

## **Non-Government Reform Support Annual Report**

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**2019**

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**Independent Schools Tasmania**

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## **Non – Government Reform Support Fund**

### **Independent Schools Tasmania**

#### **Annual Report 2019**

#### **Executive Summary**

Over the course of 2019, the key projects, as identified through the Non-Government Reform Support Fund work plan were rolled out across all 31 IST Member Schools. The 2019 NGRSF funding was able to provide, for all of our member schools, an educational support service targeting reform initiatives. In rolling out the plan, IST utilised research based upon a recognition of the importance of school based professional learning and whole-school commitments for change and growth. Six key projects were rolled-out, with a specific focus upon the following key areas:

- Quality assurance and support for Nationally Consistent Collection of Data (NCCD) on School Students with Disability
- Implementation of online delivery of the National Assessment Program NAPLAN online
- Improving governance and financial management practices in the non-government school sector
- Quality Teaching
- Supporting teaching, school leadership and school improvement
- Enhancing the National Evidence Base

#### **Other**

Three continuing projects that were identified under the SFSF priorities in 2017 which were ongoing in 2019, namely our Safe Homes, Safe Families, VET and Early Childhood funding.

#### **Beyond Normal Service Provision**

All projects in the Work Plan 2019 went beyond the normal service provision for IST member schools and without the NGRSF IST would not have been able to offer any of the planned projects.

Throughout the year, IST continued to provide services of representation, advocacy and communication of information and advice to member schools. IST represented independent schools on all cross sectoral working, steering, advisory and reference groups at State and National level. As such, IST continued to be the voice of Tasmanian independent schools in advocacy to government and communicating with the media and the community.

### **Progress against our strategic plan**

The IST strategic plan was designed to focus on continuing to build and enhance upon the work already undertaken in previous years in order to now meet the new targets of the national and bilateral agreements for 2019-2022. Our strategic plan was based upon the four key pillars, as identified:

**Improvement Direction A: Quality Teaching** – curriculum, pedagogy, assessment and differentiation

**Improvement Direction B: Effective Leadership** – school culture, educational leadership, building teacher capacity, building leadership capacity

**Improvement Direction C: School Improvement and support** – review, data, planning and resourcing, monitoring and evaluation

**Improvement Direction D: School community partnerships** – local and community partnerships

The values of **quality** and **excellence**, as defined in the *Melbourne Declaration on Educational Goals for Young Australians* will also form the foundation to determine the effective fulfilment of each pillar.

The ongoing objectives of the IST strategic plan were established to enable all young Tasmanians to become successful learners, confident and creative individuals and active and informed citizens.

All Tasmanian independent schools are unique entities requiring differing and bespoke levels of support. We support the belief that that all Australian children should have access to a high quality and equitable education and as such, we continue to seek to ensure that the support we offer matches the unique needs of each school we serve. Since the commencement of the plan, we have worked alongside our school communities, focusing on each aspect of our four agreed key improvement directions and have varied our approach to match the needs of each context. All objectives (as identified in the annual work plans are annually measured and recorded against. An overarching list of activities have been recorded in Table 1.0 and has been updated for 2019.

**What has been achieved against the objectives identified in our strategic plan?**

**Table 1.0 Key aspects of the National School Reform Agreement and the Tasmanian bilateral system and school improvement plan that we have addressed in 2019:**

National and State Based Policy Initiative	Actions and Milestones	Timing	Has the milestone been met? Y/N	If no, the reason is:
<b>National Policy Initiative A – Supporting students, student learning and student achievement</b>				
<i>Enhancing the Australian Curriculum to support teacher assessment of student attainment and growth against clear descriptors</i>			Y	
<i>Assisting teachers monitor individual student progress and identify student learning needs through opt-in online and on demand student learning assessment tools with links to student learning resources, prioritising early years foundation skills</i>			Y	
<i>Reviewing senior secondary pathways into work, further education and training</i>			Y	
<b>Tasmanian Improvement Direction A – Quality Teaching – curriculum, pedagogy, assessment and differentiation</b>				
<i>Contribute to national effort and discussions and effort regarding learning progressions, formative assessment and the review of senior secondary education.</i>  To do this, in 2019-2022 we will: <ol style="list-style-type: none"> <li>1. Enable teachers to effectively engage in and benefit from Professional learning (PL) on use of the Australian Curriculum learning progressions, the new online formative assessment tool alongside tailoring support to teachers to ensure teaching practice maximises students learning growth.</li> <li>2. Contribute to the national effort and discussions regarding learning progressions.</li> <li>3. Provide quality assurance and support for use in schools of the Nationally Consistent Collection of Data (NCCD) on School Students with Disability</li> <li>4. Implement ongoing PL around the learning progressions for literacy and numeracy to support teacher planning for learning and curriculum delivery targeting Prep to Year 6</li> </ol>		Ongoing	Y  Y Y Y	



National and State Based Policy Initiative	Actions and Milestones	Timing	Has the milestone been met? Y/N	If no, the reason is:
	<p><i>Implement learning progressions for literacy and numeracy to support curriculum delivery, including in the early years of schooling.</i></p> <p>To do this in 2019 we:</p> <ol style="list-style-type: none"> <li>1. Promoted and disseminated evidence-based tools, resources and information in schools to assist early childhood education providers, primary and secondary independent schools to implement best practice approaches to support parents to engage in their children's learning throughout their education.</li> <li>2. Prioritised support through PL and school visits around the implementation of learning progressions for literacy and numeracy in Curriculum delivery in the early years of schooling to ensure the core foundations for learning are developed by age eight.</li> </ol>	2019	<p>Y</p> <p>Y</p>	
	<p><i>Provide opportunities and encourage access to professional learning (PL) and networking for school leaders to improve performance and capabilities in alignment with AITSL standards.</i></p>	Ongoing	Y	

National and State Based Policy Initiative	Actions and Milestones	Timing	Has the milestone been met? Y/N	If no, the reason is:
<b>National Policy Initiative B - Supporting teaching, school leadership and school improvement</b>				
<i>Reviewing teacher workforce needs of the future to attract and retain the best and brightest to the teaching profession and attract teachers to areas of need</i>			Y	
<i>Strengthening the initial teacher education accreditation system</i>			Y	
<b>Tasmanian Improvement Direction B – Effective Leadership – school culture, educational leadership, building teacher capacity, building leadership capacity</b>				
<i>Contribute to national discussion and effort with regard to initial teacher education and national teacher workforce strategy and review of teacher registration, including consideration of legislative amendments.</i>  To do this in 2019 we: <ol style="list-style-type: none"> <li>Contributed to the national discussion and effort regarding initial teacher education and induction, transition of teachers from graduate to proficient standard.</li> <li>Contributed to the national discussion and effort regarding educational leadership.</li> <li>Informed and encouraged school leaders to access a variety of professional learning (PL) opportunities and provide opportunities for high performing principals to share their expertise</li> </ol>		2019	Y  Y Y	
Inform and encourage school leaders to access a variety of professional learning (PL) opportunities appropriate to their career stage and development needs and recognise and harness the skills and experience of high performing principals by enabling them to share their expertise across and throughout the sector.			Y	



National and State Based Policy Initiative	Actions and Milestones	Timing	Has the milestone been met? Y/N	If no, the reason is:
National Policy Initiative C: Enhancing the national evidence base				
<i>Implementing a national unique student identifier (USI) that meets national privacy requirements in order to support better understanding of student progression and improve the national evidence base</i>  <i>Establishing an independent national evidence institute to inform teacher practice, system improvement and policy development</i>  				

National and State Based Policy Initiative	Actions and Milestones	Timing	Has the milestone been met? Y/N	If no, the reason is:
<b>Tasmanian Improvement Direction C – School Improvement and support – review, data, planning and resourcing, monitoring and evaluation</b>				
<p>To do this in 2019-2022 we will:</p> <ol style="list-style-type: none"> <li>1. Work alongside educational leaders in schools to support them to conduct internal self-review and external quality assurance processes for the purpose of monitoring and reviewing student learning gain.</li> <li>2. Assist with the roll-out of the online delivery of the National Assessment Program NAPLAN online</li> </ol>		Ongoing	Y Y	
<b>Improvement Direction D – School community partnerships – local and community partnerships</b>				
<i>Consult with the Aboriginal Education Reference Group on relevant initiatives.</i>		Ongoing	Y	
<p><i>Recognise, acknowledge and further utilise the existing high levels of parent engagement in our schools.</i></p> <p>To do this in 2019 we:</p> <p>Improve governance and financial management practices in the non-government school sector</p>		Ongoing	Y	

### **Relationship with your state and territory government**

IST liaises on an ongoing basis with the Tasmanian Minister for Education, the Minister's office, the Tasmanian Department of Education (DoE), the Education Registrar, the Office of Tasmanian Assessment, Standards and Certification (TASC) the Teacher Registration Board (TRB) and Catholic Education Tasmania (CET).

IST nominates persons for appointment to the Schools Registration Board and the Teachers Registration Board.

Before each Education Council meeting, IST is consulted on relevant agenda items.

During 2019, the three school sectors continued to share relevant professional learning opportunities for teachers and school leaders and in planning and preparing schools for NAPLAN online, Curriculum and NCCD moderation and a range of other ongoing initiatives.

On behalf of Tasmanian independent schools, IST has worked with DoE and CET on curriculum and accreditation councils and committees, early childhood and student wellbeing working groups.

Together with representatives from DoE and CET, IST works with the University of Tasmania (UTas) on its Schools Engagement Group and its Teacher education Advisory Group.

Much of our collaborative work in 2019 has continued to focus on developing plans to implement recommendations of the 2017 Review of Years 9 to 12.

The following key outcomes have been achieved from our shared relationships, as noted above:

1. More effective and economical professional learning
2. Shared vision for school education in Tasmania
3. Bilateral improvement activities that are now shared across all sectors
4. Opportunities to comment on and contribute to education policies

By way of example, IST staff members currently provide consultation and contributions through relevant working groups and committees including:

- TRB IST nominee
- SRB IST nominee
- UTas Schools & Community Engagement Advisory Committee
- TASC Framework Advisory Council

- CCYP Ambassadors Working Group
- Stop Bullying Stakeholders Group
- Youth Engagement in Education & Training Working Group
- Global Education Advisory Group
- Study Tasmania Working Group
- Learning Environments Association Tasmanian Chapter
- National Copyright Advisory Group (Schools)
- Be You Committee – Suicide Support
- Safe Homes Safe Families
- ACARA Digital Learning Committee
- ACARA Curriculum Directors Meeting
- AEDC steering committee
- AITSL professional Growth network committee
- AITSL HALT network group
- Years 9-12 Project committee Curriculum Assessment and Teaching WG
- Years 9-12 Project Packages of Learning Steering Committee
- Years 9-12 Project Team Working group
- Years 9-12 Project Steering Committee
- Years 9-12 Workforce support working group Committee
- Years 9-12 project VET/VL sub-committee

- Years 9-12 Data Working Group
- Years 9-12 Assessment Working Group
- Early Entry to School Cross Sectoral Committee
- ECU Stakeholder reference group
- NQF Stakeholders reference group
- Inclusion advisory panel
- Reconciliation TAS committee -The NARRAGUNNAWALI Program of Reconciliation Australia
- LGBTI working group committee
- AIS NAPLAN committee
- NAPLAN OASC committee
- NAPLAN PMWG committee
- Positive Partnerships committee member
- Smoke Free Young People Committee member
- TASC Exam Centre Working Reference committee
- Move Well Eat Well committee

## Project Report

### Non-Government Reform Support Fund

#### Independent Schools Tasmania – Workplan 2019

#### Summary of project's achievement

As indicated, we have maintained steady progress towards the achievement of all strategic milestones, as identified in the strategic plan (2019-2022). All of the 2019 projects were drawn directly from the strategic planning process and reviewed monthly to determine progress against identified targets. The IST regularly met to review progress and documentation was gathered each month to support evidence of progress. The 2020 Plan has been developed based upon the same process.

Project title and relevant national policy initiative	Project description and activities undertaken	Indicative Budget	Achieved Outcomes	Achievement against indicators of success
<b>Project 1.</b> <b>Quality assurance and support for Nationally Consistent Collection of Data (NCCD) on School Students with Disability</b>  The Effective and Efficient use of NCCD Funds to Enhance Support and Enhance Learning Outcomes for SWD	Through this project we: <ul style="list-style-type: none"><li>developed teacher skills and judgement in discerning NCCD Levels of adjustment through provision of focussed PL and cross-school moderation opportunities</li><li>built teacher capacity for quality teaching and learning for students at risk of educational disadvantage as a result of disability through tailored support in individual schools.</li></ul>	Reform support funding: <b>\$57,811</b>	This project aimed to enhance teacher knowledge, understanding and practice in regard to all aspects of the NCCD. Schools who benefitted from this project: <b>1.</b> Demonstrated growing capacity to support students with disabilities by incorporating quality teaching and learning approaches that were: <ul style="list-style-type: none"><li>Intensive</li><li>Frequent</li><li>Supportive and</li><li>Individualised where necessary</li></ul> <b>2.</b> Demonstrated elements of personalised learning in their practice: <ul style="list-style-type: none"><li>collaboration and negotiation.</li><li>assessment of individual need.</li><li>adjustments to curriculum, instruction and environment (as required)</li><li>ongoing evaluation of personalised learning.</li></ul> <b>3.</b> Demonstrated an emerging ability to:	In 2019, as observed and recorded by the IST Team, 83% of representative schools: <ul style="list-style-type: none"><li>Participated in Network meetings addressing the NCCD.</li></ul> Timeline: February – December 2019 OR <ul style="list-style-type: none"><li>Participated in moderation sessions by bringing de-identified examples that will justify their decision making.</li></ul> Timeline: sessions in Term 3, 2019 In addition: <ul style="list-style-type: none"><li>17 teachers from participating schools showed in their planning: evidence of integration of curriculum content, goals for student learning, varied and authentic assessment, differentiation and a purposeful sequence of teaching and learning aligned to the Australian Curriculum (as noted by visiting IST staff).</li></ul>

			<ul style="list-style-type: none"> <li>• Develop detailed student profiles. Identify the required knowledge and skills.</li> </ul> <p>4. Provided intensive instructional time within quality, differentiated class rooms incorporating:</p> <ul style="list-style-type: none"> <li>• Planning and provision of opportunities for guided practice and positive, corrective feedback.</li> <li>• Effective Monitoring of students' progress.</li> <li>• Confidence to make evidence based instructional decisions.</li> </ul> <p>IST staff sought evidence of the above outcomes from documentation reviewed in school visits throughout the year.</p>	<p>Timeline: February – December 2019</p> <ul style="list-style-type: none"> <li>• IST staff attended all collegial networks and demonstrate ongoing contact and support for fellow key teachers.</li> </ul> <p>Timeline: February – December 2019</p> <p>*Attendance registers for PL sessions were collated and retained</p>
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Project title and relevant national policy initiative	Project description and activities undertaken	Indicative budget	Actual outcomes	Indicators of success/achievement
<b>Project 2. Support with the implementation of online delivery of the National Assessment Program (NAPLAN online)</b>	<p>Working in collaboration with the Tasmanian Department of Education, Education Performance Review (EPR), we delivered support to all independent schools. This support covered:</p> <ul style="list-style-type: none"> <li>• Leadership, including high level strategic and practical advice and associated professional learning (PL) for all independent schools.</li> <li>• Circulars were provided to ensure readiness to participate in NAPLAN online.</li> <li>• We liaised regularly with State and National colleagues - PMWG, ESA, and ERP through online communication and representation on all state-based Committees</li> <li>• Advice and support was extended regarding privacy legislation, review and analysis regarding NAPLAN data. This assistance came through circulars and individual school visits</li> </ul>	<p>Reform support funding: <b>*\$57,811</b></p>	<p>IST staff:</p> <ul style="list-style-type: none"> <li>• Accurately articulated and responded to all queries to assist schools to meet the requirements for participation in online testing.</li> <li>• Worked with principal's, leadership team's, and individual teacher's capacity to: <ul style="list-style-type: none"> <li>○ Track school progress over time and identify areas of need to inform 2020 PL plans.</li> <li>○ Use data for objective, constructive feedback to individual schools.</li> <li>○ Set evidence informed goals for student, school and learning area outcomes, as requested.</li> </ul> </li> </ul>	<p>In 2019, 100% of schools had representatives who:</p> <ul style="list-style-type: none"> <li>• Had access to support from IST's team to address any queries regarding NAPLAN online.</li> </ul> <p>Timeline: February – December 2019</p> <ul style="list-style-type: none"> <li>• Participated in PL or delivered detailed written communication on NAPLAN.</li> </ul> <p>Timeline: initial briefing meeting took place March 20, 21 and 22 across the state. All non-attendees were communicated via email.</p> <p>19% of schools received assistance through IST staff comprehensive consult visits in schools providing assistance with:</p> <ul style="list-style-type: none"> <li>• School's strategic planning which included strategies to improve student outcomes in Literacy and Numeracy.</li> <li>• Individual teacher's planning that focused on needs identified by NAPLAN data.</li> <li>• School specific assessment data e.g. PAT, teachers' assessments and anecdotal data measuring progress</li> </ul>



				<p>against goals for school and learning area outcomes.</p> <ul style="list-style-type: none"><li>• During school visits IST looked for evidence of teachers in schools continually monitoring and diagnostically assessing individual student progress. Records of schools visited were kept.</li></ul> <p>Timeline: June 2019 – December 2019</p>
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Project title and relevant national policy initiative	Project description and activities undertaken	Indicative budget	Actual outcomes	Indicators of success/achievement
<p><b>Project 3.</b></p> <p><b>Improving governance and financial management in the non-government school sector</b></p>	<p><b>Sub-goal 1: Workshops <i>Foundations for Organisational Success</i>:</b></p> <p>Regional workshops were to be provided for new and continuing school board members.</p> <p>School based workshops were to be offered to whole school boards.</p> <p>Focus was to be on strong cultures, risk management, reputation management and financial sustainability</p> <p>These areas were identified by the Australian Institute of Company Directors 2017 NFP Governance and Performance Study as essential to NFP organisational success.</p> <p><b>Sub-goal 2: Workshops- <i>Good Governance Principles for NFP Organisations, Including Introduction and overview of online training modules</i>:</b></p> <p>Regional workshops were to be provided for new and continuing school board members.</p> <p>School based workshops were also to be offered to whole school boards.</p> <p>Focus was to be on ten principles that promote good governance for Not-for-Profit organisations.</p>	<p>Reform support funding: <b>\$60,945</b></p>	<p><b>Workshops <i>Foundations for Organisational Success</i>:</b></p> <p>Supported by the IST Consultant, participants were to be supported to:</p> <ul style="list-style-type: none"> <li>• Understand that the board and its individual members should take an active role in developing, promoting and managing a healthy culture for the school.</li> <li>• Understand why and how school boards identify and mitigate risk.</li> <li>• Understand the importance of a school making sufficient surplus to support its short, medium and long-term needs.</li> <li>• Recognise the value of a school's reputation, understand and monitor the key influences on it.</li> <li>• Understand the importance of media and social media policies and crisis management and communication plans.</li> </ul> <p><b>Workshops- <i>Good Governance Principles for NFP Organisations, Including Introduction and overview of online training modules</i>:</b></p> <p>Supported by the IST Consultant, participants were to be assisted to understand:</p>	<p>As the 2018 governance workshops were conducted late in the year, demand for them in 2019 was low and it was decided to postpone further workshops until early 2020.</p> <p>Consequently, activities in 2019 consisted of:</p> <ul style="list-style-type: none"> <li>• 100% Following up participants in the 2018 workshops and surveys to assess improvements at their schools, and</li> <li>• Development of materials and resources for the next round of workshops.</li> </ul>

	<p>Participants were given an overview of on-line School Governance training modules available through IST / AISNSW for individual school board members.</p> <p><b>Sub-goal 3: Workshops – <i>Managing Risk and Safety</i></b></p> <p>This project was intended to assist all member schools. However, the particular focus was to be directed toward enterprise risk management strategies in the 21 smaller to medium sized member schools (under 650 students) who don't have access to personnel or other resources to independently develop effective internal processes and procedures.</p> <p>Workshops were to be offered to Boards and key personnel within these member schools.</p> <p>Support was made available during the year to help facilitate the intended outcomes.</p> <p>Focus was on the <i>Australian Standard for Risk Management - Principles and Guidelines AS/NZS ISO 31000:2009</i>, and in particular the ten principles that provide a framework and allow the effective management of risk at all levels.</p>		<ul style="list-style-type: none"> <li>• Roles and responsibilities of board members and the board.</li> <li>• Appropriate board composition.</li> <li>• Organisational vision, purpose and strategies.</li> <li>• Risk recognition and management.</li> <li>• Organisational performance categories and indicators.</li> <li>• Board effectiveness strategies.</li> <li>• Integrity of information and accountability to stakeholders.</li> <li>• Board role in organisation building.</li> <li>• Organisation culture and ethics.</li> <li>• Effective engagement with stakeholders</li> </ul> <p><b>Workshops – <i>Managing Risk and Safety</i></b></p> <ol style="list-style-type: none"> <li>1. Supported by the IST Consultant, participants would be led to understand the effective management of risk: <ul style="list-style-type: none"> <li>• Creates and protects value.</li> <li>• Is an integral part of organisational processes.</li> <li>• Forms part of organisational decision making.</li> <li>• Addresses organisational uncertainty.</li> </ul> </li> <li>2. They would also be assisted to understand that systems and decisions must be: <ul style="list-style-type: none"> <li>• Systematic, structured and timely.</li> </ul> </li> </ol>	
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			<ul style="list-style-type: none"> <li>• Based on the best available information.</li> <li>• Aligned with the internal/external context of the school.</li> <li>• Considerate of human and cultural factors.</li> <li>• Transparent and inclusive.</li> <li>• Dynamic, interactive and responsive to change.</li> </ul> <p>They would be led to understand the requirements to build/implement a functioning risk management framework in the context of their school.</p>	
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Project title and relevant national policy initiative	Project description and activities undertaken	Indicative budget	Actual outcomes	Indicators of success/achievement
<b>Project 4.</b> <b>Quality Teaching</b>	<p>A range of key initiatives were commenced this year to address the new bilateral agreement. Specifically, the IST team:</p> <ul style="list-style-type: none"> <li>• Implemented ongoing PL to assist teachers develop an understanding of the learning progressions for literacy and numeracy to support teacher planning for learning and curriculum delivery targeting Prep to Year 6 (P-6)</li> <li>• Contributed to the national effort and discussions regarding learning progressions.</li> <li>• Contributed to the national effort and discussion on the review of senior secondary education.</li> <li>• Progressed and rolled-out any recommendations from the Years 9-12 Review in the areas of curriculum and assessment, accreditation and certification, workforce development and data usage.</li> <li>• Reviewed work being currently undertaken in relation to Vocational Education and Training (VET) and Vocational Learning (VL) and provided feedback on current practice.</li> </ul>	<p>Reform support funding: <b>\$57,811</b></p> <p>Other funding: \$80,000</p>	<p>In 2019, through the provision of targeted and individualised PL, educators in independent schools continued to be up-skilled and supported to deliver best practice, research-based teaching practices to ensure that they accurately monitor student achievement in a timely and responsive way.</p> <p>IST staff delivered professional learning (PL) at individual schools and continued to support with both individual teachers and all relevant staff.</p> <p>School Principal's and staff were supported in their understanding of and use of learning progressions, the 9-12 curriculum changes, updates in VET and VC and K-12 progressions (as applicable in the schools they served)</p> <p>PL focusing on best practice initiatives enabled school leaders to understand and teachers to roll-out planned and explicit teaching of early literacy and numeracy strategies.</p> <p>Research based, high leverage teaching practices, resources and assessments were shared with individual teachers, small groups and schools to help improve teacher practice and maximise student growth in literacy and numeracy.</p>	<ul style="list-style-type: none"> <li>• 100% of total schools were represented at ongoing focused PL sessions. In total 425 staff attended PL that was offered throughout the year.</li> </ul> <p>Timeline: PL planner completed and circulated in March 2019.</p> <p>PL conducted from March – November 2019</p> <ul style="list-style-type: none"> <li>• 100% of participating teachers showed evidence of an emerging understanding of the Australian Curriculum Learning Progressions by engaging in discussions during PL sessions (qualitative data was collated at conclusion of session).</li> </ul> <p>Timeline: March 25, 26 and 27 2019.</p> <ul style="list-style-type: none"> <li>• IST staff attended 100% of national and local committees and forums focusing on learning progressions, senior secondary education, VET, VC and the 9-12 review.</li> </ul> <p>Timeline: March – December 2019</p> <ul style="list-style-type: none"> <li>• 100% of applicable publicly available information from above was disseminated in regular circulars to all schools by IST staff</li> </ul> <p>Timeline: March – November 2019</p> <ul style="list-style-type: none"> <li>• An IST consultant visited 96% of schools currently offering Vocational Education and Training (VET) and Vocational</li> </ul>

	<ul style="list-style-type: none"> <li>• Through targeted PL opportunities, promoted and disseminated evidence-based tools, resources and information to schools to assist early childhood education providers, primary and secondary schools to implement best practice approaches to supporting parents to engage in their children's learning throughout their education.</li> <li>• Provided targeted PL and support to schools to prioritise the implementation of learning progressions for literacy and numeracy in Curriculum delivery in the early years of schooling to ensure the core foundations for learning are developed by age eight.</li> </ul>			<p>Learning (VL) to provide feedback on current practice</p> <p>Timeline:</p> <p>Initial meetings with Consultant – February and March, 2019</p> <p>School visits commenced April 2019 – August 2019</p> <p>In addition,</p> <ul style="list-style-type: none"> <li>• To address the learning needs of <b>all</b> students, more intensive, differentiated individual school support was provided for teachers of students requiring additional assistance, on an as needs basis. IST staff visited all 31 schools by the end of November.</li> </ul> <p>Timeline: March – November 2019</p>
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Project title and relevant national policy initiative	Project description and activities undertaken	Indicative budget	Actual outcomes	Indicators of success/achievement
<b>Project 5.</b> <b>Supporting teaching, school leadership and school improvement</b>	<p>In 2019 a range of initiatives were rolled-out focusing on school improvement and leadership development. To do this IST staff:</p> <ul style="list-style-type: none"> <li>• Informed and encouraged school leaders to access a variety of professional learning (PL) opportunities and provided opportunities for high performing principals to share their expertise.</li> <li>• Contributed to national discussion and effort regarding initial teacher education and induction, transition of teachers from graduate to proficient standard.</li> <li>• Contributed to national discussion and effort regarding educational leadership.</li> <li>• Informed and encouraged school leaders to access a variety of professional learning (PL) opportunities appropriate to their career stage and development needs and recognised and harnessed the skills and experience of high performing principals by enabling them to share their expertise across and throughout the sector.</li> </ul>	<p>Reform support funding: <b>\$57,811</b></p>	<p>In 2019, leaders in independent schools:</p> <p>Benefited from regular exposure to weekly circulars, highlighting PL opportunities for leadership development for them to undertake</p> <p>Received information pertaining to current issues in educational leadership that built upon their leadership expertise and potential</p> <p>Participated in PL that reflected the AITSL standards and enhanced learning outcomes in their schools</p> <p>Developed an active voice in leadership forums locally and nationally</p> <p>IST staff:</p> <p>Had a clear voice around potential changes to initial teacher education and induction and informed the discussions around transitions of teachers from graduate to proficient.</p>	<ul style="list-style-type: none"> <li>• Weekly circulars were sent to school leaders with a range of PL opportunities listed.</li> </ul> <p>Timeline: March – November 2019</p> <ul style="list-style-type: none"> <li>• An annual PL format was developed, circulated and updated in March 2019.</li> </ul> <p>Timeline: March 2019</p> <ul style="list-style-type: none"> <li>• IST staff attended 100% of committees focusing on teacher development, as they arose</li> </ul> <p>Timeline: March – December 2019</p> <ul style="list-style-type: none"> <li>• IST developed 7 PL courses in Tasmania for Educational leaders prior to December 2019. This objective was also achieved through adoption of the IsConnect suite of offerings, as created by ISV and offered to all IST schools.</li> </ul> <p>Timeline: June – December 2019</p>

Project title and relevant national policy initiative	Project description and activities undertaken	Indicative budget	Actual outcomes	Indicators of success/achievement
<b>Project 6. Enhancing the National Evidence base</b>	A specific goal for the year was to enhance schools' internal self-review and external quality assurance processes for the purpose of monitoring and reviewing student learning gain in each individual school.	Reform support funding: <b>\$57,811</b>	<p>School principal's, leadership teams, and individual teacher's were able to:</p> <ul style="list-style-type: none"> <li>• Identify areas of 'success' and 'need' as a focus for making gains in student outcomes.</li> <li>• Interpret data from a whole-of-school perspective as well as at individual student level.</li> <li>• Address AITSL Standard 5 - <i>Assess, Provide Feedback and Report on Student Learning</i>.</li> <li>• Track student progress over time.</li> <li>• Use data for objective, constructive feedback to improve student outcomes.</li> <li>• Set evidence informed goals for student, school and learning area outcomes.</li> </ul>	<p>Individual support was offered to schools by IST consultants, focusing upon analysis of NAPLAN data to inform and improve teaching and learning. Visits were conducted to 12 schools (randomly selected) across the state. Visits focused on a planned meeting with the school leadership and/or learning teams to review:</p> <ul style="list-style-type: none"> <li>• School's NAPLAN and/or standardised data and growth trends, alongside School specific assessment data e.g. PAT, teachers' assessments and anecdotal data measuring progress against goals for school and learning area outcomes.</li> <li>• Strategic planning which specifically incorporated strategies to improve student outcomes in Literacy and Numeracy.</li> <li>• Individual teacher's planning that focused on needs identified by NAPLAN data (where applicable).</li> </ul> <p>Timeline: June – November 2019</p> <p>An action plan will be formulated for follow up in the 2020 plan.</p> <p>Timeline: December 2019</p>



## Financial Statement

<b>Project 1 NCCD</b>	<b><u>FTE</u></b>	<b><u>Reform Support Fund funding</u></b>	<b><u>Funding from other contributions</u></b>	<b><u>Total funding</u></b>
PD Schools		2,190		2,190
School Resources		102		102
Accommodation & Meals		2,908		2,908
Conference & Meetings		892		892
Travel		4,566		4,566
Wages & Salaries		64,817		64,817
<b>Sub Total</b>				<b>75,475</b>

<b>Project 2 NAPLAN</b>	<b><u>FTE</u></b>	<b><u>Reform Support Fund funding</u></b>	<b><u>Funding from other contributions</u></b>	<b><u>Total funding</u></b>
PD Schools		2,190		2,190
School Resources		152		152
Accommodation & Meals		2,908		2,908
Conference & Meetings		892		892
Travel		4,566		4,566
Wages & Salaries		33,895		33,895
<b>Sub Total</b>				<b>44,603</b>

<b>Project 3 Governance</b>	<b><u>FTE</u></b>	<b><u>Reform Support Fund funding</u></b>	<b><u>Funding from other contributions</u></b>	<b><u>Total funding</u></b>
IND Consultant		10,097		10,097
Travel		6,849		6,849
Wages & Salaries		33,895		33,895
<b>Sub Total</b>				<b>50,841</b>

<b>Project 4 Quality Teaching</b>	<b><u>FTE</u></b>	<b><u>Reform Support Fund funding</u></b>	<b><u>Funding from other contributions</u></b>	<b><u>Total funding</u></b>
PD Schools		4,380		4,380
School Resources		204		204
Accommodation & Meals		5,816	2,369	8,185
Conference & Meetings		1,784		1,784
Travel		9,132		9,132
Wages & Salaries		67,790		67,790
Consultant			27,732	27,732
<b>Sub Total</b>				<b>119,207</b>

<b>Project 5 Leadership</b>	<b><u>FTE</u></b>	<b><u>Reform Support Fund funding</u></b>	<b><u>Funding from other contributions</u></b>	<b><u>Total funding</u></b>
PD Schools		2,190		2,190
School Resources		102		102
Accommodation & Meals		2,908		2,908
Conference & Meetings		892		892
Travel		4,566		4,566
Wages & Salaries		37,735		37,735
<b>Sub Total</b>				<b>48,393</b>

<b>Project 6 National Evidence</b>	<b><u>FTE</u></b>	<b><u>Reform Support Fund funding</u></b>	<b><u>Funding from other contributions</u></b>	<b><u>Total funding</u></b>
PD Schools		2,190		2,190
School Resources		104		104
Accommodation & Meals		2,908		2,908
Conference & Meetings		892		892
Travel		4,566		4,566
Wages & Salaries		30,922		30,922
<b>Sub Total</b>				<b>41,582</b>

<b>Project 7 Safe Homes Safe Families</b>	<b><u>FTE</u></b>	<b><u>Reform Support Fund funding</u></b>	<b><u>Funding from other contributions</u></b>	<b><u>Total funding</u></b>
Stand Alone Project			25,000	25,000
<b>Sub Total</b>				<b>25,000</b>

<b><u>Overall expenses</u></b>	<b><u>Total FTE</u></b>	<b><u>Total funding from the reform support fund</u></b>	<b><u>Total funding from other contributions</u></b>	<b><u>Total funding</u></b>
<b><u>Non-government reform support fund</u></b>		350,000	55,101	405,101