

# PANORAMA



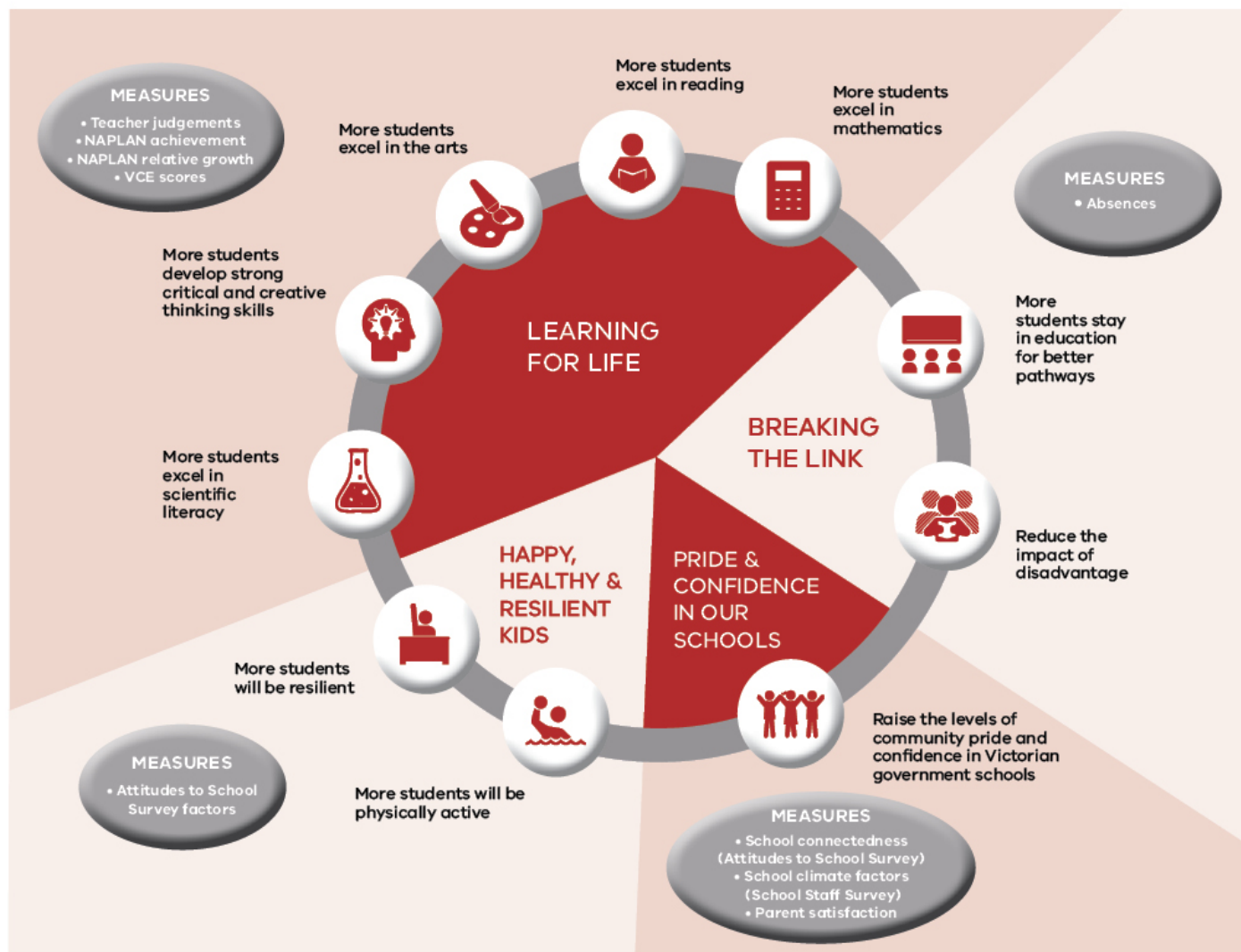
## Willowmavin Primary School

### Supplementary school level report

*2017 - last updated December 2017*

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.



## HOW TO READ THIS REPORT

- Structure
- Layout
- Benchmarks
- Reading charts and tables

## SCHOOL CONTEXT

### LEARNING FOR LIFE

- Notes on selected measures
- Teacher Judgement achievement
- NAPLAN achievement
- NAPLAN relative growth
- VCE English study score

### BREAKING THE LINK

- Notes on selected measures
- Absences

### HAPPY, HEALTHY AND RESILIENT KIDS

- Notes on selected measures
- Attitudes to School survey

### PRIDE AND CONFIDENCE IN OUR SCHOOLS

- Notes on selected measures
- Sense of connectedness
- School climate
- Parent Opinion Survey
- School Staff Survey

## GLOSSARY



## 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 introduces a new benchmark of 'similar schools'. 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.

### *State*

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

Charts include a time series of the school's results

The benchmark of similar schools, network and 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.

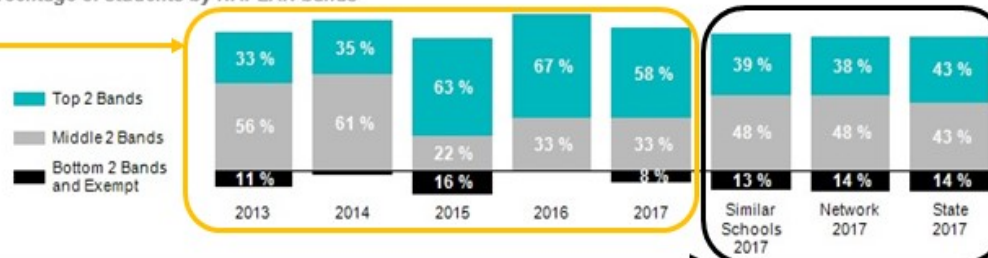
The table provides more detail, either by providing results for individual year levels, or for individual bands/ratings (NAPLAN/ Victorian Curriculum)

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.

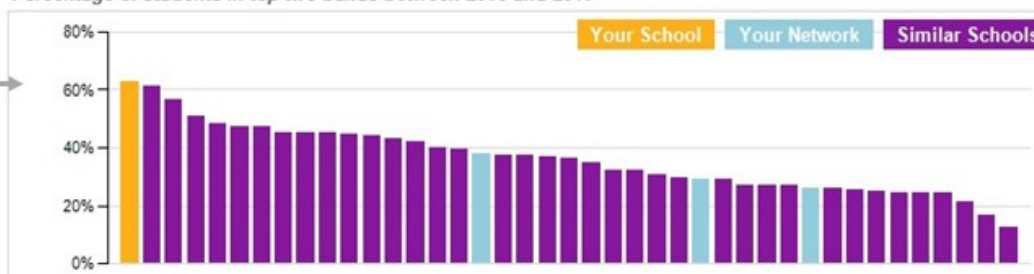
Percentage of students by NAPLAN bands



Count and percentage of students

Band	2013		2014		2015		2016		2017		Similar Schools	Network	State
	n	%	n	%	n	%	n	%	n	%	%	%	%
Band 6	0	0 %	6	19 %	13	41 %	10	33 %	8	33 %	18 %	13 %	22 %
Band 5	9	33 %	5	16 %	7	22 %	10	33 %	6	25 %	21 %	25 %	20 %
Band 4	11	41 %	13	42 %	3	9 %	9	30 %	5	21 %	30 %	29 %	27 %
Band 3	4	15 %	6	19 %	4	13 %	1	3 %	3	13 %	18 %	18 %	16 %
Band 2	2	7 %	1	3 %	5	16 %	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		418.8		436.3		460.6		431.3		409.3	399.9	418.9

Percentage of students in top two bands between 2015 and 2017





## In 2017:

Percentage of students < ... >

### Your school

X%

### Similar Schools

X%

Ranging from  
X% to X%

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

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.

## 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

X%

### Similar Schools

X%

Ranging from  
X% to X%

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

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).

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'.

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.



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.

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.

<b>School Name</b>	Willowmavin Primary School
<b>School Number</b>	3479
<b>School Type</b>	Primary
<b>Network</b>	Southern Goulburn
<b>Area</b>	Goulburn Area
<b>Region</b>	North-Eastern Victoria

	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>
<b>FTE enrolments</b>	62.0	86.0	101.0	137.0	119.0
<b>SFO index</b>	0.4423	0.4529	0.4368	0.4773	-
<b>SFOE index</b>	-	-	-	0.4141	0.4174
<b>FTE Aboriginal students</b>	1.0	1.0	1.0	3.0	4.0
<b>Number of EAL students</b>	1	1	3	3	4
<b>Number of Equity Funded students</b>	16	29	28	32	40
<b>Number of students in Out of Home Care</b>	1	-	-	-	1

*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.

## NAPLAN BAND ACHIEVEMENT

Demonstrates how the school is tracking over time; particularly highlighting top two bands achievement.

Education State targets state that :

- Over the next 5 years, 25% more Year 5 students will reach the highest levels of achievement in reading and maths.
- Over the next 10 years, 25% more Year 9 students will reach the highest levels of achievement in reading and maths.

Breaking the link between social and economic background and achievement in the foundational skill of literacy and numeracy is critical to ensuring all children have the chance to realise their potential.

Evidence suggests that gains in achievement of higher performing students positively impact the achievement of lower performing students. The focus on educational achievement in the classroom also has positive impact for all students, which should help achievement across the board.

Performance on NAPLAN is a strong predictor of school completion and early leaving.

## NAPLAN PARTICIPATION

While high levels of performance against NAPLAN bands are desirable, high participation rates are also important. Good results with low participation rates (that is, high proportions of students that are absent or withdrawn) runs counter to promoting inclusivity.

## NAPLAN RELATIVE GROWTH

Demonstrates the relative growth achieved by students in the school. While high levels of NAPLAN achievement are the ambition of the Education State agenda, growth is equally important.

Learning achievement provides a measure of one student's learning comparative to other students, or against a benchmark standard. Relative growth provides a measure of learning over time using that individual's own past achievement as a benchmark.

## VCE ACHIEVEMENT (SECONDARY SCHOOLS ONLY)

Demonstrates student achievement by VCE band scores.

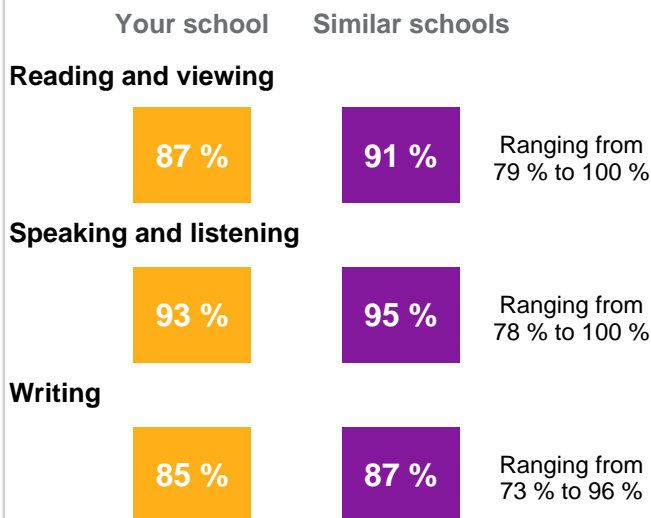
Scores of 40+ have been used as the 'high performance' benchmark in recent years. However, this benchmark excludes many government schools. In 2016, there were 133 schools who had no VCE students scoring 40 or more in English.

This report uses a benchmark score of 37+ for high performance. This benchmark captures 11% of government school students.

The focus attributed to achieving high mean/median VCE scores at a school level can incentivise exclusion of lower performing students. Future reporting will have regard to students who are completing VCE without a scored assessment.



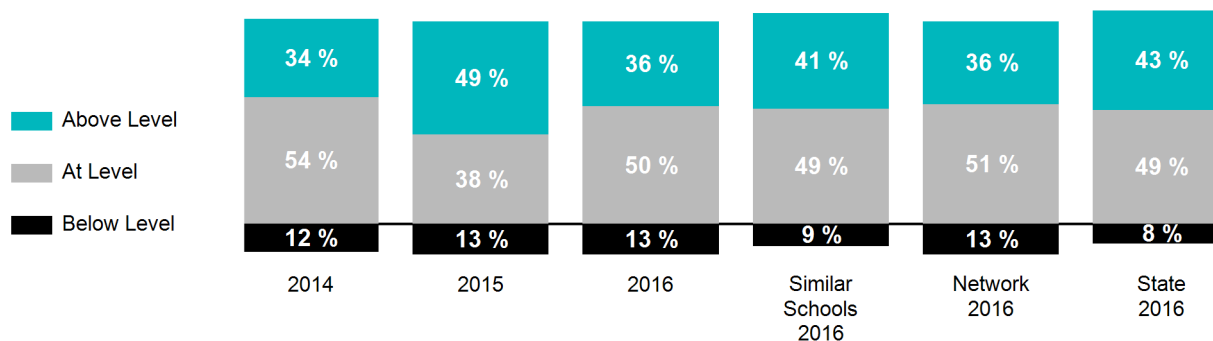
**In 2016: Percentage of students at or above the age expected level**



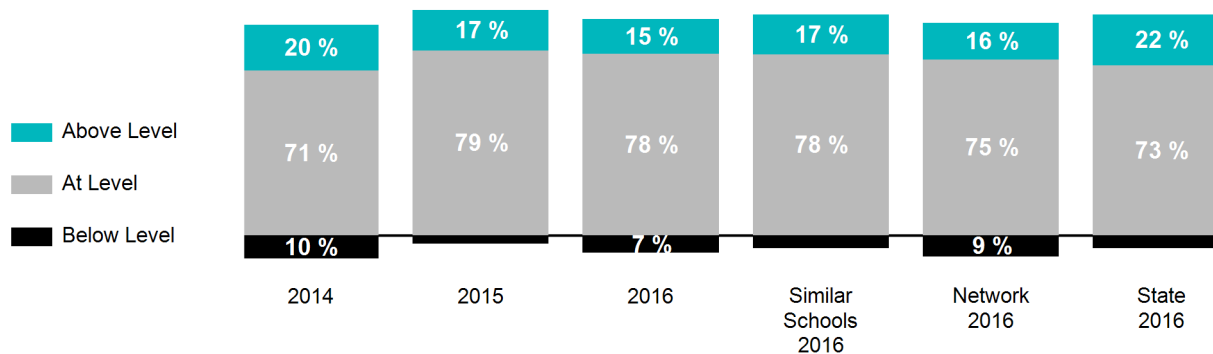
Relative to the similar schools group, your school's

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

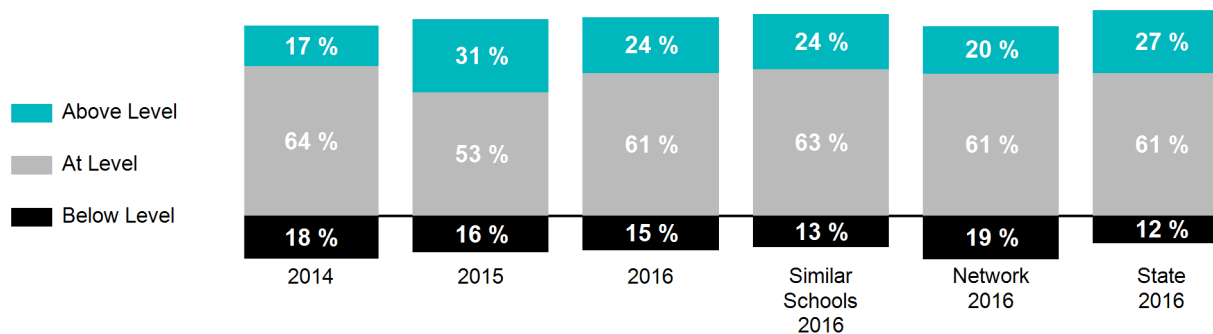
*Percentage of students by rating - reading and viewing*



*Percentage of students by rating - speaking and listening*



*Percentage of students by rating - writing*



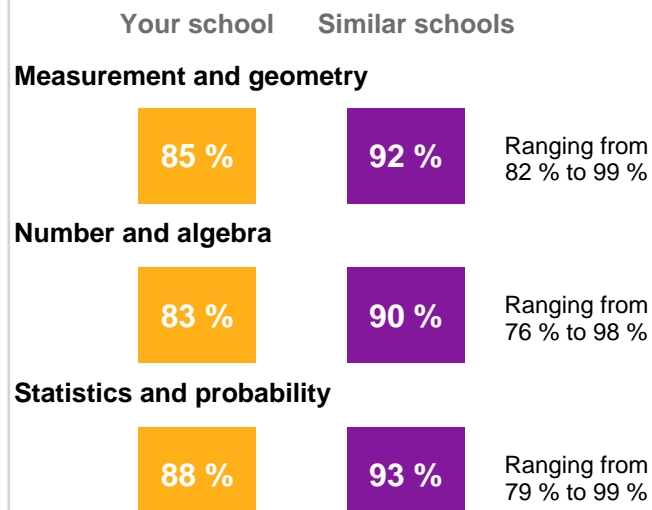
*Percentage of students by year level*

		Reading and viewing			Speaking and listening			Writing		
Year level	Rating	2014	2015	2016	2014	2015	2016	2014	2015	2016
Prep	Above Level	25 %	71 %	29 %	0 %	7 %	0 %	6 %	50 %	17 %
	At Level	75 %	29 %	71 %	100 %	93 %	100 %	94 %	50 %	83 %
Total Students		16	14	24	16	14	24	16	14	24
Year 1	Above Level	23 %	26 %	46 %	38 %	16 %	15 %	23 %	26 %	38 %
	At Level	69 %	74 %	54 %	62 %	84 %	85 %	54 %	68 %	62 %
	Below Level	8 %	0 %	0 %	0 %	0 %	0 %	23 %	5 %	0 %
Total Students		13	19	13	13	19	13	13	19	13
Year 2	Above Level	33 %	50 %	19 %	24 %	31 %	0 %	10 %	38 %	14 %
	At Level	52 %	13 %	76 %	52 %	63 %	95 %	67 %	25 %	81 %
	Below Level	14 %	38 %	5 %	24 %	6 %	5 %	24 %	38 %	5 %
Total Students		21	16	21	21	16	21	21	16	21
Year 3	Above Level	46 %	36 %	46 %	46 %	8 %	31 %	23 %	24 %	31 %
	At Level	54 %	48 %	15 %	54 %	80 %	54 %	69 %	56 %	23 %
	Below Level	0 %	16 %	38 %	0 %	12 %	15 %	8 %	20 %	46 %
Total Students		13	25	13	13	25	13	13	25	13

*Percentage of students by year level*

		Reading and viewing			Speaking and listening			Writing		
Year level	Rating	2014	2015	2016	2014	2015	2016	2014	2015	2016
Year 4	Above Level	40 %	86 %	32 %	0 %	36 %	9 %	10 %	43 %	18 %
	At Level	20 %	7 %	45 %	80 %	64 %	77 %	50 %	50 %	59 %
	Below Level	40 %	7 %	23 %	20 %	0 %	14 %	40 %	7 %	23 %
Total Students		10	14	22	10	14	22	10	14	22
Year 5	Above Level	58 %	46 %	69 %	17 %	8 %	54 %	50 %	8 %	46 %
	At Level	33 %	31 %	31 %	83 %	92 %	46 %	42 %	69 %	46 %
	Below Level	8 %	23 %	0 %	0 %	0 %	0 %	8 %	23 %	8 %
Total Students		12	13	13	12	13	13	12	13	13
Year 6	Above Level	0 %	43 %	33 %	0 %	21 %	20 %	0 %	36 %	20 %
	At Level	71 %	50 %	33 %	71 %	79 %	60 %	57 %	50 %	47 %
	Below Level	29 %	7 %	33 %	29 %	0 %	20 %	43 %	14 %	33 %
Total Students		7	14	15	7	14	15	7	14	15

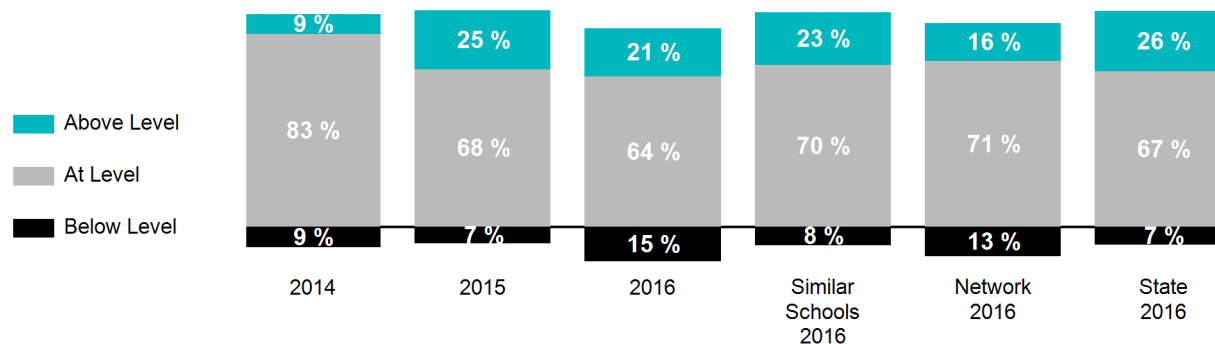
**In 2016: Percentage of students at or above the age expected level**



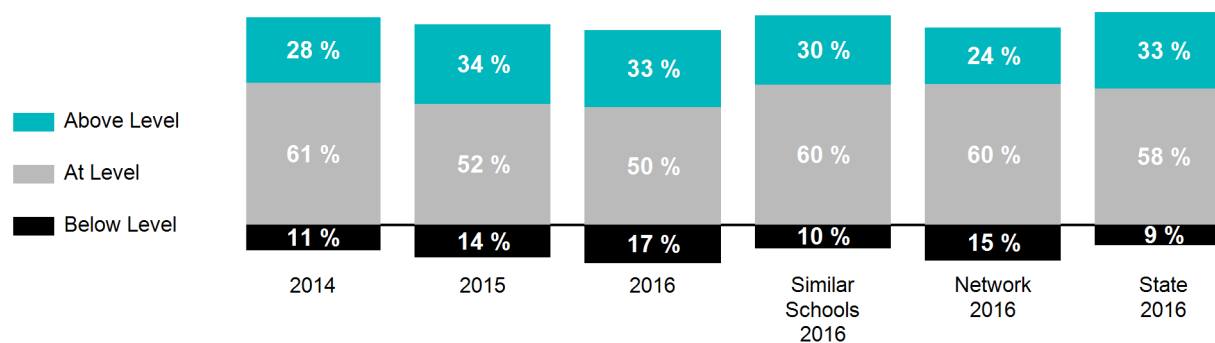
Relative to the similar schools group, your school's

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

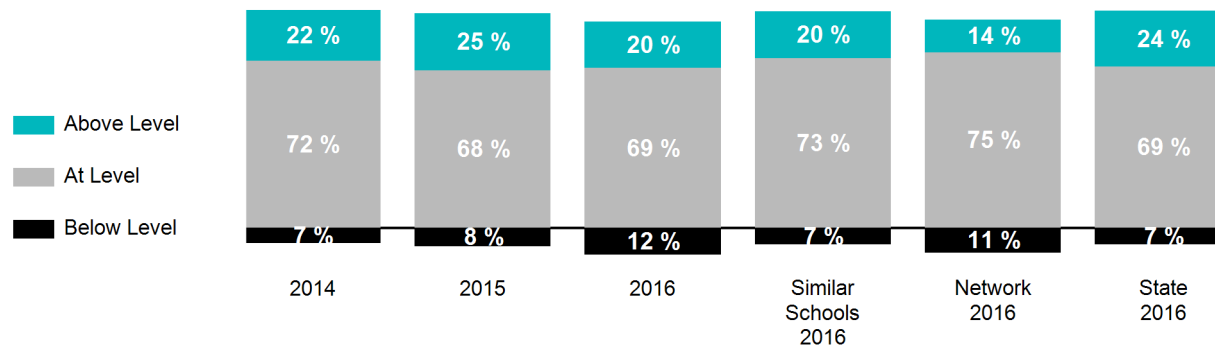
**Percentage of students by rating - measurement and geometry**



**Percentage of students by rating - number and algebra**



**Percentage of students by rating - statistics and probability**



*Percentage of students by year level*

		Measurement and geometry			Number and Algebra			Statistics and probability		
Year level	Rating	2014	2015	2016	2014	2015	2016	2014	2015	2016
Prep	Above Level	0 %	29 %	8 %	50 %	36 %	54 %	0 %	43 %	8 %
	At Level	100 %	71 %	92 %	50 %	64 %	46 %	100 %	57 %	92 %
Total Students		16	14	24	16	14	24	16	14	24
Year 1	Above Level	15 %	16 %	46 %	31 %	32 %	46 %	38 %	16 %	46 %
	At Level	77 %	84 %	54 %	62 %	68 %	54 %	62 %	84 %	54 %
	Below Level	8 %	0 %	0 %	8 %	0 %	0 %	0 %	0 %	0 %
Total Students		13	19	13	13	19	13	13	19	13
Year 2	Above Level	5 %	47 %	14 %	29 %	47 %	24 %	43 %	53 %	14 %
	At Level	95 %	47 %	81 %	71 %	20 %	71 %	57 %	40 %	81 %
	Below Level	0 %	7 %	5 %	0 %	33 %	5 %	0 %	7 %	5 %
Total Students		21	15	21	21	15	21	21	15	21
Year 3	Above Level	8 %	16 %	0 %	23 %	32 %	38 %	8 %	16 %	38 %
	At Level	92 %	72 %	69 %	77 %	52 %	23 %	92 %	76 %	54 %
	Below Level	0 %	12 %	31 %	0 %	16 %	38 %	0 %	8 %	8 %
Total Students		13	25	13	13	25	13	13	25	13

*Percentage of students by year level*

		Measurement and geometry			Number and Algebra			Statistics and probability		
Year level	Rating	2014	2015	2016	2014	2015	2016	2014	2015	2016
Year 4	Above Level	0 %	21 %	27 %	10 %	36 %	14 %	10 %	7 %	9 %
	At Level	70 %	79 %	45 %	50 %	64 %	55 %	60 %	93 %	64 %
	Below Level	30 %	0 %	27 %	40 %	0 %	32 %	30 %	0 %	27 %
Total Students		10	14	22	10	14	22	10	14	22
Year 5	Above Level	33 %	31 %	38 %	33 %	31 %	38 %	33 %	15 %	31 %
	At Level	50 %	46 %	54 %	42 %	38 %	54 %	50 %	54 %	69 %
	Below Level	17 %	23 %	8 %	25 %	31 %	8 %	17 %	31 %	0 %
Total Students		12	13	13	12	13	13	12	13	13
Year 6	Above Level	0 %	29 %	20 %	0 %	29 %	20 %	0 %	29 %	13 %
	At Level	71 %	64 %	40 %	71 %	50 %	40 %	86 %	57 %	47 %
	Below Level	29 %	7 %	40 %	29 %	21 %	40 %	14 %	14 %	40 %
Total Students		7	14	15	7	14	15	7	14	15

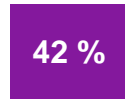
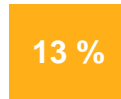


## In 2017:

Percentage of students in top two bands

Your school

Similar schools



Ranging from 8 % to 76 %

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

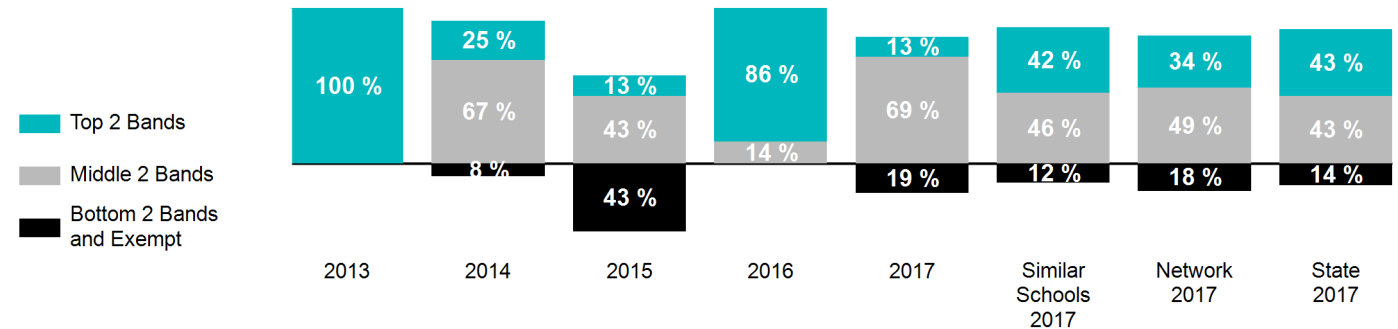
Year 3 NAPLAN numeracy results are among the **lead indicators** for the Year 5 Education State target of 25% more students achieving the highest levels in mathematics over the next five years.

## 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.

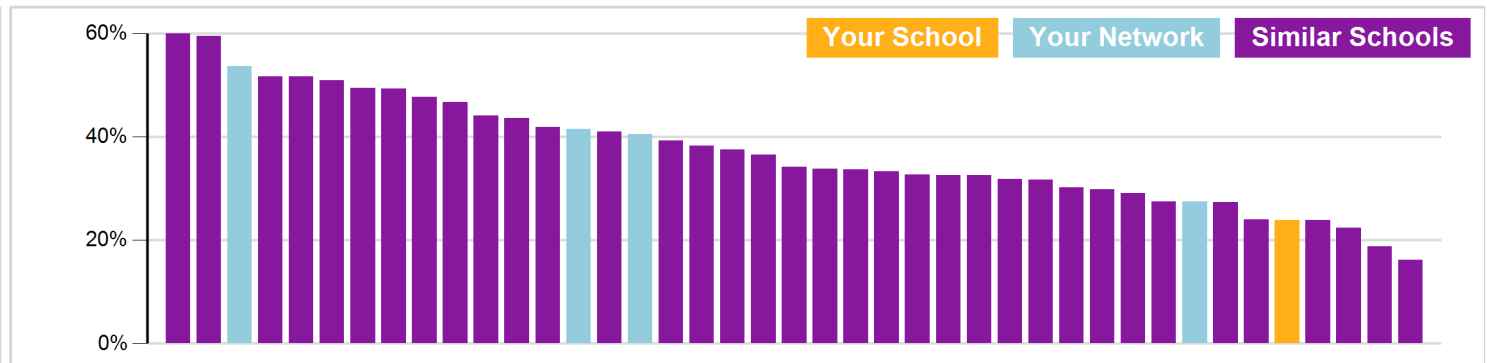
## Percentage of students by NAPLAN bands



## Count and percentage of students

Willowmavin Primary School													
Band	2013		2014		2015		2016		2017		Similar Schools	Network	State
	n	%	n	%	n	%	n	%	n	%	%	%	%
Band 6	0	0 %	1	8 %	0	0 %	0	0 %	0	0 %	22 %	15 %	22 %
Band 5	1	100 %	2	17 %	3	13 %	6	86 %	2	13 %	20 %	19 %	20 %
Band 4	0	0 %	3	25 %	5	22 %	0	0 %	7	44 %	28 %	28 %	27 %
Band 3	0	0 %	5	42 %	5	22 %	1	14 %	4	25 %	17 %	21 %	16 %
Band 2	0	0 %	1	8 %	6	26 %	0	0 %	3	19 %	9 %	11 %	8 %
Band 1	0	0 %	0	0 %	2	9 %	0	0 %	0	0 %	2 %	5 %	2 %
Exempt	0	0 %	0	0 %	2	9 %	0	0 %	0	0 %	1 %	2 %	4 %
<b>Participation</b>	<b>1</b>	<b>100 %</b>	<b>12</b>	<b>92 %</b>	<b>23</b>	<b>92 %</b>	<b>7</b>	<b>44 %</b>	<b>16</b>	<b>89 %</b>	<b>92 %</b>	<b>91 %</b>	<b>94 %</b>
Absent	0	0 %	1	8 %	2	8 %	4	25 %	0	0 %	3 %	5 %	3 %
Withdrawn	0	0 %	0	0 %	0	0 %	5	31 %	2	11 %	5 %	4 %	3 %
<b>Total Students</b>	<b>1</b>		<b>13</b>		<b>25</b>		<b>16</b>		<b>18</b>				
Average Scale Score	426.9		396.0		345.9		428.2		382.4		414.5	398.2	418.9

## Percentage of students in top two bands between 2015 and 2017

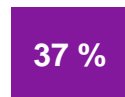
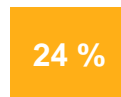


## Between 2015 and 2017:

Percentage of students in top two bands

Your school

Similar schools



Ranging from 16 % to 60 %

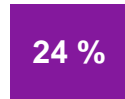
Relative to the similar schools group, your school's result is well below the results for primary schools with similar characteristics.

## In 2017:

Percentage of students in top two bands

Your school

Similar schools



Ranging from  
4 % to 53 %

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



Over the next five years, 25 per cent more Year 5 students will be reaching the highest levels of achievement in mathematics.

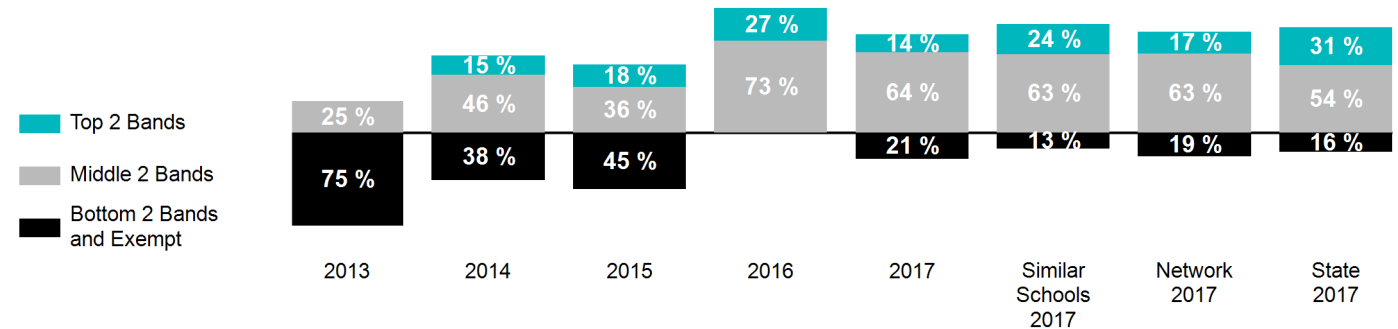
**TARGET:**

## State-wide patterns

Across Victorian (government and non-government) schools in 2017, 31% of Year 5 students achieved in the top two bands for NAPLAN numeracy. At Year 7, this was 35%.

The mean score for Year 5 students in NAPLAN numeracy has been stable for the last three years.

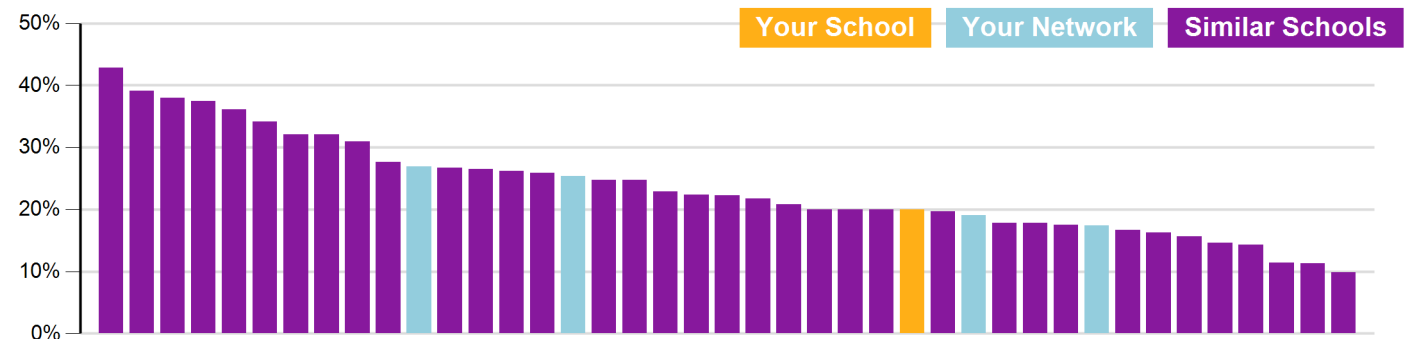
## Percentage of students by NAPLAN bands



## Count and percentage of students

Willowmavin Primary School													
Band	2013		2014		2015		2016		2017		Similar Schools	Network	State
	n	%	n	%	n	%	n	%	n	%	%	%	%
Band 8	0	0 %	0	0 %	1	9 %	0	0 %	0	0 %	9 %	5 %	12 %
Band 7	0	0 %	2	15 %	1	9 %	4	27 %	2	14 %	15 %	13 %	19 %
Band 6	0	0 %	2	15 %	2	18 %	5	33 %	7	50 %	34 %	33 %	30 %
Band 5	1	25 %	4	31 %	2	18 %	6	40 %	2	14 %	29 %	31 %	24 %
Band 4	3	75 %	3	23 %	3	27 %	0	0 %	3	21 %	10 %	15 %	10 %
Band 3	0	0 %	2	15 %	1	9 %	0	0 %	0	0 %	1 %	3 %	2 %
Exempt	0	0 %	0	0 %	1	9 %	0	0 %	0	0 %	2 %	1 %	4 %
<b>Participation</b>	<b>4</b>	<b>100 %</b>	<b>13</b>	<b>100 %</b>	<b>11</b>	<b>92 %</b>	<b>15</b>	<b>100 %</b>	<b>14</b>	<b>82 %</b>	<b>94 %</b>	<b>93 %</b>	<b>95 %</b>
Absent	0	0 %	0	0 %	0	0 %	0	0 %	0	0 %	2 %	3 %	3 %
Withdrawn	0	0 %	0	0 %	1	8 %	0	0 %	3	18 %	4 %	4 %	2 %
<b>Total Students</b>	<b>4</b>		<b>13</b>		<b>12</b>		<b>15</b>		<b>17</b>				
Average Scale Score	403.9		457.8		463.5		497.7		483.4		493.5	477.1	500.3

## Percentage of students in top two bands between 2015 and 2017

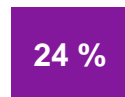


## Between 2015 and 2017:

Percentage of students in top two bands

Your school

Similar schools



Ranging from  
10 % to 43 %

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

## In 2017:

Percentage of students in top two bands

Your school

Similar schools

25 %

50 %

Ranging from  
13 % to 83 %

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

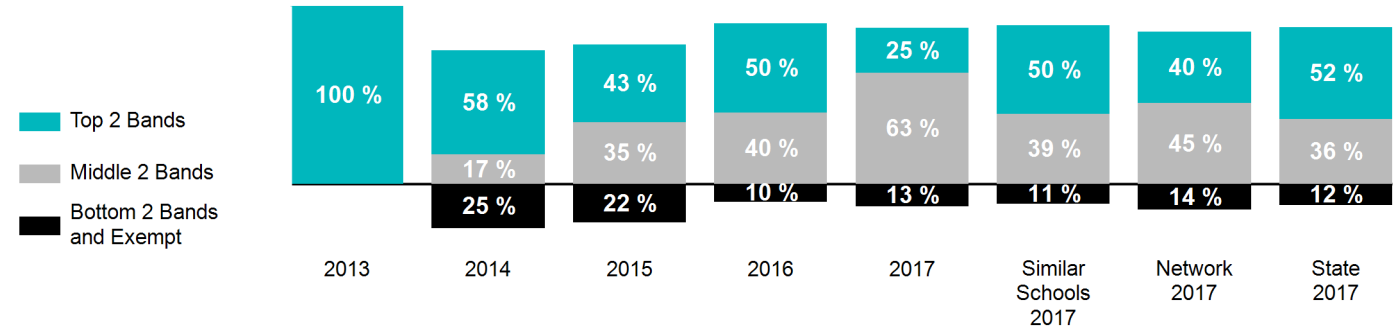
Year 3 NAPLAN reading results are among the **lead indicators** for the Year 5 Education State target of 25% more students achieving the highest levels in reading over the next five years.

## State-wide patterns

Across Victorian (government and non-government) schools in 2017, 57% of Year 3 students achieved in the top two bands for NAPLAN reading. At Year 5, this proportion was 40%.

The proportion of Year 3 students achieving in the top 2 bands for reading has improved slightly over the past three years.

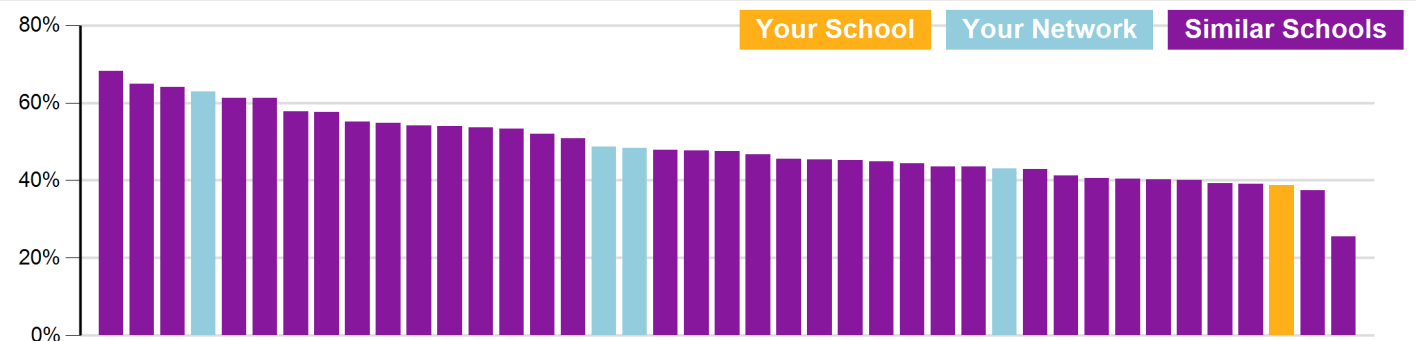
## Percentage of students by NAPLAN bands



## Count and percentage of students

Willowmavin Primary School													
Band	2013		2014		2015		2016		2017		Similar Schools	Network	State
	n	%	n	%	n	%	n	%	n	%	%	%	%
Band 6	1	100 %	5	42 %	3	13 %	3	30 %	1	6 %	26 %	21 %	30 %
Band 5	0	0 %	2	17 %	7	30 %	2	20 %	3	19 %	24 %	19 %	21 %
Band 4	0	0 %	2	17 %	4	17 %	4	40 %	5	31 %	23 %	25 %	22 %
Band 3	0	0 %	0	0 %	4	17 %	0	0 %	5	31 %	16 %	20 %	15 %
Band 2	0	0 %	3	25 %	2	9 %	0	0 %	2	13 %	6 %	7 %	5 %
Band 1	0	0 %	0	0 %	1	4 %	1	10 %	0	0 %	3 %	5 %	3 %
Exempt	0	0 %	0	0 %	2	9 %	0	0 %	0	0 %	1 %	3 %	4 %
<b>Participation</b>	<b>1</b>	<b>100 %</b>	<b>12</b>	<b>92 %</b>	<b>23</b>	<b>92 %</b>	<b>10</b>	<b>63 %</b>	<b>16</b>	<b>89 %</b>	<b>92 %</b>	<b>91 %</b>	<b>94 %</b>
Absent	0	0 %	1	8 %	2	8 %	1	6 %	0	0 %	2 %	5 %	3 %
Withdrawn	0	0 %	0	0 %	0	0 %	5	31 %	2	11 %	6 %	5 %	3 %
<b>Total Students</b>	<b>1</b>		<b>13</b>		<b>25</b>		<b>16</b>		<b>18</b>				
Average Scale Score	493.0		438.1		404.9		424.3		385.3		431.9	417.1	442.9

## Percentage of students in top two bands between 2015 and 2017



## Between 2015 and 2017:

Percentage of students in top two bands

Your school

Similar schools

39 %

49 %

Ranging from  
26 % to 68 %

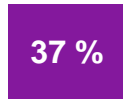
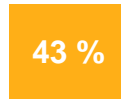
Relative to the similar schools group, your school's result is well below the results for primary schools with similar characteristics.

## In 2017:

Percentage of students in top two bands

**Your school**

**Similar schools**



Ranging from  
18 % to 72 %

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



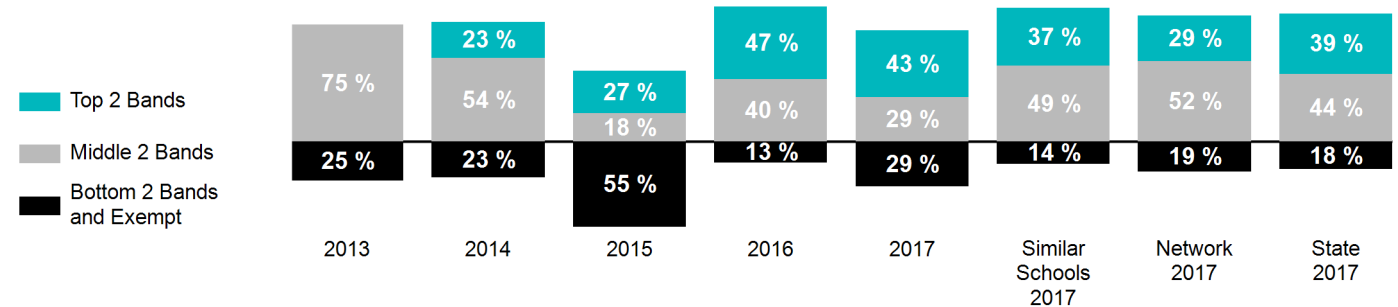
Over the next five years, 25 per cent more Year 5 students will be reaching the highest levels of achievement in reading.

## State-wide patterns

Across Victorian (government and non-government) schools in 2017, 40% of Year 5 students achieved in the top two bands for NAPLAN reading. At Year 7, this reduced to 31%.

Aboriginal Year 5 students perform below their non-Aboriginal peers on this top 2 bands measure.

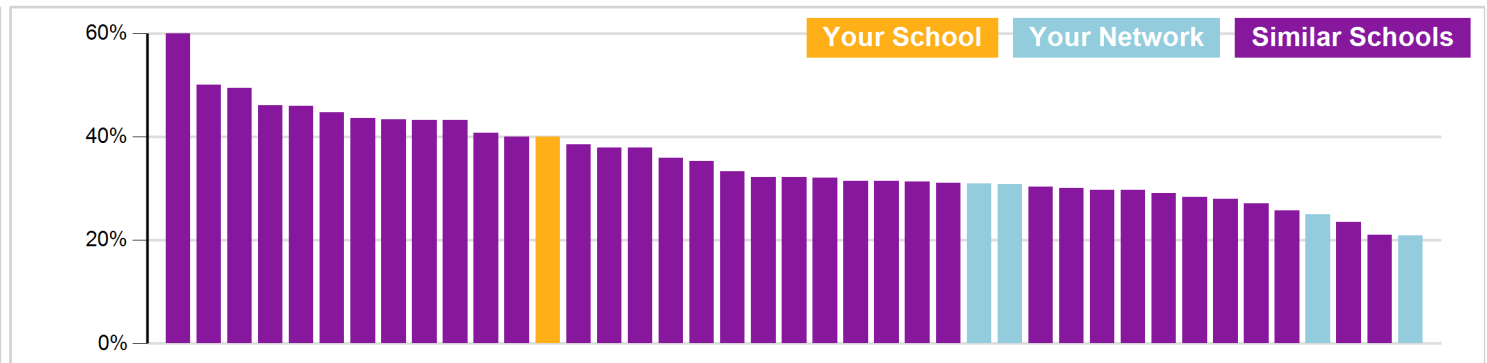
## Percentage of students by NAPLAN bands



## Count and percentage of students

Willowmavin Primary School													
Band	2013		2014		2015		2016		2017		Similar Schools	Network	State
	n	%	n	%	n	%	n	%	n	%	%	%	%
Band 8	0	0 %	1	8 %	1	9 %	2	13 %	2	14 %	16 %	13 %	17 %
Band 7	0	0 %	2	15 %	2	18 %	5	33 %	4	29 %	21 %	16 %	21 %
Band 6	0	0 %	5	38 %	0	0 %	4	27 %	4	29 %	29 %	32 %	27 %
Band 5	3	75 %	2	15 %	2	18 %	2	13 %	0	0 %	20 %	20 %	17 %
Band 4	1	25 %	2	15 %	2	18 %	2	13 %	4	29 %	10 %	14 %	11 %
Band 3	0	0 %	1	8 %	3	27 %	0	0 %	0	0 %	2 %	4 %	3 %
Exempt	0	0 %	0	0 %	1	9 %	0	0 %	0	0 %	2 %	1 %	4 %
<b>Participation</b>	<b>4</b>	<b>100 %</b>	<b>13</b>	<b>100 %</b>	<b>11</b>	<b>92 %</b>	<b>15</b>	<b>100 %</b>	<b>14</b>	<b>82 %</b>	<b>93 %</b>	<b>91 %</b>	<b>95 %</b>
Absent	0	0 %	0	0 %	0	0 %	0	0 %	0	0 %	2 %	4 %	3 %
Withdrawn	0	0 %	0	0 %	1	8 %	0	0 %	3	18 %	5 %	5 %	2 %
<b>Total Students</b>	<b>4</b>		<b>13</b>		<b>12</b>		<b>15</b>		<b>17</b>				
Average Scale Score	438.3		484.6		444.1		523.6		511.8		508.9	494.1	512.0

## Percentage of students in top two bands between 2015 and 2017

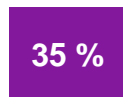
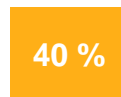


## Between 2015 and 2017:

Percentage of students in top two bands

**Your school**

**Similar schools**



Ranging from  
21 % to 60 %

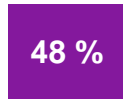
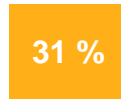
Relative to the similar schools group, your school's result is above the results for primary schools with similar characteristics.

## In 2017:

Percentage of students in top two bands

**Your school**

**Similar schools**



Ranging from  
6 % to 85 %

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

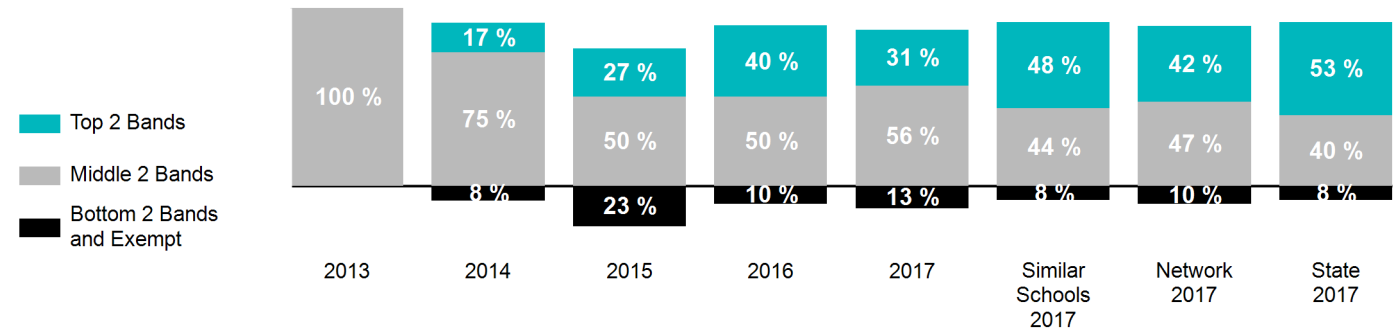
In 2016, Australian students were required to produce a narrative writing piece for NAPLAN, instead of a persuasive piece between 2011 and 2015. However, ACARA has equated the results to make them comparable.

## State-wide patterns

Across Victorian (government and non-government) schools in 2017, 52% of Year 3 students achieved in the top two bands for NAPLAN writing.

The proportion of Year 3 students who achieved in the top 2 bands for writing was 6 percentage points lower in 2017, compared to 2016.

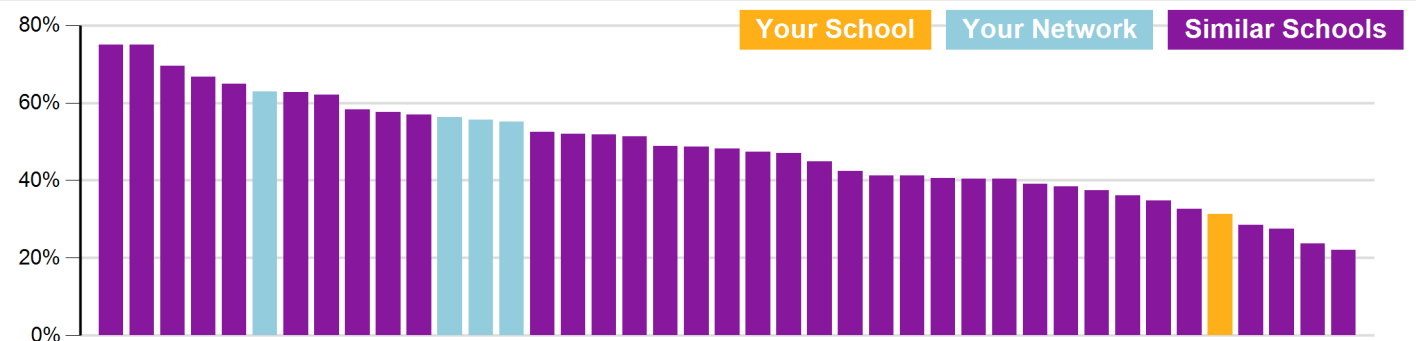
## Percentage of students by NAPLAN bands



## Count and percentage of students

Willowmavin Primary School													
Band	2013		2014		2015		2016		2017		Similar Schools	Network	State
	n	%	n	%	n	%	n	%	n	%	%	%	%
Band 6	0	0 %	1	8 %	0	0 %	2	20 %	0	0 %	8 %	6 %	14 %
Band 5	0	0 %	1	8 %	6	27 %	2	20 %	5	31 %	40 %	36 %	39 %
Band 4	0	0 %	6	50 %	5	23 %	1	10 %	5	31 %	24 %	27 %	23 %
Band 3	1	100 %	3	25 %	6	27 %	4	40 %	4	25 %	20 %	20 %	17 %
Band 2	0	0 %	1	8 %	3	14 %	0	0 %	2	13 %	5 %	6 %	3 %
Band 1	0	0 %	0	0 %	0	0 %	1	10 %	0	0 %	1 %	2 %	1 %
Exempt	0	0 %	0	0 %	2	9 %	0	0 %	0	0 %	2 %	3 %	4 %
<b>Participation</b>	<b>1</b>	<b>100 %</b>	<b>12</b>	<b>92 %</b>	<b>22</b>	<b>88 %</b>	<b>10</b>	<b>63 %</b>	<b>16</b>	<b>89 %</b>	<b>92 %</b>	<b>88 %</b>	<b>94 %</b>
Absent	0	0 %	1	8 %	3	12 %	1	6 %	0	0 %	3 %	7 %	3 %
Withdrawn	0	0 %	0	0 %	0	0 %	5	31 %	2	11 %	6 %	4 %	3 %
<b>Total Students</b>	<b>1</b>		<b>13</b>		<b>25</b>		<b>16</b>		<b>18</b>				
Average Scale Score	373.5		392.6		380.9		399.6		393.9		413.8	408.4	424.5

## Percentage of students in top two bands between 2015 and 2017

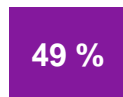
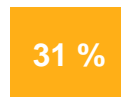


## Between 2015 and 2017:

Percentage of students in top two bands

**Your school**

**Similar schools**



Ranging from  
22 % to 75 %

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

## In 2017:

Percentage of students in top two bands

Your school

Similar schools

7 %

9 %

Ranging from  
0 % to 32 %

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

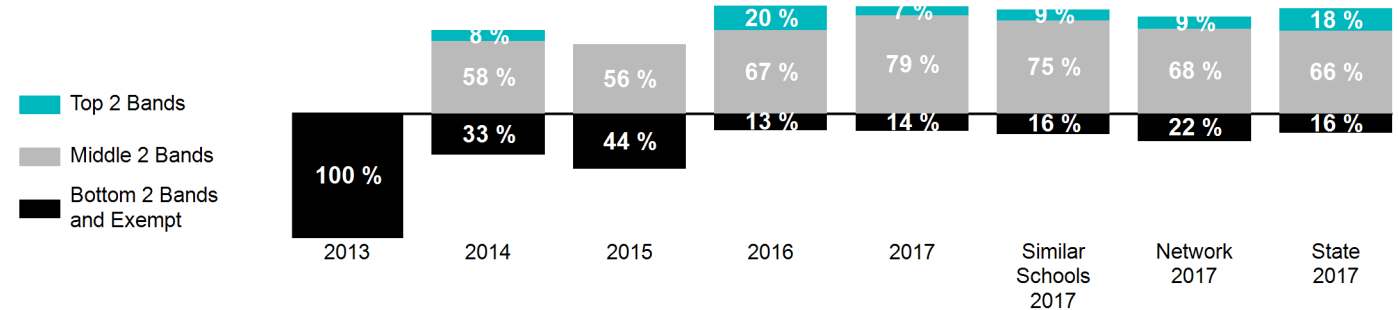
In 2016, Australian students were required to produce a narrative writing piece for NAPLAN, instead of a persuasive piece between 2011 and 2015. However, ACARA has equated the results to make them comparable.

## State-wide patterns

Across Victorian (government and non-government) schools in 2017, 19% of Year 5 students achieved in the top two bands for NAPLAN writing.

Aboriginal Year 5 students performed well below their non-Aboriginal peers on this top 2 bands measure.

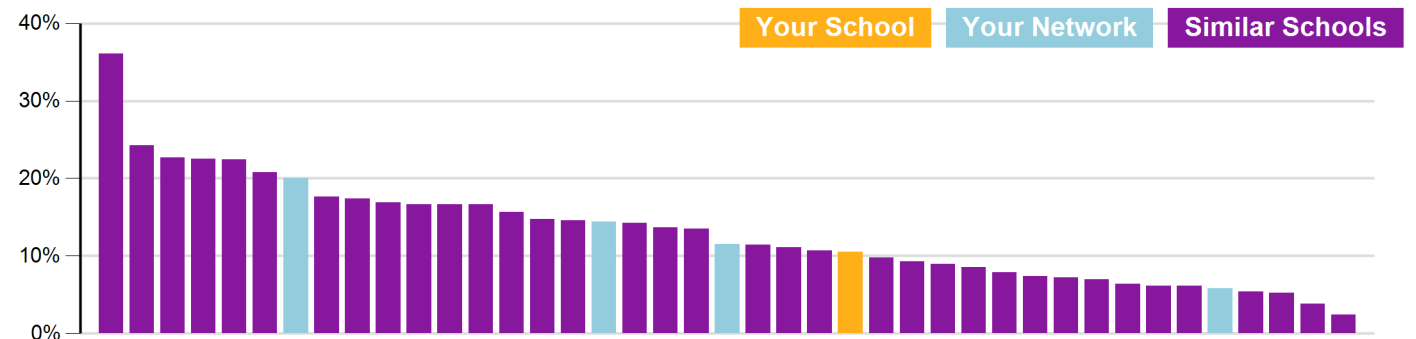
## Percentage of students by NAPLAN bands



## Count and percentage of students

Willowmavin Primary School													
Band	2013		2014		2015		2016		2017		Similar Schools	Network	State
	n	%	n	%	n	%	n	%	n	%	%	%	%
Band 8	0	0 %	1	8 %	0	0 %	0	0 %	0	0 %	2 %	2 %	5 %
Band 7	0	0 %	0	0 %	0	0 %	3	20 %	1	7 %	7 %	8 %	13 %
Band 6	0	0 %	0	0 %	1	11 %	5	33 %	6	43 %	31 %	28 %	30 %
Band 5	0	0 %	7	58 %	4	44 %	5	33 %	5	36 %	44 %	40 %	36 %
Band 4	3	75 %	3	25 %	2	22 %	1	7 %	2	14 %	10 %	14 %	7 %
Band 3	1	25 %	1	8 %	1	11 %	1	7 %	0	0 %	5 %	7 %	4 %
Exempt	0	0 %	0	0 %	1	11 %	0	0 %	0	0 %	2 %	1 %	4 %
<b>Participation</b>	<b>4</b>	<b>100 %</b>	<b>12</b>	<b>92 %</b>	<b>9</b>	<b>75 %</b>	<b>15</b>	<b>100 %</b>	<b>14</b>	<b>82 %</b>	<b>93 %</b>	<b>90 %</b>	<b>95 %</b>
Absent	0	0 %	1	8 %	2	17 %	0	0 %	0	0 %	2 %	5 %	3 %
Withdrawn	0	0 %	0	0 %	1	8 %	0	0 %	3	18 %	5 %	4 %	3 %
<b>Total Students</b>	<b>4</b>		<b>13</b>		<b>12</b>		<b>15</b>		<b>17</b>				
Average Scale Score	383.9		440.8		434.7		483.7		472.0		470.2	461.7	482.9

## Percentage of students in top two bands between 2015 and 2017



## Between 2015 and 2017:

Percentage of students in top two bands

Your school

Similar schools

11 %

14 %

Ranging from  
2 % to 36 %

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



**In 2017:**  
Percentage of students with high gain

**Your school**  
38 %

**Similar schools**  
25 %

Ranging from  
0 % to 59 %

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

NAPLAN learning gain between Years 3 and 5 is among the **lead indicators** for the Education State target of 25% more Year 5 students achieving the highest levels in mathematics over the next five years.

**State-wide patterns**

Twenty five per cent of students in Victoria are classified as having high relative NAPLAN growth every year.

However, results vary at the cohort level. In 2017, 31% of Year 5 students in government schools, with Language Background other than English, achieved high NAPLAN relative growth in numeracy. For English language background students, 22% achieved high relative growth.

**Between 2015 and 2017:**  
Percentage of students with high gain

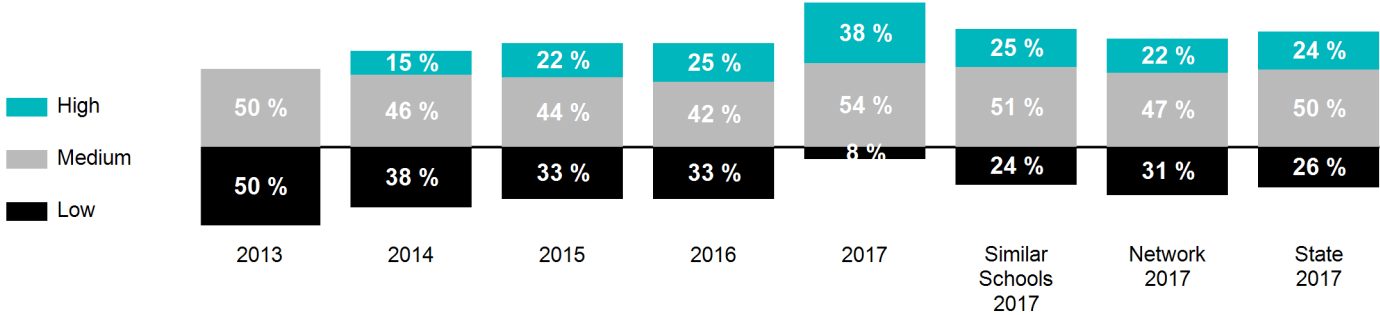
**Your school**  
29 %

**Similar schools**  
24 %

Ranging from  
9 % to 50 %

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

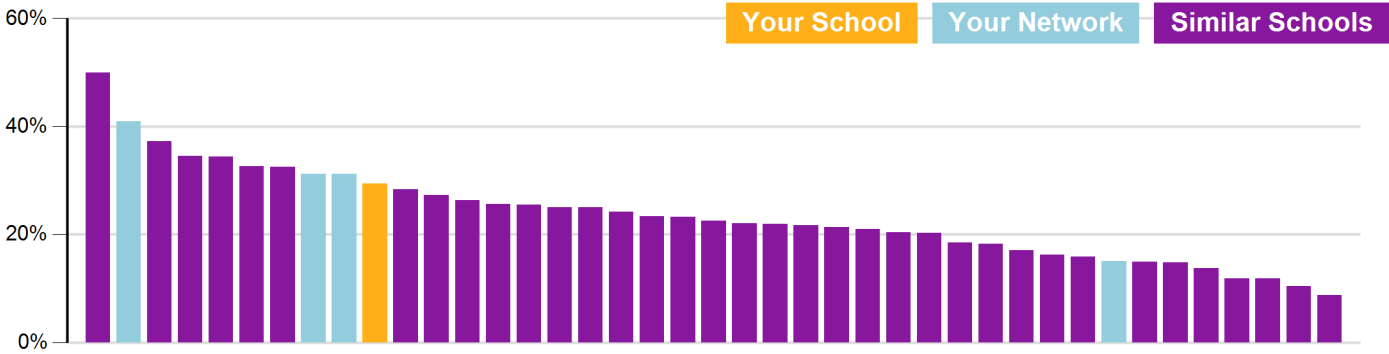
Percentage of students by relative growth



Count and percentage of students

Willowmavin Primary School													
Band	2013		2014		2015		2016		2017		Similar Schools	Network	State
	n	%	n	%	n	%	n	%	n	%	%	%	%
High	0	0 %	2	15 %	2	22 %	3	25 %	5	38 %	25 %	22 %	24 %
Medium	2	50 %	6	46 %	4	44 %	5	42 %	7	54 %	51 %	47 %	50 %
Low	2	50 %	5	38 %	3	33 %	4	33 %	1	8 %	24 %	31 %	26 %
Total Students	4		13		9		12		13				

Percentage of students with high gain between 2015 and 2017



## In 2017:

Percentage of students with high gain

Your school

Similar schools

23 %

28 %

Ranging from  
5 % to 71 %

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

NAPLAN learning gain between Years 3 and 5 is among the **lead indicators** for the Education State target of 25% more Year 5 students achieving the highest levels in reading over the next five years.

## State-wide patterns

Twenty five per cent of students in Victoria are classified as having high relative NAPLAN growth every year.

However, results vary at the cohort level. For example, in 2017, only 15% of Year 5 Aboriginal students in government schools achieved high relative growth in NAPLAN reading.

## Between 2015 and 2017:

Percentage of students with high gain

Your school

Similar schools

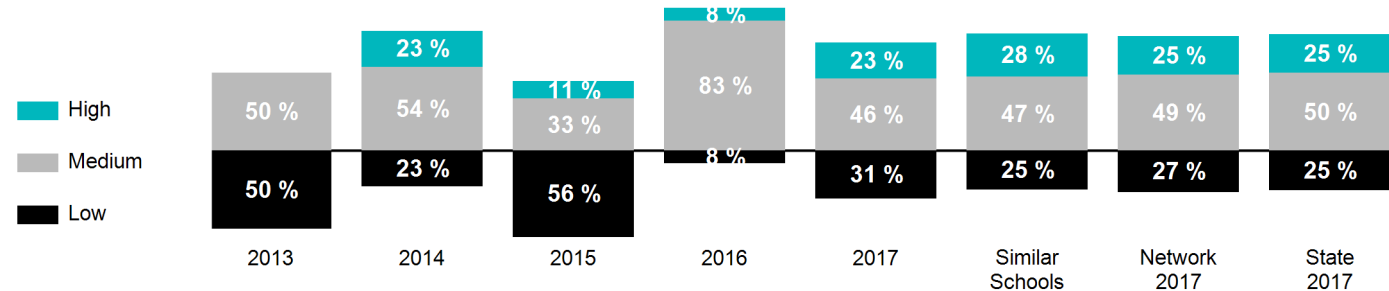
15 %

25 %

Ranging from  
13 % to 45 %

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

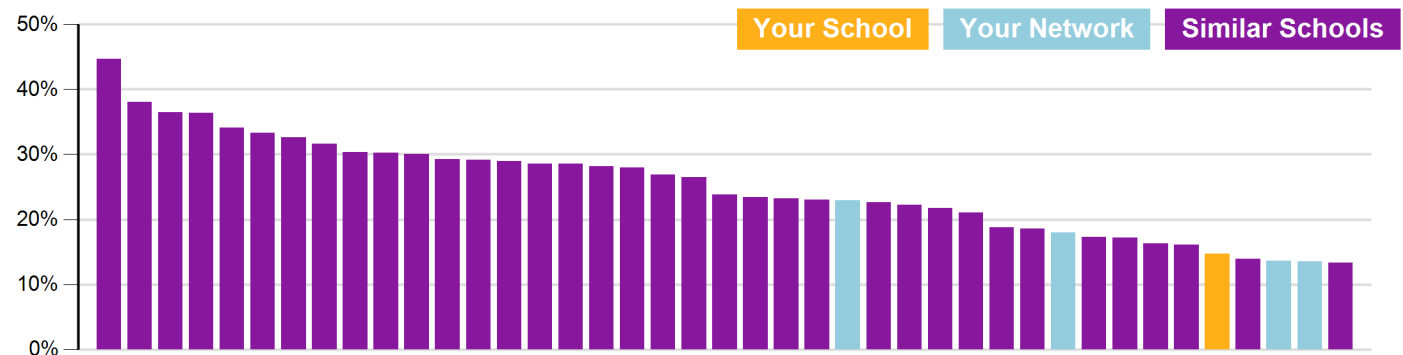
## Percentage of students by relative growth



## Count and percentage of students

Willowmavin Primary School													
Band	2013		2014		2015		2016		2017		Similar Schools	Network	State
	n	%	n	%	n	%	n	%	n	%	%	%	%
High	0	0 %	3	23 %	1	11 %	1	8 %	3	23 %	28 %	25 %	25 %
Medium	2	50 %	7	54 %	3	33 %	10	83 %	6	46 %	47 %	49 %	50 %
Low	2	50 %	3	23 %	5	56 %	1	8 %	4	31 %	25 %	27 %	25 %
Total Students	4		13		9		12		13				

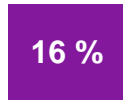
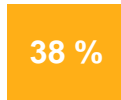
## Percentage of students with high gain between 2015 and 2017



## In 2017:

Percentage of students with high gain

**Your school**      **Similar schools**



Ranging from  
0 % to 38 %

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

Victorian students (in government and non-government schools) performed well in NAPLAN writing in 2017. The mean score was above all other jurisdictions for Years 3, 5 and 7, and above the Australian average for Year 9.

## State-wide patterns

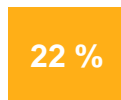
Twenty five per cent of students in Victoria are classified as having high relative NAPLAN growth every year.

However, results vary at the cohort level. In 2017, only 15% of Year 5 Aboriginal students in government schools achieved high NAPLAN relative growth in writing, compared with 24% of non-Aboriginal students.

## Between 2015 and 2017:

Percentage of students with high gain

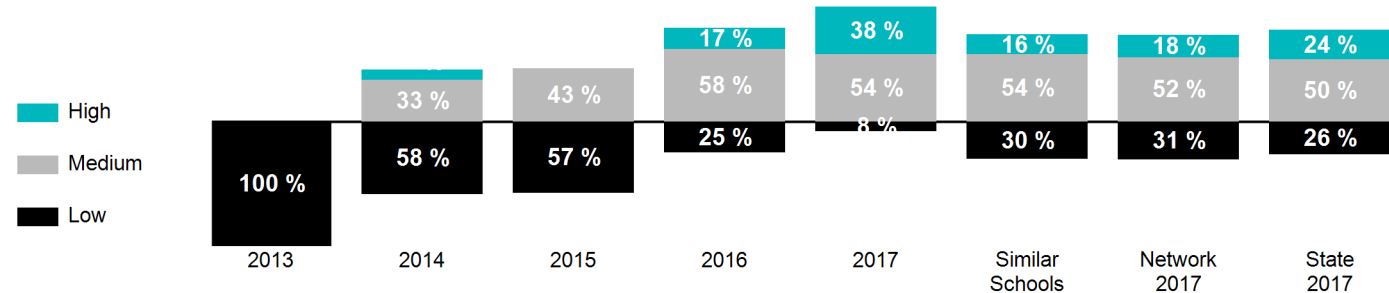
**Your school**      **Similar schools**



Ranging from  
6 % to 41 %

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

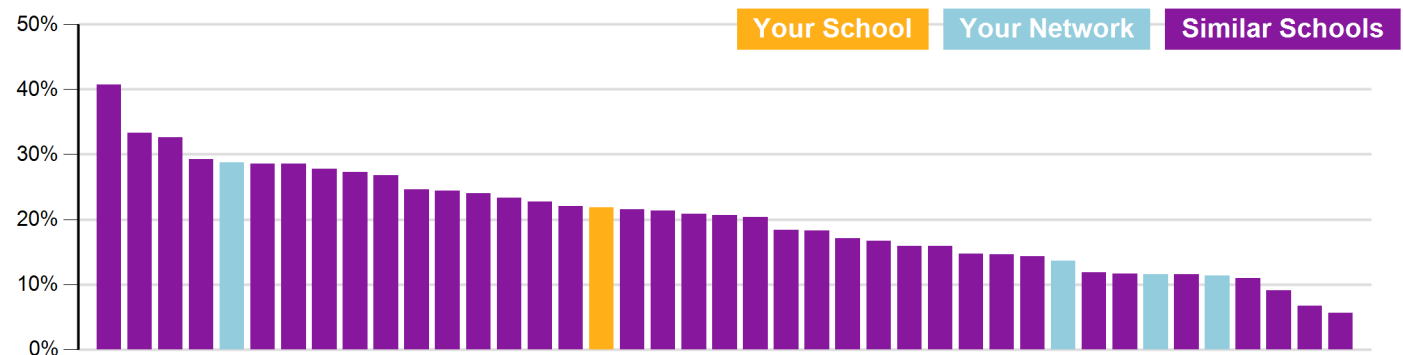
## Percentage of students by relative growth



## Count and percentage of students

		Willowmavin Primary School												
		2013		2014		2015		2016		2017		Similar Schools	Network	State
Band		n	%	n	%	n	%	n	%	n	%	%	%	%
High		0	0 %	1	8 %	0	0 %	2	17 %	5	38 %	16 %	18 %	24 %
Medium		0	0 %	4	33 %	3	43 %	7	58 %	7	54 %	54 %	52 %	50 %
Low		4	100 %	7	58 %	4	57 %	3	25 %	1	8 %	30 %	31 %	26 %
Total Students		4		12		7		12		13				

## Percentage of students with high gain between 2015 and 2017



*'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.

**In 2017:**

Percentage of students with 20 or more absence days

Your school

Similar schools

29 %

20 %

Ranging from  
11 % to 36 %

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

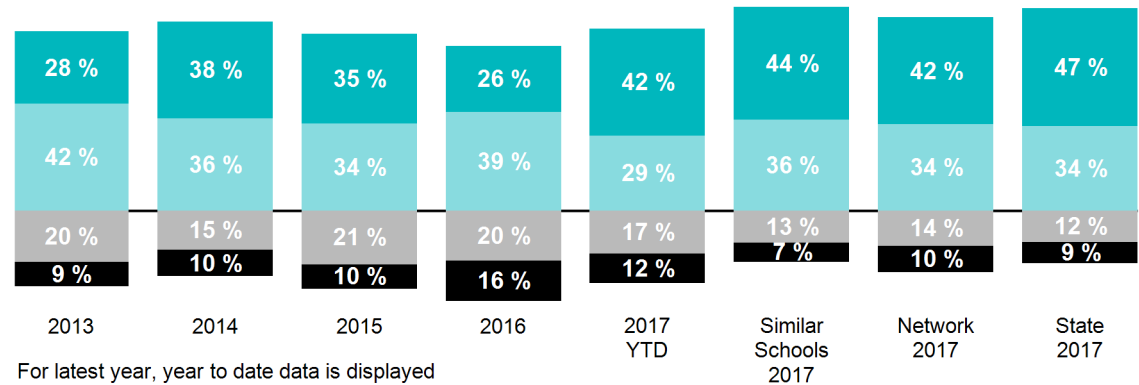
Percentage of students by absence days

&lt; 10 Days

10 - 19.5 Days

20 - 29.5 Days

30+ Days

**Between 2014 and 2016:**

Percentage of students with 20 or more absence days

Your school

Similar schools

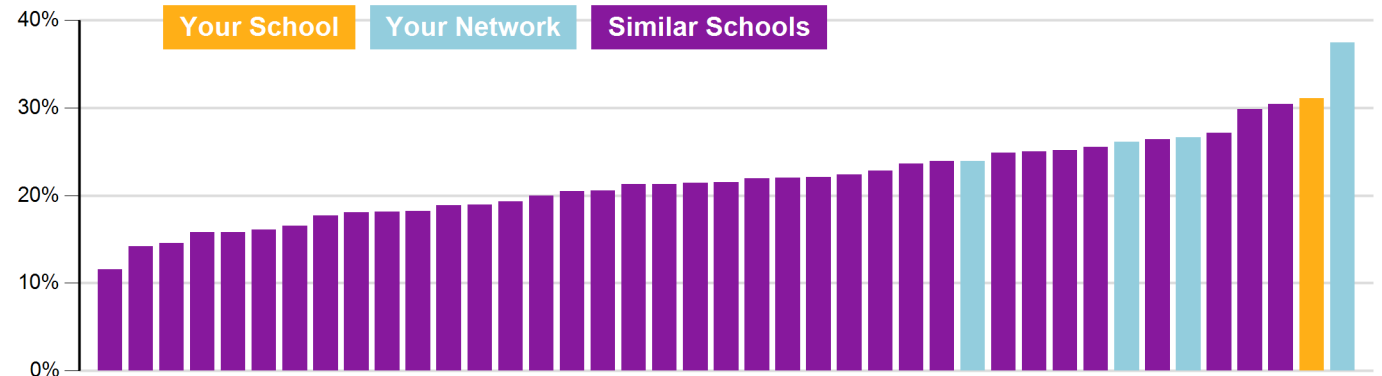
31 %

22 %

Ranging from  
12 % to 37 %

Relative to the similar schools group, your school's result is well above 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

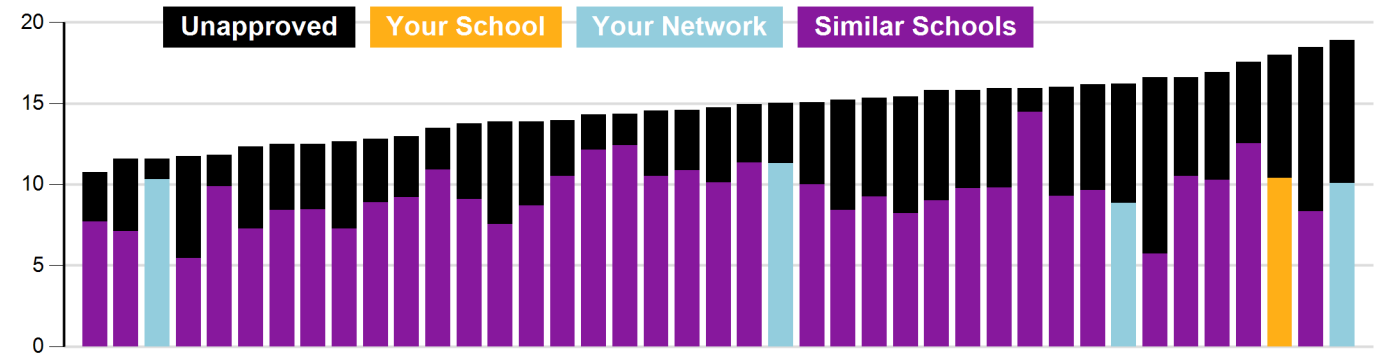
18

15

Ranging from  
11 to 19 days

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

Average absence days between 2014 and 2016



*Percentage of students by year level*

Year Level	Absence Days	2013	2014	2015	2016	2017
Prep	< 10 Days	8 %	44 %	0 %	0 %	28 %
	10 - 19.5 Days	38 %	39 %	57 %	50 %	39 %
	20 - 29.5 Days	46 %	11 %	43 %	25 %	22 %
	30+ Days	8 %	6 %	0 %	25 %	11 %
	<b>Total Students</b>	<b>13</b>	<b>18</b>	<b>14</b>	<b>24</b>	<b>18</b>
Year 1	< 10 Days	39 %	15 %	39 %	53 %	24 %
	10 - 19.5 Days	44 %	46 %	28 %	13 %	48 %
	20 - 29.5 Days	6 %	23 %	28 %	27 %	24 %
	30+ Days	11 %	15 %	6 %	7 %	5 %
	<b>Total Students</b>	<b>18</b>	<b>13</b>	<b>18</b>	<b>15</b>	<b>21</b>
Year 2	< 10 Days	33 %	43 %	41 %	24 %	47 %
	10 - 19.5 Days	47 %	33 %	29 %	38 %	27 %
	20 - 29.5 Days	13 %	10 %	18 %	29 %	13 %
	30+ Days	7 %	14 %	12 %	10 %	13 %
	<b>Total Students</b>	<b>15</b>	<b>21</b>	<b>17</b>	<b>21</b>	<b>15</b>
Year 3	< 10 Days	33 %	50 %	46 %	23 %	53 %
	10 - 19.5 Days	0 %	29 %	33 %	38 %	32 %
	20 - 29.5 Days	67 %	7 %	13 %	15 %	11 %
	30+ Days	0 %	14 %	8 %	23 %	5 %
	<b>Total Students</b>	<b>3</b>	<b>14</b>	<b>24</b>	<b>13</b>	<b>19</b>
Year 4	< 10 Days	36 %	60 %	50 %	28 %	43 %
	10 - 19.5 Days	36 %	20 %	29 %	44 %	7 %
	20 - 29.5 Days	18 %	20 %	14 %	12 %	29 %
	30+ Days	9 %	0 %	7 %	16 %	21 %
	<b>Total Students</b>	<b>11</b>	<b>10</b>	<b>14</b>	<b>25</b>	<b>14</b>
Year 5	< 10 Days	40 %	15 %	46 %	36 %	58 %
	10 - 19.5 Days	40 %	46 %	23 %	43 %	16 %
	20 - 29.5 Days	0 %	31 %	15 %	7 %	11 %
	30+ Days	20 %	8 %	15 %	14 %	16 %
	<b>Total Students</b>	<b>5</b>	<b>13</b>	<b>13</b>	<b>14</b>	<b>19</b>
Year 6	< 10 Days	11 %	38 %	20 %	33 %	46 %
	10 - 19.5 Days	56 %	38 %	40 %	33 %	31 %
	20 - 29.5 Days	22 %	13 %	20 %	20 %	8 %
	30+ Days	11 %	13 %	20 %	13 %	15 %
	<b>Total Students</b>	<b>9</b>	<b>8</b>	<b>15</b>	<b>15</b>	<b>13</b>

*Average absence days - all absence types*

Year Level	2013	2014	2015	2016	2017
Prep	24.3	15.0	17.2	21.6	16.3
Year 1	16.8	24.3	16.2	13.6	16.8
Year 2	14.7	14.8	19.7	19.3	15.9
Year 3	19.1	20.6	15.0	17.2	12.6
Year 4	13.3	14.2	15.9	21.6	20.5
Year 5	14.3	18.7	17.2	14.7	17.5
Year 6	20.3	17.2	23.3	17.2	16.6

*Average absence days - unapproved*

Year Level	2013	2014	2015	2016	2017
Prep	5.9	4.4	4.3	9.1	6.2
Year 1	3.2	8.5	5.7	6.6	8.0
Year 2	6.4	4.3	7.8	11.0	7.5
Year 3	2.5	4.1	6.8	8.8	6.2
Year 4	5.0	2.2	4.8	13.3	9.0
Year 5	6.5	6.7	6.2	6.6	8.6
Year 6	7.1	3.3	16.6	8.6	7.2

For latest year, year to date data is displayed

***State-wide patterns***

Across Victorian government schools, absence rates are relatively low among primary school students but begin to increase at Year 8 and peak at Years 9 and 10. Absences among Aboriginal students and students in disadvantaged schools are higher than the State-wide rate.

***Unapproved absences***

Unapproved absences from school are a marker of low engagement and an early warning sign of students subsequently dropping out of education. Unapproved absences can therefore affect participation in further education and the workforce.

In 2016, the State-wide rate of unapproved absences was 35% for government school students in Prep to Year 6. The corresponding proportion for the Aboriginal cohort was 55%.



*'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%.

**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.

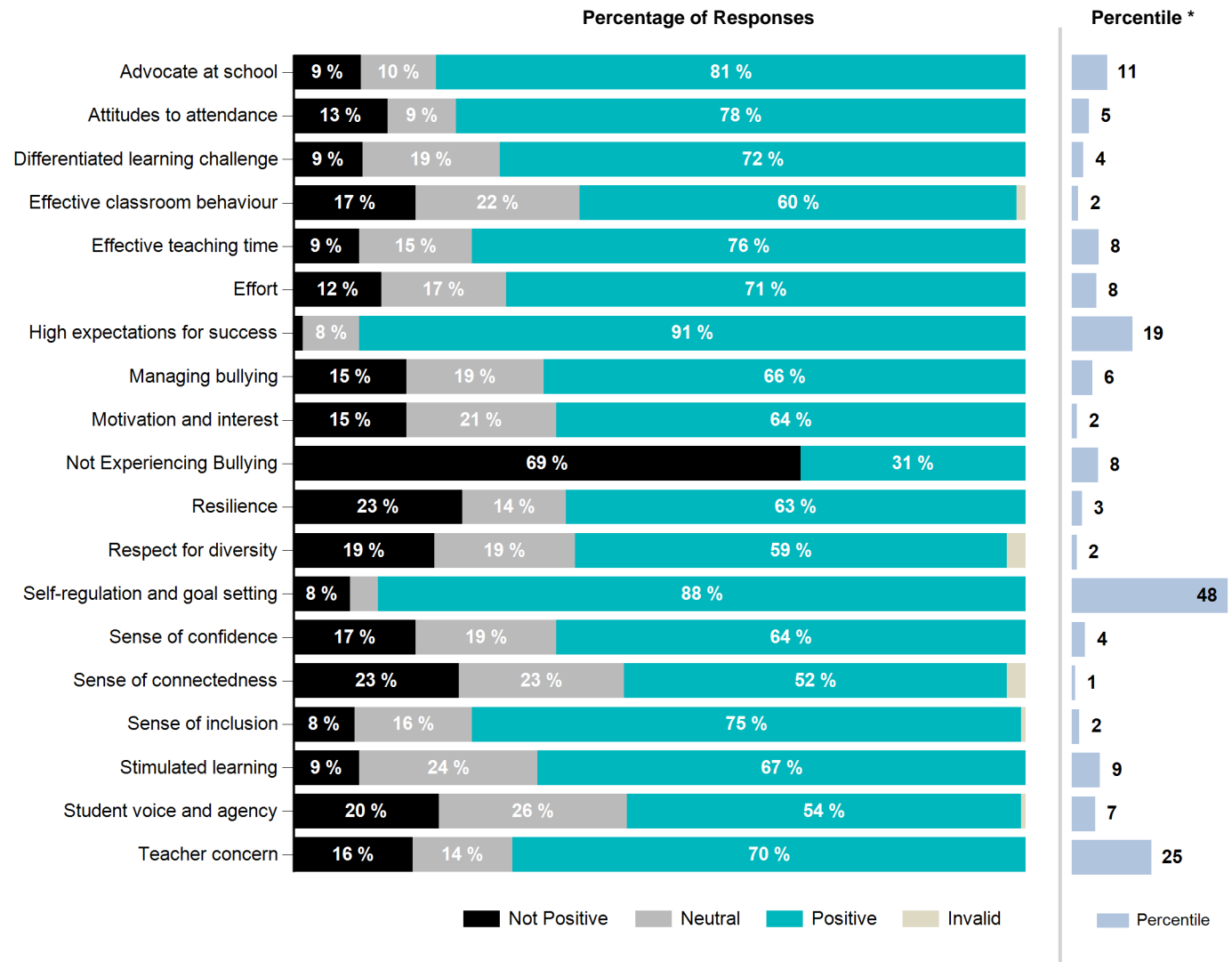
**Not Positive:** the percentage of not positive responses (strongly disagree/disagree) to the questions within the component/factor.

**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

*Percentage of students with positive attitude by year level*

<i>State-wide patterns</i>
<p>The revised Attitude to School Survey shows similar patterns of positivity across year levels, with primary school students being more positive than secondary students.</p> <p>This is evident in the lowest scoring factor across the state (Student Voice and Agency) where 71% of Year 4-6 students were positive, dropping to 42% of Year 7-9 students and 47% of Year 10-12 students.</p>

Year Level	Parent Factor	Factor	2013	2014	2015	2016	2017	Trend
Year 4	Effective teaching practice for cognitive engagement	Differentiated learning challenge					67 %	
		Effective classroom behaviour					56 %	
		Effective teaching time					71 %	
		Stimulated learning					62 %	
	Learner characteristics and disposition	Attitudes to attendance					77 %	
		Motivation and interest					50 %	
		Resilience					58 %	
		Self-regulation and goal setting					92 %	
		Sense of confidence					50 %	
	Not Experiencing Bullying (Parent Factor)	Not Experiencing Bullying					23 %	
	School safety	Advocate at school					74 %	
		Managing bullying					46 %	
		Respect for diversity					50 %	
	Social engagement	Sense of connectedness					46 %	
		Sense of inclusion					69 %	
		Student voice and agency					37 %	
	Teacher-student relations	Effort					56 %	
		High expectations for success					88 %	
		Teacher concern					56 %	

*Student participation*

Year Level	Measure	2013	2014	2015	2016	2017	Trend
Year 4	Enrolment Count					14	
	Participation Count					13	
	Participation Rate (%)					93 %	

### Percentage of students with positive attitude by year level

State-wide patterns
<p>The revised Attitude to School Survey shows similar patterns of positivity across year levels, with primary school students being more positive than secondary students.</p> <p>This is evident in the lowest scoring factor across the state (Student Voice and Agency) where 71% of Year 4-6 students were positive, dropping to 42% of Year 7-9 students and 47% of Year 10-12 students.</p>

Year Level	Parent Factor	Factor	2013	2014	2015	2016	2017
Year 5	Effective teaching practice for cognitive engagement	Differentiated learning challenge					74 %
		Effective classroom behaviour					59 %
		Effective teaching time					77 %
		Stimulated learning					68 %
	Learner characteristics and disposition	Attitudes to attendance					83 %
		Motivation and interest					71 %
		Resilience					75 %
		Self-regulation and goal setting					89 %
		Sense of confidence					57 %
	Not Experiencing Bullying (Parent Factor)	Not Experiencing Bullying					36 %
	School safety	Advocate at school					83 %
		Managing bullying					76 %
		Respect for diversity					71 %
	Social engagement	Sense of connectedness					51 %
		Sense of inclusion					80 %
		Student voice and agency					55 %
	Teacher-student relations	Effort					76 %
		High expectations for success					89 %
		Teacher concern					76 %

### Student participation

Year Level	Measure	2013	2014	2015	2016	2017
Year 5	Enrolment Count	NDP	13	13	15	19
	Participation Count	NDP	13	11	13	14
	Participation Rate (%)	NDP	100 %	85 %	87 %	74 %

*Percentage of students with positive attitude by year level*

<i>State-wide patterns</i>
<p>The revised Attitude to School Survey shows similar patterns of positivity across year levels, with primary school students being more positive than secondary students.</p> <p>This is evident in the lowest scoring factor across the state (Student Voice and Agency) where 71% of Year 4-6 students were positive, dropping to 42% of Year 7-9 students and 47% of Year 10-12 students.</p>

Year Level	Parent Factor	Factor	2013	2014	2015	2016	2017
Year 6	Effective teaching practice for cognitive engagement	Differentiated learning challenge					75 %
		Effective classroom behaviour					65 %
		Effective teaching time					79 %
		Stimulated learning					71 %
	Learner characteristics and disposition	Attitudes to attendance					72 %
		Motivation and interest					71 %
		Resilience					54 %
		Self-regulation and goal setting					83 %
		Sense of confidence					88 %
	Not Experiencing Bullying (Parent Factor)	Not Experiencing Bullying					33 %
	School safety	Advocate at school					85 %
		Managing bullying					75 %
		Respect for diversity					54 %
	Social engagement	Sense of connectedness					60 %
		Sense of inclusion					75 %
		Student voice and agency					71 %
	Teacher-student relations	Effort					81 %
		High expectations for success					96 %
		Teacher concern					78 %

*Student participation*

Year Level	Measure	2013	2014	2015	2016	2017
Year 6	Enrolment Count	NDP	NDP	15	15	13
	Participation Count	NDP	NDP	14	13	12
	Participation Rate (%)	NDP	NDP	93 %	87 %	92 %

*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.





The Education State target of 'Pride and Confidence in our Schools' is about making sure every community has access to excellence in every school and classroom. Parents and communities will report their level of pride and confidence in their local government schools.

### YOUR SCHOOL'S RESULTS

# 52 %

of students felt connected to school

Sense of connectedness					Primary schools
2013	2014	2015	2016	2017	2017
-	-	-	-	52 %	82 %

# 78 %

of staff were positive about school climate

School Climate					Primary schools
2013	2014	2015	2016	2017	2017
-	56 %	71 %	50 %	78 %	75 %

# -

of parents were satisfied with the school overall

General satisfaction with school					Primary schools
2013	2014	2015	2016	2017	2017
-	-	-	-	-	88 %

Opinion surveys shine a light on various engagement and wellbeing factors that reflect the level of pride and confidence in our schools and would otherwise be difficult to measure.

- From a **student perspective**, the Attitudes to School survey includes students' views on how connected they feel to school.
- From a **staff perspective**, the school climate module of the School Staff Survey demonstrates the extent to which staff are positive; are actively involved in activities; and promote a culture that is conducive to improving student outcomes.
- From a **parent perspective**, the Parent Opinion Survey provides an indication of how satisfied parents are with their child's schooling. It is an important part of every school's parent engagement strategies.

SCHOOL STAFF SURVEY

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

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

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

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

State-wide patterns

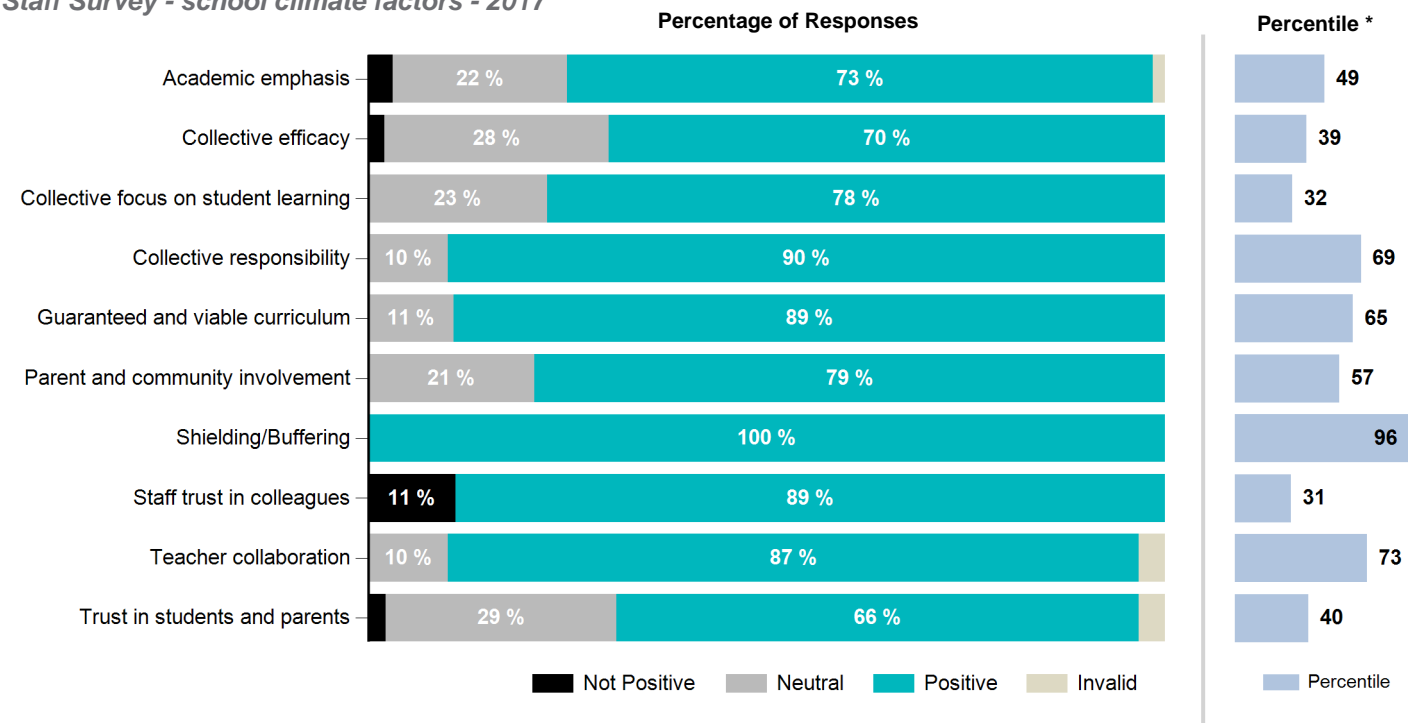
Staff in primary schools are generally more positive about school climate than staff from secondary and pri-sec schools.

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

Across the three years the current School Staff Survey has been running (2014 to 2017), endorsement of ‘academic emphasis’ and ‘collective efficacy’ have declined slightly at the State-wide level.

PRIDE AND CONFIDENCE

Staff Survey - school climate factors - 2017



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

Percentage of positive responses

Factor	2014	2015	2016	2017	Trend
Academic emphasis	66 %	77 %	64 %	73 %	
Collective efficacy	57 %	72 %	53 %	70 %	
Collective focus on student learning	75 %	88 %	63 %	78 %	
Collective responsibility	73 %	83 %	68 %	90 %	
Guaranteed and viable curriculum	69 %	75 %	56 %	89 %	
Parent and community involvement	50 %	73 %	54 %	79 %	
Shielding/Buffering	67 %	62 %	41 %	100 %	
Staff trust in colleagues	50 %	72 %	22 %	89 %	
Teacher collaboration	70 %	51 %	47 %	87 %	
Trust in students and parents	30 %	59 %	47 %	66 %	
School climate	56 %	71 %	50 %	78 %	
Number of respondents	5	8	12	10	

Term	Definition
Aboriginal Students	Students identified as being Aboriginal or Torres Strait Islander in the August Student Enrolments Census.
Approved Absence	Absent days that are reportable (accountability = yes) and for reasons other than 'truancy', 'unexplained' and 'parent choice unauthorised'.
AtoSS Factor - Advocate at school	The extent to which students perceive they have an adult or teacher they can rely on and who supports them at school.
AtoSS Factor - Attitudes to attendance	Students' attitudes towards absenteeism.
AtoSS Factor - Differentiated learning challenge	The extent to which students feel challenged and supported at the appropriate level (differentiated learning).
AtoSS Factor - Effective classroom behaviour	The extent to which students feel teachers are managing behaviour effectively in the classroom.
AtoSS Factor - Effective teaching time	The extent to which students feel teachers are preparing students for learning, using class time effectively and providing useful feedback.
AtoSS Factor - Effort	The extent to which students feel they are participating in class and encouraged to put in effort.
AtoSS Factor - High expectations for success	The extent to which students feel teachers and students have high expectations for success.
AtoSS Factor - Managing bullying	The extent to which students perceive their school handles bullying and harassment appropriately.
AtoSS Factor - Motivation and interest	The extent to which students feel motivated by what they are learning.
AtoSS Factor - Not experiencing bullying	Whether students experience a bullying event and the nature of the bullying event.
AtoSS Factor - Resilience	The extent to which students feel they are resilient, their capacity to manage, recover and move on from challenging events.
AtoSS Factor - Respect for diversity	The extent to which students perceive that people are treated fairly and diversity is respected.
AtoSS Factor - School stage transitions (Y7 and new students)	The extent to which students feel programs and support offered at their school are helpful for transitioning into a new school or secondary school.
AtoSS Factor - School stage transitions (Year 10 to 12 only)	The extent to which students feel prepared for the pathway they will take after school.
AtoSS Factor - Self-regulation and goal setting	The extent to which students feel prepared for learning.
AtoSS Factor - Sense of confidence	The extent to which students feel confident in their ability to learn.
AtoSS Factor - Sense of connectedness	The extent to which students have a sense of belonging at their school.
AtoSS Factor - Sense of inclusion	The extent to which primary school students have a sense of inclusion at their school.
AtoSS Factor - Stimulated learning	The extent to which students feel teachers are making students interested in learning.
AtoSS Factor - Student voice and agency	The extent to which students perceive they have a say at their school.
AtoSS Factor - Teacher concern	The extent to which students feel teachers are empathic to students.
Attitudes to School Survey (AtoSS)	Attitudes to School Survey (AtoSS) A survey administered to students in Years 4-12 in the government school sector with the objective of measuring student perceptions of their experiences at school.
Average Absence	The average number of absence days in a school in a school year. It is comprised of both approved and unapproved absences.
Benchmark	Each school is benchmarked against a similar schools group, network, and Victoria.
Education State (EdState)	A commitment by the Victorian Government to revitalise our education system and transform Victoria into the <a href="#">Education State</a> .

Term	Definition
Education State Targets	A series of <a href="#">targets</a> designed to bring Victoria in line with the highest levels of achievement and quality in learning. They focus the effort on the knowledge, skills and attributes that matter most to parents, students and employers. The targets align to the domains of 'Learning for Life', 'Happy, Healthy and Resilient Kids', 'Breaking the Link' and 'Pride and Confidence in our Schools'.
English as an Additional Language Students (EAL Students)	Students eligible for EAL funding based on: having a language background other than English; speaking a language other than English at home as their main language; being enrolled in an Australian school for less than five years; and attracting Student Resource Package (SRP) funding.
Equity Funded Students	Students who are regarded as equity funded based on their Student Family Occupation and Education (SFOE) categories. They include students with parents who are unemployed with below diploma level education or have lower skilled jobs with very low or low education; and students with parents who have various combinations of medium and low skilled jobs and education levels, or are unemployed with a diploma level education.
FTE	Full Time Equivalent
NAPLAN Relative Growth	Demonstrates the growth achieved by students in a school relative to their score two years prior. It can be categorised as low, medium, or high.
NAPLAN Scale	NAPLAN results are measured at a student level against an assessment scale in each of the areas tested. The scales span all the year levels from Year 3 to Year 9, and are divided into 10 bands. Not all bands are reported for each year level.
NAPLAN Top Two Bands	The top two bands represent the top end of the scoring scale, for the respective year level, in NAPLAN assessment reporting.
National Assessment Program - Literacy and Numeracy (NAPLAN)	An annual assessment for all students in Years 3, 5, 7 and 9. It tests the types of skills that are essential for every child to progress through school and life. The tests cover skills in reading, writing, spelling, grammar and punctuation, and numeracy. The assessments are undertaken every year in the second full week in May.
Network	A geographic Area containing a group of schools. At the time of printing, there were 57 networks in Victoria.
Out-of-Home Care Students (OoHC)	Out-of-Home Care (OOHC) is a living arrangement for children and young people who cannot live in their family home.
Parent Opinion Survey (POS)	A survey sent from Victorian government schools to parents asking them to provide their opinion on how the school is performing. The POS measures parent perceptions of 'school climate', 'student behaviour' and 'student engagement'.
Region	The Department of Education and Training (Vic) uses a <a href="#">regional model</a> to deliver education services across the State. Under this model, the State is divided into four regions.
School Staff Survey (SSS)	The School Staff Survey is an annual survey that provides an opportunity for staff employed in Victorian government schools to provide feedback on factors of the school environment proven by research to have an effect on student outcomes.
School Type	The type of school typically defined by the enrolments at each year level. The school types relevant to this report are: primary; primary/secondary; secondary; special; and language.
Similar Schools	Similar schools are defined as schools with similar characteristics. This takes into account student's family background, percentage of non-English background students, school enrolment size and location. Click <a href="#">here</a> for more information.
Similar Schools Range	The range of values within a similar schools group for a specific measure.
SSS Factor - Academic emphasis	Emphasis is placed on the importance of academic success and school norms support learning.
SSS Factor - Collective efficacy	School staff believe they have the necessary skills, expertise and resources to successfully educate the students they serve.
SSS Factor - Collective focus on student learning	All of the school's activities are organised to promote student learning.
SSS Factor - Collective responsibility	Staff view the success of all students as their shared responsibility.
SSS Factor - Guaranteed and viable curriculum	The curriculum is coherent across classes and is delivered adequately in the time allotted.
SSS Factor - Parent and community involvement	Parents and the wider community are involved in school activities and programs.

Term	Definition
SSS Factor - Shielding and buffering	Staff are protected from intrusions that distract from learning and teaching.
SSS Factor - Staff trust in colleagues	Staff in schools trust and understand one another.
SSS Factor - Teacher collaboration	Staff seek advice from colleagues and participate in collaborative discussion to improve learning and teaching.
SSS Factor - Trust in students and parents	Staff trust the students and parents they serve.
SSS Module - School climate	This module is made up of the following factors: collective efficacy; collective responsibility; academic emphasis; trust in students and parents; staff trust in colleagues; teacher collaboration; parent and community involvement; collective focus on student learning; guaranteed and viable curriculum; shielding and buffering.
Student Family Occupation and Education Index (SFOE Index)	An <a href="#">index</a> used to measure the disadvantage at each school based on the education and occupation categories of parents.
Student Family Occupation Index (SFO Index)	An <a href="#">index</a> used to measure the disadvantage at each school based on the occupation categories of parents.
The Victorian Curriculum F-10	The Victorian Curriculum F–10 sets out what every student should learn during their first eleven 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.
Unapproved Absence	Absent days that have the following absence type codes: 300 (Truancy), 500 (Unexplained) and 806 (Parent choice unauthorised).
Ungraded Enrolments (UG)	Ungraded enrolments refers to students that are not able to be assigned to a regular year level.
VCE Study Score	A score out of 50 that shows students how well they performed in a study at Unit 3 and 4 level, compared to everybody else in Victoria who took that study.
Victorian Certificate of Education (VCE)	The certificate that the majority of students in Victoria receive on satisfactory completion of their secondary education.
	See <a href="#">measure definitions</a> for more specific definitions and counting rules for the measures in this report.