

Non-Government Reform Support Workplan

2022

Association of Independent Schools of Western Australia

Non – Government Reform Support Fund

Association of Independent Schools of Western Australia – Workplan 2022

Summary of Workplan for 2022

The Association of Independent Schools Western Australia (AISWA) advocates for and represents the sector. We deliver core services to our 153 member schools to support a strong, effective Independent Education Sector in Western Australia. These services cover strategic planning, good governance, meeting regulatory obligations, implementation of good pedagogy and catering for the needs of all students, industrial and legal support and facilitating networking opportunities. With the assistance from the Australian Government the services to schools have been expanded to meet a range of needs and government priorities. This assistance has always been acknowledged and is greatly appreciated.

The impact of COVID 19 on the implementation of the 2021 workplan was not as great as its impact in 2020 due to the very strict border and lockdowns implemented in WA. Some of our approaches to supporting schools and school leaders continued to be provided in an online environment. In addition, there was a big increase in face-to-face meetings, and we plan for that to continue in 2022. Our aim in the 2022 plan, has been to outline the most effective ways to support schools with an eye to alternative delivery should it become necessary. The workplan continues to address the three national priorities from 2018 ~ quality assurance, moderation and support for the ongoing improvement of the Nationally Consistent Collection of Data on School Students with Disability; the implementation of online delivery of the National Assessment program (NAPLAN OnLine) and improving governance and financial management practices in non-government schools. In addition, we have developed projects in line with State based initiatives as agreed in the Western Australia bilateral agreement in the areas of General Capabilities; Science, Technology, Engineering and Maths (STEM); Improving Student Engagement and Wellbeing; Building Cultural Competence in Schools; Support for School Leaders and support for our most disadvantaged schools, the Aboriginal Independent Community Schools.

As in previous years, the majority of the funds allocated to the sector will be used to cover the costs of expert consultants in a range of fields as they work with schools to enable them to meet the requirements under the Australian Education Act and the National School Reform Agreement. Additionally, we work with schools to help them more effectively meet the needs, and improve the outcomes, of the young people in their care. Our member schools are diverse both philosophically and geographically and tailoring support and communication that is effective for their needs is time consuming and costly.

Calculating the other contributions has been a challenge and represents our best-rounded estimate of the amount schools pay, mainly in Teacher Relief to free their staff to attend professional learning sessions, to be released from class to meet with consultants when they visit schools, and participate in network meetings. AISWA cannot pay Teacher Relief as it comes in at over \$650 a day per teacher. Estimating the cost of travel is also difficult as when we publicise sessions, we do not know the schools that will be attending whether rural, remote or metropolitan and the cost of travel, even for those from the metro area, varies greatly.

The adaptation of programs in 2021 presented schools with the opportunities to attend training sessions and meetings remotely, and we anticipate this will continue to some extent in 2022, particularly for rural and remote schools. Feedback is the remote delivery is so much more accessible for rural and remote schools. There are some situations where program fees are levied, and these have been identified but we find that high fees often mean the most disadvantaged schools cannot attend.

Summary of Budget

Project	Activities	Reform support funding	Funding from other sources	Total project funding
Enhancing Quality of NCCD	Supporting schools implementing NCCD and meeting the needs of students with special needs	\$600,000	\$400,000	\$1,000,000
NAPLAN & NAPLAN Online	Support for schools with NAPLAN and the transition to NAPLAN Online	\$110,000	\$200,000	\$310,000
Improving Governance in Independent Schools	Support for school boards and leaders in good governance and understanding their obligations under legislation	\$80,000	\$150,000	\$230,000
Leading at all Levels	Enhancing leadership for All	\$120,000	\$250,000	\$370,000
	Esteeming, growing, and assessing teacher expertise	\$30,000	\$40,000	\$70,000
	Leading in remote and complex contexts	\$75,000	\$50,000	\$125,000
Implementation of Australian Curriculum	Support for schools to implement the WA Curriculum	\$175,000	\$200,000	\$375,000
	Supporting improvement in Literacy and English Competency	\$200,000	\$150,000	\$350,000
	Supporting improvement in Numeracy and Mathematics Competency	\$200,000	\$150,000	\$350,000
	Enhancing implementation of STEM in Schools	\$50,000	\$50,000	\$100,000
	High Impact Practices (HIPs)	\$100,000	\$150,000	\$250,000
	Support the implementation of Curriculum in Aboriginal Independent Community Schools	\$225,000	\$250,000	\$475,000
Building Cultural Competence in Schools	Building cultural competence in schools and understanding the Aboriginal perspective	\$80,000	\$70,000	\$150,000
	Administration of projects	\$11,700	\$0	\$11,700
	Total funding for 2022	\$2,056,700	\$2,110,000	\$4,166,700

* The Australian Government understands that these figures provided are indicative and will change throughout the year. The Annual Report is expected to report on these changes.

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Project title	Project description and activities	Indicative budget	Expected outcomes	Indicators of success
<p>National Policy: B. Enhancing the national evidence Base ii. Improving national data quality, consistence and collection to improve the national evidence base and inform policy development</p> <p><i>State bilateral: Nationally Consistent Collection of Data for Students with Disability</i></p> <p>Project Title: Enhancing the quality of NCCD</p>	<p>Supporting schools implementing NCCD and meeting the needs of students with special needs This project aims to further inform, advise, and support schools in the processes of the Nationally Consistent Collection of Data and enhancing the quality of teaching for students with disability, (as defined under the Disability Discrimination Act 1992).</p> <p>The intention is to support all relevant staff in Independent schools, in their various capacities, to clearly understand their role in the school to fulfil the ongoing requirements involved in the NCCD process. This includes the accurate and ongoing collection of evidence to support levels of adjustment being made for students with disability and quality processes being in place. This will be achieved by focussing on the following:</p> <ul style="list-style-type: none"> • Continuing to assist schools to navigate the NCCD portal (especially the areas that continue to be updated). • Efficient and accessible systems to record evidence. • Building a good understanding of the Disability Discrimination Act (1992) with specific focus on the Disability Standards of Education (2005), 2020 review and implementation of the recommendations of the DSE review. • Recognising and meeting the different needs of various roles (Business Manager, Principal, Learning Coordinator, Teacher). • Building a shared understanding of the levels of adjustment and categories of student data through moderation. • Assisting in preparation for the post enumeration process and reviewing and receiving feedback from schools after the post enumeration process. • The process and accuracy of selecting the levels of adjustment. • Time and workload involved in the NCCD process and how this can be managed by schools. 	<p>Reform Fund: \$600,000</p> <p>Funding from other sources: \$400,000</p>	<ul style="list-style-type: none"> • Improved accuracy in the Implementation of the Nationally Consistent Collection of Data on School Students with Disability (NCCD) National Assessment Program reform; and data collection and reporting requirements. • A common shared language and a consistent approach to NCCD across the Independent sector. • Schools working towards an inclusive school model. • Correct support is provided based on school's prioritised needs. • Improved teacher/staff understanding of the processes for the NCCD. • Improved teacher confidence in determining student disability according to the definition of a disability using the DDA. • Relevant evidence is collected by the NCCD team and teachers. • Improved teacher understanding of the different types of 	<ul style="list-style-type: none"> • All schools (152) offered information and moderation sessions either face to face or via Teams conference. • 80% of schools visited by Inclusive Education Consultants who provide guidance and support to implement NCCD and develop school strategies for supporting identified students (about 100 schools). • Successfully participate in the post enumeration process (PE). • 50% percent of schools attend professional learning and non-attendees identified for targeted follow up. • Documentation used with schools is up to date and based on current requirements and research. • Survey results of teachers and relevant staff identifying improved understandings of the area to provide up to date and relevant professional learning. • Data consistency across years. • Data consistency across schools.

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<p>National Policy: C. Enhancing the national evidence Base</p> <p>iii. Improving national data quality, consistency and collection to improve the national evidence base and inform policy development</p> <p><i>State bilateral: Nationally Consistent Collection of Data for Students with Disability</i></p> <p>Project Title: Enhancing the quality of NCCD</p>	<p>AISWA will support schools in the Implementation of the Nationally Consistent Collection of Data on School Students with Disability (NCCD) through the following activities:</p> <ul style="list-style-type: none"> • Information sessions on the NCCD, funding, process of identification, evidence, and accountability. • An NCCD information session at the AISWA Briefing the Board conference that will inform governing body members, business managers, finance teams etc. • Metropolitan, regional, and school based professional learning to develop knowledge and skills to ensure appropriate support is provided for individual students around the following topics: <ul style="list-style-type: none"> • Specific Learning Difficulties/ Disabilities/Behavioural. • Differentiation. • Documented Plans and how these can be used as evidence for the NCCD. • Disability Discrimination Act 1992 (DDA)/ Disability Standards for Education 2005 (DSE) and the 2020 review • Make MS Teams conferences available for schools especially regional schools to participate in information sessions. • Increase AISWA staff awareness and understanding around the unique and specific NCCD needs for remote Indigenous schools and CaRE (Curriculum and Re-engagement schools). • Moderation sessions between invited AISWA schools and Catholic Education WA to give schools an opportunity to share information, ask questions and network with other schools (if possible). • School visits in metropolitan and regional WA. • School based consultancy for school leaders and teachers related to disability and inclusion within their classroom. • AISWA Network Meetings, designed to support staff around inclusive education. • Inclusive Education (IE) Consultants provide ongoing support via email, phone or visit to the school. 		<p>disabilities/learning difficulties.</p> <ul style="list-style-type: none"> • Improved teacher knowledge and skills within the area of disability facilitating more effective communication with parents when discussing their child’s learning. • Improved skills in accommodating and providing adjustments within the classroom (differentiation) and universal design for learning (UDL). • Schools understand a common language across all education sectors in WA to provide a consistent approach to NCCD. • Specific and more purposed engagement including visits to remote Indigenous schools and CaRE schools. • Increased understanding of how schools collect, store, and demonstrate the information and evidence of adjustments for each student. • Improved processes within schools in providing accurate evidence of adjustments. 	<ul style="list-style-type: none"> • General comments census post enumeration contractors through Independent Schools Australia (ISA). • Feedback from participating schools. • Feedback from ISA staff and Independent schools in other states. • Briefing the Board conference session April 2nd, 2022. • Revision and updating of practices and presentation material and information. • Increased engagement with school visits, consultations etc., and clarification of information (evidence of adjustments etc.). • More informed feedback to schools on clarification of FAQs. E.g., insistence that Documented Plans are to be signed. • Moderation sessions with Catholic Education will occur on May 11th (Perth metro) and during the week 16th May (regional) 2022. • Network meetings presented as breakfasts – one each term during 2022. • More accurate data and processes Aboriginal

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	<p>When informed and invited, AISWA will provide support to schools undergoing Post Enumeration (PE) by:</p> <ul style="list-style-type: none"> • Meeting with the NCCD team and appropriate staff. • Provide review of the data and the evidence if needed. • Discuss outcomes/feedback from the school's post visit. • Enquire as to whether AISWA can be informed of a school undergoing PE so support can be provided if required. (Schools are not always aware they can request AISWA support if needed). <p>AISWA will participate in providing support to the following:</p> <ul style="list-style-type: none"> • feedback to ISA (Independent Schools Australia) on information to be provided on the NCCD portal i.e., Case Studies, templates etc. • Review of information from post enumeration. • Continue to coordinate AISWA school participation in NCCD projects. <p>AISWA Inclusive Education team staff will participate in capacity building workshops targeted at education authority staff from all sectors working with schools on the NCCD (when these become available).</p>		<ul style="list-style-type: none"> • Improved accuracy in determining the levels of adjustment. • Improvement in skills, knowledge and understanding of the NCCD in collaboration with colleagues from all sectors. • Up to date information, reports on the progress and accuracy of the NCCD both from a state and national perspective through newsletters, etc. 	<p>Independent Community Schools and Special Assistance Schools particularly around gathering evidence in transient situations.</p> <ul style="list-style-type: none"> • Attendance at Professional Learning sessions and email and phone enquiries.
<p>National Plan: C. Enhancing the national evidence Base iii. Improving national data quality, consistence and collection to improve the national evidence base and inform policy development</p>	<p>Support for schools with NAPLAN and the transition to NAPLAN Online</p> <p>As a result of the Federal Government's decision to suspend NAPLAN in 2020 due to COVID 19 the program planned for implementation in 2021 will be implemented in 2022 when almost all schools will do NAPLAN OnLine.</p> <p>This project involves the support of Independent schools with NAPLAN Pen and Paper and transitioning to NAPLAN online. All schools are supported in the analysis of NAPLAN results to plan for future intervention and learning programs for students.</p> <p>The provision of the Valuate website (AISWA's NAPLAN analysis tool) enables schools to access detailed analysis of their data, including a longitudinal analysis of data.</p>	<p>Reform Fund: \$110,000</p> <p>Funding from other sources: \$200,000</p>	<ul style="list-style-type: none"> • Increased teacher confidence with standardised assessment, including a better understanding of scaled scores and placement of student against achievement standards. • Increased understanding of how to use data to inform teaching and learning. • Improved content knowledge and student conceptual understanding. 	<ul style="list-style-type: none"> • 95% (of the 153 schools) to transition to NAPLAN online in 2022 (there will be a few selected schools still on pen and paper). • Ongoing requests for professional learning (PL) and mentoring support for participating schools. • Whole school mapping of cohort and student achievement and growth using the Valuate program. • Whole school planning for future learning through analysis of student

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<p>Project Title: NAPLAN & NAPLAN Online</p>	<p>To facilitate staff understanding of the reporting structure through Valuate, consultants from AISWA and the developers of the program will conduct in-school workshops.</p> <p>In addition, information sessions will be held to inform schools of the processes and planning for NAPLAN Online in conjunction with WA Schools Curriculum and Standards Authority (SCSA).</p>		<ul style="list-style-type: none"> • Dual processes ensure successful implementation of NAPLAN pen and paper for a few selected schools or NAPLAN Online. • Increased confidence of schools that they are fully prepared for NAPLAN Online. 	<p>strengths and weaknesses from the data results within the Valuate program.</p>
<p>National Policy: B. Supporting Teaching, school leadership and school improvement</p> <p>Project Title: Improving Governance in Independent Schools</p>	<p>Support for school leadership teams and school governing bodies in good governance, understanding school finances and funding and their obligations under legislation</p> <p>The focus of this project continues to support strong governance in Independent schools through working with school governing bodies on good governance processes and ensuring effective and efficient financial management.</p> <p>In 2022 the key activities to deliver this are through</p> <ul style="list-style-type: none"> • presentations on good governance, understanding the business of education and school funding at key conferences (Briefing the Board, Aboriginal Independent Community Schools Governance Conference, the Great Southern Governance Seminar and the South West Governance Seminar) organised by AISWA and other key stakeholders; • governance and strategic planning seminars both centrally held and at individual schools; • workshops with schools on planning and understanding obligations and implications of school legislation and regulations; • individual school planning and information sessions as required by schools; and • attendance at school governing body meetings to review governance processes and procedures and to ensure understanding of school funding and their obligations for strong financial oversight of the school's operations. 	<p>Reform Fund: \$80,000</p> <p>Funding from other sources: \$150,000</p>	<ul style="list-style-type: none"> • Governing body members have sound understandings of good governance practices and procedures in the context of the education authority of a school and how these lead to continual school improvement and thus improved student outcomes. • Governing bodies and school leadership have clear understandings of relevant legislation, regulations and school registration processes. • Governing bodies have strong financial oversight of the school and undertake sound financial planning. • Governing bodies have improved capacity of to identify and oversee implementation of evidence-based actions to grow and sustain improved student outcomes over time. 	<ul style="list-style-type: none"> • At least 25% of Independent school governing bodies work with AISWA on improving school governance and understanding their role in ensuring strong student outcomes. • Attendance of at least 250 school leaders and board members at the Briefing the Board conference in April 2022 covering: <ul style="list-style-type: none"> ○ good governance, funding and financial management, ○ how to ensure a safe and secure learning environment for their students, ○ young people today and how schools cater for this generation, and ○ obligations under Federal and State legislation. • At least 80% of governing body members and school leaders from the Aboriginal

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			<ul style="list-style-type: none"> • School administration is fully aware of their obligations under various funding regimes and understand how to undertake due diligence when reviewing school finances. 	<p>Independent Community Schools (AICS), attend the Aboriginal Independent Community Schools' Governance Conference with sessions on</p> <ul style="list-style-type: none"> ○ good governance, ○ school funding and the financial management of the school, ○ the performance appraisal of the Principal; and ○ Increasing community engagement in the school to ensure strong student outcomes.
<p>National Policy: D. Supporting Teaching, school leadership and school improvement</p> <p><i>State bilateral: Support for School Leaders</i></p> <p>Project Title: a. Leading at all Levels</p> <p>National Policy: E. Supporting Teaching,</p>	<p>Enhancing leadership for all The Leading at all Levels project is a multi-faceted, wide-ranging project, that participants to see themselves on a leadership continuum from beginning as an early career teacher through to an expert Educational Leader.</p> <p>The areas of focus for this section of the project in 2022 are:</p> <ul style="list-style-type: none"> • Early Career Teacher Program. • Aspiring Leaders Program & Mentoring Network. • Middle Leaders Program. • Women in Leadership Network. • Effective Leadership Teams. • Building Collective efficacy. <p>Key activities and strategies for delivery on these areas of focus are:</p> <ul style="list-style-type: none"> • Information sessions and skill development workshops. • Extended courses across three to five days. • University Partnerships. 	<p>Reform Fund: \$120,000</p> <p>Funding from other sources: \$250,000</p>	<ul style="list-style-type: none"> • The quality of school leadership is enhanced. • There is a shared understanding of pathways to school leadership in the Independent sector. • New leaders begin in their roles with an increased confidence in their skill. • Greater numbers of teachers apply for promotional positions within the sector. • Course participants feel confident to apply and win promotional positions. • There is implementation of the Australian Teacher and Performance Development 	<ul style="list-style-type: none"> • Representation of 25 schools in each of the Master Classes offered. • All schools maintain individual teacher and school registration databases. • 40 school leaders and governing body members attend the session at Briefing the Board on Managing the Principal. • Teachers engage with the National Certification Process. • 15 teachers attend the Aspiring Leaders course.

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<p>school leadership and school improvement</p> <p><i>State bilateral: Recruitment and management of staff in remote areas</i></p> <p>Project title: b. Esteeming, growing and assessing teaching expertise</p>	<ul style="list-style-type: none"> • Master classes ~ one day classes with a recognised expert external presenter. • Presentations and workshops at AISWA and external conferences. • National Certification of Highly Accomplished and Lead Teacher program. <p>Esteeming, growing, and assessing teaching expertise This part of the project will focus on developing and delivering a suite of professional learning programs and resources for school leaders and AISWA staff to consistently:</p> <ul style="list-style-type: none"> • recognise & measure teacher expertise; • understand the relationship between high impact teaching practices and teacher expertise; • grow that expertise; and • encourage teachers to leverage their teaching expertise into career phase growth <p>The main activities for development will be:</p> <ul style="list-style-type: none"> • A review of the National Certification Assessor Program. • Expert consultancy. • Training of AISWA consultants as teacher coaches and Assessors of National Certification of Highly Accomplished and Lead Teachers. <p>The main activities for delivery will be:</p> <ul style="list-style-type: none"> • Workshops and sessions at AISWA conferences. • Master class. • Delivery of a 3-day course over 2022. 	<p>Reform Fund: \$30,000</p> <p>Funding from other sources: \$40,000</p>	<p>Framework and of the Australian Professional Standards for Teachers (APST).</p> <ul style="list-style-type: none"> • Graduate teachers are inducted into the profession through engagement with the APST. • There is a shared understanding of the growth of teaching and leadership expertise in the Independent sector. • There is a common language to describe teaching practice and what it looks like as expertise grows. • School leaders are strategic in their development of school plans to improve teaching capacity in schools. 	<ul style="list-style-type: none"> • 15 teachers and leaders attend the Administrative Leadership. • 30 graduate teachers and leaders engage in the courses / workshops/ networks. • Network member participation in HALT information and portfolio development sessions. • Members of school leadership teams from 10 schools attend the professional learning in 2022. • The Master class is offered in the Geraldton, Albany, Bunbury and Kalgoorlie regions.

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<p>National Policy: F. Supporting Teaching, school leadership and school improvement</p> <p><i>State bilateral: Support for School Leaders</i></p> <p>Project Title: b. Leading in remote and complex contexts</p>	<p>Leading in remote and complex contexts The second part of the project focuses on building leadership capacity in Aboriginal Independent Community Schools (AICS). The project assists school boards to induct, support and develop newly appointed Principals to AICS in creating a highly effective, culturally responsive leadership style. The aim is to build a strong sense of leadership identity, agency and purpose through the following activities:</p> <ul style="list-style-type: none"> • Targeted Principal professional learning to develop deep understanding of the role and responsibilities of a Principal in AICS and support the application of knowledge and skills. • Hosting specialised AICS Conferences and Networks for Principals, teachers, Aboriginal Cultural Teachers. • Establishment of a relief pool of principals to allow principals to attend PL opportunities out of community. • Targeted Principal and Leadership team professional learning. 	<p>Reform Fund: \$75,000</p> <p>Funding from other sources: \$50,000</p>	<ul style="list-style-type: none"> • Teachers in AICS use the standards and tools provided by AITSL to build their practice. • There is a shared understanding of the growth of teaching and leadership expertise in the AICS. • School leaders have clear processes and policies in place to develop teaching capacity. • Greater attendance at PL opportunities and training, including networking support. • Increased understanding of management of schools and leadership in a remote context, culturally responsive curriculum development and staff management and appraisal. • Ability to engage in on-line learning enhanced and capacity of leaders increased as an outcome. • Greater understanding and collaboration of the board and school leaders in their working relationship. 	<ul style="list-style-type: none"> • AICS have regularly reviewed and clear staff policies and procedures including induction, development, and management of new and existing staff. • Feedback from principals and increased capacity due to greater engagement in skill building and network support. • Greater retention of principals and continuity of staff, enhanced culture of collaboration and positivity of teaching staff, increased achievement of students due to responsive curriculum changes. • Evaluation of courses and the increased engagement of leaders in their undertaking of on-line learning opportunities. • Working relationships with board and school are aligned, greater retention of experienced principals and increased participation of community members in Board matters.

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<p>National Policy: Supporting students, student learning and student achievement</p> <p>Project Title: Implementation of Australian Curriculum a. Online professional learning programs</p>	<p>This is a large and multi-faceted project where the main emphases in 2022 are continued support for schools to implement the WA Curriculum; building the understanding by schools of curriculum, assessment and reporting requirements; improved Literacy and English competency; improved Mathematics and Numeracy competency; and improved implementation of STEM and Curriculum support for Aboriginal Independent Community Schools.</p> <p>The following provides more detail about each of the focus areas and some of the key activities associated with them.</p> <p>Support for schools to implement the WA Curriculum This part of the project focuses on the development of coordinated, planned, and point of need professional learning (PL) which supports implementation of the WA Curriculum. Support will focus on assisting schools to meet compliance requirements, as well as build teacher expertise and skills in curriculum planning, monitoring and assessing student achievement and making consistent and reliable judgements. PL activities will include a focus on building teacher knowledge and skills to unpack and apply different teaching and learning pedagogies. Modes of PL will include a range of formats including face to face, online and blended methodologies.</p>	<p>Reform Fund: \$175,000</p> <p>Funding from other sources: \$200,000</p>	<ul style="list-style-type: none"> • Implementation of the Foundation to Year 10 Western Australian Curriculum in all Independent schools. • Improved student engagement and learning outcomes through enhanced teacher understanding and use of evidence based, high quality teaching, learning and assessment practice. • Enhanced teacher understanding of the content and achievement standards of the P-10 curriculum. • Improved teacher understanding of teaching and learning pedagogies. • Teachers implement and refine strategies and skills. • Increased use of curriculum, assessment and reporting resources on the AISWA website. • Expanded teacher networks and collaboration across schools. 	<ul style="list-style-type: none"> • Independent schools' compliance with the curriculum requirements in the WA School registration standards. • A minimum of 50 Professional Learning (PL) events/activities. • Over 500 teachers engage with PL activities. • Feedback from PL events indicating teachers are adding to knowledge and skills, and sharing, adjusting and/or improving practice. • Completion of eight online learning content and other digital resources. • Teachers accessing digital resources.

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<p>National Policy: Supporting students, student learning and student achievement</p> <p>Project Title: Implementation of Australian Curriculum b. Literacy and English Competency</p>	<p>Literacy and English Competency The focus for 2022 continues to be on supporting schools and teachers for students in all year levels to achieve high level literacy outcomes. Main activities to support this include:</p> <ul style="list-style-type: none"> • a range of standalone and serialised Literacy professional learning courses. • targeted literacy support for schools focusing on best practice and pedagogy to upskill teachers to become more confident and capable teachers of English and EAL/D students. • school consultancy providing support at the whole school and individual teacher level. • collaboration with other sectors (Catholic Education WA) to run network meetings for targeted teacher groups. • continued collaboration with universities and outside agencies to develop literacy projects e.g., Raising Trailblazers, Brightpath: Next Steps. 	<p>Reform Fund: \$200,000</p> <p>Funding from other sources: \$150,000</p>	<ul style="list-style-type: none"> • Teachers apply strategies introduced in PL courses in their classrooms. • Teacher pedagogy and knowledge about language and literacy improved through PL. • Teachers have raised awareness of tools available, to identify and support EAL/D students. • Whole-school approaches to the teaching of literacy is evident in school literacy plans. • Teachers work collaboratively on projects such as Raising Trailblazers, Brightpath: Next Steps. 	<ul style="list-style-type: none"> • Over 200 teachers attend Literacy/English workshops either face to face or online. • 70% of teachers attending workshops report increased knowledge regarding Literacy skills and apply learning in the classroom. • Increase in teacher motivation and confidence, through continued contact and support. • 50% of schools request visits for either ongoing whole school PL and/or support. • Collaborative projects are shared and replicated by other teaching staff.
<p>Project Title: Implementation of Australian Curriculum c. Numeracy & Mathematical Competency</p>	<p>Numeracy and Mathematical Competency In 2022, consultants will continue to work with teachers and education assistants in supporting students to achieve high level numeracy and mathematical outcomes. There are four main areas of activity.</p> <ol style="list-style-type: none"> 1. A series of one day and after school professional learning courses, with ongoing follow up and support in schools. The main foci will be building teachers' conceptual understanding for place value and understanding operations. Using routines and engaging pedagogical approaches will be emphasised. 2. Participation in mathematics and numeracy projects. AISWA's involvement in the Brightpath Numeracy Tool development, in collaboration with a university and Brightpath Maths, is planned to be extended in 2022 and involve more Independent schools participation. Consultants will continue collaborating in writing 	<p>Reform Fund: \$200,000</p> <p>Funding from other sources: \$150,000</p>	<ul style="list-style-type: none"> • Provision of quality classroom resources developed for the teaching and learning of mathematics and used by teachers. • Students will work individually and collaboratively, using a variety of tasks, routines and games to make maths connections. • Improved teacher understanding and confidence in using a 	<ul style="list-style-type: none"> • 30 school based Professional Learning (PL) events. • Requests for regular visits and ongoing whole school PL and support. • Increase in teacher motivation and confidence, through continued contact and support. • Schools are adopting a range of pedagogies, including cooperative learning.

Project title	Project description and activities	Indicative budget	Expected outcomes	Indicators of success
	<p>projects, such as, “Teaching Mathematics Through Story Books”, making mathematical connections with literacy.</p> <p>3. Targeted numeracy and mathematics support for schools focusing on best practice and pedagogy to upskill teachers to become more confident and capable maths teachers. A video professional learning project for place value will be created and launched with AISWA schools.</p> <p>4. Short and simple warm up mathematics games and routines. A 1-Day Conference focusing on five guiding principles for maths games will be conducted in 2022. The AISWA co-developed series of ‘Number Plate’ games, targeting a connection with disengaged learners and those students who find mathematics challenging, will be adapted for School Friendly Cards and offer suggestions for assessment. It is important that both teachers and students exhibit a happy disposition. These resources will contribute to this positive disposition.</p>		<p>variety of assessment practises.</p> <ul style="list-style-type: none"> • Teachers using formative and summative assessment data, to inform their teaching. • Professional learning to foster pedagogical change in the classroom. • Creating a happy disposition towards Mathematics for both teachers and students. 	<ul style="list-style-type: none"> • Data to show improvement in the areas of Place Value and Basic Facts. • High ratings feedback from evaluations completed at PL workshops and school visits. • 50% of visited schools will develop a WSA for the teaching and learning, in areas such as basic facts fluency and place value. • Requests for whole school numeracy profession learning and planning for multiple sessions. • At least 50% of schools view the place value video
<p>National Policy: A. Supporting students, student learning and student achievement:</p> <p>National Policy: National STEM School Education Strategy 2016-2026</p> <p><i>State bilateral: Science, Technology, Engineering and Maths (STEM)</i></p>	<p>STEM in Schools This AISWA 2022 STEM provision will primarily target improving delivery/assessment of the Technologies subjects and the effective use of integrated digital technologies in schools. This includes supporting capability with classroom online provision, thinking skills and the newly published ‘Digital Literacy’ capabilities.</p> <p><u>Personalised and accessible PL:</u> Address a sector-specific requirement for attention to the needs of ‘late adopter’ schools and assistance for school leaders navigating new digital territory. Online PL (synchronous and asynchronous) to be designed to meet targeted needs, e.g. specific technical skills, pedagogy, management and delivery in online learning environments. Opportunities for remote + regional schools to connect (e.g. Broome workshops).</p> <p><u>Resources and skills for STEM:</u> Continue to populate the AISWA website with STEM materials, links and example of AISWA school projects. Fortnightly newsletter and socials feeds to contain AISWA and external PL offers. Frequency of assessment/grading workshops must be increased to support SCSA initiatives. Consultant will work</p>	<p>Reform fund: \$50,000</p> <p>Funding from other sources: \$50,000</p>	<ul style="list-style-type: none"> • Continued implementation of the National STEM School Education Strategy 2016-2026. • Taking action based on school feedback about specific PL needs. • Creation/publication of new AISWA Online courses related to STEM. • Provision of easy and regular access to PL news and relevant info via social media/webmail. • STEM-related PL workshops and training materials created and 	<ul style="list-style-type: none"> • Feedback surveys indicate satisfaction for attention to needs. • Data shows STEM/Tech engagement generally increased from 2020-21); • 10 equipment loans to schools. • 20 new curriculum resources or links added to AISWA STEM website; regular socials feeds. • 2 new STEM/ICT Integration related modules created for AISWA Online (on demand).

Project title	Project description and activities	Indicative budget	Expected outcomes	Indicators of success
<p>Project Title: Implementation of Australian Curriculum</p> <p>d. STEM in schools</p>	<p>with Microsoft, Apple, Adobe, SciTech, CISCO and STEM providers to increase PL opportunities. PL offerings will specifically include XR/3D modelling, LEGO/Duplo coding products for Primary, coding and general robotics; new AISWA Online courses. AISWA hire resources made available to schools (upgraded).</p> <p><u>STEM innovation:</u> In 2022 AISWA will reintroduce STEM seminars and ICT Integrators showcase days (minimal in 2020-21 due to COVID issues). Develop a STEM/Integrated ICT Leaders network group from the Apple Institute ICT Integrators series in 2021. The appetite for these forums/network meetings should return.</p> <p><u>STEM in Practice:</u> AISWA has maintained a formal agreement with KodeKLIX® and will be providing the updated SiP printed materials (and training) as KK establishes markets through a national retailer. Materials have explicit curriculum connections to STEM subjects and Capabilities (hard and soft skills covered). Workshops as needed.</p> <p><u>STEM contribution:</u> Staff continue to contribute to STEM forums - ACARA, SCSA and DoE initiatives, WA SSSS and JTSI industry/workplace round-tables and University research related to Technologies and STEM (e.g. 'XR for Science Literacy', UWA).</p>		<p>delivered, including. with industry partners.</p> <ul style="list-style-type: none"> • AISWA STEM webpage maintained. • Continued connection with remote and regional teachers. • Motivation for STEM and ICT Integration leaders to innovate via opportunities for presentation and publication. • STEM hire equipment available and utilised. • Continued STEM in Practice (SiP) support; updated resources for national SiP/KodeKLIX. • STEM projects/ideas presented/published - various conferences/forums, etc. 	<ul style="list-style-type: none"> • 8 occasions where online STEM-related PL has been delivered. • 5+ schools involved in STEM innovation projects (3 remote/regional). • 1+ new industry innovation partner involved in project. • 3 case study projects presented (online or face-to-face). • 2 Tech Leaders network meetings conducted. • 2 large-forum STEM/ICT Integration Innovation days. • 8 new schools engaging with SiP nationally/WA and 200 new SiP student users • Formal publication of materials from 2 case studies.
<p>National Policy: A. Supporting students, student learning and student achievement:</p> <p>i. Enhancing the Australian Curriculum to support teacher assessment of student attainment and growth against</p>	<p>High Impact Teaching</p> <p>Now in its third year, the focus for 2022 is continued development of professional knowledge of the science of understanding learning, and evidence-based instructional strategies related to what works to improve learning.</p> <p>In 2022, initiatives will focus on building teacher knowledge and understanding of the research base underpinning high impact teaching and building mastery. Participating teachers will be able to access high quality professional learning and support and advisory services, as well as resources to develop knowledge and skills.</p>	<p>Reform Fund: \$100,000</p> <p>Funding from other sources: \$150,000</p>	<ul style="list-style-type: none"> • Improved teacher knowledge of instructional strategies/pedagogical practices and their impact on student learning. • Improved teacher confidence and competence to implement high efficacy instructional strategies/pedagogical practices. • Improved capacity of teachers to reflect on learnings; evaluate and 	<ul style="list-style-type: none"> • 60 participants complete the required PL components. • Participants implement classroom-based initiatives based on learnings from PL sessions. • Growth of teacher understanding of how students learn. • Data related to impacts on student learning collected and analysed.

Project title	Project description and activities	Indicative budget	Expected outcomes	Indicators of success
<p>clear descriptors <i>State bilateral: General Capabilities</i></p> <p>Project Title: Implementation of Australian Curriculum e. High Impact Teaching Practices</p>			<p>apply feedback and consider informed changes to practice.</p> <ul style="list-style-type: none"> Increased skills and capacity of AISWA Consultants to support teachers and PL communities. Teachers facilitate transfer of learnings to the school community. 	<ul style="list-style-type: none"> Participants share their understandings through communities of practice. Increased teacher resources collected and shared.
<p>National Policy: A. Supporting students, student learning and student achievement:</p> <p>Project Title: Implementation of Australian Curriculum f. Aboriginal Independent Community Schools</p>	<p>Aboriginal Independent Community Schools (AICS) The focus for 2022 will be the continuation of curriculum support for all educators in the fourteen AIC Schools. This will include:</p> <ul style="list-style-type: none"> Whole School Approaches to Curriculum, Assessment and Reporting with a focus on meeting students' needs through personalised learning Raising awareness of Culturally Responsive Pedagogies Second Language Acquisition and EALD strategies, Contextualising the Curriculum for high engagement e.g. linking key learning areas to on-country experiences. Targeted support for students to reach workplace competencies Development of whole school plans for the teaching of financial literacy Ongoing support for schools using the Numeracy Portal <p>Key activities for 2022 include:</p> <ul style="list-style-type: none"> two conferences -focusing on curriculum, pedagogy, leadership and wellbeing of staff and students. continued whole school and individual teacher support as requested via email, phone and video conferencing upskilling of teachers new to remote schools ongoing school visits by consultants face to face and online workshops 	<p>Reform fund: \$225,000</p> <p>Funding from other sources: \$250,000</p>	<ul style="list-style-type: none"> Whole school curriculum, assessment and reporting plans reflect individual school contexts. Improved teacher competence in meeting students' needs in diverse contexts. Students are more aware of post school opportunities and workplace requirements. Students understand the value of notes and coins when completing financial transactions Aboriginal staff work directly with students and collaborate with teachers to ensure culturally appropriate curriculum and pedagogy 	<ul style="list-style-type: none"> All AICS are represented at the 2 conferences by sending teachers, Principals and Aboriginal staff. Positive participant feedback from conferences and school visits. Continued requests for visits by AICS consultants 40 visits by AICS consultants to schools where visits last from two to five days. e Student participation in workplace opportunities. Reports to parents reflect students documented learning plans Nine AICS continue to use the Numeracy Portal

Project title	Project description and activities	Indicative budget	Expected outcomes	Indicators of success
<p>National Policy: B. Supporting Teaching, school leadership and school improvement</p> <p><i>State bilateral: Aboriginal Cultural Standards Framework</i></p> <p>Project Title: Building Cultural Competence in Schools</p>	<p>Building cultural competence in schools and understanding the Aboriginal perspective This project focuses on building the awareness of Aboriginal and Torres Strait Islander perspectives, histories and cultures, and schools embedding it into their school environment. This will continue to be the focus in 2022.</p> <p>This program aims to support school staff to progress their cultural journey, and which will assist schools to provide high quality teaching and learning programs for all students.</p> <p>The aim is to increase the awareness of school staff professional learning opportunities to increase their cultural responsiveness.</p> <p>AISWA will encourage schools to develop Reconciliation Action Plans (RAP). Other activities expected to cascade from staff contact and school visits, and a Reconciliation Action Plans are:</p> <ul style="list-style-type: none"> • School based professional learning sessions with staff raising awareness of their own cultural journey, Aboriginal and Torres Strait Islander perspectives in curriculum, language, history, a sense of place and stories of the land • School based classroom sessions or guest speakers with students on school curriculum from an Aboriginal and Torres Strait Islander perspective 	<p>Reform fund: \$80,000</p> <p>Funding from other sources: \$70,000</p>	<ul style="list-style-type: none"> • Increased school staff awareness of Aboriginal and Torres Strait Islander perspectives, histories and cultures and greater confidence embedding this in curriculum. • Increased school staff awareness of their cultural journey, behaviours, attitudes, and policies, enabling them to work effectively in cross cultural situations. • Improved understanding that there is a diversity in opinion between Aboriginal and Torres Strait Islander groups and the dynamic and responsive nature of culture. • Increased staff confidence finding and accessing information and resources. • Increased staff awareness of AISWA support and information 	<ul style="list-style-type: none"> • Two consultants work with schools in their RAP journey as part of their roles at AISWA. • An audit of current resources and, if needed, the creation of an online database of resources. • The development of a cultural journey professional learning package for delivery on request.

Association of Independent Schools of Western Australia School List for 2022

AGEID	School Name		
63	Carmel Adventist College Primary	BICKLEY	WA
65	Bunbury Cathedral Grammar School	GELORUP	WA
68	Christ Church Grammar School	CLAREMONT	WA
83	Guildford Grammar School	GUILDFORD	WA
84	Hale School	WEMBLEY DOWNS	WA
92	John Calvin Christian College	ARMADALE	WA
106	Mercedes College	PERTH	WA
108	Methodist Ladies' College	CLAREMONT	WA
109	The Montessori School	KINGSLEY	WA
124	Perth College	MOUNT LAWLEY	WA
126	Presbyterian Ladies' College	PEPPERMINT GROVE	WA
129	Rehoboth Christian College	KENWICK	WA
167	St Hilda's Anglican School for Girls (Inc)	MOSMAN PARK	WA
201	St Mary's Anglican Girls' School (Inc)	KARRINYUP	WA
232	Santa Maria College	ATTADALE	WA
233	John Calvin School	ALBANY	WA
234	Scotch College	SWANBOURNE	WA
237	Victoria Park Christian School	VICTORIA PARK	WA
242	Treetops Montessori School	DARLINGTON	WA
243	Lance Holt School	FREMANTLE	WA
245	Wesley College	SOUTH PERTH	WA
2084	Helena College	GLEN FORREST	WA
2085	Carmel School	DIANELLA	WA
2190	Moerlina School	MOUNT CLAREMONT	WA
2269	Carmel Adventist College	CARMEL	WA
2704	The Quintilian School	MT CLAREMONT	WA
2705	Strelley Community School	PORT HEDLAND	WA
2711	Penrhos College	COMO	WA
2719	HillSide Christian College	FORRESTFIELD	WA
2723	Geraldton Christian College	STRATHALBYN	WA
2724	The Japanese School In Perth	CITY BEACH	WA
2725	The Beehive Montessori School	MOSMAN PARK	WA
2732	Esperance Christian School	ESPERANCE	WA
2748	Woodbury Boston Primary School	TORBAY HILL - KRONKUP	WA
2752	Kerry Street Community School	HAMILTON HILL	WA
2755	All Saints' College	BULL CREEK	WA
2756	Christian Aboriginal Parent-Directed School	COOLGARDIE	WA
2760	Bethel Christian School	ALBANY	WA
2761	Pioneer Village School	ARMADALE	WA
2766	Emmanuel Christian Community School	GIRRAWHEEN	WA
2768	Regent College	VICTORIA PARK	WA
2769	Margaret River Independent School	FOREST GROVE	WA

AGEID	School Name		
2771	Yiyili Aboriginal Community School	HALLS CREEK	WA
3177	Telethon Speech & Hearing	WEMBLEY	WA
4058	Australian Christian College - Darling Downs	BROOKDALE	WA
4226	Dale Christian School	ARMADALE	WA
4231	Providence Christian College	SOUTHERN RIVER	WA
4233	St Stephen's School	DUNCRAIG	WA
4235	Kingsway Christian College	DARCH	WA
4236	Perth Montessori School	BURSWOOD	WA
4264	Rawa Community School	VIA NEWMAN	WA
5398	South Coast Baptist College	WAIKIKI	WA
5482	Rockingham Montessori School	ROCKINGHAM	WA
5602	Cornerstone Christian College	BUSSELTON	WA
5603	Karalundi Aboriginal Education Community	VIA MEEKATHARRA	WA
6884	Perth Waldorf School	BIBRA LAKE	WA
8786	Landsdale Christian School	LANDSDALE	WA
8870	Christian Aboriginal Parent-Directed School (CAPS), Kurrawang	VIA KALGOORLIE	WA
13271	Parklands School	ALBANY	WA
13273	Australian Islamic College (Thornlie)	THORNLIE	WA
13286	St Andrew's Grammar	DIANELLA	WA
13289	Parnngurr Community School	VIA NEWMAN	WA
13320	The King's College	WELLARD	WA
13326	Fremantle Christian College	HAMILTON HILL	WA
13590	Golden Hill Steiner School	DENMARK	WA
13592	Lake Joondalup Baptist College	JOONDALUP	WA
13594	St George's Anglican Grammar School	PERTH	WA
13595	Grace Christian School	GLEN IRIS	WA
13596	Purnululu Aboriginal Community Independent School	PURNULULU NATIONAL PARK	WA
13602	Frederick Irwin Anglican School	MANDURAH	WA
13603	Wongutha Christian Aboriginal Parent-Directed School	GIBSON	WA
13616	Yallingup Steiner School	YALLINGUP	WA
13655	St Mark's Anglican Community School	HILLARYS	WA
13656	John Wollaston Anglican Community School	CAMILLO	WA
13657	John Septimus Roe Anglican Community School	MIRRABOOKA	WA
13740	Mundaring Christian College	MUNDARING	WA
13741	Swan Christian College	MIDLAND	WA
13800	Chrysalis Montessori School	GLENDALOUGH	WA
13867	Kalamunda Christian School	WALLISTON	WA
14016	Yakanarra Community School	FITZROY CROSSING	WA
14234	Beechboro Christian School	BEECHBORO	WA
14321	Carnarvon Christian School	CARNARVON	WA
14322	Margaret River Montessori School	MARGARET RIVER	WA
14323	Al-Hidayah Islamic School	BENTLEY	WA
14576	Southern Hills Christian College	BEDFORDALE	WA

AGEID	School Name		
14588	Australian Islamic College (Dianella)	DIANELLA	WA
14590	Geraldton Grammar School	GERALDTON	WA
14597	Quinns Baptist College	MINDARIE	WA
15269	St Brigid's College	LESMURDIE	WA
15338	Tranby College	BALDIVIS	WA
15360	Living Waters Lutheran College	WARNBRO	WA
15378	West Coast Steiner School	NOLLAMARA	WA
15423	Foundation Christian College	GREENFIELDS	WA
15683	Carey Baptist College	HARRISDALE	WA
15894	Great Southern Grammar	LOWER KALGAN	WA
15947	Divine Mercy College	YANGEBUP	WA
16021	Wulungarra Community School	VIA FITZROY CROSSING	WA
16023	Kulkarriya Community School	VIA FITZROY CROSSING	WA
16076	Peter Moyes Anglican Community School	MINDARIE	WA
16104	Port School	HAMILTON HILL	WA
16114	Youth Futures Community School	MIDLAND	WA
16330	Ellenbrook Christian College	ELLENBROOK	WA
16332	Georgiana Molloy Anglican School	YALYALUP	WA
16533	Hope Christian College	ROELANDS	WA
16593	Australian Christian College - Southlands	ALBANY	WA
16595	Bold Park Community School	WEMBLEY	WA
16607	Casa Mia Montessori Community School	BASSENDEN	WA
16671	Australian Islamic College (Kewdale)	KEWDALE	WA
16673	Goldfields Baptist College	KALGOORLIE	WA
16920	Blue Gum Montessori School	BIBRA LAKE	WA
17162	The Silver Tree Steiner School	PARKERVILLE	WA
17269	OneSchool Global WA	WILLETTON	WA
17271	Spirit of Play Community School	DENMARK	WA
17285	Nyikina Mangala Community School	VIA DERBY	WA
17313	Sowilo Community High School	KELMSCOTT	WA
17933	Child Side School	BOYANUP	WA
18017	Heritage College Perth	FORRESTFIELD	WA
18091	Langford Islamic College	LANGFORD	WA
18114	Newman College	CHURCHLANDS	WA
18149	Mandurah Baptist College	LAKELANDS	WA
23672	International School of Western Australia.	DOUBLEVIEW	WA
23696	Peter Carnley Anglican Community School	WELLARD	WA
23697	Swan Valley Anglican Community School	AVELEY	WA
25081	Court Grammar School	MUNDIJONG	WA
25121	Fountain College	FERNDALE	WA
25987	Leaning Tree Steiner School	GLENFIELD	WA
26753	ALTA-1 College	JOONDALUP	WA
27701	Esperance Anglican Community School	ESPERANCE	WA
28580	Banksia Montessori School	DIANELLA	WA

AGEID	School Name		
29057	Austin Cove Baptist College	SOUTH YUNDERUP	WA
29059	Alkimos Baptist College	MERRIWA	WA
29090	SMYL Community College	ROCKINGHAM	WA
29800	Immaculate Heart College	LOWER CHITTERING	WA
29930	Carey Baptist College - Forrestdale	FORRESTDALE	WA
29953	Yiramalay/Wesley Studio School	VIA FITZROY CROSSING	WA
29961	Kennedy Baptist College	MURDOCH	WA
30041	Communicare Academy	KENWICK	WA
30237	St James Anglican School	ALKIMOS	WA
30258	Youth Futures Community School (Clarkson)	CLARKSON	WA
30268	Northshore Christian Grammar School	ALKIMOS	WA
30338	Fairbridge College	PINJARRA	WA
80116	Atlantis Beach Baptist College	TWO ROCKS	WA
85184	Bunbury Regional Community College	BUNBURY	WA
85461	Helena River Steiner School	Midland	WA
85689	Bunbury Baptist College	DALYELLUP	WA
86326	Hensman Street Elementary	South Perth	WA
86512	Karalundi College	VIA MEEKATHARRA	WA
86520	Eton Farm Education	SERPENTINE	WA
86733	Havenport MSL College	Cockburn Central	WA
87570	SEDA College WA	WEMBLEY	WA
87600	Alta-1 Kimberley College.	KUNUNURRA	WA
87623	Indie School Western Australia	MIDLAND	WA
	Y Vocational College	new school 2022	
	Work Ready WA	new school 2022	