal and structured avenue to provide feedback on key elements of the operation of the school. • School leaders have access to independent, valid feedback about school performance. • The system uses the outcomes of this process to ensure accountability to school communities and government for the prudent oversight of resources and staffing to attain the desired student outcomes. 	<ul style="list-style-type: none"> • Feedback from school communities confirms high satisfaction levels with the process and outcomes. • Principals indicate that they will use the improvement strategies listed in the report as a basis for future planning. • Annual parent surveys reflect high satisfaction levels with the goals, priorities, and direction of schools.

Project title	Project description and activities	Indicative budget	Expected outcomes/ Overall achievements	Indicators of success
<p>6. Project title: Peoplebench project</p> <p><u>Bilateral Reform Direction C</u> – Enhancing the national evidence base</p>	<p>The aim of this project is to:</p> <ol style="list-style-type: none"> 1. Use predictive analytics to assist leaders to make data-driven predictions based on behaviour and trends focussed on workforce strategies. 2. Enhance the capacity of system leaders to effectively utilise this data to inform strategic planning and decision making. 	<p>Reform support funding: \$48,825 Other funding: \$0 FTE: N/A</p>	<ul style="list-style-type: none"> • Benchmark data across large numbers of schools enables prudent decisions about future planning and action. • Toowoomba Catholic Schools can compare and contrast current practice in key areas against schools and systems with similar contexts. • Available data is current and timely and reflects changing workforce trends and patterns. 	<ul style="list-style-type: none"> • System leaders report a greater capacity to use data to inform strategic planning and decision making.

A full list of schools has been provided below:

AGEID	School Name	Catholic School Authority
5610	All Saints Primary School, ALBANY CREEK	Archdiocese of Brisbane CEO
409	All Saints' School, BOONAH	Archdiocese of Brisbane CEO
411	Aquinas College, ASHMORE	Archdiocese of Brisbane CEO
18057	Assisi Catholic College, UPPER COOMERA	Archdiocese of Brisbane CEO
13460	Carmel College, THORNLANDS	Archdiocese of Brisbane CEO
13480	Chisholm Catholic College, CORNUBIA	Archdiocese of Brisbane CEO
2528	Christ the King Catholic Primary School, DECEPTION BAY	Archdiocese of Brisbane CEO
428	Christ the King School, GRACEVILLE	Archdiocese of Brisbane CEO
5523	Clairvaux MacKillop College, UPPER MOUNT GRAVATT	Archdiocese of Brisbane CEO
17163	Emmaus College, JIMBOOMBA	Archdiocese of Brisbane CEO
84930	Good Samaritan Catholic College, BLI BLI	Archdiocese of Brisbane CEO
30006	Good Shepherd Catholic Primary School, SPRINGFIELD LAKES	Archdiocese of Brisbane CEO
448	Guardian Angels' Catholic Primary School, ASHMORE	Archdiocese of Brisbane CEO
449	Guardian Angels' Primary School, WYNNUM	Archdiocese of Brisbane CEO
451	Holy Cross School, WOOLLOOWIN	Archdiocese of Brisbane CEO
453	Holy Family Primary School, INDOOROOPIILLY	Archdiocese of Brisbane CEO
TBA	Holy Spirit College, FITZGIBBON (Opening in 2022)	Archdiocese of Brisbane CEO
2513	Holy Spirit School, BRAY PARK	Archdiocese of Brisbane CEO
458	Holy Spirit School, NEW FARM	Archdiocese of Brisbane CEO
460	Immaculate Heart School, LEICHHARDT	Archdiocese of Brisbane CEO
16689	Jubilee Primary School, PACIFIC PINES	Archdiocese of Brisbane CEO
475	Mary Immaculate Primary School, ANNERLEY	Archdiocese of Brisbane CEO
17230	Mary MacKillop College, NUNDAH	Archdiocese of Brisbane CEO
476	Marymount College, BURLEIGH WATERS	Archdiocese of Brisbane CEO
2249	Marymount Primary School, BURLEIGH WATERS	Archdiocese of Brisbane CEO
477	Mater Dei Catholic Primary School, ASHGROVE WEST	Archdiocese of Brisbane CEO
30269	McAuley College, BEAUDESERT	Archdiocese of Brisbane CEO
28619	Mother Teresa Primary School, ORMEAU	Archdiocese of Brisbane CEO
5509	Mt Maria College - Petrie, PETRIE	Archdiocese of Brisbane CEO
2522	Mt Maria College, MITCHELTON	Archdiocese of Brisbane CEO
491	Our Lady Help of Christians School, HENDRA	Archdiocese of Brisbane CEO
494	Our Lady of Dolours School, MITCHELTON	Archdiocese of Brisbane CEO
495	Our Lady of Fatima Primary School, ACACIA RIDGE	Archdiocese of Brisbane CEO
496	Our Lady of Good Counsel School, GATTON	Archdiocese of Brisbane CEO
497	Our Lady of Lourdes Primary School, SUNNYBANK	Archdiocese of Brisbane CEO
501	Our Lady of Mount Carmel School, COORPAROO	Archdiocese of Brisbane CEO
502	Our Lady of the Angels' School, WAVELL HEIGHTS	Archdiocese of Brisbane CEO
503	Our Lady of the Assumption School, ENOGGERA	Archdiocese of Brisbane CEO
2533	Our Lady of the Rosary School, CALOUNDRA	Archdiocese of Brisbane CEO
505	Our Lady of the Rosary School, KENMORE	Archdiocese of Brisbane CEO
516	Our Lady of the Sacred Heart Catholic Primary School, DARRA	Archdiocese of Brisbane CEO

AGEID	School Name	Catholic School Authority
510	Our Lady of the Way School, PETRIE	Archdiocese of Brisbane CEO
512	Our Lady's College, ANNERLEY	Archdiocese of Brisbane CEO
2509	Queen of Apostles Primary School, STAFFORD	Archdiocese of Brisbane CEO
526	Sacred Heart Primary School, SANDGATE	Archdiocese of Brisbane CEO
520	Sacred Heart School, BOOVAL	Archdiocese of Brisbane CEO
13621	Saint Mary's Catholic College, KINGAROY	Archdiocese of Brisbane CEO
86328	San Damiano College (Yarrabilba), YARRABILBA	Archdiocese of Brisbane CEO
720	San Sisto College, CARINA	Archdiocese of Brisbane CEO
722	Seton College, MOUNT GRAVATT EAST	Archdiocese of Brisbane CEO
14676	Siena Catholic College, SIPPY DOWNS	Archdiocese of Brisbane CEO
17164	Siena Catholic Primary School, SIPPY DOWNS	Archdiocese of Brisbane CEO
87134	Sophia College (Plainland) , PLAINLAND	Archdiocese of Brisbane CEO
14311	Southern Cross Catholic College, SCARBOROUGH	Archdiocese of Brisbane CEO
529	St Agatha's Primary School, CLAYFIELD	Archdiocese of Brisbane CEO
530	St Agnes School, MOUNT GRAVATT	Archdiocese of Brisbane CEO
532	St Ambrose's Primary School, NEWMARKET	Archdiocese of Brisbane CEO
4274	St Andrew's Catholic School, FERNY GROVE	Archdiocese of Brisbane CEO
86442	St Ann's School, REDBANK PLAINS	Archdiocese of Brisbane CEO
2539	St Anthony's School, ALEXANDRA HILLS	Archdiocese of Brisbane CEO
536	St Anthony's School, KEDRON	Archdiocese of Brisbane CEO
17525	St Augustine's College, AUGUSTINE HEIGHTS	Archdiocese of Brisbane CEO
540	St Augustine's Parish Primary School, CURRUMBIN WATERS	Archdiocese of Brisbane CEO
30010	St Benedict's College, MANGO HILL	Archdiocese of Brisbane CEO
26010	St Benedict's Primary School, MANGO HILL	Archdiocese of Brisbane CEO
544	St Bernard's School, UPPER MOUNT GRAVATT	Archdiocese of Brisbane CEO
2552	St Bernardine's School, REGENTS PARK	Archdiocese of Brisbane CEO
546	St Brendan's Primary School, MOOROOKA	Archdiocese of Brisbane CEO
13763	St Brigid's Catholic Primary School, NERANG	Archdiocese of Brisbane CEO
548	St Brigid's Primary School, ROSEWOOD	Archdiocese of Brisbane CEO
2147	St Catherine's Catholic Primary School, WISHART	Archdiocese of Brisbane CEO
30270	St Clare's Primary School, YARRABILBA	Archdiocese of Brisbane CEO
558	St Columba's Primary School, WILSTON	Archdiocese of Brisbane CEO
554	St Columban's College, CABOOLTURE	Archdiocese of Brisbane CEO
560	St Dympna's Parish School, ASPLEY	Archdiocese of Brisbane CEO
2521	St Edward the Confessor School, DAISY HILL	Archdiocese of Brisbane CEO
563	St Elizabeth's School, TARRAGINDI	Archdiocese of Brisbane CEO
13180	St Eugene College, BURPENGARY	Archdiocese of Brisbane CEO
564	St Finbarr's School, ASHGROVE	Archdiocese of Brisbane CEO
566	St Flannan's School, ZILLMERE	Archdiocese of Brisbane CEO
2511	St Francis Xavier School, RUNAWAY BAY	Archdiocese of Brisbane CEO
575	St Francis Xavier's School, GOODNA	Archdiocese of Brisbane CEO
5609	St Francis' College, CRESTMEAD	Archdiocese of Brisbane CEO
579	St Ignatius School, TOOWONG	Archdiocese of Brisbane CEO

AGEID	School Name	Catholic School Authority
580	St Ita's Regional Primary School, DUTTON PARK	Archdiocese of Brisbane CEO
582	St James Primary School, COORPAROO	Archdiocese of Brisbane CEO
583	St Joachim's School, HOLLAND PARK	Archdiocese of Brisbane CEO
521	St John Fisher College, BRACKEN RIDGE	Archdiocese of Brisbane CEO
589	St John Vianney's Primary School, MANLY	Archdiocese of Brisbane CEO
2202	St John's College, NAMBOUR	Archdiocese of Brisbane CEO
2520	St Joseph's Catholic Primary School, BRACKEN RIDGE	Archdiocese of Brisbane CEO
84936	St Joseph's College, SOUTH COOMERA	Archdiocese of Brisbane CEO
609	St Joseph's Primary School, CORINDA	Archdiocese of Brisbane CEO
621	St Joseph's Primary School, KANGAROO POINT	Archdiocese of Brisbane CEO
601	St Joseph's Primary School, NAMBOUR	Archdiocese of Brisbane CEO
614	St Joseph's School, BARDON	Archdiocese of Brisbane CEO
615	St Joseph's School, CHILDERS	Archdiocese of Brisbane CEO
619	St Joseph's School, GAYNDAH	Archdiocese of Brisbane CEO
625	St Joseph's School, MURGON	Archdiocese of Brisbane CEO
602	St Joseph's School, NORTH IPSWICH	Archdiocese of Brisbane CEO
610	St Joseph's School, NUNDAH	Archdiocese of Brisbane CEO
631	St Joseph's Tobruk Memorial School, BEENLEIGH	Archdiocese of Brisbane CEO
2527	St Kevin's School, BENOWA	Archdiocese of Brisbane CEO
632	St Kevin's School, GEEBUNG	Archdiocese of Brisbane CEO
634	St Kieran's School, BRIGHTON	Archdiocese of Brisbane CEO
5917	St Luke's Catholic Parish School, CAPALABA	Archdiocese of Brisbane CEO
641	St Mark's School, INALA	Archdiocese of Brisbane CEO
642	St Martin's School, CARINA	Archdiocese of Brisbane CEO
14583	St Mary MacKillop Primary School, BIRKDALE	Archdiocese of Brisbane CEO
455	St Mary of the Cross School, WINDSOR	Archdiocese of Brisbane CEO
654	St Mary's College, IPSWICH	Archdiocese of Brisbane CEO
427	St Mary's College, MARYBOROUGH	Archdiocese of Brisbane CEO
658	St Mary's Primary School, IPSWICH	Archdiocese of Brisbane CEO
659	St Mary's Primary School, MARYBOROUGH	Archdiocese of Brisbane CEO
648	St Mary's School, BEAUDESERT	Archdiocese of Brisbane CEO
651	St Mary's School, LAIDLEY	Archdiocese of Brisbane CEO
4053	St Matthew's School, CORNUBIA	Archdiocese of Brisbane CEO
4275	St Michael's College, MERRIMAC	Archdiocese of Brisbane CEO
413	St Oliver Plunkett School, CANNON HILL	Archdiocese of Brisbane CEO
679	St Patrick's College, GYMPIE	Archdiocese of Brisbane CEO
681	St Patrick's Primary School, GYMPIE	Archdiocese of Brisbane CEO
675	St Patrick's Primary School, NANANGO	Archdiocese of Brisbane CEO
687	St Paul's School, WOODRIDGE	Archdiocese of Brisbane CEO
694	St Peter Chanel Primary School, THE GAP	Archdiocese of Brisbane CEO
2204	St Peter Claver College, RIVERVIEW	Archdiocese of Brisbane CEO
691	St Peter's Catholic Primary School, CABOOLTURE	Archdiocese of Brisbane CEO
2504	St Peter's Primary School, ROCHEDALE	Archdiocese of Brisbane CEO

AGEID	School Name	Catholic School Authority
696	St Pius X School, SALISBURY	Archdiocese of Brisbane CEO
695	St Pius' Primary School, BANYO	Archdiocese of Brisbane CEO
13771	St Rita's Primary School, VICTORIA POINT	Archdiocese of Brisbane CEO
702	St Sebastian's Primary School, YERONGA	Archdiocese of Brisbane CEO
17747	St Stephen's School, ALGESTER	Archdiocese of Brisbane CEO
17748	St Teresa's Catholic College, NOOSAVILLE	Archdiocese of Brisbane CEO
2505	St Thomas More College, SUNNYBANK	Archdiocese of Brisbane CEO
13181	St Thomas More Primary School, SUNSHINE BEACH	Archdiocese of Brisbane CEO
710	St Thomas' School, CAMP HILL	Archdiocese of Brisbane CEO
717	St Vincent's Primary School, CLEAR ISLAND WATERS	Archdiocese of Brisbane CEO
718	St William's Primary School, KEPERRA	Archdiocese of Brisbane CEO
4052	Star of the Sea Catholic School, TORQUAY	Archdiocese of Brisbane CEO
27819	Star of the Sea Primary School, CLEVELAND	Archdiocese of Brisbane CEO
TBA	Star of the Sea School, MERRIMAC (Opening in 2022)	Archdiocese of Brisbane CEO
2534	Stella Maris School, MAROOCHYDORE	Archdiocese of Brisbane CEO
689	Sts Peter and Paul's School, BULIMBA	Archdiocese of Brisbane CEO
2544	Trinity College, BEENLEIGH	Archdiocese of Brisbane CEO
18220	Unity College, CALOUNDRA WEST	Archdiocese of Brisbane CEO
17524	Xavier Catholic College, HERVEY BAY	Archdiocese of Brisbane CEO
17580	Good Counsel College, INNISFAIL	Diocese of Cairns CES
17581	Good Counsel Primary School, INNISFAIL	Diocese of Cairns CES
5513	Holy Cross School, TRINITY PARK	Diocese of Cairns CES
30210	Holy Spirit College, COOKTOWN	Diocese of Cairns CES
30177	MacKillop Catholic College, MOUNT PETER	Diocese of Cairns CES
481	Mother of Good Counsel School, CAIRNS NORTH	Diocese of Cairns CES
17244	Mount St Bernard College, HERBERTON	Diocese of Cairns CES
TBA	Newman Catholic College, SMITHFIELD (Opening in 2022)	Diocese of Cairns CES
490	Our Lady Help of Christians School, EARLVILLE	Diocese of Cairns CES
508	Our Lady of the Sacred Heart School, THURSDAY ISLAND	Diocese of Cairns CES
16688	St Andrew's Catholic College Redlynch Valley, REDLYNCH	Diocese of Cairns CES
535	St Anthony's School, DIMBULAH	Diocese of Cairns CES
17218	St Augustine's College, CAIRNS	Diocese of Cairns CES
541	St Augustine's School, MOSSMAN	Diocese of Cairns CES
552	St Clare's School, TULLY	Diocese of Cairns CES
574	St Francis Xavier's School, MANUNDA	Diocese of Cairns CES
5612	St Gerard Majella Primary School, WOREE	Diocese of Cairns CES
586	St John's School, SILKWOOD	Diocese of Cairns CES
30180	St Joseph's Parish School, WEIPA	Diocese of Cairns CES
613	St Joseph's School, ATHERTON	Diocese of Cairns CES
603	St Joseph's School, PARRAMATTA PARK	Diocese of Cairns CES
5528	St Mary's Catholic College, WOREE	Diocese of Cairns CES
665	St Michael's School, GORDONVALE	Diocese of Cairns CES
17231	St Monica's College, CAIRNS	Diocese of Cairns CES

AGEID	School Name	Catholic School Authority
698	St Rita's School, BABINDA	Diocese of Cairns CES
699	St Rita's School, SOUTH JOHNSTONE	Diocese of Cairns CES
18059	St Stephen's Catholic College, MAREEBA	Diocese of Cairns CES
706	St Teresa's School, RAVENSHOE	Diocese of Cairns CES
708	St Therese's School, BENTLEY PARK	Diocese of Cairns CES
712	St Thomas' School, MAREEBA	Diocese of Cairns CES
TBA	Catherine McAuley College, MACKAY (Opening in 2022)	Diocese of Rockhampton CEO
16952	Chanel College, GLADSTONE	Diocese of Rockhampton CEO
15877	Emmanuel Catholic Primary School, MOUNT PLEASANT	Diocese of Rockhampton CEO
14048	Emmaus College, PARK AVENUE	Diocese of Rockhampton CEO
15878	Holy Spirit College, MOUNT PLEASANT	Diocese of Rockhampton CEO
14316	MacKillop Catholic Primary School, ANDERGROVE	Diocese of Rockhampton CEO
14750	Marist College, EMERALD	Diocese of Rockhampton CEO
17246	Mercy College, MACKAY	Diocese of Rockhampton CEO
507	Our Lady of the Sacred Heart Catholic Primary School, SPRINGSURE	Diocese of Rockhampton CEO
5565	Our Lady's Catholic Primary School, LONGREACH	Diocese of Rockhampton CEO
524	Sacred Heart Catholic Primary School, YEPPON	Diocese of Rockhampton CEO
17228	Shalom College, BUNDABERG	Diocese of Rockhampton CEO
533	St Anne's Catholic Primary School, SARINA	Diocese of Rockhampton CEO
537	St Anthony's Catholic Primary School, NORTH ROCKHAMPTON	Diocese of Rockhampton CEO
26009	St Benedict's Catholic Primary School, YEPPON	Diocese of Rockhampton CEO
30236	St Brendan's Catholic Primary School, RURAL VIEW, MACKAY	Diocese of Rockhampton CEO
30142	St Brigid's Catholic Primary School, EMERALD	Diocese of Rockhampton CEO
18221	St Francis Catholic Primary School, TANNUM SANDS	Diocese of Rockhampton CEO
572	St Francis Xavier Catholic Primary School, MACKAY WEST	Diocese of Rockhampton CEO
2514	St John the Baptist Catholic Primary School, GLADSTONE	Diocese of Rockhampton CEO
587	St John's Catholic Primary School, WALKERSTON	Diocese of Rockhampton CEO
595	St Joseph's Catholic Primary School, BARCALDINE	Diocese of Rockhampton CEO
596	St Joseph's Catholic Primary School, BILOELA	Diocese of Rockhampton CEO
597	St Joseph's Catholic Primary School, BLACKALL	Diocese of Rockhampton CEO
608	St Joseph's Catholic Primary School, BUNDABERG	Diocese of Rockhampton CEO
616	St Joseph's Catholic Primary School, CLERMONT	Diocese of Rockhampton CEO
626	St Joseph's Catholic Primary School, NORTH MACKAY	Diocese of Rockhampton CEO
604	St Joseph's Catholic Primary School, PARK AVENUE	Diocese of Rockhampton CEO
627	St Joseph's Catholic Primary School, WANDAL	Diocese of Rockhampton CEO
5822	St Mary's Catholic Primary School, BUNDABERG	Diocese of Rockhampton CEO
664	St Mary's Catholic Primary School, MACKAY SOUTH	Diocese of Rockhampton CEO
662	St Mary's Catholic Primary School, NORTH ROCKHAMPTON	Diocese of Rockhampton CEO
684	St Patrick's Catholic Primary School, BUNDABERG WEST	Diocese of Rockhampton CEO
680	St Patrick's Catholic Primary School, EMERALD	Diocese of Rockhampton CEO
17232	St Patrick's College, MACKAY	Diocese of Rockhampton CEO
5812	St Paul's Catholic Primary School, GRACEMERE	Diocese of Rockhampton CEO

AGEID	School Name	Catholic School Authority
693	St Peter's Catholic Primary School, ROCKHAMPTON	Diocese of Rockhampton CEO
709	St Therese's Catholic Primary School, MONTO	Diocese of Rockhampton CEO
726	Star of the Sea Catholic Primary School, GLADSTONE	Diocese of Rockhampton CEO
13654	The Cathedral College, ROCKHAMPTON	Diocese of Rockhampton CEO
17221	Assumption College, WARWICK	Diocese of Toowoomba CSO
17731	Good Samaritan College, TOOWOOMBA	Diocese of Toowoomba CSO
454	Holy Name Primary School, TOOWOOMBA	Diocese of Toowoomba CSO
17523	Mary MacKillop Catholic College, HIGHFIELDS	Diocese of Toowoomba CSO
478	Mater Dei Primary School, TOOWOOMBA	Diocese of Toowoomba CSO
498	Our Lady of Lourdes Primary School, TOOWOOMBA	Diocese of Toowoomba CSO
2248	Our Lady of the Southern Cross College, DALBY	Diocese of Toowoomba CSO
525	Sacred Heart Primary School, CUNNAMULLA	Diocese of Toowoomba CSO
528	Sacred Heart Primary School, TOOWOOMBA	Diocese of Toowoomba CSO
538	St Anthony's School, TOOWOOMBA	Diocese of Toowoomba CSO
565	St Finbarr's School, QUILPIE	Diocese of Toowoomba CSO
568	St Francis De Sales School, CLIFTON	Diocese of Toowoomba CSO
585	St John's School, ROMA	Diocese of Toowoomba CSO
17900	St Joseph's College, TOOWOOMBA	Diocese of Toowoomba CSO
598	St Joseph's School, CHINCHILLA	Diocese of Toowoomba CSO
622	St Joseph's School, MILLMERRAN	Diocese of Toowoomba CSO
5380	St Joseph's School, STANTHORPE	Diocese of Toowoomba CSO
629	St Joseph's School, TARA	Diocese of Toowoomba CSO
640	St Maria Goretti School, INGLEWOOD	Diocese of Toowoomba CSO
17229	St Mary's College, TOOWOOMBA	Diocese of Toowoomba CSO
2507	St Mary's School, CHARLEVILLE	Diocese of Toowoomba CSO
2149	St Mary's School, GOONDIWINDI	Diocese of Toowoomba CSO
660	St Mary's School, WARWICK	Diocese of Toowoomba CSO
668	St Monica's School, OAKEY	Diocese of Toowoomba CSO
676	St Patrick's Primary School, MITCHELL	Diocese of Toowoomba CSO
683	St Patrick's School, ALLORA	Diocese of Toowoomba CSO
686	St Patrick's School, ST GEORGE	Diocese of Toowoomba CSO
17237	St Saviour's College, TOOWOOMBA	Diocese of Toowoomba CSO
701	St Saviour's Primary School, TOOWOOMBA	Diocese of Toowoomba CSO
704	St Stephen's School, PITTSWORTH	Diocese of Toowoomba CSO
711	St Thomas More's Primary School, TOOWOOMBA	Diocese of Toowoomba CSO
17240	Burdekin Catholic High School, AYR	Diocese of Townsville CEO
17253	Columba Catholic College, CHARTERS TOWERS	Diocese of Townsville CEO
17227	Gilroy Santa Maria College, INGHAM	Diocese of Townsville CEO
17223	Good Shepherd Catholic College, MOUNT ISA	Diocese of Townsville CEO
14157	Good Shepherd Catholic School, RASMUSSEN	Diocese of Townsville CEO
2188	Holy Spirit Catholic School, CRANBROOK	Diocese of Townsville CEO
8770	Marian Catholic School, CURRAJONG	Diocese of Townsville CEO
467	Our Lady of Lourdes Primary School, INGHAM	Diocese of Townsville CEO

AGEID	School Name	Catholic School Authority
2529	Ryan Catholic College, KIRWAN	Diocese of Townsville CEO
15370	Southern Cross Catholic College, ANNANDALE	Diocese of Townsville CEO
77476	St Anthony's Catholic College, DEERAGUN	Diocese of Townsville CEO
30318	St Benedict's Catholic School, SHAW	Diocese of Townsville CEO
550	St Catherine's Catholic College The Whitsundays, PROSERPINE	Diocese of Townsville CEO
28618	St Clare's Catholic School, BURDELL	Diocese of Townsville CEO
553	St Colman's School, HOME HILL	Diocese of Townsville CEO
569	St Francis Catholic School, HUGHENDEN	Diocese of Townsville CEO
661	St Francis' School, AYR	Diocese of Townsville CEO
584	St John Bosco Catholic School, COLLINSVILLE	Diocese of Townsville CEO
617	St Joseph's Catholic School, CLONCURRENCY	Diocese of Townsville CEO
5353	St Joseph's Catholic School, MOUNT ISA	Diocese of Townsville CEO
624	St Joseph's Catholic School, MUNDINGBURRA	Diocese of Townsville CEO
605	St Joseph's Catholic School, The Strand, NORTH WARD	Diocese of Townsville CEO
5354	St Kieran's Catholic School, MOUNT ISA	Diocese of Townsville CEO
17225	St Margaret Mary's College, HYDE PARK	Diocese of Townsville CEO
649	St Mary's Catholic School, BOWEN	Diocese of Townsville CEO
666	St Michael's Catholic School, PALM ISLAND	Diocese of Townsville CEO
678	St Patrick's Catholic School, WINTON	Diocese of Townsville CEO
692	St Peter's Catholic School, HALIFAX	Diocese of Townsville CEO
17247	St Teresa's College, ABERGOWRIE	Diocese of Townsville CEO
25123	Albert Park Flexible Learning Centre, MILTON	Edmund Rice Education Australia
15656	Ambrose Treacy College, INDOOROOPIILLY	Edmund Rice Education Australia
25125	Deception Bay Flexible Learning Centre, DECEPTION BAY	Edmund Rice Education Australia
29774	Gympie Flexible Learning Centre, GYMPIE	Edmund Rice Education Australia
29896	Hemmant Flexible Learning Centre, HEMMANT	Edmund Rice Education Australia
15655	Ignatius Park College, CRANBROOK	Edmund Rice Education Australia
30003	Inala Flexible Learning Centre, INALA	Edmund Rice Education Australia
29743	Ipswich Flexible Learning Centre, IPSWICH	Edmund Rice Education Australia
28895	Mount Isa Flexible Learning Centre, SUNSET	Edmund Rice Education Australia
25126	Noosa Flexible Learning Centre, SUNSHINE BEACH	Edmund Rice Education Australia
30209	Rockhampton Flexible Learning Centre, ROCKHAMPTON	Edmund Rice Education Australia
85178	Southport Flexible Learning Centre, SOUTHPORT	Edmund Rice Education Australia
15648	St Brendan's College, YEPPON	Edmund Rice Education Australia
15649	St Edmund's College, WOODEND	Edmund Rice Education Australia
15650	St James College, BRISBANE	Edmund Rice Education Australia
15651	St Joseph's College, BRISBANE	Edmund Rice Education Australia
15652	St Joseph's Nudgee College, BOONDALL	Edmund Rice Education Australia
15653	St Laurence's College, SOUTH BRISBANE	Edmund Rice Education Australia
15654	St Patrick's College, SHORNCLIFFE	Edmund Rice Education Australia
17259	The Centre Education Programme, KINGSTON	Edmund Rice Education Australia
25124	Townsville Flexible Learning Centre, WEST END - TOWNSVILLE	Edmund Rice Education Australia
17217	All Hallows' School, BRISBANE	Religious Institute

AGEID	School Name	Catholic School Authority
17226	Brigidine College, INDOOROOPIILLY	Religious Institute
17234	Downlands College, TOOWOOMBA	Religious Institute
17236	Iona College, LINDUM	Religious Institute
17238	Loreto College Coorparoo, COORPAROO	Religious Institute
17239	Lourdes Hill College, HAWTHORNE	Religious Institute
17241	Marist College Ashgrove, ASHGROVE	Religious Institute
17243	Mount Alvernia College, KEDRON	Religious Institute
17245	Mt St Michael's College, ASHGROVE	Religious Institute
17216	Padua College, KEDRON	Religious Institute
17233	St Patrick's College Townsville, TOWNSVILLE	Religious Institute
17235	St Rita's College, CLAYFIELD	Religious Institute
17248	St Ursula's College, TOOWOOMBA	Religious Institute
17249	St Ursula's College, YEPPON	Religious Institute
17250	Stuartholme School, TOOWONG	Religious Institute
17251	Villanova College, COORPAROO	Religious Institute