

Non-Government Reform Support Fund

2020 Annual Report

Independent Schools Queensland

Executive Summary

Independent schools Queensland delivered the following projects utilising the Non-Government Reform Support Fund (NGRSF) in 2020.

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 Fund 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.

Relationship with the Queensland Government

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 2020, 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

All activities under the Reform Support Fund in 2020 have contributed to the Independent Schools Queensland Reform Support Fund Strategic Plan through the achievement of key milestones and objectives under the key direction of the Plan.

The 2020 projects have been achieved by working closely with schools and stakeholders through the provision of support, projects, professional development and collaboration.

Project title	Project description and activities	Expected outcomes/ Overall achievements	Indicators of success	Additional information
<p>1. Readiness for NAPLAN Online and Utilising Educational Data for School Improvement</p> <p>NRD: Enhancing the national evidence base</p> <p>Bilateral: Utilise educational data for school improvement through the increased provision of support and online learning opportunities for teachers.</p>	<p>Provision of support to schools participating in 2020 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.</p> <p>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.</p> <p>Development of whole-school data plans for collection, analysis and communication of evidence (including review of school's existing processes and possible use of AI and learning analytics).</p>	<p>Schools are ready and confident about transitioning to NAPLAN Online in 2020. Approximately 120 schools to be prepared for 2020. A further 60 to be prepared for 2021. Not achieved</p> <p>Schools are up-to-date and understand the arrangements for transitioning to and undertaking NAPLAN Online. Achieved</p> <p>A one-day forum giving advice and guidance to aid preparation (August 2020). Not achieved</p> <p>Ten (10) schools are supported to develop a school data plan that identifies the data, source, timing, responsibility for collection and communication</p>	<p>80% of schools involved in training that rate their confidence to undertake NAPLAN tests online as confident or very confident. 100%</p> <p>80% of participating schools that rate ISQ's support as good or excellent. 100%</p> <p>50% of schools in the Educational Data project will engage in the online modules. 100%</p>	<p>On 21 March 2020, an Education Council Communique announced the cancellation of NAPLAN 2020, in both paper and online format, due to COVID-19.</p> <p>Due to the cancellation of NAPLAN 2020 the one-day forum giving advice and guidance to aid preparation was postponed to 2021.</p> <p>The number of schools supported involved in the Educational Data project was reduced to 5 at the beginning of 2020 to ensure sufficient support could be provided to schools transitioning to NAPLAN</p>

	<p>Provision of modules in Connect & Learn to support teachers and leaders to use data to improve student outcomes.</p> <p>Provision of support for middle leaders to embed use of data to identify and address an area of student need (with a focus on literacy, numeracy).</p> <p>Continue to research the strategies employed by high-gain schools.</p>	<p>strategy. This will include collection of baseline and progress data for targeted students to measure improvement. Not fully achieved. See last column.</p> <p>Schools develop a data driven approach to improve teaching and learning. Achieved</p> <p>An Educational Data Symposium on practical advice to support school-wide data approach (20 March 2020). Achieved</p>		<p>online. The five schools participated in school data audits and are developing and implementing school data plans.</p>
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Project title	Project description and activities	Expected outcomes/ Overall achievements	Indicators of success	Additional information
<p>2. Improving the Nationally Consistent Collection of Data on School Students with Disability (NCCD)</p> <p>NRD: Enhancing the national evidence base.</p> <p>Bilateral: Conduct moderation of Nationally Consistent Collection of Data on Students with Disability across Queensland schooling sectors</p>	<p>Provision of support to schools to enhance the quality assurance, moderation and improvement in the NCCD including:</p> <ul style="list-style-type: none"> – Face to face and online professional learning and tools to strengthen the understanding of NCCD • Continued provision of the Disability Standards for Education online course on ISQ Connect & Learn and the development of an additional course focusing on differentiation for student disability – Regional cross-sector moderation for schools – Targeted school reviews of NCCD processes with a focus on schools with significant variations between NCCD and State EAP data – Quality assurance project with six additional schools to review and enhance whole school processes to 	<p>Increased understanding of the Disability Standards for Education and the NCCD by independent school staff. Achieved</p> <p>Increased awareness and use of the new national NCCD portal and resources by independent school staff. Achieved</p> <p>Increased engagement in school-based and cross-sector moderation by independent schools. Not achieved</p> <p>Enhanced consistency of teacher judgement within independent schools when determining whether a student is included in the NCCD, the level of adjustment and category of disability assigned to students. Achieved</p>	<ul style="list-style-type: none"> • 50% of schools have at least one staff member who has completed ISQ's Disability Standards for Education online learning module 100% • 20% of schools have all staff members completed ISQ's Disability Standards for Education online learning module. 100% • Independent schools represented at 90% of 2020 regional cross sector moderation workshops. 100% • 100% of independent schools completing the NCCD census in August 2020. 100% 	<p>226 independent school campuses have at least one person who has completed the module.</p> <p>167 schools have registered all staff members for the module.</p> <p>Cross sector moderation workshops were not conducted due to COVID lockdowns. However, 134 independent schools participated in face to face or online NCCD professional learning in 2020.</p>

	<p>support quality NCCD data</p> <ul style="list-style-type: none">– Information and general support on NCCD at the school level and facilitating the engagement of school leaders in policy considerations around the NCCD.			
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<p>3. Supporting Good Governance and Financial Management</p> <p>NRD: Supporting teaching, school leadership and school improvement.</p> <p>Bilateral: Provide support and services to schools through activities for governors, business managers and school leaders</p>	<p>Information and support to Boards and Business Managers in targeted areas for compliance including FQ, Census and other key compliance activities, including improving leadership through good governance.</p> <p>Provision of support to schools through activities for governors, Business Managers and school leaders including:</p> <ul style="list-style-type: none"> • 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. • Provision of professional development and information through Podcasts via ISQ's learning management system, Connect & Learn. • Development of distance learning options for governors utilising live video technology. • Board Review template and service. 	<p>Building capacity and capability in Board members. Achieved</p> <p>Access to governance training focused on school governance. Achieved</p> <p>Better understanding and oversight of school finances. Achieved</p> <p>Highlight on importance of Board competence and future school sustainability. Achieved</p> <p>Increased knowledge and capability in school Business Managers and other senior executive staff. Achieved</p>	<ul style="list-style-type: none"> • Positive engagement with 80% of school Boards over a two-year cycle. 100% • 50% of school Boards directly engage in governance activities in 2020. 100% • 1,800 hours of governance and financial management professional development offered in 2020. 100% • Podcast downloads by 50% of member schools. 0% • 80% of new Business Managers completing the Induction Program in 2020. 100% 	<p>Due to the effects of the COVID pandemic and associated shutdowns, we prioritised the provision of tailored advice and support to schools rather than general topic podcasts</p>

	<ul style="list-style-type: none">• 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• Further development of strategy map and balanced scorecard tools for Governance.• Governance research.• Business Managers induction program.			
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Project title	Project description and activities	Expected outcomes/ Overall achievements	Indicators of success	Additional information
<p>4. Empowering School Self-Improvement</p> <p>NRD: Supporting students, student learning and student achievement.</p> <p>Bilateral: Deliver the Self-Improving Schools Program to support schools to assess their effectiveness, plan for continuous improvement and embed new processes.</p>	<p>Delivery of the Self-Improving Schools Program to support schools to assess their effectiveness and plan for continuous improvement.</p> <p>Empowering of schools to undertake self-directed change to improve school performance, student learning and teacher practice.</p> <p>Supporting participating schools to conduct a self-assessment, identify priorities for change, implement an action plan and embed a cycle of school improvement.</p> <p>Conducting School Improvement Reviews to support school judgements and to provide quality independent feedback of performance against the Independent Schools Improvement Check.</p> <p>Further development of strategy map and balanced</p>	<p>Continued interest from schools to participate in the Self-Improving Schools (SIS) Program. Achieved</p> <p>Links strengthened between improvement work: SIS and Reviews. Achieved</p> <p>Improved sustainability of ongoing improvement planning and implementation in participating schools. Achieved</p> <p>Outcomes for each participating school to be achieved in at least one of the focus areas.</p> <p>Improvement in:</p> <ul style="list-style-type: none"> • Leadership and Management • Teacher Practices • Student Outcomes • Curriculum • Community Partnerships <p>Achieved</p>	<p>100% of schools joining the Self-Improving Schools Program sending representatives to program information launch day. 100%</p> <p>90% of attendees at School Improvement Program launch demonstrating increased understanding of a school improvement process (as evidenced by articulation of key messages from the launch event). 94%</p> <p>90% of newly participating schools demonstrating commitment to school self-improvement, as evidenced by school visit reports. 100%</p> <p>90% of participating schools having understood processes to support school self-improvement (as</p>	

	scorecard tools for school leaders.		evidenced by Progress Reports). 100% At least 60% of all participating schools being able to identify impact in their schools after each year of participation, related to Teacher Growth or Student Outcomes (as evidenced in Progress Report). 91% 95% of schools participating, expressing satisfaction with the improvement review process. 100%	
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Project title	Project description and activities	Expected outcomes/ Overall achievements	Indicators of success	Additional information
<p>5. Supporting the ATSI Educational Strategy NRD: Supporting students, student learning and student achievement.</p> <p>Bilateral: Expand the Transition Support Service for Aboriginal and Torres Strait Islander students transitioning to and from boarding schools.</p>	<ul style="list-style-type: none"> • Delivery of professional learning to support schools to assess, record, monitor and track Indigenous EAL/D students' English language and literacy development for differentiated teaching and to support schools' census reporting. • Development of an online e- Learning Course to assist teachers to support Aboriginal and Torres Strait Islander EAL/D students in the classroom. • Delivery of professional learning to support teachers to embed Aboriginal and Torres Strait Islander perspectives in classroom planning. • Provision of support and assistance to Majority Indigenous Student (MATSI) schools and schools with high numbers of Indigenous students across a range of 	<p>Teachers use Indigenous student data for differentiated literacy planning. Achieved</p> <p>Improved teacher and school leader Indigenous student data collection processes, teaching and learning. Achieved</p> <p>Improved and increased teachers' embedding of Indigenous perspectives in classroom planning. Achieved</p> <p>Increased knowledge and understanding of the ATSI Education Strategy across the independent sector. Achieved</p> <p>Schools actively seek assistance to increase Indigenous staff development, training and employment. Achieved</p>	<p>At least 150 teachers access face-to-face and online Indigenous Education professional learning events. 100%</p> <p>85% of Indigenous Education professional learning event feedback responses demonstrate relevance and value to teachers. 100%</p> <p>100% of Majority Indigenous (MATSI) schools improve census (ESL & EAL/D) reporting. 100%</p> <p>100% of Indigenous Education professional learning participants are exposed to the National ATSI Education Strategy (NATSIES) and its priorities. 100%</p> <p>At least a 50% increase in the numbers of Aboriginal and Torres Strait Islander school staff accessing ISQ</p>	

	<p>educational and operational areas, including potentially the development of partnerships with scholarship groups e.g. Yalari.</p> <ul style="list-style-type: none"> • Support to schools providing boarding for Aboriginal and Torres Strait Islander students. • Supporting the engagement of the independent sector in policy development and implementation through working groups and committees associated with Indigenous education. 	<p>Teachers and school leaders' access ISQ's support and Indigenous Boarding Schools' information events.</p> <p>Achieved</p>	<p>professional development and training. 100%</p> <p>At least a 50% increase in the numbers of schools providing Indigenous student boarding accessing ISQ professional support. 100%</p>	
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Project title	Project description and activities	Expected outcomes/ Overall achievements	Indicators of success	Additional information
<p>6. Achieving Excellence in Curriculum and Assessment</p> <p>NRD: Supporting students, student learning and student achievement</p> <p>Bilateral: Implement Queensland's new senior assessment and tertiary entrance system Support schools to utilise Early Start screening tool or like-measures.</p>	<p>Provision of support in relation to implementation of the Australian Curriculum including:</p> <ul style="list-style-type: none"> – Building Assessment Communities- social moderation conversations with teachers across K to Year 12 to improve assessment practices. – Support for Curriculum Leaders to ensure they have all the necessary information and tools to lead curriculum compliance and curriculum renewal conversations in their schools. – Support for Curriculum Leaders to innovative their curriculum and assessment practices <ul style="list-style-type: none"> – Reviews of curriculum and assessment strategies in selected schools. Curriculum leaders will be encouraged. – to consider effective ways to work with parents 	<p>Participating teachers gain a deeper understanding of the Australian Curriculum through social moderation practices. They focus on achievement standards and planning for effective assessment design.</p> <p>Achieved</p> <p>Curriculum Leaders responsible for the Early Years share best practice in identifying children who need support and put in place intervention strategies to improve literacy and numeracy outcomes.</p> <p>Not Achieved</p> <p>Curriculum Leaders have greater confidence to deliver professional learning to staff, and to make strategic decisions about curriculum and assessment – including learning progressions and online formative assessment.</p> <p>Achieved</p> <p>Curriculum Leaders in school's confidence to meet gain compliance requirements and</p>	<p>At least 500 teachers involved in social moderation activities across the State by the end of November 2020. 100%</p> <p>At least 80% of participating Early Years Curriculum Leaders reporting they are more confident at identifying those students who require intervention using tools such as Year 1 Phonics Check or Early Start by November 2020.</p> <p>At least 100 Curriculum Leaders attending regional workshops and reporting at least 80% confidence in being able to lead curriculum improvement and innovation in their schools – including professional learning about learning progressions and online formative assessment. 100%</p> <p>At least 30 Curriculum Leaders being supported through tailored programs with at least 80% reporting an improved understanding of curriculum compliance and curriculum improvement. 100%</p>	<p>Early Years Curriculum Leaders event did not occur in 2020 and has now been carried over to 2021. This will be met in 2021.</p> <p>COVID reduced the engagement of government and government-funded organisations with schools significantly. For example, Queensland Health Ed-LinQ clinicians were unable to conduct planned regional face-to-face professional learning with limited online options being provided.</p>

	<ul style="list-style-type: none"> – Provision of services and support in relation to SATE including facilitation/coordination of clusters of schools for information sharing and responses to emergent issues. • Partnering with key government and government funded organisations to promote evidence-based practices that will assist schools in their responses to a range of wellbeing and online safety issues, consistent with the Australian Student Wellbeing Framework, including: <ul style="list-style-type: none"> – Face to face wellbeing professional learning for key school staff in regional locations in response to identified needs such as anxiety, staff wellbeing for school leaders, suicide prevention and self-care – Face to face online safety professional 	<p>develop strong, viable and relevant curriculum offerings for their students. Achieved</p> <p>Curriculum Leaders in unique school contexts share, network and support each other with curriculum and assessment ideas and practices. Achieved</p> <p>Curriculum Leaders offered the opportunity to participate in a Master of Professional Studies in conjunction with a University. Achieved</p> <p>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. Achieved</p> <p>Schools recognise government and government-funded partner organisations as credible sources for ongoing support. Achieved</p> <p>Additional professional learning organised in response to other identified needs. Achieved</p>	<p>At least 40 School and Curriculum Leaders attend events tailored to their unique school contexts (small schools, distance education, SAS etc) and report at least 80% confidence in being able to more effectively provide viable curriculum offerings to their students. 100%</p> <p>At least 10 Curriculum Leaders across the sector take up this offer and report at least 80% satisfaction with the course. 100%</p> <p>At least 100 senior teachers involved in social moderation activities across the State with at least 80% reporting they are more confident in implementing the new senior syllabuses by November 2020.</p> <p>80% of independent school attendees rate the workshops as useful or very useful. 100%</p> <p>Government and government-funded organisations report 25% increased contact from independent schools.</p> <p>75% of participating schools report more confidence in implementing</p>	
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	learning for school leaders to inform relevant school policies and processes.		evidence-based wellbeing and online safety. 0%	
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Project title	Project description and activities	Expected outcomes/ Overall achievements	Indicators of success	Additional information
<p>7. Supporting Great Teachers in Independent Schools</p> <p>NRD: Supporting teaching, school leadership and school improvement.</p> <p>Bilateral: Recognise the explicit value of teaching experience and proven ability in the classroom by rewarding highly accomplished and lead teachers support schools to utilise Early Start screening tool or like-measures</p> <p>Priorities support for rural and remote schools to access professional learning opportunities offered in student</p>	<p>Provision of support for schools in relation to quality teaching including: Professional Growth Tool - online survey for teachers and schools to identify their strengths and areas for professional growth in relation to the Australian Professional Standards for Teachers (APST).</p> <p>HALT Certification - confidential and objective service to identify and certify high performing teachers against the Highly Accomplished and Lead Teacher (HALT) career stages of the APST.</p> <p>Developing Middle Leaders - School-based inquiry in teams to build personal and organisational leadership capacity.</p> <p>Strategic Performance and Development – coaching for schools to design a framework and to implement performance and development processes in consultation with teachers</p> <p>Delivery of Experienced, New and Aspiring Principals Programs and the Middle Leadership Program including</p>	<p>110 schools will engage in large scale evaluation to determine:</p> <ul style="list-style-type: none"> • Improvement in performance and development culture • Improvement in targeted teaching practice • Impact on targeted students’ outcomes and achievement • Evidence of the ongoing program sustainability. <p>Not achieved</p> <p>ISQ’s HALT certification processes are evaluated to determine to high impact outcomes in schools including:</p> <ul style="list-style-type: none"> • Improved student outcomes and achievement • Increased personal and school-wide professionalism • Impact on peers teaching. 	<p>100% of respondents to the GTI Evaluation survey agree to strongly agree that in the 6 core programs (Coaching Partnerships, Research in Schools, Strategic Performance and Development and Middle Leaders) indicate improvement across four key evaluation areas by the end of 2021. 90%</p> <p>50% increase in participant engagement in HALT Certification in 2020 (at least 15% of schools in the sector). 100%</p> <p>At least 90% of applicants report very high levels of satisfaction with the process and evidence of professional growth as a result of participating in HALT Certification. 100%</p> <p>80% of Aspiring Principal participants show growth in pre and post 360-degree surveys. 100%</p>	<p>Due to the COVID-19 pandemic a number of schools elected to exit from some programs so they could focus their energies on remote learning priorities.</p> <p>Of those that remained, 55% of participants were able to track to completion as planned, while 39.4% had to modify their expectations in order to reach a completion point.</p>

<p>wellbeing through travel support and priority places Increase support for schools through resources and professional development to sustain and improve parent engagement strategies.</p> <p>Provide high quality leadership development through Experienced, New Principals, Aspiring Principals and Middle Leaders Programs.</p>	<p>mentoring, seminars, workshops and online interactions.</p> <p>Coaching Partnership Programs – Building school cultures of teacher performance and development through the professional growth of coaches, leading change with teachers in practical applications.</p> <p>Research in Schools Program – school-wide enquiry with a focus on strategic priorities for school improvement, including parent engagement.</p> <p>Parent and Community Engagement- development of a Parent and Community Engagement Strategy and a pilot project for schools. STE(A)M – supporting STE(A)M education opportunities in schools.</p>	<p>More than 80 participants in Experienced, New and Aspiring Principals and Middle Leader Programs. Achieved</p> <p>Participants’ knowledge and skills increased because of participation in the leadership programs. Achieved</p> <p>School Leaders have a greater understanding of their personal strengths and areas for development as a result of leadership programs. Achieved</p> <p>A Parent and Community Engagement Strategy for schools. Achieved</p> <p>Increasing teacher capability and STE(A)M teaching quality. Achieved</p>	<p>At least 20 Aspiring Principals being supported through a tailored residential program with at least 80% reporting the program was excellent. 100%</p> <p>At least 20 New Principals being supported through a tailored program with at least 80% reporting the program has improved their leadership skills. 100%</p> <p>At least 10 schools adopting the Parent and Community Engagement Strategy. 80%</p> <p>At least 15 schools reporting increased STE(A)M teacher capability. 87%</p>	
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Project title	Project description and activities	Expected outcomes/ Overall achievements	Indicators of success	Additional information
<p>8. Excellence in Online Learning for School Staff</p> <p>NRD: Supporting students, student learning and student achievement Supporting teaching, school leadership and school improvement Enhancing the national evidence base Bilateral: supports all activities</p>	<p>Provision of professional development and information through ISQ's learning management system, Connect & Learn.</p> <p>Connect & Learn will provide approximately 95 online modules covering a range of areas including the priority policy areas under the NGRSF.</p> <p>Connect & Learn modules are rigorously designed using the most up to date pedagogical practice with adult learning principles at the forefront of instructional design. A certificate will be 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.</p> <p>Connect & Learn provides a far greater reach for teachers to access high quality learning without the need to travel. This is particularly important in terms of access to professional learning for regional and remote schools in Queensland. It also provides 24-hour access to online learning modules for all schools.</p>	<p>Participants are satisfied that the module met their identified need. Achieved</p> <p>Participant's knowledge and skills increased because of participation in the program. Achieved</p> <p>Increased awareness and use of the modules. Achieved</p>	<ul style="list-style-type: none"> • Over 90 percent will rate relevant modules as highly effective. 100% • Over 90 per cent of participants will have a greater knowledge of the relevant area after completing a module. 100% • School staff accessing online learning modules - target of 15,000 registered users for 2020. 100% • 80 per cent of surveyed users who completed Child Protection Module report an enhanced awareness of child protection reporting responsibilities 	

	<p>ISQ works with independent schools to ensure that Connect & Learn is an integrated part of their whole-school professional development plan and teachers can gather evidence through the system to support Highly Accomplished and Lead Teacher Certification.</p> <p>Online module offerings via Connect & Learn for 2020 include a compliance suite of learning for schools, New School Business Manager Program and Differentiation and the NCCD modules.</p>		<p>and how to fulfil them, as required by legislation. 100%</p> <ul style="list-style-type: none">• 5 new modules released by December 2020, with an increased focus on NCCD, Differentiation and Child Protection. 100%	
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2020 Budget expenditure	
Project activity	Reform Support funding
NAPLAN	\$215,148
NCCD	\$297,921
Governance and financial management	\$630,446
Self-Improving Schools Program	\$629,343
ATSI Strategy support services	\$249,374
Achieving Excellence in Curriculum and Assessment	\$288,681
Supporting Great Teachers in Independent Schools	\$580,507
Excellence in Online Learning for School Staff	\$428,085
	\$3,319,505