
Choice and Affordability Fund

Work Plan 2022–2025

**Association of Independent Schools of Western
Australia**

Date agreed – November 2021

Choice and Affordability Fund – Work Plan 2022–2025

Association of Independent Schools of Western Australia

Summary of Work Plan 2022–2025

For the period 2022 through 2025 the Association of Independent Schools of Western Australia will address the four priorities of:

- Choice and Affordability,
- Transition Assistance,
- Strengthening outcomes for schools and educationally disadvantaged schools and students and
- Student wellbeing and support.

In addition, AISWA will create a reserve to respond to any applications for Special Circumstances funding that may come in and will respond to any other priorities identified by the Minister.

During 2020 and 2021 AISWA has had a lot of communication with schools about the Choice and Affordability Fund and the implications for different schools. AISWA has used a range of opportunities to present to schools the work being done through the Choice and Affordability Fund. Based on conversations and discussions about the support schools would like around the non-Transition priorities AISWA has expanded on some of the 2020/2021 work and developed some new activities in response to that consultation.

In the Independent sector we cannot direct schools to access services and support but will provide all non-Government schools in the sector the opportunity to be part of the projects and services provided through the Choice and Affordability Fund.

Transition Assistance will be available only to those schools that are negatively impacted by the shift to the Direct Measure of Income (DMI) funding arrangements. This will include the regional schools, those schools that would have had support through the former National Adjustment Assistance Fund, and other schools negatively impacted by the changed funding model. The other three priorities will be available to all Independent schools in WA with some particular activities only offered to specific schools such as the one supporting Aboriginal Independent Community Schools.

The Choice and Affordability priority will be offered to all schools to support the choice, the diversity and the affordability of schools in the Independent sector. Schools will be supported to review what they offer families as part of their school community and why their school should be selected for their children. School marketing experts will offer sessions on school branding, developing a school's social media presence and how a school presents itself to its community in terms of educational and pastoral care offerings, facilities and why a family should choose that school. AISWA will again work with NoTosh and a small group of schools to do intensive work unpacking what their school stands for and where it should go in the future.

Work on the Transition Assistance priority started in 2020 when nine regional schools were identified by the Department as needing assistance. With the new DMI scores for 2022 released one of those regional schools, Esperance Anglican Community School, is no longer eligible. AISWA worked with these schools to analyse their finances and the schools have been provided indicative grant amounts for the next 4 years. In addition, AISWA identified fourteen more schools that were negatively impacted and worked with those schools to plan for transition and also provided them indicative grant amounts for the next 4 years. With the new 2022 DMI scores released two of those schools (Lake Joondalup Baptist College and Rockingham Montessori School) are no longer eligible for assistance as they do not meet the criteria. The work with all transition schools will continue 2022 through 2025. These schools were offered support to do a forensic analysis of their finances and budget and to develop a transition plan. The direct grant will commence in 2022, the first year of the Direct Measure of Income funding arrangements implementation for all schools.

The third group of schools entitled to Transition Assistance are those schools that would have had support through the former National Adjustment Assistance Fund. This fund was quite small and the great majority of schools that would have benefitted were in NSW. The amount for WA was less than a quarter

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of a million dollars. We have set aside a small amount that schools can apply to access should they wish to.

The priority: Strengthening outcomes for schools and educationally disadvantaged schools and students, will provide groups of schools with new initiatives to improve engagement of students in their learning and to support teachers in delivering strong literacy and numeracy programs to students.

- Initially, AISWA will work with the Aboriginal Independent Community Schools and offer support to work in partnership with their communities to strengthen their students' attendance and outcomes.
- A second activity will be offered to the Special Assistance Schools (Curriculum and Re-Engagement, CARE, schools) to enhance the engagement of students, many of whom have had quite disrupted educational journeys.
- AISWA will also provide schools that, from NAPLAN and other assessment results, appear to be underperforming, the opportunity to join a project that analyses assessment data and uses this to inform teaching. This will use AISWA's NAPLAN analysis tool, *Valuate*, and access to *Brightpath – Next Steps* professional learning that focusses on effective pedagogical practices driven by data informed programming.
- A fourth activity in this priority will be to work with Aboriginal Communities to support young people transitioning from primary settings into a suitable secondary setting. Many young Aboriginal people find this transition very difficult so working with community and family this journey should be more successful.

There will be three activities as part of Student Health and Wellbeing.

- One will be working with schools through the development of policies and processes to ensure all young people are provided a safe and supportive school environment, particular those students with disabilities.
- A second activity will be a pilot where a group of schools can receive a small grant to enable the employment of a part time health and wellbeing coordinator. These coordinators will receive support and networking opportunities to share their practice.
- The third activity will be working with schools to develop resilient young people. This will also involve accessing support through the Western Australian Road Safety and Drug Education Program (RSDE).

During the four year period the majority of the Choice and Affordability Fund will go to schools in the form of transition assistance. The schools all know the amount they may receive based on current data and are well underway planning their transition pathway. Schools are very appreciative of the assistance.

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Budget for 2022–2025

Activities/Initiatives	Expenditure type	2022	2023	2024	2025
<u>A – Choice and Affordability</u>					
	Centralised	\$110,000	\$110,000	\$110,000	\$120,000
<i>Promoting School Choice and improved school marketing</i>	Distributed	\$0	\$0	\$0	\$0
<u>B – Transition Assistance</u>					
<i>Regional Transition Support</i>	Centralised	\$60,000	\$60,000	\$65,000	\$65,000
	Distributed	\$1,314,720	\$1,356,791	\$1,400,208	\$1,445,015
<i>Other transition support</i>	Centralised	\$60,000	\$60,000	\$60,000	\$65,000
	Distributed	\$2,244,032	\$2,315,841	\$2,389,948	\$2,466,426
<i>Transition support for NAAF</i>	Centralised	\$0	\$0	\$0	\$0
	Distributed	\$200,000	\$170,000	\$170,000	\$200,000
Total for Priority B	Centralised	\$120,000	\$120,000	\$125,000	\$130,000
	Distributed	\$3,758,752	\$3,842,632	\$3,960,156	\$4,111,441
<u>C – Special Circumstances Funding</u>					
Special Circumstance upon successful application	Centralised	\$0	\$0	\$0	\$0
	Distributed	\$150,000	\$140,000	\$100,000	\$200,000
<u>D – Strengthening outcomes for schools and educationally disadvantaged schools and students</u>					
Curriculum Re-Engagement Schools Project	Centralised	\$189,698	\$199,142	\$210,074	\$0
	Distributed	\$0	\$0	\$0	\$0
Enhancing Achievement through use of data	Centralised	\$130,000	\$135,000	\$140,000	\$164,439
	Distributed	\$0	\$0	\$0	\$0
Aboriginal Schools Governance Project	Centralised	\$80,000	\$80,000	\$80,000	\$0
	Distributed	\$0	\$0	\$0	\$0
Support for transition of Aboriginal students to secondary settings	Centralised	\$237,957	\$245,003	\$258,241	\$307,500
	Distributed	\$0	\$0	\$0	\$0
Total for Priority D	Centralised	\$637,655	\$659,145	\$688,315	\$471,939
	Distributed	\$0	\$0	\$0	\$0
<u>E – Student wellbeing and support</u>					
Supporting safe school environments	Centralised	\$160,000	\$165,000	\$170,000	\$190,000
	Distributed	\$0	\$0	\$0	\$0
Health and well-being pilot	Centralised	\$70,000	\$75,000	\$80,000	\$90,000
	Distributed	\$300,000	\$325,000	\$340,000	\$376,037
Student well-being and developing resilience	Centralised	\$160,000	\$165,000	\$170,000	\$200,000
	Distributed	\$0	\$0	\$0	\$0
Total for Priority E	Centralised	\$390,000	\$405,000	\$420,000	\$480,000
	Distributed	\$300,000	\$325,000	\$340,000	\$376,037
	Administrative costs	\$60,000	\$60,000	\$60,000	\$60,000
	Total expenditure	\$5,526,407	\$5,661,777	\$5,803,471	\$5,949,417

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Activities/Initiatives	Expenditure type	2022	2023	2024	2025
	Deferred funding	\$0	\$0	\$0	\$0

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Expenditure Profile for 2022–2029

	2022	2023	2024	2025	2026*	2027*	2028*	2029*
NGRB's total estimated funding allocation as advised by the department	\$4,585,608	\$4,723,178	\$4,864,872	\$5,010,818	\$5,161,142	\$5,315,978	\$5,475,978	\$5,639,720
NGRB's estimated Regional Transition Assistance funding allocation as advised by the department	\$974,516	\$1,003,752	\$1,033,864	\$1,064,880	\$1,096,826	\$1,129,732	\$1,163,624	\$1,198,532
Accrued deferred funding from 2020 and 2021 to be carried forward to 2022	\$7,508,794 #							
Accrued interest earned on funds held in 2020 and 2021 to be carried forward to 2022	\$2,200 *							
NGRB's planned expenditure for the relevant year	\$5,526,407	\$5,661,777	\$5,803,471	\$5,959,417	\$6,099,741	\$6,254,577	\$6,414,057	\$6,568,841
NGRB's planned regional transition assistance expenditure for the relevant year	\$1,374,720	\$1,416,791	\$1,465,208	\$1,510,015	\$1,551,256	\$1,598,976	\$1,648,223	\$1,699,046
NGRB's planned deferred funding for the relevant year to be spent in a future year	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
Accrued deferred funding from the relevant year and previous years to be spent in a future year	\$6,750,195	\$5,631,596	\$4,692,997	\$3,744,398	\$2,805,799	\$1,867,200	\$929,121	

Funding over 2026 to 2029 is indicative and will be finalised through 2026-2029 work plans to be settled in 2025.

This amount will be spread across 2022 through 2029 and not all expended in 2022

*This includes an estimate for the 2021 interest as the final amount will not be known until the end of the year

Rationale for deferred funding: The bulk of the funding received for 2020 and 2021 was deferred to be used in 2022 through 2029. This was because the real loss in per capita grants to schools does not commence until 2022 when all schools shift to the DMI CTC. The amount deferred was then split evenly over 2022 through 2029

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Activity/Initiative	<i>Promoting School Choice and Improved School Marketing</i>
Priority	A – Choice and Affordability

Description

All schools will be invited to participate in projects and activities that unpack what ‘choice’ in the independent sector represents and how schools can present themselves as an attractive and affordable option that provides very good value for the investment families make through payment of fees.

The funding would be used centrally to provide specialised services to schools that would support schools looking very closely at their value proposition and developing a path to improve their image and what they actually offer their students and their school community. AISWA would offer a range of specialised services which schools would have the option of accessing where they seem to be relevant. These will include:

- a series of either face to face or online, marketing seminars hosted by a company that specialises in the education market and covering topics such as revisiting your brand, your website and how the community sees what you stand for as an education provider
- providing schools with the opportunity to really understand their finances and what can be done to reduce costs while not impacting what the school represents as value for money
- schools would be invited to join a project that is run over a year and involves a series of one day sessions where schools really look at what they and their community want (through community engagement processes to be explained and then a new mission and value proposition developed then working with the school community develop a new way forward to make the school a more attractive choice. In addition to the 3 full day sessions there is ongoing coaching provided to the schools involved in this project.

This was piloted in 2021 with NOTOSH and while comments received said it was one of the hardest professional learning processes they had engaged in, it was rated as really worthwhile in helping the school and their community clarify what they stand for and how best to meet the needs and expectations of their students and families.

Eligible schools

All schools will receive an invitation to join the activity and it will be individual schools that make a decision to join. For the intensive activity that takes most of the year, all schools will be able to express an interest in joining that, and as it is a significant time commitment the number of schools participating would be lower than in the marketing or financial sessions.

Timeframes

All three aspects of this activity would run over the years with seminars run once a term with networking opportunities following those. The intensive work with NOTOSH would also be one day a term with ongoing coaching provided schools by the NOTOSH staff.

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Outcomes

Objectives/expected outcomes	Indicators of success
<ul style="list-style-type: none">• Participating Schools have a clear statement and value proposition of what their school offers and why their school should be the one of choice for families• Schools have looked at both their affordability to families and reviewed their finances to keep costs low while preserving their point of difference• Potential Independent school families have a better understanding of the different processes used when selecting a school	<ul style="list-style-type: none">• During 2022 through 2025 at least 20 schools participate in the project delivered by NOTOSH and regional schools will be strongly encouraged to apply• All schools participating in the NOTOSH project have a clear statement of what they represent and provide to families in terms of choice and value for money• Schools participating in the marketing seminars have reflected upon their image and reviewed how they present to the broader community both formally through their online and marketing presence, and informally through consistent messaging from all staff and families

Risk Management

Risk	How the risk will be managed
<ul style="list-style-type: none">• The risk of future lockdowns means planned face to face sessions and networking cannot occur• Insufficient demand for an activity, results in it being postponed or cancelled	<ul style="list-style-type: none">• As with 2020 and 2021 alternative presentation arrangements can be made using online presentations and bringing people together in a room with external presenters coming in online.• Attempts will be made to re-schedule an activity and review it to make it more appealing• Schools can be targeted as a personal invitation often results in a positive result while at times a wide invitation may not• Should an activity not take place the funds would be rolled into the following year or another activity with permission from DESE

Key stakeholders

Stakeholder & Interest/Impact	Engagement Strategy
<p>All Independent Schools in WA</p> <p>The activities in the Choice and Affordability Priority are open to all schools and where presentations are online there is no limit on numbers attending.</p> <p>The project with NOTOSH will be open to all and if too many Expressions of Interest are received priority will be given to the lower SES schools and to schools negatively impacted by the move to DMI CTC.</p>	<p>The activities around marketing and finance will be open to all schools and following the actual seminar there will be opportunities for ongoing networking and support where required. Online school/principal meetings result in high engagement with often a preference for the time efficient mode of delivery.</p> <p>The NOTOSH activity requires a commitment by the school to the 3 full day workshops, plus extensive consultation with their communities and the development of a new image and way forward. Once a school has expressed an interest to be part of this there will be constant communication before and after the workshops and ongoing coaching of school staff by NOTOSH</p>

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Activity/Initiative	Support for Transition for the Eight Eligible Regional Schools
Priority	B – Transition Assistance

Description

Schools will have developed a Transition Plan which outlines how they will operate with a low growth rate for their Federal Funding. This Plan would identify what the school plans to do to ensure its ongoing financial viability and affordability of the school for the current and future members of the school community.

Schools have been provided indicative grants for the period 2022 through 2029 with a strong caveat that these may change given changes to census data and their DMI CTC. Another cautionary word is around should there be large changes in the DMI CTC of a number of schools it may mean more schools would meet the criteria and thus the funds may need to be spread more thinly. The amount of the indicative grant will include elements that factor in the school population and the size of the increase in their DMI CTC over their 2011 or 2016 SES.

Plans can consider and include such things as:

- Surveys of Staff/ Parents/ Community to establish what is valued at your school
- Budget revisions taking into account revised DMI funding
- Efficiency analysis to inform budget reviews
- Revision of class sizes/ fees charged/ student to teacher ratios/ curriculum offerings
- Review of Key Performance Indicators, trend analysis to understand gaps in financial performance
- Market research to inform strategy around less funding
- Review of the school's strategic plan
- A documented, clear statement of what your school represents and provides to families
- Reflected on your business model to identify the 'value for money' parents receive
- Reflected on your marketing and image to ensure a clear statement of what your school represents and provides to families in terms of choice.

AISWA will continue to work with these schools as they navigate their way through their changed financial circumstances. This includes continuing to review their school finances, provide schools the opportunity to source their own external support and provide all these schools access to other AISWA support both through the Choice and Affordability Fund and the other range of services we offer schools.

Eligible schools

The schools included in the Regional Transition Assistance Activity are those identified by the Department in 2020 for inclusion. These are:

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

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AISWA has been in contact with schools and their Education Authorities during 2020 and 2021 and all have Transition Plan templates which they will complete once the latest DMI CTC are available.

Timeframes

The initial plan is to provide grants for the next four years, 2022 through 2025, with allocations reviewed at that time.

Outcomes

Objectives/expected outcomes	Indicators of success
<ul style="list-style-type: none">• The additional funding in the form of transition assistance ensures the school can continue to operate and keep any fee increases, to make up for the low growth or negative growth in funding, to a minimum• The school remains financially viable and continues to offer education to its school community	<ul style="list-style-type: none">• Fee increases are similar to those in the broader independent education community• Enrolments in the schools continue to be strong• Schools continue to operate in their regional centres and thus provide choice of schooling in regional areas as to the education environment families select for their children.

Risk Management

Risk	How the risk will be managed
<ul style="list-style-type: none">• A particular school loses so many enrolments that it appears it may no longer be viable• A school lacks the resources or capabilities to put measures in place to ease into the transition to the DMI CTC	<ul style="list-style-type: none">• Should a school be struggling with enrolments we would work with them to develop strategies that could correct the loss of enrolments• AISWA would work with the school and the school community to address the lack of capability and provide sound advice as to way forward

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Key stakeholders

Stakeholder & Interest/Impact	Engagement Strategy
<p>Eligible Regional Schools</p> <p>The activity assists regional schools to review their business models in their transition to the Direct Measure of Income arrangements (DMI). The activity ensures stakeholders are kept informed about critical information in relation to the DMI and that schools are supported to adjust to the new funding arrangements</p>	<p>During 2020 AISWA held online meetings and then met with each of the regional schools involved in this activity. This was followed up again in 2021 with more information sent out and a draft Transition Templates developed, pre-populated with some data and sent to schools. This contact will continue as schools reflect on their progress and access support offered.</p>

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

Description

Schools will have developed a Transition Plan which outlines how they will operate with a low growth rate for their Federal Funding. This Plan would identify what the school plans to do to ensure its ongoing financial viability and affordability of the school for the current and future members of the school community.

Schools have been provided indicative grants for the period 2022 through 2029 with a strong caveat that these may change given changes to census data and their DMI CTC. Another cautionary word is around should there be large changes in the DMI CTC of a number of schools it may mean more schools would meet the criteria and thus the funds may need to be spread more thinly. The amount of the indicative grant will include elements that factor in the school population and the size of the increase in their DMI CTC over their 2011 or 2016 SES.

Plans can consider and include such things as:

- Surveys of Staff/ Parents/ Community to establish what is valued at your school
- Budget revisions taking into account revised DMI funding
- Efficiency analysis to inform budget reviews
- Revision of class sizes/ fees charged/ student to teacher ratios/ curriculum offerings
- Review of Key Performance Indicators, trend analysis to understand gaps in financial performance
- Market research to inform strategy around less funding
- Review of the school's strategic plan
- A documented, clear statement of what your school represents and provides to families
- Reflected on your business model to identify the 'value for money' parents receive
- Reflected on your marketing and image to ensure a clear statement of what your school represents and provides to families in terms of choice.

AISWA will continue to work with these schools as they navigate their way through their changed financial circumstances. This includes continuing to review their school finances, provide schools the opportunity to source their own external support and provide all these schools access to other AISWA support both through the Choice and Affordability Fund and the other range of services we offer schools.

Eligible schools

These schools were identified 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,
- having a growth rate of less than 3% during the period 2022 through 2029
- have an average fee level of less than \$20,000.

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Schools falling into this category are initially:

AGEID	School Name
2084	Helena College
5398	South Coast Baptist College
13595	Grace Christian School
13602	Frederick Irwin Anglican School
13656	John Wollaston Anglican Community School
15360	Living Waters Lutheran College
16076	Peter Moyes Anglican Community School
16533	Hope Christian College
18149	Mandurah Baptist College
23696	Peter Carnley Anglican Community School
23697	Swan Valley Anglican Community School
29057	Austin Cove Baptist College

This list may be modified if there are changes in the DMI CTC to be released later this year.

Timeframes

The initial plan is to provide grants for the next four years, 2022 through 2025, with allocations reviewed at that time.

Outcomes

Objectives/expected outcomes	Indicators of success
<ul style="list-style-type: none">• The additional funding in the form of transition assistance ensures the school can continue to operate and keep any fee increases, to make up for the low growth or negative growth in funding, to a minimum• The school remains financially viable and continues to offer education to its school community	<ul style="list-style-type: none">• Fee increases are similar to those in the broader independent education community• Enrolments in the schools continue to be strong• Schools continue to operate and thus provide choice as to the education environment families select for their children.

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Risk Management

Risk	How the risk will be managed
<ul style="list-style-type: none">• A particular school loses so many enrolments that it appears it may no longer be viable• A school lacks the resources or capabilities to put measures in place to ease into the transition to the DMI CTC	<ul style="list-style-type: none">• Should a school be struggling with enrolments we would work with them to develop strategies that could correct the loss of enrolments• AISWA would work with the school and the school community to address the lack of capability and provide sound advice as to way forward

Key stakeholders

Stakeholder & Interest/Impact	Engagement Strategy
<p>The Other Eligible Schools</p> <p>The activity assists schools to review their business models in their transition to the Direct Measure of Income arrangements (DMI). The activity ensures stakeholders are kept informed about critical information in relation to the DMI and that schools are supported to adjust to the new funding arrangements</p>	<p>During 2020 AISWA held online meetings and then met with each of the schools involved in this activity. This was followed up again in 2021 with more information sent out and a draft Transition Templates developed, pre-populated with some data and sent to schools. This contact will continue as schools reflect on their progress and access support offered.</p>

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

Description

The CAF incorporates the National Adjustment Assistance Fund (NAAF), which was established to provide transition funding support for non-systemic independent schools. Financial and other transition support will be offered to the schools that would have met the criteria to have access to support through the National Adjustment Assistance Fund; that is, non-systemic independent schools which are expected to experience reductions in per student funding due to changes in Commonwealth recurrent funding settings over 2020 to 2029. The funding in this element of the Transition Priority is quite low as that was the case with the original NAAF.

Schools will be invited to apply for a small grant that can be used for them to review their processes and financial position and to ensure its ongoing financial viability and affordability of the school for the current and future members of the school community. An application form will be developed and will suggest strategies a school could use in its review of its processes and the school finances.

Schools could consider such things as:

- Surveys of Staff/ Parents/ Community to establish what is valued at your school
- Budget revisions taking into account revised DMI funding
- Efficiency analysis to inform budget reviews
- Revision of class sizes/ fees charged/ student to teacher ratios/ curriculum offerings
- Review of Key Performance Indicators, trend analysis to understand gaps in financial performance
- Market research to inform strategy around less funding
- Review of the school's strategic plan
- A documented, clear statement of what your school represents and provides to families
- Reflected on your business model to identify the 'value for money' parents receive
- Reflected on your marketing and image to ensure a clear statement of what your school represents and provides to families in terms of choice.

AISWA will continue to work with these schools as they navigate their way through their changed financial circumstances. This includes continuing to review their school finances, provide schools the opportunity to source their own external support and provide all these schools access to other AISWA support both through the Choice and Affordability Fund and the other range of services we offer schools.

Eligible schools

AGEID	Name	Period
65	Bunbury Cathedral Grammar School	2022 to 2028
83	Guildford Grammar School	2022 to 2028
84	Hale School	2022 to 2028
124	Perth College	2022 to 2028
167	St Hilda's Anglican School for Girls (Inc)	2025 to 2028
201	St Mary's Anglican Girls' School (Inc)	2022 to 2028
245	Wesley College	2022 to 2028
2711	Penrhos College	2022 to 2028

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2755	All Saints' College	2022 to 2028
28580	Banksia Montessori School	2025 to 2028

Timeframes

The initial plan is to provide grants for the next four years, 2022 through 2025, with allocations reviewed at that time.

Outcomes

Objectives/expected outcomes	Indicators of success
<ul style="list-style-type: none">Schools that apply to access these funds will have a plan for going forward with reduced Federal fundingThe school remains financially viable and continues to offer education to its school community	<ul style="list-style-type: none">Fee increases are similar to those in the broader independent education communityEnrolments in the schools continue to be strongSchools continue to operate and thus provide choice as to the education environment families select for their children.

Risk Management

Risk	How the risk will be managed
<ul style="list-style-type: none">A particular school loses so many enrolments that it appears it may no longer be viableA school lacks the resources or capabilities to put measures in place to ease into the transition to the DMI CTCThe high fees schools see a potential reputational risk if they are seen taking additional government funds so applications for assistance may be low	<ul style="list-style-type: none">Should a school be struggling with enrolments we would work with them to develop strategies that could correct the loss of enrolmentsAISWA would work with the school and the school community to address the lack of capability and provide sound advice as to way forwardAISWA can encourage schools to access the small amount of support but does recognise the schools' concerns

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Key stakeholders

Stakeholder & Interest/Impact	Engagement Strategy
<p>The previous NAAF Schools</p> <p>The activity assists schools to review their business models in their transition to the Direct Measure of Income arrangements (DMI). The activity ensures stakeholders are kept informed about critical information in relation to the DMI and that schools are supported to adjust to the new funding arrangements</p>	<p>During 2020 AISWA held online meetings and face to face meetings with schools to explain the elements and priorities in the Choice and Affordability Fund. This was followed up again in 2021 and direct contact with each school will be made at the start of 2022.</p>

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

Description

This priority will be met by providing a process whereby schools can apply to access support in special circumstances. Initially \$150,000 will be set aside in 2022 for this priority, then \$140,000 in 2023, then \$100,000 in 2024 and \$200,000 in 2025 with the capacity to be topped up dependent upon demand for assistance. AISWA has developed an application and approval process that will be made available to schools to access on an as needed basis. This activity will support schools and students impacted by special circumstances or in priority areas such as rural, regional and remote locations and areas affected by drought or other natural disasters.

Special Circumstances Assistance will be provided for schools in situations that satisfy all of the following criteria:

- **unexpected**
 - Could not have been reasonably foreseen.
- **causing severe financial difficulty**
 - Where a school faces a real prospect of having to cease a large part of its educational activities or significantly lower its educational services.
- **short term**
 - Schools should be able to overcome their financial difficulty and resume operations and must provide a five-year business and recovery plan.
- **a special need**
 - Schools have exhausted all other options to remedy the financial situation of the school.

The nature of support to a school experiencing special circumstances will vary by the type of circumstance. Schools can experience financial stress as a result of a range of events: a natural disaster like floods or fires, a sudden loss of a significant number of enrolments, loss of a number of long serving staff with significant entitlements owing, etc. All these result in financial stress and as well as providing direct financial support to the school if the criteria are met, AISWA would offer support to the school to revisit their business model to cater for the circumstances and budget for their new financial situation.

Eligible schools

All schools will be eligible to apply for Special Circumstances Funding where they feel they meet the criteria.

Timeframes

This priority will be active from 2022 through 2025.

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Outcomes

Objectives/expected outcomes	Indicators of success
<ul style="list-style-type: none">• A school in special circumstances applies for special assistance• If the application is approved the school receives financial assistance	Schools successfully access this priority when a special circumstance arises and recovers from financial stress it caused

Risk Management

Risk	How the risk will be managed
A school that receives special circumstances funding is unable to trade out of the circumstances they find themselves in.	AISWA will monitor the schools use of funds and their progress in addressing the circumstances and provide in kind support if needed.

Key stakeholders

Stakeholder & Interest/Impact	Engagement Strategy
<p>Stakeholder name: All Independent Schools in WA</p> <p>This activity will support schools and students impacted by special circumstances or in priority areas such as rural, regional and remote locations and areas affected by drought or other natural disasters.</p>	All schools have received information over the last 18 months about this priority and will continue to receive updates over the next 4 years.

Activity/Initiative	Curriculum Re-Engagement Schools Project
Priority	D – Strengthening outcomes for schools and educationally disadvantaged schools and students

Description

This project will work with the Curriculum and Re-Engagement (CARE) Schools, which cater for secondary students at an educational disadvantage. The aim is to improve the attendance and engagement of these students and this should lead to improved educational outcomes. Some students have difficulty learning or even just being in class. The Grattan Institute has highlighted the issue of student engagement as being of concern. In low socio-economic areas this issue is often particularly marked. Research shows that creativity might be able to help ease or eliminate the difficulty of not engaging, or, for those engaged students increase their achievement.

To increase attendance and engagement creative learning strategies will be implemented through the establishment of meaningful partnerships between teachers, creative (arts) practitioners, children and young people. This will complement school strategies for raising attainment, improving well-being and supporting inclusion. This project will build upon the experience in 2020 and 2021 and should expand to more of the CARE schools.

The partnerships will address a priority learning area—mathematics, HASS or science—and employ creative ways of teaching the curriculum. Through these partnerships it is hoped to transform the learning experience of children and young people and to prepare them for the opportunities and careers of the twenty-first century

Eligible schools

AGEID	School
26753	ALTA-1 College (16 campuses)
87600	ALTA-1 Kimberley
30041	Communicare Academy
87623	Indie School
16104	Port School
29090	SMYL Community College (6 campuses)
17313	Sowilo Community High School
30258	Youth Futures Community School (2 campuses)
16114	Youth Futures Community School

Schools will all have the opportunity to submit an Expression of Interest to be involved in the next phase of his project. Four schools or campuses were involved in 2020 and 2021, and three more will be added in 2022 and additional ones over the term of the project. There are two new CARE Schools planning to open in 2022, Work Ready WA and Y Vocational College and they would be included in the EOI certainly for 2023.

Timeframes

The project will build upon the work in 2020/21 and will continue until the end of 2024.

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Outcomes

Objectives/expected outcomes	Indicators of success
<ul style="list-style-type: none">• Participating schools will develop a case for implementation and will express interest through a formal application process.• Schools will develop an ethnographic approach with students to determine the co-designed curriculum implementation.• School based project managers will support the program implementation to ensure high participation.• The expectation is that attendance and engagement in learning will improve• Schools will develop collaborative and creative capabilities.	<ul style="list-style-type: none">• 2022 to 2024 will involve up to 7 schools or campuses of schools with cohorts of educationally disadvantaged students.• All participating schools will develop exhibition style assessment of the learning of the student cohort.• Project managers will develop case studies to share with other like schools.• Results of annual evaluations of the project.• Indications of increased attendance and time spent on tasks.

Risk Management

Risk	How the risk will be managed
<ul style="list-style-type: none">• The risk of future lockdowns means planned face to face sessions and networking cannot occur• Insufficient demand for an activity, results in it being postponed or cancelled	<ul style="list-style-type: none">• As with 2020 and 2021 alternative presentation arrangements can be made using online presentations and bringing people together in a room with external presenters coming in online.• Attempts will be made to re-schedule an activity and review it to make it more appealing• Schools can be targeted as a personal invitation often results in a positive result while at times a wide invitation may not• Should an activity not take place the funds would be rolled into the following year or another activity with permission from DESE

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Key stakeholders

Stakeholder & Interest/Impact	Engagement Strategy
<p>Curriculum and Re-engagement Schools</p> <p>There are currently 7 CARE schools in the sector with three of the schools having multiple campuses (Alta-1 has 16, SMYL 6 and Youth Futures two under one AGEID and a third with a separate AGEID. In addition, there may be two new CARE schools opening in 2022.</p>	<p>All CARE schools will receive an invitation to participate in this project and individual contact will be made with each school to ascertain interest and explain the project.</p>

Activity/Initiative	Tracking and Improving Student Achievement
Priority	D – Strengthening outcomes for schools and educationally disadvantaged schools and students

Description

Using NAPLAN data schools will be identified and invited to join a project that initially focusses on improving writing and, over time, extends to numeracy. Using *Valuate* (AISWA’s NAPLAN analysis tool) and the *Brightpath Next Steps* product, students’ actual achievements are identified and what they must do to improve is clearly stepped out

Although ACARA, through NAPLAN, has an ‘Exemption’ clause for students with a prescribed disability, the set of assessment papers actually allow for tracking of students who may, for any reason, be at or below minimal standard in their learning.

Each of the four assessments (Years 3, 5, 7 and 9) across Numeracy and Reading in particular, cover the approximately 150 content descriptions in each learning area from the Foundation Year (Pre-primary) to Year 10 of the general curriculum.

The project will identify the learning needs for students based on specific areas of English development and misconceptions in Mathematics. The assessment analysis will also check against a progression of skills from the early years. The students identified at or below minimal standard with a view to establishing Individual education programs based upon their knowledge and understanding. Using the *Valuate* platform for the online performance of students, the item descriptors will then form the basis of specific learning plans for the identified students.

The aim will be to implement professional learning to use *Valuate* to establish the progression of learning of every student who completes more than one assessment paper in each ‘Learning Area’. The data for each student will then be diagnosed and each item analysed to clarify the learning requirements. The *Brightpath* formative assessment tool will also be used as this identifies what learning must take place for students to continue to make progress. This will be complemented by professional learning using *Brightpath – Next Steps* materials.

Eligible schools

While all schools that undertake NAPLAN would be potentially eligible as most have some under-performing students, some schools will be identified through the analysis of NAPLAN data and specially invited to be part of this project. Schools have the option of joining the project over its four year duration.

Timeframes

This project would be from 2022 through 2025 commencing in the literacy area and adding numeracy over time.

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Outcomes

Objectives/expected outcomes	Indicators of success
<ul style="list-style-type: none"> • Identify the learning needs for students based on specific areas of English development or misconceptions in Mathematics. • Use the assessment analysis to check against a progression of skills from the early years. • Develop the meta-thinking for each child to assist with item descriptor progression. • Each child to establish their zone of proximal development. • Identify those students at or below minimal standard with a view to establishing Individual education programs based upon their knowledge and understanding. • Use the data to plan a program which differentiates the learning for each individual student. • Use the data to make the learning visible for both students and parents. • Development of learning plans for each student. 	<ul style="list-style-type: none"> • Over the period of this funding all schools that have taken the NAPLAN assessment Online, will have multiple opportunities to participate in targeted professional learning using Valuate. It is expected that this will result in effective and embedded assessment practices. • Participants will be supported to develop learning opportunities for the at-risk students in years 3, 5, 7 and 9. • Samples of work plans and data on student gain will be shared. • Supplementary professional learning will also parallel the focus on data responsive teaching and learning. This will be primarily by means of access to <i>Brightpath – Next Steps</i> professional learning focusing on effective pedagogical practices drive by data informed programming.

Risk Management

Risk	How the risk will be managed
<ul style="list-style-type: none"> • The risk of future lockdowns means planned face to face sessions and networking cannot occur • Insufficient demand for an activity, results in it being postponed or cancelled 	<ul style="list-style-type: none"> • As with 2020 and 2021 alternative presentation arrangements can be made using online presentations and bringing people together in a room with external presenters coming in online. • Attempts will be made to re-schedule an activity and review it to make it more appealing • Schools can be targeted as a personal invitation often results in a positive result while at times a wide invitation may not • Should an activity not take place the funds would be rolled into the following year or another activity with permission from DESE

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Key stakeholders

Stakeholder & Interest/Impact	Engagement Strategy
<p>All Independent Schools in WA</p> <p>The main stakeholders will be schools with under-performing students in Literacy or Numeracy.</p> <p>All schools will be given ample opportunity to participate and this will be linked to the AITSL Teacher Standards.</p>	<p>Schools will be invited to participate in this project through a blanket invite, then some specific schools with a large number of under-performing schools will receive individual invitations to participate.</p> <p>During the project schools will join networks and be visited on a number of occasions by the project leader</p>

Activity/Initiative	Engaging Aboriginal Communities in the Community School to support improved Student Outcomes
Priority	D – Strengthening outcomes for schools and educationally disadvantaged schools and students

Description

This project commenced in 2020 and will continue with Aboriginal Independent Community Schools to engage community in school governance to support improved educational outcomes for students.

“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

Advocating for Indigenous voice in education is now a case of urgency. This initiative is targeting leadership engagement and skills development both at the school board and school level, including engagement of senior students in leadership initiatives.

The essential focus on two-way learning for the empowerment of school board members in making their voices heard and acted upon would be facilitated through:

- Empowering community mentors in guiding ‘the right way’, and cultural understandings.
- Framing ‘school board’ language and concepts through the application of culturally significant metaphors, *e.g. Turtle Steps*, has generated an agentic narrative.
- Facing learning challenges and a deep commitment by all parties to two-way learning by providing multiple opportunities for learning in local languages and English.

Further information sessions for all 14 Aboriginal Independent Community Schools (Principal and 2 Board Members) will be conducted in 2022. Schools will be engaged in culturally appropriate planning sessions to assist them in creating their own vision and business plan. The business plan sets out clear priorities and learning targets with ongoing review of student progress, school board effectiveness, and accountability procedures to monitor progress against student outcomes. The two schools already participating will be encouraged to share their journey so far and future planning directions.

In order to capitalise on the hopes and desires of people from remote Aboriginal communities, more schools will be invited to submit an expression of interest. In 2022 it is hoped at least 2 more schools will join the two already participating in this project. Schools will be supported through the process to facilitate and increase opportunities for ‘voice’ and skill development of school boards through systematic and scaffolded teaching, positive motivations and access to ‘experts’.

Eligible schools

All Aboriginal Independent Community Schools will be invited to express an interest in being part of this project.

4P	School Name
2756	CAPS Coolgardie
8870	CAPS Kurrawang
5603	Karalundi College
16023	Kulkarriya Community School
17285	Nyikina Mangala Community School

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13289	Parngurr Community School
13596	Purnululu Community School
4264	Rawa Community School
2705	Strelley Community School
13603	Wongutha CAPS
16021	Wulungarra Community School
14016	Yakanarra Community School
29953	Yiramalay/Wesley Studio School
2771	Yiyili Aboriginal Community School

Timeframes

This project will continue through to 2024 with additional schools coming into the project each year.

Outcomes

Objectives/expected outcomes	Indicators of success
<ul style="list-style-type: none">• Participating schools will develop a case for change and will express interest through a formal application process.• The schools governing body, with support, will develop its knowledge, expertise and decision-making skills to drive positive change in the school and community• The school board will develop strategic intent in order to identify sustainable employment opportunities for students.• High student engagement in place based learning including on country learning.	<ul style="list-style-type: none">• Attendance at Information session in 2022 and the AISWA Governance Conference in March 2022• In 2022 AISWA will increase the number of schools involved• Improved skills and competencies for school board members through targeted support.• All school stakeholders will be involved in shared decision making in implementing a case for change.• Students will be engaged in entrepreneurial activities relevant to culture and contemporary work worlds.

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Risk Management

Risk	How the risk will be managed
<ul style="list-style-type: none"> • The risk of future lockdowns means planned face to face sessions and networking cannot occur • Insufficient demand for an activity, results in it being postponed or cancelled • Schools start in the project but withdraw part way through due to difficulty in engaging community 	<ul style="list-style-type: none"> • As with 2020 and 2021 alternative presentation arrangements can be made using online presentations. • Attempts will be made to re-schedule an activity and review it to make it more appealing • Schools will be directly invited to take part. • Should an activity not take place the funds would be rolled into the following year or another activity with permission from DESE • AISWA will work closely with participating schools and make every effort to keep community members engaged, or if considering withdrawing get them re-engaged.

Key stakeholders

Stakeholder & Interest/Impact	Engagement Strategy
<p>All Aboriginal Independent Community Schools</p> <p>All Aboriginal Independent Community Schools will be invited to participate in the project.</p> <p>The two schools already involved have participated in face to face meetings with AISWA consultants, and have identified several priorities, selecting an initial starting point for their action plan.</p> <p>School business plans will accurately reflect the vision, goals and objectives of the community for their young people’s education.</p> <p>Projects to be reviewed at regular monitoring points negotiated with all external agencies, and community organisations involved.</p>	<p>Online meetings will be held at regular intervals and an AISWA staff member will continue to facilitate at all stages of the project.</p> <p>Face to face meetings when possible, building positive relationships and trust through regular contact.</p> <p>Engagement of relevant agencies who have strong community development backgrounds and experience with Aboriginal communities, external to AISWA, to provide targeted expertise for the realisation of each school’s first priority.</p> <p>To engage all stakeholders in school business planning.</p>

Activity/Initiative	Future Footprints Plus: Strengthening the primary to secondary education transition experience for Aboriginal and Torres Strait Islander families, young people, and their schools
Priority	D – Strengthening outcomes for schools and educationally disadvantaged schools and students

Description

Access, equity, and choice in secondary education options for Aboriginal and Torres Strait Islander families and young people, particularly for those living in remote and very remote locations, is seriously and firmly on the main agenda in Australia (Commonwealth of Australia, 2020; Lamb et al., 2020). The evidence is clear, Aboriginal and Torres Strait Islander young people from regional, rural, and remote areas who do not complete schooling are far less likely to go on to further training, study, and employment. Equally, there is strong evidence that a smooth transition from primary into secondary schooling followed by the completion of Year 12 or equivalent qualifications, increases the likelihood that Aboriginal and Torres Strait Islander young people will experience a multiplicity of immediate and lifelong academic and learning, economic and social, health and wellbeing benefits.

Future Footprints Plus (FFP+) will support Aboriginal and Torres Strait Islander families and young people living in regional, rural, remote, and very remote locations, to make effective and informed choices about secondary school pathways, including local, regional, boarding/residential secondary schooling options, as well as other flexible learning programs. It will target pre-transition planning during primary school in Years 5 and 6 and support Aboriginal and Torres Strait Islander families with preparation and readiness for the transition to secondary school. To support this FFP+ will:

- Disseminate information about secondary school pathways and options, so that Aboriginal and Torres Strait Islander families and young people living in regional, rural, remote, and very remote locations can make effective and informed decisions.
- Support Aboriginal and Torres Strait Islander families and young people with transition planning during Years 5 and 6 to build readiness and preparation for secondary schooling.
- Develop resources and provide professional development activities that build the capacity of Teachers & Aboriginal Education Workers (i.e., AEWs), including Aboriginal Independent Community Schools, with a focus on effective transition planning, policy, processes, and practices.
- Support secondary schools including Aboriginal Independent Community Schools with post-secondary transition planning and various pathways into further training, study, and employment.

Eligible schools

All Independent Schools will have access to FFP+ support, resources, and activities (i.e., metro, regional, rural, remote, very remote). Schools will be required to submit an Expression of Interest (EOI) to be part of FFP+. This EOI process will require schools to meet eligibility criteria and demonstrate a commitment to ongoing reporting, consultation and data collection, progress monitoring, and evaluation. Schools will be required to actively embrace national Closing the Gap Targets (i.e., 5, 6, 7, 11, 12, and 14) and the Alice Springs (Mparntwe) Education Declaration (2019). Criteria for involvement:

- Be an Independent school
- Have Primary aged Aboriginal and Torres Strait Islander students (i.e., Years 5 and 6)

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- Have a commitment to the strategic development and implementation of quality transition planning through policy, processes, and practices, including:
 - Building school and key staff (i.e., Aboriginal Education Workers (AEWs)) capacity through professional development and learning opportunities
 - Creating meaningful opportunities for Aboriginal and Torres Strait Islander parents and families to partner with schools and exert agency in their children’s primary to secondary transition (and learning journey)
 - Leveraging local data, culturally informed knowledge, and integrating the evidence-base, to fully understand approaches to supporting effective primary to secondary transitions for Aboriginal and Torres Strait Islander young people and families
 - Ongoing reporting, data collection, progress monitoring, evaluation, and refining of transition policy, processes, and practices

Timeframes

This project would cover all four years of this plan 2022 to 2025.

Outcomes

Objectives/expected outcomes	Indicators of success
<ul style="list-style-type: none">• Recruitment of eligible member schools• Greater awareness of the primary to secondary school transition• Aboriginal and Torres Strait Islander families living in regional, rural, remote, and very remote locations will have greater awareness of secondary school pathways and options• Schools and Aboriginal and Torres Strait Islander families will receive support with transition planning during Years 5 and 6 to build preparation for secondary schooling.• Improved school and staff capability to prioritise, resource and implement transition support planning• Enhanced school and staff understanding of approaches to supporting effective primary to secondary transitions for Aboriginal and Torres Strait Islander young people and families• Development of transition resources for schools.	<ul style="list-style-type: none">• Recruitment of 15-30 schools• 8 presentations/ workshops for Aboriginal and Torres Strait Islander families living in regional, rural, remote, and very remote locations.• Participation by Aboriginal and Torres Strait Islander families and young people at member schools.• 8 professional development and learning presentations/ workshops for schools and key staff (i.e., AEWs).• Implementation of transition support plans for Aboriginal and Torres Strait Islander students in Years 5 and 6 by participating member schools• Development of transition resources and online repository• Professional networking and collaboration between participating member schools

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Risk Management

Risk	How the risk will be managed
<ul style="list-style-type: none"> • The risk of future COVID-19 lockdowns means planned (face-to-face) professional development and learning and networking cannot occur • Travel restrictions or limited access to regional, rural, remote, and very remote communities. • Insufficient demand for a particular activity, results in it being postponed or cancelled • Schools and families start in the project but withdraw part way through due to difficulty in engaging community 	<ul style="list-style-type: none"> • As with 2020 and 2021 virtual presentation arrangements can be made using online forums (i.e., MS Teams, Zoom) • Attempts will be made to re-schedule an activity and review it to make it more appealing • Aboriginal and Torres Strait Islander students, families, and schools will be directly invited to take part. • Should an activity not take place the funds would be rolled into the following year or another activity with permission from DESE • AISWA will work closely with participating schools and make every effort to keep families and community members engaged, or if considering withdrawing, conduct community consultation regarding ways to re-engage them.

Key stakeholders

Stakeholder & Interest/Impact	Engagement Strategy
<ul style="list-style-type: none"> • Aboriginal and Torres Strait Islander students and families living in regional, rural, remote, and very remote locations. • The schools (and staff) participating in the project will initially be those with primary aged Aboriginal students (i.e., Years 5 and 6). • Other stakeholders will be the secondary schools to which these young people transition. • Contribution to the National Closing the Gap Targets 5, 6, 7, 11, 12, and 14. 	<ul style="list-style-type: none"> • AISWA will scope and profile all member schools for eligibility • Consultation will be conducted with teachers and school leaders, education system and sector professionals, community representatives and Elders, parents, and families, and young people • An information letter will be sent to all eligible member schools and inviting them to submit Expression of Interest • Ongoing engagement will be through regional school visits, virtual (i.e., MS Teams, Zoom) and face to face meetings, email, and phone communication. • Successful primary to secondary transition means greater likelihood of Year 12 attainment or equivalent qualifications, and in turn greater likelihood of further education, training, or work (i.e., post-secondary)

Activity/Initiative	Creating Safe and Supported Learning Environments
Priority	E – Student wellbeing and support

Description

Schools will be supported to create safe environments for the young people in their care and particularly those Students with a Disability. Creating safe and supportive learning environments for young people is recognised as essential by both state and federal governments. Following the Royal Commission into Child Sexual Abuse and the release of the National Principles for Child Safe Organisations schools have been working hard to ensure each child in their care is safe and empowered to express concerns should they have them. At the state level the school registration Standard 10 is devoted to child safety and child protection.

Students with a disability require a range of support structures at school to ensure they are provided with as many opportunities as possible to access the education delivered at the school. AISWA would support schools to assist them in creating and implementing a child safe organisation and in fulfilling the requirements under State *Registration Standards and other Requirements for Non-Government Schools* Standard 10 (Child Abuse Prevention) through:

- Having access to an AISWA staff member for support in the areas of Child Abuse, Grooming and Mandatory Reporting
- Having available child safe programs and training for all staff to ensure opportunity for the safety for all students
- Updating schools with Child Protection information / changes
- To support schools (School leaders and Mandatory Reporters) in the Mandatory Reporting process and other forms of abuse reporting procedures including following policies and procedures of Independent Schools
- Provide guidelines on Policies, procedures and practices that relate to Child Protection

Eligible schools

All schools can be involved in accessing this support to create a safe and supported learning environment for all students.

Timeframes

This project will be for the four years of this plan, 2022 through 2025.

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Outcomes

Objectives/expected outcomes	Indicators of success
<ul style="list-style-type: none"> • Professional Learning and consultation in implementing National Principals of Child Safe organisations. Full day Professional Learning in <i>“Child Safe Independent Schools” – Implementing the National Principals for Child Safe Organisations from an Independent School perspective.</i> • Schools aware of resources and staff available to further assist in this implementation (e-learning modules etc) • Professional learning for schools on catering for Students with a disability <p>Provision of training and support in</p> <ul style="list-style-type: none"> • Staff Code of Conduct • Mandatory Reporting, Grooming and all forms of child abuse • The law with respect to Mandatory Reporting of Child Sexual Abuse for governing body members and regular volunteers • Full day training in the Keeping Safe: Child Protection Curriculum • Provide opportunities for schools to engage in Keeping Safe: Child Protection Curriculum Train the Trainer by inviting interstate – South Australia Keeping Safe trainers • Schools are informed of updates in the area of Child Protection through newsletters, reviewing training information, updating AISWA Policy & Procedures Guidelines • Regular reviews of AISWA Guidelines to Policies and Procedures that relate to Child Protection and safety such as: Bullying and Harassment, Child Protection, Staff Code of Conduct etc. • Availability of Child Abuse Online E-Learning module • Grooming and Harmful Sexual Behaviours (working title) 	<ul style="list-style-type: none"> • Engagement by schools in the professional learning and specific school consultation with consultants • Resources links within Professional Learning, newsletter articles etc. • Engagement by schools in both centralised and school based the professional learning and specific school consultation with consultants • Increased demand for training and services • Approximately 80% of Independent schools engaged in training on Mandatory Reporting, Grooming and all forms of child abuse • Engagement in Inclusive Education newsletters, Facebook and direct email groups • Creation of an email group of those staff in schools that are responsible for Child Protection for the purposes of effective updates and information. • Increased timely updates of AISWA Guidelines to Policies and Procedures that relate to Child Protection • Ensure culturally appropriate presentations and materials are utilised for AISWA Indigenous schools and sensitive to AISWA CaRE (Curriculum and Re-engagement) schools needs.

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Risk Management

Risk	How the risk will be managed
<ul style="list-style-type: none">• The risk of future lockdowns means planned face to face sessions and networking cannot occur.• Insufficient demand for an activity, results in it being postponed or cancelled.	<ul style="list-style-type: none">• As with 2020 and 2021 alternative presentation arrangements can be made using online presentations.• Attempts will be made to re-schedule an activity and review it to make it more appealing• Schools will be directly invited to take part in specific aspects of this activity.• Should an activity not take place the funds would be rolled into the following year or another activity with permission from DESE

Key stakeholders

Stakeholder & Interest/Impact	Engagement Strategy
<p>All Independent Schools</p> <p>All Independent schools will be encouraged to take part in many aspects of this activity.</p>	<p>All schools will be made aware of the range of support and resources available through direct mail, newsletters and through advertising professional learning sessions. There will be continual ongoing communication with schools through visits, email, phone calls and networking opportunities</p>

Activity/Initiative	Wellbeing and Mental Health in Schools
Priority	E – Student wellbeing and support

Description

This project will support a small group of schools (10) to join a pilot project in 2022 where they will be supported to engage a school-based wellbeing and mental health school coordinator to drive mental health and wellbeing in the school. AISWA would provide some centralised support to the schools working to develop what the role would look like and how this person would work in schools and all schools would be provided a small grant so the wellbeing and mental health school coordinator could have time dedicated to this work.

Schools are well aware of the need to support the mental health and wellbeing of students and do seek assistance in planning to increase this support to the young people in their care. This project would provide schools the opportunity to network with other schools as they embed this person’s role in the school and schools can share experiences as to what works and where more work needs to be done.

The centralised funding for this activity will be used to support a school psychologist to work with the schools and support schools in this work. AISWA would also encourage schools that already have a health and wellbeing coordinator to attend network meetings and share their experiences. This project will work in partnership with the Student Wellbeing and Developing Resilience initiative.

Eligible schools

All schools would be eligible to express interest in being part of this project and we would try to have a range of schools in the first group from both metro and regional areas. Some schools in the sector already have a health and wellbeing coordinator so they would not be eligible.

Timeframes

The plan is to run the project for 4 years with new schools joining over that period.

Outcomes

Objectives/expected outcomes	Indicators of success
<ul style="list-style-type: none"> • Raised awareness and shared understanding of best practice wellbeing approaches for schools and factors related to successful wellbeing interventions. • Schools will be supported to implement whole school evidence-based wellbeing strategies that reflect sustainable and continuous commitments to student wellbeing and mental health. • Improved whole school capability to prioritise, resource and implement the explicit teaching of social and emotional skills via age appropriate, developmental curricula. 	<ul style="list-style-type: none"> • Schools in pilot to develop whole-school wellbeing plan including evidence-based Social Emotional Learning (SEL)/wellbeing curriculum • Schools in pilot to participate in wellbeing coordinator / interest network

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Risk Management

Risk	How the risk will be managed
<ul style="list-style-type: none">• The risk of future lockdowns means planned face to face sessions and networking cannot occur• Insufficient demand for an activity, results in it being postponed or cancelled	<ul style="list-style-type: none">• As with 2020 and 2021 alternative presentation arrangements can be made using online presentations and bringing people together in a room with external presenters coming in online.• Attempts will be made to re-schedule an activity and review it to make it more appealing• Schools can be targeted as a personal invitation often results in a positive result while at times a wide invitation may not• Should an activity not take place the funds would be rolled into the following year or another activity with permission from DESE

Key stakeholders

Stakeholder & Interest/Impact	Engagement Strategy
<p>All Schools</p> <p>All Independent schools in WA are stakeholders in this activity as some will participate in the pilot and many more will benefit from the experiences that will be shared across schools by the health and wellbeing coordinators.</p>	<p>All schools will be invited to be part of this project and in the first year up to 10 will be in the pilot. Schools will meet virtually and face to face and members of the AISWA School Psychology team will keep in regular contact with the coordinators.</p>

Activity/Initiative	Student Wellbeing and Developing Resilience
Priority	E – Student wellbeing and support

Description

This initiative seeks to explore ways for schools to complement and strengthen existing approaches to resilience and wellbeing. Participating schools will deepen their knowledge of best practice approaches and leverage curriculum opportunities to develop critical wellbeing skills and contribute to a safe and nurturing school environment.

Studies show that providing social emotional learning (SEL) programs to young people in both primary and secondary schooling, can reduce rates of depression, anxiety, stress, and behavioural problems (Taylor et al., 2017). SEL programs help students develop key life skills to positively cope with and manage challenges in everyday life, as well as help students to set goals, think critically and make informed decisions. SEL activities and programs also provide students with learning opportunities that help them to develop knowledge and skills to understand, manage, and communicate their own emotions, as well as to feel and show empathy, establish, and maintain healthy relationships with others (Cahill et al., 2019).

Durlak et al. (2011) and Sklad et al. (2012) identify durable and substantively important gains in social and emotional skills, attitudes, positive social behaviour, conduct problems, emotional distress and academic performance. These gains should lead to substantial increases in personal and social wellbeing, relationship skills, informed decision-making and a sense of hope and optimism (Durlak et al., 2011). Central to effective SEL is an emphasis on teachers (Berg et al., 2021) and classroom curriculum initiatives where all students have access to high quality teaching and learning programs which develop self- and social awareness and self- and social- management, which comprise the elements of Personal and Social General Capability.

This initiative will contribute to an existing project (independently funded by a small network of schools), which aims to support five Independent Schools to explore individual, group, whole school, and system level approaches and interventions that build staff capacity and promote positive wellbeing within their school communities.

AISWA has a long association with the cross sectoral Road Safety and Drug Education Program (RSDE), which is underpinned by a resilience and wellbeing approach. This initiative would seek to connect and collaborate with RSDE to access existing structures and utilise resources within the program to create personalised and contextually relevant approaches for AISWA schools to build whole school approaches to health and wellbeing. Existing resources include P-12 curriculum materials, early intervention professional learning to support alcohol and other drug use, and whole-school approaches to resilience, road safety and drug education.

The initiative supports the vision of the Australian Student Wellbeing Framework. Activities that comprise the initiative will align with the AITSL national professional development standards for teachers. Expected outcomes will inform, build and direct continuing conversations about supporting students’ wellbeing for the life of the initiative and beyond.

Eligible schools

All schools would be eligible to express interest in being part of this initiative.

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Timeframes

This initiative would continue for the four years covered by this workplan.

Outcomes

Objectives/expected outcomes	Indicators of success
<ul style="list-style-type: none">• Raised awareness and shared understanding of best practice wellbeing approaches for schools and factors related to successful wellbeing interventions.• Schools will be supported to implement whole school evidence-based wellbeing strategies that reflect sustainable and continuous commitments to student resilience and wellbeing.• Improved teacher capability to prioritise, resource and implement the explicit teaching of social and emotional skills via age appropriate, developmental curricula.• Enhanced teacher understanding of the Personal and Social General Capability.• Development of artefacts and resources for schools.	<ul style="list-style-type: none">• 8 Professional learning events for schools in the first year and these will increase over the course of the initiative.• Growth of understanding measured using appropriate feedback mechanisms.• Establishment of a wellbeing coordinator/interest network across the sector.• Increased resources for wellbeing coordinators/teachers.

Risk Management

Risk	How the risk will be managed
<ul style="list-style-type: none">• The risk of future lockdowns means planned face to face Professional Learning sessions and networking cannot occur• Insufficient demand for an activity, results in events being postponed or cancelled	<ul style="list-style-type: none">• As with 2020 and 2021 alternative presentation arrangements can be made using online presentations and/or bringing people together in a room with external presenters coming in online.• Attempts will be made to re-schedule an activity and review it to make it more appealing• Schools can be targeted via a personal invitation Should an activity not take place the funds would be rolled into the following year or another activity with permission from DESE

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Key stakeholders

Stakeholder & Interest/Impact	Engagement Strategy
<p>All Schools</p> <p>All Independent schools in WA are stakeholders in this activity and will benefit from the experiences that will be shared across schools by all those participating.</p>	<p>All schools will be invited to be part of this initiative. Schools will meet virtually and face to face and be supported by a specialist staff member who will oversee the program and work closely with the Road Safety and Drug Education Program (RSDE) and other relevant stakeholders.</p>

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Schedule 1 – Indicative school-level distributions 2022–2025

Priority B – Transition Assistance – these figures are indicative and could change with changes in school population and the school’s DMI CTC

AGEID	School Name	2022	2023	2024	2025
Regional Schools					
65	Bunbury Cathedral Grammar School	\$230,400	\$237,773	\$245,382	\$253,234
13741	Swan Christian College	\$139,104	\$143,555	\$148,149	\$152,890
14590	Geraldton Grammar School	\$163,840	\$169,083	\$174,494	\$180,077
15338	Tranby College	\$208,640	\$215,317	\$222,207	\$229,317
15894	Great Southern Grammar	\$167,168	\$172,517	\$178,038	\$183,735
16332	Georgiana Molloy Anglican School	\$174,080	\$179,651	\$185,399	\$191,332
25081	Court Grammar School	\$136,512	\$140,880	\$145,389	\$150,041
30237	St James Anglican School	\$94,976	\$98,015	\$101,152	\$104,389
Other Transition schools					
2084	Helena College	\$114,720	\$118,391	\$122,180	\$126,089
5398	South Coast Baptist College	\$247,968	\$255,903	\$264,092	\$272,543
13595	Grace Christian School	\$68,608	\$70,804	\$73,069	\$75,407
13602	Frederick Irwin Anglican School	\$478,080	\$493,379	\$509,167	\$525,460
13656	John Wollaston Anglican Community School	\$90,240	\$93,128	\$96,108	\$99,183
15360	Living Waters Lutheran College	\$128,352	\$132,459	\$136,698	\$141,072
16076	Peter Moyes Anglican Community School	\$157,056	\$162,082	\$167,268	\$172,621
16533	Hope Christian College	\$103,168	\$106,469	\$109,876	\$113,393
18149	Mandurah Baptist College	\$344,448	\$355,470	\$366,845	\$378,585
23696	Peter Carnley Anglican Community School	\$219,072	\$226,082	\$233,317	\$240,783
23697	Swan Valley Anglican Community School	\$108,000	\$111,456	\$115,023	\$118,703
29057	Austin Cove Baptist College	\$184,320	\$190,218	\$196,305	\$202,587

Priorities C and E will have school level allocations based on expressions of interest from schools to apply for Special Circumstances Funding and to be part of the Student Health and wellbeing pilot.