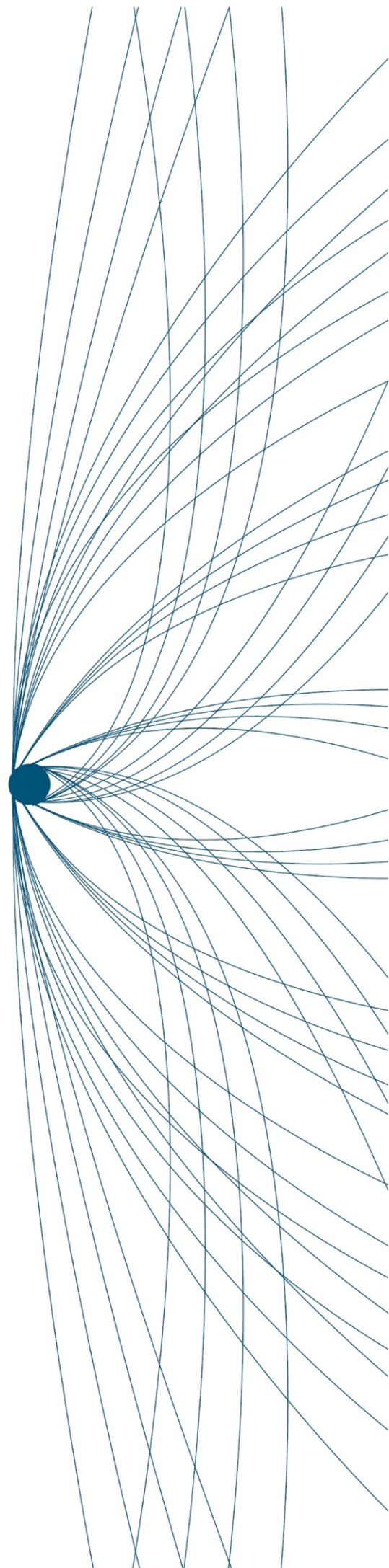


**Non-government Reform Support**

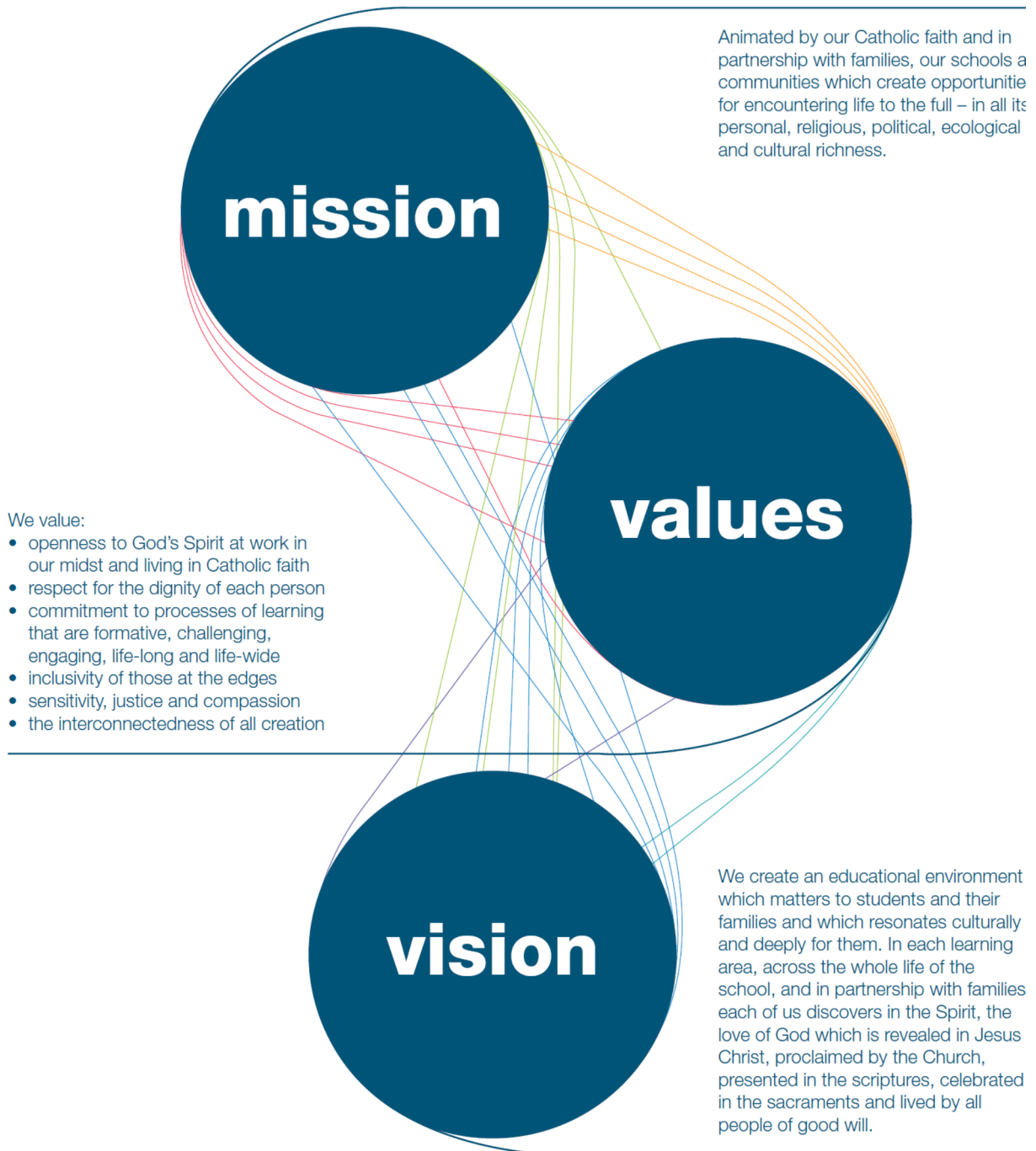
**WORKPLAN 2019**

**SA Commission for Catholic Schools  
(SACCS)**

**February 2019**



## CESA Mission, Values and Vision Statement



## Executive Summary

The SA Commission for Catholic Schools Inc (SACCS) through the Catholic Education Office oversees 102 Catholic schools across two dioceses to deliver a high quality education to approximately 17% of all school students in South Australia.

The Reform Support Fund Strategic Plan 2019-2022 has been informed by the CESA Mission, Values and Vision Statement, the CESA Corporate Plan 2018-2020 and the eight National Reforms and National Policy Initiatives as outlined in the *National School Reform Agreement 2019 -2023*. In addition, the Plan provides details of the key system initiatives to be undertaken and implemented in SA Catholic schools from 2019-2022 as outlined in the Bilateral Reform Agreement between the Commonwealth and the Government of South Australia.

*Reform Direction A – Supporting students, student learning and student achievement Strategy for Leading Catholic Schools to New Levels of Excellence* presents the key initiatives that SACCS will progressively introduce to strengthen, transform, and promote Catholic education in SA. The Strategy will provide all students from all communities with successful pathways and transitions in their learning.

*Reform Direction B – Supporting teaching, school leadership and school improvement The Living, Learning, Leading Framework and the Continuous Improvement Framework for Catholic Schools* are both part of a system-wide strategy to promote a culture and practice of continuous improvement in Catholic schools with a strong focus on improvement activities that ultimately promote quality leadership, quality teaching and improve the learning outcomes, faith development and life opportunities of all students.

*Reform Direction C – Enhancing evidence for improvement Reform Support activities will support the system and schools to systematically collect and use a wide range of school performance data to measure the impact of improvement strategies both in schools and across the system. School and system leaders will be provided with opportunities to develop their capacity and skills to effectively use data and research to inform school and system improvement planning and policy.*

Catholic Education SA (CESA) is the executive and policy implementation arm of the SA Commission for Catholic Schools (SACCS) and its Standing Committees.

The Catholic Education Office has been delegated with authority from SACCS to develop, implement and report on the Non-government Reform Support Fund.

## Key Drivers

Education jurisdictions across Australia are responding to current research to lift student engagement and attainment and are supporting schools and systems to achieve improved student outcomes and overall school improvement. Within the South Australian Catholic context, current key drivers include:

- CESA Strategy: Corporate Plan 2018-2020, in particular
  - 2.0 Improve Student leaning and wellbeing*
  - 3.0 Strengthen the provision of Catholic Education B-12+*
  - 4.0 Optimise the use of resources*
- CESA Living Learning Leading Framework
- Continuous Improvement Framework for Catholic Schools
- General Capabilities (ACARA)
- CESA Statement of Learning Commitment
- National School Reform Agreement 2019-2023

## Key Reform Directions

Education sectors across South Australia are undergoing considerable system-wide reform to accelerate student learning and improve outcomes for children and young people. These reforms span the three reform directions outlined in the *National School Reform Agreement 2019-2023*:

- Supporting students, student learning and student achievement
- Supporting teaching, school leadership and school improvement
- Enhancing the national evidence base.

The eight National Reforms in the *National School Reform Agreement 2019-2023* are aimed at sustained reform efforts that will drive improved student outcomes and excellence in classrooms. As the National Policy Initiatives (as outlined in Schedule B of the National School Reform Agreement) are agreed, developed and implemented, it is intended that the annual Workplans will reflect these developments where relevant (if they are not already being addressed).

The projects and initiatives outlined in the 2019 Workplan will continue over the life of the Reform Support program. Expected Outcomes will be indicated for each year, whilst the Indicators of Success are targets to be achieved by the end of the Program, namely end of 2022.

## SUMMARY OF BUDGET – 2019








Project	Activities	Reform support funding	Funding from other sources	Total funding
KEY DIRECTION ONE	Supporting students, student learning and student achievement	\$750K	0	\$750K
KEY DIRECTION TWO	Supporting teaching, school leadership and School Improvement	\$384k	0	\$384k
KEY DIRECTION THREE	Enhancing evidence for improvement	\$176K	0	\$176K
OTHER	Administration & Operational costs	\$80K (5.7%)		\$80K
		\$1.39m		\$1.39m

\* The Australian Government understands that these figures provided are indicative and will change throughout the year. The Annual Report is expected to report on these changes.

**Project title: Supporting students, student learning and student achievement**






Relevant national/state policy reform direction: *Reform 1: Enhancing the Australian Curriculum to support teacher assessment of student attainment and growth*

Project description and activities:

Indicative budget	Expected outcomes 2019	Indicators of success
Reform support funding: \$750K Other funding: 0	<p> Three rural schools will commence a two-year program to develop a school-wide pedagogy in partnership with University of Southern Qld IDEAS program*</p> <p> <i>CESA STEM Learning Initiative</i> will continue to be implemented in partnership with University of SA and industry partners*</p> <p> <i>CESA Improved Literacy and Numeracy Project</i> will commence phased implementation in schools *</p> <p> 5 Schools will undertake the <i>Making Space for Learning Project</i> that focuses on childhood wellbeing and trauma</p> <p> <i>Wellbeing for Learning Strategy</i> will commence development phase in 10 schools</p> <p> <i>Bullying Prevention Strategy</i> (cross-sector) will commence development phase</p> <p> A review of the current <i>CESA Aboriginal Education Strategy</i> will commence</p> <p style="text-align: center;">* = documentation attached</p>	By 2022 <ul style="list-style-type: none"> <li>• Increase in students meeting the expected standard in NAPLAN</li> <li>• Increase in students completing Year 12 or equivalent</li> <li>• Increase in students with a positive opinion about their school's safe and orderly learning environment</li> <li>• Increased equity in learning outcomes for targeted groups</li> </ul>

**Project title: Supporting teaching, school leadership and school improvement**



Project description and activities:

Indicative budget	Expected outcomes 2019	Indicators of success
<p>Reform support funding: \$384K Other funding: \$0</p>	<ul style="list-style-type: none"> <li> <i>CESA Continuous Improvement Framework (2014) will be reviewed (<a href="https://cif.cesa.catholic.edu.au/">https://cif.cesa.catholic.edu.au/</a>)</i></li> <li> Up to 20 schools will have participated in the NSI Partnerships –<i>Developing Collaborative Cultures and Collective Efficacy through the use of the Classroom Climate Questionnaire*</i></li> <li> 12 Principals will have participated in a financial management for schools mentoring program</li> <li> Deputy and Assistant Principals will have commenced a two-year professional learning program with a strong focus on innovation, change, coaching and mentoring</li> <li> Scoping work will have commenced on the development of an Entrepreneurial &amp; Innovation Network of Schools</li> </ul> <p><i>* = documentation attached</i></p>	<p>By 2022</p> <ul style="list-style-type: none"> <li>• Increased staff capacity to use data and feedback effectively</li> <li>• Increase in staff reporting high levels of collaborative practice</li> <li>• Increase in number of Principals with greater capacity for financial management</li> <li>• Increase in number of schools with documented school-wide pedagogy built on evidence-based pedagogical practices</li> </ul>

**Project title: Enhancing evidence for improvement**

Relevant national/state policy reform direction: *National Reform 8: Improving national data quality, consistency and collection to improve the national evidence base and inform policy development*

**Project description and activities:**

Indicative budget	Expected outcomes 2019	Indicators of success
Reform support funding: \$176k Other funding: \$0	<ul style="list-style-type: none"> <li data-bbox="533 636 1043 775">  20 schools will have completed a two year project with NSI Partnerships – <i>Enhancing the Use of Data for Classroom and School Improvement</i> *                     </li> <li data-bbox="533 815 1043 913">  Development of System Data Tool will have commenced in partnership with NSI Partnerships                     </li> </ul> <p data-bbox="587 1010 927 1039">* = <i>documentation attached</i></p>	By 2022 <ul style="list-style-type: none"> <li data-bbox="1086 636 1422 808">                         • Increased capacity in schools to use data effectively to identify strengths and areas for improvement                     </li> <li data-bbox="1086 853 1422 987">                         • 100% of schools will use the system data tool to measure and report improvement                     </li> <li data-bbox="1086 1010 1422 1115">                         • Increased number of reform initiatives formally evaluated                     </li> </ul>