Strategic Planning

Improving School Governance

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2.0 Introduction

Goal

To provide school councillors with an understanding of:

- working with the school leadership team to participate in strategic planning as part of the school's improvement cycle
- using data to identify what the school is doing well and what needs to be done to further improve student outcomes
- fulfilling their governance role by ensuring that the school's planning and practices reflect Department guidelines and community expectations.

Overview

One of the key functions of school councils is to contribute to the development of the broad vision and direction for the school as part of the school strategic planning process.

Strategic planning is the process of reflecting on past performance, establishing future directions and deciding what will constitute success.

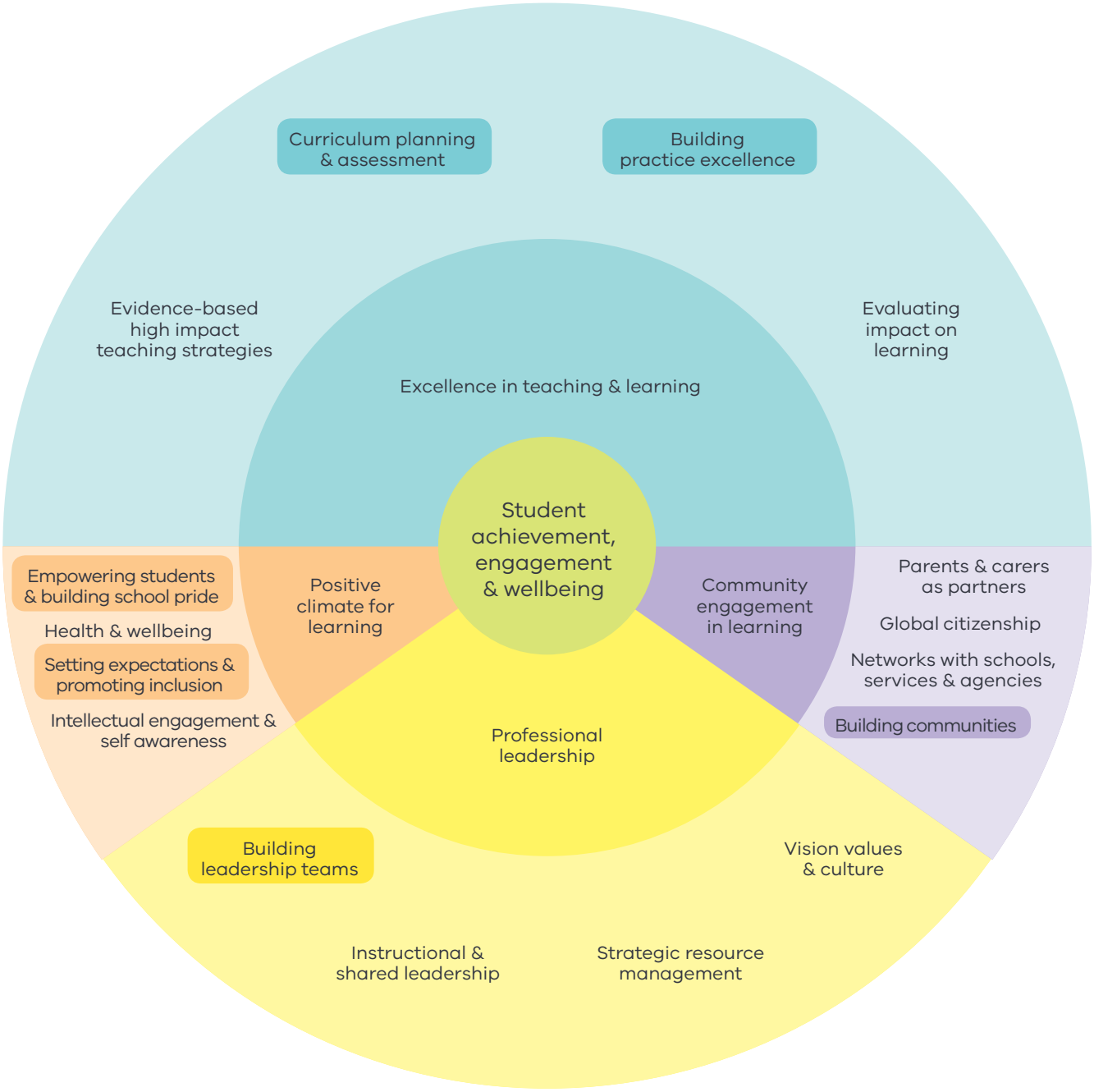
In other words, it involves the school community considering these questions:

- where have we been?
- where do we want to go?
- how will we get there?
- how will we know if we have been successful?

The Department has developed a Framework for Improving Student Outcomes (FISO). FISO has the following components: an Improvement Model with four statewide priorities, 16 dimensions including six evidence-based high-impact Improvement Initiatives; an Improvement Cycle and Improvement Measures.

The Improvement Model

The Framework for Improving Student Outcomes (FISO) Improvement Model identifies the priority areas that are known to improve student outcomes.



The FISO Improvement Cycle

The FISO Improvement Cycle (the Improvement Cycle) supports schools to focus on better outcomes for students. It helps schools to apply an evaluative mindset to school improvement and use evidence to identify areas of strength, as well as areas of practice that need improvement.

The Improvement Cycle guides schools through four stages, during which schools:

- **Evaluate and diagnose** performance successes and challenges around their key improvement initiatives and strategies
- **Prioritise and set goals** for improvement strategies and initiatives that have the greatest impact on student learning
- **Develop and plan** their improvement strategies and initiatives and the impact these have on learning
- **Implement and monitor** their selected improvement strategies and initiatives and the impact these have on student learning.

Schools progress through the Improvement Cycle:

- **annually** – through annual implementation planning and the completion of an Annual Report to the school community, and
- **quadrennial** – through the four-yearly school review.

The Improvement Cycle

- Assess performance and progress in student achievement, engagement and wellbeing
- Evaluate the impact of prior effort, including successes and challenges
- Diagnose areas requiring attention, based on identified issues and risks
- Record and report current status, resources and baseline
- Share successes and lessons with other schools.

- Prioritise key focus area/s for improvement
- Be clear about what success or impact looks like
- Set goals and targets
- Establish indicators to measure improvement.

- Plan and develop improvement initiatives with evidence base
- Develop whole-school teaching and learning program
- Determine specific actions and method
- Determine roles, responsibilities and timelines
- Agree and communicate.

- Implement, gather data and monitor
- Professional learning
- Collaboration and consistency
- Resourcing
- Community leverage
- Curriculum and assessment
- Programs
- Student outcomes.

2.1 Evaluate and diagnose

Why is this topic important?

School improvement requires schools to have a clear and accurate picture of their current practice, performance successes and challenges, and areas requiring attention.

During the evaluate and diagnose phase of the Improvement Cycle, schools engage in a process of self-evaluation to determine progress, celebrate achievements, identify any areas for improvement and plan for the future.

School self-evaluation is an opportunity for the school to reflect on how it is tracking against the goals and targets in its four-year School Strategic Plan (SSP) and Annual Implementation Plan (AIP). This helps the school to identify what is working well, what needs to continue and which areas of the school's work may need to be improved or further developed. It informs decisions relating to priority setting, initiatives, strategies and actions for improvement.

Self-evaluation involves collating data from a diverse range of sources to inform action for improving student outcomes.

The whole school community, including students, parents/carers and staff, reflect on the observed outcomes, acknowledge and celebrate achievements; and identify effective strategies and areas for improvement during the next planning period.

The community can do this by contributing to discussion about:

- how well the school is meeting the community's expectations
- where the school could improve its performance
- what the school's priorities should be going forward.

Schools engage in self-evaluations:

Annually through Annual Implementation Planning

An annual school self-evaluation against the FISO Continua of Practice for school improvement is conducted to determine the school's proficiency level against the FISO dimensions.

Schools complete this on the Strategic Planning Online Tool (SPOT) during Term 4 of each year as the first step in part of the development of the following year's Annual Implementation Plan for the following year. Schools evaluate themselves against the six FISO dimensions identified as high-impact Improvement Initiatives, as well as any FISO additional dimensions the school focused on in the preceding year. This is undertaken in the Strategic Planning Online Tool (SPOT).

Once every four years, through the Pre-review Self-evaluation

The Pre-review Self-evaluation (PRSE) – is a rigorous process undertaken every four years in the term prior to the school's review. Through the Pre-review Self-evaluation, the school evaluates its improvement efforts by drawing together evidence of the school's performance in comparison to the previous SSP, proficiency levels against the FISO Continua of Practice for School Improvement, along with feedback from consultations with the school community. The PRSE should engage and empower the school community to contribute to a shared understanding of how well the school has performed over the life of its SSP.

The Pre-review Self-evaluation is completed in (SPOT) and includes:

- an assessment of the school's performance against the goals and targets in its SSP
- the key enablers that led to successful outcomes and the barriers that prevented success
- a collective school view on where the school places itself against the FISO Continua Practice for School Improvement for each of the 16 FISO dimensions
- a description and evidence of the school's practices in the areas of teaching practice, student voice, agency and leadership, and curriculum content and teacher practice; knowledge and skills
- a school self-assessment against the Victorian Registration and Qualifications Authority (VRQA) Minimum Standards for School Registration, including the Child Safe Standards.

After the Pre-review Self-evaluation is completed:

- it is endorsed by the principal, school council president and Senior Education Improvement Leader (SEIL) through SPOT
- it is provided to core members of the School Review Panel and the challenge partners at least four weeks before the review
- the VRQA Minimum Standards documentation is sent electronically to the reviewer at least four weeks before the review.

The school participates in a school review, which looks at the school's performance and informs key directions for improvement, including goals, targets and key improvement strategies.

The Pre-review Self-evaluation and the school review inform the development of the school's new four-year SSP, which is then implemented through the school's AIP.

On completing this unit, school councillors should be able to:

- understand the evidence related to school improvement
- consider the Pre-review Self-evaluation report for endorsement
- understand the school review process, including the school council president's role and the way the school community engages in self-evaluation.

The Pre-review Self-evaluation

The Pre-review Self-evaluation report is provided to core members of the School Review Panel and challenge partners at least four weeks before the review.

The principal and School Improvement Team are responsible for leading the Pre-review Self-evaluation, which evaluates the school's improvement efforts by drawing together the evidence of the school's performance against specific measures. These include: the SSP; feedback from community consultations; a collective school view on where the school places itself against the FISO Continua of School Improvement for each FISO dimension; evidence of the school's practices in the areas of teaching practice, student voice, leadership and agency, and curriculum content; and the school's self-assessment against the VRQA Minimum Standards for school registration.

The principal, school council president and SEIL endorse the Pre-review Self-evaluation report through the Strategic Planning Online Tool (SPOT) and the principal ensures the outcomes are communicated to the community.

To provide feedback, councillors should reflect on the process to ensure that evidence from a wide range of sources has been considered to provide an accurate and agreed picture of the school's context and improvement. They should be satisfied that the process aligns with the Department's Pre-review Self-evaluation guidelines and that the views of the community are reflected.

The following table shows how the principal and staff, school councillors, and the school community, including parents, students and other interested people, would typically be involved in the Pre-review Self-evaluation process.

The principal, in consultation with the School Improvement Team will:	Councillors will typically:	The Senior Education Improvement Leader will:	The school community have opportunities to:
• plan the Pre-review Self-evaluation methodology and timeline	• review and contribute to the plan and timeline for the Pre-review Self-evaluation	• support the school with planning for Pre-review Self-evaluation	
• brief the school and its community about the Pre-review Self-evaluation process			
• organise consultations with the council and school community	• participate in working groups • participate in community consultations	• provide support where necessary	• contribute to surveys • participate in parent meetings and focus groups
• gather and analyse data		• provide support to analyse and interpret data, and challenge where necessary	• engage with the data and findings
• prepare the outcomes of the self-evaluation process for reporting and endorsement • keep everyone informed about the outcomes of the Pre-review Self-evaluation	• support the Pre-review Self-evaluation process	• provide input into and feedback on the outcomes of the self-evaluation	
• prepare the Pre-review Self-evaluation report for school council endorsement	• endorse Pre-review Self-evaluation report	• endorse Pre-review Self-evaluation report through SPOT	• engage with the outcomes of the Pre-review Self-evaluation via the school newsletter or other communication
• forward the VRQA check self-assessment sheets and required documentation to the reviewer at least four weeks before the review • forward the Pre-review Self-evaluation report to the reviewer, school council president, SEIL and challenge partners at least four weeks before the review			

Establishing evidence of school performance

Information (evidence) from a range of sources is important in understanding a school's improvement and performance.

The Pre-review Self-evaluation report is reviewed against the SSP and targets in the four FISO priority areas – Excellence in teaching and learning, Professional leadership, Positive climate for learning, and Community engagement in learning.

Achievement

Achievement refers to both the absolute levels of learning attainment and growth in student learning that schools strive to support.

While recognising that literacy and numeracy are essential foundations for students' success, achievement outcomes encompass a broader view of learning, spanning the full range of curriculum domains, as well as students' co-curricular achievements.

Student learning outcomes relate to what students know and can do.

Schools develop and implement curriculum and report on achievement of student learning outcomes using data relating to the following sources:

National Assessment Program – Literacy and Numeracy (NAPLAN)

Every year, all students in Years 3, 5, 7 and 9 are assessed using national tests in reading, writing, language conventions (spelling, grammar and punctuation) and numeracy.

Victorian Curriculum

The curriculum for Victorian schools is set by the Victorian Curriculum and Assessment Authority (VCAA). The Victorian Curriculum Foundation – 10 (F–10) sets out what every student should learn during their first 11 years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship. The Victorian Curriculum F–10 incorporates the Australian Curriculum and reflects Victorian priorities and standards.

The Victorian Curriculum F–10 sets out a single, coherent and comprehensive set of content descriptions and associated achievement standards to enable teachers to plan, monitor, assess and report on the learning achievement of every student.

Student learning outcomes for students supported under the Program for Students with Disabilities (PSD)

Students covered by PSD funding have their learning outcomes assessed against the goals of individual learning plans.

English and Mathematics online interviews

Along with teachers' judgements in English, English as an Additional Language (EAL) and Mathematics, school achievement in literacy and numeracy outcomes are also measured in the English, Mathematics and Fractions and Decimals online interviews.

The Victorian Early Years Learning and Development Framework (VEYLDF)

This Framework builds continuity between the first years of schooling and the learning and development that precede these years. The VEYLDF describes the key learning and development outcomes for children from birth to eight.

Senior secondary certificates and programs

Student learning outcomes in the senior secondary years are defined as attainment in the Victorian Certificate of Education (VCE), the Victorian Certificate of Applied Learning (VCAL) and Vocational Education and Training (VET in schools), including school-based new apprenticeships and traineeships. Information is provided through school performance data available on the Victorian Assessment Software System (VASS) and through the VCE data service.

Other information

At the school level, schools also collect information on student learning using a range of school developed and commercially produced assessment strategies and instruments.

Engagement

Engagement refers to the extent to which students feel connected to and engaged in their learning and with the broader school community. Engagement spans students' motivation to learn, as well as their active involvement in learning. Engagement also refers to students' engagement as they make critical transitions through school and beyond into further education and work.

Measures of student engagement include student attendance data, students' ratings of their connectedness to school and motivation to learn (Student Attitudes to School Survey for students in Years 5 to 12), teachers' assessments of students' motivation (School Staff Survey) and parents' perceptions of the school climate (Parent Opinion Survey). Information collected at the school level can also be used.

The Student Engagement and Inclusion Guidance provides advice for schools about improving student engagement, attendance and positive behaviours.

Wellbeing

Students' health, safety and wellbeing are essential to learning and development.

An inclusive, safe, orderly and stimulating environment for learning is critical to achieving and sustaining students' positive learning experiences.

Measures of student wellbeing include student safety, morale and respect (Student Attitudes to School Survey). Information collected at the school level can also be used.

Additional outcomes data

Other outcomes data available for children that may be relevant for primary schools include:

- the Australian Early Development Census (AEDC) – This is a population measure that provides information on how children are faring and the success of early childhood services in supporting children and families prior to a child's entry to school. The AEDC is a summary indicator of children's progress relative to others based on areas of early childhood development.
- the Victorian Child and Adolescent Monitoring System (VCAMS) – This reports on the safety, health, learning, development and wellbeing of children and young people in Victoria. This data is reported against the 150 VCAMS indicators and provides a sound basis to support school strategic planning.

Data analysis

The principal and School Improvement Team will use the data to:

- examine trends, to see how performance has changed over time
- consider the achievements of specific groups of students to assess their performance
- analyse outcomes for individuals and groups of students as they move from one year level to the next
- evaluate differences in outcomes between different skill areas within English and Mathematics
- make comparisons with state averages or statewide information about schools with similar student backgrounds.

An annual summary of each school's performance is provided as part of the Annual Report to the School Community and is available online on the VRQA State Register.

This information summarises school performance in relation to Key Improvement Measures. School performance data is made available to schools via Panorama interactive dashboards, reports and the School Information Portal. These resources also compare a school's performance with similar Victorian government schools.

A more detailed approach to school review and improvement is made available to the school principal through the school performance report. These reports utilise two dimensions of performance results, current performance and change in performance over time, and aggregates each school's results across six performance domains and assigns schools to an overall performance group. This approach forges links between evidence, school review, strategic and annual planning.

Multiple sources of information will enable a school to make better decisions about how to improve its performance. It is important not to draw conclusions from one set of data, but to try to use a range of sources to understand the various factors that are contributing to an aspect of the school's performance.

Understandably, many councillors will not have experience in analysing this kind of data. The principal will explain to councillors the relevance of each set of data to school performance and will help councillors make sense of some specialised data, such as NAPLAN results.

The key points to remember with data analysis are that:

- **absolute** scores are useful for specifying targets and measuring increase or decrease in scores
- **relative** scores are useful for comparing one school's performance with schools with students from a similar background.

Councillors also need to be aware of the importance of maintaining confidentiality in respect of the data they may examine during the school self-evaluation process.

Data sources

There are various data sources available to analyse school performance.
An excellent resource is at Panorama – Login required – on the Department's intranet

Councillors can work with the president and principal to inform themselves of the data.

Panorama provides an entry point to various data sources such as:

- Panorama Dashboards
- School Information Portal
- NAPLAN Data Service
- VCE Data Service.

For explanation of these data sources please see the Appendix 1.

Benchmark Growth - measuring NAPLAN Learning Gain

In 2019, 'Benchmark Growth' replaced 'Relative Growth' as the NAPLAN Learning Gain measure in the School Performance Report; contributing to 60% of the school's Reading and Numeracy performance.

The Benchmark Growth measure allows for significant improvements in NAPLAN learning gain to be reflected at a system, school and individual student level.

For more information on the new Benchmark Growth Measure, including how it differs from Relative Growth, see an explanatory video and information flyer at 'School Performance Reporting'.

Resources and links

School Performance Reporting – NAPLAN – Login required
edugate.eduweb.vic.gov.au/sites/i/pages/production.aspx#/app/content/2974/support_and_service_(schools)%252Fschool_performance_and_evaluation%252Fplanning_and_reporting%252Fschool_performance_reporting

NAPLAN Learning Growth video
player.vimeo.com/video/358222192

Engaging the school community

When considering how best to consult with its community, a school considers what form of consultation has worked well before, the resources available to the school for consultation and the geographic spread and diversity of the community.

Opportunities for face-to-face consultations include:

- inviting the community to participate in forums to discuss the school's performance and its directions, ensuring interpreters are available if necessary
- holding small group discussions with parents/guardians, where performance data is presented and responses sought
- forming working groups to undertake a particular evaluation task.

Other considerations

Small group discussions might also be an option if the school community is geographically dispersed, or has significant numbers of people who speak languages other than English. In these cases, the principal working with school councillors could:

- convene small group discussions in places, at times and in languages that suit participants
- talk to community organisations (such as cultural groups or local aboriginal education consultative groups in the case of Koorie families).

Other opportunities for consultation include:

- surveys of parents/guardians, asking for comments and opinions
- providing information about the self-evaluation in the school newsletter with an invitation to readers to comment
- suggestion boxes where people can leave their comments.

Endorsing the Pre-review Self-evaluation

The principal presents the Pre-review Self-evaluation report to council for endorsement. Councillors should be satisfied that:

- the report provides a valid explanation of the school's practice and performance
- the VRQA check self-assessment includes evidence of the school's compliance with the VRQA's minimum standards for school registration
- all relevant facts and opinions were assessed in the process of developing the report
- the conclusions flow reasonably and logically from the information and data gathered.

Once the Pre-review Self-evaluation report is endorsed in SPOT, the principal briefs staff on the outcomes of the process and school council determines how best to communicate the findings of the self-evaluation to the community.

The principal forwards the endorsed Pre-review Self-evaluation report to the SEIL, school council president, reviewer and challenge partners at least four weeks before the school review.

School review

The school review aims to create a self-sustaining cycle of continuous improvement, where all schools are supported by the system on a needs basis, to strengthen improved student outcomes.

School reviews make an evidence-based contribution to the school's development of its new SSP and efforts to improve student outcomes.

A school review evaluates the school's performance against its previous SSP and investigates particular areas of focus in order to inform the development of the school's next strategic plan and determine the improvement goals for the next four-year cycle.

Throughout their review, schools have the support of a School Review Panel, including core members: an independent accredited reviewer; the principal; the SEIL and school council president; challenge partners; and school community members, including students and the school's School Improvement Team. This collaborative approach allows for a deeper analysis of data and performance to help the school shape their plan for ongoing improvement.

The school council president is a core member of the School Review Panel and a key decision-maker in the review, contributing to the analysis of the school's performance against the previous SSP as well as planning directions for the next strategic plan.

Schools for review in 2020 will:

- undertake a Pre-review Self-evaluation process with engagement from the whole school community
- complete the Pre-review Self-evaluation report in SPOT in the term before their review
- provide the report and other school data to the School Review Panel at least four weeks before the review
- hold a preparation and planning meeting, where the reviewer visits the school
- participate in the review (with duration and scope finalised on the first day of the review: the Validation Day)
- receive the School Review Report, with directions for the new SSP (goal, targets and key improvement strategies)
- endorse the new SSP in SPOT.

The following table outlines how councillors, the principal and leadership team, the SEIL and school reviewer would typically be involved in the review process.

The principal will:	The Senior Education Improvement Leader will:	School councillors will:	The reviewer will:
Preparation and planning			
• provide the required documentation for the minimum standards assessment such as policy documents etc. to the reviewer electronically at least four weeks before the review • complete the school Pre-review Self-evaluation in SPOT and provide a copy to the core members of the School Review Panel and the challenge partners at least four weeks before the review • engage with and analyse the school's Pre-review Self-evaluation report and other data	• engage with and analyse the school's Pre-review Self-evaluation report and other data	• be aware of the required documentation for the minimum standards assessment • engage with and analyse the school's Pre-review Self-evaluation report and other data	• engage with and analyse the school's Pre-review Self-evaluation report and other data undertake a desktop audit of the school's documentation for the minimum standards assessment

The principal will:	The Senior Education Improvement Leader will:	The school council president (or delegate) will:	School councillors will:	The reviewer will:
Validation Day (first day of review)				
• participate in the first day of the review (the Validation Day) as a core member of the School Review Panel • participate in the classroom observations/ focus groups on Validation Day • support the participation of staff, students and community members in focus groups, interviews etc. as required • contribute to the development of focus questions and methodology for the review	• participate in the first day of the review (the Validation Day) as a core member of the School Review Panel • participate in the classroom observations/ focus groups on Validation Day • support the participation of staff, students and community members in focus groups, interviews etc. as required • contribute to the development of focus questions and methodology for the review	• participate in the first day of the review (the Validation Day) as a core member of the School Review Panel • participate in the classroom observations/ focus groups on Validation Day • support the participation of staff, students and community members in focus groups, interviews etc. as required • contribute to the development of focus questions for the review • participate in focus groups, interviews etc. as required	• participate in focus groups etc. as required	
• support review activities as necessary	• support review activities as necessary			

The principal will:	The Senior Education Improvement Leader will:	The school council president will:	The reviewer will:
Panel time (final day of review)			
• contribute to a final determination of the school's proficiency levels against the FISO dimensions using the FISO Continua of Practice for School Improvement • contribute to the collaborative development of goals, targets and key improvement strategies for the next SSP	• contribute to a final determination of the school's proficiency levels against the FISO dimensions using the FISO Continua of Practice for School Improvement • contribute to the collaborative development of goals, targets and key improvement strategies for the next SSP	• contribute to a final determination of the school's proficiency levels against the FISO dimensions using the FISO Continua of Practice for School Improvement • contribute to the collaborative development of goals, targets and key improvement strategies for the next SSP	• report back to the School Review Panel on findings and observations from the fieldwork • contribute to a final determination of the school's proficiency levels against the FISO dimensions using the FISO Continua of Practice for School Improvement • facilitate the core members of the School Review Panel to collaboratively develop directions for the next SSP, including goals, targets and key improvement strategies

The principal will:	The Senior Education Improvement Leader will:	School councillors will:	The reviewer will:
School Review Report			
• check the accuracy of the draft School Review Report	• quality-assure the draft School Review Report • endorse the School Review Report	• discuss the School Review Report at a school council meeting and accept the report	• prepare and submit a School Review Report
• set-up review meetings with staff and school council where the review findings can be presented	• may co-deliver review findings to meetings of staff and school council	• participate in the presentation of the review findings at a school council meeting	• in some circumstances present review findings to meetings of staff and school council
• provide feedback to the Department on the quality of the review process through an online survey	• provide feedback to the Department on the quality of the review process through an online survey	• provide feedback to the Department on the quality of the review process through an online survey	• provide feedback to the Department on the quality of the review process through an online survey

Annual Reporting

Each year, schools prepare an Annual Report to the School Community. Through the Annual Report, schools communicate: the success of their improvement initiatives; the effectiveness of resource allocation; and their future directions for improvement. The Annual Report is a legislative and regulatory requirement under the *Education and Training Reform Act 2006* and the *National Education Agreement 2008*.

The school council president attests to the Annual Report in SPOT. The following table shows how councillors, the principal and leadership team and the SEIL would typically be involved in the annual reporting process.

The Annual Report review process

The principal will:	The Senior Education Improvement Leader will:	Councillors will typically:
• populate the Annual Report • provide councillors with time to review and comment on the draft Annual Report before tabling and seeking endorsement of the report • table the completed Annual Report at a school council meeting for endorsement	• provide quality assurance of the Annual Report where required	• review and comment on the draft Annual Report
• upload the draft Annual Report in SPOT for review and approval by the Department • make changes to the draft report at the Department's request		• review and comment on changes made to the draft plan

The principal will:	The Senior Education Improvement Leader will:	Councillors will typically:
• sign and endorse the approved Annual Report to attest that: - all teachers are Victorian Institute of Teaching (VIT) registered - the school has met the VRQA minimum standards for registration (except where any exemptions apply) - all expenses and commitments of funds have supported educational outcomes and operational needs - the school complies with the Child Safe Standards as prescribed in Ministerial Order 870		• endorse the approved Annual Report and the president will sign in SPOT and attest that: - all teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching (VIT) - to the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the VRQA in accordance with the *Education and Training Reform Act 2006*. This includes schools granted an exemption by the VRQA until December 2017 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program • to the extent that the school council is responsible, the school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School
• organise a public meeting to present the endorsed Annual Report to the school community • ensure that each member of the school community is provided with access to the report	• provide support as required	• attend and present to the public meeting (as appropriate)

Structure of the Annual Report

The Annual Report contains:

- cover page with attestations
- About Our School statement, including the Financial Performance and Position statement
- Performance Summary.

Schools access the Performance Summary and provide commentary in SPOT.

Approving the Annual Report

The Annual Report provides the community with information about the school's performance in implementing their improvement strategies and how the school's resources have been used.

Councillors need to be aware that:

- an Annual Report is required to be developed and published every year
- a draft Annual Report is provided to council for review and comment
- the Annual Report is tabled at a school council meeting for ratification and must be approved by the school council and endorsed by the school council president in SPOT by 30 April
- the council must verify that the financial summary and commentary featured in the report are accurate and satisfy government requirements
- the council's endorsement of the Annual Report must be recorded in the school council minutes
- school councils are required by law to hold a public meeting each year to present the endorsed report
- the school's Annual Report must be published on the VRQA State Register of Victorian Schools. This process is managed by the Department once submitted by the school.

2.2 Prioritise and set goals

Why is this topic important?

The School Strategic Plan (SSP) is the school's statement to its community about what it stands for and intends to do over the next four years to improve student outcomes. It defines the school's values and sets out goals, targets and key strategies for improvement. It also influences resourcing priorities. It provides an important means for involving the school community in setting the school's directions.

On completing this unit, school councillors should be able to:

- support the development of a long term view of the school's direction
- engage in the development of the draft SSP through the school review process
- provide feedback on the draft plan
- consider the plan for endorsement
- help communicate the plan to the community.

The following table shows what councillors, the principal and leadership team, and the SEIL are responsible for in the development of the SSP.

The principal ...	The Senior Education Improvement Leader...	School councillors...
		• contribute to the development of a long-term view of the school's directions, based on school review findings • assist in setting or revising the school's purpose and values
• reviews the findings and recommendations from the self-evaluation and school review • reviews the key directions for the next School Strategic Plan agreed to by the review panel • engages the community in the development or revision of the vision and values of the school	• provides support on reviewing and interpreting findings	• reflect on the findings from the self-evaluation and school review
• submits the SSP in SPOT for SEIL endorsement	• reviews the draft SSP and provides advice • endorses the SSP in SPOT	• endorse the SSP and communicate the SSP • the president endorses the SSP in SPOT on behalf of council

Strategic Planning

Councillors make an important contribution to the strategic planning process through their contribution to determining a long-term view of where the school is headed, and why.

They can do this by:

- contributing to the development of the school's purpose and values
- reflecting on the findings and recommendations of the school's self-evaluation and school review ensuring that the school's profile and environmental context is considered
- supporting the identification of environmental factors likely to influence the way the school operates over the next four years such as changing demographics, employment patterns and student and parent expectations
- validate the key directions identified through the school review for inclusion in the new SSP goals, targets and improvement strategies
- assisting in the identification of key risks and mitigation strategies
- checking there is a clear line of sight between the findings of the school review, and the goals and actions
- testing that effective implementation and monitoring can occur as a result of strategic planning.

School council may decide to establish or improve their provision of early childhood education and care i.e. an Outside School Hours Care (OSHC) or kindergarten service, as a part of the strategic planning process.

This decision requires an understanding of the legislative framework that applies and the way in which the OSHC service contributes to improving student outcomes. School council will ensure the policies and practices required under the National Quality Framework (NQF) for the service are compliant and driven by the National Quality Framework Guiding Principles.

The NQF provides a national approach to the regulation and quality assessment of early childhood education and care services, which includes OSHC and kindergarten. Further information on the NQF and the Quality Assessment and Regulation Division (QARD) is available in the Improving School Governance – Governance module.

Engaging the school community

When deciding how best to consult with its community, a school might consider what form of consultation has worked well in the past, the resources available to the school for consultation and the geographic spread and diversity of the community.

Opportunities for face-to-face consultations include forums, small group discussions, working groups and inviting observers to relevant parts of council meetings. Other opportunities for consultation include surveys of parents/guardians, coverage of the planning process in the school newsletter with an invitation to readers to comment, and suggestion boxes. The National Quality Framework identifies this aspect in QA 6 – meaningful engagement with families and/or community.

Endorsing the School Strategic Plan

The president endorses the final SSP in SPOT, on behalf of the school council, as part of its governance responsibilities.

Councillors need to ensure that the plan:

- reflects the community's values and views about the school's purpose and direction and that the goals and targets in the plan are consistent with these views
- draws on the findings of the school self-evaluation and review
- provides a concise and clear picture of what the school wants to achieve over the next four years and the broad steps that will be undertaken to achieve this.

The SSP is a living document and should be reviewed and updated based on the annual self-evaluation. Endorsement by the school council and the SEIL is required for significant changes.

Communicating the School Strategic Plan

Councillors support the principal and school leadership team in communicating the SSP to the school community.

They can do this by:

- drawing on information in the plan when discussing issues with the school community; for example, to answer questions about what the school is doing to improve numeracy levels
- referring to the plan when appropriate; for example, in meetings with parents/guardians and at open days
- supporting the principal at formal community reporting meetings; for example, when the Annual Report is presented to the community
- making reference to the plan when writing reports in school newsletters
- displaying the plan in school reception areas, on notice-boards, in offices, in classrooms and on the school website
- encouraging celebration of important achievements, for example, at assemblies, in the newsletter or at a special function.

2.3 Develop and plan

Why is this topic important?

The SSP establishes the broad direction for the school that is operationalised through the AIP: for Improving Student Outcomes. The AIP supports the school's delivery of the goals and targets identified in the SSP.

On completing this unit, school councillors should be able to:

- understand the role and purpose of the AIP
- endorse the AIP
- monitor progress against the key improvement strategies and success criteria.

AIPs are completed using SPOT. The school council president is provided access to SPOT to review and endorse the final plan. To receive access to eduMail, school council presidents should ensure the school has updated their details.

The following table shows how councillors, the SEIL and the principal and leadership team would typically be involved in developing, monitoring and reporting on the AIP. As the table below shows, the principal and leadership team are responsible for developing the AIP and for managing, monitoring and reporting activities.

The principal will...	The Senior Education Improvement Leader will...	Councillors will typically...
• in consultation with their School Improvement Team, develop the AIP	• support and feed into the development of the AIP	• contribute to the development of the AIP
• approve the AIP	• endorse the AIP	• endorse the AIP at the first meeting of the year • the president endorses the AIP in SPOT on behalf of the council

Developing the Annual Implementation Plan

The AIP identifies which of the SSP goals and Key Improvement Strategies (KIS) have been selected for focus in that year, and breaks the associated four-year targets down into 12-month targets.

The AIP implements the SSP by breaking down each KIS into specific actions. For each action, it specifies:

- the intended outcomes of the action
- the success indicators which provide evidence of progress
- how the action will be implemented and resourced
- the person or team who will implement related activities and report back on progress.

The school then reports to the community on its progress.

The AIP is operational. It is important for school councillors to be aware of the plan and how it reflects the goals and targets established in the SSP as well as understanding their role in overseeing the annual budget and the resourcing of the identified actions.

Principals' and teachers' Performance and Development Plans are linked directly to the actions, activities and milestones identified in the AIP.

Endorsing the Annual Implementation Plan

After the SEIL has endorsed the AIP, the principal presents the final version to school council for endorsement. The school council president then reviews and endorses the final plan in SPOT on behalf of school council.

Before endorsing it, councillors should satisfy themselves that:

- 12-month targets are consistent with the four year goals and targets in the SSP
- the identified outcomes are achievable given the likely available resources.

The plan should be endorsed by the school council at the first meeting of the year in February.

2.4 Implement and monitor

Schools monitor, review and evaluate the implementation of their chosen priorities and initiatives – including impact on student learning – to determine progress, any need for adjustment, and overall outcomes.

Monitoring the progress of the school's improvement strategies, including a review of key risks to achievement, is one of the school council's key roles.

The AIP includes a monitoring section in which schools record six and 12-month progress against the delivery of KIS and related actions. The council's role should focus on monitoring progress against the outcomes and/or achievement of the 12 month targets featured in the AIP. Monitoring of progress provides an essential link between the written AIP and the daily operation of the school.

Through this process it may become apparent that the school's circumstances have changed which may require the SSP to be updated. In this situation any change will require endorsement of both the SEIL and the school council.

The following table shows how councillors, the SEIL and the principal and leadership team would typically be involved in the AIP. As the table below shows, the principal and leadership team are responsible for managing, monitoring and reporting activities.

The principal will...	The Senior Education Improvement Leader will...	Councillors will typically...
• keep the school community informed about progress against the AIP	• monitor progress against the AIP, including a review of key risks to achievement	• monitor progress against the AIP, including a review of key risks to achievement
• undertake a mid-year review of the AIP to monitor progress, including a review of key risks to achievement	• discuss progress and evidence with the School Improvement Team and school leadership	

Support to school councillors

The School Operations and Governance Unit (SOGU) of Schools and Regional Services provides advice and guidance to school councils on a range of governance issues. Councillors can contact SOGU directly at school.council@edumail.vic.gov.au or **03 7022 1343** or **03 7022 1345** for information and advice.

Councillors can also contact their regional office for information and advice.

The Department offers comprehensive face to face training free of cost to school councils of Victorian Government schools. The training is based on four modules of the **Improving School Governance (ISG) materials; Governance, Strategic Planning, Finance and School Council President**. Face to face training is accessed by contacting the provider, Synergistiq on **03 9946 6801** or email Synergistiq: sct@synergistiq.com

The ISG modules are also available online, on the Department's website.

Resources and links

Information, related policies and advice can be located and in the Policy and Advisory Library (PAL) for schools and on the Department of Education and Training website education.vic.gov.au/Pages/default.aspx including:

- Child Safe Standards
- Framework for Improving Student Outcomes
- Outside School Hours Care
- School Performance
- Strategic Planning
- Student Reporting

Annual Implementation Plan (AIP) – Login required
edugate.eduweb.vic.gov.au/edrms/project/fiso/SitePages/AIP.aspx

Annual reporting – Login required
edugate.eduweb.vic.gov.au/edrms/project/fiso/SitePages/AnnualReporting.aspx

Australian Children's Education and Care Quality Authority and the National Quality Framework
acecqa.gov.au

Framework for Improving Student Outcomes – Login required
edugate.eduweb.vic.gov.au/edrms/project/fiso/SitePages/Home.aspx

Panorama School Reports – Login required
edugate.eduweb.vic.gov.au/ourorg/SRG/RAD/Pages/Panorama.aspx

PROTECT website
education.vic.gov.au/school/teachers/health/childprotection/Pages/default.aspx

Risk Management – Login required
edugate.eduweb.vic.gov.au/sites/i/pages/production.aspx#/app/content/2367/support_and_service_(schools)%252Frisk_management%252Frisk_management_explained%252Frisk_management_overview

Strategic Planning Online Tool (SPOT)
apps.edustar.vic.edu.au/spot

VRQA Minimum standards and other requirements for schools
vrqa.vic.gov.au/schools/Pages/default.aspx

Appendix 1

Resource	Description	Summary of contents
Panorama Dashboards	• An interactive dashboard of various types of academic and non-academic data • Very user friendly interface	• NAPLAN (bands, growth, transition from/to Primary/Secondary schools), Teacher Judgement and Comparison of Teacher Judgement and NAPLAN • VCE/VET • Absence • Attitude to School Survey (from 2017), School Staff Survey and Parent Survey (from 2017) • Similar School comparisons and a school summary One School-One view *Note: Where identification allows, the Dashboards can compare cohorts by Gender, Disadvantage, EAL, and Aboriginal status. NAPLAN, Teacher Judgement and Absence dashboards allow access to student level data.*
School Information Portal	• An interactive dashboard of various types of academic and non-academic data. Provides more data and more granular assessment of performance than Panorama. May be considered as less user friendly than Panorama and does not have student level data	• School profile and summaries • Enrolment and projections • School Entrant Health questionnaire and Victorian Student Health and Wellbeing questionnaire • Attendance • NAPLAN, (bands and growth), Teacher Judgement English Online Interviews and VCE/VET • School Retention and Exit Destination • Attitude to School Survey, School Staff Survey and Parent Survey • Finance indicators such as Revenue, Expenses, Fiscal balances (eg. net cash position) and staffing resource shares (eg. comparing non-teaching budget to benchmarks) *Note: Some dashboards allow an additional layer of analysis by using the "go to detailed report".*

Resource	Description	Summary of contents
Reports	• PDF documents of Panorama supplementary school level report, School annual report and School performance report, among others	**There are a number of reports available:** 1. The Panorama supplementary school level report is designed to demonstrate how the school is performing against the main Education State. Comparisons are made with 'similar schools' and the state average. See handout. 2. The School Performance Report provides a summary of the school's overall performance and performance in a number of critical academic and non-academic areas. See handout. 3. Annual Report to the school community provides an overview of school performance, positioning school performance against the Victorian median and the middle 60% of performance. See handout.
PRISM	• A dashboard of a number of measures extracted from CASES21	• Demographics such as country of birth and Indigenous status and languages spoken • A heat map of student home addresses • Disability, impairment and access alerts • Absence over the year and top reasons for absence
NAPLAN Data Service	• A NAPLAN specific set of reports to allow detailed analysis	• Summary, trend and school comparison reports • Student achievement, response, and comparison reports. • Assessment areas, writing criteria and item analysis • Relative growth and transitional relative growth
VCE Data Service	• VCE specific set of reports to allow detailed analysis	• Combined study reports • Single study reports • GAT score reports • Student level reports • Longitudinal reports (compared against NAPLAN and GAT)

Handout A1

Sample School Performance Report

The School Performance Report provides a summary of the school's overall performance and performance in each domain (e.g. reading, numeracy, school climate, attitudes to school, engagement and participation).

School Performance Report 2018

How to read your school performance report

September 2018

Brought to you by Performance and Evaluation Division | **Strategy and Performance Group**

measuring what matters

Differentiated School Performance Groups

The Differentiated School Performance Groups (Figure 1) complement the revised approach to school review and differentiated approach to school improvement.

Five performance groups are identified.

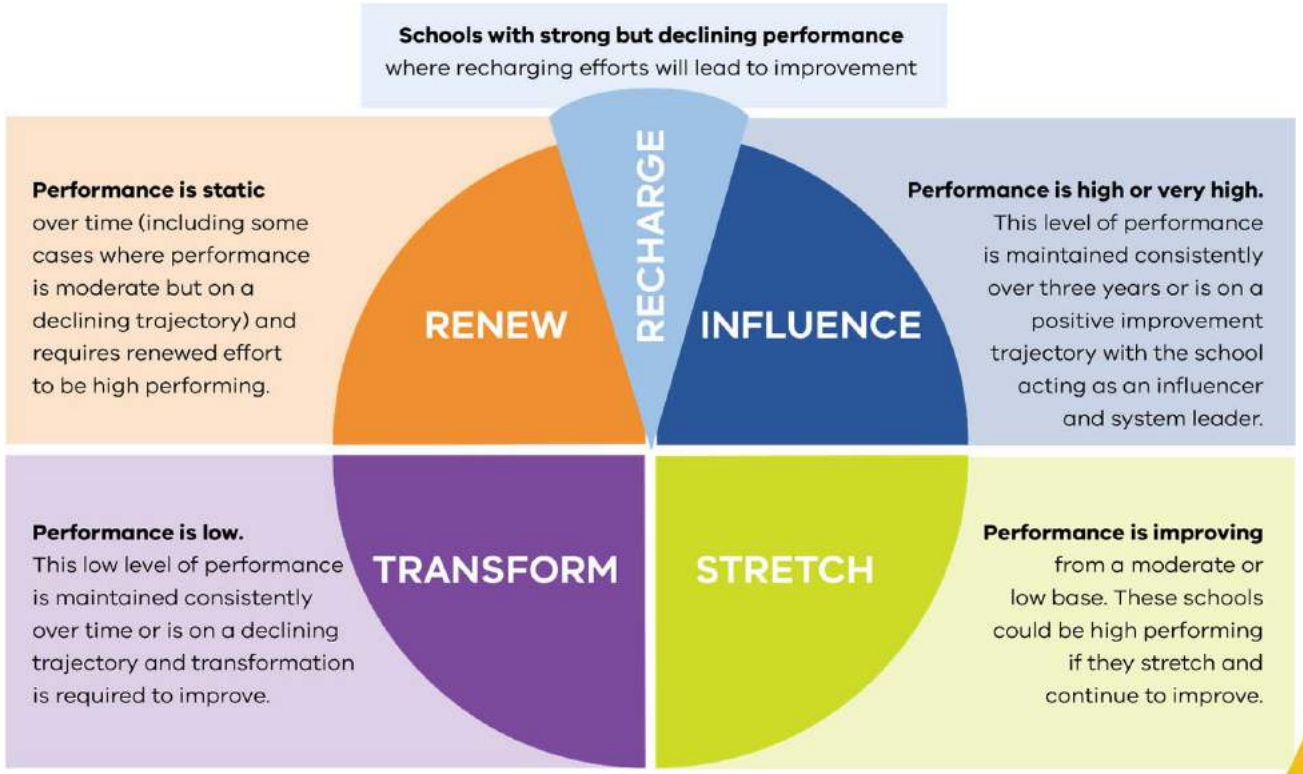


FIGURE 1: THE FIVE SCHOOL PERFORMANCE GROUPS

Determining Your School's Performance Group

Current Level \ Change Level	1 (Decreased Significantly)	2 (Decreased)	3 (Maintained)	4 (Increased)	5 (Increased Significantly)
5 (Very High)					
4 (High)					
3 (Medium)					
2 (Low)					
1 (Very Low)					

FIGURE 2: SCHOOL PERFORMANCE TABLE

- To determine your school's performance group, the 'current level' and 'change level' of all schools in the state are segmented into five performance levels to create a five-by-five table (25 segments) for each measure
- Your school's placement within this table, based on your school's 'current level' and 'change level' for each applicable measure, determines the performance group to which your school belongs
- Measures are aggregated to the domain level and an overall performance group level to provide an overall summary of your school's performance

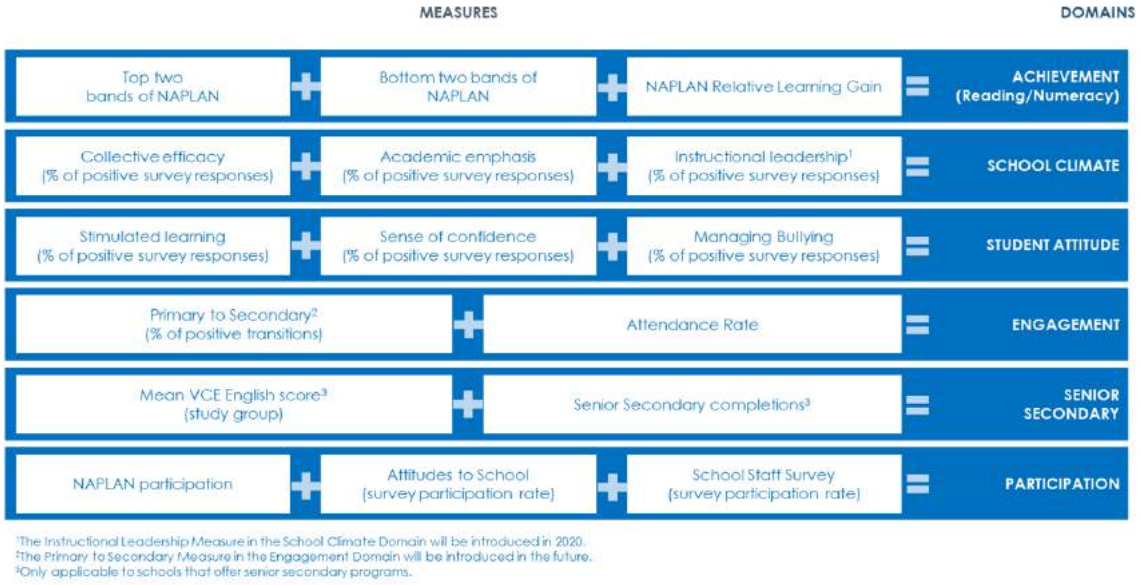


FIGURE 3: MEASURES AND DOMAINS

- The ***six domains*** and associated ***measures*** shown at left form the basis of the differentiation method.
- These have been selected based on their alignment to FISO school improvement objectives and Education State targets.

Reading your school performance report: Summary page

The summary page provides a graphical summary of your school's overall performance group and your performance in each applicable domain.

Shows your school's overall performance group.

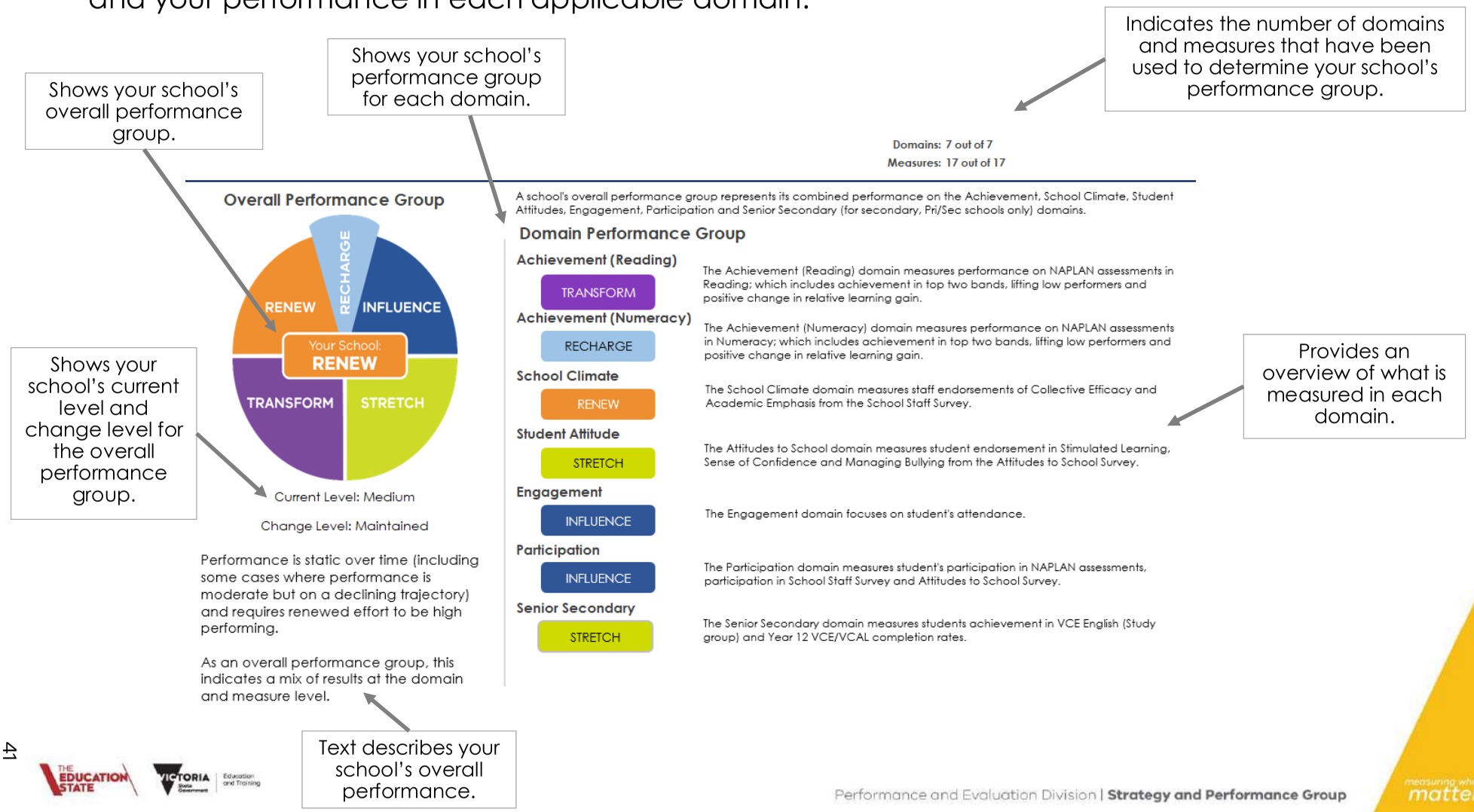
Shows your school's performance group for each domain.

Indicates the number of domains and measures that have been used to determine your school's performance group.

Shows your school's current level and change level for the overall performance group.

Provides an overview of what is measured in each domain.

Text describes your school's overall performance.



How to read your school performance report: Detail pages

Shows the domain.

Your school's domain performance group, current level and change level for each domain.

The measures that are used to determine your school's performance in each domain.

Your school's performance group for each measure.

Your school's most recent performance result for each measure.

The change in your school's performance over the last 3 years* for each measure.

Domain	Domain Performance Group	Measure	Measure Performance Group	Current Result (Latest year)	Current Result (Year)	Current Level	Change result (Last 3 years)	Change Level
Achievement (Reading)	Transform (Low, Decreased)	% of students in Top two bands (Year 9)	Transform	8%	2018	Very Low	-3%	Decreased
		% of students in Bottom two bands (Year 9)*	Transform	36%	2018	Very High	0%	Maintained
		% of students with high or medium learning gain (Years 7 to 9)	Renew	72%	2018	Medium	-2%	Decreased
Achievement (Numeracy)	Recharge (High, Decreased)	% of students in Top two bands (Year 9)	Renew	16%	2018	Medium	-1%	Decreased
		% of students in Bottom two bands (Year 9)*	Stretch	18%	2018	Medium	-2%	Decreased
		% of students with high or medium learning gain (Years 7 to 9)	Recharge	75%	2018	High	-3%	Decreased
School Climate	Renew (Medium, Maintained)	% of positive endorsement in Collective Efficacy	Renew	47%	2017	Medium	1%	Maintained
		% of positive endorsement in Academic Emphasis	Renew	46%	2017	Medium	0%	Maintained
Student Attitude	Stretch (Medium, Increased)	% of positive endorsement in Stimulated Learning (Years 7-12)	Stretch	45%	2018	Low	2%	Increased
		% of positive endorsement in Sense of Confidence (Years 7-12)	Stretch	61%	2018	Medium	2%	Increased
		% of positive endorsement in Managing Bullying (Years 7-12)	Influence	83%	2018	High	3%	Increased
Engagement	Influence (High, Increased)	Attendance Rate	Influence	93%	2017	High	1%	Increased

Shows your school's change level for each measure.

Shows your school's current level for each measure.

*Two years of data is used to measure change in performance in the Student Attitude Domain.

measuring what matters

Handout A2

Sample Panorama Report

The Panorama Report is designed to demonstrate how the school is performing against the four main Education State targets of:

- learning for life by improving student outcomes
- encouraging happy, healthy and resilient kids
- breaking the link of disadvantage
- building pride and confidence in our schools.

Comparisons are made with 'similar schools' and the state average.

PANORAMA

Sample School

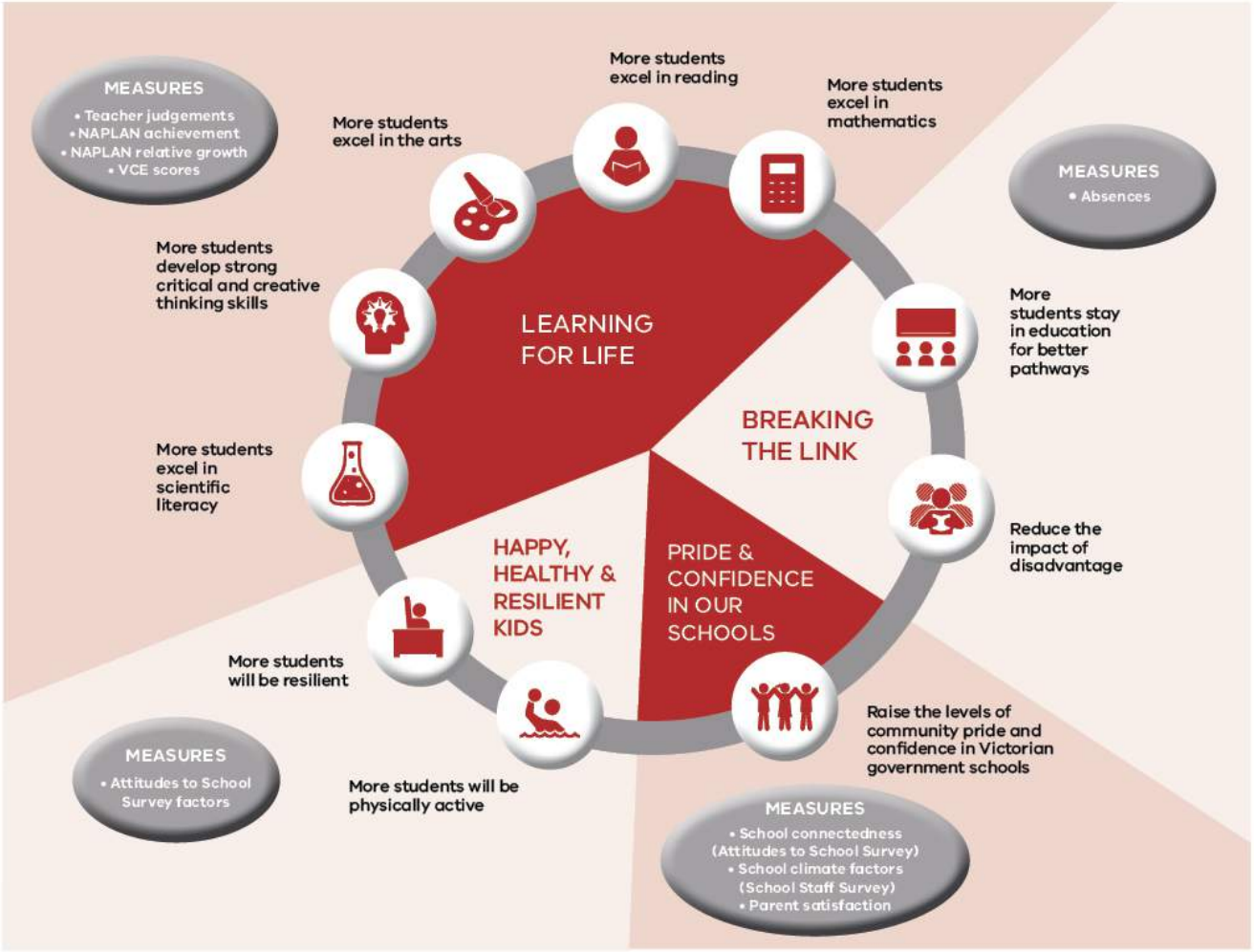
Supplementary school level report

***2019** - Interim v1.0, November 2019*

PURPOSE AND CONTEXT

These school reports are designed to demonstrate how your school is performing against the Education State domains of Learning for Life, Happy Healthy and Resilient Kids, Breaking the Link, and Pride and Confidence. It presents measures over time, so improvement can be monitored. It compares your school to a group of 'similar schools' (schools of similar size, type and student demographics) and the state average.

This information should assist you to identify areas of focus in your annual and strategic plans.



TEACHER JUDGEMENT - ENGLISH: PREP TO YEAR 6

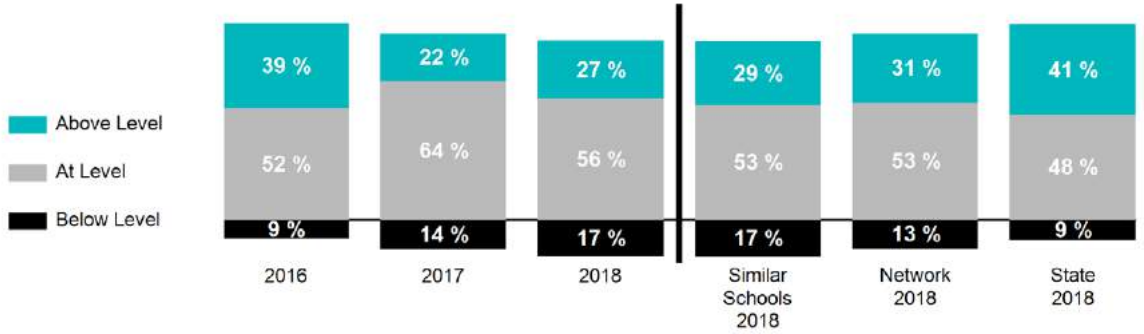
In 2018:
Percentage of students in Semester 2 at or above the age expected level

	Your school	Similar schools	
Reading and viewing	83 %	83 %	Ranging from 62 % to 98 %
Speaking and listening	88 %	87 %	Ranging from 67 % to 100 %
Writing	83 %	78 %	Ranging from 57 % to 93 %

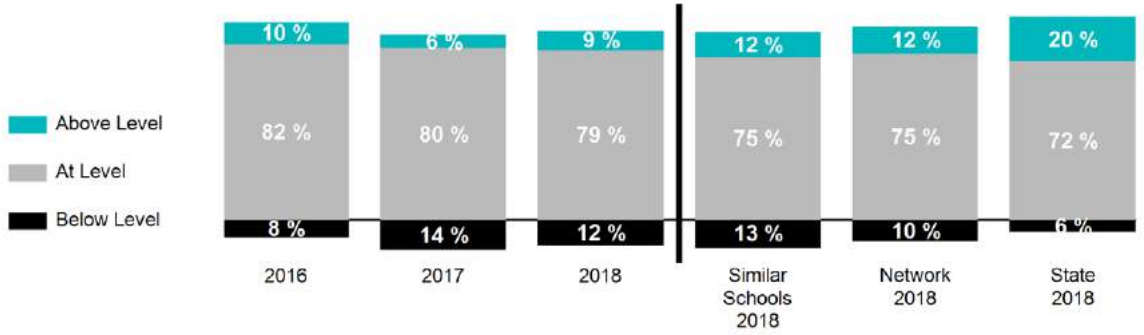
Relative to the similar schools group, your school's

- **Reading and viewing** your school's result is similar to the results for primary schools with similar characteristics.
- **Speaking and listening** your school's result is similar to the results for primary schools with similar characteristics.
- **Writing** your school's result is above the results for primary schools with similar characteristics.

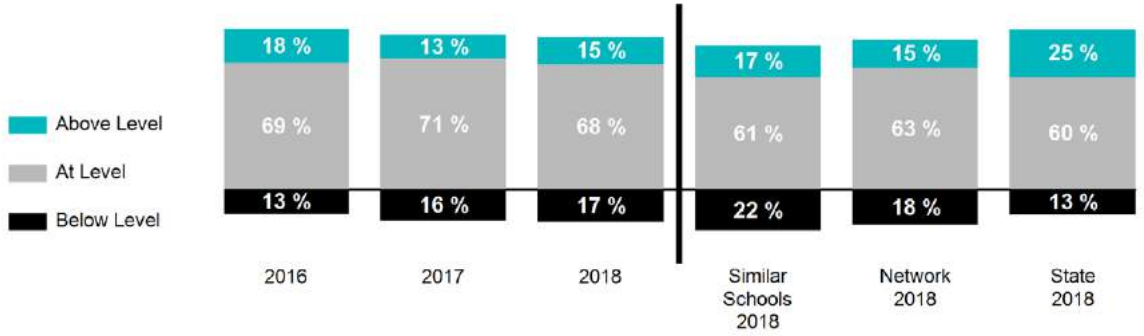
Percentage of students in Semester 2 by rating - reading and viewing



Percentage of students in Semester 2 by rating - speaking and listening



Percentage of students in Semester 2 by rating - writing



NAPLAN - NUMERACY: YEAR 3

In 2019:
Percentage of students in top two bands

Your school	Similar schools	
28 %	26 %	Ranging from 5 % to 85 %

Relative to the similar schools group, your school's result is above the results for primary schools with similar characteristics.

Year 3 NAPLAN Numeracy results are among the **lead indicators** for the Year 5 Education State target of 25% more students achieving the highest levels in Mathematics by 2020.

State-wide patterns

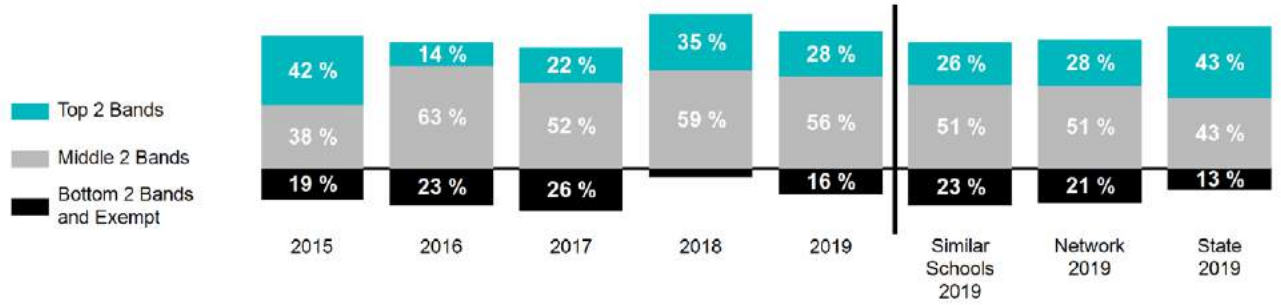
Across Victorian Government schools in 2019, 44% of Year 3 students achieved in the top two bands for NAPLAN Numeracy - this a 1 percentage point decline on 2018 results. Students from a disadvantaged background, performed 28 percentage points below their peers in this top 2 bands measure.

Between 2017 and 2019:
Percentage of students in top two bands

Your school	Similar schools	
29 %	26 %	Ranging from 9 % to 61 %

Relative to the similar schools group, your school's result is above the results for primary schools with similar characteristics.

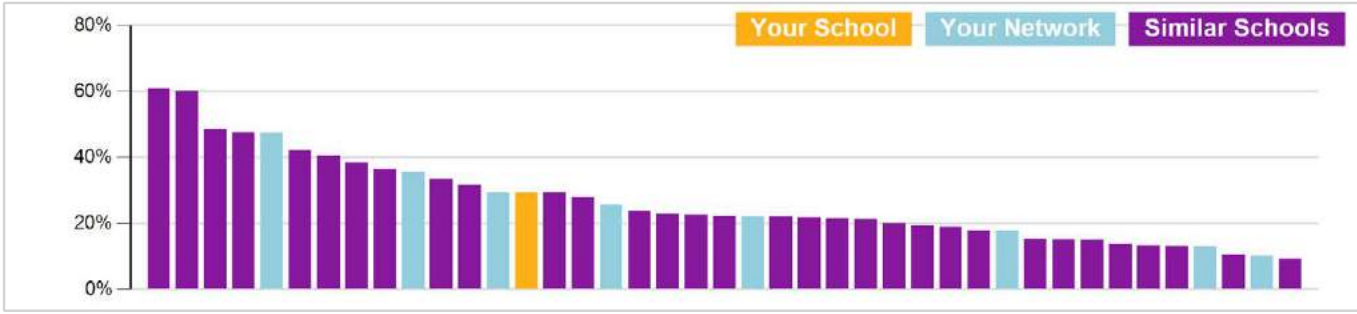
Percentage of students by NAPLAN bands



Count and percentage of students

	2015		2016		2017		2018		2019		Similar Schools	Network	State
Band	**n**	**%**	**n**	**%**	**n**	**%**	**n**	**%**	**n**	**%**	**%**	**%**	**%**
Band 6	4	15 %	1	3 %	4	15 %	4	11 %	1	4 %	9 %	10 %	20 %
Band 5	7	27 %	4	11 %	2	7 %	9	24 %	6	24 %	17 %	17 %	24 %
Band 4	7	27 %	7	20 %	6	22 %	16	43 %	7	28 %	24 %	23 %	25 %
Band 3	3	12 %	15	43 %	8	30 %	6	16 %	7	28 %	27 %	28 %	18 %
Band 2	2	8 %	5	14 %	6	22 %	1	3 %	4	16 %	16 %	14 %	9 %
Band 1	2	8 %	2	6 %	0	0 %	0	0 %	0	0 %	3 %	3 %	2 %
Exempt	1	4 %	1	3 %	1	4 %	1	3 %	0	0 %	4 %	5 %	3 %
Participation	**26**	**81 %**	**35**	**92 %**	**27**	**90 %**	**37**	**84 %**	**25**	**86 %**	**92 %**	**94 %**	**94 %**
Absent	4	13 %	1	3 %	0	0 %	3	7 %	0	0 %	4 %	2 %	3 %
Withdrawn	2	6 %	2	5 %	3	10 %	4	9 %	4	14 %	4 %	3 %	3 %
Total Students	**32**		**38**		**30**		**44**		**29**				
Average Scale Score	405.4		362.9		380.0		409.7		389.7		386.5	389.9	418.7

Percentage of students in top two bands between 2017 and 2019



STUDENT ABSENCE: PREP - YEAR 6

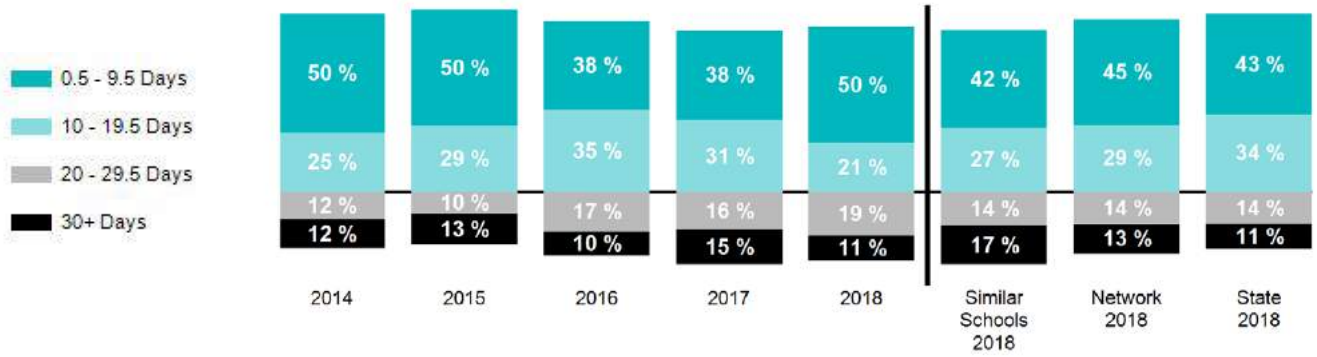
BREAKING THE LINK

In 2018:
Percentage of students with 20 or more absence days

Your school	Similar schools	
30 %	31 %	Ranging from 17 % to 46 %

Relative to the similar schools group, your school's result is similar to the results for primary schools with similar characteristics.

Percentage of students by absence days

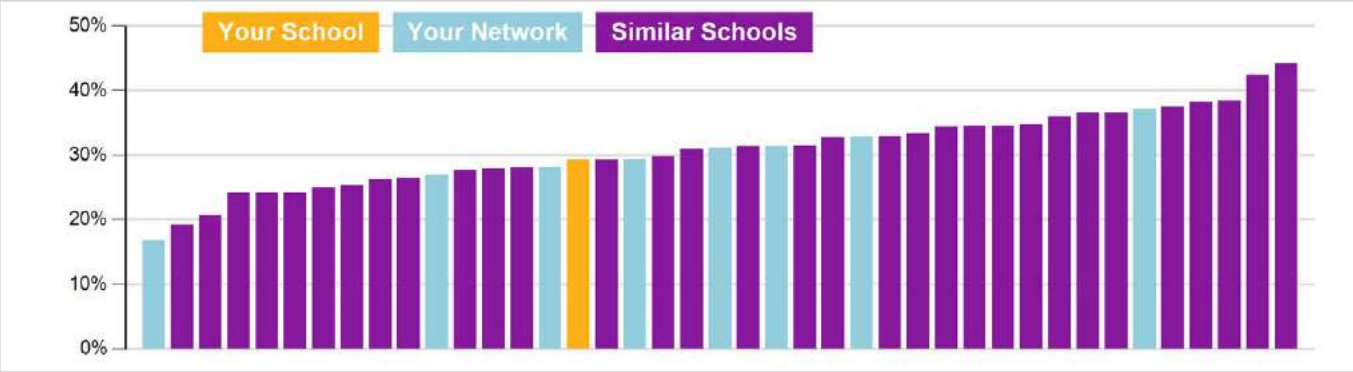


Between 2016 and 2018:
Percentage of students with 20 or more absence days

Your school	Similar schools	
29 %	31 %	Ranging from 17 % to 44 %

Relative to the similar schools group, your school's result is below the results for primary schools with similar characteristics.

Percentage of students with 20 or more absence days between 2016 and 2018

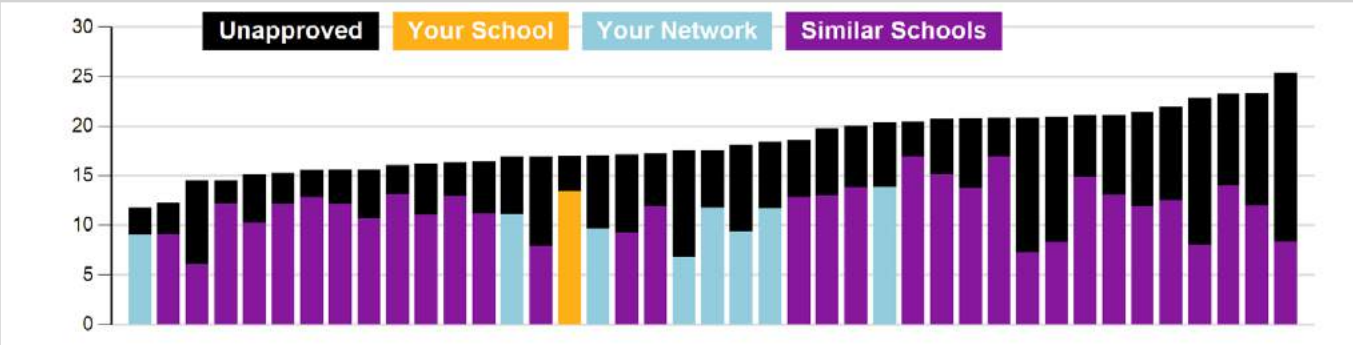


Between 2016 and 2018:
Average absence days

Your school	Similar schools	
17	18	Ranging from 12 to 25 days

Relative to the similar schools group, your school's result is below the results for primary schools with similar characteristics.

Average absence days between 2016 and 2018



ATTITUDES TO SCHOOL SURVEY: YEARS 4-6

HAPPY, HEALTHY AND RESILIENT KIDS

Positive: the percentage of positive responses (strongly agree/agree) to the questions within the component/factor.

Neutral: the percentage of neutral responses (neither agree or disagree) to the questions within the component/factor.

Not Positive: the percentage of not positive responses (strongly disagree/disagree) to the questions within the component/factor.

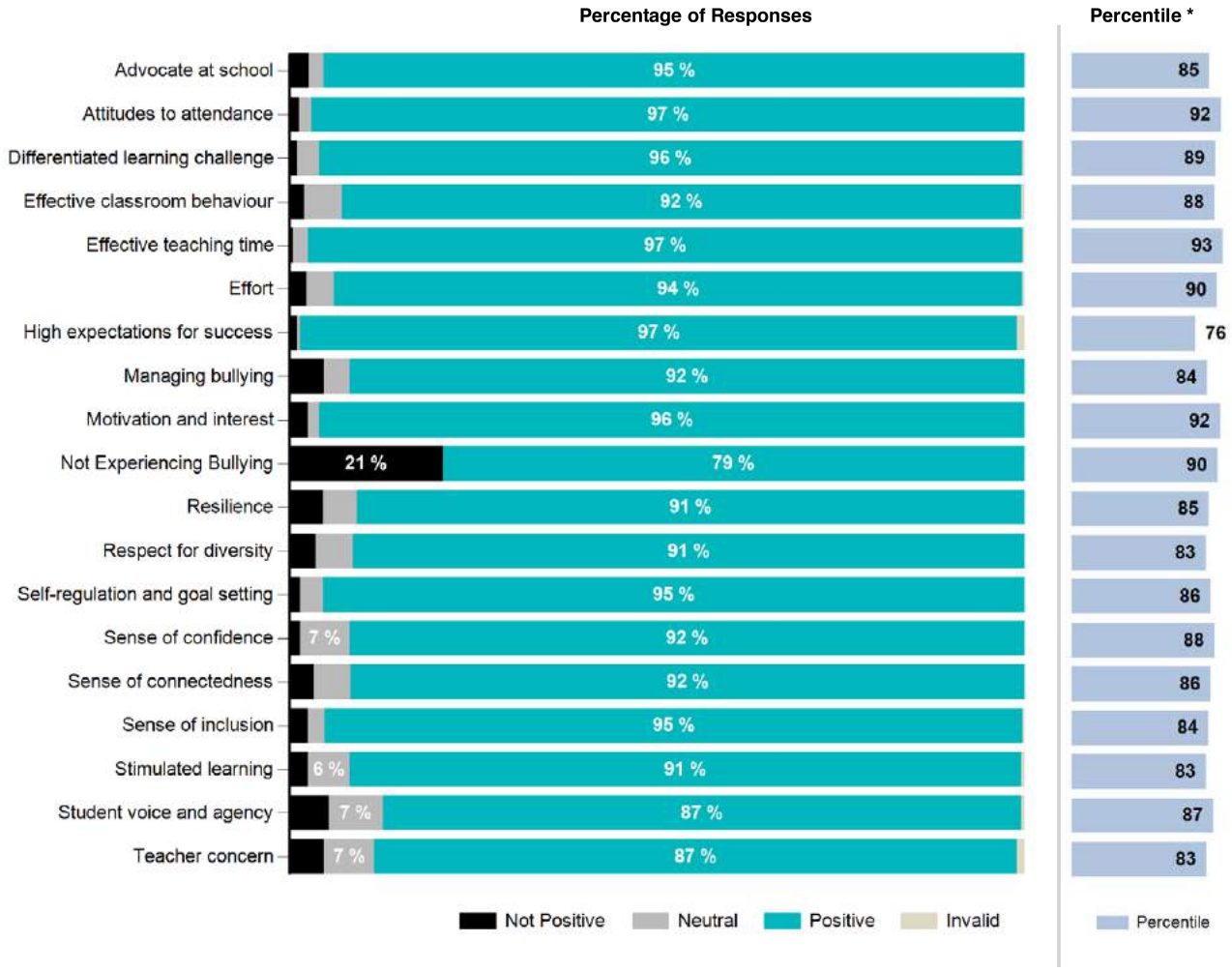
THE EDUCATION STATE TARGET:

By 2025, Victorian students reporting high resilience will grow by 20 per cent.

'Sense of confidence' and 'Sense of connectedness' are among the **lead indicators** for the Education State reading and numeracy achievement targets

'Sense of connectedness' is among the **lead indicators** for the Education State resilience target.

Years 4-6: 2019



** Note: Factor percentile is the percent endorsement, relative to Years 4-6 in all Victorian government schools*

SCHOOL STAFF SURVEY

Positive: the percentage of positive responses (strongly agree/agree) to the questions within the component/factor.

Neutral: the percentage of neutral responses (neither agree or disagree) to the questions within the component/factor.

Not Positive: the percentage of not positive responses (disagree/strongly disagree) to the questions within the component/factor.

'Collective efficacy' is among the **lead indicators** for the Education State reading, numeracy and science achievement targets, as well as the critical and creative thinking and breaking the link targets.

State-wide patterns

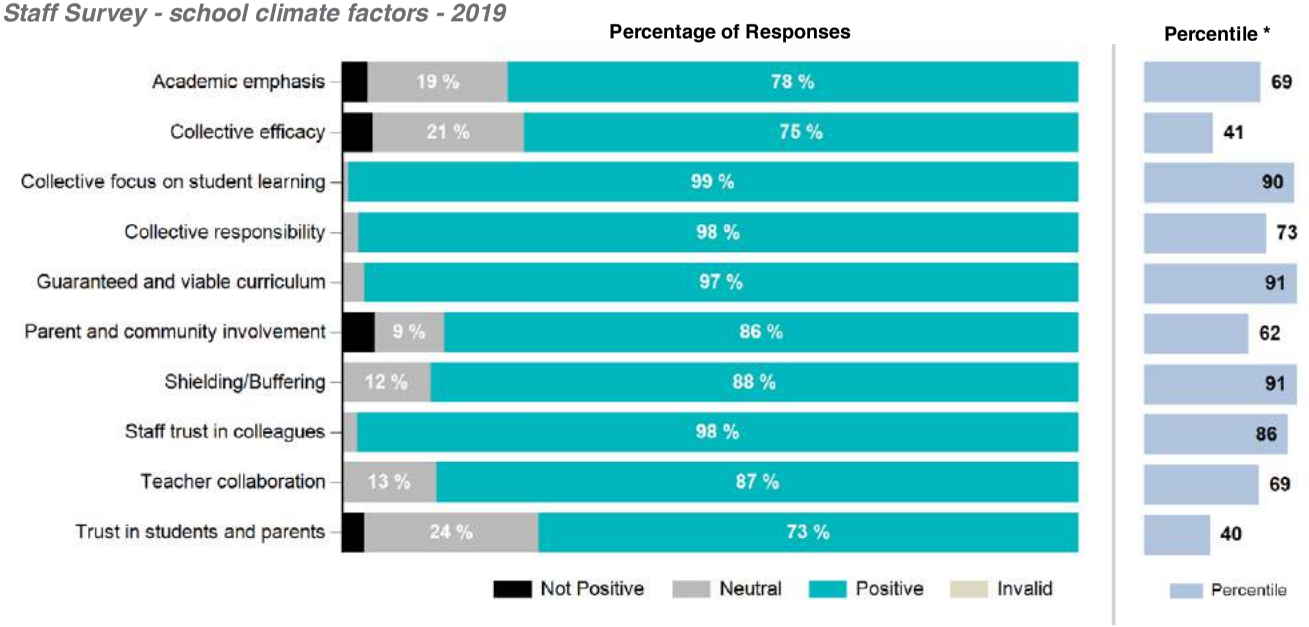
Staff in Primary schools are generally more positive about school climate than staff from Secondary and Pri-sec schools.

In analysis commissioned by the Department, the School Staff Survey factors of 'academic emphasis' and 'collective efficacy' were found to be the top predictors of student achievement across both primary and secondary year levels.

In 2019, 'Collective efficacy' has improved slightly for Primary, Secondary and Pri/Sec Schools. Similarly, 'Academic emphasis' has also increased slightly for all school types.

PRIDE AND CONFIDENCE

Staff Survey - school climate factors - 2019



** Note: Factor percentile is the mean factor score scaled to 100, relative to all Victorian government primary schools*

Percentage of positive responses

Factor	2015	2016	2017	2018	2019	Trend
Academic emphasis	60 %	69 %	66 %	72 %	78 %	
Collective efficacy	65 %	72 %	67 %	73 %	75 %	
Collective focus on student learning	97 %	95 %	96 %	99 %	99 %	
Collective responsibility	82 %	92 %	94 %	96 %	98 %	
Guaranteed and viable curriculum	89 %	90 %	81 %	93 %	97 %	
Parent and community involvement	55 %	59 %	58 %	67 %	86 %	
Shielding/Buffering	73 %	79 %	71 %	90 %	88 %	
Staff trust in colleagues	85 %	92 %	91 %	91 %	98 %	
Teacher collaboration	82 %	76 %	57 %	83 %	87 %	
Trust in students and parents	59 %	58 %	48 %	60 %	73 %	
School climate	71 %	76 %	70 %	79 %	85 %	

Handout A3

Sample Annual Report

Sunnyside Hills College

Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian Government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Pri/Sec Schools:
Results for this school: Median of all Victorian Government Pri/Sec Schools:

School Profile

Enrolment Profile

A total of 895 students were enrolled at this school in 2019, 444 female and 451 male.

1 percent were EAL (English as an Additional Language) students and 4 percent ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.

Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.

School Staff Survey

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

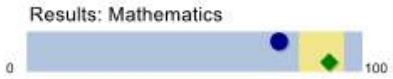
Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.

Sunnyside Hills College

(Primary Year Levels)

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools:
Results for this school: Median of all Victorian Government Primary Schools:

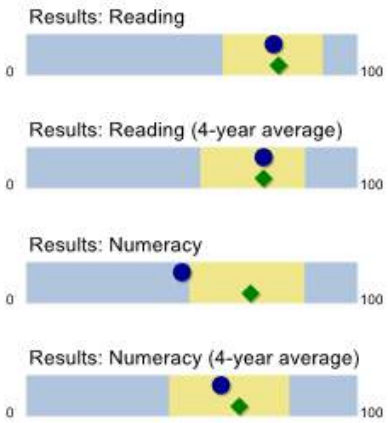
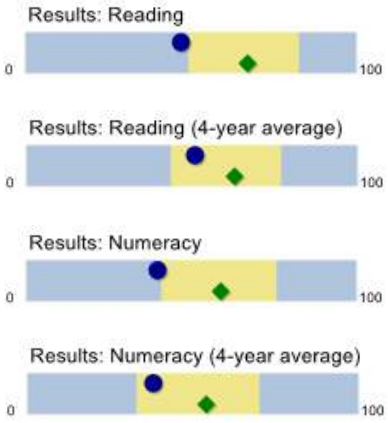
Achievement	Student Outcomes	Similar School Comparison
Teacher Judgement of student achievement Percentage of students in Years Prep to 6 working at or above age expected standards in: • English • Mathematics For further details refer to *How to read the Annual Report.*	 	

Sunnyside Hills College

(Primary Year Levels)

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools:
Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Achievement	Student Outcomes	Similar School Comparison
NAPLAN Year 3 The percentage of students in the top 3 bands of testing in NAPLAN at Year 3. Year 3 assessments are reported on a scale from Bands 1 - 6.		Above Below
NAPLAN Year 5 The percentage of students in the top 3 bands of testing in NAPLAN at Year 5. Year 5 assessments are reported on a scale from Bands 3 - 8.		Below Below

Sunnyside Hills College

(Primary Year Levels)

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools:
Results for this school: ● Median of all Victorian Government Primary Schools: ◆

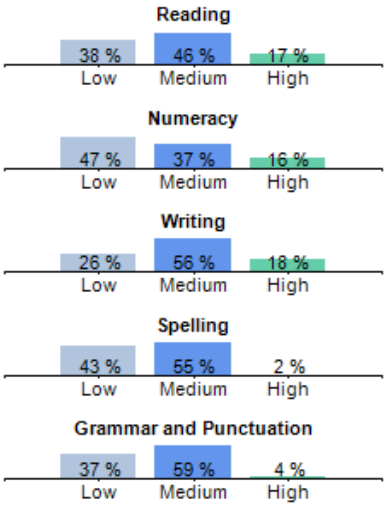
Achievement

NAPLAN Learning Gain
Year 3 - Year 5

Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.

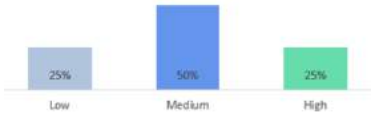
NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.

Student Outcomes



Similar School Comparison

There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.



Statewide Distribution of Learning Gain (all domains)

Sunnyside Hills College

(Primary Year Levels)

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools:
Results for this school: ● Median of all Victorian Government Primary Schools: ◆

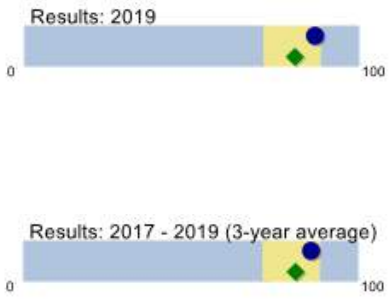
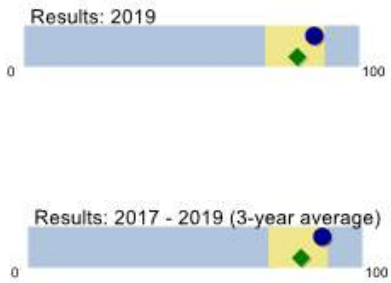
Engagement	Student Outcomes	Similar School Comparison
Average Number of Student Absence Days Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays. Absence from school can impact on students' learning **Similar School Comparison** A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.	Results: 2019 0 50 Few absences <------> Many absences Results: 2016 - 2019 (4-year average) 0 50 Few absences <------> Many absences	Above
Average 2019 attendance rate by year level:	Prep: 94 % Yr1: 93 % Yr2: 94 % Yr3: 93 % Yr4: 92 % Yr5: 90 % Yr6: 93 %	Similar school comparison not available

Sunnyside Hills College

(Primary Year Levels)

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools:
Results for this school: Median of all Victorian Government Primary Schools:

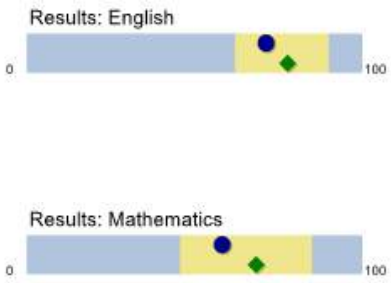
Wellbeing	Student Outcomes	Similar School Comparison
Students Attitudes to School - Sense of Connectedness Measures the percent endorsement on Sense of Connectedness factor, as reported in the *Attitudes to School Survey* completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).		
Students Attitudes to School - Management of Bullying Measures the percent endorsement on Management of Bullying factor, as reported in the *Attitudes to School Survey* completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).		

Sunnyside Hills College

(Secondary Year Levels)

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools:
Results for this school: Median of all Victorian Government Secondary Schools:

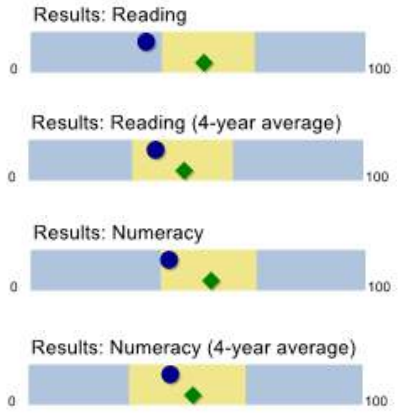
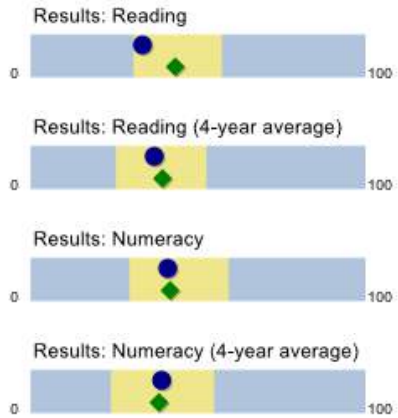
Achievement	Student Outcomes	Similar School Comparison
Teacher Judgement of student achievement Percentage of students in Years 7 to 10 working at or above age expected standards in: • English • Mathematics For further details refer to *How to read the Annual Report.*		

Sunnyside Hills College

(Secondary Year Levels)

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools:
Results for this school: Median of all Victorian Government Secondary Schools:

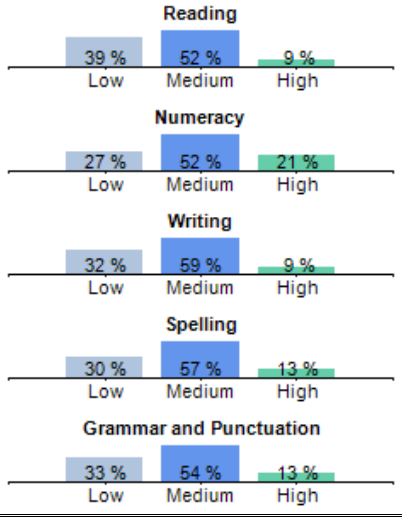
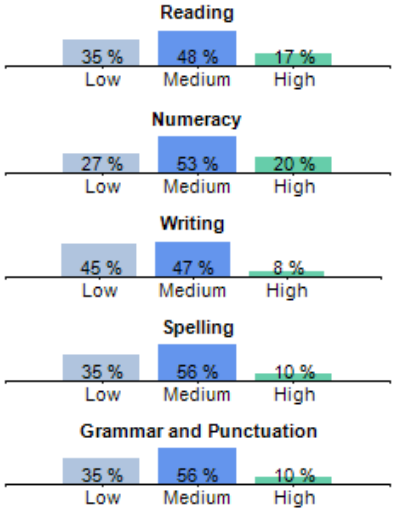
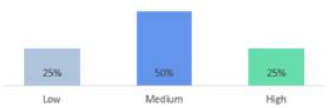
Achievement	Student Outcomes	Similar School Comparison
NAPLAN Year 7 The percentage of students in the top 3 bands of testing in NAPLAN at Year 7. Year 7 assessments are reported on a scale from Bands 4 - 9.		Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.
NAPLAN Year 9 The percentage of students in the top 3 bands of testing in NAPLAN at Year 9. Year 9 assessments are reported on a scale from Bands 5 - 10.		

Sunnyside Hills College

(Secondary Year Levels)

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools:
Results for this school: Median of all Victorian Government Secondary Schools:

Achievement	Student Outcomes	Similar School Comparison
NAPLAN Learning Gain Year 5 - Year 7 Learning gain of students from Year 5 to Year 7 in the following domains: Reading, Numeracy, Writing, Spelling & Grammar and Punctuation. NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two year prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.		There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain. Statewide Distribution of Learning Gain (all domains)
NAPLAN Learning Gain Year 7 - Year 9 Learning gain of students from Year 7 to Year 9 in the following domains: Reading, Numeracy, Writing, Spelling & Grammar and Punctuation. NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.		There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.  Statewide Distribution of Learning Gain (all domains)
Victorian Certificate of Education (VCE) Mean study score from all VCE subjects undertaken by students at this school. This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score. The maximum student study score is 50 and the state-wide mean (including government and non-government schools) is set at 30.		

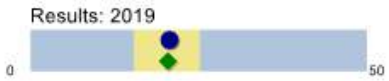
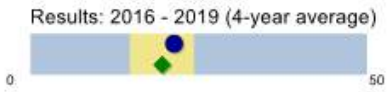
Students in 2019 who satisfactorily completed their VCE: 96%
Year 12 students in 2019 undertaking at least one Vocational Education and Training (VET) unit of competence: 68%
VET units of competence satisfactorily completed in 2019: 89%
Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2019: 76%

Sunnyside Hills College

(Secondary Year Levels)

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools:
Results for this school: Median of all Victorian Government Secondary Schools:

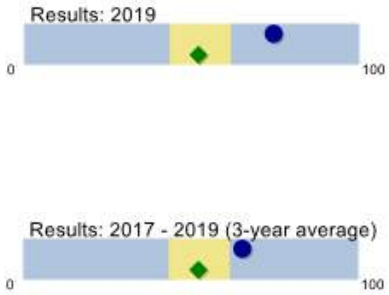
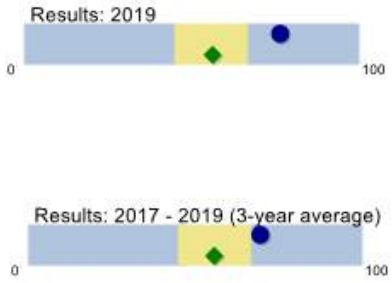
Engagement	Student Outcomes	Similar School Comparison
Average Number of Student Absence Days Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays. Absence from school can impact on students' learning **Similar School Comparison** A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.	 Few absences <------> Many absences  Few absences <------> Many absences	
Average 2019 attendance rate by year level:	Yr7: 92 % Yr8: 90 % Yr9: 89 % Yr10: 88 % Yr11: 90 % Yr12: 89 %	Similar school comparison not available
Student Retention Percentage of Year 7 students who remain at the school through to Year 10.	 	
Exit Destinations Percentage of students from Years 10 to 12 going on to further studies or full-time employment. Note: This measure uses data from the previous year. Data excludes exit destinations recorded as 'Unknown'.	 	

Sunnyside Hills College

(Secondary Year Levels)

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools:
Results for this school: Median of all Victorian Government Secondary Schools:

Wellbeing	Student Outcomes	Similar School Comparison
Students Attitudes to School - Sense of Connectedness Measures the percent endorsement on Sense of Connectedness factor, as reported in the *Attitudes to School Survey* completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).		
Students Attitudes to School - Management of Bullying Measures the percent endorsement on Management of Bullying factor, as reported in the *Attitudes to School Survey* completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).		

Sunnyside Hills College

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2019	
Revenue	**Actual**
Student Resource Package	$8,652,580
Government Provided DET Grants	$1,721,927
Government Grants Commonwealth	$140,231
Government Grants State	$19,725
Revenue Other	$147,150
Locally Raised Funds	$594,790
Total Operating Revenue	**$11,276,403**
Equity[1]	
Equity (Social Disadvantage)	$591,170
Equity (Catch Up)	$46,604
Equity Total	**$637,775**
Expenditure	
Student Resource Package[2]	$8,387,624
Books & Publications	$16,278
Communication Costs	$31,324
Consumables	$284,073
Miscellaneous Expense[3]	$648,991
Professional Development	$61,516
Property and Equipment Services	$568,839
Salaries & Allowances[4]	$728,595
Trading & Fundraising	$102,753
Utilities	$124,994
Total Operating Expenditure	**$10,954,986**
Net Operating Surplus/-Deficit	**$321,416**
Asset Acquisitions	**$231,200**

Financial Position as at 31 December, 2019	
Funds Available	**Actual**
High Yield Investment Account	$46,041
Official Account	$40,799
Other Accounts	$414
Total Funds Available	**$87,254**

Financial Commitments	
Operating Reserve	$87,254
Total Financial Commitments	**$87,254**

(1) The Equity funding reported above is a subset of overall revenue reported by the school
(2) Student Resource Package Expenditure figures are as of 22 January 2020 and are subject to change during the reconciliation process.
(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
(4) Salaries and Allowances refers to school-level payroll.

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.

Sunnyside Hills College

How to read the Annual Report

What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

What does the *Performance Summary* section of this report refer to?

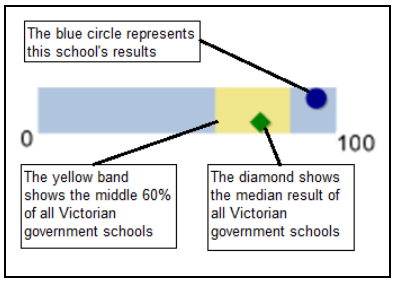
The Performance Summary reports on data in three key areas:

Achievement
- student achievements in:
  - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
  - English and Mathematics for teacher judgements against the curriculum
  - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

Engagement
- student attendance and engagement at school
  - how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing
- Attitudes to School Survey (ATOSS)
  - Sense of connectedness
  - Management of Bullying

Results are displayed for the latest year, as well as the average of the last four years (where available).

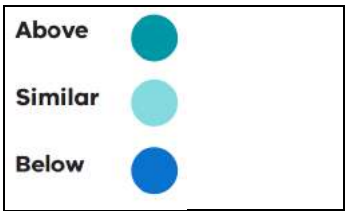


What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is 'Similar', 'Above', or 'Below' relative to the similar schools group with similar characteristics.



What does '*Data not available*' or *'ND'* mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

What is the *Victorian Curriculum*?

The Victorian Curriculum F–10 sets out what every student should learn during their first 11 years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').

Handout B

School Strategic Planning: quiz

Question	Answer
1. Which of the following are councillors responsible for in the school Pre-review Self-evaluation process? (i) planning the Pre-review Self-evaluation (ii) keeping everyone informed about the contents of the Pre-review Self-evaluation report (iii) endorsement of the final Pre-review Self-evaluation report (iv) forwarding the Pre-review Self-evaluation report to the Department (v) participating in consultations with the community (vi) reviewing the plan and timeline for the Pre-review Self-evaluation.	*Clue: only 3 are correct*
2. School performance is measured against the student outcome areas, one of which is achievement. What is one of the other outcome areas?	
3. What is the most effective way that councillors can become aware of the values and aspirations of their community?	

Question	Answer
4. What can you do if you want to comment on the review process?	
5. You may think a particular building or resource needs to be improved. On what grounds would you have the best chance of gaining funding for such an initiative?	
6. How might information from the attitudes to school survey impact on setting goals and targets?	
7. When does the school AIP need to be presented to school council and endorsed by the school council president in SPOT?	
8. What do you see as the most important part of your role as a school councillor?	