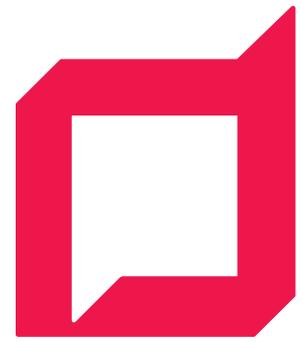


Independent Schools Victoria
Annual Review 2013-2014
Supporting Quality Education



**Independent
Schools Victoria**



Board of Management 2013-2014

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Geelong Grammar School

Dr Anne Waterhouse (Deputy Chairman)
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Co-Opted Board Members:

Mrs Susan Hughes
Chair VIS BGA

Our Vision

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 right of parents to choose where and how their children are educated.

Cover

Member School principals and business managers taking part in From Strategy to Action at The Development Centre in March 2014. The teamwork activity was part of the Southern Cross program that uses the problem-solving process and performance management techniques developed by the American Productivity and Quality Centre (APQC), a non-profit organisation based in Houston, Texas (see page 5).

Contents

The focus of the 2013-2014 edition of the Independent Schools Victoria Annual Review focuses on leadership and learning, working with partners in Australia and overseas and how we help Member Schools deliver quality education.

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From the Chairman and Chief Executive – Challenging Times for Education

High quality professional learning for teachers and leadership development is widely recognised as having a significant impact on the educational and social development of young people. Timely and targeted, it enhances the knowledge and skills of teachers and school leaders.

This is why we focus on providing and brokering high-value learning and leadership experiences through The Development Centre and in partnership with other organisations overseas and in Australia.

We support the view of the Minister for Education, Mr Christopher Pyne, who says the government wants to build on world standards for teacher education and explore how best practice can be implemented in our schools.

Our programs are lining-up with innovative trends in professional learning overseas, identified in a study for the Australian Institute for Teaching and School Leadership (AITSL).

AITSL's Chief Executive Officer, Ms Margery Evans, encourages all teachers and school leaders, policy makers and professional learning providers to 'go beyond what we already know' and plan new and different ways of engaging and supporting teachers and school leaders to continually grow and improve. That has been our objective for some years.

We emphasise leadership development to support leaders with the vision and expertise to steer their schools through increasingly difficult economic times. Research we have commissioned shows that since the global financial crisis there has been a significant drop in the annual gain for Independent sector enrolments. The increasing cost of education is driving resistance to higher school fees, creating volatility in enrolments. The research has identified a price pressure point for the Independent school sector.

There is another issue. We have told the Senate Select Committee Inquiry into National School Funding that we are concerned about the sustainability of the new Australian Government funding arrangements for schools. The funding model is not based on credible and accurate evidence, which means that it will remain open to criticism, extending uncertainty for schools. If, as we believe, the evidence is incorrect or incomplete, governments risk being unable to ensure that all Australian students receive a quality education.

These are challenging times for education. The Annual Review provides a snapshot of our programs designed to provide Member Schools with a competitive educational edge and to further enhance effective school leadership.



Jeremy D. Kirkwood
Jeremy Kirkwood
Chairman



Michelle Y Green
Michelle Green
Chief Executive

Dear Michelle, Thank you for your tremendous support for both me and Trinity over many years. I have appreciated all you have done for us – and me personally.

– E R Tudor, former Principal, Trinity Grammar School, Kew

I am very interested in PZ Connect. I understand that it is in its early days but would be very interested in being involved in its next stage.

– Caitlin Faiman, Head of The Rosenkranz Centre for Excellence and Achievement Primary Maths Coordinator, Bialik College

Providing the Competitive Edge

We are providing high-value leadership and learning programs at all levels and for various functions of Member Schools, often in partnership with other organisations in Australia and overseas.

In 12 months to 30 April 2014, 4632 teachers, other staff, principals and Board Members from all Member Schools attended 260 seminars and briefings in The Development Centre covering:

- curriculum - pedagogy
- employment relations
- executive
- early years
- governance
- languages
- leadership
- literacy (and EAL)
- numeracy
- school services
- student services
- vocational services.

Seminars and briefings are conducted by our staff, academics and professionals who are specialists in their fields.



Harvard Graduate School of Education

A select group of 11 experienced principals are taking part in the Leading Learning That Matters project, which began in 2013. They took part in a study tour to Harvard University and other centres in the United States. These school leaders and the Independent Schools Victoria leadership are working with Professor David Perkins and Dr Daniel Wilson of Project Zero who are examining the development of learning processes in children, adults and organisations.

The Future of Learning program has opened the door to the Harvard Graduate School of Education's Future of Learning Summer Institute program managed by Project Zero. With their experience of leadership responsibilities, a small group of principals began exploring changes in knowledge and learning in 2014.

Project planning for PZ Connect commencing this year provides for educators to be supported online and face-to-face by specialists from Independent Schools Victoria and Project Zero. Interactive online courses, webinars and study groups connecting different schools are being considered.

Centre for Real-World Learning

We are collaborating with the Centre for Real-World Learning at the University of Winchester in the United Kingdom on a new, three-year research project, Building Learning Power, which helps students to develop habits of mind that underpin confident, curious and creative learning. An initial group of Member Schools are taking part and others will join as the project develops.



American Productivity and Quality Centre (APQC)

The Southern Cross Program helps schools to do more with less. It uses process and performance management developed by APQC, a non-profit organisation based in Houston, Texas. Southern Cross provides training, a framework and tools to improve productivity, define and clarify issues and document and measure progress. In the last 12 months, seven schools have undertaken Southern Cross projects, bringing the total since 2011 to 47. In addition, 31 principals have recently participated in the Southern Cross From Strategy to Action program.



Great Books Foundation

Some 271 teachers from 119 schools have taken part in the Junior Great Books program developed by the Chicago-based Great Books Foundation. Teachers have gained additional skills for working with students of all abilities and at all levels. Students have significantly improved reading comprehension, critical thinking, writing and positive attitudes toward reading.

Boston Museum of Fine Arts

A distance education program is being developed to enable schools to connect via digital platforms with the museum's collection and undertake tailored learning programs that are linked with their own teaching and learning priorities. Teachers will be able to join with colleagues from around the world through the internet to share ideas on content and practice, and display artwork created by students.

International Society for Education through Art (InSEA)

InSEA is holding its 34th World Congress in Melbourne in July 2014. The 500 delegates will be able to see artwork created by students from 75 Member Schools at our *Creating Connections* exhibition. Tours will be held for delegates and Independent Schools Victoria will make a presentation to the conference on the value of student art exhibitions for learning outcomes.



Coloured Hand was created by Gizem Gulter Duru when she was a Year 9 student at Sirius College.

Overseas Partners



The Feuerstein Institute

In the last 12 months, 254 teachers in 58 Member Schools were trained in cognitive modifiability programs, bringing the total to 305 teachers from 67 schools since 2011 when we became Australia's first authorised Feuerstein Training Centre. The Feuerstein program is based on the internationally renowned work of the late Professor Reuven Feuerstein, whose theories and applied systems have been implemented in clinics, classrooms and business.

Feuerstein programs focus on enhancing students' cognitive functions to help learners regain their confidence and gain new interest in the curriculum to achieve their potential. The Feuerstein Institute is based in Jerusalem, Israel, with 70 training centres run by certified Feuerstein trainers in 26 countries. Professor Feuerstein died on 29 April 2014.

Dear Michelle, I would also like to thank you and the ISV team for the invaluable support you have provided to me and Lighthouse Christian College this year. As a first year Principal, I am so grateful for the help and guidance I received from the ISV team and especially the support provided by Kerri Knopp, Peter Roberts, Aine Maher, Brian Peck and Evelyn Sayers. Thank you for all you have done and are doing for our sector.
– Avril Howard, Principal, Lighthouse Christian College

Meeting Needs ...

... School Leaders

We have partnered with the Australian Institute of Management (AIM) to provide programs to meet the needs of principals and senior leaders and to enhance the skills and knowledge of aspiring leaders.

They have the opportunity to study strategic planning, financial and operational management, and how to balance management and school leadership. The modules are interactive and incorporate analysis, reading and reflective thinking.

... New Principals

In 2013, 20 new principals took part in the annual residential program consisting of four seminars and continuing support. They focused on leadership and strategies for managing change. This year, another dozen principals joined the program to bring to 140 who have taken part in the last eight years. The program covers governance, compliance, management, employment relations and the curriculum. The four modules total 36 hours of professional learning underpinned by the Australian Professional Standard for Principals developed by AITSL.

... Business Managers

Our partnerships with the Association of School Bursars and Administrators, Victoria (ASBAV) provides business managers with an insight into government funding and accountability requirements. During the first two-day program in 2014, 39 business managers and bursars heard from experienced colleagues and our staff and discussed their own professional issues.

... Students

The Out of School Hours Learning Support Programs (OSHLSPs), known as Homework Clubs, began in schools where Independent Schools Victoria was implementing the National Partnerships program.

Program coordinators guided by our staff helped to develop a bank of volunteers. Teachers from the school, pre-service teachers from universities, parents and volunteers support students by tutoring, building positive relationships and engaging with them academically, socially and emotionally. Students at higher risk of school failure benefit in the classroom as they gain confidence. There is regular analysis of data to evaluate the support programs.

Al Siraat College, Australian International College of Education, East Preston Islamic College and Ilim College of Australia Inc have support programs. Two more Member Schools are also establishing Homework Clubs.

Identifying Priorities for Early Learning

Our early years learning team is identifying what is needed to deliver quality education for students up to eight years of age.

The work is based on our research, educational and policy documents, the results of working with teachers from Member Schools and the expertise and knowledge gained by staff as facilitators, seminar leaders, consultants and researchers.

It takes into account the four components of the Australian Government's Students First initiative and international research and practice, for example the Reggio Emilia schools, and the work of Project Zero at the Harvard Graduate School of Education.

With this information, projects for 2014-2015 cover:

- leadership, organisational culture and the creation of professional learning communities
- developing authentic partnerships with parents and communities
- pedagogical practice in the early years
- maximising the educational value of ICT in the classroom.

A research project on transition from preschool to junior primary that began in 2013 with seven schools will continue throughout this year in partnership with the Australian Catholic University. A 12 to 18-month teacher research project about divergent thinking has begun and case studies will be discussed in a webinar.



Managing Dyslexia

We invited as many staff as possible from Member Schools to attend the core skills course in managing dyslexia in the classroom and more than 500 attended. About 10 per cent of students in every class experience difficulties in reading and spelling as a result of dyslexia.

The three-level professional learning project aims to ensure that teachers can meet required disability standards and have the skills to make reasonable adjustments when they are working with students. Level one is for teachers and classroom aides, level two is for individual needs and support teachers and level three for individual needs coordinators and heads of department.

The course is conducted by Michelle Hutchison, who has learning difficulties, education expertise and academic qualifications. Funding is provided by the Australian Government's More Support for Students with Disabilities program.

National Partnerships Program Ends

The National Partnerships program managed by Independent Schools Victoria began in 2009 and ended in December 2013. During that time, we worked with 27 Member Schools in Melbourne and regional Victoria. During the final year of the Low Socioeconomic National Partnership, our 11 advisors:

- assisted school leaders with strategic planning
- built teacher capacity by supporting teachers to develop professional learning teams
- used data to inform teacher practice, and cater for individual student learning needs.

Thank you for the opportunity of being part of the National Partnership program. We have greatly benefitted from the program and our staff have been fully supported in their continued development.

– Sue Cox, Principal, Covenant College

In 2013, 26 big and small schools scattered throughout the state were supported under the Improving Literacy Numeracy National Partnership funded by the Australian Government.

Thank you for the model Independent Schools Victoria put in place throughout the National Partnerships Program. The benefits to our school have been wide-reaching, and will be long lasting. It was a privilege working with Max Caruso and Helen Schiele, who continually encouraged us and provided outstanding advice and expertise.

– Anne Marie Rodgers, Principal, Victory Christian College

Thank you for your support through the National Partnerships program over the last few years. We have benefitted enormously and the systems put in place are sustainable so the impact is long term. I know that these thoughts are reflective of my entire staff and the leadership team.

– Mark Vodell, Principal, Gilson College



I have had enormous help in making our BGA, BER and DER grants become a reality, both on support of the application and then in ensuring that the claims are accurate and meaningful. Your reception staff are always warm and engaging as they seek to place our many enquiries to the best available resource person. Over the years we have had a number of employment issues and with all of them we felt that the ISV was there for us, watching, suggesting and steering us through the potential nightmares of the IR regulations. Our staff have had the benefit of amazing support in IT, e-learning, best practice in education support to mention but a few. It seems that your hiring policy has managed to find talented and engaging staff all of whom are committed to a philosophy of customer care.

– David Fisher, Head of Administration, Leibler Yavneh College

Supporting Member Schools

Providing Employment Relations Information

Over the past year, the Employment Relations team has provided information and guidance to Member Schools either individually or in briefings covering many matters, including:

- contracts of employment
- workplace policies and guidelines
- enterprise bargaining
- workplace change initiatives
- performance/conduct concerns
- privacy issues relating to employees
- award management and interpretation.

Legislative Change

Member Schools have had to come to terms with changes to the Fair Work Act 2009 (Cth). From 1 July 2013, the National Employment Standard providing the right to request flexible work arrangements was extended and Member Schools have received more requests from employees for flexible work arrangements.

For example:

- A business manager (over 55 years) is working from home for one day each week on an ongoing basis, after a successful trial.
- A teacher with a child under school age and an older school-age child has a 0.6 full time equivalent fraction allocated over the same days of each week of a 10-day timetable. In order to achieve this allocation, the Member School has a secondary English class taught by two teachers each week.
- A full-time library manager has changed to a 0.5 time fraction to care for her elderly parents for as long as such care needs to be provided.

In the latter two examples, the employee's full-time position has been preserved for either a specific or an unlimited period of time.

Flexible work arrangements under the National Employment Standard of the Fair Work legislation is increasing the number of part-time employees in schools and, consequently, the number of fixed term contracts.

Dear Brian and Liz, I want to thank you for the support and wisdom you provided. These situations are never easy, with no winners. I appreciated being able to contact you to receive such valuable advice and support. The efficient responses that you each were able to make helped make a difficult process easier to manage. Our College is benefiting greatly through the many programs that Independent Schools Victoria is offering and we are extremely grateful for the work and commitment that your organisation provides.

– Glen McKeeman, Principal, Christian College Geelong

Bullying

The Fair Work Commission has been able to accept applications from employees alleging bullying since 1 January 2014, which has further increased awareness of bullying. Member Schools have implemented anti-bullying policies and provided training for all staff about school policies, but formal allegations of bullying are increasing.

More Member Schools are appointing independent investigators to test the allegations, which helps to eliminate possible suggestions of bias. Most findings show that bullying has not occurred, but then to achieve amicable working arrangements on an ongoing and sustainable basis remains a challenge. The major underlying causes of the allegations are differences in communication styles, personality differences and an unwillingness to accept reasonable directions.

Changes to Working Hours

From 1 January this year, modern awards have contained a provision requiring consultation with the employee when an employer proposes changing the ordinary hours of work or the regular roster. We objected to the insertion of this provision in the Educational Services (Teachers) Award 2010 and the Educational Services (Schools) General Staff Award 2010 when the matter was considered by the Fair Work Commission in mid-December 2013.

The obligation to consult issue will be pursued when the modern awards are reviewed later this year. We are seeking a statement in the two awards that makes it clear that an educational timetable is not a regular roster, which would mean that changes would not require consultation unless there is a change to the number of hours worked per week or the days/times of the week, over which the ordinary hours are worked.

The Independent Education Union (IEU) has, to date, opposed inclusion of the statement in the modern awards but has agreed that it will not object to its inclusion in enterprise agreements. Our discussions with the IEU have resolved one of the more difficult issues encountered when negotiating an enterprise agreement that complies with the legislation.

Ensuring Governance Standards

Our governance program for new and existing Board Members features speakers with education board experience or professional and commercial expertise. Up to 200 school leaders and their Board Members from more than 50 schools attended briefings in 2013.

Governance 101 in May 2013 had 37 representatives from 15 schools, and for Governance 102 in September, the figures were 35 from 18 schools. A two-day workshop in June 2013 was attended by 27 representatives of 13 schools. It was funded under Empowering Local Schools and National Partnerships.

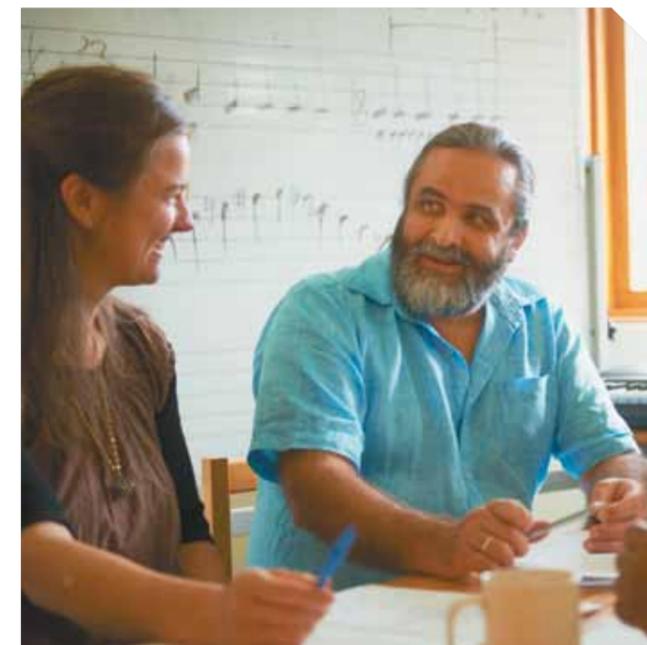
Our Board, Executive and senior staff addressed seven separate briefings for schools attended by 66 school Board Members and senior staff in 2013.

Similar briefings were held for Jewish day schools. Three more seminars are planned for 2014, with additional briefings for individual school boards on request.

We are providing schools and their governing bodies with information in the Governance Handbook, updated in the quarterly Across the Board email newsletter. Our website resource Across the Board (www.is.vic.edu.au/governance) contains detailed information.

Michelle, thank you for your invaluable presentation and leading the discussion last night. Please pass on our thanks to Nigel also. It was re-energising from my perspective and the feedback today has been overwhelmingly positive. I feel that the discussions and information presented will enable our school to move forward and it has certainly given me renewed confidence in my role.

– Heather Gerrard, Principal, Beechworth Montessori Primary School



Dear Michelle and Nigel, Thank you both most sincerely for coming to Shepparton last night and presenting to our Board. Both topics were extremely relevant and there was clearly strong engagement from Board Members. It was reassuring that we are doing most things 'right', but some tweaking is certainly needed to really achieve best practice.

– Kim Stokie, Business Manager, Goulburn Valley Grammar School

Please pass on my thank you to ISV staff for their excellent work on all of the benchmarking reports. We find these to be very useful to work through in the search for continuous improvement.

- Derek Scott, Principal, Haileybury

Supporting Schools with Research

This is the ninth year of the *L E A D* School Stakeholder Satisfaction Surveys.

L E A D has grown from 14 schools that first participated to 155 schools, 70 per cent of our membership. Last year, the research team producing 479 *L E A D* reports for 80 schools.

The *L E A D* Report brings together subjective data and objective data, such as school financial information, Australian Tertiary Admission Rank (ATAR) and NAPLAN results to form a balanced scorecard.

Opinions are gathered in surveys of parents, staff, students, Year 12 exiting students, and from the governance satisfaction surveys and the Early Learning Centre Parent and Staff Quality Improvement Plan Assessment surveys.

Our substantial database now contains the opinions of more than:

- 55,000 parents
- 73,000 students
- 13,300 Year 12 exiting students
- 40,000 teachers and general staff
- 1000 Board Members
- 170 early learning centre staff members
- 950 early learning centre parents.

The research team surveyed, analysed and produced 112 salary and conditions of employment benchmarking reports and 118 human resources benchmarking reports. The team was also involved in research projects with National Partnerships schools, the Digital Education Revolution and Targeted Programs.

Expert assistance was provided to the Longitudinal Survey of Australian Youth (LSAY) Strategic Advisory Committee and the Childhood to Adolescence Transition Study at the Murdoch Children's Research Institute.

Current and Future Projects

We are developing sector reports for each of the *L E A D* Surveys. With our substantial benchmarks, we are able to analyse and segment *L E A D* survey findings to provide deeper insights into stakeholder opinions and trends. We can now compare results between low, medium and high SES schools, small and large schools, primary and secondary schools and metropolitan and regional schools.

For example:

- The three top reasons why almost 40,000 parents at Member Schools chose their school were:
 - the emphasis on the development of sound morals, values, beliefs and attitudes
 - they felt that it suited their child's needs better than other schools
 - the reputation of the school.

- Almost 8000 teaching staff provided three top opinions about their schools:
 - I am proud to work at this school
 - I am happy to recommend the school to people
 - I can rely on my colleagues to provide me with support or assistance.
- For almost 12,000 Year 12 Students, the top three opinions about their schools were:
 - I find the school to be a safe place in which to learn
 - I have been encouraged to attain the best academic results possible
 - I have had positive relationships with other students.

We are collaborating with the Faculty of Education at the University of Cambridge in the United Kingdom to extend the academic exposure of the *L E A D* methodology and analysis by having it published in peer-reviewed journals and papers and presented at educational conferences.

The Research Team is also in the process of developing a new Languages Benchmarking Report to provide Member Schools with insights into the trends in Languages programs offered in Victorian Independent schools. Insights to the data include:

- 91 schools offered French in 2013, making it the most popular language. Mandarin was the second most popular language.
- 94 Member Schools had sister partnerships with 176 schools in 29 countries in 2013. Partnerships with Japan were the most popular.



Working with Governments

Our priority continues to be the challenge of certainty of funding.

Before and during the federal election, we made representations to the then government and opposition and we have continued to put our views to the new government and Minister for Education and the Department of Education.

The Abbott Coalition government's commitment to removing bureaucratic over-regulation threatening the effectiveness and efficiency of non-government schools reflected one of the objectives of our election campaign.

We said to the parties and individual Members of Parliament that we recognised the need for accountability, but that it needed to be reasonable, practical and not double up with existing requirements. We noted that more and more of our Member Schools had to employ compliance officers to relieve the administrative pressure on principals, business managers and teachers who were dealing with increasing red tape created by regulatory bodies.

The Minister for Education, Mr Pyne, has said that the government would 'get rid of the prescriptive command and control features that removed authority for schools from states, territories and the non-government sector'.

In December 2013, we welcomed the Abbott Coalition government's commitment to implement a funding model that would be national, fair and needs-based, and the Coalition's confirmation that it would honour financial support for the non-government sector under the Australian Education Act.

In a submission and presentation to the Senate Select Committee on School Funding, we made nine recommendations to improve the new funding model. We questioned whether it could be described as 'national' with transition funding for 2014 determined by individual federal-state agreements.

We welcomed the concept of base funding plus additional loadings for educational need and the fact that loadings apply to all schools, regardless of sector. We said calculations of various loadings were complex and lacked transparency, and that the new model was based on poor evidence and was not sustainable.

We also took the opportunity to say that as schools did not receive their initial funding allocations for 2014 until December 2013, and because transition arrangements were complex, they found budget planning difficult. We developed a funding calculator to allow schools to see how their Commonwealth funding would be impacted by changes to enrolments and other data.

We recommended that the Department of Education release, as a matter of priority, tools to enable schools to accurately calculate their funding entitlements in 2014 and beyond.

State Funding

Four party discussions – Australian and Victorian governments, and Independent Schools Victoria and the Catholic Education Commission of Victoria – are continuing to determine state funding for 2015. Resolution of this issue is becoming urgent.

Disability Support

Students with a disability or individual learning needs attending Independent schools do not receive the support that they deserve. We have been campaigning to rectify this for a long time and initiatives from government and Independent Schools Victoria are taking place in 2014 that will help to address this important issue in the long term.

We have begun a project to help schools identify students with a disability under the Disability Discrimination Act and with other learning needs. It will support teachers to meet students' requirements and communicate with parents.

The project is designed for schools that have limited access to services of qualified professionals by providing:

- tools to assist teachers to assist students with additional needs
- easier access to qualified health professionals
- resources and recommendations to support individual students
- professional learning for teachers to meet the needs of students with disability.

The project does not replace the Australian Government targeted funding for students with disability that ceased in 2013. The information we gather from Member Schools will help us in our continuing lobbying for more government funding for students with disabilities.

Submissions

Submissions prepared for state and federal government and departmental and Parliamentary inquiries and those of other organisations included:

- Victorian Parliament Family and Community Development Committee – Child Abuse Inquiry
- Department of Education and Early Childhood: Aboriginal and Torres Strait Islander Education Action Plan Stakeholder Engagement
- Productivity Commission – Child Care and Early Childhood Learning
- Victorian Parliament Education and Training Committee – Approaches to Homework in Victoria's Schools
- Senate Education, Employment and Workplace Relations Committee – Effectiveness of the National Assessment Program – Literacy and Numeracy
- Victorian Curriculum and Assessment Authority – Strengthening Pathways in Senior Secondary Qualifications
- Treasury – Statutory Definition of Charity
- Victorian Competition and Efficiency Commission – Inquiry into School Devolution and Accountability.

We are very grateful to Independent Schools Victoria staff for their generosity in the giving of these presents. As a result of your generosity, our church was able to help four groups of local children. All recipients are extremely grateful. Please pass on our gratefulness and thanks to all who participated and organised the toy collection.

– Reverend Dale Barclay, Anglican Parish of Sunraysia South

Meeting Compliance Requirements

Supporting schools to comply with federal and state regulations and ensuring the wellbeing of students and staff requires briefings and individual discussions during school visits and over the phone. Schools regularly interrogate the Compliance Framework. In the last 12 months:

- The Compliance Framework was updated to include new or amended regulations – changes to the Privacy Act, a new Ministerial Order on anaphylaxis management and a revised Ministerial Order on Work Experience and Structured Workplace Learning.
- Eight seminars and workshops covering occupational health and safety, risk management, legal issues and managing compliance were attended by 174 representatives from Member Schools.
- Schools were provided with many hours of support to respond to Victorian Registration and Quality Authority (VRQA) requirements.
- We continued to be a key link with government agencies for emergency management, particularly during the bushfire season.

Listening to Schools' Needs

Member Schools have been individually visited under our Ambassador program to welcome new principals to their position, discuss issues and special interests, or to ascertain requirements of the school or its community that can be supported by our services.

During these visits, principals provide background about the school and their short-term objectives and long-term vision. It's also an opportunity to identify assistance needed to resolve particular problems. Topics can cover almost every aspect of running a school.

Personal visits to principals in their schools provide a context that enables our staff to tailor support and match services to needs. It is mutually beneficial and underpins our belief that having effective leaders of our Member Schools strengthens the sector.

The Ambassador program has been supported by the Australian Government's Smarter Schools National Partnership.

Communicating with Schools

Knowing the volume of information schools receive, we have reviewed the format and delivery of memos, the Weekly Briefing and other material to make it more user friendly. In May 2014, the Professional Learning Newsletter was launched with trends in education development, case studies and our upcoming seminar programs. We are also promoting events and seminars through email banners.

Inspirational Learning Tools

Publications supported by videos on the Independent Schools Victoria website are inspirational and practical learning tools.

Journeys is an uplifting collection of articles from Independent schools across Victoria that were a part of the Smarter Schools National Partnership (SSNP) program. The stories provide positive lessons, highlighting that teaching experience, imagination, collaboration, goodwill and hard work can overcome many educational challenges.

Leadership in Schools demonstrates our commitment to fostering quality in education and highlights our leadership programs.

The Junior Great Books and Feuerstein Instrumental Enrichment (IE) programs are brought to life through videos showing how they are assisting students and delivering outcomes in many Member Schools.

In another video, the founder of APQC, Dr C. Jack Grayson, describes why process and performance management is important for schools and his vision for education. Dr Grayson's process is the basis for our Southern Cross program that has helped 47 Member Schools.

We are planning further videos and written case studies discussing the positive student and teacher experiences of our programs.



Reaching Out to the Community

Adding Social Media to our Communications

As 2013 ended, Independent Schools Victoria was adding social media to our communications mix with Facebook, Twitter and the Chief Executive's Dialogue blog.

Our aim is to celebrate the success of Independent education, explain educational issues, counter arguments by opponents of Independent schooling and inform principals and teachers about professional learning opportunities.

About half of the association's membership have Facebook pages or Twitter profiles. We monitor their accounts and many of our 100-plus Facebook posts are shared from the Facebook pages of Member Schools. In this way, we are extending schools' achievements and the active connections that they have with the wider community.

Our Facebook is at <https://facebook.com/IndSchoolsVictoria>

Our Twitter feed (<https://twitter.com/IndSchoolsVic>) is a fast way of getting out our messages. The more than 400 tweets so far include government policy announcements, our news and the views of others in education.

The Chief Executive's Dialogue blog (<http://is-dialogue.com/>) was launched in November 2013. Articles to date have examined education issues, provided information to parents and students on school life and beyond, and continued our advocacy for Independent education.

The three platforms link back to the Independent Schools Victoria website (www.is.vic.edu.au) that holds a wealth of information under the headings, Who We Are, Managing a School, For Teachers, Talking About Education and Providing Services.

Social media works because it creates connections that bring people together. We look forward to closer social media connections with Member Schools so we can work together to promote and explain Independent education.



Teachers Online

The Independent Schools Victoria online community, Teachers Online, has more than 500 members and 23 specialist groups – some focus on our professional learning programs others on specific areas of education.

There are groups supporting librarians, teachers in their early years of teaching or with gifted and talented students; and topics such as iPads in the classroom. Teachers at Member Schools can join this education community that supports professional growth by creating awareness of learning opportunities and events, collaboration and links to online resources. To register go to our website.

Thinking of others

Independent Schools Victoria staff raised funds during the year and collected toys and other items for charities, including:

- The Royal Melbourne Children's Hospital Good Friday Appeal
- Mission Australia Winter Sleepout Appeal
- Angels of the Forgotten – supporting vulnerable children
- The Women's Domestic Violence Crisis Service
- Sunraysia's children in need.



Member Schools – May 2014

A

Adass Israel School
Aitken College
Al Siraat College
Albury Wodonga Community College
Alia College
Alphington Grammar
Al-Taqwa College
Andale School
Australian Christian College - Hume
Australian International Academy of Education

B

Bacchus Marsh Grammar
Bairnsdale Christian Community School
Balcombe Grammar School
Ballarat Christian College
Ballarat Clarendon College
Ballarat Grammar
Ballarat Steiner School & Kindergarten
Bayside Christian College
Bayview College
Beaconhills College
Beechworth Montessori Primary School
Belgrave Heights Christian School
Berengarra School
Berry Street School
Beth Rivkah Ladies' College
Bialik College
Billanook College
Braemar College
Brighton Grammar School

C

Camberwell Girls' Grammar School
Camberwell Grammar School
Candlebark
Carey Baptist Grammar School
Casey Grammar School
Castlemaine Steiner School and Kindergarten
Cathedral College Wangaratta
Caulfield Grammar School
Chairo Christian School
Cheshire School
Christ Church Grammar School
Christ the King Anglican College
Christadelphian Heritage College
Christian College Geelong
Cornish College
Covenant College
Creek Street Christian College

D

Dandenong Ranges Steiner School
Darul Ulum College of Victoria
Daylesford Dharma School Inc
Deutsche Schule Melbourne
Divrei Emineh
Donvale Christian College

E

East Preston Islamic College
Edinburgh College (Primary)
Edinburgh College Secondary
EdSpace
Education Centre Gippsland Community College
ELTHAM College
Erasmus School

F

Fintona Girls' School
Firbank Grammar School
Fitzroy Community School
Flinders Christian Community College
Frank Dando Sports Academy
Freshwater Creek Steiner School

G

Geelong Baptist College
Geelong Grammar School
Geelong Lutheran College
Genazzano FCJ College
Ghilgai Steiner School
Gilson College
Gippsland Grammar
Girton Grammar School
Gisborne Montessori School
Glenroy Private (Ltd)
Good News Lutheran College
Good Shepherd College
Goulburn Valley Grammar School

H

Haileybury
Heathdale Christian College
Heatherton Christian College
Henderson College
Heritage College
Highview College
Hillcrest Christian College
Holmes Secondary College
Holy Trinity Lutheran School
Hume Anglican Grammar
Huntingtower

I

Ilim College of Australia Inc
Insight Education Centre for the Blind and Vision Impaired
Islamic College of Melbourne
Ivanhoe Girls' Grammar School
Ivanhoe Grammar School

K

Kamaruka
Kardinia International College
Kerang Christian College
Kilvington Grammar School
King's College Warrnambool
Kingswood College
Koonwarra Village School
Korowa Anglican Girls' School

L

Lakeside Lutheran College
Lauriston Girls' School
Learning Co-operative Primary School
Leibler Yavneh College

Lighthouse Christian College
Lighthouse Christian College Cranbourne
Little Yarra Steiner School
Loreto College Ballarat
Loreto Mandeville Hall Toorak
Lowther Hall Anglican Grammar School
Luther College

M

Macedon Grammar School Co-op Limited
Maharishi School
Mansfield Autism Statewide Services
Mansfield Rudolf Steiner School & Kindergarten
Maranatha Christian School
Melbourne Girls Grammar
Melbourne Grammar School
Melbourne Montessori School
Melbourne Rudolf Steiner School
Melton Christian College
Mentone Girls' Grammar School
Mentone Grammar
Methodist Ladies' College (MLC)
Mildura Christian College
Minaret College
Mount Carmel Christian School
Mount Evelyn Christian School
Mount Scopus Memorial College
Mountain District Christian School
Mt Hira College

N

New Generation College
Newhaven College
Nhill Lutheran School
Northside Christian College
Nunawading Christian College Primary
Nunawading Christian College Secondary

O

Oakleigh Grammar
Olivet Christian College
Overnewton Anglican Community College
Oxley Christian College
Ozford College

P

Penbank School
Penleigh and Essendon Grammar School
Plenty Valley Christian College
Plenty Valley International Montessori School
Presbyterian Ladies' College
Preshil - The Margaret Lyttle Memorial School

R

Red Rock Christian College
River City Christian College
Rossbourne School
Ruyton Girls' School

S

Sacre Coeur

Scotch College
Shelford Girls' Grammar
Shepparton ACE College
Shepparton Christian College
Sholem Aleichem College
Sirius College
Son Centre Christian College
Sophia Mundi Steiner School
Southern Cross Grammar
St Andrews Christian College
St Catherine's School
St John's Greek Orthodox College
St John's Lutheran Primary School, Portland
St John's Lutheran School, Geelong
St Leonard's College
St Margaret's School
St Mary's Coptic Orthodox College
St Michael's Grammar School
St Paul's Anglican Grammar School
St Peter's Lutheran Primary School
St Thomas Aquinas College
Strathcona Baptist Girls Grammar School
Sunshine Christian School

T

Tarrington Lutheran School
Taylors Senior College
The Currajong School
The Geelong College
The Good Shepherd Lutheran Primary School
The Hamilton and Alexandra College
The Japanese School of Melbourne
The Kilmore International School
The King David School
The Knox School
The Peninsula School
Tintern Schools
Toorak College
Trinity Grammar School, Kew
Trinity Lutheran College

V

Victory Christian College
Victory Lutheran College
Village School Incorporated

W

Waverley Christian College
Wesley College Melbourne
Westbourne Grammar School
Wild Cherry Steiner School
Woodleigh School
Worawa Aboriginal College

X

Xavier College

Y

Yarra Valley Grammar
Yarralinda School
Yeshivah College
Yesodei Hatorah College



The Annual Review is published to coincide with the Annual General Meeting in May and reports on the year from May 2013 to April 2014.

We thank Member Schools for submitting photographs for use in the Annual Review.

- Bairnsdale Christian Community School
- Ballarat Clarendon College
- Brighton Grammar School
- Chairo Christian School
- Girton Grammar School
- Gisborne Montessori School
- Hillcrest Christian College
- Huntingtower
- Lakeside Lutheran College
- Melbourne Rudolf Steiner School
- Mentone Girls' Grammar School
- Plenty Valley Christian College
- Preshil - The Margaret Lyttle Memorial School
- Red Rock Christian College

- St Andrews Christian College
- St Catherine's School
- St Leonard's College
- The Kilmore International School
- Waverley Christian College
- Woodleigh School

We invite all Member Schools to provide photographs for future use in our publications.

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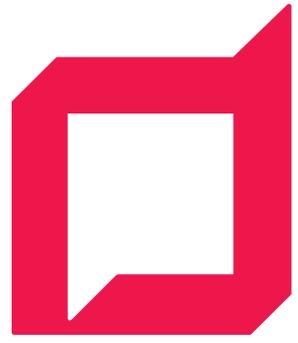
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