

The Association of
Independent Schools
of the ACT

ANNUAL REPORT

2022



THE ASSOCIATION OF
INDEPENDENT SCHOOLS
OF THE ACT

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Dr Justin Garrick
Chair

MESSAGE FROM THE CHAIR

How swiftly the whole pandemic experience changed our thinking! No matter how traumatic the lockdown years might have been, the first half of this year, at least, was something else altogether. I'm not sure which was worse - remote learning or trying to deliver on-campus learning with 20% of staff down sick on any given day - and it doesn't matter which was worse, because both were dreadful; difficult, confronting and exhausting.

But just as the switch to remote learning was an extraordinary triumph for the educational profession, as we've said here before, so too was riding the Omicron wave in the first half of this year. Gruelling as it was at the time, we and our colleagues endured, for the good of our students and our communities. We supported each other, we covered countless classes, we rescheduled and adapted, mixed modes, and found the way to make it through in profound demonstration of the dedication that it is to be a teacher; to be one who gives their career to the needs of the young.

Everyone in every school in the ACT and beyond, regardless of sector, can be proud of that. While I have never felt more worn than I have over these past three years, neither have I

ever felt prouder of what we do. I hope everyone feels the same, and rightly so.

And how much more exciting, therefore, has it been at the end of the year to feel our schools returning to the full vibrancy of our normal pastoral, curricular, co-curricular and professional lives.

It is remarkable to think that in first semester of 2022, we were all weighing our capacity each week to stay open until Friday, wondering which year groups we might have to send home, which classes to collapse; yet in the last semester we've all been back on camps, enjoying sport between the rain, playing music, holding fetes and end of year theatre performances, carol services, Year 12 graduations, presentation nights, professional conferences; all that make our schools the warm and diverse human communities that they are, and that we've missed.

Long may that continue; and congratulations to all, on yet another phenomenally challenging but ultimately triumphant year.

To the Association itself, I say the same. As independent schools, we are disparate, but the work of the Association has been more important than ever in bringing us together and nurturing the shared progress of the 18 member schools and 2 NSW associate schools, which together educate over 15,000 students in the ACT.

Despite all in 2022, the work of the subcommittees, the networks, communities of practice and specialist groups has continued. We held our Leadership Breakfasts again bringing educators from all sectors together to hear from thought leaders. Likewise, the breadth of professional learning was commendable, including workshops on *Maximising Growth for Diverse Learners; Enhancing Leadership Capabilities; Staff wellbeing; Principal Conversations; Evidence into Action Projects and School Improvement through Coaching...* to name a few, not to mention the superb Celebrating of Teaching and Learning held at the East Hotel. I congratulate and thank all who shared their experiences at that fantastically well-attended event.

In addition, and as always, articulating the views of the ACT Independent School sector remains a large part of the Association's work, including in close collaboration with the Education Directorate and Catholic Education Office to enhance educational outcomes of all students in the ACT.

For all of that I thank sincerely the staff of the AISACT: Andrew, Serita, Kath, Joanne and Sue. We cannot thank you enough for being there for us always, with guidance and advice, and continued opportunities - not to mention RAT tests! Thank you, truly.

Likewise, to the Members of AISACT for their collegiality and good governance, and particularly to the AISACT Executive; to Deputy Chair Erik Hofsink, Steven Bowers, Samantha Brady, Fiona Godfrey, Maureen Hartung, Ian Hewitt, Heather Walsh, and Christine White. It is a privilege and pleasure working with you all.

Dr Justin Garrick
Chair



MESSAGE FROM THE EXECUTIVE DIRECTOR

It is my privilege to serve as the Executive Director of AISACT. It is also my very great privilege to work beside and with such an exceptional team who are the staff of AISACT and who, through their expertise and enthusiasm, expertly support our Member schools. It may be a small number, but they pack one hell of a punch.

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 years.

The long process of consultation around amendments to the Education Act 2022 came to fruition with the passing of the Amendment legislation on the 9th June. Minister Berry acknowledged the consultative and collaborative process that has led to the various amendments which are arranged under five core areas:

1. Strengthening the reporting of unenrolment, terminations of contracts, expulsions and exclusions by all schooling sectors;
2. Clarifying and updating the processes for suspension, transfer, expulsion and exclusion for all schooling sectors;
3. Clarifying the role of non-government school principals and proprietors and their obligations to meet legislative compliance requirements;
4. Streamlining the non-government school registration process with the introduction of standards, and including a shift from five-year registration to ongoing registration with risk-based review processes; and
5. Amending the powers of the registrar to review and support compliance with the Act in non-government schools in consultation with a registration Standards advisory Board.

I look forward to the development and implementation of these significant changes to the legislation and appreciate that for our schools this will hopefully not provide too many challenges.

There are many people and organisations the Association has had the privilege of working with throughout 2022 - and in many cases, for many years previously. I won't mention all by name, but let me acknowledge them by organisation:

- *Education and Training Directorate*
- *Catholic Education Canberra and Goulbourn*
- *Board of Senior Secondary Studies*
- *Teacher Quality Institute*
- *Block Grant Authority*
- *Independent Schools Council of Australia*
- *Nexia Canberra*
- *Catholic Care*
- *Snedden Hall and Gallop*
- *Halloran Morrissey*
- *Day and Hodge Associates*
- *Australian Council for Educational Leaders*
- *Giraffe Visual Communication Management*
- *University of Canberra*
- *In Mind*

All of these organisations, and the people who work for them, are very important to the work of the Association, and we recognise and thank them all.

Our National body Independent Schools Australia does extraordinary work, and in so very 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 continued in 2022. Teachers and schools continued to provide a calm, reassuring and constant voice for every student. Schools all maintained a sense of community which was no easy feat in an environment which was always presenting challenges and uncertainty, and one achieved with excellence in every school.

I want to note that 2023 will be particularly special for us - as it will be a Year of Celebration recognising 50 Years of the Association of Independent Schools of the ACT.

We look forward to sharing the celebrations with you throughout 2023.

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. Its 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 2022 Member schools educated 15,641 students with enrolments ranging from 57 to over 2000 students. In 2022 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 has 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 2022. These schools have been able to access professional learning in addition to other services that the Association offered. They will continue to be an important part of the Association and its strategic direction.

GOVERNANCE AND EXECUTIVE COMMITTEE & SUBCOMMITTEES

General Meetings

The Association's General Meeting comprises nominated representatives from each of the 18 Member schools. Each school nominates 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

Members to the Executive Committee are elected at the Annual General Meeting. Members of the Executive Committee consider 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 Member and Associate 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 Risk and Audit 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

AISACT provides leadership and advocates for AISACT Member schools, supporting them to provide an excellent education for their students, developing resilient well-rounded young people. AISACT provides a voice to ensure our schools are recognised as integral partners in the education landscape of ACT, committed to contributing to the overall quality and good of ACT education and offering choice and diversity for ACT families.

VALUES

INDEPENDENCE

The right of schools to actively promote their independence through each school's ethos and the values reflective of the school community.

CHOICE

The opportunity for parents and carers to exercise choice regarding the schooling they wish for their children.

DIVERSITY

The provision of diversity in education, and that each independent school community has the right to have their values reflected in the nature and characteristics of their school.

EXCELLENCE

The pursuit of excellence in education so that all students can reach their potential.

KEY DIRECTIONS

SUPPORT

- Provide professional learning opportunities supporting current and emerging priorities.
- Support the provision of sound governance practices in Member schools.
- Provide strategic, responsive and specialist advice to Member schools.

ADVOCACY AND REPRESENTATION

- Articulate and influence school education policy representing the views and needs of independent schools.
- Liaise and advocate to political decision makers.
- Work with key stakeholders and other organisations.

OUR IMPACT

- Enhanced public perception and understanding of independent schooling.
- Stronger collaboration between Member schools and sectors within the ACT education landscape.
- ACT Independent schools' interests recognised in education policy.
- Needs of Member schools met through the offering of excellence in services and programs.

COLLABORATION

- Engage and deepen collaboration and cooperation with the office and between Member schools.
- Broader engagement of all key stakeholders in the ACT.
- Promote unity of purpose within the independent sector.

LEADERSHIP

- Support schools as they respond to the changing needs of students and society connected to their community.
- Promote innovative and inspirational leadership in member schools.

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 Youth Affairs and Minister for Early Childhood

Development, 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 2022 the AISACT's involvement on committees and groups includes:

National Representation

Independent Schools of Australia (ISA) Board

ACARA Curriculum Directors' Group

Australian Institute of Teaching and School Leadership (AITSL) Association for Learning Environments

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 Board of Studies

NAPLAN Online Project Board

NAPLAN Online Cross Sector working 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 Sectorial COVID 19 Advisory Group

NDIS Education and Employment Working Group

KPMG NCCD Trauma Support Project Advisory Group

School Sport ACT Board

School Transport Liaison Committee

Sector Leaders group (ACT ED, CE, AISACT)

AEDC

ACT NDIA and Education Committee

Safe Schools

Reportable Conduct (ACT Ombudsman)

ACT Restrictive Practices Oversight Steering Group

ACT Cross Sectoral Education Working Group - Senior Practitioner

Positive Partnerships

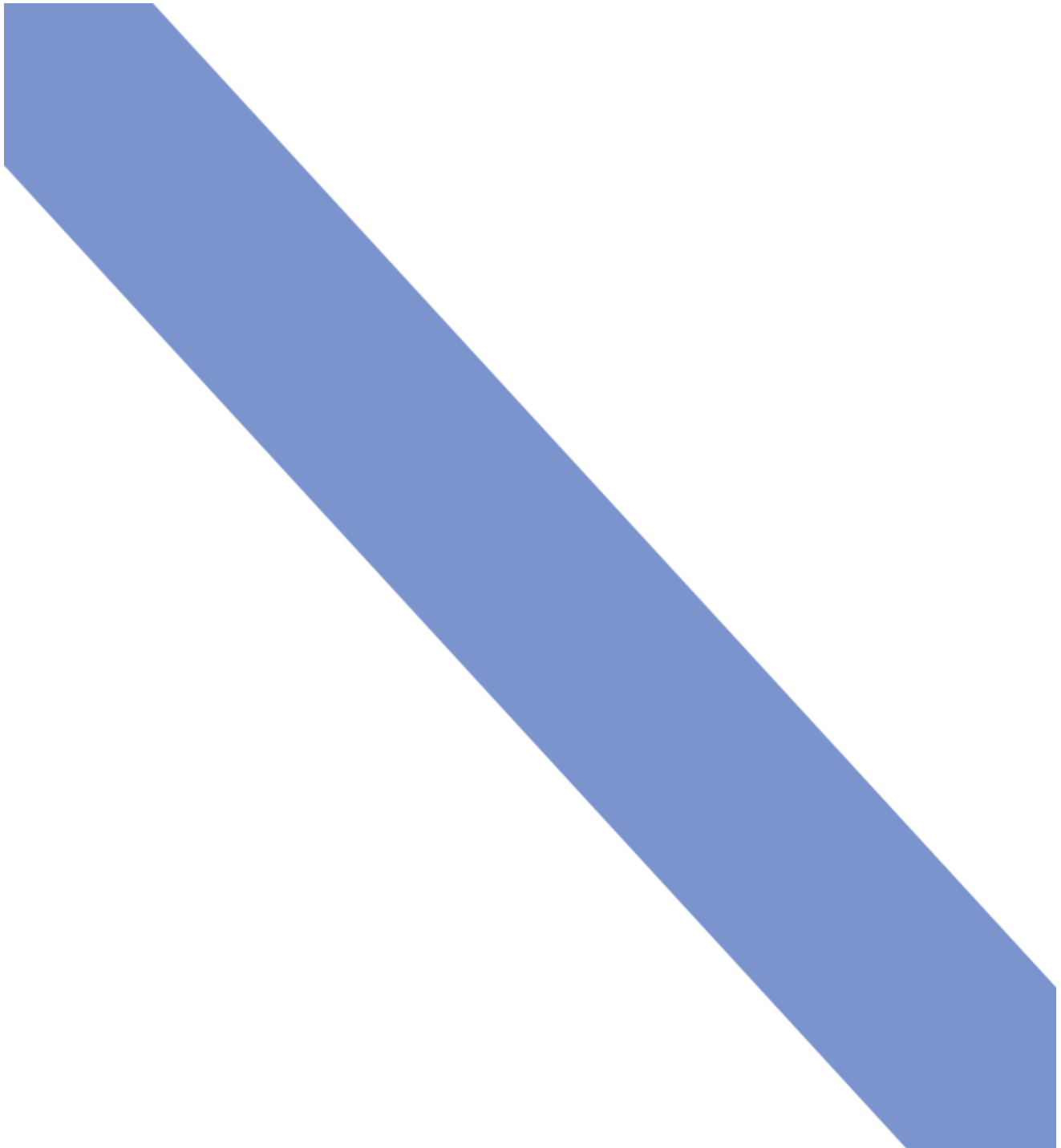
Cross Sectoral Collaboration Group- NCCD

Standby Advisory Committee

Australian Positive Behaviour Support Association

Reconciliation Action Plan Working Group (ISA)

Listen to Learn Advisory Group



COLLABORATION

Our Partners

During 2022 the work of AISACT has been supported by Nexia Canberra, our event partner once again this year.



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. AISACT has continued to build on this work in 2022, 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 2022, although many were amended and delivered online over different periods.

Leadership development, staff and student wellbeing, mental health, and coaching for school improvement continued as a focus during 2022. AISACT continued to build on previous work on the quality assurance, moderation, and support for the continued improvement of Nationally Consistent Collection of Data (NCCD) on schools 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.

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 broad range of programs were made possible through the use of the Non-Government Reform Support Fund.

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 and Exhale People
- Complaints and Investigations - Halloran and Morrissey

Support

Education Support

Networks

In 2022 there were two networks for support of school staff. The Students with Disabilities Network met each semester and provided professional learning, networking and resource support in teaching and learning, program support, teaching strategies and collaboration.

The Student Wellbeing Network is a mailing group, where 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

2022 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, Trauma Informed Education Support, student and staff wellbeing, NCCD processes and inclusive practices.



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 and plans (learning, health care, behaviour, safety) 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 2022, 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.

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

2022 participating schools:

Canberra Girls Grammar School, Trinity Christian School, Daramalan College, Canberra Grammar School, Burgmann Anglican School, St Edmund's College, Emmaus Christian School, Canberra Montessori School, Taqwa School, Brindabella Christian College.

2022 Evidence into Action workshop series: using Implementation Science to turn evidence into action.

Throughout 2022 this ongoing project built on school engagement in previous Evidence into Action workshops. A tailored professional learning and mentoring program for AISACT schools was designed and delivered to support the ongoing delivery of an implementation plan based on individual school priorities. Schools received personalised support through virtual mentoring sessions after the initial workshop. Participants in the 2022 AISACT Australian Government's Choice and Affordability Fund (CAF) Grant Programs also engaged with these professional learning opportunities throughout the year and showcased work to date at the 2022 AISACT Celebrating Teaching and Learning event, 9 November.

With professional input from Susannah Schoeffel (E4L) participants throughout the year 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).

2022 participating schools:

Canberra Grammar School, Emmaus Christian School, Radford College, Trinity Christian School, Marist College Canberra, Islamic School of Canberra, Burgmann Anglican School, Daramalan College.

2022 Embedding Research Literacy in Schools

This initiative, co-developed by Evidence for Learning, supported participants to engage with both the conceptual and practical aspects of building capability around the meaningful use of evidence in their schools via self-paced online modules (approximately 3 hrs in total).

The TQI accredited online modules explored the following themes:

- What is meant by data, research, evidence?
- What does meaningful use of research evidence look like?
- Reflecting on the use of research evidence look like?
- Reflecting on the use of research evidence in your school
- Barriers and enablers of the use of evidence in schools
- Practical aspects of mobilising and promoting the use of evidence in your school

An end-of-course webinar (60 minutes) on 14 November, facilitated by Susannah Schoeffel (E4L), provided an opportunity for the 30 participants to share key learnings and future directions.

AISACT Instructional Coaching Project: 2019-2022

The 2019-2022 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 webinars were designed for AISACT teachers to further 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.

Workshop 1 - Coaching for School Improvement: supporting better teaching to improve behaviour, achievement and culture.

Workshop 2 - A System of Professional Learning: structures to support coaching, including managing coaches, middle leaders and using data to measure impact.

2022 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, Canberra Girls Grammar School, Covenant Christian School, Orana Steiner School.

The Association of the Independent Schools of the ACT





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Leadership

2022 AISACT Enhancing Leadership Capabilities Masterclass Series

This AISACT leadership series was delivered by Exhale People and Halloran Morrissey to address the leadership and interpersonal challenges associated with leadership positions. The masterclasses focused on 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. The following topics provided input and opportunities to discuss key learnings in connection to specific contexts. An average of 30 educators attended each workshop throughout 2022.

- Developing Teams
- Professional Boundaries
- Feedback for Professional Growth
- Challenging Conversations
- Managing Harmful Sexual Behaviours in Students

AISACT School Staff Wellbeing Sessions

In partnership with Exhale People, AISACT continued its delivery of bespoke wellbeing sessions for staff in Member Schools. Across 2022, a series of wellbeing training sessions were delivered by Exhale People to whole staff communities.

Participating Schools: Canberra Grammar School, Daramalan College, Covenant Christian School, Canberra Christian School and Islamic School of Canberra.

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.

Ms Margery Evans

CEO Independent Schools Australia



Margery Evans has spent her career in education. She has held positions as a teacher, school principal, systems leader and, prior to returning to Australia, she worked as the Academic Director for Aga Khan Education Services, one of the largest not-for-profit school systems in the developing world. Headquartered in France (no hardship) she travelled extensively to support schools in Bangladesh, Central Asia, East Africa, India and Pakistan.

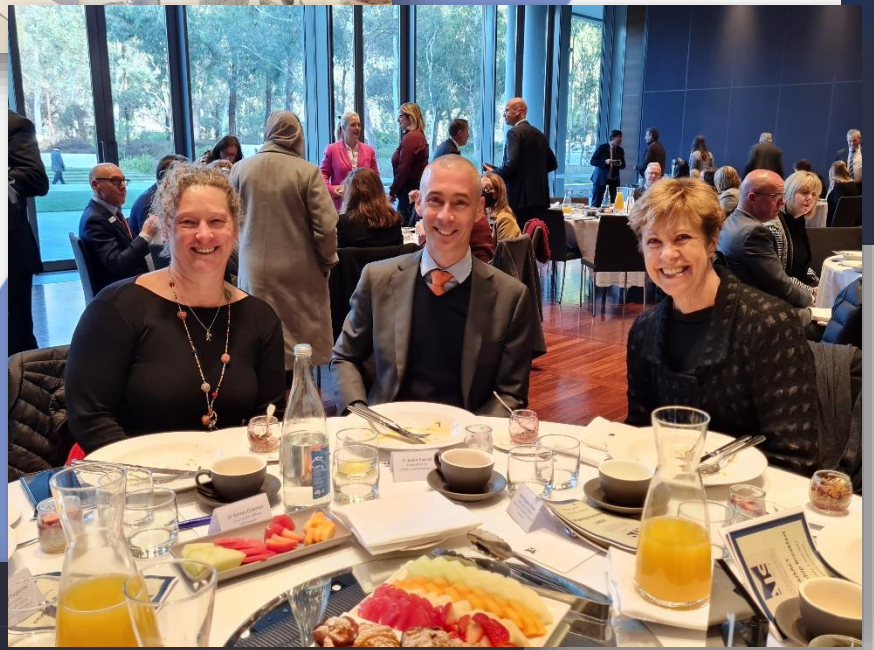
Margery has also had the privilege of leading the Australian Institute for Teaching and School Leadership (AITSL) and held senior roles in the education departments of Western Australia, South Australia and Victoria.

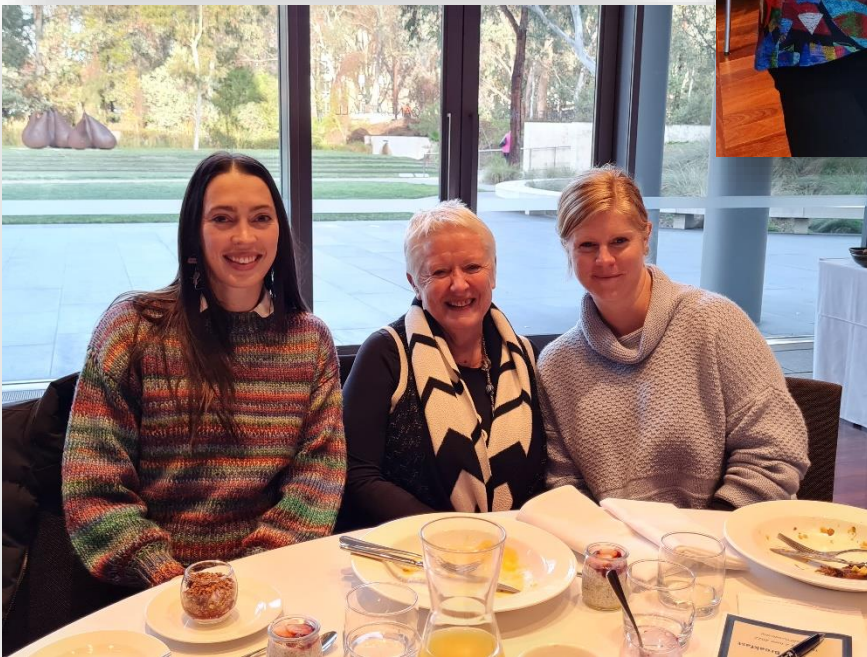
Margery is CEO of Independent School Australia, a peak body that strengthens and promotes the contribution independent schools make to the education of young Australians.

She is convinced that the world can be a better place if we get education right for everyone.



The Association of the Independent Schools of the ACT





The Association of the Independent Schools of the ACT



AISACT 2022 Colloquium

Leading in a Changing Landscape

The education landscape has changed. The AISACT 2022 colloquium provided an opportunity for educators from across the ACT Education Community to challenge, reflect, affirm and question what it means to improve school leadership and, at the same time, inspire and motivate colleagues. This challenge was unpacked via insights provided by a range of AISACT principals and Dr Barbara Watterston's reflections.

Dr Barbara Watterston is the CEO of The Australian Council of Education Leaders (ACEL).

Barbara has extensive experience in education and has held a number of leadership positions across Australia within the education and not-for-profit community sectors. An engaging facilitator, Barbara's national and international research, consultancy, high performance coaching, and speaking engagements centre on leadership development that emphasise the impact of high-quality leadership on creating the enabling environments for students to learn.

Barbara was the inaugural recipient of the Women of Achievement Award (WA DoE), is an honorary fellow of the Melbourne Graduate School of education and is a National Fellow of the Australian Council for Educational Leaders. Her expertise is regularly sought to contribute in an advisory capacity as a member of numerous university, departmental, school and professional boards.

Barbara has a special interest in the links between leadership sustainability, wellbeing, and impact on performance to ensure learning for all can thrive.







The Association of the Independent Schools of the ACT





2022 AISACT Celebrating Teaching and Learning Event

After a two-year hiatus the highly regarded AISACT Celebrating Teaching and Learning event took place on Wednesday 9 November at East Hotel, attended by over 100 educators from Member Schools.

The 2022 iteration again provided an opportunity for educators to showcase and celebrate the many wonderful activities and achievements happening across Member Schools.

Presentation topics:

- Putting Evidence to Work: the process of implementing improvements and innovation in our Economics and Business Department
- Fostering growth mindset through a formative feedback process using data visualization
- Maximising Growth for Diverse Learners program
- Implementing Self- Regulated Learning at Radford College: a 3 year journey
- How does a co-teaching model of instruction impact student achievement?
- Scaffolding Literacy: a reading into writing pedagogy
- Coaching: encouraging personal growth
- Inclusion Support Program at Emmaus Christian School
- The Impact of Mentoring, Approaches to Learning and Wellbeing
- Making Sense: teaching grammatical cohesion for modes of production in Upper Secondary
- Education as Human Flourishing
- Signature Programs at CGGS
- A Literacy Journey across the Junior School
- Implementation of the IB Middle Years Program at CGS
- Engaging Secondary Students in a Wide-Reading Program
- St Edmund's College Sports Academy
- Developing a more authentic approach to reporting
- Student Progress at MCC: addressing student areas of deficit in Reading and Numeracy
- 'Above and Beyond' Program
- Green Team: Sustainability Action Group
- Motivation and Engagement in Year 9 HEPE: an exploratory action research process



The Association of the Independent Schools of the ACT





The Association of the Independent Schools of the ACT



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 18 November 2022. 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 2022.

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.

Each year at this event 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".

In announcing the recipient of this award, the Chair commented:

"Following a number of nominations this year, I am delighted that we are able to recognise a person who has given exceptional service to the Association, to independent education and, of course, to the community of their school over many years.

None who know her may ever doubt her passion for the good of our sector and its children and their families, most particularly for early childhood education. She is a strong advocate, not shy of opinion, and I have no doubt that much progress in our sector is owed to her tenacity.

The recipient of this year's AISACT Award for Leadership and Excellence in Independent Education is, Maureen Hartung."



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Statement of Comprehensive Income

For the Year ended 31 December 2022

ABN: 51 980 437 786



	2022	2021
	\$	\$
Income		
Interest income	14,267	3,324
Other income	87,838	2,686
Program administration	22,898	32,685
Reform support fund	476,641	493,047
Subscriptions	567,627	444,998
Choice and affordability fund	416,862	
	1,586,133	976,740
Expenses		
Administration and office expenses	39,789	40,963
Amortisation - right of use asset	35,213	35,213
Consultancy and legal	17,843	9,364
Depreciation	5,987	13,864
Employee benefits expense	628,747	626,800
Finance expense – lease interest	2,590	4,425
IT expenses	7,934	7,564
Other expenses	85,680	-
Projects	573,392	199,228
Rent and equipment lease	951	(2,900)
Subscriptions	48,752	44,930
Travel – domestic	26,844	1,571
	1,473,722	981,022
Surplus (Deficit) for the year	112,411	(4,282)
Total comprehensive (loss) for the year	112,411	(4,282)

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 at 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
ASSOCIATE MEMBER SCHOOLS			
	The Anglican School Googong		Snowy Mountains Grammar School

General Meeting Members

Maureen Hartung OAM, Sophia Williams
Blue Gum Community School

Ketura Jones
Brindabella Christian College

Leonie Harwood, Joel Anderson
Burgmann Anglican School

Bree Hills
Canberra Christian School

Julie Jorritsma (Concluding Term 3) Terrie
Jones (Commencing Term 4), Kate Hill
Canberra Girls Grammar School

Dr Justin Garrick, Kent Peters
Canberra Grammar School

Rael Matthews
Canberra Montessori School

Martin Keast, Tim James
Covenant Christian School

Rachel Davies, Hugh Boulter
Daramalan College

Erik Hofsink, Rebecca Jeffery
Emmaus Christian School

Tim McNevin
Galilee School

Dr Mahmoud Eid
Islamic School of Canberra

Matthew Hutchison, Christine White
Marist College Canberra

Geoff Fouracre (Concluding Term 3), Kelly
Armstrong (Commencing Term 4)
Orana Steiner School

Fiona Godfrey, David Perceval
Radford College

Joe Zavone, Samantha Brady
St Edmund's College

Amanda Bartels (Concluding Term 3), Dr
Mohammad Yamin (Commencing Term 4),
Peter Polkinghorne
Taqwa School

Ian Hewitt, Karen Achurch
Trinity Christian School

Steven Bowers (Concluding Term 2), Dr
Clayton Massey (Commencing Term 3),
Heather Walsh
The Anglican School, Googong

Dr Andrew Bell, David Griffith
Snowy Mountains Grammar School

Executive Committee

Dr Justin Garrick
Canberra Grammar School (Chair)

Erik Hofsink
Emmaus Christian School (Deputy Chair)

Ian Hewitt
Trinity Christian School

Fiona Godfrey
Radford College

Steven Bowers

Heather Walsh
The Anglican School, Googong

Christine White
Marist College Canberra

Samantha Brady
St Edmund's College, Canberra

Maureen Hartung OAM
Blue Gum Community School

Andrew Wrigley
AISACT

Finance Risk and Audit Subcommittee

Heather Walsh (Chair)
The Anglican School, Googong

Christine White
Marist College Canberra

Karen Achurch
Trinity Christian School

Samantha Brady
St Edmund's College

David Perceval
Radford College

Tim James
Covenant Christian School

Hugh Boulter
Daramalan College

Kate Hill
Canberra Girls Grammar School

Joel Anderson
Burgmann Anglian School

Kent Peters
Canberra Grammar School

Andrew Wrigley
AISACT

Serita Cordeiro
AISACT

Joanne Garrison
AISACT

Teaching and Learning Subcommittee

Erik Hofsink, (Chair)

Emmaus Christian School

Ann Hamer

Canberra Grammar School

Tim Bibbens

St Edmund's College

Andy Gordon

Radford College

Tara Dunstall

Canberra Girls Grammar School

Maddie Harley

Canberra Girls Grammar School

Lisa Hivers

Galilee School

Luke Willsmore

Emmaus Christian School

Chris De Britt

Daramalan College

Ben Stein

Daramalan College

Peter Milligan

Marist College Canberra

Alison Easey

Burgmann Anglican School

Patrick Langer

Burgmann Anglican School

Louise Wallace Richards

Radford College

Lindy Braithwaite

Radford College

Peter O'Donnell

Brindabella Christian College

Gillian Hetherington

The Anglican School Googong

Eleisha Smyth

Trinity Christian School

Jocelyn James

Covenant Christian School

Kath Morwitch

AISACT

Joanne Garrison

AISACT

Education Support Subcommittee

Ian Hewitt, Chair
Trinity Christian School

Grant Barclay
Marist College Canberra

Sophia Williams
Blue Gum Community School

Selina Johnston
Brindabella Christian School

Cath Amesbury
Burgmann Anglican School

Lindsey Herse
Canberra Grammar School

Bronwyn Westcott
Marist College Canberra

Michelle Gillis, Nicole Harper
Emmaus Christian School

Eloise Freestone
Orana Steiner School

Jane Smith
Radford College

Andrew Wrigley
AISACT

Joanne Garrison
AISACT

Sue Frawley
AISACT

Early Years learning Subcommittee

Maureen Hartung OAM, Chair
Blue Gum Community School

Subhadra Chapman
Blue Gum Community School

Bree Hill
Canberra Christian School

Karen Mahar
Radford College

Andrew Wrigley
AISACT

Joanne Garrison
AISACT

Staff of the AISACT Office

Andrew Wrigley
Executive Director

Joanne Garrison
Senior Manager Strategic Programs

Kath Morwitch
Senior Manager Curriculum and Professional Learning

Sue Frawley
Manager Education Support

Serita Cordeiro
Finance and Office Manager