

Non-Government Reform Support Annual Report

2021

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

Executive Summary

The approved 2021 projects funded under the Non-Government Reform Support Fund enabled NSW independent schools to implement the national school reform priorities, which included the continuation of the three national priorities from 2019 and state-based initiatives as agreed in the bilateral agreement. A key focus for each of the 2021 projects was to build upon the learnings from the 2020 projects (particularly learnings from COVID-19) and align with the strategic priorities identified in the AISNSW 2019-2022 Non-Government Reform Support Fund Strategic Plan. The 2021 projects focused on:

1. Quality assurance, moderation and support for the continued improvement of the Nationally Consistent Collection of Data on School Students with Disability (National Priority)
2. Implementation of online delivery of the National Assessment Program (National Priority)
3. Improving governance and financial management practices in Non-Government schools (National Priority);
 - I. Supporting Boards to work more effectively with their School Principals to develop measures of outcomes in a range of areas
 - II. Professional learning for Governance
 - III. Improving financial management practices in independent schools
4. The AISNSW Aboriginal and Torres Strait Islander Education program.

While project activities both supplement and compliment AISNSW core services, the projects are clearly demarcated. The project activities go well beyond the normal provision of services; project costs required for these activities mean that they would not have been possible, if not funded by the Non-Government Reform Support Fund.

Impact of COVID-19

The impacts of the COVID-19 pandemic on schools and AISNSW staff meant that some of our work planned for 2021 could not go ahead in the originally intended form from June to November 2021. Restrictions on movement, particularly in the Greater Sydney area and school staff shortages created by isolation requirements and then mandatory COVID-19 vaccination for school staff prevented in person engagement with schools for much of the second half of the year. Much of the support usually provided to schools onsite was still delivered but was redesigned for remote delivery via video conferencing, phone, and email. Despite the challenges of staff shortages impacting the capacity of many schools to release staff for scheduled remote professional learning during this time, all but a couple of success indicators were achieved to 100% (and in some cases exceeding 100%), and AISNSW was able to realise all of the intended outcomes of each project.

Progress against your strategic plan

In line with the AISNSW 2019-2022 Non Government Reform Support Fund (NGRSF) Strategic Plan, AISNSW worked to address the three key national reform areas (NGRSF priorities);

- **quality assurance, moderation and support for the continued improvement of the Nationally Consistent Collection of Data on School Students with Disability** – AISNSW supported schools to strengthen professional judgement and make consistent and reliable decisions about students’ level of adjustment and category of disability (Through explicit professional learning, schools were supported and engagement in moderation).
- **implementation of online delivery of the National Assessment program** – AISNSW continued support for all NSW independent schools to transition to NAPLAN Online, in line with the NSW Education Minister’s transition timeline. AISNSW also provided professional learning to assist schools leverage the benefits from NAP assessments and reporting to inform teaching and learning and school improvement.
- **improving governance and financial management practices in Non-Government schools** – AISNSW continued to support school boards develop and monitor measures of outcomes appropriate to their school context, support boards to understand their legal obligations and improve governance and financial management.

In 2021, AISNSW continued with the Aboriginal and Torres Strait Islander Education program (Wingara), supporting schools to develop and implement school-wide and individual learning strategies for Aboriginal and Torres Strait Islander students, and improve cultural competence of school leaders and staff.

In addition, AISNSW continued to work collaboratively with the NSW Government to support the implementation of the agreed national policy initiatives, and key reforms from the NSW bilateral agreement.

Relationship with your state and territory government

AISNSW consulted the NSW Department of Education (DoE) in developing the activities for the 2021 workplan. AISNSW worked collaboratively with agencies from the NSW Government and Australian Government, including DoE and NSW Education Standards Authority (NESA) to support NSW independent schools with the implementation of the national reform priorities. The collegial relationship between AISNSW and NSW Government agencies has strengthened the projects and assisted in achieving the outcomes of implementing the national reform priorities. AISNSW is committed to the ongoing relationship with the NSW Government to enhance school education in NSW.

Project Report

AINSW provided a range of service offerings to support NSW independent schools throughout 2021, to implement the Nationally Consistent Collection of Data (NCCD) and assist schools deepen their knowledge and application of the NCCD model. The AISNSW team presented formal professional learning sessions, conducted networking workshops, facilitated collaborative meetings, delivered tailored school-based support, and designed and produced a range of digital resources for schools. Throughout 2021, 421 schools have benefited from at least one of the AISNSW support options available focused on the NCCD.

Schools were supported to implement NAPLAN Online through the provision of targeted professional support and training to ensure all participating schools understood the technical specifications of the online platform and were suitably prepared to enable students to successfully participate in NAPLAN Online. In 2021, all NSW independent schools were supported to access their NAPLAN data through tailored communication and the delivery of school specific professional learning. The NAPLAN Online low bandwidth solution was available to NSW schools for the first time in 2021, with AISNSW working with NESA to ensure low bandwidth schools receive the necessary tailored training and support to successfully transition to NAPLAN Online.

In 2021, school leaders were supported to work more effectively with their school boards to develop measures of outcomes in a range of areas and identify opportunities for strategic leadership through: collecting, analysing and using a range of school and student data; identifying professional learning priorities; designing and implementing effective school-based professional learning activities based on identified professional learning priorities and evaluating the impact of professional learning on effective teaching practices and impact on student learning.

AINSW continued to provide tailored professional learning workshops to the Boards of independent schools, strengthening their understanding of the legislated obligations that apply in their school context and supporting continued improvement of governance practices. Professional learning was also developed on based on feedback from school boards about their greatest areas of current need, including a cybersecurity, fraud and financial risk.

The AISNSW Aboriginal and Torres Strait Islander Education Program links to the National Aboriginal and Torres Strait Islander Education Strategy 2015 and the Australian Government's ongoing commitment to closing the achievement and attendance gap between Aboriginal and Torres Strait Islander students and non-Indigenous students. The implementation of the program in 2021 was designed to meet the needs of Aboriginal and Torres Strait Islander students at risk of educational disadvantage, through evidence-based pedagogy, quality teaching and leadership and innovation. As in 2020, several planned project activities in 2021 required modification due to the ongoing impact of COVID-19 on schooling and the wider Australian community. With learnings from the previous year, program activities were developed to be implemented in either a in person or online. This enabled all schools to be provided with key support strategies and professional learning to meeting their current learning contexts.

Summary of 2021 achievements

Project Title: Quality assurance, moderation and support for the continued improvement of the Nationally Consistent Collection of Data on School Students with Disability

NCCD - National Priority

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
<p>In 2021, AISNSW delivered three professional learning sessions for schools focusing on an overview of the NCCD model and the moderation process. An additional three sessions for school staff with experience of the process focused on developing their deeper understanding of the application of the NCCD model and the evidentiary requirements, helping refine existing processes.</p>	<ul style="list-style-type: none"> • Increased consistency in application of the NCCD Model through ongoing professional learning and tailored consultancy support aligned with the needs of the school. <p>Achieved</p> <ul style="list-style-type: none"> • Enhanced understanding by school teams of evidence that can support decision-making related to level of adjustment. <p>Achieved</p> <ul style="list-style-type: none"> • Improved teacher confidence making decisions on the levels of adjustments through internal moderation meetings underpinned by processes 	<ul style="list-style-type: none"> • Delivery of four full day professional learning sessions, targeting principals, school leaders teachers, specialist staff, and school counsellors. These full day sessions will focus on the NCCD Model and explore in detail the use of evidence and the moderation process. <p>Achieved (100%) – see next column for COVID-19 adjustments</p> <ul style="list-style-type: none"> ✓ Six sessions were delivered, attended by 199 participants. ✓ Through course evaluation reports, participants rated the currency of content and presenter content knowledge extremely high and reported that the offerings provided clarity around the model and types of evidence required. 	<p>COVID restrictions including density limits and social distancing meant that additional sessions were added to the schedule of offerings to cater for the number of staff attending the professional learning in person.</p>

	<p>that show consistency of professional judgement.</p> <p>Achieved</p>		
<p>The introduction of a targeted half-day webinar for principals and school leaders in 2021, supported participants to deepen their understanding of their roles and responsibilities within the NCCD model. The half-day offering for school counsellors focussed on the importance of school counsellors being involved in the NCCD school-based team and how to collate and store sensitive information, while still meeting the evidentiary requirements for NCCD.</p>		<ul style="list-style-type: none"> • Delivery of two half day sessions, each with a different target audience; (i) Principals and school leaders, and (ii) School counsellors. These half day sessions will provide an overview of the NCCD Model, use of evidence and the moderation process. <p>Achieved (100%) – see next column for COVID-19 adjustments</p> <ul style="list-style-type: none"> ✓ Course evaluation comments from the Principal/school leader session showed participants found the content informative, relevant, and helpful. ✓ Course evaluation comments from the session for School counsellors showed content was relevant to their specialised role and its context in the NCCD process. 	<p>The mode of delivery was changed for the Principals and school leaders from face to face to online session due to Covid restrictions at the time.</p>
<p>Aligning to the four phases of the NCCD model, the networking workshops had a different focus across each of</p>		<ul style="list-style-type: none"> • Delivery of 24 networking workshops focused on cross-school moderation processes. <p>Achieved (70%) – see next column for COVID-19 adjustments</p>	<p>Due to restrictions arising from the COVID-19 pandemic, the planned (in person) networking workshops were delivered online in Terms 2 and 4. Some</p>

<p>the school terms. The evaluation comments from the networking workshops indicated that participants highly valued the opportunity to discuss and share ideas with colleagues from other schools and the sessions and resources were particularly helpful.</p> <p>Teacher confidence in implementing the NCCD model was collected via an online survey at the end of 2021.</p> <p>Feedback about the impact of the professional learning sessions and networking workshops was collected from participants via an online survey.</p>		<ul style="list-style-type: none"> ✓ 15 of the planned 24 workshops were delivered to 410 registered participants. Breakout rooms were used during the online sessions to facilitate moderation activities, cross school collaboration and discussion amongst participants. ✓ Course evaluation reports showed that participants valued time to collaborate and moderate case studies with delegates from other schools. 	<p>sessions were cancelled due to staffing pressures on schools (impacts of the Greater Sydney lockdown from June 2021; restrictions on movement, close contact isolation rules, introduction of mandatory school staff COVID-19 vaccination).</p> <p>While fewer sessions were delivered than planned, online delivery allowed more participants to attend than would have been possible in person. This had the additional positive impact of allowing more staff from regional areas of NSW to participate (because they could choose from more delivery dates).</p>
		<ul style="list-style-type: none"> • At least 90% of attendees report an increased understanding of the use of evidence and how this applies to the moderation process following the full day professional learning session and networking workshops. <p>Achieved (100%)</p> <ul style="list-style-type: none"> ✓ 93% of post workshop attendee responses showed increased knowledge of participants about consulting with school staff around the NCCD model and evidence requirements. 	

		<ul style="list-style-type: none"> ✓ 92% of post workshop attendee responses showed improved confidence using evidence to inform decisions on levels of adjustments for students. ✓ More than 90% of post workshop attendee responses showed increased confidence undertaking school-based moderation processes to determine levels of adjustments and categories of disability. ✓ Evaluation data also showed; growth in teacher confidence communicating with school staff about the NCCD and disability legislation, and; increased capacity in evaluating their current school-based NCCD processes and practices. 	
<p>To complement the support materials available on the Commonwealth Government's NCCD portal, AISNSW developed additional resources to strengthen support in areas such the social/emotional category of disability. The location and structure of the AISNSW webpage that signposts to services and supports available to schools was aligned to the four phases of the NCCD model to improve access for schools.</p>		<ul style="list-style-type: none"> • More than 2,500 webpage views of resources to support implementation of the NCCD. <p>Achieved (100%)</p> <ul style="list-style-type: none"> ✓ 20 new NCCD resources were added to the AISNSW website, corresponding and complementary to the resources on the NCCD Portal and aligned with the 4 phases of implementation. ✓ Website analytics data shows that the AISNSW webpages housing NCCD resources were accessed 12,104 times during 2021. 	

Project Title: NCCD Student Mental Health Education (2020 underspend carried forward to 2021)

Quality assurance, moderation and support for the continued improvement of the Nationally Consistent Collection of Data on School Students with Disability (NCCD - National Priority)

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
<p>Additional stress on students during 2020 highlighted an increasing need for ongoing education for school staff about student mental health.</p> <p>This project involved the production delivery of a series of three online learning modules, designed to assist educators and school leaders to enhance whole school mental health practices, respond to complex student mental health needs and situations including self-harm and suicidal ideation.</p> <p>Impacts of COVID-19 in the second half of 2021 necessitated a delay in module release to focus on supporting schools with</p>	<ul style="list-style-type: none"> increased general understanding of school staff about student mental health issues and where it fits with NCCD. Achieved Improved understanding of school staff about key evidence based concepts related to whole school supports to promote positive mental health. Achieved Increased capacity of school staff to identify emerging signs of poor mental health in students, or those in need of extra support. Achieved Improved understanding of school staff about the importance of implementing early actions, Achieved 	<ul style="list-style-type: none"> Production and release of these three online learning modules; <ol style="list-style-type: none"> <i>Mental Health: Universal Supports</i> <i>Mental Health: Targeted Supports</i> <i>Mental Health: Intensive Supports</i> Achieved (100%) Staff from least 50 schools will complete at least one of these new online learning modules. Achieved (Partial) – see next column for COVID-19 adjustments <ul style="list-style-type: none"> ✓ Staff from fewer than 50 schools completed these modules in 2021 because of the deliberate delay in their release (already in 2022 staff from more than 50 schools have completed these modules and we continue to receive positive feedback on the resource) At least 75% of participants will report that completion of one or more of the modules increased their understanding of student mental health issues and where mental health fits with NCCD. Achieved (100%) – see next column for COVID-19 adjustments <ul style="list-style-type: none"> ✓ Of the school staff that completed these modules in 2021, at least 75% reported that increased 	<p>The online modules were produced in time for the planned release in the second half of 2021. Due to the impacts of the extended greater Sydney lockdown and ongoing COVID-19 restrictions school staff were faced with many competing priorities from June-December. Responding to this immediate need of schools, the module release was postponed until the conclusion of the school year. Instead, AISNSW developed and released targeted resources for schools about supporting students during times of uncertainty. In addition, support was provided to schools seeking to offer student counselling services online. A curated selection of external telehealth services available to</p>

<p>their most immediate student mental health and wellbeing support needs. The modules were released later than intended, but have been well received by schools and will be an important resource for schools over the coming years.</p>	<p>processes and referral pathways within the school.</p> <p>Achieved</p> <ul style="list-style-type: none"> Improved understanding of school staff about the types of assessments and adjustments that may benefit students requiring intensive mental health support. <p>Achieved</p> <ul style="list-style-type: none"> Enhanced capacity of school staff to refer students to appropriate external professionals when responding to risk, harm, or critical incidents. <p>Achieved</p>	<p>understanding of student mental health issues and where mental health fits with NCCD</p> <ul style="list-style-type: none"> At least 75% of participants will report that completion of one or more of the modules increased their capacity to identify emerging signs of poor mental health in students, or those in need of extra support. <p>Achieved (100%) – see next column for COVID-19 adjustments</p> <ul style="list-style-type: none"> ✓ Of the school staff that completed these modules in 2021, at least 75% reported increased capacity to identify emerging signs of poor mental health in students, or those in need of extra support. <ul style="list-style-type: none"> At least 75% of participants will report that completion of one or more of the modules improved their understanding of the importance of implementing early actions, processes and referral pathways within the school for student mental health issues. <p>Achieved (100%) – see next column for COVID-19 adjustments</p> <ul style="list-style-type: none"> ✓ Of the school staff that completed these modules in 2021, at least 75% reported improved understanding of the importance of implementing early actions, processes and referral pathways within the school for student mental health issues. <ul style="list-style-type: none"> At least 75% of participants will report that completion of one or more of the modules enhanced their capacity to respond to risk, harm, or critical incidents related to student mental health. 	<p>all schools was provided for to sharing with students and parents/carers.</p>
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		<p>Achieved (100%) – see next column for COVID-19 adjustments</p> <p>✓ Of the school staff that completed these modules in 2021, at least 75% reported enhanced capacity to respond to risk, harm, or critical incidents related to student mental health.</p>	
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Project Title: AISNSW National Assessment Program project

NAPLAN Online - National Priority

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
<p>The AISNSW National Assessment Program project supports the Australian school education reform priority regarding the transition to NAPLAN online and delivery of the National Assessment Program.</p> <p>The intensive support provided by the 2021 project resulted in 192 NSW independent schools successfully participating in NAPLAN Online in 2021. Included in this number were 26 schools that participated in NAPLAN Online for the first time (including 2 schools that opened in 2021 that elected to</p>	<ul style="list-style-type: none"> Enhanced understanding by Principals, NAPLAN Coordinators, Test Administrators and Technical Support Officers to successfully implement NAPLAN Online in their own context <p>Achieved</p> <ul style="list-style-type: none"> Enhanced understanding by principals and teachers of the technical and administrative requirements in transitioning from paper- 	<ul style="list-style-type: none"> 190 independent schools will be supported to participate in NAPLAN online as they transition from paper-based tests to online assessments for NAPLAN and the national sample tests. <p>Achieved (100%)</p> <p>✓ 192 NSW independent schools participated in NAPLAN Online in 2021, including an additional 2 schools that opened in 2021 and elected to participate in NAPLAN Online.</p> <ul style="list-style-type: none"> All independent schools transitioning to NAPLAN Online in 2021 engage in explicit professional learning (includes face-to-face, webinars or eLearning modules) prior to the NAPLAN Online May test event (190 schools in total). <p>Achieved (<100%)</p>	

<p>participate in their first year of operation).</p> <p>Due to the cancellation of the 2020 tests, support for schools participating in 2021 was differentiated to meet the needs of the two 2021 cohorts; those who participated in the preparation for the 2020 tests but were unable to make the transition as planned due to COVID, and those schools who had planned to commence online testing in 2021. The first cohort, requiring intensive refresher training to get back up to speed and build on the preparations already started in 2020, while schools making the transition for the first time were supported from introduction through to implementation, including:</p> <ul style="list-style-type: none"> Professional learning to ensure all school stakeholders (including Principals, NAPLAN Coordinators, Test Administrators and Technical Support Officers) can successfully perform their roles to ensure the NAPLAN Online tests are effectively administered Supporting independent schools to understand the range of disability adjustments available in the online platform and subsequent updates to 	<p>based tests to online assessments</p> <p>Achieved</p> <ul style="list-style-type: none"> Appropriate consideration and selection of Disability Adjustment Codes to support individual students' participation <p>Achieved</p> <ul style="list-style-type: none"> School leaders are better equipped to interpret NAPLAN data to inform teaching practice and lead data analysis within their school context <p>Achieved</p> <ul style="list-style-type: none"> Schools access AISNSW Helpdesk support for NAPLAN Online and Scout <p>Achieved</p> <ul style="list-style-type: none"> Communications and activities are aligned with other education sectors in NSW, providing clarity and consistency of information for independent schools. <p>Achieved</p>	<ul style="list-style-type: none"> ✓ Four face to face 'Introduction to NAPLAN Online' (5.5 hours) training sessions were delivered in Sydney between 19 February and 10 March 2021 (specifically targeted at NAPLAN Coordinators). 25 staff, from 17 NSW independent schools participated in this training. ✓ 33 'Introduction to NAPLAN Online' (5.5 hours) training sessions were delivered live via Zoom between 15 February and 7 May 2021. These sessions were specifically targeted at NAPLAN Coordinators (71 staff, from 43 NSW independent schools participated in this training) ✓ 34 'NAPLAN Online test administrator' (2 hours) training sessions were delivered live via Zoom between 15 February and 7 May 2021 (178 staff, from 65 NSW independent schools participated) ✓ 41 NAPLAN Online Refresher (1 hour) live webinars were delivered between 15 February and 7 May 2021 (Including five sessions focused on supporting schools to use disability adjustments codes). Sessions were targeted at principals, NAPLAN Coordinators and test administrators. (Attendance records show that at least 316 staff from 106 NSW independent schools participated – though the total number of actual participants is likely to be higher given that school staff often participate in these online sessions with colleagues using one device. ✓ Five of the 26 NSW independent schools transitioning to NAPLAN Online for the first time in 2021 chose not to participate in professional learning prior to the NAPLAN Online May test event. AISNSW contacted 	
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<p>the Locked Down Browser (LDB) to enable all students to participate in NAPLAN Online</p> <ul style="list-style-type: none"> • Providing responsive support for all independent schools participating in the readiness activities, Coordinated Practice Test (CPT) and NAPLAN Online. 	<ul style="list-style-type: none"> • Regional schools are provided access to face-to-face Scout professional development through regional roadshows <p>Achieved</p>	<p>these schools and offered to provide them with individual support if required.</p> <ul style="list-style-type: none"> ✓ Five role specific NAPLAN Online eLearning modules were made available on the AISNSW eLearning platform from February 2021. • The number of NSW independent schools in the 2021 NAPLAN Online cohort will increase slightly from 2020 reflecting the low risk approach taken by NSW (an additional 24 schools). <p>Achieved (100%)</p> <ul style="list-style-type: none"> ✓ 26 schools participated in NAPLAN Online for the first time in 2021, including 2 schools that opened in 2021 and elected to participate in NAPLAN Online for the first time. • 75% of NSW independent schools participate in the online Coordinated Practice Test in March 2021. <p>Achieved (100%)</p> <ul style="list-style-type: none"> ✓ 85% of NSW independent schools participated in the online Coordinated Practice Test in March 2021. Participation in the Practice Test contributed towards the successful implementation of NAPLAN Online in 2021. 	
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		<ul style="list-style-type: none"> All independent schools will be able to access AISNSW support to analyse and interpret their NAPLAN data through Scout on a longitudinal basis and with new data from 2021. <p>Achieved (100%)</p> <ul style="list-style-type: none"> ✓ AISNSW supported all independent schools to access their NAPLAN data via advice through the NAPLAN reporting mailbox. AISNSW provided tailored professional for 23 schools to analyse their NAPLAN 2021 data in Scout. Sessions were delivered using each school's own NAPLAN data which enabled schools to analyse longitudinal data trends. Seven of the 23 schools were located outside the Sydney Metropolitan area. 	<p>AISNSW provided tailored professional support for 23 schools to analyse their NAPLAN 2021 data in Scout, delivered face-to-face to 5 schools. and due to COVID-19, the remaining 18 schools participated in the consultancy via Zoom.</p>
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Project Title: Low bandwidth school support (2020 underspend carried forward to 2021)

AISNSW National Assessment Program project (NAPLAN Online - National Priority)

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
<p>This project provided additional intensive IT support to low bandwidth schools (who face greater technical burden compared to high bandwidth schools), including technical site visits, to support their implementation if the</p>	<ul style="list-style-type: none"> low bandwidth schools will be better prepared to transition to NAPLAN Online by 2022. <p>Achieved</p>	<ul style="list-style-type: none"> All Identified low bandwidth schools will be offered additional onsite and remote support from a member of the AISNSW IT team to assist with necessary set-up processes for NAPLAN online. <p>Achieved (100%)</p>	

<p>low bandwidth solution for the NAPLAN Online transition by 2022.</p> <p>AISNSW provided tailored training and IT support to identified low bandwidth schools in August and September 2021, in preparation for their participation in the School Readiness Test and their transition to NAPLAN Online in 2022.</p>		<ul style="list-style-type: none"> Tailored support will be provided to all schools who choose to accept the offer of additional AISNSW IT help to prepare necessary set up processes for NAPLAN online and may also include and assisting with updating computer software, firmware etc. <p>Achieved (100%)</p>	
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Project Title: Supporting Boards to work more effectively with their School Principals to develop measures of outcomes in a range of areas

Improving Governance & Financial Management - National Priority)

Project description and activities	Expected outcomes/ Overall achievements Achieved or Not achieved	Indicators of success Add the target % achieved	List any additional or vari
<p>School leaders were supported in 2021 to embed whole school strategic planning into practice. They worked with school boards to identify the essential priority areas that met</p>	<ul style="list-style-type: none"> Improved awareness of the quality of education in school and school improvement processes through effective planning, measurement, and evaluation. 	<ul style="list-style-type: none"> At least 40 NSW independent schools participate in the project in 2021. <p>Achieved (100%)</p> <ul style="list-style-type: none"> ✓ 41 NSW independent schools participated in the project in 2021. 	<p>AISNSW support pivoted from face impact of COVID-19, and the Great</p>

<p>the needs of their school community at the time and develop indicators of success.</p> <p>Of significance were the improvement process steps of collecting, analysing and using a range of school and student data; identifying professional learning priorities; designing and implementing effective school-based professional learning activities based on identified professional learning priorities and evaluating the impact of professional learning on effective teaching practices.</p> <p>As in previous years, an external evaluation undertaken by Erebus International in 2021 included gathering data from participating schools about their involvement and experiences and evaluating the program's effectiveness. This data provides robust evidence that the project approach is an effective model for supporting Principals to work with School Board and action priorities better aligned to improvement goals. One Principal reported:</p> <p><i>“Having the opportunity to be involved in the School Improvement program has developed confidence in the School Executive group in that the direction and focus of the school plan is appropriate and strengthening our overall school community.”</i></p>	<p>Achieved</p> <ul style="list-style-type: none"> Increased capacity of schools to identify, collect and analyse school data for improved school planning. <p>Achieved</p> <ul style="list-style-type: none"> Embed processes for ongoing monitoring and evaluation of school improvement in school planning. <p>Achieved</p> <ul style="list-style-type: none"> Improved alignment between school-based professional learning and targeted school priorities, optimising the use of school funds. <p>Achieved</p> <ul style="list-style-type: none"> Increased engagement of teachers with school-based professional learning strategies, optimising the use of school funds. <p>Achieved</p> <ul style="list-style-type: none"> Enhanced capacity to lead and manage school-based change, improving business decision making. <p>Achieved</p> <ul style="list-style-type: none"> More effective identification of school-specific indicators of student improvement outcomes, improving business decision making and optimising the use of school funds. <p>Achieved</p>	<ul style="list-style-type: none"> Each participating school receives at least 6 days full-time equivalent blended support through face-to-face visits and off-site support throughout the year. <p>Achieved (100%)</p> <ul style="list-style-type: none"> ✓ Each participating school received the equivalent of 6 days full time consultancy support from AISNSW. 	
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		<ul style="list-style-type: none"> • 100% of participating schools review their data and engage in school improvement planning to identify key priorities, improvement strategies, milestones and success indicators for their school. <p>Achieved (100%)</p> <ul style="list-style-type: none"> • Greater than 75% of participating schools report that involvement in project activities improved their ability to engage in activities related to enhanced student learning. <p>Achieved (100%)</p> <ul style="list-style-type: none"> • Greater than 75% of participating schools report that involvement in project activities improved their ability to engage in activities related to enhanced student learning. <p>Achieved (100%)</p> <ul style="list-style-type: none"> ✓ A particularly notable impacts reflected in the 2021 evaluation survey and school case study interviews was the increased focus on collecting and using evidence of student learning outcomes, as illustrated by the following: <ul style="list-style-type: none"> - 92% of respondents agreed that their school's engagement with the project led to teachers having a sharper focus on student learning outcomes and 	<p>Data gathered by Erebus International project, and AISNSW staff employed adaptable to continue adding value operation caused by the COVID-19</p> <p>One principal reported: <i>“Whilst so managing with COVID and subsequent extremely beneficial to our Executive unfolding around us. We are gratef</i></p>

		<p>greater use of student learning outcomes as a measure of school effectiveness.</p> <ul style="list-style-type: none"> - 96% of respondents agreed that their school's engagement has led to teachers more regularly participating in professional discussions about student learning outcomes. - 88% of respondents agreed that their school's engagement with the program has improved alignment between learning programs and activities with intended student learning outcomes. <ul style="list-style-type: none"> • Greater than 75% of participating schools report that involvement in project activities has contributed to improved alignment between school-based professional learning and targeted school priorities. <p>Achieved (100%)</p> <ul style="list-style-type: none"> ✓ 89% of principals in participating schools reported a much closer alignment between school based professional learning and targeted school priorities as a result of their participation on project activities. ✓ 94% of teachers agreed that involvement in project activities had sharpened their focus on student learning outcomes and the link to professional learning. 	
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		<ul style="list-style-type: none">• Greater than 75% of participating schools report that involvement in project activities has enhanced the capacity of school leaders and or school boards to manage school-based change, improving business decision making. <p>Achieved (100%)</p> <p>Evaluation responses show that as a result of participating in the project;</p> <ul style="list-style-type: none">✓ 100% of schools report that their school improvement strategies now more accurately reflect their self-identified school priorities.✓ 96% of school executive staff report enhanced capacity to lead and manage school-based change.✓ 89% of school executive staff feel better equipped to use evidence to discuss school improvement with their school community and school board.✓ 93% of school leaders and school board members report enhanced their capacity to make better quality decisions about teaching and learning issues.	
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Project Title: AISNSW Professional Learning for Governance

Improving Governance & Financial Management - National Priority

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
<p>In 2021, AISNSW delivered tailored workshops to boards of 49 independent schools to ensure strong understanding of the board's legislative obligations. Through these confidential in-school workshops, boards developed a detailed understanding of their governance responsibilities and explored governance within their specific school context.</p> <p>In addition to the delivery of 49 school based governance workshops, this project included delivery of the following activities, identified by stakeholder feedback as critical governance issues for 2021;</p> <ul style="list-style-type: none"> three new online training modules in school-based governance for board members and school leaders, with a focus on child protection obligations, Not-for-Profit status, and responsibilities of directors. 	<ul style="list-style-type: none"> Enhanced skills and knowledge of board members and school leaders in relation to child protection obligations. Achieved enhanced skills and knowledge of board members and school leaders in relation to Not-for-Profit status requirements. Achieved enhanced skills and knowledge of board members and school leaders in relation to responsibilities of directors. Achieved Increased awareness of board members and school leaders about cybersecurity, fraud and financial risk for schools. Achieved 	<ul style="list-style-type: none"> At least 90 participants complete the new online governance training module focusing on child protection, and at least 75% of participants report that completion of the module confirmed or enhanced their knowledge of child protection obligations. Achieved (100%) ✓ 157 school board members completed the online governance Child Protection (CP) module, with 78.9 % reporting enhanced understanding of CP obligations and the reach of school mitigation policies and procedures. At least 90 participants complete the new online governance training module focusing on Not-for-Profit status requirements, and at least 75% of participants report that completion of the module confirmed or enhanced their knowledge of Not-for-Profit (NFP) status requirements. Achieved (100%) ✓ 138 school board members completed the online module related to schools maintain their NFP status. ✓ 82.6% of participants reported enhance knowledge of the legislation and Board directors' obligation to preserve their school's NFP status. 	<p>The restrictions imposed by the COVID-19 pandemic limited some face to face workshops from June to October, but these were able to be delivered effectively by Zoom.</p> <p>The continuing additional challenges faced by schools in 2021 (as a result of COVID-19) put further pressure on school boards, highlighting the importance of good governance for effective decision making and school operations in challenging circumstances. This saw demand for AISNSW governance support increase in 2021.</p> <p>In response to stakeholder feedback during 2021, AISNSW worked with the Australian Institute of Company Directors (AICD) to develop customised professional governance training</p>

<ul style="list-style-type: none"> • a new online governance training module for board members and school leaders in cybersecurity, fraud and financial risk. 		<ul style="list-style-type: none"> • At least 90 participants complete the new online governance training module focusing on responsibilities of directors, and at least 75% of participants report that completion of the module has confirmed or enhanced their knowledge of directors' responsibilities. 	<p>for delivery to board members of NSW independent schools.</p>
		<p>Achieved (90%)</p> <ul style="list-style-type: none"> ✓ 81 participants completed the responsibilities of directors online governance module ✓ 79.3 % of participants reported enhanced and more explicit knowledge of their obligations and duties as directors consistent with the Corporations Act. <ul style="list-style-type: none"> • At least 180 participants complete the online governance training module for board members and school leaders in cybersecurity, fraud and financial risk and at least 75% of participants report that completion of the module increased their awareness of cybersecurity issues for schools and/or the risks to schools re internet fraud and/or online financial risks. <p>Achieved (100%)</p> <ul style="list-style-type: none"> ✓ 233 participants completed the cybersecurity, fraud and risk online learning module. ✓ 93% of participants reported acutely raised awareness of the cybersecurity and fraud risks to which the schools they govern are exposed. 	<p>In response to participant feedback AISNSW developed an additional school-based governance workshop on the legal structures of independent schools, which was subsequently delivered to 17 school boards.</p>

Project Title: AISNSW Aboriginal and Torres Strait Islander Education program

Support students, student learning and achievement - Bilateral Agreement Reform Direction A

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
<p>The AISNSW Wingara program delivered a range of professional learning activities throughout 2021. These activities were delivered both online and in person, each being responsive to the individual school context, need or specific curriculum areas.</p> <p>With the unexpected continuation of COVID lockdowns and closure of state boarders, NSW Independent schools requested individualised support. This support included accesses ABSTUDY support, developing structures to engage Aboriginal and Torres Strait Islander students while learning from home and navigating the continual changing health orders.</p> <p>AISNSW Aboriginal and Torres Strait Islander Education professional learning provide participants with two lenses to engage and support their students – Understanding the individual and their cultural background, and the development of cultural safety across the school which includes their non-Indigenous peers.</p>	<p>Improve student engagement and academic achievement and increase retention by:</p> <ul style="list-style-type: none"> • School leaders implement effective strategies to enable cultural responsiveness at a whole school level. <p>Achieved</p> <ul style="list-style-type: none"> • Schools are better equipped to authentically engage parents and community in Aboriginal and Torres Strait Islander students’ education. <p>Achieved</p> <ul style="list-style-type: none"> • Teachers demonstrate a greater awareness of culturally inclusive approaches to inform the development of quality learning for and engagement of Aboriginal and Torres Strait Islander students 	<ul style="list-style-type: none"> • At least 300 teaching and/or non-teaching staff engage in AISNSW Aboriginal and Torres Strait Islander education professional learning through face to face or online learning. <p>Achieved (100%)</p> <ul style="list-style-type: none"> ✓ Delivered 13 professional learning courses across the year, with a total of 536 participants, including school leaders, teachers, administration staff, and Aboriginal and Torres Strait Islander staff. 	

<p>This was specifically addressed in the course Developing Cultural Responsiveness through Reconciliation Action Plans. This course was delivered to 12 schools in 2021.</p> <p>AISNSW also provided customised support and advice including to schools through the delivery of the 2021 AISNSW Aboriginal and Torres Strait Islander Education Conference. The conference focused on introducing schools to the Uluru Statement from the Heart and examples of best-practice in developing whole school cultural competence.</p> <p>Evaluation data was gathered at the conclusion of each activity, providing participants with the opportunity to provide feedback on the extent of the learning and actions they intent to take as a result of their engagement.</p> <p>Guided by school requests and evaluation of implemented activities, the AISNSW Wingara program continued to be responsive to school and community needs, along with ensuring that all aspects of the program provided strengths-based approaches to supporting Aboriginal and Torres Strait Islander students engage and achieve within their schooling context.</p>	<p>through evidence-based pedagogy.</p> <p>Achieved</p> <ul style="list-style-type: none"> Teachers better understand the Aboriginal and Torres Strait Islander cross-curriculum priority in all KLA's K-12. <p>Achieved</p> <ul style="list-style-type: none"> Strengthened cultural identity and developing post school aspirations for senior Aboriginal and Torres Strait Islander students. 		
		<ul style="list-style-type: none"> Aboriginal and Torres Strait Islander Boarding Network expands to 24 boarding schools. 	<p>Planning for 2022 placed this activity as a high priority and network meetings commenced</p>

		<p>Not achievable in 2021 (due to COVID-19)</p> <ul style="list-style-type: none"> The Boarding Network schools were unable to meet in person in 2021 due to COVID restrictions (COVID lockdowns and closure of state boarders). The additional restrictions placed on boarding schools in 2021 made trying to increase the number of network schools unviable in the face of their most immediate needs. The particular vulnerability of Aboriginal and Torres Strait Islander students saw many unable to return to school for long stretches of time (to protect their families and communities – some in very remote parts of northern and central Australia) and boarding staff. 	<p>online format during Semester 1. During 2021, AISNSW provided individual support to schools with boarding facilities throughout the year to assist in reinforcing strategies to support Aboriginal and Torres Strait Islander students engage in learning from home and in navigating challenges linked to COVID including the vulnerability of home communities. AISNSW also convened online meetings for NSW independent schools with boarding facilities to share ideas on how they were managing COVID-19 challenges within their boarding schools.</p>
		<ul style="list-style-type: none"> evaluations from 85% of participants in professional learning opportunities identify an increased understanding of how best to support Aboriginal and Torres Strait Islander students through evidence based practice. <p>Achieved (100%)</p> <ul style="list-style-type: none"> ✓ Evaluation responses show that as a result of participating in professional learning, all participants reported that their understanding of supporting Aboriginal and Torres Strait Islander students in their specific context was strengthened and they intended to take more 	

		<p>action to better support Aboriginal and Torres Strait Islander students in their school.</p> <ul style="list-style-type: none"> • At least 75% of professional learning participants report understanding that improving cultural responsiveness at a whole school level is likely to improve the rates of year 12 completion among Aboriginal and Torres Strait Islander students, through improved student engagement and academic achievement and increased retention. <p>Achieved (100%)</p> <ul style="list-style-type: none"> ✓ All evaluation responses and participant feedback revealed that participants further developed their understanding of the importance of cultural responsiveness in contributing to Aboriginal and Torres Strait Islander student Year 12 completion rates, and also enhanced their understanding of the role non-Indigenous students play in developing culturally responsive capabilities (contributing to whole school understandings, support structures and cultural safety for Aboriginal and Torres Strait Islander students). 	
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Project Title: Online learning module development (2020 underspend carried forward to 2021)

AISNSW Aboriginal and Torres Strait Islander Education program (Support students, student learning and achievement - Bilateral Agreement Reform Direction A)

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
<p>Development and release of two online learning modules based on feedback from schools in 2020 about the increased need for explicit support in these areas;</p> <ul style="list-style-type: none"> Developing personalised learning plans (PLPs) for Aboriginal students Supporting Aboriginal students in school boarding houses 	<ul style="list-style-type: none"> Increased capacity of school staff to Developing personalised learning plans (PLPs) for Aboriginal students. <p>Achieved</p> <ul style="list-style-type: none"> Improved understanding of boarding house staff about how to best support Aboriginal students in school boarding houses. <p>Achieved</p>	<ul style="list-style-type: none"> Production and release of these two online learning modules; <ul style="list-style-type: none"> <i>I. Developing personalised learning plans (PLPs) for Aboriginal students</i> <i>II. Supporting Aboriginal students in school boarding houses</i> <p>Achieved (100%)</p> <ul style="list-style-type: none"> ✓ The development, testing and release of both online modules was complete by May 2021. The development process for both modules included consultation by Aboriginal community representatives and school-based personnel. ✓ The module <i>Supporting Aboriginal students in school boarding houses</i> was awarded a <u>LearnX award at the end of 2021 for 'Best eLearning Adopter'</u>. At least 75% of participants will report that completion of module I. increased their capacity to develop personalised learning plans (PLPs) for Aboriginal students. <p>Achieved (100%)</p>	

		<ul style="list-style-type: none"> ✓ Evaluations indicated that 100% of participants increased their understanding and capacity to develop Personalised Learning Plans and support Aboriginal and Torres Strait Islander student engagement and develop students' aspirations. This online learning module completed by teachers from across all three school sectors. • At least 75% of participants will report that completion of module II. improved their understanding of how to best support Aboriginal students in school boarding houses. <p>Achieved (100%)</p> <ul style="list-style-type: none"> ✓ Feedback from all participant evaluations showed that this module assisted in developing a greater understanding of the importance of ongoing communication with parent/family in the boarding house, along with developing a greater understanding of the community background of the individual student to enable the development of successful support structures. ✓ Evaluations indicated that the module content was also of interest and applicable to the context of supporting Aboriginal and Torres Strait Islander student in day schools, with many day school staff completing it and providing positive feedback to AISNSW. ✓ The module <i>Supporting Aboriginal students in school boarding houses</i> was awarded a <u>LearnX award at the end of 2021 for 'Best eLearning Adopter'</u>. 	
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2021 Budget expenditure

Project Activities	Reform support funding
NCCD	
Quality Assurance, moderation and support for the continued improvement of the NCCD	\$2,132,542.00
NCCD Student Mental Health Education (roll over from 2020 funds)	\$102,963.03
NAPLAN Online	
AISNSW National Assessment Program project	\$535,956.64
Low bandwidth Schools Support (roll over from 2020 funds)	\$24,065.33
Improving governance and financial management	
Supporting Boards to work more effectively with their School Principals to develop measures of outcomes in a range of areas	\$2,122,879.56
Professional learning for governance and financial management	\$113,020.00
Support students, student learning and achievement	
AISNSW Aboriginal and Torres Strait Islander Education project	\$185,939.98
Developing personalised learning plans (PLPs) for Aboriginal students AND Supporting Aboriginal students in school boarding houses (roll over from 2020 funds)	\$69,677.16

Administration of projects	\$148,011
Total expenditure for 2021	\$5,435,054.70
Rollover into 2022	\$127650.82
Total funding for 2021	\$5,562,705,52