PANORAMA

Brookside P-9 College

Supplementary school level report

2018 - 5 March 2019 v1.0

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.
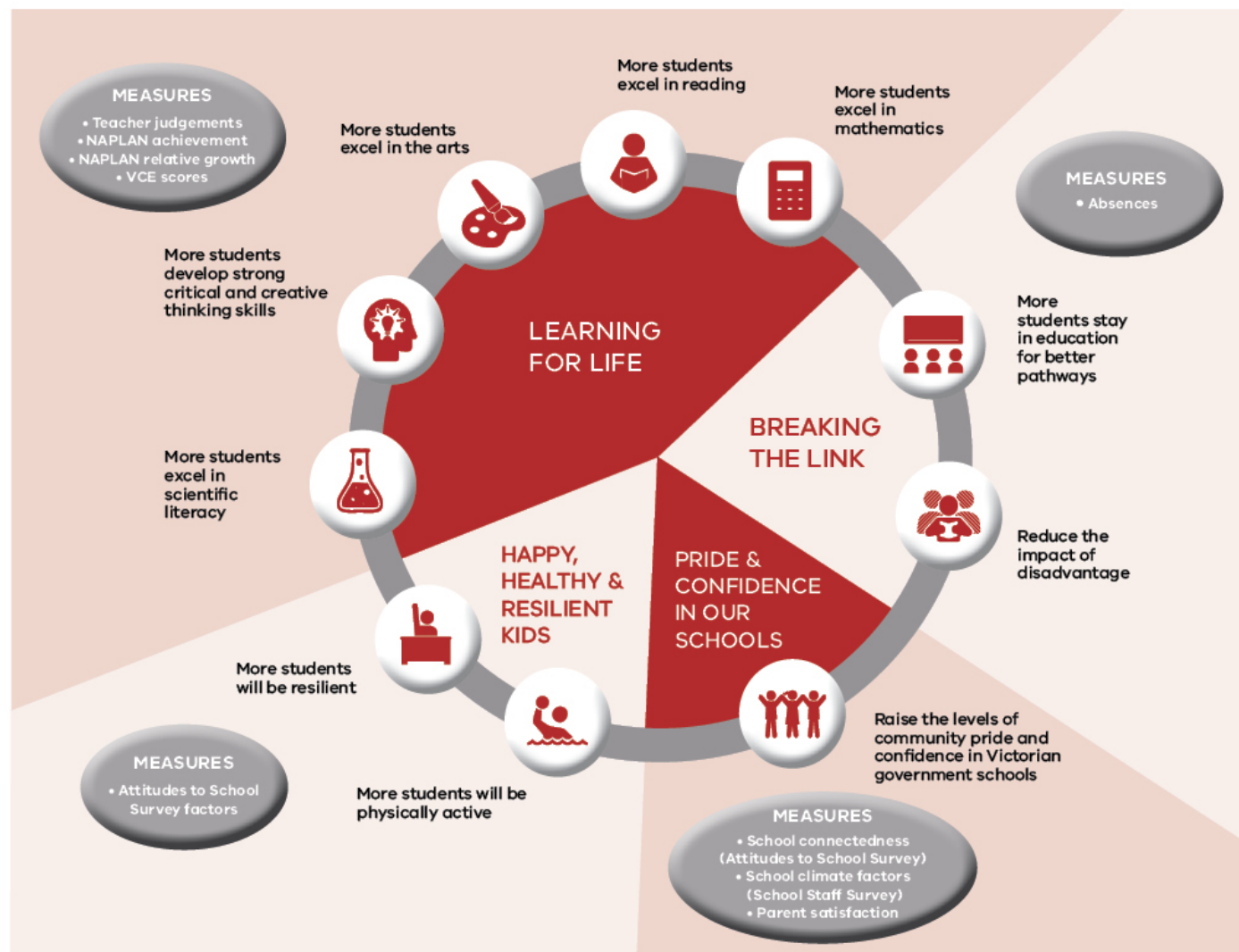
STRUCTURE OF THIS REPORT

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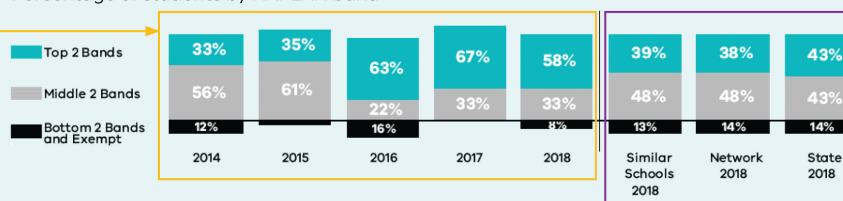
The table provides more detail, either by providing results for individual year levels, or for individual bands/ ratings (NAPLAN/ Victorian Curriculum)

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.
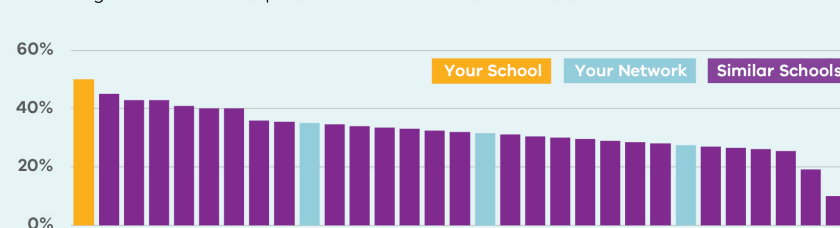
Percentage of students by NAPLAN band

	Top 2 Bands	Middle 2 Bands	Bottom 2 Bands and Exempt
2014	33%	56%	12%
2015	35%	61%	
2016	63%	22%	16%
2017	67%	33%	
2018	58%	33%	8%
Similar Schools 2018	39%	48%	13%
Network 2018	38%	48%	14%
State 2018	43%	43%	14%

Count and percentage of students

Band	2014 n	2014 %	2015 n	2015 %	2016 n	2016 %	2017 n	2017 %	2018 n	2018 %	Similar Schools %	Network %	State %
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

Your School   Your Network   Similar Schools

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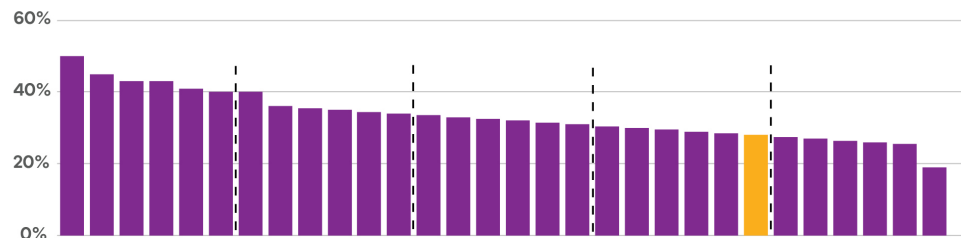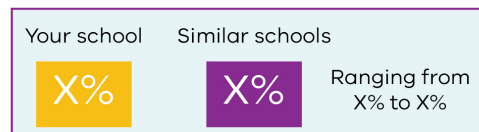
Your school's result is described relative to the schools in your similar schools group, in terms like 'well above', 'above', 'similar to', 'below', and 'well below'.

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	Brookside P-9 College
School Number	8908
School Type	Pri/Sec
Network	Melton
Area	Brimbank Melton
Region	South-Western Victoria

	2014	2015	2016	2017	2018
FTE enrolments	990.2	1,026.0	1,079.4	1,142.0	1,222.0
SFO index	0.6049	0.5778	0.5380	0.5169	0.4991
SFOE index	-	-	0.4463	0.4316	0.4197
FTE Aboriginal students	6.0	10.0	16.0	17.0	13.0
No. of students assessed as eligible for EAL funding (<5 years)	167	146	170	186	206
Number of students in Out of Home Care	-	4	2	6	1
Number of Equity Funded students	-	377	377	365	351

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 :

- By 2020, 25% more Year 5 students will reach the highest levels of achievement in reading and maths.
- By 2025, 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.

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 Year 10 and Year 12 completions across both VCE and VCAL and VET studies undertaken.

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. Provided data will indicate were efforts will be required to meet target.

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.

In 2018:
Percentage of students in Semester 2 at or above the age expected level

	Your school	Similar schools	
Reading and viewing	89 %	90 %	Ranging from 79 % to 98 %
Speaking and listening	93 %	94 %	Ranging from 84 % to 99 %
Writing	87 %	86 %	Ranging from 68 % to 98 %

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 in Semester 2 by rating - reading and viewing

Legend	2016	2017	2018	Similar Schools 2018	Network 2018	State 2018
Above Level	19 %	23 %	25 %	34 %	33 %	41 %
At Level	72 %	68 %	64 %	57 %	50 %	48 %
Below Level	9 %	9 %	11 %	10 %	14 %	9 %

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

Legend	2016	2017	2018	Similar Schools 2018	Network 2018	State 2018
Above Level	9 %	8 %	8 %	13 %	11 %	20 %
At Level	85 %	86 %	86 %	81 %	78 %	72 %
Below Level	6 %	6 %	7 %	6 %	9 %	6 %

Percentage of students in Semester 2 by rating - writing

Legend	2016	2017	2018	Similar Schools 2018	Network 2018	State 2018
Above Level	13 %	15 %	12 %	20 %	17 %	25 %
At Level	73 %	73 %	75 %	66 %	60 %	60 %
Below Level	14 %	12 %	13 %	14 %	18 %	13 %

Percentage of students in Semester 2 by year level

Year level	Rating	Reading and viewing			Speaking and listening			Writing		
		2016	2017	2018	2016	2017	2018	2016	2017	2018
Prep	Above Level	17 %	26 %	24 %	1 %	6 %	4 %	10 %	18 %	13 %
	At Level	79 %	74 %	76 %	97 %	94 %	96 %	81 %	82 %	87 %
	Below Level	3 %	0 %	0 %	2 %	0 %	0 %	9 %	0 %	0 %
Total Students		116	111	121	116	113	125	116	102	123
Year 1	Above Level	18 %	28 %	23 %	7 %	4 %	6 %	11 %	20 %	12 %
	At Level	74 %	67 %	64 %	90 %	93 %	88 %	79 %	75 %	73 %
	Below Level	8 %	5 %	13 %	3 %	3 %	6 %	9 %	5 %	15 %
Total Students		107	112	113	107	112	113	107	112	112
Year 2	Above Level	13 %	25 %	31 %	6 %	9 %	9 %	5 %	14 %	17 %
	At Level	79 %	61 %	64 %	89 %	82 %	86 %	75 %	68 %	74 %
	Below Level	8 %	15 %	6 %	5 %	10 %	4 %	20 %	18 %	9 %
Total Students		123	114	118	123	114	118	123	114	118
Year 3	Above Level	29 %	19 %	30 %	19 %	10 %	6 %	17 %	9 %	11 %
	At Level	63 %	66 %	55 %	71 %	85 %	83 %	73 %	76 %	69 %
	Below Level	8 %	15 %	14 %	10 %	5 %	11 %	10 %	15 %	19 %
Total Students		104	124	119	104	124	119	104	124	118

Percentage of students in Semester 2 by year level

Year level	Rating	Reading and viewing			Speaking and listening			Writing		
		2016	2017	2018	2016	2017	2018	2016	2017	2018
Year 4	Above Level	27 %	27 %	16 %	10 %	14 %	7 %	18 %	21 %	6 %
	At Level	70 %	64 %	64 %	87 %	81 %	83 %	70 %	68 %	73 %
	Below Level	3 %	9 %	20 %	3 %	5 %	11 %	13 %	11 %	21 %
Total Students		102	99	132	102	99	132	102	99	132
Year 5	Above Level	16 %	22 %	33 %	12 %	11 %	17 %	16 %	13 %	15 %
	At Level	69 %	74 %	60 %	79 %	85 %	78 %	66 %	74 %	76 %
	Below Level	15 %	3 %	8 %	9 %	4 %	5 %	18 %	12 %	9 %
Total Students		99	98	104	99	98	104	99	98	104
Year 6	Above Level	13 %	13 %	20 %	10 %	5 %	5 %	13 %	11 %	12 %
	At Level	69 %	72 %	67 %	76 %	82 %	84 %	66 %	65 %	70 %
	Below Level	18 %	15 %	13 %	15 %	13 %	11 %	21 %	24 %	18 %
Total Students		94	106	101	94	106	101	94	106	101

In 2018:
Percentage of students in Semester 2 at or above the age expected level

	Your school	Similar schools	
Reading and viewing	75 %	79 %	Ranging from 45 % to 96 %
Speaking and listening	83 %	82 %	Ranging from 46 % to 98 %
Writing	75 %	77 %	Ranging from 41 % to 96 %

Relative to the similar schools group, your school's

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

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

	Above Level	At Level	Below Level
2016	16 %	62 %	21 %
2017	11 %	62 %	27 %
2018	24 %	51 %	25 %
Similar Schools 2018	15 %	64 %	21 %
Network 2018	11 %	59 %	25 %
State 2018	17 %	61 %	19 %

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

	Above Level	At Level	Below Level
2016	9 %	75 %	16 %
2017	6 %	75 %	19 %
2018	17 %	66 %	17 %
Similar Schools 2018	11 %	71 %	18 %
Network 2018	8 %	61 %	26 %
State 2018	14 %	65 %	16 %

Percentage of students in Semester 2 by rating - writing

	Above Level	At Level	Below Level
2016	17 %	58 %	26 %
2017	15 %	56 %	30 %
2018	22 %	54 %	25 %
Similar Schools 2018	13 %	64 %	23 %
Network 2018	9 %	59 %	27 %
State 2018	15 %	61 %	20 %

Percentage of students in Semester 2 by year level

Year level	Rating	Reading and viewing			Speaking and listening			Writing		
		2016	2017	2018	2016	2017	2018	2016	2017	2018
Year 7	Above Level	14 %	4 %	36 %	9 %	3 %	25 %	11 %	9 %	33 %
	At Level	67 %	69 %	44 %	80 %	80 %	60 %	67 %	67 %	49 %
	Below Level	19 %	27 %	20 %	10 %	18 %	15 %	21 %	24 %	18 %
Total Students		107	113	127	107	113	127	107	113	127
Year 8	Above Level	21 %	15 %	20 %	9 %	8 %	13 %	21 %	18 %	15 %
	At Level	59 %	62 %	54 %	73 %	77 %	73 %	56 %	56 %	60 %
	Below Level	20 %	23 %	26 %	18 %	15 %	15 %	23 %	26 %	25 %
Total Students		107	106	117	107	107	117	107	107	117
Year 9	Above Level	13 %	13 %	16 %	8 %	6 %	13 %	19 %	18 %	15 %
	At Level	60 %	54 %	54 %	72 %	69 %	66 %	48 %	43 %	53 %
	Below Level	27 %	32 %	29 %	20 %	26 %	21 %	33 %	39 %	32 %
Total Students		90	105	112	90	105	112	90	105	112

In 2018:
Percentage of students in Semester 2 at or above the age expected level

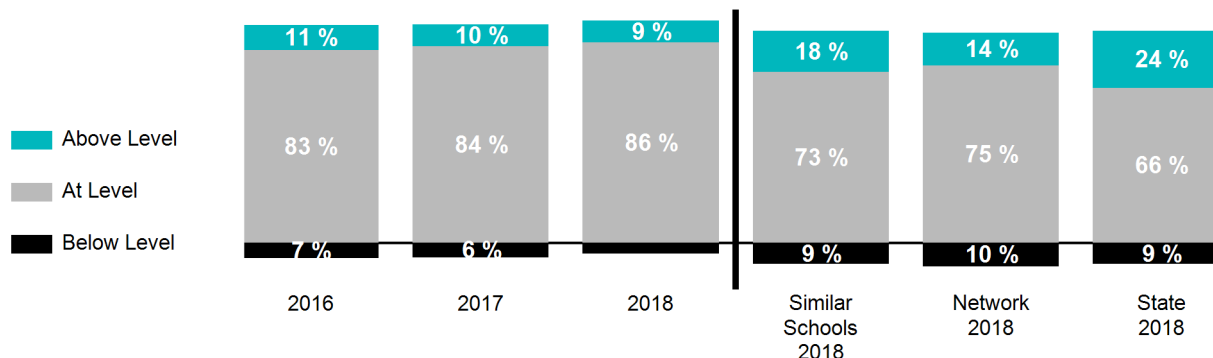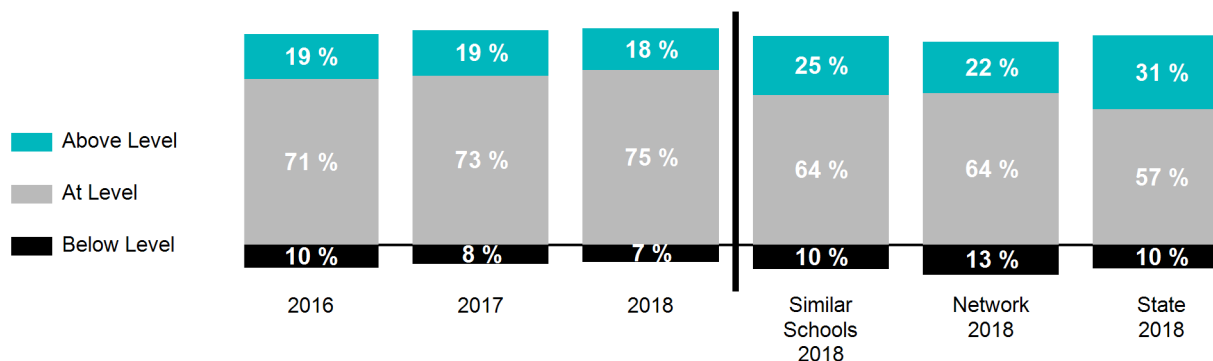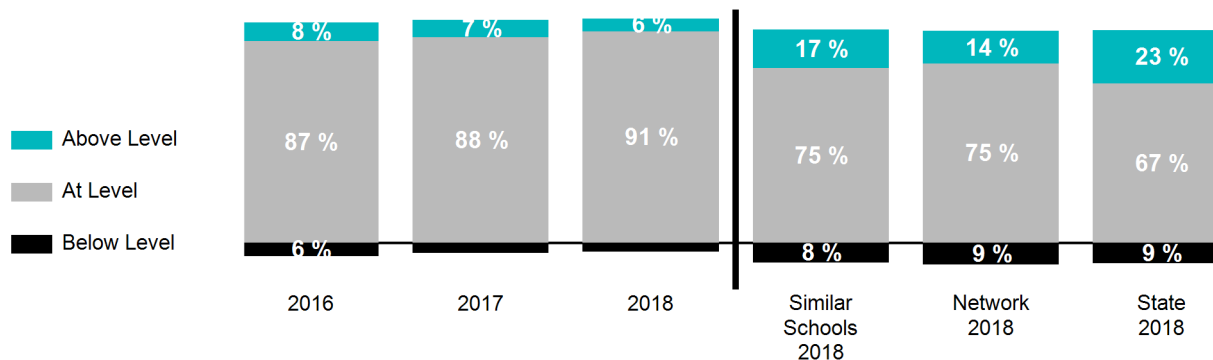|	Your school	Similar schools	
Measurement and geometry	95 %	91 %	Ranging from 72 % to 99 %
Number and algebra	93 %	90 %	Ranging from 76 % to 99 %
Statistics and probability	96 %	92 %	Ranging from 72 % to 99 %

Relative to the similar schools group, your school's

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

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

	2016	2017	2018	Similar Schools 2018	Network 2018	State 2018
Above Level	11 %	10 %	9 %	18 %	14 %	24 %
At Level	83 %	84 %	86 %	73 %	75 %	66 %
Below Level	7 %	6 %		9 %	10 %	9 %

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

	2016	2017	2018	Similar Schools 2018	Network 2018	State 2018
Above Level	19 %	19 %	18 %	25 %	22 %	31 %
At Level	71 %	73 %	75 %	64 %	64 %	57 %
Below Level	10 %	8 %	7 %	10 %	13 %	10 %

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

	2016	2017	2018	Similar Schools 2018	Network 2018	State 2018
Above Level	8 %	7 %	6 %	17 %	14 %	23 %
At Level	87 %	88 %	91 %	75 %	75 %	67 %
Below Level	6 %			8 %	9 %	9 %

Percentage of students in Semester 2 by year level

Year level	Rating	Measurement and geometry			Number and Algebra			Statistics and probability		
		2016	2017	2018	2016	2017	2018	2016	2017	2018
Prep	Above Level	1 %	4 %	5 %	6 %	15 %	14 %	1 %	0 %	2 %
	At Level	98 %	96 %	95 %	92 %	85 %	86 %	98 %	100 %	98 %
	Below Level	1 %	0 %	0 %	2 %	0 %	0 %	1 %	0 %	0 %
Total Students		115	118	130	116	118	129	115	118	130
Year 1	Above Level	6 %	6 %	8 %	24 %	26 %	19 %	4 %	7 %	3 %
	At Level	91 %	94 %	90 %	71 %	73 %	73 %	93 %	93 %	92 %
	Below Level	4 %	0 %	3 %	5 %	2 %	9 %	4 %	0 %	5 %
Total Students		108	113	117	108	113	117	108	113	117
Year 2	Above Level	9 %	2 %	7 %	15 %	9 %	22 %	2 %	3 %	17 %
	At Level	86 %	89 %	92 %	74 %	79 %	74 %	93 %	92 %	82 %
	Below Level	5 %	9 %	1 %	11 %	12 %	4 %	5 %	5 %	1 %
Total Students		123	114	122	123	115	122	123	115	122
Year 3	Above Level	19 %	11 %	6 %	24 %	19 %	13 %	16 %	10 %	6 %
	At Level	76 %	82 %	84 %	68 %	73 %	76 %	78 %	86 %	88 %
	Below Level	5 %	7 %	10 %	9 %	8 %	12 %	6 %	4 %	6 %
Total Students		105	127	118	105	127	119	105	127	119

Percentage of students in Semester 2 by year level

Year level	Rating	Measurement and geometry			Number and Algebra			Statistics and probability		
		2016	2017	2018	2016	2017	2018	2016	2017	2018
Year 4	Above Level	15 %	15 %	7 %	29 %	25 %	14 %	13 %	8 %	2 %
	At Level	83 %	80 %	83 %	64 %	68 %	77 %	86 %	88 %	91 %
	Below Level	2 %	5 %	10 %	7 %	7 %	9 %	1 %	4 %	7 %
Total Students		102	99	133	102	100	133	102	99	133
Year 5	Above Level	13 %	12 %	17 %	21 %	25 %	23 %	12 %	8 %	3 %
	At Level	74 %	85 %	79 %	64 %	65 %	69 %	79 %	90 %	94 %
	Below Level	13 %	3 %	4 %	15 %	10 %	8 %	9 %	2 %	3 %
Total Students		101	100	109	101	100	108	101	100	108
Year 6	Above Level	14 %	18 %	18 %	17 %	19 %	22 %	9 %	16 %	6 %
	At Level	67 %	63 %	77 %	61 %	62 %	68 %	76 %	69 %	89 %
	Below Level	19 %	19 %	5 %	22 %	18 %	10 %	15 %	16 %	5 %
Total Students		99	110	104	99	109	104	99	109	104

In 2018:
Percentage of students in Semester 2 at or above the age expected level

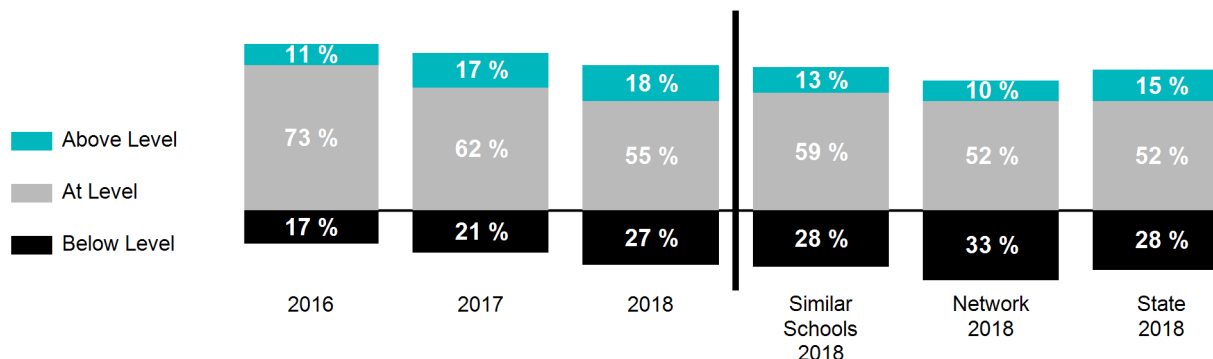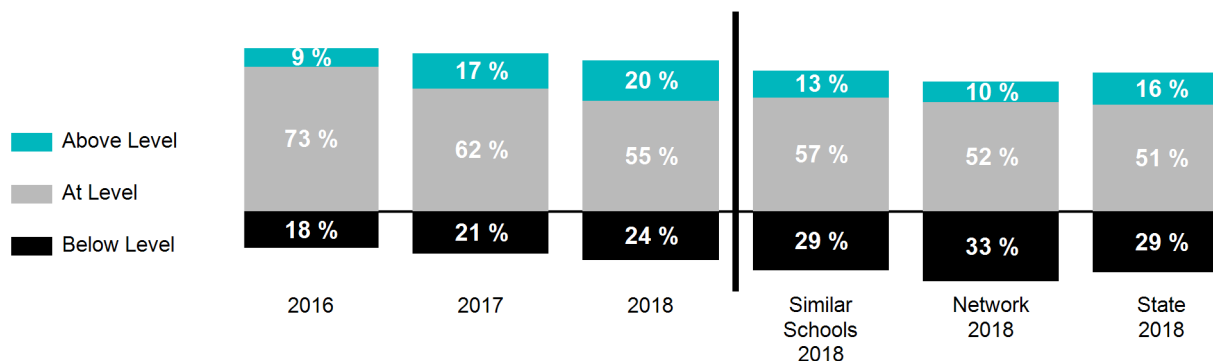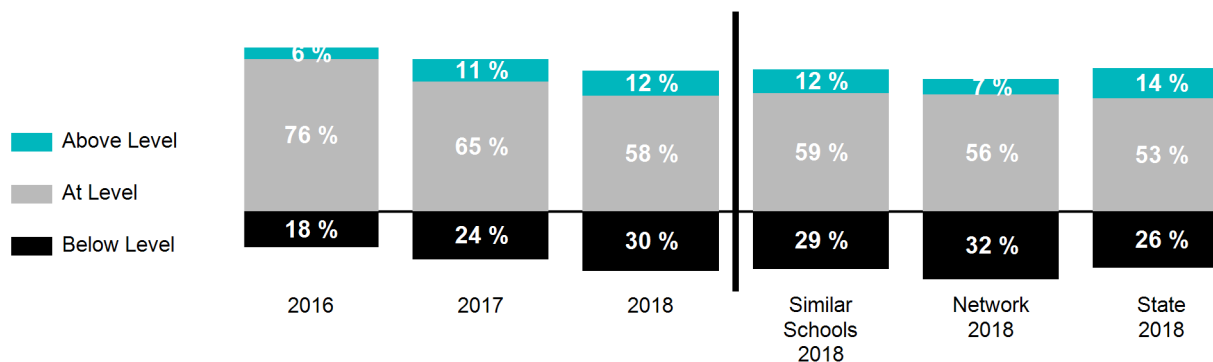| Your school	Similar schools	
Measurement and geometry		
73 %	72 %	Ranging from 27 % to 94 %
Number and algebra		
76 %	71 %	Ranging from 26 % to 91 %
Statistics and probability		
70 %	71 %	Ranging from 28 % to 94 %

Relative to the similar schools group, your school's

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

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

	2016	2017	2018	Similar Schools 2018	Network 2018	State 2018
Above Level	11 %	17 %	18 %	13 %	10 %	15 %
At Level	73 %	62 %	55 %	59 %	52 %	52 %
Below Level	17 %	21 %	27 %	28 %	33 %	28 %

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

	2016	2017	2018	Similar Schools 2018	Network 2018	State 2018
Above Level	9 %	17 %	20 %	13 %	10 %	16 %
At Level	73 %	62 %	55 %	57 %	52 %	51 %
Below Level	18 %	21 %	24 %	29 %	33 %	29 %

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

	2016	2017	2018	Similar Schools 2018	Network 2018	State 2018
Above Level	6 %	11 %	12 %	12 %	7 %	14 %
At Level	76 %	65 %	58 %	59 %	56 %	53 %
Below Level	18 %	24 %	30 %	29 %	32 %	26 %

Percentage of students in Semester 2 by year level

Year level	Rating	Measurement and geometry			Number and Algebra			Statistics and probability		
		2016	2017	2018	2016	2017	2018	2016	2017	2018
Year 7	Above Level	17 %	11 %	19 %	14 %	12 %	24 %	5 %	0 %	17 %
	At Level	61 %	69 %	63 %	65 %	71 %	58 %	76 %	0 %	66 %
	Below Level	22 %	20 %	18 %	20 %	18 %	18 %	19 %	0 %	17 %
Total Students		113	119	131	113	119	131	112	0	131
Year 8	Above Level	8 %	19 %	18 %	6 %	21 %	15 %	7 %	11 %	8 %
	At Level	79 %	61 %	44 %	75 %	57 %	52 %	77 %	65 %	49 %
	Below Level	13 %	21 %	39 %	19 %	22 %	33 %	16 %	24 %	44 %
Total Students		111	112	119	111	113	119	111	109	119
Year 9	Above Level	7 %	23 %	17 %	7 %	20 %	22 %	4 %	0 %	0 %
	At Level	79 %	54 %	58 %	79 %	57 %	56 %	76 %	0 %	0 %
	Below Level	14 %	22 %	26 %	15 %	23 %	22 %	19 %	0 %	0 %
Total Students		90	107	113	89	107	113	89	0	0

NAPLAN - NUMERACY: YEAR 3

Percentage of students by NAPLAN bands

In 2018:
Percentage of students in top two bands
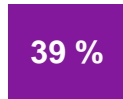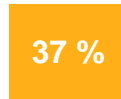
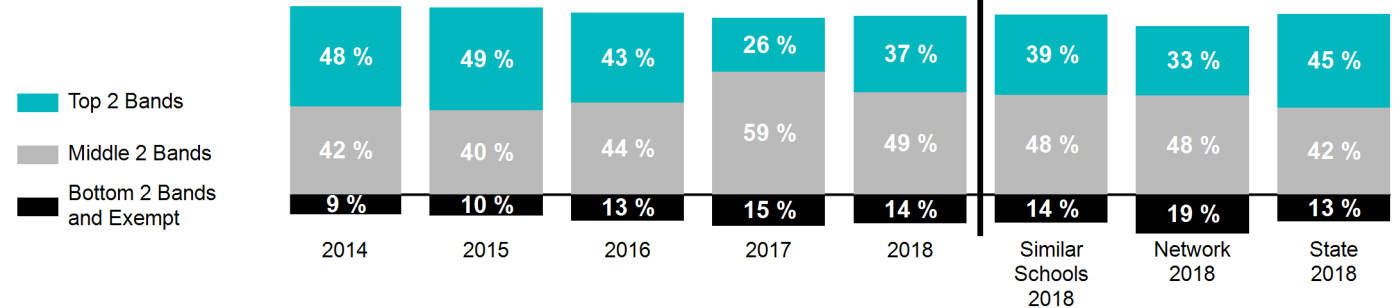| Your school	Similar schools	
37 %	**39 %**	Ranging from 20 % to 64 %

Relative to the similar schools group, your school's result is similar to 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 by 2020.

State-wide patterns

Across Victorian Government schools in 2018, 45% of Year 3 students achieved in the top two bands for NAPLAN Numeracy - this a 3 percentage point improvement on 2017. Students from a disadvantaged background, performed 28 percentage points below their peers in this top 2 bands measure.

Count and percentage of students

|	Brookside P-9 College										Similar Schools	Network	State
	2014		**2015**		**2016**		**2017**		**2018**		**Similar Schools**	**Network**	**State**
Band	n	%	n	%	n	%	n	%	n	%	%	%	%
Band 6	18	21 %	24	27 %	26	25 %	15	13 %	15	13 %	14 %	13 %	19 %
Band 5	23	27 %	20	22 %	19	18 %	16	13 %	27	24 %	24 %	20 %	26 %
Band 4	23	27 %	24	27 %	20	19 %	44	37 %	36	32 %	29 %	30 %	26 %
Band 3	13	15 %	12	13 %	26	25 %	27	23 %	20	18 %	19 %	18 %	16 %
Band 2	6	7 %	6	7 %	10	10 %	12	10 %	11	10 %	11 %	15 %	8 %
Band 1	1	1 %	0	0 %	0	0 %	1	1 %	2	2 %	1 %	2 %	1 %
Exempt	1	1 %	3	3 %	3	3 %	5	4 %	3	3 %	1 %	2 %	3 %
Participation	**85**	**94 %**	**89**	**92 %**	**104**	**97 %**	**120**	**93 %**	**114**	**94 %**	**94 %**	**93 %**	**94 %**
Absent	1	1 %	3	3 %	1	1 %	3	2 %	4	3 %	3 %	4 %	3 %
Withdrawn	4	4 %	5	5 %	2	2 %	6	5 %	3	2 %	3 %	3 %	3 %
Total Students	**90**		**97**		**107**		**129**		**121**				
Average Scale Score	421.0		435.1		419.7		398.4		405.9		406.0	396.5	418.5

Percentage of students in top two bands between 2016 and 2018
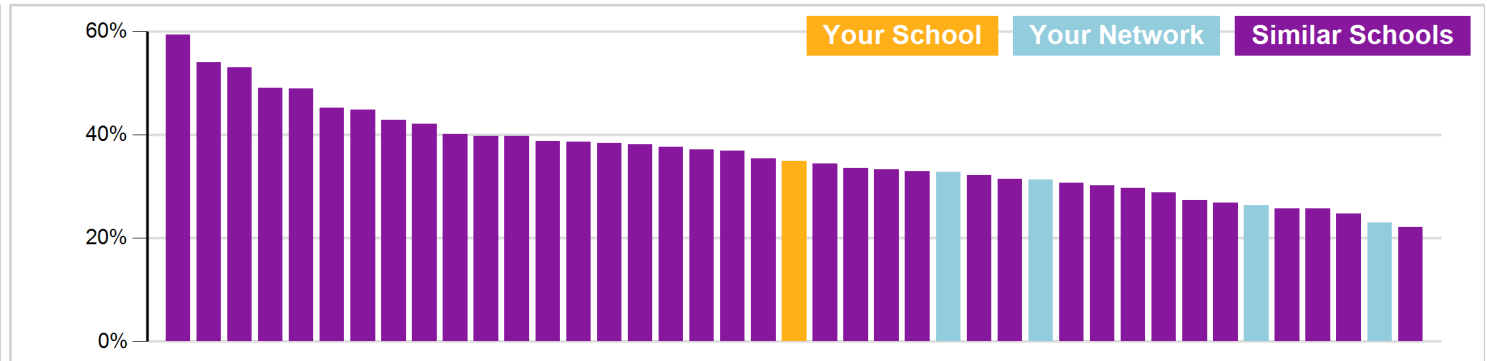
Between 2016 and 2018:
Percentage of students in top two bands
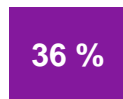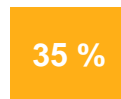
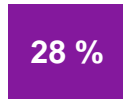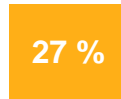| Your school	Similar schools	
35 %	**36 %**	Ranging from 22 % to 59 %

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

In 2018:
Percentage of students in top two bands

Your school	Similar schools	
27 %	**28 %**	Ranging from 10 % to 56 %

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

THE EDUCATION STATE TARGET: By 2020, 25 per cent more Year 5 students will be reaching the highest levels of achievement in Mathematics.

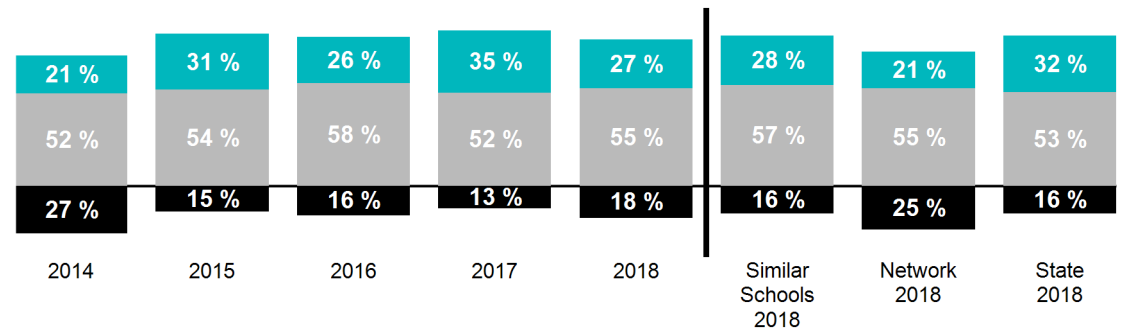**State-wide patterns**

Across Victorian Government schools in 2018, 32% of Year 5 students achieved in the top two bands for NAPLAN Numeracy - similar to 2017. Students from a disadvantaged background performed 24 percentage points below their peers in this top 2 bands measure. Two thirds of all 2016 Year 3 government school students in the top two bands, maintained their high performance into Year 5 in 2018.

Between 2016 and 2018:
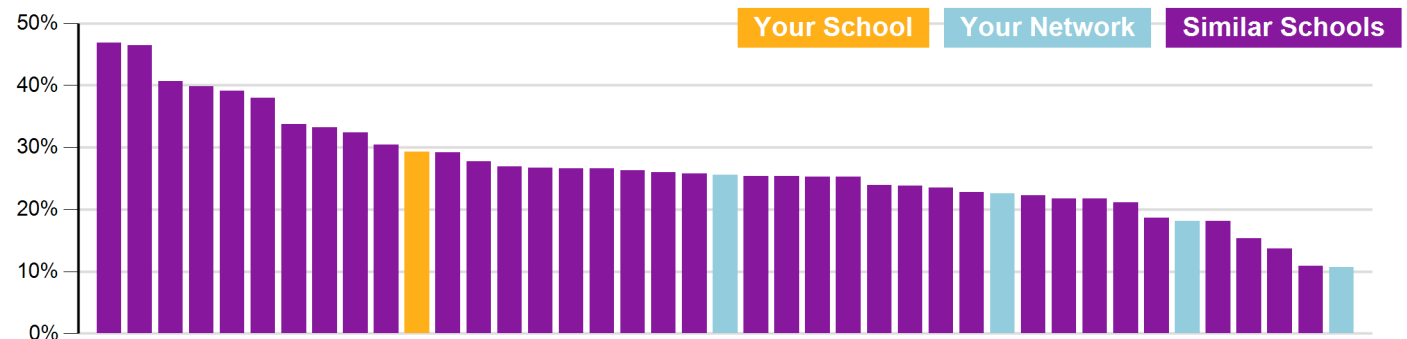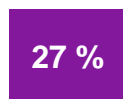Percentage of students in top two bands

Your school	Similar schools	
29 %	**27 %**	Ranging from 11 % to 47 %

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

Percentage of students by NAPLAN bands

Count and percentage of students

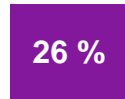|	Brookside P-9 College											Similar Schools	Network	State
	2014		2015		2016		2017		2018					
Band	n	%	n	%	n	%	n	%	n	%	%	%	%
Band 8	7	9 %	9	10 %	10	10 %	7	7 %	8	8 %	10 %	7 %	12 %
Band 7	9	12 %	19	21 %	15	15 %	26	28 %	21	20 %	18 %	13 %	19 %
Band 6	22	29 %	28	31 %	31	32 %	22	23 %	19	18 %	27 %	25 %	26 %
Band 5	17	23 %	20	22 %	25	26 %	27	29 %	39	37 %	29 %	30 %	27 %
Band 4	15	20 %	9	10 %	10	10 %	9	10 %	16	15 %	13 %	18 %	11 %
Band 3	1	1 %	0	0 %	2	2 %	0	0 %	0	0 %	2 %	4 %	1 %
Exempt	4	5 %	4	4 %	4	4 %	3	3 %	3	3 %	1 %	3 %	3 %
Participation	75	93 %	89	97 %	97	96 %	94	96 %	106	96 %	94 %	94 %	94 %
Absent	5	6 %	3	3 %	2	2 %	3	3 %	2	2 %	4 %	4 %	3 %
Withdrawn	1	1 %	0	0 %	2	2 %	1	1 %	2	2 %	2 %	2 %	3 %
Total Students	81		92		101		98		110				
Average Scale Score	485.9		503.3		496.4		500.1		485.4		493.3	478.2	501.7

Percentage of students in top two bands between 2016 and 2018

In 2018:
Percentage of students in top two bands

Your school	Similar schools	
22 %	**26 %**	Ranging from 7 % to 41 %

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

Year 7 NAPLAN Numeracy results (along with Year 3 and Year 5 results) are among the **lead indicators** for the Year 9 Education State target of 25% more students achieving the highest levels in Mathematics by 2025.

State-wide patterns

Across Victorian Government schools in 2018, 26% of Year 7 students achieved in the top two bands for NAPLAN Numeracy - slightly lower than 2017. Students from a disadvantaged background performed 20 percentage points below their peers in this top 2 bands measure. 72% of all 2016 Year 5 government school students in the top two bands, maintained their high performance into Year 7 in 2018.

Between 2016 and 2018:
Percentage of students in top two bands

Your school	Similar schools	
29 %	**25 %**	Ranging from 11 % to 40 %

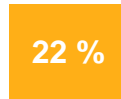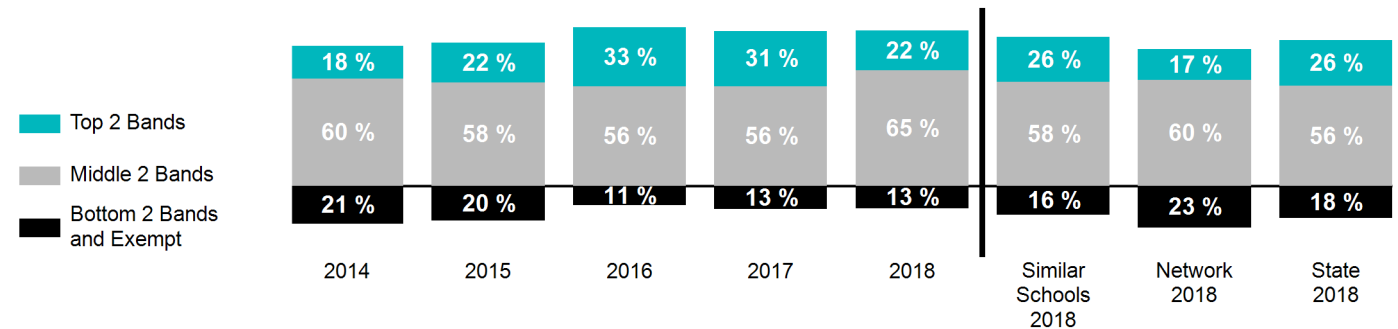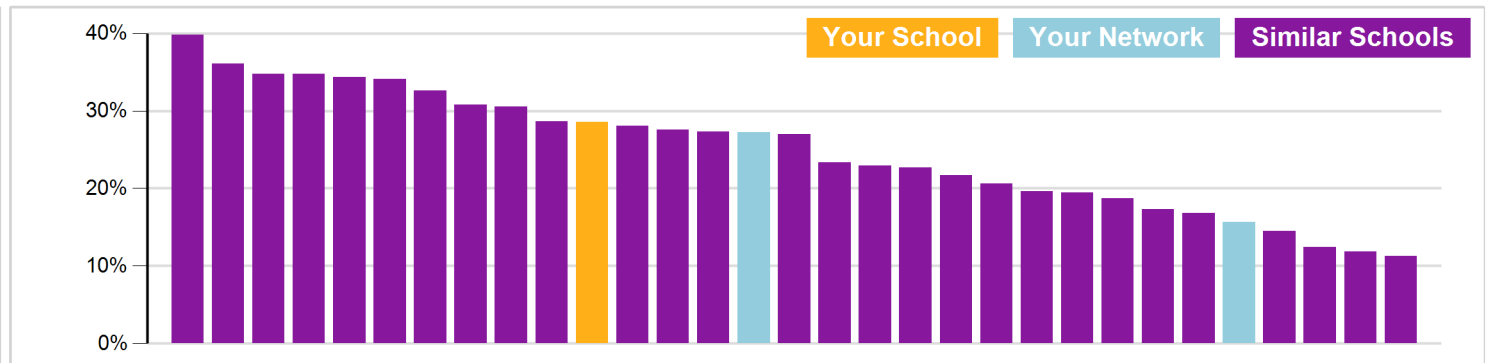Relative to the similar schools group, your school's result is above the results for secondary schools with similar characteristics.

Percentage of students by NAPLAN bands

Count and percentage of students

	Brookside P-9 College									Similar Schools	Network	State
	2014		**2015**		**2016**		**2017**		**2018**			
Band	n	%	n	%	n	%	n	%	n	%	%	%	%
Band 9	8	8 %	12	11 %	14	13 %	16	14 %	11	9 %	9 %	5 %	10 %
Band 8	10	10 %	12	11 %	22	20 %	20	17 %	17	14 %	17 %	12 %	16 %
Band 7	24	24 %	30	28 %	38	35 %	37	32 %	48	38 %	30 %	26 %	29 %
Band 6	35	36 %	32	30 %	23	21 %	28	24 %	33	26 %	29 %	34 %	28 %
Band 5	17	17 %	16	15 %	7	6 %	13	11 %	13	10 %	13 %	17 %	12 %
Band 4	3	3 %	1	1 %	0	0 %	0	0 %	1	1 %	2 %	3 %	2 %
Exempt	1	1 %	4	4 %	5	5 %	2	2 %	2	2 %	1 %	3 %	4 %
Participation	98	100 %	107	96 %	109	97 %	116	93 %	125	95 %	92 %	94 %	92 %
Absent	0	0 %	3	3 %	3	3 %	4	3 %	4	3 %	6 %	4 %	5 %
Withdrawn	0	0 %	1	1 %	0	0 %	5	4 %	3	2 %	2 %	2 %	2 %
Total Students	98		111		112		125		132				
Average Scale Score	531.2		545.1		567.0		556.2		546.6		543.2	525.8	545.3

Percentage of students in top two bands between 2016 and 2018

In 2018:
Percentage of students in top two bands

Your school	Similar schools	
25 %	**20 %**	Ranging from 8 % to 32 %

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

THE EDUCATION STATE TARGET: By 2025, 25 per cent more Year 9 students will be reaching the highest levels of achievement in Mathematics.

State-wide patterns

Across Victorian Government schools in 2018, 24% of Year 9 students achieved in the top two bands for NAPLAN Numeracy - a 4 percentage point improvement on 2017. Students from a disadvantaged background performed 17 percentage points below their peers in this top 2 bands measure. Two thirds of all 2016 Year 7 government school students in the top two bands, maintained their high performance into Year 9 in 2018.
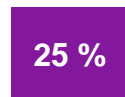
Between 2016 and 2018:
Percentage of students in top two bands

Your school	Similar schools	
22 %	**17 %**	Ranging from 6 % to 28 %

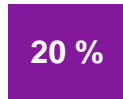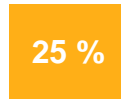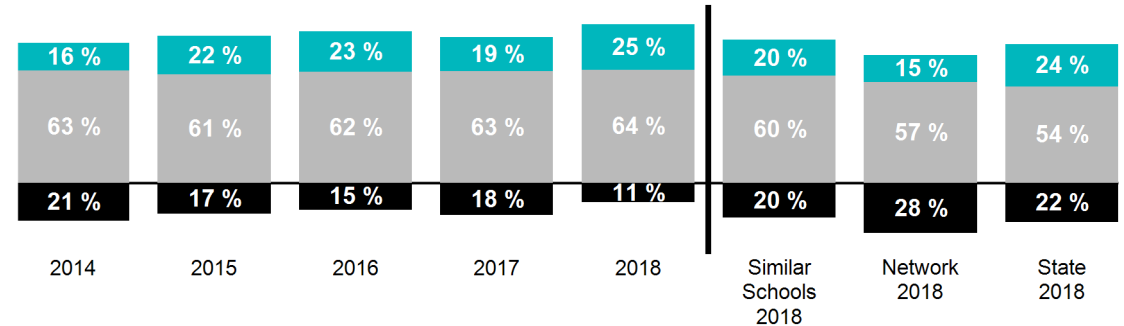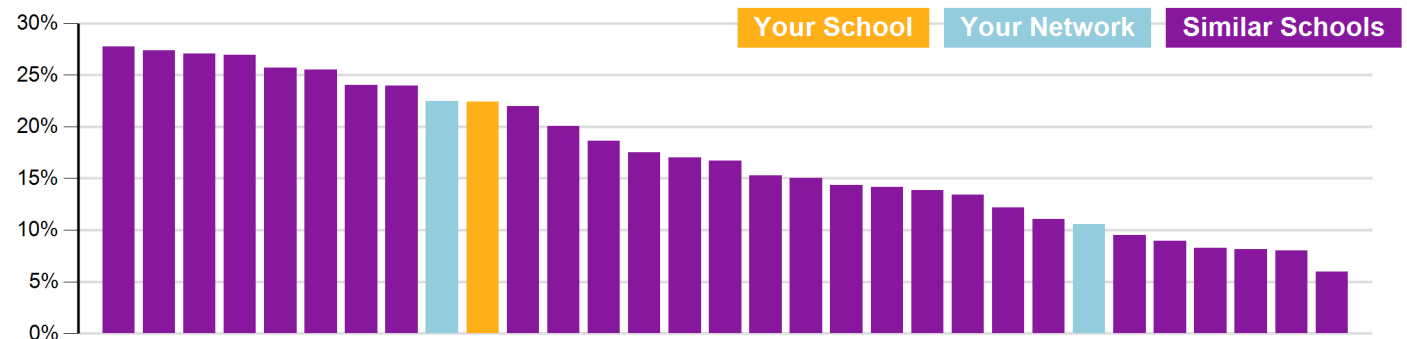Relative to the similar schools group, your school's result is above the results for secondary schools with similar characteristics.

Percentage of students by NAPLAN bands

Count and percentage of students

	Brookside P-9 College													Similar Schools	Network	State
	2014		2015		2016		2017		2018						
Band	n	%	n	%	n	%	n	%	n	%	%	%	%
Band 10	4	3 %	6	5 %	4	4 %	6	6 %	10	9 %	6 %	4 %	9 %
Band 9	16	13 %	19	17 %	17	18 %	14	13 %	18	16 %	14 %	11 %	14 %
Band 8	30	24 %	33	29 %	35	38 %	39	37 %	26	24 %	26 %	22 %	24 %
Band 7	50	39 %	37	32 %	23	25 %	27	26 %	44	40 %	34 %	35 %	30 %
Band 6	22	17 %	17	15 %	9	10 %	15	14 %	11	10 %	15 %	19 %	14 %
Band 5	1	1 %	1	1 %	1	1 %	3	3 %	0	0 %	3 %	3 %	3 %
Exempt	4	3 %	2	2 %	4	4 %	1	1 %	1	1 %	2 %	6 %	5 %
Participation	**127**	**93 %**	**115**	**97 %**	**93**	**98 %**	**105**	**97 %**	**110**	**94 %**	**85 %**	**87 %**	**86 %**
Absent	7	5 %	2	2 %	2	2 %	2	2 %	5	4 %	11 %	9 %	10 %
Withdrawn	2	1 %	2	2 %	0	0 %	1	1 %	2	2 %	4 %	4 %	4 %
Total Students	**136**		**119**		**95**		**108**		**117**				
Average Scale Score	575.6		587.2		596.3		588.8		595.0		586.4	575.1	593.9

Percentage of students in top two bands between 2016 and 2018

NAPLAN - READING: YEAR 3

In 2018:
Percentage of students in top two bands

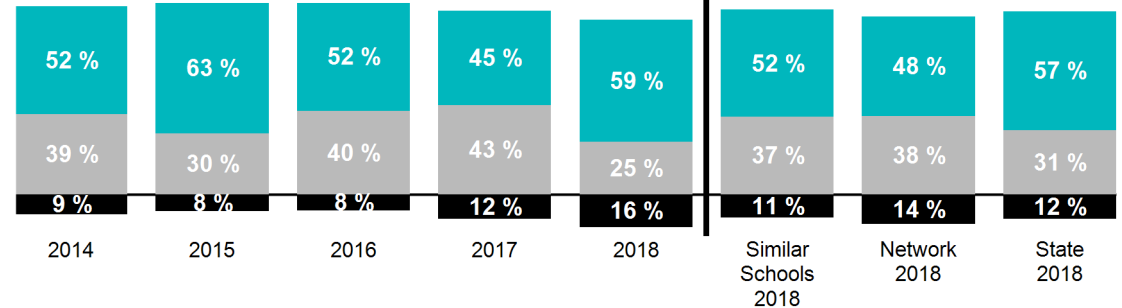| Your school	Similar schools	
59 %	**52 %**	Ranging from 36 % to 69 %

Relative to the similar schools group, your school's result is above 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 by 2020.

State-wide patterns

Across Victorian Government schools in 2018, 57% of Year 3 students achieved in the top two bands for NAPLAN Reading - this a 6 percentage point improvement on 2017. Students from a disadvantaged background performed 28 percentage points below their peers in this top 2 bands measure.

Percentage of students by NAPLAN bands

Count and percentage of students

	Brookside P-9 College											Similar Schools	Network	State
	2014		2015		2016		2017		2018					
Band	n	%	n	%	n	%	n	%	n	%	%	%	%
Band 6	19	22 %	34	39 %	30	29 %	25	21 %	36	32 %	25 %	23 %	33 %
Band 5	25	29 %	21	24 %	24	23 %	30	25 %	31	27 %	26 %	25 %	25 %
Band 4	18	21 %	17	19 %	29	28 %	23	19 %	17	15 %	23 %	22 %	19 %
Band 3	15	18 %	9	10 %	13	13 %	29	24 %	12	11 %	14 %	15 %	12 %
Band 2	6	7 %	4	5 %	4	4 %	8	7 %	11	10 %	7 %	9 %	6 %
Band 1	1	1 %	0	0 %	1	1 %	1	1 %	4	4 %	3 %	3 %	2 %
Exempt	1	1 %	3	3 %	3	3 %	5	4 %	3	3 %	1 %	2 %	4 %
Participation	**85**	**94 %**	**88**	**91 %**	**104**	**97 %**	**121**	**94 %**	**114**	**94 %**	**94 %**	**94 %**	**94 %**
Absent	0	0 %	4	4 %	1	1 %	2	2 %	3	2 %	3 %	2 %	3 %
Withdrawn	5	6 %	5	5 %	2	2 %	6	5 %	4	3 %	3 %	4 %	3 %
Total Students	**90**		**97**		**107**		**129**		**121**				
Average Scale Score	422.9		454.3		439.8		425.7		438.5		431.2	423.7	446.4
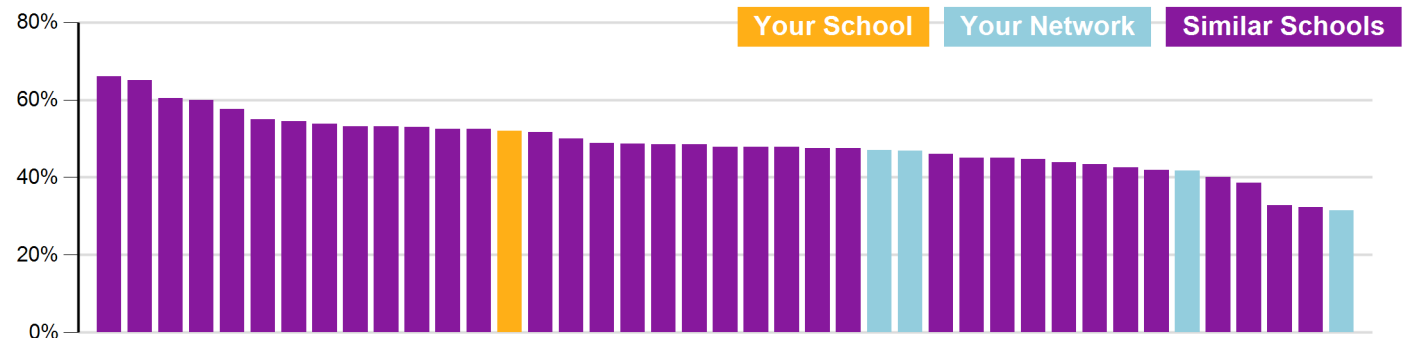
Between 2016 and 2018:
Percentage of students in top two bands

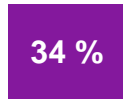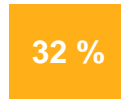| Your school	Similar schools	
52 %	**48 %**	Ranging from 31 % to 66 %

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

Percentage of students in top two bands between 2016 and 2018

In 2018:
Percentage of students in top two bands

Your school	Similar schools	
32 %	**34 %**	Ranging from 14 % to 59 %

Relative to the similar schools group, your school's result is similar to the results for primary schools with similar characteristics.
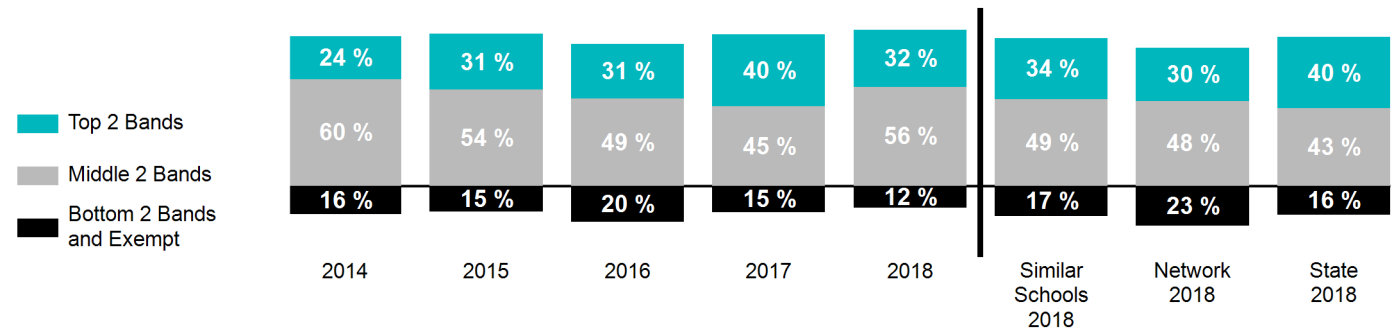
THE EDUCATION STATE TARGET: By 2020, 25 per cent more Year 5 students will be reaching the highest levels of achievement in Reading.

State-wide patterns

Across Victorian Government schools in 2018, 40% of Year 5 students achieved in the top two bands for NAPLAN Reading, a marginal improvement on 2017. Students from a disadvantaged background performed 26 percentage points below their peers in this top 2 bands measure. Two thirds of all 2016 Year 3 government school students in the top two bands, maintained their high performance into Year 5 in 2018.
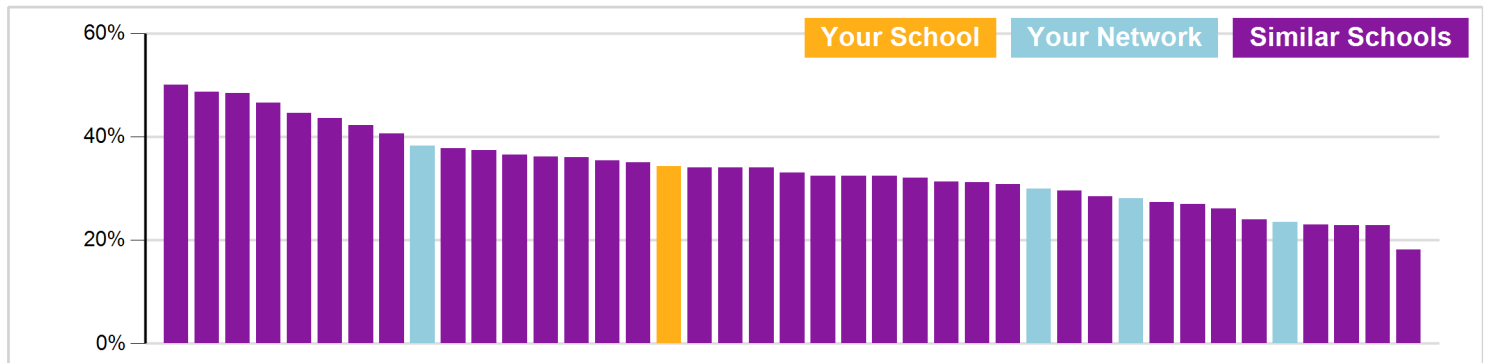
Percentage of students by NAPLAN bands

Legend: Top 2 Bands, Middle 2 Bands, Bottom 2 Bands and Exempt

	2014	2015	2016	2017	2018	Similar Schools 2018	Network 2018	State 2018
Top 2 Bands	24 %	31 %	31 %	40 %	32 %	34 %	30 %	40 %
Middle 2 Bands	60 %	54 %	49 %	45 %	56 %	49 %	48 %	43 %
Bottom 2 Bands and Exempt	16 %	15 %	20 %	15 %	12 %	17 %	23 %	16 %

Count and percentage of students

	Brookside P-9 College													Similar Schools	Network	State
	2014		**2015**		**2016**		**2017**		**2018**						
Band	n	%	n	%	n	%	n	%	n	%	%	%	%
Band 8	3	4 %	11	12 %	9	9 %	9	10 %	13	12 %	14 %	12 %	19 %
Band 7	15	20 %	17	19 %	21	21 %	29	31 %	21	20 %	20 %	18 %	22 %
Band 6	23	31 %	23	26 %	27	28 %	27	29 %	29	27 %	26 %	25 %	24 %
Band 5	22	29 %	25	28 %	21	21 %	15	16 %	30	28 %	23 %	23 %	19 %
Band 4	5	7 %	8	9 %	15	15 %	10	11 %	9	8 %	12 %	13 %	10 %
Band 3	3	4 %	1	1 %	1	1 %	1	1 %	1	1 %	4 %	6 %	3 %
Exempt	4	5 %	4	4 %	4	4 %	3	3 %	3	3 %	1 %	3 %	3 %
Participation	**75**	**93 %**	**89**	**97 %**	**98**	**97 %**	**94**	**96 %**	**106**	**96 %**	**95 %**	**95 %**	**94 %**
Absent	5	6 %	3	3 %	1	1 %	3	3 %	2	2 %	3 %	3 %	3 %
Withdrawn	1	1 %	0	0 %	2	2 %	1	1 %	2	2 %	2 %	3 %	3 %
Total Students	**81**		**92**		**101**		**98**		**110**				
Average Scale Score	489.8		503.7		499.3		511.4		509.7		504.9	493.2	517.8

Between 2016 and 2018:
Percentage of students in top two bands
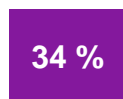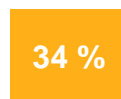
Your school	Similar schools	
34 %	**34 %**	Ranging from 18 % to 50 %

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

Percentage of students in top two bands between 2016 and 2018

Legend: Your School, Your Network, Similar Schools

Percentage of students by NAPLAN bands

In 2018:
Percentage of students in top two bands

Your school	Similar schools	
28 %	**25 %**	Ranging from 8 % to 39 %

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

- Top 2 Bands
- Middle 2 Bands
- Bottom 2 Bands and Exempt
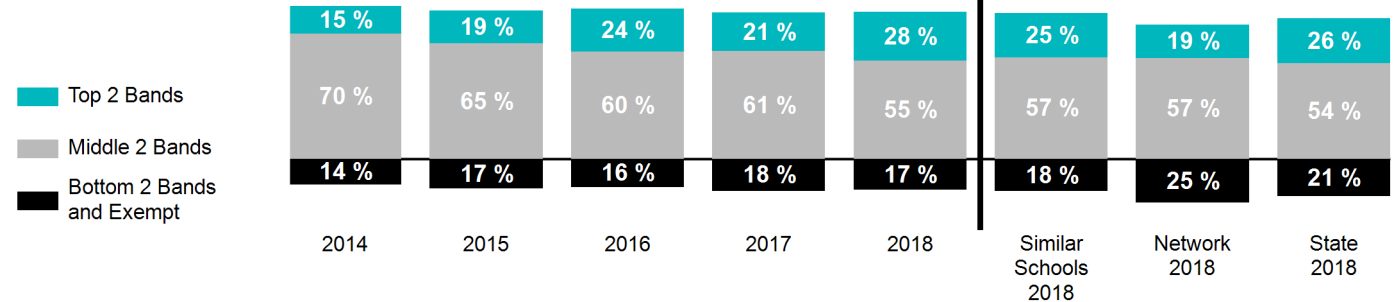
Year 7 NAPLAN Reading results (along with Year 3 and Year 5 results) are among the **lead indicators** for the Year 9 Education State target of 25% more students achieving the highest levels in Reading by 2025.

State-wide patterns

Across Victorian Government schools in 2018, 26% of Year 7 students achieved in the top two bands for NAPLAN Reading - the same as 2017. Students from a disadvantaged background performed 19 percentage points below their peers in this top 2 bands measure. 58% of all 2016 Year 5 government school students in the top two bands, maintained their high performance into Year 7 in 2018.

Count and percentage of students

	Brookside P-9 College										Similar Schools	Network	State
	2014		2015		2016		2017		2018				
Band	n	%	n	%	n	%	n	%	n	%	%	%	%
Band 9	2	2 %	7	6 %	5	5 %	4	3 %	13	10 %	8 %	6 %	9 %
Band 8	13	13 %	13	12 %	21	19 %	21	18 %	22	17 %	17 %	13 %	17 %
Band 7	32	33 %	33	31 %	32	30 %	34	29 %	33	26 %	29 %	26 %	27 %
Band 6	37	38 %	37	34 %	33	31 %	37	32 %	37	29 %	28 %	31 %	26 %
Band 5	10	10 %	13	12 %	12	11 %	14	12 %	14	11 %	12 %	16 %	12 %
Band 4	3	3 %	1	1 %	1	1 %	5	4 %	6	5 %	5 %	6 %	5 %
Exempt	1	1 %	4	4 %	4	4 %	2	2 %	2	2 %	1 %	3 %	4 %
Participation	98	100 %	108	97 %	108	96 %	117	94 %	127	96 %	93 %	94 %	93 %
Absent	0	0 %	2	2 %	4	4 %	3	2 %	2	2 %	5 %	4 %	5 %
Withdrawn	0	0 %	1	1 %	0	0 %	5	4 %	3	2 %	2 %	2 %	2 %
Total Students	98		111		112		125		132				
Average Scale Score	528.6		536.3		545.0		534.6		536.1		535.3	523.4	537.4

Percentage of students in top two bands between 2016 and 2018

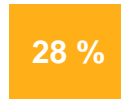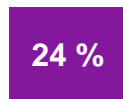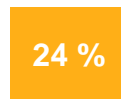**Between 2016 and 2018:**
Percentage of students in top two bands

Your school	Similar schools	
24 %	**24 %**	Ranging from 10 % to 38 %

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

Your School • Your Network • Similar Schools

Percentage of students by NAPLAN bands

In 2018:
Percentage of students in top two bands

Your school	Similar schools	
19 %	**18 %**	Ranging from 8 % to 30 %

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

Legend:
- Top 2 Bands
- Middle 2 Bands
- Bottom 2 Bands and Exempt

Chart values:
- 2014: 14 % / 59 % / 27 %
- 2015: 23 % / 54 % / 23 %
- 2016: 10 % / 71 % / 19 %
- 2017: 16 % / 57 % / 27 %
- 2018: 19 % / 61 % / 20 %
- Similar Schools 2018: 18 % / 57 % / 24 %
- Network 2018: 12 % / 56 % / 32 %
- State 2018: 20 % / 53 % / 27 %

EDUCATION STATE TARGET: By 2025, 25 per cent more Year 9 students will be reaching the highest levels of achievement in Reading.

State-wide patterns

Across Victorian Government schools in 2018, 20% of Year 9 students achieved in the top two bands for NAPLAN Reading - this a 3 percentage point improvement on 2017. Students from a disadvantaged background performed 15 percentage points below their peers in this top 2 bands measure. 59% of all 2016 Year 7 government school students in the top two bands, maintained their high performance into Year 9 in 2018.

Count and percentage of students

	Brookside P-9 College										Similar Schools	Network	State
	2014		**2015**		**2016**		**2017**		**2018**				
Band	n	%	n	%	n	%	n	%	n	%	%	%	%
Band 10	4	3 %	10	9 %	2	2 %	2	2 %	4	4 %	5 %	3 %	6 %
Band 9	14	11 %	16	14 %	7	7 %	15	14 %	17	15 %	13 %	9 %	14 %
Band 8	33	25 %	30	26 %	33	35 %	30	29 %	35	32 %	28 %	25 %	27 %
Band 7	44	34 %	32	28 %	34	36 %	30	29 %	33	30 %	29 %	31 %	26 %
Band 6	28	21 %	23	20 %	12	13 %	20	19 %	13	12 %	17 %	18 %	16 %
Band 5	4	3 %	2	2 %	2	2 %	7	7 %	8	7 %	5 %	7 %	6 %
Exempt	4	3 %	2	2 %	4	4 %	1	1 %	1	1 %	2 %	6 %	5 %
Participation	**131**	**96 %**	**115**	**97 %**	**94**	**99 %**	**105**	**97 %**	**111**	**95 %**	**87 %**	**89 %**	**87 %**
Absent	3	2 %	3	3 %	1	1 %	2	2 %	4	3 %	9 %	8 %	9 %
Withdrawn	2	1 %	1	1 %	0	0 %	1	1 %	2	2 %	4 %	4 %	4 %
Total Students	**136**		**119**		**95**		**108**		**117**				
Average Scale Score	571.1		585.3		579.4		563.4		581.9		578.9	567.7	581.1

Percentage of students in top two bands between 2016 and 2018

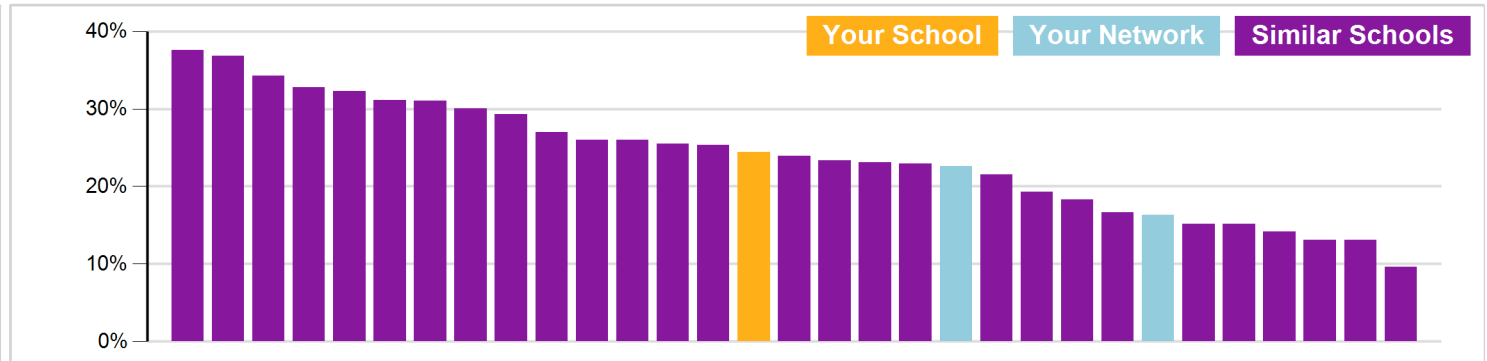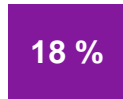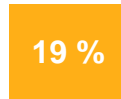### Between 2016 and 2018:
Percentage of students in top two bands
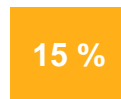
Your school	Similar schools	
15 %	**17 %**	Ranging from 7 % to 29 %

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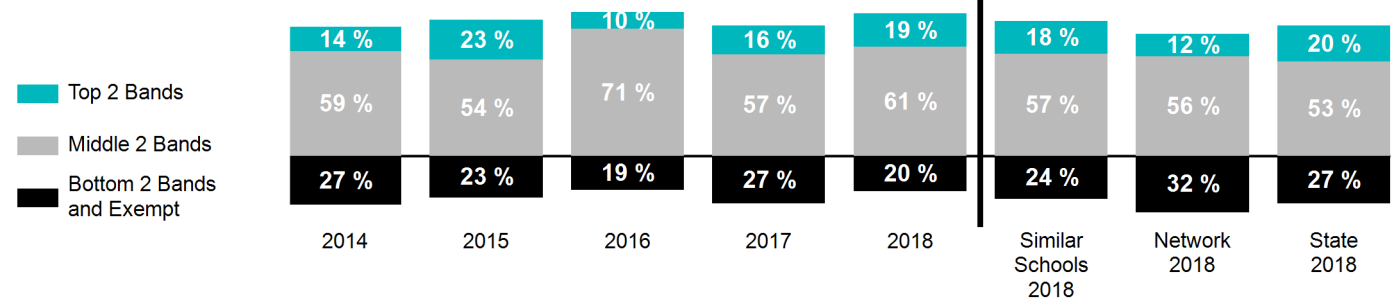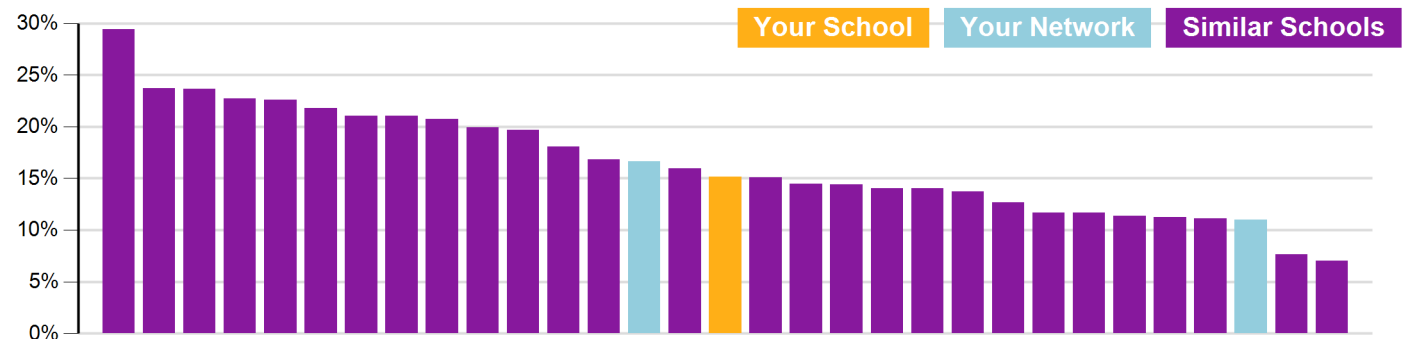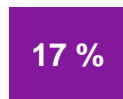

Legend: Your School, Your Network, Similar Schools

Percentage of students by NAPLAN bands

In 2018:
Percentage of students in top two bands
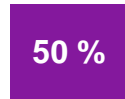
Your school	Similar schools	
44 %	**50 %**	Ranging from 27 % to 81 %

Relative to the similar schools group, your school's result is 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 schools in 2018, 51% of Year 3 students achieved in the top two bands for NAPLAN Writing - similar to 2017. Male students performed 16 percentage points below female students on this top 2 bands measure.

Count and percentage of students

|	Brookside P-9 College										Similar Schools	Network	State
	2014		2015		2016		2017		2018				
Band	n	%	n	%	n	%	n	%	n	%	%	%	%
Band 6	12	14 %	13	15 %	12	12 %	17	14 %	7	6 %	11 %	9 %	12 %
Band 5	49	58 %	46	52 %	35	34 %	49	40 %	44	38 %	39 %	32 %	39 %
Band 4	14	16 %	22	25 %	30	29 %	30	25 %	29	25 %	24 %	23 %	23 %
Band 3	8	9 %	4	4 %	18	17 %	19	16 %	21	18 %	17 %	22 %	16 %
Band 2	1	1 %	0	0 %	5	5 %	2	2 %	7	6 %	5 %	7 %	4 %
Band 1	0	0 %	0	0 %	0	0 %	0	0 %	4	3 %	3 %	4 %	2 %
Exempt	1	1 %	4	4 %	3	3 %	5	4 %	3	3 %	1 %	2 %	4 %
Participation	85	94 %	89	92 %	103	96 %	122	95 %	115	95 %	94 %	94 %	94 %
Absent	0	0 %	2	2 %	1	1 %	1	1 %	2	2 %	3 %	2 %	3 %
Withdrawn	5	6 %	6	6 %	3	3 %	6	5 %	4	3 %	3 %	3 %	3 %
Total Students	90		97		107		129		121				
Average Scale Score	437.8		445.2		419.9		426.3		404.7		415.4	401.9	419.6

Percentage of students in top two bands between 2016 and 2018
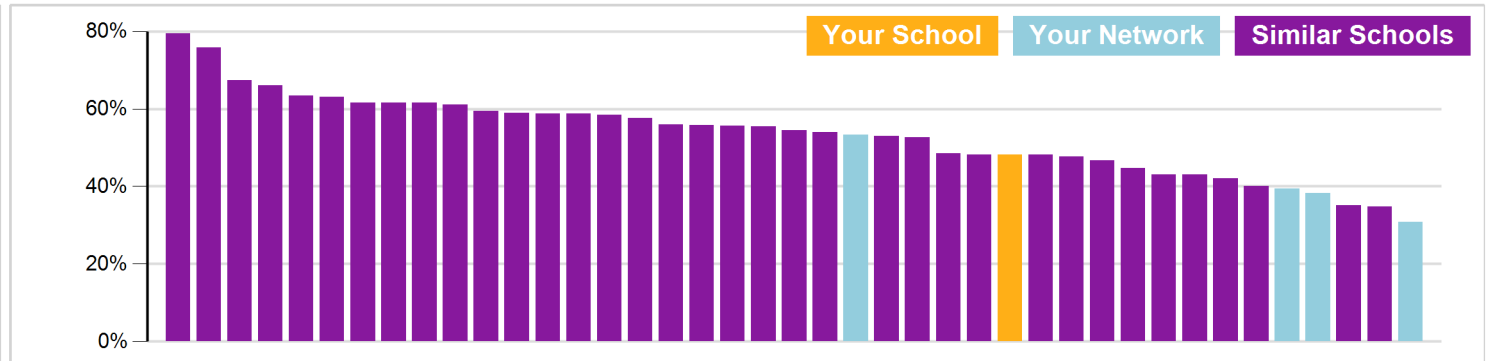
Between 2016 and 2018:
Percentage of students in top two bands

Your school	Similar schools	
48 %	**53 %**	Ranging from 31 % to 79 %

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

Percentage of students by NAPLAN bands

In 2018:
Percentage of students in top two bands

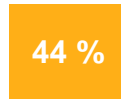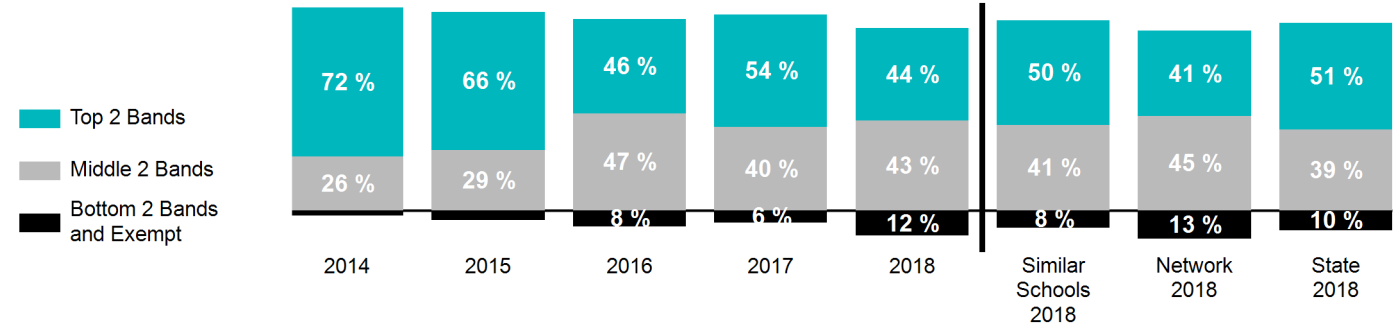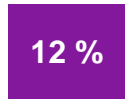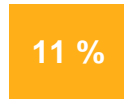| Your school	Similar schools	
11 %	**12 %**	Ranging from 2 % to 29 %

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 schools in 2018, 14% of Year 5 students achieved in the top two bands for NAPLAN Writing - this is 4 percentage points below 2017. Male students performed 9 percentage points below female students on this top 2 bands measure. 23% of all 2016 Year 3 government school students in the top two bands, maintained their high performance into Year 5 in 2018.

Count and percentage of students

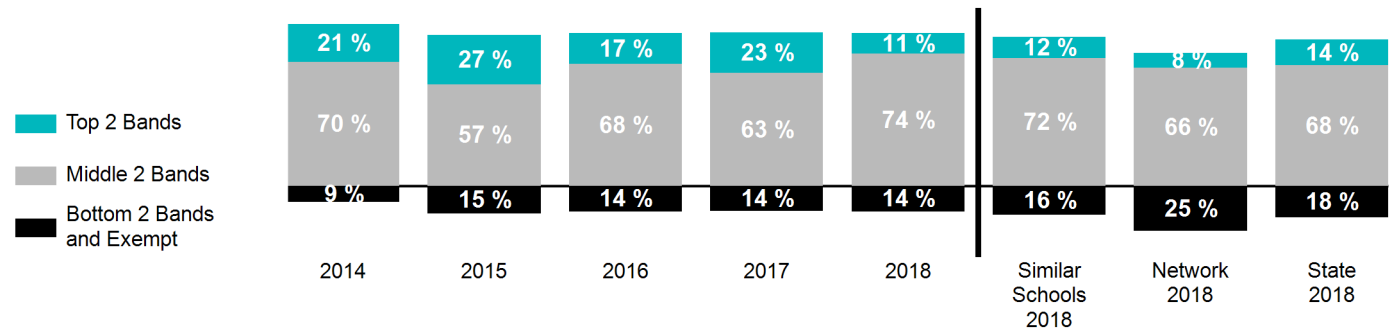|	Brookside P-9 College										Similar Schools	Network	State
	2014		2015		2016		2017		2018				
Band	n	%	n	%	n	%	n	%	n	%	%	%	%
Band 8	4	5 %	4	4 %	2	2 %	2	2 %	2	2 %	3 %	2 %	3 %
Band 7	12	16 %	21	23 %	15	15 %	19	20 %	10	10 %	9 %	6 %	11 %
Band 6	29	38 %	27	30 %	34	35 %	35	38 %	29	28 %	30 %	25 %	29 %
Band 5	24	32 %	25	27 %	33	34 %	24	26 %	49	47 %	42 %	41 %	38 %
Band 4	3	4 %	7	8 %	5	5 %	6	6 %	8	8 %	9 %	11 %	9 %
Band 3	0	0 %	3	3 %	5	5 %	4	4 %	4	4 %	6 %	11 %	6 %
Exempt	4	5 %	4	4 %	4	4 %	3	3 %	3	3 %	1 %	3 %	4 %
Participation	**76**	**94 %**	**91**	**99 %**	**98**	**97 %**	**93**	**95 %**	**105**	**95 %**	**94 %**	**95 %**	**94 %**
Absent	4	5 %	1	1 %	1	1 %	4	4 %	3	3 %	3 %	2 %	3 %
Withdrawn	1	1 %	0	0 %	2	2 %	1	1 %	2	2 %	2 %	3 %	3 %
Total Students	**81**		**92**		**101**		**98**		**110**				
Average Scale Score	494.6		493.8		482.4		491.8		473.9		471.6	456.7	474.9

Percentage of students in top two bands between 2016 and 2018

Between 2016 and 2018:
Percentage of students in top two bands
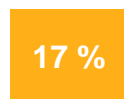
Your school	Similar schools	
17 %	**17 %**	Ranging from 7 % to 35 %

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

In 2018:
Percentage of students in top two bands

Your school	Similar schools	
16 %	**13 %**	Ranging from 3 % to 20 %

Relative to the similar schools group, your school's result is above the results for secondary 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 schools in 2018, 13% of Year 7 students achieved in the top two bands for NAPLAN Writing - this is 4 percentage points below 2017. Male students performed 6 percentage points below female students on this top 2 bands measure. 37% of all 2016 Year 5 government school students in the top two bands, maintained their high performance into Year 7 in 2018.
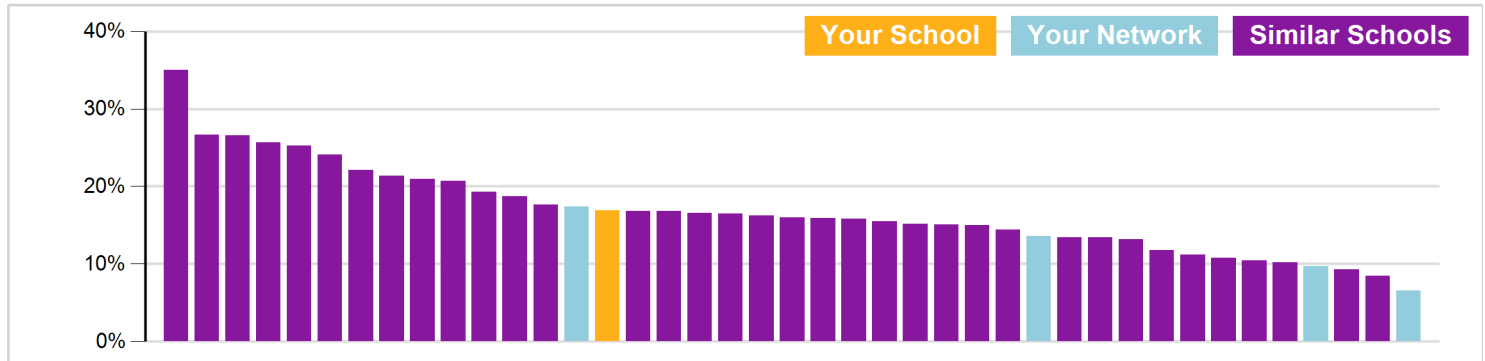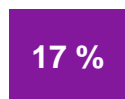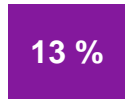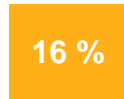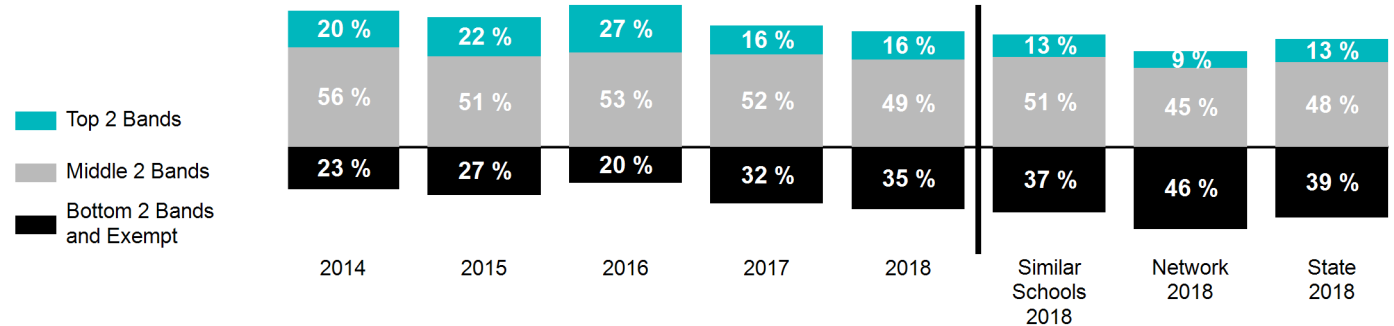
Between 2016 and 2018:
Percentage of students in top two bands

Your school	Similar schools	
19 %	**16 %**	Ranging from 6 % to 23 %

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

Percentage of students by NAPLAN bands

Count and percentage of students

	Brookside P-9 College											Similar Schools	Network	State
	2014		2015		2016		2017		2018					
Band	n	%	n	%	n	%	n	%	n	%	%	%	%
Band 9	4	4 %	5	5 %	7	6 %	4	3 %	2	2 %	2 %	1 %	2 %
Band 8	16	16 %	19	18 %	22	20 %	15	13 %	18	14 %	11 %	8 %	11 %
Band 7	27	28 %	26	24 %	38	35 %	27	23 %	31	25 %	21 %	18 %	20 %
Band 6	28	29 %	29	27 %	20	18 %	34	29 %	31	25 %	30 %	27 %	28 %
Band 5	19	19 %	20	19 %	15	14 %	24	21 %	33	26 %	26 %	30 %	26 %
Band 4	3	3 %	5	5 %	3	3 %	11	9 %	9	7 %	10 %	14 %	10 %
Exempt	1	1 %	4	4 %	4	4 %	2	2 %	2	2 %	1 %	3 %	4 %
Participation	98	100 %	108	97 %	109	97 %	117	94 %	126	95 %	93 %	93 %	93 %
Absent	0	0 %	2	2 %	3	3 %	3	2 %	3	2 %	5 %	5 %	5 %
Withdrawn	0	0 %	1	1 %	0	0 %	5	4 %	3	2 %	2 %	2 %	2 %
Total Students	98		111		112		125		132				
Average Scale Score	530.5		523.1		547.1		510.7		511.0		501.6	488.4	501.4

Percentage of students in top two bands between 2016 and 2018

Percentage of students by NAPLAN bands

In 2018:
Percentage of students in top two bands

Your school	Similar schools	
4 %	**7 %**	Ranging from 3 % to 18 %

Relative to the similar schools group, your school's result is well below the results for secondary 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 schools in 2018, only 9% of Year 9 students achieved in the top two bands for NAPLAN writing - this is 4 percentage points below 2017. Male students performed 5 percentage points below female students on this top 2 bands measure. 30% of all 2016 Year 7 government school students in the top two bands, maintained their high performance into Year 9 in 2018.
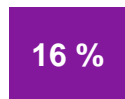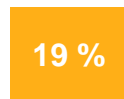

Legend:
- Top 2 Bands
- Middle 2 Bands
- Bottom 2 Bands and Exempt

Bars (2014–2018, Similar Schools 2018, Network 2018, State 2018):

	2014	2015	2016	2017	2018	Similar Schools 2018	Network 2018	State 2018
Top 2 Bands	15 %	19 %	13 %	14 %		7 %		9 %
Middle 2 Bands	58 %	52 %	47 %	53 %	52 %	47 %	37 %	44 %
Bottom 2 Bands and Exempt	28 %	29 %	40 %	32 %	44 %	46 %	59 %	46 %

Count and percentage of students

		Brookside P-9 College											Similar Schools	Network	State
		2014		**2015**		**2016**		**2017**		**2018**					
Band		n	%	n	%	n	%	n	%	n	%	%	%	%	
Band 10		6	5 %	8	7 %	6	6 %	5	5 %	2	2 %	2 %	1 %	3 %
Band 9		13	10 %	14	12 %	6	6 %	10	10 %	2	2 %	6 %	3 %	7 %
Band 8		37	28 %	30	26 %	14	15 %	29	28 %	28	26 %	22 %	16 %	21 %
Band 7		38	29 %	30	26 %	31	33 %	27	26 %	29	27 %	25 %	21 %	23 %
Band 6		21	16 %	22	19 %	19	20 %	15	14 %	31	28 %	23 %	24 %	21 %
Band 5		11	8 %	10	9 %	15	16 %	18	17 %	16	15 %	20 %	29 %	20 %
Exempt		4	3 %	2	2 %	4	4 %	1	1 %	1	1 %	2 %	6 %	5 %
Participation		**130**	**96 %**	**116**	**97 %**	**95**	**100 %**	**105**	**97 %**	**109**	**93 %**	**87 %**	**89 %**	**88 %**
Absent		4	3 %	2	2 %	0	0 %	2	2 %	6	5 %	9 %	7 %	8 %
Withdrawn		2	1 %	1	1 %	0	0 %	1	1 %	2	2 %	4 %	4 %	4 %
Total Students		**136**		**119**		**95**		**108**		**117**				
Average Scale Score		568.3		571.7		552.2		546.7		542.6		532.5	510.7	535.9

Percentage of students in top two bands between 2016 and 2018
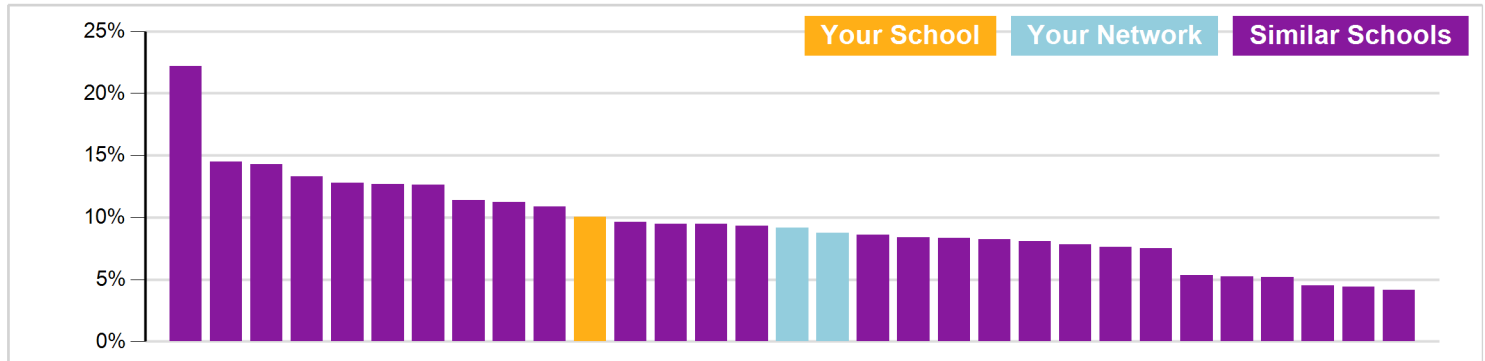
Between 2016 and 2018:
Percentage of students in top two bands

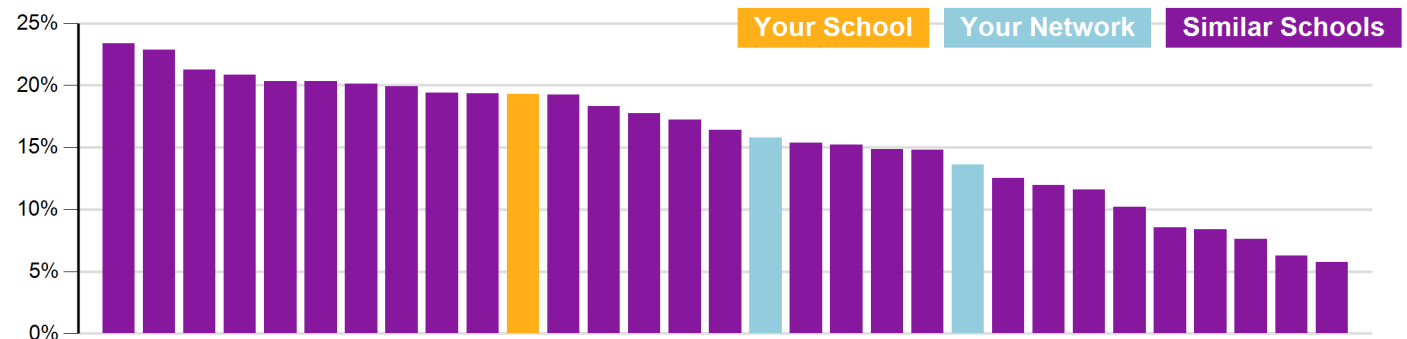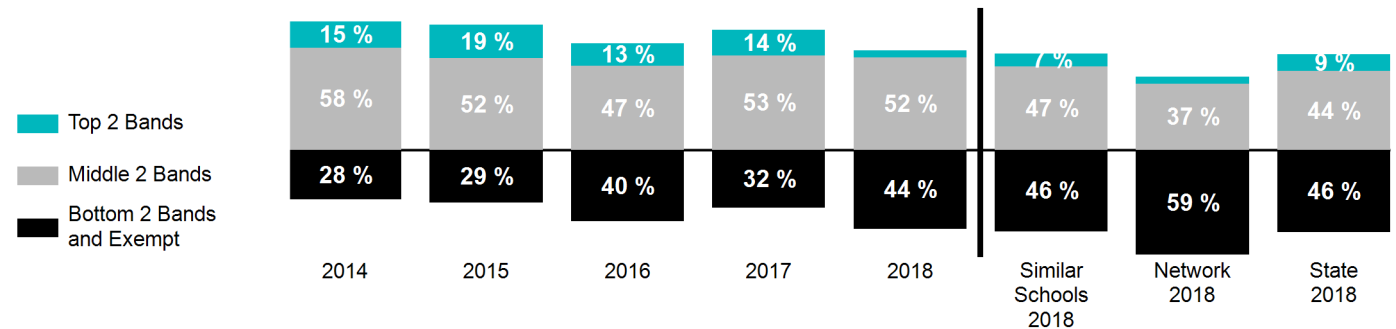| Your school	Similar schools	
10 %	**10 %**	Ranging from 4 % to 22 %

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

Legend: Your School · Your Network · Similar Schools

Percentage of students by relative growth

In 2018:
Percentage of students with high relative gain

Your school	Similar schools	
9 %	**25 %**	Ranging from 7 % to 55 %

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

NAPLAN Numeracy 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 by 2020.

State-wide patterns

Twenty five per cent of ALL (ie Government and non-Government) students in Victoria are classified as having high relative NAPLAN growth every year.

However, results vary at the cohort level. While overall 25% of Government school students achieved high relative growth in 2018, 38% of students with English as an Additional Language achieved this level of growth.

Count and percentage of students

Band	Brookside P-9 College										Similar Schools	Network	State
	2014		**2015**		**2016**		**2017**		**2018**				
	n	%	n	%	n	%	n	%	n	%	%	%	%
High	10	15 %	19	24 %	19	22 %	13	15 %	9	9 %	25 %	20 %	25 %
Medium	31	46 %	39	50 %	41	48 %	46	54 %	52	53 %	50 %	48 %	50 %
Low	26	39 %	20	26 %	25	29 %	26	31 %	38	38 %	26 %	32 %	26 %
Total Students	**67**		**78**		**85**		**85**		**99**				

Between 2016 and 2018:
Percentage of students with high relative gain

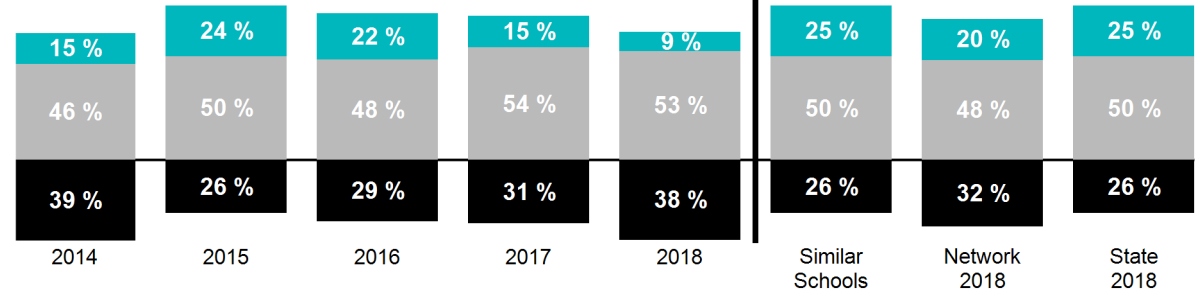| Your school	Similar schools	
15 %	**23 %**	Ranging from 8 % to 40 %

Relative to the similar schools group, your school's result is well below the results for primary schools with similar characteristics.
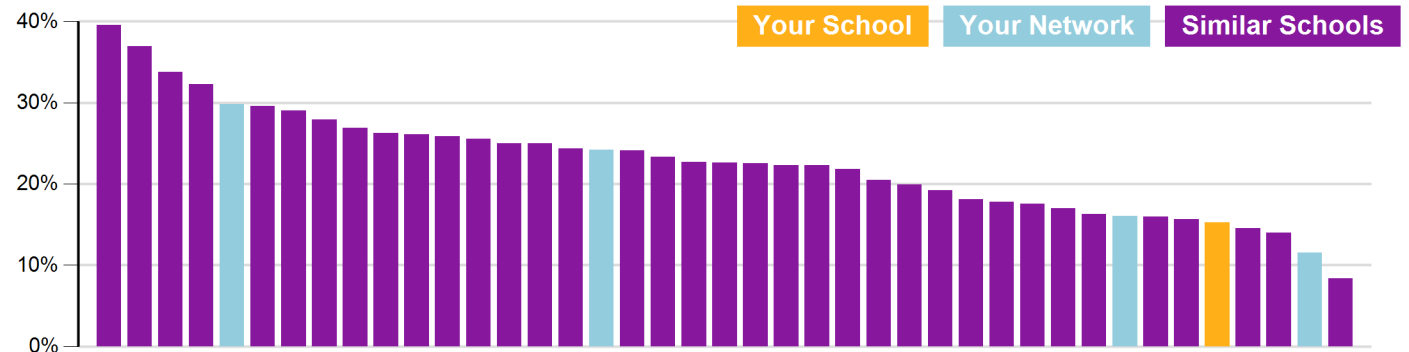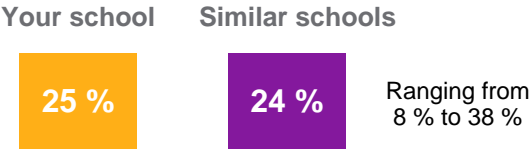
Percentage of students with high relative gain between 2016 and 2018

Percentage of students by relative growth

In 2018:
Percentage of students with high relative gain

Your school	Similar schools	
25 %	**24 %**	Ranging from 8 % to 38 %

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

NAPLAN Numeracy learning gain between Years 3, 5 and 7 is among the **lead indicators** for the Education State target of 25% more Year 9 students achieving the highest levels in Mathematics by 2025.

State-wide patterns

Twenty five per cent of ALL (ie Government and non-Government) students in Victoria are classified as having high relative NAPLAN growth every year.

However, results vary at the cohort level. While overall 22% of Government school students achieved high relative growth in 2018, only 15% Aboriginal students achieved this level of growth.
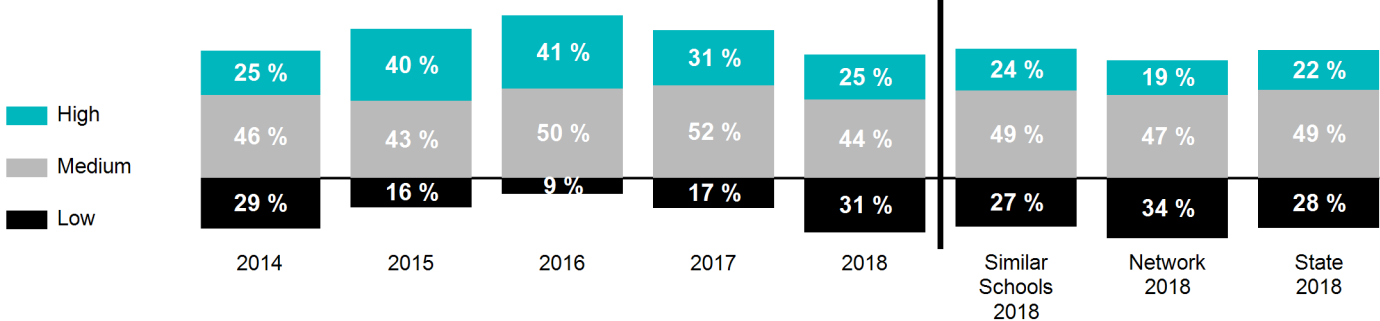
Count and percentage of students

Band	Brookside P-9 College										Similar Schools	Network	State
	2014		**2015**		**2016**		**2017**		**2018**				
	n	%	n	%	n	%	n	%	n	%	%	%	%
High	21	25 %	39	40 %	37	41 %	31	31 %	27	25 %	24 %	19 %	22 %
Medium	39	46 %	42	43 %	45	50 %	52	52 %	47	44 %	49 %	47 %	49 %
Low	24	29 %	16	16 %	8	9 %	17	17 %	33	31 %	27 %	34 %	28 %
Total Students	**84**		**97**		**90**		**100**		**107**				

Between 2016 and 2018:
Percentage of students with high relative gain

Your school	Similar schools	
32 %	**23 %**	Ranging from 12 % to 35 %

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

Percentage of students with high relative gain between 2016 and 2018

Percentage of students by relative growth

	2014	2015	2016	2017	2018	Similar Schools 2018	Network 2018	State 2018
High	22 %	31 %	55 %	34 %	27 %	22 %	25 %	24 %
Medium	55 %	45 %	35 %	49 %	46 %	50 %	48 %	49 %
Low	23 %	24 %	10 %	17 %	26 %	28 %	27 %	27 %

In 2018:
Percentage of students with high relative gain

Your school	Similar schools	
27 %	**22 %**	Ranging from 10 % to 42 %

Relative to the similar schools group, your school's result is above the results for secondary schools with similar characteristics.
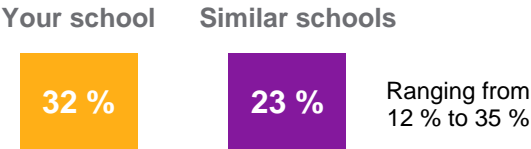
NAPLAN Numeracy learning gain between Years 3, 5 and 7 is among the **lead indicators** for the Education State target of 25% more Year 9 students achieving the highest levels in Mathematics by 2025.

State-wide patterns

Twenty five per cent of ALL (ie Government and non-Government) students in Victoria are classified as having high relative NAPLAN growth every year.

However, results vary at the cohort level. While overall 24% of Government school students achieved high relative growth in 2018, 36% of students with English as an Additional Language achieved this level of growth.

Between 2016 and 2018:
Percentage of students with high relative gain

Your school	Similar schools	
38 %	**23 %**	Ranging from 14 % to 38 %

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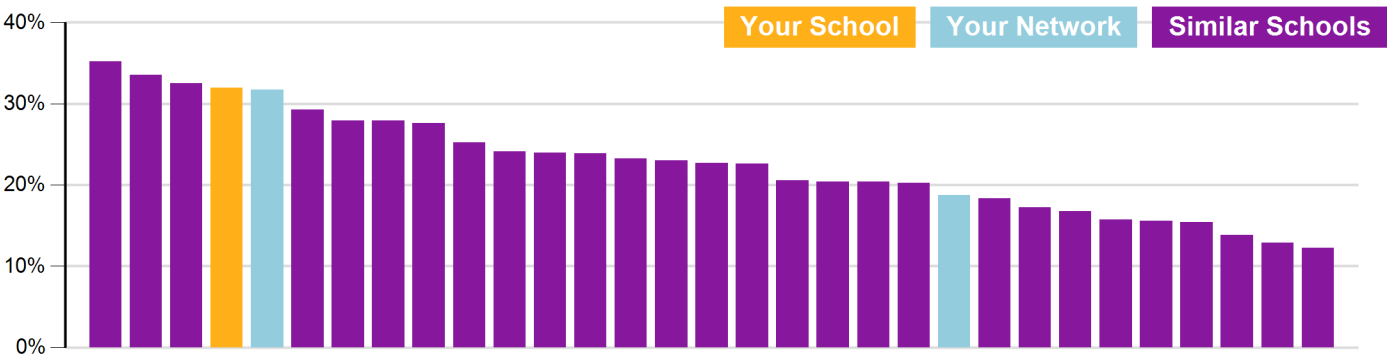
Count and percentage of students

	Brookside P-9 College											Similar Schools	Network	State
	2014		2015		2016		2017		2018					
Band	n	%	n	%	n	%	n	%	n	%	%	%	%
High	24	22 %	34	31 %	47	55 %	31	34 %	28	27 %	22 %	25 %	24 %
Medium	61	55 %	49	45 %	30	35 %	45	49 %	47	46 %	50 %	48 %	49 %
Low	26	23 %	26	24 %	9	10 %	16	17 %	27	26 %	28 %	27 %	27 %
Total Students	111		109		86		92		102				

Percentage of students with high relative gain between 2016 and 2018

Percentage of students by relative growth

Legend: High / Medium / Low

Year	High	Medium	Low
2014	15 %	55 %	30 %
2015	22 %	56 %	22 %
2016	19 %	50 %	31 %
2017	21 %	54 %	25 %
2018	14 %	48 %	37 %
Similar Schools 2018	23 %	49 %	28 %
Network 2018	21 %	52 %	27 %
State 2018	25 %	50 %	25 %

In 2018:
Percentage of students with high relative gain
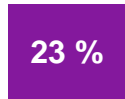
Your school: **14 %** Similar schools: **23 %** Ranging from 9 % to 37 %

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

NAPLAN Reading 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 by 2020.
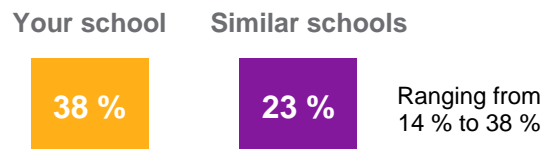
State-wide patterns

Twenty five per cent of ALL (ie Government and non-Government) students in Victoria are classified as having high relative NAPLAN growth every year.

However, results vary at the cohort level. While overall 25% of Government school students achieved high relative growth in 2018, only 19% of students from a disadvantaged background achieved this level of growth.

Between 2016 and 2018:
Percentage of students with high relative gain
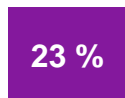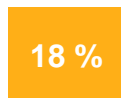
Your school: **18 %** Similar schools: **23 %** Ranging from 13 % to 35 %

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

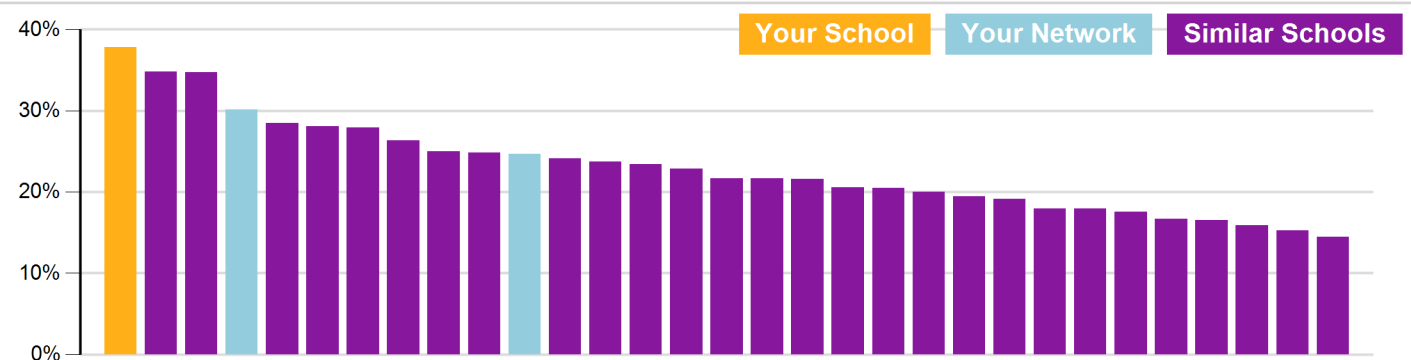**Count and percentage of students**

Band		2014 n	2014 %	2015 n	2015 %	2016 n	2016 %	2017 n	2017 %	2018 n	2018 %	Similar Schools %	Network %	State %
High		10	15 %	17	22 %	17	19 %	18	21 %	14	14 %	23 %	21 %	25 %
Medium		37	55 %	43	56 %	44	50 %	45	54 %	48	48 %	49 %	52 %	50 %
Low		20	30 %	17	22 %	27	31 %	21	25 %	37	37 %	28 %	27 %	25 %
Total Students		67		77		88		84		99				

Brookside P-9 College

Percentage of students with high relative gain between 2016 and 2018

Legend: Your School / Your Network / Similar Schools

In 2018:
Percentage of students with high relative gain

Your school	Similar schools	
28 %	**21 %**	Ranging from 12 % to 35 %

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

NAPLAN Reading learning gain between Years 3, 5 and 7 is among the **lead indicators** for the Education State target of 25% more Year 9 students achieving the highest levels in Reading by 2025.

State-wide patterns

Twenty five per cent of ALL (ie Government and non-Government) students in Victoria are classified as having high relative NAPLAN growth every year.

However, results vary at the cohort level. For example, while overall 22% of Government school students achieved high relative growth, only 14% of Aboriginal students achieved this level of growth.

Between 2016 and 2018:
Percentage of students with high relative gain

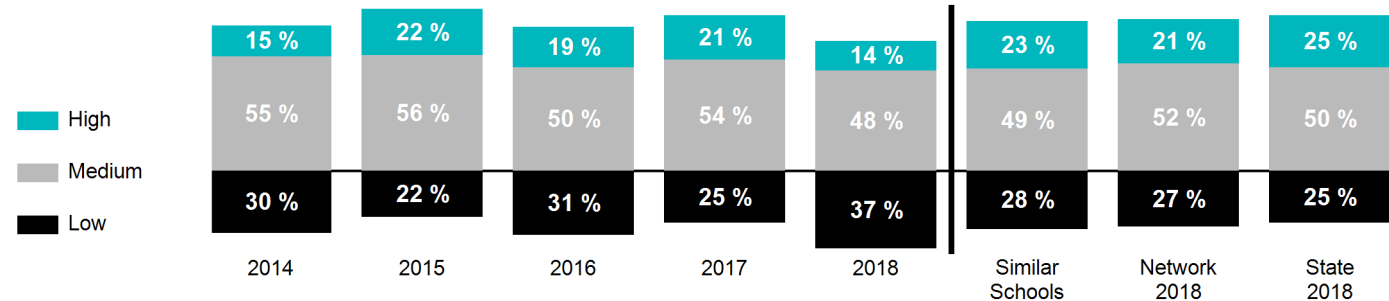| Your school	Similar schools	
27 %	**23 %**	Ranging from 16 % to 36 %

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

Percentage of students by relative growth

Legend: High, Medium, Low

	2014	2015	2016	2017	2018	Similar Schools 2018	Network 2018	State 2018
High	24 %	35 %	31 %	22 %	28 %	21 %	23 %	22 %
Medium	48 %	45 %	55 %	58 %	51 %	50 %	49 %	49 %
Low	29 %	20 %	13 %	19 %	21 %	28 %	28 %	28 %

Count and percentage of students

	Brookside P-9 College											Similar Schools	Network	State
	2014		**2015**		**2016**		**2017**		**2018**					
Band	n	%	n	%	n	%	n	%	n	%	%	%	%	%
High	20	24 %	34	35 %	28	31 %	23	22 %	30	28 %	21 %	23 %	22 %	
Medium	40	48 %	44	45 %	49	55 %	60	58 %	56	51 %	50 %	49 %	49 %	
Low	24	29 %	19	20 %	12	13 %	20	19 %	23	21 %	28 %	28 %	28 %	
Total Students	**84**		**97**		**89**		**103**		**109**					

Percentage of students with high relative gain between 2016 and 2018
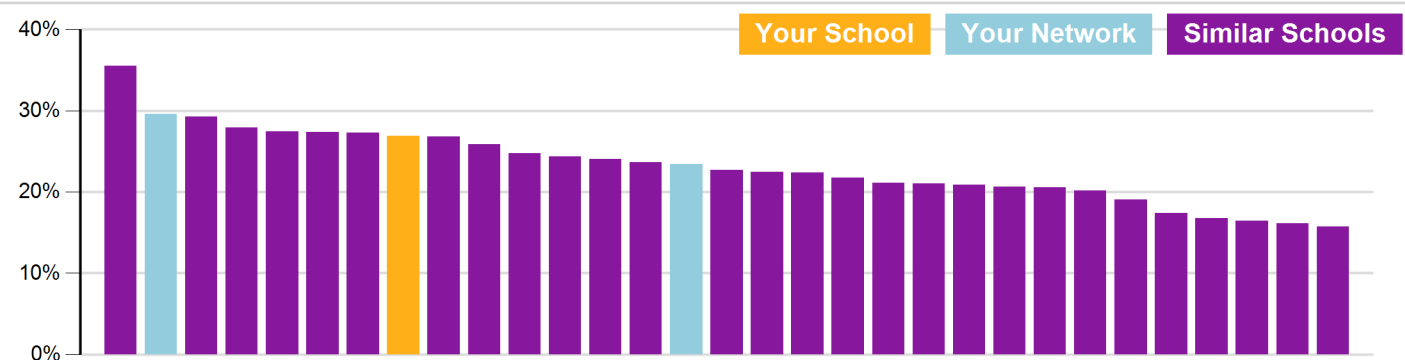
Legend: Your School, Your Network, Similar Schools

Percentage of students by relative growth

In 2018:
Percentage of students with high relative gain
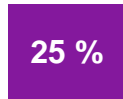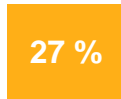
Your school	Similar schools	
27 %	**25 %**	Ranging from 9 % to 39 %

Relative to the similar schools group, your school's result is above the results for secondary schools with similar characteristics.
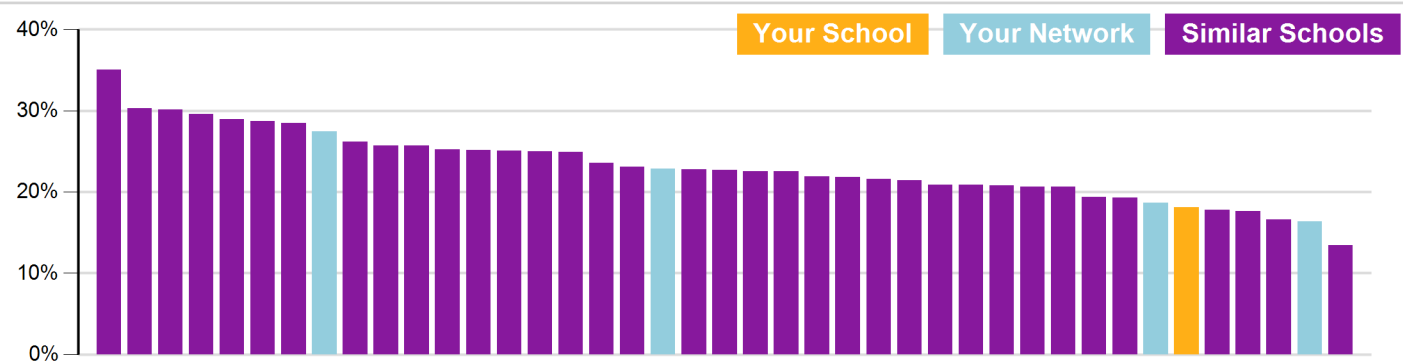
NAPLAN Reading learning gain between Years 3, 5 and 7 is among the **lead indicators** for the Education State target of 25% more Year 9 students achieving the highest levels in Reading by 2025.

State-wide patterns

Twenty five per cent of ALL (ie Government and non-Government) students in Victoria are classified as having high relative NAPLAN growth every year.

However, results vary at the cohort level. While overall 24% of Government school students achieved high relative growth, only 14% of Aboriginal students achieved this level of growth.

Count and percentage of students

	Brookside P-9 College										Similar Schools	Network	State
	2014		2015		2016		2017		2018				
Band	n	%	n	%	n	%	n	%	n	%	%	%	%
High	31	27 %	37	33 %	34	39 %	33	35 %	28	27 %	25 %	24 %	24 %
Medium	66	58 %	50	45 %	36	41 %	37	39 %	55	53 %	49 %	48 %	49 %
Low	17	15 %	24	22 %	17	20 %	24	26 %	21	20 %	26 %	28 %	27 %
Total Students	114		111		87		94		104				

Between 2016 and 2018:
Percentage of students with high relative gain

Your school	Similar schools	
33 %	**24 %**	Ranging from 17 % to 34 %

Relative to the similar schools group, your school's result is well above the results for secondary schools with similar characteristics.
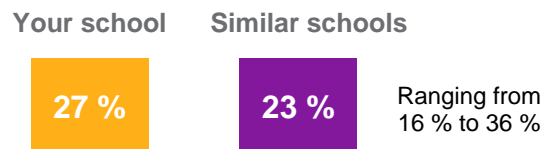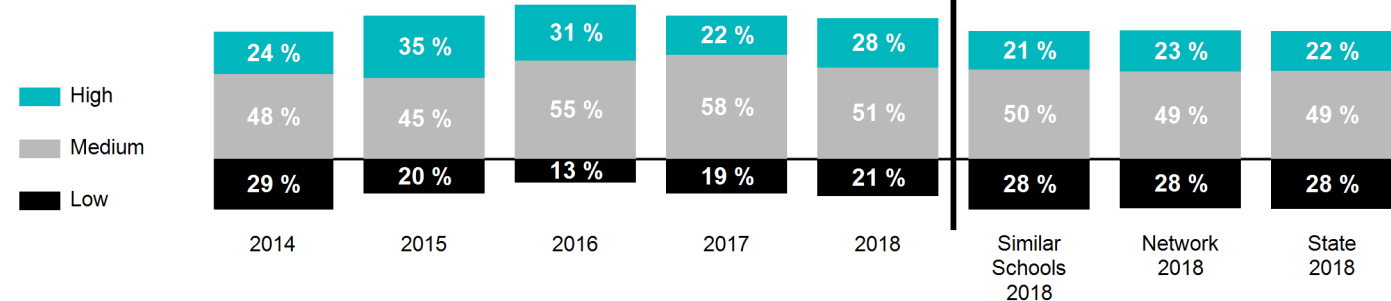
Percentage of students with high relative gain between 2016 and 2018

In 2018:
Percentage of students with high relative gain

Your school	Similar schools	
31 %	**24 %**	Ranging from 8 % to 41 %

Relative to the similar schools group, your school's result is 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 ALL (ie Government and non-Government) students in Victoria are classified as having high relative NAPLAN growth every year.

However, results vary by gender. While overall 24% of Government school students achieved high relative growth in 2018, 21% of male students, compared with 28% of female students, achieved this level of growth.

Between 2016 and 2018:
Percentage of students with high relative gain

Your school	Similar schools	
23 %	**24 %**	Ranging from 12 % to 36 %

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

	Brookside P-9 College										Similar Schools	Network	State
	2014		2015		2016		2017		2018				
Band	n	%	n	%	n	%	n	%	n	%	%	%	%
High	20	29 %	22	29 %	8	9 %	25	30 %	30	31 %	24 %	22 %	24 %
Medium	36	53 %	39	51 %	50	57 %	39	47 %	44	45 %	51 %	49 %	50 %
Low	12	18 %	16	21 %	30	34 %	19	23 %	24	24 %	25 %	30 %	26 %
Total Students	**68**		**77**		**88**		**83**		**98**				

Percentage of students with high relative gain between 2016 and 2018

In 2018:
Percentage of students with high relative gain

Your school	Similar schools	
31 %	**23 %**	Ranging from 9 % to 36 %

Relative to the similar schools group, your school's result is well above the results for secondary 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 ALL (ie Government and non-Government) students in Victoria are classified as having high relative NAPLAN growth every year.
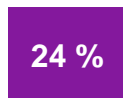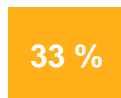
However, results vary at the cohort level. While overall 22% of Government school students achieved high relative growth in 2018, only 13% Aboriginal students achieved this level of growth.

Between 2016 and 2018:
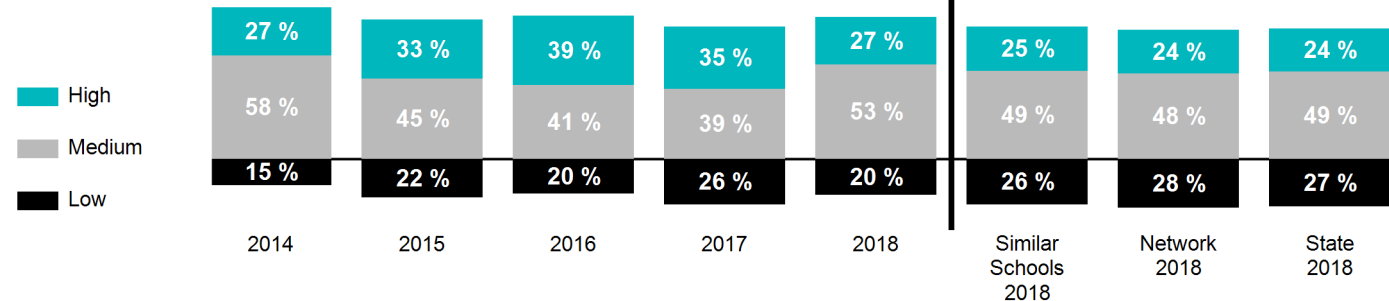Percentage of students with high relative gain

Your school	Similar schools	
26 %	**23 %**	Ranging from 10 % to 31 %

Relative to the similar schools group, your school's result is above the results for secondary schools with similar characteristics.
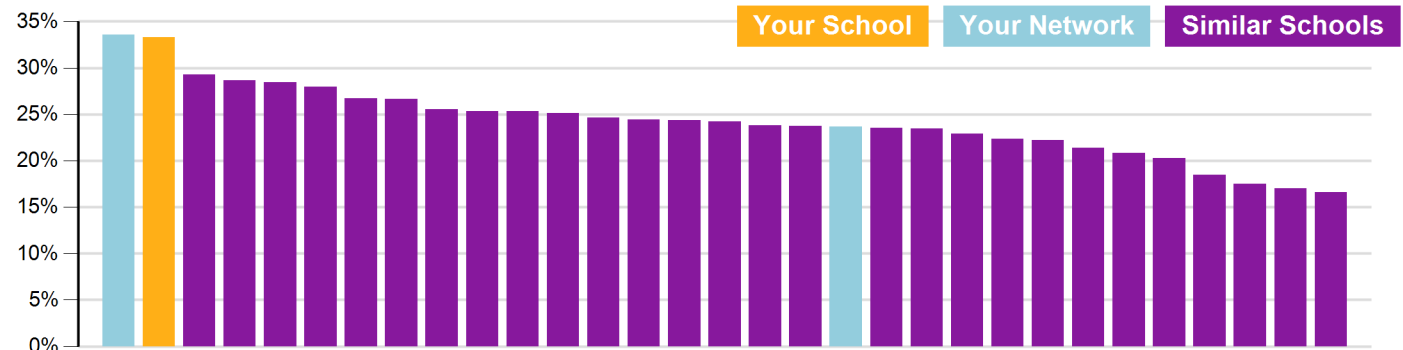
Percentage of students by relative growth

Count and percentage of students

Brookside P-9 College

Band	2014 n	2014 %	2015 n	2015 %	2016 n	2016 %	2017 n	2017 %	2018 n	2018 %	Similar Schools %	Network %	State %
High	36	43 %	25	26 %	24	26 %	21	20 %	33	31 %	23 %	24 %	22 %
Medium	39	46 %	45	46 %	53	58 %	46	44 %	50	46 %	50 %	48 %	49 %
Low	9	11 %	27	28 %	15	16 %	37	36 %	25	23 %	27 %	28 %	29 %
Total Students	84		97		92		104		108				

Percentage of students with high relative gain between 2016 and 2018
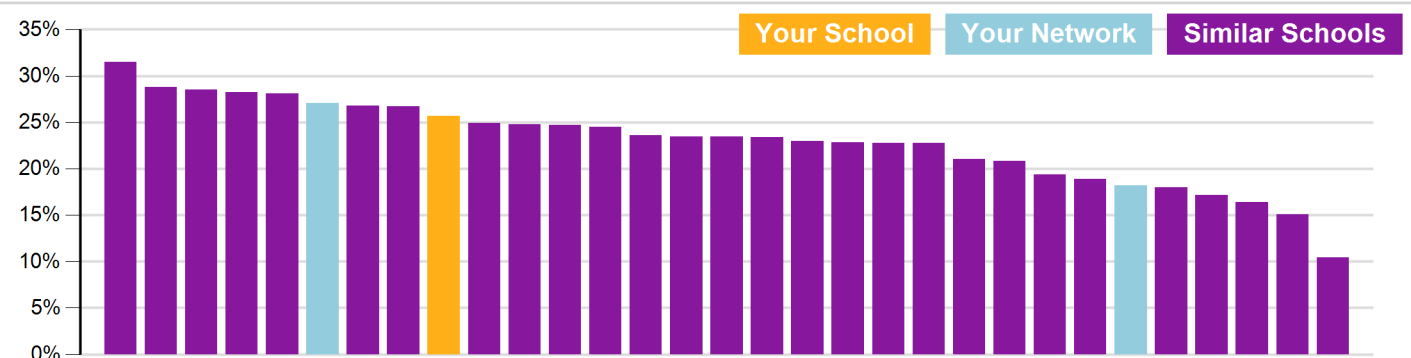
In 2018:
Percentage of students with high relative gain

Your school	Similar schools	
15 %	**19 %**	Ranging from 9 % to 29 %

Relative to the similar schools group, your school's result is well below the results for secondary 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 ALL (ie Government and non-Government) students in Victoria are classified as having high relative NAPLAN growth every year.

However, results vary at the cohort level. While overall 21% of Government school students achieved high relative growth in 2018, only 12% Aboriginal students achieved this level of growth.

Between 2016 and 2018:
Percentage of students with high relative gain

Your school	Similar schools	
19 %	**20 %**	Ranging from 13 % to 29 %

Relative to the similar schools group, your school's result is below the results for secondary schools with similar characteristics.
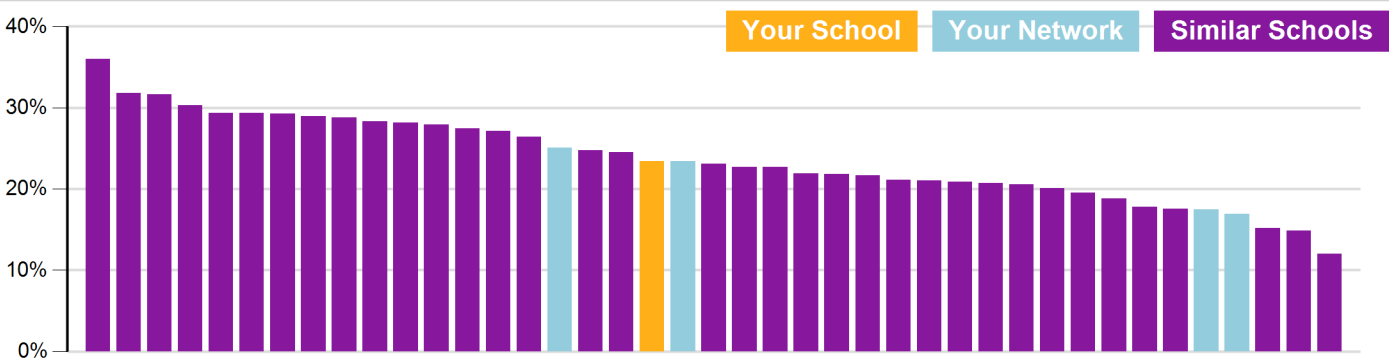
Percentage of students by relative growth

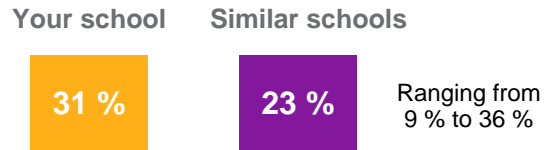*Count and percentage of students*

	Brookside P-9 College										Similar Schools	Network	State
	2014		2015		2016		2017		2018				
Band	n	%	n	%	n	%	n	%	n	%	%	%	%
High	28	24 %	28	25 %	15	17 %	22	24 %	15	15 %	19 %	17 %	21 %
Medium	62	54 %	54	49 %	39	44 %	49	53 %	53	53 %	51 %	49 %	50 %
Low	25	22 %	29	26 %	34	39 %	22	24 %	32	32 %	29 %	34 %	29 %
Total Students	115		111		88		93		100				

Percentage of students with high relative gain between 2016 and 2018
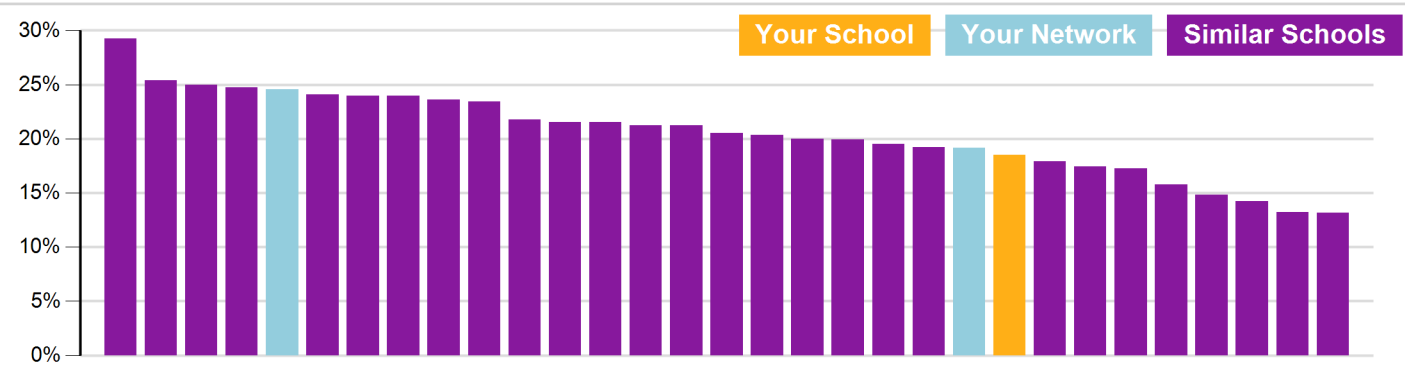
'Breaking the Link' measures are selected based on the following evidence and rationale.

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.

STUDENT ABSENCE: PREP - YEAR 6

Percentage of students by absence days

In 2018:
Percentage of students with 20 or more absence days

Your school	Similar schools	
29 %	**26 %**	Ranging from 18 % to 42 %

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

Legend:
- < 10 Days
- 10 - 19.5 Days
- 20 - 29.5 Days
- 30+ Days

	2014	2015	2016	2017	2018	Similar Schools 2018	Network 2018	State 2018
< 10 Days	44 %	41 %	42 %	41 %	40 %	42 %	40 %	43 %
10 - 19.5 Days	32 %	34 %	32 %	34 %	31 %	32 %	31 %	34 %
20 - 29.5 Days	13 %	15 %	15 %	16 %	16 %	15 %	16 %	14 %
30+ Days	11 %	10 %	11 %	9 %	12 %	12 %	14 %	10 %

Percentage of students with 20 or more absence days between 2016 and 2018

Between 2016 and 2018:
Percentage of students with 20 or more absence days

Your school	Similar schools	
26 %	**26 %**	Ranging from 19 % to 38 %

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

Legend: Your School, Your Network, Similar Schools

Average absence days between 2016 and 2018
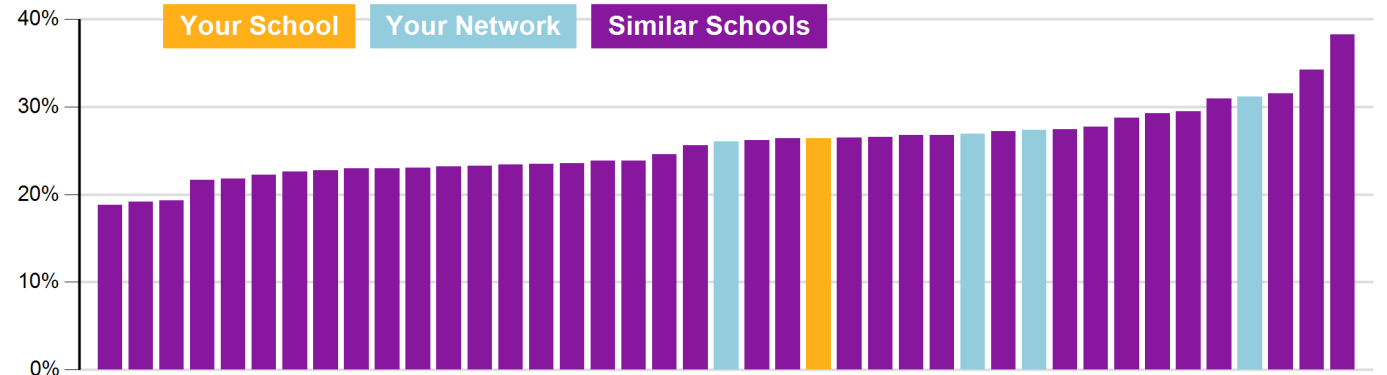
Between 2016 and 2018:
Average absence days

Your school	Similar schools	
15	**16**	Ranging from 13 to 21 days

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

Legend: Unapproved, Your School, Your Network, Similar Schools
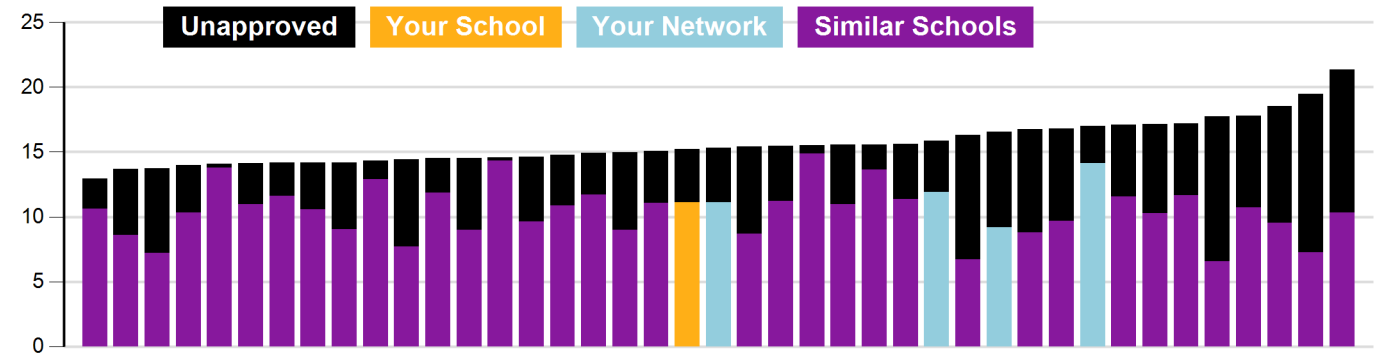
Percentage of students by year level

Year Level	Absence Days	2014	2015	2016	2017	2018
Prep	< 10 Days	44 %	38 %	37 %	43 %	35 %
	10 - 19.5 Days	29 %	32 %	33 %	28 %	39 %
	20 - 29.5 Days	13 %	20 %	17 %	20 %	15 %
	30+ Days	14 %	11 %	13 %	10 %	11 %
	Total Students	**105**	**111**	**117**	**120**	**141**
Year 1	< 10 Days	40 %	36 %	31 %	35 %	41 %
	10 - 19.5 Days	30 %	34 %	39 %	41 %	34 %
	20 - 29.5 Days	16 %	12 %	20 %	17 %	13 %
	30+ Days	14 %	19 %	9 %	8 %	11 %
	Total Students	**100**	**112**	**119**	**115**	**122**
Year 2	< 10 Days	44 %	36 %	48 %	37 %	36 %
	10 - 19.5 Days	31 %	29 %	28 %	37 %	30 %
	20 - 29.5 Days	11 %	25 %	12 %	16 %	22 %
	30+ Days	13 %	10 %	13 %	10 %	12 %
	Total Students	**90**	**110**	**126**	**119**	**126**
Year 3	< 10 Days	48 %	46 %	40 %	42 %	36 %
	10 - 19.5 Days	35 %	38 %	36 %	34 %	29 %
	20 - 29.5 Days	10 %	5 %	11 %	16 %	17 %
	30+ Days	8 %	10 %	13 %	8 %	18 %
	Total Students	**92**	**99**	**110**	**132**	**122**
Year 4	< 10 Days	47 %	39 %	48 %	44 %	47 %
	10 - 19.5 Days	28 %	43 %	28 %	33 %	30 %
	20 - 29.5 Days	15 %	11 %	11 %	17 %	9 %
	30+ Days	10 %	7 %	13 %	6 %	14 %
	Total Students	**87**	**94**	**109**	**105**	**138**
Year 5	< 10 Days	43 %	57 %	47 %	52 %	45 %
	10 - 19.5 Days	37 %	22 %	29 %	22 %	29 %
	20 - 29.5 Days	11 %	14 %	19 %	13 %	18 %
	30+ Days	9 %	7 %	5 %	13 %	8 %
	Total Students	**75**	**90**	**106**	**103**	**110**
Year 6	< 10 Days	44 %	35 %	48 %	36 %	40 %
	10 - 19.5 Days	33 %	43 %	29 %	42 %	27 %
	20 - 29.5 Days	14 %	14 %	13 %	12 %	20 %
	30+ Days	8 %	8 %	11 %	10 %	13 %
	Total Students	**90**	**93**	**103**	**113**	**103**

Average absence days - all accountable

Year Level	2014	2015	2016	2017	2018
Prep	15.8	18.4	15.9	14.8	15.4
Year 1	16.7	16.7	17.3	14.9	15.6
Year 2	15.0	16.7	14.6	15.8	17.5
Year 3	13.9	13.8	15.4	13.9	17.8
Year 4	13.7	13.5	14.7	14.7	14.5
Year 5	12.6	11.8	13.4	14.2	13.7
Year 6	13.4	14.7	13.6	14.7	16.6

Average absence days - unapproved

Year Level	2014	2015	2016	2017	2018
Prep	5.3	4.5	4.8	3.9	2.6
Year 1	5.5	4.2	5.3	3.1	3.8
Year 2	5.0	4.6	4.7	3.9	4.3
Year 3	4.3	5.7	5.8	3.3	4.7
Year 4	4.5	3.8	5.4	4.0	3.4
Year 5	4.2	3.5	3.6	3.6	3.5
Year 6	2.2	3.4	4.2	4.2	4.9

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 2018, the State-wide rate of unapproved absences was 24% for government school students in Prep to Year 6. The corresponding proportion for the Aboriginal cohort was 45%.

Percentage of students by absence days

In 2018:
Percentage of students with 20 or more absence days
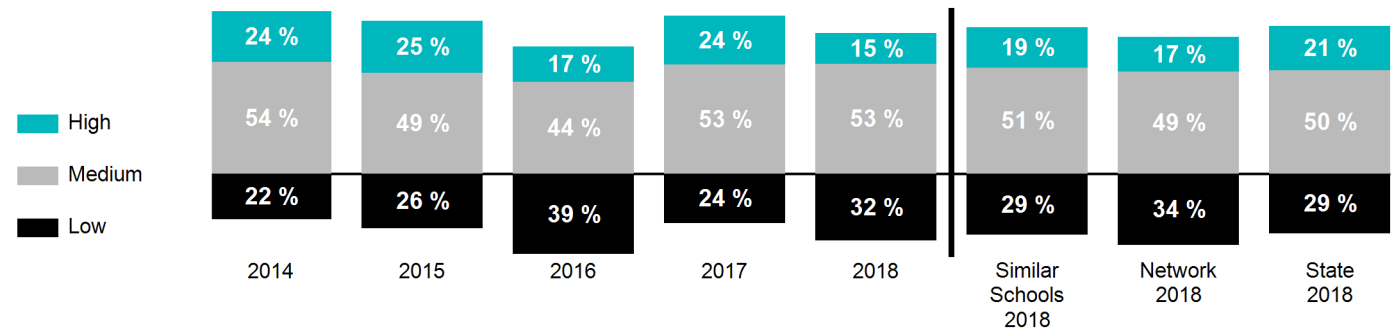
Your school: **33 %**

Similar schools: **32 %**

Ranging from 14 % to 48 %

Relative to the similar schools group, your school's result is similar to the results for secondary schools with similar characteristics.
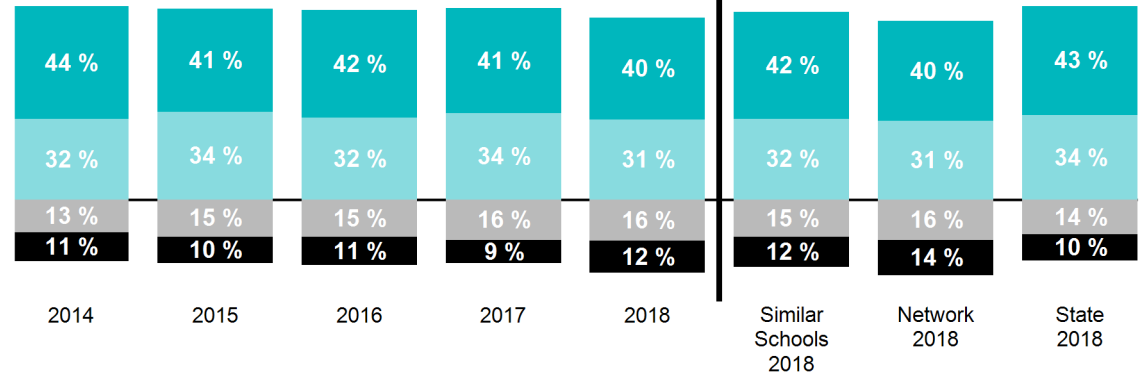
Legend:
- < 10 Days
- 10 - 19.5 Days
- 20 - 29.5 Days
- 30+ Days

	2014	2015	2016	2017	2018	Similar Schools 2018	Network 2018	State 2018
< 10 Days	39 %	47 %	41 %	39 %	35 %	39 %	39 %	42 %
10 - 19.5 Days	32 %	30 %	30 %	30 %	33 %	29 %	30 %	29 %
20 - 29.5 Days	14 %	14 %	17 %	16 %	17 %	15 %	14 %	14 %
30+ Days	14 %	10 %	13 %	15 %	15 %	17 %	17 %	17 %

Percentage of students with 20 or more absence days between 2016 and 2018
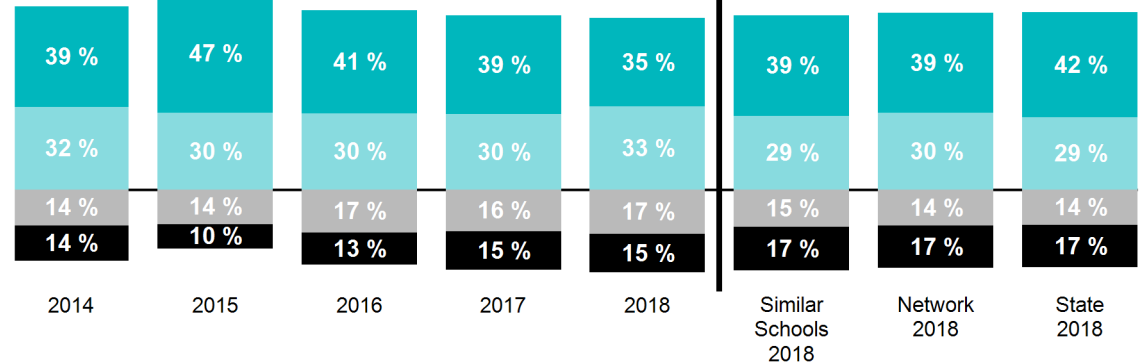
Between 2016 and 2018:
Percentage of students with 20 or more absence days

Your school: **31 %**

Similar schools: **31 %**

Ranging from 21 % to 48 %

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

Legend: Your School / Your Network / Similar Schools

Average absence days between 2016 and 2018
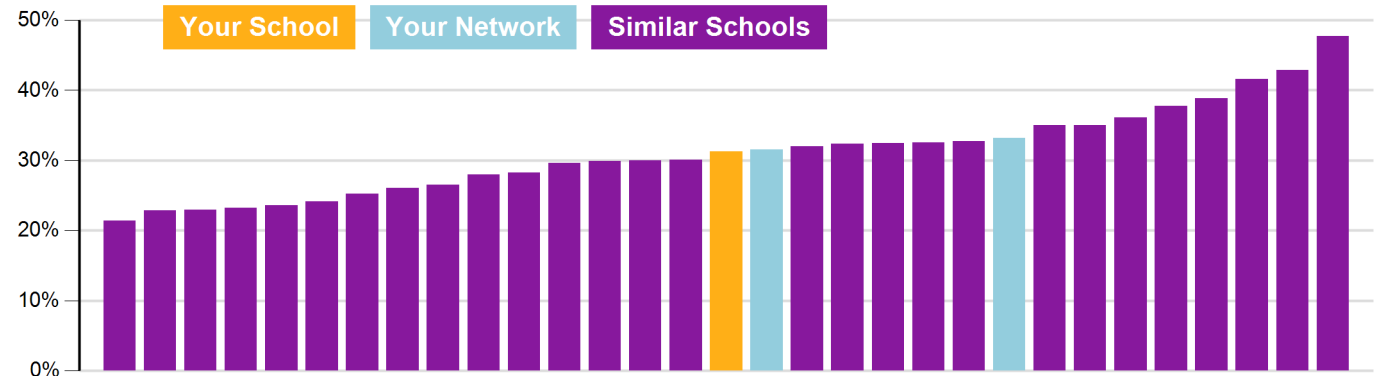
Between 2016 and 2018:
Average absence days

Your school: **18**

Similar schools: **20**

Ranging from 15 to 29 days

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

Legend: Unapproved / Your School / Your Network / Similar Schools
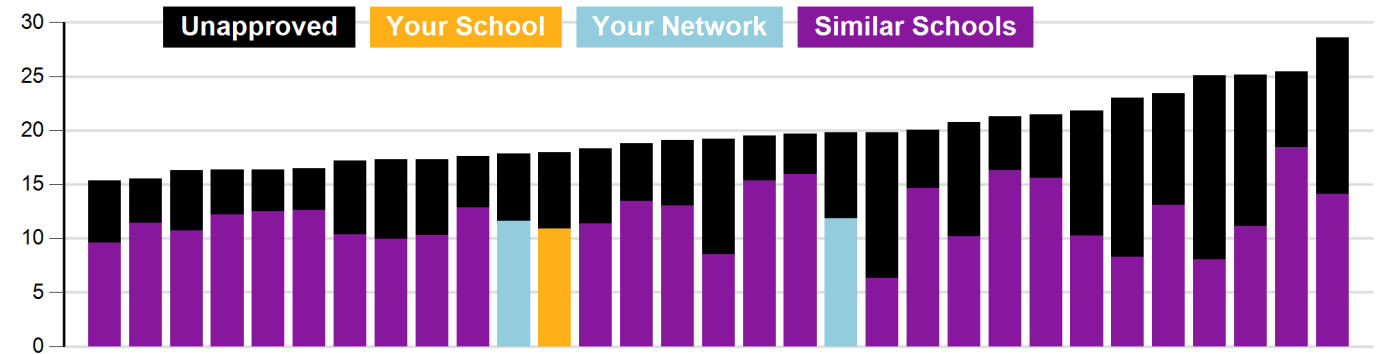
Percentage of students by year level

Year Level	Absence Days	2014	2015	2016	2017	2018
Year 7	< 10 Days	47 %	54 %	45 %	49 %	42 %
	10 - 19.5 Days	32 %	26 %	33 %	28 %	31 %
	20 - 29.5 Days	10 %	16 %	13 %	14 %	17 %
	30+ Days	10 %	5 %	10 %	9 %	10 %
	Total Students	**99**	**109**	**112**	**120**	**139**
Year 8	< 10 Days	42 %	48 %	35 %	37 %	31 %
	10 - 19.5 Days	33 %	32 %	30 %	31 %	38 %
	20 - 29.5 Days	14 %	9 %	25 %	15 %	14 %
	30+ Days	11 %	10 %	11 %	17 %	17 %
	Total Students	**118**	**99**	**110**	**119**	**118**
Year 9	< 10 Days	31 %	39 %	43 %	30 %	30 %
	10 - 19.5 Days	32 %	32 %	26 %	30 %	29 %
	20 - 29.5 Days	17 %	15 %	13 %	20 %	22 %
	30+ Days	19 %	14 %	18 %	19 %	19 %
	Total Students	**140**	**118**	**93**	**113**	**118**

Average absence days - all accountable

Year Level	2014	2015	2016	2017	2018
Year 7	13.8	11.4	14.2	14.9	16.6
Year 8	14.9	15.2	16.9	19.0	17.1
Year 9	18.3	15.6	19.3	19.8	24.4

Average absence days - unapproved

Year Level	2014	2015	2016	2017	2018
Year 7	5.4	4.5	5.1	4.9	5.6
Year 8	6.5	3.9	7.2	7.9	6.4
Year 9	9.0	5.3	10.7	7.9	8.6

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 2018, the State-wide rate of unapproved absences was 35% for government school students in Years 7-12. The corresponding proportion for the Aboriginal cohort was 52%.

'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%.

HAPPY, HEALTHY AND RESILIENT KIDS

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

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

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

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

'Sense of confidence' and 'Sense of connectedness' are among the **lead indicators** for the Education State reading and numeracy achievement targets

'Sense of connectedness' is among the **lead indicators** for the Education State resilience target.

Years 4-6: 2018

Percentage of Responses

Percentile *

Factor	Not Positive	Neutral	Positive	Percentile
Advocate at school		11 %	83 %	19
Attitudes to attendance		7 %	89 %	52
Differentiated learning challenge		11 %	84 %	32
Effective classroom behaviour	7 %	15 %	78 %	43
Effective teaching time		12 %	82 %	29
Effort	7 %	14 %	79 %	32
High expectations for success		6 %	93 %	29
Managing bullying	12 %	18 %	71 %	14
Motivation and interest	9 %	13 %	78 %	26
Not Experiencing Bullying	49 %		51 %	38
Resilience	11 %	15 %	74 %	18
Respect for diversity	8 %	15 %	76 %	28
Self-regulation and goal setting	6 %	11 %	83 %	20
Sense of confidence	12 %	18 %	70 %	9
Sense of connectedness	8 %	18 %	74 %	21
Sense of inclusion		10 %	85 %	26
Stimulated learning	8 %	15 %	77 %	35
Student voice and agency	15 %	23 %	61 %	20
Teacher concern	13 %	13 %	73 %	33

Legend: ■ Not Positive ■ Neutral ■ Positive ■ Invalid ■ Percentile

* Note: Factor percentile is the percent endorsement, relative to Years 4-6 in all Victorian government schools

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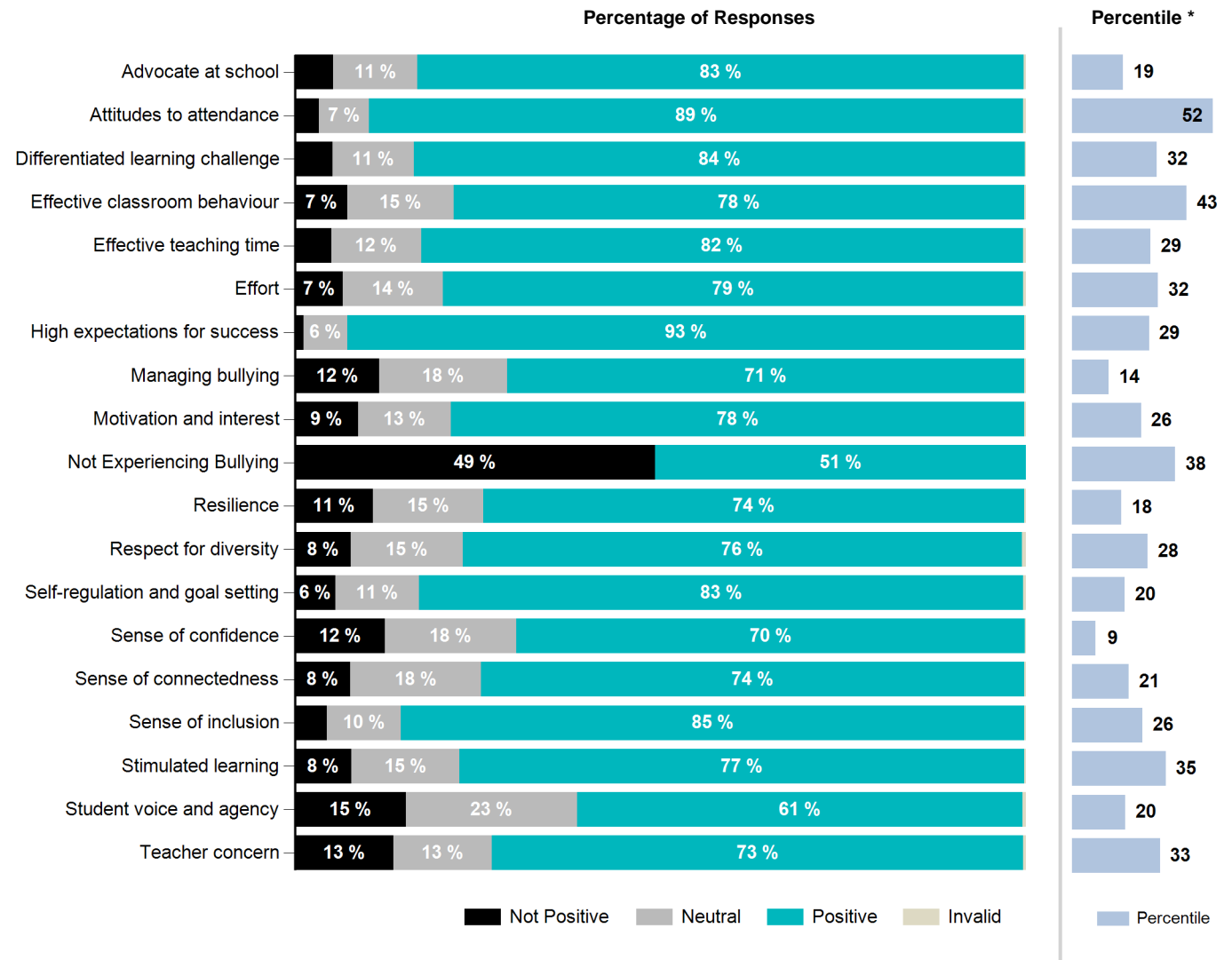
Not Positive: the percentage of not positive responses (strongly disagree/disagree) to the questions within the component/factor.

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 7-9: 2018

Percentage of Responses

Percentile *

Factor	Not Positive	Neutral	Positive	Percentile
Advocate at school	12 %	17 %	70 %	55
Attitudes to attendance	11 %	11 %	78 %	52
Differentiated learning challenge	11 %	16 %	72 %	88
Effective classroom behaviour	18 %	21 %	62 %	70
Effective teaching time	12 %	23 %	65 %	62
Effort	12 %	20 %	67 %	41
High expectations for success	8 %	19 %	73 %	42
Managing bullying	17 %	25 %	58 %	49
Motivation and interest	24 %	23 %	54 %	16
Not Experiencing Bullying	46 %		54 %	44
Resilience	21 %	24 %	55 %	23
Respect for diversity	25 %	28 %	47 %	43
School stage transitions (Y7 and New Students)	11 %	22 %	67 %	31
Self-regulation and goal setting	20 %	22 %	58 %	21
Sense of confidence	18 %	22 %	59 %	28
Sense of connectedness	22 %	24 %	54 %	41
Stimulated learning	18 %	27 %	55 %	53
Student voice and agency	31 %	28 %	41 %	37
Teacher concern	36 %	25 %	39 %	41

Legend: Not Positive ■ Neutral ■ Positive ■ Invalid ■ Percentile

* Note: Factor percentile is the percent endorsement, relative to Years 7-9 in all Victorian government schools

Percentage of students with positive attitude by year level

Year Level	**Parent Factor**	**Factor**	**2014**	**2015**	**2016**	**2017**	**2018**	**Trend**
Year 4	Effective teaching practice for cognitive engagement	Differentiated learning challenge				86 %	87 %	
		Effective classroom behaviour				84 %	86 %	
		Effective teaching time				84 %	84 %	
		Stimulated learning				82 %	85 %	
	Learner characteristics and disposition	Attitudes to attendance				93 %	91 %	
		Motivation and interest				86 %	86 %	
		Resilience				79 %	78 %	
		Self-regulation and goal setting				88 %	84 %	
		Sense of confidence				82 %	73 %	
	Not Experiencing Bullying (Parent Factor)	Not Experiencing Bullying				49 %	52 %	
	School safety	Advocate at school				86 %	87 %	
		Managing bullying				80 %	76 %	
		Respect for diversity				82 %	84 %	
	Social engagement	Sense of connectedness				84 %	84 %	
		Sense of inclusion				88 %	89 %	
		Student voice and agency				68 %	66 %	
	Teacher-student relations	Effort				84 %	82 %	
		High expectations for success				94 %	95 %	
		Teacher concern				78 %	80 %	

State-wide patterns

For students in years 4 to 6, student attitudes in 2018 were generally very similar to 2017.

Percent endorsment of 'Sense of confidence' at 81.8% and 'Sense of connectedness' at 81.2% was similar to 2017. 'Resilience' was rated similar to 2017 at 81.6%.

The most positively endorsed factor for students in Years 4 to 6 was 'High Expectations for Success' with 94% endorsement. The most improved factor was 'Not experiencing bullying' which improved by 3.7 percentage points from 2017.

Student participation

Year Level	**Measure**	**2014**	**2015**	**2016**	**2017**	**2018**	**Trend**
Year 4	Enrolment Count				100	136	
	Participation Count				98	132	
	Participation Rate (%)				98 %	97 %	

Percentage of students with positive attitude by year level

Year Level	Parent Factor	Factor	2014	2015	2016	2017	2018	Trend
Year 5	Effective teaching practice for cognitive engagement	Differentiated learning challenge				82 %	83 %	
		Effective classroom behaviour				75 %	77 %	
		Effective teaching time				80 %	84 %	
		Stimulated learning				77 %	81 %	
	Learner characteristics and disposition	Attitudes to attendance				89 %	89 %	
		Motivation and interest				75 %	82 %	
		Resilience				63 %	77 %	
		Self-regulation and goal setting				82 %	88 %	
		Sense of confidence				64 %	76 %	
	Not Experiencing Bullying (Parent Factor)	Not Experiencing Bullying				48 %	54 %	
	School safety	Advocate at school				86 %	86 %	
		Managing bullying				76 %	72 %	
		Respect for diversity				71 %	76 %	
	Social engagement	Sense of connectedness				76 %	79 %	
		Sense of inclusion				83 %	87 %	
		Student voice and agency				56 %	63 %	
	Teacher-student relations	Effort				77 %	83 %	
		High expectations for success				90 %	91 %	
		Teacher concern				70 %	77 %	

State-wide patterns

For students in years 4 to 6, student attitudes in 2018 were generally very similar to 2017.

Percent endorsment of 'Sense of confidence' at 81.8% and 'Sense of connectedness' at 81.2% was similar to 2017. 'Resilience' was rated similar to 2017 at 81.6%.

The most positively endorsed factor for students in Years 4 to 6 was 'High Expectations for Success' with 94% endorsement. The most improved factor was 'Not experiencing bullying' which improved by 3.7 percentage points from 2017.

Student participation

Year Level	Measure	2014	2015	2016	2017	2018	Trend
Year 5	Enrolment Count	79	93	105	101	110	
	Participation Count	73	86	94	96	108	
	Participation Rate (%)	92 %	92 %	90 %	95 %	98 %	

Percentage of students with positive attitude by year level

State-wide patterns	**Year Level**	**Parent Factor**	**Factor**	**2014**	**2015**	**2016**	**2017**	**2018**	**Trend**

State-wide patterns			
For students in years 4 to 6, student attitudes in 2018 were generally very similar to 2017. Percent endorsment of 'Sense of confidence' at 81.8% and 'Sense of connectedness' at 81.2% was similar to 2017. 'Resilience' was rated similar to 2017 at 81.6%. The most positively endorsed factor for students in Years 4 to 6 was 'High Expectations for Success' with 94% endorsement. The most improved factor was 'Not experiencing bullying' which improved by 3.7 percentage points from 2017.			

Year Level	Parent Factor	Factor	2014	2015	2016	2017	2018	Trend
Year 6	Effective teaching practice for cognitive engagement	Differentiated learning challenge				78 %	80 %	
		Effective classroom behaviour				71 %	69 %	
		Effective teaching time				70 %	78 %	
		Stimulated learning				60 %	63 %	
	Learner characteristics and disposition	Attitudes to attendance				86 %	89 %	
		Motivation and interest				68 %	65 %	
		Resilience				63 %	65 %	
		Self-regulation and goal setting				76 %	75 %	
		Sense of confidence				67 %	58 %	
	Not Experiencing Bullying (Parent Factor)	Not Experiencing Bullying				50 %	46 %	
	School safety	Advocate at school				83 %	74 %	
		Managing bullying				70 %	62 %	
		Respect for diversity				67 %	67 %	
	Social engagement	Sense of connectedness				70 %	57 %	
		Sense of inclusion				80 %	79 %	
		Student voice and agency				54 %	52 %	
	Teacher-student relations	Effort				71 %	72 %	
		High expectations for success				90 %	91 %	
		Teacher concern				61 %	59 %	

Student participation

Year Level	Measure	2014	2015	2016	2017	2018	Trend
Year 6	Enrolment Count	88	91	100	112	105	
	Participation Count	74	81	95	104	102	
	Participation Rate (%)	84 %	89 %	95 %	93 %	97 %	

HAPPY, HEALTHY AND RESILIENT KIDS

Percentage of students with positive attitude by year level

While students attitudes for students in years 7 to 9 is generally much lower than for primary school students, there was some improvement from 2017 to 2018.

Percent endorsment of 'Sense of confidence' improved from 62.7% to 64%. 'Sense of connectedness' improved marginally to 56.7%. Percent endorsement of 'Resilience' (58.7% in 2017) rose to 60.3% in 2018.

The most positively endorsed factor for students in Years 7 to 9 was 'Attitudes to Attendance' with 78.5% endorsement. The most improved factor was 'Not experiencing bullying' which improved by 3.6 percentage points from 2017.

Year Level	Parent Factor	Factor	2014	2015	2016	2017	2018	Trend
Year 7	Effective teaching practice for cognitive engagement	Differentiated learning challenge				70 %	66 %	
		Effective classroom behaviour				60 %	59 %	
		Effective teaching time				63 %	59 %	
		Stimulated learning				56 %	55 %	
	Learner characteristics and disposition	Attitudes to attendance				80 %	75 %	
		Motivation and interest				63 %	53 %	
		Resilience				56 %	52 %	
		Self-regulation and goal setting				62 %	52 %	
		Sense of confidence				58 %	56 %	
	Not Experiencing Bullying (Parent Factor)	Not Experiencing Bullying				36 %	46 %	
	School safety	Advocate at school				72 %	68 %	
		Managing bullying				69 %	53 %	
		Respect for diversity				53 %	42 %	
	Social engagement	School stage transitions (Y7 and New Students)				64 %	66 %	
		Sense of connectedness				58 %	52 %	
		Student voice and agency				42 %	40 %	
	Teacher-student relations	Effort				71 %	63 %	
		High expectations for success				77 %	68 %	
		Teacher concern				44 %	36 %	

Student participation

Year Level	Measure	2014	2015	2016	2017	2018	Trend
Year 7	Enrolment Count	97	112	114	124	130	
	Participation Count	96	99	99	121	126	
	Participation Rate (%)	99 %	88 %	87 %	98 %	97 %	

Percentage of students with positive attitude by year level

Year Level	Parent Factor	Factor	2014	2015	2016	2017	2018	Trend
Year 8	Effective teaching practice for cognitive engagement	Differentiated learning challenge				76 %	72 %	
		Effective classroom behaviour				65 %	60 %	
		Effective teaching time				67 %	68 %	
		Stimulated learning				55 %	54 %	
	Learner characteristics and disposition	Attitudes to attendance				81 %	79 %	
		Motivation and interest				54 %	56 %	
		Resilience				55 %	57 %	
		Self-regulation and goal setting				58 %	63 %	
		Sense of confidence				63 %	62 %	
	Not Experiencing Bullying (Parent Factor)	Not Experiencing Bullying				50 %	54 %	
	School safety	Advocate at school				72 %	72 %	
		Managing bullying				63 %	56 %	
		Respect for diversity				49 %	47 %	
	Social engagement	School stage transitions (Y7 and New Students)				86 %	64 %	
		Sense of connectedness				56 %	52 %	
		Student voice and agency				43 %	41 %	
	Teacher-student relations	Effort				65 %	72 %	
		High expectations for success				78 %	77 %	
		Teacher concern				38 %	37 %	

Student participation

Year Level	Measure	2014	2015	2016	2017	2018	Trend
Year 8	Enrolment Count	119	95	111	120	120	
	Participation Count	116	83	96	112	120	
	Participation Rate (%)	97 %	87 %	86 %	93 %	100 %	

State-wide patterns

While students attitudes for students in years 7 to 9 is generally much lower than for primary school students, there was some improvement from 2017 to 2018.

Percent endorsment of 'Sense of confidence' improved from 62.7% to 64%. 'Sense of connectedness' improved marginally to 56.7%. Percent endorsement of 'Resilience' (58.7% in 2017) rose to 60.3% in 2018.

The most positively endorsed factor for students in Years 7 to 9 was 'Attitudes to Attendance' with 78.5% endorsement. The most improved factor was 'Not experiencing bullying' which improved by 3.6 percentage points from 2017.

Percentage of students with positive attitude by year level

State-wide patterns

While students attitudes for students in years 7 to 9 is generally much lower than for primary school students, there was some improvement from 2017 to 2018.

Percent endorsment of 'Sense of confidence' improved from 62.7% to 64%. 'Sense of connectedness' improved marginally to 56.7%. Percent endorsement of 'Resilience' (58.7% in 2017) rose to 60.3% in 2018.

The most positively endorsed factor for students in Years 7 to 9 was 'Attitudes to Attendance' with 78.5% endorsement. The most improved factor was 'Not experiencing bullying' which improved by 3.6 percentage points from 2017.

Year Level	Parent Factor	Factor	2014	2015	2016	2017	2018	Trend
Year 9	Effective teaching practice for cognitive engagement	Differentiated learning challenge				71 %	80 %	
		Effective classroom behaviour				57 %	66 %	
		Effective teaching time				58 %	69 %	
		Stimulated learning				47 %	58 %	
	Learner characteristics and disposition	Attitudes to attendance				70 %	80 %	
		Motivation and interest				49 %	51 %	
		Resilience				50 %	57 %	
		Self-regulation and goal setting				47 %	59 %	
		Sense of confidence				46 %	60 %	
	Not Experiencing Bullying (Parent Factor)	Not Experiencing Bullying				59 %	63 %	
	School safety	Advocate at school				66 %	70 %	
		Managing bullying				55 %	66 %	
		Respect for diversity				47 %	52 %	
	Social engagement	School stage transitions (Y7 and New Students)				42 %	80 %	
		Sense of connectedness				49 %	57 %	
		Student voice and agency				36 %	41 %	
	Teacher-student relations	Effort				54 %	68 %	
		High expectations for success				69 %	75 %	
		Teacher concern				38 %	45 %	

Student participation

Year Level	Measure	2014	2015	2016	2017	2018	Trend
Year 9	Enrolment Count	137	119	96	110	116	
	Participation Count	123	98	85	99	111	
	Participation Rate (%)	90 %	82 %	89 %	90 %	96 %	

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

64 %

of students felt connected to school

54 %

of staff were positive about school climate

78 %

of parents were satisfied with the school overall

Sense of connectedness					Pri/Sec schools
2014	2015	2016	2017	2018	2018
-	-	-	65 %	64 %	63 %

School Climate					Pri/Sec schools
2014	2015	2016	2017	2018	2018
68 %	70 %	67 %	60 %	54 %	58 %

General satisfaction with school					Pri/Sec schools
2014	2015	2016	2017	2018	2018
-	-	-	85 %	78 %	80 %

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.

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.
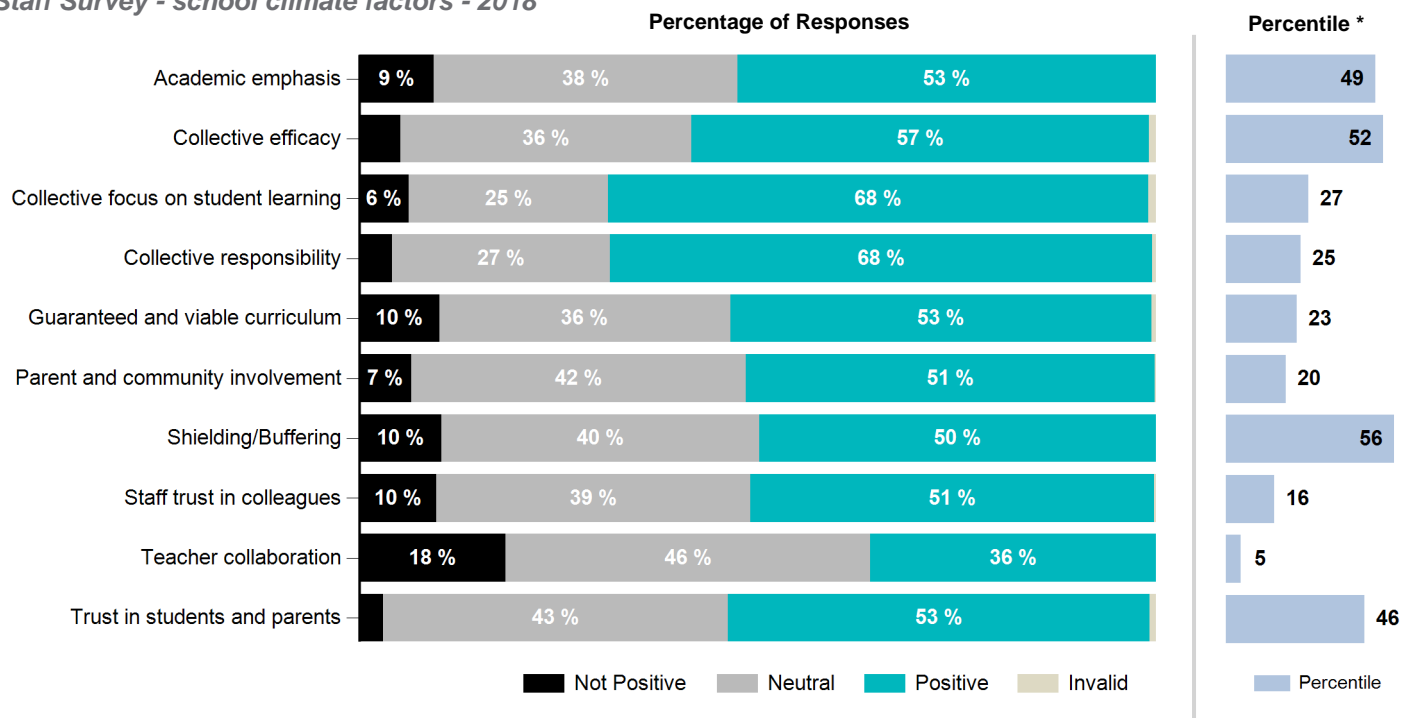
State-wide patterns

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.

In 2018, 'Collective efficacy' has remained static for Primary Schools but has improved slightly for Secondary Schools and Pri/Sec Schools. However, 'Academic emphasis' has marginally declined across all school types.

Staff Survey - school climate factors - 2018

Percentage of Responses — Percentile *

Factor	Not Positive	Neutral	Positive	Percentile
Academic emphasis	9 %	38 %	53 %	49
Collective efficacy		36 %	57 %	52
Collective focus on student learning	6 %	25 %	68 %	27
Collective responsibility		27 %	68 %	25
Guaranteed and viable curriculum	10 %	36 %	53 %	23
Parent and community involvement	7 %	42 %	51 %	20
Shielding/Buffering	10 %	40 %	50 %	56
Staff trust in colleagues	10 %	39 %	51 %	16
Teacher collaboration	18 %	46 %	36 %	5
Trust in students and parents		43 %	53 %	46

Legend: ■ Not Positive ■ Neutral ■ Positive ■ Invalid ■ Percentile

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

Percentage of positive responses

Factor	2014	2015	2016	2017	2018	Trend
Academic emphasis	65 %	67 %	64 %	54 %	53 %	
Collective efficacy	67 %	69 %	67 %	63 %	57 %	
Collective focus on student learning	83 %	85 %	83 %	75 %	68 %	
Collective responsibility	86 %	80 %	79 %	75 %	68 %	
Guaranteed and viable curriculum	77 %	76 %	76 %	61 %	53 %	
Parent and community involvement	68 %	73 %	65 %	58 %	51 %	
Shielding/Buffering	59 %	61 %	59 %	53 %	50 %	
Staff trust in colleagues	69 %	77 %	74 %	62 %	51 %	
Teacher collaboration	47 %	58 %	47 %	49 %	36 %	
Trust in students and parents	62 %	61 %	59 %	53 %	53 %	
School climate	**68 %**	**70 %**	**67 %**	**60 %**	**54 %**	

PANORAMA

GLOSSARY

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.

Term	Definition
Completed VCE with atleast one VET UoC	Students who completed VCE and had enrolled in atleast one VET unit of competence.
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.
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'.
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.
SSS Factor - Academic emphasis	Emphasis is placed on the importance of academic success and school norms support learning.

Term	Definition
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.
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.
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 measure definitions for more specific definitions and counting rules for the measures in this report.