Non-Government Reform Support Annual Report: 2019
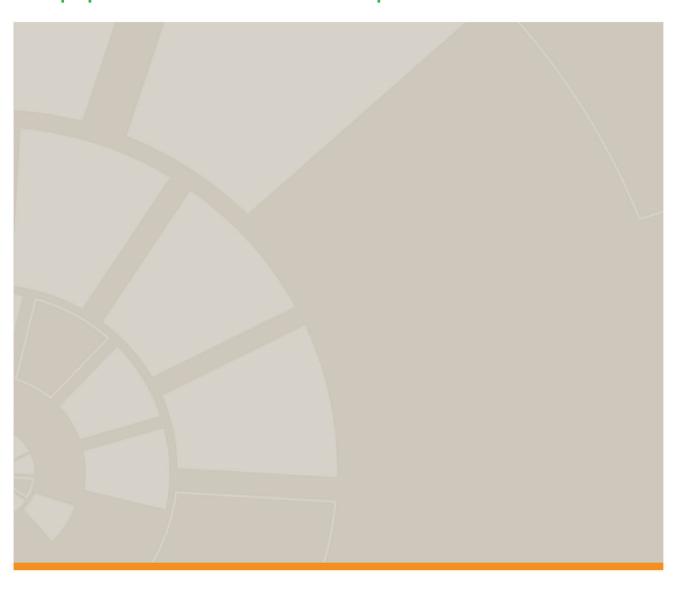
<p style="text-align:center"><u>Non – Government Reform Support Fund</u></p>

<p style="text-align:center"><u>Independent Schools Queensland – Annual Report 2019</u></p>

<u>Executive Summary</u>

Independent Schools Queensland delivered the following projects utilising the Non-government Reform Support Fund (NGRSF) in 2019.

Project Reference	Project Title
RSF 1	Readiness for NAPLAN Online and Utilising Educational Data for School Improvement
RSF 2	Improving the Nationally Consistent Collection of Data on School Students with Disability (NCCD)
RSF 3	Increasing School Capability in Governance and Financial Management
RSF 4	Empowering School Self-Improvement
RSF 5	Supporting the ATSI Educational Strategy
RSF 6	Achieving Excellence in Curriculum and Assessment
RSF 7	Supporting Great Teachers in Independent Schools
RSF 8	Excellence in Online Learning for School Staff

Each of these projects involved multiple objectives in line with Australian Government priorities identified in the *Non-Government Reform Support Guidelines for 2018 to 2022* and support the implementation of existing agreed national reforms as outlined in the Australian Government's *School Funding and Reform Principles.*

The NGRSF ensured the projects were available to more staff in more schools and in more locations.

<u>Relationship with the Queensland Government</u>

As the peak body representing the Queensland independent schooling sector, Independent Schools Queensland (ISQ) enjoys a strong collaborative relationship with the Queensland Government. This relationship includes regular scheduled engagements between ISQ and the Minister for Education and Department of Education officials.

The relationship includes independent sector participation on a range of cross-sector working parties, committees and taskforces. This includes Board membership of key statutory authorities as well as the Sector CEOs group.

In 2019, ISQ was involved in over 60 such committees, working parties and taskforces.

In addition, there is strong collaboration and liaison at an officer-to-officer level.

Outcomes from this collaborative approach includes a shared understanding of key policy initiatives and reforms, independent school access to many programs and projects, the ability for independent schools to contribute to policy development and evaluations and a common commitment to measures and activities which are evidence-based and designed to improve student outcomes across schools.

Project Report – RFS 1

Readiness for NAPLAN Online and Utilising Educational Data for School Improvement

Project description:

Provision of support to schools participating in 2019 NAPLAN Online including school readiness activities.

Provision of professional development and training to ensure schools gain the necessary skills, knowledge and confidence to be successful with NAPLAN Online.

Engagement with working groups at both the State and national level to ensure schools are informed and able to participate in NAPLAN Online processes and procedures.

Development of whole-school data plans for collection, analysis and communication of evidence (including review of school's existing processes).

Provision of six modules in Connect & Learn to support teachers and leaders to use data to improve student outcomes.

Provision of support for middle leaders to embed use of data to identify and address use of data to identify and address an area of student need (with a focus on literacy, numeracy and/or STEM).

Actual outcomes:

- 24 schools have prepared for and participated in NAPLAN online and have informed the planning to support remaining independent schools to transition in 2020 and 2021. The educational data project has helped schools to develop school -wide processes to enable data informed school improvement plans.

Summary of project achievement – RFS 1

Activities undertaken/Achieved outcomes	Achievement against indicators of success
• 24 Independent schools were supported to participate in NAPLAN online in 2019. • ISQ hosted a forum that included representatives from all sectors and state and national bodies to support schools preparing to transition to NAPLAN online in 2020 and to provide schools that have transitioned to learn from each other. Approximately 120 ISQ members participated, either face-to-face or online. Both modes of delivery were extremely well received and evaluated very highly by those in attendance. • Online learning has been developed to further support schools to train staff in readiness for NAPLAN online. This will support both transitioning schools and new staff in schools that have already transitioned. • Workshops to support online schools to interpret their results have been delivered. • Seven educational data modules are now available in Connect and Learn to support leaders and teachers to use data to improve student outcomes. • 17 schools were supported to participate in an educational data project and develop a school-wide plan for data informed improvement. • Provision of support for middle leaders to embed use of data to identify and address use of data to identify and address an area of student need (with a focus on literacy, numeracy and/or STEM) was done as part of the Middle Leaders program in RSF 7.	• All schools reported that training provided ensured they were confident to participate in NAPLAN online in 2019. • All Schools participating in NAPLAN online in 2019 rated ISQ's support highly. • 53% of schools in the Educational Data project engaged in the online modules.

Project Report – RFS 2

Improving the Nationally Consistent Collection of Data on School Students with Disability (NCCD)

Project description:

This project and associated activities have enabled ISQ to continue and extend the provision of support to schools to enhance the quality assurance, moderation and improvement in the NCCD.

Findings from the 2019 projects have informed further planned targeted activities for 2020, in particular the continued need for individual school support embed whole school NCCD processes and engage school leaderships teams, enhanced support for data analysis and ongoing requests for professional learning including bespoke offerings for particular school types, such as special schools and special assistance schools.

Actual outcomes:

This project achieved:

- the provision of 13 regional and bespoke NCCD Moderation workshops to enhance the consistency of decision making in relation to NCCD levels and disability categories

- more than 50% of Queensland independent schools with at least one staff member who completed the ISQ Disability Standards for Education course

- the development of a Differentiation for Students with Disability – A Guide for School and Curriculum Leaders online course to enhance support for students with disability in classrooms

- individual assistance to 23 independent schools to analyse 2019 and previous years' NCCD data to enhance the quality of NCCD data within those schools

- specific support to six schools to enhance whole school processes in relation to the identification of students with disability, the provision, monitoring and recording of appropriate adjustments for those students and the retention and storage of NCCD evidence.

Summary of project achievement - RFS 2

Activities undertaken/Achieved outcomes	Achievement against indicators of success
• This project achieved high quality engagement of independent school staff in face to face regional moderation professional learning and increased awareness of the national resources to strengthen the understanding of NCCD	• ISQ conducted 10 NCCD Moderation workshops across Queensland in 2019 to which Catholic and State schools were invited. 385 school staff attended these workshops. • In addition, ISQ conducted NCCD Moderation workshops for particular school types – a Moderation workshop for independent special schools and another workshop for Special Assistance Schools in conjunction with the Queensland Catholic Education Commission. Approximately 60 school staff attended these bespoke Moderation workshops.
• This project supported continued provision of the Disability Standards for Education online course on ISQ Connect & Learn and the development of an additional course focussing on differentiation strategies for classroom teachers	• 1591 independent school staff from 111 independent schools have completed the ISQ *Disability Standards for Education* online course in 2019 with a further 270 school staff registered but not yet completed the course. • ISQ is finalising an online *Differentiation for Students with Disability – A Guide for School and Curriculum Leaders* Module which will be launched to member schools in early 2020.
• This project facilitated the provision of targeted school reviews of NCCD processes with a focus on schools with significant variations between NCCD and State EAP data	• ISQ provided targeted support to 23 schools in analysing their 2019 NCCD data in comparison with previous years prior to submission to the Australian Government through the 2019 Census. ISQ provided verbal and written feedback to these schools to strengthen understanding of students to be included and NCCD data analysis.

Summary of project achievement – RFS 2 (cont.)

Activities undertaken/Achieved outcomes	Achievement against indicators of success
• Quality assurance project with six schools to review and enhance whole school processes to support quality NCCD data	• ISQ has worked with leadership teams in six large Metropolitan schools to review and enhance NCCD school processes. All schools report strong satisfaction with their involvement and all have requested to remain in the project in 2020.
• Information and general support on NCCD at the school level and facilitating the engagement of school leaders in policy considerations around the NCCD.	• ISQ conducted 9 leadership and curriculum sessions across Queensland in Semester 2, 2019 which provided an opportunity to engage with school and curriculum leaders about NCCD requirements.

Project Report – RFS 3

Increasing School Capability in Governance and Financial Management

Project description:

Information and support to Boards and Business Managers in targeted areas for compliance including FQ, Census and other key compliance activities.

Provision of support to schools through activities for governors, Business Managers and school leaders including:

- Formal governance (including finance) training (short courses, 12-module course and whole of Board course)

- Board member induction program

- Development of further online training modules including finance

- Board Review template and service

- Customised Board advice and information including strategic planning, governance reviews, risk management and strategic review

- Governance support and training for Boards of newly accredited schools

- Governance research

- Business Managers induction program

Actual outcomes:

The specific outcomes for 2019 have been the provision of support to schools through activities for governors, Business Managers and school leaders including:

- formal governance (including finance) training (short courses, 12-module course and whole of Board course)

- Board member induction program

- development of further online training modules including finance

- Board Review template and service

- customised Board advice and information including strategic planning, governance reviews, risk management and strategic review

- governance support and training for Boards of newly accredited schools

- governance research

- Business Managers induction program

- information and support to Boards and Business Managers in targeted areas for compliance including FQ, Census and other key compliance activities.

Summary of project achievement – RFS 3

Activities undertaken/Achieved outcomes	Achievement against indicators of success

• This project:
 	
  - achieved high quality governance professional learning and targeted support for schools
 	
  - introduced new opportunities for face-to-face training for directors
 	
  - trialled the use of video conferencing to deliver governance training
 	
  - trialled the use of the Strategic Monitoring and Review Tool (SMaRT)
 	
  - developed a suite of online training packages for directors and senior leaders
 	
  - updated the hard copy governance resource for directors
 	
  - further developed the skills of ISQ staff in these areas to facilitate improved support and training in governance and leadership.
	• 239 Directors and senior leaders completed governance short course modules (91% increase on 2018).
	
	• Two deliveries of short course modules successfully utilised the ZOOM platform, trailing video conferencing.
	
	• Three new Director face-to-face induction courses were offered with 32 new directors participating.
	
	• Two Board Chair lunches were undertaken thus providing networking opportunities for board chairs.
	
	• Two full school governance reviews were completed (including one with a risk framework priority)
	
	• Online governance induction modules were completed by 102 people:
	  - An Independent School Context (40)
	  - Policies & Processes (28)
	  - Roles & Responsibilities (34).
	
	• Online finance induction modules were completed by 157 people:
	  - Balance Sheet (46)
	  - Cash Flow Statement (37)
	  - Income & Expenditure Statement (39)
	  - Ratio Analysis (35).
	
	• The Governance Essentials Directors Manual was updated (Third Edition).
	
	• A formal process to assist schools with strategic planning has been developed.
	
	• A formal process to assist schools with Principal recruitment has been developed.
	
	• The Strategic Monitoring and Review Tool (SMaRT) was successfully trialled in one school.

Summary of project achievement – RFS 3 (cont.)

Activities undertaken/Achieved outcomes	Achievement against indicators of success
• Positive engagement with 80% of school Boards over a two-year cycle	• 78 school governing bodies were represented by those undertaking the three governance courses (An independent School Context; Policies and Processes; Roles and Responsibilities) and the four finance courses (Ratio Analysis; Balance Sheet; Cash Flow Statement; Income and Expenditure) available through ISQ' Connect & Learn. 48 school governing bodies were represented by those undertaking the 22 Governance Short Courses offered during the year. In 2019, nine board members completed the Governance Induction Course. ISQ continued to meet directly with board chairs in 2019 with 21 board chairs receiving a targeted briefing specific to their school's environment and challenges, to assist them in leading from the top. • These numbers will be monitored to assess an achievement of 80% over two years.
• 40% of school Boards directly engage in governance activities in 2019.	• 92 (42%) school governing bodies were represented at Governance Short Courses (SC1 - Practising good governance; SC2 - Monitoring good governance; SC3 - Planning good governance; SC4 - Sustaining good governance)
• 1,500 hours of governance and financial management professional development offered in 2019.	• 1,716 hours of governance and financial management professional development were offered in 2019.
• Contact and support to governing bodies of newly accredited schools.	• Each new school has been provided with access to free governance training for members of their governing bodies from when they achieve accreditation and during the first two years of operation.
• Average attendance of persons per course.	• With respect to the Governance Short Courses, the average was 10 participants per course offering.
• Number of schools undertaking a comprehensive Board review in 2019.	• Two.
• 80% of new Business managers completing the Induction Program in 2019.	• Business managers from 33 schools attended the induction program (more than 90% of identified new business managers).

Project Report – RFS 4

Empowering School Self-Improvement

Project description:

This project supports participating schools to conduct self-assessment of school improvement, identify priorities for change, implement an action plan and embed a cycle of school improvement.

It is delivered through an ISQ directed program (Self-Improving Schools), which support schools in making assessments of their effectiveness against a matrix which guides the school reflections. Schools are then assisted to plan for and undertake self-directed change in response to their self-assessment, to improve school performance, student learning and teacher practice. Review of success in meeting outcomes becomes part of the cycle of continuous improvement.

This process is also supported by ISQ School Improvement Reviews to support school judgements. These provide quality independent feedback against the Independent Schools Improvement Check.

Actual outcomes:

This work has provided strong consultant support for schools and school leaders, in driving and informing the school improvement agenda. Deliverables for the projects:

- attendance at information sessions
- submission of Action Plans and Progress Reports to consultants
- participation in and contributions to planning meetings and follow up actions

have been met, shared with consultants and submitted to ISQ.

Follow up both formally through survey and informally through meetings has demonstrated the school leaders' understandings of recommendations and direction for school improvement.

Support to use educational data to communicate impact and improvement is encouraged in each school by consultants.

Reflection on success and impact is ongoing by the program manager and team. There are regular meetings with both external and internal consultants working to support schools and inputs are sought, valued and assess for inclusion and improvement in subsequent iterations of the program. 2019 has seen significant development of the review initiative in school improvement work and strong alignment has been identified between both the school review and improvement work.

Summary of project achievement – RFS 4

Activities undertaken/Achieved outcomes	Achievement against indicators of success

• Continued growth in numbers of schools participating in the Self-Improving Schools program, despite being in eighth year of operation.
 	
• All new schools demonstrated willingness and commitment to school improvement, evident by attendance at launch and masterclass events, participation in ongoing meetings and action planning, and by undertaking review of 2019 improvement activities and reporting on results.
 	
• Clear documentation to support the SIS process ensures some consistency of approach and support for schools in sustaining self-improvement.
 	
• Outcomes for each participating school to be achieved in one of the focus areas:
   - Leadership and Management
   - Teacher Practices
   - Student Outcomes
   - Community Partnerships
 	
• 100% of 2019 schools have undertaken to continue work in the area with ISQ as partners for 2020.
 	
• Some schools have used the results of school improvement reviews to link with and direct other school improvement initiatives. Review schools indicate levels of high satisfaction with the review process and understanding of next steps.
	• The number of schools participating was 70, due to a decision by ISQ to support schools for a maximum of three years. This enabled targeted support to new schools, or those re-joining the program.
	
	• 100% of new schools sent team members to the launch day and all participants could articulate at least one clear message of understanding of school improvement. Additionally, 100% of new schools and our consultants participated in School Improvement Masterclass to strengthen understandings.
	
	• Consultant report visits demonstrated at least 90% of schools committed to the process of improvement with Progress Reports articulating areas of improvement.
	
	• 100% schools could identify areas of impact due to participation with ISQ, however evidence of impact was less strong.
	
	• Survey results indicate very high levels of satisfaction with review process and product in 100% of schools.

Project Report – RFS 5

Supporting the ATSI Educational Strategy

Project description:

This project has assisted the implementation of *the National Aboriginal and Torres Strait Islander Education Strategy* (NATSIES) within the independent school sector. Priorities of the national strategy include: Leadership, Quality Teaching and Workforce Development; Culture and Identity; Partnerships; Attendance; Transition Points; School Readiness; Literacy and Numeracy. Addressing these priorities within the independent school's sector, subsequently advances the closing of the educational gap for Indigenous students. The positive results of this project (listed below) have enabled the objectives of the 2019 strategic plan to be achieved namely by:

- providing professional support to school leaders, teachers and teacher assistants to improve Indigenous students learning and achievement

- provide support to member schools to implement the Australian Curriculum and the Australian Professional Standards for Teachers and Principals

- enhancing the capacity of member school communities by maintaining on-going advocacy and support to align whole school strategic plans with current national and state Indigenous education agenda

- recognising member school and student needs and responding with tailored professional services that support quality teaching and learning

- utilising research-based professional learning opportunities and policy to support member schools

- supporting schools' transparency and accountability to improve government reporting practices.

Actual outcomes:

The findings acquired from this project have informed the on-going development and implementation of the workplan and the provision to support member schools, principals, teachers, Indigenous teacher assistants/aides and emerging Indigenous school leaders. Representation on Queensland and Federal Government Indigenous Education committees and working parties has ensured currency, on-going advocacy and support for member schools, and that the strategic plan, workplan and objectives are addressed and implemented.

The specific objectives for this project in 2019 have been executed through the following activities:

- provision of professional learning events for Principals, school leaders, teacher assistants /aides, aspiring Indigenous middle- leaders

- support to schools to embed Aboriginal and Torres Strait Islander Perspectives in the whole school and curriculum planning

- tailored school support visits including, but not limited to, Indigenous student data management, assessment of Indigenous student learning including EAL/D support, Indigenous student enrolment processes, cultural and heritage issues, government reporting procedures, governance etc.

- providing Indigenous Bandscales Training and Moderation professional learning events to support schools with high numbers of Indigenous EAL/D students

- development of online training modules to support schools to embed Indigenous perspectives in curriculum planning and to support Indigenous EAL/D student learning outcomes

- providing Certificate III and IV in Education Support Qualifications training for Indigenous Teacher Aides

- supporting the engagement of the independent sector in policy development and implementation through working groups and committees associated with Indigenous education

- providing information and support to Principals, school Boards and Business Managers (as required) regarding Indigenous Education related compliance and funding matters

- supporting schools providing Indigenous student boarding.

Summary of project achievement – RFS 5

Activities undertaken/Achieved outcomes	Achievement against indicators of success
• This project: - supported teachers and school leaders to improve and increase the embedding of Indigenous perspectives in classroom planning, whole school strategic plans and improve support for Indigenous learners - supported teachers to collect and use Indigenous student data (particularly Indigenous EAL/D assessment data) for differentiated teaching and learning and literacy planning - improved teachers and school leaders' Indigenous student data collection processes (particularly Indigenous student EAL/D data) to assist census reporting - mentored aspiring Indigenous middle leaders to develop leadership skills - supported Indigenous teacher aides to achieve a Certificate III in Education Support qualification - increased knowledge and understanding of the ATSI Education Strategy across the independent sector - improved the participation and engagement of independent schools providing Aboriginal and Torres Strait Islander students' boarding - participated in the cross-sector Early Years collaboration to review the Indigenous Ear Health e-Learning module & online resources for use across schools and education sectors in Queensland.	• 498 teachers accessed face-to-face and online professional learning events (target 150). • 100% Indigenous Education professional learning event feedback responses demonstrated satisfaction, relevance and value to teachers (target 85%). • 173 teachers and school leaders received targeted professional learning and in-school support to improve the assessment and monitoring of, and curriculum planning for Indigenous EAL/D students' improved learning outcomes and associated data collections (target 150). • 100% majority Indigenous independent schools compliant in Indigenous ESL & EAL/D census reporting (target 100%). • 6 Indigenous aspiring middle leaders received tailored professional development to improve leadership skills (target 6). • 11 (183% increase) Indigenous teacher aides gained a Certificate III in Education Support qualification (target 6). • 520 (100%) independent schools staff engaged with the ATSI Education Strategy through targeted professional learning events and follow up school visits related to school improvement and whole school strategic planning (target 100%). • 21 (of 30) (70%) independent schools providing Indigenous student boarding engaged in ISQ Indigenous boarding professional support events (target 50% increase). • Cross-sector Indigenous education Early Years Indigenous Ear Health e-Learning module & online resources launched for schools' use (target achieved – data pending from DoE).

Project Report – RFS 6

Achieving Excellence in Curriculum and Assessment

Project description:

The Achieving Excellence in Curriculum and Assessment supported schools to implement reforms outlined in the NSRA through:

- supporting students, student learning and student achievement through increased understanding of the Australian Curriculum and the new Senior Assessment and Tertiary Entrance (SATE) system in Queensland. Over 2019, teachers across the sector, came together to moderate and compare samples of student work in order to improve their students' standards of achievement

- supporting teaching, school leadership and school improvement by bringing teachers together (in various configurations and interest groups) to unpack the expectations of achievement standards and to support them as they designed good quality assessment tasks

- this project also supported school and curriculum leaders across the sector to come together and share their practices, ideas, and strategies on how they in turn, were supporting their teaching staff with curriculum and assessment issues.

Actual outcomes:

The project outcomes included:

- the provision of professional development to expand the capabilities of school leaders and staff in the identified reform areas

- individual school curriculum audits and reviews

- school based projects and pilots including the Middle Years project and the Gifted Education project

- consultancy support, ideas, suggestions and advice was provided directly to a large number of school and curriculum leaders from across the sector over 2019

- courses and networking opportunities (e.g. Aspiring Principals, Support for Curriculum Leaders)

- direct support has been provided to 26 new schools as they develop their curriculum and assessment plans.

Summary of project achievement – RFS 6

Activities undertaken/Achieved outcomes	Achievement against indicators of success
• Social Moderation - Teachers gain a deeper understanding of the Australian Curriculum, achievement standards, and planning for effective assessment design. • Early Years teachers share best practice in identifying children who need support and put in place intervention strategies to improve literacy and numeracy outcomes. • Gifted Education - Participating schools develop authentic quality tasks that allow gifted students to demonstrate their full potential. • Middle Years - Participating schools develop authentic curriculum units that fully engage and challenge middle years learners. • Curriculum Leaders have greater confidence to deliver professional learning to staff, and to make strategic decisions about curriculum and assessment. • Curriculum Leaders in struggling schools gain confidence to meet compliance requirements and develop strong, viable and relevant curriculum offerings for their students. • Curriculum Leaders in unique school contexts share, network and support each other with curriculum and assessment ideas and practices. • Senior teachers share, plan, cooperate and network to develop units of work, teaching resources and assessment tasks so that they feel more confident teaching the new senior syllabuses.	• 526 teachers were directly involved in social moderation activities across the State. These activities directly supported teachers to have a deeper understanding of the Australian Curriculum, achievement standards and planning for effective assessment. • 80% of Early Years teachers identified in these meetings reported they are more confident at identifying those students who require intervention using tools such as Early Start. • 13 schools and 33 curriculum leaders and teachers were involved in the Gifted Education Project. Those participants reported greater than 90% satisfaction that the project had enhanced their teaching in Gifted Education. • Seven schools and 18 curriculum leaders and teachers were involved in the Middle Years Project. Those teachers reported over 80% satisfaction that the project had enhanced their teaching in the Middle Years. • 209 Curriculum Leaders attended ten regional workshops and reported over 80% confidence in being able to work more effectively with parents. • 30 Curriculum Leaders were supported through tailored programs with over 80% reporting an improved understanding of student wellbeing. • 103 curriculum leaders from small schools, Special Assistance Schools, Special Education schools and Aboriginal and Torres Strait Islander schools came together for sharing and networking opportunities about curriculum and assessment, within their unique contexts. • 40 senior teachers were involved in social moderation activities across the State with over 80% reporting they were more confident in implementing the new senior syllabuses.

Project Report – RFS 7

Supporting Great Teachers in Independent Schools

Project description:

ISQ has delivered a suite of programs under the Great Teachers in Independent Schools project in 2019. These programs have provided support and assistance to independent schools as they implement strategic priorities in relation to student learning and achievement, school leadership and teaching, collection and use of educational data.

Actual outcomes:

- HALT Certification

  The Independent Schools Queensland (ISQ) Highly Accomplished and Lead Teacher (HALT) Certifying Service provides a high quality, nationally consistent approach to identifying and certifying teachers according to the advanced career stages of the Australian Professional Standards for Teachers (APST). This certification is in accordance with the guidelines provided by the Australian Institute of Teaching and School Leadership (AITSL) for the certification of HALT. Teachers certified as HALT by ISQ are recognised nationally by all systems, states, and territories who certify high-performing teachers. The service has now trained 60 national assessors of Highly Accomplished and Lead teachers, with most of these being middle and senior leaders in schools.

- Developing Middle Leaders

  ISQ's Middle Leaders service works with school leaders to support their middle leadership teams by aligning school improvement with teacher quality goals and the roles of a school's middle leaders. The teams involved in this program develop their leadership identity and establish personal leadership goals, direct an inquiry process into a pedagogical improvement using student and teacher data to guide change, learn about and use change management strategies, attend up to four professional development workshops and participate in a multidimensional leadership feedback tool.

- Strategic Teacher Performance and Development

  The Strategic Teacher Performance and Development program supports school leaders to develop a school-wide performance and development framework. It assists leaders to work collaboratively with staff to improve teaching practice with a focus on improved student outcomes. The program supports middle leaders in understanding the APST, use of student progressive data and feedback processes for teacher growth and improvement. Implementation of the framework aids the identification of Highly Accomplished and Lead teachers within the school's teacher community.

- New and Aspiring Principals Programs

  The Principals' leadership programs supports school leaders by providing networking, coaching and mentoring opportunities in a safe, collegial environment; and by presenting professional development in areas of leadership and management essential to principal leadership success. The program includes a degree of personalisation that considers the needs, career stage and context of the individual, an emphasis on learning from experts and practitioners, and recognition for the learning undertaken.

- Coaching Partnership Programs

  The Coaching Partnerships programs support leadership teams to build a sustainable culture of coaching unique to their school. Participants work through an inquiry to explore coaching and mentoring models and approaches that best fit their unique professional learning situation and school setting. School and middle leaders are supported to implement their eclectic or unique approaches that build teacher capacity and ultimately influence and improve student learning outcomes.

- Research in Schools Programs

  The Research in Schools program facilitates teachers to collaborate to systematically examine their existing educational practices using data and research techniques. Teachers and school leaders are trained to engage in professional learning communities to share and critically reflect on how they can improve student learning outcomes as part of a wider school's strategic focus. The inquiry approach involves ongoing reflection about the impact of professional learning, support for innovation in the classroom, and evaluation of new strategies using data.

Summary of project achievement – RFS 7

Activities undertaken/Achieved outcomes	Achievement against indicators of success

• 197 school applications were accepted in 2019, involving over 400 individual school leaders.
 	
• Each of these programs supported school leaders and teachers demonstrate and advance their proficiencies in AITSL's Australian Professional Standards for Teachers and/or Australian Professional for Principals.
 	
• Evaluation processes have been used to support schools:
 	
  - improve their performance and development culture
 	
  - improve their teaching practice
 	
  - track their impact on student outcomes
 	
  - develop a sustainable improvement model.
 	
• HALT Certification:
 	
  - 94 teachers progressed through some or all stages of the certification journey, with 28 completing this process and progressing to certification
 	
  - 43 middle and senior leaders from 18 schools have undertaken training as mentors and assessors of these high performing teachers during 2019
 	
  - total number of participants in HALT certification in 2019 was 171 teachers from 43 schools .
	• HALT Certification:
	
	  - 54% increase in participant engagement in HALT Certification in 2019 with participants from 19.7% of schools in sector (target 50% increase in participants from 10% of sector)
	
	  - 100% applicants report very high levels of satisfaction with the process and evidence of professional growth as a result of participating in HALT Certification (target 90% satisfaction).
	
	• GTIS Evaluation:
	
	  - across the programs managed under the Great Teachers in Independent Schools (GTIS) flagship (Middle Leaders, Coaching and Research in Schools) school leaders and participants evaluated the support they received and the progress they made against a number of outcome areas: Leadership commitment, Program alignment with AITSL standards, Connection to the school's explicit improvement agenda, Connection to the school's professional learning plan, Impact on teaching and learning practices, Impact for/on students, and Implementation aligned with a school's strategic direction
	
	  - 95% of GTIS participants 'agreed' or 'strongly agreed' these outcomes had been achieved (target 95%).

Summary of project achievement – RFS 7 (cont.)

Activities undertaken/Achieved outcomes	Achievement against indicators of success
• 82 leaders completed the New and Aspiring Principals and Middle Leaders programs. • 30 leaders participated in the Strategic Teacher Performance and Development project. • 91 leaders and teachers participated in the 2019 Coaching Partnerships program. • 50 leaders and teachers from 20 schools completed their Research in Schools programs.	• Aspiring and New Principals Programs: • 100% of Aspiring Principal participants showed growth in post 360-degree surveys (target 80%) • 100% of participants in programs rate the program as effective (target 90%) • 21 Aspiring Principals being supported through a tailored program with 100% reporting the program was excellent and has increased their leadership capacity (target 20 participants and 80% reporting). • 32 new Principals being supported through a tailored program with 100% reporting the program has improved their leadership skills (Target: 20 participants and 80% reporting). • Over 90% of participants in the six core programs (Coaching x 2, Research x 2, Strategic Performance and Development and Middle Leaders) indicated improvements across four key evaluation areas.

Project Report – RFS 8

Excellence in Online Learning for School Staff

Project description:

ISQ has developed the provision of professional development and information through ISQ's learning management system, Connect & Learn. Connect & Learn provides online modules covering a range of areas including the priority policy areas under the NGRSF. The modules are rigorously designed using the most up to date pedagogical practice with adult learning principles at the forefront of instructional design. Certificates are granted to learners at the successful completion of modules which lists the professional hours completed as well as the Australian Professional Standards for Teachers and Principals content covered within the modules.

Actual outcomes:

ISQ's digital learning activities have provided excellence in Online Learning for School Staff. The Modules are both stand alone and complimentary to professional development programs and events and are available 24/7 to members, including those in regional and rural schools fulfilling our objectives:

- provision of professional development to expand the capabilities of school leaders and staff in the identified reform areas. This professional development will include a significant proportion of online learning opportunities to cater for the needs of regional and rural schools

- supporting students, student learning and student achievement through online Modules that support readiness for NAPLAN Online and Utilising Educational Data for School Improvement.

ISQ continues to work with independent schools to ensure that Connect & Learn is an integrated part of their whole-school professional development plan. Our catalogue of online modules is growing both in size and variety of professional learning topics but most importantly we are shaping our curriculum to compliment and strengthen our programs and events, while improving our design and development approach to learning design.

Summary of project achievement – RFS 8

Activities undertaken/Achieved outcomes	Achievement against indicators of success
• Connect & Learn provided approximately 80 online modules covering a range of areas including the priority policy areas under the NGRSF Including new Modules supporting compliance, NAPLAN, ESOS and CRICOS, Differentiation and Child Protection. • 24-hour access to online learning modules for all schools including regional and remote schools in Queensland. • Connect & Learn modules were designed using the most up to date pedagogical practice with adult learning principles at the forefront of instructional design.	• 14,900 school staff accessing online learning modules (target of 10,000 registers users for 2019). • 85% of surveyed users who completed Child Protection Module reported an enhanced awareness of child protection reporting responsibilities and how to fulfil them, as required by legislation (target 70%). • 80 online modules were available to schools covering a range of areas including the priority policy areas under the NGRSF. • 8 new online modules were released by December 2019 with 2 more in production and more updated or refreshed based on changes to legislation or as part of continuous improvement activities. • Participants will rate the module as highly effective - 97.7% of the 305 surveyed users say they would recommend the Module to another colleague. • Percentage of participants who have a greater knowledge of the relevant area after completing a module - 85% responded positively to "Within the module I was provided the opportunity to consider my current practice and ways to improve it."

Financial Statement

The income and expenditure statement for the Reform Support Fund for the financial year ended 31 December 2019 is attached including the independent Auditor's Report.

Details of expenditure for each Reform Support Fund project are provided below.

RSF 1 **Readiness for NAPLAN Online and Utilising Educational Data for School Improvement**	FTE	Reform Support Fund funding	Funding from other contributions	Total funding
Salaries and on-costs	1.2	120,629	40,000	160,629
Administration		33,822	10,000	43,822
Program Development and Delivery		11,412		11,412
Program Delivery Support		21,580		21,580
Grants to Schools				-
Total RSF 1	1.2	187,443	50,000	237,443

RSF 2 **Improving the Nationally Consistent Collection of Data on School Students with Disability**	FTE	Reform Support Fund funding	Funding from other contributions	Total funding
Salaries and on-costs	2.6	153,307	200,000	353,307
Administration		42,464	50,000	92,464
Program Development and Delivery		3,565	242,605	246,170
Program Delivery Support				-
Grants to Schools			36,000	36,000
Total RSF 2	2.6	235,336	492,605	727,941

RSF 3 Increasing School Capacity in Governance and Financial Management	FTE	Reform Support Fund funding	Funding from other contributions	Total funding
Salaries and on-costs	2	155,758	110,000	265,758
Administration		54,776	10,000	64,776
Program Development and Delivery		61,038		61,038
Program Delivery Support		32,000		32,000
Grants to Schools				-
Total RSF 3	2.0	303,572	120,000	423,572

RSF 4 Empowering School Self-Improvement	FTE	Reform Support Fund funding	Funding from other contributions	Total funding
Salaries and on-costs	3.4	248,794	185,000	433,794
Administration		123,015	20,000	143,015
Program Development and Delivery		100,411		100,411
Program Delivery Support		209,531		209,531
Grants to Schools				-
Total RSF 4	3.4	681,751	205,000	886,751

RSF 5 Supporting the ATSI Educational Strategy	FTE	Reform Support Fund funding	Funding from other contributions	Total funding
Salaries and on-costs	1.2	158,871		158,871
Administration		49,657		49,657
Program Development and Delivery		54,359		54,359
Program Delivery Support		12,314		12,314
Grants to Schools				-
Total RSF 5	1.2	275,201	-	275,201

RSF 6 Achieving Excellence in Curriculum and Assessment	FTE	Reform Support Fund funding	Funding from other contributions	Total funding
Salaries and on-costs	0.9	49,077	80,000	129,077
Administration		25,527	5,000	30,527
Program Development and Delivery		54,504		54,504
Program Delivery Support			12,362	12,362
Grants to Schools				-
Total RSF 6	**0.9**	**141,470**	**85,000**	**226,470**

RSF 7 Supporting Great Teachers in Independent Schools	FTE	Reform Support Fund funding	Funding from other contributions	Total funding
Salaries and on-costs	11.6	541,911	1,262,441	1,804,352
Administration		153,421	428,060	581,481
Program Development and Delivery		101,801	536,057	637,858
Program Delivery Support		53,128	231,364	284,492
Grants to Schools			626,500	626,500
Total RSF 7	**11.6**	**850,261**	**3,084,422**	**3,934,683**

RSF 8 Excellence in Online Learning for School Staff	FTE	Reform Support Fund funding	Funding from other contributions	Total funding
Salaries and on-costs	2.3	310,542		310,542
Administration		117,317		117,317
Program Development and Delivery		204,283		204,283
Program Delivery Support		18,032		18,032
Grants to Schools				-
Total RSF 8	**2.3**	**650,174**		**650,174**

Overall expenses	Total FTE	Total funding from the reform support fund	Total funding from other contributions	Total funding
Non-government reform support fund	**25.2**	**3,325,207**	**4,037,027**	**7,362,234**