

# **Non-Government Reform Support Fund**

## **2023 Workplan**

### **Independent Schools Victoria**

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

### **Independent Schools Victoria – Workplan 2023**

#### **Summary of Workplan for 2023**

In 2023, Independent Schools Victoria (ISV) will continue strengthening the three national priorities and supporting the schools we represent as follows:

1. improve the quality of information on the Nationally Consistent Collection of Data on School Students with Disability and to improve the efficiency and integrity of the data collection
2. strengthening NAPLAN, including through bringing the test window forward to term 1 from 2023 and offering schools the opportunity to opt-in to assessment of students' ability in Science, Digital Literacy and Civics and Citizenship
3. improving governance and financial management practices in non-government schools to strengthen financial viability, improve business decision making and build resilience to mitigate unforeseen circumstances.

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

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

ISV currently receives funding under a range of Victorian Government Programs. In 2023, these include:

- the Breaking the Link Program for Non-Government Schools: \$546,901 (ex. GST) has notionally been allocated for 2023 to support initiatives that reduce the impact of economic, cultural and locational disadvantage for Victorian students
- the Happy, Healthy and Resilient Kids Program for Non-Government Schools: \$1,986,373 (ex. GST) has notionally been allocated in 2023 to support the physical and emotional wellbeing of Victorian students. This includes the provision of professional services to students with special needs, such as visiting teacher services, psychology services and speech pathology services, and initiatives that support student resiliency
- the Learning for Life Program for Non-Government Schools: \$2,187,603 (ex. GST) has notionally been allocated in 2023 to support initiatives that support students to achieve excellence in educational outcomes.

While funding must be allocated to Victorian Independent schools under each of these three programs, where appropriate, ISV has the ability to transfer funds between the programs, to target support where it is most needed in schools.

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

ISV has a School Improvement Team comprising a number of Principal Consultants. The team consists of former Principals and senior educators and works directly in schools to support improvement initiatives. The team will continue to provide support to schools in 2023 and this will include guidance and advice to schools in relation to the three national priorities. The team will also provide support for schools in key initiatives such as:

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

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

All of the activities outlined in this Workplan go beyond the normal service provision for Victorian independent schools.

**Summary of budget**

<b>Indicative budget Independent Schools Victoria 2023 workplan (ex GST)</b>				
<b>Project</b>	<b>Activities</b>	<b>Reform support funding (ex GST)</b>	<b>Funding from other sources (ex GST)</b>	<b>Total project funding (ex GST)</b>
<b>NCCD</b>	Project to improve collection of data to support the NCCD.	\$710,000	\$0	\$710,000
<b>NAPLAN</b>	Strengthening NAPLAN	\$250,000	\$0	\$250,000
<b>Governance and financial management</b>	Staff costs/Contractors	\$805,800	\$0	\$805,800
	Travel	\$20,000	\$0	\$20,000
	Professional Learning sessions	\$260,000	\$0	\$260,000
	Development of Resources	\$55,000	\$0	\$55,000
	Research	\$80,000	\$0	\$80,000
	Interactive tool – content	\$215,000	\$0	\$215,000
<b>Quality Teaching</b>	Principals’ Executive Network	\$100,000	\$0	\$100,000
	New Business Managers’ Program	\$25,000	\$0	\$25,000
	Idea into Action	\$480,000	\$0	\$480,000
	Beginning Teaching Program	\$60,000	\$0	\$60,000
	Agile Principals Project	\$200,000	\$0	\$200,000
	Policy templates	\$150,000	\$0	\$150,000
<b>Boosting Literacy and Numeracy</b>	Student performance and wellbeing analytics	\$180,000	\$0	\$180,000
	Administration of projects	\$229,200	\$0	\$229,200
	<b>Total funding for 2023 (ex GST)</b>	<b>\$3,820,000</b>	<b>\$0</b>	<b>\$3,820,000</b>

**Non-Government Reform Support Fund**

**Independent Schools Victoria – Workplan 2023**

Project title	Project description and activities	Indicative budget	Expected outcomes/Overall achievements	Indicators of success
<p><b>National Policy (from NERA)</b></p> <p>Nationally Consistent Collection of Data on School Students with Disability</p>	<p>1. General support for NCCD</p> <p>a. Dedicated ISV staff will:</p> <p>i. facilitate network meetings with school staff</p> <p>ii. co-ordinate moderation sessions (including cross-sectoral moderation if feasible)</p> <p>iii. respond to queries from schools</p> <p>iv. forward documentation to schools.</p>	<p>Reform support funding: \$710,000</p> <p>Other funding: \$0</p> <p>FTE: 2.5</p>	<p><i>Each of the seven activities has been listed separately below.</i></p> <p>Activity 1</p> <p>Assist schools to accurately interpret the guidelines for gathering data to improve its validity and reliability.</p>	<p><i>Each of the seven activities has been listed separately below.</i></p> <p>Activity 1</p> <p>Short term:</p> <p>Support provided to all Victorian Independent schools</p> <p>Long term:</p> <p>Increased confidence in school staff in providing accurate, reliable NCCD data</p> <p>ISV anticipates that the importance of this general support will not change over time, especially as staff turnover continues within schools.</p>

	<p><b>2. Network/moderation meetings</b></p> <ul style="list-style-type: none"> <li>a. ISV will run a series of network and moderation meetings for individual learning needs staff in schools across Victoria.</li> <li>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</li> <li>c. Moderation will incorporate real, challenging de-identified case studies as moderation exemplars.</li> <li>d. ISV will work with other sectors to try to establish cross-sectoral moderation, if feasible.</li> </ul> <p><b>3. Data quality assurance</b></p> <ul style="list-style-type: none"> <li>a. ISV will analyse previous years' NCCD data, to update and expand benchmarked guidelines for schools about the likely characteristics of an 'average' school's NCCD data and the reasons for variations in NCCD data.</li> </ul>		<p><b>Activity 2</b></p> <p>Improved consistency of understanding and application of the NCCD between schools</p> <p>Provision of information to the Schools Policy Group about legitimate areas of confusion or interpretation in the existing guidelines for schools</p> <p><b>Activity 3</b></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><b>Activity 2</b></p> <p>Short term:</p> <p>At least 15 network and/or moderation meetings will be conducted in 2023.</p> <p>Representatives from 100 Independent schools will participate in at least one network and/or moderation meeting in 2023.</p> <p>Long term:</p> <p>ISV anticipates that, as the NCCD becomes a stable and established data collection, the urgency of this project will reduce. However, within-school, sector and cross-sector moderation activities will remain an important, on-going aspect of the NCCD.</p> <p>There will be reduced variation in schools' NCCD results from year to year as a result of the movement to the new data collection or as a result of staff changes in schools.</p> <p><b>Activity 3</b></p> <p>Short term:</p> <p>ISV identifies and works one-on-one with at least ten schools to analyse their NCCD data.</p> <p>Long term:</p> <p>ISV anticipates that, as the NCCD becomes a stable and established data collection, the</p>
--	---	--	--	--

	<p><b>4. Direct support for schools</b></p> <p>a. This will include:</p> <ul style="list-style-type: none"> <li>i. acting as a conduit of information for Victorian Independent schools on the NCCD</li> <li>ii. the provision of ‘help desk’ advice and support to schools</li> <li>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</li> </ul>		<p><b>Activity 4</b></p> <p>Improved consistency of understanding and application of the NCCD within and between schools</p>	<p>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><b>Activity 4</b></p> <p>Short term:</p> <p>ISV will identify and work one-on-one with at least ten schools to analyse their NCCD data.</p> <p>Schools will have additional resources and tools to identify SWD</p> <p>Long term:</p> <p>ISV anticipates that, as the NCCD becomes a stable and established data collection, the project can continue, but its urgency will reduce.</p> <p>There will be reduced variation in schools’ NCCD results from year to year as a result of the movement to the new data collection or as a result of staff changes in schools.</p>
--	--	--	--	--

	<p><b>5. Professional learning</b></p> <ul style="list-style-type: none"> <li>a. ISV will run professional learning sessions for schools, looking in depth at issues such as: <ul style="list-style-type: none"> <li>i. identifying imputed disabilities</li> <li>ii. using screening tools to assess student need</li> <li>iii. identifying and supporting students with learning disabilities, such as dyslexia and dyscalculia</li> <li>iv. identifying and supporting students with social and emotional disabilities such as depression and anxiety.</li> </ul> </li> <li>b. ISV will also continue to provide an introduction to the NCCD for new staff in schools.</li> </ul> <p><b>6. Student Assessment</b></p> <ul style="list-style-type: none"> <li>a. ISV will also run several professional learning sessions for classroom teachers and individual learning needs staff to improve their expertise in identifying and supporting the needs of students.</li> <li>b. ISV has developed Student Adjustment resources to</li> </ul>		<p><b>Activity 5</b></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><b>Activity 6</b></p> <p>Better awareness by classroom teachers, school leadership and other staff of students with disability</p>	<p><b>Activity 5</b></p> <p>Short term: Representatives from 50 Independent schools will attend both on site and online professional learning opportunities.</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><b>Activity 6</b></p> <p>Short term: While there has been a delay in the launch of a single, centralised tool, the underlying Student Adjustment resources will be launched to schools.</p> <p>Long term: While having an immediate impact on the quality of NCCD data, ISV believes that this</p>
--	---	--	---	---



	<p>support the identification of student need along with a range of adjustments designed to enable students to access and participate in education. These resources will be launched to schools in 2023.</p>			<p>project will have a broader and longer-term benefit for schools.</p> <p>Schools will feel better able to identify students with disability and the adjustments required to meet their individual needs.</p>
--	--	--	--	--

Project title	Project description and activities	Indicative budget	Expected outcomes/Overall achievements	Indicators of success
<p><b>National Policy (from NERA)</b></p> <p>Strengthening NAPLAN, including through bringing the test window forward to term 1 from 2023 and offering schools the opportunity to opt-in to assessment of students' ability in Science, Digital Literacy and Civics and Citizenship</p>	<ol style="list-style-type: none"> <li>1. General support               <ol style="list-style-type: none"> <li>a. In Victoria, the Victorian Curriculum and Assessment Authority (VCAA) is directly responsible for managing the the delivery of NAPLAN online. This includes acting as the 'help desk' for schools from all sectors.</li> <li>b. ISV will have staff members fully involved in this priority area. ISV has membership of various cross-sectoral committees and working groups that are facilitated by the VCAA. Whilst ISV assists schools in understanding their obligations in managing NAPLAN, ISV directs all formal school queries directly to the VCAA to ensure consistent communication.</li> <li>c. ISV will work with the VCAA in encouraging greater participation in assessment of students' ability in Science, Digital Literacy and Civics and Citizenship</li> </ol> </li> </ol>	<p>Reform support funding: \$250,000</p> <p>Other funding: \$0</p> <p>FTE: 1.0</p>	<p>Activity 1</p> <p>Victorian independent schools having an increased capacity to deliver NAPLAN online and to participate in Science, Digital Literacy and Civics and Citizenship assessments.</p>	<p>Activity 1</p> <p>An increase in the number of students successfully participating in NAPLAN online.</p> <p>An increase in the number of schools participating in Science, Digital Literacy and Civics and Citizenship assessments.</p>

	<p><b>2. Data analysis and targeted support to schools</b></p> <p>a. ISV will analyse schools' NAPLAN performance for 2023 with the assistance of the VCAA NAPLAN Data Service.</p> <p>b. This, combined with ISV's own analysis of NAPLAN data, will inform the provision of future targeted assistance for schools in improving teaching strategies and literacy and numeracy outcomes. ISV's team of Principal Consultants will work directly with schools in implementing improvement strategies.</p>		<p><b>Activity 2</b></p> <p>Identification of the extent to which NAPLAN online alters students' NAPLAN results</p>	<p><b>Activity 2</b></p> <p>Short term:</p> <p>ISV will analyse the NAPLAN data of all Victorian Independent schools that participate in NAPLAN online in 2023.</p> <p>Long term:</p> <p>ISV will be able to develop a range of targeted improvement strategies, informed in part by NAPLAN analysis.</p>
--	---	--	---	---

Project title	Project description and activities	Indicative budget	Expected outcomes/Overall achievements	Indicators of success
<p><b>National Policy (from NERA)</b></p> <p>Governance and financial management</p>	<p>1. Governance Training</p> <p>a. ISV will offer training for school leaders and governing body members specifically on governance and financial management. They will be offered both in-school and out-of-school times (in the evening and on weekends) to suit governing body members.</p> <p>b. In-school consulting services will be provided based on the results of governance surveys that ISV will administer (these surveys will be industry benchmarked). These consulting services will provide for individual interventions for governing bodies.</p> <p>c. An online self-paced course, mirroring the existing workshop, has been developed and offered as an alternative to the in-person sessions.</p>	<p>Reform support funding: \$1,435,800</p> <p>Other funding: \$0</p> <p>FTE: 8.0</p>	<p>Each of the four 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>Each of the four 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 sessions)</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>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>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 tools (isConnect and isComply)</p> <p>a. ISV will continue to develop online communication and compliance tools to provide school leaders and governing body members with information that helps support them in the core business of running a school. This includes the development of the extensive School Process Architecture (the SPA) and our work to ensure that</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>Activity 3 Governing body members making better and more strategic decisions</p> <p>Activity 4 School leaders and governing body members having instant and easy access to high quality information so that they can make better decisions</p>	<p>Activity 2 At least twenty schools and governing body members accessing the help desk</p> <p>Activity 3 At least 25 schools and governing body members accessing the resources</p> <p>Activity 4 At least 50 schools signing up to use the online tool  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>schools understand and use the SPA.</p> <ul style="list-style-type: none"><li>b. The online information will be accessible at all times. ISV will work with designers in the development of this tool and online applications.</li><li>c. ISV will evaluate the use of these tools to inform future provision and support for schools</li></ul>			
--	--	--	--	--

Project title	Project description and activities	Indicative budget	Expected outcomes/Overall achievements	Indicators of success
<p><b>2022/2023 priority</b></p> <p><b>Quality schools</b></p> <p>Principals' Executive Network</p>	<p>ISV will deliver a residential program, complemented by virtual sessions, for new principals. The program will consist of three residential sessions over a twelve month period and will cover a range of leadership, governance and managerial topics. The virtual sessions will be held at regular intervals between the residential sessions.</p> <p>ISV will continue to provide ongoing support for principals in the first three years of their principalship, which will involve sponsoring Principals to undertake the Deloitte Courageous Principals Residential program coaching sessions provided by accredited coaches as well as mentoring from experienced principals.</p>	<p>Reform support funding: \$100,000</p> <p>Other funding: \$0</p> <p>FTE: 0.5</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>At least 10 new principals participating in the program</p> <p>New and inexperienced principals feeling better prepared to carry out their role, as demonstrated by the results of pre and post surveys.</p> <p>New principals feeling connected to colleagues from other school Principals and ISV expertise and support.</p>

Project title	Project description and activities	Indicative budget	Expected outcomes/Overall achievements	Indicators of success
<p><b>2022/2023 priority</b></p> <p><b>Quality schools</b></p> <p>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>Reform support funding: \$25,000</p> <p>Other funding: \$0</p> <p>FTE: 0.2</p>	<p>New business managers being better prepared to carry out their role</p>	<p>At least 10 new business managers participating in the program</p> <p>Participants feeling better prepared to carry out their role, as demonstrated by the results of pre and post surveys</p>



Project title	Project description and activities	Indicative budget	Expected outcomes/Overall achievements	Indicators of success
<p><b>2022/2023 priority</b></p> <p><b>Quality schools</b></p> <p>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>Reform support funding: \$480,000</p> <p>Other funding: \$0</p> <p>FTE: 2.5</p>	<p>The creation of empirically based frameworks and models will be produced that identify and evaluate approaches to the challenge of supporting ideas into action as well as a set of action strategies and tools for supporting ideas into action.</p>	<p>The next phase of the project in 2023 is to focus on the Reach front of the project with 2 pilot schools, testing and providing ongoing feedback to the research team. This will involve school visits, interviews and ongoing data collection. A new research front will also be introduced, where two new pilot schools will be invited to participate.</p>

Project title	Project description and activities	Indicative budget	Expected outcomes/Overall achievements	Indicators of success
<p><b>2022/2023 priority</b></p> <p><b>Quality schools</b></p> <p>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 (ISV Principal Consultants). The Consultants work with each beginning teacher and their in-school mentor to provide professional support and advice.</p> <p>Participating beginning teachers also receive targeted professional learning and networking opportunities.</p> <p>ISV will collaborate with the Victorian Institute of Teaching (VIT) in the delivery of the program.</p>	<p>Reform support funding: \$60,000</p> <p>Other funding: \$0</p> <p>FTE: 0.3</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>Short term:</p> <p>At least 30 beginning teachers in 15 schools will participate in the project</p> <p>Long term</p> <p>ISV will undertake an evaluation of the participants in this project, to determine the extent to which they are:</p> <ul style="list-style-type: none"> <li>• Better prepared to work in schools</li> <li>• More likely to remain in the profession</li> <li>• Better prepared when completing their Evidence of Professional Practice for full registration via the VIT.</li> </ul>

Project title	Project description and activities	Indicative budget	Expected outcomes/Overall achievements	Indicators of success
<p><b>2022/2023 priority</b></p> <p><b>Quality schools</b></p> <p>Agile Principals Project</p>	<p>ISV has been conducting extensive research into the agility of principals to lead their schools. This project will provide ongoing support and guidance for principals as a result of this research.</p> <p>ISV has also developed a Principal Review tool to support Principal Growth. The process has been designed for school leaders to determine areas of strength in their leadership capacity and areas to improve with a focus on leadership characteristics and the AITSL Standard for Principals. The tool involves developing a professional growth plan for the principal as well as coaching and mentoring throughout the year.</p>	<p>Reform support funding: \$200,000</p> <p>Other funding: \$0</p> <p>FTE: 1.2</p>	<p>Principals feeling better equipped to cope with the challenges of their role and develop their capacity to better cope with the demands of their role.</p>	<ul style="list-style-type: none"> <li>• At least 2 principals participating in the program</li> <li>• Principals feeling better prepared to carry out their role, as demonstrated by the results of pre and post surveys and mentoring coaching opportunity that follows</li> </ul>

Project title	Project description and activities	Indicative budget	Expected outcomes/Overall achievements	Indicators of success
<p><b>2022/2023 priority</b></p> <p><b>Quality schools</b></p> <p>Policy templates</p>	<p>Development of a series of model policies and accompanying documents to support schools</p>	<p>Reform support funding: \$150,000</p> <p>Other funding: \$0</p> <p>FTE: 1.0</p>	<p>Schools having an improved policy framework</p>	<p>The number of model policies and accompanying documents to increase from 40 to at least 45.</p> <p>The number of downloads of the policies to increase from 200 to 250.</p>

Project title	Project description and activities	Indicative budget	Expected outcomes/Overall achievements	Indicators of success
<p><b>2022/2023 priority</b></p> <p><b>Boosting Literacy and Numeracy</b></p> <p>Student performance and wellbeing analytics</p>	<p>In line with the Australian Government's focus on literacy and numeracy, and to better understand the plateauing of Australia's performance on national and international assessments, ISV will continue to develop and implement an analysis platform for independent schools that combines NAPLAN and progressive achievement data alongside wellbeing data to enable schools to better predict student performance and better identify appropriate intervention strategies.</p> <p>Initial work on this project uncovered two major hurdles within schools:</p> <ol style="list-style-type: none"> <li>1. Significant structural challenges to consolidating and coordinating the data across various reporting systems within Independent schools</li> <li>2. Variable data literacy levels between and within schools.</li> </ol> <p>The project will include work to address these issues. Through our expertise and role as data broker among schools, we will develop technical responses to</p>	<p>Reform support funding: \$180,000</p> <p>Other funding: \$0</p> <p>FTE: 1.0</p>	<p>The project will see ISV work with a small number of schools to further develop a reporting application for improved analysis within schools concerning literacy and numeracy that puts analysis of school-level records at the fingertips of teachers. ISV will also develop an online data literacy module for using the system.</p>	<ul style="list-style-type: none"> <li>• The implementation of the program</li> <li>• Refinement of the analytics platform for internal and external use</li> </ul> <p>The development of an online training module on data literacy for the use of the platform.</p>

	<p>the consolidation and coordination of data to enhance the analytics platform. Dedicated data literacy training will also be delivered to ensure ISV's internal staff as well as teachers and school leaders can make the most of the platform.</p>			
--	---	--	--	--