

# **Non-Government Reform Support Annual Report**

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**2021**

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**Independent Schools Queensland**

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## **Executive Summary**

Independent Schools Queensland delivered the following projects utilising the Non-government Reform Support Fund (NGRSF) in 2021.

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

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

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

### **Progress against your strategic plan**

The strategic long-term objectives of the NGRSF for ISQ is to support schools to develop:

- a strengths-based improvement agenda that is driven by high-quality teaching and school leadership, supported by ethical and expert governance and enriched through effective partnerships with parents and communities;
- a deliberate focus on evidence-based differentiated teaching and learning to enhance educational opportunities and outcomes for every child;
- capacity across each school to amplify the impact of support and contribute to sustainable improvement; and
- support to collect, manage and utilise educational data to communicate impact and improvement.

The activities ISQ used to achieve these objectives were outlined in the annual ISQ NGRSF 2021 Action Plan following appropriate consultation with independent schools. Activities principally included:

- Provision of professional development to expand the capabilities of school leaders and staff in the identified reform areas. This professional development will include a significant proportion of online learning opportunities to cater for the needs of regional and rural schools;
- Individual school reviews and assessments (e.g., readiness for NAPLAN Online, whole school reviews with a focus on educational outcomes, governance reviews);

- School based projects and pilots (e.g., education data projects);
- Consultancy support in relation to implementation of reform initiatives and school improvement strategies;
- Courses and networking opportunities (e.g., Aspiring Principals, Support for Curriculum Leaders); and
- Direct Support services (e.g., ATSI educational strategies).

All activities were responsive to the needs of independent schools and focused on long-term sustainable reform. They will also ensure that independent schools are meeting the requirements of the *Australian Education Act*.

### **Relationship with your state and territory 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 2021, ISQ was involved in over 60 such committees, working parties and taskforces. In addition, there is strong collaboration and liaison at an officer-to-officer level.

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

**Project Report**

All activities under the Reform Support Fund in 2021 have contributed to the Independent Schools Queensland Reform Support Fund Strategic Plan through the achievement of key milestones and objectives under the key directions of the Plan.

The 2021 projects have been achieved by working closely with schools and stakeholders through the provision of support, projects, professional development and collaboration.

**Summary of 2021 achievements**

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

<b>Project title</b>	<b>Project description and activities</b>	<b>Expected outcomes/ Overall achievements Achieved or Not achieved</b>	<b>Indicators of success Add the target % achieved</b>	<b>List any additional or variations of Activities undertaken/Achieved outcomes</b>
<p><b>Readiness for NAPLAN Online and Utilising Educational Data for School Improvement.</b></p> <p><b>NRD: Enhancing the national evidence base</b></p>	<p>Provision of support to schools participating in 2021 and 2022 NAPLAN Online including school readiness activities.</p> <p>Provision of professional development and training to ensure schools gain the necessary skills, knowledge, and confidence to be successful with NAPLAN Online.</p> <p>Engagement with working groups at both the State and national level to ensure Schools are</p>	<p>Schools are ready and confident about transitioning to NAPLAN Online in 2021. Approximately 90 schools to be prepared for 2021.</p> <p><b>Achieved</b></p> <p>A further 110 to be prepared for 2022.</p> <p><b>Achieved</b></p> <p>Schools are up-to-date and understand the arrangements for transitioning to and undertaking NAPLAN Online.</p>	<p>80% of schools involved in training rate their confidence to undertake NAPLAN tests online as confident or very confident.</p> <p><b>100%</b></p> <p>80% of participating schools rate ISQ’s support as good or excellent.</p>	

<b>Project title</b>	<b>Project description and activities</b>	<b>Expected outcomes/ Overall achievements Achieved or Not achieved</b>	<b>Indicators of success Add the target % achieved</b>	<b>List any additional or variations of Activities undertaken/Achieved outcomes</b>
<b>Bilateral: Utilise educational data for school improvement through the increased provision of support and online learning opportunities for teachers</b>	<p>informed and able to participate in NAPLAN Online processes and procedures.</p> <p>Development of whole-school data plans for collection, analysis, and communication of evidence.</p> <p>Provision of modules in Connect &amp; Learn to support teachers and leaders to use data to improve student outcomes.</p>	<p>A one-day forum giving advice and guidance to aid preparation (August 2021).</p> <p><b>Achieved</b></p> <p>Five 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. <b>Achieved</b></p> <p>An Educational Data webinar series to support schools to understand the context for educational data. <b>Achieved</b></p>	<p><b>100%</b></p> <p>50% of schools in the Educational Data project will engage in the online modules.</p> <p><b>100%</b></p>	

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

<b>Project title</b>	<b>Project description and activities</b>	<b>Expected outcomes/ Overall achievements Achieved or Not achieved</b>	<b>Indicators of success Add the target % achieved</b>	<b>List any additional or variations of Activities undertaken/Achieved outcomes</b>
<b>Improving the Nationally</b>	Provision of support to schools to enhance the quality assurance,	Increased understanding of the Disability Standards for Education, differentiation	50% of schools have at least one staff	

Project title	Project description and activities	Expected outcomes/ Overall achievements Achieved or Not achieved	Indicators of success Add the target % achieved	List any additional or variations of Activities undertaken/Achieved outcomes
<p><b>Consistent Collection of Data on School Students with Disability (NCCD)</b></p> <p><b>NRD: Enhancing the national evidence base.</b></p> <p><b>Bilateral: Conduct moderation of Nationally Consistent Collection of Data on Students with Disability across Queensland schooling sectors.</b></p>	<p>moderation and improvement in the NCCD including:</p> <ul style="list-style-type: none"> <li>• face-to-face and online professional learning and tools to strengthen the understanding of NCCD</li> <li>• continued provision of the Disability Standards for Education and Differentiation for Students with Disability online courses on ISQ Connect&amp; Learn</li> <li>• regional cross-sector moderation for schools</li> <li>• providing opportunities for schools to request an ISQ review of proposed NCCD data prior to the 2021 Australian Government Census</li> <li>• two-year quality assurance project with six schools to review and enhance whole school processes to support quality NCCD data</li> </ul>	<p>strategies for students with disability and the NCCD by independent school staff.</p> <p><b>Achieved</b></p> <p>Increased awareness and use of the national NCCD portal and resources by independent school staff.</p> <p><b>Achieved</b></p> <p>Increased engagement in school-based and cross-sector moderation by independent schools.</p> <p><b>Achieved</b></p> <p>Enhanced consistency of teacher judgement within independent schools when determining whether a student is included in the NCCD, the level of adjustment and category of disability assigned to students.</p> <p><b>Achieved</b></p>	<p>member who has completed ISQ's Disability Standards for Education online learning module.</p> <p><b>100%</b></p> <p>20% of schools have at least one staff member who has completed the Differentiation for Students with Disability online courses.</p> <p><b>100%</b></p> <p>Independent schools represented at 90% of 2021 regional cross sector moderation Workshops. <b>90%</b></p> <p>100% of independent schools completing the NCCD census in August 2021. <b>100%</b></p>	<p><b>Represented at 83% of moderation workshops.</b></p>

Project title	Project description and activities	Expected outcomes/ Overall achievements Achieved or Not achieved	Indicators of success Add the target % achieved	List any additional or variations of Activities undertaken/Achieved outcomes
	<ul style="list-style-type: none"> <li>continued engagement with school leaders in relation to NCCD.</li> </ul>			

### RSF 3 Supporting Good Governance and particularly Financial Management

Project title	Project description and activities	Expected outcomes/ Overall achievements Achieved or Not achieved	Indicators of success Add the target % achieved	List any additional or variations of Activities undertaken/Achieved outcomes
<b>Supporting Good Governance and Financial Management</b>  <b>NRD: Supporting teaching, school leadership and school improvement</b>  <b>Bilateral: Provide support and services to schools through activities for governors,</b>	<p>Information and support to Boards, Principals and Business Managers in targeted areas of regulatory compliance (incl. Financial Questionnaire and Accountability; Census; Student Attendance; and other key compliance activities) through:</p> <ul style="list-style-type: none"> <li>school business leaders' information events (online and face-to-face).</li> <li>development of webinars on school operations and financial management, including in the context of CAF and DMI</li> </ul>	<p>Board Directors' knowledge of good corporate governance is increased.</p> <p><b>Achieved</b></p> <p>Access to high-quality school governance training is improved.</p> <p><b>Achieved</b></p> <p>Board Directors' and school leaders' school finance monitoring capabilities are increased.</p> <p><b>Achieved</b></p>	<p>At least 800 completions of ISQ Governance Program modules. <b>100%</b></p> <p>20% increase in unique participants in the ISQ Governance Program from the previous year.</p> <p><b>100%</b></p> <p>20% increase in schools represented by at least one school member participating</p>	

Project title	Project description and activities	Expected outcomes/ Overall achievements Achieved or Not achieved	Indicators of success Add the target % achieved	List any additional or variations of Activities undertaken/Achieved outcomes
<b>business managers and school leaders</b>	<ul style="list-style-type: none"> <li>• support for new schools in achieving and sustaining accreditation criteria, and in creating financial sustainability through business planning.</li> </ul> <p>Developing corporate governance capacities of school Boards Directors, Principals and Business Managers, and supporting Board effectiveness through:</p> <ul style="list-style-type: none"> <li>• formal governance training delivered through 12-module short courses on practicing, monitoring, planning and sustaining good governance</li> <li>• expansion of the suite of online training modules with content about monitoring organisational effectiveness</li> <li>• monthly governance publication featuring topics of importance for Board Directors</li> <li>• provision of customised Board advice, training and information in areas of</li> </ul>	<p>The number of Boards enacting effective corporate governance practices is increased.</p> <p><b>Achieved</b></p>	<p>in the ISQ Governance Program.</p> <p><b>100%</b></p> <p>At least 150 combined completions of ISQ's online financial management modules and Short Course 2 modules (Financial Monitoring).</p> <p><b>100%</b></p> <p>20% increase of school boards conducting a Board Review facilitated by ISQ.</p> <p><b>100%</b></p>	



Project title	Project description and activities	Expected outcomes/ Overall achievements Achieved or Not achieved	Indicators of success Add the target % achieved	List any additional or variations of Activities undertaken/Achieved outcomes
	strategic planning, risk management frameworks, cyber security, child safety, Board and Executive succession planning and governance frameworks <ul style="list-style-type: none"> <li>assistance for Boards in implementing governance improvement plans.</li> </ul>			

#### RSF 4 Empowering School Self Improvement

Project title	Project description and activities	Expected outcomes/ Overall achievements Achieved or Not achieved	Indicators of success Add the target % achieved	List any additional or variations of Activities undertaken/Achieved outcomes
<b>Empowering School Self Improvement</b>  <b>NRD: Supporting students, student</b>	Supporting school improvement work to assist schools in assessing their effectiveness and plan for continuous improvement.  Supporting schools to respond to any Non- State School	Continued interest from schools to participate in school improvement work. Links further strengthened between improvement work: Support and Reviews. Improved sustainability of ongoing improvement planning and implementation in participating schools.	100% of participating schools sending representatives to program information launch days. <b>100%</b>  90% of launch participants	

Project title	Project description and activities	Expected outcomes/ Overall achievements Achieved or Not achieved	Indicators of success Add the target % achieved	List any additional or variations of Activities undertaken/Achieved outcomes
<p><b>learning and student achievement</b></p> <p><b>Bilateral: Deliver the Self-Improving Schools (renamed Supporting School Improvement) Program to support schools to assess their effectiveness, plan for continuous improvement and embed new processes</b></p>	<p>Accreditation Board cyclical review requirements.</p> <p>Empowering of school teams to undertake self-directed change to improve school performance, student learning and teacher practice.</p> <p>Supporting participating schools to conduct a self-assessment, identify priorities for change, implement an action plan and embed a cycle of school improvement.</p> <p>Conducting School Improvement Reviews to support school judgements and to provide quality independent feedback of performance against the Independent Schools Improvement Check.</p>	<p><b>Achieved</b></p> <p>Outcomes for each participating school to be achieved in at least one of the focus areas.</p> <p>Improvement in:</p> <ul style="list-style-type: none"> <li>• Leadership and Management</li> <li>• Teacher Practices</li> <li>• Student Outcomes (including student wellbeing).</li> <li>• Curriculum</li> <li>• Community Partnerships</li> </ul> <p><b>Achieved</b></p>	<p>demonstrating increased understanding of a school improvement process (as evidenced by articulation of key messages from the launch events). <b>100%</b></p> <p>90% of newly participating schools demonstrating commitment to school self-improvement, as evidenced by school visit reports. <b>100%</b></p> <p>90% of participating schools having understood processes to support school self-improvement (as evidenced by Progress Reports). <b>100%</b></p> <p>At least 70% of all participating schools being able to identify impact in their</p>	

Project title	Project description and activities	Expected outcomes/ Overall achievements Achieved or Not achieved	Indicators of success  Add the target % achieved	List any additional or variations of Activities undertaken/Achieved outcomes
			schools after each year of participation or expected impact as evidenced in SSI Survey Responses. <b>100%</b>  95% of schools participating, expressing satisfaction with the improvement review process. <b>100%</b>	

#### RSF 5 Supporting the ATSI Educational Strategy

Project title	Project description and activities	Expected outcomes/ Overall achievements Achieved or Not achieved	Indicators of success  Add the target % achieved	List any additional or variations of Activities undertaken/Achieved outcomes
<b>Supporting the ATSI Educational Strategy</b>  <b>NRD: Supporting students, student</b>	Promote understanding of the National ATSI Education Strategy (NATSIES) and its priorities.  Deliver professional learning to support schools to assess, record, monitor and track Indigenous EAL/D students' English language	Increased knowledge and understanding of the ATSI Education Strategy across the independent sector.  Improve teachers understanding of the learning needs of Indigenous EAL/D students.	100% of Indigenous Education professional learning participants are exposed to the National ATSI Education Strategy	

Project title	Project description and activities	Expected outcomes/ Overall achievements Achieved or Not achieved	Indicators of success Add the target % achieved	List any additional or variations of Activities undertaken/Achieved outcomes
<p><b>learning and student achievement</b></p> <p><b>Bilateral: Expand the Transition Support Service for Aboriginal and Torres Strait Islander students transitioning to and from boarding school</b></p>	<p>and literacy development for differentiated teaching and to support schools census reporting.</p> <p>Deliver online professional learning to assist teachers to support Aboriginal and Torres Strait Islander EAL/D students in the classroom.</p> <p>Delivery of professional learning to support teachers to embed Aboriginal and Torres Strait Islander perspectives in classroom planning.</p> <p>Provision of support and assistance to Majority Indigenous Student (MATSI) schools and schools with high numbers of Indigenous students across a range of educational and operational areas, including potentially the development of partnerships with scholarship groups e.g., Yalari, QATSIF, AIEF.</p> <p>Support to schools providing boarding for Aboriginal and Torres Strait Islander students.</p>	<p>Teachers use Indigenous student data for differentiated literacy planning.</p> <p>Improved teacher and school leader Indigenous student data collection processes, teaching and learning.</p> <p><b>Achieved</b></p> <p>Improved and increased embedding of Indigenous perspectives in teachers' classroom planning. <b>Achieved</b></p> <p>Schools actively seek assistance to increase Indigenous staff development, training and employment. <b>Achieved</b></p> <p>Teachers and School Leaders access ISQ's support and Indigenous Boarding Schools' information events. <b>Achieved</b></p>	<p>(NATSIES) and its priorities. <b>100%</b></p> <p>100% of Majority Indigenous (MATSI) schools improve census (Indigenous ESL &amp; EAL/D) reporting. <b>100%</b></p> <p>90% of teachers attending Indigenous EAL/D professional learning events report improved confidence to plan differentiate learning for Indigenous students. <b>100%</b></p> <p>At least 150 teachers access face-to-face and online Indigenous Education learning events. <b>100%</b></p> <p>85% of Indigenous Education professional learning event feedback responses</p>	

Project title	Project description and activities	Expected outcomes/ Overall achievements Achieved or Not achieved	Indicators of success Add the target % achieved	List any additional or variations of Activities undertaken/Achieved outcomes
	Supporting the engagement of the independent sector in policy development and implementation through working groups and committees associated with Indigenous education.		<p>demonstrate relevance and value to teachers. <b>100%</b></p> <p>At least a 50% increase in the numbers of Aboriginal and Torres Strait Islander school staff accessing ISQ professional development and training. <b>100%</b></p> <p>At least a 50% increase in the numbers of schools providing Indigenous student boarding, accessing ISQ professional support. <b>100%</b></p>	

**RSF 6 Achieving Excellence in Curriculum and Assessment**

<b>Project title</b>	<b>Project description and activities</b>	<b>Expected outcomes/ Overall achievements Achieved or Not achieved</b>	<b>Indicators of success Add the target % achieved</b>	<b>List any additional or variations of Activities undertaken/Achieved outcomes</b>
<p><b>Achieving Excellence in Curriculum and Assessment NRD: Supporting students, student learning and student achievement</b></p> <p><b>Bilateral: Implement Queensland’s new senior assessment and tertiary entrance system</b></p> <p><b>Support schools to utilise Early Start screening tool or like- measures</b></p>	<p>Provision of support in relation to implementation of the Australian Curriculum and preparation for any changes resulting from the Review of the Australian Curriculum including:</p> <ul style="list-style-type: none"> <li>• Building Assessment Communities – social moderation conversations with teachers across K to Year 12 to improve assessment practices</li> <li>• support for Curriculum Leaders to ensure they have all the necessary information and tools to lead curriculum compliance and curriculum renewal conversations in their schools</li> </ul> <p>Continued partnerships with key government and government funded organisations to promote evidence wellbeing and online safety strategies and programs, consistent with the Australian</p>	<p>Participating teachers gain a deeper understanding of the Australian Curriculum through social moderation practices.</p> <p>They focus on achievement standards and planning for effective assessment design.</p> <p><b>Not achieved</b></p> <p>Curriculum Leaders responsible for the Early Years share best practice in identifying children who need support and put in place intervention strategies to improve literacy and numeracy outcomes.</p> <p><b>Not achieved</b></p> <p>Schools recognise government and government funded partner organisations as credible sources for ongoing support.</p> <p><b>Achieved</b></p>	<p>At least 300 teachers involved in social moderation activities (either face-to-face or online) across the State by the end of November 2021.</p> <p>At least 80% of participating Early Years Curriculum Leaders reporting they are more confident at identifying those students who require intervention using tools such as Year 1 Phonics Check or Early Start by November 2021.</p> <p>At least 100 Curriculum Leaders attending regional workshops and reporting at least 80% confidence in being</p>	<p>Due to COVID restrictions, schools were unwilling to release staff to attend.</p> <p>Unfortunately, we were unable to hold the Early Years workshops because of COVID. Professor Annette Woods has delivered her draft report which will inform workshops with Early Years Curriculum Leaders early in 2022. ‘Best practice’ in assessment in the Early Years will be the focus and the Year 1 Phonics Check and Early Start will be discussed.</p>

Project title	Project description and activities	Expected outcomes/ Overall achievements Achieved or Not achieved	Indicators of success Add the target % achieved	List any additional or variations of Activities undertaken/Achieved outcomes
	<p>Student Wellbeing Framework, including:</p> <ul style="list-style-type: none"> <li>• face-to-face and online wellbeing professional learning for key school staff in regional locations in response to identified needs such as anxiety, staff wellbeing for School Leaders, suicide postvention and self-care</li> <li>• development of formal network of clinical staff in independent schools and the provision of dedicated professional learning and support for this cohort.</li> </ul>	<p>Network of clinical staff developed and supported by ISQ.</p> <p><b>Achieved</b></p>	<p>able to lead curriculum improvement and innovation in professional learning about their schools, including learning progressions and online formative assessment.</p> <p><b>100%</b></p> <p>Government and government funded organisations report 20% increased contact from independent schools. <b>100%</b></p> <p>75% of participating schools report more confidence in implementing evidence-based wellbeing and online safety. <b>100%</b></p>	

**RSF 7 Supporting Leading, Teaching and Learning in Independent Schools**

Project title	Project description and activities	Expected outcomes/ Overall achievements Achieved or Not achieved	Indicators of success Add the target % achieved	List any additional or variations of Activities undertaken/Achieved outcomes
<p><b>NRD: Supporting students, student learning and student achievement</b></p> <p><b>Supporting teaching, school leadership and school improvement</b></p> <p><b>Enhancing the national evidence base</b></p> <p><b>Bilateral:</b></p> <p><b>Reform Direction A - Support students and student learning.</b></p> <p><b>Reform Direction B – Support teaching, school leadership and school improvement.</b></p>	<p>In 2021 ISQ provides program support for schools in relation to leading, teaching and learning in independent schools.</p> <p>All activities involve combinations of professional learning, online interactions, mentoring, reviews and school deliverables.</p> <p>Leading Activities:</p> <ul style="list-style-type: none"> <li>• Senior Leaders programs- Aspiring and New Principals</li> <li>• Four school leadership development programs – Emerging Leaders, Middle Leaders, Leading School Culture, and Staff Induction and Retention</li> <li>• HALT Certification service</li> <li>• Parent and Community Engagement – development of a Parent and Community Engagement Strategy and a pilot project for schools</li> </ul>	<p>Participants will develop their skills in relevant areas to be better placed to support growth in student achievement.</p> <p><b>Achieved</b></p> <p>Schools participating in the listed activities engage in evaluative processes as required.</p> <p><b>Achieved</b></p> <p>Data is gathered to ensure that growth is taking place, as intended, in the relevant directions for participating schools and their teams.</p> <p>This is used to determine the extent of targeted improvements at a participant, team and/or school level.</p> <p><b>Achieved</b></p> <p>ISQ’s evaluative frameworks are designed to meet accountability requirements, encourage continuous improvement of activities, and develop the capacity of school staff.</p> <p>Each activity’s considered program logic guides the types of data collected,</p>	<p>At least 60 schools participate in this suite of activities and at least 12 of those participating schools be rural or remote schools. <b>100%</b></p> <p>At least 150 teachers and/or school leaders participate in this suite of programs. <b>100%</b></p> <p>75% of responding participants, in relevant programs, report satisfaction with the process, quality and delivery of the activity.</p> <p><b>100%</b></p> <p>75% of responding participants report improvement in target areas and/or achievement of</p>	



Project title	Project description and activities	Expected outcomes/ Overall achievements Achieved or Not achieved	Indicators of success Add the target % achieved	List any additional or variations of Activities undertaken/Achieved outcomes
<p><b>Prioritise support for rural and remote schools to access professional learning opportunities.</b></p> <p><b>Increase support for schools through resources and professional development to sustain and improve parent engagement strategies.</b></p>	<ul style="list-style-type: none"> <li>• Regional and Remote Schools Workforce Initiative (Pilot)</li> </ul> <p>Teaching Activities:</p> <ul style="list-style-type: none"> <li>• Teachers Growth and Development</li> <li>• Coaching</li> <li>• Lesson Observations</li> <li>• Classroom Engagement</li> <li>• Learning Activities:</li> <li>• Inquiry Teams</li> <li>• Formative Assessment: Literacy and Numeracy</li> <li>• Blended Learning</li> <li>• Future Schools Project</li> </ul>	<p>ensuring it is fit-for-purpose and can be collected in a timely manner.</p> <p><b>Achieved</b></p>	<p>program goals (e.g., participants in leadership development programs improve in their leadership capacity, participants in a teaching program develop their context-specific strategy).</p> <p><b>100%</b></p> <p>75% of responding participants targeted to school improvement, positively report the sustainability of the identified measure, process or strategy explored and developed. <b>100%</b></p> <p>Six schools involved in a pilot project and at least ten schools adopting the Parent and Community Engagement Strategy.</p>	<p>Due to COVID restrictions, assessors were not trained in</p>

Project title	Project description and activities	Expected outcomes/ Overall achievements Achieved or Not achieved	Indicators of success  Add the target % achieved	List any additional or variations of Activities undertaken/Achieved outcomes
			<p><b>100%</b> 30% increase in assessors trained in the national HALT Certification process.</p> <p><b>0%</b> HALT Certification in 2021 (at least 20% of schools in the sector).</p> <p><b>100%</b> At least 20 Aspiring Principals being supported through a tailored program.</p> <p><b>100%</b> At least 30 New Principals being supported through a tailored program.</p> <p><b>100%</b></p>	<p>2021. However, there has been an 82% increase in applications for assessors training in 2021 ready to assess in 2022. We had 35 assessors available to assess in 2021. An additional, 29 have applied and are currently completing the Australian Institute of Teaching and School Leadership (AITSL) HALT Assessor Modules and will complete ISQ HALT Assessor workshops in February 2022.</p>

## RSF 8 Excellence in Online Learning for School Staff

Project title	Project description and activities	Expected outcomes/ Overall achievements Achieved or Not achieved	Indicators of success Add the target % achieved	List any additional or variations of Activities undertaken/Achieved outcomes
<p><b>Excellence in Online Learning for School Staff</b></p> <p><b>NRD: Supporting students, student learning and student achievement</b></p> <p><b>Supporting teaching, school leadership and school improvement</b></p> <p><b>Enhancing the national evidence base</b></p> <p><b>Bilateral: supports all activities</b></p>	<p>Provision of professional development and information through ISQ's learning management system, Connect &amp; Learn.</p> <p>Connect &amp; Learn will provide approximately 100 online modules covering a range of areas including the priority policy areas under the NGRSF.</p> <p>Connect &amp; Learn modules are rigorously designed using the most up to date pedagogical practice with adult learning principles at the forefront of instructional design. A certificate will be granted to learners at the successful completion of modules which lists the professional hours completed as well as the Australian Professional Standards for Teachers and Principals content covered within the modules.</p>	<p>Participants are satisfied that the module met their identified need.</p> <p><b>Achieved</b></p> <p>Participant's knowledge and skills increased because of participation in the program. Increased awareness and use of the modules.</p> <p><b>Achieved</b></p>	<p>Over 90% will rate relevant modules as highly effective. <b>100%</b></p> <p>Over 90% of participants will have a greater knowledge of the relevant area after completing a module.</p> <p><b>100%</b></p> <p>School staff accessing online learning modules - target of 20,000 registered users for 2021. <b>100%</b></p> <p>80% of surveyed users who completed Child Protection Module report an enhanced awareness of child protection reporting responsibilities and how to fulfil them, as</p>	

Project title	Project description and activities	Expected outcomes/ Overall achievements Achieved or Not achieved	Indicators of success Add the target % achieved	List any additional or variations of Activities undertaken/Achieved outcomes
	<p>Connect &amp; Learn provides a far greater reach for teachers to access high quality learning without the need to travel. This is particularly important in terms of access to professional learning for regional and remote schools in Queensland. It also provides 24-hour access to online learning modules for all schools.</p> <p>ISQ works with independent schools to ensure that Connect &amp; Learn is an integrated part of their whole school professional development plan and teachers can gather evidence through the system to support Highly Accomplished and Lead Teacher Certification.</p> <p>Online module offerings via Connect &amp; Learn for 2021 include updated Child Protection Modules, New focus on students with a disability including Disability and Teacher Aide support.</p>		<p>required by legislation.</p> <p><b>100%</b></p> <p>10 new modules released by December 2021, with an increased focus on Teaching and Learning and Child Protection.</p> <p><b>100%</b></p>	

### Financial Report

Project Activities	Reform support funding
<b>Readiness for NAPLAN Online and Utilising Educational Data for School Improvement</b>	
NAPLAN Online	\$7,305
Educational Data Project	\$7,305
<b>Improving the NCCD for School Students with Disability</b>	
NCCD	\$214,347
<b>Increasing School Capability in Governance and Financial Management</b>	
Governance and financial management	\$762,934
<b>Empowering School Improvement</b>	
Self-Improving Schools Program and reviews	\$711,985
<b>Supporting the Implementation of the ATSI Educational Strategy</b>	
ATSI Strategy support services	\$236,432
<b>Achieving Excellence in Curriculum and Assessment</b>	
Building Assessment Communities	\$102,117
Communities Supporting wellbeing through learning and achievement	\$97,254
Support for Curriculum Leaders	\$117,020

<b>Support Leading, Teaching and Learning independent Schools Teachers in Independent Schools</b>	
Aspiring and New Principals Programs	\$56,239
Four school leadership development programs – Emerging Leaders, Middle Leaders, Leading School Culture, and Staff Induction and Retention	\$93,732
HALT Certification service	\$11,252
Parent Engagement	\$29,648
Regional Schools Initiative	\$20,451
Teachers Growth and Development	\$20,451
Coaching	\$20,451
Lesson Observations	\$20,451
Classroom Engagement	\$20,451
Inquiry Teams	\$20,451
Formative Assessment: Literacy and Numeracy	\$20,451
Blended Learning	\$20,451
Future Schools Project	\$20,448
<b>Excellence in Online Learning for School Staff</b>	
Provision of Online learning through Connect & Learn	\$687,674
<b>TOTAL Expenditure</b>	<b>\$3,319,300</b>
<b>Total Interest earned</b>	<b>\$2,300</b>
<b>NGRSG Funding received in 2021</b>	<b>\$3,317,000</b>