
Choice and Affordability Fund work plan

2020 and 2021

**Association of Independent Schools of South Australia
(AISSA)**

Choice and Affordability Fund

Association of Independent Schools of South Australia – Work plan 2020 and 2021

Summary

The Association of Independent Schools of South Australia (AISSA) represents the interests of 104 member schools. All South Australian Independent schools are members of the Association. The AISSA welcomes the opportunity to outline the activities which will be funded under the Choice and Affordability Fund across 2020 and 2021. The AISSA work plan is underpinned by the agreed national priorities along with the localised needs of member schools and their students.

The AISSA plan is designed to strategically maximise funding for all schools while enabling the Association to meet its obligations under the agreed national transition assistance priority to support Independent schools to transition to the Direct Measure of Income by 2029. \$1,614,573 of 2020 and 2021 funds will be forward committed toward the provision of assistance from 2022 when schools will be directly affected. Over the period 2020 and 2021, support will focus on assisting affected schools to engage strategic business development support to identify potential business model adaptations. In addition, specialist support will be engaged to determine an equitable and fair formula for distributing the direct grants from 2022, along with supporting schools in meeting legislative obligations. Funds quarantined by the Australian Government under the national priority, regional transition assistance, will be forwarded to the Approved Authority for payment in direct grants to the schools which meet the agreed national criteria for each of the years 2020 and 2021.

In recognition of the South Australian economic context, which includes impacts arising from the closure of large manufacturing industries, drought, bushfires and most recently COVID-19, external professional expertise will be engaged to work with schools experiencing financial stress resulting from economic impacts on school families. Schools will be supported to strategically implement business development plans to enable streamlining of business practices, while maintaining choice and affordability. Small grants will be provided under Special Circumstances funding, to schools experiencing financial stress directly as a result of COVID-19, to assist with meeting the increased costs of maintaining a safe and hygienic environment for staff and students. A contingency will also be set aside each year to assist schools requiring short term emergency assistance as per the criteria outlined in the Choice and Affordability Guidelines

Nine key projects will facilitate the priority of strengthening the outcomes for schools and educationally disadvantaged schools and students. These projects draw from current education research with the objective of supporting schools to enhance student outcomes in a long-term and sustained manner. Over two years, school leadership teams will lead and embed improvement initiatives drawing upon a recognised school transformation framework of collaboration, critical reflection, communication and creativity. A social innovation education strategy will empower student outcomes through the design of real-world learning solutions and responding to specific social challenges posed across contexts.

Recognising the significance of emerging technologies and the importance of STEM, students from under-represented groups (Aboriginal and Torres Strait Islander students, girls, regional/rural, disadvantaged) will access virtual reality technology to actively build a scientific community of innovation. The AISSA STEM conference will offer school leaders and educators the opportunity to strengthen their knowledge and understanding of best practice and an increased awareness of industry partnerships and applications, thus affording students richer multidisciplinary opportunities for real world problem solving.

The STEM projects work in synergy with an initiative that sees the Science elaborations explicitly

embedding Aboriginal and Torres Strait Islander perspectives into learning design. This aims to honour historical and cultural scientific perspectives through the development of quality learning experiences for students. Additionally, a cultural immersion program will support the deepening of relationships and respectful connections with Aboriginal and Torres Strait Islander families, students and people.

A consultant will be engaged on a part-time basis to provide specialist support to member schools to develop high quality school industry partnerships that enhance access to vocational education and training for students, in particular those with diverse learning needs.

Significant work will also be undertaken in relation to student wellbeing and learning including workshops specifically targeted at school boards and whole school staff, as well as involvement in a cross-sector collaboration project.

The AISSA will continue to be responsive to the needs of Independent schools in South Australia and is committed to progressing the initiatives in this workplan. Additional priorities may be funded in future workplans in response to emergent national funding priorities and newly identified needs of the South Australian Independent school sector. Activity described exceeds usual service provision to Independent schools by the AISSA and would not be possible without the Choice and Affordability Fund. The work plan outlines a comprehensive sector strategy that will enable a continued focus on, and investment in, the very best outcomes for students in South Australian Independent schools.

Summary of budget

Priority	Activities/Initiatives	Expenditure type	Choice and Affordability funding	
			2020	2021
Choice and Affordability	Business Development Planning	Centralised	\$94,671	\$132,522
		Distributed	-	-
Transition Assistance	Business Development and Transition Assistance Program	Centralised	\$30,764	\$62,456
		Distributed	\$50,000	\$50,000
	Regional Transition Assistance: Direct Grants	Centralised	-	-
		Distributed	\$139,720	\$144,470
Special Circumstances	COVID-19: Direct Grant Program	Centralised	\$29,894	\$60,705
		Distributed	\$500,000	\$500,000
Strengthening outcomes for schools and educationally disadvantaged schools and students	Deep Learning and Teaching: Generating Energy and Pathways for Sustained Improvement	Centralised	\$18,697	\$188,337
		Distributed	-	-
	Virtual World Builders Project	Centralised	\$200,328	\$170,184
		Distributed	-	-
	AISSA Educational Leaders STEM Conference 2021	Centralised	-	\$142,955
		Distributed	-	-
	Aboriginal Cultural Immersion Program 2021	Centralised	-	\$23,372
		Distributed	-	-
	Learning and Accreditation through a Learner Profile	Centralised	\$106,842	\$90,765
		Distributed	-	-
	Science: New Australian Curriculum Aboriginal and Torres Strait Islander Early/ Primary/ Secondary Elaborations Workshop Series 2021	Centralised	\$4,007	\$3,404
		Distributed	-	-
	Young Social Entrepreneurs	Centralised	-	\$90,765
		Distributed	-	-
	Certificate 111 in Education Support	Centralised	-	\$56,728
		Distributed	-	-
School Industry Partnership Program	Centralised	\$121,799	\$258,680	
	Distributed	-	-	
Student Wellbeing and Support	Centralised	\$46,426	\$94,849	
	Distributed	-	-	
Administrative costs			\$50,448	\$52,163
TOTAL			\$1,393,595	\$2,122,355

10 year profile and rationale for the expenditure of funds in future years:

\$1,614,573 of 2020 and 2021 funds will be forward committed toward transition support from 2022 for schools requiring support to transition successfully to the Direct Measure of Income funding arrangements. All South Australian Independent schools that meet the established criteria will be eligible for assistance. Six schools have been identified by the Australian Government that would have been eligible for assistance under the National Adjustment Assistance Fund (NAAF) for the period 2022-2028 with a further one school eligible in 2028. An analysis has been undertaken on the transition impact which has identified a requirement for significant adaptations to current business models. The scope of change will not be achievable in the two-year timeframe to commencement of the DMI, particularly in the context of the current economic climate which has seen school communities impacted by drought, bushfires and COVID-19 and, specifically in South Australia, the long-term impacts of the loss of manufacturing industries. The AISSA is cognisant that additional schools may require support in future years depending on the volatility of the new measure.

	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
NGRB's estimated funding allocation as advised by the department	2,522,381	2,608,142	2,696,818	2,788,512	2,883,320	2,981,354	3,082,718	3,187,532	3,295,908	3,407,968
Deferred expenditure profile	1,393,595	2,122,355	4,311,391	2,788,512	2,883,320	2,981,354	3,082,718	3,187,532	3,295,908	3,407,968

AISSA – Work plan 2020 and 2021

Initiative/activity: Business Development Planning

Relevant national/local priority: a) Choice and Affordability

Description:

The South Australian economy has been significantly impacted over the past several years by the closure of large manufacturing industries, drought, bushfires and most recently COVID-19. This has placed pressure on the ability of South Australian families to afford school fees with schools experiencing an increase in the levels of fee remissions and other support required to be provided to families and students. This has consequent implications for the long-term financial and strategic planning of some schools. Funding will be used to engage external professional expertise to assist schools in progressing business development plans to enable them to streamline business practices, to enhance choice and affordability. All schools will be able to apply provided they meet strict criteria, which will be developed in Term 3, 2020. Concurrently, professional expertise will be provided to support school leaders and school Boards to strategically navigate what are increasingly challenging times.

Indicative budget	Expected outcomes	Indicators of success
Choice and Affordability: \$94,671 (2020) \$132,522 (2021)	<ul style="list-style-type: none">• Schools will be supported to implement business development plans to enhance long-term financial stability.• School Boards and leaders will be supported	<ul style="list-style-type: none">• Development of application criteria.• 80% of participating schools report success in developing a business plan which will meet the long-term financial needs of their school.

AISSA – Work plan 2020 and 2021

Initiative/activity: Business Development and Transition Assistance Program

Relevant national/local priority: b) Transition Assistance

Description:

In 2020 and 2021 grants will be made available to enable South Australian Independent schools that require transition support, as a result of the implementation of the Direct Measure of Income funding arrangements over 2020 to 2029, to engage specialist services to assist in business development planning. The AISSA will engage specialist support and expertise to assist it in determining the criteria for eligibility for transition assistance along with an equitable and fair formula for distributing direct grants to eligible schools from 2022 and other activities related to school operations including compliance with legislative requirements. The program will be open to all South Australian Independent schools that meet the criteria. Six schools have been identified by the Australian Government that would have been eligible for assistance under the National Adjustment Assistance Fund (NAAF) for the period 2022- 2028 with a further one school eligible in 2028. Initial analysis indicates that the identified schools will likely require support to successfully transition to the new arrangements by 2029, in particular having regard to the South Australian economic context. The AISSA is cognisant that additional schools may meet the eligibility criteria for support once it is established and that updated DMI values may impact on the numbers of schools supported under this initiative over the period to 2029.

Indicative budget	Expected outcomes	Indicators of success
Choice and Affordability: \$80,764 (2020) \$112,456 (2021)	<ul style="list-style-type: none">Eligible schools will be supported to adapt current business models to enable them to transition to the DMI funding arrangements by 2029.	<ul style="list-style-type: none">Development of eligibility criteria.Development of equitable and fair formula for distributing direct grants to eligible schools.First round of grants to be distributed in 2020.Schools meeting the eligibility criteria for assistance are being supported to transition to the Direct Measure of Income funding arrangements by 2029.

AISSA – Work plan 2020 and 2021

Initiative/activity: Regional Assistance

Relevant national/local priority: Transition Assistance

Description:

Four regional schools have been identified by the Australian Government as eligible for regional assistance, all of which sit under one Approved System Authority. It has been determined that in light of the quantum of funding and the unique circumstances of each school, funding for 2020 and 2021 will be processed and paid by the AISSA to the Approved Authority for onward payment to each school. The Approved Authority will be able to determine the allocation for each eligible school, as per the agreed national criteria, with the funding fully expended in grants to the four schools. Centralised expenditure will be used to develop a formal agreement between the AISSA and the Approved Authority, along with an accountability process which will be implemented by the AISSA to ensure that funds are used in accordance with the Australian Government requirements and process the grant distribution. The nationally agreed criteria will continue to be used as a threshold for eligibility.

Indicative budget	Expected outcomes	Indicators of success
Choice and Affordability: \$139,720 (2020) \$144,470 (2021)	<ul style="list-style-type: none">• Eligible regional schools will receive direct grants to support transition to the DMI.	<ul style="list-style-type: none">• First round of grant funds distributed to participating schools in 2020 through a formal agreement between the AISSA and the Approved Authority for each participating school. Acquittal from Approved Authority.• Second round of grant funds distributed to participating schools in 2020 through a formal agreement between the AISSA and the Approved Authority for each participating school. Acquittal from Approved Authority.

AISSA – Work plan 2020 and 2021

Initiative/activity: Direct grants to assist with meeting the increased costs of maintaining a safe environment for staff and students in relation to COVID-19.

Relevant national/local priority: Special Circumstances

Description:

Funding will be allocated in 2020 and 2021 toward the provision of small grants to schools experiencing financial stress directly as a result of COVID-19 to assist with meeting the increased costs of maintaining a safe and hygienic environment for staff and students. Centralised expenditure will be used to develop eligibility criteria, along with an equitable and fair formula for distributing the grants to eligible schools, process grant payments and to develop an appropriate acquittal process. Eligibility will be determined by application.

Indicative budget	Expected outcomes	Indicators of success
Choice and Affordability: \$529,894 (2020) \$560,705 (2021)	<ul style="list-style-type: none">Schools will be supported to meet increased costs as a result of the ongoing requirement to increase safety and hygiene practices to mitigate the risk of the spread of COVID-19 in schools.	<ul style="list-style-type: none">Eligibility criteria will be developed for the Direct Grants to assist with meeting the increased costs of maintaining a COVID-19 safe environment for staff and students.Direct grants will be paid to eligible schools in 2020 and 2021.Schools meet all accountability processes for use of funds.

AISSA – Work plan 2020 and 2021

Initiative/activity: Special Circumstances.

Relevant national/local priority: Special Circumstances

Description:

The AISSA will develop an application and assessment process for schools which meet the Special Circumstances funding criteria as for short term emergency assistance as outlined in the Choice and Affordability Guidelines as follows:

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

The AISSA will assess individual applications in accordance with the criteria identified above. The AISSA will also provide Special Circumstances funding to schools in response to priority areas or natural disaster, including drought and bushfire, through establishing specific grant programs as required.

AISSA – Work plan 2020 and 2021

Initiative/activity: Deep Learning and Teaching: Generating Energy and Pathways for Sustained Improvement

Relevant national/local priority: d) Strengthening outcomes for schools and educationally disadvantaged schools and students

Description:

A two-year action inquiry project, formally commencing at the start of 2021, will be funded to support schools to enhance student outcomes in a long-term and sustained manner. The project is a collaboration between the AISSA and Professor Michael Anderson, Academic Leader and Dr Miranda Jefferson, Practice Leader; co-founders of 4C Transformative Learning.

Each participating team will examine and assess their school context to plan and implement holistic change initiatives using the 4C school transformation framework of collaboration, critical reflection, communication and creativity. A second key tool, the Learning Disposition Wheel, will identify key leverage points for improvement in addition to facilitating a common language for professional dialogue within and across participating schools.

The project is open to all member schools. Participating schools will be required to apply via an expression of interest.

Indicative budget	Expected outcomes	Indicators of success
Choice and Affordability: \$18,697 (2020) \$188,337 (2021)	<ul style="list-style-type: none">• The use of the 4C transformation framework underpins successful improvement initiatives.• Identified change initiatives are scaled through teacher practice across the school.	<ul style="list-style-type: none">• School leadership teams have a clear theory of action to lead, embed and sustain change in their communities.• Participants transfer the learning as relevant to their own context.

AISSA – Work plan 2020 and 2021

Initiative/activity: Virtual World Builders Project

Relevant national/local priority: d) Strengthening outcomes for schools and educationally disadvantaged schools and students

Description:

The *Virtual World Builders Project* will engage and empower South Australian junior high school girls and students from Indigenous, disadvantaged, regional and rural backgrounds in STEM learning and careers. This will be undertaken through harnessing new digital media, Virtual Reality (VR), in a unique fusion of STEM research activity aligned to the Australian Curriculum, hands-on creativity and sharing of learning products across the state and beyond.

The project offers students unprecedented access to create and share their own content using emerging VR technology, to deeply explore and develop their technical, creative and scientific-thinking through use of the technology as an embedded learning resource.

This project will take place over 4 stages:

1. Identification of project schools; development of inquiry-based units of work; establishment of evaluative data collection mechanisms; the development on an online resource repository.
2. Teacher and student participation in reflexive professional learning
3. Students undertaking of self-directed inquiry to create virtual worlds that explore real world problems; ongoing sharing of learning between project participants.
4. Showcase events staggered across 2021, coinciding with completion of learning and accessible to teachers and students in metropolitan, regional and remote areas; project evaluation.

The project allows students from the identified target group to demonstrate mastery of an emerging technology as a natural part of their everyday school life and will be authentic in the showcasing of learning products to those beyond the immediate classroom. The fusion of inquiry-based research will enhance student learning outcomes and application of contemporary and emerging technologies.

Indicative budget	Expected outcomes	Indicators of success
Choice and Affordability: \$200,328 (2020) \$170,184 (2021)	<ul style="list-style-type: none">• STEM participation by students from underrepresented groups (Indigenous, girls, regional/rural, disadvantaged).• Increased practical knowledge, skills and confidence of students in using immersive technologies.• Identification of STEM and VR career pathways and industry links.• An unprecedented opportunity to access VR for learning and to actively build a scientific community of innovation that is showcased locally, nationally and globally.	<ul style="list-style-type: none">• Four showcase events staggered across 2021 by region to coincide with students completing their virtual worlds as part of the unit of work.• Analysis of survey data, analytics data on student engagement and teacher reflection data undertaken.

AISSA – Work plan 2020 and 2021

Initiative/activity: AISSA Educational Leaders STEM Conference 2021

Relevant national/local priority: d) Strengthening outcomes for schools and educationally disadvantaged schools and students

Description:

STEM learning affords students the opportunity to solve real world problems using the disciplines of science, technology, engineering and mathematics in transdisciplinary ways. School leaders play a pivotal role in directing the culture of schools and therefore the pedagogical approaches that best underpin this learning.

The *AISSA Educational Leaders STEM Conference 2021* will bring together educators from the three education sectors - Early Years to Year 12, researchers and industry. They will consider new thinking about the constructs underpinning STEM and how this can be articulated and enacted in schools. The conference will showcase the breadth of opportunities within this rapidly expanding field in addition to illustrating dynamic connections within industry and post-school pathways.

The conference program includes opportunities to hear from three highly regarded keynote speakers and engage in professional conversations, workshops and a panel discussion, enabling delegates to explore and develop new ideas and thinking about the future of STEM Education.

Indicative budget	Expected outcomes	Indicators of success
Choice and Affordability: \$ - (2020) \$142,955 (2021)	<ul style="list-style-type: none">• School leaders and teachers strengthen their knowledge and understanding of best practice STEM approaches.• Teachers grow in their capability to implement best practice approaches to strengthen STEM outcomes for students.• School leaders and educators have an increased awareness of potential industry partnerships and applications, thus affording students richer multidisciplinary opportunities for real world problem solving.	<ul style="list-style-type: none">• 70% of participants report that they are more able to critically consider STEM issues in their schools.

AISSA – Work plan 2020 and 2021

Initiative/activity: Aboriginal Cultural Immersion Program 2021

Relevant national/local priority: d) Strengthening outcomes for schools and educationally disadvantaged schools and students

Description:

This program will provide opportunities to deepen school and student leaders' understandings of Australia's First Peoples, enabling them to lead authentic reconciliation initiatives with greater insight and to connect respectfully with Aboriginal and Torres Strait Islander families, students and people in their communities.

The *Aboriginal Cultural Immersion Program* will bring together current and aspiring school leaders, teachers and students to learn more about Australia's First Nations Peoples and to experience first-hand the uniqueness of an Aboriginal culture. The program will take place on Yolgnu country of East Arnhem Land, through the Culture College. Central to the cultural beliefs of the Yolgnu is the importance of two-way learning - a reciprocal sharing of cultural knowledge and wisdom between the Yolgnu people and visitors welcomed to their country. Having experienced comparatively little disruption since the arrival of Europeans, project participants will experience the complex and rich cultural life of the Yolgnu people. They will be immersed in learning about kinship structures, language, traditional food sources and medicines, in addition to participating in key day to day activities including basket weaving, fire making, traditional dancing and the making of paint from clay.

Involvement in this project will support schools to grow in their understanding and connection to Australia's First Nations people in general and in particular to those in their communities and will contribute to the development of authentic cultural responsiveness.

Indicative budget	Expected outcomes	Indicators of success
Choice and Affordability: \$ - (2020) \$23,372 (2021)	<ul style="list-style-type: none">• A deepening of relationships and respectful connection with Aboriginal and Torres Strait Islander families, students and people in school communities.• A greater awareness of culturally inclusive approaches to inform the development of quality learning for and engagement of Aboriginal and Torres Strait Islander students.• Development of understanding and capability to implement culturally responsive activities in school communities.	<ul style="list-style-type: none">• 80% of participants report enhanced understanding of key issues affecting Aboriginal peoples.

AISSA – Work plan 2020 and 2021

Initiative/activity: Learning and Accreditation through a Learner Profile

Relevant national/local priority: d) Strengthening outcomes for schools and educationally disadvantaged schools and students

Description:

The *Learning and Accreditation through a Learner Profile* project is a cross-sector collaboration project between the three school sectors in South Australia (AISSA, Catholic Education South Australia and the South Australian Secondary Principals Association) and the University of Melbourne’s Assessment Research Centre. This project will provide practical assistance to schools looking to create reliable responses to the challenge of how the assessment of a wider set of student capabilities can contribute to improving student outcomes, including post-school pathways. This will specifically recognise learning with and beyond the ATAR and support students from a diverse range of backgrounds.

This pioneering action research opportunity, undertaken over 2020 and 2021 will evaluate a range of ways of recognising a broader range of student knowledge, skills and capacities that are valid, reliable and scalable. Selected schools from across the state will come together as a network to build collective knowledge which will then inform current and future work in this area. Participating schools will be required to:

- Design and trial the methods and techniques required to support scalable, valid, reliable and authentic assessments of capabilities or valued learning based on the principles of developmental assessment that could inform a Learner Profile
- Explore how “Learner Profile” could become a model for recognising learning that is fit for purpose and identifies a range of student dispositions and learning across the phases of schooling
- Contribute to a cross-sectoral professional learning community.

Indicative budget	Expected outcomes	Indicators of success
Choice and Affordability: \$106,842 (2020) \$90,765 (2021)	<ul style="list-style-type: none">• The recognition and validation of a broader set of student capabilities that contribute to improving educational outcomes and post-school pathways.• The articulation of students’ progression of learning as a core component of the credentialing process.• School assessment and reporting communications will be broadened by the outcomes of this project.	<ul style="list-style-type: none">• 70% of schools report satisfaction with the project outcomes.• Models and prototypes are developed that support accreditation of a broad range of student learning.• The outcomes from the project will inform the current conversation regarding the recognition and accreditation of a broad range of learning.

AISSA – Work plan 2020 and 2021

Initiative/activity: Science: New Australian Curriculum Aboriginal and Torres Strait Islander Early/ Primary/ Secondary Elaborations Workshop Series 2021

Relevant national/local priority: d) Strengthening outcomes for schools and educationally disadvantaged schools and students

Description:

This three-workshop series is designed to provide teachers with an overview of the new ACARA Aboriginal and Torres Strait Islanders Elaborations. Teachers will gain a deeper understanding in the ways the Elaborations can be integrated into the Science curriculum to design quality learning experiences in Science for students.

The refined Science curriculum contains 95 additional Aboriginal and Torres Strait Islander Elaborations, bringing the total number to 108. Significantly, the Elaborations acknowledge that Aboriginal Peoples and Torres Strait Islander Peoples have worked scientifically for millennia and continue to contribute to contemporary science. They are scientifically rigorous, demonstrating how Indigenous histories, cultures, knowledge and understandings can be incorporated into teaching core scientific concepts.

Demonstrating the connections between core Science concepts and Aboriginal and Torres Strait Islander histories and cultures, the Elaborations are spread over the three interrelated fields of the Science curriculum: Science Understanding, Science as a Human Endeavour and Science Inquiry Skills.

Indicative budget	Expected outcomes	Indicators of success
Choice and Affordability: \$4,007 (2020) \$3,404 (2021)	<ul style="list-style-type: none">• Refined teacher practice in embedding Aboriginal and Torres Strait Islander perspectives into learning design will foster quality learning experiences in Science for students.• Learning design promotes student engagement and increases student achievement in Science.• Students will better connect Aboriginal and Torres Strait Islander perspectives with scientific concepts.• A community of practice across schools will raise the quality of science learning experiences for students.	<ul style="list-style-type: none">• Artefacts of learning design are developed and shared by participating teachers.• Teacher evaluation demonstrates evidence of student engagement and learning in Science.• Teacher participants increase their knowledge and understanding of scientific concepts and how these concepts can be broadened and deepened for students by incorporating Aboriginal and Torres Strait Islander scientific knowledge.

AISSA – Work plan 2020 and 2021

Initiative/activity: Young Social Entrepreneurs

Relevant national/local priority: d) Strengthening outcomes for schools and educationally disadvantaged schools and students

Description:

The Young Social Entrepreneurs program will provide opportunities for young people to lead social innovations for the good of communities and society. This program will develop students as global citizens, through the learning and practice of social innovation in order to create real responses and solutions to build a fairer, more equal, inclusive and sustainable world.

Educators will undertake applied learning in facilitating youth-led social innovation and entrepreneurship, creative advocacy and wellbeing through social innovation. This includes facilitating youth led social innovation; creative advocacy and building community and well-being through social innovation. In collaboration with external partners, students will investigate and speak out about prevalent social issues and advocate for change.

Indicative budget	Expected outcomes	Indicators of success
Choice and Affordability: \$ - (2020) \$90,765 (2021)	<ul style="list-style-type: none">• Involvement in social innovation education will empower student outcomes through the design of real-world learning solutions and responding to specific social challenges posed across contexts.• Students learning will demonstrate increased agency, engagement, community involvement, empathy and self- efficacy.• Students and teachers will work collaboratively with local, national and international partners across schools and sectors.	<ul style="list-style-type: none">• A minimum of five schools will participate in the project in 2021.

AISSA – Work plan 2020 and 2021

Initiative/activity: Certificate 111 in Education Support

Relevant national/local priority: d) Strengthening outcomes for schools and educationally disadvantaged schools and students

Description:

School Support Officers (SSOs) play an important role in supporting students by applying a range of teaching and learning strategies under the direction of the classroom teacher. In 2021 SSOs will be supported to undertake further education by completing the Certificate III in Education Support qualification. This opportunity will provide SSOs with essential, practical and research-based techniques, strategies and skills required to effectively contribute to students' learning and development. This includes supporting students with diverse needs, including disability. Through working using one-to-one and small group approaches under the guidance of teachers, SSOs play an integral role in adding value and improving learning opportunities for students.

This course will enable SSOs to be qualified and well prepared for their role in the classroom. Teaching and learning strategies such as scaffolding, formative assessment practices, intervention support, phonics, and a range of best practice reading, writing and numeracy support strategies will support students to develop independent learning skills and manage their own learning.

Indicative budget	Expected outcomes	Indicators of success
Choice and Affordability: \$ - (2020) \$56,728 (2021)	<ul style="list-style-type: none">The provision of accredited training will enable school support officers to provide improved learning opportunities for students from a diverse range of backgrounds and educational settings.	<ul style="list-style-type: none">13 SSOs will be supported to undertake the course.

AISSA – Work plan 2020 and 2021

Initiative/activity: School Industry Partnership Program

Relevant national/local priority: d) Strengthening outcomes for schools and educationally disadvantaged schools and students

Description:

Vocational Education and Training provides an essential pathway for a significant number of South Australian students, particularly those with diverse learning needs and including students who experience educational disadvantage. For students experiencing educational disadvantage with an interest in vocational education and training it is critical that they can access high quality training, which will provide them with long-term educational and employment opportunities.

Reflecting the increasingly complex legislative and regulatory environment in which schools must operate, in particular given the specific needs of students under 18, along with the range in quality of registered training organisations, a School Industry Partnership Expert will be employed by the AISSA on a part-time (0.4) basis in 2020 and 2021.

The School Industry Partnership expert will work alongside individual schools, teachers, and industry to secure high quality long-term industry partnership opportunities suitable for school students with a particular focus on engaging students experiencing educational disadvantage. While all Independent schools will have access to this support, priority will be given to schools serving low SES communities, supporting students experiencing educational disadvantage and regional and remote schools.

Indicative budget	Expected outcomes	Indicators of success
Choice and Affordability: \$121,799 (2020) \$258,680 (2021)	<ul style="list-style-type: none">• Schools will be assisted to secure high-quality and long-term industry partnership opportunities for students.• Schools will be assisted to meet their regulatory obligations.	<ul style="list-style-type: none">• Increased participation by students in industry partnerships.

AISSA – Work plan 2020 and 2021

Initiative/activity: Effective Whole School Approaches to Student Wellbeing

Relevant national/local priority: e) Student wellbeing and support

Description:

Research indicates that a whole school approach to student wellbeing and learning minimises the impact of bullying on individual students and the wider school community.

Professor Donna Cross will work with both school boards and staff to support the development of knowledge and practice across the Independent sector, sharing research and evidence about effective whole school approaches and rigorously tested school-based interventions that improve social and emotional wellbeing and minimise bullying.

Recognising the importance of effective governance, professional learning will be provided to members of school boards to highlight the importance of student wellbeing and the impact of bullying on individual students and the school community. School staff will focus on the latest research into, and practice guidelines for, wellbeing. Focuses include building positive relationships, promoting positive mental health and developing whole school bullying prevention strategies.

In 2021, participating schools will continue to be supported to deepen their knowledge and implement sound practice that builds and fosters both student wellbeing and a safe and nurturing school environment.

Over this time, a state-wide strategy 'Connected – a community approach to bullying prevention within the school gates and beyond' will foster cross-sector collaboration and call upon all sectors to work in a coordinated and consistent way to protect children and young people from bullying. The strategy aligns with the Australian Student Wellbeing Framework and is supported by a rigorous evidence base.

Indicative budget	Expected outcomes	Indicators of success
Choice and Affordability: \$46,426 (2020) \$94,849 (2021)	<ul style="list-style-type: none">• School boards will better understand student wellbeing and whole school strategies that minimise bullying.• Schools will be supported to implement evidence-based wellbeing strategies and to develop whole school bullying prevention approaches.• The cross-sector collaboration will produce a range of resources for use in schools.	<ul style="list-style-type: none">• 70% of participating Board members report a deeper understanding about the importance of student wellbeing and the impact of bullying.• All participating schools are supported to develop their own Keeping Children Safe from Bullying implementation plan