

# **Non-Government Reform Support Fund**

## **2022 Workplan**

**Association of Independent Schools of South Australia**

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### **Association of Independent Schools of South Australia – Workplan 2022**

#### **Summary of Workplan for 2022**

The Association of Independent Schools of South Australia (AISSA) workplan outlines key initiatives and strategies to be undertaken under the Non-Government Reform Support Fund for 2022, once again aligning activity with both national and state-based reform initiatives and the school improvement directions of Independent schools.

The AISSA's planned activities will result in significant achievement of agreed commitments, cognisant that the need to support and respond to the ever-emerging needs of schools and students within these key areas will be ongoing into the future.

2022 will see the continuation of a long-term organisational strategy undertaken to support schools to both strengthen the quality of information on the Nationally Consistent Collection of Data (NCCD) and to implement inclusive practices in support of equitable access for students with diverse needs. This will be achieved through professional learning, the sharing of best practice, bespoke school support and contributions to cross sector moderation activities. The resources available through the NCCD portal will be integral in building consistency of understanding in schools.

Since 2016 a change leadership approach has been implemented in support of Independent schools transitioning to NAPLAN online. This approach was premised on maximising the readiness of individual schools and subsequently sharing best practice approaches to build confidence and capability over time. 2022 will see all Independent schools participate in NAPLAN online, building on the successful involvement of previous years.

In response to the final national priority, a carefully designed professional learning series, specifically tailored to best meet the needs of predominately volunteer Board members, will be complemented by bespoke approaches to individual Boards, as requested.

A consultative approach to the development of the South Australian bilateral reform agreement with the Commonwealth underpins the implementation of the state priorities described in this workplan. A signature element is the High Impact School Improvement Tool (HISIT), an online repository developed through reform funding as part of the overall AISSA 2019 – 22 strategic plan. The HISIT houses research, tools and resources to support a school's improvement journey. Key 2022 activity will see schools that have undertaken an evaluative review of practice contribute case studies describing goals achieved and actions of effect. The AISSA Leadership Institute will continue with the focus of developing leaders to lead in a contemporary landscape through providing a range of professional learning opportunities for aspiring, middle and senior leaders. Additionally, the AISSA Senior Educational Consultant Team will work with individual leadership teams to foster excellence in strategic, instructional and transformational leadership.

Across South Australia, the transition of Year 7 students to secondary settings will be fully implemented by the start of 2022. In support of this transition, a Responding to Early Adolescent Learners (REAL) Reference Group will continue to meet termly to grow educator knowledge and understanding of early adolescent learners, thus equipping school staff to respond effectively within individual school contexts.

An Early Career Teacher Program will once again be offered in 2022 to facilitate induction processes for teachers new to the profession. Recognising the value of a partnership approach, early career teachers will be invited to participate together with their school-based mentor.

Central to the achievement of all planned reform initiatives is a coordinated sector approach that will draw upon the expertise of the staff and processes within the AISSA, for increased efficiencies, the building of collaborative practices across schools and the coordinated achievement of outcomes. Moreover, in 2022 AISSA staff will continue to play a key role in liaising with the government and Catholic sectors, to facilitate congruence of activities within the priority areas, sharing resources and, where necessary promote consistent messaging, for the benefit of the provision and access to quality education for all South Australian students.

It is intended that all school reform priority activities will be completed before the cessation of the workplan in December 2022. The AISSA is well positioned to support schools to understand their obligations and can carry out these responsibilities in a timely, nuanced and cost-effective manner. The initiatives and activity described in the workplan would not be possible without the provision of Reform Support funds, which enable the AISSA to go beyond normal service provision, so that, in alignment with both national and state-based priorities there is a continued focus on and investment in, the very best outcomes for students.

**Summary of budget.** Please complete the summary of budget table at the attached excel spreadsheet.

See attached.

## Non-Government Reform Support Fund

### Association of Independent Schools of South Australia – Workplan 2022

National Policy Priority: NCCD				
Project title	Project description and activities	Indicative budget	Expected outcomes/Overall achievements	Indicators of success
<p><b>Improve the quality of information on the Nationally Consistent Collection of Data (NCCD) on School Students with Disability and to improve the efficiency and integrity of the data collection</b></p>	<p>Building on previous workplan reform activity, the AISSA will work with schools so that school leaders continue to grow in confidence to access and interpret information and resources, including those from the NCCD portal, to inform their practice and improve the quality of data and evidence collected.</p> <p>This will include supporting schools to strengthen data collection methods, in addition to deepening practices in documenting identified adjustments and providing evidence that underpins reliable decision making.</p> <p>A tailored approach to working with individual leadership teams will aim to foster both improvements in the efficiency and integrity of data collection and the building of a culture of inclusivity within schools. Staff will be supported to engage with the suite of resources available on the NCCD Portal, including the e-learning Disability Standards for Education (DSE) modules.</p> <p>This approach will be complemented by cross sector moderation opportunities that will see leadership teams from all three education sectors work collaboratively towards building shared understandings and consistency of practice, for the benefit of all South Australian students.</p> <p>The AISSA will work with select schools to review whole school delivery of inclusive education practices, including the review of school policies and procedures, to ensure improved student outcomes.</p>	<p>Reform support funding: \$260,779</p> <p>Other funding: \$8,441</p> <p>FTE: 1.51</p>	<ul style="list-style-type: none"> <li>The NCCD provides a mechanism for schools to strengthen their beliefs and practices in support of equitable access to schooling for students with diverse needs.</li> <li>A tailored approach will support staff to increase their understanding and skills in inclusive practices.</li> <li>Continued whole of school staff engagement with the DSE e-learning modules.</li> <li>A sub-group of schools will review the delivery of inclusive education, curriculum development and pedagogical approaches within their communities.</li> </ul>	<ul style="list-style-type: none"> <li>50% of schools will be supported to improve the efficiency and integrity of the data collection.</li> <li>School review of inclusive practice and delivery of service will be undertaken</li> </ul>

National Policy Priority: NAPLAN Online				
Project title	Project description and activities	Indicative budget	Expected outcomes/Overall achievements	Indicators of success
<p><b>Transition of NAPLAN to online delivery.</b></p>	<p>Since 2016, the AISSA has undertaken a change leadership approach to support Independent schools to transition to NAPLAN online. This approach was premised on maximising the readiness of individual schools and subsequently sharing best practice approaches to build confidence and capability over time.</p> <p>Last year over 90% of South Australian Independent schools with students from Years 3, 5, 7 and 9 successfully participated in NAPLAN online. The remaining schools successfully completed readiness activities later in the year.</p> <p>In 2022, all Independent schools will be ready to undertake NAPLAN online. Students in Years 3 and 5 from Steiner schools in both Independent and government schools will be offered participation using alternate format materials.</p> <p>The successful transition is underpinned by a cohesive cross sector approach that will see the continuation of regular meetings to ensure a consistent approach to operationalising NAPLAN is undertaken across South Australia.</p> <p>The AISSA will implement a comprehensive suite of support including a dedicated NAPLAN team and email contact address, training that encompasses platform and protocol familiarisation, and specific opportunities that assist schools to understand platform adjustments and accessibility opportunities for students with diverse needs.</p> <p>Guidance in interpreting the School and Student Summary Report will take place after student results have been released.</p>	<p>Reform support funding: \$145,012</p> <p>Other funding: \$5,545</p> <p>FTE: 0.84</p>	<ul style="list-style-type: none"> <li>Students and staff across Independent schools will experience a successful 2022 NAPLAN testing event.</li> </ul>	<ul style="list-style-type: none"> <li>All Independent schools with students from Years 3, 5, 7 and 9 successfully participate in NAPLAN online.</li> <li>Years 3 and 5 students from Steiner schools successfully undertake NAPLAN using alternate format materials.</li> </ul>

National Policy Priority: Governance				
Project title	Project description and activities	Indicative budget	Expected outcomes/Overall achievements	Indicators of success
<p><b>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.</b></p>	<p>In an Independent school, the Board has responsibility for enacting sound governance practices, including oversight of strategic performance and compliance with legal and regulatory requirements.</p> <p>In 2022 the AISSA will assist school boards to meet these important obligations and to strengthen key practices. A suite of professional learning will be provided that includes</p> <ul style="list-style-type: none"> <li>• a webinar series, underpinned by contemporary governance models and designed to grow the capacity and effective functioning of boards <ul style="list-style-type: none"> <li>- the mechanics of good governance</li> <li>- board composition and roles</li> <li>- processes for effective decision making</li> <li>- strategic responsibility</li> <li>- the relationship between the Board and the Principal</li> </ul> </li> <li>• workshops to strengthen financial understanding and accountability</li> <li>• workshops focusing on legal and fiduciary responsibilities, and compliance.</li> </ul> <p>Recognising the broad range of school locations across the state, and that many Board members serve in a voluntary capacity in addition to full-time employment, the use of video conferencing will maximise accessibility and participation through the delivery of after-hours workshops.</p> <p>Bespoke support is also made available to individual boards as requested by the school.</p>	<p>Reform support funding: \$63,918</p> <p>Other funding: \$8,883</p> <p>FTE: 0.37</p>	<ul style="list-style-type: none"> <li>• Boards are better equipped to navigate uncertainty and understand the need to be agile, resilient, and adaptive to the ever-changing context.</li> <li>• Increased awareness of contemporary and effective governance and financial management obligations.</li> </ul>	<ul style="list-style-type: none"> <li>• 60% of Board members participating in professional learning report improved understanding of financial, legal and effective governance practices.</li> </ul>

State Initiative (from bilateral): Reform Direction A – Supporting students, student learning and student achievement				
Project title	Project description and activities	Indicative budget	Expected outcomes/Overall achievements	Indicators of success
<p><b>Improving Student Learning and Achievement</b></p> <p>Evidence informed improvement practices that meet the cultural and contextual needs of students in Independent schools are provided through the use of the High Impact School Improvement Tool</p>	<p>In 2021 the AISSA offered a school improvement initiative designed to support Principals and their leadership teams undertake a structured process of evaluation and review against a domain of the High Impact School Improvement Tool (HISIT): Teaching, Wellbeing, Data, Student Agency, Parent and Community Partnerships, Professional Collaboration and Inclusive Education, housed on the AISSA website.</p> <p>Arising from this, in 2022 this group of schools will develop case studies of practice, reflective of the focus of their review.</p> <p>A complementary strand of professional activity will invite schools to be part of a second group of school leadership teams who will undertake a process of review and evaluation against the HISIT.</p> <p>Through a series of workshops, webinars and bespoke consultancy support, schools will examine current practice to plan and implement an improvement initiative. The evidence-base, tools and resources within the HISIT will be available to inform each school's plan.</p> <p>Once again, case studies of practice will be developed for the wider sector to access via the AISSA website.</p>	<p>Reform support funding: \$206,958</p> <p>Other funding: \$20,920</p> <p>FTE: 1.20</p>	<ul style="list-style-type: none"> <li>Schools will strengthen their capacity to evaluate their practice and undertake improvement initiatives, as relevant to their context.</li> <li>Case studies of school improvement initiatives are added to the HISIT, and available to all schools via the AISSA website.</li> </ul>	<ul style="list-style-type: none"> <li>All participating schools will evaluate their practice in one area of the HISIT.</li> <li>Number of schools participating in this initiative.</li> <li>Number of case studies published on the AISSA website.</li> </ul>

State Initiative (from bilateral): Reform Direction A – Supporting students, student learning and student achievement				
Project title	Project description and activities	Indicative budget	Expected outcomes/Overall achievements	Indicators of success
<p><b>Middle Years Schooling Improvements</b></p> <p>The Responding to Early Adolescent Learners Committee will investigate and scale best practice in Middle Schooling, including schools required to transition Year 7 students to secondary contexts</p>	<p>The state-wide initiative to move Year 7 students into secondary contexts has been occurring over a number of years, with transition of students to be fully in place by 2022.</p> <p>In support of this transition and to enable schools to meet the needs of adolescent students more generally, the AISSA will continue to implement the Responding to Early Adolescent Learners (REAL) Reference Group. Membership of this group is open to the Middle Years Leader in each Independent school.</p> <p>In 2022 this group will meet termly, with meeting agendas constructed in response to emerging needs and issues identified by the membership. Expertise about middle years schooling and the needs of early adolescent learners will be drawn from engagement with leading experts, university partners, cross sectoral collaborations and evidence-based resources.</p>	<p>Reform support funding: \$63,258</p> <p>Other funding: \$5,558</p> <p>FTE: 0.37</p>	<ul style="list-style-type: none"> <li>Middle Years Leaders will continue to grow their knowledge and understanding of early adolescent learners, so as to be able to respond and apply their learning in individual school contexts.</li> <li>Schools will have opportunity to build networks and share practices about how best to support teachers and students in the middle years of schooling.</li> </ul>	<ul style="list-style-type: none"> <li>60% of the Middle Years Leaders who participate in the REAL Reference Group will report enhanced knowledge and understanding of issues in regard to the learning, engagement and wellbeing needs of early adolescents.</li> </ul>

**State Initiative (from bilateral): Reform Direction B – Supporting teaching, school leadership and school improvement**

Project title	Project description and activities	Indicative budget	Expected outcomes/Overall achievements	Indicators of success
<p><b>Leadership Institute</b></p> <p>The AISSA Leadership Institute supports governing councils, leaders and leadership teams to govern and lead in a rapidly changing education landscape</p> <ul style="list-style-type: none"> <li>- Governing Council Conference and workshops</li> <li>- Leadership Legal series</li> <li>- School Impact Hubs</li> <li>- Leadership seminars, conferences and in-school development programs</li> </ul>	<p>The AISSA Leadership Institute focuses on developing leaders to be able to lead in a contemporary landscape. Consequently, the development of personal leadership capacity and capability draws from a contemporary evidence base that includes non-linear approaches to change, context mapping, organisational analysis, visioning and culture building.</p> <p>The Leadership Institute will provide a range of programs for aspiring, middle and senior leaders, and will include</p> <ul style="list-style-type: none"> <li>• <i>Leading Change and Innovation Hubs: Leadership for the 21<sup>st</sup> Century</i> to provide participants with a practical and lived experience of leading change that is closely linked to current research, leadership theory and their daily work. It will focus on the ways leaders can create a culture that welcomes innovation, change and renewal, and strategies to gain commitment from staff</li> <li>• <i>Next Step Principals</i>, a program designed to work with aspiring Principals, to consider the principalship as a viable career option, explore the role and begin to develop an understanding of the skills required for future effective leadership</li> <li>• <i>School Impact Hubs</i> as research hubs that will explore alternative approaches to recognition of learning that can capture the dynamic complexity of learning and its artefacts</li> <li>• <i>The Business of Leadership</i> workshop series, which provides guidance to school leaders in relation to HR, legal and financial matters.</li> </ul> <p>Additionally, the AISSA Senior Educational Consultant Team will work with individual leadership teams to foster excellence in strategic, instructional and transformational leadership attributes, to progress both the school's strategic directions and national and state obligations.</p>	<p>Reform support funding: \$243,122</p> <p>Other funding: \$52,780</p> <p>FTE: 1.41</p>	<ul style="list-style-type: none"> <li>• Leaders will develop contemporary leadership skills and capabilities that will enable them to navigate uncertainty, innovate and lead with confidence.</li> </ul>	<ul style="list-style-type: none"> <li>• 60% of participants report an improved understanding and confidence to effectively lead school operations and change in a rapidly changing education landscape.</li> </ul>

**State Initiative (from bilateral): Reform Direction B – Supporting teaching, school leadership and school improvement**

Project title	Project description and activities	Indicative budget	Expected outcomes/Overall achievements	Indicators of success
<p><b>Early Career Teacher Development</b></p> <p>Inducting early career teachers to the profession through the provision of professional learning and mentoring</p>	<p>The Early Career Teacher Program will once again be offered in 2022 to best support induction processes for teachers new to the profession. Recognising the value of a partnership approach, early career teachers are invited to participate together with their school-based mentor.</p> <p>Aligned to the Australian Professional Standards for Teachers, the program contains two streams of professional activity to meet the professional needs of the early career teacher and support the development of practice-based mentoring skills. Participants will be asked to set goals and actions to complete between sessions.</p> <p>Focus areas will include building positive student relationships and supportive learning environments; strengthening learning design; inclusive practices; and the building of cultural capacity and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.</p> <p>Activity will be carefully designed to foster an ongoing professional relationship between the early career teacher and mentor and will blend face to face learning with videoconferencing.</p>	<p>Reform support funding: \$43,435</p> <p>Other funding: \$15,181</p> <p>FTE: 0.25</p>	<ul style="list-style-type: none"> <li>• Early career teachers will feel supported and successful in:               <ul style="list-style-type: none"> <li>- establishing positive learning environments</li> <li>- the crafting and implementation of effective teaching</li> <li>- their identity and participation as professionals in their school community and</li> <li>- gathering evidence of their practice aligned to the Proficient career stage to meet the requirements for full registration with the SA TRB.</li> </ul> </li> <li>• Mentors will grow in their mentoring skills and confidence to support and guide their early career teacher.</li> <li>• Reciprocal professional relationships will grow between the early career teacher and their mentor.</li> </ul>	<ul style="list-style-type: none"> <li>• 60% of early career teachers participating in the Early Career Teacher Program will report enhanced understanding and confidence as a beginning teacher.</li> </ul>

State Initiative (from bilateral): Reform Direction C – Enhancing the national evidence base				
Project title	Project description and activities	Indicative budget	Expected outcomes/Overall achievements	Indicators of success
<p><b>School Improvement Model</b></p> <p>Each Independent school is supported to meet both national obligations and strategic school improvement initiatives, through the provision of expert support and advice</p>	<p>The AISSA is committed to enabling Independent schools in South Australia meet their legislative obligations and achieve strategic, contemporary and relevant school improvement.</p> <p>This is achieved by a team of consultants who work with school leaders to realise their school improvement and strategic vision through a range of bespoke services including school visits and meetings, as well as the development of resources and supporting documents. Support is tailored to meet the unique context of each site.</p>	<p>Reform support funding: \$371,992</p> <p>Other funding: \$32,368</p> <p>FTE: 2.16</p>	<ul style="list-style-type: none"> <li>Schools continue to strengthen their structures, practices and the environments that underpin quality schooling.</li> </ul>	<ul style="list-style-type: none"> <li>90% of schools have been supported with school improvement initiatives.</li> </ul>