



Australian Government
Department of Education

Choice and Affordability Fund Work Plan 2026-27

Association of Independent Schools of WA

Date agreed – 21 November 2025





With the exception of the Commonwealth Coat of Arms, the Department's logo, any material protected by a trade mark and where otherwise noted all material presented in this document is provided under a [Creative Commons Attribution 4.0 International](https://creativecommons.org/licenses/by/4.0/) (https://creativecommons.org/licenses/by/4.0/) licence.

The details of the relevant licence conditions are available on the Creative Commons website (accessible using the links provided) as is the full legal code for the [CC BY 4.0 International](https://creativecommons.org/licenses/by/4.0/legalcode) (https://creativecommons.org/licenses/by/4.0/legalcode)

The document must be attributed as the (Choice and Affordability Fund Work Plan 2026-27 for the Association of Independent Schools of WA).

Summary of Work Plan 2026-27

The 2026–2027 Choice and Affordability Fund (CAF) Work Plan for the Association of Independent Schools of WA (AISWA) demonstrates AISWA’s commitment to equitable access, capacity building, and continuous improvement for all independent Western Australian schools, ensuring that CAF funding is used strategically to address school needs and deliver measurable outcomes.

The plan is designed to ensure that all independent schools have the opportunity to apply for or be supported through CAF funding, in line with paragraph 4 of the CAF Agreement. The activities go beyond normal service provision by targeting strategic capacity building, transition assistance, support for educationally disadvantaged students, and initiatives to strengthen school sustainability, student wellbeing and school leadership.

Key priorities and overarching themes include:

- **Universal Access and Equity:** The plan guarantees that every Independent school represented by AISWA is provided the opportunity to apply for, or be supported through, CAF funding. This is achieved through open application processes, targeted communications, and support mechanisms that extend beyond standard member services.
- **Strategic Capacity Building:** Activities are designed to strengthen the operational, financial, and strategic capacity of independent schools. This includes leadership and governance development, industrial relations support, and data analytics to enable evidence-based planning and decision-making.
- **Transition Assistance:** The work plan provides targeted funding and support for schools affected by changes in Commonwealth recurrent funding, with a focus on both regional and other eligible schools. This ensures financial sustainability and smooth transition to new funding models, including support for schools previously eligible under the National Adjustment Assistance Fund (NAAF).
- **Special Circumstances Funding:** Flexible, needs-based financial assistance is available for schools facing unforeseen events or short-term financial stress. The allocation of these funds is responsive to emerging needs and is managed through a robust application and assessment process.
- **Strengthening Outcomes for Disadvantaged Students:** The plan includes initiatives to improve educational outcomes for disadvantaged students, with a particular focus on First Nations education, literacy, and numeracy. Professional learning, targeted classroom support, and culturally responsive approaches are central to these efforts.
- **Student Wellbeing and Safe School Communities:** AISWA will deliver programs to create safe, inclusive, and supportive school environments, especially for disadvantaged communities. This includes resources, training, and direct support to strengthen child safety, student wellbeing, and compliance with regulatory standards.
- **Sustainable Use of Deferred Funding:** AISWA is committed to the sustainable management of deferred or unspent funding from previous years. Expenditure will be regularly reviewed, and if significant unspent funds arise, AISWA will consult with stakeholders and develop compliant reallocation strategies, while ensuring alignment with CAF guidelines.

Where relevant, the plan builds on achievements from the 2022–2025 work plan, particularly in areas such as student disadvantage, school improvement, transition support, and the development of professional learning resources.

Overarching Risk Management

Risk	Treatment: How the risk will be managed
Changes in government policy or priorities impact planned activities.	Maintain ongoing communication with the Department of Education and monitor policy updates.
Delays in funding distributions could affect the timely implementation of grants and programs, particularly transition assistance and special circumstances funding.	Implement clear internal processes and timelines for grant application, assessment, and distribution, with contingency plans for expedited processing.
Low engagement or uptake from eligible schools in professional development, transition assistance, or wellbeing initiatives may limit the reach and impact of CAF-supported activities.	Proactively engage eligible schools through targeted communications, support, and streamlined application processes to encourage participation.
Capacity constraints within schools or AISWA may delay or reduce the effectiveness of program delivery.	Provide additional support and resources to schools and AISWA as needed, and prioritise activities based on capacity and impact.
Implementation challenges for new initiatives may arise due to technical, resource, or change management issues.	Pilot new initiatives, gather feedback, and adjust approaches to ensure successful rollout and adoption.
Unforeseen events (e.g., natural disasters, pandemics) could disrupt school operations, requiring rapid reallocation of resources and adjustments to planned activities.	Retain flexibility in resource allocation and maintain a reserve for special circumstances funding to respond rapidly to emerging needs.
Accumulation of unspent funds due to lower-than-expected demand, delays, or barriers to access may require reallocation or revised expenditure strategies.	Regularly review expenditure and, if significant unspent funds arise, consult with stakeholders to develop a plan for sustainable and compliant reallocation – such as reallocating funds, extending support to additional schools, or expanding on existing initiatives, while ensuring compliance with the CAF agreement and guidelines.
Misalignment of funding with need if eligibility criteria or distribution methods do not adequately target the most impacted schools.	Review and adjust eligibility criteria and distribution methods periodically to ensure alignment with demonstrated need.
Non-compliance with CAF guidelines or reporting requirements could impact future funding or require corrective actions.	Maintain robust monitoring, evaluation, and reporting systems to ensure compliance and support continuous improvement.
Inadequate monitoring and evaluation may limit the ability to demonstrate outcomes and inform continuous improvement.	Implement regular review cycles, collect feedback from participating schools, and adjust strategies as needed.

Budget for 2026–2027

Priority	Activities/Initiatives	2026		2027	
		Centralised	Distributed	Centralised	Distributed
A – Choice and Affordability	Integrated school capability and support program	\$470,000	\$0	\$517,000	\$0
B – Transition Assistance	Provide funding assistance to identified eligible regional schools	\$0	\$1,400,000	\$0	\$1,400,000
B – Transition Assistance	Provide funding assistance to eligible schools to support the transition	\$0	\$2,566,000	\$0	\$2,500,000
B – Transition Assistance	Provide funding assistance to those schools that would have been eligible for NAAF	\$0	\$300,000	\$0	\$300,000
C – Special Circumstances	Provide emergency funding assistance for unforeseen circumstances	\$0	\$100,000	\$0	\$100,000
D – Strengthening outcomes for schools and educationally disadvantaged schools and students	Strengthening school leadership and improving teacher impact	\$432,000	\$0	\$575,000	\$0
	Strengthening student outcomes	\$381,000	\$0	\$422,000	\$0
	Strengthening First Nations education and leadership	\$780,000	\$0	\$820,000	\$0
E – Student wellbeing and support	Creating safe and supported school communities	\$396,000	\$0	\$435,000	\$0
Administrative costs		\$130,000	\$0	\$130,000	\$0
Total		\$2,589,000	\$4,366,000	\$2,899,000	\$4,300,000

Schedule 1 – Indicative Allocations

Priority B – Transition Support for the National Adjustment Assistance Fund Schools

Ten schools are eligible for this transition assistance.

Priority B – Regional Transition Assistance - Support for the Nine Regional Schools Identified by DESE

Nine schools are eligible for regional transition assistance.

Priority B – Transition Support for Other Eligible Schools

16 schools are currently eligible for this transition assistance.

Priority C – Special Circumstances

All independent schools will have access to this assistance. Due to the unpredictable nature of special circumstances events, it is not possible to forecast the allocation of funding required for assistance.

Activity/Initiative	Integrated School Capability and Support Program
Priority	A –Choice and Affordability

Description

This integrated professional development and support initiative is designed to build the operational, financial, and strategic capacity of independent schools. AISWA's program proposes to bring together several key supports under one coordinated initiative to strengthen school leadership, governance, and sustainability.

The program will provide industrial relations support and policy platform access to help schools manage workforce relations effectively, remain compliant, and stay informed of sector and legislative developments. Governance and leadership development will be offered to Chairs, Board members and Principals to strengthen strategic oversight, risk management, and financial accountability.

To complement these governance supports, AISWA will continue to provide specialised services to schools that support them in articulating their unique value proposition to parents and communities. This will include professional learning opportunities in marketing, communications, strategy, brand, crisis management, and finances.

A core component of this initiative will be the development of a data analytics tool designed for schools to analyse and interpret key relevant indicators that may include local demographics, enrolment trends, financial performance, and growth potential. The tool will support evidence-based planning. Research will be commissioned to validate the proposition that the establishment of independent schools alleviates enrolment pressure on communities and expands access to educational facilities that would otherwise require government investment. The findings will provide essential evidence to support and enable data-informed decision-making by government stakeholders.

Collectively, these supports will help schools strengthen their business models, ensure affordability for families, and demonstrate clear value to parents.

Eligible schools

All AISWA represented schools are eligible to access the services provided under this program.

Timeframes

This activity will be delivered in 2026 and 2027, with the deliverables in 2027, informed by consultation and feedback provided by schools engaged in the program in 2026.

Outcomes

Objectives/expected outcomes	Indicators of success
Participants in each of the learning opportunities report greater confidence and competence in the relevant area of focus.	Post program surveys for participants assessing confidence and skills growth.
Tool users report that insights are actionable and improve business decisions	Usage analytics from the school data tool assess functionality, use and satisfaction.

Key stakeholders

Stakeholders within participating schools include:

- Principals/School Leaders
- School Board/Governing body and Board Chairs
- Business Managers
- Teachers and academic staff
- Support and administrative staff
- Students and families (as they are the primary beneficiaries and participants in the school community)

Activity/Initiative	Transition Support for the National Adjustment Assistance Fund Schools
Priority	B – Transition Assistance

Description

Transition support will be provided to ten eligible schools first identified in 2021 that would have qualified for assistance under the National Adjustment Assistance Fund (NAAF). This includes non-systemic Independent schools projected to experience reductions in per-student funding due to changes in Commonwealth recurrent funding settings from 2020 to 2029. The funding allocated for this element of the Transition Priority remains modest, similar to the amounts previously provided through the NAAF.

Each eligible school will be offered \$30,000 to assist in reviews of costs, systems, processes, financial position and other operational matters to enable ongoing sustainability of their school for the future.

Eligible Schools

ID	Name
65	Bunbury Cathedral Grammar School
83	Guildford Grammar School
84	Hale School
124	Perth College
201	St Mary's Anglican Girls' School (Inc)
245	Wesley College
2711	Penrhos College
2755	All Saints' College
28580	Banksia Montessori School
167	St Hilda's Anglican School for Girls (Inc)

Timeframes

NAAF transition assistance grant payments will be provided in two instalments in both 2026 and 2027.

Outcomes

Objectives/expected outcomes	Indicators of success
Eligible schools are financially supported during the transition to DMI funding arrangements, providing them with time to adapt their financial planning to maintain financial sustainability with reduced funding in the long term.	Eligible schools receive funding each year in 2026 to 2027. 100% of schools receiving assistance submit an acquittal statement confirming funds were used for the intended purpose.

Key stakeholders

- School Principals and Business Managers within schools that would have met the criteria to have access to support through the former National Assistance Fund.
- School governing bodies and delegated committees within schools that would have met the criteria to have access to support through the former National Assistance Fund.
- Finance and administration staff within schools accessing special circumstances assistance within schools that would have met the criteria to have access to support through the former National Assistance Fund.
- Students within schools that would have met the criteria to have access to support through the former National Assistance Fund.
- Other staff within schools that would have met the criteria to have access to support through the former National Assistance Fund.

Activity/Initiative	Regional Transition Assistance - Support for the Nine Regional Schools Identified by DESE
Priority	B – Transition Assistance

Description

In 2020, the Department of Education, Skills and Employment (DESE) identified nine schools eligible for transition assistance, and for each year, 2026 to 2027, AISWA will provide regional transition assistance grants in two instalments to support them in transitioning to lower funding levels, arising from the transition to DMI funding arrangements by 2029.

Building on the transition plans developed and updated in 2025, eligible schools receiving funding will utilise this assistance to support educational programs and initiatives that facilitate their transition to the DMI methodology.

Eligible Schools

The Regional Transition Assistance Activity includes the nine schools identified by DESE in 2020. These are:

ID	School Name
65	Bunbury Cathedral Grammar School
25081	Court Grammar School
27701	Esperance Anglican Community School
16332	Georgiana Molloy Anglican School
14590	Geraldton Grammar School
15894	Great Southern Grammar
30237	St James Anglican School
13741	Swan Christian College
15338	Tranby College

Timeframes

Regional transition assistance grant payments will be provided in two instalments in both 2026 and 2027.

Outcomes

Objectives/expected outcomes	Indicators of success
Identified schools are financially supported during the transition to DMI funding arrangements, providing them with time to adapt their financial planning to maintain financial sustainability with reduced funding in the long term.	The nine identified schools receive funding each year in 2026 to 2027. 100% of schools receiving assistance submit an acquittal statement confirming funds were used for the intended purpose.

Key stakeholders

- Principals and Business Managers within eligible regional schools
- Governing bodies and delegated committees within eligible regional schools
- Finance and administration staff within eligible regional schools
- Other staff within eligible regional schools, due to the stability of funding and continuity of programs
- Students within eligible regional schools, due to the stability of funding and continuity of learning programs

Activity/Initiative	Transition Support for Other Eligible Schools
Priority	B – Transition Assistance

Description

AISWA will provide Transition Assistance grants directly to eligible schools to support them in transitioning to lower funding levels, arising from the transition to DMI funding arrangements by 2029.

Building on the transition plans developed and updated in 2025, eligible schools receiving funding will utilise this assistance to support educational programs and initiatives that facilitate their transition to the DMI methodology.

In 2020, 14 schools were eligible for transition assistance, which increased to 16 schools in 2025, in accordance with the eligibility criteria outlined below.

For 2026, the same 16 schools will be eligible for transition assistance using the same criteria, given that the Department of Education has confirmed that for 2026, the CTC scores for non-government schools will be temporarily rolled over from 2025.

Starting in 2027, AISWA proposes to undertake a reassessment of the distribution for Other Transition Assistance grants to ensure an equitable and needs-based distribution of funding is continued, particularly for schools that have been most significantly impacted by the new funding model.

From 2027, the total funding available for Other Transition Assistance grants will be reduced as more and more schools reach their ongoing funding entitlements. This adjustment reflects a targeted approach to align funding with the greatest demonstrated need, while ensuring schools do not become reliant on transitional support as federal funding stabilises. The approach aims to ensure sustainable schools in readiness for full implementation of the new capacity to contribute model for recurrent funding by 2029.

Eligible Schools

Eligible schools were first identified in 2020 using the following criteria:

- a Direct Measure of Income CTC change of 3 or more points from either the 2011 or 2016 SES CTC score;
- a student growth rate of less than 3% during the period 2022 through 2029; and
- an average school fee rate of less than \$20,000.

For 2024 and 2025, eligibility was expanded to include those schools that;

- had a movement in the average three-year CTC scores of 2 or more as compared to the previous year;
- a student growth rate of less than 3%; and
- an average school fee rate of less than \$20,000.

In 2026, the current eligibility criteria will remain in place. From 2027, schools will be assessed and reductions will occur based on the criteria and also at what point the school is placed in relation to

progressing toward an 80% SRS target by 2029. This adjustment will lead to a reallocation of funding support.

Timeline

Other transition assistance grant payments will be provided in two instalments in both 2026 and 2027.

Outcomes

Objectives/expected outcomes	Indicators of success
Eligible schools are financially supported during the transition to DMI funding arrangements, providing them with time to adapt their financial planning to maintain financial sustainability with reduced funding in the long term.	Eligible schools receive funding each year in 2026 to 2027. 100% of schools receiving assistance submit an acquittal statement confirming funds were used for the intended purpose.

Key stakeholders

- Principals and Business Managers within eligible schools
- Governing bodies and delegated committees within eligible schools
- Other staff within eligible regional schools, due to stability of funding and continuity of programs
- Students within eligible regional schools, due to the stability of funding and continuity of learning programs

Activity/Initiative	Special Circumstances Funding
Priority	C – Special Circumstances Funding

Description

Special circumstances funding will be made available to all schools through an application process when specific criteria are met.

Financial assistance will only be considered where the situation is:

- **Unexpected:** The event could not have been reasonably foreseen.
- **Causing severe financial difficulty:** The school faces a genuine risk of having to significantly reduce or cease educational services.
- **Short term:** The financial difficulty is expected to be temporary.
- **A special need:** All other reasonable options to address the financial situation have been exhausted.

The nature and level of support provided will vary depending on the type and impact of the circumstances. Schools may experience financial stress due to a range of unforeseen events, such as natural disasters (e.g., floods, fires), a sudden loss of student enrolments, or the departure of multiple long-serving staff with significant entitlements owing.

Due to the unpredictable nature of special circumstances events, it is not possible to precisely forecast the annual funding required for assistance. Therefore, the allocation of funds will be adjusted as necessary to respond effectively to schools' emerging needs.

Eligible schools

All AISWA represented schools are eligible to apply for Special Circumstances Funding.

Timeframes

Special Circumstance Assistance will be made available to schools under CAF through to the end of 2027 as needed.

Outcomes

Objectives/expected outcomes	Indicators of success
Schools negatively impacted by unforeseen events, causing short-term financial stress, can access timely special circumstances funding.	100% of schools that submit successful applications for special circumstances assistance receive financial support.

Key stakeholders

- Principals and Business Managers within schools accessing special circumstances assistance
- Governing bodies and delegated committees within schools accessing special circumstances assistance
- Finance and administration staff within schools accessing special circumstances assistance
- Students within schools accessing special circumstances assistance (minimise disruption to education and wellbeing).
- Other staff within schools accessing special circumstances assistance

Activity/Initiative	Strengthening School Leadership and Improving Teacher Impact
Priority	D – Strengthening outcomes for schools and educationally disadvantaged schools and students

Description

Educational disadvantage is linked to factors such as socioeconomic status, Indigeneity, geographic location, and disability. Two of the most powerful levers for reducing disadvantage and improving student outcomes are effective school leadership and excellence in teaching and learning, which together create the conditions for inclusive and supportive learning environments where every student can thrive.

This initiative is designed to strengthen outcomes for educationally disadvantaged schools and students through two projects:

- Strengthening school leadership, and
- Improving teacher impact through a whole school approach to school improvement.

The Australian Council of Educational Research (ACER) School Improvement Tool (SIT), along with the AITSL Professional Standards for Teachers and Middle Leader Standards will be used as a basis for leading whole school improvement approaches and initiatives across these two projects.

Project A – Strengthening School Leadership

Effective leadership development requires a comprehensive approach centring on strengthening leaders practise in their current role and preparing them for future roles. A mix of formal leadership development programs, complemented with professional supports and resources such as mentoring and coaching will support the development of school leaders at all career stages. It will incorporate the provision of evidence-based leadership, professional learning across the school leadership and workforce continuum, and include an emphasis on emerging, middle and senior leaders. Learning will be aligned to the relevant AITSL standards, including the newly released AITSL Middle Leader standards.

Eligible schools

This project is open to all schools across the WA independent sector.

Timeframes

This activity will be delivered across 2026 and 2027.

Outcomes

Objectives/expected outcomes	Indicators of success
School leaders develop leadership capability to strengthen their influence and impact.	The number of leadership development programmes and events that are offered to member schools. Participation rates of school leaders in leadership development programs and/or targeted professional learning modules.
School leaders increase their knowledge and understanding of the components of successful school leadership.	School leaders feedback report improved understandings of key leadership concepts as relevant to role.
School leaders have access to resources, a collegial network, and ongoing support.	Resources and artefacts of effective practice are developed and shared. School leaders engage with networks and communities of practise.

Project B – Improving Teacher Impact through a whole school approach to school improvement

Improving teacher impact is the most powerful lever a school can use to improve student outcomes and make a meaningful difference in students' lives, regardless of their background. Teacher impact is positively correlated to student success and is driven by teachers' deep knowledge of content. Use of effective teaching strategies and continuous professional development. High teacher efficacy, and impact enhances student achievement and strengthens teachers job satisfaction and commitment to the profession. It also fosters positive classroom environments where students feel supported, engaged, and motivated to learn.

Through targeted professional learning, this project aims to strengthen school leaders' capacity to apply a whole school approach to school improvement and to enhance teachers' ability to design and implement projects that improve student learning and address context specific challenges. Support is designed to drive meaningful improvements in leading teaching and learning and enhancing instructional practise.

Professional learning activities will incorporate the development of Domains 2, 5, 6, 7 and 8 of the ACER School Improvement tool as follows:

- Domain 2 - Analysing and discussing data
- Domain 5 - Building an expert teaching team
- Domain 6 - Leading systematic curriculum implementation
- Domain 7 - Differentiating teaching and learning
- Domain 8 - Implementing effective pedagogical practises.

Outcomes

Objectives/expected outcomes	Indicators of success
School leaders develop a deeper understanding of the school improvement cycle.	Approximately 8 schools engage in a supported school improvement program.
Teachers develop a deeper understanding of effective teaching strategies and content knowledge, and teachers increased their knowledge and understanding of the components of evidence-based instruction.	A variety of teaching excellence programs and events are offered to member schools. Participation rates of school leaders and educators in teaching excellence programs and/or targeted professional learning modules. Teachers' feedback reports improved understandings of key teaching and learning concepts.
Curriculum leaders develop a deeper understanding of leading curriculum and pedagogical practises.	Development and/or sharing of programs and resources for curriculum leaders. Participation rates of curriculum leaders and educators in leading curriculum and pedagogy professional learning. Curriculum leaders' feedback reports improved understandings of leading curriculum and pedagogy.
Teachers have increased opportunities to design, trial and share innovative practices that address specific educational objectives.	Development and implementation of a teacher innovation fellowship program. Participation rates of educators in teacher innovation professional learning programs/activities.
Teachers have access to collegial networks and ongoing support.	Resources and artefacts of effective practise are developed and shared. School leaders and educators have access to networks and communities of practice.

Key Stakeholders

- All independent schools in Western Australia are included, with priority given to those situated in regional and remote areas, and schools with mid to lower ICSEA scores.
- School leaders at all career stages—including emerging, middle, and senior leaders.
- Teachers and curriculum leaders.
- Students in educationally disadvantaged schools are the ultimate beneficiaries of the initiatives.

Activity/Initiative	Strengthening First Nations Education and Leadership
Priority	D – Strengthening outcomes for schools and educationally disadvantaged schools and students

Description

Through this initiative, AISWA aims to strengthen outcomes for all students, with a particular focus on those experiencing educational disadvantage. This project will expand knowledge of First Nations Culture and support students, staff, leadership teams, and Boards of AICS to lead with confidence.

The work is grounded in the Alice Springs (Mparntwe) Education Declaration 2019 which states:

“All Aboriginal and Torres Strait Islander young peoples must be empowered to achieve their full learning potential, shape their own futures, and embrace their cultures, languages and identities as Australia’s First Nations peoples.” Alice Springs (Mparntwe) Education Declaration 2019.

Key actions under this initiative are:

- Embed First Nations culture in education and leadership to foster respect, understanding, strengthen identity, and support reconciliation, benefiting all students and the wider community.
- Support First Nations students in Aboriginal Independent Community Schools (AICS) through personalised and culturally responsive approaches that recognise their unique strengths and challenges.
- Ensure that education is culturally responsive, incorporates local languages, and actively involves families.
- Provide tailored resources and mentorship to help students feel valued, improve attendance, boost engagement, and strengthen academic outcomes.
- Empower school staff, leadership, and AICS boards by building leadership skills, offering accessible training resources, and fostering two-way learning environments.
- Strengthen governance structures to be more robust and representative, enabling Boards to advocate effectively for their schools and promote accountability.

Eligible schools

Aboriginal Independent Community Schools (AICS) and AISWA member schools.

Timeframes

These initiatives will be delivered from 2026 to 2027.

Outcomes

Objectives/expected outcomes	Indicators of success
Embedding First Nations Culture in education, with the provision of cultural awareness education.	Provision of In-school sessions and learning involving elders in AICS and Independent schools.
Growth of partnerships with local facilitators and organisations specialising in First Nations education programs.	Establishment of new partnerships with elders and organisations specialising in First Nations education programs.
Uplift AICS board knowledge and confidence with culturally specific governance learning.	AICS board member attendance at the AICS Broome Conference and the AISWA Governance Conference in Perth. Provision of targeted support and professional learning opportunities.
School leaders and educators develop a deeper understanding of Aboriginal and Torres Strait Islander histories, living culture, and contemporary impacts of colonisation.	Development of Cultural learning modules for inclusion in leadership and development Professional Learning programs. Participation rates of school leaders and educators in cultural learning professional learning activities.

Key stakeholders

- All of AISWA's Aboriginal Independent Community Schools will be offered the opportunity to engage with cultural learning, receive governance support, and engage in Board development activities. Stakeholders include:
 - First Nations students attending AICS schools
 - Families and parents of First Nations students
 - School staff and educators at AICS schools
 - AICS boards and leadership teams
 - Local First Nations elders and community leaders
 - AISWA staff and leadership
 - Partner organizations (e.g., local facilitators, organisations specialising in First Nations education)
 - Wider school community within AICS
- All independent schools in WA will be offered the opportunity to participate in cultural learning initiatives. Specific stakeholders include:
 - Students in independent schools across WA
 - Families and parents of students in independent schools
 - School staff and educators in independent schools
 - School boards and leadership teams of independent schools
 - Local First Nations elders and community leaders
 - Partner organizations (e.g., organisations specialising in cultural learning)

Activity/Initiative	Strengthening Student Outcomes
Priority	D – Strengthening outcomes for schools and educationally disadvantaged schools and students

Description

Educational disadvantage remains one of the strongest predictors of poor literacy and numeracy outcomes. Students in regional and remote communities, Aboriginal students, Learners with higher levels of English as an additional language or dialect (EAL/D), and other students at educational risk often face systemic and contextual barriers that impact learning. This project responds to those challenges by strengthening schools' capacity to deliver targeted, evidence informed teaching that meets the diverse needs of these students and addresses gaps in literacy and numeracy learning, progress and achievement.

This project support schools to improve students' literacy and numeracy outcomes. It includes a focus on identifying and engaging schools which serve Aboriginal communities in regional and remote areas; have students with high levels of English as an additional language or dialect (EAL/D); or students at educational risk. Through focused engagement and tailored support, this project aims to build teacher expertise, enhance classroom practice, and create the conditions for learning and progress in literacy and numeracy.

Activities include targeted one-to-one classroom support; whole school staff professional learning and other professional learning to;

- upskill educators and deepen their understanding of effective teaching practices with a focus on reading, writing, spelling and oral language for literacy and basic number facts and place value for numeracy
- implement reading assessments to place students on the EAL/D progress maps, and
- review and provide support to develop whole school approaches to literacy and numeracy planning.

Eligible schools

All schools will be invited to participate in this project. Priority will be given to schools who meet the following eligibility criteria.

- A majority cohort in the NAPLAN *needs additional support* proficiency level description for either literacy, numeracy, or both.
- A significant proportion of students in the NAPLAN *developing* proficiency level description for either literacy, numeracy, or both.
- High levels of socioeconomic disadvantage as indicated by ICSEA or other measures.
- Schools located in regional or remote areas where access to targeted support may be limited.
- Schools with a high proportion of Aboriginal students and/or a high concentration of EAL/D students or other students at educational risk.

Timeframes

This activity will be delivered across 2026 and 2027.

Outcomes

Objectives/expected outcomes	Indicators of success
Teachers identify students at or below standard in literacy and develop actionable strategies to address gaps in learning.	Participation rates of educators in targeted literacy professional learning. Teachers report via formal feedback improved understandings of key literacy concepts. Approximately 8 remote schools engage in professional learning. Approximately 20 remote educators engage in professional learning. Teachers report increased understandings of using the EAL/D progress maps and providing relevant support for students.
Teachers identify students at or below standard in numeracy and develop actionable strategies to address gaps in learning.	Participation rates of educators in targeted numeracy professional learning. Teachers report via formal feedback on improved understandings of key numeracy concepts. Evidence of educators taking action to improve existing approaches to numeracy development.

Key stakeholders

- All Independent Schools in WA, with priority apportioned to schools who meet the eligibility criteria listed above. That is schools with:
 - Majority cohort in NAPLAN “needs additional support” or “developing” proficiency levels for literacy/numeracy
 - High levels of socioeconomic disadvantage (as indicated by ICSEA or other measures)
 - Located in regional or remote areas
 - High proportion of Aboriginal students and/or EAL/D students, or other students at educational risk
- Teachers and educators within these schools
- Students at educational risk i.e Aboriginal, from regional and remote communities, EAL/D learners, or at educational risk due to systemic and contextual barriers
- Families and communities connected to the eligible schools will be indirectly impacted by improved student outcomes.

Activity/Initiative	Creating Safe and Supported School Communities
Priority	E – Student Wellbeing and Support

Description

AISWA aims to strengthen outcomes for all students, especially those who experience educational disadvantage and social or emotional challenges, by ensuring all independent schools in WA, especially those serving disadvantaged communities, have the support and resources needed to provide safe, supportive, and inclusive educational environments.

AISWA will guide and support schools to strengthen child safety, student wellbeing, and compliance with Non-Government School Registration Standards and other legislative requirements by providing comprehensive resources, direct consultation, and training. This will be achieved through;

- The provision of comprehensive resources, including accessible online learning materials.
- Direct consultation and training to support compliance with State Registration Standards and legislative requirements.
- Wellbeing and child protection phone support for immediate assistance.
- Dedicated wellbeing staff to facilitate professional learning sessions for educators.
- Empowering educators to implement robust child protection policies.
- Guide schools in creating environments where students feel safe, included and confident to speak up.
- Providing professional learning and resources to support staff wellbeing, supporting a healthier and more resilient workforce within independent schools.

Eligible schools

All Independent Schools can access this support to create a safe and supported learning environment for all students, with a specific focus on disadvantaged schools.

Timeframes

These initiatives will be delivered from 2026 to 2027.

Outcomes

Objectives/expected outcomes	Indicators of success
Support schools, especially disadvantaged schools, to develop contextualised wellbeing frameworks that foster positive school culture, achievement, and attendance.	Bespoke wellbeing framework projects delivered to 17 independent schools by 2027, with 10% being disadvantaged schools. Provision of professional learning opportunities for schools on positive school culture, growth and student wellbeing strategies in various delivery modes.
Equip schools with training and resources to foster safer and more inclusive environments.	Provision of professional learning on positive behaviour management strategies and managing the behaviours of students with learning needs.
Schools have access to proven strategies, resources and professional networks, resulting in improved student behaviour, stronger well-being and stronger capacity for sustainable change.	New partnerships and collaborations are established across education systems, professional associations, and community agencies to access evidence-based support for student behaviour management.
Equip leaders and staff with strategies and resources to support their own wellbeing, to foster a healthier and more resilient workforce, improve staff morale and enable schools to develop and implement staff wellbeing frameworks, especially in disadvantaged communities.	Provide learning opportunities in staff wellbeing and connect schools with wellbeing experts. Assist 8 independent schools to develop contextualised staff wellbeing frameworks by 2027.
Support schools in meeting the obligations of the Reportable Conduct Scheme and mandatory reporting.	Development of a range of online professional learning resources on National Principals of Child Safe organisations and State Registration Standards and other Requirements for Non-Government Schools Standard 10 (Child Abuse Prevention). Professional learning on NGRS Standard 10 offered to all disadvantaged schools and all independent schools. Accessible online resources developed for Mandatory Reporting and Reportable Conduct Scheme.

Objectives/expected outcomes	Indicators of success
Ensure that schools remain informed and compliant with current legal requirements, strengthening child protection practices, reducing risk, and promoting a safer, more responsive school environment.	Provide ongoing updates and support to schools on child safety and regulatory changes.

Key stakeholders

All independent schools in WA will be provided access to these initiatives, with a particular focus on schools in disadvantaged communities, positively impacting:

- School leaders and staff
- Students and their families
- Professional associations and communities involved in partnerships and collaborations for behaviour management and wellbeing support

2026-27 CAF Workplan NGRB Sign Off

This 2026-27 CAF Workplan is submitted in fulfillment of the workplan requirement in part 4 of the CAF Agreement and I understand that, once approved, the work plan forms Attachment A to the CAF Agreement.

Name and Position of the person Chris Massey
signing off on behalf of the NGRB: Executive Director

Signature:



Date: 31 October 2025