Non-Government Reform Support Fund

2022 Workplan

Independent Schools Queensland

Non-government Reform Support Fund

Independent Schools Queensland - Work Plan 2022

Summary of Work Plan for 2022

Independent Schools Queensland (ISQ) will undertake the following projects utilising the Non-government Reform Support Fund (NGRSF) in 2022.

Project Reference	Project Title
RSF 1	Readiness for NAPLAN Online and Utilising Educational Data for School Improvement
RSF 2	Improving the Nationally Consistent Collection of Data on School Students with Disability
RSF 3	Increasing School Capability in Governance and Financial Management
RSF 4	Empowering School Improvement
RSF 5	Supporting the Implementation of the ATSI Educational Strategy
RSF 6	Achieving Excellence in Curriculum and Assessment
RSF 7	Support Leading, Teaching and Learning in Independent Schools
RSF 8	Excellence in Online Learning for School Staff

Each of these projects involves multiple objectives in line with Australian Government and National School Reform Agreement (NSRA) priorities. They involve services, support and activities for independent schools which are over and above those services provided by ISQ as part of its normal service provision for member schools. They will be provided to Queensland independent schools irrespective of membership of ISQ.

The NGRSF will ensure the projects are available to more staff in more schools and in more locations. Without the NGRSF, the support provided by ISQ to independent schools to implement national and related state policy initiatives would be limited in scope and reach.

Where appropriate and possible, ISQ will leverage funding from other sources to supplement the NGRSF. This includes Queensland Government targeted programs and funding from ISQ's own sources. A total of $5,880,513 will be invested in the projects for 2022.

The 2022 activities will ensure strengthened support for independent schools in line with the Australian Government's priorities identified in the *Non-Government Reform Support Guidelines for 2020 to 2022*. The 2022 school reform priorities are:

(a) NGRBs continue strengthening the three national priorities and supporting the schools they represent as follows:
- Improve the quality of information on the Nationally Consistent Collection of Data on School Students with Disability and to improve the efficiency and integrity of the data collection
- transition of NAPLAN to online delivery
- improving governance and financial management practices in non-government schools to strengthen financial viability, improve business decision making and build resilience to mitigate unforeseen circumstances.

(b) State based initiatives as agreed in the relevant bilateral agreement

(c) Local priorities where aligned broadly with the Quality Schools agenda (provided NGRBs have funding remaining after meeting their obligations under (a) and (b)

(d) Other priorities identified by the Minister from time to time.

The projects also support the implementation of reform directions outlined in the NSRA and state specific actions included in the bilateral agreement (at Schedule E of the NSRA) between Queensland and the Commonwealth on implementation of school education reform.

The national reforms directions include:

a) Supporting students, student learning and student achievement;

b) Supporting teaching, school leadership and school improvement; and

c) Enhancing the national evidence base.

In addition to the specific projects and activities in the 2022 Work Plan, NGRSF will also enable ISQ to provide support in the provision of information and advice to independent schools in each of the reform areas and will facilitate the engagement of independent schools in education policy development and implementation.

The ISQ 2022 NGRSF activities will:

- provide benefits to all independent schools of the ISQ non-government representative body, including those in regional and remote locations

- maximise engagement across all independent schools of the ISQ non-government representative body, including fostering a shared approach to improvement among schools and school education experts

- target capacity building and embed skills for longer term change

- foster cross-sector collaboration in implementation and evaluation, and facilitate the sharing of expertise

- use other funding sources, where available and with complementary objectives, which will be leveraged to supplement funding provided by the Australian Government.

A key feature of many of the activities to be supported in 2022 is the embedding of appropriate evaluation mechanisms in the activity. These mechanisms have a focus to evaluate the impact on whole school change and the impact on improving student outcomes.

A further feature of the approach to activities supported in 2022 is the sharing of findings, strategies and outcomes across the independent sector. This includes, where appropriate, formal sharing days, symposiums and showcases in which all independent schools are encouraged to participate.

Further details in respect of each of the 2022 NGRSF projects are outlined in the project activity summaries.

Summary of Budget

Project	Activities	Reform support funding	Funding from other sources	Total project funding
Readiness for NAPLAN Online and Utilising Educational Data for School Improvement	NAPLAN Online & Educational Data project	$187,792	$58,920	$246,712
Improving the NCCD for School Students with Disability	NCCD	$247,459	$112,500	$359,959

Project	Activities	Reform support funding	Funding from other sources	Total project funding
Increasing School Capability in Governance and Financial Management	Governance and financial management	$527,797	$235,000	$762,797
Empowering School Improvement	Self-Improving Schools Program and reviews	$374,967	$363,160	$738,127
Supporting the Implementation of the ATSI Educational Strategy	ATSI Strategy support services	$187,792	$80,000	$267,792
Achieving Excellence in Curriculum and Assessment	School Based Project – Curriculum Reform in School Mathematics	$80,000	$35,000	$115,000
Achieving Excellence in Curriculum and Assessment	Redevelop Progression Points	$80,000	$30,000	$110,000
	Curriculum & Assessment Support for Leaders	$76,837	$80,000	$156,837
Support Leading, Teaching and Learning in Independent Schools	1. Aspiring and New Principals Programs	$59,484	$196,200	$255,684
Support Leading, Teaching and Learning in Independent Schools	2. Four school leadership development programs – Emerging Leaders, Middle Leaders, Leading School Culture, and Staff Induction and Retention	$59,485	$256,805	$316,290
Support Leading, Teaching and Learning in Independent Schools	3. HALT Certification service	$66,264	$201,198	$267,462
Support Leading, Teaching and Learning in Independent Schools	4. Parent Engagement	$66,264	$150,000	$216,264
Support Leading, Teaching and Learning in Independent Schools	5. Teachers Growth and Development	$66,264	$84,730	$150,994
Support Leading, Teaching and Learning in Independent Schools	6. Coaching	$66,263	$124,650	$190,913
Support Leading,	7. Inquiry Teams	$66,263	$198,150	$264,413

Project	Activities	Reform support funding	Funding from other sources	Total project funding
Teaching and Learning in Independent Schools				
Support Leading, Teaching and Learning in Independent Schools	8. Formative Assessment: Literacy and Numeracy	$66,263	$29,550	$95,813
Support Leading, Teaching and Learning in Independent Schools	9. Future Schools Project	$81,094	$36,000	$117,094
Support Leading, Teaching and Learning in Independent Schools	10. Literacy - spelling	$108,404	$0	$108,404
Support Leading, Teaching and Learning in Independent Schools	11. Numeracy	$108,404	$0	$108,404
Support Leading, Teaching and Learning in Independent Schools	12. Early Years Literacy	$106,714	$0	$106,714
Support Leading, Teaching and Learning in Independent Schools	13. Effective Student Feedback	$124,060	$0	$124,060
Support Leading, Teaching and Learning in Independent Schools	14. Cognitive Science in Education	$79,959	$0	$79,959
Support Leading, Teaching and Learning in Independent Schools	15. Women in Leadership	$66,263	$49,600	$115,863
Excellence in Online Learning for School Staff	16. Provision of online learning through Connect & Learn	$529,008	$75,950	$604,958
Total funding		**$3,483,100**	**$2,397,413**	**$5,880,513**

RSF 1 Readiness for NAPLAN Online and Utilising Educational Data for School Improvement

Project title and link to relevant national reform direction and bilateral action	Project description and activities	Indicative budget	Expected outcomes	Indicators of success
Readiness for naplan online and utilising educational data for school improvement *Nrd: enhancing the national evidence base* *Bilateral: utilise educational data for school improvement through the increased provision of support and online learning opportunities for teachers*	Provision of support to schools participating in 2022 naplan online including school and student readiness activities. Provision of professional development and training to ensure schools gain the necessary skills, knowledge, and confidence to be successful with naplan online. Engagement with working groups at both the state and national level to ensure schools are informed and able to participate in naplan online processes and procedures. Development of scalable data plans for collection, analysis, and communication of evidence through an educational data project. Provision of modules in connect & learn to support teachers and leaders to use data to improve student outcomes.	Reform support funding: $187,792 Other funding: $58,920 Total: $246,712	Schools are ready and confident about transitioning to naplan online in 2022. Approximately 200 schools to be prepared for 2022. Schools are up-to-date and understand the arrangements for transitioning to and undertaking naplan online. A one-day forum giving advice and guidance to aid preparation. Five schools are supported with a range of activities (face-to-face workshop/s, webinar/s, online module/s, mentor visits) to develop a school data plan that works to measure student progress and improve teaching and learning.	80% of schools involved in training rate their confidence to undertake naplan tests online as confident or very confident. 80% of participating schools rate isq's support as good or excellent. 60% of schools in the educational data project engage in the learning activities (e.g., online modules, webinars and/or workshops).

RSF 2 Improving the Nationally Consistent Collection of Data on School Students with Disability

Project title and link to relevant national reform direction and bilateral action	Project description and activities	Indicative budget	Expected outcomes	Indicators of success
Improving the Nationally Consistent Collection of Data on School Students with Disability (NCCD) *NRD: Enhancing the national evidence base* *Bilateral: Conduct moderation of Nationally Consistent Collection of Data on Students with Disability across Queensland schooling sectors*	Provision of support to schools to enhance the quality assurance, moderation and improvement in the NCCD including: • face-to-face and online professional learning to strengthen the understanding of NCCD • continued provision of the *Disability Standards for Education* and *Differentiation for Students with Disability* online courses on ISQ Connect & Learn • regional cross-sector moderation for schools • provision of new *Differentiating the educational program for students for Prep – Year 10* for teachers, curriculum leaders and learning support teachers • continue support for selected schools through the Quality Assurance Project to review and enhance whole school processes to support quality NCCD data • continued engagement with school leaders in relation to NCCD.	Reform support funding: $247,459 Other funding: $112,500 Total: $359,959	• Increased understanding of the Disability Standards for Education, differentiation strategies for students with disability and the NCCD by independent school staff. • Increased awareness and use of the national NCCD portal and resources by independent school staff. • Increased engagement in school-based and cross-sector moderation by independent schools. • Enhanced consistency of teacher judgement within independent schools when determining whether a student is included in the NCCD, the level of adjustment and category of disability assigned to students.	• 40% of schools have at least one staff member who has completed ISQ's new Differentiating the educational program for students for Prep – Year 10 online learning module. • Independent schools represented at 90% of 2022 regional cross sector moderation workshops.

RSF 3 Supporting Good Governance and particularly Financial Management

Project title and link to relevant national reform direction and bilateral action	Project description and activities	Indicative budget	Expected outcomes	Indicators of success
Supporting Good Governance and Financial Management *NRD: Supporting teaching, school leadership and school improvement* *Bilateral: Provide support and services to schools through activities for governors, business managers and school leaders*	Information and support to Boards, Principals and Business Managers in targeted areas of regulatory compliance (incl. Financial Questionnaire and Accountability; Census; Student Attendance; and other key compliance activities) through: • school business leaders' information events (online and face-to-face) • webinars on school operations and financial management, including fraud control practices • support for new schools in achieving and sustaining accreditation criteria, and in creating financial sustainability through business planning. Developing corporate governance capacities of school Boards Directors, Principals and Business Managers, and supporting Board effectiveness through: • formal governance training delivered through the revised ISQ School Governance Course • expansion of the suite of online training modules with content about education industry knowledge • regular governance publication "Guide to Good Governance" featuring topics of importance for Board Directors • provision of customised Board advice, training and information in areas of strategic planning, risk management frameworks, cyber security, child safety, Board and Executive succession planning and governance frameworks • assistance for Boards in implementing governance improvement plans.	Reform support funding: $527,797 Other funding: $235,000 Total: $762,797	Board Directors' knowledge of good corporate governance is increased. Access to high-quality school governance training is improved. Board Directors' and school leaders' school finance monitoring capabilities are increased. The number of Boards enacting effective corporate governance practices is increased.	50 or more sign-ups to the revised ISQ School Governance Course 75 or more schools represented by at least one school member participating in the ISQ Governance Program. At least 150 combined completions of ISQ's self-paced financial management modules and webinars on financial management. 15 or more in-depth Board or Operational reviews facilitated by ISQ.

RSF 4 Empowering School Self Improvement

Project title and link to relevant national reform direction and bilateral action	Project description and activities	Indicative budget	Expected outcomes	Indicators of success
Empowering School Self Improvement *NRD: Supporting students, student learning and student achievement* *Bilateral: Deliver the Self-Improving Schools Program to support schools to assess their effectiveness, plan for continuous improvement and embed new processes*	Supporting school improvement work to assist schools in assessing their effectiveness and plan for continuous improvement. Supporting schools to respond to any Non-State School Accreditation Board cyclical review requirements. Empowering of school teams to undertake self-directed change to improve school performance, student learning and teacher practice. Supporting participating schools to conduct a self-assessment, identify priorities for change, implement an action plan and embed a cycle of school improvement. Priorities often identified and supported include: • Performance and Development Framework • Curriculum • Assessment and feedback Conducting School Improvement Reviews to support school judgements and to provide quality independent feedback of performance against the Independent Schools Improvement Check.	Reform support funding: $374,967 Other funding: $363,160 Total: $738,127	Continued interest from schools to participate in school improvement work. Links further strengthened between improvement work: Support and Reviews. Improved sustainability of ongoing improvement planning and implementation in participating schools. Outcomes for each participating school to be achieved in at least one of the focus areas. Improvement in: • Leadership and Management • Teacher Practices • Student Outcomes (including student wellbeing) • Curriculum • Community Partnerships	**100%** of participating schools sending representatives to the Supporting School Improvement program information launch day (as evidenced by the attendance register). **90%** of launch participants demonstrating increased understanding of a school improvement process (as evidenced in the participant survey). **80%** of newly participating schools demonstrating commitment to school self-improvement (as evidenced by school visit reports). **80%** of participating schools produce an Action Plan to support self-improvement (as evidenced by the Action Plan). **95%** of schools participating, expressing satisfaction with the improvement review process (as evidenced by the post-review survey).

RSF 5 Supporting the ATSI Educational Strategy

Project title and link to relevant national reform direction and bilateral action	Project description and activities	Indicative budget	Expected outcomes	Indicators of success
Supporting the ATSI Educational Strategy *NRD: Supporting students, student learning and student achievement* *Bilateral: Expand the Transition Support Service for Aboriginal and Torres Strait Islander students transitioning to and from boarding schools*	Promote understanding of the National ATSI Education Strategy (NATSIES) and its priorities. Deliver professional learning to support schools to assess, record, monitor and track Indigenous EAL/D students' English language and literacy development for differentiated teaching and to support schools' census reporting. Deliver online professional learning to assist teachers to support Aboriginal and Torres Strait Islander EAL/D students in the classroom. Delivery of professional learning to support teachers to embed Aboriginal and Torres Strait Islander perspectives in classroom planning. Provision of support and assistance to Majority Indigenous Student (MATSI) schools and schools with high numbers of Indigenous students across a range of educational and operational areas, including potentially the development of partnerships with scholarship groups e.g. Yalari, QATSIF, AIEF. Support to schools providing boarding	Reform support funding: $187,792 Other funding: $80,000 Total $267,792	Increased knowledge and understanding of the ATSI Education Strategy across the independent sector. Improve teachers understanding of the learning needs of Indigenous EAL/D students. Teachers use Indigenous student data for differentiated literacy planning. Improved teacher and school leader Indigenous student data collection processes, teaching and learning. Improved and increased embedding of Indigenous perspectives in teachers' classroom planning. Schools actively seek assistance to increase Indigenous staff development, training and employment. Teachers and School	100% of Indigenous Education professional learning participants are exposed to the National ATSI Education Strategy (NATSIES) and its priorities. 100% of Majority Indigenous (MATSI) schools improve census (Indigenous ESL & EAL/D) reporting. 90% of teachers attending Indigenous EAL/D professional learning events report improved confidence to plan differentiate learning for Indigenous students. At least 150 teachers access face-to-face and online Indigenous Education professional learning events. 85% of Indigenous Education professional learning event feedback responses demonstrate relevance and value to teachers. At least a 50% increase in the numbers of Aboriginal and Torres Strait Islander school staff accessing ISQ professional development and training. At least a 50% increase in the numbers of schools providing Indigenous student boarding, accessing ISQ professional support.

Project title and link to relevant national reform direction and bilateral action	Project description and activities	Indicative budget	Expected outcomes	Indicators of success
	for Aboriginal and Torres Strait Islander students. Supporting the engagement of the independent sector in policy development and implementation through working groups and committees associated with Indigenous education.		Leaders access ISQ's support and Indigenous Boarding Schools' information events.	

RSF 6 Achieving Excellence in Curriculum and Assessment

Project title and link to relevant national reform direction and bilateral action	Project description and activities	Indicative budget	Expected outcomes	Indicators of success
Achieving Excellence in Curriculum and Assessment NRD: *Supporting students, student learning and student achievement* *Bilateral: Implement Queensland's new senior assessment and tertiary entrance system* *Support schools to utilise Early Start screening tool or like-measures*	Provision of support in relation to implementation of the Australian Curriculum and preparation for any changes resulting from the Review of the Australian Curriculum including: • Targeted support for improved teaching of Mathematics in independent schools • Update of the ISQ Progression Points for English and Mathematics used by primary teachers to implement these learning areas • Targeted support for quality assessment practices in the Early Years • support for Curriculum Leaders to ensure they have all the necessary information and tools to lead curriculum compliance and curriculum renewal conversations in their schools Ongoing partnerships with key government and government funded organisations to promote evidence wellbeing and online safety strategies and programs,	Reform support funding: $236,837 Other funding: $145,000 Total: $381,837	• Participating teachers gain a deeper understanding of the Australian Curriculum Mathematics and how to teach it effectively by participation in this project led by Professors Shelley Dole and Merrily Goos (USC) • A new version of the ISQ Progression Points for English and Mathematics written to the new version of Australian Curriculum is uploaded into the ISQ members' hub before the end of 2022 • Curriculum Leaders responsible for the Early Years share best practice in quality assessment to identify children who need support and put in place intervention strategies to improve literacy and numeracy outcomes.	• At least 80% of the Mathematics teachers attending the ISQ project on Mathematics teaching report increased confidence in their teaching and describe how their teaching has improved • At least 80% of member schools that participate in trialling and providing feedback on the new ISQ Progression Points report satisfaction with the changes • At least 80% of participating Early Years Curriculum Leaders report they are more confident at identifying those students who require intervention using tools such as Year 1 Phonics Check or Early Start by November 2022. • At least 100 Curriculum Leaders attending regional workshops and reporting at least 80% confidence in being able to lead curriculum improvement and innovation in their schools, including professional learning

Project title and link to relevant national reform direction and bilateral action	Project description and activities	Indicative budget	Expected outcomes	Indicators of success
	consistent with the Australian Student Wellbeing Framework and the Best Practice Framework for Online Safety Education, including: • face-to-face and online professional learning for key school staff in regional locations in response to identified needs such as anxiety, staff wellbeing for School Leaders, suicide postvention and self-care. • ISQ Community of Practice for clinical staff in independent schools and the provision of dedicated professional learning and support for this cohort.		• Curriculum Leaders feel genuinely supported to do their role well through curriculum audits and reviews, regular networking opportunities and workshops to provide updates on curriculum and through Summits and Forums that highlight curriculum innovation • Independent schools recognise government and government funded partner organisations as credible sources for ongoing support. • Clinical staff in independent schools will participate in Community of Practice network and access relevant related -professional learning opportunities.	about learning progressions and online formative assessment. Wellbeing professional learning opportunities accessed by at least one staff member in 30% of independent schools. 40% of member schools have at least one staff member with the relevant qualifications as a member of the ISQ Community of Practice.

RSF 7 Supporting Leading, Teaching and Learning in Independent Schools

Project title and link to relevant national reform direction and bilateral action	Project description and activities	Indicative budget	Expected outcomes	Indicators of success
NRD: Supporting students, student learning and student achievement *Supporting teaching, school leadership and school improvement* *Enhancing the national evidence base* *Bilateral:* *Reform Direction A - Support students and student learning.* *Reform Direction B – Support teaching, school leadership and school improvement.* *Prioritise support for rural and remote schools to access professional learning opportunities.* *Increase support for schools through resources and professional development to sustain and improve parent engagement strategies.*	In 2022 ISQ provides program support for schools in relation to leading, teaching and learning in independent schools. All activities involve combinations of professional learning, online interactions, mentoring, reviews and school deliverables. Leading Activities: • Senior Leaders programs – Aspiring and New Principals • School leadership development programs – Emerging Leaders, Middle Leaders, and Staff Induction and Retention • HALT Certification service Teaching and Learning Activities: • Teachers Growth and Development • Coaching • Research in Schools: Collaborative Inquiry, informed by relevant AERO research • Formative Assessment	Reform support funding: $1,191,448 Other funding: $1,326,883 Total: $2,518,331	Participating schools are supported to implement the evidence-based practices in leadership, teaching and learning that improve student outcomes. The professional learning content and approach is high-quality and fit-for-purpose, build the capacity of the individual participants so they can lead in their own context, and is aligned with participating schools' strategic objectives. Data is gathered to ensure that growth is taking place, as intended, in the relevant directions for participating schools and their teams. Evaluative frameworks are designed and used to meet accountability requirements, encourage continuous improvement of activities, and develop the capacity of school staff.	At least 80 schools participate in this suite of activities and at least 12 of those participating schools be rural or remote schools. At least 180 teachers and/or school leaders participate in this suite of programs. 75% of responding participants, in relevant programs, report satisfaction with the process, quality and delivery of the activity. 75% of responding participants report improvement in target areas and/or achievement of program goals (e.g. participants in leadership development programs improve in their leadership capacity, participants in a teaching program develop their context-specific strategy). At least 30% increase in engagement in HALT Certification including participants from at least 2 new schools to be regional or remote areas At least 20 new assessors trained, including Senior Assessors, trained in the national HALT

Project title and link to relevant national reform direction and bilateral action	Project description and activities	Indicative budget	Expected outcomes	Indicators of success
	- Future Schools - Feedback - Early Years Literacy - Literacy Pedagogy - Numeracy Pedagogy			certification process. At least 20 Aspiring Principals being supported through a tailored program. At least 20 New Principals being supported through a tailored program.

RSF 8 Excellence in Online Learning for School Staff

Project title and link to relevant national reform direction and bilateral action	Project description and activities	Indicative budget	Expected outcomes	Indicators of success
Excellence in Online Learning for School Staff *NRD: Supporting students, student learning and student achievement* *Supporting teaching, school leadership and school improvement* *Enhancing the national evidence base* *Bilateral: supports all activities*	Provision of professional development and information through ISQ's learning management system, Connect & Learn. Connect & Learn will provide approximately 100 online modules covering a range of areas including the priority policy areas under the NGRSF. Connect & Learn modules are rigorously designed using the most up to date pedagogical practice with adult learning principles at the forefront of instructional design. A certificate will be granted to learners at the successful completion of modules which lists the professional hours completed as well as the Australian Professional Standards for Teachers and Principals content covered within the modules. Connect & Learn provides a far greater reach for teachers to access high quality learning without the need to travel. This is particularly important in terms of access to professional learning for regional and remote schools in Queensland. It also provides 24-hour access to online learning modules for all schools. ISQ works with independent schools to ensure that Connect & Learn is an	Reform support funding: $529,008 Other funding: $75,950 Total: $604,958	Participants are satisfied that the module met their identified need. Participant's knowledge and skills increased because of participation in the program. Increased awareness and use of the modules.	Over 90% will rate relevant modules as highly effective. Over 90% of participants will have a greater knowledge of the relevant area after completing a module. Schools accessing self-reporting and other self-help tools to support the management of online learning modules – schools with account manager access 70% by end of 2022. 80% of surveyed users who completed Child Protection Module report an enhanced awareness of child protection reporting responsibilities and how to fulfil them, as required by legislation. 15 new modules released by December 2022, with an increased focus on the Teaching and Learning component of our catalogue.

Project title and link to relevant national reform direction and bilateral action	Project description and activities	Indicative budget	Expected outcomes	Indicators of success
	integrated part of their whole-school professional development plan and teachers can gather evidence through the system to support Highly Accomplished and Lead Teacher Certification.

Online module offerings via Connect & Learn for 2022 include updated Child Protection Modules, Updated Literacy and Numeracy Module as well as an expanded catalogue of Student Support Modules including Differentiation. | | | |