

# **Non-Government Reform Support Annual Report**

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**2023**

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**INDEPENDENT SCHOOLS TASMANIA**

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## **Executive Summary**

In 2023, Independent Schools Tasmania (IST) was able to provide state-wide support to all 34 Tasmanian independent schools.

For all schools, the NGRSF funding provided an education support service as described 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 2023 essentially reflected previous years, as articulated in the strategic plan (2019-2023).

Continuing projects commenced under the NGRSF priorities in 2018-2022, and as part of the bilateral reform agreements, continued in 2023. 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.  
**Share of NGRSF = \$88,960**
2. Implementation of online delivery of the National Assessment Program incorporating NAPLAN online.  
**Share of NGRSF = \$43,204**
3. Improving governance and financial management practices in non-government schools  
**Share of NGRSF = \$41,276**
4. Quality Teaching  
**Share of NGRSF = \$68,520**
5. Supporting teaching, school leadership and school improvement  
**Share of NGRSF = \$92,365**
6. Enhancing the National Evidence Base  
**Share of NGRSF = \$15,675**

IST's normal services are representation, advocacy and communication of information and advice to member schools. Throughout 2023, IST continued to serve as the voice of Tasmanian independent schools in advocacy to government and communicating with other education organisations, the media and the community.

## **Progress against strategic plan**

All objectives outlined in the strategic plan have been achieved in 2023. This has contributed to an improvement in teacher and school leader skills and capacity (including teaching practice, NCCD adjustments, supporting students with disabilities and use of NAPLAN data), school governance, financial and risk management and child safe organisation policies and culture.

It is noted, however, that given the regular turnover of school teaching staff, school leaders and school board members, the need for support in many of these areas is ongoing beyond 2023.

## **Relationship with state and territory government**

IST liaises closely with the Tasmanian Government Department of Education Children and Young People (DECYP).

Some of the continuing projects commenced under the NSRA priorities formed part of the bilateral reform agreements. These projects were still ongoing in 2023. All involved ongoing, strong engagement and relationships with key stakeholders across Tasmania. IST reports its progress on bilateral reform activities to the state government.

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

Advisory Council for Education (Minister for Education)
Aboriginal Education Advisory Body.
ACARA Digital Learning Committee
ACARA Curriculum Directors Meeting
ACARA Literacy Network
ACARA Learning Areas Committee
AEDC Steering Committee
AEDC Nominations Committee
AITSL HALT Network Group
AITSL Professional Growth Network Committee
Be You Committee - Suicide Support
Cross sector sensory diagnosis working group (vision, hearing)
CCYP working Group
Early Childhood Educators of Tasmania Southern Committee
Early Childhood Educators of Tasmania State Committee
Early Entry to School Cross Sectoral Committee
ECU Stakeholder Reference Group
EYSAC (NETWORKING): Innovation Network Meeting
F-6 Network Meeting
Global Education Advisory Group
HALT Steering Committee - TRB
AIS Wellbeing Group
Inclusion Advisory Panel
ISA ECEC Working Group
LGBTQIA+ Working Group Committee
Learning Environments Association (Tasmanian Chapter)
Lifting Literacy Working Group - IST representatives
Lifting Literacy Cross Sector Working Group
NAPLAN OASC Committee
NAPLAN PMWG Committee
NDIA Cross Sector schools / NDIS working group
NAPLAN (AIS) Committee
Move Well Eat Well Committee
My Future Strategic Working Groups
Positive Partnerships Committee Member
Reconciliation TAS Committee
Safe Homes, Safe Families
Seasons for Life Advisory Committee
Smoke Free Young People Committee Member
Stop Bullying Stakeholders Group
Study Tasmania Working Group
26 Ten Literacy

TASC Exam Centre Working Reference Committee
TASC Framework Advisory Council
TASC Accreditation Advisory Committee
UTAS Schools & Community Engagement Advisory Committee
Universal Access to Early Learning Co-Design Planning Group
Years 9-12 Project Committee- Curriculum, Assessment and Teaching WG
Years 9-12 Packages of Learning Steering Committee
Years 9-12 Project Team Working Group
Years 9-12 Project Steering Committee
Years 9-12 Workforce Support Working Group Committee
Years 9-12 Project VET/VL Sub-Committee
Years 9-12 Data Working Group
Years 9-12 Assessment Working Group and Sub Group
Years 9-12 Project Committee (ALP)
Years 9-12 CAVLAG Project Team Working Group
Youth Engagement in Education & Training Working Group

Of the projects in this Annual Report that addressed national priorities the following also addressed improvement directions in the bilateral agreement:

- NCCD
- NAPLAN
- Governance and Financial Management
- Quality Teaching
- Supporting teaching, school leadership and school improvement
- Enhancing the National Evidence Base

The consultation on the bilateral agreement influenced the projects included in the 2019-2022 strategic plan but subsequent consultations with the state government have not resulted in a change to the current outcomes or extended the scope of any of our activities.

## Project Report

The project activities and their expected outcomes are based on the objectives outlined in the strategic plan. All objectives outlined in the strategic plan have been achieved in 2023. The project outcomes have been achieved by group professional learning and direct support to individual schools by IST's two Education Consultants (curriculum, teaching, assessment, NAPLAN, school improvement), our two Inclusive Education Consultants (NCCD, SWD, differentiation) and IST's Executive Director (Governance and Leadership). The details of 2023 projects and activities are as follows:

Project title	Project description and activities	Expected outcomes/ Overall achievements	Indicators of success	List any additional or variations of Activities undertaken/Achieved outcomes
<p><b>Contribute to national effort and discussions and effort regarding learning progressions, formative assessment and the review of senior secondary education.</b></p> <p><b>Improve the quality of information on the Nationally Consistent Collection of Data on School Students with Disability and to improve the efficiency and integrity of the data collection.</b></p>	<p>Through this project we will:</p> <ul style="list-style-type: none"> <li>• Continue to develop teacher skills and judgement in discerning NCCD Levels of adjustment through the provision of focussed PL and moderation opportunities</li> <li>• build 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.</li> </ul>	<p>Schools will be guided to:</p> <ol style="list-style-type: none"> <li>1. Demonstrate support to students with disabilities by incorporating quality teaching and learning approaches that are:               <ul style="list-style-type: none"> <li>• Intensive</li> <li>• Frequent</li> <li>• Supportive and</li> <li>• Individualised</li> </ul> </li> </ol> <p><b>Achieved</b></p> <ol style="list-style-type: none"> <li>2. IST Consultants will guide schools to demonstrate the four elements of personalised learning through:               <ul style="list-style-type: none"> <li>• collaboration and negotiation.</li> <li>• assessment of individual needs.</li> <li>• adjustments to curriculum, instruction and environment (as required)</li> </ul> </li> </ol>	<p>In 2023, 100% of representative schools (target was 80%) participated in meetings, webinars or individualised sessions specifically addressing the NCCD and/or differentiation for students with disability. There were 288 participants from schools and almost all feedback forms indicated benefit toward improved skills and capacity.</p>	

Project title	Project description and activities	Expected outcomes/ Overall achievements	Indicators of success	List any additional or variations of Activities undertaken/Achieved outcomes
		<ul style="list-style-type: none"> <li>• ongoing demonstration and evaluation of personalised learning.</li> </ul> <p><b>Achieved</b></p> <p>3. Guide and support schools to:</p> <ul style="list-style-type: none"> <li>• Develop detailed student IEP's.</li> </ul> <p><b>Achieved</b></p> <p>4. Provide intensive instructional support to assist schools to demonstrate quality differentiated classroom incorporating;</p> <ul style="list-style-type: none"> <li>• Planning and providing opportunities for guided practice and positive, corrective feedback.</li> <li>• Monitoring students' progress.</li> <li>• Making evidence based instructional decisions.</li> </ul> <p><b>Achieved</b></p>	<p>IST Inclusive Education Consultants made 347 visits to 100% of Tasmanian independent schools, conducting in-school PL sessions, plus mentoring, coaching, planning support and help with moderation personalised learning, IEPs and integration in their planning of curriculum content, goals for student learning, varied and authentic assessment, differentiation and a purposeful sequence of teaching and learning aligned to the Australian Curriculum.</p>	

Project title	Project description and activities	Expected outcomes/ Overall achievements	Indicators of success	List any additional or variations of Activities undertaken/Achieved outcomes
<p><b>Strengthening NAPLAN, including through bringing the test window forward to Term 1 from 2023 and offering schools the opportunity to opt-in to assessment of students' ability in Science, Digital Literacy and Civics and Citizenship</b></p>	<ol style="list-style-type: none"> <li>1. Working in collaboration with the Tasmanian Department of Education, Education Performance Review (EPR), we will deliver support to all independent schools. This support will cover:</li> <li>2. Provision of leadership, including high level strategic and practical advice and associated professional learning (PL) for all IST schools.</li> <li>3. Circulars to ensure readiness to participate in NAPLAN 2023.</li> <li>4. Regular liaison with State and National colleagues - PMWG, ESA, and ERP through online communication and representation on all state-based Committees.</li> </ol> <p>Advice and support regarding privacy legislation, review and analysis regarding NAPLAN data. This assistance will be delivered through circulars and individual school visits, as received.</p>	<p>IST staff will:</p> <ul style="list-style-type: none"> <li>• Accurately articulate and respond to any queries to assist schools to meet the requirements for participation in 2023 NAPLAN testing.</li> </ul> <p><b>Achieved</b></p> <p>Enhance principal's, leadership teams, and individual teacher's capacity to:</p> <ul style="list-style-type: none"> <li>• Track school progress over time and identify areas of need.</li> <li>• Use data for objective, constructive feedback.</li> <li>• Set evidence informed goals for student, school and learning area outcomes, as requested</li> </ul> <p><b>Achieved</b></p>	<p>In 2023, 20% of representative schools participated in meetings, webinars or individualised sessions specifically on NAPLAN and utilisation of NAPLAN data. There were 48 participants from 7 schools and almost all feedback forms indicated benefit toward NAPLAN implementation and/or improved capacity to utilise data to improve student outcomes.</p> <p>IST staff visited schools to provide assistance with:</p> <ul style="list-style-type: none"> <li>• School's strategic planning which includes strategies to improve student outcomes in Literacy and Numeracy.</li> </ul> <p>AND/OR</p> <ul style="list-style-type: none"> <li>• Individual teacher's planning that focuses on needs identified by NAPLAN data.</li> </ul> <p>AND/OR</p>	<p>In 2023, other schools did not require assistance as they had been adequately supported in the previous year.</p>

Project title	Project description and activities	Expected outcomes/ Overall achievements	Indicators of success	List any additional or variations of Activities undertaken/Achieved outcomes
			<ul style="list-style-type: none"> <li>School specific assessment data e.g. standardised assessments, teachers' assessments and anecdotal data measuring progress against goals for school and learning area outcomes.</li> </ul>	
<p><b>Improving governance and financial management in the non-government school sector</b></p>	<p><b>Sub-goal 1: Workshops - Foundations for Organisational Success:</b></p> <p>Regional workshops will be provided for new and continuing school Board members.</p> <p>School based workshops will also be offered to whole school Boards.</p> <p>Focus will be on strong cultures, risk management, reputation management and financial sustainability.</p> <p>These areas have been identified by the Australian Institute of Company Directors 2017 NFP Governance and Performance Study as essential to NFP organisational success.</p>	<p><b>Workshops - Foundations for Organisational Success:</b></p> <p>Supported by the IST Consultant, participants will:</p> <ul style="list-style-type: none"> <li>Understand that the Board and its individual members should take an active role in developing, promoting and managing a healthy culture for the school.</li> <li>Understand why and how school Boards identify and mitigate risk.</li> <li>Understand the importance of a school making sufficient surplus to support its short, medium and long-term needs.</li> </ul>	<p>A series of 2 workshops were provided in each of the 3 geographic regions of Tasmania.</p> <p>The workshops focussed on strong cultures, risk management, reputation management and financial sustainability and monitoring compliance with legislative obligations.</p> <p>27 board members and executives from 40% of schools participated in the workshops and all feedback forms indicated benefit toward improved governance at their schools.</p>	<p>As the workshops target mainly new school board members, participation from all schools was not expected.</p>



Project title	Project description and activities	Expected outcomes/ Overall achievements	Indicators of success	List any additional or variations of Activities undertaken/Achieved outcomes
	<p><b>Sub-goal 2: Workshops - Good Governance Principles for NFP Organisations, including Introduction and overview of online training modules:</b></p> <p>Regional workshops will be provided for new and continuing school Board members.</p> <p>School based workshops will also be offered to whole school Boards.</p> <p>Focus will be on ten principles that promote good governance for Not-for-Profit organisations.</p> <p>Participants will be given an overview of online School Governance training modules available through IST / AISNSW for individual school Board members.</p>	<ul style="list-style-type: none"> <li>• Recognise the value of a school’s reputation, understand and monitor the key influences on it.</li> <li>• Understand the importance of media and social media policies and crisis management and communication plans.</li> </ul> <p><b>Achieved</b></p> <p><b>Workshops - Good Governance Principles for NFP Organisations, including Introduction and overview of online training modules:</b></p> <p>Supported by the IST Consultant, participants will understand:</p> <ul style="list-style-type: none"> <li>• Roles and responsibilities of Board members and the Board.</li> <li>• Appropriate Board composition.</li> <li>• Organisational vision, purpose and strategies.</li> <li>• Risk recognition and management.</li> </ul>		

Project title	Project description and activities	Expected outcomes/ Overall achievements	Indicators of success	List any additional or variations of Activities undertaken/Achieved outcomes
		<ul style="list-style-type: none"> <li>• Organisational performance categories and indicators.</li> <li>• Board effectiveness strategies.</li> <li>• Integrity of information and accountability to stakeholders.</li> <li>• Board role in organisation building.</li> <li>• Organisation culture and ethics.</li> <li>• Effective engagement with stakeholders.</li> </ul> <p><b>Achieved</b></p>		
<p><b>Quality Teaching</b></p>	<p>A range of key initiatives will continue this year to address the bilateral agreement. Specifically, the IST team will:</p> <ul style="list-style-type: none"> <li>• Continue to implement ongoing PL to assist teachers to develop an understanding of the any changes to the Australian Curriculum, alongside support for the roll-out of the use of learning progressions for literacy and numeracy.</li> <li>• Contribute to the national effort and discussions regarding changes to the Australian Curriculum and/or the learning progressions.</li> </ul>	<p>In 2023, through targeted and/or individualised PL, educators in independent schools will continue to be up-skilled and supported to deliver best practice, research-based teaching practices to ensure that they accurately monitor student achievement in a timely and responsive way.</p>	<p>In 2023, 100% of representative schools (Target was 80%) participated in meetings, webinars or individualised sessions specifically on Quality Teaching. There were 495 individual participants and almost all feedback forms indicated benefit toward enabling improved student outcomes.</p>	

Project title	Project description and activities	Expected outcomes/ Overall achievements	Indicators of success	List any additional or variations of Activities undertaken/Achieved outcomes
	<ul style="list-style-type: none"> <li>• Contribute to the national effort and discussion on the review of senior secondary education.</li> <li>• Progress and roll-out any recommendations from the Years 9-12 Review in the areas of curriculum and assessment, accreditation and certification, workforce development and data usage.</li> <li>• 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.</li> <li>• Promote and disseminate evidence-based tools, resources and information to schools to assist schools to implement best practice approaches.</li> </ul> <p>Provide targeted PL and support to schools to prioritise the implementation of any revision to the Australian Curriculum and/or the learning progressions.</p>	<p>IST staff will deliver professional learning (PL) at individual schools and continue support with both individual teachers and all relevant staff.</p> <p>School Principal's and staff will develop confidence in their understanding of and use of the Australian Curriculum, the learning progressions, the 9-12 curriculum changes, updates in VET and VC and K-10 progressions (as applicable in the schools they serve).</p> <p>IST staff will coordinate PL focusing on best practice initiatives that will enable school leaders and teachers to understand to roll-out planned and explicit teaching.</p> <p>Research based, high leverage teaching practices, resources and assessments will be shared with individual teachers, small groups and schools to improve teacher practice and maximise student growth.</p> <p><b>Achieved</b></p>	<p>IST Education Consultants made a total of 394 visits to 100% 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.</p> <p>Intensive, differentiated individual school support was provided for teachers of students requiring additional assistance, on an as needs basis.</p> <p>IST staff attended more than 80% of national and local committees and forums focusing on learning progressions, senior secondary education, VET, VC and the 9-12 review.</p>	<p>*As many school visits combined support for quality teaching with support for teaching, leadership and school improvement, it is not possible to show separate statistics for each project.</p>

Project title	Project description and activities	Expected outcomes/ Overall achievements	Indicators of success	List any additional or variations of Activities undertaken/Achieved outcomes
			<p>100% of applicable publicly available information from above was disseminated in regular circulars to all schools by IST staff.</p> <p>An IST consultant supported 100% of schools currently offering Vocational Education and Training (VET) and Vocational Learning (VL) and provided support on current practice to assist as we build an inclusive Years 9-12 curriculum.</p>	
<p><b>Supporting teaching, school leadership and school improvement</b></p>	<p>In 2023 a range of initiatives will provide continued focus on school improvement and leadership development. To do this IST staff will:</p> <p>Inform and encourage 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.</p>	<p>In 2023, leaders in independent schools will:</p> <p>Benefit from regular exposure to weekly circulars, highlighting PL and learning opportunities.</p> <p>Receive information through targeted PL pertaining to current issues in educational leadership that will build upon their leadership expertise and potential.</p>	<p>In 2023, leaders and aspiring leaders from 100% of representative schools participated in meetings, webinars or individualised sessions specifically on supporting school leadership and school improvement. There were 117 individual participants and almost all feedback forms indicated benefit toward enabling improved student outcomes.</p>	

Project title	Project description and activities	Expected outcomes/ Overall achievements	Indicators of success	List any additional or variations of Activities undertaken/Achieved outcomes
	<p>Contribute to national discussion and effort regarding initial teacher education and induction and the transition of teachers from graduate to proficient standard.</p> <p>Contribute to national discussion and effort regarding educational leadership.</p> <p>Assist with the HALT certification pilot in Tasmania.</p> <p>Inform and encourage 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.</p>	<p>Participate in PL that will reflect the AITSL standards and enhance learning outcomes in their schools.</p> <p>Foster skills that will help school leaders to develop an active voice in leadership forums locally and nationally.</p> <p>IST staff will also:</p> <p>Have a clear voice around potential changes to initial teacher education and induction and inform the discussions around transitions of teachers from graduate to proficient and the HALT pilot across Tasmania.</p> <p><b>Achieved</b></p>	<p>IST Education Consultants made a total of 394 visits to 100% 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.</p> <p>IST was represented in 100% of all Tasmanian committees and events dealing with teaching, school leadership, initial teacher education and HALT certification and contributed to ISA's representations and participation in relevant national working groups.</p>	<p>*As many school visits combined support for quality teaching with support for teaching, leadership and school improvement, it is not possible to show separate statistics for each project</p>

Project title	Project description and activities	Expected outcomes/ Overall achievements	Indicators of success	List any additional or variations of Activities undertaken/Achieved outcomes
<p><b>Enhancing the National Evidence Base</b></p>	<p>An ongoing goal for the year will be to enhance schools' internal self-review and external quality assurance processes for the purpose of monitoring and reviewing student learning gain in each individual school.</p>	<p>To enhance principal's, leadership teams, and individual teacher's capacity to:</p> <ul style="list-style-type: none"> <li>• Identify areas of 'success' and 'need' as a focus for making gains in student outcomes.</li> <li>• Interpret data from a whole-of-school perspective as well as at individual student level.</li> <li>• Address AITSL Standard 5 - Assess, Provide Feedback and Report on Student Learning.</li> <li>• Track student progress over time.</li> <li>• Use data for objective, constructive feedback to improve student outcomes.</li> <li>• Assist to set evidence. informed goals for students, schools and learning area outcomes.</li> </ul> <p><b>Achieved</b></p>	<p>In 2023, 20% of representative schools participated in meetings, webinars or individualised sessions specifically on analysis of a range of data to inform and improve teaching and learning. Discussions were focussed on the exploration of the school's data and growth trends, alongside school specific assessment data. Almost all feedback forms indicated benefit toward improved capacity to utilise data to improve student outcomes.</p> <p>IST staff participated in consultations and contributed to ISA participation in consultations on implementation of a national unique student identifier (USI).</p>	

**2023 Budget Expenditure**

<b>Project Activities</b>	<b>Reform Support Funding</b>
<b>NCCD</b>	
Develop teacher skills and judgement in discerning NCCD Levels of Adjustment through focussed PL and moderation opportunities.	\$48,928
Build teacher capacity to differentiate for quality teaching and learning for students at risk of educational disadvantage as a result of disability.	\$40,032
<b>NAPLAN</b>	
Support school readiness for their annual NAPLAN online, with an updated timeline in 2023	\$20,688
Assist schools to interrogate, interpret and utilise NAPLAN data to inform planning for learning to improve student outcomes.	\$22,516
<b>Improving Governance</b>	
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	\$41,276
<b>Quality Teaching</b>	\$39,667
Provide all schools with updates and support to understand and implement any changes to the current Australian Curriculum, as advised by ACARA.	\$11,280
Implement ongoing PL on the learning progressions for literacy and numeracy to support teacher planning for learning and curriculum delivery.	\$11,198
Provide opportunities for teachers to effectively engage in and benefit from Professional learning (PL) on the use of the Australian Curriculum and provide opportunities for teachers to develop skills to tailor teaching practices to maximise students learning growth.	\$9,887
Contribute to the national effort and discussions regarding the roll-out of the revised Australian curriculum.	\$20,333
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.	\$39,667
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.	\$11,280
Promote and disseminate evidence-based tools, resources and information to individual schools to assist schools to implement best practice approaches to supporting parents to engage in their children's learning throughout their education.	\$11,198
Contribute to the national effort and discussion on the review of secondary education	\$9,887

<b>Project Activities</b>	<b>Reform Support Funding</b>
<b>Supporting teaching, school leadership and school improvement.</b>	
Inform and encourage school leaders to access a variety of PL opportunities and provide opportunities for high performing principals and middle leaders to share their expertise through focused forums and professional learning opportunities.	\$39,667
Contribute to the national discussion and effort regarding initial teacher education and induction, alongside transition of teachers from graduate to proficient standard.	\$11,280
Contribute to the local and national discussion regarding HALT certification and the continuing HALT pilot in Tasmania.	\$11,198
Contribute to the national discussion and effort regarding educational leadership.	\$9,887
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.	\$20,333
<b>Enhancing the National Evidence Base</b>	
Enhance schools' internal self-review and external quality assurance processes for the purpose of monitoring and reviewing student learning gain.	\$15,675
<b>Administration of projects</b>	\$0
<b>TOTAL</b>	<b>\$350,000</b>