Non-Government Reform Support Workplan

2021

Independent Schools Victoria

Non – Government Reform Support Fund

Independent Schools Victoria – Workplan 2021

Summary of Workplan for 2021

In 2021, Independent Schools Victoria (ISV) will continue to focus on the three Commonwealth Priorities:

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

ISV will also work with the Victorian government in the implementation of the reforms outlined in the bilateral agreement. This work will involve:
- Participation in the School Policy and Funding Advisory Council (SPFAC) and its working groups
- Sharing of data and information to assist with monitoring Victoria's state-wide performance
- Possible cross-sectoral school engagement on occasions.

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

To realise our vision, we:

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

ISV currently receives funding under a range of Victorian Government Programs. In 2021, these include:

- the Breaking the Link Program for Non-Government Schools: $538,577 has notionally been allocated for 2021 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: $1,956,141 has notionally been allocated in 2021 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: $2,154,309 has notionally been allocated in 2021 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.

When comparing this workplan to the workplan from previous years, the Happy, Healthy and Resilient Kids Program is equivalent to the State Support Services and Developing Resiliency

Programs from 2020, while 2020's Facilitation Program for School Improvement has been split into the Breaking the Link and Learning for Life Programs in 2021.

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 consisting of 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 2021 and this will include guidance and advice to schools in relation to the three Commonwealth Priorities. The team will also provide support for schools in key initiatives such as:
- Leadership development
- Support for beginning teachers
- Targeted improvement initiatives.

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

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

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

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

2. **Transition of NAPLAN to online delivery:**

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

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

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

3. **Improved governance and financial management practices:**

ISV will offer training through its Development Centre for school leaders and governing body members. These training sessions will be offered at different times (i.e. after hours and on weekends) and in different formats (i.e. face to face as well as via the use of video technology) to enable maximum attendance. In particular, ISV will facilitate two weekend residential programs for governing body members and school leaders. Topics include expectations and obligations under Australian company law, board performance, risk management, funding processes, financial responsibilities, delineation between strategic and operational matters, and many more.

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

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

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

Reform Support Funds will be used to support:
- the delivery of governance workshops and briefings
- the provision of a governance help desk
- the development and publication of financial benchmarking resources
- the development of online Process Management material.

ISV will also use Reform Support Funds to develop and deliver the following:
- Principals' Executive Network
- New Business Managers' Program
- Professional development on ISV's benchmarking tool (isAnalyse)
- Idea into Action program.

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

4. **Quality Teaching**

In line with the Australian Government's focus on quality teaching, ISV will continue a project that establishes a mentoring relationship between beginning teachers and experienced teachers (fellows). The fellows work with the beginning teacher and their in-school mentor to provide professional support and advice.

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

Evaluation Strategies:
- short-term follow-up surveys of participants' satisfaction

- long-term evaluation of participants' attitudes to teaching and professional destinations.

ISV will also use the Reform Support Fund to support the following programs and projects:
- Agile Principals Project
- Policy templates
- Southern Cross – STEM focus.

5. Boosting Literacy and Numeracy

In line with the Australian Government's focus on literacy and numeracy, and to better understand the plateauing of Australia's performance on national and international assessments, ISV will build on its recent research into NAPLAN performance and implement a pilot program with schools to develop a predictive analysis platform. The pilot will see ISV working with schools to align various database systems and reporting mechanisms to bring together NAPLAN, school-level progressive achievement data on literacy and numeracy, and student enrolment and wellbeing data to enable schools to better predict student performance and better identify appropriate intervention strategies around literacy and numeracy achievement.

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

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

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

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

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

Summary of budget

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

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

Non-Government Reform Support Fund

Independent Schools Victoria – Workplan 2021

Project title	Project description and activities	Indicative budget	Expected outcomes/ Overall achievements	Indicators of success

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 moderation sessions (including cross-sectoral moderation if feasible)
	    iii. respond to queries from schools
	    iv. forward documentation to schools.
	
	2. Network/moderation meetings
	  a. ISV will run a series of network meetings for individual learning needs staff in schools across Victoria.
		Reform support funding: **$650,000**
		
		Other funding: $0
		
		This table is for all of the activities in this project
		
			Staff costs/Contractors	*$278,000*

Travel	*$15,000*
Professional Learning sessions	*$67,000*
Research	*$70,000*
Consultancy	*$220,000*
Total	*$650,000*		*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. Activity 2 Improved consistency of understanding and application of the NCCD between schools	*Each of the seven activities has been listed separately below.* Activity 1 Short term: Support provided to all Victorian Independent schools Long term: Increased confidence in school staff in providing accurate, reliable NCCD data ISV anticipates that the importance of this general support will not change over time, especially as staff turnover continues within schools. Activity 2 Short term: At least 12 network meetings will be conducted in 2021, including moderation components

	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. d. ISV will work with other sectors to try to establish cross-sectoral moderation, if feasible.		Provision of information to the Schools Policy Group about legitimate areas of confusion or interpretation in the existing guidelines for schools	Representatives from 100 Independent schools will participate in at least one network meeting in 2021. Long term: 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. 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.
	3. Data quality assurance 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.		Activity 3 Identification of the causes of variation in NCCD data, and the extent to which these are impacting on schools' NCCD reporting.	Activity 3 Short term: ISV identifies and works one-on-one with at least ten schools to analyse their NCCD data. Long term: ISV anticipates that, as the NCCD becomes a stable and established data collection, the project can continue, but its urgency will reduce.

				Reliable and stable benchmarks will be developed and maintained, against which schools can compare and analyse their own results.

	4. Direct support for schools
	   a. This will include:
	     i. acting as a conduit of information for Victorian Independent schools on the NCCD
	     ii. the provision of 'help desk' advice and support to schools
	     iii. working directly in schools with individual learning needs staff, school leadership and whole-school groups to ensure consistency of understandings and application of the NCCD
	     iv. the development of support materials such as flow charts, process maps.
			Activity 4
			
			Improved consistency of understanding and application of the NCCD within and between schools
				Activity 4
				
				Short term:
				
				ISV will identify and work one-on-one with at least ten schools to analyse their NCCD data.
				
				Schools will have process outlines and tools to assist them in meeting NCCD requirements
				
				Schools will have additional resources and tools to identify SWD
				
				Long term:
				
				ISV anticipates that, as the NCCD becomes a stable and established data collection, the project can continue, but its urgency will reduce.
				
				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.

			Activity 5	Activity 5

	5. Professional learning
	  a. ISV will run professional learning sessions for schools, looking in depth at issues such as:
	    i. the interface between English as an Additional Language/Dialect (EALD) and disability
	    ii. identifying imputed disabilities where students also come from an EALD background.
	    iii. identify how IT systems can be used to support schools in the implementation and administration of the NCCD
	    iv. identifying and supporting students with learning disabilities, such as dyslexia and dyscalculia
	    v. identifying and supporting students with social and emotional disabilities such as depression and anxiety, particularly after the impact of Covid-19
			Schools are better able to distinguish between different causes of educational disadvantage for students with additional needs
			
			Reduction in the incorrect inclusion and exclusion of students with EALD and/or trauma in the NCCD.
			
			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.
				Short term:
				
				Representatives from 50 Independent schools will attend both on site and online professional learning opportunities.
				
				Long term:
				
				ISV anticipates that, as the NCCD becomes a stable and established data collection, the project can continue, but its urgency will reduce.
				
				The identification of students with disability to be included in the NCCD will become increasingly accurate.
				
				The work required by schools to implement the NCCD will become integrated into normal school practice.

	b. ISV will also continue to provide an introduction to the NCCD for new staff in schools.			
	6. Student Assessment a. 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. b. ISV will develop a Student Adjustment Tool for schools, a resource to support the identification of student need along with a range of adjustments designed to enable students to access and participate in education.		Activity 6 Better awareness by classroom teachers, school leadership and other staff of students with disability	Activity 6 Short term: Three 'Moving Forward' professional learning sessions will be run across Victoria The Student Adjustment Tool will be launched to schools. Long term: While having an immediate impact on the quality of NCCD data, ISV believes that this project will have a broader and longer-term benefit for schools. Schools will feel better able to identify students with disability and the adjustments required to meet their individual needs.

Project title	Project description and activities	Indicative budget	Expected outcomes/ Overall achievements	Indicators of success

Online delivery of the National Assessment program	**1.** General support
	  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.
	  b. ISV will have staff members fully involved in this priority area. ISV has membership of the VCAA Steering Committee 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.
		Reform support funding: **$250,000**
		
		Other funding: $0
		
		This table is for all of the activities in this project
		
		<table><tr><td>Staff costs/Contractors</td><td>$180,000</td></tr><tr><td>Travel</td><td>$10,000</td></tr><tr><td>Research</td><td>$60,000</td></tr><tr><td></td><td>**$250,000**</td></tr></table>
			Activity 1
			
			Increasing the number of Victorian independent schools involved in NAPLAN online at an appropriate stage in the transition
				Activity 1
				
				Given the current position of the NAPLAN online project, it is difficult to set targets for 2021.

	2. Data analysis and targeted support to schools
	  a. ISV will analyse schools' NAPLAN performance for 2021 with the assistance of the VCAA NAPLAN Data Service.
	  b. This, combined with ISV's analysis of NAPLAN data, will inform the provision of future targeted assistance for schools in improving teaching strategies and literacy and numeracy outcomes. ISV's team of Principal Consultants will work directly with schools in implementing improvement strategies.
			Activity 2
			Identification of the extent to which NAPLAN online alters students' NAPLAN results
				Activity 2
				Short term:
				ISV will analyse the NAPLAN data of all Victorian Independent schools that participate in NAPLAN online in 2021.
				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.
				ISV will be able to develop a range of targeted improvement strategies, informed in part by NAPLAN analysis.

Project title	Project description and activities	Indicative budget	Expected outcomes/ Overall achievements	Indicators of success

Governance and financial management	1. Governance Training
	  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.
	  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.
	  c. An online self-paced course, mirroring the existing workshop, is being developed and offered as an alternative to the in-person sessions.
		Reform support funding: **$1,335,800**
		
		Other funding: $0
		
		This table is for all of the activities in this project
		
		{TABLE}
			Each of the five activities has been listed separately below.
			
			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.
				Each of the five activities has been listed separately below.
				
				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)
				
				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

Budget table (inside Indicative budget column):

Staff costs/Contractors	$705,800
Travel	$20,000
Professional Learning sessions	$260,000
Development of Resources	$55,000
Research	$80,000
Interactive tool – content	$215,000
Total	**$1,335,800**

	2. Governance help desk a. ISV will provide a governance 'help desk', where schools are able to seek information and guidance about governance related issues.		**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	**Activity 2** At least twenty schools and governing body members accessing the help desk

	3. Development and publication of governance resources
	  a. ISV intends developing and publishing resources to assist schools with financial management and benchmarking.
	  b. ISV will also provide tools to enable schools to analyse and benchmark their financial and performance data.
			Activity 3
			Governing body members making better and more strategic decisions
				Activity 3
				At least 25 schools and governing body members accessing the resources

	4. Interactive online communication tools (isConnect and isComply) 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		**Activity 4** School leaders and governing body members having instant and easy access to high quality information so that they can make better decisions	**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

	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. b. The online information will be accessible at all times. ISV will work with designers in the development of this tool and online applications. c. ISV will evaluate the use of these tools to inform future provision and support for schools			

Project title	Project description and activities	Indicative budget	Expected outcomes/ Overall achievements	Indicators of success
Principals' Executive Network	ISV will deliver a residential program (assuming COVID-19 arrangements allow for this – otherwise, it will be held virtually) 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.	Reform support funding: **$80,000** Other funding: $0 <table><tr><td>Staff costs/Contractors</td><td>$4,000</td></tr><tr><td>Professional development</td><td>$72,500</td></tr><tr><td>Resources</td><td>$1,500</td></tr><tr><td>Travel</td><td>$2,000</td></tr><tr><td>Total</td><td>**$80,000**</td></tr></table>	New and inexperienced principals being better prepared to carry out their role. Principals having access to ongoing support and networking platform.	At least 10 new principals participating in the program New and inexperienced principals feeling better prepared to carry out their role, as demonstrated by the results of pre and post surveys. New principals feeling connected to colleagues from other school Principals and ISV expertise and support.

Project title	Project description and activities	Indicative budget	Expected outcomes/ Overall achievements	Indicators of success
New Business Managers' Program	ISV will deliver a two-day program for new business managers. The program will cover a range of leadership and managerial topics	Reform support funding: **$25,000** Other funding: $0 | Professional development	$25,000		New business managers being better prepared to carry out their role	At least 10 new business managers participating in the program Participants feeling better prepared to carry out their role, as demonstrated by the results of pre and post surveys

Project title	Project description and activities	Indicative budget	Expected outcomes/ Overall achievements	Indicators of success
Idea into Action (I2A)	The program, in conjunction with Harvard University, will support leaders in harnessing rich ideas and turning them into action	Reform support funding: **$480,000** Other funding: $0 Consultancy — $460,000 Professional development — $8,000 Resources — $4,000 Travel — $8,000 Total — **$480,000**	The creation of empirically based frameworks and models will be produced that identify and evaluate approaches to the challenge of supporting ideas into action as well as a set of action strategies and tools for supporting ideas into action.	• The next phase of the project in 2021 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 2021. • In addition to the three extensive case study schools, in 2021 there will be a new research with tools and frameworks that will be shared with two additional schools for data collection.

Project title	Project description and activities	Indicative budget	Expected outcomes/ Overall achievements	Indicators of success
Beginning Teaching Fellowship	In line with the Australian Government's focus on quality teaching, ISV will continue a project that establishes a mentoring relationship between beginning teachers and experienced teachers (fellows). The fellows work with the beginning teacher and their in-school mentor to provide professional support and advice. Participating beginning teachers also receive targeted professional learning and networking opportunities. ISV will collaborate with the Victorian Institute of Teaching (VIT) in the delivery of the program.	Reform support funding: **$40,000** Other funding: $0 	Professional development	$35,000
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Resources	$5,000
Total	**$40,000**		Beginning teachers will be better prepared when they transition to the proficient teacher level. Within-school mentors of beginning teachers will have a greater capacity to support future beginning teachers.	Short term: At least 30 beginning teachers in 15 schools will participate in the project Long term ISV will undertake an evaluation of the participants in this project, to determine the extent to which they are: • 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.

Project title	Project description and activities	Indicative budget	Expected outcomes/ Overall achievements	Indicators of success
Agile Principals Project	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	Reform support funding: **$200,000** Other funding: $0 <table><tr><td>Staff costs/Contractors</td><td>$60,000</td></tr><tr><td>Consultancy</td><td>$100,000</td></tr><tr><td>Professional development</td><td>$30,000</td></tr><tr><td>Resources</td><td>$2,000</td></tr><tr><td>Travel</td><td>$8,000</td></tr><tr><td>Total</td><td>**$200,000**</td></tr></table>	Principals feeling better equipped to cope with the challenges of their role	• 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

Project title	Project description and activities	Indicative budget	Expected outcomes/ Overall achievements	Indicators of success
Policy templates	Development of a series of model policies and accompanying documents to support schools	Reform support funding: **$120,000** Other funding: $0 	Consultancy	$110,000
Resources	$8,000
Travel	$2,000
Total	**$120,000**		Schools having an improved policy framework	The number of model policies to increase from 29 to at least 35. The number of downloads of the policies to increase from 125 to 150.

Project title	Project description and activities	Indicative budget	Expected outcomes/ Overall achievements	Indicators of success
Southern Cross – STEM focus	ISV to deliver facilitated training on using process management tools to develop and improve STEM approaches	Reform support funding: **$230,000** Other funding: $0 | Consultancy	$200,000 | | Professional development | $12,000 | | Resources | $6,000 | | Travel | $12,000 | | Total | **$230,000** |	Improved provision and implementation of STEM in schools	At least 15 schools participating in the program

Project title	Project description and activities	Indicative budget	Expected outcomes/ Overall achievements	Indicators of success
Literacy and Numeracy Predictive analytics Platform	In line with the Australian Government's focus on literacy and numeracy, and to better understand the plateauing of Australia's performance on national and international assessments, ISV will develop and pilot an analysis platform for independent schools that combines NAPLAN and progressive achievement data alongside wellbeing data to enable schools to better predict student performance and better identify appropriate intervention strategies. Training will also be developed to ensure internal staff and teachers and school leaders can make the most of the platform.	Reform support funding: **$180,000** Other funding: $0 	Staff costs/Contractors	$100,000
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Qlik integration	$30,000
Online training	$50,000
Total	**$180,000**	 This work is on top of cross-sectoral work that ISV will undertake in 2021 with Vic DET and CECV to assess how Victorian students are able to meet the Victorian Government's Education State targets.	The pilot project will see ISV work with a small number of pilot schools to develop a reporting application for improved analysis within schools concerning literacy and numeracy that puts analysis of school-level records at the fingertips of teachers. ISV will also develop an online training module for using the system.	The implementation of the pilot program Development of the predictive analytics platform for internal and external use The Development of an online training module on data literacy for the use of the platform.

Victoria's Bilateral Agreement Initiatives

Reform Direction	Actions	ISV's activities
Reform Direction A - Support students, student learning and achievement	1. Strengthen teacher practice in Victoria by establishing a Digital Assessment Library, an online resource that will develop and make available new digital student assessment tools and teacher resources to improve student learning assessment.	1. ISV is currently represented on various working groups and will continue to work with the Department of Education and Training (DET), the Catholic sector and the Victorian Curriculum and Assessment Authority (VCAA) in the implementation of the Digital Assessment Library.
	5. Improve educational pathways for students expelled from school through developing and implementing cross-sectoral guidelines to support the transition of students expelled from a school into a new education, training or employment setting.	5. ISV will participate in working groups with DET and the Catholic sector and will contribute to the development of these guidelines.
Reform Direction B – Support teaching, school leadership and school improvement	11.The Commonwealth will work with Victoria to address identified teacher workforce supply needs (particularly in the areas of Maths and Science) including the development of a national teacher workforce strategy reflecting respective areas of responsibility.	11. ISV will participate in working groups with the Commonwealth, the Victorian DET and the Catholic sector and will contribute to the development of this strategy.
	12. Provide high-quality professional learning and training to teachers and school leaders to support school improvement in areas of identified need.	12. ISV's work in relation to this activity is explained on pages 17 to 21 of this workplan.
	13. Improve board governance in non-government schools through training and resource support.	13. ISV's work in relation to this activity is explained on pages 14 to 16 of this workplan.

	15. Increase the number of independent schools trained in the Process and Performance Management (PPM) approach through the Southern Cross Project in order to use the tools and techniques to improve student outcomes in areas of need, as identified by individual schools.	15. ISV's work in relation to this activity is explained on page 23 of this workplan.
Reform Direction C – Enhancing the national evidence base	16. Support the transition to the Nationally Consistent Collection of Data on School Students with Disability (NCCD) through quality assurance and moderation of NCCD data.	16. ISV's work in relation to this activity is explained on pages 7 to 11 of this workplan.

List of Schools

Independent School	Location
Adass Israel School	ELSTERNWICK
Advance College of Education Incorporated	ROSEBUD WEST
Aitken College	GREENVALE
Al Iman College	MELTON SOUTH
Al Siraat College	EPPING NORTH
Alia College	HAWTHORN EAST
Alice Miller School	MACEDON
Alphington Grammar	ALPHINGTON
Al-Taqwa College	TRUGANINA
Andale School	KEW
Australian Christian College - Hume	BENALLA
Australian International Academy of Education	NORTH COBURG
Bacchus Marsh Grammar	BACCHUS MARSH
Bairnsdale Christian Community School	BAIRNSDALE
Balcombe Grammar School	MT MARTHA
Ballarat Christian College	SEBASTOPOL
Ballarat Clarendon College	BALLARAT
Ballarat Grammar	WENDOUREE
Ballarat Steiner School & Kindergarten	MT HELEN
Bayside Christian College	LANGWARRIN SOUTH
Bayview College	PORTLAND
Beaconhills College	PAKENHAM
Beechworth Montessori School	BEECHWORTH
Belgrave Heights Christian School	BELGRAVE HEIGHTS
Berengarra School	BOX HILL NORTH
Berry Street School	NOBLE PARK
Beth Rivkah Ladies' College	St Kilda East

Bialik College	HAWTHORN EAST
Billanook College	MOOROOLBARK
Braemar College	WOODEND
Brighton Grammar School	BRIGHTON
Camberwell Girls' Grammar School	CANTERBURY
Camberwell Grammar School	CANTERBURY
Carey Baptist Grammar School	KEW
Casey Grammar School	CRANBOURNE
Castlemaine Steiner School and Kindergarten	MUCKLEFORD
Cathedral College Wangaratta	WANGARATTA
Caulfield Grammar School	EAST ST KILDA
Chairo Christian School	DROUIN
Cheder Levi Yitzchok Inc	ST KILDA
Cheshire School	GLEN WAVERLEY
Christ Church Grammar School	SOUTH YARRA
Christian College Bellarine	DRYSDALE
Christian College Geelong	HIGHTON
Christian College Institute of Senior Education	WAURN PONDS
Cire Community School	YARRA JUNCTION
Clyde Grammar	CRANBOURNE EAST
Cobram Anglican Grammar School	COBRAM
Cornish College	BANGHOLME
Covenant College	BELL POST HILL
Creek Street Christian College	BENDIGO
Dandenong Ranges Steiner School	MENZIES CREEK
Darul Ulum College of Victoria	FAWKNER
David Scott School	FRANKSTON
Daylesford Dharma School Inc	DAYLESFORD
Deutsche Schule Melbourne	NORTH FITZROY

Divrei Emineh	ORMOND
Djerriwarrh Community College	Melton
Donvale Christian College	DONVALE
East Preston Islamic College	EAST PRESTON
Edinburgh College	LILYDALE
EdSpace	BENALLA
Education Centre Gippsland Community College	WARRAGUL
ELTHAM College	RESEARCH
Erasmus Primary School	HAWTHORN
Fintona Girls' School	BALWYN
Firbank Grammar School	BRIGHTON
Fitra Community School	Clayton South
Fitzroy Community School	NORTH FITZROY
Flinders Christian Community College	TYABB
Frank Dando Sports Academy	ASHWOOD
Freshwater Creek Steiner School	FRESHWATER CREEK
Geelong Baptist College	LOVELY BANKS
Geelong Grammar School	CORIO
Geelong Lutheran College	ARMSTRONG CREEK
Ghilgai Steiner School	KILSYTH SOUTH
Giant Steps Melbourne	KEW
Gilson College	TAYLORS HILL
Gippsland Grammar	SALE
Girton Grammar School	BENDIGO
Gisborne Montessori School	NEW GISBORNE
Glenroy Private (Ltd)	GLENROY
Good News Lutheran College	TARNEIT
Good Shepherd College	HAMILTON
Good Shepherd Lutheran Primary School	CROYDON HILLS

Goulburn Valley Grammar School	SHEPPARTON
Grace Christian College Wodonga	LENEVA
Haileybury	KEYSBOROUGH
Harkaway Hills College	NARRE WARREN NORTH
Heathdale Christian College	WERRIBEE
Heatherton Christian College	CLARINDA
Henderson College	IRYMPLE
Heritage College	NARRE WARREN SOUTH
Heritage College Knox	Ferntree Gully
Hester Hornbrook Academy	SOUTH MELBOURNE
Highview College	MARYBOROUGH
Hillcrest Christian College	NORTH CLYDE
Hoa Nghiem Primary School	SPRINGVALE SOUTH
Holmes Secondary College	MELBOURNE
Holy Trinity Lutheran College	HORSHAM
Hume Anglican Grammar	MICKLEHAM
Huntingtower	MT WAVERLEY
Ilim College	DALLAS
Indie School Wodonga	WODONGA
Islamic College of Melbourne	TARNEIT
Ivanhoe Girls' Grammar School	IVANHOE
Ivanhoe Grammar School	IVANHOE
Japanese School of Melbourne	CAULFIELD SOUTH
Kamaruka	SOUTH YARRA
Kardinia International College	BELL POST HILL
Kerang Christian College	KERANG
Kilvington Grammar School	ORMOND
King's College Warrnambool	WARRNAMBOOL

Kingswood College	BOX HILL
Koonwarra Village School	KOONWARRA
Korowa Anglican Girls' School	GLEN IRIS
Lakeside College	PAKENHAM
Lauriston Girls' School	ARMADALE
Learning Co-operative Primary School	HURSTBRIDGE
Leibler Yavneh College	ELSTERNWICK
Lighthouse Christian College	KEYSBOROUGH
Lighthouse Christian College Cranbourne	CRANBOURNE
Little Yarra Steiner School	YARRA JUNCTION
Lowther Hall Anglican Grammar School	ESSENDON
Lumineer Academy	WILLIAMSTOWN
Luther College	CROYDON
Lyrebird College	COLDSTREAM
Maharishi School	RESERVOIR
Mansfield Autism Statewide Services	MANSFIELD
Mansfield Rudolf Steiner School & Kindergarten	MANSFIELD
Maranatha Christian School	ENDEAVOUR HILLS
Maxwell Creative School	COCKATOO
Melbourne Girls Grammar	SOUTH YARRA
Melbourne Grammar School	MELBOURNE
Melbourne Indigenous Transition School	RICHMOND
Melbourne Montessori School	CAULFIELD SOUTH
Melbourne Rudolf Steiner School	WARRANWOOD
Melton Christian College	MELTON
Mentone Girls' Grammar School	MENTONE
Mentone Grammar	MENTONE
Methodist Ladies' College (MLC)	KEW
Mildura Christian College	IRYMPLE

Minaret College	SPRINGVALE
Mount Evelyn Christian School	MONTROSE
Mount Scopus Memorial College 3410	BURWOOD
Mount Scopus Memorial College 872	BURWOOD
Mountain District Christian School	MONBULK
Mt Hira College	KEYSBOROUGH
Newhaven College	PHILLIP ISLAND
Nhill Lutheran School	NHILL
Northside Christian College	BUNDOORA
Nunawading Christian College Primary	NUNAWADING
Nunawading Christian College Secondary	NUNAWADING
Oakleigh Grammar	OAKLEIGH
Olivet Christian College	CAMPBELLS CREEK
OneSchool Global VIC	MELTON
Overnewton Anglican Community College	KEILOR
Oxley Christian College	CHIRNSIDE PARK
Ozford College	MELBOURNE
Peninsula Grammar	MOUNT ELIZA
Penleigh and Essendon Grammar School	KEILOR EAST
Phillip Island Village School	VENTNOR
Plenty Valley Christian College	DOREEN
Plenty Valley International Montessori School	ST HELENA
PRACE College	RESERVOIR
Presbyterian Ladies' College	BURWOOD
Preshil - The Margaret Lyttle Memorial School	KEW
Red Rock Christian College	SUNBURY
River City Christian College	ECHUCA
River Nile School	NORTH MELBOURNE
Rossbourne School	HAWTHORN

Ruyton Girls' School	KEW
Scotch College	HAWTHORN
SEDA College (Victoria)	HAWTHORN EAST
Shelford Girls' Grammar	CAULFIELD
Shepparton ACE College	SHEPPARTON
Shepparton Christian College	SHEPPARTON
Sholem Aleichem College	ELSTERNWICK
Sirius College	EASTMEADOWS
Son Centre Christian College	SWAN HILL
Sophia Mundi Steiner School	ABBOTSFORD
Southern Cross Grammar	CAROLINE SPRINGS
St Andrews Christian College	WANTIRNA SOUTH
St Catherine's School	TOORAK
St John's College Preston	PRESTON
St John's Lutheran Primary School, Portland	PORTLAND
St John's Lutheran School, Geelong	GEELONG
St Leonard's College	BRIGHTON EAST
St Margaret's School	BERWICK
St Mary's Coptic Orthodox College	COOLAROO
St Michael's Grammar School	ST KILDA
St Paul's Anglican Grammar School	WARRAGUL
St Paul's College	BALWYN
St Peter's Lutheran Primary School	DIMBOOLA
St Thomas Aquinas College	TYNONG
Strathcona Baptist Girls Grammar School	CANTERBURY
Stott's Colleges	CARLTON
Sunshine Christian School	SUNSHINE NORTH
Tarrington Lutheran School	TARRINGTON
The Currajong School	EAST MALVERN

The Geelong College	NEWTOWN
The Hamilton and Alexandra College	HAMILTON
The Kilmore International School	KILMORE
The King David School	ARMADALE
The Knox School	WANTIRNA SOUTH
Tintern Grammar	RINGWOOD EAST
Tombolo Academy	HAMPTON
Toorak College	MOUNT ELIZA
Trinity Grammar School, Kew	KEW
Trinity Lutheran College	MILDURA
Victory Christian College	STRATHDALE
Victory Lutheran College	WODONGA
Village High School	Ryanston
Village School Incorporated	CROYDON NORTH
Waverley Christian College	WANTIRNA SOUTH
Wesley College Melbourne	MELBOURNE
Westbourne Grammar School	TRUGANINA
Westbourne Grammar School - Williamstown	NEWPORT
Wild Cherry School	BAIRNSDALE
Woodleigh School	LANGWARRIN SOUTH
Worawa Aboriginal College	HEALESVILLE
Yarra Valley Grammar	RINGWOOD
Yarralinda School	MOOROOLBARK
Yeshivah College	ST KILDA EAST
Yesodei Hatorah College	ELWOOD