



Association of  
Independent Schools  
of South Australia

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

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**2021**

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**Association of Independent Schools of South Australia**

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## **Non – Government Reform Support Fund**

### **Association of Independent Schools of South Australia Workplan 2021**

#### **Summary of Workplan for 2021**

The Non-Government Reform Support Fund 2021 workplan submitted by the Association of Independent Schools of South Australia (AISSA) outlines the intended annual reform activity, as described in the overarching strategic plan for the for the 2019 – 2022 quadrennium.

The activities and initiatives proposed build on previous sector endeavours, demonstrating maturity and sophistication of implementation by schools to progress initiatives in alignment with current national and state-based reform priorities and their contextual school improvement directions. Implementation of this plan continues to be characterised by a long-standing practice of cross sector consultation and collaboration at state and national levels.

The 2021 workplan is organised around the three national priorities of the Quality Schools Program and the education agenda as agreed in the South Australian Bilateral Agreement.

#### **National Priorities**

Quality assurance, moderation and support for the continued improvement of the Nationally Consistent Collection of Data on School Students with Disability will prioritise school familiarity and use of the revised Reflection Tool in the Nationally Consistent Collection of Data (NCCD) Portal. The building of leadership teams' capacity to both understand legislative obligations and implement best-practice approaches with their staffs will be emphasised.

The vast majority of SA Independent schools will use the online mode of NAPLAN in 2021. Cognisant that NAPLAN did not take place in 2020, a comprehensive suite of professional learning, utilising a range of delivery modes, will underpin schools' successful involvement in 2021. Schools yet to transition will be supported to participate in national school readiness activities.

The AISSA will assist school boards to meet their governance obligations and develop strategic solutions through providing expert input that enables excellence in governance and financial management practices. The annual governance conference will continue to be a signature calendar event for board members and is complemented by a carefully planned professional learning program for new and established board members, as well as tailored support for individual school boards.

#### **State-Based Reforms**

The South Australian Bilateral Agreement places students' learning and achievement, together with leadership support and the development of high quality teachers, at the centre of reform initiatives. For Independent schools, a highly-skilled consultancy team and web-based school improvement tool is available to support leaders and leadership teams implement contemporary and sustainable improvement initiatives. This approach is strengthened by the provision of a comprehensive professional learning program for emerging, middle and established leaders, coordinated through the AISSA Leadership Institute and comprising workshops, networks and masterclasses. An early career teacher program, intentionally aligned to the Australian Professional Standards for Teachers, will support both early career teachers and their mentors to develop the effective relationships and processes that underpin success in the critical first years of teaching. Success in middle schooling practice will be facilitated through professional learning, sharing, discussion and debate in regard to early adolescent engagement, wellbeing and learning.

National priorities such as the implementation of the National Literacy and Numeracy Learning Progressions will be addressed in 2021, in addition to enhancing established programs that support teaching teams to deepen their knowledge and understanding about the principles of learning design and collaborative moderation practices. The AISSA Centre for Innovation, which will also act as a repository for contemporary research and thinking, will continue to support teachers, school leaders, heads of department and change leaders through the Student Agency Lab, the Meta-praxis project and school impact hubs.

The initiatives described throughout this workplan, and the resulting assistance provided to SA Independent schools, is only made possible through the financial assistance from the Reform Support Fund. This assistance is an integral contribution to building the capacity of schools, for continued growth and strengthening of the structures, practices and the environments that underpin quality schooling.

## Summary of budget

| <b>Project</b>   | <b>Activities</b>   | <b>Reform support funding</b> | <b>Funding from other sources</b> | <b>Total project funding</b> |
|--|---|-------------------------------|-----------------------------------|------------------------------|
| <b>NCCD</b>  | Quality assurance, moderation and support of the NCCD             | \$336,222                     | \$54,607                          | \$390,829                    |
| <b>NAPLAN Online</b>   | Transition of NAPLAN to online delivery                           | \$116,469                     | \$21,331                          | \$137,801                    |
| <b>Improving Governance</b>  | Improving governance and financial management                     | \$20,504                      | \$33,765                          | \$54,269                     |
| <b>Reform Direction A</b><br>Supporting students, student learning and student achievement | High Impact School Improvement Tool                               | \$106,580                     | \$22,177                          | \$128,757                    |
|  | Learning Design and Moderation                                    | \$118,667                     | \$15,197                          | \$133,863                    |
|  | Australian Curriculum Literacy and Numeracy Learning Progressions | \$105,481                     | \$13,508                          | \$118,990                    |
|  | Middle Years Schooling  | \$35,710                      | \$7,552                           | \$43,262                     |
| <b>Reform Direction B</b><br>Supporting teaching, school leadership and school improvement | The AISSA Leadership Institute                                    | \$49,798                      | \$111,558                         | \$161,356                    |
|  | Early Career Teacher Development                                  | \$126,358                     | \$33,322                          | \$159,680                    |
|  | The AISSA Centre for Innovation                                   | \$54,193                      | \$110,866                         | \$165,059                    |
| <b>Reform Direction C</b><br>Enhancing the national evidence base                          | National improvement & school improvement                         | \$384,018                     | \$68,018                          | \$452,036                    |
|  | <b>Total funding for 2021</b>                                     | \$1,454,000                   | \$491,901                         | \$1,945,901                  |

\* 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><b>Quality assurance, moderation and support for the continued improvement of the Nationally Consistent Collection of Data on School Students with Disability</b></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 <i>Disability Discrimination Act (1992)</i> and the <i>Disability Standards for Education 2005</i>. 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> | <p>Reform support funding: \$336,222</p> <p>Other funding: \$54,607</p> <p>FTE: 2.30</p> | <ul style="list-style-type: none"> <li>• Increased whole of school staff engagement in the NCCD e-learning DSE modules.</li> <li>• Increased focus on leadership teams and staffs' understandings of data collection methods and procedures.</li> <li>• Increased ability to build the capacity of leadership teams to be confident in upskilling their own staff in their school contexts.</li> <li>• Schools will engage with the Reflection Tool and develop one or more actionable responses.</li> </ul> | <ul style="list-style-type: none"> <li>• 50% of schools will be supported in their application of the NCCD.</li> </ul> |

## National Priority B

| Project title                                | Project description and activities   | Indicative budget  | Expected outcomes/ Overall achievements   | Indicators of success   |
|--|--|--|---|---|
| <p><b>Transition of NAPLAN to online</b></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, as well 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> | <p>Reform support funding:<br/>\$116,469</p> <p>Other funding:<br/>\$21,331</p> <p>FTE: 0.80</p> | <ul style="list-style-type: none"> <li>Students from Independent schools are able to successfully participate in NAPLAN online.</li> <li>The seven 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>90% of schools are supported to undertake NAPLAN online in 2021.</li> <li>All 2021 schools using the paper mode of NAPLAN are supported to undertake readiness activities for NAPLAN online 2022.</li> </ul> |

**National Priority C**

| Project title   | Project description and activities   | Indicative budget   | Expected outcomes/ Overall achievements   | Indicators of success   |
|---|--|---|---|---|
| <p><b>Improving governance and financial management practices in non-government schools to strengthen financial viability, improve business decision making and build resilience to mitigate unforeseen circumstances</b></p> | <p>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 104 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"> <li>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</li> <li>financial management workshops to strengthen financial viability and improve business decision making</li> <li>workshops for new and established board members focusing on the roles and responsibilities of board members including child protection, legal, compliance and fiduciary responsibilities</li> <li>bespoke, context specific support for individual school boards.</li> </ul> | <p>Reform support funding: \$20,504</p> <p>Other funding: \$33,765</p> <p>FTE: 0.14</p> | <ul style="list-style-type: none"> <li>Increased awareness and expertise of effective governance obligations and financial management obligations.</li> <li>Boards are able to build resilience and to understand the need to develop strategies to mitigate unforeseen circumstances.</li> </ul> | <ul style="list-style-type: none"> <li>60% of board members participating in professional learning report improved understanding of financial, legal and effective governance practices.</li> </ul> |

**State Initiative (from bilateral) Reform Direction A – Supporting students, student learning and student achievement**

| Project title  | Project description and activities  | Indicative budget  | Expected outcomes/<br>Overall achievements  | Indicators of success   |
|--|---|--|---|---|
| <p><b>Improving Student Learning and Achievement</b></p> <p>Evidence informed improvement practices that meet the cultural and contextual needs of students in Independent schools are provided through the use of the High Impact School Improvement Tool</p> | <p>In 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 evaluation and review 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, as well as 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> | <p>Reform support funding:<br/>\$106,580</p> <p>Other funding:<br/>\$22,177</p> <p>FTE: 0.73</p> | <ul style="list-style-type: none"> <li>Strengthened application of evidence based approaches to school improvement.</li> <li>Expanded knowledge and understanding of evaluative thinking practices.</li> <li>Ability to develop a shared understanding of school improvement contextual to individual sites.</li> </ul> | <ul style="list-style-type: none"> <li>Each participating school has engaged in a self-assessment process.</li> <li>60% of participating schools have implemented evaluation and review processes of their improvement strategy.</li> </ul> |

State Initiative (from bilateral) Reform Direction A – Supporting students, student learning and student achievement

| Project title  | Project description and activities  | Indicative budget  | Expected outcomes/<br>Overall achievements   | Indicators of success  |
|--|---|--|--|--|
| <p><b>Improving Student Learning and Achievement</b></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> | <p>Reform support funding: \$118,667</p> <p>Other funding: \$15,197</p> <p>FTE: 0.81</p> | <ul style="list-style-type: none"> <li>Enhanced understanding of collaborative moderation practices and learning design principles.</li> <li>Increased confidence of school leadership teams to upskill their staff in collaborative moderation practices and learning design principles.</li> <li>Implementation of collaborative moderation practices and learning design principles.</li> </ul> | <ul style="list-style-type: none"> <li>80% of participating schools have implemented learning design principles and collaborative moderation practices.</li> </ul> |

**State Initiative (from bilateral) Reform Direction A – Supporting students, student learning and student achievement**

| Project title  | Project description and activities   | Indicative budget  | Expected outcomes/<br>Overall achievements   | Indicators of success  |
|--|--|--|--|--|
| <p><b>Literacy and Numeracy</b></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"> <li>• assessing and monitoring student learning</li> <li>• identifying student learning needs</li> <li>• building student agency, and</li> <li>• planning evidence-informed teaching and learning programs.</li> </ul> <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> | <p>Reform support funding: \$105,481</p> <p>Other funding: \$13,508</p> <p>FTE: 0.72</p> | <ul style="list-style-type: none"> <li>• Expanded knowledge about the Progressions.</li> <li>• Increased understanding about how the Progressions may be used to support student learning and teacher practices.</li> <li>• Increased teacher confidence to use the Progressions to identify students' literacy and numeracy achievements and learning needs, in support of targeted teaching and learning.</li> </ul> | <p>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> |

**State Initiative (from bilateral) Reform Direction A – Supporting students, student learning and student achievement**

| Project title   | Project description and activities   | Indicative budget  | Expected outcomes/<br>Overall achievements  | Indicators of success   |
|---|--|--|---|---|
| <p><b>Middle Years Schooling Improvements</b></p> <p>The Responding to Early Adolescent Learners Committee will investigate and scale best practice in Middle Schooling, including schools required to transition Year 7 students to secondary contexts</p> | <p>The 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"> <li>connect with leading experts and research to be informed about current evidence-based practices</li> <li>be supported and receive advice regarding the leadership and education of EA learners</li> <li>facilitate sector sharing of best practice and professional development in regard to engagement, wellbeing, pedagogy and learning</li> <li>consider effective strategies to support the mental health and wellbeing of EA Learners</li> <li>support schools who are continuing to transition Year 7 students into a secondary/middle school context.</li> </ul> | <p>Reform support funding: \$35,710</p> <p>Other funding: \$7,552</p> <p>FTE: 0.24</p> | <ul style="list-style-type: none"> <li>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.</li> </ul> | <ul style="list-style-type: none"> <li>60% of the Middle Years leaders who participate in the REAL reference group will report enhanced knowledge and understanding of issues in regard to the learning, engagement and wellbeing needs of early adolescent.</li> </ul> |

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

| Project title  | Project description and activities   | Indicative budget  | Expected outcomes/<br>Overall achievements  | Indicators of success  |
|--|--|--|---|--|
| <p><b>Leadership Institute</b></p> <p>The AISSA Leadership Institute supports governing councils, leaders and leadership teams to govern and lead in a rapidly changing education landscape</p> <ul style="list-style-type: none"> <li>- Governing Council Conference and workshops</li> <li>- Leadership Legal series</li> <li>- School Impact Hubs</li> <li>- Leadership seminars, conferences and in-school development programs</li> </ul> | <p>The AISSA Leadership Institute 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"> <li>• a <i>Leading Innovation and Change Network</i> to build the leadership process capacity for school leadership and innovation</li> <li>• <i>The Business of Leadership</i> workshop series which provides guidance to school leaders in relation to HR, legal and financial matters</li> <li>• a series of masterclasses designed to build leadership capacity and capability.</li> </ul> | <p>Reform support funding: \$49,798</p> <p>Other funding: \$111,558</p> <p>FTE: 0.34</p> | <ul style="list-style-type: none"> <li>• Leaders will expand their capabilities and skills across a range of contemporary leadership strategies through attendance at masterclasses, impact hubs or workshops.</li> </ul> | <ul style="list-style-type: none"> <li>• 60% of participants report an improved understanding of and confidence to effectively lead school operations and change in a rapidly changing education landscape.</li> </ul> |

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

| Project title  | Project description and activities   | Indicative budget  | Expected outcomes/<br>Overall achievements  | Indicators of success  |
|--|--|--|---|--|
| <p><b>Early Career Teacher Development</b></p> <p>Inducting early career teachers to the profession through the provision of professional learning and mentoring</p> | <p>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> | <p>Reform support funding:<br/>\$126,358</p> <p>Other funding:<br/>\$33,322</p> <p>FTE: 0.86</p> | <ul style="list-style-type: none"> <li>Improved confidence and capability of ECTs in classroom and school settings.</li> <li>ECTs in the program will be equipped to provide the required evidence documenting the transition from Graduate to Proficient teacher.</li> </ul> | <ul style="list-style-type: none"> <li>60% of early career teachers participating in the early career teacher program will report enhanced understanding and confidence as a beginning teacher.</li> </ul> |

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

| Project title  | Project description and activities  | Indicative budget  | Expected outcomes/<br>Overall achievements  | Indicators of success  |
|--|---|--|---|--|
| <p><b>Centre for Innovation</b></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"> <li>the Student Agency Lab, focused on designing new approaches to enhance levels and aspects of student agency within individual school contexts.</li> <li>the Meta-praxis Project, focused on designing new approaches to enhance interdisciplinary and transdisciplinary and transversal skill development learning within individual school contexts.</li> <li>Impact hubs that develop skills in adaptive leadership of change initiatives, organisational learning and pedagogy appropriate for the 21<sup>st</sup> century.</li> </ul> | <p>Reform support funding: \$54,193</p> <p>Other funding: \$110,866</p> <p>FTE: 0.37</p> | <ul style="list-style-type: none"> <li>Leaders involved in impact hubs or innovation projects have improved understanding and confidence to lead innovation and change within their context.</li> </ul> | <ul style="list-style-type: none"> <li>60% of innovation project and impact hub members report an increased capacity to lead innovation in their context.</li> </ul> |

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

| Project title   | Project description and activities  | Indicative budget  | Expected outcomes/<br>Overall achievements   | Indicators of success   |
|---|---|--|--|---|
| <p><b>School Improvement Model</b></p> <p>Each Independent school is supported to meet both national obligations and strategic school improvement initiatives, through the provision of expert support and advice</p> | <p>The AISSA 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> | <p>Reform support funding:<br/>\$384,018</p> <p>Other funding:<br/>\$68,018</p> <p>FTE: 2.62</p> | <ul style="list-style-type: none"> <li>Schools continue to strengthen their structures, practices and the environments that underpin quality schooling.</li> </ul> | <ul style="list-style-type: none"> <li>90% of schools have been supported with school improvement initiatives.</li> </ul> |