

Non-Government Reform Support Annual Report

2021

Association of Independent Schools of Western Australia

Executive Summary

The Non-Government Reform Support Fund has provided schools in the Independent sector in Western Australia with essential support across a range of areas. AISWA supports 156 Non-Government Non-Catholic Schools in WA through this funding element. Independent Schools are spread across the state with about two thirds in major cities, and the balance in regional and remote areas. The Remote schools are Majority Aboriginal and Torres Strait Islander Schools (MATSI) with 14 based in remote Aboriginal Communities and thus are sole providers.

In 2021 we have continued to make significant progress in achieving the key objectives outlined in our strategic plan to improve the learning outcomes for all students and ensure they are prepared for successful lives after their schooling through our involvement.

The actions and outcomes of the sector and cross sectoral projects which support students, student learning and achievement; support teaching, school leadership and school improvement; and enhance the national evidence base have evolved over the term of the National Education Reform Agreement, and they can all be justified and celebrated. Diverging from some of the proposed plan was agile, appropriate, and welcomed by our schools as we continued to adapt to life in a pandemic. The modified achievements maintained strong support for the Reform intentions related to teaching and learning, student well-being and leadership. While 2021 saw a return to more face-to-face activities, schools had expressed support for access to online support so many offerings were done so in a hybrid manner.

Some of the key success indicators achieved in 2021 are the numbers of schools relying on AISWA support and participation in the modified activities and the overwhelmingly high levels of satisfaction with the services they have received through the Non-Government Reform Support Fund. Many of our activities in 2021 achieved 100% of the indicators of success. Schools typically have contributed their own resources to ensure maximum benefit and the continuation from the work at the end of the project period. Significantly, this fund has provided schools with opportunities to be involved in work that has enabled them to successfully navigate a disjointed and difficult 2021. This was done in contextually appropriate ways to address the needs of some of the most educationally disadvantaged students in our sector.

AISWA has liaised with the Department of Education (DoE) and Catholic Education Western Australia (CEWA) on the bilateral areas of the agreement in significant ways.

Throughout 2021 AISWA continued to work closely with the Department of Education and the Catholic Education Office of WA ensuring common approaches to supporting schools through COVID. A strong focus of this was ensuring schools were safe for students and teachers and that students were supported either online or face-to-face while focusing on improving student outcomes. The three sectors met regularly to address COVID and a range of other educational and mental health issues.

In 2021 AISWA worked with the Catholic and Government sectors through regular cross sectoral meetings chaired by the State Minister, and through our ongoing consultations with the other two sectors that are scheduled during the year and in response to State priorities. The strength of this collaboration has grown over the last few years, in part due to WA's isolation because of COVID, and as the three sectors see the benefit of this collaboration for all students in WA.

Project Report

General statement: Enhancing the quality of NCCD project

AISWA has continued to work towards enhancing the quality of the National Consistent Collection of Data amongst Independent Schools in Western Australia. The objectives of the strategic plan and the work plans are geared towards increasing schools' understandings of various legislation, regulatory frameworks, policies, and processes. In 2021, AISWA led and supported key school personnel with practices which assisted them to acquit their responsibilities and provide the best possible conditions for learning, for students with a disability. While COVID required some rearranging of calendars and alternative modes of delivery, the majority of the intended activities went ahead and most indicators of success demonstrated both good engagement by schools and the significant impact of the project. A significant blocker to even greater impact is the lack of information and feedback provided to AISWA from the auditors.

Project title	Project description and activities	Expected outcomes/ Overall achievements	Indicators of success	List any additional or variations of Activities undertaken/Achieved outcomes
National Policy: B. Enhancing the national evidence Base ii. Improving national data quality, consistence and collection to improve the national evidence base and inform policy development	<p>Supporting schools implementing NCCD and meeting the needs of students with special needs</p> <p>This project aims to further inform and advise schools in the processes of the Nationally Consistent Collection of Data, enhancing the quality of teaching for students with disability, (as defined under the Disability Discrimination Act 1992). Due to COVID-19 inhibiting the ability to conduct professional learning, with only limited online sessions being organised during 2020, it is particularly important to re-engage schools in face to face sessions particularly moderation.</p>	<ul style="list-style-type: none"> • Improved accuracy in the Implementation of the Nationally Consistent Collection of Data on School Students with Disability (NCCD) National Assessment Program reform; and data collection and reporting requirements. Achieved • A common shared language and a consistent approach to NCCD across the Independent sector. Achieved • Schools working towards an inclusive school model. Achieved 	<ul style="list-style-type: none"> • All schools (150) offered information and moderation sessions either face to face or via Teams conference. 100% achieved • 80% of schools visited by Inclusive Education Consultants who provide guidance and support to implement NCCD and develop school strategies for supporting identified students (about 100 schools) 50% achieved 	<p>*The lack of information and feedback provided to AISWA makes it difficult</p>

Project title	Project description and activities	Expected outcomes/ Overall achievements	Indicators of success	List any additional or variations of Activities undertaken/Achieved outcomes
<p>State bilateral: Nationally Consistent Collection of Data for Students with Disability</p> <p>Project Title: Enhancing the quality of NCCD</p> <p>National Policy: C. Enhancing the national evidence Base</p> <p>iii. Improving national data quality, consistency and collection to improve the national evidence base and inform policy development</p>	<p>The intention is to support all staff in AISWA schools, in their various capacities, to clearly understand their role in the school to fulfil the ongoing requirements involved in the NCCD process. This includes the accurate and ongoing collection of evidence to support levels of adjustment being made for students with disability and quality processes in place. This will be achieved by focussing on the following:</p> <ul style="list-style-type: none"> • Continuing to assist schools to navigate the NCCD portal (especially the areas that continue to be updated) • Efficient and accessible systems to record evidence • Building understanding of the Disability Discrimination Act (1992) with specific focus on the Disability Standards of Education (2005), 2020 review • Recognising and meeting the different needs of various roles (Bursar, Principal, Learning Coordinator, Teacher) • Building a shared understanding of the levels of adjustment and categories of student data through moderation 	<ul style="list-style-type: none"> • Correct support is provided based on school’s prioritised needs. Achieved • Schools ensure that parents are informed about the NCCD. Achieved • Improved teacher/staff understanding of the processes for the NCCD. Achieved • Improved teacher confidence in determining student disability according to the definition of a disability using the DDA. Achieved • Relevant evidence is collected by the NCCD team and teachers. Achieved • Improved teacher understanding of the different types of disabilities/learning difficulties. Achieved • Improved teacher knowledge and skills within the area of disability facilitating more effective communication with parents 	<ul style="list-style-type: none"> • Successfully participate in the post enumeration process (PE) 0% achieved* • 50% percent of schools attend professional learning and non-attendees identified for targeted follow up. 60% achieved • Documentation used with schools is up to date and based on current requirements and research.100% achieved • Survey results of teachers and relevant staff identifying improved understandings of the area to provide up to date and relevant professional learning. 100% achieved • Data consistency across years 50% achieved • Data consistency across schools 50% achieved 	<p>to gauge where Independent Schools need support in reporting. There is currently no collaboration between AISWA and the auditors.</p>

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<p>State bilateral: Nationally Consistent Collection of Data for Students with Disability</p> <p>Project Title: Enhancing the quality of NCCD</p>	<ul style="list-style-type: none"> Assisting in preparation for the post enumeration process and reviewing and receiving feedback from schools after the post enumeration process The process and accuracy of selecting the levels of adjustment Time and workload involved in the NCCD process and how this can be managed by schools <p>AISWA will support schools in the Implementation of the Nationally Consistent Collection of Data on School Students with Disability (NCCD) through the following activities:</p> <ul style="list-style-type: none"> Information sessions on the NCCD, funding, process of identification, evidence, and accountability. Metropolitan, regional, and school based professional learning to develop knowledge and skills to ensure appropriate support is provided for individual students around the following topics: 	<p>when discussing their child’s learning. Achieved</p> <ul style="list-style-type: none"> Improved skills in accommodating and providing adjustments within the classroom (differentiation) and universal design for learning (UDL) Achieved Schools understand a common language across all education sectors in WA to provide a consistent approach to NCCD. Achieved Increased understanding of how schools collect, store, and demonstrate the information and evidence of adjustments for each student. Achieved Improved processes within schools in providing accurate evidence of adjustments. Achieved Improved accuracy in determining the levels of adjustment. Achieved 	<ul style="list-style-type: none"> Reports from validation projects. 30% achieved Reports from census post enumeration contractors. 0% achieved Feedback from participating schools. 30% achieved. Feedback from ISA (Independent Schools Australia) staff and Independent schools in other states. 100% achieved. Revision of practices and presentation material and information. 100% achieved. Increased engagement with school visits, consultations etc., and clarification of information (evidence of adjustments etc.). 100% achieved More informed feedback to schools on clarification of FAQs. E.g., insistence that 	

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	<ul style="list-style-type: none"> • Specific Learning Difficulties/ Disabilities/Behavioural • Differentiation • Documented Plans and how these can be used as evidence for the NCCD. • Disability Discrimination Act 1992 (DDA)/ Disability Standards for Education 2005 (DSE) and the 2020 review • Teams conferences for schools especially regional schools to participate in information sessions • Moderation sessions between AISWA schools and with other sectors (Catholic & Department of Education) to give schools an opportunity to share information, ask questions and network with other schools (if possible). • School visits in metro and regional WA • School based consultancy for school leaders and teachers related to disability and inclusion within their classroom. 	<ul style="list-style-type: none"> • More comprehensive support materials to support schools. Achieved • Improvement in skills, knowledge and understanding of the NCCD in collaboration with colleagues from all sectors Achieved • Up to date information, reports on the progress and accuracy of the NCCD both from a state and national perspective. Achieved 	<p>Documented Plans are to be signed. 100% achieved.</p>	

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	<ul style="list-style-type: none"> • AISWA Network Meetings, designed to support staff around inclusive education. • Inclusive Education (IE) Consultants provide ongoing support via email, phone or visit to the school. <p>When informed and invited, AISWA will provide support to schools undergoing Post Enumeration (PE) by:</p> <ul style="list-style-type: none"> • Meeting with the NCCD team and appropriate staff • Provide review of the data and the evidence if needed • Discuss outcomes/feedback from the school's post visit • Enquire as to whether AISWA can be informed of a school undergoing PE so support can be provided if required. (Schools are not always aware they can request AISWA support if needed). <p>AISWA will participate in providing support to the following:</p> <ul style="list-style-type: none"> • feedback to ISA (Independent Schools Australia) on information to be 			

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	<p>provided on the NCCD portal i.e., Case Studies, templates etc</p> <ul style="list-style-type: none"> • NCCD portal support • Review of information from post enumeration • Continue to coordinate AISWA school participation in NCCD projects <p>AISWA IE team staff will participate in capacity building workshops targeted at education authority staff from all sectors working with schools on the NCCD (when these become available).</p>			

General statement: NAPLAN & NAPLAN Online project

AISWA has continued to work towards growing the number of schools trained in the delivery of NAPLAN online, during 2021. In line with the strategic plan this has been responsive to individual school context. Despite the impact of COVID all objectives from the workplan for 2021 were able to be either fully, or partly achieved. The impact of this project has significantly increased teacher confidence and understanding of NAPLAN online and the use of data for future learning.

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<p>National Plan: C. Enhancing the national evidence Base iii. Improving national data quality, consistence and collection to improve the national evidence base and inform policy development</p> <p>Project Title: NAPLAN & NAPLAN Online</p>	<p>Support for schools with NAPLAN and the transition to NAPLAN Online</p> <p>As a result of the Federal Government’s decision to suspend NAPLAN in 2020 due to COVID 19 the program planned for implementation in 2020 will be implemented in 2021.</p> <p>This project involves the support of Independent schools with NAPLAN Pen and Paper and transitioning to NAPLAN online.</p> <p>All schools are supported in the analysis of NAPLAN results to plan for future intervention and learning programs for students.</p> <p>The provision of the Valuate website enables schools to access detailed analysis of their data, including a longitudinal analysis of data.</p> <p>To facilitate staff understanding of the reporting structure through Valuate, consultants from AISWA and the developers of the program will conduct in-school workshops.</p> <p>In addition, information sessions will be held to inform schools of the processes and planning for NAPLAN Online in conjunction</p>	<ul style="list-style-type: none"> • Increased teacher confidence with standardised assessment, including a better understanding of scaled scores and placement of student against achievement standards. Achieved • Increased understanding of how to use data to inform teaching and learning. Achieved • Improved content knowledge and student conceptual understanding. Achieved • Dual processes ensure successful implementation of NAPLAN pen and paper or NAPLAN Online. Achieved • Increased confidence of schools that they are fully prepared for NAPLAN Online. Achieved 	<ul style="list-style-type: none"> • The next round of 12 WA Independent schools will be offered training in preparing for NAPLAN Online in 2021. 100% achieved • 36% (52 schools) of Independent Schools continue to transition to NAPLAN Online in 2021. 92% achieved • 100% (146 schools) to transition to NAPLAN online by 2022 100% achieved • Ongoing requests for professional learning (PL) and mentoring support for participating schools 80% achieved • Whole school mapping of cohort and student achievement and growth using the Valuate program 70% achieved • Whole school planning for future learning through analysis of student strengths 	

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	with WA Schools Curriculum and Standards Authority (SCSA).		and weaknesses from the data results within the Valuate program. 65% achieved	

General statement: Improving Governance in Independent Schools project

In 2021, AISWA continued to offer training and support to school boards on good governance processes and ensuring effective and efficient financial management. In line with the strategic plan this support and training is responsive to the context of the school. Despite the impact of COVID all objectives from the workplan for 2021 were fully achieved. The impact of this project significantly enhances the smooth running of Independent schools and provides School Boards and Councils with the skills and confidence to lead the strategic direction of their organisations.

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National Policy: B. Supporting Teaching, school leadership and school improvement Project Title: Improving Governance in	Support for school boards and leaders in good governance and understanding their obligations under legislation The focus of this project continues to support strong governance in Independent schools through working with school governing bodies on good governance processes and ensuring effective and efficient financial management.	<ul style="list-style-type: none"> • Governing body members have clearer understandings of what comprises good governance practices and procedures as these apply to the education authority of a school and how these lead to continual school improvement. Achieved • Governing bodies have clear understandings of relevant 	<ul style="list-style-type: none"> • At least 25% of school governing bodies within AISWA work with us on improving school governance and understanding their role in ensuring strong student outcomes in their school through Board professional development at their Board 	

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Independent Schools	<p>In 2021 the key activities to deliver this are through</p> <ul style="list-style-type: none"> • presentations at key conferences organised by AISWA and other key stakeholders; • governance and strategic planning seminars; • workshops with schools on planning and understanding obligations and implications of school legislation and regulations; • individual school planning and information sessions; and • attendance at school governing body meetings to review governance processes and procedures and to ensure understanding of school funding and their obligations for strong financial oversight of the school's operations. <p>Note: some activities will be limited should we see another outbreak of COVID 19 and restrictions on gatherings</p>	<p>legislation, regulations and school registration processes. Achieved</p> <ul style="list-style-type: none"> • Governing bodies have clear understandings of their responsibility for strong financial oversight of the school. Achieved • Governing bodies have improved capacity of to identify and oversee implementation of evidence-based actions to grow and sustain improved student outcomes over time. Achieved • School administration is fully aware of their obligations under various funding regimes and understand how to undertake due diligence when reviewing school finances. Achieved 	<p>meetings and in dedicated retreats. 100% achieved</p> <ul style="list-style-type: none"> • Attendance of at least 250 school leaders and board members at the Briefing the Board conference in March 2021 covering good governance, funding and financial management, an understanding of young people today and how schools cater for this generation and obligations under Federal and State legislation. 100% achieved • At least 80% of governing board members and School leaders from the Aboriginal Independent Community Schools (AICS), attend sessions on good governance, the funding, financial and management of the school and the performance appraisal of the Principal at the AICS Governance Conference in 	

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			March 2021. 100% achieved • Over 50% of school boards are using the Australian Principal Standard and Profiles as a tool for managing the performance of the Principal. 100% achieved	

General Statement: Leading at all Levels project

In 2021, AISWA continued a range of programs to building leadership capacity of Independent schools. The objectives of the strategic plan continued to be addressed, in particular, attention was paid to leading with a clarity of purpose and contextual responsiveness. The activities outlined in the workplan were able to be achieved to a great degree despite the restrictions of COVID. The delivery modes and timelines of planned programs were adapted to suit the ever-changing needs of schools.

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National Policy: D. Supporting Teaching, school leadership and	Enhancing leadership for all The Leading at all Levels project is a multi-faceted, wide ranging project, that participants to see themselves on a leadership continuum from beginning as an	<ul style="list-style-type: none"> • The quality of school leadership is enhanced. Achieved • There is a shared understanding of pathways to school leadership 	<ul style="list-style-type: none"> • Representation of 25 schools in each of the Master Classes offered. 100% achieved 	

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<p>school improvement</p> <p>State bilateral: Support for School Leaders</p> <p>Project Title: a. Leading at all Levels</p> <p>National Policy: E. Supporting Teaching, school leadership and school improvement</p> <p>State bilateral: Recruitment and management of staff in remote areas</p> <p>Project title: b. Esteeming, growing and</p>	<p>early career teacher through to an expert Educational Leader.</p> <p>The areas of focus for this section of the project in 2021 are:</p> <ul style="list-style-type: none"> • Early Career Teacher Program • Aspiring Leaders Program & Mentoring Network • Middle Leaders Program • Women in Leadership Network • Effective Leadership Teams; • Building performance development cultures <p>Key activities and strategies for delivery on these areas of focus are:</p> <ul style="list-style-type: none"> • Information sessions and skill development workshops • Extended courses across three to five days • University Partnerships • Master classes- one day classes with a recognised expert external presenter 	<p>in the Independent sector. Achieved</p> <ul style="list-style-type: none"> • New leaders begin in their roles with an increased confidence in their skill. Achieved • Greater numbers of teachers apply for promotional positions within the sector. Achieved • Course participants feel confident to apply and win promotional positions. Achieved • There is implementation of the Australian Teacher and Performance Development Framework and of the Australian Professional Standards for Teachers. Achieved • Graduate teachers are inducted into the profession through engagement with the APST. Achieved • There is a shared understanding of the growth of teaching and leadership expertise in the Independent sector. Achieved 	<ul style="list-style-type: none"> • All schools maintain individual teacher and school registration databases. 100% achieved • 40 school leaders and governing body members attend the session at Briefing the Board on Managing the Principal 100% achieved • Teachers engage with the National Certification Process. 100% achieved • 15 teachers attend the Aspiring Leaders course 100% achieved • 15 teachers and leaders attend the Administrative Leadership 100% achieved • 30 graduate teachers and leaders engage in the courses / workshops/ networks. 100% achieved • Network member participation in HALT information and portfolio 	

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<p>assessing teaching expertise</p> <p>National Policy:</p> <p>F. Supporting Teaching, school leadership and school improvement</p> <p>State bilateral: Support for School Leaders</p> <p>Project Title:</p> <p>b. Leading in remote and complex contexts</p>	<ul style="list-style-type: none"> • Presentations and workshops at AISWA and external conferences • National Certification of Highly Accomplished and Lead Teacher program. <p>Esteeming, growing, and assessing teaching expertise</p> <p>This part of the project will focus on developing and delivering a suite of professional learning programs and resources for school leaders and AISWA staff to consistently:</p> <ul style="list-style-type: none"> • recognise & measure teacher expertise; • understand the relationship between high impact teaching practices and teacher expertise; • grow that expertise; and • encourage teachers to leverage their teaching expertise into career phase growth <p>The main activities for development will be:</p>	<ul style="list-style-type: none"> • There is a common language to describe teaching practice and what it looks like as expertise grows. Achieved • School leaders are strategic in their development of school plans to improve teaching capacity in schools. Achieved • Teachers in AICS schools use the standards and tools provided by AITSL to build their practice. Achieved • There is a shared understanding of the growth of teaching and leadership expertise in the AICS schools. Achieved • School leaders have clear processes and policies in place to develop teaching capacity, Achieved 	<p>development sessions. 50% achieved</p> <ul style="list-style-type: none"> • 50% of the AISWA staff delivering High Impact Teaching Practices project attend the master class 20% achieved • Members of school leadership teams from 10 schools attend the professional learning in 2021. 100% achieved • The Master class is delivered in the Geraldton, Albany, Bunbury and Kalgoorlie regions. 0% achieved • AICS Principals develop a network. 100% achieved • AICS teachers engage in the National Certification of Highly Accomplished and Lead Teacher process. 0% achieved • AICS school have regularly reviewed and clear staff 	

Project title	Project description and activities	Expected outcomes/ Overall achievements	Indicators of success	List any additional or variations of Activities undertaken/Achieved outcomes
	<ul style="list-style-type: none"> • A review of the National Certification Assessor Program • Expert consultancy • Training of AISWA consultants as teacher coaches and Assessors of National Certification of Highly Accomplished and Lead Teachers. <p>The main activities for delivery will be:</p> <ul style="list-style-type: none"> • Workshops and sessions at AISWA conferences • Master class • Delivery of a 3-day course over 2021 <p>Leading in remote and complex contexts</p> <p>The second part of the project focuses on building leadership capacity in Aboriginal Independent Community Schools (AICS). The project assists school boards to induct, support and develop newly appointed Principals to AICS in creating a highly effective, culturally responsive leadership style. The aim is to build a strong sense of leadership identity, agency and purpose through the following activities:</p>		<p>policies and procedures including induction, development, and management of new and existing staff. 70% achieved</p>	

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	<ul style="list-style-type: none"> • Targeted Principal professional learning to develop deep understanding of the role and responsibilities of a Principal in AICS and support the application of knowledge and skills. • Supporting a process for remote teachers and leaders to undertake national certification at Highly Accomplished and Lead Teacher level. • Hosting specialised AICS Conferences and Networks for Principals, teachers, Aboriginal Cultural Teachers • Kimberley Teaching and Learning Coordinators offered via an expression of interest to participate in AISWA Teaching and Learning High Impact Practices project 			

General Statement: Implementation of Australian Curriculum project

The many programs within the Implementation of the Australian Curriculum project, have worked towards achievement of the objectives outlined in the strategic plan. AISWA has supported schools in building their understanding of the delivery, assessment and reporting of the Australian Curriculum. Significant milestones were achieved including increasing numbers of teachers and schools involved in the high impact teaching strategies project. Most projects were able to be realised despite a year which, once again, offered challenges.

Project title	Project description and activities	Expected outcomes/ Overall achievements	Indicators of success	List any additional or variations of Activities undertaken/Achieved outcomes
<p>National Policy: Supporting students, student learning and student achievement</p> <p>Project Title:</p> <p>Implementation of Australian Curriculum</p> <p>a. Online professional learning programs.</p>	<p>This is a large and multi-faceted project where the main emphases in 2021 are continued support for schools to implement the WA Curriculum; building the understanding by schools of curriculum, assessment and reporting requirements; improved Literacy and English competency; improved Mathematics and Numeracy competency; and improved implementation of STEM and Curriculum support for Aboriginal Independent Community Schools.</p> <p>The following provides more detail about each of the focus areas and some of the key activities associated with them.</p> <p>Support for schools to implement the WA Curriculum</p> <p>This part of the project focuses on the development of coordinated, planned, and point of need professional learning (PL) which supports implementation of the WA Curriculum. Support will focus on assisting</p>	<ul style="list-style-type: none"> • Implementation of the Foundation to Year 10 Western Australian Curriculum in all Independent schools. Achieved • Improved student engagement and learning outcomes through enhanced teacher understanding and use of evidence based, high quality teaching, learning and assessment practice. Achieved • Enhanced teacher understanding of the content and achievement standards of the P-10 curriculum, including the General Capabilities and Cross Curriculum Priorities. Achieved • Improved teacher understanding of teaching and learning pedagogies. Achieved 	<ul style="list-style-type: none"> • Independent schools' compliance with WA School registration standards 100% achieved • A minimum of 50 PL activities. 100% achieved • Over 500 teachers engage with PL activities. 100% achieved • Over 200 teachers attend and participate in collaborative communities of practice. 100% achieved • Positive feedback from PL events indicating teachers are adding to knowledge and skills, and sharing, adjusting and/or improving practice. 100% achieved 	

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	schools to meet compliance requirements, as well as expand expertise and skills in curriculum planning, monitoring and assessing student achievement and making consistent and reliable judgements. PL activities will also focus on purposeful pedagogy, best practice subject methodology, and developing collaborative communities of practice.	<ul style="list-style-type: none"> • Teachers implement and refine strategies and skills presented in PL interactions. Achieved • Increased use of curriculum, assessment and reporting resources on the AISWA website. Achieved • Expanded teacher networks and collaboration across schools. Achieved 	<ul style="list-style-type: none"> • Completion of additional online learning resources and other web-based resources. 100% achieved • Over 300 teachers accessing online resources. 100% achieved 	
<p>National Policy: Supporting students, student learning and student achievement</p> <p>Project Title: Implementation of Australian Curriculum</p> <p>a. Literacy & English Competency</p> <p>Project Title: Implementation of Australian Curriculum</p>	<p>Literacy and English Competency</p> <p>This aspect of the project has an ongoing focus on supporting teachers and students across all year levels to achieve high level literacy outcomes.</p> <p>In 2021 the key activities to deliver this will include:</p> <ol style="list-style-type: none"> 1. A series of multi day/one day professional learning courses – supporting teachers to develop all students’ potential as writers and readers. Focus areas include addressing the needs of adolescent learners and ways to incorporate the 	<ul style="list-style-type: none"> • Teachers implement strategies introduced in the PL courses. Including Brightpath- Next Steps. Sharp Reading for Secondary Students, Productive Talk: Fabulous Writers Achieved • Whole-school approaches to the teaching of literacy is evident in school literacy plans Achieved • Improved teacher knowledge and confidence catering for EAL/D students and literacy for secondary students across all learning areas Achieved 	<ul style="list-style-type: none"> • Over 200 teachers attend various Literacy/English workshops. 70% achieved • 70% of teachers attending workshops report increased knowledge regarding the development of Literacy skills. 70% achieved • Schools requesting whole school PL courses and support. 70% achieved • Teachers self- rating during and after PL 90% achieved 	<p>Due to the impact of COVID Literacy Consultants were not permitted to visit schools for parts of 2021. Teachers were not able to attend Professional Learning to the same extent as previous years.</p>

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b. Numeracy & Mathematical Competency	<p>Literacy General Capability across all learning areas,</p> <ol style="list-style-type: none"> 2. Ongoing whole school support – PL sessions, whole school literacy planning, transition to secondary school. 3. Targeted individual teacher support to provide in classroom learning. 4. Participation in literacy projects including Raising trailblazers: Reimagining the middle years and Leading Innovative and Exemplary Teaching. <p>Numeracy and Mathematical Competency</p> <p>The focus for 2021 is to continue to work with teachers supporting students in all year levels to achieve high level numeracy and Mathematics outcomes. It has four main areas of activity.</p> <ol style="list-style-type: none"> 1. A series of one day and after school professional learning courses in mathematics and numeracy with ongoing follow up and support in schools focussing on building teachers understanding for problem solving and 	<ul style="list-style-type: none"> • Improved student engagement Achieved • Provision of quality classroom resources developed for the teaching and learning of mathematics and used by teachers. Achieved • Students will use problem solving and reasoning tasks, make connections, work collaboratively. Achieved • Improved teacher understanding and confidence with a variety of assessment options and use of achievement standards. Achieved • Pedagogical change taking place in the classroom. Focusing on pre-assessment, analysis of data and informed teaching and learning of maths. Achieved • The development of whole school approaches to Mathematics Achieved 	<ul style="list-style-type: none"> • 50% of schools request visits for either ongoing whole school PL and/or support 67% achieved • 20 school based Professional Learning events. 240% achieved • 40 schools requesting school visits and ongoing whole school PL and support. 52% achieved • Increase in teacher motivation and confidence, through continued contact and support. 100% achieved • Schools are adopting a cooperative learning pedagogy ?% achieved • Data to show improvement in the areas of Place Value and Basic Facts. ?% achieved • Teacher feedback that the 'TPA' approach is an 	<p>Due to the impact of COVID there were lower numbers of requests than expected</p> <p>Due to the impact of COVID it was not possible to determine the extent to which outcomes were achieved.</p>

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	<p>reasoning' using routines and engaging pedagogical approaches.</p> <p>2. Participation in mathematics and numeracy projects with follow up school visits and networks including. AISWA will be involved in a university collaboration, in the development of the Brightpath Numeracy tool. A case study project on 'Flexible Thinking' with years 3-6 teachers will occur in 2021.</p> <p>3. Targeted numeracy and mathematics support for schools focusing on best practice and pedagogy to upskill teachers to become more confident and capable maths teachers. A 'Whole School Approach' (WSA) focus will continue in 2021.</p> <p>4. Short and simple warm up mathematics games and routines. The 2020 AISWA co-developed series of 'Number Plate' games, targeting a connection with disengaged learners and those students who find mathematics challenging. After COVID19, it is important that both teachers and students exhibit a happy</p>		<p>effective integrated approach. 0% achieved</p> <ul style="list-style-type: none"> • Feedback from evaluations completed at PL workshops and school visits. 95% achieved • 50% of visited schools will develop a WSA for the teaching and learning, in areas such as basic facts fluency and problem solving.100% achieved • 10 schools requesting a WSA to Numeracy PL and planning. 30% achieved • Requests for WSA to Numeracy PL and planning. 100% achieved 	

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	disposition. These resources will contribute to this positive disposition. Videos will be filmed to provide support place value and warm up activities.			
<p>National Policy: A. Supporting students, student learning and student achievement.</p> <p>National Policy: National STEM School Education Strategy 2016-2026</p> <p>State bilateral: Science, Technology, Engineering and Maths (STEM)</p> <p>Project Title: Implementation of Australian Curriculum f. STEM in schools</p>	<p>STEM in schools</p> <p>The STEM project continues to promote integrated STEM and the importance of critical/innovative thinking and problem solving, particularly focusing on inclusion of the T and E (Technologies subject) and digital literacy (ICT capability) aspects.</p> <p>STEM in Practice training: The partnership with KodeKLIX continues, due to past success and very explicit curriculum connections to STEM subjects (particularly physical science, coding and engineering) and the various capabilities. Regular SiP PL provision will be maintained, and kit resources updated and republished to accommodate changes to apps and equipment.</p> <p>PL provision to be more personalised and accessible: Re-establish school-based PL and tailored principal /leader consultations. Survey schools to establish needs. Provide support for innovative</p>	<ul style="list-style-type: none"> Continued implementation of the National STEM School Education Strategy 2016-2026. Achieved Acted on data gathered from teacher feedback about needs for 2021; pre/post PL surveys. Achieved Continued STEM in Practice (SiP) training (promoting engineering, coding, designing); develop updated resources for SiP. Achieved Promotion and support for principal engagement with the new national PASL online materials. Achieved Motivation for STEM leaders to innovate via opportunities for presentation and publication. Achieved 	<ul style="list-style-type: none"> Feedback surveys indicate a generally high satisfaction ratio. 100% achieved Feedback surveys did guide provision/direction. 100% achieved 10 new schools engaged in SiP 10% achieved 150 new SiP student users (no. of workbooks distributed). 10% achieved 5+ schools involved in STEM innovation projects (3 remote/regional). 25% achieved Principals (school leaders) engage with PASL self-paced materials. 25% achieved 	<p>Ability to provide F2F sessions still reduced; maintained demand for online engagements and personalised needs-focussed school PL. We adapt to changing needs and wants.</p> <p>Supply of SiP materials was maintained to existing and new users; new negotiations undertaken with partner. Training sessions did not run; no updating of SiP materials (due to changes to the AC & possibly WAC).</p> <p>AISWA received no further information about the PASL resource rollout.</p> <p>100% of this indicator target was begun/offered in 2021 but not completed. Pockets of</p>

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	<p>Principals who wish to engage with newly published materials from the Principals as STEM Leaders (PASL) project. Create and publish new courses for AISWA Online. Offer greater opportunity for school staff to connect to PL remotely (e.g. via Teams) and regionally.</p> <p>Resources and skills for STEM: Appropriate pedagogies, ideas to generate innovation, materials/resources, skills and assessment/grading will be included in PL, especially those related to the Technologies subjects. PL offerings will include <i>mechatronics, XR/3D modelling, Micro:bit, MakeyMakey, Minecraft, LEGO WeDo, Scratch and general robotics; Microsoft's 21CLD, AISWAOnline courses and engagement with T&L project (HiPs program), SciTech and Indigital. AISWA STEM bank of hire resources and STEM website content will be refreshed and expanded.</i></p> <p>STEM innovation: Re-engaging schools with STEM via AISWA-supported projects; produce resources that have explicit alignment to the Capabilities (particularly interpersonal, ethical, ICT (digital literacy) and critical and creative thinking. This is</p>	<ul style="list-style-type: none"> • Creation/publication of AISWA Online courses related to STEM. Achieved • Provision of easy and regular access to PL news and relevant info via social media/webmail. Achieved • STEM PL workshops and training materials created + delivered, inc. collaborations with innovation partners. Achieved • AISWA STEM webpage refreshed and upgraded with more contemporary/relevant content. Achieved • Increased connection with remote and regional teachers. Achieved • New STEM hire equipment well utilised Achieved <p>STEM projects/ideas presented/published - various conferences/ forums, etc. Achieved</p>	<ul style="list-style-type: none"> • Data shows STEM/Tech engagement significantly increased in 2021 (after the issues in 2020); 50% achieved • 10 equipment loans to schools. 0% achieved • 15 new curriculum resources or links added to AISWA STEM website. 100% achieved • AISWA STEM webpage re-designed/refreshed. 100% achieved • 2-4 new STEM subject related modules created for AISWA Online. 70% achieved • 8 occasions where Teams has been utilised for remote PL. 90% achieved • 1+ new industry innovation partner involved in project 60% achieved 	<p>STEM Innovation in schools but school leaders busy managing other critical issues.</p> <p>Courses created but not published until early 2022.</p> <p>New social media promotion method implemented to deal with changing trends.</p> <p>The number of F2F workshops doubled from 2020, and number of webinars halved, but total engagement with PL remained the same as 2020.</p> <p>Good level of remote engagement via webinars, online consultations with schools in general. 6 remote/regional schools direct engagements.</p> <p>Schools worried about hygiene of sharing equipment??</p> <p>Consultant presented at 3 conferences (inc. TedX) and generated collaborations with multiple industry/commercial partners to offer online PL</p>

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	<p>authentic and beneficial path to pursue for its strong links to other NGRS projects. Development of teacher/student materials and workshops. Engage remote, regional and late adopter schools (Technologies). Re-engage schools with fresh materials and offer publication of Case Studies (projects in schools engaging with emerging technologies).</p> <p>STEM contribution: Continue to contribute to ACARA, SCSA and other government and University advisory committees/projects/surveys related to Technologies and STEM.</p>		<ul style="list-style-type: none"> • 4 case study projects presented (online or face-to-face). 60% achieved • Formal publication of 2 case studies or the materials generated by them. 60% achieved 	<p>events. Publication to social media, website and online forums. UWA undergrads.</p> <p>Increased requests for cybersecurity/safety and data management upskill.</p> <p>(No formal STEM <i>print</i> publications generated in 2021).</p>
<p>National Policy:</p> <p>A. Supporting students, student learning and student achievement:</p> <p>i. Enhancing the Australian Curriculum to support teacher assessment of student attainment and</p>	<p>High Impact Teaching Practices</p> <p>Developed by AISWA and first introduced in 2020, the High Impact Practices (HIPs) focus on developing professional knowledge of evidence-based instructional strategies related to what works well to improve student learning. The HIPs is an intensive, long term project.</p> <p>In 2021, there will be three variations of the program which broadly aim to build teacher instructional capacity and mastery, develop professional knowledge</p>	<ul style="list-style-type: none"> • Engagement of both metropolitan and regional teachers. Achieved • Improved teacher knowledge of specific instructional strategies/pedagogical practices and their impact on student learning and growth. Achieved • Improved teacher confidence and competence to implement specific instructional 	<ul style="list-style-type: none"> • Participants will complete the required PL components. 100% achieved • Participants will implement classroom-based initiatives based on learnings from PL sessions. 100% achieved • Growth of teacher understanding of the HIPs 	

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<p>growth against clear descriptors</p> <p>State bilateral: General Capabilities</p> <p>Project Title: Implementation of Australian Curriculum</p> <p>g. High Impact Teaching Practices</p>	<p>on instructional coaching, and maximise teacher effectiveness and recognition in instructional practice.</p> <p>Teachers engaging in the HIPs are able to access support and resources throughout their involvement in the program.</p>	<p>strategies/pedagogical practices. Achieved</p> <ul style="list-style-type: none"> • Improved capacity of teachers to reflect on learnings; evaluate and apply feedback and consider informed changes to practice. Achieved • Increased skills and capacity of AISWA Consultants to support teachers and PL communities, now and in the future. Achieved • Teachers facilitate transfer of learnings to the school community. Achieved 	<p>will be indicated. 100% achieved</p> <ul style="list-style-type: none"> • Multiple observation and coaching sessions will be facilitated by AISWA staff and other project participants. 100% achieved • Data related to impacts on student learning will be collected and analysed by participating teachers. • Participants will share their understandings through communities of practice. 100% achieved <p>Resources from the project will be collected and shared. 100% achieved</p>	
<p>National Policy:</p> <p>A. Supporting students, student learning and</p>	<p>Aboriginal Independent Schools</p> <p>The focus for 2021 will be the continuation of curriculum support for school leaders, teachers and Aboriginal staff. This will include:</p>	<ul style="list-style-type: none"> • Improved teacher competence meeting students' needs in diverse contexts. Achieved • Increased students' awareness and understanding of post 	<ul style="list-style-type: none"> • The Fourteen Aboriginal Independent Community Schools (AICS) attend the 2 conferences sending teachers, Principals and 	<p>Some school visits were cancelled due to COVID lockdowns. While remote communities had restricted access the communities felt visits by consultants to</p>

Project title	Project description and activities	Expected outcomes/ Overall achievements	Indicators of success	List any additional or variations of Activities undertaken/Achieved outcomes
<p>student achievement:</p> <p>Project Title: Implementation of Australian Curriculum</p> <p>B. Aboriginal Independent Schools</p>	<ul style="list-style-type: none"> • Contextualising the Curriculum for high engagement e.g. On country learning, Enterprise learning, financial literacy • Targeted support for underachieving students to reach workplace competencies. • Responsive Pedagogies – Second Language Acquisition, EALD strategies, personalised learning • Whole School Approach to Curriculum, Assessment and Reporting • Numeracy Portal to be reviewed and expanded to cover all strands of the Maths Curriculum <p>Some of the key activities for 2021 include:</p> <ul style="list-style-type: none"> - Two conferences –featuring curriculum, pedagogy, leadership and wellbeing; - face to face and online workshops - ongoing school visits by consultants - continued whole school and individual teacher support as requested via email, phone and video conferencing 	<p>school opportunities and learning requirements. Achieved</p> <ul style="list-style-type: none"> • Whole school curriculum plans reflect appropriate approaches to suit the context. Achieved • Aboriginal staff develop confidence to work directly with students and collaborate with teachers to ensure the curriculum and pedagogy are culturally appropriate. Achieved • 	<p>Aboriginal staff. 78% achieved</p> <ul style="list-style-type: none"> • Positive participant feedback from the conferences. 100% achieved • Data of students’ engagement in workplace opportunities or further study. 60% achieved • 30 visits by AICS consultants to schools where visits last from two to five days. 136% achieved • Personalised learning with documented plans for identified students. 100% achieved • Eleven AICS use the Numeracy Portal and Tracking Tool for assessment, planning and reporting 70% achieved 	<p>support teaching and learning was essential and hence gave them permission to enter the community.</p> <p>Where visits were cancelled schools received online support.</p>

General Statement: Building Cultural Competence project

During 2021 AISWA continued to support schools to build their understanding of Aboriginal and Torres Strait Islander perspectives, histories and cultures and using these new understandings to provide high quality teaching and learning programs for students. One of the significant milestones of the project was an increase in interest from schools in developing their cultural competence, beginning or progressing their RAP's (Reconciliation Action Plans).

Project title	Project description and activities	Expected outcomes/ Overall achievements	Indicators of success	List any additional or variations of Activities undertaken/Achieved outcomes
<p>National Policy: B. Supporting Teaching, school leadership and school improvement</p> <p>State bilateral: Aboriginal Cultural Standards Framework</p> <p>Project Title: Building Cultural Competence in Schools</p>	<p>Building cultural competence in schools and understanding the Aboriginal perspective</p> <p>This project focuses on building the awareness of Aboriginal and Torres Strait Islander perspectives, histories and cultures, and schools embedding it into their school environment.</p> <p>The focus of this program is supporting school staff to progress their cultural journey, and which will assist schools to provide high quality teaching and learning programs for all students. This project will work with increasing numbers of schools.</p> <p>The aim is to create school staff professional learning days. In 2020 AISWA created an opportunity for cross sectoral collaboration between the Department of Local Government, Sport and Cultural Industries (DLGSC), Association of Independent Schools (AISWA) Catholic Education Western Australia (CEWA) and Department of Education (DoE) to promote the PALS program and reconciliation in the classroom.</p>	<ul style="list-style-type: none"> • Increased school staff awareness of Aboriginal and Torres Strait Islander perspectives, histories and cultures and greater confidence embedding this in curriculum. Achieved • Increased school staff awareness of their cultural journey, behaviours, attitudes, and policies, enabling them to work effectively in cross cultural situations. Achieved • Improved understanding that there is a diversity in opinion between Aboriginal and Torres Strait Islander groups and the dynamic and responsive nature of culture. Achieved • Increased staff confidence finding and accessing 	<ul style="list-style-type: none"> • Consultants work with all 17 Future Footprints schools in their RAP journey. 60% achieved • Consultants engagement with two additional AISWA schools to create a RAP. 200% achieved • An audit of current resources and, if needed, the creation of an online basic cultural journey course to assist member schools to begin their reconciliation journey. 100% achieved • The development of a cultural journey professional learning 	

Project title	Project description and activities	Expected outcomes/ Overall achievements	Indicators of success	List any additional or variations of Activities undertaken/Achieved outcomes
	<p>From this, in 2021 AISWA will host a number of PALS Reconciliation Professional Development Day for school staff from across all three education sectors.</p> <p>As a part of school involvement in the AISWA Future Footprints program we will encourage and support schools to develop Reconciliation Action Plans (RAP).</p> <p>Other activities expected to cascade from staff contact and school visits, and a Reconciliation Action Plans are:</p> <ul style="list-style-type: none"> • School based professional learning sessions with staff raising awareness of their own cultural journey, Aboriginal and Torres Strait Islander perspectives in curriculum, language, history, a sense of place and stories of the land • School based classroom sessions or guest speakers with students on school curriculum from an Aboriginal and Torres Strait Islander perspective • Brokering Aboriginal and Torres Strait Islander guest speakers for staff and students. 	<p>information and resources. Achieved</p> <ul style="list-style-type: none"> • Increased staff awareness of AISWA support and information. Achieved 	<p>package for deliver on request. 100% achieved</p>	

General Statement: Pathways to work, further education and training project

During 2021, the activities of the program shifted in response to the backdrop of both the progression of the national conversation about post schooling pathways and the against a continuing backdrop of COVID. Increasingly, the national work in this space has formed the basis for the conversations taking place with schools and the responsibility has spread across a wide range of consultants as they consult and present to schools. The objectives of the strategic plan have been realised through different activities than those originally planned.

Project title	Project description and activities	Expected outcomes/ Overall achievements	Indicators of success	List any additional or variations of Activities undertaken/Achieved outcomes
<p>National Policy</p> <p>A. Supporting students, student learning and student achievement:</p> <p>iii. Reviewing senior secondary pathways into work, further education and training State initiative:</p> <p>Senior Secondary Transition</p> <p>Project Title:</p> <p>Pathways to work, further education and training</p>	<p>Investigate and develop alternative pathways to further education, training and work</p> <p>This project started slowly during 2020 when, due to COVID, many post school institutions provided guaranteed entry to Year 12 students without waiting for ATAR scores. The project will continue in 2021.</p> <p>The intention of the senior secondary transition project is to provide findings and guidelines for schools in developing alternative pathways and partnerships for students in senior secondary. It will take place over three years and aims to investigate pathways to work, university and further training.</p> <p>In 2021 we will work with five schools to ascertain:</p> <ul style="list-style-type: none"> The pathways taken by students in senior secondary schools in the Independent sector in 2020. 	<ul style="list-style-type: none"> Clarify the understanding of School Boards and staffs of the needs and perspectives of those involved in Senior Secondary education. Achieved Increase schools' capacity to plan and broker alternative pathways and partnerships with post school destinations Achieved Improve the preparedness of school leavers to succeed in employment, further training or higher education Achieved Use of the findings to inform the support and consultancy offerings of AISWA. Achieved 	<ul style="list-style-type: none"> Presentation of the findings at the 2022 Briefing the Board Conference or School Leaders Conference. 0% achieved Publication of the interim findings of the Project on the AISWA website 0% achieved 	<p>Increasingly, the national work in this space has formed the basis for the conversations taking place with schools and the responsibility has spread across a wide range of consultants as they consult and present to schools. To a large extent this has been the response to changing times and needs.</p>

Project title	Project description and activities	Expected outcomes/ Overall achievements	Indicators of success	List any additional or variations of Activities undertaken/Achieved outcomes
	<ul style="list-style-type: none"> • A sample of the aspirations of parents and their perspective on the current pathway offerings. • Student feedback on the options currently available to them • reviewing the evidence around the retention and completion outcomes for students who gain entry to university via portfolio entry <p>It will involve partnerships and conversations with Western Australian universities, School Curriculum and Standards Authority, WA Commissioner for Children and Young People and The Foundation for Young Australians.</p>			

Financial Report

Project Activities	Reform support funding
Enhancing Quality of NCCD	
Supporting schools implementing NCCD and meeting the needs of students with special needs	\$606,250
NAPLAN & NAPLAN Online	
Support for schools with NAPLAN and the transition to NAPLAN Online	\$108,178
Improving Governance in Independent Schools	
Support for school boards and leaders in good governance and understanding their obligations under legislation	\$94,650
Leading at all Levels	
Enhancing leadership for All	\$77,257
Esteeming, growing and assessing teacher expertise	\$75,980
Leading in remote and complex contexts	\$45,137
Implementation of Australian Curriculum	
Support for schools to implement the WA Curriculum	\$136,023
Supporting improvement in Literacy and English Competency	\$165,234
Supporting improvement in Numeracy and Mathematics Competency	\$179,652
Enhancing implementation of STEM in Schools	\$83,399
High Impact Practices (HIPs)	\$97,377
Support the implementation of Curriculum in Aboriginal Independent Community Schools	\$186,919
Building Cultural Competence in Schools	
Building cultural competence in schools and understanding the Aboriginal perspective	\$56,214
Pathways to work, further education and training	
Investigate and develop alternative pathways to further education, training and work	\$46,730
Total	\$1,959,000