
Choice and Affordability Fund

Annual Report 2022

**Association of Independent Schools of the Northern
Territory (AISNT)**

Summary of 2022

Despite the challenges posed by COVID19 Northern Territory Government policies and restrictions put in place for the start of the 2022 school year, the Association of Independent Schools of the Northern Territory (AISNT) remained committed to achieving the objectives outlined in the Choice and Affordability (CAF) Workplan for 2022. AISNT actively collaborated with Member Schools to overcome the challenges arising from government policy and restrictions, working towards achieving the desired outcomes.

In 2022, AISNT represented 25 Independent Schools across the Northern Territory.

Throughout 2022, the AISNT remained focused on addressing the four key National Priorities: promoting choice and affordability; providing transition assistance to schools, strengthening outcomes for schools and educationally disadvantaged students and supporting student well-being and welfare. As well as the National Priorities, AISNT work plan activity is also underpinned by the localised needs of Member Schools.

Three Member Schools identified by the Australian Department of Education as being negatively impacted by the implementation of the new funding arrangement received Transition Assistance grants. Two of these schools were eligible for the National Adjustment Assistance Fund (NAAF) under a previous funding arrangement.

No schools applied for Special Circumstances Funding in 2022.

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

In 2022, AISNT engaged Somerset Education to deliver a presentation to Governing Bodies, Principals and Business Managers on 'How to Govern with Confidence.

The Teaching and Learning Coordinator continued to rollout the INSPIRE platform across Member Schools. They continued to provide training and support to school leaders, teachers and support staff in utilising the INSPIRE platform as a data collection tool to record evidence of adjustments for inclusion of students with disabilities in the NCCD. The Coordinator organised workshops and provided individual support for teachers, focusing on utilising INSPIRE platform to use the data recorded to inform Educational Adjustment Plans for students with disabilities. As a result, more students with disabilities are being identified and recorded in the NCCD, which has resulted in an increase of entitled recurrent funding going to schools to provide accessibility for students requiring adjustments.

The Teaching and Learning Coordinator has provided support and advice to teachers and support staff in catering for disadvantaged students within their teaching and learning program, through workshops, forum, consultations and professional learning opportunities that focus pedagogical methods that are based on scientific and evidence-based research.

Under the Student Well-being and Support priority, AISNT engaged a Well-being Project Officer to establish a Well-Being Network as a platform for collaboration and support amongst school leaders, teachers and support staff in Member Schools. The Well-being Project Officer also sourced and delivered professional learning opportunities focusing on enhancing well-being for school communities, staff and students.

Overarching Risk Management

Risk	How the risk will be managed
<p><i>COVID19 GOVERNMENT POLICIES AND RESTRICTIONS</i></p> <p>COVID19 Northern Territory Government policies and restrictions introduced at the beginning of the 2022 school year, restricting access to schools.</p>	<p>Utilising online platforms such as Zoom, to deliver support and advice through workshops; consultations.</p>
<p><i>ACTIVE PARTICIPATION OF MEMBER SCHOOLS</i></p> <p>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.</p>	<p>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.</p> <p>AISNT will ensure adequate and positive promotion of the planned activities through established communication channels.</p>
<p><i>RELEVANT, ACCURATE AND CURRENT INFORMATION</i></p> <p>Planned activities might not be informed by relevant, accurate and current information. If the planned activities are not informed by relevant, accurate and current information the Member Schools may opt out of planned activities.</p>	<p>AISNT will visit schools and engage with school leaders, teachers and support staff gathering information to ensure planned activities meet the need of Member Schools.</p> <p>The Education Officer – Teaching and Learning Coordinator will gather feedback from teachers after planned activities and use this feedback to plan further activities.</p>
<p><i>CHANGE IN FUNDING CRITERIA AND/OR LEVELS</i></p> <p>Funding criteria or levels are changed by the Minister during the life of this work-plan.</p>	<p>AISNT will ensure Member Schools are aware that changes in funding criteria or levels may result in changes to planned activities, including grant programs.</p>

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*.

Activities/Initiatives	Expenditure type	Budgeted for 2022 ¹	Actual Spend in 2022 ²
<u>A – Choice and Affordability</u>			
<i>Parent Survey</i>	Centralised	\$25,000	\$XXX
	Distributed	\$0	\$XXX
<i>Informing Effective School Priorities</i>	Centralised	\$75,000	\$XXX
	Distributed	\$0	\$XXX
Total for Priority A	Centralised	\$100,000	\$XXX
	Distributed	\$0	\$XXX
<u>B – Transition Assistance³</u>			
<i>Grant Guidelines and Committee</i>	Centralised	\$10,000	\$XXX
	Distributed	\$0	\$XXX
<i>Grants for Prior NAAF Qualifying Schools</i>	Centralised	\$0	\$XXX
	Distributed	\$100,00	\$XXX
<i>Grants for Transition Schools</i>	Centralised	\$0	\$XXX
	Distributed	\$156,394	\$XXX
<i>INSPIRE for Transition Schools</i>	Centralised	\$0	\$XXX
	Distributed	\$80,000	\$XXX
Total for Priority B	Centralised	\$10,000	\$XXX
	Distributed	\$336,394	\$XXX
<u>C – Special Circumstances Funding</u>			
<i>Funds held for Direct School Grants</i>	Centralised	\$0	\$XXX
	Distributed	\$400,000	\$XXX
Total for Priority C	Centralised	\$0	\$XXX
	Distributed	\$400,000	\$XXX
<u>D – Strengthening outcomes for schools and educationally disadvantaged schools and students</u>			
<i>Strong Curriculum and Pedagogy Support in Schools</i>	Centralised	\$206,000	\$XXX
	Distributed	\$0	\$XXX
<i>Supporting Indigenous Schools</i>	Centralised	\$100,000	\$XXX
	Distributed	\$0	\$XXX
<i>INSPIRE – Maximising identification and reporting NCCD data</i>	Centralised	\$0	\$XXX
	Distributed	\$80,000	\$XXX
<i>Developing pathways and school industry partnerships</i>	Centralised	\$80,000	\$XXX
	Distributed	\$0	\$XXX
Total for Priority D	Centralised	\$386,000	\$XXX
	Distributed	\$80,000	\$XXX

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
E – Student wellbeing and support			
Student Wellbeing and Support	Centralised	\$124,076	\$XXX
	Distributed	\$0	\$XXX
Total for Priority E (only required if more than one activity for the priority)	Centralised	\$124,076	\$XXX
	Distributed	\$0	\$XXX
	Administrative costs⁴	\$28,507	\$XXX
	Total expenditure⁵	\$1,064,977	\$XXX⁶
	Deferred funding	\$360,399	\$XXX

Interest earned that is being carried forward to 2023

Interest earned but not spent since last annual report ⁷	\$8,613.66
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Schools' Use of Distributed CAF Funding

Schools have certified that the distributed funding has been used for the purposes for which it was provided.

⁴ The NGRB's administrative costs directly associated with implementing the activities. These should not exceed two per cent of total funding over 2020 to 2029. In limited circumstances an NGRB may apply in writing for an increase in allowance.

⁵ Sum of centralised, distributed, and administrative expenditure

⁶ The amount recorded in this cell should match the NGRB Acquittal Certificate of funding spent in 2022

⁷ This should include all interest earned to 31 December 2022 that is being carried forward into 2023. Please also include any interest earned in 2020-21 that was not reported in the last CAF annual report which is also being carried forward into 2023.

Expenditure Profile for 2022–2029

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.

	2023	2024	2025	2026*	2027*	2028*	2029*
NGRB’s total estimated funding allocation as advised by the department							
NGRB’s estimated Regional Transition Assistance funding allocation as advised by the department							
Accrued deferred funding from 2020, 2021 and 2022, to be carried forward to 2023 ⁸	\$XXX						
Accrued interest earned on funds held in 2020, 2021 and 2022, to be carried forward to 2023 ⁹	\$XXX						
NGRB’s planned expenditure for the relevant year ¹⁰	\$XXX	\$XXX	\$XXX	\$XXX	\$XXX	\$XXX	\$XXX
NGRB’s planned regional transition assistance expenditure for the relevant year ¹¹	\$XXX	\$XXX	\$XXX	\$XXX	\$XXX	\$XXX	\$XXX
NGRB’s planned deferred funding for the relevant year to be spent in a future year ¹²	\$XXX	\$XXX	\$XXX	\$XXX	\$XXX	\$XXX	
Accrued deferred funding from the relevant year and previous years to be spent in a future year ¹³	\$XXX	\$XXX	\$XXX	\$XXX	\$XXX	\$XXX	

[*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.]

⁸ Please note this is the amount paid by the Department in 2020, 2021 and 2022, that will be carried forward into 2023. The amount in this row should be attributed as expenditure in a future year(s) in the *NGRB’s planned expenditure for the relevant year* (the row containing footnote 11).

⁹ Please note this is *actual* interest earned that will be carried forward into 2023, where the NGRB’s Acquittal Certificate is not addressing the amount (see previous page and information under the heading about interest earned). The amount in this row should be attributed as expenditure in a future year(s) in the *NGRB’s planned expenditure for the relevant year*, in the row below. If no interest is being brought forward in to 2023, please indicate N/A.

¹⁰ Please note this row should include all CAF funding (except amounts spent in 2020, 2021 and 2022) and where applicable, actual interest earned on funds held which is being brought forward in to 2023.

¹¹ Please note this row is used to monitor the rate of expenditure to ensure agreed proportions of investment are met.

¹² Please note this is any amount of CAF funding to be paid by the Department for the relevant year that is not spent in the relevant year. This row should include deferred CAF funding from the amount paid by the Department and, where applicable, for 2023 may include actual interest earned on funds held in 2020, 2021 and 2022 being carried forward into to 2023. For example, an NGRB may plan to defer \$5 million in 2023 and defer another \$5 million in 2024, with the resulting \$10 million to be spent in 2025. This row would show \$5 million in deferred expenditure in 2023, \$5 million deferred in 2024 and then \$0 in 2025.

¹³ Please note this is the total amount carried forward to the next year or any subsequent year and will show the cumulative deferred expenditure from the relevant year and/or previous years that has not yet been spent. This row should include deferred CAF funding from amounts paid by the Department and, where applicable, actual interest earned on funds held in 2020, 2021 and 2022, being brought forward in to 2023. Continuing the example in the previous footnote, where an NGRB may plan to defer \$5 million in 2023 and defer another \$5 million in 2024, with the resulting \$10 million to be spent in 2025, this row would show \$5 million in accrued expenditure in 2023, \$10 million in 2024 and then \$0 in 2025.

Reason for variations to Expenditure Profile

Activity Report

Activity/Initiative	Focus on Parental Choice
Priority	A – Choice and Affordability

Activity Description

The goals for the Choice and Affordability of Schools priority are as follows:

- To improve and maintain a wide range of schooling choices for families in the Northern Territory, encouraging progress in educational standards and fostering healthy competition within the education system;
- To promote inclusivity and diversity within the schooling landscape by supporting the growth of the Independent Schools Sector in the Northern Territory;
- To offer support and guidance to schools that are adversely impacted by the new funding arrangements, helping them navigate structural changes and plan accordingly.

Due to the impact of the Northern Territory Government policies related to COVID19 and the measures implemented for the safe return to school, the parent survey was postponed to a later date.

To support schools in understanding their current demographic, population trends, and economic data within their respective school location, an AISNT Officer conducted research and analysed specific data. This effort resulted in a comprehensive Data Trends Snapshot, which included relevant and updated information. This document provides valuable insights into schools, empowering them to make well-informed decisions and effectively respond to changing circumstances.

The Data Trends Snapshot was easily accessible and shared with schools, ensuring that they had access to the valuable insights and information it contains. This enabled schools to utilise the data for their own planning purposes, allowing them to stay informed and make informed decisions based on the current demographic, population trends, and economic data provided in the snapshot.

In 2022, AISNT partnered with John Somerset of Somerset Education to deliver a presentation to Governing Bodies, Principals and Business Managers on 'How to Govern with Confidence'. This informative presentation covered various topics, including clarifying the legal responsibilities of a school board, highlighting the key attributes of a financially sustainable school, identifying financial strengths and weaknesses, discussing asset reinvestment and debt servicing, and emphasising best practice in financial reporting. The main objective of this presentation was to support AISNT member schools in establishing effective school priorities.

Moreover, this presentation also provided the opportunity for participants to actively engage with the Financial Survey. The aim was to demonstrate how the survey can be effectively utilised to assess a school's financial well-being and establish specific objectives for maintaining or enhancing its financial position. The Financial Survey is specifically tailored for non-government schools and is characterised by its impartiality, reliance on data, and fact-based analysis. It empowers school leaders to identify areas of concern, set realistic goals, and devise strategies for progress.

Individual schools have continued to engage Somerset Education, utilising the Somerset Schools Financial Survey to assess the school's current financial viability and long term sustainability. The data attained has been utilised to inform ongoing financial and business plans, including long term budgets. Schools principals and business managers have expressed that the use of Somerset Education has improved their understanding of the school's current financial strengths and weaknesses.

Outcomes Achieved

Outcomes	Indicators of success
The Data Trends Snapshot, which was an analysis of current demographic, population trends, economic outlook, and school fees analysis, of each region individual schools are located in, has provided school leadership with valuable insights and assists in making informed business decisions.	All member schools had access to the Data Trends Snapshot. Four schools further engaged with AISNT Project Officer for more detailed information.
Governing Bodies, Principals and Business Managers participated in the Somerset Education presentation 'How to Govern with Confidence'.	25 participants from 10 member schools participated in the presentation. Feedback indicated that the presentation was informative and useful and have a better understanding of their financial legal responsibilities; attributes of a financially sustainable school; their financial strengths and weaknesses. School leaders and business managers/finance officers have reported using the Somerset School Financial Survey and are/have engaged with Somerset Education.

Risk Management

Risk	How the risk will be managed
COVID19 Northern Territory Government policies and restrictions introduced at the beginning of the 2022 school year, restricting access to schools.	Activity deferred to a future year/adapted to comply with NTG policies and restrictions.

Key stakeholders

Stakeholder	Engagement Work
<p>Stakeholder name</p> <p>This activity supports all Independent Schools in the Northern Territory by enabling them to effectively monitor and evaluate the effect of the changes in the funding model on their school operations. It assists schools in making well-informed decisions regarding strategic business matters, to ensure they continue to meet the evolving needs of their school communities.</p>	<p>AISNT provided school leaders with up-to-date statistics and data, informing them of the current demographic, population trends and economic data specific to their respective school locations. This provision aimed to support schools in gaining a comprehensive understanding of the current conditions and factors influencing their local communities and the possible impacts on their schools.</p> <p>An expert in school governance and financial management delivered an online presentation. The presentation was recorded and made available to all member schools. The presenter was available to consult with school leaders throughout the year.</p>

Activity/Initiative	Transition Assistance Grants
Priority	B – Transition Assistance

Activity Description

AISNT maintained its commitment to providing Transition Assistance to the three member schools identified by the Department of Education. These schools were recognised as requiring direct financial assistance due to the adverse effects of the new funding arrangements. This assistance aimed to ensure the financial viability of these independent schools during the transition period, as they transition to the new funding arrangements. Two of these schools were eligible for the National Adjustment Assistance Fund (NAAF) under a previous funding arrangement.

A portion of the allocated funds were quarantined in 2022 for future years, as outlined in the Choice and Affordability Fund Work Plan Expenditure Profile for 2022-2029.

In 2022, Transition Assistance Funds were utilised to provide continued access and professional learning support for the INSPIRE platform, to the three identified member schools. This platform is specifically designed to aid in the identification and documentation of student adjustments for students with disabilities. Teachers in these schools were provided with ongoing professional development opportunities to assist with the use of the platform. The INSPIRE platform contributed to the generation of more precise and consistent data for the Nationally Consistent Collection of Data (NCCD), enabling schools to optimise funding for students with disabilities and ensuring they receive the necessary support. The implementation of INSPIRE is going well in these schools.

Outcomes Achieved

Outcomes	Indicators of success
Schools identified by the Department of Education as requiring direct assistance due to the adverse effects of the new funding arrangements received direct grants.	Three schools received grants.
Schools provided with ongoing support with the INSPIRE platform.	Three schools received ongoing support. The AISNT Teaching and Learning Coordinator has continued to hold workshops; consultations; meetings; one-on-one site visits to support and advise teachers and support staff in the use of the INSPIRE platform to collect and analyse data for use in the NCCD.
Increase the level of consistency and rigorousness of data collected for the NCCD.	The AISNT Teaching and Learning Coordinator has convened two moderation workshops with teachers and support staff.

Risk Management

Risk	How the risk will be managed
The continuous support previously provided by the AISNT Teaching and Learning Coordinator, was no longer available, resulting in the unavailability for teachers and support staff in utilising the INSPIRE platform.	Ensuring another AISNT Project Officer is also trained in the use of the INSPIRE platform. Identifying teachers and support staff in schools that can support teachers and support staff in the use of the INSPIRE platform in other schools. Using existing network of teacher and support staff to from a support network and meet at least once a term.
When teachers and support staff stop engaging with the INSPIRE platform, the recording of student adjustment data is neglected, leading to the exclusion of students from the NCCD. Consequently, the school fails to receive the appropriate funding for eligible students, which they are entitled to.	Ensure the AISNT Teaching and Learning Coordinator is in regular contact with school leaders, teachers and support staff. Ensure the AISNT Teaching and Learning Coordinator has access to the resources needed to advise and support school leaders, teachers and support staff in the use of the INSPIRE platform.

Key stakeholders

Stakeholder	Engagement Work
Stakeholder name This activity provided Transition Assistance direct funding to school adversely affected by the new funding arrangements. These schools were identified by the Department of Education.	AISNT engaged with the three schools and collated data on the impact the funding arrangements had on each schools.

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

Activity Description

No applications were received from schools in 2022 for Special Circumstances Funding Grants.

Outcomes Achieved

Outcomes	Indicators of success
No schools applied for Special Circumstances Grants in 2022.	No schools applied for Special Circumstances Grants in 2022.

Risk Management

Risk	How the risk will be managed
Several Independent Schools in the Northern Territory apply and qualify for Grants for Special Circumstances at the same time. This could potentially deplete the funds put aside for this program, or there may not be sufficient funds put aside.	The Audit and Finance Committee meets twice a year and has oversight of the Grants for Special Circumstances program. AISNT staff regularly communicate with school leaders.

Activity/Initiative	Strengthening Outcomes for Independent Schools in the Northern Territory
Priority	D – Strengthening outcomes for schools and educationally disadvantaged schools and students

Activity Description

AISNT continued fund the role of Teaching and Learning Coordinator under the Choice and Affordability Fund, who played a vital role in offering personalised and centralised support to teachers and support staff. This support included the implementation of initiatives aimed at enhancing student engagement in learning and assisting teachers in delivering effective literacy and numeracy programs. AISNT remained committed to ensuring that schools’ curricula remained responsive to the evolving Australian Curriculum, with the Teaching and Learning Coordinator participating in National and Territory network meetings, keeping abreast with new developments and initiatives pertaining to the ACARA Australian Curriculum review. To facilitate this, the Teaching and Learning Coordinator provided professional learning opportunities at the individual school level, as well as through forums and collative efforts across the Independent School sector. Northern Territory Government policies pertaining to COVID19 impacted on the delivery of some of the planned professional learning opportunities.

The AISNT Teaching and Learning Coordinator is responsible for various responsibilities related to the ACARA Curriculum Review 9.0 and support for Independent Schools. This includes distributing information and organising workshops for school leaders and teachers to discuss curriculum developments and initiatives in version 9.0. The coordinator also represents AISNT in meetings both locally and nationally to stay updated on new developments. Cross-sector meetings are held to facilitate discussions on the implementation of the Australian Curriculum version 9.0 and provide support for Independent Schools. The coordinator arranges forums and professional learning afternoons to inform school leaders and teachers about curriculum changes and how to effectively implement them. Additionally, school visits are conducted to share high-quality curriculum, assessment and reporting resources with schools leaders and teachers, ensuring Independent Schools have access to the latest information.

The coordinator also offers professional development opportunities to schools through forums and professional learning afternoons, where various pedagogical methods based on scientific and evidence-based research are delivered. They actively promote and provide resources through the AISNT TeacherTalk FB Page, offering schools opportunities to explore evidence-based teaching and learning methods, including Inclusion Support, Universal Design for Learning (UDL and the Science of Reading. Strong literacy and numeracy programs are emphasised.

Furthermore, the coordinator provides mentoring and support to neophyte teachers and teachers who are transitioning from provisional to full registration, assisting them in their professional development journey.

Teachers were actively offered professional development opportunities to enhance their proficiency in utilising the INSPIRE software. This enabled them to effectively collect and maintain accurate and consistent data for the Nationally Consistent Collection of Data on School Students with a Disability (NCCD). By ensuring reliable data, schools were better equipped to optimise funding allocation for student with disabilities, ensuring that these students received the necessary support and adjustments.

AISNT continued to collaborate with the Independent Indigenous Schools to enhance the skills and capabilities of their Indigenous workforce. This partnership aimed to support their efforts in working

alongside their communities to strengthen student attendance and improve educational outcomes. Through site visits, the Teaching and Learning Coordinator worked collaboratively with school leaders, teachers and support staff, facilitating workshops and professional learning sessions, focusing on upskilling the Indigenous workforce and fostering community partnerships aimed at creating a supportive environment that would positively impact student engagement and achievement.

AISNT organised two full day forums for the Indigenous School Leadership Network (one in Darwin and one in Alice Springs). These forums were specifically designed to establish a supportive network among Independent Schools that have Indigenous students enrolled. The primary objectives of these forums were to facilitate the exchange of ideas, disseminate information regarding innovative practice that are culturally responsive, and identify and address the issues and challenges faced by schools in supporting Indigenous students. The forums aimed to create a collaborative environment where school leaders could learn from each other, find inspiration, and collectively work towards improving educational outcomes for Indigenous students.

The forums encompassed a wide range of topics aimed at addressing the specific needs and challenges faced by Independent Schools with Indigenous students enrolled. Some of the topics covered included:

1. Upskilling Indigenous staff: exploring professional learning/development opportunities and strategies to enhance the skills and knowledge of Indigenous staff.
2. Reconciliation in education: examining the actions and initiatives undertaken by schools in promoting reconciliation, as well as discussing the aspirations and goals of schools in this regard.
3. School sustainability: providing support to Indigenous Schools concerning governance and funding to ensure their long-term viability.
4. School Reporting: discussing effective methods of reporting on Indigenous student outcomes and progress, with a focus on fostering transparency and accountability.
5. Cultural Competency within a School Community: exploring approaches and practices that promote cultural competence within the school community, fostering a culturally responsive and inclusive environment.
6. Cultural Well-being: understanding and discussing various programs and initiatives that contribute to the well-being of Indigenous students within the diverse school settings.

These topics aimed to foster knowledge sharing, collaboration, and the identification of effective strategies to address the unique needs of Indigenous student in Independent Schools in the Northern Territory.

In 2022, AISNT was invited to be part of the AISNSW Waratah Project. *The Waratah Project supports participating schools to develop and implement strategies that will improve the literacy, numeracy and other academic outcomes of their Aboriginal and Torres Strait Islander students, including initiatives to support student wellbeing and strengthen relationships with families and communities.*

An AISNT Officer attended the Waratah Project training program in late 2022. Two Independent Schools in the Northern Territory have been identified to participate in the Waratah Project in 2023, with support from the Choice and Affordability Fund.

Outcomes Achieved

Outcomes	Indicators of success
<p>School leaders and teachers are informed of the developments with the review of the Australian Curriculum Version 9.0.</p>	<p>The AISNT Teaching and Learning Coordinator kept school leaders and teachers up to date on developments with the review of the Australian Curriculum Version 9.0 through workshops; forums; communicated through journals and TeacherTalk.</p> <p>The AISNT Teaching and Learning Coordinator provided:</p> <ul style="list-style-type: none"> • Individual advice and support to 25 teachers on developments with the review of the Australian Curriculum • Workshops for identified curriculum leaders in schools to garner feedback on the Review.
<p>Teachers are supported in the identification of disadvantaged students.</p> <p>Teachers are mentored in strategies/adjustments that provide access for these students to teaching and learning programs, strengthening outcomes for students.</p>	<p>The AISNT Teaching and Learning Coordinator, through site visits; classroom observations; online meetings/consultations; provided support to teachers in the identification of disadvantaged students and provided support and advice on appropriate teaching and learning strategies to engage these students.</p> <p>The AISNT Teaching and Learning Coordinator provided:</p> <ul style="list-style-type: none"> • Individual advice and support for 23 teachers and support staff in 10 schools located in remote and very remote communities in strategies an adjustment to provide access for students to the teaching and learning programs; • Workshops and professional development sessions for whole staff in 10 schools located in remote and very remote communities in programming and planning; effective and relevant pedagogy; assessments to inform programming/planning; • Continue to develop and support the Inclusion Support Network. This network met at least once a term. 15 members representing 9 schools participated in the Inclusion Support Network meetings.
<p>School leaders and teachers were provided with professional development opportunities in various pedagogical methods based upon scientific and evidence-based research.</p>	<p>School leaders and teachers from 23 schools participated in professional development opportunities, provided by the AISNT Teaching and Learning Coordinator, including session on Inclusion Support; Universal Design for Learning (UDL); and the Science of Reading.</p>
<p>The AISNT Teaching and Learning Coordinator worked collaboratively with SRA and individual school to continue to rollout of the INSPIRE platform to more schools.</p>	<p>The AISNT Teaching and Learning Coordinator and the SRA INSPIRE representative worked with technical staff in schools to ensure the schools' management systems were compatible with the INSPIRE platform.</p> <p>The AISNT Teaching and Learning Coordinator continued to rollout INSPIRE and provide professional learning opportunities on the use of the platform.</p> <p>13 schools are now using the INSPIRE platform.</p>

Outcomes	Indicators of success
Provide curriculum and program advice on appropriate teaching and learning pedagogy for Indigenous students.	The AISNT Teaching and Learning Coordinator with five remote and very remote Indigenous schools, providing support and advice on teaching and learning pedagogy.
AISNT facilitated two (Darwin and Alice Springs), one day forums for Indigenous Schools Leadership Network.	15 participants from 9 schools attended both forums.

Risk Management

Risk	How the risk will be managed
Northern Territory Government policies related to COVID19 and the measures implemented for the safe return to school impact on delivery of activities.	Planned school visits; face-to-face professional learning opportunities/forums/workshops; will be delivered online where possible. Classroom observations will be cancelled.
The continuous support previously provided by the AISNT Teaching and Learning Coordinator, was no longer available, resulting in the unavailability for teachers and support staff in utilising the INSPIRE platform.	Ensuring another AISNT Project Officer is also trained in the use of the INSPIRE platform. Identifying teachers and support staff in schools that can support teachers and support staff in the use of the INSPIRE platform in other schools. Using existing network of teacher and support staff to from a support network and meet at least once a term.
When teachers and support staff stop engaging with the INSPIRE platform, the recording of student adjustment data is neglected, leading to the exclusion of students from the NCCD. Consequently, the school fails to receive the appropriate funding for eligible students, which they are entitled to.	Ensure the AISNT Teaching and Learning Coordinator is in regular contact with school leaders, teachers and support staff. Ensure the AISNT Teaching and Learning Coordinator has access to the resources needed to advise and support school leaders, teachers and support staff in the use of the INSPIRE platform.

Key stakeholders

Stakeholder	Engagement Work
<p>This activity provides Independent Schools in the Northern Territory with access to an expert Teaching and Learning Coordinator. The Teaching and Learning Coordinator will provide these schools with expert knowledge in the Australian Curriculum, assessment and reporting requirements and practices; pedagogy and strategies for working with disadvantaged students.</p>	<p>The Teaching and Learning Coordinator will make site visits on request; convene forums and workshops; mentor and coach teachers on request; convene network meetings.</p> <p>The Teaching and Learning Coordinator will contact each member school at the beginning of each term, to ascertain the needs of teachers and plan activities to support them.</p>

Activity/Initiative	Supporting Positive Well-Being for Independent School Students in the Northern Territory
Priority	E – Student wellbeing and support

Activity Description

In 2022, AISNT continued in its efforts to support Independent Schools in fostering secure and nurturing environments. Under the leadership of a Well-Being Project Officer, a Well-Being Network was established as a platform for collaboration and support amongst educators. This network served as a valuable resource for exchanging ideas, experiences and best practices relation to promoting and maintaining well-being in schools. The Well-being Network met once a term throughout 2022.

Throughout 2022, the Well-Being Project Officer sourced and delivered professional learning opportunities focusing on enhancing well-being for school communities, staff and students. These opportunities encompassed the following examples:

- A one day forum featuring a presentation from Andrew Fuller ‘Well-being, engagement and inclusive practices: strategies and ideas’;
- A presentation by HeadSpace presentation, which covered school based programs such as ‘Mental Health Education Program’, a program that aims to increase the understanding of mental health and well-being in schools and ‘Our Way, Our Say Program’, a program co-designed with Indigenous peoples living in Darwin, that aims to deliver culturally safe, evidence informed, holistic, skill-based approach to mental health education and suicide prevention;
- A BeYou presentation that included ‘Well Being Tools for Educators’ and Suicide Prevention Toolkits.

Two AISNT Project Officers attended the Trauma Aware Schooling Conference in Brisbane. Information was shared with member schools through the Well-being Network.

Outcomes Achieved

Outcomes	Indicators of success
<p>AISNT Well-being Project Officer organised and facilitated workshops/forums on well-being focussed on existing and emerging practices.</p> <ul style="list-style-type: none"> • Andrew Fuller ‘Well-being, engagement and inclusive practices: strategies and ideas’ • HeadSpace and BeYou Presentation • ReLATE – Leading Mental Health and Well-being Approaches in School – MacKillop Institute. 	<p>31 participants, representing 14 schools.</p> <p>18 participants, representing 13 schools</p> <p>Two schools became pilot schools for the Our Way, Our Say Program.</p>
<p>AISNT Well-being Project Officer established the Well-Being Network.</p>	<p>15 members, representing 9 schools.</p> <p>The network met once a term, via online.</p>
<p>Trauma Informed Professional Development Conference for AISNT Project Officers.</p>	<p>Two AISNT Project Officers participated in the conference and subsequently disseminated the knowledge acquired to the members of the Well-Being Network.</p>
<p>Provide regular, timely communications specifically related to well-being.</p>	<p>Weekly Journals provide well-being resources.</p>

Key stakeholders

Stakeholder	Engagement Work
<p data-bbox="164 309 368 338">Stakeholder name</p> <p data-bbox="164 360 751 454">This activity offers support, guidance, advice and resourcing to all Independent Schools in the Northern Territory in staff and student well-being.</p>	<p data-bbox="799 360 1385 483">A Well-being Network was established across schools that meets at least once a term to share strategies, resources and organisations to support the wellbeing of staff and students.</p>

NGRB Annual Report Sign Off (Please complete this section when submitting your CAF 2022 Annual Report to the Department – this section can be removed before publishing your CAF 2022 Annual Report)

Please remove this yellow highlight before submitting this document.

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 NGRB¹⁴:**

Date:

¹⁴ Name and position of the person within the NGRB with authority to sign off.