

ANNUAL REPORT

2016



Association of Independent Schools
of the ACT Incorporated

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ANNUAL REPORT

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A MESSAGE FROM THE CHAIR



When considering the activities of the Association over the past twelve months, I am again reminded that the scope of work has continued to increase as the organisation explores new and improved ways to support schools, and as the agenda of the education landscape continues to grow.

Policy directions such as the transition to NAPLAN Online has had a huge impact on each Member School, and on the office of AISACT, which is engaged with this on a couple of levels.

The capacity for the Office to develop new initiatives for Members of the Association to engage with, to provide support and advice to Member Schools, to initiate and deliver professional learning opportunities and to continue to advocate for independent education across and through the multitude of committees and organisations it is engaged with. This continues to be fundamental work for the Association.

At the same time, support to schools has continued to increase through such areas as curriculum, support for students with a disability, professional learning opportunities, and professional networking structures.

The AISACT Teaching, Learning and School Leadership Colloquium was again held in the middle of the year, this time at the National Museum of Australia. Over sixty staff from across most Member Schools attended the event that challenged contemporary thinking and established a momentum for change.

The AISACT Celebrating Teaching & Learning event at the end of the year provided the opportunity for schools to

showcase initiatives and projects which have been impactful in their schools. The event was very well attended, and was also the mechanism through which participants in the Literacy & Numeracy Coaching Academy and the Emerging Leaders program presented their results and Capstone projects.

The AISACT continued the successful Leadership Breakfast Series established last year. Again, leaders and teachers from across all sectors attended the breakfasts. They were treated to a wide range of speakers who challenged notions of leadership and provided their lessons in leadership and how they might be transferrable into school settings.

Professional networking opportunities remain important to the Association. Communities of Practice (CoP) continue to be aimed at building across school collaboration around specific subject areas. The Association also continues to facilitate a Students with Disability (SWD) Network and the Teaching & Learning Network. These networks facilitate best practice sharing and also provide a vehicle through which AISACT can understand and respond to the needs and requirements of Member Schools.

Other initiatives continue to be supported. The Literacy & Numeracy Coaching Academy, and schools engaging with the Learning Frontiers program, have been particularly successful initiatives, and continue in 2017.

The Association developed further new initiatives and has established the Emerging Leaders Program, and provided a program of counselling and psychology support for Member Schools.

Once again, the annual Cocktail Event brought together the many organisations, groups and schools which are part of the Association's broad mix of stakeholders. This demonstrates the diverse nature of the Association, its collegiality, and of the many interactions the Association has with all sectors of the ACT education jurisdiction.

The ACT election in October saw the Association heavily engaged in the

process of meeting with candidates, informing candidates and parties of the issues particular to independent schools, and early engagement with the major parties to provide input to, and inform on, the impact of electoral commitments. Members were provided the opportunity to meet with the education spokespeople of the major parties and to examine their policies. The task for the Association now will be to maintain engagement with the Government to advance the implementation of election commitments.

Following the election, the Association established a dialogue with the new Minister for Education, Ms Yvette Berry MLA, and will seek to maintain a strong working relationship with the Minister and her office.

The Association maintains representation on over 40 steering groups, advisory groups, boards and committees. The majority of this representation is done by staff from the AISACT office, but there are many individuals from Member Schools also providing their expertise at a variety of meetings. I again extend my thanks to colleagues from across the Association and AISACT staff who represented the Association on these bodies. A number of members were also involved with ACT government school accreditations, and as more opportunities for involvement occur, I am extremely grateful that there are always volunteers who are willing to step into these roles.

The Association maintains open dialogue with the other education sectors in the ACT, and the Executive Director continues to meet regularly with the Chief Executive of the Archdiocese of Canberra and Goulburn Catholic Education and the Director-General of the Education and Training Directorate.

The Association continues to recognise its major partner NAB Education, and the formal partnerships with, NGS Super, Employsure, and Complispace. These organisations not only support the work of the office and Association as a whole, but also provide a 'value add' to schools in being Members of the Association.

A MESSAGE FROM THE EXECUTIVE DIRECTOR



Throughout 2016, the Association has consolidated and continued its advocacy on behalf of Member Schools and independent education in the ACT, promoting the AISACT mission of educational excellence through a strong independent sector. The year has seen the outcomes of the Strategic Plan 2014 – 2016 come to fruition through the many initiatives and opportunities provided to Member Schools, as is articulated and celebrated in the content of the Annual Report, and through the Chair's report.

I would like to thank the Chair, Executive Committee and Board for their engagement, support and guidance. I would especially like to acknowledge and thank Mr Steven Bowers who, over the past 5 years as Chair of the Board, has guided the significant growth and focus of the Association. I particularly express my deep gratitude to the AISACT staff for their strong commitment to serving all Member Schools.

It is a privilege to work for the Association with such great people promoting the Independent education sector in the ACT.

Andrew Wrigley
Executive Director, AISACT

I take this opportunity to acknowledge the work of the staff who work for the Association. While numbers have increased over the years, it is a small group in the office who continue to support Member Schools in a wide range of activities, and are always looking to new ways for the organisation to engage with Member Schools.

AISACT staff in 2016 comprised:

- Executive Director: Andrew Wrigley
- Deputy Executive Director: Tim McNevin
- Senior Manager Curriculum and Professional Learning: Kath Morwitch
- Office Manager/Bookkeeper: Serita Cordeiro
- Administration and Project Officer: Louise Avent
- PE Pulse and Healthy Children Project Officer: Bethany Hooper

At the end of 2016, the Association farewelled Mr Tim McNevin, who took up the position of Principal at one of our Member Schools. Tim's work with the Association over the past three years has been very significant. As the first of a number of new staff appointments, Tim has been pivotal in implementing and developing new opportunities for the Association.

I would like to take this opportunity to thank and recognise the dedication and work of the full Board. One of the great strengths of the Association is that we can all be in the one room at the one time and, while it might seem challenging to ensure the views of all Members are fully and freely heard, it remains a cornerstone of the work of the Association. This diversity of viewpoints can test the accord of the Association's Members, however that very robustness in interrogating issues acknowledges the strength of active commitment within the Association.

I take this opportunity to again thank the Executive Committee for their tremendous work and support throughout the year. It has again been a year of challenge and without exception the Members of the Executive Committee

display dedication, drive and vision in providing a strategic direction for Members to consider which is both appropriate and achievable. I acknowledge and record my sincere thanks to Deputy Chair Ms Rita Daniels for her commitment and support. I acknowledge and again thank Heather Walsh for her outstanding work as Chair of the Finance Subcommittee, Mr Rick Sidorko as Chair of the Teaching & Learning Subcommittee, Mr Bruce Handley as Chair of the Schools for All Subcommittee, and to Members Ms Christine Worth, Dr Justin Garrick, Ms Samantha Brady, and Mr David Holmesby.

It has been a delight and privilege to work with our Executive Director Mr Andrew Wrigley who has led his team superbly. Andrew is passionate about ACT independent school education and is tireless in his representation of the various needs of our schools. His expertise has never been so important. I highly commend and thank Andrew for his professional dedication.

This is my final report as Chair of AISACT. After five years, I will come to the end of my term in May 2017. It is an understatement to say that it has been a privilege to chair the Association through these years. It has been a time not without significant challenge, as we negotiated a path through school funding reviews, new funding models, elections at both the national and Territory level, and an ever increasing number of national and local initiatives and policy developments that the Association engaged with. It has also been a time of extraordinary growth for the Association and the development of support services, professional learning opportunities, professional networks and, of course, continued advocacy for independent education has been very well received by the Member Schools, and by the Board.

Steven Bowers
Chair, AISACT

ABOUT THE ASSOCIATION

The work of the Association is focused on advancing its Mission:
The advancement of educational excellence through the promotion of a strong independent school sector in the ACT.

The Association of Independent Schools of the ACT (AISACT) represents and advocates for the interests of all independent schools in the ACT, consulting with governments, statutory authorities and a wide range of other educational stakeholders.

In representing the views of the diverse group of Member Schools, AISACT adheres to the following:

- Parents are entitled to exercise choice in selecting the most suitable school and education philosophy for the education of their child(ren).
- The Association advocates for and represents the issues of the independent school sector.
- All students, irrespective of where they are educated, are entitled to a high quality education.
- Governments have a responsibility to provide a suitable level of funding for all students to achieve high quality education outcomes, regardless of where they go to school.
- All independent schools in the ACT are Members of the Association of Independent Schools of the ACT.
- Each ACT independent school is a separate and autonomous entity.

- Independent schools are not-for profit entities with an independent governing body.
- As independent entities and self-governing organisations, independent schools have the right to select and employ their staff.
- Independent schools are non-government schools. While all schools are required to comply with relevant legislation with regard to alignment with the Australian Curriculum, individual schools will make choices about the breadth of the curriculum offered and the subject choices provided within their context.
- Independent schools vary in size, educational philosophy and ethos.
- The Association is governed by a Board whose membership includes all Independent Schools in the ACT.

The Association provided a number of professional learning opportunities throughout the year to Member Schools. Professional learning covered a number of areas including curriculum, coaching, leadership, student wellbeing and support, governance and innovation, all in alignment with the strategic plan 2014-2016.

MEMBERSHIP

Membership

The Association has 18 Member Schools which are a diverse group of non-government schools serving a range of communities. The Schools are of different types, sizes, religious affiliations and educational philosophies and are a vital part of the ACT education system.

In 2016 Member Schools educated over 14,000 students with enrolments ranging from 25 to over 1600 students. In 2016 students in Member Schools made up 20% of the total student population in the ACT, with 28% of ACT secondary students attending an Independent School.

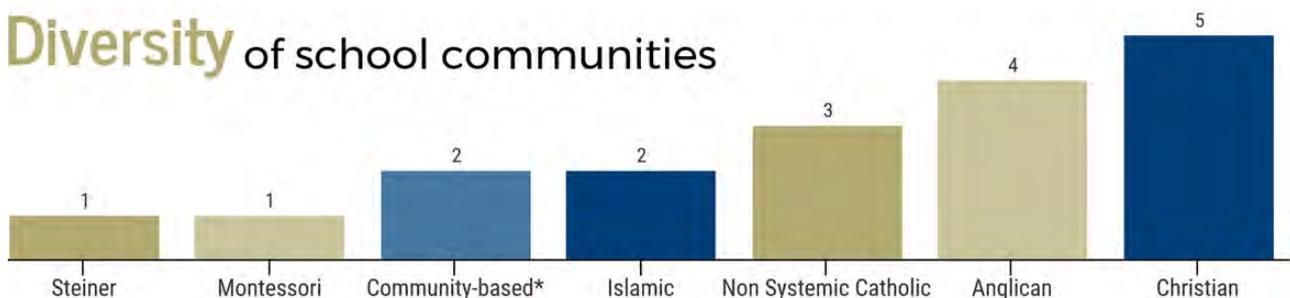
The Association also provided its two Associate Members with support and opportunities in 2016. These schools have been able to access a number of services throughout the year.

 **18**
Schools

 **14,318**
Students

 **2850**
FTE Employees

Diversity of school communities



GOVERNANCE

Board

The Association's Board is comprised of nominated representatives from each of the 18 Member Schools.

Each school is able to nominate two representatives, one of whom must be the Principal, and the other being a representative of the School's governing body.

In addition to the Member School Representatives, the AISACT invites its Associate Members to participate in the Association activities and meetings. In 2016 the Association welcomed its second Associate Member School, Snowy Mountains Grammar School.

The Association extends the invitation to be an observer to the Association of Parents and Friends of ACT Schools (APFACTS). APFACTS is a partner of the Association and plays a pivotal part in supporting the Parents and Friends of Independent Schools in the ACT.

AISACT Board representative details are provided in the Appendix.

Executive Committee

Members of the Executive Committee considered a wide range of strategic impacts to the Association, the Association's best response to those impacts on behalf of Member Schools; and the strategic oversight of the services and new initiatives to support Member and Associate Member Schools.

AISACT Executive Committee membership details are provided in the Appendix.

Executive Subcommittees

The Executive Committee committed to extending the role of: the Finance Subcommittee and the Teaching and Learning Subcommittee. Both committees continued their work to provide advice on strategies, opportunities and approaches to the Executive Committee in order to achieve the Association's strategic directions.

The Executive Committee, with the endorsement of the Board, also established a third Subcommittee in 2016, the Schools for All Subcommittee. This committee was established to provide the Executive Committee with advice on the strategic direction the Association should take with regard to addressing the recommendations of the Schools for All report. Chaired by Bruce Handley, Principal of Brindabella Christian School, the Subcommittee has made a significant contribution to the strategic direction of the Association and the reporting of the progress in addressing the recommendations to the ACT Minister for Education.

AISACT Executive Subcommittee membership details are provided in the Appendix.

In 2016 the Association welcomed its second Associate Member School, Snowy Mountains Grammar School.

STRATEGIC DIRECTION

The Office of AISACT continued to develop and provide Member Schools with opportunities and support in line with the AISACT Strategic Plan (2014-2016).

The partnership between NAB Education and the Association continued in 2016, with NAB being the major partner for the AISACT 2016 Colloquium and the AISACT Cocktail Function. Additionally, Nexia continued to work with the Association and provided key professional learning opportunities for Business Managers and Finance staff.

The Association continued its partnerships with EmploySure and CompliSpace, providing Member Schools the opportunity to seek advice on industrial and human resource management issues, compliances and management. The partnerships also benefited the Association through enhanced policies and procedures.

A number of new partnerships were established in 2016. These partnerships include:

- The Australian Institute of Management to provide professional learning to emerging leaders within Member Schools.
- Catholic Care to provide counselling support to schools and an employment assistance program for staff of Member Schools.
- Gateways Education to provide professional learning on curriculum differentiation for gifted and talented students in Member Schools; and, current research.
- Aon to provide insurance advice to schools.

All of these partnerships have been mutually beneficial to Member Schools and the Association and will continue in 2017.

Throughout 2016 the Association worked to further develop the support and service delivery to member schools and to ensure effective office operations and business processes.

The Association will continue to work with NAB Education and Nexia throughout 2017.

Member Schools provide the Office with feedback and direction via the AISACT Services and Functions annual survey.



GOVERNMENT LIAISON

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 to its Member Schools. The Association continued to work closely with the ACT Minister for Education, Mr Shane Rattenbury 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.

Government Elections

The work conducted with governments and other political parties was amplified throughout 2016 with the occurrence of both the Federal and Territory elections. Both elections required detailed communication to accurately represent the ACT Independent School Sector.

Federal Election

In partnership with the Independent Schools Council of Australia, State and Territory Independent School Associations and APFACTs, the Association developed a range of materials to advocate for Independent Education in Australia and in the ACT. Communication materials were also developed to assist Member Schools in their understanding of the key policies promised by the different political parties.

One of the major pieces of communication developed for Member Schools was a Federal Election page on the AISACT website. The page detailed each of the key policy issues that affected Independent Schools in the ACT, the

electorates that Member Schools were a part of and the candidates for each of the electorates for each party. The page received 380 views during a one month period, with 59 of those views on the day before the election and 65 on the day of the election.

ACT Election

The Association developed a communication strategy to outline the key messages of the election campaign. The messages were used to support four policy initiatives by AISACT:

- Supporting Students with Disability
- Support for Capital Investment
- Support for Independent School Preschool students
- Support for Broadband Infrastructure to Independent Schools.

The Association produced two media releases:

- ACT Labor Announce Funding Commitment to ACT Non-Government Schools – Friday 16 September, 2016
- Canberra Liberals Announce Funding Commitment to ACT Non-Government Schools – Wednesday 5 October, 2016

*Association
represents the sector's
view to Territory and
Federal governments.*

Executive Director, Andrew Wrigley, was invited to join a panel for ACT 666 Radio to comment on the education policy commitments made by the ACT political parties. Topics discussed included:

- Funding announcements
- Capital/infrastructure funding announcements
- Pressures of enrolments
- Broadband connections
- Students with Disability

A number of key communication publications were developed to support Member Schools understanding of the policy commitments. The Association developed a specific website for the ACT election, similar to the Federal election.

The page detailed summaries of education policy commitments from (in alphabetical order) the ACT Greens, ACT Labor Party and Canberra Liberals. This was split into two areas – those commitments which link with non-government schools, and those which do not.

A further section noted those commitments which fell into the areas of policy initiatives supported by AISACT, in addition to a list of the candidates and media coverage. The page received 445 views over a month long period, with 49 views on the day before the election and 33 on the day of the election.

The Association continues to work with both the Federal Government and the ACT Government, and welcomes the opportunity to work with the newly elected ACT Minister for Education and Early Childhood, Yvette Berry MLA.



ADVOCACY AND REPRESENTATION

The Association, through Principals, Board Members, office staff, and teachers from Member Schools, represents the interests of Independent Schools, Independent Education, and the Association on a wide variety of committees, consultative groups and boards, including:

National Representation

- The Australian Curriculum, Assessment and Reporting Authority (ACARA) Curriculum Directors' Group
- Australian Institute of Teaching and School Leadership (AITSL) Professional Growth Network
- Australia for Learning Environments
- Independent Schools Council of Australia (ISCA) Board
- ISCA Executive Directors Council (EDCO)

ACT Representation

ACT Board of Senior Secondary Studies (BSSS)

- BSSS Board
- BSSS Curriculum Advisory Group
- BSSS Accreditation Advisory Group
- BSSS Vocational Education and Training (VET) group

Curriculum

- ACT Cross Sectoral Education Committee
- ACT Curriculum Implementation Committee (ACIC)
- ACT Curriculum Advisory Group
- ACT ACIC Professional Learning Committee
- Communities of Practice (various)
- ANU Secondary College
- Curriculum Coordinators Committee
- NAPLAN Online Project Board

- NAPLAN Online Cross Sector working group

Schools for All

- Cross sectoral Everyone Everyday Committee
- Improving education outcomes for students in out of home care Committee
- Schools for All Project Board
- Schools for All Program Working Group
- Schools for All Working Group – Project 5: Professional Learning and Support for Staff
- Student Voice Forum Committee

Teacher Quality Institute (TQI)

- TQI Board
- TQI Initial Teacher Education Committee (ITEC)
- TQI Professional Learning Advisory Committee (PLAD)

Other

- ACT Animal Ethics Committee
- ACT Block Grant Authority (BGA) Board
- ACT BGA Priorities Committees
- ACT Kidsmatter Committee
- ACT Mind Matters Committee
- ACT Positive Partnership Reference Group
- Canberra Business Chamber Education Taskforce
- CBR Innovation Network
- NDIS Education and Employment Working Group
- PE Pulse Leadership Group
- School Sport ACT Board
- School Transport Liaison Committee
- Sector Leaders group (ACT ED, CE, AISACT)

SPECIFIC PROGRAMS AND INITIATIVES

Australian Curriculum

The ACT Curriculum Taskforce, now known as the ACT Curriculum Advisory Group (ACT CAG), publishes an update of the Australian Curriculum Implementation Schedule each year. The Schedule is informed by the availability of learning areas and subjects and current information from the Australian Curriculum Assessment and Reporting Authority (ACARA). The ACT CAG's Work Plan 2015-2018 informs the ongoing development and implementation of the Australian Curriculum and community engagement with the curriculum.

A representative from AISACT attends ACARA's Curriculum Directors' quarterly meetings and disseminates relevant updates to Member schools, in addition to providing cross-sectoral input from the ACT to ACARA.

The Association supports schools to ensure that the Australian Curriculum content taught is from the most current curriculum published by ACARA on the Australian Curriculum website. Cross-sectoral Communities of Practice (CoP) in subject specific areas continue to flourish to build shared understanding and enhance teaching practice in specific subject areas.

Student achievement is assessed and reported using Australian Curriculum Achievement Standards in each semester where content is delivered. 2016 saw the update and re-publishing of the ACT Teachers' Guide to Assessment. Two cross-sectoral professional learning opportunities were offered in September around Assessment: Take Measure of your assessment practices: Formative assessment and standards

referenced reporting presented by Dr Janelle Wills, Director of the Marzano Institute Australia and Understanding by Design presented by Anna Bennett from Hawker Brownlow.

Early Childhood Education

In 2016 the Association furthered its services to Member Schools in the area of Early Childhood Education. Twelve Member Schools have Early Learning Centres with 711 enrolments in preschool.

The Association sponsored two members of staff from Member Schools to attend the Australian Council of Educational Leaders 2016 Early Childhood Conference – Leading in the Early Years in a New Era. The two staff provided a report on the conference to the newly established Early Years Network, which the staff assisted in developing. The network met twice in 2016 and each meeting was well attended with currently 15 members from seven Member Schools.



SPECIFIC PROGRAMS AND INITIATIVES continued

Educational Data

Australian Early Development Census

The 2015 Australian Early Development Census (AEDC) results were released on 7 March 2016. The publically available results include information at the national, state/territory, region and suburb level. Schools that participated in the 2015 AEDC received their individual School Summary in March 2016 which provided a comprehensive summary of each school's 2009, 2012 and 2015 results.

The ACT Australian Early Development Census (AEDC) team and the West Belconnen Child and Family Centre partnered with Catholic Education-Archdiocese of Canberra and Goulburn and the Association to provide two opportunities in August for Northside and Southside Canberra schools to better understand the 2015 AEDC results and what support services are available to reduce developmental vulnerability.

National Assessment Program - Literacy and Numeracy

Two National Assessment Program - Literacy and Numeracy (NAPLAN) analysis modules were made available on the AISACT website to assist Member schools to analyse NAPLAN results at both a school leadership and teacher level. The first module is designed for Principals and School Leadership Teams to lead the analysis of data on the cohort and skills development at the whole-school level and develop strategies to promote staff engagement with the data. The second module is designed to assist teachers to analyse skill/item strengths

and weaknesses for the cohort and individual students and implement relevant SMARTS2's Teaching Strategies into classroom practice.

Governance

AISACT partnered with Duesburys Nexia to develop and deliver a School Business Managers Forum series. These twice yearly forums provide Business Managers, Finance Managers, school leaders and other staff from Member Schools the opportunity to hear from high-quality speakers on topics of relevance and interest to school operations.

In 2016, presenters from Duesburys Nexia, JBWere, Access Consulting and CompliSpace delivered topics covering recent changes to FBT, low-risk investment strategies for schools, making the best use of data in finance systems, and non-financial control issues in schools. The delivery was done with authority and provided great insight for the twenty participants. There was an opportunity to network at the end of the event and canvas possible topics for future forums.

These events will continue in 2017 and will provide opportunities for connection, sharing and networking between Member Schools and with the organisations and individuals presenting at these forums.

These events will continue in 2017 and will provide opportunities for connection, sharing and networking between Member Schools and with the organisations and individuals presenting at these forums.

Leadership

AISACT has engaged the services of the Australian Institute of Management (AIM) to develop a program targeted at middle management staff in response to an identified need by Member Schools.

The program aligns with contemporary adult learning methodology, consequently blended learning underpins the delivery approach.

While customised for AISACT member schools within the ACT and Australian education context, the learning outcomes are aligned with the nationally recognised Advanced Diploma of Leadership and Management. Participants in the program are supported by the use of eLearning, peer networks, guest speakers and mentoring as required.

In 2016, 16 staff from 10 Member Schools participated in the program. Each participant presented their project at the 2016 Celebrating Teaching and Learning event. The participants will be invited to act as alumni for the 2017 cohort of participants and guide them through their experience.

Students with Disability (SWD)

Students with Disability Network

In 2016 the Students with Disability network continued to provide an opportunity for Learning Support staff within AISACT Member Schools to discuss a range of topics and make vital connections to assist in the education of students who have a disability. Topics discussed focused on a whole of school approach to the administration and compliance requirements

of supporting SWD. This included these topics: the Nationally Consistent Collection of Data, Assistive Technologies, Schools for All report, Individual Learning Plans, professional learning and standardised testing.

In addition to the SWD network, the junior school learning support community of practice was developed. The community of practice was developed by representatives from Canberra Girls Grammar School – Junior School, to provide learning support staff and learning support assistants with an opportunity to have professional conversations around SWD in a Junior School context. Each meeting had a key theme: administration, literacy, numeracy and transitioning students to the next year level.

Both the network and the community of practice will continue to meet in 2017.



SPECIFIC PROGRAMS AND INITIATIVES continued

National Disability Insurance Scheme

AISACT continued to work with the National Disability Insurance Agency (NDIA) to assist Member Schools in their understanding of the National Disability Insurance Scheme (NDIS). The Association hosted two information sessions about the NDIS. The first was hosted by Daramalan College and provided Learning Support staff with an overview of what the NDIS is and how it can work parallel with the supports provided to students through education.

The second information session was held especially for parents and families of ACT Independent Schools, who were looking to have their child be a participant in the NDIS. This session provided parents and families with an overview of the NDIS and the benefits of the scheme. AISACT will continue to support parents through their partnership with APFACTS.

Nationally Consistent Collection of Data on School Students with Disability (NCCD)

In 2016 all Member Schools participated in the NCCD, requiring schools to collect and report on the adjustment level and the category of disability for identified students within the school. The Association provided individual school support through meetings and telephone conversations, an information package outlining the key aspects of the NCCD and, again, hosted an NCCD Moderation Session.

In 2016, the Moderation Session was attended by over 30 representatives from 16 Member Schools. Each attendee provided de identified case studies of students who they were planning to include in the data collection. In small groups, attendees discussed each case study to assist in better understanding the decision-making process of the adjustment level and the disability category. The Moderation Session will be held again in 2017.

The Association hosted two information sessions about the NDIS.



TEACHING AND LEARNING

Literacy and Numeracy Coaching Academy (LNCA)

The LNCA was developed by Independent Schools Queensland (ISQ) and is supported by funding from the Australian Government. The LNCA is a proven initiative that has provided opportunities for job-embedded professional learning and capacity building for participating schools. The LNCA was conceptualised and operationalised by ISQ and launched in 2012. Since its launch, more than 147 independent schools from across Queensland have participated in the Literacy and Numeracy Coaching Academy.

AISACT has partnered with ISQ to deliver the AISACT Literacy and Numeracy Coaching Academy to ACT Independent Schools. This highly successful program had its first intake for AISACT schools in 2015. Thirteen schools participated in the two-year program, and an additional two schools participated in the 2016 one year program. Currently, eleven schools have registered for the 2017 LNCA Expansion Program.

Within the LNCA, schools are supported to implement a coaching approach within their school settings to enhance instruction and student outcomes. An emphasis on research, implementation strategies and mentoring in best practice for school-based coaches has earned the LNCA a renowned and well recognised reputation.

The 2015 – 2016 AISACT LNCA was a two-year program supporting schools, through their identified coach, to focus on key aspects of literacy and numeracy within their school. The

nominated coach and nominated school leader engaged in deep and ongoing professional learning designed to focus each school on their professional teaching practice. Through a process of collaboration across the school, supported by the coach, teachers planned, explored and implemented new practices delivering demonstrable improvement to student learning. The one year program offered in 2016 provided for schools that were not able to commence in 2015. A one-year expansion program will run in 2017, providing the opportunity to further embed coaching as an approach to professional learning and instructional change in all member schools.

The LNCA uses research-based instructional strategies as the basis for core modules within which coaches and leaders actively participate to apply a school-based coaching framework in their school. Ongoing training and support are provided throughout the program to assist schools in reaching their specific program aims and objectives.

In 2015- 2016 there was no charge for AISACT Member Schools to participate in the LNCA. Further, each nominating school received \$5,000 per year to support their participation in the program.

Each nominating school was asked to identify an Instructional Focus Area (either reading, writing or numeracy) based on each school's current education data and plans. Schools were also asked to indicate the year groups that would be the initial focus for the coaching process (either P-2, 3-6, 7-9, 10-12).

Curriculum Differentiation for Gifted and Talented Students

AISACT engaged Gateways Education to provide a program of comprehensive and well-structured professional learning opportunities for teachers, coordinators of Gifted & Talented learning, and Executive staff of AISACT Member Schools. Gateways Education has extensive experience in educational training, research and academic mentoring in the ACT, across Australia and internationally. The company is recognised as a national leader in teacher training, and the members of the training team are recognised Australian experts in the field of curriculum differentiation and gifted education. All members of the Gateways Education team have been classroom teachers and have an acute understanding of the day to day needs and constraints of both classroom teachers and educators in leadership positions in schools.

The program has been of great interest to Member Schools with over 30 representatives from seventeen schools attending each of the four sessions held throughout the year.

The program will run for three years (2016 - 2018). During this time, the Gateways Education team will provide a differentiated teacher professional learning program to optimise the educational opportunities for gifted students attending independent schools within the ACT.

This professional learning program promotes the development, implementation and evaluation of appropriate identification of gifted students and educational programs for gifted students. This covers effective classroom pedagogies, problem-solving skills, critical and creative thinking skills.



TEACHING AND LEARNING

continued

Communities of Practice

Communities of Practice (COP) continue to operate across AISACT Member schools. These COPs facilitate collaboration among subject area teachers to share effective practice and refine pedagogical approaches. Eight COPs continued in 2016 in the areas of languages, science, geography, primary school education, PE, Maths, English and Digital Technologies.

Learning Frontiers

In 2016 the emphasis was on deepening the engagement with innovation and building Member schools' capacities to innovate. To that end, the team and partners have been working with Learning Frontiers participants to overcome barriers they are encountering and to (re)generate momentum around their innovation plans and ideas.

A number of workshops were run throughout the year including:

STEP UP: Communication skills for educators

This session drew out of participants: Where are you up to? What progress have you made? What barriers have you encountered?

Professor Rob Fitzgerald from the INSPIRE Centre at UC and Sivam Krish from Phonelabs facilitated the workshop. Phonelabs run game-based learning challenges that help students connect what they have learnt in theory to real world applications— through high engagement challenges. Key physics and mathematical concepts are built using structured interactive exercises.

MBA IN A DAY: Helping educators lead themselves, others and the school more effectively.

The partnership between Makers Empire and Datacom saw participating schools come together in a learning community to explore the role that 3D printing can play in supporting pedagogies that adapt to today's learner and enhance learning.

Canberra Innovation Network (CBRIN)

AISACT continues its involvement in the Canberra Innovation Network. Canberra is uniquely placed to be at the forefront of innovation in Australia, given the high concentration of world-class education and research institutions, both ACT State and Federal Government infrastructure and a capable populace. The five world-class education and research institutions collaborating as foundation members of CBRIN are the following: ANU, UC, UNSW Canberra, NICTA, CIT and CSIRO.

The benefits of this partnership of organisations through CBRIN, and other service providers, has seen connections and support become available to the Association and Member schools.

SIGNIFICANT PROJECTS

Refurbishment of the AISACT Website

AISACT launched its redeveloped website in Term 1 2016 after working with Zoo Advertising. The website provides a navigable resource portal for teachers across all Member schools where teachers and administrative staff can locate and access a range of resources directly aligning with their work in schools.

Since the launch of the website 29,334 pages have been viewed by 8,724 users. The top five pages viewed in 2016 were:

1. **Member Schools**
2. **Resources**
3. **Contact us**
4. **Member Area**
5. **Upcoming Events**

The website remains a principal vehicle for communication with AISACT school staff and the broader ACT community.

Schools for All

On 18th November 2015, former Minister for Education and Training, Ms Joy Burch MLA, released the 'Schools for all Children and Young People' Report, reflecting the findings of the Expert Panel to review complex needs and challenging behaviours in ACT schools. The Expert Panel, chaired by Professor Tony Shaddock, along with Dr Sue Packer and Mr Alasdair Roy, undertook extensive consultation with schools from all sectors in the ACT. The review highlighted the great work currently

being done in schools for students with complex needs and challenging behaviours and made a number of recommendations to further enhance this work and address difficulties.

As noted in the Preamble of the ACT Government Response to the Expert Panel recommendations, *"...AIS (has) considered each recommendation and acknowledges a strong desire to build on existing reforms, improvements and initiatives in so far as it is practical and possible. As an independent governing body representing 18 independent schools that are separate and autonomous entities, AIS notes all the recommendations and the ACT Government response."*

A precise indication of this commitment is evidenced in the agenda of both AISACT Board and Executive Committee meetings. Further, the Executive Committee has established a Schools for All Subcommittee to provide it with advice on strategies, opportunities and approaches in direct reference to the Schools for All Report, and the responses to the recommendations from the Association. The establishment of this Subcommittee was noted and endorsed by the full Board of AISACT.

Managing Challenging Behaviours in Schools

In support of schools, AISACT engaged Mr Tim Dansie, a registered teacher and psychologist, to provide a comprehensive professional learning on Managing Challenging Behaviours in Schools for teachers, pastoral care leaders, and Executive staff of AISACT Member Schools. Tim has extensive experience in managing students with challenging behaviours through his work with

SIGNIFICANT PROJECTS *continued*

the Association of Independent Schools, Catholic Education and the Education Department in South Australia. Tim released a book, in November, titled, *Improving Behaviour Management in Your School – Creating calm spaces for pupils to learn and flourish*.

The day was attended by all Member Schools with over 30 representatives in total. This professional learning event provided staff with the opportunity to gain knowledge, skills and strategies in the identification and management of students with challenging behaviours, while at the same time acquiring a range of practical tools that can be easily adopted into classroom practice.

Student Voice Forum

The Association took part in the organisation of the 'Ask Us...' Student Voice in the ACT Forum held on the 28th July 2016. The Youth Coalition of the ACT was engaged by the ACT Education Directorate to facilitate the forum and assist in looking at student voice within ACT schools.

The day provided students, teachers and school leaders with the opportunity to listen, take into account and act on the opinions shared throughout the session. Five Member Schools attended the Forum with many others completing a survey on student voice in their school. The day was a success with the Youth Coalition developing a report and reference documents to support schools in providing students with more opportunities to have their voice heard.

NAPLAN Online

Throughout 2016, staff from the Association's Office worked cooperatively and positively with representatives from both the ACT Education Directorate (EDU) and Catholic Education to consider the level and degree of readiness of all ACT schools, about a potential move to online delivery of NAPLAN in 2017.

The Platform Trial and Readiness Test (PTRT) was a 'practice run' of the NAPLAN online platform and provided the opportunity for schools and their students to engage with the online test, the new test administration processes and practise classroom procedures.

The PTRT ran over ten days between 16 and 29 August 2016. All ACT schools that undertake NAPLAN participated. Following the PTRT, a survey of all schools was undertaken to further ascertain readiness. The Association continues to represent the interests of ACT Independent Schools as the jurisdiction as a whole plans for the transition to NAPLAN OnLine.

The day provided students, teachers and school leaders with the opportunity to listen, take into account and act on the opinions shared throughout the session.

AISACT

LEADERSHIP

BREAKFAST SERIES

In 2016 the Association continued its successful Leadership Breakfast series. The series seeks to bring together the wider ACT education community to hear from pertinent leaders and speakers from around Australia and the world.

The speakers in the 2016 series were:



Mr David Price
Senior Associate,
Innovation Unit, UK



Mr Alastair MacGibbon
Previous eSafety Commissioner,
Children's eSafety Commission



Ms Silvia Damiano
CEO and Founder,
About My Brain Institute



Mr Chris Nunn OAM
Deputy Chef de Mission,
Rio Paralympics

With a range of backgrounds and interests, each speaker provided key insights on important aspects of leadership, and how these transfer to leadership structure and practices in schools.

The Leadership Breakfast Series was once again supported by SchoolGovernance.net.au, and the Term 4 Breakfast was in partnership with the ACT Branch of the Australian Council of Education Leaders.

The AISACT Leadership Breakfast series will continue in 2017.

PE Pulse and Healthy Children Project Officer

AISACT continued to provide the staffing personnel required to support PE Pulse through a PE Pulse and Healthy Children Project Officer position. PE Pulse is a network of like-minded organisations developed to support Physical Education delivery in the ACT throughout primary and secondary schools. The Project Officer is responsible for the daily operations, including management of the website, newsletter and social media.

In 2016 the project officer position had the additional duties of assisting schools in the implementation of a number of the Healthy Canberra Initiative programs and projects including: Fresh Tastes, Kids at Play Active Play, Ride or Walk to School including Active Streets, Nature Play CBR, Just Play and It's Your Move. Consistent with the recently released ACT Alcohol, Tobacco and Other Drug Strategy 2016-2020, this raised awareness and promoted access to factual and effective evidence-informed drug education programs among ACT Independent Schools.

AISACT 2016 COLLOQUIUM

The AISACT 2016 Colloquium: Innovation and Collaboration, held on the 28th August 2016 at the National Museum of Australia, was a resounding success. The event was held in conjunction with the AISACT August Leadership Breakfast at which About My Brain CEO, Silvia Damiano, presented the keynote address.

The keynote speakers and range of workshops challenged and inspired thinking around innovation and the future role of technology in teaching and the classroom.

The event concluded with a panel of speakers and ACT Independent School representatives discussing the key takeouts of the day and what learnings they might implement in their schools.

The AISACT Colloquium will be held again in 2017.

Colloquium Extended

A key purpose of the Colloquium Extended series is to provide ongoing connection to the keynote speakers and workshop facilitators from AISACT Colloquium events, thus building partnerships and deepening each attendee's capacity to apply the acquired skills and knowledge in their schools.

In 2016 the Colloquium Extended Webinar series provided high quality online sessions. The webinars were facilitated discussions that provided practical school relevant content with an opportunity to engage participants in case studies, Q&A, and contextualised problem-solving.

In 2016 Colloquium Extended speakers were:

Sandy Heldsinger	Brightpath Assessment
Ian Thomson	ACT Education Directorate
Tim McNevin	AISACT
Renata Sguario	NAB
Gary Putland	Pearson education
Jason Pascoe	Growth Coaching International
David Bearth	SiteImprove



CELEBRATING TEACHING AND LEARNING

The AISACT Celebrating Teaching and Learning event was held at the Hyatt Hotel Canberra, on Thursday 10th November 2016. The event showcased 44 presentations highlighting some of the unique teaching and learning projects and programs that have occurred in AISACT Member Schools in 2016.

Over 100 attendees from all Member Schools heard about and discussed projects and programs introduced by schools covering areas such as technology, coaching, learning support, leadership and whole school approaches to teaching and learning.

Additionally, attendees heard from participants who took part in the AIM Emerging Leaders Program, the Literacy and Numeracy Coaching Academy, the 3D Printing Program and the Learning Frontiers Program. Students from Canberra Girls Grammar School and Canberra Grammar School also showcased some of the work that they had completed during the year.

This is an annual event in the Association's calendar, and AISACT looks forward to showcasing the projects and programs schools will undertake throughout next year at the 2017 Celebrating Teaching and Learning event.

Thoughts from the day from attendees:

"The variation of wonderful projects that were presented inspired schools to get involved in new initiatives."

"It was just so great to be in a professional learning environment with other people from the independent sector. A rare thing for me and I really enjoyed the opportunity."

"At the end of the school year, at report writing time etc 15 minute bites of information are just perfect. Long enough to hear great things that have to be presented in a succinct way and not so long that you lose focus."



ANNUAL COCKTAIL FUNCTION

The Association welcomed guests, Board Members and staff from Member Schools to the AISACT Annual Cocktail Event held at the National Portrait Gallery on Friday, 11th November 2016. The event provided attendees with the opportunity to celebrate the work of the Association in 2016.

Guests included the new ACT Minister for Education and Early Childhood, Yvette Berry MLA, the new ACT opposition leader, Alistair Coe MLA, the new Shadow Minister for Education and Training, Andrew Wall MLA, and key staff from the ACT Education Directorate and Catholic Education.

During the evening, departing Board Members of AISACT were farewelled. These included Andrew Clayton, Principal of Trinity Christian School, Rachael Axford, Business Manager of Brindabella Christian College, Dee Whitby, Principal of Orana Steiner School, Susan Christiansen, Principal of the Islamic School of Canberra, and Deirdre Brown, Principal of the Galilee School.

Two other people who have made significant contributions to ACT education were recognised on the night; Moira Najdecki, who is soon to retire as Director of Catholic Education, and Diane Joseph, who recently retired as Director General of the Education Directorate.

Each year at this event the Carl Palmer Award for Leadership and Excellence in ACT Independent Education is awarded. The 2016 recipient of the award was Rick Sidorko, Headmaster of Marist College Canberra. The citation for the award reads:

Rick has displayed outstanding wisdom and leadership over the last decade.

He has guided the school community through some very tough periods. His viewpoints and insights have been valued and sought after by other leaders in the sector.

Rick has introduced outstanding programs to develop and enrich the skills of teachers in the sector and is a worthy recipient of this award.

The Association congratulates Rick on receiving the award and looks forward to next year's event to celebrate the work and achievements of the Association.





FINANCIAL STATEMENTS

Association of Independent Schools of the ACT Incorporated

ABN: 51 980 437 786

Statement of Comprehensive Income For the Year Ended 31 December 2016

	2016
	\$
Income	
Interest income	23,729
Funded programs	2,637,504
Other income	57,788
Program administration	13,056
Services to schools	360,152
Student first support fund	886,152
Subscriptions	215,652
	4,194,033
Expenses	
Administration and office expenses	58,212
Consultancy and legal	8,635
Depreciation	24,235
Funded programs	2,637,504
IT expenses	13,178
Projects	341,573
Rent and equipment lease	54,995
Services to schools	360,152
Subscriptions	47,610
Travel - domestic	26,849
Employee benefits expense	661,004
	4,233,947
<i>Deficit for the year</i>	<i>(39,914)</i>
Total comprehensive loss for the year	(39,914)

**AUDITOR'S INDEPENDENCE DECLARATION
UNDER SECTION 60-40 OF THE AUSTRALIAN CHARITIES AND NOT-FOR-PROFITS
COMMISSION ACT 2012
TO THE MEMBERS OF
ASSOCIATION OF INDEPENDENT SCHOOLS OF THE ACT INCORPORATED**

I declare that, to the best of my knowledge and belief, during the year ended 31 December 2016 there have been no contraventions of the auditor independence requirements as set out in the applicable code of professional conduct in relation to the audit.



Nexia Duesburys (Audit)
Canberra, 10 March 2017



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Partner

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APPENDIX

Member Schools

Blue Gum Community School
Brindabella Christian College
Burgmann Anglican School
Canberra Christian School
Canberra Girls Grammar School
Canberra Grammar School
Canberra Montessori School
Covenant Christian School
Daramalan College
Emmaus Christian School
Galilee School
Islamic School of Canberra
Marist College Canberra
Orana Steiner School
Radford College
St Edmund's College
Taqwa School
Trinity Christian School

Associate Member Schools

The Anglican School Googong
Snowy Mountains Grammar School

Board Members

Maureen Hartung OAM, Rick Williams (Blue Gum Community School)
Bruce Handley, Rachel Axford (Brindabella Christian College)
Steven Bowers, Joel Anderson (Burgmann Anglican School)
Bree Hills (Canberra Christian School)
Anne Coutts, Matt O'Brien (Canberra Girls Grammar School)
Dr Justin Garrick, David Evans (Canberra Grammar School)
Anthony Vandermolten, Amy Duan (Canberra Montessori School)
Martin Keast, Tim James (Covenant Christian School)
Rita Daniels, Br Barry Smith (Daramalan College)

Erik Hofsink, Charlotte Kruger (Emmaus Christian School)

Deirdre Brown (Galilee School)

Susan Christiansen (T1-3), David Johns (T4), Azara Khan (Islamic School of Canberra)

Richard Sidorko, Christine Worth (Marist College Canberra)

Dee Whitby (T1-2), Barbara Fisher (T3-4), Peter Shipp (Orana Steiner School)

Fiona Godfrey, Simon Wallace (Radford College)

Daniel Lawler, Samantha Brady (St Edmund's College)

Pauline Griffiths (T1), Katrina McIver (T2-3), Bronwyn Edwards (T4), Hassan Warsi (Taqwa School)

Andrew Clayton, Karen Achurch (Trinity Christian School)

Ian Hewitt (The Anglican School Googong)

Heather Walsh (Seconded Member)

David Holmesby (Immediate Past Chair)

Executive Committee

Steven Bowers, Burgmann Anglican School (Chair)

Rita Daniels, Daramalan College (Deputy Chair)

David Holmesby (Immediate Past Chair)

Rick Sidorko, Marist College Canberra

Dr Justin Garrick, Canberra Grammar School

Heather Walsh (Seconded Member)

Christine Worth, Marist College Canberra

Bruce Handley, Brindabella Christian School

Samantha Brady, St Edmund's College

Finance Subcommittee

Heather Walsh (Chair)

Christine Worth, Marist College Canberra

David Holmesby, Immediate Past Chair

Karen Achurch, Trinity Christian School

Amy Duan, Canberra Montessori School

Charlotte Kruger, Emmaus Christian School

Andrew Wrigley, AISACT

Serita Cordeiro, AISACT

Teaching and Learning Subcommittee

Rick Sidorko, Marist College Canberra (Chair)

Ann Hammer, St Edmund's College

Naomi Cole, Trinity College

Dr Colleen Spence, Marist College Canberra

Rachel McClure, Emmaus Christian School

Jane O'Brien, Canberra Girls Grammar School

Billie Trkulija, Canberra Grammar School

Paul Southwell, Radford College

Tim McNevin, AISACT

Kath Morwitch, AISACT

Schools for All Subcommittee

Bruce Handley, Brindabella Christian School (Chair)

Kerry-Anne Kwong, Canberra Girls Grammar School

Deirdre Brown, Galilee School

Jenny Ward, Trinity Christian School

Leonie Owens, St Edmunds College

Michelle Woodward, Brindabella Christian School

Andrew Wrigley, AISACT

Louise Avent, AISACT

Staff of the AISACT Office

Executive Director: Andrew Wrigley

Deputy Executive Director: Tim McNevin

Senior Manager, Curriculum and Professional Learning: Kath Morwitch

Office Manager/Bookkeeper: Serita Cordeiro

Administration and Project Officer: Louise Avent

PE Pulse and Healthy Children Project Officer: Bethany Hooper

