

Choice and Affordability Fund

2024 Annual Report – Independent Schools
Victoria



NGRB Ongoing Compliance Declaration

Section 92 of the *Australian Education Act 2013* (the Act) outlines the basic requirements for approval of a non-government representative body for a non-government school.

As such, the Department of Education is seeking confirmation that Independent Schools Victoria complies with the legislative requirements in relation to monitoring the body's compliance with the Act.

Confirmation you continue to meet basic requirements for approval

Body corporate

Independent Schools Victoria Limited is a not-for-profit entity registered with the Australia Charities and Not for Profit Commission (ACNC).

ABN 44 711 074 857

Charity reporting is up to date.

Not-for-profit (NFP)

Independent Schools Victoria is a registered not for profit organization that complies with ACNC ongoing obligations to remain registered.

Financial viability

Independent Schools Victoria has income levels required to meet current and ongoing operation costs. Independent Schools Victoria has the management structure required to manage the ongoing operation costs of the current year and has strategic plans and budgets in place.

Audited Annual Financial Statements are lodged with ACNC annually, with the most recent annual report for December 2024, whereby ISV's auditors have provided an unmodified audit opinion.

Fit and proper person

Independent Schools Victoria employs staff with the relevant skills, knowledge, experience and expertise to support Non-Government schools in Victoria. All staff must hold a current Working with Children Check. Staff and Directors also sign off on code of Conduct Policy and declare any Conflict of Interests.

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.

Poonam Anand

Chief Financial Officer



Date 30 June 2025

Summary of 2024

Independent Schools Victoria (ISV) continued to progress and refine the various centralised and distributed Choice and Affordability Fund (CAF) initiatives, as identified in our 2022-2025 workplan. In addition to these activities, as we move into the second quarter of the 21st Century, 2024 was a time for review and re-evaluation and to unpack the contemporary challenges faced by our schools and how ISV continues to provide optimum support. With complex and new realities on the horizon ISV has considered these implications on legacy systems and practices that will require strengthening the creation of supportive environments and experiences that prepare both educators and students to not only navigate what's ahead but to be equipped to mitigate the impacts.

ISV has always adapted its services to ensure it meets the changing needs of schools and ensure a parents' right to choose the most appropriate education for their child. Our latest research brings into sharp focus and confirms that in recent times government policy and funding decisions have altered the operating environment for schools in our sector. Other impacts are wide ranging from teaching and learning models, parental expectations to workforce dynamics, the increasing cost of providing an education, economic and environmental issues, growing demands on special assistance schools and school refusal. As the need for schools to continually evolve and adapt to current circumstances, ISV wants to reimagine its proposition and ensure that its services match the current requirements and medium-term expectations of schools while supporting the CAF priorities of:

- benefiting students and the school community
- demonstrating effectiveness and efficiency for taxpayer funding.
- helping schools to transition by 2029 to the new funding entitlement under the DMI.

Robust research was undertaken during 2024 to evolve this thinking. This work will inform our strategy in preparation for our 2026-2029 CAF Workplan.

In addition to researching new and emerging needs and trends, some previously supported projects that relied on external expertise to progress activities became unavailable. Other projects were subject to our review to re-assess the currency and relevance of the content being provided, cost effectiveness of the programs and time elapsed to 'go to market'. As a result, some of these projects were concluded to pave the way in 2025 and beyond for the introduction of new initiatives.

Meanwhile, in our 2022-2025 work plan, we referred to ISV working with nominated Regional Transition (RTA) Assistance schools eligible to receive direct allocation of transition funding to develop a Sustainability Plan. This planning provides a process and regular schedule for each school to consider its viability and business model into the future. This work continued in early 2024 with plans being reviewed and appraised for the fourth consecutive year. This will be an ongoing activity for the duration of the CAF program.

ISV also assists other Victorian Independent schools with direct allocation of funding. These are schools that either experienced 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 are required to submit to ISV an annual Sustainability Plan.

In 2024 one application was received for Special Circumstances funding. Schools were reminded of the application process if in need of timely support in the event of an emergency. Application details remain on the ISV website.

Activity Report

Activity/Initiative	Helping schools understand what really matters to them.
Priority	A – Choice and Affordability B – Transition Assistance C – Special Circumstances Funding D – Strengthening outcomes for schools and educationally disadvantaged schools and students E – Student wellbeing and support

Activity Description – What Really Matters

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 aimed to 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 proposed intended that a school's philosophy be aligned with the needs and wants of existing and prospective parents.

This initiative comprised of the following components:

- What Really Matters
- Vision and Values
- Leading Learning that Matters (LLtM) Masters and Mentoring

Research shows that the societal attitudes, beliefs and perceptions that have shaped parental experiences around schooling and school choice in the past is changing.¹ 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 aimed 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

¹ 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>

required to design the study, 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 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.

A thorough assessment in line with ISV's review and research approach during 2024 determined that this initiative be concluded to accommodate new contemporary, cost effective programs that align to the current needs of Independent schools in Victoria and achieve the CAF priorities.

Outcomes	Indicators of success
Developed a framework based on the JTBD methodology specifically related to school choice to help schools understand parental choice in their community.	The JTBD framework successfully tested and rolled out for use in the data collection interviews with parents. • Parent interviews completed • Collated results produced • An increase in the number and range of materials concerning parental choice
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> .	This report remains 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. https://is.vic.edu.au/drivers

Risk	How the risk will be managed
Active and positive participation of parents in research project.	Two possibilities were monitored in relation to this risk: Identified schools not wanting to engage with the research component of this study: 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. Ethical concerns of participants: To mitigate this risk we conducted an internal ethics process to ensure that we were as transparent as possible to prospective parents and that we were safeguarding their safety, both physically and psychologically, while they participated in the program. This included having multiple research project members present during interviews, collecting active consent from parents and explaining the benefits of their participation in the research.
The study delivers results that are unable to be applied to schools.	To mitigate against this outcome, we 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.
Pace of change surpasses project objectives.	A review will be undertaken in preparation for 2025-2029 CAF Workplan and decision made on whether to stop or continue with project.

Activity Description – Vision and Values

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 within their school community. This has been through a collaborative incubator model where schools have collected data and insights from their school community 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 enables schools to determine what really matters to their students and parents.

While the incubator model was quite successful, a series of meetings took place with the external provider and member school Principals throughout the first half of 2023 to discuss the possibility of delivering the program as a blended model consisting of various online modules, on-site meetings, and workshops at ISV.

The aim was to move towards a more agile methodology to be trialed, in the first instance with one or two pilot schools before being offered to all member schools. It was anticipated that three to four schools would participate concurrently with sessions held at ISV so that they could contribute to each other's learning. Delivery options would then be more flexible, with multiple generations providing insights into their community's vision and values.

In late 2023 it was determined that the intentions of this activity be reviewed due to school's becoming increasingly time poor, owing to staff shortages, impacting participation and external resources no longer being available to develop and deliver the program.

In view of the challenges, StrategyStory was considered as an alternative for 2024.

A thorough assessment in line with ISV's review and research approach during 2024 determined that this initiative be concluded to accommodate new contemporary, cost effective programs that align to the current needs of Independent schools in Victoria and achieve the CAF priorities.

Outcomes	Indicators of success
Further planned iterations of the project in 2023 and early 2024 did not attract the interest anticipated. In addition, external resources became unavailable to support the initiative. This activity was re-evaluated in 2024 and concluded.	Three schools participated in the initial 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 continually review their school's vision and values.

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.
Availability of external resources.	Evaluation of this project relative to other activities e.g., StrategyStory.

Activity Description – Leading Learning that Matters

This project aims to support Principals across four different areas:

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

Principals of the participating schools were supported in 2024 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.

Participating Schools in 2024 and areas of support provided

School Name	Activity
Bacchus Marsh Grammar School	• Emerge as the Leader you are • Case Notes and Record Keeping Professional Learning • Enhancing Student Learning as a Learning Support Officer
Bairnsdale Christian Community College	• Berry Street Education Modal • Child Safety • Significant support in numerous areas including: ○ Governance ○ strategic planning ○ funding ○ ER ○ media ○ crisis management ○ enrolment • Ad hoc support
Ballarat Grammar	• Feuerstein Training • NCCD Audit • Wellbeing Leader Network • Risk Manager Network • Several other supports provided
Braemar College	• Supporting Anxious Students • Wellbeing Network

	• Leadership Mindsets • Dyscalculia
Geelong Baptist College	• Child Safety • Generative AI • Introduction to funding for students with Disability
Gippsland Grammar	• Courageous Principals • Supporting Anxious Students • Sharing Practice: A network for Learning and Teaching • NCCD Audit • Risk Managers Network • Wellbeing Leader Network • Leadership Mindsets • Ad hoc support
Girton Grammar School	• Courageous Principals • Child Safety • Media Mastery • Wayfinder • Principals Leadership Academy Masterclass • Leadership Mindsets • DP Network • Aspiring Principals
Goulburn Valley Grammar School	• Sharing Practice: A network for Learning and Teaching • Enhancing Student Learning as Learning Support Officer • Ad hoc support
Kardinia International College	• Child Safety PL • DP Network PL • Aspiring Principals PL • Ad hoc support
Melbourne Grammar School	• Building Capacity for Heads of House • Supporting Anxious Students • NCCD Audit • Emerge as the Leader you are • Latest in Learning • Enhancing Student Learning as a Learning Support Officer • Curriculum Leadership for Subject Leaders • Ad hoc support
Mentone Grammar	• Latest in Learning • Risk Managers Network • Ad hoc support
Newhaven College	• Child Safety • Climate Change • Leadership Mindsets • NCCD Audit • Ad hoc support

Penleigh and Essendon Grammar School	• Media Mastery Training • Supporting Anxious Students • NCCD Audit training • Unlocking High Potential • Berry Street Education Model • Emerge as the Leader you are • Perfectionism in Children and Adolescence • Latest in Learning • The Occasional Counsellor • Generative AI • DP Network • Intro to Funding for Students with Disability • Ad hoc support
The Geelong College	• Child Information Sharing • NCCD Audit training • Managing Challenging/Distress Behaviour in Mainstream • Climate Change Education • Ad hoc support
The Hamilton and Alexandra College	• NCCD Audit • Ad hoc supports
Westbourne Grammar School	• NCCD Audit training • Risk Manager Network • Critical and Creative Beyond Chat • Perfectionism in Children and Adolescence • New VCE Leaders • Ad hoc support
Wild Cherry School	• NCCD Audit • Child Safety • Ad hoc support

Outcomes	Indicators of success
Leadership consulting in areas of need has been provided to schools as described above.	Improved capacity and confidence of principals to lead their schools as measured by opinion surveys of participating principals

Risk	How the risk will be managed
Participation of principals in Leading Learning that Matters Masters and Mentoring	Extensive use of ISV's connections with principals to ensure enough participants.

Activity Expenditure

	Centralised (Reporting Year Only)	Distributed (Reporting Year Only)
Expenditure	\$732,737	\$0

Activity/Initiative	A transition plan for schools to the Direct Measure of Income funding arrangements in the wake of COVID-19
Priority	A – Choice and Affordability B – Transition Assistance C – Special Circumstances Funding D – Strengthening outcomes for schools and educationally disadvantaged schools and students E – Student wellbeing and support

Activity Description – Transition Assistance for Former National Adjustment Assistance Fund

ISV provided distributed funding 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 in 2024.

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	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 and review their Sustainability Plan annually. The plans indicate that schools will remain financially viable. Grant allocations distributed to eligible schools within 20 business days of Sustainability Plan being received and accepted.

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.

Schools Supported

AGEID	School Name
2428	Brighton Grammar School
4217	Firbank Grammar School
2176	Ivanhoe Grammar School
828	Kilvington Grammar School
837	Lowther Hall Anglican Grammar School
29056	Melbourne Grammar School
857	Mentone Grammar School
860	Methodist Ladies' College
872	Mount Scopus Memorial College
912	Penleigh & Essendon Grammar School
1113	St Leonard's College

Activity Description – Transition Assistance to Nominated Regional Assistance Schools

ISV provided distributed transition assistance to nominated Regional Transition Assistance (RTA) schools. These schools were required to submit a Sustainability Plan in 2024.

The RTA funding was used by schools to assist with the transition to a new funding entitlement under Direct Measure of Income (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 Choice and Affordability (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	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. Grant allocations distributed to eligible schools within 20 business days of Sustainability Plan being received and accepted.

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.

Schools Supported

AGEID	School Name
16351	Ballarat Clarendon College
16352	Ballarat Grammar
16354	Braemar College
17709	Geelong Baptist College
16353	Gippsland Grammar
14225	Girton Grammar School
16355	Goulburn Valley Grammar School
15826	Kardinia International College
15836	Newhaven College
4012	St Paul's Anglican Grammar School
16712	The Hamilton and Alexandra College

Activity Description – Transition Assistance for Other Schools

ISV provided distributed transition assistance to other schools that experienced reduced funding because of the move to the DMI funding methodology compared to the former SES funding methodology. These schools were required to submit a Sustainability Plan in 2024.

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	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. Grant allocations distributed to eligible schools within 20 business days of Sustainability Plan being received and accepted.

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

Schools Supported

AGEID	School Name
16324	Aitken College
15834	Bayview College
3419	Beaconhills College
2482	Billanook College
758	Carey Baptist Grammar School
15837	Casey Grammar School
29729	Cornish College
2179	Eltham College
4219	Flinders Christian Community College
29065	Geelong Grammar School
13297	Haileybury
821	Ivanhoe Girl's Grammar School
856	Mentone Girls' Grammar School
17293	OneSchool Global
5517	Overnewton Anglican Community College
1126	St Margaret's School
1183	St Michael's Grammar School
1275	Strathcona Baptist Girls' Grammar School
17867	The Geelong College
1286	Toorak College
1288	Trinity Grammar School
15317	Trinity Lutheran College
16713	Westbourne Grammar School
28672	Woodleigh School

Activity Description – Data-informed Assessments for School Sustainability

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.

During 2024 progress has been made in automating the data pipelines for all four quadrants (Educational, Economic, Social, and Cultural) data sources. By streamlining these processes, we’ve ensured that data is consistently and efficiently collected, processed, and analysed, making it repeatable and scalable for future needs. This automation has enhanced our ability to quickly adapt to new requirements, providing better insights and reducing manual interventions. The following are the most important activities that contributed to this achievement:

- Developed and deployed automation scripts to streamline data collection across the four quadrants, ensuring fast, error-free data updates.
- Implemented standardised backend ETL (Extract, Transform, Load) processes to monitor and ensure consistency in data formats, making it easier to analyse and interlink across different quadrants.
- Built scalable infrastructure on cloud platforms according to the platform selection performed in 2023 to accommodate growing data volumes, ensuring the system remains efficient as the data requirements expand.

Outcomes	Indicators of success
Automated Data Integration Technological tools purchased. System build commenced.	Through multiple iterations of the pipelines, it we've confirmed 3 major aspects of success Data Accuracy and Quality: implementation successfully ensures high data integrity by minimising errors during extraction, transformation, and loading processes. Measured by tracking data discrepancies or inconsistencies between source and target systems, with a goal of zero or minimal errors. System Performance and Efficiency: Pipeline consistently meets or exceeds performance benchmarks, including processing speed and minimal resource utilisation. Key metrics include fast data throughput, low latency, and the system's ability to handle large-scale data loads without significant degradation in performance or long processing times. Scalability and Flexibility: The system can seamlessly scale to accommodate growing data volumes and evolving business needs. Success is measured by its ability to handle increased data loads without requiring major rework, as well as its flexibility in adapting to changes in data sources or business requirements with minimal disruption.

Risk	How the risk will be managed
ISV's projects are not utilised by schools.	Ensuring the value proposition by clearly communicating the benefits and outcomes of the project as well as reusing some deployments and development across multiple projects
Pace of change surpassed objectives of the project.	Robust review will be undertaken in preparation for 2025-2029 CAF Workplan and decision made on whether to stop or continue with project.

Activity Description – Assessing Financial Risk and Safeguarding your School's Future (Composite Financial Index)

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.

In 2024 the CFI was delayed as its implementation was contingent on the release of the isEducation 2.0 system as the framework that encapsulates the CFI application for authentication and authorisation of users. Initially, isEducation 1.0 was a paid-only service, which posed a barrier to the accessibility and scalability required for the CFI. Since the CFI aimed to serve a broader user base, relying on a paid system was not feasible. Therefore, the decision was made to wait until isEducation 2.0 was launched, offering a more accessible and scalable platform.

During the reporting period isEducation 2.0 was launched, this enables the project to move forward without the limitations imposed by the previous system.

Outcomes	Indicators of success
isEducation 2.0 launched	Platform is operational. More than 31 schools and 240 users have been onboarded.

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.
Pace of change surpasses objectives of project.	Robust review will be undertaken in preparation for 2025-2029 CAF Workplan and decision made on whether to stop or continue with project.

Activity Description – innovationXdesign

ISV 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:

- The program was adapted to include world leaders in education, Dr Heidi Hayes Jacobs, and Dr Marie Hubley Alcock, and transformed into The Lab 2023
- Resources have been created and updated specifically for use by Victorian Independent schools and will be used for future iterations.
- Five schools/organisations participated in the 2023 iteration, and the program is available for all Victorian Independent schools.

A thorough assessment in line with ISV's review and research approach during 2024 determined that this initiative be concluded to accommodate new contemporary, cost effective programs that align to the current needs of Independent schools in Victoria and achieve the CAF priorities.

Outcomes	Indicators of success
International through leaders in education involved in the project. Resources created specifically for Victorian Independent schools.	Measures of success are likely to include: • The number of schools willing to participate. • Continued interest from schools – we will look for a minimum of three schools per iteration. • Schools implementing the innovationXdesign process in a variety of contexts after participation.

Risk	How the risk will be managed
Participation of schools in these activities, particularly due to impact of staff/skills shortage.	Regular and close communication with participating schools to ensure they are willing and able to maintain participation and exploring options of completing course asynchronously if necessary.

Risk	How the risk will be managed
Schools not being able to dedicate a team of 4 to 6 members for this program due to staff/skill shortages. Pace of change surpasses objectives of the project.	Flexibility will be provided for the school to choose the number of team members. Robust review will be undertaken in preparation for 2025-2029 CAF Workplan and decision made on whether to stop or continue with project.

Activity Description – StrategyStory

StrategyStory 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 StrategyStory 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 the pilot StrategyStory for Schools program was hugely positive. The Principal of Waverley Christian College participated with ISV and the StrategyStory team in a podcast, reflecting on the impact of the program in supporting the school's future direction. The experiences from the pilot program also helped inform the design and delivery of a differentiated future program to enable more schools to access and gain the benefits of developing strategy to their point of need.

For 2024, ISV advertised a suite of different programs designed to cater for the diverse needs of schools.

The program offerings were:

- **Rapid strategy to overcome challenges** - designed to drive action and develop rapid strategy over a two-month program.
- **Get your school story straight to drive results** - designed to enhance school marketing and promotion strategies through structured thinking frameworks.
- **Managing strategy in your school community** - designed to support schools in transforming an existing strategic plan into a compelling narrative to inspire action.

Rapid strategy to overcome challenges

The program consisted of three 90-minute webinars, with an accompanying online platform. It was led by Professor Donald Maclean from StrategyStory and supported by two ISV staff members.

The aim of the program was to provide:

- strategies for participating schools to quickly devise and apply effective problem-solving approaches for immediate challenges, ensuring swift mitigation of risks and obstacles.
- tools for participating schools to create and implement detailed plans of action that address urgent issues.

- strategies for participating schools to recognise and leverage opportunities within challenges, turning them into advantages for development and success.

The leadership team of Flinders Christian College participated in the program, using the sessions and resources to revisit their current strategic intent and re-evaluate how they better communicate the 'story' behind their strategy to build excitement and support amongst staff, students and parents. The sessions took place in June and July 2024. Due to unforeseen circumstances, the third and final session still to be delivered.

Get your school story straight to drive results

The program consisted of three 90-minute webinars, with an accompanying online platform. It was led by Kate Hooper from StrategyStory and supported by two ISV staff members.

The aim of the program was to provide:

- tools for participating schools to craft their story by skillfully defining and communicating their school's unique story to connect with and engage their community.
- strategies to keep their people by implementing engagement practices that retain top educators and staff and attract families.
- deeper understanding for participating schools of how to build and forge a strong, recognisable brand that resonates within the local community.

The sessions took place through June and July 2024. The leadership teams of three ISV member schools signed up for the program- Huntingtower School, FCJ College Benalla and Grace Christian College Wodonga. All participating schools actively used these sessions to re-evaluate their approach to communicating their story and future direction to the school community, sharing their ideas openly with the network during the webinar sessions.

Managing strategy in your school community

The program consisted of three 90-minute webinars, with an accompanying online platform. It was led by Professor Donald Maclean and Kate Hooper from StrategyStory and supported by two ISV staff members.

The aim of the program was to provide:

- an understanding for participating schools of how to turn strategies into actions that rally the school community around shared goals
- strategies for participating schools to create transforming strategic plans into compelling narratives
- skills for participating schools to leverage collective energy promoting continuous improvement and a culture of shared responsibility.

The sessions took place through August and September 2024. The leadership teams of four ISV member schools signed up for the program- The Hamilton and Alexandra College, Gippsland

Grammar, Good Shepherd Lutheran Primary School and Ilim College. All participating schools actively used these sessions to re-evaluate their approach to strategy and how they communicated their strategy to the school community, sharing their ideas openly with the network during the webinar sessions. For some of the schools attending, the sessions transformed their thinking and planning.

A thorough assessment in line with ISV's review and research approach during 2024 determined that this initiative be concluded to accommodate new contemporary, cost effective programs that align to the current needs of Independent schools in Victoria and achieve the CAF priorities.

Outcomes	Indicators of success
Endorsed positive feedback from participating school.	Articulated success, via podcast, on the programs impact on a school's future direction by principal.
Pilot program has informed the design and delivery of future programs.	Pilot program clearly signposted the way forward for the design and delivery of a differentiated future program to enable more schools to access and gain the benefits of developing strategy to their point of need.
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	How the risk will be managed
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.
Pace of change surpasses objectives of the project.	Robust review will be undertaken in preparation for 2025-2029 CAF Workplan and decision made on whether to stop or continue with project.

Activity Description – Governance, Compliance and Employment Relations Training

ISV, in collaboration with Willis Australia Limited, developed a series of interactive self-paced online learning modules on occupational health and safety.

Two online learning courses are available. The first course is designed primarily for teaching staff who want to develop greater awareness of occupational health and safety. It is a foundational or beginner's 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 an 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 online and can be completed by users at their own pace.

In 2024, 27 people enrolled in and completed the beginner course and 64 people have enrolled in and completed the advanced course.

In 2024, these courses were updated to reflect new legislative and policy changes.

In 2024 this project was shifted to supplement the resources and advice that the risk and compliance team at ISV provides to member schools. The aim is to ensure that schools can obtain advice and practical support to ensure compliance with their legislative and regulatory obligations.

The summary below of just some of the activities which the ISV risk and compliance team has undertaken to support member schools:

1. In May 2024, the team ran a session for new business managers and bursars within the Independent sector. The session examined the VRQA Minimum Standards and Requirements for School Registration, focussing on the financial and not-for-profit requirements.
2. In March and June 2024, ISV partnered with the Victorian Department of Education to deliver online training on the child information sharing scheme and family violence reforms.
3. In June 2024, a presentation was delivered to staff from approximately 25 Independent schools on the process for passing a VRQA school review, which included practical strategies for ensuring compliance with the standards relating to teaching and curriculum, governance, child safety, occupational health and safety and financial viability.
4. In October 2024, online governance training was provided to board members from a range of ISV schools on the topic of child safety.
5. Throughout the year we convened a forum for risk managers. Meeting once per term, this network of risk and compliance managers is an opportunity for collaboration and discussion about all matters relating to risk and compliance.
6. In August and September 2024, two staff members were engaged by ISV to support and build on the work which the risk and compliance team at ISV already undertakes.

Outcomes	Indicators of success
27 participants at beginner's course.	Enrolments in the online learning modules on occupational health and safety.
64 participants at advanced course.	Positive feedback received from participants through surveys.
Development of next series of online learning modules commenced.	Increased enrolments at ISV learning events on related occupational health and safety topics.
Increased awareness, knowledge and confidence in this specialised topic area gained through training materials in key areas of reform (i.e., governance, compliance and employment relations).	

Risk	How the risk will be managed
Project is not utilised by schools.	ISV is providing ongoing communications to schools to demonstrate the value of the project so that enough participants enrol in the online learning modules.
Pace of change surpasses objectives of the project.	Robust review will be undertaken in preparation for 2025-2029 CAF Workplan and decision made on whether to stop or continue with project.

Activity Description – Employment Relations Service Provision

This project aims to supplement the resources and support that the Employment Relations Team already provides to Member schools in managing workplace change. It is proposed that ISV continues to provide 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 support on the range of options and approaches, to ensure a more comprehensive and planned approach to reviewing services. Wherever possible the aim is to achieve the required goals without the need for redundancies. Should redundancies be necessary, schools will be well equipped to follow best practices.

In May 2024, the Employment Relations Team ran a session for new Business Managers in the Independent sector outlining the process surrounding major workplace change. This session examined the risks associated with such a process and the best practice approach which should be undertaken. The attendees were targeted as people within the school environment that have responsibility for the management of the school's budget, mindful that approximately 70% of a school's budget relates to staff costs.

During 2024, the Employment Relations Team reviewed all documentation relating to managing workplace change to ensure that Member Schools had access to current and contemporaneous resources to support their processes. These resources include template letters when engaging in major change or changes to an employee's hours, a step-by-step guide of the process and documents outlining risk.

In March, May and August of 2024, the Employment Relations Team presented seminars to aspiring principals, the Principals Executive Network and members of the Special Assistance Schools Network on the essential elements of employment relations, including but not limited to major workplace change.

Outcomes	Indicators of success
Upskilling and imparting knowledge to key members of the executive regarding their obligations and the importance of managing these issues both from a fiscal and moral perspective. Where appropriate, greater involvement in strategic discussions with schools.	Positive feedback from participants that they felt confident to engage in such processes and were acutely aware of further assistance that could be sought when necessary.

Risk	How the risk will be managed
Project is underutilised by schools	ISV is providing ongoing marketing to schools, particularly in advertising the relevant sessions, to demonstrate the value of the project.
Pace of change surpassed objectives of the project.	Robust review will be undertaken in preparation for 2025-2029 CAF Workplan and decision made on whether to stop or continue with project.

Activity Description – Deep Dive Professional Learning/National Certification for Highly Accomplished and Lead Teachers

As reported in our 2023 Annual Report, the Deep Dive Professional Learning initiative continued to promote a coordinated approach to staff development. However, staffing challenges in schools generally and leadership changes in the pilot schools resulted in the project being concluded.

However, as re-enforced by our research, in a rapidly changing education landscape, targeted professional learning opportunities to empower senior leaders and teachers to develop the necessary capabilities to scale transitional change and to support the national priority of supporting long term school sustainability was paramount. Resources were therefore redirected to the program that offers intensive professional learning opportunities, the National Certification for Highly Accomplished and Lead Teachers (HALT).

Exemplary teachers and educational leaders apply to participate in targeted professional learning that will enable them to have a positive impact on their colleagues' practice, staff and student wellbeing, enrolments and the perception of the school in the broader community. Through building teacher practice and personal growth by providing opportunities for colleagues to collaborate and share ideas, analyse data and prepare teaching and learning programs, applicants who complete the program can have a significant impact on school performance.

The Australian Institute for Teaching and School Leadership (AITSL) oversees HALT nationally with the Independent Schools Victoria Certifying Authority (ISVCA) the authority for Victorian Independent Schools. The ISV Project Team implements the program for the ISVCA. Applicants progress through two assessment stages: Stages 1 and 2. When both stages are completed, the project team recommends applicants to the ISVCA for certification.

National certification enables educators to remain in the classroom if they desire and can also be the catalyst for career progression. Their impact on student outcomes and their colleagues' practice can be significant. For example, they lead, support, and assist colleagues in professional learning, they work with colleagues to analyse student data, and they work directly with students while modelling their practice for colleagues which has a positive impact on outcomes for both students and staff.

When certified, HALTs, together with school leaders, can opt to complete Assessor training and qualify to assess future applicants' submissions, thus providing further opportunities for professional learning. This can help build expertise within their school's middle and senior leadership teams.

The certification process focusses heavily on the Australian Professional Standards for Teachers (APST) that state explicitly what constitutes high-quality, effective teaching in the 21st- century. For the ISVCA to approve certification, applicants must provide evidence to demonstrate they can meet a minimum of 50% of the Descriptors of each Standard at either the Highly Accomplished or Lead level. Evidence required for the ISV process includes annotated videos of classroom practice, Referee statements, teaching programs, minutes of meetings, email exchanges, recordings of meetings or coaching sessions and pre and post assessment data.

Following acceptance into the twelve-month program, the 2024 cohort of seven commenced with an Introductory Webinar in March. Their application process included professional conversations with their Principal and their two other nominated Referees who were required to be in middle or senior leadership roles and familiar with their classroom practice. Candidates were also to have had a

discussion with their Classroom Observer who would conduct two direct observations of their classroom practice and then submit a Classroom Observation Report on the specified template developed by the ISV Project Team.

The one-hour Introductory Webinar facilitated by the Project Lead, with assistance from the Project Team, provided candidates with information and opportunities for discussion around the benefits of national certification, the process and timelines, and expectations of candidates at a national and jurisdiction level.

To become nationally certified, candidates are required to provide evidence from their practice to demonstrate they can fully meet more than 50% per cent of the Focus Area Descriptors (FAD) in each of the seven APST. The process is completed in two phases with different types of evidence submitted for Stage 1 and Stage 2.

For Stage 1, candidates submitted two videos of classroom practice accompanied by their individual annotations linked to the APST, the Classroom Observer's Report and three Referee Reports validating their practice. A series of online training sessions facilitated by the Project Team helped ensure each of these tasks were completed professionally and the reports were of high quality. A second online workshop for candidates ensured they were familiar with the Referees and Classroom Observers' roles and the expectations placed upon them.

Prior to the submission of Stage 2 evidence, candidates attended an in-person workshop during which they discussed their Assessors' Stage 1 feedback and learnt how to prepare and organise Evidence Sets. Each candidate had been informed of their individual requirements for completing the program and becoming nationally certified prior to the workshop.

In 2024, the Project Team also helped train its first cohort of eighteen Assessors: a combination of HALTs from 2022 and 2023 and school leaders (Principals and senior leaders). The training involved attendance at one full day in-person workshop, attendance at several online meetings, completion of the compulsory AITSL online Assessor Training modules and the assessing of one full cohort of HALT candidates.

The ISV Project Team undertook the following roles and responsibilities when executing the program in 2024:

- prepared resources and reporting templates
- prepared and delivered candidates' in-person and online webinars and seminars
- supported individual candidates via online meetings, phone calls and email communication
- trained Assessors via a combination of in-person and online sessions
- trained candidates' Classroom Observers and Referees
- offered support to Assessors throughout the program.

Outcomes	Indicators of success
Internal and external (national) recognition of teachers deemed to be operating at a Highly Accomplished or Lead Teacher (HALT) level.	Increased number of HALTs from Victorian Independent Schools listed on the National HALT Network, collaborating with other HALTs from around the country and attending the annual HALT Summit.
Opportunities for career progression for exemplary teachers keen to remain in the classroom.	Increased number of teachers accepting leadership roles in addition to their teaching responsibilities; leading, assisting, supporting, and working with colleagues.
A positive impact on staff and student outcomes and in turn, the perception of the school in the broader community, leading to enrolment stability and growth and long-term financial stability of the school.	Data, including LEAD (e.g. staff and student satisfaction/wellbeing, staff retention, Year 12 Exit), VCE and NAPLAN, reflects improved school performance.

Risk	How the risk will be managed
After investing many hours developing the new process, very few applicants express an interest in participating.	Collaborate with the Chief Executive, Head of School Services and the Communications and Marketing Team to ensure marketing information is disseminated appropriately and in a timely manner.
Applicants commence the project and then withdraw due to the perceived heavy workload on top of their school workload.	The Project Team will monitor applicants' progress closely and provide additional support when needed via phone calls, emails, and online meetings.
The program becomes extremely popular, and the Project Team does not have sufficient time/resources to implement the program effectively.	Seek assistance from within ISV for additional resources/staff. Train additional staff as assessors so they can join the Project Team.
Pace of change surpasses objectives of the project.	Robust review will be undertaken in preparation for 2025-2029 CAF Workplan and decision made on whether to stop or continue with project.

Activity Expenditure

	Centralised (Reporting Year Only)	Distributed (Reporting Year Only)
Expenditure	\$229,580	\$4,623,119

Activity/Initiative Priority	Special Circumstances Funding
	A – Choice and Affordability
	B – Transition Assistance
	C – Special Circumstances Funding
	D – Strengthening outcomes for schools and educationally disadvantaged schools and students
	E – Student wellbeing and support

Activity Description – Special Circumstances Funding

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 2024 one application was received for this funding from a school that unexpectedly lost significant enrolments in a single year level after two students were involved in a serious incident. The school submitted an application that met all eligibility criteria, and funding of \$349,308 was provided to enable the school to meet the fixed costs of continuing to run that year level in 2024 for the small number of students who remained at the school. A request from the school for support for general marketing costs to address the drop in enrolments was not supported.

An application form and assessment rubric remain available to Victorian Independent schools in the event of need to make a future application. Full details and application forms are published on the ISV web site.

ISV also contacts schools where we are aware that they have experienced incidents that may prove to be eligible for Special Circumstances funding. One school was contacted in 2024 after they experienced a probable arson attack, but the school clarified that the damage incurred was capital in nature, and did not request support under the program.

Outcomes	Indicators of success
On-going application process established for future applications by schools. Schools advised of this process.	Application process readily available and understood by schools in case of need.

Risk	How the risk will be managed
Risk that schools receive Special Circumstances funding support do not require external assistance. 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. Schools use funding for ineligible purposes (including capital). Schools are unaware of Special Circumstances applications.	The financial impact of their special circumstances is an explicit element of the application and assessment rubric. ISV has developed contingency plans to ensure that we can, as far as possible, respond to need as it arises. ISV will assess all applications to ensure that all aspects are eligible for funding support and continue to remind schools of the eligibility criteria. In addition to the original advice to schools about the funding, ISV has placed the application form on our website. We will also continue to 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 schools that are members of ISV are not eligible to access CAF funding through ISV.

Activity Expenditure

	Centralised (Reporting Year Only)	Distributed (Reporting Year Only)
Expenditure	\$63,672	\$349,308

Activity/Initiative	How can we have a positive impact on student wellbeing and equip students to creatively face the challenges of the future?
Priority	A – Choice and Affordability B – Transition Assistance C – Special Circumstances Funding D – Strengthening outcomes for schools and educationally disadvantaged schools and students E – Student wellbeing and support

Activity Description – Endeavour

The Endeavour Initiative addresses student wellbeing issues. By helping to develop core capabilities, the project contributes to the skills growth of educationally disadvantaged students, improve school retention and educational attainment levels, and gives young people the tools and abilities to navigate the future. While a focus on various arts and the relationship to arts-learning on broader student outcomes is the preferred priority, 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.

During 2023, the team reoffered several options for schools to use that would allow for wider implementation. The options developed are:

The Big Chalk

Students create chalk murals on a designated school area to raise awareness for social or cultural causes. With no limits on participation, schools set guidelines and submit photos to our project team. These murals spark classroom discussions and be featured on social media, websites, or community news.

Scribble Stones

This project integrates reading and art using ‘Scribble Stones’. With 10–15-minute activities and detailed instructions, it promotes acceptance and diversity. Teachers can lead or coach, incorporating the project into reading time, allowing children to create and colour their own stones.

Wayfinder Essentials

This tool helps educators support student mental health in Years 7-12 with the Waypoints Assessment Tool and Wayfinder Activity Library. Students complete weekly surveys on adaptability, agency, collaboration, empathy, purpose, and self-awareness. Data guides educators to choose activities, requiring minimal training and not needing the full Wayfinder program.

Fostering a Supportive School Climate

Using a specific rubric, schools collaboratively develop norms to create a climate of respect, support, and engagement for all. This process involves leaders, teachers, students, and the wider community, ensuring the development of a respectful and supportive environment.

Visual Thinking Strategies

Visual Thinking Strategies (VTS) uses art to enhance communication and critical thinking skills through short, 20–30-minute sessions. ISV-trained facilitators offer coaching, and the program includes a written component to support literacy. VTS integrates easily into schedules and can incorporate visual materials from other learning areas.

The Friendship Mandala

This engaging activity for primary students and whole school events focuses on sustainability and collaboration. Inspired by Mandalas, students use recycled materials to create transient, beautiful art, reflecting on change and the flow of time. ISV provides all materials needed for this project.

Stories

Students create stories about their experiences, reflecting on local disasters or COVID-19 impacts, are submitted to ISV's Story Machines and are showcased at the ISV Arts Festival. ISV offers coaching to assist with these projects.

Outcomes	Indicators of success
Developed a flexible 'pick and mix' approach utilising key components of existing programs for schools to meet diverse needs.	Options taken up by more schools. Pilot schools continue with offerings.

Risk	How the risk will be managed
Inability of schools to utilise products and services offered through our project.	Continue to assess needs of Member Schools and seek methods to assist them. Implement and track the newly implemented programs to ensure success. Identify and offer support schools who meet the criteria for the project plan
Pace of change surpasses objective of the project.	Robust review will be undertaken in preparation for 2025-2029 CAF Workplan and decision made on whether to stop or continue with project.

Variations from Agreement/Work Plan

In our 2022 report we discussed the difficulty of implementation at our pilot schools. Ongoing challenges hampered our efforts to implement at these sites and other chosen schools. Therefore, in 2023 a member of the team launched the Wellbeing Leader Network, a network of wellbeing leaders created to learn about new initiatives and strengthen relationships between Member Schools of Independent Schools Victoria. Options developed by the team were offered to all members of the Wellbeing Leaders Network and their schools. This approach continued during 2024.

Activity Description – Wayfinder

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 aims to support F-12 students with social emotional development by engaging staff in a 'teacher as mentor' training model, designed for educators to experience the Purpose and Belonging learning journey for themselves before guiding their students.

Wayfinder's platform and research-backed curriculum provides lessons and activities with little to no preparation and classroom materials. Students who are taught Wayfinder curriculum demonstrate statistically significant improvement across three key measures: engagement, purpose, and social awareness, leading them to success both in and out of school in addition to supporting a positive school culture grounded in relationship-building and improved staff well-being.

- Wayfinder Comprehensive Curriculum (includes developmentally appropriate, year-long Core Curriculum, Activity Library with thousands of additional skill-building activities, Multi-Tiered Systems of Support (Tiers 2 + 3) curriculum, timely topic-based Collections, Waypoints assessment suite, kick-off training, and staff and adult Social Emotional Learning (SEL) resources.
- Wayfinder Essentials. This tool helps educators support student mental health in Years F-12 with the Waypoints Assessment Tool and Wayfinder Activity Library. Students from Years 6-12 can complete weekly surveys (teachers oversee this for younger children) on adaptability, agency, collaboration, empathy, purpose, and self-awareness. Data guides educators to choose activities, requiring minimal training and not needing the full Wayfinder program.
- Professional Learning (implementation training and support) adult SEL, standalone professional learning offerings based on school interest and need.

Eight schools are currently participating in this program. Interest has been expressed by other schools to participate during 2025.

Outcomes	Indicators of success
Three ISV staff fully trained to deliver Wayfinder. Offered Adult SEL program for the second year in a row.	Preliminary findings show growth in understanding of and attitudes towards purpose and belonging.
Expanded student facing offering extended to include the new foundation to Year Six curriculum.	Interest in educator wellbeing is growing and we're responding at the point of need.
Online support for school groups delivered to eight schools.	More programs delivered at different touchpoints allows for greater impact.

Risk	How the risk will be managed
Program is not utilised by schools.	ISV is providing ongoing communication 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.
Pace of change surpasses objectives of the project.	Robust review will be undertaken in preparation for 2025-2029 CAF Workplan and decision made on whether to stop or continue with project.

Activity Description – Transformative Repair

During the 2024 period, ISV continued to support the pilot school group to monitor implementation of Transformative Repair (TR) in their school communities and further grow the network of TR schools since our project launch in May. This has resulted in continued connections to Carey Baptist Grammar School with the attendance at student presentations and display of TR artwork at the Docklands gallery. Now in its fourth year at Carey Baptist Grammar School, TR has spanned a vast trajectory reflecting the evolution of frameworks, activities and resources to provide an expansive picture of the engagement in this school community. Teaching staff have provided valuable feedback on the revised framework and materials which they have enjoyed using with their students in conjunction with visiting artist, Tinky, who has added inspiration for the concepts and narratives the students have included in their artworks.

Christian College Geelong has gone through substantial staffing changes, however, ongoing interest as an opportunity for evolving school culture has been carried forward by key staff champions of the project with the most recent interaction evidenced at the project launch in May. In late July, we presented a staff workshop for the leadership and staff at The Knox School as they continue to build whole school engagement with the TR materials and framework. Our connection with Bayview College, Portland continues to thrive after a successful presentation to whole school staff at Bayview College in May and a return visit booked for November 22.

With TR entering a new phase, the evolution of the framework and materials has resulted in the creation of a flexible and highly responsive set of classroom ready resources which will be incorporated into a book including pictures of practice by pilot schools. From the launch event at the National Gallery of Victoria on Wednesday 22 May 2024, we have had further interest from those in attendance and presentations have been made to leadership teams, teachers and students at the following schools;

November/ December School Visits, 2024

Bialik College

Staff workshop with 20 educators, cross faculty to introduce concepts of TR and work on introductory activity, *Repair Party*.

Proposed follow up- sharing of framework and TR activities, increased staff engagement at Bialik conference, July 2025.

Lowther Hall Anglican Girls Grammar

Program update and Data Collection, with Rachel Embury, Head of Art

Lowther Hall have implemented concepts of TR with senior students of art across broad range of themes. Work completed within VCE study design; enquiry-based process utilized. Ideas resolved in visual language through creation of final artworks.

3 Student and teacher interviews recorded including viewing of artwork.

Ilim College

Ilim College have been working with TR since earlier introduction and have implemented with Year 8 art class as collaborative mosaic project, Repair Party activity on school camp with Year 6, Approaches for artmaking in senior art study design. Over the 2-day visit to three campuses, we met with teachers and students to gather data through audio interview, viewed artworks during and after creation and documented imagery.

Continued possibilities for multi campus and wider community engagement at Ilim College.

All Saints Anglican School

Introductory activity, Repair Party, whole staff meeting presentation. Staff were introduced to key concepts and framework of TR and completed practical activity.

The Knox School

Student showcase of Kintsugi projects and previous TR work with Year 8 students being implemented in 2024. Audio interview/ data collection. TR to be implemented within Pastoral program in 2025.

St Michaels Grammar School

Previous meeting with Emma McDonald, Assistant Principal and Monique Warwick, Head of Art to introduce concept and framework for TR. Invitation from year 12 coordinator and head of senior studies to present workshops as part of year 12 Step up program.

2 x workshops for year 12 (2025) students at University of Melbourne utilizing key concepts and inspiration for the project. Approx. 40 students attended and completed Repair Party activity and reflection.

Ivanhoe Girls Grammar School

IGGS has been implementing TR with senior secondary art students and artworks created have been on exhibition at school, we have video recorded student and teacher interviews. Students used TR concepts to explore wide range of issues using visual language for enquiry-based research and completed highly resolved visual artworks.

Plenty Valley Christian College

Meeting with Daniel Symons, Assistant Principal, and staff group workshop for approx. twenty teachers.

Introductory activity, Repair Party, staff presentation. Staff were introduced to key concepts and framework of TR and completed practical activity. Activity debriefs to discuss conceptual linkages for faith based cross curriculum approaches.

St Andrews Christian College

TR has been introduced as a concept to guide junior art class activities and is being integrated into curriculum framework within the school for ongoing engagement. Program discussion to explore

what is currently being provided and opportunities going forward. Data collection by audio interview. Viewing of planning documents.

Outcomes	Indicators of success
The finalized range of program activities, framework and resources is being developed into a book offering a sustainable program for teachers to satisfy the dynamic and wide-ranging applications required in contemporary education. The program is designed to be flexible across disciplinary domains and year levels to provide teachers with a structure and activities to support student agency to inspire positive change in a complex world view full of challenge.	School visits enabled further presentation of materials and activities through the following mechanisms: • teacher discussion and workshops • student workshops and presentations • photography of TR project work The feedback and data gathered have informed the final development of the TR framework and materials to ensure authenticity and flexibility for a wide range of school communities and learning contexts. As a culminating event to celebrate TR and the work of our pilot schools, the project launch was held at the National Gallery of Victoria on Wednesday 22 May 2024.

Risk	How the risk will be managed
Risks are associated with growing workload and accountability of teachers and school leaders for social and emotional learning as well as academic and curriculum focused programs. As Transformative Repair occupies a transdisciplinary learning context, it could end up as an end of term special program that needs to be integrated early and often for maximum success.	Transformative Repair is designed as a set of ready-to-use activities and supporting framework which can be integrated into any learning area and an extensive range of year level cohorts. The activities can be delivered in short bursts to support existing curriculum content or can be built into extended units of work depending on teacher priorities. As TR creates conditions for students to develop expansive thinking and empathy, the activities can be foundational to wellbeing programs. To negate risks, some exemplars of program approaches could be shared for new TR schools to appreciate the opportunities that this program offers.
Pace of change surpasses objective of the project.	Robust review will be undertaken in preparation for 2025-2029 CAF Workplan and decision made on whether to stop or continue with project.

Activity Expenditure

	Centralised (Reporting Year Only)	Distributed (Reporting Year Only)
Expenditure	\$563,528	\$0