



Independent Schools
Queensland

choice & diversity

Non-Government Reform Support Annual Report: 2018



Non – Government Reform Support Fund

Independent Schools Queensland – Annual Report 2018

Executive Summary

Independent Schools Queensland delivered the following projects utilising the Non-government Reform Support Fund (NGRSF) in 2018.

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	Improving Student Outcomes through Quality Teaching and Learning
RSF 5	Empowering School Self Improvement
RSF 6	Supporting the Implementation of the ATSI Educational Strategy
RSF 7	Developing Effective School Leaders
RSF 8	Achieving Excellence in Curriculum and Assessment
RSF 9	Supporting Great Teachers in Independent Schools
RSF 10	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.

The ISQ 2018 NGRSF activities:

- provided benefits to all independent schools of the ISQ non-government representative body, including those in regional and remote locations;
- maximised 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;
- targeted capacity building and embed skills for longer term change
- fostered cross-sector collaboration in implementation and evaluation, and facilitate the sharing of expertise
- utilised other funding sources, where available and with complementary objectives, to supplement the funding provided by the Australian Government.

A feature of the approach to activities supported in 2018 was the sharing of findings, strategies and outcomes across the independent sector. This included, where appropriate, formal sharing days, symposiums and showcases in which all independent schools are encouraged to participate.

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 2018, ISQ was involved in sixty-three (63) 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 – RSF 1

Readiness for NAPLAN Online and Utilising Educational Data for School Improvement

Project description

Provision of support to schools in relation to NAPLAN Online including school readiness activities and development of whole-school data plans for collection, analysis and communication of evidence (including review of school's existing processes).

Actual outcomes

- 12 schools trained and transitioned to NAPLAN Online in 2018
- 14 schools trained and prepared for SRT (Readiness for 2019 transition).

Ten (10) schools participated in the Utilising Educational Data for School Improvement Project involving the development of a whole-school data plan for collection, analysis and communication of evidence across a school.

Activities undertaken

- NAPLAN Online Forum – February 2018
- Coordinated Practice Test (CPT) – 2018 Transition schools – March to April 2018
- NAPLAN Online Test – May 2018
- Facilitation and attendance at administrator training conducted by Queensland TAA (QCAA) for 2019 Transition schools
- School Readiness Test (SRT) – 2019 Transition schools – October 2018
- Ongoing compilation of support resources on ISQ portal
- Ongoing coordination and communication with schools
- Ongoing coordination and meetings with state and federal authority groups including Queensland Online Assessment Working Group (QOAWG) and Independent Schools Council of Australia (ISCA)
- Ten (10) schools supported to develop a school data plan that identifies the data, source, timing, responsibility for collection and communication strategy
- Six (6) schools supported to have a data team in place, which meets regularly to analyse, interpret and action data
- An Educational Data Symposium on practical advice to support school-wide data approach (1 March 2018)
- Development of a suite of seven (7) online modules (open to all schools) to support teachers and leaders to use data to improve student outcomes.

How you measured the success of the activities?

- 75% completion in CPT – 2018 transition schools
- 100% successful completion in NAPLAN online test – 2018 transition schools
- 100% completion in SRT – 2019 transition schools.

The engagement of project schools in mentoring sessions and online learning and virtual training sessions and the number of schools and participants who attended the Educational Data symposium. Schools participated in a sharing day where they had the opportunity to showcase their work and share in other schools' projects and learnings.

How you have used these findings to develop your proposed projects from your work plan?

Workshop evaluation feedback and school leader feedback has informed 2019 activities including a one-day forum to disseminate what has been learnt so far.

The Educational Data project will continue in 2019 with a further 18 schools to participate. Schools will be supported with an additional mentor visit to further build capacity and support school-wide data audit prior to the creation of the school-wide plan.

Schools participating in coaching and enquiry projects will also be supported to assemble data teams to inform their programs. The Educational Symposium for 2019 will focus continuing to support schools to measure progress for all students.

Summary of project's achievement – RSF 1

Project title	Achieved outcomes	Achievement against indicators of success
NAPLAN Online	<ul style="list-style-type: none"> • 75% completion in CPT – 2018 transition schools • 100% successful completion in NAPLAN online test – 2018 transition schools • 100% completion in SRT – 2019 transition schools 	<p>80% of schools involved in training that rate their confidence to undertake NAPLAN tests online as confident or very confident.</p> <p><i>More than 80% of schools involved in the training rate their confidence to undertake NAPLAN tests online as confident.</i></p> <p>80% of participating schools that rate ISQ's support as good or excellent.</p> <p><i>More than 80% of participating schools have rated ISQ's support as good or better.</i></p>
Educational Data project	<p>10 schools received school visits from an ISQ mentor to support the development of a whole-school data plan for collection, analysis and communication of evidence across a school. ISQ's mentor provided support to review their current educational data and develop a targeted school data plan for the collection, analysis and communication of data in the school aligned with the current school improvement agenda. Schools developed templates and processes for data collection and management in ways that create a common language about data. Completion of seven modules in Connect&Learn to support teachers and leaders to use data to improve student outcomes.</p>	<p>50% of schools in the Educational data project will engage in the online modules.</p> <p><i>60% of project schools in the Educational data project engaged in online modules.</i></p> <p>50% of program schools will engage in four or more virtual sessions.</p> <p><i>67% of program schools engaged in four or more virtual sessions.</i></p>

Project Report – RSF 2

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

Project description

Provision of support and services to schools to enhance schools' quality assurance processes, including moderation for the continued improvement in the NCCD. This included online and face-to-face professional learning for school leaders, teachers and other key staff as well as individual school support as requested.

Actual outcomes

- Through engagement with the ISQ Disability Standards online course and attendance at regional professional learning, increased understanding of the *Disability Standards for Education* and the NCCD by independent school staff.
- Through ISQ's regular communications with schools, increased awareness and use of the national NCCD resources by independent school staff.
- Increased engagement in school-based and cross-sector moderation by independent schools.
- Through engagement in regional cross-sector moderation, enhanced consistency of teacher judgement when determining whether a student is included in the NCCD, the level of adjustment and category of disability assigned to students.

Activities undertaken

Professional learning to strengthen the understanding of the Disability Standards for Education, the NCCD, national resources and engagement by school leaders included:

- 8 x Leading NCCD and Personalised Learning in your School – regional Principals' Breakfasts
- 8 x NCCD and Personalised Learning and Support regional workshops
- 9 x NCCD Cross Sector Moderation regional workshops
- Development of an ISQ Disability Standards for Education online course
- Targeted school reviews of NCCD processes
- Regular information to schools through ISQ's communication channels.

How you measured the success of the activities?

- Participant workshop evaluations
- Other feedback from school leaders
- Individual school NCCD trend data.

How you have used these findings to develop your proposed projects from your work plan?

- Workshop evaluation feedback and school leader feedback has informed 2019 strategic activities to continue to enhance NCCD processes.

Summary of project's achievement – RSF 2

Project title	Achieved outcomes	Achievement against indicators of success
<p>Improving the Nationally Consistent Collection of Data on School Students with Disability (NCCD)</p>	<ul style="list-style-type: none"> • Increased understanding of the <i>Disability Standards for Education</i> and the NCCD by independent school staff. • Increased awareness and use of the national NCCD resources by independent school staff. • Increased engagement in school-based and cross-sector moderation by independent schools. • Through regional moderation, 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. 	<p>25% of schools have at least one staff member who has completed ISQ's <i>Disability Standards for Education</i> online learning module.</p> <p><i>45% of schools had at least one staff member who completed ISQ's Disability Standards for Education online learning module.</i></p> <p>25% of independent schools attending a regional NCCD school leader briefing.</p> <p><i>37% of independent schools attended a regional NCCD school leader briefing.</i></p> <p>50% of regional independent schools attending a regional NCCD information workshop.</p> <p><i>52% of independent schools attended a regional NCCD information workshop.</i></p> <p>25% of independent schools participating in a NCCD moderation session.</p> <p><i>50% of independent schools participated in a NCCD moderation session.</i></p> <p>100% completion of required NCCD census information by all independent schools.</p> <p><i>100% completion of required NCCD census information by independent schools.</i></p>

Project Report – RSF 3

Supporting Good Governance and Financial Management

Project description

Provision of support and services to schools through activities for governors, Business Managers and school leaders.

Actual outcomes

- Built capacity and capability in board members
- Provided increased access to governance training focussed on school governance
- Better understanding and oversight of school finances
- Highlighted the importance of board competence and future school sustainability
- Increased knowledge and capability of school Business Managers.

Activities undertaken

- Formal governance training (short courses, 12-module course and Governance Essentials course)
- Board Member Induction Program
- Online Financial Governance Module
- Online Board Induction Manual
- Board Review template and service
- Customised Board advice and information including strategic planning, governance reviews, risk management and strategic review
- Networking opportunities including a governance forum
- 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.

How you measured the success of the activities?

- Participant workshop evaluations
- Other feedback from school leaders.

How you have used these findings to develop your proposed projects from your work plan?

- Workshop evaluation feedback and school leader feedback has informed 2019 strategic activities.

Summary of project's achievement – RSF 3

Project title	Achieved outcomes	Achievement against indicators of success
Supporting Good Governance and Financial Management	<ul style="list-style-type: none"> • Built capacity and capability in board members. • Provided increased access to governance training focussed on school governance. • Better understanding and oversight of school finances. • Highlighted the importance of Board competence and future school sustainability. • Increased knowledge and capability of school Business Managers. 	<p>1,500 hours of governance and financial management professional development offered in 2018.</p> <p><i>1,500 hours of governance and financial management professional development offered in 2018.</i></p> <p>Average attendance of persons per course.</p> <p><i>Average attendance of 10 persons per course in 2018.</i></p> <p>Number of schools undertaking a comprehensive Board review in 2018.</p> <p><i>Two schools undertook a comprehensive Board review in 2018.</i></p> <p>80% of new Business Managers completing the Induction Program in 2018.</p> <p><i>80% of new Business Managers completed the Induction Program in 2018.</i></p> <p>40% of school Boards directly engage in governance activities in 2018.</p> <p><i>53% of school Boards directly engaged in governance activities in 2018.</i></p>

Project Report – RSF 4

Improving Student Outcomes through Quality Teaching and Learning

Project description

Provision of support and services to schools with the objective of improving student educational outcomes.

Actual outcomes

Three (3) teaching and learning programs were delivered:

1. The Coaching Partnerships Program to build teacher capability through coaching, informed by data and framed by a learning focus;
2. The Research in Schools Program to support school leaders to establish school-wide inquiry with a focus on strategic priority and targeted areas for school improvement; and
3. Targeted professional development and learning opportunities including the Language Professional Learning Community, the All Languages Event, STEM education, and the Professional Learning Communities event.

Thirty (30) schools participated in the Coaching Partnerships Program, whilst twenty-six (26) schools participated in the Research in Schools Program.

Activities undertaken

1. The Coaching Partnerships Program: ISQ mentors worked with lead coaches in schools during 2018. Strategies and activities included: whole program professional learning days, 2-3 face-to-face visits to individual schools, online interaction using OneDrive, online learning through *Connect&Learn* and regular communication using a variety of media.
2. The Research in Schools Program: ISQ mentors worked with lead coaches in schools during 2018. Strategies and activities included: whole program professional learning days, 2-3 face-to-face visits to individual schools, online interaction using OneDrive, online learning through *Connect&Learn* and regular communication using a variety of media.
3. Targeted professional development and learning opportunities: In addition to the Research in Schools program, Coaching Partnerships program, Data Informed Pedagogy program; numerous schools participated in the All Languages events, Languages Professional Learning Communities program, STEM education program and Professional Learning Community event. Delivery of these events and programs was via the professional learning centre, face-to-face visits, online interaction using OneDrive, online learning through *Connect&Learn* and regular communication using a variety of media.

How you measured the success of the activities?

Success was measured against the indicators as specified in the 2018 RSF Work Plan.

How you have used these findings to develop your proposed projects from your work plan?

In 2019, all teaching and learning programs under this project will be incorporated into the Great Teachers in Independent Schools (GTIS) program. An evaluation framework, currently used in 'other' ISQ programs, will be remodelled and applied to most GTIS programs. Findings from 2018 have led to refinements and improvements in all GTIS programs. ISQ will continue to work with schools to build the capacity and capability of schools involved in GTIS programs to support excellent teaching which, in turn, results in excellent outcomes for students.

Summary of project's achievement – RSF 4

Project title	Achieved outcomes	Achievement against indicators of success
<p>Improving Student Outcomes through Quality Teaching and Learning</p>	<ul style="list-style-type: none"> • Thirty schools participated in the Coaching Partnerships Program. • Improved capacity to use coaching as an embedded, school-wide approach to professional learning. • Twenty-six schools participating in the Research in Schools Program. 	<p>90% of participating schools will engage in the face-to-face and online learning modules.</p> <p><i>100% of the schools that completed the Teaching and Learning programs in 2018 engaged in face-to-face and online learning modules.</i></p> <p>90% of participating schools will engage in regular contact with an ISQ mentor for support.</p> <p><i>'Regular contact' in this context is as defined by each program activity plan as being a minimum of two visits per program in 2018. Over 90% of schools meet these criteria.</i></p> <p>20% of schools will develop a school-wide coaching and/or research-based model for improving or sustaining student outcomes.</p> <p><i>More than 20% of the 27 schools that completed the coaching program developed a sustainable model. The actual number was 44% or 12 schools.</i></p> <p>40% of schools participating in targeted professional development and learning opportunities.</p> <p><i>42% of all ISQ schools participated in professional development and learning opportunities through the teaching and learning team in 2018.</i></p> <p>90% of participants rating satisfaction with professional development opportunity as very high or high.</p> <p><i>Over 90% of schools participating in teaching and learning events gave a rating of very high or high.</i></p>

Project Report – RSF 5

Empowering School Self Improvement

Project description

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

Actual outcomes

- Seventy-four (74) schools continued to work with ISQ consultants to support their improvement planning, taking the number of member schools who have accessed this support to 132.
- All schools new to the program in 2018 had representatives at both the information day and the professional learning day.
- Participants from the information day articulated their understandings of the program and expectations on feedback forms.
- For the majority of schools exiting the program in 2018, school representatives and consultants indicated the school teams' ability to continue a process of school improvement without consultant support.
- The vast majority of schools indicated success in improvement in Teacher Practice, and many also indicated changes in Leadership and Management practices, to lead the change initiatives. Anecdotal evidence provided about the flow-on impact in student learning.

Activities undertaken

A directed program (Self-Improving Schools), which supported schools in making assessments of their effectiveness against a matrix which guides the school reflections. Schools were 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.

The program included -

- An application process which allowed schools to indicate their wish to participate in the program.
- A program launch day to provide information to schools related to school improvement and the program supports and expectations. This allowed the school representatives to meet and work with their consultant who guided and supported the school through participation.
- Clear documentation to schools and consultants (Roles and Responsibilities for Schools and Consultants, and templates for School Visit Reports, Action Plans, Yearly Progress Reports) to ensure consistency in accountability and delivery of services.
- Ongoing school visit support for schools from consultants, in addition to phone and email support.
- Input from "expert" provided to school teams as professional learning.
- Collection of progress and consultant reports from all schools documenting impact and evidence.

How have you measured success of the activities?

Success has been measured through event participation, school visit reports documenting progress and yearly progress and consultant reports.

How have you used these findings to develop your proposed project from your work plan?

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 assessed for inclusion and improvement in subsequent iterations of the program.

The 2018 outcomes have provided input into the design and delivery of the 2019 Program.

Summary of project's achievement – RSF 5

Project title	Achieved outcomes	Achievement against indicators of success
Empowering School Self Improvement	<ul style="list-style-type: none"> Seventy-four (74) schools continued to work with ISQ consultants to support their improvement planning, taking the number of member schools who have accessed this support to 132. All schools new to the program in 2018 had representatives at both the information day and the professional learning day. Participants from the information day articulated their understandings of the program and expectations on feedback forms. For the majority of schools exiting the program in 2018, school representatives and consultants indicated the school teams' ability to continue a process of school improvement without consultant support. The vast majority of schools indicated success in improvement in Teacher Practice, and many also indicated changes in Leadership and Management practices, to lead the change initiatives. Anecdotal evidence provided about the flow-on impact in student learning. 	<p>100% of schools joining the Self-Improving Schools Program sending representatives to program information launch day.</p> <p><i>Achieved.</i></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).</p> <p><i>87% of respondents articulated between 1-3 key understandings from the day on feedback forms with 59% outlining three understandings.</i></p> <p>90% of newly participating schools demonstrating commitment to school self-improvement, as evidenced by school visit reports.</p> <p><i>100% of school visit reports from newly participating school consultants indicate commitment, and progress in line with Action Plan.</i></p> <p>90% of participating schools having understood processes to support school self-improvement (as evidenced by Progress Reports).</p> <p><i>100% of progress reports indicate schools having some understanding of and engagement in the process but the range of understanding and engagement ranged from Full 45%; Most 36%; Somewhat 19%.</i></p> <p>At least 60% of all participating schools being able to identify impact in their school after each year of participation, related to Teacher Growth or Student Outcomes (as evidenced by the progress report).</p> <p><i>72% identified impact on Teacher Practice while 45% identified impact on Student Outcome. Additionally, 81% indicated impact on Leadership and Management practices.</i></p>

Project Report – RSF 6

Supporting the Implementation of the ATSI Educational Strategy

Project description

Supporting the ATSI Education Strategy.

Actual outcomes

- Increased knowledge and understanding of the ATSI Education Strategy across the independent sector.
- ISQ as a sector participated in a range of national and Queensland education policy development and implementation initiatives through working groups and committees associated with Indigenous education.
- Schools improved processes in assessing, recording, monitoring and tracking Indigenous students' English language and literacy development.
- Schools improved their skills to differentiate teaching for Indigenous students.
- Schools' census ESL and EAL/D reporting improved.
- Provided targeted support and assistance to nine Majority Indigenous Student (MATSI) Schools and schools with high numbers of Indigenous students across a range of educational and operational areas e.g.
 - student learning and ESL – EAL/D support
 - PLP development
 - data collection and management (student enrolments, heritage and language information, student assessments and learning data) advice to schools on cultural issues.
- Increased numbers of Indigenous middle leaders and Indigenous teacher aides accessed professional learning.

Activities undertaken

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 eLearning 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.

Support for the engagement of the independent sector in policy development and implementation through working groups and committees associated with Indigenous education.

How you measured the success of the activities?

- Participant workshop evaluations
- Other feedback from school leaders
- Individual school trend data
- School site visits.

How you have used these findings to develop your proposed projects from your work plan?

- Workshop evaluation and school leader feedback has informed 2019 RSF Work Plan.

Summary of project's achievement – RSF 6

Project title	Achieved outcomes	Achievement against indicators of success
<p>Supporting Aboriginal and Torres Strait Islander Education Strategy</p>	<p>Increased knowledge and understanding of the ATSI Education Strategy across the independent sector.</p> <p>ISQ as a sector participated in a range of national and Queensland education policy development and implementation initiatives and feedback rounds through working groups and committees associated with Indigenous education.</p> <p>Schools improved processes in assessing, recording, monitoring and tracking Indigenous students' English language and literacy development</p> <p>Schools improved their skills to differentiated teaching for Indigenous students, Schools' census ESL and EAL/D reporting has improved</p> <p>Increased numbers of Indigenous middle leaders and Indigenous teacher aides accessed professional learning.</p>	<p>100% of schools engaged in Indigenous education professional learning events will be exposed to the National Aboriginal and Torres Strait Islander Education Strategy.</p> <p><i>Achieved.</i></p> <p>90% of teachers attending Indigenous education professional learning events demonstrate increased understanding of embedding Indigenous perspectives in curriculum planning (evidenced in key points recorded in feedback responses).</p> <p><i>100% of teachers attending Indigenous education professional learning events demonstrated increased understanding of embedding Indigenous perspectives in curriculum planning.</i></p> <p><i>96 teachers and teacher aides accessed and/or completed ISQ online course supporting school staff to embed Indigenous perspectives.</i></p> <p><i>470 teachers accessed face-to-face large group and special school on-site professional learning which had a focus on embedding Indigenous perspectives.</i></p> <p>90% of teachers attending Indigenous EAL/D professional learning events demonstrate increased understanding of appropriate processes for collecting and using student data to provide differentiated learning (evidenced in key points recorded in feedback responses).</p> <p><i>100% of teachers attending Indigenous EAL/D professional learning events demonstrated increased understanding of appropriate processes for collecting and using student data to provide differentiated learning evidenced in training, follow-up professional sharing and moderation sessions and post learning feedback responses.</i></p>

Summary of project's achievement – RSF 6 (continued)

Project title	Achieved outcomes	Achievement against indicators of success
		<p>100% of majority Indigenous schools (those with 50% or more Indigenous enrolments) improve government reporting on Indigenous ESL-EALD data (demonstrated by improved student learning assessments, profiling, personalised learning plans and data management processes).</p> <p><i>Achieved.</i></p> <p>50% increase in Indigenous middle leaders and Indigenous teacher aides accessing professional learning.</p> <p><i>100% increase in Indigenous middle leaders and Indigenous teacher aides accessing professional learning.</i></p> <p><i>Increase of 6 Indigenous emerging middle leaders accessing targeted mentoring support to improve employability as Early Childhood Coordinators, Learning Support Coordinators, Deputy Principals, Principals.</i></p> <p><i>Increase of 20 Indigenous Teacher Aides accessing Cert III in Education Support Qualification.</i></p>

Project Report – RSF 7

Developing Effective School Leaders

Project description

Provision of high-quality leadership development and support.

Actual outcomes

- Delivered the New Principals Program.
- Delivered the Aspiring Principals Program.

Activities undertaken

- New Principals Program – for Principals in their first two years of school leadership. This program involved face-to-face and online interactions and mentoring. Each participant was required to undertake a professional leadership project involving school-wide change.
- Aspiring Principals Program – developing future school leaders. This program involved face-to-face and online interactions, a residential workshop over three days, mentoring and an individual project of significant involving school leadership.

How you measured the success of the activities?

- Participants were satisfied that the program met the identified need.
- Participant’s knowledge and skills increased because of participation in the program.
- Principals had a greater understanding of their personal strengths and areas for development.
- Participants feel more confident in their ability to lead.

How you have used these findings to develop your proposed projects from your work plan?

Workshop evaluation feedback and school leader feedback has informed 2019 strategic activities to continue to the leadership programs.

Summary of project's achievement – RSF 7

Project title	Achieved outcomes	Achievement against indicators of success
<p>Developing Effective School Leaders</p>	<p>The New Principals Program involved 80 participants.</p> <p>The Aspiring Principals Program involved 15 participants.</p> <p>Participants were satisfied that the program met the identified need.</p> <p>Participant's knowledge and skills increased because of participation in the program.</p> <p>Principals had a greater understanding of their personal strengths and areas for development.</p> <p>Participants felt more confident in their ability to lead.</p>	<p>80% of aspiring principal participants that will have shown growth in pre- and post-360-degree surveys.</p> <p><i>Achieved.</i></p> <p>90% of participants in the programs will rate the program as effective.</p> <p><i>Achieved.</i></p>

Project Report – RSF 8

Achieving Excellence in Curriculum and Assessment

Project description

Provision of services and support in relation to implementation of the Australian Curriculum.

In this project, ISQ worked directly with School and Curriculum Leaders to facilitate effective implementation of the Australian Curriculum across P – Year 10. School and Curriculum Leaders were provided with the ideas, tools, strategies and support to then work with their teaching teams to improve planning, teaching, assessment and reporting of the Australian Curriculum. Emphasis was placed on teachers from different schools coming together to share assessment tasks and compare their understandings about the achievement standards in order to deepen consistency in teacher judgments about the standards for the purpose of A – E reporting. Specific attention was also paid to the needs of some learners through sub-projects such as the ones catering for Gifted Education and Middle Schooling.

Actual outcomes

Building Assessment Communities (BAC) social moderation sub-project

Teachers gained a deeper understanding of the Australian Curriculum achievement standards and planned for effective assessment design.

Innovative Curriculum Assessment sub-project

Participating schools developed authentic tasks that embedded student agency in assessment. These tasks were made available to other schools in the project but because of the high cost of editing and publishing, were not made available to the whole sector.

Participating schools developed authentic quality tasks that allowed gifted students to demonstrate their full potential. These tasks were shared across the schools involved in the project.

Support for School and Curriculum Leaders

Participants now do have greater confidence to deliver professional learning to staff, and to make strategic decisions about curriculum and assessment within the context of their own schools.

Activities undertaken

Provision of services and support in relation to implementation of the Australian Curriculum and effective high quality assessment included:

- *Building Assessment Communities (BAC) social moderation sub-project* where teachers met in regional clusters to share student portfolios and develop consistency in their judgments about student grades.
- *Innovative Curriculum Assessment sub-project* where participating schools developed twenty-first century skills and dispositions such as curiosity in their students, and then teachers considered how these might be effectively assessed in a way that promoted opportunities for students to develop or exhibit 'agency' about and with their own learning.
- *Differentiation sub-project* where participating schools were supporting very high achieving and gifted students with a focus on assessment design to cater for differentiation.
- *Middle Schooling sub-project* where participating schools were developing practices to ensure effective, highly engaged Middle School learners.
- *Support for School and Curriculum Leaders* through regional workshops to bring school and curriculum leaders up to date with developments in curriculum and assessment; advice and information on the implementation of the Australian Curriculum; and reviews of curriculum and assessment strategies in selected schools.

How you measured the success of the activities

- Participant workshop evaluations
- Other feedback from school leaders.

How these findings have informed the 2019 projects:

Based on the results of the 2018 projects, ISQ has made the following decisions about work to support excellence in curriculum and assessment in 2019:

- *Building Assessment Communities (BAC) social moderation sub-project* will continue. Teacher attendance is strong at these events and the evaluations are always very positive and high in approval.
- *Innovative Curriculum Assessment sub-project* has been replaced by a broader initiative to foster *Partners in Curriculum Innovation* whereby schools will work with mentors and researchers from universities, government agencies and private industry to develop innovative curriculum solutions.
- ISQ will continue to offer a sub-project to support *Gifted Education* by working with a group of schools who will share curriculum units and samples of assessment tailored to the needs of gifted students.
- *Differentiation* more broadly will be supported through an online module being developed in 2019 for any teacher to access.
- Teachers in the *Middle Schooling sub-project* will be supported to further develop authentic, engaging, relevant curriculum and assessment designed explicitly for middle school learners, and to share these within a small sub-project.
- *School and Curriculum Leaders* will continue to be supported through a series of regional, annual breakfast workshops to inform and update participants on latest developments within the curriculum and assessment space.

Summary of project's achievement – RSF 8

Project title	Achieved outcomes	Achievement against indicators of success
<p>Achieving Excellence in Curriculum and Assessment</p>	<p>Building Assessment Communities (BAC) social moderation sub-project Teachers gained a deeper understanding of the Australian Curriculum achievement standards and planned for effective assessment design.</p> <p>Innovative Curriculum Assessment sub-project Participating schools developed authentic tasks that embedded student agency in assessment. These tasks were made available to other schools in the project but because of the high cost of editing and publishing, were not made available to the whole sector.</p> <p>Participating schools developed authentic quality tasks that allowed gifted students to demonstrate their full potential. These tasks were shared across the schools involved in the project.</p> <p>Support for School and Curriculum Leaders Participants now do have greater confidence to deliver professional learning to staff, and to make strategic decisions about curriculum and assessment within the context of their own schools.</p>	<p>Building Assessment Communities (BAC) social moderation sub-project At least 600 teachers involved in social moderation activities with over 80% of those expressing high to very high satisfaction that they would recommend the experience to other teachers.</p> <p><i>642 teachers attended with over 80% of those expressing high to very high satisfaction that they would recommend the experience to other teachers.</i></p> <p>Differentiation sub-project (Gifted Education) At least 25 schools and over 80 teachers involved in Differentiation Project and with 14 of those schools identifying Gifted Education as their priority.</p> <p><i>14 schools and 39 teachers involved in the Gifted Education sub-project.</i></p> <p>Middle Schooling sub-project At least 16 schools and over 50 teachers involved in Middle Years Project.</p> <p><i>16 schools and 59 teachers involved.</i></p> <p>Innovative Curriculum Assessment sub-project At least 12 schools and over 40 teachers involved in Innovative Curriculum Assessment Project.</p> <p><i>12 schools and 44 teachers involved.</i></p> <p>Support for School and Curriculum Leaders At least 150 curriculum leaders attend briefings.</p> <p><i>203 curriculum leaders attended School and Curriculum Leader briefings.</i></p>

Project Report – RSF 9

Supporting Great Teachers in Independent Schools

Project description

Services to assist independent schools to establish and grow effective performance and development cultures and systems underpinned by the Australian Professional Standards for Teachers (APST) by:

- supporting schools to strategically design, align, implement and evaluate performance and development activity, including a school's approach to attracting, retaining and rewarding high performing teachers;
- developing middle leaders' knowledge and practices associated with leading people to improve performance; and
- implementing sustainable mentoring programs for teachers at all career stages.

Actual outcomes

Schools were asked to evaluate their programs against four (4) key criteria; improvement in a positive teacher and performance culture, teacher quality, student outcomes and sustainability of programs. Each of these general criteria had several indicators that were also tracked. A summary of progress against these key criteria and indicators is summarised below:

1. A positive teacher and performance culture
 - The teacher performance and development (TP&D) of the schools focussed on increasing positive impact of teaching on students has had a 18.1% improvement across the implementation period with 92.3% of participating schools now progressing to full implementation of this indicator.
 - The development of TP&D programs of the school that take account of school context and staff inputs has had a 1% improvement across the implementation period with 87.2% of participating schools now progressing to full implementation of this indicator.
 - A clear understanding of effective teaching related to the Australian Professional Standards for Teachers (APST) and/or other models (e.g. ASOT) being utilised within the school has had a 4.3% improvement across the implementation period with 97.4% of participating schools now progressing to full implementation of this indicator.
 - An alignment of TP&D activities with school plans and practices has had a 3% improvement across the implementation period with 94.9% of participating schools now progressing to full implementation of this indicator.
 - A shared leadership commitment to creating a TP&D culture has had a 7.7% improvement across the implementation period with 87.2% of participating schools now progressing to full implementation of this indicator.
 - Regular formal and informal feedback on performance for teachers has had a 1.9% improvement across the implementation period with 84.6% of participating schools now progressing to full implementation of this indicator.
2. Teacher Quality
 - Teachers establishing professional goals using a standards framework has had a 25.2% improvement across the implementation period with 94.9% of participating schools now progressing to full implementation of this indicator.
 - Teachers collaborating to design and implement effective teaching strategies based on student needs has had a 31.8% improvement across the implementation period with 100% of participating schools now progressing to full implementation of this indicator.
 - Teachers gathering, reflecting on and including student evidence to mark progress against their professional goals has had a 50.2% improvement across the implementation period with 100% of participating schools now progressing to full implementation of this indicator.
 - Teachers engaging in professional learning communities and applying learning to their teaching practice has had a 40% improvement across the implementation period with 100% of participating schools now progressing to full implementation of this indicator.

- Teachers actively responding to feedback (student, leader, peer, parent) in order to improve their classroom practice has had a 36.1% improvement across the implementation period with 100% of participating schools now progressing to full implementation of this indicator.
- Teachers gathering and analysing student data to design effective teaching has had a 38.9% improvement across the implementation period with 100% of participating schools now progressing to full implementation of this indicator.

3. Student Outcomes

- Schools collecting baseline and progress data for targeted students to measure improvement has had a 13.8% improvement across the implementation period with 97.4% of participating schools now progressing to full implementation of this indicator.
- Teachers analysing student data to determine the effectiveness of their teaching practice has had a 26.3% improvement across the implementation period with 87.2% of participating schools now progressing to full implementation of this indicator.
- Students and teachers collaborating to set learning goals has had a 21.1% improvement across the implementation period with 82.1% of participating schools now progressing to full implementation of this indicator.
- Students receiving timely feedback about progress towards learning goals has had a 22.4% improvement across the implementation period with 87.2% of participating schools now progressing to full implementation of this indicator.
- Students having opportunities to provide feedback to individual teachers about their learning, well-being and engagement has had a 40% improvement across the implementation period with 89.7% of participating schools now progressing to full implementation of this indicator.

4. Sustainability

- A specific implementation plan that goes from small scale pilot to full implementation has had a 29% improvement across the implementation period with 76.9% of participating schools now progressing to full implementation of this indicator.
- Teacher performance and development programs and activities of the school having regular review cycles has had a 28.4% improvement across the implementation period with 69.2% of participating schools now progressing to full implementation of this indicator.
- Teacher performance and development included in school strategic/operational planning has had a 1% improvement across the implementation period with 64.1% of participating schools now progressing to full implementation of this indicator.
- Documents, processes, protocols and artefacts available to support full implementation has had a 1% improvement across the implementation period with 71.8% of participating schools now progressing to full implementation of this indicator.
- Budgetary support beyond the funding cycle for this activity has had a 27.3% improvement across the implementation period with 84.6% of participating schools now progressing to full implementation of this indicator.

Activities undertaken

Provision of a range of support and services for schools in relation to quality teaching including:

- Professional Growth Tool – online survey service for teachers to identify their strengths and areas for professional growth in relation to the Australian Professional Standards for Teachers (APST).
- HALT National Certification Service – confidential and objective service to identify and certify high performing teachers against the Highly Accomplished and Lead career stages of the APST.
- Developing Middle Leaders – School-based inquiry in teams to build personal and organisational leadership capacity.
- Mentoring for Quality Teaching – School-based inquiry to establish, implement and evaluate sustainable and collaborative mentoring programs for teachers at all career stages.
- Strategic Performance and Development – coaching for schools to implement performance and development processes in consultation with teachers.

How you measured the success of the activities

The work to establish a strong evaluative framework to explore the impact of the initiative in Queensland independent schools was based on the OECD working paper, Evaluative Thinking for Successful Educational Innovation. The essential argument of this paper is that responsive evaluation needs to be embedded in any educational innovation to track the extent to which it is meeting its goals. By its very nature innovation has unpredictable outcomes or it would not be innovative, so monitoring progress is essential. The main purpose of the evaluation is to provide feedback to the innovators and stakeholders, so they can determine whether the activities designed to achieve outcomes are on track, what aspects should be retained and strengthened and what should be changed. To support the evaluation, ISQ gathered data in two ways. Firstly, general indicators of effective performance and development were included in the annual survey and secondly a tracking tool was developed to focus specifically on the impact of the programs ISQ had developed.

How you have used these findings to develop your proposed projects from your work plan?

Whilst there are still some areas that will continue to be a focus for improvement, most notably in the areas of sustainability of the practices that have been established, there has been significant and measurable gains in all areas relating to teacher performance and development. ISQ will continue to work with schools to build the capacity and capability of their teacher performance and development programs to support excellent teaching which, in turn, results in excellent outcomes for students. The planning of future program and workplans are closely aligned to the findings of this extensive evaluation with refinement to future offerings to schools specifically targeting the sustainability elements of the framework.

Summary of project's achievement – RSF 9

Project title	Achieved outcomes	Achievement against indicators of success
Supporting Great Teachers in Independent Schools	<p>Schools planned for and implemented programs and resources to support at least one (1) of the following quality teaching priority areas:</p> <ol style="list-style-type: none"> 1. Classroom observation 2. Goal setting 3. Engaging in performance and development conversations 4. Leading and undertaking mentoring 5. Collecting evidence of quality teaching 6. Supporting further study by teachers 7. Implementing online performance and development systems 8. Providing rewards for high performance. 	<p>Each priority area will be implemented by at least 40% of schools with more than 80% of schools reporting measurable impact (as defined as progressing to full implementation).</p> <p><i>100% of independent schools planned for and implemented at least one of the quality teaching priority areas. Progress against these priority areas was measured using an evaluative framework developed in consultation with Professor Helen Timperley. The results of this evaluation are summarised below:</i></p> <ol style="list-style-type: none"> 1. Classroom observation – Selected as a priority by 90% of schools, progressing to full implementation in 93.3% of these and demonstrating a 5.9% average increase in implementation in 2018. 2. Goal setting aligned to the Australian Professional Standards for Teachers – Selected as a priority by 82% of schools, progressing to full implementation in 94.2% of these and demonstrating a 5.3% average increase in implementation in 2018. 3. Engaging in performance and development conversations – Selected as a priority by 81% of schools, progressing to full implementation in 94.2% of these and demonstrating a 59.6% average increase in implementation in 2018. 4. Leading and undertaking mentoring – Selected as a priority by 73% of schools, progressing to full implementation in 89.4% of these and demonstrating a 6.7% average increase in implementation in 2018. 5. Collecting evidence of quality teaching – Selected as a priority by 56% of schools, progressing to full implementation in 83.2% of these and demonstrating an 8.5% average increase in implementation in 2018. 6. Supporting further study by teachers – Selected as a priority by 41% of schools, progressing to full implementation in 87% of these and demonstrating a 6.7% average increase in implementation in 2018.

Project title	Achieved outcomes	Achievement against indicators of success
		<p>7. Implementing online performance and development systems – Selected as a priority by 25% of schools, progressing to full implementation in 57.5% of these and demonstrating an 8.6% average increase in implementation in 2018.</p> <p>8. Providing rewards for high performance – Selected as a priority by 16% of schools, progressing to full implementation in 58.8% of these and demonstrating a 3.3% average increase in implementation in 2018.</p>

Project Report – RSF 10

Excellence in Online Learning for School Staff

Project description

Provision of professional development and information through ISQ's learning management system, *Connect&Learn*.

Actual outcomes

In 2018, 23 new learning modules were delivered, bringing the total number of modules on offer to a total of 83 eLearning offerings.

13,679.50 professional learning hours have been achieved in 2018 and ISQ's end users have increased from 5,800 in 2017 to over 10,000 by December 2018.

Each module was evaluated via an optional learner survey at the completion of the module and survey results are shared where Subject Matter Experts and utilised for redevelopment of modules where appropriate. Cyclic reviews were undertaken to ensure that the modules remain current and reflect latest thinking and research on their respective topics. Modules were periodically redesigned in line with current stylistic and adult learning pedagogical approaches.

Activities undertaken

ISQ provided online professional development through its learning management system, *Connect&Learn*. *Connect&Learn* contained numerous eLearning modules covering a range of areas including the priority policy areas under the NGRSF.

Teachers, principals and school staff utilised ISQ's eLearning modules to increase their knowledge on a range of topics and complete professional learning aligned to the Australian Professional Standards for Teachers and Principals.

Connect&Learn modules were rigorously designed using the most up to date pedagogical practice with adult learning principles at the forefront of instructional design. The system also provided the opportunity for all learners to access high quality learning without the need to travel long distances to attend face-to-face training, which is important for our geographically diverse schools.

How you measured the success of the activities?

- Participants are satisfied that the module met their identified need.
- Participants' knowledge and skills increased because of participation in the program.
- Increased awareness and use of the modules.

Each module was evaluated via an optional learner survey at the completion of the module and survey results are shared with Subject Matter Experts. Cyclic reviews are undertaken to ensure that the modules remain current and reflect latest thinking and research on their respective topics. Modules are periodically redesigned in line with current stylistic and adult learning pedagogical approaches.

How you have used these findings to develop your proposed projects from your work plan?

Data collected from developed online module surveys and learner's requests for new eLearning courses inform each year's schedule of online professional development. ISQ serves independent schools by delivering online professional solutions to solve a wide array of tangible problems affecting school management and within the classroom.

Summary of project's achievement – RSF 10

Project title	Achieved outcomes	Achievement against indicators of success
Excellence in Online Learning for School Staff	<p>Participants are satisfied that the module met their identified need.</p> <p>Participants' knowledge and skills increased because of participation in the program.</p> <p>Increased awareness and use of the modules.</p>	<p>70% of surveyed users who completed Governance Finance reported an enhanced understanding of how to interpret their school's financial statements.</p> <p><i>100% of respondents rated the following statement 'Agree' or 'Strongly Agree' – 'Within the module I was provided the opportunity to consider my current practice and ways to improve it'.</i></p> <p>10 new modules released by December 2018.</p> <p><i>A total of 23 new modules were delivered in 2018 which brings the total number of modules available on Connect&Learn to 83.</i></p> <p>70% of participants surveyed rate module as highly effective (strongly agree and agree responses for ease of navigation, content meets expectations, engaging presentation and opportunities for reflection).</p> <p><i>97.9% of learners surveyed reported that they would recommend the module they completed to a colleague.</i></p>

Financial Statement

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	2	9,513	242,111	251,624
Administration and shared expenses		3,694	40,000	43,694
Travel and accommodation		3,820		3,820
Teacher Support				
Grants to Schools				
Consultants Fees and charges		9,900		9,900
Event expenses		2,553		2,553
Evaluation and research				
Publications and communications		1,064		1,064
Online learning modules		425		425
Total		30,968	282,111	313,080

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	15,774	241,766	257,540
Administration and shared expenses		7,389	106,683	114,072
Travel and accommodation			15,334	15,334
Teacher Support				
Grants to Schools				
Consultants Fees and charges			97,467	97,467
Event expenses			22,247	22,247
Evaluation and research				
Publications and communications			20,000	20,000
Online learning modules				
Total		23,163	503,497	526,660

Increasing School Capability in Governance and Financial Management	FTE	Reform Support Fund funding	Funding from other contributions	Total funding
Salaries and on-costs	2	172,871	161,278	334,149
Administration and shared expenses		66,500	29,481	95,981
Travel and accommodation		2,223		2,223
Teacher Support				
Grants to Schools				
Consultants Fees and charges		75,653		75,653
Event expenses		4,602		4,602
Evaluation and research		49,244		49,244
Publications and communications		1,890		1,890
Online learning modules				
Total		372,982	190,759	563,741

Improving Student Outcomes through Quality Teaching and Learning	FTE	Reform Support Fund funding	Funding from other contributions	Total funding
Salaries and on-costs	4	462,253		462,253
Administration and shared expenses		147,778		147,778
Travel and accommodation		47,479	16,804	64,283
Teacher Support		2,591	8,000	10,591
Grants to Schools		130,000	169,000	299,000
Consultants Fees and charges		52,059		52,059
Event expenses		16,811	10,389	27,200
Evaluation and research			162	162
Publications and communications		44,662	2,710	47,372
Online learning modules		51,386	100	51,486
Total		955,018	206,305	1,161,323

Empowering School Self Improvement	FTE	Reform Support Fund funding	Funding from other contributions	Total funding
Salaries and on-costs	2	289,042		289,042
Administration and shared expenses		73,889		73,889
Travel and accommodation			32,911	32,911
Teacher Support			25,577	25,577
Grants to Schools			230,782	230,782
Consultants Fees and charges			15,078	15,078
Event expenses			1,221	1,221
Evaluation and research			733	733
Publications and communications				
Online learning modules				
Total		362,931	304,302	667,233

Supporting the Implementation of the ATSI Educational Strategy	FTE	Reform Support Fund funding	Funding from other contributions	Total funding
Salaries and on-costs	1	134,809		134,809
Administration and shared expenses		36,944		36,944
Travel and accommodation		24,176		24,176
Teacher Support		26,775		26,775
Grants to Schools				
Consultants Fees and charges		15,598		15,598
Event expenses		5,780		5,780
Evaluation and research				
Publications and communications		2,253		2,253
Online learning modules		127		127
Total		246,462		246,462

Developing Effective School Leaders	FTE	Reform Support Fund funding	Funding from other contributions	Total funding
Salaries and on-costs	1.5	57,177	105,737	162,914
Administration and shared expenses		18,472	20,000	38,472
Travel and accommodation		18,070		
Teacher Support		5,000		
Grants to Schools		12,500		
Consultants Fees and charges		27,062		
Event expenses		5,600		
Evaluation and research				
Publications and communications				
Online learning modules				
Total		143,880	125,737	269,617

Achieving Excellence in Curriculum and Assessment	FTE	Reform Support Fund funding	Funding from other contributions	Total funding
Salaries and on-costs	1.6	207,792		207,792
Administration and shared expenses		59,111		59,111
Travel and accommodation		30,211		30,211
Teacher Support				
Grants to Schools				
Consultants Fees and charges		17,725		17,725
Event expenses		41,833		41,833
Evaluation and research		1,429		1,429
Publications and communications		3,160		3,160
Online learning modules				
Total		361,261		361,261

Supporting Great Teachers in Independent Schools	FTE	Reform Support Fund funding	Funding from other contributions	Total funding
Salaries and on-costs	5.3	147,025	677,161	824,186
Administration and shared expenses		48,028	411,314	459,342
Travel and accommodation			98,921	98,921
Teacher Support			40,000	40,000
Grants to Schools			142,500	142,500
Consultants Fees and charges			129,272	129,272
Event expenses			14,807	14,807
Evaluation and research			40,209	40,209
Publications and communications			52,788	52,788
Online learning modules			15,876	15,876
Total		195,053	1,622,848	1,817,901

Excellence in Online Learning for School Staff	FTE	Reform Support Fund funding	Funding from other contributions	Total funding
Salaries and on-costs	3.8	463,539		463,539
Administration and shared expenses		140,389		140,389
Travel and accommodation		31	1,441	1,472
Teacher Support				
Grants to Schools				
Consultants Fees and charges		29,963	1,423	31,386
Event expenses			903	903
Evaluation and research			3,066	3,066
Publications and communications		1,140	347	1,487
Online learning modules				
Total		603,928	7,180	611,108

Overall Expenses	FTE	Reform Support Fund funding	Funding from other contributions	Total funding
Salaries and on-costs	25	1,959,796	1,428,053	3,387,849
Administration and shared expenses		602,194	607,478	1,209,672
Travel and accommodation		126,009	165,411	291,420
Teacher Support		34,366	73,577	107,943
Grants to Schools		142,500	542,282	684,782
Consultants Fees and charges		227,960	243,240	471,200
Event expenses		77,177	49,567	126,744
Evaluation and research		50,673	44,170	94,843
Publications and communications		54,168	75,845	130,013
Online learning modules		51,938	15,976	67,914
Total	25	3,326,781	3,245,519	6,572,380



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