

Non-Government Reform Support Fund

Work plan 2022

Association of Independent Schools of the ACT

Non – Government Reform Support Fund

AISACT – Work plan 2022

Summary of Work plan for 2022

Executive Summary

The Association of Independent Schools of the ACT'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 work plan 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. Through this work plan, AISACT will continue to enhance these activities and further embed best practice support across the Association member schools in 2022.

To this end, AISACT will again provide a range of innovative, responsive and bespoke programs beginning in January 2022.

Leadership development, staff and student wellbeing, mental health, as well as **coaching for school improvement**, will continue to be a focus during 2022.

AISACT will continue 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**, with a continued 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.

For the **implementation of online delivery of the National Assessment program**, AISACT will continue to work to ensure that all 19 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 and 2019. In 2020 and 2021 AISACT expanded on this providing a range of resource materials, and in 2022 the focus will continue through the provision of sessions which will address the use of the guiding principles and checklist and provide further resources.

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**,

and literacy and Numeracy. In addition, a focus will be on maximising growth for diverse learners.

The Association will continue to collaborate and contribute with all education sectors in the ACT to provide input through reform specific governance mechanisms regarding 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 works 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 Independent, Catholic and Government 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. In addition, the AISACT continues to engage with the Education Directorate regarding phase two of the implementations of the initiatives embedded in the Future of Education Plan and where in particular cross sectorial initiatives can be realised. AISACT will continue to contribute to work around the data collection for the Australian Teacher Workforce Data Strategy and the development of a national Unique Student Identifier.

Summary of budget

Project	Activities	Reform support funding	Funding from other sources	Total project funding
NCCD	Consultancy to schools provided by staff, Inclusion and Student Well-Being Trauma Informed Practice	\$1,500	Trauma Informed Practice \$150pp (\$3,750)	\$5,250
Governance & Finance	Train the trainer Governance Principles	\$4,000	15 x \$150 \$2,250	\$6,250
	Business Modelling and Financial Management for Business Managers	\$4,000		\$4,000
	Legal Lens for Schools - Resource Development SH&G	\$5,000		\$5,000
	Complaints and Investigations- Halloran & Morrissey	\$9,200	20 x \$150 \$3,000	\$12,200
Bilateral Agreement	Evidence into Action Mentoring Program	\$10,240	6 x \$50 \$300	\$10,540
	Embedding Research Literacy in Schools	\$2,520		\$2,520
	Maximising Growth for Diverse Learners and Mentoring Sessions ALDEA Group Bronwyn Macleod	\$18,400	25 x 200 \$5,000	\$23,400
	Australian Curriculum and Pedagogy	\$5,000		\$5,000
Leadership & Wellbeing	Leadership and Middle Management masterclass series	\$7,000		\$7,000
	School Wellbeing Program - Exhale People	\$11,880	6 x \$200 \$1,200	\$13,080
	Inclusion and Student Well Being Tim Moore, BeYou	\$6,700		\$6,700
	Aspiring Leaders	\$7,000	10 x \$100 \$1000	\$8,000
	School Improvement through Coaching - Crowther Centre BGS Two workshops	\$23,000	20 x \$50 \$2000	\$25,000
Agreements	Legal Support and Advice SH&G	\$13,000		\$13,000

	Employer Assist Program – Catholic Care	\$6,600		\$6,600
	Exhale Employer Assist	\$9,075		\$9,075
	Complaints and Investigations Halloran & Morrissey	\$15,998		\$15,998
Events	Colloquium	\$12,000	100 x \$150 \$15,000	\$27,000
	Leadership Breakfast Series (x 3 breakfasts)	\$12,000	20 @ \$50 = \$3,000 (for 3 events)	\$15,000
	Celebrating Teaching and Learning	\$6,000		\$6,000
Staffing *	STAFFING AISACT office	\$294,187	\$345,147	\$639,334
	TOTAL	\$484,300	\$381,647	\$865,947

*The AISACT office is staffed with five people which equates to 3.9FTE. 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 Work plan – AISACT 2022

Project title	Project description and activities	Indicative budget	Expected outcomes/ Overall achievements	Indicators of success
<p>Governance 2018/2019 /2020/2021 priority Governance and Financial Management Practices Governance Workshops</p>	<p>How do we implement better governance & the Board’s role in Monitoring & Measuring Performance, Mastering Financial Governance based on the AISACT School Governance Principles document &Toolkit</p> <p>Train the Trainer Governance Principles Day and Hodge Associates</p> <p>Sneddon Hall &Gallop Legal implications around legislative responsibilities and the development of FAQ and Template Resources</p>	<p>Reform support funding:</p> <p>\$4,000 Other funding: \$2,250</p> <p>\$5,000</p>	<p>Improved understanding of agile governance implementation. Using a checklist to examine individual schools' governance and provide guidance for improvement</p> <p>Member Schools will have access to, and an appreciation of the range of legislative implications and laws in the ACT which impact on their policies and practices.</p>	<p>50% of AISACT member schools engage with the workshop series.</p> <p>Post workshop data indicates that higher than 80% of participants reported growth and an enhanced understanding of the range of information presented.</p>

	<p>Complaints and Investigations - Halloran and Morrissey</p>	<p>\$9, 200 Other funding: \$3,000</p>	<p>Member schools will have access to professional learning on a range of topics:</p> <ul style="list-style-type: none"> • Role of Codes of Conduct in Safeguarding • Role of the School Board in Safeguarding • Safeguarding and Risk Management • Eliciting Reliable Information in Interviews 	
	<p>Business Modelling and Financial Management for Business Managers</p>	<p>\$4,000</p>	<p>Business Managers from Member schools will engage in workshops which interrogate best practice in business modelling in changing environments eg, new funding models, variations in enrolment projections, unforeseen circumstances.</p>	

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<p>NCCD 2019/2020 Commonwealth Government priority Education Support: Inclusion and Student Wellbeing</p>	<p>This project encompasses a range of professional learning supports targeted at enhancing student learning and engagement. It focuses on the processes around the Nationally Consistent Collection of Data (NCCD), through developing the capacity of teachers, leadership and support staff capacity in personalised planning and learning for all.</p> <p>Activities:</p> <ul style="list-style-type: none"> • NCCD workshops for leadership and teaching staff • Positive Behaviour Support Planning-professional learning delivered to schools on request • Individual Learning Planning-professional learning delivered to schools on request • Ongoing support networks- Students with Disabilities and Student Wellbeing • Professional learning workshops for Learning Support Assistants <p>School specific support for gathering and maintain evidence for NCCD Collection</p>	<p>Reform support funding:</p> <p>AISACT Staff support to schools and with program implementation.</p>	<p>Enhanced understanding and knowledge for attendees of:</p> <ul style="list-style-type: none"> • 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 	<p>Pre and post workshop data indicating that higher than 80% of participants reported growth and an enhanced understanding (repeat for each focus)</p> <p>50% or more of AISACT schools seek support through consultation, professional learning and or individual student support.</p> <p>50% or more of AISACT schools engage in cross sectoral professional learning.</p> <p>50% or more of AISACT schools engage in NCCD moderation and reflection</p>

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<p>NCCD 2019/2020 Commonwealth Government priority</p>	<p>Trauma Informed Practices full day workshop. This workshop has been developed in response to the growing number of students impacted by trauma and the need for teachers to understand the unique behaviours exhibited as well as current leading practices in responding to and supporting these students.</p> <p>This workshop will also support schools in NCCD processes around this group of students.</p>	<p>Reform Support Funding: \$1,500 Other funding: \$3,750</p>	<p>It is anticipated that the workshop will be fully subscribed (40 places)</p> <p>Schools will have the opportunity to seek follow up from the presenter for their specific planning and intervention needs.</p> <p>Participants will be supported proactively to represent to school teams following the workshop AISACT consultant will provide resources, planning and facilitation support.</p> <p>AISACT networks will continue to share resources and successes as well as to operate as a community of practice in raising issues/ concerns.</p> <p>The workshop and follow up will develop enhanced knowledge and practices in trauma informed education across schools.</p>	<p>Pre and post workshop data indicating that higher than 80% of participants reported growth and an enhanced understanding of trauma informed practices.</p>

Project title	Project description and activities	Indicative budget	Expected outcomes/ Overall achievements	Indicators of success
<p>Bilateral Agreement Bilateral Reform Direction A: Support students, student learning and achievement Maximising Growth for Diverse Learners:</p> <p>ALDEA Bronwyn</p>	<p>This 2022 professional learning provides teachers with the tools and understanding to understand and meet the needs of diverse learners in mixed ability classrooms. The courses are delivered via asynchronous and synchronous sessions.</p> <p>Module One: Understanding the Learners Module Two: Curriculum and Program Strategies Module Three: Summative and Formative Assessment</p> <p>The 2021 cohort will be supported with professional mentoring conversations provided by the Director of ALDEA.</p>	<p>Reform support funding: \$18,400 Other funding: \$5,000</p>	<p>Developing of teacher capacity to:</p> <ul style="list-style-type: none"> Identify causes of student underachievement, cognitive and affective, and deploy a range of interventional strategies Develop curriculum and programmatic structures to reverse underachievement and ensure learning gain Use instructional models to develop critical and creative thinking practices; Inquiry and problem-based learning to underpin instructional design Design benchmarks for teacher moderation and judgment and student feedback <p>Professional Standards: Proficient Teacher Standards</p> <p>3.2, 3.6, 5.3, 5.4, 6.2, 6.4</p>	<p>Pre and post workshop data indicating that higher than 80% of participants reported an enhanced understanding regarding effectively maximising growth for diverse learners.</p> <p>ACT TQI independent evaluation against the criteria: "I gained useful knowledge and understanding through participating in this program"</p> <p>Strongly Agree/Agree 80%</p>

Project title	Project description and activities	Indicative budget	Expected outcomes/ Overall achievements	Indicators of success
<p>Bilateral Agreement Australian Curriculum and Pedagogy Bilateral Reform Direction A: Support students, student learning and achievement Australian Curriculum and Pedagogy</p>	<p>This professional learning provides teachers with the tools and understanding to help their familiarisation with the Australian Curriculum Learning Areas.</p> <p>A series of Australian Curriculum workshops will be provided by ACARA Curriculum Specialists to familiarise teachers with the 2022 phase following the review.</p>	<p>Reform support funding: \$5,000</p>	<p>Professional Standards Proficient Teacher Standards 1.2.2, 3.1.2</p>	<p>Pre and post workshop data indicating that higher than 80% of participants reported an enhanced understanding regarding effectively teaching problem solving skills.</p>

Project title	Project description and activities	Indicative budget	Expected outcomes/ Overall achievements	Indicators of success
<p>Bilateral Agreement Bilateral Reform Direction B: Support teaching, school leadership and school improvement Evidence into Action Mentoring Program</p>	<p>This project builds on school engagement in previous Evidence into Action workshops. It is a tailored professional learning and mentoring program for 6 AISACT schools to support the ongoing development and delivery of an implementation plan based on individual school priorities. Schools will receive personalised support through virtual mentoring sessions after the initial workshop, and the 2022 journey will conclude with a forum to present their journey.</p> <p>Workshop 1 - Using the Education Action Plan to turn evidence into action. Development of a monitoring and evaluation plan aligned to respective implementation plans; explore the concepts of monitoring and evaluation relevant to schools</p>	<p>Reform support funding: \$10,240</p> <p>Other funding: \$300</p>	<p>Participating schools will:</p> <ul style="list-style-type: none"> *investigate the hierarchy of evidence (Deeble & Vaughan, 2018) and the latest evidence within the Teaching & Learning Toolkit Learn 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? <p>Engage in 3 bespoke mentoring sessions per school provided by Evidence 4 Learning.</p>	<p>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.</p> <p>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.</p>

	<p>3 Mentoring sessions each per participating schools facilitated by Evidence 4 Learning staff.</p> <p>Workshop 2 – Evaluative sharing of projects covering: active ingredients, implementation activities, implementation outcomes, short-term outcomes, key learnings, ongoing considerations.</p>		<p>(Deeble & Vaughan, 2018)</p>	
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Project title	Project description and activities	Indicative budget	Expected outcomes/ Overall achievements	Indicators of success
Bilateral Agreement Bilateral Reform Direction B: Support teaching, school leadership and school improvement Embedding Research Literacy in School	Delivered by Evidence 4 Learning, school leaders will engage with both the conceptual and practical aspects of building capability around the use of research evidence, including barriers and enablers of research use, and practical aspects of promoting the use of evidence in their schools.	Reform support funding: \$2, 520	Participating schools will engage in a half day workshop delivered by Evidence 4 learning to consider both the conceptual and practical aspects of building capability around the use of research evidence, including barriers and enablers of research use, and practical aspects of promoting the use of evidence in their schools.	Post program data indicating that higher than 80% of participants reported growth and an enhanced understanding of research literacy.

Project title	Project description and activities	Indicative budget	Expected outcomes/ Overall achievements	Indicators of success
<p>Leadership and Wellbeing Bilateral Reform Direction B: Support teaching, school leadership and school improvement</p> <p>Leadership and Middle Management Masterclass Series.</p>	<p>Leadership and Middle Management teams.</p> <p>Masterclass series topics:</p> <p>Professional Boundaries</p> <p>Managing Harmful Sexual Behaviours in Students</p> <p>Cyber welfare for staff and Student</p> <p>Challenging Conversations</p> <p>Developing Teams</p> <p>Feedback for Professional Growth</p> <p>Mentoring for Professional Practice</p> <p>Workshops for Alumni from Emerging Leaders with Leadership focus through readings and discussion.</p>	<p>Reform support funding:</p> <p>\$7000</p>	<ul style="list-style-type: none"> • Management & Leadership Development EXHALE. To be selected from the Human Skills Training list but will likely include: • Difficult conversations • Managing and Driving Performance • Leading Change 	<p>50% of AISACT member schools engage with the workshop series.</p>

Project title	Project description and activities	Indicative budget	Expected outcomes/ Overall achievements	Indicators of success
<p>Leadership and Wellbeing Direction B Support teaching, school leadership and school improvement School Wellbeing Program</p>	<p>Building on the previous year's workshops and wellbeing ambassadors work to drive long term sustainable results - Promote a School Based masterclass for all staff at the schools involved provided by our partner for EAP services. Exhale. Schools to nominate</p> <p>Foundation Wellbeing Sessions <u>6 member schools</u> to engage in the foundation wellbeing training series. Program inclusions:</p> <ul style="list-style-type: none"> • 3 x 1.5-hour wellbeing all staff training sessions per school • Support resources • CCE for attendance 	<p>Reform support funding \$11,880</p> <p>Other funding: \$1,200</p>	<p>To build capacity in relation to the drivers of wellbeing, examining the learning theories and wellbeing frameworks.</p>	<p>At least 6(25%) AISACT member school engage with the whole school sessions.</p>

Project title	Project description and activities	Indicative budget	Expected outcomes/ Overall achievements	Indicators of success
<p>Leadership and Student Wellbeing</p> <p>Bilateral Reform Direction B: Support teaching, school leadership and school improvement Inclusion and Student Wellbeing</p> <p>Tim Moore</p>	<p>2 x ½ day workshops developed and facilitated by Dr Tim Moore (University of South Australia) The content of the workshops will be built around the outcomes of his 2021 research study into how safe students feel at school. His focus will be on “What practices foster a sense of safety, wellbeing and happiness.”</p> <p>Series of 6x 1.5-hour workshops presented by the ACT BeYou team. Topics to be chosen based on input from schools. Post Vention Training for schools will be offered in collaboration with BeYou staff – 2 sessions.</p>	<p>Reform Support Funding</p> <p>\$6,700</p>	<p>Schools will have access to current, highly relevant research and an opportunity to work with Dr Moore to reflect on school practices and programs in light of the research. Dr Moore will be available for follow up support to schools.</p> <p><i>Workshop 1: (term 1) Pastoral care/ middle management staff will work with Dr Moore to map school programs and practices to the research outcomes. Participants to identify “area of focus” for closer examination.</i></p> <p><i>Workshop 2 (term 3) Schools to follow up with Dr Moore with issues/ observations and future directions based on their in school work and the research.</i></p>	<p>Pre and post workshop data from Tim Moore workshop and input indicate that higher than 80% of participants report an enhanced understanding regarding issues of student well-being and feelings of school being a safe place.</p> <p>Post workshop data for specific topic workshops indicate 80% or more report enhanced understandings of and confidence in responding to topic areas.</p>

Project title	Project description and activities	Indicative budget	Expected outcomes/ Overall achievements	Indicators of success
<p>Leadership and Wellbeing Bilateral reform Direction B Support teaching, school leadership and school improvement</p> <p>Aspiring Leaders</p>	<p>Aspiring Leaders Enhancing Leadership Capabilities</p> <p>Working with recent Principals, participants will be individually mentored and coached through their leadership journey and growth.</p> <p>Principal led Masterclasses will focus on key leadership styles, thinking through a strategic lens, effective communication, the importance of culture, and team development.</p>	<p>Reform Support Funding</p> <p>\$7,000</p> <p>Other funding: \$1,000</p>	<p>Enhanced understanding of effective communication and tools of influence.</p> <p>Clarification of best practice leadership styles.</p> <p>Development of insights and skills to think strategically and lead teams.</p>	<p>50% of AISACT member schools engage with the workshop series.</p> <p>Post program data indicates that higher than 80% of participants reported growth and an enhanced understanding of leadership capabilities.</p>

Project title	Project description and activities	Indicative budget	Expected outcomes/ Overall achievements	Indicators of success
<p>Leadership and Wellbeing Bilateral reform Direction B Support teaching, school leadership and school improvement</p> <p>Leadership and School Improvement – School Improvement through Coaching</p>	<p>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.</p> <p>Two workshops and eight instructional coaching Webinars -Dr Mark Dowley, Dr Ray Swann from Brighton Grammar.</p> <p>Workshop 1: Coaching for School Improvement: Supporting better teaching to improve behaviour, achievement, and culture.</p> <p>Workshop 2: A System of Professional Learning: Structures to support coaching, including managing coaches, middle leaders and using data to measure impact.</p>	<p>Reform Support Funding \$23,000</p> <p>Other funding: \$2,000</p>	<p>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 improve learning outcomes and wellbeing.</p> <p>Participants in all programs will develop specific skills and an understanding of how coaching and the Impact Cycle can positively impact student learning outcomes and wellbeing.</p>	<p>Post program data indicates that higher than 80% of participants reported growth and an enhanced understanding of coaching, the Impact Cycle and acquired skills.</p>

Project title	Project description and activities	Indicative budget	Expected outcomes/ Overall achievements	Indicators of success
<p>Agreements</p> <p>Improving governance Bilateral Reform Direction B Support teaching, school leadership and School improvement</p> <p>Supporting Member Schools through Agreements</p>	<p>The office of the AISACT enters agreements with a range of providers to provide expert advice and support on a need's basis to member schools.</p> <p>Legal support/helpline, Snedden Hall & Gallop – to ensure that general advice on governance, legislation, financial matters, and staff wellbeing is provided to leaders in Member schools (specific legal action that schools may need to pursue is not covered)</p> <p>Complaints and Investigations – Halloran & Morrissey</p> <p>Employee Assist and Counselling Advice – through Catholic Care & Exhale People</p>	<p>Reform support funding</p> <p>\$13,000</p> <p>\$15,998</p> <p>\$9,075.00 Exhale</p> <p>\$6,600 Catholic Care</p>	<p>Schools can confidentially access the expert advice required as needed to meet a range of issues.</p>	<p>Providers report that Member schools access these services.</p>

Project title	Project description and activities	Indicative budget	Expected outcomes/ Overall achievements	Indicators of success
<p>Events</p> <p>Bilateral Reform Direction A: Support students, student learning and achievement</p> <p>Colloquium: Leadership in Education</p> <p>Barb Watterston CEO AECL</p>	<p>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:</p> <p>Leadership Sustainability: Amplifying Enabling Environments</p> <p>16 May 2022</p> <p>Barb Watterston</p>	<p>Reform support funding</p> <p>\$12,000</p> <p>Other funding: \$15,000</p>		<p>Post workshop data indicating that higher than 80% of participants reported an enhanced appreciation of the student engagement and wellbeing focus</p> <p>Remarkably high = >50%</p> <p>High = >80%</p> <p>ACT TQI independent evaluation against the criteria: "I gained useful knowledge and understanding through participating in this program"</p> <p>Strongly Agree/Agree ≥ 80%</p> <p>Cross sectoral representation was supported</p>

Project title	Project description and activities	Indicative budget	Expected outcomes/ Overall achievements	Indicators of success
<p>Events</p> <p>Bilateral Reform Direction A: Support students, student learning and achievement</p> <p>AISACT Celebrating Teaching & Learning</p>	<p>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.</p>	<p>Reform support funding \$6,000</p>	<p>Enhanced awareness of exemplary teaching and learning projects and strategies.</p>	<p>Post workshop data indicating that higher than 80% of participants reported an enhanced appreciation of teaching and learning strategies.</p> <p>Strongly Agree/Agree \geq 80%</p>

Project title	Project description and activities	Indicative budget	Expected outcomes/ Overall achievements	Indicators of success
<p>Events Bilateral reform Direction B Support teaching, school leadership and school improvement Leadership Breakfast Series</p>	<p>The <i>AISACT Leadership Breakfast</i> 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</p> <p>Significant national speakers provide a breakfast talk on their journey and learnings about leadership</p> <p>AISACT hosts at least 3 breakfast each year</p>	<p>Reform support funding \$12,000</p> <p>Other funding: \$3,000</p>	<p>The speaker 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.</p> <p>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.</p>	<p>Post program data indicates that higher than 80% of the AISACT school membership engaged in this leadership series.</p> <p>Cross sectoral representation was supported</p>

List of Participating Schools

Blue Gum Community School
Brindabella Christian College
Burgmann Anglican School
Canberra Christian School
Canberra Girls Grammar School
Canberra Grammar School
Canberra Jewish School
Canberra Montessori School
Communities @ Work Galilee School
Covenant Christian School
Daramalan College
Emmaus Christian School
Islamic School of Canberra
Marist College Canberra (invited to participate as a Member School of AISACT)
Orana Steiner School
Radford College
St Edmund's College Canberra (invited to participate as a Member School of AISACT)
Taqwa School
Trinity Christian School