

# **Non-Government Reform Support Fund**

## **2020 Annual Report**

**Catholic Education Archdiocese of Canberra & Goulburn**

# Catholic Education Archdiocese of Canberra and Goulburn – 2020 Annual Report

## Executive Summary

During 2020 the Catholic Education Archdiocese of Canberra and Goulburn (CECG) undertook work in the following areas under the Non-Government Reform Support fund:

1. Nationally Consistent Collection of Data on School Students with Disability to develop robust systems and processes, and teacher capability.
2. Curriculum: An analysis of the quality of curriculum resources in use across the System, the identification of areas for improvement and the subsequent provision of high-quality K-6 curriculum resources in mathematics.
3. Financial management support to schools to improve governance and financial management practices.

All Catholic Education Canberra Goulburn systemic ACT schools were supported (29) together with Marist College and St Edmunds.

A summary of the major achievements for 2020 under each of the above areas is provided below.

### 1. Nationally Consistent Collection of Data (NCCD) on School Students with Disability

During 2020, five NCCD Officers, worked across CECG's 56 schools to support teachers in their work with Students with Disability as part of the CECG NCCD project.

Support provided by NCCD Officers to schools:

- Regular meetings with classroom support teachers and school NCCD teams. Due to COVID, these were held online in Terms 2 and 3.
- Termly communication about resources and professional learning via a newsletter
- Facilitation of staff meetings as requested by individual schools – Levels of adjustment, category of disability, evidence storage
- Professional learning for classroom support teachers each term during classroom support teacher network days
- Provision of tools for schools to use for the moderation process
- One-to-one support for teachers to write personalised plans
- Professional learning resources focussed on teachers' obligations in the areas of the Disability Discrimination Act and the Disability Standards for Education.

Throughout the year, CECG met regularly with the Education Directorate and Australian Independent Schools ACT. The three sectors collaborated to facilitate cross-sector moderation during the year. Other collaborative activities undertaken in 2020 involved regularly sharing resources, information and ideas across sectors which had the benefit of strengthening the relationship between the three sectors.

## **2. System-wide curriculum resources project**

In 2020, a collaboration was undertaken between Learning First and CECG key stakeholders to deliver:

- Creation of K-6 Mathematics Working Group consisting of 12 teachers and content knowledge experts.
- 6 meetings conducted examining current K-6 mathematics resources used nationally and globally.
- Curriculum framework developed to closely analyse these resources for links to Australian Curriculum, high quality and evidence based.
- Creation of a curated list of K-6 recommended mathematics resources.
- Support for schools to implement these resources in classrooms through school-based professional learning to unpack resources and understand best use.

## **3. Improving governance and financial management practices**

CECG utilised 0.4 FTE resource in the School Accounting Support team to provide sufficient resources to support more robust financial management skills and practices in schools, particularly for the smaller ACT Catholic schools who do not have their own dedicated financial management FTE resource employed directly.

Support provided to ACT schools in 2020 included:

- Development of additional reporting to assist schools to manage staffing FTE and costs more effectively against approved yearly staff allocations.
- Provided support to four ACT Schools who undertook the reregistration process in 2020, ensuring compliance with the financial viability requirement of the Education Act 2004.
- Regular contact with school Principals to assist with development of school budgets, review of school staffing and implementation of financial policies as a result of COVID-19.

## Project Report

### Summary of 2020 achievements

Project title	Project description and activities	Expected outcomes/ Overall achievements  Achieved or Not achieved	Indicators of success  Add the target % achieved	List any additional activities or variations to agreed activities and/or any additional information on outcomes or achievements
<b>Nationally Consistent Collection of Data on School Students with Disability</b>	<p>Upskill teachers understanding of disability, Disability Discrimination Act (DDA) and Disability Standards of Education (DSE)</p> <p>Maintain quality of information captured through accurate levels of adjustment, up-to-date personalised plans that are implemented and regularly updated in consultation with parents and teachers.</p> <p>Maintain required evidence in a central repository to enable all teachers involved with the student's development to access information easily as well as withstand any audit</p> <p>Develop a whole school approach in Secondary schools for Personalised Plans.</p>	<p>CECG has robust systems and processes to manage all NCCD aspects</p> <p>Increased teacher capability and resources to efficiently and effectively apply and meet NCCD requirements</p> <p>Expected outcomes have been <b>achieved</b> in all areas.</p>	<ul style="list-style-type: none"> <li>• 100% of teachers have completed the new DSE online modules</li> <li>• 100% of students have evidence to support their disability category in the NCCD data collection</li> <li>• 100% of personalised plans are sent home to parents</li> <li>• 100% of schools have moderated within school teams to determine levels of adjustment</li> <li>• 100% of students have sufficient evidence</li> <li>• 100% of schools have a whole-school approach where: <ul style="list-style-type: none"> <li>○ NCCD team roles within the school are clearly defined.</li> <li>○ Numerous staff are responsible for personalised plans .</li> <li>○ School specific processes in</li> </ul> </li> </ul>	<p>Regular meetings with classroom support teachers and school NCCD teams were scheduled. Due to COVID, these were held online in Terms 2 and 3.</p>

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			<p>completing personalised plans, meetings with parents, entering adjustments, moderation, etc. have been clearly defined and are being reliably enacted</p> <p>Regular, differentiated, and targeted support was provided to schools in 2020.</p> <p>School data (from staff meetings, leadership team meetings and one-on-one work in schools) and individual school reports from the 5 NCCD officers working across the schools, supports the <b>achievement of the targets</b> listed above.</p>	
<b>System-wide curriculum resources project</b> <b>An analysis of the quality of curriculum resources in use across the System, the identification of areas for improvement and the subsequent</b>	<ul style="list-style-type: none"> <li>Working with a strategic partner, Learning First, a Situational Analysis of curriculum and curriculum resources, particularly in K-6.</li> <li>Mathematics K-6 was identified as the curriculum area in most need and Learning First and CECG to lead a system renewal in Maths resourcing.</li> </ul>	<ul style="list-style-type: none"> <li>The development of a system-wide pool of high-quality resources available for all teachers and schools to use.</li> <li>Assurance of a guaranteed standard of curriculum resources for K-6 mathematics in use in</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation of the process used indicates its effectiveness</li> <li>K-6 Maths resources identified, purchased and made available to all schools in the system.</li> <li>Uptake of the curriculum resources by schools for 2021.</li> <li>Numerous teachers</li> </ul>	<p>This project has leveraged the creation of the Curriculum Hub- an online platform whereby teachers can collaborate, access recommended resources, and use the Quality Curriculum Framework (produced by the K-6 maths project) to identify other quality curriculum resources.</p>

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<b>provision of high-quality K-6 resources in mathematics.</b>	<ul style="list-style-type: none"> <li>Subject matter experts and Curriculum experts will lead a working group of System Maths teachers in a process to: <ul style="list-style-type: none"> <li>-develop and adopt an evaluative framework to identify high quality resources in mathematics K-6</li> <li>-prioritise content areas for each year level and develop scope and sequences</li> <li>-identify high quality resources already in use in our schools</li> <li>-Identify high quality resources to fill gaps where resources are not adequate</li> <li>-propose professional learning to lift teacher capacity and confidence in the teaching of mathematics using the resources.</li> </ul> </li> </ul>	<p>the system.</p> <ul style="list-style-type: none"> <li>Increased teacher capacity and confidence to teach mathematics effectively across K-6.</li> <li>The provision of appropriate professional learning to teachers to ensure effective delivery of the curriculum resources in the classroom</li> <li>The development of increased expertise in the system in using an evaluative framework to identify high quality curriculum resources.</li> </ul> <p>Expected outcomes have been <b>achieved</b> in all areas. Professional Learning for teachers has progressed from initial recommendations to ensure a more targeted approach to need.</p>	<p>undertaking the associated professional learning</p> <ul style="list-style-type: none"> <li>Plans in place to follow a similar process to identify high quality curriculum resources in another area of need.</li> </ul> <p>The identification of quality resources, a framework to identify quality resources and engagement with representatives from primary schools is <b>100% achieved</b>.</p> <p>Some indicators of success are ongoing. Professional learning continues according to identified need and is being supported by external consultants and internal Teaching and Learning Officers. 29 schools have been resourced with recommended primary maths resources and have been supported with face-to-face instruction on how to effectively implement these resources.</p>	<p>The Curriculum Hub will expand to include further key learning areas and interactive opportunities for teachers which will support improvement in teaching across the system.</p> <p>The Curriculum Situational Analysis Report received is being used to identify curriculum areas (other than Mathematics) in which teacher support is needed to ensure the use of quality curriculum resources and effective teaching.</p> <p>More projects are planned to better understand current practise and use of resources, identify areas of need and implement changes that will improve teaching and learning</p>
<b>Improving governance and financial</b>	a) Continue the dedicated resource to strengthen financial management skills and practices	Key personnel in ACT Catholic schools with significant financial responsibility improve their financial management	All schools have robust financial management practices in place, allowing the school to operate effectively and maintain a sound	

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<b>management practices in non-government schools.</b>	<p>in ACT schools, particularly primary schools.</p> <p>b) The school administration system Compass program will extend on support to key personnel with financial management responsibility in the following areas:</p> <ul style="list-style-type: none"> <li>- Understand framework under which schools operate</li> <li>- Contemporary reporting practices</li> <li>- Planning and managing school budget</li> <li>- Ensure sound systems and policies are followed and reviewed.</li> </ul>	<p>knowledge to support and maintain sound financial management practices.</p> <p>Key personnel in schools have access to financial management expertise within CEACG.</p> <p>Expected outcomes have been <b>achieved</b>.</p>	<p>financial position. Measures of success include schools operating effectively with a continued positive financial position during a period of reduced Government funding.</p> <p>Targets <b>achieved</b></p>	

### 2020 Budget expenditure

Project Activities	Reform support funding
<b>NCCD</b>	
Provide release time for teaching and learning support officers for training at 29 schools	\$113,017
Employment of NCCD Project Officers	\$221,186
Development of NCCD resources and training material	\$7,862
<b>Total NCCD</b>	<b>\$342,065</b>
<b>Curriculum</b>	
An analysis of the quality of curriculum resources in use across the System, the identification of areas of need and the provision of high-quality K-6 curriculum resources in mathematics	\$116,190
<b>Total Curriculum</b>	<b>\$116,190</b>
<b>Financial Management</b>	
0.4FTE resource to provide financial management training and business support for key school personnel	\$39,745
<b>Total Financial Management</b>	<b>\$39,745</b>
<b>Total</b>	<b>\$498,000</b>