

Glossary of Terms

The following is designed to assist your reading of the Annual Report to the School Community 2007.

AGQTP – Australian Government Quality Teacher Programme – Syndal South applied for Federal Government money to implement a teacher professional development program focusing on the development of a whole school framework for developing integrated curriculum.

AIM - Achievement Improvement Monitor

State wide testing at Year 3, 5, 7, 9 in Victorian schools. To be replaced in 2008 by the NAPLAN – National Assessment Program - Literacy and Numeracy Testing

Attitude to School - headings

Well Being - Student Morale, Student Distress

– I feel positive at school, I feel uneasy at school.

Student Relationships - Connectedness to Peers, Student Behaviour, Student Safety
- It's often hard to learn in class because some students are disruptive, I am liked by others at my school.

Teaching and Learning – Teacher Effectiveness, Teacher Empathy, Stimulating Learning, School Connectedness, Student Motivation, Learning Confidence
- Doing well in school is important to me, I find it easy to learn new things, My teachers understand how I learn, My teachers are easy to understand.

This data gives a clear indication of areas to concentrate on and to begin to work through with students and teachers.

CASES21

Computer system used by schools to manage administration and finance

Matched cohort – Students who were in Grade 3 in 2004 and Grade 5 in 2006. In the report there is a statement about the growth of these students over the 2 year period.

POLT – Principles of Teaching and Learning - This is part of the Blueprint for Government Schools – the Principles of Teaching and Learning are aimed at the development of an effective learning environment for students.

1. The learning environment is supportive and productive.
2. The learning environment promotes independence, interdependence and self motivation.
3. Students' needs, backgrounds, perspectives and interests are reflected in the learning program.
4. Students are challenged and supported to develop deep levels of thinking and application.
5. Assessment practices are an integral part of teaching and learning.
6. Learning connects strongly with communities and practice beyond the classroom.

VELS – Victorian Essential Learning Standards

VELS sets out what students should know and be able to do at different stages of learning from Prep to Year 10. VELS identifies three core and interrelated strands - Physical, Personal and Social Learning, Disciplined Based Learning, Interdisciplinary Learning.