
Choice and Affordability Fund

Work Plan 2023–2025

Catholic Education Tasmania

(Catholic Education Centre ABN: 55 210 770 582)

Date agreed – March 2023

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Summary of Work Plan 2023–2025

Catholic Education Tasmania (CET) is committed to supporting the National and local priorities as identified under the Choice and Affordability Funding Agreement. This document is a summary of the work to be undertaken from 2023 – 2025 that has been identified as meeting the Choice and Affordability Funding (CAF) requirements.

The context for Catholic Schools in Tasmania is that all CET schools are located in regional or remote areas. There is a minimum proportion of CAF allocated for Regional Transition Assistance from 2023 – 2025 as all CET schools have either transitioned up to 80% of the Schools Resourcing Standard or are part of funding models that cushion the impact of the capacity to contribute funding model. All CET schools are eligible for all areas of CAF funding.

From 2023 – 2025 CET plans to commit funding across four National priority areas:

1. Choice and Affordability of Schools
2. Regional Transition Assistance
3. Special Circumstances Funding
4. Strengthening Outcomes for Schools and Educationally Disadvantaged Students.

Projects and activities will include distributed funds provided directly to schools and centralised programs that best support the schools. Some of the activities to be delivered under the CAF are recognised as addressing more than one CAF priority:

1. Choice and Affordability of Schools

CET will continue to facilitate parental choice and opportunity, giving parents the ability to choose an affordable school that will best suit their individual child. In 2023-2025 CAF will be used to continue to support the system-wide, standardised fee remissions for Hardship and Concession Card Holders that were introduced in 2021.

2. Regional Transition Assistance

The CAF provides general support for schools to transition to a new capacity to contribute (CTC) model for recurrent funding. CET will provide transition funding support to schools through CAF funding being included in the funding models developed to cushion the impact of the change to CTC. This will be as required to support reductions in funding for both the Direct Funded Schools and Shared Funded schools funding models.

3. Special Circumstances Funding

The Choice and Affordability Fund will support schools and students impacted by special circumstances or in priority areas such as rural, regional, and remote locations and areas affected by drought or other natural disasters.

Special circumstances funding will be prioritised for schools requiring short term emergency assistance when unexpected circumstances or events cause severe and temporary financial difficulty. Funding will be set aside to assist schools with a special need for unexpected circumstances that cause severe financial difficulty of a short term nature.

4. Strengthening Outcomes for Schools and Educationally Disadvantaged Students

The CAF supports initiatives that strengthen outcomes for schools and students. CET will provide centralised support for the coaching of teachers by expert external consultants in both the primary and secondary context. This is based on the science of learning principles which encompass high impact teaching practices designed for optimal and sustained student learning and achievement. This evidence-based approach and achievement, endeavours to strengthen outcomes for schools, including educationally disadvantaged students. Schools will have the opportunity to apply to be part of the “Insight” program.

Overarching Risk Management

Risk

Over time, CET schools become less aware of the CAF priorities, and their responsibility to respond and apply for funding.

How the risk will be managed

CET will provide advice and work directly with individual schools to ensure that any opportunities for funding under the requirements of each of the National Priorities can be realised.

Choice and Affordability programs will be a standing item at Business Managers' Meetings, Shared Funded Schools' Workshops and Corporate Services Meetings.

Demand for CAF may exceed funding quantum available.

Where claims for funding are in excess of available quantum, distribution will be on a pro-rata basis for the year.

Applications and demand for funding may be less than anticipated.

Workplans will be reviewed and reassessed on an annual basis to incorporate other priorities and redistribute funding across priority areas.

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Budget for 2023–2025

Activities/Initiatives	Expenditure type	2023	2024	2025
<u>A – Choice and Affordability</u>				
<i>Fee Assistance</i>	Centralised	\$0	\$0	\$0
	Distributed	\$600,000	\$600,000	\$600,000
<u>B – Transition Assistance</u>				
<i>Regional Transition Assistance</i>	Centralised	\$120,000	\$125,000	\$130,000
	Distributed	\$127,130	\$130,532	\$134,220
<u>C – Special Circumstances Funding</u>				
<i>Emergency Assistance</i>	Centralised	\$0	\$0	\$0
	Distributed	\$0	\$200,000	\$200,000
<u>D – Strengthening outcomes for schools and educationally disadvantaged schools and students</u>				
<i>Insight Project - Teacher Coaching and Professional Development</i>	Centralised	\$1,100,000	\$1,250,000	\$1,261,615
	Distributed	\$0	\$0	\$0
	Administrative costs	\$32,778	\$33,925	\$34,943
	Total expenditure	\$1,979,908	\$2,339,457	\$2,360,778
	Deferred funding	\$0	\$0	\$0

Other funding sources

Activities/Initiatives	Other funding source	2023	2024	2025
Insight Project	Non-Government Reform Support Fund	\$175,000	\$0	\$0
Insight Project	School Levy	\$1,180,200	\$1,300,000	\$1,350,000

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Expenditure Profile for 2023–2029

	2023	2024	2025	2026*	2027*	2028*	2029*
NGRB's total estimated funding allocation as advised by the department	1,654,602	1,696,284	1,747,173	1,799,588	1,853,576	1,909,183	1,966,458
NGRB's estimated Regional Transition Assistance funding allocation as advised by the department	246,609	252,822	260,407	268,219	276,265	284,553	293,090
Accrued deferred funding from 2020-22 to be carried forward to 2023	\$1,562,020						
Accrued interest earned on funds held in 2020-22 to be carried forward to 2023	\$23,451						
NGRB's planned expenditure for the relevant year	\$1,979,908	\$2,339,457	\$2,360,778	\$1,800,000	\$1,850,000	\$1,900,000	\$1,982,191
NGRB's planned regional transition assistance expenditure for the relevant year	\$247,130	\$255,532	\$264,220	\$260,000	\$200,000	\$200,000	\$200,000
NGRB's planned deferred funding for the relevant year to be spent in a future year	\$0	\$0	\$0	\$0	\$3,576	\$9,183	
Accrued deferred funding from the relevant year and previous years to be spent in a future year	\$1,260,165	\$616,992	\$3,386	\$2,974	\$6,550	\$15,733	

* Funding over 2026 to 2029 is indicative and will finalised through 2026-2029 work plans to be settled in 2025.

Rationale for deferred funding

The deferred funding from 2022 is due to the work already undertaken to develop funding models that have supported schools to transition to the new capacity to contribute (CTC) model for recurrent funding and has cushioned the impact for Catholic schools in Tasmania, reducing expenditure in Priority B - Transition assistance. Priority A has also reduced as the demand for additional fee remissions has been less than originally anticipated.

Priority D (Insight Project) will see intensive external coaching programs over the first three years and this will taper off as cross-skilling occurs for High Impact Teaching Specialist Practice Coaches within Catholic Education Tasmania.

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Activity/Initiative	Fee Remission
Priority	A – Choice and Affordability B – Transition Assistance C – Special Circumstances Funding D – Strengthening outcomes for schools and educationally disadvantaged schools and students E – Student wellbeing and support

Description

CET will continue to facilitate parental choice and opportunity, giving parents the ability to choose an affordable school that will best suit their individual child. In 2023-2025 CAF will be used to continue to support the system-wide, standardised fee remissions for Hardship and Concession Card Holders that were introduced in 2021.

Funding will be distributed to schools based on the amount of increase of fee remissions, equitable to each school's individual circumstances and their funding model.

Eligible schools

All Catholic schools in Tasmania can apply for reimbursement of fee remissions. Schools that meet the annual criteria of remission increases will be reimbursed the costs of increased remissions from the Choice and Affordability Fund.

Timeframes

Schools will apply for fee remission reimbursement by November annually.

Fee remission reimbursement will be paid to schools in December annually.

Outcomes

Objectives/expected outcomes	Indicators of success
Priority A - Fee remission reimbursement will contribute to facilitating parental choice and opportunity giving parents the ability to choose an affordable school that will best suit their individual child.	That parents and guardians are afforded choice when it comes to schooling for their child and to support one of our key objectives that no child will be denied a Catholic education due to an inability on the part of the family to pay school fees. Student retention associated with affordability. Fee remissions supporting immigrant families attributed to increased enrolment.

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Risk Management

Risk	How the risk will be managed
Demand for fee remission may exceed funding quantum available.	Fee remissions are monitored at quarterly reporting cycles. Where claims for remission relief is in excess of funding quantum, distribution will be on a pro-rata basis for the year.
Demand for fee remission may be less than expected.	Monitoring of remission for health care card holders is ongoing. Workplans will be reviewed and reassessed to incorporate other priorities.

Key stakeholders

Stakeholder & Interest/Impact	Engagement Strategy
Stakeholder name	
School Principals / Business Managers Fee remission assists school principals to provide choice to families around affordability.	CET provides information on fee remission policies and claiming reimbursement on remission to school principals via regional corporate services workshops, business managers meetings and state-wide principal briefings.
Resources and Sustainability Standing Committee / Catholic Education Commission Tasmania	Review and approval of policies. Financial management reporting.

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Activity/Initiative	Funding Model Support
Priority	A – Choice and Affordability B – Transition Assistance - Regional C – Special Circumstances Funding D – Strengthening outcomes for schools and educationally disadvantaged schools and students E – Student wellbeing and support

Description

Prior to 2023 two funding models (for Shared Funded and Direct Funded schools) were developed to cushion the impact of the transition to the direct measure of income funding arrangements for recurrent funding. Individual school support was provided directly to St Francis Flexible Learning Centre, as this school was significantly impacted by the changes in funding arrangements.

From 2023 all Catholic schools in Tasmania have transitioned up to 80% of the SRS. While the two funding models will continue to provide cushioning for schools transitioning down to the 80% of recurrent funding, overall funding within the models will be impacted by the transition. Regional Transition Assistance Funding will provide additional funding into the two funding models to support the reduction of recurrent funding for all schools within the models.

Eligible schools

All Direct Funded and Shared Funded Schools.

Timeframes

November annually, once Indexation, DMI and transition paths have been confirmed for the current year.

Outcomes

Objectives/expected outcomes	Indicators of success
Assist eligible schools in transitioning to the new funding model.	Transition gap is reduced by available CAF funding. All schools benefit from transition assistance funding disbursed directly from the funding models.

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Risk Management

Risk	How the risk will be managed
Available transition assistance funding is less than the transition shortfall.	Funding is monitored and reviewed with updates to once enrolment, DMI, ICSEA and Transition rates are determined annually. Pro-rata funding model top-ups will cushion the funding shortfall for relevant schools.

Key stakeholders

Stakeholder & Interest/Impact	Engagement Strategy
Stakeholder name Finance Staff at the Tasmanian Catholic Education Office perform financial analysis of the transition rates for schools and identify shortfalls in funding. Schools Resourcing Committee approves CAF centralised and distributed funding.	The Schools Resourcing Committee considers CAF priorities at their monthly meetings, discusses resource needs and shortfalls and approves funding plans.

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Activity/Initiative	Special Circumstances Grants
Priority	A – Choice and Affordability B – Transition Assistance C – Special Circumstances Funding D – Strengthening outcomes for schools and educationally disadvantaged schools and students E – Student wellbeing and support

Description

CET will set funding aside to be available to schools who meet the criteria for special circumstances funding. Schools will be required to apply for this funding using the guidelines developed by AISNT in accordance with the requirements of paragraph 24c of the CAF Agreement.

Applications for grants will be considered by the Choice and Affordability Fund Special Circumstances and Transition Assistance Reference Group.

Eligible schools

Catholic schools in Tasmania that meet the criteria for access to special circumstances funding.

Timeframes

CET will provide information to schools regarding the requirements of the funding and how to apply for special circumstances grants at the beginning of each year from 2023 to 2025.

Outcomes

Objectives/expected outcomes	Indicators of success
CET provides information to all schools on the Special Circumstances Funding via Communique and Principal Briefings.	Information on the Special Circumstances funding provided to schools.
The Schools Resourcing Committee will consider all applications for Special circumstances funding and make determinations on success of these applications.	Schools apply for Special Circumstances Funding Grant approvals are determined, and successful schools are funded.

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Activity/Initiative	Insight Project - Teacher Coaching and Professional Development
Priority	A – Choice and Affordability B – Transition Assistance C – Special Circumstances Funding D – Strengthening outcomes for schools and educationally disadvantaged schools and students E – Student wellbeing and support

Activity Description

Coaching of teachers by expert external consultants in both the primary and secondary context. This is based on the science of learning principles which encompass high impact teaching practices designed for optimal and sustained student learning and achievement. This evidence-based approach and achievement that endeavours to strengthen outcomes for schools, including educationally disadvantaged students.

Coaching will be undertaken on school site according to the needs of each school and the diversity between primary and secondary. There will also be whole of system professional learning conducted state-wide off school sites, to support educators in their improved pedagogical practice.

Coaches will also be engaged to support principals and senior leaders in their implementation of high impact teaching practices and a knowledge rich curriculum.

Schools will be provided with a suite of relevant professional learning resources to support best practice teaching and learning aligned with the science of learning principles.

Choice and Affordability Funding will assist schools with the affordability of the coaching programmes and enable teachers to engage with whole of system curriculum and pedagogy learning days. This will subsequently contribute to teacher development in high impact teaching practices that will strengthening student outcomes.

School Instructional Leaders: Teacher Practice (ILTP) will undertake high impact teaching practice (HITP) training/coaching to enhance their pedagogy. They are training for future roles as HITP Specialist Practice Coaches. They will receive regular system based and in-school training in highly effective teacher practice. They will share their current learning and demonstrate high impact teaching practice in their schools. They collaborate with fellow teachers to curate a system databank of quality lesson resources. These skills will be developed over several years and build capacity for deep understanding of high impact teaching practices, designed for optimal and sustained student learning and achievement. This will enable self-sufficiency at the school level over a period of time.

Eligible schools

All CET school's have the option to opt-in to the Insight Program in the first year or may join in subsequent years.

Timeframes

All activities for the Insight Project in the Strengthening Outcomes Priority will be ongoing throughout the life of this workplan.

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Outcomes

The intended outcomes of the Insight Project and Indicators of Success are:

Outcome[s]	Indicators of success
A positive shift in student knowledge and academic achievement.	Increase in NAPLAN and PAT scale score. Increase in NAPLAN relative gains.
A positive shift in teachers' knowledge of high impact teaching practices and science of reading and learning pedagogy.	Increase in teacher content knowledge and confidence in delivering sophisticated knowledge-rich curriculum materials. This will be measured using qualitative techniques including surveys and interviews.
A positive change in students' well-being and behaviour.	Increase in student attendance. Decrease in social, emotional, and behavioural incidences.
A positive change in the schools' culture.	Improved wellbeing for teaching staff, leadership, and principals. Teacher enjoyment and confidence in meeting and exceeding expectations of daily teaching responsibilities. Principals are more confident leaders of learning and innovative pedagogical practices based on the principles of the science of learning.
A positive shift in the rigour and professionalism of teachers' daily pedagogy in line with evidence-based practices.	Teachers' are building a bank of pre-planned, purposeful, explicit, structured, scripted lesson resources based on the science of learning.
Initial three-year intense coaching and reduce over time.	The initial three years will focus on improving teacher practice through high impact teaching strategy coaching, with self-sufficiency of knowledge transfer to teachers at the school.
Subsequent years	Capacity has been built in the ILTP to lead science of learning, high impact teaching practices and become future HTP specialist practice coaches.

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Risk Management

Risk	How the risk will be managed
Teacher access to coaches on-site. E.g: pandemic	Relationships will be sustained face-to-face and also via on-line cloud-based platforms and virtual professional learning opportunities.
Changes to key personnel and subsequent deficits in professional relationships formed over.	Coaching providers ensure access to all learning materials are readily available to key stakeholders. Coaching providers are established business operators with a model of sustainable collaborative approaches.
Sustainability of Funding	Annual budgets will be established detailing the relevant funding sources and expenditure.
Engagement of coaching recipients	Initial ILTPs volunteer to undertake high impact teaching practice. Positions can be interchangeable as required.

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Key stakeholders

Stakeholder name	Engagement Work
Coaches/consultants	Regular coaching providers maintain ongoing professional relationship with school staff both face-to-face and virtually to provide consistency of practice and evidence of learning outcomes. Attend system days and meetings and engage in high level strategic planning with coaching providers and project leaders.
Principals	Lead and support staff in implementing high impact teaching practice.
Deputy Principals	
Teaching and Learning Leaders	
Instructional Leaders: Teacher Practice (ILTP)	Are being trained for future roles as specialist coaches and share their learning and practice in their school. They collaborate with colleagues to create lesson resources.
Classroom Teachers	Are influenced by ILTP and attend on-going professional learning.
Teacher Assistants	Heightened awareness of high impact teaching practices to support teachers.
Business Services Staff	Point of liaison for financial responsibility and commitments.
Catholic Education Tasmania Head Office Teaching and Learning staff.	Under the direction of the Executive Director, support CET's strategic plan to improve teaching and learning system-wide with high impact teaching practice and knowledge rich curriculum. Point of liaison between coaches and schools. Ensure the key areas of focus are maintained: Pedagogy - How we Teach; Knowledge Rich curriculum - What we Teach; and Achievement - What our students have Learnt. Support system expertise and resourcing

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2023-25 CAF Workplan NGRB Sign Off

This 2023-25 CAF Workplan is submitted in fulfillment of the workplan requirement in part 4 of the CAF Agreement and I understand that, once approved, the work plan forms Attachment A to the CAF Agreement.

Dr Gerard Gaskin

**Executive Director
Catholic Education Tasmania:**



Date:

28 March 2023

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Schedule 1 – Indicative school-level distributions 2022–2025

Catholic Education Tasmania is unable to provide indicative amounts to be directly distributed to schools. There are currently no specific amounts to be distributed to schools. This will depend on fee remissions provided and direct assistance required for transition and special circumstances.

Priority A – Choice and Affordability

Schools who have increased fee remissions over a determined budget quantum will apply for reimbursement of the remission from CAF.

AGEID	School Name	2023	2024	2025
		\$	\$	\$

Priority B – Transition Assistance

This CAF priority may be a mixture of centralised expenditure or distributed to schools. This will be determined by the support required from the funding models.

AGEID	School Name	2023	2024	2025
		\$	\$	\$

Priority C – Special Circumstances Funding

Schools requiring special circumstances funding are yet to be determined.

AGEID	School Name	2023	2024	2025
		\$	\$	\$

Priority D – Strengthening outcomes for schools and educationally disadvantaged schools and students

This CAF priority will be centralised expenditure.

AGEID	School Name	2023	2024	2025
		\$	\$	\$