

National School Reform Agreement

Tasmania Bilateral Agreement: 2022 Progress Report

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Executive Summary

Tasmanian Department for Education, Children and Young People (DECYP)

- The Department for Education, Children and Young People (DECYP) was established on 1 October 2022 to bring together into a new department, functions undertaken by the Department of Education (DoE) and some areas from the Department of Communities Tasmania (DCT).
- On 15 December 2022, the National Teacher Workforce Action Plan (NTWAP) was agreed by Education Ministers and released publicly. It is currently being implemented in all jurisdictions and has five priority areas. In response to feedback on the NTWAP from Tasmanian stakeholders during consultation, we will be developing a Tasmanian Teacher Workforce Action Plan.
- In 2022, DECYP updated its plans for senior secondary course development and provision from 2021 through to 2027. 26 new contemporary senior secondary courses were accredited in 2022.
- A modified version, due to Covid restrictions, of *Teach Tasmania: Welcome to the Profession Day* was delivered online in 2022, providing early career teachers with the opportunity to learn about what it means to be a quality teacher within Tasmania's public education system.

Catholic Education Tasmania (CET)

- Note that many reforms are completed or ongoing. All reform actions have progressed and are on track for the proposed timing for implementation.

CET's achievements include:

- Establishing a diagnostic model for imputed disability.
- Partnership with Speech Pathology Tasmania and independent speech pathologists.
- Development of an EALD Teaching Hub.
- Launch of the Aboriginal Knowledge Sharers and Educators Portal (AKSEP).
- A system-wide approach to literacy was introduced in all 38 schools.
- Continued investment in the CET Leadership Program.
- The St Thomas Aquinas Teaching Schools Institute.

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- Partnership with the Catholic Principals Association of Tasmania (CPAT) to support well-being for senior leadership staff.
- In 2022, the validation process was extended to include a specific focus on the Early Years.
- A comprehensive parent, staff, and student survey was included in the validation process in 2022.
- Online feedback was successfully implemented in all CET primary schools.

Independent Schools Tasmania (IST)

In 2022, IST continued to make progress against each reform direction in which it was involved.

This was achieved through:

- 197 professional learning sessions (face-to-face workshops, webinars or in-school) presented by IST consultants or expert guest facilitators) with 1,995 participants.
- 38 school leadership mentoring sessions, conducted by IST consultants and executives.
- A 2-day leadership retreat with expert external facilitator.
- 2 principals' networking events.
- 2 professional learning events for aspiring school leaders facilitated jointly by IST and AHISA.
- 384 visits to schools by IST consultants for, mentoring, coaching, class observation and student observations.

Progress Against Each Reform Direction

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

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>DECYP Business Unit: 9-12 Learning</p> <p>Government</p> <ul style="list-style-type: none"> • DECYP continued to be involved in national discussions in 2022 through Education Ministers Meetings (EMM) and associated officers' forums. • Work continued to progress on the development of an online formative assessment tool with Tasmania engaging with the relevant boards and working groups. <p>Catholic</p> <ul style="list-style-type: none"> • CET has continued to be an active participant in the ACARA Curriculum Directors Group.

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			<ul style="list-style-type: none"> • The Curriculum Assessment and Professional Practice (CAPP) Team have been present at ACARA subject meetings throughout 2022. • ACARA has offered webinars with version 9.0 updates. • CAPP team members have participated in these and then facilitated Learning Area network meetings throughout the year advising schools of changes to Australian Curriculum. Schools were invited to provide feedback and subsequently some important changes were considered. • In 2022, a system-wide approach to literacy was introduced in all 38 schools. • CET continues to contribute to national initiatives by participating in National Catholic Education Commission (NCEC) submissions.

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			<p>Independent</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 the English and Maths learning progressions, the 9-12 curriculum changes, updates in VET and vocational learning and were supported to utilize, review and act upon both formative and summative assessment. IST staff attended 100 per cent of national and local committees and forums (which were online) focusing on learning progressions, senior secondary education, VET, VC, the revised Australian Curriculum and the 9-12 review.
<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>All Sectors</p>	<p>Ongoing</p>	<p>DECYP Business Unit: Inclusion and Diversity Services</p> <p>Government</p> <ul style="list-style-type: none"> In 2022 over 1,200 staff participated in a new series of online professional learning opportunities provided by

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			<p>Aboriginal Education Services, with the aim to increase cultural awareness.</p> <ul style="list-style-type: none"> • DECYP continues to publish resources on <u>The Orb</u>, including new sections about Fire, West Coast, and Wybalenna. • The English as an Additional Language (EAL) Service developed and implemented a virtual intensive English class to provide additional support for new arrivals in Years 7 to 10, with Beginning English proficiency during 2022. • Providing accessible information to EAL families was a high priority, some key strategies included using a variety of modes to communicate, simplifying and translating communication using registered agencies and/or local interpreters. • A review of the Educational Adjustments Funding Model (Tasmania’s needs-based funding model for students with disability) is taking place in 2022-2023. The purpose of

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			<p>the review is to better understand how the model has been implemented; what has worked well, and what needs further refinement.</p> <ul style="list-style-type: none"> Assistive technology support is being strengthened as part of the DECYP Digital Inclusion for 21st Century Learners Framework. This includes working in partnership with the Missing School project to deliver telepresence robots for students who are unable to attend school. The Tasmanian Autism Diagnostic Service (TADS) transitioned from the former DCT to DECYP in late 2022. They conduct comprehensive, independent autism diagnostic assessment up to 18 years across the state. They are recognised as the main autism diagnostic service for children and young people in the state. Since joining DECYP, the service is fully staffed, and as part of an election commitment, a panel of providers was engaged to assist with reducing the services wait list.

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			<ul style="list-style-type: none"> • TADS has recently secured a dedicated clinic space in the North-West of the state and will be working with children and families from that base in 2023. • The Student with Disability Community Online Hub was launched in 2022, with approx. 5000 visits to date. • Learning Plans continue to be of importance in our schools to support teaching staff to capture student information and convey educational adjustments. These will soon be captured in the Departments new Case Management Platform system. • Continued online and in person Professional Learning is being delivered to support staff to develop, monitor and assess progress for students who require a learning plan. <p>Catholic</p> <ul style="list-style-type: none"> • In 2022 teachers were supported to develop a deeper understanding of imputed disability including reasonable adjustments; to understand the functional impact on a

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			<p>student's capacity to access and participate in education; to meaningfully consult and collaborate with parents and carers; and ensure that the adjustments provided addressed the disability and the documented evidence requirements.</p> <ul style="list-style-type: none"> • CET's collaborative partnership with Speech Pathology Tasmania and independent speech pathologists has continued to ensure our schools are well equipped to screen for early speech and language difficulties and implement evidence-based interventions and classroom pedagogy. • An EALD Online Hub shared drive was fully launched in 2022. This hub has been developed to include EALD curriculum advice, culture, pedagogy, EALD differentiation, and quality learning resources per phase of schooling. • In 2022 CET launched the Aboriginal Knowledge Sharer and Educator Portal (AKSEP,) a resource for supporting

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			<p>schools to connect and engage Aboriginal knowledge sharers, communities, resources, as well as increasing the understanding of Aboriginal and Torres Strait Islander culture and histories.</p> <p>Independent</p> <ul style="list-style-type: none"> • To meet the needs of students at risk of educational disadvantage (including students with disability, Aboriginal students and students with low English proficiency) the IST Consultancy team focused upon the provision of targeted and individualised professional learning sessions, mentoring, coaching, class observation, student observation and problem solving. Our consultancy team supported staff in independent schools to be up-skilled and supported with research-based teaching practices to ensure that they accurately monitored these identified students' achievement in a timely and responsive way. Over the course of the year,

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			<p>96 per cent of schools were represented at ongoing focused professional learning sessions.</p> <ul style="list-style-type: none"> • Total numbers for professional learning in 2022 were: <ul style="list-style-type: none"> ○ Senior staff and principals – 215 ○ Overall participants in any IST PL – 1995
<p>Implement recommendations from Tasmania’s Years 9-12 Review</p> <ul style="list-style-type: none"> • Development of a curriculum framework • 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. 	All Sectors	From 2019	<p>DECYP Business Unit: 9-12 Learning</p> <p>Government</p> <ul style="list-style-type: none"> • The Years 9-12 Curriculum Framework defines curriculum priorities for Years 9-12 in Tasmania. • In 2022, DECYP updated its plans for senior secondary course development and provision from 2021 through to 2027. • 26 new and ongoing contemporary senior secondary courses were accredited in 2022. These include:

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			<ul style="list-style-type: none"> ○ Discipline-based Study courses in Chinese, French and Visual Art. ○ Personal Futures courses in Numeracy. Professional Studies courses Engineering Design and Contemporary Music and Song writing. ○ Transdisciplinary Projects courses English Inquiry and Transdisciplinary Science. ○ Work-based learning course Enterprise at Work. ● Another 14 new courses are planned to be available from 2024. ● The revised senior secondary accreditation framework was released in 2021. ● The Vision for Vocational Learning and VET to 2030 defines the priorities for Vocational Learning in Years 9 – 12 in Tasmania. ● In 2022, 63 qualified career practitioners working across DECYP schools and portfolios were supported to

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			<p>strengthen their Career Education provision and Transition Planning through the delivery of the Graduate Certificate in Career Development (GCCD) to school staff.</p> <ul style="list-style-type: none"> • Throughout the senior secondary curriculum renewal process, as well as the support provided for vocational learning in Tasmanian schools, the DECYP works closely with industry, as well as the Department of State Growth (DSG), which has oversight of the Ministerial Priorities for Training and Workforce Development. • These relationships help ensure curriculum development and vocational learning program delivery are cognisant of, and seeking to address, workforce gaps and needs. • DECYP is working with the Office of Tasmanian Assessment, Standards and Certification and the non-government school sector to continue the reform of data reporting to strengthen monitoring and decision making. <p>Catholic</p>

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			<ul style="list-style-type: none"> • CET has continued to work collaboratively cross-sectorally to ensure smooth course development and collaborative content creation for the 9-12 curriculum framework, scope and sequence draft course implementation guide. Work has begun to embed the 9-12 Education Framework, Curriculum Framework, and the vision for vocational learning in VET. <p>Independent</p> <ul style="list-style-type: none"> • IST continued to work collaboratively with all stakeholders to roll-out the Years 9-12 Project. Regular updates on the progress of the project were made available to all schools in the areas of curriculum and assessment, accreditation and certification and workforce development. • IST maintained representation at all levels of the Years 9-12 Project.

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			<ul style="list-style-type: none"> Support for schools continued in relation to VET and vocational learning, familiarisation with the curriculum framework and course rollouts.
Implement learning progressions for literacy and numeracy to support curriculum delivery, including in the early years of schooling.	Independent	2019	Completed in 2019 N/A
Provide opportunities and encourage access to professional learning and networking for school leaders to improve performance and capabilities in alignment with AITSL standards.	Independent	Ongoing	<p>IST continued to inform and encourage independent school leaders to access a variety of leadership 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 a range of different forums. IST held 38 leadership mentoring sessions in 2022.</p> <p>IST also provided access to leadership programs and online professional learning provided by Independent School Victoria and AIS NSW.</p>

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
<p>Collaboration with schools and colleges to establish uniform feedback and reporting to ACARA standards and progressions.</p>	Catholic	2019	<p>Implementation completed in 2019 (activities ongoing)</p> <p>Online feedback guidelines were established, and schools began using summary reports twice a year as well as more online samples of work as evidence of student progress.</p> <p>Work continues with unifying the curriculum, assessment, feedback, moderation and reporting guidelines.</p> <p>Changes to the Australian Curriculum and the new updates from ACARA in Version 9.0 have been requested from schools. This information has been provided through subject network meetings.</p>
<p>Trial of Staff Learning Management System to enhance capability, tracking and delivery of professional development.</p>	Catholic	2019	<p>Implementation completed in 2019</p> <p>Continual development of courses within the LMS has occurred, it now provides various courses with extensive content. Many staff have actively engaged with and have become familiar with the platform.</p>

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

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>DECYP Business Unit: People Capability and Development</p> <p>Government</p> <ul style="list-style-type: none"> • In 2022 DECYP contributed to the development of the National Teacher Workforce Action Plan (NTWAP) • DECYP is a member of the AITSL HALT Numbers Steering Group. • Continuing contribution with the Australian Teacher Workforce Data initiative. • In 2022 DECYP contributed to strategy to attract and retain more First nations teachers as part of the National Teacher Workforce Action Plan.

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			<p>Catholic</p> <p>N/A</p> <p>Independent</p> <p>N/A</p>
<p>Implement the four year <i>More Teachers, Quality Teaching</i> 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>DECYP Business Unit: People Capability and Development</p> <p>Government</p> <ul style="list-style-type: none"> • The Teacher Intern Placement Program continued operation. • The Tasmania Teacher Profile continued to support quality assessment protocols for the central recruitment program of new teachers and the Teacher Intern Placement Program (TIPP) scholarships. • The <i>More Teachers, Quality Teaching Action Plan</i> concluded, and a review of the Education

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			<p>Workforce Roundtable was undertaken. A new action plan will be developed in line with the National Teacher Workforce Action Plan, to identify future work.</p> <ul style="list-style-type: none"> Recruitment programs underway have focussed on attracting quality teachers to the Tasmanian public education system and included national advertising. Recruitment campaign uses contemporary approaches to assess candidates and streamline the recruitment process. There has also been a focus on strengthening the pipeline of graduates from the University of Tasmania.
<p>Develop a strong pipeline of school leaders by giving highly skilled teachers opportunities and support to complete leadership development offerings and through prioritisation of succession planning.</p>	<p>Government/Catholic</p>	<p>From 2019</p>	<p>DECYP Business Unit: People Capability and Development</p> <p>Government</p> <ul style="list-style-type: none"> The Principal Capability Framework (PCF) was introduced to provide principals with a tool that

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			<p>could enable growth and development. The PCF was able to assist principals in being able to self-reflect on their practice and to ensure ongoing developmental needs were met.</p> <ul style="list-style-type: none"> • In 2022 DECYP contributed to the review of the Tasmanian Highly Accomplished and Lead Teacher (HALT) Pilot Program and the development of a national framework for HALT certification. This review and the national model will shape the approach to HALT certification. • In 2022 People Capability and Development through the Professional Learning Institute (PLI), continued to provide a suite of leadership professional learning. <p>Catholic</p> <ul style="list-style-type: none"> • CET’s Leadership Program continued in its second year. The program, facilitated by Catherine

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			<p>Jackson, the Executive and Deputy Directors, focuses on Aspiring Leaders within our schools and the Tasmanian Catholic Education Office, System Managers, Principals, and senior leadership. The program has one full week per term where different cohorts of leaders work on awareness, acceptance, and action approaches to leadership behaviours, mindsets, and practices that research identifies as quality leadership.</p> <ul style="list-style-type: none"> In 2022, CET continued to be members of the Tasmanian HALT Pilot Project Steering Committee.
Strengthen teacher induction processes and mentoring to support transition from the Graduate to Proficient teaching standards.	Government/Catholic	2019	<p>DECYP Business Unit: People Capability and Development</p> <p>Government</p>

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			<ul style="list-style-type: none"> • A modified version, due to Covid restrictions, of <i>Teach Tasmania: Welcome to the Profession Day</i> was delivered online in 2022, providing early career teachers with the opportunity to learn about what it means to be a quality teacher within Tasmania’s public education system. • DECYP continued delivering a targeted induction for early career teachers, with the <i>Meeting the Standards: Induction for Early Career Teachers</i> suite supporting teacher transition from the Graduate to Proficient teaching phase. • The draft <i>Good Practice Guide: Induction for Early Career Teachers</i> was tested within the 2022 Teacher Intern Placement Program cohort. Further review and refinement will be undertaken in 2023. <p>Catholic</p>

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			<ul style="list-style-type: none"> • The St Thomas Aquinas Teaching Schools Institute continues to work with graduate students in university courses in induction, formation, and support of teaching in Catholic Schools. • CET initiated conversations with the University of Tasmania School of Education in developing improved pathways and partnerships between us. With a particular focus on greater awareness and support by CET in practical experiences in our schools. • Regional Principal Leaders supported Principals in developing clear and more consistent approaches to the induction of early career teachers, the development of onsite mentors, and the development needed to move from graduate to proficient as teachers. • CET continues to offer the Early Career Teacher

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			<p>Program for all graduate teachers in their first three years of teaching, with a renewed focus in 2022 on supporting their transition from Graduate to Proficient stage of the Australian Teacher Standards.</p> <ul style="list-style-type: none"> Provisionally registered teachers beyond their first three years of teaching were also offered professional learning support to move to proficient registration. Effects of COVID and the national teacher shortage began to impact teacher numbers in CET schools in 2022; the decision by the TRB to increase Limited Authority to Teach registrations (LATs) mitigated this to some extent, resulting in more teachers with LATs contracted within our schools.

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
Increase staffing in selected schools to the support our principals to focus on leading high quality teaching and learning in their schools.	Government	From 2019	<p>DECYP Business Unit: People Capability and Development</p> <p>Completed in 2020</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.	Government	From 2019	<p>DECYP Business Unit: People Capability and Development</p> <ul style="list-style-type: none"> • In 2022 DECYP developed evidence-based resource as the first stages of operationalising and implementing a Principal Capability Framework. • In 2022 the test and try of the High Impact Leadership Teams tool was paused while further scoping was undertaken – this is an ongoing piece of work into 2023.
Develop a leadership continuum model aligning AITSL standards and Catholic Education Tasmania defined capability	Catholic	Ongoing	<ul style="list-style-type: none"> • CET is in direct partnership with the Catholic Principals Association of Tasmania (CPAT) in

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streams with an ongoing reference to principal well-being strategies.			developing a series of strategies that support well-being for senior leadership including Principals. <ul style="list-style-type: none"> • CET is engaged in a partnership with Ford Health who facilitate support of Executive Leadership well-being.

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

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	DECYP Business Unit: External School Review Government <ul style="list-style-type: none"> • Implementation of the approach continued in 2022 with 100% of schools having a review under the new model.

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			<ul style="list-style-type: none"> The approach continues to support schools to strengthen their focus on learning to improve levels of student growth and achievement. The model is underpinned by the National School Improvement Tool. Outcomes from Reviews are shared with the system to inform progress and system level improvements. The External School Review Team undertook a Review of Review for quality assurance of the program with 10 recommendations being implemented.
Continue to utilise external expertise to engage and evaluate system improvement priorities, with a particular focus on capacity building.	Government	Ongoing	<p>DECYP Business Unit: External School Review</p> <ul style="list-style-type: none"> In September 2021, DECYP contracted an external expert to develop a set of resources to provide guidance and support for schools to implement Collaborative Inquiry to improve learning and teaching, as well as the leading actions required to create and sustain Collaborative Inquiry. These resources are part of the package of support for Our Approach to School Improvement which was released to

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			<p>schools in November 2021 for a test, try and learn year in 2022.</p> <ul style="list-style-type: none"> • Development of the resources commenced in 2021, including consultation, and were made available to schools towards the end of Term 2 2022. • The Collaborative Inquiry resources have been rolled out across school and available to access to support School Improvement in 2022. • The Our Approach to School Improvement Framework has been utilised by all schools with some tight expectations around Learning, Teaching and Leading. This framework continues to guide school improvement and is underpinned by the National School Improvement Tool and supported by a range of other resources including the Collaborative Inquiry resources. • Involvement in the Literacy Advisory Panel to align strategies in schools in Literacy, in particular Reading.

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			<ul style="list-style-type: none"> All schools in 2023 to have a System Reading Goal in their School Improvement Plans.
<p>Enhance schools' internal self-review and external quality assurance process for the purpose of monitoring and reviewing student learning gain.</p>	Independent	Ongoing	<ul style="list-style-type: none"> In 2022, the IST consultancy team continued to work with schools to develop and enhance their data literacy skills. Schools were assisted to monitor and review student learning gain, with a particular focus upon the review of NAPLAN standardised longitudinal data.
<p>Continue to improve school improvement frameworks consistent with the ACER National School Improvement Tool and its nine domains.</p>	Catholic	Ongoing	<ul style="list-style-type: none"> Since April 2018, the Tasmanian non-Government Schools Registration Board has registered the Catholic Education Commission Tasmania as the approved authority for registration of a 'System of non-Government Schools.' During 2022 an external consultant was again employed to lead the validation process for the nine schools/colleges due for validation (five-year cycle). These nine schools and colleges will receive their Validation Certificates during 2023. A comprehensive parent, staff, and student survey was

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			<p>included in the validation process in 2022 and will continue annually.</p> <ul style="list-style-type: none"> • These three externally managed surveys provide all stakeholders with an opportunity for consultation in the validation process and will supply quality objective evidence and data to inform the schools' review and planning efforts. • In 2022, the validation process was extended to include a specific focus on the Early Years; a point-in-time opportunity to explore the school's current achievements and goals in its process of quality improvement within the Early Years.
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>DECYP Business Unit: Strategic Policy and Projects</p> <p>Completed in 2019</p>
Consult with the Aboriginal Education Reference Group on relevant initiatives.	All sectors	Ongoing	<p>DECYP Business Unit: Inclusion and Diversity Services</p> <p>Government</p>

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			<ul style="list-style-type: none"> • Content within DECYP’s online platform “The Orb” has been developed in collaboration with the Tasmanian Aboriginal Community via the Aboriginal Education Reference Group (AERG) • The AERG meet regularly as an advisory group to support new resources to be used in classrooms to build knowledge and skills for learners to gain deeper understanding and value Aboriginal and Torres Strait Islander histories and cultures. • The Connected Beginnings partnership in the Kutalayna/Bridgewater area work closely with the Aboriginal Education Services team based in the area to provide excellent and relevant services to Aboriginal and Torres Strait Islander families in the community. <p>Catholic</p> <ul style="list-style-type: none"> • CET encourages all Tasmanian Catholic schools to develop autonomous partnerships with Aboriginal and Torres Strait

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			<p>Islander local community members. These partnerships are the point of reference for consultation of relevant initiatives.</p> <ul style="list-style-type: none"> • The Tasmanian Catholic Education Office's valued and on-going partnerships include: <ul style="list-style-type: none"> ○ The National Aboriginal and Torres Strait Islander Catholic Council ○ Reconciliation Tasmania, Reconciliation Australia, Indigenous Connect ○ Supply Nation ○ Wayti Culture & Knowledge ○ National Catholic Education Commission for Aboriginal and Torres Strait Islander education • CET has appointed an Aboriginal Senior Consultant. This role guides the development and implementation of strategic projects. <p>Independent</p>

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			<ul style="list-style-type: none"> IST staff continued to attend all relevant committees, including maintaining an active voice on the Reconciliation Tasmania committee. IST also operated a Respectful Relationships committee, with a focus upon developing enhanced relationships and understanding in this area.
Recognise, acknowledge and further utilise the existing high levels of parent engagement in our schools.	All sectors	Ongoing	<p>DECYP Business Unit: Strategic Policy and Projects</p> <p>Government</p> <ul style="list-style-type: none"> DECYP is committed to working in partnership with families to improve outcomes for our learners. The Together with Families approach outlines DECYP’s commitment to effectively engaging families in learning. The approach is supported by the delivery of professional learning to build staff capability to effectively engage with families. DECYP’s reporting and communication requirements have a strong focus on teacher, student, and family engagement. From 2022, more regular communication with families

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			<p>replaced written comments in mid-year and end-of-year reports. This change is to keep families up to date on their child/ren’s learning progress, application to learning and wellbeing across the entire school year.</p> <p>Catholic</p> <ul style="list-style-type: none"> • Registered Seesaw Primary schools commenced submission of action plans to the Director of Teaching and Learning to respond to online feedback guidelines. At the end of 2022, online feedback was successfully implemented in all our primary schools. • Online feedback continued in our colleges. • This has allowed parents/carers to have a snapshot of learning progress throughout the year, in place of the twice-yearly report. <p>Independent</p> <ul style="list-style-type: none"> • IST offered a range of support mechanisms to independent schools to ensure that parents were active partners in each

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			<p>student's education. Support documentation was created for 100 per cent of schools, as the Member resource section was continually updated on the IST website.</p> <ul style="list-style-type: none">• IST also provided access to relevant professional learning and support documentation provided by Independent School Victoria.