
Choice and Affordability Fund

Annual Report 2021

**Association of Independent Schools of Western
Australia, Inc.**

Summary of 2021

During 2021 AISWA continued to address the four priorities of Choice and Affordability, Transition Assistance, Strengthening outcomes for schools and educationally disadvantaged schools and students and Student well-being and support. In addition, AISWA did respond to one request for Special Circumstances assistance.

Some of the activities offered schools through the Choice and Affordability Fund were available to all schools in the sector. Examples of this were the series of Marketing and Financial webinars and a sector wide invitation to Express Interest in being part of specific projects. Other projects targeted groups of schools such as the Curriculum and Re-Engagement schools and the Aboriginal Independent Community Schools.

Almost half the expenditure in 2021 went towards supporting the schools transitioning to a less favourable Capacity to Contribute using the Direct Measure of Income (DMI) compared to previous Socio Economic Status (SES) model. Some of this was centralised expenditure working with schools on reviewing their current finances and looking for savings and efficiencies and other funds were as direct grants to those schools to use in developing their transition plans.

The Choice and Affordability priority was offered to all schools to support the choice and diversity of schools in the independent sector. Schools were supported to review what they offer families as part of their school community and why their school should be selected for their children. Another element of this priority was the work a group of schools did with NoTosh doing a deep dive into what was really important for their school, what their identity and point of difference is and what it is families want from the school.

The priority, Strengthening outcomes for schools and educationally disadvantaged schools and students, provided 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 worked with the Aboriginal Community Schools and offered support to work in partnership with their communities to strengthen their students' attendance and outcomes. While this project was only taken up by two schools initially there is now interest from some other Aboriginal Schools to become involved.

Another very successful project was 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. The success of this project has meant it will be expanded in coming years.

AISWA also provided schools that, from NAPLAN and other assessment results, appear to be underperforming, the opportunity to join a project that analysed assessment data and to use this analysis to inform teaching. The work in using the results of assessments to inform practice has proved successful and will continue into future years.

The priority Student wellbeing and support was met by enhancing AISWA's capacity to support schools create safe and supportive environments. Schools see the importance of a safe environment for the young people in their care and this support will continue over the years.

2021 also saw the first application for Special Circumstances Funding come through. This was from one of the regional transition schools. AISWA was able to fund this in part from some savings on some

projects due to COVID and by accessing some interest earned and \$40,000 from 2022 planned expenditure. Hence the actual spend for 2021 was \$60,000 higher than the budget.

This approach was necessary as the 2020 and 2021 CAF Workplan while stating funds were set aside for Special Circumstances Funding, they were not actually in the budget as the demand was unknown. This has been amended in the 2022 to 2025 Workplan where an amount for this priority has been budgeted.

Financial Report

2021 Budgeted Funding and Actual Expenditure

Expenditure for 2021 by activity is outlined in the table below. Expenditure for 2021 by school is outlined in *Attachment A – CAF 2021 School Level Data Report*.

Activities/Initiatives	Expenditure type	Budgeted for 2021	Actual Spend in 2021
<u>A – Choice and Affordability</u>			
<i>Choice and Affordability</i>	Centralised	\$50,000	\$60,380
	Distributed	\$0	\$8,545
<u>B – Transition Assistance</u>			
<i>Regional Assistance</i>	Centralised	\$128,000	\$112,105
	Distributed	\$108,000	\$108,000
<i>Other Eligible Schools</i>	Centralised	\$33,000	\$26,910
	Distributed	\$56,000	\$56,000
Total for Priority B	Centralised	\$161,000	\$139,015
	Distributed	\$164,000	\$164,000
<u>C – Special Circumstances Funding</u>			
<i>Activity name: Grant to one school</i>	Centralised	\$10,000	\$0
	Distributed	\$0	\$100,000
<u>D – Strengthening outcomes for schools and educationally disadvantaged schools and students</u>			
<i>Aboriginal Community Schools Governance Project</i>	Centralised	\$85,000	\$73,332
	Distributed	\$0	\$0
<i>Working with Curriculum and Re-Engagement Schools</i>	Centralised	\$60,000	\$70,500
	Distributed	\$0	\$0
<i>Improving outcomes for underperforming students</i>	Centralised	\$100,000	\$87,000
	Distributed	\$0	\$0
Total for Priority D	Centralised	\$245,000	\$230,832
	Distributed	\$0	\$0
<u>E – Student wellbeing and support</u>			
<i>Student well-being and support</i>	Centralised	\$150,000	\$138,068
	Distributed	\$0	\$0
	Administrative costs	\$17,430	\$16,590
	Total expenditure	\$797,430	\$857,430
	Deferred funding	\$0	\$0

Schools' Use of Distributed CAF Funding

Twenty three schools received direct grants to assist with planning for transition to their DMI CTC in 2022. To account for this schools produced a transition plan that documented what they had done, and planned to do, for a smooth transition.

For the school that received the Special Circumstances funding they had to complete the application documenting how the funds would be used to alleviate their special circumstances and confirmed that that was the case.

Two regional schools received a small grant to contribute towards travel and accommodation expenses for attending three full day workshops in Perth as part of the Choice and Affordability priority.

Expenditure Profile for 2022–2029

This table reflects the NGRB’s planned expenditure over 2022 to 2029 consistent with its CAF Agreement and, where applicable, its CAF Work Plan, with any variations outlined below.

	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	\$5,475,458	\$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	\$7,548,794							
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	\$5,515,767	\$5,668,937	\$5,810,631	\$5,966,577	\$6,106,901	\$6,261,737	\$6,421,217	\$6,576,001
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	\$0
Accrued deferred funding from the relevant year and previous years to be spent in a future year	\$6,620,835	\$5,675,076	\$4,729,317	\$3,773,558	\$2,827,799	\$1,882,040	\$936,281	

[*NGRBs with Work Plans can include the following note: Funding over 2026 to 2029 is indicative and will finalised through 2026-2029 Work Plan to be settled in 2025.]

Activity Report

Activity/Initiative	Name
Priority	A – Choice and Affordability

Activity Description

Schools were invited to join a project that looked at what ‘choice’ in the independent sector represents and how to enhance what they offer in attracting families. There were a few parts to this activity. One was offering a series on online sessions on marketing your school, another was an online financial planning webinar and the third was with NoTosh where six schools worked over three terms to unpack what was important to their school and how they could make their school more appealing to their current and future families.

The three online marketing webinars were open to all schools and the topics were:

- How to bring strategy to your media purchasing to improve campaign effectiveness
- Harnessing the potential of your Alumni community
- Creating a powerful school website

These webinars were very well attended and the feedback was very positive with participants all taking away a better understanding of how to position their school to be the school of choice and how to leverage their school community and alumni to market their school.

The financial planning webinar looked at what schools could do to maintain their fee levels by implementing efficiencies in their operations. Feedback on this was very positive with schools reporting taking cost saving measures away with them to implement at their school.

Expressions of Interest were called for the NoTosh work as this part of the activity. This project was a huge commitment by the school and the leadership team from each school. Six schools were part of this project and 45 people attended the three full day workshops spread over the year. Between the workshops NoTosh worked with the schools online to keep the schools on track with unpacking what their school offers and how they can plan to improve their offerings to the community. This project involved schools creating an area, ideally in reception, where all members of the school community could post what is good about the school, why they attend the school and what more could the school offer. This information is collated into what our school stands for and how can we make progress to that ideal. In some cases, this resulted in a new Mission statement and a new Strategic Plan and an update of how they present themselves to prospective parents by making their point of difference very clear.

As well as being clear about why parents choose this school, the schools were also supported to analyse their business model. Schools have various business models in how they cost their services from ‘all inclusive’ fees through a range of models to a base fee and then additional charges for co-curricular offerings, camps, excursions etc.

Schools are keen to remain affordable to families and must also not change their ‘brand’ significantly or they risk losing current enrolments. Schools knew it was very important to be clear about what families value and why they chose that particular school. This part of the Choice and Affordability project with the NoTosh group was very intense for participating schools and one principal commented it was one of the hardest professional learning programs he had been in but also one of the most useful for his school.

Outcomes Achieved

Outcomes	Indicators of success
<ul style="list-style-type: none"> • Schools attending the marketing webinars have improved websites and communications strategies with potential families • Participating Schools have a clear statement and presentation of what their school offers and their point of difference • Participating Schools have a business model that suits their operations and is accepted and valued by their clientele • Potential Independent school families have a process to use in selecting a school 	<ul style="list-style-type: none"> • 61 schools attended the three marketing webinars and reported updating their websites and communications strategies • 50 schools attended the financial planning session • During 2021 six schools participated in the NoTosh project with two from regional areas • The two regional schools received some financial assistance to attend the sessions in Perth • The six schools were represented by a total of 45 staff across the schools • All NoTosh participating schools have a clear statement of what they represent and provide to families in terms of choice and all revisited what is really valued by the school community • All participating schools have reviewed their business model and modified it as appropriate to ensure they continue to be affordable while maintaining their point of difference

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"> • The marketing sessions were always planned to be online so all attendees could join remotely • The three NoTosh full day workshops were held face to face but the presenters from Victoria attended the first one and joined the second and third workshop remotely • The one on one support for participating schools was all done remotely • The funds planned for this activity were all expended

Key stakeholders

Stakeholder & Interest/Impact	Engagement Work
<p data-bbox="164 232 544 264">All Independent Schools in WA</p> <p data-bbox="164 271 743 405">The activities in the Choice and Affordability Priority were open to all schools and where presentations were online there was no limit on numbers attending.</p> <p data-bbox="164 427 770 528">The project with NoTosh was open to all schools to submit an Expression of Interest and six schools (with 45 participants) joined in 2021.</p>	<p data-bbox="799 232 1406 479">The activities around marketing and finance were open to all schools and following the actual seminars there were opportunities for ongoing networking and support where required. Online school/principal meetings result in high engagement with often a preference for this 'time efficient' mode of delivery.</p> <p data-bbox="799 501 1369 779">The NoTosh activity required a commitment by schools to 3 full day workshops, plus extensive consultation with their communities and the development of a new image and way forward. Once a school had expressed an interest to be part of this there was constant communication before and after the workshops and ongoing coaching of school staff by NoTosh.</p>

Activity Report

Activity/Initiative	Name
Priority	B – Transition Assistance – Regional Schools

Activity Description

Nine regional schools were identified to receive transition assistance. The criteria used to identify these schools was:

- an ARIA greater than zero,
- a Direct Measure of Income CTC change of 3 or more points from either the 2011 or 2016 SES CTC score,
- receive less funding in any year from 2020 to 2029 under the DMI arrangements than under 2019 indexed Schooling Resource Standard
- have an average fee level of less than \$20,000.

Schools were supported to undertake a forensic analysis of their business model and financial data to identify potential savings and develop a transition plan during 2021 that reflects the reduced grants through the DMI SES and to ensure financial sustainability. Schools were provided a transition plan template which was submitted and finalised at the end of 2021 once the new DMI scores were released.

Schools were provided an indicative grant amount based on:

- the size of the school
- the financial need of the school based on the quantum of the increase in their Direct Measure of Income CTC over the 2011 or 2016 CTC, expected annual growth (whether small positive or negative indexation), debt per student, and other relevant financial ratios.
- the school community and the capacity of that community to contribute additional fees
- the transition plan developed and the 'reasonableness' of that plan

Much of the work in 2021 was done centrally by financial specialists assisting business managers with a forensic analysis of the school's finances and the current financial modelling used by the school. Key to this analysis was identifying potential cost savings and efficiencies so that the school could continue to be financially sustainable where the growth in Commonwealth grants is very low, and in a number of cases, negative. Regional schools were provided with a small grant (\$12,000) to assist with this analysis and the preparation of their transition plan.

Outcomes Achieved

Outcomes	Indicators of success
<ul style="list-style-type: none">• A model for the forensic analysis of a school's business model and financial data is developed• Schools have evaluated the best model for a transition to their new funding under the DMI• A process for developing transition plans was produced for use by schools• Schools submit their transitions plans to access grant assistance from 2022	<ul style="list-style-type: none">• A forensic analysis model is produced for use by the identified schools should they require that assistance• All participating schools have scenarios to evaluate the best way forward to transition to the new funding model• All participating schools have a transition plan as a result of this process• Transition plans for funding assistance are received from participating schools• Submissions are evaluated and schools informed of result to receive additional funding in 2022 and beyond

Risk Management

Risk	How the risk will be managed
<ul style="list-style-type: none">• A particular school was unable to develop a transition plan that would ensure financial viability• A school fears a significant loss of enrolments so that it appears it may no longer be financially viable• A school lacks the resources or capabilities to put measures in place to transition to the DMI CTC	<ul style="list-style-type: none">• AISWA would support a school in developing their transition plan by providing a planning template and pre-populating some of the data• 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 Work
<p data-bbox="164 237 469 264">Eligible Regional Schools</p> <p data-bbox="164 286 772 528">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 data-bbox="164 555 772 797">The regional schools are: Bunbury Cathedral Grammar School, Court Grammar School, Esperance Anglican Community School, Georgiana Molloy Anglican School, Geraldton Grammar School, Great Southern Grammar, St James Anglican School, Swan Christian College and Tranby College.</p>	<p data-bbox="799 253 1412 495">During 2021 AISWA held online meetings and then met with each of the regional schools involved in this activity. A draft Transition Templates was developed, pre-populated with some data and sent to schools. This contact continued during the year as schools reflect on their progress and access support offered.</p>

Variations from Agreement / Work Plan

During 2021 AISWA submitted a revised workplan to enable small grants to be made to schools to assist them developing their transition plans. DESE approved this variation in August 2021. The funds were from the Transition line so moved from Centralised to Distributed Expenditure.

Activity Report

Activity/Initiative	Name
Priority	B – Transition Assistance – Other Eligible Schools

Activity Description

Fourteen other schools were identified to receive transition assistance. The criteria used to identify these schools was:

- a Direct Measure of Income CTC change of 3 or more points from either the 2011 or 2016 SES CTC score,
- a growth rate of less than 3% during the period 2022 through 2029
- receive less funding in any year from 2020 to 2029 under the DMI arrangements than under 2019 indexed Schooling Resource Standard
- have an average fee level of less than \$20,000.

Schools were supported to undertake a forensic analysis of their business model and financial data to identify potential savings and develop a transition plan during 2021 that reflects the reduced grants through the DMI CTC and to ensure financial sustainability. Schools were provided a transition plan template which was submitted and finalised at the end of 2021 once the new DMI scores were released.

Schools were provided an indicative grant amount based on:

- the size of the school
- the financial need of the school based on the quantum of the increase in their Direct Measure of Income CTC over the 2011 or 2016 CTC, expected annual growth (whether small positive or negative indexation), debt per student, and other relevant financial ratios.
- the school community and the capacity of that community to contribute additional fees
- the transition plan developed and the 'reasonableness' of that plan

Much of the work in 2021 was done centrally by financial specialists assisting business managers with a forensic analysis of the school's finances and the current financial modelling used by the school. Key to this analysis was identifying potential cost savings and efficiencies so that the school could continue to be financially sustainable where the growth in Commonwealth grants is very low, and in a number of cases, negative. This group of schools were provided with a small grant (\$4,000) to assist with this analysis and the preparation of their transition plan.

Outcomes Achieved

Outcomes	Indicators of success
<ul style="list-style-type: none">• A model for the forensic analysis of a school's business model and financial data is developed• Schools have evaluated the best model for transition to the DMI CTC• A process for developing transition plans was produced for use by schools• Schools submit their transitions plans to access grant assistance from 2022	<ul style="list-style-type: none">• A forensic analysis model is produced for use by the identified schools should they require that assistance• All participating schools have scenarios to evaluate the best way forward to transition to the new funding model• All participating schools have a transition plan as a result of this process• Transition plans for funding assistance are received from participating schools• Submissions are evaluated and schools informed of result to receive additional funding in 2022 and beyond

Risk Management

Risk	How the risk will be managed
<ul style="list-style-type: none">• A particular school was unable to develop a transition plan that would ensure financial viability• A school fears a significant loss of 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">• AISWA would support a school in developing their transition plan by providing a planning template and pre-populating some of the data• 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 Work
<p data-bbox="164 280 469 309">Eligible Regional Schools</p> <p data-bbox="164 331 772 577">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 data-bbox="164 600 767 981">The other eligible schools are: Austin Cove Baptist College, Frederick Irwin Anglican School, Grace Christian School, Helena College, Hope Christian College, John Wollaston Anglican Community School, Lake Joondalup Baptist College, Living Waters Lutheran College, Mandurah Baptist College, Peter Carnley Anglican Community School, Peter Moyes Anglican Community School, Rockingham Montessori School, South Coast Baptist College and Swan Valley Anglican Community School</p>	<p data-bbox="802 297 1410 544">During 2021 AISWA held online meetings and then met with each of the schools involved in this activity. A draft Transition Templates was developed, pre-populated with some data and sent to schools. This contact continued during the year as schools reflect on their progress and access support offered.</p>

Variations from Agreement / Work Plan

During 2021 AISWA submitted a revised workplan to enable small grants to be made to schools to assist them developing their transition plans. DESE approved this variation in October 2021. The funds were from the Transition line so moved from Centralised to Distributed Expenditure.

Activity/Initiative	Name
Priority	B – Transition Assistance – NAAF Schools

Activity Description

Ten West Australian Independent Schools have been identified as having been eligible for National Adjustment Assistance Fund (NAAF). Schools in this group would be offered the opportunity to apply for a small grant to assist with planning for low or negative growth from 2022 through 2029. The indicative allocation to WA under the original NAAF plan was quite low and thus grants to these schools would be less than \$50,000. A number of these schools have indicated they will not be accessing this support.

This group of schools, as with many other schools, have been accessing some of the online marketing and financial planning support offered as part of the Choice and Affordability priority.

No school in this group was eligible for assistance until 2022.

Outcomes Achieved

Outcomes	Indicators of success
<ul style="list-style-type: none"> Some schools in this group join the Somerset webinar for financial planning and the Image 7 Marketing webinar 	<ul style="list-style-type: none"> A number of schools joined the webinar on financial planning and the marketing webinars

Risk Management

Risk	How the risk will be managed
<ul style="list-style-type: none"> A school fears a significant loss of 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 Work
<p>NAAF Schools</p> <p>Small grants are available to the schools from 2022</p> <p>The other eligible schools are for 2022 to 2028: All Saints College; Bunbury Cathedral Grammar School, Guildford Grammar School, Hale School, Penrhos College, Perth College, St Mary's Anglican Girls School, and Wesley College, and 2025 to 2028 Banksia Montessori School and St Hilda's Anglican School for Girls.</p>	<p>During 2021 AISWA held a webinar on financial planning and marketing for schools.</p>

Activity Report

Activity/Initiative	Name
Priority	C – Special Circumstances Funding

Activity Description

This priority was met by providing a process whereby schools could apply to access support in special circumstances. Initially \$200,000 was set aside in 2020 for this priority and another \$100,000 in 2021 with the capacity to be topped up dependent upon demand for assistance. While these funds were notionally set aside they were not actually in the 2020 or 2021 budget submitted as part of the Workplan. AISWA developed an application and approval process that was made available to schools to access on an as needed basis. This activity supported one school in 2021 impacted by special circumstances.

Special Circumstances Assistance was to 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 would vary by the type of circumstance as schools can experience financial stress as a result of a range of events. The school that successfully applied for this funding encountered very significant financial loss when a large building contractor went out of business leaving the school many hundreds of thousands of dollars out of pocket. This resulted in an unexpected financial loss. AISWA also worked with the school to assist with their planning and recovery of their project. The following is an extract from the school's submission for assistance and AISWA's follow up questions.

Pindan Projects was the builder contracted to complete the school's gymnasium. Pindan entered into Liquidation on the 18/5/2021. The gymnasium project was 15% complete when Pindan ceased works on the 19/5/2021. Geraldton Grammar School had paid \$625,429.82 for the works completed. Pindan Projects price to complete the gymnasium project was \$5,980,803.29 (GST Excl). In addition, the project budget for Architects and Sub Consultant Fees and Disbursements were \$273,076.00 (GST Excl).

Geraldton Grammar School recently re-tendered the remaining works for the Gymnasium project, and a new contract was awarded, at a value of \$6,453,059 (GST Excl). The project will now be completed in April 2022, five months later than the original completion date.

Due to higher contract costs and project overruns, the Project Architect and Sub Consultants have estimated additional costs to the value of \$116,079, for their component of the work.

In summary, Geraldton Grammar School had additional costs of \$1,213,764.53 to complete the project. [The initial payment to Pindan, the additional cost of the re-tendered project and the additional cost of Architects and consultants]

AISWA followed up with the school to assess whether the school would get any restitution for the work not done, or to recover any of the additional costs incurred in re-tendering for the project. The School has submitted an invoice to Pindan Projects to the value of \$3,119,282.30 based on the likely cost to the owner to complete the works. This process was outlined in Clause Q9 of the School's Contract with Pindan.

The Liquidator has not recognised the School as a Creditor and therefore will not provide any restitution as part of the Liquidation of Pindan Projects.

The school also informed us when questioned they did not have any insurance to cover this situation and nor did the builder have insurance against going into liquidation.

Outcomes Achieved

Outcomes	Indicators of success
<ul style="list-style-type: none"> A school in special circumstances applies for special assistance When the application is approved the school receives financial assistance 	A school successfully accessed this priority when a special circumstance arose

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 monitored the school's use of funds and their progress in addressing the circumstances and provided in kind support as needed.

Key stakeholders

Stakeholder	Engagement Work
<p>Stakeholder name: All Independent Schools in WA</p> <p>This activity would 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 Report

Activity/Initiative	Name
Priority	D – Strengthening outcomes for schools and educationally disadvantaged schools and students – Aboriginal Community Schools Governance Project

Activity Description

This project continued to work with **Aboriginal Independent Community Schools** to engage the Aboriginal community within which the school operated 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

This initiative targeted leadership and skills development of the school board members and included engagement of senior students in school leadership.

The essential focus on two-way learning for the empowerment of school board members in making their voices heard and acted upon was 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 agentive 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.

In 2021 at the annual remote schools’ governance conference a session was presented showcasing one community’s journey to create a clearly articulated vision and business plan.

The business plan set out clear priorities and learning targets with ongoing review of student progress, school board effectiveness, and accountability procedures to monitor progress against student outcomes.

Face-to-face meetings were held at the two schools who submitted an expression of interest, Rawa Community School and Purnululu School. At these meetings priorities were established, by school board members, towards effective school board leadership.

Outcomes Achieved

Outcomes	Indicators of success
<p><u>Rawa Community School</u></p> <ul style="list-style-type: none"> Identified three key areas for improvement: community engagement and development of a cohesive vision across campuses, understanding school finances, and cultural awareness for teachers The school board identified their first priority as community engagement. <p><u>Purnululu Aboriginal Independent Community School</u></p> <ul style="list-style-type: none"> Identified three key areas for improvement: staff recruitment and induction, cultural awareness for teachers, and understanding school finances The school board identified their priorities as staff recruitment and induction, and cultural awareness for teachers Identification of professional agencies able to support the chosen priorities 	<ul style="list-style-type: none"> Attendance at and participation in face-to-face meetings Attendance at annual remote schools' governance conference Creation by board members, of promotional material for display in the community Engagement and support of professional expertise from outside agencies: Rawa Community School have consulted with Community First Development. Purnululu School have consulted with Indigenous Consulting Group Ongoing professional support provided by <i>Forward Thinking</i> consulting.

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"> During 2021 alternative presentation arrangements were made using online presentations Attempts were made to re-schedule an activity and review it to make it more appealing Schools were directly invited to take part Should an activity not take place the funds would have been rolled into the following year or another activity with permission from DESE AISWA worked closely with participating schools and made every effort to keep community members engaged, or if considering withdrawing get them re-engaged.

Key stakeholders

Stakeholder & Interest/Impact	Engagement Strategy
<p data-bbox="164 282 746 309">All Aboriginal Independent Community Schools</p> <ul data-bbox="164 320 775 784" style="list-style-type: none"><li data-bbox="164 320 775 387">• All Aboriginal Independent Community Schools were invited to participate in the project<li data-bbox="164 394 775 566">• 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<li data-bbox="164 573 775 678">• School business plans will accurately reflect the vision, goals and objectives of the community for their young people's education<li data-bbox="164 685 775 784">• Projects to be reviewed at regular monitoring points negotiated with all external agencies, and community organisations involved.	<ul data-bbox="802 282 1412 784" style="list-style-type: none"><li data-bbox="802 282 1412 387">• Online meetings were held at regular intervals and an AISWA staff member continued to facilitate at all stages of the project<li data-bbox="802 394 1412 499">• Face-to-face meetings when possible, building positive relationships and trust through regular contact<li data-bbox="802 506 1412 701">• 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<li data-bbox="802 707 1412 784">• To engage all stakeholders in school business planning.

Activity Report

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

Activity Description

The second project as part of this priority worked with the **Curriculum and Re-Engagement Schools** to improve the attendance and engagement of secondary disengaged students and did lead to improved educational outcomes. Some students have difficulty learning or even just being in class. The Grattan Institute had highlighted the issue of student engagement as being of concern. In low socio-economic areas this issue is often particularly marked. Research has shown that creativity is effective in helping to ease or eliminate the difficulty of not engaging, or, for those engaged students increase their achievement.

To increase attendance and engagement creative learning strategies were implemented through the establishment of meaningful partnerships between teachers, creative (arts) practitioners, children and young people. This complemented school strategies for raising attainment, improving well-being and supporting inclusion.

The partnerships addressed a priority learning area—mathematics, HASS or science—and employed creative ways of teaching the curriculum. Through these partnerships the learning experience of children and young people was transformed and helped to prepare them for the opportunities and careers of the twenty-first century.

Students used enhanced understandings to create their own dyes using natural resources (plants, fruit, etc.) which were then taken by artists to create artworks as an end product of the process. The story of the dye creation through to final art project then formed part of an exhibition of both the students' and the artists' work.

Outcomes Achieved

Outcomes	Indicators of success
<ul style="list-style-type: none"> • Participating schools developed a case for implementation and expressed interest through a formal application process • Schools developed an ethnographic approach with students to determine the co-designed curriculum implementation • School based project managers supported the program implementation to ensure high participation. • Creative habits formed in students • Students have learned to work collaboratively • Students have found a sense of self-worth that is not tied to results, but to how they feel while participating, resulting in: <ul style="list-style-type: none"> ○ Greater Engagement ○ Willingness to take risks ○ Enhancing Resilience and Confidence ○ Improved Collaboration ○ Enhanced Creativity ○ Deeper Learning ○ Improved Reflection and Self-Knowledge 	<ul style="list-style-type: none"> • 2021 had four schools involved with cohorts of educationally disadvantaged students • All participating schools developed an exhibition style assessment of the learning of the student cohort as teachers have developed new ways of measuring learning, and teaching • Project managers developed case studies to share with other like schools • A final exhibition of the work was made open to the public • Students who do not normally engage with or attend school have become more engaged, with higher attendance

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"> • Alternative presentation arrangements were made using online presentations and bringing people together in a room with external presenters coming in online • Attempts were made to re-schedule an activity and review it to make it more appealing • Schools were targeted as a personal invitation and this produced a positive result • 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	Engagement Work
<p>Curriculum and Re-engagement (CARE) Schools</p> <p>In 2021 there were 10 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 received an invitation to participate in this project and individual contact was made with each school to ascertain interest and explain the project.</p>

Activity Report

Activity/Initiative	Name
Priority	D – Strengthening outcomes for schools and educationally disadvantaged schools and students - Improving outcomes for underperforming students

Activity Description

The third project as part of this priority looked at underperforming schools in the **National Assessment Program for Literacy and Numeracy (NAPLAN)**. 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 identified the learning needs for students based on misconceptions in Mathematics or specific areas of English development. The assessment analysis was checked against a progression of skills from the early years. The students were identified at or below minimal standard with a view to establishing Individual education programs based upon their knowledge and understanding. Using the *Valuate* platform (AISWA's NAPLAN analysis tool) for the online performance of students, the item descriptors then formed the basis of specific learning plans for the identified students.

The aim was to implement professional learning to use *Valuate* to establish the progression of learning of every student who completed more than one assessment paper in each 'Learning Area'. The data for each student was then diagnosed and each item analysed to clarify the learning requirements.

In addition to NAPLAN support, Brightpath: Next Steps Writing created an innovative professional learning opportunity for school leaders to nurture and develop students' writing skills through literature and a focus on language, storytelling, character, and the creative process. This professional learning gave school leaders and aspiring leaders the unique opportunity to work with fellow professionals to improve children and young peoples' writing and reading. The professional learning took the form of a Train the Trainer course and provided all the resources to engage staff to use quality literature to invigorate, stimulate, and explicitly teach students to write engaging stories.

AISWA and Brightpath: Next Steps Numeracy offered professional learning sessions designed to support school leaders and teachers with leading innovative and exemplary teaching as well as leading formative assessment and school-based action research. The professional learning examined key exemplary teaching and leadership competencies with a view to supporting all students in their numeracy development. An integral part of this professional learning was led by senior academics from the University of Notre Dame. The focus was to use the data to inform planning at the individual student, small group or class, or whole school level and targeted developing appropriate conceptual understandings in numeracy for effective progress for all students.

Outcomes Achieved

Outcomes	Indicators of success
<ul style="list-style-type: none"> • To identify the learning needs for students based on misconceptions in Mathematics or specific areas of English development • 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 • 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"> • At least twenty schools, that complete the NAPLAN assessment Online, participated in targeted professional learning using Valuate • Participants were supported to develop learning opportunities for the at-risk students in years 3, 5, 7 & 9 • Samples of work plans and data on student gain were shared • The skills and knowledge in reading and writing were delivered in a professional and engaging manner • Teachers and school leaders developed innovative and new ways into reading and writing teaching and was evidenced by high student engagement • Teachers analysis and use of data had a direct impact on teacher planning.

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"> • Alternative presentation arrangements were made using online presentations and bringing people together in a room with external presenters coming in online. • Attempts were made to re-schedule an activity and review it to make it more appealing • Schools were targeted as a personal invitation and resulted in a positive result • 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	Engagement Work
<p data-bbox="165 277 544 309">All Independent Schools in WA</p> <ul data-bbox="165 315 767 524" style="list-style-type: none"><li data-bbox="165 315 767 421">• The main stakeholders will be schools with under-performing students in Literacy or Numeracy<li data-bbox="165 427 767 524">• All schools will be given ample opportunity to participate, and this will be linked to the AITSL Teacher Standards.	<ul data-bbox="804 277 1401 555" style="list-style-type: none"><li data-bbox="804 277 1401 456">• Schools were invited to participate in this project through a blanket invite, then some specific schools with a large number of under-performing students received individual invitations to participate<li data-bbox="804 463 1401 555">• During the project schools joined networks and were visited on a number of occasions by the project leader

Activity Report

Activity/Initiative	Name
Priority	E – Student wellbeing and support

Activity Description

This project utilised the expertise of a Child Protection/Child Safety specific trained AISWA staff member to have responsibility for Child Protection within the existing Inclusive Education team and to keep the team updated on Child Protection matters, to ensure the team can support schools in this area.

This staff member supported 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:

- Schools having access to an AISWA staff member for support in the areas of Child Abuse, Grooming and Mandatory Reporting
- Schools having child safe programs available and training for all staff to ensure opportunity for the safety for all students
- Updating schools with Child Protection information / changes
- Supporting 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
- Providing guidelines on Policies, procedures and practices that relate to Child Protection

Outcomes Achieved

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”</i> – <i>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) <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. • Inter-sector professional learning: Robert Tucker webinars (3) in sexual behaviour in children and young people • One on one support and consultation in specific child protection matters • Inter-agency representation on the Mandatory Reporting Interagency group 	<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 • Engagement in inter-sector webinars • Schools requiring support in child protection matters which also involved communication with the Mandatory Reporting Service • Up to date information from the Police, Mandatory Reporting service, other education sectors and the Royal Commission into Institutional Responses to Child Sexual Abuse.

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">• Alternative presentation arrangements were made using online presentations• Attempts were made to re-schedule an activity and review it to make it more appealing• Schools were 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	Engagement Work
<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>

NGRB Annual Report Sign Off

This annual report is submitted in fulfillment of the annual report requirements in sections 50, 51 and 52 of the CAF Guidelines.

Name and Position of the person signing off on behalf of the NGRB: Valerie Gould, Executive Director of AISWA

Date: 28 April, 2022