

Non-Government Reform Support Fund

2020 Annual Report

Catholic Education Tasmania

Executive Summary

Progress against your strategic plan

Catholic Education Tasmania achieved the majority of the 2020 indicators of success, despite the limitations brought about by the Global COVID 19 pandemic and subsequent impact on the system. Restrictions on travel and gatherings prevented actualisation of some of the planned professional learning opportunities, but, in turn, provided an opportunity to progress the suite of professional learning modules available to the system via CET's learning management system (Canvas).

The system maintained educational opportunities for students during the lockdown period through the state-wide support for learning@home and learning@home@school (for children of essential workers and also those unable to learn at home) via our online learning suite (<https://sites.google.com/catholic.tas.edu.au/learningathome/learning-at-home>)

CET goals for quality assurance, moderation and school support for the NCCD were achieved, including modifications to the system NCCD database for real time data analysis, and ongoing training for teaching and support staff in assessment, moderation, learning plans and learning plan audits. CET also supported the specialised training of coordinators in twenty-seven schools (over 70% of schools) through completion of Graduate Certificates in Education (Special Needs). The challenge of reduced face to face PL (due to COVID 19 gathering restrictions) resulted in the development of professional learning modules in the areas of student support and the NCCD. These modules are live on Canvas for all CET school and office staff.

NAPLAN was cancelled in 2020 as part of the national COVID19 management plan. Prior to this, CET was in place to achieve all markers. Improvement was made in CeD3 (CEnet's Catholic Education Data Driven Decision-making initiative) resulting in CET data now being more readily available to schools. As a result, schools have greater access to data about individual and group student progress. Schools were encouraged to use PAT data due to there being no NAPLAN data for 2020.

Under the goals for quality teaching, CET used the Learning Management System, Canvas, to enhance the capability, tracking and delivery of professional learning across the system. Three compliance modules were created and mandated for all CET staff, in the areas of Child Safety, Equity and Inclusion, and Work Health and Safety.

CET continued to establish Professional Learning Communities in our schools, with an uptake of 89% of schools. Face to face support at the school level was supplemented with a range of resources available online, to further embed and support PLC culture within the system. CETs PLCs focus is on teachers' collective confidence and self-efficacy, and the effective leadership and management of the educational program in schools, so that students have a consistent and high-quality learning experience.

CET completed the first year of a longitudinal research project into:

(i) causal factors

(ii) potential high-impact interventions

for students at risk of educational disadvantage – in particular, Aboriginal and Torres Straits Islander students with low English and Numeracy proficiency.

The project combines qualitative and quantitative methods to identify a tiered response to intervention, evidence-based pedagogy, quality teaching, leadership, and innovation.

A Reconciliation Action Plan is embedded in TCEO operational practice, with 100% of RAP deliverables achieved for 2020, including a plan to implement Aboriginal and Torres Strait Islander cultural awareness training strategy for CET staff (including new staff inductions) and a staged plan to develop and implement an Aboriginal and Torres Strait Islander Employment and Retention strategy.

The proof-of-concept version of the Clinical teaching school Hub for Initial Teacher Education has been successful, with five schools nominating to support the initial intake of five cadets in 2021. Agreement between Alphacrucis College, Campion College and CET for online course delivery has been established.

Relationship with your state and territory government

TCEO key staff liaised with the following committees, groups, and meetings (which supported and informed work in the key reform areas):

- AITSL Red Tape Review
- Highly Accomplished and Lead Teacher (HALT) Certification Cross sectoral pilot Steering Committee
- Tasmanian Ministerial Advisory Committee
- Cross Sectoral 9-12 Leadership Briefings
- National Catholic Education Commission Meetings
- AITSL Professional Growth Network
- Inter-Diocesan School Improvement Meetings
- Australian Curriculum - Curriculum Directors Group
- AEDC Steering Committee
- Years 9-12 Project

CET initiated two working groups that include members of the other two sectors. These were discussed at Heads of Sector meetings and briefings with the Minister.

- The Cross-sectoral Literacy Collaborative works cross-sectorally in literacy best practice and latest research. Reading outcomes for students in the early years have improved by following the Science of Reading principles (in schools implementing these practices). Individual schools are at different stages of implementing these principles. We have found teachers are more focused in direct and explicit instruction in the Big Six of Reading – oral language, phonemic awareness, phonics, fluency, vocabulary, and comprehension. Students have shown observable gains in phonemic awareness, decoding (phonics) and fluency to date.
- The PAFARR (Pedagogy, Assessment, Feedback and Reporting Review) group has collated and assessed all current CET policies, guidelines and advice documents regarding learning and teaching. All documents are in the process of being updated to inform current best practice and centrally located for ease of access. A pedagogical framework is also being developed, aligned to high impact teaching strategies and effective learning methods. These documents and related advice have been valuable to teachers who require clarification or support to inform their practice. The PAFARR team continues to be informed by current Department of Education documents outlining contemporary educational practice. This cross-sectoral relationship strengthens a more unified approach to achieving better results for all Tasmanian students.

Summary of 2020 achievements

Project title	Project description and activities	Expected outcomes/Overall achievements Achieved or Not achieved	Indicators of success Add the target % achieved	List any additional activities or variations to agreed activities and/or any additional information on outcomes or achievements
<p>Quality assurance, moderation and support for the continued Improvement of the Nationally Consistent Collection of Data on School Students with Disability</p>	<p>Ongoing training for Student Support Co-coordinators in schools to implement and moderate NCCD adjusted learning plans</p> <p>Modify existing on-line data platform for upload and access of all NCCD data.</p> <p>Provide Pearson advanced training in test instrument administration and interpretation of data to assess student need partner with the University of Notre Dame (Sydney) to provide 27+education officers, student support coordinators and teachers with a Graduate Certificate in Education (Special Needs).</p>	<p>As a system, Catholic Education Tasmania will provide streamlined processes to: Having modified the NCCD database, to continue to accurately assess each student for NCCD funding purposes and provide appropriate modified learning activities.</p> <p>Achieved</p> <p>Access accurate real-time data on funding allocations and be able to report comprehensively on funding acquittal.</p> <p>Achieved</p> <p>(1.) Provide quality learning opportunities for Student support personnel via Pearson training Not Achieved</p> <p>(2) Provide quality learning opportunities for Student support personnel via Graduate Certificate in Education (Special Needs). Achieved</p>	<p>100% of Student Support Coordinators continued to attend regional meetings to Enhance their understanding of the moderation and quality assurance of NCCD adjusted learning plans. 100% Achieved</p> <p>100% Achieved</p> <p>20 Teachers will have completed (1) Pearson Level two training. 0% Achieved</p> <p>27+ teachers will have completed the (2) Graduate Certificate in Education (Special Needs) in 2020. 96% Achieved</p>	<p>Moderation was altered due to COVID-19 restrictions. In 2020 moderation was supported by the Student Support team including moderating in school teams, across schools within regions and with the team moderating student samples on behalf of schools. The CANVAS module was developed to support schools.</p> <p>Pearson 2020 training not achieved due to COVID travel restrictions. Postponed until 2021.</p> <p>26 Student Support Coordinators completed the Graduate Certificate in Education (Special Needs)</p>

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	Continue to audit 30% of adjusted learning plans state-wide	Achieved	110% Achieved	33% of learning plans were audited.
Implementation of online delivery of the National Assessment program NAPLAN On-Line	<p>To ensure the continued implementation of NAPLAN online testing in all CET schools and colleges in 2020.</p> <p>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 DoE to ensure informed, coordinated cooperation in all aspects of on-line NAPLAN delivery and analysis.</p> <p>Provide high-quality training, information and support to schools in all aspects of NAPLAN on-line testing.</p> <p>Schools will use the provided data visualisation tools to enhance student learning in all areas measured by NAPLAN. Overall, there were not achieved due to COVID. But, if NAPLAN was not cancelled due to COVID, then we would have achieved all markers.</p>	<p>100% of schools and colleges will undertake the NAPLAN Online Readiness test in March 2020.</p> <p>100% of schools and colleges will participate in NAPLAN Online in May 2020.</p> <p>100% of all CET schools and colleges will report satisfactory completion of NAPLAN Online in 2020.</p> <p>100% of all CET schools and colleges will be able to use Yellowfin and/or Power BI to make productive educational decisions regarding student progress, differentiate learning and measure student progress in major areas of learning.</p> <p>0% Achieved due to NAPLAN cancellation and COVID-19.</p>	<p>100% of our school were ready to undertake NAPLAN Online readiness test.</p> <p>Due to COVID-19 NAPLAN was cancelled.</p> <p>As NAPLAN was cancelled there was no NAPLAN 2020 data. With the extra release time due to no NAPLAN, improvements to the NAPLAN reports in CeD3 (Yellowfin) were made. There was an extra focus on using PAT data to monitor student progress.</p>
Improving governance and financial management practices	Ongoing implementation of Finance Management System.	Achieved	Two schools will be pilot schools for the implementation of Technology One Financial	Two pilot schools went live during 2020. Further system development, configuration,

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in non-government schools.	Introducing a new and efficient payroll System (Tech One) in the Tasmanian Catholic Education Office and schools and colleges in 2020.	To implement, pilot and test the new Payroll strategy to central office and schools during 2020. Achieved.	<p>Management System in Term 1, 2020.</p> <p>Further rollout to other schools will continue during 2020 to 2022.</p> <p>100% Achieved.</p> <p>The Subject Matter Expert Team provide training modules for schools on the implementation and use of Technology One as a payroll management system.</p> <p>During Term 4, 2020 the success of the implementation in the TCEO and all schools was assessed, and changes were made to the training module and method of delivery, as required, for 2021.</p> <p>100% of all CET schools have undertaken payroll training.</p>	<p>and training for additional modules for the pilot schools also occurred.</p> <p>System configuration and training in the Technology One FMS occurred at three additional schools in preparation for going live in 2021. This will continue for other schools through to 2022.</p> <p>The Payroll System has been configured and staff have been trained in the new system during 2020.</p> <p>Training modules and workshops were assessed and reviewed with continued modifications based on system enhancements and feedback. Parallel pay runs are scheduled ready to go live during 2021.</p>

<p>Improvement Direction A Quality Teaching – curriculum, pedagogy, assessment and differentiation</p>	<p>Continue the development and implementation of Staff Learning Management System (Canvas) to enhance capability, tracking and delivery of professional development. Extend the catalogue of Canvas course/modules for system-wide teacher professional learning on Literacy.</p> <p>Trial a proof-of-concept version of the (Hub) Clinical teaching model of initial teacher education (ITE) in five CET schools/colleges. (In the Hub model Undergraduate teachers work part-time in schools whilst studying by on-line and intensive programs for their degree)</p>	<p>To continue to develop quality CANVAS learning modules for staff development and training. Achieved</p> <p>Coordinate and collaborate with self-nominated “Hub” schools to deliver the Clinical teaching model beyond 2020.</p>	<p>100% of CET employees will have had the opportunity to undertake CANVAS training.</p> <p>100% of CET employees who undertook CANVAS training will report high levels of satisfaction and success.</p> <p>100% of Catholic Education Tasmania employees have had the opportunity to undertake training in My Compliance.</p> <p>Approximately 85% of reported feedback has indicated high levels of satisfactory of modules delivered.</p> <p>Five CET schools/colleges will nominate for participation in the Clinical teaching school Hub.</p> <p>100% Achieved</p>	<p>5 diocesan schools and cadets were nominated.</p>
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<p>Reform Direction B</p> <p>Effective Leadership – school culture, educational leadership, building teacher capacity, building leadership capacity</p>	<p>Implementation of AITSL compliant Aspiring Leaders professional development activities aligned with the CET leadership continuum.</p> <p>Pilot the Clinical Teaching School model of initial teacher education in 2020.</p> <p>Use the Clinical Teaching School model to trial and demonstrate quality pedagogy and use Canvas LMS technology to disseminate this to all CET teachers, on-demand.</p>	<p>Develop specific programs and support for provisionally registered teachers to transition to full accreditation with the Teacher Registration Board of Tasmania. Not Achieved</p> <p>Implement the second year of the Aspiring Leaders Program, provisioned by CANVAS Not Achieved</p> <p>Pilot innovative teacher education modes (such as the Clinical Teaching School model) that will attract and retain quality teachers and future educational leaders in Tasmania. Achieved</p>	<p>100% of all early career teachers (first three years in CET) will attend one or more induction workshops in 2020.</p> <p>100% of provisionally registered teachers will commence work towards their portfolio for the purposes of obtaining full registration as a teacher in Tasmania – work samples aligned with the AITSL standards.</p> <p>The cohort of aspiring leaders undertaking CANVAS training will grow significantly beyond 2019 levels.</p> <p>0% Achieved</p> <p>A pilot/feasibility program for the Clinical Teaching School training mode is developed and initiated by the end of 2020 for implementation and evaluated in 2021.</p> <p>100% Achieved</p>	<p>Postponed due to COVID-19.</p> <p>Advertising and promotional materials were disseminated.</p> <p>EOI were sought from Principals, mentors, and community members.</p> <p>Agreement between Alphacrucis College, Campion College and CET for online delivery of course was established.</p> <p>Registration with recognising NESAs with TRB agreement.</p> <p>Staff recruitment, including a tutor for the Alphacrucis course was sought and the position for Teaching Schools Director was advertised and processed by CET.</p>
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<p>Reform Direction C School Improvement and support – review, data, planning and resourcing, monitoring and evaluation</p>	<p>Consolidate existing gains in the establishment of Professional Learning Communities in all schools. This approach to collaborative planning for learning, based on evidence of student progress, is a proven and reliable way of advancing school improvement for learning.</p> <p>Conduct a longitudinal research project into the (i) causal factors and (ii) potential high-impact interventions for students at risk of educational disadvantage – in particular, Aboriginal and Torres Straits Islander students with low English and Numeracy proficiency. The project will combine qualitative and quantitative methods to identify a tiered response to intervention, evidence-based pedagogy, quality teaching and leadership and innovation. (Reform Direction A).</p>	<p>To embed Professional Learning Communities in every school. Achieved</p> <p>Achieved</p> <p>Implement the developing on-line System-designed Tool: School Improvement for Learning Not Achieved</p>	<p>80% of CET schools will have begun to establish and embed PLCs as a foundational educational improvement focus.</p> <p>Achieved 89% of CET schools have started to embed PLCs.</p> <p>100% archived (50% of this 2-year research project) has been actioned/achieved: surveys conducted; literature review completed. Case studies awaiting ethics approval.</p> <p>Complete the on-line school improvement for learning framework, consistent with the ACER National School Improvement Tool and its nine domains.</p>	<p>Unfortunately, Covid-19 meant several planned professional learning events could not proceed and these have been rescheduled for 2021. Energy was focused into the development of a range of support resources including: The PLC School Identification Tool; the PLC Foundation Program; and the development of PLC Central (Online learning modules) on Canvas. At the end of 2020, there were 23 Catholic schools working as a professional learning community. 11 schools indicated they wished to commence the PLC Foundations program in 2021.</p> <p>Additional data collection activities have included sharing the findings of the Lit Review with Principal groups north and south and meeting with the RAP team.</p> <p>Due to unexpected copyright issues concerning the re-publication of the ACER National School Improvement Tool, aspects of this plan were unrealised. Accordingly, the proof-of-concept School Improvement for Learning Tool has not advanced.</p>
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<p>Improvement Direction D School community partnerships – local and community partnerships</p>	<p>Maintain all on-going requirements of the TCEO (head office) Reconciliation Action Plan.</p> <p>Work closely with Catholic and Community welfare agencies to support family engagement in schools. (This will be supported by the Research project noted in Reform Direction B.)</p> <p>Continue and enhance our collaborative partnership with all agencies regarding senior student engagement in education and training as required by the Education Act.</p>	<p>Achieved</p> <p>Continue to monitor the existing high levels of parent engagement in our schools by further implementing the MYP Corp parents’ survey in all schools undergoing Validation in 2020. Achieved</p> <p>Work towards full implementation of the Youth Engagement in Education and Training (YEET) requirements and support Approved Learning Program Implementation. Achieved</p>	<p>The TCEO (head office) Reconciliation Action Plan becomes embedded in TCEO operational practice.</p> <p>100% of RAP deliverables achieved for 2020, including a plan to implement and Aboriginal and Torres Strait Islander cultural awareness training strategy for CET staff (including new staff inductions) and a staged plan to develop and implement an Aboriginal and Torres Strait Islander Employment and Retention strategy.</p> <p>The MYP Corp parent survey indicates greater than 50% satisfaction with the educational and social services delivered by schools.</p> <p>100% Achieved</p> <p>100% of senior secondary teachers understand and support the Approved Learning Program Implementation.</p> <p>100% of secondary schools and colleges comply with all the requirements of the Tasmania Education Act as it applies to student retention and family engagement.</p> <p>100% Achieved</p>	<p>RAP review in place for 2021.</p> <p>The MYP Corp parent survey indicates greater than 50% satisfaction with the educational and social services delivered by schools.</p> <p>100% of senior secondary teachers understand and support the Approved Learning Program Implementation.</p> <p>100% of secondary schools and colleges comply with all the requirements of the Tasmania Education Act as it applies to student retention and family engagement.</p>
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2020 Budget expenditure

Project	Activities	Reform support funding
Quality assurance, moderation and support for the continued improvement of the Nationally Consistent Collection of Data on School Students with Disability	Training and audit	\$0
Implementation of online delivery of the National Assessment program NAPLAN On-Line	Tools and training for the full implementation of NAPLAN Online	\$0
Improving governance and financial management practices in non-government schools	Financial Management System rollout	\$115,000
Improvement Direction A Quality Teaching – curriculum, pedagogy, assessment and differentiation	Staff Learning Management System and Clinical Teaching Model proof-of-concept	\$48,000
Reform Direction B Effective Leadership – school culture, educational leadership, building teacher capacity, building leadership capacity	Aspiring Leaders Professional Development and Clinical Teaching Model to trial and demonstrate quality pedagogy	\$68,569
Reform Direction C School Improvement and support – review, data, planning and resourcing, monitoring and evaluation	Establishment of Professional Learning Communities and development work on the School Improvement for Learning Tool	\$145,000
	TOTAL	\$376,569