

Non-Government Reform Support Fund

2023 Workplan

Association of Independent Schools of South Australia

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Association of Independent Schools of South Australia – Workplan 2023

Summary of Workplan for 2023

This workplan outlines the planned activity of the Association of Independent Schools of South Australia (AISSA) in 2023 to support the implementation of national policy initiatives as described in the National School Reform Agreement and key state commitments outlined in the South Australian Bilateral Agreement. This workplan describes essential activity that could not take place without the Non-Government Reform Support Funding. The dynamic nature of schools, along with current and emerging national and state priorities, situates this important work as ongoing.

In 2023 the AISSA will continue to work alongside schools to build best practice so that staff successfully engage with the practical and legislative aspects of the Nationally Consistent Collection of Data (NCCD) and the Disability Standards for Education (DSE). The NCCD provides a key mechanism for schools to strengthen their beliefs and practices in support of equitable access to schooling for students with diverse needs and a tailored approach will support staff to increase their understanding and skills in inclusive practices. Schools are continuously strengthening practices to improve outcomes for students with diverse needs and it is anticipated that support will continue to be required in the future, particularly when a new student with diverse needs enrolls in a school, during transition times, and in planning for post school options.

Each year, the National Assessment Program continues to evolve and in 2023 support will be provided so that schools can successfully complete NAPLAN during Term 1. Information and communication will be shared to ensure schools are informed about the introduction of opt-in sample assessments, commencing with the Civics and Citizenship assessment in 2024.

The voluntary nature of Board membership for the majority of Independent school positions ongoing professional learning opportunities as central to the success and longevity of the sector. 2023 will see the re-introduction of the AISSA Governance Conference, together with a suite of workshops that will be undertaken via a videoconferencing platform, so as to maximise accessibility and participation.

The work of the Leadership Institute will build the capacity of current and emerging leaders including Principals new to Independent schools and Deputy Principals. Women in leadership positions will be invited to work with a professional companion who is an experienced school leader, to experience personalised leadership development. School Impact Hubs will see leaders explore alternative approaches to recognition of learning, explore local and global partnership opportunities and create cultures that welcome innovation, change and renewal. The availability of an AISSA Educational Consultant to work alongside leadership teams, along with case study contributions to the High Impact School Improvement Tool, is designed to progress both the schools' strategic directions and national and state obligations.

Importantly, this workplan documents the first year of a state-wide commitment from 2023 – 2026 to implement the revised Australian Curriculum. Significant revision of the Australian Curriculum requires schools to engage with a refreshed interface containing new structures and connections for learning. Correspondingly, the AISSA will provide ongoing and sequenced opportunities for building leadership skills in leading curriculum familiarisation over this period, to best enable implementation tailored to each school's context.

Across all activities, mechanisms will draw on a range of measures and modes to seek feedback, determine success and nuance future activity. For some programs, such as the Governance webinar series, this will be undertaken at the conclusion of each activity. For others, such as the Leadership Institute, Early Career Teacher Program and Australian Curriculum Implementation programs, ongoing formative feedback ensures that learning impact, the building of teacher quality and in-school implementation can be maximised.

High levels of cross sector collaboration in South Australia, demonstrated by a range of formal and informal working groups, partnerships and processes, supports the achievement of identified initiatives. While activity described in this workplan continues to be complementary to the work described in the Bilateral Agreement, the priority of Australian Curriculum implementation has positioned the beginning of new ongoing support for school leaders and teachers in parallel to activities of the South Australian Department for Education and Catholic Education South Australia. The funding received through the Reform Support Fund continues to be an essential resource moving forward for both new and continuing priorities, to build the capacity of schools for continued growth and strengthening of the structures, practices and the environments that underpin quality schooling.

Summary of budget

Project	Activities	Reform support funding (ex GST)	Funding from other sources (ex GST)	Total project funding (ex GST)
NCCD	Improving NCCD	\$244,042	\$22,989	\$267,031
NAPLAN	Assisting schools administer NAPLAN	\$93,319	\$9,190	\$102,509
Improving Governance and Financial Management	Improving governance and financial management	\$46,130	\$7,236	\$53,366
Reform Direction A Improving Student Learning and Achievement	High Impact School Improvement Tool	\$198,212	\$33,339	\$231,551
	Supporting Implementation of the Australian Curriculum v9.0	\$111,109	\$14,683	\$125,792
Reform Direction B Supporting teaching, school leadership and school improvement	The AISSA Leadership Institute	\$223,852	\$67,219	\$291,071
	Early Career Teacher Development	\$41,763	\$17,798	\$59,561
Reform Direction C Enhancing the national evidence base	National improvement & school improvement	\$362,983	\$57,582	\$420,565
	Administration of projects	\$132,590	\$0	\$132,590
	Total funding for 2023 (ex GST)	\$1,454,000	\$230,036	\$1,684,036

National Policy (from NERA): NCCD

Project title	Project description and activities	Indicative budget	Expected outcomes/Overall achievements	Indicators of success
<p>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</p>	<p>Successful engagement with the practical and legislative aspects of the Nationally Consistent Collection of Data on School Students with Disability (NCCD) and Disability Standards for Education (DSE) relies upon best practice in the field of inclusion of students with disability.</p> <p>The AISSA will continue to support schools to consider how relevant school structures and practices may best underpin and ensure intentional planning, consultation and documentation that lead to strengthening student outcomes.</p> <p>Through a tailored delivery approach that references ongoing evaluative feedback, school leaders, including Inclusive Education Consultants, will be supported to best engage with new and emerging themes and practices, be supported to review practice, plan for improvement, and build capacity to lead other school staff in best practice.</p> <p>Schools are continuously strengthening practices to improve outcomes for students with diverse needs and there is an anticipated need that support will be required in the future, especially at times when a new student with diverse needs enrolls in a school, during transition times, and in planning for post school options.</p>	<p>Reform support funding: \$244,042</p> <p>Other funding: \$22,989</p> <p>FTE: 1.46</p>	<ul style="list-style-type: none"> • The NCCD provides a mechanism for schools to strengthen their beliefs and practices in support of equitable access to schooling for students with diverse needs. • A tailored approach will support staff to increase their understanding and skills in inclusive practices. • Continued whole of school staff engagement with the DSE e-learning modules. • Engagement with relevant professional learning resources and tools on the NCCD Portal including the Reflection Tool. • A sub-group of schools will be assisted to review their delivery of inclusive education, curriculum development and pedagogical approaches within their unique school communities. 	<ul style="list-style-type: none"> • 50% of schools will be supported to improve the efficiency and integrity of the data collection. • School review of inclusive practice and delivery of service will be undertaken. This will involve schools new to the improvement cycle and/or schools on a continuous cycle of improvement in the area of Inclusive Education.

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National Policy (from NERA): NAPLAN

Project title	Project description and activities	Indicative budget	Expected outcomes/Overall achievements	Indicators of success
<p>Strengthening NAPLAN, including through bringing the test window forward to term 1 from 2023 and offering schools the opportunity to opt-in to assessment of students' ability in Science, Digital Literacy and Civics and Citizenship</p>	<p>The AISSA plays a pivotal role in supporting Independent schools in SA to successfully meet their national obligations to offer participation in the NAPLAN to students at years 3, 5, 7 and 9. In 2022 all Independent schools participated in NAPLAN online and years 3 and 5 students in Steiner schools successfully undertook NAPLAN using alternate format materials.</p> <p>In support of successfully moving NAPLAN from May to March, a cohesive cross-sector strategy will continue to take place, in addition to sector-specific activity. Regular cross sector meetings and consistency of school communications across the three sectors will greatly assist with this.</p> <p>The AISSA NAPLAN team will play a key role in providing guidance to Independent schools on change leadership, Assessment Platform training, help desk support and advice that supports inclusive practices for students with disability.</p> <p>The AISSA will also liaise between the SA Testing Administration Authority (TAA) and Independent schools to facilitate successful participation in National Assessment Program Field Trails, International and Sample Assessments. In 2023 this will include Trends in International Mathematics and Science Study (TIMMS): Main Study and the sample assessment Science Literacy Main Study. Additionally, the AISSA will provide information and communications to schools about the introduction of opt-in sample assessments in general and for the Civics and Citizenship assessment in 2024.</p>	<p>Reform support funding: \$93,319</p> <p>Other funding: \$9,190</p> <p>FTE: 0.56</p>	<ul style="list-style-type: none"> Students and staff across Independent schools will successfully transition to a term one NAPLAN event in 2023. Schools will be informed about the purpose and opportunity to opt-in to sample assessments. 	<ul style="list-style-type: none"> All Independent schools with students from Years 3, 5, 7 and 9 successfully participate in NAPLAN in March. Years 3 and 5 students from Steiner schools successfully undertake NAPLAN in March using alternate format materials. Information about the opt-in sample assessments, commencing with the Civics and Citizenship assessment in 2024 has been provided to schools.

National Policy (from NERA): Governance

Project title	Project description and activities	Indicative budget	Expected outcomes/Overall achievements	Indicators of success
<p>Improving governance and financial management practices in non-government schools to strengthen financial viability, improve business decision making and build resilience to mitigate unforeseen circumstances.</p>	<p>The AISSA understands that high quality governance is critical to the growth and longevity of schools across the Independent sector. An Independent School Board is responsible for leading schools strategically into the future utilising quality governance practices.</p> <p>2023 will see the resumption of the AISSA Governance Conference. The conference focus will be on the research commissioned by AISSA in 2021 on ‘Barriers to Choosing an Independent School’. This will enable Boards to accurately explore value propositions and their relevance in ensuring the viability and long- term sustainability of the school.</p> <p>Additionally, a range of professional learning sessions for board members and school leaders will be offered to enable boards to stay informed, remain responsive to the current climate and keep abreast of contemporary issues and challenges. This series may include topics such as:</p> <ul style="list-style-type: none"> - Cybersecurity - Contemporary Processes for Principal Appointments, Induction, Review and Support - Principal wellbeing. <p>These sessions will continue to be delivered as interactive webinars as this delivery mode has been shown to maximise accessibility and participation for all board members in both metropolitan and regional locations. Post-activity feedback surveys provide valuable insight into program strengths and the future needs of school boards. Bespoke support is also made available to individual boards as requested by the school.</p>	<p>Reform support funding: \$46,130</p> <p>Other funding: \$7,236</p> <p>FTE: 0.28</p>	<ul style="list-style-type: none"> • Boards are better equipped to navigate uncertainty and understand the need to be agile, resilient, and adaptive to their ever-changing context. • Increased awareness of contemporary and effective governance and financial management obligations. 	<ul style="list-style-type: none"> • 60% of Board members participating in professional learning report improved understanding of financial, legal and effective governance practices.

State Initiative (from bilateral): Reform Direction A – Supporting students, student learning and student achievement

Project title	Project description and activities	Indicative budget	Expected outcomes/Overall achievements	Indicators of success
<p>Improving Student Learning and Achievement</p> <p>Evidence informed improvement practices that meet the cultural and contextual needs of students in Independent schools are provided through the use of the High Impact School Improvement Tool</p>	<p>In 2023 AISSA will build on the work of previous years that has supported Principals and their leadership teams to undertake a structured process to build capacity for innovation and improvement.</p> <p>Using the AISSA High Impact School Improvement Tool (HISIT), consultants will work alongside school teams to undertake a self- assessment that enables each school to design and deliver a pathway forward and to measure impact in one of the key domains of the tool.</p> <p>This is the first year in a new two-year program designed to support school evaluative processes and planning perspectives critical for future implementation priorities.</p> <p>In preparation for 2023, the Wellbeing domain of the HISIT will be reviewed by Professor Donna Cross and the Inclusive Education domain by Lauren Swancutt, both leading professionals in their fields.</p> <p>It is anticipated this program will continue to build the professional capital of the Independent sector and lead to the enrichment of the HISIT as schools provide further case studies recording the diversity of the innovation and improvement processes undertaken. Ongoing evaluative feedback from participating schools will help build the success of this initiative.</p>	<p>Reform support funding: \$198,212</p> <p>Other funding: \$33,339</p> <p>FTE: 1.18</p>	<ul style="list-style-type: none"> Schools will strengthen their capacity to evaluate their practice and undertake innovation and improvement initiatives, as relevant to their context. Case studies of school improvement initiatives are added to the HISIT, and available to all schools via the AISSA website. 	<ul style="list-style-type: none"> All participating schools will evaluate their practice in one domain of the HISIT. Number of schools participating in this initiative. Number of case studies published on the AISSA website.

State Initiative (from bilateral): Reform Direction A – Supporting students, student learning and student achievement

Project title	Project description and activities	Indicative budget	Expected outcomes/Overall achievements	Indicators of success
<p>Implementation of the Australian Curriculum v9.0</p> <p>Quality student learning experiences are fostered through the implementation of the revised Australian Curriculum.</p>	<p>The Australian Curriculum has seen significant revision. In support of this key national resource to build quality learning experiences for students, the AISSA will embark on the first year of a longer-term strategy to support SA Independent schools with familiarisation and successful implementation of version 9 of the Australian Curriculum (AC v.9).</p> <p>This is an important initiative that will see targeted support provided to all schools from 2023-2026. A model that builds the capacity of learning leaders to lead familiarisation processes within their schools will be used.</p> <p>Key personnel will be school leaders and teachers in primary, middle and secondary school contexts who have responsibility for curriculum implementation and improving teaching, learning, assessment and reporting practices.</p> <p>In 2023, the first phase of this initiative will involve the provision of a professional learning suite across all eight Australian Curriculum Learning Areas through face to face and online professional learning. Online ‘health check’ opportunities will provide continued support and learning for participants. Participant and school feedback will provide valuable mechanisms for improvement of practice in schools and the shaping of this program during 2023 and subsequent years.</p> <p>This strategy works in parallel to approaches for curriculum familiarisation and implementation by the government and Catholic sectors from 2023 - 2026.</p>	<p>Reform support funding: \$111,109</p> <p>Other funding: \$14,683</p> <p>FTE: 0.66</p>	<ul style="list-style-type: none"> Leaders will develop contemporary leadership skills and capabilities that will enable them to navigate uncertainty, innovate and lead with confidence. 	<ul style="list-style-type: none"> 60% of participants report an improved understanding and confidence to effectively lead school operations and change in a rapidly changing education landscape.

State Initiative (from bilateral): Reform Direction B – Supporting teaching, school leadership and school improvement

Project title	Project description and activities	Indicative budget	Expected outcomes/Overall achievements	Indicators of success
<p>Leadership Institute The AISSA Leadership Institute supports governing councils, leaders and leadership teams to govern and lead in a rapidly changing education landscape</p> <p>Building leadership capacity and capability</p>	<p>The AISSA Leadership Institute builds the leadership capacity and capability of leaders at all levels to effectively lead in these volatile, uncertain, complex, ambiguous (VUCA) times.</p> <p>Contemporary and quality programs will be offered to the range of leaders, including aspiring, middle and senior leaders. This will include a networking hub for principals new to the Independent sector, as well as separate hub for Deputy Principals. A Women in Leadership program will provide an opportunity for women to connect with and learn from other successful women, from both inside and outside of education.</p> <p>School Impact Hubs will continue to support school leaders to explore alternative approaches to recognition of learning that can capture the dynamic complexity of learning and its artefacts. Impact Hubs will explore local and global partnerships and will focus on the ways leaders can create a culture that welcomes innovation, change and renewal, in addition to strategies to build culture and gain commitment from staff.</p> <p>Feedback and qualitative school data are used to share school successes and inform current and future program directions.</p>	<p>Reform support funding: \$223,852</p> <p>Other funding: \$67,219</p> <p>FTE: 1.33</p>	<ul style="list-style-type: none"> Leaders will develop contemporary leadership skills and capabilities that will enable them to navigate uncertainty, innovate and lead with confidence. 	<ul style="list-style-type: none"> 60% of participants report an improved understanding and confidence to effectively lead school operations and change in a rapidly changing education landscape.

State Initiative (from bilateral): Reform Direction B – Supporting teaching, school leadership and school improvement

Project title	Project description and activities	Indicative budget	Expected outcomes/Overall achievements	Indicators of success
<p>Early Career and Mentor Teacher Development</p> <p>Inducting early career teachers to the profession through the provision of professional learning and mentoring</p>	<p>The quality of support early career teachers receive is critical in helping them cope with the demands of the job, build morale and increase their knowledge.</p> <p>This program will bring together early career and mentor teachers to provide opportunities for collaborative learning and practice-focused mentoring.</p> <p>Referencing the quadrants, the Australian Institute for Teaching and School Leadership (AITSL) has identified as critical to successful induction – Professional Practices; Professional Identity; Wellbeing; and Orientation, this program will present an invaluable opportunity for reciprocal professional relationships to grow and flourish.</p> <p>Specific foci will include fostering environments for reciprocal and dialogical conversations; developing positive student relationships and learning environments, building teacher confidence to growing cultural capacity; and exploring enacting curriculum frameworks including the new Early Years Learning Framework, the Australian Curriculum v9.0 and teaching and learning in the senior years.</p> <p>This program supports the building of practice-focused mentoring, professional relationships, teacher resilience and wellbeing. Within the broad program framework, participant feedback through surveys and exit tickets will allow sessions to be nuanced to meet teacher need.</p>	<p>Reform support funding: \$41,763</p> <p>Other funding: \$17,798</p> <p>FTE: 0.25</p>	<ul style="list-style-type: none"> • Early career teachers will feel supported and successful in: <ul style="list-style-type: none"> - establishing positive learning environments - the crafting and implementation of effective teaching - their identity and participation as professionals in their school community and - gathering evidence of their practice aligned to the Proficient career stage to meet the requirements for full registration with the SA TRB. • Mentors will grow in their practice-focused mentoring skills and confidence to support and guide their early career teacher. • Reciprocal professional relationships will grow between the early career teacher and their mentor. 	<ul style="list-style-type: none"> • 60% of early career teachers participating in the Early Career Teacher Program will report enhanced understanding and confidence as a beginning teacher.

State Initiative (from bilateral): Reform Direction C – Enhancing the national evidence base

Project title	Project description and activities	Indicative budget	Expected outcomes/Overall achievements	Indicators of success
<p>School Improvement Model</p> <p>Each Independent school is supported to meet both national obligations and strategic school improvement initiatives, through the provision of expert support and advice</p>	<p>The AISSA Senior Educational Consultant Team will continue in the long-established and strategic approach of working with individual leadership teams. This approach fosters excellence in strategic, instructional and transformational leadership attributes, to progress both the school’s strategic directions and national and state obligations.</p> <p>This is undertaken through a range of bespoke services including school visits and meetings, as well as the development of resources and supporting documents. Support is tailored to meet the unique context of each site.</p>	<p>Reform support funding: \$362,983</p> <p>Other funding: \$57,582</p> <p>FTE: 2.16</p>	<ul style="list-style-type: none"> Schools continue to strengthen their structures, practices and the environments that underpin quality schooling. 	<ul style="list-style-type: none"> 90% of schools have been supported with school improvement initiatives.