

**Non-Government Reform Support Fund**

**2020 Annual Report**

**Catholic Schools NSW**

## Executive Summary

The NSW Catholic Bishops have established Catholic Schools NSW (CSNSW) as the overarching entity for all Catholic schools in NSW. CSNSW is the approved authority and representative body for NSW Catholic schools, engaging closely with the Commonwealth Government and the NSW Government. CSNSW has specific remits from the NSW Catholic Bishops to ensure compliance in relation to the requirements of the Australian Education Act, the NSW Education Act and other applicable legislation. CSNSW is also tasked with reporting on the efficiency and effectiveness of Catholic schools in NSW. There is alignment between the objectives of the Non-Government Schools Reform Support Fund and the mandate to CSNSW from the NSW Bishops.

In 2020, CSNSW represented and supported 598 schools, 258,000 students, and 30,000 staff. The impact of COVID-19 disrupted several planned activities. Some of these activities were delayed until 2021, others proceeded with a modified scope and/or delivery, and others were replaced with alternative activities designed to meet the objectives of the Reform Support Fund.

The Reform Support Fund contributed to significant achievements in 2020, including:

- the development of the NSW Catholic Schools Aboriginal and Torres Strait Islander Strategy, which will build and enhance a culturally inclusive environment for Aboriginal and Torres Strait Islander students in Catholic schools;
- the Foundations for Learning initiative for beginning Kindergarten students was developed and deployed to all Catholic primary schools and early learning settings, supporting K–2 literacy and numeracy development and enhancing support for families to model evidence-based practices for early learning;
- a range of CSNSW Professional Learning offerings were developed, disseminated and accessed, providing school leaders and teachers with excellent, ongoing professional development;
- an improved understanding of the current workforce profile of NSW Catholic education, laying the foundations for a response strategy to address future labour force requirements;
- CSNSW supported Catholic schools to meet their obligations under the NCCD collection, including through CSNSW online tools and advice in applying NCCD Guidelines consistently when establishing the NCCD classifications for students.

CSNSW has a well-established, productive and ongoing relationship with the NSW Government through its participation in the Non-Government Schools Advisory Council, the Board of the NSW Education Standards Authority and a range of other committees. In addition, CSNSW has direct liaison at the highest level with the NSW Department of Education and at the operational and policy implementation levels with departmental and NESA officers. CSNSW continues to work with our cross-sectoral partners as we advance initiatives of the Bilateral Agreement and looks forward to maintaining these arrangements for the purpose of achieving these important reforms.

The 2020 projects and activities have also contributed to the progress of CSNSW against its own Business Plan, which is highlighted below in the first column.

## Summary of 2020 achievements

Project title	Project description and activities	Expected outcomes/ Overall achievements  Achieved or Not achieved?	Indicators of success Wherever possible, quantify the achievement (for example, XYZ new resources or 80% of respondents reported XYZ).	List any additional activities or variations to activities (due to COVID) and/or any additional information on outcomes or achievements
<p><b>1. Project to support students at risk of educational disadvantage</b></p> <p><b>CSNSW 2020 Business Plan Related Activity:</b></p> <p>2.1 Support the implementation of evidence-based practices and professional learning (particularly to support students at risk of educational disadvantage and boost achievement in literacy and numeracy)</p>	<p>The project will provide policy advice, guidance and coordination of NSW Catholic sector programs to support students at risk of educational disadvantage.</p> <p>The project will include the development of targeted resources and/or initiatives to support evidence- based pedagogy, quality teaching and innovation.</p> <p>In 2020, the following specific activities will be undertaken:</p> <ul style="list-style-type: none"> <li>• Development of the NSW Catholic Aboriginal and Torres Strait Islander education strategy and associated activities, including best-practice guides/reflection tools.</li> <li>• Pilot conducted with the Stronger Smarter Institute.</li> <li>• Enhancement of the CSNSW Personalised Planning for Students with Disability</li> </ul>	<ul style="list-style-type: none"> <li>• A stronger strategic approach that will ensure Catholic School Agencies and individual schools build a culturally inclusive environment for Aboriginal and Torres Strait Islander students— <b>Achieved</b></li> <li>• Enhanced implementation by school leaders and teachers of effective practices for specific student cohorts— <b>Achieved</b></li> <li>• Improved capacity of systems and schools to meet the diverse needs of students enrolled in NSW Catholic schools—<b>Achieved</b></li> <li>• Streamlined implementation of the mandatory work placement component of vocational education and</li> </ul>	<ul style="list-style-type: none"> <li>• The NSW Catholic Schools Aboriginal and Torres Strait Islander Strategy has been developed—<b>Achieved</b></li> <li>• A suite of NESA accredited professional learning offerings to support the Aboriginal and Torres Strait Islander strategy is accessed by school and system—<b>Delayed by COVID</b></li> <li>• Frameworks and specific resources, including case studies, to support ‘best practice’ are available to schools—<b>Achieved</b></li> <li>• Enhanced CSNSW Personalised Planning Online Tool is available to schools—<b>Achieved</b></li> <li>• VET teachers and students in Catholic schools are accessing the new online tool to support work placement hours—<b>80% Achieved</b></li> <li>• Successful cross sector celebration of students’ achievement in VET— <b>Achieved</b></li> </ul>	<p>CSNSW developed and contributed to Primary and Secondary Online Teaching and Learning Resources Portal. The Yammer function of the portal became an important tool for teachers to access teaching and learning resources for all children, particularly for Aboriginal Torres Strait Islander students and families.</p> <p>The online tool to assist VET teachers has been developed and trialled by a number of Dioceses. Due to COVID-19 and the restriction placed on work placement and work experience during 2020, full implementation has been delayed to 2021.</p> <p>The NSW Training Awards were celebrated virtually in</p>

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	<p>(PPSD) online tool to enable 'one-stop' capability for personalised planning to meet diverse student personalised planning needs; for example, students with disability (see also NCCD Project 8), Aboriginal and Torres Strait Islander students, students in out-of-home care, gifted and talented students, students requiring behaviour support and student risk assessments.</p> <ul style="list-style-type: none"> <li>• Implementation of online tool to support work placement for VET students and their teachers, to streamline information and data capture as well as provide digital portfolios for students.</li> <li>• Supporting Training Awards in partnership with NSW Department of Education</li> <li>• Ongoing development of a</li> </ul>	<p>training courses—<b>Achieved</b></p> <ul style="list-style-type: none"> <li>• A stronger strategic approach to support the needs of regional, rural, and remote schools, their teachers, students and families—<b>Partially Achieved</b> (while aspects of this expected outcome were achieved through a strategic workforce review, access to distance education resources and access to collaborative cross-sectoral professional learning, as well as other supports, the main strategic activity of developing a rural and remote strategy was deferred to 2021)</li> </ul>	<ul style="list-style-type: none"> <li>• Catholic sector rural and remote policy network established and maintained— <b>Achieved</b> (due to COVID-19, this objective was achieved through CSNSW collaboration with the Directors of Catholic education from the 11 Dioceses of NSW)</li> </ul>	<p>2020 rather than in a face-to-face format due to COVID-19 restrictions. This allowed regional and remote school communities and their families to participate.</p> <p>In relation to the stronger strategic approach to support the needs of regional, rural and remote schools, as well as the associated policy network, COVID disrupted some of these plans. In response, CSNSW supported rural and remote schools to upgrade their internet bandwidth, ensuring students at risk of disadvantage had improved connectivity. See also notes in columns to left.</p>

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	Regional, Rural and Remote Network for NSW Catholic schools.			
<p><b>2. Project to develop strong foundations for learning through implementation of evidence-based practices</b></p> <p><b>CSNSW 2020 Business Plan Related Activity:</b></p> <p>2.1 Support the implementation of evidence-based practices and professional learning (particularly to support students at risk of educational disadvantage and boost achievement in literacy and numeracy)</p>	<p>The project will provide expert policy advice to Catholic School Agencies and individual schools to embed evidence-based practices.</p> <p>The project will include:</p> <ul style="list-style-type: none"> <li>Support for ongoing Catholic sector involvement in the NSW Literacy and Numeracy Action Plan, including implementation of Learning Progressions and involvement in evaluation activities.</li> <li>Phase 2 of the Early Years (K-2) initiative to support foundational skills in literacy and numeracy, including connecting with home learning.</li> <li>Support for K-6 Collaboration Forums and Early Years Network.</li> </ul>	<ul style="list-style-type: none"> <li>Improved literacy and numeracy outcomes for students in participating NSW Literacy and Numeracy Action Plan schools—<b>Achieved</b></li> <li>Improved capacity of school leaders and teachers in understanding the on-entry literacy and numeracy capacity of students—<b>Achieved</b></li> <li>Enhanced implementation by school leaders and teachers of evidence-based practices to support foundational (K-2) literacy and numeracy development and enhanced support for families to model evidence-based practices to support early learning—<b>Achieved</b></li> <li>Improved analysis of students' data to assist identification of best</li> </ul>	<ul style="list-style-type: none"> <li>All 99 NSW Catholic schools participating in the NSW Literacy and Numeracy Action Plan successfully engage in all aspects of the Plan's implementation and evaluation, including use of the literacy and numeracy learning progressions as a measure of K-2 student progress— <b>Achieved</b></li> <li>Foundations for learning initiative for beginning Kindergarten students is developed and made available to all Catholic primary schools and early learning settings— <b>Achieved</b></li> <li>Outcomes of a review of the range of K-12 numeracy interventions in NSW Catholic secondary schools is reported— <b>Partially Achieved</b> (CSNSW reported on sector-wide outcomes in numeracy and developed case-studies of high-</li> </ul>	<p>Additional activity: <b>Transition to school: Advice from the Experts video series</b></p> <p>CSNSW and early years consultants from across the Catholic sector developed an initiative to support families and children transition smoothly to school. The video project came about because transition to school and kindergarten orientations went on hold for some time due to the pandemic. The videos offer a window into school life and the videos. A series of short videos have been developed to share on school platforms and social media.</p>

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	<ul style="list-style-type: none"> <li>Updated and enhanced analysis of AEDC data.</li> <li>Roll-out of a Literacy and Numeracy App to support low-performing schools.</li> <li>Support for a K-12 Numeracy initiative to assess the efficacy of interventions.</li> <li>Planning for the 2021 Early Years Symposium.</li> </ul>	practice pedagogy and innovation— <b>Achieved</b>	<p>growth schools and the interventions they have in place, publishing these outcomes in the 2020 State of the System and Equity reports. These reports were made available to all Catholic School Agencies. The LNAP initiative was also instructive for K-2 student outcomes and associated interventions. A deeper analysis of numeracy-specific interventions for years 10-12 was deferred.)</p> <ul style="list-style-type: none"> <li>State-wide literacy and numeracy performance data is available to support identification of best practice pedagogy and innovation and assist system improvement—<b>Achieved</b></li> </ul>	<p>Additional activity:</p> <p><b>CSNSW Online Teaching and Learning Resources Portal</b></p> <p>CSNSW developed an Online Resources Portal for primary and secondary teachers. The portal became an important resource and support for teachers/schools and diocese to share resources, initiatives and adaptations to teaching due to the pandemic.</p>
<b>3. Project to prepare students for the future through engagement with reforms in curriculum, pathways and assessment</b>	The project will provide expert policy advice, guidance and coordination to enhance Catholic sector engagement with the NSW K-12 Curriculum Review, the Commonwealth's Review of Senior Secondary Pathways and the ACARA Review of the Australian Curriculum.	<ul style="list-style-type: none"> <li>Improved understanding by Catholic School Agencies, individual schools, school leaders and teachers of the implications of the outcomes of the 2019 NSW K-12 Curriculum Review, Senior Secondary Pathways Review and</li> </ul>	<ul style="list-style-type: none"> <li>Advice sessions and strategic communications available to school leaders and teachers—<b>Achieved</b></li> <li>NSW Catholic School Agencies and individual schools engaged in state-wide collaborative forums, professional learning and/or briefings on state and</li> </ul>	

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<p><b>CSNSW 2020 Business Plan Related Activity:</b></p> <p>2.2 Support Catholic School Agencies prepare students for the future through engagement with state and national policy reform in curriculum, pathways and assessment</p>	<p>It will also support the NSW Catholic sector engagement with national policy development in the areas of online formative assessment, learning progressions and NAPLAN.</p> <p>The project will include development of advice, professional learning/ information sessions and communications targeted for Catholic School Agencies, individual schools, school leaders and teachers.</p> <p>The project will also include collaborative forums to engage with Review findings.</p>	<p>NAPLAN Review—<b>Achieved</b></p> <ul style="list-style-type: none"> <li>Supported engagement with the ACARA Review of the Australian Curriculum—<b>Not Achieved in 2020 (delayed until 2021)</b></li> <li>Full engagement by leaders and teachers with broader state and national policy reform in curriculum, pathways and assessment—<b>Achieved</b></li> </ul>	<p>national curriculum policy reforms—<b>Achieved</b></p>	
<p><b>4. Develop the Professional Learning Institute as a means to build system capacity and support quality teaching and school improvement.</b></p> <p>1.3 Promote governance best</p>	<p>The project to develop the CSNSW Professional Learning Institute will:</p> <ul style="list-style-type: none"> <li>Continue to develop and provide face-to-face and online governance training and resources targeting</li> </ul>	<ul style="list-style-type: none"> <li>Greater depth of understanding of particular aspects of legislative and regulatory requirements, including those related to good governance, compliance and not-for-profit, by officers of CSNSW and</li> </ul>	<ul style="list-style-type: none"> <li>Governance resources e-manual developed and available to support online training—<b>Achieved</b></li> <li>Three additional CSNSW Governance modules for Responsible Persons developed and available in online format—<b>Achieved</b></li> </ul>	<ul style="list-style-type: none"> <li>In 2020, the Law Symposium for leaders</li> </ul>

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<p>practice through provision of training and outreach support for Catholic School Agencies on governance, compliance and not-for-profit</p> <p>3.3 Support system capacity building and quality teaching through the professional learning institute and supporting innovation in teacher accreditation and credentialing processes and pathways</p> <p>5.1 Continue to develop the CSNSW services delivery model to Catholic School Agencies including the roll-out of the professional learning institute</p>	<p>existing and emerging high-risk areas</p> <ul style="list-style-type: none"> <li>• Support participation by directors and officers in the AICD Company Directors Course</li> <li>• Conduct a Law Symposium for leaders in Catholic School Agencies and schools</li> <li>• Provide accurate and timely legal and risk advice to ensure compliant procedures and practices</li> <li>• Develop customised professional learning in NCCD which will provide opportunities for leaders and teachers across all levels of accreditation</li> <li>• Develop customised professional learning in Aboriginal and Torres Strait Islander education which will provide opportunities for leaders and teachers across all levels of accreditation.</li> </ul>	<p>Catholic School Agencies — <b>Not Achieved</b> (while CSNSW provides ongoing support to Catholic School Agencies in relation to governance and compliance, the specific objective of ‘greater depth of understanding’ of these requirements was to be achieved through the Law Symposium, which could not go ahead because of COVID-19)</p> <ul style="list-style-type: none"> <li>• Increased offerings and engagement by Catholic School Agencies, individual schools, school leaders and teachers with the CSNSW Professional Learning Institute—<b>Achieved</b></li> <li>• Participants in Professional Learning Institute programs are supported through expert advice and networks—<b>Achieved</b></li> </ul>	<ul style="list-style-type: none"> <li>• Ten directors/officers complete the AICD Company Directors Course—<b>Achieved</b></li> <li>• Representatives of all NSW Catholic School Agencies participate in the CSNSW 2020 Law Symposium—<b>Not Achieved (postponed due to COVID)</b></li> <li>• First stage professional learning opportunities developed and available through the Professional Learning Institute—<b>Achieved</b></li> <li>• Significant partnerships including CEMA (USyd) co developing professional learning ready for roll out—<b>Achieved</b></li> <li>• All CSNSW professional learning offerings accredited by NESA—<b>80% Achieved.</b> (Note: NESA changed its PL policy mid-way through 2020—awaiting finalisation of new policy)</li> </ul>	<p>in Catholic School Agencies and schools was not conducted due to COVID, but it is scheduled to take place in 2021. However, CSNSW launched new online and on-demand governance modules, provided regular briefings and specific advice to Catholic School Agencies, and sat on key governance and other committees relating to school regulation and compliance.</p> <ul style="list-style-type: none"> <li>• Slower development of customised resources due to redirecting of resources to the response to COVID through the <b>CSNSW Online Teaching and Learning Resources Portal</b></li> <li>• COVID-19 did cause the work on the actual professional leaning</li> </ul>



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		<ul style="list-style-type: none"> <li>Crossing Cultures, Hidden Histories course available to Catholic School Agencies and school personnel—<b>Not Achieved (delayed due to COVID)</b></li> <li>The actual LMS ready for the upload and dissemination of learning, both existing and new—<b>Achieved</b></li> <li>Partnership growth with universities for the curation and delivery of PL – EG Centre for Educational Measurement and Assessment Usyd—<b>Achieved</b></li> </ul>		<p>platform to slow as resources were redirected to the CSNSW online learning portal</p> <ul style="list-style-type: none"> <li>Changes to NESA PD requirements and policy affected the accreditation of PD offerings.</li> </ul>
<b>5. Increase the proportion of teachers seeking higher levels of accreditation (Highly</b>	The project to support teachers seeking higher levels of accreditation will:	<ul style="list-style-type: none"> <li>Innovative teacher accreditation and credentialing processes and pathways developed—<b>Achieved</b></li> </ul>	<ul style="list-style-type: none"> <li>Specific professional learning is offered to HALT aspirants—<b>40% Achieved</b></li> </ul>	CEMA Pilot project and ACU Graduate Certificate were planned and launched. However, other activities, eg PD specifically designed for

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<p><b>Accomplished and Lead)</b></p> <p><b>CSNSW 2020 Business Plan Related Activity:</b></p> <p>2.3 Support system capacity building and quality teaching through the professional learning institute and supporting innovation in teacher accreditation and credentialing processes and pathways.</p> <p>2.7 Provide opportunities for system-wide collaboration and shared service offerings to support greater efficiency and system improvement</p> <p>5.1 Continue to develop the CSNSW services delivery model to Catholic School Agencies including the roll-out of the professional learning institute</p>	<ul style="list-style-type: none"> <li>• Develop CSNSW's new role as a Teacher Accreditation Authority (Highly Accomplished and Lead)</li> <li>• Develop a strategy in consultation with Catholic School Agencies and NESA to support teachers seeking higher levels of accreditation, particularly in regional and rural NSW and for teachers supporting particular cohorts of students</li> <li>• Develop an online repository and networking tool for HALT teachers and leaders.</li> <li>• Conduct training to support teachers aspiring to Highly Accomplished or Lead Teacher accreditation</li> </ul>	<ul style="list-style-type: none"> <li>• Increased number of leaders in NSW Catholic schools confident to seek accreditation at higher levels—<b>Not Achieved</b></li> <li>• Productive ongoing collaboration with Catholic School Agencies and the NSW Education Standards Authority enhances support for HALT aspirants—<b>Achieved</b></li> </ul>	<ul style="list-style-type: none"> <li>• The number of teachers in the Catholic sector seeking HALT accreditation increases on 2019—<b>Achieved</b></li> <li>• Greater focus on HALT at a strategic level with comprehensive conversations and development of targeted professional learning—<b>70% Achieved</b></li> <li>• New HALT Policy presented to the Minister after significant input from CSNSW, diocese and accredited HALTs—<b>Achieved</b></li> </ul>	<p>aspiring HALT, on hold due to the development of a new policy and because of the difficulties caused by COVID.</p> <p>Very small number of HALTs accredited as COVID-19 stopped the work of NESA, especially that of External Observers from attending schools. This stop lasted the entire year.</p> <p>School visits to build interest in HALT were held off until 2021. Diocesan Networks engaged in strategic level conversations to look more closely at why HALT had limited take up in the Catholic sector. This led to the development of professional leaning modules specifically designed for Principals to better understand HALT process and purpose.</p>

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				CSNSW took a very active role in developing this policy including engaging with Diocesan Networks, accredited HALTs, principals and other leaders.
<p><b>6. Project to advance excellence by developing reporting frameworks, research capability and infrastructure to support the efficient and effective delivery of education across NSW Catholic School Agencies.</b></p> <p><b>CSNSW 2020 Business Plan Related Activity:</b></p> <p>2.5 Further refine framework for understanding and reporting on efficiency and effectiveness in Catholic education to</p>	<p>The project will provide expert policy advice, guidance and coordination of NSW Catholic sector reporting and collaboration to support system efficiency and effectiveness.</p> <p>The project will include the:</p> <ul style="list-style-type: none"> <li>• Further refinement and application of the CSNSW Efficiency and Effectiveness Framework and related dashboards</li> <li>• Sector-wide analysis of 2019 HSC data and related training for key users of the analysis form Catholic School Agencies and schools</li> <li>• Undertake extensive research to better understand what drives</li> </ul>	<ul style="list-style-type: none"> <li>• Improved capacity to access and analyse sector data— <b>Achieved</b></li> <li>• Improved data-based understanding of areas and strategies for improving the system’s educational effectiveness, its excellence and equity—<b>Achieved</b></li> <li>• The research into parents’ school choice will provide a platform for developing a better relationship between schools and parents— <b>Achieved</b></li> <li>• Shared commitment by Catholic School Agencies, school leaders and teachers to using robust research and analytics to support a high-quality</li> </ul>	<ul style="list-style-type: none"> <li>• Customised data analysis and reports, including those based on long-term demographic and workforce measures, provided to Catholic School Agencies— <b>Achieved (phase one)</b></li> <li>• Analysis of 2019 HSC data undertaken with supporting seminars and online platform for professional learning— <b>Achieved</b></li> <li>• The level of parental engagement with the school choice study and the extent to which the findings resonate with schools and staff— <b>Achieved</b></li> <li>• State of the System (2020) report delivered on time and accepted by the Members of CSNSW—<b>Achieved</b></li> <li>• Stakeholders engaged in the development of reporting</li> </ul>	

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<p>promote system improvement</p> <p>2.6 Undertake and/or commission research and analysis relating to educational effectiveness, system improvement and equity matters including long- term demographic, workforce and capital asset planning</p> <p>2.7 Provide opportunities for system-wide collaboration and shared service offerings to support greater efficiency and system improvement</p> <p>4.1 Influence and advocate for the external legislative and regulatory environment to be conducive to the effective and efficient delivery of Catholic schooling in NSW</p> <p>4.4 Lead and contribute to public</p>	<p>parents' choice of schools and to better understand the parents of children already in Catholic Schools</p> <ul style="list-style-type: none"> <li>Continued development of internal data capability (data infrastructure and analytics) to support evidence- based decision making</li> <li>Development and maintenance of external partnerships to support data analytics and research</li> <li>Systemwide analysis and reporting of student, school and workforce data.</li> </ul> <p>The Future of Catholic Schooling sub-project will investigate contemporary along with future-looking models of school education with the purpose of proposing a delivery model for NSW Catholic education which is responsive to research evidence, the needs of a 21st century economy, society and the families</p>	<p>education system—<b>Achieved</b></p> <ul style="list-style-type: none"> <li>Streamlined administrative demands on systems and schools to increase the amount of time to focus on high quality teaching and leading— <b>Achieved</b></li> <li>Shared understanding of the possible future of Catholic schooling and educational delivery informed by sound analysis of evidence-based research— <b>Achieved</b></li> <li>Improved understanding of the current workforce profile of NSW Catholic education—<b>Achieved</b></li> <li>Commitment to develop a response strategy to address future labour force requirements identified—<b>Achieved</b></li> </ul>	<p>frameworks and sharing of research outputs through CSNSW's governance and advisory structures (CSNSW Board and expert advisory groups, the Conference of Diocesan Directors and the Federation of PJPs)—<b>Achieved</b></p> <ul style="list-style-type: none"> <li>Duplicative or low value-add administrative demands on systems and schools are removed and/or minimised— <b>Achieved</b></li> <li>The Future of Catholic Schooling report, which provides a forward-looking model for NSW Catholic education, is delivered on time—<b>Achieved</b></li> <li>A report based on an analysis of the system's current workforce profile and accompanying proposed long-term response strategy is delivered on time— <b>30% Achieved, accompanying long-term response under development.</b></li> </ul>	

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<p>discussion on contemporary issues</p> <p>5.2 Continue to develop CSNSW data strategy including enhancing the data infrastructure</p> <p>5.3 Delivery of robust research and analytics to Catholic School Agencies and practitioners to support a high-quality education system</p>	<p>and communities served by Catholic schools</p> <p>The Strategic Workforce Analysis sub-project will analyse the sector's current workforce profile and determine where there are deficits and surpluses according to a variety of criteria, including teachers' geolocation, discipline/subjects and their age and experience.</p>			
<p><b>7. Project to support system compliance with improved Governance and Financial Management</b></p> <p>1.1 Construct a compliance management framework with Diocesan Directors including protocols for independent audit assurance</p>	<p>The project will provide expert policy advice, guidance, coordination and training to support Catholic School Agencies and school leaders meet governance, compliance and not-for-profit requirements.</p> <p>The project will improve the financial compliance arrangements across the NSW Catholic Schools system under the Financial Compliance Framework 3.0. (FCF3). This encompasses the following:</p>	<ul style="list-style-type: none"> <li>• Clarity in purpose and practices to achieve financial compliance across all matters—<b>Achieved</b></li> <li>• Finance personnel and financial decision makers across the NSW Catholic system have a solid understanding of their compliance responsibilities—<b>Achieved</b></li> <li>• Commitment across the system to the robust implementation of</li> </ul>	<ul style="list-style-type: none"> <li>• A suite of policies covering all the matters listed at left—<b>Achieved</b></li> <li>• A reduction of errors in registers maintained by Catholic School Agencies and schools—<b>Achieved</b></li> <li>• Reduced amount of time and effort to revise transaction documentation to achieve the required level of transparency—<b>Achieved</b></li> <li>• Reduced number of problematic transactions for the audits of the 2020 year—<b>Achieved</b></li> </ul>	<p>The project in respect of a review of "treasury functions" operated by each Dioceses has been deferred to 2021. This was due to the additional time and resources utilised in completing the insurance arrangements project.</p> <p>The Financial reporting policies project, in particular, the general-purpose financial reporting</p>

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<p>1.2 Develop, with Diocesan Directors, an agreed calendar for compliance</p> <p>1.3 Promote governance best practice through provision of training and outreach support to Catholic School Agencies on governance, compliance and not-for-profit requirements</p> <p>2.7 Provide opportunities for system-wide collaboration and shared service offerings to support greater efficiency and system improvement</p> <p>5.4 Coordination of a system wide capital planning strategy</p>	<ul style="list-style-type: none"> <li>Refinement of existing policies and establishment of new policies where necessary, including <ul style="list-style-type: none"> <li>Related party registers (Section 83C(2)((b)(1)</li> <li>Use of school funds for school purposes (Section 83C(2)(a)</li> <li>Property transactions</li> <li>Treasury functions</li> <li>Insurance arrangements, and</li> <li>Reserves policy</li> <li>Financial reporting policies incorporating revised accounting standards</li> </ul> </li> <li>Engagement with and education of finance personnel and decision makers in relation to the practical application of compliance policies.</li> <li>Enhanced assurance regime covering six areas: <ul style="list-style-type: none"> <li>RPT completeness audits</li> <li>Reasonable market value assessments audits</li> <li>Not-for-profit audits</li> </ul> </li> </ul>	<p>compliance policies under FCF3—<b>Achieved</b></p> <ul style="list-style-type: none"> <li>Implementation of a robust and comprehensive compliance framework—<b>Achieved</b></li> <li>Commitment to the reform of the NSW Catholic system which addresses principles of good governance, compliance and efficiency—<b>Achieved</b></li> </ul>	<ul style="list-style-type: none"> <li>An expanded comprehensive scope for auditing transactions occurring in the 2020 year—<b>Achieved</b></li> <li>A report of the system’s current governance arrangements, structures and operational arrangements which provides a reform option for the NSW Catholic System—<b>Achieved</b></li> </ul>	<p>improvements commenced in 2020, will carry into the 2021 year. This project will provide consistency in reporting and provide better information to users of Catholic school systems financial reports.</p> <p>A project to improve governance in Catholic school sport, ensuring it is regulated and insured in an appropriate way, was undertaken in 2020. The project led to positive changes in the governance of Catholic school sport and improved student experiences, including the pathways offered.</p>

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	<ul style="list-style-type: none"> <li>o Audit of school level FQ data prior to submission to Aust. Govt</li> <li>o Audit of Financial statements covering the school's system</li> <li>o Recurrent funding acquittals audit</li> </ul> <p>The System Governance and Reform sub-project will include an analysis of current governance arrangements, structures and operational arrangements and will be followed by development of reform options for the future of the System</p>			
<p><b>8. Continued support for implementation of NAPLAN Online.</b></p> <p><b>CSNSW 2020 Business Plan Related Activity:</b></p> <p>2.2 Support Catholic School Agencies prepare students for the future through engagement</p>	<p>The project will provide expert policy advice, guidance and coordination to assist schools and diocesan personnel in the full transition to NAPLAN Online in 2020/21.</p> <p>The project will include:</p>	<ul style="list-style-type: none"> <li>• Enhanced confidence of school leaders and NAPLAN coordinators to enable sector-wide implementation of NAPLAN Online—<b>Not Achieved in 2020 (delayed until 2021)</b></li> <li>• Adequate technical readiness of Catholic School Agencies and</li> </ul>	<ul style="list-style-type: none"> <li>• Five hundred and seventy NSW Catholic schools are prepared to deliver NAPLAN in online mode in May 2020—<b>Not Achieved in 2020 (delayed until 2021)</b></li> <li>• All 598 NSW Catholic schools deliver NAPLAN in the online mode in 2020/21—<b>Not Achieved in 2020 (delayed until 2021)</b></li> </ul>	<p>NAPLAN tests were cancelled in 2020 due to the impact of COVID-19. CSNSW continued to work with school agencies to support preparation activities for 2021 participation. The CSNSW working party continued to meet remotely every month</p>

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with state and national policy reform in curriculum, pathways and assessment	<ul style="list-style-type: none"> <li>• Ongoing input to NSW NAPLAN Online implementation strategy</li> <li>• Coordination of implementation by Catholic School Agencies and individual schools</li> <li>• Support for remediation of local issues arising from the 2019 NAPLAN Online tests</li> </ul>	individual schools to enable sector-wide implementation of NAPLAN Online— <b>Not Achieved in 2020 (delayed until 2021)</b>	<ul style="list-style-type: none"> <li>• All NSW Catholic schools have successful engagement with the NSW Department's analytics tool, 'Scout'—<b>Not Achieved in 2020 (delayed until 2021)</b></li> </ul>	to discuss implications and workarounds due to of the absence of 2020 NAPLAN results on local analytics and school improvement plans.
<p><b>9. Continued improvement of the Nationally Consistent Collection of Data on School Students with Disability</b></p> <p><b>CSNSW 2020 Business Plan Related Activity:</b></p> <p>1.5 Enhance NCCD data quality through ongoing moderation and data assurance activities</p> <p>2.4 Streamline NCCD data collection and reporting through enhancement of the CSNSW tool (Phase 2)</p>	<p>The project will provide expert advice and support to schools and diocesan personnel to assist in consistent classification of students with disability, through the NCCD, across the system.</p> <p>The project will include:</p> <ul style="list-style-type: none"> <li>• Continued implementation of the findings of the AGDET review conducted by PwC</li> <li>• Redevelop CSNSW Personalised Planning for Students with Disability (PPSD) online tool to</li> </ul>	<ul style="list-style-type: none"> <li>• The CSNSW NCCD and PPSD online tools are active and being utilised by schools and system personnel—<b>Achieved</b></li> <li>• School and diocesan staff apply NCCD Guidelines consistently when establishing the NCCD classifications for their students—<b>Achieved</b></li> <li>• Improved capacity for authorised system personnel to 'self-serve' in accessing and using data visualisations through the online platform—<b>Achieved</b></li> </ul>	<ul style="list-style-type: none"> <li>• Enhancements to CSNSW's NCCD and PPSD online tools completed— <b>70% Achieved</b></li> <li>• All 598 NSW Catholic schools participate in NCCD data collection and census reporting—<b>Achieved</b></li> <li>• Representative staff in all 598 Catholic schools participate in targeted professional learning— <b>75% Achieved</b></li> <li>• Desktop and site audits of student personalised plans and NCCD categories reveal consistent application of NCCD categories—<b>80% Achieved</b></li> <li>• Validated 2020 NCCD data reveals the frequency of</li> </ul>	<p>A delay in the planned roll out of the enhanced Personalised Planning tool occurred due to re-prioritisation of other online platforms and IT resources in response to remote learning due to COVID-19.</p> <p>COVID-19 restrictions and the volatility in providing a face-to-face professional learning events saw some events move to remote access (and so reduced expenses) and some events such as moderation day and</p>



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	<p>support streamlined compliance with NCCD data collection and census reporting and to enhance capability to support personalised planning</p> <ul style="list-style-type: none"> <li>Continued NCCD Quality Assurance through moderation and assurance activities, including forums and resource development</li> <li>Support for sector NCCD network meetings</li> <li>Participation in state and national policy development including through NCEC network meetings and associated groups</li> <li>Participation in 2020 Disability Summit</li> </ul>		<p>reported NCCD categories is within likely and acceptable range—<b>Achieved</b>.</p>	<p>the Disability Summit postponed to 2021.</p> <p>Methodologies for audits and moderating had to quickly change to remote access due to COVID-19 restrictions. Complexities arising out of moderating against adjustments that were delivered “remotely” added to a slightly increased variability in the consistency and fidelity of moderating NCCD adjustment levels at the school level, however this averaged out at the sector level to be within acceptable ranges.</p>

## 2020 Budget expenditure

Project	Reform support funding
NCCD	\$2,077,096
NAPLAN	\$492,385
Improving governance and financial management	\$1,913,334
	\$69,366
	\$51,149
Support students, student learning and achievement	\$417,477
Administration of projects	\$148,640
Total expenditure	<b>\$5,169,447</b>