

Non-Government Reform Support Workplan

2023-2024

Queensland Catholic Education Commission

REVISED OCTOBER 2023

Queensland Catholic Education Commission – Workplan 2023-2024

Summary of 2023-2024 Workplan

The Queensland Catholic Education Commission (QCEC) 2023 Work Plan for the Non-Government Reform Support Fund (NGRSF) is based on the reform priorities as identified in the 2023 NGRSF Guidelines which are:

1. National priorities for supporting schools, including:
 - a. Improve the quality of information on the Nationally Consistent Collection of Data on School Students with Disability (NCCD) and to improve the efficiency and integrity of the data collection
 - b. Strengthening NAPLAN, including through bringing the test window forward to term 1 from 2023 and offering schools the opportunity to opt-in to assessment of students’ ability in Science, Digital Literacy and Civics and Citizenship
 - c. Improve governance and financial management practices in non-government schools to strengthen financial viability, improve business decision making and build resilience to mitigate unforeseen circumstances.
2. State-based reform actions in the bilateral reform agreement, which include:
 - a. Support students and student learning
 - b. Support teaching, school leadership and school improvement
 - c. Enhance the national evidence base
3. Local priorities broadly aligned with the Quality Schools agenda following implementation of activities to support the above priorities.

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.

Structure of the Queensland Catholic Education Commission and Catholic School Authorities

QCEC is the peak body representing Catholic education in Queensland. In 2023 there are 313 Catholic schools across Queensland. As a peak body, QCEC does not own or operate any schools. There are 22 Catholic School Authorities (CSAs) who own and operate Queensland Catholic schools. The CSAs comprise five Dioceses (Brisbane, Toowoomba, Rockhampton, Townsville and Cairns), and 17 are Religious Institutes and Public Juridic Persons (RI/PJPs). The 17 RI/PJP CSAs includes Edmund Rice Education Australia (EREA) which operates multiple schools, with the remaining 16 RI/PJPs representing individual schools which operate as their own Authority and do not fall under the governance of a diocesan office.

In 2023-2024, QCEC will provide centralised activities available for engagement by all Queensland Catholic Schools. To compliment activities hosted centrally, CSAs will provide localised activities to progress 2023-2024 NGRSF priorities in the local context. Funding for these activities is sourced from the remaining NGRSF funds once the QCEC Central activities are accounted for; distributed to CSAs according to the number of students enrolled in their schools. Since August 2019, RI/PJP schools have elected to pool their allocation of NGRSF funding and for QCEC to support and administer this funding on their behalf, in line with priorities identified by the RI/PJP Education Committee.

The breakdown of this funding allocation is as follows:

| | NGRSF Allocation |
|---|-------------------------|
| Total Allocation for Queensland Catholic Sector | \$4,452,000 |
| Funds retained by the Queensland Catholic Education Commission for the provision of centralised activities available to all schools | \$549,395 |
| NGRSF allocation distributed to Catholic School Authorities for the provision of localised activities, according to student enrolments as detailed below: | \$3,902,605 |

| | 2023 Federal Census Funded Enrolments | % of Queensland Catholic sector enrolments | NGRSF allocation |
|--|--|---|-----------------------------|
| Archdiocese of Brisbane CEO | 76,401 | 48.49% | \$1,892,298 |
| Diocese of Cairns CES | 11,700 | 7.43% | \$289,781 |
| Diocese of Rockhampton CEO | 17,634 | 11.19% | \$436,751 |
| Diocese of Toowoomba CSO | 9,370 | 5.95% | \$232,075 |
| Diocese of Townsville CEO | 12,814 | 8.13% | \$317,375 |
| RI/PJP Schools | 29,648 | 18.82% | \$734,325 |
| Total Allocation for the Queensland Catholic sector | | | \$4,452,000 |

Both centrally administered activities and local activities are identified in the workplan.

Summary of Budget – Queensland Catholic Education Commission Workplan 2023-2024

The following budget table provides an overview of all projects that will be supported by the NGRSF in 2023-2024, organised according to the reform priority that they will address.

Where activities are hosted centrally by QCEC and are available for all to engage with, ‘QCEC’ will appear under CSA.

For localised projects administered directly by CSAs, the following acronyms are used:

- ROK: Rockhampton
- RI: RI/PJP schools
- TSV: Townsville
- BCE: Brisbane
- TOO: Toowoomba
- CNS: Cairns

At the end of 2024, CSAs will prepare and submit annual report submissions according to the projects they are responsible for, to be collated into one Annual Report for the Queensland Catholic sector. CSAs are also responsible for preparing and submitting an accurate financial acquittal reflective of their specific NGRSF allocation.

*The figures provided are indicative and may change throughout the year. The 2023-2024 Annual Report will provide an overview of all projects detailed in this Workplan.

| CSA | Project | Activities | Reform Support Funding 2023 (\$) | Reform Support Funding 2024 (\$) | Funding from other sources (\$) | Total project funding (\$) |
|--|---------|--|----------------------------------|----------------------------------|---------------------------------|----------------------------|
| ACTIVITIES UNDER THE 2023 NATIONAL PRIORITIES FOR SUPPORTING SCHOOLS | | | | | | |
| National Priority 1: Improve the quality of information on the Nationally Consistent Collection of Data on School Students with Disability (NCCD) and to improve the efficiency and integrity of the data collection. | | | | | | |
| QCEC | NCCD | Support and professional learning provided centrally by QCEC to all schools to improve the collection of data for the NCCD | 135,000 | 0 | 0 | 135,000 |
| ROK | NCCD | Diocesan-based local activities to support school engagement with the NCCD. | 158,298 | 125,472 | 0 | 283,770 |
| RI | NCCD | Employment of RI/PJP Inclusive Education Consultant and assistant to work directly with RI/PJP schools in implementing and improving NCCD data collection. | 215,000 | 35,000 | 0 | 250,000 |
| TSV | NCCD | Diocesan-based support for schools to engage with Centralised NCCD activities provided by QCEC. | 0 | 20,000 | 0 | 20,000 |

| CSA | Project | Activities | Reform Support Funding 2023 (\$) | Reform Support Funding 2024 (\$) | Funding from other sources (\$) | Total project funding (\$) |
|---|--|--|----------------------------------|----------------------------------|---------------------------------|----------------------------|
| CNS | NCCD | Diocesan-based local activities to support school engagement with the NCCD. | 30,399 | 65,382 | 0 | 95,781 |
| TOO | NCCD | Diocesan-based local activities to support school engagement with the NCCD and engagement with centralised NCCD activities provided by QCEC. | 0 | 0 | 85,000 | 85,000 |
| BCE | NCCD | Diocesan-based local activities to support school engagement with the NCCD. | 908,480 | 0 | 0 | 908,480 |
| National Priority 2: Strengthening NAPLAN, including through bringing the test window forward to term 1 from 2023 and offering schools the opportunity to opt-in to assessment of students' ability in Science, Digital Literacy and Civics and Citizenship. | | | | | | |
| QCEC | NAPLAN Online Coordination project | Support provided centrally for all Queensland Catholic schools to complete NAPLAN Online in 2023. | 120,000 | 0 | 0 | 120,000 |
| ROK | NAPLAN | Diocesan-based local activities to support the completion of NAPLAN Online in 2023. | 16,260 | 16,721 | 0 | 32,981 |
| National Priority 3: Improve governance and financial management practices in non-government schools to strengthen financial viability, improve business decision making and build resilience to mitigate unforeseen circumstances. | | | | | | |
| ROK | Improving Governance | Diocesan-based local activities to provide governance training to all principals and professional learning to finance staff. | 120,000 | 0 | 84,266 | 204,266 |
| RI | Leadership Development | <i>Leading with Integrity and Excellence</i> course provided by The Brown Collective to approximately 30 principals from RI/PJP schools. | 108,460 | 8,712 | 0 | 117,172 |
| TOO | Leadership Learning programs | Diocesan-based provision of leadership masterclasses. | 0 | 60,000 | 18,000 | 78,000 |
| TOO | Leadership capabilities and financial management | Diocesan-based provision of leadership forums to improve organisational and strategic decision making. | 60,500 | 0 | 0 | 60,500 |
| TOO | School renewal processes | Diocesan-based support for local School Renewal and Improvement Program. | 74,676 | 26,899 | 32,425 | 134,000 |
| STATE-BASED REFORM ACTIONS FROM THE QUEENSLAND BILATERAL REFORM AGREEMENT | | | | | | |

| CSA | Project | Activities | Reform Support Funding 2023 (\$) | Reform Support Funding 2024 (\$) | Funding from other sources (\$) | Total project funding (\$) |
|---|--|--|----------------------------------|----------------------------------|---------------------------------|----------------------------|
| Reform Direction A: Support students and student learning | | | | | | |
| TSV | Early Years Project | Diocesan-based support for Early Years teachers to effectively respond to student learning data. | 32,500 | 32,500 | 0 | 65,000 |
| BCE | Accelerate in the Early Years | Diocesan-based support to develop school partnerships, processes and practices. | 567,306 | 0 | 0 | 567,306 |
| Reform Direction B: Support teaching, school leadership and school improvement | | | | | | |
| QCEC | Highly Accomplished and Lead Teacher (HALT) Initiative | Support provided centrally by QCEC for the certification of aspiring Highly Accomplished and Lead Teachers. | 200,000 | 0 | 0 | 200,000 |
| RI | School-based projects to support teacher pathways | School-based local activities to enhance teaching and school leadership pathways. | 349,681 | 17,472 | 0 | 367,153 |
| TSV | Leadership Development | Aspirant Leaders' program, <i>Leading from Within</i> program, and the <i>7 Habits of Highly Effective Leaders</i> program provided to Diocesan schools. | 96,375 | 0 | 41,625 | 138,000 |
| CNS | Instructional Leadership Program | Diocesan-based leadership program for middle, aspiring and senior leaders. | 31,447 | 17,553 | 0 | 49,000 |
| TOO | HALT | Diocesan-based local activities to support school engagement with HALT certification processes and engagement with centralised HALT activities provided by QCEC. | 10,000 | 0 | 0 | 10,000 |
| CNS | Clarity – an approach to systemwide school improvement | Diocesan-based activity to improve student outcomes through the implementation of system-wide evidence-based and data-informed practices. | 72,017 | 25,983 | 0 | 98,000 |
| BCE | Wellbeing in Rural Schools | Diocesan-based provision of professional development to support students with health and wellbeing issues in rural areas. | 170,875 | 0 | 0 | 170,875 |

| CSA | Project | Activities | Reform Support Funding 2023 (\$) | Reform Support Funding 2024 (\$) | Funding from other sources (\$) | Total project funding (\$) |
|--|--|---|----------------------------------|----------------------------------|---------------------------------|----------------------------|
| QCEC | Intergenerational learning programs | Support provided centrally by QCEC for the implementation of intergenerational learning programs. | 49,395 | 0 | 0 | 49,395 |
| BCE | Improving the Career Readiness of BCE Graduates | Diocesan-based review of school structures and practices to improve student post-school pathways. | 245,637 | 0 | 0 | 245,637 |
| Reform Direction C – Enhancing the national evidence base | | | | | | |
| TSV | PIVOT Feedback | Diocesan-based support to engage with PIVOT student engagement survey. | 11,660 | 14,340 | 0 | 26,000 |
| CNS | MTSS-E: Multi-tiered systems of support for engagement | Diocesan-based implementation of Multi-tiered System of Support for Engagement (MTSS-E). | 32,292 | 14,708 | 0 | 47,000 |
| TSV | Student Learning & School Culture Data | Diocesan-based activity to develop data dashboards to enable improved data analysis and decision making. | 110,000 | 0 | 0 | 110,000 |
| Other | | | | | | |
| QCEC | Administration costs | Administrative costs of QCEC as the Non-Government Reform Body directly associated with ensuring compliance with the Act, Regulation and the 2023 NGRSF Guidelines. | 45,000 | 0 | 0 | 45,000 |
| TOTAL | | | \$3,971,258 | \$480,742 | \$261,316 | \$4,713,316 |

Non-Government Reform Support Fund – Queensland Catholic Education Commission Central Fund Workplan 2023

NATIONAL PRIORITY 1: 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.

| Project Title | Project Description and Activities | Indicative Budget | Expected Outcomes/Overall Achievements | Indicators of Success |
|--|--|--|--|--|
| <p>NCCD (QCEC led)</p> <p><u>National Policy initiative 1:</u> 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</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 quality of evidence of adjustments and reporting of data about school students with disability. Activities will focus on collaborating with key role holders in Catholic School Authorities to design training about the NCCD model, facilitate cross-school and cross-sector moderation and NCCD reflection and planning, responsive to their needs.</p> <p>Staff will participate in training and cross-school and/or cross-sector moderation, to assist with strengthening their knowledge and understanding of the NCCD processes and to assist them to engage with quality assurance processes.</p> <p>QCEC will work with Catholic School Authorities to collaborate and plan professional learning. QCEC will host the following activities throughout 2023:</p> | <p>Reform Support Funding: \$135,000</p> <p>Other funding: \$0</p> <p>FTE: 1</p> | <ul style="list-style-type: none"> • Catholic School Authorities are supported to provide training about the NCCD model and process to Catholic school staff. • QCEC facilitates cross-school and cross-sector moderation; and cross-school reflection and planning 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 • Catholic school staff indicate via survey 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 |
|---------------|--|-------------------|--|-----------------------|
| | <ul style="list-style-type: none"> • Cross-school moderation • Cross-sector moderation • Preliminary anomaly check and feedback • Reflection and planning sessions | | | |

| Project Title | Project Description and Activities | Indicative Budget | Expected Outcomes/Overall Achievements | Indicators of Success |
|---|--|--|--|---|
| <p>NCCD (Rockhampton led)</p> <p><u>National Policy initiative 1:</u> 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</p> | <p>Training: one day professional learning to build understanding of NCCD purpose, processes and systems</p> <ul style="list-style-type: none"> Sub-total = \$43,060 <p>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</p> <ul style="list-style-type: none"> Sub-total = \$85,540 <p>Across-school moderation: moderation of evidence folios to build consistent understanding of expected standards</p> <ul style="list-style-type: none"> Sub-total = \$35,743.50 <p>Reflection: Four-hour opportunity for teachers to review survey findings and plan next steps for ongoing improvement</p> <ul style="list-style-type: none"> Sub-total = \$35,743.50 <p>Appointment of Project Officer: to support schools with disability related behaviour concerns</p> <ul style="list-style-type: none"> Sub-total = \$35,683 <p>Scholarships: for 24 teachers to undertake Graduate Certificate in Special Needs Education or Graduate Certificate in Autism Studies (Commonwealth Supported Placements)</p> <ul style="list-style-type: none"> Sub-total = \$48,000 | <p>Reform support funding: \$283,770</p> <p>Other funding: \$0</p> <p>FTE: 0.2</p> | <ul style="list-style-type: none"> Improved understanding of the NCCD across school leaders, class teachers and Learning Support specialists Consistent, quality practice across schools in terms of evidence collection and collation, and decision-making about level of addressed need On-going improvement in NCCD related systems and processes across all schools | <ul style="list-style-type: none"> 60 teachers complete NCCD professional learning in 2023 and 2024 Teams from 39 schools are involved in formal across-school moderation sessions in 2023 and 2024 39 schools submit an NCCD plan in November 2023 and November 2024, following Reflection workshops 24 teachers complete a Graduate Certificate in either Special Needs Education or Autism Studies through Griffith University (part-time, online) in 2023 and 2024. |

| Project Title | Project Description and Activities | Indicative Budget | Expected Outcomes/Overall Achievements | Indicators of Success |
|--|--|--|--|--|
| <p>NCCD (RI/PJP led)</p> <p><u>National Policy initiative 1:</u> 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</p> | <p>The NGRSF RI/PJP Inclusive Education Consultant and Assistant provides the opportunity for all RI/PJP schools to engage in a variety of training sessions to support the ongoing implementation of NCCD in schools. Training throughout the year will include formalised professional development sessions such as facilitated in-school moderation sessions, reflection sessions and NCCD planning sessions; and personalised assistance provided to RI/PJP staff as required.</p> | <p>Reform support funding: \$250,000</p> <p>Other funding: \$0</p> <p>FTE: 2</p> | <ul style="list-style-type: none"> The RI/PJP Inclusive Education Consultant and Assistant works across RI/PJP schools to support school staff to use NCCD resources and tools to support students with disability. | <ul style="list-style-type: none"> An increased number of RI/PJP school staff complete the Disability Standards for Education eLearning modules on the NCCD portal. RI/PJP school staff report via surveys a greater confidence and capacity to capture the four forms of evidence for NCCD (consultation and collaboration, assessed and identified needs, planning and adjustments, and monitor and review). |

| Project Title | Project Description and Activities | Indicative Budget | Expected Outcomes/Overall Achievements | Indicators of Success |
|--|---|---|--|--|
| <p>NCCD (Townsville led)</p> <p><u>National Policy initiative 1:</u> 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</p> | <p>This project supports schools to engage with professional learning and NCCD activities (Cross school Moderation and Reflection, and Planning sessions), through funding Teacher Relief (TRS) and travel.</p> <p>Professional learning will be facilitated and provided by the Advisory Visiting Specialists (Inclusion) and the Inclusive Education Coordinator.</p> | <p>Reform support funding: \$20,000</p> <p>Other funding: \$0</p> <p>FTE: 0</p> | <ul style="list-style-type: none"> • Improved efficiency and integrity of Townsville’s implementation of the NCCD model and data collection through: <ul style="list-style-type: none"> ○ Improved understanding of the NCCD model ○ Improved implementation of the NCCD | <ul style="list-style-type: none"> • Survey of participant responses demonstrates improvements in understanding and implementation of the NCCD model. |

| Project Title | Project Description and Activities | Indicative Budget | Expected Outcomes/Overall Achievements | Indicators of Success |
|--|---|---|--|---|
| <p>NCCD (Cairns led)</p> <p><u>National Policy initiative 1:</u> 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</p> | <p>Project will strengthen quality assurance, moderation, and support for the continued improvement of the NCCD.</p> <p>Key focus areas:</p> <ul style="list-style-type: none"> Disability-specific training for staff to better understand functional impact and characteristics of disability. In-school moderation activities, spread over the 4 phases of NCCD Individual schools' completion of NCCD Reflection Tool and forward planning for next cycle Establishing a system-wide definition, workflow and resources for differentiation across Tiers 1, 2, 3 to support teacher planning and evidence for NCCD, under "Planning and Adjustments" In 2024, funds will be used to fund the production of a Tier 2/3 Differentiation booklet (Tier 1 Differentiation booklet already published and used by teaching staff during planning). | <p>Reform support funding: \$95,781</p> <p>Other funding: \$0</p> <p>FTE: 0</p> | <ul style="list-style-type: none"> All teachers have access to systemic-wide processes and practices for differentiation, as part of planning for students with disabilities. All schools engage with NCCD moderation processes (either in school, cross school or cross sector) Decisions regarding levels of adjustment and disability category are identified as accurate through quality assurance processes. | <ul style="list-style-type: none"> >90% schools engaged in moderation facilitated by CES or QCEC. Quality assurance processes show increase in accuracy of level and category of disabilities by school staff. |

| Project Title | Project Description and Activities | Indicative Budget | Expected Outcomes/Overall Achievements | Indicators of Success |
|---|--|---|---|--|
| <p>NCCD (Toowoomba led)</p> <p><u>National Policy initiative 1:</u> 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</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>Reform support funding: \$0</p> <p>Other funding: \$85,000 – from Commonwealth Recurrent Funding</p> <p>FTE: 0.5</p> | <ul style="list-style-type: none"> • 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 an 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>NCCD (Brisbane led)</p> <p><u>National Policy initiative 1:</u> 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</p> | <p>This project will improve the consistency of evidence collection and the application of the NCCD model across schools through streamlining of processes to support students with disability.</p> <p>Key focus areas:</p> <ul style="list-style-type: none"> • NCCD workshop facilitation <ul style="list-style-type: none"> ○ new staff and school NCCD teams ○ cross-school moderation ○ cross-sector moderation ○ internal school moderation ○ reflection and planning • Lead quality assurance of NCCD processes across schools • Build the capacity of classroom teachers to better understand the links between the Disability Discrimination Act (1992) (DDA) and the Disability Standards for Education (2005) (DSE) and NCCD processes • Support school staff to engage with all aspects of the NCCD model through the continuing process of teaching and learning across cycles of planning, implementation, validation, and reflection. | <p>Reform support funding: \$908,480</p> <p>Other funding: \$0</p> <p>FTE: 4</p> | <ul style="list-style-type: none"> • BCE schools have received updated information related to their obligations under the DDA/DSE and NCCD • Goals are identified for improvement in the next cycle of NCCD • Quality assurance process confirms the accuracy of school decisions • Alignment of decisions regarding levels of adjustment and disability category between BCE schools and other sectors | <ul style="list-style-type: none"> • 100% of schools (146) engage in NCCD training and 70% or more of participants report an increased level of knowledge and confidence following completion of the workshop • 70% or more of staff in target schools report via a participant evaluation survey an increase in teacher confidence to plan, implement and monitor adjustments for students with disability • 90% or more of participants in moderation workshops indicate via a participant survey a high level of confidence in their decision – making |

NATIONAL PRIORITY 2: STRENGTHENING NAPLAN, INCLUDING THROUGH BRINGING THE TEST WINDOW FORWARD TO TERM 1 FROM 2023 AND OFFERING SCHOOLS THE OPPORTUNITY TO OPT-IN TO ASSESSMENT OF STUDENTS' ABILITY IN SCIENCE, DIGITAL LITERACY AND CIVICS AND CITIZENSHIP.

| Project Title | Project Description and Activities | Indicative Budget | Expected Outcomes/Overall Achievements | Indicators of Success |
|---|--|--|---|---|
| <p>NAPLAN Online Coordination Project (QCEC led) <u>National Policy Initiative 2:</u> Strengthening NAPLAN, including through bringing the test window forward to term 1 from 2023 and offering schools the opportunity to opt-in to assessment of students' ability in science, digital literacy and civics and citizenship.</p> | <p>This project will support all Queensland Catholic schools undertaking NAPLAN online in the earlier test window from 15 – 27 March in 2023. Support will also be provided for NAPLAN improvements announced by Education Ministers as required.</p> <p>QCEC will work with the Queensland Curriculum and Assessment Authority (QCAA) and Catholic School Authorities (CSAs) to support Catholic schools access to, and utilisation of, a range of resources and advice on program changes including:</p> <ul style="list-style-type: none"> • Bitesize webinars • Training environment • New Locked Down Browsers • Test schedule, assessment and administration changes. <p>QCEC anticipates that all funding allocated for this project will be expended in 2023. As such, activities to support NAPLAN Online in 2024 have not been detailed.</p> | <p>Reform support funding: \$120,000</p> <p>Other funding: \$0</p> <p>FTE: 1</p> | <ul style="list-style-type: none"> • QCEC works with QCAA and CSAs to support all Catholic schools to undertake NAPLAN in the online mode in the earlier Term One test window. • QCEC provides timely updates on NAPLAN 2023 developments. • QCEC advocates for the needs of the Catholic sector. • CSAs and Catholic schools are supported with communications on NAPLAN results and reports to gain insights into student progress. | <ul style="list-style-type: none"> • 100% of Catholic schools engage in NAPLAN online testing in March 2023. • QCEC uses a range of channels to communicate NAPLAN 2023 updates and access to resources to Catholic sector stakeholders. • QCEC liaises with QCAA to address the needs of the Catholic sector as required. |

| Project Title | Project Description and Activities | Indicative Budget | Expected Outcomes/Overall Achievements | Indicators of Success |
|--|---|--|---|---|
| <p>NAPLAN (Rockhampton led)</p> <p><u>National Policy Initiative 2:</u> Strengthening NAPLAN, including through bringing the test window forward to term 1 from 2023 and offering schools the opportunity to opt-in to assessment of students' ability in science, digital literacy and civics and citizenship.</p> | <p>NAPLAN Coordinator: appointed to help coordinate and establish clear processes and procedures to support schools to conduct NAPLAN Online in 2023.</p> <ul style="list-style-type: none"> • \$9,152 <p>TRS for school-based NAPLAN Coordinators: one day per school to support NAPLAN Coordinators and Administrators to work with teachers and to ensure all administrative tasks are successfully attended to in a timely way.</p> <ul style="list-style-type: none"> • \$23,829 | <p>Reform support funding: \$32,981</p> <p>Other funding: \$0</p> <p>FTE: 0.06</p> | <ul style="list-style-type: none"> • All schools understand administrative requirements of NAPLAN Online, and develop systems and processes to deliver on expectations | <ul style="list-style-type: none"> • 39 Rockhampton Diocese schools participate in NAPLAN in Term 1 2023 • Follow up survey shows at least 75% of school-based NAPLAN Coordinators rate the support provided as 4 or 5 (on a five point scale, with 1 being very low satisfaction and 5 being very high satisfaction) |

NATIONAL PRIORITY 3: IMPROVE GOVERNANCE AND FINANCIAL MANAGEMENT PRACTICES IN NON-GOVERNMENT SCHOOLS TO STRENGTHEN FINANCIAL VIABILITY, IMPROVE BUSINESS DECISION MAKING AND BUILD RESILIENCE TO MITIGATE UNFORESEEN CIRCUMSTANCES.

| Project Title | Project Description and Activities | Indicative Budget | Expected Outcomes/Overall Achievements | Indicators of Success |
|---|---|--|---|---|
| <p>Improving Governance (Rockhampton led)</p> <p><u>National Policy Initiative 3:</u> Improve governance and financial management practices in non-government schools to strengthen financial viability, improve business decision making and build resilience to mitigate unforeseen circumstances.</p> | <p>Governance training: Governance training program facilitated by The Brown Collective for all principals of our 39 schools and Colleges</p> <ul style="list-style-type: none"> • \$80,000 <p>Finance Gathering: Professional development for Business Managers and Finance Secretaries, facilitated by the Rockhampton Finance team</p> <ul style="list-style-type: none"> • \$40,000 | <p>Reform support funding: \$120,000</p> <p>Other funding: \$0</p> <p>FTE: 0</p> | <ul style="list-style-type: none"> • Increased knowledge and understanding of compliance requirements across all domains of a school’s operations • Improved financial management practices including budgeting | <ul style="list-style-type: none"> • 39 principals and 10 system level leaders will participate in the Governance training program • 39 Business Managers and Finance Secretaries will participate in the Finance Gathering/Professional Learning • Evaluations of the professional learning show that at least 75% of participants rate the training as 4 or 5 (on a five point scale, with 1 being very low satisfaction and 5 being very high satisfaction) |

| Project Title | Project Description and Activities | Indicative Budget | Expected Outcomes/Overall Achievements | Indicators of Success |
|--|--|--|---|--|
| <p>Leadership Development (RI/PJP led)</p> <p><u>National Policy Initiative 3:</u> Improve governance and financial management practices in non-government schools to strengthen financial viability, improve business decision making and build resilience to mitigate unforeseen circumstances.</p> | <p>This project will support approximately 30 principals/school leaders to undertake the Leading with Integrity and Excellence (LWIE) course provided by The Brown Collective.</p> <p>The course is aimed at building the capability of school leaders in the areas of strategic leadership and governance, and is delivered over six days of face-to-face learning.</p> | <p>Reform support funding: \$117,172</p> <p>Other funding: \$0</p> <p>FTE: 0</p> | <ul style="list-style-type: none"> Approximately 30 Principals and aspiring Principals are supported to complete the LWIE program. | <p>Using the Exit Survey at the end of the course:</p> <ul style="list-style-type: none"> More than 60% of graduating LWIE participants indicate the course was a worthwhile professional learning activity. More than 60% of graduating LWIE participants indicate the program was relevant to their school context and would recommend it to colleagues. |

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| <p>Leadership learning programs (Toowoomba led)</p> <p><u>National Policy Initiative 3:</u> Improve governance and financial management practices in non-government schools to strengthen financial viability, improve business decision making and build resilience to mitigate unforeseen circumstances.</p> | <p>Provision of leadership masterclasses across Toowoomba Catholic Schools, targeting all levels of leadership across the organisation in 2023 and 2024.</p> | <p>Reform support funding: \$60,000</p> <p>Other funding: \$18,000 - from Commonwealth recurrent funding</p> <p>FTE: 0</p> | <ul style="list-style-type: none"> Increased familiarity of leaders with the Toowoomba Catholic Schools leadership capabilities. School leaders are provided with the opportunity to reflect and evaluate personal strengths and practices within a supportive and professional network of established system and school leaders. Attendees experience and develop further capacity in a variety of responsibilities associated with their 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. |

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| <p>Leadership capabilities and financial management (Toowoomba led)</p> <p><u>National Policy Initiative 3:</u> Improve governance and financial management practices in non-government schools to strengthen financial viability, improve business decision making and build resilience to mitigate unforeseen circumstances.</p> | <p>Through the leadership forums (four times per year), focus on developing the capabilities and practices associated with effective organisational and strategic decision making, incorporating principles from the Toowoomba Catholic Schools leadership framework.</p> <p>Implementation of new Toowoomba Catholic Schools funding distribution model from 1 January 2024 for all schools will require additional development for school leadership teams in organisational leadership and financial management with frequent sessions scheduled across the full year.</p> | <p>Reform support funding: \$60,500</p> <p>Other funding: \$0</p> <p>FTE: 0.5</p> | <ul style="list-style-type: none"> • Provision of training sessions to principals and business managers across all schools in the areas of organisational and strategic leadership • Creation of updated and modern templates to assist with budgeting and long-term forecasting for schools, that also include more streamlined staffing schedules | <ul style="list-style-type: none"> • Participants indicate improved knowledge of their capabilities as a leader • Participants indicate improved financial knowledge and confidence with making business decisions • 100% completion and implementation of new templates by November 2023 |

| Project Title | Project Description and Activities | Indicative Budget | Expected Outcomes/Overall Achievements | Indicators of Success |
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| <p>School renewal processes (Toowoomba led)</p> <p><u>National Policy Initiative 3:</u> Improve governance and financial management practices in non-government schools to strengthen financial viability, improve business decision making and build resilience to mitigate unforeseen circumstances.</p> | <p>Implementation of the School Renewal and Improvement 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. Seven schools are scheduled during 2023 for their next cycle with the program and seven in 2024.</p> <p>Reviewing the program during 2023 and 2024 to incorporate renewed approach for data storytelling from the school perspective. 'Data window' project to support this renewed approach.</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>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> | <p>Reform support funding: \$101,575</p> <p>Other funding: \$32,425</p> <p>FTE: 0.2 FTE</p> | <ul style="list-style-type: none"> PowerBI dashboards created that are relevant and contain data that schools are able to utilise to tell their story within the context of school renewal. 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 through the working group for the PowerBI dashboard development confirms high satisfaction levels with the process and outcomes. Feedback from school communities who action the program during 2023 and 2024 confirm high satisfaction levels with the process and outcomes for the school renewal and improvement program. |

STATE-BASED REFORM ACTIONS FROM THE BILATERAL REFORM AGREEMENT

| Project Title | Project Description and Activities | Indicative Budget | Expected Outcomes/Overall Achievements | Indicators of Success |
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| Reform Direction A: Support students and student learning | | | | |
| <p>Early Years Project (Townsville led)</p> <p><u>Bilateral Agreement Reform Direction A: Support students and student learning:</u></p> <p><u>Action 1:</u> 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 post testing occurs to identify the progress the students have made.</p> | <p>Reform support funding: \$65,000</p> <p>Other funding: \$0</p> <p>FTE: 0</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 students. Teachers use available data to plan for the next step in students' learning and at the end of the year, assess the progress that students have made. Teachers reference the early years' data in their planning throughout the year. | <ul style="list-style-type: none"> Curriculum Advisers and each school's Speech Pathologist will analyse the pre-data and post-data with teachers, ensuring that the testing has occurred and is supporting teachers to plan for progress in student learning. Curriculum Advisers report on teacher engagement with post testing feedback data. |

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| <p>Accelerate in the Early Years</p> <p>(Brisbane led)</p> <p><u>Bilateral Agreement Reform Direction A: Support students and student learning:</u></p> <p><u>Action 1:</u> Review and extend early years screening tools in Queensland Catholic schools</p> | <p>This ongoing project will further develop and articulate school-based partnerships, processes and practices that respond to student learning progress and provide responsive teaching and support for every student.</p> <p>Findings from the project used to review and revise BCE’s current position on the teaching of early foundational literacy skills including the teaching of reading.</p> <p>It is further intended to embed foundational literacy teaching practices across the early years, using the revised Australian curriculum v9 English and the literacy progression.</p> <p>Extensive review of the current early years monitoring tool suite will allow for responsive teaching in a targeted way across our early years’ classes, ensuring progress for all students.</p> | <p>Reform support funding: \$567,306</p> <p>Other funding: \$0</p> <p>FTE: 2</p> | <ul style="list-style-type: none"> The Foundational Literacy Monitoring Tool (FLMT) is implemented in Prep across all BCE schools. Sound Letter Knowledge and PM Benchmark literacy tools are reviewed and recommendations are made for their revision or replacement in P-3. Building of each role holders' capacity (teachers, Primary Learning Leaders, Support Teachers, Leadership teams and other specialists) to best respond to each student’s literacy progress. A refined understanding of how the Levels of Teaching Response can be used as a framework to progress the learning of each student. | <ul style="list-style-type: none"> BCE Business Intelligence (BI) Tool shows that 100% of schools use the FLMT to capture and use data about each student’s foundational literacy skills. 80-100% of workshop participants report via survey a deeper or significantly deeper understanding of the partnerships, processes and practices needed to respond effectively to each student’s literacy progress. |

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| Reform Direction B: Support teaching, school leadership and school improvement | | | | |
| <p>Highly Accomplished and Lead Teacher Initiative (QCEC led)</p> <p><u>Bilateral Agreement Reform Direction B: Support teaching, school leadership and school improvement</u></p> <p><u>Action 1: Support school leadership and school improvement through initiatives aimed at enhancing strategic leadership for existing and aspiring school leaders and for school boards.</u></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 (HALT) through the following activities:</p> <ul style="list-style-type: none"> The provision of support for Catholic school leaders so they can support HALT applicants. The training of additional HALT assessors, including refresher training of HALT assessors. Information sessions and in-depth workshops scheduled prior to applicants submitting their Notification of Intention to Apply for Certification. Engage Queensland College of Teachers (QCT) 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). Support access to customised online modules to assist applicants in the development of HALT portfolios with a specific Catholic lens. Support trained Facilitators to deliver professional learning opportunities (Introductory Sessions and In-Depth | <p>Reform support funding: \$200,000</p> <p>Other funding: \$0</p> <p>FTE: 1</p> | <ul style="list-style-type: none"> An increased number of Queensland Catholic school teachers apply for HALT certification. Teachers have access to current resources on a website which supports the HALT application process. HALT Applicants and Aspiring HALT Applicants are supported through the provision of Professional Learning opportunities, including Introductory and In-Depth Workshops | <ul style="list-style-type: none"> In 2023 more than 14 teachers will apply for HALT certification in Queensland Catholic schools representing an increase in the number of applicants from 2022. Diocesan facilitators are formally trained by the QCT to lead local training sessions In 2023, HALT Assessors will be trained to support HALT assessment processes. |

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| | <p>Workshops) within all Queensland Catholic Dioceses and for all Catholic School Authorities.</p> <ul style="list-style-type: none"> • Continue to work with the QCT in renewal of certification processes. • Support AITSL initiatives including HALT Summit review of certification processes locally and/or nationally. <p>Pending the success of the 2023 certification round, all funding allocated to this project will be expended in 2023. Any funding not expended in 2023 will be reallocated to another project or be used to support certification in 2024.</p> | | | |

| Project Title | Project Description and Activities | Indicative Budget | Expected Outcomes/Overall Achievements | Indicators of Success |
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| <p>School-based projects to support teacher pathways (RI/PJP led)</p> <p><u>Bilateral Direction B:</u> Support teaching, school leadership and school improvement</p> <p><u>Action 2:</u> 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>This project will allow RI/PJP schools to apply for grants (up to \$15,000 per school) to support localised activities to enhance teaching and school leadership pathways.</p> <p>Grants may support activities in the following three areas:</p> <ol style="list-style-type: none"> 1. Highly Accomplished and Lead Teacher Certification <ul style="list-style-type: none"> • For example: teacher release for the preparation of portfolios, support for aspirant mentoring, and the reimbursement of HALT certification application fees. 2. Graduate and Early Career teachers <ul style="list-style-type: none"> • For example: school-based projects to provide mentoring for graduate and early career teachers, teacher release time for mentors, professional development programs for teachers and mentors, etc. 3. Teacher pathways to support the recruitment and retention of staff <ul style="list-style-type: none"> • For example: support for university-based programs to attract pre-service teachers, the support of pre-service teacher employment in school officer positions, research opportunities with universities, etc. | <p>Reform support funding: \$367,153</p> <p>Other funding: \$0</p> <p>FTE: 0</p> | <ul style="list-style-type: none"> • RI/PJP schools plan and execute local activities to support teaching, school leadership and school improvement pathways. | <ul style="list-style-type: none"> • Participating schools report increased engagement with Initial Teacher Education providers to strengthen the pipeline of teachers to their schools. • Participating schools report supporting teachers seeking Highly Accomplished and Lead Teacher certification through the preparation of their portfolios and/or a deeper understanding of the Australian Professional Standards for Teachers. • Participating schools report supporting graduate and early career teachers through mentoring, professional development and/or increased time release for teachers and mentors. |

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| | Schools and/or school clusters will be invited to apply for grants in Term One 2023, and successful schools will be required to report on their project's success and funding acquittal by the end of 2024. | | | |

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| <p>Leadership Development (Townsville led)</p> <p><u>Bilateral Direction B:</u> Supporting teaching, school leadership and school improvement</p> <p><u>Action 2:</u> 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>This project will support school leadership and school improvement through professional learning programs which enhance the skills, knowledge and capabilities of current and aspiring leaders.</p> <p>Targeted invitees and participation rates in leadership development programs as follows:</p> <ul style="list-style-type: none"> • Aspirant Leaders’ Program (to be conducted in Mount Isa) – targeted participants are teachers with over four years teaching experience, nominated by their principal/TCEO staff as potential leaders. (25 participants) • Leading from Within – targeted participants are experienced middle leaders, preferably those in their second three-year cycle. (30 participants) • QELI 7 Habits of Highly Effective Leaders – targeted participants are staff in senior leadership positions. Also, invitation to system leaders. (20 participants) | <p>Reform support funding: \$96,375</p> <p>Other funding: \$41,625</p> <p>FTE: 0</p> | <ul style="list-style-type: none"> • Improved capability of principals and leaders’ skills in the areas of governance, planning, and school improvement. • Improved financial literacy for school leadership to assist with informed decision-making. • Improved skill levels and readiness of those aspiring to school leadership. | <ul style="list-style-type: none"> • Positive feedback on the leadership professional development from participants for all courses. This will be collected via survey. • Increasing number of aspiring leaders indicating interest in acting or permanent senior leadership positions. • Increasing number of applicants for middle and senior leadership positions. |

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| <p>Instructional Leadership Program (Cairns led)</p> <p><u>Bilateral Direction B:</u> Supporting teaching, school leadership and school improvement</p> <p><u>Action 2:</u> 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>Phase 1: Development of a 6-month in-house instructional Leadership Program for middle, aspiring and senior leaders. Course content and assessment is developed with identified knowledgeable others whose time and expertise will require financial investment.</p> <p>Phase 2: Program commences. Costs include guest speakers, venue and catering and marking of optional assessment for recognition into scholarship supported post graduate study cohort.</p> <p>In 2024, Phase 2 will be extended to ensure more participants have the opportunity to engage in the program.</p> | <p>Reform support funding: \$49,000</p> <p>Other funding: \$0</p> <p>FTE: 0</p> | <ul style="list-style-type: none"> School leaders at all levels can engage in proactive and strategic choices in instructional leadership as a driver of school effectiveness All principals will be enrolled in or have completed Masters level study | <ul style="list-style-type: none"> 80% of current principals without post graduate level qualifications complete the Instructional Leadership Program 80% of participants report improvement in confidence and capability to lead learning in their context 50% of program participants complete optional additional assessment |

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| <p>HALT (Toowoomba led)</p> <p><u>Bilateral Direction B:</u> Support teaching, school leadership and school improvement</p> <p><u>Action 2:</u> 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>Toowoomba Catholic Schools Office and school staff will continue to engage with QCEC-led activities to support Highly Accomplished and Lead Teacher applications.</p> <p>Engagement with an external consultant to assist with the completion of applications during 2023 and 2024. This will also include Teacher Relief to allow applicants to work on their portfolio with the consultant.</p> | <p>Reform support funding: \$10,000</p> <p>Other funding: \$0</p> <p>FTE: 0</p> | <ul style="list-style-type: none"> Teachers are supported with time and have greater confidence to complete applications for Highly accomplished and lead teacher | <ul style="list-style-type: none"> Feedback from participants surveyed indicate satisfaction with the support provided for the HALT application process. 10 applications submitted for HALT certification. |

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| <p>Clarity – An approach to systemwide school improvement (Cairns led)</p> <p><u>Bilateral Direction B:</u> Support teaching, school leadership and school improvement</p> <p><u>Action 3:</u> Enhance school improvement processes and planning with Catholic schools.</p> | <p>This is the final year of a 3-year project aimed at increasing consistent school-wide practices that support teaching and learning.</p> <p>Cairns Education Services (CES) will continue to work with Dr Lyn Sharratt in 2023 in focusing on the 14 parameters of System and School Improvement as outlined in “Clarity - What Matters Most in Learning, Teaching, and Leading”.</p> <p>Staff undertake professional learning and provide professional learning to implement the specific practices with the staff of each school. The work aligns with 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>In 2024, networks and workshops will be held to further embed the 3 parameters and how best to support schools to embed these in their practice.</p> | <p>Reform support funding: \$98,000</p> <p>Other funding: \$0</p> <p>FTE: 0</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 in >90% of participating schools, based on school data aligned with the School’s Annual Improvement Plan goal. • Instructional Case Management meetings are conducted in all schools (30) to target specific strategies to support students identified through data analysis and reflected on the Data Wall. • Professional Development to build staff capacity to embed the parameters is undertaken by 100% of participating schools. |

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| <p>Wellbeing in Rural Schools (Brisbane led)</p> <p><u>Bilateral Direction B:</u> Support teaching, school leadership and school improvement</p> <p><u>Action 4:</u> Facilitate support to school communities in rural and remote areas to enhance student wellbeing.</p> | <p>This project, implemented in schools in North & South Burnett [Gayndah, Murgon, Kingaroy, Nanango], Wide Bay [Hervey Bay, Torquay, Childers], Maryborough and Gympie and aims to build the capacity of staff in developing prevention and early intervention responses in promoting positive student wellbeing and understanding the Levels of Teaching Response in deepening learning.</p> <p>Significant progress was made in 2021-2022. However, the eleven schools are at different stages in the development of effective structures to support student wellbeing. The AITSL Spotlight on Wellbeing in Australian schools (March 2022) highlights the significance of student wellbeing as a focus for all educators, particularly since the mental health of young people has been impacted by the pandemic.</p> | <p>Reform support funding: \$170,875</p> <p>Other funding: 0</p> <p>FTE: 1</p> | <ul style="list-style-type: none"> • Key school personnel (such as a Leadership Team Representative, Guidance Counsellor, Support Teacher Inclusive Education, Primary and Secondary Learning Leaders) engage in the project through planning meetings with the Education Officer: Student Wellbeing to review implementation of School Action Plan • The school's Whole School Wellbeing approach is developed through a review of current processes, structures, and programs • Implementation of multi-tiered systems of support is progressed, linking wellbeing, learning and engagement | <ul style="list-style-type: none"> • 100% of schools (11) engage in planning/implementation meetings for school action plan • 100% of schools (11) review current practices to develop a whole school wellbeing approach using a mapping tool. • 100% of schools (11) engage in relevant training in multi-tiered systems of support and 70% or more of participants report an increased level of knowledge and confidence following completion of training • Schools establish/ maintain community partnerships |

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| <p>Intergenerational learning programs (QCEC led)</p> <p><u>Bilateral Direction</u> B: Support teaching, school leadership and school improvement</p> <p><u>Action 5:</u> Provide professional learning opportunities and resources to enhance parent, community and industry engagement with Catholic schools.</p> | <p>This project will support Catholic School Authorities to implement intergenerational learning programs to support enhanced student wellbeing and community engagement.</p> <p>QCEC will engage Intergenerational Learning Australia to work with interested Catholic School Authorities to implement an intergenerational learning program, aligned with the Australian Curriculum, and the school’s pastoral and wellbeing approach.</p> | <p>Reform support funding: \$49,395</p> <p>Other funding: \$0</p> <p>FTE: 0</p> | <ul style="list-style-type: none"> • Catholic School Authorities are supported to implement intergenerational learning programs to support enhanced student wellbeing and community engagement. | <ul style="list-style-type: none"> • Interested Catholic School Authorities engage with Intergenerational Learning Australia to develop a program specific to their local context • Participating schools and teachers report on improved student and community engagement as a result of the program |

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| <p>Improving the Career Readiness of BCE Graduates (Brisbane led)</p> <p><u>Bilateral Direction</u> B: Support teaching, school leadership and school improvement</p> <p><u>Action 5:</u> Provide professional learning opportunities and resources to enhance parent, community and industry engagement with Catholic schools.</p> | <p>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.</p> <p>The review will lead to the development of a research-informed framework for quality career learning with supporting resources to ensure student learning is authentic, integrated, informed by student voice and enhances the skills necessary to transition successfully into life after school.</p> | <p>Reform support funding: \$245,637</p> <p>Other funding: \$0</p> <p>FTE: 1.8</p> | <ul style="list-style-type: none"> • Improved BCE Office capacity to support quality career learning • Improved school capacity to deliver quality, integrated career learning. • Improved parent engagement with resources to support career planning • Improved student understanding of career options and improved student engagement and wellbeing | <ul style="list-style-type: none"> • Dissemination of resources and information to relevant BCEO stakeholders. • Feedback via surveys, interviews and forums provide that published resources support quality career learning. • Parent engagement data on access to resources is created through surveys, interviews and forums, to support parent engagement in career and pathway planning. • Select BCE schools trial digital systems to support parent education and engagement • Select schools to establish and work with curriculum advisory councils. |

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| Reform Direction C: Enhancing the national evidence base | | | | |
| <p>PIVOT Feedback (Townsville led)</p> <p><u>Bilateral Direction C: Enhancing the national evidence base</u></p> <p><u>Action:</u> 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.</p> | <p>Ten (10) secondary schools will implement this project by inviting teachers' participation.</p> <p>It is anticipated that up to 200 teachers will participate in 2023 and 2024.</p> <p>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.</p> <p>This survey is conducted twice each year.</p> | <p>Reform support funding: \$26,000</p> <p>Other funding: \$0</p> <p>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 Professional Learning Plan process. Principals and other school leaders can identify areas of growth and development in students' learning, engagement and differentiation. | <ul style="list-style-type: none"> Teachers use the data provided in the first survey to develop a goal/s for their own Professional Learning Plan. The survey data in the second round will show an improvement in teacher effectiveness, based on the professional development that teachers have undertaken throughout the year. |

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| <p>MTSS-E: Multi-tiered systems of support for engagement</p> <p>(Cairns led)</p> <p><u>Bilateral Direction C</u>: Enhancing the national evidence base</p> <p><u>Action 2</u>: 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.</p> | <p>Progressing in the journey of positive behavioural supports, the aim of this project is to scope and develop a multi-tiered system of support framework.</p> <p>This framework will include evidence-based systems and practices that draw from positive behavioural supports, response to intervention and trauma-informed methodologies.</p> <p>Tier 1 (Universal) will include: whole school systems and practices that are data informed and promote productive learning behaviours.</p> <p>Tier 2: (Targeted) will include the use of data sets to draw out insights for schools, indicating where targeted supports need to focus (e.g. social skilling, self-regulation, etc...).</p> <p>Tier 3 (Personalised) will include: personalised behaviour supports including risk assessments and de-escalation training for school staff, within a response to intervention framework.</p> <p>In 2024, Tier 1 evidence-based classroom practices will be documented and resourced as a professional development suite (i.e. High Impact Engagement Strategies).</p> | <p>Reform support funding: \$47,000</p> <p>Other funding: \$0</p> <p>FTE: 0</p> | <p>The project will deliver:</p> <ul style="list-style-type: none"> • a professional development package inclusive of universal, targeted and personalised practices that promotes student engagement • Training and resources available to teachers for Tier 1 classroom practices that promote productive student learning behaviours. These include, High Impact Behaviour Strategies (HIBS) and High Impact Engagement Strategies (HIES) • Build school staff capability to respond to challenging student behaviour through the use of evidence-based risk assessment processes and individual behaviour plans and processes | <ul style="list-style-type: none"> • High levels of consistency in practices (as measured by Tiered Fidelity Inventory) • All staff using Engage database to record behavioural incidences • Reduction in behavioural incidences recorded in Engage |

| Project Title | Project Description and Activities | Indicative Budget | Expected Outcomes/Overall Achievements | Indicators of Success |
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| <p>Student Learning and School Culture Data (Townsville led)</p> <p><u>Bilateral Direction C</u>: Enhancing the national evidence base</p> <p><u>Action 2</u>: 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.</p> | <p>The Student Learning Data Project will provide dashboards developed in Power B.I. as the visualisation tool to display student learning data from system, school and student perspectives.</p> <p>There will be the opportunity for:</p> <ul style="list-style-type: none"> • System Leaders to view student progress across all 29 schools; • Principals and School Leaders to view their own school; and, • Teachers to drill down into cohorts, classes and individual students. <p>The dashboards will provide the ability to view different cohorts of students such as indigenous, EAL/D and students with a disability.</p> <p>The project will also involve developing a strategic plan for building the data literacy of all users of the dashboards.</p> <p>The project will also support System Leaders, Principals, and Assistant Principals of Religious Education (APREs) to better understand, interpret and respond to the Enhancing Catholic School Identity (ECSI) data and recommendations in growing dialogical schools.</p> | <p>Reform support funding: \$110,000</p> <p>Other funding: \$0</p> <p>FTE: 1</p> | <ul style="list-style-type: none"> • The Student Learning Data Dashboards are functional and are being used across the organisation to monitor student learning progress and to provide in time data for decisions to be made. • Principals and School Leaders have the opportunity to monitor student progress and address situations where there is a little or no progress. • Principals and APREs have the opportunity to enhance the Catholic Identity of their school as relevant to specific cohorts, groups and timeframes. • Teachers can be responsive in their planning, teaching and assessment and respond to students’ learning when progress is not being made. | <ul style="list-style-type: none"> • Through the Student Learning Data dashboard, the use of metrics is high across the diocese - >80%. • System Leaders, School Principals and teachers are using the dashboard and drawing conclusions and responses based on the data. • School leaders lead SMART IE Data practices in their own schools and shape school improvement around informed needs in Indigenous Education. |