
Choice and Affordability Fund

Work Plan 2022–2025

Independent Schools Tasmania

Date agreed – April 2024

Choice and Affordability Fund – Work Plan 2022–2025

Independent Schools Tasmania

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 2022-2025, we will continue to focus our support around 4 key aspects of the identified priorities. Following 2 years of intensive review and consolidation of current practice, in 2023 and beyond we will utilise the increased centralised funding to more comprehensively enact planned project outcomes. Specifically, it is proposed that in 2022-2025 the monies will be allocated as follows:

[Project 1 – Priority c\) Special Circumstance Funding.](#)

The Choice and Affordability Fund will continue to 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 ongoing financial and economic impacts of COVID-19 on any non-government school is an ongoing concern. In addition, the likelihood of other circumstances that may cause a school to require short term emergency assistance remains to be unknown. As a contingency, \$100,000 pa will be set aside in 2022 through to 2025, to provide assistance for schools in eligible situations.

[Project 2– Priority d\) Strengthening Outcomes for Schools and Educationally Disadvantaged Schools and Students.](#)

The Choice and Affordability Fund will continue to 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 established a new role and appointed an Education Consultant to work alongside schools to support them in all aspects of academic progress and development. The Curriculum Consultant now travels to work within schools, alongside providing regular support and guidance via emails and webinars. To date, this role has assisted 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 works with schools within the context of the Australian Curriculum and assists 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 are expected to source, organise and deliver professional learning to our schools, in order to address a range of educational issues associated with the implementation of the Australian Curriculum.

[Project 3 – Priority e\) Student Wellbeing and Support.](#)

Student wellbeing is essential for both academic and social development. The Choice and Affordability Fund supports 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, in 2020, IST appointed a full-time Inclusive Education Consultant to work across the state. This new role was advertised, and an RD and Business Plan was developed. The Inclusive Education Consultant's role encompasses supporting independent schools to embed inclusive practice and wellbeing initiatives within their schools. Assistance with NCCD provisions and submissions forms an additional component of this project. The Inclusive Education Consultant is responsible for developing and leading school-based professional learning and that utilise empirical research to underpin professional learning around the provision of inclusive practice and wellbeing within schools. This role involves working in an instructional coaching capacity to support K-12 classroom leaders and teachers and they have provision within their budget to provide for resources and additional professional learning opportunities, as required.

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[Project 4 – priority b\) 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 now 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.

Conclusion

These ongoing projects will enable IST to provide sustainable levels of support for independent schools across Tasmania. These initiatives will provide our school communities with invaluable and much-needed levels of support and will go a long way towards moving our Tasmanian independent schools forward over the years ahead.

Beyond Normal Service Provision

IST's normal services are representation, advocacy and communication of information and advice to member schools. IST represents independent schools on over 50 cross sectoral working, steering, advisory and reference groups at State and National levels (including ACARA and AITSL). IST is the voice of Tasmanian independent schools in advocacy to government and communicating with the media and the community. All Projects identified in this plan extend beyond IST's normal service provision.

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Budget for 2022–2025

Activities/Initiatives	Expenditure type	2022	2023	2024	2025
Priority c) – Special Circumstances Funding					
<i>Project 1</i>					
	Centralised	\$NIL	\$20,600	\$21,218	\$21,855
Grant to eligible school	Distributed	\$NIL	\$NIL	\$100,000	\$100,000
<i>Total</i>		\$NIL	20,600	121,218	121,855
Priority d) – Strengthening outcomes for schools and educationally disadvantaged schools and students					
<i>Project 2</i>					
Includes VET & Governance	Centralised	\$226,913	\$334,337	\$457,029	\$458,040
Structured Literacy Grants	Distributed	\$NIL	\$NIL	\$100,000	\$100,000
<i>Total</i>		\$226,913	334,337	557,029	558,040
Priority e) – Student wellbeing and support					
<i>Project 3</i>					
	Centralised	\$236,913	\$340,729	\$457,028	\$478,041
	Distributed	\$35,000	\$NIL	\$NIL	\$NIL
<i>Total</i>		\$271,913	340,729	457,028	478,041
Priority b) – Transition Assistance					
<i>Project 4</i>					
	Centralised	\$1,309	\$1,348	\$1,388	\$1,430
<i>Grants to Schools - Regional</i>	Distributed	\$468,126	\$460,125	\$460,125	\$460,125
<i>Grants to Schools – General</i>	Distributed.	\$8,001	\$8,130	\$8,347	\$7,775
<i>Total</i>		469,435	469,603	469,860	469,330
	Administration	\$19,759	23,346	24,046	24,767
	Total expenditure	\$998,020	\$1,188,615	\$1,629,181	\$1,652,033
	Deferred funding	\$1,863,417	\$1,836,982	\$1,490,480	\$1,076,813

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Expenditure Profile for 2022–2029

	2022	2023	2024	2025	2026*	2027*	2028*	2029*
NGRB's total estimated funding allocation as advised by the department	\$1,138,781	\$1,186,610	\$1,202,296	\$1,238,366	\$1,275,516	\$1,313,782	\$1,353,196	\$1,393,792
NGRB's estimated Regional Transition Assistance funding allocation as advised by the department	\$469,435	\$343,692	\$354,002	\$364,622	\$375,560	\$386,828	\$398,432	\$410,386
Accrued deferred funding from 2020 and 2021 to be carried forward to 2022	\$1,705,689							
Accrued interest earned on funds held in 2020, 2021, 2022 and 2023 to be carried forward into 2024	\$14,339							
NGRB's planned expenditure for the relevant year	\$988,202	\$1,188,614	\$1,629,181	\$1,652,033	\$1,623,540	\$1,626,451	\$1,580,034	\$1,583,074
NGRB's planned regional transition assistance expenditure for the relevant year	\$469,435	\$460,125	\$460,125	\$460,125	\$460,125	\$460,125	\$460,125	\$460,125
NGRB's planned deferred funding for the relevant year to be spent in a future year	\$NIL	\$NIL	\$NIL	\$NIL	\$NIL	\$NIL	\$NIL	\$NIL
Accrued deferred funding from the relevant year and previous years to be spent in a future year	\$1,863,417	\$1,861,413	\$1,434,528	\$1,020,861	\$672,837	\$360,168	\$133,330	

* Funding over 2026 to 2029 is indicative and will be finalised through 2026-2029 work plans to be settled in 2025.

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Rationale for deferred funding

The costs we have budgeted for delivery and administration in 2021 are lower than the funding allocation, therefore we have deferred expenditure into 2023 where it is noted that we are going to expand services in accordance with our over-arching strategic time frame.

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 ongoing financial and economic impacts of COVID-19 on any non-government school is an ongoing concern. In addition, the likelihood of other circumstances that may cause a school to require short term emergency assistance remains to be unknown. As a contingency, \$100,000 pa will be set aside in 2022 and 2025 to provide assistance for schools in situations that are:

- **unexpected**
 - o Could not have been reasonably foreseen.
 - **causing severe financial difficulty**
 - o 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**
 - o 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**
 - o Schools have exhausted all other options to remedy the financial situation of the school.
- Should the full funds set aside for special circumstances funding in 2022 through to 2025 not be needed, they will be either kept for future special circumstances funding or transferred to other priorities in a future work plan.

Eligible schools

All represented schools.

Timeframes

The assistance will be delivered to an eligible school in the amounts and times of need indicated by its five-year business and recovery plan, once reviewed and accepted by IST.

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Project 1: Special Circumstances Funding

Indicative budget	Expected outcomes	Indicators of success
<p>Distributed</p> <p><u>Choice and Affordability Funding:</u></p> <p>2022 NIL</p> <p>2023 \$NIL</p> <p>2024 \$100,000</p> <p>2025 \$100,000</p> <p>TOTAL \$200,000</p> <p>Centralised</p> <p><u>Administration 2022-2025</u></p> <p>\$ 23,706</p> <p><u>PD/Resources etc 2022-2025</u></p> <p>\$83,673</p> <p>Choice and Affordability Funding</p> <p>\$307,379</p>	<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

Risk Management

Risk	How the risk will be managed
1. The budget is insufficient to assist the school or schools that have a special need.	Special circumstances funding accrued from previous years may be used. Use of other accrued funding may be used subject to a variation of the Work Plan being approved by DESE.
2. A school that has been assisted does not recover.	<p>IST will validate the assumptions and projected outcomes of the school's five-year business and recovery plan before providing funding.</p> <p>IST will set up a working group with the school leaders, IST representatives and expert nominees to closely monitor actual performance against the recovery plan and initiate changes as necessary.</p> <p>IST will regularly assess the continued feasibility of the recovery plan. If considered not feasible, funding will cease.</p>

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Key stakeholders

Stakeholder & Interest/Impact	Engagement Strategy
Stakeholder name	
Any school being assisted by this activity.	
The successful implementation of the stakeholder’s new business model will be impacted by the effectiveness of this activity.	IST will set up a working group with the school leaders, IST representatives and expert nominees to closely monitor actual performance against the recovery plan and initiate changes as necessary.
Non-Government School Registration Board (NGSRB)	
The school’s registration will depend on NGSRB approval of the recovery plan that relies on the effectiveness of this activity	IST will join with the school in presenting to the NGSRB via the Education Registrar, the recovery plan and progress reports against it.

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 established a new role and appointed an Education Consultant to work alongside schools to support them in all aspects of academic progress and development. The Education Consultant now travels to work within schools, alongside providing regular support and guidance via emails and webinars. To date, this role has assisted schools to feel less isolated and educationally disadvantaged through the provision of regular, relevant professional learning and support that is targeted to their unique school contexts. By way of specific focus, the Education Consultant works with schools within the context of the Australian Curriculum and assists 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 are expected to source, organise and deliver professional learning to our schools, in order to address a range of educational issues associated with the implementation of the Australian Curriculum. The Senior Education Consultant maintains oversight of the project liaising on a regular basis, (i.e. weekly meetings), with the Consultant, co-construction and attending professional learning opportunities and engaging in collaboration with the Consultant to ensure a timely delivery of the project.

Additional Project 1: This project will support Vocational Education and Training in Schools (VETIS) for Tasmanian Independent Schools. Between 2004 and 2019 there had been annual funding provided to independent schools via a range of agencies, under relevant National Partnerships. Since then, IST has been able to use its accumulated funds to employ a part-time consultant to support the uptake of VETIS programs, including Australian School-based Apprenticeships (ASbAs) and the more general Vocational Learning and Career Education initiatives, but that money has now run out. The employment of a VETIS consultant has had a significant impact on the uptake of VET programs amongst independent schools over the last three years and there would be strengthened outcomes for schools and students if this could be continued. (Cost \$60,000 in 2024 and \$60,000 in 2025, from Centralised Expenditure)

Additional Project 2: This project will provide workshops for school board members and school leaders to improve school governance, financial management and regulatory compliance. Up to and including 2023, this professional learning has been funded by the Australian Government Non-Government School Reform Support Fund (NGRSF) but that program has terminated. (Cost \$20,000 in 2024 and \$20,000 in 2025, Centralised Expenditure)

Additional Project 2: Additional project to provide financial grants to schools on a needs basis to assist with purchasing of literacy resources and teacher professional learning in structured literacy. The Tasmanian Government has mandated that all primary schools will be using structured literacy learning by 2026. For most Tasmanian independent schools this will be a major change, involving significant expenditure on new resources. It is anticipated that some smaller, low fee schools will require financial assistance for this expenditure. (Cost \$100,000 in 2024 and \$100,000 in 2025, from Distributed Expenditure)

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Eligible schools

All represented schools.

Timeframes

2022-2025

Project 2: Strengthening outcomes for schools and educationally disadvantaged schools and students.

Indicative budget	Expected outcomes	Indicators of success
<p>Centralised</p> <p><u>Education Consultant</u> (South) (1.0 FTE) plus oncosts 2022 100% - \$132,096 2023 100% - \$136,059 2024 100% - \$144,091 2025 100% - \$148,414 Total \$560,660</p> <p><u>Curriculum Consultant</u> (North) (1.0 FTE) plus oncosts 2022 NIL 2023 91.66% - \$124,721 2024 100% - \$144,091 2025 100% - \$148,414 Total \$417,226</p> <p><u>Senior Education Consultant</u> 2022 10% - \$17,218 2023 10% - \$17,735 2024 10% - \$18,267 2025 10% - \$18,815 Total \$72,034</p> <p><u>Administration 2022-2025</u> \$23,706</p> <p><u>Resources 2022-2025</u> \$159,893</p> <p><u>PD/Travel/HR etc 2022-2025</u> \$360,104</p> <p>Distributed</p> <p><u>Structured Literacy Grants</u> 2024 - \$100,000 2025 - \$100,000 Total \$200,000</p>	<p>The IST Education Consultant/s will:</p> <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 practice and provide exemplars for future practice. • 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 	<p>The IST Education Consultant/s will:</p> <ul style="list-style-type: none"> • Maintain 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. • Facilitate a minimum of 10 PL sessions per year (both in-school and/or online) for independent schools across Tasmania per calendar year and collate and analyse 100% of feedback forms collected from attendees. • Represent IST in 100% of all specified curriculum committees and events, as outlined in the Role Description. • Ensure all (100%) of Tasmanian Independent Schools within the identified region benefit from ongoing, pertinent curriculum advice and have 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. • Record evidence of strategic planning support and documentation, 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.) • Maintain documented evidence of IST school’s use of the revised Australian Curriculum learning progressions and achievement standards. • Retain records of attendance at committees, including those

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<p>Choice and Affordability Funding: \$1,693,622</p>	<p>teaching resources for effective roll-out of the revised Australian Curriculum.</p> <ul style="list-style-type: none"> • Support teachers through review, advice and access to resources available from ACARA and other sources in implementing the revised Australian Curriculum and TASC courses. • Develop and foster networks of teachers involved in implementing the revised 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>pertaining to the Tasmanian cross-sectoral Years 9-12 Project.</p> <ul style="list-style-type: none"> • Maintain records of representation for independent schools in TASC, ACARA and other nominated curriculum related committees/sessions. • Retain all (100%) records of attendance at all additional unspecified cross-sectoral committee meetings.
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Risk Management

Risk	How the risk will be managed
Risk 1: The Education Consultant/s resigns.	1. The position will be advertised immediately, and a replacement employee found within a 3-month timeframe.
Risk 2: Schools do not engage with the support and/or professional learning opportunities provided by the Education Consultant/s.	2. Monthly reports collated and reviewed by the IST line manager (Senior Education Consultant). Heat maps retained on progress in all areas. If necessary, the role is performance managed.
Risk 3: Schools are locked down due to COVID and the Education Consultant/s is only able to engage with schools online/externally.	3. The Education Consultant will be supported to provide quality support online, via webinars and online communications methodology. Monthly reports will be monitored by the Senior Education Consultant to ensure that all schools are receiving timely, online and virtual support.

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Key stakeholders

Stakeholder & Interest/Impact	Engagement Strategy
Stakeholder 1: All Tasmanian Independent Schools All Tasmanian Independent Schools stand to benefit in all aspects of academic progress and development from the support provided by the Education Consultant.	Stakeholder 1: All Tasmanian Independent Schools The IST Education Consultant/s will be required to engage with all schools on a regular basis. All interactions with schools will be diarised and collated in Monthly reports. In addition, a Term in-school visits list will be maintained, to monitor ongoing engagement.

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, in 2020, IST appointed a full-time Inclusive Education Consultant to work across the state. This new role was advertised, and an RD and Business Plan was developed. The Inclusive Education Consultant's role now encompasses supporting independent schools to embed inclusive practice and wellbeing initiatives within their schools. Assistance with NCCD provisions and submissions forms an additional component of this project. The Inclusive Education Consultant is responsible for developing and leading school-based professional learning, and they utilize empirical research to underpin professional learning around the provision of inclusive practice and wellbeing within schools. This role involves working in an instructional coaching capacity to support K-12 classroom leaders and teachers and they have provision within their budget to provide for resources and additional professional learning opportunities, as required. The Senior Education Consultant maintains oversight of the project, liaising on a regular basis, (i.e. weekly meetings), with the Consultant, co-construction and attending professional learning opportunities and engaging in collaboration with the Consultant to ensure a timely delivery of the project.

Eligible schools

All represented schools

Timeframes

2022-2025

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Project 3: Student Wellbeing and Support.

Indicative budget	Expected outcomes	Indicators of success
<p>Distributed <u>Wellbeing and Support Grants</u></p> <p>2022 - \$35,000 2023 - NIL 2024 - NIL 2025 – NIL Total \$35,000</p> <p><u>Inclusive Education Consultant (South)</u> (1.0 FTE) plus oncosts 2022 100% - \$132,096 2023 100% - \$136,059 2024 100% - \$140,141 2025 100% - \$144,345 Total \$560,660</p> <p><u>Inclusive Education Consultant (South)</u> (1.0 FTE) plus oncosts 2022 100% - NIL 2023 91.66% - \$124,721 2024 100% - \$144,091 2025 100% - \$148,414 Total \$413,157</p> <p><u>Senior Education Consultant</u> 10% of salary + oncosts 2022 10% - \$17,218 2023 10% - \$17,735 2024 20% - \$18,267 2025 20% - \$18,814 Total \$72,034</p> <p><u>Administration 2022-2025</u> \$23,706</p> <p><u>Resources 2022-2025</u> \$165,943</p> <p><u>PD/Travel/HR etc 2022-2025</u> \$284,014</p> <p>Choice and Affordability Funding: \$1,554,513</p>	<p>The Inclusive Education Consultant/s will:</p> <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. • 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. 	<p>The IST Inclusive Education Consultant/s will have:</p> <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 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). • 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 per calendar year. • Maintained evidence of Tasmanian independent schools effective application of NCCD guidelines in all 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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	<ul style="list-style-type: none"> • 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. 	
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Risk Management

Risk	How the risk will be managed
Risk 1: The Inclusive Education Consultant resigns.	The position will be advertised immediately, and a replacement employee found within a 3-month timeframe.
Risk 2: Schools do not engage with the support and/or professional learning opportunities provided by the Inclusive Education Consultant.	Monthly reports collated and reviewed by their IST line manager (Senior Education Consultant). Heat maps retained on progress in all areas. If necessary, the role is performance managed.
Risk 3: Schools are locked down due to COVID and the Inclusive Education Consultant/s is only able to engage with schools online.	The Inclusive Education Consultant will be supported to provide quality support online, via webinars and online communications methodology. Monthly reports will be monitored by the Senior Education Consultant to ensure that all schools are receiving timely, online support.

Key Stakeholders

<p>Stakeholder 1: All Tasmanian Independent Schools All Tasmanian Independent Schools stand to benefit from the support provided through this project, through the Inclusive Education Consultant.</p> <p>This will enable them to embed inclusive practice and wellbeing initiatives within the schools.</p>	<p>Stakeholder 1: All Tasmanian Independent Schools The IST Inclusive Education Consultant will be required to engage with all schools on a regular basis. All interactions with schools will be diarised and collated in Monthly reports. In addition, a Term in-school visits lists will be maintained, to monitor ongoing engagement.</p>
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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 only one other Tasmanian independent school will need that support.

Eligible schools

Schools that meet the following nationally agreed criteria:

- ARIA greater than zero
- DMI CTC higher than SES score by 3 or more points
- Receive less Commonwealth funding in any year from 2022 to 2029 under DMI than 2019 indexed SES funding
- Average fee levels below a specific benchmark (\$20,000 in 2020)

There has been a reduction in Grants to Schools – General – Distributed, due to lower payments expected to Launceston Preparatory School based on the standard formula used to determine transition assistance levels. While these variations may not be large enough to require prior approval, we have included them in the requested updated budget for 2024 and 2025 to give the latest picture.

(2024 reduced from \$17,712 to \$8,347 – 2025 reduced from \$16,612 to \$7,775)

Timeframes

Annual payments from 2022 to 2029

Indicative budget	Expected outcomes	Indicators of success
<p>Distributed <u>Choice and Affordability Funding:</u> 2022 \$468,126 2023 \$468,255 2024 \$468,472 2025 \$467,900 TOTAL \$1,872,753</p> <p>Centralised <u>Administration 2022-2025</u> \$ 23,706</p> <p><u>Travel etc 2022-2025</u> \$5,475</p> <p>Choice and Affordability Funding \$1,901,934</p>	<ul style="list-style-type: none"> • Any school assisted will gradually adjust its fees and/or expenditure over the period 2022 -2025 to enable the school to continue viable operations beyond 2029 without further additional financial assistance 	<p>Before each annual payment, the Chair of the school board provides a financial assurance letter stating that:</p> <ul style="list-style-type: none"> • The Board of (name)school, at its meeting on (date), reviewed a 10-year financial plan for the school that incorporated appropriate assumptions, including per student funding based on the school’s current CTC (DMI) score and including CAF transition assistance funding. • In the opinion of the Board, the school will, throughout the 10-year period of the plan: • Be able to pay its debts as and when they fall due and payable. • Meet the requirement under the Australian Education Act to be financially viable; and • Comply with Tasmanian Registration Standard 6 – that the school has sufficient financial resources to provide the education for which it is registered.

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	<ul style="list-style-type: none"> • School provides annual financial report for each year from 2022 to 2029 as evidence of achievement of planned progress.
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Risk Management

Risk	How the risk will be managed
<p>1. A school that is being assisted does not demonstrate financial sustainability.</p>	<p>Before each annual payment, the Chair of the school board must provide a financial assurance letter.</p> <p>The school must provide an annual financial report for each year from 2022 to 2029.</p> <p>IST will set up a working group with the school leaders, IST representatives and expert nominees to initiate changes necessary to resume financial sustainability. If not possible to do so, payments will cease.</p>

Key Stakeholders

Stakeholder & Interest/Impact	Engagement Strategy
<p>Any school being assisted by this activity.</p> <p>The stakeholder’s financial plans and strategy for ongoing sustainability will be impacted by this activity.</p>	<p>IST has met with schools eligible for Regional Transition Assistance to give full details of the activity and achieve consensus on the method of allocating the funding between them.</p> <p>On receipt of the Quarter 4 FET, IST will calculate for each eligible school the amount by which its Commonwealth funding for the following year under DMI is less than it would have received in SES funding indexed from 2019 (Funding Difference)</p> <p>The percentage share of the Regional Transition Assistance amount available from IST in the following year for each school will be the same as its Funding Difference percentage share of the total Funding Difference for all eligible schools.</p> <p>A payment of General Transition Assistance to an eligible school will be based on its Funding Difference to ensure that the payment is in line with the payments to schools from the Regional Transition Assistance amount.</p> <p>IST has communicated to all schools being assisted the procedure for calculating and making annual payments to them and the financial assurance letters to be provided before payments can be made.</p>

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2022-25 CAF Workplan NGRB Sign Off (Please complete this section when submitting your final 2022-25 CAF Workplan to the Department – this section can be removed before publishing your final 2022-25 CAF Workplan agreed with the department)

Please remove this yellow highlight before submitting this document.

This 2022-25 CAF Workplan is submitted in fulfillment of the workplan requirement in part 4 of the CAF Agreement and I understand that, once approved, the work plan forms Attachment A to the CAF Agreement.

Name and Position of the person signing off on behalf of the NGRB1:

Tony Crehan



Executive Director

Date: 8/04/2024

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Schedule 1 – Indicative school-level distributions 2022–2025

Priority B – Transition Assistance

AGEID	School Name	2022	2023	2024	2025
	Launceston Church Grammar School	\$124,385	\$112,882	\$115,513	\$135,865
	The Friends' School	\$133,968	\$135,783	\$134,215	\$111,774
	Scotch Oakburn College	\$201,772	\$211,460	\$210,397	\$171,718
	Launceston Preparatory School	\$8,001	\$8,130	\$8,347	\$7,775

Priority C – Special Circumstances Funding

AGEID	School Name	2022	2023	2024	2025
		\$NIL	\$NIL	\$100,000	\$100,000