

Non-Government Reform Support Fund

2022 Workplan

Catholic Education Tasmania

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Catholic Education Tasmania – Workplan 2022

Summary of Workplan for 2022

Catholic Education Tasmania is committed to supporting the National School Reform Agenda and state-based initiatives as agreed in the Tasmanian Bilateral Agreement, through the following plan.

Within the current NGSRF funding period, Catholic Education Tasmania (CET) has achieved their goals in the following two national priorities:

Improving the quality of information on the Nationally Consistent Collection of Data on School Students with Disability and improving the efficiency and integrity of the data collection.

Catholic Education Tasmania ensures the quality of NCCD data through undertaking state-wide, regional and school based moderation. At state-wide moderation school teams are led through the moderation process to enable them to follow the process back in their own schools. The moderation process allows teacher judgments to be reliable and consistent across Catholic Education Tasmania.

Moderation teams have the opportunity to align their professional judgements in reviewing student data. Student Support and Education Officers work with schools and key personnel to ensure a shared understanding of the levels of adjustment and categories of disability. Education Officers are available to also help with moderation in schools and regions.

Student Support also has devised an online professional learning module for moderation of the NCCD. Student Support has a shared google drive for Student Support Coordinators with all NCCD resources necessary for moderation and the NCCD.

Student Support works regularly with all school Student Support Coordinators (SSC's) to promote the NCCD website and the resources including documents and case studies. In meetings SSC's have the opportunity to utilise these resources and are provided updates of changes or new resources.

Student Support has sought outside professional expertise and made modifications to the student information system which is the central point for gathering NCCD data.

Transitioning to NAPLAN online delivery

Catholic Education Tasmania fully transitioned to NAPLAN Online in 2018.

Improving governance and financial management practices in non-government schools to strengthen financial viability, improve business decision making and build resilience to mitigate unforeseen circumstances

During 2022, CET is continuing to work on the third National School Reform Priority.

This will be achieved by continuing to implement the rollout of the efficient Financial Management System (Technology One) to the Tasmanian Catholic Education Office, schools and colleges. This system strengthens financial controls to aid decision making and brings efficiency and consistency across our system of schools.

For the duration of 2022, CET's remaining foci for system improvement will align with two of the State based initiatives as agreed in the Tasmanian Bilateral Agreement:

- a. *Quality Teaching – curriculum, pedagogy, assessment and differentiation*
- b. *Effective Leadership – school culture, educational leadership, building teacher capacity, building leadership capacity*
- c. *School Improvement and support – review, data, planning and resourcing, monitoring and evaluation*
- d. *School community partnerships – local and community partnerships.*

Improvement Direction A – Quality Teaching

CET will implement recommendations from Tasmania’s Years 9-12 Project, aligning curriculum provision in CET schools with the 9-12 Curriculum Framework and developing a cohesive system response to 9-12 Vocational Learning in Tasmanian Schools Framework. The system will support pathway planning in schools by providing system scholarships for a Graduate Certificate in Career Development.

Trainee teachers will be provided excellent support, mentoring and in-school experience through the St Thomas Aquinas Teaching School.

CET will continue the development and implementation of the Staff Learning Management System (Canvas) to enhance capability, tracking and delivery of professional development. The catalogue of Canvas course/modules for system-wide staff professional learning in Literacy will be developed in conjunction with the CET Reading Project: Literate Learners – Learning for Life.

CET will continue to provide quality assurance, support and advice to schools in the areas of Australian Curriculum (review) and moderation, and through network meetings.

Improvement Direction B – Effective Leadership

CET has many new leaders starting in 2022. Two newly created positions entitled Regional Principal Leaders will provide support for educational leadership at the Principal and Deputy Principal level within the system.

Supported Schools

School and Colleges	Address	Suburb	State	Post Code
Corpus Christi Catholic School	10 Alma Street	Rosny Park	TAS	7018
Dominic College	PO Box 256	Glenorchy	TAS	7010
Guilford Young College	PO Box 241	Glenorchy	TAS	7010
Holy Rosary Catholic School	PO Box 21	Claremont	TAS	7011
Immaculate Heart of Mary School	PO Box 429	Lenah Valley	TAS	7008
John Paul II Catholic School	PO Box 40	Rokeby	TAS	7019
Larmenier Catholic School	PO Box 660	St Leonards	TAS	7250
MacKillop Catholic College	PO Box 1068	Rosny Park	TAS	7018
Marist Regional Catholic College	PO Box 588	Burnie	TAS	7320
Mount Carmel College	PO Box 217	Sandy Bay	TAS	7005
Our Lady of Lourdes Catholic School	PO Box 859	Devonport	TAS	7310
Our Lady of Mercy Catholic School	22 West Goderich Street	Deloraine	TAS	7304
Sacred Heart Catholic School	PO Box 401	Launceston	TAS	7250
Sacred Heart Catholic School	5-7 Buttons Avenue	Ulverstone	TAS	7315
Sacred Heart Catholic School	4690 Huon Highway	Geeveston	TAS	7116
Sacred Heart College	2 Cross Street	New Town	TAS	7008

St Aloysius Catholic College	PO Box 353	Kingston	TAS	7051
St Anthony's Catholic School	382A West Tamar Road	Riverside	TAS	7250
St Brigid's Catholic School	89 Montagu Street	New Norfolk	TAS	7140
St Brigid's Catholic School	PO Box 70	Wynyard	TAS	7325
St Brendan-Shaw College	PO Box 435	Devonport	TAS	7310
St Cuthbert's Catholic School	PO Box 1452	Lindisfarne	TAS	7015
St Finn Barr's Catholic School	PO Box 318	Mowbray Heights	TAS	7248
St Francis Flexible Learning Centre	115 Allunga Road	Chigwell	TAS	7011
St Francis Flexible Learning Centre	115 Allunga Road	Chigwell	TAS	7011
St James Catholic College	Mary Street	Cygnet	TAS	7112
St John's Catholic School	PO Box 63	Richmond	TAS	7025
St Joseph's Catholic School	PO Box 42	Queenstown	TAS	7467
St Joseph's Catholic School	9 Propsting Street	Rosebery	TAS	7470
St Mary's College	GPO Box 1476	Hobart	TAS	7001
St Patrick's Catholic School	55 Bradshaw Street	Latrobe	TAS	7307
St Patrick's College	PO Box 401	Prospect	TAS	7250
St Paul's Catholic School	PO Box 108	Bridgewater	TAS	7030
St Peter Chanel Catholic School	PO Box 336	Smithton	TAS	7330
St Therese's Catholic School	PO Box 431	Moonah	TAS	7009
St Thomas More's Catholic School	PO Box 93	Newstead	TAS	7250
St Virgil's College	195 Main Road	Austins Ferry	TAS	7011
Star of the Sea Catholic College	PO Box 206	George Town	TAS	7253
Stella Maris Catholic School	PO Box 137	Burnie	TAS	7320

Summary of budget:

Indicative budget Catholic Education Tasmania 2022 workplan

Project	Activities	Reform support funding	Funding from other sources	Total project funding
Improving governance and financial management	Continuation of rollout of Technology One Financial Management System to schools.	\$0	\$238,000	\$238,000
State Bilateral - Improvement Direction A Quality teaching	Implementation of the 9-12 Curriculum provision and Vocational Learning framework alignment. Continuation of staff learning management system development and implementation.	\$129,000	\$107,700	\$236,700
State Bilateral - Improvement Direction A Quality teaching	Provide quality assurance, support and advice to schools for the <i>Australian Curriculum</i> through moderation and networking.	\$50,000	\$50,000	\$100,000
State Bilateral - Improvement Direction A Quality teaching	Provide support, mentoring and in-school development with the continuation of the St Thomas Aquinas Teaching School trainee teacher cadet program.	\$135,700	\$144,000	\$279,700
State Bilateral - Improvement Direction B Effective Leadership	Two new Regional Principal Leaders positions will support Educational Leadership for Principal and Deputy Principals.	\$165,600	\$165,600	\$331,200
	Administration of projects	\$0	\$0	\$0
	Total funding for 2022	\$480,300	\$705,300	\$1,185,600

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Project title	Project description and activities	Indicative budget	Expected outcomes/Overall achievements	Indicators of success
<p><u>2022 SCHOOL REFORM PRIORITY (A)</u></p> <p>Improving governance and financial management practices in non-government schools to strengthen financial viability, improve business decision making and build resilience to mitigate unforeseen circumstances.</p>	<p>Continuation of the implementation of a new and efficient Financial Management System (Technology One) into schools in 2022.</p> <p>This will include the release of TechnologyOne Finance software to 8 new schools, configuration of TechnologyOne Finance Modules for new schools, training new school users, further development of training resources and development of Knowledge Base for BAU Support.</p> <p>Also planned for this 2022 is the development of Budget & Asset Module prototypes to assist in determining the rollout timeframe for these modules and their final configuration for use in all schools.</p>	<p>Reform support funding: Nil</p> <p>In-Kind Support: \$238,000</p>	<p>To implement the FMS at approximately eight additional schools in 2022.</p>	<p>The implementation of Technology One Financial Management System with continuation of going live to eight new schools in 2022. This project will be finalised in 2023.</p> <p>The Subject Matter Expert Team continues to provide training and support for schools on the implementation and use of Technology One as a financial management system.</p>

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<p><u>IMPROVEMENT DIRECTION (A)</u></p> <p>Quality Teaching – curriculum, pedagogy, assessment and differentiation</p>	<p>Implement recommendations from Tasmania’s Years 9-12 Project.</p> <p>Align curriculum provision in CET schools with the 9-12 Curriculum Framework.</p> <p>Develop a cohesive system response to 9-12 Vocational Learning in Tasmanian Schools Framework.</p> <p>Scholarships for a Graduate Certificate in Career Development.</p> <p>CANVAS</p> <p>Continue the development of implementation of Staff Learning Management System (CANVAS) to enhance capability, tracking and delivery of professional development.</p> <p>Extend the catalogue of CANVAS course/modules for system-wide teacher professional learning in Literacy (Reading Project).</p>	<p>Reform support funding:</p> <p>\$129,000</p> <p>Other funding:</p> <p>\$107,700</p>	<p>Schools are supported to review their current curriculum provision and align with the 9-12 Curriculum Framework. The adjusted curriculum will be implemented in:</p> <p>Years 9-12 in 4 Colleges Years 11 &12 in 1 College Years 9 & 10 in 7 Colleges.</p> <p>Development of a system approach and support for Vocational Learning.</p> <p>Greater capacity in colleges to support career development.</p> <p>CANVAS</p> <p>Develop quality CANVAS learning modules for staff development and training.</p>	<p>Attendees at CET Networks are conversant with the 9-12 Framework and subject alignment.</p> <p>School Course Provision Guides reflect the Curriculum Framework.</p> <p>Key VET and Career representatives from each secondary/senior secondary school have been identified and a network formed.</p> <p>An initial scan and assess of career education undertaken and data analysed.</p> <p>CANVAS</p> <p>CANVAS module enrolment and completion data will demonstrate an increase comparing 2022 with 2021.</p>

Note:

Due to the pandemic the 9 to 12 project was put on hold for 5 months in 2020. This, together with feedback from stakeholders, has led to the slowing down of some parts of the project. Consequently, there are only a few changes to the workplan for this initiative

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<p><u>IMPROVEMENT DIRECTION (A)</u></p> <p>Quality Teaching – curriculum, pedagogy, assessment and differentiation</p>	<p>State-wide Learning and Teaching Leader and Subject Department Leader Network Meetings, covering All 8 Australian Curriculum Key Learning Areas held over the course of the year.</p> <p>Moderation Leaders meetings in the Primary space covering best practice in comparative judgement and intra-school moderation.</p> <p>State-wide Secondary (7-10) Moderation Network Meetings for Subject Department Leaders of English, Mathematics, Science, Humanities and Social Sciences, and Health and Physical Education.</p> <p>Arts and HPE CET Collaborative Teams. Smaller group of Primary and Secondary educators working together with Education Officers actively advocating for the Arts and HPE areas. Promoting and strengthening best practices to improve student learning. State-wide Early Years Age Appropriate Pedagogies Workshop Network Meetings.</p>	<p>Reform support funding: \$50,000</p> <p>Other funding: \$50,000</p>	<p>This project will work across all 38 Archdiocesan schools, reaching approximately 350 teachers in the North West region, 350 in the Northern region and 1000 in the South of the state.</p> <p>It will go to supporting rigour and student focused learning opportunities in curriculum delivery, innovative pedagogies, legislative requirements, and Catholic Education Tasmania strategic priorities.</p> <p>It will provide greater consistency, rigour and professionalism in the delivery and understanding of the Australian Curriculum.</p> <p>Educators K-12 will devise effective evidence-based, differentiated learning opportunities for students of all abilities.</p> <p>This in turn impacts positively upon every enrolment in Catholic Education Tasmania</p>	<p>Growth in student achievement evident in system wide data collection, both qualitative and quantitative.</p> <p>Collaborative collective teacher efficacy system-wide, impacting on student enrolment, engagement, and life-long learning.</p> <p>High quality teaching practice evident K-12 with CET educators representing best practice state-wide.</p>

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<p><u>IMPROVEMENT DIRECTION (A)</u></p> <p>Quality Teaching – curriculum, pedagogy, assessment and differentiation</p>	<p>St Thomas Aquinas Teaching School provides support and in school experience for trainee teachers.</p> <p>To build capacity of trainee teachers as they embark on their teaching careers, through – ongoing school immersion 1-2 days per week, working with an assigned mentor, will build on their pedagogical knowledge and skill building with support from expert educators.</p>	<p>Reform support funding: \$135,700</p> <p>Other funding: \$144,000</p>	<p>Attracting and retaining high quality teachers to the profession in the Catholic system of Tasmania.</p> <p>Trainee teachers and cadets will be able to demonstrate:</p> <ul style="list-style-type: none"> ○ A growing confidence in the classroom and the school as educators. ○ Knowledge and competence in teaching in line with AITSL standard and CET requirements. ○ Evidence of the use of effective pedagogical approaches to enhance student learning. ○ A growing repertoire of positive behaviour practices to support a learning environment. 	<p>Cadets experience real world classrooms on a weekly basis.</p> <p>Initial Teacher Education (ITE) actively supports academic studies and teaching skills.</p> <p>Evidence of greater resilience in new teachers.</p> <p>Teachers are retained in the profession. High quality applicants are attracted to the teaching profession.</p>

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<p><u>IMPROVEMENT DIRECTION (B)</u></p> <p>Effective Leadership – school culture, education leadership, building teacher capacity, building leadership capacity</p>	<p>Regional Principal Leaders Introduction of two newly created positions: Regional Principal Leaders to provide support for educational leadership within each region throughout CET.</p>	<p>Reform support funding: \$165,600</p> <p>Other funding: \$165,600 FTE: 2.0</p>	<p>This project will work across all 38 Archdiocesan schools and will increase the rate of contact between the school principals and the TCEO. This will provide principals with an increase in:</p> <ul style="list-style-type: none"> (a) contact time with the regional leader. (b) better and more immediate attention to matters of importance in school governance and administration. (c) increased support with industrial, staffing and management needs at the school level. (d) Enhanced and increased opportunities for mentoring of senior leadership. 	<p>Principals and Deputy Principals indicate increased satisfaction with this additional support.</p> <p>Directors of School Services North/South indicate a reduction in their workload and an increase in their own role effectiveness.</p> <p>A measurable increase in overall support with governance, operational and mentoring service to schools.</p>