Non-Government Reform Support Annual Report

2022

Independent Schools Tasmania

Executive Summary

In 2022, 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 2022 essentially reflected previous years, with those 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 2022. 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 = $74,042

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 =$35,500

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 = $35,241

Additional ongoing projects commenced or continued in 2022 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 = $184,081

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 though 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 = $70,738

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 = $30,398

Progress against your strategic plan

Improvement Activity	Actions		Timing
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*		
	Tasmanian Improvement Direction A – Quality Teaching – curriculum, pedagogy, assessment and differentiation		
	Contribute to national effort and discussions and effort regarding learning progressions, formative assessment and the review of senior secondary education. To do this, in 2022: 1. 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. 2. 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.		Ongoing
	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.		Ongoing

Improvement Activity	Actions		Timing

Implement recommendations from Tasmania's Years 9-12 Review
 • *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.*
 	
 1. In 2022 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, 96 per cent of schools were represented at ongoing focused professional learning sessions.
 2. Total numbers for professional learning in 2022 were:
     a. Senior staff and principals – 215
     b. Overall participants in any IST PL – 1995
 3. 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.
 4. IST maintained representation at all levels of the Years 9-12 Project.
		Ongoing

Implement learning progressions for literacy and numeracy to support curriculum delivery, including in the early years of schooling. Completed in previous years		N/A
Provide opportunities and encourage access to professional learning (PL) and networking for school leaders to improve performance and capabilities in alignment with AITSL standards. 1. In 2022, 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. 2. IST also provided access to leadership programs and online professional learning provided by Independent School Victoria and AIS NSW.		Ongoing

Improvement Activity	Actions		Timing
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*			
Tasmanian Improvement Direction B – Effective Leadership – school culture, educational leadership, building teacher capacity, building leadership capacity			
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. Completed in previous years.			N/A
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.*			
Tasmanian Improvement Direction C – School Improvement and support – review, data, planning and resourcing, monitoring and evaluation			
Enhance schools' internal self-review and external quality assurance process for the purpose of monitoring and reviewing student learning gain. 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.			Ongoing
Tasmanian Improvement Direction D – School community partnerships – local and community partnerships			

Improvement Activity	Actions		Timing
Consult with the Aboriginal Education Reference Group on relevant initiatives. 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.			Ongoing
Recognise, acknowledge and further utilise the existing high levels of parent engagement in our schools. 1. IST offered a range of support mechanisms to independent schools to ensure that parents were active partners in each 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. 2. IST also provided access to relevant professional learning and support documentation provided by Independent School Victoria.			Ongoing

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

- 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

- 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

- 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 2022 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 2022 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
Project 1. **Quality assurance, moderation and support for the continued improvement of the Nationally Consistent Collection of Data (NCCD) on School Students with Disability** The Effective and Efficient use of NCCD Funds to Enhance Support and Enhance Learning Outcomes for SWD Tasmanian bilateral agreement Improvement Direction A	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: • Continued to develop teacher skills and judgement in discerning NCCD Levels of adjustment through the provision of focussed PL and moderation opportunities.	**Partially Achieved Outcome** This project aimed to continue to enhance teacher knowledge, understanding and practice in regard to all aspects of the NCCD. Schools were guided to: 1. Demonstrate support to students with disabilities by incorporating quality teaching and learning approaches that were: • Intensive • Frequent • Supportive and • Individualised 2. IST Consultants were able to guide schools to demonstrate the four elements of personalised learning through: • collaboration and negotiation.	**% achieved noted below:** In 2022, as observed and recorded by the IST Team, 44% (goal was 80%) of representative schools participated in meetings, webinars or individualised sessions specifically addressing the NCCD. IST Consultants Made 90 visits to 67% of Tasmanian independent schools, conducting 15 in-school PL sessions, plus mentoring, coaching, planning support and help with specific issues, leading to improved knowledge and skills of teachers, improved teaching practices and improved learning outcomes for students with disability.	As meetings a large majority of meetings took place online in 2022, this had a direct impact on the effective implementation of some sessions. Schools were significantly stretched dealing with covid challenges and teacher shortages and found it challenging to release staff to attend PL during school hours. As such, the targets set were impacted. The IST consultant responsible in Northern Tasmania for most of the NGRSF activities resigned at the end of 2021. As NGRSF had not been extended, it was not possible to employ a replacement for 2022. The activities were undertaken as much as possible by IST staff with other responsibilities. This impacted achievement against success indicators.

Project title	Project description and activities	Expected outcomes/Overall achievements	Indicators of success	List any additional or variations of Activities undertaken/Achieved outcomes
	• built teacher capacity for quality teaching and learning for students at risk of educational disadvantage as a result of disability through tailored support in individual schools.	• assessment of individual needs. • adjustments to curriculum, instruction and environment (as required) • ongoing demonstration and evaluation of personalised learning. 1. Guided and supported schools to: • Develop detailed student IEP's. 2. Provided intensive instructional support to assist schools to demonstrate quality differentiated classroom incorporating; • Planning and providing opportunities for guided practice and positive, corrective feedback. • Monitoring students' progress. • Making evidence based instructional decisions.	IST conducted 33 Inclusive Education PL sessions for independent schools across Tasmania with completion of feedback forms collated from 372 participants.	These two factors explain the shortfall against target.

Project title	Project description and activities	Expected outcomes/Overall achievements	Indicators of success	List any additional or variations of Activities undertaken/Achieved outcomes
		IST staff retained evidence of the above outcomes from documentation reviewed in school visits and PL/discussions with schools throughout the year.		
Project 2. **Implementation of online delivery of the National Assessment program** **Tasmanian bilateral agreement Improvement Direction C**	Working in collaboration with the Tasmanian Department of Education, Education Performance Review (EPR), we provided support to all Tasmanian independent schools. This support covered: • Provision of leadership, including high level strategic and practical advice and associated professional learning (PL) for all IST schools. • Circulars to ensure readiness to participate in NAPLAN 2022. • Regular liaison with State and National colleagues - PMWG, ESA, and ERP through online communication and representation on all state-based Committees.	**Outcome Achieved** IST staff: • Accurately articulated and responded to queries to assist schools to meet the requirements for participation in NAPLAN testing. IST enhance principal's, leadership teams', and individual teacher's capacity to: • 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.	**% achieved noted below:** In 2022, 100% of schools: • Had access to support from IST's Consultancy team to address any queries regarding NAPLAN online. 70% of IST schools received assistance through IST staff comprehensive consult visits in schools and 3 webinars, providing assistance with: • School's strategic planning which includes strategies to improve student outcomes in Literacy and Numeracy. AND/OR • Individual teacher's planning that focuses on needs identified by NAPLAN data. AND/OR	NAPLAN online successfully took place in 2022. As in 2021, School support and consult meetings took place, utilising NAPLAN data and school based standardised data. These consultation sessions took place online and/or in-person.

Project title	Project description and activities	Expected outcomes/Overall achievements	Indicators of success	List any additional or variations of Activities undertaken/Achieved outcomes
	• Advice and support regarding privacy legislation, review and analysis regarding NAPLAN data. This assistance was delivered through circulars and individual school visits, as requested.		• School specific assessment data e.g., standardised assessments, teachers' assessments and anecdotal data measuring progress against goals for school and learning area outcomes.	
Project 3. **Improving governance and financial management in the non-government school sector** **Tasmanian bilateral agreement Improvement Direction D**	Sub-goal 1: Workshops Foundations for Organisational Success: Regional workshops will be provided for new and continuing school board members. School based workshops will also be offered to whole school boards. Focus will be on strong cultures, risk management, reputation management and financial sustainability These areas have been identified by the Australian Institute of Company Directors 2017 NFP Governance and Performance Study as essential to NFP organisational success.	**Outcome Achieved** Workshops Foundations for Organisational Success: Supported by the IST Consultant, participants will: • Understand that the board and its individual members should take an active role in developing, promoting and managing a healthy culture for the school. • 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,	**% achieved noted below:** Two Sub-goal 1 workshops were held in 2022. There were 41 participants. Feedback on content and presentation was positive and indicated that the workshops would lead to improvement in school governance.	The content of the governance workshops was updated in 2022. As the majority of participants were voluntary school Board members, participation and responses were impacted by the impacts of Covid-19.

Project title	Project description and activities	Expected outcomes/Overall achievements	Indicators of success	List any additional or variations of Activities undertaken/Achieved outcomes
	Sub-goal 2: Workshops- Good Governance Principles for NFP Organisations, Including Introduction and overview of online training modules: Regional workshops will be provided for new and continuing school board members. School based workshops will also be offered to whole school boards. Focus will be on ten principles that promote good governance for Not-for-Profit organisations. Participants will be given an overview of on-line School Governance training modules available through IST / AISNSW for individual school board members.	understand and monitor the key influences on it. • Understand the importance of media and social media policies and crisis management and communication plans. Workshops- Good Governance Principles for NFP Organisations, Including Introduction and overview of online training modules: Supported by the IST Consultant, participants will understand: • 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.	Four Sub-goal 2 workshops were held in 2022. There were 53 participants. Feedback on content and presentation was positive and indicated that the workshops would lead to improvement in school governance and compliance with school registration standards.	

Project title	Project description and activities	Expected outcomes/Overall achievements	Indicators of success	List any additional or variations of Activities undertaken/Achieved outcomes

	Sub-goal 3: Workshops – Managing Risk and Safety
	
	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 don't have access to personnel or other resources to independently develop effective internal processes and procedures.
	
	Workshops will be offered to Boards and key personnel within these member schools.
	
	Support will be made available during the year to help facilitate the intended outcomes.
		• Board role in organisation building
		• Organisation culture and ethics.
		• Effective engagement with stakeholders
		
		Workshops – Managing Risk and Safety
		
		1. Supported by the IST Consultant, participants will understand the effective management of risk:
		  • 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:
		  • Systematic, structured and timely.
		  • Based on the best available information.
		  • Aligned with the internal/external context of the school.
				AS in 2021, the originally planned workshops pertaining to managing risk and safety were cancelled.
				
				In their place, schools were regularly updated and supported with information pertaining to Covid 19 restrictions and school safety management.

Project title	Project description and activities	Expected outcomes/Overall achievements	Indicators of success	List any additional or variations of Activities undertaken/Achieved outcomes
	Focus will be on the Australian Standard for Risk Management - Principles and 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.	• Considerate of human and cultural factors. • Transparent and inclusive. • Dynamic, interactive and responsive to change. They will understand the requirements to build/implement a functioning risk management framework in the context of their school.		
Project 4. **Quality Teaching** **Tasmanian bilateral agreement Improvement Direction A**	A range of key initiatives continued in 2022 to address the bilateral agreement. Specifically, the IST team: • 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 discussion on the review of senior secondary education.	**Outcome Achieved** 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. IST staff delivered professional learning (PL) at individual schools and continued support with both individual teachers and relevant staff.	**% achieved noted below:** 83% (goal was 80%) of total schools were represented at PL sessions. IST Consultants made 143 visits to 70% of Tasmanian independent schools, conducting in-school PL sessions, plus mentoring, coaching, planning support and help with specific issues, leading to improved knowledge and skills of teachers, improved teaching practices and improved learning outcomes for students.	As a result of COVID, most PL was made available to schools via webinars. Some school support was provided online but the majority was conducted face-to-face. Some school visits were hampered by COVID restrictions.

Project title	Project description and activities	Expected outcomes/Overall achievements	Indicators of success	List any additional or variations of Activities undertaken/Achieved outcomes
	• 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 providers, primary and secondary schools to implement best practice approaches. • Provided targeted PL and support to schools to prioritise the implementation of learning progressions for literacy and numeracy.	School Principal's and staff continued to develop confidence in their 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). IST staff coordinated PL focusing on best practice initiatives to support school leaders and teachers to understand planned and explicit teaching. 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.	IST facilitated 52 ACARA webinars on the Australian Curriculum Version 9 with over 1,000 participants from Tasmanian schools. IST conducted 40 other PL workshops and webinars over the course of the year for independent schools across Tasmania and collated and analysed 100% of feedback forms collected from the 382 participants. IST was represented in 100% of all relevant committees and events. IST maintained documented evidence of Tasmanian independent schools' use of the revised Australian Curriculum learning progressions and achievement standards.	

Project title	Project description and activities	Expected outcomes/Overall achievements	Indicators of success	List any additional or variations of Activities undertaken/Achieved outcomes
Project 5. **Supporting teaching, school leadership and school improvement** **Tasmanian bilateral agreement Improvement Direction B**	In 2022 a range of initiatives were provide focusing on school improvement and leadership development. IST staff: • 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	**Outcome Achieved** In 2022, leaders in independent schools: Benefited from regular exposure to weekly circulars, highlighting PL opportunities. Received information pertaining to current issues in educational leadership that built upon their leadership expertise and potential. Participated in PL that reflected the AITSL standards and enhanced learning outcomes in their schools. Fostered skills to help school leaders to develop an active voice in leadership forums locally and nationally. 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.	**% achieved noted below:** IST conducted 11 PL events to support school leadership and school improvement. This included a two-day leadership retreat for principals and school leaders with expert guest facilitator and face-to-face PL for both current and aspiring school leaders. There were 255 participants from approx..70% of Tasmanian independent schools. IST Consultants made 110 visits to 90% of Tasmanian independent schools, conducting in-school PL sessions, mentoring, coaching, planning support and help with specific issues for principals and leadership teams. IST staff attended 100% of committees focusing on teacher development, as they arose.	

Project title	Project description and activities	Expected outcomes/Overall achievements	Indicators of success	List any additional or variations of Activities undertaken/Achieved outcomes
	• Informed and encouraged school leaders to access a variety of professional learning (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.			
Project 6. **Enhancing the National Evidence base** **Tasmanian bilateral agreement Improvement Direction C**	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.	**Outcome Achieved** To enhance principal's, leadership teams, and individual teacher's capacity to: • 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.	**% achieved noted below:** In 2022 support was provided to 70% of Tasmanian independent schools by IST consultants, focusing upon analysis of NAPLAN (or other available standardised data) to inform and improve teaching and learning.	General data literacy will be an area for support in the 2023.

Project title	Project description and activities	Expected outcomes/Overall achievements	Indicators of success	List any additional or variations of Activities undertaken/Achieved outcomes
		• Use data for objective, constructive feedback to improve student outcomes. • Assist to set evidence informed goals for students, schools and learning area outcomes		

2022 Budget Expenditure

Project Activities	Reform support funding
NCCD	
IST staff contributions at national and local committees and forums	$4,808
Attendance at regional NCCD Network Meetings	$4,808
NCCD training sessions	$24,808
Moderation meetings (in school and/or across schools)	$24,808
IST staff to support individual staff within schools	$14,808
NAPLAN	
IST staff contributions at national and local committees and forums	$4,438
Using NAPLAN and Standardised data to improve student outcomes - PL delivered to schools: Context specific and needs based	$4,438
School visits to review School's planning which includes strategies to improve student outcomes in Literacy and Numeracy.	$13,312
School specific assessment data visits reviewing NAPLAN, standardised assessments, teachers' assessments and anecdotal data measuring progress against goals for school and learning area outcomes.	$13,312
Governance	
IST staff contributions at national and local committees and forums	$3,000
Workshops - Foundations for Organisational Success	$10,747
Workshops – Good Governance Principles for NFP Organisations including Introduction and overview of On-line training modules	$10,747
Workshops – Managing Risk and Safety	$10,747
Quality Teaching	
IST staff contributions at national and local committees and forums	$10,000
Provision of ongoing PL sessions focusing on quality teaching by IST staff	$33,520
Individual school support visits for teachers of students requiring additional assistance	$31,520
School visits by IST staff in schools to target continually monitoring and making recommendations for individual students	$23,520
Support 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	$23,520
Leadership	
IST staff contributions at national and local committees and forums	$4,148
Circulars created by IST staff sent to school leaders with a range of PL opportunities listed for each term	$5,000
Annual PL format will be developed, circulated and updated by IST staff in January, 2021 and termly.	$24,148
IST staff contributions at all committees focusing on teacher development	$4,148
Ongoing PL leadership courses recommended and offered for Educational leaders	$33,294
National Evidence	
IST staff contributions at national and local committees and forums	$5,199
Schools visits to review standardised data and create responsive action plans.	$25,199
TOTAL	**$368,000**