Choice and Affordability Fund

Annual Report 2021

Association of Independent Schools of the Northern Territory

Summary of 2021

The Association of Independent Schools of the Northern Territory stayed committed to achieving the outcomes as per the Choice and Affordability (CAF) Work Plan for 2021, despite the ongoing impact of COVID19 government policies and restrictions. AISNT continued to work with Member Schools to overcome the obstacles government polices and restrictions presented, to achieve the outcomes.

In 2021, the Association of Independent Schools of the Northern Territory (AISNT) represented 23 Independent Schools across the Northern Territory. Three new Independent Aboriginal Community Schools opened throughout 2021, in three Top End very remote communities.

The AISNT work plan activity is underpinned by the agreed National Priorities and by the localised needs of Member Schools and their students. It is designed to strategically maximise funding for all AISNT Member Schools, while enabling AISNT to meet its obligations under the agreed national transition assistance priority to support Independent Schools to transition to the Direct Measure of Income by 2029.

Supporting Independent Schools to transition to the Direct Measure of Income funding arrangement by 2029 will be undertaken through a direct grant program, a critical element in the Transition Assistance priority. In 2021, determining the criteria for eligibility for Transition Assistance, development of an equitable and transparent methodology for distributing Transition Assistance Grants to schools from 2022. The eligible schools are those identified by the Australian Government as being negatively impacted by the implementation of the new funding arrangement and include the two NAAF schools.

AISNT is committed to continuing to be responsive to the needs of Independent Schools in the Northern Territory and the implementation of initiatives and activities to progress national priority areas.

AISNT continued to engage Somerset Education and The Brown Collective to work with schools on assessing their long term financial viability and sustainability, using this data to inform future strategic improvement plans, long term business plans and budgets. The focus on supporting schools to prepare for the impact of transitioning to the new funding model.

Under the Strengthening Outcomes for Schools and Educationally Disadvantaged Schools and Students priority an Education Officer – Director of Indigenous Education and Workplace Development was employed. Member Schools identified a need for an expert in Indigenous education to provide advice and support for their schools. The Education Officer developed a cultural competency framework; explored workplace development opportunities for Aboriginal Education Workers and provided advice and support on the development of engagement strategies/plans for remote and very remote Aboriginal Schools. The focus to strengthen outcomes for disadvantaged schools and students.

The Education Officer – Teaching and Learning Coordinator continued to roll out the INSPIRE platform across Member Schools. The Education Officer provided training to school leaders, teachers and support staff in the use of the INSPIRE platform as a data collection tool to collect evidence for the NCCD, and the use of the platform to develop Educational Adjustment Plans for students. The Education Officer continued to provide support to the schools who started using the platform in 2020. These were the identified Transition Assistance schools (including the NAAF schools). More students are being recorded in the NCCD, which should provide entitled recurrent funding to schools to provide accessibility to students requiring adjustments. Through workshops and consultations related to the INSPIRE rollout, the Education Officer has provided support and advice to teachers and support staff in catering for disadvantaged students within their teaching and learning programs. The Education Officer continued to provide advice and support to school leaders and teachers in teaching and learning, providing professional learning opportunities to support the implementation of the Universal Design for Learning model in schools. The Education Officer has worked with school leaders and teachers on school based program design, using the Australian Curriculum, developing a program that is relevant to the school context and caters for the needs of students.

Under the Student and Wellbeing and Support priority, AISNT organised a Wellbeing event for Member Schools in Alice Springs, bringing together a panel of Wellbeing experts to share their experiences, both

personal and professional, engaging with children and youth who have poor mental health. The experience enabled the participants to reflect on their school context and share strategies to ensure a safe, supportive and respectful learning environment. This event was well represented by staff from a majority of our Member Schools.

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[1]	Actual Spend in 2021[2]
A – Choice and Affordability			
School Financial Health	Centralised	$40,000	$62,958
	Distributed	$0	$0
Grants for Chartered Accountant	Centralised	$10,000	$0
	Distributed	$10,000	$0
School Strategic Planning	Centralised	$20,000	$20,000
	Distributed	$0	$0
Total for Priority A (only required if more than one activity for the priority)	**Centralised**	**$70,000**	**$82,000**
	Distributed	**$10,000**	**$0**
B – Transition Assistance			
Implementation of INSPIRE	Centralised	$20,000	$20,000
	Distributed	$60,000	$68,800
Total for Priority B (only required if more than one activity for the priority)	**Centralised**	**$20,000**	**$20,000**
	Distributed	**$60,000**	**$68,800**
C – Special Circumstances Funding			
Grants for Special Circumstances	Centralised	$0	$0
	Distributed	$200,000	$0
Total for Priority C (only required if more than one activity for the priority)	**Centralised**	**$0**	**$0**
	Distributed	**$0**	**$0**
D – Strengthening outcomes for schools and educationally disadvantaged schools and students			
Education Officer – Director Indigenous Education and Workforce Development	Centralised	$100,000	$98,906
	Distributed	$20,000	$20,000
INSPIRE Subscription and Training	Centralised	$120,000	$170,000
	Distributed	$0	$0
Education Officer Coordinator of Teaching and Learning	Centralised	$70,000	$113,666
	Distributed	$0	$0
Total for Priority D (only required if more than one activity for the priority)	**Centralised**	**$290.000**	**$382,573**
	Distributed	**$20,000**	**$20,000**
E – Student wellbeing and support			
Staff and Student Well-being	Centralised	$50,000	$62,835
	Distributed	$20,000	$10,035
Total for Priority E (only required if more than one activity for the priority)	**Centralised**	**$50,000**	**$62,835**
	Distributed	**$20,000**	**$10,035**
	Administrative costs	$26,870	$26,870
	Total expenditure	$767,780	$646,701
	Deferred funding	$821,456	$0

Interest earned that is being carried forward to 2022

Interest earned but not spent since last annual report	$98.63

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	Prefilled by Department	Prefilled by Department	Prefilled by Department	Prefilled by Department	Prefilled by Department	Prefilled by Department	Prefilled by Department	Prefilled by Department
NGRB's estimated Regional Transition Assistance funding allocation as advised by the department	Prefilled by Department	Prefilled by Department	Prefilled by Department	Prefilled by Department	Prefilled by Department	Prefilled by Department	Prefilled by Department	Prefilled by Department
Accrued deferred funding from 2020 and 2021 to be carried forward to 2022	$1618140							
Accrued interest earned on funds held in 2020 and 2021 to be carried forward to 2022	$0							
NGRB's planned expenditure for the relevant year	$1064977	$1214673	$1366054	$2219178	$2014863	$2014863	$2041222	$2357244
NGRB's planned regional transition assistance expenditure for the relevant year	$346394	$480530	$615888	$1452508	$1615102	$1738714	$1691854	$1609218
NGRB's planned deferred funding for the relevant year to be spent in a future year	$360399	$253467	$146128	($661630)	($410,589)	($362459)	($339246)	
Accrued deferred funding from the relevant year and previous years to be spent in a future year	$1978539	$2232006	$2378134	$1716504	$1305915	$943456	$604210	

[*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	School Financial Health
Priority	A – Choice and Affordability

Activity Description

The aim of this activity is to ensure all school leaders and business managers have access to expert knowledge to assess their financial viability and long term sustainability and are supported in the development of long term business plans and budgets. The focus is ensure that they are providing affordable choice for their school services.

In 2020, AISNT contracted Somerset Education to present at a meeting for school leaders and business managers to outline the services that could be provided to schools, including assisting school leaders and business managers in assessing the financial viability and sustainability of their school, with a focus on schools impacted by the Direct Measure of Income (DMI) methodology resulting in a change in their Capacity to Contribute scores. This required individual schools to redevelop long term budgets and business plans, particularly those schools who were negatively impacted by the change in methodology.

Schools involved in this activity included the identified Transition Assistance schools (including NAAF schools). Two of these schools noted a better understanding of the impact of the new funding methodology and reported engaging with Somerset Education for further consultation.

This activity will also assist principals and business managers from schools impacted by the change in funding methodology understand the impact of the full implementation of the new funding methodology on their recurrent funding income and identify and implement strategies/policies/plans to deal with the impact of the changes.

This has continued in 2021, where individual schools have engaged with Somerset Education, utilising the Somerset Schools Financial Survey to assess the school's current financial viability and long term sustainability. The data attained from the survey has been utilised to inform 10 year financial plan, that is used to inform a 10 year business plan and long term budgets. Individual school principals and business managers have reported that the use of Somerset Education has improved their understanding of their school's current financial strengths and weaknesses.

Grants were available for schools to apply for to engage Somerset Education.

Outcomes Achieved

Outcomes	Indicators of success
School leadership teams have an understanding of their current financial and operational strengths and weaknesses.	Five schools working with experts and report a better understanding of their financial strengths and weaknesses.
Develop a strategy that provides for continual improvement in their financial health.	Five schools develop strategies for continued improvement on their financial health.
Individual schools engage with Somerset Education' School Financial Survey.	School leaders and business managers/finance officers have reported using the Somerset Education School Financial Survey and continued engagement with Somerset Education.
Grants for schools to access to Somerset Education services.	One school applied for a grant to utilise the services of Somerset Education.

Activity Report

Activity/Initiative	School Strategic Planning
Priority	A – Choice and Affordability

Activity Description

The focus of this activity was to assist leadership teams at schools negatively impacted by changes to the funding methodology to develop and implement school improvement plans, that assist schools to achieve efficiency savings, giving parents the ability to choose an affordable school that will best suit their child.

With changes to the funding methodology, and the negative impact these changes will have on four of our schools, increases in school fees will limit the choice parents may have due to affordability. To assist schools with strategic school improvement planning to prepare for the impacts, AISNT aimed to support schools with strategic planning that aligned with the financial planning initiative.

In 2020 AISNT contracted The Brown Collective to provide schools with information on school improvement planning to complimenting the financial planning activity. An information session was facilitated by The Brown Collective, which was attended by representatives from 12 schools. The focus of this session was the process of developing a school strategic improvement plan.

In 2021, The Brown Collective facilitated a further information session with schools on the process of developing a school strategic plan.

AISNT conducted a review of School Improvement Tools/School Assessment Tools available. AISNT have been supporting schools in the use of these tools in the development and implementation of School Improvement Plans. These Assessment Tools/School Improvement Tools provide a process for engagement with parents, to understand why they choose an Independent School for their children.

In 2022, AISNT will be contracting a company to conduct a parent survey. This will provide valuable information as to what criteria parents use to choose a school for their children. This information will be passed onto schools to inform their strategic planning/school improvement plans.

Outcomes Achieved

Outcomes	Indicators of success
Consultant to provide further information and support to school leaders on the process of developing school strategic plan.	The Brown Collective provided an information session to build upon the 2020 information session. Representatives from 13 schools attended the session.
Conduct review of School Improvement Tools/School Assessment Tools.	Review was carried out and AISNT has a collection of School Improvement Tools/School Assessment Tools that they have provided to schools who have requested them.

Activity Report

Activity/Initiative	Implementation of INSPIRE
Priority	B – Transition Assistance

Activity Description

A review of data collection for the Nationally Consistent Collection of Data (NCCD) reinforced that Independent Schools in the Northern Territory were not submitting data and therefore not accessing funding for students who were receiving adjustments. A consultation process with Member schools identified that school leaders, teachers and support staff were overwhelmed with the requirements of the data collection. Many schools identified that they had sought software that could support the collection of data, but the cost of the software for individual schools was well outside budgets. The focus for AISNT was to maximise funding for schools.

In 2020, the AISNT Education Officer – Student Services researched available software packages that were designed to support the collection of NCCD data. The INSPIRE program was identified as the best platform to use at it also served as a resource for the development of Educational Adjustment Plans.

AISNT met with SRA and negotiated for a rollout of their INSPIRE software platform across all schools (ie: a sector approach) and committed to funding the rollout of the platform through the Choice and Affordability Fund. The rollout started in 2020, with the identified Transition Assistance Schools (and NAAF schools) being placed on the platform first. The Education Officer – Teaching and Learning Coordinator supported these schools with the initial rollout, providing workshops, consultations and site visits, working with school leaders, teachers and support staff in the use of the INSPIRE platform.

The rollout continued throughout 2021, with the biggest challenge of rolling out to our very remote schools. The Education Officer – Teaching and Learning Coordinator regularly attended consultation sessions with the designers of the platform, giving advice on how the platform could be modified to better provide a data collection service for Independent Schools. As a result, the platform has been modified to cater for the diverse contexts in Independent Schools across the Northern Territory. The Education Officer – Teaching and Learning Coordinator continued to provide workshops; online support; site visits; one-on-one support to school leaders, teachers and support staff. Identified Transition Assistance Schools (including NAAF Schools) were receiving continued support from the Education Officer – Teaching and Learning Coordinator in 2021.

Schools are reporting a better understanding of the requirements for the collection. In 2022, the rollout should be complete across all schools who have opted to participate and NCCD data will be analysed for gauge improvement in the data collection process and funding entitlements.

Outcomes Achieved

Outcomes	Indicators of success
Continued rollout of the INSPIRE platform to more schools.	Twelve schools are on the INSPIRE platform are using it to collect adjustment data for the NCCD
Education Officer – Teaching and Learning Coordinator to train school leaders, teachers and support staff in use of the software.	Education Officer – Teaching and Learning Coordinator has engaged with each of the twelve schools, training school leaders, teachers and support staff in the use of the software.
Collection of data to support NCCD collection which will result in an increase in school funding for qualifying students requiring adjustments.	The Education Officer – Teaching and Learning Coordinator has a line of site over students entered into the collection. It has been noted that there is an increase in students being recorded on the platform. A data analysis of NCCD data will need to occur to confirm an increase of students in the collection.
Professional development opportunities for teachers and support staff to further develop knowledge of the development of Educational Adjustment Plans, using the INSPIRE platform.	The Education Officer – Teaching and Learning has held workshops; consultations; meetings; one-on-one site visits to support and advice teachers and support staff in the use of the INSPIRE platform to develop Educational Adjustment Plans.
Increase the level of consistency and rigorousness of data collected for the NCCD.	The Education Officer – Teaching and Learning convened two moderation workshops with teachers and support.

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Activity Report

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

Activity Description

In 2020, S200,000 was put aside from the Choice and Affordability Fund to be available for grants for Special Circumstances Funding, that schools could apply for in the event of unforeseen circumstances. To qualify for these grants schools need to demonstrate that they fit the requirements as prescribed at paragraph 24c of the Agreement for Special Circumstances Funding. A Committee was set up to consider applications. Guidelines and an application process was developed. No schools applied for grants in 2020.

In 2021, a further $200,000 was put from the Choice and Affordability Fund to be available for grants. No schools applied for special circumstances grants in 2021.

Schools who receive a Special Circumstances Funding Grant are required to work with a financial expert to develop a recovery plan.

Outcomes Achieved

Outcomes	Indicators of success
Special Circumstances Funding Grants pool established.	$200,000 put aside in 2020 and $200,000 put aside in 2021 from the Choice and Affordability Fund.
Committee established to consider applications, that includes an independent school finance expert.	Committee established consisting of two Executive Committee members; Executive Director and independent school finance expert.
Guidelines developed using Australian Government Special Circumstances Funding Guidelines and an application proforma developed.	Guidelines and application proforma developed.

Activity Report

Activity/Initiative	Education Officer – Director Indigenous Education and Workforce Development
Priority	D – Strengthening outcomes for schools and educationally disadvantaged schools and students

Activity Description

In 2021, three new Aboriginal Community Schools located in very remote areas attained registration as Independent Non-Government Schools. Consultation with school leadership identified a need for an Education Officer who would have expert knowledge and experience with Aboriginal students and schools, providing support and advice that would strengthen outcomes for disadvantaged Aboriginal students from remote and very remote Aboriginal Communities.

In 2021, AISNT employed a Director of Indigenous Education and Workforce Development. The role included the following duties:

- Identify key personnel in each of the AISNT member schools and establish strong networks to support meaningful communications.
- Support AISNT member school communities to be culturally responsive and inclusive learning environments.
- Advice and support schools in the development of student engagement strategy/plans.
- Develop a workforce development plan for Aboriginal Education Workers and assist in its implementation for AISNT member schools who choose to participate.
- Provide curriculum and program advice on appropriate teaching and learning pedagogy for Aboriginal students.
- Identify, develop and deliver professional development, which is culturally appropriate and supports equitable outcomes for students, for Aboriginal Education Workers, Teachers, Boards, Principals and Leaders in AISNT member schools.

Outcomes Achieved

Outcomes	Indicators of success
Provide professional development opportunities for teachers and assistant teacher in schools to develop appropriate teaching and learning strategies to engage Aboriginal students.	The Director of Indigenous Education and Workforce Development facilitated workshops (both online and on site); worked with teachers and assistant teachers to develop and implement appropriate teaching and learning strategies for engage Aboriginal students at 12 schools.
Culturally responsive and inclusive learning environments.	The Director of Indigenous Education and Workforce Development developed a cultural competencies framework for school leaders, teachers, assistant teachers and support staff, to support the development of culturally responsive and inclusive learning environments.
Develop a workforce development plan for Aboriginal Education Workers and assist in its implementation for AISNT member schools who choose to participate.	The Director of Indigenous Education and Workforce Development worked with Aboriginal assistant teachers and Aboriginal Education Workers to ascertain possible pathways for attaining qualifications through tertiary institutions. The Director consulted with tertiary institutions on possible pathways.
Provide curriculum and program advice on appropriate teaching and learning pedagogy for Aboriginal students.	The Director of Indigenous Education and Workforce Development worked with three remote and very remote Aboriginal schools on reviewing their teaching and learning programs.
Provision of grants for school leaders and teachers to attend the National Indigenous Education Summit in Darwin in 2021.	AISNT sponsored the attendance of 10 school leaders and teachers at the National Indigenous Education Summit.

Activity Report

Activity/Initiative	INSPIRE Subscription and Planning
Priority	D – Strengthening outcomes for schools and educationally disadvantaged schools and students

Activity Description

This activity aligns with the Implementation of INSPIRE initiative (B-Transition Assistance).

A review of data collection for the Nationally Consistent Collection of Data (NCCD) reinforced that Independent Schools in the Northern Territory were not submitting data and therefore not accessing funding for students who were receiving adjustments. A consultation process with Member schools identified that school leaders, teachers and support staff were overwhelmed with the requirements of the data collection. Many schools identified that they had sought software that could support the collection of data, but the cost of the software for individual schools was well outside budgets. The focus for AISNT was to maximise funding for schools.

In 2020, the AISNT Education Officer – Student Services researched available software packages that were designed to support the collection of NCCD data. The INSPIRE program was identified as the best platform to use at it also served as a resource for the development of Educational Adjustment Plans.

AISNT met with SRA and negotiated for a rollout of their INSPIRE software platform across all schools (ie: a sector approach) and committed to funding the rollout of the platform through the Choice and Affordability Fund. The rollout started in 2020, with the identified Transition Assistance Schools (and NAAF schools) being placed on the platform first. The Education Officer – Teaching and Learning Coordinator supported these schools with the initial rollout, providing workshops, consultations and site visits, working with school leaders, teachers and support staff in the use of the INSPIRE platform.

The rollout continued throughout 2021, with the biggest challenge of rolling out to our very remote schools. The Education Officer – Teaching and Learning Coordinator regularly attended consultation sessions with the designers of the platform, giving advice on how the platform could be modified to better provide a data collection service for Independent Schools. As a result, the platform has been modified to cater for the diverse contexts in Independent Schools across the Northern Territory. The Education Officer – Teaching and Learning Coordinator continued to provide workshops; online support; site visits; one-on-one support to school leaders, teachers and support staff. Identified Transition Assistance Schools (including NAAF Schools) were receiving continued support from the Education Officer – Teaching and Learning Coordinator in 2021.

Schools are reporting a better understanding of the requirements for the collection. In 2022, the rollout should be complete across all schools who have opted to participate and NCCD data will be analysed for gauge improvement in the data collection process and funding entitlements.

Outcomes Achieved

Outcomes	Indicators of success
Work collaboratively with SRA and individual schools to rollout the INSPIRE platform in all schools.	The Education Officer – Teaching and Learning Coordinator and the SRA INSPIRE representative worked with technical staff in schools to ensure the school's student management systems were compatible with the INSPIRE platform.
Undertake training in the use of the INSPIRE platform.	The Education Officer – Teaching and Learning attended training in the INSPIRE platform.

Activity Report

Activity/Initiative	Education Officer Coordinator of Teaching and Learning
Priority	D – Strengthening outcomes for schools and educationally disadvantaged schools and students

Activity Description

In 2020, AISNT employed and Education Officer – Coordinator of Teaching and Learning. Initially, the role was to provide support to schools in understanding the requirements for Independent Schools regarding the Australian Curriculum, assessment and reporting (including NAPLAN) and pedagogy. The Education Officer – Teaching and Learning Coordinator planned and implemented a two day forum on universal Design for Learning.

In 2021, the role expanded to assisting teachers in the identification of educationally disadvantaged students and providing support to teachers and support staff in the planning of teaching and learning programs that provided adjustments that catered for the needs of these students. The focus being on strengthening outcomes for these students. The Education Officer – Teaching and Learning Coordinator is still actively involved in the review of the Australian Curriculum.

In 2021, the Education Officer – Teaching and Learning Coordinator has worked with teachers at two schools with the implementation of the Universal Design for Learning model in their schools. This was achieved through site visits (presentations to staff); one-on-one support; online workshops/consultations.

The Education Officer – Teaching and Learning Coordinator provided support and assistance to individual schools – mentoring teachers in appropriate pedagogy to best engage students; providing support and assistance to teachers with navigating the Australian Curriculum; providing support and advice to teachers in teaching and learning program design; mentoring a teacher on dealing with students exhibiting challenging behaviours; working with inclusive program teams advising on strategies to improve student outcomes.

Outcomes Achieved

Outcomes	Indicators of success
Keep schools informed of developments with the review of the Australian Curriculum.	The Education Officer – Teaching and Learning Coordinator kept school leaders and teachers up to date on developments with the review of the Australian Curriculum.
Provide support to teachers in the identification of disadvantaged students and mentor teachers in strategies/adjustment to provide access to the teaching and learning programs – strengthening outcomes for these students.	The Education Officer – Teaching and Learning Coordinator, through site visits; classroom observations; online meetings/consultations; provided support to teachers in the identification of disadvantaged students.

Activity Report

Activity/Initiative	Staff and Student Well-being
Priority	E – Student wellbeing and support

Activity Description

In 2020, AISNT identified a need to provide professional development and networking opportunities for school leaders, teachers and support staff in student well-being.

In 2021, AISNT organised a staff well-being networking event for school leaders; teachers; support staff in Alice Springs. A panel consisting of Dr Miriam Rose Ungunmerr Baumann (Senior Australian of the Year); Adam Brake (Balanced Choice); representatives from Headspace Darwin and Headspace Alice Springs. The panel shared their experiences of working with children and young adults struggling with poor mental health. The panel shared the strategies that could be used within schools to improve student well-being.

AISNT has appointed a part-time well-being officer, who provides support, advice and resources to schools. The well-being officer has arranged well-being events for AISNT staff; school leadership teams and school staff.

AISNT has facilitated workshops; professional learning opportunities, both online and on site for schools. The focus of these has been on existing and emerging practices. AISNT has utilised services, such as Headspace; BeYou; RUOK; to present at these workshops.

In 2022, AISNT will develop a well-being network across schools.

Outcomes Achieved

Outcomes	Indicators of success
Organise and facilitate workshops on well-being focussed on existing and emerging practices.	Participants have reported utilising strategies in their schools; utilising services presented at professional learning opportunities.
Provide regular, timely communications specifically related to wellbeing.	Weekly Journals provide well-being resources.

Risk Management

Risk	How the risk will be managed
COVID19 government policies and restrictions, specifically lockdowns in remote and very remote communities, restricting access to schools.	Utilising online platforms such as Zoom, to deliver support and advice through workshops; consultations.
Independent Schools are not required to participate in activities and opportunities provided by AISNT. If the schools choose not to participate in the activities and opportunities offered this will impact on what is offered and how it is offered in future years. A variation to the workplan might be required.	AISNT have developed an engagement plan with the Executive Committee, to ensure that schools are consulted on the services they would like AISNT to provide.