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**Choice and Affordability Fund**

***Annual Report 2022***

**Independent Schools Victoria**

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## Summary of 2022

Independent Schools Victoria (ISV) continued to progress the various initiatives and activities under the Choice and Affordability Fund. Whilst Victoria no longer experienced COVID-19 lockdowns and restrictions in 2022, there continued to be challenges for schools due to staff shortages and the fatigue from dealing with the previous two years. As a result, several initiatives didn't progress as much as expected.

Most of the initiatives and activities have been made available for all Victorian Independent schools represented by ISV. The exceptions to this were the direct allocations of transition funding to those schools deemed eligible to receive such allocations.

### **1. Activity/Initiative: Helping schools understand what really matters to their community**

#### **Priority: (a) Choice and affordability of schools**

In our 2022-25 work plan, we referred to the development of a tool that will help principals in Independent schools determine what really matters to families when enrolling in their school. This tool will enable principals to have the right conversations with families when they enrol and to assist them to make the correct choice in relation to their decision. The methodology used will result in a school's philosophy being aligned with the needs and wants of existing and prospective parents.

There are three separate components to this initiative:

1. What Really Matters
2. Vision and Values
3. Leading Learning that Matters (LLtM) Masters and Mentoring

As described in the Activity Report, these actions are at various stages of development.

### **2. Activity/Initiative: A transition plan for schools to the Direct Measure of Income funding arrangements and in the wake of COVID-19**

#### **Priority: (b) Transition assistance**

In our 2022-2025 work plan, we referred to ISV working with nominated Regional Transition Assistance (RTA) schools to develop a 'Sustainability Plan' for each school to consider their viability and business model into the future.

ISV will also aid other Victorian Independent schools that either experience reduced funding because of the move to the DMI funding methodology compared to the former SES funding methodology (transition schools) or are eligible under the former National Adjustment Assistance Fund (NAAF). Like RTA schools, transition and NAAF schools were required to submit a Sustainability Plan.

RTA, transition and NAAF schools were able to access other ISV initiatives supported by the CAF. The development and implementation of these initiatives was supported by centralised expenditure of the CAF. These initiatives include:

- Data-informed assessments for school sustainability
- Assessing financial risk and safeguarding your school's future (Composite Financial Index)
- innovationXdesign
- Strategy Story for Schools
- Governance, Compliance and Employment Relations Training
- Employment Relations Service Provision
- Deep Dive Professional Learning

As described in the Activity Report, these actions are at various stages of development.

### **3. Activity/Initiative: Special circumstances funding**

#### **Priority: (c) Special circumstances funding**

This project provided access to funding support where schools and their students were affected by special circumstances and in areas affected by pandemics, drought or other natural disasters.

In 2022, two schools were supported with funding as a result of a natural disaster (flooding). One school was provided with \$10,000 to aid in sandbagging, to prevent the movement of water flooding key buildings on the school site. The second school, having exhausted all insurance avenues, was provided with \$60,000.

### **4. Activity/Initiative: How can we have a positive impact on student wellbeing and equip students to creatively face the challenges of the future?**

#### **Priority: (e) Student wellbeing and support**

In our 2022-2025 work plan, we referred to wanting to move away from the catch all tag of 'wellbeing' and address the broader factors that contribute to the social development of students and their engagement with the community and society. The initiative consists of three elements:

1. Endeavour Initiative
2. Project Wayfinder
3. Transformative Repair

ISV staff piloted this work in a small number of schools with the assistance of external experts providing a mixture of face to face and online learning. In the long run, the program will be expanded to more schools across the state including both metropolitan and regional areas.

The three elements are explained in more detail in the Activity Report.

## 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
<b><u>A – Choice and Affordability</u></b>			
<i>Helping schools understand what really matters to their community</i>	Centralised	\$724,153	\$806,799
	Distributed	\$100,000	-
<b><u>B – Transition Assistance</u></b>			
<i>A transition plan for schools to the Direct Measure of Income funding arrangements and in the wake of COVID-19 – Regional Transition Assistance</i>	Centralised	\$0	\$200,000
	Distributed	\$990,570	\$864,440
<i>Transition assistance for schools that would have been eligible for the former National Adjustment Assistance Fund</i>	Centralised	\$120,000	\$132,814
	Distributed	\$270,054	\$270,054
<i>Additional Transition Assistance schools</i>	Centralised	\$60,000	\$82,814
	Distributed	\$655,395	\$552,218
<b>Total for Priority B</b>	<b>Centralised</b>	<b>\$180,000</b>	<b>\$415,628</b>
	<b>Distributed</b>	<b>\$1,916,019</b>	<b>\$1,686,713</b>
<b><u>C – Special Circumstances Funding</u></b>			
<i>Special Circumstances Funding</i>	Centralised	\$120,000	\$155,376
	Distributed	\$150,000	\$70,000
<b><u>E – Student wellbeing and support</u></b>			
<i>How can we have a positive impact on student wellbeing and equip students to creatively face the challenges of the future?</i>	Centralised	\$978,978	\$1,203,742
	Distributed	\$150,000	-
	<b>Administrative costs</b>	<b>\$86,383</b>	<b>\$86,765</b>
	<b>Total expenditure</b>	<b>\$4,405,533</b>	<b>\$4,425,023</b>
	<b>Deferred funding</b>	<b>\$19,791,565</b>	<b>\$19,509,977</b>

### Interest earned that is being carried forward to 2023

<b>Interest earned but not spent since last annual report</b>	\$200,781
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### School's Use of Distributed CAF Funding

Independent Schools Victoria confirms that it has met its obligation under section 49 of the CAF Guidelines that requires non-government schools to certify that distributed funding has been used for the purposes it was provided.

## **Expenditure Profile for 2022–2029**

This table reflects the NGRB’s planned expenditure over 2023 to 2029 consistent with its CAF Agreement and, where applicable, its CAF Work Plan, with any variations outlined below.

	2023	2024	2025	2026*	2027*	2028*	2029*
NGRB’s total estimated funding allocation as advised by the department	9,372,976	9,609,096	9,897,369	10,194,290	10,500,118	10,815,122	11,139,576
NGRB’s estimated Regional Transition Assistance funding allocation as advised by the department	3,579,529	3,669,704	3,779,795	3,893,189	4,009,985	4,130,284	4,254,193
Accrued deferred funding from 2020, 2021 and 2022, to be carried forward to 2023	\$19,509,977						
Accrued interest earned on funds held in 2020, 2021 and 2022, to be carried forward to 2023	\$200,781						
NGRB’s planned expenditure for the relevant year	\$6,204,893	\$7,598,423	\$9,262,336	\$13,812,555	\$15,981,870	\$18,674,660	\$19,503,787
NGRB’s planned regional transition assistance expenditure for the relevant year	\$2,101,926	\$2,907,735	\$3,940,515	\$5,042,415	\$6,215,805	\$7,466,375	\$8,606,616
NGRB’s planned deferred funding for the relevant year to be spent in a future year	\$3,368,864	\$2,010,673	\$635,033	-	-	-	
Accrued deferred funding from the relevant year and previous years to be spent in a future year	\$22,878,841	\$24,889,513	\$25,524,547	\$21,906,281	\$16,424,530	\$8,564,992	

[\*NGRBs with Work Plans can include the following note: Funding over 2026 to 2029 is indicative and will finalised through 2026-2029 Work Plan to be settled in 2025.]

## Activity Report

<b>Activity/Initiative</b>	<b>Helping schools understand what really matters to their community</b>
Priority	A – Choice and Affordability

### Activity Description

In our 2022-25 work plan, we referred to the development of a tool that will help principals in Independent schools determine what really matters to families when enrolling in their school. This tool will enable principals to have the right conversations with families when they enrol and to assist them to make the correct choice in relation to their decision. The methodology used will result in a school's philosophy being aligned with the needs and wants of existing and prospective parents.

There are three separate components to this initiative:

1. What Really Matters
2. Vision and Values
3. Leading Learning that Matters (LLtM) Masters and Mentoring

The following is a progress report on each project.

### **Project: What Really Matters**

#### Activity Description

Research shows that the societal attitudes, beliefs and perceptions that have shaped parental experiences around schooling and school choice in the past is changing.<sup>1</sup> At the same time, our understanding around why people make decisions and how certain behaviours can be leveraged to influence these decisions has increased due to the work of behavioural economists such as Daniel Kahneman and Richard Thaler.

This project aims to apply a behavioural science lens to the issue of school choice to explore how parents make their initial decisions and continue to evaluate school choice along their child's education journey. It seeks to gain a more nuanced understanding of what really matters to parents when they choose a school for their children, what they expect from a school and what influences their decision making.

Developing a greater understanding of school choice among both parents and school leaders will assist parents in making the right decisions about a school that will best suit their individual child.

The initial phase of the project involved the scoping of a detailed research study to determine the factors that matter for parents when choosing an Independent school. Building from the initial work required to design the study, during this reporting period we have completed and published a research report related to the issue of school choice titled: Drivers of School Choice: The Role of Behavioural Science in Parental Decision Making. This report is available on ISV's website to all parents, school leaders and the public.

We have used the results of this paper to revise the project methodology to align with the Jobs To Be Done Framework (JTBD) a behavioural science technique based on the idea that whenever customers 'hire' (i.e., use) a product, they do it for a specific 'job' (i.e., to achieve a desired outcome). If it does an unsatisfactory job, we 'fire' it and look for an alternative.

The bulk of the research for this project has been completed and in the next reporting phase we will be analysing the results and delivering on the remaining outcomes planned for this activity, specifically the design of a digital tool to assist parents in making the choice of an Independent school.

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<sup>1</sup> Pearson, D., & De lure, R. (2022). NAB Education Insight Report Part 1. National Australia Bank. <https://business.nab.com.au/wp-content/uploads/2022/02/NAB-Private-Schools-Survey-2022-Part-1-1.pdf>

**Outcomes Achieved**

Outcomes	Indicators of success
<p>1. Developed a framework based on the JTBD methodology specifically related to school choice to help schools understand parental choice in their community.</p> <p>2. Published a research report related to the issue of school choice titled: <i>Drivers of School Choice: The Role of Behavioural Science in Parental Decision Making</i>.</p> <p>3. Conducted in-depth interviews with parents from 6 identified CAF schools, transcribed and analysed the results.</p>	<p><i>An increase in the number and range of materials concerning parental choice.</i></p> <p>Framework has been developed and is in testing. Will be distributed to all member schools in 2023.</p> <p><i>An increase in the number and range of materials concerning parental choice.</i></p> <p>This report is available on ISV's website to all member schools, all parents at member schools and the public. A second report based on research interviews with parents will be distributed to all member schools over the coming phases of the project.</p> <p><i>Up to ten schools participating in the project.</i></p> <p>A total of 6 CAF identified schools have participated in the interview process for this study.</p>

## Risk Management

Risk	How the risk will be managed
<p>Active and positive participation of parents in research project</p>	<p>There are two possibilities we are monitoring in relation to this risk:</p> <p><b>Identified schools not wanting to engage with the research component of this study:</b> To mitigate against this we liaised directly with schools to determine their interest in participating and creating documentation that outlines the rationale for the study and the benefits of participating for schools.</p> <p><b>Ethical concerns of participants:</b> To mitigate this risk we have gone through an internal ethics process to ensure that we are as transparent as possible to prospective parents and that we are safeguarding their safety, both physically and psychologically, while they participate in the program. This includes having multiple research project members present during interviews, collecting active consent from parents and explaining the benefits of their participation in the research.</p>
<p>The study delivers results that are unable to be applied to schools.</p>	<p>To mitigate against this outcome, we have developed supplementary materials such as the <i>Drivers of School Choice</i> publication to ensure that the research and ideas driving this project can provide benefit to all Independent member schools.</p>

## Key stakeholders

Stakeholder	Engagement Work
<p>Participating schools and their parents</p>	<p>The project team developed an expression of interest form for potential parents who will participate in the study and a series of documents that address ethical concerns.</p> <p>The project team includes former principals who have engaged with target schools to determine their interest in the project.</p> <p>Relevant materials will be published for parents and school leaders via the ISV website.</p>



## Project: Vision & Values

### Activity Description

ISV has worked with schools to help them define what they stand for as a school and the best ways to articulate who they are with their school community. This has been through a collaborative incubator model where schools have collected data and insights from their school community and worked in a collaborative way to define their vision and values that are reflected at the school.

The model of discovering and telling the school story through various design thinking tools has enabled schools to deep dive to determine what really matters to their students and parents. ISV is now developing this activity into an on-demand model to support and encourage schools to review and renew their school priorities.

### Outcomes Achieved

Outcomes	Indicators of success
Develop and deliver values initiative to define and align school's values to strategy	Three schools participated in the values project, and all renewed their values and redefined their school vision, reporting increased and positive engagement with their school community and a desire to continue using the tools to continually review their school's vision and values

### Risk Management

Risk	How the risk will be managed
Ongoing participation of schools in these activities.	ISV Coaches were engaged with schools and conducted school check-ins with their project teams. This interaction was both online and on school site to avoid travel for schools and to keep CRT needs to a minimum.

### Key stakeholders

Stakeholder	Engagement Work
<b>Participating schools and their stakeholders</b> The Vision and Values work will involve school leadership teams engaging with their staff, students and parents to collect evidence and data of their current values and interactions to guide and improve their future work.	The ISV project team is in regular contact with participating schools to ensure they are on track and compiling data to inform their change initiatives.
<b>Participating principals</b> The activities will be developed by ISV in consultation with participating principals, and they will be free to choose whatever is appropriate for their needs.	The ISV project team consists of highly experienced former principals, and they will maintain regular contact with participating principals

## Project: LLtM (Leading Learning that Matters) Masters and Mentoring

### Activity Description

This project aims to support Principals across four different areas:

1. Using existing ISV Professional Learning Programs such as the Principals' Executive Network, the Emerging Principals' Program and the Principals' Leadership Academy
2. Developing targeted ISV Professional Learning, including: financial management, VRQA audit training and curriculum auditing
3. Tailored mentoring programs for individual schools
4. Ambassadorial consulting in areas of need for each school.

Principals of the participating schools were supported in 2022 through a range of measures. These included:

- Principals attending a range of ISV Professional Learning Sessions designed to enhance their leadership skills
- Individual conversations on specific issues with ISV Ambassadors (experienced former principals)
- Ambassadorial and leadership consulting in areas of need.

### Outcomes Achieved

Outcomes	Indicators of success
Provision of increased support for principals to better lead their schools	Improved capacity and confidence of principals to lead their schools as measured by opinion surveys of participating principals (these surveys have not yet been conducted)

### Risk Management

Risk	How the risk will be managed
Participation of principals in LLtM Masters and Mentoring	Extensively use ISV's connections with principals to ensure enough participants

### Key stakeholders

Stakeholder	Engagement Work
<b>Participating principals</b> The activities will be developed by ISV in consultation with participating principals, and they will be free to choose whatever is appropriate for their needs.	The ISV project team consists of highly experienced former principals, and they will maintain regular contact with participating principals

<b>Activity/Initiative</b>	<b>A transition plan for schools to the Direct Measure of Income funding arrangements and in the wake of COVID-19</b>
Priority	B – Transition Assistance

### **Activity Description**

In our 2022-2025 work plan, we referred to ISV working with nominated Regional Transition Assistance (RTA) schools to develop a 'Sustainability Plan' for each school to consider their viability and business model into the future.

ISV also provided assistance to other Victorian Independent schools that either experienced reduced funding as a result of the move to the DMI funding methodology compared to the former SES funding methodology (transition schools) or are eligible under the former National Adjustment Assistance Fund (NAAF). Like RTA schools, transition and NAAF schools will be required to submit a Sustainability Plan.

RTA, transition and NAAF schools were able to access other ISV initiatives supported by the CAF. The development and implementation of these initiatives has been supported by centralised expenditure of the CAF. These initiatives include:

- Data-informed assessments for school sustainability
- Assessing financial risk and safeguarding your school's future (Composite Financial Index)
- innovationXdesign
- StrategyStory
- Governance, compliance and employment relations training
- Employment relations service provision
- Deep dive professional learning

The following is a progress report on each project.

### **Project: Transition assistance for schools that would have been eligible for the former National Adjustment Assistance Fund**

#### **Activity Description**

ISV provided transition assistance to schools that would have been eligible under the former National Adjustment Assistance Fund (NAAF). These schools were required to submit a Sustainability Plan.

While each school received a direct grant, they were able to use the CAF funds to access specialised assistance programs, projects and tools delivered by ISV or by other organisations. Plans aligned with the CAF funding priorities, including how the plan:

- benefits students and the school community
- demonstrates effectiveness and efficiency for taxpayer funding
- helps the school to transition by 2029 to its new funding entitlement under the DMI.

These schools were also able to access other ISV initiatives supported by the CAF. The development and implementation of these initiatives has been supported by centralised expenditure of the CAF. These initiatives are explained in other parts of this report.

## Outcomes Achieved

Outcomes	Indicators of success
A sustainability plan for each identified school and support for these schools through the transition process	Each identified school is working with ISV to implement their sustainability plan and the plans indicate that schools will remain financially viable.

## Risk Management

Risk	How the risk will be managed
On-going changes in school's DMI scores threaten the efficacy of their sustainability plans	ISV to work with schools in undertaking sensitivity analysis that provides sufficient flexibility to adapt to changing funding circumstances
Nominated schools do not provide an adequate sustainability plan and put their allocated funding at risk	ISV to work closely with each school to ensure that their plans meet the requirements of the CAF

## Key stakeholders

Stakeholder & Interest/Impact	Engagement Strategy
<b>Former NAAF schools</b> The activity assists these schools to develop and implement a sustainability plan that considers their viability and business model into the future, particularly as they transition to the Direct Measure of Income arrangements.	ISV will maintain regular and ongoing contact with these schools to ensure that they are aware of the various projects and initiatives available to them as they develop and implement their sustainability plans.
<b>System Authorities</b> System authorities may be responsible for schools that are eligible to receive funding under this element of the CAF.	ISV will maintain regular and ongoing contact with System Authorities to ensure that they are aware of which of their member schools are eligible to receive funding, and why, and the supports available to support those schools.

## **Project: Transition assistance for regional schools**

### Activity Description

ISV provided transition assistance to nominated Regional Transition Assistance (RTA) schools. These schools were required to submit a Sustainability Plan.

The RTA funding was used by schools to assist with the transition to a new funding entitlement under DMI. ISV has been working with each school to develop and implement their sustainability plan. While each school received a direct grant, they were able to access specialised assistance programs, projects and tools delivered by ISV or by other organisations. Plans aligned with the CAF funding priorities, including how the plan:

- benefits students and the school community
- demonstrates effectiveness and efficiency for taxpayer funding
- helps the school to transition by 2029 to its new funding entitlement under the DMI.

These schools were also able to access other ISV initiatives supported by the CAF. The development and implementation of these initiatives will be supported by centralised expenditure of the CAF. These initiatives are explained in other parts of this report.

## Outcomes Achieved

Outcomes	Indicators of success
A sustainability plan for each identified school and support for these schools through the transition process	Each identified school is working with ISV to implement their sustainability plan and the plans indicate that schools will remain financially viable

## Risk Management

Risk	How the risk will be managed
On-going changes in school's DMI scores threaten the efficacy of their sustainability plans	ISV to work with schools in undertaking sensitivity analysis that provides sufficient flexibility to adapt to changing funding circumstances
Nominated schools do not provide an adequate sustainability plan and put their allocated funding at risk	ISV to work closely with each school to ensure that their plans meet the requirements of the CAF

## Key stakeholders

Stakeholder & Interest/Impact	Engagement Strategy
<b>Nominated Regional Transition Assistance schools</b> The activity assists these schools to develop and implement a sustainability plan that considers their viability and business model into the future, particularly as they transition to the Direct Measure of Income arrangements.	ISV will maintain regular and ongoing contact with these schools to ensure that they are aware of the various projects and initiatives available to them as they develop and implement their sustainability plans.
<b>System Authorities</b> System authorities may be responsible for schools that are eligible to receive funding under this element of the CAF.	ISV will maintain regular and ongoing contact with System Authorities to ensure that they are aware of which of their member schools are eligible to receive funding, and why, and the supports available to support those schools.

## **Project: Transition for other schools**

### Activity Description

ISV provided transition assistance to other schools that experienced reduced funding as a result of the move to the DMI funding methodology compared to the former SES funding methodology. These schools were required to submit a Sustainability Plan.

While each school received a direct grant, they were able to use the CAF funds to access specialised assistance programs, projects and tools delivered by ISV or by other organisations. Plans aligned with the CAF funding priorities, including how the plan:

- benefits students and the school community
- demonstrates effectiveness and efficiency for taxpayer funding
- helps the school to transition by 2029 to its new funding entitlement under the DMI.

These schools were also able to access other ISV initiatives supported by the CAF. The development and implementation of these initiatives will be supported by centralised expenditure of the CAF. These initiatives are explained in other parts of this report.

## Outcomes Achieved

Outcomes	Indicators of success
A sustainability plan for each identified school and support for these schools through the transition process	Each identified school is working with ISV to implement their sustainability plan and the plans indicate that schools will remain financially viable

## Risk Management

Risk	How the risk will be managed
On-going changes in school's DMI scores threaten the efficacy of their sustainability plans	ISV to work with schools in undertaking sensitivity analysis that provides sufficient flexibility to adapt to changing funding circumstances
Nominated schools do not provide an adequate sustainability plan and put their allocated funding at risk	ISV to work closely with each school to ensure that their plans meet the requirements of the CAF

## Key stakeholders

Stakeholder & Interest/Impact	Engagement Strategy
<p><b>Schools negatively impacted by transition to the DMI methodology</b></p> <p>The activity assists these schools to develop and implement a sustainability plan that considers their viability and business model into the future, particularly as they transition to the Direct Measure of Income arrangements.</p>	ISV will maintain regular and ongoing contact with these schools to ensure that they are aware of the various projects and initiatives available to them as they develop and implement their sustainability plans.
<p><b>System Authorities</b></p> <p>System authorities may be responsible for schools that are eligible to receive funding under this element of the CAF.</p>	ISV will maintain regular and ongoing contact with System Authorities to ensure that they are aware of which of their member schools are eligible to receive funding, and why, and the supports available to support those schools.

## **Project: Data-informed assessments for school sustainability**

### **Activity Description**

This project will bring together data from across ISV to develop and provide an indication of school sustainability.

The application will provide a series of indicators across four quadrants – Educational, Economic, Social and Cultural – to provide an overall picture of the school’s sustainability using a wide variety of measures that go above traditional financial indicators. These metrics will enable schools to determine where they may face pressure to their short and long-term sustainability by conducting periodic organisational health checks.

Much of the work completed in 2022 relates to three areas:

1. The design of the application and the metrics that will populate the Data-Informed School Assessment Tool
2. The procurement of technological tools to deliver the application and the development of back-end services, infrastructure and processes to deliver the service to schools
3. The collation and cleaning of various data sets required to produce the relevant metrics that sit behind the application.

Over the reporting period we have completed the following activities:

- Completed the process of collecting and cleaning the numerous data sets required to develop the metrics to support the application.
- Commenced building the backend infrastructure required to deliver on the project, including cloud resourcing and the building and testing of data acquisition pipelines.

### **Outcomes Achieved**

<b>Outcomes</b>	<b>Indicators of success</b>
Identified outcomes and deliverables from this project will begin from 2023/2024, once the relevant development and testing has occurred.	NA

### **Risk Management**

<b>Risk</b>	<b>How the risk will be managed</b>
ISV’s projects are not utilised by schools	We are liaising with school leaders through our technical team processes at regular intervals to discuss their challenges and issues and to talk through our solutions to assist them in maintaining the financial viability and overall sustainability of their schools.

### **Key stakeholders**

<b>Stakeholder</b>	<b>Engagement Work</b>
No external stakeholders were engaged during 2022 as the work was focused on internal development of the application.  Once the tool is ready for use, individual schools will be the stakeholders	We will liaise directly with school leaders at regular intervals

## Project: Assessing financial risk and safeguarding your school's future (Composite Financial Index)

### Activity Description

The Composite Financial Index (CFI) helps provide schools with a detailed understanding of their financial position and susceptibility to the kind of external risks that COVID-19 imposed upon schools. It will be employed as a simple way to consistently measure the financial viability of the school.

This online tool will provide schools with a series of financial ratios across key indicators to determine a school's relative financial strength and exposure to risk. A report providing guidance and suggestions around the results will help schools by providing a simple way to assess their financial risks and to assess the key strategic financial priorities for the school, given its risk profile.

Over the reporting period we completed the following activities to deliver the Composite Financial Index to schools:

- Developed the complete end-to-end functionality of the CFI application
- Completed internal testing of the CFI application
- Commenced development of a second application to assist schools in determining their financial position to be used in conjunction with the CFI that forecasts a school's potential funding.

Testing with target schools will occur in the second half of 2023. This has been delayed due to the long service leave of a key project team member.

### Outcomes Achieved

Outcomes	Indicators of success
Identified outcomes and deliverables from this project will begin from 2023/2024, once the relevant development and testing has occurred.	NA

### Risk Management

Risk	How the risk will be managed
ISV's projects are not utilised by schools	We are liaising with school leaders through our technical team processes at regular intervals to discuss their challenges and issues and to talk through our solutions to assist them in maintaining the financial viability and overall sustainability of their schools.

### Key stakeholders

Stakeholder	Engagement Work
No external stakeholders were engaged during 2022 as the work was focused on internal development of the application.	We will liaise directly with school leaders at regular intervals
Once the application is ready for use, individual schools will be the stakeholders	



## Project: innovationXdesign

### Activity Description

ISV has developed a coherent and adaptive approach to innovation, known as innovationXdesign. It brings together world class processes, strategies and tools that have been created and adapted to the context of Victorian Independent schools.

innovationXdesign evolves best practice approaches from the world of design thinking. It leverages routines that help make thinking visible and uses our growing understanding of building sustainable change in an organisational context. It has been designed to help educators understand more about innovation practice, and to unpack the necessary mindsets, skillsets, and toolsets to explore and find solutions to everyday challenges – both in and out of the classroom.

Overall summary of the project's progress:

- One iteration was completed in 2022, with the program adapted to include world leaders in education, Dr Heidi Hayes Jacobs, and Dr Marie Hubley Alcock, in 2023.
- Resources have been created and updated specifically for use by Victorian Independent schools and will be used for future iterations.
- The Program was delivered solely by ISV staff in 2022.

Three schools participated in the 2022 iteration, and the program is available for all Victorian Independent schools.

### Outcomes Achieved

Outcomes	Indicators of success
Increased knowledge and capacity in innovationXdesign principles	Measures of success are likely to include: <ul style="list-style-type: none"><li>• The number of schools willing to participate</li><li>• Continued interest from schools – we will look for a minimum of three schools per iteration</li><li>• Schools implementing the innovationXdesign process in a variety of contexts after participation</li></ul>

### Risk Management

Risk	How the risk will be managed
Participation of schools in these activities	Regular and close communication with participating schools to ensure they are willing and able to maintain participation and exploring options of completing course online if necessary.
Schools not being able to dedicate a team of 4 to 6 members for this program due to staff shortages	Flexibility will be provided for the school to choose the number of team members

### Key stakeholders

Stakeholder	Engagement Work
<b>Participating schools and principals</b> The activities will be developed by ISV in consultation with participating schools and principals	The ISV project team is in regular contact with participating schools and principals to ensure they are on track with their projects

## **Project: Strategy Story for Schools**

Strategy Story for Schools creates powerful and engaging strategies tailored to the distinct needs of Independent schools. It does so by weaving together the intellectual focus of strategic logic with the emotional power of 21st century storytelling.

Schools are guided, step-by-step, through a process of strategy development. Schools can set the scale and pace of strategic change harnessing the creativity and skills of staff and students.

This innovative approach to strategy and transformation equips schools with new capabilities in strategic management and storytelling.

The schools involved in Strategy Story for Schools were invited to take part through self-nomination. CAF funding supported some of the cost of participation. All Victorian Independent schools were eligible to participate.

Feedback from schools involved in Strategy Story for Schools will assist us to review and inform the design and delivery of subsequent iterations of Strategy Story for Schools so more schools can access and gain the benefits of developing strategy in this innovative, immersive way.

### **Outcomes Achieved**

<b>Outcomes</b>	<b>Indicators of success</b>
Increased strategic planning capabilities for school leaders.	Increased numbers of schools working with ISV on their strategic plans.
New capabilities in strategy, strategic management, and storytelling.	Development of a school strategy that everyone in the school is aware of and owns.
Development of strategy and storytelling skills for school leadership teams and staff.	Increased strategic capability of schools.

### **Risk Management**

<b>Risk</b>	<b>How the risk will be managed</b>
ISV's projects are not utilised by schools	Regular and close communication with participating schools to ensure they are willing and able to maintain participation.

### **Key stakeholders**

<b>Stakeholder</b>	<b>Engagement Work</b>
<b>Participating schools and principals</b> The activities will be developed by ISV in consultation with participating schools and principals	The ISV project team is in regular contact with participating schools and Principals to ensure they are on track with their projects

## **Project: Training modules - Governance, Compliance and Employment Relations Training**

### **Activity Description**

In 2022, ISV, in collaboration with Willis Towers Watson, developed a series of interactive, self-paced online learning modules on occupational health and safety in the Independent school sector.

There are two online learning courses. The first course is designed primarily for teaching staff who want to develop greater awareness of occupational health and safety policy and procedure. It is a foundational or beginner course, aimed at providing an overview of the core legal concepts and skills required when it comes to managing occupational health and safety in the Independent school sector.

The second course is designed for staff who have responsibility for, and experience in, managing occupational health and safety. This is a more advanced course, targeting school business managers, risk and compliance managers, property managers and members of the school leadership team. This course provides detailed information about managing occupational health and safety and risk management.

Both courses are entirely online and can be completed by users at their own pace.

As at May 2023, there were 17 people from 9 schools enrolled in the beginner course and 51 people from 38 schools enrolled in the advanced course.

These courses will be updated as and when new legislative or policy changes are enacted and are available for all Victorian Independent schools.

### **Outcomes Achieved**

<b>Outcomes</b>	<b>Indicators of success</b>
Training materials in key areas of reform (i.e., governance, compliance and employment relations).	68 people have enrolled in the online learning modules on occupational health and safety.  Positive feedback received from participants through surveys.  Increased enrolments at ISV learning events on related occupational health and safety topics

### **Risk Management**

<b>Risk</b>	<b>How the risk will be managed</b>
Project is not utilised by schools.	ISV is providing ongoing marketing to schools to demonstrate the value of the project so that a sufficient number of participants enrol in the online learning modules.

### **Key stakeholders**

<b>Stakeholder</b>	<b>Engagement Work</b>
Staff and leaders in Victorian Independent schools	ISV will maintain regular and ongoing contact with these schools to ensure that they are aware of the various training modules available to them.

## Project: Employment Relations service provision

### Activity Description

This project aims to supplement the resources and advice that the Employment Relations Team already provides in workplace change. It is proposed that ISV provides a more comprehensive advisory service that can assist and guide schools on the approaches and requirements associated with restructuring, prior to commencing, rather than after business decisions have been made. The aim is to ensure that schools can obtain advice and support on the range of options and approaches, to ensure a more comprehensive and planned approach to reviewing services.

The pilot project with Girton Grammar School to review their academic positions of responsibility (PORs) commenced in 2022 and was completed in 2023. The Employment Relations Team assisted the school to review its current POR arrangements and develop a new methodology for classifying PORs. This has enabled the school to evaluate the level of responsibility and duties associated with each POR and allocate the monetary and/or time allowances relative to that position. An executive report was provided to the Principal and the Board, which detailed the new methodology, classification criteria, implementation guidelines and a range of other recommendations on sustainable job design.

In the past, the Employment Relations Team would have provided advice regarding the consultation obligations which are triggered where a school has decided to introduce major workplace change, but we would not have been involved in the strategic planning which precedes the implementation of this kind of change. Involvement at this early stage is seen as a significant benefit of expanding our employment relations advisory service in this way.

### Outcomes Achieved

Outcomes	Indicators of success
Completion of pilot project with Girton Grammar to review their academic positions of responsibility	Assisting the school to undertake a thorough consultation process, which included individual meetings with the 44 staff members holding an academic POR to seek feedback on the proposed changes. Delivery of the final report and assisting the school to implement the change.

### Risk Management

Risk	How the risk will be managed
Project is underutilised by schools	ISV is providing ongoing marketing to schools to demonstrate the value of the project.

### Key stakeholders

Stakeholder	Engagement Work
<b>Nominated Regional Transition Assistance Schools and other schools negatively impacted by transition to the DMI methodology</b>  The activity assists schools who wish to undertake a strategic review of their operations. It is assumed that where a school is considering a restructure, an underlying concern will be reviewing the school's operations to ensure that it remains financially viable	We will maintain regular contact with these schools to ensure that they are aware of the enhanced Employment Relations services, helping schools wanting to undertake a strategic review of their operations or a potential restructure.

## Project: Deep Dive Professional Learning

## **Activity Description**

This project involves participating schools focussing on improving teacher practice through a whole school approach to professional learning. Often in schools there is no coordinated approach to staff development. For example, individual teachers are given approval to attend one off single day seminars, conferences, and programs without consideration of the school's Strategic Plan, Annual Implementation Plan, or key priority areas for their current year. Then, the sharing of skills and knowledge gained, which helps build the expertise of their colleagues, often does not occur afterwards due to the busyness of school life and because it is not scheduled as a priority into the school's professional learning/meeting program.

A coordinated whole school approach to professional learning can improve teacher practice across a school. To be effective, programs need to be customised, differentiated, and targeted to the needs of individual staff and teams of staff who should be working together towards achieving the school's common goals. To be able to do this, available data should be analysed and used to inform teaching and learning programs and the school's framework for staff professional learning.

As student outcomes improve such as their social and emotional development, and improvements in academic performance, there will usually be evidence of progress in other areas such as staff and student wellbeing, enrolments and the perception of the school in the community. Therefore, a whole school approach to professional learning that has an impact on classroom practice can lead to numerous benefits for a school's community.

The roll-out of this project continued to be hindered by the lingering effects of the pandemic in 2022. However, some progress was made despite the challenges. For example, the impacts of the current teacher shortage, especially the dearth of Casual Relief Teachers (CRT's) meant school principals were reluctant to release teachers from class to participate in meetings, interviews and focus groups. While such meetings were important, it was still possible to continue with this project through implementing alternative approaches that did not involve staff missing class.

The survey tool developed was utilised in one of the pilot schools. Staff were asked numerous questions about their professional learning experiences and opportunities in the previous year. The project leader analysed the data and prepared a report that was discussed during a meeting with the school's leaders and two members of the project team early in Term 2. Discussions during this meeting highlighted the need for the school to develop a new Strategic Plan that would guide its development over the next 5 years.

Involvement in the project was then put on hold until the school's Board undertook this 4-month process that involved consultation with all groups in the school community, staff, students, and parents. Interestingly, based on feedback from the community, staff professional learning has become a key priority area within the new Strategic Plan. Consequently, the school has expressed a strong desire to continue participating in this project to receive further guidance and support in this area.

The project team continued working with the second pilot school throughout 2022. Numerous meetings, both face to face and online, took place with the school's leadership team and with the principal. A presentation was made to the senior leadership team around the benefits of a whole school approach to professional learning.

This school has a key professional learning focus in each of the Junior, Middle and Senior Schools. The Principal was keen to develop an overarching whole school approach to staff professional learning by initially linking these three programs with an initiative or framework that would involve staff from all sections of the school working together and towards a common professional learning goal.

This work of this Principal was not impacted as much by the lagging effects of the pandemic, but more so by the lack of drive of two of his senior leaders. This was a challenge as the way in which he wished to implement the project relied on having three key leaders with initiative, drive and enthusiasm. This was a source of frustration for the Principal, who was very keen to ensure the project was a success. Some progress was made, but during Term 4 it was announced he would be returning to Melbourne (from this regional school) to take up a Principalship in another school. Consequently, the project stalled until contact was made with the school's new Principal.

## Outcomes Achieved

Outcomes	Indicators of success
Support for principals and their leaders to consider a more strategic approach to staff professional learning, linked to their school's Strategic Plan.	Principals of pilot schools understand the benefits of a clearly articulated, differentiated and strategic whole school approach to professional learning
Discussions with principals and their school leaders that focus on their school's values and strategy	School principals and Boards have reviewed and developed a new Strategic Plan
School leaders in pilot schools are more aware of the professional learning priorities of their staff	Report compiled using data from one school's survey results and through discussions with staff/leaders in the other school

## Risk Management

Risk	How the risk will be managed
While the COVID-19 pandemic has impacted the delivery of this project, progress has been made. Schools planned for staff professional learning but concerns over staff wellbeing and a shortage of short-term replacement teachers meant they were reluctant to release teachers as readily as they would if there was no pandemic.	Online meetings and interviews have been conducted with Principals, school leaders and their staff.  This mode of delivery can be used more in the future.
Schools commence the project and then withdraw due to a perceived additional workload for staff when they are already struggling with their workload.	Arrange a conversation with the principal to attempt to modify the school's involvement. Maybe, just one section of larger schools participates.
Even if the 'pilot projects' are considered successful, the project is then not utilised by other schools.	ISV will promote the project on a regular basis via its Communications/Marketing Team and the School Improvement Team (SIT) in their work with schools.

## Key stakeholders

Stakeholder	Engagement Work
<p>The key stakeholders are currently two pilot schools that were keen to develop a more strategic approach to their professional learning. They agreed to provide feedback during and after the implementation of the project.</p>	<p>After the principals of both schools met initially with the project leader to discuss the benefits and purpose of the project, further opportunities for discussion were arranged with their whole leadership teams.</p> <p>There have been numerous face-to-face and online meetings throughout with leaders in both schools as well as phone conversations.</p>
<p>Key stakeholders are the principals and their senior leaders in the schools, especially those with a role connected to developing a more strategic approach to professional learning.</p>	<p>There have been regular conversations throughout the year with the project leader as well as communication via email.</p>

<b>Activity/Initiative</b>	<b>Special circumstances funding</b>
Priority	C – Special Circumstances Funding

### **Activity Description**

This project provides access to funding support where schools and their students are affected by special circumstances and in areas affected by pandemics, drought or other natural disasters.

In 2022, two schools were supported with funding as a result of a natural disaster (flooding). One school was provided with \$10,000 to aid in sandbagging, to prevent the movement of water flooding key buildings on the school site. The second school, having exhausted all insurance avenues, was provided with \$60,000.

An application form and assessment rubric were revised for any future applications from schools. Both documents have been made available to Victorian Independent schools.

### **Outcomes Achieved**

Outcomes	Indicators of success
Grants provided to two Victorian schools to support unexpected costs due to flooding	Grants provided to support schools affected by unanticipated, special circumstances
On-going application process established for future applications by schools. Schools advised of this process.	Application process provided to schools in advance of special circumstances.

### **Risk Management**

Risk	How the risk will be managed
Risk that schools receive Special Circumstances funding support do not require external assistance	The financial impact of their special circumstances is an explicit element of the application and assessment rubric.
Risk that demands for Special Circumstances funding does not match the funding available, either because of many applications, or a lack of need from schools.	ISV has developed contingency plans to ensure that we can, as far as possible, respond to need as it arises.
Schools use funding for ineligible purposes (including capital)	ISV will assess all applications to ensure that all aspects are eligible for funding support and continue to remind schools of the eligibility criteria.
Schools are unaware of Special Circumstances applications.	In addition to the original advice to schools about the funding, ISV has placed the application form on our website. We will also pro-actively contact schools where we hear of events that may render them eligible to access support.
The process for schools to access funding is slow and cumbersome.	ISV has designed the application process explicitly with this in mind. We will also assess metrics of how long it takes schools to complete the online process.
Ineligible schools may apply for funding through ISV.	As this risk has already eventuated, ISV will ensure that future communications will specify clearly that Catholic



Risk	How the risk will be managed
	schools that are members of ISV are not eligible to access CAF funding through ISV.

### **Key stakeholders**

Stakeholder	Engagement Work
<p><b>Victorian Independent schools</b></p> <p>This project provides access to funding support where schools and their students are affected by exceptional circumstances and in areas affected by drought or other natural disasters.</p>	<p>ISV informed all Victorian Independent schools of the ongoing application process and will continue to provide information to them in a timely manner.</p>
<p><b>System Authorities</b></p> <p>Systems may be responsible for schools that are eligible to receive funding.</p>	<p>ISV has informed systemic authorities at the same time as we provide information to schools.</p>
<p><b>Victorian Department of Education and Training</b></p> <p>Vic DET provides financial support for Victorian Independent schools that may cross-over with elements of the CAF.</p>	<p>ISV ensured that funding provided did not clash with any Victorian Government funding initiatives.</p>

<b>Activity/Initiative</b>	<b>How can we have a positive impact on student wellbeing and equip students to creatively face the challenges of the future?</b>
Priority	E – Student wellbeing and support

### **Activity Description**

In our 2022-2025 work plan, we referred to wanting to move away from the catch all tag of 'wellbeing' and address the broader factors that contribute to the social development of students and their engagement with the community and society as a whole. The initiative consists of three elements:

1. Endeavour Initiative
2. Project Wayfinder
3. Transformative Repair

ISV staff piloted this work in a small number of schools with the assistance of external experts providing a mixture of face to face and online learning. In the long run, the program will be expanded to more schools across the state including in both metropolitan and regional areas.

### **Project: Endeavor Initiative**

#### **Activity Description**

The Endeavor initiative for schools and communities addresses the core of wellbeing issues with students. By helping to develop these core capabilities, the project will contribute to the skills growth of educationally disadvantaged students, improve school retention and educational attainment levels, and give the community's young people the tools and abilities to navigate the future. While the team would like to focus on various arts and the relationship to arts-learning on broader student outcomes, ISV will also bring to bear any potential program, product or service that may be needed, and which will provide the assistance the schools require.

#### **Outcomes Achieved**

During 2022, the team refined several options for schools to use that would allow for easier implementation. The options developed by the team are listed below.

#### **The Big Chalk**

An activity for students, used to raise awareness for various causes. An area of the school is dedicated to student voice and creativity (usually a basketball court or an expansive asphalted space). The school is then given a prompt related to a social or cultural issue or cause, and over the space of the school day, students lend their voice and creativity to creating a chalk mural. There are no limitations, but schools should monitor and set protocols, e.g., "Please don't use the words X, Y or Z". There is no limitation to the number of students who can participate. Once a mural is completed, photos would be sent to our project team to use in our project documentation but could also be used in a school's social media, websites or community news. This activity may also add to discussion topics in classrooms to debrief the event and talk about what the mural means to the students.

#### **Scribble Stones**

This is an activity focused on a reading and art project for the classroom and would be crafted for the younger children. These activities are based on two books, [Scribble Stones](#), and [I'm Not Just a Scribble](#). These are great children's books that could be used in activities which would only take about 10-15 minutes. We have written up detailed suggested instructions to use these books for reading – either teacher led or student reading. And we can provide coaching help if schools would like it. However, we thought this would be an easy item to incorporate into a school's reading study time to suit the teacher's plans. The book is a charming story that helps children learn about accepting differences and learning how beautiful diversity can be, as well as identifying and building on their own sense of self. The book incorporates lovely graphics, but we thought it could be a wonderful base for children to do their own project to create and colour their own 'stones'.

### **Wayfinder Essentials**

This session enables educators to navigate student mental health and wellbeing with tailored activities to support students in Years 7 to 12. It is made up of two social emotional learning tools; the Waypoints Assessment Tool and the Wayfinder Activity Library. Students take a weekly survey (six questions focused on adaptability, agency, collaboration, empathy, purpose, and self-awareness) and then that data is collected and presented to educators, who can then choose specific, suggested activities to improve any of those six areas. There is no limit to the number of students who can participate, and Educators/facilitators will not need extensive training as with the core curriculum program. It is also not necessary to have already implanted the full Wayfinder program.

### **Fostering a Supportive School Climate**

Schools use a specific rubric to assist in collaboratively developing schoolwide norms. The components of the rubric are used help create a climate where all students and adults feel respected, supported, and engaged through norms. This is a process for all people involved in the running of a school – leaders, teachers, students and the wider community.

### **Visual Thinking Strategies (VTS)**

Suitable for Mid primary to Senior Secondary students, VTS uses works of art to generate conversation to build communication and critical thinking skills. ISV has trained facilitators who can provide coaching assistance for schools choosing to participate in this program. VTS works best when delivered in short bursts of about 20 to 30 minutes so it can be easily integrated into most program schedules. As well as generating conversation, there is also a written component to support this mode of literacy and schools can use visual materials generated by other learning areas.

### **The Friendship Mandala**

This is a hands-on, creative and engaging activity which is suitable for Primary students and whole school community events. It targets students from year 4 to year 8, involving them in a workshop that reflects on sustainability, waste and plastic consumption, while exemplifying ways of working collaboratively towards something beautiful. In Hinduism, Buddhism and Jainism, Mandalas are complex artworks in which the replication of geometrical patterns represents the structure of the universe. Their making promotes a particular practice, a way of being and a way of being together, while in some cases – for example in the Tibetan sand Mandalas – the results are transient, allowing reflection on the flow of time, change, etc.

Friendship Mandala avoids cultural appropriation but learns from the metaphor of mandala, using some of its traits to build together, with recycled material, something beautiful and yet destined to disappear, to go, to become something else. ISV will provide all the materials required to implement this activity.

### **Stories**

Potentially, one mechanism for students would be to create stories of their experiences. These stories could be created through a variety of media. This could perhaps be crafted as a writing project where the students from any grade level could craft their own stories or poetry about the impact of local disasters (fire or droughts) or they could reflect on how Covid has impacted them. However, this activity could be accomplished by including other creative skills or hobbies from students, such as drawings or paintings, video creation, plays, songs, dance or even needlework.

These stories would then be submitted into ISV's Story Machines, and could be used in a variety of ways, but could also potentially be displayed during an Arts Festival. Coaching and assistance can be provided by ISV experts to help schools with any of these projects.

Outcomes	Indicators of success
<ul style="list-style-type: none"> <li>• New easier implementation offerings were developed</li> <li>• One of the pilot schools initiated two offerings</li> <li>• Additional sites were identified for potential project focus</li> </ul>	<ul style="list-style-type: none"> <li>• 7 new products developed</li> <li>• 1 school; impacts students in year 7-8 and year 10-12</li> <li>• 2 sites to be invited to participate during May 2023</li> </ul>

## **Risk Management**

This section includes information related to the top risks associated with implementation of our project and activities or plans to manage or overcome the risks.

- COVID-19 has created new challenges for schools and NGRBs, and the long-term impact is still not clear. ISV continues to work with the schools who may still be dealing with COVID-19 related issues. This continues to be a threat as to how this team may continue to effectively deliver for the initial two pilot sites.
- Continued conversations with the principals from our pilot sites, Portland and Shepparton, have resulted in the initial delivery of services for two major activities in Portland. Shepparton has needs that we are reviewing and researching related to student safety and security and will make every effort to provide what services we can to assist this school.
- As we have found that the two pilot sites are having difficulties implementing new products or activities into their curriculum, the ISV Endeavor Team determined that to best serve schools in need, we would seek out additional schools which could use assistance with products, programs or services related to our initial project plan.

Risk	How the risk will be managed
Inability of schools to utilise products and services offered through our project.	<ul style="list-style-type: none"> <li>• Continue to assess needs of pilot schools and seek methods to assist them</li> <li>• Implement and track the newly implemented programs at Portland to ensure success</li> <li>• Identify and offer support to additional schools who meet the criteria for our initial project plan</li> </ul>

## **Key stakeholders**

Stakeholder	Engagement Work
Participating schools	<p>Communication via phone calls, emails and in person meetings have occurred since the last annual report, to discuss the needs of the schools, their ability to move forward and to assess and implement new product offerings through the project.</p> <p>It was determined that this team would help through our CAF project, to two new schools. Those schools have been identified and will be contacted in May 2023.</p>

## Variations from Agreement / Work Plan

The original project plan was to include just the two pilot sites. However, challenges to these schools due to COVID-19, have inhibited implementation as was previously planned. Therefore, our team will adjust the project to include two new schools to continue our mission of helping students and schools who can benefit from products, programs and services that could aid in student wellbeing.

## **Project: Project Wayfinder**

### Activity Description

In 2016, Wayfinder was established at Stanford University's d.school to tackle the increasing occurrence of mental health crises among students. The COVID-19 pandemic caused unprecedented disruptions to the Australian education system. Even before the pandemic, the mental health of young people had been rapidly declining, as studies have indicated an increase in anxiety, depression, suicidal ideation, and suicide attempts among teenagers.

Wayfinder offers three core programs, Foundations (F-6), Belonging (7-9) and Purpose (10-12), which help students establish compassionate and meaningful relationships with themselves, others and the world around them. By exploring who they are and what they care about, students are better equipped to navigate their life's path with meaning, belonging and purpose. Drawing on the latest academic research and traditional wayfinding practices, Wayfinder uses navigation as a metaphor to instil a sense of belonging and purpose. The program's in-app assessment tools allow educators to assess the core skills of adaptability, agency, collaboration, empathy, purpose, and self-awareness in their students.

Overall summary of the project's progress:

- Over 100 educators trained in 2022/2023
- Foundations, Belonging and Purpose curricula is currently delivered to approximately 6000 students.
- Three ISV staff are fully trained to deliver Wayfinder programs.
- We are also offering 'Wayfinder Essentials', which includes the Waypoints Assessment Tool and educator access to the Wayfinder Activity Library. The reduced cost of this offering (and softer touch) allows a greater number of schools to undertake the program in a simplified format.

Activities and initiatives undertaken in 2022/2023:

- Three multi-school online training sessions were offered.
- Online training for school groups was delivered to twelve schools.
- In-school training delivered to three schools.

## Outcomes Achieved

<b>Outcomes</b>	<b>Indicators of success</b>
Undertaking research The Waypoints Assessment Tool provides schools with real-time results for better visibility on student wellbeing.	Our aim is to have an increased number of schools participating in the program at the end of 2023. The Waypoints Assessment Tool will assist us in measuring program success, leading to greater marketing opportunities and increasing the program's reach. Schools were able to access funding in a simple and timely manner.

## **Risk Management**

<b>Risk</b>	<b>How the risk will be managed</b>
Program is not utilised by schools.	ISV is providing ongoing marketing to schools to demonstrate the value of the project so that enough enrolments occur. We have also provided schools with the option to trial the program before committing.
Participation in this program is delayed due to timetable limitations.	Regular and close communication with participating schools to ensure they are willing and able to maintain participation. Provide schools with multiple implementation and delivery options.

## **Key stakeholders**

<b>Stakeholder</b>	<b>Engagement Work</b>
Participating schools	The ISV project team is in regular contact with participating schools to ensure they are on track.

## **Project: Transformative Repair**

### **Activity Description**

Our team collected data from participating schools on how they used artistic repair of damage to contribute to the cognitive, emotional, and social development of students and teachers. The data was used to review and revise the Transformative Repair program and resources.

The revised program and resources are currently piloted in two schools – Carey Baptist Grammar School and Christian College Geelong – and the teachers have committed to using them with their students across the curriculum to support staff and students’ wellbeing. We have also recently introduced the program and resources to two other schools – Youth to Industry College and The Knox School – who have decided to come on board the pilot and offer the program to their teachers and students.

The program and resources continue to be offered at no expense to participating schools in the pilot phase. The aim of the program is to support participants in reframing damage in their environment by using visual art to transform the damage in safe and supportive ways. In the process, participants creatively face the challenges of an uncertain future and develop a sense of belonging in and responsibility for their communities and the world. When the program is ready for mass rollout, ISV will offer it to more schools in the metropolitan and regional areas. The vision is that more schools will infuse the concept of “transformative repair” in various aspects of schooling so that both teachers and students become more sensitive to damage in their environment and develop the inclination towards repair to contribute to their communities.

## Outcomes Achieved

Outcomes	Indicators of success
Develop a sustainable program for schools and communities that address wellbeing issues in students	The program and resources have been adopted by Carey Baptist Grammar School as a whole-school approach and program for Years 7-8 students. At Christian College Geelong, participating teachers are experimenting with the program and resources for supporting teacher and student welfare. At The Knox School and Youth to Industry College, there are viable plans to work the program and resources into existing curricular priorities and activities.

## Risk Management

Risk	How the risk will be managed
Schools coming out of the pandemic have been more cautious and respectful of teachers' and students' bandwidth for new programs and resources.	We have continued to engage the school leaders and teachers in conversations about the aims and anticipated outcomes of the Transformative Repair program to revise the program and resources to better meet their specific contexts and needs. We have also revised the program and materials to allow for greater flexibility and customizability in their use so that they do not feel like a heavy "lift" to teachers. In all interactions with the schools, we have emphasized choice and agency in their participation.

## Key stakeholders

Stakeholder	Engagement Work
At present, four schools have been identified for the pilot phase of the project: Christian College Geelong; Carey Baptist Grammar School; Youth to Industry College; and The Knox School. When the program and resources are ready for mass rollout, they will be offered to more schools across the state including in the metropolitan and regional areas.	Our team will facilitate the program through regular conversations with the school leadership and participating teachers (in person and on Zoom), as well as offer revised and updated resources to participating teachers following data collection. We will also be available to participating teachers whenever they have questions and suggestions.

## 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:



Michelle Green, Chief Executive

Date: 30/6/23