Information about school performance

1. **Annual Report**
2. **Strategic Plan**
3. **School Performance Reporting**

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1. Annual Report

The Annual Report to the School Community - sharing a school's achievements and progress

What is the Annual Report?

Building pride and confidence in government schools is a key focus of the Education State agenda. The Annual Report to the School Community is an opportunity for the school council to share the year's achievements, milestones, and improvements. It is also an opportunity to reflect on the school's performance and understand where and how the improvement agenda has impacted student outcomes.

The preparation and publication of an Annual Report to the School Community is a legislative and regulatory requirement for all Government schools under the *Education and Training Reform Act 2006* and the *National Education Agreement 2008*.

What is reported to the community?

Data presented in the Annual Report is valuable for the school community. It outlines the school accomplishments in the key areas of:

- Achievement
- Engagement
- Wellbeing

Parent and staff survey results reflect the community's satisfaction with the quality of schooling and acceptance of the school's vision and values.

Student Attitudes to School survey results reflect students' connectedness to their education and the school's commitment to providing a safe and challenging learning environment.

Teacher judgments of expected student achievement against the Victorian Curriculum F-10 in English and Mathematics, NAPLAN and VCE data demonstrate the school's academic achievements compared to other schools' performance.

Attendance data is reported to demonstrate student engagement.

Schools provide commentary on the following items:

- succinct contextual information about their school and a brief outline of the school's performance and future direction
- the schools workforce composition
- progress against FISO improvement initiatives in the Annual Implementation Plan
- reasons for any operating surplus or deficit
- extraordinary revenue or expenditure items
- sources of funding the school received during the year, including Equity funding expenditure
- additional State/Commonwealth funding the school received beyond the Student Resource Package (SRP).

2. Strategic Plan

School strategic planning unifies a school's community around a clear vision through active collaboration

School Strategic Plan
A School Strategic Plan is a four-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 plan:

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

Developing the key directions
At the end of the school review process, the school review panel reflects on the outcomes of the review and develops the key directions for the new School Strategic Plan.

These key directions inform the goals, targets and key improvement strategies for school performance for the next four years, captured in the strategic plan. These

then inform annual implementation planning and staff performance and development plans from year-to-year.

For more information see: Developing directions for the next School Strategic Plan

Engage your school community
After the school review is complete, schools should discuss the recommended directions with school staff and the wider school community. This will help generate ownership and support for the direction of the School Strategic Plan over the next four years. Discussions can also include a review of the school's vision and values.

Complete your School Strategic Plan
Schools can complete their School Strategic Plan in the Strategic Planning Online Tool (SPOT).

After the school review report is endorsed by the senior education improvement leader (SEIL), a central office team enters the recommended goals, targets and key improvement strategies into the school strategic plan section of SPOT.

SPOT guides you through the strategic planning process, and provides guidance, examples and resources to support you in completing the plan.

Approval of the School Strategic Plan
After your school has completed the School Strategic Plan, your SEIL will provide any feedback and endorse the plan. SPOT will then send an email to your school council president so they can endorse the plan on behalf of the school council.

Timelines
Schools must complete their strategic plan in the term after their school review.

The plan must be completed and endorsed before beginning annual implementation planning

3. School Performance Reporting

Understand the Differentiated School Performance Method

What are the Differentiated School Performance Groups?
The Differentiated School Performance Groups inform the review and differentiated approach to school support.

This approach to school performance reporting:

- utilises two dimensions of performance results: current performance and change in performance over time, using selected school performance measures

- aggregates each school's results across six performance domains: achievement, school climate, student attitudes, participation, engagement and senior secondary
- assigns schools to a performance group, based upon their aggregated domain level results: transform, stretch, influence, renew and recharge.

Why your starting point matters

All schools, regardless of their starting point, are on an improvement trajectory, and therefore have gaps in their performance. The basis of an effective school improvement plan is knowing what the starting point is.

Your school performance report will assist you to recognise your school's strengths and identify areas for focused continuous improvement effort. It will also inform the types of differentiated support your school may receive to achieve improvement, based upon your specific needs and context.