

# **Non-Government Reform Support Annual Report**

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**2019**

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**ACT Association of Independent Schools**

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## Non – Government Reform Support Fund

### AISACT – Annual Report 2019

#### Executive Summary

The Association’s Strategic Intent has guided the decisions and work of the Association and articulates the key directions needed to achieve the Association’s goals. The Strategic Intent is supported by a number of operational plans.

This report outlines the key activities of the Association to meet Member School needs and to positively advance the actions designed to achieve the objectives of the School Education Reform Agenda and the Bi-lateral Reform Agreement with the ACT Government

In 2018, AISACT built and further developed the capacity of Independent schools in the ACT to meet the Australian Government’s school education reform priorities for non-government schools and continued to build on this work in 2019.

To this end, AISACT provided 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 continues 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, to achieve the best possible learning outcomes for students.

For the **implementation of online delivery of the National Assessment program**, AISACT continued 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. The focus through the provision of these short courses and sessions addressed the practice, monitoring, planning and sustaining of good governance. These courses continued in 2019 building on the components already delivered in 2018

AISACT continued 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, Cross sectoral Aboriginal and Torres Strait Islander histories and cultures elaborations for Science**. The Association continues to collaborate and contribute 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.

### **Progress against your strategic plan**

All of the activities undertaken during 2019 have supported all aspects of the Reform Priorities as identified in the AISACT 2019 – 2022 Strategic Plan. The Commonwealth priorities of: NCCD quality assurance and moderation, online delivery of national assessment program and improving governance and financial management practices in non- government schools. A comprehensive range of activities supported the Bilateral Reform Directions A,B and C Support students, student learning and achievement, Support teaching , school leadership and school improvement and enhancing the national evidence base. The achievements are articulated in the following project reports.

### **Relationship with your state and territory government**

As the representative body for the Independent School sector, the Association represents the sector's view to Territory and Federal governments on matters of significance and importance in education and its Member Schools. The Association continues to work closely with the ACT Minister for Education and Early Childhood, Ms Yvette Berry MLA, ministerial advisors, and senior officials from the ACT Education Directorate. The Association also worked closely with The Archdiocese of Canberra and Goulburn, Catholic Education to continue to advance the specific issues relating to Non-Government Schools in the ACT.

The Government, Catholic and Independent schooling sectors continue to work collaboratively in the implementation of reforms outlined in the bi-lateral agreement through quarterly cross-sectoral executive meetings sharing progress and challenges and by maintaining cross-sectoral reform-specific governance mechanisms such as NAPLAN Online Steering Group, Australian Curriculum Assessment working group.

## Project Report

### **PROJECT TITLE: Australian Curriculum Literacy and Numeracy; National Literacy and Numeracy Progressions**

**Bilateral Reform Direction A:** Support students, student learning and achievement

**Project description:** This literacy and numeracy workshop series, incorporating the National Literacy and Numeracy progressions, builds effective reading, writing and numeracy instruction for both primary and secondary Australian Curriculum.

#### **Include here a general statement that provides a response to the following:**

Unlocking the Meaning of Texts (Secondary); Developing the Writer Within – Effective Writing Instruction (Primary); From Learning to Read to Reading to Learn - Effective Reading Instruction (Primary); Tapping into the Hidden Power of Numeracy (Primary).

#### **Summary of project’s achievement:**

<b>Activities undertaken/Achieved outcomes</b>	<b>Achievement against indicators of success</b>
<p>Enhanced understanding and knowledge for attendees of:</p> <ul style="list-style-type: none"><li>• Key instructional priorities including the development of a metalanguage for writing, the effectiveness of holistic instruction, instructional routines, the benefits of mapping student progress using the National Literacy Progressions and data driven instruction.</li><li>• Key instructional priorities including reading as a thinking process, embedding the reading process within a community of learners, utilising time and feedback through a workshop model, effectiveness of mapping student progress using the National Literacy Progressions, as well as how to inform planning through data collection.</li><li>• Numeracy as a tool to assist students with learning in all Australian Curriculum areas and the effectiveness of mapping student progress using the National Numeracy Progressions</li><li>• How to support students to organise their thinking, construct meaning in different subjects and purposefully communicate information in an overloaded curriculum</li></ul>	<p>Pre and post workshop data indicates that higher than 80% of participants reported growth and an enhanced understanding of literacy and numeracy instruction; inclusive of the National Literacy and Numeracy Progressions.</p> <p>ACT TQI independent evaluation against the criteria: “I gained useful knowledge and understanding through participating in this program”</p> <p><b>Strongly Agree/Agree &gt; 80%</b></p> <ul style="list-style-type: none"><li>• Developing the Writer Within = 94%</li><li>• Unlocking the Meaning of Texts = 89%</li><li>• From Learning to Read to Reading to Learn: effective reading instruction = 100%</li><li>• Tapping into the Hidden Power of Numeracy = 94%</li></ul>

**PROJECT TITLE: Evidence into Action Workshop series**

**Project description:** This project is based on structuring change based on evidence. The EAP encourages evidence-informed decision making and the gathering of practice-based evidence. The workshop will prompt participants to use the EAP as a road map for an improvement journey, and assist educators to answer three important questions:

- Where are you going?
- How will you get there
- What will tell you that you've arrived?

**Workshop 1:** Using the Education Action Plan to turn evidence into action

**Workshop 2:** Practice-based evidence – what is your evidence telling you?

**Masterclass for Principals**

**Bilateral Reform Direction B:** Support teaching, school leadership and school improvement

**Summary of project's achievement:**

<b>Activities undertaken/Achieved outcomes</b>	<b>Achievement against indicators of success</b>
<p>Participating schools will:</p> <ul style="list-style-type: none"><li>• Investigate the hierarchy of evidence (Deeble &amp; Vaughan, 2018) and the latest evidence within the <u>Teaching &amp; Learning Toolkit</u> , including a focus on <u>feedback, metacognition and self-regulation</u>.</li><li>• Learn about how to structure a change in their school based on evidence through the <u>Education Action Plan (EAP)</u>.</li><li>• Use the EAP as a road map for an improvement journey.</li><li>• Look at the practice-based evidence that they have gathered after implementing their Education Action Plan for 6 months. The educators will investigate their quantitative and qualitative evidence and answer the questions of:<ul style="list-style-type: none"><li>○ Has there been an improvement in students' learning?</li></ul></li><li>• What are the active ingredients involved in the implementation of the approach?</li></ul>	<p>Post program data indicates that higher than 80% of participants reported growth and an enhanced understanding of the how to investigate their quantitative and qualitative data to support teaching, school leadership and school improvement.</p> <p>ACT TQI independent evaluation against the criteria: "I gained useful knowledge and understanding through participating in this program".</p> <p><b>Strongly Agree/Agree ≥ 100%</b></p>

**PROJECT TITLE: Australian Curriculum General Capabilities**

**Project description:** This Australian Curriculum General Capabilities workshop series (8hrs in total) seeks to improve the delivery of the general capabilities and promote aligned practice in AISACT schools by targeting the following curriculum knowledge and skills:

**Workshop 1:** The next dimension – An introduction to the general capabilities (2 hrs)

**Workshop 2:** Literacy and numeracy and the role of learning areas in supporting their development (2 hrs)

**Workshop 3:** Planning for ICT, Critical and Creative Thinking and Personal and Social Capability (2 hrs)

**Workshop 4:** Delivering on Ethical Understanding and Intercultural Understanding (2 hrs)

**Masterclass for Principals**

**Bilateral Reform Direction A:** Support students, student learning and achievement.

**Summary of project’s achievement:**

<b>Activities undertaken/Achieved outcomes</b>	<b>Achievement against indicators of success</b>
<p>Enhanced understanding and knowledge for attendees of:</p> <ul style="list-style-type: none"><li>• The structure, categorization and representation of general capabilities</li><li>• The representation of capabilities in achievement standards and implications for assessing the general capabilities</li><li>• The role of pedagogy or teaching strategies in supporting the general capabilities</li><li>• The role of topics and resources in supporting the general capabilities</li><li>• Links between the capabilities and cross-curriculum priorities</li><li>• Whole school approaches to the general capabilities</li></ul>	<p>Pre and post workshop data indicates that higher than 80% of participants reported growth and an enhanced understanding of the Australian Curriculum General Capabilities.</p> <p>ACT TQI independent evaluation against the criteria: “I gained useful knowledge and understanding through participating in this program”.</p> <p><b>Strongly Agree/Agree ≥ 92%</b></p>

**PROJECT TITLE: Education Support: Inclusion and Student Well-Being**

**Project description:** This project encompassed a range of professional learning supports targeted at enhancing student learning and engagement. It focussed on the processes around the Nationally Consistent Collection of Data (NCCD), through developing capacity of teachers, leadership and support staff capacity in personalised planning and learning for all.

**Bilateral Reform Direction A:** Support students, student learning and achievement.

**Activities:**

- NCCD Cross Sectoral Workshops- series of 4
- Positive Behaviour Support Planning- 4 hours of accredited professional learning
- Individual Learning Planning-4 hours of accredited professional learning
- Student Well-Being Showcase- network and sharing practice
- Ongoing support networks- Students with Disabilities and Student Well-Being
- Professional learning workshops for Learning Support Assistants
- Action Research Project- Partnering with Dr Michael Arthur-Kelly, University of Newcastle

**Summary of project’s achievement:**

Activities undertaken/Achieved outcomes	Achievement against indicators of success
<p>Enhanced understanding and knowledge for attendees of:</p> <ul style="list-style-type: none"> <li>• NCCD cross sectoral Workshops</li> <li>• Developing and Implementing Individual Learning Plans</li> <li>• Developing and Implementing Positive Behaviour Support Plans</li> <li>• Quality differentiation of content, strategies, assessment and reporting</li> <li>• Teaching and learning needs of students with disabilities</li> <li>• Teaching and Learning within a student well-being framework</li> <li>• The role of action research in teaching all students.</li> </ul>	<ul style="list-style-type: none"> <li>• NCCD cross sectoral Workshops (4) <ul style="list-style-type: none"> <li>Introductory Session – 15 attendees</li> <li>Mid-cycle moderation – 12 attendees</li> <li>End-cycle moderation – 42 attendees</li> </ul> <p>Teachers reported feeling well supported and confident in where to seek further support</p> </li> <li>• Individual Learning Plans – 74 attendees <p>93% reported that they agreed/strongly agreed that they gained useful knowledge and understanding through participation.</p> </li> <li>• Positive Behaviour Support Plans – 10 attendees <p>100% reported that they agreed/strongly agreed that they gained useful knowledge and understanding through participation.</p> </li> <li>• Student Wellbeing Network – 3 meetings held across the year averaging 7 to 10 attendees</li> <li>• Students With Disabilities Network – 4 meetings held across the year – minimum 10 attendees, maximum 22. <p>In addition, school specific meetings were held with 17 schools, several schools accessed support multiple times.</p> </li> <li>• LSA Full Day Workshop – 32 attendees. <p>100% reported that the workshop was relevant to their work and enhanced their practices/understanding</p> </li> <li>• Actioned Research Projects <ul style="list-style-type: none"> <li>18/19 Program – 4 projects presented at the Celebration of Teaching and Learning event. Article submitted for Journal Publication.</li> <li>19/20 Program – 4 schools commenced current program.</li> </ul> </li> </ul>

**PROJECT TITLE: AISACT Celebrating Teaching & Learning Event**

**Project description:** The AISACT Celebrating Teaching and Learning event is an opportunity to hear about and discuss the extensive range of teaching and learning projects and programs that have occurred in AISACT Member Schools. This event provides an opportunity for AISACT Member Schools to come together as a group and celebrate the successes enjoyed, challenges met and lessons learned.  
Ongoing

**Bilateral Reform Direction A:** Support students, student learning and achievement

**Summary of project's achievement:**

<b>Activities undertaken/Achieved outcomes</b>	<b>Achievement against indicators of success</b>
Enhanced awareness of exemplary teaching and learning projects and strategies	Post workshop data indicates that higher than 80% of participants reported an enhanced understanding of teaching and learning strategies. <b>Strongly Agree/Agree &gt;80%</b>

**PROJECT TITLE: Leadership Breakfast Series**

**Project description:** The AISACT Leadership Breakfast Series seeks to bring together the wider ACT education community to hear from captivating and pertinent thought leaders and speakers from around Australia and the world, reflecting on leadership. It also provides a unique opportunity for cross sectoral networking.

**Bilateral reform Direction B:** Support teaching, school leadership and school improvement

**Summary of project's achievement:**

<b>Activities undertaken/Achieved outcomes</b>	<b>Achievement against indicators of success</b>
<p><b>21 March: Speaker Associate Professor Mathew White PhD FACE School of Education The University of Adelaide</b></p> <p>Associate Professor Mathew White is a member of the School of Education's Leadership Team and the Program Director for the Master of Education at the University of Adelaide. He is a Principal Honorary Fellow in Melbourne Graduate School of Education and an Associate Professor at the University of Melbourne.</p> <p>Topics covered: <b>How leaders establish school cultures to enable positive learning and wellbeing environments. and Leadership and Wellbeing.</b></p>	<p>Post program data indicates that higher than 80% of participants valued the various leadership perspectives.</p> <p>Cross sectoral representation was supported</p> <p><b>70 participants attended from all sectors of the education community in the ACT</b></p>
<p><b>6 June: Speaker Professor Stephen Dinham OAM</b></p> <p>Professor Dinham was appointed as Foundation Chair of Teacher Education and Director of Learning and Teaching in the Graduate School of Education, University of Melbourne, and was appointed Professor Emeritus in 2018.</p> <p>He has conducted a wide range of research projects in the areas of educational leadership and change, effective pedagogy/quality teaching and is a frequent presenter at various international, national and state conferences.</p> <p>Topic: <b>The need for educational leaders to understand learning and be critical consumers of research.</b> He covered - Four fundamentals of student success, The science of learning , Assigned verses Emergent Leadership , Leadership verses Management and the Greater focus on School Leadership</p>	<p><b>80 participants attended from all sectors of the education community</b></p> <p>Post program data indicates that higher than 80% of participants valued the various leadership perspectives.</p>

Activities undertaken/Achieved outcomes	Achievement against indicators of success
<p><b>12 September Speaker Ms Diane Joseph</b></p> <p>Ms Diane Joseph is a public policy expert with significant experience in the education and training sectors. As Chair of the Board for Education Services Australia (ESA) Diane continues to contribute to national education reform Her focus is on bridging the gap between policy makers and practitioners. Diane’s expertise is based on a background of more than 35 years, Diane has fulfilled a breadth of senior executive positions in the ACT and Victoria, including being a teacher and a secondary school principal. Diane now works as an independent consultant providing expertise to individuals and organisations. She delivers executive performance coaching, facilitates strategic planning, leadership development, and organisational capacity building.</p> <p>Topic: <b>What influences Educational Leaders and Bridging the gap between policy makers and practitioners.</b></p>	<p><b>65 participants attended from all sectors of the education community in the ACT</b></p> <p>Post program data indicates that higher than 80% of participants valued the various leadership perspectives.</p>

**PROJECT TITLE: Colloquium - Instructional Coaching - Jim Knight**

**Project description:** The Colloquium will help participants to explore the challenges for leaders in education and will include practical advice on supporting and engaging staff to help create a culture of learning for all members of the school community and valuable strategies to support leaders.

**Bilateral reform Direction B: Support teaching, school leadership and school improvement**

**Summary of project’s achievement:**

<b>Activities undertaken/Achieved outcomes</b>	<b>Achievement against indicators of success</b>
What principals need to know about Instructional Coaching The six issues: <ul style="list-style-type: none"><li>• Theoretical Consistency</li><li>• Understanding what coaches do</li><li>• Role Clarity</li><li>• Confidentiality</li><li>• Time</li><li>• Support</li></ul>	Post program data indicates that higher than 99% of participants reported growth and an enhanced understanding of Instructional Coaching.  Cross sectoral representation was supported with 120 attendees in total.

**PROJECT TITLE: Supporting Member Schools through Agreements**

**National priority, Improving governance and Bilateral Reform Direction B Support teaching, school leadership and School improvement**

**Project description:** The office of the AISACT enters agreements with a range of providers to provide expert advice and support on a needs basis to member schools.

**Legal Advice – Snedden Hall & Gallop**

**Employee Assist and Counselling Advice – Catholic Care**

**Access to PL on Inclusive Practice – Everyone Everyday**

**Access to Curriculum Resources – C2C (Curriculum Into The Classroom)**

**Summary of project’s achievement:**

<b>Activities undertaken/Achieved outcomes</b>	<b>Achievement against indicators of success</b>
Schools are able to confidentially utilize the expert advice required as needed to meet a range of services	Providers report that Member schools access these services on a needs basis <ul style="list-style-type: none"><li>• Legal Advice – a range of legal issues were raised. 12 different schools accessed the service, the majority of these more than once. 38.8 billable hours were recorded on the Snedden Hall &amp; Gallop Lawyers file. Average time spent on each enquiry is 40 minutes</li><li>• Employer Assist and Counselling Advice (EAP) – 37 sessions were accessed by 6 member schools.</li><li>• Everyone Everyday – during semester one, 9 participants accessed this program which consists of 3 two hour sessions.</li></ul>

**PROJECT TITLE: Australian Institute of Company Directors Governance workshops**

**National priority - Improving Governance and Financial Management Practices**

**Project description:** How do we implement better governance & The Boards role in Monitoring & Measuring Performance, Finance for Not-for Profit Directors and Mastering Financial Governance or elevating the NFP Financials program

**Summary of project’s achievement:**

Activities undertaken/Achieved outcomes	Achievement against indicators of success
<p>Upon completion of this course, participants should be able to:</p> <ul style="list-style-type: none"> <li>• Understand the duties and responsibilities of NFP boards in leading the executive, organisation and stakeholders in the areas of sustainability, strategy and risk.</li> <li>• Evaluate and monitor strategic plans and the robustness of the organisation’s risk governance.</li> <li>• Consider processes for effective decision-making by the board.</li> <li>• Discuss the impact of ethics, behaviour and culture on board performance- shaping culture, setting the tone from the top, defining, measuring and influencing culture</li> <li>• Identify criteria for measuring board performance and the performance of its committees in relation to their delegated functions.</li> <li>• Participants develop sufficient financial literacy and financial analysis skills to balance the (non financial) aspirational purposes of their organisation with generating and maintaining adequate resources.</li> <li>• Discuss the board’s role in improving financial performance</li> <li>• Consider internal financial governance issues and reporting.</li> <li>• Consider external financial governance issues and reporting.</li> <li>• Examine the contentious financial issues which boards commonly face and consider ways in which they may be handled.</li> </ul>	<p><b>Post workshop data from all workshops indicated that higher than 80% of participants reported</b> growth and an enhanced understanding of the range of elements that improve governance and financial management practices as it pertains to their role as Directors on their school boards.</p> <p>50% of AISACT member schools engaged with the workshop series.</p> <p><b>Workshop 1.</b></p> <p>16 participants attended representing 7 of our member schools. All the participants’ feedback indicated that the percentage of learning from this module they would anticipate applying in their role with their school board 75 – 100%.</p> <p>The comments from participants indicated, “that the AICD course was a very helpful governance framework” and “totally relevant as a relatively new Board member”. “It provided clarity around board and management issues.”</p> <p><b>Workshops 2&amp; 3</b></p> <p>FiNANCE for School Board members, and Business Managers and Secretaries. These workshops provided the opportunity for 20 participants from 10 of our 18 schools to enhance their financial literacy and examine financial governance and reporting responsibilities, developing their financial analysis skills in managing and reporting financial risks.</p> <p>Participants who attended these workshops reported greater appreciation and understanding of their responsibilities.</p>

**PROJECT TITLE: School Improvement and Wellbeing - Support for Coaching.**

**Project description:** A range of programs and activities were provided to support member’s schools in further developing their knowledge of the use and the impact of coaching on enhancing staff and student outcomes. Coaching in Education is recognised as a key ingredient in school improvement, and an important way to build teaching and learning capacity, develop leadership skills and ultimately improve learning outcomes and wellbeing.

**Bilateral reform Direction B:** Support teaching, school leadership and school improvement

**Activities:**

Instructional Coaching at Brighton Gramma School – their journey

GROWTH Coaching International were engaged to provide The Impact Cycle (2 day program).

**Summary of project’s achievement:**

<b>Activities undertaken/Achieved outcomes</b>	<b>Achievement against indicators of success</b>
Participants in all programs developed specific skills and an understanding of how coaching can positively impact student learning outcomes and wellbeing	<ul style="list-style-type: none"><li>• Instructional Coaching Journey at Brighton Grammar School</li><li>• Master Class held on 21 February with 6 member schools represented and attended by 13 participants. The masterclass focussed on building a coaching culture in schools – where both presenters Mark Dowley and Ray Swan shared the lessons learnt and the powerful change that is taking place. All participants were impressed by the sharing and further engaged with the Colloquium presented by Jim Knight to provide further depth of understanding to this case study.</li><li>• The Impact Cycle – 22 staff attended the 2 day program with feedback indicating that participants found it very good to excellent. “This was an excellent professional development course with a focus on it, actually being used by teachers/leaders”.</li></ul>

**PROJECT TITLE: Principals' Wellbeing Program provided by National Excellence in School Leadership Initiatives NESLI**

**Bilateral reform Direction B: Support teaching, school leadership and school improvement**

**Project description:** The Principals' Wellbeing Program (PWP) supports principals to better understand and proactively manage their day to day health and wellbeing so as to be more effective role models within their schools.

**Key themes:**

- Sustaining individual and organisational health
- Physical, mental and emotional health
- Self-awareness and self-regulation
- Responding to organisational trauma and stress
- Relationships and their impact on our wellbeing
- Community goal setting for whole school change

**Summary of project's achievement**

<b>Activities undertaken/Achieved outcomes</b>	<b>Achievement against indicators of success</b>
<p>The program connects principals across member schools of the Association of Independent Schools Canberra and is built around the concept of a supportive community of practice.</p> <p><b>Learning intentions:</b></p> <ul style="list-style-type: none"><li>• Understand the links between social capital and wellbeing</li><li>• Explore practical strategies to enhance personal wellbeing</li><li>• Understand how to have a meaningful dialogue around wellbeing in your school</li><li>• Help increase social capital and inclusion in your school</li><li>• Collaborate with other school leaders to discuss wellbeing across the sector</li><li>• Find new ways to lead wellbeing conversations with your staff and students</li></ul>	<p>Post workshop data indicates that 100% of participants reported growth and an appreciation of the range of elements that assist them to better understand and proactively manage their day to day health and wellbeing so as to be more effective role models within their schools</p> <p>50% of AISACT member schools engaged with the workshop series.</p>

**PROJECT TITLE: AIM Access Public Professional Learning Courses**

**Bilateral Reform Direction B:** Support teaching, school leadership and school improvement

**Project description:** This is a partnership with the Australian Institute of Management Education and Training (AIM) to provide an opportunity for members to access an extensive range of AIM Access public courses. These courses will be delivered at the AIM Civic Campus between May – October, 2019.

**Example of courses:**

• Performance Management (2 day course)	• Performance Management (2 day course)
• Advanced Presentation Skills	• Advanced Presentation Skills
• Time Management	• Time Management
• Contract Management (2 day course)	• Contract Management (2 day course)
• Effective Communication (2 day course)	• Effective Communication (2 day course)
• Finance for Non-Finance Managers (2 day course)	• Finance for Non-Finance Managers (2 day course)
• Business Networking	• Business Networking
• Manage Meetings	• Manage Meetings
• Workforce Planning (2 day course)	• Leading with Emotional Intelligence (2 day course)

**Summary of project's achievement:**

<b>Activities undertaken/Achieved outcomes</b>	<b>Achievement against indicators of success</b>
<p>Enhanced knowledge of and understanding from material covered in AIM in courses such as:</p> <p><b>EXAMPLE:</b> Personal Leadership Course:</p> <ul style="list-style-type: none"><li>• Adopt behaviors to improve personal impact in AISACT schools</li><li>• Understand the role of culture, stereotypes and bias in communication</li><li>• Identify and develop one's personal communication style</li><li>• Use proven communication techniques to deal with difficult situations</li><li>• Break down barriers to effectively communicate</li></ul>	<p>Post workshop data indicates that higher than 80% of participants reported growth and an enhanced understanding of the selected course/s using AIM's Independent evaluation program criteria:</p> <p><b>Strongly Agree = &gt;50%</b></p> <p><b>Agree = &gt;80%</b></p> <p>50 participants attended a range of 91 courses over the 6 month period.</p>

**PROJECT TITLE: STEMEdACT Conference: Future impact - cross sectoral STEM educators forum in partnership with a range of professional teacher associations and the ACT Boral of Senior Secondary Studies**

**Bilateral Reform Direction A:** Support students, student learning and achievement

**Project description:** The two day event will be held on Friday 5 April and Saturday 6 April 2019.

The Conference was hosted by the ACT Education Directorate, in partnership with the Association of Independent Schools of the ACT (AISACT), and Catholic Education, Archdiocese of Canberra and Goulburn, and with the support of ACT Teachers Associations including: Science Educators’ Association of the ACT (SEAACT), Design and Technology Teachers’ Association (DATTA), Information Technology Educators ACT (InTEACT), Australian Literacy Educators’ Association (ALEA), and the Canberra Mathematical Association (CMA).

**Summary of project’s achievement**

Activities undertaken/Achieved outcomes	Achievement against indicators of success
<ul style="list-style-type: none"> <li>• Increased capacity and knowledge of participants in STEM teaching, research, relevant strategies and innovative programs designed to implement and advocate for future-focussed learning initiatives.</li> <li>• Increased capacity and knowledge of classroom activities and ideas to effectively incorporate STEM across the curriculum.</li> <li>• Increased capacity and knowledge of participants in connecting different areas of STEM, by interrelating disciplines through hands-on and real-life applications.</li> </ul>	<p>Post conference data indicates that higher than 80% of participants reported growth and an enhanced understanding of STEM teaching, research and relevant strategies and innovative programs.</p> <p>ACT TQI independent evaluation against the criteria: “I gained useful knowledge and understanding through participating in this program”.</p> <p><b>Strongly Agree = &gt;50%</b></p> <p><b>Agree = &gt;80%</b></p> <p>Cross sectoral attendance @ 350</p>

**PROJECT TITLE: First Nations Science – Cross Sectoral Project**

**Bilateral Reform Direction A:** Support students, student learning and achievement

**Project description:** AC: New Science elaborations addressing Aboriginal and Torres Strait Islander Histories and Cultures Workshop Series. The project participants will include secondary schools from each of the three sectors. A Project Charter will underpin an Action Learning Cycle. A professional learning team, with assistance from sector mentors and critical friends from ACARA will work with schools to develop their project in alignment with goals of their school’s annual improvement plan, incorporating respective Aboriginal Education priorities.

- Secondary science teachers focus

**Summary of project’s achievement:**

<b>Activities undertaken/Achieved outcomes</b>	<b>Achievement against indicators of success</b>
<p>Participating schools will:</p> <ul style="list-style-type: none"><li>• Develop and improve ways of using the Australian Curriculum: Science Achievement Standards, Content Descriptions and Aboriginal and Torres Strait Islander Elaborations to design learning opportunities for students.</li><li>• Embrace a ‘truly Australian perspective’ (ACARA Curriculum Directors Meeting, August 2018) by using the cross curriculum perspective as a context for learning.</li><li>• Initiate and conduct an inquiry project tailored to school contexts, based on the principles of Action Learning.</li></ul>	<ul style="list-style-type: none"><li>• The design phase has been ongoing and implementation of this cross sectoral initiative will take place in 2020.</li></ul>

**PROJECT TITLE: School Improvement and Wellbeing: Wellbeing Program for teachers provided by Exhale People Company.**

**Bilateral reform Direction B:** Support teaching, school leadership and school improvement

**Project description:** The overarching aim of the project is to create a holistic and sustainable wellbeing solution for teachers. Throughout the duration of the initiative, ACT Independent Schools can expect to gain benchmark data using the Adesso profiling tool, a tailored suite of programs based on developmental preferences, and wellbeing ambassadors in each school to drive long-term sustainable results.

**Key themes:**

- Awareness and benching marking: The purpose of four half day sessions in the first year will be to explore the five key drivers of wellbeing for the individuals taking part in the program and in context to the teaching environment. The sessions will focus on strategies, learning theories and wellbeing frameworks – this will enable participants to start sharing what they have learnt and implementing some high level initiatives at their respective schools.

**Summary of project’s achievement:**

Activities undertaken/Achieved outcomes	Achievement against indicators of success
<p>The program connects teachers across member schools of The Association of Independent Schools of the ACT and is built around the concept of a train-the-trainer best practice model.</p> <p>Outcomes:</p> <ul style="list-style-type: none"> <li>• Pilot group, including ambassadors nominated by schools to complete the Adesso profile. Data and trends identified to inform the rollout of the well-being initiative.</li> <li>• Acquire knowledge of the key drivers of wellbeing acquired through information sessions covering strategies, learning theories and wellbeing frameworks.</li> <li>• Debriefing sessions for participants to identify profile traits and attributes and creation of individual wellbeing action plans.</li> </ul>	<ul style="list-style-type: none"> <li>• 60 teachers across AISACT schools completed the Adesso profiling tool which provides a snapshot across five key drivers: Purpose, Mind, Body, Connection and Financial</li> <li>• Post workshop data indicates that higher than 80% of participants reported understanding of profiling data, strategies, learning theories and wellbeing frameworks.</li> <li>• 50% of AISACT member school representatives engaged with the workshop series.</li> </ul>

