
Choice and Affordability Fund Annual Report

2020

Association of Independent Schools of Western Australia

Choice and Affordability Fund

Association of Independent Schools of Western Australia – Annual Report 2020

Executive Summary

In July 2020 we commenced work in the priority area of Transition Assistance as this is a major area in our workplan and we were keen to work with eligible schools as soon as possible. The first online meeting held was with the nine regional schools as identified in our workplan. Prior to the meeting we sent information to those schools and then walked them through the process for the next few years. This online meeting was followed up by further communication plus face-to-face meetings with each school over the next few months. AISWA also identified 14 additional schools that met the eligibility criteria for Transition Assistance. This criteria was a DMI that is at least 3 points higher than their 2011 or 2016 SES and have a growth rate of less than 3% during the period 2020 through 2029, and fees less than \$20,000. This group joined an online meeting and individual face to face meetings were scheduled following that online meeting. Under the transition assistance schools will develop transition plans with our assistance and will be entitled to direct grants from 2022.

To assist schools with their understanding as to how to plan for transition we worked with a demographer to analyse population growth and thus potential enrolments in schools in different geographic areas where the eligible transition schools were located. There were 22 schools attending the relevant sessions.

As part of the priority: Choice and Affordability element we held a number of webinars on marketing and working through their own public face, how to enhance their points of difference and thus schools presenting themselves as the school of choice. Schools were encouraged to unpack what they really offered potential families and ensure their mission reflected their offerings. These webinars were very well received and will be expanded in 2021 where schools will have the opportunity to do a deep dive into their offerings and develop a plan forward to ensure they are both the school of choice and provide value for the investment made by families.

During 2020 AISWA also commenced the three projects as part of the priority: Strengthening outcomes for schools and educationally disadvantage schools and students. These involved working with some of the Aboriginal Independent Community Schools on engaging community in the ongoing planning for improving student outcomes; working with the Curriculum RE-Engagement Schools to improve attendance and engagement and using the analysis of NAPLAN data to identify areas where student outcomes could be improved.

To support the priority: Student well being and support we commenced the development of policies and support processes to ensure all young people have a safe and supported learning environment. This element will be expanded in 2021.

During 2020 AISWA developed a process whereby schools could apply for Special Circumstances Funding but no applications were received.

Progress against your agreement and/or work plan

Within the Choice and Affordability priority we have commenced the work with schools to enhance their image through looking carefully at what they offer to families and how that can best be communicated. We have worked across a range of schools from the metropolitan and regional areas and drawn from our diverse school types. While 2020 saw some schools reduce fees and many freeze fees, schools also recognised they could not diminish their 'brand' so needed to ensure their provision of services was not diminished when looking at cost savings.

We worked with 'Image 7', School marketing specialists, to present four webinars on this aspect and that involved just over 75 schools joining those sessions, and most reported they followed up aspects of the webinars in their school following these webinars.

The Transition Assistance priority was the first to get underway with eligible regional and metropolitan schools initially joining online meetings to hear an explanation of the process and then with ongoing communication with AISWA and face to face meetings. A number of schools took the opportunity for AISWA to undertake an analysis of their finances and to suggest scenarios for going forward and managing their reduced funding which would then feed into their transition plan. The work started with 23 schools, 9 from the regional list and another 14 that were also eligible from both the metropolitan and regional areas. To assist schools with their forward planning AISWA provided them with an indicative grant amount for 2022 and beyond.

The priority: Strengthening outcomes for schools and educationally disadvantaged schools and students started with three projects and all are making progress. All the Aboriginal Independent Community Schools were provided information on the project to increase community engagement in planning for improved students outcomes. This was through a webinar and at a face-to-face meeting. During 2020 two schools opting in and we hope 2021 will see some additional schools. Early in 2021 we did run a two-day governance session for principals and school governing body members from the Aboriginal Schools and that very successful two days should result in continued engagement in this project.

Work with the Curriculum and Re-Engagement schools started well with four schools (Port School, Bunbury Regional College and two campuses of Alta-1) involved. This project assists schools examine their offerings and the needs of their students and ensure their offerings match their needs and are engaging and thus improving attendance.

The NAPLAN work meets both State and Federal priorities and should result in improved understandings in the areas of Mathematics and English by teachers really understanding what the data tells them about their student's understandings and how these gaps can be filled. This project is over at least 18 months and due to 2020 being a very disruptive year involved three schools initially with many more joining in 2021.

The priority: Student well being and support is building upon some existing work in the area and expanded that level of support. The development of expanded learning programs and some online training courses ensures all schools can have access to this support over time. There is considerable demand from schools for additional training in the area keeping children safe and supported and this element continues to assist in meeting that demand.

The distribution of funding

See Attachment A

NGRB Expenditure Profile

	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
Estimated expenditure	368,200	797,430	5,537,447	5,674,277	5,815,971	5,961,917	6,112,241	6,267,077	6,426,558	6,590,820

Expenditure of the bulk of the Fund has been deferred until 2022 and beyond when all schools will be on their DMI CTC and the impact of a significant rise in their CTC is felt by a number of schools. The plan would be to provide schools with direct grants to soften the impact of an increase in their CTC. In 2020 and 2021 the plan was always to work with schools to plan for 2022 and that is the main area of work for those 18 months.

Interest Earned

The interest earned in 2020 has been added to the 2022 expenditure.

	2020 \$
Interest earned	740.00

Priority Area	Activities and Initiatives	Achievement against objectives in workplan
Choice and Affordability	<p>Schools look at choice in the independent sector through a series of four 1 ½ hour Masterclasses with Image 7, a School Marketing Group:</p> <ul style="list-style-type: none"> • School Marketing Masterclass: Why school marketing is different. How to implement and develop an effective marketing strategy to stand out from the crowd. • How to build a school brand that drives enrolments in the digital age. • How to make advocates out of your community. Building brand equity through a consistent approach to parent communication. • Do you really know your audience? The importance of research and understanding your community. <p>To assist with the business planning element a webinar on school financing and approaches to reducing costs was run by John Somerset with 75 schools attending.</p>	<p>As a result of these sessions run over a 3 month period the 75 schools that attended were able to work through a process to be clear about what their school can offer families. Schools reflected upon their business model with a view to maintaining their point of difference and remaining an affordable option for families.</p> <p>Schools reported it was a very useful series that enabled them to reflect on their own image and gradually make changes to websites, communications to parents and potential families and to introduce new ways of reaching their market.</p> <p>The session on school financing was well attended by schools who gained specific financial insight into ratio analysis of school financial data. In-depth analysis of historical data and comparative benchmarks which provide school decision makers with confidence in the decisions and directions a school may be heading. Reporting at this level can inform future strategy as schools face less funding and need to rationalise their operating structures. This session was well received with John Somerset highlighting the importance of cash flow forecasting in readiness for reduced funding scenarios.</p>

Priority Area	Activities and Initiatives	Achievement against objectives in workplan
Transition Assistance	<p>There are two target groups here: nine regional schools identified by DESE and to be eligible had:</p> <ul style="list-style-type: none"> • 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. <p>A second group was identified from regional and metropolitan areas that had:</p> <ul style="list-style-type: none"> • a Direct Measure of Income CTC change of 3 or more points from either the 2011 or 2016 SES CTC score, • had a growth rate of less than 3% from 2020 to 2029, • have an average fee level of less than \$20,000. <p>The work with schools commenced with a dedicated online meeting for each group where the process was explained and followed up with individual face to face meetings.</p> <p>This group totalling 23 schools also had access to demographic data presented by a demographer with a report tailored to the circumstances of each school. Schools could then use this analysis to determine where best to target their marketing and to plan for growth.</p> <p>There was also an offer of a forensic financial analysis and the development of a transition plan to ensure financial sustainability. The transition plan will include an application for direct grant assistance.</p>	<p>AISWA developed a model and an approach to do the forensic financial analysis of schools. While not all schools took up this offer many did and found the results very useful for planning for the future.</p> <p>A template for a transition plan for schools has been developed and shared with these schools.</p> <p>Schools have also been provided an indicative grant amount so that when planning they can build that into their calculations. Transition plans will be submitted later in 2021 after the August 2021 census is available and the new 2021 DMI scores have been released based on the 2021 name and address collection.</p>

Priority Area	Activities and Initiatives	Achievement against objectives in workplan
<p>Strengthening outcomes for schools and educationally disadvantaged schools and students</p>	<p>AISWA has three projects within this priority: <i>Work with Aboriginal Independent Community Schools to engage community to support improved educational outcomes for students.</i></p> <p>The essential focus on two-way learning for the empowerment of school board members in making their voices heard and acted upon would be facilitated through:</p> <ul style="list-style-type: none"> • Empowering community mentors in guiding ‘the right way’, and cultural understandings. • Framing ‘school board’ language and concepts through the application of culturally significant metaphors, <i>e.g. Turtle Steps</i>, has generated an agentive 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. <p><i>Work with Curriculum and Re-engagement schools to improve attendance and engagement of secondary disengaged students.</i></p> <p>To Increase attendance and engagement creative learning strategies were implemented through the establishment of meaningful partnerships between teachers, creative (arts) practitioners and young people. This complemented school strategies for raising attainment, improving well-being and supporting inclusion.</p> <p>The partnerships addressed a priority learning area—mathematics, HASS or science—and employed creative ways of teaching the curriculum. These partnerships continue to transform the learning experience of young people and to prepare them for the opportunities and careers of the twenty-first century.</p> <p><i>Support for schools seeking to use NAPLAN results to assist in planning support for students</i></p> <p>The project identified the learning needs for students based on misconceptions in Mathematics or specific areas of English development. The assessment analysis checked against a progression of skills from the early years. The students identified at or below minimal standard had Individual education programs developed based upon their knowledge and understanding. Using the <i>Valuate</i> 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.</p>	<p>A strong partnership was developed with two schools and an organisation (Forward Thinking Consulting) that supported the Gunbalanya community in NT is changing the way their community engaged in education. Schools and governing body members developed their expertise and decision-making skills to drive positive change in the school. This project continues in 2021.</p> <p>A strong partnership was developed with ‘Form’ to support the four schools involved in this project. Schools worked on co-designing curriculum and this work continues into 2021. Schools opt in to be part of the project and have committed to continuing in 2021.</p> <p>The learning needs of students were identified and individual learning plans developed and implemented to differentiate the curriculum so that each student could improve. The overall objective of this project was to improve student and school performance so the 2021 NAPLAN results should improve over 2019.</p>

Priority Area	Activities and Initiatives	Achievement against objectives in workplan
Student wellbeing and support	<p>This project utilised the expertise of an AISWA staff member trained in Child Safety and Protection. Part of the role was to keep the Inclusive Education team updated on Child Protection matters, to ensure the team can support schools in this area. AISWA supported schools assisting them creating and implementing a child safe organisation and in fulfilling the requirements under <i>State Registration Standards and other Requirements for Non-Government Schools</i> Standard 10 (Child Abuse Prevention) through:</p> <ul style="list-style-type: none"> • Having access to an AISWA staff member for support in the areas of Child Abuse, Grooming and Mandatory Reporting • Having available child safe programs and training for all staff to ensure opportunity for the safety for all students • Updating schools with Child Protection information / changes • To support schools (School leaders and Mandatory Reporters) in the Mandatory Reporting process and other forms of abuse reporting procedures including following policies and procedures of Independent Schools • Provide guidelines on Policies, procedures and practices that relate to Child Protection 	<p>A range of policies and professional learning programs were developed for schools to undertake training in creating a safe educational environment for all students</p> <p>The objective of this project was to ensure all schools have strong procedures in place to ensure the safety and support of all young people in their care</p> <p>Students should also feel empowered to ask for help when feeling unsafe and vulnerable</p>
Special Circumstances Funding	<p>An application form was developed to be used by schools to apply for special circumstances funding. No applications were received in 2020</p>	<p>No applications were received in 2020</p>

Please see Attachment A for detail on schools

Regional Assistance

The nine identified regional schools all attended an online meeting in July 2020 when we explained the project to them and the process developed to support them and eventually provide direct grants to them in 2022. All schools were provided an opportunity to access the AISWA forensic financial analysis and while some took up this offer others felt they already had that expertise in house. The schools were all provided an indicative amount they would receive in 2022 and beyond with a disclaimer that the actual amount could change if their DMI CTC changed, their enrolments changed and the uncertainty about the indexation rate out to 2029. All nine schools received support through phone and email and at least one face to face meeting. The exception to this was the three schools (Georgiana Molloy Anglican Schools, St James Anglican School and Esperance Anglican Community School) that are

part of the Anglican Schools Commission (ASC). AISWA has engaged with the head office of ASC to discuss the transition support for those schools.

The schools were provided the opportunity to access the Choice and Affordability webinars, the Somerset Financial Planning webinar and the demographics presentation that targeted each of their locations.

The schools will be supported in 2021 to develop their transition plans, and ASC will develop one on behalf of their schools.

National Adjustment Assistance Fund

The schools eligible for assistance under NAAF are almost all high fee schools, and none are impacted until 2022 and two not until 2025. These schools have been able to access other CAF initiatives in 2020 and many joined the financial planning and marketing webinars. One of the very small schools in that group was not provided a DMI CTC score in 2020 as they have less than 10 funded students.

Measuring success

During 2020 we referred to the expected outcomes and indicators of success as outlined in our 2020 Workplan for our various projects. As a sector we can offer to schools involvement in a project or access to online and face to face support, but schools will decide for themselves if they will participate. The take up of online webinars has been very good and that was in part due to COVID and restrictions in place and many schools reported they preferred that mode of delivery and support as it was much more time efficient and the sessions were very well targeted and stayed on track. Attendees were quite happy using the chat function to ask questions and make comment and from that we could see how engaged they were in the various topics.

As 2020 was only from July 1 there was only 5 months to do a lot of the work and as the workplan was for 18 months much of the final measuring success will be in the 2021 report. An example is the Choice and Affordability element. Great take up of webinars on Marketing and great questions and follow up. The in-depth work with a smaller group of schools will be in 2021 and we have six, not the 10 hoped for, that will be part of that project in 2021. We do hope to have another group in 2022. WA has had two short lockdowns this year and schools are nervous about committing themselves to too much.

Engagement with the transition assistance has been very good with schools planning their transition and working either with AISWA or sometimes within their school to ensure plans are in place for 2022. During 2021 I had thought of adjusting my plan slightly to distribute funds to transition schools in 2021 to support them in their planning.

There has been some great work around Strengthening Outcomes for Schools and Educationally Disadvantaged Schools and Students. We did have all 13 Aboriginal schools attend the initial introduction to the project to engage community members and in 2020 had only two schools move ahead with that project. At our Aboriginal Schools Governance conference in March 2021 there were 12 schools and 34 principals and community members present and the interest in really engaging community in the improvement of students outcomes was very strong.

The four Curriculum and Re-engagement schools involved in their projects are making progress co-designing curriculum and assessment modes to engage the disengaged students in their care.

The work on NAPLAN has reported strong interest and schools undertaking NAPLAN online in 2021 have participated in targeted professional learning using AISWA's Valuate tool that analyses NAPLAN data. Schools have started sharing their workplans and data on student gain so the impact of the work can already be seen.

Work is well underway supporting student well being with schools receiving regular updates and access to additional support material. Requests for training have increased and by mid 2021 AISWA will have finalised some of the online

learning modules being develop in the area of Child protection and Safety. Restrictions due to COVID did result in more online engagement with schools rather than face to face

The 2020 projects will continue into 2021 and beyond and feedback from schools will determine which ones go on in 2022 and beyond. The in-depth work with schools through the Choice and Affordability will continue into 2022 with a new group of schools and transition assistance will continue throughout the 2022 to 2029 period.

Summary of outcomes

Priority ¹	Activities/Initiatives	Budgeted ²	Spent ³	Description of outcome against targeted priority
Priority as per your agreement/work plan	Activities and initiatives as per your agreement/work plan	Expenditure on the activity managed centrally by the NGRB and funding distributed to schools.		Please provide a description of outcomes achieved against the targeted priorities and indicators of success in your agreement/work plan
Choice and Affordability	Schools are invited to join a project that looks at what 'choice' in the independent sector represents and how to enhance what they offer in attracting families. This would include reflecting upon their business model to identify the 'value for money' parents get and identify ways to become more affordable while maintaining their point of difference.	Centralised \$20,000	Centralised \$20,844.72	Participating schools have a clear statement of what they represent and provide to families in terms of choice. Participating schools have reviewed their mission and communications and are looking at their business model and modified it as appropriate to ensure they continue to be affordable while maintaining their point of difference. Potential Independent school families have a process to use in selecting a school.
		Distributed \$0	Distributed \$0	
Transition Assistance	Schools undertake a forensic analysis of their business model and financial data to identify potential savings and develop a transition plan that reflects the reduced grants through the DMI CTC and to ensure financial sustainability	Centralised \$155,000	Centralised \$154,810.86	A model for the forensic analysis of a school's business model and financial data has been developed and used by some schools. Schools have a number of scenarios to evaluate the best transition path. A process for developing transition plans has been produced for use by schools. Schools have an indicative grant amount for 2022 and beyond.
		Distributed \$0	Distributed \$0	
Strengthening outcomes for schools and educationally disadvantaged schools and students	Work with the Aboriginal Independent Community Schools to engage community in the school to support improved educational outcomes for students	Centralised \$45,000	Centralised \$48,362.93	Participating schools started to develop a case for change and expressed a desire to continuing working in this space. The schools governing body, started to develop its knowledge, expertise and decision-making skills to drive positive change in the school and community
		Distributed \$0	Distributed \$0	

	Work with the Curriculum and Re-Engagement Schools to improve attendance and engagement of secondary disengaged students to improve educational outcomes	Centralised \$25,000 Distributed \$0	Centralised \$25,000.00 Distributed \$0	Participating schools developed a case for implementation and developed an ethnographic approach with students to determine the co-designed curriculum implementation. School based project managers supported the program implementation to ensure high participation.
	Using analysis of NAPLAN data and WA's OLNA (Online Literacy and Numeracy test for secondary students) data identify underperforming schools for intensive intervention to improve student outcomes	Centralised \$50,000 Distributed \$0	Centralised \$45,879.30 Distributed \$0	Schools were able to identify the learning needs for students based on misconceptions in Mathematics or specific areas of English development. Schools used the assessment analysis to check against a progression of skills from the early years. Schools identified those students at or below minimal standard and worked on Individual education programs based upon their knowledge and understanding. The data was used to plan a program which differentiates the learning for each individual student. The data was used to make the learning visible for both students and parents
Student Well being and support	Develop robust policies and procedures for schools to use to ensure young people are provided a safe and supported learning environment including enhancing the the mental health Of the young people in their care	Centralised \$45,000 Distributed \$0	Centralised \$45,102.67 Distributed \$0	Professional Learning and consultation in implementing National Principals of Child Safe organisations. Full day Professional Learning in <i>“Child Safe Independent Schools”</i> – <i>Implementing the National Principals for Child Safe Organisations from an Independent School perspective.</i> Schools are aware of resources and staff available to further assist in this implementation (e-learning modules etc) Training and advice was provided to schools in: <ul style="list-style-type: none"> • Staff Code of Conduct • Mandatory Reporting, Grooming and all forms of child abuse

				<ul style="list-style-type: none"> • 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 • Schools are informed of updates in the area of 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
Development of an application and review process to use upon request from schools for special circumstances funding		Centralised \$20,000	Centralised \$20,000	An application form was developed and the process shared with schools through information sessions and written documentation. No applications were received in 2020 so no funds distributed.
		Distributed \$0	Distributed \$0	
Administrative costs ⁴		\$8,200	\$8,2000	
TOTAL		\$368,200.00	\$368,200.47	

Association of Independent Schools of WA

Choice and Affordability Fund - list of schools that have accessed centralised support by priority

Attachment to the annual report
for the financial period 1/7/20 to 31/12/20

Choice and Affordability		Transition assistance - other		Regional transition assistance		Transition assistance - former NAAF schools		Special circumstances		Strengthening outcomes for schools		Student wellbeing and support		Other priorities	
AGEID	School Name- Image 7 Marketing	AGEID	School Name	AGEID	School Name	AGEID	School Name	AGEID	School Name	AGEID	School Name	AGEID	School Name	AGEID	School Name
14323	Al-Hidayah Islamic School	29057	Austin Cove Baptist College	65	Bunbury Cathedral Grammar School					16104	(CARE) Port School	14323	Al-Hidayah Islamic School		
2755	All Saints' College	13602	Frederick Irwin Anglican School	25081	Court Grammar School					26753	(CARE) Alta -1 Joondalup Middle School	26753	ALTA-1 College		
29057	Austin Cove Baptist College	13595	Grace Christian School	27701	Esperance Anglican Community School					26753	(CARE)Alta -1 Ellenbrook Middle School	4058	Australian Christian College Darling Downs		
16671	Australian Islamic College (Kewdale)	2084	Helena College	16332	Georgiana Molloy Anglican School					85184	(CARE) Bunbury Regional Community	16671	Australian Islamic College (Kewdale)		
28580	Banksia Montessori School	16533	Hope Christian College	14590	Geraldton Grammar School							86520	Eton Farm Primary School		
14234	Beechboro Christian School	13656	John Wollaston Anglican Community School	15894	Great Southern Grammar							86326	Hensman Street Elementary		
2725	Beehive Montessori School	13592	Lake Joondalup Baptist College	30237	St James Anglican School							2761	Pioneer Village School		
16920	Blue Gum Montessori School Inc.	15360	Living Waters Lutheran College	13741	Swan Christian College					14321	Carnarvon Christian School 2020	16104	Port School		
16595	Bold Park Community School	18149	Mandurah Baptist College	15338	Tranby College					16671	Australian Islamic Kewdale 2020	14597	Quinns Baptist College		
8870	CAPS Kurrawang	23696	Peter Carnley Anglican Community School							84	Hale School 2020	2704	Quintilian School		
15683	Carey Baptist College, HARRISDALE Campus	16076	Peter Moyes Anglican Community School									17313	Sowilo Community High		
63	Carmel Adventist College Primary	5482	Rockingham Montessori School							2756	Caps Coolgardie	13286	St Andrews Grammar		
2085	Carmel School	5398	South Coast Baptist College							8870	Caps Kurrawang	4233	St Stephens School		
14321	Carnarvon Christian School	23697	Swan Valley Anglican Community School							16023	Kulkarriya Community School	3177	Telethon Speech & Hearing		
16607	Casa Mia Montessori									17285	Nyikina MangalaCommunity School	13320	The Kings College		
13800	Chrysalis Montessori School									13289	Parnngurr Community School	242	Treetops Montessori		
25081	Court Grammar School									13596	Purnululu Community School	15378	West Coast Steiner		
16330	Ellenbrook Christian College									4264	Rawa Community School				
2766	Emmanuel Christian Community School									2705	Strelley Community School				
27701	Esperance Anglican Community School									13603	Wongutha CAPS				
15423	Foundation Christian College									16021	Wulungarra Community School				
25121	Fountain College									14016	Yakanara Community School				
13602	Frederick Irwin Anglican School									29953	Yiramalay/Wesely Studio School				
2723	Geraldton Christian College									2771	Yiyili Aboriginal Community School				
14590	Geraldton Grammar School														
13590	Golden Hill Steiner School														
16673	Goldfields Baptist College														
13595	Grace Christian School														
86326	Hensman Street Elementary														
18017	Heritage College														
16533	Hope Christian College														
29800	Immaculate Heart College														
23672	International School of Western Australia														
13656	John Wollaston Anglican Community School														
13867	Kalamunda Christian School														
2752	Kerry Street Community School														
13592	Lake Joondalup Baptist College														
243	Lance Holt School														
25987	Leaning Tree Steiner School														
15360	Living Waters Lutheran College														
2769	Margaret River Independent School														
14322	Margaret River Montessori School														
2190	Moerlina School														
1374	Mundaring Christian College														
30268	Northshore Christian Grammar School														
13271	Parklands School														
4236	Perth Individual														
6884	Perth Waldorf School														
2761	Pioneer Village School														
126	Presbyterian Ladies' College														
14597	Quinns Baptist College														
2704	Quintilian School														
5482	Rockingham Montessori School														
234	Scotch College														
17162	Silver Tree Steiner School														
17271	Spirit of Play Community School														
13594	St George's Anglican Grammar School														
30237	St James' Anglican School														
13655	St Mark's Anglican Community School														
201	St Mary's Anglican Girls' School														
4233	St Stephen's School														
13741	Swan Christian College														
23697	Swan Valley Anglican Community School														
3177	Telethon Speech and Hearing Centre														
13320	The King's College														
109	The Montessori School, Kingsley														
15338	Tranby College														
242	Treetops Montessori School														
237	Victoria Park Christian School														
15378	West Coast Steiner School														
13603	Wongutha CAPS														
2748	Woodbury Boston Primary School														
29953	Yiramalay/Wesley Studio School														