

Non-Government Reform Support Fund

2023 Workplan

**Association of Independent Schools of the Northern
Territory (AISNT)**

Non–Government Reform Support Fund

Association of Independent Schools of the Northern Territory – Workplan 2023

Summary of Workplan for 2023

The Association of Independent Schools of the Northern Territory (AISNT) advocates for and represents Independent schools in the Northern Territory, delivering services to Member Schools to support a vibrant and effective Independent Schooling Sector, providing affordable choice for parents. AISNT delivers services support and advice in strategic planning, good governance, meeting regulatory obligations, implementation of good pedagogy, catering for the needs of all students, as well as facilitating networking opportunities. AISNT acknowledges the assistance received from the Australian Government through the Non-Government Reform Support Fund, which enables AISNT to expand the services provided to schools to meet a range of needs and government priorities. This assistance is greatly appreciated.

The Association of Independent Schools of the Northern Territory (AISNT) continues to be committed to supporting the National Reform Agenda, including the Northern Territory Reforms. The projects in this work plan build upon activities from previous work plans, strengthening and enhancing the project work undertaken in previous years.

Each of the projects encompasses several objectives in line with the Australian Government school reform priorities:

Priority 1: Improve the quality of information on the Nationally Consistent Collection of Data on School Students with Disability and to improve the efficiency and integrity of the data collection:

AISNT has overseen the rollout of the INSPIRE integrated software platform, to Member Schools to assist teachers with identifying and planning for students with disability. INSPIRE also collects evidence for the Nationally Consistent Collection of Data on School Students with a Disability (NCCD).

In 2023, the NGRSF will be used to support the employment of AISNT staff to continue to oversee and support the use of INSPIRE by staff in Member Schools to collect and record evidence for the NCCD, and analysis of data for planning, developing and implementing Education Adjustment Plans.

The Inclusion Support Network was established in 2020. In 2023, AISNT will continue to facilitate these network meetings and hold a one-day forum for staff in Member Schools. Network meetings will occur once a term and aim to further upskill Inclusion Support staff. The purpose of the Inclusion Support Network Meetings and one day forum is to upskill Inclusion Support staff in the use of the INSPIRE software platform and to ensure consistency with all practices and processes. Expert consultants will be engaged to offer support and advice on appropriate interventions and adjustments is also provided to improve learning outcomes for students with disability. Network meetings and the forum will provide an opportunity to further engage with the Disability Discrimination Act and the Disability Standards for Education ensuring Inclusion staff in Member Schools are fully aware of the legislative and regulatory requirements.

Priority 2: Strengthening NAPLAN, including through bringing the test window forward to Term One from 2023 and offering schools the opportunity to opt-in to assessment of students' ability in Science, Digital Literacy and Civics and Citizenship;

The Association of Independent Schools of the Northern Territory will work collaboratively with the Northern Territory Department of Education as the Test Administration Authority to provide support to Member Schools in preparation for the bringing of the NAPLAN test window forward to Term One in 2023. This will include engaging with related Territory and National working groups to ensure Member Schools are informed of NAPLAN processes and procedures. AISNT will provide support to Member Schools in data analysis and how to use this data to inform teaching and learning programs.

Priority 3: Improve governance and financial management practices in Independent Schools in the Northern Territory to strengthen financial viability, improve business decision making and build resilience to mitigate unforeseen circumstances.

Several of AISNT Member Schools have had changes in their leadership throughout 2022. AISNT are committed to build capacity of school leaders in Member Schools, including governing bodies, to ensure effective governance and ongoing school improvement planning and practices. AISNT has an ongoing partnership with The Brown Collective. Two one day forums will be held and facilitated by The Brown Collective, delivering workshops in leadership formation and development, building capacity of emerging, current and aspiring leaders.

In 2023, AISNT will provide targeted support through governance advice and training for Indigenous School governing bodies.

AISNT will facilitate a one day Business Managers Forum providing information and support to Business Managers in targeted areas of regulatory compliance (Financial Questionnaire and Accountability; Census; Student Attendance; and other key compliance activities) and good financial management practices. An expert consultant will be engaged to deliver the workshops.

AISNT will facilitate two Principal and Business Managers forums providing information in regulatory compliance, including updates on the latest industrial and work health and safety legislative changes.

Member Schools have shown continued interest to participate in school improvement work. AISNT staff will continue to engage with individual Member Schools providing support and advice on school improvement tools and strategies, strategic planning and school improvement reviews. AISNT staff will provide routine assessment support ensuring Member Schools are aware of, understand and are meeting legislative and regulatory obligations.

In late 2022, the Northern Territory Government released Northern Territory Education Engagement Strategy 2022-2031.

'This Strategy underpins our intention to do a better job of listening to what communities and families are telling us – and putting them at the centre of decisions about how to educate their children. What we have heard loud and clear is that children and young people need to be taught from within the frame of their own culture and their own language. Learning needs to be relevant to their lives and it needs to respect and build from the knowledge systems, cultural values and first

languages they learn within their family and community networks from the day they are born. For many families and communities, cultural responsiveness is a key element of this approach’.

In 2023, AISNT will focus on embedding cultural responsiveness across our Member Schools. In line with the Northern Territory Education Engagement Strategy, AISNT will be working with Member Schools on building cultural responsiveness, to deliver culturally relevant teaching and learning, catering to the diverse needs and motivations of each child or student.

AISNT will facilitate two one day Indigenous Leaders Network forums and cultural responsiveness will be a key topic at these forums. AISNT staff will work with individual Member Schools in building the awareness and understanding of Indigenous perspectives, histories and cultures, and supporting schools to embed it into their school environment.

PROJECTS FOR 2023

| Project | Project Title |
|--------------------|--------------------------------------------------------------------------------------------------------------------------------|
| NCCD | Enhancing the quality of Nationally Consistent Collection of Data on Students with a Disability utilising the INSPIRE platform |
| NAPLAN | Continued Support and Utilisation of Data |
| Governance | Continued support with Governance and Financial Management Practices |
| Governance | Governance Training for Indigenous School Boards |
| Leadership | Developing and Empowering Leadership Teams |
| Leadership | Developing Future Leaders |
| School Improvement | Empowering School Self Improvement |
| School Improvement | Education Engagement Strategy – Cultural Responsiveness |

Summary of budget

| Project Activities | Reform support funding (excl GST) | Funding from other sources (excl GST) | Total project funding (excl GST) |
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| NCCD | | | |
| Enhancing the quality of Nationally Consistent Collection of Data on Students with a Disability utilising the INSPIRE platform | \$15,000 | \$36,000 | \$51,000 |
| Inclusion Support Network Meetings and Forum | \$20,000 | \$12,000 | \$32,000 |
| NAPLAN | | | |
| Continued Support and Utilisation of Data | \$30,000 | \$20,000 | \$50,000 |
| Improving Governance and Financial Management Practices | | | |
| Governance - Continued support with Governance and Financial Management Practices | \$18,000 | \$10,000 | \$28,000 |
| Governance - Governance Training for Indigenous School Boards | \$30,000 | \$21,000 | \$51,000 |
| Leadership – Developing and Empowering Leadership Teams | \$40,000 | \$9,000 | \$49,000 |
| Leadership – Developing Future Leaders | \$40,000 | \$12,000 | \$52,000 |
| School Improvement – Empowering School Self Improvement | \$30,000 | \$21,000 | \$51,000 |
| School Improvement - Education Engagement Strategy – Cultural Responsiveness | \$50,000 | \$10,000 | \$60,000 |
| Administration of Projects | \$0 | \$10,000 | \$10,000 |
| Total funding (excluding GST) | \$273,000 | \$161,000 | \$434,000 |

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

Non-Government Reform Support Fund

Association of Independent Schools of the Northern Territory – Workplan 2023

| Project title | Project description and activities | Indicative budget (excl GST) | Expected outcomes/Overall achievements | Indicators of success |
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| <p>NCCD</p> <p>National Policy C - Enhancing the national evidence base</p> <p>State Initiative Continued implementation of National Consistent Collection of Data (NCCD) with a focus on moderation and quality control measures</p> <p>2022/2023 priority 1 - Improve the quality of information on the Nationally Consistent Collection of Data</p> | <p>Enhancing the quality of Nationally Consistent Collection of Data on Students with a Disability utilising the INSPIRE platform</p> <p>AISNT will continue to support schools in the processes of the Nationally Consistent Collection of Data through the use of the INSPIRE platform.</p> <p>The aim is to support Inclusion Support staff to fully understand their role in fulfilling the ongoing requirements involved in the NCCD process. This includes the development of Educational Adjustment Plans and the accurate and ongoing collection of evidence to support levels of adjustment, using the INSPIRE platform.</p> <p>This will include:</p> <ul style="list-style-type: none"> • Efficient systems to record evidence, utilising the INSPIRE platform • Understanding and applying the Disability Discrimination Act (DDA) and the Disability Standards of Education; • Shared understanding of the levels of adjustment and categories of student data through moderation; • Determination of level of adjustment; • Understanding of the evidence requirements needed for a student to be included in the NCCD; • Educational Adjustment Plans, using the INSPIRE platform. <p>School support will be provided through the following:</p> <ul style="list-style-type: none"> • Information sessions, both face-to-face and online; | <p>Reform support funding: \$15,000</p> <p>Other funding: \$36,000 (CAF)</p> <p>FTE: 0.1</p> | <ul style="list-style-type: none"> • Improved accuracy in the data submitted and evidence collected through the use of the INSPIRE software platform for the Nationally Consistent Collection of Data on School Students with Disability (NCCD). • A common shared language and a consistent approach to NCCD across Member Schools. • Improved Member School staff understanding of the processes for the NCCD. • Improved teacher confidence in determining student disability according to the definition of a disability using the DDA. • Relevant evidence is collected by the staff. • Improved teacher understanding of the different types of disabilities/learning difficulties. | <ul style="list-style-type: none"> • All Member Schools offered information and moderation sessions either face to face or via Teams conference. • 80% percent of Member Schools using the INSPIRE software platform. • Briefing at Principal and Business Managers Forums. • Survey results from Member Schools on use of INSPIRE software platform. |

| Project title | Project description and activities | Indicative budget (excl GST) | Expected outcomes/Overall achievements | Indicators of success |
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| | <ul style="list-style-type: none"> • Information briefing session at Principal and Business Managers Meeting; • School visits; • School based consultancy; • Moderation sessions; • Inclusion Support Network Meetings and Forum. | | <ul style="list-style-type: none"> • Improved skills in accommodating and providing adjustments within the classroom. • Improved processes within schools in providing accurate evidence of adjustments. • Improved accuracy in determining the levels of adjustment. • Improvement in skills, knowledge and understanding of the NCCD in collaboration with colleagues from all sectors. | |

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| <p>NCCD</p> <p>National Policy C - Enhancing the national evidence base</p> <p>State Initiative Continued implementation of National Consistent Collection of Data (NCCD) with a focus on moderation and quality control measures</p> <p>2022/2023 priority 1 - Improve the quality of information on the Nationally Consistent Collection of Data</p> | <p>Inclusion Support Network Meetings and Forum</p> <p>AISNT will continue to support schools in the processes of the Nationally Consistent Collection of Data through the provision of support to Inclusion Support staff in our schools, though the fostering and development of the current Inclusion Support Network.</p> <p>The aim is to strengthen the current Inclusion Support Network so that Inclusion Support staff have connections with staff in other schools.</p> <p>This will include:</p> <ul style="list-style-type: none"> • Understanding and applying the Disability Discrimination Act (DDA) and the Disability Standards of Education; • Shared understanding of the levels of adjustment and categories of student data through moderation; • Determination of level of adjustment; • Educational Adjustment Plans. <p>School support will be provided through the following:</p> <ul style="list-style-type: none"> • Facilitation of four Inclusion Support Network Meetings throughout the year to provide networking opportunities as well as targeted professional learning opportunities. • A full day Inclusion Support Network Forum for school leaders, teachers and Inclusion Support Staff... catering for the individual identified needs of students with disability. • School based moderation. • Moderation activities involving Member Schools facilitated by AISNT staff. | <p>Reform support funding: \$20,000</p> <p>Other funding: \$10,000 (CAF)</p> <p>\$2,000 (Other)</p> <p>FTE: 0.1</p> | <ul style="list-style-type: none"> • Inclusion Support staff have a better understanding of the Disability Discrimination Act and the legislative and regulatory requirements for schools. • Inclusion Support Staff have a better understanding of the Disability Standards of Education and the requirements for schools. • Inclusion Support Staff have a better understanding of levels of adjustment and the evidence requirements. | <ul style="list-style-type: none"> • 70% of Member Schools have representation on the Inclusion Support Network. • 70% of Member Schools have staff attend Inclusion Support Network Forum. • 70% of Member Schools have staff attend Inclusion Support Network Meetings. • Survey results of feedback on Inclusion Support Network Forum. |

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| <p>NAPLAN National Policy C - Enhancing the national evidence base</p> <p>State Initiative Implementation of NAPLAN Online</p> <p>2022/2023 priority 2 - Strengthening NAPLAN</p> | <p>Continued Support and Utilisation of Data</p> <p>AISNT will continue to provide support to schools with the bringing forward of the NAPLAN Online test window to 2023. AISNT will work collaboratively with the Northern Territory Department of Education supporting Independent Schools through:</p> <ul style="list-style-type: none"> • Provision of professional learning opportunities and training to ensure schools have the necessary skills and knowledge. • Engagement with the Northern Territory Department of Education (Test Administration Authority) to ensure schools are informed of NAPLAN procedures. • Hands on support for remote and very remote schools if requested during the NAPLAN test week; • Support for schools to in the interpretation and utilisation of NAPLAN data to inform planning for learning to improve student outcomes. • Provision of information to Member Schools on the opportunity to opt-in to assessment of student’s ability in Science, Digital Literacy and Civics and Citizenship. | <p>Reform support funding: \$30,000</p> <p>Other funding: \$20,000 (CAF)</p> <p>FTE: 0.1</p> | <p>Member Schools are ready and confident with NAPLAN occurring in March.</p> <p>Remote and very remote Member Schools supported with delivering NAPLAN during the NAPLAN test week.</p> <p>Member Schools analysing data from NAPLAN and using it to inform school improvement plans and teaching and learning programs.</p> | <ul style="list-style-type: none"> • All Member Schools participated in NAPLAN Online in March. • AISNT staff supported Member Schools in the analysis of NAPLAN data and the use of data to inform school improvement plans and teaching and learning programs. |

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| <p>Governance and Financial Management</p> <p>National Policy B – Supporting teaching, school leadership and school improvement</p> <p>State Initiative Assist schools to improve governance and financial management practices</p> <p>2022/2023 priority</p> <p>3 - Improve governance and financial management practices</p> | <p>Continued support with Governance and Financial Management Practices</p> <p>AISNT will continue to support effective governance in Independent Schools through working with school leadership and governing bodies on good governance procedures and financial management practices.</p> <p>This will include:</p> <ul style="list-style-type: none"> • Providing information to support Governing Bodies, Principals and Business Managers in regulatory compliance. • Support for schools in sustaining registration criteria, and in creating financial sustainability through business planning. • Developing the governance capabilities and supporting governing body effectiveness. <p>School support will be provided through the following:</p> <ul style="list-style-type: none"> • A Business Managers Forum providing information and support to Business Managers in targeted areas of regulatory compliance (Financial Questionnaire and Accountability; Census; Student Attendance; and other key compliance activities) and good financial management practices. • Two Principal and Business Managers Forums providing information in regulatory compliance, including updates on the latest industrial and work health and safety legislative changes. • Regular Principal Breakfast Meetings. • Individual school support as requested, through customised advice, training and information sharing. • Attendance upon request at governing body meetings to review processes and procedures. | <p>Reform support funding: \$18,000</p> <p>Other funding: \$10,000 (Other)</p> <p>FTE: 0.1</p> | <p>Members of Governing Bodies will have a clearer understanding of good governance practices.</p> <p>Access to high-quality governance training is improved.</p> <p>Governing bodies have a clearer understanding of relevant legislation, regulations and registration compliance and processes.</p> <p>Governing bodies will understand the financial responsibility and demonstrate they meet regulatory compliance requirements.</p> | <p>75% of Member Schools provided with advice, training and information indicate improvement in governance capabilities.</p> <p>75% of Member Schools provided with advice, training and information in financial management report improvement in procedures and processes.</p> <p>Survey on Principal and Business Managers Forums.</p> |

| Project title | Project description and activities | Indicative budget (excl GST) | Expected outcomes/Overall achievements | Indicators of success |
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| | <ul style="list-style-type: none"> • Assistance for governing bodies in implementing governance improvement plans. • Presentation on school funding and responsibilities of governing bodies for a thorough oversight of school finances. | | | |

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| <p>Governance and Financial Management</p> <p>National Policy B – Supporting teaching, school leadership and school improvement</p> <p>State Initiative Assist schools to improve governance and financial management practices</p> <p>2022/2023 priority</p> <p>3 - Improve governance and financial management practices</p> | <p>Governance Training for Indigenous School Boards</p> <p>AISNT will provide continue to support effective governance in Member Schools with Indigenous School Boards by working with their governing bodies on good governance practices and financial management procedures.</p> <p>This will include:</p> <ul style="list-style-type: none"> • Building leadership capacity in Indigenous Schools. • Assist Indigenous School Boards to induct, support and develop newly appointed Principal. • Build a strong sense of identity, agency and purpose through the following: <ul style="list-style-type: none"> • Conference and Network Meetings • Board training • Attendance at meetings • Advice and support <p>School support will be provided through the following:</p> <ul style="list-style-type: none"> • Attendance at governing body meetings to review governance processes and procedures and to ensure a good understanding of school funding and responsibilities for a thorough financial oversight of school’s operations. • Engage expert consultants to provide culturally responsive governance training. • Support for Principals – understanding of the role and responsibilities of a Principal in an Indigenous School. • Two Indigenous Leaders Forums. • School site visits. | <p>Reform support funding: \$30,000</p> <p>Other funding: \$21,000 (Other)</p> <p>FTE: 0.1</p> | <p>Greater understanding and collaboration of the board and school leaders in their working relationship.</p> | <p>Working relationships with board and school are aligned, greater retention of experienced Principals.</p> <p>AISNT staff work with three Member Schools providing governance support for governing bodies.</p> <p>Two Member School governing bodies participate in governance training with an expert consultant.</p> |

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| <p>Governance and Financial Management</p> <p>National Policy B – Supporting teaching, school leadership and school improvement</p> <p>State Initiative Assist schools to improve governance and financial management practices</p> | <p>Leadership - Developing and Empowering Leadership Teams</p> <p>AISNT will continue to support the development of leadership capabilities of leadership teams in schools.</p> <p>AISNT will provide a one day forum Developing and Empowering Leadership Teams that will be presented by The Brown Collective. The forum will focus on:</p> <ul style="list-style-type: none"> • Effective Leadership Teams. • Building Collective Efficacy. <p>School support will be provided through the following:</p> <ul style="list-style-type: none"> • Two one day Principal and Business Manager Network Meetings. • AISNT Principal Mentor to provide support and advice to Principals. • AISNT staff to workshop/provide professional learning activities to school leadership teams upon request. | <p>Reform support funding: \$40,000</p> <p>Other funding: \$9,000 (Other)</p> <p>FTE: 0.2</p> | <p>The quality and effectiveness of school leadership teams is enhanced.</p> <p>New leaders begin in their roles with an increased confidence in their skill.</p> <p>Shared understanding of the growth of teaching and leadership expertise in the Independent sector.</p> | <ul style="list-style-type: none"> • 50% of Member Schools leadership teams attended one day forum. • Survey of participants. • 70% of Member Schools attend the Principal and Business Manager Network Meetings. • AISNT Principal Mentor visits 70% of Member Schools. |

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| <p>Governance and Financial Management</p> <p>National Policy B – Supporting teaching, school leadership and school improvement</p> <p>State Initiative Assist schools to improve governance and financial management practices</p> | <p>Leadership – Developing Future Leaders</p> <p>AISNT will continue to support the development of leadership capabilities of Future Leaders. The focus will be on Middle Leaders.</p> <p>AISNT will provide a one day forum Developing Future Leaders that will be presented by The Brown Collective. The forum will focus on:</p> <ul style="list-style-type: none"> • The nature of work of middle leaders • Leading self and others • Strategic thinking and leadership • Self/peer reflection • Approaches to the review and enhancement of school performance. <p>School support will be provided through the following:</p> <ul style="list-style-type: none"> • Four Middle Leaders breakfast meetings, with presenters. • AISNT staff will support Member Schools with the development of a school leadership succession plan. | <p>Reform support funding: \$40,000</p> <p>Other funding: \$12,000 (Other)</p> <p>FTE: 0.2</p> | <p>Improved leadership capacity and skills of school leadership.</p> <p>Growth and development of leaders ensuring sustainable succession.</p> <p>The quality of school leadership is enhanced.</p> | <ul style="list-style-type: none"> • 50% of Member Schools leadership teams attended one day forum. • Survey of participants. • 50% of Member Schools attend Middle Leadership breakfast meetings. |

| Project title | Project description and activities | Indicative budget (excl GST) | Expected outcomes/Overall achievements | Indicators of success |
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| <p>Governance and Financial Management</p> <p>National Policy B – Supporting teaching, school leadership and school improvement</p> <p>State Initiative Improving governance and financial management practices in Non-Government Schools</p> <p>or a 2022/2023 priority</p> | <p>School Improvement – Empowering School Self Improvement</p> <p>AISNT staff will continue to engage with individual Member Schools providing support and advice on school improvement tools and strategies, strategic planning and school improvement reviews. AISNT staff will provide routine assessment support ensuring Member Schools are aware of, understand and are meeting legislative and regulatory obligations.</p> <p>This will include:</p> <ul style="list-style-type: none"> • Working with individual school leadership teams in the planning and implementation of a School Improvement Framework. • Supporting school improvement work to assist individual schools in assessing their effectiveness and plan for continuous improvement. • Empowering of school teams to undertake self-directed change to improve school performance, student learning and teacher practice. • Supporting participating schools to conduct a self-assessment, identify priorities for change, implement an action plan and embed a cycle of school improvement. • Supporting schools with their Routine Assessments, ensuring compliance. <p>School support will be provided through:</p> <ul style="list-style-type: none"> • An AISNT Officer to work with school leadership teams, on request, on developing, implementing and evaluating school improvement plans. • School site visits. • Individual school based consultancy. • AISNT staff participation in Routine Assessment of Member Schools. | <p>Reform support funding: \$30,000</p> <p>Other funding: \$21,000</p> <p>FTE: 0.2</p> | <p>Continued interest from schools to participate in school improvement work.</p> <p>School leaders are strategic in their development of school improvement plans.</p> | <p>AISNT staff work with 50% of Member School leadership teams on the School Improvement Framework.</p> |

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| <p>Governance and Financial Management</p> <p>National Policy B – Supporting teaching, school leadership and school improvement</p> <p>State Initiative Improving governance and financial management practices in Non-Government Schools</p> <p>Education Engagement Strategy</p> | <p>Building Cultural Responsiveness in Schools</p> <p>In line with the Northern Territory Education Engagement Strategy, AISNT will be working with Member Schools on building cultural responsiveness, to deliver culturally relevant teaching and learning, catering to the diverse needs and motivations of each child or student to increase student engagement and improve outcomes for students.</p> <p>This will include:</p> <ul style="list-style-type: none"> Working with individual Member School in building the awareness and understanding of Indigenous perspectives, histories and cultures, and supporting schools to embed it into their school environment. Through engagement with staff in Member Schools develop an understanding of cultural differences and culturally safe and effective practices. Support Member Schools embed Indigenous language and cultural knowledge and perspectives in teaching and learning programs and services, especially for learners in remote and very remote communities. Teach localised Aboriginal culture, language, knowledge and history to all children and students to create learning environments that are based on common appreciation and respect for all. Exploring learning spaces that provide culturally sensitive and culturally relevant learning opportunities. Understanding that a culturally responsive workforce understands the importance of drawing upon the cultural identity, knowledge and skills of each child and student. <p>School support will be provided through the following:</p> <ul style="list-style-type: none"> Two one day Indigenous Schools Network Meetings. | <p>Reform support funding: \$50,000</p> <p>Other funding: \$10,000 (CAF)</p> <p>FTE: 0.2</p> | <ul style="list-style-type: none"> Member Schools have a greater awareness and understanding of Indigenous perspectives, histories and cultures. Member Schools have a greater understanding of cultural differences, and culturally safe and effective practices. Member Schools have a greater understanding that a culturally responsive workforce understands the importance of drawing upon the cultural identity, knowledge and skills of each child and student. Member Schools will provide learning spaces that provide culturally sensitive and culturally relevant learning opportunities. | <ul style="list-style-type: none"> 50% of Member Schools attend the Indigenous Schools Network Meetings. AISNT Staff will engage with 50% of individual Member Schools, running workshop and professional learning activities. 40% of Member School will begin to develop Reconciliation Action Plans (RAP's). |

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| | <ul style="list-style-type: none">• School site visits.• Encourage Member Schools to develop Reconciliation Action Plans.• Individual school based consultancy.• School-based workshops and professional learning activities. | | | |
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LIST OF SCHOOLS

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| Australian International Islamic College – Darwin Campus | BERRIMAH |
| Dhupuma Barker | GUNYANGARA, EAST ARNHEM |
| Good Shepherd Lutheran College | HOWARD SPRINGS |
| Haileybury Rendall School | BERRIMAH |
| Living Waters Lutheran School | ALICE SPRINGS |
| Mapuru Yirralka School | MAPURU, ARNHEM LAND |
| Milkwood Steiner School | BERRIMAH |
| Nawaddeken Academy | KABULWARNAMYO, WEST ARNHEM |
| Nawaddeken Academy Mamadawerre School | MAMADAWERRE, WEST ARNHEM |
| Nawaddeken Academy Manmoyi School | MANMOYI, WEST ARNHEM |
| Nyangatjatjara College | YULARA |
| SEDA College NT | FANNIE BAY |
| St Philip’s College | ALICE SPRINGS |
| The Alice Springs Steiner School | ALICE SPRINGS |
| The Essington School Darwin | RAPID CREEK |
| Tiwi College | PICKERTARAMOOR, MELVILLE ISLAND |
| Yipirinya School | ALICE SPRINGS |
| Yirara College | ALICE SPRINGS |
| Araluen Christian College | ALICE SPRINGS |
| Gawa Christian School | ELCHO ISLAND |
| Marrara Christian College | MARRARA |
| Nhulunbuy Christian College | NHULUNBUY |
| NT Christian College | MARRARA |
| Palmerston Christian College | MARLOWS LAGOON |
| Sattler Christian College | BEES CREEK |