Non-Government Reform Support Fund

2020 Annual Report

Association of Independent Schools ACT

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 several operational plans.

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

Since 2018, AISACT built and further developed the capacity of independent schools in the ACT to meet the Australian Government's school education reform priorities for non-government schools and has continued to build on this work in 2020 despite the challenges that we have all been presented with due to COVID. To this end, AISACT provided a strong supportive range of programs beginning in January 2020, although many were amended and delivered on a Zoom platform and over different periods. This can be celebrated and demonstrates the commitment and professionalism of our schools and their staff to continue to engage in professional activities in a complex year.

Leadership development, staff and student wellbeing, mental health as well as **coaching for school improvement** were a focus during 2020. We continued to build on previous work on the **quality assurance, moderation and support for the continued improvement of Nationally Consistent Collection of Data on School Students with Disability.** We 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 will continue to work to ensure that all 19 Member Schools had access to advice and assistance regarding their readiness for the implementation of the online delivery of the National Assessment program even though NAPLAN did not take place this year.

The priority **addressing the improvement of governance and financial management practices in non-government schools** saw the provision of a program provided by the Australian Institute of Company Directors available to all member schools Board Directors in 2018 and 2019. In 2020 the focus was very agile, and we provided through ZOOM weekly meeting In lieu of the planned strategic planning workshop a session on key principles of crisis management. In addition, we have developed a resource document which will inform work in 2021 called AISACT Governance Principles for Schools

AISACT continued to provide specialist professional learning programs as identified in the Bilateral Agreement addressing **Australian Curriculum, including general capabilities, reporting against the achievement standards, School Leadership, and literacy and Numeracy.**

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

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 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 2020 achievements

Project title 1. NCCD- Education Support: Inclusion and Student Wellbeing	Project description and activities	Expected outcomes/ Overall achievements Achieved or Not achieved	Indicators of success Add the target % achieved	List any additional or variations of Activities undertaken/Achieved outcomes
NCCD 2019/2020 Commonwealth Government priority	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	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 and additional needs • Teaching and Learning within a student well-being framework • Collaborative approaches to student support Achieved	Pre and post workshop data indicating that higher than 80% of participants reported growth and an enhanced understanding (repeat for each focus) ACT TQI independent evaluation against the criteria: "I gained useful knowledge and understanding through participating in this program" Strongly Agree/Agree ≥ 80% School groups indicated through anecdotal feedback that these sessions were valuable in supporting both the NCCD processes as well as the personalised planning for students.	Cross Sectoral and face-face ILP and PBSP workshops were not held due to the **AISACT Covid-19 Response Plan.** NCCD input was provided online by AIS staff and small group school specific group sessions were run on request. This content was delivered predominantly via Zoom sessions on request from teachers. It was delivered in flexible mode, and not as per the overview for TQI accreditation. At different times of the year, school visits were possible to provide targeted support for development of student specific planning.

Project title 1. NCCD- Education Support: Inclusion and Student Wellbeing	Project description and activities	Expected outcomes/ Overall achievements Achieved or Not achieved	Indicators of success Add the target % achieved	List any additional or variations of Activities undertaken/Achieved outcomes
	• Ongoing support networks-Students with Disabilities and Student Well-Being • Professional learning workshops for Learning Support Assistants School specific support for gathering and maintain evidence for NCCD Collection			

Project title 2. NCCD-Education Support: Action Research	Project description and activities	Expected outcomes/ Overall achievements Achieved or Not achieved	Indicators of success Add the target % achieved	List any additional or variations of Activities undertaken/Achieved outcomes
NCCD 2019/2020 Commonwealth Government priority	This project is an enhancement of 2019 Action Research Project. School teams develop, implement and reflect on a school specific goal focused on supporting students with additional needs. The project is developed and facilitated by Dr Michael Arthur-Kelly, conjoint professor from the University of Newcastle. The format for 2020 is: 2 half-day workshops for school project leader 1 half day workshop for school project partners Online coaching and support from Dr Arthur-Kelly and AISACT Education Support Manager Site visits to schools for reflection and refinement of projects Ongoing support to develop presentations and article	Enhanced understanding and knowledge for project partners of: • The role of action research and implementation science in enhancing learning outcomes for all students • Collaborative practices in implementation of Action Research in schools. • Developing and utilising professional networks in ongoing research and practices • Developing and implementing project plans. Achieved	Pre and post workshop data indicating that higher than 80% of participants reported growth and an enhanced understanding (repeat for each focus) ACT TQI independent evaluation against the criteria: "I gained useful knowledge and understanding through participating in this program" Strongly Agree/Agree ≥ 80% (applicable for only the PL that is accredited) 47 teachers from 8 schools participated in the program. 70% of participants indicated that the program was valuable for their practice and that they valued the opportunity to access this content as part of a team.	An element of the delivery of this program was transitioned to an alternative online program as part of the AISACT Covid-19 Response P The Action Research Projects were continued in an alternate format on request across 2019. Dr Arthur Kelly provided consultancy and resource materials to participants as requested. As an alternative to the Action Research projects was the development and delivery of a 5-hour TQI accredited program: Reflecting on the quality of the adjustments we make for our students: Collaborative conversations and professional learning priorities.

Project title 3. **Developing Problem Solving Skills (Primary/Secondary):**	Project description and activities	Expected outcomes/ Overall achievements Achieved or Not achieved	Indicators of success Add the target % achieved	List any additional or variations of Activities undertaken/Achieved outcomes
Bilateral Agreement Bilateral Reform Direction A: Support students, student learning and achievement	This professional learning provides teachers with the tools and understanding to help their students to develop problem-solving skills. The Australian Curriculum acknowledges that developing thinking skills is a primary purpose of education and 'the importance of critical thinking is expected to increase as the world becomes ever more augmented by artificial intelligence and other emerging technologies' (Daniel T. Willingham, *How to Teach Critical Thinking; Education*, Future Frontiers Occasional Paper Series – May 2019). Workshop – Developing Problem Solving Skills (2 hrs)	Developing of teacher capacity to: • teach problem-solving skills, in turn, developing critical thinking self-efficacy in students • use range of tools and strategies to engage students problem-solving • enhance the teaching of the general capability of Critical Thinking Professional Standards Proficient Teacher Standards 1.2.2, 3.1.2 Achieved	Pre and post workshop data indicating that higher than 80% of participants reported growth and an enhanced understanding how to effectively teach problem solving skills. ACT TQI independent evaluation against the criteria: "I gained useful knowledge and understanding through participating in this program" Strongly Agree/Agree ≥ 80% Pre and post workshop data indicated that 100% of participants reported growth and an enhanced understanding how to effectively teach problem solving skills.	The delivery of this workshop was transitioned to an online open-learning platform as part of the AISACT Covid-19 Response Plan. 2020 participant access was extended to 31 Dec.

Project title 4. Data Informed Instruction: Literacy and Numeracy (Primary/Secondary	Project description and activities	Expected outcomes/ Overall achievements Achieved or Not achieved	Indicators of success Add the target % achieved	List any additional or variations of Activities undertaken/Achieved outcomes
Bilateral Agreement Bilateral Reform Direction A: Support students, student learning and achievement	This professional learning course continues on from previous Literacy and Numeracy workshops. It provides an in-depth look into using data to inform planning for the classroom and schoolwide. At the conclusion of these workshops, participants will be equipped to begin an action research project. • Workshop 1 – Planning for Adaptation (2hrs) • Workshop 2 – Planning for Continuance(2hrs) • Workshop 3 – Planning for Action (2hrs)	Enhanced capacity of participants to: • use data and other evidence, in conjunction with the National Literacy and Numeracy Progressions to: • inform classroom teaching and learning decisions related to the general capabilities - Literacy and Numeracy • inform school wide planning related to Literacy and Numeracy Professional Standards Proficient Teacher Standards 2.5.2, 3.1.2, 3.2.2, 5.1.2, 5.4.2 Achieved	Pre and post workshop data indicating that higher than 80% of participants reported growth and an enhanced understanding of participant sot use data and other evidence, in conjunction with 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/Agree ≥ 80% Pre and post workshop data indicated that 100% of participants reported growth and an enhanced understanding of participants to use data and other evidence, in conjunction with the National Literacy and Numeracy Progressions. ACT TQI independent evaluation against the criteria: "I gained useful knowledge and understanding through participating in this program" 33% participants = Strongly Agree , 67% = Agree	The delivery of these workshops was transitioned to an online open-learning platform as part of the AISACT Covid-19 Response Plan. 2020 participant access was extended to 31 Dec.

Project title	Project description and activities	Expected outcomes/ Overall achievements Achieved or Not achieved	Indicators of success Add the target % achieved	List any additional or variations of Activities undertaken/Achieved outcomes
4. Data Informed Instruction: Literacy and Numeracy (Primary/Secondary				

Project title	Project description and activities	Expected outcomes/ Overall achievements Achieved or Not achieved	Indicators of success Add the target % achieved	List any additional or variations of Activities undertaken/Achieved outcomes
5. Empowering Success through Numeracy (Secondary				
Bilateral Agreement Bilateral Reform Direction A: Support students, student learning and achievement	This professional learning provides secondary teachers with an in-depth look at the Australian Curriculum general capability of numeracy, its relationship with mathematics and how it pertains to subjects other than mathematics. Numeracy is an essential tool for accessing information and demonstrating knowledge in all areas of the curriculum. Explore how numeracy skills can be utilised in all subject areas to enhance student learning.	Developing of teacher capacity to: • use a range of tools and strategies to engage students' numeracy skills across all Australian Curriculum areas • enhance the teaching of the general capability - Numeracy • use the National Literacy and Numeracy Learning Progressions to inform teacher planning Professional Standards Proficient Teacher Standards 1.2.2, 1.5.2, 2.5.2 Achieved	Pre and post workshop data indicating that higher than 80% of participants reported growth and an enhanced teacher capacity to intentionally engage student numeracy skills in all AC areas. ACT TQI independent evaluation against the criteria: "I gained useful knowledge and understanding through participating in this program" Strongly Agree/Agree ≥ 80% Post workshop data indicated that 100% of participants reported growth and an enhanced teacher capacity to intentionally engage student numeracy skills in all AC areas. ACT TQI independent evaluation against the criteria: "I gained useful knowledge and understanding through participating in this program" 56% participants = Strongly Agree 44% = Agree	The delivery of this workshop was transitioned to an online open-learning platform as part of the AISACT Covid-19 Response Plan. 2020 participant access was extended to 31 Dec.

Project title 6. **Meaningful Assessment Task Development (Secondary):**	Project description and activities	Expected outcomes/ Overall achievements Achieved or Not achieved	Indicators of success Add the target % achieved	List any additional or variations of Activities undertaken/Achieved outcomes
Bilateral Agreement Bilateral Reform Direction A: Support students, student learning and achievement	This professional learning session unpacks the **National Literacy and Numeracy Learning Progressions** and familiarises participants with this valuable tool. Teachers examine their current units of work, scrutinising the literacy and numeracy demands and opportunities present. Through the application of the learning progressions, participants will plan future assessment tasks aimed at producing accurate and meaningful results.	Enhance capacity of the participants to: • use the National Literacy and Numeracy Learning Progressions to design differentiated assessment tasks • examine their current units of work, scrutinising the literacy and numeracy demands and opportunities present • plan future differentiated assessment tasks Professional Standards Proficient Teacher Standards 1.2.2, 3.1.2 Achieved	Pre and post workshop data indicating that higher than 80% of participants reported growth and an enhanced capacity to use the National Literacy and Numeracy Learning Progressions to design differentiated assessment tasks. ACT TQI independent evaluation against the criteria: "I gained useful knowledge and understanding through participating in this program" Strongly Agree/Agree ≥ 80% Pre and post workshop data indicated that 100% of participants reported growth and an enhanced capacity to use the National Literacy and Numeracy Learning Progressions to design differentiated assessment tasks. ACT TQI independent evaluation against the criteria: "I gained useful knowledge and understanding through participating in this program"	The delivery of this workshop was transitioned to an online open-learning platform as part of the AISACT Covid-19 Response Plan. 2020 participant access was extended to 31 Dec.

| | | | 90% participants = Strongly Agree

10% = Agree | |

Project title 7. Workshop Model and Formative Assessment: an approach to maximising learning (Primary /Secondary):	Project description and activities	Expected outcomes/ Overall achievements Achieved or Not achieved	Indicators of success Add the target % achieved	List any additional or variations of Activities undertaken/Achieved outcomes
Bilateral Agreement Bilateral Reform Direction A: Support students, student learning and achievement	This practical session gives an in-depth look at how teachers can organise class time to allow for students to be the ones doing the reading, writing, thinking - and therefore the learning. Using current lessons, participants will unpack the Workshop Model as a tool for planning, conferencing and formative assessment. • Unpacking the Workshop Model • Applying the Workshop Model	Enhance capacity of the participants to: • use the National Literacy and Numeracy Learning Progressions to design differentiated assessment tasks • examine their current units of work, scrutinising the literacy and numeracy demands and opportunities present • plan future differentiated assessment tasks Professional Standards Proficient Teacher Standards 1.2.2, 3.1.2 Achieved	Pre and post workshop data indicating that higher than 80% of participants reported growth and an enhanced capacity to use the Workshop Model as a tool for planning, conferencing and formative assessment. ACT TQI independent evaluation against the criteria: "I gained useful knowledge and understanding through participating in this program" Strongly Agree/Agree ≥ 80% Pre and post workshop data indicated that 100% of participants reported growth and an enhanced capacity to use the Workshop Model as a tool for planning, conferencing and formative assessment. ACT TQI independent evaluation against the criteria: "I gained useful knowledge and understanding through	The delivery of this workshop was transitioned to an online open-learning platform as part of the AISACT Covid-19 Response Plan. 2020 participant access was extended to 31 Dec.

			participating in this program"	
			50% participants = Strongly Agree	
			33% = Agree	

Project title 8. Evidence into Action Workshop series	Project description and activities	Expected outcomes/ Overall achievements Achieved or Not achieved	Indicators of success Add the target % achieved	List any additional or variations of Activities undertaken/Achieved outcomes
Bilateral Agreement Bilateral Reform Direction B: Support teaching, school leadership and school improvement	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?	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? Achieved	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/Agree ≥ 80% Post program data indicating that 100% of participants reported growth and an enhanced understanding of the how to structure a change in their schools via the EAP	The delivery of the second workshop was via zoom as part of the AISACT Covid-19 Response Plan.

Project title 8. Evidence into Action Workshop series	Project description and activities	Expected outcomes/ Overall achievements Achieved or Not achieved	Indicators of success Add the target % achieved	List any additional or variations of Activities undertaken/Achieved outcomes
			Post program data indicated that 100% 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" 89% participants = Strongly Agree 11% = Agree	

Project title 9. First Nations Science – Cross Sectoral Project	Project description and activities	Expected outcomes/ Overall achievements Achieved or Not achieved	Indicators of success Add the target % achieved	List any additional or variations of Activities undertaken/Achieved outcomes
Bilateral Agreement Bilateral reform Direction A Support students, student learning and achievement	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	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 Not achieved	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.	This program was postponed due to COVID 19 restrictions as significant 2020 workshops were planned to be delivered 'on country' and via 'hands on' activities in collaborative spaces. The program has been forwarded to the ACT cross-sectoral 2021 workplan

Project title 10. Principals' Wellbeing Program provided by National Excellence in School Leadership Initiatives NESLI	Project description and activities	Expected outcomes/ Overall achievements Achieved or Not achieved	Indicators of success Add the target % achieved	List any additional or variations of Activities undertaken/Achieved outcomes
Leadership and Wellbeing Bilateral Reform Direction B: Support teaching, school leadership and school improvement	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	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 Achieved	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 AISACT member schools engage with the workshop series. Post workshop data indicates that 100% of participants reported growth and an appreciation of the range of elements that assist them to better understand and proactively manage their day-to-day health and wellbeing so as to be more effective role models within their schools. ACT TQI independent evaluation against the criteria: "I gained useful knowledge and understanding	The delivery of these workshops was transitioned to delivery via zoom as part of the AISACT Covid-19 Response Plan.

			through participating in this program"	
			67% participants = Strongly Agree	
			33% = Agree	

Project title 11. School Improvement and Wellbeing: Wellbeing Program for teachers provided by Exhale People company.	Project description and activities	Expected outcomes/ Overall achievements Achieved or Not achieved	Indicators of success Add the target % achieved	List any additional or variations of Activities undertaken/Achieved outcomes
Leadership and Wellbeing Direction B Support teaching, school leadership and school improvement	This 18 month programs has the overarching aim 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.	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. Achieved	Post workshop data indicates that higher than 80% of participants reported understanding of profiling data, strategies, learning theories and wellbeing frameworks. Post workshop data indicates that higher than 80% of participants reported capacity to support and implement staff wellbeing strategies 50% of AISACT member school representatives engage with the workshop series. Post workshop data indicates that 100% of participants reported understanding of profiling data, strategies, learning theories and wellbeing frameworks. Post workshop data indicated that 100% of participants reported increased capacity to support and implement staff wellbeing strategies. 50% of AISACT member school representatives engaged with elements of the workshop series.	

Project title	Project description and activities	Expected outcomes/ Overall achievements Achieved or Not achieved	Indicators of success Add the target % achieved	List any additional or variations of Activities undertaken/Achieved outcomes
12. **AIM Access Public Professional Learning Courses**				
Leadership and Wellbeing Bilateral Reform Direction B: Support teaching, school leadership and school improvement	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. Example of courses: Performance Management Advanced Presentation Skills Effective Communication Time Management Leading with Emotional Intelligence	Enhanced knowledge of and understanding from material covered in AIM in courses such as: eg: 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 Achieved	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: 80% achieved	

Project title 13. NESLI Enhancing Leadership Capabilities	Project description and activities	Expected outcomes/ Overall achievements Achieved or Not achieved	Indicators of success Add the target % achieved	List any additional or variations of Activities undertaken/Achieved outcomes
Leadership and Wellbeing Bilateral reform Direction B Support teaching, school leadership and school improvement	**Emerging Leaders Enhancing Leadership Capabilities** (Day 1 Workshop) Module 1: Vision, Values and Understanding (Webinar 1) Module 2: Building Reflective and Responsive Practice (Webinar 2) Module 3: Enhancing School Relationships (Day 2 Workshop) Module 4: & 5 Navigating Conflict and Fostering Connection & Committing to Leadership	Enhanced understanding of effective communication and tools of influence. Clarification of best practice leadership styles. Development of insights and skills to think strategically and lead teams. Achieved	50% of AISACT member schools engage with the workshop series. Post program data indicates that higher than 80% of participants reported growth and an enhanced understanding of leadership capabilities. ACT TQI independent evaluation against the criteria: "I gained useful knowledge and understanding through participating in this program" Strongly Agree/Agree ≥ 80% 100% participants - Strongly Agree	The delivery of these workshops was transitioned to delivery via zoom as part of the AISACT Covid-19 Response Plan.

14. Project title Leadership and School Improvement - Support for Coaching	Project description and activities	Expected outcomes/ Overall achievements Achieved or Not achieved	Indicators of success Add the target % achieved	List any additional or variations of Activities undertaken/Achieved outcomes
Leadership and Wellbeing Bilateral reform Direction B Support teaching, school leadership and school improvement	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. Establishment of an AISACT Instructional Community of Practice Instructional Coaching Implementation Science Workshops - Mark Dowley from Brighton Grammar and GROWTH Coaching International Challenging Conversations	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. Participants in all programs will develop specific skills and an understanding of how coaching can positively impact student learning outcomes and wellbeing. Achieved	Post program data indicates that higher than 80% of participants reported growth and an enhanced understanding of coaching and acquired skills. 100% ACT TQI independent evaluation against the criteria: "I gained useful knowledge and understanding through participating in this program" 100% participants = Strongly Agree	The delivery of some of the workshops was transitioned to delivery via zoom as part of the AISACT Covid-19 Response Plan.

Project title 15.Supporting Member Schools through Agreements	Project description and activities	Expected outcomes/ Overall achievements Achieved or Not achieved	Indicators of success Add the target % achieved	List any additional or variations of Activities undertaken/Achieved outcomes
Agreements Improving governance Bilateral Reform Direction B Support teaching, school leadership and School improvement	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 Curriculum Resources – C2C – Classroom curriculum planning materials that are adaptable to individual student needs and local contexts.	Schools are able to confidentially access the expert advice required as needed to meet a range of services Achieved	Providers report that Member schools access these services on a needs basis Legal Advice: During 2020 a total of 41 enquiries were made to the office of Snedden Hall & Gallop. Twelve member schools accessed this service. Catholic Care EAP Services: During 2020 6 member schools sought the services of Catholic Care for 37 counselling sessions C2C Curriculum Resources	

Project title 16. Colloquium - Student Engagement and Wellbeing Theme	Project description and activities	Expected outcomes/ Overall achievements Achieved or Not achieved	Indicators of success Add the target % achieved	List any additional or variations of Activities undertaken/Achieved outcomes
Events Bilateral Reform Direction A: Support students, student learning and achievement	The cross-sectoral collaboration in teaching school leadership and school improvement event provides the opportunity for all sectors of the ACT education community to engage in robust and stimulating professional conversations in relation to the theme. Through keynote presentations participants will be provoked to challenge their thinking and equip them to transform what is learned into practice within their schools.	Achieved	Post workshop data indicating that higher than 80% of participants reported an enhanced appreciation of the student engagement and wellbeing focus Very high = >50% High = >80% ACT TQI independent evaluation against the criteria: "I gained useful knowledge and understanding through participating in this program" Strongly Agree/Agree ≥ 80% Cross sectoral representation was supported Post workshop data indicated 100% of participants reported growth and an enhanced appreciation of the student engagement and wellbeing focus. ACT TQI independent evaluation against the criteria: "I gained useful knowledge and understanding through participating in this program"	Building Authentic Engagement through Appreciative Inquiry with Dan Haesler Due to COVID 19 a series of self-paced online modules following the zoom launch on 10 September were available through Dan's Online Academy Platform. The program consisted of a blended approach including pre-recorded video content, readings and podcasts and potential group sessions. The focus was around intentionally using the framework of Appreciative Inquiry to build authentic engagement.

Project title 16. Colloquium - Student Engagement and Wellbeing Theme	Project description and activities	Expected outcomes/ Overall achievements Achieved or Not achieved	Indicators of success Add the target % achieved	List any additional or variations of Activities undertaken/Achieved outcomes
			For the launch of the Online Modules 66 participants registered and participated. Engagement for the further modules varied, with 22 participants completing all modules and a further 20 completing at least 3 of the four modules. There was representation from all sectors of education in the ACT	

Project title 17. AISACT Celebrating Teaching & Learning	Project description and activities	Expected outcomes/ Overall achievements Achieved or Not achieved	Indicators of success Add the target % achieved	List any additional or variations of Activities undertaken/Achieved outcomes
Events Bilateral Reform Direction A: Support students, student learning and achievement	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.	Enhanced awareness of exemplary teaching and learning projects and strategies Achieved	Post workshop data indicating that higher than 80% of participants reported an enhanced appreciation of teaching and learning strategies. Strongly Agree/Agree ≥ 80% Qualitative feedback indicated that 100% of participants reported an enhanced appreciation of teaching, learning and wellbeing strategies. 80% of AISACT member schools engaged with this symposium.	Due to COVID 19 a symposium (via zoom) was held to highlight exemplary teaching, learning and wellbeing projects and strategies. The event was facilitated by the AISACT Teaching & Learning Subcommittee and the AISACT Student Support Subcommittee.

Project title 18. **Leadership Breakfast Series**	Project description and activities	Expected outcomes/ Overall achievements Achieved or Not achieved	Indicators of success Add the target % achieved	List any additional or variations of Activities undertaken/Achieved outcomes
Events Bilateral reform Direction B Support teaching, school leadership and school improvement	The *AISACT Leadership Breakfast* engages 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 Significant national speakers provide a breakfast talk on their journey and learnings about leadership AISACT hosts at least 3 breakfast each year	The speakers list is varied and highlights the fundamental desire in organising the breakfast series to bring speakers who 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. 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. Develop cross-sectoral collaboration in school leadership. Achieved	Post program data indicates that higher than 80% of the AISACT school membership engaged in this leadership series. Cross sectoral representation was supported Post program data indicates that higher than 80% of the AISACT school membership engaged in this leadership series. The only breakfast was supported by all member schools and cross sectoral representatives with 102 participants. The end of year leadership function was not a cross sectoral event however had 88 participants from all member schools. Cross sectoral representation was supported	AISACT hosts at least 3 breakfast each year however due to COVID 19 we were only able to host one breakfast with Keynote Speaker Dan Haesler. A leadership function was held at the end of the year when COVID 19 restrictions were eased, and it was an opportunity to celebrate and hear leadership stories of 2020 from member schools.

Financial Reports 2020

Financial Reports 2020

Project Title	Reform Support Fund funding	Funding from other contributions	Total Funding
GOVERNANCE			
Best practice Governance- Adrienne Day	$7,900.00		$7,900.00
Legal Lens- Snedden Hall & Gallop	$18,264.00		$18,264.00
Managing Self and Others for Business Managers - NESLI	$4,000.00		$4,000.00
TOTAL	$30,164.00		$30,164.00
NCCD			
Education Support: Inclusion and Student Wellbeing	$2,000.00		$2,000.00
Education Support: Action Research	$5,299.00		$5,299.00
TOTAL	$7,299.00		$7,299.00
BI LATERAL AGREEMENTS			
Developing Problem Solving Skills (Primary/Secondary)	$1,800.00		$1,800.00
Data Informed Instruction: literacy & Numeracy (Primary/Secondary)	$7,200.00		$7,200.00
Empowering Success through Numeracy (Secondary)	$1,800.00		$1,800.00
Meaningful Assessment Task Development (Secondary)	$2,400.00		$2,400.00

Formative Assessment: an approach to maximising learning (Primary/Secondary)	$1,800.00		$1,800.00
TOTAL	**$15,000.00**		**$15,000.00**
Project Title			
Evidence into Action Workshop Series			
Travel	$828.00		$828.00
Catering	$77.00		$77.00
Printing	$184.00		$184.00
TOTAL	**$1,089.00**		**$1,089.00**

Project Title			
Leadership & Wellbeing			
Principals' Wellbeing Program provided by NESLI	$13,000.00		$13,000.00
School Improvement and Wellbeing: Wellbeing Program for teachers provided by Exhale People company	$16,018.00		$16,018.00
AIM Access Public Professional Learning Courses	$19,500.00		$19,500.00
NESLI Emerging Leaders Enhancing Leadership Capabilities	$14,000.00		$14,000.00
Leadership and School Improvement - Support for Coaching (Brighton Grammar)	$11,084.00		$11,084.00
Growth Coaching	$5,500.00		$5,500.00
TOTAL	**$79,102.00**		**$79,102.00**

Project Title	Reform Support Fund funding	Funding from other contributions	Total Funding
Supporting Member Schools through Agreements			
Legal Support & Advice SH & G	$12,000.00		$12,000.00
Employer Assist Program- Catholic Care	$3,600.00		$3,600.00
C2C	$6,000.00		$6,000.00
TOTAL	**$21,600.00**		**$21,600.00**
Project Title	Reform Support Fund funding	Funding from other contributions	Total Funding
Leadership Breakfast Series		$1,608.00	$1,608.00
Speaker Costs	$2,507.00		$2,507.00
Venue and Catering	$13,632.00		$13,632.00
Printing	$115.00		$115.00
Postage	$332.00		$332.00
TOTAL	**$16,586.00**		**$18,194.00**

Project Title	Reform Support Fund funding	Funding from other contributions	Total Funding
Colloquium - Building Authentic Engagement through Appreciative Inquiry by Dan Haelser		$3,725.00	$3,725.00
Workshops	$6,995.00		$6,995.00
TOTAL	**$6,995.00**		**$10,720.00**
Project Title	**Reform Support Fund funding**	**Funding from other contributions**	**Total Funding**
AISACT Celebrating Teaching & Learning	**$-**		
Project Title	**Reform Support Fund funding**	**Funding from other contributions**	**Total Funding**
Staffing			
Salaries and ongoing costs	$283,165.00		$283,165.00
TOTAL	**$283,165.00**		**$283,165.00**
Projects Total	**$177,835.00**		
FINAL TOTAL	**$461,000.00**		

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