

Choice and Affordability Fund

2023 Annual Report

ASSOCIATION OF INDEPENDENT SCHOOLS OF
WESTERN AUSTRALIA-



NGRB Ongoing Compliance Declaration

Section 92 of the *Australian Education Act 2013* (the Act) outlines the basic requirements for approval of a non-government representative body for a non-government school.

As such, the Department of Education is seeking confirmation that THE ASSOCIATION OF INDEPENDENT SCHOOLS OF WESTERN AUSTRALIA complies with the legislative requirements in relation to monitoring the body's compliance with the Act.

Confirmation you continue to meet basic requirements for approval

Body corporate

Explain how you are meeting the relevant Commonwealth or State and Territory requirements to be a body corporate.

I.e. NGRB name is registered with ACNC (ABN:XXXXX)

THE ASSOCIATION OF INDEPENDENT SCHOOLS OF WESTERN AUSTRALIA IS REGISTERED WITH THE AUSTRALIAN CHARITIES AND NOT-FOR-PROFIT COMMISSION (ACNC) WITH ABN 76 185 019 966

Not-for-profit (NFP)

Explain how you are meeting the relevant Commonwealth, State or Territory requirements to be an NFP.

Association incorporation legislation changes from state to state, further guidance can be found on the [Australian Securities & Investments Commission website](#).

THE ASSOCIATION OF INDEPENDENT SCHOOLS OF WA (AISWA) IS A REGISTERED CHARITY WITH ALL CHARITY REPORTING UP-TO-DATE. AISWA HAS A CONSTITUTED BOARD, WHICH GOVERNS THE ASSOCIATION BY WAY OF MULTIPLE MEETINGS DURING THE YEAR, INCLUDING AN AGM. AUDITED FINANCIAL STATEMENTS ARE PRESENTED AT THE AGM. THE ASSOCIATION KEEPS PROPER ACCOUNTING RECORDS AND MAINTAINS MINUTES OF MEETINGS.

Financial viability

When completing this section NGRBs should consider their ongoing operation status, their organisations risk management plan and whether the current organisations income is sufficient to meet current and ongoing operating costs as outlined in section 27 of the Australian Education Regulations 2023.

THE ASSOCIATION OF INDEPENDENT SCHOOLS OF WA (AISWA) COMPLIES WITH ALL FINANCIAL VIABILITY REQUIREMENTS AS STATED IN SECTION 27 OF THE AUSTRALIAN EDUCATION REGULATIONS 2023.

Fit and proper person

When completing this section NGRBs should consider if the organisation has the relevant skills, knowledge and experience needed to support non-government schools, ongoing practices to ensure staff are of good character, law abiding and that conflicts of interest are managed correctly as outlined in sub section 28(2) of the Australian Education Regulations 2023.

THE ASSOCIATION OF INDEPENDENT SCHOOLS OF WA (AISWA) COMPLIES WITH THE REQUIREMENTS OF THE AUSTRALIAN EDUCATION REGULATIONS 2023 28(2), FIT AND PROPER PERSONS

NGRB Annual Report Sign Off

This annual report is submitted in fulfillment of the annual report requirements in sections 50, 51 and 52 of the CAF Guidelines.

Note: Sections 50, 51 & 52, state (50) reports due 30 June each yr, (51) must be in the template, (52) outline progress on each Activity, report on distribution of funding to schools, financial statements prepared in accordance with Aust Acct Standards.

When completing this section NGRBs should consider if the organisation has the relevant skills, knowledge and experience needed to support non-government schools, ongoing practices to ensure staff are of good character, law abiding and that conflicts of interest are managed correctly as outlined in sub section 28(2) of the Australian Education Regulations 2023.

Fit and proper person requirement

Requirements for all authorities and bodies

For the purposes of paragraph 130(2)(b) of the Act, in determining whether a person satisfies the requirement in subsection 75(5), 84(5) or 92(5) of the Act, the Minister may have regard to:

(a) the person's governance arrangements, including arrangements to receive independent and professional advice about the way in which the person complies, or will comply, with the person's obligations under the Act and this instrument; and

(b) whether there is in force an arrangement of a kind mentioned in subsections 11(2) and (3) (recovering debts) of this instrument in relation to the person; and

(c) the record of financial management of the person, and key individuals of the person, taking into account whether the person or individual has been:

(i) bankrupt or insolvent; or

(ii) placed under external administration; and

(d) whether the person, or a key individual of the person, has been convicted of, or charged with, an offence, including an offence in relation to children, dishonesty or violence (subject to Part VIIC of the Crimes Act 1914); and

Fit and proper person

The Association of Independent Schools of Western Australia complies with the requirements of the Australian Education Regulations 2023 28 (2), fit and proper person .

Name and Position of the person:

Chris Massey Executive Director
Association of Independent Schools of Western Australia
Signing off on behalf of the NGRB



Date: 27 June 2024

Summary of 2023

This summary captures AISWA's ongoing dedication to improving educational outcomes and supporting the holistic development of students throughout Western Australia within the context of the Choice & Affordability Fund.

In 2023, AISWA continued to address the four key priorities: Choice and Affordability, Transition Assistance, Strengthening outcomes for schools and educationally disadvantaged students, and Student well-being and support. Activities were made available across the sector, in addition, to specific projects targeted groups of schools, including Curriculum and Re-Engagement (CARE) Schools and Aboriginal Independent Community Schools (AICS).

2023 built on previous years achievements including support for the ongoing implementation of the Australian Curriculum, the WA Curriculum and the Senior Secondary WACE courses. Support for schools with literacy and numeracy strategies including assisting schools analyse NAPLAN data using 'Valuate'. Work in the Child Protection area continued along with support for governing bodies and school leaders with school and financial governance.

Under Priority A, Choice and Affordability, many schools participated in a strategy immersion project facilitated by NoTosh. This project aimed to assist schools impacted by reduced funding. Schools found the professional learning processes challenging yet valuable, helping them clarify and articulate their value proposition. Schools were also invited to contribute to AISWA review of its strategy and offerings to schools.

Schools were also supported with meetings organised to develop understanding of the transition model, particularly for school staff new to the non-government sector.

The Priority B, Transition Assistance involved several projects to support schools transitioning to a less favourable Capacity to Contribute (CTC). Direct support of schools by way of grants totalling \$3.84m for 29 schools, assisted schools in meeting the challenges of their funding reductions due to the new CTC model. Regional Schools and National Adjustment Assistance Fund Schools (NAAF), as well as other previously identified schools were catered for under this activity,

Schools used funds to engage specialist services to review their strategic and marketing plans and to survey parents to ensure choice and affordability were considered. Demographic specialists have been engaged and new curriculum offerings have been identified by some schools.

Some projects focused on reviewing current finances and identifying savings and efficiencies, while others provided direct grants for transition planning.

Priority C, Special Circumstances Funding. In response to early 2023 flooding events, AISWA provided financial aid to seven schools facing extraordinary challenges, ensuring continuity in education despite adversities.

Priority D (Strengthening outcomes) granted groups of schools access to initiatives aimed at improving student engagement and supporting teachers in delivering effective literacy and numeracy programs. Aboriginal Independent Community Schools engaged in a project to strengthen community-school engagement and enhance student outcomes. Curriculum and Re-engagement Schools (CARE) also participated in a program targeting student engagement, especially for those with disrupted educational journeys. FORM's Creative Schools developed an innovative curriculum and assessment program, fostering partnerships between teachers, creative practitioners, and students. Finally, schools were eligible for Future Footprints Plus, a program enhancing the primary to secondary education transition experience for Aboriginal and Torres Strait Islander families and young people."

In 2023, AISWA continued its Wellbeing and Mental Health in Schools initiative under Priority E. The CAF Comprehensive Approach to Wellbeing pilot played a key role by supporting school-based health and wellbeing officers. Their focus was on driving mental health and overall wellbeing within schools. Building upon the 2022 program, in 2023 an additional 10 schools received support (\$325,000) to implement mental health and wellbeing programs and initiatives. Early results indicate increased awareness and a shared understanding of best practices in wellbeing approaches.

Looking ahead, AISWA plans to expand its well-being project to more schools in 2024 and 2025, while continuing to offer evidence-based strategies for student well-being, thereby enhancing existing programs and upskilling staff in effective well-being methodologies.

During 2023, Schools with distributed funds have confirmed the CAF funding has been used for the purposes it was provided, a requirement as stated in paragraph 49 of the CAF Guidelines.

2023 reporting:

Activity/Initiative	<i>Promoting School Choice and Improved School Marketing</i>
Priority	A – Choice and Affordability

Activity Description

As part of supporting the Choice and Affordability priorities, Schools were provided with the opportunity to participate in several events to support their financial governance and understanding of strategic planning processes.

Events included, three half day collaborative workshops held in the metropolitan area and southwest of Western Australia, attended by 48 school staff. Principals and senior leaders were invited to attend thought provoking and collaborative workshops around AISWA strategy and what schools need in support, to assist them in running their schools more efficiently and effectively.

With the Executive Director of AISWA present, schools were able to have direct input into the key requirements schools seek assistance with. These workshops helped inform and re-shape AISWA strategic direction while referencing the CAF priorities.

Delivery of these events by the organisation NoTosh were well received by schools and provided an opportunity for schools who worked with NoTosh during 2022 to re-connect and renew understandings.

During 2023, AISWA continued to connect NoTosh to schools via a second project known as “School Improvement and Leadership” with a series of events. These workshops supported leaders in schools using a Design Thinking process. This provided participants with an understanding of the mindsets and dispositions associated with approaching school change. Collaboration and creating a school vision for the future was worked through within the context of an individual school’s mission and objectives. Fourteen attendees from six schools, including two remote schools engaged with this project.

These events also provided the opportunity for School Leaders and Governors to discuss leadership and governance matters and current challenges faced with the Executive Director of AISWA, which in turn has led to a re-focus of AISWA services.

The new funding model continues to provide challenges to schools transitioning to lower funding and schools receiving grants under this element continue to review their offerings to parents to ensure choice and affordability are maintained.

Most schools transitioning have undertaken reviews of their strategic plans, some undertaking demographic research to establish growth in student population and inform course offerings, which in turn can inform changes in their building master plan.

Surveys of their parent and student cohorts continues in schools, along with revisions in their marketing plans and reviewing budgets and KPI’s. Setting long- range budgets using this data is assisting schools transition within lower overall funding with greater surety.

During 2023, the new Executive Director of AISWA visited over 30 schools providing opportunity to discuss governance and strategy within the context of challenges the new transition funding model imposes on schools and their communities. These discussions were highly valued by schools and provided data and knowledge to ensure Choice and Affordability funding is maximised over the remaining years to deliver the best outcomes for the WA Independent school sector.

Schools were also supported by AISWA in offering online and face-to-face financial governance information sessions. All schools were invited to attend these five sessions during 2023, with some 145 school staff subscribing to the events. Topics on School Funding, Cyber and Privacy Protection, Psychosocial Risks, information sessions on AISWA programs for VET and Wellbeing and Mental Health in schools were well subscribed.

As key school leadership and governance staff transition during 2023, online meetings have been held to support staff understanding of the funding transition and their specific pathways.

Objectives/expected outcomes	Indicators of success
<ul style="list-style-type: none"> • Participating Schools have a clear statement and value proposition of what their school offers and why their school should be the one of choice for families. • Schools have looked at both their affordability to families and reviewed their finances to keep costs low while preserving their point of difference. • Potential Independent school families have a better understanding of the different processes used when selecting a school 	<ul style="list-style-type: none"> • During 2022 through 2025 at least 20 schools participate in the project delivered by NoTosh on school strategic planning. • The schools continue to achieve financial viability. • The schools continue to develop new offerings and are able to maintain their relevance in the communities they serve. • Schools reviewed how they present to the broader community both formally through their online and marketing presence, and informally through consistent messaging from all staff and families. • Schools medium and long-range forecasting is soundly researched to ensure their viability.

Risk Management

Risk	How the risk will be managed
<ul style="list-style-type: none"> • The risk of future lockdowns means planned face to face sessions and networking cannot occur. • Insufficient demand for an activity, results in it being postponed or cancelled. • The risk of a school becoming irrelevant and not financially viable 	<ul style="list-style-type: none"> • Alternative presentation arrangements can be made using online presentations and bringing people together in a room with external presenters coming in online. • Attempts will be made to re-schedule an activity and review it to make it more appealing. • Schools can be targeted as a personal invitation often results in a positive result while at times a wide invitation may not.

Key stakeholders

Stakeholder & Interest/Impact	Engagement Strategy
<p>All Independent Schools in WA</p> <p>The activities in the Choice and Affordability Priority are open to all schools and where presentations are online there is no limit on numbers attending.</p> <p>Online events to support schools within areas of financial governance.</p> <p>Where school staff changed during 2023, virtual meetings with individual schools impacted by new funding arrangements are held.</p> <p>The 2023 NoTosh project was open to all, with three separate events held, two in the metro area and one in the south-west of WA.</p> <p>The NoTosh School Improvement project was held over five face-to-face sessions with two additional ‘check-in sessions’.</p>	<p>The activities around marketing and finance will be open to all schools and following the actual seminar there will be opportunities for ongoing networking and support where required.</p> <p>The Executive Directors face to face meetings and school visits were well received.</p> <p>Online school/principal meetings result in high engagement with often a preference for the time efficient mode of delivery.</p> <p>The 2023 NoTosh activities required a commitment by the school to undertake the sessions.</p> <p>The Additional NoTosh School Improvement project required commitment for both face-to-face and online sessions.</p>

Activity Expenditure

	Centralised (Reporting Year Only)	Distributed (Reporting Year Only)
Expenditure	\$133,401	\$0

Activity A - Centralised funds spent on this activity were used to support AISWA staff working to assist schools, provide general advice, organise activities and provide a contact point for queries on CAF funding and Transition funding changes and the NoTosh activities.

This support will continue during 2024.

Activity/Initiative	Support for Transition for the Eight Eligible Regional Schools
Priority	B – Transition Assistance- Regional

Description

Schools have developed a Transition Plan which outline how they will operate with a low growth rate for their Federal Funding. This Plan identified school plans to ensure ongoing financial viability and affordability of the school for the current and future members of the school community.

During 2023, this work continued in a similar way to previous years as schools experienced transition changes through to 2029.

Eight regional schools were identified to receive transition assistance. The criteria used to identify these schools was:

- an ARIA greater than zero,
- a Direct Measure of Income CTC change of 3 or more points from either the 2011 or 2016 SES CTC score,
- receive less funding in any year from 2020 to 2029 under the DMI arrangements than under 2019 indexed Schooling Resource Standard.
- have an average fee level of less than \$20,000.

Schools in this group have been asked to review their current CAF Transition Plans and update them accordingly.

Schools have considered and included such things as:

- Surveys of Staff/ Parents/ Community to establish what is valued at your school.
- Budget revisions taking into account revised DMI funding.
- Efficiency analysis to inform budget reviews.
- Revision of class sizes/ fees charged/ student to teacher ratios/ curriculum offerings.
- Review of Key Performance Indicators, trend analysis to understand gaps in financial performance.
- Market research to inform strategy around less funding.
- Review of the school's strategic plan
- A documented, clear statement of what the school represents and provides to families.
- Reflection on the business model to identify the 'value for money' parents receive.
- Reflected on marketing and image to ensure a clear statement of what each school represents and provides to families in terms of choice.
- Committed resources to further marketing to future parents.

Schools were provided an indicative grant amount based on:

- the size of the school.
- the financial need of the school based on the quantum of the increase in their Direct Measure of Income CTC over the 2011 or 2016 CTC, expected annual growth (whether small positive or negative indexation), debt per student, and other relevant financial ratios.
- the school community and the capacity of that community to contribute additional fees.
- the transition plan developed and the 'reasonableness' of that plan.

In 2023, these grants were replicated following a review of any revised DMI score changes and their potential impacts. School population growth was also considered, Schools were further supported with general advice on funding changes and the impact on their budgets. One school was added to the group to receive funding from 2023.

Schools were also supported under this element by AISWA offering online and face-to-face financial governance information sessions. All schools were invited to attend five sessions during 2023, with some 145 school staff subscribing to the events. Topics on Cyber and Privacy Protection, Psychosocial Risks, and information sessions on AISWA programs for VET and Wellbeing and Mental Health in schools were well subscribed.

During 2023, as schools staff changed, online meetings have been held to support staff understanding of the funding transition and impact on their schools specifically.

Objectives/expected outcomes	Indicators of success
<ul style="list-style-type: none"> • The additional funding in the form of transition assistance ensures the school can continue to operate and keep any fee increases, to make up for the low growth or negative growth in funding, to a minimum • The school remains financially viable and continues to offer education to its school community 	<ul style="list-style-type: none"> • Fee increases are similar to those in the broader independent education community • Enrolments in the schools continue to be strong • Schools continue to operate in their regional centres and thus provide choice of schooling in regional areas as to the education environment families select for their children. • Schools medium and long-range forecasting is soundly researched to ensure their viability.

Risk Management

Risk	How the risk will be managed
<ul style="list-style-type: none"> • A particular school was unable to develop a transition plan that would ensure financial viability • A school fears a significant loss of enrolments so that it appears it may no longer be financially viable • A school lacks the resources or capabilities to put measures in place to ease into the transition to the DMI CTC 	<ul style="list-style-type: none"> • Should a school be struggling with enrolments we would work with them to develop strategies that could correct the loss of enrolments • AISWA would work with the school and the school community to address the lack of capability and provide sound advice as to the way forward

Key stakeholders

Stakeholder & Interest/Impact	Engagement Strategy
<p>Eligible Regional Schools</p> <p>The activity assists regional schools to review their business models in their transition to the Direct Measure of Income arrangements (DMI). The activity ensures stakeholders are kept informed about critical information in relation to the DMI and that schools are supported to adjust to the new funding arrangements</p> <p>The regional schools are: Bunbury Cathedral Grammar School, Court Grammar School, Esperance Anglican Community School, Georgiana Molloy Anglican School, Geraldton Grammar School, Great Southern Grammar, St James Anglican School, Swan Christian College and Tranby College. In 2023 Esperance Anglican Community School was added</p>	<p>During 2023, the work from the past 2 years continued with AISWA holding both online and face-to face meetings to support schools to continue their work to transition to the DMI model.</p> <p>This contact continued during the year as schools reflect on their progress and access support offered.</p> <p>The Executive Directors face to face meetings and school visits were well received.</p> <p>Online school/principal meetings result in high engagement with often a preference for the time efficient mode of delivery.</p>

Activity Expenditure

	Centralised (Reporting Year Only)	Distributed (Reporting Year Only)
Expenditure	\$64,590	\$ 1,373,798

Activity B, Centralised funds spent on this activity were used to support AISWA staff working to assist schools and provide general advice, also includes admin support to Consultants working in this area.

This support will continue in 2024.

Schools provided with direct support are listed below:

27701	Esperance Anglican Community School
16332	Georgiana Molloy Anglican School
30237	St James Anglican School
65	Bunbury Cathedral Grammar School
25081	Court Grammar School
14590	Geraldton Grammar School
15894	Great Southern Grammar
13741	Swan Christian College
15338	Tranby College

Activity Report

Activity/Initiative	Name
Priority	B – Transition Assistance – Other Eligible Schools

Activity Description

As in previous years twelve schools were identified to receive transition assistance. The criteria used to identify these schools was:

- a Direct Measure of Income CTC change of 3 or more points from either the 2011 or 2016 SES CTC score,
- a growth rate of less than 3% during the period 2022 through 2029
- receive less funding in any year from 2020 to 2029 under the DMI arrangements than under 2019 indexed Schooling Resource Standard
- have an average fee level of less than \$20,000.

Schools were provided an indicative grant amount based on:

- the size of the school
- the financial need of the school based on the quantum of the increase in their Direct Measure of Income CTC over the 2011 or 2016 CTC, expected annual growth (whether small positive or negative indexation), debt per student, and other relevant financial ratios.
- the school community and the capacity of that community to contribute additional fees
- the transition plan developed and the ‘reasonableness’ of that plan

In 2023, these grants were replicated following a review of any revised DMI score changes and their potential impacts. Schools were further supported with general advice on funding changes and the impact on their budgets.

As staff changed at schools, online meetings have been held to support new staff understanding of the funding transition.

Objectives/ expected outcomes	Indicators of success
<ul style="list-style-type: none"> • Schools have evaluated the best model for transition to the DMI CTC • A process for developing transition plans was produced for use by schools • Schools submit their transitions plans to access grant assistance from 2022 	<ul style="list-style-type: none"> • All participating schools have scenarios to evaluate the best way forward to transition to the new funding model • All participating schools have a transition plan as a result of this process • School enrolments continue to grow

Risk Management

Risk	How the risk will be managed
<ul style="list-style-type: none"> • A particular school was unable to develop a transition plan that would ensure financial viability • A school fears a significant loss of enrolments that it appears it may no longer be viable • A school lacks the resources or capabilities to put measures in place to ease into the transition to the DMI CTC 	<ul style="list-style-type: none"> • AISWA would support a school in developing their transition plan by providing a planning template and pre-populating some of the data • Should a school be struggling with enrolments we would work with them to develop strategies that could correct the loss of enrolments • AISWA would work with the school and the school community to address the lack of capability and provide sound advice as to way forward

Key stakeholders

Stakeholder & Interest/Impact	Engagement Work
<p>Other Eligible Schools</p> <p>The activity assists schools to review their business models in their transition to the Direct Measure of Income arrangements (DMI). The activity ensures stakeholders are kept informed about critical information in relation to the DMI and that schools are supported to adjust to the new funding arrangements</p> <p>The other eligible schools are:</p> <p>Austin Cove Baptist College, Frederick Irwin Anglican School, Grace Christian School, Helena College, Hope Christian College, John Wollaston Anglican Community School, Living Waters Lutheran College, Mandurah Baptist College, Peter Carnley Anglican Community School, Peter Moyes Anglican Community School, South Coast Baptist College and Swan Valley Anglican Community School</p>	<p>During 2023, the work from previous years continued with AISWA holding both online and face-to face meetings to support schools to continue their work to transition to the DMI model in 2022.</p> <p>This contact continued during the year as schools reflect on their progress and access support offered.</p> <p>School personnel changes during 2023, required AISWA support, facilitated by individual school virtual meetings to help understanding of the new transition funding model.</p>

Activity Expenditure

	Centralised (Reporting Year Only)	Distributed (Reporting Year Only)
Expenditure	\$64,591	\$ 2,297,889

Activity B, Centralised funds spent on this activity were used to support AISWA staff working to assist schools and provide general advice, also includes admin support to Consultants working in this area.

This support will continue in 2024.

Schools paid under this initiative were:

13656	John Wollaston Anglican Community School
23696	Peter Carnley Anglican Community School
13602	Frederick Irwin Anglican School
23697	Swan Valley Anglican Community School
16076	Peter Moyes Anglican Community School
2084	Helena College
13595	Grace Christian School
16533	Hope Christian College
15360	Living Waters Lutheran College
5398	South Coast Baptist College
29057	Austin Cove Baptist College
18149	Mandurah Baptist College

Activity/Initiative	Transition Support for the National Adjustment Assistance Fund Schools
Priority	B – Transition Assistance- NAAF Schools

Activity Description

Ten West Australian Independent Schools have been identified by Government as having been eligible for National Adjustment Assistance Fund (NAAF).

In 2023, Schools in this group were offered the opportunity to apply for a small grant to assist with planning for low or negative growth from 2022 through 2029. The indicative allocation to WA under the original NAAF plan was quite low and thus grants to these schools would be less than \$50,000.

This group of schools, as with many other schools, have been accessing some of the online webinars, budgeting advice and planning support offered as part of the Choice and Affordability priority.

During 2023, eight schools applied for NAAF assistance with all being granted a one-off payment based on their application and commitment to review their existing finances, new market research, demographics of their school catchment area and other initiatives.

Objectives/expected outcomes	Indicators of success
The eight schools who applied and were granted funding of between \$5,000 to \$29,000 were:	<ul style="list-style-type: none"> • Projects the schools undertook helped to inform a strategy of change in either their marketing for enrolments, their financial budgeting or their educational models based on stakeholder surveys. • Successful indicators would include revisions in strategy, changes to enrolments and revised budget models resulting in for more sustainable financial viability within the constraints of reduced DMI funding for this group of schools.

Risk Management

Risk	How the risk will be managed
<p>A school fears a significant loss of enrolments that it appears it may no longer be viable.</p> <p>A school lacks the resources or capabilities to put measures in place to ease into the transition to the DMI CTC pathway</p>	<p>AISWA would work with the school to help develop strategies that could correct a loss of enrolment.</p> <p>AISWA would work with the school and the school community to address the lack of capability and provide sound advice as to the way forward.</p>

Key stakeholders

Stakeholder & Interest/Impact	Engagement Work
<p>NAAF Schools</p> <p>Ten identified schools were approached to apply for grants within this category.</p> <p>Eight schools actually applied using a standard application process.</p>	<p>During 2023, the work from previous years continued with AISWA holding both online and face-to face meetings to support schools to continue the work to transition.</p> <p>This contact continued during the year as schools reflect on their progress and access support.</p>

Activity Expenditure

	Centralised (Reporting Year Only)	Distributed (Reporting Year Only)
Expenditure	\$0	\$170,000

Funds were distributed to the following schools in 2023:

2755	All Saints' College
65	Bunbury Cathedral Grammar School
83	Guildford Grammar School
84	Hale School
2711	Penrhos College
124	Perth College
201	St Mary's Anglican Girls' School
245	Wesley College

Activity/Initiative	Special Circumstances Funding
Priority	C – Special Circumstances Funding

Activity Description

This priority activity provides a process whereby schools could apply to access support where the school is impacted by special circumstances.

Under the CAF Guidelines, Special Circumstances Assistance can be provided for schools in situations that satisfy all of the following criteria:

1. unexpected
 - o Could not have been reasonably foreseen.
2. causing severe financial difficulty
 - o Where a school faces a real prospect of having to cease a large part of its educational activities or significantly lower its educational services.
3. short term
 - o Schools should be able to overcome their financial difficulty and resume operations and must provide a five-year business and recovery plan.
4. a special need
 - o Schools have exhausted all other options to remedy the financial situation of the school.

The nature of support to a school experiencing special circumstances would vary by the type of circumstance as schools can experience financial stress as a result of a range of events.

In 2023 \$140,000 has been set aside for this priority, with the capacity to be accumulated given it is dependent upon demand for assistance and circumstances such as natural disasters cannot be predicted.

By the end of 2023 an amount of \$270,000 has accumulated.

AISWA developed an application and approval process that was made available to schools to access on an as needed basis. In 2023, there were two specific groups of schools which benefited from this funding.

In 2023 an amount of \$220,000 Special Circumstances Funding was provided to assist eight schools from the north-west of Western Australia due to flooding experience from a weather event in Cyclone Ellie.

Objectives/expected outcomes	Indicators of success
AISWA continues to monitor the situation and ensure schools are aware of the funding.	A school successfully accessed this priority when a special circumstance arose

Risk Management

Risk	How the risk will be managed
A school that receives special circumstances funding is still unable to remove the impact of those events.	AISWA would monitor the school's use of funds and their progress in addressing the circumstances and provide in kind support as required.

Key stakeholders

Stakeholder	Engagement Work
Stakeholder name: All Independent Schools in WA This activity would support schools and students impacted by special circumstances or in priority areas such as rural, regional and remote locations and areas affected by drought or other natural disasters.	All schools have received information over the past few years about this priority and will continue to be informed. AISWA staff endeavour to identify opportunities to provide these funds as they become aware of for example external weather events or bushfires which could impact member schools.

Activity Expenditure

	Centralised (Reporting Year Only)	Distributed (Reporting Year Only)
Expenditure	\$0	\$220,000

Funds were distributed to the following schools in 2023:

16023	Kulkarriya Community School
17285	Nyinkina Mangala Community School
13596	Purnululu Aboriginal Independent Community School
16021	Wulungarra Community School
14016	Yakanarra Community School
29953	Yiramalay Studio School
2771	Yiyili Aboriginal Community School

Activity/Initiative	Curriculum Re-Engagement Schools Project
Priority	D – Strengthening outcomes for schools and educationally disadvantaged schools and students

Activity Description

In 2023 an innovative curriculum and assessment program was developed by FORM’s Creative Schools specifically for secondary school students attending Curriculum and Re-Engagement Schools (CARE Schools).

The aim was to improve the attendance and engagement of these students and improve their educational outcomes. Some students have difficulty learning or even just being in class. Research has shown that creativity might help ease or eliminate the difficulty of not engaging, or, for those engaged students increase their achievement.

To increase attendance and engagement creative learning strategies were implemented through the establishment of meaningful partnerships between teachers, creative (arts) practitioners, children and young people. This project built upon the experiences of participating schools in 2020, 2021 and 2022.

The partnerships addressed a priority learning area—mathematics, HASS or science—and employed creative ways of teaching the curriculum. Through these partnerships the learning experience of children and young people was designed to better prepare them for the opportunities and careers of the future.

Objectives/expected outcomes	Indicators of success
<ul style="list-style-type: none"> • Participating schools developed a case for implementation and expressed interest through a formal application process. • Schools used an ethnographic approach with students to co-designed curriculum implementation. • School based project managers supported the program implementation to ensure high participation. Regular monitoring of program implementation was maintained throughout the year. • Teachers and creative practitioners co-designed and co-delivered weekly creative learning sessions. 	<ul style="list-style-type: none"> • 6 schools participated in the program. Alta-1 College – Ellenbrook Campus, Alta-1 College – Joondalup Campus, Fairbridge College, Port School, SMYL Community College, and The Y Vocational School. • Participating schools contributed to an exhibition demonstrating the learning of the student cohort. • A full evaluation of the project indicated impressive shifts in students’ perception of themselves as learners and demonstrated positive school-wide impact on new ways to assess student achievement and enable success for vulnerable students (based on pre and post-test measures). • Students demonstrated improved attitudes to school, learning and life, as well as enhanced engagement in and enjoyment of the learning process and improved capacity to think critically, creatively and collaboratively (based on pre and post-test measures).

Risk Management

Risk	How the risk will be managed
Insufficient demand for an activity, results in it being postponed or cancelled.	The risk of insufficient demand has diminished. Since the commencement of this project schools have been highly engaged with the organisation who delivers (FORM). The project culminates in a community event/ exhibition which is highly regarded and well attended.
Schools commence the project but withdraw part way through due to difficulty in engaging the community.	AISWA works closely with participating schools and will continue to make every effort to maintain community member engagement.

Key stakeholders

Stakeholder & Interest/Impact	Engagement Strategy
Curriculum and Re-engagement Schools There are currently 7 CARE schools in the WA Independent sector across 21 campuses.	All CARE schools received an invitation to participate in this project and individual contact was made with each school to ascertain interest and explain the project.

Activity Expenditure

	Centralised (Reporting Year Only)	Distributed (Reporting Year Only)
Expenditure	\$185,713	\$0

This Activity D, Centralised funds were used to contract the organisation "FORM" to engage with the schools, run the activity and undertake all matters in relation to this project. Included was an exhibition of works showcasing student achievements. A small amount was allocated to direct overheads.

Activity/Initiative	Enhancing Achievement through use of data
Priority	D – Strengthening outcomes for schools and educationally disadvantaged schools and students

Description

This priority activity concentrated on underperforming schools in the National Assessment Program for Literacy and Numeracy (NAPLAN). Although ACARA, through NAPLAN, has an ‘Exemption’ clause for students with a prescribed disability, the set of assessment papers allow for tracking of students who may, for any reason, be at or below minimal standard in their learning.

Each of the four assessments (Years 3, 5, 7 and 9) across Numeracy and Reading in particular, cover the approximately 180 content descriptions in each learning area from the Foundation Year (Pre-primary) to Year 10 of the general curriculum.

The project identified the learning needs for students based on misconceptions in Mathematics or specific areas of English development. The assessment is checked against a progression of skills from the early years. The students at or below minimal standard are identified with a view to establishing Individual education programs based upon their knowledge and understanding. Using the *Valuate* platform (AISWA’s NAPLAN analysis tool) for the online performance of students, the item descriptors then formed the basis of specific learning plans for the identified students.

The aim was to implement professional learning using *Valuate* to establish the progression of learning of every student who completed more than one assessment paper in each ‘Learning Area’. The data for each student was diagnosed and each item analysed to clarify the learning requirements.

The *Brightpath* formative assessment tool was used to identify what learning must take place for students to continue to make progress. This was complemented by professional learning using *Brightpath – Next Steps* materials.

All schools participating in NAPLAN were potentially eligible for this project as most had some underperforming students. In addition, some schools were identified through the analysis of NAPLAN data and specially invited to be part of this project.

This project commenced in 2022 and continues until 2025.

Objectives/expected outcomes	Indicators of success
<ul style="list-style-type: none"> Identify the learning needs for students based on specific areas of English development or misconceptions in Mathematics. Use the assessment analysis to check against a progression of skills from the early years. Develop the meta-thinking for each child to assist with item descriptor progression. 	<ul style="list-style-type: none"> 145 schools completed the NAPLAN assessment Online. All schools participated in targeted professional learning surrounding the tables and displays for the 2023 set of results in Valuate. Participants supported to develop learning opportunities for at-risk students in years 3, 5, 7 and 9.

- Each child to establish their zone of proximal development.
- Identify those students at or below minimal standard with a view to establishing Individual education programs based upon their knowledge and understanding.
- Use the data to plan a program which differentiates the learning for each individual student.
- Development of learning plans for each student.
- Samples of work plans and data on student gain shared amongst participating schools and the wider sector.
- *Brightpath* Writing: 2 Train the Trainer courses, 21 participants, 11 Independent schools (and 7 other schools).

Risk Management

The project was mostly implemented as planned. However, the *Brightpath* product was sold in March 2023 to a commercial educational company - 3P. This period of transition impacted on AISWA’s ability to fully implement the next steps professional learning informed by the *Brightpath* resources, particularly for Mathematics. This risk was not foreseen nor specifically planned for. To mitigate this risk, AISWA continued to provide support to schools to analyse NAPLAN data and monitor students' progress. This extended to the schools who participated in the *Brightpath* Mathematics next steps professional learning in 2022 (Mundaring Christian, Trinity College, Carmel School, St Brigid’s College, and Mandurah Baptist).

Key stakeholders

Stakeholder & Interest/Impact	Engagement Strategy
<p>All Independent Schools in WA</p> <p>Participating schools included Georgiana Molloy, Bunbury Cathedral Grammar, Margaret River Independent, Frederick Irwin Anglican School, The King’s College, Austin Cove Baptist, Carey Baptist, Carmel school, Grace Christian, and Mandurah Baptist.</p> <p>Other schools who attended the Professional Learning were from either CEWA or Department.</p>	<p>Schools were invited to participate in this project through a blanket invite, then some specific schools with a large number of under-performing schools received individual invitations to participate.</p> <p>To maintain momentum during the project, schools were contacted on a number of occasions by the project leader.</p>

Activity Expenditure

	Centralised (Reporting Year Only)	Distributed (Reporting Year Only)
Expenditure	\$147,473	\$10,000

Activity D- Naplan, centralised funds for this activity were used to allow staff to conducted events in schools including some regional schools and engage with the Brightpath product to develop an improvement strategy. An amount of \$30,000 was used to undertake a research project with Notre Dame University.

Funds were distributed to the following schools:

13596	Purnululu Aboriginal Independent Community School
17285	Nyikina Mangala Community School
2705	Strelley Community School
16021	Wulungarra Community School
2771	Yiyili Aboriginal Community School

Activity/Initiative	Aboriginal Schools Governance Project
Priority	D – Strengthening outcomes for schools and educationally disadvantaged schools and students

This project, commenced in 2020, continued to work with the governing bodies of **Aboriginal Independent Community Schools (AICS)** to engage them in the school to support improved educational outcomes for students.

“All Aboriginal and Torres Strait Islander young peoples must be empowered to achieve their full learning potential, shape their own futures, and embrace their cultures, languages and identities as Australia’s First Nations peoples.” Alice Springs (Mparntwe) Education Declaration 2019

This initiative targeted leadership and skills development of school board members.

The essential focus on two-way learning for the empowerment of school board members in making their voices heard and acted upon was facilitated through:

- Empowering community mentors in guiding ‘the right way’, and cultural understandings.
- Framing ‘school board’ language and concepts through the application of culturally significant metaphors, *e.g. Turtle Steps*, has generated an agentic narrative.
- Facing learning challenges and a deep commitment by all parties to two-way learning by providing multiple opportunities for learning in local languages and English.

Due to the difficulty of Governing Boards coming together at the same location, online PowerPoint sessions were created which Principals and Governing Bodies could work through at their own pace and adapt to meet their needs. The first of these PowerPoint presentations, Money Coming In, was presented at the 2023 annual remote schools’ governance conference. In addition, each school was provided with a copy of the Gunbalanya Governance Guide as a support for their journey of self-development.

Objectives/expected outcomes	Indicators of Success
<p><u>Rawa Community School</u></p> <ul style="list-style-type: none"> • From the school’s identified priorities community engagement and development of a cohesive vision across campuses was selected as the first focus area. • The School Board decided not to pursue a relationship with Community First, instead preferring to find a facilitator who had good relationships with the community and spoke the local language. <p><u>Purnululu Aboriginal Independent Community School</u></p>	<ul style="list-style-type: none"> • Planned meeting with identified facilitator in Perth did not happen and the project was put on hold. • Due to illness the local facilitator was unable to continue.

- From the school's three identified priorities staff recruitment and induction was selected as the first focus area
- Proposal received from Indigenous Consulting Group. Subsequently withdrawn by ICG due to work constraints and other commitments.
- New proposal negotiated between AISWA consultants, school leadership and school board to engage local facilitator with AISWA support.

Additional AISWA Support for Board Members of all AICS schools

- Due to the difficulty of reaching school board members face to face, AISWA consultants began the development of resources that could be adapted by a local facilitator. At previous meetings with all AIC Schools understanding of school finances was highlighted as a point of need. Initial resources development focused on this area.
- AISWA consultants developed a deeper understanding of how the ORIC Rule Book informed governance in these two communities.
- Researched AIC Schools' financial reports to ensure correct terminology and structure was used in the creation of support modules.
- TEAMS meetings Terms 2 & 3 Governance Modules for compliance with WA Dept of Education Registration and Standards requirements.
- Aboriginal Social and Emotional Wellbeing Model introduced (National Strategy)
- Principal Mentoring opportunity

- The school became overwhelmed with other priorities and the project was put on hold.

- Aligned financial terminology between AICS financial reports from ORIC and support modules.
- First module created and presented at the 2023 remote schools Governance Conference. Presentation sent out to all 14 remote schools.
- Each school provided with a copy of Gunbalanya Governance Guide.
- Ongoing professional support provided by ForwardThinking consulting to consultants focusing on financial training for a School Board.
- Whilst the module was well received there were no requests for further modules so the project was put on hold.

- All AICS schools included as well as the AISWA Future Footprints Team.
- One school included in a Wellbeing Consultant Pilot Project with AISWA
- Accepted by several schools with one full board travelling to Perth for a workshop

<ul style="list-style-type: none"> • introduction of commencement of the implementation of the 3A Approach to local aboriginal educators working with children 0-4 years in prior to school programs to ensure smooth transition into school 	<ul style="list-style-type: none"> • Surveys and feedback from principals, teachers, Aboriginal educators and board members rated these services relevant, valued and important for successful strengthening of outcomes for both schools and students. • Provision of PL to Early Childhood Educators on the Early Years Learning Framework, Environments, Early Years Principles and Practices, and Assessment for Teaching and Learning onsite in country. <p>14 schools participated – all remote schools</p>
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Eligible schools

All Aboriginal Independent Community Schools were invited to express an interest in being part of this project.

4P	School Name
2756	CAPS Coolgardie
8870	CAPS Kurrawang
5603	Karalundi College
16023	Kulkarriya Community School
17285	Nyikina Mangala Community School
13289	Parnngurr Community School
13596	Purnululu Community School
4264	Rawa Community School
2705	Strelley Community School
13603	Wongutha CAPS
16021	Wulungarra Community School
14016	Yakanarra Community School
29953	Yiramalay/Wesley Studio School
2771	Yiyili Aboriginal Community School

Timeframes

This project will not continue beyond 2023 with a new workplan for 2024 now approved.

Objectives/expected outcomes	Indicators of success
<ul style="list-style-type: none"> Participating schools will develop a case for change and will express interest through a formal application process. The schools governing body, with support, will develop its knowledge, expertise and decision-making skills to drive positive change in the school and community The school board will develop strategic intent in order to identify sustainable employment opportunities for students. High student engagement in place based learning including on country learning. 	<ul style="list-style-type: none"> Attendance at Information session in 2023 and the AISWA Governance Conference. AISWA will increase the number of schools involved where possible. Improved skills and competencies for school board members through targeted support. All school stakeholders will be involved in shared decision making in implementing a case for change. Students will be engaged in entrepreneurial activities relevant to culture and contemporary work worlds.

Risk Management

Risk	How the risk will be managed
Insufficient demand for an activity, results in it being postponed or cancelled.	Attempts will be made to-reschedule an activity and review it to make it more appealing. Schools will be directly invited to take part.
Schools being unable to engage with the project due to other operational pressures.	AISWA will work closely with participating schools and make every effort to keep community members engaged.

Key stakeholders

Stakeholder & Interest/Impact	Engagement Strategy
<p>All Aboriginal Independent Community Schools</p> <p>All Aboriginal Independent Community Schools will be invited to participate in the project.</p> <p>The two schools already involved have participated in face to face meetings with AISWA consultants, and have identified several</p>	<p>Online meetings will be held at regular intervals and an AISWA staff member will continue to facilitate at all stages of the project.</p> <p>Face to face meetings when possible, building positive relationships and trust through regular contact.</p> <p>Engagement of relevant agencies who have strong community development backgrounds</p>

priorities, selecting an initial starting point for their action plan.

School business plans will accurately reflect the vision, goals and objectives of the community for their young people's education.

Projects to be reviewed at regular monitoring points negotiated with all external agencies, and community organisations involved.

and experience with Aboriginal communities, external to AISWA, to provide targeted expertise for the realisation of each school's first priority.

To engage all stakeholders in school business planning.

Activity Expenditure

	Centralised (Reporting Year Only)	Distributed (Reporting Year Only)
Expenditure	\$89,575	\$0

Activity D, AICS school governance project centralised funds were used to facilitate staff travel and run culturally appropriate events to support AICS schools in their governance journey. AISWA staff were able to facilitate and host meetings and to develop resources using these funds.

Activity/Initiative	Support for transition of Aboriginal students to secondary settings, includes Future Footprints+
Priority	D – Strengthening outcomes for schools and educationally disadvantaged schools and students

Description

Access, equity, and choice in secondary education options for Aboriginal and Torres Strait Islander families and young people, particularly for those living in remote and very remote locations, is a priority agenda item in Australia (Commonwealth of Australia, 2020; Lamb et al., 2020). The evidence is clear, Aboriginal and Torres Strait Islander young people from regional, rural, and remote areas who do not complete schooling are far less likely to go on to further training, study, and employment. Equally, there is strong evidence that a smooth transition from primary into secondary schooling followed by the completion of Year 12 or equivalent qualifications, increases the likelihood that Aboriginal and Torres Strait Islander young people will experience a multiplicity of immediate and lifelong academic and learning, economic and social, health and wellbeing benefits.

Future Footprints Plus (FFP+) was created to support Aboriginal and Torres Strait Islander families and young people living in regional, rural, remote, and very remote locations, to make effective and informed choices about secondary school pathways, including local, regional, boarding/residential secondary schooling options, as well as other flexible learning programs. It targets pre-transition planning during primary school in Years 5 and 6 and supports Aboriginal and Torres Strait Islander families with preparation and readiness for the transition to secondary school.

In 2023 the FFP+ has:

- Provided information about secondary school pathways and options, so that Aboriginal and Torres Strait Islander families and young people living in regional, rural, remote, and very remote locations could make more effective and informed decisions.
- Developed resources and provided professional development activities that built the capacity of Teachers & Aboriginal Education Workers (i.e., AEWs), including Aboriginal Independent Community Schools (AICS), to effectively plan transition.
- Supported secondary schools with post-secondary transition planning and various pathways into further training, study, and employment.

This project has been undertaken under the current workplan to the end of 2023, with revisions to ensure better impact incorporated in the new approved workplan for 2024-25.

Objectives/expected outcomes	Indicators of success
<ul style="list-style-type: none"> • Recruitment of eligible member schools • Greater awareness of the primary to secondary school transition • Aboriginal and Torres Strait Islander families living in regional, rural, remote, and very remote locations will have greater awareness of secondary school pathways and options. • Schools and Aboriginal and Torres Strait Islander families will receive support with transition planning during Years 5 and 6 to build preparation for secondary schooling. • Improved school and staff capability to prioritise, resource and implement transition support planning. • Enhanced school and staff understanding of approaches to supporting effective primary to secondary transitions for Aboriginal and Torres Strait Islander young people and families. • Development of transition resources for schools. 	<ul style="list-style-type: none"> • Recruitment of 15-30 schools. Currently at 20 schools • 8 presentations/ workshops for Aboriginal and Torres Strait Islander staff in regional, rural remote, and very remote locations at the Broome conference workshops and Coordinators forums that Aboriginal Islander Education officer (AIEO) works attended. • Families living in regional, rural remote, and very remote locations were exposed and informed about the schools in Perth and other boarding options via the Broome AICS conference. • Participation by Aboriginal and Torres Strait Islander families and young people at member schools. Families now attend many school events. Through this, information is shared about the availability of support through abstudy by FFP Staff. • 8 professional development and learning presentations/ workshops for schools and key staff (i.e., AEWs). • Implementation of transition support plans for Aboriginal and Torres Strait Islander students in Years 5 and 6 by participating member schools • Development of transition resources and online repository. • Hosting of the Year 12 graduation in September. • Professional networking and collaboration between participating member schools. We hold 4 coordinator forums, Broome conference, welcome to country event and careers expo.

Risk Management

Risk	How the risk will be managed
Insufficient demand for an activity, results in it being postponed or cancelled.	AISWA will continue to work closely with participating schools to maintain engagement.
Travel restrictions or limited access to regional, rural, remote and very remote communities.	Aboriginal and Torres Strait Islander students will be directly invited to take part.

Key stakeholders

Stakeholder & Interest/Impact	Engagement Strategy
<ul style="list-style-type: none"> • Aboriginal and Torres Strait Islander students and families living in regional, rural, remote, and very remote locations. • The schools (and staff) participating in the project will initially be those with primary aged Aboriginal students (i.e., Years 5 and 6). • Other stakeholders will be the secondary schools to which these young people transition. • Contribution to the National Closing the Gap Targets 5, 6, 7, 11, 12, and 14. 	<ul style="list-style-type: none"> • AISWA will scope and profile all member schools for eligibility. A letter has been drafted to recruit more schools by the end of the year. • Ongoing consultation will be conducted with teachers and school leaders, education system and sector professionals, community representatives and Elders, parents, and families, and young people • An information letter will be sent to all eligible member schools and inviting them to submit Expression of Interest • Ongoing engagement will be through regional school visits, virtual (i.e., MS Teams, Zoom) and face to face meetings, email, and phone communication. • Successful primary to secondary transition means greater likelihood of Year 12 attainment or equivalent qualifications, and in turn greater likelihood of further education, training, or work (i.e., post-secondary)

Activity Expenditure

	Centralised (Reporting Year Only)	Distributed (Reporting Year Only)
Expenditure	\$289,366	\$0

This Activity D- Future Footprints +, centralised funds were used to allow two staff to facilitate and host meetings, develop resources and travel to remote areas. These funds included spend on admin support and management oversight.

Activity/Initiative	Supporting Safe School Environments
Priority	E – Student wellbeing and support

Description

Schools are supported to create safe environments for the young people in their care including students with a disability. Creating safe and supportive learning environments for young people is recognised as essential by both state and federal governments. Following the Royal Commission into Child Sexual Abuse and the release of the National Principles for Child Safe Organisations, schools have been implementing strategies to ensure each child in their care is safe and empowered to express concerns should they have them. At the state level, the school registration Standard 10 is devoted to child safety and child protection, specifically preventing, and responding to child abuse.

AISWA is supporting schools to assist them in creating and implementing a child safe organisation and in fulfilling the requirements under State *Registration Standards and other Requirements for Non-Government Schools* Standard 10 (Child Abuse Prevention).

All schools have access to an AISWA staff member for support, consultation, provide guidelines on policies, procedures and practices and training in the areas of child abuse, grooming and mandatory reporting, protective behaviours and sexual abuse prevention education, sexual behaviour in children and young people, staff professional boundaries and child protection.

Eligible schools

All schools can be involved in accessing this support to create a safe and supported learning environment for all students.

Timeframes

This project has been undertaken under the current workplan to the end of 2023, with revisions in a new workplan for 2024-25.

Objectives/expected outcomes	Indicators of success
<ul style="list-style-type: none"> Professional Learning and consultation in implementing National Principals of Child Safe organisations. Professional Learning in <i>“Child Safe WA Independent Schools” – Implementing the National Principals for Child Safe Organisations from an Independent School perspective.</i> Schools made aware of resources and AISWA staff available to further assist in this implementation (e-learning modules, professional learning). Providing support and consultation in all child protection matters particularly relating to all forms of child abuse and the requirements in dealing with and reporting these incidents. 	<ul style="list-style-type: none"> Engagement by schools in the professional learning and specific school consultation with consultants as an outcome. Schools consulted on this throughout the year with two schools completing the full day of training. Additional information valuable to schools such as Working with Children Check (WWCC) changes in 2023 and the Reportable Conduct Scheme. Implementation of a new Child Protection section on the AISWA website that provides up to date information, links, news, and training (both at AISWA and external agencies) Resources links within Professional Learning, newsletter articles etc. Growing demand for support particularly leadership in managing and reporting matters and incidents. Consulting and working with other AISWA staff in supporting schools. Consulting with outside agencies to gain further insight and further information. For example, Mandatory Reporting Service, NGSR etc.
<p>Provision of training and support in:</p> <ul style="list-style-type: none"> <i>Child Protection: Including Mandatory Reporting of Child Sexual Abuse, Grooming and Child Abuse Prevention by all Staff (includes Staff Code of Conduct) (3-hour face to face)</i> <i>Online learning of Child Abuse Reporting including Mandatory Reporting of Child</i> 	<ul style="list-style-type: none"> Engagement by 13 AISWA schools in this specific 3-hour face to face learning AISWA offers and continues to update online training for Child Abuse Reporting biannually as well as face to face options. During 2023, 3880 participants completed the online course. 15 Schools participated in <i>Beyond Child Abuse Reporting</i> in 2023.

Sexual Abuse (an alternative to half of the 3-hour face to face course)

- *Beyond Child Abuse Reporting* (90-120 mins) to be delivered face to face as a follow up to the online course.
- The law with respect to Mandatory Reporting of Child Sexual Abuse for governing body members and regular volunteers
- Full day training in the Keeping Safe: Child Protection Curriculum
- Provide opportunities for schools to engage in Keeping Safe: Child Protection Curriculum Train the Trainer by inviting interstate – South Australia Keeping Safe trainers.
- Schools are informed of updates in Child Protection through newsletters, reviewing training information, updating AISWA Policy & Procedures Guidelines
- Regular reviews of AISWA Guidelines to Policies and Procedures that relate to Child Protection and safety such as: Bullying and Harassment, Child Protection, Staff Code of Conduct etc.
- Ensure culturally appropriate presentations and materials are used for AISWA Indigenous schools (AICS) and sensitive to AISWA CaRE (Curriculum and Re-engagement) schools' needs.
- Work with other agencies such as the Ombudsman of WA, NGRS (Non-Government Schools Regulation) and MRITG (Mandatory Reporting Interagency Training Group) to continue to inform schools of new regulations, legislations etc.
- Some governing body members participated in the online or face to face training with staff. Three schools requested specific governing body member training in Child Protection.
- 55 AISWA schools engaged in Keeping Safe training. This is a 30% increase from 2022.
- With this continuing demand schools are also being encouraged to have leaders trained so they can deliver to their staff
- Thirty-five participants engaged in the annual Train the Trainer event.
- Engagement in Inclusive Education newsletters, Facebook, social media, and direct email groups.
- Implementation of a new Child Protection section on the AISWA website to assist in providing schools information and links to training and resources.
- Increased timely updates of AISWA Guidelines to Policies and Procedures that reflect current changes of legislation that relate to Child Protection
- Engagement with AICS and CARE schools in professional learning and consultation at various events i.e., delivery of child protection topics such as *Understanding Sexual Behaviour in Children and Young People* at the Broome conference, CARE schools network sessions and CARE school specific professional learning.
- Meetings with the Ombudsman of WA, NGRS to provide an Independent Schools perspective on the implementation of the Reportable Conduct Scheme introduced in 2023.

<ul style="list-style-type: none"> • Informing schools in complying with the registration Standards and Other Requirements for Non-Government-Standard 10 (Preventing and responding to Child Abuse) 	<ul style="list-style-type: none"> • Bi monthly meetings - MRITG • Initial information about the Reportable Conduct Scheme included in presentations. • Specific presentations on the Reportable Conduct Scheme • 2023 Schools registration Seminars over two days to cater for demand. At least eighty-seven attendees from AISWA schools.
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Key stakeholders

Stakeholder & Interest/Impact	Engagement Strategy
<p>All Independent Schools</p> <p>All Independent schools will be encouraged to take part in many aspects of this activity and will also be made aware of services available as these services further develop.</p>	<p>All schools will be made aware of the range of support and resources available through direct email, newsletters, social media and through advertising professional learning sessions. There will be continual ongoing communication with schools through visits, email, phone calls and networking opportunities</p>

Risk Management

Risk	How the risk will be managed
<p>Insufficient demand for an activity results in it being postponed or cancelled</p>	<p>Schools are directly invited to take part in the activities to support this initiative,</p>

Activity Expenditure

	Centralised (Reporting Year Only)	Distributed (Reporting Year Only)
Expenditure	\$83,600	\$0

Activity E, creating a safe and supportive learning environment. Centralised funds for this activity were used to allow staff to develop resources and travel to schools where additional support was requested. Funds were also used to provide admin support to staff working in this area.

Activity/Initiative	Health and well-being pilot
Priority	E – Student wellbeing and support

Description

In 2023 this project supported 10 schools to continue their involvement in a pilot project where they were supported to engage a school-based Wellbeing Coordinator to drive mental health and wellbeing in the school. AISWA provided centralised support to the schools working to develop this role in schools. All schools would be provided a small grant so the Wellbeing Coordinator could have time dedicated to this work.

This project provides schools the opportunity to network with other schools as they embed the Wellbeing Coordinator role in the school and schools can share experiences as to what works and where more work needs to be done.

The centralised funding for this activity was used to support a school psychologist to work with the schools and support schools in this work. This project worked in partnership with the Student Wellbeing and Developing Resilience initiative.

Eligible schools

All schools were eligible to express interest in being part of this project and we tried to have a range of schools in the first group from both metro and regional areas. Some schools in the sector already have a health and wellbeing coordinator so they were not eligible.

Timeframes

4 years with new schools joining over that period.

Objectives/expected outcomes	Indicators of success
<ul style="list-style-type: none"> • Raised awareness and shared understanding of best practice wellbeing approaches for schools and factors related to successful wellbeing interventions. • Schools will be supported to implement whole school evidence-based wellbeing strategies that reflect sustainable and continuous commitments to student wellbeing and mental health. • Improved whole school capability to prioritise, resource and implement the explicit teaching of social and emotional skills via age appropriate, developmental curricula. 	<ul style="list-style-type: none"> • School Wellbeing Coordinators appointed and working in this role from Primary, Secondary, K-10 and K-12, metropolitan and regional schools. • Schools have received PL in the form of 8 meetings and 4 workshops in 2023 on wellbeing planning across the school, evidence-based practice, social and emotional learning, wellbeing measurement, sense of belonging, student voice, and staff wellbeing. • All schools have received termly site visits to discuss context-specific wellbeing plans and initiatives. • All schools have progressed in developing whole school wellbeing plans based on current practice and

future priorities. Most schools are working on a final draft plan.

- All Schools have evaluated social & emotional learning (SEL) programs and most have plans nearly finalised regarding implementation, or are already implementing a SEL program.
- Data collection being established to analyse which types of support and initiatives are more effective.
- AISWA has partnered with Telethon Kids Institute to share wellbeing resources for the benefit of Project schools.
- A community online page established to consolidate project resources with potential to form the basis for PL opportunities for all AISWA schools in the future. It is anticipated that knowledge gained in the service delivery of this Project will benefit other schools.
- The selection process for a further 10 schools to take part in the project starting in 2024 has been concluded. (cohort 2).

Key stakeholders

Stakeholder & Interest/Impact	Engagement Strategy
<ul style="list-style-type: none"> • School wellbeing coordinators and associated services. • 10 schools 	<ul style="list-style-type: none"> • Twice termly meeting and a workshop for information and tools for development of plans with school coordinators. • Termly in-house school visit provided by the AISWA School Psychologist Team to discuss their school individual circumstances. • AISWA partnered with Telethon Kids Institute to share wellbeing resources for the benefit of Project schools.

Risk Management

Stakeholder & Interest/Impact	Engagement Strategy
Ten schools included, drop- out rate impacts the effectiveness of the program	Decision making when choosing pilot schools is sound. Ensure AISWA supports the schools in establishing and managing their well-being programs

Activity Expenditure

	Centralised (Reporting Year Only)	Distributed (Reporting Year Only)
Expenditure	\$83,468	\$325,000

Activity E- Wellbeing Pilot Project. The centralised funds for this activity were used to provide admin support and cover overheads for staff working in this area.

Funds were distributed as follows:

16920	Blue Gum Montessori School
2085	Carmel School
85461	Helena River Steiner School
16533	Hope Christian College
233	John Calvin School (Albany)
15360	Living Waters Lutheran College
13271	Parklands School
2768	Regent College
13286	St Andrews Grammar School
242	Treetops Montessori School

Activity/Initiative	Student Wellbeing and Developing Resilience
Priority	E – Student wellbeing and support

Description

The Student Wellbeing and Developing Resilience initiative seeks to explore ways for schools to complement and strengthen existing approaches to resilience and wellbeing. Using centralised funding, assistance was provided to participating schools to support them to deepen their knowledge of best practice approaches to whole school wellbeing and build capacity to leverage curriculum opportunities to develop critical wellbeing skills and contribute to safe and nurturing environments for students and staff. This initiative was open to all 160 member schools and occurred through in-school engagements, professional learning, and sector representation and advocacy. Specific wellbeing expertise was also provided to other relevant projects delivered by AISWA, across other workstreams to member schools.

The initiative was guided by evidence-based approaches to whole-school health and wellbeing, including the Australian Student Wellbeing Framework, Be You and the Australian Research Evidence Organisation (AERO). Central to a whole school approach, this initiative included a focus on active school leadership to support and champion whole school wellbeing programs, and embed plans, policies and structures to protect and promote wellbeing; knowledge and skills of resilience education and positive behaviour strategies and their explicit inclusion in curriculum and whole school activities; effective practices to capture student voice and agency; and establishing and nurturing connections and partnerships with the broader school community. These criteria formed the basis for in-school consulting and professional learning conducted as part of the initiative.

Building upon the first year of implementation of this initiative, new projects and professional learning opportunities were developed with bespoke professional learning opportunities provided upon request to schools. Additionally, in-school support and shoulder-to-shoulder mentoring ensured a high level of service to schools and increased capacity of staff to create positive, safe, respectful and inclusive learning communities that promote the mental health and wellbeing of students and staff.

Eligible schools

The initiative was open to all 160 member schools.

Timeframes

This initiative would continue for the four years covered by this workplan.

Objectives/expected outcomes	Indicators of success
<ul style="list-style-type: none"> Raised awareness and shared understanding of best practice wellbeing approaches for schools and factors related to successful wellbeing interventions. 	<ul style="list-style-type: none"> Continued to build the wellbeing network (ongoing), 400+ subscribers 10 presentations (varying in length 1 – 7 hours; mix of face to face and online) to 190+ teachers across 72 schools on a range of wellbeing topics and best practice approaches – leadership PLS (Resilient Educator, Daniela Falecki, Early Career teachers, Broome Conference, Middle Leaders, Leading Complex & Challenge, Better Conversations with Boys, Trauma) Continued to increase the wellbeing network, currently with 400+ subscribers. Four wellbeing network meetings were held in 2024, three were online & one was face2face. There were 72 attendees from 37 schools. Sector representation to ensure currency of knowledge and advocacy for AISWA schools included the National Student Wellbeing Program (NSWP); School Drug Education and Road Aware (SDERA) management group; WA Cross-sectoral Respectful Relationships group; WA RSE Advisory Group (Dept of Health); WA HPE Curriculum leaders; ACARA National HPE Leaders network Participation in the ISA/AIS wellbeing group to develop a broader understanding of wellbeing issues, resources, professional learning, projects across independent schools nationally. In-school support/meetings with pastoral care staff and leadership teams was provided on request to 29 staff from 11 schools

- Schools will be supported to implement whole school evidence-based wellbeing strategies that reflect sustainable and continuous commitments to student resilience and wellbeing.
- Improved teacher capability to prioritise, resource and implement the explicit teaching of social and emotional skills via age appropriate, developmental curricula.
- Enhanced teacher understanding of the Personal and Social General Capability.
- Ongoing support for 10 schools who are participants in the Wellbeing and Mental Health in Schools Pilot program which focusses on whole-school approaches to wellbeing (24 hours PL plus individual school visits)
- The Whole School Wellbeing Project provided support for 5 schools to implement whole school policies/framework and action plans. This involved 6 days of PL plus in-school support (mentoring/planning and presentations to staff).
- Consolidated partnerships and facilitated school engagement with core agencies (Be You, eSafety Commission, SDERA Program, Mental Health Commission, Department of Transport – Active Schools, AERO).
- Bespoke Whole School Professional Learning presentations to 350+ attendees which included 3 regional schools and 2 metro schools.
- 2 full day Resilient Educator PLs with 12 attendees from 8 schools.
- One PL event on Trauma informed practice, included online learning and F2F PL was attended by 27 staff from 12 schools.
- The Early Years Behaviour Engagement project focussed on recognising and regulating emotions and building positive relationships through relational pedagogy. This semester long professional learning and mentoring program involved 21 staff (teachers, EAs and leaders) from 7 schools.
- ECA Australia National Conference presentation – co-presented with Deb Martin titled “Behaviour Engagement in Early Years School Settings (60+ attendees)

- Development of artefacts and resources for schools.
- The Powerful Learners Early Years Project was offered to 7 schools to build the capacity of staff to improve the engagement & wellbeing of children in the early years through student agency. This included 2 webinars, 2 days PL, a bus tour and in-school mentoring support for educators.
- Reference to personal and social capability has been addressed explicitly in the range of opportunities provided to schools.
- Online learning community established for 5 schools involved in Whole School Wellbeing project.
- 8 Wellbeing newsletters, social media posts, additional adhoc mailouts to Wellbeing network (400+ subscribers)
- Curated (updated and built upon) 'wellbeing' resources on AISWA website wellbeing page.
- 'Statement of Intent' for DoE, CEWA and AISWA schools on respectful relationships – participated in in cross-sectoral panel responsible for writing this.
- Two online eSafety courses created (Supporting Inclusion & Digital Wellbeing; Critical Incidents, Responding & Reporting)

Risk Management

Risk	How the risk will be managed
<ul style="list-style-type: none"> The risk of future lockdowns means planned face to face Professional Learning sessions and networking cannot occur. Insufficient demand for an activity, results in events being postponed or cancelled 	<ul style="list-style-type: none"> Alternative presentation arrangements can be made using online presentations and/or bringing people together in a room with external presenters coming in online. Attempts will be made to re-schedule an activity and review it to make it more appealing. Schools can be targeted via a personal invitation Should an activity not take place the funds would be rolled into the following year or another activity with permission from DESE

Key stakeholders

Stakeholder & Interest/Impact	Engagement Strategy
<p>All Schools</p> <p>All Independent schools in WA are stakeholders in this activity and will benefit from the experiences that will be shared across schools by all those participating.</p>	<p>All schools were be invited to be part of this initiative. Schools met virtually and face to face and be supported by a specialist staff member who will oversee the program and work closely with the Road Safety and Drug Education Program (RSDE) and other relevant stakeholders.</p>

Activity Expenditure

	Centralised (Reporting Year Only)	Distributed (Reporting Year Only)
Expenditure	\$152,368	\$0

Activity E- Wellbeing & Resilience. The centralised funds for this activity were used to allow staff to facilitate and host meetings to develop resources and travel to schools. Also funded were two professional learning events topics of "Resilient Educator" & "Better Conversations with Boys" with 25 attendee schools participating over both events.