

Non-Government Reform Support Fund

2020 Annual Report

Independent Schools Victoria

Executive Summary

Independent Schools Victoria used the Reform Support Fund to support activities across five projects:

1. quality assurance, moderation and support for the continued improvement of the Nationally Consistent Collection of Data on School Students with Disability
2. Implementation of online delivery of the National Assessment program
3. Improved governance and financial management practices in non-government schools
4. Quality Teaching
5. Boosting Literacy and Numeracy.

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

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

As noted throughout this report, many activities were adapted, postponed or cancelled due to the impact of the Covid pandemic and the restrictions in place in Victoria.

Major achievements under each project were:

1. ISV tailored its assistance to ensure that relevant support was provided to staff at all levels within schools – general teaching staff, individual learning needs staff, school executive leadership and school boards. This approach was designed to ensure that all relevant staff within Victorian Independent schools were aware of, and received, consistent information about the data collection requirements and its implications for schools, staff and students.
2. Despite the nationwide cancellation of NAPLAN in 2020, ISV continued to work closely, when required, with the Victorian Curriculum and Assessment Authority (VCAA) and the Project Managers' Working Group who implement NAPLAN in each state.
3. ISV offered training through its Development Centre to school leaders and governing board members. This training covered areas such as board roles and performance, expectations and obligations under Australian company law, risk management, funding processes and financial responsibilities. To enable maximum attendance and to meet the needs of individual schools, the training sessions were offered at different times and were of different lengths. Many sessions were delivered online, due to the Covid restrictions. A number of schools also received personalised training sessions for their boards.

isConnect has provided schools with over 700 resources in areas such as learning and wellbeing, compliance and risk, operations and finance, and communications and relationships. Users include principals, senior leaders, teachers and board members. Customer feedback has been collected and updates to the platform incorporate these where feasible.

In 2020 there were 41 schools that participated in the ISV LEAD surveys. ISV provided a service to assist schools unpack their data as needed.

4. ISV ran a number of programs and projects under the broad project title of Quality Teaching:
 - The New Principals' Program (now known as the Principals' Executive Network)
 - The New Business Managers' Program
 - The Idea into Action (I2A) project
 - The Beginning Teaching Fellowship
 - Policy templates
 - The Southern Cross program
5. ISV has developed a tool to assist with the analysis of NAPLAN data across Victorian Independent Schools. The tool uses, and is limited to, data provided by the VCAA.

Progress against your strategic plan

ISV outlined in its strategic plan that we would focus on:

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

We met all these objectives in 2020 and continue to refine and improve what and how we provide support to Victorian independent schools.

Relationship with your state and territory government

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

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

The outcomes continue to be a work in progress as we collectively implement the reforms outlined in the bilateral agreement.

Project Report

A general statement is provided for each project.

PROJECT TITLE: Improve the quality and reliability of the NCCD collection.

Project description:

ISV has used the Reform Support Fund to assist schools in the implementation of the NCCD using a broad range of activities. Whilst presenting a consistent message, ISV tailored its assistance to ensure that relevant support was provided to staff at all levels within schools – general teaching staff, individual learning needs staff, school executive leadership and school boards. This approach was designed to ensure that all relevant staff within Victorian Independent schools were aware of, and received, consistent information about the data collection requirements and its implications for schools, staff and students.

There were seven areas of major support to schools.

1. Independent Schools Victoria provided general support to all Victorian Independent schools regarding the implementation of the NCCD. This included the provision of assistance to schools where required, as well as reviewing NCCD information updates and representing Victorian Independent schools in a range of Victorian and Australian cross-sectoral groups. ISV staff:
 - attended national and Victorian meetings, both within and across sectors, to ensure that ISV and schools remained aware of the latest developments
 - liaised with Independent sector and Victorian representatives on the Students with Disability Working Group
 - liaised with representatives of the Victorian Department of Education and Training and the Catholic Education Commission of Victoria to help ensure a consistent approach to the NCCD across Victorian schools
 - liaised with representatives of Associations of Independent Schools across Australia, to help ensure a consistent approach to the NCCD across the Independent sector
 - provided advice and support to schools selected to participate in the Census Post-Enumeration Exercise, and obtained information from participating schools about their experiences to inform future work with schools
 - collated and distributed timely information to all Victorian Independent schools
 - provided a help-desk facility that school staff could access at any time.

The coronavirus outbreak in 2020 limited the extent to which ISV could liaise with other organisations outside of the Victorian Independent sector, but increased the volume of work with Victorian Independent schools, as we assisted the schools to understand their evolving obligations as they moved to virtual learning and as their NCCD reporting obligations changed.

2. ISV conducted six workshops across Victoria that were specifically focused on NCCD moderation. These workshops were open to all staff from Victorian Independent schools. 62 school representatives from 40 schools participated in these sessions. Numbers were lower than anticipated as schools were focused on responding to the significant impact on teaching and learning programs of the Covid pandemic. Participants in the moderation workshops were provided with an overview of the 2020 requirements and examined case studies in groups. As in 2019, ISV did not offer cross-sectoral moderation sessions, as the needs of staff in the different sectors still require different approaches to be most effective. ISV still hopes to offer cross-sectoral and cross-jurisdictional moderation in the future, as staff in all Australian schools become familiar with the NCCD.
3. Network meetings were arranged to offer teachers who work with students with individual learning needs the opportunity to meet their counterparts in other schools, and to discuss important issues. Network meetings were also run alongside moderation workshops to maximise effectiveness. The meetings were conducted virtually, in light of the Covid pandemic. The main items of the meetings were evidence requirements of NCCD, the NCCD audit process, NCCD case studies, and how schools managed the workload associated with the NCCD. Schools were also encouraged to discuss some of the broader ramifications of the NCCD, such as its interface with the Disability Discrimination Act. 141 staff from 109 Victorian Independent schools attended at least one virtual network meeting. ISV also recorded several of the network meetings so that other Victorian Independent school staff could access the content. 41 staff members from 32 schools have accessed these videos.
4. Each year, ISV conducts an NCCD data benchmarking project. The aims of the project are to investigate schools' data for each of the years from 2015 to:
 - determine the extent to which school responses are changing from year to year, and whether there are any patterns in this
 - work out the extent to which an 'average' school could be said to exist for NCCD purposes
 - identify schools that did not fit the pattern of an 'average' school
 - work with these schools to determine whether their data represented a genuine difference in their student cohort or a misunderstanding of the NCCD
 - assist schools that might need further support in applying the NCCD guidelines on a consistent basis
 - establish whether schools that had received support through ISV in previous years had demonstrated a change in their data for 2020.
5. In addition to the 'help desk' and information-sharing services that ISV provided to all Victorian Independent schools in 2020, ISV identified schools and groups of schools that needed extra direct support. This support was provided to 34 Independent schools in 2020. ISV staff talked through each school's data with key staff from the school and worked with them to identify the causes of any issues with their data. The focus was on working with a broad range of staff within schools, to ensure a consistent understanding of the NCCD. This assistance was predominantly provided to schools by phone or Zoom as a result of the Covid pandemic. ISV also provided assistance specifically targeted at senior leaders in schools – both principals and business managers – to ensure that schools' senior staff were able to provide the necessary leadership and support for teachers and individual learning needs staff. To evaluate the effectiveness of this process, ISV also assessed the impact on 2020 NCCD data for those schools to whom we provided direct support in 2019. Our hypothesis

was that schools that were able to explain their NCCD numbers in 2019 would see less variation in their 2020 NCCD data, while schools that agreed that they had inconsistent data in 2019 would move closer to the sector benchmarks in 2020. This hypothesis proved to be correct in 2020. Finally, we ran an NCCD information session for 44 staff from 32 schools new to the role of administering the program in their school.

6. ISV's suite of professional learning activities in 2020 sought to address not just the direct data collection requirements of the NCCD, but also the premise on which the NCCD is based – how do schools identify students with disability and then make educational adjustments so that these students cannot just access education but also flourish? Focus areas of the professional learning were:
- supporting new staff in schools who had not previously participated in the NCCD data collection. Our 'Survival Guide for New Individual Needs Coordinators' was attended by 13 staff from 11 schools. On request, ISV also provided detailed coaching and mentoring for two staff members who were new to the position of Individual Needs Coordinator.
 - helping school counsellors to understand their role and responsibilities in schools. A virtual information session on one-on-one support for students, which included presentations by six experienced school counsellors, was attended by 90 staff from 60 schools.
 - informing schools of their legal obligations under the *Disability Discrimination Act 1992*. The virtual session, hosted by an experienced legal firm, included 106 participants from 66 schools.

ISV had intended to run at least three workshops in our 'Moving Forward' professional learning series in 2020. This series of workshops is designed to improve the expertise of classroom teachers and individual learning needs staff in identifying and supporting the needs of students, by inviting allied health professionals to discuss particular aspects of disability and their impact on students. These sessions require face-to-face contact for maximum benefit. As a result of the lockdown in Victoria following the Covid pandemic, these sessions were cancelled in 2020. In the same way, ISV's proposed sessions on the interface between English as an Additional Language/Dialect (EALD) and disability and the use of Information Technology to support the NCCD had to be cancelled for 2020.

ISV had identified the need to assist schools in making teacher judgements about how best to support the additional needs of students with disability. This led to the introduction of ISV's Student Assessment Project between 2015 and 2017. The aim of the project was to provide schools with a suite of tools and professional learning opportunities, developed in conjunction with allied health professionals, to assist teachers to identify students with additional needs, and how to implement targeted teaching strategies to meet those needs in the classroom. In 2020, ISV undertook work on a project to develop an easy-to-use tool for individual classroom teachers to record the details and evidence of adjustments that they were making for students. This tool will assist schools in maintaining documentation about the adjustments made for individual students, thus assisting consistent decisions regarding the inclusion of students in the NCCD. The tool has been developed in conjunction with both allied health professionals and Individual Learning Coordinators in a number of schools, to ensure that it meets the practical needs of schools.

Qualitative feedback from schools participating in each of the above areas was gathered. Methods included evaluation forms and surveys. Additionally, quantitative data was collected, including such things as the number of participants at meetings/workshops, data capture of phone calls, and the number of meetings attended. Each of these areas has had its programs for the future informed by this feedback.

PROJECT TITLE: Implementation of online delivery of the National Assessment program

Project description:

Due to the Covid pandemic, NAPLAN was cancelled in 2020. Despite this, ISV continued to work closely, when required, with the Victorian Curriculum and Assessment Authority (VCAA) and the Project Managers' Working Group which implements NAPLAN in each state. Each of these groups has included representatives from other sectors and government agencies. Additionally, ISV worked closely, when required, with ISA and representatives from interstate associations of independent schools.

PROJECT TITLE: Improved governance and financial management practices in non-government schools.

Project description:

ISV developed and offered online governance training for school leaders and governing board members in 2020. This training covered areas such as board roles and performance, expectations and obligations under Australian company law, risk management, funding processes and financial responsibilities. Less obvious areas of governance were also covered such as delineation between strategic and operational matters. Participants were able to complete the online governance course at their own pace. Individuals were able to provide feedback through an online survey form upon completion of the course. The information from these surveys helps to modify the content and method of delivery for the following year. Participants are invited to suggest additional ideas which may be incorporated in future sessions or may prompt development of additional support materials. A twilight video conference was held with the VRQA to address board compliance, Child Safe Standards and effective board meeting structure. The session was recorded and accessed afterwards by a number of registrants who were not able to participate in the conference. Only a limited number of schools received personalised training sessions in 2020 due to pandemic restrictions and personal safety for our presenters.

ISV provided a "helpdesk" facility providing answers to queries regarding governance issues. Where ISV was unable to provide the best information, schools were provided with contact details for third party organisations. In some areas there are "frequently asked questions". ISV has prepared documents to provide information to address these and this process is continuing. Some of these documents are in print, whilst others are provided via ISV's dynamic online platforms, isConnect and isComply, using the principles of Process Management.

isConnect has provided schools with over 700 resources in areas such as learning and wellbeing, compliance and risk, operations and finance, and communications and relationships. Users include principals, senior leaders, teachers and board members. Customer feedback has been collected and updates to the platform incorporate these where feasible.

In 2020 there were 38,000 page views in isConnect by ISV Member Schools and more than 3,500 active users.

In 2020 there were 41 schools that participated in the ISV LEAD surveys. ISV provided a service to assist schools unpack their data as needed. Based on feedback from schools which implemented the LEAD surveys, ISV continued to improve the reporting modules and how schools can access and analyse their data.

PROJECT TITLE: Quality Teaching

Project description:

ISV ran a number of programs and projects under the broad project title of Quality Teaching:

1. The New Principals’ Program (now known as the Principals’ Executive Network) provided opportunities for new principals to develop their leadership skills while improving their knowledge of compliance and statutory requirements. Due to the Covid pandemic, the program was conducted online via Zoom and some of its aspects were modified.
2. The New Business Managers’ Program provides an opportunity for new business managers, finance managers and accountants to gain a deeper understand of their role in a school environment. Unfortunately, the program was cancelled at late notice due to the Covid pandemic restrictions.
3. The Idea into Action (I2A) project is a multi-year research project. At the completion of the project at the end of 2021, empirically based frameworks and models will be produced that identify and evaluate approaches to the challenge of supporting ideas into action as well as a set of action strategies and tools for supporting ideas into action.
4. The Beginning Teaching Fellowship provided targeted professional learning, support and advice so that the classroom readiness of beginning teachers increased. Within-school mentors of beginning teachers were provided with additional support, so that they had a greater capacity to support future beginning teachers.
5. Policy templates – ISV continued to develop and publish a range of model policies and guidance material for schools. In the latter part of 2020, ISV commenced work on a new online platform, isComply, which will support schools in managing their compliance and reporting requirements.
6. The Southern Cross program had teams from three schools work on projects. Due to the Covid pandemic, however, the program only went ahead in March 2020 and the sessions scheduled for later in the year were cancelled.

PROJECT TITLE: Literacy and Numeracy Predictive Analytics Platform

Project description:

In line with the Australian Government’s focus on literacy and numeracy, and to better understand the plateauing of Australia’s performance on national and international assessments, ISV will develop and pilot an analysis platform for independent schools that combines NAPLAN and progressive achievement data alongside wellbeing data to enable schools to better predict student performance and better identify appropriate intervention strategies. Training will also be developed to ensure internal staff and teachers and school leaders can make the most of the platform.

The pilot project will see ISV work with a small number of pilot schools to develop a reporting application for improved analysis within schools concerning literacy and numeracy that puts analysis of school-level records at the fingertips of teachers. ISV will also develop an online training module for using the system.

Summary of 2020 achievements

1. Project title	Project description and activities	2. Expected outcomes/ Overall achievements Achieved or Not achieved	3. Indicators of success Add the target % achieved	List any additional activities or variations to agreed activities and/or any additional information on outcomes or achievements
Project 1. Nationally Consistent Collection of Data on School Students with Disability	1. General support for NCCD a. Dedicated ISV staff will: i. Facilitate network meetings with school staff ii. co-ordinate cross-sectoral moderation sessions iii. respond to queries from schools. iv. forward documentation to schools.	Each of the seven activities has been listed separately below. Activity 1 Assist schools to accurately interpret the guidelines for gathering data to improve its validity and reliability. Achieved	Each of the seven activities has been listed separately below. Activity 1 Short term: Support provided to all 220 Victorian Independent schools 100% achieved Long term: ISV anticipates that the importance of this general support will not change over time. Increased confidence in school staff in providing accurate, reliable NCCD data.	

	<p>2. Network/moderation meetings</p> <ol style="list-style-type: none"> a. ISV will run a series of network meetings for individual learning needs staff in schools across Victoria. b. Schools will be provided with updated information about the NCCD, as well as being offered a forum to discuss how they are implementing the NCCD, and the challenges that they face in doing so. c. Moderation will incorporate real, challenging de-identified case studies as moderation exemplars. 	<p>Activity 2 Improved consistency of understanding and application of the NCCD between schools.</p> <p>Achieved</p> <p>Provision of information to the Schools Policy Group about legitimate areas of confusion or interpretation in the existing guidelines for schools.</p> <p>Achieved</p>	<p>Our long-term goal to improve the accuracy and reliability of NCCD data remains a work in progress, but data reliability and accuracy continues to strengthen over time.</p> <p>Activity 2 Short term: At least 12 network meetings will be conducted in 2020, including moderation components.</p> <p>50% achieved</p> <p>Representatives from 100 Independent schools will participate in at least one network meeting in 2020.</p> <p>100% achieved</p> <p>Long term: ISV anticipates that, as the NCCD becomes a stable and established data collection, the urgency of this project will reduce.</p> <p>There will be reduced variation in schools' NCCD results from year to year as a result of the movement to the new data collection.</p>	<p>Activity 2</p> <ul style="list-style-type: none"> • In 2020, ISV aimed to run at least 12 network and moderation sessions. As a result of the Covid lockdown, we were only able to conduct six sessions focused specifically on moderation, which was lower than we had intended. However, between the moderation sessions and network meetings (see next section) we were able to meet our overall target. • A total of 62 staff from 40 schools participated in at least one moderation session in 2020. This was less than the stated goal of 100 schools and systems participating in moderation in 2020. • In the long-term, ISV needs to ensure that schools continue to see moderation, both within schools, sector-based, cross-sectoral and cross-jurisdictional as an important part of the on-going implementation of the NCCD. Our goal is to increase the number of schools participating in all forms of moderation in the future. • ISV was able to achieve its major short-term goal for network meetings in 2020. We hoped to have attendees from at least 100 schools at 12 meetings in 2020. • 141 staff from 109 schools attended six network meetings in 2020 • As the network meetings were conducted virtually, we were able to record the sessions. An additional 41 staff from 32 schools accessed the recorded sessions. • ISV's long-term goal is to reduce the need within network meetings to focus on the implementation of the NCCD. While the knowledge and awareness of school staff is showing continuous improvement each year, we believe that this goal will be difficult to achieve until the specific, detailed queries being raised by schools can be resolved and agreed upon by a central body.
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	<p>3. Data quality assurance</p> <p>a. ISV will analyse previous years' NCCD data, to develop benchmarked guidelines for schools about the likely characteristics of an 'average' school's NCCD data.</p>	<p>Activity 3</p> <p>Identification of the causes of variation in NCCD data, and the extent to which these are impacting on schools' NCCD reporting.</p> <p>Achieved</p>	<p>Activity 3</p> <p>Short term: ISV identifies and works one-on-one with at least ten schools to analyse their NCCD data.</p> <p>100% achieved</p> <p>Long term: ISV anticipates that, as the NCCD becomes a stable and established data collection, the project can continue, but its urgency will reduce.</p> <p>Reliable and stable benchmarks will be developed and maintained, against which schools can compare and analyse their own results.</p>	<p>Activity 3</p> <ul style="list-style-type: none"> • We will monitor the schools' 2021 NCCD numbers to evaluate the longer-term impact of the assistance. • In the longer-term, ISV will continue to test the concept, to establish that a statistical benchmarking approach is valid for analysing NCCD data in schools. Data analysis in 2018, 2019 and 2020 shows that NCCD data in Victorian Independent schools is stable at the macro-level, but remains more variable at the school level. More time is required to establish the extent to which this school-level variability is a natural product of students' changing needs, or still in part a reflection of misunderstandings about the NCCD. As the data process becomes more embedded in schools, we will continue to work to assess the volatility of NCCD data across time within schools. We will also look at within-school data variation, for instance across campuses and between primary and secondary levels, as this continues to be a significant source of variance in schools – particularly where different staff are responsible for different parts of schools.
	<p>4. Direct support for schools</p> <p>a. This will include:</p> <p>i. Acting as a conduit of information for Victorian Independent schools on the NCCD</p> <p>ii. The provision of 'help desk' advice and support to schools</p> <p>iii. Working directly in schools with individual learning needs staff, school leadership and whole-school groups to ensure consistency of understandings and application of the NCCD</p> <p>iv. The development of support materials such as flow charts and process maps.</p>	<p>Activity 4</p> <p>Improved consistency of understanding and application of the NCCD within and between schools.</p> <p>Achieved</p>	<p>Activity 4</p> <p>Short term: ISV will identify and work one-on-one with at least ten schools to analyse their NCCD data.</p> <p>Schools will have process outlines to assist them in meeting NCCD requirements.</p> <p>Schools will have additional resources to identify SWD.</p> <p>100% achieved</p> <p>Long term: ISV anticipates that, as the NCCD becomes a stable and established data collection, the project can continue, but its urgency will reduce.</p> <p>There will be reduced variation in schools' NCCD results from year to year as a result of the movement to the new data collection.</p>	<p>Activity 4</p> <p>In the longer-term, as more schools receive support, and in conjunction with the other elements of ISV's NCCD strategy, we expect that this increased understanding of the NCCD within schools will extend to an improved consistency of understanding between schools.</p>

	<p>5. Professional learning</p> <p>a. ISV will run professional learning sessions for schools, looking in depth at issues such as:</p> <p>i. The interface between English as an Additional Language/Dialect (EALD) and Disability</p> <p>ii. Identifying imputed disabilities where students also come from an EALD background.</p> <p>iii. Identify how IT systems can be used to support schools in the implementation and administration of the NCCD</p> <p>b. ISV will also provide an introduction to the NCCD for new staff in schools.</p> <p>6. Student Assessment</p> <p>a. ISV will provide consultants from both health and education backgrounds to support schools. The consultants will assist schools in identifying the needs of individual students with additional needs, applying strategies and resources to assist students.</p> <p>b. ISV will also run several 'Moving Forward' professional learning sessions for classroom teachers and individual learning needs staff to improve their expertise in identifying and supporting the needs of students.</p>	<p>Activity 5</p> <p>Schools are better able to distinguish between different causes of educational disadvantage for students with additional needs.</p> <p>Reduction in the incorrect inclusion and exclusion of students with EALD and/or trauma in the NCCD.</p> <p>Schools are better able to assess how they can integrate the NCCD into their usual classroom practice, to ensure that the NCCD supports educational outcomes for students.</p> <p>Achieved</p> <p>Activity 6</p> <p>Better awareness by classroom teachers, school leadership and other staff of students with disability.</p> <p>Achieved (partially)</p>	<p>Activity 5</p> <p>Short term: Representatives from 50 Independent schools will attend professional learning opportunities.</p> <p>100% achieved – but in a different format (refer to next column)</p> <p>Long term: ISV anticipates that, as the NCCD becomes a stable and established data collection, the project can continue, but its urgency will reduce.</p> <p>The identification of students with disability to be included in the NCCD will become increasingly accurate.</p> <p>The work required by schools to implement the NCCD will become integrated into normal school practice.</p> <p>Activity 6</p> <p>Short term: Three 'Moving Forward' professional learning sessions will be run across Victoria.</p> <p>0% achieved</p> <p>Long term: While having an immediate impact on the quality of NCCD data, ISV believes that this project will have a roader and longer-term benefit for schools.</p> <p>Schools will feel better able to identify students with disability and the adjustments required to meet their individual needs.</p>	<p>Activity 5</p> <ul style="list-style-type: none"> ISV hoped to have representatives from at least 50 schools attend professional learning activities in 2020. With the cancellation of face-to-face professional learning activities, we had to change some of the topics covered to provide sessions that could be conducted virtually. Overall, 209 representatives from 106 schools attended workshops and seminars. In the longer term, we would expect to see schools better able to identify the complex needs of students and meet those students' educational needs. <p>Activity 6</p> <ul style="list-style-type: none"> ISV's short-term goal was to include 20 schools in the consultancy program, and to run nine 'Moving Forward' sessions. We were not able to meet the goal of the consultancy program, with the entire program having to be cancelled because of Covid. ISV also continued to make available to schools a series of podcasts from previous years' 'Moving Forwards' sessions. ISV continued to work in 2020 on our Student Assessment Tool. The Covid pandemic limited our ability to meet with allied health professionals and Individual Needs Coordinators, and work on the tool will continue in 2021. Our long-term goal is to provide better access for schools to specialist health and educational services, particularly where the school is geographically remote from those services.
<p>Project 2. Online delivery of the National Assessment program</p>	<p>1. General support</p> <p>a. In Victoria, the Victorian Curriculum and Assessment Authority (VCAA) is directly responsible for managing the process of moving to NAPLAN online. This includes acting as the 'help desk' for schools from all sectors.</p> <p>b. ISV will have staff members fully involved in this priority area. ISV has membership of the VCAA Steering Committee</p>	<p>Activity 1</p> <p>Increasing the number of Victorian Independent schools involved in NAPLAN online at an appropriate stage in the transition.</p> <p>Not achieved due to cancellation of NAPLAN</p>	<p>Activity 1</p> <p>Given the current position of the NAPLAN online project, it is difficult to set targets for 2020.</p>	<p>Due to the Covid pandemic, NAPLAN was cancelled in 2020.</p>

	<p>and OAWG's Project Managers' Working Group. Schools are strongly encouraged to participate in NAPLAN online. ISV directs all school queries directly to the VCAA to ensure consistent communication.</p> <p>2. Data analysis and targeted support to schools.</p> <p>a. ISV will analyse schools' NAPLAN performance for 2020 with the assistance of the VCAA NAPLAN Data Service.</p>	<p>Activity 2 Identification of the extent to which NAPLAN online alters students' NAPLAN results.</p> <p>Not achieved due to cancellation of NAPLAN</p>	<p>Activity 2 Short term: ISV will analyse the NAPLAN data of all Victorian Independent schools that participate in NAPLAN online in 2020.</p> <p>Long term: While having an immediate impact on the implementation of NAPLAN Online, ISV believes that this project will have a broader and longer-term benefit for schools once all schools have moved to online testing.</p> <p>ISV will be able to develop a range of targeted improvement strategies, informed in part by NAPLAN analysis.</p>	<p>Activity 2 Due to the Covid pandemic, NAPLAN was cancelled in 2020. Therefore, no data analysis was conducted by ISV.</p>
<p>Project 3 Governance and financial management</p>	<p>1. Governance training</p> <p>a. ISV will offer training for school leaders and governing body members specifically on governance and financial management. They will be offered both in-school and out-of-school times (in the evening and on weekends) to suit governing body members.</p> <p>b. In-school consulting services will be provided based on the results of governance surveys that ISV will administer (these surveys will be industry benchmarked). These consulting services will provide for individual interventions for governing bodies.</p> <p>2. Governance help desk</p> <p>a. ISV will provide a governance 'help desk', where schools are able to seek information and guidance about governance related issues.</p>	<p>Each of the five activities has been listed separately below.</p> <p>Activity 1 Governing body members having a deeper understanding of their role and their schools' financial position. This should result in better decision making by governing body members.</p> <p>Achieved</p> <p>Activity 2 Schools will be able to resolve their issue by having accessed the help desk. Targeted assistance is provided to schools as a result of the help desk.</p>	<p>Each of the five activities has been listed separately below.</p> <p>Activity 1 Strong support of subsidised governance and financial seminars and workshops, as demonstrated by the number of participating schools (expect at least 30 participants to attend the short seminars and at least 70 participants at the weekend residential programs).</p> <p>It's difficult to put a percentage figure on this – see comments in next column</p> <p>Improvement in governing body members' understanding of their role and their schools' financial position, as demonstrated by the results of pre and post surveys of attendees at seminars and workshops.</p> <p>It's difficult to put a percentage figure on this – see comments in next column</p> <p>Activity 2 At least twenty schools and governing body members accessing the help desk.</p> <p>100% achieved</p>	<p>Activity 1</p> <ul style="list-style-type: none"> • Governance Online Course (2 modules) – 42 people trained • ISV/VRQA Video Conference twilight session on school board compliance and Child Safe Standards – 57 participants, 32 watched recording afterwards • 2 x Personal School Board Session – 21 board members trained. • Numerous enquiries and calls from various school representatives <p>Activity 2</p> <ul style="list-style-type: none"> • On average a board member or school senior representative contacted ISV weekly to obtain advice on the following topics:

	<p>3. Development and publication of governance resources.</p> <p>a. ISV intends developing and publishing resources to assist schools with financial management and benchmarking.</p> <p>b. ISV will also provide tools to enable schools to analyse and benchmark their financial and performance data.</p> <p>4. Interactive online communication tool (isConnect)</p> <p>a. ISV will continue to develop an online communication tool to provide school leaders and governing body members with information that helps support them in the core business of running a school. This includes the development of the extensive School Process Architecture (the SPA) and our work to ensure that schools understand and use the SPA.</p> <p>b. The online information will be accessible at all times. ISV will work with designers in the development of this tool and online applications.</p> <p>c. ISV will evaluate the tool's use to inform future provision and support for schools.</p>	<p>Achieved</p> <p>Activity 3 Governing body members making better and more strategic decisions.</p> <p>Achieved</p> <p>Activity 4 School leaders and governing body members having instant and easy access to high quality information so that they can make better decisions.</p> <p>Achieved</p>	<p>Activity 3 At least 25 schools and governing body members accessing the resources.</p> <p>100% achieved</p> <p>Activity 4 At least 50 schools signing up to use the online tool.</p> <p>100% achieved</p> <p>Increasing numbers of 'hits' and 'page views' by leaders and governing body members, particularly with content related to governance and financial management practices.</p> <p>100% achieved</p>	<ul style="list-style-type: none"> ○ School Constitution ○ Compliance ○ Principal Reviews/Appointments ○ Board Structure ○ Sample Policies <p>Activity 3</p> <ul style="list-style-type: none"> ● Additional resources were updated for school board members and senior school staff to access in 2020 via isConnect, with a focus on school compliance with VRQA minimum standards. ● The Governance, Compliance and Risk areas of isConnect had more than 2,000 users having over 4,000 views <p>Activity 4</p> <ul style="list-style-type: none"> ● Every Victorian independent school has signed up as an active school account to isConnect and by the end of 2020 there were more than 3,500 active individual users registered. This was an increase from 2,500 at the end of 2019. ● There are over 700 resources and pieces of content available to schools, accessed anywhere, anytime, on any device across the 6 key areas of the School Process Architecture – Vision & Strategy; Governance, Compliance & Risk; Learning & Wellbeing; Facilities, Operations & Finance; People & Culture; and Communications & Relationships.
<p>Project 4 Principals' Executive Network</p>	<p>ISV will deliver a residential program for new principals. The program will consist of four sessions over a twelve-month period and will cover a range of leadership, governance and managerial topics. ISV will continue to provide ongoing support for principals in the first three years of their principalship, which will involve sponsoring Principals to undertake the Deloitte Courageous Principals Residential program coaching sessions provided by accredited coaches as well as mentoring from experienced principals.</p>	<p>New and inexperienced principals being better prepared to carry out their role.</p> <p>Principals having access to ongoing support and networking platform.</p> <p>Achieved</p>	<p>At least 10 new principals participating in the program.</p> <p>100% achieved</p> <p>New and inexperienced principals feeling better prepared to carry out their role, as demonstrated by the results of pre and post surveys.</p> <p>100% achieved</p> <p>New principals feeling connected to colleagues from other school Principals and ISV expertise and support.</p> <p>100% achieved</p>	<ul style="list-style-type: none"> ● Due to the Covid pandemic, the residential aspect of the program was not able to occur. However, 21 new principals participated in the online Zoom program. ● Experienced presenters, including statutory authorities familiar with the requirements of schools, provided new principals with information and support with a focus on leading an accountable and effective organisation. ● New principals were provided with tools including program references to the Australian Professional Standard in leading performance development of their teachers as well as leading teaching and learning in their schools. ● New principals also explored the art and science of

				<p>leadership and strategies to better equip them with managing change.</p> <ul style="list-style-type: none"> • Due to the Covid pandemic, new principals were matched with an accredited ISV Coach in place of their peers as part of the peer coaching session and connected throughout the year via Zoom. • Due to the Covid pandemic, the extension to the program where new principals were previously matched with an experienced principal from an Independent school to coach for continued support in their second year of principalship was not implemented. <p>The post-survey results showed 100% found the sessions very relevant and met their needs in their role as a new principal, with requests for follow up. Extended coaching opportunities with ISV accredited Coaches have been provided on request.</p>
<p>Project 5 New Business Managers' Program</p>	<p>ISV will deliver a two-day program for new business managers. The program will cover a range of leadership and managerial topics.</p>	<p>New business managers being better prepared to carry out their role.</p> <p>Not achieved (cancelled due to Covid restrictions)</p>	<p>At least 10 new business managers participating in the program.</p> <p>0% achieved (cancelled due to Covid restrictions)</p> <p>Participants feeling better prepared to carry out their role, as demonstrated by the results of pre and post surveys.</p>	<p>All of the planning and preparation for the program had been conducted but unfortunately the program was cancelled at late notice due to the Covid pandemic restrictions.</p>
<p>Project 6 Idea into Action (I2A)</p>	<p>The program, in conjunction with Harvard University, will support leaders in harnessing rich ideas and turning them into action.</p>	<p>The creation of empirically based frameworks and models will be produced that identify and evaluate approaches to the challenge of support ideas into action as well as a set of action strategies and tools for supporting ideas into action.</p> <p>Achieved</p>	<ul style="list-style-type: none"> • The next phase of the project in 2020 is to continue working on three extensive case studies with schools tracking the implementation of a major change initiative, testing and providing regular feedback on the I2A tools and frameworks. • There are five broad tools and five targeted tools included in the I2A Toolkit to be tested as part of the Case Studies conducted in 2020. • In addition to the three extensive case study schools, in 2020 there will be a new research with tools and frameworks that will be shared with two additional schools for data collection. <p>100% achieved</p>	<ul style="list-style-type: none"> • At the commencement of 2020, Reach Front tools and frameworks (one pack) was being test and trialled by two Independent Schools. This trial has been extended into 2021, due to remote learning in 2020, with an additional two packs of Reach Front tools and frameworks. • Schools meet with ISV and researchers regularly to give feedback and suggestions on the use of the tools and frameworks with students. • The ongoing development, testing and refinement of I2A tools for the Eco Front continued in 2020 with the three Case Study Schools who are conducting extensive case studies tracking the implementation of a major change initiative, testing and providing regular feedback on the I2A tools and frameworks for the Eco Front. These case studies continue in 2021.
<p>Project 7 Beginning Teaching Program</p>	<p>In line with the Australian Government's focus on quality teaching, ISV will continue a project that establishes a mentoring relationship between beginning teachers and experienced teachers (fellows). The fellows work with the beginning teacher and their in-school mentor to provide professional support and advice.</p>	<p>Beginning teachers will be better prepared when they transition to the proficient teacher level.</p> <p>Within-school mentors of beginning teachers will have a greater capacity to support future beginning teachers.</p> <p>Achieved</p>	<p>Short term: At least 30 beginning teachers in 15 schools will participate in the project.</p> <p>50% achieved</p> <p>Long term: ISV will undertake an evaluation of the participants in this</p>	<p>Short term:</p> <ul style="list-style-type: none"> • 15 beginning teachers in 4 schools participated in the 2020 project. • 10 mentors were also part of the project. • 46 mentors across the state participated in a joint VIT and ISV Effective Mentoring training online.

	<p>Participating beginning teachers also receive targeted professional learning and networking opportunities.</p> <p>ISV will collaborate with the Victorian Institute of Teaching (VIT) in the delivery of the program.</p>		<p>project, to determine the extent to which they are:</p> <ul style="list-style-type: none"> • Better prepared to work in schools • More likely to remain in the profession • Better prepared when completing their Evidence of Professional Practice for full registration via the VIT. 	<p>The short term follow up survey results in summary:</p> <ul style="list-style-type: none"> • All participants felt the sessions with the ISV Fellow were beneficial. • The opportunity to discuss challenges in the role was of great benefit. • The opportunity to ask questions about classroom practice was appreciated by all. • Specific knowledge and understandings that they felt applied directly to their role as a beginning teacher was advice on Classroom layout, Explicit Teaching, Organisation and Administration, Resources, Behaviour Management, Planning, Reporting and Assessment advice. • Many also felt it helped them understand the Independent Sector in more detail. • The online program was well received and more networking opportunities would also help. • The mentors noted that a network for Mentors would be also a good idea. <p>Long term:</p> <p>ISV undertook an evaluation survey of the participants in this project. The results showed that the teachers not only found the program very beneficial, but they also gained confidence in classroom practice and built on their knowledge through professional readings and practice that were provided. Feedback from the Mentors was also very positive, particularly concerning VIT information and guidance.</p>
<p>Project 8 Principal Wellbeing Project</p>	<p>ISV has conducted extensive research into the wellbeing of principals. This project will provide ongoing support for principals as a result of this research.</p>	<p>Principals feeling better equipped to cope with the challenges of their role.</p> <p>Achieved</p>	<ul style="list-style-type: none"> • At least 10 principals participating in the program • Principals feeling better prepared to carry out their role, as demonstrated by the results of pre and post surveys. <p>100% achieved</p>	<p>The twenty one participants in the New Principals' Program were able to access the Mindful Leading Program. In addition, online wellbeing sessions were offered to all Principals.</p>
<p>Project 9 Policy templates</p>	<p>Development of a series of model policies and accompanying documents to support schools.</p>	<p>Schools having an improved policy framework.</p> <p>Achieved</p>	<p>An increased number of model policies available for schools.</p> <p>100% achieved</p> <p>An increased number of schools accessing the policies, as measured by the number of times the documents are downloaded.</p> <p>100% achieved</p>	<ul style="list-style-type: none"> • ISV produced an additional 15 policy documents. These consisted of model policies as well as guidance material. • Schools accessed these documents via ISV's website and isConnect. • In the latter part of 2020, ISV commenced work on a new online platform, isComply, which will support schools in managing their compliance and reporting requirements. The new platform was launched in March 2021.

Project 10 Southern Cross - STEM focus	ISV to deliver facilitated training on using process management tools to develop and improve STEM approaches.	Improved provision and implementation of STEM in schools. Achieved	At least 15 schools participating in the program. 20% achieved	Due to the Covid pandemic restrictions, ISV was only able to offer this face-to-face program in March 2020. As a consequence, only three schools participated.
Project 11 Literacy and Numeracy Predictive analytics Platform	In line with the Australian Government's focus on literacy and numeracy, and to better understand the plateauing of Australia's performance on national and international assessments, ISV will develop and pilot an analysis platform for independent schools that combines NAPLAN and progressive achievement data alongside wellbeing data to enable schools to better predict student performance and better identify appropriate intervention strategies. Training will also be developed to ensure internal staff and teachers and school leaders can make the most of the platform.	The pilot project will see ISV work with a small number of pilot schools to develop a reporting application for improved analysis within schools concerning literacy and numeracy that puts analysis of school-level records at the fingertips of teachers. ISV will also develop an online training module for using the system. Achieved (partially)	The implementation of the pilot program. Development of the predictive analytics platform for internal and external use. The development of an online training module for the use of the platform. It's difficult to put a percentage figure on this – see comments in next column	Implementation of this project was severely impacted by the Covid pandemic restrictions. The schools that had agreed to take part in the pilot project could not find time to dedicate to this initiative due to the significant impact of the restrictions and the project was delayed. However, we have partnered with eight schools to pick up the project again in 2021. These schools are: <ul style="list-style-type: none"> • Girton Grammar School • Presbyterian Ladies' College • Balcombe Grammar School • Aitken College • Christian College Geelong • Tintern Grammar • Mentone Grammar • Beaconhills College We have also begun development of the first training package around data literacy, which is a pre-requisite for users of the tool. This is now moving into the testing phase in early 2021.