Strategic Planning

Improving School Governance

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2.0 Introduction

The goal of this module is to provide school councillors with an understanding of their role throughout 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?

School councillors will work with the school leadership team to contribute to strategic planning as part of the school's improvement cycle.

The Framework for Improving Student Outcomes (FISO) 2.0

Overview

The revised Framework for Improving Student Outcomes (FISO) 2.0 is the continuous improvement framework for all Victorian government schools.

The FISO 2.0 has been redesigned to place learning and wellbeing at the centre of school improvement and is a direct response to the findings of the Royal Commission into Victoria's Mental Health System and expert advice.

The FISO 2.0 has been simplified and streamlined to enable schools to focus on what matters most to improve every student's learning and wellbeing outcomes.

To implement FISO 2.0, schools use the FISO improvement cycle, which is embedded in the school improvement approach within School Review, the School Strategic Plan and the Annual Implementation Plan.

For more information, please see **Policy and Advisory Library (PAL), Framework for Improving Student Outcomes (FISO 2.0)** at www2.education.vic.gov.au/pal/fiso/policy.

2.1 Overview of school improvement processes

Schools have a number of school improvement legislative requirements.

All schools participate in a school review every 4 years. The school review provides assurance of ongoing compliance with the minimum requirements for school registration and informs the development of the School Strategic Plan (SSP). The SSP is a 4-year plan for school improvement, completed by schools after their school review. The plan is based on the key directions recommended by the school review panel and an analysis of school performance data and evidence conducted during the review. Schools translate their 4-year SSP into practice through the development of the Annual Implementation Plan (AIP) each year. The AIP outlines the Goals, Targets and Key Improvement Strategies selected for focus over a 12-month period.

The school review also provides assurance of ongoing compliance with the curriculum and student reporting aspects of the minimum requirements for school registration (noting school compliance with the other aspects of the minimum standards is checked separately during the Minimum Standards Compliance Assessment).

2.2 School Review

The school review aims to create a cycle of continuous improvement, where all schools are supported to improve student outcomes.

School reviews contribute to the development of a school's new SSP and play a key role in improving student outcomes. A school review evaluates the school's performance against its previous SSP and investigates particular areas of focus to inform the development of the school's next strategic plan, including improvement goals and targets for the next four-year cycle and strategies for achieving those goals and targets.

The school review is informed by a pre-review self-evaluation (PRSE) undertaken in the term prior to the review. The principal and School Improvement Team lead the PRSE, which evaluates the school's improvement efforts by drawing together the evidence of the school's performance against specific measures.

The PRSE should engage the school community to contribute to a shared understanding of how well the school has performed over the life of its SSP. The principal, Senior Education Improvement Leader (SEIL) and school council president endorse the PRSE report in the Strategic Planning Online Tool (SPOT) and the principal ensures the outcomes are communicated to the community.

The review includes validation and fieldwork days and concludes in a final panel day. Throughout their review, schools have the support of a school review panel. Core members of the panel include an independent reviewer, the principal, SEIL and the school council president. On behalf of the school council, the president contributes to the analysis of the school's performance against the previous SSP as well as recommended Key Directions for the next SSP. Challenge partners chosen by the principal and SEIL provide further support and valuable perspective through respectful challenge. School reviews actively seek input from the entire school community including school staff, students and parents/carers. This collaborative approach allows for a deeper analysis of data and performance to help the school shape their plan for ongoing improvement.

School council members may be invited to contribute to the review within the Terms of Reference and receive the public section of the school review report, with recommended Key Directions for the new SSP. After schools finalise the new SSP, the school council president endorses the new SSP in SPOT.

The department assesses schools' compliance with the Minimum Standards for School Registration and the Child Safe Standards separately (and typically in the term prior) to the school review. An initial assessment report is provided for each school, setting out compliance findings for each aspect of the minimum standards and the required rectification actions to address any areas of non-compliance identified in the assessment. Schools are also provided a final assessment report confirming compliance once all rectification actions have been addressed.

Principal, SEIL, school councillors and school reviewer roles in the review process

Preparation and planning

The principal, with the support of the SEIL, plans and conducts the school's PRSE and provides the report to the core members of the School Review Panel and challenge partners before the review. School councillors are invited to engage in the PRSE process, and with the school's PRSE report and other data. At the end of the process, the SEIL and school council president will endorse the PRSE report. The reviewer will engage with and analyse the PRSE report.

Validation and fieldwork days

The reviewer presents a summary of school data to the panel and facilitates the panel's collaborative evaluation of performance against the previous SSP. The reviewer facilitates development of the Terms of Reference (ToR) focus questions and methodology for the review and undertakes classroom observations, focus groups, interviews and other observations. The principal, SEIL and school council president participate in the validation day, classroom observations and focus groups, and support the participation of staff, students and community members as required. They contribute to the development of Terms of Reference (ToR) focus questions, and the methodology for the review. School councillors can participate in focus groups as required.

Final panel meeting

The reviewer reports findings and observations from the fieldwork to the review panel, then facilitates the final FISO 2.0 Continua of Practice assessment and the development of recommended Key Directions for the next SSP. The principal, SEIL and school council president contribute to a final determination of the school's FISO 2.0 Continua of Practice assessment, and contribute to the collaborative development of recommended Key Directions for the next SSP.

Review report and presentation

The reviewer prepares and submits a review report. The principal and SEIL check the accuracy of the review report before it is endorsed by the SEIL. The principal, with the support of the SEIL and in some circumstances, the reviewer, presents the review findings to the school council and school staff. The school council president participates in the presentation and discussion of the review report at school council. All members of the review panel can provide feedback on the review process to the department through an online survey.

For more information, please see **School Review** at www2.education.vic.gov.au/pal/school-review/policy.

2.3 School Strategic Plan (SSP)

Overview of the SSP

The School Strategic Plan (SSP) is a 4-year plan for school improvement, completed by schools after their school review. The plan is based on the Key Directions recommended by the school review panel and an analysis of school performance data and evidence conducted during the review.

The School Strategic Plan:

- outlines the school's vision and values
- sets goals and targets for improved student outcomes as aligned to FISO 2.0
- lists the key improvement strategies that will help achieve these goals and targets
- is sensitive to local needs.

Councillors' role in the SSP

Councillors play an important role in the development of a School Strategic Plan by contributing to a long-term view of where the school is headed, and why.

They can do this by:

- contributing to the development of a long-term vision for the school community
- assisting in setting or revisiting the school's vision and values
- 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
- supporting the principal and school leadership team in communicating the SSP to the school community, such as drawing on the SSP when discussing the issues with the school community, and referring to the SSP in meetings or at open days, and encouraging celebration of important achievements.

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

For more information, see **School Strategic Plan** at www2.education.vic.gov.au/pal/school-strategic-plan/policy.

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

The principal will:	The Senior Education Improvement Leader will:	Councillors will typically:
• review the findings and recommendations from the pre-review self-evaluation and school review • review the key directions for the next School Strategic Plan agreed to by the review panel, and develop the SSP • engage the community in the development or revision of the vision and values of the school • submit the SSP in SPOT for SEIL feedback	• review the draft SSP and provide advice to the principal • endorse the SSP in SPOT	• contribute to the development of a long-term view of the school's directions, including the school vision and values • support the identification of environmental factors that may affect school operations **The school council president will:** • endorse the SSP in SPOT on behalf of council • communicate the SSP to the school community

2.4 Annual Implementation Plan (AIP)

Overview

The AIP is a core part of school business. It documents a sharp and narrow focus on school improvement priorities and provides clarity and purpose for all members of the school community as they work towards the Goals set out in the School Strategic Plan (SSP).

The AIP operationalises the 4-year SSP by supporting schools to select and plan how they will implement the Goals and Key Improvement Strategies (KIS) that will be their focus for school improvement in a given year. The AIP is developed and monitored by school leaders or leadership teams (such as the School Improvement Team) using the Strategic Planning Online Tool (SPOT). Schools use the FISO 2.0 improvement cycle to develop, implement, monitor and evaluate the AIP.

Principals and their leadership teams are responsible for developing, monitoring, and reporting on the AIP. All schools must prepare an AIP by the end of Term 4 each year. The AIP includes a monitoring section in which schools record 6 and 12-month progress against the delivery of KIS and related Actions. Based on monitoring data, schools can amend their AIP across the year.

Councillors' role in the AIP

It is important for school councillors to be aware of the AIP and how it reflects the Goals and Targets established in the SSP as well as understanding their role in the annual budget process and the resourcing of the identified Actions. 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 strategic direction of the school
- 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.

Council may also be asked to contribute to AIP monitoring across the year. For more information, see **Annual Implementation Plan (AIP)** at www2.education.vic.gov.au/pal/annual-implementation-plan/policy.

The following table shows how the principal and leadership team, the SEIL and councillors would typically be involved in developing, monitoring and reporting on the AIP.

The principal will:	The Senior Education Improvement Leader will:	Councillors will typically:
• in consultation with their School Improvement Team/ leadership team and staff, develop the AIP	• support the development of the AIP • provide feedback on the AIP	• review the final version of the AIP
• submit 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
• keep the school community informed about progress against the AIP	• monitor progress against the AIP, including a review of the key risks to achievement of KIS and related Actions	• Contribute to monitoring 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 of KIS and related Actions	• discuss progress and evidence with the School Improvement Team and school leadership	

2.5 Annual Report to the School Community

Overview

Each year, schools prepare an Annual Report to the School Community (Annual Report). The Annual Report is a legislative and regulatory requirement under the *Education and Training Reform Act 2006*.

The Annual Report is a publicly available document that celebrates the schools' efforts over the preceding year. Through the Annual Report schools communicate: the success of their improvement initiatives and progress towards their strategic goals, how they have allocated resources, and their future directions for improvement.

The Annual Report contains:

- a cover page with attestations
- an About Our School section, including a commentary on school context, strategic planning, student outcomes and school financial position
- a Performance Summary, displaying student outcomes data.

Councillors' role in the Annual Report

The Annual Report is tabled at a meeting of the school council for discussion and endorsement. Once school council has endorsed the Annual Report, the school council president will attest in SPOT that the endorsement has taken place.

Councillors need to be aware that the school's Annual Report must be:

- developed and published each year
- tabled at a school council meeting, where it is endorsed by the council and noted in the meeting minutes
- attested to by the president in SPOT no later than April 30
- made publicly available to the school community
- published on the VRQA State Register of Victorian Schools by the department, once submitted by the school.

For more information, see **Annual Report to the School Community** at www2.education.vic.gov.au/pal/annual-report-schools-community/policy.

The following table shows how the principal and leadership team, the SEIL and councillors would typically be involved in the annual reporting process.

The principal will:	The Senior Education Improvement Leader will:	Councillors will typically:
• populate the 'About our school' section of the Annual Report • upload the school logo	• provide support to principals to complete the Annual Report	
• table the draft Annual Report at a meeting of the School Council		• review the draft Annual Report tabled at the School Council meeting • endorse the Annual Report at the School Council meeting
• Attest in SPOT that: - all teachers meet the registration requirements of the Victorian Institute of Teaching - the school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) - the school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools and school boarding premises		• The president will attest in SPOT that the Annual Report has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community
• share the endorsed Annual Report publicly with the school community		• Support the principal to share the endorsed Annual Report publicly with the school community

2.6 Establishing evidence of school performance

Overview

Schools use a range of data and performance reporting products to inform school improvement and planning and improve teaching and learning. For more information visit the School Performance Reporting and Data policy in the Policy and Advisory Library.

Data sources

There are various data sources available to analyse school performance. School 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:

- school profile
- enrolments and projections
- school financial data
- NAPLAN
- teacher judgement
- VCE achievement
- student attendance and absence
- Student attitudes to school survey
- Parent opinion survey
- Staff opinion surveys.

A more detailed approach to school data 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. They aggregate each school's results across six performance domains and assign schools to an overall performance group. This approach forges links between evidence, school review, strategic and annual planning.

The following sources are used by schools to report on student learning and wellbeing outcomes:

System-wide data sources

Data source	Description	Resources
Teacher Judgements against the Victorian Curriculum	• Teachers assess students against the Victorian Curriculum for each strand	Reporting on student progress
National Assessment Program – Literacy and Numeracy (NAPLAN)	• NAPLAN is an annual assessment for all students in Years 3, 5, 7 and 9 • The tests cover skills in reading, writing, spelling, grammar and punctuation, and numeracy. The assessments are undertaken every year	NAPLAN website
English and Mathematics Online Interviews	• The English Online Interview (EOI) is an online tool for assessing the English skills of students from Foundation to Level 2 that includes 4 modules • The Mathematics Online Interview (MOI) is an online tool for assessing the mathematical knowledge of students in the early years of schooling and of 'at risk' students in the middle and upper primary levels	EOI and MOI website
Attitudes to School Survey	• The Attitudes to School Survey is administered to all students in Years 4-12 at Victorian Government schools. It has versions for students from Years 4 to 6, Years 7 to 9, Years 10 to 12	Data Collection and Surveys Policy and Advisory Library
School Staff Survey	• Conducted annually in Term 3 • All staff, teaching and non-teaching are invited to participate. Individual staff participation is voluntary	Data Collection and Surveys Policy and Advisory Library
Parent Opinion Survey	• Conducted annually in Term 3 • Schools invite a random sample of parents/caregivers/guardians to complete the survey	Data Collection and Surveys Policy and Advisory Library

Data analysis

The principal and leadership 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 curriculum and skill areas.

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 a number of key outcomes. 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.

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.

Councillors also need to be aware of the importance of maintaining confidentiality in respect of the data they may examine.

Support for 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 by email at school.council@education.vic.gov.au for information and advice.

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

School council training

The department offers a range of free comprehensive training to school councils of Victorian government schools. The training is based on the five modules of the **Improving School Governance (ISG) materials; Governance, Strategic Planning, Finance, Policy and Review** and **School Council President.**

There is also an induction video for school councillors and additional online training modules on effective meetings, conflict resolution and reaching agreement, elections and succession planning, community engagement and being a school councillor.

The ISG school council training suite is free of cost to school councils of Victorian government schools and can be accessed on the department's website **School Council – Training and Good Governance** at www2.education.vic.gov.au/pal/school-council-training/policy.

Facilitated virtual/face-to-face training

The facilitated virtual or face-to-face training is based on four modules of the **Improving School Governance (ISG) materials: Governance, Strategic Planning, Finance** and **School Council President**. Training is accessed by contacting **Synergistiq** on **03 9946 6801** or email sct@synergistiq.com.

Interactive online training

School council members can also access an interactive online training program featuring videos and activities on all five ISG training modules, including the Policy and Review module. Additional training mini modules include; effective meetings, conflict resolution and reaching agreement, elections and succession planning, community engagement and being a school councillor.

Online training can be accessed individually or in small groups, at a time and place convenient to participants. Access to the Interactive online learning is gained through **The Big Canvas Learning Management System (LMS)** at lms.learneyo.com/DETSC. This link is located in **School Council – Training and Good Governance** at www2.education.vic.gov.au/pal/school-council-training/policy.

Training can be completed as a whole module or in part, participants can bookmark and return to a module at a later time. A certificate can be downloaded on completion of a module.

Resource links

Further information, related policies and advice can be located on the department's Policy and Advisory Library (PAL) at www2.education.vic.gov.au/pal including:

Framework for Improving Student Outcomes (FISO 2.0)
www2.education.vic.gov.au/pal/fiso/policy

School Review
www2.education.vic.gov.au/pal/school-review/policy

School Strategic Plan
www2.education.vic.gov.au/pal/school-strategic-plan/policy

Annual Implementation Plan (AIP)
www2.education.vic.gov.au/pal/annual-implementation-plan/policy

Annual Report to the School Community
www2.education.vic.gov.au/pal/annual-report-schools-community/policy

NAPLAN Benchmark Growth video
player.vimeo.com/video/358222192?title=0&byline=0&portrait=0

Child Safe Standards
www2.education.vic.gov.au/pal/child-safe-standards/policy

Privacy and Information Sharing
www2.education.vic.gov.au/pal/privacy-information-sharing/policy

Reporting Student Achievement and Progress Foundation to 10
www2.education.vic.gov.au/pal/reporting-student-achievement/policy

Risk Management — Schools
www2.education.vic.gov.au/pal/risk-management-schools/policy

School Council — Powers and Functions
www2.education.vic.gov.au/pal/school-council-powers-and-functions/policy

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

Other relevant resources

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

PROTECT – Child Safe Standards
www.vic.gov.au/PROTECT

Victorian Registrations & Qualifications Authority – Minimum standards and other requirements for schools
vrqa.vic.gov.au/schools/Pages/standards-guidelines-requirements-for-schools.aspx

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).

Please note that due to periods of remote learning, school reporting data was affected and somewhat incomplete.

School Performance Report 2021

---------- Primary School

29 November 2021

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measuring what matters

How to read your School Performance Report

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.

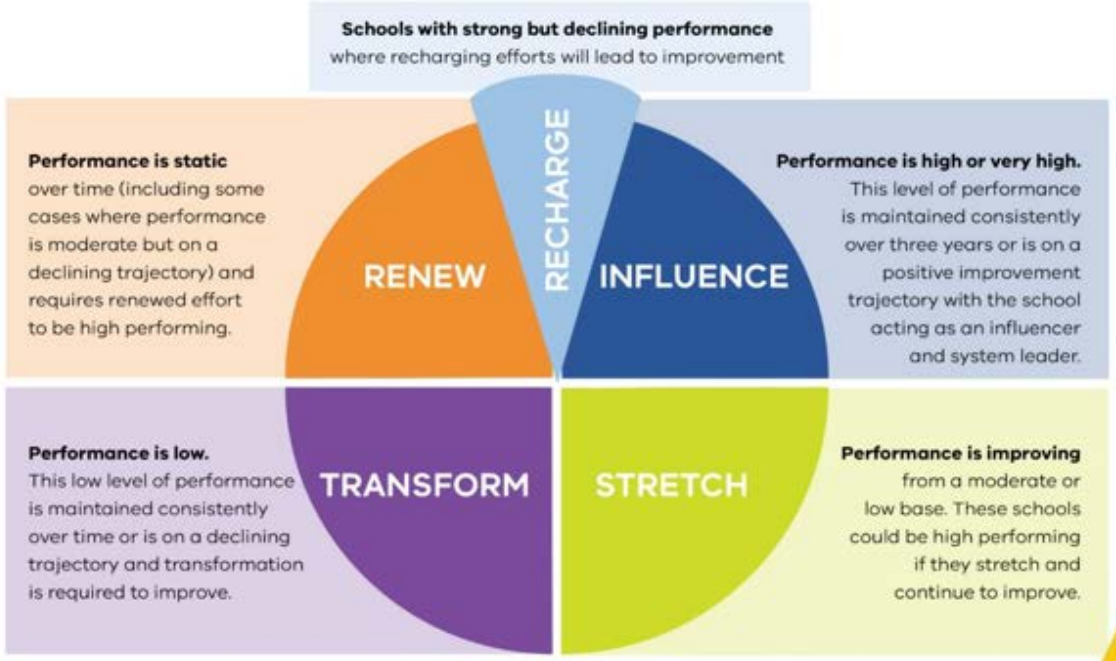


FIGURE 1: THE FIVE SCHOOL PERFORMANCE GROUPS

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

MEASURES			DOMAINS
Top two bands of NAPLAN	Bottom two bands of NAPLAN	NAPLAN Benchmark Growth	ACHIEVEMENT (Reading/Numeracy)
Collective efficacy (% of positive survey responses)	Academic emphasis (% of positive survey responses)	Instructional leadership[1] (% of positive survey responses)	SCHOOL CLIMATE
Stimulated learning (% of positive survey responses)	Sense of confidence (% of positive survey responses)	Managing Bullying (% of positive survey responses)	STUDENT ATTITUDE
Primary to Secondary[2] (% of positive transitions)	Attendance Rate		ENGAGEMENT
Mean VCE English score[3] (study group)	Senior Secondary completion[3]		SENIOR SECONDARY
NAPLAN participation	Attitudes to School (survey participation rate)	School Staff Survey (survey participation rate)	PARTICIPATION

[1] The Instructional Leadership Measure in the School Climate Domain was introduced in 2021.
[2] The Primary to Secondary Measure in the Engagement Domain will be introduced in the future.
[3] Only applicable to schools that offer senior secondary program

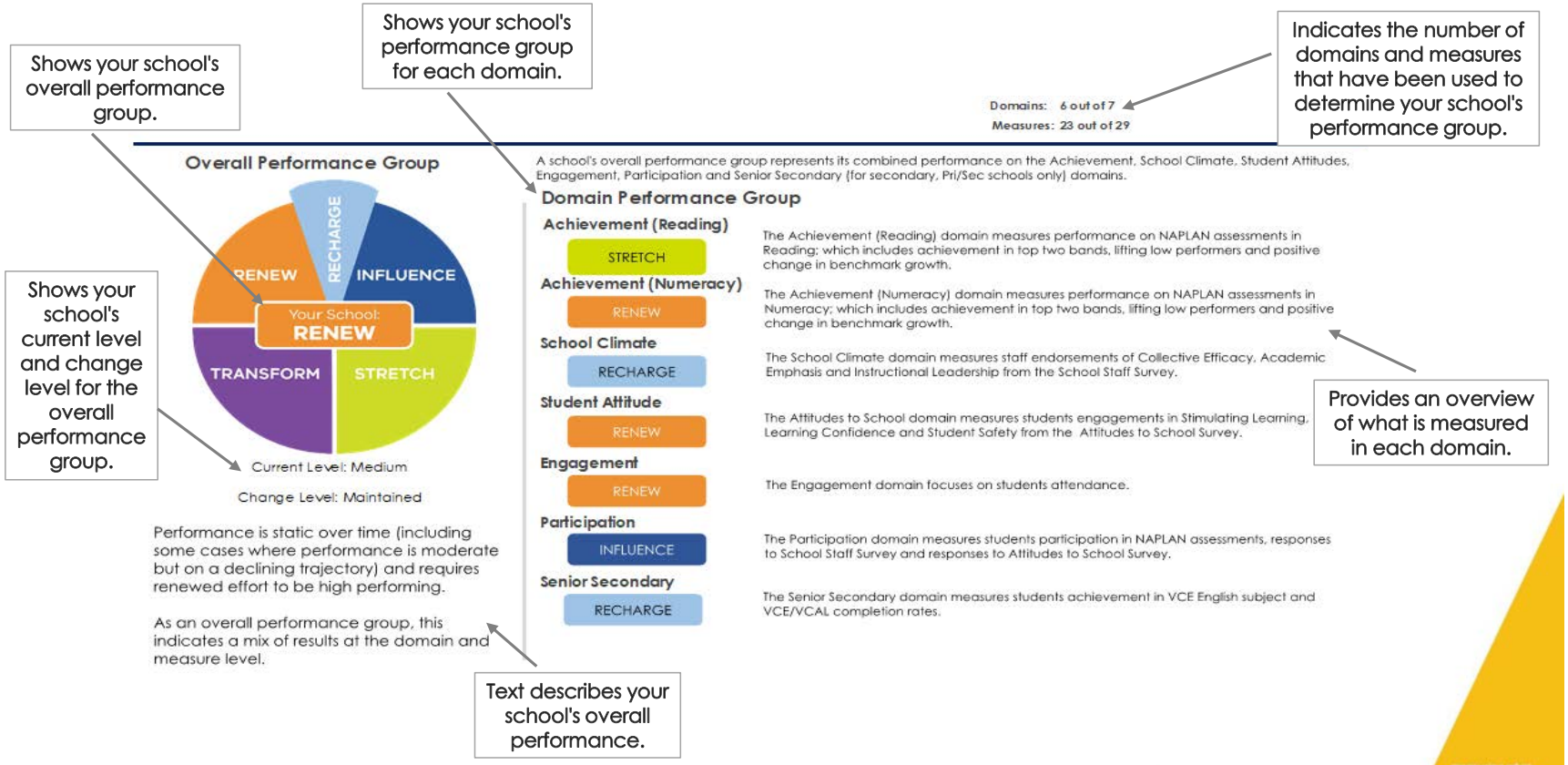
FIGURE 3: MEASURES AND DOMAINS

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.



How to read your school performance report: Detail pages

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.

Shows your school's current level for each measure.

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

Shows your school's change level for each measure.

Domain	Domain Performance Group	Measure	Measure Performance Group	Current Result (Year)	Current Result (Latest year)	Current Level	Change result (Last 3 years)	Change Level
Achievement (Reading)	Recharge (High, Decreased)	% of students in Top two bands (Year 9)	Influence	2021	45.4%	Very High	1.3%	Increased
		% of students in Bottom two bands (Year 9)[1]	Recharge	2021	12.7%	Low	2.1%	Increased
		% of students meeting or above benchmark growth (Years 7 to 9)[2]	Recharge	2021	77.6%	High	-2.2%	Decreased
Achievement (Numeracy)	Renew (Medium, Decreased)	% of students in Top two bands (Year 9)	Recharge	2021	51.7%	Very High	-2.4%	Decreased
		% of students in Bottom two bands (Year 9)[1]	Influence	2021	2.5%	Very Low	-1.8%	Decreased
		% of students meeting or above benchmark growth (Years 7 to 9)[2]	Transform	2021	67.7%	Low	-7.6%	Decreased Significantly
School Climate	Renew (Medium, Maintained)	% of positive endorsement in Collective Efficacy	Renew	2021	57.1%	High	-0.7%	Maintained
		% of positive endorsement in Academic Emphasis	Renew	2021	60.8%	High	0.9%	Maintained
		% of positive endorsement in Instructional Leadership	Stretch	2021	37.1%	Very Low	3.2%	Increased
Student Attitude	Transform (Low, Decreased)	% of positive endorsement in Stimulated Learning (Years 7-12)	Renew	2021	55.6%	Medium	-0.8%	Maintained
		% of positive endorsement in Sense of Confidence (Years 7-12)	Renew	2021	62.2%	Medium	-3.9%	Decreased
		% of positive endorsement in Managing Bullying (Years 7-12)	Transform	2021	54.3%	Very Low	-2.6%	Decreased

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

----------Primary School

Supplementary school level report

***2020** - Final v1.0, April 2021*

Revision History for the 2020 Supplementary school level report	
2020 Final v1.0, April 2021	*This final version includes full year 2020 for all data in this report, with exception for 2020 NAPLAN.*

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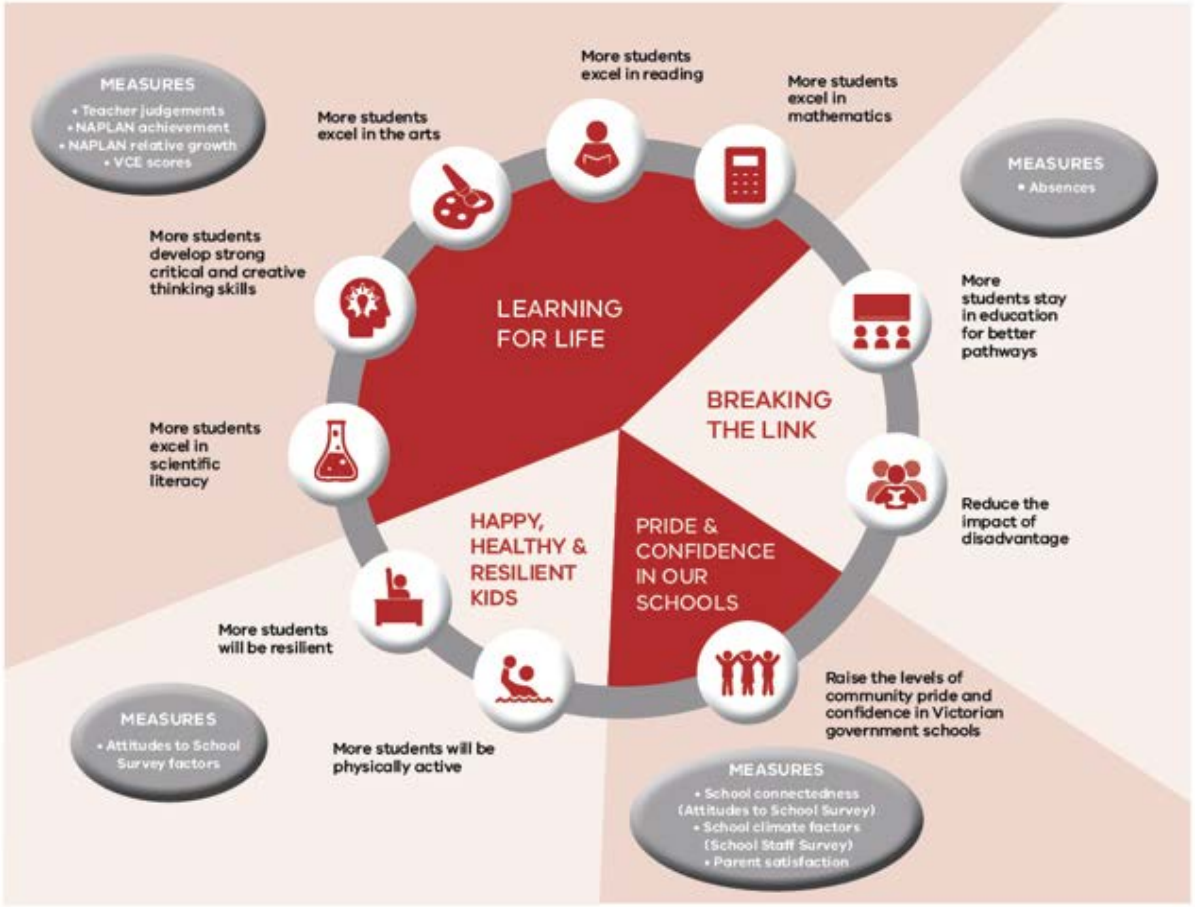
PANORAMA

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.



PANORAMA

HOW TO READ THIS REPORT

STRUCTURE OF THIS REPORT

This report is structured to align with Education State themes of 'Learning for Life', 'Happy Healthy and Resilient Kids', 'Breaking the Link' and 'Pride and Confidence in our Schools'. The measures reported against these themes have been selected based on evidence of what matters most in achieving successful outcomes for students.

The measures used in the report may evolve over time to keep pace with the latest research and evidence that forms the basis of the Department of Education and Training's Outcomes Framework.

LAYOUT OF THIS REPORT

Each measure in this report is represented in charts and/or data tables, followed by descriptive text relating to State-wide and system-wide results. The charts show the measure over time and compared to similar schools, network and State results. The table provides a greater level of granularity for the measure.

Figures are rounded to the nearest integer. As decimal places are not shown, the percentages represented in the summary table may differ from the charts by up to 1%. Further, totals may not add to 100%.

BENCHMARKS

Each school is benchmarked against a similar schools group, network, and Victoria.

Similar schools

This report includes a 'similar schools' benchmark. The purpose of this benchmark is to compare your school's results with schools that are similar to it in terms of student disadvantage (using SFOE index), size (using enrolments), cultural diversity (using EAL eligibility) and remoteness (using the ARIA index). A more detailed description of the method used to identify similar schools can be found here.

Your school's result is described relative to the schools in your similar schools group, in terms like 'well above', 'above', 'similar to', 'below', and 'well below'. A rank chart is used to make this assessment for selected measures based on which quintile your school's result falls into. The rank chart presents the results aggregated over multiple years to ensure that trends are not skewed by small cohorts of students.

Network

The purpose of this benchmark is to compare your school's results with schools in your network to facilitate improvement conversations. Refer to your school's Network Report to see your Network's overall performance.

State

The purpose of this benchmark is to compare your school's results with Victorian government schools.

PANORAMA

HOW TO READ THIS REPORT

Charts include a time series of the school's results.

The benchmark of similar schools, network and all State are represented at the right of the chart.

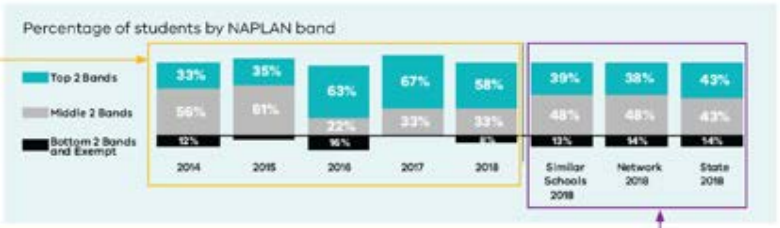
If there are fewer than three schools with comparable data in a network, the network benchmark is not shown.

The table provides more detail, either by providing results for individual year levels, or for individual bands/ ratings (NAPLAN/ Victorian Curriculum)

The rank chart compares your school to a group of **similar schools** and identifies similar schools in your network. It has 40 columns for primary schools and 30 columns for secondary schools. The rank chart represents data aggregated over three years (for latest available data), compared to a single year in the top chart.

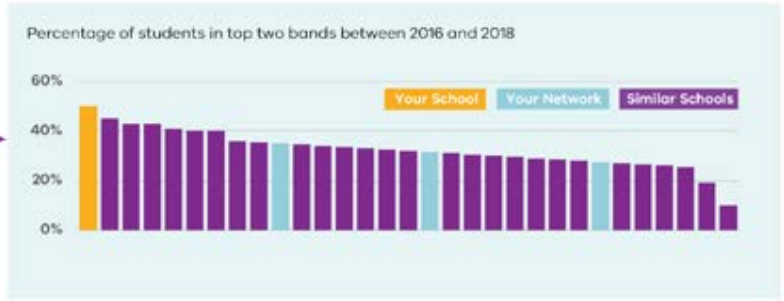
Networks range in size from 14 to 60 schools. However, only **similar schools** in your network are shown on the rank chart (shaded in blue). There may also be schools that are in your similar schools group but not in your network (shaded in purple).

Schools that have 0 values for some measures are not represented on the chart.



Count and percentage of students

	2014		2015		2016		2017		2018		Similar Schools	Network	State
Band	n	%	n	%	n	%	n	%	n	%	%	%	%
Band 6	0	0%	6	19%	13	37%	10	33%	8	33%	18%	13%	22%
Band 5	9	32%	5	16%	7	20%	10	33%	6	25%	27%	25%	20%
Band 4	11	39%	13	42%	3	9%	9	30%	5	21%	30%	19%	27%
Band 3	4	14%	6	19%	4	11%	1	3%	3	13%	18%	18%	18%
Band 2	2	7%	1	3%	5	14%	0	0%	2	8%	9%	10%	8%
Band 1	1	4%	0	0%	0	0%	0	0%	0	0%	2%	3%	2%
Exempt	0	0%	0	0%	0	0%	0	0%	0	0%	2%	1%	4%
Participation	**27**	**96%**	**31**	**100%**	**32**	**91%**	**30**	**100%**	**24**	**100%**	**95%**	**96%**	**94%**
Absent	0	0%	0	0%	2	6%	0	0%	0	0%	4%	3%	3%
Withdrawn	1	4%	0	0%	1	3%	0	0%	0	0%	1%	1%	3%
Total Students	**28**		**31**		**35**		**30**		**24**				
Average Scale Score	394.4		478.8		436.3		480.6		431.3		409.3	399.9	418.9



PANORAMA

HOW TO READ THIS REPORT

In 2017:
Percentage of students < ... >

Your school	Similar schools	
X%	X%	Ranging from X% to X%

The **amber-shaded** box shows your school's latest result for the measure under consideration.

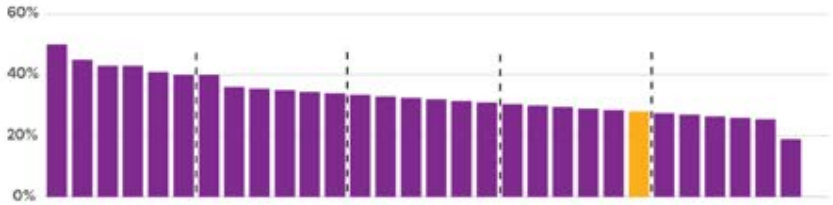
The **purple-shaded** box shows the latest result for your group of similar schools. This is constructed as the number of students in your similar schools group for the relevant measure (for example, in the top 2 bands of Year 5 NAPLAN) divided by the relevant cohort in the similar schools group (for example, the Year 5 NAPLAN cohort).

Relative to the similar schools group, your school's result is < ... > that for secondary schools with similar characteristics.

Your school's result is described relative to the schools in your similar schools group, in terms like 'well above', 'above', 'similar to', 'below', and 'well below'.

Text box 1 generally notes whether a measure has an attached Education State target or whether it is a lead indicator that feeds into one or more targets.

The method for determining your school's position relative to similar schools is based on the ranked results of the similar schools group, divided into quintiles. The chart below shows an example of quintiles. In this example, the school's result is seventh from the bottom, falling into the second bottom quintile. The description corresponding to the quintiles is 'below'. Therefore, relative to your similar schools group, your school's result is below that of secondary schools with similar characteristics.



State-wide patterns

Text box 2 generally discusses the State-wide patterns for the measure under consideration.

Between 2015 and 2017:
Percentage of students < ... >

Your school	Similar schools	
X%	X%	Ranging from X% to X%

The **amber-shaded** box shows your school's result aggregated over 3 years of data. This overcomes and year-to-year volatility in the results.

The **purple-shaded** box shows the same aggregated result for your group of similar schools.

Relative to the similar schools group, your school's result is < ... > for secondary schools with similar characteristics.

Your school's result is described relative to the schools in your similar schools group, in terms like 'well above', 'above', 'similar to', 'below', and 'well below'.

Following the quintile method, one fifth of schools is allocated to each of the above categories. Because of the fixed ranking system, two or more schools in the similar schools group that have equal values may be represented in different quintiles.

PANORAMA

LEARNING FOR LIFE

The 'Learning for Life' measures are selected based on the following evidence and rationale.

TEACHER JUDGEMENTS

Demonstrates student achievement against the age expected standards in English and Maths.

The Education State 'Learning for life' targets aim for students to reach the highest levels of achievement in reading and maths. While the achievement of some of these targets will be measured through NAPLAN, teacher judgements provide a barometer for achievement in the years between NAPLAN.

2020 NAPLAN

NAPLAN data will not feature in this report as NAPLAN assessment was cancelled in 2020 as a result of interruptions faced by schools during the COVID-19 pandemic.

TEACHER JUDGEMENT - ENGLISH: PREP TO YEAR 6

LEARNING FOR LIFE

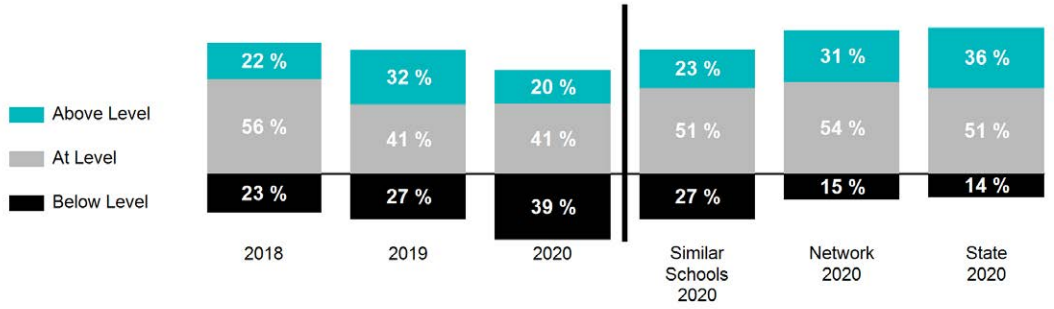
In 2020:
Percentage of students in Semester 2 at or above the age expected level

	Your school	Similar schools	
Reading and viewing	61 %	73 %	Ranging from 46 % to 90 %
Speaking and listening	83 %	78 %	Ranging from 54 % to 95 %
Writing	60 %	65 %	Ranging from 34 % to 89 %

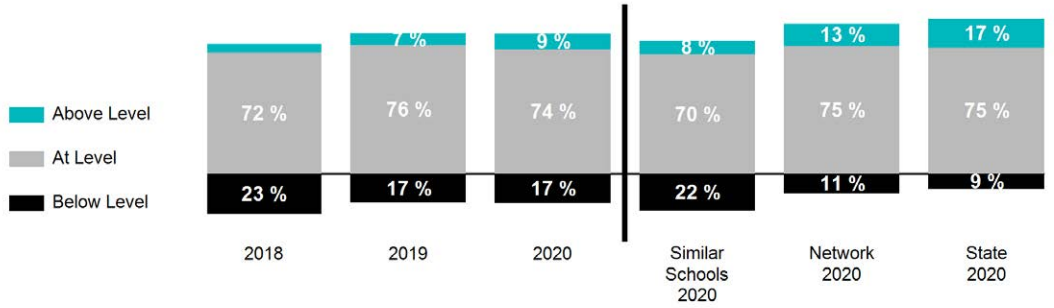
Relative to the similar schools group, your school's

- **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 similar to the results for primary schools with similar characteristics.
- **Writing** your school's result is similar to the results for primary schools with similar characteristics.

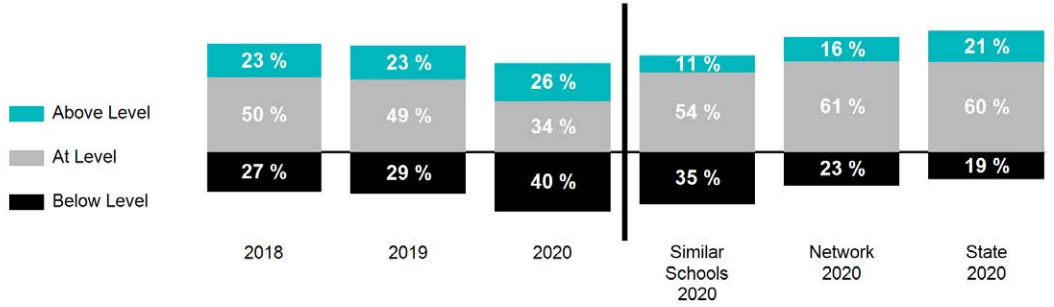
Percentage of students in Semester 2 by rating - reading and viewing



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



Percentage of students in Semester 2 by rating - writing



TEACHER JUDGEMENT - MATHEMATICS: PREP TO YEAR 6

LEARNING FOR LIFE

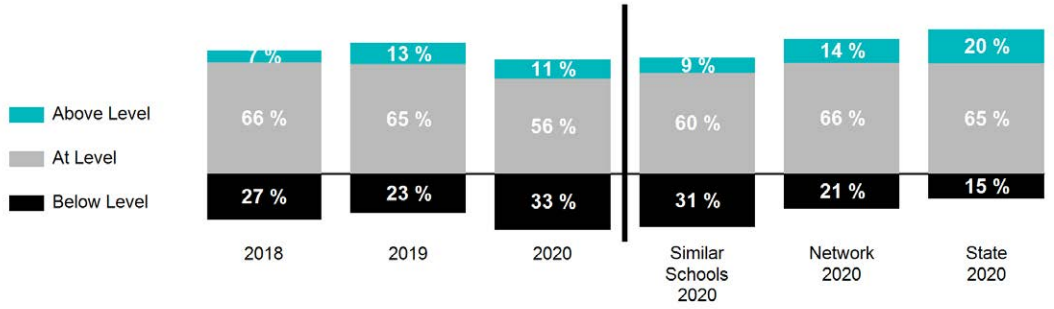
In 2020:
Percentage of students in Semester 2 at or above the age expected level

	Your school	Similar schools	
Measurement and geometry	67 %	69 %	Ranging from 37 % to 93 %
Number and algebra	70 %	69 %	Ranging from 41 % to 89 %
Statistics and probability	65 %	69 %	Ranging from 35 % to 94 %

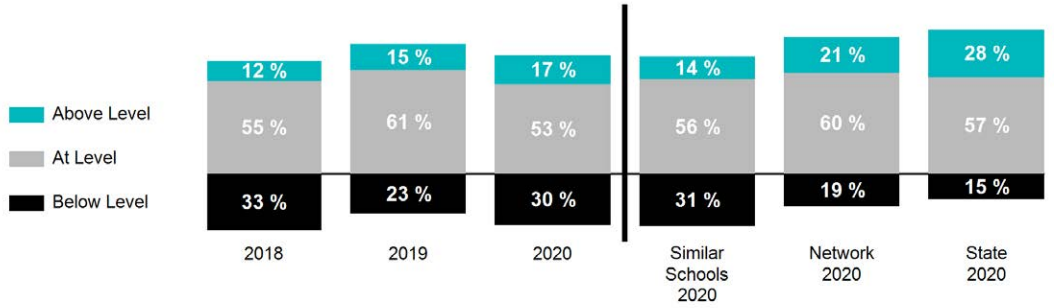
Relative to the similar schools group, your school's

- **Measurement and geometry** your school's result is similar to the results for primary schools with similar characteristics.
- **Number and algebra** your school's result is similar to the results for primary schools with similar characteristics.
- **Statistics and probability** your school's result is below the results for primary schools with similar characteristics.

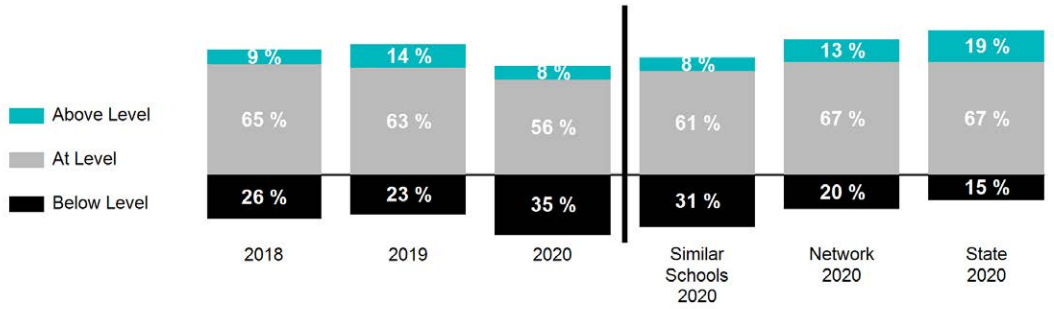
Percentage of students in Semester 2 by rating - measurement and geometry



Percentage of students in Semester 2 by rating - number and algebra



Percentage of students in Semester 2 by rating - statistics and probability



PANORAMA

BREAKING THE LINK

'Breaking the Link' measures are selected based on the following evidence and rationale.

AVERAGE ABSENCES

Absence is a lead indicator for achievement and engagement outcomes. Recent research demonstrates that there is a strong correlation between student attendance and learning outcomes and that even small amounts of unauthorised absences are associated with substantial falls in average NAPLAN test scores.

CHRONIC ABSENCES

A growing body of research is revealing the critical role of chronic absence in student achievement. In this report, chronic absence is defined as missing 30 days or more of school in a year.

Chronic absence can be easily masked by average absence rates, so it is important to look at this group of students missing significant amounts of school. The measure highlighted for schools, and for which each school is compared to its similar schools group, is the proportion of students with more than 20 days absence. As absences are generally lower in primary schools, knowing what proportion of students are missing 20 days (equivalent to four weeks out of the school year) or more provides a useful indicator of engagement issues.

2020 ABSENCE DATA

The Victorian community's experience of COVID-19, including remote and flexible learning had a significant impact on normal school operation.

Absence data in 2020 may have been influenced by local processes and procedures adopted in the school in response to the remote and flexible learning models applied throughout the year.

Schools should keep this in mind when using the data.

STUDENT ABSENCE: PREP - YEAR 6

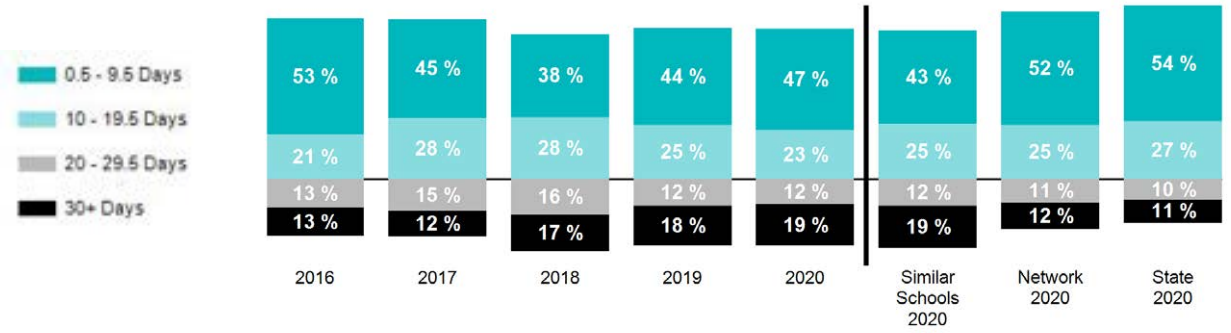
BREAKING THE LINK

In 2020:
Percentage of students with 20 or more absence days

Your school	Similar schools	
31 %	32 %	Ranging from 2 % to 62 %

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

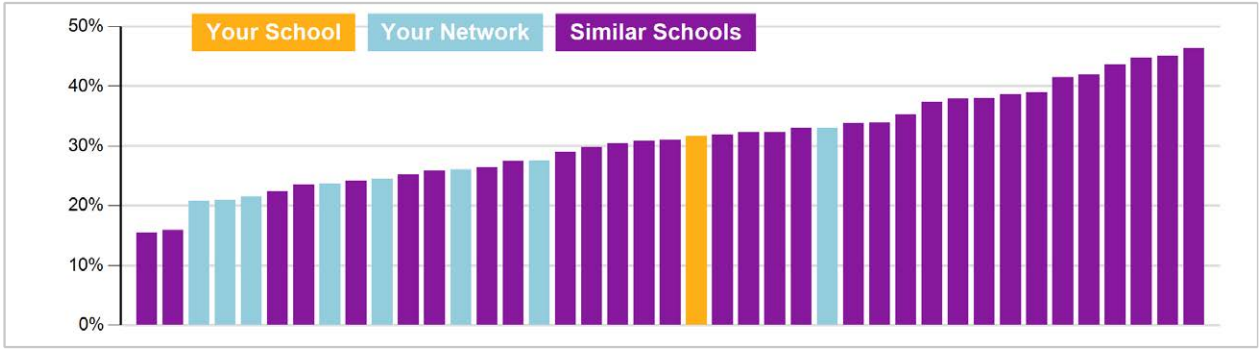


Between 2018 and 2020:
Percentage of students with 20 or more absence days

Your school	Similar schools	
32 %	31 %	Ranging from 15 % 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 with 20 or more absence days between 2018 and 2020

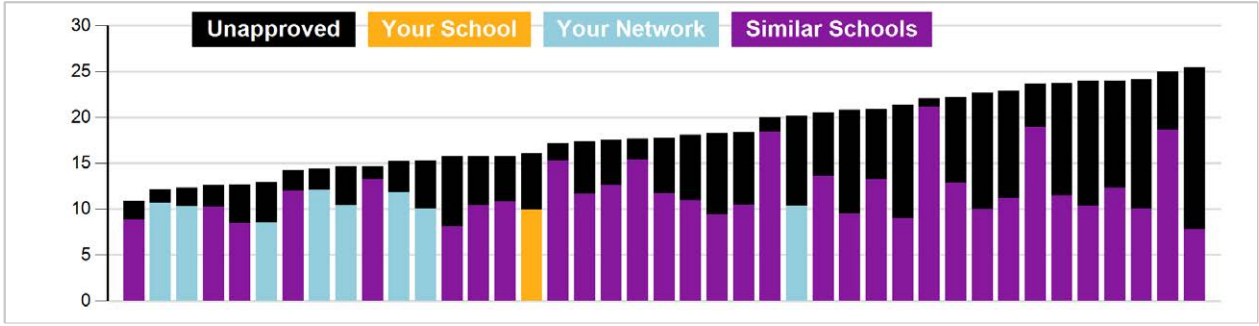


Between 2018 and 2020:
Average absence days

Your school	Similar schools	
16	18	Ranging from 11 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 2018 and 2020



PANORAMA

HAPPY, HEALTHY, RESILIENT KIDS

'Happy, Healthy and Resilient Kids' measures are selected based on the following evidence and rationale.

STUDENT ATTITUDES

The Student Attitudes to School Survey (ATOSS) assists schools to gain an understanding of students' perceptions and their experience of school. It provides schools with valuable data on students' views of their wellbeing, teaching, learning and school in general.

Research shows that positive student attitudes are related to learning outcomes and staying at school.

A range of factors from the ATOSS have been shown to relate to, and even predict, NAPLAN outcomes. In primary schools, classroom behaviour and student safety are the most important factors. In secondary schools, the most predictive ATOSS factors are teacher empathy and effectiveness and the presence of stimulating learning.

The same research that identified these ATOSS factors in the context of NAPLAN achievement also indicated that improvements in the proportion of positive ATOSS responses could lead to an increase in the proportion of students in the top two NAPLAN bands, by between 1% and 6%.

2020 STUDENT ATTITUDES

In response to some of the challenges faced by schools in 2020, the Attitudes to School Survey was an optional collection, this resulted in a lower participation rate than in previous years.

There were differences in the survey collection in 2020 compared to previous years: the data collection was conducted later in the year (Term 3 and Term 4), some items were excluded from the survey and the survey included new questions about health and wellbeing and experience of COVID-19.

While the 2020 ATOSS data may serve as useful point-in-time reflection of students' experiences for participating schools, the data at school level are often not comparable with previous years.

The 2020 ATOSS data are not recommended for timeseries analysis, especially for schools with a significant shift in response rate or in results on particular factors.

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: 2020

No Data Available

ATTITUDES TO SCHOOL SURVEY: YEAR 4

HAPPY, HEALTHY AND RESILIENT KIDS

State-wide patterns
As noted earlier in this report, Attitudes to School Survey was an optional collection in 2020, resulting in lower response rates. Due to the lower response rates and the circumstances of 2020, the AToSS results should be viewed as a point-in-time reflection of students' experience, and not in a timeseries analysis. In 2020, student endorsement of the following factors was as follows: 'Self-regulation and goal setting' 83.7%; 'Motivation and interest' 78.4%; and 'Sense of confidence' 74.1%. The factor 'Not experiencing bullying' was 85.7%.

Percentage of students with positive attitude by year level

Year Level	Parent Factor	Factor	2017	2018	2019	2020	Trend
Year 4	Effective teaching practice for cognitive engagement	Differentiated learning challenge	96 %	88 %	91 %		
		Effective classroom behaviour	93 %	84 %	89 %		
		Effective teaching time	97 %	91 %	90 %		
		Stimulated learning	98 %	98 %	82 %		
	Learner characteristics and disposition	Attitudes to attendance	96 %	95 %	95 %		
		Motivation and interest	97 %	98 %	97 %		
		Resilience	93 %	90 %	95 %		
		Self-regulation and goal setting	93 %	92 %	95 %		
		Sense of confidence	92 %	89 %	92 %		
	Not Experiencing Bullying (Parent Factor)	Not Experiencing Bullying	80 %	93 %	85 %		
	School safety	Advocate at school	98 %	93 %	92 %		
		Managing bullying	94 %	89 %	92 %		
		Respect for diversity	95 %	90 %	96 %		
	Social engagement	Sense of connectedness	95 %	96 %	94 %		
		Sense of inclusion	96 %	89 %	90 %		
		Student voice and agency	96 %	88 %	91 %		
	Teacher-student relations	Effort	94 %	87 %	93 %		
		High expectations for success	100 %	95 %	96 %		
		Teacher concern	91 %	85 %	86 %		

ATTITUDES TO SCHOOL SURVEY: YEAR 4

HAPPY, HEALTHY AND RESILIENT KIDS

Student participation

Year Level	Measure	2017	2018	2019	2020	Trend
Year 4	Enrolment Count	58	58	42	48	
	Participation Count	54	44	39		
	Participation Rate (%)	93 %	76 %	93 %		

PANORAMA

PRIDE AND CONFIDENCE IN OUR SCHOOLS

The 'Pride and Confidence in our Schools' measures are selected based on the following evidence and rationale.

SENSE OF CONNECTEDNESS

Sense of connectedness has been defined by Goodenow (1993) as 'the extent to which students feel personally accepted, respected, included, and supported by others in the school social environment'. Students who feel connected to their school are generally more engaged with their education, have greater wellbeing and higher achievement outcomes.

Sense of connectedness has been identified as a lead indicator for the Education State student resilience target. Data presented here are based on the sense of connectedness factor of the Attitudes to School Survey.

SCHOOL CLIMATE

School climate represents the shared understandings and norms influencing the interactive behaviour and decision making of school staff. The School climate module within the School Staff Survey comprises ten factors that have been identified through research to have an effect on student outcomes, creating a positive effect when present and diminishing results when one or more is missing.

The School Staff Survey provides staff with an opportunity to reflect on their school and practices to enhance their work and ultimately improve student outcomes.

Recent analysis commissioned by DET quantified the impact of staff survey factors on student achievement. For example, a 7% increase in positive endorsements for the school climate module is associated with a 1%-4% increase in the number of students in the top two NAPLAN bands.

PARENT SATISFACTION

Parents' satisfaction with their child's schooling reflects the quality of the service offered by schools and the level of engagement between parents and schools.

2020 SCHOOL STAFF SURVEY DATA

The 2020 School Staff Survey was impacted by the COVID-19 pandemic.

There were differences in the survey in 2020 compared to previous years: the data collection was conducted later in the year (Term 4), optional modules were not included and the survey included new questions about staff experience of remote and flexible learning during COVID-19 and staff health and wellbeing during COVID.

While 2020 SSS data may serve as a useful point in time reflection of staff experiences, it should be used with caution. The 2020 data should not be used for timeseries analysis or for determining targets.

Handout A3

Sample Annual Report

To read and download a sample Annual Report, see **Annual Report to the School Community – Resources** at www2.education.vic.gov.au/pal/annual-report-schools-community/resources.

Sample School Strategic Plan

To read and download a sample School Strategic Plan, see **School Strategic Plan – Guidance** at www2.education.vic.gov.au/pal/school-strategic-plan/guidance.