



Association of
Independent Schools
of South Australia

Non-Government Reform Support Workplan

2020

Association of Independent Schools of South Australia

Non – Government Reform Support Fund

Association of Independent Schools of South Australia Workplan 2020

Summary of Workplan for 2020

The Association of Independent Schools of South Australia (AISSA) welcomes the opportunity to describe the activities funded under the Non-Government Reform Support Fund. This plan has been designed to build on the initiatives and successes of the 2019 workplan, ensuring cohesion and continuity of practice in facilitating excellence in outcomes for students in South Australian Independent schools. Across all of its activities, the AISSA is guided by a commitment to integrity, excellence and expertise. The initiatives described in this workplan and the resulting assistance provided to SA Independent schools would not be possible without this funding source.

The 2020 workplan continues to be organised around the three national priorities of the Quality Schools Program and the state-based initiatives agreed in the South Australian bilateral agreement. Strong cross sector consultation and collaboration facilitates progress towards these goals.

National Priorities

Improving consistency of understanding and application of the Nationally Consistent Collection of Data (NCCD) will be achieved through intentionally working with leadership teams and teachers to build skills and knowledge to implement reasonable adjustments for students with disability and to develop and implement effective pedagogical practices to best meet student need.

The transition to NAPLAN online continues within an extended transition window; however, it is anticipated that in 2020 the majority of SA Independent school students will use the online mode of testing. A collaborative cross sector relationship underpins a successful transition, with each sector responsible for sector-specific training and school guidance. The AISSA also provides advice to schools selected for participation in related national assessment activities including sample assessment and ACARA's field trial program.

Integral to the success of both the Independent school and sector is exemplary governance. The AISSA will assist Board members to build their capacity and meet their governance obligations, focusing on key areas including child protection, financial management, legal, compliance and fiduciary responsibilities. Cognisant of the voluntary nature of many board memberships, a number of key activities are scheduled for weekends and after hours, to maximise accessibility and attendance.

State-Based Initiatives

The High Impact School Improvement Tool (HISIT) is an online repository accessible to all schools and their staff. It contains research, resources and case studies across 8 key improvement components – leadership, teaching, curriculum, data, professional collaboration, student agency, future schooling and parent and community partnerships. In 2020 the HISIT, which also complements the work of the AISSA Educational Consultants who work closely with leadership teams and teachers, will undergo a major review and re-launch.

The AISSA Leadership Institute works in synergy with the AISSA Centre for Innovation to develop authentic, purposeful and visionary leaders capable of leading the growth and learning of students, staff and school communities. Independent schools will also be assisted to conceptualise and design new futures required to meet the needs for students within the education context of Industry 4.0.

In support of high quality teaching, the AISSA will work with early career teachers and their mentors to foster collaborative and authentic induction processes. As South Australia transitions Year 7 students to secondary contexts, a middle school focus will consider ways in which the developmental and learning needs of early adolescents can be best met. Teacher quality will also be enriched through the effective implementation of the Australian Curriculum, utilizing a suite of strategies that enable teachers to build their understanding of students' learning development from their early years and throughout their secondary years of schooling. Building on the 2019 plan, AISSA consultants will provide resources and continued support for Independent school leaders and teachers to deepen their learning and engagement in STEM education and the disciplines of Science, Digital Technologies and Mathematics.

The AISSA maintains its commitment to utilising the Reform Support Fund to meet the objectives of the fund and provide ongoing support to schools to sustain improvement in outcomes for students.

Summary of budget

Project	Activities	Reform support funding	Funding from other sources	Total project funding
NCCD	Improving NCCD	\$237,252	\$130,053	\$367,305
NAPLAN Online	Assisting schools implementing NAPLAN Online in 2018 and preparing to implement in 2019	\$148,709	\$81,517	\$230,227
Improving Governance	Improving governance and financial management	\$39,227	\$21,503	\$60,730
Reform Direction A Supporting students, student learning and student achievement	High Impact School Improvement Tool	\$229,139	\$125,606	\$354,745
	Learning Design and Moderation	\$88,384	\$48,449	\$136,834
	STEM	\$149,952	\$82,198	\$232,150
	Literacy and Numeracy reSolve	\$12,647	\$6,932	\$19,579
	Australian Curriculum Literacy and Numeracy Learning Progressions	\$63,867	\$35,010	\$98,877
	Middle Years Schooling	\$28,461	\$15,601	\$44,062
Reform Direction B Supporting teaching, school leadership and school improvement	The AISSA Leadership Institute	\$159,378	\$87,365	\$246,743
	Early Career Teacher Development	\$42,562	\$23,331	\$65,893
	The AISSA Centre for Innovation	\$107,958	\$59,179	\$167,137
Reform Direction C Enhancing the national evidence base	National improvement & school improvement	\$146,464	\$79,249	\$225,713
	Total funding for 2020	\$1,454,000	\$795,996	\$2,249,996

* The amount of funding allocated annually to NGRBs is notionally based on enrolment share of students at non-government schools. The total funding of the AISSA Reform Support Fund activity has been calculated using the 2019 funded amount. The Australian Government understands that these figures provided are indicative and will change throughout the year. The Annual Report is expected to report on these changes.

Association of Independent Schools of South Australia 2020 work plan

National Priority A				
Project title	Project description and activities	Indicative budget	Expected outcomes/ Overall achievements	Indicators of success
<p>Quality assurance, moderation and support for the continued improvement of the Nationally Consistent Collection of Data on School Students with Disability</p>	<p>The AISSA will continue to work with leadership teams and teachers in Independent schools to build skills and knowledge regarding definitions of disability under the <i>Disability Discrimination Act (1992) and Disability Standards for Education 2005</i>, to identify and implement reasonable adjustments for students with disability and to enhance the consultation process.</p> <p>School leaders and staff will be provided with opportunities to deepen their understandings of the moderation process, including determining the level of adjustment and how to appropriately allocate these to individual student need.</p> <p>Building on this, AISSA consultants will assist teachers with developing and implementing effective pedagogical practices to best meet student need. This assistance will be provided through a range of professional learning opportunities including site-based support and central workshops.</p> <p>Additionally, Independent schools will be supported to develop consistent practices regarding data collection and transmission of data, including maintaining evidence-based collection methods.</p> <p>Following review of schools' yearly NCCD data, the AISSA consultants will work with identified schools to enhance best practice and consider potential areas for improvement. They will continue to foster collaborative practices with their cross sector colleagues to co-design moderation workshops, with the intent to sustain and promote reliability in judgement across all South Australian schools.</p>	<p>Reform support funding: \$237,252</p> <p>Other funding: \$130,053</p> <p>FTE: 2.10</p>	<ul style="list-style-type: none"> • Increased engagement of school staff in the NCCD e-learning DSE modules. • NCCD leaders in schools reporting greater engagement from a range of staff regarding the NCCD model and how it relates to quality classroom practice. • Increased focus on staff understanding of instructional and/or environmental adjustments designed to best support students with disability. 	<ul style="list-style-type: none"> • 50% of schools will be supported in their application of the NCCD.

National Priority B

Project title	Project description and activities	Indicative budget	Expected outcomes/ Overall achievements	Indicators of success
<p>Implementation of online delivery of the National Assessment Program</p>	<p>Transition of Independent schools to the online mode of NAPLAN continues in 2020 within an extended national transition window.</p> <p>The South Australian cross sector NAPLAN implementation working group will continue to meet regularly to collaborate on key NAPLAN implementation aspects. It is through this group that key resources such as training materials and communication messages are developed and shared.</p> <p>It is envisioned that the majority of Independent schools will undertake NAPLAN online in 2020. The AISSA will offer a comprehensive suite of support for the successful implementation of this national initiative.</p> <p>This includes</p> <ul style="list-style-type: none"> • central NAPLAN online training workshops • access to online training tutorials • national test protocol sessions • advice about the provision of support for students with diverse needs • advice about contingency planning • School Readiness Test training • maximising data analysis using the digital NAPLAN analytical tool • fielding of school queries during the NAPLAN test window • general support and advice. <p>The AISSA will also provide advice and support to schools selected for participation in related national assessment activities including sample assessment and ACARA's field trial program.</p>	<p>Reform support funding: \$148,709</p> <p>Other funding: \$81,517</p> <p>FTE: 1.46</p>	<ul style="list-style-type: none"> • Increased numbers of Independent schools transitioning to NAPLAN online in 2020. • Schools yet to transition to the online mode of test are supported to participate in national orientation and familiarisation activities. 	<ul style="list-style-type: none"> • 85% of schools are supported to undertake NAPLAN online in 2020. • All 2020 schools using the paper mode of NAPLAN are supported to undertake readiness activities for NAPLAN online 2021.

National Priority C

Project title	Project description and activities	Indicative budget	Expected outcomes/ Overall achievements	Indicators of success
<p>Improving governance and financial management practices in non-government schools.</p>	<p>Quality governance is critical to the growth and longevity of the Independent sector. It is essential that AISSA board members are able to provide leadership skills and understand their governing responsibilities if they are to take their schools into a certain and productive future. Independent schools will not achieve their full potential without the leadership of accountable, well equipped and capable boards.</p> <p>In 2020, the AISSA will assist Independent School Boards to meet their governance obligations focusing on key areas including child protection and financial management. Additionally, the roles and responsibilities of board members including legal, compliance and fiduciary responsibilities will be explored.</p> <p>This priority is undertaken through a series of professional learning workshops as well as consultancy support from AISSA staff.</p> <p>A major conference will be held for all board members to further develop knowledge and understanding about effective governance.</p>	<p>Reform support funding: \$39,227</p> <p>Other funding: \$21,503</p> <p>FTE: 0.22</p>	<ul style="list-style-type: none"> Increased awareness by board members of governance and financial management obligations. 	<ul style="list-style-type: none"> 60% of governors participating in professional learning report improved understanding of effective governance practices. 60% of governors participating in professional learning report improved understanding of effective financial practices.

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>Improving Student Learning and Achievement</p> <p><i>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</i></p>	<p>In order to support schools to improve student learning and achievement the AISSA has developed a key resource named the High Impact School Improvement Tool (HISIT), accessible by all member schools and their staff. The intention of the HISIT is to provide school leaders and teachers with research and resources that support them with school improvement.</p> <p>In 2020 the tool will undergo a major review with the intention of some focus areas being refined and refreshed, other areas relocated (on the AISSA website) and new areas of focus added.</p> <p>The HISIT complements the work of the Educational Consultants who offer face to face support to schools.</p>	<p>Reform support funding: \$229,139</p> <p>Other funding: \$125,606</p> <p>FTE: 1.95</p>	<ul style="list-style-type: none"> • A review and restructure of the HISIT. • Availability of the tool to all Independent schools through the AISSA website. • Promotion of the HISIT to schools by consultants and key reference groups. 	<ul style="list-style-type: none"> • 80% of schools are introduced to the revised HISIT.

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>Improving Student Learning and Achievement</p> <p><i>Learning Design and Moderation</i></p>	<p>The Learning Design and Moderation projects are devised for leaders of learning focused on driving improved educational practice across their school through a focus on evidence informed practices and their implementation.</p> <p>AISSA consultants will support instructional leaders and teachers to engage with and extend their knowledge and understanding of collaborative moderation practices and principles of learning design.</p> <p>The Learning Design and Moderation projects will comprise professional learning and high impact hubs to build professional capacity in these areas.</p>	<p>Reform support funding: \$88,384</p> <p>Other funding: \$48,449</p> <p>FTE: 0.86</p>	<ul style="list-style-type: none"> Project participants build and extend their knowledge and understanding of the principles and practices of assessment, collaborative moderation and learning design. Project participants consolidate, build knowledge and extend their understanding of collaborative moderation to make consistent and valid judgements about student learning within the context of the Australian Curriculum Achievement Standards. 	<ul style="list-style-type: none"> 75% of participants indicate improved understanding of principles and practices related to collaborative moderation and learning design and that this has had a positive impact on their educational practice. 75% of participants indicate improved practice in making consistent and evidence-informed judgements about student learning.

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>STEM</p> <p><i>Explore and implement opportunities for STEM Education through the Association of Independent Schools South Australia (AISSA) STEM Task Force</i></p> <ul style="list-style-type: none"> - <i>Audit tool</i> - <i>Local and international research bank</i> - <i>Industry and tertiary partnerships</i> - <i>School-based STEM strategies</i> 	<p>STEM continues to be a key priority area across the sector. Building on the 2019 plan, AISSA consultants will provide resources and continued support for Independent school leaders and teachers to deepen their learning and engagement in STEM education and the disciplines of Science, Digital Technologies and Mathematics.</p> <p>A signature STEM conference <i>New Thinking New Possibilities</i> will provide educators with an opportunity to connect with current research and consider the significant role that STEM education has for schools and learners in ensuring new skills, new jobs and a strong economic future.</p> <p>A research-based STEM position paper, developed in 2019 will be shared with schools and published on the AISSA website and the STEM newsletter will continue to offer access to resources in support of STEM programs and courses in schools.</p> <p>The PBL Studio 2.0, a series of masterclasses and opportunities for professional engagement, will support the delivery of disciplinary and interdisciplinary projects in schools. Moreover, schools will be supported to partner with outside organisations to explore the potential of Virtual Reality as an innovative component of STEM learning.</p> <p>The AISSA will continue to offer professional learning for teachers and leaders to consolidate, build and extend their understanding and implementation of the Science and Mathematics Aboriginal and Torres Strait Islander elaborations in support of this cross curriculum priority.</p>	<p>Reform support funding: \$149,952</p> <p>Other funding: \$82,198</p> <p>FTE: 1.46</p>	<ul style="list-style-type: none"> • Senior Secondary teachers will be supported through Hub Groups to implement renewed STEM subjects. • Review and development of the AISSA STEM Newsletter to support programs in schools. • Teachers and leaders will be able to connect with nationally and internationally recognised thought leaders in the area of STEM, Virtual Reality and Artificial Intelligence. • Teachers and leaders consolidate, build and extend their understanding and implementation of STEM through the AISSA STEM Position Paper. • Teachers and leaders consolidate, build and extend their understanding and implementation of Science and Mathematics Aboriginal and Torres Strait Islander elaborations. 	<ul style="list-style-type: none"> • 80% of schools are introduced to the STEM Position Paper and Newsletter. • 50% of Independent schools will be represented at the various STEM activities held by AISSA in 2020. • 50% of participants will have a greater understanding of the relationship between our first nations people and Science and Mathematics.

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>Literacy and Numeracy</p> <p><i>Implementation of the reSolve mathematical inquiry project in participating schools</i></p>	<p>'reSolve: Maths by Inquiry' is an innovative national program that promotes relevant and engaging mathematics teaching and learning from Foundation to Year 10. (resolve.edu.au). Teaching resources and professional learning modules within reSolve are a valuable resource for teachers and leaders of mathematics.</p> <p>AISSA consultants will continue disseminating information about reSolve Mathematics by Inquiry resources to Independent schools. This will support the ongoing focus on improving mathematics learning and teaching.</p>	<p>Reform support funding: \$12,647</p> <p>Other funding: \$6,932</p> <p>FTE: 0.12</p>	<ul style="list-style-type: none"> Continued promotion of reSolve to Independent school teachers and leaders to support best practice mathematics learning and teaching. 	<ul style="list-style-type: none"> Information about reSolve will be communicated to Independent Schools throughout 2020. 60% of teachers in participating schools will indicate improved knowledge and implementation of the reSolve resource.

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>Literacy and Numeracy</p> <p><i>Schools will explore the Australian Curriculum National Literacy and Numeracy Learning Progressions as a means of identifying student learning and achievement to enable teachers to respond appropriately to student learning needs.</i></p>	<p>Literacy and numeracy are fundamental to a student’s ability to learn at school and to engage productively in society. Improving literacy and numeracy development is a priority for many schools. (ACARA, 2019)</p> <p>This project will investigate the National Literacy and Numeracy Learning Progressions as a resource and tool to support teachers to:</p> <ul style="list-style-type: none"> • build their knowledge and develop a shared understanding of students’ literacy and numeracy development from their early years and throughout their secondary years of schooling • locate the literacy and numeracy development of students at key progress points • identify the literacy and numeracy development that should follow (ACARA, 2019) • respond appropriately to student learning needs • build student agency through targeted literacy/numeracy goal setting. <p>AISSA consultants will engage leaders of learning in a professional learning project exploring the NLNLP to focus on students and their learning – to gain an understanding of where students are now and to explore future learning opportunities to support their progress and growth.</p> <p>The project will comprise professional learning and high impact hubs to build expertise with the use of the NLNLP.</p>	<p>Reform support funding: \$63,867</p> <p>Other funding: \$35,010</p> <p>FTE: 0.59</p>	<ul style="list-style-type: none"> • Project participants build and extend their knowledge and understanding of the National Literacy and Numeracy Learning Progressions and how they can be used to support their educational practice. • Project participants use the National Literacy and Numeracy Learning Progressions as a tool to identify a student’s current literacy and numeracy development, intentionally plan the next teaching focus to support growth and engage students in targeted goal setting. 	<ul style="list-style-type: none"> • 75% of project participants indicate an improved knowledge and understanding of the National Literacy and Numeracy Learning Progressions. • 75% of project participants indicate improved use of the National Literacy and Numeracy Learning Progressions to plan and implement targeted learning for students.

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>Middle Years Schooling Improvements</p> <p><i>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</i></p>	<p>As schools across SA transition Year 7 students to secondary contexts, the AISSA through the Responding to Early Adolescent Learners (REAL) reference group will continue to build the professional network, support schools and respond to their needs in order to address the emerging issues in regard to the learning, engagement and wellbeing needs of early adolescent learners within their school context.</p> <p>The REAL group will</p> <ul style="list-style-type: none"> engage schools in current research and thinking consider the ways in which the developmental and learning needs of early adolescents are best met consider innovative approaches to curriculum, pedagogy and learning environments that specifically cater for this group of students provide advice about professional learning that is responsive to the needs of the sector facilitate collaboration between leaders, teachers, researchers and practitioners. <p>A focus will be on improving transition from the primary to secondary setting, particularly for schools which are enrolling early adolescents for the first time.</p>	<p>Reform support funding: \$28,461</p> <p>Other funding: \$15,601</p> <p>FTE: 0.24</p>	<ul style="list-style-type: none"> Educators and leaders will be more confident to apply evidence informed practices that support the learning, engagement, wellbeing and transition of early adolescent learners. 	<ul style="list-style-type: none"> 60% of REAL committee participants report enhanced understanding about issues pertaining to the education of early adolescent students.

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>Leadership Institute</p> <p><i>The AISSA Leadership Institute supports governing councils, leaders and leadership teams to govern and lead in a rapidly changing education landscape</i></p> <ul style="list-style-type: none"> - <i>Governing Council Conference and workshops</i> - <i>Leadership Legal series</i> - <i>School Impact Hubs</i> - <i>Leadership seminars, conferences and in-school development programs</i> 	<p>The AISSA Leadership Institute seeks to develop authentic, purposeful and visionary leaders capable of leading the growth and learning of students, staff and school communities.</p> <p>2020 project offerings will include:</p> <ul style="list-style-type: none"> • a <i>Leading Innovation and Change Network</i> to build the leadership and process capacity for school innovation • <i>The Business of Leadership</i> workshop series which provides guidance to school leaders in relation to HR, legal and financial matters • a series of masterclasses designed to build leadership capacity and capability. 	<p>Reform support funding: \$159,378</p> <p>Other funding: \$87,365</p> <p>FTE: 1.0</p>	<ul style="list-style-type: none"> • Leaders build their understanding and application of key legal, industrial and human resource responsibilities. • Impact hubs as part of cross-school communities of practice, support school leaders to design, implement and scale a school-based educational innovation project. • Leaders build their leadership understanding and capacity to apply this within diverse contexts. 	<ul style="list-style-type: none"> • 60% of participants report improved understanding of legal and human resource issues. • 60% of participants report improved understanding of leading innovation and change.

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>Early Career Teacher Development</p> <p><i>Inducting early career teachers to the profession through the provision of professional learning and mentoring</i></p>	<p>The AISSA recognises that successful early career teacher (ECT) induction occurs within a collaborative school culture, in addition to intentional and contextual processes that support the professional practices, professional identity and wellbeing of the early career teacher. (<i>Graduate to Proficient: Australian Guidelines for Teacher Induction into the Profession</i> AITSL, 2016)</p> <p>This program will provide both the early career teacher and their mentor with regular professional engagement over the year.</p> <p>Each early career teacher will receive ongoing support focused on establishing positive relationships and learning environments, as the foundation for effective learning. Exploration of their pedagogical toolbox will link effective teaching strategies and the architecture of a lesson.</p> <p>The program will engage with the school assigned mentor in this important journey with their ECT from the Graduate to Proficient career stage.</p>	<p>Reform support funding: \$42,562</p> <p>Other funding: \$23,331</p> <p>FTE: 0.35</p>	<ul style="list-style-type: none"> Improved confidence and capability of ECTs in classroom and school settings. ECTs in the program will be equipped to provide the required evidence documenting the transition from Graduate to Proficient teacher. 	<ul style="list-style-type: none"> 60% of early career teachers participating in the early career teacher program will report enhanced understanding and confidence as a beginning teacher.

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>Centre for Innovation</p> <p><i>The AISSA Centre for Innovation will support schools to implement improvement initiatives through programs including school Impact Hubs</i></p>	<p>The AISSA will support Independent schools to conceptualise and design new futures required to meet the needs of students within the education context of Industry 4.0.</p> <p>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.</p> <p>Impact hubs involve a focus on:</p> <ul style="list-style-type: none"> • leading innovation and change • organisational culture • pedagogy 4.0 • scaling strategies • adaptive leadership • organisational learning. <p>Participants will be supported to undertake context mapping, future foresight, ideation, visioning, implementation and scaling of their own school-based project related to their current role and strategic focus. Impact Hub projects extend over three years, recognising that real change takes time and will comprise face to face workshops with the network, established as a formal community of practice.</p>	<p>Reform support funding: \$107,958</p> <p>Other funding: \$59,179</p> <p>FTE: 0.51</p>	<ul style="list-style-type: none"> • Impact hubs: teachers and leaders are actively involved and contribute to the community of practice and are able to design, implement and scale new approaches to learning and schooling within their own context. 	<ul style="list-style-type: none"> • 60% of impact hub members indicate increased capacity to lead organisational change and innovation in their context.

Reform Direction C – Enhancing the national evidence base

Project title	Project description and activities	Indicative budget	Expected outcomes/ Overall achievements	Indicators of success
<p>School Improvement Model</p> <p><i>Each Independent school is supported to meet both national obligations and strategic school improvement initiatives, through the provision of expert support and advice</i></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. 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.</p>	<p>Reform support funding: \$146,464</p> <p>Other funding: \$79,249</p> <p>FTE: 1.23</p>	<ul style="list-style-type: none"> Schools engage with AISSA and achieve their Targeted improvement initiatives. 	<ul style="list-style-type: none"> 90% of schools have been supported with school improvement initiatives.