
Choice and Affordability Fund work plan

2020-2021

Independent Schools Tasmania

Choice and Affordability Fund

Independent Schools Tasmania (IST) – Work plan 2020-2021

Summary

From 2020 to 2029 Independent Schools Tasmania (IST) will utilise the *Choice and Affordability* funding to address specific challenges within the Tasmanian non-government school sector. In 2020-2021, we will focus our support around 4 key aspects of the identified priorities. Specifically, it is proposed that in 2020-2021 the monies will be allocated as follows:

Project 1: Special circumstances funding. The Choice and Affordability Fund will support schools and students impacted by special circumstances or in priority areas such as rural, **regional** and remote locations and areas affected by drought or other natural disasters.

The financial and economic impacts of COVID-19 on any non-government school is as yet not quantifiable. The likelihood of other circumstances that may cause a school to require short term emergency assistance in the future is unknown. As a contingency, \$100,000 pa will be set aside in 2020 and 2021 to provide assistance for schools in eligible situations.

Project 2: Strengthening outcomes for schools and educationally disadvantaged schools and students. The Choice and Affordability Fund will support initiatives that strengthen outcomes for schools such as helping **underperforming schools improve** outcomes, including through school industry partnerships, and **supporting educationally disadvantaged schools and students**.

Project Summary: The entirety of Tasmania is identified as a regional zone with students from educationally disadvantaged backgrounds presenting in schools across all areas of the state. As such, our independent schools are located across a vast area, often operating within quite isolated contexts. In 2020, IST will look to establish a new role and appoint a Curriculum Consultant to work alongside schools to support them across all aspects of academic development. It is envisaged that the Curriculum Consultant will travel to work within schools, as well as providing regular support and guidance via emails and webinars. It is hoped that this role will assist schools to feel less isolated and educationally disadvantaged through the provision of regular, relevant professional learning that is targeted to their unique school contexts. By way of specific focus, the Curriculum Consultant will work with schools within the context of the Australian Curriculum and assist all schools to fulfil their registration requirements for Tasmanian Independent Schools in order to meet the needs of students from a diverse range of backgrounds. They will be expected to source, organise and deliver professional learning to each of our schools to address a range of educational issues associated with the implementation of the Australian Curriculum.

Project 3: Student wellbeing and support. Student wellbeing is essential for both academic and social development. The Choice and Affordability Fund will support schools that require additional assistance to ensure safe, supportive and respectful learning environments.

Project Summary: In an attempt to enhance student wellbeing and support across Tasmanian Independent Schools, IST will appoint a full-time Inclusive Education Consultant to work across the state, commencing in 2020. This new role will be advertised, and an RD and Business Plan developed. The Inclusive Education Consultants role will encompass supporting independent schools to embed inclusive practice and wellbeing initiatives within their schools. The oversight of NCCD provisions and submissions will form an additional component of this project. The Inclusive Education Consultant will be responsible for developing and leading school-based professional learning and they will use empirical research to underpin professional learning around the provision of inclusive practice and wellbeing within schools. The role will involve working in an instructional coaching capacity to support K-12 classroom leaders and teachers and there will be provision within the budget to provide for resources and additional professional learning opportunities, as required.

Project 4: Transition assistance. There are no Tasmanian independent schools that would have met the criteria to have access to support through the National Adjustment Assistance Fund.

The Choice and Affordability Fund will provide compulsory regional assistance for four eligible schools during their transition to the Direct Measure of Income for capacity to contribute during 2022 to 2029.

The Choice and Affordability Fund will also provide support for schools in general to transition to a new capacity to contribute model for recurrent funding although it is anticipated that very few other Tasmanian independent schools will need that support. As no support is planned for 2020 or 2021, transition assistance expenditure will be deferred.

Conclusion

These new projects will enable IST to provide levels of support not currently accessible to independent schools across the state. These initiatives will provide our school communities with invaluable and much-needed levels of support and will go a long way towards moving our independent schools forward over the years ahead.

Summary of budget

Priority	Activities/Initiatives	Expenditure type	Choice and Affordability funding	
			2020	2021
	1. Special Circumstances	Centralised	\$5,000	\$20,000
		Distributed	\$100,000	\$100,000
	2. Strengthening Outcomes	Centralised	\$48,735	\$194,937
		Distributed	-	-
	3. Student Wellbeing	Centralised	\$48,734	\$194,937
		Distributed	-	-
4. Transition Assistance	Centralised	\$5,000	\$20,000	
	Distributed	-	-	
Administrative costs			\$5,000	\$20,000
TOTAL			\$212,469	\$549,874

	FULL YEAR				
	P1	P2	P3	P4	Total
Admin	5,000	5,000	5,000	5,000	20,000
Consultants		128,260	128,260		256,520
Senior EC		16,677	16,677		33,354
PD-Resources-Travel etc	20,000	50,000	50,000	20,000	140,000
	25,000	199,937	199,937	25,000	449,874
	25% of year				
	P1	P2	P3	P4	Total
Admin	1,250	1,250	1,250	1,250	5,000
Consultants		32,065	32,065		64,130
Senior EC		4,169	4,170		8,339
PD-Resources-Travel	5,000	12,500	12,500	5,000	35,000
	6,250	49,984	49,985	6,250	112,469
	125% of over 2020 & 2021				
	P1	P2	P3	P4	Total
Admin	6,250	6,250	6,250	6,250	25,000
Consultants		160,325	160,325		320,650
Senior EC		20,846	20,847		41,693
PD-Resources-Travel	25,000	62,500	62,500	25,000	175,000
	31,250	249,921	249,922	31,250	562,343

Expenditure	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
Central	112,469	449,874	465,170	830,985	859,239	888,454	918,661	949,896	982,192	1,015,587
Distributed	100,000	100,000	599,103	599,103	599,103	599,103	599,103	599,103	599,103	607,758
Total	212,469	549,874	1,064,273	1,430,088	1,458,342	1,487,557	1,517,764	1,548,999	1,581,295	1,623,345
Deferred	855,756	554,670	77,827	-249,158	-237,258	-224,957	-212,238	-199,085	-185,483	-180,075
Allocation to IST	1,068,225	1,104,544	1,142,100	1,180,930	1,221,084	1,262,600	1,305,526	1,349,914	1,395,812	1,443,270

Choice and Affordability Fund

Independent Schools Tasmania – Work plan 2020-2021

Initiative/activity: *Project 1: Special circumstances funding*

Relevant national/local priority: The Choice and Affordability Fund will support schools and students impacted by special circumstances or in priority areas such as rural, **regional** and remote locations and areas affected by drought or other natural disasters.

Description: The financial and economic impacts of COVID-19 on any non-government school is as yet not quantifiable. The likelihood of other circumstances that may cause a school to require short term emergency assistance in the future is unknown. As a contingency, \$100,000 pa will be set aside in 2020 and 2021 to provide assistance for schools in situations that are:

- **unexpected**
 - Could not have been reasonably foreseen.
- **causing severe financial difficulty**
 - Where a school faces a real prospect of having to cease a large part of its educational activities or significantly lower its educational services.
- **short term**
 - Schools should be able to overcome their financial difficulty and resume operations and must provide a five-year business and recovery plan.
- **a special need**
 - Schools have exhausted all other options to remedy the financial situation of the school.

Should the funds set aside for special circumstances funding in 2020 and 2021 not be needed, they will be either kept for future special circumstances funding or transferred to other priorities in a future work plan.

Indicative budget	Expected outcomes	Indicators of success
<u>Choice and Affordability Funding:</u> 2020 \$100,000 2021 \$100,000 TOTAL \$200,000 (Direct funding to schools)	<ul style="list-style-type: none">• Any school assisted will overcome its financial difficulty and resume viable operations	<ul style="list-style-type: none">• School remains open• School provides a five-year business and recovery plan• Tasmanian Schools Registration Board confirms that school meets the financial registration standard
<u>Administration</u> 2020 25% \$1,250 2021 100% \$5,000		
<u>PD/Travel/Oversight</u> 2020 25% \$5,000 2020 100% \$20,000		
Choice and Affordability Funding: \$231,250		

Initiative/activity: *Project 2: Strengthening outcomes for schools and educationally disadvantaged schools and students*

Relevant national/local priority: Through the Choice and Affordability Fund, IST will support initiatives that strengthen outcomes for schools such as helping **underperforming schools improve** outcomes, including through school industry partnerships, and **supporting educationally disadvantaged schools and students**.

Description: The entirety of Tasmania is identified as a regional zone with students from educationally disadvantaged backgrounds presenting in schools across all areas of the state. As such, our independent schools are located across a vast area, often operating within quite isolated contexts. In 2020, IST will look to establish a new role and appoint a Curriculum Consultant to work alongside schools to support them across all aspects of academic development. It is envisaged that the Curriculum Consultant will travel to work within schools, as well as providing regular support and guidance via emails and webinars. It is hoped that this role will assist schools to feel less isolated and educationally disadvantaged through the provision of regular, relevant professional learning that is targeted to their unique school contexts. By way of specific focus, the Curriculum Consultant will work with schools within the context of the Australian Curriculum and assist all schools to fulfil their registration requirements for Tasmanian Independent Schools in order to meet the needs of students from a diverse range of backgrounds. They will be expected to source, organise and deliver professional learning to each of our schools to address a range of educational issues associated with the implementation of the Australian Curriculum.

Indicative budget	Expected outcomes	Indicators of success
<p><u>Appointment of Curriculum Consultant</u> (1.0 FTE) plus oncosts 2020 25% - \$32,065 2021 100% \$128,260 \$160,325</p> <p><u>Senior Education Consultant</u> - 10% of salary + oncosts 2020 25% - \$4,169 2021 100% \$16,677 \$20,846</p> <p><u>Resources, Professional Learning & Travel</u> 2020 25% - \$12,500 2021 100% \$50,000 \$62,500</p> <p><u>Admin support</u> 2020 25% - \$1,250 2021 100% \$5,000 \$6,250</p> <p>Choice and Affordability Funding: \$249,921</p>	<ol style="list-style-type: none"> 1. New IST Curriculum Consultant appointed 2. Once appointed, the new Curriculum Consultant will: <ul style="list-style-type: none"> • Conduct comprehensive consult visits in schools providing assistance with each school's strategic planning which includes strategies to assist students from disadvantaged backgrounds. • Commence reviews of school specific assessment data e.g. school-based and teachers' assessments and anecdotal data measuring progress. • Facilitate Professional learning sessions focused around curriculum planning to improve student outcomes, with a focus around support for students from disadvantaged backgrounds. • Regularly disseminate circulars promoting best curriculum practice and current research to all IST schools. • Conduct ongoing visits to individual schools to deliver Professional Learning sessions, review current practise and provide exemplars for future practice. 	<ol style="list-style-type: none"> 1. Appointment of suitable (as identified in RD) full-time IST Curriculum Consultant by September 2020. 2. Once appointed, the IST Curriculum Consultant will have: <ul style="list-style-type: none"> • maintained a daily diary of all school visits and hold records of all communications with IST schools, demonstrating evidence of ongoing quality support to 100% of the independent schools across Tasmania. • Facilitated a minimum of 10 PL sessions for independent schools across Tasmania per calendar year and collated and analysed 100% of feedback forms collected from attendees. • Represented IST in 100% of all specified curriculum committees and events, as outlined in the Role Description

	<ul style="list-style-type: none"> • Ensure ongoing liaison with ACARA, peak curriculum bodies and external consultants to review current best practice and inform IST schools accordingly. • Review standardised school data to identify and address trends in student progress over time. • Coordinate and conduct professional learning and teacher support workshops to assist with the delivery of teaching/learning programs around use of the achievement standards and learning progressions. • Provide in-school support for teachers to develop teaching programs, assessment tasks and rubrics and other teaching resources for effective roll-out of the Australian Curriculum. • Support teachers through review, advice and access to resources available from ACARA and other sources in implementing the Australian Curriculum and TASC courses. • Develop and foster networks of teachers involved in implementing the Australian Curriculum and TASC courses. • Liaise and network with cross-sector representatives for the Tasmanian cross-sectoral Years 9-12 Project. • Liaise with other IST consultants to provide coordinated school support across all learning areas and phases of learning. • Represent the Tasmanian independent sector on relevant Cross Sectoral committees, as they arise. 	<p>(RD) and the articulated expected outcomes.</p> <ul style="list-style-type: none"> • Ensured all (100%) of Tasmanian Independent Schools will have benefitted from ongoing, pertinent curriculum advice and provided access to a range of quality outsourced PL opportunities with records maintained to provide evidence of the support offered and levels of school take-up. • Recorded evidence of strategic planning support and documents outlining academic improvement (gain either qualitative or quantitative) over time in a minimum of 5 schools per calendar year, with priority support provided to schools with high numbers of students from disadvantaged backgrounds. • Maintained documented evidence of IST school's use of the Australian Curriculum learning progressions and achievement standards. • Retained records of attendance at committees, including those pertaining to the Tasmanian cross-sectoral Years 9-12 Project. • Maintained records of representation for independent schools in TASC, ACARA and other nominated curriculum related committees/sessions. • Retained all (100%) records of attendance at all additional unspecified cross-sectoral committee meetings.
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Choice and Affordability Fund

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Initiative/activity: *Project 3: Student wellbeing and support*

Relevant national/local priority: Student wellbeing is essential for both academic and social development. Through the Choice and Affordability Fund, IST will support schools that require additional assistance to ensure safe, supportive and respectful learning environments.

Description: In an attempt to enhance student wellbeing and support across Tasmanian Independent Schools, IST will appoint a full-time Inclusive Education Consultant to work across the state, commencing in 2020. This new role will be advertised, and an RD and Business Plan developed. The Inclusive Education Consultants role will encompass supporting independent schools to embed inclusive practice and wellbeing initiatives within their schools. The oversight of NCCD provisions and submissions will form an additional component of this project. The Inclusive Education Consultant will be responsible for developing and leading school-based professional learning and they will use empirical research to underpin professional learning around the provision of inclusive practice and wellbeing within schools. The role will involve working in an instructional coaching capacity to support K-12 classroom leaders and teachers and there will be provision within the budget to provide for resources and additional professional learning opportunities, as required.

Indicative budget	Expected outcomes	Indicators of success
<p><u>Appointment of Inclusive Education Consultant</u> (1.0 FTE) plus oncosts 2020 25% - \$32,065 2021 100% \$128,260 \$160,325</p> <p><u>Senior Education Consultant</u> - 10% of salary + oncosts 2020 25% - \$4,169 2021 100% \$16,678 \$20,847</p> <p><u>Resources, Professional Learning & Travel</u> 2020 25% - \$12,500 2021 100% \$50,000 \$62,500</p> <p><u>Admin support</u> 2020 25% - \$1,250 2021 100% \$5,000 \$6,250</p> <p>Choice and Affordability Funding: \$249,922</p>	<ol style="list-style-type: none"> 1. New IST Inclusive Education Consultant appointed. 2. Once appointed, the new Inclusive Education Consultant will: <ul style="list-style-type: none"> • Conduct a variety of face-to-face consultancies, tailored professional learning sessions, briefings, group presentations, session facilitation and instructional coaching. The audience for these may be individuals or groups of people including principals, school executives, classroom teachers and professional support staff within Tasmanian independent schools. • Provide responsive, pastoral support to schools about student issues that may arise within a school context to minimise impact and assist the school to plan effectively and in a timely manner to best respond to the pastoral and specific needs and interests of their students. • Support the specific learning needs of identified students at whole-school, whole-class and individual levels within Tasmanian independent schools. 	<ol style="list-style-type: none"> 1. Appointment of suitable (as identified in RD) full-time IST Inclusive Education Consultant by September 2020. 2. Once appointed, the IST Inclusive Education Consultant will have: <ul style="list-style-type: none"> • Maintained a daily diary of visits and communication with all IST schools, demonstrating evidence of ongoing quality support to all (100%) of independent schools across Tasmania. • Facilitated a minimum of 10 PL sessions (per calendar year) for independent schools across Tasmania with 100% completion of feedback forms collated from attendees. • Represented IST in 100% of all specified inclusive education and wellbeing committees and events, as outlined in the Role Description (RD) and as arise from time to time. • Ensured all (100%) of Tasmanian Independent

	<ul style="list-style-type: none"> • Guide and support schools in understanding and applying relevant processes associated with the Nationally Consistent Collection of Data (NCCD). • Support school executives and teachers in the education of students with identified needs, K-12, providing assistance with appropriate planning practices. • Respond to schools' requests for support regarding student pastoral and wellbeing matters and provide timely, professional guidance in consideration of appropriate evidence-base and legislative context. • Deliver effective professional learning both face-to-face and online for staff within independent schools, on other interrelated topics, as well as developing associated resources. • Represent IST and the independent school sector on committees and in a variety of inclusive education and wellbeing forums in a professional manner. 	<p>Schools have benefitted from ongoing, pertinent advice and access to outsourced PL opportunities with records maintained to provide evidence of the support offered and levels of school take-up(where possible).</p> <ul style="list-style-type: none"> • Recorded evidence of work with Tasmanian independent schools to construct proactive wellbeing and inclusion school planning, with records retained per calendar year, in a minimum of 5 schools. • Maintained evidence of Tasmanian independent schools effective application of NCCD guidelines in al school processes. • Retained all (100%) records of attendance at relevant additional committees as noted in the RD. • Retained all (100%) records of attendance at all cross-sectoral committee meetings pertaining to wellbeing and inclusive Education.
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Choice and Affordability Fund

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Initiative/activity: *Project 4: Transition assistance*

Relevant national/local priority: The Choice and Affordability Fund incorporates the National Adjustment Assistance Fund. The Choice and Affordability Fund will also provide support for schools in general to transition to a new capacity to contribute model for recurrent funding.

Description: There are no Tasmanian independent schools that would have met the criteria to have access to support through the National Adjustment Assistance Fund.

The Choice and Affordability Fund will provide compulsory regional assistance for four eligible schools during their transition to the Direct Measure of Income for capacity to contribute during 2022 to 2029.

The Choice and Affordability Fund will also provide support for schools in general to transition to a new capacity to contribute model for recurrent funding although it is anticipated that very few other Tasmanian independent schools will need that support.

As no support is planned for 2020 or 2021, transition assistance expenditure will be deferred to 2022-2029.

Indicative budget	Expected outcomes	Indicators of success
<u>Choice and Affordability Funding:</u> 2020 NIL 2021 NIL TOTAL NIL (Direct funding to schools) <u>Administration</u> 2020 25% \$1,250 2021 100% \$5,000 <u>PD/Travel/Oversight</u> 2020 25% \$5,000 2020 100% \$20,000 Choice and Affordability Funding: \$31,250	<ul style="list-style-type: none"> Any school assisted will gradually adjust its fees and/or expenditure over the period 2022 -2029 to enable the school to continue viable operations beyond 2029 without further additional financial assistance 	<ul style="list-style-type: none"> School provides a business plan for 2022-2031 to meet expected outcomes School provides a ten-year financial plan for 2022-2031 showing expected outcomes School provides annual financial report for each year from 2022 to 2029 as evidence of achievement of planned progress

Regional Transition Assistance 10 year profile and rationale for the expenditure of funds in future years:

	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
NGRB's estimated funding allocation as advised by the department	314,526	325,220	336,278	347,710	359,534	371,758	384,396	397,466	410,980	424,954

The Direct Measure of Income capacity to contribute score will not be used to determine the recurrent funding capacity to contribute for the four eligible schools until 2022. As they will therefore not need transition assistance in 2020 and 2021, the direct distribution of funds to those schools will be deferred and distributed in equal annual amounts from 2022 to 2029.

Similarly, the general assistance expenditure to other schools will be deferred and distributed in equal annual amounts from 2022 to 2029 as follows:

	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
Deferred expenditure profile	0	0	40,000	40,000	40,000	40,000	40,000	40,000	40,000	40,000