PANORAMA

Swinburne Senior Secondary College

Supplementary school level report

2020 - Final v1.0, April 2021

THE EDUCATION STATE

VICTORIA State Government | Education and Training

Performance and Evaluation Division | **Strategy and Performance Group**

measuring what *matters*

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.
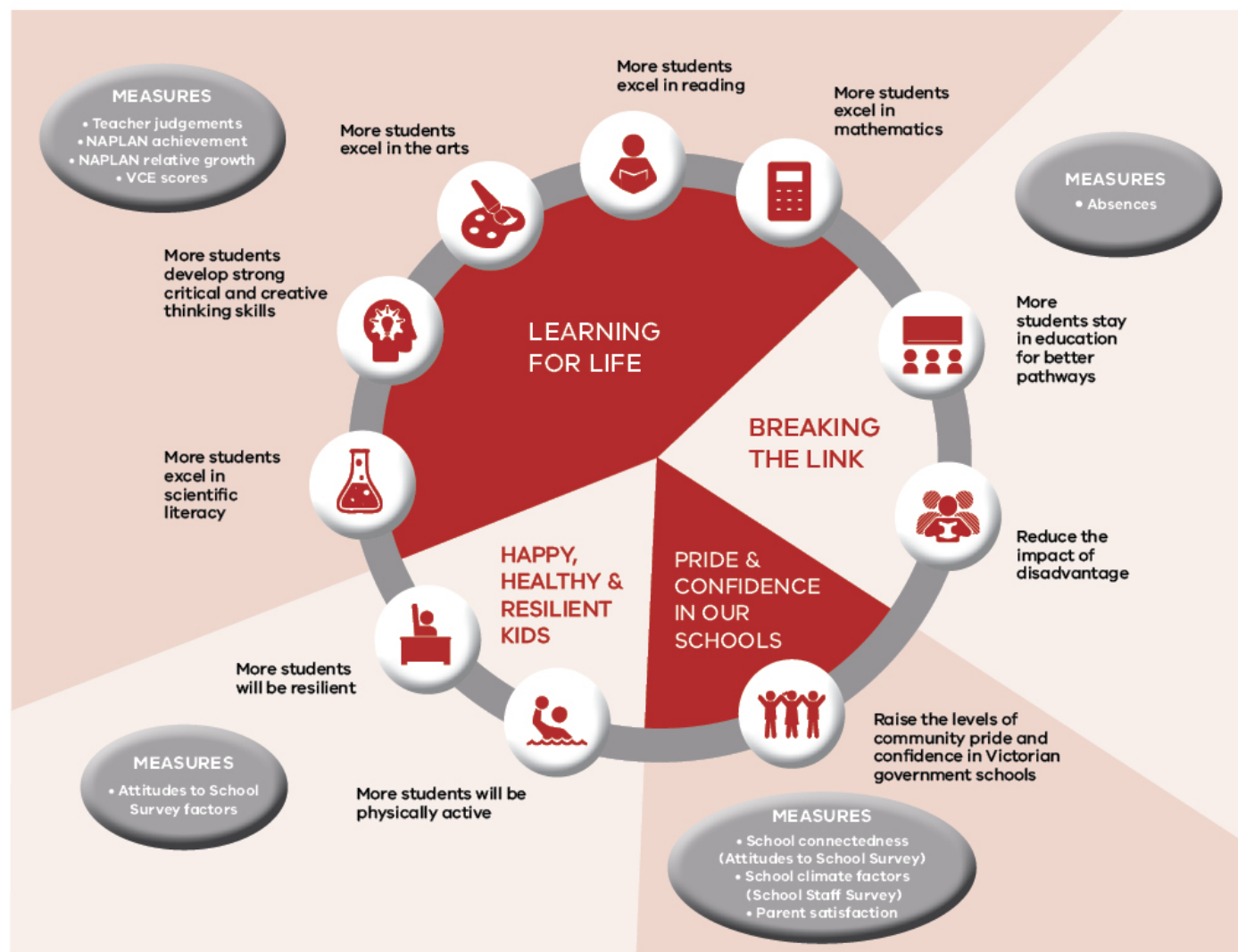
STRUCTURE OF THIS REPORT

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.

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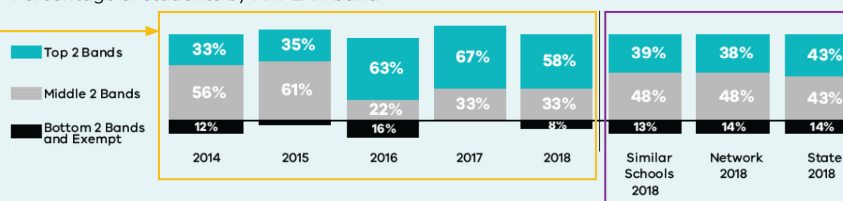
The table provides more detail, either by providing results for individual year levels, or for individual bands/ ratings (NAPLAN/ Victorian Curriculum)

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.
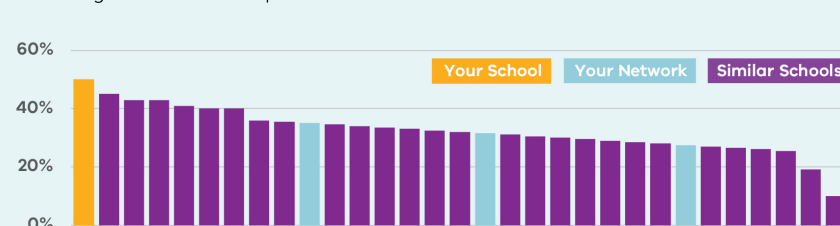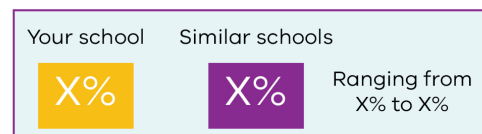
Percentage of students by NAPLAN band

Top 2 Bands							
Middle 2 Bands							
Bottom 2 Bands and Exempt							

| | 2014 | 2015 | 2016 | 2017 | 2018 | Similar Schools 2018 | Network 2018 | State 2018 |

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%	21%	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%	16%
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		418.8		436.3		460.6		431.3		409.3	399.9	418.9

Percentage of students in top two bands between 2016 and 2018

Legend: Your School | Your Network | Similar Schools

PANORAMA

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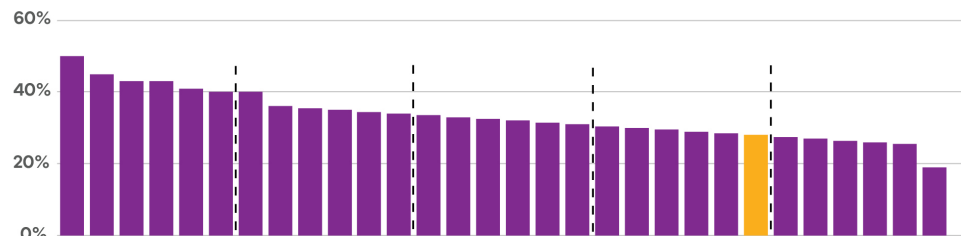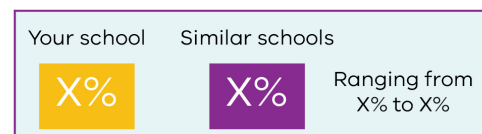
Your school's result is described relative to the schools in your similar schools group, in terms like 'well above', 'above', 'similar to', 'below', and 'well below'.

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.

School Name	Swinburne Senior Secondary College
School Number	7366
School Type	Secondary
Network	Boroondara
Area	Inner Eastern Melbourne
Region	North-Eastern Victoria

	2016	2017	2018	2019	2020
FTE enrolments	410.3	392.9	396.1	401.5	404.8
SFO index	0.2751	0.2586	0.2560	0.2242	0.2242
SFOE index	0.2409	0.2400	0.2420	0.2045	0.2033
FTE Aboriginal students	2.0	1.0	3.0	5.4	-
No. of students assessed as eligible for EAL funding (<5 years)	2	1	1	4	3
Number of Equity Funded students	53	37	25	28	20
Number of students in Out of Home Care	1	1	1	1	1
Students counted in NCCD	-	121	141	148	81
Extensive	-	0	0	1	0
Substantial	-	9	13	14	5
Supplementary	-	64	76	29	38
Support within QDTP	-	48	52	104	38

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.

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

VCE ACHIEVEMENT

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. Included in this report is the percentage of students who received 4 or more study scores.

SENIOR SECONDARY CERTIFICATE COMPLETIONS

Demonstrates certificate completions for students in Years 10 to 12 across both VCE and VCAL.

High completions across VCE and VCAL are important to meet the Education State target of halving the proportion of Year 9-12 students leaving education, by 2025.

Including completion data will encourage schools to consider how student outcomes and completions across all certificates are tracking or could be improved.

EXIT DESTINATIONS

Demonstrates which post-school pathways Year 12 students take directly after finishing school.

Evidence suggests that students achieve better lifetime outcomes (particularly employment and wellbeing) if they continue into further education, training or work after completing school.

This data assists the Victorian Government to improve school, career, local jobs and training services. It also helps develop support for young people, to ensure they have access to guidance and the skills they need to achieve their education and and employment goals.

Percentage of scores by bands

Percentage of scores of 37 or more

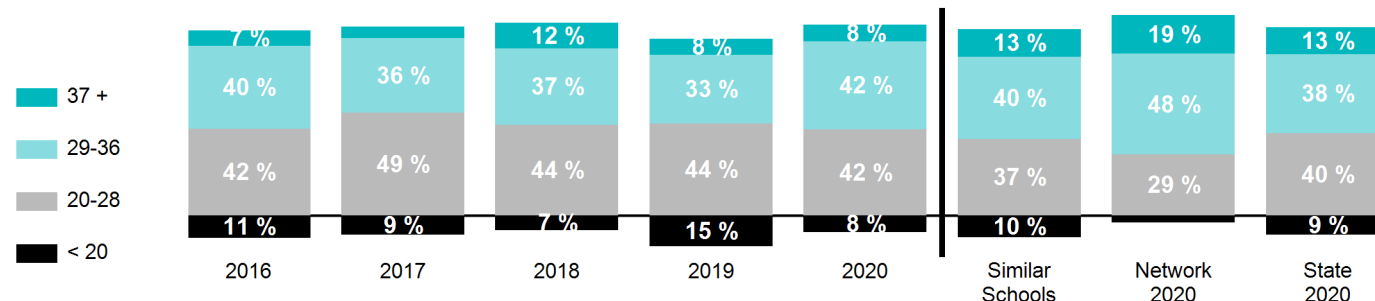| Your school	Similar schools	
8 %	**13 %**	Ranging from 0 % to 36 %

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

While VCE study scores are mostly measured as mean/median scores at a school level, a new measure (% students with 4+ study scores) gives an indication of inclusivity in scored VCE.

State-wide patterns

In 2020, 12% of Victorian government school students achieved at or above the threshold VCE score of 37. In the English subject (EN01), only 5% of Aboriginal and 7% of disadvantaged students achieved a score of 37+. A higher proportion of females achieved 37+ across all English subjects, with the largest gender difference in English (ESL), where 22% of female students achieved 37+, compared with 14% of male students.

Count and percentage of scores

	Swinburne Senior Secondary College										Similar Schools	Network	State
	2016		2017		2018		2019		2020				
Band	n	%	n	%	n	%	n	%	n	%	%	%	%
37 +	12	7 %	9	5 %	19	12 %	11	8 %	12	8 %	13 %	19 %	13 %
29-36	66	40 %	59	36 %	56	37 %	47	33 %	63	42 %	40 %	48 %	38 %
20-28	69	42 %	81	49 %	67	44 %	63	44 %	62	42 %	37 %	29 %	40 %
< 20	18	11 %	15	9 %	11	7 %	21	15 %	12	8 %	10 %	3 %	9 %
Total Students	165		164		153		142		149				
Mean VCE Score	28.2		27.2		28.2		26.9		28.3		28.7	31.0	28.7
% Students with 4+ Study Scores	83 %		88 %		87 %		78 %		80 %		90 %	96 %	89 %

Percentage of scores of 37 or more between 2018 and 2020
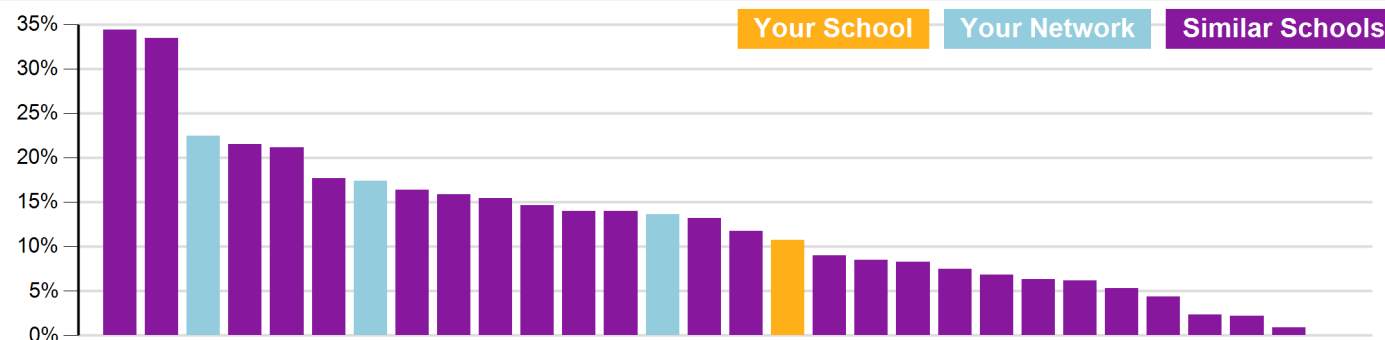
Between 2018 and 2020:
Percentage of scores of 37 or more

Your school	Similar schools	
9 %	**13 %**	Ranging from 0 % to 35 %

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

In 2020:
Percentage of VCAL completions

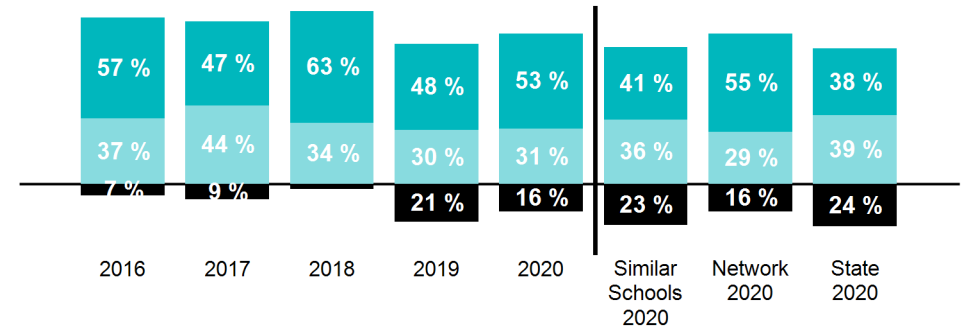| Your school	Similar schools	
84 %	**77 %**	Ranging from 0 % to 97 %

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

Percentage of completions by VCAL certificate

- Completed senior VCAL
- Completed intermediate VCAL
- Eligible but did not complete

State-wide patterns

The most popular VET certificates in 2020: Certificate III in Sport and Recreation (3,727 enrolments); Certificate II in Building and Construction (3,495 enrolments); Certificate II in Automotive Vocational Preparation (1,732 enrolments).

In 2020, 38% of eligible students completed the Senior VCAL certificate and 39% the Intermediate level certificate. The remaining 24% of eligible students did not complete VCAL.

Count and percentage of certificate completions

Certificate completion status	Swinburne Senior Secondary College										Similar Schools	Network	State
	2016		2017		2018		2019		2020				
	n	%	n	%	n	%	n	%	n	%	%	%	%
Completed senior VCAL	17	57 %	16	47 %	22	63 %	16	48 %	24	53 %	41 %	55 %	38 %
Completed intermediate VCAL	11	37 %	15	44 %	12	34 %	10	30 %	14	31 %	36 %	29 %	39 %
Eligible but did not complete	2	7 %	3	9 %	1	3 %	7	21 %	7	16 %	23 %	16 %	24 %
Total *	30		34		35		33		45				

* Total may exceed number of students enrolled in VCAL as a small number of students may be counted against intermediate and senior certificates, where they are enrolled to do both.

Percentage of students by VCE completion

In 2020:
Percentage of VCE completions

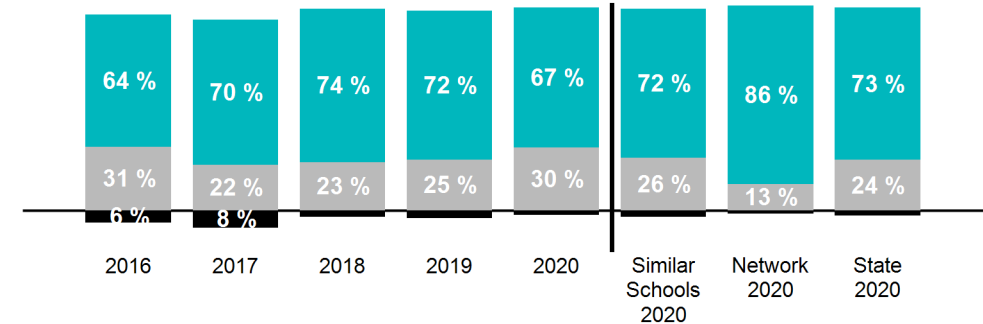| Your school	Similar schools	
98 %	**97 %**	Ranging from 88 % to 100 %

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

Legend:
- Completed VCE
- Completed VCE with at least one VET UoC
- Eligible but did not complete

Count and percentage of students

State-wide patterns

The most popular VET certificates in 2020: Certificate III in Sport and Recreation (3,727 enrolments); Certificate II in Building and Construction (3,495 enrolments); Certificate II in Automotive Vocational Preparation (1,732 enrolments).

Over 16 VET subjects can be scored and attributed to VCE results.

In 2020, 73% students completed VCE, 24% completed VCE with at least one VET UoC while 2% were eligible but did not complete VCE.

	Swinburne Senior Secondary College										Similar Schools	Network	State
	2016		2017		2018		2019		2020				
Completion status	n	%	n	%	n	%	n	%	n	%	%	%	%
Completed VCE	123	64 %	128	70 %	127	74 %	131	72 %	120	67 %	72 %	86 %	73 %
Completed VCE with at least one VETUoC	59	31 %	40	22 %	40	23 %	45	25 %	54	30 %	26 %	13 %	24 %
Eligible but did not complete	11	6 %	15	8 %	5	3 %	7	4 %	4	2 %	3 %	1 %	2 %
Total Students	**193**		**183**		**172**		**183**		**178**				

In 2020:
Percentage of Year 12 students with a positive exit destination

Your school	Similar schools	
74 %	**65 %**	Ranging from 1 % to 100 %

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

State-wide patterns

The On Track survey indicates that in 2020, 54% of students who completed Year 12 (government and non-government) transitioned to University, 20% to TAFE/VET and 18% to employment.

Response rates among students who consent to the On Track Survey are relatively low. 47% of the Year 12 cohort and 14% of the Year 12 non-completer cohort who had left school in Years 10, 11 and 12 responded to the 2020 survey.

Recent investment in transforming careers education will improve guidance provided to students to ensure they are informed and supported to make the best decision for them about their post school pathway.

Between 2018 and 2020:
Percentage of students with a positive exit destination

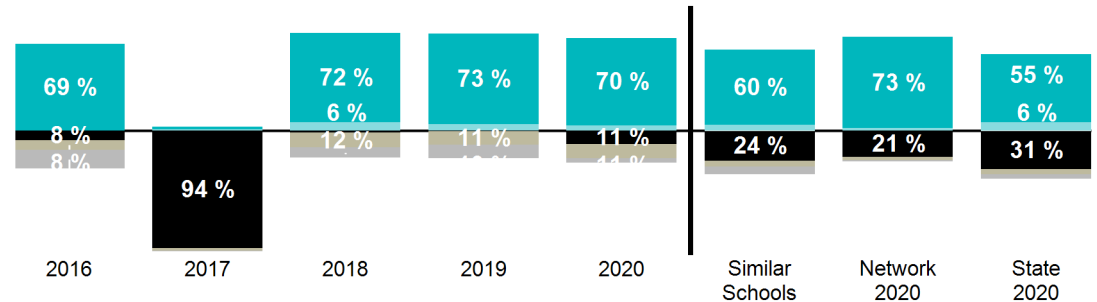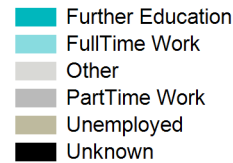| Your school	Similar schools	
77 %	**72 %**	Ranging from 1 % to 100 %

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

Percentage of students by exit destination

Legend:
- Further Education
- FullTime Work
- Other
- PartTime Work
- Unemployed
- Unknown

*The data presented on this page is current as at 12 April 2021 and is subject to change

Count and percentage of students

	Swinburne Senior Secondary College												
	2016		2017		2018		2019		2020		Similar Schools	Network	State
Exit Category	n	%	n	%	n	%	n	%	n	%	%	%	%
Further Education	9	69 %	5	2 %	157	72 %	162	73 %	159	70 %	60 %	73 %	55 %
FullTime Work	0	0 %	2	1 %	14	6 %	11	5 %	9	4 %	4 %	2 %	6 %
Other	0	0 %	0	0 %	0	0 %	0	0 %	0	0 %	0 %	0 %	0 %
PartTime Work	2	15 %	1	0 %	17	8 %	23	10 %	8	4 %	6 %	1 %	4 %
Unemployed	1	8 %	4	2 %	26	12 %	25	11 %	25	11 %	5 %	3 %	4 %
Unknown	1	8 %	206	94 %	4	2 %	1	0 %	25	11 %	24 %	21 %	31 %
Total Students	13		218		218		222		226				

Percentage of students with positive exit destinations between 2018 and 2020

'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.

Percentage of students by absence days

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

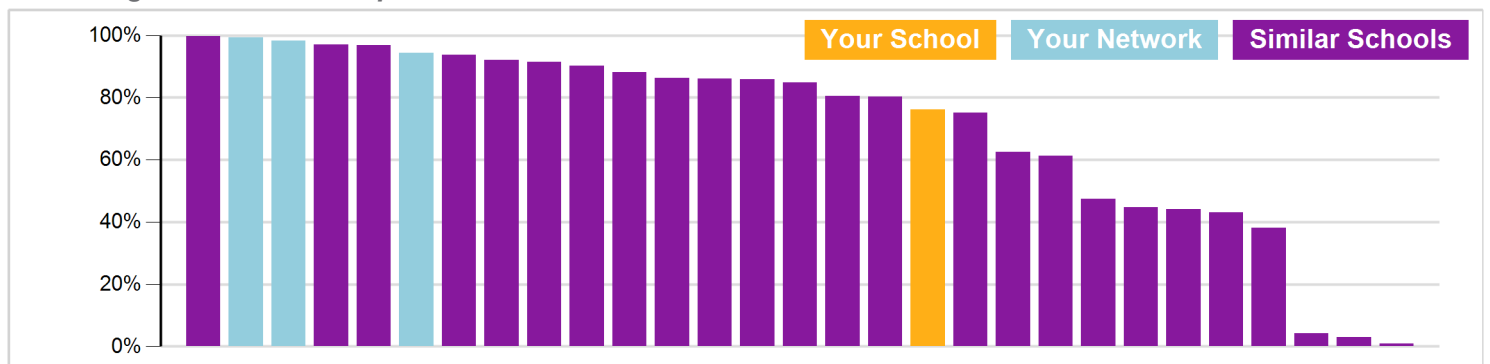| Your school	Similar schools	
35 %	**19 %**	Ranging from 2 % to 39 %

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

Legend:
- 0.5 - 9.5 Days
- 10 - 19.5 Days
- 20 - 29.5 Days
- 30+ Days

	2016	2017	2018	2019	2020	Similar Schools 2020	Network 2020	State 2020
0.5 - 9.5 Days	45 %	43 %	35 %	38 %	42 %	59 %	64 %	50 %
10 - 19.5 Days	24 %	30 %	33 %	29 %	24 %	23 %	21 %	23 %
20 - 29.5 Days	14 %	16 %	14 %	16 %	17 %	8 %	7 %	11 %
30+ Days	17 %	11 %	18 %	17 %	17 %	10 %	8 %	17 %

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

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

Your school	Similar schools	
33 %	**23 %**	Ranging from 5 % to 39 %

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

Legend: Your School · Your Network · Similar Schools

Average absence days between 2018 and 2020

Between 2018 and 2020:
Average absence days
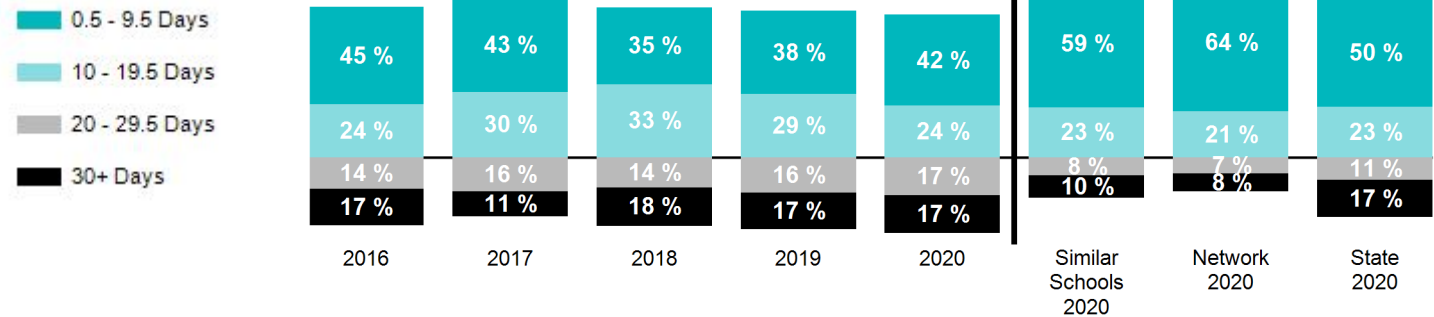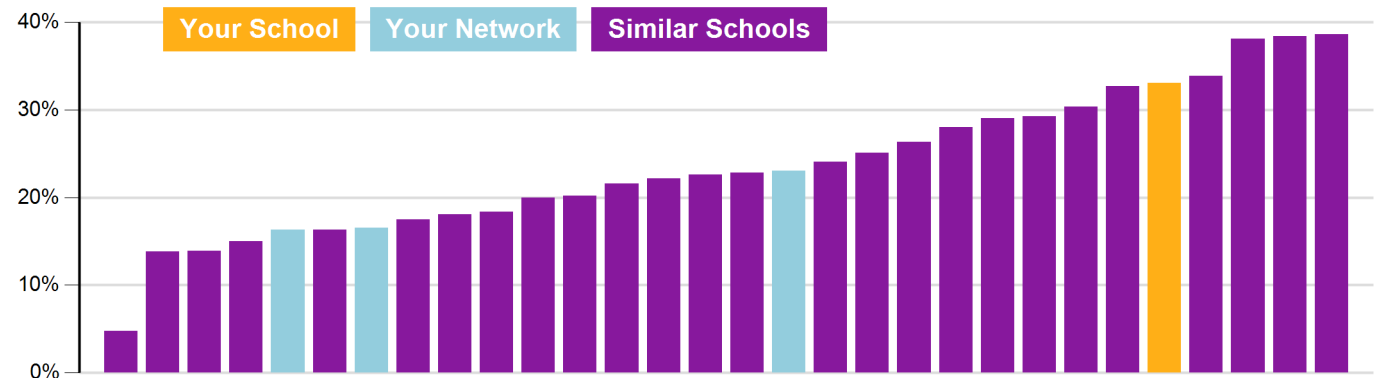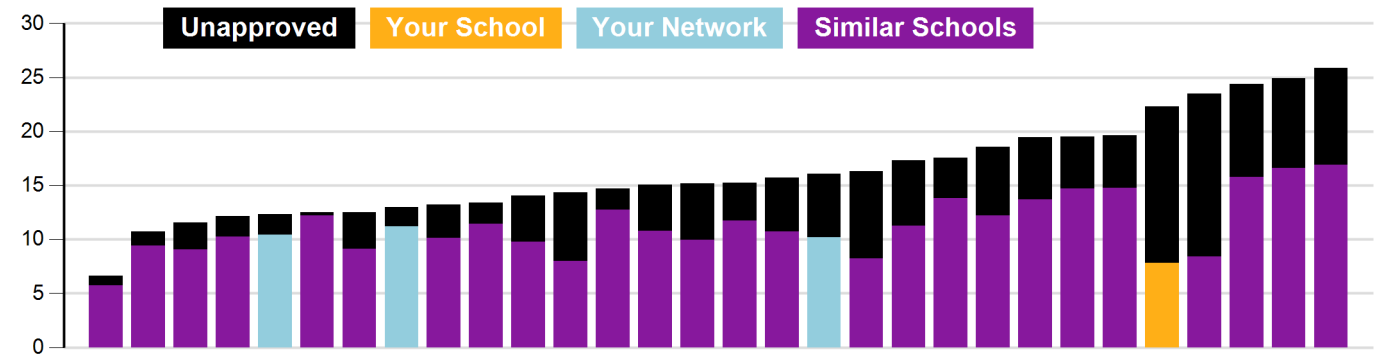
Your school	Similar schools	
22	**16**	Ranging from 7 to 26 days

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

Legend: Unapproved · Your School · Your Network · Similar Schools

Percentage of students by year level

Year Level	Absence Days	2016	2017	2018	2019	2020
Year 11	< 10 Days	49 %	42 %	31 %	39 %	32 %
	10 - 19.5 Days	18 %	31 %	30 %	28 %	21 %
	20 - 29.5 Days	14 %	17 %	13 %	16 %	21 %
	30+ Days	19 %	10 %	26 %	17 %	25 %
	Total Students	**213**	**166**	**231**	**218**	**210**
Year 12	< 10 Days	41 %	44 %	40 %	38 %	50 %
	10 - 19.5 Days	29 %	29 %	37 %	29 %	25 %
	20 - 29.5 Days	15 %	15 %	14 %	17 %	14 %
	30+ Days	15 %	13 %	9 %	16 %	11 %
	Total Students	**231**	**200**	**218**	**224**	**232**

Average absence days - all accountable

Year Level	2016	2017	2018	2019	2020
Year 11	19.3	13.4	25.6	22.1	24.5
Year 12	20.8	18.8	19.7	22.7	18.8

Average absence days - unapproved

Year Level	2016	2017	2018	2019	2020
Year 11	11.5	7.5	16.4	13.1	16.2
Year 12	12.6	10.0	12.6	15.0	13.6

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 Year 9.

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 2020, the State-wide rate of unapproved absences was 46% for government school students in Years 7-12, an increase from 32% in 2019. The corresponding proportion for the Aboriginal cohort was 57% in 2020.

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'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.

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.
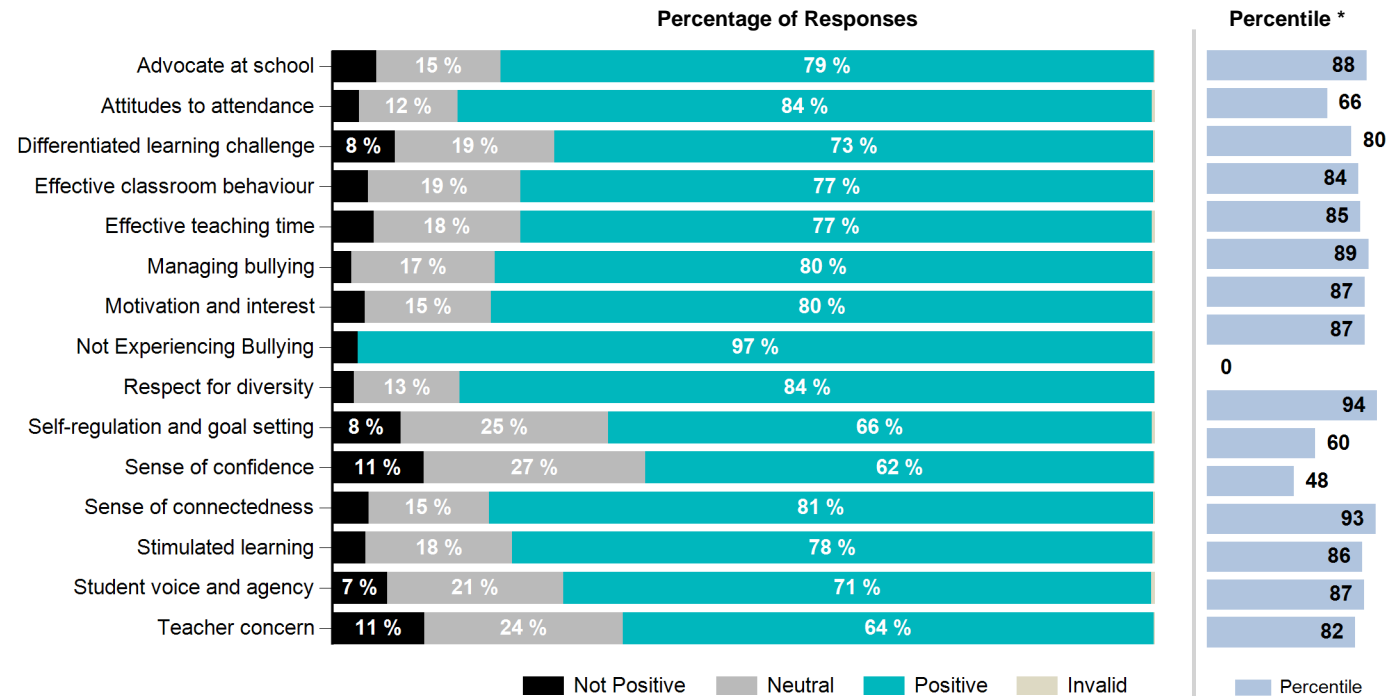
THE **EDUCATION STATE**
TARGET: By 2025, Victorian students reporting high resilience will grow by 20 per cent.

'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 10-12: 2020

Percentage of Responses

Percentile *

Factor	Not Positive	Neutral	Positive	Percentile
Advocate at school		15 %	79 %	88
Attitudes to attendance		12 %	84 %	66
Differentiated learning challenge	8 %	19 %	73 %	80
Effective classroom behaviour		19 %	77 %	84
Effective teaching time		18 %	77 %	85
Managing bullying		17 %	80 %	89
Motivation and interest		15 %	80 %	87
Not Experiencing Bullying			97 %	87
Respect for diversity		13 %	84 %	0
Self-regulation and goal setting	8 %	25 %	66 %	94
Sense of confidence	11 %	27 %	62 %	60
Sense of connectedness		15 %	81 %	48
Stimulated learning		18 %	78 %	93
Student voice and agency	7 %	21 %	71 %	86
Teacher concern	11 %	24 %	64 %	87
				82

■ Not Positive ■ Neutral ■ Positive ■ Invalid

■ Percentile

* Note: Factor percentile is the percent endorsement, relative to Years 10-12 in all Victorian government schools

STUDENT INTENTIONS: YEARS 10-12: 2020

Intention to Complete Year 12 Certificate **95%**

Intended post school destination

Further Education	Employment/look for work	Take a break	Other
54%	11%	18%	17%

■ Further Education ■ Employment/look for work ■ Take a break ■ Other

Percentage of students with positive attitude by year level

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 time series analysis.

In 2020, student endorsement of the following factors was as follows: 'Sense of connectedness' 59.4%, 'Respect for diversity' 55.6%, and 'Sense of confidence' 63.0%.

Year Level	Parent Factor	Factor	2017	2018	2019	2020	Trend
Year 11	Effective teaching practice for cognitive engagement	Differentiated learning challenge	64 %	59 %	66 %	75 %	
		Effective classroom behaviour	68 %	65 %	71 %	79 %	
		Effective teaching time	70 %	63 %	71 %	78 %	
		Stimulated learning	68 %	60 %	68 %	77 %	
	Learner characteristics and disposition	Attitudes to attendance	82 %	76 %	79 %	84 %	
		Motivation and interest	79 %	72 %	75 %	82 %	
		Resilience	61 %	53 %	64 %		
		Self-regulation and goal setting	69 %	59 %	66 %	64 %	
		Sense of confidence	64 %	58 %	61 %	61 %	
	Not Experiencing Bullying (Parent Factor)	Not Experiencing Bullying	97 %	98 %	94 %	97 %	
	School safety	Advocate at school	72 %	68 %	69 %	78 %	
		Managing bullying	78 %	76 %	74 %	80 %	
		Respect for diversity	79 %	77 %	79 %	87 %	
	Social engagement	School stage transitions (Y10-12)	73 %	61 %	70 %		
		Sense of connectedness	77 %	70 %	77 %	83 %	
		Student voice and agency	70 %	59 %	62 %	71 %	
	Teacher-student relations	Effort	73 %	63 %	68 %		
		High expectations for success	80 %	75 %	79 %		
		Teacher concern	56 %	54 %	57 %	63 %	

Year Level	Factor	Response choice	2020
Year 11	Intended post-school destination	Apprenticeship or traineeship	6%
		Employment/looking for work	14%
		Other (including unknown)	25%
		TAFE	2%
		Take a break before studying (e.g. gap year)	22%
		University	32%
	Intention to Complete Year 12 Certificate	Students who answered "Yes"	92%

Student participation

Year Level	Measure	2017	2018	2019	2020	Trend
Year 11	Enrolment Count	195	201	197	197	
	Participation Count	147	166	160	151	
	Participation Rate (%)	75 %	83 %	81 %	77 %	

Percentage of students with positive attitude by year level

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 time series analysis.

In 2020, student endorsement of the following factors was as follows: 'Sense of connectedness' 59.4%, 'Respect for diversity' 55.6%, and 'Sense of confidence' 63.0%.

Year Level	Parent Factor	Factor	2017	2018	2019	2020	Trend
Year 12	Effective teaching practice for cognitive engagement	Differentiated learning challenge	60 %	62 %	67 %	71 %	
		Effective classroom behaviour	64 %	63 %	68 %	75 %	
		Effective teaching time	70 %	67 %	69 %	75 %	
		Stimulated learning	69 %	67 %	67 %	78 %	
	Learner characteristics and disposition	Attitudes to attendance	80 %	82 %	81 %	84 %	
		Motivation and interest	75 %	77 %	72 %	79 %	
		Resilience	60 %	64 %	56 %		
		Self-regulation and goal setting	63 %	68 %	58 %	68 %	
		Sense of confidence	64 %	69 %	51 %	62 %	
	Not Experiencing Bullying (Parent Factor)	Not Experiencing Bullying	94 %	96 %	95 %	96 %	
	School safety	Advocate at school	76 %	72 %	78 %	80 %	
		Managing bullying	74 %	75 %	75 %	80 %	
		Respect for diversity	74 %	75 %	75 %	82 %	
	Social engagement	School stage transitions (Y10-12)	64 %	66 %	65 %		
		Sense of connectedness	68 %	73 %	68 %	79 %	
		Student voice and agency	60 %	65 %	65 %	72 %	
	Teacher-student relations	Effort	71 %	67 %	65 %		
		High expectations for success	80 %	74 %	79 %		
		Teacher concern	63 %	58 %	62 %	66 %	

Year Level	Factor	Response choice	2020
Year 12	Intended post-school destination	Apprenticeship or traineeship	5%
		Employment/looking for work	8%
		Other (including unknown)	10%
		TAFE	9%
		Take a break before studying (e.g. gap year)	15%
		University	53%
	Intention to Complete Year 12 Certificate	Students who answered "Yes"	97%

Student participation

Year Level	Measure	2017	2018	2019	2020	Trend
Year 12	Enrolment Count	198	195	204	208	
	Participation Count	176	180	196	167	
	Participation Rate (%)	89 %	92 %	96 %	80 %	

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.

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

81 %
of students felt connected to school

65 %
of staff were positive about school climate

95 %
of parents were satisfied with the school overall

Sense of connectedness					Secondary schools
2016	2017	2018	2019	2020	2020
-	72 %	72 %	72 %	81 %	60 %

School Climate					Secondary schools
2016	2017	2018	2019	2020	2020
60 %	66 %	61 %	62 %	65 %	61 %

General satisfaction with school					Secondary schools
2016	2017	2018	2019	2020	2020
-	92 %	90 %	100 %	95 %	82 %

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.
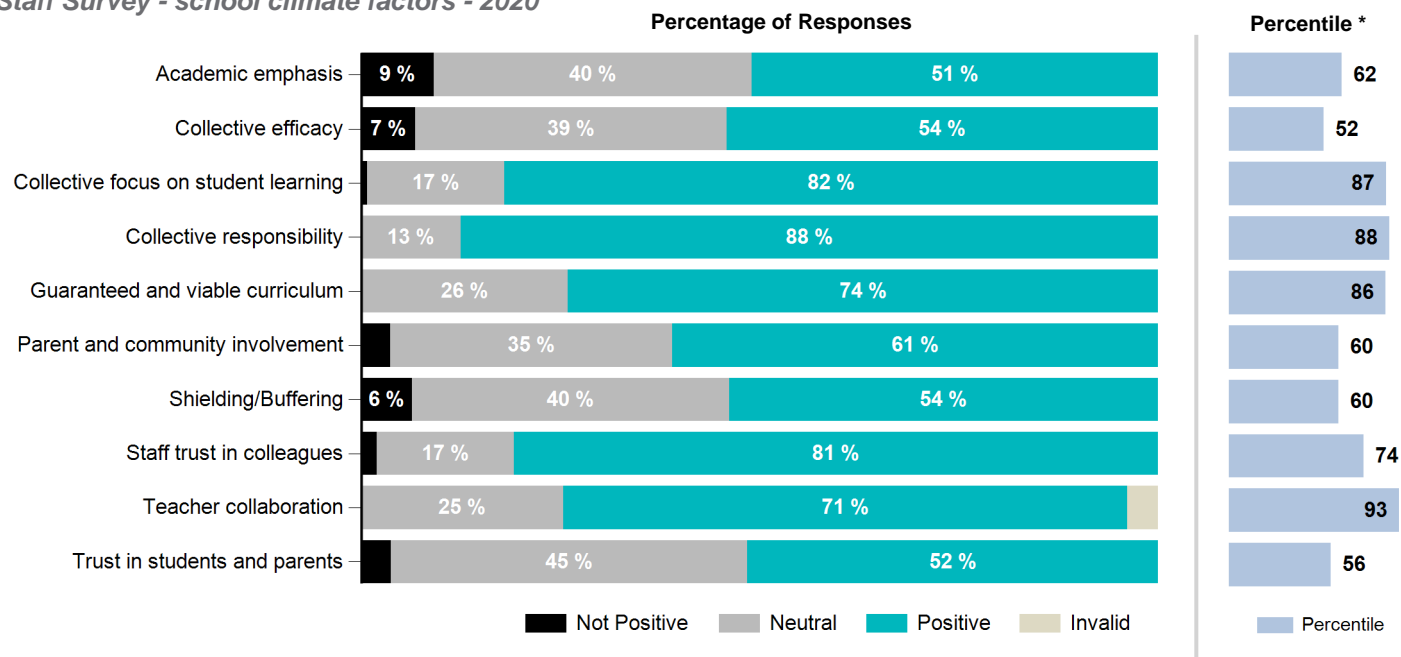
State-wide patterns

As noted earlier in this report, the 2020 School Staff Survey was impacted by the COVID-19 pandemic.

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

Staff Survey - school climate factors - 2020

Percentage of Responses

Factor	Not Positive	Neutral	Positive	Invalid	Percentile *
Academic emphasis	9 %	40 %	51 %		62
Collective efficacy	7 %	39 %	54 %		52
Collective focus on student learning		17 %	82 %		87
Collective responsibility		13 %	88 %		88
Guaranteed and viable curriculum		26 %	74 %		86
Parent and community involvement		35 %	61 %		60
Shielding/Buffering	6 %	40 %	54 %		60
Staff trust in colleagues		17 %	81 %		74
Teacher collaboration		25 %	71 %		93
Trust in students and parents		45 %	52 %		56

Legend: Not Positive (black), Neutral (grey), Positive (teal), Invalid (beige), Percentile (light blue)

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

Percentage of positive responses

Factor	2016	2017	2018	2019	2020	Trend
Academic emphasis	50 %	48 %	39 %	46 %	51 %	
Collective efficacy	55 %	56 %	55 %	52 %	54 %	
Collective focus on student learning	71 %	84 %	80 %	78 %	82 %	
Collective responsibility	76 %	88 %	77 %	81 %	88 %	
Guaranteed and viable curriculum	55 %	71 %	67 %	64 %	74 %	
Parent and community involvement	48 %	63 %	62 %	60 %	61 %	
Shielding/Buffering	55 %	66 %	49 %	55 %	54 %	
Staff trust in colleagues	80 %	83 %	74 %	80 %	81 %	
Teacher collaboration	51 %	66 %	70 %	70 %	71 %	
Trust in students and parents	54 %	57 %	49 %	55 %	52 %	
School climate	**60 %**	**66 %**	**61 %**	**62 %**	**65 %**	
Number of respondents	41	42	38	40	34	

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.
Completed VCE with atleast one VET UoC	Students who completed VCE and had enrolled in atleast one VET unit of competence.

Term	Definition
Education State (EdState)	A commitment by the Victorian Government to revitalise our education system and transform Victoria into the Education State.
Education State Targets	A series of targets 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'.
Eligible but did not complete senior secondary certificate	Students who are assessed as eligible to complete VCE or VCAL but do not attain the relevant certificate
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.
Exit Destination	The initial destination (educational or non-educational environment) of Year 12 students after leaving a school.
FTE	Full Time Equivalent
NAPLAN Benchmark Growth	NAPLAN Benchmark Growth measures the proportion of students in each school who are below, meet or exceed the benchmark over the previous two years in NAPLAN domains. The measure is based on a set of historical NAPLAN data to set thresholds.
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'.
Percentage students with 4+ study scores	The percentage of students who complete VCE with four or more study score.
Positive exit destination	Students with an exit destination that is not part time, unknown and unemployed.
Region	The Department of Education and Training (Vic) uses a regional model 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 here for more information.
Similar Schools Range	The range of values within a similar schools group for a specific measure.

Term	Definition
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.
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 index used to measure the disadvantage at each school based on the education and occupation categories of parents.
Student Family Occupation Index (SFO Index)	An index used to measure the disadvantage at each school based on the occupation categories of parents.
Students counted in NCCD	Nationally Consistent Collection of Data on school students with Disability (NCCD). This report displays the annual data reported by schools through the DET Administrative systems (CASES) during the August census
Teacher Judgement - Breadth	Students assessed at Victorian Curriculum Levels 3-8
Teacher Judgement - Foundation	Students assessed at Victorian Curriculum Levels A-2
Teacher Judgement - Not assessed	Students not assessed against Victorian Curriculum
Teacher Judgement - Pathways	Students assessed at Victorian Curriculum Levels 9-10
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.
VCAL Completions	Students who completed a VCAL intermediate and/or senior certificate in the same year.
VCE Completions	Students who completed VCE, with students who completed VCE and had satisfactorily completed at least one VET Unit of Competency (UoC) presented separately.
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.

Term	Definition
Victorian Certificate of Education (VCE)	The certificate that the majority of students in Victoria receive on satisfactory completion of their secondary education.
	See [measure definitions](#) for more specific definitions and counting rules for the measures in this report.