

Non-Government Reform Support Workplan

2020

Independent Schools Victoria

Non – Government Reform Support Fund

Independent Schools Victoria – Workplan 2020

Summary of Work Plan for 2020

In 2020, Independent Schools Victoria (ISV) will continue to focus on the three Commonwealth Priorities:

1. quality assurance, moderation and support for the continued improvement of the Nationally Consistent Collection of Data on School Students with Disability
2. the implementation of online delivery of the National Assessment program and
3. improving governance and financial management practices of non-government schools.

ISV will also work with the Victorian government in the implementation of the reforms outlined in the bilateral agreement. This work will involve:

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

ISV's vision is to have a strong Independent education sector demonstrating best practice, providing excellent outcomes for students and choice for families.

To realise our vision, we:

- support quality education
- advocate for excellence in education
- champion Member Schools
- protect the rights of parents to choose where and how their children are educated.

ISV currently receives funding under a range of Victorian Government Programs. In 2020, these include:

- Facilitation Program for School Improvement: \$2.464 million has been allocated for 2020 to support and promote school improvement, in line with Victoria's Education State targets.
- State Support Services Program: approximately \$1.4 million has been allocated for 2020 to provide professional support services, including speech pathology services, psychology services and visiting teacher services, to students with special learning needs.
- Developing Resiliency Program: approximately \$400,000 has been allocated for 2020 to provide primary prevention, early intervention, professional development and partnership initiatives that support students to be happy, healthy and resilient.

This funding is not included in this Workplan. ISV will, when necessary, use Member resources to supplement the activities listed in this Workplan.

ISV has a team of School Improvement Advisors. The team consists of former Principals and senior educators and works directly in schools to support improvement initiatives. The team will continue to provide support to schools in 2020 and this will include guidance and advice to schools in relation to the three Commonwealth Priorities. The team will also provide support for schools in key initiatives such as:

- Leadership development
- Support for beginning teachers
- Targeted improvement initiatives

Some of the projects outlined below will involve cross-sectoral collaboration. Where this occurs, costs will be shared equitably with the Victorian Department of Education and Training and the Catholic Education Commission of Victoria (where appropriate).

1. Quality assurance, moderation and support for the continued improvement of the Nationally Consistent Collection of Data on School Students with Disability:

ISV will use Reform Support Funds to support the following activities:

- attend cross-sectoral, state and national NCCD workshops
- hold discussions and conduct moderation at network meetings within the sector,
- liaise with other independent school associations to facilitate consistency
- provide help desk support for schools
- analyse previous years' NCCD data and develop benchmarked guidelines for schools
- facilitate professional learning sessions for school staff
- provide consultants from both health and educational backgrounds to work with schools
- develop a series of intervention strategy documents for various disabilities to support member schools.

Evaluation Strategies:

- feedback from schools about the value of meetings with health/educational consultants
- count of all meetings attended
- number of professional learning sessions
- number of intervention strategy documents prepared and number of times the documents are accessed by schools.

2. Implementation of online delivery of NAPLAN:

ISV works closely with the Victorian Curriculum and Assessment Authority (VCAA) and the other school sectors in the implementation of online delivery of NAPLAN. Reform Support Funds will be used to subsidise the costs of ISV staff time and travel to meetings and schools, as well providing general advice and support for schools.

ISV will also track the performance of Victorian independent schools so that future improvement activities can be developed to support schools. The team of School Improvement Advisors will support schools with any proposed improvement activities.

Evaluation Strategies:

- data capture of support provided to schools
- follow-up survey of the value of this support.

3. Improved governance and financial management practices:

ISV will offer training through its Development Centre for school leaders and governing body members. These training sessions will be offered at different times (i.e. after hours and on weekends) to enable maximum attendance. In particular, ISV will facilitate two

weekend residential programs for governing body members and school leaders. Topics include expectations and obligations under Australian company law, board performance, risk management, funding processes, financial responsibilities, delineation between strategic and operational matters, and many more.

ISV will provide a governance 'help desk', where schools are able to seek information and guidance about governance related issues.

ISV will continue to develop and publish resources to assist schools with financial management and benchmarking. ISV will also provide tools to enable schools to analyse and benchmark their financial and performance data.

ISV will use the principles of Process Management for online delivery of material to assist schools in improving governance and financial management.

Reform Support Funds will be used to support:

- the delivery of governance workshops and briefings
- the provision of a governance help desk
- the development and publication of financial benchmarking resources
- the development of online Process Management material.

ISV will also use Reform Support Funds to develop and deliver the following:

- Principals' Executive Network
- New Business Managers' Program
- Professional development on ISV's benchmarking tool (isAnalyse)
- Idea into Action program.

Evaluation Strategies:

- data capture of support provided to schools
- follow-up surveys of the value of this support
- feedback from schools on the usefulness of the materials and workshops.

4. Quality Teaching

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.

Participating beginning teachers also receive targeted professional learning and networking opportunities.

Evaluation Strategies:

- short-term follow-up surveys of participants' satisfaction
- long-term evaluation of participants' attitudes to teaching and professional destinations.

ISV will also use the Reform Support Fund to support the following programs and projects:

- Principal Wellbeing Project
- Policy templates
- Southern Cross – STEM focus.

5. Boosting Literacy and Numeracy

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 build on its recent research into NAPLAN performance and implement a pilot program with schools to develop a predictive analysis platform. The pilot will see ISV working with schools to align various database systems and reporting mechanisms to bring together NAPLAN, school-level progressive achievement data on literacy and numeracy, and student enrolment and wellbeing data to enable schools to better predict student performance and better identify appropriate intervention strategies around literacy and numeracy achievement.

ISV will also develop online training modules for teaching staff and school leaders and its own School Improvement Team to make the most of the platform.

6. Support for the bilateral agreement between Victoria and the Commonwealth

ISV will work cooperatively with the Victorian government in the implementation of the reforms outlined in the bilateral agreement. At a high level, this will involve ongoing participation in SPFAC and its working groups as well as data and information sharing arrangements.

In relation to some of the specific actions listed in the bilateral (i.e. actions 1, 5 and 11), ISV will participate in cross-sectoral working groups so that the various initiatives can be achieved.

Actions items 12, 13, 15 and 16 of the bilateral agreement are addressed in other sections of this workplan.

Summary of budget

Project	Activities	Reform support funding	Funding from other sources	Total funding
NCCD	Staff costs/Contractors	\$278,000	\$0	\$278,000
	Travel	\$15,000	\$0	\$15,000
	Professional Learning sessions	\$67,000	\$0	\$67,000
	Research	\$70,000	\$0	\$70,000
	Consultancy	\$220,000	\$0	\$220,000
	Total	\$650,000	\$0	\$650,000
NAPLAN Online	Staff costs/Contractors	\$180,000	\$0	\$180,000
	Travel	\$10,000	\$0	\$10,000
	Research	\$60,000	\$0	\$60,000
	Total	\$250,000	\$0	\$250,000
Improving Governance	Staff costs/Contractors	\$705,800	\$0	\$705,800
	Travel	\$20,000	\$0	\$20,000
	Professional Learning sessions	\$260,000	\$0	\$260,000
	Development of Resources	\$55,000	\$0	\$55,000
	Research	\$80,000	\$0	\$80,000
	Interactive tool – content	\$215,000	\$0	\$215,000
	Total	\$1,335,800	\$0	\$1,335,800
Quality Teaching	Principals' Executive Network	\$80,000	\$0	\$80,000
	New Business Managers' Program	\$25,000	\$0	\$25,000
	Idea into Action	\$480,000	\$0	\$480,000
	Beginning Teaching Fellowship	\$40,000	\$0	\$40,000
	Principal Wellbeing Project	\$200,000	\$0	\$200,000
	Policy templates	\$120,000	\$0	\$120,000
	Southern Cross – STEM focus	\$230,000	\$0	\$230,000
	Total	\$1,175,000	\$0	\$1,175,000
Boosting Literacy and Numeracy	NAPLAN Research Project	\$180,000	\$0	\$180,000
	Administration fee at 6% of Reform Funds	\$229,200	\$0	\$229,200
	Total	\$3,820,000	\$0	\$3,820,000

* The Australian Government understands that these figures provided are indicative and will change throughout the year. The Annual Report is expected to report on these changes.

Non-Government Reform Support Fund

Independent Schools Victoria – Workplan 2020

Project title	Project description and activities	Indicative budget	Expected outcomes/ Overall achievements	Indicators of success												
<p>Nationally Consistent Collection of Data on School Students with Disability</p>	<p>1. General support for NCCD</p> <p>a. Dedicated ISV staff will:</p> <ul style="list-style-type: none"> i. facilitate network meetings with school staff ii. co-ordinate cross-sectoral moderation sessions iii. respond to queries from schools iv. forward documentation to schools. 	<p>Reform support funding: \$650,000</p> <p>Other funding: \$0</p> <p><i>This table is for all of the activities in this project</i></p> <table border="1" data-bbox="949 759 1344 1054"> <tr> <td><i>Staff costs/Contractors</i></td> <td><i>\$278,000</i></td> </tr> <tr> <td><i>Travel</i></td> <td><i>\$15,000</i></td> </tr> <tr> <td><i>Professional Learning sessions</i></td> <td><i>\$67,000</i></td> </tr> <tr> <td><i>Research</i></td> <td><i>\$70,000</i></td> </tr> <tr> <td><i>Consultancy</i></td> <td><i>\$220,000</i></td> </tr> <tr> <td><i>Total</i></td> <td><i>\$650,000</i></td> </tr> </table>	<i>Staff costs/Contractors</i>	<i>\$278,000</i>	<i>Travel</i>	<i>\$15,000</i>	<i>Professional Learning sessions</i>	<i>\$67,000</i>	<i>Research</i>	<i>\$70,000</i>	<i>Consultancy</i>	<i>\$220,000</i>	<i>Total</i>	<i>\$650,000</i>	<p>Each of the seven activities has been listed separately below.</p> <p>Activity 1</p> <p>Assist schools to accurately interpret the guidelines for gathering data to improve its validity and reliability.</p>	<p>Each of the seven activities has been listed separately below.</p> <p>Activity 1</p> <p>Short term: Support provided to all 220 Victorian Independent schools</p> <p>Long term: ISV anticipates that the importance of this general support will not change over time. Increased confidence in school staff in providing accurate, reliable NCCD data</p>
<i>Staff costs/Contractors</i>	<i>\$278,000</i>															
<i>Travel</i>	<i>\$15,000</i>															
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<i>Research</i>	<i>\$70,000</i>															
<i>Consultancy</i>	<i>\$220,000</i>															
<i>Total</i>	<i>\$650,000</i>															

	<p>2. Network/moderation meetings</p> <ul style="list-style-type: none"> a. ISV will run a series of network meetings for individual learning needs staff in schools across Victoria. 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 c. Moderation will incorporate real, challenging de-identified case studies as moderation exemplars. 		<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>Activity 2</p> <p>Short term:</p> <p>At least 12 network meetings will be conducted in 2020, including moderation components</p> <p>Representatives from 100 Independent schools will participate in at least one network meeting in 2020.</p> <p>Long term:</p> <p>ISV anticipates that, as the NCCD becomes a stable and established data collection, the urgency of this project will reduce.</p> <p>There will be reduced variation in schools' NCCD results from year to year as a result of the movement to the new data collection,.</p>
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	<p>3. Data quality assurance</p> <ul style="list-style-type: none"> a. ISV will analyse previous years' NCCD data, to develop benchmarked guidelines for schools about the likely characteristics of an 'average' school's NCCD data. <p>4. Direct support for schools</p> <ul style="list-style-type: none"> a. This will include: <ul style="list-style-type: none"> i. acting as a conduit of information for Victorian Independent schools on the NCCD ii. the provision of 'help desk' advice and support to schools iii. working directly in schools with individual learning needs staff, school leadership and whole-school groups to 		<p>Activity 3</p> <p>Identification of the causes of variation in NCCD data, and the extent to which these are impacting on schools' NCCD reporting.</p> <p>Activity 4</p> <p>Improved consistency of understanding and application of the NCCD within and between schools</p>	<p>Activity 3</p> <p>Short term:</p> <p>ISV identifies and works one-on-one with at least ten schools to analyse their NCCD data.</p> <p>Long term:</p> <p>ISV anticipates that, as the NCCD becomes a stable and established data collection, the project can continue, but its urgency will reduce.</p> <p>Reliable and stable benchmarks will be developed and maintained, against which schools can compare and analyse their own results.</p> <p>Activity 4</p> <p>Short term:</p> <p>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 to assist them in meeting NCCD requirements</p>
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	<p>ensure consistency of understandings and application of the NCCD</p> <p>iv. the development of support materials such as flow charts and process maps</p> <p>5. Professional learning</p> <p>a. ISV will run professional learning sessions for schools, looking in depth at issues such as:</p> <p>i. the interface between English as an Additional Language/Dialect (EALD) and disability</p> <p>ii. identifying imputed disabilities where students also come from an EALD background.</p>		<p>Activity 5</p> <p>Schools are better able to distinguish between different causes of educational disadvantage for students with additional needs</p> <p>Reduction in the incorrect inclusion and exclusion of students with EALD and/or trauma in the NCCD.</p> <p>Schools are better able to assess how they can integrate</p>	<p>Schools will have additional resources to identify SWD</p> <p>Long term:</p> <p>ISV anticipates that, as the NCCD becomes a stable and established data collection, the project can continue, but its urgency will reduce.</p> <p>There will be reduced variation in schools' NCCD results from year to year as a result of the movement to the new data collection</p> <p>Activity 5</p> <p>Short term:</p> <p>Representatives from 50 Independent schools will attend professional learning opportunities.</p> <p>Long term:</p> <p>ISV anticipates that, as the NCCD becomes a stable and established data collection, the project can continue, but its urgency will reduce.</p>
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	<ul style="list-style-type: none"> iii. identify how IT systems can be used to support schools in the implementation and administration of the NCCD b. ISV will also provide an introduction to the NCCD for new staff in schools. <p>6. Student Assessment</p> <ul style="list-style-type: none"> a. ISV will provide consultants from both health and educational backgrounds to support schools. The consultants will assist schools in identifying the needs of individual students with additional needs, applying strategies and resources to assist students. b. ISV will also run several 'Moving Forward' professional learning sessions for classroom teachers and individual learning needs staff to improve their expertise in identifying and supporting the needs of students. 		<p>the NCCD into their usual classroom practice, to ensure that the NCCD supports educational outcomes for students.</p> <p>Activity 6 Better awareness by classroom teachers, school leadership and other staff of students with disability</p>	<p>The identification of students with disability to be included in the NCCD will become increasingly accurate.</p> <p>The work required by schools to implement the NCCD will become integrated into normal school practice.</p> <p>Activity 6 Short term: Three 'Moving Forward' professional learning sessions will be run across Victoria</p> <p>Long term: 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>Schools will feel better able to identify students with disability and the adjustments required to meet their individual needs.</p>
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	<p>the VCAA NAPLAN Data Service.</p> <p>b. This, combined with ISV's 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 School Improvement Advisors will work directly with schools in implementing improvement strategies.</p>		<p>alters students' NAPLAN results</p>	<p>ISV will analyse the NAPLAN data of all Victorian Independent schools that participate in NAPLAN online in 2020.</p> <p>Long term:</p> <p>While having an immediate impact on the implementation of NAPLAN Online, ISV believes that this project will have a broader and longer-term benefit for schools once all schools have moved to online testing.</p> <p>ISV will be able to develop a range of targeted improvement strategies, informed in part by NAPLAN analysis.</p>
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Project title	Project description and activities	Indicative budget	Expected outcomes/ Overall achievements	Indicators of success														
Governance and financial management	<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>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>2. Governance help desk</p> <p>a. ISV will provide a governance ‘help desk’, where schools are able to seek information and</p>	<p>Reform support funding: \$1,335,800</p> <p>Other funding: \$0</p> <p><i>This table is for all of the activities in this project</i></p> <table border="1" data-bbox="913 555 1319 965"> <tr> <td>Staff costs/Contractors</td> <td>\$705,800</td> </tr> <tr> <td>Travel</td> <td>\$20,000</td> </tr> <tr> <td>Professional Learning sessions</td> <td>\$260,000</td> </tr> <tr> <td>Development of Resources</td> <td>\$55,000</td> </tr> <tr> <td>Research</td> <td>\$80,000</td> </tr> <tr> <td>Interactive tool – content</td> <td>\$215,000</td> </tr> <tr> <td>Total</td> <td>\$1,335,800</td> </tr> </table>	Staff costs/Contractors	\$705,800	Travel	\$20,000	Professional Learning sessions	\$260,000	Development of Resources	\$55,000	Research	\$80,000	Interactive tool – content	\$215,000	Total	\$1,335,800	<p>Each of the five activities has been listed separately below.</p> <p>Activity 1 Governing body members having a deeper understanding of their role and their schools’ financial position. This should result in better decision making by governing body members.</p> <p>Activity 2 Schools will be able to resolve their issue by having accessed the help desk</p>	<p>Each of the five activities has been listed separately below.</p> <p>Activity 1 Strong support of subsidised governance and financial seminars and workshops, as demonstrated by the number of participating schools (expect at least 30 participants to attend the short seminars and at least 70 participants at the weekend residential programs)</p> <p>Improvement in governing body members’ understanding of their role and their schools’ financial position, as demonstrated by the results of pre and post surveys of attendees at seminars and workshops</p> <p>Activity 2 At least twenty schools and governing body members accessing the help desk</p>
Staff costs/Contractors	\$705,800																	
Travel	\$20,000																	
Professional Learning sessions	\$260,000																	
Development of Resources	\$55,000																	
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Total	\$1,335,800																	

	<p>guidance about governance related issues.</p> <p>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>4. Interactive online communication tool (isConnect)</p> <p>a. ISV will continue to develop an online communication tool to provide school leaders and governing body members with information that helps support them in the core business of running a school. This includes the development of the extensive School Process Architecture (the SPA) and our work to ensure that</p>		<p>Targeted assistance is provided to schools as a result of the help desk</p> <p>Activity 3 Governing body members making better and more strategic decisions</p> <p>Activity 4 School leaders and governing body members having instant and easy access to high quality information so that they can make better decisions</p>	<p>Activity 3 At least 25 schools and governing body members accessing the resources</p> <p>Activity 4 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>
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	<p>schools understand and use the SPA.</p> <ul style="list-style-type: none">b. The online information will be accessible at all times. ISV will work with designers in the development of this tool and online applications.c. ISV will evaluate the tool's use to inform future provision and support for schools			
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Project title	Project description and activities	Indicative budget	Expected outcomes/ Overall achievements	Indicators of success										
Principals' Executive Network	<p>ISV will deliver a residential program for new principals. The program will consist of four sessions over a twelve month period and will cover a range of leadership, governance and managerial topics.</p> <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>Reform support funding: \$80,000</p> <p>Other funding: \$0</p> <table border="1" data-bbox="875 469 1254 740"> <tr> <td>Staff costs/Contractors</td> <td>\$4,000</td> </tr> <tr> <td>Professional development</td> <td>\$72,500</td> </tr> <tr> <td>Resources</td> <td>\$1,500</td> </tr> <tr> <td>Travel</td> <td>\$2,000</td> </tr> <tr> <td>Total</td> <td>\$80,000</td> </tr> </table>	Staff costs/Contractors	\$4,000	Professional development	\$72,500	Resources	\$1,500	Travel	\$2,000	Total	\$80,000	<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>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> <p>New principals feeling connected to colleagues from other school Principals and ISV expertise and support.</p>
Staff costs/Contractors	\$4,000													
Professional development	\$72,500													
Resources	\$1,500													
Travel	\$2,000													
Total	\$80,000													

Project title	Project description and activities	Indicative budget	Expected outcomes/ Overall achievements	Indicators of success		
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	Reform support funding: \$25,000 Other funding: \$0 <table border="1" data-bbox="869 472 1263 544"> <tr> <td data-bbox="869 472 1108 544">Professional development</td> <td data-bbox="1108 472 1263 544">\$25,000</td> </tr> </table>	Professional development	\$25,000	New business managers being better prepared to carry out their role	At least 10 new business managers participating in the program Participants feeling better prepared to carry out their role, as demonstrated by the results of pre and post surveys
Professional development	\$25,000					

Project title	Project description and activities	Indicative budget	Expected outcomes/ Overall achievements	Indicators of success										
Idea into Action (I2A)	The program, in conjunction with Harvard University, will support leaders in harnessing rich ideas and turning them into action	Reform support funding: \$480,000 Other funding: \$0 <table border="1" data-bbox="864 469 1258 703"> <tr> <td>Consultancy</td> <td>\$460,000</td> </tr> <tr> <td>Professional development</td> <td>\$8,000</td> </tr> <tr> <td>Resources</td> <td>\$4,000</td> </tr> <tr> <td>Travel</td> <td>\$8,000</td> </tr> <tr> <td>Total</td> <td>\$480,000</td> </tr> </table>	Consultancy	\$460,000	Professional development	\$8,000	Resources	\$4,000	Travel	\$8,000	Total	\$480,000	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.	<ul style="list-style-type: none"> • The next phase of the project in 2020 is to continue working on three extensive case studies with schools tracking the implementation of a major change initiative, testing and providing regular feedback on the I2A tools and frameworks. • There are five broad tools and five targeted tools included in the I2A Toolkit to be tested as part of the Case Studies conducted in 2020. • In addition to the three extensive case study schools, in 2020 there will be a new research with tools and frameworks that will be shared with two additional schools for data collection.
Consultancy	\$460,000													
Professional development	\$8,000													
Resources	\$4,000													
Travel	\$8,000													
Total	\$480,000													

Project title	Project description and activities	Indicative budget	Expected outcomes/ Overall achievements	Indicators of success						
Beginning Teaching Program	<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>Reform support funding: \$40,000</p> <p>Other funding: \$0</p> <table border="1" data-bbox="873 470 1265 630"> <tr> <td>Professional development</td> <td>\$35,000</td> </tr> <tr> <td>Resources</td> <td>\$5,000</td> </tr> <tr> <td>Total</td> <td>\$40,000</td> </tr> </table>	Professional development	\$35,000	Resources	\$5,000	Total	\$40,000	<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>Short term:</p> <p>At least 30 beginning teachers in 15 schools will participate in the project</p> <p>Long term</p> <p>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"> • Better prepared to work in schools • More likely to remain in the profession • Better prepared when completing their Evidence of Professional Practice for full registration via the VIT.
Professional development	\$35,000									
Resources	\$5,000									
Total	\$40,000									

Project title	Project description and activities	Indicative budget	Expected outcomes/ Overall achievements	Indicators of success												
Principal Wellbeing Project	ISV has conducted extensive research into the wellbeing of principals. This project will provide ongoing support for principals as a result of this research	Reform support funding: \$200,000 Other funding: \$0 <table border="1" data-bbox="871 469 1265 777"> <tr> <td>Staff costs/Contractors</td> <td>\$60,000</td> </tr> <tr> <td>Consultancy</td> <td>\$100,000</td> </tr> <tr> <td>Professional development</td> <td>\$30,000</td> </tr> <tr> <td>Resources</td> <td>\$2,000</td> </tr> <tr> <td>Travel</td> <td>\$8,000</td> </tr> <tr> <td>Total</td> <td>\$200,000</td> </tr> </table>	Staff costs/Contractors	\$60,000	Consultancy	\$100,000	Professional development	\$30,000	Resources	\$2,000	Travel	\$8,000	Total	\$200,000	Principals feeling better equipped to cope with the challenges of their role	<ul style="list-style-type: none"> • At least 10 principals participating in the program • Principals feeling better prepared to carry out their role, as demonstrated by the results of pre and post surveys
Staff costs/Contractors	\$60,000															
Consultancy	\$100,000															
Professional development	\$30,000															
Resources	\$2,000															
Travel	\$8,000															
Total	\$200,000															

Project title	Project description and activities	Indicative budget	Expected outcomes/ Overall achievements	Indicators of success								
Policy templates	Development of a series of model policies and accompanying documents to support schools	Reform support funding: \$120,000 Other funding: \$0 <table border="1" data-bbox="871 469 1265 632"> <tr> <td>Consultancy</td> <td>\$110,000</td> </tr> <tr> <td>Resources</td> <td>\$8,000</td> </tr> <tr> <td>Travel</td> <td>\$2,000</td> </tr> <tr> <td>Total</td> <td>\$120,000</td> </tr> </table>	Consultancy	\$110,000	Resources	\$8,000	Travel	\$2,000	Total	\$120,000	Schools having an improved policy framework	An increased number of model policies available for schools An increased number of schools accessing the policies, as measured by the number times the documents are downloaded
Consultancy	\$110,000											
Resources	\$8,000											
Travel	\$2,000											
Total	\$120,000											

Project title	Project description and activities	Indicative budget	Expected outcomes/ Overall achievements	Indicators of success										
Southern Cross – STEM focus	ISV to deliver facilitated training on using process management tools to develop and improve STEM approaches	Reform support funding: \$230,000 Other funding: \$0 <table border="1" data-bbox="869 469 1263 703"> <tr> <td>Consultancy</td> <td>\$200,000</td> </tr> <tr> <td>Professional development</td> <td>\$12,000</td> </tr> <tr> <td>Resources</td> <td>\$6,000</td> </tr> <tr> <td>Travel</td> <td>\$12,000</td> </tr> <tr> <td>Total</td> <td>\$230,000</td> </tr> </table>	Consultancy	\$200,000	Professional development	\$12,000	Resources	\$6,000	Travel	\$12,000	Total	\$230,000	Improved provision and implementation of STEM in schools	At least 15 schools participating in the program
Consultancy	\$200,000													
Professional development	\$12,000													
Resources	\$6,000													
Travel	\$12,000													
Total	\$230,000													

Project title	Project description and activities	Indicative budget	Expected outcomes/ Overall achievements	Indicators of success								
Literacy and Numeracy Predictive analytics Platform	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 develop and pilot 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. Training will also be developed to ensure internal staff and teachers and school leaders can make the most of the platform.	Reform support funding: \$180,000 Other funding: \$0 <table border="1"> <tr> <td>Staff costs/Contractors</td> <td>\$100,000</td> </tr> <tr> <td>Qlik integration</td> <td>\$30,000</td> </tr> <tr> <td>Online training</td> <td>\$50,000</td> </tr> <tr> <td>Total</td> <td>\$180,000</td> </tr> </table> <p>This work is on top of cross-sectoral work that ISV will undertake in 2020 with Vic DET and CECV to assess how Victorian students are able to meet the Victorian Government's Education State targets.</p>	Staff costs/Contractors	\$100,000	Qlik integration	\$30,000	Online training	\$50,000	Total	\$180,000	The pilot project will see ISV work with a small number of pilot schools to 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 training module for using the system.	The implementation of the pilot program Development of the predictive analytics platform for internal and external use The Development of an online training module for the use of the platform.
Staff costs/Contractors	\$100,000											
Qlik integration	\$30,000											
Online training	\$50,000											
Total	\$180,000											

Victoria's Bilateral Agreement Initiatives

Reform Direction	Actions	ISV's activities
Reform Direction A - Support students, student learning and achievement	1. Strengthen teacher practice in Victoria by establishing a Digital Assessment Library, an online resource that will develop and make	1. ISV is currently represented on various working groups and will continue to work with the Department of Education and Training (DET), the

	<p>available new digital student assessment tools and teacher resources to improve student learning assessment.</p> <p>5. Improve educational pathways for students expelled from school through developing and implementing cross-sectoral guidelines to support the transition of students expelled from a school into a new education, training or employment setting.</p>	<p>Catholic sector and the Victorian Curriculum and Assessment Authority (VCAA) in the implementation of the Digital Assessment Library.</p> <p>5. ISV will participate in working groups with DET and the Catholic sector and will contribute to the development of these guidelines.</p>
<p>Reform Direction B – Support teaching, school leadership and school improvement</p>	<p>11. The Commonwealth will work with Victoria to address identified teacher workforce supply needs (particularly in the areas of Maths and Science) including the development of a national teacher workforce strategy reflecting respective areas of responsibility.</p> <p>12. Provide high-quality professional learning and training to teachers and school leaders to support school improvement in areas of identified need.</p> <p>13. Improve board governance in non-government schools through training and resource support.</p> <p>15. Increase the number of independent schools trained in the Process and Performance Management (PPM) approach through the Southern Cross Project in order to use the tools and techniques to improve student outcomes in areas of need, as identified by individual schools.</p>	<p>11. ISV will participate in working groups with the Commonwealth, the Victorian DET and the Catholic sector and will contribute to the development of this strategy.</p> <p>12. ISV’s work in relation to this activity is explained on pages 17 to 21 of this workplan.</p> <p>13. ISV’s work in relation to this activity is explained on pages 14 to 16 of this workplan.</p> <p>15. ISV’s work in relation to this activity is explained on page 23 of this workplan.</p>

Reform Direction C – Enhancing the national evidence base	16. Support the transition to the Nationally Consistent Collection of Data on School Students with Disability (NCCD) through quality assurance and moderation of NCCD data.	16. ISV’s work in relation to this activity is explained on pages 7 to 11 of this workplan.