

Non-Government Reform Support Fund

2020 Annual Report

Independent Schools Tasmania

Non – Government Reform Support Fund

Independent Schools Tasmania – Annual report 2020

Executive Summary of Work for 2020

Throughout 2020, IST was able to provide state-wide support to all 32 Tasmanian independent schools. 2020 was a challenging and interesting year, due to COVID restrictions and the necessary adjustments that transpired in response.

The 2020 NGRSF funding provided, for all Independent Schools Tasmania (IST) member schools, an education support service as described in the Summary of Work below. As in past years, IST acknowledged the research evidence that highlights the importance of contextual, school based professional learning (PL) and whole-school commitment to change and growth. Work in 2020 essentially followed the same format as 2019, with IST Consultants (who are funded through the NGRSF) continuing their work established thus far and as articulated in the strategic plan (2019-2022). Many service provisions took place online, in response to government stipulations and guidelines.

Continuing projects commenced under the NGRSF priorities in 2018/19, and as part of the bilateral reform agreements, continued in 2020. All of these projects extended beyond the normal service provision for schools, as summarised below:

1. Quality assurance, moderation and support for the continued improvement of the Nationally Consistent Collection of Data (NCCD) on School Students with Disability

Project description and activities:

- Develop teacher skills and judgement in discerning NCCD Levels of Adjustment through focussed 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 = \$48,645

2. Implementation of online delivery of the National Assessment Program incorporating NAPLAN online

Project description and activities:

- Support school readiness for their annual NAPLAN online
- Assist schools to interrogate, interpret and utilise NAPLAN and standardised data to inform planning for learning to improve student outcomes.

Share of NGRSF = \$24,084

3. Improving governance and financial management practices in non-government schools

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
- Support in managing risk and safety, particularly in relation to the COVID-19 pandemic (this project was adjusted, in response to COVID demands)

Share of NGRSF = \$ 46,088

Additional ongoing projects commenced or continued in 2020 included:

4. Quality Teaching

Project description and activities:

- 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 Professional learning (PL) on the use of the Australian Curriculum learning progressions 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 learning progressions.
- 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 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.

Share of NGRSF = \$118,200

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, transition of teachers from graduate to proficient standard.
- Contribute to the national and state-based discussions and planning regarding HALT certification.
- 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 = \$98,673

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.

Share of NGRSF = \$14,310

Non-Government Reform Support Fund

Project Report General statement:

All of the projects outlined below have directly correlated with the established objectives within our strategic plan. Given the overall challenges faced by COVID, we were delighted with the outcomes achieved.

Independent Schools Tasmania (IST) Summary of 2020 achievements

Project title	Project description and activities	Actual Expenditure	Expected outcomes/ Overall achievements Outcome – Partially Achieved	Indicators of success See below for target % achieved	List any additional activities or variations to agreed activities and/or any additional information on outcomes or achievements
Project 1. Quality assurance, moderation and support for the continued improvement of the Nationally Consistent Collection of Data (NCCD) on School Students with Disability The Effective and Efficient use of NCCD Funds to Enhance Support and Enhance Learning Outcomes for SWD	The Melbourne Declaration, 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:	Reform support funding: \$48,645 Other funding: \$6,538	This project aimed to continue to enhance teacher knowledge, understanding and practice in regard to all aspects of the NCCD. Schools were assisted to: <ol style="list-style-type: none"> 1. Demonstrate support to students with disabilities by incorporating quality teaching and learning approaches that were: <ul style="list-style-type: none"> • Intensive • Frequent • Supportive and • Individualised 	Target for 2020 was 70% Target achieved was 61% In 2020, as observed and recorded by the IST Team, target 70% of representative schools: <ul style="list-style-type: none"> • Participated in meetings, webinars or individualised sessions addressing the NCCD. Achieved Timeline: February – December 2020 <ul style="list-style-type: none"> • Participated in moderation practice (either in-school or cross-schools) by bringing de- 	As meetings could only take place online for a large majority of 2020, this had a direct impact on planned meetings. Whilst they were replaced with webinars, schools were significantly stretched dealing with covid challenges. As such, the targets set were slightly impacted. All planned sessions were subsequently re-scheduled online, in order for schools to participate. In addition, whilst we offered moderation opportunities online, it was a very challenging process and we hope to be able to offer in-person sessions again

Project title	Project description and activities	Actual Expenditure	Expected outcomes/ Overall achievements Outcome – Partially Achieved	Indicators of success See below for target % achieved	List any additional activities or variations to agreed activities and/or any additional information on outcomes or achievements
2020 Minister for Education's priority Tasmanian bilateral agreement Improvement Direction A	<ul style="list-style-type: none"> Continued to develop teacher skills and judgement in discerning NCCD Levels of adjustment through the provision of focussed PL and moderation opportunities. Built 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. 		<ol style="list-style-type: none"> Demonstrate the four elements of personalised learning through planning and teaching: <ul style="list-style-type: none"> collaboration and negotiation. assessment of individual need. adjustments to curriculum, instruction and environment (as required) ongoing evaluation of personalised learning. Demonstrate the ability to: <ul style="list-style-type: none"> Develop detailed student profiles. Identify the required knowledge and skills. Provide intensive instructional time within a quality differentiated classroom <ul style="list-style-type: none"> Plan and provide opportunity for guided 	<p>identified examples that justified their decision making.</p> <p>Timeline: sessions in Terms 1-3, 2019</p> <p>In addition:</p> <p>Target for 2020 was 10 participating schools reviewed</p> <p>Target achieved was 8 participating schools reviewed</p> <ul style="list-style-type: none"> 8 teachers or school leaders from participating schools were be able to show 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 	<p>in 2021, subject to any COVID restrictions.</p>

Project title	Project description and activities	Actual Expenditure	Expected outcomes/ Overall achievements Outcome – Partially Achieved	Indicators of success See below for target % achieved	List any additional activities or variations to agreed activities and/or any additional information on outcomes or achievements
			<p>practice and positive, corrective feedback.</p> <ul style="list-style-type: none"> • Monitor students' progress. • Make evidence based instructional decisions. <p>IST staff collated evidence of the above outcomes from documentation reviewed in school online meetings and visits (where possible) throughout the year.</p>	<p>Curriculum (as noted by visiting IST staff).</p> <p>Timeline: February – December 2020</p> <p>*Attendance registers for any PL webinars and sessions were collected.</p>	

Project title	Project description and activities	Actual Expenditure	Expected outcomes/Overall achievements Outcome Achieved	Indicators of success Target % achieved outlined below.	List any additional activities or variations to agreed activities and/or any additional information on outcomes or achievements
Project 2. Implementation of online delivery of the National Assessment program Tasmanian bilateral agreement Improvement Direction C	<p>Working in collaboration with the Tasmanian Department of Education, Education Performance Review (EPR), IST delivered support to all independent schools. This support covered:</p> <ul style="list-style-type: none"> Provision of leadership, including high level strategic and practical advice and associated professional learning (PL) for IST schools. Circulars to ensure readiness to participate in NAPLAN 2020. Circulars to articulate the cancellation of NAPLAN 2020. Regular ongoing liaison with State and National colleagues - PMWG, ESA, and ERP through online communication and 	<p>Reform support funding: \$24,084</p> <p>Other funding: \$6,538</p>	<p>IST staff:</p> <ul style="list-style-type: none"> Accurately articulated and responded to any queries to assist schools to meet the requirements for participation and cancellation of 2020 NAPLAN testing. Accurately articulated and responded to any queries pertaining to the cancellation of NAPLAN testing in 2020. <p>IST staff continued to enhance principal's, leadership team's, and individual teacher's capacity to:</p> <ul style="list-style-type: none"> Track school progress over time and identify areas of need. Use data for objective, constructive feedback to individual schools. 	<p>Target for 2020 was 100% Target achieved was 100%</p> <p>In 2020, 100% of schools had representatives who:</p> <ul style="list-style-type: none"> Had access to support from IST's team to address any queries regarding NAPLAN online and its subsequent cancellation for 2020. <p>Timeline: February – December 2020</p> <p>Target for 2020 was 10 schools engaged Target achieved was 12 schools</p> <p>By November 2020 indicators of success were evidenced in 12 of IST schools receiving assistance through IST staff comprehensive consult meetings, providing assistance with:</p> <ul style="list-style-type: none"> School's strategic planning which includes strategies to improve 	<p>Whilst NAPLAN was cancelled in 2020, all preparations beforehand took place, as per in previous years.</p> <p>The cancellation of NAPLAN required consideration consultation and follow-up.</p> <p>School support and consult meetings took place, utilising 2019 NAPLAN data and 2020 school based standardised data. These consultation sessions took place online and/or in-person.</p>

	<p>representation on all state-based Committees.</p> <ul style="list-style-type: none"> • Advice and support regarding privacy legislation, review and analysis regarding previous years NAPLAN data. This assistance was delivered through circulars and individual school visits. 		<ul style="list-style-type: none"> • Set evidence informed goals for student, school and learning area outcomes, as requested. 	<p>student outcomes in Literacy and Numeracy.</p> <p>AND/OR</p> <ul style="list-style-type: none"> • Individual teacher's planning that focuses on needs identified by previous years NAPLAN data. <p>AND/OR</p> <ul style="list-style-type: none"> • School specific assessment data e.g. standardised assessments, teachers' assessments and anecdotal data measuring progress against goals for school and learning area outcomes. <p>IST staff looked for evidence of teachers continually monitoring and diagnostically assessing individual student progress.</p> <p>Timeline: June 2020-December 2020</p> <p>*Attendance registers for schools visited virtually or in person and PL session attendee lists were collated.</p>	
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Project title	Project description and activities	Actual Expenditure	Expected outcomes/ Overall achievements Partially achieved	Indicators of success	List any additional activities or variations to agreed activities and/or any additional information on outcomes or achievements
Project 3. Improving governance and financial management in the non-government school sector Tasmanian bilateral agreement Improvement Direction D	<p>Sub-goal 1: Workshops Foundations for Organisational Success:</p> <p>Regional and online workshops were offered for new and continuing school board members.</p> <p>School based workshops were offered to whole school boards.</p> <p>Focuses included, but were not exclusive to:</p> <p>School cultures, risk management, reputation management and financial sustainability.</p> <p>Sub-goal 2: Workshops-Good Governance Principles for NFP Organisations, Including Introduction and overview of online training modules:</p> <p>Regional workshops were provided for new</p>	<p>Reform support funding: \$46,088</p> <p>Other funding: \$6,538</p>	<p>Workshops Foundations for Organisational Success:</p> <p>Supported by the IST Consultant, participants were assisted to:</p> <ul style="list-style-type: none"> 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, 	<p>Target for 2020 was 100 % achieved Target achieved was 60% Sub-goal 1:</p> <p>A webinar was held on the 13th of August and there were 11 participants.</p> <p>60% of participants responded to the survey responses</p> <p>Survey feedback rated the webinar 4 and 5 out of 5. Responses highlighted areas of improvement for several of the schools.</p> <p>Sub-goal 2:</p> <p>Target for 2020 was 100 % achieved Target achieved was 20%</p> <p>Within two weeks following the workshops, 20% of participants answered a set of questions that evaluated their board's current performance.</p>	<p>As the majority of participants were voluntary school Board members, participation and responses were impacted by the impacts of Covid-19.</p> <p>The originally planned workshops pertaining to managing risk and safety were cancelled.</p> <p>In their place, schools were regularly updated and supported with information pertaining to Covid 19 restrictions.</p>

	<p>and continuing school board members.</p> <p>School based workshops were offered to whole school boards.</p> <p>Focus included but was not limited to:</p> <p>ten principles that promote good governance for Not-for-Profit organisations.</p> <p>Participants were given an overview of on-line School Governance training modules available through IST / AISNSW for individual school board members.</p> <p>Sub-goal 3: Workshops – Managing Risk and Safety</p> <p>This project was established to assist all member schools. However, the particular focus was adjusted in 2020 to be directed towards COVID school management and risk.</p> <p>Support was made available during the year</p>		<p>understand and monitor the key influences on it.</p> <ul style="list-style-type: none"> • Understand the importance of media and social media policies and crisis management and communication plans. <p>Workshops- Good Governance Principles for NFP Organisations, Including Introduction and overview of online training modules:</p> <p>Supported by the IST Consultant, participants were assisted to understand:</p> <ul style="list-style-type: none"> • Roles and responsibilities of board members and the board. • Appropriate board composition. • Organisational vision, purpose and strategies. • Risk recognition and management. • Organisational performance 	<p>6 months after the workshops, 20% of participants repeated the questionnaire indicating improvements in their school board's performance.</p> <p>The results did not clearly indicate substantial evidence of improvement in Board performance.</p> <p>Attendance registers and event feedback responses were maintained. The responses received were 90% positive</p> <p>Sub-goal 3:</p> <p>The originally planned workshops pertaining to managing risk and safety were cancelled.</p> <p>In their place, schools were regularly updated and supported with information pertaining to Covid 19 restrictions.</p>	
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	<p>to help facilitate the intended outcomes, plus assistance was offered pertaining to Covid related governance matters.</p> <p>Focus included but was not limited to the Australian Standard for Risk Management - Principles and Guidelines AS/NZS ISO 31000:2009, and in particular the ten principles that provide a framework and allow the effective management of risk at all levels.</p>		<p>categories and indicators.</p> <ul style="list-style-type: none"> • Board effectiveness strategies. • Integrity of information and accountability to stakeholders. • Board role in organisation building. • Organisation culture and ethics. • Effective engagement with stakeholders <p>Workshops – Managing Risk and Safety</p> <p>Supported by the IST Consultant, participants were supported to understand that the effective management of COVID related risk.</p>		
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Project title	Project description and activities	Actual Expenditure	Expected outcomes/ Overall achievements Partially Achieved	Indicators of success Target % achieved outlined below	List any additional activities or variations to agreed activities and/or any additional information on outcomes or achievements
Project 4. Quality Teaching Tasmanian bilateral agreement Improvement Direction A	<p>A range of key initiatives were continued to address this bilateral agreement. Specifically, the IST team:</p> <ul style="list-style-type: none"> Offered ongoing PL to assist teachers develop an understanding of the learning progressions for literacy and numeracy to support teacher planning for learning and curriculum delivery. Contributed to the national effort and discussions regarding learning progressions. Contributed to the national effort and discussion on the review of senior secondary education. Progressed and rolled-out recommendations from the Years 9-12 	<p>Reform support funding: \$118,200</p> <p>Other funding: \$96,538</p>	<p>In 2020, through targeted and/or individualised PL, educators in independent schools continued to be up-skilled and supported to deliver best practice, research-based teaching practices to ensure that they accurately monitored student achievement in a timely and responsive way.</p> <p>IST staff delivered professional learning (PL) via webinars and in-person (where possible) and continued support with both individual teachers and relevant staff.</p> <p>School Principal's and staff were assisted to become more confident in their understanding of and use of learning progressions, the 9-12 curriculum changes,</p>	<p>Target for 2020 was 50% Target achieved was 93%</p> <ul style="list-style-type: none"> 93% of total schools were represented at ongoing focused PL. <p>Timeline: PL planner was completed and circulated in February 2020.</p> <p>PL conducted from February – November 2020</p> <p>Target for 2020 was 50% Target achieved was 55%</p> <ul style="list-style-type: none"> 55% of participating educators were able to show evidence of engaging in the Australian Curriculum Learning Progressions by engaging in discussions during PL sessions (qualitative data collated at conclusion of session via a participant feedback form). <p>Timeline: February -December 2020.</p> <p>Target for 2020 was 80%</p>	<p>As a result of COVID, schools engaged actively in available webinars. Most school support was provided online.</p> <p>School visits were hampered by COVID restrictions, so in-school visit numbers were lessened as a result.</p>

	<p>project in the areas of curriculum and assessment, accreditation and certification, workforce development and data usage.</p> <ul style="list-style-type: none"> Supported work being undertaken in relation to Vocational Education and Training (VET) and Vocational Learning (VL) and provided feedback on current practice to assist to build an inclusive Years 9-12 curriculum. Promoted and disseminated evidence-based tools, resources and information to schools to assist early childhood education providers, primary and secondary schools to implement best practice approaches. Provided targeted PL and support to schools to prioritise 		<p>updates in VET and VC and K-10 progressions (as applicable in the schools they serve.)</p> <p>Schools were offered PL and support focusing on best practice initiatives in order to enable school leaders and teachers to understand how to roll-out planned and explicit teaching.</p> <p>Research based, high leverage teaching practices, resources and assessments were shared with individual teachers, small groups and schools to improve teacher practice and assisted to maximise student growth in literacy and numeracy.</p>	<p>Target achieved was 100%</p> <ul style="list-style-type: none"> 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>Timeline: March – November 2020</p> <p>Target for 2020 was 100% Target achieved was 100%</p> <ul style="list-style-type: none"> 100% of applicable publicly available information from above was disseminated in regular circulars to all schools by IST staff. <p>Timeline: March – November 2020</p> <p>Target for 2020 was 100% Target achieved was 100%</p> <ul style="list-style-type: none"> The IST VET Consultant offered support to 100% of schools currently offering Vocational Education and Training (VET) and Vocational Learning (VL) and provided support on current 	
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	the implementation of learning progressions for literacy and numeracy.			<p>practice to assist with the Years 9-12 project.</p> <p>Timeline: February – November 2020</p> <p>In addition,</p> <p>Target for 2020 was 20 schools</p> <p>Target achieved was 16 schools</p> <ul style="list-style-type: none"> • To address the learning needs of all students, intensive, differentiated individual school support was offered to teachers of students requiring additional assistance, on an as needs basis. IST staff worked with 16 schools by the end of November (virtually and in-person, where possible). <p>Timeline: March – November 2020</p>	
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Project title	Project description and activities	Actual Expenditure	Expected outcomes/ Overall achievements Achieved	Indicators of success Target % achieved noted below.	List any additional activities or variations to agreed activities and/or any additional information on outcomes or achievements
Project 5. Supporting teaching, school leadership and school improvement Tasmanian bilateral agreement Improvement Direction B	<p>In 2020 a range of initiatives were provided to emphasise a continued focus on school improvement and leadership development. To do this IST staff:</p> <ul style="list-style-type: none"> Informed and encouraged school leaders to access a variety of professional learning (PL) opportunities and provided opportunities for high performing principals and middle leaders to share their expertise. Contributed to national discussion and effort regarding initial teacher education and induction and the transition of teachers 	<p>Reform support funding: \$98,673</p> <p>Other funding: \$6,538</p>	<p>In 2020, leaders in independent schools:</p> <p>Benefited from regular exposure to weekly circulars, highlighting PL opportunities.</p> <p>Received information pertaining to current issues in education to build upon their leadership expertise and potential.</p> <p>Participated in PL that reflected the AITSL standards and enhanced learning outcomes in their schools.</p> <p>Fostered skills to help school leaders to develop an active voice in leadership forums locally and nationally.</p> <p>IST staff also:</p> <p>Maintained a clear voice around potential changes to initial teacher</p>	<p>Target for 2020 was 100% achieved</p> <ul style="list-style-type: none"> Weekly circulars were sent to school leaders with a range of PL opportunities listed. <p>Timeline: March – November 2020</p> <p>Target for 2020 was 100% achieved</p> <ul style="list-style-type: none"> An annual PL format was developed, circulated and updated in February 2020. <p>Timeline: February 2020</p> <p>Target for 2020 was 100% Target achieved was 100%</p> <ul style="list-style-type: none"> IST staff attended 100% of committees focusing on teacher development, as they arose. <p>Timeline: March – December 2020</p> <p>Target for 2020 was 2 PL courses Target achieved was 9 PL courses</p>	<p>School leaders appreciated the regular circulars disseminated through IST, particularly through COVID.</p> <p>Overall online PL provisions increased significantly throughout the year.</p> <p>Leadership support and development was a particular focus for 2020.</p>

	<p>from graduate to proficient standard.</p> <ul style="list-style-type: none"> • Contributed to national discussion and effort regarding educational leadership. • Assisted with discussions around HALT certification in Tasmania. • Informed and encouraged 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. 		<p>education and induction and informed discussions around transitions of teachers from graduate to proficient and the proposed roll-out of a HALT pilot across Tasmania in 2021.</p>	<ul style="list-style-type: none"> • IST developed collegial links with other Independent school networks and arrange 9 PL courses in Tasmania for Educational leaders prior to December 2020 <p>Timeline: February – December 2020</p>	
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Project title	Project description and activities	Actual Expenditure	Expected outcomes/ Overall achievements Achieved	Indicators of success Target % achieved noted below.	List any additional activities or variations to agreed activities and/or any additional information on outcomes or achievements
<p>Project 6.</p> <p>Enhancing the National Evidence base</p> <p>Tasmanian bilateral agreement Improvement Direction C</p>	<p>A specific goal for the year was to enhance schools' internal self-review and external quality assurance processes for the purpose of monitoring and reviewing student learning gain in each individual school.</p> <p>As schools did not have access to 2020 NAPLAN data, 2019 data and additional available school standardised data was collated and reviewed.</p>	<p>Reform support funding: \$14,310</p> <p>Other funding: \$6,538</p>	<p>To enhance principal's, leadership teams, and individual teacher's capacity to:</p> <ul style="list-style-type: none"> • 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 	<p>Target for 2020 was 10 support processes Target achieved was 12 support processes</p> <p>By November 2020, indicators of success were evidenced through individual support provided to schools by IST consultants, focusing upon analysis of previous years NAPLAN and standardised data to inform and improve teaching and learning. Discussions were conducted with 12 schools by November 2020 across the state. Discussions focused on the exploration of:</p> <ul style="list-style-type: none"> • School's past NAPLAN and/or standardised 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. 	<p>As noted, due to the absence of 2020 NAPLAN data, previous years' longitudinal NAPLAN data and trends were reviewed for the purposes of this process. In addition, longitudinal standardised data was utilised.</p>

			<p>students, schools and learning area outcomes</p>	<ul style="list-style-type: none"> • Review of strategic planning which specifically incorporated strategies to improve student outcomes in Literacy and Numeracy, as appropriate. • Individual teacher's planning that focused on needs identified by NAPLAN or standardised data (where applicable). <p>Recommendations for improvement were shared with schools at the time.</p> <p>Timeline: June – November 2020</p>	
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2020 Budget expenditure

Activities	Reform support funding
Project 1: NCCD	
IST staff contributions at national and local committees and forums	
Attendance at regional NCCD Network Meetings	
NCCD training sessions	
Moderation meetings (in school and/or cross schools)	
IST staff to support individual staff within schools	
SUBTOTAL	\$48,645
Project 2: NAPLAN	
IST staff contributions at national and local committees and forums	
Using NAPLAN and Standardised data to improve student outcomes – PL delivered to schools: Context specific and needs based	
School visits to review School's planning which includes strategies to improve student outcomes in Literacy and Numeracy.	
School specific assessment data visits reviewing NAPLAN, standardised assessments, teachers' assessments and anecdotal data measuring progress against goals for school and learning area outcomes.	
SUBTOTAL	\$24,084
Project 3: Governance	
Advice to schools on governance	
Workshops - Foundations for Organisational Success	
Workshops – Good Governance Principles for NFP Organisations including Introduction and overview of On-line training modules	
Support for schools – Managing COVID Risk and Safety	
SUBTOTAL	\$46,088
Project 4: Quality teaching	
IST staff contributions at national and local committees and forums	
Provision of ongoing PL sessions focusing on quality teaching by IST staff	
Individual school support visits for teachers of students requiring additional assistance	

School visits by IST staff in schools to target continually monitoring and making recommendations for individual students	
Support work being currently undertaken in relation to Vocational Education and Training (VET) and Vocational Learning (VL) and provide feedback on current practice to assist as we build an inclusive Years 9-12 curriculum	
SUBTOTAL	\$118,200
Project 5: Leadership	
IST staff contributions at national and local committees and forums	
Circulars created by IST staff sent to school leaders with a range of PL opportunities listed for each term	
Annual PL format developed, circulated and updated by IST staff in January 2020.	
IST staff contributions at all committees focusing on teacher development	
Ongoing PL leadership courses recommended and offered for Educational leaders	
SUBTOTAL	\$98,673
Project 6: National Evidence	
IST staff contributions at national and local committees and forums	
Schools visits to review standardised data and create responsive action plans.	
SUBTOTAL	\$14,310
Safe Home Safe Families	
Safe Homes Safe Families: (State Government Initiative)	0
Total funding for 2020	\$350,000