

**CATHOLIC EDUCATION NORTHERN TERRITORY (CENT)
IMPLEMENTATION PLAN, TO MEET REQUIREMENTS OF THE AUSTRALIAN EDUCATION ACT (2013)**

OBJECT OF THE ACT ¹	GOVERNMENT POLICIES	IMPLEMENTATION PLAN REQUIREMENT	ACTIONS: 2014 - 2017
OVERALL IMPROVEMENT			<p>Support schools to embed continuous school improvement through implementation of the CENT School Improvement and Renewal Framework, and which will be detailed in Annual School Improvement Plans.</p> <p>Support schools in initiatives for improvement that have special relevance for CENT, e.g. improving opportunities and learning outcomes for students in remote locations.</p>
QUALITY TEACHING	<p>Improved Teacher Quality and Support Better teacher standards</p> <p>Practical skills for new teachers</p> <p>Flexible pathways into teaching</p> <p>Enhanced professional development for school leaders</p>	<p>Continue to implement reforms to improve quality of teaching as, and in the manner agreed, by the Standing Council</p> <p>Work with the Australian Government in relation to implementation of its <i>Improved Teacher Quality and Support</i> initiatives including:</p> <ul style="list-style-type: none"> • Better teacher standards • Practical skills for new teachers • Flexible pathways into teaching • Enhanced professional development for school leaders <p>Further develop this implementation plan in relation to local delivery</p>	<p>Align CENT's documentation and processes with National Standards, including Formation Review processes, professional learning programs and appraisal/performance management.</p> <p>Build closer alignment between Teacher Standards, professional learning (delivered by CENT) and system priorities, especially in curriculum.</p> <p>Collaborate with the Teacher Registration Board NT in adoption of Australian Professional Standards for Teachers. Expand workforce understanding of Professional Standards and their use to inform teacher development.</p> <p>Collaborate with Charles Darwin University (and other stakeholders) in the development of national guidelines for practicums and the provision and monitoring of these practicums.</p> <p>Promote and support the recruitment, induction, practical support, professional development and recognition of teachers who specifically commit to work in regional and remote Catholic schools.</p>

¹ <http://www.comlaw.gov.au/Details/C2013A00067>

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QUALITY TEACHING (cont)		initiatives that support quality teaching	<p>Continue to implement, review and further develop teacher orientation (to CENT) and support schools with induction at the school level. Maintain <i>Growing Our Own</i> (GOO) as a practical way of increasing Indigenous engagement in teaching. Explore other opportunities to further improve pathways into teaching.</p> <p>Support the development of current and aspiring leaders through a planned approach, including Formation Review, CEC Leadership Advisory Committee, and the Aspiring Leaders Program.</p> <p>Work with Catholic Indigenous Leadership Teams and Assistant Teachers in remote communities to develop their skills to support staff and students.</p> <p>Align Principals Appraisal and Principal professional learning/development initiatives with the National Professional Standard for Principals.</p>
QUALITY LEARNING	<p>Robust National Curriculum</p> <p>Restoring the focus on science, technology, engineering and mathematics</p> <p>Revisit the National Curriculum</p> <p>Flexible literacy learning for remote primary schools</p> <p>Improve the take up of foreign languages</p> <p>Fast NAPLAN turnaround</p>	<p>Continue to implement reforms to improve quality of learning as, and in the manner agreed, by the Standing Council</p> <p>Work with the Australian Government in relation to implementation of its <i>Robust National Curriculum</i> initiatives including:</p> <ul style="list-style-type: none"> • Restoring the focus on science, technology, engineering and mathematics • Flexible literacy learning for remote primary schools implemented from 2014 • Improve the take up of foreign languages to 40% within a decade • Revisit the National Curriculum 	<p>Contribute to the development of the Australian Curriculum through representation of the Catholic school sector on ACARA and the Northern Territory Board of Studies (NTBoS).</p> <p>Collaborate with other NT education sectors in the implementation of Australian Curriculum.</p> <p>Support schools in the cross-curriculum priorities and general capabilities across the curriculum.</p> <p>Support initiatives in the areas of technology and engineering in schools.</p> <p>Continue to support schools through sector and local initiatives to improve literacy and numeracy outcomes.</p> <p>As appropriate to local context, support schools to offer languages other than English, including Indigenous languages.</p>

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QUALITY LEARNING (cont)		<ul style="list-style-type: none"> • Fast NAPLAN turnaround - Date to move NAPLAN online agreed by SCSEEC Further develop this implementation plan in relation to local delivered initiatives that support quality learning	Contribute to implementation of NAPLAN online. Continue to advocate that national assessments – including on-line components – be appropriate to the needs and aspirations of all Australian students, including Indigenous students in (and from) remote locations Report NAP as required. Work collaboratively with schools in strategic local initiatives that support quality learning.
EMPOWERING SCHOOL PRINCIPALS	Greater community and parent engagement	Further develop this implementation plan in relation to local delivered initiatives that support empowered school leadership, and parental and community engagement in schools.	Support principals and school leadership teams in a model of shared responsibility to lead their respective communities Continue to enhance community engagement through initiatives such as the Catholic Indigenous Leadership Team (CILT) and school-based initiatives. Provide professional learning for current and aspiring leaders (see also Quality Teaching) Review school approaches to engaging with their communities and share best practice.
TRANSPARENCY AND ACCOUNTABILITY	Transparency	Continue national and school-level reporting as, and in the manner agreed, by the Standing Council Work with the Australian Government in relation to a review of the <i>My School</i> website Work with the Australian Government to improve regulatory arrangements for non-government school's assurance Further develop this implementation plan in relation to local delivered initiatives that support transparency and accountability	Comply with <i>MySchool</i> requirements Comply with reporting requirements as outlined in Regulations - http://www.comlaw.gov.au/Details/F2013L01476 Review information management protocol and capabilities within CEO and at schools; make adjustments as required. Areas for particular attention: <ul style="list-style-type: none"> • gathering and reporting census information; • data literacy and evidence-based planning for principals and teachers • further implementation of a Learning Platform

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MEETING STUDENT NEEDS	<p>Nationally consistent collection of data on school students with a disability.</p> <p>The national funding model for schools includes a loading formula for students with a disability.</p>	<p>Implement (or continue) needs-based funding arrangements that provide a per capita grant for each student, supplemented by additional funding targeted at individual student need. Work with the Australian Government on development of a national funding model for schooling including:</p> <ul style="list-style-type: none"> • Develop a fair and sustainable funding national model. • Phased implementation over 2013-15 of the national consistent collection of data on school students with a disability. • Continued work to develop a funding loading formula for students with a disability so that future funding can be based on each student's level of need for implementation for the 2015 school year. <p>Further develop this implementation plan in relation to local delivered initiatives that support meeting student need</p>	<p>Continue to work with the Commonwealth Government and other agencies in the development of a fair and equitable funding model. Provide explicit training and advice for schools for the implementation of the DSE and understanding of the Disability Discrimination Act (DSA Complete <i>More Support for Students with a Disability</i> (MSSD) benchmark related to DSE.</p> <p>Provide reasonable adjustments for students with disability, in line with Territory and National policy and guidelines.</p>