

Non-Government Reform Support Fund Annual Report

2022

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

Executive Summary

The Association of Independent Schools in the Northern Territory (AISNT) supports 25 Independent Schools spread across the Northern Territory with 40% located in Darwin region; 24% located in Alice Springs (remote); 36% located in very remote communities. 40% of the remote and very remote schools are Majority Aboriginal and Torres Strait Islander Schools (MATSI).

The report provides an overview of the key activities of AISNT to meet the needs of Member Schools and to address the actions designed to achieve the objectives of the National School Reform Agenda and the Bilateral Reform Agreement with the Northern Territory Government. In 2022, AISNT continued to make significant progress in achieving the key objectives outlined in the strategic plan.

In the context of school reopening in 2022, the COVID19 policies and restrictions enforced by the Northern Territory Government were implemented across schools and impacted on the delivery of some activities. Cross-sectoral collaboration took place to ensure consistent approaches in supporting schools during the pandemic. A major emphasis was placed on ensuring the safety of students and teachers, while also providing support for students through online or in-person methods, with a strong commitment to enhancing student outcomes. Regular meetings were held among the three sectors to address COVID related concerns as well as various educational and mental health matters.

In 2022, there was a strong emphasis on school leadership development and school improvement planning. AISNT continued to build on previous work on moderation and support for the continued improvement of Nationally Consistent Collection of Data on School Students with Disability. The Teaching and Learning Coordinator played a vital role in providing expert support to school leaders, teacher and support staff, emphasising the importance of high-quality data and facilitating moderation sessions to determine the appropriate level of adjustment.

In response to notable shifts in executive leadership within Member Schools, adjustments were made to the planned leadership activities. These modifications aimed to accommodate the changes and offer pertinent and suitable professional learning opportunities. The Brown Collective organised two one day forums specifically designed for school leaders, concentrating on fostering an inclusive school culture and highlighting the legal responsibilities of school leaders. Meanwhile, our Principal Mentor consistently provided coaching, mentorship and expert guidance to principals, utilising both online platforms and face-to-face meetings.

AISNT continued to support Member Schools with NAPLAN Online. The Teaching and Learning Coordinator continued to provide support schools leaders and teachers with guidance in effectively utilising NAPLAN data to enhance their teaching and learning programs, ultimately leading to improved student learning outcomes.

The priority addressing the improvement of governance and financial management practices in non-government schools, AISNT provided access to Somerset Education.

Relationship with state and territory government

AISNT remains the representative body for Independent Schools in the Northern Territory in both Territory and National education matters of significance. It maintains a strong relationship with the Northern Territory Minister for Education, ministerial advisers and senior officials at the Northern Territory Department of Education. Additionally, AISNT collaborates closely with Catholic Education (NT) to address concerns related to Non-Government Schools in the Northern Territory.

The Three sectors, namely AISNT, Catholic Education (NT) and the Northern Territory Department of Education, continue to work together to implement the reforms outlined in the bi-lateral agreement. This collaboration takes place through the Advisory Council and various working groups focused on NAPLAN Online, ACARA, Unique Student Identifier and NCCD.

Project Report

Strategic Plan linkages:

Summary of 2022 achievements

1. Project title	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
<p>NCCD – Improving the Nationally Consistent Collection of Data on Students with a Disability</p> <p>Bilateral Reform Direction B Continued implementation of National Consistent Collection of Data (NCCD) with a focus on moderation and quality control measures</p>	<p>AISNT will continue to provide support to Independent Schools to enhance the quality assurance, moderation and improvement of NCCD including:</p> <ul style="list-style-type: none"> • In collaboration with Catholic Education NT and SRA, provide workshops and professional development to Independent Schools in the use of the INSPRE software. • School based consultation for school leaders and teachers related to disability and inclusion within the classroom. • • • • 	<p>Improved accuracy and confidence when recording and reporting of students with a disability into the NCCD. Achieved</p> <p>Improved accountability, student tracking and record keeping, with the use of the INSPIRE software. Achieved</p> <p>Improved consistency with processes and practices in identification of students and use of INSPIRE software to collate evidence, develop student adjustment plans and improve student outcomes. Achieved</p>	<ul style="list-style-type: none"> • 100% of relevant staff within Independent Schools are trained and supported in the use of the INSPIRE software. <p>100% achieved</p> <ul style="list-style-type: none"> • Independent Schools represented at 80% of cross sector moderation workshops. <p>40% achieved</p>	

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	<ul style="list-style-type: none"> • Provide opportunities for Independent Schools to request an AISNT review of NCCD data prior to the 2022 Australian Government Census. • Provide support for individual Independent Schools in the use of the INSPIRE software, using the software to develop and implement Student Adjustment Plans (SAP's); record adjustments; assess Student Adjustment Plans (SAP's). • Participate in two cross-sector moderation activities. • Continued engagement with Independent School leaders in relation to NCCD, providing clear and relevant communication. 	<p>Increased engagement in school based and cross-sector moderation by Independent Schools.</p> <p>Achieved</p> <p>Enhanced consistency of teacher judgement within Independent Schools when determining whether a student is included in the NCCD, the level of adjustment and category of disability assigned to students.</p> <p>Achieved</p>		

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<p>NAPLAN Online – Continued Support and Utilisation of Data</p> <p>Bilateral Reform Direction A</p> <p>Implementation of NAPLAN Online</p>	<p>AISNT will continue to work with the Northern Territory Department of Education to support Independent Schools with NAPLAN online, including:</p> <ul style="list-style-type: none"> • Provision of support to Independent Schools participant in NAPLAN Online. • Provide support at the school level for individual Independent Schools to participate in NAPLAN Online. • Provision of professional development and training to ensure Independent Schools have the necessary skills, knowledge, and confidence to be successful with NAPLAN Online. 	<p>Independent Schools are up-to-date and understand the arrangements for participating in NAPLAN Online.</p> <p>Independent Schools will develop a data driven approach to improve student outcomes.</p> <p>Increased understanding of how to use data to inform teaching and learning.</p>	<ul style="list-style-type: none"> • 100% Independent Schools participate in NAPLAN Online. <p>100% achieved</p> <ul style="list-style-type: none"> • 100% Independent Schools use NAPLAN data to inform their teaching and learning programs. <p>60% achieved</p>	

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	<ul style="list-style-type: none"> • Engagement with working groups at both the Territory and national level to ensure schools are informed and able to participate in NAPLAN Online. • Support teachers and leaders in the use of data to improve student outcomes. 			

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<p>Supporting Governance and Financial Management Bilateral Reform Direction B</p> <p>Assist schools to improve governance and financial management practices</p>	<p>AISNT will continue to support effective governance in Independent Schools through working with governing bodies on good governance procedures and financial management practices, by:</p> <p>Providing information to support Board, Principals and Business Managers in regulatory compliance through:</p> <ul style="list-style-type: none"> • Support for schools in sustaining registration criteria, and in creating financial sustainability through business planning. 	<p>Board members will have a clearer understanding of good governance practices. Access to high-quality school governance training is improved.</p> <p>Governing bodies have a clear understanding of relevant legislation, regulations and school registration processes</p> <p>Governing bodies will understand the financial responsibility and demonstrate that they meet the compliance requirements</p>	<ul style="list-style-type: none"> • 75% of Independent Schools provided with advice, training and information indicate improvement in governance capabilities. <p>90% achieved</p> <ul style="list-style-type: none"> • 75% of Independent Schools provided with advice, training and information in financial management report improvement in procedures and processes. <p>100% achieved</p>	

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	<p>Developing the governance capacities of Board, Principals and Business Managers and supporting governing body effectiveness through:</p> <ul style="list-style-type: none"> • Provision of customised Board advice, training and information in areas of strategic planning, risk management, succession planning and governance frameworks. • Assistance for governing bodies in developing and implementing governance improvement plans. 			

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<p>Enhancing the National Evidence Base through the implementation of the Unique Student Identifier</p> <p>Bilateral Reform Direction C Enhancing the National Evidence Base</p>	<p>AISNT will support Independent Schools in the Northern Territory to implement the national unique student identifier (USI) to support better understanding of student progression and improve the national evidence base.</p> <p>AISNT will continue to work with other sectors of education in the Northern Territory and the Australian Government Department of Education to further the development and implementation of the Unique Student Identifier.</p> <p>Provide assistance and support for selected Independent Schools participating in the Schools USI Pilot.</p>	<p>Implementation of the USI across all Independent Schools.</p> <p>School and system leaders will understand the relevance and importance of the implementation of the Unique Student Identifier and support its implementation.</p>	<p>100% of Independent Schools take part in the process to successfully implement the USI.</p> <p>5% achieved</p>	

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	Provide updated information to Independent Schools on the development and implementation of the USI.			

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<p>Empowering School Improvement through the use of a School Improvement Framework</p> <p>Bilateral Reform Direction C</p> <p>Improving governance and financial management practices in Non-Government schools</p>	<p>To meet Northern Territory Non-Government Schools Registration requirements, Independent Schools are required to conduct an annual self-assessment, using a School Improvement Framework.</p>	<p>Improved governance processes and practices, using a School Improvement Tool/Self Assessment Tool that provide school leaders with relevant and timely feedback to inform future priorities:</p> <ul style="list-style-type: none"> • Leadership and Management • Teacher Practices • Student Outcomes (including Student Well-Being) • Curriculum • Community Partnerships 	<ul style="list-style-type: none"> • 100% of Independent Schools are completing Annual Self-Assessments. <p>70% achieved</p> <ul style="list-style-type: none"> • 100% of Independent Schools are using data from Annual Self Assessment to inform School Improvement Plans. <p>70% achieved</p>	

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	<p>Provide workshops and professional development opportunities that support Independent Schools to conduct an annual self-assessment, identify priorities for change, implement an action plan and embed an annual process, using a School Improvement Tool/Self Assessment Tool (ie: ACER National School Improvement Tool). Supporting school improvement work to assist Independent Schools in assessing their effectiveness and plan for continuous improvement.</p> <p>AISNT will continue to provide assistance to schools in relation to registration requirements including providing panel members for assessment.</p>			

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<p>Building 'Next Generation' Leadership for successful succession</p> <p>Bilateral Reform Directive B Supporting teaching, school leadership and school improvement</p>	<p>AISNT will support the development of leadership capabilities of the 'Next Generation', through the 'Next Generation' Leadership Program facilitated by The Brown Collective. The program is a strategy for sustaining, retaining and growing leaders to address current and future leadership needs.</p> <p>The 'Next Generation' program will include a two day workshop and follow-up sessions that will address:</p> <ul style="list-style-type: none"> • Developing self as a leader; • Leading evidence informed decision making; • Leading learning for improved student outcomes; • Building productive relationships. 	<p>Improved leadership capacity and skills of school leadership.</p> <p>Achieved</p> <p>Growth and development of leaders ensuring sustainable succession.</p> <p>Achieved</p> <p>The quality of school leadership is enhanced.</p> <p>Achieved</p>	<ul style="list-style-type: none"> • Representation from 10 Independent Schools in the program. 	<p>Program changed to two one day workshops. System Leadership Course – two participants. Online session with Steve Munby and Marie-Clare Bretherton</p>

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<p>Supporting Executive Leadership through Coaching and Mentoring</p> <p>Bilateral Reform Directive B Supporting teaching, school leadership and school improvement</p>	<p>AISNT will support the development of leadership capabilities of Independent School Executive Leadership, a Coaching and Mentoring Program facilitated by The Brown Collective. School leaders with Independent School experience and expertise will provide negotiated coaching and mentoring support to identified Executive Leaders. Coaching and Mentoring will be targeted at based on personal leadership goals.</p>	<p>Improved leadership capacity and skills of executive school leadership.</p> <p>Achieved</p> <p>Growth and development of executive leaders as they identify personal and professional goals.</p> <p>Achieved</p> <p>The quality of school leadership is enhanced.</p> <p>Achieved</p>	<p>10 Executive Leaders participate in the program.</p>	<p>Program changed to two one day forums. Principal Mentor. AISNT Officer.</p>

2022 Budget Expenditure

Project Activities	Reform support funding
NCCD – improving the Nationally Consistent Collection of Data on Students with a Disability	
Support the implementation of the INSPIRE software	\$38,462
NAPLAN Online – Continued Support and Utilisation of Data	
Support for schools with NAPLAN Online, utilising data informed practices	\$21,462
Supporting good Governance and Financial Management Practices	
Support for governing bodies and school leasers in governance and understanding their obligations under legislation	\$48,000
Enhancing the National Evidence Base through the implementation of the Unique Student Identifier	
Rolling out the Unique Student Identifier (USI)	\$10,193
Empowering School Improvement through the use of a School Improvement Framework	
Supporting schools with the use of Self-Assessment Tools	\$42,573
‘Next Generation’ Leadership Program	
Building ‘Next Generation’ Leadership for successful succession	\$51,872
Executive Leadership Program	
Supporting Executive Leadership through Coaching and Mentoring	\$74,337
Staffing	
Administration of projects	\$0
TOTAL	\$286,900