AIS ACT

THE ASSOCIATION OF
INDEPENDENT SCHOOLS
OF THE ACT

ANNUAL REPORT
2025

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1

OVERVIEW

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.

AISACT leads with purpose, advocating for our Member schools and supporting them in delivering exceptional education that nurtures resilient, well-rounded young people.

The Association provides Independent schools with a strong voice, ensuring they are recognised as vital partners in shaping the ACT's education landscape. Committed to quality and choice, we work to enrich ACT education and provide families with diverse opportunities for their children's learning and growth.

Membership of the Association includes all ACT Independent Schools as well as a number of schools from the surrounding region who join as Associate Members. AISACT provides quality support to Member Schools in areas such as professional learning, advisory services and governance support.

The Association's 18 ACT Member Schools and 2 NSW Associate Member Schools are a diverse group of Independent schools serving a range of communities of different types, sizes, religious affiliations and educational philosophies. They are a vital part of the ACT education system. Together, these schools educated in 2025 almost 17,000 students from early childhood to Year 12 with enrolments ranging from 100 to over 2000, making up 20% of the total student population in the ACT.

At the end of 2025, we received applications for two new member schools from 2026; Connections High School and Stromlo Forest Anglican School and warmly welcomed them at the beginning of 2026.

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.

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CHAIR AND EXECUTIVE DIRECTOR REPORT

The year 2025 marked a pivotal era of change and leadership renewal for the Association of Independent Schools of the ACT (AISACT). In a period characterised by significant legislative shifts and regulatory pressures, the Association prioritised organisational stability to navigate a "changing of the guard" at both the organisational and governance levels. This strategic focus ensured that the institutional knowledge of outgoing leaders was preserved while integrating fresh perspectives, thereby maintaining the Association's authoritative voice and vision for the Independent school sector.

Leadership and Governance

A central pillar of this evolution was the transition of the Executive Director role from Andrew Wrigley to Tracey Taylor following Andrew's retirement. Demonstrating significant professional generosity, Andrew extended his tenure beyond his original 4 April 2025 farewell to facilitate a rigorous handover. This allowed for a seamless transition when Tracey Taylor formally commenced the role on 16 June 2025. As part of this succession, Tracey was appointed to ministerial board positions on the Registration Standards Advisory Board (RSAB) and the Teaching Quality Institute (TQI) Board, and replaced Andrew on the ACT Block Grant Authority Board.

The Executive Committee leadership also underwent a strategic realignment, transitioning from Terrie Jones to Rachel Davies as Chair, supported by Leonie Harwood as Deputy Chair. The Association recognises the profound contributions of its outgoing leadership:

- **Terrie Jones**: Commended for her exceptional stewardship as Chair until her handover to Rachel, specifically her support of the Executive Director transition and her support to navigate complex legislative concerns regarding child protection.
- **Ian Hewitt**: Recognised for his dedicated service since 2018; his final meeting on 7 May 2025 concluded a tenure marked by significant contributions to the Wellbeing and Education Support Subcommittee.
- **Andrew Wrigley**: Acknowledged for his long-term tenure and dedication to AISACT and members schools, his ability to foster key relationships in the education sector, locally and nationally, and his commitment to a structured handover, ensuring the incoming Executive Director (ED) was integrated into key ministerial and regulatory environments without loss of momentum. In addition, Andrew represented the national Independent sector on the ACARA Board and the Independent Schools Australia Board. It is significant to note, Andrew was awarded the ACEL National Fellowship Award 2025 as recognition of his service to education.

In addition, two key long term staff members retired in 2025:

- **Joanne Garrison**: Joanne retired early in 2025, after an 8 year tenure of service to AISACT in her role as Senior Manager, Strategic Programs. Joanne's extensive knowledge and experience of education, the ACT jurisdiction, legislation and strategic policy, her strong connections and relationships, provided excellent value to AISACT over the years.
- **Kath Morwitch**: Kath also decided to retire at the end of 2025 from her role as Senior Manager, Curriculum and Professional Learning following her longstanding dedication to the team and member schools of 11 years. Kath's energy, enthusiasm and outstanding professionalism were rightly recognised at the 2025 AISACT Cocktail Event.

2025 Executive Committee

Following the 2025 May AGM, the Executive Committee for the last 12 months has been:

- Rachel Davies (Chair)
- Leonie Harwood (Deputy Chair)
- Terrie Jones (Past Chair)
- Heather Walsh (Chair Finance, Risk & Audit Sub Committee)
- Dr Mahmoud Eid
- Maureen Hartung
- Matthew Hutchison
- Dr Justin Garrick
- Kent Peters
- Melanie Spencer

Their gift of time, continued commitment and efforts, valued insights and contributions are to be commended.

Strategic Reform

In 2025, AISACT initiated a comprehensive governance and organisational audit to provide clear oversight and ensure compliance with evolving regulatory standards. The strategic rationale for this reform was to shift toward a proactive model that provides for quality governance and operational clarity for the Executive Committee.

Part of this reform was data-driven, informed by an external review conducted by Resolve Consulting, providing recommendations for an improvement framework over time.

To further streamline operations, the Executive Committee moved to implement the Athena Board portal. This digital transformation addressed the requirement for high-level security assurance and operational efficiency. By adopting this platform, AISACT secured a purpose-built environment for document management at no cost to the Association, while securing discounted access for member schools and referral fees. This transition reduced administrative burden and ensures governance materials are managed within an easily accessible, encrypted framework.

Advocacy and Representation

Throughout 2025, AISACT continued to serve as the primary advocate for the ACT Independent sector, actively resisting legislative overreach and addressing systemic reporting burdens on schools. The Association's advocacy remains focused on ensuring Independent schools are understood and treated according to their distinct operational and contextual realities.

AISACT collaborated with Independent Schools Australia (ISA) on their "School Choice Counts" federal election campaign to capitalise on campaign momentum to advocate for the Better Fairer Schools Agreement (BFSA).

AISACT intensified its requests for transparency regarding the Board of Senior Secondary Studies (BSSS) processes with the identification of several critical areas requiring clarity. This advocacy continues.

AISACT represents members on a range of working groups, committees, reference groups and boards. This work is important to provide the Independent sector perspective and have an essential place at the table with government and agencies.

AISACT engaged with the ACT Ombudsman following Halloran Morrisey survey results indicating that the Ombudsman's Office may lack a comprehensive understanding of the nature of Independent schools. The Executive Director prioritised forming a direct relationship with the Office to streamline the reporting burden on member schools.

Professional Learning and Member Services

A continued focus for AISACT is to provide ongoing advice, support, professional learning and opportunities for networking and collaboration. In 2025, AISACT delivered a comprehensive suite of professional learning opportunities structured around four strategic pillars:

- Curriculum and Pedagogy
- Inclusion, Wellbeing and Engagement
- Leadership and Governance
- Generative AI

The Commonwealth Government's Choice and Affordability Fund (CAF) allowed the allocation of significant funding for school-specific initiatives such as the ongoing implementation support for the F-10 Australian Curriculum V9.0, the *Promoting Self-Regulated Learning* program facilitated by Dr Shyam Barr, and *Program Amplify* with Sue Chandler, which provided critical induction and onboarding for early career teachers.

Wellbeing support was bolstered through *Youth Mental Health First Aid* courses and specialised workshops on *Universal Design for Learning (UDL)* and *Managing Challenging Behaviours*, alongside the *Consent and Respectful Relationships Education (CRRE)* initiative delivered in partnership with the Respect Collective.

Educators also accessed data-driven insights through Dr Selena Fisk's webinars, which focused on leveraging assessment data to enhance student outcomes and drive educational success

Member schools were supported by our strategic partners, Snedden, Hall & Gallop and Halloran Morrissey, providing legal, reportable conduct, safeguarding, and investigative advice. Schools were also able to access funded support for Employee Assistance Programs (EAPs) for staff wellbeing.

AISACT fostered peer collaboration through the establishment and continuation of the NCCD Network, Business Managers Network, Voice for Educators group and the newly established Deputy Principals' network. The year finished with a wonderful *Celebrating Teaching and Learning* event with colleagues sharing new initiatives and programs in their schools.

Financial Stewardship

While the financial position remains stable, the Finance, Risk and Audit Sub Committee and the Executive Committee consistently exercise oversight of the budget, financial reporting and investments.

Key strategic adjustments made during 2025 to be reflected in the 2026 Budget included:

- Office Staffing: Re-aligning FTEs to reflect current strategic priorities
- New Website and Members Portal: Investing in a non-public digital space for resource sharing and providing members with greater access to information.

To ensure consistency in subscription definitions, the Association adopted a new definition: preschool students (4 and 5-year-olds) to be included in subscription at 50% discount. It was decided not to include 3-year-olds. This decision reflected the reality that AISACT provides fewer direct services to Early Learning Centres (ELCs) despite its continued advocacy for them.

Future Outlook: The 2026–2027 Strategic Horizon

The Choice and Affordability Funding (CAF) Workplan 2026-2027 was developed and approved by the Australian Government. This serves as the strategic roadmap for the next two years.

The current model for distributing CAF grants to member schools will be maintained through to 2029, providing the sector with fiscal predictability.

The Association's reach will expand in 2026, with new school members Connections High School and Stromlo Forest Anglican School. This growth signifies the increasing diversity and strength of the AISACT community.

Although this report is retrospective for 2025, it would be remiss not to welcome Bronwyn Kerr, Director of Education – School Services commencing January 2026, providing a wealth of expertise, professionalism and experience.

The Association of Independent Schools of the AISACT also acknowledges Serita Cordeiro for her 15 years of long-standing service and commitment to AISACT, the team and school members. Serita completed her role as Finance and Office Manager in February 2026 following our organisation review and restructure.

Thank you to Sue Frawley, Director of Education – Inclusion and Wellbeing for her steadfastness in an atmosphere of change, her ability to work flexibly and with openness, strategic ideas and enthusiasm for her role, navigating all changes with grace and continuing to have a positive impact with her support to schools.

AISACT is supported in its work by many people and organisations and 2025 was no different. Many of these organisations have had a long association with AISACT. 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 you all. The list below is by no means conclusive:

- Independent Schools Australia
- ACT Education Directorate
- Commonwealth Department of Education
- Catholic Education Canberra and Goulburn
- Board of Senior Secondary Studies
- Teacher Quality Institute
- Registration Standards Advisory Board
- ACT Block Grant Authority
- Office of the Senior Practitioner
- RSM Auditors
- Snedden Hall and Gallop
- Halloran Morrissey
- Australian Council for Educational Leaders
- Giraffe
- Top Tier IT
- University of Canberra
- APFACTS
- Aware Super
- NAB
- Marymead Catholic Care
- Exhale People

Rachel Davies
Chair

Tracey Taylor
Executive Director

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ADVOCACY AND REPRESENTATION

As the representative body for the ACT Independent school sector, the Association represents the sector's view to Territory and Federal governments on matters of significance and importance in education and for 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, Executive Committee members, teachers from Member schools and the Association team, represented the interests of Independent Schools, independent education, and the Association on a wide variety of committees, consultative groups and boards. In 2025 the Association of Independent Schools ACT 's involvement on committees and groups included:

National Representation:

- Independent Schools Australia (ISA) Board
- National Online Safety Education Council
- National Disability Insurance Agency Group
- Positive Partnerships National Peak Body
- National Disability Insurance Scheme Education Working Group
- Australian Association of Special Education (AASE) National Board
- ISA Early Childhood Group
- ISA VET Group
- ISA First Nations Group
- ISA Curriculum Directors Group
- ISA Wellbeing, Diversity and Inclusion Group
- ISA International Group
- OLT National Working Group
- ACARA Curriculum Directors Group
- Australian Institute of Teaching and School Leadership (AITSL) Professional Growth Network
- ACT NAPLAN Group
- AsiaLink Education Council (represent ISA on this national Council)

ACT Representation:

ACT Board Of Senior Secondary Studies (BSSS)

- BSSS Board
- BSSS Curriculum Advisory Committee
- BSSS Assessment and Certification Committee

ACT Block Grant Authority (BGA)

- ACT BGA Board
- ACTBGA Finance and Assessment Committee
- ACTBGA Assessment Committee
- ACTBGA – MGP Committee

Teacher Quality Institute (TQI)

- TQI Board
- TQI Standards and Professional Practice Committee
- TQI Initial Teacher Education Committee
- TQI Professional Learning and Development
- Registration Standards Advisory Board (RSAB)

Child Safety and Wellbeing

- Child Safe Standard Officer Level Working Group
- Child Safe Standards Implementation Oversight Groups
- Stand By/Wellways Reference Group
- Be You Working group
- Gambling Prevention Working Group
- Domestic Violence Information Sharing Scheme Working Group

ACT (other)

- ACT Ministers and Parliamentarians
- Education Directorate, Catholic Education and AISACT Group
- School Transport Liaison Group
- Education Working Group (Office of the Senior Practitioner – OSP)
- OSP Panel
- Australian Council of Education Leaders (ACEL) Executive Committee
- AITSL Indigenous Cultural Responsiveness Advisory Group
- Australian Early Development Census (AEDC) Group
- Animal Ethics Committee
- Research Ed
- Think Forward Educators
- Valuing Educators Reference Group

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MEMBER SERVICES, PROFESSIONAL LEARNING AND COLLABORATION

Providing professional development and services to members is a key part of the Association's role. The Commonwealth Government's Choice and Affordability Fund has been a vital part of the professional learning AISACT has been able to provide to schools without fee for service, to improve school leadership, student outcomes and wellbeing. The following initiatives and programs are a few examples of work achieved in 2025 across schools.

Voice for Educators Subcommittee

In 2025, the AISACT Teaching and Learning Subcommittee and the Education Support and Wellbeing Subcommittee combined to form the Voice for Educators Subcommittee, chaired by Ms Leonie Harwood, Principal of Burgmann Anglican School. This fit-for-purpose forum provided key coordinators, leaders, and practitioners with opportunities to connect, collaborate, and share information, resources, and professional expertise across member schools.

The Subcommittee continued to support the work of the Association by fostering professional dialogue, strengthening collaboration, and enabling the sharing of effective practice across teaching, learning, wellbeing, and inclusion. Through regular meetings and networking opportunities, members contributed valuable insights that informed sector priorities and supported educational excellence within Independent schools.

A continuing focus of the Subcommittee was the identification, implementation, and sustainability of high-impact and innovative practices across diverse school contexts, while further strengthening cross-sector collaboration and professional learning across the Association.

F-10 Australian Curriculum V9.0

Members engaged in ongoing updating of Australian Curriculum v9.0 matters. Updates from ACARA's Curriculum Directors' meetings and ACARA's Curriculum Learning Area Specialists' meetings informed curriculum discussions across the year. Learning Area Specialists from ACARA continued to work with interested AISACT teachers as they collected and annotated Years F-6 or Years 7-10 'at standard' work samples. Participants were supported by ACARA's Learning Area Specialists to clearly articulate line of sight between achievement standard, content descriptors, teaching and learning opportunities, assessment task and evidence.

Embedding Self-Regulated Learning

Facilitated by, and co-designed with Dr Shyam Barr, this program continued work from 2023 and 2024. Participants engaged in dynamic discussion with other like-minded professionals, delving into academic research in cognitive psychology and continuing their own action research.

The program was accredited by the Teacher Quality Institute (TQI) for four hours of professional learning. Participants continued to develop and refine action research projects throughout the year, with the intention of sharing their findings at the AISACT Celebrating Teaching and Learning Event.

Artificial Intelligence Workshops

Paul Matthews, Co-Founder of MyTeacherAide, was engaged to deliver two online workshops that unpacked actionable practices to help schools thrive in a world infused with Artificial Intelligence. Paul is an Australian teacher, consultant, and TEDx speaker who partners with schools to navigate the challenges and opportunities presented by Artificial Intelligence. He is the author of two books, *A Time to Lead*, and *Artificial Intelligence - Real Literacy*, and, as well, serves as a fellow for the Baylor Centre for School Leadership. The workshops were well attended, showing the interest in how schools can professionally engage in Generative AI whilst ensuring safeguarding and ethical practice.

Evidence into Action Mentoring Program: Implementation for School Improvement

The 2025 iteration of the Evidence into Action series supported those who had previously completed the Evidence into Action workshop series. Via online mentoring, Susannah Schoeffel and Michael Rosenbrock supported the refinement and delivery of existing implementation plans based on individual school priorities. Key elements of implementation science informed the development of plans to guide school improvement projects or approaches, effectively using assessment data.

Consent and Respectful Relationships Education in partnership with Respect Collective

The Australian Government's Consent and Respectful Relationships Education initiative (2024-2028) provides grants to the Independent sector through AISs to support Consent and Respectful Relationships Education. The funding is to support the delivery of expert developed, evidence-based, age-appropriate consent and respectful relationships education in the school year 2024-2028.

To that end, the Association of Independent Schools of the ACT (AISACT), with input from member schools, engaged Respect Collective (RC) to develop a tailored, plug and play digital curriculum for AISACT Secondary Schools (year 7-12) which can be delivered to individual classes. The RC curriculum aligns with the Australian Health and Physical Education Curriculum (v 9.0) and addresses several key learning objectives across the International Technical Guidance on Sexuality Education (UNESCO, 2022).

It is anticipated that this RC resource will enhance existing CRRE programs in schools. The CRRE work happening across some of our member schools in 2025 was highlighted in articles for two editions of *Education Matters*, August and October respectively.

AISACT Coaching in Education Network

Alumni of AISACT coaching programs met to share and discuss coaching resources, strategies and how schools effectively measure the effect of coaching on both student outcomes and staff change. Network members were invited to attend a professional learning presentation provided by the Teachers' Guild of NSW on the role of coaching and mentoring in teacher development, hosted by Radford College.

AISACT Leadership Development Series

Four online modules were created to support leadership capacity development including:

- The Art of Influence
- Communication – Asking the Right Question
- Inspiring Others
- Resilient Teams

These online leadership modules are available to members in our new Members Portal.

Twilight Colloquium

The 2025 Twilight Colloquium was again designed as a 'fireside chat', aiming to informally explore the theme of Thriving and Evolving – how leaders can lead education into a future that refuses to stand still.

The Chair of the AISACT Executive Committee, Ms Rachel Davies, Principal Daramalan College, set the scene by stating that education has always evolved — but never at the pace, complexity, and unpredictability we see today. She stated, 'We're standing at the intersection of rapid technological change, shifting social expectations, and new demands on learners that our traditional systems weren't designed to meet. Our panel discussion isn't about rehearsing the familiar challenges — it's about exploring the uncertainties, the 'what ifs,' and the hard questions that don't yet have easy answers. We'll be asking some challenging questions and perhaps most importantly — what do we, as leaders, need the courage to unlearn in order to build something better?"

The audience was invited to listen not just for answers, but for provocations — ideas that challenge assumptions, spark reflection, or even make you feel uncomfortable. Because discomfort, as we know in education, is often the beginning of learning.

The panel was moderated by Ms Tracey Taylor Executive Director AISACT and the panellists were:

- Mr Stephen Gniel, Chief Executive Office Australian Curriculum, Assessment and Reporting Authority (ACARA)
- Ms Melanie Spencer, Principal, Emmaus Christian School
- Dr Justin Garrick, Head of School, Canberra Grammar School
- Ms Bree Hills, Principal Canberra Christian School

Over the course of the evening, panellists artfully grappled with the provocations raised.

Networks

AISACT continued to facilitate three key networks in 2025 to support educators and school staff across member schools.

The **Students with Disabilities Network** met each semester and provided opportunities for professional learning, networking, resource sharing, and collaboration. Topics focused on inclusive teaching and learning practices, program support, effective teaching strategies, and sharing expertise across schools.

The Nationally Consistent Collection of Data (NCCD) Network met each term and aligned professional learning to the four phases of the NCCD cycle: planning, implementation, validation, and reflection. Each semester professional learning was TQI accredited for 2 hours. A cross-school moderation opportunity was provided in Term 3, with additional school-based support available on request. This support included moderation processes, evidence management, documentation requirements, obligations under the Disability Discrimination Act (DDA) and Disability Standards for Education (DSE), and NCCD implementation practices.

The **Student Wellbeing Network** operated primarily as a communication and resource-sharing network, providing member schools with regular updates, resources, and access to support and advice as required.

A **Board Chair Network** was established to connect school governing bodies together to discuss important issues of governance.

Cross-Sectoral Collaboration

AISACT continued to work collaboratively across education sectors in 2025, particularly in relation to NCCD information sharing, moderation activities, and professional learning. Additional areas of collaboration included student wellbeing initiatives, restrictive practices, networking opportunities, and sector-wide professional learning.

Inclusive Education

AISACT provided a range of school and team-based professional learning opportunities tailored to member school needs. Professional learning was collaboratively designed and delivered upon request and included topics such as:

- Neurodiversity and inclusive education
- Positive behaviour support (creating and/or registering a plan)
- Trauma-informed educational practices
- Student and staff wellbeing
- NCCD processes and requirements
- Inclusive teaching practices
- Disability Standards for Education
- Disability Discrimination Act obligations

These sessions supported schools to strengthen inclusive practices, build staff capability, and meet legislative and compliance requirements.

Youth Mental Health First Aid Course

AISACT delivered the Youth Mental Health First Aid Course, accredited by Mental Health First Aid Australia and facilitated by Isabel Fox and TQI registered for 10 hours.

The course equipped educators and school staff with the knowledge, skills, and confidence to recognise, understand, and respond appropriately to young people experiencing mental health challenges or mental health crises within school settings. Participation also provided schools with an opportunity to review and strengthen policies, procedures, and support systems relating to student mental health and wellbeing.

Program Amplify

Developed and facilitated by Sue Chandler, Program Amplify continued to support early career teachers through evidence-informed approaches drawn from the science of wellbeing. The program was accredited by the Teacher Quality Institute (TQI) for 10 hours and supported participants in developing evidence and reflections for their portfolios for transition to full teacher registration.

The program focused on strengthening professional practice, developing professional identity, and enhancing teacher wellbeing through collaborative learning and reflection. Participants were provided with opportunities to build professional networks across schools, engage in shared learning experiences, and apply new knowledge and skills directly within their classroom contexts.

Universal Design for Learning

Facilitated by Dr Matt Capp, this full-day workshop was accredited by the Teacher Quality Institute (TQI) for five hours of professional learning and an additional 10 hours of System Supported Teacher Identified Professional Learning (SSTIPL). The workshop supported educators to develop a deeper understanding of differentiation and learner variability within formative and summative assessment practices, aligned with Version 9.0 of the Australian Curriculum.

Participants explored practical applications of Universal Design for Learning (UDL) principles to improve curriculum access, student engagement, and inclusive classroom practice. The workshop also supported teachers to identify strategies for reducing barriers to learning and increasing participation and achievement for all students.

Following the workshop, participants engaged in ongoing reflection and application of UDL principles within their own school contexts. Through the SSTIPL component, educators developed and implemented practice-based projects focused on improving curriculum access, learner engagement, and inclusive teaching strategies. Participants shared their learning, outcomes, and reflections at the AISACT Celebrating Teaching and Learning Event, supporting the translation of theory into practice and promoting the sharing of innovative and effective inclusive practices across member schools.

Understanding and Managing Behaviour

Facilitated by Kelly Oldfield, this comprehensive professional learning program was accredited by the Teacher Quality Institute (TQI) for 10 hours and equipped educators with practical tools and evidence-informed strategies to understand, manage, and positively influence challenging behaviours.

Participants engaged in coaching and collaborative reflection throughout the year, developing action research projects that were presented at the AISACT Celebrating Teaching and Learning Event. This approach supported the translation of theory into practice and encouraged the sharing of successful strategies across member schools.

Direct School Support

The Manager, Education Support, Inclusion and Diversity, Sue Frawley, provided direct support to member schools throughout the year through school visits, consultations, and ongoing advice.

Support included guidance on NCCD processes and requirements, implementation of the Disability Discrimination Act and Disability Standards for Education, reasonable adjustments, and assistance with the development of individual learning, health care, behaviour, and safety plans. Schools also received support in areas such as team development, inclusive education strategy, curriculum access, positive behaviour support, restrictive practices, and whole-school approaches to inclusion and wellbeing.

Through these activities, AISACT continued to support member schools in building inclusive learning environments that promote participation, engagement, wellbeing, and positive educational outcomes for all students.

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AISACT CELEBRATING TEACHING AND LEARNING EVENT

The highly regarded AISACT Celebrating Teaching and Learning event took place on Tuesday 11 November at The Snow Centre for Education at Canberra Grammar School, attended by over 150 educators from Member Schools.

The 2025 iteration again provided an opportunity for educators to showcase and celebrate the many wonderful activities and achievements happening across Member Schools.

The following presentation topics showcase the amazing work being carried out in member schools to support student outcomes:

- Perception or Integration: A Mixed-Methods Approach
- Next Generation Changemakers – Pilot Project Yr 7-8
- Empowering Student Leadership Through Active Play: The Trinity Play Leader Program
- Strategic Directions at the Islamic School of Canberra
- Engaging Chinese Learning through Multiple Intelligences
- Student Behaviour Support: a whole school approach from the perspective of Burgmann Anglican School
- Prayer Spaces in Schools
- Strategic design for time-poor English teachers
- Reinvigorating Curriculum through Play
- Data to Support Differentiation: Building Learning Potential Profiles

- Teaching the Past to Engage in the Present: A Historical Framework as the platform for Covenant Christian School's Primary Curriculum
- Learning Trees web application
- Positive Classroom Environments for Learning
- Reviving the Art of Eloquent Persuasion: Creating a Classical Rhetoric Program for Years 9-10
- Developing Coherence through Curriculum Mapping
- 2025 AISACT Program Amplify
- The Marist College Wellbeing Framework
- Teaching to Think
- The successful introduction of the (modified) Duke of Edinburgh's Award program at Galilee school to enhance access and inclusion for our students
- From Data to Growth: Enhancing Year 9 Writing through Evidence-Based Practice
- Unlocking Motivation: Simple strategies for every classroom (acknowledgement Dr Shyam Barr)
- Understanding and Managing Behaviours with Evidence-Based Practices
- Making ILPs Work: The Impact of Streamlined Individualised Learning Plans on Teacher Implementation
- Sustainability in the Languages classroom
- Tackling AI in our School: Balancing Innovation and Ethics

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2025 FINANCIAL STATEMENT

ASSOCIATION OF INDEPENDENT SCHOOLS OF THE ACT INCORPORATED
ABN 51 980 437 786

STATEMENT OF PROFIT AND LOSS AND OTHER COMPREHENSIVE INCOME
AS AT 31 DECEMBER 2025

	Note	2025 $	2024 $
Revenue and other income	3	1,535,018	1,640,142
Administrative and office expenses		(72,785)	(73,328)
Amortisation - right-of-use asset		(36,397)	(35,501)
Consultancy and legal		(23,196)	(18,300)
Depreciation		(1,545)	(1,449)
Employee benefits expense		(653,801)	(738,113)
IT expenses		(19,296)	(13,076)
Projects		(519,843)	(579,306)
Subscriptions		(56,740)	(55,846)
Travel - domestic		(23,029)	(14,759)
Surplus before income tax expense		**128,386**	**110,464**
Income tax expense	1	-	-
Surplus after income tax expense for the year		**128,386**	**110,464**
Other comprehensive income		-	-
Total Comprehensive Income for the year		**128,386**	**110,464**

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STRATEGIC PARTNERS

AISACT greatly values strategic partnerships with external companies that are aligned with our Strategic Intent, providing external professional support for members and exclusive offers. The following organisations have been outstanding in their services to AISACT:

Snedden, Hall and Gallop work closely with many member schools, providing excellent legal advice. They go above and beyond, supporting schools and the team as required, and are also proactive in seeking other strategic contacts to support our work.

Lawyers Canberra | Snedden Hall & Gallop

Halloran Morrisey provided an excellent survey to recommend strategic options for AISACT to pursue and strengthen Reportable Conduct understanding and Child Protection issues in our sector. They continue to guide member schools through complex investigations, giving professional advice and support.

Halloran Morrissey | Home

Giraffe Studio continue to be a key partner and our creative design agency. In 2025 the Giraffe design team worked closely with the ACT team to codesign a new website ready for launch in 2026, complete with Members' Portal.

Creative Branding and Web Design – Giraffe Studio – Canberra

Athena Board entered into an agreement with AISACT to provide a highly comprehensive governance portal for the Association and exclusive rates for member schools.

Athena Board | Leading Board Management Software for Governance & Meetings

In addition, AISACT supported member schools with Employee Assist and Counselling Advice through:

- Marymead Catholic Care
- Exhale People

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