

Non-Government Reform Support Fund

2021 Workplan

Association of Independent Schools of Western Australia

Non-Government Reform Support Fund

Association of Independent Schools of Western Australia – 2021 Workplan

Summary of Workplan for 2021

The Association of Independent Schools Western Australia (AISWA) advocates for and represents the sector. We deliver core services to our 150 member schools to support a strong, effective Independent Education Sector in Western Australia. These services cover good governance, strategic planning, meeting regulatory obligations, implementation of good pedagogy and catering for all students, industrial and legal support and facilitating networking opportunities. Over the last 20 years the services to non-Catholic Independent Schools have been added to and enriched through the access to a range of Commonwealth funded programs.

The impact of COVID 19 on the 2020 workplan has necessitated both changes in direction, adaptation and repetition of strategies and programs as we work to support member schools to implement agreed national and state-based reform initiatives in the 2021 workplan. Our aim in the 2021 plan, has been to outline the most effective ways to support schools with an eye to alternative delivery should it become necessary. The workplan continues to address the three national priorities from 2018 ~ quality assurance, moderation and support for the continued improvement of the Nationally Consistent Collection of Data on School Students with Disability; the implementation of online delivery of the National Assessment program (NAPLAN OnLine) and improving governance and financial management practices in non-government schools. In addition, we have developed projects in line with State based initiatives as agreed in the Western Australia bilateral agreement in the areas of General Capabilities, Science, Technology, Enterprise and Maths (STEM), Senior Secondary Transition, Improving Student Engagement and Wellbeing, Building Cultural Competence in Schools and Support for School Leaders.

The majority of the funds allocated to the sector are used to cover the costs of expert consultants in a range of fields as they work with schools to enable them to meet the requirements under the Australian Education Act and the National School Reform Agreement. Additionally, we work with schools to help them more effectively meet the needs and improve the outcomes of the young people in their care. Our member schools are diverse both philosophically and geographically and tailoring support and communication that is effective for their needs is time consuming and costly.

Calculating the other contributions has been a challenge and represents our best-rounded estimate of the amount schools pay, mainly in Teacher Relief to free their staff to attend professional learning sessions, to be released from class to meet with consultants, attend professional learning sessions and participate in network meetings. AISWA cannot pay Teacher Relief as it comes in at over \$600 a day per teacher. Estimating the cost of travel is also difficult as when we publicise sessions, we do not know the schools that will be attending whether rural, remote or metropolitan and the cost of travel, even for those from the metro area, varies greatly.

The adaptation of programs in 2020 presented schools with the opportunities to attend training sessions and meetings remotely, we anticipate this will continue to some extent in 2021, particularly for rural and remote schools. There are some situations where program fees are levied, and these have been identified but we find that high fees often mean the most disadvantaged schools cannot attend. The remote Aboriginal Schools pay to travel to our conferences and pay an attendance fee for their annual conference.

Summary of Budget

| Project | Activities | Reform support funding | Funding from other sources | Total project funding |
|--|--|------------------------|----------------------------|-----------------------|
| Enhancing Quality of NCCD | Supporting schools implementing NCCD and meeting the needs of students with special needs | 549,000 | 400,000 | 949,000 |
| NAPLAN & NAPLAN Online | Support for schools with NAPLAN and the transition to NAPLAN Online | 100,000 | 200,000 | 300,000 |
| Improving Governance in Independent Schools | Support for school boards and leaders in good governance and understanding their obligations under legislation | 65,000 | 100,000 | 165,000 |
| Leading at all Levels | Enhancing leadership for All | 75,000 | 75,000 | 150,000 |
| Leading at all Levels | Esteeming, growing, and assessing teacher expertise | 50,000 | 100,000 | 150,000 |
| Leading at all Levels | Leading in remote and complex contexts | 75,000 | 50,000 | 125,000 |
| Implementation of Australian Curriculum | Support for schools to implement the WA Curriculum | 160,000 | 100,000 | 260,000 |
| Implementation of Australian Curriculum | Supporting improvement in Literacy and English Competency | 150,000 | 100,000 | 250,000 |
| Implementation of Australian Curriculum | Supporting improvement in Numeracy and Mathematics Competency | 150,000 | 100,000 | 250,000 |
| Implementation of Australian Curriculum | Enhancing implementation of STEM in Schools | 50,000 | 50,000 | 100,000 |
| Implementation of Australian Curriculum | High Impact Practices (HIPs) | 200,000 | 200,000 | 400,000 |
| Implementation of Australian Curriculum | Support the implementation of Curriculum in Aboriginal Independent Community Schools | 200,000 | 300,000 | 500,000 |
| Building Cultural Competence in Schools | Building cultural competence in schools and understanding the Aboriginal perspective | 85,000 | 100,000 | 185,000 |
| Pathways to work, further education and training | Investigate and develop alternative pathways to further education, training, and work | 50,000 | 30,000 | 80,000 |
| | Total funding for 2021 | 1,959,000 | 1,905,000 | 3,864,000 |

* The Australian Government understands that these figures provided are indicative and will change throughout the year. The Annual Report is expected to report on these changes.

Non-Government Reform Support Fund

Association of Independent Schools of Western Australia – Workplan 2021

| Project title | Project description and activities | Indicative budget | Expected outcomes | Indicators of success |
|--|--|--|--|--|
| <p>National Policy: B. Enhancing the national evidence Base ii. Improving national data quality, consistence and collection to improve the national evidence base and inform policy development</p> <p>State bilateral: Nationally Consistent Collection of Data for Students with Disability</p> <p>Project Title: Enhancing the quality of NCCD</p> <p>National Policy:</p> | <p>Supporting schools implementing NCCD and meeting the needs of students with special needs</p> <p>This project aims to further inform and advise schools in the processes of the Nationally Consistent Collection of Data, enhancing the quality of teaching for students with disability, (as defined under the Disability Discrimination Act 1992). Due to COVID-19 inhibiting the ability to conduct professional learning, with only limited online sessions being organised during 2020, it is particularly important to re-engage schools in face to face sessions particularly moderation.</p> <p>The intention is to support all staff in AISWA schools, in their various capacities, to clearly understand their role in the school to fulfil the ongoing requirements involved in the NCCD process. This includes the accurate and ongoing collection of evidence to support levels of adjustment being made for students with disability and quality processes in place. This will be achieved by focussing on the following:</p> <ul style="list-style-type: none"> • Continuing to assist schools to navigate the NCCD portal (especially the areas that continue to be updated) • Efficient and accessible systems to record evidence • Building understanding of the Disability Discrimination Act (1992) with specific focus on the Disability Standards of Education (2005), 2020 review • Recognising and meeting the different needs of various roles (Bursar, Principal, Learning Coordinator, Teacher) • Building a shared understanding of the levels of adjustment and categories of student data through moderation • Assisting in preparation for the post enumeration process and reviewing and receiving feedback from schools after the post enumeration process • The process and accuracy of selecting the levels of adjustment • Time and workload involved in the NCCD process and how this can be managed by schools | <p>Reform fund: \$549,000</p> <p>Funding from other sources: \$400,000</p> | <ul style="list-style-type: none"> • Improved accuracy in the Implementation of the Nationally Consistent Collection of Data on School Students with Disability (NCCD) National Assessment Program reform; and data collection and reporting requirements. • A common shared language and a consistent approach to NCCD across the Independent sector. • Schools working towards an inclusive school model. • Correct support is provided based on school’s prioritised needs. • Schools ensure that parents are informed about the NCCD. • Improved teacher/staff understanding of the processes for the NCCD. • Improved teacher confidence in determining student disability according to the definition of a disability using the DDA. • Relevant evidence is collected by the NCCD team and teachers. | <ul style="list-style-type: none"> • All schools (150) offered information and moderation sessions either face to face or via Teams conference. • 80% of schools visited by Inclusive Education Consultants who provide guidance and support to implement NCCD and develop school strategies for supporting identified students (about 100 schools) • Successfully participate in the post enumeration process (PE) • 50% percent of schools attend professional learning and non-attendees identified for targeted follow up. • Documentation used with schools is up to date and based on current requirements and research. • Survey results of teachers and relevant staff identifying improved understandings of the area to provide up to date and relevant professional learning. • Data consistency across years • Data consistency across schools |

| Project title | Project description and activities | Indicative budget | Expected outcomes | Indicators of success |
|---|---|-------------------|---|--|
| <p>C. Enhancing the national evidence Base</p> <p>iii. Improving national data quality, consistency and collection to improve the national evidence base and inform policy development</p> <p>State bilateral: Nationally Consistent Collection of Data for Students with Disability</p> <p>Project Title: Enhancing the quality of NCCD</p> | <p>AISWA will support schools in the Implementation of the Nationally Consistent Collection of Data on School Students with Disability (NCCD) through the following activities:</p> <ul style="list-style-type: none"> • Information sessions on the NCCD, funding, process of identification, evidence, and accountability. • Metropolitan, regional, and school based professional learning to develop knowledge and skills to ensure appropriate support is provided for individual students around the following topics: <ul style="list-style-type: none"> • Specific Learning Difficulties/ Disabilities/Behavioural • Differentiation • Documented Plans and how these can be used as evidence for the NCCD. • Disability Discrimination Act 1992 (DDA)/ Disability Standards for Education 2005 (DSE) and the 2020 review • Teams conferences for schools especially regional schools to participate in information sessions • Moderation sessions between AISWA schools and with other sectors (Catholic & Department of Education) to give schools an opportunity to share information, ask questions and network with other schools (if possible). • School visits in metro and regional WA • School based consultancy for school leaders and teachers related to disability and inclusion within their classroom. • AISWA Network Meetings, designed to support staff around inclusive education. • Inclusive Education (IE) Consultants provide ongoing support via email, phone or visit to the school. <p>When informed and invited, AISWA will provide support to schools undergoing Post Enumeration (PE) by:</p> <ul style="list-style-type: none"> • Meeting with the NCCD team and appropriate staff • Provide review of the data and the evidence if needed • Discuss outcomes/feedback from the school's post visit | | <ul style="list-style-type: none"> • Improved teacher understanding of the different types of disabilities/learning difficulties. • Improved teacher knowledge and skills within the area of disability facilitating more effective communication with parents when discussing their child's learning. • Improved skills in accommodating and providing adjustments within the classroom (differentiation) and universal design for learning (UDL) • Schools understand a common language across all education sectors in WA to provide a consistent approach to NCCD. • Increased understanding of how schools collect, store, and demonstrate the information and evidence of adjustments for each student • Improved processes within schools in providing accurate evidence of adjustments • Improved accuracy in determining the levels of adjustment | <ul style="list-style-type: none"> • Reports from validation projects • Reports from census post enumeration contractors • Feedback from participating schools • Feedback from ISA (Independent Schools Australia) staff and Independent schools in other states. • Revision of practices and presentation material and information • Increased engagement with school visits, consultations etc., and clarification of information (evidence of adjustments etc.) • More informed feedback to schools on clarification of FAQs. E.g. insistence that Documented Plans are to be signed |

| Project title | Project description and activities | Indicative budget | Expected outcomes | Indicators of success |
|--|--|--|---|---|
| | <ul style="list-style-type: none"> Enquire as to whether AISWA can be informed of a school undergoing PE so support can be provided if required. (Schools are not always aware they can request AISWA support if needed). <p>AISWA will participate in providing support to the following:</p> <ul style="list-style-type: none"> feedback to ISA (Independent Schools Australia) on information to be provided on the NCCD portal i.e. Case Studies, templates etc NCCD portal support Review of information from post enumeration Continue to coordinate AISWA school participation in NCCD projects <p>AISWA IE team staff will participate in capacity building workshops targeted at education authority staff from all sectors working with schools on the NCCD (when these become available).</p> | | <ul style="list-style-type: none"> More comprehensive support materials to support schools Improvement in skills, knowledge and understanding of the NCCD in collaboration with colleagues from all sectors <p>Up to date information, reports on the progress and accuracy of the NCCD both from a state and national perspective</p> | |
| <p>National Plan: C. Enhancing the national evidence Base iii. Improving national data quality, consistence and collection to improve the national evidence base and inform policy development</p> <p>Project Title:</p> | <p>Support for schools with NAPLAN and the transition to NAPLAN Online</p> <p>As a result of the Federal Government’s decision to suspend NAPLAN in 2020 due to COVID 19 the program planned for implementation in 2020 will be implemented in 2021.</p> <p>This project involves the support of Independent schools with NAPLAN Pen and Paper and transitioning to NAPLAN online.</p> <p>All schools are supported in the analysis of NAPLAN results to plan for future intervention and learning programs for students.</p> <p>The provision of the Valuate website enables schools to access detailed analysis of their data, including a longitudinal analysis of data.</p> <p>To facilitate staff understanding of the reporting structure through Valuate, consultants from AISWA and the developers of the program will conduct in-school workshops.</p> <p>In addition, information sessions will be held to inform schools of the processes and planning for NAPLAN Online in conjunction with WA Schools Curriculum and Standards Authority (SCSA).</p> | <p>Reform fund: \$100,000</p> <p>Funding from other sources: \$200,000</p> | <ul style="list-style-type: none"> Increased teacher confidence with standardised assessment, including a better understanding of scaled scores and placement of student against achievement standards. Increased understanding of how to use data to inform teaching and learning Improved content knowledge and student conceptual understanding Dual processes ensure successful implementation of NAPLAN pen and paper or NAPLAN Online | <ul style="list-style-type: none"> The next round of 12 WA Independent schools will be offered training in preparing for NAPLAN Online in 2021 36% (52 schools) of Independent Schools continue to transition to NAPLAN Online in 2021. 100% (146 schools) to transition to NAPLAN online by 2022 Ongoing requests for professional learning (PL) and mentoring support for participating schools Whole school mapping of cohort and student |

| Project title | Project description and activities | Indicative budget | Expected outcomes | Indicators of success |
|---|---|---|---|---|
| NAPLAN & NAPLAN Online | | | <ul style="list-style-type: none"> Increased confidence of schools that they are fully prepared for NAPLAN Online. | <p>achievement and growth using the Valuate program</p> <ul style="list-style-type: none"> Whole school planning for future learning through analysis of student strengths and weaknesses from the data results within the Valuate program. |
| <p>National Policy: B. Supporting Teaching, school leadership and school improvement</p> <p>Project Title: Improving Governance in Independent Schools</p> | <p>Support for school boards and leaders in good governance and understanding their obligations under legislation</p> <p>The focus of this project continues to support strong governance in Independent schools through working with school governing bodies on good governance processes and ensuring effective and efficient financial management.</p> <p>In 2021 the key activities to deliver this are through</p> <ul style="list-style-type: none"> presentations at key conferences organised by AISWA and other key stakeholders; governance and strategic planning seminars; workshops with schools on planning and understanding obligations and implications of school legislation and regulations; individual school planning and information sessions; and attendance at school governing body meetings to review governance processes and procedures and to ensure understanding of school funding and their obligations for strong financial oversight of the school's operations. <p>Note: some activities will be limited should we see another outbreak of COVID 19 and restrictions on gatherings</p> | <p>Reform Fund: \$65,000</p> <p>Funding from other sources: \$100,000</p> | <ul style="list-style-type: none"> Governing body members have clearer understandings of what comprises good governance practices and procedures as these apply to the education authority of a school and how these lead to continual school improvement Governing bodies have clear understandings of relevant legislation, regulations and school registration processes Governing bodies have clear understandings of their responsibility for strong financial oversight of the school Governing bodies have improved capacity of to identify and oversee implementation of evidence-based actions to grow and sustain improved student outcomes over time. School administration is fully aware of their obligations | <ul style="list-style-type: none"> At least 25% of school governing bodies within AISWA work with us on improving school governance and understanding their role in ensuring strong student outcomes in their school through Board professional development at their Board meetings and in dedicated retreats. Attendance of at least 250 school leaders and board members at the Briefing the Board conference in March 2021 covering good governance, funding and financial management, an understanding of young people today and how schools cater for this generation and obligations under Federal and State legislation. At least 80% of governing board members and School leaders from the Aboriginal Independent Community |

| Project title | Project description and activities | Indicative budget | Expected outcomes | Indicators of success |
|---|--|--|---|--|
| | | | under various funding regimes and understand how to undertake due diligence when reviewing school finances. | <p>Schools (AICS), attend sessions on good governance, the funding, financial and management of the school and the performance appraisal of the Principal at the AICS Governance Conference in March 2021.</p> <ul style="list-style-type: none"> Over 50% of school boards are using the Australian Principal Standard and Profiles as a tool for managing the performance of the Principal. |
| <p>National Policy: D. Supporting Teaching, school leadership and school improvement</p> <p><i>State bilateral: Support for School Leaders</i></p> <p>Project Title: a. Leading at all Levels</p> <p>National Policy: E. Supporting Teaching, school</p> | <p>Enhancing leadership for all</p> <p>The Leading at all Levels project is a multi-faceted, wide ranging project, that participants to see themselves on a leadership continuum from beginning as an early career teacher through to an expert Educational Leader.</p> <p>The areas of focus for this section of the project in 2021 are:</p> <ul style="list-style-type: none"> Early Career Teacher Program Aspiring Leaders Program & Mentoring Network Middle Leaders Program Women in Leadership Network Effective Leadership Teams; Building performance development cultures <p>Key activities and strategies for delivery on these areas of focus are:</p> <ul style="list-style-type: none"> Information sessions and skill development workshops Extended courses across three to five days University Partnerships | <p>Reform fund: \$75,000</p> <p>Funding from other sources: \$75,000</p> | <ul style="list-style-type: none"> The quality of school leadership is enhanced. There is a shared understanding of pathways to school leadership in the Independent sector. New leaders begin in their roles with an increased confidence in their skill. Greater numbers of teachers apply for promotional positions within the sector. Course participants feel confident to apply and win promotional positions. There is implementation of the Australian Teacher and Performance Development Framework and of the | <ul style="list-style-type: none"> Representation of 25 schools in each of the Master Classes offered. All schools maintain individual teacher and school registration databases. 40 school leaders and governing body members attend the session at Briefing the Board on Managing the Principal Teachers engage with the National Certification Process. 15 teachers attend the Aspiring Leaders course 15 teachers and leaders attend the Administrative Leadership |

| Project title | Project description and activities | Indicative budget | Expected outcomes | Indicators of success |
|--|--|---|---|---|
| <p>leadership and school improvement State bilateral: Recruitment and management of staff in remote areas</p> <p>Project title: b. Esteeming, growing and assessing teaching expertise</p> <p>National Policy: F. Supporting Teaching, school leadership and school improvement</p> | <ul style="list-style-type: none"> • Master classes ~ one day classes with a recognised expert external presenter • Presentations and workshops at AISWA and external conferences • National Certification of Highly Accomplished and Lead Teacher program <p>Esteeming, growing, and assessing teaching expertise This part of the project will focus on developing and delivering a suite of professional learning programs and resources for school leaders and AISWA staff to consistently:</p> <ul style="list-style-type: none"> • recognise & measure teacher expertise; • understand the relationship between high impact teaching practices and teacher expertise; • grow that expertise; and • encourage teachers to leverage their teaching expertise into career phase growth <p>The main activities for development will be:</p> <ul style="list-style-type: none"> • A review of the National Certification Assessor Program • Expert consultancy • Training of AISWA consultants as teacher coaches and Assessors of National Certification of Highly Accomplished and Lead Teachers. <p>The main activities for delivery will be:</p> <ul style="list-style-type: none"> • Workshops and sessions at AISWA conferences • Master class • Delivery of a 3-day course over 2021 <p>Leading in remote and complex contexts The second part of the project focuses on building leadership capacity in Aboriginal Independent Community Schools (AICS). The project assists school boards to induct, support and develop newly appointed Principals to AICS in creating a highly effective, culturally responsive leadership style.</p> | <p>Reform fund: \$50,000</p> <p>Funding from other sources: \$100,000</p> <p>Reform fund:</p> | <p>Australian Professional Standards for Teachers.</p> <ul style="list-style-type: none"> • Graduate teachers are inducted into the profession through engagement with the APST. • There is a shared understanding of the growth of teaching and leadership expertise in the Independent sector. • There is a common language to describe teaching practice and what it looks like as expertise grows. • School leaders are strategic in their development of school plans to improve teaching capacity in schools. • Teachers in AICS schools use the standards and tools provided by AITSL to build their practice. • There is a shared understanding of the growth | <ul style="list-style-type: none"> • 30 graduate teachers and leaders engage in the courses / workshops/ networks. • Network member participation in HALT information and portfolio development sessions. • 50% of the AISWA staff delivering High Impact Teaching Practices project attend the master class • Members of school leadership teams from 10 schools attend the professional learning in 2021. • The Master class is delivered in the Geraldton, Albany, Bunbury and Kalgoorlie regions. • AICS Principals develop a network • AICS teachers engage in the National Certification of Highly |

| Project title | Project description and activities | Indicative budget | Expected outcomes | Indicators of success |
|--|---|--|--|---|
| <p>State bilateral: Support for School Leaders</p> <p>Project Title: c. Leading in remote and complex contexts</p> | <p>The aim is to build a strong sense of leadership identity, agency and purpose through the following activities:</p> <ul style="list-style-type: none"> • Targeted Principal professional learning to develop deep understanding of the role and responsibilities of a Principal in AICS and support the application of knowledge and skills. • Supporting a process for remote teachers and leaders to undertake national certification at Highly Accomplished and Lead Teacher level. • Hosting specialised AICS Conferences and Networks for Principals, teachers, Aboriginal Cultural Teachers • Kimberley Teaching and Learning Coordinators offered via an expression of interest to participate in AISWA <i>Teaching and Learning High Impact Practices</i> project | <p>\$75,000</p> <p>Funding from other sources: \$50,000</p> | <p>of teaching and leadership expertise in the AICS schools.</p> <ul style="list-style-type: none"> • School leaders have clear processes and policies in place to develop teaching capacity | <p>Accomplished and Lead Teacher process</p> <ul style="list-style-type: none"> • AICS school have regularly reviewed and clear staff policies and procedures including induction, development, and management of new and existing staff. |
| <p>National Policy: Supporting students, student learning and student achievement</p> <p>Project Title: Implementation of Australian Curriculum a. Online professional learning programs</p> | <p>This is a large and multi-faceted project where the main emphases in 2021 are continued support for schools to implement the WA Curriculum; building the understanding by schools of curriculum, assessment and reporting requirements; improved Literacy and English competency; improved Mathematics and Numeracy competency; and improved implementation of STEM and Curriculum support for Aboriginal Independent Community Schools.</p> <p>The following provides more detail about each of the focus areas and some of the key activities associated with them.</p> <p>Support for schools to implement the WA Curriculum</p> <p>This part of the project focuses on the development of coordinated, planned, and point of need professional learning (PL) which supports implementation of the WA Curriculum. Support will focus on assisting schools to meet compliance requirements, as well as expand expertise and skills in curriculum planning, monitoring and assessing student achievement and making consistent and reliable judgements. PL activities will also focus on purposeful pedagogy, best practice subject methodology, and developing collaborative communities of practice.</p> | <p>Reform fund: \$160,000</p> <p>Funding from other sources:</p> | <ul style="list-style-type: none"> • Implementation of the Foundation to Year 10 Western Australian Curriculum in all Independent schools. • Improved student engagement and learning outcomes through enhanced teacher understanding and use of evidence based, high quality teaching, learning and assessment practice. • Enhanced teacher understanding of the content and achievement standards of the P-10 curriculum, including the General Capabilities and Cross Curriculum Priorities. | <ul style="list-style-type: none"> • Independent schools' compliance with WA School registration standards • A minimum of 50 PL activities. • Over 500 teachers engage with PL activities. • Over 200 teachers attend and participate in collaborative communities of practice. • Positive feedback from PL events indicating teachers are adding to knowledge and skills, and sharing, adjusting and/or improving practice. • Completion of additional online learning resources and other web-based resources. • Over 300 teachers accessing online resources. |

| Project title | Project description and activities | Indicative budget | Expected outcomes | Indicators of success |
|---|---|--|--|--|
| | | \$100,000 | <ul style="list-style-type: none"> • Improved teacher understanding of teaching and learning pedagogies. • Teachers implement and refine strategies and skills presented in PL interactions. • Increased use of curriculum, assessment and reporting resources on the AISWA website. • Expanded teacher networks and collaboration across schools. | |
| <p>National Policy: Supporting students, student learning and student achievement</p> <p>Project Title: Implementation of Australian Curriculum a. Literacy & English Competency</p> <p>Project Title:</p> | <p>Literacy and English Competency This aspect of the project has an ongoing focus on supporting teachers and students across all year levels to achieve high level literacy outcomes. In 2021 the key activities to deliver this will include:</p> <ol style="list-style-type: none"> 1. A series of multi day/one day professional learning courses – supporting teachers to develop all students’ potential as writers and readers. Focus areas include addressing the needs of adolescent learners and ways to incorporate the Literacy General Capability across all learning areas, 2. Ongoing whole school support – PL sessions, whole school literacy planning, transition to secondary school. 3. Targeted individual teacher support to provide in classroom learning. 4. Participation in literacy projects including Raising trailblazers: Reimagining the middle years and Leading Innovative and Exemplary Teaching. | <p>Reform fund: \$150,000</p> <p>Funding from other sources: \$100,000</p> | <ul style="list-style-type: none"> • Teachers implement strategies introduced in the PL courses. Including Brightpath- Next Steps. Sharp Reading for Secondary Students, Productive Talk: Fabulous Writers • Whole-school approaches to the teaching of literacy is evident in school literacy plans • Improved teacher knowledge and confidence catering for EAL/D students and literacy for secondary students across all learning areas • Improved student engagement | <ul style="list-style-type: none"> • Over 200 teachers attend various Literacy/English workshops • 70% of teachers attending workshops report increased knowledge regarding the development of Literacy skills. • Schools requesting whole school PL courses and support. • Teachers self- rating during and after PL • 50% of schools request visits for either ongoing whole school PL and/or support |

| Project title | Project description and activities | Indicative budget | Expected outcomes | Indicators of success |
|---|---|--|---|---|
| <p>Implementation of Australian Curriculum</p> <p>b. Numeracy & Mathematical Competency</p> | <p>Numeracy and Mathematical Competency</p> <p>The focus for 2021 is to continue to work with teachers supporting students in all year levels to achieve high level numeracy and Mathematics outcomes. It has four main areas of activity.</p> <ol style="list-style-type: none"> 1. A series of one day and after school professional learning courses in mathematics and numeracy with ongoing follow up and support in schools focussing on building teachers understanding for problem solving and reasoning' using routines and engaging pedagogical approaches. 2. Participation in mathematics and numeracy projects with follow up school visits and networks including. AISWA will be involved in a university collaboration, in the development of the Brightpath Numeracy tool. A case study project on 'Flexible Thinking' with years 3-6 teachers will occur in 2021. 3. Targeted numeracy and mathematics support for schools focusing on best practice and pedagogy to upskill teachers to become more confident and capable maths teachers. A 'Whole School Approach' (WSA) focus will continue in 2021. 4. Short and simple warm up mathematics games and routines. The 2020 AISWA co-developed series of 'Number Plate' games, targeting a connection with disengaged learners and those students who find mathematics challenging. After COVID19, it is important that both teachers and students exhibit a happy disposition. These resources will contribute to this positive disposition. Videos will be filmed to provide support place value and warm up activities. | <p>Reform fund: \$150,000</p> <p>Funding from other sources: \$100,000</p> | <ul style="list-style-type: none"> • Provision of quality classroom resources developed for the teaching and learning of mathematics and used by teachers. • Students will use problem solving and reasoning tasks, make connections, work collaboratively. • Improved teacher understanding and confidence with a variety of assessment options and use of achievement standards. • Pedagogical change taking place in the classroom. Focusing on pre-assessment, analysis of data and informed teaching and learning of maths. • The development of whole school approaches to Mathematics | <ul style="list-style-type: none"> • 20 school based Professional Learning events. • 40 schools requesting school visits and ongoing whole school PL and support. • Increase in teacher motivation and confidence, through continued contact and support. • Schools are adopting a cooperative learning pedagogy • Data to show improvement in the areas of Place Value and Basic Facts. • Teacher feedback that the 'TPA' approach is an effective integrated approach. • Feedback from evaluations completed at PL workshops and school visits. • 50% of visited schools will develop a WSA for the teaching and learning, in areas such as basic facts fluency and problem solving. • 10 schools requesting a WSA to Numeracy PL and planning. • Requests for WSA to Numeracy PL and planning. |

| Project title | Project description and activities | Indicative budget | Expected outcomes | Indicators of success |
|---|--|--|---|--|
| <p>National Policy: A. Supporting students, student learning and student achievement:</p> <p>National Policy: National STEM School Education Strategy 2016-2026</p> <p>State bilateral: Science, Technology, Engineering and Maths (STEM)</p> <p>Project Title: Implementation of Australian Curriculum</p> <p>f. STEM in schools</p> | <p>STEM in schools The STEM project continues to promote integrated STEM and the importance of critical/innovative thinking and problem solving, particularly focusing on inclusion of the T and E (Technologies subject) and digital literacy (ICT capability) aspects.</p> <p>STEM in Practice training: The partnership with KodeKLIX continues, due to past success and very explicit curriculum connections to STEM subjects (particularly physical science, coding and engineering) and the various capabilities. Regular SiP PL provision will be maintained, and kit resources updated and republished to accommodate changes to apps and equipment.</p> <p>PL provision to be more personalised and accessible: Re-establish school-based PL and tailored principal /leader consultations. Survey schools to establish needs. Provide support for innovative Principals who wish to engage with newly published materials from the Principals as STEM Leaders (PASL) project. Create and publish new courses for AISWA Online. Offer greater opportunity for school staff to connect to PL remotely (e.g. via Teams) and regionally.</p> <p>Resources and skills for STEM: Appropriate pedagogies, ideas to generate innovation, materials/resources, skills and assessment/grading will be included in PL, especially those related to the Technologies subjects. PL offerings will include mechatronics, XR/3D modelling, Micro:bit, MakeyMakey, Minecraft, LEGO WeDo, Scratch and general robotics; Microsoft's 21CLD, AISWAOnline courses and engagement with T&L project (HiPs program), SciTech and Indigital. AISWA STEM bank of hire resources and STEM website content will be refreshed and expanded.</p> <p>STEM innovation: Re-engaging schools with STEM via AISWA-supported projects; produce resources that have explicit alignment to the Capabilities (particularly interpersonal, ethical, ICT (digital literacy) and critical and creative thinking. This is authentic and beneficial path to pursue for its strong links to other NGRS projects. Development of teacher/student materials and workshops. Engage remote, regional and late adopter schools (Technologies). Re-engage schools with fresh materials and offer</p> | <p>Reform fund: \$50,000</p> <p>Funding from other sources: \$50,000</p> | <ul style="list-style-type: none"> • Continued implementation of the National STEM School Education Strategy 2016-2026. • Acted on data gathered from teacher feedback about needs for 2021; pre/post PL surveys. • Continued STEM in Practice (SiP) training (promoting engineering, coding, designing); develop updated resources for SiP. • Promotion and support for principal engagement with the new national PASL online materials. • Motivation for STEM leaders to innovate via opportunities for presentation and publication. • Creation/publication of AISWA Online courses related to STEM. • Provision of easy and regular access to PL news and relevant info via social media/webmail. • STEM PL workshops and training materials created + delivered, inc. collaborations with innovation partners. • AISWA STEM webpage refreshed and upgraded | <ul style="list-style-type: none"> • Feedback surveys indicate a generally high satisfaction ratio. • Feedback surveys did guide provision/direction. • 10 new schools engaged in SiP • 150 new SiP student users (no. of workbooks distributed). • 5+ schools involved in STEM innovation projects (3 remote/regional). • Principals (school leaders) engage with PASL self-paced materials. • Data shows STEM/Tech engagement significantly increased in 2021 (after the issues in 2020); • 10 equipment loans to schools. • 15 new curriculum resources or links added to AISWA STEM website. • AISWA STEM webpage re-designed/refreshed. • 2-4 new STEM subject related modules created for AISWA Online. • 8 occasions where Teams has been utilised for remote PL. |

| Project title | Project description and activities | Indicative budget | Expected outcomes | Indicators of success |
|---|---|--|---|--|
| | <p>publication of Case Studies (projects in schools engaging with emerging technologies).</p> <p>STEM contribution: Continue to contribute to ACARA, SCSA and other government and University advisory committees/projects/surveys related to Technologies and STEM.</p> | | <p>with more contemporary/relevant content.</p> <ul style="list-style-type: none"> • Increased connection with remote and regional teachers. • New STEM hire equipment well utilised <p>STEM projects/ideas presented/published - various conferences/forums, etc.</p> | <ul style="list-style-type: none"> • 1+ new industry innovation partner involved in project • 4 case study projects presented (online or face-to-face). • Formal publication of 2 case studies or the materials generated by them. |
| <p>National Policy: A. Supporting students, student learning and student achievement: i. Enhancing the Australian Curriculum to support teacher assessment of student attainment and growth against clear descriptors State bilateral:</p> | <p>High Impact Teaching Practices Developed by AISWA and first introduced in 2020, the High Impact Practices (HIPs) focus on developing professional knowledge of evidence-based instructional strategies related to what works well to improve student learning. The HIPs is an intensive, long term project.</p> <p>In 2021, there will be three variations of the program which broadly aim to build teacher instructional capacity and mastery, develop professional knowledge on instructional coaching, and maximise teacher effectiveness and recognition in instructional practice.</p> <p>Teachers engaging in the HIPs are able to access support and resources throughout their involvement in the program.</p> | <p>Reform fund: \$200,000</p> <p>Funding from other sources: \$200,000</p> | <ul style="list-style-type: none"> • Engagement of both metropolitan and regional teachers. • Improved teacher knowledge of specific instructional strategies/pedagogical practices and their impact on student learning and growth. • Improved teacher confidence and competence to implement specific instructional strategies/pedagogical practices. • Improved capacity of teachers to reflect on learnings; evaluate and | <ul style="list-style-type: none"> • Participants will complete the required PL components. • Participants will implement classroom-based initiatives based on learnings from PL sessions. • Growth of teacher understanding of the HIPs will be indicated. • Multiple observation and coaching sessions will be facilitated by AISWA staff and other project participants. • Data related to impacts on student learning will be collected and analysed by participating teachers. |

| Project title | Project description and activities | Indicative budget | Expected outcomes | Indicators of success |
|---|---|--|--|---|
| <p>General Capabilities</p> <p>Project Title: Implementation of Australian Curriculum g. High Impact Teaching Practices</p> | | | <p>apply feedback and consider informed changes to practice.</p> <ul style="list-style-type: none"> Increased skills and capacity of AISWA Consultants to support teachers and PL communities, now and in the future. Teachers facilitate transfer of learnings to the school community. | <ul style="list-style-type: none"> Participants will share their understandings through communities of practice. Resources from the project will be collected and shared. |
| <p>National Policy: A. Supporting students, student learning and student achievement:</p> <p>Project Title: Implementation of Australian Curriculum B. Aboriginal Independent Schools</p> | <p>Aboriginal Independent Schools</p> <p>The focus for 2021 will be the continuation of curriculum support for school leaders, teachers and Aboriginal staff. This will include:</p> <ul style="list-style-type: none"> Contextualising the Curriculum for high engagement e.g. On country learning, Enterprise learning, financial literacy Targeted support for underachieving students to reach workplace competencies. Responsive Pedagogies – Second Language Acquisition, EALD strategies, personalised learning Whole School Approach to Curriculum, Assessment and Reporting Numeracy Portal to be reviewed and expanded to cover all strands of the Maths Curriculum <p>Some of the key activities for 2021 include:</p> <ul style="list-style-type: none"> Two conferences –featuring curriculum, pedagogy, leadership and wellbeing; face to face and online workshops ongoing school visits by consultants continued whole school and individual teacher support as requested via email, phone and video conferencing | <p>Reform fund: \$200,000</p> <p>Funding from other sources: \$300,000</p> | <ul style="list-style-type: none"> Improved teacher competence meeting students' needs in diverse contexts. Increased students' awareness and understanding of post school opportunities and learning requirements. Whole school curriculum plans reflect appropriate approaches to suit the context. Aboriginal staff develop confidence to work directly with students and collaborate with teachers to ensure the curriculum and pedagogy are culturally appropriate. | <ul style="list-style-type: none"> The Fourteen Aboriginal Independent Community Schools (AICS) attend the 2 conferences sending teachers, Principals and Aboriginal staff. Positive participant feedback from the conferences. Data of students' engagement in workplace opportunities or further study. 30 visits by AICS consultants to schools where visits last from two to five days. Personalised learning with documented plans for identified students. Eleven AICS use the Numeracy Portal and Tracking Tool for assessment, planning and reporting |

| Project title | Project description and activities | Indicative budget | Expected outcomes | Indicators of success |
|---|---|---|--|---|
| <p>National Policy: B. Supporting Teaching, school leadership and school improvement</p> <p>State bilateral: Aboriginal Cultural Standards Framework</p> <p>Project Title: Building Cultural Competence in Schools</p> | <p>Building cultural competence in schools and understanding the Aboriginal perspective This project focuses on building the awareness of Aboriginal and Torres Strait Islander perspectives, histories and cultures, and schools embedding it into their school environment.</p> <p>The focus of this program is supporting school staff to progress their cultural journey, and which will assist schools to provide high quality teaching and learning programs for all students. This project will work with increasing numbers of schools.</p> <p>The aim is to create school staff professional learning days. In 2020 AISWA created an opportunity for cross sectoral collaboration between the Department of Local Government, Sport and Cultural Industries (DLGSC), Association of Independent Schools (AISWA) Catholic Education Western Australia (CEWA) and Department of Education (DoE) to promote the PALS program and reconciliation in the classroom.</p> <p>From this, in 2021 AISWA will host a number of PALS Reconciliation Professional Development Day for school staff from across all three education sectors.</p> <p>As a part of school involvement in the AISWA Future Footprints program we will encourage and support schools to develop Reconciliation Action Plans (RAP). Other activities expected to cascade from staff contact and school visits, and a Reconciliation Action Plans are:</p> <ul style="list-style-type: none"> • School based professional learning sessions with staff raising awareness of their own cultural journey, Aboriginal and Torres Strait Islander perspectives in curriculum, language, history, a sense of place and stories of the land • School based classroom sessions or guest speakers with students on school curriculum from an Aboriginal and Torres Strait Islander perspective | <p>Reform fund: \$85,000</p> <p>Funding from other sources: \$100,000</p> | <ul style="list-style-type: none"> • Increased school staff awareness of Aboriginal and Torres Strait Islander perspectives, histories and cultures and greater confidence embedding this in curriculum. • Increased school staff awareness of their cultural journey, behaviours, attitudes, and policies, enabling them to work effectively in cross cultural situations. • Improved understanding that there is a diversity in opinion between Aboriginal and Torres Strait Islander groups and the dynamic and responsive nature of culture. • Increased staff confidence finding and accessing information and resources. • Increased staff awareness of AISWA support and information | <ul style="list-style-type: none"> • Consultants work with all 17 Future Footprints schools in their RAP journey. • Consultants engagement with two additional AISWA schools to create a RAP. • An audit of current resources and, if needed, the creation of an online basic cultural journey course to assist member schools to begin their reconciliation journey. • The development of a cultural journey professional learning package for deliver on request. |

| Project title | Project description and activities | Indicative budget | Expected outcomes | Indicators of success |
|--|---|--|---|---|
| | <ul style="list-style-type: none"> • Brokering Aboriginal and Torres Strait Islander guest speakers for staff and students. | | | |
| <p>National Policy A. Supporting students, student learning and student achievement: iii. Reviewing senior secondary pathways into work, further education and training</p> <p>State initiative: Senior Secondary Transition</p> <p>Project Title: Pathways to work, further education and training</p> | <p>Investigate and develop alternative pathways to further education, training and work This project started slowly during 2020 when, due to COVID, many post school institutions provided guaranteed entry to Year 12 students without waiting for ATAR scores. The project will continue in 2021.</p> <p>The intention of the senior secondary transition project is to provide findings and guidelines for schools in developing alternative pathways and partnerships for students in senior secondary. It will take place over three years and aims to investigate pathways to work, university and further training. In 2021 we will work with five schools to ascertain:</p> <ul style="list-style-type: none"> • The pathways taken by students in senior secondary schools in the Independent sector in 2020. • A sample of the aspirations of parents and their perspective on the current pathway offerings. • Student feedback on the options currently available to them • reviewing the evidence around the retention and completion outcomes for students who gain entry to university via portfolio entry <p>It will involve partnerships and conversations with Western Australian universities, School Curriculum and Standards Authority, WA Commissioner for Children and Young People and The Foundation for Young Australians.</p> | <p>Reform fund: \$50,000</p> <p>Funding from other sources: \$30,000</p> | <ul style="list-style-type: none"> • Clarify the understanding of School Boards and staffs of the needs and perspectives of those involved in Senior Secondary education. • Increase schools' capacity to plan and broker alternative pathways and partnerships with post school destinations • Improve the preparedness of school leavers to succeed in employment, further training or higher education • Use of the findings to inform the support and consultancy offerings of AISWA. | <ul style="list-style-type: none"> • Presentation of the findings at the 2022 Briefing the Board Conference or School Leaders Conference. • Publication of the interim findings of the Project on the AISWA website |

AISWA Member Schools 2021

Al-Hidayah Islamic School
Alkimos Baptist College
All Saints' College
ALTA-1 College
Atlantis Beach Baptist College
Austin Cove Baptist College
Australian Christian College-Darling Downs
Australian Christian College- Southlands
Australian Islamic College (Kewdale)
Australian Islamic College (Dianella)
Australian Islamic College (Thornlie)
Banksia Montessori School
Beechboro Christian School
Beehive Montessori School
Bethel Christian School
Bible Baptist Christian Academy
Blue Gum Montessori School
Bold Park Community School
Bunbury Baptist College
Bunbury Cathedral Grammar School
Bunbury Regional Community College
Byford John Calvin School
CAPS Coolgardie
CAPS Kurrawang
Carey Baptist College
Carey Baptist College - Forrestdale
Carmel Adventist College
Carmel Adventist College-Primary
Carmel School
Carnarvon Christian School
Casa Mia Montessori
Child Side School
Christ Church Grammar School
Chrysalis Montessori School
Comet CARE School
Communicare Academy
Cornerstone Christian College Ltd
Court Grammar School
Dale Christian School
Divine Mercy College
Ellenbrook Christian College
Emmanuel Christian Community School
Esperance Anglican Community School
Esperance Christian School
Eton Farm School
Fairbridge Western Australia Inc
Foundation Christian College
Fountain College
Frederick Irwin Anglican School
Fremantle Christian College
Georgiana Molloy Anglican School
Geraldton Grammar School
Golden Hill Steiner School
Goldfields Baptist College
Grace Christian School
Great Southern Grammar
Guildford Grammar School
Hale School
Helena College
Helena River Steiner School
Hensman Street Elementary
Heritage College
Hillside Christian College
Hope Christian College
Immaculate Heart College
International School of WA
Japanese School in Perth
John Calvin Christian College
John Calvin School Albany
John Septimus Roe Anglican Community School
John Wollaston Anglican Community School
Kalamunda Christian School
Kelmscott John Calvin School
Kennedy Baptist College
Kerry Street Community School
Kingsway Christian College
Kulkarriya Community School
Lake Joondalup Baptist College
Lance Holt School
Landsdale Christian School
Langford Islamic School
Leaning Tree Community School
Living Waters Lutheran College
Mandurah Baptist College
Margaret River Independent School
Margaret River Montessori School
Methodist Ladies' College
Moerlina School
Mundaring Christian College
Northshore Christian Grammar School
Nyikina Mangala Community School
OneSchool Global WA
Parklands School
Parnngurr Community School
Penrhos College
Perth College
Perth Individual
Perth Waldorf School
Peter Carnley Anglican Community School
Peter Moyes Anglican Community School
Pioneer Village School
Port School
Presbyterian Ladies' College
Providence Christian College
Purnululu School
Quinns Baptist College
Quintilian School
Rawa Community School
Regent College
Rehoboth Christian College
Rockingham John Calvin School
Rockingham Montessori School
Scotch College
SEDA College
Silver Tree Steiner School
SMYL Community College
South Coast Baptist College
South West John Calvin Christian College
Southern Hills Christian College
Sowilo Community High School
Spirit of Play Community School
St Andrew's Grammar School
St George's Anglican Grammar School
St Hilda's Anglican School for Girls
St James' Anglican Community School
St Mark's Anglican Community School
St Mary's Anglican Girls' School
St Stephen's School
Strathalbyn Christian College
Strelley Community School
Swan Christian College
Swan Valley Anglican Community School
Telethon Speech and Hearing Centre for Children WA (Inc)
The King's College
The Montessori School, Kingsley
Tranby College
Treetops Montessori School
Victoria Park Christian School
Wesley College
West Coast Steiner School
Wongutha CAPS
Woodbury Boston Primary School
Wulungarra Community School
Yakanarra Community School
Yallingup Steiner School
Yiramalay / Wesley Studio
Yiyili Community School
YMCA Vocational School
Youth Futures Community School