
Choice and Affordability Fund

Work Plan 2022–2025

**The Association of Independent Schools of
New South Wales (AISNSW)**

Date agreed – March 2024

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Summary of Work Plan 2022–2025

The activities proposed under the Choice and Affordability Fund (CAF) are necessary to support independent schools address the national priorities of the fund. Projects and activities include distributed funds provided directly to schools and centralised programs to best support schools. While these activities complement AISNSW core services, the projects are clearly demarcated. The programs go well beyond the normal provision of AISNSW services; the significant project costs of these activities mean their delivery would not be possible without the additional resources provided under the CAF. AISNSW will contribute additional funds for specific project costs where necessary to enhance the impact of the programs and ensure their integrity.

All independent schools represented by the AISNSW Non-Government Representative Body (NGRB) will have opportunities to access program activities including targeted professional learning opportunities for boards, principals, teachers and staff, tailored support, specially developed tools, and high-quality resources informed by strong research. Distributed funds will be available to schools through specific grants programs, under centralised programs, through Transition Assistance and Special Circumstances.

AISNSW will undertake the following activities to support the national priorities of the Choice and Affordability Fund:

Priority A – Choice and affordability of schools

Affordability and Choice Program

The **Affordability and Choice** program will continue to support schools to develop sustainable business models and financial governance practices that will maintain and/or improve affordability and choice for parents by helping schools transition to a different funding level. Support provided by this program also addresses the purpose of Priority B – Transition Assistance. As such, schools receiving transition assistance grants from AISNSW to ease their transition to the Direct Measure of Income (DMI) funding arrangements will be supported by accessing the Affordability and Choice Program. Where necessary, grants will be distributed to subsidise travel necessary to support regional and remote schools access training in metropolitan areas.

Priority B - Transition assistance

Regional Transition Assistance Grants

To best support represented schools transition to the DMI funding arrangements, AISNSW will use the quarantined Regional Transition Assistance funds to provide transition assistance funding directly to each of the 27 schools identified by the Australian Government Department of Education, Skills and Employment (AGDESE) as being eligible to be considered for regional transition assistance.

National Adjustment Assistance Fund

Support will be made available to schools that would have been eligible to receive support through the former National Adjustment Assistance Fund, including transition assistance funding to schools requiring support to transition to the DMI funding arrangements who meet agreed transition assistance criteria.

Additional Transition Assistance

AISNSW will allocate further transition assistance funding to schools requiring support to transition to the DMI funding arrangements who meet agreed transitional assistance criteria.

Priority C - Special circumstances funding

Special Circumstances Funding

AISNSW will distribute grants directly to schools requiring short term emergency assistance when unexpected circumstances or events cause severe and temporary financial difficulty. AISNSW will also provide special circumstances

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funding to schools in response to priority areas or natural disaster, including drought and bushfire, by establishing specific grant programs. Such programs may also address unexpected and urgent impact of events such as the COVID-19 pandemic.

Priority D - Strengthening outcomes for schools and educationally disadvantaged schools and students

The Waratah Project

The Waratah Project will continue to support participating schools to develop and implement strategies to improve literacy, numeracy and other academic outcomes of their Aboriginal and Torres Strait Islander students, including initiatives to support wellbeing and strengthen relationships with the students' families and communities. Due to the success of the program in 2020-21, AISNSW aims to grow the project over 2022-25 by including an additional five schools each year. Grants will be distributed to schools participating in the program. AISNSW will also contribute up to \$100,000 each year to support the participation of schools, including a government school, not eligible to receive support from AISNSW under CAF.

Strengthening School Outcomes

Strengthening School Outcomes is a long-term quality improvement initiative aimed at improving school outcomes. AISNSW will work with individual participating schools for a 2-3 year period, supporting school leaders to develop and deliver on strategic improvement goals that will strengthen outcomes for the school in specific priority areas, such as student learning.

Teaching School Hubs

The Teaching School Hubs is a three-year pilot program that embeds current initial teacher education students through employment in independent schools during their studies. The purpose is to support the development of 'classroom-ready' initial teacher education graduates, assist with retention of those graduates in the teaching profession, and to support schools to develop a stable, nuanced high quality teacher pipeline. The pilot will also benefit existing staff through enhanced skills and reflection on practice.

Priority E - Student wellbeing and support

Behaviour Support & Student Engagement

Behaviour Support & Student Engagement builds capacity in schools to develop and sustain multi-level supports to enhance safe, supportive and respectful learning environments. AISNSW staff will also work with schools to support students exhibiting problematic and challenging behaviour and provide training to improve teacher capacity and confidence in classroom management and student engagement with education. Learning from this work with schools will inform the development of a resource toolkit that can be used by all schools, benefiting the broader education sector.

Compass: Navigating Whole-school Wellbeing

Compass: Navigating Whole-school Wellbeing supports schools develop, review and strengthen whole-school wellbeing across the school community. AISNSW staff will work with schools to build their capacity to undertake a whole-school approach to student wellbeing. Based on the success of the program, initially delivered to a small cohort of schools in 2020-21, more schools will have access over 2022-25. Learning from this work will inform the development of evidence-based resources that can be used by all schools, and delivery of state-wide professional learning opportunities, benefiting the broader education sector. Additional support will be available to support schools address particular needs of students experiencing mental health difficulties.

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Budget for 2022–2025

Activities/Initiatives	Expenditure type	2022	2023	2024	2025
<u>A – Choice and Affordability</u>					
<i>Affordability and Choice</i>	Centralised	\$208,573	\$218,500	\$249,548	\$256,893
	Distributed	\$10,000	\$10,000	\$10,000	\$10,000
<u>B – Transition Assistance</u>					
<i>Regional Transition Assistance</i>	Centralised	\$0	\$0	\$0	\$0
	Distributed	\$2,882,473	\$4,517,981	\$4,745,759	\$4,865,865
<i>National Adjustment Assistance Fund</i>	Centralised	\$0	\$0	\$0	\$0
	Distributed	\$2,442,382	\$2,406,468	\$2,397,461	\$2,233,905
<i>Additional Transition Assistance</i>	Centralised	\$0	\$0	\$0	\$0
	Distributed	\$1,552,610	\$1,711,934	\$1,763,766	\$1,815,875
Total for Priority B	Centralised	\$0	\$0	\$0	\$0
	Distributed	\$6,877,465	\$8,636,383	\$8,906,986	\$8,915,645
<u>C – Special Circumstances Funding</u>					
<i>Special Circumstances</i>	Centralised	\$0	\$0	\$0	\$0
	Distributed	\$1,000,000	\$1,000,000	\$1,000,000	\$1,000,000
<u>D – Strengthening outcomes for schools and educationally disadvantaged schools and students</u>					
<i>The Waratah Project</i>	Centralised	\$276,800	\$488,750	\$747,907	\$776,524
	Distributed	\$1,180,000	\$1,400,000	\$1,620,000	\$1,840,000
<i>Strengthening School Outcomes</i>	Centralised	\$714,427	\$1,494,052	\$1,287,360	\$1,268,056
	Distributed	\$375,000	\$375,000	\$375,000	\$375,000
<i>Teaching School Hubs</i>	Centralised	\$247,000	\$285,000	\$542,743	\$318,649
	Distributed	\$53,000	\$515,000	\$965,000	\$1,365,000
Total for Priority D	Centralised	\$1,238,227	\$2,267,802	\$2,578,010	\$2,63,229
	Distributed	\$1,608,000	\$2,290,000	\$2,960,000	\$3,580,000
<u>E – Student wellbeing and support</u>					
<i>Behaviour Support & Student Engagement</i>	Centralised	\$374,354	\$392,995	\$608,599	\$689,954
	Distributed	\$155,000	\$200,000	\$155,000	\$55,000
<i>Compass: Navigating Whole-school Wellbeing</i>	Centralised	\$570,056	\$637,700	\$995,041	\$1,005,322
	Distributed	\$65,000	\$65,000	\$65,000	\$65,000
Total for Priority E	Centralised	\$944,410	\$1,030,695	\$1,603,400	\$1,695,276
	Distributed	\$220,000	\$265,000	\$220,000	\$120,000
	Administrative costs	\$267,000	\$275,010	\$283,260	\$291,758
	Total expenditure	\$12,373,675	\$15,993,390	\$17,811,204	\$18,232,801
	Deferred funding	\$978,747	-\$2,240,394	-\$1,909,534	-\$2,243,999

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Other funding sources

These figures excluded from the Budget for 2022–2025.

Activities/Initiatives	Other funding source	2022	2023	2024	2025
Affordability and Choice	AISNSW Contribution	-	-	100,000	\$100,000
The Waratah and Wingara Projects	AISNSW contribution and co-contribution from schools AISNSW does not represent as an NGRB	\$120,000	\$150,000	\$200,000	\$200,000
Strengthening School Outcomes	Co-contribution from participating schools	\$300,000	\$300,000	\$300,000	\$300,000
	AISNSW Contribution	-	-	\$240,000	\$240,000
Teaching School Hubs	AISNSW Contribution	\$86,500	\$155,000	\$625,000	\$1,412,000
	co-contribution from participating schools	\$120,000	\$480,000	\$720,000	\$720,000
Behaviour Support & Student Engagement	Co-contribution from participating schools	-	-	\$50,000	\$50,000
	AISNSW Contribution	-	\$200,000	\$100,000	\$100,000
Whole-school Wellbeing initiative	Co-contribution from participating schools	\$160,000	\$150,000	\$100,000	\$100,000
	AISNSW Contribution	-	\$295,000	\$85,000	\$85,000

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Expenditure Profile for 2022–2029**

	2022	2023	2024	2025	2026*	2027*	2028*	2029*
NGRB's total estimated funding allocation as advised by the department**	\$13,417,240	\$13,980,768	\$14,400,188	\$14,832,194	\$15,277,160	\$15,735,475	\$16,207,539	\$16,693,765
NGRB's estimated Regional Transition Assistance funding allocation as advised by the department	\$4,066,059	\$4,253,288	\$4,397,899	\$4,547,427	\$4,702,040	\$4,861,908	\$5,027,214	\$5,198,138
Accrued deferred funding from 2020 and 2021 to be carried forward to 2022	\$14,248,304.32							
Accrued interest earned on funds held in 2020 and 2021 to be carried forward to 2022	\$36,024.18							
Interest earned on funds held in 2022 to be carried forward to 2023		\$223,623.00						
NGRB's planned expenditure for the relevant year	\$11,344,239.79***	\$15,993,390	\$17,811,204	\$18,232,801	\$18,000,000	\$18,000,000	\$18,000,000	\$17,670,646.71
NGRB's planned regional transition assistance expenditure for the relevant year	\$2,882,473***	\$4,517,981	\$4,745,759	\$4,865,865	\$4,987,329	\$5,110,472	\$5,242,066	\$11,523,932
NGRB's planned deferred funding for the relevant year to be spent in a future year	\$978,747***	-\$2,012,622.00	-\$3,411,016.00	-\$3,400,607.00	-\$2,722,840.00	-\$2,264,525.00	-\$1,792,461.00	
Accrued deferred funding from the relevant year and previous years to be spent in a future year	\$15,263,076***	\$14,568,330.71	\$11,157,314.71	\$7,756,707.71	\$5,033,867.71	\$2,769,342.71	\$976,881.71	

* Funding over 2026 to 2029 is indicative and will be finalised through 2026-2029 work plans to be settled in 2025.

** As of 4 January 2024

*** Actual amounts expended, deferred, or accrued

Rationale for deferred funding

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AISNSW has a responsibility as NGRB to ensure CAF funds are distributed with a view to ensuring schools are best supported to shift sustainably to their new funding arrangements. As DMI will not directly impact the funding most schools receive until 2022, approximately \$14 million of Choice and Affordability funding in 2020 and 2021 has been deferred for distribution to identified schools through transition assistance grants from 2022. Transition assistance grants provided from 2022 will supplement Australian Government recurrent funding to keep funding for schools at/near 2021 levels, providing time for schools to implement internal changes to transition to the DMI funding arrangements. Between 2022-29 AISNSW will provide transition assistance grants to at least 50 schools, to support their transition to DMI funding arrangements.

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Activity/Initiative	Affordability and Choice Program
Priority	A – Choice and Affordability

Description

The Affordability and Choice Program will assist schools to maintain ongoing financial viability and support parent choice and opportunity. The program will seek to enhance strategic financial governance for schools and school boards, underpinned by the continued development of sound financial management practices in schools. Participation in the Affordability and Choice Program is a condition of receiving Transition Assistance funding under Priority B.

The Financial Management Advisory Unit will continue to be available to assist schools strengthen their financial viability and therefore their affordability. Over 2022-2025, support from the Financial Management Advisory Unit will be available to all schools transitioning to an adjusted funding level.

AISNSW will deliver professional learning on financial management and financial literacy, strategic planning for school capital assets, negotiating and understanding contracts and cash flow modelling. Travel subsidies will be made available to support regional schools to meet additional travel costs involved in accessing Sydney-based training programs.

The School Governance Improvement Tool (SGIT), developed in partnership with the Australian Council for Educational Research (ACER), will assist school boards to review and reflect on their performance and to implement measures to support the ongoing financial sustainability of the school. Schools will use the SGIT to collect evidence about current governance practices, identify areas for improvement and demonstrate evidence that progress is being made.

In 2022-2025, AISNSW will support schools to use the SGIT through three phases:

1. Familiarising school boards with the SGIT and identifying current levels of performance.
2. Identifying areas for improvement in financial governance.
3. Implementing a plan to improve financial governance.

AISNSW will provide face-to-face SGIT workshops in the three phases. The workshops will assist boards to gather evidence to assess the performance levels in the five domains of the SGIT, prioritise areas for improvement, and implement actions to improvement overall governance processes with a particular focus on sustained financial viability. Each participating school will develop a five-year financial forecast to deliver improved financial performance.

From 2023 this SGIT training will be delivered through a self-paced online module that school leaders and school boards can access and complete anytime through the AISNSW learning portal.

From 2024, AISNSW will support NSW Independent schools to improve governance and financial management practices by providing support for schools in the area of cybersecurity. School leaders will access support and education to address the emerging financial risks associated with cyber security through the AISNSW Cyber Security Advisory Program. This dedicated education program includes a targeted campaign to raise awareness among school leaders of the specific cybersecurity threats facing schools today, the potential financial costs and the actions schools can take to mitigate risks.

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Eligible schools

All schools receiving Transition Assistance funding under the AISNSW NGRB Priority B will be required to participate in the Affordability and Choice Program. The SGIT will be piloted with 50 schools receiving Transition Assistance funding and will then be expanded to all NGRB represented schools. Schools receiving additional support each year to use the SGIT will be targeted based on need. All represented schools will have access to Affordability and Choice activities, including professional learning and individual support through the Financial Management Advisory Unit.

Timeframes

The Financial Management Advisory Unit will operate over the full period of the workplan, and professional learning sessions will be delivered each year.

All schools receiving Transition Assistance will be required to use the SGIT. Each year, 15-20 schools will receive tailored support to use the SGIT and develop a five-year financial forecast to deliver improved financial performance.

Outcomes

Objectives/expected outcomes	Indicators of success
Participating schools report increased financial performance and improved performance by using the School Governance Improvement Tool.	<ul style="list-style-type: none">• Each year, participating schools report improved levels of performance in the five Domains of the SGIT:<ul style="list-style-type: none">- Establishing and driving the school vision- Fostering a learning culture- Building productive relationships- Creating enabling conditions- Ensuring sustainability• Each year, participating schools report improved financial performance.• In 2023-2025, the SGIT training will be available through a self-paced online module that school leaders and school boards can access and complete anytime through the AISNSW learning portal.
Schools transitioning to a lower funding level will receive expert analysis and recommendations to strengthen financial government, financial management practices and affordability specific to each school's circumstances.	<ul style="list-style-type: none">• By 2025, the Financial Management Advisory Unit will provide direct support to at least 150 schools.• At least 75% of schools that receive support from the Financial Management Advisory Unit report that the support helped them improve financial sustainability and/or affordability.
Barriers to accessing Sydney based training will be eased for regional schools otherwise unable to attend.	<ul style="list-style-type: none">• By 2025, at least 50 schools receive travel subsidies to attend face to face training in Sydney.

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Objectives/expected outcomes	Indicators of success
<p>Schools will be supported to maintain ongoing financial viability due to improved financial literacy of executive level decision makers.</p>	<ul style="list-style-type: none"> • By 2025, school staff and/or board members from least 100 schools will participate in courses on topics such as: <ul style="list-style-type: none"> - financial management - financial literacy - cash flow modelling - strategic planning for school capital assets - negotiating and understanding contracts
<p>From 2024, school leaders will have increased:</p> <ul style="list-style-type: none"> • awareness about cybersecurity, privacy, fraud and financial risk for schools. • capacity to evaluate the strength of their own cybersecurity and data security measures, identify threats (including threats to insurance), prepare for and protect against cyber-attacks. 	<ul style="list-style-type: none"> • At least 85 schools will receive support from the AISNSW Cyber Security Advisory Program in over 2024-2025. Support may include: <ul style="list-style-type: none"> ○ an audit of the school’s IT systems by AISNSW or by an expert cybersecurity vendor or both. ○ participation in AISNSW professional learning on topics including; cyber security threat assessment, Selecting and adopting a cybersecurity benchmarking framework, cybersecurity and the Australian Privacy Principles, Developing a Data Breach Response Plan, Developing a school cybersecurity policy, Educating school staff about their role in maintaining cybersecurity. ○ Dedicated support for schools that experience a data breach or near miss. • At least 100 participants from independent schools attend a one-day AISNSW Cybersecurity Symposium in 2024 and 2025. <ul style="list-style-type: none"> ○ At least 75% of participants report that completion of this learning has increased their awareness of cybersecurity issues for schools and increased their capacity to understand and prepare for potential cyber security threats. AISNSW will develop and distribute cybersecurity information resources for schools to use with staff on topics including; How to spot phishing emails, Password hygiene, cybersecurity online learning module for school leaders.

Risk Management

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Risk	How the risk will be managed
Some targeted schools are unable to undertake the SGIT, develop a five-year forecast and/or attend workshops.	<p>To receive Transition Assistance funding under Priority B, schools signed an Agreement with AISNSW requiring that they participate in the Affordability and Choice Program, which includes using the SGIT and developing a long-term financial sustainability plan, in addition to associated activities such as workshops.</p> <p>Workshops will be delivered with flexible timing and delivery modes to facilitate the greatest participation. Travel subsidies are available to support attendance of regional schools at Sydney based workshops.</p>

Key stakeholders

Stakeholder & Interest/Impact	Engagement Strategy
Participating schools: access to <i>Affordability and Choice</i>	<p>Professional learning sessions are advertised on the AISNSW website and distributed to schools via direct email and social media. Information about the Financial Management Advisory Unit is shared with schools via direct email and through established consultative mechanisms, including AISNSW Advisory Council, Regional Advisory Council, Independent Schools Consultative Committee and ChairConnect (a national network of independent school Board Chairs).</p> <p>Information about the Cybersecurity Advisory Program is also shared with schools through the Independent Schools IT Managers network.</p>
Schools receiving Transition Assistance funding under Priority B with an identified need to improve financial viability.	Participating schools receiving Transition Assistance under Priority B were advised in 2020 that they would be required to participate in the Affordability and Choice Program and its associated activities. This requirement was outlined in Agreements signed with 50 schools in 2021.

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Activity/Initiative	Regional Transition Assistance
Priority	B – Transition Assistance

Description

AISNSW will provide Regional Transition Assistance grants directly to identified regional schools to support them transition to the DMI funding arrangement, easing their transition to a lower funding level. AGDESE identified 27 schools eligible to be considered for regional transition assistance and provided the list of schools to AISNSW on 7 May 2020. From 2022 to 2029, AISNSW will provide each of these schools with an annual grant to help offset the immediate impact of DMI, allowing them time to adjust their financial planning to sustain the lower funding level in the long term.

These grants aim to ensure that each school receives a total amount which is:

- equivalent to an effective 4% increase on the projected previous year’s actual Australian Government recurrent funding (under the DMI process) or \$30,000 (whichever is greater), AND
- no more in any year than the school would have received from the Australian Government had the funding model remained the same from 2021 onwards, AND
- no more than \$400,000 in any year.

AISNSW has a responsibility as an NGRB to ensure CAF funds are distributed with a view to ensuring schools are supported to shift sustainably to their new funding arrangements. With this in mind, eligible schools who receive a Regional Transition Assistance Grant from AISNSW must agree to certain conditions, including participation in the AISNSW Affordability and Choice Program. These requirements include:

- submitting a long-term financial sustainability plan to AISNSW for review prior to the end of 2021
- participating in the AISNSW governance and financial management surveys/research, and
- completing and submitting to AISNSW the School Governance Improvement Tool in 2022.

AISNSW will work with schools to ensure their long-term financial sustainability plans will allow them to successfully adjust to a lower funding level through the Affordability and Choice Program.

Eligible schools

AGDESE identified 27 schools eligible to be considered for regional transition assistance and provided the list of schools to AISNSW on 7 May 2020. AISNSW will distribute AISNSW CAF funds quarantined for regional transition assistance to these 27 schools by 2029.

Timeframes

AISNSW will distribute \$17,012,078 over the period 2022 to 2025 to the 27 eligible schools. Each school signed a contract with AISNSW in 2021, committing to specific accountability conditions. In return, the schools will receive a specific grant amount in 2022, 2023 and 2024, paid to the school in January of each year. In 2024, AISNSW intends review the allocation formula to ensure it is providing the fairest distribution of funds to the identified schools based on their need at that point. If necessary, AISNSW will

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make adjustments to the allocation formula before issuing each school a new contract for grants to be paid in 2025, 2026 and 2027.

Outcomes

Objectives/expected outcomes	Indicators of success
Identified schools supported in the transition to the new DMI funding arrangement, allowing them time to adjust their financial planning to sustain the lower funding level in the long term.	The 27 identified schools receive the allocated funds each year from 2022 to 2025.

Risk Management

Risk	How the risk will be managed
Schools are unable to confidently plan for their transition to the DMI funding model.	To receive Transition Assistance funding under Priority B, schools signed an Agreement with AISNSW requiring that they participate in the Affordability and Choice Program, which provides support for schools to adjust to the lower funding level.

Key stakeholders

Stakeholder & Interest/Impact	Engagement Strategy
The 27 schools identified in 2020 by AGDESE as those eligible to be considered for regional transition assistance.	<p>2020 (August)- AISNSW met with the 27 schools to seek their feedback on the proposed distribution methodology, including how the grant amounts would be determined and when grant payments would begin i.e. in 2022. Feedback from the Principals of these schools was that the methodology applied by AISNSW was fair and reasonable.</p> <p>2021 (March) – AISNSW wrote to each school, providing their notional allocation grant amounts for 2022, 2023 and 2024, outlining the requirements of accepting a grant and explaining the intention for AISNSW to review the allocation formula in 2024.</p> <p>2021 (September-October) – AISNSW signed contracts with each school for grants in 2022, 2023 and 2024.</p> <p>2021 (October-November) – AISNSW conducted a review of each school's long term financial sustainability plan</p> <p>2022 (January) – AISNSW will distribute 2022 grant amounts to schools.</p> <p>2023 (January) – AISNSW will distribute 2023 grant amounts to schools.</p>

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Stakeholder & Interest/Impact	Engagement Strategy
	<p>2023 (February) – Schools complete AISNSW’s annual financial accountability statement for 2022 grant expenditure.</p> <p>2024 (January) – AISNSW will distribute 2024 grant amounts to schools.</p> <p>2024 (February) – Schools complete AISNSW’s annual financial accountability statement for 2023 grant expenditure.</p> <p>2024 – AISNSW will undertake a review of distribution methodology for 2025, 2026 and 2027 allocation, and engage with existing schools.</p> <p>2025 (January) – AISNSW will distribute 2025 grant amounts to schools.</p> <p>2025 (February) – Schools complete AISNSW’s annual financial accountability statement for 2024 grant expenditure.</p>

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Activity/Initiative	National Adjustment Assistance Fund
Priority	B – Transition Assistance

Description

AISNSW will provide transition assistance grants directly to schools to support their transition to the DMI funding arrangement, easing their adjustment to a lower funding level. AGDESE identified 25 schools that would have met the criteria to have access to support through the former National Adjustment Assistance Fund (NAAF) and provided the list of schools to AISNSW on 7 May 2020. Of these 25 schools, three are also on the list of identified Regional Transition Assistance schools and will be supported under that category. AISNSW considered the financial need of the remaining 22 NAAF schools in comparison to all other independent schools and prioritised direct grant assistance to those with the greatest need.

AISNSW developed eligibility criteria and a grant distribution formula to best support schools in greatest need of financial assistance to manage their transition to the Direct Measure of Income (DMI) funding arrangements. AISNSW determined that nine NAAF schools met the eligibility criteria. AISNSW will provide seven of these nine schools with an annual grant from 2022-29 to help offset the immediate impact of DMI, allowing them time to adjust their financial planning to sustain the lower funding level in the long term. These grants aim to ensure that each school receives a total amount which is:

- equivalent to an effective 3% increase on the projected previous year’s actual Australian Government funding (under the DMI process) or \$30,000 (whichever is greater), AND
- no more in any year than the school would have received from the Australian Government had the funding model remained the same from 2021 onwards, AND
- no more than \$400,000 in any year.

The remaining two schools will receive Short Term Transition Assistance, i.e. fixed annual grant amounts, for three years. While AISNSW noted their need for some additional support for these schools, short term assistance was determined to be more appropriate to their circumstances. Grants will be provided to one school in 2022, 2023 and 2024, while the other school receives grants in 2020, 2021 and 2022.

AISNSW has a responsibility as an NGRB to ensure CAF funds are distributed with a view to ensuring schools are supported to shift sustainably to their new funding arrangements. With this in mind, eligible schools who receive a Transition Assistance Grant from AISNSW must agree to certain conditions, including participation in the AISNSW Affordability and Choice Program. These requirements include:

- submitting a long-term financial sustainability plan,
- participating in the AISNSW governance and financial management surveys/research, and
- completing and submitting to AISNSW the School Governance Improvement Tool in 2022.

AISNSW will work with schools to ensure their long-term financial sustainability plans will allow them to successfully adjust to a lower funding level. Schools in need of additional and or intensive support will be referred to the Affordability and Choice Program.

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Eligible schools

AISNSW applied a consistent methodology to all independent schools to determine those in greatest need of direct financial assistance. Of the 25 NAAF schools identified by AGDESE in May 2020, AISNSW will provide direct financial assistance (transition assistance grants) to 12; three under Regional Transition Assistance and nine under NAAF Transition Assistance.

The 13 NAAF schools not provided direct financial assistance (transition assistance grants) did not satisfy AISNSW eligibility criteria, either because they are not experiencing a great enough loss (compared to other schools) and/or because their private income ensures their capacity to accommodate a reduction without additional support (many charge an annual average fee of more than \$25k per student, and some more than \$30k or \$40k per student). Should any of these schools seek financial assistance from AISNSW and they are able to demonstrate sufficient need, funds will be made available.

Timeframes

AISNSW will distribute grants to identified schools from 2022 to the 12 eligible NAAF schools (including three receiving support under Regional Transition Assistance). Each school signed a contract with AISNSW in either 2020 or 2021, committing to specific accountability conditions. In return, the schools will receive a specific grant amount in 2022, 2023 and 2024, paid to the school in January of each year. In 2024, AISNSW intends to review the allocation formula to ensure it is providing the fairest distribution of funds to the identified schools based on their need at that point. If necessary, AISNSW will make adjustments to the allocation formula before issuing each eligible school a new contract for grants to be paid in 2025, 2026 and 2027.

Outcomes

Objectives/ expected outcomes	Indicators of success
Identified schools supported in the transition to the new DMI funding arrangement, allowing them time to adjust their financial planning to sustain the lower funding level in the long term.	The identified schools receive the allocated funds each relevant year during the period 2022 to 2025.

Risk Management

Risk	How the risk will be managed
Schools are unable to confidently plan for their transition to the DMI funding model.	To receive Transition Assistance funding under Priority B, schools signed an Agreement with AISNSW requiring that they participate in the Affordability and Choice Program, which provides support for schools to adjust to the lower funding level.

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Key stakeholders

Stakeholder & Interest/Impact	Engagement Strategy
<p>Schools in need of transition assistance support that would also have met the criteria to have access to support through the former National Adjustment Assistance Fund.</p>	<p>2020 – AISNSW met with representatives of a range of schools to seek their feedback on the proposed distribution methodology, including how the grant amounts would be determined and when grant payments would begin. Feedback from school Principals was that the methodology applied by AISNSW was fair and reasonable.</p> <p>2021 (March) – AISNSW wrote to each identified school, providing their notional allocation grant amounts, outlining the requirements of accepting a grant and explaining the intention for AISNSW to review the allocation formula in 2024.</p> <p>2021 (September-October) – AISNSW signed contracts with each school for grants in 2022, 2023 and 2024.</p> <p>2021 (October-November) – AISNSW conducted a review of each school’s long term financial sustainability plan.</p> <p>2022 (January) – AISNSW will distribute 2022 grant amounts to schools.</p> <p>2023 (January) – AISNSW will distribute 2023 grant amounts to schools.</p> <p>2023 (February) – Schools complete AISNSW’s annual financial accountability statement for 2022 grant expenditure.</p> <p>2024 (January) – AISNSW will distribute 2024 grant amounts to schools.</p> <p>2024 (February) – Schools complete AISNSW’s annual financial accountability statement for 2023 grant expenditure.</p> <p>2024 – AISNSW will undertake a review of distribution methodology for 2025, 2026 and 2027 allocation, and engage with existing and potential schools.</p> <p>2025 (January) – AISNSW will distribute 2025 grant amounts to schools.</p> <p>2025 (February) – Schools complete AISNSW’s annual financial accountability statement for 2024 grant expenditure.</p>

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Activity/Initiative	Additional Transition Assistance Grants
Priority	B – Transition Assistance

Description

AISNSW will provide transition assistance grants directly to schools to support their transition to the DMI funding arrangement, easing their adjustment to a lower funding level.

AISNSW developed eligibility criteria and a grant distribution formula to best support schools in greatest need of financial assistance to manage their transition to the Direct Measure of Income (DMI) funding arrangements. AISNSW determined that 23 schools met the eligibility criteria (nine of them NAAF schools).

AISNSW will provide identified schools with an annual grant from 2022 to help offset the immediate impact of DMI, allowing them time to adjust their financial planning to sustain the lower funding level in the long term. These grants aim to ensure that each school receives a total amount which is:

- equivalent to an effective 3% increase on the projected previous year’s actual Australian Government funding (under the DMI process) or \$30,000 (whichever is greater), AND
- no more in any year than the school would have received from the Australian Government had the funding model remained the same from 2021 onwards, AND
- no more than \$400,000 in any year.

AISNSW has a responsibility as an NGRB to ensure CAF funds are distributed with a view to ensuring schools are supported to shift sustainably to their new funding arrangements. With this in mind, eligible schools who receive a Transition Assistance Grant from AISNSW must agree to certain conditions, including participation in the AISNSW Affordability and Choice Program. These requirements include:

- submitting a long-term financial sustainability plan to AISNSW for review prior to the end of 2021
- participating in the AISNSW governance and financial management surveys/research, and
- completing and submitting to AISNSW the School Governance Improvement Tool in 2022.

AISNSW will work with schools to ensure their long-term financial sustainability plans will allow them to successfully adjust to a lower funding level through the Affordability and Choice Program.

Eligible schools

AISNSW applied a consistent methodology to all independent schools to determine those in greatest need of direct financial assistance. AISNSW determined that 23 schools meet the eligibility criteria (including nine NAAF schools).

Timeframes

AISNSW will distribute annual grants to identified schools from 2022. Each school signed a contract with AISNSW in 2021, committing to specific accountability conditions. In return, the schools will receive a specific grant amount in 2022, 2023 and 2024, paid to the school in January of each year. In 2024, AISNSW intends review the allocation formula to ensure it is providing the fairest distribution of funds to the identified schools based on their need at that point. If necessary, AISNSW will make adjustments to

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the allocation formula before issuing each eligible school a new contract for grants to be paid in 2025, 2026 and 2027.

Outcomes

Objectives/expected outcomes	Indicators of success
Identified schools are supported in the transition to the new DMI funding arrangement, allowing them time to adjust their financial planning to sustain the lower funding level in the long term.	The identified schools receive the allocated funds each relevant year during the period 2022 to 2025.

Risk Management

Risk	How the risk will be managed
Schools are unable to confidently plan for their transition to the DMI funding model.	To receive Transition Assistance funding under Priority B, schools signed an Agreement with AISNSW requiring that they participate in the Affordability and Choice Program, which provides support for schools to adjust to the lower funding level.

Key stakeholders

Stakeholder & Interest/Impact	Engagement Strategy
14 schools identified by AISNSW as eligible to receive Additional Transition Assistance grants.	<p>2020 – AISNSW met with representatives of a range of schools to seek their feedback on the proposed distribution methodology, including how the grant amounts would be determined and when grant payments would begin. Feedback from school Principals was that the methodology applied by AISNSW was fair and reasonable.</p> <p>2021 (March) – AISNSW wrote to each school, providing their notional allocation grant amounts for 2022, 2023 and 2024, outlining the requirements of accepting a grant and explaining the intention for AISNSW to review the allocation formula in 2024.</p> <p>2021 (September-October) – AISNSW signed contracts with each school for grants in 2022, 2023 and 2024.</p> <p>2021 (October-November) – AISNSW conducted a review of each school’s long term financial sustainability plan</p> <p>2022 (January) – AISNSW will distribute 2022 grant amounts to schools.</p> <p>2023 (January) – AISNSW will distribute 2023 grant amounts to schools.</p>

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Stakeholder & Interest/Impact	Engagement Strategy
	<p>2023 (February) – Schools complete AISNSW’s annual financial accountability statement for 2022 grant expenditure.</p> <p>2024 (January) – AISNSW will distribute 2024 grant amounts to schools.</p> <p>2024 (February) – Schools complete AISNSW’s annual financial accountability statement for 2023 grant expenditure.</p> <p>2024 – AISNSW will undertake a review of distribution methodology for 2025, 2026 and 2027 allocation, and engage with existing and potential schools.</p> <p>2025 (January) – AISNSW will distribute 2025 grant amounts to schools.</p> <p>2025 (February) – Schools complete AISNSW’s annual financial accountability statement for 2024 grant expenditure.</p>

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The Association of Independent Schools of New South Wales (AISNSW)

Activity/Initiative	Special Circumstances
Priority	C – Special Circumstances Funding

Description

The disbursement of Special Circumstances Funding is dependent on the specific context and situation of each school. AISNSW will distribute grants from Special Circumstances Funding directly to schools that require short term emergency assistance when unexpected circumstances cause severe and temporary financial difficulty to the school or in response to other priority areas or natural disasters.

In order to receive special circumstance funding, schools must submit an application and provide evidence that their school is in need of assistance.

Eligible schools

In the event a school applies for short-term emergency assistance, AISNSW will assess the application in accordance with the criteria set out in Section 9I of the CAF Guidelines.

AISNSW will also use the Special Circumstances Funding to establish specific grant programs to respond to priority areas or natural disasters. Such programs may also address unexpected and urgent impact of events such as the COVID-19 pandemic.

Timeframes

Schools in need of Special Circumstances Funding will be provided with financial assistance as needed. As circumstances require, special grant programs will be established and criteria communicated to eligible schools so they may apply.

Outcomes

Objectives/expected outcomes	Indicators of success
Eligible schools in need of short-term emergency grants due to unexpected circumstances receive financial assistance to address the immediate need.	Grants are distributed directly to schools that satisfy the criteria.

Risk Management

Risk	How the risk will be managed
Schools fail to expend the grant funds provided or expend funds for purposes that do not address the need it was provided for.	Before grant funds are provided to eligible schools, they must sign a contract with AISNSW that binds them to expend the funds within a specified timeframe and puts conditions on what the funds may be expended on. In January each year, any school that receives grant funds is required to complete a financial accountability statement to

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Risk	How the risk will be managed
	confirm that any grant funds provided to the school in the previous year have been expended and used for the purposes it was provided.

Key stakeholders

Stakeholder & Interest/Impact	Engagement Strategy
Eligible schools in need of short-term emergency grants due to unexpected circumstances	Schools in need of Special Circumstances Funding will be provided with assistance as needed. As circumstances require, special grant programs will be established, and criteria communicated to eligible schools so they may apply.

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The Association of Independent Schools of New South Wales (AISNSW)

Activity/Initiative	The Waratah Project and Wingara Project
Priority	D – Strengthening outcomes for schools and educationally disadvantaged schools and students

Wingara Project Description

AISNSW will support NSW independent schools elevate the engagement and academic achievement of Aboriginal and Torres Strait Islander students and improve retention in education. This support will develop the capacity of school staff to enable cultural responsiveness at a whole school level, authentically engaging parents and communities in students' education. This proven model of responsive, proactive and customised professional learning and advice includes:

- Delivery of tailored professional learning, designed to extend teachers' understanding of the Aboriginal and Torres Strait Islander cross-curriculum priority in all KLAs K-12 and to strengthen the cultural responsiveness of the NSW independent schools and broader teacher workforce.
- In partnership with Western Sydney University, deliver a NSW independent schools Aboriginal and Torres Strait Islander Student Leadership Event to provide Year 8-11 Aboriginal and Torres Strait Islander students from across the state with opportunities to engage with cultural workshops, leadership capability building and post-school planning.
- Delivery of online learning webinars designed to promote best practice strategies for supporting Aboriginal and Torres Strait Islander students and their families in the boarding school context.

Eligible schools

All AISNSW NGRB represented schools are eligible for participation.

Waratah Project Description

The Waratah Project supports participating schools develop and implement strategies to improve the literacy, numeracy and other academic outcomes of their Aboriginal and Torres Strait Islander students, including initiatives to support student wellbeing and strengthen relationships with the families and communities of Aboriginal and Torres Strait Islander students. The project's goals are underpinned by priorities of the National Aboriginal and Torres Strait Islander Education Strategy 2015 and align with the national priority of the Choice and Affordability Fund to strengthen outcomes for educationally disadvantaged schools and students.

The design and implementation of The Waratah Project is informed by external evaluation findings and recommendations by the Jumbunna Institute at the University of Technology Sydney (Jumbunna) of the pilot project and the external evaluation currently being undertaken by Murawin, an Indigenous evaluation and social impact organisation.

The project is underpinned by the Waratah Outcomes Framework, co-designed by participating schools, AISNSW and the Jumbunna Institute, which identifies four key focus areas for participating schools:

- 1) Student outcomes: Aboriginal and Torres Strait Islander students have improved educational, sociocultural and wellbeing outcomes.

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- 2) Relationship outcomes: Relationships between key stakeholders (in schools and the wider community) have become stronger and more culturally informed.
- 3) Staff outcomes: School leadership and staff are engaged, supportive and culturally competent towards Aboriginal and Torres Strait Islander students.
- 4) School outcomes: Indigenous cultures and perspectives are acknowledged, valued, and integrated into curriculum and school life.

Using a proven hub and spoke model, six networks of five schools will operate in 2022, each with a designated hub school in the lead. These networks will allow participants to learn from and with each other, leveraging opportunities for professional learning and collaboration. This proven, scalable approach will create a community of practice and a critical mass of effective and innovative practice to support Aboriginal and Torres Strait Islander students within the NSW independent school sector. We aim to grow the project by bringing on an additional five schools each year of the workplan.

Centralised expenditure will be used to provide tailored professional learning, advice, and support, as well as project management and capacity to support implementation. Murawin will be contracted as a partner to provide external evaluation services as well as project monitoring and reporting support.

Distributed funding will be provided, through individual agreements with each participating school, to implement tailored strategies and initiatives appropriate to the needs of each school community in line with project aims.

Eligible schools

All AISNSW NGRB represented schools with a significant number (according to ABS data) of enrolled Aboriginal and Torres Strait Islander students are eligible for participation. AISNSW will meet with leadership staff at prospective schools to discuss the time and resource commitment required as part of the selection process. Factors considered for school selection will include demonstrated need (including the proportion of Aboriginal and Torres Strait Islander students enrolled in the school, as well as their enrolment type i.e. day or boarding students), and the school's readiness to commit to the project.

In addition to the schools eligible under the Choice and Affordability Fund, the 2020-21 cohort of 25 includes three schools for which AISNSW is not the designated NGRB. They include one NSW government high school, an independent school in the ACT and an independent school in NSW represented by the Catholic Schools NSW NGRB (funded by AISNSW and a co-contribution from the school). AISNSW contributes up to \$120,000 each year to fully fund the participation of these schools.

Timeframes

Six networks of five schools will operate in 2022, each with a designated hub school in the lead. AISNSW aims to grow the project over 2022-25 by including an additional five schools each year.

	Number of continuing schools*	Number new schools	Total number of participating schools*
2022	22	5	27
2023	27	5	32
2023	32	5	37
2024	37	5	42

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* Figures do not include NSW government high school, an independent school in the ACT and an independent school in NSW represented by the Catholic Schools NSW NGRB.

In 2025, AISNSW will hold a Waratah Project Symposium, where participating schools will share their learnings with the wider education sector.

The external evaluation work will commence in 2022, with the collection of baseline data. Our external evaluation partner will produce a progress report in 2023, then produce the final evaluation report for 2025.

Outcomes

Waratah Project	
Objectives/expected outcomes	Indicators of success
Schools will be better equipped to authentically engage parents and community in Aboriginal and Torres Strait Islander students' education; with school leaders able to implement effective strategies to enable cultural responsiveness at a whole school level, and school staff able to lead the development and implementation of Personal Learning Processes to meet Aboriginal and Torres Strait Islander students' educational and wellbeing outcomes.	<ul style="list-style-type: none"> • By 2025, at least 42 schools participate in The Waratah Project using a culturally responsive school improvement outcomes framework co-designed by participating schools, and the Jumbunna Institute as a basis for engagement. • 100% of participating schools will engage in and contribute to hub and spoke activities, including collecting baseline data, tracking progress towards identified priorities and identified professional learning. <p>100% of participating schools will engage in required monitoring and evaluation activities.</p>
In participating schools, there will be an increase in student academic and other outcomes, and school staff will have increased capacity to use a range of methods and data sources to demonstrate students' progress towards academic and other outcomes. Teachers will demonstrate a greater awareness of culturally inclusive approaches to inform the development of quality learning for and engagement of Aboriginal and Torres Strait Islander students through evidence-based pedagogy.	<ul style="list-style-type: none"> • Final external evaluation report will show at least 85% of participating schools reported that for their Aboriginal and Torres Strait Islander students, participating in the project led to: <ul style="list-style-type: none"> ✓ improved academic outcomes ✓ increased aspiration and expectations for further education and future employment ✓ strengthened connection to and pride in indigenous culture and heritage ✓ positive and successful transitions into the school environment

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Waratah Project

Objectives/expected outcomes

Schools outside of the project will benefit from the learning about what works and why for Aboriginal and Torres Strait Islander students in different school contexts.

Indicators of success

- The Waratah Project evaluation findings will be shared with other schools, including through the *Waratah Project Symposium* in 2025.
 - ✓ Each year, Waratah resources will be updated and available to all schools through a dedicated webpage.
- In 2025, at least 60 schools will attend the Waratah Project Symposium where Waratah schools will present to the wider education sector on how their involvement in the project improved outcomes for Aboriginal and Torres Strait Islander students.

Wingara Project

Objectives/expected outcomes

- Strengthened post school aspirations for Aboriginal and Torres Strait Islander students.
- School leaders will implement effective strategies to enable cultural responsiveness at a whole school level.
- Teachers will demonstrate a greater awareness of culturally inclusive approaches to inform the development of quality learning for and engagement of Aboriginal and Torres Strait Islander students through evidence-based pedagogy.
- Teachers better understand the Aboriginal and Torres Strait Islander cross-curriculum priority in all KLAs K-12.
- School staff will be better equipped to authentically engage parents and community in Aboriginal and Torres Strait Islander students' education, particularly for boarding schools.

Indicators of success

- The project will deliver the following measures of success over 2024 to 2025:
- At least 150 Aboriginal and Torres Strait Islander students in Years 8-11 engage with an Aboriginal and Torres Strait Islander Student Leadership Event, delivered by AISNSW in partnership with Western Sydney University.
- At least 400 school staff engage in AISNSW Aboriginal and Torres Strait Islander education professional learning. Evaluations will show that:
 - 85% of participants report an increased understanding of how best to support Aboriginal and Torres Strait Islander students through evidence-based practice.
 - at least 75% of participants report an increased understanding of the Aboriginal and Torres Strait Islander cross-curriculum priority in KLAs K-12.
 - at least 75% of participants report understanding that improving cultural responsiveness at a whole school level is likely to improve the rates of Year 12 completion among Aboriginal and Torres Strait Islander students, through improved student engagement and academic achievement and increased retention.
- Aboriginal Boarding School Network will meet X times with participants from X schools.

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Risk Management

Risk	How the risk will be managed
In person delivery prevented due to impacts of natural disaster, pandemic or like event.	If required, in person delivery will be transitioned to alternative modes, such as online.
A hub school/s is no longer able to participate.	Hub and spoke model is designed to build capacity in all participating schools. Replacement hub could be identified and supported in the role.
Waratah Project external evaluation partner fails to deliver.	Contractual agreement in place for the life of the workplan setting out agreed deliverables and expectations.

Key stakeholders

Stakeholder & Interest/Impact	Engagement Strategy
Participating schools: access to The Waratah Project.	Participating schools enter a contact with AISNSW that sets out their obligations for participation and the support provided by AISNSW. AISNSW plans regular touchpoints with individual schools as well as whole network meetings at least each term.
Participating schools: access to The Wingara Project.	Professional learning opportunities are advertised on the AISNSW website and distributed to schools via direct email and social media. Information about the Wingara Project offerings is shared with schools via direct email and through established consultative mechanisms, including AISNSW Advisory Council, Regional Advisory Council and Independent Schools Consultative Committee.
External evaluator (Murawin), a culturally competent external evaluation partner ensures appropriate and sensitive interaction with school stakeholders for Waratah Project.	Contract in place setting out agreed terms of engagement, key milestones and deliverables. AISNSW has regular meetings with Murawin to ensure consistency of approach to the evaluation and provide momentum; this will be important to be able to evolve the project based on evidence-based learnings.

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Activity/Initiative	Strengthening School Outcomes
Priority	D – Strengthening outcomes for schools and educationally disadvantaged schools and students

Description

Strengthening School Outcomes is a long-term quality improvement initiative aimed at improving school outcomes, which aligns to Priority D of the Choice and Affordability Fund. AISNSW will work with individual participating schools for a 2-3 year period, supporting school leaders to develop and deliver on strategic improvement goals that will strengthen outcomes for the school in specific priority areas, such as student learning. AISNSW will provide tailored support to each participating school to review the quality of school and educational outcomes and develop practical implementation plans to realise their strategic improvement goals. Implementation planning includes collecting baseline data, breaking down goals into achievable tasks, allocating sufficient school resources, assigning personal responsibility to individuals and setting deadlines for monitoring, review and evaluation.

Schools will be supported to undertake continuous assessment processes throughout their improvement journey using various, context-appropriate mechanisms. As part of the assessment process, schools can also elect to access the **Perspectives – Your School in Focus (Perspectives)** suite of surveys and/or the **Designing for Deep Learning** self-assessment learning design rubrics and progressions where these align with the needs of the school.

Through *Perspectives*, schools are supported to collect, analyse, interpret, and use data from their schools to develop initial and subsequent improvement goals, and/or use data to evaluate the effectiveness of their implementation plan/s. *Perspectives* allows schools to undertake large school data collections across five domains that are known to impact school and student outcomes:

- School Environment
- Teaching and Learning
- Student Wellbeing
- Leadership
- Community

Schools seeking access to *Perspectives* will be eligible to access a partial subsidy upon their successful completion of the initiative. The level of subsidy will be confirmed for schools at the point of intake.

Schools seeking access to the licenced **Designing for Deep Learning** tools as part of their participation in **Strengthening School Outcomes** will pay a contribution of \$8,000 to cover the school's licensing fee.

Individual support for each school is enhanced by the provision of targeted professional learning and cohort network days (metropolitan and regional) where participating schools can share their learning and showcase their improvement stories. Beyond participating schools, the improvement stories will be shared with the broader education community by publishing selected case studies and sharing through professional learning events involving the wider education sector.

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Eligible schools

All AISNSW NGRB represented schools will be provided the opportunity to submit an expression of interest to participate in the Strengthening Outcomes initiative. Schools must provide their expression of interest in the year before their intended commencement. AISNSW will meet with leadership staff at prospective schools to discuss the time and resource commitment required as part of the selection process. Factors considered for school selection will include demonstrated need, the school’s readiness to commit to the program and the time of year the school wants to start.

Timeframes

Most participating schools will undertake a 2-3 year improvement journey, according to their specific needs and context. Schools have the flexibility to commence their improvement activities at a time in the calendar year that best suits their circumstances, though start time will be agreed in advance.

In 2022, AISNSW will initially support a small cohort of 40, and increase participation to 85 schools from 2023.

Outcomes

Objectives/expected outcomes	Indicators of success
<p>Participating teachers and leaders assess, plan, implement and evaluate priorities that strengthen outcomes for schools.</p>	<ul style="list-style-type: none"> • By 2025, at least 150 schools will have completed their engagement in <i>Strengthening School Outcomes</i>. • Evaluation of the initiative will show that by participating; <ul style="list-style-type: none"> ✓ At least 75% of schools report that leaders and teachers demonstrate greater clarity around determining strategic directions ✓ At least 75% of schools have an increased capability to determine improvement goals ✓ At least 75% of schools have an increased capability to prioritise and implement actions to achieve improvement goals ✓ At least 75% of schools identify a measurable improvement in school outcomes.
<p>Participating schools use a range of data more effectively to inform their decision-making</p>	<ul style="list-style-type: none"> • Each year, 100% of new participating schools undertake a baseline assessment of their school data to inform their identification of priority improvement areas. • Each year, at least 30 schools use <i>Perspectives</i> to collect, analyse and use data from their school to develop initial and subsequent improvement goals, and/or use data to evaluate the effectiveness of their implementation plan/s. • Evaluation of the initiative will show that by participating; <ul style="list-style-type: none"> ✓ at least 75% of schools have increased their ability to collect and interpret data to inform improvement goals.

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Objectives/expected outcomes	Indicators of success
	<ul style="list-style-type: none"> ✓ at least 75% of schools use data to identify areas for improvement and to monitor and evaluate impact.
Schools outside of the project will benefit from the learning by reading or hearing case studies that showcase how schools in different contexts can strengthen outcomes in specific areas, such as student learning.	<ul style="list-style-type: none"> • Strengthening School Outcomes case studies will be shared with other schools; <ul style="list-style-type: none"> ✓ Each year, through publication on the AISNSW website, ✓ In 2023 and 2025, a large professional learning event (conference/symposium) will be held where participating schools will present to the wider education sector about how their involvement in the project has strengthened outcomes for the school in specific areas, such as student learning. Leaders from at least 60 schools will attend each event.

Risk Management

Risk	How the risk will be managed
In person delivery prevented due to impacts of natural disaster, pandemic or like event.	If required, in person delivery will be transitioned to alternative modes, such as online.
School withdrawal from Strengthening School Outcomes .	To manage this risk from the outset, schools will be thoroughly informed at initial engagement regarding the level of commitment required. Prospective schools will need to demonstrate their willingness and capacity to commit to the engagement to be considered for selection. Subsidy payments for access to <i>Perspectives</i> will not be paid unless the school completes the initiative. This condition will be specified in contracts with participating schools.

Key stakeholders

Stakeholder & Interest/Impact	Engagement Strategy
Participating schools: access to Strengthening School Outcomes .	Schools will be notified of their participation in the initiative as early as is practical in the year before commencing the engagement.
External evaluator.	Contract in place setting out agreed terms of engagement, key milestones and deliverables.

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The Association of Independent Schools of New South Wales (AISNSW)

Activity/Initiative	Teaching School Hubs
Priority	D – Strengthening outcomes for schools and educationally disadvantaged schools and students

Description

The AISNSW Teaching School Hubs is a three-year pilot program that brings together independent schools, initial teacher education students (Trainees) and Affiliate Universities in a proven employment-based training structure. The project will strengthen outcomes for schools by providing opportunities for Trainees to regularly apply initial teacher education (ITE) learning in an authentic, immersive school environment while completing their formal qualifications and receiving relevant complementary learning through AISNSW. Trainees will be exposed to a range of school contexts, cultures, and philosophies across sectors – including regional areas and lower socio-economic status – to enhance their classroom readiness. There is proven reciprocal benefit to a school and existing staff as they support Trainees through mentorship across a full year and enhance their own knowledge and skills. The longer-term goal is to address the ongoing teacher shortage through establishment of an employment-based model to improve the attraction, training, induction, and retention of high-quality teachers.

Four Teaching School Hubs will be established during the pilot program – three commencing in 2023 and a fourth in 2024. One hub will be in south-west Sydney, another regionally on the North Coast of NSW and a third virtual hub will attract schools from geographically dispersed regions, including at least one school in regional NSW. In 2024 a new Hub will launch in the New England area and another in metropolitan Sydney..

Each Teaching School Hub will have four schools. Participating schools commit to employing a minimum of two Trainees in the first year and increasing by an additional two Trainees each subsequent year.

ITE students (Trainees) will apply to be part of the AISNSW Teaching School Hubs. Trainees will be employed by a participating school as part time Teaching Assistants – one day per week in their first year and two days per week in subsequent years. They may be Conditionally Accredited and employed in the final year of their degree. This employment with the school is in addition to the Professional Experience Placements which will take place in other schools and sectors.

A variety of models for the pilot are available to Hub schools:

- *Rotating model* where Trainees are employed in a different school within the Hub each year
- *Partially Rotating model* where a Trainee is employed in at least 2 schools within the Hub across their initial teacher education
- *One to One model* where the Trainee is employed in one school for the duration of their initial teacher education.

Schools must provide one trained Mentor Teacher per Trainee, who will model exemplar teaching, encourage deep reflection on teaching practice and guide the Trainee in the application of ITE theory. AISNSW will provide professional learning for both Mentor Teachers and Trainees to complement the ITE course.

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The Teaching School Hubs will be supported through a co-contribution model with funding from AISNSW and participating schools. Funding is provided to schools to supplement staffing costs, teacher release, professional learning and access to a mentoring and learning platform.

There will be an annual Teaching School Hubs professional learning session where participating schools will present to the wider education sector about:

- Mentoring
- Balance of ITE theory and practical experience
- Wellbeing—g - Trainees and Mentors
- Metropolitan and regional experiences.

Eligible schools

All AISNSW NGRB represented schools will be eligible for participation. The Hubs will be designed to provide opportunities for a wide range of schools, contexts and locations to access the pilot. Schools that are in the relevant geographic hubs will be approached to obtain expressions of interest.

In 2023, a minimum of eight schools across the diverse geographic hubs will participate in the pilot program: four in metropolitan south-west Sydney and four on the regional North Coast.

The pilot will also explore the feasibility of scaling the Teaching Hubs model for national delivery through the online/ virtual Hub. This third online/virtual hub is currently being developed to commence in 2023 and will likely support at least one school from regional NSW. Choice and Affordability funding will only be used to support AISNSW NGRB eligible schools.

Four additional schools will commence in a fourth Hub in 2024.

Timeframes

Term Four 2022 will be dedicated to establishing the Hubs, identifying Hub Schools, the selection of Trainees and Mentor Teachers, providing the Mentors with relevant training and professional learning, and developing the professional learning resources for Trainees.

Three hubs will be operational from 2023, involving a minimum of eight NSW schools and a minimum of 2 Trainees per school. In 2024, the second group of Trainees will be identified in collaboration with Affiliate Universities and Hub Schools. Most schools will have four Trainees, while some small schools will have fewer due to their capacity to host or because they are new to the program. At the end of 2024, some of the first graduate positions will be offered by schools to Trainees. At the end of 2023 two new Hubs will be offered to begin in 2024.

Hub Location	2022	2023	2024	2025
Hub One: South-West Metropolitan Sydney	Establishment year. Identification of schools and first Trainee cohort.	4 Schools 8 Trainees	4 Schools 14 Trainees	4 Schools 22 Trainees

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Hub Two: Regional NSW North Coast	Establishment year. Identification of schools and first Trainee cohort.	4 Schools 8 Trainees	4 Schools 22 Trainees	4 Schools 26 Trainees
Hub Three: Virtual/Online	Establishment year. Identification of schools and first Trainee cohort.	TBC	1 school 2 Trainees	1 school 2 Trainees
Hub Four: New England	Establishment year. Identification of schools and first Trainee cohort.	Establishment year. Identification of schools and first Trainee cohort.	3 Schools 6 Trainees	4 Schools 14 Trainees
Hub Five: Metropolitan Sydney	Establishment year. Identification of schools and first Trainee cohort.	Establishment year. Identification of schools and first Trainee cohort.	3 Schools 4 Trainees	3 Schools 8 Trainees

Outcomes

Objectives/expected outcomes	Indicators of success
<p>Enable independent schools and higher education institutes to provide experiences for initial teacher education students that increase confidence and ensure classroom ready teachers.</p>	<ul style="list-style-type: none"> • Evaluation of the initiative will show that by participating: <ul style="list-style-type: none"> ✓ At least 80% of Mentor Teachers report increased confidence in the Trainee’s readiness to teach based on the Australian Professional Standards for Teachers Graduate Standard. ✓ At least 80% of Trainees report increased confidence in their readiness to teach based on the Australian Professional Standards for Teachers Graduate Standard. ✓ At least 80% of Trainees indicate being in a participating hub school provides hands-on and complementary learning to extend their ITE theory. • By 2025, AISNSW Teaching School receives more than 100 applications from new Trainees in the Hub model. • 100% of Trainees successfully graduate from their ITE course.

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Objectives/expected outcomes	Indicators of success
To support high quality and diverse candidates completing teacher education and gaining employment in the independent sector.	<ul style="list-style-type: none"> • Each year, participating schools retain a minimum of two Trainees per cohort. • At the end of 2025, there will be 50 Trainees engaging in the AISNSW Teaching School Hubs. • At least 30% of participating schools will be in regional NSW. • On graduation, a minimum of 90% of Trainees indicate that they will stay in the teaching profession for more than 5 years. • At least 80% of Trainees are extended job offers by at least one participating school. • At least 80% of participating schools have greater confidence in meeting future staffing challenges.
Schools and Higher Education Institutes external to the project will benefit from learning about the AISNSW Teaching School Hubs and employment models to support alternative pathways through initial teacher education.	<ul style="list-style-type: none"> • Each year a professional learning event will be held where participating schools will present to the wider education sector about: <ul style="list-style-type: none"> ✓ Mentoring ✓ Balance of ITE theory and practical experience ✓ Wellbeing—g - Trainees and Mentors ✓ Metropolitan and regional experiences. • Leaders, teachers and Trainees from at least 20 schools will attend each event. • Academics from at least 6 Higher Education Institutes will attend each event.

Risk Management

Risk	How the risk will be managed
A school/s is no longer able to participate.	A shortlist of additional schools in each hub/region will be identified. A replacement school will be identified and supported through the program.
Trainees cease ITE course, transfer to a non-participating ITE provider or cease their participation in the AISNSW Teaching School Hubs.	Schools will be supported with a rigorous initial selection process for Trainees, including a shortlist of additional Trainees. Should a Trainee no longer be eligible for participation in the program, an alternate Trainee will be offered participation in the program.
The employment of a Trainee at a participating school ceases.	Schools will be supported with a rigorous initial selection process for Trainees to ensure appropriate match, including a shortlist of additional Trainees. An alternate Trainee will be

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Risk	How the risk will be managed
<i>Note: Participating schools will retain the right to make employment decisions, including ceasing the employment of unsuitable Trainees. Equally, Trainees will be able to cease employment if the relationship is not suitable.</i>	offered participation, identified through the initial shortlist or engagement with the Affiliate University.
Face-to-face delivery prevented due to impacts of natural disaster, pandemic or like event.	If required, face-to-face delivery will transition to alternative modes, such as online.

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Key stakeholders

Stakeholder & Interest/Impact	Engagement Strategy
Participating schools understand the requirements of involvement in the pilot and are supported to support their Trainees	Participating schools enter a contract with AISNSW that sets out their obligations for participation and the support provided by AISNSW. AISNSW plans regular touchpoints with individual schools as well as whole Hub.
Trainees understand the requirements of involvement in the pilot and are supported to develop their teaching practice	Participating Trainees enter an employment contract with a Hub school/s that sets out their employment conditions, participation requirements of the pilot program and the support provided to them. Participating schools will allocate a Mentor Teacher for each Trainee to support their development.
Affiliate Universities understand the requirements of involvement in the pilot	Participating universities enter a contract with AISNSW that sets out the obligations of the university, their Trainees, participating schools and AISNSW.

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Activity/Initiative	Behaviour Support & Student Engagement
Priority	E – Student wellbeing and support

Description

Problematic and challenging behaviour, if not resolved early, can escalate and result in risk of harm to the student initiating the behaviour and other students and/or staff, and often reduces student engagement in education. Based on the widespread evidence that safe, supportive and respectful learning environments for students and teachers are best realised by addressing the individual, classroom and whole school levels, this project will focus on each tier to support schools deliver positive behaviour support to improve student engagement and academic outcomes. The **Framework of Behaviour Support and Student Engagement (the Framework)** is designed to provide flexibility for schools to engage with the tiers 37 support to best meet individual needs and context.

The outcomes of the whole school initiative will be used to inform refinements to the implementation of the individual student and classroom support service offerings available to all NSW independent schools.

Available to all NSW independent schools to build a critical mass of effective practice within the sector:

1. Individual student support:

Evidence based professional learning developed by AISNSW will build confidence and capability among leaders, teachers and specialist staff to respond to challenging student behaviour. Each year, NGRB represented schools will be provided with a student behaviour toolkit, which will include resources such as individual student assessment and checklists. Schools will be supported to implement the toolkit resources by participating in an information session to explain and unpack the tools and have the chance to ask questions about how they can be used in different school contexts.

Individual student support also includes access to AISNSW specialist staff with expertise in supporting school staff work with students and families experiencing school attendance problems' (SAPs), including school refusal. From 2023, these specialist staff include more qualified psychologists and social workers, as well as expert teachers to address increasing demand for this support to schools.

2. Classroom management training:

AISNSW will actively provide schools with specialist professional learning on classroom management so teachers feel enabled and confident preventing the escalation of problem behaviours. Support materials including classroom checklists and fact sheets used to deliver the training and support teacher's implementation will be available via dedicated webpage for ongoing use by schools.

Intensive support program over three years to build capacity within individual schools:

3. School-wide Positive Behaviour Interventions and Support:

AISNSW will work with individual schools to implement Positive Behaviour Interventions and Support (PBIS), a proactive school-wide approach that seeks to establish a positive learning culture where appropriate behaviour supports ensure that the school becomes an affirmative

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learning environment for all students. Each participating PBIS school will commit to three years, with intensive involvement from school leadership.

Over the three years, schools will develop a universal approach to positive behaviour, including revising relevant school policies, procedures and practices based on positive behaviour support principles. A team of staff in each school will engage in team training that includes the fundamental principles and essential components for school leaders to commit to the implementation of a positive approach to student behavioural and social development and sustain the changes long term. Schools will be trained on targeted supports to build teacher skills in classroom management and trained to address individual student support who may require more specialised and intensive interventions.

AISNSW will provide specialised training and networking opportunities to enhance the impact of PBIS strategies and allow participating schools to share their learning with other schools by presenting case studies.

Eligible schools

All AISNSW NGRB represented schools are eligible to access the activities under individual student support and classroom management. AISNSW will particularly target early career teachers to increase confidence and mastery of classroom management.

All represented schools will be provided the opportunity to submit an expression of interest to participate in PBIS. AISNSW will meet with leadership staff at prospective schools to discuss the time and resource commitment required as part of the selection process. Factors considered for school selection will include demonstrated need and the school's readiness to commit to the initiative.

Timeframes

Each year of the workplan

- Student behaviour information toolkit and implementation support: Promoted and available to all NSW independent schools. Toolkit resources may be updated and added to over time. Each year the toolkit will be revised and re-released and promoted, with implementation support available.
- Online professional learning modules on managing challenging behaviours: Available to all NSW independent schools.
- Classroom Management training: Available to all NSW independent schools.

By year

- School-wide Positive Behaviour Interventions and Support: 3 year engagement for each school. Each Cohort will include five schools:

	2022	2023	2024	2025
Cohort 1 (Schools 1-5)	Continuing second year of program	Completing third and final year of program		

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Cohort 2 (Schools 6-10)	Commences first year of program	Continuing second year of program	Completing third and final year of program	
Cohort 3 (Schools 11-15)		Commences first year of program	Continuing second year of program	Completing third and final year of program

Outcomes

Objectives/expected outcomes	Indicators of success
<p>NSW independent schools' staff can develop and implement effective behaviour support planning (including collaboration with families, and engaging with specialists), by using evidence-based resources developed by AISNSW.</p>	<ul style="list-style-type: none"> • Each year, all schools represented by AISNSW as their NGRB will receive an evidence-based toolkit developed by AISNSW. • Each year, at least 80 schools receive additional support to implement the toolkit resources and provide information about its use and efficacy in their context: <ul style="list-style-type: none"> ✓ At least 80% of schools will report that they used some or all of the toolkit resources in their school ✓ At least 80% of schools that used the toolkit reported that it improved teacher understanding of implementing effective behaviour support. ✓ At least 80% of schools that used the toolkit reported that it improved teacher confidence and capacity to implement effective behaviour support. • By 2025, at least 1500 school staff will complete AISNSW developed online professional learning modules on managing challenging behaviours.
<p>Teachers in NSW Independent Schools are better able to manage challenging behaviours in the classroom, using evidence-based strategies.</p>	<ul style="list-style-type: none"> • By 2025, at least 1000 school staff will participate in live classroom management training delivered by AISNSW. • Participants of classroom management training will be asked to provide feedback about the impact of the training on their practice. <ul style="list-style-type: none"> ✓ At least 80% of responding teachers report that participating in AISNSW classroom management improved their knowledge about a range of effective classroom management techniques and how and when to implement them. ✓ At least 80% of responding teachers report that participating in AISNSW classroom management improved their confidence to be able to identify, select and use the most appropriate classroom management techniques based on the context. ✓ At least 80% of responding teachers report that participating in AISNSW classroom management will help them to be able to

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Objectives/expected outcomes	Indicators of success
	<p>better manage challenging behaviour in the classroom and improve student engagement.</p>
<p>School leaders, teachers and specialist staff feel enabled and confident in establishing a positive learning culture where appropriate behaviour supports ensure that the school becomes an affirmative learning environment for all students, by participating in PBIS and undertaking AISNSW professional learning.</p>	<ul style="list-style-type: none"> • By 2025, 15 schools will have successfully completed three years of PBIS. • Each year, participating PBIS schools will engage in eight tailored coaching sessions and three professional learning sessions focused on essential components of PBIS. • On entry and conclusion of the program, participating PBIS schools will complete self-assessment surveys (SAS) across four areas: School wide, Non classroom, Classroom and Individual Student and a Tiered Fidelity Inventory (TFI): <ul style="list-style-type: none"> ✓ Results from SAS will show that at least 75% of staff from participating schools report improvements in the status of implementation of positive behaviour practices. ✓ Results from the TFI will show that at least 70% of the core components of PBIS are being fully implemented, relative to the stage of each school’s implementation status, effectively and embedded. • At the end of each year, all schools participating in PBIS will complete a feedback tool to inform AISNSW of the efficacy of the program and the impact on student behaviour and staff knowledge and practice: <ul style="list-style-type: none"> ✓ All participating schools report that they have implemented the essential PBIS components focusing on proactive and preventative approaches to supporting student behaviour and social emotional development based on three tiers of support, such as: <ul style="list-style-type: none"> ➤ developing school wide expectations and definitions of behaviour ➤ developing a continuum for responding to behaviour ➤ developing and implementing new strategies to engage students more effectively ➤ creating classroom environments that promote positive student behaviour. ✓ At least 80% of schools report that participation in PBIS had led to implementation of positive changes in the school’s approach to student behaviour management. ✓ At least 80% of schools report that participation in PBIS improved teacher understanding of whole school approaches to behaviour support.

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Objectives/expected outcomes	Indicators of success
	<ul style="list-style-type: none"> ✓ At least 80% of schools report that participation in PBIS improved teacher confidence and their capacity to support student behaviour engagement ✓ At least 80% of schools report improved outcomes for students in relation to matters of behaviour and engagement.
School leaders, teachers and specialist staff are supported to work with students and families experiencing school attendance problems' (SAPs), including school refusal, and to help students reengage with education.	<ul style="list-style-type: none"> • Between 2023 and 2025, at least 100 school staff will receive individualised support from AISNSW specialist staff to work with students and families experiencing SAPs, including school refusal.

Risk Management

Risk	How the risk will be managed
In person delivery prevented due to impacts of natural disaster, pandemic or like event	If required, in person delivery will be transitioned to alternative modes, such as online. Further, recordings of presentations will be made available via the dedicated webpages. Support materials will also be accessible online for implementation via remote modes.
Staff turnover (schools)	To sustain the impact of the support provided, schools will continue to have access to the dedicated webpages to enable any new leaders, teachers and specialist staff access to content and support materials.

Key stakeholders

Stakeholder & Interest/ Impact	Engagement Strategy
Participating schools: access to <i>Behaviour Support and Student Engagement</i>	<p>All NGRB represented schools will be notified of the individual student support, professional learning offerings and support to implement the toolkit.</p> <p>PBIS schools will be notified of their participation and grant amounts across the three years of engagement the year prior to enable time for planning prior to implementation.</p>
Evaluators – the evaluators have knowledge and expertise in the field of positive behaviour support.	Contract in place setting out agreed terms of engagement, key milestones and deliverables.

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Activity/Initiative	Whole-school Wellbeing
Priority	E – Student wellbeing and support

Description

Whole-school Wellbeing supports schools through an 18-month engagement (rolling cohort model) to develop, review and strengthen whole-school wellbeing across the school community. All NSW independent schools will have access to the learnings from the work. Using an evidence-based assessment tool to consider their specific needs and individual contexts, each participating school will be supported by AISNSW staff to build their capacity to undertake a whole-school approach to student wellbeing. Establishing robust preventative wellbeing approaches in schools has been shown to lessen the influence of risk factors that threaten student wellbeing, which can reduce the number of students requiring intervention and treatment for mental health issues. It is also closely aligned to the Australian Student Wellbeing Framework which “supports schools to promote positive relationships and the wellbeing of students and educators within safe, inclusive and connected learning communities” (p2).

Based on the success of the program, initially delivered to a small cohort of schools in 2020-21, AISNSW will expand the reach to include more schools over 2022-25. Through Whole-school Wellbeing, schools work with a dedicated AISNSW staff member to identify and implement evidence-based, proactive wellbeing approaches that foster safe, supportive and respectful environments, enhancing wellbeing outcomes for students. Whole-school Wellbeing draws upon protective factors that support student resilience and maintain wellbeing, such as a supportive climate, connectedness and belonging, and social and emotional learning. Schools participating in Whole-school Wellbeing will:

- develop clearly articulated wellbeing vision, approach and framework, unique to their community,
- embed processes for implementation, review and evaluation of their wellbeing framework to ensure ongoing relevance and sustainability,
- improve access to evidence-based wellbeing resources for staff, students and families, and
- improve staff understanding of wellbeing protective factors and improve staff capacity to develop and lead a strengthened whole-school approach to wellbeing.

Individual support for each school is enhanced by the provision of explicit professional learning sessions targeting wellbeing leaders and other school staff. Whole-school Wellbeing cohort network days (metropolitan, regional and/or online) will provide opportunities for participating schools to connect and share their learnings and model best practice. Recognising the additional challenges posed by distance and to support the participation of regional schools, some funding is allocated to supplement the costs of travel and accommodation for the purpose of attending Whole-school Wellbeing activities. Participating schools will also have ongoing access to an online portal of wellbeing resources and professional readings curated and regularly updated by AISNSW staff.

Internationally respected academics will form part of the initiative, providing expert input at network meetings and conducting an external evaluation. The external evaluation will provide feedback about the implementation and impact of the project over time and create a knowledge base to disseminate the learnings to the wider education sector.

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The program will further raise awareness of evidenced-based student wellbeing approaches and protective factors with a range of schools through a series of state-wide offerings including no-charge regional and metropolitan workshops, access to online resources and a wellbeing conference with subsidised registration. All represented schools will have access to the Whole School Wellbeing resources and professional learning offerings.

From 2023, AISNSW will engage more qualified psychologists to provide additional support for school staff to work with students in need of improved wellbeing and/or experiencing urgent mental health difficulties.

Eligible schools

All AISNSW NGRB represented schools will be provided the opportunity to submit an expression of interest to participate in Whole-school Wellbeing. A panel of wellbeing experts including AISNSW staff and an external academic partner will assess the EOIs. Factors considered for school selection will include demonstrated need, how the school goals align with the broad outcomes of Whole-school Wellbeing, the school's readiness to commit to the initiative, and how school represents the diversity of the independent schools sector (including ensuring a mix of regional and metropolitan schools).

Schools not explicitly participating in the Whole-school Wellbeing initiative will benefit from the activity through access to wellbeing professional learning via webinars, podcasts and self-paced learning modules, subsidised registration at annual wellbeing and school counsellor conferences, no-cost regional and metropolitan professional learning workshops, and access to the AISNSW Wellbeing Literature Review report, executive summary and key factor infographics.

Timeframes

Schools participate in the initiative for an 18-month period in a rolling cohort model commencing in February of the cohort year and concluding in June of the following year. The final 2025 cohort is scheduled to conclude in December 2025 (compressed 12-month engagement).

	2022	2023	2024	2025
Cohort 1 (10 schools)	Continuing from 2021, ending in June			
Cohort 2 (15- 20 schools)	Commences Term 1	Continuing from 2022, ending in June		
Cohort 3 (15 schools)		Commences Term 1	Continuing from 2023, ending in June	
Cohort 4 (10 - 15 schools)			Commences Term 1	Continuing from 2024, ending in June
Cohort 5 (10 schools)				Commences Term 1, ending in Term 4

Outcomes

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Objectives/expected outcomes	Indicators of success
<p>Participating schools will examine, develop and sustain whole-school wellbeing approaches that enhance safe, supportive and respectful environments.</p>	<ul style="list-style-type: none"> • By 2025, 50 schools (in cohorts 2-5) will have successfully completed Whole-school Wellbeing. • Each year, evaluation results will show that as a result of participating in Whole-school Wellbeing: <ul style="list-style-type: none"> ✓ At least 90% of participating schools report a greater awareness of the range of protective factors for student wellbeing. ✓ At least 90% of participating schools report increased capacity to engage in proactive wellbeing. ✓ At least 90% of wellbeing leaders involved in the initiative report feeling greater confidence in their ability to perform the role. ✓ At least 80% of participating schools report that their parents/carers experience safer, more supportive, and respectful school environments. ✓ At least 80% of participating schools report their students experience safer, more supportive, and respectful school environments. ✓ At least 80% of participating schools report their staff have a greater awareness of wellbeing protective factors. ✓ At least 80% of participating schools report their staff have greater confidence in embedding evidence-based student wellbeing practices into their teaching and learning programs.
<p>NSW independent schools are able to support students and families, by accessing evidence-based wellbeing resources developed by and/ or promoted by AISNSW.</p>	<ul style="list-style-type: none"> • Each year, AISNSW will update the wellbeing resources webpage for schools, adding new evidence-based resources and updating resources produced by AISNSW. The resource area will be promoted to schools through direct email communications and social media, at least four times a year. • Each year, AISNSW will use a survey tool to gather feedback from independent schools about the use and efficacy of the resources in their context. <ul style="list-style-type: none"> ✓ At least 80% of responding schools report that they used some or all of the resources in their school ✓ At least 80% of responding schools report that having access to the resources helped them support students and families in relation to wellbeing.

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Objectives/expected outcomes	Indicators of success
<p>NSW independent school staff develop greater awareness of the protective factors that contribute to safe, supportive, and respectful environments by undertaking AISNSW professional learning.</p>	<ul style="list-style-type: none"> • Each year, at least 100 educators engage in a one-day Student Wellbeing Conference. • Each year, at least 90 participants engage in a one-day School Counsellors Conference. • Each year, AISNSW will develop and promote at least two new professional learning resources covering key aspects of wellbeing to support improved wellbeing outcomes in independent schools. These may include, self-paced learning modules, webinars or podcasts. • Each year, AISNSW will deliver three half-day professional learning workshops for school leaders and teachers focused on whole-school wellbeing, social and emotional learning and protective factors. At least 1/3 of participants will be from regional areas of NSW. Evaluation results will show that as a result: <ul style="list-style-type: none"> ✓ At least 80% of workshop participants have a greater awareness of factors that contribute to safe, supportive and respectful environments.
<p>School leaders, teachers and specialist staff are supported to work with students in need of improved wellbeing and experiencing mental health difficulties.</p>	<ul style="list-style-type: none"> • Between 2023 and 2025, at least 200 school staff will receive support from AISNSW specialist staff to work with students in need of improved wellbeing and/or experiencing mental health difficulties. • In 2024 and 2025, 80 school staff will participate in a masterclass delivered by AISNSW psychologists and specialist staff on working with students in need of improved wellbeing and/or experiencing mental health difficulties. • In 2024 and 2025, 80 school staff will participate in a masterclass delivered by AISNSW psychologists and specialist staff on Mental health first aid.

Risk Management

Risk	How the risk will be managed
<p>In person delivery prevented due to impacts of natural disaster, pandemic or like event.</p>	<p>If required, in person delivery will be transitioned to alternative modes, such as online.</p>
<p>School withdrawal from <i>Whole-school Wellbeing</i>.</p>	<p>To manage this risk from the outset, schools will be thoroughly informed at initial engagement regarding the level of commitment required at an information session before they are able to submit an expression of interest. Prospective schools will</p>

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Risk	How the risk will be managed
	<p>need to demonstrate their willingness and capacity to commit to the 18 month engagement to be considered for selection.</p> <p>Should a school need to withdraw after they have commenced in the program, consideration will be given to the specific circumstances and whether it may be possible for the school to pause for one semester and continue with a different cohort or whether they may need to re-commence at a later time.</p>

Key stakeholders

Stakeholder & Interest/Impact	Engagement Strategy
Participating schools: access to <i>Whole-school Wellbeing</i> .	<p>In the second half of each year, all NGRB represented schools will have the opportunity to attend an information session (online or in person) about Compass, to learn about what the initiative entails, including the time and resource commitment from the school. After the session, interested schools will be invited to submit an expression of interest to participate.</p> <p>Successful schools will be notified in advance of commencing in the following calendar year and will be sent a participation agreement (outlining the terms) to be signed by the principal. Once signed, the school is assigned to a dedicated AISNSW staff member who acts as their contact point for the duration of their engagement with Compass.</p>
Academic partners – key child/adolescent wellbeing academics working in prominent Australian universities keenly interested in successful wellbeing interventions/ measures in schools.	Academic partners are assigned to a dedicated AISNSW staff member who acts as their contact point for the duration of their engagement with <i>Whole-school Wellbeing</i> .
Evaluators – the evaluators have knowledge and expertise in the field of wellbeing and evaluation of this initiative will further inform the work they do.	<p>Contract in place setting out agreed terms of engagement, key milestones and deliverables.</p> <p>AISNSW will schedule regular meetings with the external evaluator to ensure consistency of approach to the evaluation over the term of the workplan.</p>

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2022-25 CAF Workplan NGRB Sign Off

This 2022-25 CAF Workplan is submitted in fulfillment of the workplan requirement in part 4 of the CAF Agreement and I understand that, once approved, the work plan forms Attachment A to the CAF Agreement.

Margery Evans

Chief Executive, AISNSW:

A handwritten signature in black ink, appearing to read 'Margery Evans', written over a vertical line.

Date: 26/03/2024

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Schedule 1 – Indicative school-level distributions 2022–2025

Note that the below tables outline the school distributions for Choice and Affordability Priorities from 2022-2025 only where the schools and amounts have been identified prior to submission of the workplan in November 2021. Additional schools will be identified in accordance with project activities and reported against in the annual reports.

Priority B – Transition Assistance

Regional Transition Assistance

AGEID	School Name	2022	2023	2024	2025
13412	Hunter Valley Grammar School	\$400,000	\$400,000	\$400,000	TBC
13802	Scone Grammar School	\$103,532	\$166,867	\$170,884	TBC
16091	St Philip's Christian College - Cessnock Campus	\$172,986	\$311,856	\$319,594	TBC
4078	St Paul's Grammar School Penrith	\$202,950	\$281,798	\$288,244	TBC
1410	Kinross Wolaroi School	\$231,332	\$329,252	\$336,837	TBC
1406	The Illawarra Grammar School	\$183,891	\$244,303	\$249,800	TBC
1382	Gib Gate School	\$30,000	\$30,000	\$30,000	TBC
18087	Shellharbour Anglican College	\$155,027	\$229,199	\$234,556	TBC
18086	Wollondilly Anglican College	\$133,679	\$244,994	\$251,094	TBC
16719	Arndell College	\$103,865	\$213,775	\$231,903	TBC
13426	Bishop Druitt College	\$109,882	\$226,167	\$236,857	TBC
3307	Oxley College	\$133,300	\$193,735	\$198,235	TBC
17631	St Columba Anglican School	\$141,914	\$266,894	\$273,582	TBC
2122	The Scots School Albury	\$69,206	\$118,658	\$121,560	TBC
4272	Macarthur Anglican School	\$133,362	\$209,729	\$214,726	TBC
22779	Moama Anglican Grammar School	\$48,567	\$99,935	\$126,317	TBC
5492	Broughton Anglican College	\$93,332	\$192,111	\$199,730	TBC
16588	Calrossy Anglican School	\$71,917	\$147,993	\$169,940	TBC
17652	Macquarie Anglican Grammar School	\$30,000	\$30,000	\$30,000	TBC
2334	Mamre Anglican School	\$30,000	\$30,000	\$30,000	TBC
4057	Northholm Grammar School	\$36,582	\$62,535	\$64,056	TBC
16955	Nowra Anglican College	\$30,000	\$31,894	\$49,319	TBC
14376	St Philip's Christian College - Port Stephens	\$55,332	\$113,871	\$137,223	TBC
1323	Blue Mountains Grammar School	\$35,271	\$72,582	\$84,212	TBC
85126	Central West Leadership Academy	\$30,000	\$30,000	\$30,000	TBC
15716	Emmanuel Anglican College	\$54,386	\$111,928	\$130,713	TBC
16526	The Riverina Anglican College	\$62,160	\$127,905	\$136,377	TBC

NAAF

AGEID	School Name	2022	2023	2024	2025
1355	Newcastle Grammar School	\$400,000	\$400,000	\$400,000	TBC
1415	Loreto Normanhurst	\$169,899	\$174,945	\$180,215	TBC
4254	Oxford Falls Grammar School	\$332,060	\$341,928	\$352,252	TBC
29740	Pittwater House Schools	\$127,360	\$131,147	\$135,102	TBC
5346	Central Coast Grammar School	\$371,272	\$382,265	\$393,853	TBC
2395	Inaburra School	\$316,791	\$326,183	\$336,039	TBC
2390	Northern Beaches Christian School	\$400,000	\$400,000	\$400,000	TBC
28198	Pacific Hope School	\$25,000	\$0	\$0	TBC
6739	William Clarke College	\$300,000	\$250,000	\$200,000	TBC

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Additional Transition Assistance

AGEID	School Name	2022	2023	2024	2025
14235	St Luke's Grammar School	\$174,290	\$179,474	\$184,890	TBC
1356	Claremont College	\$121,787	\$125,424	\$129,219	TBC
18102	Lakes Grammar - An Anglican School	\$97,674	\$100,463	\$103,601	TBC
26775	Hunter Trade College	\$30,000	\$30,000	\$30,000	TBC
2382	Lindisfarne Anglican School	\$146,847	\$215,930	\$222,565	TBC
14655	OneSchool Global NSW	\$135,270	\$139,121	\$143,423	TBC
1470	Macquarie College	\$71,833	\$73,872	\$76,182	TBC
8776	Georges River Grammar	\$91,669	\$94,289	\$97,224	TBC
18070	Avondale School	\$69,061	\$71,001	\$73,251	TBC
16721	Richard Johnson Anglican School	\$54,530	\$55,988	\$57,815	TBC
1363	Danebank School	\$138,419	\$142,463	\$146,818	TBC
16722	Penrith Anglican College	\$249,259	\$256,606	\$264,415	TBC
3317	St Philip's Christian College	\$115,158	\$168,896	\$174,095	TBC
16520	Bishop Tyrrell Anglican College	\$56,813	\$58,407	\$60,268	TBC

Priority D – Strengthening outcomes for schools and educationally disadvantaged schools and students

AGEID	School Name	2022	2023	2024	2025
1302	Abbotsleigh	\$40,000	\$40,000	\$40,000	\$40,000
2245	Barker College	\$40,000	\$40,000	\$40,000	\$40,000
16588	Calrossy Anglican School	\$40,000	\$40,000	\$40,000	\$40,000
4263	Carinya Christian School Tamworth	\$40,000	\$40,000	\$40,000	\$40,000
14562	Casino Christian School	\$40,000	\$40,000	\$40,000	\$40,000
2326	Kempsey Adventist School	\$60,000	\$60,000	\$60,000	\$60,000
1410	Kinross Wolaroi School	\$40,000	\$40,000	\$40,000	\$40,000
1411	Knox Grammar School	\$40,000	\$40,000	\$40,000	\$40,000
1415	Loreto Normanhurst	\$40,000	\$40,000	\$40,000	\$40,000
17633	Macleay Vocational College	\$40,000	\$40,000	\$40,000	\$40,000
17652	Macquarie Anglican Grammar School	\$40,000	\$40,000	\$40,000	\$40,000
4266	Namoi Valley Christian School	\$40,000	\$40,000	\$40,000	\$40,000
2310	Narromine Christian School	\$40,000	\$40,000	\$40,000	\$40,000
1471	New England Girls' School	\$40,000	\$40,000	\$40,000	\$40,000
1528	Pymble Ladies' College	\$60,000	\$60,000	\$60,000	\$60,000
1663	Saint Ignatius' College	\$60,000	\$60,000	\$60,000	\$60,000
2018	SHORE - Sydney Church of England Grammar School	\$40,000	\$40,000	\$40,000	\$40,000
29067	St Andrew's Cathedral Gawura School	\$60,000	\$60,000	\$60,000	\$60,000
1615	St Catherine's School	\$40,000	\$40,000	\$40,000	\$40,000
5293	Taree Christian College	\$40,000	\$40,000	\$40,000	\$40,000
2029	The Scots College	\$40,000	\$40,000	\$40,000	\$40,000
3319	Wellington Christian School	\$40,000	\$40,000	\$40,000	\$40,000
1421	Macarthur Adventist	\$40,000	\$40,000	\$40,000	\$40,000
16091	St Philip's Christian College - Cessnock Campus	\$60,000	\$60,000	\$60,000	\$60,000
28198	Pacific Coast Christian	\$40,000	\$40,000	\$40,000	\$40,000
13426	Bishop Druiitt College	\$40,000	\$40,000	\$40,000	\$40,000
4062	Dubbo Christian School	\$40,000	\$40,000	\$40,000	\$40,000

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Priority E – Student wellbeing and support

AGEID	School Name	2022	2023	2024	2025
5492	Broughton Anglican College	\$12,000	\$10,000	\$0	\$0
3321	Carinya Christian School Gunnedah	\$7,000	\$6,000	\$0	\$0
15643	Snowy Mountains Grammar School	\$10,500	\$9,000	\$0	\$0
13348	St Euphemia College	\$12,000	\$10,000	\$0	\$0