
Choice and Affordability Fund (CAF)

Revised Work Plan 2024–2025

**Association of Independent Schools
of Western Australia**

Revised Work Plan 2024-2025 January 2024

Choice and Affordability Fund – Revised Work Plan 2024–2025

Association of Independent Schools of Western Australia

Summary of Revised Work Plan 2024–2025

For the period 2024 through 2025 the Association of Independent Schools of Western Australia will continue to address the four priorities of:

- *Choice and Affordability,*
- *Transition Assistance,*
- *Strengthening outcomes for schools and educationally disadvantaged schools and students and*
- *Student wellbeing and support.*

AISWA will ensure it maintains reserve funding available to respond to any applications for Special Circumstances that schools may request and will respond to any further priorities identified by the Minister for Education.

Throughout 2020 to 2023, AISWA maintained substantial communications with schools regarding the Choice and Affordability Fund and the implications and benefits available to various schools. AISWA has used a range of opportunities, events, and communication methods to present the work being undertaken through the Choice and Affordability Fund. Based on conversations, experience, and discussions about the support schools required in relation to the non-Transition priorities, during 2022-2023, AISWA has altered the 2022-2025 work to ensure more impact and value from the Choice and Affordability Fund.

All Independent schools will continue to benefit and are provided opportunities to participate in the projects and services offered through the Choice and Affordability Fund.

Activities available through the *Choice and Affordability* priority continues to be offered to all schools to support the choice, the diversity, and the affordability of schools within the Independent sector. Schools are being encouraged and supported to review what they offer families as part of their school community and determine the points of difference highlighted why their school is unique and should be selected by parents as the best place to educate their children. AISWA is continuing to build on the work previously undertaken by school marketing experts that were engaged, as part of the Choice and Affordability Fund, to offer sessions on school branding, developing a school's social media presence, and how a school presents itself to its community in terms of educational and pastoral care offerings, facilities, and why a family should choose that school.

Transition Assistance continues to be made available to schools that are negatively impacted by the shift to the Direct Measure of Income (DMI) funding arrangements. This includes: nine identified regional schools, the schools that would have received support through the former National Adjustment Assistance Fund (NAAF), and other schools negatively impacted by the changed funding model.

The remaining three priorities are supported through programs and activities accessible to all Independent schools in WA with some activities only offered to certain groups of schools such as the specific activities developed to support Aboriginal Independent Community Schools and those designed to provide additional support to the Curriculum and Re-Engagement (CARE) Schools.

Work on the *Transition Assistance* priority commenced in 2020 when nine regional schools were identified by the Department as requiring assistance to reduce the impact imposed by a loss of funding through implementation of the DMI funding model. AISWA has been working closely with these schools to analyse both their current and projected financial positions. The schools were provided with indicative CAF grant amounts for the 2022-2025 years of the Choice and Affordability Funding. In addition, AISWA identified other schools that would be negatively impacted and is continuing to work with these schools that are now facing the final stages of their transition period. The provision of direct grant payments to ease the transition commenced in 2022, the first year of the Direct Measure of Income funding arrangements. Annual direct grant payments and the work being undertaken to support these schools during the transition will continue through to the end of 2025.

The third group of schools entitled to Transition Assistance are those schools that would have received support through the former National Adjustment Assistance Fund (NAAF). The national funding available for these schools was quite small and the great majority of schools that would have benefitted from the NAAF are in NSW. The amount provided to WA to support these schools was less than a quarter of a million dollars so AISWA has set aside a small amount of funding that these identified schools can apply for on an annual basis to assist with the transition.

The *Strengthening outcomes for schools and educationally disadvantaged schools and students* priority continues to provide groups of schools with a range of initiatives to improve engagement of students in their learning and to support teachers in delivering strong literacy and numeracy programs to students.

- An engagement project has been developed and implemented that provides specific support to the Special Assistance Schools (Curriculum and Re-Engagement (CARE) schools) to enhance the engagement of students, many of whom have had quite disrupted educational journeys. This project has been highly successful and will continue to the end of 2024.
- AISWA has worked to identify schools that, from NAPLAN and other assessment results, appear to be underperforming, and has provided them the opportunity to join a special project that analyses assessment data and uses this to inform teaching. This project utilises a range of NAPLAN analysis tools and offers access to further assessment software and professional learning programs that focus on effective pedagogical practices driven by data informed programming.
- AISWA works closely with the 14 Aboriginal Independent Community Schools and is offering additional programs that will enable AISWA staff to work in partnership with the AIC schools and communities to strengthen their students' attendance and outcomes.
- A fourth activity funded within this priority is the increased work with Aboriginal Communities to support young people transitioning from primary settings into a suitable secondary setting. Many young Aboriginal people find this transition difficult so AISWA, through the expansion of its highly successful Future Footprints Program, is developing ways to enhance relationships and work with Aboriginal communities and families to support the student journey, reduce risk factors that may result in educational disengagement, and provide a supportive and successful transition pathway.

There are three activities being undertaken as part of the *Student Health and Wellbeing* priority.

- One of the activities encompasses guiding and supporting schools through the development of policies and processes, specific to each unique school context, to ensure the young people in their care are provided a safe and supportive school environment, particular those students with disabilities.
- In 2022, a pilot program was launched that is providing a group of schools a direct grant to enable the employment of a part-time health and wellbeing coordinator. Through AISWA, the Health and Wellbeing Coordinators receive one-on-one support as well as ongoing networking opportunities to share their practice. Participating schools are making strong progress towards achieving the establishment of a strong, sustainable whole-school wellness program that benefits both students and staff. Due to its success and the ability to easily replicate the project model, it will be expanded to include additional schools in 2024 and continue through to the end of 2025.

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Budget for 2022–2025

Activities/Initiatives	Expenditure type	2022	2023	2024	2025
A – Choice and Affordability					
<i>Promoting school choice and improved school marketing</i>	Centralised	\$110,000	\$110,000	\$110,000	\$110,000
	Distributed	\$0	\$0	\$0	\$0
Total for Priority A	Centralised	\$110,000	\$110,000	\$110,000	\$110,000
	Distributed	\$0	\$0	\$0	\$0
B – Transition Assistance					
<i>Regional transition support</i>	Centralised	\$60,000	\$60,000	\$60,000	\$60,000
	Distributed	\$1,314,720	\$1,356,791	\$1,464,400	\$1,477,500
<i>Transition support for other eligible schools</i>	Centralised	\$60,000	\$60,000	\$65,000	\$65,000
	Distributed	\$2,244,032	\$2,315,841	\$2,549,000	\$2,566,000
<i>Transition support for NAAF</i>	Centralised	\$0	\$0	\$0	\$0
	Distributed	\$200,000	\$170,000	\$170,000	\$200,000
Total for Priority B	Centralised	\$120,000	\$120,000	\$125,000	\$125,000
	Distributed	\$3,758,752	\$3,842,632	\$4,183,400	\$4,243,500
C – Special Circumstances Funding					
<i>Special circumstances funding</i>	Centralised	\$0	\$0	\$0	\$0
	Distributed	\$150,000	\$140,000	\$150,000	\$185,000
Total for Priority C	Centralised	\$0	\$0	\$0	\$0
	Distributed	\$150,000	\$140,000	\$150,000	\$185,000
D – Strengthening outcomes for schools and educationally disadvantaged schools and students					
<i>Curriculum re-engagement schools project</i>	Centralised	\$189,698	\$199,142	\$180,000	\$180,000
	Distributed	\$0	\$0	\$0	\$0
<i>Tracking & improving student achievement</i>	Centralised	\$130,000	\$135,000	\$140,000	\$140,000
	Distributed	\$0	\$0	\$0	\$0
<i>Engaging Aboriginal communities to support improved student outcomes</i>	Centralised	\$80,000	\$80,000	\$80,000	\$80,000
	Distributed	\$0	\$0	\$0	\$0
<i>Future Footprints</i>	Centralised	\$237,957	\$245,003	\$200,000	\$200,000
	Distributed	\$0	\$0	\$0	\$0
Total for Priority D	Centralised	\$637,655	\$659,145	\$600,000	\$600,000
	Distributed	\$0	\$0	\$0	\$0
E – Student wellbeing and support					
<i>Creating safe & supported school communities</i>	Centralised	\$160,000	\$165,000	\$170,000	\$180,000
	Distributed	\$0	\$0	\$0	\$0
<i>Wellbeing and mental health in schools</i>	Centralised	\$70,000	\$75,000	\$30,000	\$30,000
	Distributed	\$300,000	\$325,000	\$340,000	\$375,000
<i>Student wellbeing and developing resilience</i>	Centralised	\$160,000	\$165,000	\$0	\$0
	Distributed	\$0	\$0	\$0	\$0
Total for Priority E	Centralised	\$390,000	\$405,000	\$200,000	\$210,000
	Distributed	\$300,000	\$325,000	\$340,000	\$375,000
	Administrative costs	\$60,000	\$60,000	\$95,071	\$100,917
	Total expenditure	\$5,526,407	\$5,661,777	\$5,803,471	\$5,949,417

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Activities/Initiatives	Expenditure type	2022	2023	2024	2025
	Deferred Funding	\$0	\$0	\$0	\$0

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Expenditure Profile for 2023–2029

	2023	2024	2025	2026*	2027*	2028*	2029*
NGRB's total estimated funding allocation as advised by the department	\$4,723,178	\$4,864,872	\$5,010,818	\$5,161,142	\$5,315,978	\$5,475,458	\$5,639,720
NGRB's estimated Regional Transition Assistance funding allocation as advised by the department	\$1,003,752	\$1,033,864	\$1,064,880	\$1,096,826	\$1,129,732	\$1,163,624	\$1,198,532

Accrued deferred funding from 2020, 2021 and 2022 to be carried forward to 2023	\$6,862,995
Accrued interest earned on funds held in 2020, 2021 and 2022 to be carried forward to 2023	\$81,837

NGRB's planned expenditure for the relevant year	\$5,668,937	\$5,810,631	\$5,966,577	\$6,106,901	\$6,261,737	\$6,421,217	\$6,576,001
NGRB's planned regional transition assistance expenditure for the relevant year	\$1,416,791	\$1,465,208	\$1,510,015	\$1,551,256	\$1,598,976	\$1,648,223	\$1,699,046

NGRB's planned deferred funding for the relevant year to be spent in a future year	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Accrued deferred funding from the relevant year and previous years to be spent in a future year	\$5,999,073	\$5,053,314	\$4,097,555	\$3,151,796	\$2,206,037	\$1,260,278	

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

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Activity/Initiative	<i>Promoting School Choice and Improved School Marketing</i>
Priority	A – Choice and Affordability

Description

All schools are encouraged to participate in projects and activities that unpack what 'choice' in the Independent sector represents and how schools can present themselves as an attractive and affordable option that provides exceptional value for the investment families make through payment of school fees.

The CAF funding is used centrally to provide specialised services to schools that support schools in analysing their value proposition and to develop a pathway to reviewing and improve their brand/image and their student and school community offerings. AISWA will continue to offer a range of specialised services which schools can access, as required. These include:

- a series of either face to face and/or online marketing seminars covering topics such as brand, revitalising your website, and community perception.
- providing schools with the opportunity to understand their finances and what can be done to reduce expenditure while not impacting what the school represents as value for money.
- assist schools to develop a new mission and value proposition. In addition to the three full-day sessions, ongoing coaching is provided to schools involved in this project.

Eligible Schools

All schools are invited to join the activity and individual schools make the decision to join.

Timeframes

Initial one-year intensive programs were held during 2021 and 2022. Workshops and training seminars relating to marketing will continue to be offered at regular intervals until the end of 2025 for all schools and boards.

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Outcomes

Objectives/expected outcomes	Indicators of success
<ul style="list-style-type: none"> • Participating schools have a clear statement and value proposition of what their school offers and why their school should be the one of choice for families. • Schools have looked at both their affordability for families and reviewed their finances to reduce expenditure while preserving their point(s) of difference. • Potential Independent school families have a better understanding of the different options when selecting a school. 	<ul style="list-style-type: none"> • During 2024 through 2025, 20% of schools participate in the projects. Regional schools will be strongly encouraged to engage. • All schools participating in the projects have a clear statement of what they represent and provide to families in terms of choice and value for money. • Feedback indicates schools participating in the marketing seminars have reflected upon their image and reviewed how they present to the broader community both formally through their online and marketing presence, and informally through consistent messaging across staff and families.

Risk Management

Risk	How the risk will be managed
<ul style="list-style-type: none"> • The risk of future lockdowns means planned face to face sessions and networking cannot occur. • Insufficient demand for an activity, results in it being postponed or cancelled. 	<ul style="list-style-type: none"> • As with 2020 and 2021 alternative presentation arrangements can be made using online presentations and bringing people together in a room with external presenters coming in online. • Attempts will be made to re-schedule an activity and review it to make it more appealing. • Schools can be individually invited as a personal invitation often results in a positive result while, at times, extending a broad invitation may not. • Should an activity not take place the funds would be rolled into the following year or another activity with permission.

Key stakeholders

Stakeholder & Interest/Impact	Engagement Strategy
<p>All Independent Schools in WA</p> <ul style="list-style-type: none">• The activities in the Choice and Affordability Priority are open to all schools and, where presentations are online, there is no limit on participant numbers.• Priority will be given to lower SES schools and to schools negatively impacted by the move to DMI CTC.	<ul style="list-style-type: none">• The activities around marketing and finance will be open to all schools and following the actual seminar there will be opportunities for ongoing networking and support where required. Online school/principal meetings result in high engagement with often a preference for the time efficient mode of delivery.• The intensive activities require a commitment by the school to attend the three full-day workshops, plus extensive consultation with their communities and the development of a new image and way forward. Once a school has expressed an interest to be part of this there will be constant communication before and after the workshops and ongoing coaching of school staff.

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Activity/Initiative	Support for Transition for the Nine Regional Schools Identified by DESE
Priority	B – Transition Assistance

Description

By 2024, all negatively impacted schools will have developed a *Transition Plan* which outlines how they will operate with the new low growth rate in Federal funding. The Transition Plan will identify what the school plans to do to ensure its ongoing financial viability and affordability of the school into the foreseeable future.

Schools have been provided indicative grants for the period 2022 through 2029 with a strong caveat that these may change because of census data and their DMI CTC. Grant amounts may also be impacted should several schools see a large shift in their DMI CTC as it may mean more schools meet the criteria resulting in funds being spread across more eligible schools. The amount of the indicative grants included elements that factor in the school population and the size of the increase in their DMI CTC over their 2011 or 2016 SES.

School Transition Plans include such things as:

- Surveys of Staff/ Parents/ Community to establish what is valued at the school.
- Budget revisions taking into account revised DMI funding.
- Efficiency analysis to inform budget reviews.
- Revision of class sizes/ fees charged/ student to teacher ratios/ curriculum offerings.
- Review of Key Performance Indicators, trend analysis to understand gaps in financial performance.
- Market research to inform strategy that specifically addresses the decrease in funding.
- Review of the school's strategic plan.
- A documented, clear statement outlining what school represents and the value and benefits provided to families.
- Reflecting on the business model to identify the 'value for money' parents receive.
- Reflecting on marketing and school image to ensure a clear statement of what the school represents and provides to families in terms of offerings and choice.

AISWA will continue to work with these schools as they navigate their way through their changed financial circumstances. This includes continuing to review their school finances, provide schools the opportunity to source their own external support and provide all these schools access to other AISWA support both through the Choice and Affordability Fund and the other range of services we offer schools.

Eligible Schools

The Regional Transition Assistance Activity includes the nine schools identified by the Department in 2020. These are:

ID	School Name
65	Bunbury Cathedral Grammar School
25081	Court Grammar School
27701	Esperance Anglican Community School
16332	Georgiana Molloy Anglican School
14590	Geraldton Grammar School
15894	Great Southern Grammar

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30237	St James Anglican School
13741	Swan Christian College
15338	Tranby College

AISWA has worked closely with these schools over the last two years to ensure all have appropriate Transition Plans in place.

Timeframes

Schools have been provided with direct grant payments for 2022 and 2023. Additional direct grant payments will continue to be provided to schools during 2024 and 2025.

Outcomes

Objectives/expected outcomes	Indicators of success
<ul style="list-style-type: none">• The additional direct funding in the form of transition assistance ensures schools can continue to operate while minimising the need for fee increases. The grants keep the impact of low or negative federal funding growth to a minimum.• The school remains financially viable and continues to offer education to its school community.	<ul style="list-style-type: none">• Fee increases in these schools are similar to those of similar Independent schools.• Schools maintain enrolment growth.• Schools continue to operate in regional areas providing educational choice for students and families.

Risk Management

Risk	How the risk will be managed
<ul style="list-style-type: none">• A particular school loses substantial enrolments making it no longer financially viable.• A school lacks the resources or capabilities to put measures in place to ease into the transition to the DMI CTC.	<ul style="list-style-type: none">• Should a school be struggling with enrolments we would work with them to develop strategies that could correct the loss of enrolments.• AISWA would provide intensive support to the school and its community to address the lack of capability and provide sound advice as to establish a sustainable way forward.

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Key Stakeholders

Stakeholder & Interest/Impact	Engagement Strategy
<p>The Nine Eligible Regional Schools</p> <p>The activity assists regional schools to review their business models in their transition to the Direct Measure of Income arrangements (DMI). The activity ensures stakeholders are kept informed about critical information in relation to the DMI and that schools are supported to adjust to the new funding arrangements.</p>	<p>Over the last four years, AISWA has held online meetings and met with each of the regional schools involved in this activity. Substantial information has been provided along with the development of draft Transition Templates, pre-populated with data, being sent to schools. This contact will be maintained until the end of 2025 as schools continue to reflect on their progress and access available support.</p>

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Activity/Initiative	Transition Support for the Other Eligible Schools
Priority	B – Transition Assistance

Description

Schools have been supported in developing a Transition Plan which outlines how they will operate under a new low growth rate in their Federal Funding. This Plan identifies practical solutions to ensure the school's ongoing financial viability and affordability of the school for the current and future members of its community.

Schools have been provided indicative grants for the period 2022 through 2029 with a strong caveat that these may change because of census data and their DMI CTC. Grant amounts may also be impacted should several schools see a large shift in their DMI CTC as it may mean more schools meet the criteria resulting in funds being spread across more eligible schools. The amount of the indicative grants included elements that factor in the school population and the size of the increase in their DMI CTC over their 2011 or 2016 SES.

Plans can consider and include such things as:

- Surveys of Staff/ Parents/ Community to establish what is valued at the school.
- Budget revisions taking into account revised DMI funding.
- Efficiency analysis to inform budget reviews.
- Revision of class sizes/ fees charged/ student to teacher ratios/ curriculum offerings.
- Review of Key Performance Indicators, trend analysis to understand gaps in financial performance.
- Market research to inform strategy that specifically addresses the decrease in funding.
- Review of the school's strategic plan.
- A documented, clear statement outlining what school represents and the value and benefits provided to families.
- Reflecting on the business model to identify the 'value for money' parents receive.
- Reflecting on marketing and school image to ensure a clear statement of what the school represents and provides to families in terms of offerings and choice.

AISWA is continuing to work with these schools as they navigate their way through their changed financial circumstances. This includes reviewing school finances, providing schools an opportunity to source their own external support and provide these schools access to other AISWA support both through the Choice and Affordability Fund and range of other support services already provided by AISWA.

Eligible Schools

Eligible schools were identified using the following criteria:

- a Direct Measure of Income CTC change of 3 or more points from either the 2011 or 2016 SES CTC score,
- a growth rate of less than 3% during the period 2022 through 2029, and
- an average school fee rate of less than \$20,000.

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Eligible Schools:

ID	School Name
2084	Helena College
5398	South Coast Baptist College
13595	Grace Christian School
13602	Frederick Irwin Anglican School
13656	John Wollaston Anglican Community School
15360	Living Waters Lutheran College
16076	Peter Moyes Anglican Community School
16533	Hope Christian College
18149	Mandurah Baptist College
23696	Peter Carnley Anglican Community School
23697	Swan Valley Anglican Community School
29057	Austin Cove Baptist College

This list may be modified if there are changes in the DMI CTC.

Timeframes

The initial plan is to provide grants for the next four years, 2022 through 2025, with allocations reviewed at that time.

Outcomes

Objectives/expected outcomes	Indicators of success
<ul style="list-style-type: none">• The additional funding in the form of transition assistance ensures the school can continue to operate and keep any fee increases, to make up for the low growth or negative growth in funding, to a minimum.• The school remains financially viable and continues to offer education to its school community.	<ul style="list-style-type: none">• Fee increases are similar to those in the broader independent education community.• Enrolments in the schools continue to be strong.• Schools continue to operate and thus provide choice as to the education environment families select for their children.

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Risk Management

Risk	How the risk will be managed
<ul style="list-style-type: none">• A particular school loses so many enrolments that it appears it may no longer be viable.• A school lacks the resources or capabilities to put measures in place to ease into the transition to the DMI CTC.	<ul style="list-style-type: none">• Should a school be struggling with enrolments we would work with them to develop strategies that could correct the loss of enrolments.• AISWA would work with the school and the school community to address the lack of capability and provide sound advice as to way forward.

Key Stakeholders

Stakeholder & Interest/Impact	Engagement Strategy
<p>The Other Fourteen Eligible Schools</p> <p>The activity assists schools to review their business models in their transition to the Direct Measure of Income arrangements (DMI). The activity ensures stakeholders are kept informed about critical information in relation to the DMI and that schools are supported to adjust to the new funding arrangements.</p>	<p>During 2020 AISWA held online meetings and then met with each of the schools involved in this activity. This was followed up again in 2021 with more information sent out and a draft Transition Templates developed, pre-populated with some data and sent to schools. This contact will continue as schools reflect on their progress and access support offered.</p>

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Activity/Initiative	Transition Support for the National Adjustment Assistance Fund Schools
Priority	B – Transition Assistance

Description

The Choice and Affordability Fund incorporates the *National Adjustment Assistance Fund (NAAF)*, which was established to provide transition funding support for non-systemic independent schools. Financial and other transition support will be offered to the schools that would have met the criteria to have access to support through the National Adjustment Assistance Fund; that is, non-systemic Independent schools that are expected to experience reductions in per student funding due to changes in Commonwealth recurrent funding settings through 2020 to 2029. The funding in this element of the Transition Priority is quite low (as was the amount provided through the NAAF).

Schools are invited to apply for a small grant on an annual basis that can be used to review their processes and financial position to assess the ongoing financial viability and affordability of the school in relation to both current and future members of the school community. A brief application form has been developed that encourages schools to actively engage in a process to review their future financial position and outlines strategies the school could utilise as part of this process.

Schools are strongly encouraged to use this CAF funding to support the implementation of:

- Surveys of Staff/ Parents/ Community to establish what is valued at the school.
- Budget revisions that consider revised DMI funding.
- Efficiency analysis to inform budget reviews.
- Revision of class sizes/ fees charged/ student to teacher ratios/ curriculum offerings.
- Review of Key Performance Indicators, trend analysis to understand gaps in financial performance.
- Market research to inform strategy around less funding.
- Review of the school's strategic plan.
- A documented, clear statement of what the school represents and provides to families.
- Reflecting on the business model to identify the 'value for money' parents receive.
- Reflecting on marketing and school image to ensure a clear statement of what the school represents and provides to families in terms of choice.

Throughout 2024-2025, AISWA will continue to work with these schools as they navigate their way through their changed financial circumstances. This includes continuing to provide support in the review their school finances, provide schools the opportunity to source their own external support, and provide all these schools access to other AISWA support both through the Choice and Affordability Fund and the other range of services we offer schools.

Eligible Schools

ID	Name	Period
65	Bunbury Cathedral Grammar School	2022 to 2028
83	Guildford Grammar School	2022 to 2028
84	Hale School	2022 to 2028
124	Perth College	2022 to 2028
201	St Mary's Anglican Girls' School (Inc)	2022 to 2028
245	Wesley College	2022 to 2028
2711	Penrhos College	2022 to 2028

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2755	All Saints' College	2022 to 2028
28580	Banksia Montessori School	2025 to 2028
167	St Hilda's Anglican School for Girls (Inc)	2025 to 2028

Timeframes

Direct grants have been provided to the eight eligible schools in 2022 and 2023 with payments allocated and scheduled for 2024. In 2025, two additional schools, Banksia Montessori School and St Hilda's Anglican School for Girls, will become eligible to access this funding.

Outcomes

Objectives/expected outcomes	Indicators of success
<ul style="list-style-type: none"> • Schools that apply to access these funds will have a plan for going forward with reduced Federal funding. • The school remains financially viable and continues to offer education to its school community. 	<ul style="list-style-type: none"> • Fee increases are similar to those in the broader independent education community. • Enrolments in the schools continue to be strong. • Schools continue to operate and thus provide choice as to the education environment families select for their children.

Risk Management

Risk	How the risk will be managed
<ul style="list-style-type: none"> • A particular school loses a substantial number of enrolments, and it appears it may no longer be financially viable. • A school lacks the resources or capabilities to put measures in place to ease into the transition to the DMI CTC. • The high-fee schools may see potential reputational risk in accessing additional government funding so applications for assistance may be low. 	<ul style="list-style-type: none"> • Should a school be struggling with enrolments AISWA would work with them to develop strategies that could correct the loss of enrolments. • AISWA would work with the school and the school community to address the lack of capability and provide sound advice to find a way forward. • AISWA will encourage schools to access the small amount of funding support but does recognise this additional risk to high-fee schools.

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Key Stakeholders

Stakeholder & Interest/Impact	Engagement Strategy
<p>Previously Eligibly NAAF Schools</p> <p>The activity assists schools in reviewing their business models during the transition to the Direct Measure of Income (DMI) funding model. The activity ensures stakeholders are provided with critical information in relation to the DMI and that schools are supported to adjust to the new funding arrangements.</p>	<p>Over the past three years, AISWA has held both online and face to face meetings with schools to explain the elements and priorities in the Choice and Affordability Fund. This level of engagement will continue during 2024-2025.</p>

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

Description

This priority will continue to be met through the provision of Special Circumstances funding that schools can apply for. During 2022 and 2023, a total of \$290,000 was made available to schools. In 2024, a total pool of \$150,000 will be available with a further \$185,000 available in 2025. There remains capacity for this funding to be topped up should there be a high level of demand for assistance. AISWA has developed a comprehensive application and approvals process that schools can access on an as needed basis. Over the past two years, this funding has been invaluable in supporting schools and students impacted by special circumstances and has been established to provide additional support in high priority areas such as schools in rural and remote locations and areas affected by drought or other natural disasters.

Special Circumstances Assistance will be provided for schools in situations that satisfy all of the following criteria:

- **unexpected**
 - Could not have been reasonably foreseen.
- **causing severe financial difficulty**
 - Where a school faces a real prospect of having to cease a large part of its educational activities or significantly lower its educational services.
- **short term**
 - Schools should be able to overcome their financial difficulty and resume operations and must provide a five-year business and recovery plan.
- **a special need**
 - Schools have exhausted all other options to remedy the financial situation of the school.

The nature of support available to a school experiencing special circumstances will vary by the type of situation and circumstances. Schools can experience financial stress as a result of a range of events: a natural disaster like floods or fires, a sudden loss of a significant number of enrolments, loss of a number of long serving staff with significant entitlements owing, etc. All these result in financial stress and as well as providing direct financial support to the school if the criteria are met, AISWA would offer additional support to the school to review their business model and its ability to overcome its current situation and prepare an adapted budget to reflect its new financial position.

Eligible schools

All schools will be eligible to apply for Special Circumstances Funding if they consider they meet the criteria.

Timeframes

Special Circumstance Assistance will be available to schools through to the end of 2025.

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Outcomes

Objectives/expected outcomes	Indicators of success
<ul style="list-style-type: none">• A school impacted by a negative unforeseen situation applies for special assistance.• If the application is approved the school receives financial assistance.	<ul style="list-style-type: none">• Schools can successfully access special circumstances assistance when negatively impacted by unforeseen circumstances and can recover from the resulting financial stress within a timely manner.

Risk Management

Risk	How the risk will be managed
<ul style="list-style-type: none">• A school that receives special circumstances funding is unable to trade out of the circumstances they find themselves in.	<ul style="list-style-type: none">• AISWA will monitor the schools use of funds and their progress in addressing the circumstances and provide in kind support if needed.

Key Stakeholders

Stakeholder & Interest/Impact	Engagement Strategy
<p>All Independent Schools in WA</p> <p>This activity will support schools and students negatively impacted by unforeseen circumstances, particularly those in priority areas such as rural and remote locations and areas that may be affected by drought, flooding, or other natural disasters.</p>	<p>All schools have received information regarding this priority and will continue to receive updates regarding the availability of Special Circumstances Funding over the next two years.</p>

Activity/Initiative	Curriculum Re-Engagement Schools Project
Priority	D – Strengthening outcomes for schools and educationally disadvantaged schools and students

Description

This highly successful project works with the Curriculum and Re-Engagement (CARE) Schools, that cater for secondary students at an educational disadvantage. The project aims to improve the attendance and engagement of students resulting in improved educational outcomes. Some CARE school students experience difficulty learning and for some attendance and/or being present in class is a challenge. The Grattan Institute has highlighted the issue of student engagement as being of concern. In low socio-economic areas this issue is often particularly marked. Research shows that creativity may help ease or, in some cases, eliminate engagement difficulties or, for those students who are engaged, increase their achievement levels.

To support the aim of increasing student attendance and engagement, creative learning strategies have been implemented through the establishment of meaningful partnerships between teachers, creative (arts) practitioners, children, and young people. This complements existing school strategies for raising attainment, improving wellbeing, and supporting inclusion. The project continues to build upon the experience gained over the past three years and is being expanding to include participation by more CARE schools.

The established partnerships each address a priority learning area—mathematics, HASS or science—and employ creative ways of teaching the curriculum. Through these partnerships the learning experience of children and young people is transformed to prepare them for the opportunities and careers of the twenty-first century.

Eligible Schools

ID	School
26753	ALTA-1 College (16 campuses)
87600	ALTA-1 Kimberley
30041	Communicare Academy
87623	Indie School
16104	Port School
29090	SMYL Community College (six campuses)
17313	Sowilo Community High School
30258	Youth Futures Community School (two campuses)
16114	Youth Futures Community School

All CARE Schools will have an opportunity to submit an Expression of Interest to be involved in the next phase of his project. Four schools or campuses were involved in 2020 and 2021, with an additional three more schools participating in 2022. In 2023, the two new CARE Schools that opened in 2022 (Work Ready WA and Y Vocational College) were also invited to participate.

Timeframes

This project will continue to operate in its current format until the end of 2025.

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Outcomes

Objectives/expected outcomes	Indicators of success
<ul style="list-style-type: none"> Participating schools will develop a case for implementation and will express interest through a formal application process. Schools will develop an ethnographic approach with students to determine the co-designed curriculum implementation. School based project managers will support the program implementation to ensure high participation. The expectation is that attendance and engagement in learning will improve. Schools will develop collaborative and creative capabilities. 	<ul style="list-style-type: none"> Up to seven schools or campuses of schools with cohorts of educationally disadvantaged students will be involved between 2022 and 2025. All participating schools will develop exhibition style assessment of the learning of the student cohort. Project managers will develop case studies to share with other like schools. Results of annual evaluations of the project. Indications of increased attendance and time spent on tasks.

Risk Management

Risk	How the risk will be managed
<ul style="list-style-type: none"> The risk of future lockdowns means planned face to face sessions and networking cannot occur. Insufficient demand for an activity, results in the project being postponed or cancelled. 	<ul style="list-style-type: none"> Alternative presentation arrangements can be made using online presentations and bringing people together in a room with external presenters coming in online. Attempts will be made to re-schedule an activity and review it to make it more appealing. Schools targeted through personal invitation often results in a positive result while at times a broad school invitation may not. Should an activity not take place the funds would be rolled into the following year or another activity with permission.

Key Stakeholders

Stakeholder & Interest/Impact	Engagement Strategy
Curriculum and Re-Engagement Schools	
<ul style="list-style-type: none"> In 2023, there are nine CARE schools in the sector with three of the schools (Alta-1, SMYL, and Youth Futures) operating multiple campuses. 	<ul style="list-style-type: none"> All CARE schools will receive an invitation to participate in this project. Individual contact will be made with each school to ascertain interest and to explain the project.

Activity/Initiative	Tracking and Improving Student Achievement
Priority	D – Strengthening outcomes for schools and educationally disadvantaged schools and students

Description

This project looks at underperforming schools in the **National Assessment Program for Literacy and Numeracy (NAPLAN)**.

Each of the four assessments (Years 3, 5, 7 and 9) across Numeracy and Reading in particular, cover the approximately 180 content descriptions in each learning area from the Foundation Year (Pre-primary) to Year 10 of the WA curriculum.

The project identifies the learning needs for students based on misconceptions in Mathematics or specific areas of English development. The assessment analysis is checked against a progression of skills from the early years. The students at or below minimal standard are identified with a view to establishing Individual education programs based upon their knowledge and understanding. Using the *Valuate* platform (AISWA’s NAPLAN analysis tool) for the online performance of students, the item descriptors then form the basis of specific learning plans for the identified students.

The aim is to implement professional learning using *Valuate* to establish the progression of learning of every student who completed more than one assessment paper in each ‘Learning Area’. The data for each student is then diagnosed and each item analysed to clarify the learning requirements.

Literacy

The Literacy aspect of this priority looks at supporting underperforming schools with improving reading and writing.

The original schools being supported with writing were identified based on data from *Valuate* (AISWA’s NAPLAN analysis tool) and the Brightpath Narrative ruler. The project has been broadened to allow all AISWA schools to access professional learning material. The Brightpath ruler clearly identifies the next steps for teachers to take in progressing students’ writing. Using the Brightpath Next Steps product, (created by AISWA) teachers can use quality Australian authored children’s literature to address specific areas of need.

Support is provided to schools through participation in a one-day Train the Trainer model where facilitators are provided with notes, PowerPoints, in depth activity booklets linked to specific texts and four case studies. Provision of these resources allows the school-based facilitator to use the materials to best suit the needs of the staff and student cohort.

To further enhance this work and to support the WA curriculum, professional learning will be offered to engage with Aboriginal and Torres Strait Islander authors.

Reading support will be offered with resources including but not limited to: Sharp Reading, Scaffolding Adolescent Literacy, and Visual Literacy.

Another area of need for all AISWA schools is support in addressing the needs of EAL/D students so, wherever possible, professional learning will be tailored to include such support.

Numeracy

Using the Teaching Place Value resources that have been co-developed by AISWA and Dr Paul Swan, a whole school approach can be implemented and sustained at AISWA Schools. These 'in-school' professional learning materials and accompanying teaching resources were specifically designed for remote and regional schools that do not have ready access to professional learning opportunities.

This suite of Teaching Place Value materials includes a Facilitator's Guide, year books, video instruction for activities, year by year Menu Planners, resources, and assessment materials.

The Facilitator's Guide outlines the six-module 'in-school' professional learning program, which includes an overview on how to use the resource, the learning menus, activities, and video support for the activities. Schools will have the opportunity to participate in an introductory 90-minute workshop that can be conducted at their school.

Each school will receive a Teaching Place Value Facilitator's Guide and Materials Kit, that includes counters, dice, transparent spinners, and a USB that houses the 14 videos.

Eligible Schools

In late 2021, a number of schools were invited to participate in the Valuate project. These schools were identified as having one or more issues such as:

- a cohort below the national mean benchmark in literacy and numeracy
- an excess number of students either at or below national minimum standard in numeracy and literacy.

All eligible schools will have access to the Brightpath Next Steps and Teaching Place Value professional learning suite of resources.

Timeframes

This project will continue through to the end of 2025.

Outcomes – Valuate Assessment Tool

Outcomes	Indicators of success
<p>Teachers will:</p> <ul style="list-style-type: none"> • Identify the learning needs for students based on specific areas of English development or misconceptions in Mathematics. • Use the assessment analysis to check against a progression of skills from the early years. • Support students to establish their zone of proximal development. • Identify those students at or below minimal standard with a view to establishing Individual education programs based upon their knowledge and understanding. • Use the data to plan a program which differentiates the learning for each individual student. • Use the data to make the learning visible for both students and parents. • Develop learning plans for each student. 	<ul style="list-style-type: none"> • All schools that have taken the NAPLAN assessment online, will have multiple opportunities to participate in targeted professional learning using Valuate. It is expected that this will result in effective and embedded assessment practices. • Participants will be supported to develop learning opportunities for at-risk students in years 3, 5, 7 and 9. • Samples of work plans and data on student gain will be shared. • Supplementary professional learning will also parallel the focus on data responsive teaching and learning. This will be primarily by means of access to professional learning focusing on effective pedagogical practices driven by data informed programming.

Outcomes - Literacy

Objectives/expected outcomes	Indicators of success
<ul style="list-style-type: none"> • Raise awareness of the use of the Brightpath Rulers. • Support teachers to use the Brightpath Next Steps materials to address their schools' writing needs with a specific focus on the Teaching Emphases. • Targeted literacy support for locating, planning for, and using Aboriginal and Torres Strait Islander authored texts. • Provision of access to quality classroom resources and materials developed for the teaching of literacy including Sharp Reading, Visual Literacy, Scaffolding Adolescent Literacy. • Feedback shows teachers have an increased awareness of meeting the needs of EAL/D students in developing English understandings. 	<ul style="list-style-type: none"> • Teachers indicate their understanding the Brightpath rulers has improved. • Data shows an increase in usage. • 50% of participating schools use the Brightpath Next Steps materials. • 50% of participating schools include more Aboriginal and Torres Strait Islander authored texts in their text choices. • 70% of participating teachers indicate that the literacy resources provided have been effectively used in the classroom. • Informal data indicates teachers better address the needs of EAL/D students by using the WA EAL/D Progress Maps as an assessment, teaching and learning tool.

Outcomes – Teaching Place Value

Objectives/expected outcomes	Indicators of success
<ul style="list-style-type: none"> • Provision of targeted numeracy and mathematics support for developing place value understandings, by schools focusing on a whole school approach that incorporates routines, repeatable activities, and a range of pedagogical practices. • Upskilling of teachers to become more confident and capable maths teachers. The 14 videos will improve teacher knowledge and model how to conduct a range of place value activities. • Provision of quality classroom resources developed for the teaching and learning of mathematics and used by teachers. • Identification of the learning needs for students based on assessing their additive and multiplicative place value understandings. • Creation of a positive disposition towards Mathematics for both teachers and students. • Feedback data shows improvement in place value understandings for students and teachers. 	<ul style="list-style-type: none"> • 50% of participating schools will develop a whole school approach to Teaching Place Value. • Teachers indicate their place value understanding has improved. • 75% of participating teachers indicate that the place value resources are effective. • The activities and assessments assist teachers to identify and target students' strengths and weaknesses. • 75% of participating teachers indicate students' positive place value learning experiences. • 50% of participating schools show improvement for pre- and post-tests.

Risk Management

Risk	How the risk will be managed
<ul style="list-style-type: none"> • The risk of future lockdowns means planned face to face sessions and networking cannot occur. • Insufficient demand for an activity, results in it being postponed or cancelled. 	<ul style="list-style-type: none"> • Alternative presentation arrangements can be made using online presentations and bringing people together in a room with external presenters coming in online. • Attempts will be made to re-schedule an activity and review it to make it more appealing. • Schools can be personally invited to engage and participate. • Should an activity not take place the funds would be rolled into the following year or another activity with permission.

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Key Stakeholders

Stakeholder	Engagement Work
<p>All Independent Schools in WA</p> <ul style="list-style-type: none">• The main stakeholders will be schools with identified under-performing students in Literacy or Numeracy with a focus on schools in regional and/or remote locations.• All schools will be given an opportunity to participate, and professional learning activities will be linked to the AITSL Teacher Standards.	<ul style="list-style-type: none">• Schools will be invited to participate in this project through a broad invite, then some specific schools with many under-performing students will receive an individual invitation to participate.• During the project schools will join networks and receive ongoing support.

Activity/Initiative	Engaging Aboriginal Communities in Community Schools to support improved Student Outcomes
Priority	D – Strengthening outcomes for schools and educationally disadvantaged schools and students

Description

The Aboriginal Independent Community Schools (AICS) Governance Project commenced in 2020 and aims to engage community members to improve their understanding of the principles of good governance, strengthen knowledge and understanding of school finances, identify the differences between school governance and school management and support general growth and improvement across all aspects of school governance to support school leadership teams and improve educational outcomes for students.

“All Aboriginal and Torres Strait Islander young peoples must be empowered to achieve their full learning potential, shape their own futures, and embrace their cultures, languages and identities as Australia’s First Nations peoples.” Alice Springs (Mparntwe) Education Declaration 2019.

Advocating for Indigenous voice in education remains a matter of high priority and urgency. The AICS Governance Project initiative continues to target leadership engagement and skills development both at the school board and school level, including engagement of senior students in leadership initiatives. It is essential that Board members have a strong understanding of the foundations required to provide guidance, ensure there is a strong basis for decision making in relation to school policy, clear oversight of school finances and an understanding of the Board’s duties, level of authority and director responsibilities around compliance, reporting, and level of risk.

In addition to AISWA’s general school governance professional learning opportunities which include AICD courses, the annual Briefing the Board Conference and workshops/seminars, the AICS Governance Project has been designed to provide a range of dedicated information sessions, meetings, governance workshops, and networking opportunities that are held throughout the year (at least one per term) across a variety of locations and delivery methods. These events include, but are not limited to, the two-day AICS Governance Conference in Perth, the four-day Broome Conference, regular online meetings, and dedicated AISWA AICS consultants visiting schools to deliver training and support on-site.

To ensure the content and delivery methods are both relevant and beneficial to the AIC Schools, Board members and the communities in which they are located, the AICS Governance Project has been developed with a focus on two-way learning. Two-way learning is essential for the empowerment of school board members to ensure their voices are heard and acted upon and is therefore the most fundamental element of the project design.

As a result of their participation in the AICS Governance Project Board members and school leaders will benefit from an improved understanding of the principles of good governance and school finances and operations delivered in a culturally inclusive manner to support the sharing of ideas, governance improvement initiatives and processes, that will also enhance collaboration between schools. Through its range of delivery methods that include both training events and opportunities for school-specific support, the project promotes strong governance foundations and enhances the understanding and engagement of Aboriginal and Torres Strait Islander school community members. The project is continuing to lay strong, long-term foundations and strengthen the capacity for schools to support the learning outcomes for disadvantaged students.

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Eligible Schools

All Aboriginal Independent Community Schools will be invited to participate in the project.

ID	School Name
2756	CAPS Coolgardie
8870	CAPS Kurrawang
5603	Karalundi College
16023	Kulkarriya Community School
17285	Nyikina Mangala Community School
13289	Parnngurr Community School
13596	Purnululu Community School
4264	Rawa Community School
2705	Strelley Community School
13603	Wongutha CAPS
16021	Wulungarra Community School
14016	Yakanarra Community School
29953	Yiramalay/Wesley Studio School
2771	Yiyili Aboriginal Community School

Timeframes

This project will continue through to the end of 2025.

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Outcomes

Objectives/expected outcomes	Indicators of success
<ul style="list-style-type: none"> • Participating schools will develop a case for change with the aim of developing a comprehensive action plan. • The school governing body, with support, will develop its knowledge, expertise, and decision-making skills to drive positive change in the school and community. 	<ul style="list-style-type: none"> • Regular attendance at governance training events such as information sessions, the AISWA AICS Governance Conference, AICS Broome Conference, Briefing the Board, AICS meetings. • Level of engagement increases over the remaining two years. • Improved skills and competencies for school board members through targeted support. •

Risk Management

Risk	How the risk will be managed
<ul style="list-style-type: none"> • Due to unforeseen circumstances planned face to face sessions and networking cannot occur. • Insufficient demand for an activity, results in it being postponed or cancelled. • School participation decreases due to difficulty in engaging community members. 	<ul style="list-style-type: none"> • Alternative online presentation arrangements made. • Ascertain reason for low uptake then re-schedule and/or review content to ensure it is appealing/relevant, as required. • Schools will be directly invited to take part. • Should an activity not take place the funds would be rolled into the following year or allocated towards another activity, with permission. • AISWA will work closely with participating schools and make every effort to ensure schools are supported and provided with the necessary information and resources to keep community members engaged.

Key Stakeholders

Stakeholder & Interest/Impact	Engagement Strategy
<p>Aboriginal Independent Community Schools</p> <ul style="list-style-type: none"> • All Aboriginal Independent Community Schools will be invited to attend governance training and events and offered direct consultant support. • Schools that engage with the project will identify their priorities and select an initial starting point for their action plan. • School action plans will accurately reflect the vision, goals, and objectives of the community for their young people's education. • Projects to be reviewed at regular monitoring points negotiated with all external agencies, and community organisations involved. 	<ul style="list-style-type: none"> • Online meetings will be held at regular intervals and an AISWA staff member will continue to facilitate at all stages of the project. • Face to face meetings when possible, building positive relationships and trust through regular contact. • Engagement of relevant agencies that have strong community development backgrounds and experience with Aboriginal communities, external to AISWA, to provide targeted expertise for the realisation of each school's first priority. • To engage all stakeholders in school business planning.

Activity/Initiative	Future Footprints: Strengthening the primary to secondary education transition experience for Aboriginal and Torres Strait Islander families, young people, and their schools
Priority	D – Strengthening outcomes for schools and educationally disadvantaged schools and students

Description

Access, equity, and choice in secondary education options for Aboriginal and Torres Strait Islander families and young people, particularly for those living in remote and very remote locations, is seriously and firmly on the main agenda in Australia (Commonwealth of Australia, 2020; Lamb et al., 2020). The evidence is clear, Aboriginal and Torres Strait Islander young people from regional, rural, and remote areas who do not complete schooling are far less likely to go on to further training, study, and employment. Equally, there is strong evidence that a smooth transition from primary into secondary schooling followed by the completion of Year 12 or equivalent qualifications, increases the likelihood that Aboriginal and Torres Strait Islander young people will experience a multiplicity of immediate and lifelong academic and learning, economic and social, health and wellbeing benefits.

The AISWA Future Footprints Program (FFP) has a sustained history of successfully supporting Aboriginal and Torres Strait Islander students enrolled in board schools in Perth. Through the Choice and Affordability Fund, this program has been expanded to include the provision of support to families and young people to ensure they can make effective and informed choices about secondary school pathways, including local, regional, boarding/residential secondary schooling options, as well as other flexible learning programs. The program seeks to provide Cultural Safety for students and schools, increase engagement and specifically targets both the transition from primary school to high school as well as post school support.

To achieve this the FFP:

- Disseminates information about secondary school pathways and options, so that Aboriginal and Torres Strait Islander families and young people living in regional, rural, remote, and very remote locations can make effective and informed decisions.
- Provides cultural support for Students, families and school staff.
- Develops resources and provides professional development activities that build the capacity of Teachers & Aboriginal Education Workers (AEWs), including those in Aboriginal Independent Community Schools, with a focus on effective transition planning, policy, processes, and practices.
- Supports secondary schools, including Aboriginal Independent Community Schools, with post-secondary transition planning and various pathways into further training, study, and employment.

Eligible Schools

All AISWA Independent Schools have access to FFP support, resources, and activities. New member schools will be required to submit an Expression of Interest (EOI) to be part of FFP. This EOI process will require schools to meet eligibility criteria and demonstrate a commitment to ongoing reporting, consultation, and data collection, progress monitoring, and evaluation. Schools will be required to actively embrace national Closing the Gap Targets (i.e., 5, 6, 7, 11, 12, and 14) and the Alice Springs (Mparntwe) Education Declaration (2019).

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Criteria for involvement, including:

- Being a registered Independent school; that is committed to:
- Establishing and implementing key strategic actions to meet the Aboriginal Education Standards Framework.
- Building school and key staff capacity through professional development and learning opportunities.
- Creating meaningful opportunities for Aboriginal and Torres Strait Islander students for appropriate and relevant post-school pathways and career development.
- Leveraging local data, culturally informed knowledge, and integrating the evidence-base, to fully understand approaches required to support effective primary to secondary school transitions for Aboriginal and Torres Strait Islander young people and their families.
- Ongoing reporting, data collection, progress monitoring, evaluation, and refining of transition policy, processes, and practices.

Timeframes

This project will continue to the end of 2025.

Outcomes

Objectives/expected outcomes	Indicators of success
<ul style="list-style-type: none">• Recruitment of eligible member schools• Greater awareness of the primary to secondary school transition.• Aboriginal and Torres Strait Islander families living in regional, rural, remote, and very remote locations will have greater awareness of secondary school pathways and options.• Schools and Aboriginal and Torres Strait Islander families will receive support with transition planning during Years 5 and 6 to build preparation for secondary schooling.• Improved school and staff capability to prioritise, resource and implement transition support planning.• Enhanced school and staff understanding of approaches to supporting effective primary to secondary transitions for Aboriginal and Torres Strait Islander young people and families.• Development of transition resources for schools.	<ul style="list-style-type: none">• Recruitment of 15-30 schools• Eight presentations/ workshops for Aboriginal and Torres Strait Islander families living in regional, rural, remote, and very remote locations.• Participation by Aboriginal and Torres Strait Islander families and young people from AISWA member schools.• Eight professional development and learning presentations/ workshops for schools and key staff (i.e., AEWs).• Implementation of transition support plans for Aboriginal and Torres Strait Islander students in Years 5 and 6 by participating member schools• Development of transition resources and online repository.• Professional networking and collaboration between participating member schools

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Risk Management

Risk	How the risk will be managed
<ul style="list-style-type: none"> • The risk of future COVID-19 lockdowns means planned (face-to-face) professional development and learning and networking cannot occur. • Travel restrictions or limited access to regional, rural, remote, and very remote communities. • Insufficient demand for a particular activity, results in it being postponed or cancelled. • Schools and families start in the project but withdraw part way through due to difficulty in engaging community. 	<ul style="list-style-type: none"> • Online presentation arrangements will be made using online forums (i.e., MS Teams, Zoom). • Attempts will be made to re-schedule an activity and review it to make it more appealing. • Aboriginal and Torres Strait Islander students, families, and schools will be directly invited to take part. • Should an activity not take place the funds would be rolled into the following year or another activity with permission. • AISWA will work closely with participating schools and make every effort to keep families and community members engaged, or if considering withdrawing, conduct community consultation regarding ways to re-engage them.

Key Stakeholders

Stakeholder & Interest/Impact	Engagement Strategy
<ul style="list-style-type: none"> • Aboriginal and Torres Strait Islander students and families living in regional, rural, remote, and very remote locations. • The schools (and staff) participating in the project will initially be those with primary aged Aboriginal students (i.e., Years 5 and 6). • Other stakeholders will be the secondary schools to which these young people transition. • Contribution to the National Closing the Gap Targets 5, 6, 7, 11, 12, and 14. 	<ul style="list-style-type: none"> • AISWA will scope and profile all member schools for eligibility. • Consultation will be conducted with teachers and school leaders, education system and sector professionals, community representatives and Elders, parents, and families, and young people. • Information letters will be sent to all eligible member schools inviting them to participate. • Ongoing engagement through regional school visits, virtual (i.e., MS Teams, Zoom) and face to face meetings, email, and phone communication. • Successful primary to secondary transition means greater likelihood of Year 12 attainment or equivalent qualifications, and in turn greater likelihood of further education, training, or work (i.e., post-secondary).

Activity/Initiative	Creating Safe and Supported School Communities
Priority	E – Student wellbeing and support

Description

“Given the foundational role of schools in the lives of almost every child, they have a unique responsibility to keep children safe. This is not only to fulfil their child protection responsibilities but also because being safe and supported at school is essential for effective learning.” Royal Commission into Institutional Responses to Child Sexual Abuse Volume 13-Final Report Schools page 132

Schools require ongoing proactive support to create and maintain safe environments for all children and young people in their care as they need to ensure each child feels safe, supported and their voice is heard and valued. This is recognised as essential by both state and federal governments following the recommendations from the Royal Commission into Institutional Responses to Child Sexual Abuse with the subsequent release of the National Principles for Child Safe Organisations and the National Strategy to Prevent and Respond to Child Sexual Abuse. These recommendations are further reflected in the Guide to the Registration Standards and Other Requirements for Non-Government Schools in WA.

This support requires both a multi-level and multi-faceted approach to achieve holistic support in creating a safe and supported school community.

Access to these services is required to be available to the whole school community at various levels depending on the need. These levels would include state (AISWA) wide, school, governing bodies, school leadership, teaching staff and non-teaching staff. Consideration needs to also be given to the diversity of all AISWA schools including location, cultural, beliefs, values etc.

Services and support would also be required to be multi-faceted to cater to various and unique needs.

In order to assist schools to create and maintain safe environments for all children and young people in their care, AISWA services will include but not be limited to:

- Access to a Child Protection AISWA staff member to provide both proactive and reactive support and advice in all child protection matters, and consultation in providing a safe and supported school community.
- Training and professional learning for various staff at all levels
- Updating schools with child protection and child safe information and changes
- Child protection and child safe related resources
- School re-registration support in Registration Standards for Non-Government Schools
- Representation on state and national groups
- Child protection and child safe related AISWA Policy and Procedure Guidelines

Eligible Schools

All schools can be involved in accessing this support to create a safe and supported learning environment for all students.

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Timeframes

This project will be for the four years of this plan, 2022 through 2025.

Objectives/expected outcomes	Indicators of success
Schools are provided access to a AISWA child protection staff member for support and consultation.	<ul style="list-style-type: none"> • Regular (daily) emails and conversations from various staff regarding for example but not limited to: <ul style="list-style-type: none"> ○ Child protection and mandatory reporting of child sexual abuse and other forms of abuse and neglect ○ Other child protection concerns ○ Reportable Conduct Scheme identification and processes ○ Understanding sexual behaviour in people and young people – strategies, resources, and procedures ○ Maintaining a child safe culture
Provision of training and professional learning both face to face and online	<ul style="list-style-type: none"> • Ensure culturally appropriate presentations and materials are utilised for AISWA Indigenous schools and sensitive to AISWA CaRE (Curriculum and Re-engagement in Education) school needs.
Professional Learning and training based on legislation and any related changes for example but not limited to: <ul style="list-style-type: none"> • Child Protection: Including Mandatory Reporting of Child Sexual Abuse, reporting other forms of abuse, Child Abuse Prevention, Grooming and Staff Professional Boundaries for all staff. • Child Abuse Reporting including Mandatory Reporting (E-Learning online course) • Beyond Child Abuse Reporting - Understanding Sexual Behaviour in Children and Young People, Grooming and Staff Professional Boundaries • Reportable Conduct Scheme 	Both face to face and online learning offered to: <ul style="list-style-type: none"> • assist in giving schools options to economise in PL time. • assist schools in regional and remote areas. • fulfill training requirements. • cope with high demand • Approximately 80% of Independent schools engaged in training on Mandatory Reporting, Grooming and all forms of child abuse (face to face and online)
Professional learning and training supporting school registration requirements for example but not limited to:	<ul style="list-style-type: none"> • Flexibility in standard and bespoke presentations depending on need.

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<ul style="list-style-type: none"> • Implementing National Principals of Child Safe organisations from an Independent School perspective. • Standard 10 Registration Guidelines. 	
<p>Professional Learning and training supporting a protective behaviours and sexual prevention education including, but not limited to:</p> <ul style="list-style-type: none"> • Keeping Safe: Child Protection Curriculum • Train the Trainer Keeping Safe Child Protection Curriculum 	<ul style="list-style-type: none"> • High interest/demand and maximum attendance • Yearly provision of trainers from South Australia to present Train the Trainer.

Objectives

Objectives/expected outcomes	Indicators of success
<p>Professional learning and training supporting other areas of AISWA, for example but not limited to:</p> <ul style="list-style-type: none"> • New graduate program • Wellbeing • New leaders/principals • Registration 	<ul style="list-style-type: none"> • Repeat requests to present and engage. • Cohesive information and communication from AISWA staff.
<p>Professional learning or presentations engaging outside experts/speakers to provide specialist presentations on specific child protection topics.</p> <ul style="list-style-type: none"> • e.g., pornography, e-safety 	<ul style="list-style-type: none"> • Engagement reflected on demand, interest, and new requirements etc.
<p>Updating Schools with child protection and child safeguarding information/changes</p>	<ul style="list-style-type: none"> • Creation of an email group of those staff in schools that are responsible for Child Protection for the purposes of effective communication of updates and information. • Schools are informed of updates and relevant information in the area of Child Protection through social media, newsletters, AISWA Bulletin. • Reviewing training information, updating relevant AISWA Policy & Procedures Guidelines.
<p>Child protection related resources</p>	<ul style="list-style-type: none"> • Resources links within Professional Learning, newsletter articles etc. and other AISWA newsletters • Child protection section on the AISWA website that provides information on resources, professional learning, links to other services, etc.

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	<ul style="list-style-type: none"> Information provided on demand as needs arise.
School re-registration and new school support and consultation in all related child protection and child safe standards in the Non-Government Registration requirements	<ul style="list-style-type: none"> Engagement reflected on need, requirements etc.
<p>Representation and consultation on state and national groups including but not limited to:</p> <ul style="list-style-type: none"> NGSR – Non-Government Schools Regulator Ongoing membership of the Mandatory Reporting Interagency Training Group (MRITG) (State group) WA representation for AIS in child protection related matters/projects WA Education intersectoral representation in current topic working groups e.g., Respectful Relationships E safety Commissioner – Online Safety Education Council 	<ul style="list-style-type: none"> Effective representation and advocacy for the Independent school sector. Further source of information and up to date requirements, changes, and advice. Maintain strong relationships with other education sectors and other education stakeholders.
<p>Collaboration and consultation with other AISWA professionals including but not limited to:</p> <ul style="list-style-type: none"> Psychology team Registration and governance Industrial relations Wellbeing 	<ul style="list-style-type: none"> Clear, cohesive information and support is provided and communicated in supporting member schools.
Timely reviews of AISWA policy and procedure guidelines that relate to child protection and child safeguarding.	<ul style="list-style-type: none"> Current information and requirements to support schools in creating a safe and supporting school community.

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Risk Management

Risk	How the risk will be managed
The risk of future lockdowns, natural disasters (floods, bushfires) etc means planned face to face sessions and networking cannot occur.	Delayed, rescheduled presentations or online presentations, as appropriate.
Insufficient demand for an activity or unforeseen event, results in a postponement or cancellation.	<ul style="list-style-type: none">• Attempts will be made to re-schedule an activity and review it to make it more convenient.• Schools will be directly invited to take part in specific aspects of this activity.
Inability to support high demand.	<ul style="list-style-type: none">• Management of scheduling.• Consideration of involving additional staff/resources.

Key Stakeholders

Stakeholder & Interest/Impact	Engagement Strategy
All Independent schools will be encouraged to take part in many aspects of this initiative.	<ul style="list-style-type: none">• All schools will be made aware of the range of support and resources available through direct email, newsletters and through advertising professional learning sessions. There will be continual ongoing communication with schools through visits, email, phone calls and networking opportunities.

Activity/Initiative	Wellbeing and Mental Health in Schools
Priority	E – Student wellbeing and support

Description

This project involves two groups of schools (20 in total) participating in a pilot project where they are being supported to engage a school-based wellbeing and mental health coordinator to drive mental health and wellbeing in the school. All schools are provided a small grant so that the wellbeing and mental health school coordinator can have time dedicated to this work. AISWA provides centralised support to the school-based coordinator from a team, including school psychologists, to assist in developing this role. This support includes professional learning in evidence-based best practice approaches to wellbeing and mental health, in addition to personalised support for each coordinator. The centralised funding for this activity is being used to support a school psychologist to coordinate the project.

Schools are aware of the need to support the mental health and wellbeing of students and seek assistance in planning to increase this support to the young people in their care. This project provides schools the opportunity to network with other schools as they embed the coordinator’s role in the school. This project works alongside other Wellbeing and Mental Health in Schools initiatives.

Eligible schools

All schools are eligible to express interest in being part of this project and AISWA aims to have a range of schools within each group from metro, and regional and remote areas. Some schools in the sector already have a health and wellbeing coordinator or a full-time psychologist and these schools have been deemed ineligible.

Timeframes

The project is running for four years. The first group commenced June 2022 to July 2024, with the second group taking part from January 2024 to December 2025.

Outcomes

Objectives/expected outcomes	Indicators of success
<ul style="list-style-type: none"> • Raised awareness and shared understanding of best practice wellbeing approaches for schools and factors related to successful wellbeing interventions. • Schools will be supported to implement whole school evidence-based wellbeing strategies that reflect sustainable and continuous commitments to student wellbeing and mental health. • Improved whole school capability to prioritise, resource and implement the explicit teaching of social and emotional skills via age appropriate, developmental curricula. 	<ul style="list-style-type: none"> • Schools in pilot project to develop whole-school wellbeing plan. • Schools to evaluate and potentially implement an evidence-based Social Emotional Learning (SEL)/wellbeing curriculum.

Risk Management

Risk	How the risk will be managed
<ul style="list-style-type: none"> The risk of future lockdowns means planned face to face sessions and networking cannot occur. Insufficient demand for an activity, results in it being postponed or cancelled. 	<ul style="list-style-type: none"> As with 2020 and 2021 alternative presentation arrangements can be made using online presentations and bringing people together in a room with external presenters coming in online. Attempts will be made to re-schedule an activity and review it to make it more appealing. Targeted personal invitations to participate often result in a positive result while a broad invitation may not. Should an activity not take place the funds will be rolled into the following year or another activity with permission.

Key Stakeholders

Stakeholder & Interest/Impact	Engagement Strategy
<p>All Independent Schools</p> <p>All Independent schools in WA are stakeholders in this activity as some will participate in the pilot and many more will benefit from the experiences that will be shared across schools by the Health and Wellbeing Coordinators.</p>	<p>All schools will be invited to be part of this project. Schools will meet virtually and face to face and members of the project team will keep in regular contact with the coordinators.</p>

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2022-25 CAF Work Plan Sign Off

This 2022-25 CAF Work plan is submitted in fulfilment of the work plan requirement in Part 4 of the CAF Agreement and I understand that, once approved, the work plan forms Attachment A to the CAF Agreement.

Name and Position of the person signing off on behalf of the NGRB:

CHRIS MASSRY

EXECUTIVE DIRECTOR: CHRIS MASSRY

Signed:



Date:

23/1/24.

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Schedule 1 – School-level distributions 2023–2025

Priority B – Transition Assistance – these figures are indicative and could change with changes in school population and the school’s DMI CTC

AGEID	School Name	2023	2024	2025
Regional Schools				
65	Bunbury Cathedral Grammar School	\$235,930	\$251,400	\$254,000
13741	Swan Christian College	\$142,442	\$152,000	\$153,000
14590	Geraldton Grammar School	\$167,772	\$179,000	\$180,000
15338	Tranby College	\$213,647	\$228,000	\$230,000
15894	Great Southern Grammar	\$171,180	\$182,000	\$184,000
16332	Georgiana Molloy Anglican School	\$178,258	\$190,000	\$192,000
25081	Court Grammar School	\$139,788	\$149,000	\$150,500
27701	Esperance Anglican Community School	\$27,525	\$30,000	\$30,000
30237	St James Anglican School	\$97,255	\$103,000	\$104,000
Other Transition Schools				
2084	Helena College	\$117,473	\$130,000	\$131,000
5398	South Coast Baptist College	\$253,919	\$281,000	\$283,000
13595	Grace Christian School	\$70,255	\$78,000	\$79,000
13602	Frederick Irwin Anglican School	\$489,554	\$543,000	\$547,000
13656	John Wollaston Anglican Community School	\$92,406	\$102,000	\$103,000
15360	Living Waters Lutheran College	\$131,432	\$146,000	\$147,000
16076	Peter Moyes Anglican Community School	\$160,825	\$179,000	\$180,000
16533	Hope Christian College	\$105,644	\$117,000	\$117,000
18149	Mandurah Baptist College	\$352,715	\$392,000	\$395,000
23696	Peter Carnley Anglican Community School	\$224,330	\$249,000	\$250,000
23697	Swan Valley Anglican Community School	\$110,592	\$122,000	\$123,000
29057	Austin Cove Baptist College	\$188,744	\$210,000	\$211,000

