

# **Non-Government Reform Support Fund Annual Report**

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**2023-24**

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**Independent Schools Victoria**

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**Executive summary**

Independent Schools Victoria (ISV) used the Reform Support Fund to support activities across four projects:

- 1. Nationally Consistent Collection of Data on School Students with Disability
- 2. Improved governance and fiscal management practices in non-government schools
- 3. Quality Schools
- 4. Boosting Literacy and Numeracy.

ISV also worked with the Victorian government in the implementation of the reforms outlined in the bilateral agreement. The work involved:

- 1. Participation in the School Policy and Funding Advisory Council (SPFAC) and its working groups
- 2. Sharing of data and information to assist with monitoring Victoria’s state-wide performance
- 3. Cross-sectoral school engagement on occasions.

Most of the activities described in this report were conducted during 2023 and most of the funding was spent in 2023. A small amount of funding was carried over into 2024 and was spent on supporting schools in implementing the NCCD and on finalising the Ideas into Action (I2A) project.

Major achievements under each project were:

- 1. ISV tailored its assistance to ensure that relevant support was provided to staff at all levels within schools. This approach was designed to ensure that all relevant staff were aware of, and received, consistent information about the data collection requirements and its implications for schools, staff and students.
- 2. Training through The Innovation Design Lab for Learning to school leaders and governing board members. This training covered areas such as board roles and performance, expectations and obligations under Australian company law, risk management, funding processes and financial responsibilities. Tuition was offered at various times and for a range of durations to encourage participation. Several schools also received personalised sessions for their boards. An online self-paced course, mirroring the existing workshop, has been developed and offered as an alternative to the in-person sessions.

isConnect has provided schools with a wide range of resources in areas such as learning and wellbeing, compliance and risk, operations and finance, and communications and relationships. Primary users include principals, senior leaders, teachers and board members. Every member school has now signed up as an active school account. User feedback has been collected and updates to the platform incorporated where feasible. Page views in 2024 amounted to 80,000 with 4,000 documents downloaded.

- 3. Programs and projects run in 2023/2024 under the broad project title of Quality Schools:

• The Principals’ Executive Network	• Beginning Teacher Program
• New Business Managers’ Program	• Agile Principals Project
• Idea into Action (I2A)	• Policy Templates

- 4. ISV continued to work on the development of a tool to assist with the analysis of NAPLAN data across Victorian Independent Schools. The tool uses, and is limited to, data provided by the VCAA.

### ***Progress against strategic plan***

ISV outlined in the strategic plan and focused on:

1. Providing direct support to schools via ISV's School Improvement Team
2. Collecting and analysing school performance data via ISV's LEAD surveys, and using this analysis to inform further activities
3. Implementing a research program aimed at validating schools' practices and informing future initiatives.
4. Ongoing development of isConnect, an online resource for schools that focuses on process management and improvement.
5. Continued growth and improvement of our professional learning programs, especially in the areas of leadership development, governance training and online learning.
6. Ongoing participation in cross-sectoral working groups, at both a state and national level.

ISV met all these objectives in 2023/24.

### ***Relationship with state government***

As mentioned above, ISV worked with the Victorian government in the implementation of the reforms outlined in the bilateral agreement. The work involved:

1. Participation in the School Policy and Funding Advisory Council (SPFAC) and its many working groups
2. Sharing of data and information to assist with monitoring Victoria's state-wide performance
3. Cross-sectoral school engagement on occasions.

**Strategic Plan linkages:**

ISV’s long-term objectives are focused on improving student outcomes, increasing leadership capacity and enhancing the quality of school governance. The activities described below are helping us to achieve these outcomes.

1. Project title	2. Project description and activities	3. Expected outcomes, benefits or impacts.  Achieved or Not achieved	4. Indicators of success	5. List any additional or variations of Activities undertaken/Achieved outcomes
<p><b>National Policy</b></p> <p>Nationally Consistent Collection of Data on School Students with Disability</p>	<p>Activity 1 of 6 - General support for NCCD</p> <p>a. Dedicated ISV staff will:</p> <ul style="list-style-type: none"> <li>i. facilitate network meetings with school staff.</li> <li>ii. co-ordinate moderation sessions (including cross-sectoral moderation if feasible)</li> <li>iii. respond to queries from schools.</li> <li>iv. distribute documentation to schools.</li> </ul>	<p>Activity 1</p> <p>Assist schools to accurately interpret the guidelines for gathering data to improve its validity and reliability.</p> <p><b>Achieved</b></p>	<p>Activity 1</p> <p>Short term: Support provided to all Victorian Independent schools.</p> <p>Long term: Increased confidence in school staff in providing accurate, reliable NCCD data.</p> <p>ISV anticipates that the importance of this broad support will not change over time, particularly as school staff turnover continues to be of concern.</p> <p><b>100% Achieved</b></p>	<p><b>NCCD support continued to be provided to all Victorian Independent schools through access to telephone support throughout the two years, during 2023. In addition, we have run face to face meetings, online meetings, a range of presentations to individual schools and groups of schools.</b></p> <p><b>Special sessions, both group and individual, were run for teachers new to their roles.</b></p>

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<p><b>National Policy</b></p> <p>Nationally Consistent Collection of Data on School Students with Disability</p>	<p>Activity 2 of 6 - Network/moderation meetings</p> <p>a. ISV will run a series of network meetings for individual learning needs staff in schools across Victoria.</p> <p>b. Schools will be provided with updated information about the NCCD, as well as being offered a forum to discuss how they are implementing the NCCD, and the challenges that they face in doing so.</p> <p>c. Moderation will incorporate real, challenging de-identified case studies as moderation exemplars.</p> <p>d. ISV will work with other sectors to try to establish cross-sectoral moderation, if feasible.</p>	<p>Activity 2</p> <p>Improved consistency of understanding and application of the NCCD between schools</p> <p>Provision of information to the Schools Policy Group about legitimate areas of confusion or interpretation in the existing guidelines for schools</p> <p><b>Achieved</b></p>	<p>Activity 2</p> <p>Short term: At least 15 network and/or moderation meetings were conducted in 2023. Representatives from 100 Independent schools will participate in at least one network and/or moderation meeting in 2023.</p> <p>Long term: ISV anticipates that, as the NCCD becomes a stable and established data collection process, the urgency of this project will reduce. However, within-school, sector and cross-sector moderation activities will remain an important, on-going aspect of the NCCD.</p> <p>There will be reduced variation in school's NCCD results from year to year because of the movement to the new data collection or because of staff changes in schools.</p> <p><b>100% Achieved</b></p>	<p><u>2023</u></p> <p><b>A total of 19 network/moderation meetings were run and attended by 114+ school staff members.</b></p> <p><b>In addition, 2 detailed specific professional learning meetings were run and attended by 62 representatives from Victorian Independent Schools.</b></p> <p><b>10 special school visits were organised attended by 103 staff.</b></p> <p><b>Even though it was anticipated that the need for support might decrease, the staff turnover in roles supporting the implementation of NCCD in schools has meant that there has been no reduction in the need for support for schools, therefore in 2024:</b></p> <p><b>9 network meetings were held attended by 95 participants.</b></p>

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				<p>97 participants attended 5 moderation workshops.</p> <p>An additional 5 Zoom moderation meetings were held with content recorded and made available to all independent schools in Victoria.</p> <p>One professional learning event was provided for staff new to the role of working with students with individual needs. 56 school representatives attended this.</p>
<p><b>National Policy</b></p> <p>Nationally Consistent Collection of Data on School Students with Disability</p>	<p>Activity 3- 6 - Data quality assurance</p> <p>ISV will analyse previous years' NCCD data, to update and expand benchmarked guidelines for schools about the characteristics of an 'average' school's NCCD data and the reasons for variations in NCCD data.</p>	<p>Activity 3</p> <p>Identification of the causes of variation in NCCD data, and the extent to which these are impacting on school's NCCD reporting.</p> <p><b>Achieved</b></p>	<p>Activity 3</p> <p>Short term: ISV identified and worked one-on-one with at least ten schools to analyse their NCCD data.</p> <p>Long term: ISV anticipates that, as the NCCD becomes a stable and established data collection process, the project can continue, but its urgency will reduce.</p>	<p>ISV identified schools with significant changes in or unusual NCCD data in 2022 which resulted in conversations with 14 schools regarding their data. Detailed sessions were held with two schools.</p> <p>In 2024 32 schools were contacted. Detailed follow up conversations were had with 13 of these schools.</p>

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			<p>Reliable and stable benchmarks will be developed and maintained, against which schools can compare and analyse their own results.</p> <p><b>100% Achieved</b></p>	<p><b>Given the complexity of student challenges with disability and staff turnover it is anticipated that this data analysis will be needed in the near future. The increase in social/emotional disability resulting from Victoria’s COVID lockdowns has increased the complexity of NCCD implementation.</b></p>
<p><b>National Policy</b></p> <p>Nationally Consistent Collection of Data on School Students with Disability</p>	<p>Activity 4 of 6- Direct support for schools</p> <p>a. This will include:</p> <ul style="list-style-type: none"> <li>i. acting as a conduit of information for Victorian Independent schools on the NCCD</li> <li>ii. the provision of ‘help desk’ advice and support to schools.</li> </ul>	<p>Activity 4</p> <p>Improved consistency of understanding and application of the NCCD within and between schools</p> <p><b>Achieved</b></p>	<p>Activity 4</p> <p>Short term: ISV will identify and work one-on-one with at least ten schools to analyse their NCCD data.</p> <p>Schools will have process outlines and tools to assist them in meeting NCCD requirements.</p> <p>Schools will have additional resources and tools to identify Students With Disability (SWD).</p>	<p><b>ISV has made 21 presentations to 15 Victorian Independent schools collaborating with school leadership teams, individual needs teams and whole school staff.</b></p> <p><b>In addition, ISV met with seven more schools online to present NCCD guidance.</b></p> <p><b>Help desk advice to schools was always available to schools throughout the year.</b></p>

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	iii. working directly in schools with individual learning needs staff, school leadership and whole-school groups to ensure consistency of understandings and application of the NCCD.  iv. the development of support materials such as flow charts, process maps.		Long term: ISV anticipates that, as the NCCD becomes a stable and established data collection process, the project can continue, but its urgency will reduce.  There will be reduced variation in school's NCCD results from year to year because of the movement to the new data collection or because of staff changes in schools.  <b>100% Achieved</b>	<b>Four webinars were run where a total of eight schools presented their exemplary approach to the NCCD, which were attended by 135 staff from Victorian Independent schools. These webinars were recorded and along with sessions from previous years, are available to schools online forming a valuable information bank to schools in their implementation of the NCCD.</b>
<b>National Policy</b>  Nationally Consistent Collection of Data on School Students with Disability	Activity 5 of 6 - Professional learning  a. ISV will run professional learning sessions for schools, looking in depth at issues such as: i. identifying imputed disabilities ii. identify how IT systems can be used to support schools in the implementation and administration of the NCCD.	Activity 5  Schools are better able to distinguish between different causes of educational disadvantage for students with additional needs.  Reduction in the incorrect inclusion and exclusion of students with English as an Additional Language or Dialect (EALD) and/or trauma in the NCCD.	Activity 5  Short term: Representatives from 50 Independent schools will attend both on site and online professional learning opportunities.  Long term: ISV anticipates that, as the NCCD becomes a stable and established data collection process, the project can continue, but its urgency will reduce.	<b>Eight face-to-face seminars were run in areas such as:</b> <ul style="list-style-type: none"> <li>• <b>Autism Spectrum Disorder</b></li> <li>• <b>Anxiety</b></li> <li>• <b>Physical disabilities</b></li> </ul> <b>to assist schools in the identification and support of students with these disabilities. 162 staff representing 113 Victorian Independent schools attended these sessions.</b>

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	<p>iii. identifying and supporting students with learning disabilities, such as dyslexia and dyscalculia</p> <p>iv. identifying and supporting students with social and emotional disabilities such as depression and anxiety.</p> <p>b. ISV will also continue to introduce the NCCD for new staff in schools.</p>	<p>Schools are better able to assess how they can integrate the NCCD into their usual classroom practice, to ensure that the NCCD supports educational outcomes for students.</p> <p><b>Achieved</b></p>	<p>The identification of students with disability to be included in the NCCD will become increasingly accurate. The work required by schools to implement the NCCD will become integrated into normal school practice.</p> <p><b>100% Achieved</b></p>	<p><b>Nine webinars were run in the areas of:</b></p> <ul style="list-style-type: none"> <li>• <b>Dyslexia</b></li> <li>• <b>Dyscalculia</b></li> <li>• <b>Working Memory</b></li> </ul> <p><b>These were attended by 144 staff from 112 Victorian Independent schools.</b></p> <p><b>In addition, four face-to face seminars were run focusing on the implementation and administration of the NCCD. These sessions were attended by 86 school staff representing 42 schools.</b></p> <p><b>Two in person seminars were run to help staff new to their roles working with SWD and were attended by 173 people representing 110 schools.</b></p>

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				A series of visits to and discussions with Independent special schools were held to assist schools in understanding approaches to meeting the needs of students with severe disabilities. A total of 138 staff from 53 schools attended across the 10 special school visits.
<p><b>National Policy</b></p> <p>Nationally Consistent Collection of Data on School Students with Disability</p>	<p>Activity 6 - Student Assessment</p> <p>a. ISV will also run several professional learning sessions for classroom teachers and individual learning needs staff to improve their expertise in identifying and supporting the needs of students.</p>	<p>Activity 6</p> <p>Better awareness by classroom teachers, school leadership and other staff of students with disability</p> <p><b>Achieved</b></p>	<p>Activity 6</p> <p>Short term:</p> <p>The Student Adjustment Tool will be launched to schools. This was postponed from 2021 due to COVID-19.</p> <p>Long term:</p> <p>While having an immediate impact on the quality of NCCD data, ISV believes that this project will have a broader and longer-term benefit for schools.</p>	<p><b>The professional learning sessions to support teachers in identifying SWD have been outlined above.</b></p> <p><b>There has been a delay in the formal launch of the centralised Student Adjustment Tool (the Tool) to schools while we collect final feedback from schools. The next step is to engage with target schools to ensure the final version meets their requirements and will have long-term relevance.</b></p>

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	b. ISV will develop a Student Adjustment Tool for schools, a resource to support the identification of student need along with a range of adjustments designed to enable students to access and participate in education.		Schools will feel better able to identify students with disability and the adjustments required to meet their individual needs.  <b>Not Achieved 80%</b>	
<b>National Policy (from NERA)</b>  Strengthening NAPLAN, including through bringing the test window forward to term 1 from 2023 and offering schools the opportunity to opt-in to assessment of students' ability in Science, Digital Literacy and Civics and Citizenship	<b>1.</b> General support a. In Victoria, the Victorian Curriculum and Assessment Authority (VCAA) is directly responsible for managing the delivery of NAPLAN online. This includes acting as the 'help desk' for schools from all sectors.  b. ISV will have staff members fully involved in this priority area. ISV has membership of various cross-sectoral committees and working groups that are facilitated by the VCAA.	Activity 1  Victorian independent schools having an increased capacity to deliver NAPLAN online and to participate in Science, Digital Literacy and Civics and Citizenship assessments.  <b>Achieved</b>	Activity 1  An increase in the number of students successfully participating in NAPLAN online.  An increase in the number of schools participating in Science, Digital Literacy and Civics and Citizenship assessments.  <b>100% Achieved</b>	<b>ISV continued to work with many working groups and engage in cross sectorial school engagement to share data and information.</b>

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	<p>Whilst ISV assists schools in understanding their obligations in managing NAPLAN, ISV directs all formal school queries directly to the VCAA to ensure consistent communication.</p> <p>c. ISV will work with the VCAA in encouraging greater participation in assessment of students' ability in Science, Digital Literacy and Civics and Citizenship</p> <p>2. Data analysis and targeted support to schools</p> <p>a. ISV will analyse schools' NAPLAN performance for 2023 with the assistance of the VCAA NAPLAN Data Service.</p>	<p>Activity 2</p> <p>Identification of the extent to which NAPLAN online alters student's NAPLAN results.</p> <p><b>Achieved</b></p>	<p>Activity 2</p> <p>Short term:</p> <p>ISV will analyse the NAPLAN data of all Victorian Independent schools that participate in NAPLAN online in 2023.</p> <p>Long term:</p> <p>ISV will be able to develop a range of targeted improvement strategies, informed in part by NAPLAN analysis.</p> <p><b>100% Achieved</b></p>	<p><b>An analytical app has been created, tested and utilised internally. This tool has the capacity to generate different benchmarks and insights such as identifying achievement growth and gaps, professional learning for teachers, resources required by skill areas/year levels, integration of NAPLAN into school planning etc.</b></p> <p><b>This tool will be rolled out to schools in 2025. ISV's team of Principal Consultants will provide individual support to schools and resources created as required on an ongoing basis.</b></p>

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	b. This, combined with ISV's own analysis of NAPLAN data, will inform the provision of future targeted assistance for schools in improving teaching strategies and literacy and numeracy outcomes. ISV's team of Principal Consultants will work directly with schools in implementing improvement strategies.			
<p><b>National Policy</b></p> <p>Governance and Financial Management</p>	<p>1. Governance Training</p> <p>a. ISV will offer training for school leaders and governing body members specifically on governance and financial management. They will be offered both in-school and out-of-school times (in the evening and on weekends) to suit governing body members.</p>	<p>Activity 1</p> <p>Governing body members having a deeper understanding of their role and their school's financial position. This should result in better decision making by governing body members.</p> <p><b>Achieved</b></p>	<p>Activity 1</p> <p>Strong support of subsidised governance and financial seminars and workshops, as demonstrated by the number of participating schools.</p> <p>Improvement in governing body members' understanding of their role and their school's financial position, as demonstrated by the results of pre and post surveys of attendees at seminars and workshops.</p> <p><b>100% Achieved</b></p>	<p><b>Activity 1</b></p> <p><b><u>2023</u></b></p> <ul style="list-style-type: none"> <li>• <b>6 x Personal School Board Session – 48 board members trained.</b></li> <li>• <b>1 x One Day Governance Workshop – 41 board members trained</b></li> <li>• <b>4 x 2-hour twilight sessions – 125 board members trained.</b></li> <li>• <b>Governance Online Course (4 modules) – 20 people trained</b></li> </ul>

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	<p>b. In-school consulting services will be provided based on the results of governance surveys that ISV will administer (these surveys will be industry benchmarked). These consulting services will provide for individual interventions for governing bodies.</p> <p>c. An online self-paced course, mirroring the existing workshop, has been developed and offered as an alternative to the in-person sessions.</p>			<ul style="list-style-type: none"> <li>• Numerous enquiries and calls from school representatives</li> <li><u>2024</u></li> <li>• 4 x Personal School Board Session – 36 board members trained.</li> <li>• 1 x One Day Governance Workshop – 24 board members trained</li> <li>4 x 2-hour twilight sessions – 47 board members trained.</li> <li>• Governance Online Course (4 modules) – 20 people trained</li> <li>• Numerous enquiries and calls from school representatives</li> </ul>

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<p><b>National Policy</b></p> <p>Governance and Financial Management</p>	<p>Activity 2. Governance help desk</p> <p>ISV will provide a governance 'help desk,' where schools are able to seek information and guidance about governance related issues.</p>	<p>Activity 2</p> <p>Schools have contacted ISV on a regular basis to seek advice to be able to resolve their issue by having access to the help desk. Targeted assistance is provided to schools because of the help desk.</p> <p><b>Achieved</b></p>	<p>Activity 2</p> <p>At least twenty schools and governing body members accessing the help desk.</p> <p><b>100% Achieved</b></p>	<p><b>Activity 2</b></p> <p><b>Board members and/or school senior representatives contact ISV frequently to obtain advice on the following topics:</b></p> <ul style="list-style-type: none"> <li>• <b>School Constitution</b></li> <li>• <b>Compliance</b></li> <li>• <b>Principal Reviews/Appointments</b></li> <li>• <b>Chair succession</b></li> <li>• <b>Board Meeting Structure</b></li> <li>• <b>Board Structure</b></li> <li>• <b>Board Reviews</b></li> <li>• <b>Sample Policies</b></li> <li>• <b>Conflict of Interest</b></li> <li>• <b>Whistleblowers</b></li> <li>• <b>Succession Planning</b></li> <li>• <b>Board Committees</b></li> <li>• <b>School Closure Protocols</b></li> <li>• <b>VRQA Reviews</b></li> <li>• <b>Director IDs</b></li> <li>• <b>Financial Responsibilities</b></li> </ul>

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<p><b>National Policy</b></p> <p>Governance and Financial Management</p>	<p>Activity 3. Development and publication of governance resources</p> <p>a. ISV intends developing and publishing resources to assist schools with financial management and benchmarking.</p> <p>b. ISV will also provide tools to enable schools to analyse and benchmark their financial and performance data.</p>	<p>Activity 3</p> <p>Governing body members making better and more strategic decisions.</p> <p><b>Achieved</b></p>	<p>Activity 3</p> <p>At least 25 schools and governing body members accessing the resources.</p> <p><b>100% Achieved</b></p>	<p><b>Activity 3</b></p> <ul style="list-style-type: none"> <li>• <b>Resources are continually reviewed and updated for school board members and senior school staff to access via isConnect and isComply, with a focus on school compliance with VRQA minimum standards.</b></li> <li>• <b>isConnect and isComply has almost 6000 individual users registered in 2024.</b></li> </ul>
<p><b>National Policy</b></p> <p>Governance and Financial Management</p>	<p>4. Interactive online communication tools (isConnect and isComply)</p> <p>a. ISV will continue to develop online communication and compliance tools to provide school leaders and governing body members with information that helps support them in the core business of running a school.</p>	<p>Activity 4</p> <p>School leaders and governing body members having instant and easy access to high quality information so that they can make better decisions.</p> <p><b>Achieved</b></p>	<p>Activity 4</p> <p>At least 50 schools signing up to use the online tool.</p> <p>Increasing numbers of ‘hits’ and ‘page views’ by leaders and governing body members, particularly with content related to governance and financial management practices.</p> <p><b>100% Achieved</b></p>	<p><b>Activity 4</b></p> <ul style="list-style-type: none"> <li>• <b>Every Victorian Independent school has signed up as an active school account to isConnect and by the end of 2024 there were more than 6,000 active individual users registered.</b></li> </ul>

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	<p>This includes the development of the extensive School Process Architecture (SPA) and our work to ensure that schools understand and use the SPA.</p> <p>b. The online information will always be accessible. ISV will collaborate with designers in the development of this tool and online applications.</p> <p>c. ISV will evaluate the use of these tools to inform future provision and support for schools.</p>			<ul style="list-style-type: none"> <li>4,000 documents were downloaded in 2024 across the key areas of Vision &amp; Strategy; Governance, Compliance &amp; Risk; Learning &amp; Wellbeing; Facilities, Operations &amp; Finance; People &amp; Culture; and Communications &amp; Relationships.</li> </ul>
<p><b>Quality Schools</b> Principals' Executive Network</p>	<p>ISV will deliver a residential program, complemented by virtual sessions, for new principals. The residential program will consist of four sessions over a twelve-month period and will cover a range of leadership, governance and managerial topics. The virtual sessions will be held at regular intervals between the residential sessions.</p>	<p>New and inexperienced principals being better prepared to carry out their role.</p> <p>Principals having access to ongoing support and networking platform.</p> <p><b>Achieved</b></p>	<p>At least 10 new principals participating in the program.</p> <p>New and inexperienced principals feeling better prepared to carry out their role, as demonstrated by the results of pre and post surveys.</p>	<ul style="list-style-type: none"> <li>14 new principals participated in the online seminar program and attended three face-to-face 2-day residential.</li> </ul>

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	<p>ISV will continue to provide ongoing support for principals in the first three years of their principalship, which will involve sponsoring principals to undertake the Deloitte Courageous Principals Residential program coaching sessions provided by accredited coaches as well as mentoring from experienced principals.</p>		<p>New principals feeling connected to colleagues from other school principals and ISV expertise and support.</p> <p><b>100% Achieved</b></p>	<ul style="list-style-type: none"> <li>• <b>Experienced presenters, including statutory authorities familiar with the requirements of schools, provided new principals with information and support with a focus on leading an accountable and effective organisation.</b></li> <li>• <b>Principals identified and worked as a group through peer coaching sessions to overcome their unique challenges.</b></li> <li>• <b>Principals were provided with tools, including program references to the Australian Professional Standard in leading performance development of their teachers as well as leading teaching and learning in their schools.</b></li> <li>• <b>New principals also explored the art and science of leadership and strategies to better equip them with managing change.</b></li> </ul>

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				<ul style="list-style-type: none"> <li>The post-survey results showed 100% found the sessions relevant and met their needs in their role and requested follow up school visits. Extended coaching opportunities with ISV accredited coaches have been provided on request and continuous support is made available as needed.</li> </ul>
<b>Quality Schools</b> New Business Managers' Program	ISV will deliver a two-day program for new business managers. The program will cover a range of leadership and managerial topics	New business managers being better prepared to carry out their role.  <b>Achieved</b>	At least 10 new business managers participating in the program per year.  Participants feeling better prepared to carry out their role, as demonstrated by the results of pre and post surveys.  <b>100% Achieved</b>	<b>The New Business Managers' program was delivered in:</b>  <b>2023 – 8 attendees</b> <b>2024 – 18 attendees</b> <b>2025 – 19 attendees</b>

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<p><b>Quality Schools Idea into Action (I2A)</b></p>	<p>The program, in conjunction with Harvard University, will support leaders in harnessing rich ideas and turning them into action</p>	<p>The creation of empirically based frameworks and models will be produced that identify and evaluate approaches to the challenge of supporting ideas into action as well as a set of action strategies and tools for supporting ideas into action.</p> <p>The Toolkit for The Eco Research front was published in 2022.</p> <p>The research front of Reach is still in prototype stage.</p> <p><b>Achieved</b></p>	<ul style="list-style-type: none"> <li>• In 2022, the project finalised three extensive case studies with schools tracking the implementation of a major change initiative, using the Eco Model Toolkit.</li> <li>• The Eco Model Toolkit was launched and published in August 2022 with six big picture tools and eight tools for targeted use.</li> <li>• The Reach Front continued to be prototyped with two additional schools for data collection.</li> </ul> <p><b>100% Achieved</b></p>	<ul style="list-style-type: none"> <li>• <b>During 2022, three packs of Reach Front tools and frameworks continued to be evaluated and trialled by two Independent schools. There was some interruption due to COVID, and teacher shortages due to illness.</b></li> <li>• <b>Schools met with ISV and researchers regularly to give feedback and suggestions on the use of the tools and frameworks with students.</b></li> <li>• <b>Documentation of three extensive case study schools using the I2A tools tracking the implementation of a major change initiative. These case studies were presented by the schools at a launch event of the Eco Model Toolkit.</b></li> <li>• <b>This project concluded at the end of 2024.</b></li> </ul>

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<p><b>Quality Schools</b> Beginning Teaching Program</p>	<p>In line with the Australian Government’s focus on quality teaching, ISV will continue a project that establishes a mentoring relationship between beginning teachers and experienced teachers (fellows). The fellows work with the beginning teacher and their in-school mentor to provide professional support and advice.</p> <p>Participating beginning teachers also receive targeted professional learning and networking opportunities.</p> <p>ISV will collaborate with the Victorian Institute of Teaching (VIT) in the delivery of the program</p>	<p>Beginning teachers will be better prepared when they transition to the proficient teacher level.</p> <p>Within-school mentors of beginning teachers will have a greater capacity to support future beginning teachers.</p> <p><b>Achieved</b></p>	<p>Short term: At least 30 beginning teachers in 15 schools will participate in the project.</p> <p>Long term ISV will undertake an evaluation of the participants in this project, to determine the extent to which they are:</p> <ul style="list-style-type: none"> <li>• Better prepared to work in schools</li> <li>• More likely to remain in the profession.</li> <li>• Better prepared when completing their Evidence of Professional Practice for full registration via the VIT.</li> </ul> <p><b>100% achieved</b> (32 participants but only 11 schools)</p>	<p>Short term:</p> <ul style="list-style-type: none"> <li>• <b>32 beginning teachers in 11 schools participated in 2023.</b></li> <li>• <b>20 mentors were part of the program in 2022, and they all participated in the ISV Mentoring program.</b></li> </ul> <p><b>The short-term follow-up survey results in summary:</b></p> <ul style="list-style-type: none"> <li>• <b>All participants felt the sessions with the ISV Fellow were beneficial.</b></li> <li>• <b>The opportunity to discuss challenges in the role was of great benefit.</b></li> <li>• <b>The opportunity to ask questions about classroom practice was appreciated by all.</b></li> <li>• <b>Specific knowledge and understandings that they felt applied directly to their role as a beginning teacher was advice on classroom layout, explicit teaching, organisation and</b></li> </ul>

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				<p>administration, resources, behaviour management, planning, reporting and assessment advice.</p> <ul style="list-style-type: none"> <li>• Many also felt it helped them understand the Independent sector in more detail.</li> </ul> <p>Long term:</p> <p>ISV undertook an evaluation survey of the participants in this program. The results showed that the teachers not only found the program beneficial, but they also gained confidence in classroom practice and built on their knowledge through professional readings and practice that were provided. Feedback from the Mentors was also positive, particularly concerning VIT information and guidance.</p> <p>This program was not run in 2024 however; plans have been made for 2025.</p>

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<p><b>Quality Schools</b> Agile Principals Project</p>	<p>ISV has been conducting extensive research into the agility of principals to lead their schools. This project will provide ongoing support and guidance for principals because of this research.</p> <p>ISV has also developed a Principal Review tool to support Principal Growth. The process has been designed for school leaders to determine areas of strength in their leadership capacity and areas to improve with a focus on leadership characteristics and the AITSL Standard for Principals. The tool involves developing a professional growth plan for the principal as well as coaching and mentoring throughout the year.</p>	<p>Principals feeling better equipped to cope with the challenges of their role and develop their capacity to better cope with the demands of their role.</p> <p><b>Achieved</b></p>	<ul style="list-style-type: none"> <li>• At least 2 principals participating in the program.</li> <li>• Principals feeling better prepared to carry out their role, as demonstrated by the results of pre and post surveys and mentoring coaching opportunity that follows.</li> </ul> <p><b>100% Achieved</b></p>	<p><b>The fourteen participants in the New Principals' Program were able to access the Mindful Leading Program. In addition, online wellbeing sessions were offered to all principals.</b></p>

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<b>Quality Schools</b>  Policy templates	Development of a series of model policies and accompanying documents to support schools.	Schools having an improved policy framework.  <b>Achieved</b>	The number of model policies to increase from 40 to at least 45.  The number of downloads of the policies to increase from 200 to 250.  <b>100% Achieved</b>	<ul style="list-style-type: none"> <li>• <b>ISV produced an additional 11 policy documents. These consisted of model policies as well as guidance material.</b></li> <li>• <b>Schools accessed these documents via isConnect.</b></li> </ul>
<b>Boosting Literacy and Numeracy</b>  Student performance and wellbeing analytics	In line with the Australian Government’s focus on literacy and numeracy, and to better understand the plateauing of Australia’s performance on national and international assessments, ISV will continue to develop and implement an analysis platform for independent schools that combines NAPLAN and progressive achievement data alongside wellbeing data to enable schools to better predict student performance and better identify appropriate intervention strategies.  Initial work on this project uncovered two major hurdles within schools:	The project will see ISV work with a small number of schools to further develop a reporting application for improved analysis within schools concerning literacy and numeracy that puts analysis of school-level records at the fingertips of teachers. ISV will also develop an online data literacy module for using the system.	<ul style="list-style-type: none"> <li>• The implementation of the program</li> <li>• Development of the predictive analytics platform for internal and external use</li> <li>• The Development of an online training module on data literacy for the use of the platform.</li> </ul> <p><b>Pilot project 100% achieved, but expected outcomes not achieved due to complexity of predictive analysis and the availability of an online training resource.</b></p>	<p><b>Implementation of this pilot project commenced in early 2022 with five schools:</b></p> <ul style="list-style-type: none"> <li>• <b>Girton Grammar School</b></li> <li>• <b>Presbyterian Ladies' College</b></li> <li>• <b>Balcombe Grammar School</b></li> <li>• <b>Aitken College</b></li> <li>• <b>Christian College Geelong.</b></li> </ul>

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	<p>1. Significant structural challenges to consolidating and coordinating the data across various reporting systems within Independent schools.</p> <p>2. Variable data literacy levels between and within schools.</p> <p>The project will include work to address these issues. Through our expertise and role as data broker among schools, we will develop technical responses to the consolidation and coordination of data to enhance the analytics platform. Dedicated data literacy training will also be delivered to ensure ISV's internal staff as well as teachers and school leaders can make the most of the platform.</p>	<p><b>Partially Achieved. Although we have worked with five schools on this project and developed a pilot application that helps schools to automate processes to better align data, the achievement of the predictive analytics element of this project has not been achieved.</b></p>		<p><b>This is less than the initial eight schools who were interested prior to the COVID-19 pandemic, for whom this was either no longer a priority or they did not have the time. Upon commencing the project, we found that to get to the point of developing predictive analytics was overly ambitious and that there was a data quality issue evident in most schools.</b></p> <p><b>We therefore shifted our focus to developing a pilot application to help schools automate some key processes and address some issues of data quality. It is difficult to see the predictive analytics platform become a reality due to the practices and processes in place at the pilot schools.</b></p>

## 2023-2024 Budget Expenditure

Project Activities	Reform Support Funding 2023 calendar year (GST exclusive)	Reform Support Funding 2024 calendar year (GST exclusive)	Reform Support Funding Total (GST exclusive)
<b><i>NCCD</i></b>			
Project to improve collection of data to support the NCCD	\$459,257	\$250,743	\$710,000
<b><i>NAPLAN Online</i></b>			
Strengthening NAPLAN	\$142,244	\$107,556	\$250,000
<b><i>Governance and Financial Management</i></b>			
Staff costs/Contractors	\$554,246	\$251,554	\$805,800
Travel	\$11,996	\$8,604	\$20,000
Professional Learning Sessions	\$239,564	\$20,436	\$260,000
Development of Resources	\$53,023	\$1,977	\$55,000
Research	\$75,582	\$4,418	\$80,000
Interactive Tool - content	\$172,502	\$42,498	\$215,000
<b><i>Quality Schools</i></b>			
Principal's Executive Network	\$98,361	\$1,639	\$100,000
New Business Manager's Program	\$11,174	\$13,826	\$25,000
Idea into Action	\$480,000	\$0	\$480,000
Beginning Teaching Program	\$42,899	\$17,101	\$60,000
Agile Principal's Project	\$163,408	\$36,592	\$200,000
Policy templates	\$85,467	\$64,533	\$150,000
<b><i>Boosting Literacy and Numeracy</i></b>			
Student performance and wellbeing analytics	\$176,799	\$3,201	\$180,000
<b><i>Other Projects</i></b>			
Administration of projects	\$229,200	\$0	\$229,000
<b>TOTAL</b>	<b>\$2,295,322</b>	<b>\$824,678</b>	<b>\$3,820,000</b>