Non-Government Reform Support Workplan

2019

ACT Association of Independent Schools

AISACT – Workplan 2019

Summary of Workplan for 2019

Executive Summary

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

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

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

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

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

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

AISACT will continue to provide specialist professional learning programs as identified in the Bilateral Agreement addressing **Australian Curriculum, including general capabilities, reporting against the achievement standards, School Leadership, STEM, Cross sectoral Aboriginal and Torres Strait Islander histories and cultures elaborations for Science.** The Association will continue to collaborate and contribute with all education sectors in the ACT to provide input through reform specific governance mechanisms in regard to the implementation the agreed priorities of the Bilateral Agreement.

Relationship with the ACT government

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

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

Summary of budget

Project	Activities	Reform support funding	Total funding
A	Australian Curriculum Literacy & Numeracy Progressions	$16250	$16250
	Evidence into Action workshop Series	$4000	$4000
	Australian General Capabilities	$25355	$25355
B	Education Support: Inclusion Support	$16000	$16000
C	Celebrating Teaching & Learning	$6000	$6000
	Leadership Breakfast Series	$12000	$12000
	Colloquium	$12500	$12500
D	Supporting member schools through Agreements	$26000	$26000
E	AICD Governance workshops	$29000	$29000
	School Improvement and Wellbeing	$20895	$20895
	NESLI Principals Wellbeing Program	$12000	$12000
	AIM Access Public Learning Courses	$12000	$12000
	*STAFFING	$269000	$269000
	TOTAL		$461000

* The Australian Government understands that these figures provided are indicative and will change throughout the year. The Annual Report is expected to report on these

*The AISACT office is staffed with five people which equates to 3.9 FTE. All staff contribute in some way to the range of programs and services provided to member schools through the above programs and those activities specified in the ACT Bilateral Agreement. It is therefore not appropriate to allocate a realistic proportion of their time to each activity. The Reform Funding allocated to staff contributes approximately 50% of the total cost of the staff.

Non-Government Reform Support Fund

AISACT – Workplan 2019

Project title: Australian Curriculum Literacy and Numeracy; National Literacy and Numeracy Progressions

Relevant national/state policy reform direction: Bilateral Reform Direction A: Support students, student learning and achievement

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

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

Indicative budget	Expected outcomes	Indicators of success
$16,250	Enhanced understanding and knowledge for attendees of: • key instructional priorities including the development of a metalanguage for writing, the effectiveness of holistic instruction, instructional routines, the benefits of mapping student progress using the National Literacy Progressions and data driven instruction: • key instructional priorities including reading as a thinking process, embedding the reading process within a community of learners, utilising time and feedback through a workshop model, effectiveness of mapping student progress using the National Literacy Progressions, as well as how to inform planning through data collection. • numeracy as a tool to assist students with learning in all Australian Curriculum areas and the effectiveness of mapping student progress using the National Numeracy Progressions • how to support students to organise their thinking, construct meaning in different subjects and purposefully communicate information in an overloaded curriculum	Pre and post workshop data indicating that higher than 80% of participants reported growth and an enhanced understanding of literacy and numeracy instruction; inclusive of the National Literacy and Numeracy Progressions. ACT TQI independent evaluation against the criteria: "I gained useful knowledge and understanding through participating in this program" Strongly Agree = >50% Agree = >80%

Project title: Evidence into Action Workshop series

Relevant national/state policy reform direction: Bilateral Reform Direction B: Support teaching, school leadership and school improvement

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

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

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

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

Masterclass for Principals

Indicative budget	Expected outcomes	Indicators of success

$4,000	Participating schools will:
	
	- investigate the hierarchy of evidence (Deeble & Vaughan, 2018) and the latest evidence within the Teaching & Learning Toolkit , including a focus on feedback, metacognition and self-regulation.
	- learn about how to structure a change in their school based on evidence through the Education Action Plan (EAP).
	- use the EAP as a road map for an improvement journey.
	- look at the practice-based evidence that they have gathered after implementing their Education Action Plan for 6 months. The educators will investigate their quantitative and qualitative evidence and answer the questions of:
	    ○ Has there been an improvement in students' learning?
	    ○ What are the active ingredients involved in the implementation of the approach?
		Post program data indicating that higher than 80% of participants reported growth and an enhanced understanding of the how to structure a change in their schools via the EAP
		
		Post program data indicating that higher than 80% of participants reported growth and an enhanced understanding of the how to investigate their quantitative and qualitative data to support teaching, school leadership and school improvement.
		
		ACT TQI independent evaluation against the criteria: "I gained useful knowledge and understanding through participating in this program"
		
		Strongly Agree = >50%
		
		Agree = >80%

Project title: Australian Curriculum General Capabilities

Relevant national/state policy reform direction: Bilateral Reform Direction A: Support students, student learning and achievement

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

Workshop 1 - The next dimension – An introduction to the general capabilities (2 hrs)
This workshop lessens the burden on teachers by showing how the capabilities relate to different learning areas and how they can be categorised to seamlessly but explicitly become part of what teachers already do.

Workshop 2: Literacy and numeracy and the role of learning areas in supporting their development (2 hrs)
This workshop unpacks the literacy and numeracy capabilities and provides participants with a range of strategies they can use, regardless of what they teach, to support the literacy and numeracy development of their students. It is a very practical workshop with a range of hands-on experiences.

Workshop 3: Planning for ICT, Critical and Creative Thinking and Personal and Social Capability (2 hrs)
This workshop shows where these capabilities naturally fit and provides a range of strategies that teachers can use to support their students to develop these capabilities. The backwards design process is used to guide teacher planning and a number of teaching strategies that support these capabilities are explored. Teachers are also provide with strategies to incorporate these capabilities as part of a broader whole school plan.

Workshop 4: Delivering on Ethical Understanding and Intercultural Understanding (2 hrs)
This workshop unpacks these capabilities and explores ways that teachers can support students to develop these capabilities, particularly through their selection of topics, teaching strategies and resources.

Masterclass for Principals

Indicative budget	Expected outcomes	Indicators of success
$25,355	Enhanced knowledge of and understanding for attendees of: - The structure, categorisation and representation of general capabilities - The representation of capabilities in achievement standards and implications for assessing the general capabilities - The role of pedagogy or teaching strategies in supporting the general capabilities - The role of topics and resources in supporting the general capabilities - Links between the capabilities and cross-curriculum priorities - Whole school approaches to the general capabilities	Pre and post workshop data indicating that higher than 80% of participants reported growth and an enhanced understanding of Australian Curriculum achievement standards practices. ACT TQI independent evaluation against the criteria: "I gained useful knowledge and understanding through participating in this program" Strongly Agree = >50% Agree = >80%

Project title: Education Support: Inclusion and Student Well-Being

Relevant national/state policy reform direction: Bilateral Reform Direction A: Support students, student learning and achievement

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

Activities:

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

Indicative budget	Expected outcomes	Indicators of success
$16,000	Enhanced understanding and knowledge for attendees of: • Developing and Implementing Individual Learning Plans • Developing and Implementing Positive Behaviour Support Plans • Quality differentiation of content, strategies, assessment and reporting • Teaching and learning needs of students with disabilities • Teaching and Learning within a student well-being framework • The role of action research in teaching all students	Pre and post workshop data indicating that higher than 80% of participants reported growth and an enhanced understanding of literacy and numeracy instruction; inclusive of the National Literacy and Numeracy Progressions. ACT TQI independent evaluation against the criteria: "I gained useful knowledge and understanding through participating in this program" Strongly Agree = >50% Agree = >80%

Project title: AISACT Celebrating Teaching & Learning Event
Relevant national/state policy reform direction: Bilateral Reform Direction A: Support students, student learning and achievement
Project description and activities: The AISACT Celebrating Teaching and Learning event is an opportunity to hear about and discuss the extensive range of teaching and learning projects and programs that have occurred in AISACT Member Schools. This event provides an opportunity for AISACT Member Schools to come together as a group and celebrate the successes enjoyed, challenges met and lessons learned. Ongoing

Indicative budget	Expected outcomes	Indicators of success
$6,000	• Enhanced awareness of exemplary teaching and learning projects and strategies	Post workshop data indicating that higher than 80% of participants reported an enhanced understanding of teaching and learning strategies. Very high = >50% High = >80%

Project title: Leadership Breakfast Series
Relevant national/state policy reform direction: Bilateral reform Direction B Support teaching, school leadership and school improvement
Project description and activities: The AISACT Leadership Breakfast Series seeks to bring together the wider ACT education community to hear from captivating and pertinent thought leaders and speakers from around Australia and the world, reflecting on leadership. It also provides a unique opportunity for cross sectoral networking.

Indicative budget	Expected outcomes	Indicators of success
Reform Support Fund $12 000		Post program data indicates that higher than 80% of participants valued the various leadership perspectives. Cross sectoral representation was supported

Project title: Colloquium - Instructional Coaching - Jim Knight

Relevant national/state policy reform direction: Bilateral reform Direction B Support teaching, school leadership and school improvement

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

Indicative budget	Expected outcomes	Indicators of success
Reform Support Fund $12 500	• **What principals need to know about Instructional Coaching** **The six issues:** **Theoretical Consistency** **Understanding what coaches do** **Role Clarity** **Confidentiality** **Time** **Support**	Post program data indicates that higher than 80% of participants reported growth and an enhanced understanding of Instructional Coaching Cross sectoral representation was supported

Project title: Supporting Member Schools through Agreements

Relevant national/state policy reform direction: Improving governance Bilateral Reform Direction b Support teaching, school leadership and School improvement

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

Legal Advice - Snedden Hall &Gallop

Employee Assist and Counselling Advice – Catholic Care

Access to PL on Inclusive Practice – Everyone Everyday

Access to Curriculum Resources – C2

Indicative budget	Expected outcomes	Indicators of success
Reform Support Fund $26,000	Schools are able to confidentially utilize the expert advice required as needed to meet a range of services	Providers report that Member schools access these services on a needs basis

Project title: Australian Institute of Company Directors Governance workshops Relevant national/state policy reform direction: Improving Governance and Financial Management Practices Project description and activities: How do we implement better governance & The Boards role in Monitoring & Measuring Performance, Finance for Not-for Profit Directors and Mastering Financial Governance or elevating the NFP Financials program		
Indicative budget	**Expected outcomes**	**Indicators of success**
Reform Fund $29 000	Upon completion of this course, participants should be able to: • Understand the duties and responsibilities of NFP boards in leading the executive, organisation and stakeholders in the areas of sustainability, strategy and risk. • Evaluate and monitor strategic plans and the robustness of the organisation's risk governance. • Consider processes for effective decision-making by the board. • Discuss the impact of ethics, behaviour and culture on board performance- shaping culture, setting the tone from the top, defining, measuring and influencing culture • Identify criteria for measuring board performance and the performance of its committees in relation to their delegated functions. • Participants develop sufficient financial literacy and financial analysis skills to balance the (non-financial) aspirational purposes of their organisation with generating and maintaining adequate resources. • Discuss the board's role in improving financial performance • Consider internal financial governance issues and reporting. • Consider external financial governance issues and reporting. • Examine the contentious financial issues which boards commonly face and consider ways in which they may be handled.	Post workshop data indicates that higher than 80% of participants reported growth and an enhanced understanding of the range of elements that improve governance and financial management practices as it pertains to their role as Directors on their school boards. 50% of ACTAIS member schools engage with the workshop series.

Project title: School Improvement and Wellbeing - Support for Coaching -
Relevant national/state policy reform direction: Bilateral reform Direction B Support teaching, school leadership and school improvement
Project description and activities: A range of programs and activities will be provided to support member's schools in further developing their knowledge of the use and the impact of coaching on enhancing staff and student outcomes.   Coaching in Education is recognised as a key ingredient in school improvement, and an important way to build teaching and learning capacity, develop leadership skills and ultimately improve learning outcomes and wellbeing.
Instructional Coaching at Brighton Gramma School – their journey
GROWTH Coaching International will be engaged to provide a suite of programs for member schools

Indicative budget	Expected outcomes	Indicators of success
Reform Support Fund $20 895	Participants in all programs will develop specific skills and an understanding of how coaching can positively impact student learning outcomes and wellbeing	Post program data indicates that higher than 80% of participants reported growth and an enhanced understanding of coaching and acquired skills.

Project title: Principals' Wellbeing Program provided by National Excellence in School Leadership Initiatives NESLI

Relevant national/state policy reform direction: Bilateral reform Direction B Support teaching, school leadership and school improvement

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

Key themes:

• Sustaining individual and organisational health

•Physical, mental and emotional health

• Self-awareness and self-regulation

 • Responding to organisational trauma and stress

• Relationships and their impact on our wellbeing

• Community goal setting for whole school change

Indicative budget	Expected outcomes	Indicators of success
Reform Support Fund $12 000	The program connects principals across member schools of the Association of Independent Schools Canberra and is built around the concept of a supportive community of practice. **Learning intentions:** • Understand the links between social capital and wellbeing • Explore practical strategies to enhance personal wellbeing • Understand how to have a meaningful dialogue around wellbeing in your school • Help increase social capital and inclusion in your school • Collaborate with other school leaders to discuss wellbeing across the sector • Find new ways to lead wellbeing conversations with your staff and students	Post workshop data indicates that higher than 80% of participants reported growth and an appreciation of the range of elements that assist them to better understand and proactively manage their day to day health and wellbeing so as to be more effective role models within their schools 50% of ACTAIS member schools engage with the workshop series.

Project title: AIM Access Public Professional Learning Courses

Relevant national/state policy reform direction: Bilateral Reform Direction B: Support teaching, school leadership and school improvement

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

Example of courses:

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

Indicative budget	Expected outcomes	Indicators of success
$12, 000	Enhanced knowledge of and understanding from material covered in AIM in courses such as: EXAMPLE: Personal Leadership Course: • Adopt behaviours to improve personal impact in AISACT schools • Understand the role of culture, stereotypes and bias in communication • Identify and develop one's personal communication style • Use proven communication techniques to deal with difficult situations • Break down barriers to effectively communicate	Post workshop data indicating that higher than 80% of participants reported growth and an enhanced understanding of the selected course/s using AIM's Independent evaluation program criteria: Strongly Agree = >50% Agree = >80%

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

Relevant national/state policy reform direction: Bilateral Reform Direction a: Support students, student learning and achievement

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

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

Indicative budget	Expected outcomes	Indicators of success
	- increased capacity and knowledge of participants in STEM teaching, research, relevant strategies and innovative programs designed to implement and advocate for future-focussed learning initiatives. - Increased capacity and knowledge of classroom activities and ideas to effectively incorporate STEM across the curriculum. - increased capacity and knowledge of participants in connecting different areas of STEM, by interrelating disciplines through hands-on and real-life applications	Post conference data indicating that higher than 80% of participants reported growth and an enhanced understanding of STEM teaching, research and relevant strategies and innovative programs. ACT TQI independent evaluation against the criteria: "I gained useful knowledge and understanding through participating in this program" Strongly Agree = >50% Agree = >80% Cross sectoral attendance @ 350

Project title: First Nations Science – Cross Sectoral Project

Relevant national/state policy reform direction: Bilateral Reform Direction a: Support students, student learning and achievement

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

- Secondary science teachers focus

Indicative budget	Expected outcomes	Indicators of success
	Participating schools will: - Develop and improve ways of using the Australian Curriculum: Science Achievement Standards, Content Descriptions and Aboriginal and Torres Strait Islander Elaborations to design learning opportunities for students - Embrace a 'truly Australian perspective' (ACARA Curriculum Directors Meeting, August 2018) by using the cross curriculum perspective as a context for learning - Initiate and conduct an inquiry project tailored to school contexts, based on the principles of Action Learning	Pre and post program data indicating that higher than 80% of participants reported growth and an enhanced understanding of the Australian Curriculum: Science Achievement Standards, Content Descriptions and Aboriginal and Torres Strait Islander Elaborations to design learning opportunities for students.

Project title: School Improvement and Wellbeing: Wellbeing Program for teachers provided by Exhale People company.

Relevant national/state policy reform direction: Bilateral reform Direction B Support teaching, school leadership and school improvement

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

Key themes:

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

Indicative budget	Expected outcomes	Indicators of success
Reform Support Fund $15 000	The program connects teachers across member schools of the Association of Independent Schools Canberra and is built around the concept of a train-the-trainer best practice model. **Outcomes:** Pilot group, including ambassadors nominated by schools, to complete the Adesso profile. Data and trends identified to inform the rollout of the wellbeing initiative. Acquire knowledge of the key drivers of wellbeing acquired through information sessions covering strategies, learning theories and wellbeing frameworks. Debriefing sessions for participants to identify profile traits and attributes and creation of individual wellbeing action plans.	60 teachers across AISACT schools will complete the Adesso profiling tool which provides a snapshot across five key drivers: Purpose, Mind, Body, Connection and Financial. Post workshop data indicates that higher than 80% of participants reported understanding of profiling data, strategies, learning theories and wellbeing frameworks. 50% of AISACT member school representatives engage with the workshop series.