
Choice and Affordability Fund

Work Plan 2022–2025

**The Association of Independent Schools of the
Northern Territory**

Date agreed –2021

Choice and Affordability Fund – Work Plan 2022–2025

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Summary of Work Plan 2022–2025

The Association of Independent Schools of the Northern Territory (AISNT) is committed to supporting Independent Schools in the Northern Territory address the national priorities as identified under the Choice and Affordability Funding Agreement. From 2022 to 2025 AISNT will address the four priorities of Choice and Affordability, Transition Assistance, Strengthening outcomes for schools and educationally disadvantaged schools and students and Student well-being and support. AISNT will continue to build a reserve to respond to any applications for Special Circumstances funding. AISNT will respond to any other priorities identified by the Minister.

Projects and activities include distributed funds provided directly to schools and centralised programs to best support schools. The projects and activities go beyond the normal provision of the services provided to schools by AISNT. AISNT cannot direct schools to access services and support, however all Independent schools represented by the AISNT Non-Government Representative Body (NGRB) will have the opportunity to access program activities.

Some of the priorities, such as Transition Assistance, will be available only to those schools that are negatively impacted by the shift to the Direct Measure of Income (DMI) funding arrangements (ie: the regional schools identified by DESE and those that would have had support through the former National Adjustment Assistance Fund). Direct financial assistance will be provided to schools, adversely impacted by the full implementation of DMI, to maintain financial viability while they are transitioning to new funding arrangements.

Choice and Affordability

AISNT will continue to facilitate parental choice and opportunity giving parents the ability to choose an affordable school that will best suit their individual child.

To build upon the activity of the 2020-2021 work plan, where individual schools given the opportunity to access the services of a chartered accountant to assess their financial health and develop Transition Plans, AISNT will develop a parent survey that is NT specific to collect data on what it is that attracts families to particular schools. AISNT will collect and collate this data and will use it to support individual schools in reviewing their business model, to identify efficiencies in school governance and management which will enable schools to ensure continued choice and affordability for families. Reviewing their business model will enable individual schools to also identify adjustments needed and plan for these adjustments to accommodate the impact of the new funding arrangements.

In the later years of this work plan it is acknowledged that schools may require grants to undertake certain work or initiate new programs. Where this is the case, AISNT will use the Choice and Affordability Fund Special Circumstances and Transition Assistance Reference Group to consider grant applications and make funding determinations.

As per the title of this Reference Group, it should be noted that it will be considering all grants available under the Choice and Affordability Funding Program. This Group will consist of three people who will be the Executive Director of AISNT, the Deputy Director of AISNT and a person with financial expertise.

Transition Assistance

Following on from the 2020-2021 work plan, where schools were provided support through direct grants to do a forensic analysis of their finances and budget to develop a transition plan, AISNT will now offer schools an opportunity to apply for direct grants. This is in response to the full implementation of the Direct Measure of Income funding arrangements from 2022, where there has been a significant negative impact on school's funding. These grants will only be available for schools identified by DESE as requiring Transition Assistance, which will include schools entitled to assistance through the previous National Adjustment Assistance Fund.

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Choice and Affordability Fund Special Circumstances and Transition Assistance Reference Group will consider grant applications and make funding determinations. AISNT, the Deputy Director of AISNT and a person with financial expertise.

AISNT will further develop guidelines for the distribution of grants under the Transition Assistance priority. These will inform the following:

1. Direct grants to eligible NAAF schools.
2. A portion of the Transition Funding was quarantined in 2020 and 2021. A further portion will be quarantined in years 2022, 2023 and 2024 with the rollout of direct grants to schools commencing in 2022.
3. AISNT will communicate directly with schools eligible for transition funding to ensure well informed planning for the optimal provision and impact for the use of this transition funding.

Strengthening outcomes for schools and educationally disadvantaged schools and students

The Teaching and Learning Coordinator will provide teachers and support staff with individualised and centralised support through the provision of initiatives to improve engagement of students in their learning and to support teachers in the delivery of strong literacy and numeracy programs to students. AISNT will continue to work with Indigenous Community Schools to upskill their Indigenous Workforce and to support their work in partnership with their communities to strengthen student attendance and outcomes. AISNT will continue to provide Independent Schools with access to the INSPIRE software, which is designed to support the identification and recording of student adjustments. This will assist with more accurate and consistent data for the NCCD, enabling schools to maximise funding for students with disabilities, ensuring these students are provided with the relevant support.

Student Well-being and Support

AISNT will continue to support schools to create safe and supportive environments, through continuing to provide professional development and specific networking opportunities to share and enhance Well-Being programs and activities within their schools.

The AISNT Well-Being Officer, in conjunction with the schools, will be employed by AISNT to arrange and organise the professional development and networking opportunities throughout the life of this work plan.

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Overarching Risk Management

Risk	How the risk will be managed
<p><i>Active participation of the Schools.</i> Independent Schools are not required to participate in activities and opportunities provided by AISNT. If the schools choose to not participate in the activities and opportunities offered this will impact on what is offered and how it is offered in future years. A variation to the work plan might be required.</p>	<p>Ensure adequate and positive promotion of the activities and opportunities to schools. AISNT working closely with schools to ensure relevance of activities offered.</p> <p>Ensure the sources of information informing activities are based on authentic research.</p>
<p><i>Relevant, Accurate and Current Information.</i> Support might not be based on relevant, accurate and current information. If the support AISNT provides is not based on relevant, accurate and current information the schools might choose to opt out of professional development and assistance opportunities.</p>	<p>The Teaching and Learning Coordinator will work closely with all schools to ensure the relevance of the information and activities for each school.</p> <p>AISNT will ensure all schools involved in activities and grant programs are aware that changes may be required due to changes made by the Minister to the criteria and levels of funding available.</p>
<p><i>Change in Funding Criteria and/or levels</i> If the funding criteria or levels are changed by the Minister during the life of this work-plan the grants and activities described within this plan will need to change.</p>	

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Budget for 2022–2025

Activities/Initiatives	Expenditure type	2022	2023	2024	2025
<u>A – Choice and Affordability</u>					
Parent Survey	Centralised	\$25000	\$0	\$0	\$0
	Distributed	\$0	\$0	\$0	\$0
Informing Effective School Priorities	Centralised	\$75000	\$80000	\$80000	\$80000
	Distributed	\$	\$	\$	\$
Total for Priority	Centralised	\$100000	\$80000	\$80000	\$80000
	Distributed	\$	\$	\$	\$
<u>B – Transition Assistance¹</u>					
Grant Guidelines and Committee	Centralised	\$10000	\$5000	\$5000	\$5000
	Distributed	\$0	\$0	\$0	\$0
Grants for Prior NAAF Qualifying Schools	Centralised	\$0	\$0	\$0	\$0
	Distributed	\$100000	\$120000	\$220000	\$600000
Grants for Transition Schools	Centralised	\$0	\$0	\$0	\$0
	Distributed	\$156394	\$270530	\$300888	\$752508
INSPIRE for Transition Schools	Centralised	\$0	\$0	\$0	\$0
	Distributed	\$80000	\$85000	\$90000	\$95000
Total for Priority B (only required if more than one activity for the priority)	Centralised	\$10000	\$5000	\$5000	\$5000
	Distributed	\$336394	\$475530	\$610888	\$1447508
<u>C – Special Circumstances Funding</u>					
Funds held for Direct School Grants	Centralised	\$0	\$0	\$0	\$0
	Distributed	\$400000	\$200000	\$200000	\$200000
Total for Priority C (only required if more than one activity for the priority)	Centralised	\$0	\$0	\$0	\$0
	Distributed	\$400000	\$200000	\$200000	\$200000
<u>D – Strengthening outcomes for schools and educationally disadvantaged schools and students</u>					
Strong Curriculum and Pedagogy Support in Schools	Centralised	\$206000	\$211000	\$216000	\$221000
	Distributed	\$0	\$0	\$	\$
Supporting Indigenous Schools	Centralised	\$100000	\$105000	\$110000	\$115000
	Distributed	\$0	\$0	\$0	\$0
INSPIRE – Maximising identification and reporting NCCD data	Centralised	\$0	\$0	\$0	\$0
	Distributed	\$80000	\$85000	\$90000	\$95000
Developing Pathways and school industry partnerships	Centralised	\$80000	\$85000	\$90000	\$95000
	Distributed	0	0	\$0	\$0
Total for Priority D (only required if more than one activity for the priority)	Centralised	\$386000	\$401000	\$416000	\$431000
	Distributed	\$80000	\$85000	\$90000	\$95000
<u>E – Student wellbeing and support</u>					
Safe and Supportive Environments in schools	Centralised	\$124076	\$138780	\$133922	\$129520
Total for Priority E (only required if more than one activity for the priority)	Centralised	\$124076	\$138780	\$133922	\$129520
	Distributed	\$0	\$0	\$0	\$0

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Activities/Initiatives	Expenditure type	2022	2023	2024	2025
	Administrative costs	\$28507	\$29363	\$30244	\$31150
	Total expenditure	\$1064977	\$1214673	\$1366054	\$2219178
	Deferred funding	\$360399	\$253476	\$146128	\$0

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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	\$1425376	\$1468140	\$1512182	\$1557548	\$1604274	\$1652404	\$1701976	\$1753034
NGRB's estimated Regional Transition Assistance funding allocation as advised by the department	\$935300	\$963360	\$992260	\$1022028	\$1052688	\$1084270	\$1116798	\$1150302
Accrued deferred funding from 2020 and 2021 to be carried forward to 2022	\$1618140							
Accrued interest earned on funds held in 2020 and 2021 to be carried forward to 2022	\$0							
NGRB's planned expenditure for the relevant year	\$1064977	\$1214673	\$1366054	\$2219178	\$2014863	\$2014863	\$2041222	\$2,357,244
NGRB's planned regional transition assistance expenditure for the relevant year	\$346394	\$480530	\$615888	\$1452508	\$1615102	\$1738714	\$1691854	\$1609218
NGRB's planned deferred funding for the relevant year to be spent in a future year	\$360,399	\$253,467	\$146,128	(\$661630)	(\$410589)	(\$362459)	(339,246)	(\$604,210)
Accrued deferred funding from the relevant year and previous years to be spent in a future year	\$1,978,539	\$2,232,006	\$2,378,134	\$1,716,504	\$1,305,915	\$943,456	\$604,210	

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

Rationale for deferred funding

AISNT has deferred funding for use in later years in the area of Transition Assistance. AISNT has been working closely with the schools during 2020 and 2021 to inform the best timing to start reintroducing the deferred funding to maximise the benefits for the school. The schools have been involved in their planning for the introduction of the full DMI to calculate Choice and Affordability and their progress for the full implementation of the new funding model. This work is demonstrating that the most significant negative impact on schools will be in the last five years (2025-2029) of this implementation process. This is why funds will be deferred over the first five years to be fed back in as direct grants over the final five years.

AISNT will carry an amount of \$200000 that will be available in the event that a school requires special circumstances funding.

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Activity/Initiative	Focus on Parental Choice
Priority	A – Choice and Affordability

Description

AISNT will continue to facilitate parental choice and opportunity giving parents the ability to choose an affordable school that will best suit their individual child. AISNT engaged the services of a school funding expert to work with schools to ensure the financial health and future financial planning was addressed by schools.

The next steps are:

Parent Survey

- AISNT will secure the assistance of an agency to develop a parent survey that is NT specific to collect data on what it is that attracts families to particular schools.
- The data obtained from the survey will be used to inform schools on what parents want and assist them in re-visiting their business models with a well-informed understanding of how they can improve their models to attract greater enrolments.
- AISNT will work with schools and provide access to out-sourced assistance for them to develop branding and advertising in regards to highlighting their point of difference and keeping them current in demonstrating they are responsive and providing what it is that parents want for their children's education.

Informing Effective School Priorities

- AISNT will work with the schools to enable them to identify adjustments needed, and plan for these adjustments, to accommodate the impact of the new funding arrangements.
- AISNT acknowledges that schools may require grants to undertake certain work or initiate new programs. Where this is the case, AISNT will use the Choice and Affordability Fund Special Circumstances and Transition Assistance Reference Group to consider grant applications and make funding determinations.

Eligible schools

All NT Independent Schools with a focus on transitioning schools.

Timeframes

Parental Survey

The Parent Survey will be undertaken in 2022 with a summary of outcomes and detailed report being made available by the end of 2022.

It is planned that schools will be able to use this data to inform their business planning, branding and marketing from late 2022 early 2023.

Informing Effective School Priorities

Informing Effective School Priorities will be an ongoing support program provided over the four years of this work plan.

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Outcomes

Objectives/expected outcomes	Indicators of success
AISNT will employ the services of an agency to assist in developing and conducting the parent survey.	Parent survey to be completed with report available by the end of 2022
AISNT aims to have as many of its member schools as possible participate in the parent survey.	At least 50% of member schools actively involved in the parent survey.
The data from the parent survey will be shared with the NT Independent schools by the 'Agency' at a Forum.	All NT Independent Schools to receive access to the Parent Survey results in the first half of 2022.
AISNT aims to see improved enrolments across the sector. This will occur through the implementation of the knowledge gained from the survey to inform their branding targeted marketing.	The Independent Sector will experience improved enrolments from 2022 to 2025
AISNT will provide access to grants and/or identified experts to assist schools in having a greater understanding of and in responding to their market.	Schools demonstrate their understanding of their market through responsive changes in their business plans, branding and marketing.

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Activity/Initiative	Transition Assistance Grants
Priority	B – Transition Assistance

Description

Grant Guidelines and Reference Group

The Choice and Affordability Fund Special Circumstances and Transition Assistance Reference Group will consider grant applications and make funding determinations.

AISNT will further develop guidelines for the distribution of grants under the Transition Assistance priority. These guidelines will include a section that is relevant to the Transition and (prior) NAAF Schools Grants.

The Reference Group will consist of the Executive Director of AISNT and two independent people, one with a financial background.

Grants for Prior NAAF Qualifying Schools and Grants for Transition Schools

Following on from the 2020-2021 work plan, where schools were provided support through direct grants to do a forensic analysis of their finances and budget to develop a transition plan, AISNT will now offer schools an opportunity to apply for direct grants. This is in response to the full implementation of the Direct Measure of Income funding arrangements from 2022, where there has been a significant negative impact on school's funding. These grants will only be available for schools identified by DESE as requiring Transition Assistance, which will include schools entitled to assistance through the previous National Adjustment Assistance Fund.

This will inform the following:

1. Direct grants to eligible NAAF schools commencing 2022.
2. A portion of the Transition Funding was quarantined in 2020 and 2021. A further portion will be quarantined in each of the years 2022 to 2024 with the rollout of direct grants to schools commencing in 2022.
3. AISNT will communicate directly with schools eligible for transition funding to ensure well informed planning for the optimal provision and impact for the use of this transition funding.

INSPIRE for Transition and Prior NAAF Schools.

AISNT will continue to provide Transition Assistance and NAAF Independent Schools with access to the INSPIRE software which is designed to support the identification and recording of student adjustments. Teachers will be provided with professional development on the use of INSPIRE. This will assist with more accurate and consistent data for the NCCD, enabling schools to maximise funding for students with disabilities, ensuring these students are provided with the relevant support.

Eligible schools

All NT Independent Schools identified by DESE as requiring transition support and the former NAAF schools.

Timeframes

Guidelines for the application process for Transition support will be finalised by the end of first semester 2022.

The Special Circumstances and Transition Support Reference Group will be established by the end of first semester 2022.

Grant applications available to schools for the commencement of second semester 2022 and the commencement of the school year in subsequent years.

INSPIRE will be ongoing over the four years of this Work Plan.

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Grant approvals to be notified by end of third term 2022 and the end of first semester in subsequent years.

Grants will be paid in two instalments on receipt of funds from DESE.

Outcomes

Objectives/expected outcomes	Indicators of success
Guidelines for the application process for Transition support will be finalised.	Guidelines finalised by the end of first semester 2022.
The Special Circumstances and Transition Support Reference Group will be established.	The reference group will be established by the end of first semester 2022.
Grant applications available to schools for the commencement of second semester 2022 and the commencement of the school year in subsequent years.	Grant applications sent to schools commencement 2 nd semester in 2022 and the commencement of the school year 2023, 2024 and 2025.
Grant approvals to be notified by end of third term 2022 and the end of first semester in subsequent years.	Grants approved by end third term 2022 and end of first semester in 2023, 2024 and 2025.
Grants will be paid in two instalments on receipt of funds from DESE.	Grants paid to schools with two weeks of receipt of funds from DESE.
All Transition and prior NAAF Schools will be using INSPIRE	Improved data collection to inform more consistent data across NT Independent Schools.

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Activity/Initiative	Special Circumstances Grants
Priority	C – Special Circumstances Funding

Description

AISNT will set funding aside to be available to schools who meet the criteria for special circumstances funding. Schools will be required to apply for this funding using the guidelines developed by AISNT in accordance with the requirements of paragraph 24c of the CAF Agreement.

Applications for grants will be considered by the Choice and Affordability Fund Special Circumstances and Transition Assistance Reference Group.

Eligible schools

NT Independent Schools who meet the criteria for access to special circumstances funding.

Timeframes

Guidelines available term one of 2022.

AISNT provide information to schools regarding the requirements in relation to applying for special circumstances sent at the beginning of term one each year from 2022 to 2025 and as requested by schools.

Outcomes

Objectives/expected outcomes	Indicators of success
AISNT complete guidelines for the Special Circumstances Fund.	Guidelines made available to schools.
AISNT will provide information regarding the Special Circumstances Fund to all schools.	Information on the Special Circumstances funding provided to schools.
AISNT will form the Choice and Affordability Fund Special Circumstances and Transition Assistance Reference Group.	Reference Group formed and operational.
The Choice and Affordability Fund Special Circumstances and Transition Assistance Reference Group will consider all applications for Special Circumstances funding and make determinations on success of these applications.	Schools in need apply for grants. Determinations on grants made by Reference Group and successful schools funded.

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Activity/Initiative	Strengthening Outcomes for Independent Schools in the Northern Territory
Priority	D – Strengthening Outcomes

Description

Strong Curriculum and Pedagogy Support in Schools

AISNT will continue the employment of a Teaching and Learning Coordinator to provide teachers and support staff with individualised and centralised support through the provision of initiatives to improve engagement of students in their learning and to support teachers in the delivery of strong literacy and numeracy programs to students.

AISNT will focus on all schools to ensure their school curricula are responsive to the changes in the Australian Curriculum. Professional development will be provided at the school level and in forums, which will include intra-sector collaboration.

Supporting Indigenous Schools

AISNT will continue to work with Indigenous Community Schools to upskill their Indigenous Workforce and to support their work in partnership with their communities to strengthen student attendance and outcomes.

INSPIRE

AISNT will continue to provide Independent Schools with access to the INSPIRE software which is designed to support the identification and recording of student adjustments. Teachers will be provided with professional development on the use of INSPIRE. This will assist with more accurate and consistent data for the NCCD, enabling schools to maximise funding for students with disabilities, ensuring these students are provided with the relevant support.

Developing Pathways and School/Industry Partnerships

In response to the Shergold report, and requests from schools, AISNT will work with schools to develop and implement pathways through building partnerships with Industries.

Eligible schools

All NT Independent Schools.

Timeframes

All activity in the Strengthening Outcomes Priority will be ongoing throughout the life of this work-plan.

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Outcomes

Objectives/expected outcomes	Indicators of success
<p>The Teaching and Learning Coordinator will provide teachers and support staff with individualised support through the provision of initiatives to improve engagement of students in their learning and to support teachers in the delivery of strong literacy and numeracy programs to students. The Teaching and Learning Coordinator will be funded under this Activity.</p> <p>The Teaching and Learning Coordinator will provide centralised forums for all Independent schools to encourage intra-sector collaboration.</p> <p>AISNT will focus on all schools to ensure their school curricula are responsive to the changes in the Australian Curriculum through the provision of professional development.</p> <p>AISNT will continue to work with Indigenous Community Schools to upskill their Indigenous Workforce.</p> <p>AISNT will actively engage with Indigenous Community Schools to assist in strengthening relational partnership with their communities with the aim of improving student attendance and outcomes.</p> <p>AISNT will continue to provide Independent Schools with access to the INSPIRE software which is designed to support the identification and recording of student adjustments.</p> <p>Teachers will be provided with professional development on the use of INSPIRE. This will assist with more accurate and consistent data for the NCCD, enabling schools to maximise funding for students with disabilities, ensuring these students are provided with the relevant support.</p> <p>In response to the Shergold report, and requests from schools, AISNT will work with schools to develop and implement pathways for students through building partnerships with Industries. Partial salary will be paid for an AISNT Officer to undertake this work</p>	<p>The Teaching and Learning Coordinator will work with at least 60% of Independent Schools.</p> <p>The Teaching and Learning Coordinator will respond to all requests from schools to assist on matters relating to teaching and learning. 100% response rate.</p> <p>The Teaching and learning coordinator will provide a minimum of one Collaboration Forum per year.</p> <p>All Independent schools curricula are responsive and inclusive in regards to the changes to the Australian Curriculum.</p> <p>All Indigenous Community Schools will be provided with support to provide pathways for their Indigenous Staff.</p> <p>All Indigenous Community Schools will be provided with the Opportunity to attend a forum with the focus on strengthening relational partnerships with their communities.</p> <p>All Independent Schools will have access to the INSPIRE program.</p> <p>All Independent schools using the INSPIRE program will be provided with professional development on its usage.</p> <p>All Independent Schools with senior secondary students will be provided with the opportunity to work with AISNT to develop and implement pathways for students.</p>

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Activity/Initiative	Supporting Positive Well Being for Independent School Students in the Northern Territory
Priority	E – Student Well-Being and Support

Description

Safe and Supportive Schools

AISNT will continue to support schools to create safe and supportive environments, through continuing to provide professional development and specific networking opportunities to share and enhance Well-Being programs and activities within their schools.

The AISNT Well-Being Officer will be tasked by AISNT to arrange and organise the professional development and networking opportunities throughout the life of this work plan.

Eligible schools

All NT Independent Schools.

Timeframes

Support to schools provided through various modalities including Journal articles, websites, sharing relevant opportunities for professional development etc and will be ongoing throughout the years covered by this work-plan.

Presentations and/or workshops to be provided at forums and meetings held for all schools each year. These will be ongoing.

Outcomes

Objectives/expected outcomes	Indicators of success
AISNT will support schools to create safe and supportive environments.	AISNT will offer this support to Independent Schools. We would hope for 60% involvement
AISNT will provide professional development and specific networking opportunities to share and enhance Well-Being programs and activities within the schools.	AISNT will provide at least one workshop/forum per year over the life of this work-plan.
Current, relevant information on well-being and mental health will be shared with all Independent schools.	Current and relevant information provided through the Journal and on the AISNT Website.
The AISNT Well-Being Officer will continue to be paid a partial salary to undertake the work in this initiative. This Officer will be proactive in providing schools with current, relevant information and responding to requests for information or assistance from schools on matters relating to well-being and mental health.	All enquiries from schools regarding well-being and mental health will have a timely response.

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Key stakeholders

Stakeholder & Interest/Impact	Engagement Strategy
<p>Stakeholder name</p> <p>The key stakeholders for this work-plan are the Northern Territory Independent Schools.</p>	<p>Being a sector in a smaller jurisdiction has its benefits in regards to being able to stay in close contact with all schools on a regular basis.</p> <p>The AISNT engagement strategy is rigorous and based on relationships and open communication.</p> <ol style="list-style-type: none">1. All AISNT staff know and work with the relevant leaders and staff at all of the AISNT Member schools. This engagement allows for open communication from the schools to AISNT and the AISNT to the Schools. This is our most important of all engagement activities.2. AISNT communicates with all schools and relevant matters through its weekly Journal during the term. Schools are invited to seek further information on all matters via the weekly Journal.3. AISNT holds bi-annual two day Professional Development and Information forums/workshops for all of its school leaders and their teams.4. AISNT has a number of education officers working in priority areas who regularly attend the schools, run forums, workshops and network meetings and work one on one or with small groups of staff on issues of particular interest and/or concern for the schools.

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Schedule 1 – Indicative school-level distributions 2022–2025

Please note that amounts at the school level are not yet determined. These amounts are impacted in the following ways for the specific priorities:

Priority B: Transition Assistance

Amounts to be allocated to the identified schools fluctuate from year to year based on changes to their allocations due to their movement on the DMI scale. The level of funding they have been notionally allocated could drop dramatically due to the DMI. It is not fair to schools to provide indicative amounts which they would expect to receive and plan for to have them suddenly change to be less funding due to this DMI calculation. Neither is it fair to the NGRB's to have to provide published indicative amounts. Actual amounts should be provided and published. AISNT works directly with each of the Regional Transition Schools and former NAAF schools to provide them with current information on expectations for funding. We also ensure schools understand changes to the funding are likely to occur.

Priority C: Special Circumstances Funding

It is impossible to provide school level allocations for the Special Circumstances funding as this is a highly responsive program based on a school requiring an immediate grant to assist them to work through a specific situation that has arisen and is out of their control. There is no way we can say which, if any schools will require Special Circumstances funding until they are actually close to or actually in need of it.

Once again, AISNT will publish actual grants made to schools when they occur.