



## **Non-Government Reform Support Workplan**

---

**2019**

---

**Association of Independent Schools of South Australia**

---

## **Non-Government Reform Support Fund**

### **Association of Independent Schools of South Australia – Workplan 2019**

#### **Summary of Workplan for 2019**

The Association of Independent Schools of South Australia (AISSA) 2019 Workplan outlines key initiatives to be undertaken under the Non-Government Reform Support Fund. The activities described in this workplan exceed usual service provision to Independent schools by the AISSA. The projects and activities described are designed to build and develop the capacity of Independent schools to meet both their school improvement directions and national and state imperatives.

The workplan has been developed in consultation with the South Australian Department for Education and Catholic Education South Australia, and provides comprehensive and complementary detail to the strategies outlined in the bilateral agreement between South Australia and the Commonwealth on quality schools reform. High levels of cross-sector collaboration in South Australia, demonstrated by a range of formal and informal working groups, partnerships and processes, supports the achievement of identified goals.

Implementation of the three national reform areas is a key focus of the workplan. Working with Independent schools to build and consolidate practice in schools aims to ensure that sound mechanisms for data collection processes under the Nationally Consistent Collection of Data on School Students with Disability (NCCD) are developed and strengthened. Transition to an online National Assessment Program is underpinned by a sector-wide change management process. Moreover, the AISSA will be responsive to the needs of Independent schools through providing expert input that supports a continuous improvement approach for governance and financial management practices.

Achievement of state-based reforms is undertaken by the AISSA through a school consultancy model, professional learning and school-based projects that strategically link current reform initiatives with the contextual school improvement directions of each Independent school. Senior Educational Consultants work as a team to enable school leaders to realise their vision for school improvement and progress the national reform agenda. Specialist Consultants with deep content and pedagogical knowledge support the development of instructional leaders of learning and teachers who are committed to pedagogical improvement across their schools.

Two key AISSA platforms - the Centre for Innovation; and the Leadership Institute provide Independent schools with access to advice, consultancy support, and resources that include tools to provoke, inspire and scaffold school improvement and innovation initiatives. The AISSA High Impact School Improvement Tool supports evidence-informed practices in schools. Programs to be implemented through the Reform Support Fund address the key areas of Literacy and Numeracy, STEM education, Middle Schooling, extending outcomes for highly able learners and building cultural connections and educational aspiration for Indigenous students. Supporting teachers to create conditions for effective learning is advanced by the AISSA through the delivery of a range of professional learning programs, externally and in schools. Central to this is the objective of developing contemporary, evidence-based practice to enable teachers to make consistent and valid judgements about student learning.

This workplan outlines a comprehensive sector strategy that would not be possible without funding provided by the Reform Support Fund. It aligns with both national and state-based reforms to enable a continued focus on, and investment in, excellence in outcomes for students in South Australian Independent schools.

## Summary of budget

<b>Project</b>	<b>Activities</b>	<b>Reform support funding</b>	<b>Funding from other sources</b>	<b>Total funding</b>
NCCD	Improving NCCD	\$355,478	\$0	\$355,478
<b>Online Delivery of NAPLAN</b>	Assisting schools implementing NAPLAN Online in 2018 and preparing to implement in 2019	\$234,320	\$0	\$234,320
<b>Improving governance and financial management</b>	Improving governance and financial management practices in non-government schools	\$73,367	\$14,400	\$87,767
Improving student learning and achievement	High Impact School Improvement Tool	\$210,703	\$264,055	\$474,758
	Australian Curriculum Literacy and Numeracy Learning Progressions	\$57,932	\$72,601	\$130,534
	STEM	\$95,980	\$203,958	\$299,938
	Literacy and Numeracy	\$13,566	\$28,828	\$42,394
	Middle Years Schooling	\$17,740	\$44,232	\$61,972
	Indigenous Secondary Student Mentoring	\$19,843	\$123,400	\$143,243
Supporting teaching, school leadership and school improvement	The AISSA Leadership Institute	\$96,970	\$164,477	\$261,446
	Early Career Teacher Development	\$23,406	\$51,253	\$74,659
	ChallenGE Project	\$32,667	\$43,894	\$76,561
	The AISSA Centre for Innovation	\$130,897	\$171,062	\$301,959
Enhancing the national evidence base	National improvement & school improvement	\$90,830	\$113,829	\$204,658
<b>Total</b>		<b>\$1,453,700</b>	<b>\$1,295,987</b>	<b>\$2,749,688</b>

## Non-Government Reform Support Fund

### Association of Independent Schools of South Australia – Workplan 2019

#### Project title: Nationally Consistent Collection of Data on School Students with Disability (NCCD)

#### Relevant national policy reform direction:

**Quality assurance, moderation and support for the continued improvement of the Nationally Consistent Collection of Data on School Students with Disability (NCCD).**

#### Project description and activities:

This project aims to build teacher capacity in improving the quality and consistent application of definitions under the NCCD.

The AISSA will work with Independent schools and teachers to build skills and knowledge to enhance the quality and consistent application of definitions of disability under the *Disability Discrimination Act (1992)* and NCCD. School leaders and staff will be supported to develop a sound understanding of legal obligations, levels of educational adjustments and how to appropriately allocate these to individual student need. Building on this, AISSA consultants will assist teachers with developing and implementing effective pedagogical practices to best meet student need. Additionally, Independent schools will be supported to develop clear processes for the collection and transmission of data and assisted to develop evidence-based collection methods. Following examination of schools' submitted yearly NCCD data, AISSA consultants will work with identified schools to offer proactive feedback to target potential areas for improvement or clarify any misinterpretation of data application. AISSA staff will work with their cross-sector colleagues to co-design moderation workshops, with the aim of developing reliability in judgement across all South Australian schools. Centralised workshops will provide staff in Independent schools with the opportunity to strengthen their professional judgements and to ensure consistent understanding of the NCCD across Independent schools.

Indicative budget	Expected outcomes	Indicators of success
Reform Support funding: \$355,478 Other funding: \$0 Total FTE: 2.12	<ul style="list-style-type: none"><li>Improved reliability and robustness of the NCCD and processes designed to best support students with disability.</li><li>Increased focus on staff's understanding of curriculum, instructional and/or environmental adjustments.</li></ul>	<ul style="list-style-type: none"><li>50% of schools will be supported in their application of the NCCD.</li></ul>

**Project title: Online Delivery of the National Assessment Program**

**Relevant national policy reform direction:**

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

**Project description and activities:**

Transition to an online NAP requires a sector-wide change management approach. In 2019, the AISSA will assist Independent schools participating in the online delivery of the National Assessment Program Literacy and Numeracy (NAPLAN), in addition to supporting current paper mode schools to participate in the online delivery of NAPLAN in 2020.

Key areas of the NAP program requiring support include: the 2019 online NAPLAN, 2020 School Readiness Test; ACARA’s sample testing, trials and research: 2019 Equating study; 2019 NAP Civic and Citizenship Field and Main Studies; and, 2020 NAPLAN item trialing.

For Independent schools participating in the online test in 2019 or planning to transition in 2020, the AISSA will provide ongoing liaison and central training workshops, in addition to school visits, as required. Training workshops encompass school community preparation, staff training, platform dashboard familiarisation, engaging with the national NAPLAN protocols, support with Privacy requirements and communication strategies.

A formalised cross-sector NAPLAN working group is in place. The group meets regularly to coordinate the successful transition to NAPLAN online for all South Australian schools. Members collaborate on key directions and decisions for SA implementation, including the development and sharing of training materials and communication resources, with each sector coordinating and undertaking sector specific activities.

Indicative budget	Expected outcomes	Indicators of success
Reform Support funding: \$234,320 Other funding: \$0 Total FTE: 1.49	<ul style="list-style-type: none"> <li>• Increased numbers of Independent schools transition to NAPLAN online in 2019.</li> <li>• Schools yet to transition to the online mode of test are supported to participate in national orientation and familiarisation activities.</li> </ul>	<ul style="list-style-type: none"> <li>• 35% of schools prepare to undertake NAPLAN online in 2019.</li> <li>• 55% of schools undertake 2020 NAPLAN online readiness activities.</li> </ul>

**Project title: Improving governance and financial management practices**

**Relevant national policy reform direction:**

**Improving governance and financial management practices in non-government schools**

**Project description and activities:**

Quality governance is critical to the growth and longevity of the Independent sector. In 2019, the AISSA will assist Independent School Boards to meet their governance obligations focusing on key areas including financial management, accountability and school improvement, in order to build contemporary practice to govern schools effectively.

This priority is undertaken through consultancy support from AISSA staff as well as through a series of professional learning workshops. A signature event each year is the long-established and well attended Governance Conference. This major conference will support governing councils of Independent schools to further develop knowledge and understanding about effective governance and, in 2019, will specifically centre on the role of the Board in managing critical risks. Additional professional learning workshops will increase Board members’ understanding of financial matters and accountability, and professional learning for less experienced Board members is designed to assist them to better understand their role and responsibilities in the specific context of School Board membership.

Indicative budget	Expected outcomes	Indicators of success
Reform Support funding: \$73,367 Other funding: \$14,400 Total FTE: 0.23	<ul style="list-style-type: none"> <li>Increased awareness by Board members of governance and financial management obligations.</li> </ul>	<ul style="list-style-type: none"> <li>60% of governors participating in professional learning report improved understanding of effective governance and financial practices.</li> <li>70% of Independent schools access the professional learning on improvements to governance practices.</li> </ul>

## **Project title: Improving Student Learning and Achievement**

### **Relevant state policy reform direction:**

#### **Reform Direction A – Supporting students, student learning and student achievement**

### **Project description and activities:**

#### **High Impact School Improvement Tool**

School improvement is both a regulatory requirement and a moral imperative because children are entitled to the best education possible, in order to fully realise their unique potential. Embarking on a school improvement journey requires an informed school leadership driving the improvement process. To support this vital work, the AISSA has developed the High Impact School Improvement Tool (HISIT), designed to allow Independent schools to enter the improvement journey through whichever focus is most appropriate in their context. Eight key areas have been developed and Principals begin using the tool by engaging with the research list and conducting a school self-assessment. As priorities are established, Principals are able to select the area that most aligns with feedback from their review and seek further research and resources from within the HISIT. This is also a key resource that complements the in-school support model provided for each Independent school by the AISSA Senior Educational Consultants. For the tool to remain contemporary, a full review and update is undertaken every year. This ensures that educators are provided with the best evidence base and high quality research currently available.

#### **Australian Curriculum Literacy and Numeracy Learning Progressions**

AISSA Consultants will support Independent schools to engage with the Australian Curriculum Literacy and Numeracy Learning Progressions as a means of identifying student learning and achievement, to enable teachers to respond appropriately to student learning needs. This project explores the common pathways or developmental sequences for the acquisition of aspects of literacy and numeracy development as detailed in the Progressions.

#### **STEM**

This project will facilitate opportunities for STEM education through the AISSA STEM Task Force. A key activity will be to develop a STEM Position Paper informed by local and international research, that will provide Independent schools with effective strategies to improve STEM outcomes in schools. This will include perspectives and strategies that promote an increase in student engagement and participation in STEM learning. The establishment of Project Based Learning (PBL) networks will enable industry and tertiary links to be developed with schools. The AISSA STEM audit tool and website will be a key school resource. Workshops, Hub Groups and in-school consultancy will deepen and strengthen understandings of Science and Digital Technologies.

#### **Literacy and Numeracy**

The AISSA will provide assistance to Independent schools to access the 2018 Phonics Screening Check (PSC) as prepared by the Department for Education. Key activities include providing access to the test and instructional materials via the AISSA website, liaising with schools and providing school-specific advice regarding school-wide practice in Phonics teaching, learning and assessment.

Independent schools will be supported to implement the reSolve: Mathematics by Inquiry resource, designed to improve teacher practice and mathematics learning for students. The resource promotes structured, purposeful and inquiry-based investigations and is underpinned by three protocols – mathematics that is purposeful, inclusive and challenging; and, has a knowledge building culture.



1.88 FTE	<p>STEM</p> <ul style="list-style-type: none"> <li>• creation of a stimulus document that promotes dialogue and new ways of thinking about effective STEM education amongst school leaders and between teachers</li> <li>• STEM teachers' knowledge regarding best practice in STEM teaching is enhanced</li> <li>• review and update of STEM audit tool and AISSA website in line with the key findings from the position paper.</li> </ul>	<ul style="list-style-type: none"> <li>• 30% of schools involved in the PBL project will develop links with industry.</li> <li>• 60% of teachers involved in the projects indicate a deeper understanding of effective STEM practice.</li> </ul>
0.28 FTE	<p>Literacy and Numeracy</p> <ul style="list-style-type: none"> <li>• availability of the 2018 Phonics Screening Check and implementation support for all Independent schools</li> <li>• Independent schools are supported to access and implement the reSolve: Mathematics by Inquiry resource to scaffold mathematics lesson design and inquiry learning</li> </ul>	<ul style="list-style-type: none"> <li>• 100% of schools have access to the Phonics Screening Check and implementation support.</li> <li>• 60% of participating teachers indicate enhanced understanding of this resource.</li> </ul>
0.38 FTE	<p>Middle Years Schooling</p> <ul style="list-style-type: none"> <li>• REAL Group members will investigate and scale best practice in their school contexts.</li> </ul>	<ul style="list-style-type: none"> <li>• 60% of REAL committee participants report enhanced understanding about issues pertaining to the education of early adolescent students.</li> </ul>
1.10 FTE	<p>Indigenous Secondary Student Mentoring</p> <ul style="list-style-type: none"> <li>• Indigenous students are supported to grow in their cultural, academic, social and emotional wellbeing.</li> </ul>	<ul style="list-style-type: none"> <li>• 50% of schools with Indigenous secondary students access the mentoring program.</li> </ul>

## **Project title: Supporting teaching, school leadership and school improvement**

### **Relevant state policy reform direction:**

#### **Reform Direction B – Supporting teaching, school leadership and school improvement**

### **Project description and activities:**

The AISSA Leadership Institute

Through the Leadership Institute, the AISSA will provide a range of professional learning for leaders, building the capacity of their schools to deliver high quality education and further developing the skills for effective, contemporary leadership. In 2019 these will include a Legal Series that provides guidance and information about topics including duty of care, family law, industrial matters and financial management. A range of professional learning will also be offered to members of governing councils through this Institute. Additionally, in conjunction with the AISSA Centre for Innovation, School Impact Hubs will provide instructional leadership and change management programs, supporting curriculum leaders in primary and secondary sites in leading innovation and change. A learning symposium will showcase the work of the Independent schools and will focus on the conditions that help, limit or prevent the development of entrepreneurial minded young people, in addition to ways to increase student participation and engagement as valued contributors and decision makers in their education.

#### **Early Career Teacher Development**

The AISSA will support the development of high quality teaching in Independent schools through working with early career teachers and their mentors. *Graduate to Proficient: Australian Guidelines for Teacher Induction into the Profession* will be used as a key resource to develop professional identity, professional practice and teacher wellbeing. Key elements of this project include establishing school-based mentoring relationships, development of a pedagogical toolbox and supporting early career teachers to collect evidence against the Australian Professional Standards for Teachers as they navigate the transition from provisional to full registration.

#### **ChallenGE Project**

The ChallenGE Project seeks to develop, enhance and extend outcomes for highly able learners. Independent schools that are part of the ChallenGE Project use Design Thinking methodology to develop context specific responses to the needs of highly able learners. Schools will prototype and scale a locally developed initiative.

#### **The AISSA Centre for Innovation**

The AISSA will support Independent schools to conceptualise and design new futures to amplify and scale the principled practices, environments and innovations required for the next wave of entrepreneurs, inventors, achievers and dreamers to be nurtured in schools. This will occur through providing advice, information and assistance, as well as leading impact hubs and school-based projects delivered in conjunction with the AISSA Leadership Institute. Learning design and moderation projects are designed for instructional leaders of learning and teams of their teachers who are committed to improving practice through quality assessment and collaborative moderation practices, so that teachers are provided with opportunities to deepen their understanding of the Australian Curriculum and extend and enrich their practice.

Indicative budget	Expected outcomes	Indicators of success
<p>Reform Support funding: \$283,940 Other funding: \$430,685 Total FTE: 3.56</p> <p>1.27 FTE</p> <p>0.38 FTE</p> <p>0.41 FTE</p> <p>1.50 FTE</p>	<p>Leadership Institute</p> <ul style="list-style-type: none"> <li>• leaders build their understanding and application of key legal, industrial and human resource responsibilities.</li> <li>• Impact Hubs, as part of cross-school communities of practice, support school leaders to design, implement and scale a school-based education innovation project.</li> </ul> <p>Early Career Teacher (ECT) Development</p> <ul style="list-style-type: none"> <li>• improved confidence and capability of ECTs in classroom and school settings.</li> </ul> <p>ChallenGE Project</p> <ul style="list-style-type: none"> <li>• schools will evaluate the success of their prototypes and scale accordingly</li> <li>• a paper describing the outcomes of the ChallenGE project will be written and shared with schools.</li> </ul> <p>The AISSA Centre for Innovation</p> <ul style="list-style-type: none"> <li>• Impact Hubs, as part of cross-school communities of practice, support school leaders to design, implement and scale a school-based education innovation project</li> <li>• teachers build their knowledge about the principles of learning and assessment design to make consistent and valid judgments about student learning within the context of the Australian Curriculum Achievement Standards.</li> </ul>	<ul style="list-style-type: none"> <li>• 75% of participants report improved understanding of legal and human resource issues.</li> <li>• 75% of participants report improved understanding of leading innovation and change.</li> <li>• 60% of early career teachers participating in the early career teacher program report enhanced understanding and confidence as a beginning teacher.</li> <li>• 60% of participating schools report increased capacity to better meet the needs of highly able learners.</li> <li>• 75% of teachers indicate improved practice in making consistent judgements about student learning.</li> </ul>

**Project title: Enhancing the national evidence base**

**Relevant state policy reform direction:**

**Reform Direction C – Enhancing the national evidence base**

**Project description and activities:**

Each Independent school is supported to meet their national obligations and school improvement goals through the support of AISSA’s consultancy team. This includes regular school visits, face-to-face meetings and video conferencing, as well as the development of resources and supporting documents. Support is tailored to meet the unique context of each site.

<b>Indicative budget</b>	<b>Expected outcomes</b>	<b>Indicators of success</b>
Reform support funding: \$90,830 Other funding: \$113,829 Total FTE: 1.20	<ul style="list-style-type: none"><li>Schools engage with AISSA and achieve their targeted improvement initiatives.</li></ul>	<ul style="list-style-type: none"><li>90% of schools have been supported with school improvement initiatives.</li></ul>