



Association of Independent Schools  
of the ACT Incorporated

**ANNUAL  
REPORT  
2015**





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# CHAIR'S REPORT

As I reflect on the work of the Association over the past twelve months, I am reminded once more 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 present challenges and opportunities.



**Steven Bowers**  
Chair, AISACT Board

Two examples highlight this increased scope. The Expert Panel Review of Complex Needs and Challenging Behaviour in Schools, now known as the Schools for All Report, incorporating its 50 recommendations, has required significant resourcing from the Association as the organisation works both cross-sectorally and across ACT Directorates to develop strategies for the implementation of the recommendations. Recognising that of the 50 recommendations, 26 directly refer to Independent Schools, or the Association, and that another four are what can be termed whole of government, the engagement of the Association is of fundamental importance.

The second example is the ACT's proposed transition to NAPLAN Online. The ACT has regularly been described as wishing to be an early engager with NAPLAN Online, but such a move requires considerable preliminary work, and the Association is engaged with this on a couple of levels.

Responding to this ever increasing scope of work, the Association was represented on over 40 steering groups, advisory groups, interim boards and committees. Once again, I 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, new activities of the Association, new groups/committees established to address particular aspects of education in the ACT. As the number of these commitments continues to rise, I acknowledge the willing response from independent school staff to be involved in an ever increasing landscape of committees.

AISACT continues to work very effectively with the national body, the Independent Schools Council of Australia (ISCA). I am privileged to continue to represent the Association on the Board of ISCA, and I have been joined by the Executive Director at other functions and events hosted by ISCA. The Executive Director is also a member of the Executive Director's Council (EDCO). The work of the national body and its influence in pursuing the interests of the independent school sector, and presenting the impacts of policy on independent schools, is enormous, and AISACT will continue to play its part where appropriate on the national level.

The Association maintained a strong working relationship with the Minister for Education throughout 2015. Minister Burch and her office provided regular access by way of many formal and informal meetings, and the Minister always indicated a desire to engage actively with the Association and individual Member schools.

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 Office and the Director-General of the Education Directorate.

In celebration of the year, the annual Cocktail night once again successfully demonstrated the diverse nature of the Association, its collegiality, and of the many interactions the Association has with all sectors of the ACT education jurisdiction.

I am very pleased to recognise the formal partnerships with NAB Education, NGS Super, Employsure, and Complispace, organisations which 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.

I take this opportunity to acknowledge the outstanding work of the staff who work for the Association. While never large in number, the staff in the office 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.

I also take this opportunity to thank and recognise the dedication and work of the full Board. One of the very 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 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 Mrs Rita Daniels for her commitment and support. I acknowledge and again thank Heather Walsh for her outstanding work as Treasurer, and to Ms Dee Whitby, Mr Rick Sidorko and Mr David Holmesby. This year saw the addition of Ms Christine Worth and Dr Justin Garrick, and I welcome their perspectives as members of the Executive Committee.

I have thoroughly enjoyed the privilege to chair the Association this year. As an association we remain committed to representing our member schools and at the same time making a worthwhile and important contribution to the continuing debate around the country on how best to equip the students of today for the challenges of the future. The work of the Association through, with both a Federal and ACT election, will be crucial.

# EXECUTIVE DIRECTOR'S REPORT

For the Association it has been a year of building on great achievements, consolidating ongoing work, and planning and rolling out innovative programs to benefit Member Schools.



**Andrew Wrigley**  
Executive Director, AISACT

The Association continues to increase its support to schools through such areas as curriculum, support for students with a disability, professional learning opportunities, and professional networking structures.

Acknowledging that there is much to be celebrated in what has been achieved during the past year, it is important to note that, while we continue to embark on a period of growth in this work, we are also focussed on embedding current structures, advocacy on behalf of independent education, and support for schools into the organisation's calendar.

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, continues to be fundamental work for the Association.

Some highlights of the work of the Association over the past 12 months include:

- The AISACT established the Leadership Breakfast Series. The breakfasts are open to the ACT and regional education community with a direct focus on cross-sectoral networking. They bring high quality national and international speakers to the ACT to provoke high level discourse among the education community.
- The AISACT 2015 Colloquium-Teaching, Learning and School Leadership was held at the end of July at the National Library of Australia. The Colloquium has been established as an annual event that challenges contemporary thinking and establishes a momentum for change across Member Schools.
- A range of activities and programs were delivered to better meet the needs of Students with Disability across all AISACT Member Schools. Strategies included providing training, providing financial support for schools to participate in professional learning, and the provision of advice to support schools reporting on students with disability. Thirty-eight participants attended a training day on the Nationally Consistent Collection of Data (NCCD) focussed on identifying and classifying eligible students, making adjustments, record keeping and reporting. Schools also participated in an NCCD Moderation Day, the first of its kind in the ACT.
- AISACT has worked with the NDIA to facilitate data exchange. The provision of personal data on eligible students will enable the effective connection of eligible

persons with a disability with the support available through the NDIS. The NDIS has been active in the ACT from 1 July 2014 for people up to age 65.

- AISACT has established a Students with Disability (SWD) Network. The Network brings together teachers and staff within AISACT Member schools supporting students with a disability. It will facilitate best practice sharing and also provide a vehicle through which AISACT can understand and respond to the needs and requirements of Member Schools in working with SWD.
- Two Member Schools are participating in The Aspiration Initiative targeting Aboriginal and Torres Strait Islander students. The Aspiration Initiative (TAI) is a joint initiative of the Aurora Project, the Charlie Perkins Trust and the University of Canberra. The initiative is broadening the conversation about what is possible for Indigenous Australians in relation to academic achievement – from school attendance and minimum benchmarks to academic excellence in Australia and on the world stage.
- An AISACT Board strategic workshop that identified ways to enhance AISACT and Board member cooperation and collaboration.
- Professional networking opportunities continued to grow through the year. Communities of Practice (CoP) were developed and are aimed at building across school collaboration around specific subject areas. Facilitated by AISACT and led by teachers from Member Schools, these CoPs build shared understanding and enhance teaching practice in the specific subject areas they are covering.

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 2016.

I would like to thank the Chair, the Executive Committee and the Board for their support and guidance. I also wish to thank the AISACT staff for their diligence and commitment to the work they do, and to the mission and values of the Association.

It is a pleasure to be working for the Association and to support Independent Education in the ACT.



# THE ASSOCIATION

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.

Membership of the Association includes all ACT Independent Schools as well as a number of schools from the surrounding region who join as Associate Members. AISACT provides quality support to Member Schools in areas such as professional learning, advisory services and governance support.

## *Our Mission:* *The advancement of educational excellence through the promotion of a strong independent school sector in the ACT*

### Mission and Values

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

- 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 work of the Association is focused on advancing its Mission

The Association is governed by a Board whose membership includes all Independent Schools in the ACT

### AISACT Membership

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

In 2015, the Association welcomed Taqwa School as the newest Member School. This was the first new Member School for the Association in a number of years.

Together the Member Schools educate almost 14,000 students with enrolments ranging from 25 to nearly 2000. For 2015 students in Member School made up 19.4% of the total student population in the ACT.

# GOVERNANCE

**The Members of AISACT are all Independent Schools in the ACT. The Association is governed by a Board 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, with the other representing the School's Governing body.**

In addition, the Association invites the Association of Parents and Friends of ACT Schools (APFACTS) as an observer. In 2015 the AISACT invited its first Associate Member, The Anglican School Googong, to participate in Association activities and meetings.

Board Members elect an Executive Committee from the full Board. The Executive Committee includes the Chair, Deputy Chair, Immediate past Chair and up to 5 other Members.

The deliberations of the Board has focussed on the strategic directions of the Association, the impact to Member Schools due to government funding changes, and distribution of funding to Member Schools

## Executive Committee

Members of the Executive Committee considered the 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 to Member and Association Member Schools.

## Executive Committee - Subcommittees

The Executive Committee established two subcommittees to consider specific areas under the Strategic Plan, and to provide advice on strategies, opportunities and approaches to the Executive Committee on opportunities and approaches to achieve the Association's key directions.

The two Subcommittees are:

- Finance – Chair, Heather Walsh
- Teaching & Learning – Chair, Rick Sidorko

AISACT Board, Executive Committee and Subcommittee membership details are provided in the Appendix.

# OFFICE OPERATIONS

**The Office of AISACT continued the process of recruitment to positions which enhanced its capacity to respond to the Strategic Plan and data obtained from the Member Annual Survey. Enhanced services to the organisation included improved professional learning opportunities/development, curriculum advice to schools, event management, social media and website interface.**

Through seeking business partnerships which would enhance benefits to Member Schools, and recognising the parameters under which a small organisation must operate – and therefore, determine the services it can offer – the Association has established partnerships with EmploySure and CompliSpace. Through its partnership with the Association, EmploySure is able to offer Member Schools advice on industrial and human resource management issues, and CompliSpace provides a comprehensive compliance audit and management facility for schools. Through partnering with these two organisations, the office of the Association has also developed enhanced policies and procedures to provide data which will inform future work.

## Strategic and ongoing support for, and service delivery to, Member schools

Fundamental to the work of the office has been the process of determining how the Organisation is providing services and support to Member Schools, how well these are being provided, what gaps there may be in this provision, and therefore what opportunities there might be for future development. To provide data which will inform future work, a Member Survey was distributed early in the year. Responses to this survey were interrogated by the office and the findings presented to the Executive Committee and the Board. Subsequent discussions formed the evolving strategic direction of the Association and provided the framework upon which the Office developed operational plans.

# GOVERNMENT LIAISON & REPRESENTATION

**As the representative body for the independent sector, AISACT represents the sector's views to Territory and Federal governments on matters of significance and importance in education.** AISACT worked closely with the Minister for Education Ms Joy Burch MLA, Ministerial advisors, and senior officials from the ACT Education Training Directorate (ETD). The Association also worked in partnership with Canberra and Goulbourn Catholic Education to advance the specific issues relating to non-government schools in the ACT.

The Association hosted a cross sector panel which reviewed the process of registration and re-registration of Non-Government schools in the ACT. This review followed a report to the Minister for Education on the registration procedure and worked to align the registration processes of the three education sectors in the ACT. A new Registration Manual for Non-Government Schools was developed and, as a flow-on from this work, the AISACT entered into a Memorandum of Understanding with the ACT Government to collate Annual Assurance Statements from Member Schools, and to report information on critical incidents from the independent sector to the Minister.

*The Association has maintained strong influence in ACT education policy development and advocacy for independent education, the Association itself and, where necessary, individual schools.*

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

- Australian Curriculum Implementation Committee (ACEI)
- Australian Curriculum Advisory Group
- Australian Council of Education Leaders (ACEL) ACT
- Australian Institute for Teaching and Learning (AITSL) Professional Growth Network
- ACT Board of Senior Secondary Studies (BSSS)
- BSSS Curriculum Advisory Group
- BSSS Accreditation Advisory Group
- BSSS Vocational Education and Training (VET) group
- ACT Cross Sectoral Education Committee
- ANU Secondary College
- Communities of Practice (various)
- ACARA Curriculum Director's Group
- Australia for Learning Environments
- ACT Block Grant Authority (BGA)
- ACT BGA Priorities Committees
- ACT Animal Ethics Committee
- Canberra Business Chamber Education Taskforce
- CBR Innovation Network
- Independent Schools Council of Australia (ISCA) Board
- Executive Directors Council (EDCO)
- Kidsmatter
- Mind Matters
- NAPLAN Online Project Board
- NAPLAN Online Cross Sector working group
- NDIS Education and Employment Working Group
- PE Pulse Leadership Group
- Teacher Quality Institute (TQI) Board
- TQI Initial Teacher Education Committee (ITEC)
- TQI Professional Learning Advisory Committee (PLAD)
- School Transport Liaison Committee
- Schools for All Project Board
- Sector Leaders group (ACT ETD, CE, AISACT)

# SPECIFIC PROGRAMS & INITIATIVES OF THE ASSOCIATION

## Literacy and Numeracy Coaching Academy

The Literacy and Numeracy Coaching Academy (LNCA) is a recent initiative from AISACT and is a wonderful opportunity for ACT Independent Schools to gain access to a high quality program that is tried and tested. It was conceptualised and operationalised by Independent Schools Queensland (ISQ). Launched in Queensland in 2012, it is a proven initiative that has provided opportunities for job-embedded professional learning and capacity building for many participating schools.

AISACT has partnered with ISQ to deliver the AISACT LNCA to ACT Independent Schools, with the first intake for AISACT schools in 2015. Thirteen schools took up that opportunity and are now half way through the two year program.

Within the LNCA, schools are supported to implement a coaching approach within their individual 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. Each participating school nominates a coach and school leader to engage with the program. Through a process of collaboration across the school, supported by the coach, teachers plan, explore and implement new practices delivering demonstrable improvement to student learning.



The LNCA uses research-based instructional strategies as the basis for core modules within which coaches and leaders actively participate in order 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.

Each nominating school has identified an Instructional Focus Area (either reading, writing or numeracy) based on each school's current education data and plans. Schools have also indicated the year groups that will be the initial focus for the coaching process.

AISACT gratefully acknowledges ISQ's partnership in making this program available to ACT Independent Schools.

## Learning Frontiers

Learning Frontiers was initiated by the Australian Institute for Teaching and School Leadership (AITSL) in collaboration with the Innovation Unit (UK). The initiative brings together clusters of schools and other organisations to refine, contextualise and implement a set of design principles for engaging learning.

Throughout 2015 AISACT partnered with a number of organisations to facilitate a series of high quality Professional Learning events designed to advance the local efforts of schools participating in the AISACT Learning Frontiers Professional Learning Network. Partners included Education Changemakers, The UK Innovation Unit and Questacon.

The AISACT Learning Frontiers Professional Learning Network is well established with 11 Member Schools currently participating.

## Australian Curriculum

The ACT Curriculum Advisory Group (ACT CAG) publishes an update of the *Australian Curriculum Implementation Schedule* each year which outlines the requirements for implementing the K-12 *Australian Curriculum* in to the future. ACT schools have implemented *Mathematics, English, Science, History, Geography* and *The Arts* using version 7.5 of the Australian Curriculum. The ACT will transition to version 8.2 by the end of 2016. Remaining learning areas will be implemented in all ACT schools by 2018.

## Australian Early Development Census (AEDC)

The Australian Early Development Census (AEDC) is a nationwide measure that looks at how young children have developed by the time they start their first year of full-time school. Data for the AEDC has been collected every three years since 2009, with the third round of national data collection completed in 2015. For the first time schools, communities and governments can track emerging trends in early childhood development.

## Communities of Practice

In 2015 AISACT established a Communities of Practice (CoPs) for each subject area of the Australia Curriculum. The CoPs meet on average once a term and were designed to allow the group to evolve naturally to reflect the members' common interest in a particular domain or area and share knowledge related to their field. It is through the process of sharing information and experiences with the group that the members learn from each other, and have an opportunity for targeted professional discourse.

The CoPs will continue to meet in 2016.



## PE Pulse and Administrative Officer

AISACT has provided the physical support required for PE Pulse through a 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.

The project officer role has led to further representation on working groups and committees based in the fields of Health and Physical Education.



# STUDENTS WITH DISABILITY

## Students with Disability Network

The Students with Disability (SWD) network was established in 2015 and has provided an opportunity for Learning Support staff within AISACT Member Schools to discuss a range of topics with regards to Students with Disability and collaboratively evaluate and develop resources. On average 15 teachers attend each meeting, and represent a majority of AISACT Member Schools.

Through the network information and expertise within the group is shared with further conversations and support occurring outside of the network meetings.

The network will continue to meet in 2016.

## Disability Standards for Education (E-Learning)

AISACT entered into a license agreement with the University of Canberra to provide access to all staff in all ACT Independent Schools to the University's Disability Standards for Education (DSE) E-learning Resource.

This DSE eLearning is provided under licence from the University of Canberra to the Association of Independent Schools of the ACT Incorporated. Any staff member associated with an Independent school in the ACT, is welcome to undertake one or more of the courses included in the resource.

To cater for different student age groups or teacher career stages, several courses about the Disability Standards for Education (DSE) are available. The courses are of equal value, take the same amount of time to complete, address the same teaching standards and content but have different scenarios and examples.

The Disability Discrimination Act 1992 (DDA) was enacted to:

- Stop discrimination based on disability
- Ensure, as far as practicable, that people with disability have the same legal rights as other people (with equal benefits and protection)
- Promote community acceptance of the rights of people with disability.
- The DDA called for standards to be created to apply the DDA in many areas of life.

- The Disability Standards for Education 2005 (the "Standards") were created to:
  - Clarify, and make more explicit, the obligations of education providers under the DDA and the equal legal rights of people with disability in relation to education
  - Provide a framework to ensure students with disability can access, be involved in, and benefit from their education on the same basis as other students.

## NCCD Moderation Session

2015 was the first year in which all schools across Australia were required to collect and report on the adjustment level and the category of disability for identified students within the school through the Nationally Consistent Collection of Data on School Students with Disability (NCCD).

The AISACT NCCD moderation session was designed to support schools in the implementation of the NCCD by providing the opportunity to compare data collection tools and levels of adjustments. The process used was developed to assist schools to assess students against the benchmarks.

With 33 participants from 15 Member Schools participants were provided with an opportunity for participants to discuss, collaborate and workshop any difficulties that emerged in the collection of data. Participants found it beneficial, with over 90% planning to implement an aspect of what they had learnt immediately into their respective school context.



# SIGNIFICANT EVENTS

## AISACT Leadership Breakfast series

The AISACT Leadership Breakfast series seeks to bring together the wider ACT education community to hear from captivating and pertinent thought leaders and speakers from around Australia and the world. In doing so, the 2015 breakfasts provided a unique networking opportunity at one of Canberra's most picturesque venues, the National Arboretum.

The AISACT Leadership Breakfast Series has been established by the Association to engage school leaders across the ACT, from all sectors, with issues of significance and importance in the education sphere.

Speakers at the 2015 breakfasts were:

- Mr Rob Randall – CEO ACARA
- Dr Helen Street - Chair, National Australian Positive Schools Initiative
- Major General Ric Burr – Deputy Chief of Army



## AISACT Colloquium

The inaugural AISACT Colloquium was held on 30 July here in Canberra at the National Library of Australia. The theme of the 2015 Colloquium was: Teaching, Learning and School Leadership.

The Colloquium provided a wonderful opportunity for leadership and teaching teams from AISACT Member Schools to come together and consider their current and future approaches to teaching and learning as well as their school's trajectory.

Through high quality disruptive keynote presentations as well as strategic and challenging workshops and plenary events, participants engaged in robust thinking, debate and planning with a practical focus throughout the day.

The 3 keynote speakers for the event were:

- Jon Andrews, who spoke about graduating students in the year 2028 and what their world and their needs

will be like – this follows an extensive research project at St Paul's Anglican College in Queensland.

- Prof Stewart Hase, took attendees into the realm of Heutagogy (the Science of Self-determined Learning) and the implications for teaching and learning practice.
- Renata Sguario, General Manager of Change with NAB Education. She shared valuable challenges and insights around organisational change.

A range of high energy, challenging, collaborative and practical workshops were also held across the day and the Association is very grateful for the wonderful contributions of our workshop presenters.



## Colloquium (Extended)

<b>Vision</b>	High quality online sessions that engage participants in disruptive conversations initiated through the themes presented at the 2015 Colloquium and connecting to the 2016 Colloquium
<b>Purpose</b>	To provide ongoing connection to the keynote speakers and workshop facilitators from AISACT Colloquium 2015 - building partnership and deepening attendees capacity to apply the acquired skills and knowledge in their schools.
<b>Look and feel</b>	A facilitated discussion that provides practical school facing content with an opportunity to engage participants in case studies, Q&A, and contextualised problem solving

Part of the Association's vision for the Colloquium was that it not be a one off annual event. Rather, that the face to face event be extended through an online presence to build the conversations, connect the learning and continue the momentum generated on the Colloquium day in July while at the same time casting people's horizon view to the 2016 face to face event.

A range of wonderful presenters supported Colloquium (extended) throughout 2015 including:

- Jon Andrews – St Pauls Anglican School, Brisbane
- David Griffiths – ComliSpace
- Sandy Heldsinger - Pairwise Pty Ltd and Brightpath Assessment
- Ian Thomson – Amaroo School

## Celebrating Teaching & Learning

The AISACT *Celebrating Teaching and Learning* event, held at the University of Canberra in November, showcased 29 presentations highlighting some of the unique teaching and learning projects and programs that have occurred in AISACT Member Schools in 2015. Over 70 attendees learned about and discussed topics such as technology, coaching, learning support, leadership and whole school approaches to teaching and learning.



This will be 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 2016 *Celebrating Teaching and Learning* event.

## AISACT Annual Cocktail Function

The AISACT Annual Cocktail Function was once again a success, with attendees from Member Schools, politicians, Catholic Education, Education Directorate, sponsors, partners and key stakeholders.

The Carl Palmer Award for Leadership and Excellence in ACT Independent Education was presented to David Holmesby, AISACT immediate past chair. David has contributed substantially to the Association over a number of years, including as Board Chair of Canberra Girls Grammar, Chair of the Association and then as a member of the Executive, a position in which he continues. His passion, dedication and knowledge of the Independent Education Sector, but also of the wider Education sector, is to be admired. His dedication to the Association and willingness to give of his time so freely goes to the very core values of the Association.

The event was a celebration of the key work that the Association, Member Schools and partners achieved over the previous 12 months





# FINANCIAL STATEMENTS

## Association of Independent Schools of the ACT Incorporated

### Statement of Comprehensive Income

For the Year Ended 31 December 2015

	2015 (\$)
<b>Income</b>	
Interest income	32,085
Funded programs	3,217,874
Other income	25,071
Program administration	12,376
Services to schools	312,145
Student first support fund	635,296
Subscriptions	205,821
	<b>4,440,668</b>
<b>Expenses</b>	
Administration and office expenses	51,293
Consultancy and legal	22,891
Depreciation	28,261
Funded programs	3,217,874
IT expenses	7,390
Projects	224,352
Rent and equipment lease	54,688
Services to schools	312,145
Subscriptions	44,220
Travel - domestic	16,082
Employee benefits expense	642,756
	<b>4,621,952</b>
(Deficit)/surplus for the year	(181,284)
<b>Total comprehensive (loss)/income for the year</b>	<b>(181,284)</b>

**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 2015 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.

**Duesburys Nexia**  
Canberra, 11 May 2016

**G J Murphy**  
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
Board Members
Maureen Hartung, Rick Williams (Blue Gum Community School)
Melanie Spencer (T1-3), Bruce Handley (T4), Rachel Axford (Brindabella Christian College)
Steven Bowers, Joel Anderson (Burgmann Anglican School)
Bree Hills (Canberra Christian School)
Anne Coutts, Matt Clowry (Canberra Girls Grammar School)
Dr Justin Garrick, David Evans (Canberra Grammar School)

Anthony Vandermolen, Aine Baker (Canberra Montessori School)
Martin Keast, Tim James (Covenant Christian School)
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