

National School Reform Agreement

Tasmania Bilateral Agreement: 2019 Progress Report

National School Reform Agreement – Bilateral Agreement Report – Tasmania – 2019

Executive Summary

2019 saw the Tasmanian Department of Education commence the implementation of key policy commitments of the National School Reform Agreement – Bilateral Agreement, along with its partners Catholic Education Tasmania and the independent schools sector.

Tasmanian Department of Education

The Tasmanian Department of Education's improvement direction has a clear focus on student equity. During 2019, the nation-leading Education Adjustments Disability Funding model was developed for implementation across all Tasmanian Government schools from 2020.

Five additional Tasmanian Government high schools extended their delivery to Year 12 for 2019, complemented by the new Virtual Learning Tasmania, which broadens senior secondary curriculum opportunities for regional and rural learners.

2019 marked the implementation of a new external school review model, drawing upon the National School Improvement Tool. The findings of the external school review process enhance and inform schools' own improvement planning.

29.9 FTE additional teachers were employed across targeted Tasmanian Government primary and district schools in 2019 to support principals' instructional leadership, aligning with the Minister for Education and Training's Education Workforce Roundtable and the *More Teachers, Quality Teaching* Action Plan.

The [Teachers Registration Amendment Bill 2019](#) introduced to the Tasmanian Parliament in October 2019, to be next considered in the Spring 2020 session.

These policy commitments among others consolidate Tasmania's approach to improvement, embedded in the [2018-2021 Department of Education Strategic Plan Learners First: Every Learner, Every Day](#).

Catholic Education Tasmania

In 2019, Catholic Education Tasmania (CET) aligned its strategic priorities with state-based reforms, under the Australian Government's Non-Government Reform Support Fund. Across the year, CET progressed national and state policy initiatives to maintain quality teaching as the critical core for system improvement, and reviewed and revised its governance structure to support these initiatives' implementation.

This has enabled the optimal delivery of support to students identified in the National Consistent Collection of Data (NCCD), Aboriginal and Torres Strait Islander students, and students with first languages other than English.

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Evidence-based, differentiated pedagogy was a focus in 2019, using the Professional Learning Communities model. Schools utilised this model as an inquiry, evidence-based approach to support the goal of continuous improvement in teaching and learning.

In 2019, CET appointed a senior educator to provide induction workshops for all new staff and to mentor early career teachers and aid their transition to full accreditation with the Teacher Registration Board of Tasmania.

Independent Schools Tasmania

In 2019, Independent Schools Tasmania (IST) staff progressed and rolled-out to independent schools all recommendations from the Years 9-12 Review in the areas of curriculum and assessment, accreditation and certification, workforce development and data usage.

Educators in independent schools were up-skilled and supported to deliver best practice, research-based teaching practices to ensure that they accurately monitor all students' achievement in a timely and responsive way. 100% of total schools were represented at professional learning sessions.

Individual support was offered to independent schools by IST consultants, focusing upon analysis of NAPLAN data to inform and improve teaching and learning.

IST developed 7 professional learning courses in Tasmania for educational leaders prior to December 2019.

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PROGRESS AGAINST EACH REFORM DIRECTION

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

Improvement Activity / Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
<p>Contribute to national effort and discussions and effort regarding learning progressions, formative assessment and the review of senior secondary education.</p>	<p>All sectors</p>	<p>Ongoing</p>	<p>Tasmanian Department of Education</p> <p>Ongoing</p> <p>Tasmania participated in national discussion and effort in 2019 through Education Council, associated officers’ forums, representation on working groups, cooperation with the Australian Curriculum, Assessment and Reporting Authority (ACARA) and the Australian Institute for Teaching and School Leadership (AITSL), and a written submission on senior secondary pathways.</p> <p>Catholic Education Tasmania</p> <p>Ongoing</p> <ul style="list-style-type: none"> • Actively monitoring the AITSL, ACARA project & the development of online formative assessment. • Initiated a Catholic education-based, cross-sectorial working party to align pedagogy, learning intentions, success criteria, formative assessment, feedback and reporting. • Senior officer is tasked with leading Catholic education contribution to DoE 9-12 learning project.

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Improvement Activity / Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			<ul style="list-style-type: none"> Active participation in on-going NCEC initiatives including the issue of student performance/non-performance against national benchmarks. <p>Independent Schools Tasmania</p> <p>Ongoing</p> <p>Independent School Principals and staff were supported by Independent Schools Tasmania (IST) in their understanding of and use of learning progressions, the 9-12 curriculum changes, updates in VET and VL and K-12 progressions (as applicable in the schools they served). IST staff attended 100% of national and local committees and forums focusing on learning progressions, senior secondary education, VET, VC and the 9-12 review.</p>
<p>Meet the needs of students at risk of educational disadvantage (including students with disability, Aboriginal students, students with low English proficiency and students in rural and regional areas) through evidence-based pedagogy, quality teaching and leadership and innovation.</p>	<p>All sectors</p>	<p>Ongoing</p>	<p>Tasmanian Department of Education</p> <p>Ongoing</p> <p>Five Tasmanian Government high schools extended their delivery through to Year 12 in 2019. This was complemented by the launch of Virtual Learning Tasmania, to meet the needs of regional and rural students to access a broad senior secondary curriculum.</p> <p>Tasmania’s nation-leading Educational Adjustments Disability Funding model was developed during 2019, for implementation across all Tasmanian Government schools from 2020. This needs-based model aligns supports to the educational adjustments teachers make in the classroom,</p>

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Improvement Activity / Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			<p>to ensure students with disability can access, participate and engage in quality learning programs.</p> <p>Tasmania’s innovative online portal for teaching and learning about Tasmanian Aboriginal history and culture, The Orb, was expanded in 2019 with new videos and teaching resources focusing on living culture.</p> <p>Catholic Education Tasmania</p> <p>Ongoing</p> <ul style="list-style-type: none"> • Student Success Grants for Aboriginal and Torres Strait Islander students were established in 2019 to focus on improvement activities that align with the unique learning needs of this cohort of students, particularly in literacy and numeracy. • Auditing of Learning Plans for students with disability well embedded in practice. • Student Support Co-ordinators supported to complete a Graduate Certificate in Inclusive Education. • EALD training modules have been launched to support teachers with best practice pedagogy for students with low English proficiency. • NCCD moderation tool well established and utilised delivering quality assurance and support for the continued improvement of the Nationally Consistent Collection of Data (NCCD) on school students with disability.

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Improvement Activity / Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			<p>Independent Schools Tasmania</p> <p>Ongoing</p> <p>In 2019, through the provision of targeted and individualised Professional Learning by IST, educators in independent schools continued to be up-skilled and supported to deliver best practice, research-based teaching practices to ensure that they accurately monitor all students’ achievement in a timely and responsive way. 100% of total schools were represented at ongoing focused PL sessions. In total 425 staff attended Professional Learning that was offered throughout the year.</p>
<p>Implement recommendations from Tasmania’s Years 9-12 Review</p> <ul style="list-style-type: none"> • Development of a curriculum framework • Revise accreditation and certification standards for completion of Year 12 • Develop a strategic response to gaps in workforce • Review of the use of senior secondary data. 	<p>All sectors / Government</p>	<p>From 2019</p>	<p>Tasmanian Department of Education</p> <p>In progress</p> <p>Tasmania’s Years 9 to 12 Curriculum Framework was developed in 2019 through a multi-stage consultation targeting teacher, community, and student voice.</p> <p>The Senior Secondary Accreditation Framework was developed in 2019, outlining the priorities, standards and process for the accreditation of senior secondary courses in Tasmania.</p> <p>Catholic Education Tasmania</p> <p>Ongoing</p>

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			<ul style="list-style-type: none"> • Active involvement in the LTA collaborative group for the 9-12 project. • Stage 1 of this project required TASC approval. CET representative designated to assist in the development of course outlines for TASC's approval. Course overview has been submitted for TASC approval. • New initiative: St Thomas Aquinas' Teaching School providing ITE in schools under a cadet teaching program. <p>Independent Schools Tasmania</p> <p>Ongoing</p> <p>IST staff progressed and rolled-out to independent schools all recommendations from the Years 9-12 Review in the areas of curriculum and assessment, accreditation and certification, workforce development and data usage. IST also reviewed work being currently undertaken in relation to Vocational Education and Training (VET) and Vocational Learning (VL) and provided feedback on current practice to all independent schools.</p>
Implement learning progressions for literacy and numeracy to support curriculum delivery, including in the early years of schooling.	Independent	2019	<p>Independent Schools Tasmania</p> <p>Ongoing</p> <p>Through targeted PL opportunities, IST promoted and disseminated evidence-based tools, resources and information to independent schools</p>

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			to assist early childhood education providers, primary and secondary schools to implement best practice approaches to supporting parents to engage in their children's learning throughout their education. IST staff provided targeted PL and offered support to 100% of schools to prioritise the implementation of learning progressions for literacy and numeracy in curriculum delivery in the early years of schooling to ensure the core foundations for learning were developed by age eight.
Provide opportunities and encourage access to professional learning and networking for school leaders to improve performance and capabilities in alignment with AITSL standards.	Independent	Ongoing	<p>Independent Schools Tasmania</p> <p>Ongoing</p> <p>IST informed and encouraged independent school leaders to access a variety of professional learning (PL) opportunities appropriate to their career stage and development needs and recognised and harnessed the skills and experience of high performing principals by enabling them to share their expertise across and throughout the sector. IST developed 7 PL courses in Tasmania for educational leaders prior to December 2019. This objective was also achieved through adoption of the IsConnect suite of offerings, as created by Independent Schools Victoria and offered to all Tasmanian independent schools.</p>
Collaboration with schools and colleges to establish uniform feedback and reporting to ACARA standards and progressions.	Catholic	2019	<p>In Progress</p> <p>A CET Pedagogy, Assessment, Feedback and Reporting Review (PAFARR) Project Team has been set up to contribute to improving the learning outcomes of all Tasmanian students. The project will identify best practice</p>

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			<p>in planning for learning, collaboration, pedagogy, assessment, feedback and reporting with a view to system-wide implementation. Responsibilities to include:</p> <ul style="list-style-type: none"> • Undertake a review of pedagogical best practice in assessment, feedback and reporting; • Identify current CET school practices in pedagogy, assessment, feedback, and reporting; • Provide recommendations to leadership and CET schools and colleges; • Share findings and recommendations with Tasmanian cross-sectoral partners.
<p>Trial of Staff Learning Management System to enhance capability, tracking and delivery of professional development.</p>	<p>Catholic</p>	<p>2019</p>	<p>Completed</p> <ul style="list-style-type: none"> • Our Staff Learning Management System, Canvas has been successfully launched to over 2,500 CET staff around the state. • This represents approximately 98% of CET employees having the opportunity to undertake training or professional learning via the Canvas platform.

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

Improvement Activity / Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
<p>Contribute to national discussion and effort with regard to initial teacher education and national teacher workforce strategy and review of teacher registration, including consideration of legislative amendments.</p>	<p>All sectors</p>	<p>2019</p>	<p>Tasmanian Department of Education</p> <p>In Progress</p> <p>Tasmania participated in national discussion and effort through Education Council, associated officers’ forums, and representation on working groups.</p> <p>29 October 2019 marked the first reading of the Teachers Registration Amendment Bill 2019, which will facilitate Tasmania’s participation in the National Teacher Workforce Strategy and Australian Teacher Workforce Data collection. The Bill is expected to be considered again in the Spring 2020 session.</p> <p>Catholic Education Tasmania</p> <p>Ongoing</p> <ul style="list-style-type: none"> • All NCEC initiatives in this area are ongoing. • Establishment of Saint Thomas Aquinas’ Teaching School. • Working closely with TRB in the transition of teachers to full registration and in the pilot program for HALT accreditation.

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Improvement Activity / Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			<p>Independent Schools Tasmania</p> <p>Ongoing</p> <p>IST staff attended 100% of committees focusing on teacher development, national teacher workforce strategy and review of teacher registration, as they arose. IST had a clear voice around potential changes to initial teacher education and induction and informed the discussions around transitions of teachers from graduate to proficient.</p>
<p>Implement the four year More Teachers, Quality Teaching action plan, including a marketing strategy and collaboration with education leaders across Tasmania to attract, train and develop a diverse (including Aboriginal and Torres Strait Islander), future fit, skilled and ready workforce.</p>	<p>Government</p>	<p>From 2019</p>	<p>In Progress</p> <p>The Teach Tasmania web page and videos (1, 2, 3) were launched in 2019 as an output of the More Teachers, Quality Teaching action plan, to attract, train and develop a quality education workforce for Tasmania.</p>
<p>Develop a strong pipeline of school leaders by giving highly skilled teachers opportunities and support to complete leadership development offerings and through prioritisation of succession planning.</p>	<p>Government / Catholic</p>	<p>From 2019</p>	<p>Tasmanian Department of Education</p> <p>In Progress</p> <p>The Tasmanian Department of Education continued its trial of the AITSL Highly Accomplished or Lead teacher certifications in 2019, to understand how these might enhance Tasmania’s pipeline of future school leaders.</p>

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			<p>Catholic Education Tasmania</p> <p>Ongoing</p> <ul style="list-style-type: none"> • Development and enhancement of leadership continuum for school leaders with alignment between the AITSL standards and CET defined capability streams is evident. • In depth leadership development programs at all levels in the organisation. • Working to reduce key person dependency in our organisation.
<p>Strengthen teacher induction processes and mentoring to support transition from the Graduate to Proficient teaching standards.</p>	<p>Government / Catholic</p>	<p>2019</p>	<p>Tasmanian Department of Education</p> <p>Complete</p> <p>The Tasmanian Department of Education led the development in 2019 of support modules to support the transition of new teachers from the Graduate to Proficient standards, for use in both sectors. These modules will support additional work in future years to enhance teacher induction, mentoring, and the Graduate to Proficient transition, including by the Teachers Registration Board of Tasmania.</p> <p>Catholic Education Tasmania</p> <p>Ongoing</p> <ul style="list-style-type: none"> • Guidelines developed and endorsed to support the transition from Graduate to Proficient teaching standards:

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			<ul style="list-style-type: none"> ○ Early Career Teacher Induction Timeline ○ Practice Focused Mentoring Guidelines ○ Moving from Provisional to Full Teacher Registration ● Allocation of FTE for an experienced educator to support schools to facilitate a school-based process with early career teachers. ● Canvas module has been developed to strengthen and clarify teacher induction processes.
<p>Increase staffing in selected schools to the support our principals to focus on leading high quality teaching and learning in their schools.</p>	Government	From 2019	<p>In Progress</p> <p>In 2019, 29.9 additional FTE teaching staff were allocated across 59 schools. Targeting of resources was to:</p> <ul style="list-style-type: none"> ● all primary schools with enrolments fewer than 150, to support Principals who in many of these schools are required to undertake a teaching role as well as a leadership and management role; ● all district schools (which are kindergarten to Year 10 or Year 12), to support Principals who must drive quality teaching and learning across multiple years and curriculum frameworks, with an additional challenge as schools become Years 11 and 12 extension schools.
<p>Undertake a functional analysis of school leadership teams and review the role of the principal in the context of leadership in</p>	Government	From 2019	<p>In Progress</p> <p>The Tasmanian Department of Education’s Contemporary School Leadership Roles project progressed in 2019, with a series of workshops held to co-design a contemporary role description for principals, along</p>

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Improvement Activity / Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
government schools, with a focus on the principal being the instructional leader.			with surveys and school visits. This project is undertaken in collaboration with PWC and the Melbourne Graduate School of Education.
Develop a leadership continuum model aligning AITSL standards and Catholic Education Tasmania defined capability streams with an ongoing reference to principal well-being strategies.	Catholic	Ongoing	<p>Ongoing</p> <p>Developing a more comprehensive and detailed leadership continuum mapped to the AITSL standards and to the principles of leadership in Catholic education with Bloom’s taxonomy of educational objectives to be built around differential practice.</p>

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

Improvement Activity / Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
Develop a new school and system review approach and associated quality assurance processes to drive improvement in student learning outcomes, with a focus on specific cohorts of students including Aboriginal and Torres Strait Islander students.	Government	From 2019	<p>In Progress</p> <p>The Tasmanian Department of Education implemented a new approach to school review and improvement in 2019. This approach provides an external perspective to verify and challenge schools’ improvement initiatives, with principals then using the findings as part of their schools’ improvement planning. This external school review approach is based on the National School Improvement Tool.</p>
Continue to utilise external expertise to engage and evaluate system improvement priorities, with a particular focus on capacity building.	Government	Ongoing	<p>Ongoing</p> <p>As noted, the Tasmanian Department of Education engaged the Melbourne Graduate School of Education and PWC in 2019 for the Contemporary School Leadership Roles project.</p> <p>At the 2019 Leaders Forums, the Australian Council for Educational Research delivered professional learning to all Tasmanian Government school principals in the application of the National School Improvement Tool.</p>
Enhance schools’ internal self-review and external quality assurance process for the	Independent	Ongoing	<p>Ongoing</p> <p>A new project for IST commencing in 2019 was to enhance independent schools’ internal self-review and external quality assurance processes for</p>

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Improvement Activity / Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
purpose of monitoring and reviewing student learning gain.			the purpose of monitoring and reviewing student learning gain in each individual school. Individual support was offered to independent schools by IST consultants, focusing upon analysis of NAPLAN data to inform and improve teaching and learning. Visits were conducted to 12 schools (randomly selected) across the state. Visits focused on a planned meeting with the school leadership and/or learning teams.
Continue to improve school improvement frameworks consistent with the ACER National School Improvement Tool and its nine domains.	Catholic	Ongoing	<p>Deferred</p> <p>This project is waiting on the development of an ICT identity management capability to enable a system roll out.</p>

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Reform Direction D – School community partnerships – local and community partnerships

Improvement Activity / Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
Undertake a review of the approaches to, and levels of family engagement in schools to drive continued improvement across the government system.	Government	2019	<p>Complete</p> <p>The Tasmanian Department of Education’s Family Engagement Review 2019 was released on 3 June 2019, following a program of consultation including families, students, schools, Child and Family Centres, Departmental staff, community sector stakeholders and peak bodies, and the Commissioner for Children and Young People. The report’s recommendations were accepted by the Minister for Education and Training, and their implementation is now being led by a dedicated project officer for family engagement.</p>
Consult with the Aboriginal Education Reference Group on relevant initiatives.	All Sectors	Ongoing	<p>Tasmanian Department of Education</p> <p>Ongoing</p> <p>The Aboriginal Education Reference Group was convened four times in 2019 and provided input to initiatives including the ongoing development of The Orb, the investigation of Australian School-based Apprenticeships for Aboriginal students and a review of the Aboriginal Sharers of Knowledge Program.</p> <p>Catholic Education Tasmania</p> <p>Ongoing</p>

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Improvement Activity / Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			<ul style="list-style-type: none"> • The Tasmanian Catholic Education Office Reconciliation Action Plan (RAP) was endorsed by Reconciliation Australia in March 2019. • 100% of RAP deliverables achieved for 2019. • The Aboriginal & Torres Strait Islander Research Project Officer (soon to be appointed) will consult with the TCEO RAP Working Party. <p>Independent Schools Tasmania</p> <p>Ongoing</p> <p>IST staff attended all relevant committees, including maintaining an active voice in <i>Reconciliation Tasmania</i> initiatives.</p>
Recognise, acknowledge and further utilise the existing high levels of parent engagement in our schools.	All sectors	Ongoing	<p>Tasmanian Department of Education</p> <p>Ongoing</p> <p>As described, the Family Engagement Review 2019 was undertaken to enhance the Tasmanian Department of Education’s approach to parent and family engagement in our schools.</p> <p>Under the <i>Education Act 2016</i>, the School Associations of Tasmanian Government schools transitioned to a strengthened legal and governance model. This transition was completed in 2019, which has enhanced School Associations’ ability to continue utilising and recognising parent engagement in our schools.</p>

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			<p>Catholic Education Tasmania</p> <p>Ongoing</p> <p>A comprehensive parent, staff, and student survey was included in the validation process in 2019 and will continue annually.</p> <p>Independent Schools Tasmania</p> <p>Ongoing</p> <p>IST offered a range of support mechanisms to independent schools to ensure that parents were active partners in each student’s education. Support documentation and professional learning mechanisms were offered to 100% of schools in an ongoing fashion.</p>