Non-Government Reform Support Fund Annual Report

2022

Independent Schools Victoria

Executive summary

Independent Schools Victoria (ISV) used the Reform Support Fund to support activities across four projects:
1. quality assurance, moderation and support for the continued improvement of the Nationally Consistent Collection of Data on School Students with Disability
2. Improved governance and financial management practices in non-government schools
3. Quality Teaching
4. Boosting Literary 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.

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. ISV offered training through The Innovation Design Lab for Learning (previously known as The 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 various times and different durations. A number of schools also received personalised training sessions for their boards. An online self-paced course, mirroring the existing workshop, has been developed and offered as an alternative to the in-person sessions.

   isConnect has provided schools a wide range of 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. User feedback has been collected and updates to the platform incorporate these where feasible.

3. ISV ran a number of programs and projects under the broad project title of Quality Teaching:
   - The Principals' Executive Network
   - The New Business Managers' Program
   - The Idea into Action (I2A) project
   - The Beginning Teaching Program
   - Agile Principals Project
   - Policy Templates
   - The Southern Cross program

4. ISV continued to work on the development of 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 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 programs, 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.

ISV met all these objectives in 2022 and continue to refine and improve what and how we provide support to Victorian Independent schools.

Relationship with 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 many 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

Strategic Plan linkages:

ISV's long-term objectives, as outlined in the Non-Government Reform Support Strategic Plan, are focused on improving student outcomes, increasing leadership capacity and enhancing the quality of school governance. The activities described below are helping us to achieve these outcomes.

Summary of 2022 achievements

1. Project title	2. Project description and activities	3. Expected outcomes, benefits or impacts Achieved or Not achieved	4. Indicators of success	5. List any additional or variations of Activities undertaken/Achieved outcomes

National Policy
 	
Nationally Consistent Collection of Data on School Students with Disability
	Activity 1 of 6 - 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. distribute documentation to schools.
		Each of the six 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 six activities has been listed separately below.
			
			Activity 1
			Short term:
			Support provided to all Victorian Independent schools.
			
			Achieved
			
			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.
				NCCD support has been provided to all Victorian Independent schools through access to telephone support throughout the year. In addition, we have run face to face meetings, online meetings, a range of presentations to individual schools and groups of schools.
				
				Special sessions, both group and individual, were run for teachers new to their roles**.**

1. Project title	2. Project description and activities	3. Expected outcomes, benefits or impacts Achieved or Not achieved	4. Indicators of success	5. List any additional or variations of Activities undertaken/Achieved outcomes
National Policy Nationally Consistent Collection of Data on School Students with Disability	Activity 2 of 6 - Network/moderation meetings 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. d. ISV will work with other sectors to try to establish cross-sectoral moderation, if feasible.	Activity 2 Improved consistency of understanding and application of the NCCD between schools Provision of information to the Schools Policy Group about legitimate areas of confusion or interpretation in the existing guidelines for schools **Achieved**	Activity 2 Short term: At least 12 network meetings will be conducted in 2022, including moderation components. Representatives from 100 Independent schools will participate in at least one network meeting in 2022. **Achieved** Long term: ISV anticipates that, as the NCCD becomes a stable and established data collection process, 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 school's NCCD results from year to year because of the movement to the new data collection or as a result of staff changes in schools.	A total of 16 network meetings with moderation components were run and attended by 193 staff members from 96 schools. In addition, nine detailed specific moderation meetings were run and attended by 125 representatives from 62 Victorian Independent Schools. Even though it was anticipated that the need for support might decrease, the staff turnover in roles supporting the implementation of NCCD in schools has meant that there has been no reduction in the need for support for schools.

National Policy Nationally Consistent Collection of Data on School Students with Disability	Activity 3- 6 - Data quality assurance ISV will analyse previous years' NCCD data, to update and expand benchmarked guidelines for schools about the 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 school's NCCD reporting. **Achieved**	Activity 3 Short term: ISV identifies and works one-on-one with at least ten schools to analyse their NCCD data. **Achieved** Long term: ISV anticipates that, as the NCCD becomes a stable and established data collection process, 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. **Achieved**	ISV identified schools with significant changes in or unusual NCCD data in 2022 which resulted in conversations with 14 schools regarding their data. Very detailed sessions were held with two schools. Given the complexity of student challenges with disability and staff turnover it is anticipated that this data analysis will be needed in the foreseeable future. The increase in social/emotional disability resulting from Victoria's COVID lockdowns has increased the complexity of NCCD implementation.

1. Project title	2. Project description and activities	3. Expected outcomes, benefits or impacts Achieved or Not achieved	4. Indicators of success	5. List any additional or variations of Activities undertaken/Achieved outcomes

National Policy
 	
Nationally Consistent Collection of Data on School Students with Disability
	Activity 4 of 6- 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
		
		Achieved
			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.
			
			Achieved
			
			Schools will have additional resources and tools to identify Students With Disability (SWD).
			
			Achieved
			
			Long term:
			ISV anticipates that, as the NCCD becomes a stable and established data collection process, the project can continue, but its urgency will reduce.
				ISV has made 21 presentations to 15 Victorian Independent schools working with school leadership teams, individual needs teams and whole school staff.
				
				In addition, ISV met with seven more schools online to present NCCD guidance. Help desk advice to schools was always available to schools throughout the year.
				
				Four webinars were run where a total of eight schools presented their exemplary approach to the NCCD, which were attended by 135 staff from Victorian Independent schools. These webinars were recorded and along with sessions from previous years, are available to schools online forming a valuable information bank to schools in their implementation of the NCCD.

1. Project title	2. Project description and activities	3. Expected outcomes, benefits or impacts Achieved or Not achieved	4. Indicators of success	5. List any additional or variations of Activities undertaken/Achieved outcomes
			There will be reduced variation in school's NCCD results from year to year because of the movement to the new data collection or as a result of staff changes in schools.	

National Policy
 	
Nationally Consistent Collection of Data on School Students with Disability
	Activity 5 of 6 - Professional learning
	
	a. ISV will run professional learning sessions for schools, looking in depth at issues such as:
	  i. identifying imputed disabilities
	  ii. identify how IT systems can be used to support schools in the implementation and administration of the NCCD
	  iii. identifying and supporting students with learning disabilities, such as dyslexia and dyscalculia
		Activity 5
		
		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 English as an Additional Language or Dialect (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.
		
		Achieved
			Activity 5
			
			Short term:
			Representatives from 50 Independent schools will attend both on site and online professional learning opportunities.
			Achieved
			
			Long term:
			ISV anticipates that, as the NCCD becomes a stable and established data collection process, 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.
				Eight face to face seminars were run in areas such as:
				• Autism Spectrum Disorder
				• Anxiety
				• Physical disabilities
				to assist schools in the identification and support of students with these disabilities. 162 staff representing 113 Victorian Independent schools attended these sessions.
				
				Nine webinars were run in the areas of:
				• Dyslexia
				• Dyscalculia
				• Working Memory
				These were attended by 144 staff from 112 Victorian Independent schools.

1. Project title	2. Project description and activities	3. Expected outcomes, benefits or impacts **Achieved or Not achieved**	4. Indicators of success	5. List any additional or variations of Activities undertaken/Achieved outcomes
	iv. identifying and supporting students with social and emotional disabilities such as depression and anxiety. b. ISV will also continue to introduce the NCCD for new staff in schools.		The work required by schools to implement the NCCD will become integrated into normal school practice.	In addition, four face to face seminars were run focusing on the implementation and administration of the NCCD. These sessions were attended by 86 school staff representing 42 schools. Two in person seminars were run to help staff new to their roles working with SWD and were attended by 173 people representing 110 schools. A series of visits to and discussions with Independent special schools were held to assist schools in understanding approaches to meeting the needs of students with severe disabilities. A total of 138 staff from 53 schools attended across the 10 special school visits.

1. Project title	2. Project description and activities	3. Expected outcomes, benefits or impacts Achieved or Not achieved	4. Indicators of success	5. List any additional or variations of Activities undertaken/Achieved outcomes
National Policy Nationally Consistent Collection of Data on School Students with Disability	Activity 6 - Student Assessment 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. 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 **Achieved**	Activity 6 Short term: The Student Adjustment Tool will be launched to schools. This was postponed from 2021 due to COVID-19. **Not achieved due to technical issues.** 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.	The professional learning sessions to support teachers in identifying SWD have been outlined above. Technical issues have affected the development of the Student Assessment Tool. Consequently, alternatives are being investigated and considered**.**

1. Project title	2. Project description and activities	3. Expected outcomes, benefits or impacts Achieved or Not achieved	4. Indicators of success	5. List any additional or variations of Activities undertaken/Achieved outcomes
National Policy Transition of NAPLAN to online delivery	General support a. In Victoria, the Victorian Curriculum and Assessment Authority (VCAA) is directly responsible for managing the process of moving to NPLAN 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	Activity 1 Increasing the number of Victorian independent schools involved in NAPLAN online at an appropriate stage in the transition **Achieved**	Activity 1 It was difficult to set targets for 2022. However, ISV understands that an increased number of independent schools participated in the online assessments.	A small number of schools were offered the opportunity to use paper tests, due to various circumstances

1. Project title	2. Project description and activities	3. Expected outcomes, benefits or impacts Achieved or Not achieved	4. Indicators of success	5. List any additional or variations of Activities undertaken/Achieved outcomes
National Policy 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, has been developed and offered as an alternative to the in-person sessions.	*Each of the four activities has been listed separately below.* Activity 1 Governing body members having a deeper understanding of their role and their school's financial position. This should result in better decision making by governing body members. **Achieved**	*Each of the four 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) **It is difficult to put a percentage figure on this – see comments in next column**	Activity 1 • 8 x Personal School Board Session – 64 board members trained. • 1 x Two-Day Governance Workshop – 62 board members trained • Governance Online Course (3 modules) – 22 people trained • Numerous enquiries and calls from various school representatives

1. Project title	2. Project description and activities	3. Expected outcomes, benefits or impacts **Achieved or Not achieved**	4. Indicators of success	5. List any additional or variations of Activities undertaken/Achieved outcomes
			Improvement in governing body members' understanding of their role and their school's financial position, as demonstrated by the results of pre and post surveys of attendees at seminars and workshops **It is difficult to put a percentage figure on this – see comments in next column**	
National Policy Governance and Financial Management	Activity 2. Governance help desk 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 because of the help desk. **Achieved**	Activity 2 At least twenty schools and governing body members accessing the help desk. **100% achieved**	Activity 2 On average a board member or school senior representative contacted ISV weekly to obtain advice on the following topics: • School Constitution • Compliance • Principal Reviews/Appointments • Board Structure • Sample Policies • Conflict of Interest • Whistleblowers • Succession Planning • Board Committees • School Closure Protocols

1. Project title	2. Project description and activities	3. Expected outcomes, benefits or impacts Achieved or Not achieved	4. Indicators of success	5. List any additional or variations of Activities undertaken/Achieved outcomes
National Policy Governance and Financial Management	Activity 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. **Achieved**	Activity 3 At least 25 schools and governing body members accessing the resources. **100% achieved**	Activity 3 • Additional resources were updated for school board members and senior school staff to access in 2022 via isConnect and isComply, 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**.
National Policy Governance and Financial Management	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 business of running a school.	Activity 4 School leaders and governing body members having instant and easy access to high quality information so that they can make better decisions. **Achieved**	Activity 4 At least 50 schools signing up to use the online tool. **100% achieved** Increasing numbers of 'hits' and 'page views' by leaders and governing body members, particularly with content related to governance and financial management practices. **100% achieved**	Activity 4 • Every Victorian Independent school has signed up as an active school account to isConnect and by the end of 2022 there were more than 4,700 active individual users registered.

1. Project title	2. Project description and activities	3. Expected outcomes, benefits or impacts **Achieved or Not achieved**	4. Indicators of success	5. List any additional or variations of Activities undertaken/Achieved outcomes
	This includes the development of the extensive School Process Architecture (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 collaborate 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.			• There are just under 600 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.
Quality schools Principals' Executive Network	ISV will deliver a residential program, complemented by virtual sessions, for new principals. The residential program will consist of four 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.	New and inexperienced principals being better prepared to carry out their role. Principals having access to ongoing support and networking platform. **Achieved**	At least 10 new principals participating in the program **100% achieved** New and inexperienced principals feeling better prepared to carry out their role, as demonstrated by the results of pre and post surveys. **100% achieved**	• 14 new principals participated in the online webinar program and attended three face-to-face 2-day residentials.

1. Project title	2. Project description and activities	3. Expected outcomes, benefits or impacts Achieved or Not achieved	4. Indicators of success	5. List any additional or variations of Activities undertaken/Achieved outcomes
	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.		New principals feeling connected to colleagues from other school principals and ISV expertise and support. **100% achieved**	• 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. • Principals identified and worked as a group through peer coaching sessions to overcome their unique challenges • 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 leadership and strategies to better equip them with managing change.

1. Project title	2. Project description and activities	3. Expected outcomes, benefits or impacts Achieved or Not achieved	4. Indicators of success	5. List any additional or variations of Activities undertaken/Achieved outcomes
				• The post-survey results showed 100% found the sessions very relevant and met their needs in their role and requested follow up school visits. Extended coaching opportunities with ISV accredited coaches have been provided on request and continuous support is made available as needed.
Quality Schools 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	New business managers being better prepared to carry out their role. **Achieved**	At least 10 new business managers participating in the program. **100% achieved** Participants feeling better prepared to carry out their role, as demonstrated by the results of pre and post surveys. **100% achieved**	

1. Project title	2. Project description and activities	3. Expected outcomes, benefits or impacts Achieved or Not achieved	4. Indicators of success	5. List any additional or variations of Activities undertaken/Achieved outcomes
Quality Schools Idea into Action (I2A)	The program, in conjunction with Harvard University, will support leaders in harnessing rich ideas and turning them into action	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 Toolkit for The Eco Research front was published in 2022. The research front of Reach is still in prototype stage. **Achieved - ongoing**	• In 2022, the project finalised three extensive case studies with schools tracking the implementation of a major change initiative, using the Eco Model Toolkit. • The Eco Model Toolkit was launched and published in August 2022 with six big picture tools and eight tools for targeted use. • The Reach Front continued to be prototyped with two additional schools for data collection. **100% achieved**	• During 2022, three packs of Reach Front tools and frameworks continued to be evaluated and trialled by two Independent schools. There was some interruption due to COVID, and teacher shortages due to illness. • Schools met with ISV and researchers regularly to give feedback and suggestions on the use of the tools and frameworks with students. • Documentation of three extensive case study schools using the I2A tools tracking the implementation of a major change initiative. These case studies were presented by the schools at a launch event of the Eco Model Toolkit.

1. Project title	2. Project description and activities	3. Expected outcomes, benefits or impacts Achieved or Not achieved	4. Indicators of success	5. List any additional or variations of Activities undertaken/Achieved outcomes
Quality Schools Beginning Teaching Program	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	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. **Achieved**	Short term: At least 30 beginning teachers in 15 schools will participate in the project. **73% achieved** 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.	Short term: • 22 beginning teachers in 9 schools participated in 2022. • 20 mentors were part of the program in 2022 and they all participated in the ISV Mentoring program. The short term follow up survey results in summary: • 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.

1. Project title	2. Project description and activities	3. Expected outcomes, benefits or impacts Achieved or Not achieved	4. Indicators of success	5. List any additional or variations of Activities undertaken/Achieved outcomes
				• 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. Long term: ISV undertook an evaluation survey of the participants in this program. 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.

1. Project title	2. Project description and activities	3. Expected outcomes, benefits or impacts Achieved or Not achieved	4. Indicators of success	5. List any additional or variations of Activities undertaken/Achieved outcomes
				Feedback from the Mentors was also very positive, particularly concerning VIT information and guidance.
Quality Schools 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 because of this research	Principals feeling better equipped to cope with the challenges of their role. **Achieved**	• 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. **100% achieved**	The fourteen participants in the New Principals' Program were able to access the Mindful Leading Program. In addition, online wellbeing sessions were offered to all principals.
Quality schools Policy templates	Development of a series of model policies and accompanying documents to support schools.	Schools having an improved policy framework. **Achieved**	The number of model policies to increase from 35 to at least 40. **100% achieved** The number of downloads of the policies to increase from 150 to 200. **100% achieved**	• ISV produced an additional 11 policy documents. These consisted of model policies as well as guidance material. • Schools accessed these documents via isConnect. • We saw more than a 700% increase in usage of isComply as the platform became, established

1. Project title	2. Project description and activities	3. Expected outcomes, benefits or impacts Achieved or Not achieved	4. Indicators of success	5. List any additional or variations of Activities undertaken/Achieved outcomes
Quality Schools 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. **40% achieved**	Six schools participated in the program.
Boosting Literacy and Numeracy 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 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. Training will also be developed to ensure internal staff and teachers and school leaders can make the most of the platform.	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 training module for using the system. **Partially Achieved. Although we have worked with five schools on this project and developed a pilot application that helps schools to automate processes to better align data, the achievement of the predictive analytics element of this project has not been achieved.** **The data course will be completed in 2023.**	• The implementation of the program • Development of the predictive analytics platform for internal and external use **Pilot project 100% achieved, but expected outcomes not achieved** The Development of an online training module on data literacy for the use of the platform. **Achieved**	Implementation of this Pilot project commenced in early 2022 with five schools: • Girton Grammar School • Presbyterian Ladies' College • Balcombe Grammar School • Aitken College • Christian College Geelong. This is less than the initial eight schools who were interested prior to the COVID-19 pandemic, for whom this was either no longer a priority or they did not have the time. Upon commencing the project, we found that to get to the point of developing predictive analytics was overly ambitious and that there was a data quality issue evident in most schools.

1. Project title	2. Project description and activities	3. Expected outcomes, benefits or impacts Achieved or Not achieved	4. Indicators of success	5. List any additional or variations of Activities undertaken/Achieved outcomes
				We therefore shifted our focus to developing a pilot application to help schools automate some key processes and address some issues of data quality. It is difficult to see the predictive analytics platform become a reality due to the practices and processes in place at the pilot schools. We also completed our training package around data literacy in 2022 which will be made available to schools in 2023.

2022 Budget Expenditure

Project Activities	Reform support funding
NCCD	
Project to improve collection of data to support the NCCD.	$637,690
NAPLAN Online	
NAPLAN online Project	$228,074
Improving governance and financial management	
Staff costs/Contractors	$791,721
Travel	$0
Professional Learning sessions	$268,886
Development of Resources	$0
Research	$128,300
Interactive tool – content	$250,000
Quality Teaching	
Principals' Executive Network	$151,441
New Business Managers' Program	$34,818
Idea into Action	$510,292
Beginning Teaching Fellowship	$40,690
Agile Principals Project	$229,336
Policy templates	$123,222
Southern Cross – STEM focus	$173,251
Boosting Literacy and Numeracy	
NAPLAN Research Project	$199,209
Staffing	
Administration of projects	$240,660
TOTAL	**$4,007,590**