

Non-Government Reform Support Annual Report

2023

Association of Independent Schools of Western Australia

Executive Summary

The Non-Government Reform Support Fund has provided support to 162 schools in the Western Australian Independent sector. These schools are spread across the state with about two thirds in major cities, and the balance in regional and remote areas. Remote schools include 14 Aboriginal and Torres Strait Islander Schools, mostly based in remote Aboriginal Communities.

The Association of Independent Schools of Western Australia (AISWA) provides services to its member schools in a range of areas including governance, compliance and regulation, legal and industrial, psychology and child protection, and curriculum, teaching and learning. Assistance from the Australian Government has enabled the augmentation of services and provision of additional services in relation to enhancing the quality of NCCD data collection, NAPLAN, Leadership and teacher development, curriculum implementation, and building cultural competence.

In 2023 AISWA and its member schools continued to make significant progress towards the key priorities outlined in the National Education Reform Agreement, as well as key objectives outlined in our strategic plan to improve the learning outcomes for all students. Progress has been assisted via the implementation of a variety of sector and cross sectoral projects supported by a combination of Government funding and funding from other sources.

Projects focused on included:

- Supporting schools to improve the quality of information required as part of the Nationally Consistent Collection of Data (NCCD) on School Students with Disability
- Strengthening support for schools to transition to NAPLAN online and opt in for the expanded NAP Assessment Program, and
- 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.

AISWA liaised with the Department of Education (DoE) and Catholic Education Western Australia (CEWA) on the bilateral areas of the agreement and developed projects in line with State based initiatives in the areas of:

- NCCD
- Support for school leaders
- Recruitment and management of staff in remote locations
- General capabilities
- STEM, and
- Building Cultural Competence in Schools.

This work would not be possible without the Non-Government Reform Fund.

The NGRF allowed AISWA to run a comprehensive leadership program in 2023, designed to improve school leadership, attract teachers to leadership positions and to attract and retain the best and brightest to the teaching profession. Member schools are diverse both philosophically and geographically and tailoring leadership support and communication that is effective for their diverse needs is time consuming and costly. The Non-Government Support Fund has been critical to support the design and delivery of leadership programs and services for all schools, including those communities who are the most disadvantaged.

Throughout the year, AISWA worked with the Catholic and Government sectors through regular cross sectoral meetings chaired by the State Education Minister, in addition to regular, ongoing consultations. The strength of this collaboration has grown over the years, and we look forward to continuing to collaborate and support each other well into the future.

Progress Against Strategic Plan

The long-term objectives for the independent sector in Western Australia are to improve the learning outcomes for all students and ensure they are prepared for successful lives beyond schooling. To do this, support has been tailored to the individual school, teacher and student context. In 2023, National policy initiatives prioritised were as follows:

- Improve the quality of information on the Nationally Consistent Collection of Data (NCCD) on School Students with Disability and improve the efficiency and integrity of the data collection.

AISWA continued to enhance the quality of NCCD data through focusing on increasing schools' understandings of various legislation, regulatory frameworks, policies, and processes. Activities also supported schools to accurately implement the NCCD process end to end. This improved teacher knowledge and skills of the Disability Discrimination Act (1992) along with levels of adjustment and categories of disability. The majority of intended activities went ahead. Indicators of success demonstrated both good engagement by schools and some very high levels of impact.

- Strengthen NAPLAN, including bringing the test window forward to Term 1 from 2023 and offering schools the opportunity to opt-in to assessment of student's ability in Science, Digital Literacy and Civics and Citizenship.

Throughout the year AISWA schools were supported to transition to NAPLAN online in the new testing window timeframe (Term 1). Extensive support for schools in the analysis of NAPLAN results to assist with planning future learning programs and targeted interventions was also provided. Almost all AISWA schools have transitioned to NAPLAN online, and engagement and use of the Valuate platform for mapping cohort achievement and growth, as well as whole school planning remains very high.

- Improve governance and financial management practices in non-government schools to strengthen financial viability, improve business decision making and build resilience to mitigate unforeseen circumstances.

AISWA continued to deliver a range of programs to build leadership capability of staff within Independent Schools. The objectives of the strategic plan continued to be addressed by offering training and support to school boards on good governance processes and effective and efficient financial management. In line with the strategic plan this support and training is responsive to the context of the school and provided the school governing Boards and Councils with the skills and confidence to lead the strategic direction of their schools.

Many other programs implemented throughout the year have supported the achievement of AISWA's long-term objectives for the Independent sector. Throughout the Implementation of the Australian Curriculum project, AISWA has supported schools in building their understanding of delivery, assessment and reporting requirements. Significant milestones were achieved including increasing numbers of teachers and schools involved in the high impact teaching strategies project. In WA, AISWA is the certifying authority for Highly Accomplished and Lead Teachers (HALT) and while the uptake has been slow, participating teachers have commented on the valuable impact of this accreditation on their own practice, the practice of others and the outcomes students achieve.

AISWA's strategic directions include assisting schools to improve academic achievement for all students, including those from priority equity cohorts. These cohorts include Aboriginal students, students with a disability, students with a language background other than English and students from regional and remote areas. AISWA continues to support schools to build their understanding of Aboriginal and Torres Strait Islander perspectives. Schools in the sector needing a high level of support include those with a low ICSEA i.e. remote Aboriginal schools and Curriculum and Re-Engagement (CARE) schools, which cater for students at educational risk. This diverse range of schools and communities seek our assistance and support as they work through the school improvement cycle. This necessitates a robust and flexible approach comprised of school visits, ongoing advice and resources to support their endeavours to improve student outcomes.

Relationship with State and Territory Government

AISWA has continued to develop a strong working relationship with the State government, relevant Authorities and other education sectors. This includes the Department of Education, the WA School Curriculum and Standards Authority (SCSA), and Catholic Education WA. This is demonstrated across the reform agreement priorities in many ways including:

- AISWA are represented on the SCSA Statutory Curriculum and Assessment Committee, and many other advisory committees spanning phases of schooling and subject disciplines.
- At National level, AISWA are represented on ACARA's Curriculum Directors group and various learning area committees, and AERO project advisory groups.
- AISWA has been involved in a range of activities with other jurisdictions in relation to NAPLAN. This has included involvement in the NAPLAN Cross-sectoral Online Assessment Working Group, the Marking Quality Team - Writing Expert Group; and part of the Online Representative Group.

At the State level, progress by member schools is shared with SCSA, who are responsible to the WA Minister for Education, and reporting is through the WA state bilateral agreement. Consultation with and feedback from SCSA has informed project methodologies and strengthened outcomes.

AISWA continues to regularly consult with and provide feedback to national data initiatives through Independent Schools Australia. AISWA continues to be represented on various national committees and working groups, as well as state-wide cross-sectoral groups related to national data improvements.

Summary of 2023 achievements

1. Project title	2. Project description and activities	3. Expected outcomes/Overall achievements	4. Indicators of success	5. List any additional or variations of Activities undertaken/Achieved outcomes
<p>Enhancing the quality of NCCD National Policy Initiative: C. Enhancing the National Evidence Base</p> <p><i>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</i></p> <p><u>State Bilateral:</u> Nationally Consistent Collection of Data for Students with Disability</p>	<p>Supporting schools implementing NCCD and meeting the needs of students with special needs</p> <p>This project aims to further inform, advise, and support schools in the processes of the Nationally Consistent Collection of Data and enhance the quality of teaching for students with disability, (as defined under the Disability Discrimination Act 1992).</p> <p>The intention is to support all relevant staff in Independent schools, in their various capacities, to clearly understand their role in the school to fulfil the ongoing requirements involved in the NCCD process. This includes the accurate and ongoing collection of evidence to support levels of adjustment being made for students with disability and the quality processes in place. This will be achieved by focussing on the following:</p>	<ul style="list-style-type: none"> Improved accuracy in the Implementation of the Nationally Consistent Collection of Data on School Students with Disability (NCCD) National Assessment Program reform; including data collection and reporting requirements. 100% achieved and ongoing Consistency in approach to NCCD across the Independent sector. 100% achieved and ongoing Schools have an inclusive school model. 100% achieved and ongoing Correct support is provided based on school's prioritised needs. 100% achieved and ongoing Improved teacher/staff understanding of the processes for the NCCD. 80% achieved and ongoing Improved teacher confidence in determining student disability according to the definition of a disability using the DDA. 80% achieved and ongoing 	<ul style="list-style-type: none"> All schools (155) offered information and moderation sessions either face to face or via Teams conference. 100% achieved At least 80% of schools visited by Inclusive Education Consultants who provide guidance and support to implement NCCD and develop school strategies for supporting identified students. 80% achieved 50% percent of schools attend professional learning and non-attendees identified for targeted follow up. 50% achieved Feedback received from participating schools. Documentation used with schools is up to date and based on current requirements and research. 100% achieved 	<p>Schools are contacted by the Australian Government Department of Education via email regarding Census PE exercise. Schools are encouraged, via email, newsletters and during consultation to inform AISWA if they have been chosen, to reach out to AISWA IE consultants for support.</p> <p>Particular disadvantaged schools required more assistance, including multiple visits.</p> <p>All individual schools are offered PL and consultancy on progressing towards more inclusive schooling practices.</p> <p>School and webinar based sessions on teacher and school team responsibilities delivered on site at school's request by IE Consultants.</p>

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	<ul style="list-style-type: none"> Continuing to assist schools to navigate the NCCD portal (especially the areas that continue to be updated). Efficient and accessible systems to record evidence. Continue to build within schools a good understanding of the Disability Discrimination Act (1992) with specific focus on the Disability Standards of Education (2005), 2020 review and implementation of the recommendations of the DSE review. 	<ul style="list-style-type: none"> Relevant evidence is collected by the NCCD team and teachers. 100% achieved and ongoing Improved teacher confidence in determining student disability according to the definition of a disability using the DDA. 80% achieved and ongoing Improved teacher knowledge and skills within the area of disability facilitating more effective communication with parents when discussing their child’s learning. 100% achieved and ongoing Improved skills in accommodating and providing adjustments within the classroom (differentiation) and universal design for learning (UDL). 100% achieved and ongoing Schools understand a common language across all education sectors in WA to provide a consistent approach to NCCD. 100% achieved and ongoing 	<ul style="list-style-type: none"> Data Consistency across years and schools. 100% achieved Moderation sessions conducted with Catholic Education and DoE during 2023. 100% achieved Delivery of Briefing the Board conference session 1 April 2023. 100% achieved 	<p>NCCD Moderation and supporting students with disability for ‘Anglican Schools Commission’ leadership – delivered June 2023</p>

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	<ul style="list-style-type: none"> • Recognising and meeting the different needs of various roles (Business Manager, Principal, Learning Coordinator, Teacher). • Building a shared understanding of the levels of adjustment and categories of disability through the moderation process which assists in providing informed accurate data. • Assisting in preparation for the post enumeration process and reviewing and receiving feedback from schools after the post enumeration process. • The process and accuracy of selecting the levels of adjustment. • Time and workload involved in the NCCD process and how this can be managed by schools. 	<ul style="list-style-type: none"> • Increased understanding of how schools collect, store, and demonstrate the information and evidence of adjustments for each student. 100% achieved and ongoing • Continuous improvement with processes of schools in providing accurate evidence of adjustments. 100% achieved and ongoing 	<ul style="list-style-type: none"> • Schools successfully participate in the post enumeration process (PE). 100% achieved • General comments from post enumeration contractors through Independent Schools Australia (ISA). 100% achieved 	

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	<p>AISWA will also support schools in the Implementation of the Nationally Consistent Collection of Data on School Students with Disability (NCCD) through the following activities:</p> <ul style="list-style-type: none"> • Information sessions on the NCCD, funding, process of identification, evidence, and accountability. • An NCCD information session at the annual AISWA Briefing the Board conference that will inform new governing body members, business managers, finance teams etc. • Metropolitan, regional, and school based professional learning to develop knowledge and skills to ensure appropriate support is provided for individual students around the following topics: <ul style="list-style-type: none"> ○ Specific Learning Difficulties/ Disabilities/Behavioural. 	<ul style="list-style-type: none"> • Continuous improvement demonstrated in determining the levels of adjustment. 100% achieved and ongoing • Improvement in skills, knowledge and understanding of the NCCD in collaboration with colleagues from all sectors. 100% achieved and ongoing • Improvement in skills, knowledge and understanding of the NCCD in collaboration with colleagues from all sectors. 100% achieved and ongoing • Up to date information, reports on the progress and accuracy of the NCCD both from a state and national perspective through newsletters, etc. 100% achieved and ongoing • Specific and more purposed engagement including visits to remote Indigenous schools and CARE schools. 100% achieved and ongoing 	<ul style="list-style-type: none"> • Attendance measures at Professional Learning sessions and email and phone enquiries. 100% achieved • More informed feedback to schools on clarification of FAQs for example, insistence that Documented Plans are to be signed. 100% achieved 	<ul style="list-style-type: none"> • Specific Documented Plan Guidelines were developed by the Inclusive Education team and were distributed to schools and placed on the AISWA website to assist in writing documented plans including how they can be used as evidence for the NCCD.

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	<ul style="list-style-type: none"> ○ Differentiation. ○ Documented Plans and how these can be used as evidence for the NCCD. ○ Disability Discrimination Act 1992 (DDA)/ Disability Standards for Education 2005 (DSE) and the 2020 review ● Sessions (mainly school based) on a teacher’s role and responsibility in the NCCD process. ● Moderation and how this is effective in accurately reporting data. ● Make MS Teams webinars available for schools especially regional schools to participate in information sessions. ● Increase AISWA staff awareness and understanding around the unique and specific NCCD needs for remote Indigenous schools and CARE (Curriculum and Re-engagement schools). 	<ul style="list-style-type: none"> ● More informed understanding of the levels of adjustments for CARE schools particularly in substantial and extensive levels. 100% achieved 	<ul style="list-style-type: none"> ● More accurate data received and processes for Aboriginal Independent Community Schools and Special Assistance (CARE) Schools particularly around gathering evidence in transient situations. 100% achieved ● Moderation sessions conducted with Catholic Education and Department of Education schools during 2023. 100% achieved 	<ul style="list-style-type: none"> ● IE team members were engaged by schools to conduct PL in writing and implementing documented plans in supporting students with disability. ● Inclusive Education Consultants provide bespoke professional learning to support schools understand specific needs of students and how to best support them. For example; Differentiation of the curriculum.

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	<ul style="list-style-type: none"> • Specific CARE school information and moderation sessions • Moderation sessions between AISWA, Catholic Education WA, and Department of Education schools to give schools an opportunity to share information, ask questions and network with other schools. • School visits in metropolitan and regional WA. • School based consultancy for school leaders and teachers related to disability and inclusion within their classroom. • AISWA IE breakfasts, designed to support staff around inclusive education. • Inclusive Education (IE) Consultants provide ongoing support via email, phone or visit to the school. 			

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	<ul style="list-style-type: none"> Inform schools of webinars, new information etc., that is available via the NCCD portal, especially those that address areas of high need e.g., imputing a disability, trauma. 			

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<p>NAPLAN & NAPLAN Online</p> <p><u>National Policy Initiative:</u> Enhancing the national evidence Base</p> <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 student’s ability in Science, Digital Literacy and Civics and Citizenship</p>	<p>Support for schools with NAPLAN and the transition to NAPLAN Online</p> <p>This project involves the support of Independent schools with transitioning to NAPLAN online and bringing the test window forward to Term 1.</p> <p>All schools are extensively supported in the analysis of NAPLAN results to plan for future intervention and learning programs for students. The provision of the Valuate website (AISWA’s NAPLAN analysis tool) enables schools to access detailed analysis of their data, including a longitudinal analysis of data.</p> <p>To facilitate staff understanding of the reporting structure through Valuate, AISWA and the program developers will conduct in-school workshops. Information sessions will also be held to inform schools of the processes and planning for NAPLAN Online in conjunction with WA Schools Curriculum and Standards Authority.</p>	<ul style="list-style-type: none"> Increased teacher confidence with standardised assessment, including a better understanding of scaled scores and placement of students against achievement standards. 100% achieved Increased understanding of how to use data to inform teaching and learning. 100% achieved Improved content knowledge and student conceptual understanding. 100% achieved Dual processes ensure successful implementation of NAPLAN pen and paper for a few selected schools or NAPLAN Online. 100% achieved Increased confidence of schools that they are fully prepared for NAPLAN Online. 100% achieved School test administrators are aware of the opt-in assessment program. Schools are able to participate in face-to-face workshops to facilitate participation in opt-in assessments. 80% achieved 	<ul style="list-style-type: none"> 95% (of the 156 schools) will have transitioned to NAPLAN online in 2023 (with a few selected schools still on pen and paper). 100% achieved Ongoing requests for professional learning (PL) and mentoring support for participating schools. 100% achieved Whole school mapping of cohort and student achievement and growth using the Valuate program. 100% achieved Whole school planning for future learning through analysis of student strengths and weaknesses from the data results within the Valuate program. 100% achieved 	

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	<p>In accordance with National Policy direction for an expanded National Assessment program, schools will be offered the opportunity to opt-in to assessment Science, Digital Literacy and Civics and Citizenship NAP testing. This will see facilitated workshops regarding the opt-in process as well as appropriate communications supporting opt-in assessments.</p>			

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<p>Improving Governance in Independent Schools</p> <p><u>National Policy Initiative:</u></p> <p>B. Supporting Teaching, school leadership and school improvement</p> <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>Support for school leadership teams and school governing bodies in good governance, understanding school finances and funding and their obligations under legislation</p> <p>The focus of this project continues to support strong governance in Independent schools through working with school governing bodies on good governance processes and ensuring effective and efficient financial management.</p> <p>In 2023 the key activities to deliver this are through:</p> <ul style="list-style-type: none"> • A partnership with the Australian Institute of Company Directors (AICD) to deliver 3-6 x 1.5 day School Board Governance sessions. The course is specifically designed for Boards in the education context. • A range of presentations/activities regarding good governance and understanding the business of education and school funding. This includes at key conferences such as “Briefing the Board”; Aboriginal Independent Community Schools Governance Conference; the Great Southern Governance Seminar; and the South West Governance Seminar. 	<ul style="list-style-type: none"> • Governing body members have sound understandings of good governance practices and procedures in the context of the education authority of a school and how these lead to continual school improvement and thus improved student outcomes. 100% achieved • Governing bodies and school leadership have clear understandings of relevant legislation, regulations and school registration processes. 100% achieved • Governing bodies have strong financial oversight of the school and undertake sound financial planning. 100% achieved • Governing bodies have improved capacity to identify and oversee implementation of evidence-based actions to grow and sustain improved student outcomes over time. 100% achieved • School administration are aware of their obligations under various funding regimes and understand how to undertake due diligence when reviewing school finances. 100% achieved 	<p>At least 30% of independent school governing bodies work with AISWA through the AICD partnership on improving school governance and understanding their role in ensuring strong student outcomes. 30% achieved</p> <p>Attendance of at least 250 school leaders and board members at the Briefing the Board conference in April 2023 covering aspects of good governance, funding and financial management. 100% achieved</p> <p>At least 80% of governing body members and school leaders from the Aboriginal Independent Community Schools (AICS), attend the Aboriginal Independent Community Schools’ Governance Conference with sessions on school funding and the financial management of the school, the performance appraisal of the Principal; and Increasing community engagement in the school to ensure strong student outcomes. 100% achieved</p>	

	<p>All are organised by AISWA and other key stakeholders.</p> <ul style="list-style-type: none">• Governance and strategic planning seminars both centrally held and at individual schools• Workshops with schools on planning and understanding obligations and implications of school legislation and regulations.• Attendance at various school governing body meetings to review governance processes and procedures and to ensure understanding of school funding and their obligations for strong financial oversight of the school's operations.			
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<p>Leading at all Levels</p> <p><u>National Policy Initiative:</u></p> <p>B. Supporting teaching, school leadership and school improvement</p> <p>Reviewing teacher workforce needs of the future to attract and retain the best and brightest to the teaching profession and attract teachers to areas of need</p> <p><u>State bilateral:</u></p> <p>Support for School Leaders</p>	<p>Enhancing leadership for all</p> <p>The Leading at all Levels project is a multi-faceted, wide-ranging project, with a leadership continuum from early career teacher through to an expert Educational Leader. There will be an emphasis on the collection and analysis and evaluation of data aligned with reach, relevance and impact.</p> <p>The areas of focus were:</p> <ul style="list-style-type: none"> • Teacher Leaders • Future School Leaders • Enhancing School Leadership • Supporting Leadership 	<ul style="list-style-type: none"> • The quality of school leadership is enhanced. 100% achieved • There is a shared understanding of pathways to school leadership in the Independent sector. 100% achieved • New leaders begin with an increased confidence in their skill. 100% achieved • Greater numbers of teachers apply for promotional positions within the sector. 100% achieved • Course participants feel confident to apply and win promotional positions. 100% achieved 	<ul style="list-style-type: none"> • 12 new Principals supported and inducted into the Independent sector. 100% achieved • 40 school leaders and governing body members attend the leadership sessions at Briefing the Board. 100% achieved • 28 member schools sent staff to a variety of the masterclasses held across 4 days, totalling 33 participants in total. 100% achieved 	

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<p>Esteeming, growing and assessing teaching expertise</p> <p>National Policy Initiative:</p> <p>B. Supporting Teaching, school leadership and school improvement</p> <p>State Bilateral:</p> <p>Recruitment and management of staff in remote areas</p>	<p>The esteeming, growing and assessing teaching expertise project included key activities and strategies for delivery focus are courses, partnerships, action learning, networks, mentoring and consultancy including the following:</p> <p>Teacher Leaders</p> <ul style="list-style-type: none"> • Early Career Teachers • National Certification Highly Accomplished & Lead Teachers (HALT) • Coaching for Certification • Aspiring Leaders <p>Growth courses</p> <ul style="list-style-type: none"> • Middle Leaders • Masterclasses • Act Like a Leader –Experiential Program <p>Credentialed Courses</p> <ul style="list-style-type: none"> • Graduate Certificate of Wellbeing in Education • Master of Business Administration – Education • Master of Education – Leadership speciality delivery focus are courses, partnerships, action learning <p>Networks</p> <ul style="list-style-type: none"> • New Principals • Women in Leadership <p>Supporting Leadership:</p> <ul style="list-style-type: none"> • Positive workplaces • Workplace toolkit for support staff • Breakfast for Educational Support Staff and Administrative Support 	<ul style="list-style-type: none"> • Continued Implementation of the Australian Teacher and Performance Development Framework and of the Australian Professional Standards for Teachers (APST). 100% achieved • Graduate teachers are inducted into the profession through engagement with the APST. 100% achieved • There is a shared understanding of the growth of teaching and leadership expertise in the Independent sector. 100% achieved • There is a common language to describe teaching practice and what it looks like as expertise grows. 100% achieved • School leaders are strategic in their development of school plans to improve teaching capability. 100% achieved 	<ul style="list-style-type: none"> • 14 teachers engaged with the National Certification Process. 100% achieved • 22 teachers attend the Aspiring Leaders course. 100% achieved • 22 teachers and leaders attend the Administrative Leadership. 20% achieved • 50 graduate teachers and leaders engage in Early Career courses / workshops/ networks. 100% achieved • Member participation in HALT information and portfolio development sessions. 100% achieved • Members of school leadership teams from 10 schools attend the professional learning in 2023. 100% achieved 	<p>This was a trial administrative leadership program. The attendance numbers did not meet the targets due to workloads of admin staff in schools. AISWA continues to offer professional learning for Administration leadership in hybrid variations to increase attendance.</p>

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Leading in remote and complex contexts	<p>Leading in remote and complex contexts</p> <p>This project focused on building leadership capacity in Aboriginal Independent Community Schools (AICS). The project assists school boards to induct, support and develop newly appointed Principals to AICS and create a highly effective, culturally responsive leadership style. The aim is to build a strong sense of leadership identity, agency and purpose through the following activities:</p> <ul style="list-style-type: none"> • Targeted culturally responsive Principal professional learning to develop deep understanding of the role and responsibilities of a Principal in AICS and support the application of knowledge and skills. • Develop all offerings with an understanding of the delivery of EAL/D using the Capability Framework 'Teaching ATSI EAL/D learners' in response to individual communities. • Hosting specialised AICS Conferences and Networks for Principals, teachers, Aboriginal Cultural Teachers. • School visits from consultants to work with individual school boards and Principals in community. • Targeted Principal and Leadership collegiate meetings each term 	<ul style="list-style-type: none"> • Teachers in AICS use the EAL/D elaborations and tools provided by AITSL to build their practice. 50% achieved and ongoing • There is a shared understanding of the growth of teaching and leadership expertise in the AICS. 50% achieved and ongoing • School Leaders have clear processes and policies in place to develop teaching capacity. 70% achieved and ongoing • Increased understanding of management of schools and leadership in a remote context, culturally responsive curriculum development and staff management and appraisal. 70% and ongoing • Greater understanding and collaboration of the board and school leaders in their working relationship. 70% achieved and ongoing 	<ul style="list-style-type: none"> • Feedback from principals and increased capacity due to greater engagement in skill building and network support. 100% achieved • New Principals supported and inducted appropriately. 100% achieved • Greater retention of principals and continuity of staff, enhanced culture of collaboration and positivity of teaching staff, increased achievement of students due to responsive curriculum changes. 100% achieved • Increased engagement of leaders in undertaking on-line learning opportunities. 70% achieved • Working relationships with board and school are aligned, greater retention of experienced principals and increased participation of community members in Board matters. 100% achieved 	<p>Work occurred with individual school leaders and executive staff was conducted on a one-to-one basis regarding Growth and Development Appraisal Plans.</p> <p>Retention of Principals and continuity of staffing continues to be challenging in remote and complex contexts.</p> <p>Development of online learning resources impacted by internal staffing limitations.</p> <p>Turnover of staff within AISWA has impacted engagement with some schools.</p>

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<p>Implementation of the Australian Curriculum</p> <p><u>National Policy Initiative:</u></p> <p>A. Supporting students, student learning and student achievement</p> <p>A. Online professional learning programs</p>	<p>This is a large and multi-faceted project where the main emphases in 2023 are continued support for schools to implement the WA Curriculum; building the understanding by schools of curriculum, assessment and reporting requirements; improved Literacy and English competency; improved Mathematics and Numeracy competency; and improved implementation of STEM and Curriculum support for Aboriginal Independent Community Schools.</p> <p>Support for schools to implement the WA Curriculum</p> <p>This part of the project focuses on the development of coordinated, planned, and point of need professional learning (PL) which supports implementation of the WA Curriculum. Support will focus on assisting schools to meet compliance requirements, as well as build teacher expertise and skills in curriculum planning, monitoring and assessing student achievement and making consistent and reliable judgements. PL activities will include a focus on building teacher knowledge and skills to unpack and apply different teaching and learning pedagogies. Modes of PL will include a range of formats including face to face, online and blended methodologies.</p>	<ul style="list-style-type: none"> • Implementation of the Foundation to Year 10 Western Australian Curriculum in all Independent schools. 100% achieved • Improved student engagement and learning outcomes through enhanced teacher understanding and use of evidence based, high quality teaching, learning and assessment practice. 100% achieved • Enhanced teacher understanding of Learning area content and achievement standards. 100% achieved • Improved teacher understanding of teaching and learning pedagogies. 100% achieved • Teachers implement and refine strategies and skills. 100% Achieved 	<ul style="list-style-type: none"> • Independent schools' compliance with the curriculum requirements in the WA School registration standards. 100% achieved • A minimum of 50 Professional Learning (PL) events/activities. 100% achieved • Over 500 teachers engage with PL activities. 100% achieved • Feedback from PL events indicating teachers are adding to knowledge and skills, and sharing, adjusting and/or improving practice. 100% achieved • Revisions to and completion of 8 new online learning content and other digital resources. 100% achieved • Data indicates strong demand for digital resources. 100% achieved 	

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		<ul style="list-style-type: none"> • Increased use of curriculum, assessment and reporting resources. 100% Achieved • Expanded teacher networks and collaboration across. 100% achieved • Expanded teacher networks and collaboration across schools. 100% achieved 		

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B. Literacy and English Competency	<p>Literacy and English Competency</p> <ul style="list-style-type: none"> The focus for 2023 will be to support schools and teachers of students in all year levels to achieve high level literacy outcomes. Main activities to support this include: <ul style="list-style-type: none"> a range of standalone and serialised Literacy professional learning courses provided both online and face- to-face. follow up support and in-class coaching focusing on best practice and pedagogy to upskill teachers. raising teacher awareness to better meet the needs of EAL/D students. building teacher competency for addressing literacy outcomes across all Learning Areas General Capabilities) site specific consultancy providing support at the whole school and individual teacher level. creation of up-to-date PL through collaboration with outside agencies to provide new learning such as Word Inquiry, Poetry and Evidence- Based Literacy Renewal. collaboration with other sectors and universities to facilitate sharing of best practice and networking amongst teachers 	<ul style="list-style-type: none"> Improved teacher pedagogy and knowledge about language and literacy. 100% achieved Teachers apply strategies introduced in PL courses in their classrooms and across learning areas. 100% achieved Teachers are aware of tools available, to assess and plan for EAL/D students. 100% achieved Whole-school approaches to the teaching of literacy is evident in school literacy renewal plans. 50% achieved and ongoing Teachers are involved in professionally supported collaborations. 100% Achieved 	<ul style="list-style-type: none"> Over 60% of AISWA schools represented at Literacy/English workshops either face to face or online. 90% achieved 75% of teachers attending workshops report increased knowledge regarding Literacy skills and apply learning in the classroom. 90% achieved Increase in teacher motivation and confidence, through continued contact and support. 100% achieved 50% of schools request visits for either ongoing whole school PL and/or support. 80% achieved Collaborative projects are shared and replicated by other teaching staff such as Word Inquiry, Poetry. 100% achieved 	<p>Lack of available relief teachers has made it difficult for teachers to attend PL face to face.</p> <p>Teachers requiring support regarding EALD students has grown exponentially, and this is an ongoing area of need.</p> <p>Collaborative projects such as Word Inquiry are ongoing.</p>

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C. Numeracy & Mathematical Competency	<p>Numeracy and Mathematical Competency</p> <p>Numeracy and Mathematical Competency in 2023, consultants will continue to work with teachers and education assistants in supporting students to achieve high level numeracy and mathematical outcomes. There are six main areas of activity.</p> <ul style="list-style-type: none"> • In-School professional learning and mathematics planning and pedagogy sessions, that will be conducted one to two times a term, for each of the four terms. • Delivering a Whole School Approach (WSA) professional learning suite for the teaching and learning of Place Value to metropolitan and regional schools. A six session Facilitator’s Guide, 14 videos, activities books and assessments for Years 1 to 5, will support teachers in developing better understandings. This targeted mathematics support for schools will upskill teachers to become more confident and capable maths teachers. 	<ul style="list-style-type: none"> • Professional learning to foster pedagogical change in the classroom. 100% achieved • Provision of quality classroom resources developed for the teaching and learning of mathematics and used by teachers. 100% achieved • Improved teacher understanding and confidence in using a variety of assessment practises. 70% achieved & ongoing • Teachers using assessment data, to inform their teaching. Not Achieved • Raised awareness of the importance of understanding maths literacies, such as vocabulary, graphics, and symbols. 100% achieved 	<ul style="list-style-type: none"> • Requests for whole school numeracy profession learning and planning for multiple sessions. 60% achieved • 50% of visited schools will develop a WSA for the teaching and learning, in areas such as basic facts fluency and place value. 90% achieved • High demand for place value videos, books and supporting materials. 100% achieved • 30 school based Professional Learning (PL) events. 100% achieved • Increase in teacher motivation and confidence, through continued contact and support. 100% achieved • Over time, data to show improvement on place value assessment tests. 0% achieved 	<p>Some Schools only ask for one session. The 60% is indicating that three out of five schools are engaging in multiple numeracy PL sessions which is a sound result.</p> <p>AISWA PL workshops had a stronger emphasis on content and pedagogy as compared to assessment practices. Collected feedback indicated greater confidence with pedagogy.</p> <p>A whole school approach to teaching Place Value was delivered to 15 schools in 2023. Schools will need time to deliver the 6-module PL suite and then implement their whole school Place Value approach.</p>

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	<ul style="list-style-type: none"> • A series of one day professional learning courses on fractions, place value, basic number facts and connecting story with mathematics, will encourage schools to adopt a WSA when teaching these concepts. Using routines and engaging pedagogical approaches will be emphasised. These events will be complemented with shorter in-school sessions. • Participation in mathematics and numeracy projects. AISWA will engage in university collaboration with to develop quality professional learning and resources to support assessment and intervention practices for mathematics targeting teachers in remote and rural school. AISWA's recent project work using Brightpath Maths, will be built upon. • Consultants will continue collaborating in writing projects, such as, "Teaching Mathematics Through Story Books", making mathematical connections with literacy. Similarly, a series of books for Years 4, 5 and 6 on mathematical vocabulary practice, will be published in 2023 to support the better understanding for the literacies of mathematics 	<ul style="list-style-type: none"> • Students work individually and collaboratively, using a variety of tasks, routines, and games to make maths connections. 100% achieved • Creating a happy disposition towards Mathematics for both teachers and students. 100% achieved 	<ul style="list-style-type: none"> • Schools requesting or attending maths PL that makes mathematical connections with literacy. 100% achieved • Positive feedback from PL workshops and school visits. 100% achieved • Schools are using a range of pedagogies, including maths games 100% achieved 	<p>The feedback strongly acknowledges that participants valued the hands-on activities and the opportunities to play the games in the workshop.</p> <p>We do not collect data on what happens in the classroom.</p>

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	<ul style="list-style-type: none"> Short and simple warm up mathematics games and routines. A 1-Day Conference focusing on five guiding principles for maths games will be conducted in 2023. The sessions will use resources to foster a happy disposition and positive attitude towards mathematics for both teachers and students. 			

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<p>D. Implementation of Australian Curriculum: STEM in schools</p> <p><u>National Policy Initiative:</u> A. Supporting students, student learning and student achievement:</p> <p><u>State Bilateral:</u> Science, Technology, Engineering and Maths (STEM)</p>	<p>STEM in Schools</p> <ul style="list-style-type: none"> • AISWA 2023 STEM provision will continue to actively promote and support teacher growth with Technologies and Digital Literacy (specifically new elements of online safety and security), but also encourage the development and promotion of more inclusive solutions-focused, curriculum-based, interdisciplinary STEM project work in collaboration with T&L and Numeracy funded projects. • Continue to address a sector-specific requirement for attention to the needs of ‘late adopter’ schools and assistance for school leaders. Provide inclusive online (synchronous and asynchronous) and face-to-face PL opportunities for remote, regional and outer metro schools. Provide a greater diversity of topics that also meet the needs of higher capacity STEM teachers. Re-invigorate challenge and innovation. 	<ul style="list-style-type: none"> • Continued implementation of the National STEM School Education Strategy 2016-2026. 100% achieved • Provision informed by PL participant and school feedback data re: specific/emerging needs. 100% achieved • Development of new online courses related to STEM. 100% achieved • Provision of regular PL news and other info via social media/webmail. 100% achieved • STEM-related PL workshops and training materials created and delivered, including, with industry partners. 50% achieved and ongoing • STEM webpage maintained. 100% achieved 	<ul style="list-style-type: none"> • Feedback indicates satisfaction for attention to school/teacher needs. 100% achieved • Analysed data shows STEM/Tech engagement generally increased from 2022). 100% achieved • 10 equipment loans related to schools. 100% achieved • 10 new curriculum resources or links added to AISWA STEM website; regular socials feeds. 100% achieved • 2 new STEM related online courses created (on demand) including for mixed mode type. 100% achieved • 6 occasions where online STEM-related PL has been delivered (S T E or M). 100% achieved 	

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	<ul style="list-style-type: none"> Continue to populate the AISWA website with STEM materials, links and example of school projects. Fortnightly newsletter and socials feeds to contain AISWA and external PL offers, STEM careers info/resources, inclusive STEM and equitable access to a variety of resources. Consultant will work with external STEM providers to supplement the range of PL opportunities. STEM topics included in Early Years PL (Little Scientists) and Maths publications of classroom materials and action research reports. Tech offerings will specifically include XR/3D modelling, electronics, general robotics and coding products for Primary; new on-demand STEM pedagogy focused courses; attention to cybersafety content; AISWA STEM resource hire fleet upgraded. There will be a re-focus on the value of STEM for development of both 'hard' and 'soft' skills, and both critical and creative thinking. Offer STEM project showcase days and Masterclasses. Maintain the STEM/Integrated ICT Leaders network group developed in 2022. 	<ul style="list-style-type: none"> Continued connection with remote and regional teachers. 50% achieved and ongoing Motivation for STEM and ICT Integration leaders to innovate via opportunities for presentation and publication. 30% achieved STEM hire equipment available and utilised. 100% achieved Continued STEM in Practice (SiP) support. 100% achieved STEM projects/ideas presented/published - various conferences/forums, etc. 50% achieved 	<ul style="list-style-type: none"> 10+ schools involved in STEM-related innovation projects (2+ remote or regional). 50% achieved 1+ industry innovation partner involved in new project. 0% achieved 3 case study projects presented. 100% achieved 2 large-forum STEM Integration Innovation days (as part of teaching and learning conference). 0% achieved Schools engaging with SiP materials. 100% achieved Publication of materials from 2 STEM-related case studies (if funding available). 0% achieved 	<p>A lack of engagement with remote schools was evident in innovation projects. Priorities seem to have shifted for these schools. The uncertainty about engagement led to hesitancy in engagement with industry partners. However, we were involved in industry partner projects (rather than AISWA-led) instead</p> <p>Teaching and Learning conference did not go ahead.</p> <p>Publication of materials was not a priority for schools and sufficient funding was not available.</p>

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	<ul style="list-style-type: none"> • AISWA maintain a formal agreement with KodeKLIX® and a consultative role for new products for primary. Materials are curriculum aligned. • Continue to contribute to STEM forums – ISA, ACARA, SCSA and DoE initiatives, industry/workplace round-tables and University research related to Technologies and STEM. 			

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<p>E. High Impact Teaching Practices</p> <p><u>National Policy Initiative:</u></p> <p>A. Supporting students, student learning and student achievement:</p> <p>i. Enhancing the Australian Curriculum to support teacher assessment of student attainment and growth against clear descriptors</p> <p><u>State Bilateral:</u> General Capabilities</p>	<p>High Impact Teaching</p> <ul style="list-style-type: none"> This initiative focuses on the continued development of professional knowledge of the science of understanding learning, and evidence-based instructional strategies related to what works to improve learning. In 2023, initiatives will focus on building teacher knowledge and understanding of the research base underpinning high impact teaching and building mastery. Participating teachers will be able to access high quality professional learning and support and advisory services, as well as resources to develop knowledge and skills. 	<ul style="list-style-type: none"> Improved teacher knowledge of instructional strategies/pedagogical practices and their impact on student learning. 100% achieved Improved teacher confidence and competence to implement high efficacy instructional strategies/pedagogical practices. 100% achieved Improved capacity of teachers to reflect on learnings; evaluate and apply feedback and consider informed changes to practice. 100% achieved Increased skills and capacity of AISWA Consultants to support teachers and PL communities. 100% achieved Teachers facilitate transfer of learnings to the school community. 100% achieved 	<ul style="list-style-type: none"> Over 100 Participants completed the required PL components. 100% achieved Participants implemented classroom-based initiatives based on learnings from PL sessions. 100% achieved Feedback from PL and classroom observations indicating growth of teacher understanding of how students learn. 100% achieved PL participants indicate improvements in student learning. 100% achieved Throughout engaging with PL, participants demonstrate sharing of understandings through communities of practice. 100% achieved Increased teacher resources collected and shared (2 video vignettes, and other resources). 100% achieved 	

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<p>F. Aboriginal Independent Community Schools</p>	<p>Aboriginal Independent Community Schools</p> <p>The focus for 2023 will be the continuation of curriculum support for all educators in the fourteen AIC Schools. This will include:</p> <ul style="list-style-type: none"> • Whole School approaches to Curriculum, Assessment and Reporting with a focus on meeting students' needs through personalised learning • The development of Culturally Responsive Pedagogies Second Language Acquisition and EALD strategies, with upskilling of staff and modelling by consultants, and training via the EAL/D Hub. • Contextualising the Curriculum for high engagement e.g., linking key learning areas to on-country experiences. • Targeted support for students to reach workplace competencies • Development of whole school plans for the teaching of financial literacy • Ongoing support for schools in Numeracy: pilot program in Numeracy, in partnership with UNDA Australia, to upskill Principals and teachers in alternative assessment tasks. 	<ul style="list-style-type: none"> • Whole school curriculum, assessment and reporting plans reflect individual school contexts. 100% achieved • Improved teacher competence in meeting students' needs in diverse contexts. 100% achieved • Students are more aware of post school opportunities and workplace requirements. 100% achieved • Students understand the value of notes and coins when completing financial transactions. Not achieved • Aboriginal staff work directly with students and collaborate with teachers to ensure culturally appropriate curriculum and pedagogy. 100% achieved 	<ul style="list-style-type: none"> • All AICS are represented at 2 conferences by teachers, Principals and/or Aboriginal staff. 100% achieved • Positive participant feedback from conferences and school visits. 100% achieved • Continued requests for visits by AICS consultants. 100% achieved • 40 visits by AICS consultants to schools where visits last from two to five days. 80% achieved • Increased student participation in workplace opportunities. 50% achieved • On-line webinar delivery 2022-23 to 40 staff involved in EAL/D Hub pilot. 100% achieved • On-going Walmajarri webinars, 35 AICs teaching staff. 100% achieved 	<p>Cost and personnel changes impacted on visits to schools.</p> <p>Transiency of students has created difficulties in providing workplace opportunities.</p> <p>Continuing work on cultural resources and document learning plans.</p> <p>Work continues with the AICS schools and Non- government Schools Registration on student learning plans.</p>

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	<ul style="list-style-type: none"> Support for the UWA Einstein First project and the implementation in schools of Maths and Physics through hands-on and modelled delivery and pedagogy. 		<ul style="list-style-type: none"> Creation of culturally responsive resources and curriculum. 30% achieved & ongoing Reports to parents reflect students documented learning plan. Not achieved 	

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<p>Building Cultural Competence in Schools</p> <p><u>National Policy Initiative:</u></p> <p>A. Supporting Teaching, school leadership and school improvement</p> <p><u>State Bilateral:</u></p> <p>Aboriginal Cultural Standards Framework</p>	<p>Building cultural competence in schools and understanding the Aboriginal perspective</p> <p>This project focuses on building the awareness of Aboriginal and Torres Strait Islander perspectives, histories and cultures, and schools embedding it into their school environment. This will continue to be the focus in 2023</p> <p>This program aims to support school staff to progress their cultural journey, and which will assist schools to provide high quality teaching and learning programs for all students. Participation of staff and principals in the EAL/D Hub and induction which is culturally responsive and includes cultural learning programs.</p> <p>Specific, targeted Governance visits to AIC schools individual boards, either in the school or at AISWA, in addition to the Governance conference.</p> <p>Support for the school development of a Gija curriculum at an AIC school with a pilot In residence program involving language curriculum consultants.</p> <p>The aim is to increase the awareness of school staff professional learning opportunities to increase their cultural responsiveness.</p> <p>AISWA will encourage and support schools to develop Reconciliation Action Plans (RAP).</p>	<ul style="list-style-type: none"> Increased school staff awareness of Aboriginal and Torres Strait Islander perspectives, histories and cultures and greater confidence embedding this in curriculum. 70% achieved Increased school staff awareness of their cultural journey, behaviours, attitudes, and policies, enabling them to work effectively in cross cultural situations. 70% achieved Improved understanding that there is a diversity in opinion between Aboriginal and Torres Strait Islander groups and the dynamic and responsive nature of culture. 70% achieved Increased staff confidence finding and accessing information and resources. 90% achieved Increased staff awareness of AISWA support and information. 100% Achieved 	<ul style="list-style-type: none"> Consultants work with schools in their RAP journey. Achieved An audit of current resources and, if needed, the creation of an online database of resources. 50% achieved & ongoing The development of a cultural journey professional learning package for delivery on request; authentic and specific to individual AIC schools, recognising the differences between communities, culture, and languages. 50% achieved Trial of an ‘in residence’ program. 100% achieved 	<p>Ongoing work to be undertaken in 2024.</p>

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	<p>Other activities expected to cascade from staff contact and school visits, and a Reconciliation Action Plans are:</p> <ul style="list-style-type: none"> • School based professional learning sessions with staff raising awareness of their own cultural journey, Aboriginal and Torres Strait Islander perspectives in curriculum, language, history, a sense of place and stories of the land • School based classroom sessions or guest speakers with students on school curriculum from an Aboriginal and Torres Strait Islander perspective • Cultural Competence training for all AIC school and AISWA staff encouraged. • Development of a context aware and specific AISWA cultural awareness program. 			

2023 Budget Expenditure

Project Activities	Reform Support Funding
Enhancing Quality of NCCD	
Supporting schools implementing NCCD and meeting the needs of students with special needs	\$397,261.33
NAPLAN & NAPLAN Online	
Support for schools with NAPLAN and the transition to NAPLAN Online	\$110,123.27
Improving Governance in Independent Schools	
Support for school boards and leaders in good governance and understanding their obligations under legislation	\$74,741.00
Leading at all levels	
Enhancing leadership for All	\$121,037.12
Esteeming, growing, and assessing teacher expertise	\$40,103.77
Leading in remote and complex contexts	\$85,432.21
Implementation of Australian Curriculum	
Support for schools to implement the WA Curriculum	\$356,525.59
Supporting improvement in Literacy and English Competency	\$196,453.63
Supporting improvement in Numeracy and Mathematics Competency	\$194,172.39
Enhancing implementation of STEM in Schools	\$91,154.21
High Impact Practices (HIPs)	\$79,983.53
Support the implementation of Curriculum in Aboriginal Independent Community Schools	\$130,969.08
Building Cultural Competence in Schools	
Building cultural competence in schools and understanding the Aboriginal perspective	\$81,042.94
Pathways to work, further education and training	
Investigate and develop alternative pathways to further education, training, and work	\$0
Administration of projects	\$0
TOTAL	\$1,959,000.06