

National School Reform Agreement

Tasmania Bilateral Agreement: 2024 Progress Report

National School Reform Agreement – Bilateral Agreement Report – TAS – 2024

Executive Summary

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

In 2024, DECYP made significant progress across all National School Reform Agreement reform directions, with a strong focus on system improvement, inclusive education, leadership development, and senior secondary reform. Key achievements include:

- Under the Years 9-12 Curriculum Framework, six qualifications were recognised for use from 2024 with an additional two under development, aligning with employability skills. DECYP worked closely with industry and the Department of State Growth (Skills Tasmania) to ensure curriculum and vocational program delivery addressed workforce needs.
- DECYP expanded support for inclusive education through the implementation of the Racially Inclusive Education initiative, together with enhancements to Learning Plans and EAL services via the Case Management Platform. Assistive technology offerings were broadened, and a new autism diagnostic clinic was established in North-West Tasmania.
- A sustained system-wide focus on reading was delivered through DECYP's Our Approach to School Improvement Framework, with targeted professional learning and use of collaborative inquiry resources aligned to the outcomes of the Literacy Advisory Panel.
- The Principal Capability Framework continued to guide principal development and was embedded in performance planning. Completion of School Leadership and Management Prerequisites became mandatory for principal appointments.
- Key workforce initiatives progressed, including the Teacher Intern Placement Program, Teach Tasmania Scholarships, and development of the Tasmanian Education Workforce Action Plan, in alignment with the National Teacher Workforce Action Plan.

Catholic Education Tasmania (CET)

CET continued to deliver system-wide reform with a focus on inclusive education, Aboriginal and Torres Strait Islander education, literacy, and leadership development.

- The *Insight into Learning* initiative expanded in 2024, with over 300 educators participating in structured coaching in High Impact Teaching Practices.

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- Inclusive education practices were strengthened through a review of Student Support systems, expanded use of tiered reading interventions, and revised EALD learning progressions. A new early years assessment package was also developed.
- Aboriginal education was supported through the AKSEP platform, community partnerships, a new Education Yearbook, and embedded cultural learning and safety practices in all 38 schools.
- CET expanded leadership development through its Aspiring Leaders Program, Principal Reclassification Program, and regional leadership coaching. Succession planning was prioritised to support long-term leadership capability.

Independent Schools Tasmania (IST)

In 2024, IST continued to make progress against each reform direction in which it was involved.

This was achieved through:

- 112 professional learning sessions (face-to-face workshops, webinars or in-school) presented by IST consultants or expert guest facilitators with 1,481 participants;
- 42 school leadership mentoring sessions, conducted by IST consultants and executives;
- Four principals' networking events;
- A professional learning event for aspiring school leaders facilitated jointly by IST, Independent Schools Victoria and Association of Heads of Independent Schools of Australia (AHISA); and
- 856 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)
<i>Note: References to “ongoing” in this report refer to the implementation status of the item at the conclusion of the National School Reform Agreement (NSRA). This does not necessarily reflect further work that may have occurred since the Agreement’s expiry</i>			
Contribute to national effort and discussions and effort regarding learning progressions, formative assessment and the review of senior secondary education.	All sectors	Ongoing	<p>DECYP Business Unit: Curriculum, Teaching and Attainment Government</p> <p>Status: Complete for 2024 with activities ongoing.</p> <ul style="list-style-type: none"> In 2024, DECYP continued to be involved in national discussions through Education Ministers Meetings (EMM) and associated officers’ forums. ACARA and the Australian Government assumed the lead on the National Formative Assessment Resource Bank (NFARB) Project in 2024. Through a Rebased Project developed in 2024, ACARA will select, curate and develop a collection of formative assessment resources that will enhance teaching quality, support equitable student outcomes and facilitate the

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			<p>successful implementation of the Australian Curriculum Version 9.</p> <ul style="list-style-type: none"> DECYP has actively provided input and feedback on the NFARB project development. <p>Catholic</p> <p>Status: Complete for 2024 with activities ongoing.</p> <ul style="list-style-type: none"> 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 2024. 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. Curriculum updates and review process is communicated to schools through the statewide Principal Briefing.

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			<ul style="list-style-type: none"> • 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. In 2024, Professional Learning for Literacy Practice Leaders in every CET school remained a focus, with both face to face and video conference meetings each term • This ongoing professional learning maintains systemwide currency for all Literacy Practice Leaders. • CET continues to contribute to national initiatives by participating in National Catholic Education Commission (NCEC) submissions. • From 2024, CET engaged with the DIBELS online platform (Amplify - mClass) to assess primary school reading subskills, and to store and visualise data. This will be implemented across our system in every school in 2025.

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			<p>Independent</p> <p>Status: Complete for 2024 with activities ongoing.</p> <ul style="list-style-type: none"> • IST has had representatives on relevant national (ACARA) Curriculum Leaders Forums through 2024. • IST Consultants have led Professional Learning (PL) and Network meetings with staff from independent schools across all regions (South, North, North West) through 2024. • Through 2024 IST Consultants led PL that introduced the key elements of the state's Minimum Schooling Guarantee and worked with school and curriculum leaders to ensure school practice worked toward or met the minimum requirements. • Through 2024, IST staff attended 100 per cent of national and local committees and online forums focusing on learning progressions, senior secondary education, VET, the revised Australian Curriculum and the 9-12 review.
Meet the needs of students at risk of educational disadvantage (including students with disability, Aboriginal students, students	All Sectors	Ongoing	DECYP Business Unit: Inclusion and Diversity Services

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
<p>with low English proficiency and students in rural and regional areas) through evidence-based pedagogy, quality teaching and leadership and innovation.</p>			<p>Government</p> <p>Status: Complete for 2024 with activities ongoing.</p> <ul style="list-style-type: none"> • 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. • Virtual Intensive English (VIE) classes continued in 2024. Eligible students, receiving English as an Additional Language (EAL) support, in Years 7 – 10, had twice weekly online lessons. Each language represented had an interpreter plus EAL Teacher present online.

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			<ul style="list-style-type: none"> • All EAL Hub Learning Plans were created and updated in the Learning Plan Module, within the Case Management Platform (CMP). This meant that the EAL Learning Plans could be developed more collaboratively with classroom teachers. • Work progressed on the development of the EAL CMP Module. User acceptance testing commenced. The EAL CMP module will automate and streamline applications, assessments and approvals. The EAL CMP Module will be accessible to all school-based staff, increasing transparent and access to student information. • EAL student assessments, resources, professional learning was aligned to DECYPs literacy priority. The assessment progressions were updated, staff completed Multi-Tiered System of Support (MTSS) training, professional learning aligned with the explicit teaching model, assessment kits were updated, and new decodable readers were purchased.

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			<ul style="list-style-type: none"> • In 2023 an external review of the Educational Adjustments Disability Funding Model was undertaken. • In November 2023 the Government accepted all 12 recommendations and DECYP continued to lead and report on a structured approach to implementing the response actions for each recommendation. • Processes for imputing disability have been strengthened with information to schools and families developed. • An internal Students with Disability hub resource for staff has been reviewed and refined to provide a source of quality assured information to support students with disability. • Assistive technology support is being strengthened as part of the DECYP Digital Inclusion for 21st Century Learners Framework. This includes ongoing 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 now embedded a project to implement

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			<p>Texthelp Read and Write software for students with specific learning disability.</p> <ul style="list-style-type: none"> • In 2023, Tasmanian Autism Diagnostic Services (TADS) developed a proposal to establish solutions for “anytime access” to our referral forms for families and stakeholders. This proposal has now progressed and is currently in the development stage including the creation of a dedicated online platform. • TADS has extended its assessment services to the North-West Tasmania by establishing a dedicated assessment clinic in North Fenton Street, Devonport in 2024. This initiative significantly improves access for rural and regional families living in the North-West. • 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

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			<p>ready for schools to adopt the new process in 2024.</p> <p>Continued online and in person Professional was delivered to support staff to develop, monitor and assess progress for students who require a learning plan.</p> <ul style="list-style-type: none"> As part of the department’s commitment to inclusive education, DECYP has initiated a system-wide Racially Inclusive Education (RIE) project aimed at addressing the specific barriers faced by students from racially and culturally diverse backgrounds. This work includes the implementation of targeted student programs, school-based pilot initiatives, professional learning for staff, and a newly established Community Leaders’ Roundtable to inform and guide policy and practice. The RIE initiative supports evidence-based pedagogy by embedding culturally responsive practices in schools, centring student voice, and equipping educators to respond to the needs of students with low English proficiency and those experiencing racial exclusion—particularly in regional communities.

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			<p>Catholic</p> <p>Status: Complete for 2024 with activities ongoing.</p> <ul style="list-style-type: none"> • In 2024 CET continued to build on the understanding and capacity of all staff to support students with disability and additional needs. This was achieved by facilitating professional learning, purchasing and resourcing for schools. The implementation of tier one, two and three resources (including the MultiLit suite) for reading intervention and rich language development, continues to support best practice pedagogical instruction. This is to ensure all students can access and participate meaningfully in learning and school programs. • In 2024 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'

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			<p>understanding of how to provide reasonable adjustments and quality modification of courses and programs for students with disability and additional needs.</p> <ul style="list-style-type: none"> • In 2024 CET initiated a review of Student Support, focused on enhancing processes and systems at system and school level. This included reviewing procedures and processes that streamline documentation and responsiveness to resourcing needs in schools. • In 2024 CET continued with the '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 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.

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			<ul style="list-style-type: none"> 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 EALD parental connections with schools remained a key CET priority. System translations and audio files were developed to support parents equitable access to essential information. 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.

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			<ul style="list-style-type: none"> • CET is currently developing an initial language assessment package for EALD learners in the early years through to upper primary. • CET schools began plotting Prep EALD learners on the EALD Language Learning Progression, to better inform English language learning goals for the Prep year, alongside the implementation of key EALD support. This practice improvement ensures Prep EALD learners are supported along their additional language acquisition pathway, enabling them better access to mainstream curriculum within and beyond the Prep year. • In 2024, CET supported schools across all regions to embed Aboriginal and Torres Strait Islander perspectives through co-designed annual planning, professional learning, and Community-led cultural learning programs. • An ongoing program of professional learning aligned to AITSL Standards 1.4 and 2.4 was delivered by the Aboriginal and Torres Strait Islander Education Team to early career and experienced teachers, including cadets

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			<p>from the St Thomas Aquinas Teaching Schools Institute. This included cultural immersion and curriculum planning sessions centred on embedding Aboriginal and Torres Strait Islander perspectives.</p> <ul style="list-style-type: none"> Teachers and staff across our network of schools accessed resources and professional development via the Aboriginal Knowledge Sharers and Educators Portal (AKSEP), supporting access to content and classroom examples aligned to the Aboriginal and Torres Strait Islander Cross-Curriculum Priority of the Australian Curriculum. AKSEP was expanded to include a Story Mapping feature, an Aboriginal and Torres Strait Islander calendar, and story mapping to capture student and Community achievements in cultural engagement and learning, aligned to the Improving the Outcomes for Aboriginal and Torres Strait Islander Students within Catholic Education Tasmania report, undertaken by the University of Tasmania and Deakin University.

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			<ul style="list-style-type: none"> The Cultural Object Acquisition Program enabled schools to access traditional and contemporary cultural learning resources (e.g. shell necklaces, kelp carriers) to support localised and hands-on cultural learning. The Fr John Wall Library First Nations collection expanded its curated resources - supporting schools with access to Aboriginal resources, learning kits, and classroom tools. Cultural safety and truth-telling were prioritised in school planning, with the Aboriginal and Torres Strait Islander Education Team providing consultation and support across 38 schools, as part of the Aboriginal and Torres Strait Islander School Annual Plan process. <p>Independent</p> <p>Status: Complete for 2024 with activities ongoing.</p> <ul style="list-style-type: none"> In 2024, the IST Consultancy team supported students who face extra challenges at school, such as students with disabilities, Aboriginal students, and those who are still learning English. We did this by providing targeted and

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			<p>personalised support for teachers, including professional learning sessions, mentoring, coaching, classroom observations, and helping teachers solve problems. The training focused on understanding trauma, using trauma-informed practices in the classroom, and using strategies and technology to make education more inclusive for all students.</p> <ul style="list-style-type: none"> Total numbers for professional learning in 2024 were: <ul style="list-style-type: none"> Senior staff and principals – 257 Overall participants in any IST PL – 1481
<p>Implement recommendations from Tasmania's Years 9-12 Review</p> <ul style="list-style-type: none"> Development of a curriculum framework Revise accreditation and certification standards for completion of Year 12 Develop a strategic response to gaps in workforce 	All Sectors	From 2019	<p>DECYP Business Unit: Curriculum, Teaching and Attainment</p> <p>Government</p> <p>Status: Implementation of recommendations complete with one remaining as continuing activity.</p> <ul style="list-style-type: none"> The Years 9-12 Curriculum Framework defines curriculum priorities for Years 9-12 in Tasmania.

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<ul style="list-style-type: none"> Review of the use of senior secondary data. 			<ul style="list-style-type: none"> In 2024, DECYP reviewed the newly accredited Senior Secondary Courses first delivered by schools in 2022 and 2023, as part of the course development and implementation strategy. The review included the 26 new senior secondary courses accredited in 2022 and 2023. These include: <ul style="list-style-type: none"> Discipline-based Study courses in Languages and Mathematics. Professional Studies courses in Engineering Design, Contemporary Music and Songwriting. Transdisciplinary Projects courses English Inquiry, and Digital Projects. Six new Applied Capability Qualifications were recognised for use from 2024. An additional two qualifications are under development. 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)
			<p>include on a student's resume under other qualifications/certification.</p> <ul style="list-style-type: none"> ○ 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. <ul style="list-style-type: none"> • The Vision for Vocational Learning and VET to 2030 defines the priorities for Vocational Learning in Years 9 – 12 in Tasmania , and works alongside the Tasmanian Government's newly implemented Youth Jobs Strategy. This strategy works to ensure the right supports, partnerships and policies are in place to help young people in Tasmania navigate smooth, informed pathways through education, training and/or work. • In 2024, 53 qualified career practitioners working across DECYP schools and portfolios were supported to

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			<p>strengthen their Career Education provision and Transition Planning through the delivery of the Graduate Certificate in Career Development (GCCD) to school staff.</p> <ul style="list-style-type: none"> • An additional 21 staff are working towards their formal certification in Graduate Certificate in Career Development Practice (GCCDP). • 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.

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			<p>Catholic</p> <p>Status: Implementation of recommendations complete with one remaining as continuing activity.</p> <ul style="list-style-type: none"> • 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 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. • This action has been completed. The relevant aspects of the Years 9-12 Curriculum Framework have been adopted by colleges. School Based Apprenticeships/Traineeships, Packages of Learning and Applied Capability Qualifications are being delivered.

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			<p>Independent</p> <p>Status: Implementation of recommendations complete with one remaining as continuing activity.</p> <ul style="list-style-type: none"> Through 2024, IST maintained representation of committees focusing on Years 9-12 and continued support for schools in relation to VET and Vocational Learning. Professional learning focused on the presentation of packages of learning, as well as career education and the implementation where appropriate of school-age apprenticeships.
Implement learning progressions for literacy and numeracy to support curriculum delivery, including in the early years of schooling.	Independent	2019	Status: Implementation completed in 2019.
Provide opportunities and encourage access to professional learning and networking for school leaders to improve performance and	Independent	Ongoing	<p>Status: Complete for 2024 with activities ongoing.</p> <ul style="list-style-type: none"> Through 2024, IST continued to inform and encourage independent school leaders to access a variety of leadership learning opportunities appropriate to their career stage and

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
capabilities in alignment with AITSL standards.			<p>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.</p> <ul style="list-style-type: none"> • IST held 42 leadership mentoring sessions in 2024. • IST Consultants worked with school leaders to provide mentoring, support and resources that enabled provisionally registered teachers to progress to full teacher registration. • Throughout 2024, 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	<p>Status: Implementation completed in 2019, with activities ongoing.</p> <ul style="list-style-type: none"> • 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

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			<p>meetings in turn informing schools of any relevant updates in each area.</p> <ul style="list-style-type: none"> A review of CET reporting policy is being scheduled for 2024 and 2025 A working party has been established to complete this review to be efficient and aligned with current best practice in Science of Learning.
Trial and implementation of Staff Learning Management System (LMS) to enhance capability, tracking and delivery of professional development.	Catholic	2019	<p>Status: Implementation completed in 2019, with activities ongoing.</p> <ul style="list-style-type: none"> 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 Science of Learning (Insight Project) and many staff now have actively engaged with the platform on a regular basis. CET has continued to develop courses within the Staff LMS, and it now provides a vast array of courses with extensive content to all staff across the organisation. Engagement with

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			the Staff LMS continues to increase as they actively engage with the platform on a regular basis.

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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)
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<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>Ongoing</p>	<p>DECYP Business Unit: People Capability and Development Government</p> <p>Status: Ongoing – Some actions complete with activities ongoing.</p> <ul style="list-style-type: none"> • In 2024 DECYP continued engagement with the work of the National Teacher Workforce Action Plan (NTWAP) through membership of the NTWAP working 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. • Continued contribution to the Australian Teacher Workforce Data initiative.

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			<ul style="list-style-type: none"> The review of the Teachers Registration Act 2000 commenced. Terms of Reference and a discussion paper were released. <p>Catholic</p> <p>Status: Ongoing through participation in DECYP led processes such as the Teachers Registration Act Review. Actions completed within 2024 within sector with activity ongoing.</p> <p>Catholic Education Tasmania (CET) continues to map the Teacher Career Pathway as part of our continual and ongoing adaptation of processes and new thinking. The ways that CET supports career pathways include:</p> <p>Cadetships through our St Thomas Aquinas Teaching Schools Institute - Within this program, placements are offered to cadet teachers which supports each student's academic studies and provides a Catholic faith element that is essential for all CET educators. As we progress towards 2025, six cadets will complete the program and be offered teaching</p>

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			<p>roles within CET. In 2024, our cadet intake has increased to fifty cadets across the state. There are further plans for this program to be expanded each year.</p> <p>Initial Teacher Education - to encourage the connection between our initial teacher educational institutions and Catholic Education Tasmania, a focus has been on the upskilling of the Manager: Early Career Teacher, in the accreditation processes and panel training for the Initial Teacher Programs. This link to the industry which produces our teachers is now based on a significant understanding of the legislative requirements of these institutions.</p> <p>Early Career Teacher Program - Currently CET offers Early Career Teachers individualised professional learning, to provide them with a network of support and professional learning based on gaps they identify in their knowledge and practice. It involves pastoral visits and additional mentoring support. This ensures that the support is targeted to context and need.</p>

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			<p>Teacher Registration - currently a focus for the early career teacher program is to support teachers through the revised process for movement from provisional to full registration. This process of reflective practice ensures that staff within the early career teacher program progress as expected through their teacher registration. Currently 53% of the early career teachers will have completed their move to full registration by the end of their second year of teaching.</p> <p>In 2024, work began targeting the development of mentors to support and equip them with the skills to help Early Career Teachers reflect and grow. Moving into 2025, part of this training will include the use of structured observations, another element of research to support Early Career Teachers. To celebrate the work of mentors, a focus for this group moving forward will be to support them with certification of HALT status.</p> <p><i>Insight into Learning (Science of Reading and Science of Learning)</i> - The <i>Insight into Learning</i> initiative was launched at the beginning of 2023. Based on the Science of Learning,</p>

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			<p>(SoL) <i>Insight into Learning</i> is a system-wide initiative that encompasses the way we teach in every school and every classroom. This teaching approach empowers all educators to help their students grow in knowledge, wisdom, and service.</p> <p>CET has set a bold goal - to be the most improved education system in Australia. Selected teachers from each <i>Insight into Learning</i> school, which have been named Instructional Leader Teacher Practice (ILTP) Educators, were given specific coaching in High Impact Teaching Practice (HITP) methods by our external consultant providers, COGlearn and Shaping Minds. COGlearn were engaged to work with ILTP educators in our <i>Insight into Learning</i> primary schools, and Shaping Minds were engaged to work with our secondary cohort.</p> <p>Our Primary School Coaching Model is a five day model, and we have COGlearn as the external provider who has provided this HITP Instruction in our Primary Schools across the state. We had 56 Primary Teachers receive this instructional</p>

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			<p>coaching in 2023 and 72 Primary Teachers are currently on the coaching journey in 2024. Across the two years to date, we have 128 primary ILTP educators statewide.</p> <p>Our Secondary College Coaching Model is a three wave model, and we have Shaping Minds as the external provider who has provided this HITP Instruction in our Secondary Colleges across the state. We had 78 Secondary Teachers receive this instructional coaching in 2023 and 106 Secondary Teachers are currently on the coaching journey in 2024. Across the two years, to date, we have 184 secondary ILTP educators statewide.</p> <p><i>Ongoing Support</i></p> <p>A suite of resources for professional learning and school-led learning have been uploaded to CANVAS, the CET digital learning platform. These include foundation and knowledge build units as well as SoL Resources, showcasing the best practices in SoL pedagogies. These are readily available to all</p>

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			<p>educators across CET to access. The suite of resources are continually being updated and added to. Creating these resources allows for consistency in all classrooms across the state and allows teachers to focus on their pedagogy and delivery of their lessons, rather than what content they need to teach. This in turn assists in lowering teacher anxiety and workload.</p> <p>Literate Learners for Life Literacy Project - Supporting teachers through professional development and instructional support is essential for creating a thriving educational environment. Teachers who know how to teach the most effectively retain a deeper level of satisfaction in their work. CET offers regular, high-quality professional learning opportunities that are relevant to teachers' needs through three All System Days per year, professional learning workshops, professional coaching opportunities and online resources and courses.</p>

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			<p>The Curriculum and Pedagogy Team provide targeted and direct support for schools and teachers on a needs basis. This allows individualised support, considering the unique context of each school, class, and teacher. Personalised instructional and pedagogical coaching and mentoring is tailored to each teacher's strengths and areas for growth.</p> <p>CET has also provided programs and accessible resources to ensure that teachers have access to necessary practical, consistent and sequential materials, making it easier for them to implement effective teaching strategies across literacy and other learning areas. Professional learning and support are provided for these programs and resources, ensuring system wide consistency and support networks.</p> <p>For the past three years, CET has provided 0.4 FTE to every school for a literacy practice leader (LPL). LPLs are developed through leadership growth opportunities that provide pathways</p>

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			<p>for career advancement. Literacy leaders are engaged to support decision-making processes regarding curriculum, pedagogy, and professional development initiatives. This in turn fosters a sense of ownership and investment, ensuring fidelity to programs that have been mandated and to support educators to embed practice in each classroom.</p> <p>Aspiring Leaders Program - CET continues to provide ongoing development of teachers through the Aspiring Leaders Program. This program enables teachers who have identified leadership aspirations across roles such as Principalship or Deputy Principalship the opportunity to undertake leadership development.</p> <p>This process has focused on the development of the Leadership Framework amongst aspiring leaders. The leadership framework focuses on Cardinal, Moral and Theological Virtues.</p>

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			<p>Over the past three years the Principal and Deputy Principal recruitment program has seen a number of promotions and opportunities drawing on the talent that CET has. The Aspiring Leaders Program has enabled the identification, development and support of the next cohort of leaders to expand their knowledge and career pathways.</p> <p>Principal Reclassification Program - The ongoing development of Principals has been a clear focus. Principals are classified under four levels: <i>Developing</i>, <i>Proficient</i>, <i>Accomplished</i> and new to 2024, <i>Highly Accomplished</i>. This process provides a clear pathway for the ongoing development of Principals. The program for the new classification level - <i>Highly Accomplished</i>, commenced in October 2024. CET is noting a number of Principals that are continuing to engage in developing their knowledge and have that knowledge recognised.</p>

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			<p>Principal Induction Program & Deputy Principal Induction Program - New Principals and Deputy Principals are afforded the opportunity to meet once a term over a 12 month period to undertake targeted conversations with business streams across CET. This process aims to provide the knowledge and guidance to support Principals and Deputy Principals to successfully navigate their career pathways. This program is providing clear and tangible benefits to attendees who come away with a clearer understanding of their role, the impact their role has and the opportunities each individual has to expand their knowledge and pathways.</p> <p>Independent</p> <p>Status: Ongoing through participation in DECYP led processes such as the Teachers Registration Act Review.</p>
Implement the four year <i>More Teachers, Quality Teaching</i> action plan, including a marketing strategy and collaboration with education leaders	Government	From 2019	<p>DECYP Business Unit: People Capability and Development</p> <p>Government</p>

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
<p>across Tasmania to attract, train and develop a diverse (including Aboriginal and Torres Strait Islander), future fit, skilled and ready workforce.</p>			<p>Status: Implementation completed in 2023, with activities ongoing.</p> <ul style="list-style-type: none"> • The four-year More Teachers, Quality Teaching action plan concluded in early 2023. <ul style="list-style-type: none"> ○ Since the Plan concluded, the Education Workforce Roundtable , a group of expert education leaders, has continued to lead the focus on raising the quality of teaching practices and workforce strategies. In 2024, leveraging the work of the Australian Government NTWAP, Roundtable members contributed to the development of DECYPs Education Workforce Action Plan (EWAP). The EWAP, due for release in 2025, is a cohesive and evidence-informed and provide a long-term strategy for building a skilled and future ready Tasmanian education workforce. • The Teacher Intern Placement Program (TIPP) continued in 2024 providing University of Tasmania (UTAS) initial teacher education students with the opportunity to

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			<p>undertake their final year of study while immersed full-time in a Tasmanian public education school where they have dedicated study time plus as in school mentor. Successful graduates move into permanent DECYP teaching roles in those schools in the following year.</p> <ul style="list-style-type: none"> • In 2024, the Teach Tasmania Scholarship was delivered in partnership with the University of Tasmania, to eligible Bachelor of Education and Master of Teaching students who commenced study in 2024. The scholarship program aims to make studying education easier for students in challenging circumstances, by supporting the cost-of-living pressures, relocation, accommodation and living away from home, particularly for recipients who live in regional areas. Recipients are required to be Tasmanian residents, undertake their professional experience placements in Tasmanian government schools and study full-time throughout their degree. • Several strategic recruitment programs focussed on attracting quality teachers to the Tasmanian public

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			education system and included national and international advertising. Recruitment campaigns used 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	<p>DECYP Business Unit: People Capability and Development</p> <p>Government</p> <p>Status: Complete for 2024 with activity ongoing.</p> <ul style="list-style-type: none"> In 2024, the Principal Capability Framework (PCF) continued to be adopted by 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

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			<p>introduced to future school leaders in the relevant middle leader and principalship professional learning programs.</p> <ul style="list-style-type: none"> • 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 early 2024, the Principals Agreement was registered with the Industrial Commission, which included the essential requirement for completion of the School Leadership and Management Prerequisites (SLMP) prior to appointment to the classification of a School Based Principal. DECYP developed the School Leadership and Management Prerequisite (SLMP) modules as the baseline capability for principalship in government schools.

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			<p>Catholic</p> <p>Status: Complete for 2024 with activity ongoing.</p> <ul style="list-style-type: none"> • CET's Leadership Program continued in its fourth year. The program, facilitated by Catherine Jackson, the Executive Director 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. • The program covered the following areas of Leadership Capability: <ul style="list-style-type: none"> ○ Strategic Vision <ul style="list-style-type: none"> ▪ Strategic thinking and Action ▪ Leading Change and Adaptive Leadership ○ Leads Learning

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			<ul style="list-style-type: none"> ▪ Contributing to and leading teams ▪ Coaching others for improved practice and feedback for learning. ○ Adopt Efficient Processes <ul style="list-style-type: none"> ▪ Stewardship, Decision-making, Executing strategy, Managing time and tasks • The leadership capabilities are informed and directed by the Cardinal Virtues of: <ul style="list-style-type: none"> ○ Prudence ○ Temperance ○ Courage ○ Justice • Aspiring Leaders in a variety of learning modes and workshops develop clearer understandings of how and where these virtues are informing and directing leadership behaviours and actions in day to day professional life. • In 2024, CET continued to be members of Tasmanian HALT Pilot Project Steering Committee.

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			<ul style="list-style-type: none"> • Succession planning is an emerging strategic focus within Catholic Education Tasmania, with efforts currently underway to develop a more structured and intentional approach. The initiative aims to build a strong pipeline of future school leaders by identifying talented and highly skilled teachers and providing them with access to leadership development opportunities. By prioritising succession planning, Catholic Education Tasmania seeks to ensure leadership continuity and sustainability across its schools. This includes supporting aspiring leaders through mentoring, targeted professional learning, and clear pathways for growth. Once implemented, this approach will play a critical role in fostering leadership capacity and ensuring the long-term success of Catholic Education. • <i>Insight into Learning (Science of Reading and Science of Learning)</i> - The <i>Insight into Learning</i> initiative was launched at the beginning of 2023. Based on the Science of Learning, (SoL) <i>Insight into Learning</i> is a system-wide

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			<p>initiative that encompasses the way we teach in every school and every classroom. This teaching approach empowers all educators to help their students grow in knowledge, wisdom, and service.</p> <ul style="list-style-type: none"> • CET has set a bold goal - to be the most improved education system in Australia. Selected teachers from each <i>Insight into Learning</i> school, which have been named Instructional Leader Teacher Practice (ILTP) Educators, were given specific coaching in High Impact Teaching Practice (HITP) methods by our external consultant providers, COGlearn and Shaping Minds Australia. COGlearn were engaged to work with ILTP Educators in our <i>Insight into Learning</i> primary schools, and Shaping Minds Australia were engaged to work with our secondary cohort. • Our Primary School Coaching Model is a five day model, and we have COGlearn as the external provider who has provided this HITP Instruction in our Primary Schools across the state. We had 56 Primary Teachers receive this

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			<p>instructional coaching in 2023 and 72 Primary Teachers are currently on the coaching journey in 2024. Across the two years to date, we have 128 primary ILTP Educators statewide.</p> <ul style="list-style-type: none"> • Our Secondary College Coaching Model is a three wave model, and we have Shaping Minds as the external provider who has provided this HTP Instruction in our Secondary Colleges across the state. We had 78 Secondary Teachers receive this instructional coaching in 2023 and 106 Secondary Teachers are currently on the coaching journey in 2024. Across the two years, to date, we have 184 secondary ILTP Educators statewide. • Principal Reclassification Program - The ongoing development of Principals has been in focus for our system. Principals are classified under four levels: Developing, Proficient, Accomplished and new to 2024, Highly Accomplished. This process provides a clear pathway for the ongoing development of Principals. In

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			<p>October 2024 the Highly Accomplished. program commenced.</p> <ul style="list-style-type: none"> Principal Induction Program & Deputy Principal Induction Program: New Principals and Deputy Principals are afforded the opportunity to meet once a term over a 12 month period to undertake targeted conversations with business streams across CET. This process aims to provide the knowledge and guidance to support Principals and Deputy Principals to successfully navigate their career pathways. This program is providing clear and tangible benefits with participants understanding the complexity and impact of their role, noting opportunities to expand their knowledge and future pathways.
Strengthen teacher induction processes and mentoring to support transition from	Government/Catholic	Ongoing	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)
the Graduate to Proficient teaching standards.			<p>Status: Complete.</p> <ul style="list-style-type: none"> In 2024, DECYP delivered the inaugural First Year Teacher Specialised Professional Learning program. This is an expansion on and replacement of the Welcome to the Profession Day. The program consists of three days of specialised professional learning and one day of on-site school induction, held annually prior to the commencement of Term 1. <p>Catholic</p> <p>Status: Complete</p> <ul style="list-style-type: none"> The St Thomas Aquinas Teaching Schools Institute continues to work with undergraduate 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

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			<p>focus on greater awareness and support by CET in practical experiences in our schools.</p> <ul style="list-style-type: none"> 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. From 2024 CET has four Regional Principal Leads (North, North West, Southern Primary and Southern Colleges). 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.

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			<ul style="list-style-type: none"> Provisionally registered teachers beyond their first three years of teaching were also offered professional learning support to move to proficient registration. Increased support for the mentors of Pre Service Teachers (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 Status: Implementation 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	<p>DECYP Business Unit: People Capability and Development</p> <p>Status: Ongoing – with activity continuing.</p> <ul style="list-style-type: none"> In 2024 DECYP the Principal Capability Framework (PCF) continued to be adopted by government school principals, with a personal goal based on the PCF incorporated into the Performance and Development Plans of 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 2024, the scoping and refinement of the High Impact Leadership Teams (HILT) tool continued 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	Status: Complete with activity ongoing

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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.			<ul style="list-style-type: none"> • Ford Health is now an additional offering outside of the salary and package conditions for each Principal and Senior Leader within CET. • Participants who enrol in the invitational wellbeing support and assessment are provided a comprehensive health check up. This includes a 2.5 hour one to one consultation that focuses on physical, mental and emotional wellbeing. Blood tests, cardio testing, skin checks as examples. • A follow-up consultation appointment is also provided where participants receive an individualised complete wellbeing report. • Planning, discussions and recruitment for organisational structure changes within CET began in 2023 and were implemented for 2024. Structure changes included: <ul style="list-style-type: none"> • Director Schools: Principal Leads (4) who are each responsible for a network of 9-11 schools. Supporting leaders remains a core priority in

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			<p>establishing four Principal Lead positions responsible for a network of 9-11 schools each. In 2024, this enabled more frequent relational coaching and needs-based provision of support to Principals.</p> <ul style="list-style-type: none"> • Implementation of 360 Feedback Tool for each Senior Leader and Principal. Focus is on formative feedback 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.

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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)
<p><i>Note: References to “ongoing” in this report refer to the implementation status of the item at the conclusion of the National School Reform Agreement (NSRA). This does not necessarily reflect further work that may have occurred since the Agreement’s expiry</i></p>			
<p>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.</p>	<p>Government</p>	<p>From 2019</p>	<p>DECYP Business Unit: External School Review</p> <p>Government</p> <p>Status: Complete with ongoing activity.</p> <ul style="list-style-type: none"> • 2024 marked the second year of Reviews within the second Review Cycle. All schools are scheduled for review over four years and this remains on track. • The approach continues to support schools in strengthening their focus on learning, with the aim of improving student growth and achievement. The model is grounded in ACER’s School Improvement Tool, and outcomes from Reviews are shared across the system to inform progress and drive system-level improvements.

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
Continue to utilise external expertise to engage and evaluate system improvement priorities, with a particular focus on capacity building.	Government	Ongoing	<p>DECYP Business Unit: Strategic Policy and Projects</p> <p>Status: Complete for 2024 with activity ongoing.</p> <ul style="list-style-type: none"> • 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 2024 all schools are focused on system goals for Reading and Attendance in their School Improvement Plans. • In 2023 and 2024 Principal Performance and Development Plans were strengthened to now set targets which support system improvement. In 2023

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			and 2024 principal PDP targets align with system goals for reading, a school improvement plan goal, and 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	Status: Complete for 2024 with activity ongoing . <ul style="list-style-type: none"> In 2024, 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	Status: Complete for 2024 with activity ongoing. <ul style="list-style-type: none"> These three externally managed surveys provide all stakeholders with an opportunity for consultation in the validation process and will supply quality objective

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			<p>evidence and data to inform the schools' review and planning efforts.</p> <ul style="list-style-type: none"> In 2024, the validation process continued with nine schools trialling a staff, student and parent survey tool: <i>The School Effectiveness Survey</i>, through the Victorian company Insight SRC.
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>DECYP Business Unit: Strategic Policy and Projects</p> <p>Status: Implementation completed in 2019.</p>
Consult with the Aboriginal Education Reference Group on relevant initiatives.	All sectors	Ongoing	<p>DECYP Business Unit: Inclusion and Diversity Services</p> <p>Government</p> <p>Status: Ongoing – not finalised by the end of 2024.</p> <ul style="list-style-type: none"> 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

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			<p>understanding and value Aboriginal and Torres Strait Islander histories and cultures.</p> <ul style="list-style-type: none"> • The Connected Beginnings partnership in the Kotalayna/Bridgewater area work closely with the 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 supporting NATSIEC Associate Membership. <p>Catholic</p> <p>Status: Complete for 2024 with activity ongoing.</p> <ul style="list-style-type: none"> • CET encourages and supports all Tasmanian Catholic schools to develop autonomous and genuine partnerships with Aboriginal and Torres Strait Islander local families, Communities and knowledge sharers.

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			<p>These strong partnerships are the foundation for consultation on relevant initiatives.</p> <ul style="list-style-type: none"> • The Tasmanian Catholic Education Office's valued and on-going partnerships include: <ul style="list-style-type: none"> ○ The National Aboriginal and Torres Strait Islander Catholic Council ○ Reconciliation Tasmania, Reconciliation Australia, First Nations Connect ○ National Catholic Education Commission for Aboriginal and Torres Strait Islander education • In 2023, CET appointed an Aboriginal Senior Consultant. This role guides the development and implementation of strategic projects. This consultancy work continued into 2024 with the following projects: <ul style="list-style-type: none"> ○ Unpacking of the Safeguarding briefing document for Catholic Education Tasmania

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			<p>(CET) in relation to Aboriginal Knowledge Sharers and Educators</p> <ul style="list-style-type: none"> ○ 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. <ul style="list-style-type: none"> • In 2024, CET established the Aboriginal and Torres Strait Islander Education Strategic Working Group, bringing together Aboriginal and non-Aboriginal staff, leaders, and Aboriginal Community representatives to guide system planning and accountability. • System-wide school planning was supported through regional engagement and consultation aligned to the Deakin Report, Closing the Gap, and WRAPT targets. • AKSEP was further developed to include a Commitment Framework, Story Mapping interface,

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			<p>and integrated tracking of school-based initiatives across the system.</p> <ul style="list-style-type: none"> • CET maintained and expanded its network of Aboriginal Knowledge Sharers and cultural practitioners, who supported professional learning, curriculum planning, and cultural events in schools across all regions. • Designing for Country principles were developed with the Facilities Team to guide future capital works and ensure that built environments reflect local stories and cultural values of Aboriginal people, culture, and Country. • CET published its first Aboriginal and Torres Strait Islander Education Yearbook, featuring over 200 stories of cultural learning and partnership from schools statewide. • Cultural safety was embedded in school improvement processes through leadership mentoring, planning

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			<p>support, and strategic advice provided by the Aboriginal and Torres Strait Islander Education Team.</p> <ul style="list-style-type: none"> • Catholic Education Tasmania formalised its partnership with the Tasmanian Museum and Art Gallery (TMAG) to strengthen system-wide cultural learning. TMAG exhibitions and digital programs were made accessible to schools in all regions, supporting deeper engagement with Tasmanian Aboriginal histories and knowledge systems. <p>Independent</p> <p>Status: Complete with activity ongoing.</p> <ul style="list-style-type: none"> • Through 2024, IST Education Consultants has been representatives on the following groups: <ul style="list-style-type: none"> ○ Aboriginal Education Working Group (Tasmanian Based) – 4 meetings a year ○ Education Circle Group (Reconciliation Tasmania) – 4 meetings a year

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			<ul style="list-style-type: none"> ○ ISA/AIS Reconciliation Group – 4 meetings a year • Through 2024, IST Consultant/s continued a cooperative partnership with DECYP Aboriginal Education Services, and explored a relationship with Reconciliation Tasmania. • In 2024 IST continued to develop an IST Aboriginal Education Network.
Recognise, acknowledge and further utilise the existing high levels of parent engagement in our schools.	All sectors	Ongoing	<p>DECYP Business Unit: Strategic Policy and Projects</p> <p>Government</p> <p>Status: Complete for 2024 with activity ongoing.</p> <ul style="list-style-type: none"> • DECYP continues its commitment 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. This approach continued in 2024.

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			<ul style="list-style-type: none"> 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 families up to date on their child/ren's learning progress, application to learning and wellbeing across the entire school year. <p>Catholic</p> <p>Status: Complete for 2024 with activity ongoing.</p> <ul style="list-style-type: none"> Throughout 2024 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. In 2024, the process of providing feedback was reviewed and some schools decided that extra face

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			<p>to face meetings were beneficial instead of using online feedback.</p> <ul style="list-style-type: none"> • 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. • Nine CET schools trialled a new survey tool that offered parents an opportunity to provide feedback on community engagement. <p>Independent</p> <p>Status: Complete for 2024 with activity ongoing.</p> <ul style="list-style-type: none"> • Through 2024, IST Consultants and Executive worked with schools to ensure they had access to high quality information that would enhance parent-school relationships.

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			<ul style="list-style-type: none">• Professional learning on changes that impact school community wellbeing was delivered in 2024.• IST also provided access to relevant professional learning and information provided by Independent Schools Victoria.