

**National School Reform Agreement**

**Tasmania Bilateral Agreement:  
2021 Progress Report**

## National School Reform Agreement – Bilateral Agreement Report – TAS – 2021

### Executive Summary

#### Tasmanian Department of Education (DoE)

In 2021, DoE continued to work through issues raised by the pandemic, particularly through the impact on Tasmanian students. Nevertheless, DoE achieved several projects and initiatives.

DoE worked collaboratively with Tasmania's initial teacher education (ITE) provider, the University of Tasmania, in preparing a joint submission to the Quality ITE Review. This addressed challenges in the Tasmanian context in attracting, training and retaining a quality teaching workforce.

DoE continued to address the needs of Tasmanian students at risk of educational disadvantage. DoE developed a new English as an Additional Language (EAL) Community Hub, allowing staff to access resources to assist in the education of EAL students.

DoE continued implementing the recommendations of the Tasmanian Years 9-12 Review and released plans for senior secondary course development and provision through to 2027.

The work undertaken by DoE, in addition to meeting the requirements of Tasmania's bilateral agreement, consolidate Tasmania's approach to improvement which is embedded in the 2018-2021 DoE Strategic Plan, *Learners First: Every Learner, Every Day*.

#### Catholic Education Tasmania (CET)

CET's Non-Government Reform Support Work Plan for 2021 is based on our commitment to improve the learning outcomes for all students in Catholic schools.

The Work Plan demonstrates our collegial and collaborative relationship with both the Government and independent sector, our strong focus on student equity and commitment to quality teaching and leadership development.

CET continued to prioritise the needs of students at risk of disadvantage: our Aboriginal and Torres Strait Islander cohort, our students with disability, students of refugee background and/or limited English proficiency and, our students in rural/regional areas. A significant achievement was the move from a medical model of supporting students with difficulties in language acquisition to an educational model. This was achieved by a collaborative partnership between CET and Speech Pathology providers throughout Tasmania.

## **National School Reform Agreement – Bilateral Agreement Report – TAS – 2021**

The Years 9-12 Project continues to be a cross-sectoral education priority for CET. The Project progressed from the initial design and development phase to the implementation phase. Educators in Catholic schools have had opportunities to provide feedback.

2021 saw an overall increase in demand for professional learning on effective feedback practices and developing strategic timelines as schools prepare for continuous online feedback and shifting to summary reports by 2023.

CET developed the Leadership Development Program as a significant commitment to developing a strong pipeline of future leaders.

### **Independent Schools Tasmania (IST)**

IST progressed the recommendations and relevant actions from the Years 9-12 Project.

The IST Consultancy Team worked in collaboration with our independent schools to support the delivery of best practice, research-based teaching to accurately monitor student achievement in a responsive way. 96 per cent of our total schools were represented at web-based and/or in-person professional learning sessions.

Individual school-based support was continually offered to independent schools, focusing on the development of data literacy, specifically the analysis of standardised data to improve teaching and learning in all curriculum areas.

The IST team led twelve professional learning courses in Tasmania that were open for all IST leaders and aspiring leaders.

## National School Reform Agreement – Bilateral Agreement Report – TAS – 2021

### Progress Against Each Reform Direction

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

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><b><u>Tasmanian Department of Education</u></b></p> <p><b>Ongoing</b></p> <ul style="list-style-type: none"> <li>• DoE continued to be involved in national discussions in 2021 through Education Ministers Meetings (EMM) and associated officers' forums. Work continued to progress on the development of an online formative assessment tool with Tasmania engaging with the relevant boards and working groups.</li> </ul> <p><b><u>Catholic Education Tasmania</u></b></p> <p><b>Ongoing</b></p> <ul style="list-style-type: none"> <li>• CET has been an active contributor nationally with senior leadership representation on the ACARA Curriculum Directors' Group.</li> <li>• CET's Curriculum, Assessment and Professional Practice (CAPP) team also met regularly with ACARA Learning Area Curriculum Specialists to provide jurisdictional feedback as part of the Australian Curriculum Review and Consultation Version 9.0.</li> <li>• Cross-sectoral online and face to face workshops were held state-wide with ACARA Curriculum Specialists, providing educators state-wide an opportunity for professional critique and discussion.</li> </ul>

## National School Reform Agreement – Bilateral Agreement Report – TAS – 2021

Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			<ul style="list-style-type: none"> <li>• CAPP team facilitated Learning Area Network Meetings were held for each of the eight learning areas of the Australian Curriculum.</li> <li>• Secondary Moderation was conducted via video conference for five key learning areas (Mathematics, English, Science, HASS and HPE) with 107 participants in total. These sessions included a senior secondary session to inform teachers of pathways from year 10 to senior secondary and to build connections and capacity of teachers in readiness for the implementation of the Years 9-12 Project and the CET Greater Hobart Extension Project: (Project 23).</li> <li>• Three whole-day and four one-hour-long video conference Primary Moderation sessions facilitated by the CAPP team were held regionally for school leaders and teachers.</li> <li>• Version 3 of ACARA’s Literacy and Numeracy Progressions became a workflow focus for the CET Literacy and Numeracy Education Officers.</li> <li>• The Practice Coach: Literacy facilitated whole school professional learning, as well as targeted work with primary and secondary leadership teams developing capacity and building knowledge.</li> <li>• Numeracy progression work was strengthened in 2021 with the appointment of a Numeracy Education Officer with a focus on supporting primary schools state-wide.</li> <li>• Numeracy focused Professional Learning opportunities were available to Primary and Secondary staff across the course of the year, a series of sessions were facilitated by Numeracy Consultant</li> </ul>

## National School Reform Agreement – Bilateral Agreement Report – TAS – 2021

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			<p>and Mathematics Association of Tasmania Vice President, Birsin Reynolds.</p> <ul style="list-style-type: none"> <li>• CET Schools remained connected with updates from the Online Formative Assessment Initiative (OFAI) project team, via national jurisdictional representation (NCEC).</li> </ul> <p><b><u>Independent Schools Tasmania</u></b></p> <p><b>Ongoing</b></p> <ul style="list-style-type: none"> <li>• Independent school principals and staff continued to be supported by IST in their understanding of and use of the English and Maths learning progressions, the 9-12 curriculum changes, updates in VET and vocational learning and were supported to utilize, review and act upon both formative and summative assessment.</li> <li>• IST staff attended 100 per cent of national and local committees and forums (which were online) focusing on learning progressions, senior secondary education, VET, VC, the revised Australian Curriculum and the 9-12 review.</li> </ul>
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	All sectors	Ongoing	<p><b><u>Tasmanian Department of Education</u></b></p> <p><b>Ongoing</b></p> <ul style="list-style-type: none"> <li>• The new needs based <a href="#">EAL Support Model</a> was implemented to provide resourcing to Government schools.</li> </ul>

## National School Reform Agreement – Bilateral Agreement Report – TAS – 2021

Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
pedagogy, quality teaching and leadership and innovation.			<ul style="list-style-type: none"> <li>• DoE developed a new English as Additional Language (EAL) Community Hub to provide staff easy access to resources, student information and the EAL Library.</li> <li>• DoE is developing an online intensive English class to provide additional support for new arrivals in Years 7 to 12, with Beginning English proficiency.</li> <li>• Continued refinement of the Educational Adjustment Disability Funding model, a needs-based funding model aligned with the Nationally Consistent Collection of Data on school students with disability.</li> <li>• Ongoing Professional Learning offered face to face and online to support inclusive practice, differentiation and quality teaching of all students</li> <li>• DoE continues to publish resources on <a href="#">The Orb</a>, the online portal for teaching and learning about Tasmanian Aboriginal history and culture.</li> <li>• A series of professional learning offerings has been developed to increase cultural awareness, with the aim of teachers being able to better respond to the needs of Aboriginal students.</li> <li>• DoE continues to be actively involved in the implementation of the <a href="#">Tasmanian Government’s Closing the Gap Implementation Plan [PDF 401KB]</a>..</li> </ul>

## National School Reform Agreement – Bilateral Agreement Report – TAS – 2021

		<p><b><u>Catholic Education Tasmania</u></b></p> <p><b>Ongoing</b></p> <p>In 2021 the Student Support team supported teachers with planning, differentiation, creating adjustments, learning plan preparation and transition planning.</p> <p>In 2021 the Student Support team led state-wide NCCD moderation with attendance by the majority of CET schools. Moderation empowered attendees to engage in professional conversations, align their professional judgements with colleagues, supported consistent, reliable and defensible decisions to generate accurate data.</p> <p>The Student Support team, in collaboration with Speech Pathologists in all regions around Tasmania, continued to actively support students with difficulties in language acquisition. The emphasis was to further build capacity by developing working relationships between Speech Pathologists and schools to move from a medical model to an educational model.</p> <p>In 2021 a comprehensive EALD Professional learning suite was maintained. Two accredited EALD training courses were again offered state-wide. IST was included in cross sector professional learning opportunities offered by TCEO EALD. School based professional learning opportunities were held state-wide with external providers via Education Officer liaison, and co-facilitated EALD specific events were provided.</p> <p>In 2021, a TCEO audit was begun of existing professional learning provided in the area of Trauma Informed Practice. EALD worked with Student Support and Wellbeing to identify existing professional learning.</p>
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			<p><b><u>Independent Schools Tasmania</u></b></p> <p><b>Ongoing</b></p> <ul style="list-style-type: none"> <li>• To meet the needs of students at risk of educational disadvantage (including students with disability, Aboriginal students and students with low English proficiency) the IST Consultancy team focused upon the provision of targeted and individualised professional learning sessions. Our consultancy team supported staff in independent schools to be up-skilled and supported with research-based teaching practices to ensure that they accurately monitored these identified students' achievement in a timely and responsive way. Over the course of the year, 96 per cent of schools were represented at ongoing focused professional learning sessions.</li> <li>• Total numbers for professional learning in 2021 were: <ul style="list-style-type: none"> <li>○ Senior staff and principals – 190</li> <li>○ Overall participants in any IST PL – 1454</li> </ul> </li> </ul>
<p>Implement recommendations from Tasmania's Years 9-12 Review</p> <ul style="list-style-type: none"> <li>• Development of a curriculum framework</li> <li>• Revise accreditation and certification standards for completion of Year 12</li> </ul>	<p>All sectors / Government</p>	<p>From 2019</p>	<p><b><u>Tasmanian Department of Education</u></b></p> <p><b>Ongoing</b></p> <ul style="list-style-type: none"> <li>• The Years 9 to 12 Curriculum Framework defines curriculum priorities for Years 9-12 in Tasmania.</li> <li>• In 2021, DoE released its plans for senior secondary course development and provision through to 2027.</li> </ul>

## National School Reform Agreement – Bilateral Agreement Report – TAS – 2021

Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
<ul style="list-style-type: none"> <li>• Develop a strategic response to gaps in workforce</li> <li>• Review of the use of senior secondary data.</li> </ul>			<ul style="list-style-type: none"> <li>• 26 new contemporary senior secondary courses are now planned to be available from 2023. These include:               <ul style="list-style-type: none"> <li>○ Work-based learning course Enterprise at Work.</li> <li>○ Transdisciplinary Projects courses English Inquiry and Transdisciplinary Science.</li> <li>○ Professional Studies courses Engineering Design and Contemporary Music and Songwriting.</li> <li>○ Personal Futures courses in Numeracy.</li> </ul> </li> <li>• The revised senior secondary accreditation framework was released in 2021.</li> <li>• The Vision for Vocational Learning and VET to 2030 defines the priorities for Vocational Learning in years 9 – 12 in Tasmania.</li> <li>• The Vocational Learning in Tasmanian Schools framework was released in 2021.</li> <li>• In 2021, the Requirements and Guidelines for Career Education, Work-based Learning, VET and Apprenticeships/Traineeships were implemented in line with the framework.</li> <li>• Throughout the senior secondary curriculum renewal process, as well as the support provided for vocational learning in Tasmanian schools, the Department of Education works closely with industry, as well as the Department of State Growth (DSG), which has oversight of the Ministerial Priorities for Training and Workforce Development.</li> </ul>

## National School Reform Agreement – Bilateral Agreement Report – TAS – 2021

Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			<ul style="list-style-type: none"> <li>• These relationships help ensure curriculum development and vocational learning program delivery are cognisant of, and seeking to address, workforce gaps and needs.</li> <li>• DoE is working with the Office of Tasmanian Assessment, Standards and Certification and the non-government school sector to reform data reporting to strengthen monitoring and decision making.</li> </ul> <p><b><u>Catholic Education Tasmania</u></b></p> <p><b>Ongoing</b></p> <ul style="list-style-type: none"> <li>• CET has worked collaboratively with DoE and IST on the development of the Years 9-12 Curriculum Framework.</li> <li>• CET is working with Catholic Secondary/Senior Secondary schools to implement the framework across Years 9-12.</li> <li>• CET is working collaboratively with DoE and IST to achieve the remaining actions of the Years 9 to 12 Review.</li> </ul> <p><b><u>Independent Schools Tasmania</u></b></p> <p><b>Ongoing</b></p> <ul style="list-style-type: none"> <li>• IST continued to work collaboratively with all stakeholders to roll-out the Years 9-12 Project. Regular updates on the progress of the project were made available to all schools in the areas of curriculum and assessment, accreditation and certification and workforce development.</li> </ul>

## National School Reform Agreement – Bilateral Agreement Report – TAS – 2021

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			<ul style="list-style-type: none"> <li>IST maintained representation at all levels of the Years 9-12 Project.</li> <li>Support for schools continued in relation to VET and vocational learning, familiarisation with the curriculum framework and course rollouts.</li> </ul>
Implement learning progressions for literacy and numeracy to support curriculum delivery, including in the early years of schooling.	Independent	2019	<p><b><u>Independent Schools Tasmania</u></b></p> <p><b>Implementation completed in 2019.</b></p> <ul style="list-style-type: none"> <li>N/A</li> </ul>
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><b><u>Independent Schools Tasmania</u></b></p> <p><b>Ongoing</b></p> <p>IST continued to inform and encourage independent school leaders to access a variety of leadership learning 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 through a range of different forums. IST developed twelve professional learning courses in Tasmania for educational leaders prior to December 2021.</p>
Collaboration with schools and colleges to establish uniform feedback and reporting to ACARA standards and progressions.	Catholic	2019	<p><b><u>Catholic Education Tasmania</u></b></p> <p><b>Implementation completed in 2019 (activities ongoing)</b></p> <ul style="list-style-type: none"> <li>2021 saw an overall increase in demand for facilitating Professional Learning on effective feedback practices and developing strategic</li> </ul>

## National School Reform Agreement – Bilateral Agreement Report – TAS – 2021

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			<p>timelines as schools prepared for continuous online feedback and a shift to summary reports by 2023.</p> <ul style="list-style-type: none"> <li>• CET CAPP team responded to multiple requests for Backwards Design planning support, with a focus on learning intentions, success criteria and task design.</li> <li>• Differentiation, effective pedagogy and aligning scope and sequences with the Australian Curriculum were the key themes of support requested from secondary colleges in 2021.</li> <li>• The CET Pedagogy, Assessment, Feedback and Reporting Review (PAFARR) project team, continued their work on updating and modifying CET Assessment, Reporting and Moderation Guidelines and sought feedback from all school stakeholders over the course of 2021 to guide the focus of this work.</li> </ul>
<p>Trial of Staff Learning Management System to enhance capability, tracking and delivery of professional development.</p>	<p>Catholic</p>	<p>2019</p>	<p><b><u>Catholic Education Tasmania</u></b></p> <p><b>Implementation completed in 2019.</b></p> <ul style="list-style-type: none"> <li>• Progress update: 89 CANVAS courses completed.</li> </ul>

## National School Reform Agreement – Bilateral Agreement Report – TAS – 2021

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

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><b><u>Tasmanian Department of Education</u></b></p> <p><b>Implementation completed in 2019. (actions ongoing)</b></p> <ul style="list-style-type: none"> <li>• In 2020 the Teachers Registration Amendment Act (Tas) commenced, which facilitated Tasmania’s participation in the Australian Teacher Workforce Data (ATWD) collection. The amendment to the Act enabled Tasmania to participate in the full round of data collection for the ATWD in 2021.</li> <li>• In 2021, DoE provided a joint submission to the national Quality Initial Teacher Education (ITE) Review in partnership with the University of Tasmania. The submission outlined the key challenges in attracting, training and retaining quality teachers in Australia, highlighting what has already done to address these challenges through our partnership in Tasmania. The submission also provided a recommendation for a future model that would provide a template for improvement in ITE across Australia.</li> </ul> <p><b><u>Catholic Education Tasmania</u></b></p> <p><b>Implementation completed in 2019.</b></p> <ul style="list-style-type: none"> <li>• N/A</li> </ul>

## National School Reform Agreement – Bilateral Agreement Report – TAS – 2021

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			<p><b><u>Independent Schools Tasmania</u></b></p> <p>Implementation completed in 2019.</p> <ul style="list-style-type: none"> <li>• N/A</li> </ul>
<p>Implement the four year <i>More Teachers, Quality Teaching</i> 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><b><u>Tasmanian Department of Education</u></b></p> <p><b>Ongoing</b></p> <p>The Education Workforce Roundtable continued to meet regularly throughout 2021, working collaboratively to progress the <i>More Teachers, Quality Teaching</i> action plan.</p> <ul style="list-style-type: none"> <li>• Through the development of the Tasmanian Teacher Profile, DoE defined what a quality teacher looks like in the Tasmanian Government school context - beyond technical expertise and qualifications.</li> <li>• In 2021, a draft toolkit concept was designed to support schools utilising the Tasmanian Teacher Profile for recruitment conducted at the school level.</li> <li>• The Tasmanian Teacher Profile is used as part of quality assessment protocols for the recruitment of new teachers and Teacher Intern Placement Program (TIPP) scholarships into Tasmanian Government schools.</li> <li>• In 2021 DoE continued to deliver annual national recruitment campaigns leveraging the Teach Tasmania campaign and associated marketing materials.</li> </ul>

## National School Reform Agreement – Bilateral Agreement Report – TAS – 2021

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			<ul style="list-style-type: none"> <li>In 2021, DoE leveraged findings from the 2020 Teacher Intern Placement Program Review to implement ongoing improvements to the program. These improvements focussed on increased support for interns, mentors and schools, a review of financial support for interns, and increased focus on marketing the program</li> <li>The HALT Pilot was delivered by the three education sectors in collaboration with the Teacher’s Registration Board and the University of Tasmania (UTAS) in 2021.</li> </ul>
<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><b><u>Tasmanian Department of Education</u></b></p> <p><b>Ongoing</b></p> <p>In 2021, DoE continued to participate in the Steering Committee for certification of HALT Tasmanian pilot.</p> <p>In 2021, the Professional Learning Institute (PLI) continued to provide a suite of leadership focused professional learning aimed at building the capability of leaders across their career.</p> <p><b><u>Catholic Education Tasmania</u></b></p> <p><b>Ongoing</b></p> <ul style="list-style-type: none"> <li>CET established the Leadership Development Program across the organisation, in both school and office settings. The Focus on Aspiring Leaders, Deputy Principals, Principals, Senior Leadership.</li> <li>Established Deputy Principals as system employees. This provides DPs with portability across CET. This enables the ability to be</li> </ul>



## National School Reform Agreement – Bilateral Agreement Report – TAS – 2021

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			<p>responsive to leadership needs as well as leadership development opportunities for Aspiring Leaders and Deputy Principals in acting roles or working across different school settings.</p> <ul style="list-style-type: none"> <li>• Deputy Principal role given 1.0 FTE in all schools irrespective of size or location. Key focus on increasing pastoral care and wellbeing support to the principal. As well as leadership pipeline opportunities for a greater number of aspiring leaders.</li> <li>• CET has undertaken a review of staffing for our schools with a focus on administrative support to enable leaders to focus on where they can increase their impact and influence of leadership through decreased time in administrative requirements day to day, while still maintaining the levels need to lead and manage their schools needed.</li> </ul>
<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><b><u>Tasmanian Department of Education</u></b></p> <p><b>Implementation completed in 2019. Actions ongoing.</b></p> <p>The PLI delivered the Quality Mentoring Program, designed for teachers new to the role of mentor.</p> <p>DoE continues to deliver a suite of professional learning for early career teachers, supporting their transition from Graduate to Proficient teaching standards, which includes <i>Meeting the Standards: Induction for Early Career Teachers</i>.</p>

## National School Reform Agreement – Bilateral Agreement Report – TAS – 2021

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			<p>Teach Tasmania Welcome to the Profession Days continued to be delivered in 2021, in partnership with UTAS, to provide early career teachers with the opportunity to learn about what it means to be a quality teacher within Tasmania’s public education system.</p> <p>The draft Good Practice Guide: Induction for Early Career Teachers concept has been designed to provide further support for early career teachers in our workforce and covers five key areas: Induction, Mentoring, Networking, Community Integration and Time Release.</p> <p><b><u>Catholic Education Tasmania</u></b></p> <p><b>Implementation completed in 2019 (activities ongoing)</b></p> <p>Specific actions to strengthen the CET Leadership Program include the following:</p> <ul style="list-style-type: none"> <li>• Established Deputy Principals as system employees. This provides DPs with portability across CET. This enables the ability to be responsive to leadership needs as well as leadership development opportunities for Aspiring Leaders and Deputy Principals in acting roles or working across different school settings.</li> <li>• Deputy Principal role given 1.0 FTE in all schools irrespective of size or location. Key focus on increasing pastoral care and wellbeing support to the principal. As well as leadership pipeline opportunities for a greater number of aspiring leaders.</li> <li>• CET has undertaken a review of staffing for our schools with a focus on administrative support to enable leaders to focus on where they</li> </ul>

## National School Reform Agreement – Bilateral Agreement Report – TAS – 2021

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			<p>can increase their impact and influence of leadership through decreased time in administrative requirements day to day, while still maintaining the levels need to lead and manage their schools needed.</p>
<p>Increase staffing in selected schools to the support our principals to focus on leading high quality teaching and learning in their schools.</p>	<p>Government</p>	<p>From 2019</p>	<p><b><u>Tasmanian Department of Education</u></b></p> <p><b>Completed in 2020</b></p> <p>In 2020, 29.7 additional FTE teaching staff were allocated across 58 schools. Targeting of resources was to:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• all district schools (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 extend provision to Years 11 and 12.</li> </ul> <p>The allocation in 2020 decreased from 2019 as one school ceased operations at the end of 2019.</p>

## National School Reform Agreement – Bilateral Agreement Report – TAS – 2021

Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
Undertake a functional analysis of school leadership teams and review the role of the principal in the context of leadership in government schools, with a focus on the principal being the instructional leader.	Government	From 2019	<p><b><u>Tasmanian Department of Education</u></b></p> <p><b>Ongoing</b></p> <p>In 2021 DoE continued to implement the Contemporary School Leadership Roles project, and has progressed to operationalising and implementing three findings as a result of the functional analysis. Three key findings were:</p> <ul style="list-style-type: none"> <li>• our approach to school leadership, including the test and try of a High Impact Leadership Teams Tool;</li> <li>• role clarity across leadership pathways, including commencing the concept development of a Principal Capability Framework; and</li> <li>• system supports and enablers.</li> </ul>
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><b><u>Catholic Education Tasmania</u></b></p> <p><b>Ongoing</b></p> <p>COVID-19 impacted the progress of this action.</p> <ul style="list-style-type: none"> <li>• The Principal Development Program using CET Leadership Standards (AITSL Leadership Standards as well as Standards for Catholic Identity and Evangelisation) was established across the four stages of development; Developing, Proficient, Accomplished and Lead.</li> <li>• Regional Principal Leader roles were created (to be implemented in 2022) with a core focus of Wellbeing support for Principals. Two RPL</li> </ul>

## National School Reform Agreement – Bilateral Agreement Report – TAS – 2021

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			<p>roles (North and South) who support Principals as critical friends, scripting of conversations, feedback, regular presence in their schools as well as a conduit between school and system needs.</p> <ul style="list-style-type: none"> <li>• Deputy Principal role was given 1.0 FTE in all schools irrespective of size or location. Key focus on increasing pastoral care and wellbeing support to the principal. As well as leadership pipeline opportunities for a greater number of aspiring leaders.</li> <li>• Clear processes were established for the Principal Reclassification Process for Accomplished Leaders to move towards Lead Principalship. Includes critical reflection, portfolio and panel discussion of demonstrating impact through evidence-based examples.</li> <li>• A 'Resilience Program' was developed (to be implemented in 2022). The program is designed to build awareness of resilience strategies, indicators of anxiety, goal setting and support for each Principal within CET.</li> </ul>

## National School Reform Agreement – Bilateral Agreement Report – TAS – 2021

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

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><b><u>Tasmanian Department of Education</u></b></p> <p><b>Ongoing</b></p> <ul style="list-style-type: none"> <li>• Implementation of the approach continued in 2021 with over 65% of schools having a review under the new model.</li> <li>• The approach continues to support schools to strengthen their focus on learning to improve levels of student growth and achievement. The model is underpinned by the National School Improvement Tool.</li> </ul>
Continue to utilise external expertise to engage and evaluate system improvement priorities, with a particular focus on capacity building.	Government	Ongoing	<p><b><u>Tasmanian Department of Education</u></b></p> <p><b>Ongoing</b></p> <ul style="list-style-type: none"> <li>• In September 2021, DoE contracted an external expert to develop a set of resources to provide guidance and support for schools to implement Collaborative Inquiry to improve learning and teaching, as well as the leading actions required to create and sustain Collaborative Inquiry.</li> <li>• These resources are part of the package of support for Our Approach to School Improvement which was released to schools in November 2021 for a test, try and learn year in 2022.</li> </ul>

## National School Reform Agreement – Bilateral Agreement Report – TAS – 2021

Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			<ul style="list-style-type: none"> <li>Development of the resources commenced in 2021, including consultation, and are due to be made available to schools towards the end of Term 2 2022.</li> </ul>
Enhance schools' internal self-review and external quality assurance process for the purpose of monitoring and reviewing student learning gain.	Independent	Ongoing	<p><b><u>Independent Schools Tasmania</u></b></p> <p><b>Ongoing</b></p> <ul style="list-style-type: none"> <li>In 2021, the IST consultancy team continued to work with schools to develop and enhance their data literacy skills. Schools were assisted to monitor and review student learning gain, with a particular focus upon the review of NAPLAN standardised longitudinal data.</li> </ul>
Continue to improve school improvement frameworks consistent with the ACER National School Improvement Tool and its nine domains.	Catholic	Ongoing	<p><b><u>Catholic Education Tasmania</u></b></p> <p><b>Was not achieved/did not progress</b></p> <p>CET is not pursuing the development of a CET School Improvement Digital Tool due to ongoing barriers, however our commitment to school improvement continues to be strong as evidenced by the following actions:</p> <ul style="list-style-type: none"> <li>Each CET school participates in the School Improvement Validation 5-year cycle. Validation is a point in time exercise which ensures the system (in this case CET as the relevant educational authority) satisfies all aspects of Church, system and government requirements within the context of school improvement processes. From 2018, validation also incorporates aspects associated with the Tasmanian non-Government Schools Registration Board processes.</li> </ul>

## National School Reform Agreement – Bilateral Agreement Report – TAS – 2021

Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			<p>Moreover, since April 2018, the Tasmanian non-Government Schools Registration Board has registered the Catholic Education Commission Tasmania as the “Approved Authority” for registration of a “System of non-Government Schools.”</p> <ul style="list-style-type: none"> <li>• Each CET school designs and submits both a 3-5 year Strategic Plan for School Improvement and an annual plan for School Improvement.</li> <li>• Each CET school reports on their school improvement progress in their annual community report, which is available on each school website.</li> <li>• Each CET school conducts an external school community survey as part of the School Improvement Validation 5-year cycle.</li> <li>• Introduction two new roles - Regional Principal Leader North and South, to provide coaching and mentorship of school leadership teams in the school improvement processes.</li> </ul>



## National School Reform Agreement – Bilateral Agreement Report – TAS – 2021

### Improvement Direction D – School Community Partnerships – local and community partnerships

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><b><u>Tasmanian Department of Education</u></b></p> <p><b>Implementation completed in 2019.</b></p> <ul style="list-style-type: none"> <li>• N/A</li> </ul>
Consult with the Aboriginal Education Reference Group on relevant initiatives.	All Sectors	Ongoing	<p><b><u>Tasmanian Department of Education</u></b></p> <p><b>Ongoing</b></p> <ul style="list-style-type: none"> <li>• DoE’s Aboriginal Education Reference Group continues to provide advice on Aboriginal education matters, with a focus on Closing the Gap and resource development.</li> <li>• Discussions on the formation of a Tasmanian Indigenous Education Consultative Body (IECB) have taken place.</li> </ul> <p><b><u>Catholic Education Tasmania</u></b></p> <p><b>Ongoing</b></p> <p>In 2021, CET continued to work in partnership with UTAS (Peter Underwood Centre) and Deakin University to meet specific targets (deliverables) and timelines. These include a comprehensive and longitudinal examination of the academic progress and wellbeing of Aboriginal and Torres Strait Islander students in Catholic schools across Tasmania and a report of both the light touch and detailed case studies.</p>

## National School Reform Agreement – Bilateral Agreement Report – TAS – 2021

Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			<p>The Executive Summary and Final Report is due August 2022 and conclude with a series of recommendations based on the research findings.</p> <p>CET's partnership with the Peter Underwood Centre continues through this research initiative</p> <p>In 2021, CET entered into a partnership with Ochre Rain (an Aboriginal owned business). Ochre Rain's project brief is to provide strategic advice and manage delegated projects and initiatives for CET, one of which is to establish an Aboriginal Knowledge Sharer and Educator Portal (AKSEP) to connect educators within Tasmanian Catholic schools with Aboriginal learning resources to provide a space for shared learning across schools in curriculum content delivery.</p> <p><b><u>Independent Schools Tasmania</u></b></p> <p><b>Ongoing</b></p> <p>IST staff continued to attend all relevant committees, including maintaining an active voice on the <i>Reconciliation Tasmania</i> committee. IST also established a Respectful Relationships committee, with a focus upon developing enhanced relationships and understanding in this area.</p>
Recognise, acknowledge and further utilise the existing high levels of parent engagement in our schools.	All sectors	Ongoing	<p><b><u>Tasmanian Department of Education</u></b></p> <p><b>Implementation completed in 2019.</b></p> <ul style="list-style-type: none"> <li>• N/A</li> </ul>

## National School Reform Agreement – Bilateral Agreement Report – TAS – 2021

Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			<p><b><u>Catholic Education Tasmania</u></b></p> <p><b>Ongoing</b></p> <ul style="list-style-type: none"> <li>As CET schools state-wide began preparing for contextualised action plans for the implementation of online feedback (by 2023), Catholic (primary) schools were advised to seek parental feedback and consultation prior to this new initiative moving to BAU.</li> <li>Schools beginning this process were supported by CAPP team members to devise an effective and transparent communication strategy to engage and educate parents in the initial planning phase for moving towards continuous online feedback and summary reports.</li> <li>CET continues to monitor levels of parental engagement in all CET schools by use of the MYP Corp parental survey. Results indicate parental satisfaction at 78%.</li> </ul> <p><b><u>Independent Schools Tasmania</u></b></p> <p><b>Ongoing</b></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 was created for 100 per cent of schools, as the Member resource section was continually updated on the IST website.</p>