

## **Non-Government Reform Support Fund**

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### **Work plan 2023**

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## **Association of Independent Schools of the ACT**

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## Non – Government Reform Support Fund

### AISACT – Work plan 2023

#### Summary of Work plan for 2023

##### 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 2023.

To this end, AISACT will again provide a range of innovative, bespoke and responsive programs beginning in January 2023.

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.

AISACT will continue to work to ensure that all 18 Member Schools have access to advice and assistance regarding the implementation of the online delivery of the National Assessment program in particular promoting the opportunity to opt-in to assessment of students' ability in Science, Digital Literacy and Civics and Citizenship.

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 2023 the focus will continue through the provision of sessions which will address the use of the guiding principles and checklist and provide further resources in addition to a stand-alone bespoke courses on business modelling and management for Business Managers and directors in Independent Schools.

**Leadership development, staff and student wellbeing, mental health, as well as coaching for school improvement,** will continue to be a focus during 2023.

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.** A continued focus will be on maximising growth for diverse learners and evidence into action.

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
<b>NCCD</b>	Consultancy provided by AISACT staff member	Please see below *		
<b>Governance &amp; Finance</b>	Train the trainer Governance Principles	\$2,000		\$2,000
	Business Modelling and Management for Business Managers	**		
	Legal Lens for Schools - Resource Development	\$5,000		\$5,000
	Developing a Child Safe Strategy	\$15,120	***	\$15,120
	Safeguarding Resource Hub	\$5,000		\$5,000
<b>Bilateral Agreement</b>	Evidence into Action: Implementation for School Improvement Mentoring Program	\$12,000	***	\$12,000
	Embedding Research Literacy in Schools	\$3,000		\$3,000
	Maximising Growth for Diverse Learners and Mentoring Sessions	\$1,000		\$1,000
	Australian Curriculum and Pedagogy	**		
<b>Leadership &amp; Wellbeing</b>	Self-Regulated Learning Action program	\$20,000	***	\$20,000
	Executive Team Program	\$8,000	***	\$8,000
	Wellbeing Resource	\$34,000		\$34,000
	Introduction to Leadership Coaching	\$8,880	***	\$8,880
	Youth Mental Health First Aid	\$4,875	***	\$4,875
	Early Career Teachers	\$10,000	***	\$10,000
	School Improvement through Coaching	\$3,000		\$3,000
<b>Agreements</b>	Legal Support and Advice	\$13,000		\$13,000
	Employer Assist Program	\$17,000		\$17,000
	Complaints and Investigations	\$16,875		\$16,875
<b>Events</b>	Leadership Recognition and Seminar	**		
	Leadership Breakfast Series	\$10,000		\$10,000
	Celebrating Teaching and Learning	\$6,000		\$6,000
<b>Staffing *</b>	STAFFING AISACT office	\$266,250		\$266,250

	<b>TOTAL</b>	\$461,000		\$461,000
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\*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 38% of the total cost of the staff.

\*\* Costs yet to be finalised.

\*\*\* per capita participant cost will be applied

**Non-Government Reform Support Work plan – AISACT 2022**

Project title	Project description and activities	Indicative budget	Expected outcomes/ Overall achievements	Indicators of success
<p><b>Governance</b> Commonwealth priority Governance and Financial Management Practices <b>Governance Workshops</b></p>	<p><b>Governance Workshops</b> Working with Member School Board Chairs through the Chair Connect network, the AISACT Governance Principles will be unpacked.  (Day and Hodge Associates)</p>	<p>\$2,000.00</p>	<p>Improved understanding of agile governance implementation including how do we implement better governance &amp; the Board’s role in monitoring &amp; measuring performance, based on the AISACT School Governance Principles document &amp; Toolkit.</p>	<p>50% of AISACT member schools engage with the workshop series.  Post workshop data indicates that higher than 80% of participants reported growth and an enhanced understanding of the range of information presented.</p>
	<p><b>Legal Lens Resources SH&amp;G</b></p>	<p>\$5,000.00</p>	<p>Resources developed to support the implementation of the new ACT Education Act amendments and Registration guidelines</p>	<p>Monitor accessing of resources on the AISACT website.</p>
	<p><b>Developing a Child Safe Strategy Program</b>  (Halloran and Morrissey)</p>	<p>\$15,120.00</p>	<p>Member schools will participate in four workshops designed to support the development of a Child Safe Strategy within their school.</p>	<p>For participants to make significant progress towards designing a meaningful Child Safe Strategy for their respective school.</p>

	<p><b>Business Management Modelling for Business Managers (AON)</b></p>		<p>Business Managers Support Forum participants will share and develop a better understanding and application of a range of business issues which impact on their role and management of their schools.</p> <p>Topics may include:</p> <ol style="list-style-type: none"> <li>1. Cyber Risks in Schools: Strategies to mitigate and manage incidents.</li> <li>2. Mental and Psychological Health Safety – workforce resilience</li> <li>3. Reforms in Legislation regarding claims and implications of implementation.</li> </ol>	<p>More than 50% of member schools engage in the Support Forums</p> <p>Higher than 80% of participants reported growth and an enhanced understanding of the range of information presented.</p>
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Project title	Project description and activities	Indicative budget	Expected outcomes/ Overall achievements	Indicators of success
<p><b>NCCD</b> Commonwealth Government priority <b>Education Support: Inclusion and Student Wellbeing</b></p>	<p>This project encompasses a range of professional learning support 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, and consulting with individual schools on enhancing inclusive practices.</p> <p>Activities:</p> <ul style="list-style-type: none"> <li>• NCCD and SchoolsHub workshops for leadership and teaching staff</li> <li>• Positive Behaviour Support Planning and Individual Learning Planning - professional learning delivered to schools on request</li> <li>• Ongoing support networks- Students with Disabilities and Student Wellbeing</li> <li>• Professional learning workshops for Learning Support Assistants</li> </ul>	<p>AISACT Staff support to schools and with program implementation.</p>	<p>Enhanced understanding and knowledge of:</p> <ul style="list-style-type: none"> <li>• Developing and Implementing Individual Learning Plans</li> <li>• Developing and Implementing Positive Behaviour Support Plans</li> <li>• Quality differentiation of content, strategies, assessment, and reporting</li> <li>• Teaching and learning needs of students with disabilities and additional needs</li> <li>• Teaching and Learning within a student well-being framework</li> <li>• Collaborative approaches to student support</li> </ul>	<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 NCCD moderation and reflection</p>



Project title	Project description and activities	Indicative budget	Expected outcomes/ Overall achievements	Indicators of success
<p><b>NCCD</b> Commonwealth Government priority <b>Wellbeing and Leadership</b></p>	<p><b>Youth Mental Health First Aid</b> This workshop connects relevant research and understanding surrounding adolescent mental health problems and adolescents in a mental health crisis, through understanding the prevalence and approaches to strategies for adults within a school environment</p>	<p>\$4,875.00</p>	<ul style="list-style-type: none"> <li>• Increase school leader and teacher knowledge and understanding about how to assist adolescents who are developing a mental health problem or in a mental health crisis</li> <li>• Determine the difference between developing mental health problems, such as depression, anxiety, eating disorders, psychosis and substance misuse and mental health crises such as suicidal thoughts and behaviour, non-suicidal self-injury, panic attacks, traumatic events, severe psychotic states, acute effects from alcohol or other drug misuse and aggressive behaviours</li> <li>• Develop / implement individual student health plans and school policies</li> </ul>	<p>Pre and post workshop data indicating that higher than 80% of participants reported growth and an enhanced understanding of adolescent mental health, and how best to support students.</p>

	<p><b>Health Plans and School Policies</b>  This masterclass will support school leadership to update/develop and implement individual student health plans and school policies surrounding mental health</p>		<ul style="list-style-type: none"> <li>• Develop through collaboration school mental health care policies</li> <li>• Develop / implement individual student plans.</li> </ul>	<p>50% or more of AISACT schools engage in masterclass modules and shape/modify school documentation accordingly.</p>
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Project title	Project description and activities	Indicative budget	Expected outcomes/ Overall achievements	Indicators of success
<p><b>Bilateral Agreement</b> Bilateral Reform Direction A: Support students, student learning and achievement <b>Maximising Growth for Diverse Learners</b></p>	<p>This 2023 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 two masterclass sessions. <b>Module One:</b> Advanced Understanding and Meeting the Needs of Twice-Exceptional students <b>Module Two:</b> Advanced Gifted and Acceleration Policy Development</p>	<p>\$1,000.00</p>	<p>Developing of teacher capacity to:</p> <ul style="list-style-type: none"> <li>• Deeper dive into knowing how to recognise and cater for the needs of twice-exceptional students</li> <li>• Ensuring schools have appropriate documentation in place for the management of gifted programs and procedures across respective schools</li> </ul>	<p>50% or more of AISACT schools engage in masterclass modules and shape/modify school documentation accordingly.</p>

Project title	Project description and activities	Indicative budget	Expected outcomes/ Overall achievements	Indicators of success
<p><b>Bilateral Agreement Australian Curriculum and Pedagogy</b> Bilateral Reform Direction A: Support students, student learning and achievement <b>Australian Curriculum and Pedagogy</b></p> <p><b>Self-Regulated Learning - Action Research Program</b> Micro Credentialling with University of Canberra post AISACT course completion being negotiated.</p>	<p>This professional learning provides teachers with the tools and understanding to help familiarisation with the Australian Curriculum Learning Areas V9.0</p> <p>A series of Australian Curriculum workshops will be provided.</p> <p>This professional learning consists of four core learning themes. Each theme will involve learning tasks that require each participant to engage with relevant literature and practical based tasks.</p> <p><b>Theme 1:</b> Applications of motivational science</p>	<p>\$20,000.00</p>	<p>Increased understanding and application of Australian Curriculum V9.0 in readiness for ACT implementation in 2024.</p> <p>Understanding of cognitive psychology principles that underpin self-regulated learning</p> <p>Linkage of personal, student and classroom learning scenarios with theories of</p>	<p>All AISACT schools engage in professional learning and shape/modify school documentation accordingly to transition to AC V9.0 by 2024.</p> <p>Pre and post workshop data indicating that higher than 80% of participants reported growth and an enhanced understanding of self-regulated learning principles and classroom application.</p>

	<p><b>Theme 2:</b> Understanding and enhancing cognitive processes of learning.</p> <p><b>Theme 3:</b> Metacognition, the reflective practitioner and self-regulated learning</p> <p><b>Theme 4:</b> Sustainability of teaching approaches and self-regulated learning.</p>		<p>motivation, cognition and metacognition</p> <p>Support the development of self-regulated learning.</p>	
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Project title	Project description and activities	Indicative budget	Expected outcomes/ Overall achievements	Indicators of success
<p><b>Bilateral Agreement</b> Bilateral Reform Direction B: Support teaching, school leadership and school improvement <b>Evidence into Action: Implementation for School Improvement Mentoring Program</b></p>	<p>This project builds on school engagement in previous Evidence into Action workshops. It is a tailored professional learning and mentoring program for AISACT schools to support the ongoing development and delivery of an implementation plan based on individual school priorities.</p> <p><b>Workshop 1</b> - 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 Mentoring sessions for participating schools.</p> <p><b>Workshop 2</b> – Evaluative sharing of projects covering: active ingredients, implementation activities, implementation outcomes, short-term outcomes, key</p>	<p>\$12,000</p>	<p>Participating schools will:</p> <ul style="list-style-type: none"> <li>investigate the hierarchy of evidence (Deeble &amp; Vaughan, 2018) and the latest evidence within the <a href="#">Teaching &amp; Learning Toolkit</a></li> <li>learn how to structure a change in their school based on evidence through the <a href="#">Education Action Plan</a> (EAP).</li> <li>use the EAP as a road map for an improvement journey.</li> <li>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</li> </ul>	<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>

	learnings, ongoing considerations.		implementation of the approach?  Engage in mentoring sessions.	
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Project title	Project description and activities	Indicative budget	Expected outcomes/ Overall achievements	Indicators of success
<b>Bilateral Agreement</b> Bilateral Reform Direction B: Support teaching, school leadership and school improvement <b>Embedding Research Literacy in School</b>	Delivered by Evidence 4 Learning, educators 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.	\$3,000.00	Participating schools will engage in a series of online modules, 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><b>Leadership and Wellbeing</b> Bilateral Reform Direction B: Support teaching, school leadership and school improvement <b>Leadership and Middle Management</b></p>	<p><b>Leadership Network Mentoring Program</b> Working with Principals, participants will be individually mentored and coached through their leadership journey and growth.</p> <p><b>Professional Development for School Executive Teams</b> (Exhale). This program explores leadership through the lens of 5 drivers of wellbeing: Purpose, Mind, Body, Connection &amp; Financial (capped at 4 schools)</p>	<p>\$8,000.00</p>	<p>Participants will recognise a range of leadership styles. Participants will explore what best supports their individual authentic leadership.</p> <p>School leaders will better use a range of strategies and tools to better manage their own energy levels, mindset and priorities and that of their respective teams.</p>	<p>Post program data indicating that higher than 80% of participants reported growth and an enhanced understanding of leadership.</p> <p>Post program data indicating that higher than 100% of participants reported growth and an enhanced understanding of leading and promoting a resilient school community.</p>

Project title	Project description and activities	Indicative budget	Expected outcomes/ Overall achievements	Indicators of success
<p><b>Leadership and Wellbeing</b> Bilateral Reform Direction B Support teaching, school leadership and school improvement <b>School Improvement Programs and Resources</b></p>	<p>Develop a <b>Safeguarding Resource Hub</b>. Suitable resources will be compiled for use within the AISACT website. This will include top tips, procedures, fact sheets, and flow charts.</p> <p>Develop <b>Guiding Principles for Creating a Culture of Wellbeing in Schools</b>. This will be accompanied by support resources to provide guidance, actionable solutions and templates for a school wellbeing strategy with associated fact sheets.</p>	<p>\$5,000.00</p> <p>\$34,000.00</p>	<p>Build capacity within Member schools regarding Safeguarding policies and practices.</p> <p>Provision of an overarching guide to developing proactive and sustainable wellbeing practices that will replace the reactive haphazard approaches taken by many schools to supporting staff wellbeing.</p>	<p>Monitor accessing of resources on the AISACT website.</p>

Project title	Project description and activities	Indicative budget	Expected outcomes/ Overall achievements	Indicators of success
<p><b>Leadership and Student Wellbeing</b></p> <p>Bilateral Reform Direction B: Support teaching, school leadership and school improvement  <a href="#">Inclusion and Student Wellbeing</a></p>	<p>Series of 6x 1.5-hour workshops presented by the <b>ACT BeYou</b> team. Topics to be chosen based on input from schools.</p> <p>Post Vention Training for schools will be offered in collaboration with StandBy staff – 2 sessions.</p>		<p>Schools will have access to current, highly relevant research and an opportunity to collaborate and network with the BeYou and StandBy expert teams.</p>	<p>Pre and post workshop data 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><b>Leadership and Wellbeing</b> Bilateral reform Direction B Support teaching, school leadership and school improvement</p> <p><b>AISACT Amplify Program for Early Career Teachers</b></p>	<p><b>Supporting Early Career Teachers</b></p> <p>To support the AISACT in the provision of quality induction and onboarding opportunities for early career teachers (ECTs) through the delivery of an evidence-informed professional learning program that focused on enhancing the capacity of teachers to deal with the increasing complexity of their role.</p> <p>(Sue Chandler Transformative Schools)</p>	<p>\$10,000.00</p>	<p>Enhanced confidence and wellbeing capability and the establishment of a strong network of support and engagement in shared reflective practice. Stories of Practice to be shared at the 2023 AISACT Celebrating Teaching and Learning event.</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 an enhanced appreciation of tools and strategies that build connections with students, the importance of co-regulation when working with challenging behaviours, deploying collaborative-proactive solutions in the establishment of classroom expectations.</p>



Project title	Project description and activities	Indicative budget	Expected outcomes/ Overall achievements	Indicators of success
<p><b>Leadership and Wellbeing</b> Bilateral reform Direction B Support teaching, school leadership and school improvement</p> <p><b>Leadership and School Improvement – School Improvement through Coaching</b></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><b>Crowther Centre Brighton Grammar continues its online webinar modules.</b></p> <p><b>Growth Coaching provides the Introduction to Leadership Coaching Program</b></p>	<p>\$3,000.00</p> <p>\$8,880.00</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 can positively impact student outcomes and leadership communication skills.</p>	<p>Post program data indicates that higher than 80% of participants reported growth and an enhanced understanding of coaching and acquired skills.</p>



	<p>and ACT Policing; managing risk and initial response to reportable conduct matters; other child wellbeing or safeguarding concerns identified</p> <p><b>3. Employee Assist and Counselling Advice – through Catholic Care &amp; Exhale People</b></p>	<p>\$17,000.00</p>		
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Project title	Project description and activities	Indicative budget	Expected outcomes/ Overall achievements	Indicators of success
<p><b>Events</b> Bilateral reform Direction B Support teaching, school leadership and school improvement <b>Leadership Breakfast Series</b></p>	<p>The <b>AISACT Leadership Breakfast</b> 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 two breakfast each year</p>	<p>\$10,000.00</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 Montessori School  
Communities at 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