

Non-Government Reform Support Strategic Plan

2019-2022

Association of Independent Schools of the ACT

Non – Government Reform Support Fund

Association of Independent Schools of the ACT– Strategic Plan

Executive Summary

Independent Schools in the Australian Capital Territory, all of whom are Members of the Association of Independent Schools of the ACT, have honoured and actively progressed nation-wide reforms.

In 2018 Independent schools have implemented significant reforms under the Non-Government Schools Reform Fund, such as implementation of the Nationally Consistent Collection of Data for Students with Disability, strengthening governance and financial management and NAPLAN online. This work will continue and, through the range of programs planned for 2019, the capacity of AISACT member schools will be further enhanced and aligned with the AISACT Strategic Intent (Attachment 1).

In August 2018 the ACT Government released *The Future of Education: An ACT education strategy for the next ten years*. These directions aligned strongly with the international evidence base and have the following four foundations: Students at the Centre, Empowering Learning Professionals, Strong Communities for Learning and Systems Supporting Learning.

A cross-sectoral implementation plan will underpin the *Future of Education Strategy* and milestones will acknowledge and build upon the excellent practices in many ACT schools and seek to share, expand and refine practices in key areas of reform

AISACT commits to work collaboratively in the implementation of the reforms outlined in these plans as follows:

- a. Quarterly cross-sectoral executive meetings to share progress and challenges.
- b. Maintaining cross-sectoral reform-specific governance mechanisms such as NAPLAN Online Steering Group, Australian Curriculum Assessment working group.

The key directions of AISACT are to:

- provide support for member schools on current and emerging priorities through professional learning opportunities and with the provision of strategic and specialist advice.
- advocate and represent member school to influence policy debates and collaborate with key stakeholders and other organisations
- promote innovative and inspirational leadership in member schools with targeted professional learning opportunities , and
- promote member school engagement through the Association’s governance practices and by consultation, collaboration and cooperation with the AISACT office and between member schools.

The Reform Support Fund and the activities and programs it supports will assist AISACT to continue to achieve its key directions and realise its mission, stated as: “The advancement of educational excellence through the promotion of a strong independent school sector in the ACT”.

Current context

Independent schools in the ACT vary in size, educational philosophy and ethos. The work of the Association is articulated through its Mission, Purpose, Values and Key Directions (Attachment 1).

The Association has 18 Member schools, which are a diverse group of non-government schools serving a range of communities. The Schools are of different types, sizes, religious affiliations and educational philosophies and are a vital part of the ACT education system.

In 2018 Member schools educated over 14,500 students, with enrolments ranging from 25 to over 1800 students. In 2018 students in Member schools made up 19% of the total student population in the ACT, with 27% of ACT secondary students attending an Independent School. There are also 432 students with special education needs in ACT Independent schools, and 167 Indigenous students.

Diversity of schools communities

The diversity of Independent school communities is represented as follows:

1 Steiner

1 Montessori

2 Community based

3 Non Systemic Catholic

4 Anglican

5 Christian

2 Associate Schools from nearby NSW

The Association provides a large number of professional learning opportunities throughout the year to Member schools. The professional learning covers a number of areas including curriculum, coaching, leadership, student wellbeing and support, governance and innovation. The focus of the provision of support services and professional learning opportunities is guided by feedback received from Member schools through the annual Member Survey, through guidance and feedback from the AISACT Executive Committee, and from both commonwealth and state government reform priorities.

The Association also provides its two Associate Member schools with support and these schools have been able to access professional learning, in addition to other services that the Association offers.

Participating AISACT Member Schools

Blue Gum Community School
Brindabella Christian College
Burgmann Anglican School
Canberra Christian School
Canberra Girls Grammar School
Canberra Grammar School
Canberra Montessori School
Covenant Christian School
Daramalan College
Emmaus Christian School

Islamic School of Canberra
Marist College Canberra
Orana Steiner School
Radford College
St Edmund's College
Taqwa School
The Galilee School
Trinity Christian School

National Policy Initiatives

AISACT will provide a strong supportive range of programs beginning in January 2019. Building on previous work on the **quality assurance, moderation and support for the continued improvement of Nationally Consistent Collection of Data on School Students with Disability**, the organisation will continue to focus on leadership development in addition to the provision of expert advice from an experienced staff member providing both hotline support and advice through on-site support at individual schools. Professional development focussed on the collection of evidence and data, and developing programs to ensure that the support and planning for individual students is at the centre of everything schools do, will achieve the best possible learning outcomes for students.

For the **implementation of online delivery of the National Assessment program**, AISACT will continue to work to ensure that all 18 Member Schools have access to advice and assistance with regard to their readiness for the implementation of the online delivery of the National Assessment program

The priority **addressing the improvement of governance and financial management practices in non-government schools** saw the provision of a program provided by the Australian Institute of Company Directors available to all member schools Board Directors in 2018. The focus through the provision of these short courses and sessions addressed the practice, monitoring, planning and sustaining of good governance. These courses will continue in 2019 building on the components already delivered in 2018

State-based Reforms

AISACT will continue to provide specialist professional learning programs as identified in the Bilateral Agreement addressing Australian Curriculum, including general capabilities, reporting against the achievement standards, school leadership, STEM, and cross-sectoral Aboriginal and Torres Strait Islander histories and cultures elaborations for Science.

The Association will continue to contribute and collaborate with all education sectors in the ACT to provide input through reform specific governance mechanisms in regard to the implementation the agreed priorities of the Bilateral Agreement.

Objectives

Our objective is to advocate for and support AISACT Member schools in providing excellent educational outcomes for their students, and to ensure AISACT schools are recognised as integral partners in the education landscape of the ACT, offering choice and diversity.

Funding from the Report Support Fund allows AISACT to provide professional learning opportunities to support current and emerging priorities. The provision of strategic and responsive support and specialist

advice to Member schools, promote innovative and inspirational leadership in member schools and influence relevant policies debates and agendas and enhance governance practices.

To continue to work collaboratively with all schooling sectors in the ACT in the implementation of the reforms. Maintaining cross-sectoral reform-specific governance mechanisms, sharing resources across sectors (professional learning, student wellbeing, and curriculum and leadership development. A focus on Curriculum & Pedagogy ensuring we are investing in staff capability building more personalised learning opportunities for students with a strengthened focus on General Capabilities.

Measurement and Evaluation

The measurement of the provision of support services and professional learning opportunities to meet the strategic objectives and goals will be guided by feedback received from member schools in the annual Member Survey, through the AISACT Executive Committees, and from individual project indicators of success.

Strategic Plan 2019 – 2022 (Attachment 2)

Non-Government Reform Support Strategic Plan 2019 – 2022 AISACT

AISACT MISSION

The advancement of educational excellence through the promotion of a strong independent school sector in the ACT

| AISACT VALUES | INDEPENDENCE | CHOICE | DIVERSITY | EXCELLENCE |
|-----------------------|----------------------------|--------------------------|-----------------------------|------------|
| AISACT KEY DIRECTIONS | Support for Member Schools | Member School Engagement | Advocacy and representation | Leadership |

Reform Priorities

Commonwealth Priorities

| | |
|---|--|
| Quality Assurance, moderation NCCD | Quality assurance, moderation and support for the continued improvement of NCCD on school students with Disability |
| Online delivery of National Assessment Program | Implementation of online delivery of the National Assessment program |
| Improving Governance and Financial management Practices | Improving governance and financial management practices in non-government schools. |

Bilateral Reform Priorities

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|--|---|
| <u>Bilateral Reform Direction A:</u> Support students, student learning and achievement | Develop a cross-sectoral implementation plan to underpin the ACT Government's Future of Education Strategy Implement stage one of the cross-sectoral Future of Education implementation plan Establish a cross-sectoral reform forum to share progress and challenges Deliver professional learning on the Australian Curriculum General Capabilities Build upon the existing ACT Australian Curriculum assessment reform effort to play a lead role in national efforts to refine ACARA's national learning progressions in literacy and numeracy Build upon the existing ACT Australian Curriculum assessment reform effort to play a lead role in national efforts to develop the digital formative assessment proof of concept |
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Bilateral Reform Direction B:

Support teaching, school leadership
and school improvement

Bilateral Reform Direction C:

Enhancing the national evidence
base

Build upon the existing ACT Australian Curriculum assessment reform effort to play a lead role in the development of national learning progressions in general capabilities

Play a lead role in the refinement of the digital formative assessment tool, and implement relevant aspects as they become available

Conduct a cross-sectoral STEM educators forum (STEMEdACT) in partnership with a range of professional teacher associations and the ACT Board of Senior Secondary Studies

Implement the Aboriginal and Torres Strait Islander histories and cultures enriched elaborations for Science as part of cross-sectoral curriculum effort

Actively contribute to the review of senior secondary education including pathways to work, further education and training prerequisites for university entry

Build off the lead role that the ACT Teacher Quality Institute has had in quality Initial Teacher Education regulation to actively contribute to quality assurance improvements in the national consistency and transparency of Initial Teacher Education regulation

Develop cross-sectoral collaboration in school leadership

Build upon existing NCCD cross-sectoral moderation activities and strengthen consistency on a year by year basis

Provide national leadership in NAPLAN online by maximising implementation in all ACT schools

Contribute to the ongoing data collection for the Australian Teacher Workforce Data Strategy including amendment of legislation to allow for sharing of data held by the Teacher Quality Institute

Build off the existing ACT cross-sectoral student identifier to actively contribute to the development of a national Unique Student Identifier

Build upon recent ACT performance measures to actively contribute to the development of new measures of performance particularly student learning gain and general capabilities



Strategic Intent

AISACT is the peak body representing the ACT Independent School sector.

Our mission is the advancement of educational excellence through the promotion of a strong independent school sector in the ACT.

PURPOSE

To advocate for and support AISACT Member schools in providing excellent educational outcomes for their students, and to ensure AISACT schools are recognised as integral partners in the education landscape of the ACT, offering choice and diversity.

VALUES

INDEPENDENCE

The right of schools to actively promote their independence

CHOICE

The opportunity for parents and carers to exercise choice

DIVERSITY

The provision of diversity in education

EXCELLENCE

The pursuit of educational excellence

KEY DIRECTIONS

SUPPORT FOR MEMBER SCHOOLS

- Provide professional learning opportunities to support current and emerging priorities
- AISACT office provision of strategic and responsive support and specialist advice to Member schools

MEMBER SCHOOL ENGAGEMENT

- Consultation, collaboration and cooperation with the AISACT office and between Member schools
- Governance practices

ADVOCACY AND REPRESENTATION

- Influencing relevant policies debates and agendas
- Government liaison and representation
- Collaboration with key stakeholders and other organisations

LEADERSHIP

- Promote innovative and inspirational leadership in member schools
- Professional learning communities and targeted professional learning opportunities