
Choice and Affordability Fund

Annual Report 2022

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

Summary of 2022

2022 proved to be another disrupted year in Western Australia, particularly in Terms 1 and 2. 2022 saw the arrival of the Omicron strain of COVID-19 into WA and in schools during Term One. The year saw COVID vaccinations mandated for all school workers and for anyone entering school grounds other than ad hoc visitors. Despite this disruption in 2022 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 with significant outcomes.

There was a substantial reduction in face-to-face interactions in Terms 1 and 2, including the Aboriginal Independent Schools Governance Conference, due to COVID-19 restrictions. AISWA continued to provide CAF transition grants to schools that were considerably impacted by the shift from the previous SES model to the DMI CTC model. Other CAF activities included a strategy immersion project facilitated by NoTosh to assist schools impacted by reduced funding as well as a range of projects targeting educationally disadvantaged students, and provision of increased support for student health and wellbeing with the appointment of a dedicated Wellbeing Consultant.

Some of the activities offered to schools through CAF were available to all schools in the sector. Examples of this were the series of Financial sessions and a sector wide invitation to schools to be part of specific projects. Other projects targeted groups of schools such as the Curriculum and Re-Engagement schools and the Aboriginal Independent Community Schools.

Over half the expenditure in 2022 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. 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. In 2022 AISWA commenced under Priority D the transition project that works with Aboriginal communities, schools and families to support young people transition from primary schooling in remote locations to successful secondary schooling either still in community or in boarding facilities. As the year progressed it became obvious that there as a broader need to assist Aboriginal communities, schools and families to support aboriginal students and this project will evolve to meet this need in 2023, which will include working with schools more broadly in regard to Aboriginal and Torres Strait island students in their schools.

Another very successful project in 2022 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 innovative curriculum and assessment program was developed by FORM's Creative Schools aimed to increase attendance and engagement using creative learning strategies implemented through the establishment of meaningful partnerships between teachers, creative (arts) practitioners, children and young people. In forging a partnership with a creative professional, who brings a very different approach, the teachers involved must negotiate a new type of teaching experience, where they're challenged to readjust or let go of familiar pedagogies. The creative professionals have to adapt, adjust pace, learn when to step forward, when to hold back. The project was very successful, and the intention is to expand it more fully in 2023.

Finally, in 2022 AISWA commenced the CAF wellbeing pilot which supported the engagement of school-based health and wellbeing officers to drive mental health and wellbeing in the school. The project in 2022 had a pilot of 10 schools and early results indicate a raised awareness and shared understanding of best practice wellbeing approaches and factors related to successful wellbeing interventions. This project will include more schools over the 4-year period.

Other achievements regarding CAF in 2022 include support for the ongoing implementation of the Australian Curriculum, the WA Curriculum, and the Senior Secondary WACE courses, support for schools with literacy and numeracy strategies including assisting schools analyse NAPLAN data using Valuate and preparing for NAPLAN online move to March 2023, advice and consultative support in the areas of Child Protection, and support for governing bodies and school leaders with school governance.

Financial Report

2022 Budgeted Funding and Actual Expenditure

Expenditure for 2022 by activity is outlined in the table below. Expenditure for 2022 by school is outlined in *Attachment A – CAF 2022 School Level Data Report*.

Please ensure the total centralised and total distributed funding reported by priority in the table below is consistent with the total funding reported by priority reported in *Attachment A– CAF 2022 School Level Data Report*.

Activities/Initiatives	Expenditure type	Budgeted for 2022 ¹	Actual Spend in 2022 ²
<u>A – Choice and Affordability</u>			
Promoting School Choice and improved school marketing	Centralised	\$110,000	\$145,300
	Distributed	\$0	\$0
<u>B – Transition Assistance³</u>			
Regional Transition Support	Centralised	\$120,000	\$124,322
Other Transition Support	Distributed	\$2,244,032	\$2,244,032
	Regional Distributed	\$1,314,720	\$1,314,720
Transition support for NAAF	NAAF School Distributed	\$200,000	\$155,000
Total for Priority B	Centralised	\$120,000	\$124,322
	Distributed	\$3,758,752	\$3,713,752
<u>C – Special Circumstances Funding</u>			
Special Circumstance upon successful application	Centralised	\$0	\$0
	Distributed	\$150,000	\$0
<u>D – Strengthening outcomes for schools and educationally disadvantaged schools and students</u>			
Curriculum Re-engagement Schools Project	Centralised	\$189,698	\$294,310
Enhancing Achievement through use of data	Centralised	\$130,000	\$125,951
Aboriginal School Governance Project	Centralised	\$80,000	\$79,646
Support for transition of Aboriginal students to secondary settings	Centralised	\$237,957	\$84,366
Total for Priority D	Centralised	\$637,655	\$584,273
	Distributed	\$0	\$0

E – Student wellbeing and support

1 This must reflect the Agreement or 2022-2025 Work Plan.

2 If there is a variation from that planned, a concise explanation must be provided in the Activity Report section. Please note, only minor variations should be reported in this section. Under paragraph 53 of CAF Guidelines, the NGRB will be assessed on the consistency of the annual report to with the Agreement / Work Plan. Substantial variations must be agreed with the Department through revisions to the Agreement / Work Plan. Substantial variations cannot be agreed retrospectively.

3 Transition assistance for regional schools must be separately identified as an activity. Transition assistance for schools that would have been eligible for the National Adjustment Assistance Fund must be separately identified as an activity.

Activities/Initiatives	Expenditure type	Budgeted for 2022 ¹	Actual Spend in 2022 ²
Supporting Safe School Environments	Centralised	\$160,000	\$209,283
Health and well-being pilot	Centralised	\$70,000	\$ 55,280
	Distributed	\$300,000	\$ 300,000
Student well-being and developing resilience	Centralised	\$160 000	\$139,198
Total for Priority	Centralised	\$390,000	\$403,761
	Distributed	\$300,000	\$300,000
	Administrative costs⁴	\$60,000	\$60,000
	Total expenditure⁵	\$5,466,407	\$5,331,408
	Deferred funding	\$0	\$0

Interest earned that is being carried forward to 2023

Interest earned but not spent since last annual report ⁶	\$81,837
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Twenty schools received direct grants to assist with planning for transition to their DMI CTC in 2022.

Previous accountability by schools in this group required an initial transition plan which documented what they had done, and planned to do, for a smooth transition.

An internal review took place during 2022 of all schools involved with this element, with further planned review of the workplan over the next 3 years out to 2025.

During 2022, there were no direct funding to any schools for Special Circumstances.

Five Schools received funds from the National Adjustment Assistance Fund (NAAF) after an application process seeking commitment by schools to undertake reviews and analysis to formulate a strategy around lower funding levels.

One regional school 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.

One regional school also received support to contract a Demographic Specialist to review their draw area for enrolments and report to the Board and executive.

Ten Schools received allocations under the Wellbeing Priority E.

Expenditure Profile for 2023–2029

This table reflects the NGRB’s planned expenditure over 2023 to 2029 consistent with its CAF Agreement and, where applicable, its CAF Work Plan, with any variations outlined below.

Please provide the latest expenditure profile to 2029. Please note, this table should only be used to report minor variations. Under paragraph 53 of CAF Guidelines, the NGRB will be assessed on the consistency of future annual reports with the Agreement / Work Plan. Substantial variations must be agreed with the Department through revisions to the Agreement and/or Work Plan.

	2023	2024	2025	2026*	2027*	2028*	2029*
NGRB’s total estimated funding allocation as advised by the department	\$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	\$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, 2021 and 2022, to be carried forward to 2023 ⁷	\$6,862,995						
Accrued interest earned on funds held in 2020, 2021 and 2022, to be carried forward to 2023 ⁸	\$81,837						
NGRB’s planned expenditure for the relevant year ⁹	\$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 ¹⁰	\$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 ¹¹	\$0	\$0	\$0	\$0	\$0	\$0	
Accrued deferred funding from the relevant year and previous years to be spent in a future year ¹²	\$5,999,073	\$5,053,314	\$4,097,555	\$3,151,796	\$2,206,037	\$1,260,278	

[*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

There were two components undertaken in this activity. One was offering a financial governance training online seminar delivered by an expert in school finance and data analysis. The second, was delivered utilising the organisation NoTosh, where six schools worked over three terms to unpack what was important to their school, the strategies adopted, extensively reviewing their Mission Statement, and how they could make their school more appealing to their current and future families.

Schools were invited to join a project facilitated by NoTosh, with a focus on “Our Mission, Our Strategy, Accelerator Project”. Six schools joined the project, including one regional school. This project was a significant commitment by the school and the leadership team from each school. Overall, 40 people attended the three full day face-to-face workshops spread over the year.

In conjunction with the face-to-face workshops, NoTosh worked with the schools online to keep the schools on track and monitor progress, investigate what their school offer, what the community of the school believes is important, how the school operates, and how to develop a new business model with their individual value proposition and mission. Schools were guided through the “Agile Methodology” process to determine next steps for their strategy in the attempt to assist school leaders identify and implement plans to manage the change to funding for their school.

In conjunction with the school developing a value proposition 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, such as camps and excursions.

The second activity for Priority A was the offering of online financial governance training. This training provided advice and case studies on ways in which schools could maintain their fee levels with reduced funding by implementing efficiencies in their operations. This included benchmarking against other like schools and using historical data and ratio analysis to inform their governing body on the current and future targets to maintain financial viability under the new DMI funding model.

Over 100 participants joined the webinar with the feedback being very positive and schools reporting cost saving initiatives being useful to implement at their school. Additionally, one regional school was provided with a small allocation of funds to commission a specific demographic report for their area. This identified population growth corridors, age demographics and household incomes. The school's intention is to use this data to help inform marketing strategy, their fee structure and alignment to their brand.

Outcomes Achieved

Outcomes	Indicators of success
<ul style="list-style-type: none"> • Schools attending NoTosh Mission & Strategy workshops have clearer and more contemporary statements of intent. • 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. • Attendees of the Financial Governance webinar included School Board and Executives, who now have a clear view on the importance of data analytics. • Demographic reports inform future marketing plans for one regional school. 	<ul style="list-style-type: none"> • 40 attendees from 6 schools attended and fully engaged with the Notosh Accelerator project. One school attended from a regional area and were provided with a travel allowance for attendees. • All NoTosh participating schools have a clear Mission statement of what they represent and provide to families in terms of choice and all revisited what is really valued by the school community • 55 schools and over 111 participants attended the financial governance and using data session. • 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. • The financial impact from changes to the DMI model of funding are embraced into school budgets, with a focus on the future financial viability of the school. • Marketing strategy and funds invested are relevant and ensure current and future parents are targeted effectively.

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 finance session was 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 are able to join workshops 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="165 255 544 286">All Independent Schools in WA</p> <p data-bbox="165 293 743 427">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="165 450 770 584">The project with NoTosh was open to all schools to submit an Expression of Interest and six schools (with 40 participants) were selected to join in 2022.</p> <p data-bbox="165 972 764 1070">The John Somerset Financial Governance session presented on line was well received and attended with positive feedback received.</p>	<p data-bbox="799 255 1406 501">The activities around mission/ strategy 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="799 524 1414 801">The NoTosh activity required a commitment by schools to 3 full day workshops, plus extensive consultation with their communities and the development of a revised or new strategy 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> <p data-bbox="799 824 1394 922">The regional school was allocated travel funds to attend and this allowed full engagement with the face-to-face sessions.</p> <p data-bbox="799 945 1406 1012">Financial Governance webinars were offered to all schools with 111 attendees to the session.</p>

Activity Report

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

Activity Description

During 2022, this work continued in a similar way from 2021, to prepare schools for transition changes through to 2029.

Eight 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

In 2022, these grants were replicated following a review of any revised DMI score changes and their potential impacts. Schools were further supported with general advice on funding changes and the impact on their budgets.

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 	<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

<ul style="list-style-type: none"> Schools submit their transitions plans to access grant assistance from 2022 	<ul style="list-style-type: none"> 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
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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>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>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>During 2022, the work from 2021 continued with AISWA holding both online and face-to face meetings to support schools to continue their work to transition to the DMI model in 2022.</p> <p>This contact continued during the year as schools reflect on their progress and access support offered.</p>

Activity Report

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

Activity Description

During 2022, similar to 2021, twelve 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

In 2022, these grants were replicated following a review of any revised DMI score changes and their potential impacts. Schools were further supported with general advice on funding changes and the impact on their budgets.

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>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>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, Living Waters Lutheran College, Mandurah Baptist College, Peter Carnley Anglican Community School, Peter Moyes Anglican Community School, South Coast Baptist College and Swan Valley Anglican Community School</p>	<p>During 2022, the work from 2021 continued with AISWA holding both online and face-to face meetings to support schools to continue their work to transition to the DMI model in 2022.</p> <p>This contact continued during the year as schools reflect on their progress and access support offered.</p>

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

Activity Description

Ten West Australian Independent Schools have been identified by Government 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 webinars, budgeting advice and planning support offered as part of the Choice and Affordability priority.

During 2022, five schools applied for NAAF assistance with all being granted a one-off payment based on their application and commitment to review their existing finances, new market research, demographics of their school catchment area and other initiatives.

Outcomes Achieved

Outcomes	Indicators of success
<ul style="list-style-type: none"> Some schools in this group joined the Financial Governance webinar. The five schools who applied and were granted funding of between \$25,000 to \$50,000 were: All Saints College Bunbury Cathedral Grammar Hale School St Mary’s Anglican Girls School Wesley College. 	<ul style="list-style-type: none"> A number of schools joined the webinar Projects the schools undertook helped to inform a strategy of change in either their marketing for enrolments, their financial budgeting or their educational models based on stakeholder surveys. Successful indicators would include revisions in strategy, changes to enrolments and revised budget models resulting in for more sustainable financial viability within the constraints of reduced DMI funding for this group of schools.

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, AISWA 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 the way forward.

Key stakeholders

Stakeholder & Interest/Impact	Engagement Work
<p>NAAF Schools</p> <p>Ten identified schools were approached to apply for grants within this category.</p> <p>Five schools actually applied using a standard application process.</p>	<p>During 2022, the work from 2021 continued with AISWA holding both online and face-to face meetings to support schools to continue their work to transition to the DMI model in 2022.</p> <p>This contact continued during the year as schools reflect on their progress and access support.</p>

Activity Report

Activity/Initiative	Name
Priority	C – Special Circumstances Funding

Activity Description

This priority activity provides 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 accumulated given it is dependent upon demand for assistance and circumstances such as natural disasters cannot be predicted. 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.

In 2022, there were no schools supported under this priority.

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

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

Outcomes Achieved

Outcomes	Indicators of success
<ul style="list-style-type: none"> • No school applied in 2022. • AISWA continues to monitor the situation and ensure schools are aware of the funding. 	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 still unable to alleviate the circumstances they have encountered.	AISWA would monitor the school's use of funds and their progress in addressing the circumstances and provide in kind support as needed.

Key stakeholders

Stakeholder	Engagement Work
<p data-bbox="164 248 735 315">Stakeholder name: All Independent Schools in WA</p> <p data-bbox="164 338 767 510">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>	<p data-bbox="794 264 1414 367">All schools have received information over the past few years about this priority and will continue to receive updates over the next 3 years.</p> <p data-bbox="794 389 1414 524">AISWA staff endeavour to identify opportunities to provide these funds as they become aware of for example external weather events or bushfires which could impact member schools.</p>

Activity Report

Activity/Initiative	Aboriginal Independent Community Schools (AICS) Governance and Leadership for improved outcomes for students
Priority	D – Strengthening outcomes for schools and educationally disadvantaged schools and students

Activity Description

This project, commenced in 2020, continued to work with the governing bodies of Aboriginal Independent Community Schools (AICS) to engage them in the school 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 school board members. 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.

Due to the recurrence of COVID19 in early 2022, the annual remote schools’ governance conference was cancelled and planned workshops with the Rawa and Kunawarritji Community Schools in Perth did not go ahead. Instead, several online meetings were conducted with both Rawa Community School and Purnululu School. These meetings targeted identifying potential facilitators within the communities. Due to COVID19 these facilitators were viewed as alternative avenues of support. AISWA consultants worked in collaboration with the identified facilitators and school leaders to frame the best ways to meet the schools’ priorities.

Outcomes Achieved

Outcomes	Indicators of Success
<u>Rawa Community School</u> <ul style="list-style-type: none"> • From the school’s identified priorities community engagement and development of a cohesive vision across campuses was selected as the first focus area. • The School Board decided not to pursue a relationship with Community First, instead preferring to find a facilitator who had good relationships with the community and spoke the local language. <u>Purnululu Aboriginal Independent Community School</u>	<ul style="list-style-type: none"> • Local facilitator identified • AISWA consultants negotiated with the local facilitator, school leader and governing body members to develop an acceptable proposal. • Plans were made to meet in Perth in early 2023 to define the scope of the project and how to move forward.

<ul style="list-style-type: none"> • From the school's three identified priorities staff recruitment and induction was selected as the first focus area • Proposal received from Indigenous Consulting Group. Subsequently withdrawn by ICG due to work constraints and other commitments. • New proposal negotiated between AISWA consultants, school leadership and school board to engage local facilitator with AISWA support. 	<ul style="list-style-type: none"> • Indigenous Consulting Group was consulted. • Local facilitator identified.
<p><u>Additional AISWA Support for Board Members of all AICS schools</u></p> <ul style="list-style-type: none"> • Due to the difficulty of reaching school board members face to face, AISWA consultants began the development of resources that could be adapted by a local facilitator. At previous meetings with all AIC Schools understanding of school finances was highlighted as a point of need. Initial resources development focused on this area. • AISWA consultants developed a deeper understanding of how the ORIC Rule Book informed governance in these two communities. • Researched AIC Schools' financial reports to ensure correct terminology and structure was used in the creation of support modules. • TEAMS meetings Terms 2 & 3 Governance Modules for compliance with WA Dept of Education Registration and Standards requirements. • Aboriginal Social and Emotional Wellbeing Model introduced (National Strategy) • Principal Mentoring opportunity • introduction of commencement of the implementation of the 3A Approach to local aboriginal educators working with children 0-4 years in prior to school programs to ensure smooth transition into school 	<ul style="list-style-type: none"> • Ongoing professional support provided by ForwardThinking consulting focusing on financial training for a School Board. • Resources were provided by ForwardThinking that informed the development of the module. • Plans to present the first module, <i>Money Coming In</i> at the 2023 Governance Conference. Feedback will be sought prior to developing subsequent modules. • Met with WA ORIC representative. • Aligned financial terminology between AICS financial reports and support modules • Attendance at initial and further workshops with Boards and School Executives on Leadership & Teacher Quality, Inclusive Education, with focus on United Nations Rights of Indigenous Peoples, ATSI Leadership Standards and the Alice Springs (Mparntwe) Education Declaration 2019. • All AICS schools included as well as the AISWA Future Footprints Team. • One school included in a Wellbeing Consultant Pilot Project with AISWA • Accepted by several schools with one full board travelling to Perth for a workshop • Surveys and feedback from principals, teachers, Aboriginal educators and board members rated these services relevant, valued and important for successful strengthening of outcomes for both schools and students. • Provision of PL to Early Childhood Educators on the Early Years Learning Framework, Environments, Early Years Principles and Practices, and Assessment for Teaching and Learning onsite in country. • 14 schools participated – all remote schools

Risk Management

Risk	How the risk will be managed
<ul style="list-style-type: none"> • COVID means planned face-to-face sessions and networking cannot occur, particular in the Aboriginal Communities. • 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 2022 alternative presentation arrangements were made using online presentations • Attempts were made to re-schedule an activity and review it to make it more appealing and more at te end of 2022. • Schools were directly invited to take part • AISWA worked closely with participating schools and made every effort to keep community members engaged..

Key stakeholders

Stakeholder & Interest/Impact	Engagement Strategy
<ul style="list-style-type: none"> • All Aboriginal Independent Community Schools were invited to participate in the project • School business plans will accurately reflect the vision, goals and objectives of the community for their young people’s education • Projects to be reviewed at regular monitoring points negotiated with all external agencies, and community organisations involved. 	<ul style="list-style-type: none"> • Online meetings were held at regular intervals and an AISWA staff member continued to engage. • Face-to-face meetings when possible, building positive relationships and trust through regular contact • Engagement of relevant agencies who have strong community development backgrounds and experience with Aboriginal communities, external to AISWA, to provided targeted expertise for the realisation of each school’s first priority

CAF Activity Report 2022

Activity/Initiative	Transition from Primary to Secondary School for Indigenous students: Future Footprints Plus.
Priority	D – Strengthening outcomes for schools and educationally disadvantaged schools and students

Activity Description

This activity provides support for Aboriginal and Torres Strait Islander students who were transitioning from primary school to secondary school in a number of ways and utilised the existing Future Footprints program and network.

AISWA supported coordinators in schools through a range of services, including training and professional development, individual support, collaboration, and data management. In addition, four forums were held throughout the year, providing an opportunity for coordinators to share knowledge and best practices, and to collaborate on strategies for student success, particularly during times of transition. FFP aimed to empower coordinators to create a supportive learning environment that prioritized cultural safety, which enabled students to overcome obstacles and achieve their academic and personal goals.

Our Aboriginal Education Consultant had over 20 years of experience working with young students and was also an Aboriginal man himself. He offered cultural guidance, emotional support, advocacy, and professional development to coordinators and students. His expertise and experience helped schools create a more supportive and inclusive environment for Aboriginal and Torres Strait Islander students during their transition to secondary school and beyond.

In 2022, AISWA established meaningful connections with families in our rural and remote communities. Our consultants made a total of eight visits, dedicating their time to building trust and providing families with essential information about boarding school options in Perth. These outreach efforts proved invaluable to families, who gained peace of mind. AISWA also offered workshops, information sessions, and regular communication to ensure parents and families had the necessary support to help their children navigate the transition to secondary school.

Participating schools Metro schools

Aquinas College	Carmel Adventist College
Christ Church Grammar School	Guildford Grammar School
Hale School	Iona Presentation College
Mazenod College	Mercedes College
Methodist Ladies' College	Penrhos College
Perth College	Presbyterian Ladies' College
Santa Maria College	Scotch College
SEDA	St Brigid's College
St Hilda's Anglican School for Girls	St Marys Anglican Girls' School
Trinity College	Wesley College

Participating AICS (Aboriginal Independent Community Schools)

CAPS Coolgardie	<i>Caps Kurrawang</i>
Karalundi College	Kulkarriya Community School
Nyikina Mangala Community School	Parngurr Community School

Purnululu School
 Strelley Community School
 Yiyili Community School
 Wongutha Caps

Rawa Community School
 Yakanarra Community School
 Yiramalay Studio School
 Wulungarra Community School

Outcomes

Outcomes	Indicators of success
<p>Support and professional development of Indigenous Student Coordinators in schools.</p> <p>Mentorship and Guidance</p> <ul style="list-style-type: none"> Appointment of experienced AISWA Aboriginal Consultant to provide support to coordinators, students and families. <p>Community Outreach to establish meaningful connections with families in remote and regional communities.</p> <p>Advocacy for students and families</p>	<ul style="list-style-type: none"> Workshops and forums (4) to provide coordinators to network, share experiences and strategies. Visits to schools for in-house development and experiential learning. Appointment of highly experienced, respected Aboriginal man who has become immersed in school communities with great acceptance. Visits to remote and regional communities (8) and additional TEAMS connections due to COVID19 constraints. Information sessions and workshops for families. Welcome event for all students and families (350+) for Term 1 commencement. Other events planned. Developing relationships with students and schools to ensure that their transition is smooth. Establishing networks to support schools and students. Participant metropolitan Schools: 20 Participant AICS (remote) Schools: 14

Risk Management

Risk	How the risk will be managed
<ul style="list-style-type: none"> COVID restricted visits to communities Insufficient demand for an activity, results in it being postponed or cancelled 	<ul style="list-style-type: none"> During 2022 alternative presentation arrangements were made using online presentations Attempts were made to re-schedule an activity. Schools were targeted as a personal invitation and this produced a positive result AISWA worked closely with participating schools and made every effort to keep community members engaged..

Key stakeholders

Stakeholder & Interest/Impact	Engagement Strategy
<ul style="list-style-type: none">• All Aboriginal Independent Community Schools and Boarding schools were involved as listed above.• Demand for interaction and activities grew throughout 2022.	<ul style="list-style-type: none">• Online meetings and face to face meetings were held at regular intervals building positive relationships and trust through regular contact• Engagement activities undertaken to provide targeted expertise for the realisation of each school's first priority

Activity Report

Activity/Initiative	NOW I OWN – Innovative Curriculum and Assessment Program
Priority	D – Strengthening outcomes for schools and educationally disadvantaged schools and students

Activity Description

In 2022 an innovative curriculum and assessment program was developed by FORM’s Creative Schools specifically for secondary school students who experience difficulty or are unable to access mainstream education attending Curriculum and Re – Engagements Schools (CARE Schools).

CARE Schools developed an ethnographic approach with students to determine the co-designed curriculum implementation. This aimed to increase attendance and engagement using creative learning strategies implemented through the establishment of meaningful partnerships between teachers, creative (arts) practitioners, children and young people.

A celebration of creative bravery, NOW I OWN shows how a particular genre of school can embrace a particular type of learning: where, deliberately and intentionally, the uncertainty of creativity is invited in, to disrupt and unsettle everything from the individual, to the class, to potentially the whole school. In forging a partnership with a creative professional, who brings a very different approach, the teachers involved have to negotiate a new type of teaching experience, where they’re challenged to readjust or let go of familiar pedagogies. The creative professionals have to adapt, adjust pace, learn when to step forward, when to hold back. The young people are similarly challenged: to manage—and not avoid—the fear of change, of broken routine, less structure, higher expectations. It’s a learning experience for everyone.

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. School based project managers supported the program implementation to ensure high participation. Regular monitoring of program implementation was maintained throughout the year. Schools developed an ethnographic approach with students determining the co-designed curriculum implementation led by creative practitioners. This was supported through extensive professional development opportunities. A draft publication 'Assessment that Builds not Breaks' was released for ongoing professional consideration. Program work from 2022 has informed the 2023 program. 	<ul style="list-style-type: none"> Attendance and engagement in learning was improved. <ul style="list-style-type: none"> 85% of students enjoyed participating in the program, 80% would like to learn like this way more often. Students curated and attended a formal showcase of the program with the release of a formal publication of the program (see links below) Schools committed to the ongoing development of collaborative and creative capabilities. Six schools and 90 students participated in 2022 <ul style="list-style-type: none"> ALTA-1 College Ellenbrook (18) ALTA-1 College Joondalup (21) Fairbridge College (16) Port School (11) SMYL Community College Malayin Miya (9) SMYL Community College Medina (15) Additional schools anticipated for 2023-25

Risk Management

Risk	How the risk will be managed
<ul style="list-style-type: none"> Poor uptake by students who are difficult to engage. 	<ul style="list-style-type: none"> Work hard with the schools to promote the program and ensure it is codesigned. Use a creative organisation (FORM) who have the expertise to deliver. Schools were targeted and this produced a positive result AISWA worked closely with participating schools and made every effort to keep community members engaged.

Key stakeholders

Stakeholder & Interest/Impact	Engagement Strategy
<ul style="list-style-type: none"> 6 CARE schools and associated artists and creative design staff. FORM Creative Schools 	<ul style="list-style-type: none"> Meetings conducted between school, AISWA and artists on regular intervals to ensure education needs are being met Monitored the agreement with FORM on regular intervals to ensure agreement was being delivered.

Activity Report

Activity/Initiative	National Assessment Program for Literacy and Numeracy (NAPLAN) and Valuate
Priority	D – Strengthening outcomes for schools and educationally disadvantaged schools and students

Activity Description

This priority activity concentrated 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 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 180 content descriptions in each learning area from the Foundation Year (Pre-primary) to Year 10 of the general curriculum.

The project identifies the learning needs for students based on misconceptions in Mathematics or specific areas of English development. The assessment analysis is checked against a progression of skills from the early years. The students at or below minimal standard are identified 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 is to implement professional learning using *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 is then diagnosed and each item analysed to clarify the learning requirements.

The funding for this project is used to help schools offset any costs associated with staff attendance and professional guidance in relation to both understanding the process of analysis using ‘Valuate’ and in establishing individual and group plans.

In late 2021, 15 schools from the independent sector were invited to participate in this project. These schools were identified as having one or more issues such as:

- a cohort below the national mean benchmark in literacy and numeracy
- an excess number of students either at or below national minimum standard in numeracy and literacy
- possible re-registration concerns regarding planning for students with disability or misconceptions within numeracy and literacy
- lacking a range of positive standardised assessments or structure to gauge growth of student learning

During 2022, twelve (12) schools all committed to the project and have received professional guidance from AISWA through the first stages of collecting valuable data, using *Valuate*, to plan both teaching and learning for their disadvantaged students. Many of these schools also collected data from further testing at the end of 2022. Presentation of the data findings, at the end of 2022, will be carried out during 2023.

More schools have committed to join the project in 2023.

In addition, this priority also delivered two aligned projects, the Brightpath Next Steps: Mathematics and the Brightpath Next Steps: Writing.

The Mathematics program used mathematics assessment and school-based action research to review school performance, inform teaching and evaluate student growth in learning. The aim was to develop knowledge and understanding of the teachers about assessment tools and the appropriate pedagogy to turn that information into top quality teaching and learning at the individual student, small group or class, or whole school level. Also, to explore suitable resources and activities to target developing a conceptual understanding in students.

The writing program creates the opportunity to nurture and develop students writing skills through literature and a focus on language, storytelling, character, and the creative process. This course gives school leaders and aspiring leaders the unique opportunity to work with fellow professionals to improve children and young people’s writing and reading. In addition, the Train the Trainer course provides resources to engage staff to use quality literature to invigorate, stimulate, and explicitly teach students to write engaging stories. The action research aspect of the course enables participants to demonstrate leading teaching and learning; develop self and others and lead improvement, innovation and change in their school.

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. • 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. • Development of learning plans for each student. 	<ul style="list-style-type: none"> • 12 schools completed the NAPLAN assessment Online, and participate in targeted professional learning using Valuate. • Participants 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 to be shared amongst participating schools and the wider sector. • Brightpath Mathematics: 1 pilot course run, 15 participants from 7 schools • Brightpath Writing: 3 Trainer the Trainer courses, 44 participants, 27 school

Risk Management

Risk	How the risk will be managed
<ul style="list-style-type: none"> • Insufficient demand by school for activity. • Reliance on Valuate Software 	<ul style="list-style-type: none"> • Schools targeted approach based on NAPLAN data. • Demonstrate the value of the program and activities. • Assess and ensure agreement in place with Evaluate software provider.

Key stakeholders

Stakeholder & Interest/Impact	Engagement Strategy
<ul style="list-style-type: none">• Kalamunda Christian School, Margaret River Independent School, Immaculate Heart College, Carey Baptist College, Ellenbrook Christian College, Mandurah Baptist College, St Mary's Anglican School for Girls, Helena River Steiner School, Frederick Irwin Anglican School, South West John Calvin Christian College, South Coast Baptist College and Perth Montessori School• The main stakeholders will always be schools with under-performing students in Literacy or Numeracy• Linked to the AITSL Teacher Standards	<ul style="list-style-type: none">• 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• Meetings conducted between the 12 schools and AISWA on regular intervals to ensure education needs are being met.• 1-1 meeting to go through the data with school leaders to ensure thorough understanding.

CAF Activity Report 2022

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

Activity Description

The Student Wellbeing and Developing Resilience initiative seeks to explore ways for schools to complement and strengthen existing approaches to resilience and wellbeing. Using centralised funding, assistance was provided to participating schools to support them to deepen their knowledge of best practice approaches to whole school wellbeing and build capacity to leverage curriculum opportunities to develop critical wellbeing skills and contribute to safe and nurturing environments for students and staff. This initiative was open to all 160 member schools and occurred through in-school engagements, professional learning, and sector representation and advocacy. Specific wellbeing expertise was also provided to other relevant projects delivered by AISWA, across other workstreams to member schools.

The initiative was guided by evidence-based approaches to whole-school health and wellbeing, including the Australian Student Wellbeing [Framework](#). Central to a whole school approach, this initiative included a focus on active school leadership to support and champion whole school wellbeing programs, and embed plans, policies and structures to protect and promote wellbeing; knowledge and skills of resilience education and positive behaviour strategies and their explicit inclusion in curriculum and whole school activities; effective practices to capture student voice and agency; and establishing and nurturing connections and partnerships with the broader school community. These criteria formed the basis for in-school consulting and professional learning conducted as part of the initiative.

Learnings from the first year of implementation of the initiative will be considered and applied to continue to provide a high level of service to schools and improve their capacity to create positive communities that are safe and inclusive and promote student mental health and wellbeing.

Outcomes Achieved

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. 	<ul style="list-style-type: none"> Nine presentations (1-3 hours in length; mix of face to face and online) to 120+ teachers across 61 schools on a range of wellbeing topics and best practice approaches Established Wellbeing network (ongoing), 300+ subscribers, three meetings in year one
<ul style="list-style-type: none"> Schools will be supported to implement whole-school evidence-based wellbeing strategies that reflect sustainable and continuous commitments to student resilience and wellbeing. 	<ul style="list-style-type: none"> Ongoing support for 10 schools (AISWA's Wellbeing and Mental Health in Schools Pilot program), focusing on whole-school approaches to wellbeing (4 school visits, 16hrs PL) Bespoke Professional Learning to 11 schools (18 staff leadership/wellbeing teams) Whole staff presentations (4 schools, 80+ staff) Conference presentation to students, parents & staff of (1 school, 70 participants)
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Semester long Professional Learning and ongoing mentoring AISWA Behaviour Engagement project focusing on recognising and regulating emotions and building positive relationships (6 schools, 21 teachers) Term 3 Wellbeing network meeting (12 teachers), explicit focus social and emotional learning
<ul style="list-style-type: none"> Development of artefacts and resources for schools. 	<ul style="list-style-type: none"> Research partnership with Edith Cowan University (5 schools), weekly monitoring of student wellbeing for 8 weeks. Schools provided with data to inform whole school wellbeing plans. AISWA generated wellbeing survey (43 respondents) Four newsletters, 8+ social media posts, additional adhoc mailouts to Wellbeing network (300+ subscribers) Creation of bank of 'wellbeing' resources on AISWA website

Risk Management

Risk	How the risk will be managed
<ul style="list-style-type: none"> • Insufficient demand for an activity, results in it being postponed or cancelled. • COVID impact in early 2022. 	<ul style="list-style-type: none"> • Consistent communication and invitations sent to all schools. • Consistent marketing of activities. • Alternative presentation arrangements were made using online presentations

Key stakeholders

Stakeholder & Interest/Impact	Engagement Strategy
<ul style="list-style-type: none"> • Sector representation, National School Chaplaincy Program (now National Student Wellbeing Program); School Drug Education and Road Aware (SDERA) management group; BeYou, esfatey commission. • Edith Cowan University • All Independent schools will be encouraged to take part in many aspects of this activity 	<ul style="list-style-type: none"> • Ensure various agencies and funding groups are linked in by consistent communications. • Established/consolidated partnerships and facilitated school engagement with core agencies (BeYou, eSafety Commission, SDERA Program) • Development of research partnership with ECU.

CAF Activity Report 2022 -

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

Activity Description

In 2022 this project supported a small group of schools (10) to join a pilot project where they were supported to engage a school-based Wellbeing and Mental Health School Coordinator to drive mental health and wellbeing in the school. AISWA provided 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 was used to support a school psychologist to work with the schools and support schools in this work. AISWA also encouraged schools that already have a health and wellbeing coordinator to attend network meetings and share their experiences. This project worked in partnership with the Student Wellbeing and Developing Resilience initiative.

Outcomes Achieved

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. • Project to run over 4 years. 10 schools in first cohort of two years, 10 schools in a second cohort of two years. • Primary, Secondary, K-10 and K-12, metropolitan and regional schools to be included. • 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 for knowledge sharing 	<ul style="list-style-type: none"> • School Wellbeing Coordinators appointed. • Schools have received PL on the meaning of evidence, how to evaluate a SEL program and assistance in selecting and implementing an appropriate SEL for their school. • Approaching ½ way in the Program, all 10 schools in cohort 1 have progressed in developing whole school wellbeing plans based on current practice and future priorities. • Data collection being established to analyse which types of support and initiatives are more effective. • AISWA has partnered with Telethon Kids Institute to share wellbeing resources for the benefit of Project schools. • A community online page in development to consolidate project resources with potential to form the basis for PL opportunities for all AISWA schools in the future. It is anticipated that knowledge gained in the service delivery of this Project will benefit other schools.

Risk Management

Risk	How the risk will be managed
<ul style="list-style-type: none"> • Drop out of schools when only 10 included at the start. • COVID impact in early 2022. 	<ul style="list-style-type: none"> • Good decision making regarding the 10 schools invited. • Consistent marketing of activities. • Alternative presentation arrangements were made using online presentations

Key stakeholders

Stakeholder & Interest/Impact	Engagement Strategy
<ul style="list-style-type: none"> • School wellbeing coordinators and associated services. • 10 pilots schools 	<ul style="list-style-type: none"> • Twice termly meeting and a workshop for information and tools for development of plans with school coordinators. • Termly in-house school visit provided by the AISWA School Psychologist Team to discuss their school individual circumstances. • AISWA partnered with Telethon Kids Institute to share wellbeing resources for the benefit of Project schools.

CAF Activity Report 2022

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

Activity Description

Schools are supported to create safe environments for the young people in their care including 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 implementing strategies 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, specifically preventing, and responding to child abuse.

AISWA is supporting 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).

All schools have access to an AISWA staff member for support, consultation, provide guidelines on policies, procedures and practices and training in the areas of child abuse, grooming and mandatory reporting, protective behaviours and sexual abuse prevention education, sexual behaviour in children and young people, staff professional boundaries and child protection.

Outcomes	Indicators of success
<ul style="list-style-type: none"> • Professional Learning and consultation in implementing National Principals of Child Safe organisations. • Schools made aware of resources and AISWA staff available to further assist in this implementation (e-learning modules, professional learning) <p>Provision of training and support in:</p> <ul style="list-style-type: none"> • <i>Child Protection: Including Mandatory Reporting of Child Sexual Abuse, Grooming and Child Abuse Prevention by all Staff (includes Staff Code of Conduct)</i> (3-hour face to face) • The development and release of the online learning of <i>Child Abuse Reporting including Mandatory Reporting of Child Sexual Abuse</i> (an alternative to the 3-hour face to face course) • Development of course <i>Beyond Child Abuse Reporting</i> (90-120 mins) to be delivered face to face as a follow up to the online course. Introduced Term 4 of 2022 • 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 Child Protection through newsletters, reviewing training information, updating AISWA Policy & Procedures Guidelines 	<ul style="list-style-type: none"> • Engagement by schools in the professional learning and specific school consultation with consultants as an outcome • Additional information valuable to schools such as Working with Children Check (WWCC) changes in 2023 and TRBWA (Teachers Registration Board WA) Section 42. • Resources links within Professional Learning, newsletter articles etc. • Engagement by 19 AISWA schools in this specific 3-hour face to face learning • Due to increased demand for training and services in child protection AISWA created online training as well as face to face options. • During 2022, 1762 participants completed the new online course. This included at least 31 AISWA schools. • 7 AISWA schools engaged with further bookings into 2023. • Governing bodies engaged in online training, training via Teams meeting, face to face and AICS governance meeting. • 38 AISWA schools engaged in Keeping Safe training. • With continuing demand schools are also being encouraged to have leaders trained so they can deliver to their staff • 19 AISWA schools engaged in the annual train the trainer event.

Objectives/expected outcomes	Indicators of success
<ul style="list-style-type: none"> 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. Ensure culturally appropriate presentations and materials are used for AISWA Indigenous schools (AICS) and sensitive to AISWA CaRE (Curriculum and Re-engagement) schools' needs. Work with other agencies such as the Ombudsman of WA, NGSR (Non-Government Schools Regulation) to continue to inform schools of new regulations, legislations etc. Informing schools in complying with the registration Standards and Other Requirements for Non-Government- Standard 10 (Preventing and responding to Child Abuse) 	<ul style="list-style-type: none"> Increased timely updates of AISWA Guidelines to Policies and Procedures that reflect current changes of legislation that relate to Child Protection. Engagement with AICS and CARE schools in professional learning and consultation at various events i.e., AICS governance session, delivering of child protection in Broome, CARE schools network sessions and CARE school specific professional learning. Meetings with the Ombudsman of WA, NGSR to provide an Independent Schools perspective on the implementation of the Reportable Conduct Scheme to be introduced in 2023. Initial information about the Reportable Conduct Scheme included in presentations. 2022 Schools registration Seminars over three days to cater for demand. At least 63 AISWA schools attended.

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
<ul style="list-style-type: none">• All Independent schools will be encouraged to take part in many aspects of this activity.	<ul style="list-style-type: none">• All schools made aware of the range of support and resources available through direct mail, newsletters and through advertising professional learning sessions.• continual ongoing communication with schools through visits, email, phone calls and networking opportunities.• Engagement in Inclusive Education newsletters, Facebook, and direct email groups• Implementation of a new Child Protection section on the AISWA website to assist in providing schools information and links to training and resources.

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: Chris Massey, Executive Director AISWA

Date: 25 June 2023