

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

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**2023**

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**Independent Schools Queensland**

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## **Executive Summary**

Independent Schools Queensland delivered the following projects utilising the Non-government Reform Support Fund (NGRSF) in 2023.

<b>Project Reference</b>	<b>Project Title</b>
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 2023* 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 2023 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., Aboriginal and Torres Strait Islander 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 2023, 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 2023 achievements**

All activities under the Reform Support Fund in 2023 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 2023 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><b>Readiness for NAPLAN Online and Utilising Educational Data for School Improvement.</b></p> <p><b>NRD: Enhancing the national evidence base</b></p> <p><b>Bilateral: Utilise educational data for school improvement through the increased provision of support and online learning opportunities for teachers</b></p>	<p>Provision of professional development and training to ensure schools maintain the necessary skills, knowledge, and confidence to be successful with NAPLAN Online.</p> <p>Supporting schools to opt-in to assessment of students' ability in Science, Digital Literacy and Civics and Citizenship.</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>Educational data support is embedded in much of ISQ's Teaching and Learning support to schools, with a particular focus on improving data literacy and processes in schools.</p> <p>Provision of ISQ's NAPLAN Cohort Growth Tool (CGT) on ISQ's Member Hub, which supports schools with NAPLAN data analysis while also aiming to improve staff data literacy levels.</p> <p>Provision of modules in Connect &amp; Learn and further resources on</p>	<p>Transitioned schools remain ready and confident re participating in NAPLAN Online in 2023.</p> <p><b>Achieved</b></p> <p>Any alternative curricula schools (granted Ministerial exemption in 2022) who choose to, or are required to, transition to NAPLAN Online in 2023 are ready and confident to participate. Six ISQ alternative curricula schools are yet to transition to NAPLAN Online.</p> <p><b>Achieved.</b></p> <p>Member schools are supported to improve data literacy, data processes, and data use to improve student outcomes.</p> <p><b>Achieved</b></p>	<p>80% of schools involved in ISQ's NAPLAN Online training rate their confidence to undertake NAPLAN tests online as confident or very confident.</p> <p><b>100%</b></p> <p>80% of participating schools rate ISQ's NAPLAN Support as good or excellent.</p> <p><b>100%</b></p> <p>80% of schools participating in relevant ISQ Teaching and Learning professional learning rate ISQ's support regarding educational data as good or excellent.</p> <p><b>100%</b></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
	ISQ's Member Hub to support teachers and leaders to use data to improve student outcomes.			

## 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><b>Improving the Nationally Consistent Collection of Data on School Students with Disability (NCCD)</b></p> <p><b>NRD: Enhancing the national evidence base.</b></p> <p><b>Bilateral: Conduct moderation of Nationally</b></p>	<p>Continued provision of support to schools to enhance the quality assurance of the NCCD including:</p> <ul style="list-style-type: none"> <li>face-to-face and/or online professional learning to strengthen the understanding of NCCD and promote the annual Guidelines and national resources</li> <li>continued provision of the <i>Disability Standards for Education and Differentiation</i> online courses through ISQ Connect &amp; Learn</li> <li>regional cross-sector moderation as negotiated with QCEC and the Department</li> <li>support for schools to review NCCD evidence and storage and</li> </ul>	<p>Increased embedding of the Disability Standards for Education, differentiation strategies for students with disability and the NCCD by independent school staff. <b>Achieved</b></p> <p>Increased awareness and use of the national NCCD portal and resources by independent school staff. <b>Achieved</b></p> <p>Increased engagement in school-based and cross-sector moderation by independent schools. <b>Achieved</b></p>	<p>Approximately 5000 QLD independent school teachers completed the DSE online module in 2023. <b>90%</b></p> <p>Independent schools represented at 100% of 2023 regional cross sector moderation workshops. <b>100%</b></p>	<p>Additional webinars were produced and delivered to support schools to strengthen their NCCD whole school processes:</p> <ul style="list-style-type: none"> <li>Planning for the NCCD</li> <li>Moderation Resources 2023</li> <li>Reflecting on the 2023 NCCD</li> </ul> <p>An addition 3 ISQ only NCCD moderation events were held with 20% of member schools attending</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
<b>Consistent Collection of Data on Students with Disability across Queensland schooling sectors.</b>	retention processes (on request).	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.  <b>Achieved</b>		

### 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><b>Supporting Good Governance and Financial Management</b>  <b>NRD: Supporting teaching, school leadership and school improvement</b>  <b>Bilateral: Provide support and services to schools through activities for governors, business managers and school leaders</b></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"> <li>• school business leaders' information events (online and face-to-face)</li> <li>• webinars and face-to-face workshops on school operations and financial management, including fraud control practices</li> <li>• support for new schools in achieving and sustaining accreditation criteria, and in creating financial sustainability through business planning.</li> </ul> <p>Developing corporate governance capacities of school Board/Council Directors, Principals and Business Managers, and supporting board effectiveness through:</p> <ul style="list-style-type: none"> <li>• formal governance training delivered through the</li> </ul>	<p>Board Directors' knowledge of good corporate governance is increased.  <b>Achieved</b>            Access to high-quality school governance training is improved.  <b>Achieved</b>            Board Directors' and school leaders' school finance monitoring capabilities are increased.  <b>Achieved</b>            The number of Boards enacting effective corporate governance practices is increased.  <b>Achieved</b></p>	<p>50 or more sign-ups to the revised ISQ School Governance Course            50 or more sign-ups to the revised ISQ School Governance Course.  <b>100%</b></p> <p>75 or more schools represented by at least one school member participating in the ISQ Governance Program.  <b>100%</b></p> <p>At least 150 combined completions of ISQ's self-paced financial management modules and webinars on financial management.  <b>100%</b></p> <p>6 or more in-depth Board or Operational reviews facilitated by ISQ.  <b>100%</b></p>	



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	<p>revised ISQ School Governance Course</p> <ul style="list-style-type: none"> <li>• revision of the suite of online self-paced governance training modules</li> <li>• regular governance publication “Guide to Good Governance” featuring topics of importance for Board Directors</li> <li>• provision of customised Board advice, training and master classes in areas of strategic planning, risk management frameworks, cyber security, child safety, board and executive succession planning and governance frameworks</li> <li>• assistance for Boards in implementing governance improvement plans</li> <li>• governance research reports designed to build governance effectiveness within the sector.</li> </ul>			

## 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><b>Empowering School Self Improvement</b></p> <p><b>NRD: Supporting students, student learning and student achievement</b></p> <p><b>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</b></p>	<p>Supporting school improvement work to assist schools in assessing their effectiveness and plan for continuous improvement.</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. Priorities often identified and supported include:</p> <ul style="list-style-type: none"> <li>• Performance and Development Framework</li> <li>• Curriculum, Pedagogy, Assessment</li> </ul> <p>Conducting School Improvement Reviews to support school judgements and to provide quality</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><b>Achieved</b></p> <p>Improved sustainability of ongoing improvement planning and implementation in participating schools.</p> <p><b>Achieved</b></p> <p>Outcomes for each participating school to be achieved in at least one of the focus areas. <b>Achieved</b></p> <p>Improvement in:</p> <ul style="list-style-type: none"> <li>- Leadership and Management</li> <li>- Teaching &amp; Learning</li> <li>- Curriculum</li> <li>- Community Partnerships to improve Student Outcomes (including student wellbeing).</li> </ul> <p><b>Achieved</b></p>	<p>100% of participating schools sending representatives to the Supporting School Improvement program information launch day (as evidenced by the attendance register). <b>100%</b></p> <p>90% of launch participants demonstrating increased understanding of a school improvement process (as evidenced in the participant survey). <b>100%</b></p> <p>70% of newly participating schools demonstrating commitment to school self-improvement (as evidenced by school visit reports). <b>100%</b></p> <p>80% of participating schools produce an</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
	independent feedback of performance against the Independent Schools Improvement Check.		Action Plan to support self-improvement (as evidenced by the Action Plan). <b>100%</b>	

### 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><b>Supporting the ATSI Educational Strategy</b></p> <p><b>NRD: Supporting students, student learning and student achievement</b></p> <p><b>Bilateral: Expand the Transition Support Service for Aboriginal and</b></p>	<p>Promote understanding of the National ATSI Education Strategy (NATSIES) and its priorities. 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. Delivery of professional learning to support teachers to embed</p>	<p>Increased knowledge and understanding of the ATSI Education Strategy across the independent sector.</p> <p><b>Achieved</b></p> <p>Improve teachers understanding of the learning needs of Indigenous EAL/D students.</p> <p><b>Achieved</b></p> <p>Teachers use Indigenous student data for differentiated literacy planning.</p> <p><b>Achieved</b></p> <p>Improved teacher and school leader Indigenous student data collection processes, teaching and learning.</p> <p><b>Achieved</b></p> <p>Improved and increased embedding of Indigenous perspectives in teachers' classroom planning.</p>	<p>100% of Indigenous Education professional learning participants are exposed to the National ATSI Education Strategy (NATSIES) and its priorities.</p> <p><b>100%</b></p> <p>100% of Majority Indigenous (MATSI) schools improve</p>	<p>School improvement support provided to <b>4</b> additional schools to include the NATSIES goals in whole school strategic plans.</p> <p><b>100%</b> of Principals attending the ISQ Indigenous Education Principals' Biennial found the event worthwhile.</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><b>Torres Strait Islander students transitioning to and from boarding school</b></p>	<p>Aboriginal and Torres Strait Islander perspectives in classroom planning. 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. Support to schools providing boarding for Aboriginal and Torres Strait Islander students. Supporting the engagement of the independent sector in policy development and implementation through working groups and committees associated with Indigenous education.</p>	<p><b>Achieved</b></p> <p>Assistance provided to schools to increase Indigenous workforce development &amp; training.</p> <p><b>Achieved</b></p> <p>Teachers, School Leaders, and boarding staff access ISQ’s support and Indigenous Boarding Schools’ information events.</p> <p><b>Achieved</b></p>	<p>Indigenous ESL &amp; EAL/D census reporting. <b>95%</b></p> <p>90% of teachers attending Indigenous EAL/D professional learning events report improved confidence to plan differentiate learning for Indigenous students. <b>100%</b></p> <p>At least 150 teachers access face-to-face and online Indigenous Education professional learning events. <b>100%</b></p> <p>85% of Indigenous Education professional learning event feedback responses demonstrate relevance and value to teachers. <b>100%</b></p> <p>An increase of 30% of Aboriginal and Torres Strait Islander school staff access ISQ professional</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>development and training events. <b>100%</b></p> <p>At least a 50% increase in the numbers of schools providing Indigenous student boarding, accessing ISQ professional support. <b>100%</b></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><b>Achieving Excellence in Curriculum and Assessment NRD: Supporting students, student learning and student achievement</b></p> <p><b>Bilateral: Implement Queensland’s new senior assessment and tertiary entrance system</b></p> <p><b>Support schools to utilise Early Start screening tool or like- measures</b></p>	<p>Provision of support in relation to implementation of the Australian Curriculum v9.0 including:</p> <ul style="list-style-type: none"> <li>• Targeted support for improved teaching of Mathematics in independent schools</li> <li>• Update of the ISQ Progression Points for English and Mathematics used by primary teachers to implement these learning areas</li> <li>• 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</li> </ul> <p>Ongoing partnerships with key government and government funded organisations to promote evidence</p>	<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). <b>Achieved</b></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 with trialling and refinement during 2023. <b>Achieved</b></p> <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. <b>Achieved</b></p> <p>Queensland Health Ed-LinQ staff and Children’s Hospital School report increased requests for support from independent schools. <b>Achieved</b></p> <p>Staff with wellbeing responsibilities in independent schools will participate</p>	<p>At least 80% of the mathematics teachers involved in the ISQ project on Mathematics teaching report increased confidence in their teaching and describe how their teaching has improved. <b>100%</b></p> <p>At least 80% of member schools that participate in trialling and providing feedback on the new ISQ Progression Points report satisfaction with the changes. <b>100%</b></p> <p>At least 100 Curriculum Leaders attending</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>informed 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"> <li>• Face-to-face and/or online professional learning for key school staff in regional locations in response to identified needs such as anxiety, eating disorders, school refusal. staff wellbeing for School Leaders, suicide postvention and self-care.</li> <li>• Specific Wellbeing Focus Area Updates for wellbeing contacts promoting available services and resources.</li> </ul> <p>Continued representation on relevant mental health and wellbeing committees including Ed-LinQ reference and advisory committees, headspace, and Hospital School Advisory Council.</p>	<p>receive Wellbeing Focus Area updates and access relevant professional learning opportunities. <b>Achieved</b></p>	<p>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. <b>100%</b></p> <p>Ed-LinQ staff report increased requests for support from independent schools. <b>100%</b></p> <p>Face to face or online Wellbeing or eSafety professional learning opportunities accessed by at least one staff member in 30% of independent schools. <b>100%</b></p> <p>90% of independent schools have at least one nominated wellbeing contact receiving regular</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
			Wellbeing communications from ISQ. <b>10%</b>	



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><b>NRD: Supporting students, student learning and student achievement</b></p> <p><b>Supporting teaching, school leadership and school improvement</b></p> <p><b>Enhancing the national evidence base</b></p> <p><b>Bilateral:</b></p> <p><b>Reform Direction A - Support students and student learning.</b></p> <p><b>Reform Direction B – Support teaching, school leadership and school improvement.</b></p> <p><b>Prioritise support for rural and remote schools to access</b></p>	<p>In 2023, ISQ provides program support for schools in relation to leading, teaching and learning in independent schools.</p> <p>All activities involve combinations of professional learning, online interactions, mentoring, reviews, and school deliverables.</p> <p><b>Leading Activities:</b></p> <ul style="list-style-type: none"> <li>• Senior Leaders programs – Aspiring and New Principals</li> <li>• School leadership development programs – Emerging Leaders, Middle Leaders, and Women in Leadership Professional Suite</li> </ul> <p><b>Teaching and Learning Activities:</b></p> <ul style="list-style-type: none"> <li>• Beginning Teacher Support (YXL Partners)</li> <li>• Teacher Growth and Development Program</li> <li>• Developing Coaching Skills</li> <li>• Educators as Researchers Program</li> <li>• Formative Assessment Program</li> <li>• HALT Certification</li> </ul>	<p>Participating schools are supported to implement the evidence-based practices in leadership, teaching and learning that improve student outcomes. <b>Achieved</b></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. <b>Achieved</b></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>Evaluative frameworks are designed and used to meet accountability requirements, encourage continuous improvement of activities, and develop the capacity of school staff. <b>Achieved</b></p>	<p>At least 80 schools participate in this suite of activities <b>100%</b></p> <p>and at least 12 of those participating schools be rural or remote schools. <b>100%</b></p> <p>At least 180 teachers and/or school leaders participate in this suite of programs. <b>100%</b></p> <p>Leading Activities indicators of success:</p> <ul style="list-style-type: none"> <li>• At least 20 Aspiring Principals being supported through a tailored program. <b>100%</b></li> <li>• At least 10 New Principals being supported through a tailored program. <b>100%</b></li> </ul>	

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><b>professional learning opportunities.</b></p> <p><b>Increase support for schools through resources and professional development to sustain and improve parent engagement strategies.</b></p>	<ul style="list-style-type: none"> <li>• Empowering Classroom Teachers Program</li> <li>• Early Years Literacy Program</li> <li>• Literacy Masterclasses</li> <li>• Numeracy Masterclasses</li> <li>• NAPLAN Support</li> </ul> <p><b>Parent Engagement Activities:</b></p> <ul style="list-style-type: none"> <li>• EPIC 2023 (Engaging Parents in Inquiry Curriculum)</li> <li>• Parent Engagement Webinars (2) online webinars open to ISQ member schools</li> <li>• Variety of resources distributed to all member schools</li> </ul>	<p>The (10) participating EPIC 2023 school teams are supported over six months to improve and strengthen their parent engagement practice, creating sustainable models of parent engagement via projects that align with the school’s strategic objectives. Findings and insights are converted into shareable evidence-based parent engagement resources, benefiting all independent schools. Course materials from the EPIC project will be converted into a perpetual resource for ISQ to use in the future for other schools wishing to undertake similar work. <b>Achieved.</b></p>	<p>Teaching and Learning Activities indicators of success:</p> <ul style="list-style-type: none"> <li>• At least 30 teachers and school leaders being supported through the Teacher Growth and Development Program. <b>100%</b></li> <li>• At least 20 teachers and/or school leaders supported through the Literacy Masterclass. <b>100%</b></li> <li>• At least 20 teachers and/or school leaders supported through the Numeracy Masterclass. <b>100%</b></li> </ul> <ul style="list-style-type: none"> <li>• 75% of responding participants, in relevant programs,</li> </ul>	<p>42 Highly Accomplished and Lead Teachers certified in 2023.</p> <p>25 newly trained assessors (workshop attendance)</p>

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			<p>report satisfaction with the process, quality and delivery of the activity.</p> <p><b>100%</b></p> <ul style="list-style-type: none"> <li>75% of responding participants report improvement in target areas and/or achievement of program goals (e.g., participants in leadership development programs see improvement in their leadership capacity, participants in a teaching program develop their context-specific strategy).</li> </ul> <p><b>100%</b></p> <p>Parent Engagement Activities indicators of success:</p> <ul style="list-style-type: none"> <li>70% of participating EPIC schools</li> </ul>	<p>21 completed (all AITSL Modules and 2-day workshops)</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
			report the creation of sustainable models of parent engagement practices. <b>100%</b>	

**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><b>Excellence in Online Learning for School Staff</b>  <b>NRD: Supporting students, student learning and student achievement</b>  <b>Supporting teaching, school leadership and school improvement</b>  <b>Enhancing the national evidence base</b>  <b>Bilateral: supports all activities</b></p>	<p>Provision of professional development and information through ISQ’s learning management system, Connect&amp;Learn.            Connect&amp;Learn will provide approximately 100 online modules covering a range of areas including the priority policy areas under the NGRSF.</p> <p>Connect &amp; 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.</p> <p>Connect&amp;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. It also provides 24-hour access to</p>	<p>Participants are satisfied that the module met their identified need.  <b>Achieved</b></p> <p>Participant’s knowledge and skills increased because of completing the course.  <b>Achieved</b></p> <p>Increased awareness and use of eLearning.  <b>Achieved</b></p>	<p>Over 90% will rate relevant modules as highly effective.  <b>100%</b></p> <p>Over 90% of participants will have a greater knowledge of the relevant area after completing a module.  <b>100%</b></p> <p>Schools accessing self-reporting and other self-help tools to support the management of online learning modules – schools with account manager access increase of 10% by end of 2023.</p> <p><b>With a new LMS, an accurate rate of</b></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>online learning modules for all schools.</p> <p>ISQ works with independent schools to ensure that Connect&amp;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 offerings via Connect &amp; Learn for 2023 include updates to Child Protection, and Domestic and Family Violence courses, as well as new courses in the areas of:</p> <ul style="list-style-type: none"> <li>• Indigenous EAL/D learners</li> <li>• Cognitive Load Theory</li> <li>• Finding Form in Formative Assessment</li> <li>• Leading Curriculum</li> <li>• Literacy High Impact Teaching Strategies</li> <li>• Measuring Learning Growth</li> <li>• NAPLAN Cohort Growth Tool</li> <li>• Numeracy High Impact Teaching Strategies</li> <li>• Teacher Growth and Development</li> </ul>		<p><b>managers / school admins accessing reports is not available. In the current LMS there are 434 users accessing self-reporting on a regular basis.</b></p> <ul style="list-style-type: none"> <li>• 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. <b>100%</b></li> <li>• 5 new and 20 updated courses released by December 2023, with a continued</li> </ul>	

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>increase in the focus on the Teaching and Learning component of our catalogue.</p> <p><b>With the new LMS a review was applied to all courses. This resulted in some courses being archived. During this time, there were 3 new courses and 58 courses reviewed and updated.</b></p>	

## Financial Report

The detailed Financial Report is included in the attached excel spreadsheet and signed Acquittal Certificate.

### 2023 Budget Expenditure

<b>Project Activities</b>	<b>Reform Support Funding</b>
<b>Readiness for NAPLAN Online and Utilising Educational Data for School Improvement</b>	
NAPLAN Online & Educational Data project	\$44,683
<b>Improving the Nationally Consistent Collection of Data on School Students with Disability</b>	
NCCD	\$56,958
<b>Increasing School Capability in Governance and Financial Management</b>	
Governance and financial management	\$817,911
<b>Empowering School Improvement</b>	
Sustaining School Improvement Program and reviews	\$190,490
<b>Supporting the Implementation of the ATSI Educational Strategy</b>	
ATSI Strategy support services	\$169,964
<b>Achieving Excellence in Curriculum and Assessment</b>	
School Based Project – Curriculum Reform in School Mathematics	\$12,795
Progression Points	\$1,924
Curriculum & Assessment Support for Leaders	\$339,511
<b>Support Leading, Teaching and Learning in Independent Schools</b>	
Senior Leaders programs – Aspiring and New Principals	\$346,259
School leadership development programs – Emerging Leaders, Middle Leaders, and Women in Leadership Professional Suite	\$104,077
Teacher Growth and Development Program	\$245,937
Developing Coaching Skills	\$12,939
Educators as Researchers Program	\$59,143
Formative Assessment Program	\$17,310
HALT Certification	\$167,970
Empowering Classroom Teachers Program	\$64,888
Early Years Literacy Program	\$18,692
Literacy Masterclasses	\$43,462
Numeracy Masterclasses	\$43,758
NAPLAN Support	\$21,141
EPIC 2023 (Engaging Parents in Inquiry Curriculum)	\$145,632
<b>Excellence in Online Learning for School Staff</b>	



<b>Project Activities</b>	<b>Reform Support Funding</b>
Provision of online learning through Connect & Learn	\$391,555
<b>Administration of projects</b>	\$0
<b>TOTAL</b>	<b>\$3,317,000</b>

Note that \$604 was carried over in targeted support to non-government schools affected by flood was carried over from 2022, and was expended during 2023. This was added to ISQ's workplan during March 2022 and was not included in the original budget. \$604 was distributed to a non-government school that had been affected by flooding in 2022. This was allocated towards replacing safety equipment that had been damaged.