
Choice and Affordability Fund

Annual Report 2022

Association of Independent Schools of South Australia

Summary of 2022

The 2022 Choice and Affordability Fund (CAF) Annual Report details initiatives and priorities completed by the Association of Independent Schools of South Australia (AISSA) to progress the national objectives established to support the accessibility of non-government schools for parents, the strengthening of outcomes for schools, provide transition assistance and the building of safe and supportive environments for all. The AISSA represented the interests of 104 schools, being the full cohort of Independent schools across the state.

The activities outlined in this report extend beyond the regular services provided by the AISSA and have only been made possible through this funding. Whilst building on successful activity previously funded through CAF, the 2022 Annual Report describes the first of a new four year strategy in support of progressing these national priority areas. It is this long-term approach that will effectively equip Independent schools to meet the needs of their students and families.

While cognisant of the overarching national priorities, implementation has been characterised by responsiveness to individual school circumstances. All South Australian Independent schools have been provided with the opportunity to apply for, or be supported through, CAF resourcing. As in previous years, mechanisms for funding distribution have varied across priorities and have included both centralised and distributed expenditure. A specific systemic governance arrangement has continued for Lutheran schools and once again saw the provision of funds to the Approved Authority, Lutheran Education SA, NT and WA (LESNW), across some priorities.

Insights gleaned from the successes of the previous years' activities saw the Business Development Planning Program maintain the contractual relationship with an external consultant, while refining processes for schools. Upon analysing school reports, it was observed that, while new schools were eligible to receive support, ensuring continuity of access also for previously funded schools allowed them to better integrate their business development planning. This recognition increased the likelihood of achieving lasting change. Maintaining the efficiencies of previous years, a separate business development planning program was implemented in the Lutheran school system, overseen by the Approved Authority, LESNW.

In addition to the identified National Adjustment Assistance Fund (NAAF) schools, the transition to the Direct Measure of Income (DMI) has had a significant negative long term funding impact on a number of other South Australian Independent schools, as these schools are transitioning through low growth or no growth leading to a loss of funding in real terms given the rise in costs. For both groups of schools, CAF funding was critical in supporting schools to undertake a systematic analysis of school business operations. This has assisted negatively affected schools streamline business practices in preparation of transitioning to the new methodology by 2029. The Transition Assistance Program has enabled schools to identify and address escalating cost pressures which could have potentially resulted in increased fees. Additionally, the Australian Government identified four regional Lutheran schools as eligible for regional transition assistance and, through an Agreement with LESNW, grants to these schools were made available to assist in transitioning down to the DMI arrangements.

Over the course of 2022, funding was provisioned, and the AISSA has monitored the need, for schools requiring access to short term emergency assistance. This has been achieved through a specific grant program to address priority areas or respond to natural disasters. In particular, close attention was paid to the impact of two major flooding events which had significant potential to severely affect a small number of South Australian Independent schools. Occurring towards the end of the year, arrangements were put in place should a special circumstances application process and funding payment be required. Schools were regularly advised of the availability of special circumstances funding for short term emergency assistance through a range of mechanisms including written and verbal communications.

A significant proportion of schools across both metropolitan and regional areas are from lower socio-economic areas, with 70% of schools with a DMI score of less than 100. The addressing of educational disadvantage is an absolute imperative across the state and CAF funding was used to both strengthen school leadership, excellence and innovation, and also build teacher efficacy. As indicated in the overarching 2022 – 2025 work plan, a number of activities have built on the leadership work undertaken in 2021. One example is the school transformation focus that supported leadership teams to examine and assess individual school contexts, then subsequently plan and implement holistic change initiatives. Additionally, an innovation lens equipped leadership teams to explore learning success within the emerging technology of virtual reality (VR). Enhancing the skills of distributed leadership teams in schools was situated in the development of learning leaders, teams and instructional coaches. The seminal work of Jim Knight informed theories underpinning instructional coaching and the work of global researcher and educational neuroscientist, Dr Jared Cooney Horvath provided essential learning about evidence-based concepts from the field of Learning Sciences.

In 2022, the building of teacher efficacy has mirrored the theories of effective teacher professional development as described by Sims et al, 2021 and has focused on helping teachers gain new insights, pursue new goal-directed behaviour, acquire new skills and embed changes in their practice. Centralised expenditure centred on teacher capacity building focussing on learning design, formative assessment, the National Literacy and Numeracy Learning Progressions (NLNLP) and the General Capabilities. Centralised expenditure was also utilised to improve teacher access to high-quality First Nations cultural responsiveness resources, to ensure teachers were better prepared to teach First Nations peoples in culturally safe ways. Central to this was the cultivation of and ongoing commitment to partnerships with local Elders. An intentional focus on growing STEM and digital literacy capability saw teachers investigate artificial intelligence (AI) concepts in mathematics, science, and digital technologies.

To best facilitate progression of effective whole school approaches to student wellbeing, the AISSA Student Mental Health and Wellbeing Taskforce, comprising principals, Professor Donna Cross and AISSA staff, was established. The building of leadership capacity to drive implementation and sustainability at the school level was a key priority within this initiative. This work led to the development of the AISSA Wellbeing Toolkit, launched in June 2023, focusing on a universal wellbeing promotion and an early intervention approach.

Throughout the year, the AISSA was guided by a risk management approach and was ready to respond should an issue arise that may have impacted an activity or grant process. The elements within the mitigation responses were designed to maximise engagement and minimise potential barriers to program access and delivery. For example, Transition Assistance activity was initially scheduled to commence in Term 1, 2022. The significant impact on school operations, arising from the school-based measures put in place by SA Health to mitigate the spread of the COVID-19 Omicron variant, saw the delay of the grant process until Term 2. While 2022 was the third year of the COVID-19 pandemic, it was the first year that South Australia experienced significant outbreaks and it was critical that schools be given time to respond to local priorities in the first instance.

As a member association, stakeholder engagement is central to the success of the AISSA's service delivery. While many stakeholder engagement forms, such as Reference Groups and a comprehensive communication strategy are embedded into the organisation, specific measures were also put in place for strategies within this funding source. This ensured that the design of priorities was informed by, and responsive to the needs of schools, students and stakeholders. The AISSA Wellbeing Taskforce, comprising metropolitan and regional principals, external expertise and AISSA staff, exemplifies this.

The Taskforce provided advice about the direction of the wellbeing strategy, with the goal that, across individual contexts, all schools would be equipped to strengthen their whole school policy, practice and pedagogy to improve the wellbeing of the school community.

The comprehensive and intentional support for school education as outlined in the full report to follow, has facilitated parental choice and affordability of Independent schools and supported the addressing of educational disadvantage and student success. This activity would not have been possible without the financial assistance of the Australian Government.

Overarching Risk Management

The AISSA plans to address program management risk as a single work program, to ensure that the CAF Program can be delivered efficiently, effectively and with efficacy.

Risk category	Identified risks	Management
Stakeholders	Program design fails to meet stakeholder need. Lack of stakeholder engagement. Lack of access to program information.	Stakeholder engagement plan has been a key reference point. A range of organisational communication structures and approaches to service delivery have been in place, including formal agenda briefings, electronic newsletters, website updates and stakeholder meeting opportunities in various modes.
External catastrophic event / critical incident	The AISSA and/or schools are involved in a critical incident that disrupts normal operational capability. The event leads to postponement of activity or the issuing of grants. School leaders and staff are unable to access AISSA services. Schools face impediments in participating in CAF Priority activity.	The AISSA Business Continuity Plan and suite of policies and procedures were in place. Remote and in-situ processes and procedures were implemented that enable continuation of: - the provision of timely advice responsive to schools' needs during complex times - ability to work with schools using online and remote modes. A range of feedback mechanisms facilitated timely organisational responses to schools' identified needs.
Organizational	Judicious use of funds and validity of program implementation.	Overarching governance oversight has been provided through the AISSA Board. Effective internal and external financial procedures and auditing processes were in place. Regulated by the Australian Charities and Not-for-profits Commission (ACNC). Established stakeholder feedback mechanisms.
Technical	Increased threat of cyber attack. Lack of access by regional and remote schools.	Comprehensive organisational security processes and policies have been in place. Proven ability to work with regional and remote schools using online and remote modes.
Project Management	Lack of continuity.	Proven stability and expertise of AISSA staff in project management and management of Australian Government funds. Shared knowledge across staff, so that key information is held by more than one person.

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	Actual Spend in 2022
<u>A – Choice and Affordability</u>			
<i>Business Development</i>	Centralised	\$95,869	\$90,032
	Distributed	\$20,000	\$20,000
<u>B – Transition Assistance</u>			
<i>Transition Assistance – NAAF Schools</i>	Centralised	\$30,794	\$33,087
	Distributed	\$441,024	\$409,141
<i>Transition Assistance – Other Schools</i>	Centralised	\$25,803	\$21,123
	Distributed	\$115,000	\$146,884
<i>Regional Transition Assistance</i>	Centralised	\$3,226	\$3,990
	Distributed	\$148,228	\$148,228
Total for Priority B	Centralised	\$59,823	\$58,200
	Distributed	\$704,252	\$704,253
<u>C – Special Circumstances Funding</u>			
Special Circumstances Funding	Centralised	\$5,928	\$6,114
	Distributed	\$500,000	\$0
<u>D – Strengthening outcomes for schools and educationally disadvantaged schools and students</u>			
Strengthening School Leadership, Excellence and Innovation	Centralised	\$621,305	\$614,662
	Distributed	\$0	\$0
Building Teacher Efficacy	Centralised	\$418,087	\$430,145
	Distributed	\$0	\$0
Total for Priority D	Centralised	\$1,039,392	\$1,044,807
	Distributed	\$0	\$0
<u>E – Student wellbeing and support</u>			
Effective Whole School Approaches to Student Wellbeing	Centralised	\$226,306	\$230,497
	Distributed	\$0	\$0
Administrative costs		\$53,520	\$53,520
Total expenditure		\$2,705,090	\$2,207,423
Deferred funding		\$0	\$468,571

Interest earned that is being carried forward to 2023

Interest earned but not spent since last annual report	\$20,595
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Schools' Use of Distributed CAF Funding

The AISSA has met its obligation under section 49 of the CAF Guidelines. All Independent school authorities that received distributed funds have certified that distributed funding has been used for the purposes for which it was provided.

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.

	2023	2024	2025	2026*	2027*	2028*	2029*
NGRB's total estimated funding allocation as advised by the department	\$2,782,645	\$2,852,743	\$2,938,326	\$3,026,476	\$3,117,270	\$3,210,788	\$3,307,112
NGRB's estimated Regional Transition Assistance funding allocation as advised by the department	\$154,137	\$158,020	\$162,760	\$167,643	\$172,672	\$177,852	\$183,188
Accrued deferred funding from 2020, 2021 and 2022, to be carried forward to 2023	\$2,198,763						
Accrued interest earned on funds held in 2020, 2021 and 2022, to be carried forward to 2023	\$20,595						
NGRB's planned expenditure for the relevant year	\$3,154,318	\$3,592,211	\$3,732,679	\$3,187,149	\$3,152,511	\$3,214,395	\$3,400,860
NGRB's planned regional transition assistance expenditure for the relevant year	\$154,137	\$158,020	\$162,760	\$167,643	\$172,672	\$177,852	\$183,188
NGRB's planned deferred funding for the relevant year to be spent in a future year	n/a	n/a	n/a	n/a	n/a	n/a	
Accrued deferred funding from the relevant year and previous years to be spent in a future year	\$1,827,090	\$1,087,622	\$293,269	\$132,596	\$97,355	\$93,748	

* Funding over 2026 to 2029 is indicative and will be finalised through the 2026-2029 Work Plan to be settled in 2025.

Reason for variations to Expenditure Profile

There is a small variance to the expenditure profile in each of the years 2023 to 2028 due to an adjustment of the management fee. Planned expenditure is higher in 2024 and 2025 reflecting a reallocation of \$500,000 in special circumstance funding not spent in 2022.

Activity Report

Activity/Initiative	Business Development
Priority	A – Choice and Affordability

Activity Description

The Business Development Planning Program has been developed in recognition of the complexities of economic and other challenges facing South Australia which have had a consequent impact on choice and affordability for South Australian families. These challenges have included the closing of large manufacturing industries along with drought, bushfires and flooding and the COVID-19 pandemic. The nature of each of the identified challenges has resulted in long term impacts on the South Australian economy and community and further create a vulnerability to future shocks.

The 2022 Business Development Planning Program has built on the work undertaken across the 2020-2021 Work Plan. Under the program the AISSA contracted an external consultant with significant expertise in financial planning and management, together with the requisite experience and knowledge of the school sector. This subset of skills was critical in ensuring that the services provided were fit for both purpose and context. Centrally contracting the consultant allowed for economies of scale, prudent use of funding, and importantly an oversight of funded activities. External consultancy was further considered to be valuable as it allowed for a fresh and outside perspective on school operations.

A choice of funded services was offered to ensure funds were targeted toward greatest need, appropriate for school context and enabled schools to address the recommendations in a manageable way. Knowledge gained through the previous program was used to streamline processes and target schools for support. The program was open to all non-Lutheran schools and five schools, including one school which operated under a smaller system authority, were supported in 2022 located across regional and metropolitan areas. The five schools supported included two schools which had also participated the year before and where further support was deemed to be of significant value. Here it was determined, based on analysis of the reports received, that there was strategic benefit in funding a second year of services for specific schools to enable further integration of business development planning, more likely to lead to long term change and impact.

Centralised expenditure was used to manage the application, assessment, and acquittal processes along with monitoring the program, analysis of program outcomes and payment processing. Schools were required to submit a written application outlining the challenges they faced which impacted choice and affordability and provide a range of underpinning financial and other data to enable assessment of the application.

A separate program was implemented in the Lutheran school system and overseen by the Approved Authority, LESNW. Two Lutheran schools were supported by external consultants under this part of the program through the grant paid to LESNW to facilitate the work. An agreement signed between the AISSA and LESNW was developed and an acquittal process was undertaken to ensure that the funds were used for the stated purpose and which included receipt of relevant reports.

Centralised expenditure was used to undertake an analysis of the program outcomes which will inform the delivery of the program in 2023.

Recognising the key role of school leadership, including the School Board and the challenges posed by turnover of board members, professional expertise was also provided in the form of specific professional learning to support school leaders and school Boards to strategically navigate what are increasingly challenging times. The sessions were held via Zoom and often after hours to enhance accessibility and access and focused on identifying the key areas and indicators central to maintaining long term financial stability.

This activity will continue over the years 2023, 2024 and 2025.

Outcomes Achieved

Outcomes	Indicators of success
- Schools were supported to implement business development plans to enhance long-term financial stability and maintain choice and affordability for South Australian families. - School Boards and leaders were supported to identify key strategic directions to enhance strategic planning.	- Five non-systemic schools were supported in 2022. - Two systemic schools were supported in 2022. - Project was undertaken by consultant in a timely manner. 100% of schools which provided feedback indicated that they experienced high satisfaction success with the work undertaken and success in developing business plans. 25 schools were supported to increase their financial knowledge through professional learning.

Key stakeholders

Stakeholder	Engagement Work
Principals and School Leadership Teams So that schools are supported to effectively review their business models to ensure long term choice and affordability.	Feedback was gathered through formal and informal mechanisms. CAF updates were formally documented and shared with school Principals during scheduled Heads of Schools meetings. Meeting modes included face-to-face and video conference meetings to maximise participation. The AISSA electronic Bulletin publication provided regular updates to schools about related CAF activity and updates were housed on the AISSA website. Written communication included links to the AISSA website where the AISSA Workplan is housed.
Other External Stakeholders So that system authorities and other representative bodies are aware of the available support for schools to effectively review their business models to ensure long term choice and affordability.	Standing groups were scheduled regularly and tabled CAF priority information and updates. The AISSA electronic Bulletin publication provided regular updates to schools about related CAF activity and updates were housed on the AISSA website.

Variations from Agreement / Work Plan

A small variance in centralised expenditure occurred due to efficiencies achieved in application, monitoring and acquittal processes.

Activity Report

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

Activity Description

2022 was the first year that all schools were funded under their actual DMI and that those negatively affected by the move to the DMI and above their 80% Commonwealth share would commence the transition down to 80%. The Australian Government identified six schools that would have been eligible for assistance under the National Adjustment Assistance Fund (NAAF) for the period 2022- 2028, with a further one school eligible in 2028.

Analysis of data from the 2021 Q4 Funding Estimation Tool (FET) underpinned the program operation and provided the starting point for activity over the quadrennium. Along with analysis of the FET to support program delivery, centralised expenditure was used to develop criteria for eligibility, along with a fair and equitable formula for distributing the direct grants to NAAF schools. This incorporated three primary base criteria, these being an increase in DMI, Commonwealth share over 80% and a loss in Australian Government recurrent funding in real terms over the 2022-2025 quadrennium. In addition to the base criteria, NAAF schools were required to demonstrate a need for support, provide underpinning supporting financial and other data and identify how the funding would be used to support the program intent.

Throughout the quadrennium, the Transition Assistance program is intended to support schools eligible for funding to undertake a systematic analysis of school business operations to assist in streamlining business practices and support schools to counter cost pressures which may result in higher fees. This program emphasises the use of funding to engage external expertise to enable an objective assessment of school operations to identify the range of areas where costs can be reduced over the long term. This is required given the levels of reduction in funding, over the period to 2029, and particularly as this relates to increasing educational costs including ongoing increases in wages, utility and other costs. Indicative funding allocations were provided to enable schools to tailor the program of support applied for, with final allocations determined on the completion of the assessment process. The formula for distribution incorporated changes in funding levels over the quadrennium due to the DMI impact, along with a small indication application.

Centralised expenditure was used to develop an application form, assess applications for eligibility, process and pay grants and undertake the acquittal process.

All NAAF schools were eligible to apply, subject to meeting the application criteria and provision of the abovementioned supporting documentation. One NAAF school chose to not participate in the 2022 transition program with the underspend in funds transferred to the Transition Assistance – Other activity which was considered to be a more effective use of funding.

The application process was run concurrently with the Transition Assistance – Other Schools program. While initially scheduled to commence in Term 1, 2022, delays occurred due to the significant impact on school operations and the measures required to be put in place in schools (as instructed by SA Health) to mitigate the spread of the COVID-19 Omicron variant. Specific challenges faced by schools included illness across whole of school staffing, classroom and school closures, and staff and student health testing regimes. Arising from this, it was determined to delay the commencement of the process until Term 2. While 2022 was the third year of the COVID-19 pandemic, it was the first year that South Australia experienced significant outbreaks. Here it was considered that the funding would be more prudently utilised by schools when they were able to place the requisite focus on this part of school operations. On completion of the application and assessment process, grants were paid within three weeks of the final application date.

Throughout 2022, centralised expenditure was used to undertake detailed modelling for individual schools on request. The use of updated Funding Estimation Tools together with professional support assisted schools to plan for the impact of any potential shifts in DMI values and to provide funding and other professional advice. Regular written briefings were provided through meetings of school principals and reference groups advising any updates on Australian Government recurrent funding parameters.

An acquittal process was undertaken requiring schools to certify that the grant had been used for the funded purpose and identifying how that grant was used to support effective transition to the DMI by 2029. An analysis, utilising centralised expenditure was undertaken of the acquittal reports to identify key learnings and areas of future

professional support outside the Transition Assistance Program. An assessment of the criteria was also undertaken to inform the 2023 Transition Assistance – NAAF program.

This activity is anticipated to be required over the life of the CAF Agreement.

Outcomes Achieved

Outcomes	Indicators of success
Eligible schools will be supported to adapt current business models to enable them to transition to the DMI funding arrangements by 2029.	- An equitable and fair formula for distributing direct grants to eligible schools in 2022 was developed. - Grant funding was distributed within three weeks of the return of all application forms. - An acquittal process was undertaken at the end of 2022 requiring schools to certify that they had used the funds for the specified grant purpose and identifying how the grant was used. - Schools reported success in identifying measures that will enable them to transition to the Direct Measure of Income funding arrangements by 2029.

Key stakeholders

Stakeholder	Engagement Work
Principals and School Leaders So that NAAF schools are supported to effectively review their business models in their transition to the Direct Measure of Income arrangements (DMI).	CAF updates and updates on Australian Government recurrent funding were formally documented and shared with school Principals during scheduled Heads of Schools meetings. Meeting modes included face-to-face and video conference meetings to maximise participation. The AISSA electronic Bulletin publication provided regular updates to schools about related CAF activity and government funding and updates were housed on the AISSA website. Written communication included links to the AISSA website where the AISSA Workplan is housed.
External Stakeholders So that Recognised approved authorities for more than one school and other representative bodies are aware that NAAF schools are being supported to effectively review their business models in their transition to the Direct Measure of Income arrangements (DMI).	Standing groups were scheduled regularly and tabled CAF priority information and updates. The AISSA electronic Bulletin publication provided regular updates to schools about related CAF activity and updates were housed on the AISSA website.

Variations from Agreement / Work Plan

Commencement of application process shifted from Term 1, 2022, to Term 2, 2022 due to COVID pandemic as outlined above. Budgeted distributed funding of \$31,883 was transferred to Transition assistance – Other. A small increase in centralised expenditure occurred through increased professional support to individual schools.

Activity Report

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

Activity Description

In addition to the identified NAAF schools, the transition to the Direct Measure of Income (DMI) will have a significant negative long term funding impact on a number of other South Australian Independent schools as these schools are transitioning through low growth or no growth leading to a loss of funding in real terms given the rise in costs.

As with the previous activity, analysis of data from the 2021 Q4 Funding Estimation Tool (FET) underpinned the program operation and provided the starting point for program delivery over the quadrennium. Along with the analysis of the FET to support program delivery, centralised expenditure was used to develop criteria for eligibility along with a fair and equitable formula for distributing the direct grants to eligible schools. Eligibility criteria incorporated both an increase in DMI, transition pathway starting point above the 80% share and a loss in funding in real terms due to no growth or low growth in Australian Government recurrent funding over the 2022-2025 quadrennium. The criteria were further reflective of the impacts of rising educational costs, in particular as these relate to increases in wages, utility and other costs.

In addition to meeting the base criteria, schools were required to demonstrate a need for support, provide underpinning financial data and identify how the funding would be used. Aligned with the work undertaken as part of the NAAF Transition Assistance activity, centralised expenditure was used to develop an application form, assess applications for eligibility, process and pay grants and undertake the acquittal process.

Similarly, it was determined to delay the commencement of the process from Term 1 until Term 2 in light of the significant impact on school operations of the measures put in place in schools by SA Health to mitigate the spread of the COVID-19 Omicron variant. Here it was considered once more that the funding would be more prudently utilised by schools when they were able to focus on this part of school operations.

Under the Transition Assistance program, schools eligible for funding are supported to undertake a systematic analysis of school business operations to assist in streamlining business practices and supporting the schools to counter cost pressures which may result in higher fees. As with the above activity, a focus of the program was placed on engaging external expertise to enable an objective assessment of school operations to identify a range of areas where long term cost savings could be made. An indicative funding grant was provided to provide clarity to participating schools about initiatives which could be funded in 2022 in support of their transition to the DMI by 2029. Final allocations were determined on the completion of the application assessment process.

All schools which met the identified criteria were eligible to apply subject to meeting the application criteria and provision of the abovementioned supporting documentation. Undertaking the application process concurrently with the Transition Assistance – NAAF Schools program resulted in economies of scale and a small reduction in centralised expenditure for this activity. Three non-systemic schools were supported under this part of the program.

On completion of the application and assessment process grants were paid within three weeks of the final application date.

Five schools which sit under one Approved Authority, LESNW, were identified as eligible to receive support having regard to eligibility criteria which further incorporated negative and low funding growth and the specific impact of transition share on schools which are part of a system authority. Centralised expenditure was used to develop an agreement and process the grant payment, which was paid within two weeks of receipt of the signed agreement.

An acquittal process was undertaken which required LESNW, as the Approved Authority, to certify that the grant had been used by each funded school, for the intended purpose. This included identification of how the grant was used by the schools to support effective transition to the DMI by 2029. An analysis, utilising centralised expenditure, was undertaken of the acquittal reports to identify key learnings and areas of future professional support outside the Transition Assistance Program. An assessment of the criteria was also undertaken to inform the 2023 Transition Assistance – Other program.

This activity is anticipated to be required over the life of the CAF Agreement.

Outcomes Achieved

Outcomes	Indicators of success
Eligible schools will be supported to adapt current business models to enable them to transition to the DMI funding arrangements by 2029.	- An equitable and fair formula for distributing direct grants to eligible schools in 2022 was developed. - Grant funding was distributed within three weeks of the return of all application forms. - An Agreement was developed between the AISSA and an Approved Authority for more than one school and the funding paid within two weeks of the receipt of this agreement. - An acquittal process was undertaken at the end of 2022 requiring individual non-systemic schools and the Approved Authority to certify that the funding had been used for the specified grant purpose and identifying how the grant was used. - Schools reported success in identifying measures that will enable them to transition to the Direct Measure of Income funding arrangements by 2029.

Key stakeholders

Stakeholder	Engagement Work
Principals and School Leaders So that Other schools are supported to effectively review their business models in their transition to the Direct Measure of Income arrangements (DMI).	CAF updates and updates on Australian Government recurrent funding were formally documented and shared with school Principals during scheduled Heads of Schools meetings. Meeting modes included face-to-face and video conference meetings to maximise participation. The AISSA electronic Bulletin publication provided regular updates to schools about related CAF activity and government funding and updates were housed on the AISSA website. Written communication included links to the AISSA website where the AISSA Workplan is housed.
External Stakeholders So that Recognised approved authorities for more than one school and other representative bodies are aware that Other schools are being supported to effectively review their business models in their transition to the Direct Measure of Income arrangements (DMI).	Standing groups were scheduled regularly and tabled CAF priority information and updates. The AISSA electronic Bulletin publication provided regular updates to schools about related CAF activity and updates are housed on the AISSA website.

Variations from Agreement / Work Plan

Commencement of application process shifted from Term 1, 2022, to Term 2, 2022 due to COVID pandemic as described above. Budgeted distributed funding of \$31,883 was transferred from Transition Assistance – NAAF to this activity. A small reduction occurred in centralised expenditure due to economies of scale achieved by running application process concurrently with the Transition Assistance – NAAF program.

Activity Report

Activity/Initiative	Regional Transition Assistance
Priority	B – Transition Assistance

Activity Description

The Australian Government has identified four regional schools as eligible for regional transition assistance. The four schools sit under one Approved Authority, LESNW. Funding was paid directly to LESNW for on-payment to the individual schools.

Centralised expenditure was used to develop the Agreement between LESNW and the AISSA, process the grant and undertake the acquittal process. The acquittal process confirmed that the funding was used by the funded regional schools to assist in transitioning down to the DMI arrangements.

Outcomes Achieved

Outcomes	Indicators of success
Eligible regional schools will receive direct transition assistance grants to support their transition to the DMI.	- A formal agreement was signed between the AISSA and the Approved Authority for each participating school in 2022. - Funding was processed and paid by the AISSA within one week upon the return of the signed agreement. - An acquittal for the use of funds was provided by the Approved Authority.

Key stakeholders

Stakeholder	Engagement Work
Principals and School Leaders So that Regional schools are supported to effectively review their business models in their transition to the Direct Measure of Income arrangements (DMI).	CAF updates and updates on Australian Government recurrent funding were formally documented and shared with school Principals during scheduled Heads of Schools meetings. Meeting modes included face-to-face and video conference meetings to maximise participation. The AISSA electronic Bulletin publication provided regular updates to schools about related CAF activity and government funding and updates were housed on the AISSA website. Written communication included links to the AISSA website where the AISSA Workplan is housed.
External Stakeholders So that Recognised approved authorities for more than one school and other representative bodies are aware that Regional schools are being supported to effectively review their business models in their transition to the Direct Measure of Income arrangements (DMI).	Standing groups were scheduled regularly and tabled CAF priority information and updates. The AISSA electronic Bulletin publication provided regular updates to schools about related CAF activity and updates were housed on the AISSA website.

Variations from Agreement / Work Plan

A very small change occurred in centralised expenditure due to a shift in cost profile.

Activity Report

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

Activity Description

The 2022-2025 Workplan provisioned \$2,000,000 over the 2022-2025 quadrennium (notionally \$500,000 for each of the years 2022, 2023, 2024 and 2025) for the purposes of providing funding for schools which meet the Special Circumstances funding criteria as for short term emergency assistance, as outlined in the CAF Guidelines, and to meet the requirement to provide Special Circumstances funding to schools in response to priority areas or natural disaster, including drought and bushfire, through establishing specific grant programs as required. The Workplan specified that Special Circumstances funding would only be provided on the basis of need and therefore may not be expended in every year.

Throughout 2022, the AISSA closely monitored the need for special circumstances funding with close attention paid to the impact of two major flooding events which had significant potential to severely affect a small number of South Australian Independent schools. The most significant of these was the flooding event affecting the River Murray across the states of NSW, Victoria and South Australia. In this latter event, close contact was maintained with potentially affected schools throughout December and provisions put in place should a special circumstances application process and funding payment be required to support a school to continue their operations over the period of the Office closure.

In addition to monitoring the need for special circumstances funding, centralised expenditure was used to refine the guidance and application form, initially developed under the 2020-21 workplan, for schools requiring short term emergency assistance as per the CAF Guidelines. Schools were regularly advised regarding the availability of the funding through a range of mechanisms including written and verbal communications.

Nil support was required to be provided in 2022.

Outcomes Achieved

Outcomes	Indicators of success
- Schools are aware of the availability of special circumstances funding. - Schools which receive funding in response to an identified priority or natural disaster are supported to continue operations. - Schools which apply and are eligible for special circumstances funding will be supported to continue operations and remain financially viable.	- An application and assessment process was in place for schools which meet the Special Circumstances funding criteria for short term emergency assistance as outlined in the CAF Guidelines. - The AISSA continued to monitor for the need to implement specific grant programs to address priority areas or natural disaster. - Schools were advised of the availability of this funding through regular communications.

Key stakeholders

Stakeholder	Engagement Work
Principals and School Leaders So that - Special circumstances funding is provided to schools which meet the Special Circumstances funding criteria for short term emergency assistance, as outlined in the CAF Guidelines and in response to priority areas or natural disaster, including drought and bushfire, through establishing specific grant programs as required.	CAF updates and updates on Australian Government recurrent funding were formally documented and shared with school Principals during scheduled Heads of Schools meetings. Meeting modes included face-to-face and video conference meetings to maximise participation. The AISSA electronic Bulletin publication provided regular updates to schools about related CAF activity and government funding and updates were housed on the AISSA website.
External Stakeholders So that - Recognised approved authorities for more than one school and other representative organisation are aware that special circumstances funding can be provided to schools which meet the Special Circumstances funding criteria for short term emergency assistance, as outlined in the CAF Guidelines and in response to priority areas or natural disaster, including drought and bushfire, through establishing specific grant programs as required.	Written communication included links to the AISSA website where the AISSA Workplan is housed. Standing groups were scheduled regularly and tabled CAF priority information and updates. The AISSA electronic Bulletin publication provided regular updates to schools about related CAF activity and updates are housed on the AISSA website.

Variations from Agreement / Work Plan

A small variation in centralised expenditure occurred due to the requirement for increased monitoring of the potential need for special circumstances funding in response to two key events.

Activity Report

Activity/Initiative	Strengthening School Leadership, Excellence and Innovation & Building Teacher Efficacy
Priority	D – Strengthening outcomes for schools and educationally disadvantaged schools and students

Activity Description

Initiative A: Strengthening School Leadership, Excellence and Innovation

School leadership is a critical contributor to improving outcomes for students. Effective leaders create a positive school culture, set high expectations for staff and students and guide the support and resourcing necessary for the success of the learning community. Furthermore, a distributed leadership model underpins a school's capability to be contextually responsive, adaptable and build genuine ownership, providing a key platform to build the skills and dispositions of our next generation of school leaders. Centralised expenditure has facilitated the implementation of this initiative and during 2022, slight deviations from the initial budget projections occurred due to adjustments in resources and project expenses.

As indicated in the overarching 2022 – 2025 work plan, a number of activities have built on the leadership work undertaken in 2021. One example has been the school transformation focus that supported leadership teams to examine and assess individual school contexts, then subsequently plan and implement holistic change initiatives using the 4C school transformation framework of collaboration, critical reflection, communication and creativity (Anderson and Jefferson, 2019). Termly interschool visits provided occasions for leaders to share how they had developed and fostered deep learning environments centred around the four capabilities of the framework. One leader indicated that “as a leader, I have developed so many more skills: in how I work with my staff and think about my staff's different needs. My communication to staff has developed and I feel as though I have developed a deep understanding of the individual needs of each member of staff. This has had a ‘knock on’ effect amongst staff; a shift is evident in how they communicate with each other and how they work together”. School leadership teams recorded vignettes that provided opportunity for critical reflection about this learning, key points of growth and their next steps. The vignettes provided an invaluable opportunity for school leaders to reflect on their leadership of this work within their school.

An innovation lens was used to equip leadership teams to explore learning success within the emerging technology of virtual reality (VR). Teams identified the learning affordances of VR within the Australian Curriculum and worked to build teacher knowledge and confidence to implement VR technologies using appropriate pedagogies. This saw schools design learning around a curriculum area that incorporated VR, develop assessment rubrics to measure student mastery of both content and technology and curate student work samples that demonstrated content mastery of a three dimensional medium. School leads shared their learning plans and resources developed at a New Thinking New Possibilities webinar and a Virtual Reality Symposium, with the invitation to attend extended to all schools.

Enhancing the skills of distributed leadership teams in schools was situated in the development of learning leaders, teams and instructional coaches. The seminal work of Jim Knight informed theories underpinning instructional coaching and the work of global researcher and educational neuroscientist, Dr Jared Cooney Horvath provided essential learning about evidence-based concepts from the field of Learning Sciences. A strategic relationship with a partner school, together with targeted professional learning and online communities of practice, supported school teams to plan towards whole of school implementation of instructional coaching that best fit their contexts. Models explored by school teams included coaching in support teacher performance and development processes; models to enhance a shared understanding of instructional strategies; and, as a mechanism to build consistency for the building of positive and ready to learn environments. Microprojects provided a practical framework for schools to test, share and assess their Science of Learning teaching strategies and evidence of impact.

Vocational Education and Training (VET) pathways underpin student preparation for, and success in, post-school pathways and are an important contributor to individual achievement of the South Australian Certificate of Education (SACE). The effective leadership of VET across Independent schools is a key determinant of student success in this area and in 2022 funding supported the building of professional understanding and capacity to lead this important work at the school level. Professional learning each term was the key mechanism that provided VET leaders with the opportunity to engage with, and develop an awareness of, high-quality industry partners, build knowledge of the regulatory environment and expand understandings about apprenticeships, traineeships and

workplace learning. These occasions brought leaders together to engage with a range of key organisations including industry representatives, registered training organisations and tertiary providers. Additionally, the part-time AISSA VET and Workplace Learning consultant visited a range of schools, including those in regional areas, to discuss how partnerships with local industry might be established.

Complementing the aims of *Initiative A: Strengthening School Leadership, Excellence and Innovation* has been the availability of in-school implementation advice, coaching and support provided by AISSA Senior Educational Consultants, so that new learning can become embedded within the system and structures of the school.

Outcomes

Objectives/expected outcomes	Indicators of success						
- School leaders strengthen their knowledge and skills in leading complex communities. - The enhanced skills of distributed leadership teams in schools drive teacher learning and growth. - There will be an increased awareness of high-quality industry partnership opportunities for students. - Schools will be supported to meet their regulatory requirements. - Leaders and leadership teams to explore learning success within contemporary organising frameworks and competencies, including access to virtual reality technology.	97% of participating leaders and leadership teams have indicated improved understanding of effective strategies and have felt supported to grow in their leadership practice. - The number and geo locations of schools who have engaged in the professional learning from within this initiative are <table border="1"> <tr> <td>Metropolitan</td><td>38</td></tr> <tr> <td>Rural</td><td>14</td></tr> <tr> <td>Remote</td><td>1</td></tr> </table> - Samples of resources, vignettes, learning plans and micro-projects have been shared across schools, in addition to being hosted on the AISSA website.	Metropolitan	38	Rural	14	Remote	1
Metropolitan	38						
Rural	14						
Remote	1						

Initiative B: Building Teacher Efficacy

In 2022, the building of teacher efficacy has mirrored the theories of effective teacher professional development as described by Sims et al, 2021 and has focused on helping teachers gain new insights, pursue new goal-directed behaviour, acquire new skills and embed changes in their practice.

Centralised expenditure supported the delivery of activities across this initiative and, notwithstanding diligent planning, changes in resourcing and project costs during the year have resulted in minor variances to the initial budget projections. Specific focuses within this initiative included learning design, formative assessment, the National Literacy and Numeracy Learning Progressions (NLNLP) and the General Capabilities. Connections between the learning areas and the General Capabilities explored leverage points where teachers might enrich student learning and enhance assessment practices. Teachers were also supported to better understand how to use the NLNLPs to deepen their understanding of students' expected literacy and numeracy development. Importantly, time was provided for participants to explore the functionality and interactivity of the new Australian Curriculum, version 9.0 website as a precursor to formalised implementation activities planned for 2023. Connecting learning design with access and participation for all students led one teacher to reflect that their increased familiarity with the General Capabilities had provided clarity about the design of more inclusive learning opportunities for their students with disabilities. Other sessions centred on deepening teachers' understandings of learners' literacy development. Evidence-based instructional strategies were discussed, with school showcases highlighting the many facets to be considered when implementing changes to literacy practices. Half day networks centred on leading change in the teaching of primary mathematics and connected participants in a community of practice that explored to local, national and global educational research and initiatives, as well as emerging best practices in mathematics learning and teaching.

Centralised expenditure was also utilised to improve teacher access to high-quality First Nations cultural responsiveness resources, to ensure teachers were better prepared to teach First Nations peoples in culturally safe ways. Early Learning to year 6 teachers from four diverse metropolitan schools were mentored over a period of 9 months by an AISSA Consultant and a Kurna Elder, to design and implement a learning design that focused on the Australian Curriculum's Aboriginal and Torres Strait Islander Elaborations in Science. A community of practice was developed in and across each of the four schools to deepen understandings about expectations for learning success, evidence of learning and quality program development. Following this targeted work, a central workshop, co-

facilitated by the Kurna Elder, was offered to all schools and showcased the work developed. The Kurna Elder who had worked with the schools co-facilitated this central workshop.

Complementing this work, another group of schools examined the interface of Mathematics with First Nations Histories and Cultures and were involved in an across-school community of practice, coaching and in-school action inquiry investigations. In partnership with the Aboriginal and Torres Strait Islander Mathematics Alliance (ATSIMA), teacher teams focused on building cultural awareness and competence through the context of mathematics teaching and learning. The new Australian Curriculum Mathematics elaborations and revised Cross-Curriculum Priorities: Aboriginal and Torres Strait Islander Histories and Cultures were used as primary sources for designing enriched mathematics units of work. Dr Caty Morris (ATSIMA) showcased examples of Mathematics units of work and introduced the GOOMPI Model (Matthews, 2009, 2012) for designing and teaching mathematics. Subsequently, teacher teams created new mathematics units of work, with a shared Padlet online repository for supplementary resources curated by an AISSA consultant.

An intentional focus on growing STEM and digital literacy capability saw teachers investigate artificial intelligence (AI) concepts in mathematics, science, and digital technologies. An action research model was used by teachers to develop and implement a unit of work in mathematics, science and/or digital technologies from year 4 to year 12, with each school group mentored by an AI expert and an AISSA consultant. Participants indicated that this learning process presented them with a range of approaches to integrating AI technologies into student learning, with the tools and ideas shared greatly bolstering their teaching capabilities. 2022 was the third year of the highly successful New Thinking: New Possibilities webinar series, designed to bring together educators from Early Learning to year 12, to consider and explore how STEM education can provide students with new opportunities and pathways for a strong and vibrant future. Webinars were held once a term with both industry and school experts presenting on a range of STEM topics. Each webinar was recorded and uploaded to the AISSA website, enabling ongoing viewing opportunities.

In 2022, the Certificate IV in Education Support qualification training course continued to be offered to school support staff. The first cohort of student participants who commenced their training in 2021 graduated in December 2022.

As with Initiative A, complementing the aims of this initiative to build teacher capacity has been the availability of in-school implementation advice, coaching and support provided by AISSA Senior Educational Consultants, so that new learning can become embedded within the system and structures of the school.

Outcomes

Objectives/expected outcomes	Indicators of success						
- Teachers effectively access and use contemporary evidence to design learning and implement pedagogical practices to increase student engagement and achievement. - Teachers demonstrate a deepened understanding about expectations for learning success, evidence of learning and quality program development. - Communities of practice across schools contribute to the raising of the quality of learning experiences for students. - School support officers provide improved learning opportunities for students from a diverse range of backgrounds and educational settings. - Schools have access to a range of resources and case studies of best practice.	92% of participating teachers have indicated improved understanding of effective strategies and have felt supported to grow in pedagogical practice. - The number and geo locations of schools who have engaged in the professional learning from within this initiative are <table border="1"> <tr> <td>Metropolitan</td><td>51</td></tr> <tr> <td>Rural</td><td>17</td></tr> <tr> <td>Remote</td><td>1</td></tr> </table> Samples of resources, workshop presentations, Padlet pages and learning plans have been shared across schools, in addition to being hosted on the AISSA website.	Metropolitan	51	Rural	17	Remote	1
Metropolitan	51						
Rural	17						
Remote	1						

Key stakeholders

Engagement Strategy	
Principals So that - the design within each priority meets the needs of schools, students and stakeholders - leaders are kept abreast of planned and future initiatives to help strengthen leadership capability and build teacher efficacy - modes of delivery enable equitable access for schools.	Actions undertaken - Education updates were formally documented and shared with school Principals during scheduled Heads of Schools meetings, diarised for each term. - Meeting modes have included face-to-face and video conference meetings to maximise participation. - School principals were formally consulted and invited to provide feedback about annual program design. - A range of AISSA electronic communications and newsletters have provided regular updates about Leadership and teacher capacity building opportunities.
School Leadership Teams and Teachers So that - Leadership Teams within schools are kept abreast of planned and future initiatives and are supported to critically reflect on current practice - communities of practice are in place across the sector - best-practice initiatives and resources are shared - modes of delivery enable equitable access for schools.	Actions undertaken - Curriculum Reference Group and VET Leaders meetings have been scheduled regularly each term. - The AISSA website continues to be an integral repository for information, resources and artefacts. - Meeting modes have included face-to-face and video conference meetings to maximise participation.
Cross-sector Colleagues So that - initiatives build on state-wide priorities - senior state education leaders are kept abreast of planned and future initiatives - potential partnership opportunities can be maximised - connections with professional associations are maintained and strengthened.	Actions undertaken - Education initiatives have been shared with the cross sector Senior Officers Cross Group.
Other External Stakeholders So that - other external stakeholders, such as recognised authorities, parents and the wider community are kept abreast of planned and future initiatives - open and transparent processes are in place.	Actions undertaken - Education initiatives have been shared with Educators SA, an independent peak body representing over fifty SA education associations across all levels of schooling. - The AISSA website is an integral repository for information, resources and artefacts, including publication of this work plan and annual reports.

Variations from Agreement / Work Plan

Centralised expenditure has facilitated the implementation of this initiative and during 2022 slight deviations from the initial budget projections occurred due to adjustments in resources and project expenses.

Activity Report

Activity/Initiative	Effective Whole School Approaches to Student Wellbeing
Priority	E – Student wellbeing and support

Activity Description

Cognisant of the multitude of national and state wellbeing policies, frameworks and resources that might be accessed to underpin the integration of wellbeing programs, the AISSA has utilised CAF funding using a centralised strategy that brought together schools and recognised specialists for the formulation of advice, action plans, and where appropriate, professional learning.

All Independent schools were eligible and invited to participate in activity funded under this priority.

Central to the success of this priority was the establishment of the AISSA Student Mental Health and Wellbeing Taskforce, comprising 14 schools, including one special assistance school, together with the AISSA Chief Executive, key AISSA staff and wellbeing specialist, Professor Donna Cross.

The Taskforce provided advice about the direction of the wellbeing strategy, with the goal that, across individual contexts, all schools would be equipped to strengthen their whole school policy, practice and pedagogy to improve the wellbeing of the school community. The building of leadership capacity to drive implementation and sustainability at the school level was a key priority within this initiative.

Professor Donna Cross was engaged to plan and facilitate a centralised, two-day workshop for wellbeing leaders to assist and support the navigation of current issues pertinent to educators and schools. Donna's research and work focused on addressing practical strategies for the implementation of quality, whole school wellbeing practices with an emphasis on building staff capacity and enhancing student outcomes.

This work led to the development of the AISSA Wellbeing Toolkit, launched in June 2023, focusing on a universal wellbeing promotion and early intervention approach. At the heart of the toolkit sits a visual representation detailing the centrality of student, staff and leadership wellbeing, surrounded by key attributes, actions and ways of working. A three-tiered approach to whole-school wellbeing delivery provides the structure for action at the individual school level through audit, assessment, review, and development of the key elements of the school's current and future wellbeing programs.

Complementing this important work, the wellbeing coordinator network remained as an important priority for AISSA Senior Education Consultants. The dissemination of a regular newsletter enabled coordinators to remain abreast of the latest evidence, tools and practical based strategies that deepened understanding and built staff capacity in the area of wellbeing.

The AISSA website has been the key repository of wellbeing advice and resources including:

- AISSA Wellbeing Newsletters
- Whole School Approaches to Wellbeing
- Student Wellbeing and Mental Health
- Staff and Leader Wellbeing
- Bullying Prevention
- Respectful Relationships/ Consent Education
- Suicide and Self Harm Prevention and Response.

During 2022, the AISSA also continued to work collaboratively with the Department for Education and Catholic Education SA to ensure a cohesive approach to the state-wide bullying prevention strategy. This has included the development and publishing of cyber-bullying teacher professional learning modules, bullying-prevention lesson plans and other resources, available to all South Australian schools via a shared online repository.

In addition, the organisation *headspace Schools and Communities – Be You* facilitated a series of professional learning workshops that focused on equipping school leaders to navigate the complexities of student self-harm in a school setting. Both face to face and online workshops were delivered.

In 2023, the Wellbeing Toolkit has been finalised and distributed to all schools and more widely among key stakeholders, in addition to being housed on the AISSA website. Key future workplan activity will see AISSA staff work alongside individual schools and clusters, so that leadership teams are able to consider the resources within the tool and how they might best be applied in individual school contexts.

Outcomes Achieved

Outcomes	Indicators of success						
- Schools will grow in expertise to understand the characteristics and elements of effective whole-of-school approaches to student wellbeing. - Schools will be supported to better examine and implement contextually appropriate approaches and programs. - Whole-of-school approaches to wellbeing will be developed across the sector.	100% of participating schools have indicated a deeper understanding of the characteristics and elements of effective whole-of-school approaches to student wellbeing. - The number and geo locations of schools who have engaged in the professional learning from within this initiative are <table border="1"> <tr> <td>Metropolitan</td><td>20</td></tr> <tr> <td>Rural</td><td>4</td></tr> <tr> <td>Remote</td><td>1</td></tr> </table> - Work has commenced on a Wellbeing Toolkit and the AISSA website has provided a repository for contemporary advice and resources, as described above.	Metropolitan	20	Rural	4	Remote	1
Metropolitan	20						
Rural	4						
Remote	1						

Key stakeholders

Stakeholder	Engagement Work
Principals So that - the design within each priority meets the needs of schools, students and stakeholders - leaders are kept abreast of planned and future initiatives to help strengthen leadership capability and build teacher efficacy - modes of delivery enable equitable access for schools.	Actions undertaken - Wellbeing Agenda Briefings were shared with school Principals during scheduled Heads of Schools meetings - the AISSA Student Mental Health and Wellbeing Taskforce was established and provided the consultative mechanism to ensure best-fit initiatives were designed - The AISSA electronic Bulletin provided regular updates to schools about wellbeing activity.
School Leadership Teams and Teachers So that - Leadership Teams within schools are kept abreast of planned and future initiatives and are supported to critically reflect on current practice - communities of practice are in place across the sector - best-practice initiatives and resources are shared - modes of delivery enable equitable access for schools.	Actions undertaken - In 2022 the AISSA Student Mental Health and Wellbeing Taskforce met on 6 occasions - A termly newsletter provided school leadership teams and teachers with current information about wellbeing and mental health, research and evidence-based programs - Wellbeing directions were shared with AISSA Curriculum Reference Groups across primary, middle and secondary years of schooling - AISSA website was a key repository for resources and advice - Meeting modes include face-to-face and video conference meetings to maximise participation.

Cross-sector Colleagues So that - initiatives build on state-wide priorities - senior state education leaders are kept abreast of planned and future initiatives - potential partnership opportunities can be maximised - connections with professional associations are maintained and strengthened.	Actions undertaken - Cross sector resources and tools for school leaders and educators were developed collaboratively with the Department for Education and Catholic Education as part of the state-wide bullying prevention strategy.
Other External Stakeholders So that - other external stakeholders, such as recognised authorities, parents and the wider community are kept abreast of planned and future initiatives - open and transparent processes are in place.	Actions undertaken - During 2022, Independent Schools Australia, other Associations of Independent Schools and Lutheran Education SA, NT and WA were kept abreast of key developments arising from Taskforce meetings and related actions.

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:**


Anne Dunstan, Chief Executive

Date: 30/06/2023