

Non-Government Reform Support Fund Annual Report

2023-2024

Queensland Catholic Education Commission

Executive Summary

The Queensland Catholic Education Commission (QCEC) is the peak body representing Catholic education in Queensland. In 2023 there were 313 Catholic schools across Queensland. As a peak body, QCEC does not own or operate any schools. There are 22 Catholic School Authorities (CSAs) who own and operate Queensland Catholic schools. The CSAs comprise five Dioceses (Brisbane, Toowoomba, Rockhampton, Townsville and Cairns) and 17 Religious Institute and Public Juridic Persons Schools (RI/MPJPs). The 17 RI/MPJP CSAs includes Edmund Rice Education Australia (EREA) and EREA Flexible Schools which both operate multiple schools, with the remaining 15 RI/MPJPs representing individual schools which operate as their own Authority and do not fall under the governance of a diocesan education office but rather have their own Board.

Since 2020, funds from the Non-Government Reform Support Fund (NGRSF) have been managed both centrally and locally to support the delivery of centralised projects for all schools to access and locally planned and delivered projects to support the local context of each CSA. This arrangement allowed the progression of high-quality training and development programs to support teachers and students in all contexts, in line with commitments under the Queensland Bilateral Agreement.

Progress against strategic plan

QCEC's strategic objectives are guided by the bilateral agreement signed in December 2018 and include:

- Improving student outcomes
- Increasing student effectiveness
- Supporting school leaders
- Enhancing the school environment for students, teachers, parents and the community.

The strategic objectives committed to by QCEC are supported by each of the CSAs and their individual strategic plans, localised according to their unique contexts. As such, the programs and initiatives mobilised by the NGRSF looked different in each jurisdiction and focused on different priority areas.

Across 2023 and 2024, some CSAs experienced shifts in the needs of their local contexts. In most cases this had little effect on the activities planned under the NGRSF Workplan however in some, programs were adapted to ensure they remained relevant, effective and responsive to the needs of schools. CSAs showed resilience and adaptability as some faced significant challenges resulting from environmental crises (such as flooding), teacher workforce shortages, and changes in the societal expectations on schools. The result, as this annual report demonstrates, was a suite of programs and professional development initiatives that enriched school capability to meet the diverse needs of students in Catholic education in Queensland. Significant successes outlined in this report include:

- Consistent increase in the capability of teachers to engage with the Nationally Consistent Collection of Data on school students with disability (NCCD) in all CSAs, with a significant proportion of teachers indicating an increase in their confidence in the evidence collected to include a student in the NCCD count
- Full engagement with NAPLAN Online
- Ongoing support provided to teachers aspiring and/or applying for Highly Accomplished and Lead Teacher certification
- The delivery of a pilot Intergenerational Learning program to support the wellbeing of students, teachers and community members
- A wide variety of programs delivered on a local level by CSAs.

Relationship with state and territory government

Several actions in the state Bilateral Agreement are cross-sector and QCEC continued to work closely with the Queensland Government and Independent Schools Queensland to implement actions in support of:

- Senior assessment and tertiary entrance reform
- Highly Accomplished and Lead Teacher certification
- NCCD, and
- NAPLAN

QCEC maintained close working relationships with Department staff and participated in regular meetings with both the Director-General and the relevant Assistant Director-General. QCEC also contributed to the whole of Queensland's Bilateral Agreement reporting to the Australian Government.

Structure of the Queensland Catholic Education Commission and Catholic School Authorities

In 2023 and 2024, QCEC provided centralised activities available for engagement by all Queensland Catholic Schools. To complement activities hosted centrally, CSAs provided localised activities to progress NGRSF priorities in the local context. Funding for these activities was sourced from the remaining NGRSF funds once the QCEC Central activities were accounted for; distributed to CSAs according to the number of students enrolled in their schools. Since August 2019, RI/MPJP schools have elected to pool their allocation of NGRSF funding and for QCEC to support and administer this funding on their behalf, in line with priorities identified by the RI/MPJP Education Committee.

The breakdown of the funding allocation from 2023-2024 is as follows:

	2023 Federal Census Preliminary	%	Original Allocation
Archdiocese of Brisbane CEO	76,401	48.49%	\$1,892,298
Diocese of Cairns CES	11,700	7.43%	\$289,781
Diocese of Rockhampton CEO	17,634	11.19%	\$436,751
Diocese of Toowoomba CSO	9,370	5.95%	\$232,075
Diocese of Townsville CEO	12,814	8.13%	\$317,375
RI/PJP Schools	29,648	18.82%	\$734,325
CSA Total	157,567	100.00%	\$3,902,605
QCEC			\$549,395
Total Allocation			\$4,452,000

Both centrally administered activities and local activities are reported in this annual report.

**NATIONAL PRIORITY 1: IMPROVE THE QUALITY OF INFORMATION ON THE NATIONALLY CONSISTENT COLLECTION OF DATA ON SCHOOL STUDENTS WITH DISABILITY
AND TO IMPROVE THE EFFICIENCY AND INTEGRITY OF THE DATA COLLECTION.**

1. Project Title	2. Project Description and Activities	3. Expected Outcomes/Overall Achievements Achieved or Not achieved	4. Indicators of Success % Achieved	5. List any additional or variations of Activities undertaken/Achieved outcomes
<p>NCCD (QCEC led) <u>National Policy initiative 1:</u> Improve the quality of information on the Nationally Consistent Collection of Data on School Students with Disability and to improve the efficiency and integrity of the data collection</p>	<p>This project will deliver professional development activities to continue to improve the consistency of Catholic education staff's understanding of the NCCD and through doing so, improve on the quality of evidence of adjustments and reporting of data about school students with disability. Activities will focus on collaborating with key role holders in Catholic School Authorities to design training about the NCCD model, facilitate cross-school and cross-sector moderation and NCCD reflection and planning, responsive to their needs.</p> <p>Staff will participate in training and cross-school and/or cross-sector moderation, to assist with strengthening their knowledge and understanding of the NCCD processes and to assist them to engage with quality assurance processes.</p> <p>QCEC will work with Catholic School Authorities to collaborate and plan professional learning. QCEC will host the following activities throughout 2023 and 2024:</p> <ul style="list-style-type: none"> • Cross-school moderation • Cross-sector moderation • Preliminary anomaly check and feedback • Reflection and planning sessions 	<ul style="list-style-type: none"> • Catholic School Authorities are supported to provide training about the NCCD model and process to Catholic school staff. Achieved • QCEC facilitates cross-school and cross-sector moderation; and cross-school reflection and planning activities. Achieved • Classroom/subject teachers are encouraged to attend NCCD training about the model and cross-school moderation sessions, to increase their confidence around planning, recording, and monitoring educational adjustments Achieved 	<ul style="list-style-type: none"> • School-based decisions about the level of adjustment and category of disability are endorsed through cross-sector moderation 100% Achieved – see Point 1 • Catholic school staff indicate, via survey, increased confidence in the accuracy of the school level data submitted for census 67% achieved – see Point 2 • Participants report a higher level of confidence around planning, recording, and monitoring educational adjustments for students with disability Achieved – see Point 3 	<p>1 - NCCD Leading Practice community of practice online sessions for key role holders in the Catholic School Authorities were held monthly. NCCD Reflection and Planning workshops were conducted whereby participants reviewed data to reflect and plan for the 2023/2024 NCCD cycle.</p> <p>2 - 67% of participants reported an increase in their level of confidence as a result of moderation.</p> <p>3 - 92.3% of participants reported confidence in the evidence collected to include a student in the NCCD count, this is a small increase of 0.5% from 2022.</p>
<p>NCCD (Rockhampton led) <u>National Policy initiative 1:</u></p>	<p>Training: one day professional learning to build understanding of NCCD purpose, processes and systems</p> <ul style="list-style-type: none"> • Sub-total = \$43,060 	<ul style="list-style-type: none"> • Improved understanding of the NCCD across school leaders, class teachers and Learning Support specialists Achieved 	<ul style="list-style-type: none"> • 60 teachers complete NCCD professional learning in 2023 and 2024 100% Achieved – see Point 1 	<p>1 - A total of 173 teachers and school leaders engaged in NCCD training in the Rockhampton region in 2023 and 2024.</p>

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<p>Improve the quality of information on the Nationally Consistent Collection of Data on School Students with Disability and to improve the efficiency and integrity of the data collection</p>	<p>Within school moderation: time for teachers to collaborate to review folios, work towards consistency of judgement; one day per stream per school for within-school moderation</p> <ul style="list-style-type: none"> Sub-total = \$85,540 <p>Across-school moderation: moderation of evidence folios to build consistent understanding of expected standards</p> <ul style="list-style-type: none"> Sub-total = \$35,743.50 <p>Reflection: Four-hour opportunity for teachers to review survey findings and plan next steps for ongoing improvement</p> <ul style="list-style-type: none"> Sub-total = \$35,743.50 <p>Appointment of Project Officer: to support schools with disability related behaviour concerns</p> <ul style="list-style-type: none"> Sub-total = \$35,683 <p>Scholarships: for 24 teachers to undertake Graduate Certificate in Special Needs Education or Graduate Certificate in Autism Studies (Commonwealth Supported Placements)</p> <ul style="list-style-type: none"> Sub-total = \$48,000 	<ul style="list-style-type: none"> Consistent, quality practice across schools in terms of evidence collection and collation, and decision-making about level of addressed need <p>Achieved</p> <ul style="list-style-type: none"> On-going improvement in NCCD related systems and processes across all schools <p>Achieved</p>	<ul style="list-style-type: none"> Teams from 39 schools are involved in formal across-school moderation sessions in 2023 and 2024 <p>100% Achieved</p> <ul style="list-style-type: none"> 39 schools submit an NCCD plan in November 2023 and November 2024, following Reflection workshops <p>100% Achieved</p> <ul style="list-style-type: none"> 24 teachers complete a Graduate Certificate in either Special Needs Education or Autism Studies through Griffith University (part-time, online) in 2023 and 2024 <p>75% Achieved – see Point 2</p>	<p>2 - 18 teachers completed the Graduate Certificate in Special Needs Education or Autism Studies, and additional teachers are undertaking studies throughout 2025.</p>

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<p>NCCD (RI/MPJP led) <u>National Policy initiative 1:</u> Improve the quality of information on the Nationally Consistent Collection of Data on School Students with Disability and to improve the efficiency and integrity of the data collection</p>	<p>The NGRSF RI/MPJP Inclusive Education Consultant and Assistant provides the opportunity for all RI/MPJP schools to engage in a variety of training sessions to support the ongoing implementation of NCCD in schools. Training throughout the year will include formalised professional development sessions such as facilitated in-school moderation sessions, reflection sessions and NCCD planning sessions; and personalised assistance provided to RI/MPJP staff as required.</p>	<ul style="list-style-type: none"> The RI/MPJP Inclusive Education Consultant and Assistant works across RI/MPJP schools to support school staff to use NCCD resources and tools to support students with disability <p>Achieved</p>	<ul style="list-style-type: none"> An increased number of RI/MPJP school staff complete the Disability Standards for Education eLearning modules on the NCCD portal. <p>See Point 1</p> <ul style="list-style-type: none"> RI/MPJP school staff report via surveys a greater confidence and capacity to capture the four forms of evidence for NCCD (consultation and collaboration, assessed and identified needs, planning and adjustments, and monitor and review). <p>Achieved – See Point 2</p>	<p>1 - In 2022, QCEC received data from ESA showing that 681 people completed DSE modules on the NCCD portal, whereas in 2023, this number decreased to 115. This is an increase in the number of staff completing the training overall, however, not on a year-to-year basis.</p> <p>2 - 67% of survey participants reported an increase in their level of confidence as a result of moderation. 92.3% of participants reported confidence in the evidence collected to include a student in the NCCD count, which is an increase from the proportion of staff who reported improved confidence in 2022 (+0.5%).</p>

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<p>NCCD (Townsville led) <u>National Policy initiative 1:</u> Improve the quality of information on the Nationally Consistent Collection of Data on School Students with Disability and to improve the efficiency and integrity of the data collection</p>	<p>This project supports schools to engage with professional learning and NCCD activities (Cross school Moderation and Reflection, and Planning sessions), through funding Teacher Relief (TRS) and travel.</p> <p>Professional learning will be facilitated and provided by the Advisory Visiting Specialists (Inclusion) and the Inclusive Education Coordinator.</p>	<ul style="list-style-type: none"> • Improved efficiency and integrity of Townsville’s implementation of the NCCD model and data collection through: <ul style="list-style-type: none"> ○ Improved understanding of the NCCD model ○ Improved implementation of the NCCD <p>Achieved</p>	<ul style="list-style-type: none"> • Survey of participant responses demonstrates improvements in understanding and implementation of the NCCD model. <p>100% Achieved</p>	<p>Schools were supported to participate in within-school moderation and cross-school moderation, to the total of approximately 140 hours of teacher release across the Diocese. Two staff members from Mount Isa were supported to travel to NCCD Reflection Practice.</p>

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<p>NCCD (Cairns led) <u>National Policy initiative 1:</u></p> <p>Improve the quality of information on the Nationally Consistent Collection of Data on School Students with Disability and to improve the efficiency and integrity of the data collection</p>	<p>Project will strengthen quality assurance, moderation, and support for the continued improvement of the NCCD.</p> <p>Key focus areas:</p> <ul style="list-style-type: none"> Disability-specific training for staff to better understand functional impact and characteristics of disability. In-school moderation activities, spread over the 4 phases of NCCD Individual schools' completion of NCCD Reflection Tool and forward planning for next cycle Establishing a system-wide definition, workflow and resources for differentiation across Tiers 1, 2, 3 to support teacher planning and evidence for NCCD, under "Planning and Adjustments" In 2024, funds will be used to fund the production of a Tier 2/3 Differentiation booklet (Tier 1 Differentiation booklet already published and used by teaching staff during planning). 	<ul style="list-style-type: none"> All teachers have access to systemic-wide processes and practices for differentiation, as part of planning for students with disabilities. Achieved All schools engage with NCCD moderation processes (either in school, cross school or cross sector). Achieved Decisions regarding levels of adjustment and disability category are identified as accurate through quality assurance processes. Achieved 	<ul style="list-style-type: none"> >90% schools engaged in moderation facilitated by CES or QCEC. 100% Achieved Quality assurance processes show increase in accuracy of level and category of disabilities by school staff. Achieved – see Point 1 Increased attendance at disability-specific training for staff Achieved – see Point 2 	<p>1 - Over the last 4 years, Catholic Education Diocese of Cairns (CEDC) has been quality assuring the evidence of supports for at least 10% of students on the register across 30 schools. Over this time, an increase in percentage of identified students and a decrease in the number of students not having 4 categories of evidence has significantly decreased.</p> <p>2 – CEDC have had a 12% increase in the requests from schools for disability-specific training from 2023 to 2024.</p> <p>Additional: Review of longitudinal data highlighted a very low incidence of students with sensory disabilities. Considering the high First Nations population (over 12%), a hypothesis was provided that a lack of universal screening amongst young students was potentially failing to identify students with hearing impairments. As such, NGRSF funds were utilised to purchase Sound Scouts for all Preps in 2025.</p>

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				At the time of reporting, this was being carried out across 22 schools. Initial data suggests students are being identified early so supports can be put into place. The screener results make up part of the Assessed and Identified Need component for NCCD.
<p>NCCD (Toowoomba led)</p> <p><u>National Policy initiative 1:</u></p> <p>Improve the quality of information on the Nationally Consistent Collection of Data on School Students with Disability and to improve the efficiency and integrity of the data collection</p>	<p>School staff will be supported to attend NCCD update sessions through provision of teacher relief funds, travel and accommodation costs.</p> <p>Support will be provided by Toowoomba Catholic Schools Office (TCSO) education officers and managers for the NCCD and personalised student planning support to all schools.</p>	<ul style="list-style-type: none"> • Delivery of professional learning about the NCCD. Achieved • Teachers are better equipped to plan, record and monitor educational adjustments for students with disability within the four phases of the NCCD. Achieved • NCCD within-school moderation processes are embedded in the school cycle. Achieved 	<ul style="list-style-type: none"> • Feedback from participants surveyed indicate an improved understanding of the NCCD. 100% Achieved • Approximately 25 school staff will attend NCCD update sessions. 100% Achieved • Review of schools' NCCD will find appropriate evidence for NCCD decisions. 100% Achieved 	

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<p>NCCD (Brisbane led) <u>National Policy initiative 1:</u> Improve the quality of information on the Nationally Consistent Collection of Data on School Students with Disability and to improve the efficiency and integrity of the data collection</p>	<p>This project will improve the consistency of evidence collection and the application of the NCCD model across schools through streamlining of processes to support students with disability.</p> <p>Key focus areas:</p> <ul style="list-style-type: none"> • NCCD workshop facilitation <ul style="list-style-type: none"> ○ new staff and school NCCD teams ○ cross-school moderation ○ cross-sector moderation ○ internal school moderation ○ reflection and planning • Lead quality assurance of NCCD processes across schools • Build the capacity of classroom teachers to better understand the links between the Disability Discrimination Act (1992) (DDA) and the Disability Standards for Education (2005) (DSE) and NCCD processes • Support school staff to engage with all aspects of the NCCD model through the continuing process of teaching and learning across cycles of planning, implementation, validation, and reflection. 	<ul style="list-style-type: none"> • BCE schools have received updated information related to their obligations under the DDA/DSE and NCCD Achieved • Goals are identified for improvement in the next cycle of NCCD Achieved • Quality assurance process confirms the accuracy of school decisions Achieved • Alignment of decisions regarding levels of adjustment and disability category between BCE schools and other sectors Achieved 	<ul style="list-style-type: none"> • 100% of schools (146) engage in NCCD training and 70% or more of participants report an increased level of knowledge and confidence following completion of the workshop. 100% Achieved • 70% or more of staff in target schools report via a participant evaluation survey an increase in teacher confidence to plan, implement and monitor adjustments for students with disability. 100% Achieved • 90% or more of participants in moderation workshops indicate via a participant survey a high level of confidence in their decision – making. 100% Achieved 	

NATIONAL PRIORITY 2: 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 STUDENTS' ABILITY IN SCIENCE, DIGITAL LITERACY AND CIVICS AND CITIZENSHIP.

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<p>NAPLAN Online Coordination Project (QCEC led) <u>National Policy Initiative 2:</u> 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 students' ability in science, digital literacy and civics and citizenship.</p>	<p>This project will support all Queensland Catholic schools undertaking NAPLAN online in the earlier test window from 15 – 27 March in 2023. Support will also be provided for NAPLAN improvements announced by Education Ministers as required. QCEC will work with the Queensland Curriculum and Assessment Authority (QCAA) and Catholic School Authorities (CSAs) to support Catholic schools access to, and utilisation of, a range of resources and advice on program changes including:</p> <ul style="list-style-type: none"> • Bitesize webinars • Training environment • New Locked Down Browsers • Test schedule, assessment and administration changes. <p>QCEC anticipates that all funding allocated for this project will be expended in 2023. As such, activities to support NAPLAN Online in 2024 have not been detailed.</p>	<ul style="list-style-type: none"> • QCEC works with QCAA and CSAs to support all Catholic schools to undertake NAPLAN in the online mode in the earlier Term One test window. Achieved • QCEC provides timely updates on NAPLAN 2023 developments. Achieved • QCEC advocates for the needs of the Catholic sector. Achieved • CSAs and Catholic schools are supported with communications on NAPLAN results and reports to gain insights into student progress. Achieved 	<ul style="list-style-type: none"> • 100% of Catholic schools engage in NAPLAN online testing in March 2023. 100% Achieved • QCEC uses a range of channels to communicate NAPLAN 2023 updates and access to resources to Catholic sector stakeholders. 100% Achieved • QCEC liaises with QCAA to address the needs of the Catholic sector as required. 100% Achieved 	

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<p>NAPLAN (Rockhampton led) <u>National Policy Initiative 2:</u> 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 students' ability in science, digital literacy and civics and citizenship.</p>	<p>NAPLAN Coordinator: appointed to help coordinate and establish clear processes and procedures to support schools to conduct NAPLAN Online in 2023</p> <ul style="list-style-type: none"> • \$9,152 <p>TRS for school-based NAPLAN Coordinators: one day per school to support NAPLAN Coordinators and Administrators to work with teachers and to ensure all administrative tasks are successfully attended to in a timely way</p> <ul style="list-style-type: none"> • \$23,829 	<ul style="list-style-type: none"> • All schools understand administrative requirements of NAPLAN Online, and develop systems and processes to deliver on expectations. <p>Achieved</p>	<ul style="list-style-type: none"> • 39 Rockhampton Diocese schools participate in NAPLAN in Term 1 2023. <p>100% Achieved</p> <ul style="list-style-type: none"> • Follow up survey shows at least 75% of school-based NAPLAN Coordinators rate the support provided as 4 or 5 (on a five point scale, with 1 being very low satisfaction and 5 being very high satisfaction). <p>100% Achieved – see Point 1</p>	<p>1 - Assistant Principals Curriculum (APC) were surveyed at Primary and Secondary APC meetings. More than 75% expressed satisfaction with the communication and practical support provided for efficient administration of NAPLAN. Support included an appointed project officer who provided clear and ongoing communication.</p>

NATIONAL PRIORITY 3: IMPROVE GOVERNANCE AND FINANCIAL MANAGEMENT PRACTICES IN NON-GOVERNMENT SCHOOLS TO STRENGTHEN FINANCIAL VIABILITY, IMPROVE BUSINESS DECISION MAKING AND BUILD RESILIENCE TO MITIGATE UNFORESEEN CIRCUMSTANCES.

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<p>Improving Governance (Rockhampton led) <u>National Policy Initiative 3:</u> Improve 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>Governance training: Governance training program facilitated by The Brown Collective for all principals of our 39 schools and Colleges</p> <ul style="list-style-type: none"> • \$80,000 <p>Finance Gathering: Professional development for Business Managers and Finance Secretaries, facilitated by the Rockhampton Finance team</p> <ul style="list-style-type: none"> • \$40,000 	<ul style="list-style-type: none"> • Increased knowledge and understanding of compliance requirements across all domains of a school’s operations. Achieved • Improved financial management practices including budgeting. Achieved 	<ul style="list-style-type: none"> • 39 principals and 10 system level leaders will participate in the Governance training program. 100% Achieved – see Point 1 • 39 Business Managers and Finance Secretaries will participate in the Finance Gathering/Professional Learning 100% Achieved – see Point 2 • Evaluations of the professional learning show that at least 75% of participants rate the training as 4 or 5 (on a five point scale, with 1 being very low satisfaction and 5 being very high satisfaction). 100% Achieved 	<p>1 - 57 principals and system leaders participated in a three-day Professional Practices compliance program, facilitated by Dr Stephen Brown (The Brown Collective). Presenters focused on financial, legal, and educational compliance requirements.</p> <p>2 - 57 Business Managers, Finance Secretaries and members of the Catholic Education Diocese of Rockhampton Finance team engaged in the Finance Gathering in 2023. The program included workshops on managing difficult conversations, cybersecurity, TASS (Student Management and Finance platform), financial stewardship and compliance, employee support processes, capital and asset management, and use of our Power BI data dashboards).</p>

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<p>Leadership Development (RI/MPJP led) <u>National Policy Initiative 3:</u> Improve 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>This project will support approximately 30 principals/school leaders to undertake the Leading with Integrity and Excellence (LWIE) course provided by The Brown Collective.</p> <p>The course is aimed at building the capability of school leaders in the areas of strategic leadership and governance, and is delivered over six days of face-to-face learning.</p>	<ul style="list-style-type: none"> Approximately 30 Principals and aspiring Principals are supported to complete the LWIE program. <p>Achieved</p>	<p>Using the Exit Survey at the end of the course:</p> <ul style="list-style-type: none"> More than 60% of graduating LWIE participants indicate the course was a worthwhile professional learning activity. <p>100% Achieved</p> <ul style="list-style-type: none"> More than 60% of graduating LWIE participants indicate the program was relevant to their school context and would recommend it to colleagues. <p>100% Achieved</p>	

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<p>Leadership learning programs (Toowoomba led)</p> <p><u>National Policy Initiative 3:</u></p> <p>Improve 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>Provision of leadership masterclasses across Toowoomba Catholic Schools, targeting all levels of leadership across the organisation in 2023 and 2024.</p>	<ul style="list-style-type: none"> • Increased familiarity of leaders with the Toowoomba Catholic Schools leadership capabilities. Achieved • School leaders are provided with the opportunity to reflect and evaluate personal strengths and practices within a supportive and professional network of established system and school leaders. Achieved • Attendees experience and develop further capacity in a variety of responsibilities associated with their role. Achieved 	<ul style="list-style-type: none"> • Feedback surveys from participants endorse the learning intentions for each workshop. 100% Achieved • Participants indicate improved knowledge of their capability as a leader and opportunities for future growth. 100% Achieved 	

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<p>Leadership capabilities and financial management (Toowoomba led)</p> <p><u>National Policy Initiative 3:</u></p> <p>Improve 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>Through the leadership forums (four times per year), focus on developing the capabilities and practices associated with effective organisational and strategic decision making, incorporating principles from the Toowoomba Catholic Schools leadership framework.</p> <p>Implementation of new Toowoomba Catholic Schools funding distribution model from 1 January 2024 for all schools will require additional development for school leadership teams in organisational leadership and financial management with frequent sessions scheduled across the full year.</p>	<ul style="list-style-type: none"> Provision of training sessions to principals and business managers across all schools in the areas of organisational and strategic leadership. <p>Achieved</p> <ul style="list-style-type: none"> Creation of updated and modern templates to assist with budgeting and long-term forecasting for schools, that also include more streamlined staffing schedules. <p>Achieved</p>	<ul style="list-style-type: none"> Participants indicate improved knowledge of their capabilities as a leader. <p>100% Achieved</p> <ul style="list-style-type: none"> Participants indicate improved financial knowledge and confidence with making business decisions. <p>100% Achieved</p> <ul style="list-style-type: none"> 100% completion and implementation of new templates by November 2023. <p>100% Achieved</p>	<p>Preparation for change in financial framework was undertaken during 2023 and continued into 2024 with the implementation of the revised framework.</p>

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<p>School renewal processes (Toowoomba led)</p> <p><u>National Policy Initiative 3:</u></p> <p>Improve 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>Implementation of the School Renewal and Improvement Program within the school environment with costs including TRS for staff involved from within the school and other schools, consultancy fees, travel and accommodation costs. Seven schools are scheduled during 2023 for their next cycle with the program and seven in 2024.</p> <p>Reviewing the program during 2023 and 2024 to incorporate renewed approach for data storytelling from the school perspective. 'Data window' project to support this renewed approach.</p> <p>Support the work of school leaders, staff, students and community in evaluating the effectiveness of programs and directions against agreed goals and priorities.</p> <p>Ensure local and system accountability to school communities and the government for the prudent oversight of resources and staffing to attain the desired student outcomes.</p>	<ul style="list-style-type: none"> PowerBI dashboards created that are relevant and contain data that schools are able to utilise to tell their story within the context of school renewal. Achieved School communities have a formal and structured avenue to provide feedback on key elements of the operation of the school. Achieved School leaders have access to independent, valid feedback about school performance. Achieved The system uses the outcomes of this process to ensure accountability to school communities and government for the prudent oversight of resources and staffing to attain the desired student outcomes. Achieved 	<ul style="list-style-type: none"> Feedback through the working group for the PowerBI dashboard development confirms high satisfaction levels with the process and outcomes. 100% Achieved Feedback from school communities who action the program during 2023 and 2024 confirm high satisfaction levels with the process and outcomes for the school renewal and improvement program. 100% Achieved 	

STATE-BASED REFORM ACTIONS FROM THE BILATERAL REFORM AGREEMENT

1. Project Title	2. Project Description and Activities	3. Expected Outcomes/Overall Achievements Achieved/Not achieved	4. Indicators of success % Achieved	5. List any additional or variations of Activities undertaken/Achieved outcomes
<p>Early Years Project (Townsville led)</p> <p><u>Bilateral Agreement Reform Direction A:</u> Support students and student learning:</p> <p><u>Action 1:</u> Review and extend early years screening tools in Queensland Catholic schools</p>	<p>The Early Years Literacy and Numeracy Data Project consists of an Oral Language and Numeracy screening tool for Prep and Year 1 students, and a Numeracy and Literacy test for Year 2 students. The data gathered is shared with the class teachers and with other key school personnel. The early year teachers have the opportunity to plan for the students' learning across the next two terms before post testing occurs to identify the progress the students have made.</p>	<ul style="list-style-type: none"> • Teachers implement the pre- and post-tests in Years 1 and 2 at the designated times and make use of the data to plan and address the learning needs of students. Achieved • Teachers use available data to plan for the next step in students' learning and at the end of the year, assess the progress that students have made. Achieved • Teachers reference the early years' data in their planning throughout the year. Achieved 	<ul style="list-style-type: none"> • Curriculum Advisers and each school's Speech Pathologist will analyse the pre-data and post-data with teachers, ensuring that the testing has occurred and is supporting teachers to plan for progress in student learning. 100% Achieved • Curriculum Advisers report on teacher engagement with post testing feedback data. 100% Achieved 	

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<p>Accelerate in the Early Years (Brisbane led)</p> <p><u>Bilateral Agreement Reform Direction A:</u> Support students and student learning:</p> <p><u>Action 1:</u> Review and extend early years screening tools in Queensland Catholic schools</p>	<p>This ongoing project will further develop and articulate school-based partnerships, processes and practices that respond to student learning progress and provide responsive teaching and support for every student.</p> <p>Findings from the project used to review and revise BCE's current position on the teaching of early foundational literacy skills including the teaching of reading.</p> <p>It is further intended to embed foundational literacy teaching practices across the early years, using the revised Australian curriculum v9 English and the literacy progression.</p> <p>Extensive review of the current early years monitoring tool suite will allow for responsive teaching in a targeted way across our early years' classes, ensuring progress for all students.</p>	<ul style="list-style-type: none"> The Foundational Literacy Monitoring Tool (FLMT) is implemented in Prep across all BCE schools. Sound Letter Knowledge and PM Benchmark literacy tools are reviewed and recommendations are made for their revision or replacement in P-3. <p>Achieved</p> <ul style="list-style-type: none"> Building of each role holders' capacity (teachers, Primary Learning Leaders, Support Teachers, Leadership teams and other specialists) to best respond to each student's literacy progress. <p>Achieved</p> <ul style="list-style-type: none"> A refined understanding of how the Levels of Teaching Response can be used as a framework to progress the learning of each student. <p>Achieved</p>	<ul style="list-style-type: none"> BCE Business Intelligence (BI) Tool shows that 100% of schools use the FLMT to capture and use data about each student's foundational literacy skills. <p>100% Achieved</p> <ul style="list-style-type: none"> 80-100% of workshop participants report via survey a deeper or significantly deeper understanding of the partnerships, processes and practices needed to respond effectively to each student's literacy progress. <p>100% Achieved</p>	

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<p>Highly Accomplished and Lead Teacher Initiative (QCEC led) <u>Bilateral Agreement Reform Direction B:</u> Support teaching, school leadership and school improvement <u>Action 1:</u> Support school leadership and school improvement through initiatives aimed at enhancing strategic leadership for existing and aspiring school leaders and for school boards.</p>	<p>This project will continue to recognise the explicit value of teaching experience and proven ability in the classroom by rewarding Highly Accomplished and Lead teachers (HALTs) through the following activities:</p> <ul style="list-style-type: none"> The provision of support for Catholic school leaders so they can support HALT applicants. The training of additional HALT assessors, including refresher training of HALT assessors. Information sessions and in-depth workshops scheduled prior to applicants submitting their Notification of Intention to Apply for Certification. Engage Queensland College of Teachers (QCT) to support QCEC Certification processes including: Initial Assessor Training, Assessor Refresher Training, Introductory Sessions, In-Depth Workshops, Client Application fees, and potential Internal Review Committee (IRC). Support access to customised online modules to assist applicants in the development of HALT portfolios with a specific Catholic lens. Support trained Facilitators to deliver professional learning opportunities (Introductory Sessions and In-Depth Workshops) within all Queensland Catholic Dioceses and for all Catholic School Authorities. Continue to work with the QCT in renewal of certification processes. 	<ul style="list-style-type: none"> An increased number of Queensland Catholic school teachers apply for HALT certification. Not achieved -see point 1 Teachers have access to current resources on a website which supports the HALT application process. Achieved HALT Applicants and Aspiring HALT Applicants are supported through the provision of Professional Learning opportunities, including Introductory and In-Depth Workshops. Achieved 	<ul style="list-style-type: none"> In 2023 more than 14 teachers will apply for HALT certification in Queensland Catholic schools representing an increase in the number of applicants from 2022. 0% Achieved – see point 1 Diocesan facilitators are formally trained by the QCT to lead local training sessions. 100% Achieved -see point 2 In 2023, HALT Assessors will be trained to support HALT assessment processes. 100% Achieved -see point 3 	<ol style="list-style-type: none"> 13 submissions were received by the QCT in 2023, one less than for 2022. However, 11 teachers were certified (7 HAT and 4 LT) which represents the highest success rate since the program commenced. 3 Diocesan Facilitators who had already undertaken the ATP completed training to lead local training sessions. In 2023, 15 new Assessors were trained. In 2023, QCEC offered 7 Introductory Sessions, 10 In-Depth Workshops, 2 Renewal webinars, 3 #HATCHAT #LEADFEED sessions and a Stage 2 Assessment webinar in both online and face-to-face formats.

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	<ul style="list-style-type: none"> Support AITSL initiatives including HALT Summit review of certification processes locally and/or nationally. <p>Pending the success of the 2023 certification round, all funding allocated to this project will be expended in 2023. Any funding not expended in 2023 will be reallocated to another project or be used to support certification in 2024.</p>			
<p>School-based projects to support teacher pathways (RI/MPJP led)</p> <p><u>Bilateral Direction B:</u> Support teaching, school leadership and school improvement</p>	<p>This project will allow RI/MPJP schools to apply for grants (up to \$15,000 per school) to support localised activities to enhance teaching and school leadership pathways. Grants may support activities in the following three areas:</p> <ol style="list-style-type: none"> Highly Accomplished and Lead Teacher Certification <ul style="list-style-type: none"> For example: teacher release for the preparation of portfolios, support for aspirant mentoring, and the reimbursement of HALT certification application fees. Graduate and Early Career teachers <ul style="list-style-type: none"> For example: school-based projects to provide mentoring for graduate and early career teachers, teacher release time for mentors, professional development programs for teachers and mentors, etc. 	<ul style="list-style-type: none"> RI/MPJP schools plan and execute local activities to support teaching, school leadership and school improvement pathways. Achieved 	<ul style="list-style-type: none"> Participating schools report increased engagement with Initial Teacher Education providers to strengthen the pipeline of teachers to their schools Achieved – see Point 1 Participating schools report supporting teachers seeking Highly Accomplished and Lead Teacher certification through the preparation of their portfolios and/or a deeper understanding of the Australian Professional Standards for Teachers. Achieved – see Point 2 	<p>1 - RI/MPJP schools supported a range of activities relating to the provision of time release, mentoring and planning time to support aspirant HALT teachers to prepare their portfolio</p> <p>2 – RI/MPJP schools supported a range of activities that led to:</p> <ul style="list-style-type: none"> The provision of release time for provisionally registered teachers to work with a HALT-accredited teacher to support their transition to full registration. Increased mentoring programs for early career teachers, focusing on high impact teaching strategies and teacher-relevant administrative skills.

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<p><u>Action 2:</u> Support school leadership and school improvement through initiatives aimed at enhancing strategic leadership for existing and aspiring school leaders and for school boards.</p>	<p>3. Teacher pathways to support the recruitment and retention of staff</p> <ul style="list-style-type: none"> For example: support for university-based programs to attract pre-service teachers, the support of pre-service teacher employment in school officer positions, research opportunities with universities, etc. <p>Schools and/or school clusters will be invited to apply for grants in Term One 2023, and successful schools will be required to report on their project's success and funding acquittal by the end of 2024.</p>		<ul style="list-style-type: none"> Participating schools report supporting graduate and early career teachers through mentoring, professional development and/or increased time release for teachers and mentors. <p>Achieved – see Point 3</p>	<ul style="list-style-type: none"> The appointment of a Research Project Officer to conduct school visits and form connections with tertiary institutes to inform the principal on how to support pre-service and early-career teachers. Projects to build the capacity and skills for mentoring teachers. The employment of an Early Career Coach to support graduate teachers through an induction program. <p>3 – RI/MPJP schools supported a range of activities that led to:</p> <ul style="list-style-type: none"> Improved processes supporting goal setting, observations, networking and reflections. The establishment of working committees to improve professional development offerings. The strategic allocation of time for middle and senior school leaders to foster professional conversations during class time.

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				<ul style="list-style-type: none"> Utilisation of the PeopleBench Resilience Survey to garner insights into current staff wellbeing and resilience levels, to identify areas to target improvement efforts The support of staff to complete a Certificate IV in Training and Assessment.
<p>Leadership Development (Townsville led)</p> <p><u>Bilateral</u> <u>Direction B:</u> Supporting teaching, school leadership and school improvement.</p>	<p>This project will support school leadership and school improvement through professional learning programs which enhance the skills, knowledge and capabilities of current and aspiring leaders. Targeted invitees and participation rates in leadership development programs as follows:</p> <ul style="list-style-type: none"> Aspirant Leaders’ Program (to be conducted in Mount Isa) – targeted participants are teachers with over four years teaching experience, nominated by their principal/TCEO staff as potential leaders. (25 participants) Leading from Within – targeted participants are experienced middle leaders, preferably those in their second three-year cycle. (30 participants) QELI 7 Habits of Highly Effective Leaders – targeted participants are staff in senior leadership positions. Also, invitation to system leaders. (20 participants) 	<ul style="list-style-type: none"> Improved capability of principals and leaders’ skills in the areas of governance, planning, and school improvement. Achieved Improved financial literacy for school leadership to assist with informed decision-making. Achieved Improved skill levels and readiness of those aspiring to school leadership. Achieved 	<ul style="list-style-type: none"> Positive feedback on the leadership professional development from participants for all courses. This will be collected via survey. 100% Achieved Increasing number of aspiring leaders indicating interest in acting or permanent senior leadership positions. 100% Achieved Increasing number of applicants for middle and senior leadership positions. 75% Achieved – see Point 1 	<p>1 - The Aspiring Leaders Program was conducted in Mount Isa in 2023. Twenty-seven potential leaders attended the three-day program. 95% of participants recommended the program with a 5 out of 5 score and 95% of participants expressed a desire to be principals in the future. Ongoing staffing challenges have meant the program has not immediately resulted in increasing numbers of applicants for positions.</p>

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<p><u>Action 2:</u> Support school leadership and school improvement through initiatives aimed at enhancing strategic leadership for existing and aspiring school leaders and for school boards.</p>				
<p>Instructional Leadership Program (Cairns led) <u>Bilateral Direction B:</u> Supporting teaching, school leadership and school improvement.</p>	<p>Phase 1: Development of a 6-month in-house instructional Leadership Program for middle, aspiring and senior leaders. Course content and assessment is developed with identified knowledgeable others whose time and expertise will require financial investment.</p> <p>Phase 2: Program commences. Costs include guest speakers, venue and catering and marking of optional assessment for recognition into scholarship supported post graduate study cohort</p> <p>In 2024, Phase 2 will be extended to ensure more participants have the opportunity to engage in the program.</p>	<ul style="list-style-type: none"> School leaders at all levels can engage in proactive and strategic choices in instructional leadership as a driver of school effectiveness. Achieved – see Point 1 All principals will be enrolled in or have completed Masters level study Achieved – see Point 2 	<ul style="list-style-type: none"> 80% of current principals without post graduate level qualifications complete the Instructional Leadership Program Not Achieved – see Point 3 80% of participants report improvement in confidence and capability to lead learning in their context Achieved – see Point 4 	<p>1 - 25 teacher leaders and middle leaders engaged in program.</p> <p>2 – The focus on Instructional Leadership brought attention to the benefits of educational leadership post graduate qualifications for principals with two of the four principals without master’s level quals enrolling in alternate master’s level program as a result.</p>

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<p><u>Action 2:</u> Support school leadership and school improvement through initiatives aimed at enhancing strategic leadership for existing and aspiring school leaders and for school boards.</p>			<ul style="list-style-type: none"> 50% of program participants complete optional additional assessment <p>100% Achieved – see Point 5</p>	<p>3 - The program was open to all teaching and leadership staff however no principals enrolled in the program. 25 teacher leaders, middle leaders and 1 senior system leader enrolled and 21 completed the program successfully.</p> <p>4 - 21 participants submitted Action Research projects to Griffith University with strong qualitative evaluation feedback indicating a significant growth in confidence and capability.</p> <p>5 - 17 of 25 (70%) participants submitted final assignment to achieve a micro-credential and digital badge from Griffith University. This was equivalent to credit for one unit of their Post Grad Education Studies. Two participants have gone on to enrol in a Masters Program.</p>

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<p>HALT (Toowoomba led) <u>Bilateral Direction B:</u> Support teaching, school leadership and school improvement <u>Action 2:</u> Support school leadership and school improvement through initiatives aimed at enhancing strategic leadership for existing and aspiring school leaders and for school boards.</p>	<p>Toowoomba Catholic Schools Office and school staff will continue to engage with QCEC-led activities to support Highly Accomplished and Lead Teacher applications.</p> <p>Engagement with an external consultant to assist with the completion of applications during 2023 and 2024. This will also include Teacher Relief to allow applicants to work on their portfolio with the consultant.</p>	<ul style="list-style-type: none"> Teachers are supported with time and have greater confidence to complete applications for Highly accomplished and lead teacher. <p>Achieved</p>	<ul style="list-style-type: none"> Feedback from participants surveyed indicate satisfaction with the support provided for the HALT application process. <p>100% Achieved</p> <ul style="list-style-type: none"> 10 applications submitted for HALT certification. <p>40% Achieved see Point 1</p>	<p>1 – While the goal of 10 applications was not achieved in 2023, there has been a steady increase in the number of teachers accessing the HALT support program (4 in 2023, 10 in 2024 and 18 in 2025). This indicates an increase in the number of teachers preparing to submit an application in future years.</p>

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<p>Clarity – An approach to systemwide school improvement (Cairns led)</p> <p><u>Bilateral Direction B:</u> Support teaching, school leadership and school improvement</p> <p><u>Action 3:</u> Enhance school improvement processes and planning with Catholic schools.</p>	<p>This is the final year of a 3-year project aimed at increasing consistent school-wide practices that support teaching and learning.</p> <p>Cairns Education Services (CES) will continue to work with Dr Lyn Sharratt in 2023 in focusing on the 14 parameters of System and School Improvement as outlined in “Clarity - What Matters Most in Learning, Teaching, and Leading”.</p> <p>Staff undertake professional learning and provide professional learning to implement the specific practices with the staff of each school. The work aligns with the school's Annual Improvement Plan and will focus on three common parameters and one of the school's choosing with the overarching goal to embed all 14 parameters as their ongoing work. The three common parameters are:</p> <p>1. Shared beliefs and understandings 6. Case management approach, 14. Shared responsibility and accountability.</p> <p>A project consultant is employed to support schools on the ground as they work through this project.</p> <p>In 2024, networks and workshops will be held to further embed the 3 parameters and how best to support schools to embed these in their practice.</p>	<ul style="list-style-type: none"> Schools report increased understanding of the 14 parameters as outlined by Dr Lyn Sharratt. Achieved Networks and partnerships with other schools have been built to impact student outcomes and smooth transitions. Achieved Schools report increased confidence amongst staff to use Data Walls and evidence to inform practice and goal setting. Achieved The project consultant is in regular contact with the participating schools and monitors progress. Achieved 	<ul style="list-style-type: none"> Data Walls are constructed in >90% of participating schools, based on school data aligned with the School’s Annual Improvement Plan goal. 100% Achieved – see Point 1 Instructional Case Management meetings are conducted in all schools (30) to target specific strategies to support students identified through data analysis and reflected on the Data Wall. 83% Achieved Professional Development to build staff capacity to embed the parameters is undertaken by 100% of participating schools. 100% Achieved 	<p>1 - In 2024 all schools had a literacy and/or numeracy goal in their annual plans that highlighted parameters 1 and 14. Agreed monitoring tool using DIBELS has seen 100% of primary schools engaged in data monitoring (either via wall or electronically) for reading.</p> <p>Additional: With a change in reading approach in the diocese, the system reading data changed from PM level to overall score in DIBELS (an evidence-based screener that identifies reading risk in students p-8). Some of NGRSF funds were used to help train key staff in the use of DIBELS so that fidelity of administration, scoring and analysis provided a solid foundation for data wall conversations.</p>

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<p>Wellbeing in Rural Schools (Brisbane led)</p> <p><u>Bilateral Direction B:</u> Support teaching, school leadership and school improvement</p> <p><u>Action 4:</u> Facilitate support to school communities in rural and remote areas to enhance student wellbeing.</p>	<p>This project, implemented in schools in North & South Burnett [Gayndah, Murgon, Kingaroy, Nanango], Wide Bay [Hervey Bay, Torquay, Childers], Maryborough and Gympie and aims to build the capacity of staff in developing prevention and early intervention responses in promoting positive student wellbeing and understanding the Levels of Teaching Response in deepening learning.</p> <p>Significant progress was made in 2021-2022. However, the eleven schools are at different stages in the development of effective structures to support student wellbeing. The AITSL Spotlight on Wellbeing in Australian schools (March 2022) highlights the significance of student wellbeing as a focus for all educators, particularly since the mental health of young people has been impacted by the pandemic.</p>	<ul style="list-style-type: none"> Key school personnel (such as a Leadership Team Representative, Guidance Counsellor, Support Teacher Inclusive Education, Primary and Secondary Learning Leaders) engage in the project through planning meetings with the Education Officer: Student Wellbeing to review implementation of School Action Plan. Achieved The school's Whole School Wellbeing approach is developed through a review of current processes, structures, and programs. Achieved Implementation of multi-tiered systems of support is progressed, linking wellbeing, learning and engagement. Achieved 	<ul style="list-style-type: none"> 100% of schools (11) engage in planning/implementation meetings for school action plan 100% Achieved 100% of schools (11) review current practices to develop a whole school wellbeing approach using a mapping tool.100% Achieved 100% of schools (11) engage in relevant training in multi-tiered systems of support and 70% or more of participants report an increased level of knowledge and confidence following completion of training 100% Achieved Schools establish/ maintain community partnerships. 100% Achieved 	

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<p>Intergenerational learning programs (QCEC led)</p> <p><u>Bilateral Direction B:</u> Support teaching, school leadership and school improvement</p> <p><u>Action 5:</u> Provide professional learning opportunities and resources to enhance parent, community and industry engagement with Catholic schools.</p>	<p>This project will support Catholic School Authorities to implement intergenerational learning programs to support enhanced student wellbeing and community engagement. QCEC will engage Intergenerational Learning Australia to work with interested Catholic School Authorities to implement an intergenerational learning program, aligned with the Australian Curriculum, and the school's pastoral and wellbeing approach.</p>	<ul style="list-style-type: none"> Catholic School Authorities are supported to implement intergenerational learning programs to support enhanced student wellbeing and community engagement. <p>Achieved</p>	<ul style="list-style-type: none"> Interested Catholic School Authorities engage with Intergenerational Learning Australia to develop a program specific to their local context. <p>100% Achieved – see Point 1</p> <ul style="list-style-type: none"> Participating schools and teachers report on improved student and community engagement as a result of the program. <p>Achieved – see Point 2</p>	<p>1 – Four Catholic schools across Queensland (Allenstown, Newmarket, Mackay and Woree) participated in an Intergenerational Learning pilot program that met the local school and aged care facilities' unique geographical and cultural needs.</p> <p>2 – Feedback on the program was positive with all schools engaging in a mixture of online and in-person events with local aged care facilities, establishing and/or deepening relationships between participant schools and the aged care residents.</p>

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<p>Improving the Career Readiness of BCE Graduates (Brisbane led)</p> <p><u>Bilateral Direction B:</u></p> <p>Support teaching, school leadership and school improvement</p> <p><u>Action 5:</u></p> <p>Provide professional learning opportunities and resources to enhance parent, community and industry engagement with Catholic schools.</p>	<p>Review of secondary structures and practices to evaluate and improve the way in which BCE schools prepare students for successful global citizenship, regardless of their choice of pathway. The review will lead to the development of a research-informed framework for quality career learning with supporting resources to ensure student learning is authentic, integrated, informed by student voice and enhances the skills necessary to transition successfully into life after school.</p>	<ul style="list-style-type: none"> • Improved BCE Office capacity to support quality career learning. Achieved • Improved school capacity to deliver quality, integrated career learning. Achieved • Improved parent engagement with resources to support career planning. Achieved • Improved student understanding of career options and improved student engagement and wellbeing. Achieved 	<ul style="list-style-type: none"> • Dissemination of resources and information to relevant BCEO stakeholders. 100% Achieved • Feedback via surveys, interviews and forums provide that published resources support quality career learning. 100% Achieved • Parent engagement data on access to resources is created through surveys, interviews and forums, to support parent engagement in career and pathway planning. 100% Achieved • Select BCE schools trial digital systems to support parent education and engagement. 100% Achieved • Select schools to establish and work with curriculum advisory councils. 100% Achieved 	

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<p>PIVOT Feedback (Townsville led)</p> <p><u>Bilateral Direction C:</u></p> <p>Enhancing the national evidence base</p> <p><u>Action:</u></p> <p>Develop strategies to enhance data literacy among Catholic school leaders and teachers, support development of data tools and frameworks to inform planning and development of education policy and practices in Catholic schools.</p>	<p>Ten (10) secondary schools will implement this project by inviting teachers' participation.</p> <p>It is anticipated that 180-200 teachers will participate in 2023 and 2024.</p> <p>Teachers will participate by having students complete an online feedback process regarding the impact of the teacher's practice in line with the AITSL standards.</p> <p>This survey is conducted twice each year.</p>	<ul style="list-style-type: none"> Teachers can identify areas of their teaching practice where they can develop and improve based on the student feedback. <p>Achieved</p> <ul style="list-style-type: none"> Principals can use the overall school data to target professional development with teachers and to support teachers to engage in a rigorous Professional Learning Plan process. <p>Not achieved</p> <ul style="list-style-type: none"> Principals and other school leaders can identify areas of growth and development in students' learning, engagement and differentiation. <p>Not achieved</p>	<ul style="list-style-type: none"> Teachers use the data provided in the first survey to develop a goal/s for their own Professional Learning Plan. <p>60% Achieved</p> <ul style="list-style-type: none"> The survey data in the second round will show an improvement in teacher effectiveness, based on the professional development that teachers have undertaken throughout the year. <p>0% Achieved</p>	<p>PIVOT was utilised by 106 teachers in 6 schools in 2023, and 24 teachers in 1 school in 2024. While more schools were offered support to participate, the focus of the system shifted which resulted in lower engagement with PIVOT than originally intended. As a result of this, an underspend was experienced in this program.</p>

1. Project Title	2. Project Description and Activities	3. Expected Outcomes/Overall Achievements Achieved/Not achieved	4. Indicators of success % Achieved	5. List any additional or variations of Activities undertaken/Achieved outcomes
<p>MTSS-E: Multi-tiered systems of support for engagement (Cairns led)</p> <p><u>Bilateral Direction C:</u></p> <p>Enhancing the national evidence base</p> <p><u>Action 2:</u> Develop strategies to enhance data literacy among Catholic school leaders and teachers, support development of data tools and frameworks to inform planning and development of education policy and practices in Catholic schools.</p>	<p>Progressing in the journey of positive behavioural supports, the aim of this project is to scope and develop a multi-tiered system of support framework.</p> <p>This framework will include evidence-based systems and practices that draw from positive behavioural supports, response to intervention and trauma-informed methodologies.</p> <p>Tier 1 (Universal) will include: whole school systems and practices that are data informed and promote productive learning behaviours.</p> <p>Tier 2: (Targeted) will include the use of data sets to draw out insights for schools, indicating where targeted supports need to focus (e.g. social skilling, self-regulation, etc...).</p> <p>Tier 3 (Personalised) will include: personalised behaviour supports including risk assessments and de-escalation training for school staff, within a response to intervention framework.</p> <p>In 2024, Tier 1 evidence-based classroom practices will be documented and resourced as a professional development suite (i.e. High Impact Engagement Strategies).</p>	<p>The project will deliver:</p> <ul style="list-style-type: none"> a professional development package inclusive of universal, targeted and personalised practices that promotes student engagement. <p>Achieved</p> <ul style="list-style-type: none"> Training and resources available to teachers for Tier 1 classroom practices that promote productive student learning behaviours. These include, High Impact Behaviour Strategies (HIBS) and High Impact Engagement Strategies (HIES). <p>Achieved</p> <ul style="list-style-type: none"> Build school staff capability to respond to challenging student behaviour through the use of evidence-based risk assessment processes and individual behaviour plans and processes. <p>Achieved</p>	<ul style="list-style-type: none"> High levels of consistency in practices (as measured by Tiered Fidelity Inventory). 94% Achieved – see Point 1 All staff using Engage database to record behavioural incidences. 100% Achieved Reduction in behavioural incidences recorded in Engage. 100% Achieved – see Point 2 	<p>1 - Using the Tiered Fidelity Inventory, all but 1 school achieved the >70% consistency measure for Tier 1 practices.</p> <p>2 - Longitudinal data over 4 years shows that suspensions in P-2 have significantly decreased and 3-10 day suspensions have decreased across the Diocese.</p>

1. Project Title	2. Project Description and Activities	3. Expected Outcomes/Overall Achievements Achieved/Not achieved	4. Indicators of success % Achieved	5. List any additional or variations of Activities undertaken/Achieved outcomes
<p>Student Learning and School Culture Data (Townsville led)</p> <p><u>Bilateral Direction C:</u> Enhancing the national evidence base</p> <p><u>Action 2:</u> Develop strategies to enhance data literacy among Catholic school leaders and teachers, support development of data tools and frameworks to inform planning and development of education policy and practices in Catholic schools.</p>	<p>The Student Learning Data Project will provide dashboards developed in Power B.I. as the visualisation tool to display student learning data from system, school and student perspectives. There will be the opportunity for:</p> <ul style="list-style-type: none"> • System Leaders to view student progress across all 29 schools; • Principals and School Leaders to view their own school; and, • Teachers to drill down into cohorts, classes and individual students. <p>The dashboards will provide the ability to view different cohorts of students such as indigenous, EAL/D and students with a disability.</p> <p>The project will also involve developing a strategic plan for building the data literacy of all users of the dashboards.</p> <p>The project will also support System Leaders, Principals, and Assistant Principals of Religious Education (APREs) to better understand, interpret and respond to the Enhancing Catholic School Identity (ECSI) data and recommendations in growing dialogical schools.</p>	<ul style="list-style-type: none"> • The Student Learning Data Dashboards are functional and are being used across the organisation to monitor student learning progress and to provide in time data for decisions to be made. Achieved • Principals and School Leaders have the opportunity to monitor student progress and address situations where there is a little or no progress. Achieved • Principals and APREs have the opportunity to enhance the Catholic Identity of their school as relevant to specific cohorts, groups and timeframes. Achieved • Teachers can be responsive in their planning, teaching and assessment and respond to students' learning when progress is not being made Achieved 	<ul style="list-style-type: none"> • Through the Student Learning Data dashboard, the use of metrics is high across the diocese - >80%. 60% Achieved • System Leaders, School Principals and teachers are using the dashboard and drawing conclusions and responses based on the data. 100% Achieved • School leaders lead SMART IE Data practices in their own schools and shape school improvement around informed needs in Indigenous Education. 50% Achieved 	<p>The Student Learning Data Project was designed to build capability and use of student learning data. The Diocese has continued to support school leaders to engage with the data to inform planning and practices, and capability in these areas is continuing to increase.</p>

2023-2024 Budget Expenditure

Project Activities	Reform Support Funding 2023 calendar year (GST exclusive)	Reform Support Funding 2024 calendar year (GST exclusive)	Reform Support Funding Total (GST exclusive)
<i>National Priority 1 – Nationally Consistent Collection of Data on School Students with Disability</i>			
NCCD (QCEC)	\$132,196	\$0	\$132,196
NCCD (ROK)	\$158,299	\$125,471	\$283,769
NCCD (RI)	\$232,936	\$28,689	\$261,625
NCCD (TSV)	\$0	\$20,000	\$20,000
NCCD (CNS)	\$45,503	\$20,219	\$65,722
NCCD (TOO)	\$0	\$0	\$0
NCCD (BCE)	\$990,522	\$0	\$990,522
<i>National Priority 2- NAPLAN</i>			
NAPAN Online Coordination Project (QCEC)	\$120,000	\$0	\$120,000
NAPLAN (ROK)	\$16,261	\$16,720	\$32,981
<i>National Priority 3 – Governance and Financial Management</i>			
Improving Governance (ROK)	\$120,000	\$0	\$120,000
Leadership Development (RI)	\$108,460	\$14,580	\$123,040
Leadership Learning programs (TOO)	\$0	\$60,000	\$60,000
Leadership capabilities and financial management (TOO)	\$60,500	\$0	\$60,500
School renewal processes (TOO)	\$74,676	\$26,899	\$101,575
<i>State Reform Direction A: Support students and student learning</i>			
Early Years Project (TSV)	\$18,382	\$6,794	\$25,176
Accelerate in the Early Years (BCE)	\$485,264	\$0	\$485,264
<i>State Reform Direction B: Support teaching, school leadership and school improvement</i>			
Highly Accomplished and Lead Teacher (HALT) Initiative (QCEC)	\$181,706	\$11,493	\$193,199
School-based projects to support teacher pathways (RI)	\$348,331	\$1,330	\$349,661
Leadership Development (TSV)	\$96,375	\$0	\$96,375
Instructional Leadership Program (CNS)	\$32,767	\$0	\$32,767

Project Activities	Reform Support Funding 2023 calendar year (GST exclusive)	Reform Support Funding 2024 calendar year (GST exclusive)	Reform Support Funding Total (GST exclusive)
HALT (TOO)	\$10,000	\$0	\$10,000
Clarity – an approach to system-wide school improvement (CNS)	\$72,417	\$19,183	\$91,600
Wellbeing in Rural Schools (BCE)	\$170,875	\$0	\$170,875
Intergenerational Learning Programs (QCEC)	\$59,000	\$0	\$59,000
Improving the Career Readiness of BCE Graduates (BCE)	\$245,637	\$0	\$245,367
<i>State Reform Direction C: Enhancing the national evidence base</i>			
PIVOT Feedback (TSV)	\$11,660	\$3,100	\$14,760
MTSS-E: Multi-teared systems of support for engagement	\$32,434	\$67,256	\$99,690
Student Learning & School Culture Data	\$117,039	\$0	\$117,039
<i>Other</i>			
Administration costs	\$45,000	\$0	\$45,000
TOTAL	\$3,986,239	\$421,733	\$4,407,973