

Non-Government Reform Support Annual Report

2021

Association of Independent Schools of South Australia

Executive Summary

In 2021, the Non-Government Reform Support Fund (NGRSF) continued to be a significant contributor to improving education for students across 105 South Australian Independent Schools.

Reform Support Funding has enabled the AISSA to implement a sector strategy characterised by both a deep knowledge of the sector and a demonstrated record for implementing high-quality initiatives with efficiency, efficacy and effectiveness. The comprehensive suite of activity described in this annual report has built on the achievements of past Reform Support activity, to best ensure that schools have successfully progressed priorities in a nuanced and responsive manner across individual contexts.

Implementation of national reform activity has focused on schools improving their understanding and application of the Nationally Consistent Collection of Data (NCCD) so that students with disability can access and participate on the same basis as their peers in the school context; continued successful implementation of NAPLAN online; and the fostering of strengthened governance and financial management practices.

A commitment to supporting schools to implement high quality teaching practice underpinned by effective leadership, for the benefit of students and student learning, has complemented initiatives described in the South Australian Bilateral Agreement.

Leadership and governance initiatives have focused on capacity building. The AISSA Leadership Institute has maintained its focus on developing leaders able to lead in a rapidly changing education landscape, supporting both personal leadership growth and the capabilities that underpin the leading of dynamic organisations.

The deepening of teacher expertise was reflective of current national priorities including the national Literacy and Numeracy Learning Progressions, as well as evidence-based practices, so that teachers developed a comprehensive understanding of the contemporary skills and practices applicable to each focus area.

A collegial relationship between the AISSA and cross sector education authorities has seen open dialogue take place, assisting in the progression of initiatives and supporting progression of reform priorities. The AISSA is committed to the continuation of these relationships to enhance school education.

Through the AISSA, each Independent school has played an integral role in progressing national and state education reform activity. The building of good governance practices, leadership development and teacher expertise have been central to achieving these priorities and meeting the complex needs of students. Although significant gains have been achieved and are described on the following pages of this report, this work is ongoing. The funding received through the Reform Support Fund continues to be an essential resource moving forward.

Progress against your strategic plan

The AISSA strategic plan outlines key initiatives and strategies to be undertaken under the Non-Government Reform Support Fund for the 2019 – 2022 quadrennium. Across the breadth of projects implemented, all success indicators described in the 2021 work plan have been achieved and demonstrate significant progression of both national and state reform activity.

School improvement and student learning have been central in progressing reform initiatives, with key objectives focusing on the development of quality leadership and principled school governance; current and evidence-based practice to build teacher quality, including teachers new to the profession; and through conceptualising schools as contemporary and innovative learning communities.

The objectives have resulted in the enactment of a cohesive sector approach, where learning has been built upon and amplified. Professional learning approaches have been designed against the characteristics of best practice approaches. Conferences and workshops have explored and addressed current and topical issues. School communities of practice and impact hubs have explored implementation, contextual applications and facilitated approaches to problem solving and the sharing of best practice. Importantly, each Independent school was supported to meet both national obligations and strategic school improvement initiatives through the provision of expert support and advice, tailored and responsive to individual school contexts.

Whilst the AISSA has supplemented the activities described in the following project reports through AISSA's own resources, including membership subscriptions and financial reserves, the provision of support to Independent schools to reform education could not have been achieved without the financial assistance of the Australian Government.

Relationship with your state and territory government

Liaison with cross sector colleagues continued to be of paramount importance as South Australia worked to progress the outcomes described in sector workplans and the complementary Bilateral Reform Agreement.

Central to this were meetings of the three Education Sector Heads, scheduled termly and supported by a Senior Officers Group. These occasions provided the opportunity for local, state and national issues to be shared and deliberated upon. Whilst the impact of COVID-19 upon staff and school operations continued to be a key focus, a range of education initiatives also were discussed. Initial teacher education, together with South Australian readiness for the next version of the Australian Curriculum were important topics of discussion. Other key areas of discussion included national Ministerial priorities of the development of a national Unique Student Identifier (USI) and the Online Formative Assessment Instrument (OFAI). Collaborative discussion also centred on the use of Learner Profiles and their interface with senior secondary pathways.

Key collaboration relevant to national reform priorities saw the implementation of cross sector school moderation sessions held in both a metropolitan and regional location. Primary and secondary staff from across Independent, Catholic and Government schools came together to undertake moderation processes to understand and improve the consistency and reliability of the Nationally Consistent Collection of Data on School Students with Disability (NCCD). These opportunities supported

consistency in teacher judgement to identify and apply categories of disability, levels of adjustment and the supporting evidence that underpinned these decisions, across all three education sectors.

The key reform area of implementing NAPLAN online saw the coordinated development and delivery of communications collateral and NAPLAN resource materials and handbooks for all three education sectors by the cross sector NAPLAN working group. It also saw the enactment of streamlined helpdesk support and the development of specific principles and approaches for supporting schools to complete NAPLAN if affected by COVID.

Other national reform activity saw the Education Team provide advice to national agencies in response to the Online Formative Assessment Instrument (OFAI) and the Review of the Australian Curriculum. In 2021 AISSA Senior Educational Consultants provided feedback about the initial prototype and core capabilities of the tool's design and also contributed to the refinement of the Australian Curriculum through participation in Director's meetings and Learning Area Reference Groups. These contributions worked in alignment with the delivery of sector professional learning workshops that provided teachers with an overview of the National Literacy and Numeracy Progressions (NLNLP), engaging with the organisation and design of the progressions, as well as their relationship to the Australian Curriculum.

Additional external collaborations were in place between the AISSA and agencies such as ACARA, AITSL, universities, professional and curriculum associations and international thought leaders.

Project Report

The AISSA Non-Government Reform Support Strategic Plan outlines key initiatives and strategies for action over the 2019 – 2022 quadrennium, supporting schools to meet their national obligations, work in alignment with state-based reform activity and be responsive to contextual school needs.

2021 once again saw key commitments completed and significant progress undertaken, with all indicators of success described in the 2021 work plan achieved.

National Reform Priorities

Since the commencement of the Reform Support Fund Strategic Plan, a strength-based approach has been undertaken to support schools transition to NAPLAN online. Annually building on the successful experiences of the first group of schools' participation has seen confidence in using the new assessment platform consistently grow over time. In 2021 over 90% of schools successfully and confidently completed NAPLAN online, and all remaining schools undertook readiness activities in preparation for online participation in 2022.

Similarly, consistency and cohesion of approach has seen significant percentages of Independent schools better equipped to identify and meet students' diverse needs, through a deepened understanding about legislative obligations and the requirements of the NCCD. In conjunction with sector professional learning and cross sector moderation opportunities, individualised school support was successfully delivered to school leadership staff and teams to assist them to examine their NCCD data and make reliable, informed decisions regarding the data collected, level of adjustments, and collection of robust evidence.

Strengthening quality governance and financial management practices has been an ongoing priority. This has supported School Boards to build knowledge across a range of critical topics including key considerations for new Board members, effective financial management practices and the legislative and regulatory responsibilities unique to School Boards. Nearly 90% of program participants indicated improved understanding of financial, legal and effective governance practices and, importantly, participants from regional and rural areas expressed appreciation for the use of online modes to facilitate ease of inclusion. Boards are increasingly aware of the link between wellbeing approaches in school and school success, with wellbeing a critical issue in schools and one foregrounded by the COVID-19 pandemic. The Governance Conference series focussed on the role of School Boards in providing a framework for wellbeing in their schools, investigating how Board culture impacts the health and wellbeing of the school and ways Boards can support school and community wide approaches to wellbeing.

State initiatives

Both the overarching AISSA Strategic Plan and each subsequent annual work plan describe strategic reform initiatives on quality school reform identified collectively by the three South Australian education sectors:

- A. Supporting students, student learning and student achievement
- B. Supporting teaching, school leadership and school improvement
- C. Enhancing the national evidence base

Implementation of these state initiatives, as described in the 2019 – 2022 strategic plan has been progressed in an intentional manner.

In 2021, the AISSA's High Impact School Improvement Tool informed improvement initiatives for several school teams who undertook self-assessments and developed action plans against one of the tool's seven domains - Data, Wellbeing, Teaching, Inclusive Education, Professional Collaboration, Parent and Community Partnerships, and Student Agency. These improvement journeys will be documented and housed within this online tool in 2022.

The AISSA's Learning Design and Moderation ongoing initiative was complemented with a focus on building effective assessment practices. Collective inquiry saw school teams undertake an assessment audit and semantic mapping, to critically reflect and deepen knowledge and understanding. This work continued to build and inform moderation practices and schools' understandings of learning design principles.

Participation in national forums by AISSA staff informed both the currency and clarity of information about the National Literacy and Numeracy Progressions. Outcomes arising from participation in this stream of professional learning saw schools better able to understand the relationship between the progressions, curriculum and the literacy and numeracy skills that students need to access and thrive in learning. 95% of participants indicated increased knowledge and understanding of the National Literacy and Numeracy Learning Progressions and potential for use in their unique school contexts.

Addressing the needs of learners across the diversity of the Independent sector's schooling structures for middle years students was undertaken by the AISSA Responding to Adolescent Learners (REAL) Group and this saw leaders from a range of middle schooling contexts explore contemporary issues including wellbeing; managing anxiety and school avoidance; effective transition approaches (primary to secondary) with Professor Donna Pendergast; respectful relationships and consent education; framing adolescence; and fostering student agency.

Consistently engaging with high numbers of graduate teachers, the early career teacher program expanded to include an intentional strand that also supported the growth and development of each early career teacher's school mentor. Foregrounded by the AITSL Teacher Professional Standards, participants explored establishing authentic mentoring relationships, building safe and supportive learning environments, effective instructional practice and connecting with best practice school implementation of Aboriginal and Torres Strait Islander histories and cultures.

"When principals, along with their leadership team, understand and value their role in leadership development, they become key enablers to finding and developing future leaders." (AITSL, 2022) The AISSA Leadership Institute has continued to play a pivotal role in developing leadership expertise, with a comprehensive program that included a focus on leading contemporary schools in complex and adaptive environments. Additionally, newly appointed Principals were able to access a bespoke program that focused holistically on Principal wellbeing, operational and governance perspectives. This program was specifically designed to support those new to the leadership of an Independent school. Annual success indicators clearly show that, across all programs and initiatives provided, leaders have expanded their capabilities and skills across a range of contemporary leadership strategies, with improved understandings about and confidence to lead schools' operations in a rapidly changing landscape.

Through the work of both the Leadership Institute and the Centre for Innovation, schools have been supported to examine authentic ways of developing student agency, in addition to establishing dynamic and reflexive interdisciplinary practice. Impact Hubs were central to fostering innovative ways of developing and

framing student agency in learning. Participants indicated that they valued these as a vehicle for external advice and support, providing connection and insight into other school settings that built links and broadened thinking. A podcast series documenting the work of schools in these projects was produced and outcomes from this work will be shared across a range of forums in 2022.

The AISSA model of bespoke school support, undertaken by an expert consultancy team, saw the strategic linking of reform initiatives with the contextual school improvement directions of each Independent school. This was especially important for continuity of education during the COVID-19 pandemic as schools balanced education and health guidance with strategic implementation priorities. A deep knowledge of schools, along with well-established relationships, allowed the AISSA team to re-imagine modes to meet the diverse needs of member schools, enabling programs and bespoke school support to be provided in a cohesive and creative manner throughout the year.

Summary of 2021 achievements

Project title	Project description and activities	Expected outcomes/ Overall achievements	Indicators of success	List any additional or variations of Activities undertaken/Achieved outcomes
<p><u>National Priority A</u></p> <p>Quality assurance, moderation and support for the continued improvement of the Nationally Consistent Collection of Data on School Students with Disability</p>	<p>Leadership teams and teachers will be supported by the AISSA to continue to develop deep knowledge and understanding of the legislative requirements schools must uphold, so as to ensure students with disability can access and participate on the same basis as their peers in the school context. This includes developing sound understanding of the Disability Discrimination Act (1992) and the Disability Standards for Education 2005. A focus priority will be on identifying and implementing reasonable adjustments, in addition to revising and developing practices that will enhance the school's approach to consultation with students with disability, their families and /or carers.</p> <p>During the year schools will be supported to engage with the moderation process and with the revised Reflection Tool on the Nationally Consistent Collection of Data (NCCD) Portal. Schools will be assisted to identify their performance in relation to five key elements of the NCCD, including using tools that assist teachers in their use of survey results, to build their understanding of the implementation of the NCCD.</p> <p>A sample of ten schools will be supported to review whole school delivery of Inclusive Education practices, including reviewing school policies and procedures to ensure improved student outcomes.</p>	<ul style="list-style-type: none"> • Increased whole of school staff engagement in the NCCD e-learning DSE modules. • Increased focus on leadership teams and staffs' understandings of data collection methods and procedures. • Increased ability to build the capacity of leadership teams to be confident in upskilling their own staff in their school contexts. • Schools will engage with the Reflection Tool and develop one or more actionable responses. <p style="text-align: center;">Achieved</p>	<ul style="list-style-type: none"> • 50% of schools will be supported in their application of the NCCD. <p style="text-align: center;">78% achieved</p>	<p>Due to COVID-19 related restrictions and resulting priorities, the formal activity of reviewing whole school delivery of Inclusive Education did not occur.</p> <p>Instead, all schools were invited to engage with a Senior Educational Consultant on a one-to-one basis through a tailored and responsive process.</p> <p>51 schools engaged on a one-to-one basis to review school policies and procedures.</p> <p>41 schools engaged with the Reflection Tool and developed one or more actionable responses.</p>

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<p><u>National Priority B</u></p> <p>Transition of NAPLAN to online</p>	<p>In 2021, students from approximately 90% of South Australian Independent schools are expected to use the online mode of NAPLAN.</p> <p>Cognisant that NAPLAN did not take place in 2020, a comprehensive suite of professional learning will underpin schools' successful involvement in 2021. This includes face-to-face refresher training for staff new to the NAPLAN Coordination role, in addition to online Platform and process refresher webinars.</p> <p>Specific additional opportunities will support schools to understand adjustments for students with disabilities within the assessment platform and to connect with the 2021 NAPLAN Test protocols.</p> <p>Guidance in interpreting the School and Student Summary Report will take place after student results have been released.</p> <p>The cross-sector NAPLAN implementation working group will continue its established meeting schedule, to collaborate on key state implementation aspects such as training materials, communication messages, and the non-government sector NAPLAN Data Analytical Tool.</p> <p>During Term 3 the final group of seven Independent schools yet to transition to NAPLAN online, will be supported to undertake the national school readiness activities in preparation for 2022.</p>	<ul style="list-style-type: none"> Students from Independent schools are able to successfully participate in NAPLAN online. The seven schools yet to transition to the online mode of test are supported to participate in national orientation and familiarisation activities. <p>Achieved</p>	<ul style="list-style-type: none"> 90% of schools are supported to undertake NAPLAN online in 2021. <p>93% achieved</p> <ul style="list-style-type: none"> All 2021 schools using the paper mode of NAPLAN are supported to undertake readiness activities for NAPLAN online 2022. <p>Achieved</p>	<p>A dedicated AISSA NAPLAN communication channel, naplan@ais.sa.edi.au, was established for SA Independent schools.</p> <p>This helpline worked alongside the helpdesk support provided through the SA Testing Administration Authority.</p>

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<p><u>National Priority C</u></p> <p>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</p>	<p>Boards play a vital role in the risk and strategy oversight of their school, to facilitate long term growth and improvement. The current environment means that Boards must be able to navigate disruption, regulatory change, challenges and opportunities to ensure sustainable growth and meet the needs of multiple stakeholders.</p> <p>The AISSA has 105 member schools and all School Boards will be invited to participate in the governance program. In 2021 the AISSA will assist School Boards to meet their governance obligations through quality professional learning opportunities. This will include:</p> <ul style="list-style-type: none"> • the annual governance conference designed to develop a Board’s resilience in the volatile and changing education landscape and promote schools’ long-term viability through effective governance practices • financial management workshops to strengthen financial viability and improve business decision making • workshops for new and established Board members focusing on the roles and responsibilities of Board members including child protection, legal, compliance and fiduciary responsibilities • bespoke, context specific support for individual School Boards. 	<ul style="list-style-type: none"> • Increased awareness of and expertise in effective governance obligations and financial management obligations. • Boards are able to build resilience and to understand the need to develop strategies to mitigate unforeseen circumstances. <p>Achieved</p>	<ul style="list-style-type: none"> • 60% of Board members participating in professional learning report improved understanding of financial, legal and effective governance practices. <p>89% achieved</p>	<p>The annual governance conference titled <i>What Boards need to know about Wellbeing</i> was to be held as a face-to-face event but, due to COVID-19, was offered instead as a series of three zoom sessions across three consecutive weeks.</p> <p>While the pandemic impacted the delivery mode of governance events, requiring a move from face-to-face to zoom, the AISSA was able to effectively deliver each session.</p>

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<p><u>State Initiative (from bilateral) Reform Direction A</u></p> <p>Improving Student Learning and Achievement</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 2020 the AISSA reviewed its High Impact School Improvement Tool (HISIT). Two areas were amalgamated into different parts of the web-based tool and two new focus areas were added.</p> <p>In 2021 the AISSA will offer a school improvement program designed to support Principals and their leadership teams to undertake a structured process of school review and evaluation using one of the key domains of the tool.</p> <p>All Independent schools will be invited to participate and numbers will be finalised in 2021.</p> <p>Using the HISIT, AISSA consultants will support school teams to undertake self- assessment, design and deliver a pathway forward, and measure impact.</p> <p>This program will comprise face to face workshops and in-school support, including incorporating evaluative thinking processes. The work will culminate in a validation opportunity with an expert panel.</p>	<ul style="list-style-type: none"> • Strengthened application of evidence based approaches to school improvement. • Expanded knowledge and understanding of evaluative thinking practices. • Ability to develop a shared understanding of school improvement contextual to individual sites. <p>Achieved</p>	<ul style="list-style-type: none"> • Each participating school has engaged in a self-assessment process. <p>100% achieved</p> <ul style="list-style-type: none"> • 60% of participating schools have implemented evaluation and review processes of their improvement strategy. <p>100% achieved</p>	<p>Due to COVID-19 interruptions the timeline for the program was extended from 12 to 18 months.</p> <p>In 2021 schools were able to attend 2 face-to-face workshops and receive in-school support from AISSA Senior Educational Consultants.</p> <p>A final workshop and presentation to an evaluation panel will occur in 2022.</p>

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<p><u>State Initiative (from bilateral) Reform Direction A</u></p> <p>Improving Student Learning and Achievement</p> <p>Learning Design and Moderation</p>	<p>The <i>Effective Assessment in an Evolving Curriculum Landscape</i> initiative complements the AISSA’s Learning Design and Moderation projects. Leadership teams and teachers will be supported to deepen knowledge and understanding about the principles of learning design and collaborative moderation practices.</p> <p>All Independent schools will be invited to participate in this initiative and numbers will be finalised in 2021. AISSA consultants will use a variety of modes (face to face and online platforms) to engage with school teams to build in-school leadership of this work and to enhance implementation of evidence informed practices.</p>	<ul style="list-style-type: none"> • Enhanced understanding of collaborative moderation practices and learning design principles. • Increased confidence of school leadership teams to upskill their staff in collaborative moderation practices and learning design principles. • Implementation of collaborative moderation practices and learning design principles. <p>Achieved</p>	<ul style="list-style-type: none"> • 80% of participating schools have implemented learning design principles and collaborative moderation practices. <p>92% achieved</p>	<p>A series of bespoke workshops were facilitated within the school in partnership with the leadership team and year level teachers were provided additional online support.</p>

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<p><u>State Initiative (from bilateral) Reform Direction A</u></p> <p>Literacy and Numeracy</p> <p>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.</p>	<p>Leadership teams and teachers will be supported to deepen their knowledge of the National Literacy and Numeracy Learning Progressions (the Progressions). Both online and face to face information sessions will provide guidance in using the Progressions as a resource that will enhance teacher understanding of the sequence of literacy and numeracy development.</p> <p>Three information sessions will be delivered and information will be provided about using the Progressions as a resource for:</p> <ul style="list-style-type: none"> • assessing and monitoring student learning • identifying student learning needs • building student agency, and • planning evidence-informed teaching and learning programs. <p>Within information sessions, participants will be engaged in examples and dialogue to build understanding of the Progressions and contextual applications.</p> <p>Following the information sessions participating schools will receive individual support as appropriate to their context, with AISSA consultants providing bespoke face to face or online sessions on request from schools.</p> <p>All Independent schools will be invited to participate and numbers will be finalised in 2021.</p>	<ul style="list-style-type: none"> • Expanded knowledge about the Progressions. • Increased understanding about how the Progressions may be used to support student learning and teacher practices. • Increased teacher confidence to use the Progressions to identify students' literacy and numeracy achievements and learning needs, in support of targeted teaching and learning. <p>Achieved</p>	<ul style="list-style-type: none"> • 85% of participating schools indicate increased knowledge and understanding of the National Literacy and Numeracy Learning Progressions and potential for use in their unique school context. <p>95% achieved</p>	<p>Program feedback indicated that the Learning Progressions were a beneficial way to explore differentiation and targeted learning and provided a useful tool for teachers to help identify the skills required to scaffold or bridge learning gaps.</p> <p>As a result, a number of schools will continue to work together on the Learning Progressions, to foster consistency of practice.</p>

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<p><u>State Initiative (from bilateral) Reform Direction A</u></p> <p>Middle Years Schooling Improvements</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 Responding to Early Adolescent Learners (REAL) Reference Group will meet each term and engage in professional learning, sharing, discussion and debate in regard to early adolescent (EA) learners. They will:</p> <ul style="list-style-type: none"> • connect with leading experts and research to be informed about current evidence-based practices • be supported and receive advice regarding the leadership and education of EA learners • facilitate sector sharing of best practice and professional development in regard to engagement, wellbeing, pedagogy and learning • consider effective strategies to support the mental health and wellbeing of EA Learners • support schools who are continuing to transition Year 7 students into a secondary/middle school context. 	<ul style="list-style-type: none"> • Middle Year educators and leaders will be more confident to apply evidence informed practices that support the learning, engagement, wellbeing and transition of early adolescent learners. <p>Achieved</p>	<ul style="list-style-type: none"> • 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 adolescent. <p>100% achieved</p>	<p>Participant feedback indicated the value of both keynote speakers and schools sharing of practice, to build capacity to manage complex problems and to connect with evidence informed learning and wellbeing practices.</p>

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<p><u>State Initiative (from bilateral) Reform Direction B</u></p> <p>Leadership Institute</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"> • Governing Council Conference and Workshops • Leadership Legal Series • School Impact Hubs • Leadership seminars, conferences and in-school development programs 	<p>The AISSA Leadership Institute develops emerging, middle, and established leaders across the sector to build leadership skills, capabilities and practice using evidence informed approaches and a range of contemporary leadership strategies, including those from outside of educational practice.</p> <p>The projects inform agile, non-linear approaches to leading change, strategy and culture to build confidence and capacity so that leaders are well-prepared for future challenges.</p> <p>2021 project offerings will include:</p> <ul style="list-style-type: none"> • a Leading Innovation and Change Network to build the leadership process capacity for school leadership and innovation • The Business of Leadership 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. 	<ul style="list-style-type: none"> • Leaders will expand their capabilities and skills across a range of contemporary leadership strategies through attendance at masterclasses, impact hubs or workshops. <p>Achieved</p>	<ul style="list-style-type: none"> • 60% of participants report an improved understanding of and confidence to effectively lead school operations and change in a rapidly changing education landscape. <p>99% achieved</p>	<p>The 2021 program continued to build leadership capacity and capability throughout the sector through the Leading Change and Innovation program, the Business of Leadership Series and bespoke, in-school support.</p> <p>Participant feedback indicated the value of the program to crystallise thinking about how to lead change in schools.</p>

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<p><u>State Initiative (from bilateral) Reform Direction B</u></p> <p>Early Career Teacher Development</p> <p>Inducting early career teachers to the profession through the provision of professional learning and mentoring</p>	<p>Carefully designed induction processes underpin the success of early career teachers as they navigate their first years in the profession.</p> <p>This program has been intentionally aligned to the Australian Professional Standards for Teachers. It will provide ongoing professional learning, growth and support to the early career teacher, in addition to specific sessions that will equip their mentor to build rigour into this important role. These two streams of professional activity have been carefully designed to foster an ongoing professional relationship between the early career teacher and mentor and will blend face to face learning with videoconferencing through the use of Zoom.</p> <p>Specific focuses include developing an effective mentoring relationship; goal setting; building positive student relationships; supportive and safe learning environments; assessment and reporting; sequencing learning; and the building of cultural capacity and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.</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. <p>Achieved</p>	<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. <p>92% achieved</p>	<p>Feedback from the Early Career Teachers indicated the value of exposure to practical classroom strategies and time to engage with other early career colleagues. Mentors indicated that this program provided them with valuable time to reflect, set goals and map out clear directions for working with their graduate teacher.</p>

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<p><u>State Initiative (from bilateral) Reform Direction B</u></p> <p>Centre for Innovation</p> <p>The AISSA Centre for Innovation will support schools to implement improvement initiatives through programs including school Impact Hubs</p>	<p>The AISSA Centre for Innovation will continue to support teachers, school leaders, Heads of Department and change leaders to lead innovation for a VUCA learning environment. At its core, this demands an awareness of local and global contexts for change, a supportive organisational culture and strategies that enable divergent and convergent design processes, scaling and implementation.</p> <p>The Centre for Innovation will also act as a repository for contemporary research and thinking. The resources uploaded to this platform will be in the form of case studies and school-based work, reflective of each individual school's learning. They will be housed on the platform for as long as they have relevance and applicability. Depending on the artefacts uploaded, this may be after 2022.</p> <p>Projects for 2021 include:</p> <ul style="list-style-type: none"> • the Student Agency Lab, focused on designing new approaches to enhance levels and aspects of student agency within individual school contexts. • the Meta-Praxis Project, focused on designing new approaches to enhance interdisciplinary and transdisciplinary and transversal skill development learning within individual school contexts. • Impact Hubs that develop skills in adaptive leadership of change initiatives, organisational learning and pedagogy appropriate for contemporary schooling. 	<ul style="list-style-type: none"> • Leaders involved in Impact Hubs or innovation projects have improved understanding and confidence to lead innovation and change within their context. <p>Achieved</p>	<ul style="list-style-type: none"> • 60% of innovation project and Impact Hub members report an increased capacity to lead innovation in their context. <p>92% achieved</p>	<p>Outcomes from the Student Agency Lab (ALab) and the Meta-Praxis Projects included drafting of a research paper published by the Centre for Strategic Education (CSE), for release in 2022 and the development of a 10-series ALab and 3-series Metap Praxis podcast series.</p>

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<p><u>Reform Direction C – Enhancing the national evidence base</u></p> <p>School Improvement Model</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 consultancy team will continue to be responsive to the needs of schools - providing advice, consultancy support and access to resources and tools, to provoke, inspire and scaffold contemporary school improvement initiatives. School Principals and leadership teams will be assisted with the analysis of data at the school level and the formulation of strategies that align with national and state-based reform initiatives and their contextual school improvement directions.</p>	<ul style="list-style-type: none"> Schools continue to strengthen their structures, practices and the environments that underpin quality schooling. <p>Achieved</p>	<ul style="list-style-type: none"> 90% of schools have been supported with school improvement initiatives. <p>100% achieved</p>	<p>This continued to be a critical strategy to support leaders and leadership teams, especially in the context of the second year of the COVID-19 pandemic.</p>