

The Association of
Independent Schools
of the ACT

ANNUAL REPORT

2021



THE ASSOCIATION OF
INDEPENDENT SCHOOLS
OF THE ACT

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Dr Justin Garrick
Chair

MESSAGE FROM THE CHAIR

Even beyond the enormous complexities we faced as schools and as Members of the Association - this has again been a very busy year.

The Association can again consider its achievements during 2021 with a great degree of satisfaction. The work of the subcommittees, the networks, communities of practice and specialist groups continued in a variety of formats.

We managed to hold two in the AISACT Leadership Breakfast series which again provided a forum for those in ACT education across all sectors to come together to hear from a thought leader in leadership and education.

The amazing breadth of professional learning programs during 2021 is to be commended. Opportunities were diverse, including Maximising Growth for Diverse Learners; Enhancing Leadership Capabilities; Staff wellbeing; Principal Conversations; and School Improvement through Coaching..... to name a few. As we all know, delivery methods were

varied and reflected the status of health guidelines throughout the year.

Articulating the views of the ACT Independent School sector, and advocating on its behalf, remains a large part of the Association's work at its core business, the Association's purpose to support the work of the 18 Member schools in Canberra, and currently two Associate Member schools in NSW, who in Canberra educate over 15,000 students.

As always, and as so well evidenced over the past two years, the Association will always work in close collaboration with both the Education Directorate and Catholic Education Office to enhance educational outcomes in the ACT.

I extend my appreciation and thanks to the Members of AISACT for the rigorous and collegial way in which it has approached the governance of the Association throughout the year, and to the AISACT Executive; Deputy Chair Anna Owen, Steven Bowers, Heather Walsh, Christine Worth, Samantha Brady, Ian Hewitt, Maureen Hartung, Erik Hofsink and Fiona Godfrey- whose commitment to the work of the Association is to be acknowledged and congratulated. I also thank the expert staff from schools who volunteer their time to advance the work of the Executive Subcommittees.

Dr Justin Garrick
Chair



Andrew Wrigley
Executive Director

MESSAGE FROM THE EXECUTIVE DIRECTOR

The Association always seeks to work closely with the other education sectors here in Canberra, and the foundation position - I would suggest from all of us - is ensuring the jurisdiction provides an environment where education can flourish. I believe these are critical organisational relationships, so significantly amplified through the past two years.

Our National body Independent Schools Australia does extraordinary work, and in so many ways makes it possible for this AIS - and I would venture to say, every AIS - to maximise our support of Member schools.

Last year I said of schools that new ways of doing what we do were done - and this certainly continues. Teachers and schools continue to provide a calm, reassuring and constant voice for every student. Schools all maintained a sense of community in an online environment. No easy feat, and one achieved with excellence in every school. Importantly, schools planned and prepared for the inevitable and, when lockdown was initiated, were well positioned and wonderfully prepared so that they were able to flip back to online learning in 24 hours.

We all recognise that these past two years have been extraordinary, and that the ACT community - like others - have been through a lot. Throughout all of this, so many groups and individuals have looked after us all, with expert voice, and calm reassurance. And of course, schools have been in the middle of all of this and have looked to the voices of experts to inform and advise them how to move forward. This should be recognised, and the Chair has asked that in 2021 a new award be given. Called the Chair's Award in Recognition of Leadership and is awarded to: Dr Kerry Coleman CHO (Chief Health Officer) and Team.

I also acknowledge the Association's Main Partner, NABEducation - it is a continued delight to be able to acknowledge NABEducation as the Main Partner of the Association, as we have had this relationship for the past 7 years.

The Team in the office of AISACT are an extraordinarily talented and brilliant group of individuals, and collectively, they work to provide a level of support to Member schools - and to education generally in this jurisdiction - that is simply superb....and it is recognised.....and it is highly valued. So to Serita, to Kath, to Joanne, to Sue - thank you!

Andrew Wrigley
Executive Director

THE ASSOCIATION

Key Functions

The Association of Independent Schools of the ACT (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.

The AISACT is guided by the following key principles when representing the views of the diverse group of Member Schools:

- Parents are entitled to exercise choice in selecting the most suitable school and education philosophy for the education of their child(ren).
- The Association advocates for and represents the issues of the independent school sector.
- All students, irrespective of where they are educated, are entitled to a high-quality education.
- Governments have a responsibility to provide a suitable level of funding for all students to achieve high quality education outcomes, regardless of where they go to school.

In addition, the Association provides a number of services and professional learning opportunities throughout the year to Member schools. This professional learning covers a diverse range of topics including leadership, curriculum, governance, coaching, wellbeing and student engagement.

“*AISACT represents and advocates for the interests of all independent schools in the ACT, consulting with governments, statutory authorities, and a wide range of other educational stakeholders.*”

Membership

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.

All independent schools in the ACT are Members of the AISACT with each independent school being a separate and autonomous not for profit entity with an independent governing body.

While all schools are required to comply with relevant legislation regarding alignment with the Australian Curriculum, individual schools will make choices about the breadth of the curriculum offered and the subject choices provided within their context.

In 2021 Member schools educated over 15,390 students with enrolments ranging from 57 to over 2000 students. In 2021, students in

Member schools made up 19% of the total student population in the ACT. Enrolment in Canberra's Independent schools has historically been very strong and have seen a 21% increase in student enrolment over the past 10 years.

The Association also provided its two Associate Member schools from surrounding NSW with support and opportunities in 2021. These schools have been able to access professional learning in addition to other services that the Association offered. They will continue to be a vital part of the Association and its strategic direction.



The Association of the Independent Schools of the ACT



GOVERNANCE AND EXECUTIVE COMMITTEE & SUBCOMMITTEES

General Meetings

The Association's General Meeting comprises nominated representatives from each of the 18 Member schools. Each school can nominate two representatives, one of whom must be the Principal, and the other must be the Business Manager, or a representative of the school's governing body.

In addition to the Member school representatives, the AISACT invites its Associate Members to participate in Association activities and meetings.

The Association extends the invitation to be an observer to the Association of Parents and Friends of ACT Schools (APFACTS). APFACTS is a partner of the Association and plays a pivotal role in supporting the parents of students at Independent Schools.

Executive Committee

The General Meeting membership elects the members to the Executive Committee. Members of the Executive Committee considers the wide range of strategic impacts to the Association, the Association's best response to those impacts on behalf of Member schools, and the strategic oversight of the services and new initiatives to support to Member and Association Member schools.

AISACT Executive Committee membership details are provided in the Appendix.

Executive Subcommittees

The Executive Committee supports the role of four strategic subcommittees: the Finance Subcommittee, the Teaching and Learning Subcommittee, the Education Support Subcommittee, and the Early Years Learning Subcommittee. All subcommittees continued their work to provide advice on strategies, opportunities, and approaches to the Executive Committee to achieve the Association's key directions. AISACT Executive Subcommittee membership details are provided in the Appendix.



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

ADVOCACY & REPRESENTATION

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 in independent schools. The Association continued 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 Association, through Principals, Board Members, office staff, and teachers from Member schools, represents the interests of Independent Schools, independent Education, and the Association on a wide variety of committees, consultative groups and boards. In 2021 the Association of Independent schools ACT 's involvement on committees and groups includes:

National Representation

ACARA Curriculum Directors' Group
Australian Institute of Teaching and School Leadership (AITSL) Association for Learning Environments
Independent Schools of Australia (ISA) Board

ACT Representation

ACT BOARD OF SENIOR SECONDARY STUDIES(BSSS)

BSSS Board
BSSS Curriculum Advisory Group
BSSS Accreditation Advisory Group
BSSS Vocational Education and Training (VET) Group

CURRICULUM

ACT Cross Sectoral Education Committee
ACT Curriculum Implementation Committee (ACIC)
ACT Curriculum Advisory Group
Communities of Practice (various)
ANU Extension
NAPLAN Online Project Board
NAPLAN Online Cross Sector working group
STEM Cross Sectoral Advisory Group

TEACHER QUALITY INSTITUTE

TQI Board
TQI Initial Teacher Education Committee (ITEC)
TQI Professional Learning Advisory Committee (PLAD)
TQI Standards and Professional Practices Committee (SPPC)

OTHER

ACT Animal Ethics Committee
ACT Block Grant Authority (BGA) Board
ACT Better Schools for Kids Committee
ACT BGA Priorities Committees
ACT Cross Sectoral COVID 19 Advisory Group
NDIS Education and Employment Working Group
School Sport ACT Board
School Transport Liaison Committee
Sector Leaders group (ACT ED, CE, AISACT)
AEDC
Safe Schools
Reportable Conduct (ACT Ombudsman)
Senior Practitioners Working Groups
Positive Partnerships
Cross Sectoral Collaboration Group- NCCD
Standby Advisory Committee
Australian Positive Behaviour Support Association

COLLABORATION

Our Partners

During 2021 the work of AISACT has been supported by a range of partners. We thank and appreciate the ongoing role of our major partner NAB Education which allows the Association to continue to deliver programs and events, and to develop new ones in response to member feedback.



Programs and Initiatives

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 several 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**

Since 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 has continued to build on this work in 2020 and 2021, despite the challenges that we have all been presented with due to COVID. To this end, AISACT provided a strong and supportive range of programs beginning in January 2021, although many were amended and delivered on a Zoom platform and over different periods.

Leadership development, staff and student wellbeing, mental health as well as **coaching for school improvement** were a focus during 2021. AISACT continued to build 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. AISACT continued to focus on leadership development and support with the provision of expert advice from an experienced staff member providing both hotline support and advice and on-site support at individual schools. For the **implementation of online delivery of the National Assessment program**, AISACT continues to work to ensure that all 18 Member Schools had access to advice and assistance regarding 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 and 2019. In 2020 and 2021 the focus was very agile with AISACT in partnership with Day Hodge Associates developing a range of articles and resource documents to support effective governance in our schools.

These include:

AISACT Governance Principles for Schools

Governance Checklist

Good Governance: is your school ticking all the right boxes?

Balancing Board and Management Responsibilities - Noses in Fingers out!

Legislation for ACT Independent Schools

Contracts: enrolment and others

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, and literacy and numeracy.**

The Association has continued to collaborate and contribute with all education sectors in the ACT to provide input through reform specific governance mechanisms and communication especially during the management of COVID in the ACT.

The office of the AISACT entered agreements with a range of providers who provide expert advice and support on an as needs basis to member schools, including:

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

Support

Governance

Adrienne Day, Director Day & Hodge Associates developed a range of activities to improve understanding of agile governance implementation

In addition, Day & Hodge were contracted in the development of a key/source document for our Member Schools - **AISACT School Governance Guiding Principles and Recommendations - A Guide to Promote Good Governance**.

This is designed to make it easier for participating member schools to turn theory into practice by providing practical

tools/templates to support best practice governance, strategic planning, risk management, advocacy and communication. A series of workshops was planned to support member school during 2021 to unpack the guiding principles however due to the disruption of COVID 19 these workshops will be conducted in 2022.

Education Support

Networks

In 2021 there were two networks for support of school staff. The Students with Disabilities Network met each term and provided professional learning, networking and resource support in teaching and learning, program support, teaching strategies and collaboration.

The Student Well-Being Network is a mailing group, resources are shared and contact maintained should schools require input or support.

Both networks also supported schools in the NCCD specifically in moderation, evidence management and appropriate documentation.

Cross Sectoral Collaboration

2021 saw the continuation of cross sectoral collaboration, particularly in information dissemination and moderation for NCCD processes. Other Cross Sectoral work was in the areas of student well-being resources, networking, Restrictive Practices and professional learning opportunities.

Professional Learning

School and team based professional learning was collaboratively developed on request and included Behaviour Support, NCCD processes and inclusive practices.

Dr Michael Arthur Kelly (University of Newcastle) provided virtual professional learning and school site visits across the year. The focus of his collaboration with our schools was Quality Adjustments for students with disabilities.

Other Support

The Manager of Education Support visited schools and provided advice and resource support in areas relating to NCCD processes as well as specific support on adjustments for individual students, building teams and other areas as requested. Advice was also provided around inclusive practices at a strategic level, restrictive practices, curriculum access and positive behaviour support.

Teaching and Learning

The AISACT Teaching and Learning Subcommittee remained engaged throughout 2021, informing and supporting the work of the Association by generously sharing resources and professional insights to maximise educational excellence. The challenge regarding how to maximise and sustain emergent high yield innovative practices remains active. The Office of the

Association supports schools to ensure that the Australian Curriculum taught is the most current published by ACARA on the Australian Curriculum website. In addition, the ACT Cross-sectoral Curriculum Group (ACTCCG) works collaboratively on jurisdictional curriculum implementation matters such as the annual ACARA Monitoring Report.

Maximising Growth

Delivered by Bronwyn MacLeod (ALDEA Education), this professional learning program involved both asynchronous and synchronous components, extending over a 10-month period.

Semester One Course: Understanding and Meeting the Needs of Diverse Learners in Mixed Ability Classrooms.

Module One: Understanding the Learners

- Definitions, cognitive and affective characteristics and the impact on learning needs of diverse learners
- Use of specific tools to identify the various levels of ability and students with learning difference and learning difficulties: understanding and catering for twice-exceptional students
- Gender differences among gifted learners: issues of perfectionism
- Underachievement: How and why do highly able students underachieve? Causes and interventional strategies

Module Two: Curriculum and Program Strategies

- Understanding differences between curriculum and instructional models in programming. Planning, implementing and evaluating differentiated units of work using a conceptual framework design.
- Using instructional models such as Bloom's Taxonomy and the Williams Model to develop critical and creative thinking practices; inquiry and problem-based learning to underpin instructional design.
- Developing curriculum and programmatic structures to reverse underachievement and ensure learning gain.

Semester Two Course: Issues, approaches and implications of summative and formative assessment with diverse learners.

Module: Using research-based strategies to create differentiated assessments that will stretch and enable students to show the full extent of their learning.

- Developing summative assessment tasks to map student learning gain based on selected outcomes and conceptual framework (when applicable): designing benchmarks for moderation

- Developing formative assessment tasks to map student learning gain based on selected outcomes and conceptual framework (when applicable): designing benchmarks for moderation
- Differentiating the curriculum in response to assessment data

2021 participating schools:

Canberra Girls Grammar School, Radford College, The Anglican School Googong, Trinity Christian School, Daramalan College, Canberra Grammar School, Burgmann Anglican School, St Edmund's College.

Evidence into Action workshop series: using Implementation Science to turn evidence into action.

Member schools again engaged with this initiative throughout 2021. With professional input from Danielle Toon(E4L) participants investigated the hierarchy of evidence (Deeble & Vaughan, 2018) and the latest evidence within the E4L Teaching & Learning Toolkit, including a focus on feedback, metacognition and self-regulation. Use of the implementation plan as a road map for an improvement journey, assisted educators to answer these important questions:

- Why - the issue you want to address
- What - the approach you want to implement - active ingredients of the intervention

- How - implementation activities (fidelity, acceptability)
- How well - the implementation outcomes (short, medium and long term)
- So what - the changes you hope to see - the student outcomes (short, medium and long term).

2021 participating schools: Canberra Grammar School, Emmaus Christian School, Brindabella Christian College, Radford College.

Impact Learning Workshops

AISACT continued its partnership with the Impact Learning Team to design and deliver TQI accredited workshops to support teaching and learning. In response to the COVID-19 situation, workshops were redesigned so that teachers could access them via the Open Learning Australia platform. In excess of 80 teachers registered to complete the self-paced modules, providing positive feedback:

- Delving into Differentiation: employing the Australian Curriculum National Literacy and Numeracy Learning Progressions ((Primary and Secondary)
- Tapping into Numeracy (Primary and Secondary)
- Integrating STEM: an opportunity to reduce workload (Primary
- Informed by Data (Primary and Secondary)
- Informed by Data (Primary and Secondary)

AISACT Instructional Coaching Project: 2019-2021

The 2019-2021 AISACT Instructional Coaching Program continued its positive trajectory of building internal coaching capacity, in turn, ‘turbo charging’ the effectiveness of implementing instructional coaching in each school’s respective context. Developed by Crowther Centre Consultancy (Brighton Grammar School) this series of workshops and Communities of Practice sessions were designed for AISACT teachers to develop and amplify specific instructional coaching skills to improve knowledge and instruction, in turn, positively influencing student learning outcomes for continuous school improvement. Workshops built clarity by focusing on key parts of building a coaching culture. Engagement in regular Communities of Practice sessions, facilitated by Dr Mark Dowley further built capacity and provided opportunities for problem solving.

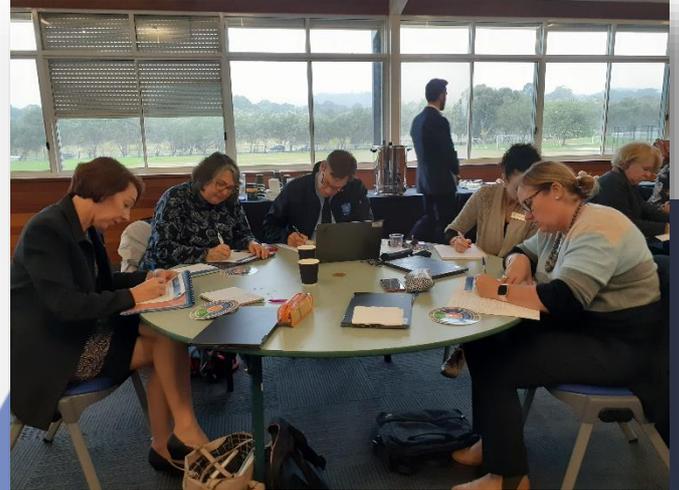
Workshop 1 - Developing a Learning Model and Introducing Coaching to Colleagues

Workshop 2 -Recruiting Staff to the Program and Demonstrating Early Success

2021 participating schools: Marist College Canberra, Trinity Christian College, Radford College, Burgmann Anglican School, Daramalan College, Canberra Montessori School, St Edmund’s College, Canberra Grammar School.



The Association of the Independent Schools of the ACT



Leadership

Principals' Wellbeing Conversations provided by National Excellence in School Leadership Initiatives NESLI. The Principals' Wellbeing Conversations supported principals to better understand and proactively manage their day-to-day health and wellbeing to be more effective role models within their schools

The delivery of these workshops was via zoom as part of the AISACT Covid-19 Response Plan.

AISACT Staff Wellbeing Initiative 2019-2021

In partnership with Exhale People, AISACT continued its delivery of a bespoke wellbeing program for staff in Member Schools. This program, designed to create a holistic and sustainable wellbeing solution for staff, now has several Adesso Accredited Wellbeing Ambassadors in Member schools. Across 2021, participants engaged in eight AISACT Community of Practice sessions to add depth to their skillsets.

Participating Schools: Canberra Girls Grammar School, Canberra Montessori School, Marist College, Trinity Christian School, St Edmund's College, Islamic School of Canberra, The Anglican School Googong, Orana Steiner School, Covenant Christian School.

2021 AISACT Emerging Leaders Program NESLI: Enhancing Leadership Capabilities

This AISACT leadership program was designed by NESLI to address the leadership and interpersonal challenges associated with a leading teacher position. The program focused on preparing the next

generation of Australia's school leaders by equipping participants with the insights, skills and confidence to accelerate their own development as they strengthen their relationships and outcomes of their students, teams and wider school community. Activities and discussions were related back to the day-to-day realities of the participant group ensuring learning outcomes were contextualised to their specific needs.

Learning intentions:

- To build authentic leadership capability
- Develop responses to managing self-regulation and wellbeing
- Understand the importance of student contribution and context in schools
- Apply coaching principles to teaching and learning
- Understand and progress school relationships
- Develop capacity to address conflict in schools

Participating Schools: Canberra Girls Grammar School, Trinity Christian School, Burgmann Anglican School, Radford College, Canberra Grammar School, Galilee School, Orana Steiner School.

Significant Events

AISACT Leadership Breakfast Series

The AISACT Leadership Breakfast Series has been established by the Association to engage school leaders across the ACT, irrespective of schooling sector, in issues of significance and importance in the education sphere; specifically, lessons in leadership as delivered by guest speakers, and how these lessons may be transferred to schools to enhance the learning achievements of all students.

The challenges for leadership in educational settings are numerous, and school leaders increasingly look beyond

their own environments to learn more and improve their leadership capacity. In organising the breakfast series, the speakers are not necessarily part of the regular education speaking circuit. Rather, their expertise in leadership, and their leadership journey, provide transferable lessons in leadership for educators across Canberra.

Invitations to attend the breakfasts are extended to all schools in the ACT.

Dr Nick Coatsworth

Infectious Diseases Physician



Dr Nick Coatsworth is currently serving as Executive Director of medical services for Canberra Health Services.

Dr Coatsworth was most recently the Deputy Chief Medical Officer of Australia, and was a nationally recognised face delivering information, advice and assurance during 2020. He brings together two of the most important factors in the fight against coronavirus - he is a respiratory specialist and infectious diseases specialist and continues to provide advice to the Commonwealth Department in the COVID-19 response.

Dr Coatsworth has extensive experience in health emergencies and epidemics around the world, including leading Australian Medical Assistance Teams and working in Congo, Chad and Sudan with Médecins Sans Frontières.



Ms Kate Carnell AO



Kate Carnell is Deputy Chair of Beyond Blue, the organization which provides information and support to help Australians achieve their best possible mental health, and served as Chief Minister of the ACT from 1995 to 2000.

Kate's career is a medley of leadership and service. She has been on the NRMA Board, was Chair of General Practice Education and Training Ltd, executive director of the National Association of Forrester Industries, and CEO of both the Australian General Practice Network and the Australian Food and Grocery Council.

She was the first Australian Small Business and Family Enterprise Ombudsman, finishing that role in early March this year.





AISACT END OF YEAR LEADERSHIP FUNCTION

The Association welcomed guests, Board Members and staff from Member Schools to the AISACT End of Year Leadership Function Event held at the National Portrait Gallery on Friday 12 November 2021. The event provided attendees with the opportunity to celebrate the work of the member school leaders who had made significant contributions to education in Independent schools and the Association during 2021.

During the evening departing Members of the ACT were farewelled by the Chair Dr Justin Garrick who thanked them for their work and contributions to the Association and of course to their schools.

Ms. Anna Owen has been of Principal of Canberra Girls Grammar School since 2019. In this relatively short time, Anna has had an incredible impact on her school, the Association and educational leadership across the ACT.

Anna has been a Member of the Association's Executive Committee since 2020 and has most recently been the Association's Deputy Chair. Anna has also Chaired the Teaching & Learning Subcommittee with drive and enthusiasm.

Anna returns to Queensland to take up the principalship of Sunshine Coast Grammar School, which will be that school's very great gain.

I take this opportunity to thank Anna for her commitment, passion, and enthusiasm in all she has contributed to the Association and wish her every success in the future.

Each year the Award for Leadership and Excellence in ACT Independent Education is awarded. The award recognises an individual who, in the opinion of the

members, best met the Association's mission of "Excellence in ACT Independent education".

This year, we recognise one person who has given exceptional service to the Association and, particularly, to their school.

A Member of the AISACT Executive Committee from 2020; Chair of AISACT from 2012-2017; Board Member of the national body ISCA from 2012-2017; Chair of ISCA in 2017; a Member of AHISA, and life Member of IPSHA; and, most importantly, Principal of Burgmann Anglican School for 12 years - the recipient of the AISACT Award for Leadership and Excellence in ACT Independent Education is.....Steven Bowers. Yes - he has just received this year's Award and he is the first person to receive the Award twice - the first time being in 2011.

I also farewell Steven Bowers.

In announcing that Award, I provided a brief snapshot of Steven's influential roles and leadership of the Association, and nationally. What I did not mention, and which is so evident in who Steven is, is the passion and dedication with which he goes about all aspects of his work for both his school, and for independent education in the ACT, and nationally.

Steven's contribution to his school, to independent education, and to the Association, over the years cannot be understated. We are all the better for his driving passion for education, his commitment to excellence, his humanity, and his focus on community.

Steven, we wish to take this opportunity to thank you, to celebrate your achievements.



The Association of the Independent Schools of the ACT



Annual Report 2021



Statement of Comprehensive Income

For the Year ended 31 December 2021

ABN: 51 980 437 786



	2021	2020
	\$	\$
Income		
Government assistance	-	100,000
Interest income	3,324	9,755
Other income	2,686	11,245
Program administration	32,685	8,266
Reform support fund	493,047	484,071
Subscriptions	444,998	352,139
	976,740	965,476
Expenses		
Administration and office expenses	40,963	49,323
Amortisation - right of use asset	35,213	35,213
Consultancy and legal	9,364	8,754
Depreciation	13,864	16,230
Employee benefits expense	626,800	603,129
Finance expense – lease interest	4,425	6,114
IT expenses	7,564	7,167
Loss on disposal of assets	-	660
Other expenses	-	-
Projects	199,228	187,339
Rent and equipment lease	(2,900)	6,433
Services to schools	-	5,389
Subscriptions	44,930	50,834
Travel – domestic	1,571	2,528
	981,022	979,113
(Deficit) for the year	(4,282)	(13,637)
Total comprehensive (loss) for the year	(4,282)	(13,637)

Appendix

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
- Communities@Work Galilee School
- Islamic School of Canberra
- Marist College Canberra
- Orana Steiner School
- Radford College
- St Edmund's College
- Taqwa School
- Trinity Christian School

Associate Member Schools

- The Anglican School Googong
- Snowy Mountains Grammar School

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