

Non-Government Reform Support Annual Report

2023

Catholic Education Tasmania

Executive Summary

Catholic Education Tasmania's (CET) Non-Government Reform Support Work Plan (NGRSF) for 2023 was founded on our ongoing commitment and mission to improve the learning outcomes of all students in Catholic schools statewide.

Our 2023 projects demonstrate our collegial and collaborative relationship with both state and independent sectors. The Reform Support Funding received enabled our system the opportunity to extend projects and initiatives in a more focused, effective, and provisionally sustainable way. The work plan continued to build on the implementation of existing and new national policy initiatives and state specific reforms, as outlined in the national and bilateral agreements between the Commonwealth and State Governments.

The following introduction provides a summary of the 2023 initiatives and projects funded by the Reform Support Fund, along with an explanation of how these initiatives surpass the standard service provision for Catholic schools across Tasmania.

Please note: Some projects/initiatives do not necessitate funding. However, they are included because they align with the Reform Support agenda and are funded "in kind".

Throughout 2023, CET's emphasis for system improvement aligned with two of the State based initiatives as agreed in the Tasmanian Bilateral Agreement:

Improvement Direction A – *Quality Teaching - curriculum, pedagogy, assessment, and differentiation.*

Improvement Direction B – *Effective Leadership - school culture, educational leadership, building teacher capacity, building leadership capacity.*

Progress against strategic plan

Item One: Improving governance and financial management practices in non-Government Schools: Continuation of the implementation of a new and efficient Financial Management System (TechOne) in Catholic Education Tasmania's shared funded schools in 2023.

Item Two: The NCCD Project was achieved in 2022; however, this continues to be a priority, demonstrated by ongoing training and support for Student Support Coordinators to achieve quality assurance, moderation, and consistency for the continued improvement of the NCCD for students with disability in all Catholic schools across Tasmania. During 2023 there was no NGRSF funding utilised for this ongoing priority.

Item Three: In 2018, CET completed the online transition to NAPLAN online delivery. In 2023, the focus was on strengthening NAPLAN online, including moving the test window forward to Term 1 from 2023 and offering schools the opportunity to opt-in to assessment of students' ability in Science, Digital Literacy and Civics and Citizenship. There was no NGRSF funding utilised for this ongoing priority. While the NAPLAN online project was completed, work was undertaken in readiness for the new NAPLAN timeline launch.

Item Four: Improvement Direction A: *Quality Teaching- curriculum, pedagogy, assessment, and differentiation. Insight* is the new strategic project that began in 2023 and will continue to be implemented across subsequent years. It is the main driver for improving school performance. *Insight* equips teachers with the foundational theory and practical demonstration to implement evidence-based pedagogy based on Science of Learning principles in their classrooms. The program has been designed for teachers across all year levels and diverse subject expertise. *Insight* provides a comprehensive curriculum and pedagogical focus for delivering professional learning and coaching for teachers to enable high-impact instructional strategies in the classroom informed by current research and practices in neuroscience.

Item Five: Improvement Direction A: St Thomas Aquinas Teaching Schools (STATSI). In 2020, Catholic Education Tasmania embarked on an innovative journey to provide experienced based high-quality teacher education. In 2023, this also aimed to address the national teacher shortage. The St Thomas Aquinas Teaching Schools Institute (STATSI) hosts a Cadet Teacher program which delivers an integrated, hands-on development approach to Teacher Education in Tasmania. STATSI trainee teachers are all assigned a mentor teacher and work alongside them in the classroom. Expert teachers support the cadets in building pedagogical knowledge. A key feature is the weekly experience of classroom life working as assistants to teachers. Trainee teachers are offered academic support, faith formation, thoroughly researched pedagogical insights, and collaborative networking opportunities.

Item Six: Improvement Direction B: *Effective Leadership- school culture, educational leadership, building teacher capacity, building leadership capacity*. In 2022, two newly created positions entitled Regional Principal Leaders (RPL) were created, designed to provide support for educational leadership at the Principal and Deputy Principal level within the system. In 2023, the goal was to continue providing support for educational leadership within each region throughout CET.

Item Seven: Improvement Direction B: CET Leadership Program. The CET Leadership Program is an important priority for 2023 and a strong response to the need to nurture leadership to meet future challenges. The 2023 program has led educators through change, allowing them to develop emotional intelligence in understanding self and others, focused on strategic leadership and conversational intelligence.

Relationship with state and territory government

CET has actively engaged with Commonwealth and State Governments through various channels to discuss and advance reform priorities. The engagement of CET representatives in various jurisdictional and national committees and working parties, such as Australian Curriculum Assessment and Reporting Authority, National Catholic Education Commission, Australian Institute for Teaching and School Leadership, Grattan Institute, and Australian Education Research Organisation, has played a pivotal role in informing the knowledge and scope of the *Insight* project and STATSI. By participating in these meetings, CET representatives have gained valuable insights into best practices and current research within the education sector. This engagement has facilitated the incorporation of up-to-date methodologies and evidence-based approaches, ensuring that our progress is aligned with the latest developments in educational theory and practice. Additionally, the exchange of ideas and collaboration with stakeholders from diverse backgrounds has enriched the overall quality and effectiveness, ultimately contributing to its success in enhancing teaching practices and improving student outcomes.

Moreover, the consultation has led to adjustments in the current outcomes and scope of our activities, ensuring that our initiatives are responsive to evolving needs and challenges within the education landscape. Overall, this ongoing dialogue with Commonwealth and State Governments has been instrumental in driving positive change and achieving meaningful outcomes in education reform.

Project Report

CET has dedicated efforts to meeting the diverse needs of our leaders, teachers, students, schools, and prospective educators, aiming for enhanced student outcomes across our educational institutions. Through strategic utilisation of the NGRSF funding, we have achieved significant milestones in implementing statewide programs.

These initiatives reflect CET's steadfast commitment to fostering quality teaching practices and enriching learning experiences for students within Catholic schools in Tasmania. Notably, our Insight program has been pivotal in advancing student achievement by equipping educators with evidence-based pedagogy rooted in the Science of Learning Principles.

Moreover, the STATSI has emerged as a cornerstone, offering aspiring teachers invaluable mentorship opportunities, coupled with immersive classroom experiences steeped in faith formation. This initiative not only nurtures future educators but also reinforces our mission to instil values-driven teaching methodologies to improve student outcomes.

In parallel, our Regional Principal Leads have remained steadfast in providing unwavering support to school leaders, ensuring sustained growth and development across our educational landscape. Additionally, our CET leadership program has been instrumental in cultivating the next generation of educational leaders, fostering a cadre of individuals equipped to steer our schools towards excellence.

These achievements underscore CET's unwavering dedication to advancing educational practices, as outlined in our strategic plan. Each initiative outlined herein not only contributes to the attainment of specific strategic objectives but also serves as a testament to our ongoing commitment to fostering holistic growth and academic excellence within Catholic Education Tasmania.

1. Project title	2. Project description and activities	3. Expected outcomes / Overall achievements	4. Indicators of success	5. List any additional or variations of Activities undertaken / Achieved outcomes
<p>Item One: Improving governance and financial management practices in non-government schools to strengthen financial viability, improve business decision making and build resilience to mitigate unforeseen circumstances.</p>	<p>Continuation of the implementation of a new and efficient Financial Management System (Tech One) in the schools in 2023.</p>	<p>Continuation of the implementation of a new and efficient Financial Management System (Tech One) in the schools in 2023. Achieved</p>	<p>The rollout of core modules to all shared funded schools will be finalised in 2023. 100% Achieved</p> <p>The Subject Matter Expert Team continues to provide training and support for schools on the implementation and use of Technology One as a financial management system. 100% Achieved</p> <p>Further enhancements and new module development will continue throughout 2023. 100% Achieved</p>	<p>The new FMS Core Modules were implemented in the remaining seven Shared-Funded schools in 2023.</p> <p>Business as usual support was provided to all 27 Shared-Funded schools in 2023.</p> <p>Development of an on-line knowledge base commenced in 2023 to be rolled out to schools in 2024.</p> <p>The Enterprise Budgeting modules was released to all 27 Shared-Funded schools in 2023 for the 2024 budget cycle.</p> <p>Development of Debt Management solution continued in 2023 for release to three pilot schools in 2024. Design development for the inclusion of the 11 Direct-Funded schools' data into the consolidated FMS. Design development of the Financial Questionnaire (FQ) solution commenced in 2023 for implementation in 2024 for the 2023 FQ data collection.</p>

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Item Two: Quality assurance, moderation, and support for the continued improvement of the Nationally Consistent Collection of Data on School Students with Disability.	This project was completed in 2022, however, we have an obligation to maintain high standards, consistency, and quality control by continuing to support our educators.	Achieved	100% Achieved in 2022	N/A

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<p>Item Three: Strengthening NAPLAN, including through bringing the test window forward to Term 1 from 2023 and offering schools the opportunity to opt-in to assessment of student ability in Science, Digital Literacy and Civic and Citizenship.</p>	<p>To ensure the continued implementation of NAPLAN online testing in all CET schools and colleges in 2023. Provide all schools with the tools and training for data visualisation tools (Yellowfin, Power BI) to analyse NAPLAN results and to measure relative gain, performance, and progress in all aspects of NAPLAN.</p>	<p>Continue to liaise with relevant officers of the Department of Education to ensure informed, coordinated cooperation in all aspects of online NAPLAN delivery and analysis.</p> <p>Provide high-quality training, information, and support to schools in all aspects of NAPLAN online testing.</p> <p>Schools will use the provided data visualisation tools to enhance student learning in all areas measured by NAPLAN.</p> <p>Achieved</p>	<p>100% of all CET schools and colleges undertook NAPLAN Online in 2023.</p> <p>100% Achieved</p> <p>100% of CET schools and colleges will be able to use Yellowfin and/or alternative visualisation platforms (i.e. Intellischools) to make productive educational decisions regarding student progress, differentiate learning and measure student progress in major learning areas.</p> <p>100% Achieved in 2022</p>	<p>N/A</p> <p>N/A</p>

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<p>Item Four:</p> <p>Improvement Direction A:</p> <p>Insight into Teaching</p> <p>Our system goal requires us to support our teachers with a deep understanding of the science of learning and to help them apply this in their day-to-day teaching.</p>	<p>Commencing in 2023, Catholic Education Tasmania will invest in empowering every teacher to grow in their professional pedagogical knowledge. The refinement of highly effective teaching practices will be our focus.</p>	<p>A positive shift in students' knowledge and academic achievement.</p> <p>Achieved</p>	<p>Increase in NAPLAN and PAT scale scores.</p> <p>Increase in NAPLAN relative gains.</p> <p>33.33% Achieved based on 1 year of the 3-year rollout</p>	<p>Students in our diocese scored the highest average scale score of 124.3 in PAT Reading compared to the 2022 and 2016 Australian norms, which were 123.4 and 123.6, respectively.</p> <p>In PAT Maths, they achieved an average scale score of 123.2, which is higher than the 2016 Australian Norm of 122.1 but lower than the 2022 norm of 124.4.</p> <p>The students from Insight schools tend to achieve better growth on PAT test results when comparing the years 2022 and 2023 across all domains, in comparison to students from Non-Insight schools.</p> <p>In Insight schools, there has been an average of 50% positive growth in PAT Maths, 46% in PAT Reading, 54.8% in PAT Spelling, and 60.5% in PAT Vocabulary student scale scores across all Year levels when comparing the results from 2022 to 2023.</p>

				<p>Insight schools' students indicated a positive growth in their PAT Maths, PAT Reading, PAT Spelling, PAT Vocabulary scores from 2022 to 2023. These scores were 3%, 11%, 10%, and 9% higher than those of Non-Insight school students, respectively. In our diocese, there is also a significant increase in the NAPLAN average scale score when we compare students' test results from 2021 to 2023.</p> <p>In 2023, we observed a maximum score improvement of 8% (equivalent to 43 points increase on the average scale score) achieved by Year 9 students, and the minimum improvement of 1.5% (equivalent to 7 points increase on the average scale score) achieved by Year 5 students compared to the results achieved in 2021 on the overall average score across all domains.</p> <p>The highest improvement was observed in Writing domain, with the 2023 results showing an increase of 37 points on the average scale score compared to the 2021 test score. This was followed by increases of 19 points in Grammar and Punctuation, 18 points in Spelling, 18 points in Numeracy, and 11 points in Reading.</p>
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		<p>A positive shift in teachers' knowledge of high-impact teaching practices and the Science of Reading and Learning pedagogy. Achieved</p>	<p>Increased teacher content knowledge and confidence in the delivery of curriculum material. 33.33% Achieved based on 1 year of the 3-year rollout</p>	<p>When we compare the students' NAPLAN results from 2021 to 2023, a significant increase (ranging from 2 to 78 points) is observed in the average scale scores across all domains and year levels, except for the Reading score in Year 3 and the Spelling score in Year 5.</p> <p>Attendance at All System days:</p> <ul style="list-style-type: none">• 4033 educators attended Professional Learning across four regions over three sessions throughout the year at our CET Science of Learning All System Days in 2023.• For all educators across CET engaging with industry professionals, academics, and SoL innovators. Learning alongside colleagues, All System Days serve to deepen knowledge and strengthen High Impact Teaching Practices (HITP) across our system.• The days provide explicit, knowledge-rich resources for every educator in every school. Including interactive opportunities focused on SoL evidence-based practice, Cognitive Load Theory, and HITP.
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				<p>Pivotal texts were allocated to each ILTP Educator and School Leadership across both Primary and Secondary models.</p> <p>Science of Learning Resources</p> <ul style="list-style-type: none">• A suite of CET-branded mathematics resources, developed with the support of Jordan O’Sullivan (Shaping Minds Australia)• A suite of CET-branded English resources, developed with Dr Nathaniel Swain (LaTrobe University). <p>CANVAS Online Learning Platform - A suite of evidence-informed SoL online learning modules are available to be accessed across the entire system. This is continually being updated and includes Foundation and Knowledge building units, showcasing best practices in SoL pedagogies. 49% of educators have acknowledged completion of CET Insight Canvas units since the function was added in Term Three of 2023.</p>
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		<p>A positive change in students' well-being and behaviour.</p> <p>A positive change in the school's culture.</p> <p>A positive shift in the rigour and professionalism of teachers' daily teaching pedagogy, in line with high-impact teaching practice and evidence-based practices founded on the principles of the Science of Reading and the Science of Learning.</p> <p>Achieved</p>	<p>Increase in student attendance.</p> <p>Decrease in social and emotional and behavioural incidents.</p> <p>Improved well-being for teaching staff</p> <p>Teacher confidence in building a bank of pre-planned, scripted lesson resources based on the Science of Learning.</p> <p>33.33% Achieved based on 1 year of the 3-year rollout</p>	<p>Qualitative data (from 100% of CET Insight Primary and Secondary schools) gleaned via testimonials, working parties, educator and student interviews details a positive shift in students' engagement with their learning and thus a decrease in social and emotional and behavioural incidents.</p> <p>Educators are reporting more confidence in delivering rigorous SoL focused curriculum, embracing High Impact Teaching strategies that promote a culture of learning. Face-to-face coaching model for individual teachers selected as Instructional Leader Teacher Practice (ILTP) Educators with external coaching companies - (COGlearn and Shaping Minds)</p> <ul style="list-style-type: none"> • 63% of CET schools in 2023 have undertaken one on one coaching with Instructional Leader Teacher Practice (ILTP) Educators. • (133 teachers statewide) 55 Primary ILTP Educators and 78 Secondary ILTP Educators <p>The Primary Model includes: Five days of focused Science of Learning (SoL) in the Classroom Training onsite in schools, including explicit SoL teacher training, observation, and reflection.</p>
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				<ul style="list-style-type: none">• Whole school professional development is complementary to the SoL ILTP coaching model. <p>The Secondary Model includes:</p> <ul style="list-style-type: none">• Five hours of online PL• One day of face-to-face practical PL for each wave of secondary ILTP Educators• SoL enriched teaching demonstrations by expert teachers trained in Mathematics, English, Science and Humanities (MESH) learning areas. In-school coaching of ILTP Educators• SoL resource sharing across MESH Learning Areas• SoL resource development (i.e., Daily Reviews etc.)• Customised ad hoc support for each ILTP Educator• Access to expert teacher advice via email communication and face-to-face meetings across the course of the year.
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			<p>Principals to be more confident leaders of learning and innovative pedagogical practices based on the principles of the Science of Learning</p> <p>Teacher confidence in building a bank of pre-planned, scripted lesson resources based on the Science of Learning.</p> <p>33.33% Achieved based on 1 year of the 3-year rollout</p>	<p>Every Catholic College of Educational Leaders (CCEL) meeting 100% of principals have the opportunity to learn through PL with SoL experts at CCEL: 3 hours, 4 times per year.</p> <p>SoL resources are provided on CANVAS to all schools so that principals can lead their staff in SoL practices and professional learning.</p> <p>CET is providing all teachers with Maths Daily Reviews and explicit Lessons for P-6 in 2024. In 2024 Secondary maths resources will be provided. HaSS and English resources will be developed in 2024.</p>
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<p>Item Five: Improvement Direction A: St Thomas Aquinas Teaching Schools.</p> <p>Quality Teaching - curriculum, pedagogy, assessment, and differentiation.</p>	<p>St Thomas Aquinas Teaching Schools provides support and in-school experience to trainee teachers.</p>	<p>To build workforce by attracting high-quality teachers to Catholic schools in Tasmania. Support the learning and confidence of trainee teachers for the system through a cadetship program.</p> <p>Increased number of teacher mentors willing to support the cadets as they learn.</p> <p>Support the development of cadets with professional, practical, and collaborative support through Intensive sessions.</p> <p>Classroom immersion of cadets with mentor teachers one day per week to support student learning and build confidence as teachers.</p>	<p>Feedback surveys and anecdotal evidence from cadets, mentors, and school Principals (i.e Principals are now requesting cadets to come to their schools)</p> <p>100% Achieved</p> <p>Increased numbers of applicants to the cadetship program as cadet teachers supporting classroom practise. (i.e. 25 cadets in 2023 to 50 cadets in 2024 from all over the state)</p> <p>100% Achieved</p>	<p>Surveys feedback and anecdotal evidence showed a positive view of the program and the benefits to trainee teachers. Feedback from mentors indicated the benefits of mentoring. Principals/leaderships endorse and support the cadetship.</p> <p>6 -7 principals endorsed and requested cadets to work in their school.</p> <p>2 -3 principals requested more than one new cadet for their school.</p> <p>Several teachers volunteered to take on cadets in their classrooms.</p> <p>25 cadets in 2023 to 50 cadetships offered in 2024 statewide.</p>

		<p>Train mentors to support the cadet/mentor relationship and help the cadets succeed.</p> <p>Provide ongoing pedagogical and faith development to ensure cadets are confident in their teaching.</p> <p>Achieved</p>	<p>Increased number of quality teachers in classrooms across Tasmania (i.e. the first cadet graduated in 2022 and had full-time employment in a Catholic school. In Tasmania).</p> <p>100% Achieved</p> <p>Accreditation C to work in a Catholic school in Tasmania is awarded to students who complete training through the cadetship.</p> <p>100% Achieved</p>	<p>Two graduates to date, with several more in their 4th year of the Bachelor's degree expected to graduate in the following year.</p> <p>Graduates eligible and awarded Accreditation C</p> <p>The handbook for mentors and cadets will be finalised at the end of 2023.</p> <p>Training program for mentors in development</p> <p>The cadet training curriculum is underpinned by research-based evidence of best practice through the Science of Learning.</p>
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<p>Item Six: IMPROVEMENT DIRECTION (B): Regional Principal Leaders</p> <p>Effective Leadership school culture, educational leadership, building teacher capacity, building leadership capacity.</p>	<p>After the successful pilot of the RPL roles in 2022, the positions will continue in 2023 to provide support for educational leadership within each region throughout CET.</p> <p>The RPL role is designed to support the formation of leadership across CET, particularly school principals.</p>	<p>The RPLs will continue to work across all 38 CET schools, increase the rate of contact, and act as an important conduit between the school Principals and the CET. This will provide Principals with an increase in:</p> <p>(a) contact time with the regional principal leader.</p> <p>(b) better and more immediate attention to matters of importance in school governance and administration.</p> <p>(c) increased support with industrial, staffing and management needs at the school level.</p> <p>(d) enhanced and increased opportunities for mentoring senior leadership.</p> <p>A mentoring program will be established matching newly appointed Principals with experienced principal leaders for 2023.</p> <p>Ongoing</p>	<p>Principals and Deputy Principals would indicate increased satisfaction with this added support.</p> <p>100% Achieved</p> <p>A 25% reduction in the Deputy Executive Directors' workload in supporting school leaders.</p> <p>100% Achieved</p> <p>An added layer of support for Principals via the RPL role as the first point of contact with a focus on pastoral and operational support, whilst DED's maintain the line management and system responsibility for principals.</p> <p>100% Achieved</p> <p>A measurable increase of 50% in overall support with governance, operational and mentoring services to schools.</p> <p>Regional Principal Leader would be a conduit to TCEO key staff in the areas of industrial, staffing and management needs.</p>	<p>Increased support for Principals through 50% increase in time allocation for visitation, support, and intervention.</p> <p>Significant freeing up of Deputy Executive Directors' time to address strategic issues.</p> <p>Focus on Principal welfare and sustainability of principal workload. Additional resourcing for managing higher level operational issues (legal, compliance, human resources, industrial).</p> <p>A mentoring program was established matching newly appointed Principals with experienced Principal leaders for 2023.</p> <p>Increased in scope and quality of system-school communication and responsiveness</p>

	<p>The RPL brings principal knowledge and experience in all applicable areas including; Catholic identity, learning and teaching, parent and employee relations, policy development, leadership formation and principal wellbeing.</p>		<p>A 2023 survey was sent out to schools measuring: the response time and ability of the RPL to resolve queries and issues at the school level. (a) Support levels (b) Principal wellbeing</p> <p>Four new Principal Leads will be appointed for 2024 who will line manage Principals and those providing School-based Services within their designated region. The Principal Lead will provide educational leadership and support to Principals and Catholic school communities and promote authentic Catholic schools as centres of quality learning and teaching by coaching, mentoring and supporting the Principal and school leadership team.</p> <p>The Principal Lead will be accountable for assisting and supporting the Deputy Executive Director: Schools and the Director: School Services in the implementation of the Catholic Education Tasmania (CET) Vision, Mission, Strategy and Directions for Catholic Schooling in the Archdiocese of Hobart.</p>	<p>As direct feedback from this have created 4 Principal Lead roles for our system from 2024. These Principal Leads would support, and line manage a cohort of 10 schools each and work with leadership teams; with a focus on new Principals in supporting leadership development.</p> <p>A survey will be shared with the Principal cohort in early 2024 to register some feedback on how the new model of principal support is working for school leaders and Principal Leads.</p> <p>Newly appointed Principals provided with a buddy and mentor. The buddy was a person they could talk to about all things- operational and organisational that they do not know as a new Principal. The mentor was a person to help develop and support their growth, self-awareness and wellbeing as a newly appointed Principal.</p>
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			<p>Each Principal Lead will be responsible for line managing 10 principals as opposed to the previous model of Two Regional Principal Leaders providing pastoral support and not line management of approximately 20 principals each between 2 regions.</p> <p>100% Achieved</p>	
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<p>Item Seven: Improvement Direction (B): CET Leadership Program Effective Leadership school culture, educational leadership, building teacher capacity, building leadership capacity.</p>	<p>CET Leadership Program The CET Leadership Program is in direct response to the CET Strategic Directions Priorities for 2024.</p> <p>Nurture Leadership for All' Plan for ongoing recruitment of quality staff. Nurture all for leadership to meet future challenges.</p> <p>Encourage leaders at all levels to be self-reflective and committed to ongoing development.</p>	<p>Strong attendance from school and CET participants at leadership program sessions</p> <p>An increased cohort of leaders who aspire for enhanced leadership opportunities and roles at school and CET level.</p> <p>Participants engaging in reflective practice coaching sessions facilitated by senior leaders (model taken from growth coaching tools).</p> <p>Ongoing</p>	<p>The CET leadership program surveyed participants at the conclusion of each PL.</p> <p>A survey was distributed measuring the 2023 CET Leadership Program and level of endorsement from participants including:</p> <ul style="list-style-type: none"> • The benefits of a leadership program for aspiring leaders and CET staff. • Inviting suggestions for topics to be included in future sessions. • Survey measuring the incorporation of professional reading as a stimulus for discussing contemporary views and theories on leadership and how impactful the readings have been for participants. <p>100% Achieved</p>	<p>A survey was provided to all participants after each aspiring leader's workshop. The feedback was then directly used to identify what the next workshop would look like and be focused on, tailoring the agenda to the emerging needs of the specific cohort of leaders. At the same time there was core content and concepts that all leaders experienced and workshopped in sessions that as a system we identified as critical and fundamental.</p> <p>Survey was shared with all applicants at the end of 2023 - which was a broader focus on the program, what the 2024 cohort would benefit from in the program, what to keep, do more, do less and do differently going forward.</p> <p>The program identified core areas that were seen as extremely beneficial and areas that had merit and areas that needed to be reviewed, adapted or not included in 2024.</p>

	<p>In response to this CET started a Leadership Program for both Aspiring School Leaders and staff from the Tasmanian Catholic Education Office in 2023 targeting system managers, managers, and staff.</p> <p>The program will continue in 2024 consist of four professional days for the year for each cohort.</p> <p>Nurture all for leadership to meet future challenges.</p> <p>Encourage leaders at all levels to be self-reflective and committed to ongoing development.</p>			<p>In response to feedback themes for the 2024 program will continue to centre on the Cardinal virtues of Courage, Prudence, Justice and Temperance. Within each Cardinal virtue, the following Moral virtues will also be addressed as part of the program delivery.</p> <p>Courage Humility, Optimism, Respect, Sincerity, Obedience, Audacity</p> <p>Prudence Flexibility, fortitude, audacity, perseverance</p> <p>Justice Service, Attentiveness, Patience, Generosity, Magnanimity</p> <p>Temperance Responsibility, Orderliness, Industriousness, Moderation</p>
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2023 Budget Expenditure

Project Activities	Reform Support Funding
NCCD	\$0
NAPLAN Online	\$0
Improving governance and financial management	
Continuation of rollout of Technology One Financial Management System to schools	\$0
State Bilateral - Improvement Direction A Quality teaching	
St Thomas Aquinas Teaching Schools - providing support and in-school experience to trainee teachers.	\$108,000
Insight into Learning Project	\$300,000
State Bilateral - Improvement Direction B Effective Leadership	
Regional Principal Leaders Project - The positions will continue in 2023 to provide support for educational leadership within each region throughout CET	\$0
The CET Leadership Program as a way of nurturing leadership at all levels and plan for recruitment of quality staff.	\$50,000
Administration of Projects	\$0
TOTAL	\$458,000