

Non-Government Reform Support Fund

2020 Annual Report

**The Association of Independent Schools of
Western Australia**

Executive Summary

Executive Summary

The Non-Government Reform Support Fund has provided schools in the Independent sector in Western Australia with essential support across a range of areas. AISWA supports 150 Non-Government Non-Catholic Schools in WA through this funding element. AISWA does have an additional 11 Catholic member schools that are order owned that, while part of the Catholic Education in WA, also select to be members of AISWA. Independent Schools are spread across the state with about two thirds (116) in major cities, 16 in Inner regional areas within 300 kms of Perth, 12 in outer regional areas, more than 300 kms from Perth, 3 Remote and 14 Very Remote. The Very Remote and one Remote school are Majority Aboriginal and Torres Strait Islander Schools (MATSI) with 14 based in remote Aboriginal Communities and thus are sole providers.

In 2020 we have continued to make significant progress in achieving the key objectives outlined in our strategic plan to improve the learning outcomes for all students and ensure they are prepared for successful lives after their schooling through our involvement.

The actions and outcomes of the eleven sector and cross sectoral projects which support students, student learning and achievement; support teaching, school leadership and school improvement; and enhance the national evidence base were sometimes different to what was intended. Nevertheless, they can be justified and celebrated. Diverging from the proposed plan was agile, appropriate, and welcomed by our schools. The modified achievements maintained strong support for Reform intentions related to teaching and learning, student well-being and leadership. An example of this was our redirected focus on Technologies (as a component of STEM) and broader 'digital technologies' focus - better supported school communities and ensured a smoother continuance of critical learning services in all areas, not just STEM, in a disrupted year. It also significantly contributed to the Digital Literacy (ICT Capability) of all stakeholders and rapid advances in infrastructure/application use that supported curriculum, collaboration, and communication in schools in this challenging year, and in the future.

Some of the key success indicators achieved in 2020 are the numbers of schools relying on AISWA support and participation in the modified activities of the eleven following projects and the overwhelmingly high levels of satisfaction with the services they have received through the NGR Support Fund. Schools typically have contributed their own resources to ensure maximum benefit and continuation from this work. Significantly, this fund has provided schools with opportunities to be involved in work that has enabled them to successfully navigate a disjointed and difficult 2020. This was done in contextually appropriate ways to address the needs of some of the most educationally disadvantaged students in our sector.

AISWA has liaised in with Department of Education (DoE) and Catholic Education Western Australia (CEWA) on the bilateral areas of agreement in significant ways. The following are a small illustrative sample of the a few of the cross sectoral activities:

Throughout 2020 AISWA worked closely with the Department of Education and the Catholic Education Office of WA ensuring common approaches to supporting schools through COVID. A strong focus of this was ensuring schools were safe for students and teachers and that students were supported either online or face-to-face while focusing on improving student outcomes. The three sectors met regularly to address COVID and a range of other educational and mental health issues.

While COVID meant much of our professional learning shifted to online, we did continue to support schools. While conferences did not run in 2020 there were many opportunities for schools to join webinars

and TEAMS and Zoom meetings to share expertise and receive updates on great approaches to teaching and learning.

AISWA continues to work with the Catholic and Government sectors through regular cross sectoral meetings chaired by the State Minister, and through our ongoing consultations with the other two sectors that are scheduled during the year and in response to State priorities.

Project Report

Summary of 2020 achievements

| Project title | Project description and activities | Expected outcomes/ Overall achievements Achieved or Not achieved | Indicators of success Add the target % achieved | List any additional activities or variations to agreed activities and/or any additional information on outcomes or achievements |
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| <p>National Policy:</p> <p>B. Enhancing the national evidence Base</p> <p>ii. Improving national data quality, consistence and collection to improve the national evidence base and inform policy development</p> <p>C. Enhancing the national evidence Base</p> <p>iii. Improving national data quality, consistence and collection to improve the national evidence base and inform policy development</p> <p>State bilateral:</p> | <p>Enhancing the quality of NCCD</p> <p>This project aims to further inform schools of the Nationally Consistent Collection of Data and its processes thereby enhancing the quality teaching for students with disability, (as defined under the Disability Discrimination Act 1992).</p> <p>The intention is to support all staff in AISWA schools in their various capacities to clearly understand their role in the school to fulfil the ongoing requirements involved in the NCCD process. This would include the accurate and ongoing collection of data that supports the levels of adjustment being made for students with disability and the processes that are in place. This will be achieved by focussing on the following:</p> <ul style="list-style-type: none"> • Continuing to assist schools to Navigate the NCCD portal (especially the areas that continue to be amended) | <ul style="list-style-type: none"> • Improved accuracy in the Implementation of the Nationally Consistent Collection of Data on School Students with Disability (NCCD) National Assessment Program reform; and data collection and reporting requirements. Achieved • Schools share a common language and a consistent approach to NCCD across the independent sector. Achieved • Schools are working towards an inclusive school model. Achieved • Schools prioritise needs within the school to ensure the correct support is provided. Achieved • Schools ensure that parents are well informed about the NCCD. Achieved • Improved teacher understanding of the | <ul style="list-style-type: none"> • All schools (146) offered information sessions either face to face or via video conference. 100% achieved • 80% of Schools visited by Inclusive Education Consultants to provide guidance and support in terms of implementation of NCCD and developing school strategies for supporting identified students (about 100 schools). 20 % achieved • Selected AISWA schools contribute feedback to Price Waterhouse Cooper regarding the post remuneration process. 20 % achieved • 50% of Schools attend professional learning and non-attendees identified for targeted follow up. 20% achieved • Documentation used with schools is up to date and | <p>The majority of funds were expended on the salaries of AISWA staff with expertise in this area. Professional learning and support were delivered via both face to face and online sessions. Where sessions were face to face there were some additional costs incurred in hosting these events.</p> <p>Face to face sessions were difficult due to COVID 19. A range of other support was offered to schools including phone, online meetings and email.</p> <p>This information is not fed back to AISWA so we have no way of knowing how many per the nature of the feedback.</p> <p>The response was limited due to the impact of COVID 19.</p> |

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| <p>Nationally Consistent Collection of Data for Students with Disability</p> <p>Project Title: Enhancing the quality of NCCD</p> | <ul style="list-style-type: none"> Building understanding of the Disability Discrimination Act (1992) and the Disability Standards of Education (2005) Recognising and meeting the different needs of various roles (Bursar, Principal, Learning Coordinator, Teacher) Building a shared understanding of the levels of adjustment and categories of student data through Moderation <p>AISWA will support schools in the Implementation of the Nationally Consistent Collection of Data on School Students with Disability (NCCD) through the following activities:</p> <ul style="list-style-type: none"> Information sessions on the NCCD, funding, process of identification, evidence and accountability; Metropolitan, regional and school based professional learning to develop knowledge and skills to ensure appropriate support is provide for individual students around the following topics; | <p>processes for the NCCD. Achieved</p> <ul style="list-style-type: none"> Improved teacher confidence when determining whether a student has a disability according to the definition of a disability using the DDA. Achieved NCCD team and teachers collect relevant evidence. Improved teacher understanding of the different types of disabilities/learning difficulties. Achieved Improved teacher knowledge and skills within the area of disability facilitating more effective communication with parents when discussing their child’s learning. Achieved Improved skills in accommodating and providing adjustments within the classroom (differentiation) Achieved Schools understand a common language across all education sectors in WA to provide a consistent approach to NCCD. Achieved | <p>based on current requirements and research. 100% achieved</p> <ul style="list-style-type: none"> Survey results of teachers and relevant staff identifying improved understandings of the area to provide up to date and relevant Professional Learning (PL). 10% achieved Data consistency across years 60% achieved Data consistency across schools 50% achieved Reports from census post enumeration contractors? achieved Feedback from participating schools 60% achieved Feedback from ISCA and the NCCD portal staff Revision of practices and presentation material and information 60% achieved | <p>COVID impacted on the number of face to face meetings which in turn impacts on improvements in data consistency.</p> <p>AISWA is unable to provide a % as the information is not shared.</p> <p>The feedback AISWA gains from schools of the post enumeration process is positive in the main.</p> <p>The Post reenumeration feedback is not shared with AISWA. This information would be most valuable to us in understanding where schools are at in their NCCD process.</p> |

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| | <ul style="list-style-type: none"> ○ on Specific Learning Difficulties/ Disabilities/Behavioural ○ Differentiation ○ Documented Plans and how these can be used as evidence for the NCCD. ○ Disability Discrimination Act 1992 (DDA)/DSE Disability Standards for Education 2005 (DSE) ● Video conferences and Skype for remote and regional schools to participate ● Moderation sessions between AISWA schools and with other sectors (Catholic & Department of Education) to give schools an opportunity to share information, ask questions and network with other schools. ● School visits in metro and regional WA ● School based consultancy for school leaders and teachers related to disability and inclusion within their classroom. ● Network Meeting each term, designed to support staff in the area of inclusive education. | <ul style="list-style-type: none"> ● Increased understanding of how schools collect, store and demonstrate the information and evidence of adjustments for each student. Achieved ● Improved processes within schools in providing accurate evidence of adjustments. Achieved ● Improved accuracy in determining the levels of adjustment. Achieved ● More comprehensive support materials to support schools. Achieved ● Improvement in skills, knowledge and understanding of the NCCD in collaboration with colleagues from all sectors. Achieved ● Up to date information, reports on the progress and accuracy of the NCCD both from a state and national perspective. Achieved | | |

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| | <ul style="list-style-type: none"> • Inclusive Education (IE) Consultants provide ongoing support via email, phone or visit to the school. <p>When informed and invited, AISWA will provide support to schools undergoing Data Validation Projects and Post Enumeration by:</p> <ul style="list-style-type: none"> • Meeting with the NCCD team and appropriate staff • Provide review of the data and the evidence if needed • Discuss outcomes/feedback from the school's post visit. <p>AISWA will participate in providing support to the following:</p> <ul style="list-style-type: none"> • Feedback to ISCA (Independent Council of Australia) on information to be provided on the NCCD portal i.e. Case Studies, templates etc • NCCD portal support (roster to provide answer questions raised on the portal) • Continue to coordinate AISWA schools participation | | | |

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| | <p>in Confidential Schools Report Project (March 2020)</p> <ul style="list-style-type: none"> • AISWA IE team staff will participate in capacity building workshops targeted at education authority staff from all sectors working with schools on the NCCD | | | |
| <p>National Plan: C. Enhancing the national evidence Base iii. Improving national data quality, consistence and collection to improve the national evidence base and inform policy development</p> <p>Project Title: NAPLAN & NAPLAN Online</p> | <p>NAPLAN & NAPLAN Online This project involves the support of Independent schools with NAPLAN Pen and Paper and transitioning to NAPLAN online. All schools are supported in the analysis of NAPLAN results to plan for future intervention and learning programs for students. The provision of the Valuate website enables schools to access detailed analysis of their data, including a longitudinal analysis of data. In order to facilitate staff understanding of the reporting structure through Valuate, consultants from AISWA and the developers of the program will conduct in-school workshops.</p> | <ul style="list-style-type: none"> • Increased teacher confidence with standardised assessment, including a better understanding of scaled scores and placement of student against achievement standards. Not achieved • Increased understanding of how to use data to inform teaching and learning Not achieved • Improved content knowledge and student conceptual understanding Not achieved • Dual processes ensure successful implementation of NAPLAN pen and paper or NAPLAN Online Not achieved | <ul style="list-style-type: none"> • The next round of 12 WA Independent schools will be offered training in preparing for NAPLAN Online in 2020 0% achieved • 36% (52 schools) of Independent Schools continue to transition to NAPLAN Online in 2020. 0% achieved • 100% (146 schools) to transition to NAPLAN online by 2021 0% achieved • Ongoing requests for professional learning (PL) and mentoring support for participating schools 0% achieved • Whole school mapping of cohort and student | <p>The project was paused due to COVID 19.</p> <p>Funding was expended on a staff salary to provide ongoing support to schools understanding and using NAPLAN data and initially preparing for NAPLAN online until it was cancelled in 2020. Other funds were expended on the Valuate website which is developed and maintained by an external vendor and is a tool highly valued by schools as it enables longitudinal tracking of student achievement and informs next steps in teaching and learning.</p> |

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| | In addition, information sessions will be held to inform schools of the processes and planning for NAPLAN Online in conjunction with WA Schools Curriculum and Standards Authority (SCSA). | <ul style="list-style-type: none"> Increased confidence of schools that they are fully prepared for NAPLAN Online. Not achieved | achievement and growth using the Valuate program 0% achieved <ul style="list-style-type: none"> Whole school planning for future learning through analysis of student strengths and weaknesses from the data results within the Valuate program. 0% achieved | |
| National Policy: B. Supporting Teaching, school leadership and school improvement Project Title: Improving Governance in Independent Schools. | Improving Governance in Independent Schools The focus of this project continues to support strong governance in Independent schools through working with school governing bodies and ensuring effective and efficient financial management. In 2020 the key activities to deliver this are through <ul style="list-style-type: none"> presentations at key conferences; governance and planning seminars; workshops with schools on planning and understanding obligations and implications of school legislation; | <ul style="list-style-type: none"> Governing body members have clearer understandings of what comprises good governance practices and procedures as these apply to the education authority of a school Achieved Governing bodies have clear understandings of relevant regulations and implications for schools of public policy development and implement sound procedures and processes. Achieved Governing bodies have clear understandings of their responsibility for strong financial oversight of the school Achieved | <ul style="list-style-type: none"> At least 25% of school governing bodies within AISWA work with us on improving school governance and understanding their role in ensuring strong student outcomes in their school. 25 % achieved Attendance of 250 school leaders and board members at Briefing the Board conference covering good governance, funding and financial management and obligations under Federal and State legislation. 0% achieved At least 80% of governing board members and School leaders from the Aboriginal | While the major conferences could not be held there was a lot of support provided to individual governing bodies through either face to face sessions at their respective schools or on-line sessions particularly in regional areas. This meant funds were expended on salaries, travel, and the development of professional learning materials. Neither Briefing the Board nor the Aboriginal Independent Community Schools Conferences were able to be held due to COVID 19. |

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| | <ul style="list-style-type: none"> individual school planning and information sessions; and attendance at school governing body meetings to review governance processes and procedures and to ensure understanding of school funding. | <ul style="list-style-type: none"> Improved capacity of governing bodies to identify and implement evidence-based actions to grow and sustain improved student outcomes over time. Achieved School administration is fully aware of their obligations under various funding regimes and understand how to undertake due diligence when reviewing school finances. Achieved | <p>Independent Community Schools (AICS), attend sessions on the funding, financial and performance management of the Principal at the AICS Governance Conference. 0% achieved</p> <ul style="list-style-type: none"> Increased numbers of school boards are using the Australian Principal Standard and Profiles as a tool for managing the performance of the Principal. 50% achieved | |
| <p>National Policy: D. Supporting Teaching, school leadership and school improvement</p> <p>State bilateral: Support for School Leaders</p> <p>Project Title: a. Leading at all Levels</p> <p>National Policy: E. Supporting Teaching, school leadership and school improvement</p> | <p>Leading at all Levels</p> <p>The Leading at all Levels project is a multi-faceted, wide ranging project, that participants to see themselves on a leadership continuum from beginning as an early career teacher through to an expert Educational Leader. In 2020 the Leadership project comprises three sections:</p> <p>The areas of focus for this section of the project in 2020 are:</p> <ul style="list-style-type: none"> Early Career Teacher Program Aspiring Leaders Program & Mentoring Network Middle Leaders Program | <ul style="list-style-type: none"> The quality of school leadership is enhanced. Achieved There is a shared understanding of pathways to school leadership in the Independent sector. Achieved New leaders begin in their roles with an increased confidence in their skill. Achieved Greater numbers of teachers apply for promotional positions within the sector. Achieved | <ul style="list-style-type: none"> Representation of 25 schools in each of the Master Classes offered. 50% achieved All schools are up to date in the implementation of APST and maintain individual teacher and school registration databases, through tools such as the Teachers Register Information Professional (TRIP) 100% achieved All schools have engaged with the APST and the Performance and Development Framework. 80% achieved | <p>Many of the planned Master Classes didn't take place because of COVID. Others were moved on-line.</p> <p>Funds expended in this area were to contribute to the salary of the staff member with expertise in this area with support being provided through both face to face school-based sessions and online support. Some of the face to face seminars were held early in the year and later in the year and in addition to salary expenses</p> |

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| <p>State bilateral: Recruitment and management of staff in remote areas</p> <p>Project title: b. Leading in remote and complex contexts</p> <p>National Policy: F. Supporting Teaching, school leadership and school improvement</p> <p>State bilateral: Support for School Leaders</p> <p>Project Title: c. Esteeming, growing and assessing teaching expertise</p> | <ul style="list-style-type: none"> ○ Women in Leadership Network ○ Effective Leadership Teams; ○ Building performance development cultures <p>Key activities and strategies for delivery on these areas of focus are:</p> <ul style="list-style-type: none"> ○ Information sessions and skill development workshops ○ Extended courses across three to five days ○ University Partnerships ○ Master classes ~ one day classes with a recognised expert external presenter ○ Presentations and workshops at AISWA and external conferences ○ National Certification of Highly Accomplished and Lead Teacher program <p>Leading in remote and complex contexts</p> <p>The second part of the project focuses on building leadership capacity in Aboriginal Independent Community Schools. The project assists school boards to induct, support and develop newly</p> | <ul style="list-style-type: none"> ● Course participants feel confident to apply and win promotional positions. Achieved ● There is full implementation of the Australian Teacher and Performance Development Framework. Achieved ● There is full implementation of the Australian Professional Standards for Teachers as a performance management and development tool. Achieved ● Graduate teachers are inducted into the profession through engagement with the APST. Achieved ● Teachers use the standards and tools provided by AITSL to build their practice. Achieved ● There is a shared understanding of the growth of teaching and leadership expertise in the AICS schools. Achieved ● There is a shared understanding of the growth of teaching and leadership expertise in the Independent sector. Achieved | <ul style="list-style-type: none"> ● 40 school leaders and governing body members attend the session at Briefing the Board on Managing the Principal. 0% achieved ● All schools are offered support with their early career teachers through the AISWA program, school visits or through video conferencing. 100% achieved ● All teachers in Independent Schools in WA have the opportunity to engage with the National Certification Process. 0% achieved ● 15 teachers attend the Aspiring Leaders course. 0% achieved ● 15 teachers and leaders attend the Administrative Leadership 100% achieved ● Participant feedback from AISWA courses indicate high ratings of satisfaction of the relevance and applicability of the material presented and of the course delivery. 100% achieved | <p>there were expenses in hosting these sessions.</p> <p>Briefing the Board Conference didn't take place due to COVID 19.</p> <p>COVID 19 made this opportunity a difficult one for teachers to pursue.</p> <p>Aspiring Leaders course was cancelled due to COVID 19.</p> <p>25 participants attended this course</p> |

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| | <p>appointed Principals to AICS in creating a highly effective, culturally responsive leadership style. The aim is to build a strong sense of leadership identity, agency and purpose through the following activities:</p> <ul style="list-style-type: none"> ○ Targeted Principal professional learning to develop deep understanding of the role and responsibilities of a Principal in AICS and support the application of knowledge and skills. ○ The co-design (AICS Teacher Leaders and AISWA) of a program to Implement Capability Framework Teaching Aboriginal and Torres Strait Islander EAL/D Learners ○ Supporting a process for remote teachers and leaders to undertake national certification at Highly Accomplished and Lead Teacher level. ○ Facilitating leadership networks in remote schools across regions and sectors via remote school conferencing, social media and video conferencing | <ul style="list-style-type: none"> ● There is a common language to describe teaching practice and what it looks like as expertise grows. Achieved ● Schools become more efficient and effective at managing teacher improvement. Achieved ● School leaders are strategic in their development of school plans to improve teaching capacity in schools. Achieved | <ul style="list-style-type: none"> ● 20 graduate teachers and leaders engage in the courses / workshops/ networks. 100% achieved ● A Highly Accomplished and Lead Teacher network of at least four teachers, one teacher from each of our regions. 0% achieved ● Network member participation in HALT information and portfolio development sessions. 30% achieved ● Network member participation in four Network meetings. ● 50% of the AISWA staff delivering High Impact Teaching Practices project attend the master class 50% achieved ● Members of school leadership teams from 10 schools attend the professional learning in 2020. 100% achieved ● The Master class is delivered in the Geraldton, Albany, Bunbury and Kalgoorlie regions. 0% achieved | <p>COVID 19 and travel restrictions prevented this from occurring.</p> <p>Certification Renewal was the focus of workshops run in 2020.</p> <p>AISWA staff were occupied with the provision of support and online learning to schools.</p> |

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| | <p>in addition to face to face meetings, coaching sessions and facilitation of attendance at leadership course and conferences in the metropolitan area.</p> <ul style="list-style-type: none"> ○ Hosting specialised AICS Conferences and Networks for Principals, teachers, Aboriginal Cultural Teachers ○ Kimberley Teaching and Learning Coordinators offered via an expression of interest to participate in AISWA Teaching and Learning High Impact Practices project <p>Esteeming, growing and assessing teaching expertise This part of the project will focus on developing and delivering a suite of professional learning programs and resources for school leaders and AISWA staff to consistently:</p> <ul style="list-style-type: none"> ● recognise & measure teacher expertise; ● understand the relationship between high impact teaching practices and teacher expertise; | | | <p>Travel restrictions prevented this occurring in 2020.</p> |

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| | <ul style="list-style-type: none"> • grow that expertise; and • encourage teachers to leverage their teaching expertise into career phase growth <p>The main activities for development will be:</p> <ul style="list-style-type: none"> ○ A review of the National Certification Assessor Program ○ Expert consultancy ○ Review and input from AISWA consultants <p>The main activities for delivery will be:</p> <ul style="list-style-type: none"> ○ Workshops and sessions at AISWA conferences ○ Master class ○ Delivery of a 3-day course over 2020 | | | |
| <p>National Policy: Supporting students, student learning and student achievement</p> <p>Project Title: Implementation of Australian Curriculum</p> | <p>This is a large and multi-faceted project where the main emphases in 2020 are the development and implementation of online Professional Learning (PL) programs; building the understanding by schools of curriculum, assessment and reporting requirements;</p> | <ul style="list-style-type: none"> • Implementation of the Foundation to Year 10 Western Australian Curriculum in all Independent schools. Achieved • Improved student engagement and learning outcomes through enhanced | <ul style="list-style-type: none"> • Independent schools' compliance with WA School registration standards 100% achieved • A minimum of 50 PL events held. 100% achieved • Over 500 teachers attend PL events. 100% achieved | <p>Many of these were moved online during 2020.</p> |

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| <p>a. Online professional learning programs b. Assessment, Data Collection & Reporting</p> | <p>Improved Literacy and English competency; Improved Mathematics and Numeracy competency; improved implementation of STEM and Curriculum support for Aboriginal Independent Community Schools.</p> <p>The following provides more detail about each of the projects and some of the key activities associated with them.</p> <p>a. Development and implementation of Online Professional Learning (PL) programs</p> <p>This part of the project focuses on the development of online professional learning about pedagogy, assessment and reporting. Courses will include evidence-based practice examples and provide opportunities for participants to engage in reflective practice to consolidate and extend understandings and skills.</p> <p>b. Assessment, data collection and reporting</p> <p>This part of the project focuses on ensuring that schools are well</p> | <p>teacher understanding and use of evidence based, high quality teaching, learning and assessment practice.</p> <p>Achieved</p> <ul style="list-style-type: none"> Enhanced teacher understanding of the content and achievement standards of the P-10 curriculum, including the General Capabilities and Cross Curriculum Priorities. Achieved Improved teacher understanding of different pedagogies, such as inquiry learning, differentiation strategies and approaches to personalised learning. Achieved Teachers implement strategies introduced in the workshops. Achieved Increased use of curriculum, assessment and reporting resources available on the AISWA website. Achieved Expanded teacher networks and collaboration across schools. Achieved. | <ul style="list-style-type: none"> Over 200 teachers attend and participate in network events/activities. 100% achieved Positive feedback from PL events indicating teachers are adding to knowledge and skills, and sharing, adjusting and/or improving practice. 100% achieved Completion of additional online learning resources. 100% achieved Teachers accessing online learning resources. 100% achieved Increased resources populating the AISWA website. 100% achieved | <p>Launched in term 4 2020.</p> |

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| | <p>supported to meet and exceed their compliance obligations around implementation and reporting for the Western Australian Curriculum Foundation to Year 10.</p> <p>Key activities for 2020 include the provision of PL which supports evidence informed best practice approaches to curriculum, pedagogy, assessment and reporting. This includes the provision of learning area expertise to support teachers to develop their understanding of the curriculum.</p> | | | |
| <p>National Policy: Supporting students, student learning and student achievement</p> <p>Project Title: Implementation of Australian Curriculum</p> <p>a. Literacy & English Competency</p> <p>b. Numeracy & Mathematical Competency</p> | <p>a. Literacy and English Competency This aspect of the project has an ongoing focus on supporting teachers and students across all year levels to achieve high level literacy outcomes. In 2020 the key activities to deliver this will include:</p> <ol style="list-style-type: none"> 1. A series of multi day/one day professional learning courses – supporting teachers to develop students’ potential as writers and readers. 2. Ongoing whole school support – PL sessions, small group | <ul style="list-style-type: none"> • Teachers implement strategies introduced in the PL courses. Including Brightpath-Next Steps. Sharp Reading for Secondary Students, Productive Talk: Fabulous Writers Achieved • Whole-school approaches to the teaching of literacy is evident in school literacy plans Achieved • Improved teacher knowledge and confidence catering for EAL/D students and literacy | <ul style="list-style-type: none"> • Over 200 teachers attend various Literacy/English workshops 50% achieved • 70% of teachers attending workshops report increased knowledge regarding the development of Literacy skills. Evidence for this increased knowledge to be gleaned from: <ul style="list-style-type: none"> ○ Observations and discussions during consultants’ school visits | <p>COVID 19 and travel restriction impacted face to face delivery.</p> <p>Remote communities were closed and visitors were not allowed.</p> |

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| | <p>meetings, whole school literacy planning</p> <p>3. Targeted individual teacher support to provide in classroom learning.</p> <p>4. Co-presenting at conferences with teachers.</p> <p>b. Numeracy and Mathematical Competency</p> <p>The focus for 2020 is to continue to work with teachers supporting students in all year levels to achieve high level numeracy and Mathematics outcomes. It has four main areas of activity.</p> <p>1. A series of one day professional learning courses in mathematics and numeracy with ongoing follow up and support in schools focussing on building teachers understanding of early mathematics experiences, problem solving and reasoning and engaging pedagogical approaches. A focus for 2020 is a 1-day PL on Fractions</p> <p>2. Participation in mathematics and numeracy projects with follow up</p> | <p>for secondary students across all learning areas Achieved</p> <ul style="list-style-type: none"> • Improved student engagement through teachers' planning that shows evidence of linking assessment, teaching and learning. Achieved • Quality classroom resources and practices for the teaching and learning of mathematics. Achieved • Pedagogical change taking place in the classroom. Achieved • Focusing on pre-assessment, analysis of data and informed teaching and learning of maths. Achieved • Improved teacher understanding and confidence with a variety of assessment options and use of achievement standards Achieved • Using tasks, students can make connections, work collaboratively and 'talk' mathematics. Achieved | <ul style="list-style-type: none"> ○ Schools requesting whole school PL courses and support. ○ Teachers self-rating during and after PL 70% achieved. • 50% of schools request visits for either ongoing whole school PL and/or support 40% achieved. • Over time, Data to show sustained improvement in the areas of Place Value, Basic Facts and Fractions with several 1-5 cohorts achieving at age-appropriate levels. 30 % achieved • Quality of feedback from surveys completed at courses. 95% achieved • Feedback from teachers regarding the resources developed by AISWA. 90% achieved • How widely the "Check the Clues" and "My Word Book: Mathematics" are used. 40% achieved • Increase in teacher motivation and confidence, through | |

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| | <p>school visits and networks including.</p> <p>Place Value, a menu of activities targeting year groups will be constructed and sequenced to cover the various aspects of place value. Assessment items will be created to help monitor student understandings and progress. Place Value resources will be repackaged into a series of 45-minute modules that will also be developed for AISWA's online initiatives.</p> <ul style="list-style-type: none"> • Additional videos will be filmed to provide support. • Check the Clues to offer a cooperative learning approach and increased dialogue in classes, will be targeted towards the lower secondary years. <p>3. Targeted numeracy and mathematics support for schools focusing on best practice and pedagogy to upskill teachers to become more confident and capable maths teachers. The focus will be on</p> | <ul style="list-style-type: none"> • Students and teachers look forward to the wonder of mathematics that embraces curiosity, creativity, challenge and connection making in a collaborative environment. Achieved • Student engagement in mathematics and numeracy using a hands-on, exploratory approach which links with the Early Years Learning Framework. Achieved • Improved student engagement in mathematics and numeracy using a hands-on approach Achieved • Schools will develop whole school approaches to mathematical concepts, including basic maths facts, mental computation, lesson structure and problem solving. Achieved • Schools will use a range of pedagogy, such as a cooperative problem-solving strategy. Achieved | <p>continued contact and support. 60% achieved</p> <ul style="list-style-type: none"> • Requests for WSA to Numeracy PL and planning. 5% achieved • Requests for regular visits and ongoing whole school PL and support. 20% achieved • 15 school based Professional Learning events. 100% achieved • 50% of visited schools will develop a WSA for the teaching and learning, in areas such as basic facts fluency and problem solving. 100% achieved • Schools are adopting a WSA by using the "Check the Clues" series. 100% achieved | |

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| | <ul style="list-style-type: none"> • Supporting teachers to develop a positive, happy disposition towards mathematics for both self and students. Purposeful play and enjoyment through ‘Warmups’, ‘Game Play’ and ‘Engaging Tasks’, can contribute to a positive disposition. AIWSA will give advice on a WSA to lesson structure, provide spaced PL and encourage collaborative planning, three essential elements for achieving this outcome. • The development of visual, hands-on, and engaging tasks to encourage teachers and students make connections with fractions. Research states that students’ poor understanding of fractions is a barrier to progress in mathematics. 4. A ‘Whole School Approach (WSA) To ... problem solving, and word problems’ focus will continue in 2020. • The ‘Milestones’ offer a WSA for basic number facts. Developing and providing ‘How To’ resources, will be a priority. The | | | |

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| | <p>WSA to Problem Solving theme will continue to be developed, weaving in the literacies of mathematics (vocabulary, graphics and symbols), Polya's problem solving approach and a push into the Reasoning proficiency.</p> <p>c. The literacies of mathematics are challenging. The <i>My Word Book: Mathematics</i> provides teachers with an Australian Curriculum list of words. Professional learning workshops and the development of resources on 'How To' use the vocabulary will be a focus.</p> | | | |
| <p>National Policy: A. Supporting students, student learning and student achievement: National Policy: National STEM School Education Strategy 2016-2026 State bilateral:</p> | <p>STEM in schools The STEM project continues to promote integrated STEM and the importance of critical/innovative thinking and problem solving. STEM in Practice training: The formal partnership with KodeKLIX ends in mid-2020 (end of industry innovation funding). However, due to the very explicit curriculum connections to STEM subjects (particularly physical</p> | <ul style="list-style-type: none"> Continued implementation of the National STEM School Education Strategy 2016-2026 Achieved Useful data gathered from teacher feedback survey about needs for 2020; pre and post PL surveys. Achieved Continued successful <i>STEM in Practice</i> training (promoting engineering, coding, designing) Achieved | <ul style="list-style-type: none"> Feedback surveys indicate a generally high satisfaction ratio. 100% achieved Feedback surveys useful for guiding provision/direction 100% achieved 12 new schools engaged in SiP 30% achieved 200 new SiP student users (no of workbooks distributed) 30% achieved | <p>The impact of COVID 19 meant that while STEM subjects continued to be taught, the planned large integrated STEM projects went to the side as schools needed to shift their focus to technologies and in particular the integration of ICT across all learning areas as <i>schooling</i> went online.</p> |

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| <p>Science, Technology, Engineering and Maths (STEM)</p> <p>Project Title: Implementation of Australian Curriculum STEM in schools</p> | <p>science, coding and engineering) and the general capabilities, the regular PL provision will be maintained.</p> <p>PL provision to be more personalised and accessible: After requests in 2019, provide continued school-based PL and tailored Principal /leader consultation. Support for the Principals as STEM Leaders (PASL) project. The number of STEM resources for hire and the website content will be increased. The first online PL (guiding principles and examples of STEM projects) will be created. Teams will be used for remote PL connection.</p> <p>Resources and skills for STEM: Pedagogies, ideas to generate innovation, materials/resources, skills and assessment/grading will be included in PL, especially those related to the Technologies subjects. PL offerings will include: Micro:bit, MakeyMakey, 3D printing, mechatronics, VR/3D modelling, Minecraft, LEGO WeDo, general robotics, Scratch (used in many forms); for pedagogies and innovation Microsoft's 21CLD, SAMR.</p> | <p>Some Principal engagement with national PASL PL programme Achieved</p> <p>Motivation for STEM leaders to innovate via Study Tour and conference presentation options Not Achieved</p> <p>Leaders (and others) provided with easy access to PL news + pedagogically relevant info via SM. Achieved</p> <p>STEM PL workshops and training materials created + delivered. Achieved</p> <p>STEM resources added to AISWA website; include assessment materials and online course. Achieved</p> <p>MS Teams used to connect with remote and regional teachers. Achieved</p> <p>STEM hire equipment utilised Achieved</p> <p>STEM projects/ideas presented at AISWA T&L Conference Achieved</p> <ul style="list-style-type: none"> • Publication of STEM Innovation Project case studies. Not achieved | <ul style="list-style-type: none"> • 8 schools involved in the STEM Innovation project (4 remote/regional) 25% achieved • 2 Principals engage in PASL PL 100% achieved • STEM leaders Study Tour to UK 2021 organised (min 12 pax) 0% achieved • 12 equipment loans to schools, various materials 25% achieved • 15 new curriculum resources added to AISWA STEM website 100% achieved • AISWA STEM Webpage re-designed 75% achieved • 1 new STEM course created for AISWA Online 100% achieved • 8 occasions where Teams has been utilised for remote access 100% • 4 projects presented; 10+ session attendees 25% achieved • Formal publication of at least 2 of the case studies 0% achieved | <p>The bulk of funds were expended on staff salaries as they supported schools in the STEM area and using ICT across all areas. While some of the larger planned projects could not occur due to COVID and restrictions, or occurred with less than the planned numbers, schools still needed considerable support as they progressed their own school-based STEM journeys. The STEM experts did considerable school-based support in the metropolitan and regional areas.</p> |

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| | STEM Innovation Project: a stronger alignment of iSTEM projects to the General Capabilities, particularly interpersonal, ethical, ICT and critical and creative thinking skills (previously just ICT capability). This is an authentic and beneficial link to pursue both for its own merit and for the strong links with other NGRS projects. Development of teacher/student materials and workshops. Primary focus on remote and regional schools, late adopter schools (e.g. because of philosophies). Publication of Case Studies P-10 (print and online resources) will be a goal. | | | |
| National Policy: A. Supporting students, student learning and student achievement: i. Enhancing the Australian Curriculum to support teacher assessment of student attainment | High Impact Teaching Practices The High Impact Teaching Practices (HIPs) Project is an initiative developed by AISWA and builds on the General Capabilities Project conducted in 2019. It focusses on building teacher instructional range using evidence-based classroom practices that engage students in learning. The HIPs include a focus on pedagogies that support the explicit teaching of the General Capabilities. | <ul style="list-style-type: none"> Engagement of both metropolitan and regional teachers. Achieved Improved teacher knowledge of specific instructional strategies/pedagogical practices and their impact on student learning and growth. Achieved Improved teacher confidence and competence to implement specific instructional | <ul style="list-style-type: none"> Participants will complete three full day PL workshops, and participate in classroom observation sessions and follow up coaching meetings with AISWA Consultants. 100% achieved Participants will implement classroom-based initiatives based on learnings from PL sessions. 100% achieved Growth of teacher understanding of the HIPs | Funds were expended on running a number of training sessions for schools and the follow up school visits to do observations and feedback. This entails covering some of the salary and time for the curriculum consultants and acquiring the services of an external specialist to develop expertise. |

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| <p>and growth against clear descriptors</p> <p>State bilateral: General Capabilities</p> <p>Project Title: Implementation of Australian Curriculum f. High Impact Teaching Practices</p> | <p>The HIPs is an intensive, yearlong project.</p> <p>The project objectives are to;</p> <ul style="list-style-type: none"> • build teacher instructional capacity and mastery; • develop professional knowledge on instructional coaching; and • enhance teachers' capacity to use data to assess the impact of HIPs on student learning. <p>Teachers engaging in the HIPs will be allocated a teaching and learning support person from AISWA who will offer customised support across the year.</p> | <p>strategies/pedagogical practices. Achieved</p> <ul style="list-style-type: none"> • Improved capacity of teachers to reflect on learnings; evaluate and apply feedback and consider informed changes to practice. Achieved • Increased skills and capacity of AISWA Consultants to support teachers and PL communities, now and in the future. Achieved • Teachers facilitate transfer of learnings to the school community. Achieved | <p>will be indicated using feedback mechanisms. 100% achieved</p> <ul style="list-style-type: none"> • Six -eight AISWA Consultants will be trained in structuring and delivering coaching sessions. 50% achieved • Multiple coaching sessions will be facilitated by AISWA staff and project participants. 100% achieved • Data related to impacts on student learning will be collected and analysed by participating teachers. 50% achieved • Participants will share their understandings through AISWA networking events. 20% achieved • Resources from the project will be collected and shared. 100% achieved | <p>COVID 19 impacted the time and capacity for extended training.</p> <p>COVID 19 impacted teacher capacity to rigorously collect data from student cohorts.</p> <p>Networking opportunities were impacted by COVID 19 and competing priorities.</p> |
| <p>National Policy: A. Supporting students, student learning and student achievement:</p> | <p>Aboriginal Independent Schools This project focusses on providing curriculum support for school leaders, teachers and Aboriginal Cultural Teachers (ACT) in Aboriginal</p> | <ul style="list-style-type: none"> • Improved teacher confidence with assessment and use of achievement standards Achieved • Teaching and Learning - High Impact Practices and | <ul style="list-style-type: none"> • All twelve Aboriginal Independent Community Schools (AICS) attend the Broome Conference sending teachers, Principals and | <p>Broome Conference was cancelled due to COVID 19</p> <p>The remote aboriginal schools received extensive online support from the specialist</p> |

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| <p>Project Title: Implementation of Australian Curriculum d. Aboriginal Independent Schools</p> | <p>Independent Community Schools (AICS). In 2020, our focus will be on:</p> <ul style="list-style-type: none"> • School Improvement Processes • Whole School Approach to Modified Curriculum, Assessment and Reporting • Teaching and Learning - High Impact Practices and Culturally Responsive Pedagogies – Second Language Acquisition, EALD, Inquiry • Personalised learning • Learning Teams • EALD PM Benchmarks • Numeracy Portal to be reviewed, by a working party. • Trauma Informed Practices <p>Some of the key activities for 2019 are a series of conferences including a four-day remote community schools' conference featuring a wide range of curriculum, pedagogy, leadership and Inclusive Education offerings; a governance conference; a 2 day conference for Kimberley schools with a focus on Teaching and Learning the Kimberley Way; weekend professional learning for groups of schools at central</p> | <p>Culturally Responsive Pedagogies. Achieved</p> <ul style="list-style-type: none"> • Whole school plans reflect explicit identification and support for all students through two-way leaning on country. Achieved • ACTs confidence is developed to work directly with students and collaboratively with teachers. Achieved • Student assessment data will be valid and reliable and is tracked by student and cohort and transferred between schools for transient students Achieved • Teacher uptake of online support. Achieved • Whole School Approach to Modified Curriculum, Assessment and Reporting. Achieved • Research and design an ON-COUNTRY Alternative Curriculum Achieved | <p>Aboriginal Cultural Teachers 0% achieved</p> <ul style="list-style-type: none"> • Positive participant feedback from the conference. 0% achieved • Data to indicate students' improvement in all areas of learning. 50% achieved • Six Kimberley AICS attend the January Professional Learning three-day conference 100% achieved • Over 30 visits during the year by the AICS consultants to twelve of the schools where visits last from two to five days at a school 25% achieved • Eight AICS use the Numeracy Portal and Tracking Tool for assessment, planning and reporting 75% achieved • All AICS Schools have a Whole School Modified Curriculum Plan 50% achieved • AICS Networks established and meeting once per term 0% achieved | <p>AISWA consultants. While the communities were closed to outsiders for much of the year the staff appreciated the very many online support sessions both for groups of schools and on a school by school basis. In addition, where staff from the schools travelled to Perth for the holidays they often came to the AISWA offices to spend some days with our staff. Thus, much of the expenditure was on staff salaries.</p> <p>Remote communities were closed and only open a few weeks in 2020.</p> |

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| | locations; online webinars, coaching, virtual networking and skype sessions; and school visits where consultants will work shoulder to shoulder with schools on whole school and individual teacher support for whole school and daily planning, differentiation, assessment, data | | <ul style="list-style-type: none"> All Students on a Personalised Learning Plan. 100% achieved | |
| <p>National Policy: B. Supporting Teaching, school leadership and school improvement</p> <p>State bilateral: Aboriginal Cultural Standards Framework</p> <p>Project Title: Building Cultural Competence in Schools</p> | <p>Building Cultural Competence in Schools This project focuses on building the awareness and knowledge of Aboriginal history, culture and perspectives in Independent schools. Increasing cultural competence assists schools to provide high quality teaching and learning programs for all students. This project is designed to run across several years and will work with increasing numbers of schools. A strong area of focus for this program in 2020 is supporting teachers to move their cultural awareness along the cultural competence continuum, into culturally safe and welcoming spaces. The aim is to achieve this through teacher and school staff professional learning and project staff co-</p> | <ul style="list-style-type: none"> Schools have increased confidence in their cultural competency i.e. the congruent behaviours, attitudes and policies that enable staff to work effectively in cross cultural situations. Achieved Improved understanding that there is a diversity in opinion between Aboriginal groups and that culture is dynamic and responsive. Achieved Increased confidence of schools to find and access information and resources in this area. Achieved Increased awareness of schools to use AISWA to provide support and information. Achieved | <ul style="list-style-type: none"> Consultants will work with all 17 Future Footprints schools to begin or continue their RAP journey, so all 17 have a RAP in process. 100% achieved Engage with 10 AISWA schools in addition to the 17 schools involved in the Future Footprints program in 2019. 100% achieved Consultants create an online basic cultural competency course for AISWA member school staff to complete and begin their reconciliation journey. 20% achieved Consultants develop a cultural competency professional learning package and deliver at least twice a year. 100% achieved | <p>The development of the online cultural competency course was delayed while the overall AISWA Online platform was developed and was fully functional. This was finalised in Term 4 so while this development of this course commenced in 2020 it was not close to completion.</p> <p>The working party has moved this project considerably through the development phase.</p> <p>This professional learning was delivered to seven schools.</p> |

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| | <p>facilitating classroom activities. As a part of school involvement in the Future Footprints program we have encouraged and helped schools develop Reconciliation Action Plans (RAP) and intend to have all Program schools in that process.</p> <p>Other activities which cascade from project staff contact and school visits and a Reconciliation Action Plan are:</p> <ul style="list-style-type: none"> • School based professional learning sessions with teachers raising cultural awareness, Aboriginal perspectives of curriculum, language, history, a sense of place and stories of the land • School based classroom sessions or guest speakers with students on school curriculum from an Aboriginal perspective. • Brokering Aboriginal guest speakers for staff and students | <ul style="list-style-type: none"> • Schools move from a cultural awareness towards cultural responsiveness. Achieved | | |
| <p>National Policy A. Supporting students, student learning and student achievement:</p> | <p>Pathways to work, further education and training</p> <p>The intention of the senior secondary transition project is to provide findings and guidelines for schools in</p> | <ul style="list-style-type: none"> • Clarify the understanding of School Boards and staffs of the needs and perspectives of those involved in Senior Secondary education. Achieved | <ul style="list-style-type: none"> • Presentation of the findings at the 2020 Briefing the Board Conference or School Leaders Conference. 0% achieved • Publication of the interim findings of the Project on | <p>Due to COVID 19 these conferences were not held.</p> <p>Due to COVID 19 the planned project was not conducted, however considerable time was spent with schools and our</p> |

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| <p>iii. Reviewing senior secondary pathways into work, further education and training</p> <p>State initiative: Senior Secondary Transition</p> <p>Project Title: Pathways to work, further education and training</p> | <p>developing alternative pathways and partnerships for students in senior secondary. It will take place over three years and aims to investigate pathways to work, university and further training.</p> <p>In 2020 we will work with five schools to ascertain:</p> <ul style="list-style-type: none"> • The pathways taken by students in senior secondary schools in the Independent sector in 2019. • A sample of the aspirations of parents and their perspective on the current pathway offerings. • Student feedback on the options currently available to them. • reviewing the evidence around the retention and completion outcomes for students who gain entry to university via portfolio entry. • It will involve partnerships and conversations with Western Australian universities, School | <ul style="list-style-type: none"> • Increase schools' capacity to plan and broker alternative pathways and partnerships with post school destinations Achieved • Improve the preparedness of school leavers to succeed in employment, further training or higher education Not achieved • Use of the findings to inform the support and consultancy offerings of AISWA. Not achieved | <p>the AISWA website 0% achieved</p> | <p>colleagues from the Department and Catholic systems to help devise workable solutions for the 2020 cohort.</p> <p>As indicated while the project was delayed a lot of work was done with schools and the other education sectors to support particularly year 11 and 12 students through a very disrupted year and ensure the school leavers had viable pathways to further education, training and work.</p> |

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| | Curriculum and Standards Authority, WA Commissioner for Children and Young People and The Foundation for Young Australians. | | | |

2020 Budget expenditure

| Project | Activities | Reform support funding |
|--|--|-------------------------------|
| Enhancing Quality of NCCD | Supporting schools implementing NCCD and meeting the needs of students with special needs | \$497,077 |
| NAPLAN & NAPLAN Online | Support for schools with NAPLAN and the transition to NAPLAN Online | \$103,517 |
| Improving Governance in Independent Schools | Support for school boards and leaders in good governance and understanding their obligations under legislation | \$ 60,326 |
| Leading at all Levels | Enhancing leadership for All | \$120,651 |
| | Leading in remote and complex contexts | \$80,434 |
| | Esteeming, growing and assessing teacher expertise | \$40,217 |
| Implementation of Australian Curriculum | Development of Online PD programs | \$41,397 |
| | Assessment, Data Collection and Reporting | \$99,353 |
| | Supporting improvement in Literacy and English Competency | \$198,817 |
| | Supporting improvement in Numeracy and Mathematics Competency | \$188,974 |
| | Enhancing implementation of STEM in Schools | \$81,209 |

| Project | Activities | Reform support funding |
|---|--|------------------------|
| | Implementation of the General Capabilities - High Impact Teaching Practices (HIPs) Project | \$99,353 |
| | Support the implementation of Curriculum in Aboriginal Independent Community Schools | \$198,702 |
| Building Cultural Competence in Schools | Building cultural competence in schools and understanding the Aboriginal perspective | \$100,543 |
| Pathways to work, further education and training | Investigate and develop alternative pathways to further education, training and work | \$48,430 |
| | Total | \$1,959,000 |