Non-Government Reform Support Fund

2020 Annual Report

Catholic Education Commission of Victoria Limited

Executive Summary

Catholic Education Commission of Victoria Limited (CECV) continued to deliver on the initiatives outlined in the 2019-2022 Non-Government Reform Support Fund Strategic Plan. The key projects delivered in 2020 comprise:

- Quality assurance, moderation and support for the continued improvement of the Nationally Consistent Collection of Data on School Students with Disability (NCCD)
- Agile school improvement
- Successful Readers and Writers in the Early Years
- Integrated Catholic Online Network (eAdmin)
- Changing Schools Governance Structure
- Sponsored Study: Master of Business Administration – Executive
- Sponsored Student Wellbeing Studies and PL – Master of Education and Berry St partnership
- Developing teacher capacity to meet student needs; Improving transparency and accountability practices and improving performance and development processes

Progress against your strategic plan

The CECV has undertaken the projects specified in the Non-Government Reform Support Fund Strategic Plan 2019 to 2022.

The majority of projects identified in the strategic plan have commenced and some expected to continue into 2021 and 2022.

Relationship with your state and territory government

CECV has an ongoing positive working relationship with both the Victorian Department of Education and Training (DET) and Independent Schools Victoria (ISV). The CECV recently worked with DET to report on the outcomes of 2020 progress against the bilateral agreement between the Australian and Victorian governments.

The CECV is a participant of the School Policy and Funding Advisory Council (SPFAC) which comprises of five members including the Secretary of the Victorian Department of Education and Training, Acting Executive Director of the CECV, Chief Executive of Independent Schools Victoria, another Department of Education and Training representative and an independent member.

The group provides advice to the Minister for Education on regulatory, policy and funding issues that affect government and non-government schools. The Council is also responsible for establishing all the State based reform initiatives in the bilateral agreement between the Commonwealth and Victorian governments.

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
1. **Quality assurance, moderation and support for the continued improvement of the Nationally Consistent Collection of Data on School Students with Disability (NCCD)**	Learning Consultants-NCCD/Diversity engaged to build the capacity of principals and school leaders to understand, implement and accurately complete NCCD processes within the CECV Intervention Framework. Provide training to principals and school leaders to improve accuracy in determination of disability category and level of adjustment through moderation and quality assurance processes within and across schools. Learning consultants will continue to support and refine NCCD school processes to identity, collect, analyse and moderate the data. Implement targeted CECV quality assurance and moderation processes to ensure the consistency, accuracy and integrity of submitted NCCD data to the Department of Education and Training. Access to User B Pearson Training to selected school staff to support	• Build the capacity of school leaders to utilise the CECV Intervention Framework to accurately identify and make required adjustments including participation in sponsored study and User B training with Pearson. **Achieved** • Deliver professional learning that outlines the key principles of NCCD at central and regional workshops **Achieved** • Support schools to accurately determine the disability category and level of adjustment for individual students supported by evidence in the four areas. **Achieved** • Provide schools with access to the Record of Student Adjustment and Evaluation (ROSAE) ICT application to record evidence. **Achieved** • Build the capacity of school leaders to identify, collect,	• For 90% of schools to directly engage with the CECV • For 90% of schools to attend workshops / NCCD briefings (moderation component of agenda) **100% achieved** • For 90% of schools to work with their NCCD Consultant to review their application of the NCCD model including the processes documented in their "key timeframes and activities" document. **100% achieved** • For 40 people to complete user B training with Pearson. **18 participants - not achieved** • For 100% of new coordinators to have support via onsite visit. **100% achieved**	Most targets were able to be achieved despite the impact of the COVID-19 pandemic. The number of participants completing the user B training was 18 which was short of the target of 40. Due to COVID19 restrictions, only one cohort was able to be facilitated instead of the planned four cohorts.

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	identifying student need and imputed disability. Provide training for psychometric assessment at one of the dioceses	analyse and moderate their NCCD noting the large number of new Learning Diversity Leaders in 2020. **Achieved** • Capacity of staff built to implement and analyse specialists' reports **Achieved**	• For 100% of schools to upload data to the CECV portal allowing for year-on year data analysis at adjustment level to identify variances/anomalies and raise these with schools as part of the QA process. • For a 25% increase in the number of staff that have completed the DSE online modules for 2020 compared to 2019. **113% achieved** • For ROSAE to be deployed to 20% of Victorian Catholic schools. **24% achieved** • For 500 staff to have completed one of the online training modules (OLT) (dyslexia, oral language, hearing impairment, ASD behaviour) training in disability specific areas and development of SMART goals in 2020. **1037 staff - achieved**	

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			• For 40 participants to complete User B Pearson training to support identifying student need and imputed disability. **100% achieved** • 38 school staff completing the training attend all training sessions and complete associated tasks **100% achieved** • 38 schools revise assessment processes to incorporate additional psychometric assessments **100% achieved** • 38 schools implement psychometric testing to augment NCCD application and processes **100% achieved** • 38 schools receiving individual school visits to assist in applying assessment to NCCD processes **100% achieved**	
2. **Agile school improvement**	Agile leadership provides a dynamic approach to leading change that will enable leaders to maximise	• Improved instructional leadership capacity of principals and leaders	• 90% of participating school leaders have improved school improvement plans	The Agile Leadership networks pivoted to online programs for much of 2020. It didn't harm

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	their impact, harness evidence and create effective local solutions. These teams work to create a positive impact through adopting agile ways of working together. The project has a focus on building instructional capacity of education leaders, through improved data literacy and impact thinking. System leaders work with participating schools to develop more impactful school improvement planning. The project has a focus on developing literacy outcomes through agile learning sprints, discipline cycles of inquiry. Engagement in Learning Sprints supports the adoption of evidence-informed practices and enables educators to collectively plan, act and evaluate their impact. The approach is aligned with the existing research evidence into the features of effective teacher professional learning and the science of behaviour change. Support and consultancy sourced from Agile Schools through Simon Breakspear and other experts.	**Achieved** • Improved data capacity of school leaders **Achieved** • Improved school wide processes for cycles of inquiry **Achieved** • Improved teacher practice in differentiation **Achieved**	**98.4% achieved** • 90% of participating school leaders have improved data literacy skills **93.2% achieved** • 90% of participating schools have disciplined structures for cycles of inquiry **100% achieved** • 100% teachers have increased confidence in using learning and teaching cycles **100% achieved**	the quality of the outcomes or program; in fact, we had more teachers participate online than we would have had face to face. 151 schools participated in the Simon Breakspear led Agile School Improvement Networks, with School Improvement plans becoming sharper and more focussed as a result. Schools reported as having more tools for improvement at their disposal such as the Impact canvas which is supporting schools to identify the targeted impact of the annual action planning on student outcomes.

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3. Successful Readers and Writers in the Early Years	This project implements targeted literacy instruction to improve literacy teaching and learning. Our motivations are framed by social justice principles of participation, equity and access so that every child is enabled through literate practices to realise diverse life goals. The ideal outcome is for all children to develop deep understanding of the linguistic meaning making systems necessary for a just community and world. It aims to do this through two main professional learning programs: (a) Phonics in Context & Words in Context These professional learning programs build teacher skills and knowledge through face to face professional learning. Resources are developed to support teachers build their capacity. (b) Reading Recovery Students are selected for reading recovery at the end of prep based on individual measures of assessment and teacher judgment. Their classroom literacy program is then supplemented with daily one-	• Targeted support for young readers at risk **Achieved** • Improved teacher skills and knowledge in early years literacy instruction **Achieved** • Improved teacher confidence in early years literacy instruction **Achieved** • Improved student outcomes in reading and writing in the early years **Achieved**	• 90% of teachers participating in the professional learning program increase skills and knowledge in teaching reading concepts in the early years **100% achieved** • 100% of students identified for intervention have increased text levels by 10 levels **100% achieved**	Built Literacy Connect series of webinars. Online professional learning in literacy has seen double the numbers of teachers accessing professional learning in literacy. Schools reporting not having to travel, find carparks and release teachers for professional learning has opened up more opportunities for staff to undertake professional learning. A literacy google site was developed to house a range of effective tools and resources for teachers to access at times suitable for them. The Literacy Lab site hosts videos, recordings, podcasts, research and tools to support teachers become successful readers and writers in the early years of schooling. Website analytics showed over three thousand uses in the first month of operation. Delivery of the professional learning through webinars and online video conferences resulted in teachers reporting increased

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	to-one lessons of thirty minutes. The series of lessons runs for 12-20 weeks with a specially trained teacher. The lessons consist of a variety of experiences designed to help children develop effective reading and writing.			confidence in early years instruction.
4. **Integrated Catholic Online Network (eAdmin)**	The Integrated Catholic Online Network (ICON) provides enterprise technologies, processes and services for all schools for learning, collaboration, administration, planning and reporting, and portal services that will evolve and grow over time. The Reform Support Fund contribution will form part of the significant investment made by the CECV totalling $158 million from 2011 to 2019. ICON will be a single, flexible, centrally managed platform, provided as a service to all schools and Catholic Education Offices, to simplify and raise the bar with significant improvements to governance and financial management practices. ICON will enable shared services to be provided to schools that	• A best practice administration system for schools to meet ongoing government accountability requirements **Achieved** • Standardisation of processes across all schools to enable more efficient work practices • Working with the same technology platform across all schools, ensuring equitable access to a robust administration system **Achieved** • Reduction of duplicated data entry due to integration of key administrative processes **Achieved** • Increased business intelligence capabilities, data analysis and reporting	• Total of 215 schools using the ICON platform of which 170 are using ICON CEM Shared Services **Not achieved - 201 schools using ICON platform of which 160 schools are using ICON CEM Shared Services**	The implementation of ICON and shared services during 2020 was slightly short on the original target. This was slightly impacted by the COVID-19 pandemic where all training and implementation activities were moved to a remote environment. Despite the challenges, it has been a successful year where an additional 95 schools transitioned to the ICON platform. All of these schools also adopted the ICON CEM Shared Services model.

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	incorporates Financial Accounting Services, Financial Transaction Services, Payroll Services and Compliance Services. ICON will also be built as a platform on which additional systems can be connected. Driven by school practitioners and experts, ICON will be extended to provide further learning opportunities using emerging technologies and more sophisticated school administration tools. ICON is at its core, a transformation enabling program. ICON will support school leaders, teachers and staff to transform business processes and implement new operating paradigms to enhance financial management, school administration, compliance and student learning.	**Achieved** • Reduction in the administration and compliance burden on school staff at a local level **Achieved**		
5. **Changing Schools Governance Structure**	One of the Catholic Education Offices and their respective Diocese will continue the process of establishing a centralised incorporated governing authority over diocesan schools that will ensure responsibility and	• Provide communication and collaborate with all relevant stakeholders **Achieved** • Further develop HR and ER departments to enable development of processes and policies that will allow	• Participation rate of 80% of principals at principal briefings within the diocese to discuss implications, challenges and opportunities	Majority of the principal briefings and workshops were conducted online due to Covid restrictions. While this made it more difficult to deliver the relevant information, attendance was very high at 95%.

ownership is removed from the canonical administrator/parish priest. Funding from the Non-Government Reform Support Fund will assist in providing preparation support to schools to ensure the transition of this significant change in school governance structure is effective. The human resources (HR) and employment relations (ER) personnel at the Catholic Education Office will continue to assist in establishing the employment relations process that will follow once the employer of all staff in the diocese is centralised. HR and ER officers will continue to develop policies and structures around payroll processing, contracts, awards, leave arrangements, performance appraisals, professional learning, compliance, legal issues, child safe, OHS, WorkCover, and staff induction/development. To further develop the new governance structure, a review must be conducted in every school in the diocese to ensure VRQA compliance before 1 January 2021.	the impending change to be appropriately managed within the new structure. **Achieved** • Conduct VRQA reviews in selected schools to ensure compliance. **Achieved**	**Achieved 95% participation rate in online/onsite briefings and workshops** • Continued employment of 2.0 FTE HR and ER officers **Achieved - Continued employment of the 2.0 FTE plus an expanded People & Culture team with a further 3.0 FTE staff employed in this area, total 5.0 FTE.** • Engage 2 external contractors to conduct school VRQA reviews. **Achieved -All schools completed full VRQA reviews with external contractors to ensure compliance before 31/12/2020.**	The expanded compliance requirements due to the change in governance has meant additional centralised staffing resources are required to support schools. Areas of focus have been in HR, ER, Risk & Compliance, Procurement & Contract and OHS. In addition to the schools, much of the VRQA registration requirements for the new governing entity were conducted with existing staff, however extensive legal costs were also incurred.

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	This has resulted in the VRQA Full School Reviews to be brought forward for approximately 20 schools. Contractors will be required to perform the reviews and ensure compliance for each school.			
6. **Sponsored Study: Master of Business Administration – Executive**	One of the dioceses, through the leadership development team, has partnered with Australian Catholic University to offer sponsorship opportunities to leaders in Catholic education to complete post graduate qualifications. Leaders at different career stages have the opportunity to enhance their skills and build capability in leading Catholic schools. In order to provide a targeted opportunity for principals and senior leaders, the Master of Business Administration (Executive) (MBAE) has been customised to address the unique nature of Catholic schools. Within the context of a faith commitment, leaders are charged with the responsibility of fostering deep learning, ensuring student safety and wellbeing and	• Since 2015 a total of 18 have successfully completed the MBAE, with a further 37 currently undertaking study, with 22 to successfully complete in 2020 **Not Achieved – 10 students completed the MBAE in 2020** • Improved instructional leadership capacity of principals and school leaders. **Achieved** • Improved data capacity of school leaders **Achieved** • Improved leadership processes for cycles of inquiry **Achieved** • Improved practice in effective change management of both people and resources **Achieved**	• Increased applications for principalship, reflecting completion of MBAE or Sponsored Study **100% achieved** • Demonstrated capacity and capability to develop and lead school improvement agendas with a clear focus on Catholic Identity **100% achieved** • Enhanced capacity to work with all members of the school community to develop strategic plans, with improving student outcomes as a stated priority **100% achieved** • Demonstrate improved data literacy skills to inform whole school strategic planning	As a result of Covid-19, the 2020 course moved to online delivery, with units no longer offered in residential mode. In 2021, the course continues to be offered online only. Lower uptake expected in 2021 by principals and deputy principals as a result of uncertainty and pressures of leading in a Covid-impacted context.

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	demonstrating effective stewardship of human and financial resources. Recognising the increased accountability and changes in funding structures has led to systemic commitment to support both current and future leaders in Catholic Education to build their business acumen. The MBAE recognises the need to accelerate principals and senior leaders' functional and strategic understanding of both the management process, providing analytical tools to address the rapidly changing environment of school leadership. During the course, the following critical capabilities are developed: • Business skills for educational leadership • Financial skills to optimise decision making • Understanding of approaches to educational governance and social responsibility	• Wider recognition of governance and its relationship to key stakeholders at system, parish and school level **Achieved**	**100% achieved** • Increased capacity to demonstrate and maintain good governance, aligned with school-based policy, systemic and government compliance **100% achieved**	

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	• Identifying and delivering quality solutions for stakeholder • Enhancing effective people and change management processes			
7. **Sponsored Student Wellbeing Studies and PL – Master of Education and Berry St partnership**	The Master of Education (Student Wellbeing), delivered in partnership with Australian Catholic University (ACU), is designed to enable participants to further develop their knowledge and understanding of students' social, emotional and wellbeing needs. It also helps them link this knowledge to improved student engagement and learning outcomes. The 'Enable, Connect, Engage & Learn' Professional Learning partnership with Berry St Education Institute offers a sequential four-part learning series for school leaders and staff. It links latest wellbeing learning/research and practice, including trauma-formed practice for improved wellbeing and learning outcomes.	The aim of this credentialed learning specialisation is to enhance the practice, knowledge and skills of Catholic school leaders to: • build the capacity of Catholic leaders and teachers to create positive cultures and practices for improved wellbeing and learning across all students. **Achieved**	• 100% of participants are able to demonstrate a critical understanding of the literature and the broad range of practices associated with student wellbeing and links to learning outcomes. **100% achieved** • 100% of participants are able to identify effective strategies to assist school teams to implement practices for improved student wellbeing, as part of a holistic approach, in Catholic school settings **100% achieved**	Additional components of this 2.5-year master's course with ACU were delivered as online learning during 2020 due to Covid-19. There were a total of 112 graduates studying across the three-year levels of the course in 2020. For the PL partnership with Berry St Education Institute in 2020, Session 1 of this 4-part training series was delivered face to face while Sessions 2 – 4 were reconfigured due to Covid-19 and delivered online during terms 3 & 4. There was a total of 55 teacher participants in this sequential, targeted learning series during 2020.

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8. **Developing teacher capacity to meet student needs; Improving transparency and accountability practices and improving performance and development processes**	One of the Catholic Education Offices will implement a variety of strategies to empower school leadership. This project aims to improve performance and development practices within School Leadership teams. To achieve this aim, the Catholic Education Office will engage the services of the Company that developed the Educator Impact, software tool to further develop the 360-degree feedback tool to encompass the capabilities as outlined in the Diocesan Leadership Framework. This Diocesan tool, will be used across all Primary schools within the Diocese.	• Improved evidence of performance and development processes in the nine trial schools. **Achieved – although number of trial schools reduced to three** • Evidence of the use of the 360-degree feedback tool as the basis of goal setting. Leadership teams then work together on development goals to increase collaboration and plan activities towards meeting goals. **Achieved** • Leadership teams working together on goals to increase collaboration and plan activities towards meeting goals. **Achieved**	• 90% success in the use of the feedback tool in the leadership teams of the nine pilot schools **100% achieved – although pilot schools reduced from nine to three**	Three of the nine pilot schools have managed to engage in the process, due to extenuating circumstances at the local school level i.e Change of Principal, and/or staff, illness, access to material. • It is envisaged that the remaining six schools will begin the process in Term 3 2021 using the Catholic education office's funds. Due to the delay in the process beginning with Educator Impact the work plan has been modified and now also includes the development of: 1. Performance, Development and Review Policy and Procedure document. 2. Principal Performance, Development and Review process

2020 Budget expenditure

Project	Activities	Reform support funding
NCCD	Quality assurance, moderation and support for the continued improvement of the Nationally Consistent Collection of Data on School Students with Disability	$1,581,628
School Improvement	Agile School Improvement	$205,077
Early Years Readers/Writers	Successful Readers and Writers in the Early Years	$495,000
eAdmin	Integrated Catholic Online Network	$3,560,625
Governance	Changing Schools Governance Structure	$118,406
Business Administration	Sponsored Study: Master of Business Administration – Executive	$169,864
Wellbeing	Sponsored Student Wellbeing Studies and PL – Master of Education and Berry St partnership	$88,059
Developing teacher capacity to meet student needs	Developing teacher capacity to meet student needs; Improving transparency and accountability practices and improving performance and development processes	$114,341
	TOTAL	**$6,333,000**