Non-Government Reform Support Annual Report

2019

Association of Independent Schools of South Australia

<u>**Non – Government Reform Support Fund**</u>

<u>**Association of Independent Schools of South Australia – Annual Report 2019**</u>

<u>Executive Summary</u>

The Association of Independent Schools of South Australia (AISSA) has a proven track record in supporting Independent schools to meet their national obligations within a paradigm that reflects each school's independence and autonomy. This report summarises the change initiatives undertaken by the AISSA to progress the overarching objectives of the Reform Support Fund.

In 2019 the AISSA worked strategically with 104 schools across the state. Reform activities were undertaken within a model of improvement that has built on, and complemented, schools' existing commitment to implementing quality, contemporary learning experiences for students.

The three national priorities of the Australian Government have been central to the work of AISSA over the funding period. This has included implementing an intentional focus on quality assurance for the Nationally Consistent Collection of Data on School Students with Disability to build school capacity to implement clear processes for data collection. Additionally, the AISSA has supported school communities to effectively implement change initiatives that have enabled school communities to effectively transition to NAPLAN online in 2019, or in preparation for 2020. Recognising that governance of an Independent school involves unique responsibilities, access to a range of industry and sector experts has assisted school boards to refine their knowledge of legislative and fiduciary responsibilities.

Parallel to the national reform activity, the AISSA has proactively implemented the priorities agreed in the bilateral agreement between South Australia and the Australian Government on quality school reform. These three strands have focused on supporting students, student learning and student achievement; supporting teaching, school leadership and school improvement; and enhancing the national evidence base.

Priorities have included the implementation of the National Literacy and Numeracy Progressions, as well as projects that focussed on designing effective learning and assessment practice, including moderation protocols and practice. Key audiences such as beginning teachers, middle years schooling groups, and teachers of highly able learners were involved in projects that built understandings of knowledge and practice. In particular, 85% of teachers involved in the ChallenGE Project , a three year collaboration between AISSA and Flinders University, reported increased capacity to better meet the needs of highly able learners. The AISSA's work in the area of STEM provided all participating teachers with a deeper understanding of effective STEM practice.

School leadership continued to be enhanced through two key strategies – working directly with school leaders and leadership teams and through a professional program that supported instructional leadership, change management and the building of leadership capacity and innovation in education. Furthermore, 89% of Impact Hub participants have indicated improved understandings of leading innovation and change.

Evidence of impact across reform activity was derived from a range of data sources including surveys and focus groups. Additionally, impact was identified through schools' documentation including strategic planning, curriculum documentation and classroom practice.

Underpinning the activity of 2019 was a service delivery model provided through a consultancy team with expertise in the areas of strategic school improvement, change leadership and deep content and pedagogical knowledge.

The changing local, national and global economy, and the resulting key social challenges these changes bring has informed the improvement directions of South Australian schools across all sectors. A wide range of activity underpins a collegial and productive cross sector working environment. Regular Heads of Sector meetings have established the tone for these positive professional working relationships, with cross sector collaboration encompassing curriculum leadership, cross sector showcase initiatives and the cohesive implementation of the National Assessment Program.

Whilst the AISSA has supplemented the activities described in the following project reports through AISSA membership subscriptions, the AISSA's reserves and a relatively small amount from workshop attendance fees, the provision of support to Independent schools to reform education could not have been achieved without the financial assistance of the Australian Government.

Project Report

PROJECT TITLE:

Nationally Consistent Collection of Data (NCCD) on School Students with Disability

Project description:

The NCCD on School Students with Disability Project has provided specialist staff and leaders in Independent schools with the opportunity to build skills, knowledge and understanding of legal obligations and educational adjustments for students with disability.

This Project was also instrumental in developing inclusive educational pedagogy and practice within schools.

Summary of project's achievement

Activities undertaken/Achieved outcomes	Achievement against indicators of success
During 2019, this Project successfully supported 59 schools throughout metropolitan, regional and remote South Australia. The NCCD Project produced a high quality, centralised professional learning suite for key leadership personnel. It aimed to build staff capacity to develop clear processes for data collection and resulted in improved outcomes for students with diverse needs. In addition, bespoke in-school support was delivered across the year resulting in improved teacher confidence and judgement. Two centralised cross-sector moderation opportunities were delivered and contributed to improved consistency and reliability across all South Australian schools.	61% of schools were supported in their application of the NCCD.

PROJECT TITLE:

Implementation of online delivery of the National Assessment Program (NAP)

Project description:

Within the national guidelines agreed by Ministers, staff in SA Independent schools have been supported to lead change initiatives that enable their communities to effectively transition to NAPLAN online. Additionally, schools using the paper mode of test during 2019 were supported to undertake school readiness activities during term 3, to gauge community and school readiness to transition to NAPLAN online in 2020. A cohesive Independent sector NAPLAN team, as well as positive cross sector participation, supports the success of this transition.

Summary of project's achievement

Activities undertaken/Achieved outcomes	Achievement against indicators of success
A range of activities has contributed to successful transition processes. This includes active sector representation in SA cross sector NAPLAN meetings which occurred regularly throughout 2019, so that clear and consistent processes and communication messages were developed for all SA schools. Sector training and professional learning opportunities focused on NAPLAN online platform familiarisation and preparation; NAPLAN protocols and risk minimisation; School Readiness Test training and the coordination of a hub group meeting for Independent school technical staff. Throughout the course of the year Independent schools had access to the services of the AISSA NAPLAN team, as well as to the SA NAPLAN online cross sector help desk. Throughout 2019, the AISSA actively liaised with schools selected to participate in the sample assessments and national field trials.	38% of eligible schools conducted NAPLAN online. 93% of 2019 paper mode schools completed the School Readiness Test activities in preparation for NAPLAN online in 2020.

PROJECT TITLE:

Improving governance and financial management practices in non-government schools

Project description:

The Governance and Financial professional learning series utilised a range of industry and sector experts to enhance the knowledge and understanding of AISSA board members, to further strengthen board operations.

Summary of project's achievement

Activities undertaken/Achieved outcomes	Achievement against indicators of success
Professional learning opportunities improved boards' governance and financial management practices through bespoke school-based advice for individual school boards.	91% of governors participating in professional learning reported improved understanding of effective governance and financial practices.
Additionally, a suite of professional learning workshops focusing on financial management, induction for new board members, legislative and regulatory responsibilities was offered.	70% of Independent schools accessed the professional learning on improvements to governance practices.
The annual governance conference, attended by over 150 Independent school board members, focused on managing critical risks in relation to child safety, information technology and long-term school viability.	
These opportunities have fostered the professional growth and capability of boards to strategically lead AISSA schools into the future.	

PROJECT TITLE:

High Impact School Improvement Tool

Project description:

The AISSA continually seeks ways to support school leaders and teachers with school improvement. Recognising the time constraints for leaders to sift through the many resources available to support them with their school improvement pathway and strategic plans, an online repository, the High Impact School Improvement Tool (HISIT) has been developed. Housed on the AISSA website, the AISSA Educational Team is committed to updating the HISIT annually, endeavouring to ensure that the information provided is relevant and contemporary.

Summary of project's achievement

Activities undertaken/Achieved outcomes	Achievement against indicators of success
During 2019 each section of the HISIT was reviewed and updated by the AISSA Educational Consultant team. A new section on Inclusive Education was created to support schools focussing on school improvement initiatives with an inclusion lens. The HISIT was promoted to leaders in schools and Early Learning Directors through the Senior Educational Consultants and various AISSA reference groups.	All Independent schools have access to the High Impact School Improvement Tool via the password protected section of the AISSA website.

PROJECT TITLE:

Australian Curriculum Literacy and Numeracy Learning Progressions

Project description:

Throughout 2019, AISSA Educational Consultants have supported Independent schools to engage with the National Literacy and Numeracy Learning Progressions as a means of identifying student learning and achievement. This project was instrumental in developing understanding of the National Literacy and Numeracy Progressions and how they can be used to intentionally plan for student learning and growth. Schools explored the common pathways or developmental sequences for the acquisition of aspects of literacy and numeracy development as detailed in the Progressions.

Summary of project's achievement

Activities undertaken/Achieved outcomes	Achievement against indicators of success
Central and bespoke, in-school high quality professional learning was designed and implemented. In Terms 2, 3, and 4, impact hubs provided a collaborative forum for leaders and teachers to continue professional dialogue.	All participating teachers indicated an increased understanding of literacy and numeracy developmental pathways, as described in the National Literacy and Numeracy Progressions.

PROJECT TITLE:

STEM

Project description:

The learning areas of Science Technology Engineering and Mathematics (STEM) are widely recognised as crucial for Australia's long-term future. In 2019 AISSA supported Independent schools to explore opportunities for education, research, and possible approaches to effective STEM leadership, learning development and implementation through a number of projects. Workshops and in-school consultancy provided professional learning opportunities for teachers to create engaging, transdisciplinary units of work that integrated Digital Technologies, Mathematics and Science with rigour.

Summary of project's achievement

Activities undertaken/Achieved outcomes	Achievement against indicators of success
During 2019, a draft STEM Position Paper that complements the existing AISSA Mathematics and Digital Technologies papers was completed. This paper is due for publication and dissemination to schools in 2020.	All schools in the PBL Network were provided with the opportunity to link with industry experts in each of the project sessions.
A Project Based Learning (PBL) initiative has provided participating schools with links to industry partners – Paramatta Marist High School, University of Technology Sydney (UTS), two STEM experts (Biology and Chemistry) and one Independent primary school.	All teachers involved in the projects indicated a deeper understanding of effective STEM practice.
Designed to support schools to navigate the myriad of information available for this key area, a comprehensive STEM Newsletter, published at the beginning of each term was introduced. This resource provides Independent schools with links to a wide variety of sources, industry links and resources.	
Bespoke school-based workshops and mentoring of teachers were implemented to support teaching teams to design, implement, evaluate and moderate STEM units of work. There were then formally shared with colleagues.	

PROJECT TITLE:

Literacy and Numeracy

Project description:

The Phonics Screening Check, developed by the Department for Education in 2018, comprises a screening check and corresponding resources. This check supports school-wide practice in Phonics teaching, learning and assessment.

Workshops offered successfully promoted the the reSolve: Mathematics by Inquiry resource and facilitated contextual implementation of the resource by teachers.

Summary of project's achievement

Activities undertaken/Achieved outcomes	Achievement against indicators of success
Access to the Phonics Screening Check materials, along with the associated provision of advice, supported member schools to implement this relevant and purposeful assessment tool. School staff were supported to consider associated practices in intervention and responses to cohort data. Additionally, schools were provided with advice regarding selection of contextually relevant assessment tools and school-wide approaches to phonics assessment.	All Independent schools have access to the Phonics Screening Check and associated materials hosted on the AISSA website.
The reSolve: Mathematics by Inquiry resource was shared at two information sessions that targeted the primary and secondary years of schooling. These workshops provided schools with a high-level overview of the resource and an opportunity to share their implementation of reSolve resources. The workshops resulted in ongoing networking opportunities for teachers to share quality teacher practice.	88% of participating teachers indicated enhanced understanding of this resource.

PROJECT TITLE:

Middle Years Schooling

Project description:

The Responding to Adolescent Learners (REAL) Group comprises key leaders from the range of middle school contexts across the Independent sector (primary, middle, secondary and R – 12 schools).

This group meets four times a year for collaborative professional learning and to share practices and experiences. They investigate how best practice in Middle Schooling can be implemented and scaled. This is significant activity as schools in South Australia transition Year 7 students to secondary contexts.

Summary of project's achievement

Activities undertaken/Achieved outcomes	Achievement against indicators of success
Topics explored during the year emerged from issues and current, innovative and future approaches for teaching and learning. Focuses included wellbeing, enterprise education, civic engagement and pedagogy for future schooling. Networking between REAL group members enabled the sharing of effective school practice and the deepening of their understanding of contemporary issues in regard to meeting the needs of early adolescent learners. Underpinning the work of the group are the REAL Guiding Principles and the REAL Wheel: Wellbeing, Pedagogy, Curriculum and Assessment. Resources and research are posted on the AISSA REAL webpage.	73% of REAL committee participants reported enhanced understanding about issues pertaining to the education of early adolescent students.

PROJECT TITLE:

Indigenous Secondary Student Mentoring

Project description:

The Indigenous Secondary Student Mentor Program has provided Indigenous students in SA Independent schools with relevant and engaging mentoring, allowing them to grow and develop as they continue their education. Supporting students from a diverse range of contexts, the mentoring program has contributed to building students' social and emotional well-being, identity development and support of transitional pathways into further education. Located at students' schools, mentoring was undertaken either individually or in small groups, depending on the particular needs and wishes of students.

Summary of project's achievement

Activities undertaken/Achieved outcomes	Achievement against indicators of success
During 2019 the AISSA Indigenous Secondary Student Mentoring Program successfully engaged with 146 students across 25 Independent schools throughout metropolitan, regional and remote South Australia. Ongoing school-based mentoring has built students' cultural, academic, social and emotional wellbeing. Connections have been fostered with external agencies and tertiary institutions to provide opportunities for students seeking post-school learning experiences and scholarships. Students from regional and remote SA have been supported in their transition to boarding schools in Adelaide	52% of schools with Indigenous secondary students have accessed the AISSA Indigenous Secondary Student Mentoring Program.

PROJECT TITLE:

The AISSA Leadership Institute

Project description:

The Leadership Institute has provided leaders with practical support, expert knowledge, access to thought leaders and broader education networks, developing the personal leadership qualities and skills that initiate, drive and lead change in their schools and communities.

Summary of project's achievement

Activities undertaken/Achieved outcomes	Achievement against indicators of success
A range of activities has contributed to the growth in capacity and capability of AISSA Leaders, including bespoke in-school support for leadership teams focusing on personal leadership development and leading change.	90% of participants reported improved understanding of legal and human resource issues.
Primary and secondary impact hubs have supported leaders to develop leadership and change management skills to implement a current teaching and learning initiative in their schools.	89% of participants reported improved understanding of leading innovation and change.
Eight seminars led by AISSA staff focused on growing understanding and responsiveness to significant HR and Legal issues impacting schools and leaders. In addition, a financial literacy seminar supported leaders with strategies for interpretation and understanding budgets and financial performance indicators.	
The AISSA co-hosted a three-day cross sector symposium. The symposium invited leaders from Independent schools to share their design, planning, leading and scaling of entrepreneurial approaches that responded to the local and global needs of the school community.	

PROJECT TITLE:

Early Career Teacher Development

Project description:

The AISSA Early Career Teacher (ECT) program was underpinned by the belief that carefully designed induction processes will support early career teachers to more successfully navigate their first years of teaching. The program scaffolded early career teachers and their mentors through carefully designed learning and relationship building opportunities to foster their professional identity, professional practice and teacher wellbeing.

Summary of project's achievement

Activities undertaken/Achieved outcomes	Achievement against indicators of success
A five-day professional learning program was designed recognising the key foundational roles of context, culture and relationships. Opportunities were also planned, through the framework of a pedagogical toolbox, to connect theories and learning with practical application. Intentionally sequenced, the program scope included an initial focus on developing an effective and professional relationship between the ECT and their mentor. Intentional learning encompassed the building of positive learning environments and effective teaching pedagogies. Advice and support were provided to both build professional networks and transition from Graduate to Proficient career stage (Provisional to Full Registration).	73% of teachers participating in the Early Career Teacher program reported enhanced understanding and confidence as a beginning teacher.

PROJECT TITLE:

ChallenGE

Project description:

The ChallenGE Project was a collaboration between AISSA and Flinders University that used a Design Thinking methodology to assist leaders and teachers improve outcomes for highly able learners.

Summary of project's achievement

Activities undertaken/Achieved outcomes	Achievement against indicators of success
The ChallenGE project provided professional learning to support teachers and leaders from participating schools to address the academic and affective needs of highly able learners. The methodology for the nine workshops was a design thinking model that enabled each school to design its context specific prototype. A unique feature was the development of a coaching program to support school ChallenGE teams in their own educational contexts. Moreover, an extensive online repository of ChallenGE resources was created for teachers and schools to use in the future. Two research papers will be developed arising from this project. The initial research paper has focused on the application of Design Thinking for quality professional learning. A second research paper will share project findings, so as to assist leaders and teachers to improve outcomes for highly able learners.	85% of participating schools reported increased capacity to better meet the needs of highly able learners.

PROJECT TITLE:

The AISSA Centre for Innovation

Project description:

The AISSA Centre for Innovation supports schools across the sector to design, implement and scale new futures by connecting school leaders to thought leaders and external partnerships, networks and innovation research, resources and practice.

Summary of project's achievement

Activities undertaken/Achieved outcomes	Achievement against indicators of success
Leading Innovation and Change Impact Hubs comprised of school leaders across the sector who met regularly and participated in professional learning modules - Leading innovation; Organisation change; Organisational culture; Innovation and scaling strategy; Adaptive leadership and Organisational learning. Leaders accessed 1:1 clinics with experts to support them to undertake leadership learning, context mapping, organisational analysis, visioning, implementation and scaling of their own school based project related to their own current role and strategic focus. Leaders engaged with the AISSA's mapping model for leading innovation and change and plotted their impact over the course of the work.	89% of participants reported improved understanding of leading innovation and change.

PROJECT TITLE:

Moderation and Learning Design

Project description:

This work, underpinned by research, engaged leaders and teachers in high-quality learning focussed on deepening Australian Curriculum knowledge, designing effective learning and teaching, and enriching assessment practice including moderation protocols and practice. Leaders and teachers improved their practice in making consistent judgements about student learning through central workshops and in-school action research.

Summary of project's achievement

Activities undertaken/Achieved outcomes	Achievement against indicators of success
The Moderation and Learning Design work engaged leaders and teachers in both central professional learning and in-school action research. This work was complemented by cross-school and in-school collaborative moderation practices that supported designing effective learning, teaching and assessment. A range of resources and tools have been developed to support this learning. Additionally, school-based workshops and hub groups provided ongoing learning and opportunities for teachers to share quality teacher practice.	All participating teachers indicated improved practice in making consistent judgements about student learning.

PROJECT TITLE:

Enhancing the national evidence base

Project description:

SA Independent schools were supported in their school improvement journeys through an approach that connected the expertise of the AISSA Educational Consultancy team with school principals and leadership teams. This has fostered the progression and achievement of strategic school improvement initiatives within localised contexts.

Summary of project's achievement

Activities undertaken/Achieved outcomes	Achievement against indicators of success
The range of improvement strategies available to Independent schools included school visits and meetings between leadership teams and the AISSA educational consultancy staff. Support and advice in the development of overarching strategic intentions, change processes and learning principles was also provided. Additionally, leadership teams were connected with associated AISSA professional learning programs and groups.	All Independent schools have been supported with school improvement initiatives.

Financial Statement

Nationally Consistent Collection of Data (NCCD) on School Students with Disability	FTE	Reform Support Fund funding	Funding from other contributions	Total funding
Employee expenses		$150,180	$137,440	$287,620
Administration expenses		$15,401		$15,401
Subscription expenses		$1,395		$1,395
Occupancy expenses		$19,424		$19,424
Strategic/special projects				
- Professional development		$4,713		$4,713
- Other project expenses		$5,585		$5,585
Total	**2.12**	**$196,698**	**$137,440**	**$334,138**

Implementation of online delivery of the National Assessment Program (NAP)	FTE	Reform Support Fund funding	Funding from other contributions	Total funding
Employee expenses		$98,642	$91,764	$190,406
Administration expenses		$10,822		$10,822
Subscription expenses		$980		$980
Occupancy expenses		$13,649		$13,649
Strategic/special projects				
- Professional development		$3,312		$3,312
- Other project expenses		$3,924		$3,924
Total	**1.49**	**$131,329**	**$91,764**	**$223,093**

Improving governance and financial management practices in non-government schools	FTE	Reform Support Fund funding	Funding from other contributions	Total funding
Employee expenses		$5,103	$20,911	$26,014
Administration expenses		$1,662		$1,662
Subscription expenses		$151		$151
Occupancy expenses		$2,096		$2,096
Strategic/special projects				
- Governance project		$19,805		$19,805
- Professional development		$509		$509
- Other project expenses		$603		$603
Total	**0.23**	**$29,927**	**$20,911**	**$50,838**

High Impact School Improvement Tool	FTE	Reform Support Fund funding	Funding from other contributions	Total funding
Employee expenses		$198,389	$178,532	$376,921
Administration expenses		$18,910		$18,910
Subscription expenses		$1,713		$1,713
Occupancy expenses		$23,850		$23,850
Strategic/special projects				
- Professional development		$5,787		$5,787
- Other project expenses		$6,857		$6,857
	2.61	**$255,506**	**$178,532**	**$434,038**

Australian Curriculum Literacy and Numeracy Learning Progressions	FTE	Reform Support Fund funding	Funding from other contributions	Total funding
Employee expenses		$49,765	$47,667	$97,432
Administration expenses		$6,109		$6,109
Subscription expenses		$553		$553
Occupancy expenses		$7,706		$7,706
Strategic/special projects				
- Professional development		$1,870		$1,870
- Other project expenses		$2,216		$2,216
	0.84	**$68,218**	**$47,667**	**$115,885**

STEM	FTE	Reform Support Fund funding	Funding from other contributions	Total funding
Employee expenses		$122,750	$114,563	$237,313
Administration expenses		$13,642		$13,642
Subscription expenses		$1,236		$1,236
Occupancy expenses		$17,207		$17,207
Strategic/special projects				
- Professional development		$4,175		$4,175
- Other project expenses		$4,947		$4,947
	1.88	**$163,957**	**$114,563**	**$278,520**

Literacy and Numeracy	FTE	Reform Support Fund funding	Funding from other contributions	Total funding
Employee expenses		$16,004	$15,481	$31,485
Administration expenses		$2,036		$2,036
Subscription expenses		$184		$184
Occupancy expenses		$2,569		$2,569
Strategic/special projects				
- Professional development		$623		$623
- Other project expenses		$739		$739
	0.28	**$22,155**	**$15,481**	**$37,636**

Middle Years Schooling	FTE	Reform Support Fund funding	Funding from other contributions	Total funding
Employee expenses		$23,366	$22,096	$45,462
Administration expenses		$2,734		$2,734
Subscription expenses		$248		$248
Occupancy expenses		$3,448		$3,448
Strategic/special projects				
- Professional development		$837		$837
- Other project expenses		$991		$991
	0.38	$31,624	$22,096	$53,720

Indigenous Secondary Student Mentoring	FTE	Reform Support Fund funding	Funding from other contributions	Total funding
Employee expenses		$70,092	$50,523	$120,615
Administration expenses		$733		$733
Subscription expenses		$66		$66
Occupancy expenses		$924		$924
Strategic/special projects				
- Professional development		$224		$224
- Other project expenses		$266		$266
	1.1	$72,306	$50,523	$122,829

The AISSA Leadership Institute	FTE	Reform Support Fund funding	Funding from other contributions	Total funding
Employee expenses		$67,284	$102,676	$169,960
Administration expenses		$9,200		$9,200
Subscription expenses		$833		$833
Occupancy expenses		$11,604		$11,604
Strategic/special projects				
- Leadership		$51,872		$51,872
- Professional development		$2,815		$2,815
- Other project expenses		$3,336		$3,336
	1.27	$146,946	$102,676	$249,622

Early Career Teacher Development	FTE	Reform Support Fund funding	Funding from other contributions	Total funding
Employee expenses		$31,022	$29,010	$60,032
Administration expenses		$2,762		$2,762
Subscription expenses		$250		$250
Occupancy expenses		$3,484		$3,484
Strategic/special projects				
- Early career program		$2,152		$2,152
- Professional development		$845		$845
- Other project expenses		$1,002		$1,002
	0.38	$41,517	$29,010	$70,527

ChallenGE	FTE	Reform Support Fund funding	Funding from other contributions	Total funding
Employee expenses		$16,738	$17,943	$34,681
Administration expenses		$2,960		$2,960
Subscription expenses		$268		$268
Occupancy expenses		$3,734		$3,734
Strategic/special projects				
- Professional development		$906		$906
- Other project expenses		$1,073		$1,073
	0.41	**$25,679**	**$17,943**	**$43,622**

The AISSA Centre for Innovation	FTE	Reform Support Fund funding	Funding from other contributions	Total funding
Employee expenses		$81,055	$115,831	$196,886
Administration expenses		$10,874		$10,874
Subscription expenses		$985		$985
Occupancy expenses		$13,716		$13,716
Strategic/special projects				
- Leadership		$51,872		$51,872
- Professional development		$3,328		$3,328
- Other project expenses		$3,944		$3,944
	1.50	**$165,773**	**$115,831**	**$281,604**

Enhancing the national evidence base	FTE	Reform Support Fund funding	Funding from other contributions	Total funding
Employee expenses		$75,818	$71,389	$147,207
Administration expenses		$8,723		$8,723
Subscription expenses		$790		$790
Occupancy expenses		$11,002		$11,002
Strategic/special projects				
- Professional development		$2,669		$2,669
- Other project expenses		$3,163		$3,163
	1.20	**$102,167**	**$71,389**	**$173,556**

Overall expenses	Total FTE	Total funding from the reform support fund	Total funding from other contributions	Total funding
Non-government reform support fund	15.70	**$1,453,800**	**$1,015,826**	**$2,469,626**