Non-Government Reform Support Workplan: 2019

Non-government Reform Support Fund

Independent Schools Queensland - Work Plan 2019

Summary of Work Plan for 2019

Independent Schools Queensland (ISQ) will undertake 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
RSF 3	Increasing School Capability in Governance and Financial Management
RSF 4	Empowering School Self Improvement
RSF 5	Supporting the Implementation of 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 involves multiple objectives in line with Australian Government and National School Reform Agreement (NSRA) priorities. They involve services, support and activities for independent schools which are over and above those services provided by Independent Schools Queensland as part of its normal service provision for member schools. They will be provided to Queensland independent schools irrespective of membership of ISQ.

The NGRSF will ensure the projects are available to more staff in more schools and in more locations. Without the NGRSF, the support provided by ISQ to independent schools to implement national and related state policy initiatives would be limited in scope and reach.

Where appropriate and possible, ISQ will leverage funding from other sources to supplement the NGRSF. This includes Queensland Government targeted programs and funding from ISQ's own sources. A total of $8,925,703 will be invested in the projects for 2019.

The 2019 activities will ensure support for independent schools in the Australian Government's priorities identified in the *Non-Government Reform Support Guidelines for 2019 to 2022*:

- Quality assurance and support for Nationally Consistent Collection of Data on School Students with Disability;

- Assisting in the implementation and delivery of NAPLAN Online; and

- Improving governance and financial management practices in the non-government school sector.

The projects also support the implementation of reform directions outlined in the NSRA and state specific actions included in the bilateral agreement (at Schedule E of the NSRA) between Queensland and the Commonwealth on implementation of school education reform.

The national reforms directions include:

a) Supporting students, student learning and student achievement;

b) Supporting teaching, school leadership and school improvement; and

c) Enhancing the national evidence base.

In addition to the specific projects and activities in the 2019 Work Plan, NGRSF will also enable ISQ to provide support in the provision of information and advice to independent schools in each of the reform areas and will facilitate the engagement of independent schools in education policy development and implementation.

The ISQ 2019 NGRSF activities will:

- provide benefits to all independent schools of the ISQ non-government representative body, including those in regional and remote locations

- maximise engagement across all independent schools of the ISQ non-government representative body, including fostering a shared approach to improvement among schools and school education experts

- target capacity building and embed skills for longer term change

- foster cross-sector collaboration in implementation and evaluation, and facilitate the sharing of expertise

- use other funding sources, where available and with complementary objectives, which will be leveraged to supplement funding provided by the Australian Government.

A key feature of many of the activities to be supported in 2019 is the embedding of appropriate evaluation mechanisms in the activity. These mechanisms have a focus to evaluate the impact on whole school change and the impact on improving student outcomes.

A further feature of the approach to activities supported in 2019 is the sharing of findings, strategies and outcomes across the independent sector. This includes, where appropriate, formal sharing days, symposiums and showcases in which all independent are encouraged to participate.

Two projects included in the 2018 ISQ NGRSF Work Plan have been amalgamated into other projects for 2019. These are *Improving Student Outcomes through Quality Teaching and Learning* (now included in RSF 7 *Supporting Great Teachers in Independent Schools*) and *Developing Effective School Leaders* (now also included in RSF 7 *Supporting Great Teachers in Independent Schools*).

Further details in respect of each of the 2019 NGRSF projects are outlined in the project activity summaries.

Summary of budget

Project	Activities	Reform Support Funding	Total $ (Incl. Other Sources)
Readiness for NAPLAN Online and Utilising Educational Data for School Improvement	NAPLAN Online Educational Data project	$133,797	$197,648
Improving the NCCD for School Students with Disability	NCCD	$246,237	$746,237
Increasing School Capability in Governance and Financial Management	Governance and financial management	$392,721	$492,721
Empowering School Self Improvement	Self-Improving Schools Program	$638,826	$838,826
Supporting the Implementation of the ATSI Educational Strategy	ATSI Strategy support services	$235,165	$235,165
Achieving Excellence in Curriculum and Assessment	Building Assessment Communities Innovative Curriculum and Assessment Differentiation Support for Curriculum Leaders	$173,415	$259,603
Supporting Great Teachers in Independent Schools	Professional Growth Tool HALT National Certification Middle Leaders Mentoring Strategic Performance and Development Coaching Partnerships Research in Schools Targeted Professional Development New Principals Program Aspiring Principals Program Middle Leaders Program	$872,901	$4,771,091
Excellence in Online Learning for School Staff	Provision of online learning through Connect & Learn	$634,412	$634,412

Total RSF 2019 budgeted expenditure: $3,327,474 (includes budget interest income of $10,000)

RSF 1 Readiness for NAPLAN Online and Utilising Educational Data for School Improvement

Project Title and Link to Relevant National Reform Direction and Bilateral Action	Project Description and Activities	Indicative Budget	Expected Outcomes	Indicators of Success
Readiness for NAPLAN Online and Utilising Educational Data for School Improvement *NRD: Enhancing the national evidence base* *Bilateral: Utilise educational data for school improvement through the increased provision of support and online learning opportunities for teachers*	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 an area of student need (with a focus on literacy, numeracy and/or STEM).	*Reform support funding:* $133,797 *Other sources (list details):* $63,851 (from ISQ) RSF Budget includes provision for one (1) FTE staff member.	Schools are ready and confident about transitioning to NAPLAN Online in 2020. Approximately 180 schools in 2019 to be prepared for 2020. Schools are up-to-date and understand the arrangements for transitioning to and undertaking NAPLAN Online. A one-day forum giving advice and guidance to aid preparation (August 2019). Ten (10) schools are supported to develop a school data plan that identifies the data, source, timing, responsibility for collection and communication strategy. This will include collection of baseline and progress data for targeted students to measure improvement. Schools develop a data driven approach to improve teaching and learning. An Educational Data Symposium on practical advice to support school-wide data approach (21 March 2019).	80% of schools involved in training that rate their confidence to undertake NAPLAN tests online as confident or very confident. 80% of participating schools that rate ISQ's support as good or excellent. 50% of schools in the Educational Data project will engage in the online modules.

RSF 2 Improving the Nationally Consistent Collection of Data on School Students with Disability

Project Title and Link to Relevant National Reform Direction and Bilateral Action	Project Description and Activities	Indicative Budget	Expected Outcomes	Indicators of Success
Improving the Nationally Consistent Collection of Data on School Students with Disability (NCCD) *NRD: Enhancing the national evidence base* *Bilateral: Conduct moderation of Nationally Consistent Collection of Data on Students with Disability across Queensland schooling sectors*	Provision of support to schools to enhance the quality assurance, moderation and improvement in the NCCD including: • 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 focussing on differentiation • Regional 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 schools to review and enhance whole school processes to support quality NCCD data • Information and general support on NCCD at the school level and facilitating the engagement of school leaders in policy considerations around the NCCD.	*Reform support funding:* $246,237 *Other sources (list details):* $500,000 (from State Students with Disability Program) RSF Budget includes provision for 1.6 FTE staff members.	Increased understanding of the *Disability Standards for Education* and the NCCD by independent school staff. Increased awareness and use of the new national NCCD portal and resources by independent school staff. Increased engagement in school-based and cross-sector moderation by independent schools. 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.	School staff accessing ISQ's *Disability Standards for Education* online learning module by the end of 2019. Website traffic to the national NCCD resources on ISQ's website during 2019. Attendance at professional learning sessions throughout 2019. Attendance at regional moderation sessions during 2019. Completion of required NCCD census information by all independent schools in August 2019. Comparison of individual school and sector NCCD data from previous years before the end of 2019.

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RSF 3 Supporting Good Governance and Financial Management

Project Title and Link to Relevant National Reform Direction and Bilateral Action	Project Description and Activities	Indicative Budget	Expected Outcomes	Indicators of Success
Supporting Good Governance and Financial Management *NRD: Supporting teaching, school leadership and school improvement* *Bilateral: Provide support and services to schools through activities for governors, business managers and school leaders*	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.	*Reform support funding:* $392,721 *Other sources (list details):* $100,000 (from ISQ) RSF Budget includes provision for two (2) FTE staff members.	Building capacity and capability in Board members. Access to governance training focussed on school governance. Better understanding and oversight of school finances. Highlight on importance of Board competence and future school sustainability. Increased knowledge and capability in school Business Managers and other senior executive staff.	Positive engagement with 80% of school Boards over a two-year cycle. 40% of school Boards directly engage in governance activities in 2019. 1,500 hours of governance and financial management professional development offered in 2019. Contact and support to governing bodies of newly accredited schools. Average attendance of persons per course. Number of schools undertaking a comprehensive Board review in 2019. 80% of new Business Managers completing the Induction Program in 2019.

RSF 4 Empowering School Self Improvement

Project Title and Link to Relevant National Reform Direction and Bilateral Action	Project Description and Activities	Indicative Budget	Expected Outcomes	Indicators of Success
Empowering School Self Improvement *NRD: Supporting students, student learning and student achievement* *Bilateral: Deliver the Self-Improving Schools Program to support schools to assess their effectiveness, plan for continuous improvement and embed new processes*	Delivery of the Self-Improving Schools Program to support schools to assess their effectiveness and plan for continuous improvement. Empowering of schools to undertake self-directed change to improve school performance, student learning and teacher practice. Supporting participating schools to conduct a self-assessment, identify priorities for change, implement an action plan and embed a cycle of school improvement. Conducting School Improvement Reviews to support school judgements and to provide quality independent feedback of performance against the National School Improvement Tool.	*Reform support funding:* $638,826 *Other sources (list details):* $200,000 (from ISQ funds) RSF Budget includes provision for two (2) FTE staff members.	More than 70 schools participating in the Self-Improving Schools Program. Improved sustainability of ongoing improvement planning and implementation in participating schools. Outcomes for each participating school to be achieved in at least one of the focus areas. Improvement in: - Leadership and Management - Teacher Practices - Student Outcomes - Community Partnerships.	100% of schools joining the Self-Improving Schools Program sending representatives to program information launch day. 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). 90% of newly participating schools demonstrating commitment to school self-improvement, as evidenced by school visit reports. 90% of participating schools having understood processes to support school self-improvement (as evidenced by Progress Reports). 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). 90% of schools participating, able to articulate how review recommendations have contributed to the school improvement agenda.

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RSF 5 Supporting the ATSI Educational Strategy

Project Title and Link to Relevant National Reform Direction and Bilateral Action	Project Description and Activities	Indicative Budget	Expected Outcomes	Indicators of Success
Supporting the ATSI Educational Strategy *NRD: Supporting students, student learning and student achievement* *Bilateral: Expand the Transition Support Service for Aboriginal and Torres Strait Islander students transitioning to and from boarding schools*	Delivery of professional learning to support schools to use the *Bandscales for Aboriginal and Torres Strait Islander Learners* to assess, record, monitor and track Indigenous students' English language and literacy development for differentiated teaching and to support schools' census completion. Development of an online e-Learning Course to assist teachers to support English as a Second Language and/or Dialect (ESL & EAL/D) Aboriginal and Torres Strait Islander 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 Schools and schools with high numbers of Indigenous students across a range of educational and operational areas. Supporting the engagement of the independent sector in policy development and implementation through working groups and committees associated with Indigenous education.	*Reform support funding:* $235,165 *Other sources (list details):* Nil RSF Budget includes provision for one (1) FTE staff member.	Teachers use Indigenous student data for differentiated literacy planning. Improve Indigenous student participation in NAPLAN. Improved teacher and school leader Indigenous student data collection processes and teaching and learning. Improve and increase teachers and school leaders embedding of Indigenous perspectives in classroom planning. Increased knowledge and understanding of the ATSI Education Strategy across the independent sector.	Numbers of teachers accessing face-to-face and online professional learning events. Professional Learning Event Feedback responses demonstrating relevance and value to teachers. Reduction in non-compliant census reporting (ESL & EAL/D) by independent schools with high numbers of Indigenous enrolments. Higher levels of engagement by independent schools in the ATSI Education Strategy. Increased schools' use of Early Years Indigenous ear health online resources. Increased numbers of schools providing Indigenous student boarding engaged in ISQ professional support.

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RSF 6 Achieving Excellence in Curriculum and Assessment

Project Title and Link to Relevant National Reform Direction and Bilateral Action	Project Description and Activities	Indicative Budget	Expected Outcomes	Indicators of Success
Achieving Excellence in Curriculum and Assessment NRD: *Supporting students, student learning and student achievement* *Bilateral: Implement Queensland's new senior assessment and tertiary entrance system* *Support schools to utilise Early Start screening tool or like-measures*	Provision of support in relation to implementation of the Australian Curriculum including: • Building Assessment Communities (BAC) social moderation project with increased emphasis on supporting Early Years teachers with their judgments about student progress against tools such as *Early Start* and senior teachers to share and network together to support improved understandings about the new senior syllabuses. • Gifted Education project with participating schools supporting very high achieving and gifted students with a focus on assessment design to cater for differentiation. • Middle Years project with participating schools sharing best practice in curriculum, assessment and pedagogy that engages middle years learners. • Reviews of curriculum and assessment strategies in selected schools. Curriculum leaders will be encouraged to consider effective ways to work with parents, particularly in terms of differentiation and reporting. • Provision of services and support in relation to SATE including facilitation/coordination of clusters of schools for information sharing and responses to emergent issues.	*Reform support funding:* $173,415 *Other sources (list details):* $86,188 (from ISQ) RSF Budget includes provision for one (1) FTE staff member.	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. Participating schools develop authentic quality tasks that allow gifted students to demonstrate their full potential. 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.	At least 500 teachers involved in social moderation activities across the State by the end of October 2019 with at least 80% of Early Years teachers reporting they are more confident at identifying those students who require intervention using tools such as *Early Start* by September 2019. At least 8 schools and 20 teachers involved in the Gifted Education Project. Those teachers reporting at least 80% satisfaction that the project has enhanced their teaching in Gifted Education by October 2019. At least 6 schools and 14 teachers involved in the Middle Years Project. Those teachers reporting at least 80% satisfaction that the project has enhanced their teaching in the Middle Years by November 2019. At least 100 Curriculum Leaders attending regional workshops and reporting at least 80% confidence in being able to work more effectively with parents by September 2019. At least 30 Curriculum Leaders being supported through tailored programs with at least 80% reporting an improved understanding of student wellbeing by June 2019. At least 40 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 October 2019.

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RSF 7 Supporting Great Teachers in Independent Schools

Project Title and Link to Relevant National Reform Direction and Bilateral Action	Project Description and Activities	Indicative Budget	Expected Outcomes	Indicators of Success
Supporting Great Teachers in Independent Schools NRD: *Supporting teaching, school leadership and school improvement* *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* *Prioritise support for rural and remote schools to access professional learning opportunities offered in student wellbeing* *Increase support for schools through resources and professional development to sustain and improve parent engagement strategies* *Provide high quality leadership development through New Principals, Aspiring Principals and Middle Leaders Programs*	Provision of support for schools in relation to quality teaching including: *Professional Growth Tool* - online survey for teachers to identify their strengths and areas for professional growth in relation to the Australian Professional Standards for Teachers (APST) ($10,000 RSF Funding). *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 ($25,000 RSF Funding). *Developing Middle Leaders* - School-based inquiry in teams to build personal and organisational leadership capacity ($100,000 RSF Funding). *Strategic Performance and Development* - coaching for schools to implement performance and development processes in consultation with teachers ($137,901 RSF Funding). Delivery of *New and Aspiring Principals Programs* and the *Middle Leadership Program* including mentoring, workshops and online interactions ($150,000 RSF Funding). *Coaching Partnership Programs* – building capability through coaches leading change with teachers in practical applications ($150,000 RSF Funding). *Research in Schools Program* – school-wide enquiry with a focus on strategic priorities for school improvement, including parent engagement ($150,000 RSF Funding). Targeted professional development and learning opportunities for teachers and school leaders ($150,000 RSF Funding).	Reform support funding: $872,901 Other sources (list details): $3,898,190 (from State Advancing Teaching and Learning Program and ISQ) RSF Budget includes provision for five (5) FTE staff members.	110 schools will engage in large scale evaluation to determine: • Improvement in performance and development culture • Improvement in targeted teaching practice • Impact on targeted students' outcomes and achievement • Evidence of the ongoing program sustainability. ISQ's HALT certification processes are evaluated to determine to high impact outcomes in schools including: • Improved student outcomes and achievement • Increased personal and school-wide professionalism • Impact on peers teaching. More than 80 participants in New and Aspiring Principals and Middle Leader Programs. Participants' knowledge and skills increased because of participation in the leadership programs. School Leaders have a greater understanding of their personal strengths and areas for development as a result of leadership programs. Teachers feel more confident in their ability to lead improvement initiatives in the school.	90% of schools in the six 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 2020. 95% of schools participating in the six GTIS programs report very high satisfaction with the programs and can produce evidence of impact in at least two of the key evaluation areas. 50% increase in participant engagement in HALT Certification in 2019 (at least 10% of schools in the sector). 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. 80% of Aspiring Principal participants show growth in pre and post 360-degree surveys. 90% of participants in programs rate the program as effective. At least 20 Aspiring Principals being supported through a tailored program with at least 80% reporting the program was excellent and has increased their leadership capacity. At least 20 New Principals being supported through a tailored program with at least 80% reporting the program has improved their leadership skills. At least 40 middle leaders from at least 15 schools are supported through a tailored program with at least 80% reporting the program has improved their leadership skills and had an impact on teaching practice of their peers.

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RSF 8 Excellence in Online Learning for School Staff

Project Title and Link to Relevant National Reform Direction and Bilateral Action	Project Description and Activities	Indicative Budget	Expected Outcomes	Indicators of Success
Excellence in Online Learning for School Staff *NRD: Supporting students, student learning and student achievement* *Supporting teaching, school leadership and school improvement* *Enhancing the national evidence base* *Bilateral: supports all activities*	Provision of professional development and information through ISQ's learning management system, Connect & Learn. Connect & Learn will provide approximately 80 online modules covering a range of areas including the priority policy areas under the NGRSF. 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. 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. ISQ works with independent schools to ensure that Connect & Learn is an integrated part of their whole-school professional development plan. New online module offerings via Connect & Learn for 2019 include a compliance suite of learning for schools, New School Business Manager Program and Differentiation and the NCCD modules.	*Reform support funding:* $634,412 *Other sources (list details):* Nil RSF Budget includes provision for 2.6 FTE staff member.	Participants are satisfied that the module met their identified need. Participant's knowledge and skills increased because of participation in the program. Increased awareness and use of the modules.	Participants will rate the module as highly effective. Percentage of participants who have a greater knowledge of the relevant area after completing a module. School staff accessing online learning modules - target of 10,000 registers users for 2019. 70% 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. 10 new modules released by December 2019.