Non-Government Reform Support Annual Report

2021

Association of Independent Schools of the ACT

Executive Summary

The Association of Independent Schools of the ACT's Strategic Intent has guided the decisions and work of the Association and articulates the key directions needed to achieve the Association's goals. The Strategic Intent is supported by several operational plans.

Since 2018, AISACT built and further developed the capacity of independent schools in the ACT to meet the Australian Government's school education reform priorities for non-government schools and has continued to build on this work in 2019 and 2020, despite the challenges of COVID. Through the 2021work plan, AISACT continued to enhance these activities and further embed best practice support across the Association member schools.

To this end, AISACT provided a range of innovative, responsive, and bespoke programs beginning in January 2021.

Leadership development, staff and student wellbeing, mental health, as well as **coaching for school improvement,** continued to be a focus during 2021. AISACT built on previous work on the **quality assurance, moderation, and support for the continued improvement of Nationally Consistent Collection of Data on School Students with Disability,** with a continued focus on leadership development, in addition to the provision of expert advice from an experienced staff member providing both hotline support and advice through on-site support at individual schools.

For the **implementation of online delivery of the National Assessment program,** AISACT ensured that all 18Member Schools had access to advice and assistance to ensure readiness for the implementation of the online delivery of the National Assessment program

The priority **addressing the improvement of governance and financial management practices in non-government schools** saw the provision of a program provided by the Australian Institute of Company Directors available to all member schools Board Directors in 2018 and 2019. In 2020 AISACT expanded on this, and in 2021 the focus continued through the provision of sessions which will address the guiding principles and provide further resources.

AISACT continued to provide specialist professional learning programs as identified in the Bilateral Agreement addressing **Australian Curriculum, including general capabilities, reporting against the achievement standards, School Leadership, STEM, and literacy and Numeracy. In addition, a focus on maximising growth for diverse learners was addressed.**

The Association continues to collaborate and contribute with all education sectors in the ACT to provide input through reform specific governance mechanisms regarding the implementation of the agreed priorities of the Bilateral Agreement.

Progress against your strategic plan

The Association of Independent Schools of the ACT's Strategic Intent has guided the decisions and work of the Association and articulates the key directions needed to achieve the Association's goals. The key directions of Support, Advocacy and Representation, Collaboration and Leadership and their underlying elements, especially in the provision of professional learning opportunities supporting current and emerging priorities, supporting sound governance practices with strategic and

responsive specialist advice in addition to supporting schools as they respond to the changing needs of students and promoting innovative and inspirational leadership can all be evidenced in the reports below of the 2021 achievements against the 2021 work plan.

Relationship with your state and territory government

As the representative body for the Independent School sector, the Association represents the sector's view to Territory and Federal governments on matters of significance and importance in education and its Member Schools. The Association continues to work closely with the ACT Minister for Education and Early Childhood, Ms Yvette Berry MLA, ministerial advisors, and senior officials from the ACT Education Directorate. The Association also works closely with The Archdiocese of Canberra and Goulburn, Catholic Education to continue to advance the specific issues relating to Non-Government Schools in the ACT.

The Independent, Catholic and Government schooling sectors will continue to work collaboratively in the implementation of reforms outlined in the bi-lateral agreement through quarterly cross-sectoral executive meetings to share progress and challenges and by maintaining cross-sectoral reform-specific governance mechanisms such as NAPLAN Online Steering Group, Australian Curriculum Assessment working group. In addition, the AISACT continues to engage with the Education Directorate regarding stage one of the implementation of the cross sectoral initiatives embedded in the Future of Education Plan. AISACT will continue to contribute to work around the data collection for the Australian Teacher Workforce Data Strategy and the development of a national Unique Student Identifier.

The 2021work plan outlined the key activities of the Association to meet Member School needs and to positively advance the actions designed to achieve the objectives of the School Education Reform Agenda and the Bi-lateral Reform Agreement with the ACT Government. These achievements are articulated in the below summary of 2021 achievements.

Summary of 2021 achievements

Project title	Project description and activities	Expected outcomes/ Overall achievements Achieved or Not achieved	Indicators of success Add the target % achieved	List any additional or variations of Activities undertaken/Achieved outcomes
NCCD 2019/2021 Commonwealth Government priority **Education Support: Inclusion and Student Wellbeing**	This project encompasses a range of professional learning supports targeted at enhancing student learning and engagement. It focusses on the processes around the Nationally Consistent Collection of Data (NCCD), through developing capacity of teachers, leadership and support staff capacity in personalised planning and learning for all. Activities: • NCCD Cross Sectoral Workshops- series of 4 • Positive Behaviour Support Planning- professional learning delivered to schools on request • Individual Learning Planning- professional learning delivered to schools on request • Ongoing support networks- Students with Disabilities and Student Wellbeing • Professional learning workshops for Learning Support Assistants School specific support for gathering and maintain evidence for NCCD Collection	Enhanced understanding and knowledge for attendees of: • Developing and Implementing Individual Learning Plans • Developing and Implementing Positive Behaviour Support Plans • Quality differentiation of content, strategies, assessment and reporting • Teaching and learning needs of students with disabilities and additional needs • Teaching and Learning within a student well-being framework • Collaborative approaches to student support Achieved	Pre and post workshop data indicating that higher than 80% of participants reported growth and an enhanced understanding (repeat for each focus) 50% or more of AISACT schools seek support through consultation, professional learning and or individual student support. 80% consulted 50% or more of AISACT schools engage in cross sectoral professional learning. n/a 50% or more of AISACT schools engage in NCCD moderation and reflection 50%	Cross sectoral professional learning not held due to covid restrictions SWD Network meetings held online on 2/4 occasions

NCCD 2019/2021 Commonwealth Government priority **Education Support: Action Research**	This project is an enhancement of 2019 and 2020 Action Research Project. School teams develop, implement and reflect on a school specific goal focused on supporting students with additional needs. The project is developed and facilitated by Dr Michael Arthur-Kelly, from the University of Newcastle. The project to date has resulted in 9 projects, with outcomes of some published in the Australasian Journal of Special and Inclusive Education. The format for 2021 is: 2 days of onsite visits to project schools, ongoing support via "zoom", to refine and further develop projects across the year. Presentation by Dr Arthur Kelly on Quality of Adjustments for Enhanced Student Engagement and Learning.	Enhanced understanding and knowledge for project partners of: - The role of action research and implementation science in enhancing learning outcomes for all students - Collaborative practices in implementation of Action Research in schools. - Developing and utilising professional networks in ongoing research and practices - Project partners have an opportunity to reflect on, modify and further develop their research following school site visits from Dr Arthur-Kelly Achieved	Project presentations at the AISACT annual Celebration of Teaching and Learning Event (3 presentations) Achieved Reviews and future planning for projects prepared and shared across the partner schools (6 reports shared) Achieved, in a changed format due to covid restrictions. Projects were shared and discussed with Dr Arthur Kelly at school site visits and a Students with Disabilities network meeting.	Adjustments were made to this program in response to covid restrictions.
Governance 2018/2019 /2020/2021 priority Governance and Financial Management Practices	**How do we implement better governance & the Board's role in Monitoring & Measuring Performance, Mastering Financial Governance**	Improved understanding of agile governance implementation.	50% of AISACT member schools engage with the workshop series.	Due to the impact of COVID restrictions the Governance workshops did not proceed, however several

Governance Workshops	based in the AISACT School Governance Principles document.	Make it easier for participating member schools to turn theory into practice by providing practical tools/templates to support best practice governance, strategic planning, risk management, advocacy and communication.	Post workshop data indicates that higher than 80% of participants reported growth and an enhanced understanding of the range of information presented.	articles were developed by Day and Hodge Associates to provide a continued focus on best governance practices.
	Adrienne Day, Director			
	Day & Hodge Associates,			
	and Adrian Smith			"Noses in Fingers Out! Balancing Board and Management Responsibilities" and
	Seminar series offered twice during the year.			
	Sneddon Hall &Gallop Legal implications around legislative responsibilities and the development of FAQ And Template Resources	Member Schools will have access to and an appreciation of the range of legislative implications and laws in the ACT which impact on their policies and practices.	Resources developed: Third party Contracts Enrolment Contracts Legislation for ACT Schools – a comprehensive resource document articulating legislative requirements, advice, and onus.	"Good Governance: is your school ticking all the right boxes"
	• Ongoing policies			
	• Best practice			
	• Language of legislation			
	Complaints and Investigations - Halloran and Morrissey			
	Managing Self and Others for Business Managers - NESLI	Member schools will have access to professional learning on a range of topics: Maintain Professional Boundaries Act Child Protection Legislation Assessing and Managing Complaints Role of the School Board in Safeguarding	10 of our member schools participated in this series of topics with teams attending. Total number of attendees was 28 per session.	
	A range of topics will be covered including:			
	• Thinking Strategically,			
	• Purpose and Priorities,			
	• Fostering Team work to meet the strategic directions of the schools			
	Communication, Negotiation and Influence.			

		A range of topics will be covered including: • Thinking Strategically, • Purpose and Priorities, • Fostering Team work to meet the strategic directions of the schools • Communication, Negotiation and Influence. Achieved	13 member schools Business Managers attended this program.	
Bilateral Agreement Bilateral Reform Direction A: Support students, student learning and achievement **Maximising Growth for Diverse Learners: addressing underachievement (Primary and Secondary)**	This professional learning provides teachers with the tools and understanding to understand and meet the needs of diverse learners in mixed ability classrooms. The courses are delivered via asynchronous and synchronous sessions. Module One: Understanding the Learners Module Two: Curriculum and Program Strategies Module Three: Summative and Formative Assessment	Developing of teacher capacity to: • Identify causes of student underachievement, cognitive and affective, and deploy a range of interventional strategies • Develop curriculum and programmatic structures to reverse underachievement and ensure learning gain • Use instructional models to develop critical and creative thinking practices; Inquiry and problem-based learning	Pre and post workshop data indicating that higher than 80% of participants reported an enhanced understanding regarding effectively maximising growth for diverse learners. ACT TQI independent evaluation against the criteria: "I gained useful knowledge and understanding through participating in this program" Strongly Agree/Agree 80%	**25 participants (full cap) engaged from 8 Member schools.**

		to underpin instructional design • Design benchmarks for teacher moderation and judgment and student feedback Professional Standards: Proficient Teacher Standards 3.2, 3.6, 5.3, 5.4, 6.2, 6.4 **Achieved**	**Strongly Agree/Agree = 100%**	
Bilateral Agreement **Australian Curriculum and Pedagogy** Bilateral Reform Direction A: Support students, student learning and achievement **Australian Curriculum and Pedagogy** 1. **Cultivating Problem Solving (Primary/Secondary)**	This professional learning provides teachers with the tools and understanding to help their students to develop problem-solving skills. The Australian Curriculum acknowledges that developing thinking skills is a primary purpose of education and 'the importance of critical thinking is expected to increase as the world becomes ever more augmented by artificial intelligence and other emerging technologies' (Daniel T. Willingham, *How to Teach Critical Thinking; Education*, Future Frontiers Occasional Paper Series – May 2019). Workshop – Cultivating Problem Solving - via online platform (2 hrs)	Developing of teacher capacity to: • teach problem-solving skills, in turn, developing critical thinking self-efficacy in students • use range of tools and strategies to engage students problem-solving • enhance the teaching of the general capability of Critical Thinking Professional Standards Proficient Teacher Standards 1.2.2, 3.1.2 **Achieved**	Pre and post workshop data indicating that higher than 80% of participants reported an enhanced understanding regarding effectively teaching problem solving skills. ACT TQI independent evaluation against the criteria: "I gained useful knowledge and understanding through participating in this program" Strongly Agree/Agree ≥ 80% **Strongly Agree/Agree = 90%**	**45 participants via on-line learning platform**

Bilateral Agreement Bilateral Reform Direction A: Support students, student learning and achievement **Australian Curriculum and Pedagogy** 2. **Informed by Data (Primary/Secondary)**	This professional learning provides an in-depth look into using data to inform future instruction and planning, whether in the classroom or for school-wide change. Participants examine their own data to identify relevant issues, then employ a scaffolded process to devise and implement interventions for either minor or major change. Workshop- Informed by Data - via online platform (5 hrs)	Enhanced capacity of participants to: • use data to inform future instruction and planning, whether in the classroom or for school-wide change • examine their own data to identify relevant issues, then employ a scaffolded process to devise and implement interventions for either minor or major change. Professional Standards Proficient Teacher Standards 2.5.2, 3.1.2, 3.2.2, 5.1.2, 5.4.2 **Achieved**	Pre and post workshop data indicating that higher than 80% of participants reported an enhanced understanding of participant use of data and other evidence to plan for change. ACT TQI independent evaluation against the criteria: "I gained useful knowledge and understanding through participating in this program" Strongly Agree/Agree ≥ 80% **Strongly Agree/Agree = 95%**	**32 participants via on-line learning platform**
Bilateral Agreement Bilateral Reform Direction A: Support students, student learning and achievement **Australian Curriculum and Pedagogy** 3. **Tapping into Numeracy (Primary and Secondary)**	This professional learning provides teachers with an in-depth look at the Australian Curriculum general capability of numeracy, its relationship with mathematics and how it pertains to subjects other than mathematics. Numeracy is an essential tool for accessing information and demonstrating knowledge in all areas of the curriculum. Explore how numeracy skills can be utilised in all subject areas to enhance student learning.	Developing of teacher capacity to: • use a range of tools and strategies to engage students' numeracy skills across all Australian Curriculum areas • enhance the teaching of the general capability - Numeracy	Pre and post workshop data indicating that higher than 80% of participants reported growth and an enhanced teacher capacity to intentionally engage student numeracy skills in all AC areas.	**48 participants via on-line learning platform**

	Workshop- Tapping into Numeracy - via online platform (2 hrs)	• use the National Literacy and Numeracy Learning Progressions to inform teacher planning Professional Standards Proficient Teacher Standards 1.2.2, 1.5.2, 2.5.2 **Achieved**	ACT TQI independent evaluation against the criteria: "I gained useful knowledge and understanding through participating in this program" Strongly Agree/Agree ≥ 80% **Strongly Agree/Agree = 100%**	
Bilateral Agreement Bilateral Reform Direction A: Support students, student learning and achievement **Australian Curriculum and Pedagogy** 4. **Delving into Differentiation: employing the Australian Curriculum National Literacy and Numeracy Learning Progressions (Primary and Secondary)**	The Australian Curriculum Literacy and Numeracy Learning Progressions are a valuable addition to the toolkit for differentiation in the classroom. This professional learning course unpacks these progressions, examining their effectiveness for informing meaningful differentiated planning. Participants may choose to focus on the primary or secondary school setting. Workshop- Delving into Differentiation: employing the Australian Curriculum National Literacy and Numeracy Progressions - via online platform (3 hrs)	Enhance capacity of the participants to: • use the National Literacy and Numeracy Learning Progressions to design differentiated tasks • examine their current units of work, scrutinising the literacy and numeracy demands and opportunities present • plan future differentiated tasks Professional Standards Proficient Teacher Standards 1.2.2, 3.1.2	Pre and post workshop data indicating that higher than 80% of participants reported growth and an enhanced capacity to use the National Literacy and Numeracy Learning Progressions to design differentiated tasks. ACT TQI independent evaluation against the criteria: "I gained useful knowledge and understanding through participating in this program" Strongly Agree/Agree ≥ 80%	**58 participants via on-line learning platform**

		Achieved	Strongly Agree/Agree = 90%	
Bilateral Agreement Bilateral Reform Direction A: Support students, student learning and achievement **Australian Curriculum and Pedagogy** 5. **Integrating STEM: an opportunity to reduce workload (Primary)**	In this comprehensive course, participants learn how using STEM activities and programming can lessen the workload for teachers. Schools can meet ACARA standards, help students to reach benchmarks, reduce assessments and marking, all while engaging students in exciting classroom activities. Integrating STEM: an opportunity to reduce workload – via online platform	Enhance capacity of the participants to: • Develop and plan classroom activities and ideas to effectively incorporate STEM across the curriculum. Professional Standards Proficient Teacher Standards 1.2.2, 2.2.2, 2.3.2, 3.2.2 **Achieved**	Pre and post workshop data indicating that higher than 80% of participants reported growth and an enhanced capacity to program using STEM activities. ACT TQI independent evaluation against the criteria: "I gained useful knowledge and understanding through participating in this program" Strongly Agree/Agree ≥ 80% **Strongly Agree/Agree = 85%**	**29 participants via on-line learning platform**
Bilateral Agreement Bilateral reform Direction A Support students, student learning and achievement **First Nations Science: a Cross Sectoral Project**	• AC: New Science elaborations addressing Aboriginal and Torres Strait Islander Histories and Cultures Workshop Series developed in partnership with ACARA. The workshops will unpack the intent and application of the Science elaborations via core science concepts and support local contextualisation of the elaborations. • Primary (all) and Secondary science teachers focus.	Participating schools will: • Develop and improve ways of using the Australian Curriculum: Science Achievement Standards, Content Descriptions and Aboriginal and Torres Strait Islander Elaborations to design learning opportunities	Pre and post program data indicating that higher than 80% of participants reported growth and an enhanced understanding of the Australian Curriculum: Science Achievement Standards, Content Descriptions and Aboriginal and Torres Strait Islander Elaborations	This program was postponed again due to COVID 19 restrictions as significant 2021 workshops were planned to be delivered 'on country' and via 'hands on' activities in collaborative spaces.

		for students • Embrace a 'truly Australian perspective' (ACARA Curriculum Directors Meeting, August 2018) by using the cross curriculum perspective as a context for learning Not achieved	to design learning opportunities for students.	In addition, this program will now need to be further informed by the ACARA's 2021 F-10 Australian Curriculum V9 Review results, pending Ministerial approval (late Nov. 2021).
Bilateral Agreement Bilateral Reform Direction B: Support teaching, school leadership and school improvement **Evidence into Action Workshop series**	This project is based on structuring change based on evidence. The EAP encourages evidence-informed decision making and the gathering of practice-based evidence. The workshop will prompt participants to use the EAP as a road map for an improvement journey, and assist educators to answer three important questions: • Where are you going? • How will you get there? • What will tell you that you've arrived? **Workshop 1** - Using the Education Action Plan to turn evidence into action **Workshop 2** - Practice-based evidence – what is your evidence telling you	Participating schools will: *investigate the hierarchy of evidence (Deeble & Vaughan, 2018) and the latest evidence within the Teaching & Learning Toolkit , including a focus on feedback, metacognition and self-regulation. *learn about how to structure a change in their school based on evidence through the Education Action Plan (EAP). *use the EAP as a road map for an improvement journey. *look at the practice-based evidence that they have gathered after implementing their Education Action Plan for 6 months. The educators	Post program data indicating that higher than 80% of participants reported growth and an enhanced understanding of the how to structure a change in their schools via the EAP. Post program data indicating that higher than 80% of participants reported growth and an enhanced understanding of the how to investigate their quantitative and qualitative data to support teaching, school leadership and school improvement.	11 participants engaged from 5 Member schools.

| | | will investigate their quantitative and qualitative evidence and answer the questions of:
Has there been an improvement in students' learning?
What are the active ingredients involved in the implementation of the approach?
Achieved | ACT TQI independent evaluation against the criteria: "I gained useful knowledge and understanding through participating in this program"

Strongly Agree/Agree ≥ 80%

Strongly Agree/Agree = 100% | |

1. Project title	2. Project description and activities	3. Expected outcomes/ Overall achievements **Achieved or Not achieved**	4. Indicators of success **Add the target % achieved**	5. List any additional or variations of Activities undertaken/Achieved outcomes
Leadership and Wellbeing Bilateral Reform Direction B: Support teaching, school leadership and school improvement **Principals' Conversations Program provided by National Excellence in School Leadership Initiatives NESLI**	The Principals' Conversations Program supports principals to engage with colleagues to share and better understand and proactively manage their day-to-day health and wellbeing to be more effective role models within their schools **Key themes:** • Sustaining individual and organisational health • Physical, mental and emotional health • Self-awareness and self-regulation • Responding to organisational trauma and stress Relationships and their impact on our wellbeing	The program connects principals across member schools of the Association of Independent Schools Canberra and is built around the concept of a supportive community of practice. **Learning intentions:** • Understand the links between social capital and wellbeing • Explore practical strategies to enhance personal wellbeing • Understand how to have a meaningful dialogue around wellbeing in your school • Help increase social capital and inclusion in your school Achieved	Post workshop data indicates that higher than 80% of participants reported growth and an appreciation of the range of elements that assist them to better understand and proactively manage their day-to-day health and wellbeing to be more effective role models within their schools 50% of AISACT member schools engage with the workshop series. Principals from 6 member schools (only 33%) participated in this series with all participant's reporting how much this program supported their own health and wellbeing perspectives. (100%)	

1. Project title	2. Project description and activities	3. Expected outcomes/ Overall achievements **Achieved or Not achieved**	4. Indicators of success **Add the target % achieved**	5. List any additional or variations of Activities undertaken/Achieved outcomes
Leadership and Wellbeing Direction B Support teaching, school leadership and school improvement **Staff Wellbeing Community of Practice**	Hosting regular Communities of Practice (COP) sessions throughout 2021 will support a prior 18 month program wherein ACT Independent Schools gained benchmark data using the Adesso profiling tool, and upskilled wellbeing ambassadors in each school to drive long-term sustainable results.	The Communities of Practice sessions will connect teachers across member schools of the Association of Independent Schools Canberra to continue to build capacity and problem solve in relation to the key drivers of wellbeing, strategies, learning theories and wellbeing frameworks. **Achieved**	50% of AISACT member school representatives engage with the Communities of Practice sessions. 50% of AISACT member school representatives engaged with the Communities of Practice sessions.	14 participants engaged from 9 Member schools.

1. Project title	2. Project description and activities	3. Expected outcomes/ Overall achievements **Achieved or Not achieved**	4. Indicators of success **Add the target % achieved**	5. List any additional or variations of Activities undertaken/Achieved outcomes
Leadership and Wellbeing Bilateral Reform Direction B: Support teaching, school leadership and school improvement Inclusion and Student Wellbeing	This project brings together Student Wellbeing coordinators from AISACT schools in a sharing network. It will connect school personnel with a range of community agencies and evidence-based practices to support the complex work of identifying and responding to mental ill-health. The practices will span both proactive and reactive strategies and provide practical and meaningful links to services.	Virtual or face to face forum showcasing and sharing leading practices in supporting student well-being and engagement. The forum will have a keynote address by a locally identified expert in the mental health of young people, followed by school sharing opportunities and opportunities for teachers and students to connect with community and government agencies. Not achieved	Post workshop data indicating that higher than 80% of participants reported the forum provided useful knowledge and valuable community and school connections. 10 or more AISACT schools attend and/ or present at the forum.	**Due to COVID impacts not held**

1. Project title	2. Project description and activities	3. Expected outcomes/ Overall achievements **Achieved or Not achieved**	4. Indicators of success **Add the target % achieved**	5. List any additional or variations of Activities undertaken/Achieved outcomes
Leadership and Wellbeing Bilateral reform Direction B Support teaching, school leadership and school improvement **NESLI** **Enhancing Leadership Capabilities**	**Emerging Leaders Enhancing Leadership Capabilities** (Day 1 Workshop) Module 1: Vision, Values and Understanding (Webinar 1) Module 2: Building Reflective and Responsive Practice (Webinar 2) Module 3: Enhancing School Relationships (Day 2 Workshop) Module 4 & 5 Navigating Conflict and Fostering Connection & Committing to Leadership	Enhanced understanding of effective communication and tools of influence. Clarification of best practice leadership styles. Development of insights and skills to think strategically and lead teams. **Achieved**	50% of AISACT member schools engage with the workshop series. Post program data indicates that higher than 80% of participants reported growth and an enhanced understanding of leadership capabilities. ACT TQI independent evaluation against the criteria: "I gained useful knowledge and understanding through participating in this program" Strongly Agree/Agree ≥ 80% **Strongly Agree/Agree = 100%**	20 participants engaged from 7 Member schools.

1. Project title	2. Project description and activities	3. Expected outcomes/ Overall achievements **Achieved or Not achieved**	4. Indicators of success **Add the target % achieved**	5. List any additional or variations of Activities undertaken/Achieved outcomes
Leadership and Wellbeing Bilateral reform Direction B Support teaching, school leadership and school improvement **Leadership and School Improvement – School Improvement through Coaching**	A range of programs and activities will be provided to support member's schools in further developing their knowledge of the use and the impact of coaching on enhancing staff and student outcomes. Two workshops and instructional coaching Communities of Practice (COP) sessions -Dr Mark Dowley, Dr Ray Swann from Brighton Grammar and Growth Coaching International (GCI): workshop - The Impact Cycle	Coaching in Education is recognised as a key ingredient in school improvement, and an important way to build teaching and learning capacity, develop leadership skills and ultimately improve learning outcomes and wellbeing. Participants in all programs will develop specific skills and an understanding of how coaching and the Impact Cycle can positively impact student learning outcomes and wellbeing **Achieved with exception of GCI workshop – The Impact Cycle**	Post program data indicates that higher than 80% of participants reported growth and an enhanced understanding of coaching, the Impact Cycle and acquired skills. **Strongly Agree/Agree = 100%**	24 participants engaged from 7 Member schools. GCI workshop – The Impact Cycle was planned but not offered due to key elements of the model being incorporated appropriately into the ongoing COP sessions.

1. Project title	2. Project description and activities	3. Expected outcomes/ Overall achievements Achieved or Not achieved	4. Indicators of success Add the target % achieved	5. List any additional or variations of Activities undertaken/Achieved outcomes
Agreements Improving governance Bilateral Reform Direction B Support teaching, school leadership and School improvement **Supporting Member Schools through Agreements**	The office of the AISACT enters agreements with a range of providers to provide expert advice and support on a need's basis to member schools. Legal support/helpline, Snedden Hall &Gallop – to ensure that general advice on governance, legislation, financial matters and staff wellbeing is provided to leaders in Member schools (specific legal action that schools may need to pursue is not covered) Complaints and Investigations – Halloran & Morrissey Employee Assist and Counselling Advice – Through two providers Catholic Care & Exhale People	Schools can confidentially access the expert advice required as needed to meet a range of services	Providers report that Member schools access these services on a need's basis Member schools made 53 contacts over the year seeking advice. There was an increase in the demand for this service during 2021 with well over 60 sessions being provided to individual s from member schools.	

1. Project title	2. Project description and activities	3. Expected outcomes/ Overall achievements **Achieved or Not achieved**	4. Indicators of success **Add the target % achieved**	5. List any additional or variations of Activities undertaken/Achieved outcomes
Events Bilateral Reform Direction A: Support students, student learning and achievement **Colloquium - Potential Mental Health Theme**	The cross-sectoral collaboration in teaching school leadership and school improvement event provides the opportunity for all sectors of the ACT education community to engage in robust and stimulating professional conversations in relation to the theme. Through keynote presentations participants will be provoked to challenge their thinking and equip them to transform what is learned into practice within their schools.	Not Achieved	Post workshop data indicating that higher than 80% of participants reported an enhanced appreciation of the student engagement and wellbeing focus Very high = >50% High = >80% ACT TQI independent evaluation against the criteria: "I gained useful knowledge and understanding through participating in this program" Strongly Agree/Agree ≥ 80% Cross sectoral representation was supported	**Due to Covid-19 lockdown this event did not take place.** An end of year leadership event replaced the Colloquium and AISACT Principals, school leaders and Executive staff shared their learnings and leadership journeys reflecting on varying contexts in responding to school operations and student learning through COVID-19 challenges.

Events	The AISACT Celebrating Teaching and Learning event is an opportunity to hear about and discuss the extensive range of teaching and learning projects and programs that have occurred in AISACT Member Schools. This event provides an opportunity for AISACT Member Schools to come together as a group and celebrate the successes enjoyed, challenges met and lessons learned.	Enhanced awareness of exemplary teaching and learning projects and strategies. **Achieved**	Post workshop data indicating that higher than 80% of participants reported an enhanced appreciation of teaching and learning strategies. Strongly Agree/Agree ≥ 80% **Qualitative data supports Strongly Agree/Agree 80%**	**Due to the 2021 Covid-19 restrictions, this was not a F2F event as planned. However, a version of the event was conducted via zoom. Examples of presentations:** Embedding and reporting on Learner Behaviours in a more meaningful way, that is more evidence or competency based and on a continuum. Designing for Deep Learning Curriculum mapping, specifically how the decision making around sequencing of topics/concepts is planned to accumulate knowledge. What does an optimal, agile and adaptive education system look in a 'living with COVID world'? Reporting to support life-long learning and learning behaviours. Inclusive educational practices (especially those that are evidence-based) and student voice from 'edge' groups.
Bilateral Reform Direction A: Support students, student learning and achievement **AISACT Celebrating Teaching & Learning**				

1. Project title	2. Project description and activities	3. Expected outcomes/ Overall achievements Achieved or Not achieved	4. Indicators of success Add the target % achieved	5. List any additional or variations of Activities undertaken/Achieved outcomes
Events Bilateral reform Direction B Support teaching, school leadership and school improvement **Leadership Breakfast Series**	The *AISACT Leadership Breakfast* engages school leaders across the ACT, irrespective of schooling sector, in issues of significance and importance in the education sphere; specifically, lessons in leadership as delivered by guest speakers, and how these lessons may be transferred to schools to enhance the learning achievements of all students Significant national speakers provide a breakfast talk on their journey and learnings about leadership AISACT hosts at least 3 breakfast each year	The speaker's list is varied and highlights the fundamental desire in organising the breakfast series to bring speakers who are not necessarily part of the regular education speaking circuit. Rather, their expertise in leadership, and their leadership journey, provide transferable lessons in leadership for educators across Canberra. The challenges for leadership in educational settings are numerous, and school leaders increasingly look beyond their own environments to learn more and improve their leadership capacity. Develop cross-sectoral collaboration in school leadership Achieved	Post program data indicates that higher than 80% of the AISACT school membership engaged in this leadership series. Cross sectoral representation was supported Achieved Dr Nick Coatsworth - 120 participants from all sectors of education in the ACT attended. Kate Carnell AO - 96 participants from all sectors of education in the ACT attended.	The third breakfast was postponed due to COVID and was replaced with an end of year Leadership Function – Celebrating Leadership. 102 participants from all sectors of education in the ACT attended.

2021 Budget expenditure

Project Activities	Reform support funding
NCCD	
Education Support Action Research	$4,661
Governance	
Best practice Governance - Strategic Planning and Managing Risk – Adrienne Day	$18,800
Legal Lens for Registrars SH&G	$15,769
Complaints and Investigations- Halloran &Morrissey	$9,200
Bilateral Agreement	
Evidence into Action Workshops - Tanya Vaughan	$0
Maximising Growth for Diverse Learners ALDEA Group Bronwyn Macleod	$15,600
Australian Curriculum and Pedagogy	$0
First Nation Science Project	$0
Leadership & Wellbeing	
NESLI Principal Wellbeing Program	$10,000
Staff Wellbeing Exhale	$6,810
Inclusion and Student Well Being	$3,000

Enhancing Leadership Capabilities NESLI	$26,900
Instructional Coaching – Impact Cycle Growth Coaching	$0
School Improvement through Coaching - Crowther Centre BGS	$17,590
Business Managers - Managing Self and Managing Others NESLI	$3,500
Agreements	
Legal Support and Advice SH&G	$13,000
Employer Assist Program – Catholic Care	$7,220
Exhale Employer Assist	$7,595
Complaints and Investigations Halloran &Morrissey	$14,900
Events	
Colloquium (this event did not occur aas planned in 2021: replaced by leadership presentation event as described)	$12,741
Leadership Breakfast Series	$10,124
Celebrating Teaching and Learning	
Staffing	
STAFFING AISACT office	$263,590
TOTAL	**$461,000**