Non-Government Reform Support Fund Annual Report

2022

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

Executive Summary

The 2022 projects funded under the Non-Government Reform Support Fund enabled NSW Independent schools to implement the national school reform priorities, including the continuation of the three national priorities from 2019, and state-based initiatives as agreed in the bilateral agreement. The 2022 projects leveraged the learnings from the previous years and align with the strategic priorities identified in the AISNSW 2019-2023 Non-Government Reform Support Fund Strategic Plan. The 2022 projects focused on:

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

2. Implementation of online delivery of the National Assessment Program (National Priority)

3. Improving governance and financial management practices in Non-Government schools (National Priority);

    I. Supporting Boards to work more effectively with their School Principals to develop measures of outcomes in a range of areas

    II. Professional learning for Governance

    III. Improving financial management practices in Independent schools

4. The AISNSW Aboriginal and Torres Strait Islander Education program, including a Pilot of a new regional community engagement program designed to enhance connections between NSW Independent schools and their local Aboriginal community.

5. Implementation of the revised NSW Curriculum.

Project activities supplement and compliment AISNSW core services, though the projects are clearly demarcated. Project activities supporting the implementation of the national school reform priorities go well beyond the normal provision of AISNSW services. Project costs required for these additional activities mean that they would not have been possible, if not funded by the Non-Government Reform Support Fund.

Progress against your strategic plan

In line with the AISNSW 2019-2023 Non Government Reform Support Fund (NGRSF) Strategic Plan, AISNSW worked to address the three key national reform areas (NGRSF priorities);

- *quality assurance, moderation and support for the continued improvement of the Nationally Consistent Collection of Data on School Students with Disability* – AISNSW supported schools to strengthen professional judgement and make consistent and reliable decisions about students' level of adjustment and category of disability (Through explicit professional learning, schools were supported and engagement in moderation).

- *implementation of online delivery of the National Assessment program* – AISNSW continued support for all NSW Independent schools to transition to NAPLAN Online, in line with the NSW Education Minister's transition timeline. AISNSW also provided professional learning to assist schools leverage the benefits from NAP assessments and reporting to inform teaching and learning and school improvement.

- *improving governance and financial management practices in Non-Government schools* – AISNSW continued to support school boards to understand their legal obligations and improve governance and financial management.

In 2022, AISNSW also provided professional learning support for schools and teachers to enable their implementation of the revised NSW Curriculum.

AISNSW continued with the Aboriginal and Torres Strait Islander Education program (Wingara), supporting schools to develop and implement school-wide and individual learning strategies for Aboriginal and Torres Strait Islander students, and improve cultural competence of school leaders and staff. Wingara also included a Pilot of a new regional community engagement program designed to enhance connections between NSW Independent schools and their local Aboriginal community.

Relationship with your state and territory government

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

AISNSW consulted the NSW Department of Education (DoE) in developing the activities for the 2022 workplan. AISNSW worked collaboratively with agencies from the NSW Government and Australian Government, including DoE and NSW Education Standards Authority (NESA) to support NSW Independent schools with the implementation of the national reform priorities. AISNSW is committed to the ongoing relationship with the NSW Government to enhance school education in NSW. The collegial relationship between AISNSW and NSW Government agencies has strengthened the projects and assisted in achieving the outcomes of implementing the national reform priorities.

Project Report

Strategic Plan linkages:

In line with the AISNSW 2019-2023 Non-Government Reform Support Fund (NGRSF) Strategic Plan, AISNSW worked to support the implementation of the agreed national policy initiatives, and key reforms from the NSW bilateral agreement, including addressing the three key national reform areas (NGRSF priorities)

- Quality assurance, moderation and support for the continued improvement of the Nationally Consistent Collection of Data on School Students with Disability.
- Implementation of online delivery of the National Assessment program
- improving governance and financial management practices in Non-Government schools

The Nationally Consistent Collection of Data on School Students with Disability (NCCD) continued to be a priority for the work undertaken by Student Services in 2022. Activities consisted of professional learning sessions, networking opportunities, and bespoke school-based support. The associated activities were designed to assist schools to embed NCCD practices into whole-school approaches to supporting students with disability. This included a focus on collating reliable data to inform decision-making and whole school processes, as well as supporting schools to plan and deliver targeted and appropriate supports for students with disability. Enhancing the capacity of school staff in the moderation process to determine consistent levels of adjustments was also a priority area.

Leveraging the success of online learning experience in the previous years, flexible options were provided to access services, providing schools with the option of face-to-face offerings and online modes. Schools in regional areas particularly appreciated the opportunity to access services and support through different modes.

Schools were supported to make the transition to NAPLAN Online in 2022, in line with the national timeline. AISNSW supported NSW Independent schools to access and analyse their NAPLAN data through Scout. Schools were supported to implement NAP-related activities through a model of responsive and proactive communications relevant to their circumstances.

AISNSW continued to provide tailored professional learning workshops to school leaders and the Boards of Independent schools, strengthening their understanding of the legislated obligations that apply in their school context and supporting continued improvement of governance practices and decision making.

The AISNSW Aboriginal and Torres Strait Islander Education Program links to the National Aboriginal and Torres Strait Islander Education Strategy 2015 and the Australian Government's ongoing commitment to closing the achievement and attendance gap between Aboriginal and Torres Strait Islander students and non-Indigenous students. AISNSW supported NSW Independent schools elevate the engagement and academic achievement of Aboriginal and Torres Strait Islander students and improve retention in education.

Summary of 2022 achievements

Nationally Consistent Collection of Data on School Students with Disability (NCCD) *(National Priority)*

1. **Project title: Nationally Consistent Collection of Data on School Students with Disability (NCCD)**

2. Project description and activities	3. Expected outcomes, benefits or impacts Achieved/Not achieved	4. Indicators of success	5. Additional or variations of Activities undertaken/Achieved outcomes
In 2022, this project will continue to provide specialised and comprehensive support to Independent schools across NSW to review and refine whole school processes and embed the implementation of NCCD. The primary emphasis will be supporting school teams to refine and consolidate their NCCD practices. This includes professional learning activities focused on: • Gathering robust data to accurately determine levels of adjustment and categories of disability. • Identifying and supporting students with an imputed disability. • Ensuring better consistency and reliability when making professional judgments in relation to the NCCD model. • Using the updated 2022 NCCD Guidelines to illustrate the relationship between Trauma and Disability in the context of the NCCD and exploring implications of remote learning for these vulnerable students. The project activities will target principals,	• Improved understanding of the NCCD model across the school in meeting evidentiary requirements. **Achieved** • Strengthened capacity of school-based teams to develop systems and practices to gather quality, robust evidence for the NCCD. **Achieved**	Development and delivery of: • Two full day and two half day professional learning sessions, targeting NCCD school-based teams. These events will focus on the NCCD model and explore in detail the use of evidence and the moderation process. **Achieved 100%** 198 participants attended these professional learning activities developed for school-based teams focused on the NCCD model and explored in detail the use of evidence and the moderation process. • Two half day professional learning activities for school counsellors, with a focus on levels of adjustments and evidence for students with social-emotional, learning and behavioural needs. **Achieved 100%**	

2. Project description and activities	3. Expected outcomes, benefits or impacts Achieved/Not achieved	4. Indicators of success	5. Additional or variations of Activities undertaken/Achieved outcomes
school leaders, teachers, specialist staff and school counsellors. It will develop additional resources (supplementary to NCCD portal resources) to support school teams implement whole school NCCD practices. Project activities will be delivered in a blended model, combining face-to-face and virtual experiences, including webinars, allowing greater engagement for schools in regional and rural locations across NSW. AISNSW staff with expertise supporting students with a disability will work alongside school staff throughout the year to strengthen their understanding and application of disability legislation that underpins the NCCD process. AISNSW specialist mental health professionals will also assist schools with individual student matters to better respond to academic, behaviour and/or mental health needs. AINSW will conduct an audit of existing resources (supplementary to NCCD portal resources) designed to support schools in the implementation of NCCD. Additional resources will be developed in response to identified school needs, such as trauma informed practices, and existing resources will be updated for currency and accessibility as required.	• Enhanced capacity of school staff in the moderation process to determine consistent levels of adjustments. **Achieved** • Schools will have access to updated and targeted resources to support the implementation of the NCCD. **Achieved** • Increased autonomy of school teams to ensure sustainable practices. **Achieved**	61 participants attended the professional learning activities designed for school counsellors. • One professional learning webinar for school leaders focused on responsibilities for school teams driving the NCCD process within a Multi-Tiered System of Supports. It will review how to establish whole school processes for collection of evidence, determining the level of adjustments, determining the category of disability and moderation. **Achieved 100%** 67 school leaders registered for the webinar that addressed NCCD content relevant to their responsibilities. • Delivery of nine networking workshops focused on levels of adjustments within a Multi-Tiered System of Supports and moderation processes. **Achieved 100%** 218 participants engaged in the networking workshops. • More than 65% of NSW Independent schools access AISNSW support focused on planning for students with disability, the collection of evidence and refinement of moderation processes as part of the NCCD. **Achieved (100%)** 84% of NSW Independent schools accessed consultancy support tailored to their school context.	

2. Project description and activities	3. Expected outcomes, benefits or impacts Achieved/Not achieved	4. Indicators of success	5. Additional or variations of Activities undertaken/Achieved outcomes
		• More than 3,000 webpage downloads of resources from dedicated NCCD webpages on the AISNSW website. **Achieved (100%)** More than 5,000 views of resources available on AISNSW webpages to support the implementation of the NCCD. The webpages were condensed in 2022 shifting content that was otherwise available on several, separate webpages to one main page. This enabled information to be more readily accessible, rather than clicking on several pages to access content.	

Transition of NAPLAN to online delivery *(National Priority)*

1. **Project Title: AISNSW National Assessment Program project**

2. Project description and activities	3. Expected outcomes, benefits or impacts Achieved/Not achieved	4. Indicators of success	5. Additional or variations of Activities undertaken/Achieved outcomes
Schools will be supported to implement NAPLAN Online through a model of responsive and proactive communications, support and training including: • Supporting NSW Independent schools to transition to NAPLAN Online by 2022, in line with the agreed national transition timeline. • Professional learning to ensure all school stakeholders, including Principals, NAPLAN Coordinators, Test Administrators and Technical Support Officers can successfully perform their roles to ensure the NAPLAN Online tests are effectively administered. • Supporting Independent schools to understand the range of disability adjustments available in the online platform and subsequent updates to the Locked Down Browser (LDB) to enable all students to participate in NAPLAN Online. • Providing responsive support for all Independent schools participating in the readiness activities, Coordinated Practice Test (CPT) and NAPLAN Online. • Supporting NSW Independent schools to access and analyse their NAPLAN data through the NSW analysis package, *'Scout,'* including:	The project will deliver the following outcomes: • All NSW Independent schools will be prepared so they can participate in NAPLAN Online in 2022. **Achieved** • Enhanced understanding by Principals, NAPLAN Coordinators, Test Administrators and Technical Support Officers to successfully implement NAPLAN Online in their own context. **Achieved** • Enhanced understanding by principals and teachers of the	The project will deliver the following indicators of success: • Support provided to all Independent schools regarding the transition from paper-based tests to online assessments for NAPLAN and the national sample tests **Achieved 100%** Communications sent and advice made available to all NSW Independent schools and responsive support provided when required. • All Independent schools transitioning to NAPLAN Online in	

2. Project description and activities	3. Expected outcomes, benefits or impacts Achieved/Not achieved	4. Indicators of success	5. Additional or variations of Activities undertaken/Achieved outcomes
o Providing helpdesk support for all Independent schools in managing staff accounts and access to *Scout* through the DoE extranet o Troubleshooting *Scout* account and platform issues and escalating issues to DoE *Scout* support when required o Tailored professional learning to support school leaders in analysing and interpreting school aggregated and individual student NAPLAN data to support teaching and learning. Schools will be supported to implement NAP-related activities through a model of responsive and proactive communications relevant to their circumstances, including: • Notifying selected Independent schools of participation in national and international sample tests. • Supporting Independent schools in completing required preparation activities to allow full student participation. In 2022, AISNSW will work with relevant national and state agencies to represent the needs of Independent schools in the transition from paper-based tests to computer-based assessments. All Independent schools will be supported in the transition to NAPLAN Online.	technical and administrative requirements in transitioning from paper-based tests to online assessments. **Achieved** • Appropriate consideration and selection of Disability Adjustment Codes to support individual students' participation. **Achieved** • School leaders are better equipped to interpret NAPLAN data to inform teaching practice and lead data analysis within their school context. **Achieved** • Schools access AISNSW Helpdesk support for NAPLAN Online and *Scout*. No schools report inability to access AISNSW Helpdesk	2022 will access professional learning or receive tailored training advice from AISNSW prior to the NAPLAN Online May test event. Professional learning will include face-to-face training, Adobe Connect webinars or eLearning modules. **Achieved 100%** Training and professional learning made available to all NSW Independent schools and tailored training provided when required to enable all schools to effectively participate in the May 2022 test event. • The majority of NSW Independent schools and students will participate in the online Practice Test in March 2022. **Achieved 100%** 348 NSW Independent schools participated in the March 2022 Practice Tests. • Regional schools are provided access to face-to-face *Scout* professional development through regional roadshows and/or tailored Zoom sessions.	

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	support for NAPLAN Online and Scout. **Achieved** • Communications and activities are aligned with other education sectors in NSW, providing clarity and consistency of information for Independent schools. **Achieved** • All Independent schools will be able to access AISNSW support to analyse and interpret their NAPLAN data through *Scout* on a longitudinal basis and with new data from 2022. **Achieved**	**Achieved 100%** Customised professional learning was provided to 40 NSW Independent schools in 2022, helping them analyse and interpret their school NAPLAN data in the Scout platform. 50% of these schools were in regional locations across NSW.	

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 *(National Priority)*

1. **Project title: Supporting Boards to work more effectively with School Principals to improve business decision making through improved planning, measurement and evaluation**

2. Project description and activities	3. Expected outcomes, benefits or impacts Achieved/Not achieved	4. Indicators of success	5. Additional or variations of Activities undertaken/ Achieved outcomes
The project supports school leaders work more effectively with their school boards to identify opportunities for strategic leadership, improving business decision making through improved planning, measurement and evaluation. Participating schools will receive tailored support from AISNSW staff through face-to-face school visits and off-site support (online and telephone) throughout the year. Using this blended delivery model, AISNSW will assist schools to review the quality of the education in their schools and support Principals and their Boards to strategise, plan and implement specific improvement strategies reflecting the context and needs of individual schools. Schools continuing with the program from 2021 will be supported to embed whole school planning into practice and implement processes for continual school improvement through: collecting, analysing and using a range of school and student data; identifying relevant staff	The project will deliver the following outcomes: • Improved awareness of the quality of education in school and school improvement processes through effective planning, measurement and evaluation. **Achieved** • Increased capacity of schools to identify, collect and analyse school data for improved school planning/ delivering on strategy. **Achieved** • Embed robust processes for ongoing monitoring and evaluation of strategy delivery and school improvement. **Achieved**	The project will deliver the following quantifiable measures of success: • At least 32 NSW Independent schools will participate in the project in 2022. **Achieved 100%** 33 NSW Independent schools participated in the project in 2022. • Each participating school will receive at least 6 days full-time equivalent AISNSW blended support, through face-to-face visits and off-site support throughout the year. **Achieved 100%** Each participating school received the full allocation of AISNSW blended support, through face-to-face visits and off-site support in 2022. • At least 75% of participating schools will report that involvement in project activities has enhanced the capacity of school leaders and or school boards to manage school-based change, improving business decision making. **Achieved 100%**	

2. Project description and activities	3. Expected outcomes, benefits or impacts Achieved/Not achieved	4. Indicators of success	5. Additional or variations of Activities undertaken/ Achieved outcomes
professional learning priorities; designing or refining, and implementing effective school-based professional learning activities based on identified priorities and evaluating the impact on teaching practices. Feedback from participants in 2021 and external evaluation findings has informed an expansion of this project to include a focus on supporting Boards and school leaders to develop and deliver on strategy, as well as an option for schools that will support them to make smarter financial decisions, ensuring expenditure is targeted and aligned to school strategic priorities. For schools new to the program in 2022, emphasis will be placed on collecting, analysing and using a range of school and student data, to be used as baseline data.	• Improved alignment between school-based professional learning and targeted school priorities, optimising the use of school funds. **Achieved** • Increased engagement of teachers with school-based professional learning strategies, optimising the use of school funds and building collective and individual capacity. **Achieved** • Enhanced capacity to lead and manage school-based change, improving business decision making. **Achieved** • More effective identification of school-specific indicators of student improvement	92% of participating schools reported that involvement in project activities has enhanced the capacity of school leaders and or school boards to manage school-based change, improving business decision making. • 100% of participating schools will review their data and engage in planning to identify key priorities, improvement strategies, milestones and success indicators for their school. **Achieved 100%** Participating schools reviewed their data and engaged in planning to identify key priorities, improvement strategies, milestones and success indicators for their school. • At least 75% of participating schools will report that involvement in project activities improved their ability to engage in activities related to enhanced student learning. **Achieved 100%** 88% of participating schools report that involvement in project activities improved their ability to engage in activities related to enhanced student learning. • At least 75% of participating schools will report that involvement in project activities has contributed to improved alignment between school-based professional learning and targeted school priorities. **Achieved 100%**	

2. Project description and activities	3. Expected outcomes, benefits or impacts Achieved/Not achieved	4. Indicators of success	5. Additional or variations of Activities undertaken/ Achieved outcomes
	outcomes, improving business decision making and optimising the use of school funds. **Achieved**	89% of participating schools report that involvement in project activities has contributed to improved alignment between school-based professional learning and targeted school priorities. • At least 75% of participating schools will report that involvement in project activities has enhanced the capacity of school leaders and or school boards to manage school-based change, improving business decision making. **Achieved 100%** 89% of participating schools reported that involvement in project activities has enhanced the capacity of school leaders and or school boards to manage school-based change, improving business decision making.	

1. <u>**Project title**</u>: **Professional learning for governance and financial management**

2. Project description and activities	3. Expected outcomes, benefits or impacts Achieved or Not achieved	4. Indicators of success	5. Additional or variations of Activities undertaken/ Achieved outcomes
In response to stakeholder feedback in 2021, AISNSW worked with the Australian Institute of Company Directors (AICD) to develop and deliver customised professional governance training to board members of Independent schools. In 2022, AISNSW will partially subsidise the cost of this training, making it more accessible to board members who would otherwise be unable to access this type of professional governance training with an externally recognised credential, delivered specifically to address the governance concerns of Not For Profit (NFP) Independent schools. Course materials are specific to Independent schools, including sector specific case studies. This suite includes a 2-day course in NFP Governance, which covers topics such as: • The Role of the NFP Director • Strategy and risk for NFP Directors • Finance for NFP Directors (including Interpreting financial statements)	• Enhanced skills and knowledge of board members and school leaders in relation to the roles and responsibilities of the Not-For-Profit Director, strategy and risk and financial governance. **Achieved** • Increased awareness of board members and school leaders about cybersecurity, fraud and financial risk for schools. **Achieved** • Enhanced skills and knowledge of board members and school leaders in relation to Not-for-Profit status requirements. **Achieved** • Enhanced skills and knowledge of board members and school	• At least 150 school board members and/or school leaders successfully complete 2-day course in NFP Governance delivered in partnership with the AICD. **Achieved (100%)** The 2-day AICD course was successfully developed for registration and completion by 150 school board members or school leaders. Participants have provided very positive feedback about the courses and AISNSW will offer the courses again in 2023. Based on the success of the course in NSW the AICD has now expanded the offering to Independent schools in other jurisdictions across Australia. • At least 90 participants complete the AISNSW online governance training module focusing on Not-for-Profit status requirements. ✓ At least 75% of participants report that completion of the module confirmed or enhanced their knowledge of Not-for-Profit status requirements. **Achieved (100%)** 95 participants completed the online module in 2022, with 75% of participants reporting that completion of the module confirmed or enhanced their knowledge of Not-for-Profit status requirements. • At least 150 participants complete an AISNSW live webinar in cybersecurity, and/or the AISNSW online governance training	A bespoke face to face weekend governance training session was also delivered to school board members on request, with 100% of the School Council / Board participants reporting they found the session valuable and that it enhanced their understanding of the NFP status requirements impacting their school. The live 2-hour cybersecurity webinar offered in 2022 was repeated

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In addition, schools will be able to continue to access the AISNSW online governance training modules for board members in cybersecurity, fraud and financial risk, Not-for-Profit status, and responsibilities of directors. Since their offering in 2021, there has been continued high demand for AISNSW live webinars in identifying cybersecurity risks. These will be offered again in 2022.	leaders in relation to responsibilities of directors **Achieved**	modules for board members and school leaders in cybersecurity, fraud and financial risk. ✓ At least 75% of participants report that completion of this learning has increased their awareness of cybersecurity issues for schools and/or the risks to schools re internet fraud and/or online financial risks. **Achieved (100%)** More 150 participants completed a 2-hour AISNSW live webinar in cybersecurity, and/or the AISNSW online governance training modules for board members and school leaders in cybersecurity, fraud and financial risk. Over 75% of participants reported increased awareness of cybersecurity issues for schools and/or the risks to schools from internet fraud and/or online financial risks.	to accommodate the overwhelming demand from schools. Based on feedback from these sessions, AISNSW has invested in an enhanced cybersecurity project for 2023, broadening support and education for school boards and school leaders in ways to better identify and guard against emerging cybersecurity threats.

AISNSW Aboriginal and Torres Strait Islander Education (Wingara) (*Bilateral reform direction A: Supporting students, student learning and achievement. Focus: Meet the needs of students at risk of educational disadvantage*)

1. **Project title:** Wingara - AISNSW Aboriginal and Torres Strait Islander Education

2. Project description and activities	3. Expected outcomes, benefits or impacts Achieved or Not achieved	4. Indicators of success	5. List any additional or variations of Activities undertaken/Achieved outcomes
AISNSW will support NSW Independent schools elevate the engagement and academic achievement of Aboriginal and Torres Strait Islander students and improve retention in education. This support will develop the capacity of school staff to enable cultural responsiveness at a whole school level, authentically engaging parents and communities in students' education. This proven model of responsive, proactive and customised professional learning and advice includes:	• Strengthened post school aspirations for Aboriginal and Torres Strait Islander students. **Achieved** • School leaders will implement effective strategies to enable cultural responsiveness at a whole school level. **Achieved**	The project will deliver the following measures of success: • The new regional community engagement program will be piloted in two NSW regions – Far North Coast and South Coast and include delivery of at least two professional learning sessions. **Achieved (100%)** Regional community engagement sessions for the Pilot were held in with 141 participants over four virtual sessions. • At least 300 school staff engage in AISNSW Aboriginal and Torres Strait Islander education professional learning. Evaluations will show that: ✓ 85% of participants report an increased understanding of how best to support Aboriginal and Torres Strait Islander students through evidence-based practice. ✓ At least 75% of participants report understanding that improving cultural responsiveness at a whole school level is likely to improve the rates of Year 12 completion among Aboriginal and Torres Strait Islander students, through improved student engagement and academic achievement and increased retention. **Achieved (100%)**	In addition, 120 Aboriginal and Torres Strait Islander students from across NSW attended the AISNSW Aboriginal and Torres Strait Islander Students Leadership event in the second half of 2022.
• Delivery of tailored	• School staff will be	2,225 school leaders, teachers and non-teaching staff participated in	Fewer participants

2. Project description and activities	3. Expected outcomes, benefits or impacts Achieved or Not achieved	4. Indicators of success	5. List any additional or variations of Activities undertaken/Achieved outcomes
professional learning, designed to extend teachers' understanding of the Aboriginal and Torres Strait Islander cross-curriculum priority in all KLAs K-12 and to strengthen the cultural competency of the NSW Independent school workforce. • Pilot a new regional community engagement program designed to enhance connections between NSW Independent schools and their local Aboriginal community. • Delivery of online learning webinars designed to promote best practice strategies for supporting Aboriginal and Torres Strait Islander students and their families in the boarding school context.	better equipped to authentically engage parents and community in Aboriginal and Torres Strait Islander students' education. **Achieved** • Teachers will demonstrate a greater awareness of culturally inclusive approaches to inform the development of quality learning for and engagement of Aboriginal and Torres Strait Islander students through evidence-based pedagogy. **Achieved** • Teachers better understand the Aboriginal and	AISNSW Aboriginal and Torres Strait Islander education professional learning ranging from in-school courses, conference workshops, online learning and formal courses. 85% of participants reported an increased understanding of how best to support Aboriginal and Torres Strait Islander students through evidence-based practice, and over 75% of participants reported understanding that improving cultural responsiveness at a whole school level is likely to improve the rates of Year 12 completion among Aboriginal and Torres Strait Islander students, through improved student engagement and academic achievement and increased retention.. • Increase completion by boarding school staff in the online course for boarding schools by 40% compared to 2021 completions. **Partially Achieved** 22 participants from 11 schools completed the online boarding course. This number is less than anticipated due to the on-going impact in the first half of 2022 of COVID restrictions impacting significantly on boarding schools.	completed the online course for boarding schools in 2022 due to the on-going impact of COVID restrictions in the first half of the year. Boarding schools with significant numbers of Aboriginal students enrolled were those most impacted by COVID restrictions, as they typically enrol students from other states and jurisdictions and travel restrictions meant that significant time and effort was spent on making alternative arrangements for students – especially at the start and end of each term.

2. Project description and activities	3. Expected outcomes, benefits or impacts Achieved or Not achieved	4. Indicators of success	5. List any additional or variations of Activities undertaken/Achieved outcomes
	Torres Strait Islander cross-curriculum priority in all KLAs K-12. **Achieved**		

School-Industry Partnerships (Local priority aligned broadly with the Quality Schools agenda – progressing the following recommendations from the *Looking To The Future; Report of the review of senior secondary pathways into work, further education and training:*

Recommendation 11: Education authorities and industry bodies should formalise their working relationship in order to facilitate the engagement of industry in senior secondary schooling in a systematic and comprehensive manner.
Recommendation 12: Education authorities facilitate and encourage partnerships between schools and employers at the local level in order to help students to make choices and gain experience in the diverse career pathways that different industries can offer.

1. **Project title: School Industry Partnerships**

2. Project description and activities	3. Expected outcomes, benefits or impacts Achieved or Not achieved	4. Indicators of success	5. Additional or variations of Activities undertaken / Achieved outcomes
Formalising working relationships with industry partners AISNSW will support schools to formalise partnerships with industry to create systematic opportunities for students to have access to real-world, experiential learning. The purpose of these partnerships is to help teachers design innovative learning experiences for students that are engaging and reflective of contemporary practices and provide students with learning experiences that develop their skills, knowledge and preparedness for life beyond school. These experiences may include, but are not limited to: Immersive learning, internships, mentoring and/or coaching, project-based learning. Each participating school will receive the equivalent of eight full days of professional learning support from a dedicated AISNSW education specialist. Each participating school will receive a $5000 grant to support their participation, to be used to cover the costs of teacher release.	• Schools will be supported to formalise working relationships with industry partners to facilitate industry involvement in a systematic way. This will result in schools developing and formalising partnerships that enable real world learning for their teachers and students. **Achieved**	At least six participating schools will develop and implement their own School-Industry Partnerships Framework and Strategy. This will include the development of: • Goals and objectives • Partner engagement strategy • Implementation plan • Policies and procedures • Evaluation plan. **Achieved (100%)** AISNSW worked with 12 schools to develop and implement their own School-Industry Partnerships Framework and Strategy.	In addition, AISNSW supported 11 schools to broker bespoke partnership arrangements with individual organisations. The activities associated with this brokerage support included: • Curriculum enrichment projects • Experiential learning experiences

Supporting schools develop local partnerships with industry and business AISNSW will support schools through a system of targeted regional schools hubs. AISNSW will work with regional hubs of schools (3-4 schools per hub) to broker partnerships with local businesses, industries, tertiary institutions and government bodies that can benefit students in the local group of schools. The partnerships will be used to create real life learning experiences for students and teachers. Each hub will develop their own workplan to address the needs, challenges, and priorities of the local area. AISNSW will organise and facilitate meetings/network events of each regional school hub (6-8 per year). Network events will target local business, employers, universities, TAFE and other education providers to connect with schools, exposing students to unique learning opportunities. Students and staff from other local schools, including Independent, government and Catholic schools, may be invited to participate in relevant events and professional learning to strengthen the benefits for students and local business partners in the regions. Each participating hub school will receive the equivalent of eight full days of professional learning support from a dedicated AISNSW education specialist. Each participating school will receive a $5000 grant to support their participation, to be used to cover the costs of teacher release and travel to meetings and hub network events.	• Schools will be supported to develop partnerships with industry and business at the local level to help broaden students' understanding of real-world learning opportunities and gain knowledge and/or experience in the diverse career pathways that different industries can offer. **Achieved**	• At least 15 schools from regions across NSW will be involved in a local hub school and participate in regular meetings/hub activities. **Achieved (100%)** 15 schools from regions across NSW were supported to engage in local hubs that developed partnerships with local industries and community groups. AISNSW met with each hub (either online or face-to-face) at least twice each term. Each hub developed, implemented and reviewed activities that connected schools and students with local businesses. • Each regional hub will meet 6-8 times in 2022 to develop, implement and review its work and engage in activities that connect schools and students with local businesses. **Achieved (100%)** Each hub met at least eight times in 2022. Activities undertaken by hubs included: • Student-led symposiums • Symposiums with local businesses and community groups • Internships for students • Partner & educator ideation think tanks • Career immersion events.	• Educator workshops • Career exploration experiences

		• At least 75% of school hub participants report that involvement with the hubs and hub activities helped them develop partnerships with industry and business at the local level, broadening students' understanding of real-world learning opportunities experience of the diverse career pathways that different industries can offer. **Achieved (100%)** All participating schools reported that involvement with the hubs and hub activities helped them develop partnerships with industry and business at the local level, broadening students' understanding of real-world learning opportunities experience of the diverse career pathways that different industries can offer.	

2. Project description and activities	3. Expected outcomes, benefits or impacts Achieved or Not achieved	4. Indicators of success	5. Additional or variations of Activities undertaken / Achieved outcomes
Extending impact to the wider education sector AISNSW will hold a Pathways and Partnerships Forum each year to showcase a range of real school industry partnerships and to inspire new partnerships. The Forum will allow schools to share their successful partnerships with other NSW Independent schools and potential industry partners and create networking opportunities for school leaders, school students and industry. AISNSW will curate and develop practical resources to support schools develop and formalise partnerships with industry and encourage schools to cultivate partnerships with local business to help students gain knowledge and experience of different career pathways and the real world applications of their school learning.	• Resources and successful partnerships stories will be shared with the wider education sector, encouraging more partnerships between schools and industry partners. **Achieved**	• At least 50 schools will attend the Pathways and Partnerships Forum in 2022. **Achieved (100%)** The Pathways and Partnerships Forum was attended by representatives from 85 schools, including principals, VET teachers, careers advisers and counsellors, teachers. • At least 25 business/industry representatives will attend the Pathways and Partnerships Forum in 2022. **Achieved (100%)** The Pathways and Partnerships Forum was attended by 187 participants, including 38 business/industry representatives. • AISNSW will provide schools with an online portal of curated resources to support the development of School Industry Partnerships. **Achieved (100%)** AISNSW provided schools with an online portal of curated resources to support the development of School Industry Partnerships, including templates and case studies.	

Implementing the new English K-2 Syllabus and new Maths K-2 Syllabus – *2021 underspend carried forward to 2022*
(Bilateral Agreement - *Bilateral reform direction A:* Support students, student learning & achievement. *Focus: supporting teachers and schools implement the refreshed NSW curriculum*)

1. Project title: **Implementing the new English K-2 Syllabus and Maths K-2 Syllabus**

2. Project description and activities	3. Expected outcomes, benefits or impacts Achieved or Not achieved	4. Indicators of success	5. Additional or variations of Activities undertaken/Achieved outcomes
This program aims to support teachers and schools to implement the refreshed NSW Curriculum. With the new English and Maths K-2 syllabuses due for implementation from 2023, AISNSW will offer a range of full day, part day, face to face, online and self-paced professional learning options to help teachers and schools understand the changes and the new expectations.	• Teachers will feel more confident and prepared to implement the revised NSW curriculum using the new English K-2 Syllabus. **Achieved** • Teachers will feel more confident and prepared to implement the revised NSW curriculum using the new Maths K-2 Syllabus. **Achieved**	• Delivery of at least 14 full day sessions on areas of the New English K-2 Syllabus with at least 500 participants from metropolitan and regional NSW. **Achieved (100%)** 28 full day sessions were attended by more than 500 participants from metropolitan and regional NSW. • Delivery of at least 5 half day sessions on areas of the New English K-2 Syllabus with participants from metropolitan and regional NSW. **Achieved (80%)** Four half day sessions were attended by participants from metropolitan and regional NSW. • Production and publication of at least 2 self-paced online modules for teachers, addressing areas of the New English K-2 Syllabus, available for completion by school staff at any time. **Achieved (100%)**	Demand for the full day sessions was higher than expected, above the demand for half day sessions. As a result, AISNSW increased the number of full day sessions with 28 full day sessions and four half day sessions (instead of the 14 full day and 5 half day sessions initially planned.). AISNSW also hosted a Curriculum Leaders' Conference in Regional NSW attended by 251 teachers and school leaders. The fifth planned session was therefore not needed.

2. Project description and activities	3. Expected outcomes, benefits or impacts Achieved or Not achieved	4. Indicators of success	5. Additional or variations of Activities undertaken/Achieved outcomes
		Two self paced online modules addressing areas of the New English K-2 Syllabus were developed and published for completion by school staff at any time. • Delivery of at least 14 full day sessions on areas of the new Maths K-2 Syllabus, with at least 500 participants from metropolitan and regional NSW. **Achieved (85%)** 12 full day sessions were attended by 338 participants from metropolitan and regional NSW. Delivery of at least 5 half day sessions on areas of the new Maths K-2 Syllabus with participants from metropolitan and regional NSW. **Achieved (80%)** Four half day sessions were attended by participants from metropolitan and regional NSW. • Production and publication of at least 2 self-paced online modules for teachers, addressing areas of the New Maths K-2 Syllabus, available for completion by school staff at any time. **Achieved (50%)** • One self paced online modules addressing areas of the New Maths K-2 Syllabus were developed and published for completion by school staff at any time.	Acute teacher shortages at the time of two of the full day and one of the half day sessions led to enrolled participants being accommodated in sessions on other dates. AISNSW also hosted a Curriculum Leaders' Conference in Regional NSW attended by 251 teachers and school leaders. The additional planned sessions were therefore not needed. In response to feedback that information about curriculum implementation provided by the NSW curriculum authority was difficult to access, AISNSW created a "Curriculum Reform Portal" for schools, housing all information relating to teacher and leader involvement in the reform. AISNSW also produced additional resources to support schools understand and apply the timeline for implementation, and how teachers can be involved.

2022 Budget expenditure

Project Activities	Reform support funding
NCCD	
Consultancy to schools provided by staff, Inclusion and Student Well-Being	$2,071,453.00
NAPLAN Online	
NAPLAN Online	$403,032.00
Improving governance and financial management	
Supporting Boards to work more effectively with School Principals to improve business decision making through improved planning, measurement and evaluation.	$1,333,435.00
Professional learning for governance and financial management.	$365,131.00
Student learning & achievement	
AISNSW Aboriginal and Torres Strait Islander Education – Wingara	$549,016.00
Quality Schools Agenda	
School Industry Partnerships	$758,641.00
Student learning and achievement; supporting teachers implement the refreshed NSW curriculum	
Implementing the new English K-2 Syllabus and Maths K-2 Syllabus	$127,650.82
Targeted support to non-government schools affected by flood	
Flood Support grants for independent schools	$1,372,623.00
Staffing	
Administration of projects	$153,092.00
TOTAL	**$7,134,073.82**