

Non-Government Reform Support Annual Report

2022

Independent Schools Queensland

Executive Summary

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

Project Reference	Project Title
RSF 1	Readiness for NAPLAN Online and Utilising Educational Data for School Improvement
RSF 2	Improving the Nationally Consistent Collection of Data on School Students with Disability (NCCD)
RSF 3	Increasing School Capability in Governance and Financial Management
RSF 4	Empowering School Self-Improvement
RSF 5	Supporting the ATSI Educational Strategy
RSF 6	Achieving Excellence in Curriculum and Assessment
RSF 7	Supporting Great Teachers in Independent Schools
RSF 8	Excellence in Online Learning for School Staff
Addendum	Targeted support to non-government schools affected by flood

Each of these projects involved multiple objectives in line with Australian Government priorities identified in the *Non-Government Reform Support Guidelines for 2018 to 2022* and support the implementation of existing agreed national reforms as outlined in the Australian Government's *School Funding and Reform Principles*.

The NGRSF ensured the projects were available to more staff in more schools and in more locations.

Progress against your strategic plan

The strategic long-term objectives of the NGRSF for ISQ is to support schools to develop:

- a strengths-based improvement agenda that is driven by high-quality teaching and school leadership, supported by ethical and expert governance and enriched through effective partnerships with parents and communities;
- a deliberate focus on evidence-based differentiated teaching and learning to enhance educational opportunities and outcomes for every child;
- capacity across each school to amplify the impact of support and contribute to sustainable improvement; and
- support to collect, manage and utilise educational data to communicate impact and improvement.

The activities ISQ used to achieve these objectives were outlined in the annual ISQ NGRSF 2022 Action Plan following appropriate consultation with independent schools. Activities principally included:

- Provision of professional development to expand the capabilities of school leaders and staff in the identified reform areas. This professional development will include a significant proportion of online learning opportunities to cater for the needs of regional and rural schools;
- Individual school reviews and assessments (e.g., readiness for NAPLAN Online, whole school reviews with a focus on educational outcomes, governance reviews);

- School based projects and pilots (e.g., education data projects);
- Consultancy support in relation to implementation of reform initiatives and school improvement strategies;
- Courses and networking opportunities (e.g., Aspiring Principals, Support for Curriculum Leaders); and
- Direct Support services (e.g., ATSI educational strategies).

All activities were responsive to the needs of independent schools and focused on long-term sustainable reform. They will also ensure that independent schools are meeting the requirements of the *Australian Education Act*.

Relationship with your state and territory government

As the peak body representing the Queensland independent schooling sector, Independent Schools Queensland (ISQ) enjoys a strong collaborative relationship with the Queensland Government. This relationship includes regular scheduled engagements between ISQ and the Minister for Education and Department of Education officials.

The relationship includes independent sector participation on a range of cross-sector working parties, committees and taskforces. This includes Board membership of key statutory authorities as well as the Sector CEOs group.

In 2022, ISQ was involved in over 60 such committees, working parties and taskforces. In addition, there is strong collaboration and liaison at an officer-to-officer level.

Outcomes from this collaborative approach includes a shared understanding of key policy initiatives and reforms, independent school access to many programs and projects, the ability for independent schools to contribute to policy development and evaluations and a common commitment to measures and activities which are evidence-based and designed to improve student outcomes across schools.

Project Report

Strategic Plan linkages:

The tables below outline how these projects have worked towards achieving the objectives in the strategic plan.

Summary of 2022 achievements

All activities under the Reform Support Fund in 2022 have contributed to the Independent Schools Queensland Reform Support Fund Strategic Plan through the achievement of key milestones and objectives under the key direction of the Plan.

The 2022 projects have been achieved by working closely with schools and stakeholders through the provision of support, projects, professional development and collaboration.

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

Project title	Project description and activities	Expected outcomes/ Overall achievements Achieved or Not achieved	Indicators of success Add the target % achieved	List any additional or variations of Activities undertaken/Achieved outcomes
<p>Readiness for NAPLAN Online and Utilising Educational Data for School Improvement.</p> <p>NRD: Enhancing the national evidence base</p> <p>Bilateral: Utilise educational data for school improvement through the increased provision of support and online learning opportunities for teachers</p>	<p>Provision of support to schools participating in 2022 NAPLAN Online including school and student readiness activities. Provision of professional development and training to ensure schools gain the necessary skills, knowledge, and confidence to be successful with NAPLAN Online.</p> <p>Engagement with working groups at both the State and national level to ensure schools are informed and able to participate in NAPLAN Online processes and procedures.</p> <p>Development of scalable data plans for collection, analysis, and communication of evidence through an Educational Data project.</p> <p>Provision of modules in Connect & Learn to support teachers and leaders to use data to improve student outcomes.</p>	<p>Schools are ready and confident about transitioning to NAPLAN Online in 2022. Approximately 200 schools to be prepared for 2022.</p> <p>Achieved</p> <p>Schools are up-to-date and understand the arrangements for transitioning to and undertaking NAPLAN Online.</p> <p>Achieved</p> <p>A one-day forum giving advice and guidance to aid preparation.</p> <p>N/A*</p> <p>Five schools are supported with a range of activities (face-to-face workshop/s, webinar/s, online module/s, mentor visits) to develop a school data plan that works to measure student progress and improve teaching and learning. **</p> <p>Achieved</p>	<p>80% of schools involved in training rate their confidence to undertake NAPLAN tests online as confident or very confident.</p> <p>100%</p> <p>80% of participating schools rate ISQ's support as good or excellent.</p> <p>100%</p> <p>60% of schools in the Educational Data project engage in the learning activities (e.g., online modules, webinars and/or workshops).</p> <p>100%</p>	<p>*While the Semester 2 one-day forum was important in the early days of ISQ's NAPLAN Online Support program, it was not necessary in 2022 as all schools had transitioned by May this year. These schools had the opportunity to attend the previous year's forum in Semester 2 of 2021.</p> <p>**This support was incorporated into the 2022 Educational Data Program, with four schools participating in the program.</p> <p>***This was incorporated into the Educational Data Program, with schools submitting mandatory deliverables as part of the program.</p>

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

Project title	Project description and activities	Expected outcomes/ Overall achievements Achieved or Not achieved	Indicators of success Add the target % achieved	List any additional or variations of Activities undertaken/Achieved outcomes
<p>Improving the Nationally Consistent Collection of Data on School Students with Disability (NCCD) NRD: Enhancing the national evidence base. Bilateral: Conduct moderation of Nationally Consistent Collection of Data on Students with Disability across Queensland schooling sectors.</p>	<p>Provision of support to schools to enhance the quality assurance, moderation and improvement in the NCCD including:</p> <ul style="list-style-type: none"> • face-to-face and online professional learning to strengthen the understanding of NCCD • continued provision of the <i>Disability Standards for Education and Differentiation for Students with Disability</i> online courses on ISQ Connect & Learn • regional cross-sector moderation for schools • provision of new <i>Differentiating the educational program for students for Prep – Year 10</i> for teachers, curriculum leaders and learning support teachers • continue support for selected schools through the Quality Assurance Project to review and enhance whole school processes to support quality NCCD data • continued engagement with school leaders in relation to NCCD. 	<p>Increased understanding of the Disability Standards for Education, differentiation strategies for students with disability and the NCCD by independent school staff. Achieved</p> <p>Increased awareness and use of the national NCCD portal and resources by independent school staff. Achieved</p> <p>Increased engagement in school-based and cross-sector moderation by independent schools. Achieved</p> <p>Enhanced consistency of teacher judgement within independent schools when determining whether a student is included in the NCCD, the level of adjustment and category of disability assigned to students. Achieved</p>	<p>40% of schools have at least one staff member who has completed ISQ’s new <i>Differentiating the educational program</i> for students for Prep – Year 10 online learning module.</p> <p>90%</p> <p>Independent schools represented at 90% of 2022 regional cross sector moderation workshops.</p> <p>100%</p>	<p>Two Differentiation online modules were developed –</p> <ul style="list-style-type: none"> • <i>Differentiating the educational program for students in Prep to Year 6</i> • <i>Differentiating the educational program for students in Years 7 to 10</i>

RSF 3 Supporting Good Governance and particularly Financial Management

Project title	Project description and activities	Expected outcomes/ Overall achievements Achieved or Not achieved	Indicators of success Add the target % achieved	List any additional or variations of Activities undertaken/Achieved outcomes
<p>Supporting Good Governance and Financial Management NRD: Supporting teaching, school leadership and school improvement Bilateral: Provide support and services to schools through activities for governors, business managers and school leaders</p>	<p>Information and support to Boards, Principals and Business Managers in targeted areas of regulatory compliance (incl. Financial Questionnaire and Accountability; Census; Student Attendance; and other key compliance activities) through:</p> <ul style="list-style-type: none"> • school business leaders' information events (online and face-to-face) • webinars on school operations and financial management, including fraud control practices • support for new schools in achieving and sustaining accreditation criteria, and in creating financial sustainability through business planning. <p>Developing corporate governance capacities of school Boards Directors, Principals and Business Managers, and supporting Board effectiveness through:</p> <ul style="list-style-type: none"> • formal governance training delivered through the revised ISQ School Governance Course 	<p>Board Directors' knowledge of good corporate governance is increased.</p> <p>Achieved.</p> <p>Access to high-quality school governance training is improved.</p> <p>Achieved.</p> <p>Board Directors' and school leaders' school finance monitoring capabilities are increased.</p> <p>Achieved.</p> <p>The number of Boards enacting effective corporate governance practices is increased.</p> <p>Achieved.</p>	<p>50 or more sign-ups to the revised ISQ School Governance Course</p> <p>100%</p> <p>75 or more schools represented by at least one school member participating in the ISQ Governance Program</p> <p>100%</p> <p>At least 150 combined completions of ISQ's self-paced financial management modules and webinars on financial management</p> <p>100%</p> <p>15 or more in-depth Board or Operational reviews facilitated by ISQ</p> <p>100%</p>	<p>During 2022, ISQ has also partnered with a national independent schools governance initiative called ChairConnect, holding governance events and provide high-quality governance resources to independent school boards. This partnership will be deepened during 2023.</p>

Project title	Project description and activities	Expected outcomes/ Overall achievements Achieved or Not achieved	Indicators of success Add the target % achieved	List any additional or variations of Activities undertaken/Achieved outcomes
	<ul style="list-style-type: none"> • expansion of the suite of online training modules with content about education industry knowledge • regular governance publication “Guide to Good Governance” featuring topics of importance for Board Directors • provision of customised Board advice, training and information in areas of strategic planning, risk management frameworks, cyber security, child safety, Board and Executive succession planning and governance frameworks assistance for Boards in implementing governance improvement plans. 			

RSF 4 Empowering School Self Improvement

Project title	Project description and activities	Expected outcomes/ Overall achievements Achieved or Not achieved	Indicators of success Add the target % achieved	List any additional or variations of Activities undertaken/Achieved outcomes
<p>Empowering School Self Improvement</p> <p>NRD: Supporting students, student learning and student achievement</p> <p>Bilateral: Deliver the Self-Improving Schools (renamed Supporting School Improvement) Program to support schools to assess their effectiveness, plan for continuous improvement and embed new processes</p>	<p>Supporting schools in developing, implementing, monitoring and reporting on their ongoing systemic and cyclical improvement work.</p> <p>Supporting schools to respond to any Non-State School Accreditation Board cyclical review requirements.</p> <p>Empowering of school teams to undertake self-directed change to improve school performance, student learning and teacher practice.</p> <p>Supporting participating schools to conduct a self-assessment, identify priorities for change, implement an action plan and embed a cycle of school improvement.</p> <p>Conducting School Improvement Reviews to support school judgements and to provide quality independent feedback of performance against the Independent Schools Improvement Check.</p>	<p>Continued interest from schools to participate in school improvement work.</p> <p>Links further strengthened between improvement work: Support and Reviews.</p> <p>Improved sustainability of ongoing improvement planning and implementation in participating schools.</p> <p>Achieved</p> <p>Outcomes for each participating school to be achieved in at least one of the focus areas.</p> <p>Improvement in:</p> <ul style="list-style-type: none"> • Leadership and Management • Teacher Practices • Student Outcomes (including student wellbeing) • Curriculum • Community Partnerships <p>Achieved</p>	<p>100% of participating schools sending representatives to the Supporting School Improvement program information launch day (as evidenced by the attendance register).</p> <p>100%</p> <p>90% of launch participants demonstrating increased understanding of a school improvement process (as evidenced in the participant survey).</p> <p>100%</p>	<p>One of the newly participating schools were withdrawn from the program due to school closure.</p>

Project title	Project description and activities	Expected outcomes/ Overall achievements Achieved or Not achieved	Indicators of success Add the target % achieved	List any additional or variations of Activities undertaken/Achieved outcomes
			<p>80% of newly participating schools demonstrating commitment to school self-improvement (as evidenced by school visit reports).</p> <p>84%</p> <p>80% of participating schools produce an Action Plan to support self-improvement (as evidenced by the Action Plan).</p> <p>100%</p> <p>95% of schools participating, expressing satisfaction with the improvement review process (as evidenced by the post-review survey).</p> <p>100%</p>	

RSF 5 Supporting the ATSI Educational Strategy

Project title	Project description and activities	Expected outcomes/ Overall achievements Achieved or Not achieved	Indicators of success Add the target % achieved	List any additional or variations of Activities undertaken/Achieved outcomes
<p>Supporting the ATSI Educational Strategy</p> <p>NRD: Supporting students, student learning and student achievement</p> <p>Bilateral: Expand the Transition Support Service for Aboriginal and Torres Strait Islander students transitioning to and from boarding school</p>	<p>Promote understanding of the National ATSI Education Strategy (NATSIES) and its priorities.</p> <p>-Deliver professional learning to support schools to assess, record, monitor and track Indigenous EAL/D students' English language and literacy development for differentiated teaching and to support schools' census reporting.</p> <p>-Deliver online professional learning to assist teachers to support Aboriginal and Torres Strait Islander EAL/D students in the classroom.</p> <p>-Delivery of professional learning to support teachers to embed Aboriginal and Torres Strait Islander perspectives in classroom planning.</p> <p>-Provision of support and assistance to Majority Indigenous Student (MATSI) schools and schools with high numbers of Indigenous students across a range of educational and operational areas, including potentially the development of partnerships with scholarship groups e.g. Yalari, QATSIF, AIEF.</p>	<p>-Increased knowledge and understanding of the ATSI Education Strategy across the independent sector</p> <p>Achieved</p> <p>-Improve teachers understanding of the learning needs of Indigenous EAL/D students.</p> <p>Achieved</p> <p>-Teachers use Indigenous student data for differentiated literacy planning.</p> <p>Achieved</p> <p>-Improved teacher and school leader processes in collecting Indigenous student data to inform and improve teaching and learning.</p> <p>Achieved</p> <p>-Improved and increased embedding of Indigenous perspectives in teachers' classroom planning.</p> <p>Achieved</p>	<p>100% of Indigenous Education professional learning participants are exposed to the National ATSI Education Strategy (NATSIES) and its priorities.</p> <p>100%</p> <p>100% of Majority Indigenous (MATSI) schools improve census (Indigenous ESL & EAL/D) reporting.</p> <p>100%</p> <p>90% of teachers attending Indigenous EAL/D professional learning events report improved confidence to plan differentiate learning for Indigenous students.</p> <p>100%</p>	<p>Every IE PL event for teachers & school leaders in 2022 featured the National ATSI Education Strategy (NATSIES) and its priorities ensuring schools consider the aims and goals are upheld in whole school planning.</p> <p>MATSI schools in the Queensland independent sector have steadily improved annual census reporting especially ESL/EALD/DLBOTE data reporting, leading to improved learning outcomes for First Nations students.</p> <p>Targeted PL events in 2022 have had a focus on lifting teacher confidence in providing quality teaching & learning for First Nations students. PL feedback data collected at the closure of each PL event confirms this improvement.</p>

Project title	Project description and activities	Expected outcomes/ Overall achievements Achieved or Not achieved	Indicators of success Add the target % achieved	List any additional or variations of Activities undertaken/Achieved outcomes
	<p>-Support to schools providing boarding for Aboriginal and Torres Strait Islander students.</p> <p>-Supporting the engagement of the independent sector in policy development and implementation through working groups and committees associated with Indigenous education.</p>	<p>- Schools actively seek assistance to increase Indigenous staff training & development and employment.</p> <p>Achieved</p> <p>-Teachers and School Leaders access ISQ's support and Indigenous Boarding Schools' information events.</p> <p>Achieved</p>	<p>150 teachers access face-to-face and online Indigenous Education professional learning events. 550 teachers accessed.</p> <p>100%</p> <p>75% of Indigenous Education professional learning event feedback responses demonstrate relevance and value to teachers. Target of 85%.</p> <p>100%</p>	<p>Targeted PL events in 2022 have had a focus on lifting teacher confidence in providing quality teaching & learning for First Nations students. PL feedback data collected at the closure of each PL event confirms this improvement.</p> <p>Additionally, member school staff also confirm the PL delivered was relevant and valuable to improving the work they are doing to improve First Nation's student outcomes.</p>

Project title	Project description and activities	Expected outcomes/ Overall achievements Achieved or Not achieved	Indicators of success Add the target % achieved	List any additional or variations of Activities undertaken/Achieved outcomes
			<p>50% increase in the numbers of Aboriginal and Torres Strait Islander school staff accessing ISQ professional development and training. Twenty First Nations school staff attended targeted professional learning in 2022.</p> <p>100%</p> <p>50% of the 30 ISQ member schools providing Indigenous student boarding, accessed ISQ professional support including attending Indigenous boarding events in 2022.</p> <p>100%</p>	<p>ISQ IE professional learning events in 2022 targeted the increase in the number of First Nations school staff accessing professional development and training. This focus aimed at improving workforce development, the employability and retention of Indigenous staff in education, and assist the cultural capability and competence of schools and the improved learning outcomes of First Nations students.</p> <p>Over 100 staff, including school leaders of schools providing Indigenous Boarding, attended Indigenous boarding specific events, information days, and face-to-face on-campus support in 2022.</p>

RSF 6 Achieving Excellence in Curriculum and Assessment

Project title	Project description and activities	Expected outcomes/ Overall achievements Achieved or Not achieved	Indicators of success Add the target % achieved	List any additional or variations of Activities undertaken/Achieved outcomes
<p>Achieving Excellence in Curriculum and Assessment NRD: Supporting students, student learning and student achievement</p> <p>Bilateral: Implement Queensland's new senior assessment and tertiary entrance system</p> <p>Support schools to utilise Early Start screening tool or like- measures</p>	<p>Provision of support in relation to implementation of the Australian Curriculum and preparation for any changes resulting from the Review of the Australian Curriculum including:</p> <ul style="list-style-type: none"> • Targeted support for improved teaching of Mathematics in independent schools • Update of the ISQ Progression Points for English and Mathematics used by primary teachers to implement these learning areas • Targeted support for quality assessment practices in the Early Years • support for Curriculum Leaders to ensure they have all the necessary information and tools to lead curriculum compliance and curriculum renewal conversations in their schools 	<p>Participating teachers gain a deeper understanding of the Australian Curriculum Mathematics and how to teach it effectively by participation in this project led by Professors Shelley Dole and Merrily Goos (USC).</p> <p>Achieved</p> <p>A new version of the ISQ Progression Points for English and Mathematics written to the new version of Australian Curriculum is uploaded into the ISQ members' hub before the end of 2022.</p> <p>Achieved</p> <p>Curriculum Leaders responsible for the Early Years share best practice in quality assessment to identify children who need support and put in place intervention strategies to improve literacy and numeracy outcomes.</p> <p>Achieved</p>	<ul style="list-style-type: none"> • At least 80% of the Mathematics teachers attending the ISQ project on Mathematics teaching report increased confidence in their teaching and describe how their teaching has improved <p>100%</p> <ul style="list-style-type: none"> • At least 80% of member schools that participate in trialling and providing feedback on the new ISQ Progression Points report satisfaction with the changes <p>100%</p>	<p>Please note this project could not start on time at the beginning of 2022 because of a COVID outbreak.</p> <p>The project began in July 2022 and will run through to December 2023. The participants have spent two days working face-to-face with the academics and have had four webinars since July. Each school is involved in an action research project specific to the context of their school. The project outcomes will be finalised with our showcase finale in November 2023. We will then be in a much better position to report tangible evidence of the improvements that teachers have made.</p>

Project title	Project description and activities	Expected outcomes/ Overall achievements Achieved or Not achieved	Indicators of success Add the target % achieved	List any additional or variations of Activities undertaken/Achieved outcomes
	<p>Ongoing partnerships with key government and government funded organisations to promote evidence wellbeing and online safety strategies and programs, consistent with the Australian Student Wellbeing Framework and the Best Practice Framework for Online Safety Education, including:</p> <ul style="list-style-type: none"> • face-to-face and online professional learning for key school staff in regional locations in response to identified needs such as anxiety, staff wellbeing for School Leaders, suicide postvention and self-care. • ISQ Community of Practice for clinical staff in independent schools and the provision of dedicated professional learning and support for this cohort. 	<p>Curriculum Leaders feel genuinely supported to do their role well through curriculum audits and reviews, regular networking opportunities and workshops to provide updates on curriculum and through Summits and Forums that highlight curriculum innovation</p> <p>Achieved</p> <p>Independent schools recognise government and government funded partner organisations as credible sources for ongoing support.</p> <p>Achieved</p> <p>Clinical staff in independent schools will participate in Community of Practice network and access relevant related - professional learning opportunities.</p> <p>Not achieved</p>	<ul style="list-style-type: none"> • At least 80% of participating Early Years Curriculum Leaders report they are more confident at identifying those students who require intervention using tools such as Year 1 Phonics Check or Early Start by November 2022. <p>100%</p>	<p>The Early Years project was delayed significantly over 2021 with COVID interruptions. The project was finally completed in term 3, 2022 and the outcomes were very pleasing.</p>

Project title	Project description and activities	Expected outcomes/ Overall achievements Achieved or Not achieved	Indicators of success Add the target % achieved	List any additional or variations of Activities undertaken/Achieved outcomes
			<ul style="list-style-type: none"> • At least 100 Curriculum Leaders attending regional workshops and reporting at least 80% confidence in being able to lead curriculum improvement and innovation in their schools, including professional learning about learning progressions and online formative assessment. <p style="text-align: center;">100%</p> <p>Wellbeing professional learning opportunities accessed by at least one staff member in 30% of independent schools.</p> <p>90%</p>	

Project title	Project description and activities	Expected outcomes/ Overall achievements Achieved or Not achieved	Indicators of success Add the target % achieved	List any additional or variations of Activities undertaken/Achieved outcomes
			<p>27% of schools had at least one staff member complete a wellbeing PL</p> <p>40% of member schools have at least one staff member with the relevant qualifications as a member of the ISQ Community of Practice.</p> <p>0%</p>	<p>Clinician Community of Practice did not proceed. ISQ introduced a specific 'Wellbeing' contact type in the Member Hub where interested staff could elect to receive a regular Wellbeing Focus Area Update. To date, 63 independent school staff have nominated.</p>

RSF 7 Supporting Leading, Teaching and Learning in Independent Schools

Project title	Project description and activities	Expected outcomes/ Overall achievements Achieved or Not achieved	Indicators of success Add the target % achieved	List any additional or variations of Activities undertaken/Achieved outcomes
<p>NRD: Supporting students, student learning and student achievement Supporting teaching, school leadership and school improvement Enhancing the national evidence base Bilateral: Reform Direction A - Support students and student learning. Reform Direction B – Support teaching, school leadership and school improvement. Prioritise support for rural and remote schools to access professional learning opportunities.</p> <p>Increase support for schools through</p>	<p>In 2022 ISQ provided program support for schools in relation to leading, teaching and learning in independent schools. All activities involve combinations of professional learning, online interactions, mentoring, reviews and school deliverables.</p> <p>Leading Activities:</p> <ul style="list-style-type: none"> • Senior Leaders programs – Aspiring and New Principals • School leadership development programs – Emerging Leaders, Middle Leaders, and Staff Induction and Retention • HALT Certification service <p>Teaching and Learning Activities:</p> <ul style="list-style-type: none"> • Teachers Growth and Development • Coaching • Research in Schools: Collaborative Inquiry, informed by relevant AERO research • Formative Assessment • Future Schools • Feedback • Early Years Literacy • Literacy Pedagogy 	<p>Participating schools are supported to implement the evidence-based practices in leadership, teaching and learning that improve student outcomes.</p> <p>Achieved</p> <p>The professional learning content and approach is high-quality and fit-for-purpose, build the capacity of the individual participants so they can lead in their own context, and is aligned with participating schools’ strategic objectives.</p> <p>Achieved</p> <p>Data is gathered to ensure that growth is taking place, as intended, in the relevant directions for participating schools and their teams.</p> <p>Achieved</p> <p>Evaluative frameworks are designed and used to meet accountability requirements, encourage continuous improvement of activities, and develop the capacity of school staff.</p> <p>Achieved</p>	<p>At least 80 schools participate in this suite of activities</p> <p>100%</p> <p>and at least 12 of those participating schools be rural or remote schools.</p> <p>100%</p> <p>At least 180 teachers and/or school leaders participate in this suite of programs.</p> <p>100%</p> <p>75% of responding participants, in relevant programs, report satisfaction with the process, quality and delivery of the activity.</p> <p>100%</p>	

Project title	Project description and activities	Expected outcomes/ Overall achievements Achieved or Not achieved	Indicators of success Add the target % achieved	List any additional or variations of Activities undertaken/Achieved outcomes
resources and professional development to sustain and improve parent engagement strategies.	<ul style="list-style-type: none"> Numeracy Pedagogy 		<p>75% of responding participants report improvement in target areas and/or achievement of program goals (e.g. participants in leadership development programs improve in their leadership capacity, participants in a teaching program develop their context-specific strategy).</p> <p>100%</p> <p>At least 30% increase in engagement in HALT Certification including participants from at least 2 new schools to be regional or remote areas</p> <p>100%</p>	

Project title	Project description and activities	Expected outcomes/ Overall achievements Achieved or Not achieved	Indicators of success Add the target % achieved	List any additional or variations of Activities undertaken/Achieved outcomes
			<p>At least 20 new assessors trained, including Senior Assessors, trained in the national HALT certification process.</p> <p>100%</p> <p>At least 20 Aspiring Principals being supported through a tailored program.</p> <p>100%</p> <p>At least 20 New Principals being supported through a tailored program.</p> <p>100%</p>	<p>42 Highly Accomplished and Lead Teachers certified in 2022.</p> <p>25 newly trained assessors (workshop attendance) 21 completed (all AITSL Modules and 2-day workshops)</p>

RSF 8 Excellence in Online Learning for School Staff

Project title	Project description and activities	Expected outcomes/ Overall achievements Achieved or Not achieved	Indicators of success Add the target % achieved	List any additional or variations of Activities undertaken/Achieved outcomes
<p>Excellence in Online Learning for School Staff NRD: Supporting students, student learning and student achievement Supporting teaching, school leadership and school improvement Enhancing the national evidence base Bilateral: supports all activities</p>	<p>Provision of professional development and information through ISQ's learning management system, Connect & Learn. Connect & Learn will provide approximately 100 online modules covering a range of areas including the priority policy areas under the NGRSF.</p> <p>Connect & Learn modules are rigorously designed using the most up to date pedagogical practice with adult learning principles at the forefront of instructional design. A certificate will be granted to learners at the successful completion of modules which lists the professional hours completed as well as the Australian Professional Standards for Teachers and Principals content covered within the modules. Connect & Learn provides a far greater reach for teachers to access high quality learning without the need to travel. This is particularly important in terms of access to professional learning for regional and remote schools in Queensland.</p>	<p>Participants are satisfied that the module met their identified need.</p> <p>Achieved</p> <p>Participant's knowledge and skills increased because of participation in the program.</p> <p>Achieved</p> <p>Increased awareness and use of the modules</p> <p>Achieved</p>	<p>Over 90% will rate relevant modules as highly effective.</p> <p>100%</p> <p>Over 90% of participants will have a greater knowledge of the relevant area after completing a module.</p> <p>100%</p> <p>Schools accessing self-reporting and other self-help tools to support the management of online learning modules – schools with account manager access 70% by end of 2022.</p> <p>83%</p>	<p>Schools continue to access self-reporting, and in January 2023 will have functionality to bulk assign mandatory training subjects relating to Disability Standards and Child Protection</p>

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	<p>It also provides 24-hour access to online learning modules for all schools.</p> <p>ISQ works with independent schools to ensure that Connect & Learn is an integrated part of their whole-school professional development plan and teachers can gather evidence through the system to support Highly Accomplished and Lead Teacher Certification.</p> <p>Online module offerings via Connect & Learn for 2022 include updated Child Protection Modules, Updated Literacy and Numeracy Module as well as an expanded catalogue of Student Support Modules including Differentiation.</p>		<p>80% of surveyed users who completed Child Protection Module report an enhanced awareness of child protection reporting responsibilities and how to fulfil them, as required by legislation.</p> <p>100%</p> <p>15 new modules released by December 2022, with an increased focus on the Teaching and Learning component of our catalogue.</p> <p>30% Due to covid and staff absences, some modules have been delayed until early 2023.</p>	

Addendum: Targeted support to non-government schools affected by flood

Project title	Project description and activities	Expected outcomes/ Overall achievements Achieved or Not achieved	Indicators of success Add the target % achieved	List any additional or variations of Activities undertaken/Achieved outcomes
<p>Targeted support to non-government schools affected by flood</p>	<p>ISQ consulted with ISQ member schools via a survey to identify need. An application process has been sent to all independent schools so those eligible are aware of the funding and can apply.</p> <p>NGRSF targeted support will be provided to schools affected by floods for books, resources and other flood related damage that is not covered by insurance.</p>	<p>Schools will be able to replace lost books and resources and recoup some of the out-of-pocket expenses relating to the floods so that normal learning can resume as soon as possible.</p> <p>Achieved</p>	<p>90% of participating schools rated ISQ's support as good or excellent.</p> <p>100% of schools receiving payments indicated that the funding ensured minimal impact on educational outcomes, as a result of a timely replacement of resources.</p>	

2022 Budget Expenditure

Project Activities	Reform support funding
Readiness for NAPLAN Online and Utilising Educational Data for School Improvement	
NAPLAN Online & Educational Data project	\$187,792
Improving the NCCD for School Students with Disability	
NCCD	\$247,459
Increasing School Capability in Governance and Financial Management	
Governance and financial management	\$527,797
Empowering School Improvement	
Self-Improving Schools Program and reviews	\$374,967
Supporting the Implementation of the ATSI Educational Strategy	
ATSI Strategy support services	\$187,792
Achieving Excellence in Curriculum and Assessment	
School Based Project – Curriculum Reform in School Mathematics	\$80,000
Redevelop Progression Points	\$80,000
Curriculum & Assessment Support for Leaders	\$76,837
Support Leading, Teaching and Learning in Independent Schools	
Aspiring and New Principals Programs	\$59,484
Four school leadership development programs – Emerging Leaders, Middle Leaders, Leading School Culture, and Staff Induction and Retention	\$59,485
HALT Certification service	\$66,264
Parent Engagement	\$66,264
Teachers Growth and Development	\$66,264

Coaching	\$66,263
Inquiry Teams	\$66,263
Formative Assessment: Literacy and Numeracy	\$66,263
Future Schools Project	\$81,094
Literacy - spelling	\$108,404
Numeracy	\$108,404
Early Years Literacy	\$106,714
Effective Student Feedback	\$124,060
Cognitive Science in Education	\$79,959
Excellence in Online Learning for School Staff	
Provision of online learning through Connect & Learn	\$529,008
Staffing	
Administration of projects	\$0
<i>Total (excluding flood support payment)</i>	<i>\$3,483,100</i>
Targeted support to non-government schools affected by flood	
Targeted support to non-government schools affected by flood	\$1,130,000
Total Commonwealth Funding (including flood support payment)	\$4,613,100