

National School Reform Agreement

Tasmania Bilateral Agreement: 2020 Progress Report

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Executive Summary

Tasmanian Department of Education

In 2020, the Tasmanian Department of Education (DoE), similarly to every other industry, organisation and person, faced a major challenge in COVID-19 and its impact on Tasmanian students.

DoE achieved successful implementation of Learning at Home in public schools to support COVID-safe practices and minimise interruptions to students' learning, but also kept schools open during the pandemic for those students who were unable to learn from home. DoE also collaborated with the Department of Communities Tasmania to assist in providing support to vulnerable students and their families.

DoE outlined a system-wide focus on curriculum, assessment and pedagogy to support quality teaching and learning through the release of three key resources – *Systematic Curriculum Delivery: A guide for school leaders*; *Assessment Strategy 2020-23* and *Learners First: A Pedagogical Framework*.

These policy commitments among others consolidate Tasmania's approach to improvement, embedded in the [2018-2021 Department of Education Strategic Plan, Learners First: Every Learner, Every Day](#).

Catholic Education Tasmania

Catholic Education Tasmania (CET) focused on the implementation of national and state policy initiatives, to maintain and develop quality teaching as the core for system improvement. This enabled the delivery of national curriculum standards and the optimal delivery of support to students identified in the National Consistent Collection of Data, whilst remaining sensitive to the needs of Aboriginal and Torres Strait Islander students and students with first languages other than English.

A significant increase in professional learning prospects was achieved for school staff. Educators had the opportunity to gain a post-graduate certificate in inclusive education and in gifted education, and to broaden knowledge and understanding with our choice of quality CANVAS units in English as an Additional Language modules and in disability specific modules.

CET continued to focus on evidence-based, differentiated pedagogy, using the Professional Learning Communities model. In establishing embedded best practices, schools utilised this model of an inquiry, evidence-based approach to support the goal of continuous improvement in teaching and learning.

During the COVID-19 pandemic, our schools embedded e-learning and digital options to enable students to continue learning via distance. We made significant progress with secondary schools and colleges to moderate uniform feedback and reporting related to ACARA standards and progressions.

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Independent Schools Tasmania

In 2020, despite some challenges faced due to COVID-19, Independent Schools Tasmania (IST) staff continued to progress and roll-out to all Tasmanian independent schools the recommendations and relevant actions from the Years 9-12 Review in the areas of curriculum and assessment, accreditation and certification, workforce development and data usage.

Educators in independent schools were up-skilled and supported to deliver best practice, research-based teaching practices to ensure that they accurately monitor all students' achievement in a timely and responsive way. 100 per cent of total schools were represented at professional learning or in-school support sessions.

Individual support was continually offered to independent schools by IST consultants, focusing upon analysis of standardised data to inform and improve teaching and learning in all curriculum areas.

The IST team led nine professional learning courses in Tasmania for educational leaders prior to December 2020.

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Progress Against Each Reform Direction

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

Improvement Activity/Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
<p>Contribute to national effort and discussions and effort regarding learning progressions, formative assessment and the review of senior secondary education.</p>	<p>All sectors</p>	<p>Ongoing</p>	<p><u>Tasmanian Department of Education</u></p> <p>Ongoing</p> <ul style="list-style-type: none"> • The Tasmanian Department of Education (DoE) continued to be involved in national discussions in 2020 through the former Education Council (Education Ministers Meeting), and associated officers’ forums. Work continued to progress on these matters through those forums, with Tasmania agreeing to implement a range of related recommendations. • Years 9 to 12 Learning continued to participate in national discussions through the former Education Council and representation on national working groups throughout 2020. • Years 9 to 12 Learning was involved in national discussions around the Review of Senior Secondary Pathways and the resulting Report, recommendations and action plans throughout 2020. <p><u>Catholic Education Tasmania</u></p> <p>Ongoing</p> <ul style="list-style-type: none"> • Catholic Education Tasmania (CET) has been involved in national effort and discussion regarding learning progressions, formative assessment and senior secondary education through

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Improvement Activity/Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			<p>representation on the ACARA Curriculum Directors Group, the AITSL Professional Growth Network and the Tasmanian Years 9 to 12 Project.</p> <ul style="list-style-type: none"> • CET’s Curriculum, Pedagogy and Professional Practice (CAPP) Team have worked with CET schools to build awareness of the learning progressions and competency in using them to support student learning. • The CAPP Team has remained abreast of national discussions and initiates in relation to formative assessment, especially the Online Formative Assessment Initiative. Curriculum leaders across all Catholic schools have been introduced to this initiative through their regular network meetings. • A review of VET across Tasmanian Catholic colleges has been initiated in response to the Senior Secondary Pathways Review. <p><u>Independent Schools Tasmania</u></p> <p>Ongoing</p> <ul style="list-style-type: none"> • Independent school principals and staff continued to be supported by IST in their understanding of and use of learning progressions, the 9-12 curriculum changes, updates in VET and vocational learning and K-12 progressions (as applicable in the schools they served). • IST staff attended 100 per cent of national and local committees and forums (which were predominately online) focusing on

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Improvement Activity/Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			learning progressions, senior secondary education, VET, VC and the 9-12 review.
Meet the needs of students at risk of educational disadvantage (including students with disability, Aboriginal students, students with low English proficiency and students in rural and regional areas) through evidence-based pedagogy, quality teaching and leadership and innovation.	All sectors	Ongoing	<p><u>Tasmanian Department of Education</u></p> <p>Ongoing</p> <ul style="list-style-type: none"> • DoE continues to publish resources on The Orb, the online portal for teaching and learning about Tasmanian Aboriginal history and culture. • A series of professional learning offerings has been developed to increase cultural awareness, with the aim of teachers being able to better respond to the needs of Aboriginal students. • DoE continues to be actively involved in the development of the Tasmanian Government’s Closing the Gap Implementation Plan. • The new Educational Adjustments Disability Funding model was implemented across all Tasmanian Government schools. • DoE developed a new English as an Additional Language (EAL) Support Model to provide resourcing to Government schools. • Years 9 to 12 Learning completed significant work, through the development of a project focused on inclusion and diversity in school-based apprenticeships, as well as a project on the participation of Aboriginal students in school-based apprenticeships.

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			<p><u>Catholic Education Tasmania</u></p> <p>Ongoing</p> <ul style="list-style-type: none">• Accredited training delivery continues to be provided statewide: Teacher training in Teaching English in Multilingual Classrooms, Teaching Young Children English in Multilingual Contexts North and South.• CET entered into a research partnership with researchers from Deakin University and the University of Tasmania (The Peter Underwood Centre) to document how schools are planning for and ensuring sustained and measurable educational improvements for Aboriginal and Torres Strait Islander students in Catholic schools across Tasmania.• A CET funding model was developed as a needs-based model which is embedded to enable educational adjustments to meet the needs of individual students with a disability.• Professional Learning was provided, such as:<ul style="list-style-type: none">○ focussing on trauma including building professional knowledge and understanding as well as practical strategies to inform best practice.○ Student Learning Plan development to build professional knowledge, increase Learning Plan quality, reflect appropriate adjustments suited to the student, develop smart goals to enable equal access and participation in the curriculum.○ Speech and language development provided by speech pathologists to teachers and teacher assistants. Areas
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			<p>included phonological awareness, vocabulary, comprehension, speech sounds and communication skills.</p> <ul style="list-style-type: none"> • CANVAS units were developed to allow all school personnel to develop their own professional learning and build their capacity and knowledge in a range of disability areas. <p><u>Independent Schools Tasmania</u></p> <p>Ongoing</p> <ul style="list-style-type: none"> • Through the provision of targeted and individualised professional learning by IST, 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 all students’ achievement in a timely and responsive way. Over the course of the year, 100 per cent of schools were represented at ongoing focused professional learning sessions. • Total numbers for professional learning in 2020 were: <ul style="list-style-type: none"> ○ Senior staff and principals - 151 (target was 100) ○ Overall participants in any IST PL - 433 (target was 350)
<p>Implement recommendations from Tasmania’s Years 9-12 Review</p> <ul style="list-style-type: none"> • Development of a curriculum framework 	<p>All sectors/ Government</p>	<p>From 2019</p>	<p><u>Tasmanian Department of Education</u></p> <p>Ongoing</p> <p>The Years 9 to 12 Curriculum Framework was used to guide course development and consultation throughout 2020.</p>

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Improvement Activity/Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
<ul style="list-style-type: none"> • Revise accreditation and certification standards for completion of Year 12 • Develop a strategic response to gaps in workforce • Review of the use of senior secondary data. 			<ul style="list-style-type: none"> • Under the framework, a draft model to integrate course design and delivery for Years 9-12 has been developed to bring together positions on the structural considerations for course design and development. • A Draft Vocational Learning in Tasmanian Schools Framework was developed in consultation with stakeholders. • The revision of accreditation and certification standards is an ongoing piece of work between the office of TASC and DoE. • Other recommendations from the Years 9-12 Review relating to Vocational Learning and VET were implemented and progressed, with the endorsement and adoption of the Vision for Vocational Learning and VET to 2030 and accompanying Requirements and Guidelines for Career Education, Work-based Learning, VET and Apprenticeships/Traineeships. <p><u>Catholic Education Tasmania</u></p> <p>Ongoing</p> <ul style="list-style-type: none"> • CET is working collaboratively with all stakeholders to implement the Tasmania Years 9-12 Project outcomes. Eight of twelve CET Colleges have engaged in Case for Change PL for staff. Further sessions are planned for the remaining colleges. • CET is represented at all levels of the Years 9 to 12 Project, including developing a strategic response to workforce development using the ADKAR model for change.

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Improvement Activity/Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			<p><u>Independent Schools Tasmania</u></p> <p>Ongoing</p> <ul style="list-style-type: none"> IST staff continued to progress and roll-out to schools all recommendations from the Years 9-12 Review in the areas of curriculum and assessment, accreditation and certification, workforce development and data usage. IST also reviewed work being currently undertaken in relation to VET and vocational learning and provided feedback on current practice to all independent schools. The 9-12 Project was put on hold for a brief passage of time due to COVID-19, but the project work continued as soon as was practicable.
<p>Implement learning progressions for literacy and numeracy to support curriculum delivery, including in the early years of schooling.</p>	<p>Independent</p>	<p>2019</p>	<p><u>Independent Schools Tasmania</u></p> <p>Implementation completed in 2019 – activities ongoing</p> <ul style="list-style-type: none"> Through the provision of targeted professional learning opportunities, IST promoted and disseminated evidence-based tools, resources and information to independent 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. Due to COVID restrictions, PL offered to schools was predominately online via webinars. IST staff provided targeted professional learning and offered support to 100 per cent of schools to prioritise the

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Improvement Activity/Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			<p>implementation of learning progressions for literacy and numeracy in curriculum delivery in the early years of schooling to ensure the core foundations for learning were developed by age eight. In 2020, this support was predominately focussed on the literacy progressions.</p>
<p>Provide opportunities and encourage access to professional learning and networking for school leaders to improve performance and capabilities in alignment with AITSL standards.</p>	<p>Independent</p>	<p>Ongoing</p>	<p><u>Independent Schools Tasmania</u></p> <p>Ongoing</p> <ul style="list-style-type: none"> IST continued to inform and encourage independent school leaders to access a variety of professional learning 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 through online forums. IST developed 9 professional learning courses in Tasmania for educational leaders prior to December 2020.
<p>Collaboration with schools and colleges to establish uniform feedback and reporting to ACARA standards and progressions.</p>	<p>Catholic</p>	<p>2019</p>	<p><u>Catholic Education Tasmania</u></p> <p>Implementation completed in 2019 – activities ongoing</p> <ul style="list-style-type: none"> In 2020, the CET Pedagogy, Assessment, Feedback and Reporting Review (PAFARR) project team members began updating the CET Assessment, Reporting and Moderation Guidelines to Policy level. Associated Guideline and Advice documents will follow.

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Improvement Activity/Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			<ul style="list-style-type: none"> • The PAFARR team began work on Draft CET Curriculum Implementation Guidelines. • The Department of Education (DoE) Pedagogical Framework was reviewed by the PAFARR team and steps taken for a CET Framework to be established.
Trial of Staff Learning Management System to enhance capability, tracking and delivery of professional development.	Catholic	2019	<p><u>Catholic Education Tasmania</u></p> <p>Implementation completed in 2019 – activities ongoing</p> <ul style="list-style-type: none"> • The trial of CANVAS the Learning Management System for CET staff continued into 2020. 42 modules have been developed and published and a further 18 are in progress.

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Improvement Direction B – Effective Leadership – school culture, education leadership, building teacher capacity, building leadership capacity

Improvement Activity/Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
<p>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.</p>	<p>All sectors</p>	<p>2019</p>	<p><u>Tasmanian Department of Education</u></p> <p>Implementation completed in 2019 – activities ongoing</p> <ul style="list-style-type: none"> • Participated in national discussion and effort through the former Education Council, associated officers’ forums, and representation on working groups. • Australian Teacher Workforce Data (ATWD) – involved with the development of proposals for the continuation of ongoing funding of ATWD, which has now been approved. • Contributed to formulating advice for the Tasmanian response to the Mutual Recognition legislation. • Contributed to the formulation of the Teaching Futures: A National Teacher Workforce Strategy for Australia. • Years 9 to 12 Learning continued to participate in national discussions through representation on other national working groups. • On 17 November 2020 the Teachers Registration Amendment Act (Tas) commenced, which facilitated Tasmania’s participation in the ATWD collection.

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			<p><u>Catholic Education Tasmania</u></p> <p>Implementation completed in 2019 – activities ongoing</p> <p>All National Catholic Education Commission (NCEC) initiatives in this area are ongoing.</p> <ul style="list-style-type: none">• Establishment of Saint Thomas Aquinas’ Teaching School pilot.• Employment of co-ordinator for transition of teachers to full TRB registration.• Membership on steering committee for the pilot program for Highly Accomplished and Lead Teacher (HALT) accreditation.• System teacher and leadership participation in the Tasmanian HALT Pilot program.• Engagement in the AITSL Red Tape Review.• Tri sector discussions about teacher registration from transitional to full teacher registration. <p><u>Independent Schools Tasmania</u></p> <p>Implementation completed in 2019 – activities ongoing</p> <ul style="list-style-type: none">• IST staff attended 100 per cent of committees focusing on teacher development, national teacher workforce strategy and review of teacher registration, as they arose.• IST staff supported schools in oversight of teacher registration processes, through in-school support sessions.• An IST consultant also held a place on the Tasmanian Highly Accomplished and Lead Teachers (HALT) pilot Steering Committee.
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Improvement Activity/Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
<p>Implement the four year More Teachers, Quality Teaching action plan, including a marketing strategy and collaboration with education leaders across Tasmania to attract, train and develop a diverse (including Aboriginal and Torres Strait Islander), future fit, skilled and ready workforce.</p>	<p>Government</p>	<p>From 2019</p>	<p><u>Tasmanian Department of Education</u></p> <p>In Progress</p> <ul style="list-style-type: none"> • Throughout 2019 – 2020, DoE, supported by the Peter Underwood Centre, reviewed the Teacher Intern Placement Program (TIPP). • The Tasmania Teacher Profile was developed to identify the knowledge, experience, skills and capabilities, and motivations and attributes required of quality teachers in Tasmania. The Profile was used as part of quality assessment protocols for the recruitment of new teachers and TIPP scholarships into public education. <p>Completed</p> <ul style="list-style-type: none"> • Release of the – Teach Tasmania Promotional Campaign - Teach, Learn, Live Tasmania to raise the profile of and celebrate what is unique about living in Tasmania. • Launched the Teach, Learn, Live Podcast to raise the profile of teachers, celebrate innovative teaching practice and shine a light on the value of public education.
<p>Develop a strong pipeline of school leaders by giving highly skilled teachers opportunities and support to complete leadership development offerings and through</p>	<p>Government/ Catholic</p>	<p>From 2019</p>	<p><u>Tasmanian Department of Education</u></p> <p>In Progress</p> <ul style="list-style-type: none"> • DoE participated in the Steering Committee for certification of HALT Tasmanian pilot.

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Improvement Activity/Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
<p>prioritisation of succession planning.</p>			<ul style="list-style-type: none"> • The Professional Learning Institute (PLI) provides a suite of leadership focused professional learning aimed at building the capability of leaders across their career. • The Workforce Support Working Group, a sub-group of the Years 9 to 12 Project is responsible for implementing a development strategy to support the rejuvenation of the workforce – including addressing known shortages in specialist teachers and providing training and qualification pathways for aspiring and current principals. <p><u>Catholic Education Tasmania</u></p> <p>Ongoing</p> <ul style="list-style-type: none"> • CET is a partner with the Teachers Registration Board Tasmania, UTAS, IST and DoE. • CET is participating in the Certification of HALT. • The Aspiring and Developing Leaders programs were initially offered in 2019. Due to COVID-19 travel and gathering restrictions they have been put on hold for 2020. The programs developed the learner in areas of behavioural, technical and organisational leadership.
<p>Strengthen teacher induction processes and mentoring to support transition from the Graduate to Proficient teaching standards.</p>	<p>Government/ Catholic</p>	<p>2019</p>	<p><u>Tasmanian Department of Education</u></p> <p>Completed in 2019</p> <ul style="list-style-type: none"> • Released quality teaching resources to support improving teacher standards. <p>Activities ongoing</p>

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Improvement Activity/Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			<ul style="list-style-type: none"> • The PLI delivers the Quality Mentoring Program, designed for teachers new to the role of mentor. • Teach Tasmania Welcome to the Profession Days – delivered in partnership with UTAS, provide early career teachers with the opportunity to learn about what it means to be a quality teacher within Tasmania’s public education system. <p><u>Catholic Education Tasmania</u></p> <p>Implementation completed in 2019 – activities ongoing</p> <ul style="list-style-type: none"> • New Teacher Induction and Mentoring Guidelines have been completed and published for a systemic approach to supporting provisional teachers through to full registration. • A 3-year Early Career Program has been developed and implemented with a key focus on supporting the transition from Graduate to Proficient teaching standards.
<p>Increase staffing in selected schools to support our principals to focus on leading high quality teaching and learning in their schools.</p>	<p>Government</p>	<p>From 2019</p>	<p><u>Tasmanian Department of Education</u></p> <p>In Progress</p> <p>In 2020, 29.7 additional FTE teaching staff were allocated across 58 schools. Targeting of resources was to:</p> <ul style="list-style-type: none"> • all primary schools with enrolments fewer than 150, to support principals who in many of these schools are required to undertake a teaching role as well as a leadership and management role; and

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Improvement Activity/Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			<ul style="list-style-type: none"> • all district schools (kindergarten to Year 10 or Year 12), to support principals who must drive quality teaching and learning across multiple years and curriculum frameworks, with an additional challenge as schools extend provision to Years 11 and 12. • The allocation in 2020 decreased from 2019 as one school ceased operations at the end of 2019.
<p>Undertake a functional analysis of school leadership teams and review the role of the principal in the context of leadership in government schools, with a focus on the principal being the instructional leader.</p>	<p>Government</p>	<p>From 2019</p>	<p><u>Tasmanian Department of Education</u></p> <p>In Progress</p> <ul style="list-style-type: none"> • DoE’s Contemporary School Leadership Roles project has progressed to operationalising and implementing three findings as a result of the functional analysis. Three key findings were: <ul style="list-style-type: none"> ○ our approach to school leadership; ○ role clarity across leadership pathways, and; ○ system supports and enablers.
<p>Develop a leadership continuum model aligning AITSL standards and Catholic Education Tasmania defined capability streams with an ongoing reference to principal well-being strategies.</p>	<p>Catholic</p>	<p>Ongoing</p>	<p><u>Catholic Education Tasmania</u></p> <p><u>In progress</u></p> <ul style="list-style-type: none"> • Due to COVID-19 travel and gathering restrictions, professional learning for the leadership continuum has been put on hold. A review by CET will investigate the opportunities of utilising a blended learning approach.

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

Improvement Activity/Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
Develop a new school and system review approach and associated quality assurance processes to drive improvement in student learning outcomes, with a focus on specific cohorts of students including Aboriginal and Torres Strait Islander students.	Government	From 2019	<p><u>Tasmanian Department of Education</u></p> <p>Ongoing</p> <ul style="list-style-type: none"> • Full implementation of the new review approach continued in 2020 with just under one quarter of schools being reviewed. • The new approach continues to support schools strengthen their focus on learning and improve levels of student growth and achievement, it is underpinned by the National School Improvement Tool.
Continue to utilise external expertise to engage and evaluate system improvement priorities, with a particular focus on capacity building.	Government	Ongoing	<p><u>Tasmanian Department of Education</u></p> <p>Ongoing</p> <ul style="list-style-type: none"> • DoE has employed the services of organisational development consultant Sharon Butler who specialises in family engagement to provide professional learning for 11 sites participating in an 18-month pilot program – Families and Us: Together with Families ARACY project. • Continue to engage the Australian Council for Educational Research (ACER) to deliver professional learning to all Tasmanian Government School Principals in the application of the National School Improvement Tool. • Continue to engage the University of Tasmania, Peter Underwood Centre to undertake reviews and impact evaluations of various programs, such as: <ul style="list-style-type: none"> ○ Impact evaluation of the TIPP (2018 – 2020);

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Improvement Activity/Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			<ul style="list-style-type: none"> ○ Packages of Learning (2019 – 2020); ○ Impact evaluation of DoE staff completing the Graduate Certificate of Inclusive Education (2018 – 2020); ○ Impact evaluation of the Aboriginal Student Engagement Australian School-based Apprenticeship (2018 – 2020).
Enhance schools’ internal self-review and external quality assurance process for the purpose of monitoring and reviewing student learning gain.	Independent	Ongoing	<p><u>Independent Schools Tasmania</u></p> <p>Ongoing</p> <ul style="list-style-type: none"> • An ongoing project for IST continuing in 2020 was to enhance independent schools’ internal self-review and external quality assurance processes for the purpose of monitoring and reviewing student learning gain in each individual school. Support (predominately online due to COVID-19) was provided to 12 schools across the state. Support took place through a planned meeting with the school leadership and/or curriculum teams.
Continue to improve school improvement frameworks consistent with the ACER National School Improvement Tool and its nine domains.	Catholic	Ongoing	<p>Catholic Education Tasmania</p> <p>In progress</p> <ul style="list-style-type: none"> • CET schools use the ACER National School Improvement Tool and its nine domains to inform school improvement processes. • Due to unexpected copyright issues concerning the re-publication of the ACER National School Improvement Tool, aspects of this plan were unrealised. Accordingly, the proof-of-concept <i>Catholic Education Tasmania School Improvement for Learning Tool</i> has not advanced.

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

Improvement Activity/Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
Undertake a review of the approaches to, and levels of family engagement in schools to drive continued improvement across the government system.	Government	2019	<p><u>Tasmanian Department of Education</u></p> <p>Completed in 2019 – activities ongoing</p> <ul style="list-style-type: none"> • DoE’s Family Engagement Review 2019 was released on 3 June 2019. • The report’s recommendations were accepted by the former Minister for Education and Training, and their implementation is now being led by a dedicated project officer for family engagement.
Consult with the Aboriginal Education Reference Group on relevant initiatives.	All Sectors	Ongoing	<p><u>Tasmanian Department of Education</u></p> <p>Ongoing</p> <ul style="list-style-type: none"> • The Aboriginal Education Reference Group continued to provide advice and guidance on a broad range of Aboriginal education matters, including resource development, Reconciliation Action Plans and Closing the Gap. • Years 9 to 12 Learning works closely with Aboriginal Education Services (AES) on new projects and policies. AES chairs and provides secretariat support for the Aboriginal Education Reference Group (AERG). • The Aboriginal Program Officer - Vocational Learning, a position established in 2020, provides advice and guidance across Years 9 to 12 Learning on policy and project development.

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			<p><u>Catholic Education Tasmania</u></p> <p>Ongoing</p> <ul style="list-style-type: none"> • In 2020, CET staff engaged with all relevant stakeholders, including Reconciliation Tasmania, Reconciliation Australia, the Aboriginal & Torres Strait Islander Education Advisory Group and the NCEC group. • 100 per cent of Reconciliation Action Plan deliverables achieved for 2020, including a plan to implement and Aboriginal and Torres Strait Islander cultural awareness training strategy for CET staff (including new staff inductions) and a staged plan to develop and implement an Aboriginal and Torres Strait Islander Employment and Retention strategy. • Research partnership with UTAS (Peter Underwood Centre) and Deakin University established in 2020 with specific targets (deliverables) and timelines. Initial school surveys were completed in 2020. <p><u>Independent Schools Tasmania</u></p> <p>Ongoing</p> <ul style="list-style-type: none"> • In 2020, IST staff continued to attend all relevant committees, including maintaining an active voice in the <i>Reconciliation Tasmania</i> committee.
Recognise, acknowledge and further utilise the existing high levels of parent engagement in our schools.	All sectors	Ongoing	<p><u>Tasmanian Department of Education</u></p> <p>Completed in 2019 – activities will be ongoing</p> <ul style="list-style-type: none"> • Under the Education Act 2016, the School Associations of Tasmanian Government schools transitioned to a strengthened legal and governance model. This transition was completed in 2019, which has enhanced School Associations’ ability to continue utilising and recognising parent engagement in our schools. • Delivering on the Family Engagement Review 2019:

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			<ul style="list-style-type: none"> ○ Recommendation 1: in December 2020, the Together with Families approach, including our engagement principles, was released. ○ DoE is undertaking an 18-month pilot - Families and Us: Together with Families ARACY project - with 11 sites including schools, CFCs, libraries and business units to deliver on Recommendations 2 and 3. <p><u>Catholic Education Tasmania</u></p> <p>Ongoing</p> <ul style="list-style-type: none"> ● CET continues to monitor levels of parental engagement in all CET schools by use of the MYP Corp parental survey. Results indicate parental satisfaction at 76.8 per cent. ● The CET SETUP for Success Birth to Age Five Program targets parental engagement in the pre-school and early years of schooling. <p><u>Independent Schools Tasmania</u></p> <p>Ongoing</p> <ul style="list-style-type: none"> ● In 2020, IST offered a range of predominately online support mechanisms to independent schools to ensure that parents were active partners in each student’s education. Support documentation and professional learning mechanisms were offered to 100 per cent of schools, a resource section was developed on the IST website and support in this area was focussed around supporting parents online due to COVID-19 restrictions.
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