IMPROVING SCHOOL GOVERNANCE

2

STRATEGIC PLANNING

Published by the Regional Services Group
Department of Education and Training
Melbourne
February 2018

©State of Victoria (Department of Education and Training) 2018

The copyright in this document is owned by the State of Victoria (Department of Education and Training), or in the case of some materials, by third parties (third party materials). No part may be reproduced by any process except in accordance with the provisions of the *Copyright Act 1968*, the National Education Access Licence for Schools (NEALS) (see below) or with permission.

NEALS

An educational institution situated in Australia, which is not conducted for profit, or a body responsible for administering such an institution may copy and communicate the materials, other than third party materials, for the educational purposes of the institution.

Authorised by the Department of Education and Training
2 Treasury Place, East Melbourne, Victoria, 3002.
ISBN 978-0-646-98559-6

VICTORIA State Government | Education and Training

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 Departmental guidelines and community expectations.

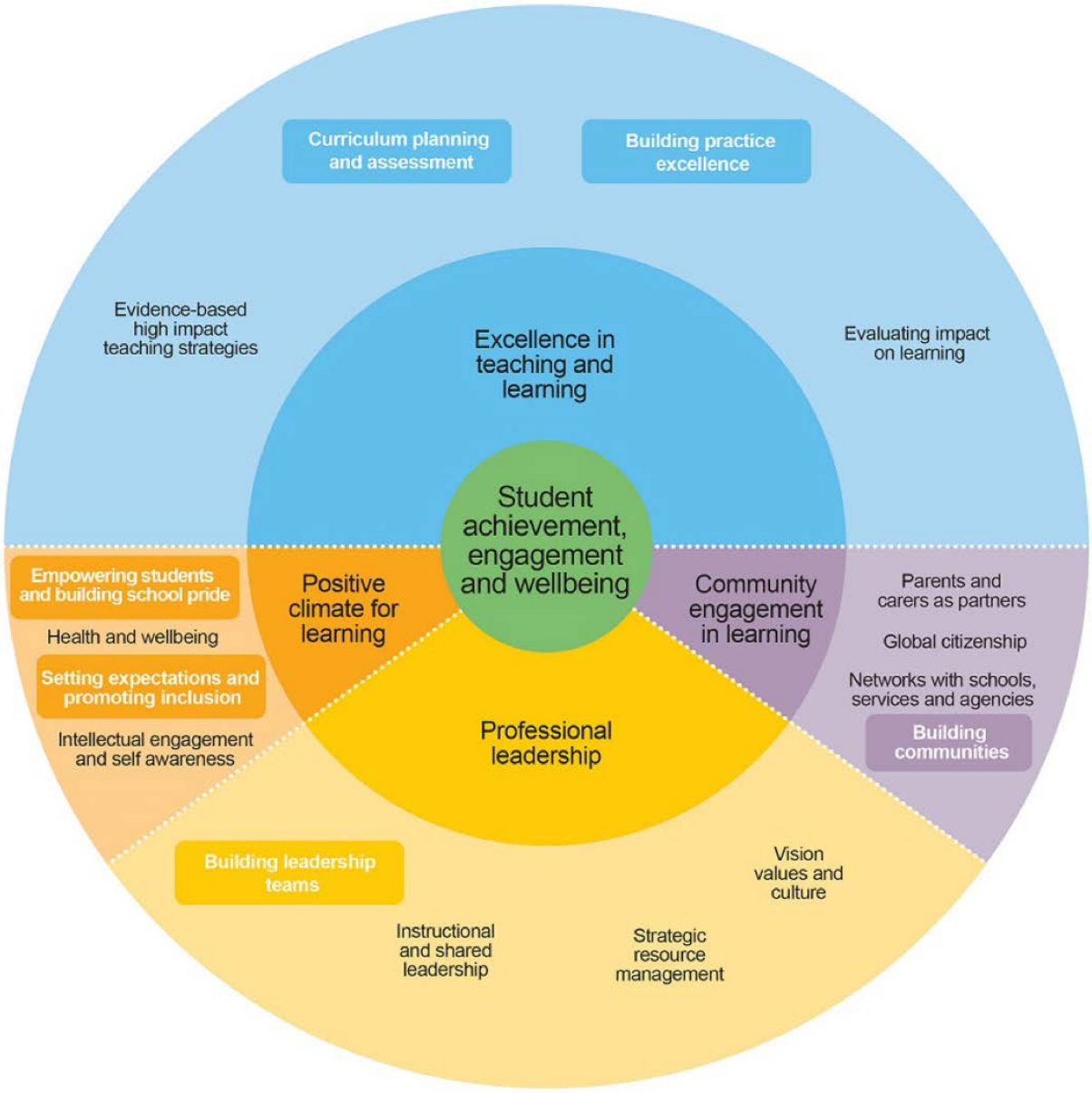
Overview

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?

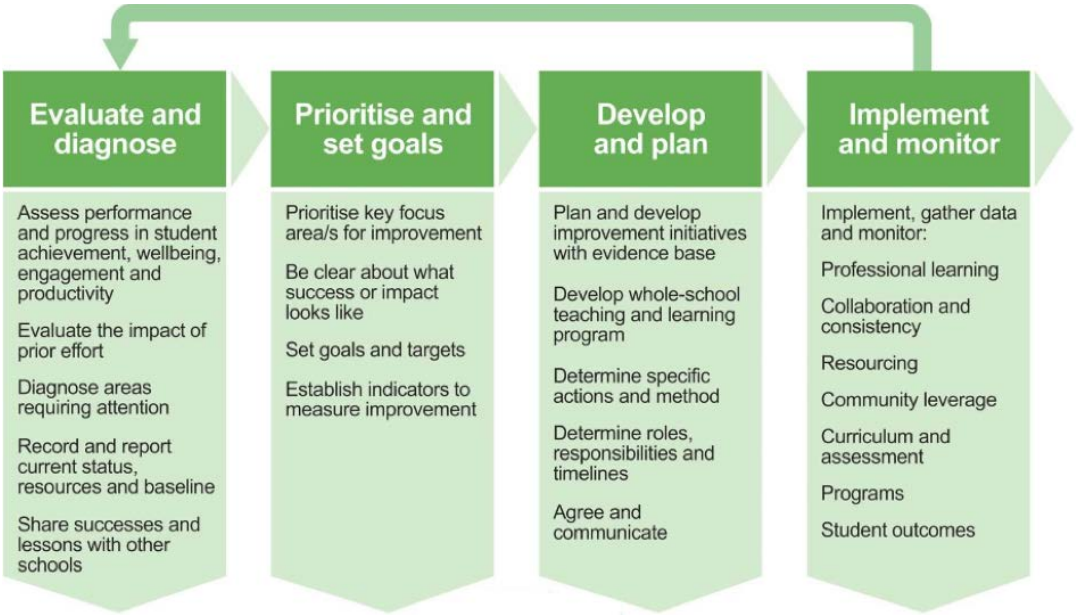
The Department has developed a Framework for Improving Student Outcomes (FISO). FISO has the following components: an Improvement Model with four state-wide priorities, 16 dimensions including six evidence-based high-impact Improvement Initiatives; an Improvement Cycle and Improvement Measures.

The Improvement Model



The Improvement Cycle

The FISO Improvement Model identifies the priority areas that are known to improve student outcomes. The Improvement Cycle provides the process to bring FISO to life by understanding how school practices are influencing their performance. The Improvement Cycle supports schools to work towards more effective continuous improvement. Schools use the Improvement Cycle to: self-evaluate, review and diagnose areas that require attention, plan for improvement and report to their communities on their activities and outcomes.



There are four phases in the Improvement Cycle:

1. Evaluate and diagnose – evaluating the school's performance against its current School Strategic Plan (SSP) through:

- annual self-evaluation – schools assess their performance against the FISO Continua of Practice and determine their progress against their current Annual Implementation Plan (AIP) and SSP targets
- participating in a school review once every four years to diagnose areas requiring attention, including assessing the school's compliance with legislative and registration requirements
- publishing an Annual Report for the school community (including parents/guardians, students and other interested people) about the school's successes and challenges in implementing the SSP and improving student outcomes.

2. Prioritise and set goals – developing a four-year school SSP that outlines goals, key improvement strategies and expected targets in a school-based plan. Schools select one or two FISO high-impact Improvement Initiatives that focus on their specific needs and guide their efforts. The plan is sensitive to local needs and based on data (including key risks to achievements).

3. Develop and plan – developing AIPs that describe how the key improvement strategies and other significant projects in the school SSP will be implemented, monitored and evaluated and developing performance and development plans for the principal and teachers.

4. Implement and monitor – collaboratively gathering data, monitoring and reviewing the impact of the school's improvement strategies and initiatives on student learning (including key risks to achievements).

Resources and links

Framework for Improving Student Outcomes

→ edugate.eduweb.vic.gov.au/edrms/project/fiso/SitePages/Home.aspx

Continua of Practice for School Improvement – internal eduGate site

→ edugate.eduweb.vic.gov.au/edrms/project/fiso/SitePages/Continua.aspx

2.1 Evaluate and diagnose

Why is this topic important?

Self-evaluation supports the 'evaluate and diagnose' phase of the Improvement Cycle process.

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 SSP and 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 schools 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.

There are two types of school self-evaluations:

- **Annual self-evaluation** – an annual school self-evaluation against the FISO Continua of Practice is conducted to determine the school's progress against the FISO dimensions. Each year, schools evaluate themselves against the six dimensions as FISO high-impact Improvement Initiatives, as well as any additional dimensions implemented by the school in that year
- **Pre-review self-evaluation** – is a rigorous process undertaken every four-years in the term prior to the school's review. The pre-review self-evaluation evaluates the school's improvement efforts by drawing together evidence of the school's performance against the previous SSP along with feedback from consultations with the school community. The pre-review self-evaluation 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 strategic plan.

The pre-review self-evaluation 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 of School Improvement for each FISO dimension
- a description and evidence of the school's practices in the three areas of student voice; agency and leadership, 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 Child Safe Standards.

After the pre-review self-evaluation is completed:

- it is endorsed by the principal, school council and Senior Education Improvement Leader (SEIL). From Term 2, 2018 this endorsement will occur through the Strategic Planning Online Tool (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 strategies for improvement.

The pre-review self-evaluation and the school review inform the development of the school's new four-year Strategic Plan, which is then operationalised through the AIPs.

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 is completed in the term prior to the school's review. 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 School Strategic Plan, 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 three areas of student voice and the school's self-assessment against the VRQA Minimum Standards.

The principal, school council and SEIL endorse the pre-review self-evaluation report and the principal ensures the outcomes are communicated to the community. From Term 2, 2018 this endorsement will occur through SPOT.

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 might ...
• 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 consultations with the school community	• provide support where necessary	• contribute to surveys • participate in parent meetings and focus groups
• gather and analyse data	• provide support and challenge where necessary	• 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 council endorsement	• endorse the pre-review self-evaluation report	• endorse pre-review self-evaluation report	
• at least four weeks before the review, the principal forwards the VRQA check self-assessment sheets and required documentation to the reviewer • at least four weeks before the review, the principal forwards the pre-review self-evaluation report to the reviewer, SEIL and challenge partners			• engage with the outcomes of the pre-review self-evaluation via the school newsletter or other communication

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, school improvement and performance is reviewed against the School Strategic Plan 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:

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 is also measured in the English online interview, the Mathematics online interview and the Fractions and Decimals online interview.

The Victorian Early Years Learning and Development Framework (VEYLDF)

This builds continuity between the first years of schooling and the learning and development that precede these years. This Framework 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 on this area 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 provide 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 state-wide information about schools with similar student backgrounds.

An annual summary of each school's performance is provided (included as part of each school's Annual Report to the School Community) and is available on-line 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, and 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.

Engaging the school community

When considering how best to consult with its community, a school might consider 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, 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, president, reviewer and challenge partners at least two weeks before the school review.

School review

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.

In 2018, a new school review and improvement approach is being implemented for all Victorian government schools. This approach includes a new model of school review 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.

Throughout their review, schools have the support of a School Review Panel, including core members: an independent accredited reviewer, the principal, the SEIL and president, as well as challenge partners and school community members, including students, school community members 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 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 2018 will:

- undertake a pre-review self-evaluation process with engagement from the whole school community
- complete the pre-review self-evaluation report in the term before the review
- provide the report and other school data to the School Review Panel
- hold a preparation and planning meeting, where the reviewer visits the school
- participate in the review (with duration and scope determined on the first day of the review: the Validation Day)
- receive the school review report, with directions for the new School Strategic Plan (goal, targets etc.)
- develop the new School Strategic Plan.

The following table outlines how councillors, principal and leadership team, 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 VRQA registration requirements check (policy documents etc.) to the reviewer electronically at least four weeks before the review • provide the school pre-review self-evaluation report to the core members of the School Review Panel and the challenge partners at least two 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 VRQA check (policy documents etc.) • 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 VRQA registration requirements check
Validation day (first day of review)			
• attend 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	• attend 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	• attend 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	• attend 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

The principal will ...	The Senior Education Improvement Leader will ...	School councillors will ...	The reviewer will ...
• support review activities as necessary	• support review activities as necessary	• participate in focus groups, interviews etc. as required	• undertake fieldwork as per the methodology to investigate the focus questions (e.g. through focus groups, interviews with staff, students and community members etc.) • observe processes around the VRQA registration requirements in practice
Panel time (final day of review)			
• contribute to the collaborative development of goals, targets and key improvement strategies for the next SSP	• contribute to the collaborative development of goals, targets and key improvement strategies for the next SSP	• 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 • 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 review report	• quality-assure the draft review report • endorse the review report	• discuss the review report at the school's council	• prepare and submit a 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			

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 signs and endorses the Annual Report using 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 principal will ...	The Senior Education Improvement Leader will ...	Councillors will typically ...
• populate the Annual 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
• 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		• 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
• 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
- About Our School statement
- Performance Summary
- Financial Performance and Position statement.

Schools download their Annual Report template from the School Performance Reporting website.

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 each year, including the year in which the school is conducting its school review and developing its new SSP
- the Annual Report is tabled at a school council meeting for ratification and must be submitted to the Department for approval by 30 April of the next year
- Presidents are required to sign and endorse the approved report to attest that all teachers are Victorian Institute of Teaching (VIT) registered, the school is compliant with the VRQA registration requirements and Child Safe Standards and all expenses and commitments of funds have been to support educational outcomes and operational needs. From 2018, this function will be performed in SPOT
- 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 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.

Resources and links

Framework for Improving Student Outcomes

→ edugate.eduweb.vic.gov.au/edrms/project/fiso/SitePages/Home.aspx

Annual reporting – internal eduGate site

→ edugate.eduweb.vic.gov.au/edrms/project/fiso/SitePages/AnnualReporting.aspx

School Performance Information

→ www.education.vic.gov.au/school/teachers/management/improvement/Pages/performreports.aspx

Strategic Planning Online Tool (SPOT)

→ apps.edustar.vic.edu.au/spot/

Panorama School Reports

→ edugate.eduweb.vic.gov.au/ourorg/SRG/RAD/Pages/Panorama.aspx

2.2 Prioritise and set goals

Why is this topic important?

The School Strategic Plan 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
- help engage the community in the development of the SSP
- 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 ...
• briefs the school community about the process of developing the SSP		• contribute to the development of a long-term view of the school's directions, based on school review findings • assist in setting the school's purpose and values
• reviews the findings from the self-evaluation and school review • identifies key improvement priorities and initiatives, including key risks to achievement • develops draft goals, targets, key improvement strategies and actions	• provides support on reviewing and interpreting findings • provides support on identifying key improvement priorities and initiatives	• reflect on the findings from the self-evaluation and school review to identify priorities for the school
• prepares a draft SSP	• provides support to prepare the draft SSP • reviews the draft SSP and provides advice • endorse the SSP	• read and comment on the draft SSP • endorse the SSP
• communicates the SSP		• communicate the SSP

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
- assisting in the identification of goals, targets and improvement strategies, and advising how success can be measured
- 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.

The NQF provides a national approach to the regulation and quality assessment of early childhood education and care services, which includes OSHC and kindergarten. The NQF operates under the *Education and Care Services National Law Act 2010* (National Law) and the Education and Care Services National Regulations 2011 (National Regulations).

Engaging the school community

When considering 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.

Endorsing the School Strategic Plan

The president endorses the final SSP, on behalf of the school council, as part of its governance responsibilities. From Term 3, 2018 endorsement of the SSP will occur through SPOT. Councillors need to assure themselves 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's 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 opportune; 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 websites
- encouraging celebration of important achievements, for example, at assemblies, in the newsletter or at a special function.

Resources and links

Framework for Improving Student Outcomes (FISO)

→ www.education.vic.gov.au/about/educationstate/Pages/outcomes.aspx

Framework for Improving Student Outcomes – internal eduGate site

→ edugate.eduweb.vic.gov.au/edrms/project/fiso/SitePages/Home.aspx

Strategic Planning

→ edugate.eduweb.vic.gov.au/edrms/project/fiso/SitePages/StratPlanning.aspx

Risk Management

→ 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

School Policy and Advisory Guide

→ www.education.vic.gov.au/school/principals/spag/governance/Pages/risk.aspx

National Quality Framework

→ www.acecqa.gov.au/national-quality-framework

Guide to Outside School Hours Care Provision

→ www.education.vic.gov.au/school/teachers/management/Pages/oshc.aspx

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 president is provided access to SPOT to review and endorse the final plan. To receive access to eduMail and CASES 21, 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	• approve the AIP	• endorse the AIP
• 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 leadership team	

Developing the Annual Implementation Plan

The AIP identifies which of the six state-wide high-impact improvement initiatives the school will be addressing, why this has been selected and what key improvement strategies will support this focus.

The plan also contains the goals and targets from the SSP, and breaks these down into 12-month targets.

The plan breaks down each key improvement strategy into specific actions. For each action, it specifies:

- how it will be implemented and resourced
- the person or team who will implement the action and report back on progress
- the timeframe for completing the action
- success criteria or markers of success that will be observable measures of 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 and understand 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 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 president reviews and endorses the final plan in SPOT. Before endorsing it, councillors should satisfy themselves that:

- one-year targets are consistent with the goals and targets in the SSP
- the success criteria are achievable given the likely available resources.

The plan should be endorsed by the school council by 31 December in the year before implementation and then be submitted to the Department.

Resources and links

AIP – internal eduGate site

→ edugate.eduweb.vic.gov.au/edrms/project/fiso/SitePages/AIP.aspx

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 evidence of impact. The council's role should focus on monitoring progress against the success criteria and/or achievement of the one-year targets featured in the AIP. Monitoring of progress provides an essential link between the written AIP and the daily operation of the school.

Schools should self-evaluate against the FISO Continua of Practice as data becomes available and progress is made. This will assist school planning in the following year.

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.

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 2017

Example P-12 College

(Your school's results are shown from page 7 onwards)

THE EDUCATION STATE | VICTORIA State Government | Education and Training

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.

This methodology replaces the previous School Improvement Measures and associated School Threshold reports.

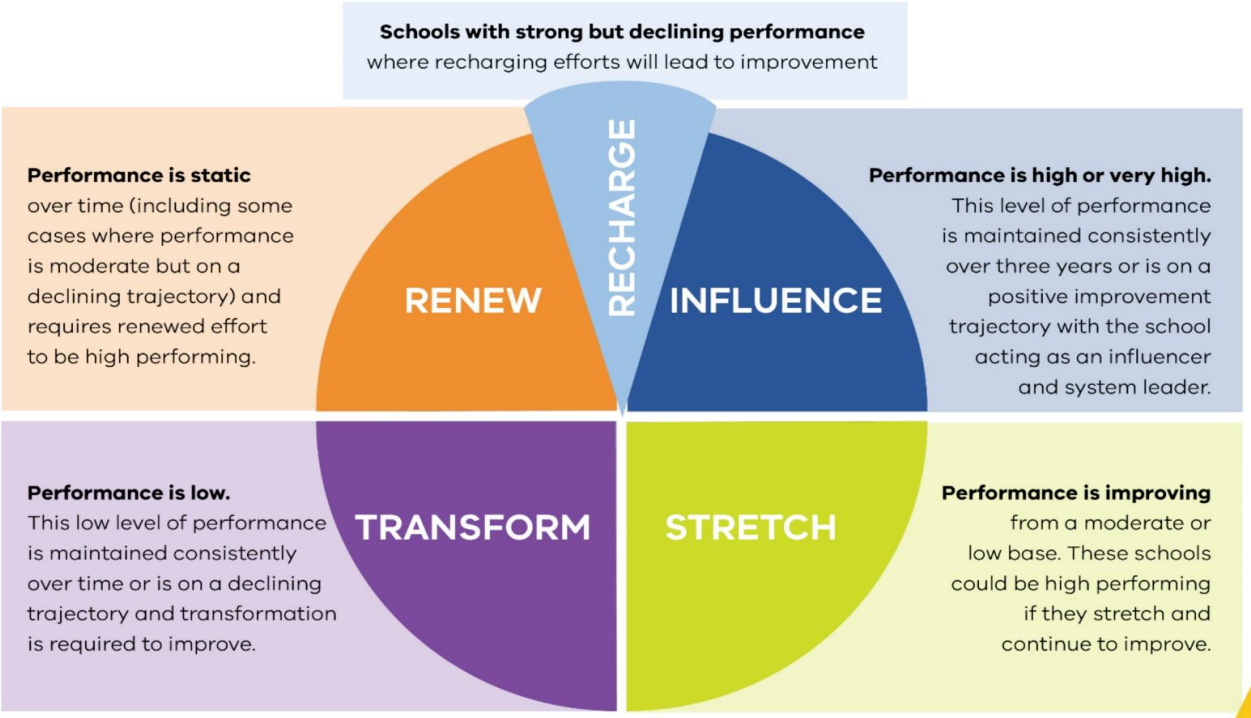


FIGURE 1: THE FIVE SCHOOL PERFORMANCE GROUPS

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 result' and 'change result' 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

MEASURES							DOMAINS
Achievement in top two bands of NAPLAN	+	Students in the bottom two NAPLAN bands	+	Positive change in NAPLAN results (Gain)	=		ACHIEVEMENT (Reading/Numeracy)
Collective efficacy (% of positive survey responses)	+	Academic emphasis (% of positive survey responses)	+	Instructional leadership* (% of positive survey responses)	=		SCHOOL CLIMATE
Stimulating learning (% of positive survey responses)	+	Learning confidence (% of positive survey responses)	+	Student Safety (% of positive survey responses)	=		ATTITUDES TO SCHOOL
Primary to Secondary * (% of positive transitions)	+	Attendance			=		ENGAGEMENT
Mean VCE English score	+	Senior secondary completions			=		SENIOR SECONDARY
NAPLAN participation	+	Attitudes to School (responses to ATOSS)	+	School Climate (survey responses)	=		PARTICIPATION

*** Measure based on revisions to surveys; data not yet available for all schools**

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.

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

Shows your school's overall performance group.

Shows your school's performance group for each domain.

Domains: 7 out of 7
Measures: 17 out of 17

Overall Performance Group

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

Current Level: Low

Change Level: Increased

Performance is improving from a moderate or low base. These schools could be high performing if they stretch and continued to improve.

As an overall performance group, this indicates that the majority of domains and measures have been improving.

Text describes your school's overall performance.

A school's overall performance group represents its combined performance on the Achievement, School Climate, Student Attitudes, Engagement, Participation and Senior Secondary (for secondary, Pri/Sec schools only) domains.

Domain Performance Group

Achievement (Reading)

STRETCH

The Achievement (Reading) domain measures performance on NAPLAN assessments in Reading; which includes achievement in top two bands, lifting low performers and positive change in learning gain.

Achievement (Numeracy)

TRANSFORM

The Achievement (Numeracy) domain measures performance on NAPLAN assessments in Numeracy; which includes achievement in top two bands, lifting low performers and positive change in learning gain.

School Climate

STRETCH

The School Climate domain measures staff endorsements of Collective Efficacy and Academic Emphasis from the School Staff Survey.

Attitudes to School

TRANSFORM

The Attitudes to School domain measures students engagements in Stimulating Learning, Learning Confidence and Student Safety from the Attitudes to School Survey.

Engagement

INFLUENCE

The Engagement domain focuses on students attendance.

Participation

RENEW

The Participation domain measures students participation in NAPLAN assessments, responses to School Staff Survey and responses to Attitudes to School Survey.

Senior Secondary

STRETCH

The Senior Secondary domain measures students achievement in VCE English subject and Year 12 VCE/VCAL completion rates.

Provides an overview of what is measured in each domain.

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 Level	Change result (Last 3 years)	Change Level
Achievement (Reading)	Stretch (Medium, Increased)	% of students in Top two bands (Year 9)	Stretch	19%	Medium	1%	Increased
		% of students in Bottom two bands (Year 9)*	Stretch	21%	Medium	-3%	Decreased
		% of students with high or medium gains (Years 7 to 9)	Stretch	74%	Medium	4%	Increased
Achievement (Numeracy)	Transform (Very Low, Maintained)	% of students in Top two bands (Year 9)	Transform	10%	Low	-1%	Decreased
		% of students in Bottom two bands (Year 9)*	Transform	24%	High	2%	Increased
		% of students with high or medium gains (Years 7 to 9)	Transform	63%	Very Low	0%	Maintained
School Climate	Stretch (Medium, Increased Significantly)	% of positive endorsement in Collective Efficacy	Stretch	48%	Medium	2%	Increased
		% of positive endorsement in Academic Emphasis	Stretch	43%	Low	5%	Increased Significantly
Student Attitude	Transform (Low, Decreased)	% of student agreement in Stimulating Learning (Years 7-12)	Transform	34%	Very Low	-1%	Decreased
		% of student agreement in Learning Confidence (Years 7-12)	Transform	55%	Low	-3%	Decreased
		% of student agreement in Student Safety (Years 7-12)	Renew	75%	Low	0%	Maintained
Engagement	Influence (High, Increased Significantly)	Attendance Rate	Influence	92%	High	2%	Increased Significantly

Shows your school's change level for each measure.

Shows your school's current level for each measure.

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

Supplementary school level report

2017 - last updated December 2017

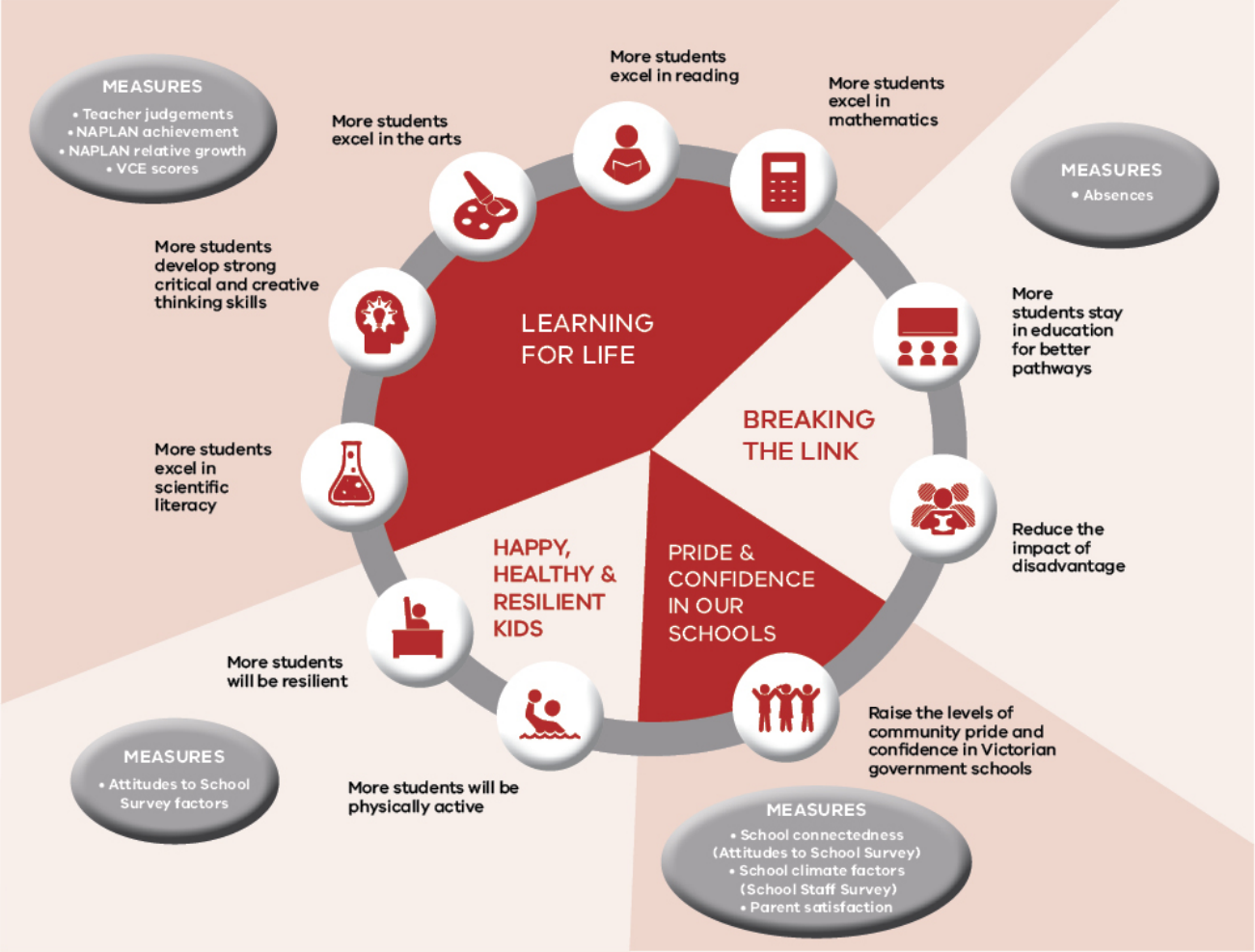
THE EDUCATION STATE
VICTORIA State Government | Education and Training
Performance and Evaluation Division | Strategy and Performance Group
measuring what matters

PANORAMA

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

LEARNING FOR LIFE

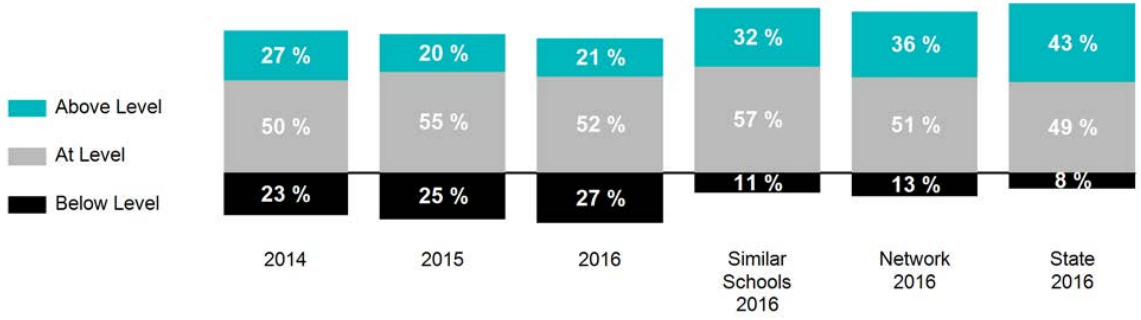
In 2016: Percentage of students at or above the age expected level

	Your school	Similar schools	
Reading and viewing	73 %	89 %	Ranging from 73 % to 97 %
Speaking and listening	77 %	92 %	Ranging from 77 % to 99 %
Writing	63 %	84 %	Ranging from 63 % to 96 %

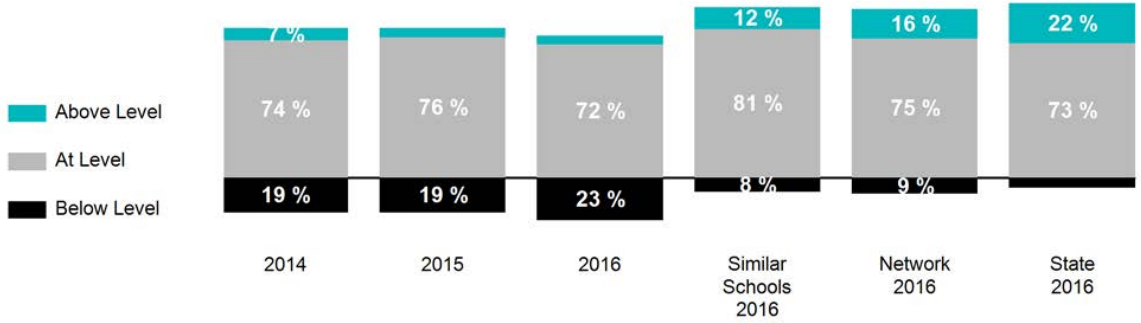
Relative to the similar schools group, your school's

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

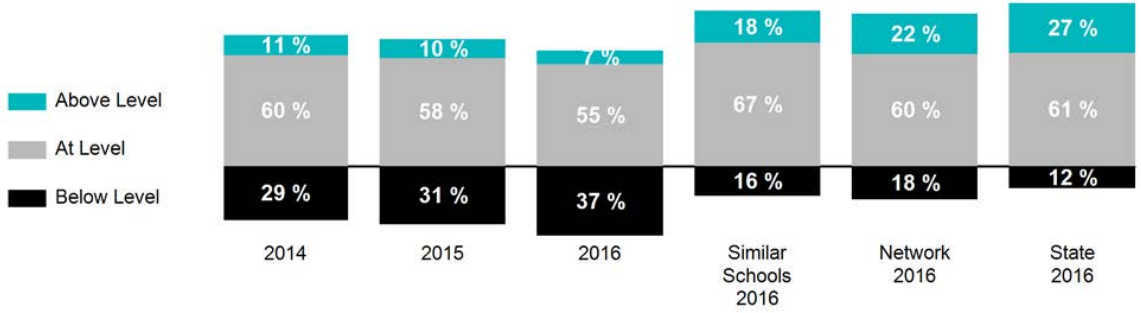
Percentage of students by rating - reading and viewing



Percentage of students by rating - speaking and listening



Percentage of students by rating - writing



NAPLAN - NUMERACY: YEAR 3

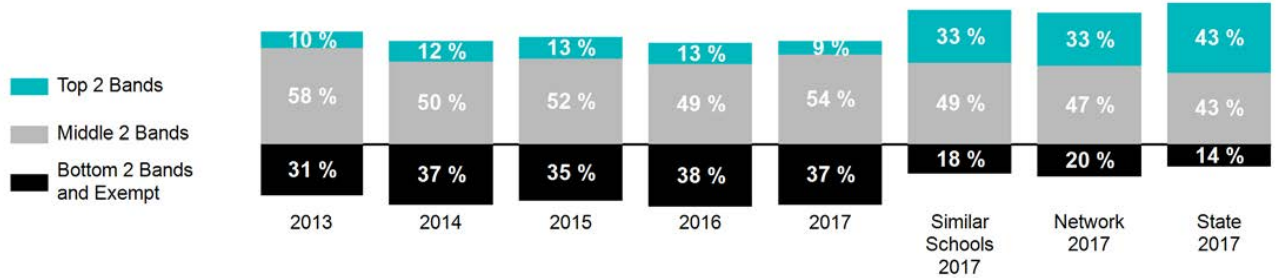
LEARNING FOR LIFE

In 2017:
Percentage of students in top two bands

Your school	Similar schools	
9 %	33 %	Ranging from 8 % to 58 %

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

Percentage of students by NAPLAN bands



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 over the next five years.

State-wide patterns

Across Victorian (government and non-government) schools in 2017, 44% of Year 3 students achieved in the top two bands for NAPLAN numeracy (an improvement over the 41% in top two bands in 2016).

The proportion of students achieving in the top two bands in numeracy is lower than in reading. In the latter, 57% of Year 3 students achieved in the top 2 bands.

Count and percentage of students

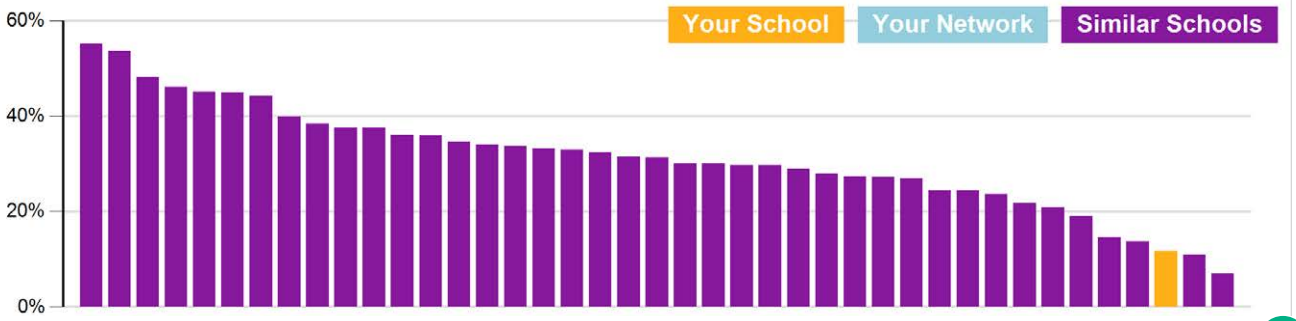
	2013		2014		2015		2016		2017		Similar Schools	Network	State
Band	**n**	**%**	**n**	**%**	**n**	**%**	**n**	**%**	**n**	**%**	**%**	**%**	**%**
Band 6	6	3 %	4	2 %	6	3 %	3	2 %	4	2 %	15 %	16 %	22 %
Band 5	14	7 %	19	10 %	18	10 %	20	11 %	12	6 %	17 %	17 %	20 %
Band 4	54	27 %	37	20 %	43	24 %	31	18 %	43	23 %	28 %	27 %	27 %
Band 3	61	31 %	56	30 %	50	28 %	54	31 %	58	31 %	21 %	20 %	16 %
Band 2	36	18 %	46	25 %	35	20 %	47	27 %	35	19 %	13 %	11 %	8 %
Band 1	14	7 %	14	8 %	14	8 %	9	5 %	19	10 %	4 %	3 %	2 %
Exempt	12	6 %	9	5 %	13	7 %	11	6 %	15	8 %	1 %	6 %	4 %
Participation	**197**	**94 %**	**185**	**96 %**	**179**	**95 %**	**175**	**91 %**	**186**	**93 %**	**94 %**	**94 %**	**94 %**
Absent	9	4 %	6	3 %	9	5 %	17	9 %	9	4 %	3 %	4 %	3 %
Withdrawn	3	1 %	1	1 %	0	0 %	1	1 %	6	3 %	3 %	2 %	3 %
Total Students	**209**		**192**		**188**		**193**		**201**				
Average Scale Score	358.0		350.2		353.6		347.4		349.3		396.8	401.9	418.9

Between 2015 and 2017:
Percentage of students in top two bands

Your school	Similar schools	
12 %	32 %	Ranging from 7 % to 55 %

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

Percentage of students in top two bands between 2015 and 2017



STUDENT ABSENCE: PREP - YEAR 6

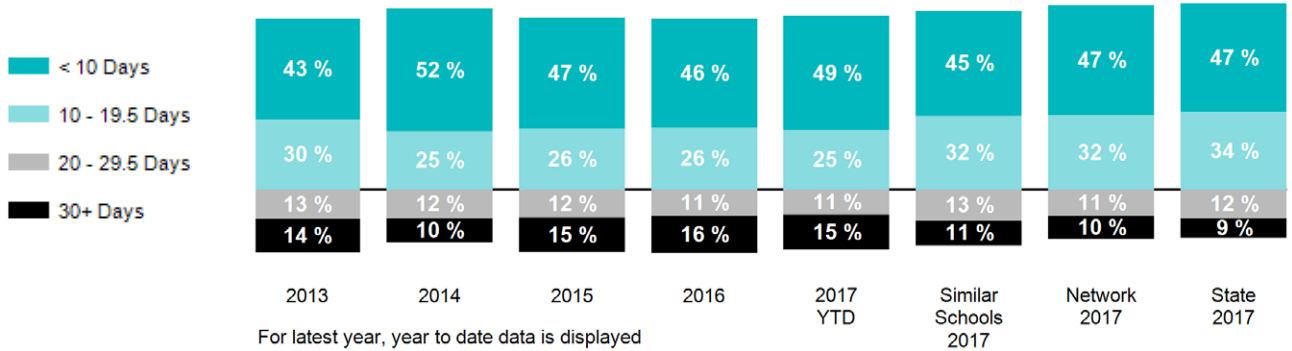
BREAKING THE LINK

In 2017:
Percentage of students with 20 or more absence days

Your school	Similar schools	
26 %	24 %	Ranging from 17 % to 37 %

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

Percentage of students by absence days

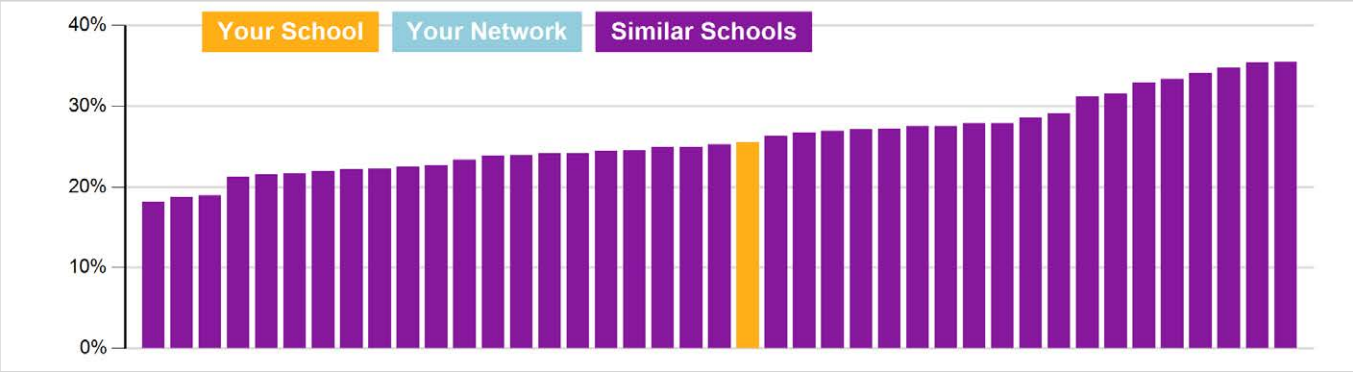


Between 2014 and 2016:
Percentage of students with 20 or more absence days

Your school	Similar schools	
26 %	26 %	Ranging from 18 % to 35 %

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

Percentage of students with 20 or more absence days between 2014 and 2016

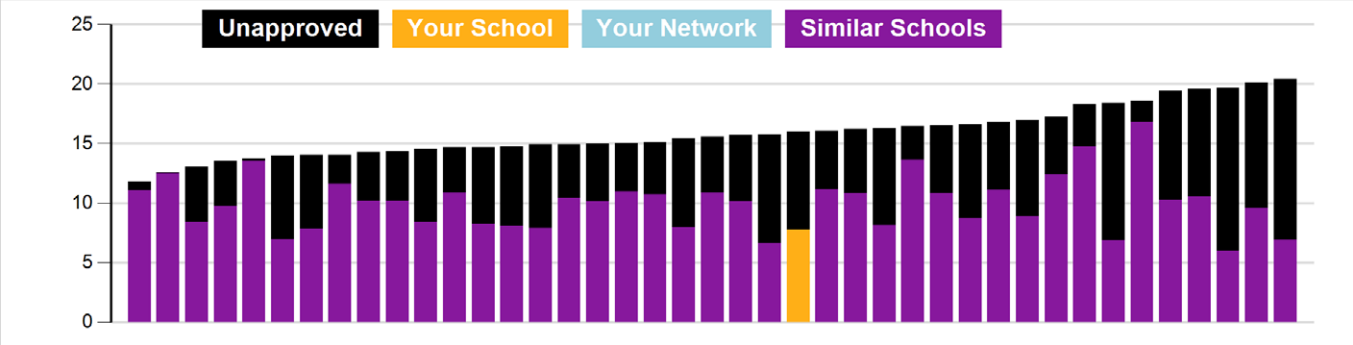


Between 2014 and 2016:
Average absence days

Your school	Similar schools	
16	16	Ranging from 12 to 20 days

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

Average absence days between 2014 and 2016



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.

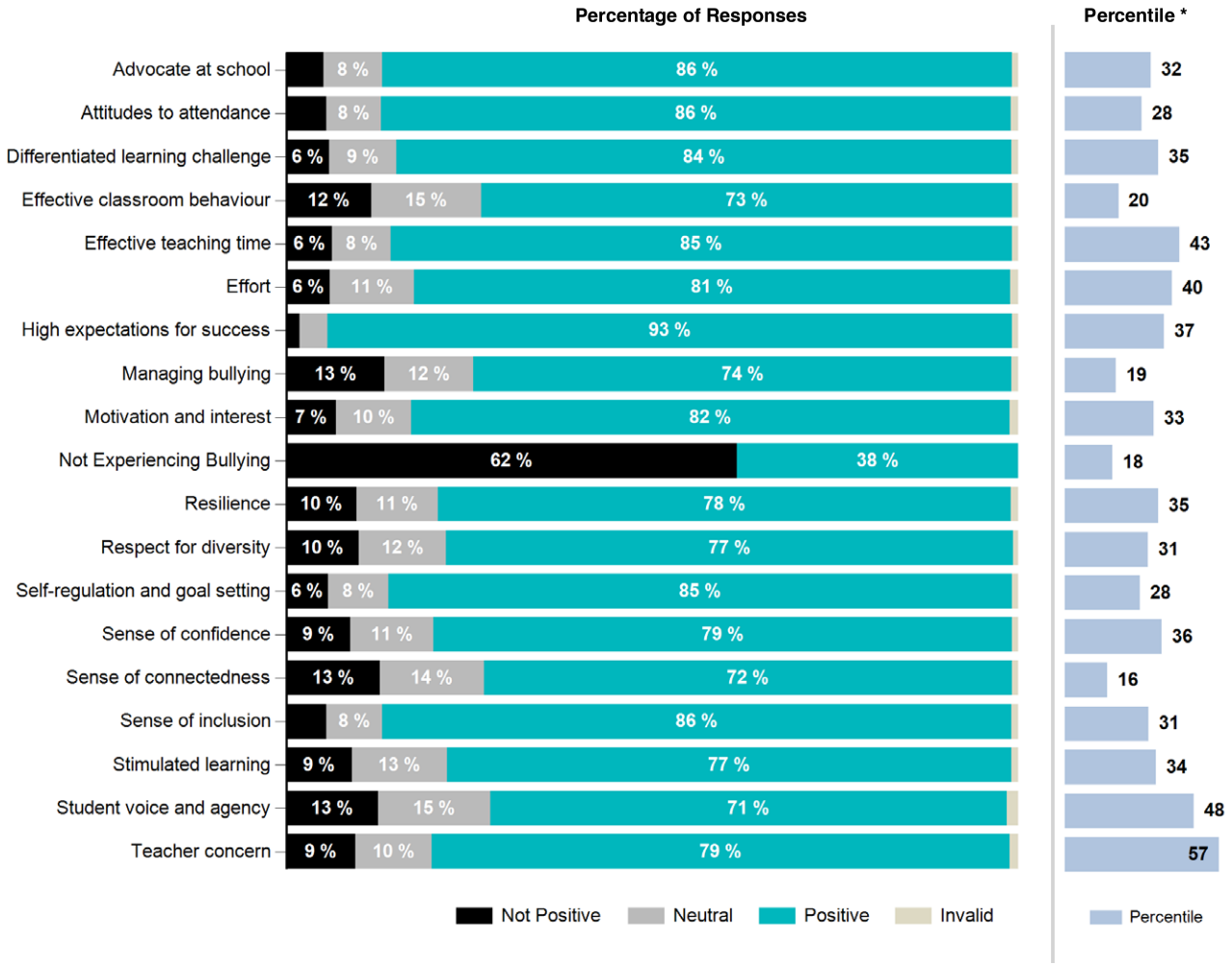
Not Positive: the percentage of not positive responses (strongly disagree/disagree) to the questions within the component/factor.

THE EDUCATION STATE **TARGET:** Over the next 10 years, 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: 2017



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

Handout A3

Sample Annual Report

2017 Annual Report to the School Community

School Name: Happy Valley School

School Number: 0000

INSTRUCTIONS ONLY (DELETE WHEN READ)

To update the image:

1. Place your cursor here
2. From the 'Insert' menu ribbon at the top of page, select 'picture'
3. Browse to the image you want to insert, click on the image file and select 'insert'
4. Modify the size of the image as necessary
5. Select the picture inserted and from the picture tool tab, select 'Wrap Text' and click on Tight; select the picture again and click on Wrap text and select In Front of Text
6. Delete this box and save your changes

Name of School Principal:	[Enter name here]
Name of School Council President:	[Enter name here]
Date of Endorsement:	[Enter date here]

All Victorian Government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).

This school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the *Education and Training Reform (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 2017 from the minimum standards for student enrolment numbers and/or curriculum framework for schools - language program

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.

Happy Valley School

About Our School

School Context
[Drafting notes - Please refer to the 2017_Annual_Report_Guidelines for information on how to complete the 'About Our School' section. A reminder that schools are also required to complete the 'Financial performance and position commentary' on the last page of this Report. Please refer to the 2017 Annual Report Guidelines for information on how to complete this section.]
Framework for Improving Student Outcomes (FISO)
[200 words]
Achievement
[200 words]
Engagement
[200 words]
Wellbeing
[200 words]
For more detailed information regarding our school please visit our website at [enter web address here]

Happy Valley School

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 100 students were enrolled at this school in 2017, 50 female and 50 male.

10 percent were EAL (English as an Additional Language) students and 9 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).

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.

Happy Valley School

(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	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.*	Results: English 0 100 Results: Mathematics 0 100	Similar Lower

Happy Valley School

(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: ◆

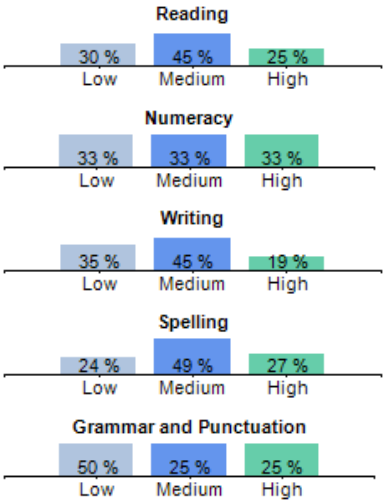
Achievement	Student Outcomes	School Comparison
NAPLAN Year 3 The percentage of students in the top 3 bands of testing in NAPLAN at Year 3. Year 3 assessments are reported on a scale from Bands 1 - 6.	Results: Reading (0 – 100)	Similar
	Results: Reading (4-year average) (0 – 100)	Similar
	Results: Numeracy (0 – 100)	Higher
	Results: Numeracy (4-year average) (0 – 100)	Similar
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.	Results: Reading (0 – 100)	Similar
	Results: Reading (4-year average) (0 – 100)	Similar
	Results: Numeracy (0 – 100)	Similar
	Results: Numeracy (4-year average) (0 – 100)	Similar

Happy Valley School

(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	School Comparison
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'.		NAPLAN Learning Gain does not require a School Comparison.

Happy Valley School

(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	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 **School Comparison** A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected. Average 2017 attendance rate by year level:	Results: 2017 0 — 50 Few absences <------> Many absences Results: 2014 - 2017 (4-year average) 0 — 50 Few absences <------> Many absences	Similar Lower

Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
93 %	NA	83 %	89 %	91 %	96 %	91 %

Happy Valley School

(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: ◆

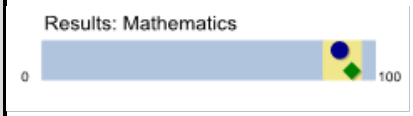
Wellbeing	Student Outcomes	School Comparison
Students Attitudes to School - Sense of Connectedness Measures the percent endorsement on Sense of Connectedness factor, as reported in the *Attitudes to School Survey* completed annually by Victorian Government school students in Years 4 to 12. The percent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

Happy Valley School

(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: ◆

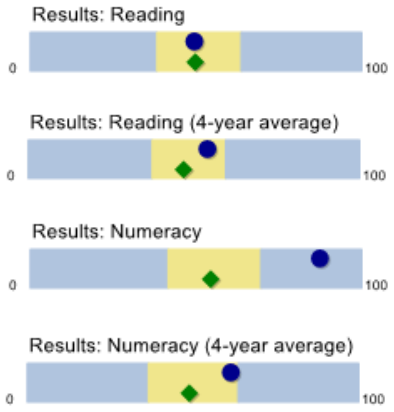
Achievement	Student Outcomes	School Comparison
Teacher Judgement of student achievement Percentage of students in Years 7 to 10 working at or above age expected standards in: • English • Mathematics For further details refer to *How to read the Annual Report.*	 	Similar Similar

Happy Valley School

(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: ◆

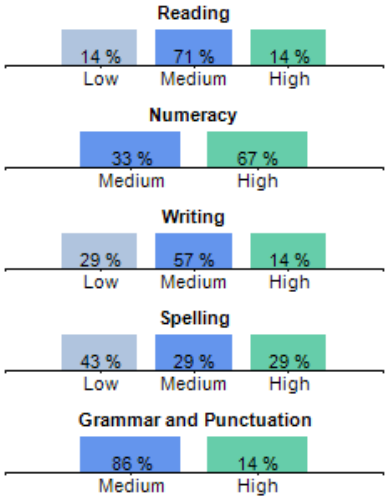
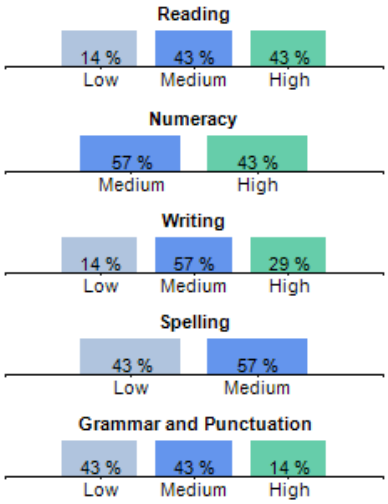
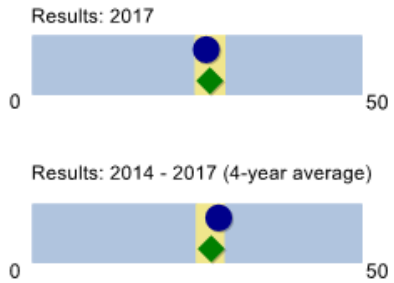
Achievement	Student Outcomes	School Comparison
NAPLAN Year 7 The percentage of students in the top 3 bands of testing in NAPLAN at Year 7. Year 7 assessments are reported on a scale from Bands 4 - 9.		Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.
NAPLAN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

Happy Valley School

(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	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'.		NAPLAN Learning Gain does not require a School Comparison.
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'.		NAPLAN Learning Gain does not require a School Comparison.
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 2017 who satisfactorily completed their VCE: 21%
Year 12 students in 2017 undertaking at least one Vocational Education and Training (VET) unit of competence:15%
VET units of competence satisfactorily completed in 2017: 30%
Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2017: 44%

VICTORIA State Government

(Secondary Year Levels)

Happy Valley School

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	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 **School Comparison** A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected. Average 2017 attendance rate by year level:	Results: 2017 0 — 50 Few absences <------> Many absences Results: 2014 - 2017 (4-year average) 0 — 50 Few absences <------> Many absences Yr7: 98 %; Yr8: 83 %; Yr9: 70 %; Yr10: 77 %; Yr11: 81 %; Yr12: 90 %	Similar Similar
Student Retention Percentage of Year 7 students who remain at the school through to Year 10.	Results: 2017 0 — 100 Results: 2014 - 2017 (4-year average) 0 — 100	Lower Lower
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'.	Results: 2017 0 — 100 Results: 2014 - 2017 (4-year average) 0 — 100	Similar Similar

Happy Valley School

(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	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).		

Happy Valley School

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?

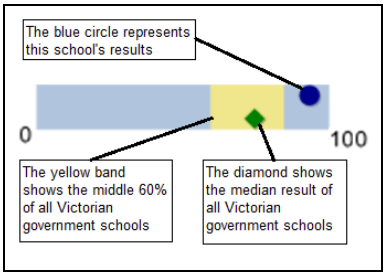
The Performance Summary reports on data in three key areas:

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 academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability and the size and location of the school.

The School Comparison shows that most schools are achieving results that are **'Similar'** to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have **'Higher'** performance. Some schools have **'Lower'** performance than expected and receive targeted support to ensure that there is improvement.

More information on School Comparison performance measures can be found at: http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx

What does '*Data not available*' 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').

Happy Valley School

Financial Performance and Position

Financial performance and position commentary

[Please refer to the 2017 Annual Report Guidelines for information on how to complete the 'Financial Performance and Position Commentary' section]

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017	
Revenue	**Actual**
Student Resource Package	$2,115,710
Government Provided DET Grants	$458,274
Government Grants State	$32,007
Revenue Other	$48,202
Locally Raised Funds	$104,568
Capital Grants	$30,000
Total Operating Revenue	**$2,788,761**
Equity[1]	
Equity (Social Disadvantage)	$40,169
Equity (Catch Up)	$2,300
Equity Total	**$42,469**
Expenditure	
Student Resource Package[2]	$2,115,710
Books & Publications	$7,604
Communication Costs	$6,446
Consumables	$54,093
Miscellaneous Expense[3]	$115,087
Professional Development	$11,615
Property and Equipment Services	$440,972
Salaries & Allowances[4]	$35,462
Trading & Fundraising	$45,355
Travel & Subsistence	$7,603
Utilities	$26,499
Total Operating Expenditure	**$2,866,446**
Net Operating Surplus/-Deficit	**($77,685)**
Asset Acquisitions	**$27,380**

Financial Position as at 31 December, 2017	
Funds Available	**Actual**
High Yield Investment Account	$432,456
Official Account	$8,203
Total Funds Available	**$440,658**

Financial Commitments	
Operating Reserve	$57,166
Asset/Equipment Replacement < 12 months	$49,537
Capital - Buildings/Grounds incl SMS<12 months	$10,695
Maintenance - Buildings/Grounds incl SMS<12 months	$20,542
Beneficiary/Memorial Accounts	$5,170
Revenue Receipted in Advance	$3,477
School Based Programs	$119,009
School/Network/Cluster Coordination	$5,051
Provision Accounts	$4,545
Asset/Equipment Replacement > 12 months	$165,467
Total Financial Commitments	**$440,658**

(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 09 January 2018 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.

Happy Valley School

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.

Handout B1

School Strategic Planning: quiz

No.	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 three areas?	
3.	What is the most effective way that councillors can become aware of the values and aspirations of their community?	
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 completed and forwarded to the Department?	
8.	What do you see as the most important part of your role as a school councillor?	