

Non-Government Reform Support Fund

2022 Workplan

SA Commission for Catholic Schools (SACCS)

Non–Government Reform Support Fund

SA Commission for Catholic Schools (SACCS) – Workplan 2022

Summary of Workplan for 2022

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 and the 2022 Workplan have been informed by the CESA Mission, Values and Vision Statement, the SACCS Corporate Plan 2020-2024 and the eight National Reforms and National Policy Initiatives as outlined in the *National School Reform Agreement 2019 -2023*. In addition, the 2022 Workplan 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.

Key Direction 1 – Supporting students, student learning and student achievement

The *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. This Key Direction also includes the 2022 national school reform priorities of NCCD to improve the efficiency and integrity of data collection; and the transition of NAPLAN to online delivery as outlined in the 2022 Guidelines.

Key Direction 2 – Supporting teaching, school leadership and school improvement

The *Living, Learning, Leading Framework* together with the Living Learning Leading Standard and the Leadership Standard are 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. This Key Direction also includes the 2022 national school reform priority of improving governance and financial management practices in Catholic schools as outlined in the 2022 Guidelines.

Key Direction 3 – Enhancing evidence for improvement

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 development and implementation.

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

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 CESA key drivers include:

- SACCS Corporate Plan 2020-2024
- NCEC Strategic Priorities 2021-2023
- A Blueprint for 'step change' 2020
- Living Learning Leading Framework
- Living Learning Leading Standard
- Living Learning Leading Evidence Guide
- Leadership Standard
- Leadership Evidence Guide
- Strategy for Leading Catholic Schools to New Levels of Excellence
- Continuous Improvement Framework for Catholic Schools
- Key Capabilities Continua
- Statement of Learning Commitment
- National School Reform Agreement 2019-2023

SUMMARY OF 2022 SACCS NON-GOVERNMENT REFORM SUPPORT FUND BUDGET

Project	Activities	Reform Support Funding (Indicative Only)	Funding from other sources	Total project funding
Key Direction 1 Supporting students, student learning and student achievement	Improved Student Learning & Wellbeing			
	• IDEAS - University Southern QLD	\$60,000	\$0	
	• Wellbeing Initiatives	\$110,000	\$0	
	• Nationally Consistent Collection of Data (NCCD)	\$40,000	\$0	
	STEM Initiatives			
	• Primary Years, Middle Years	\$148,000	\$0	
	• Early Years Learning Ecologies	\$22,000	\$0	
	Literacy and Numeracy			
	• Clarity Learning Suite	\$60,000	\$0	
	• Phonics Screening Check	\$75,000	\$0	
• Literacy and Numeracy Strategy Implementation	\$41,000	\$0		
• Early Years Literacy and Numeracy Strategy Development	\$70,000	\$0		
• NAPLAN Online Delivery	\$20,000	\$0		
	Sub Total Key Direction 1			\$646,000
Key Direction 2 Supporting teaching, school leadership and school improvement	Supporting Teaching			
	• National School Improvement (NSI) – Climate Classroom Questionnaire	\$100,000	\$0	
	• Aboriginal Education – Carclew	\$90,000	\$0	
	• Aboriginal Education Review Implementation	\$25,000	\$0	
	School Improvement			
	• School Improvement/Leadership Standards Projects & Balanced Score Card (BSC) Implementation	\$20,000	\$0	
	School Leadership			
• Financial Management for Principals	\$75,000	\$0		
• Leadership Development Programs	\$160,000	\$0		
	Entrepreneurial Education	\$44,000	\$0	
	Sub Total Key Direction 2			\$514,000
Key Direction 3 Enhancing evidence for improvement	Enhancing Evidence for Improvement			
	• Ongoing development, analysis and review of the Living Learning Leading Survey (previously the 'system survey')	\$150,000	\$0	
	Sub Total Key Direction 3			\$150,000
	Final cash payment recognised and committed to prior projects in prior periods	\$69,500	\$0	\$69,500
	Administration / Audit	\$80,000	\$0	\$80,000
	FUNDING TOTAL	\$1,459,500	\$0	\$1,459,500

SA Commission for Catholic Schools (SACCS) – Non-Government Reform Support Fund 2022 WORKPLAN				
Project Title	Project description and activities	Indicative Budget	Expected Outcomes Overall Achievements	Indicators of Success
<p>KEY DIRECTION ONE Supporting students, student learning and student achievement</p> <p>Relevant national policy reform direction: <i>Enhancing the Australian Curriculum to support teacher assessment of student attainment and growth.</i></p> <p>State reform initiative: <i>School improvement strategy; Aboriginal Education Strategy; STEM Strategy; Entrepreneurial Education; Literacy and Numeracy Programs (Para 17)</i></p>	<p>IMPROVED STUDENT LEARNING & WELLBEING</p> <p>IDEAS - Innovative Designs for Enhancing Achievements in Schools This whole school, two-year revitalisation project developed by the Leadership Research International (LRI) located at the University of Southern Queensland. IDEAS aims to enhance school success through enabling school communities to work together to clarify direction, develop a shared pedagogy and attain school alignment.</p>	<p>Total Key Direction 1 \$646,000</p> <p>\$60,000</p>	<ul style="list-style-type: none"> • 3 schools will continue in 2022 to develop and document a school-wide pedagogy to be shared with staff, students and school community. • Key Behaviour Coach teachers identified in each of the 6 regions. • 50% of Early Years teachers complete the module '<i>Understanding and Supporting Behaviour</i>'. • Cluster roundtable case management meeting processes identified and implemented. • Refinement of the NCCD Key Activities and Milestones • Development of materials to support the 4 phases of the 	<p>Note: the following lag indicators were devised to cover the period 2019-2022. They cover all of the activities for Key Direction 1</p> <p>By 2022</p> <ul style="list-style-type: none"> • 2% increase in students meeting the expected standard in NAPLAN. • 99% students completing Year 12 or equivalent. • 3% increase in students with a positive opinion about their school's safe and orderly learning environment. • 2% increased equity in outcomes for targeted groups.
	<p>Wellbeing Initiative</p> <p>The CESA positive behaviour support strategy will build system wide capacity to improve student wellbeing by providing a consistent, tiered and connected set of supports for key teachers, clusters of schools, regions and at the system level.</p>	<p>\$110,000</p>		
	<p>Nationally Consistent Collection of Data (NCCD)</p> <p>Schools will continue to be trained and supported to use SEQTA Learner Management System to:</p>	<p>\$40,000</p>		

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	<p>1. Document the 4 levels of evidence required for NCCD.</p> <p>2. Use SEQTA data for quality assurance purposes.</p> <p>3. Use SEQTA data for moderation at school, region and cross-sector levels.</p> <p>STEM INITIATIVES Professional learning by CESA Education Advisors in partnership with industry and universities will build educators capacity to design and deliver high quality STEM learning which draws on current research, developing STEM capabilities and embracing emerging technologies.</p> <p>Opportunities for students to build their STEM knowledge and skills will occur through participating in industry and university programs including the Women in STEM Breakfast.</p> <p>Early Years Learning Ecologies</p> <p>In 2022 CESA Early Years advisors and academic partners (University of Melbourne) will further embed and sustain practice; and invite additional teachers to participate.</p> <p>Two professional learning sessions and accompanying coaching in 2022, will provoke educator thinking and high-quality practice to apply understandings of progress against the Achievement Standards of the Australian Curriculum.</p>	<p>\$148,000</p> <p>\$22,000</p>	<p>NCCD</p> <ul style="list-style-type: none"> Regionally based professional learning: <p>Primary Years Participation Number of Schools: 60 Number of Teachers: 120 Number of students: 400</p> <p>Middle Years Participation Number of Schools: 50 Number of Teachers: 100 Number of Students 400</p> <p>CESA STEM MAD Forum will showcase students' engagement of STEM.</p> <ul style="list-style-type: none"> 13 Early Years teachers and approximately 325 children will participate. 2 professional learning days and pedagogical coaching will be provided by University of Melbourne. 	

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	<p>LITERACY AND NUMERACY</p> <p>Clarity Suite (Dr Lyn Sharratt)</p> <p>In 2022 the engagement of Dr. Lyn Sharratt as a 'critical friend' will continue through the use of the 'Clarity' learning suite for school and system leadership teams.</p> <p>https://www.lynsharratt.com/clarity-learning-suite</p> <p>Year 1 Phonics Screening Check (PSC) Year 1 Phonics Screening Check was mandatory in all CESA schools in 2021.</p> <p>In 2022 CESA will continue the consistent implementation of the PSC by providing online training for all new Year 1 teachers. Support will be provided to schools for training, assessment and analysis of results.</p> <p>An online Phonics training platform for new and existing teachers.</p> <p>Literacy and Numeracy Strategy Ongoing Implementation Flinders University will lead the ongoing development and implementation of the new LaN strategy which is based on work undertaken in past two years. The new LaN strategy will align with the revised Australian Curriculum and the SA Certificate of Education.</p>	<p>\$60,000</p> <p>\$75,000</p> <p>\$41,000</p>	<ul style="list-style-type: none"> • 4 Leaders Forums (up to 350 people per session) with Dr Lyn Sharratt. • Up to 6 regional 'learning fairs held'. • At least 89 schools registered for the Clarity Learning Suite. • Online training for approximately 220 teachers from 91 schools involving approximately 3,500 students. • Extended online training offered to new teachers / Leaders of Learning. • Creation of an online Phonics Screening Check commenced. • LaN Strategy completed and implemented across the sector. 	

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	<p>Early Years Literacy and Numeracy Strategy Development</p> <p>The <i>Professional Learning System Improvement Strategy (PLSIS)</i> which is a 2-tier professional learning strategy that impacts children’s literacy outcomes will be delivered. It includes two strands – a Leadership Strand and a Teacher Strand.</p>	\$70,000	<ul style="list-style-type: none"> • 5 professional learning days for up to 50 teachers. • Coaching provided in regions by System Literacy Coaches. • Measurable improvement in PAT-R, PSC and NAPLAN achievement. 	
	<p>NAPLAN Online Delivery</p> <p>In 2022 Student and School Summary Report (SSSR) training will continue using a combination of online training and intensive one-day workshops across 6 regional areas aimed at school leaders and Leaders of Learning.</p>	\$20,000	<ul style="list-style-type: none"> • Principals and Leaders of Learning from up to 90+ schools will have participated in regional workshops. 	
<p>KEY DIRECTION 2 Supporting teaching, school leadership, and school improvement</p> <p>National Policy reform direction: <i>Improving governance and financial management practices in non-government schools;</i></p>	<p>SUPPORTING TEACHING</p> <p>NSI Partnerships The CESA/NSI Partnerships – <i>Developing Collaborative Cultures and Collective Efficacy through the use of the Classroom Climate Questionnaire (CCQ)</i> will continue in 2022. The CCQ examines students’ perceptions of their learning environment. It is administered twice a year (once as a pre-test and once as a post-test) to one class of students per teacher.</p>	<p>Total Key Direction 2 \$514,000</p> <p>\$100,000</p>	<ul style="list-style-type: none"> • Up to 20 schools and 150 classroom teachers will have participated in the CCQ and received student feedback to improve classroom practice and performance. 	<p>Note: the following lag indicators were devised to cover the period 2019-2022. They cover all of the activities for Key Direction 2.</p> <ul style="list-style-type: none"> • 5% increased staff capacity to use data and feedback effectively. • 10% increase in staff reporting high levels of

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State reform initiative: <i>School improvement strategy; Supporting teacher and leader development (Para 17 Bilateral Agreement between South Australia and the Commonwealth on Quality Schools Reform)</i>	<p>Aboriginal Education Strategy – Carclew</p> <p>The CESA partnership with Carclew Arts Program to bring Aboriginal cultural artists into 12 regional Catholic schools will continue in 2022. The program identifies appropriate local community Aboriginal artists to work in schools to bring Aboriginal stories, art and cultural understanding to a school-based program. Carclew Arts Program works with local Aboriginal elders to identify artists and stories that are appropriate and have permission to be included in the program.</p>	\$90,000	<ul style="list-style-type: none"> 12 schools have participated in a cultural residency program. Staff from 12 schools have participated in a half day teacher professional learning and cultural sharing with a local Aboriginal artist/elder. 	<p>collaborative practice.</p> <ul style="list-style-type: none"> 10 % increase in number of Principals with greater capacity for financial management. 10% increase in number of schools with documented school-wide pedagogy built on evidence-based pedagogical practices.
	<p>Aboriginal Education Strategy Implementation</p> <p>An Implementation Plan will be developed based on the findings and recommendations of the ATSI Review. Trial schools will be identified to assist in the development of prototypes and the implementation of the Review recommendations.</p>	\$25,000	<ul style="list-style-type: none"> Audit of current ATSI Strategy completed. Educational and Business case submitted to SACCS. Trial schools identified. 	
	<p>SCHOOL IMPROVEMENT</p> <p>All diocesan principals will be supported to implement the CESA Leadership Standard and use the Leaders’ Portal to record the impact of their leadership. The portal will include details of their performance, plans, goals, actions, professional learning with supporting data/evidence.</p>	\$20,000	<ul style="list-style-type: none"> Diocesan principals will adopt and use the CESA Leadership Standard and the Leaders’ Portal. 	

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	<p>SCHOOL LEADERSHIP</p> <p>Financial Management for Principals</p> <p>Financial Management for Principals - An identified group of newly appointed principals and heads of campus will work with a consultant to build their financial knowledge, capacity and confidence to strengthen financial viability, improve strategic decision making and build resilience to mitigate unforeseen circumstances. Induction session(s) provide overview of key financial management requirements for effective school leadership, and lead into provision of 1:1 consultancy/coaching tailored to each new leader's school context.</p>	\$75,000	<ul style="list-style-type: none"> 15-20 principals and heads of campus will complete the Financial Management program and receive 1:1 coaching and support to build their capacity in the financial management of the school. 	
	<p>Leadership Development Programs</p> <p>School Leadership - Professional development programs and learning opportunities will include:</p> <ul style="list-style-type: none"> Aspiring Leaders Program (incorporating the Pathways to School Leadership Program) Onboarding & Induction for new leaders Principal Preparation Program - a focus on system leadership imperatives. Executive Mentoring Program – a focus on mid-career principals. Support for individual tailored learning including post graduate study, cognitive coaching, self-directed learning, individualised leadership coaching and leadership shadowing. New Principals' Network established to provide 'in time' leadership formation, professional support. 	\$160,000	<ul style="list-style-type: none"> Increased number of principal ready, deputy principal ready and assistant principal ready individuals. Increased capacity in the use of the CESA Leadership Standard. All new school leaders effectively onboarded and inducted in school and system leadership. New Principals' Network established. Increase in number of female principals, deputy and assistant principals. 	

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	<ul style="list-style-type: none"> Women in Leadership - future and current leaders will be supported to build capabilities and professional practices in high quality leadership. <p>ENTREPRENURIAL EDUCATION</p> <p>The CESA R-12 Entrepreneurial Education strategy will be co-constructed with membership from system, school, industry, and entrepreneur representatives to create a model of social entrepreneurial education in which students understand that there are limitless possibilities for adding value to all lives. Professional learning resources will be developed and piloted in 2022. This work will be achieved in partnership with <i>A School for Tomorrow</i>.</p>	<p>\$44,000</p>	<ul style="list-style-type: none"> Profile of women leaders raised across system including regional and rural contexts. Entrepreneurial learning is aligned to the CESA Key Capabilities. Glossary of technical language developed. 12 schools and 24 teachers involved in trialling. 	

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<p>KEY DIRECTION 3 Enhancing evidence for improvement</p> <p>EFFECTIVE USE OF DATA</p> <p>National Policy reform direction:</p> <p><i>Improving national data quality, consistency and collection to improve the national evidence base and inform policy development.</i></p>	<p>ENHANCING EVIDENCE FOR IMPROVEMENT</p> <p>Ongoing development, analysis and review of the LLL Survey Data.</p> <p>The Living Learning Leading Surveys (previously referred to as the system-wide tool) commenced development in 2020 in collaboration with Curtin University will continue in 2022.</p> <p>Results for every school are uploaded to the system portal – the Balanced Score Card. School and system-wide reports will be produced to enable monitoring of outcomes over time, using measures that cover all aspects of student learning, capabilities, wellbeing, engagement and achievement.</p> <p>In addition to the surveys, a school based joint research ‘partnership’ between CESA and Curtin University will commence in 2022. The research will identify the factors which contribute to successful system-wide reform. .</p>	<p>Total Funding for Key Direction 3 \$150,000</p>	<ul style="list-style-type: none"> • All diocesan schools will have completed a second round of Living Learning Leading Surveys with teachers, students and parents. • Further development of the survey instrument to include a survey for students in the early years of schooling. • All schools have a report of their LLL Survey outcomes. • System-wide performance reports generated. 	<p>Note: the following lag indicators were devised to cover the period 2019-2022. They cover all of the activities for Key Direction 3.</p> <p>By 2022</p> <ul style="list-style-type: none"> • 10% increased capacity in schools to use data effectively to identify strengths and areas for improvement • 90% of schools will use the system data tool to measure and report improvement • 5% increase in number of reform initiatives formally evaluated