Non-Government Reform Support Fund

2023 Workplan

Revised November 2023

Independent Schools Tasmania

<div align="center">**Non–Government Reform Support Fund**</div>

<div align="center">**Independent Schools Tasmania – Workplan 2023**</div>

Summary of Workplan for 2023

IST provides state-wide support to 34 Tasmanian independent schools. This 2023 NGRSF funding will provide an education support service as outlined in the Summary of Work Plan. In developing this plan, the importance of contextual, school based professional learning (PL) and whole-school commitments to change, and growth have been prioritised. The work plan that we have presented will essentially follow the same format as in past years, continuing the work established thus far and as articulated in our strategic plan (2019-2023). As a result, most details will reflect current ongoing initiatives already in place, and updates have been provided, where applicable.

Continuing projects commenced under the NGRSF priorities in 2018-2022 and as part of the Bilateral reform agreements, will be ongoing in 2023. All of these projects extend beyond the normal service provision for schools, as summarised below:

1.   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

Project description and activities:

- Develop teacher skills and judgement in discerning NCCD Levels of Adjustment through focussed Professional Learning (PL) and moderation opportunities.
- Build teacher capacity to differentiate for quality teaching and learning for students at risk of educational disadvantage as a result of disability.

Share of NGRSF = $88,960

2.   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 student's ability in Science, Digital Literacy and Civics and Citizenship

Project description and activities:

- Support school readiness for their annual NAPLAN online, with an updated timeline in 2023.
- Assist schools to interrogate, interpret and utilise NAPLAN data to inform planning for learning to improve student outcomes.

Share of NGRSF = $43,204

3.   Improving governance and financial management practices in non-government schools to strengthen financial viability, improve business decision making and build resilience to mitigate unforeseen circumstances.

Project description and activities:

- Provide an ongoing series of professional development opportunities for school Board members in general organisation and NFP governance and specific professional development and support in managing risk and safety.

Share of NGRSF = $43,981

Additional ongoing projects commenced in previous plans that are to continue in 2023 include:

State based initiatives as agreed in the relevant bilateral agreement.

4.   Quality Teaching

Project description and activities:

- Provide all schools with updates and support to understand and implement any changes to the current Australian Curriculum, as advised by ACARA.
- Implement ongoing PL on the learning progressions for literacy and numeracy to support teacher planning for learning and curriculum delivery.
- Provide opportunities for teachers to effectively engage in and benefit from 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.
- Contribute to the national effort and discussions regarding the roll-out of the revised Australian curriculum.
- Contribute to the national effort and discussion on the review of senior secondary education.
- Progress and assist to roll-out in schools the recommendations from the Years 9-12 Review in the areas of curriculum and assessment, accreditation and certification, workforce development and data usage through ongoing discussions and provision of PL opportunities.
- Support work being currently undertaken in relation to Vocational Education and Training (VET) and Vocational Learning (VL) to assist as we build an inclusive Years 9-12 curriculum.
- Promote and disseminate evidence-based tools, resources and information to individual schools to assist schools to implement best practice approaches to support parents to engage in their children's learning throughout their education.

Share of NGRSF = $146,663

5.   Supporting teaching, school leadership and school improvement

Project description and activities:

- Inform and encourage school leaders to access a variety of PL opportunities and provide opportunities for high performing principals and middle leaders to share their expertise through focused forums and professional learning opportunities.
- Contribute to the national discussion and effort regarding initial teacher education and induction, alongside transition of teachers from graduate to proficient standard.
- Contribute to the local and national discussion regarding HALT certification and the continuing HALT pilot in Tasmania.
- Contribute to the national discussion and effort regarding educational leadership.
- Inform, encourage and provide opportunities for school leaders to access a variety of PL opportunities appropriate to their career stage and development needs; and recognise and harness the skills and experience of high performing principals by enabling them to share their expertise across and throughout the sector.

Share of NGRSF = $93,461

Local priorities aligned broadly with the Quality Schools agenda:

6. Enhancing the National Evidence Base

Project description and activities:

- Enhance schools' internal self-review and external quality assurance processes for the purpose of monitoring and reviewing student learning gain.

<u>Share of NGRSF = $16,705</u>

Other

Some of the continuing projects commenced under the SFSF priorities in previous years now form part of the bilateral reform agreements. These projects are integral to the Australian Government's 2023 school reform priorities for NCCD and Governance.

Outside of this, IST will continue to provide consultation and contribute through ongoing participation in the following exemplars of working groups and committees:

- Teacher Registration Board IST nominee

- School Registrations Board IST nominee

- UTAS Schools & Community Engagement Advisory Committee

- TASC Framework Advisory Council

- CCYP Ambassadors Working Group

- Stop Bullying Stakeholders Group

- Youth Engagement in Education & Training Working Group

- Global Education Advisory Group

- Study Tasmania Working Group

- Learning Environments Association Tasmanian Chapter

- National Copyright Advisory Group (Schools)

- Be You Committee – Suicide Support

- Safe Homes, Safe Families

- ACARA Digital Learning Committee

- ACARA Curriculum Directors Meeting

- AEDC steering committee

- AEDC Nominations Committee

- AITSL Professional Growth network committee

- AITSL and ISCA HALT network groups

- Years 9-12 Project committee Curriculum Assessment and Teaching WG

- Years 9-12 Project Packages of Learning Steering Committee

- Years 9-12 Project Team Working Group

- Years 9-12 Project Steering Committee

- Years 9-12 Workforce Support Working Group Committee

- Years 9-12 project VET/VL sub-committee

- Years 9-12 Data Working Group

- Years 9-12 Assessment Working Group and subgroup

- Early Entry to School Cross Sectoral Committee

- ECU Stakeholder reference group

- NQF Stakeholders reference group

- Inclusion advisory panel

- Reconciliation TAS committee -The NARRAGUNNAWALI Program of Reconciliation Australia

- LGBTI Working Group Committee

- AIS NAPLAN Committee

- NAPLAN OASC Committee

- NAPLAN PMWG Committee

- Positive Partnerships Committee Member

- Smoke Free Young People Committee Member

- TASC Exam Centre Working Reference Committee

- Move Well Eat Well Committee

Beyond Normal Service Provision

IST's normal services are representation, advocacy and communication of information and advice to member schools. IST represents independent schools on over 50 cross sectoral working, Steering, advisory and reference groups at State and National levels (including ACARA and AITSL), as noted above.

IST is the voice of Tasmanian independent schools in advocacy to government and communicating with the media and the community.

Summary of budget

Project title	Activities	Reform support funding (excl GST)	Funding from other sources (excl GST)	Total project funding (excl GST)
NCCD	1. Develop teacher skills and judgement in discerning NCCD Levels of Adjustment through focussed PL and moderation opportunities.	$44,480	$0	$44,480
NCCD	2. Build teacher capacity to differentiate for quality teaching and learning for students at risk of educational disadvantage as a result of disability.	$44,480	$0	$44,480
NAPLAN	1. Support school readiness for their annual NAPLAN online, with an updated timeline in 2023.	$21,602	$0	$21,602
NAPLAN	2. Assist schools to interrogate, interpret and utilise NAPLAN data to inform planning for learning to improve student outcomes.	$21,602	$0	$21,602
Improving Governance	1. 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.	$43,981	$0	$43,981
Quality Teaching	1. Provide all schools with updates and support to understand and implement any changes to the current Australian Curriculum, as advised by ACARA.	$10,000	$0	$10,000
Quality Teaching	2. Implement ongoing PL on the learning progressions for literacy and numeracy to support teacher planning for learning and curriculum delivery.	$30,000	$0	$30,000

Project title	Activities	Reform support funding (excl GST)	Funding from other sources (excl GST)	Total project funding (excl GST)
Quality Teaching	3. 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.	$10,000	$0	$10,000
Quality Teaching	4. Contribute to the national effort and discussions regarding the roll-out of the revised Australian curriculum.	$5,000	$5,000	$10,000
Quality Teaching	5. 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.	$0	$20,000	$20,000
Quality Teaching	6. 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.	$0	$52,974	$52,974
Quality Teaching	7. 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.	$6,663	$0	$6,663

Project title	Activities	Reform support funding (excl GST)	Funding from other sources (excl GST)	Total project funding (excl GST)
Quality Teaching	8. Contribute to the national effort and discussion on the review of secondary education.	$2,026	$5,000	$7,026
Supporting teaching, school leadership and school improvement	1. Inform and encourage school leaders to access a variety of PL opportunities and provide opportunities for high performing principals and middle leaders to share their expertise though focused forums and professional learning opportunities.	$40,000	$0	$40,000
Supporting teaching, school leadership and school improvement	2. Contribute to the national discussion and effort regarding initial teacher education and induction, alongside transition of teachers from graduate to proficient standard.	$11,154	$0	$11,154
Supporting teaching, school leadership and school improvement	3. Contribute to the local and national discussion regarding HALT certification and the continuing HALT pilot in Tasmania.	$11,153	$0	$11,153
Supporting teaching, school leadership and school improvement	4. Contribute to the national discussion and effort regarding educational leadership.	$11,154	$0	$11,154
Supporting teaching, school leadership and school improvement	5. 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.	$20,000	$0	$20,000

Project title	Activities	Reform support funding (excl GST)	Funding from other sources (excl GST)	Total project funding (excl GST)
Enhancing the National Evidence Base	1. Enhance schools' internal self-review and external quality assurance processes for the purpose of monitoring and reviewing student learning gain.	$16,705	$0	$16,705
	Total funding (excluding GST)	**$350,000**	**$82,974**	**$432,974**

* The Australian Government understands that these figures provided are indicative and will change throughout the year. The Annual Report is expected to report on these changes. **Amount of $82,974 carried forward from 2022 as per letter from Australian Government Department of Education, 9 December 2022.**

Funds are to be expended by 30 March 3023

Non-Government Reform Support Fund

Independent Schools Tasmania– Workplan 2023

Project title	Project description and activities	Indicative budget	Expected outcomes/ Overall achievements	Indicators of success
Project 1. 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. 2023 Minister for Education's priority Tasmanian bilateral agreement Improvement Direction A	The Australian Curriculum, the Disability Discrimination Act and the Disability Standards for Schools emphasise the importance of personalised learning to meet the diverse needs of and capabilities of every young Australian. Through this project we will: • Continue to develop teacher skills and judgement in discerning NCCD Levels of adjustment through the provision of focussed PL and	Reform support funding: $88,960 Other funding: $NIL	This project aims to continue to enhance teacher knowledge, understanding and practice in regard to all aspects of the NCCD. Schools will be guided to: 1. Demonstrate support to students with disabilities by incorporating quality teaching and learning approaches that are: • Intensive • Frequent • Supportive and • Individualised 2. IST Consultants will guide schools to demonstrate the four elements of personalised learning through: • collaboration and negotiation. • assessment of individual needs. • adjustments to curriculum, instruction and environment (as required) • ongoing demonstration and evaluation of personalised learning.	In 2023, as observed and recorded by the IST Team, 80% of representative schools will: • Participate in meetings, webinars or individualised sessions addressing aspects of the NCCD. Timeline: February – December 2023 50% of schools will: • Participate in moderation (either in-school or cross-schools) by bringing de-identified examples that will justify their decision making. Timeline: sessions in Terms 1-3, 2023 In addition: • IST Consultants will work with 10 teachers or school leaders from participating schools to examine in their planning: evidence of integration 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 (as noted by visiting IST staff). Timeline: February – December 2023

Project title	Project description and activities	Indicative budget	Expected outcomes/ Overall achievements	Indicators of success
	moderation opportunities • 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.		3. Guide and support schools to: • Develop detailed student IEP's. 4. Provide intensive instructional support to assist schools to demonstrate quality differentiated classroom incorporating; • Planning and providing opportunities for guided practice and positive, corrective feedback. • Monitoring students' progress. • Making evidence based instructional decisions. IST staff will seek evidence of the above outcomes from documentation reviewed in school visits and/or PL/discussions with schools throughout the year.	*Attendance registers for any PL sessions will be maintained.

Project title	Project description and activities	Indicative budget	Expected outcomes/ Overall achievements	Indicators of success
Project 2. Strengthen NAPLAN, including through bringing the test window forward to term 1 from 2023 and offering schools the opportunity to opt-in to assessment of student's ability in Science, Digital Literacy and Civics and Citizenship. Tasmanian bilateral agreement Improvement Direction C	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: • Provision of leadership, including high level strategic and practical advice and associated professional learning (PL) for all IST schools. • Circulars to ensure readiness to participate in NAPLAN 2023. • Regular liaison with State and National colleagues - PMWG, ESA, and ERP through online communication and representation on all state-based Committees. • 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.	Reform support funding: $43,204 Other funding: $NIL	IST staff will: • Accurately articulate and respond to any queries to assist schools to meet the requirements for participation in 2023 NAPLAN testing. Enhance principal's, leadership teams, and individual teacher's capacity to: • Track school progress over time and identify areas of need. • Use data for objective, constructive feedback. • Set evidence informed goals for student, school and learning area outcomes, as requested.	In 2023, 100% of schools will: • Have access to support from IST's Consultancy team to address any queries regarding the earlier timeframe for NAPLAN online in March 2023. Timeline: January – December 2023 with EPR and IST led briefing meetings set as required in 2023 across the state. By November 2023 indicators of success will be evidenced in 10 of IST schools receiving assistance through IST staff visiting schools to provide assistance with: • School's strategic planning which includes strategies to improve student outcomes in Literacy and Numeracy. AND/OR • Individual teacher's planning that focuses on needs identified by NAPLAN data. AND/OR • School specific assessment data e.g. standardised assessments, teachers' assessments and anecdotal data measuring progress against goals for school and learning area outcomes.

Project title	Project description and activities	Indicative budget	Expected outcomes/ Overall achievements	Indicators of success
				*During any school visits IST staff will look for evidence of teachers in schools continually monitoring and diagnostically assessing individual student progress.

Timeline: June 2023 - December 2023

In 2023, 100% of schools will have the opportunity to opt-in to assessment of student's ability in Science, Digital Literacy and Civics and Citizenship. IST will support schools to take up this important initiative.

Timeline: February 2023 - December 2023

*Attendance registers for schools visited and PL sessions will be maintained. |

Project title	Project description and activities	Indicative budget	Expected outcomes/ Overall achievements	Indicators of success
Project 3. Improving governance and financial management in the non-government school sector. Tasmanian bilateral agreement Improvement Direction D	**Sub-goal 1: Workshops - Foundations for Organisational Success:** Regional workshops will be provided for new and continuing school Board members. School based workshops will also be offered to whole school Boards. Focus will be on strong cultures, risk management, reputation management and financial sustainability. These areas have been identified by the Australian Institute of Company Directors 2017 NFP Governance and Performance Study as essential to NFP organisational success. **Sub-goal 2: Workshops - Good Governance Principles for NFP Organisations, including Introduction and overview of online training modules:** Regional workshops will be provided for new and continuing school Board members. School based workshops will also be offered to whole school Boards.	Reform support funding: $43,981 Other funding: $NIL	**Workshops - Foundations for Organisational Success:** Supported by the IST Consultant, participants will: • Understand that the Board and its individual members should take an active role in developing, promoting and managing a healthy culture for the school. • Understand why and how school Boards identify and mitigate risk. • Understand the importance of a school making sufficient surplus to support its short, medium and long-term needs. • Recognise the value of a school's reputation, understand and monitor the key influences on it. • Understand the importance of media and social media policies and crisis management and communication plans. **Workshops - Good Governance Principles for NFP Organisations, including Introduction and overview of online training modules:** Supported by the IST Consultant, participants will understand:	Within two weeks following the workshop, participants will indicate whether the workshop will have assisted improving governance in their school. Attendance registers and event feedback responses will be required. Timeline: Terms 1, 2 and 3, 2023

Project title	Project description and activities	Indicative budget	Expected outcomes/ Overall achievements	Indicators of success
	Focus will be on ten principles that promote good governance for Not-for-Profit organisations. Participants will be given an overview of online School Governance training modules available through IST / AISNSW for individual school Board members.		• Roles and responsibilities of Board members and the Board. • Appropriate Board composition. • Organisational vision, purpose and strategies. • Risk recognition and management. • Organisational performance categories and indicators. • Board effectiveness strategies. • Integrity of information and accountability to stakeholders. • Board role in organisation building. • Organisation culture and ethics. • Effective engagement with stakeholders.	

Project title	Project description and activities	Indicative budget	Expected outcomes/ Overall achievements	• Indicators of success
Project 4. Quality Teaching Tasmanian bilateral agreement Improvement Direction A	A range of key initiatives will continue this year to address the bilateral agreement. Specifically, the IST team will: • 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. • Contribute to the national effort and discussions regarding changes to the Australian Curriculum and/or the learning progressions. • Contribute to the national effort and discussion on the review of senior secondary education. • 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. • Support work being currently undertaken in relation to Vocational Education and Training (VET) and Vocational Learning (VL) and provide feedback on current	Reform support funding: $66,663 Other funding: $80,000	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. IST staff will deliver professional learning (PL) at individual schools and continue support with both individual teachers and all relevant staff. 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). 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.	• 80% of total schools will be represented at ongoing focused PL sessions. Timeline: Website and a PL planner was completed and circulated in February 2022 and termly. PL conducted from February – November 2023 • 60% of participating educators will show evidence of engaging in the Australian Curriculum by engaging in discussions during PL sessions (qualitative data collated at conclusion of session via a participant feedback form). Timeline: February -December 2023. • IST staff will attend 80% of national and local committees and forums focusing on learning progressions, senior secondary education, VET, VC and the 9-12 review. Timeline: March – November 2023 • 100% of applicable publicly available information from above will be disseminated in regular circulars to all schools by IST staff. Timeline: March – November 2023 • An IST consultant will support 100% of schools currently offering Vocational Education and Training (VET) and Vocational Learning (VL) and provide support on current practice to assist as we build an inclusive Years 9-12 curriculum. Timeline: February – November 2023

	practice to assist as we build an inclusive Years 9-12 curriculum. • Promote and disseminate evidence-based tools, resources and information to schools to assist schools to implement best practice approaches. • Provide targeted PL and support to schools to prioritise the implementation of any revision to the Australian Curriculum and/or the learning progressions.		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.	In addition, to address the learning needs of all students: • intensive, differentiated individual school support will be provided for teachers of students requiring additional assistance, on an as needs basis. IST staff will visit 100% of schools to determine support required by the end of November. Timeline: March – November 2023

Project title	Project description and activities	Indicative budget	Expected outcomes/ Overall achievements	Indicators of success
Project 5. Supporting teaching, school leadership and school improvement. Tasmanian bilateral agreement Improvement Direction B	In 2023 a range of initiatives will provide continued focus on school improvement and leadership development. To do this IST staff will: • 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. • Contribute to national discussion and effort regarding initial teacher education and induction and the transition of teachers from graduate to proficient standard. • Contribute to national discussion and effort regarding educational leadership. • Assist with the HALT certification pilot in Tasmania. • 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.	Reform support funding: $93,461 Other funding: $NIL	In 2023, leaders in independent schools will: Benefit from regular exposure to weekly circulars, highlighting PL and learning opportunities. Receive information through targeted PL pertaining to current issues in educational leadership that will build upon their leadership expertise and potential. Participate in PL that will reflect the AITSL standards and enhance learning outcomes in their schools. Foster skills that will help school leaders to develop an active voice in leadership forums locally and nationally. IST staff will also: 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.	• Weekly circulars will be sent to school leaders with a range of opportunities listed. Our website will also support this indicator. Timeline: March – November 2023 • An annual PL format will be developed, circulated and updated in January 2022 and updated termly. This information will also be located on the IST website. Timeline: February 2023 • IST staff will attend 100% of committees focusing on teacher development, as invited. Timeline: March – December 2023 • IST will develop collegial links with other Independent school networks to arrange 2 PL courses in Tasmania for Educational leaders prior to December 2022 (online or in-person). Timeline: February – December 2023

Project title	Project description and activities	Indicative budget	Expected outcomes/ Overall achievements	Indicators of success
Project 6. Enhancing the National Evidence base Tasmanian bilateral agreement Improvement Direction C	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.	Reform support funding: $16,705 Other funding: $NIL	To enhance principal's, leadership teams, and individual teacher's capacity to: • Identify areas of 'success' and 'need' as a focus for making gains in student outcomes. • Interpret data from a whole-of-school perspective as well as at individual student level. • Address AITSL Standard 5 - Assess, Provide Feedback and Report on Student Learning. • Track student progress over time. • Use data for objective, constructive feedback to improve student outcomes. • Assist to set evidence. informed goals for students, schools and learning area outcomes.	By November 2023, indicators of success will be evidenced by individual support provided to schools by IST consultants, focusing upon analysis of a range of data to inform and improve teaching and learning. Discussions will be conducted with 8 schools by November 2023 across the state. Discussions will focus on the exploration of: • School's data and growth trends, alongside school specific assessment data e.g. standardised assessments, teachers' assessments and anecdotal data measuring progress against goals for school and learning area outcomes and student wellbeing and absentee data. OR • Lead school-based strategic planning processes which incorporate strategies to improve student outcomes. OR • Individual teacher's planning that focuses on needs identified by data (where applicable). The reviews will be discussed with each school and recommendations for improvement shared at the time of meetings. Timeline: June – November 2023