

National School Reform Agreement

Tasmania Bilateral Agreement: 2023 Progress Report

National School Reform Agreement – Bilateral Agreement Report – TAS – 2023

Executive Summary

Tasmanian Department for Education, Children and Young People (DECYP)

- The Department for Education, Children and Young People (DECYP) has continued to make progress under each reform direction. Notable progress includes:
- The updated Years 9-12 Curriculum Framework saw 15 new senior secondary courses accredited in 2023, with six additional qualifications developed for 2024, aligning with employability skills. DECYP worked closely with industry and the Department of State Growth to ensure curriculum and vocational program delivery addressed workforce needs.
- The Principal Capability Framework (PCF) 'year of learning' launched for government school principals, encouraging self-assessment and growth.
- DECYP engaged in developing a national Highly Accomplished and Lead Teacher (HALT) certification framework and provided a range of educational leadership programs. The School Leadership and Management Prerequisite (SLMP) modules were developed as a baseline capability for principalship.
- DECYP implemented Collaborative Inquiry resources as part of the Our Approach to School Improvement Framework, guiding school improvement efforts and aligning strategies with the Literacy Advisory Panel.
- The Orb platform content was developed in collaboration with the Tasmanian Aboriginal Community, supporting knowledge and skills development regarding Aboriginal and Torres Strait Islander histories and cultures.

Catholic Education Tasmania (CET)

CET's achievements include:

- Establishing a diagnostic model for imputed disability.
- Development of an English as an Additional Language or Dialect (EALD) Teaching Hub.
- A system-wide approach to literacy was introduced in all 38 schools.

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- Executive Director of CET developed a leadership framework for the continued investment in the CET Leadership Program across multiple channels including school leadership teams, emerging leaders and leaders within CET.
- The St Thomas Aquinas Teaching Schools Institute continues to grow with an increase in students across 2023.
- The creation of a state-wide Learning Management Suite of Products (Project Connect) with successful pilot classes in November 2023, across two colleges.
- Partnership with the Catholic Principals Association of Tasmania (CPAT) to support well-being for senior leadership staff has been maintained in 2023.
- In 2023 a whole of system approach to teaching, (Insight) based on the science of learning was introduced.

Independent Schools Tasmania (IST)

In 2023, IST continued to make progress against each reform direction in which it was involved.

This was achieved through:

- 132 professional learning sessions (face-to-face workshops, webinars or in-school) presented by IST consultants or expert guest facilitators with 1,995 participants;
- 19 school leadership mentoring sessions, conducted by IST consultants and executives;
- Four principals' networking events;
- Two professional learning events for aspiring school leaders facilitated jointly by IST and Association of Heads of Independent Schools of Australia (AHISA); and
- 734 visits to schools by IST consultants for, mentoring, coaching, class observation and student observations.

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)
Contribute to national effort and discussions and effort regarding learning progressions, formative assessment and the review of senior secondary education.	All sectors	Ongoing	DECYP Business Unit: Senior Secondary Provision Government • DECYP continued to be involved in national discussions in 2023 through Education Ministers Meetings (EMM) and associated officers' forums. • In June 2023 the National Formative Assessment Resource Bank (NFARB) Steering Committee was established to oversee the development and establishment of a national bank of formative assessments. • Australian Curriculum Assessment and Reporting Authority (ACARA) designed a pilot program to inform the future development of the NFARB with three Tasmanian schools participating in the pilot. Catholic

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			• CET has continued to be an active participant in the ACARA Curriculum Directors Group. • The Curriculum and Pedagogy (C&P) Team have been present at ACARA subject meetings throughout 2023. • C&P team members have participated in these and then facilitated Learning Area network meetings throughout the year advising schools of changes to Australian Curriculum. Schools were invited to provide feedback and subsequently some important changes were considered. • In 2022, a system-wide approach to literacy was introduced in all 38 schools. In 2023, this was supported by continuing Professional Learning and upskilling of staff and leaders in this area. • CET continues to contribute to national initiatives by participating in National Catholic Education Commission (NCEC) submissions.

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			Independent - 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 Vocational Education and Training (VET) and vocational learning and were supported to utilise, review and act upon both formative and summative assessment. - Professional learning in curriculum areas for teachers and school leaders in 2023 included a year-long numeracy champions project, differentiation, the Australian Health Curriculum, curriculum aligned planning, NAPLAN and data literacy, Australian Curriculum V.9, literacy and numeracy general capabilities, science of reading and structured literacy. - IST staff attended 100 per cent of national and local committees and forums (which were online) focusing on learning progressions, senior secondary education, VET, the revised Australian Curriculum and the 9-12 review.

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
Meet the needs of students at risk of educational disadvantage (including students with disability, Aboriginal students, students with low English proficiency and students in rural and regional areas) through evidence-based pedagogy, quality teaching and leadership and innovation.	All Sectors	Ongoing	DECYP Business Unit: Inclusion and Diversity Services Government - Aboriginal Education Services continue to provide Aboriginal Educators in schools and Child and Family Learning Centres to support staff and Aboriginal and Torres Strait Islander students and families. - Culturally responsive resources have been codesigned with the Aboriginal community including a book 'Here on Sea Country'. - Through professional learning opportunities and requests for information more teachers can complete Learning Plans more effectively for Aboriginal and Torres Strait Islander students. - Two Virtual intensive English (VIE) classes were conducted. Students had twice weekly lessons online. Each language represented had an interpreter present plus the English as an Additional Language (EAL) Teacher. All

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			students increased their English language proficiency and also learnt helpful basic ICT skills. • Providing accessible information to EAL families was a high priority, some key strategies included using a variety of modes to communicate, simplifying and translating communication using registered agencies and/or local interpreters. DECYP's public website is now translatable, reducing the imperative to have all DECYP comms translated. • The EAL Hub is used multiple times daily by several users. It houses all student information, resources, staff information etc. The EAL Hub student information is now accessible to schools. Information uploaded to the Hub is regularly updated. • In 2023 a review of the Educational Adjustments Disability Funding Model was undertaken by KPMG who undertook extensive consultation with over 217 stakeholders including schools, families, students, disability stakeholder groups and Departmental business units. The final report was

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			submitted in May 2023 containing 12 recommendations categorised across four themes. • In November 2023 the Government accepted all 12 recommendations and DECYP continued to lead a structured approach to implementing the response actions for each recommendation. • Assistive technology support is being strengthened as part of the DECYP Digital Inclusion for 21st Century Learners Framework. This includes continuing to work in partnership with the Missing School project to deliver telepresence robots for students who are unable to attend school due to illness or injury; as well as a pilot project to implement the Texthelp Read and Write software. This pilot is currently operating in 33 schools, supporting 146 students with Specific Learning Disabilities. • In 2023, Tasmanian Autism Diagnostic Services (TADS) developed a proposal to establish solutions to support “anytime access” to our referral forms for families and stakeholders which is being progressed in 2024.

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			• The service was successful in extending the allied health professionals on the team. • The Students with Disability Community Online Hub continued to be utilised during 2023, work is underway in 2024 to refresh and relaunch the hub. • Learning Plans continue to be of importance in our schools to support teaching staff to capture student information and convey educational adjustments. These will soon be captured in the Department's new Case Management Platform system (CMP). The new Learning Plan Module (LPM) within the CMP was refined and finalised in 2023 ready for schools to adopt the new process in 2024. Continued online and in person Professional Learning is being delivered to support staff to develop, monitor and assess progress for students who require a learning plan. Catholic • In 2023 CET continued to build on the understanding and capacity of all staff to support students with disability and

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			additional needs. Providing professional learning to develop quality tier 1 teaching practices, and ensure all students can access and participate meaningfully in learning and school programs. • In 2023 CET ran statewide moderation of evidence for Nationally Consistent Collection of Data (NCCD) with 38 NCCD school teams. Statewide moderation ensures consistency, rigour and accountability in Catholic schools across the state. The professional learning and dialogue at this moderation network deepens each school teams' understanding of how to provide reasonable adjustments and quality modification of courses and programs for students with disability and additional needs. • In 2023 CET began rolling out 'It Starts with Us' training for teachers in schools. This program supports teachers to develop their skills, knowledge and understanding of a range of evidence based, proactive and preventative classroom management strategies, and examines the

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			effects of trauma and neurodiversity as possible contributing factors to complex student behaviours. • The CET EALD team continued to provide schools with targeted and individualised professional learning sessions, student observation and teacher recommendations. • Statewide, school staff were closely supported to raise awareness of best practice EALD teaching strategies, to ensure the highest level of EALD student support in every school. • The CET EALD language learning progressions in P-2, 3-6, 7-10 and senior secondary were formally revised. Details were added to each progression to ensure EALD students' language skills across the four modes of language are tracked and supported closely and authentically. • The importance of supporting CALD parental connections with schools remained a key CET priority. System translations and audio files were developed to support parents equitable access to essential information.

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			Induction of new bicultural workers also occurred in support of language learning parents. • Reviewing EALD Learning Plans continued to be key work, teaching staff were supported to convey educational adjustments in line with EALD best practice in Australian schooling. • CET is currently developing an initial language assessment package for early years and upper primary EALD learners. Independent • 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 continued to focus on the provision of targeted and individualised professional learning sessions, mentoring, coaching, class observation, student observation and problem solving. The relevant professional learning included understanding trauma, trauma informed classroom practices, inclusive education

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			strategies and technologies. IST's 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, 100 per cent of schools were represented at ongoing focused professional learning sessions. - Total numbers for professional learning in 2023 were: - Senior staff and principals – 181 - Overall participants in any IST PL – 1780
Implement recommendations from Tasmania's Years 9-12 Review - Development of a curriculum framework - Revise accreditation and certification standards for completion of Year 12 - Develop a strategic response to gaps in workforce	All Sectors	From 2019	DECYP Business Unit: Senior Secondary Provision Government The Years 9-12 Curriculum Framework defines curriculum priorities for Years 9-12 in Tasmania.

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
Review of the use of senior secondary data.			- In 2023, DECYP updated its plans for senior secondary course development and provision from 2023 through to 2025. 15 new and ongoing contemporary senior secondary courses were accredited in 2023. These include: - Discipline-based Study courses in History, Electronics and Dance. - Professional Studies courses English Studio, Contemporary Art Practice and Data Science and Digital Solutions. - Transdisciplinary Projects courses English Inquiry, Studies of Religion and Digital Technologies. - An additional 6 new qualifications were developed for use from 2024. - These qualifications are aligned with employability skills and real-world contexts and would be appropriate to

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			include on a student's resume under other qualifications/certification. ○ Accessing information and sources. ○ Consumer ethics and sustainability. ○ Critical and creative thinking for life and work. ○ Navigating cultural diversity of identity. ○ Resilience strategies for life and work. ○ Workplace communication, ethics and conflict resolution. • The Vision for Vocational Learning and VET to 2030 defines the priorities for Vocational Learning in Years 9 – 12 in Tasmania. • In 2023, 53 (slightly reduced due to staff movements) qualified career practitioners working across DECYP schools and portfolios were supported to strengthen their Career Education provision and Transition Planning through the delivery of the Graduate Certificate in Career Development (GCCD) to school staff.

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			- Throughout the senior secondary curriculum renewal process, as well as the support provided for vocational learning in Tasmanian schools, DECYP worked closely with industry, as well as the Department of State Growth (DSG), which has oversight of the Ministerial Priorities for Training and Workforce Development. - These relationships help ensure curriculum development and vocational learning program delivery are cognisant of, and seeking to address, workforce gaps and needs. - DECYP is working with the Tasmanian Assessment, Standards and Certification and the non-government school sector to continue the reform of data reporting to strengthen monitoring and decision making. Catholic - CET maintained representation on all 9 to 12 Project stakeholder committees. Elements of the 9 to 12 Project such as Packages of Learning continue being delivered in many CET colleges. CET also continued its contribution to

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			course development and collaborative content creation for senior secondary courses. Due to the challenges 9 to 12 Learning faced with staff shortages, some actions and elements of the 9 to 12 Project were put on hold for 2023 and therefore not developed further in CET colleges. Independent • IST continued to work collaboratively with all stakeholders to further implement 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. • IST maintained representation at all levels of the Years 9-12 Project. • Support for schools continued in relation to VET and vocational learning, familiarisation with the curriculum framework and course rollouts. Professional learning

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			included packages of learning, career education and school-age apprenticeships.
Implement learning progressions for literacy and numeracy to support curriculum delivery, including in the early years of schooling.	Independent	2019	Completed in 2019 N/A
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	• 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 held 19 leadership mentoring sessions in 2023. • IST professional learning guided school leaders in their support for provisionally registered teachers to progress to full teacher registration.

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			IST also provided access to leadership programs and online professional learning provided by Independent School Victoria and AIS NSW.
Collaboration with schools and colleges to establish uniform feedback and reporting to ACARA standards and progressions.	Catholic	2019	Implementation completed in 2019 (activities ongoing) - Curriculum and pedagogy team continue to support schools transitioning to AC version 9.0. - Subject Matter Experts continue to keep abreast of current curriculum developments by attending ACARA subject meetings in turn informing schools of any relevant updates in each area. - A review of CET reporting policy is being scheduled for 2024.
Trial of Staff Learning Management System (LMS) to enhance capability, tracking and delivery of professional development.	Catholic	2019	Implementation completed in 2019 CET has had continual development of courses within the Staff LMS, and it now provides various courses with extensive content. Engagement with the Staff LMS increased significantly with the implementation of the

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			Science of Learning (Insight Project) and many staff now have actively engaged with the platform on a regular basis.

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

Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
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.	All Sectors	2019	DECYP Business Unit: People Capability and Development Government In 2023 DECYP continued engagement with the work of the National Teacher Workforce Action Plan (NTWAP) through membership of the NTWAP working

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			group and contribution of state-based initiatives to progress updates. • DECYP continued membership of the Australian Institute for Teaching and School Leadership (AITSL) HALT Numbers Steering Group. • Continuing contribution to the Australian Teacher Workforce Data initiative. Catholic N/A Independent N/A
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	Government	From 2019	DECYP Business Unit: People Capability and Development Government

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
(including Aboriginal and Torres Strait Islander), future fit, skilled and ready workforce.			• The four-year More Teachers, Quality Teaching action plan concluded in early 2023. • Since the Plan concluded, the Education Workforce Roundtable have continued to work together to identify priorities throughout 2023 and progress actions that respond to the immediate, medium- and long-term needs of the sector. These include: ○ A review of the Limited Authority to Teach (LAT) Policy in Tasmania ○ Identifying options to ensure that Professional Experience Placements and employment expectations and arrangements are equitable for all Initial Teacher Education (ITE) students. ○ The design of the Teach Tasmania Scholarship Program that aims to increase the numbers of full-time students commencing ITE courses in 2024. Students are required to study and live in Tasmania and undertake their

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			professional experience placements within Tasmanian Government Schools. • The Teacher Intern Placement Program (TIPP) continued in 2023 providing University of Tasmania (UTAS) initial teacher education students with the opportunity to undertake their final year of study while immersed full-time in a Tasmanian public education school. Successful graduates move into permanent DECYP teaching roles in those schools in the following year. • The Tasmania Teacher Profile continued to support quality assessment protocols for the central recruitment program of participants into the Teacher Intern Placement Program scholarships. • Several strategic recruitment programs focussed on attracting quality teachers to the Tasmanian public education system and included national and international advertising. Recruitment campaigns used

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			various social platforms which were developed into various talent pipelines and DECYP used contemporary approaches to assess candidates and streamline the recruitment process. There was a focus on strengthening the pipeline of graduates from the University of Tasmania and other Australian universities.
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.	Government/Catholic	From 2019	DECYP Business Unit: People Capability and Development Government In 2023, the Principal Capability Framework (PCF) 'year of learning' was launched for government school principals. The PCF is a DECYP school leadership initiative to focus principal capability and growth. Self-assessment is encouraged on a growth continuum, across three stages: 'proficient', 'highly proficient' and 'advanced'. The PCF is introduced to future school

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			leaders in the relevant middle leader and principalship professional learning programs. • DECYP continued engagement in the work towards the development of a national framework for HALT certification. • DECYP continued to provide a suite of educational leadership programs that ranged from foundational to advanced skills in developing self and others to lead with impact. Programs included: Leading Teams, Leadership Starts from Within, Middle Leaders in Schools and Principal Preparation programs. • In 2023 DECYP developed the School Leadership and Management Prerequisite (SLMP) modules as the baseline capability for principalship in government schools. SLMP certification is an essential requirement prior to principal appointment that is intended for implementation in late 2024. Catholic

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			• CET's Leadership Program continued in its third year. The program, facilitated by Catherine Jackson, the Executive and Deputy Directors, focuses on Aspiring Leaders within our schools and the Tasmanian Catholic Education Office, System Managers, Principals, and senior leadership. The program has one full week per term where different cohorts of leaders work on awareness, acceptance, and action approaches to leadership behaviours, mindsets, and practices that research identifies as quality leadership. • In 2023, CET continued to be members of the Tasmanian HALT Pilot Project Steering Committee.
Strengthen teacher induction processes and mentoring to support transition from the Graduate to Proficient teaching standards.	Government/Catholic	2019	DECYP Business Unit: People Capability and Development Government • DECYP continued to offer the Early Career Development Program and the statewide Welcome to

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			the Profession Day with a return to face-to-face learning in 2023, together with wrap around supports for teachers. - During 2023, DECYP developed the First Year Teacher Specialised Professional Learning program. This is an expansion on and replacement of the Welcome to the Profession Day from 2024 onwards. The program consists of 3 days of specialised professional learning and 1 day of on-site school induction, held annually prior to the commencement of Term 1. - DECYP continued to deliver the <i>Meeting the Standards</i> Program aligning to the Australian Professional Standards for Teachers (APSTs), to provide tools, strategies and resources to support transition from graduate to proficient teacher practice standards.

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			- The draft <i>Good Practice Guide: Induction for Early Career Teachers</i> was tested within the 2022 Teacher Intern Placement Program cohort. Further review and refinement that was planned for 2023 was hindered due to the prioritisation of other work streams in response to teacher workforce shortages. Catholic - The St Thomas Aquinas Teaching Schools Institute continues to work with graduate students in university courses in induction, formation, and support of teaching in Catholic Schools. - CET initiated conversations with the University of Tasmania School of Education in developing improved pathways and partnerships between us. With a particular focus on greater awareness and support by CET in practical experiences in our schools.

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			• Regional Principal Leaders supported Principals in developing clear and more consistent approaches to the induction of early career teachers (ECT), the development of onsite mentors, and the development needed to move from graduate to proficient as teachers. • In 2023, two additional Regional Principal Leaders were appointed for commencement in 2024. CET now has four Regional Principal Leaders. • CET continues to offer the Early Career Teacher Program for all graduate teachers in their first three years of teaching, with a renewed focus on supporting their transition from Graduate to Proficient stage of the Australian Teacher Standards. • In 2023 the position of Manager Early Career Teachers was appointed for the commencement in 2024. • Provisionally registered teachers beyond their first

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			three years of teaching were also offered professional learning support to move to proficient registration. • Increased support for the mentors of PST, Limited Authority to Teach registrations (LATs), ECTs and those teachers moving to full registration with 2 professional learning days planned annually and check-ins around specific topics. • Specific support on the transition to full registration offered through the ECT network days in the first 3 years with the content of network days tailored toward reflective practice and goal setting.
Increase staffing in selected schools to the support our principals to focus on leading high quality teaching and learning in their schools.	Government	From 2019	DECYP Business Unit: People Capability and Development Completed in 2020

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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	DECYP Business Unit: People Capability and Development - In 2023 DECYP launched the Principal Capability Framework (PCF) with a 'year of learning' for government school principals. The PCF is a self-assessment tool that sets clear expectations for principal growth in the complex educational setting, and specifically the capabilities required to enact effective principal practices. - In 2023, the scoping and refinement of the High Impact Leadership Teams (HILT) tool recommenced but was hindered due to the prioritisation of other work streams in response to teacher workforce shortages.
Develop a leadership continuum model aligning AITSL standards and Catholic Education Tasmania defined capability	Catholic	Ongoing	Ford Health is now part of the salary and package conditions for each Principal and Senior Leader within CET.

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
streams with an ongoing reference to principal well-being strategies.			• They are provided (at no cost to them) a comprehensive health check up. A 2.5 hour one to one consultation that focuses on physical, mental and emotional wellbeing. Blood tests, cardio testing, skin checks as examples. • Planning, discussions and recruitment for organisational structure changes within CET began in 2023. Structure recommendations will include: • Director Schools: Principal Leads (4) who are each responsible for a network of 9-11 schools each. • The priority of supporting leaders was core in establishing four Principal Lead positions responsible for a network of 9-11 schools each, enabling a more frequent, relational, coaching and needs based provision of support to Principals in schools. • Implementation of 360 Feedback Tool for each Senior Leader and Principal. Focus is on formative feedback

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			that supports self-awareness, goal setting and coaching in improving practice. A component of this is around work and life balance, wellbeing strategies and resilience as part of the goal setting process. • We offer confidential debriefing of the survey feedback and then working with their Principal Lead on the goal setting the leader wants to prioritise in improving practice, effectiveness and wellbeing.

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

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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	DECYP Business Unit: External School Review Government • In 2023, the second Review Cycle commenced. All Schools are scheduled to be Reviewed within the next four years. • 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. Outcomes from Reviews are shared with the system to inform progress and system level improvements. • In 2023 the 10 recommendations included in the 2022 'Review of Review' were actioned and implemented by the External School Review Team.
Continue to utilise external expertise to engage and evaluate system improvement	Government	Ongoing	DECYP Business Unit: Strategic Policy and Projects

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
priorities, with a particular focus on capacity building.			• The <i>Our Approach to School Improvement Framework</i> has been utilised by all schools with some tight expectations around Learning, Teaching and Leading. This framework continues to guide school improvement and is underpinned by the School Improvement Tool and supported by a range of other resources including Collaborative Inquiry resources. • DECYP was involved in the Literacy Advisory Panel to align strategies in schools in Literacy, in particular Reading. • In 2023 all schools were expected to focus on system goals for Reading and Attendance in their School Improvement Plans. • From 2023 Principal Performance and Development Plans were strengthened to support principals' performance and development, where principals now set targets which support system improvement. From 2023 principal PDP targets align with system goals for reading, a school improvement plan goal, and

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			personal goal guided by the Principal Capability Framework.
Enhance schools' internal self-review and external quality assurance process for the purpose of monitoring and reviewing student learning gain.	Independent	Ongoing	In 2023, the IST consultancy team continued to work with schools to develop and enhance their data literacy skills, with professional learning targeting the collection of meaningful data and interrogating data. Schools were assisted to monitor and review student learning gain, with a particular focus upon the review of NAPLAN standardised longitudinal data.
Continue to improve school improvement frameworks consistent with the ACER National School Improvement Tool and its nine domains.	Catholic	Ongoing	- These three externally managed surveys provide all stakeholders with an opportunity for consultation in the validation process and will supply quality objective evidence and data to inform the schools' review and planning efforts. - In 2023, this validation process has continued.

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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	DECYP Business Unit: Strategic Policy and Projects Completed in 2019
Consult with the Aboriginal Education Reference Group on relevant initiatives.	All sectors	Ongoing	DECYP Business Unit: Inclusion and Diversity Services Government • Prior to 2023, content within DECYP’s online platform “The Orb” has been developed in collaboration with the Tasmanian Aboriginal Community via the Aboriginal Education Reference Group (AERG). • The AERG meet regularly as an advisory group to support new resources to be used in classrooms to build knowledge and skills for learners to gain deeper understanding and value Aboriginal and Torres Strait Islander histories and cultures. • The Connected Beginnings partnership in the Kutalayna/Bridgewater area work closely with the

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			Aboriginal Education Services team based in the area to provide excellent and relevant services to Aboriginal and Torres Strait Islander families in the community. • The AERG is now the Aboriginal Education Working Group with an endorsed Terms of Reference from the national body NATSIEC. • The Working Group meets four times a year to discuss new resources and community events. Catholic • CET encourages all Tasmanian Catholic schools to develop autonomous partnerships with Aboriginal and Torres Strait Islander local community members. These partnerships are the point of reference for consultation of relevant initiatives. • The Tasmanian Catholic Education Office's valued and on-going partnerships include:

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			○ The National Aboriginal and Torres Strait Islander Catholic Council ○ Reconciliation Tasmania, Reconciliation Australia, Indigenous Connect ○ National Catholic Education Commission for Aboriginal and Torres Strait Islander education • CET has appointed an Aboriginal Senior Consultant. This role guides the development and implementation of strategic projects. • Unpacking the Safeguarding briefing document for Catholic Education Tasmania (CET) in relation to Aboriginal Knowledge Sharers and Educators • Aboriginal Knowledge Sharers and Educators Portal - updates to the Story Mapping and Calendar sections of the portal • Updates to the 'Designing for Country' project in Collaborating with the CRT Facilities Team.

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			Independent • Since early 2023 an IST Education Consultant has been an active member of the following groups: ○ Aboriginal Education Working Group (Tasmanian Based) – 4 meetings a year ○ Education Circle Group (Reconciliation Tasmania) – 4 meetings a year ○ ISA/AIS Reconciliation Group – 4 meetings a year • IST also started an active cooperative partnership with DECYP Aboriginal Education Services. • In 2023 IST connected schools that are working on Reconciliation Action Plans (RAPS) and started the process of creating an IST Aboriginal Education Network. • The IST Respectful Relationships Committee is an internal IST staff working group. One of its activities in

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			2023 was to discuss how IST might connect with the Aboriginal and Torres Strait Islander Community.
Recognise, acknowledge and further utilise the existing high levels of parent engagement in our schools.	All sectors	Ongoing	DECYP Business Unit: Strategic Policy and Projects Government • DECYP is committed to working in partnership with families to improve outcomes for our learners. The Together with Families approach outlines DECYP's commitment to effectively engaging families in learning. The approach is supported by the delivery of professional learning to build staff capability to effectively engage with families. This approach continued in 2023. • DECYP's reporting and communication requirements have a strong focus on teacher, student, and family engagement. From 2022, more regular communication with families replaced written comments in mid-year and end-of-year reports. This change is to keep

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			families up to date on their child/ren's learning progress, application to learning and wellbeing across the entire school year. Catholic • Throughout 2023 Catholic Schools continued to evolve and improve their implementations of Online Feedback to students and parents. SeeSaw, Schoolbox and SEQTA were the predominant platforms utilised. • This has continued to allow parents and guardians to have a more real-time snapshot of their child's learning progress in place of the twice-yearly reports. This enables earlier and more targeted interventions as well as enhanced communication between teachers and families, fostering a collaborative environment that supports student achievement.

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			Independent • IST offered a range of support mechanisms to independent schools to ensure that parents were active partners in each student's education. • Professional learning on changes to impact school community wellbeing was delivered in 2023. • IST also provided access to relevant professional learning and support documentation provided by Independent Schools Victoria.