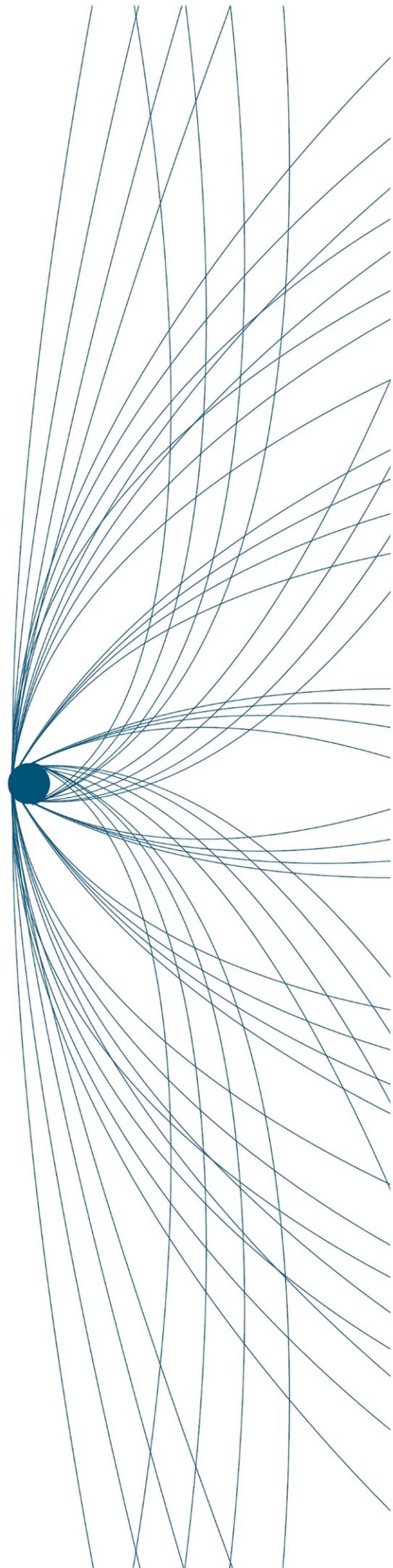
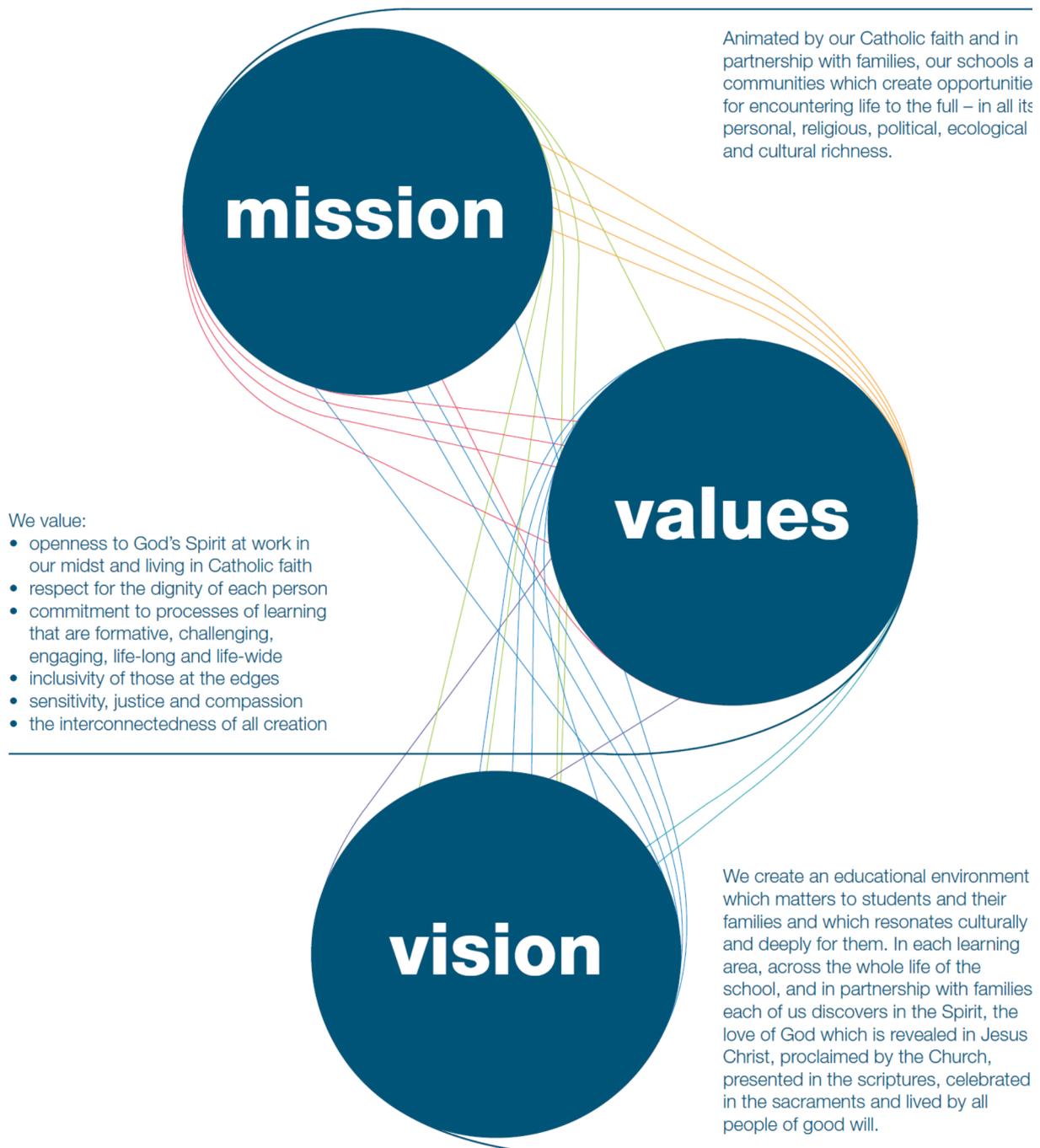


**Non-government Reform Support  
WORKPLAN 2020**

**South Australian Commission  
for Catholic Schools (SACCS)**



## CESA Mission, Values and Vision Statement



## Executive Summary

The South Australian Commission for Catholic Schools Inc (SACCS) through the Catholic Education Office oversees 101 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 South Australian 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*

*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.

### *Reform Direction B – Supporting teaching, school leadership and school improvement*

*The Living, Learning, Leading Framework* and Standard together with the Leadership Standard and the *Continuous Improvement Framework for Catholic Schools* are all 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*

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 South Australia (CESA) is the executive and policy implementation arm of the South Australian 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 learning and wellbeing*
  - 3.0 Strengthen the provision of Catholic Education B-12+*
  - 4.0 Optimise the use of resources*
- CESA Living Learning Leading Framework
- CESA Living Learning Leading Standard
- CESA Leadership Standard
- Strategy for Leading Catholic Schools to New Levels of Excellence
- 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 2020 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 – 2020**

<b>Project</b>	<b>Activities</b>	<b>Reform support funding</b>	<b>Funding from other sources</b>	<b>Total funding</b>
<b>KEY DIRECTION ONE</b>	Supporting students, student learning and student achievement	\$698K		\$698K
<b>KEY DIRECTION TWO</b>	Supporting teaching, school leadership and School Improvement	\$315K		\$315K
<b>KEY DIRECTION THREE</b>	Enhancing evidence for improvement	\$297K		\$297K
<b>OTHER</b>	Administration & Operational costs	\$80K		\$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.

**Key Direction 1: Supporting students, student learning and student achievement**

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

State reform initiative: *School improvement strategy; Aboriginal Education Strategy; STEM Strategy; Entrepreneurial Education; Literacy and Numeracy Programs (Para 17 Bilateral Agreement between South Australia and the Commonwealth on Quality Schools Reform)*

Indicative budget	Project description and activities	Expected outcomes / achievements 2020	Indicators of success
Reform support funding:  \$698k  Other funding: 0	<p><b>IDEAS</b> (Innovative Designs for Enhancing Achievements in Schools) is a whole school, two-year revitalisation project developed by the members of the Leadership Research International (LRI) located at the University of Southern Queensland. Based on extensive research in school improvement, this project has developed over the last 19 years in conjunction with teachers, school administrators and school systems. The project aims to enhance school success through enabling school communities to work together to clarify direction, develop a shared pedagogy and attain school alignment. IDEAS has been implemented in schools throughout Australia and internationally. The key features that distinguish IDEAS from most other school development approaches are:</p> <ul style="list-style-type: none"> <li>• the Research-Based Framework for Enhancing School Outcomes</li> <li>• the IDEAS process</li> <li>• parallel leadership</li> <li>• three-dimensional pedagogy</li> </ul> <p><b>CESA STEM Learning Initiative</b>                      The implementation of the CESA STEM Learning Initiative has been designed to extend over the life of the Reform Support Fund</p>	<p>🚩 Two rural schools will have completed the second year of the IDEAS program to develop a school-wide pedagogy in partnership with University of Southern Qld. The School-wide Pedagogy will be documented and shared with staff and school community.</p>	<p>By 2022</p> <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> </ul>

	<p>program as outlined in the CESA Reform Support Strategic Plan. The projects for 2020 are aligned with the key actions of the CESA STEM Learning Initiative namely:</p> <p><b>Key Action 1: Build System Capacity</b>          Build system excellence to increase student and teacher ability, engagement, participation and aspiration in STEM. Broaden student participation through provision of specialised, out-of-school STEM programs with partners. Provide opportunities - through partnerships- for student and teacher participation in collaborative based programs which focus on student agency, co-construction of learning.</p> <p><b>Key Action 2: Build Leader and Teacher Capacity</b>          Build leader and teacher capability to transform STEM learning that animates the CESA Living Learning Leading Framework. Provide high quality STEM professional learning based on real world inquiry and integrated interdisciplinary approaches. Commence a series of prototype school based collaborative inquiry projects.</p> <p><b>Key Action 3: Build Dynamic and Sustainable Partnerships</b>          Facilitate effective partnerships and networks with industry, universities and education service providers to enhance STEM learning and participation. Develop effective partnerships and networks with industry, universities and other education providers. Collaborate with industry, universities and other education service providers in research activity, trials and program evaluations that build evidence of effective practice.</p>	<ul style="list-style-type: none"> <li> Continued partnerships with University of SA, and Flinders University</li> <li> Continued industry partnerships with Future Ready, Education Changemakers, Future Anything, Bureau of Meteorology, Microsoft</li> <li> Development of new partnerships with University of Newcastle, SA Science Teachers Association, Technology for Education (TFE)</li> <li> 2019 participation numbers as outlined below to be maintained and/or increased:             <ul style="list-style-type: none"> <li>• Number of schools: 86</li> <li>• Number of students: 350 participated in STEM programs</li> <li>• Number of teachers: 1132</li> </ul> </li> </ul> <p>STEM Forum held in Term 4</p>	<ul style="list-style-type: none"> <li>• Increased equity in learning outcomes for targeted groups</li> </ul>
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	<p>STEM Projects 2020:</p> <p>Early Years          Early Years and STEM Project (Flinders University)</p> <p>Years 6-9          Designing Powerful STEM Inquiries R-9          Minecraft R-9          St Teresa's Network R-6 NO TOSH          McAuley Community School Project          Think, Design Make R-9          Weather Station Challenge 6-9 (Bureau of Meteorology)          STEM X VR 6-9 (UniSA School of Education)          CESA Extended Reality Project: TFE          Community Problem Based STEM</p> <p>Years 7-12          7 -11 Future Anything: Activate          STEM Sista          10 -12 STEM FastTrack          Virtual Reality Unity Pilot          STEM Video Game Challenge          Brain STEM          Community Problem Based STEM</p> <p>Other          Optimising Industry Support for STEM Project</p> <p><b><i>Student support, achievement and wellbeing</i></b>  <i>Preventing Bullying</i>          Building on the SA Bullying Prevention Strategy, 10-15 CESA schools will engage with Flinders University and Professor Phillip Slee in the P.E.A.C.E. Pack (Preparation, Education, Action, Coping, Evaluation) initiative and research.</p> <p>The PEACE Pack initiative includes professional learning for staff, pre-and post- surveys for students and staff, a series</p>	<p>Continued development in 10-15 schools.</p>	
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	<p>of focused lessons and focus group feedback meetings with students and staff. Data analysis and reports are provided to each school and CESA.</p> <p><i>Making Space for Learning</i> This program is an ongoing partnership between CESA and the Australian Childhood Foundation. The schools will have all staff attend 2 days of trauma informed practice training, form a project team at the school, develop an inquiry question with support from the Australian Childhood Foundation and CESA Consultants, collect student behaviour and learning data, use trauma informed practices utilising the Mind Up Curriculum to produce higher levels of student engagement and emotional regulation. Staff will collect progress data and will share their findings with other schools at a mid-point forum and at the end of the inquiry with their findings and changes in whole school practice.</p> <p><i>CESA Aboriginal Education Strategy</i> CESA is partnering with Carclew Arts Program to bring Aboriginal cultural artists into regional Catholic schools. The program will continue to identify appropriate local community Aboriginal artists to work in country 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> <p>Carclew is South Australia’s only multi-art form and cultural organisation dedicated to artistic outcomes by and for people aged 26 and under. It connects artists with South Australian schools, teachers and students.</p>	<ul style="list-style-type: none"> <li>✚ 5 CESA schools will undertake an 18 month inquiry into trauma, its effects on a child’s developing brain and how trauma affects learning.</li>   <li>✚ Schools in 5 regional areas will engage with the program over the duration of the Initiative.</li>   <li>✚ A local community engagement partnership will have been established between Carclew and CESA providing opportunities for Catholic schools to focus on an aboriginal arts and culture programs.</li> </ul>	
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	<p>CESA and Carclew staff will provide training and support for the artists. CESA staff engage with a network of schools to share good practice and to further develop curriculum knowledge and understanding. The project promotes an authentic relationship between all children at the school and the Aboriginal artists and aligns with the Australian Curriculum Cross Curricula Priorities (Aboriginal and Torres Strait Islander Histories and Culture), Australian History and Social Sciences Learning Areas and CESA's Reconciliation Action Plan</p> <p>The program adds value to the current CESA Artists in Residence Program, by enabling regional schools to participate. It is expected that schools will engage in an ongoing way with local artists.</p> <p><b><i>CESA Improved Literacy and Numeracy Project</i></b>          The Literacy and Numeracy R-9 Network supports school leaders and teachers to develop strategic goals relating to curriculum and pedagogical reform and targeted strategies to address local school needs and achieve improved outcomes in literacy and numeracy. The purpose of the network is to build the capacity of a school's designated pedagogical leader(s) to lead continuous improvement in <i>CIF Domain 5 High Quality Teaching and Learning</i> - through whole school inquiry into high quality teaching and learning in literacy and/or numeracy.</p> <p>This Network focuses on:</p> <ul style="list-style-type: none"> <li>• the process of leading improvement in schools</li> <li>• building the capacity of pedagogical leader(s) to lead professional learning in literacy and/or numeracy</li> <li>• exploring contemporary research and the implementation of evidence based strategies that positively impact on the teaching and learning of these core areas</li> </ul>	<ul style="list-style-type: none"> <li>✚ Processes and practices in place for sustainable whole school continuous improvement CIF, Domain 5</li> <li>✚ Well-developed culture of professional learning with all staff actively collaborating and engaging in contemporary research and reflective practice.</li> <li>✚ Designated pedagogical leader(s) confidently working with others to develop deep pedagogical content knowledge in literacy and/or numeracy</li> <li>✚ Schools see themselves as places of research and knowledge building, generating, analysing and using evidence to identify effective practices</li> <li>✚ Development of a system wide literacy and numeracy strategy using school research and learning</li> </ul>	
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	<ul style="list-style-type: none"> <li>• building understanding of the general capabilities as a vehicle for adding depth and richness to learning.</li> </ul> <p>Leading Learning Consultants will support and work alongside designated pedagogical leader(s) to plan strategic directions, lead inquiry learning in the school, create structures for teachers to collaboratively learn together, analyse evidence of effectiveness, and identify pedagogical practices that contribute to the improvement of learning outcomes and those that do not. The Network will cater for initiatives R – 9, and will group into specialised areas for literacy and numeracy in Early, Primary and Middle years as required.</p>	<ul style="list-style-type: none"> <li>✚ Build partnerships with external agencies, across sectors and within schools to strengthen schools' capacity to provide high quality literacy teaching and learning</li> <li>✚ Implementation of the Action Priorities of the Literacy and Numeracy Initiative Papers that were published in Term 3 2019.</li> </ul>	
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**Key Direction 2: Supporting teaching, school leadership and school improvement**

Relevant National Policy reform direction: *Improving governance and financial management practices in non-government schools*; State: *School improvement strategy*; *Supporting teacher and leader development (Para 17 Bilateral Agreement between South Australia and the Commonwealth on Quality Schools Reform)*

Indicative budget	Project description and activities	Expected outcomes / achievements 2020	Indicators of success
Reform support funding: \$315k  Other funding: \$0	<p>The CESA Living Learning Leading Standard and the CESA Leadership Standard will be implemented across the system in 2020. The <i>Continuous Improvement Framework (2014)</i> reviewed to support the implementation of these Standards.</p> <p>NSI Partnerships/Curtin University with CESA- <i>Developing Collaborative Cultures and Collective Efficacy through the use of the Classroom Climate Questionnaire</i> - 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. Each teacher receives a feedback report that then allows them to reflect, plan an intervention, implement, and then assess impact. There is no limit on the number of teachers who can take part.</p> <p>Financial Management for Principals For this project, a consultant works with an identified group of recently appointed substantive and longer-term acting principals to build their financial knowledge, capacity and confidence. The areas of work addressed include annual budgets, staffing, enrolment data, financial statements and projections including cash flow, and Annual/5 year/Master Plans.</p> <p>Deputy/Assistant Principal Leadership Professional Learning Program and Women in Leadership</p>	<ul style="list-style-type: none"> <li> Leadership Standard and Living Learning Leading Standard will be published and distributed to all schools</li> <li> All (101) Catholic schools will have commenced implementation of the Leadership Standard and the Living Learning Leading Standard</li> <li> Up to 20 schools and 100 classroom teachers will have participated in the Classroom Climate Questionnaire and received student feedback to improve classroom practice and performance</li> <li> Approximately 15 Principals/Acting Principals will have participated in a financial management for schools mentoring program</li> <li> Up to 40 Deputy and Assistant Principals will have completed the</li> </ul>	By 2022 <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>

		<p>second year of a two-year professional learning program with a strong focus on innovation, change, coaching and mentoring.</p> <ul style="list-style-type: none"> <li>Up to 30 female aspiring leaders will have commenced (or be continuing) Women in Leadership programs.</li> </ul>	
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**Key Direction 3: Enhancing evidence for improvement**

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

Indicative budget	Project description and activities	Expected outcomes and achievements 2020	Indicators of success
Reform support funding: \$297k  Other funding: \$0	<p><b>Enhancing the Use of Data for Classroom and School Improvement.</b> NSI partnerships/Curtin University with CESA. This project offers a practical, evidence-based program for school improvement where schools collect quantitative data from staff, parents/caregivers and students. Schools undertake 3 research and evidence-based surveys:</p> <ul style="list-style-type: none"> <li>• <i>What's Happening in this School Survey (WHITS)</i> – for students</li> <li>• <i>School Organisational Climate Survey (SOCS)</i> – for staff</li> <li>• <i>Parent and Caregiver Survey</i> – for parents and caregivers</li> </ul> <p>The program is supported by 3 days of professional learning led by Associate Professor Jill Aldridge, Curtin University. Schools receive comprehensive reports of all data for analysis and future planning. An aggregated system report is provided to CESA.</p> <p><b>Development of System-Wide Data Tool</b> will continue in collaboration with Curtin University. In 2019 a contract was established between Curtin University and CESA for the <i>Development, Validation and Use of a System-wide Survey to examine the understanding of the vision and extent to which CESA's Living Learning Leading Framework is taking place in schools: Principal, Leadership Teams and Teachers' perceptions</i>. In 2020 the draft survey will be uploaded to the survey portal. The survey will be administered to a sample of Catholic school (n=10). The survey data will be analysed to examine the internal</p>	<ul style="list-style-type: none"> <li>• Up to 15 schools will have completed the first year of a two year project with CESA/NSI Partnerships to collect , analyse and reflect on School Climate data and have used that data to plan future school improvement strategies.</li> <li>• Aggregated system-wide report provided to CESA</li> <li>• Survey administered to 10 trial schools</li> <li>• Feedback Report based on aggregated responses to the system wide survey provided to CESA</li> </ul>	By 2022 <ul style="list-style-type: none"> <li>• Increased capacity in schools to use data effectively to identify strengths and areas for improvement</li> <li>• 100% of schools will use the system data tool to measure and report improvement</li> <li>• Increased number of reform initiatives formally evaluated</li> </ul>

	<p>consistency, reliability discriminant validity and predictive validity of the survey. Access to the survey will be provided to all principals and deputy principals over a period of 4 weeks after which the survey will be closed.</p>		
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