Non-Government Reform Support Fund

2023 Workplan

Association of Independent Schools of Western Australia

Non–Government Reform Support Fund

Association of Independent School Western Australia (AISWA) – Workplan 2023

Summary of Workplan for 2023

The Association of Independent Schools Western Australia (AISWA) advocates for and represents 162 independent member schools to support a strong, effective education sector in Western Australia. AISWA services cover strategic planning, good governance, compliance and regulatory obligations, implementation of good pedagogy and catering for the needs of all students, staff and schools. Included in the AISWA 2023 services is industrial and legal support and facilitating networking opportunities, as well as a comprehensive leadership and teacher development program. With the assistance from the Australian Government the services to schools have been expanded to meet a range of changing needs and government priorities, and this assistance is acknowledged and greatly appreciated.

Some of our approaches to supporting schools and school leaders continued to be provided in an online environment and we plan for that to continue in 2023. The 2023 workplan strengthens the three national priorities and support the schools AISWA represents. Focus in this workplan is on improving the quality of information on the Nationally Consistent Collection of Data on School Students with Disability and to improve the efficiency and integrity of the data collection; strengthening NAPLAN, including through bringing the test window forward to term 1 from 2023 and offering schools the opportunity to opt-in to assessment of student's ability in Science, Digital Literacy and Civics and Citizenship; and improving governance and financial management practices in non-government schools to strengthen financial viability, improve business decision making and build resilience to mitigate unforeseen circumstances.

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. This work goes above and beyond of what would be capable of being provided without the funding.

A significant amount of the funds allocated to the sector in 2023 will be used to cover the costs of expert consultants in a range of fields to work with schools, to enable them to meet the requirements under the Australian Education Act and the National School Reform Agreement. Additionally, this funding allows us to work with schools to help them more effectively meet the needs, be governed well, and improve the outcomes of the young people in their schools. An example in 2023 is the partnership with the Australian Institute of Company Directors to conduct an education specific School Board training course.

In addition, the funding allows AISWA to run a comprehensive leadership program in 2023 designed to improve school leadership, attract teachers to leadership positions and to attract and retain the best and brightest to the teaching profession. Our member schools are diverse both philosophically and geographically and tailoring support and communication that is effective for their diverse needs is time consuming and costly. There are some situations where program fees are levied, however, high fees often mean the most disadvantaged schools cannot attend. Therefore, it is with much appreciation that the Non-Government Support Fund allows AISWA to deliver comprehensive programs and services to those communities most disadvantaged.

Summary of budget

Indicative budget Association of Indendent Schools of Western Australia 2023 workplan				
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
Pathways to work, further education and training	Investigate and develop alternative pathways to further education, training, and work	0	0	0
	Administration of projects	$11,700	$0	11,700
	Total funding for 2022	**$2,056,700**	**$2,110,000**	4,166,700

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Association of Independent Schools of Western Australia – Workplan 2023

Project title	Project description and activities	Indicative budget	Expected outcomes	Indicators of success
Enhancing the quality of NCCD National Policy Initiative: C. Enhancing the National Evidence Base *Improve the quality of information on the Nationally Consistent Collection of Data on School Students with disability and to improve the efficiency and integrity of the data collection* State Bilateral: Nationally Consistent Collection of Data for Students with Disability	**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 enhance the quality of teaching for students with disability, (as defined under the Disability Discrimination Act 1992). 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 the quality processes in place. This will be achieved by focussing on the following: • Continuing to assist schools to navigate the NCCD portal (especially the areas that continue to be updated). • Efficient and accessible systems to record evidence. • Continue to build within schools 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 disability through the	Reform Fund: $600,000 Funding from other sources: $400,000	• Improved accuracy in the Implementation of the Nationally Consistent Collection of Data on School Students with Disability (NCCD) National Assessment Program reform; including data collection and reporting requirements. • Consistency in approach to NCCD across the Independent sector. • Schools have 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.	• All schools offered information and moderation sessions either face to face or via Teams conference. • At least 80% of schools visited by Inclusive Education Consultants who provide guidance and support to implement NCCD and develop school strategies for supporting identified students. • 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. • Data consistency across years and schools.

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	moderation process which assists in providing informed accurate data. • 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. AISWA will also support schools in the Implementation of the Nationally Consistent Collection of Data on School Students with Disability (NCCD) through the following activities: • Information sessions on the NCCD, funding, process of identification, evidence, and accountability. • An NCCD information session at the annual AISWA Briefing the Board conference that will inform new 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: • 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		• Improved teacher understanding of the different types of disabilities/learning difficulties, particularly for new teachers. • 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. • More informed understanding of the levels of adjustments for	• General comments from post enumeration contractors through Independent Schools Australia (ISA). • Feedback received from participating schools. • Briefing the Board conference session 1 April 2023 is conducted. • More informed feedback to schools on clarification of FAQs. • Insistence that Documented Plans are to be signed. • Moderation sessions conducted with Catholic Education and DoE during 2023. • More accurate data received and processes for Aboriginal Independent Community Schools and Special Assistance (CARE) Schools particularly around gathering evidence in transient situations. • Attendance measures at Professional Learning

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	• Sessions (mainly school based) on a teacher's role and responsibility in the NCCD process. • Moderation and how this is effective in accurately reporting data. • Make MS Teams webinars 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). • Specific CARE school information and moderation sessions • Moderation sessions between AISWA, Catholic Education WA, and Department of Education schools to give schools an opportunity to share information, ask questions and network with other schools. • School visits in metropolitan and regional WA. • School based consultancy for school leaders and teachers related to disability and inclusion within their classroom. • AISWA IE breakfasts, designed to support staff around inclusive education. • Inclusive Education (IE) Consultants provide ongoing support via email, phone or visit to the school. • Inform schools of webinars, new information etc., that is available via the NCCD portal, especially those that address areas of high need e.g., imputing a disability, trauma.		CARE schools particularly in substantial and extensive levels. • Increased understanding of how schools collect, store, and demonstrate the information and evidence of adjustments for each student. • Continuous improvement with processes of schools in providing accurate evidence of adjustments. • Continuous improvement demonstrated 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.	sessions and email and phone enquiries.

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	AISWA will provide support to schools undergoing Post Enumeration (PE) by: • 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. 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.			
NAPLAN & NAPLAN Online National Policy Initiative: C. Enhancing the national evidence Base Strengthening NAPLAN, including through bringing the test window forward to term 1 from 2023 and offering schools the opportunity to opt-in to assessment of student's ability in Science, Digital Literacy and Civics and Citizenship	**Support for schools with NAPLAN and the transition to NAPLAN Online** This project involves the support of Independent schools with the transitioning to NAPLAN online and bringing the test window forward to Term 1. All schools are extensively supported in the analysis of NAPLAN results to plan for future intervention and learning programs for students. 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. To facilitate staff understanding of the reporting structure through Valuate, consultants from AISWA and the developers of the program will conduct in-school workshops. In addition, information sessions will be held to inform schools of the processes and planning for NAPLAN	Reform Fund: $110,000 Funding from other sources: $200,000	• 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. • 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	• 95% (of the 156 schools) will have transitioned to NAPLAN online in 2023 (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 strengths and weaknesses from the

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	Online in conjunction with WA Schools Curriculum and Standards Authority (SCSA). In accordance with the National Policy direction for and expanded NAP Assessment program AISWA will strengthen NAPLAN, including through bringing the test window forward to term 1 from 2023 and offering schools the opportunity to opt-in to assessment of student's ability in Science, Digital Literacy and Civics and Citizenship. This will see facilitated workshops for all member schools regarding the opt-in process as well as appropriate communications supporting opt-in assessments.		prepared for NAPLAN Online. • School test administrators are aware of the opt-in assessment program. Schools are able to participate in face-to-face workshops to facilitate participation in opt-in assessments.	data results within the Valuate program.
Improving Governance in Independent Schools <u>National Policy Initiative:</u> B. Supporting Teaching, school leadership and school improvement Improving governance and financial management practices in non-government schools to strengthen financial viability, improve business decision making and build resilience to	Support for school leadership teams and school governing bodies in good governance, understanding school finances and funding and their obligations under legislation 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. In 2023 the key activities to deliver this are through • A partnership with the Australian Institute of Company Directors (AICD to deliver 3-6 x 1.5 day School Board Governance sessions. The course is specifically designed for Boards in the education context. • A range of presentations/activities regarding good governance and understanding the business of	Reform Fund: $80,000 Funding from other sources: $150,000	• 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	• At least 30% of Independent school governing bodies work with AISWA through the AICD partnership 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 2023 covering aspects of good governance, funding and financial management.

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mitigate unforeseen circumstances.	education and school funding. This includes at key conferences such as "Briefing the Board"; Aboriginal Independent Community Schools Governance Conference; the Great Southern Governance Seminar; and the South West Governance Seminar. All are 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. • Attendance at various 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.		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. • School administration is fully aware of their obligations under various funding regimes and understand how to undertake due diligence when reviewing school finances.	• At least 80% of governing body members and school leaders from the Aboriginal Independent Community Schools (AICS), attend the Aboriginal Independent Community Schools' Governance Conference with sessions on 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.
Leading at all Levels National Policy Initiative: B. Supporting teaching, school leadership and school improvement i) Reviewing teacher workforce needs of the future to attract and retain the best and brightest to the teaching	The Leading at all Levels project is a multi-faceted, wide-ranging project, with a leadership continuum from early career teacher through to an expert Educational Leader. There will be an emphasis on the collection and analysis and evaluation of data aligned with • Reach • Relevance • Impact The areas of focus for this section of the project in 2023 are:	Reform Fund: $120,000 Funding from other sources: $250,000	• The quality of school leadership is enhanced. • There is a shared understanding of pathways to school leadership in the Independent sector. • New leaders begin with an increased confidence in their skill. • Greater numbers of teachers apply for	• Representation of 25 schools in each of the Master Classes offered. • Indicators of success are gathered and measured through the collection of quantitative and qualitative data, including surveys and questionnaires. • 40 school leaders and governing body

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profession and attract teachers to areas of need State bilateral: Support for School Leaders	• Teacher Leaders • Future School Leaders • Enhancing School Leadership • Supporting Leadership		promotional positions within the sector. • Course participants feel confident to apply and win promotional positions.	members attend the session at leadership sessions at Briefing the Board.
Esteeming, growing and assessing teaching expertise National Policy Initiative: B. Supporting Teaching, school leadership and school improvement State Bilateral: Recruitment and management of staff in remote areas	Key activities and strategies for delivery focus are courses, partnerships, action learning, networks, mentoring and consultancy including the following: Teacher Leaders: • Early Career Teachers • National Certification Highly Accomplished & Lead Teachers (HALT) • Coaching for Certification • Aspiring Leaders *Growth courses* • Middle Leaders • Masterclasses • Act Like a Leader –Experiential Program *Credentialled Courses* • Graduate Certificate of Wellbeing in Education • Master of Business Administration – Education • Master of Education – Leadership speciality *Networks* • New Principals • Women in Leadership Supporting Leadership: • Positive workplaces	Reform Fund: $30,000 Funding from other sources: $40,000	• Continued Implementation of the Australian Teacher and Performance Development Framework and of the Australian Professional Standards for Teachers (APST). • 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 likes as expertise grows. • School leaders are strategic in their development of school	• Teachers engage with the National Certification Process. • 22 teachers attend the Aspiring Leaders course. • 22 teachers and leaders attend the Administrative Leadership. • 50 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 2023.

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	• Workplace toolkit for support staff • Breakfast for Educational Support Staff and Administrative Support Staff		plans to improve teaching capacity in schools.	
Leading in remote and complex contexts National Policy: B. Supporting Teaching, school leadership and school improvement <u>State Bilateral:</u> Support for School Leaders	**Leading in remote and complex contexts** This 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: • Targeted culturally responsive 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. • Develop all offerings with an understanding of the delivery of EAL/D using the Capability Framework 'Teaching ATSI EAL/D learners' in response to individual communities. • Hosting specialised AICS Conferences and Networks for Principals, teachers, Aboriginal Cultural Teachers. • School visits from consultants to work with individual school boards and Principals in community. • Targeted Principal and Leadership collegiate meetings each term.	Reform Fund: $75,000 Funding from other sources: $50,000	• Teachers in AICS use the EAL/D elaborations 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. • Increased understanding of management of schools and leadership in a remote context, culturally responsive curriculum development and staff management and appraisal. • Greater understanding and collaboration of the board and school leaders	• Feedback from principals and increased capacity due to greater engagement in skill building and network support. • New Principals supported and inducted appropriately. • 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

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			in their working relationship.	are aligned, greater retention of experienced principals and increased participation of community members in Board matters.
Implementation of Australian Curriculum National Policy Initiative: A. Supporting students, student learning and student achievement a. **Online professional learning programs**	This is a large and multi-faceted project where the main emphases in 2023 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. The following provides more detail about each of the focus areas and some of the key activities associated with them. **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	Reform Fund: $175,000 Funding from other sources: $200,000	• 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 Learning area content and achievement standards. • Improved teacher understanding of teaching and learning pedagogies. • Teachers implement and refine strategies and skills. • Increased use of curriculum, assessment and reporting resources.	• 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. • Development of new, and review of existing online learning content and other digital resources. • Teachers accessing digital resources.

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	of PL will include a range of formats including face to face, online and blended methodologies.		• Expanded teacher networks and collaboration across schools.	
<u>National Policy Initiative:</u> A. Supporting students, student learning and student achievement **b. Literacy and English Competency**	**Literacy and English Competency** The focus for 2023 will be to support schools and teachers of students in all year levels to achieve high level literacy outcomes. Main activities to support this include: • a range of standalone and serialised Literacy professional learning courses provided both online and face- to- face. • follow up support and in-class coaching focusing on best practice and pedagogy to upskill teachers. • raising teacher awareness to better meet the needs of EAL/D students. • building teacher competency for addressing literacy outcomes across all Learning Areas General Capabilities) • site specific consultancy providing support at the whole school and individual teacher level.	Reform Fund: $200,000 Funding from other sources: $150,000	• Teacher pedagogy and knowledge about language and literacy improved through PL. • Teachers apply strategies introduced in PL courses in their classrooms and across learning areas • Teachers have raised awareness of tools available, to assess and plan for EAL/D students. • Whole-school approaches to the teaching of literacy is evident in school literacy renewal plans.	• Over 60% of AISWA schools represented at Literacy/English workshops either face to face or online. • 75% 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.

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	• creation of up-to-date PL through collaboration with outside agencies to provide new learning such as Word Inquiry, Poetry and Evidence- Based Literacy Renewal. • collaboration with other sectors and universities to facilitate sharing of best practice and networking amongst teachers		• Teachers are involved in professionally supported collaborations	• 50% of schools request visits for either ongoing whole school PL and/or support. • Collaborative projects are shared and replicated by other teaching staff such as Word Inquiry, Poetry.
<u>National Policy Initiative:</u> A. Supporting students, student learning and student achievement **c. Numeracy & Mathematical Competency**	**Numeracy and Mathematical Competency** Numeracy and Mathematical Competency in 2023, consultants will continue to work with teachers and education assistants in supporting students to achieve high level numeracy and mathematical outcomes. There are six main areas of activity. 1. In-School professional learning and mathematics planning and pedagogy sessions, that will be conducted one to two times a term, for each of the four terms. 2. Delivering a Whole School Approach (WSA) professional learning suite for the teaching and learning of Place Value to metropolitan and regional schools. A six session Facilitator's Guide, 14 videos, activities books and assessments for Years 1 to 5, will support teachers in developing better understandings. This targeted mathematics support for schools will upskill teachers to become more confident and capable maths teachers. 3. A series of one day professional learning courses on fractions, place value, basic number facts and connecting story with mathematics, will encourage schools to adopt a WSA when teaching these concepts. Using routines and engaging pedagogical approaches will be emphasised.	Reform Fund: $200,000 Funding from other sources: $150,000	• Professional learning to foster pedagogical change in the classroom. • Provision of quality classroom resources developed for the teaching and learning of mathematics and used by teachers. • Improved teacher understanding and confidence in using a variety of assessment practises. • Teachers using assessment data, to inform their teaching. • Raise the awareness and importance for the	• Requests for whole school numeracy profession learning and planning for multiple sessions. • 50% of visited schools will develop a WSA for the teaching and learning, in areas such as basic facts fluency and place value. • High demand for place value videos, books and supporting materials. • Over time, data to show improvement on place value assessment tests. • 30 school based Professional Learning (PL) events.

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	These events will be complemented with shorter in-school sessions. 4. Participation in mathematics and numeracy projects. AISWA will engage in university collaboration with to develop quality professional learning and resources to support assessment and intervention practices for mathematics targeting teachers in remote and rural school. AISWA's recent project work using Brightpath Maths, will be built upon. 5. Consultants will continue collaborating in writing projects, such as, "Teaching Mathematics Through Story Books", making mathematical connections with literacy. Similarly, a series of books for Years 4, 5 and 6 on mathematical vocabulary practice, will be published in 2023 to support the better understanding for the literacies of mathematics. 6. 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 2023. The sessions will use resources to foster a happy disposition and positive attitude towards mathematics for both teachers and students.		understanding of maths literacies, such as vocabulary, graphics, and symbols. • Students will work individually and collaboratively, using a variety of tasks, routines, and games to make maths connections. • Creating a happy disposition towards Mathematics for both teachers and students	• Increase in teacher motivation and confidence, through continued contact and support. • Schools requesting or attending maths PL that makes mathematical connections with literacy. • High ratings feedback from evaluations completed at PL workshops and school visits. • Schools are using a range of pedagogies, including maths games
Implementation of Australian Curriculum: STEM in schools National Policy Initiative: A. Supporting students, student learning and student achievement:	• AISWA 2023 STEM provision will continue to actively promote and support teacher growth with Technologies and Digital Literacy (specifically new elements of online safety and security), but also encourage the development and promotion of more inclusive solutions-focused, curriculum-based, interdisciplinary STEM project work in collaboration with T&L and Numeracy funded projects. • Continue to address a sector-specific requirement for attention to the needs of 'late adopter' schools and assistance for school leaders. Provide inclusive online	Reform fund: $50,000 Funding from other sources: $50,000	• Continued implementation of the National STEM School Education Strategy 2016-2026. • Provision based on PL participant and school feedback data re: specific/emerging needs. • Creation/publication of new AISWA Online courses related to STEM.	• Surveys/feedback indicate satisfaction for attention to school/teacher needs. • Analysed data shows STEM/Tech engagement generally increased from 2022); • 10 equipment loans to schools.

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State Bilateral: Science, Technology, Engineering and Maths (STEM)	(synchronous and asynchronous) and face-to-face PL opportunities for remote, regional and outer metro schools. Provide a greater diversity of topics that also meet the needs of higher capacity STEM teachers. Re-invigorate challenge and innovation. • 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, STEM careers info/resources, inclusive STEM and equitable access to a variety of resources. • Consultant will work with external STEM providers to supplement the range of PL opportunities. STEM topics included in Early Years PL (*Little Scientists*) and Maths publications of classroom materials and action research reports. Tech offerings will specifically include XR/3D modelling, electronics, general robotics and coding products for Primary; new on-demand STEM pedagogy focused courses; attention to cybersafety content; AISWA STEM resource hire fleet upgraded. There will be a re-focus on the value of STEM for development of both 'hard' and 'soft' skills, and both critical and creative thinking. • Offer STEM project showcase days and Masterclasses. Maintain the STEM/Integrated ICT Leaders network group developed in 2022. • AISWA maintain a formal agreement with KodeKLIX® and a consultative role for new products for primary. Materials are curriculum aligned. • Continue to contribute to STEM forums – ISA, ACARA, SCSA and DoE initiatives, industry/workplace round-tables and University research related to Technologies and 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 delivered, including. with industry partners. • 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; • STEM projects/ideas presented/published - various conferences/ forums, etc.	• 10 new curriculum resources or links added to AISWA STEM website; regular socials feeds. • 2 new STEM related courses created for AISWA Online (on demand) including for mixed mode type. • 6 occasions where online STEM-related PL has been delivered (S T E or M). • 10+ schools involved in STEM-related innovation projects (2+ remote or regional). • 1+ industry innovation partner involved in new project. • 3 case study projects presented • 2 large-forum STEM Integration Innovation days (inc collaborative with T&L). • schools engaging with SiP materials • Publication of materials from 2 STEM-related case studies (if funding available).

Project title	Project description and activities	Indicative budget	Expected outcomes	Indicators of success
Implementation of Australian Curriculum: High Impact Teaching Practices National Policy Initiative: A. Supporting students, student learning and student achievement: i. Enhancing the Australian Curriculum to support teacher assessment of student attainment and growth against clear descriptors *State Bilateral:* *General Capabilities*	**High Impact Teaching** This initiative focuses on the continued development of professional knowledge of the science of understanding learning, and evidence-based instructional strategies related to what works to improve learning. In 2023, 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.	Reform Fund: $100,000 Funding from other sources: $150,000	• 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 apply feedback and consider informed changes to practice. • Increased skills and capacity of AISWA Consultants to support teachers and PL communities. • Teachers facilitate transfer of learnings to the school community.	• 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. • Participants share their understandings through communities of practice. • Increased teacher resources collected and shared.
Implementation of Australian Curriculum: Aboriginal Independent Community Schools National Policy Initiatives:	The focus for 2023 will be the continuation of curriculum support for all educators in the fourteen AIC Schools. This will include: • Whole School approaches to Curriculum, Assessment and Reporting with a focus on meeting students' needs through personalised learning	Reform fund: $225,000	• Whole school curriculum, assessment and reporting plans reflect individual school contexts. • Improved teacher competence in meeting students' needs in diverse contexts.	• All AICS are represented at the 2 conferences by sending teachers, Principals and Aboriginal staff. • Positive participant

Project title	Project description and activities	Indicative budget	Expected outcomes	Indicators of success
A. Supporting students, student learning and student achievement:	• The development of Culturally Responsive Pedagogies Second Language Acquisition and EALD strategies, with upskilling of staff and modelling by consultants, and training via the EAL/D Hub. • 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 in Numeracy: pilot program in Numeracy, in partnership with UNDA Australia, to upskill Principals and teachers in alternative assessment tasks. • Support for the UWA Einstein First project and the implementation in schools of Maths and Physics through hands-on and modelled delivery and pedagogy. Key activities for 2022 include: • two conferences -focusing on curriculum, pedagogy, leadership and wellbeing of staff and students. • 4 Collegiate meetings including Broome, Goldfields, Port Hedland and Perth • Targeted on-line Professional Learning for Principals, Boards, teaching staff and Aboriginal Workers. • On-going Transition Pathways: preparation and readiness, Years 5, 6 & 7 and post-school Pathways and Transitions. • Facilitation of choice and access by pathways more equitable to community members and students	Funding from other sources: $250,000	• 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	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. • 0n-line webinar delivery 2022-23 to 40 staff involved in EAL/D Hub pilot • On-going Walmajarri webinars, 35 AICs teaching staff • Creation of culturally responsive resources and curriculum • Reports to parents reflect students documented learning plan.

Project title	Project description and activities	Indicative budget	Expected outcomes	Indicators of success
	• 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 • Staff induction assistance with a central role of language, culture and language ecologies.			
Building Cultural Competence in Schools National Policy Initiative: A. Supporting Teaching, school leadership and school improvement State Bilateral: Aboriginal Cultural Standards Framework	**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 2023 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. Participation of staff and principals in the EAL/D Hub and induction which is culturally responsive and includes cultural learning programs. Specific, targeted Governance visits to AIC schools individual boards, either in the school or at AISWA, in addition to the Governance conference. Support for the school development of a Gija curriculum at an AIC school with a pilot In residence program involving language curriculum consultants.	Reform fund: $80,000 Funding from other sources: $70,000	• 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.	• Consultants work with schools in their RAP journey. • 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; authentic and specific to individual AIC schools, recognising the differences between communities, culture and languages. • Trial of an 'in residence' program.

Project title	Project description and activities	Indicative budget	Expected outcomes	Indicators of success
	The aim is to increase the awareness of school staff professional learning opportunities to increase their cultural responsiveness. AISWA will encourage and support schools to develop Reconciliation Action Plans (RAP). Other activities expected to cascade from staff contact and school visits, and a Reconciliation Action Plans are: • 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 • Cultural Competence training for all AIC school and AISWA staff encouraged. • Development of a context aware and specific AISWA cultural awareness program.		• Increased staff confidence finding and accessing information and resources. • Increased staff awareness of AISWA support and information	