

Non-Government Reform Support Annual Report

2021

Independent Schools Tasmania

Executive Summary

In 2021, Independent Schools Tasmania (IST) was able to provide state-wide support to all 35 Tasmanian independent schools. As a result of ongoing challenges faced by COVID, we continued to flexibly adjust any necessary areas required for the delivery of our programs.

For all our member schools, the NGRSF funding provided an education support service as described in the Summary of Work below. The IST Team utilised research-based evidence to provide contextual, school based professional learning (PL) and whole-school commitment to support change, improvement and growth. Work in 2021 essentially reflected previous years, with IST Consultants (who are funded through the NGRSF) continuing their work established thus far and as articulated in the strategic plan (2019-2022). Many service provisions took place online, in response to covid restrictions and challenges.

Continuing projects commenced under the NGRSF priorities in 2018-2020, and as part of the bilateral reform agreements, continued in 2021. All these projects extended beyond the normal service provision for schools, as summarised below:

1. Quality assurance, moderation and support for the continued improvement of the Nationally Consistent Collection of Data (NCCD) on School Students with Disability

Project description and activities:

- Develop teacher skills and judgement in discerning NCCD Levels of Adjustment through focussed PL and moderation opportunities.
- Build teacher capacity to differentiate for quality teaching and learning for students at risk of educational disadvantage as a result of disability.

Share of NGRSF = \$68,503

2. Implementation of online delivery of the National Assessment Program incorporating NAPLAN online

Project description and activities:

- Support school readiness for their annual NAPLAN online
- Assist schools to interrogate, interpret and utilise NAPLAN and standardised data to inform planning for learning to improve student outcomes.

Share of NGRSF =\$58,846

3. Improving governance and financial management practices in non-government schools

Project description and activities:

- Provide an ongoing series of professional development opportunities for school board members in general organisation and NFP governance and specific professional development and support in managing risk and safety
- Support in managing risk and safety, particularly in relation to the COVID-19 pandemic (this project was adjusted, in response to COVID demands)

Share of NGRSF = \$ 36,415

Additional ongoing projects commenced or continued in 2021 included:

4. Quality Teaching

Project description and activities:

- Implement ongoing PL on the learning progressions for literacy and numeracy to support teacher planning for learning and curriculum delivery.
- Provide opportunities for teachers to effectively engage in and benefit from Professional learning (PL) on the use of the Australian Curriculum learning progressions and provide opportunities for teachers to develop skills to tailor teaching practices to maximise students learning growth.
- Contribute to the national effort and discussions regarding learning progressions.
- Contribute to the national effort and discussion on the review of senior secondary education.
- Progress and assist to roll-out in schools the recommendations from the Years 9-12 Review in the areas of curriculum and assessment, accreditation and certification, workforce development and data usage through ongoing discussions and provision of PL opportunities.
- Support work being currently undertaken in relation to Vocational Education and Training (VET) and Vocational Learning (VL) to assist as we build an inclusive Years 9-12 curriculum.
- Promote and disseminate evidence-based tools, resources and information to individual 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.

Share of NGRSF = \$159,644

5. Supporting teaching, school leadership and school improvement

Project description and activities:

- Inform and encourage school leaders to access a variety of PL opportunities and provide opportunities for high performing principals and middle leaders to share their expertise through focused forums and professional learning opportunities.
- Contribute to the national discussion and effort regarding initial teacher education and induction, transition of teachers from graduate to proficient standard.
- Contribute to the national and state-based discussions and planning regarding HALT certification.
- Contribute to the national discussion and effort regarding educational leadership.
- Inform, encourage and provide opportunities for school leaders to access a variety of PL opportunities appropriate to their career stage and development needs and recognise and harness the skills and experience of high performing principals by enabling them to share their expertise across and throughout the sector.

Share of NGRSF = \$72,482

6. Enhancing the National Evidence Base

Project description and activities:

- Enhance schools' internal self-review and external quality assurance processes for the purpose of monitoring and reviewing student learning gain.

Share of NGRSF = \$34,109

Progress against strategic plan

National Policy Initiative A – Supporting students, student learning and student achievement

Enhancing the Australian Curriculum to support teacher assessment of student attainment and growth against clear descriptors

Assisting teachers monitor individual student progress and identify student learning needs through opt-in online and on demand student learning assessment tools with links to student learning resources, prioritising early years foundation skills

Reviewing senior secondary pathways into work, further education and training

Improvement Activity	Actions	Timing
<p>Tasmanian Improvement Direction A – Quality Teaching – curriculum, pedagogy, assessment and differentiation</p>	<p><i>Contribute to national effort and discussions and effort regarding learning progressions, formative assessment and the review of senior secondary education.</i></p> <p>To do this, in 2021 we:</p> <ol style="list-style-type: none"> 1. Provided opportunities for teachers to effectively engage in and benefit from Professional learning (PL) on use of the Australian Curriculum learning progressions to tailor teaching practices to maximise students learning growth. 2. Contributed to the national effort and discussions regarding learning progressions. Assisted schools to provide Quality assurance and support roll-out of the Nationally Consistent Collection of Data (NCCD) on School Students with Disability within individual schools. 3. Implemented ongoing PL focusing on the learning progressions for literacy and numeracy to support teacher planning for learning and curriculum delivery. 	<p>Ongoing</p>
	<p>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.</p>	<p>Ongoing</p>
	<p><i>Implement recommendations from Tasmania’s Years 9-12 Review</i></p> <ul style="list-style-type: none"> • <i>Development of a curriculum framework</i> • <i>Revise accreditation and certification standards for completion of Year 12</i> • <i>Develop a strategic response to gaps in workforce</i> • <i>Review of the use of senior secondary data.</i> <p>To do this in 2021 we:</p>	<p>Ongoing</p>

	<ol style="list-style-type: none"> 1. Contributed to the national effort and discussions on the review of senior secondary education. 2. Progressed and continued to roll-out recommendations from the Years 9-12 Project in the areas of curriculum and assessment, accreditation and certification, workforce development and data usage. 3. Supported work being undertaken in relation to Vocational Education and Training (VET) and Vocational Learning (VL) and provided feedback on current practice to assist to build an inclusive Years 9-12 curriculum. 	
	<p><i>Implement learning progressions for literacy and numeracy to support curriculum delivery, including in the early years of schooling.</i></p> <p>To do this in 2021 we:</p> <ol style="list-style-type: none"> 1. Promoted and disseminated within schools' evidence-based tools, resources and information to assist early childhood education providers, primary and secondary schools to implement best practice approaches. 2. Prioritised the implementation of PL around the use of learning progressions for literacy and numeracy in Curriculum delivery. 	Ongoing
	<p><i>Provide opportunities and encourage access to professional learning (PL) and networking for school leaders to improve performance and capabilities in alignment with AITSL standards.</i></p> <p>To do this in 2021 we:</p> <ol style="list-style-type: none"> 1. Aligned all Professional Learning with AISTL standards 2. Provided targeted sessions focused upon the AITSL standards in practice 	Ongoing

National Policy Initiative B - Supporting teaching, school leadership and school improvement

Reviewing teacher workforce needs of the future to attract and retain the best and brightest to the teaching profession and attract teachers to areas of need

Strengthening the initial teacher education accreditation system

Improvement Activity	Actions	Timing
Tasmanian Improvement	Contribute to national discussion and effort with regard to initial teacher education and national teacher workforce	Ongoing

<p>Direction B – Effective Leadership – school culture, educational leadership, building teacher capacity, building leadership capacity</p>	<p>strategy and review of teacher registration, including consideration of legislative amendments.</p> <p>To do this in 2021 we:</p> <ol style="list-style-type: none"> 1. Contributed to the national discussion and effort regarding initial teacher education and induction, transition of teachers from graduate to proficient standard. 2. Contributed to national discussion and effort regarding educational leadership. 3. Contributed to the national and local state discussion regarding HALT certification and the Tasmanian HALT pilot. 4. Informed and encouraged school leaders and middle leaders to access a variety of professional learning (PL) opportunities and provided opportunities for high performing principals to share their expertise. 5. Informed and encouraged school leaders to access a variety of professional learning (PL) opportunities appropriate to their career stage and development needs and recognised and harnessed the skills and experience of high performing principals by enabling them to share their expertise across and throughout the sector. 	
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National Policy Initiative C: Enhancing the national evidence base

Implementing a national unique student identifier (USI) that meets national privacy requirements in order to support better understanding of student progression and improve the national evidence base

Establishing an independent national evidence institute to inform teacher practice, system improvement and policy development

Improving national data quality, consistency and collection to improve the national evidence base and inform policy development.

Improvement Activity	Actions	Timing
<p>Tasmanian Improvement Direction C – School Improvement and support – review, data, planning and resourcing,</p>	<p>To do this in 2021 we:</p> <ol style="list-style-type: none"> 1. Worked with school leaders to enhance schools’ internal self-review and external quality assurance processes for the purpose of monitoring and reviewing student learning gain. 	<p>Ongoing</p>

monitoring and evaluation	2. Assisted schools with the planned implementation (and subsequent cancellation) of online delivery of the National Assessment Program NAPLAN online.	
Tasmanian Improvement Direction D – School community partnerships – local and community partnerships	<i>Consulted with the Aboriginal Education Reference Group on relevant initiatives.</i>	Ongoing
	<i>Recognised, acknowledged and further utilised the existing high levels of parent engagement in our schools.</i>	Ongoing
	To do this in 2021 we: <ol style="list-style-type: none"> 1. Improved governance and financial management practices in the non-government school sector 2. Supported schools in risk and safety management throughout the COVID-19 pandemic. 	Ongoing

Relationship with your state and territory government

Some of the continuing projects commenced under the SFSF priorities in 2017 - 2019 formed part of the bilateral reform agreements. These projects were still ongoing in 2021. All involved ongoing, strong engagement and relationships with key stakeholders across Tasmania.

Outside of this, IST continued to provide consultation and contributions through ongoing participation in the following working state and nationally based groups and steering committees:

- Teacher Registration Board IST nominee
- School Registrations Board IST nominee
- UTAS Schools & Community Engagement Advisory Committee
- TASC Framework Advisory Council
- CCYP Ambassadors Working Group
- Stop Bullying Stakeholders Group
- Youth Engagement in Education & Training Working Group
- Global Education Advisory Group
- Study Tasmania Working Group
- Learning Environments Association Tasmanian Chapter
- National Copyright Advisory Group (Schools)
- Be You Committee – Suicide Support
- Safe Homes, Safe Families
- ACARA Digital Learning Committee

- ACARA Curriculum Directors Meeting
- AEDC steering committee
- AEDC Nominations Committee
- AITSL professional Growth network committee
- AITSL and ISCA HALT network groups
- Years 9-12 Project committee Curriculum Assessment and Teaching WG
- Years 9-12 Project Packages of Learning Steering Committee
- Years 9-12 Project Team Working group
- Years 9-12 Project Steering Committee
- Years 9-12 Workforce support working group Committee
- Years 9-12 project VET/VL sub committee
- Years 9-12 Data Working Group
- Years 9-12 Assessment Working Group and subgroup
- Years 9-12 Data Working Group
- Years 9-12 Assessment Working Group and subgroup
- Early Entry to School Cross Sectoral Committee
- ECU Stakeholder reference group
- NQF Stakeholders reference group
- Inclusion advisory panel
- Reconciliation TAS committee -The NARRAGUNNAWALI Program of Reconciliation Australia
- LGBTQI+ working group committee
- AIS NAPLAN committee
- NAPLAN OASC committee
- NAPLAN PMWG committee
- Positive Partnerships committee member
- Smoke Free Young People Committee member
- TASC Exam Centre Working Reference committee
- Move Well Eat Well committee
- Education Review Steering committee

Beyond Normal Service Provision

IST's normal services are representation, advocacy and communication of information and advice to member schools. In 2021 IST continued to represent independent schools on over 40 cross sectoral working, steering, advisory and reference groups at State and National levels (including ACARA and AITSL), as noted above. All committee engagement was formally recorded and archived. The IST Board received regular updates on progress of all key committees and projects, as identified.

IST continued to serve as the voice of Tasmanian independent schools in advocacy to government and communicating cross-sectorally with the media and the community throughout the year.

Project Report

General statement and Summary of 2021 Achievements:

All of the projects outlined below have directly correlated with the established objectives within our strategic plan. Given the overall challenges faced by COVID, we were pleased with the outcomes achieved.

Project title	Project description and activities	Expected outcomes/ Overall achievements	Indicators of success	List any additional or variations of Activities undertaken/Achieved outcomes
<p>Project 1.</p> <p>Quality assurance, moderation and support for the continued improvement of the Nationally Consistent Collection of Data (NCCD) on School Students with Disability</p> <p>The Effective and Efficient use of NCCD Funds to Enhance Support and Enhance Learning Outcomes for SWD</p> <p>2021 Minister for Education’s priority</p>	<p>The Alice Springs (Mparntwe) Education Declaration, the Australian Curriculum, the Disability Discrimination Act and the Disability Standards for Schools emphasise the importance of personalised learning to meet the diverse needs of and capabilities of every young Australian. Through this project we:</p> <ul style="list-style-type: none"> • Continued to develop teacher skills and judgement in discerning NCCD Levels of adjustment through the provision of focussed PL and moderation opportunities • built teacher capacity for quality teaching and 	<p>Partially Achieved Outcome</p> <p>This project aimed to continue to enhance teacher knowledge, understanding and practice in regard to all aspects of the NCCD.</p> <p>Schools were guided to:</p> <ol style="list-style-type: none"> 1. Demonstrate support to students with disabilities by incorporating quality teaching and learning approaches that were: <ul style="list-style-type: none"> • Intensive • Frequent • Supportive and • Individualised 2. IST Consultants were able to guide schools to demonstrate the four 	<p>% achieved noted below:</p> <p>In 2021, as observed and recorded by the IST Team, 53% (goal was 70%) of representative schools:</p> <ul style="list-style-type: none"> • Participated in meetings, webinars or individualised sessions addressing the NCCD. <p>Timeline: February – December 2021</p> <ul style="list-style-type: none"> • 17 teachers participated in moderation by bringing de-identified examples to justify their decision making. <p>Timeline: sessions were held in Terms 1-3, 2021</p>	<p>Allocated Budget: \$67,338</p> <p>Actual Funding Utilised: \$68,503</p> <p>Variance: - 2%</p> <p>As meetings a large majority of meetings took place online in 2021, this had a direct impact on the effective implementation of some sessions. Schools were significantly stretched dealing with covid challenges and found it challenging to release staff to attend PL during school hours. As such, the targets set were slightly impacted.</p>

Project title	Project description and activities	Expected outcomes/ Overall achievements	Indicators of success	List any additional or variations of Activities undertaken/Achieved outcomes
Tasmanian bilateral agreement Improvement Direction A	learning for students at risk of educational disadvantage as a result of disability through tailored support in individual schools.	<p>elements of personalised learning through:</p> <ul style="list-style-type: none"> • collaboration and negotiation. • assessment of individual needs. • adjustments to curriculum, instruction and environment (as required) • ongoing demonstration and evaluation of personalised learning. <p>3. Guided and supported schools to:</p> <ul style="list-style-type: none"> • Develop detailed student IEP's. <p>4. Provided intensive instructional support to assist schools to demonstrate quality differentiated classroom incorporating;</p> <ul style="list-style-type: none"> • Planning and providing opportunities for guided practice and positive, corrective feedback. 	<p>In addition:</p> <ul style="list-style-type: none"> • 12 teachers or school leaders from participating schools were able to show in their planning: evidence of integration of curriculum content, goals for student learning, varied and authentic assessment, differentiation and a purposeful sequence of teaching and learning aligned to the Australian Curriculum (as noted by visiting IST staff). <p>Timeline: February – December 2021</p>	In addition, whilst we offered moderation opportunities in person, it was a very challenging for schools to release staff, so numbers were impacted.

Project title	Project description and activities	Expected outcomes/ Overall achievements	Indicators of success	List any additional or variations of Activities undertaken/Achieved outcomes
		<ul style="list-style-type: none"> Monitoring students' progress. Making evidence based instructional decisions. <p>IST staff retained evidence of the above outcomes from documentation reviewed in school visits and PL/discussions with schools throughout the year.</p>	<p>*Attendance registers for any PL sessions were maintained.</p>	
<p>Project 2.</p> <p>Implementation of online delivery of the National Assessment program</p> <p>Tasmanian bilateral agreement Improvement Direction C</p>	<p>Working in collaboration with the Tasmanian Department of Education, Education Performance Review (EPR), we provided support to all Tasmanian independent schools. This support covered:</p> <ul style="list-style-type: none"> Provision of leadership, including high level strategic and practical advice and associated professional learning (PL) for all IST schools. 	<p>Outcome Achieved</p> <p>IST staff:</p> <ul style="list-style-type: none"> Accurately articulated and responded to queries to assist schools to meet the requirements for participation in NAPLAN testing. <p>IST enhance principal's, leadership teams', and individual teacher's capacity to:</p>	<p>% achieved noted below:</p> <p>In 2021, 100% of schools:</p> <ul style="list-style-type: none"> Had access to support from IST's Consultancy team to address any queries regarding NAPLAN online. <p>Timeline: February – December 2021 with EPR and IST led briefing meetings in March 2021.</p>	<p>Allocated Budget: \$58,333</p> <p>Actual Funding Utilised: \$58,846</p> <p>Variance: - 1%</p> <p>NAPLAN successfully took place in 2021.</p> <p>As in 2020, School support and consult meetings took place, utilising 2019 NAPLAN data</p>

Project title	Project description and activities	Expected outcomes/ Overall achievements	Indicators of success	List any additional or variations of Activities undertaken/Achieved outcomes
	<ul style="list-style-type: none"> • Circulars to ensure readiness to participate in NAPLAN 2021. • Regular liaison with State and National colleagues - PMWG, ESA, and ERP through online communication and representation on all state-based Committees. • Advice and support regarding privacy legislation, review and analysis regarding NAPLAN data. This assistance was delivered through circulars and individual school visits, as requested. 	<ul style="list-style-type: none"> • Track school progress over time and identify areas of need. • Use data for objective, constructive feedback. • Set evidence informed goals for student, school and learning area outcomes, as requested. 	<p>By November 2021 indicators of success were evidenced in 12 (goal was 10) of IST schools receiving assistance through IST staff comprehensive consult visits in schools providing assistance with:</p> <ul style="list-style-type: none"> • School's strategic planning which includes strategies to improve student outcomes in Literacy and Numeracy. <p>AND/OR</p> <ul style="list-style-type: none"> • Individual teacher's planning that focuses on needs identified by NAPLAN data. <p>AND/OR</p> <ul style="list-style-type: none"> • School specific assessment data e.g., standardised assessments, teachers' assessments and anecdotal data measuring progress 	<p>and 2020 school based standardised data. These consultation sessions took place online and/or in-person.</p>

Project title	Project description and activities	Expected outcomes/ Overall achievements	Indicators of success	List any additional or variations of Activities undertaken/Achieved outcomes
			<p>against goals for school and learning area outcomes.</p> <p>During school visits IST staff looked for evidence of teachers in schools continually monitoring and diagnostically assessing individual student progress.</p> <p>Timeline: June 2021 - December 2021</p> <p>*Attendance registers for schools visited and PL sessions were maintained.</p>	
<p>Project 3.</p> <p>Improving governance and financial management in the non-government school sector</p> <p>Tasmanian bilateral agreement</p>	<p>Sub-goal 1: Workshops Foundations for Organisational Success:</p> <p>Regional workshops will be provided for new and continuing school board members.</p> <p>School based workshops will also be offered to whole school boards.</p>	<p>Outcome Achieved</p> <p>Workshops Foundations for Organisational Success:</p> <p>Supported by the IST Consultant, participants will:</p> <ul style="list-style-type: none"> Understand that the board and its individual members should take an active role in developing, promoting and 	<p>% achieved noted below:</p> <p>Within two weeks following the workshops, 100% of participants will have answered a set of questions for each of the four areas of focus that evaluate their board's current performance.</p>	<p>Allocated Budget: \$36,333</p> <p>Actual Funding Utilised: \$36,415</p> <p>Variance: 0%</p> <p>As the majority of participants were voluntary school Board members, participation and</p>

Project title	Project description and activities	Expected outcomes/ Overall achievements	Indicators of success	List any additional or variations of Activities undertaken/Achieved outcomes
<p>Improvement Direction D</p>	<p>Focus will be on strong cultures, risk management, reputation management and financial sustainability</p> <p>These areas have been identified by the Australian Institute of Company Directors 2017 NFP Governance and Performance Study as essential to NFP organisational success.</p> <p>Sub-goal 2: Workshops- Good Governance Principles for NFP Organisations, Including Introduction and overview of online training modules:</p>	<p>managing a healthy culture for the school.</p> <ul style="list-style-type: none"> • Understand why and how school boards identify and mitigate risk. • Understand the importance of a school making sufficient surplus to support its short, medium and long-term needs. • Recognise the value of a school's reputation, understand and monitor the key influences on it. • Understand the importance of media and social media policies and crisis management and communication plans. <p>Workshops- Good Governance Principles for NFP Organisations, Including Introduction and overview of online training modules:</p> <p>Supported by the IST Consultant, participants will understand:</p>	<p>6 months after the workshops, participants will repeat the questionnaire indicating improvements in their school board's performance.</p> <p>Two Sub-goal 1 workshops were held on 29 April and 11 August 2021. There were 25 participants.</p> <p>Feedback on content and presentation ranged from below expectation and neutral to excellent. The lower ratings were from school executives who expected more on school management and less on school Boards, despite the workshop being advertised for Board Members.</p> <p>From the first workshop, 80% of participant first survey responses noted areas for improvement.</p>	<p>responses were impacted by the impacts of Covid-19.</p>

Project title	Project description and activities	Expected outcomes/ Overall achievements	Indicators of success	List any additional or variations of Activities undertaken/Achieved outcomes
	<p>Regional workshops will be provided for new and continuing school board members.</p> <p>School based workshops will also be offered to whole school boards.</p> <p>Focus will be on ten principles that promote good governance for Not-for-Profit organisations.</p> <p>Participants will be given an overview of on-line School Governance training modules available through IST / AISNSW for individual school board members.</p>	<ul style="list-style-type: none"> • Roles and responsibilities of board members and the board. • Appropriate board composition. • Organisational vision, purpose and strategies. • Risk recognition and management. • Organisational performance categories and indicators. • Board effectiveness strategies. • Integrity of information and accountability to stakeholders. • Board role in organisation building • Organisation culture and ethics. • Effective engagement with stakeholders <p>Workshops – Managing Risk and Safety</p>	<p>The 6 month follow up survey showed school governance improvements of approx. 8%</p> <p>Attendance registers and event feedback responses will be required.</p> <p>Timeline: Terms 2 and 3, 2021</p> <p>A Sub-goal 2 webinar was held on 16 September with 18 participants. Feedback ranged from below expectation to very good, for the same reasons as for Sub-goal 1.</p> <p>Survey responses were too small to effectively analyse.</p>	<p>Content, presentation and method of measuring outcomes will need to be reviewed to be more effective in 2022.</p>

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	<p>Sub-goal 3: Workshops – Managing Risk and Safety</p> <p>This project is intended to assist all member schools. However, the particular focus will be directed toward enterprise risk management strategies in the 21 smaller to medium sized member schools (under 650 students) who do not have access to personnel or other resources to independently develop effective internal processes and procedures.</p> <p>Workshops will be offered to Boards and key personnel within these member schools.</p> <p>Support will be made available during the year to help facilitate the intended outcomes.</p> <p>Focus will be on the Australian Standard for Risk Management - Principles and</p>	<ol style="list-style-type: none"> 1. Supported by the IST Consultant, participants will understand the effective management of risk: <ul style="list-style-type: none"> ○ Creates and protects value. ○ Is an integral part of organisational processes. ○ Forms part of organisational decision making. ○ Addresses organisational uncertainty. 2. They will also understand that systems and decisions must be: <ul style="list-style-type: none"> ○ Systematic, structured and timely. ○ Based on the best available information. ○ Aligned with the internal/external context of the school. ○ Considerate of human and cultural factors. ○ Transparent and inclusive. 		<p>The originally planned workshops pertaining to managing risk and safety were cancelled.</p> <p>In their place, schools were regularly updated and supported with information pertaining to Covid 19 restrictions and school safety management.</p>

Project title	Project description and activities	Expected outcomes/ Overall achievements	Indicators of success	List any additional or variations of Activities undertaken/Achieved outcomes
	<p>Guidelines AS/NZS ISO 31000:2009, and in particular the ten principles that provide a framework and allow the effective management of risk at all levels.</p>	<ul style="list-style-type: none"> ○ Dynamic, interactive and responsive to change. <p>They will understand the requirements to build/implement a functioning risk management framework in the context of their school.</p>		
<p>Project 4. Quality Teaching Tasmanian bilateral agreement Improvement Direction A</p>	<p>A range of key initiatives continued this year to address the bilateral agreement. Specifically, the IST team:</p> <ul style="list-style-type: none"> • Continued to implement ongoing PL to assist teachers develop an understanding of the learning progressions for literacy and numeracy to support teacher planning for learning and curriculum delivery • Contributed to the national effort and discussions regarding learning progressions. • Contributed to the national effort and 	<p>Outcome Achieved</p> <p>In 2021, through targeted and/or individualised PL, schools were up-skilled and supported to deliver best practice, research-based teaching practices to ensure that they accurately monitor student achievement in a timely and responsive way.</p> <p>IST staff delivered professional learning (PL) at individual schools and continued support with both individual teachers and relevant staff.</p> <p>School Principal's and staff continued to develop confidence in their</p>	<p>% achieved noted below:</p> <p>96% (goal was 70%) of total schools were represented at PL sessions</p> <p>Timeline: A PL planner was completed and circulated in February 2021 and termly.</p> <p>PL was conducted from February – November 2021</p> <ul style="list-style-type: none"> • 73% (goal was 60%) of participating educators showed evidence of engaging in the Australian Curriculum Learning Progressions by engaging in discussions during PL sessions 	<p>Allocated Budget: \$79,335</p> <p>Actual Funding Utilised: \$79,644</p> <p>Variance: 0%</p> <p>As a result of COVID, most PL was made available to schools via webinars. Most school support was provided online but an increasing provision was in-person.</p> <p>Some school visits were hampered by COVID restrictions.</p>

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	<p>discussion on the review of senior secondary education.</p> <ul style="list-style-type: none"> • Progressed and roll-outed recommendations from the Years 9-12 Project in the areas of curriculum and assessment, accreditation and certification, workforce development and data usage. • Supported work being currently undertaken in relation to Vocational Education and Training (VET) and Vocational Learning (VL) and provide feedback on current practice to assist as we build an inclusive Years 9-12 curriculum. • Promoted and disseminated evidence-based tools, resources and information to schools to assist early childhood education 	<p>understanding of and use of learning progressions, the 9-12 curriculum changes, updates in VET and VC and K-10 progressions (as applicable in the schools they serve).</p> <p>IST staff coordinated PL focusing on best practice initiatives to support school leaders and teachers to understand planned and explicit teaching.</p> <p>Research based, high leverage teaching practices, resources and assessments were shared with individual teachers, small groups and schools to improve teacher practice and with a goal to maximise student growth in literacy and numeracy.</p>	<ul style="list-style-type: none"> • IST staff attended 100% (goal was 80%) of national and local committees and forums focusing on learning progressions, senior secondary education, VET, VC and the 9-12 review. <p>Timeline: March – November 2021</p> <ul style="list-style-type: none"> • 100% of applicable publicly available information from above was disseminated in regular circulars to all schools by IST staff. <p>Timeline: March – November 2021</p> <ul style="list-style-type: none"> • IST consultants supported 100% of schools currently offering Vocational Education and Training (VET) and Vocational Learning (VL) and provide support on 	

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	<p>providers, primary and secondary schools to implement best practice approaches.</p> <ul style="list-style-type: none"> • Provided targeted PL and support to schools to prioritise the implementation of learning progressions for literacy and numeracy. 		<p>current practice to assist as we build an inclusive Years 9-12 curriculum.</p> <p>Timeline: February – November 2021</p> <p>In addition,</p> <ul style="list-style-type: none"> • To address the learning needs of all students, intensive, differentiated individual school support was provided for teachers of students requiring additional assistance, on an as needs basis. An IST staff member visited 100% of schools by the end of November. <p>Timeline: March – November 2021</p>	
<p>Project 5.</p> <p>Supporting teaching, school leadership and</p>	<p>In 2021 a range of initiatives were provide focusing on school improvement and leadership development. IST staff:</p>	<p>Outcome Achieved</p> <p>In 2021, leaders in independent schools:</p>	<p>% achieved noted below:</p> <ul style="list-style-type: none"> • Weekly circulars were sent to 100% of school leaders with a range of PL opportunities listed. 	<p>Allocated Budget: \$71,333</p> <p>Actual Funding Utilised: \$72,482</p> <p>Variance: - 2%</p>

Project title	Project description and activities	Expected outcomes/ Overall achievements	Indicators of success	List any additional or variations of Activities undertaken/Achieved outcomes
<p>school improvement</p> <p>Tasmanian bilateral agreement Improvement Direction B</p>	<ul style="list-style-type: none"> Informed and encouraged school leaders to access a variety of professional learning (PL) opportunities and provide opportunities for high performing principals and middle leaders to share their expertise. Contributed to the national discussion and effort regarding initial teacher education and induction and the transition of teachers from graduate to proficient standard. Contributed to national discussions and efforts regarding educational leadership. Assisted with a HALT certification trial in Tasmania Informed and encouraged school leaders to access a variety of professional learning (PL) 	<p>Benefited from regular exposure to weekly circulars, highlighting PL opportunities.</p> <p>Received information pertaining to current issues in educational leadership that built upon their leadership expertise and potential.</p> <p>Participated in PL that reflected the AITSL standards and enhanced learning outcomes in their schools.</p> <p>Fostered skills to help school leaders to develop an active voice in leadership forums locally and nationally.</p> <p>IST staff also: Retained a clear voice around potential changes to initial teacher education and induction and informed discussions around transitions of teachers from graduate to proficient and the ongoing HALT pilot across Tasmania.</p>	<p>Timeline: March – November 2021</p> <ul style="list-style-type: none"> An annual PL format was developed, circulated and updated in January 2021 and updated termly. <p>Timeline: February 2021- November 2021</p> <ul style="list-style-type: none"> IST staff attended 100% of committees focusing on teacher development, as they arose. <p>Timeline: March – December 2021</p> <ul style="list-style-type: none"> IST developed collegial links with other Independent school networks to arranged 9 (goal was 2) PL sessions in Tasmania for Educational leaders prior to December 2021. <p>Timeline: February – December 2021</p>	<p>School leaders appreciated the regular circulars disseminated through IST.</p> <p>Online PL provisions continued to increase throughout the year.</p> <p>Leadership support and development was an ongoing focus for 2021.</p>

Project title	Project description and activities	Expected outcomes/ Overall achievements	Indicators of success	List any additional or variations of Activities undertaken/Achieved outcomes
	opportunities appropriate to their career stage and development needs and recognise and harness the skills and experience of high performing principals by enabling them to share their expertise across and throughout the sector.			
<p>Project 6.</p> <p>Enhancing the National Evidence base</p> <p>Tasmanian bilateral agreement Improvement Direction C</p>	An ongoing goal for the year was to enhance schools' internal self-review and external quality assurance processes for the purpose of monitoring and reviewing student learning gain.	<p>Outcome Achieved</p> <p>To enhance principal's, leadership teams, and individual teacher's capacity to:</p> <ul style="list-style-type: none"> • Identify areas of 'success' and 'need' as a focus for making gains in student outcomes. • Interpret data from a whole-of-school perspective as well as at individual student level. • Address AITSL Standard 5 - Assess, Provide Feedback and Report on Student Learning. • Track student progress over time. 	<p>% achieved noted below:</p> <p>By November 2021 support was provided to schools by IST consultants, focusing upon analysis of NAPLAN (or other available standardised data) to inform and improve teaching and learning. Discussions were conducted with 11 schools by November 2021 across the state. Discussions focused on the exploration of:</p> <ul style="list-style-type: none"> • School's NAPLAN data and growth trends, alongside School specific assessment data e.g., standardised 	<p>Allocated Budget: \$37,328</p> <p>Actual Funding Utilised: \$34,109</p> <p>Variance: 9%</p> <p>This variance was due to a slightly smaller number of schools than anticipated engaging with the data review process</p> <p>As noted, due to the absence of 2020 NAPLAN data, previous years' longitudinal NAPLAN and standardised</p>

Project title	Project description and activities	Expected outcomes/ Overall achievements	Indicators of success	List any additional or variations of Activities undertaken/Achieved outcomes
		<ul style="list-style-type: none"> • Use data for objective, constructive feedback to improve student outcomes. • Assist to set evidence informed goals for students, schools and learning area outcomes 	<p>assessments, teachers' assessments and anecdotal data measuring progress against goals for school and learning area outcomes.</p> <p>OR</p> <ul style="list-style-type: none"> • Lead school-based strategic planning processes which specifically incorporate strategies to improve student outcomes. <p>OR</p> <ul style="list-style-type: none"> • Individual teacher's planning that focuses on needs identified by NAPLAN data (where applicable). <p>Timeline: June – November 2021</p> <p>11 Schools received the support</p> <p>Achieved %??</p>	<p>data and trends were reviewed for the purposes of this process.</p> <p>General data literacy will be an area for support in the 2022 plan.</p>

2021 Budget expenditure

Project Activities	Reform support funding
NCCD	
<i>IST staff contributions at national and local committees and forums</i>	
<i>Attendance at regional NCCD Network Meetings</i>	
<i>NCCD training sessions</i>	
<i>Moderation meetings (in school and/or across schools)</i>	
<i>IST staff to support individual staff within schools</i>	
Wages & Salaries	\$41,652
Motor Vehicle & Travel	\$14,827
Resources	\$8,015
Secretariat	\$4,010
SUBTOTAL	\$68,503
NAPLAN	
<i>IST staff contributions at national and local committees and forums</i>	
<i>Using NAPLAN and Standardised data to improve student outcomes - PL delivered to schools: Context specific and needs based</i>	
<i>School visits to review School's planning which includes strategies to improve student outcomes in Literacy and Numeracy</i>	
<i>School specific assessment data visits reviewing NAPLAN, standardised assessments, teachers' assessments and anecdotal data measuring progress against goals for school and learning area outcomes</i>	
Wages & Salaries	\$40,985
Motor Vehicle & Travel	\$9,874
Resources	\$5,010
Secretariat	\$2,977
SUBTOTAL	\$58,846
Governance	

<i>IST staff contributions at national and local committees and forums</i>	
<i>Workshops - Foundations for Organisational Success</i>	
<i>Workshops – Good Governance Principles for NFP Organisations including Introduction and overview of On-line training modules</i>	
<i>Workshops – Managing Risk and Safety</i>	
Wages & Salaries	\$30,479
Motor Vehicle &Travel	\$1,985
Resources	\$2,005
Secretariat	\$1,945
SUBTOTAL	\$36,415
Quality Teaching	
<i>IST staff contributions at national and local committees and forums</i>	
<i>Provision of ongoing PL sessions focusing on quality teaching by IST staff</i>	
<i>Individual school support visits for teachers of students requiring additional assistance</i>	
<i>School visits by IST staff in schools to target continually monitoring and making recommendations for individual students</i>	
Wages & Salaries	\$50,815
Motor Vehicle &Travel	\$14,827
Resources	\$11,023
Secretariat	\$2,979
SUBTOTAL	\$79,644
Leadership	
<i>IST staff contributions at national and local committees and forums</i>	
<i>Circulars created by IST staff sent to school leaders with a range of PL opportunities listed for each term</i>	
<i>Annual PL format will be developed, circulated and updated by IST staff in January 2021 and termly.</i>	

<i>IST staff contributions at all committees focusing on teacher development</i>	
<i>Ongoing PL leadership courses recommended and offered for Educational leaders</i>	
Wages & Salaries	\$51,617
Motor Vehicle & Travel	\$9,874
Resources	\$8,015
Secretariat	\$2,977
SUBTOTAL	\$72,482
National Evidence	
<i>IST staff contributions at national and local committees and forums</i>	
<i>Schools visits to review standardised data and create responsive action plans</i>	
Wages & Salaries	\$27,150
Motor Vehicle & Travel	\$1,985
Resources	\$2,002
Secretariat	\$2,972
SUBTOTAL	\$34,109
TOTAL	\$350,000