PANORAMA

Niddrie Primary School
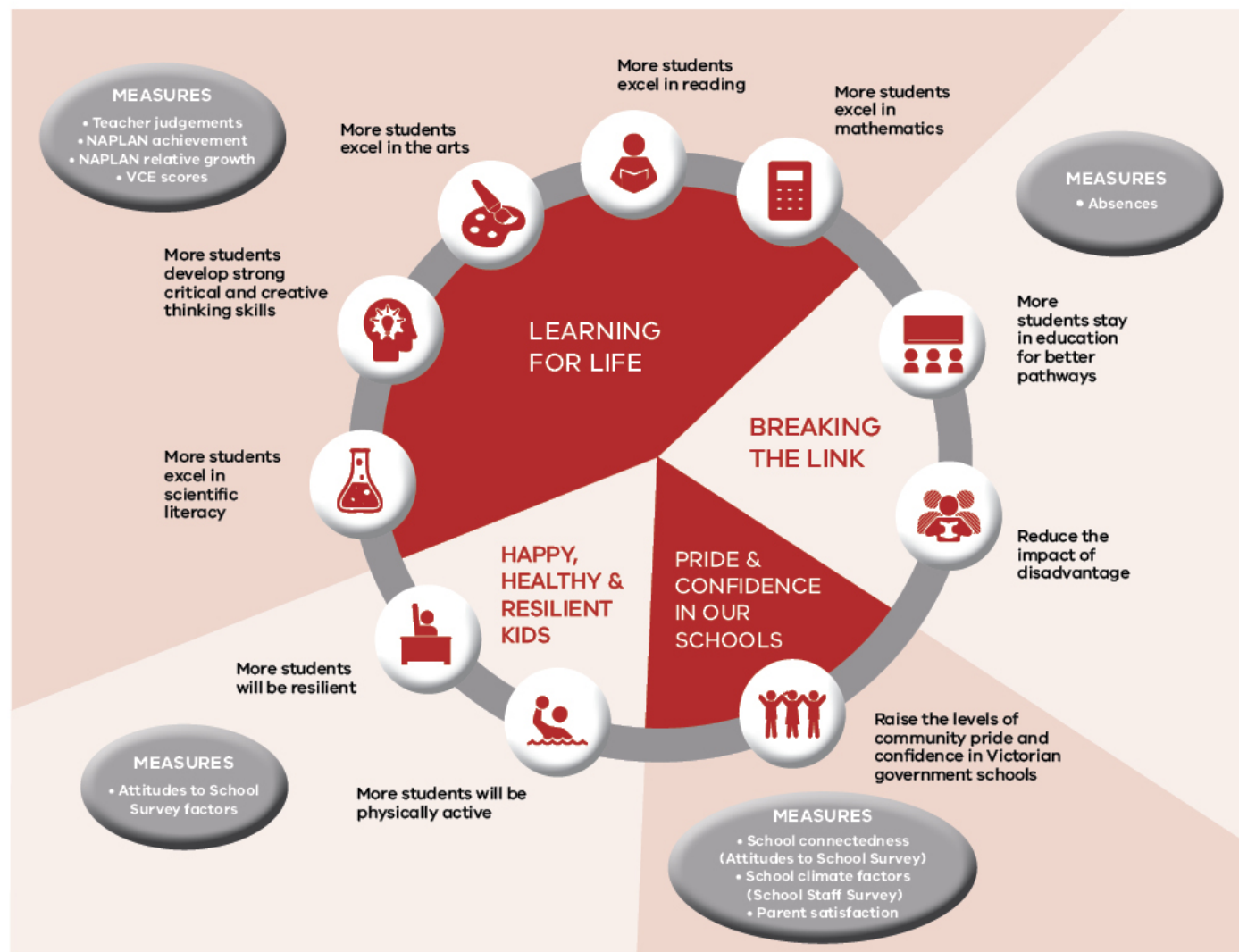
Supplementary school level report

2019 - Final v1.0, March 2020

Revision History for the 2019 Supplementary school level report	
2019 Final v1.0, March 2020	*This final 2019 version includes full year 2019 for all data in the report, except for Exit Destination where preliminary is available.*
2019 Interim V1.0, September 2019	*The 2019 interim version included 2019 data for: NAPLAN; Attitudes to Schools Survey; School Staff Survey; Parent Opinion Survey; Exit Destination (final 2018).*

measuring what **matters**

These school reports are designed to demonstrate how your school is performing against the Education State domains of Learning for Life, Happy Healthy and Resilient Kids, Breaking the Link, and Pride and Confidence. It presents measures over time, so improvement can be monitored. It compares your school to a group of 'similar schools' (schools of similar size, type and student demographics) and the state average.

This information should assist you to identify areas of focus in your annual and strategic plans.

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STRUCTURE OF THIS REPORT

This report is structured to align with Education State themes of 'Learning for Life', 'Happy Healthy and Resilient Kids', 'Breaking the Link' and 'Pride and Confidence in our Schools'. The measures reported against these themes have been selected based on evidence of what matters most in achieving successful outcomes for students.

The measures used in the report may evolve over time to keep pace with the latest research and evidence that forms the basis of the Department of Education and Training's Outcomes Framework.

LAYOUT OF THIS REPORT

Each measure in this report is represented in charts and/or data tables, followed by descriptive text relating to State-wide and system-wide results. The charts show the measure over time and compared to similar schools, network and State results. The table provides a greater level of granularity for the measure.

Figures are rounded to the nearest integer. As decimal places are not shown, the percentages represented in the summary table may differ from the charts by up to 1%. Further, totals may not add to 100%.

BENCHMARKS

Each school is benchmarked against a similar schools group, network, and Victoria.

Similar schools

This report includes a 'similar schools' benchmark. The purpose of this benchmark is to compare your school's results with schools that are similar to it in terms of student disadvantage (using SFOE index), size (using enrolments), cultural diversity (using EAL eligibility) and remoteness (using the ARIA index). A more detailed description of the method used to identify similar schools can be found here.

Your school's result is described relative to the schools in your similar schools group, in terms like 'well above', 'above', 'similar to', 'below', and 'well below'. A rank chart is used to make this assessment for selected measures based on which quintile your school's result falls into. The rank chart presents the results aggregated over multiple years to ensure that trends are not skewed by small cohorts of students.

Network

The purpose of this benchmark is to compare your school's results with schools in your network to facilitate improvement conversations. Refer to your school's Network Report to see your Network's overall performance.

State

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

Charts include a time series of the school's results.

The benchmark of similar schools, network and all State are represented at the right of the chart.

If there are fewer than three schools with comparable data in a network, the network benchmark is not shown.
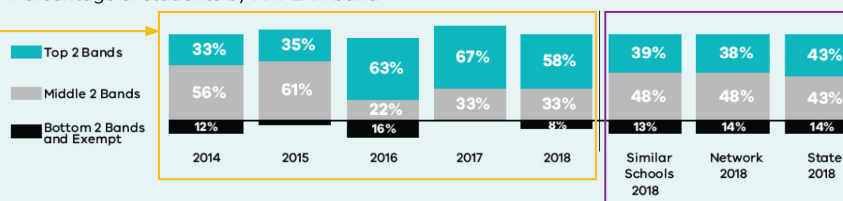
The table provides more detail, either by providing results for individual year levels, or for individual bands/ ratings (NAPLAN/ Victorian Curriculum)

The rank chart compares your school to a group of **similar schools** and identifies similar schools in your network. It has 40 columns for primary schools and 30 columns for secondary schools. The rank chart represents data aggregated over three years (for latest available data), compared to a single year in the top chart.

Networks range in size from 14 to 60 schools. However, only **similar schools** in your network are shown on the rank chart (shaded in blue). There may also be schools that are in your similar schools group but not in your network (shaded in purple).

Schools that have 0 values for some measures are not represented on the chart.
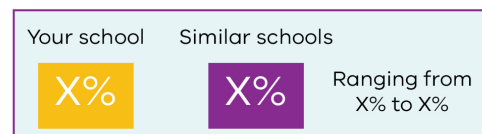
Percentage of students by NAPLAN band

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

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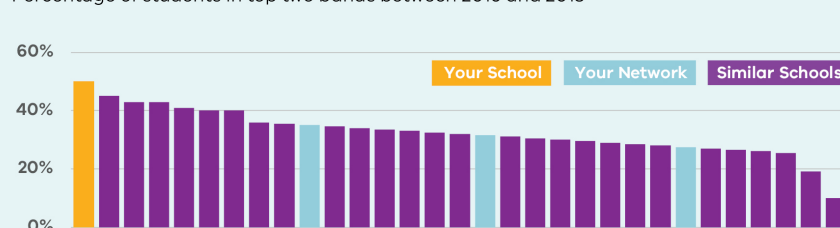
Legend: Your School, Your Network, Similar Schools

In 2017:
Percentage of students < ... >

| Your school | Similar schools | |
| X% | X% | Ranging from X% to X% |

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

The **amber-shaded** box shows your school's latest result for the measure under consideration.

The **purple-shaded** box shows the latest result for your group of similar schools. This is constructed as the number of students in your similar schools group for the relevant measure (for example, in the top 2 bands of Year 5 NAPLAN) divided by the relevant cohort in the similar schools group (for example, the Year 5 NAPLAN cohort).

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

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% |

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

The **amber-shaded** box shows your school's result aggregated over 3 years of data. This overcomes and year-to-year volatility in the results.

The **purple-shaded** box shows the same aggregated result for your group of similar schools.
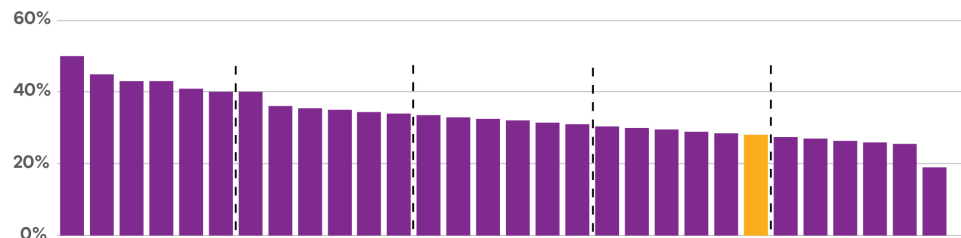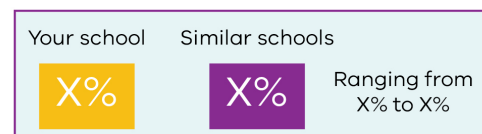
Your school's result is described relative to the schools in your similar schools group, in terms like 'well above', 'above', 'similar to', 'below', and 'well below'.

Following the quintile method, one fifth of schools is allocated to each of the above categories. Because of the fixed ranking system, two or more schools in the similar schools group that have equal values may be represented in different quintiles.

School Name	Niddrie Primary School
School Number	5410
School Type	Primary
Network	Moonee Valley
Area	Western Melbourne
Region	South-Western Victoria

	2015	2016	2017	2018	2019
FTE enrolments	275.1	271.0	282.0	309.0	314.8
SFO index	0.4860	0.4553	0.4428	0.4768	0.4634
SFOE index	-	0.3871	0.3760	0.3816	0.3778
FTE Aboriginal students	7.0	7.0	5.0	8.0	9.0
No. of students assessed as eligible for EAL funding (<5 years)	24	19	23	23	23
Number of students in Out of Home Care	1	1	2	3	1
Number of Equity Funded students	67	72	76	80	64

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 BENCHMARK GROWTH

Demonstrates the level of growth achieved by students in the school compared to historical NAPLAN growth (the benchmark). The benchmark was derived from the NAPLAN growth of four historical cohorts between 2010-2015. While high levels of NAPLAN achievement are the ambition of the Education State agenda, growth is equally important.

Learning achievement (NAPLAN bands) provides a measure of one student's learning compared to other students, against a standard (or scale). Benchmark growth provides a measure of learning growth over time; with each students' growth compared to other students with a similar starting score.

In 2019:
Percentage of students in Semester 2 at or above the age expected level

	Your school	Similar schools	
Reading and viewing	90 %	91 %	Ranging from 73 % to 98 %
Speaking and listening	93 %	95 %	Ranging from 84 % to 99 %
Writing	86 %	87 %	Ranging from 71 % to 95 %
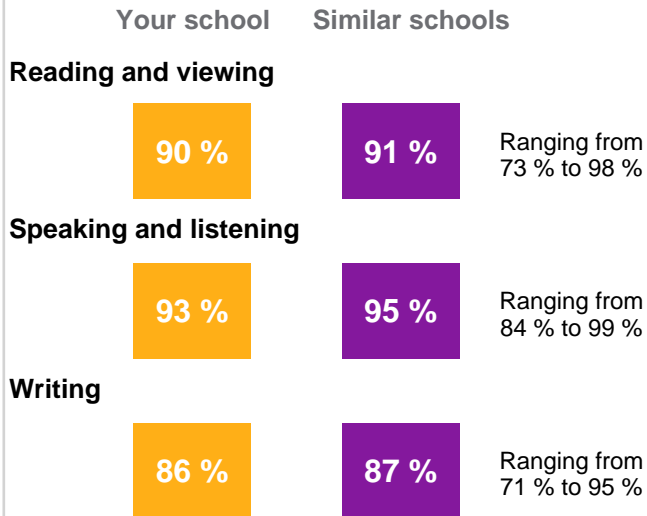
Relative to the similar schools group, your school's

- **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 below the results for primary schools with similar characteristics.

Percentage of students in Semester 2 by rating - reading and viewing
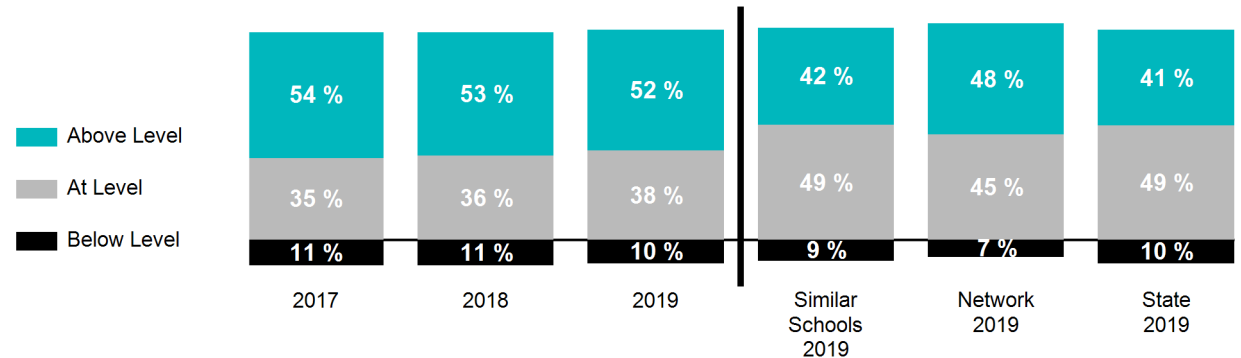
	2017	2018	2019	Similar Schools 2019	Network 2019	State 2019
Above Level	54 %	53 %	52 %	42 %	48 %	41 %
At Level	35 %	36 %	38 %	49 %	45 %	49 %
Below Level	11 %	11 %	10 %	9 %	7 %	10 %

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

	2017	2018	2019	Similar Schools 2019	Network 2019	State 2019
Above Level	49 %	35 %	30 %	18 %	25 %	20 %
At Level	43 %	58 %	63 %	77 %	71 %	74 %
Below Level	8 %	7 %	7 %			6 %
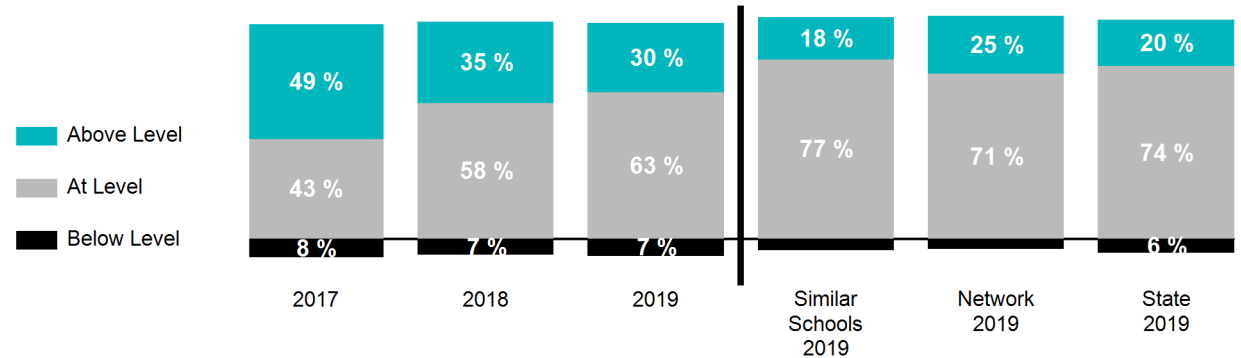
Percentage of students in Semester 2 by rating - writing
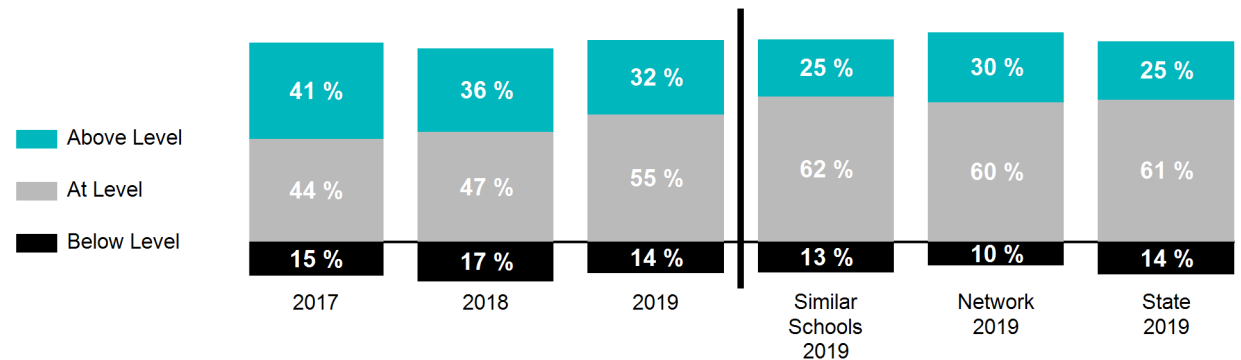
	2017	2018	2019	Similar Schools 2019	Network 2019	State 2019
Above Level	41 %	36 %	32 %	25 %	30 %	25 %
At Level	44 %	47 %	55 %	62 %	60 %	61 %
Below Level	15 %	17 %	14 %	13 %	10 %	14 %

Percentage of students in Semester 2 by year level

Year level	Rating	Reading and viewing			Speaking and listening			Writing		
		2017	2018	2019	2017	2018	2019	2017	2018	2019
Prep	Above Level	63 %	47 %	54 %	45 %	18 %	18 %	58 %	33 %	33 %
	At Level	37 %	53 %	46 %	55 %	82 %	82 %	42 %	67 %	67 %
Total Students		52	51	57	51	55	57	50	55	57
Year 1	Above Level	42 %	52 %	40 %	42 %	26 %	17 %	36 %	36 %	23 %
	At Level	42 %	44 %	57 %	47 %	68 %	81 %	42 %	54 %	72 %
	Below Level	17 %	4 %	4 %	11 %	6 %	2 %	22 %	10 %	6 %
Total Students		36	50	53	36	50	54	36	50	53
Year 2	Above Level	54 %	39 %	50 %	49 %	8 %	31 %	35 %	26 %	35 %
	At Level	43 %	53 %	42 %	46 %	89 %	60 %	54 %	47 %	54 %
	Below Level	3 %	8 %	8 %	5 %	3 %	10 %	11 %	26 %	12 %
Total Students		37	38	52	37	38	52	37	38	52
Year 3	Above Level	53 %	58 %	51 %	47 %	47 %	28 %	37 %	34 %	23 %
	At Level	33 %	32 %	36 %	40 %	39 %	62 %	43 %	47 %	49 %
	Below Level	13 %	11 %	13 %	13 %	13 %	10 %	20 %	18 %	28 %
Total Students		30	38	39	30	38	39	30	38	39

Percentage of students in Semester 2 by year level

Year level	Rating	Reading and viewing			Speaking and listening			Writing		
		2017	2018	2019	2017	2018	2019	2017	2018	2019
Year 4	Above Level	48 %	67 %	59 %	43 %	42 %	43 %	40 %	33 %	41 %
	At Level	35 %	12 %	35 %	45 %	52 %	49 %	43 %	39 %	51 %
	Below Level	18 %	21 %	5 %	13 %	6 %	8 %	18 %	27 %	8 %
Total Students		40	33	37	40	33	37	40	33	37
Year 5	Above Level	61 %	45 %	61 %	65 %	43 %	45 %	43 %	36 %	39 %
	At Level	26 %	36 %	16 %	26 %	43 %	42 %	43 %	40 %	32 %
	Below Level	13 %	19 %	23 %	9 %	14 %	13 %	13 %	24 %	29 %
Total Students		46	42	31	46	42	31	46	42	31
Year 6	Above Level	51 %	64 %	52 %	51 %	62 %	40 %	31 %	50 %	33 %
	At Level	31 %	18 %	21 %	40 %	30 %	45 %	43 %	28 %	43 %
	Below Level	17 %	18 %	26 %	9 %	8 %	14 %	26 %	22 %	24 %
Total Students		35	50	42	35	50	42	35	50	42

In 2019:
Percentage of students in Semester 2 at or above the age expected level

	Your school	Similar schools

Measurement and geometry

88 %	92 %	Ranging from 78 % to 98 %

Number and algebra

85 %	91 %	Ranging from 76 % to 97 %

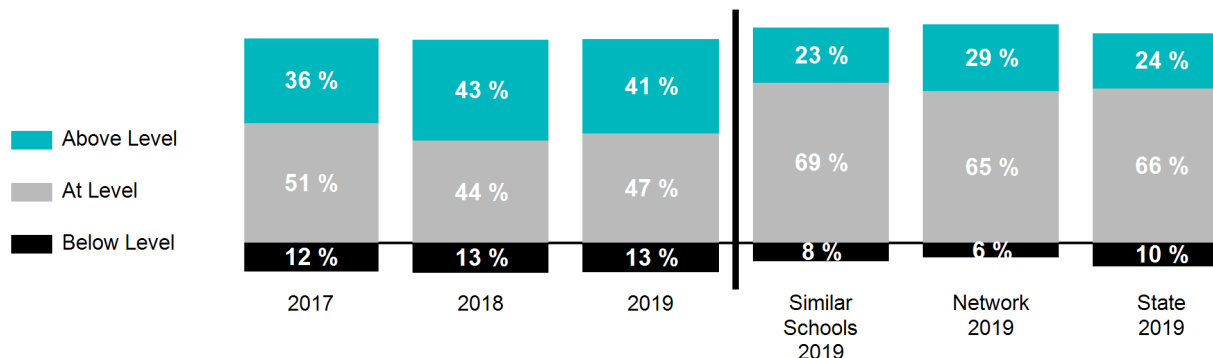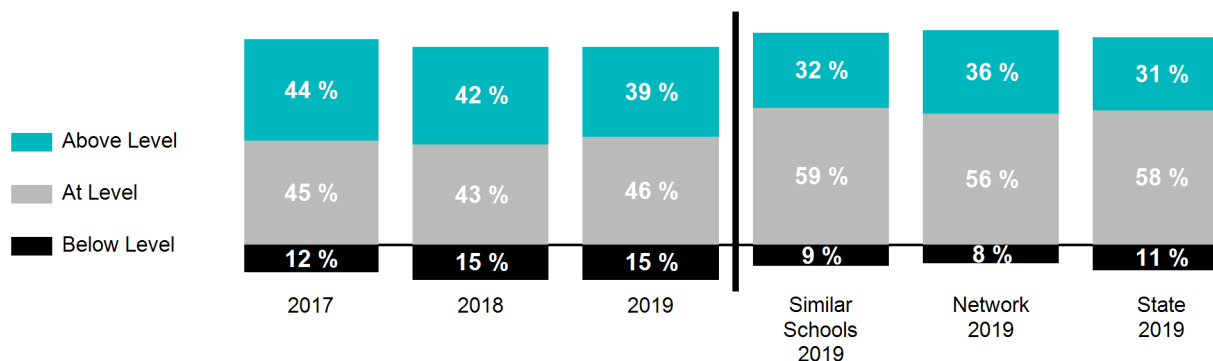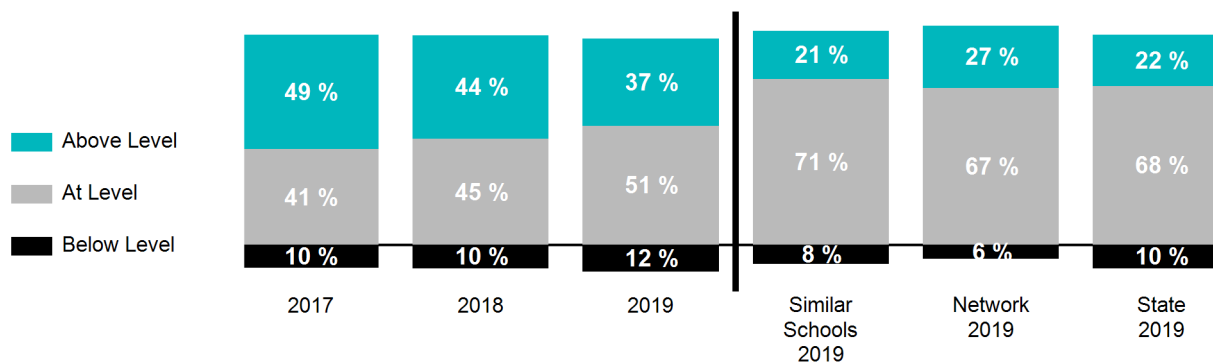**Statistics and probability**

88 %	92 %	Ranging from 72 % to 99 %

Relative to the similar schools group, your school's

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

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

	2017	2018	2019	Similar Schools 2019	Network 2019	State 2019
Above Level	36 %	43 %	41 %	23 %	29 %	24 %
At Level	51 %	44 %	47 %	69 %	65 %	66 %
Below Level	12 %	13 %	13 %	8 %	6 %	10 %

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

	2017	2018	2019	Similar Schools 2019	Network 2019	State 2019
Above Level	44 %	42 %	39 %	32 %	36 %	31 %
At Level	45 %	43 %	46 %	59 %	56 %	58 %
Below Level	12 %	15 %	15 %	9 %	8 %	11 %

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

	2017	2018	2019	Similar Schools 2019	Network 2019	State 2019
Above Level	49 %	44 %	37 %	21 %	27 %	22 %
At Level	41 %	45 %	51 %	71 %	67 %	68 %
Below Level	10 %	10 %	12 %	8 %	6 %	10 %

Percentage of students in Semester 2 by year level

Year level	Rating	Measurement and geometry			Number and Algebra			Statistics and probability		
		2017	2018	2019	2017	2018	2019	2017	2018	2019
Prep	Above Level	31 %	22 %	28 %	45 %	35 %	35 %	45 %	20 %	9 %
	At Level	69 %	78 %	72 %	55 %	65 %	65 %	55 %	80 %	91 %
Total Students		51	55	57	51	55	57	51	55	57
Year 1	Above Level	28 %	52 %	27 %	39 %	42 %	27 %	36 %	52 %	25 %
	At Level	67 %	38 %	67 %	58 %	46 %	69 %	61 %	38 %	71 %
	Below Level	6 %	10 %	5 %	3 %	12 %	4 %	3 %	10 %	4 %
Total Students		36	50	55	36	50	55	36	50	55
Year 2	Above Level	35 %	39 %	48 %	46 %	39 %	46 %	46 %	45 %	42 %
	At Level	62 %	55 %	40 %	49 %	50 %	40 %	51 %	50 %	46 %
	Below Level	3 %	5 %	12 %	5 %	11 %	13 %	3 %	5 %	12 %
Total Students		37	38	52	37	38	52	37	38	52
Year 3	Above Level	43 %	63 %	54 %	50 %	53 %	46 %	60 %	74 %	64 %
	At Level	37 %	37 %	33 %	37 %	37 %	28 %	27 %	18 %	21 %
	Below Level	20 %	0 %	13 %	13 %	11 %	26 %	13 %	8 %	15 %
Total Students		30	38	39	30	38	39	30	38	39

Percentage of students in Semester 2 by year level

Year level	Rating	Measurement and geometry			Number and Algebra			Statistics and probability		
		2017	2018	2019	2017	2018	2019	2017	2018	2019
Year 4	Above Level	35 %	58 %	57 %	35 %	45 %	49 %	53 %	61 %	70 %
	At Level	40 %	21 %	32 %	45 %	30 %	41 %	30 %	27 %	22 %
	Below Level	25 %	21 %	11 %	20 %	24 %	11 %	18 %	12 %	8 %
Total Students		40	33	37	40	33	37	40	33	37
Year 5	Above Level	48 %	34 %	52 %	48 %	34 %	45 %	58 %	29 %	48 %
	At Level	38 %	39 %	23 %	33 %	34 %	23 %	31 %	56 %	26 %
	Below Level	15 %	27 %	26 %	19 %	32 %	32 %	10 %	15 %	26 %
Total Students		48	41	31	48	41	31	48	41	31
Year 6	Above Level	33 %	45 %	32 %	42 %	47 %	29 %	47 %	43 %	24 %
	At Level	44 %	27 %	37 %	33 %	31 %	38 %	28 %	35 %	50 %
	Below Level	22 %	27 %	32 %	25 %	22 %	33 %	25 %	22 %	26 %
Total Students		36	51	41	36	51	42	36	51	42

In 2019:
Percentage of students in top two bands

Your school   **Similar schools**
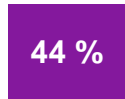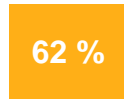
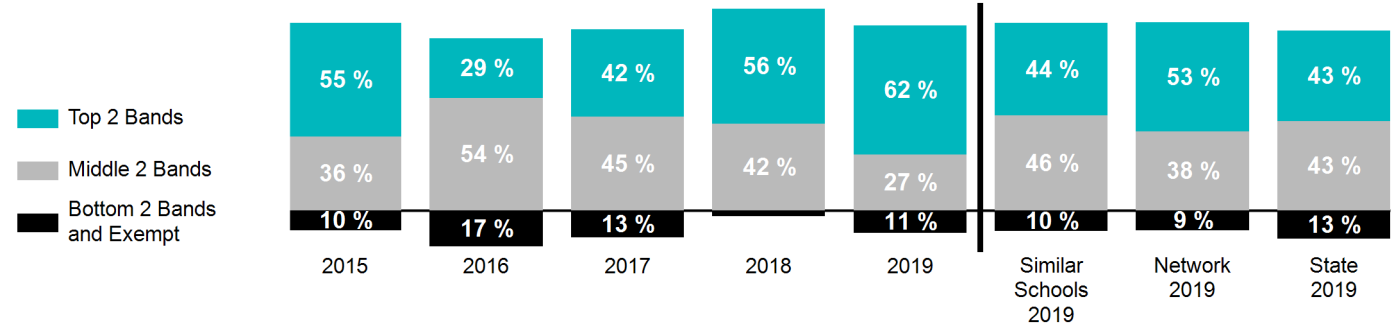**62 %**   **44 %**   Ranging from 15 % to 72 %

Relative to the similar schools group, your school's result is well above 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 2019, 43% of Year 3 students achieved in the top two bands for NAPLAN Numeracy - this a 1 percentage point decline on 2018 results. Students from a disadvantaged background, performed 28 percentage points below their peers in this top 2 bands measure.
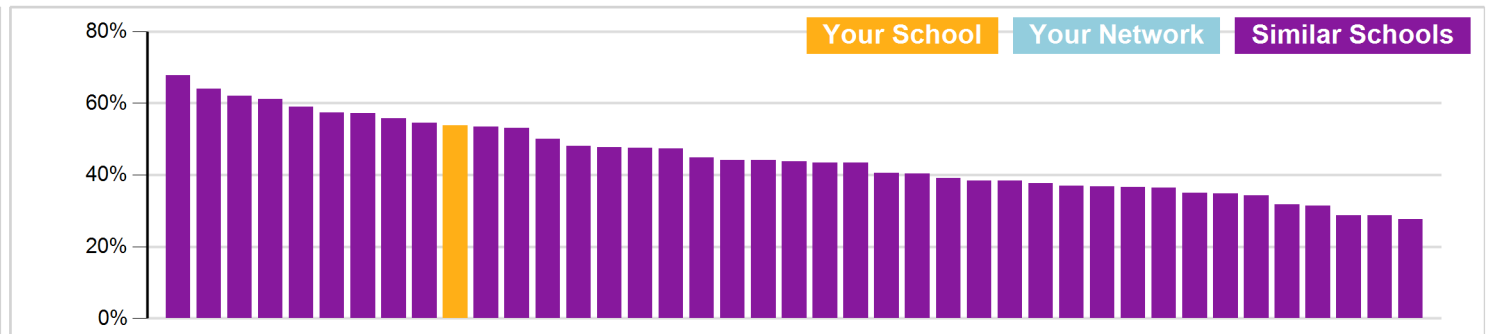
Percentage of students by NAPLAN bands

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

	2015	2016	2017	2018	2019	Similar Schools 2019	Network 2019	State 2019
Top 2 Bands	55 %	29 %	42 %	56 %	62 %	44 %	53 %	43 %
Middle 2 Bands	36 %	54 %	45 %	42 %	27 %	46 %	38 %	43 %
Bottom 2 Bands and Exempt	10 %	17 %	13 %		11 %	10 %	9 %	13 %

Count and percentage of students

	Niddrie Primary School												Similar Schools	Network	State
	2015		2016		2017		2018		2019					
Band	n	%	n	%	n	%	n	%	n	%	%	%	%
Band 6	15	36 %	5	14 %	9	29 %	9	25 %	9	24 %	18 %	22 %	20 %
Band 5	8	19 %	5	14 %	4	13 %	11	31 %	14	38 %	26 %	31 %	24 %
Band 4	9	21 %	10	29 %	8	26 %	13	36 %	4	11 %	27 %	24 %	25 %
Band 3	6	14 %	9	26 %	6	19 %	2	6 %	6	16 %	19 %	14 %	18 %
Band 2	1	2 %	3	9 %	3	10 %	1	3 %	3	8 %	7 %	7 %	9 %
Band 1	3	7 %	1	3 %	1	3 %	0	0 %	1	3 %	1 %	1 %	2 %
Exempt	0	0 %	2	6 %	0	0 %	0	0 %	0	0 %	1 %	1 %	3 %
Participation	**42**	**95 %**	**35**	**92 %**	**31**	**100 %**	**36**	**95 %**	**37**	**95 %**	**93 %**	**95 %**	**94 %**
Absent	1	2 %	3	8 %	0	0 %	0	0 %	2	5 %	4 %	3 %	3 %
Withdrawn	1	2 %	0	0 %	0	0 %	2	5 %	0	0 %	3 %	2 %	3 %
Total Students	**44**		**38**		**31**		**38**		**39**				
Average Scale Score	426.1		403.8		428.2		438.4		432.1		418.4	429.9	418.7

Between 2017 and 2019:
Percentage of students in top two bands

Your school   **Similar schools**
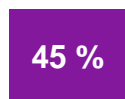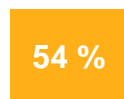
54 %   **45 %**   Ranging from 28 % to 68 %
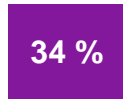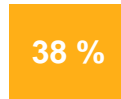
Relative to the similar schools group, your school's result is above the results for primary schools with similar characteristics.

Percentage of students in top two bands between 2017 and 2019

Legend: Your School | Your Network | Similar Schools

Percentage of students by NAPLAN bands

In 2019:
Percentage of students in top two bands

Your school	Similar schools	
38 %	**34 %**	Ranging from 15 % to 64 %

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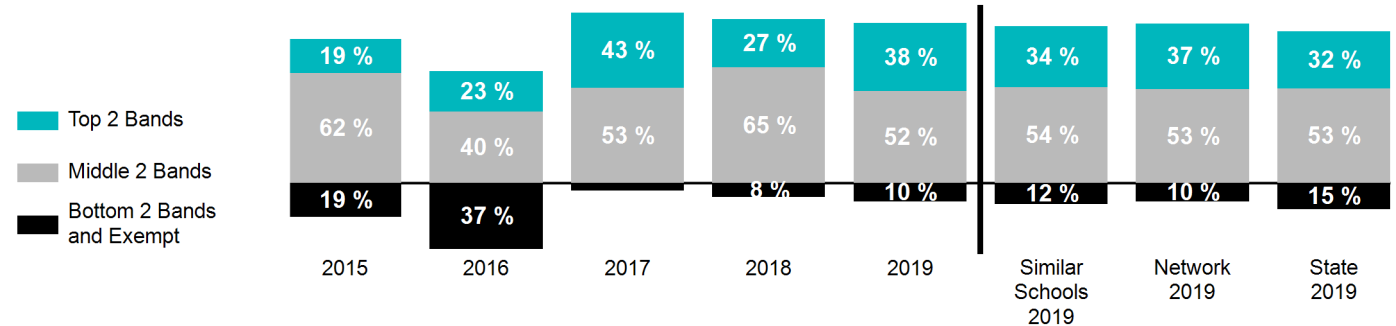

Legend:
- Top 2 Bands
- Middle 2 Bands
- Bottom 2 Bands and Exempt

Year/Group	Top 2 Bands	Middle 2 Bands	Bottom 2 Bands
2015	19 %	62 %	19 %
2016	23 %	40 %	37 %
2017	43 %	53 %	
2018	27 %	65 %	8 %
2019	38 %	52 %	10 %
Similar Schools 2019	34 %	54 %	12 %
Network 2019	37 %	53 %	10 %
State 2019	32 %	53 %	15 %

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 2019, 32% of Year 5 students achieved in the top two bands for NAPLAN Numeracy - similar to 2018. Students from a disadvantaged background performed 23 percentage points below their peers in this top 2 bands measure. 64% of all 2017 Year 3 government school students in the top two bands, maintained their high performance into Year 5 in 2019.
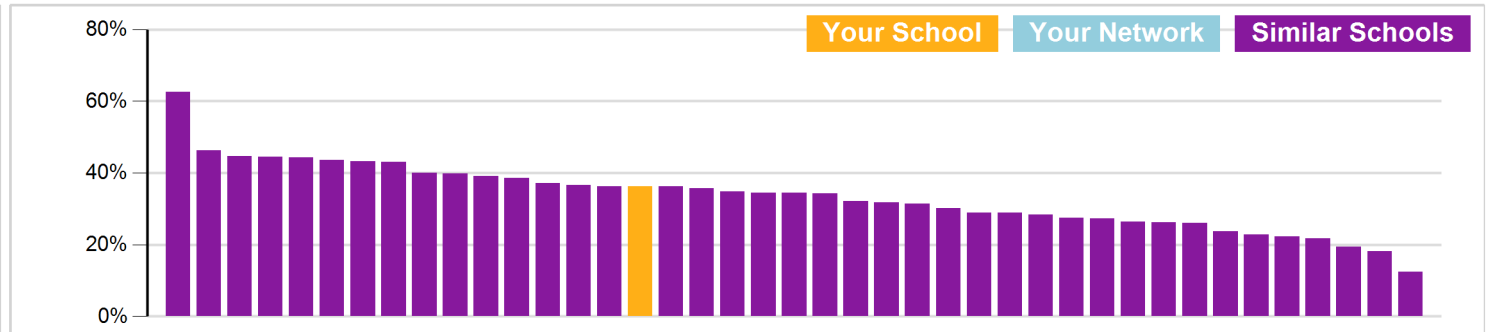
Count and percentage of students

		Niddrie Primary School											Similar Schools	Network	State
		2015		2016		2017		2018		2019					
Band		n	%	n	%	n	%	n	%	n	%	%	%	%
Band 8		7	15 %	6	17 %	8	17 %	3	8 %	5	17 %	12 %	15 %	12 %
Band 7		2	4 %	2	6 %	12	26 %	7	19 %	6	21 %	23 %	22 %	20 %
Band 6		13	28 %	9	26 %	20	43 %	13	35 %	11	38 %	28 %	31 %	28 %
Band 5		16	34 %	5	14 %	5	11 %	11	30 %	4	14 %	26 %	22 %	25 %
Band 4		7	15 %	13	37 %	2	4 %	3	8 %	3	10 %	10 %	8 %	10 %
Band 3		2	4 %	0	0 %	0	0 %	0	0 %	0	0 %	1 %	1 %	2 %
Exempt		0	0 %	0	0 %	0	0 %	0	0 %	0	0 %	1 %	2 %	3 %
Participation		47	96 %	35	97 %	47	96 %	37	90 %	29	97 %	92 %	98 %	95 %
Absent		1	2 %	1	3 %	0	0 %	2	5 %	1	3 %	5 %	2 %	3 %
Withdrawn		1	2 %	0	0 %	2	4 %	2	5 %	0	0 %	4 %	1 %	2 %
Total Students		**49**		**36**		**49**		**41**		**30**				
Average Scale Score		483.1		481.6		520.1		501.2		520.1		504.8	514.8	504.1

Percentage of students in top two bands between 2017 and 2019

Between 2017 and 2019:
Percentage of students in top two bands
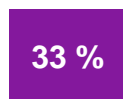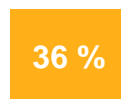
Your school	Similar schools	
36 %	**33 %**	Ranging from 13 % to 63 %

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

Legend: Your School, Your Network, Similar Schools

NAPLAN - READING: YEAR 3

In 2019:
Percentage of students in top two bands

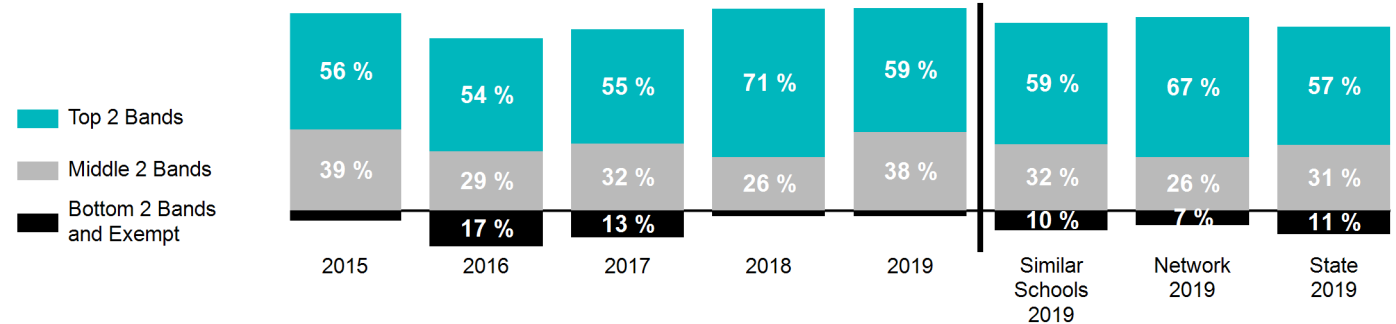| Your school	Similar schools	
59 %	**59 %**	Ranging from 25 % to 87 %

Relative to the similar schools group, your school's result is similar to 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 2019, 57% of Year 3 students achieved in the top two bands for NAPLAN Reading - this proportion is similar to 2018. Students from a disadvantaged background performed 29 percentage points below their peers in this top 2 bands measure.
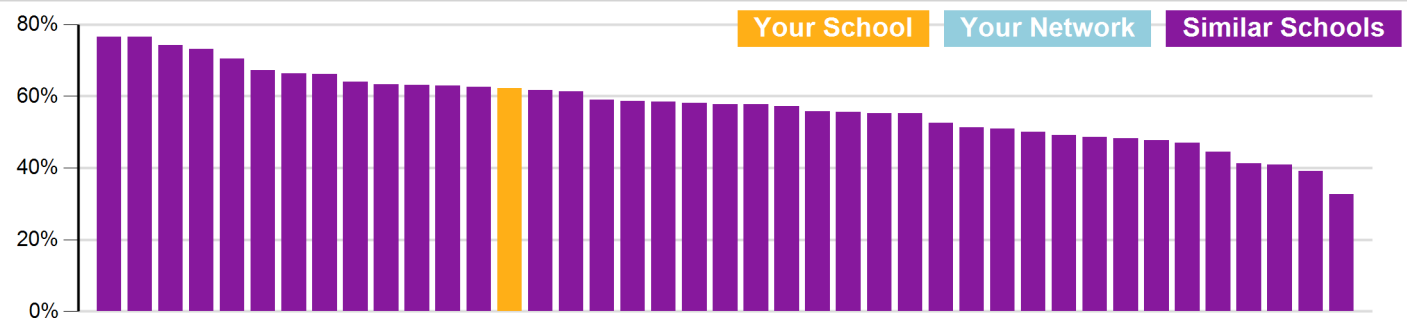
Percentage of students by NAPLAN bands

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

	2015	2016	2017	2018	2019	Similar Schools 2019	Network 2019	State 2019
Top 2 Bands	56 %	54 %	55 %	71 %	59 %	59 %	67 %	57 %
Middle 2 Bands	39 %	29 %	32 %	26 %	38 %	32 %	26 %	31 %
Bottom 2 Bands		17 %	13 %			10 %	7 %	11 %

Count and percentage of students

	Niddrie Primary School													
	2015		**2016**		**2017**		**2018**		**2019**		**Similar Schools**	**Network**	**State**
Band	n	%	n	%	n	%	n	%	n	%	%	%	%
Band 6	15	37 %	12	34 %	9	29 %	15	43 %	14	38 %	34 %	44 %	33 %
Band 5	8	20 %	7	20 %	8	26 %	10	29 %	8	22 %	25 %	24 %	24 %
Band 4	7	17 %	4	11 %	7	23 %	7	20 %	8	22 %	20 %	16 %	19 %
Band 3	9	22 %	6	17 %	3	10 %	2	6 %	6	16 %	12 %	10 %	12 %
Band 2	2	5 %	4	11 %	3	10 %	1	3 %	1	3 %	6 %	5 %	7 %
Band 1	0	0 %	0	0 %	1	3 %	0	0 %	0	0 %	2 %	1 %	2 %
Exempt	0	0 %	2	6 %	0	0 %	0	0 %	0	0 %	1 %	1 %	3 %
Participation	**41**	**93 %**	**35**	**92 %**	**31**	**100 %**	**35**	**92 %**	**37**	**95 %**	**93 %**	**96 %**	**95 %**
Absent	2	5 %	3	8 %	0	0 %	1	3 %	1	3 %	3 %	2 %	3 %
Withdrawn	1	2 %	0	0 %	0	0 %	2	5 %	1	3 %	4 %	2 %	3 %
Total Students	**44**		**38**		**31**		**38**		**39**				
Average Scale Score	443.8		445.0		444.8		473.5		454.7		445.0	465.4	444.8

Between 2017 and 2019:
Percentage of students in top two bands

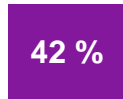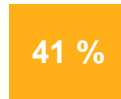| Your school	Similar schools	
62 %	**58 %**	Ranging from 33 % to 77 %

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 2017 and 2019

Legend: Your School | Your Network | Similar Schools

Percentage of students by NAPLAN bands

In 2019:
Percentage of students in top two bands

Your school	Similar schools	
41 %	**42 %**	Ranging from 23 % to 64 %

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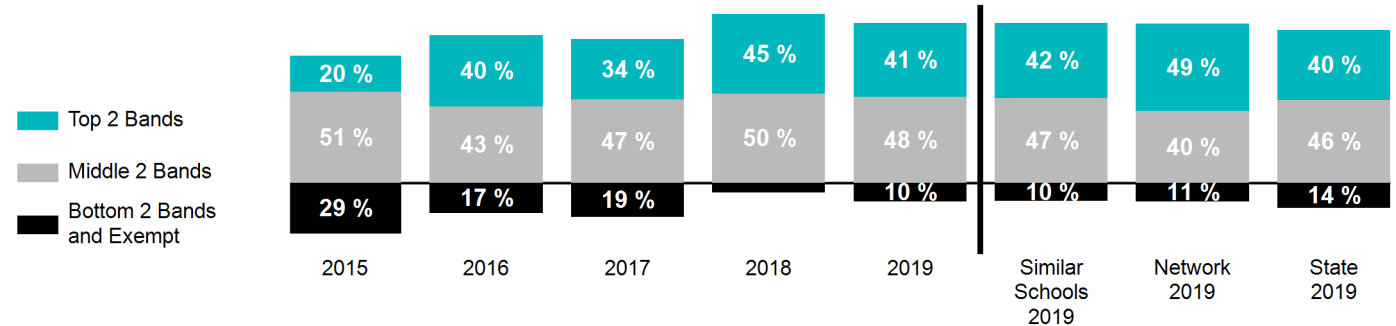
THE EDUCATION STATE TARGET: By 2020, 25 per cent more Year 5 students will be reaching the highest levels of achievement in Reading.

State-wide patterns

Across Victorian Government schools in 2019, 40% of Year 5 students achieved in the top two bands for NAPLAN Reading, a marginal decline on 2018 results. Students from a disadvantaged background performed 26 percentage points below their peers in this top 2 bands measure. Two thirds of all 2017 Year 3 government school students in the top two bands, maintained their high performance into Year 5 in 2019.
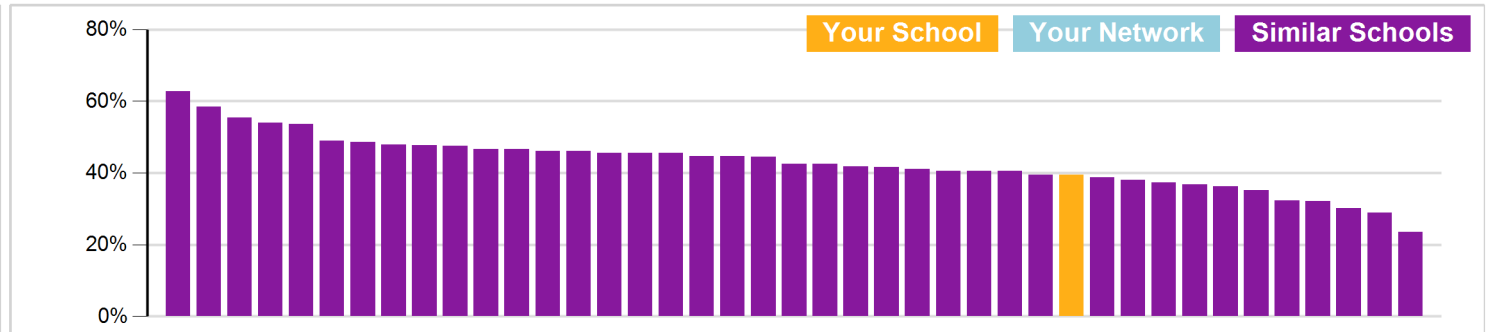
Count and percentage of students

		Niddrie Primary School											Similar Schools	Network	State
		2015		**2016**		**2017**		**2018**		**2019**		**2019**	**2019**	**2019**
Band		n	%	n	%	n	%	n	%	n	%	%	%	%
	Band 8	4	8 %	6	17 %	6	13 %	10	26 %	7	24 %	18 %	22 %	17 %
	Band 7	6	12 %	8	23 %	10	21 %	7	18 %	5	17 %	25 %	27 %	22 %
	Band 6	12	24 %	10	29 %	15	32 %	7	18 %	9	31 %	30 %	28 %	28 %
	Band 5	13	27 %	5	14 %	7	15 %	12	32 %	5	17 %	17 %	12 %	18 %
	Band 4	12	24 %	3	9 %	9	19 %	1	3 %	2	7 %	7 %	7 %	8 %
	Band 3	2	4 %	3	9 %	0	0 %	1	3 %	1	3 %	2 %	1 %	3 %
	Exempt	0	0 %	0	0 %	0	0 %	0	0 %	0	0 %	1 %	2 %	3 %
Participation		49	100 %	35	97 %	47	96 %	38	93 %	29	97 %	93 %	98 %	95 %
	Absent	0	0 %	1	3 %	0	0 %	1	2 %	1	3 %	3 %	1 %	3 %
	Withdrawn	0	0 %	0	0 %	2	4 %	2	5 %	0	0 %	4 %	1 %	2 %
Total Students		49		36		49		41		30				
Average Scale Score		473.9		508.2		506.7		531.8		524.5		515.0	526.9	512.0

Percentage of students in top two bands between 2017 and 2019

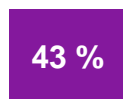### Between 2017 and 2019:
Percentage of students in top two bands
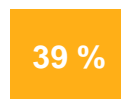
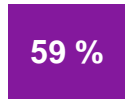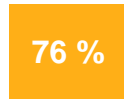| Your school	Similar schools	
39 %	**43 %**	Ranging from 24 % to 63 %

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

In 2019:
Percentage of students in top two bands

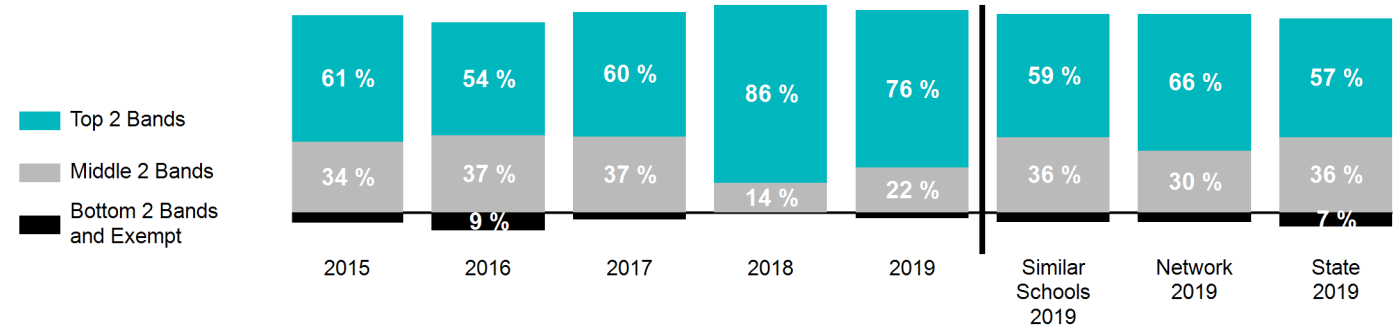| Your school	Similar schools	
76 %	**59 %**	Ranging from 26 % to 86 %

Relative to the similar schools group, your school's result is well above 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 2019, 57% of Year 3 students achieved in the top two bands for NAPLAN Writing - a 6 percentage point improvement since 2018. Male students performed 16 percentage points below female students on this top 2 bands measure.
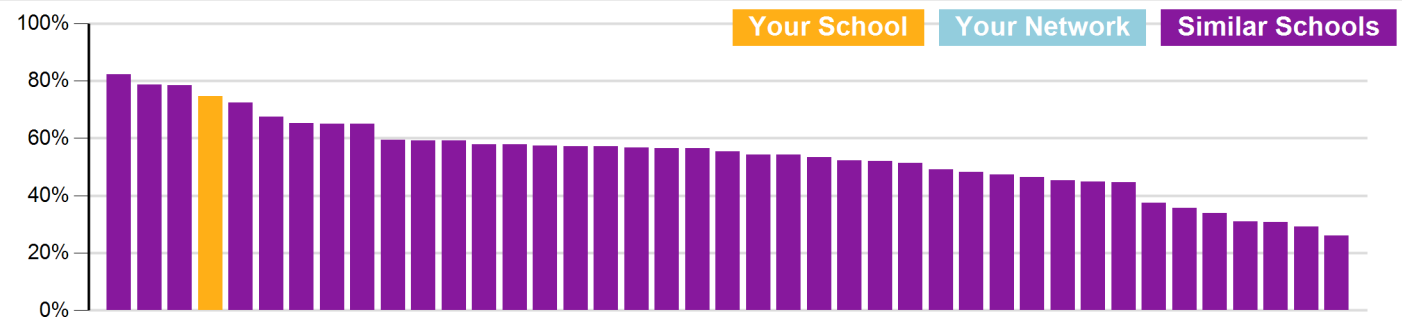
Percentage of students by NAPLAN bands

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

	2015	2016	2017	2018	2019	Similar Schools 2019	Network 2019	State 2019
Top 2 Bands	61 %	54 %	60 %	86 %	76 %	59 %	66 %	57 %
Middle 2 Bands	34 %	37 %	37 %	14 %	22 %	36 %	30 %	36 %
Bottom 2 Bands and Exempt		9 %						7 %

Count and percentage of students

		Niddrie Primary School											Similar Schools	Network	State
		2015		**2016**		**2017**		**2018**		**2019**				
Band		n	%	n	%	n	%	n	%	n	%	%	%	%
	Band 6	9	22 %	6	17 %	2	7 %	13	37 %	9	24 %	17 %	23 %	19 %
	Band 5	16	39 %	13	37 %	16	53 %	17	49 %	19	51 %	42 %	42 %	38 %
	Band 4	7	17 %	11	31 %	8	27 %	4	11 %	4	11 %	25 %	24 %	26 %
	Band 3	7	17 %	2	6 %	3	10 %	1	3 %	4	11 %	11 %	6 %	10 %
	Band 2	2	5 %	1	3 %	0	0 %	0	0 %	1	3 %	3 %	3 %	3 %
	Band 1	0	0 %	0	0 %	1	3 %	0	0 %	0	0 %	0 %	0 %	1 %
	Exempt	0	0 %	2	6 %	0	0 %	0	0 %	0	0 %	1 %	1 %	3 %
Participation		41	93 %	35	92 %	30	97 %	35	92 %	37	95 %	93 %	96 %	94 %
	Absent	2	5 %	3	8 %	1	3 %	1	3 %	1	3 %	3 %	2 %	3 %
	Withdrawn	1	2 %	0	0 %	0	0 %	2	5 %	1	3 %	4 %	2 %	3 %
Total Students		44		38		31		38		39				
Average Scale Score		439.5		435.2		423.4		466.4		442.1		433.3	442.9	432.5

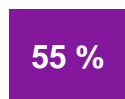**Between 2017 and 2019:**
Percentage of students in top two bands
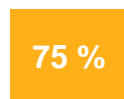
Your school	Similar schools	
75 %	**55 %**	Ranging from 26 % to 82 %

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

Percentage of students in top two bands between 2017 and 2019

- Your School
- Your Network
- Similar Schools

In 2019:
Percentage of students in top two bands

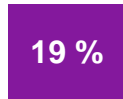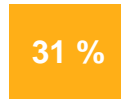| Your school	Similar schools	
31 %	**19 %**	Ranging from 0 % to 43 %

Relative to the similar schools group, your school's result is well above 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.
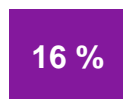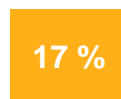
State-wide patterns

Across Victorian Government schools in 2019, 19% of Year 5 students achieved in the top two bands for NAPLAN Writing - this was a 5 percentage point improvement on 2018. Male students performed 9 percentage points below female students on this top 2 bands measure. 31% of all 2017 Year 3 government school students in the top two bands, maintained their high performance into Year 5 in 2019.

Percentage of students by NAPLAN bands

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

	Top 2	Middle 2	Bottom 2
2015	8 %	81 %	10 %
2016	14 %	66 %	20 %
2017	19 %	64 %	17 %
2018		79 %	18 %
2019	31 %	59 %	10 %
Similar Schools 2019	19 %	68 %	13 %
Network 2019	25 %	64 %	11 %
State 2019	19 %	65 %	16 %

Count and percentage of students

		Niddrie Primary School											Similar Schools	Network	State
		2015		2016		2017		2018		2019				
Band		n	%	n	%	n	%	n	%	n	%	%	%	%
	Band 8	1	2 %	3	9 %	1	2 %	0	0 %	0	0 %	5 %	7 %	6 %
	Band 7	3	6 %	2	6 %	8	17 %	1	3 %	9	31 %	15 %	18 %	14 %
	Band 6	21	44 %	10	29 %	16	34 %	18	47 %	5	17 %	32 %	36 %	32 %
	Band 5	18	38 %	13	37 %	14	30 %	12	32 %	12	41 %	35 %	28 %	33 %
	Band 4	2	4 %	3	9 %	7	15 %	5	13 %	2	7 %	10 %	7 %	9 %
	Band 3	3	6 %	4	11 %	1	2 %	2	5 %	1	3 %	3 %	2 %	3 %
	Exempt	0	0 %	0	0 %	0	0 %	0	0 %	0	0 %	1 %	2 %	3 %
Participation		48	98 %	35	97 %	47	96 %	38	93 %	29	97 %	92 %	97 %	95 %
	Absent	1	2 %	1	3 %	0	0 %	1	2 %	1	3 %	4 %	2 %	3 %
	Withdrawn	0	0 %	0	0 %	2	4 %	2	5 %	0	0 %	4 %	1 %	2 %
Total Students		49		36		49		41		30				
Average Scale Score		476.5		468.8		482.4		466.6		483.7		483.6	494.1	483.6

Between 2017 and 2019:
Percentage of students in top two bands

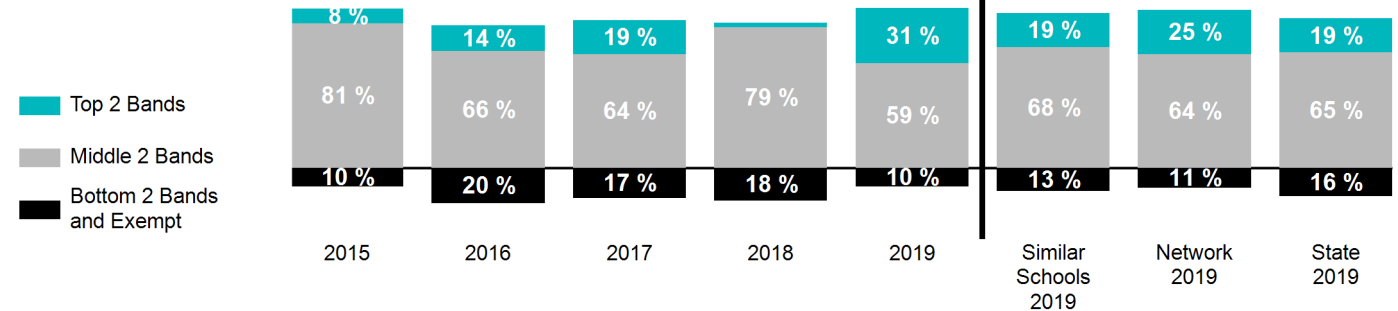| Your school	Similar schools	
17 %	**16 %**	Ranging from 5 % to 32 %

Relative to the similar schools group, your school's result is above the results for primary schools with similar characteristics.
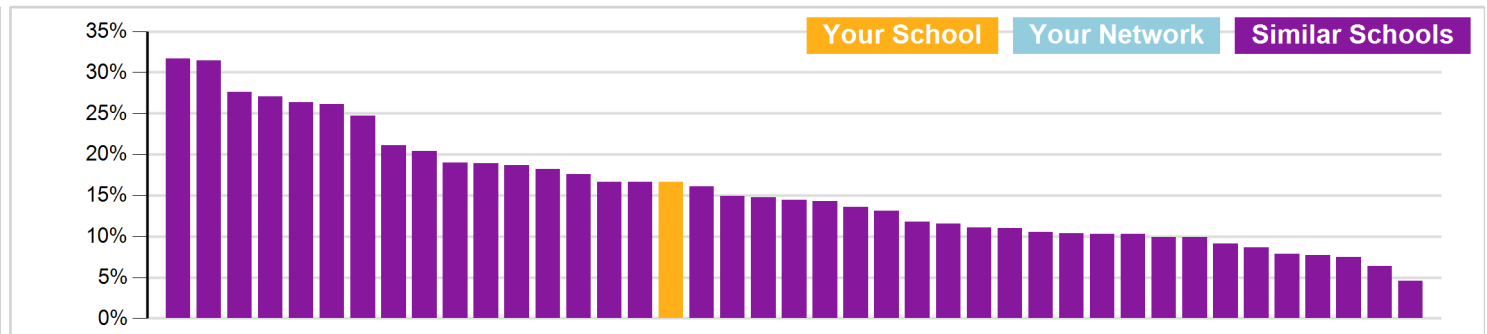
Percentage of students in top two bands between 2017 and 2019

Legend: Your School, Your Network, Similar Schools

Percentage of students by benchmark growth category

In 2019:
Percentage of students with Above Benchmark

Your school	Similar schools	
31 %	**22 %**	Ranging from 0 % to 58 %

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

Approximately 23% of Government school students in Year 5 achieved 'above benchmark' growth for NAPLAN Numeracy in 2019.

However, results vary at the cohort level. EAL funded students demonstrated strong learning growth. While 40% of EAL funded students achieved 'above benchmark' growth in 2019, only 23% of non-EAL funded students achieved this level of growth.

Between 2017 and 2019:
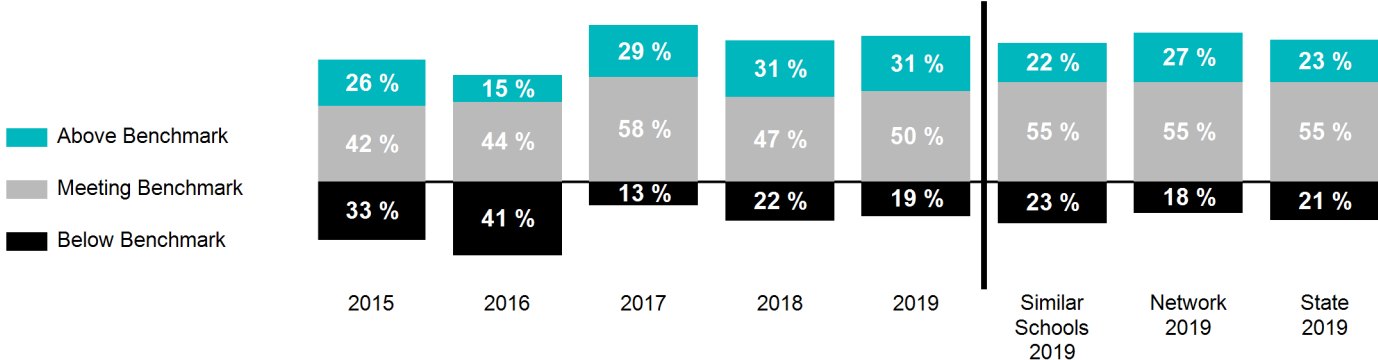Percentage of students with Above Benchmark

Your school	Similar schools	
30 %	**25 %**	Ranging from 9 % to 52 %

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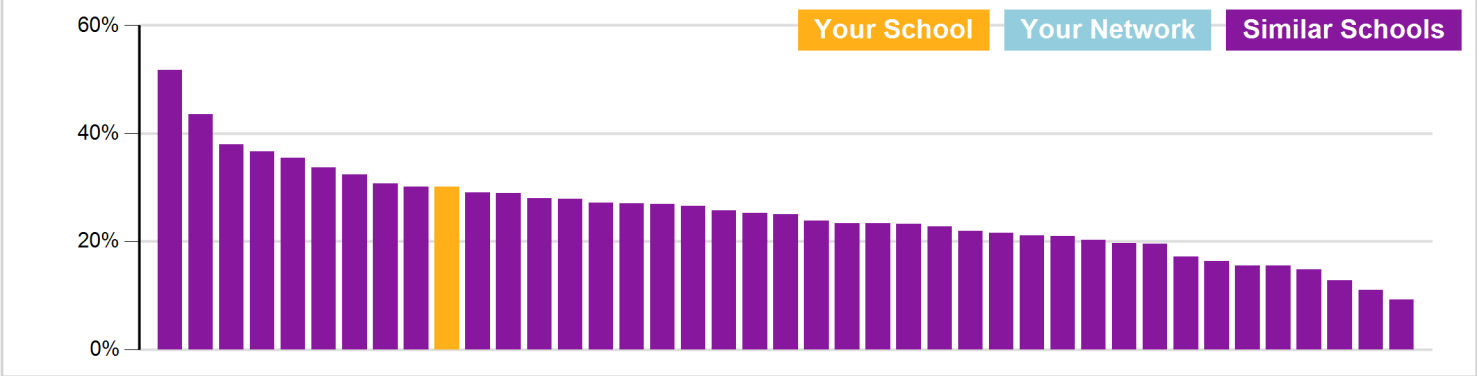
Count and percentage of students

	Niddrie Primary School											Similar Schools	Network	State
	2015		2016		2017		2018		2019					
Band	n	%	n	%	n	%	n	%	n	%	%	%	%
Above Benchmark	11	26 %	5	15 %	13	29 %	10	31 %	8	31 %	22 %	27 %	23 %
Meeting Benchmark	18	42 %	15	44 %	26	58 %	15	47 %	13	50 %	55 %	55 %	55 %
Below Benchmark	14	33 %	14	41 %	6	13 %	7	22 %	5	19 %	23 %	18 %	21 %
Total Students	43		34		45		32		26				

Percentage of students Above Benchmark between 2017 and 2019

In 2019:
Percentage of students with Above Benchmark

Your school   **Similar schools**

23 %   **24 %**   Ranging from 5 % to 50 %

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

Approximately 24% of Government school students in Year 5 achieved 'above benchmark' growth for NAPLAN Reading in 2019.

However, results vary at the cohort level. While 24% of Non-Aboriginal students achieved 'above benchmark' growth in 2019, only 20% of Aboriginal students achieved this level of growth.

Between 2017 and 2019:
Percentage of students with Above Benchmark

Your school   **Similar schools**
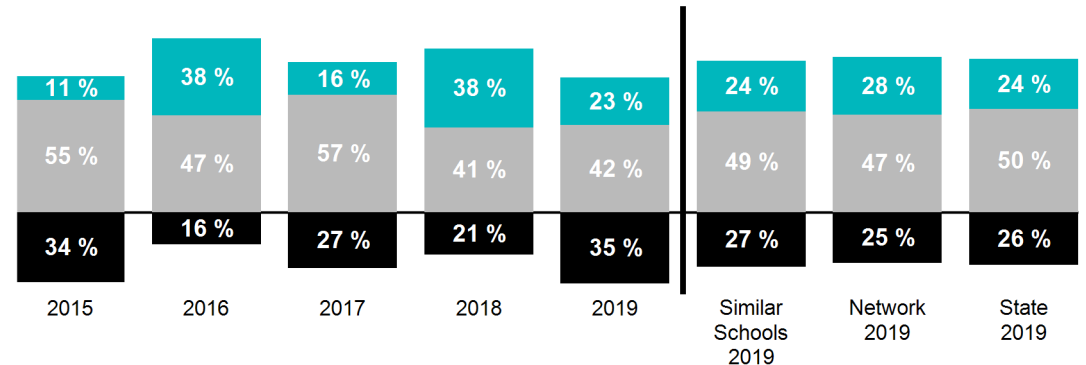
25 %   **29 %**   Ranging from 17 % to 49 %

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

Percentage of students by benchmark growth category

Count and percentage of students

Band	Niddrie Primary School											Similar Schools	Network	State
	2015		2016		2017		2018		2019				
	n	%	n	%	n	%	n	%	n	%	%	%	%
Above Benchmark	5	11 %	12	38 %	7	16 %	13	38 %	6	23 %	24 %	28 %	24 %
Meeting Benchmark	24	55 %	15	47 %	25	57 %	14	41 %	11	42 %	49 %	47 %	50 %
Below Benchmark	15	34 %	5	16 %	12	27 %	7	21 %	9	35 %	27 %	25 %	26 %
Total Students	**44**		**32**		**44**		**34**		**26**				

Percentage of students Above Benchmark between 2017 and 2019

Percentage of students by benchmark growth category
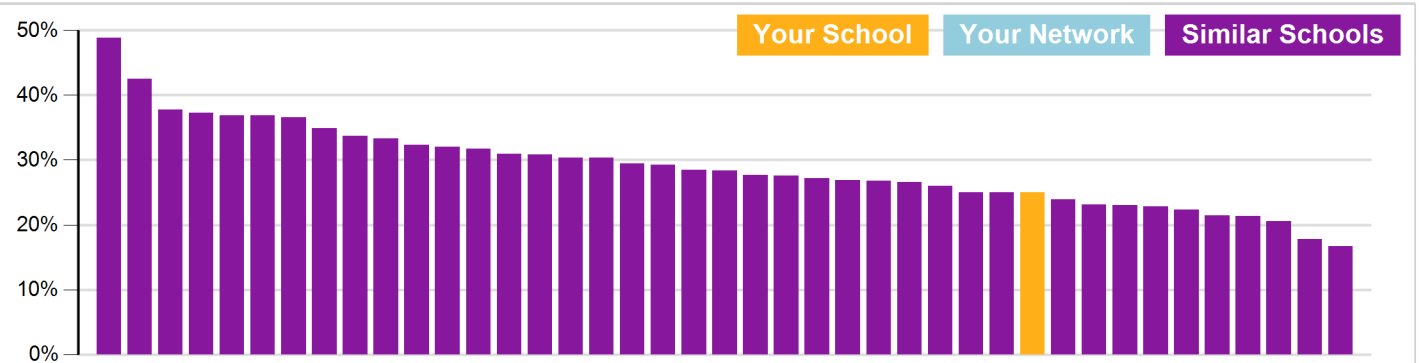
In 2019:
Percentage of students with Above Benchmark

Your school	Similar schools	
24 %	**24 %**	Ranging from 10 % to 47 %

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

Victorian students (in government and non-government schools) performed well in NAPLAN writing in 2019. The mean score was above all other jurisdictions for Years 3, 5 and 7, and above the Australian average for Year 9. *Source: preliminary NAPLAN 2019 summary results*

State-wide patterns

Approximately 24% of Government school students in Year 5 achieved 'above benchmark' growth for NAPALN Writing in 2019.

However, results vary at the cohort level. While 26% of non-disadvantaged students achieved 'above benchmark' growth in 2019, only 17% of equity funded students achieved this level of growth.

Between 2017 and 2019:
Percentage of students with Above Benchmark

Your school	Similar schools	
11 %	**19 %**	Ranging from 9 % to 34 %

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

	Niddrie Primary School										Similar Schools	Network	State
	2015		2016		2017		2018		2019				
Band	n	%	n	%	n	%	n	%	n	%	%	%	%
Above Benchmark	6	14 %	8	24 %	4	9 %	1	3 %	6	24 %	24 %	29 %	24 %
Meeting Benchmark	26	60 %	16	48 %	28	64 %	18	53 %	14	56 %	51 %	51 %	52 %
Below Benchmark	11	26 %	9	27 %	12	27 %	15	44 %	5	20 %	24 %	20 %	24 %
Total Students	**43**		**33**		**44**		**34**		**25**				

Percentage of students Above Benchmark between 2017 and 2019
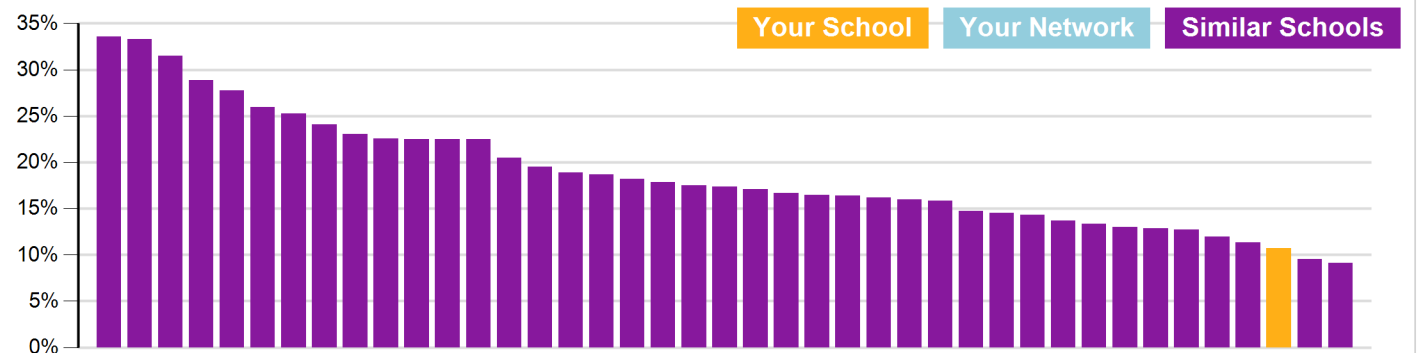
'Breaking the Link' measures are selected based on the following evidence and rationale.

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.

Percentage of students by absence days

In 2019:
Percentage of students with 20 or more absence days

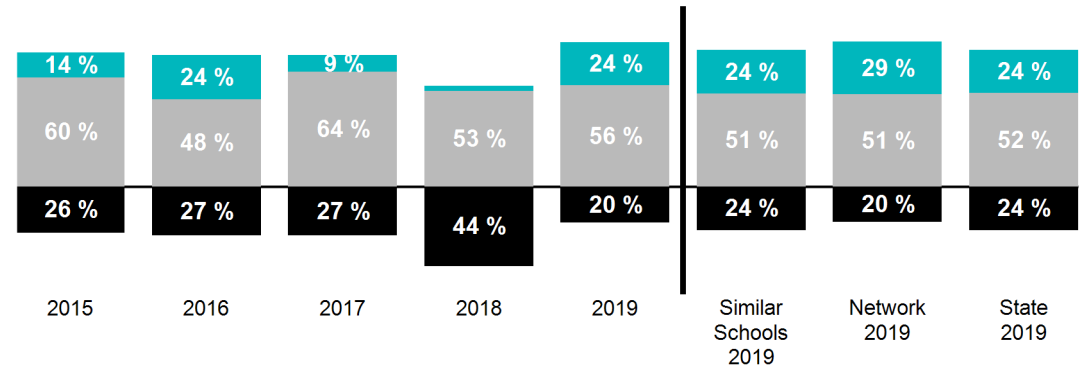| Your school	Similar schools	
29 %	**26 %**	Ranging from 13 % to 37 %

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

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

	2015	2016	2017	2018	2019	Similar Schools 2019	Network 2019	State 2019
0.5 - 9.5 Days	46 %	44 %	29 %	25 %	35 %	38 %	43 %	39 %
10 - 19.5 Days	36 %	33 %	42 %	46 %	36 %	37 %	35 %	35 %
20 - 29.5 Days	10 %	15 %	19 %	16 %	18 %	15 %	13 %	15 %
30+ Days	8 %	9 %	10 %	13 %	11 %	11 %	9 %	12 %

Percentage of students with 20 or more absence days between 2017 and 2019

Between 2017 and 2019:
Percentage of students with 20 or more absence days

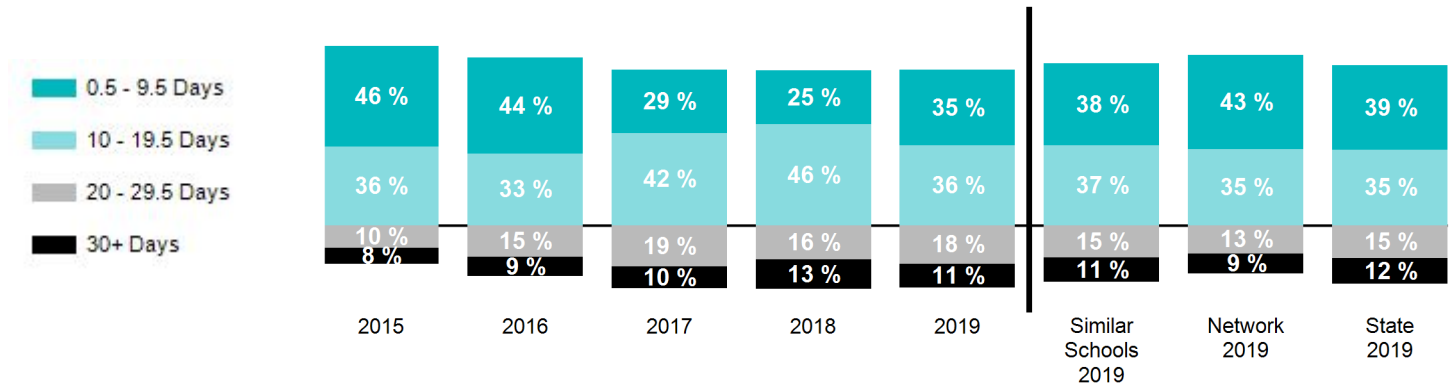| Your school	Similar schools	
29 %	**23 %**	Ranging from 15 % to 35 %

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

Legend: Your School, Your Network, Similar Schools

Average absence days between 2017 and 2019

Between 2017 and 2019:
Average absence days

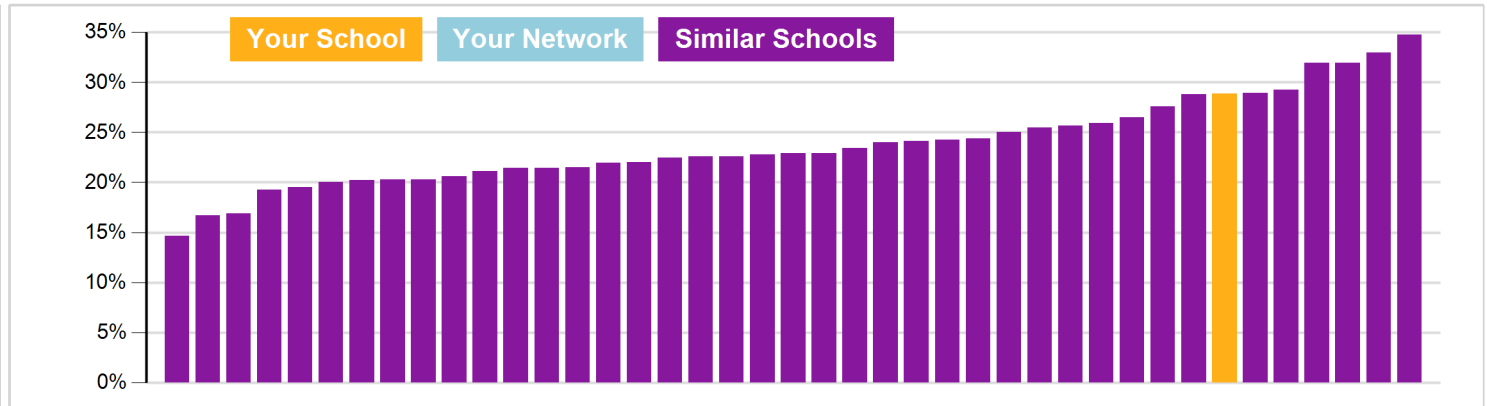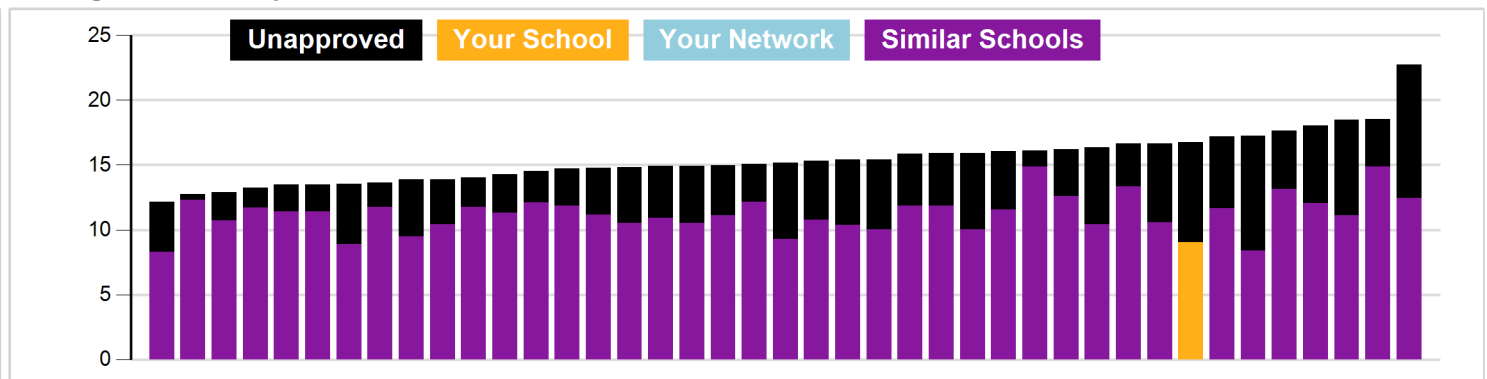| Your school	Similar schools	
17	**15**	Ranging from 12 to 23 days

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

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

STUDENT ABSENCE: PREP TO YEAR 6

Percentage of students by year level

Year Level	Absence Days	2015	2016	2017	2018	2019
Prep	< 10 Days	46 %	49 %	18 %	12 %	36 %
	10 - 19.5 Days	34 %	27 %	45 %	51 %	41 %
	20 - 29.5 Days	12 %	19 %	25 %	14 %	18 %
	30+ Days	7 %	5 %	11 %	23 %	5 %
	Total Students	**41**	**37**	**55**	**57**	**56**
Year 1	< 10 Days	45 %	35 %	28 %	27 %	36 %
	10 - 19.5 Days	39 %	50 %	56 %	45 %	30 %
	20 - 29.5 Days	6 %	15 %	14 %	16 %	25 %
	30+ Days	10 %	0 %	3 %	12 %	9 %
	Total Students	**31**	**40**	**36**	**51**	**56**
Year 2	< 10 Days	45 %	37 %	32 %	21 %	36 %
	10 - 19.5 Days	43 %	37 %	30 %	45 %	32 %
	20 - 29.5 Days	7 %	17 %	30 %	24 %	18 %
	30+ Days	5 %	10 %	8 %	11 %	14 %
	Total Students	**44**	**30**	**37**	**38**	**50**
Year 3	< 10 Days	49 %	46 %	27 %	32 %	33 %
	10 - 19.5 Days	30 %	34 %	43 %	39 %	38 %
	20 - 29.5 Days	17 %	10 %	20 %	21 %	21 %
	30+ Days	4 %	10 %	10 %	8 %	8 %
	Total Students	**47**	**41**	**30**	**38**	**39**
Year 4	< 10 Days	35 %	50 %	35 %	27 %	35 %
	10 - 19.5 Days	40 %	30 %	40 %	52 %	43 %
	20 - 29.5 Days	8 %	10 %	13 %	9 %	11 %
	30+ Days	18 %	10 %	13 %	12 %	11 %
	Total Students	**40**	**50**	**40**	**33**	**37**
Year 5	< 10 Days	55 %	40 %	40 %	31 %	26 %
	10 - 19.5 Days	31 %	25 %	38 %	40 %	35 %
	20 - 29.5 Days	12 %	20 %	14 %	17 %	23 %
	30+ Days	2 %	15 %	8 %	12 %	16 %
	Total Students	**51**	**40**	**50**	**42**	**31**
Year 6	< 10 Days	45 %	47 %	22 %	27 %	39 %
	10 - 19.5 Days	37 %	29 %	44 %	49 %	37 %
	20 - 29.5 Days	8 %	14 %	17 %	12 %	7 %
	30+ Days	11 %	10 %	17 %	12 %	17 %
	Total Students	**38**	**49**	**36**	**51**	**41**

Average absence days - all accountable

Year Level	2015	2016	2017	2018	2019
Prep	13.9	14.6	17.8	22.2	14.0
Year 1	14.7	13.7	14.6	16.3	16.4
Year 2	11.6	16.8	15.9	17.5	16.3
Year 3	12.5	13.7	17.9	16.1	16.3
Year 4	16.9	15.5	14.7	16.3	14.7
Year 5	11.0	20.4	15.5	16.6	20.1
Year 6	14.8	13.7	21.5	16.7	15.9

Average absence days - unapproved

Year Level	2015	2016	2017	2018	2019
Prep	5.6	4.9	2.5	4.0	4.2
Year 1	4.1	4.1	5.4	6.3	9.2
Year 2	2.4	5.3	8.1	6.2	9.1
Year 3	5.1	4.9	9.6	7.3	10.0
Year 4	7.3	6.4	6.1	9.0	8.9
Year 5	4.1	13.1	7.2	7.5	15.7
Year 6	5.7	5.8	12.5	9.7	10.2

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 2019, the State-wide rate of unapproved absences was 22% for government school students in Prep to Year 6. The corresponding proportion for the Aboriginal cohort was 42%.

'Happy, Healthy and Resilient Kids' measures are selected based on the following evidence and rationale.

STUDENT ATTITUDES

The Student Attitudes to School Survey (ATOSS) assists schools to gain an understanding of students' perceptions and their experience of school. It provides schools with valuable data on students' views of their wellbeing, teaching, learning and school in general.

Research shows that positive student attitudes are related to learning outcomes and staying at school.

A range of factors from the ATOSS have been shown to relate to, and even predict, NAPLAN outcomes. In primary schools, classroom behaviour and student safety are the most important factors. In secondary schools, the most predictive ATOSS factors are teacher empathy and effectiveness and the presence of stimulating learning.

The same research that identified these ATOSS factors in the context of NAPLAN achievement also indicated that improvements in the proportion of positive ATOSS responses could lead to an increase in the proportion of students in the top two NAPLAN bands, by between 1% and 6%.

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

Neutral: the percentage of neutral responses (neither agree or disagree) to the questions within the component/factor.
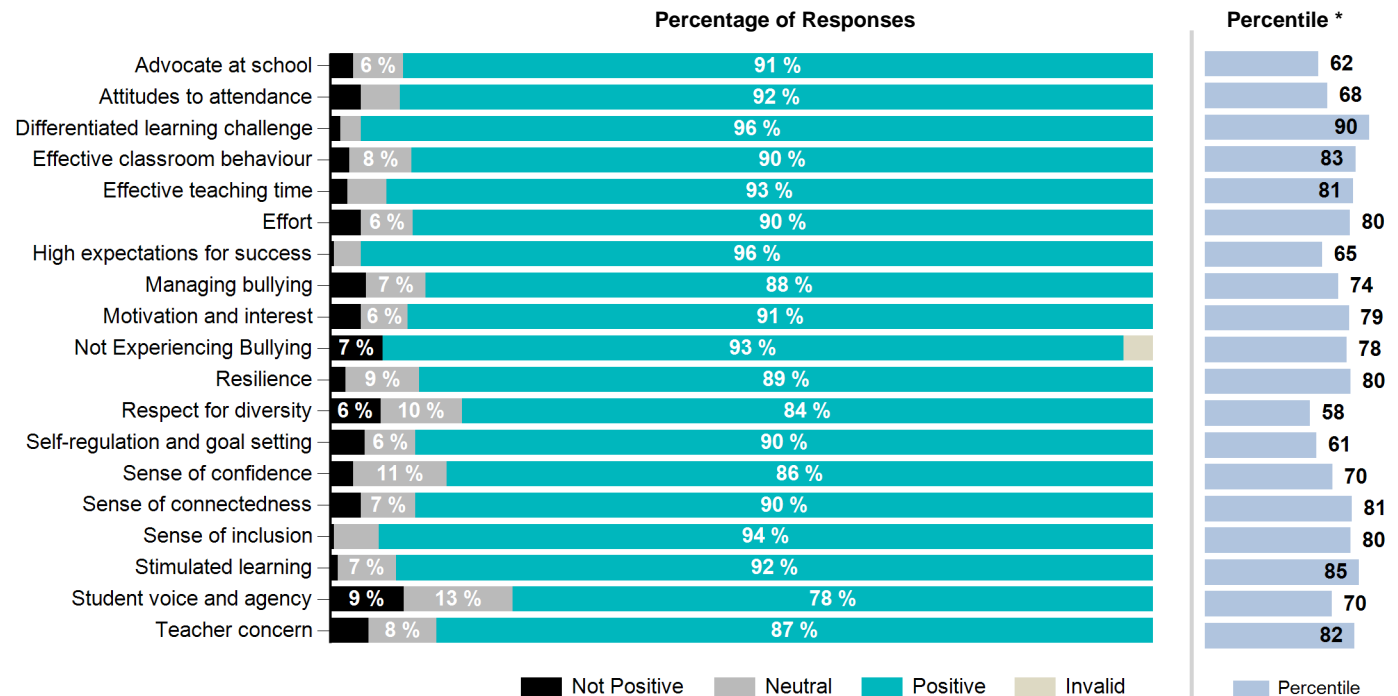
Not Positive: the percentage of not positive responses (strongly disagree/disagree) to the questions within the component/factor.

THE EDUCATION STATE **TARGET:** 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: 2019

Percentage of Responses

Percentile *

Factor	Not Positive	Neutral	Positive	Invalid	Percentile
Advocate at school		6 %	91 %		62
Attitudes to attendance			92 %		68
Differentiated learning challenge			96 %		90
Effective classroom behaviour		8 %	90 %		83
Effective teaching time			93 %		81
Effort		6 %	90 %		80
High expectations for success			96 %		65
Managing bullying		7 %	88 %		74
Motivation and interest		6 %	91 %		79
Not Experiencing Bullying	7 %		93 %		78
Resilience		9 %	89 %		80
Respect for diversity	6 %	10 %	84 %		58
Self-regulation and goal setting		6 %	90 %		61
Sense of confidence		11 %	86 %		70
Sense of connectedness		7 %	90 %		81
Sense of inclusion			94 %		80
Stimulated learning		7 %	92 %		85
Student voice and agency	9 %	13 %	78 %		70
Teacher concern		8 %	87 %		82

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

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

Percentage of students with positive attitude by year level

State-wide patterns

For students in years 4 to 6, student attitudes in 2019 were generally very similar to 2018.

Percent endorsement of 'Sense of confidence' at 81.2% and 'Sense of connectedness' at 81.0% was slightly lower than 2018. 'Resilience' was rated similar to 2018 at 81.3%.

The most positively endorsed factor for students in Years 4 to 6 was 'High Expectations for Success' with 94.2% endorsement. The factor 'Not experiencing bullying' has had two years of improved results and in 2019 was again the most improved factor, improving by 5.6 percentage points since 2017.

Year Level	Parent Factor	Factor	2017	2018	2019	Trend
Year 4	Effective teaching practice for cognitive engagement	Differentiated learning challenge	94 %	78 %	96 %	
		Effective classroom behaviour	92 %	81 %	95 %	
		Effective teaching time	94 %	81 %	92 %	
		Stimulated learning	91 %	81 %	96 %	
	Learner characteristics and disposition	Attitudes to attendance	93 %	90 %	93 %	
		Motivation and interest	95 %	79 %	93 %	
		Resilience	93 %	73 %	91 %	
		Self-regulation and goal setting	89 %	77 %	89 %	
		Sense of confidence	86 %	77 %	86 %	
	Not Experiencing Bullying (Parent Factor)	Not Experiencing Bullying	76 %	81 %	92 %	
	School safety	Advocate at school	91 %	89 %	90 %	
		Managing bullying	89 %	91 %	89 %	
		Respect for diversity	86 %	83 %	81 %	
	Social engagement	Sense of connectedness	88 %	90 %	95 %	
		Sense of inclusion	89 %	89 %	95 %	
		Student voice and agency	84 %	58 %	80 %	
	Teacher-student relations	Effort	88 %	72 %	93 %	
		High expectations for success	95 %	93 %	95 %	
		Teacher concern	88 %	67 %	88 %	

Student participation
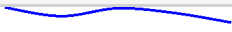
Year Level	Measure	2017	2018	2019	Trend
Year 4	Enrolment Count	40	34	37	
	Participation Count	29	27	37	
	Participation Rate (%)	73 %	79 %	100 %	

Percentage of students with positive attitude by year level

State-wide patterns

For students in years 4 to 6, student attitudes in 2019 were generally very similar to 2018.

Percent endorsement of 'Sense of confidence' at 81.2% and 'Sense of connectedness' at 81.0% was slightly lower than 2018. 'Resilience' was rated similar to 2018 at 81.3%.

The most positively endorsed factor for students in Years 4 to 6 was 'High Expectations for Success' with 94.2% endorsement. The factor 'Not experiencing bullying' has had two years of improved results and in 2019 was again the most improved factor, improving by 5.6 percentage points since 2017.

Year Level	Parent Factor	Factor	2017	2018	2019	Trend
Year 5	Effective teaching practice for cognitive engagement	Differentiated learning challenge	93 %	86 %	99 %	
		Effective classroom behaviour	89 %	84 %	92 %	
		Effective teaching time	89 %	92 %	95 %	
		Stimulated learning	85 %	90 %	96 %	
	Learner characteristics and disposition	Attitudes to attendance	94 %	87 %	96 %	
		Motivation and interest	89 %	86 %	91 %	
		Resilience	87 %	76 %	93 %	
		Self-regulation and goal setting	87 %	92 %	91 %	
		Sense of confidence	92 %	82 %	86 %	
	Not Experiencing Bullying (Parent Factor)	Not Experiencing Bullying	83 %	78 %	100 %	
	School safety	Advocate at school	92 %	91 %	92 %	
		Managing bullying	86 %	82 %	94 %	
		Respect for diversity	83 %	78 %	91 %	
	Social engagement	Sense of connectedness	83 %	82 %	92 %	
		Sense of inclusion	92 %	89 %	96 %	
		Student voice and agency	79 %	72 %	79 %	
	Teacher-student relations	Effort	93 %	87 %	93 %	
		High expectations for success	96 %	97 %	96 %	
		Teacher concern	78 %	88 %	86 %	

Student participation

Year Level	Measure	2017	2018	2019	Trend
Year 5	Enrolment Count	48	42	30	
	Participation Count	46	36	28	
	Participation Rate (%)	96 %	86 %	93 %	

Percentage of students with positive attitude by year level

State-wide patterns

For students in years 4 to 6, student attitudes in 2019 were generally very similar to 2018.

Percent endorsement of 'Sense of confidence' at 81.2% and 'Sense of connectedness' at 81.0% was slightly lower than 2018. 'Resilience' was rated similar to 2018 at 81.3%.

The most positively endorsed factor for students in Years 4 to 6 was 'High Expectations for Success' with 94.2% endorsement. The factor 'Not experiencing bullying' has had two years of improved results and in 2019 was again the most improved factor, improving by 5.6 percentage points since 2017.

Year Level	Parent Factor	Factor	2017	2018	2019	Trend
Year 6	Effective teaching practice for cognitive engagement	Differentiated learning challenge	92 %	91 %	94 %	
		Effective classroom behaviour	90 %	83 %	84 %	
		Effective teaching time	93 %	90 %	93 %	
		Stimulated learning	88 %	85 %	85 %	
	Learner characteristics and disposition	Attitudes to attendance	93 %	91 %	87 %	
		Motivation and interest	90 %	79 %	88 %	
		Resilience	90 %	81 %	85 %	
		Self-regulation and goal setting	86 %	81 %	89 %	
		Sense of confidence	90 %	86 %	85 %	
	Not Experiencing Bullying (Parent Factor)	Not Experiencing Bullying	80 %	80 %	90 %	
	School safety	Advocate at school	92 %	93 %	91 %	
		Managing bullying	92 %	86 %	84 %	
		Respect for diversity	83 %	77 %	82 %	
	Social engagement	Sense of connectedness	89 %	84 %	83 %	
		Sense of inclusion	92 %	88 %	92 %	
		Student voice and agency	83 %	67 %	76 %	
	Teacher-student relations	Effort	88 %	84 %	85 %	
		High expectations for success	100 %	95 %	98 %	
		Teacher concern	78 %	79 %	87 %	

Student participation

Year Level	Measure	2017	2018	2019	Trend
Year 6	Enrolment Count	36	52	42	
	Participation Count	30	51	41	
	Participation Rate (%)	83 %	98 %	98 %	

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

90 %

of students felt connected to school

77 %

of staff were positive about school climate

90 %

of parents were satisfied with the school overall

Sense of connectedness					Primary schools
2015	**2016**	**2017**	**2018**	**2019**	**2019**
-	-	86 %	85 %	90 %	81 %

School Climate					Primary schools
2015	**2016**	**2017**	**2018**	**2019**	**2019**
86 %	86 %	89 %	88 %	77 %	76 %

General satisfaction with school					Primary schools
2015	**2016**	**2017**	**2018**	**2019**	**2019**
-	-	86 %	87 %	90 %	88 %

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

- From a **student perspective**, the Attitudes to School survey includes students' views on how connected they feel to school.

- From a **staff perspective**, the school climate module of the School Staff Survey demonstrates the extent to which staff are positive; are actively involved in activities; and promote a culture that is conducive to improving student outcomes.

- From a **parent perspective**, the Parent Opinion Survey provides an indication of how satisfied parents are with their child's schooling. It is an important part of every school's parent engagement strategies.

PRIDE AND CONFIDENCE

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.
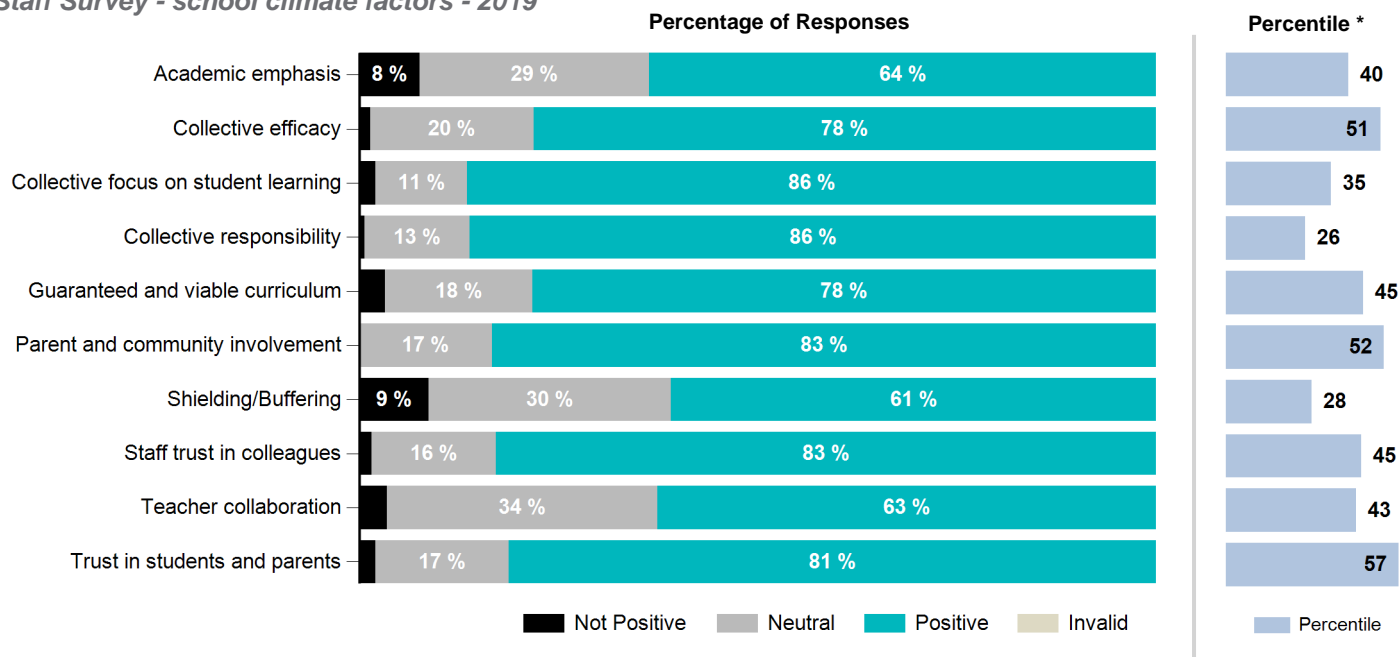
State-wide patterns

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 2019, 'Collective efficacy' has improved slightly for Primary, Secondary and Pri/Sec Schools. Similarly, 'Academic emphasis' has also increased slightly for all school types.

Staff Survey - school climate factors - 2019

Percentage of Responses

Factor	Not Positive	Neutral	Positive
Academic emphasis	8 %	29 %	64 %
Collective efficacy		20 %	78 %
Collective focus on student learning		11 %	86 %
Collective responsibility		13 %	86 %
Guaranteed and viable curriculum		18 %	78 %
Parent and community involvement		17 %	83 %
Shielding/Buffering	9 %	30 %	61 %
Staff trust in colleagues		16 %	83 %
Teacher collaboration		34 %	63 %
Trust in students and parents		17 %	81 %

Percentile *

Factor	Percentile
Academic emphasis	40
Collective efficacy	51
Collective focus on student learning	35
Collective responsibility	26
Guaranteed and viable curriculum	45
Parent and community involvement	52
Shielding/Buffering	28
Staff trust in colleagues	45
Teacher collaboration	43
Trust in students and parents	57

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

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

Percentage of positive responses

Factor	2015	2016	2017	2018	2019	Trend
Academic emphasis	82 %	80 %	83 %	83 %	64 %	
Collective efficacy	86 %	86 %	84 %	87 %	78 %	
Collective focus on student learning	86 %	96 %	97 %	96 %	86 %	
Collective responsibility	86 %	92 %	91 %	92 %	86 %	
Guaranteed and viable curriculum	80 %	86 %	90 %	89 %	78 %	
Parent and community involvement	93 %	85 %	95 %	93 %	83 %	
Shielding/Buffering	72 %	88 %	86 %	88 %	61 %	
Staff trust in colleagues	84 %	90 %	93 %	95 %	83 %	
Teacher collaboration	85 %	78 %	83 %	79 %	63 %	
Trust in students and parents	90 %	85 %	88 %	87 %	81 %	
School climate	**86 %**	**86 %**	**89 %**	**88 %**	**77 %**	
Number of respondents	20	24	23	23	24	

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

Term	Definition
Education State (EdState)	A commitment by the Victorian Government to revitalise our education system and transform Victoria into the Education State.
Education State Targets	A series of targets designed to bring Victoria in line with the highest levels of achievement and quality in learning. They focus the effort on the knowledge, skills and attributes that matter most to parents, students and employers. The targets align to the domains of 'Learning for Life', 'Happy, Healthy and Resilient Kids', 'Breaking the Link' and 'Pride and Confidence in our Schools'.
Eligible but did not complete senior secondary certificate	Students who are assessed as eligible to complete VCE or VCAL but do not attain the relevant certificate
English as an Additional Language Students (EAL Students)	Students eligible for EAL funding based on: having a language background other than English; speaking a language other than English at home as their main language; being enrolled in an Australian school for less than five years; and attracting Student Resource Package (SRP) funding.
Equity Funded Students	Students who are regarded as equity funded based on their Student Family Occupation and Education (SFOE) categories. They include students with parents who are unemployed with below diploma level education or have lower skilled jobs with very low or low education; and students with parents who have various combinations of medium and low skilled jobs and education levels, or are unemployed with a diploma level education.
Exit Destination	The initial destination (educational or non-educational environment) of Year 12 students after leaving a school.
FTE	Full Time Equivalent
NAPLAN Benchmark Growth	NAPLAN Benchmark Growth measures the proportion of students in each school who are below, meet or exceed the benchmark over the previous two years in NAPLAN domains. The measure is based on a set of historical NAPLAN data to set thresholds.
NAPLAN Relative Growth	Demonstrates the growth achieved by students in a school relative to their score two years prior. It can be categorised as low, medium, or high.
NAPLAN Scale	NAPLAN results are measured at a student level against an assessment scale in each of the areas tested. The scales span all the year levels from Year 3 to Year 9, and are divided into 10 bands. Not all bands are reported for each year level.
NAPLAN Top Two Bands	The top two bands represent the top end of the scoring scale, for the respective year level, in NAPLAN assessment reporting.
National Assessment Program - Literacy and Numeracy (NAPLAN)	An annual assessment for all students in Years 3, 5, 7 and 9. It tests the types of skills that are essential for every child to progress through school and life. The tests cover skills in reading, writing, spelling, grammar and punctuation, and numeracy. The assessments are undertaken every year in the second full week in May.
Network	A geographic Area containing a group of schools. At the time of printing, there were 57 networks in Victoria.
Out-of-Home Care Students (OoHC)	Out-of-Home Care (OOHC) is a living arrangement for children and young people who cannot live in their family home.
Parent Opinion Survey (POS)	A survey sent from Victorian government schools to parents asking them to provide their opinion on how the school is performing. The POS measures parent perceptions of 'school climate', 'student behaviour' and 'student engagement'.
Percentage students with 4+ study scores	The percentage of students who complete VCE with four or more study score.
Positive exit destination	Students with an exit destination that is not part time, unknown and unemployed.
Region	The Department of Education and Training (Vic) uses a regional model to deliver education services across the State. Under this model, the State is divided into four regions.
School Staff Survey (SSS)	The School Staff Survey is an annual survey that provides an opportunity for staff employed in Victorian government schools to provide feedback on factors of the school environment proven by research to have an effect on student outcomes.
School Type	The type of school typically defined by the enrolments at each year level. The school types relevant to this report are: primary; primary/secondary; secondary; special; and language.
Similar Schools	Similar schools are defined as schools with similar characteristics. This takes into account student's family background, percentage of non-English background students, school enrolment size and location. Click here for more information.
Similar Schools Range	The range of values within a similar schools group for a specific measure.

Term	Definition
SSS Factor - Academic emphasis	Emphasis is placed on the importance of academic success and school norms support learning.
SSS Factor - Collective efficacy	School staff believe they have the necessary skills, expertise and resources to successfully educate the students they serve.
SSS Factor - Collective focus on student learning	All of the school`s activities are organised to promote student learning.
SSS Factor - Collective responsibility	Staff view the success of all students as their shared responsibility.
SSS Factor - Guaranteed and viable curriculum	The curriculum is coherent across classes and is delivered adequately in the time allotted.
SSS Factor - Parent and community involvement	Parents and the wider community are involved in school activities and programs.
SSS Factor - Shielding and buffering	Staff are protected from intrusions that distract from learning and teaching.
SSS Factor - Staff trust in colleagues	Staff in schools trust and understand one another.
SSS Factor - Teacher collaboration	Staff seek advice from colleagues and participate in collaborative discussion to improve learning and teaching.
SSS Factor - Trust in students and parents	Staff trust the students and parents they serve.
SSS Module - School climate	This module is made up of the following factors: collective efficacy; collective responsibility; academic emphasis; trust in students and parents; staff trust in colleagues; teacher collaboration; parent and community involvement; collective focus on student learning; guaranteed and viable curriculum; shielding and buffering.
Student Family Occupation and Education Index (SFOE Index)	An index used to measure the disadvantage at each school based on the education and occupation categories of parents.
Student Family Occupation Index (SFO Index)	An index used to measure the disadvantage at each school based on the occupation categories of parents.
Teacher Judgement - Breadth	Students assessed at Victorian Curriculum Levels 3-8
Teacher Judgement - Foundation	Students assessed at Victorian Curriculum Levels A-2
Teacher Judgement - Not assessed	Students not assessed against Victorian Curriculum
Teacher Judgement - Pathways	Students assessed at Victorian Curriculum Levels 9-10
The Victorian Curriculum F-10	The Victorian Curriculum F–10 sets out what every student should learn during their first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship. The Victorian Curriculum F–10 incorporates the Australian Curriculum and reflects Victorian priorities and standards.
Unapproved Absence	Absent days that have the following absence type codes: 300 (Truancy), 500 (Unexplained) and 806 (Parent choice unauthorised).
Ungraded Enrolments (UG)	Ungraded enrolments refers to students that are not able to be assigned to a regular year level.
VCAL Completions	Students who completed a VCAL intermediate and/or senior certificate in the same year.
VCE Completions	Students who completed VCE, with students who completed VCE and had satisfactorily completed at least one VET Unit of Competency (UoC) presented separately.
VCE Study Score	A score out of 50 that shows students how well they performed in a study at Unit 3 and 4 level, compared to everybody else in Victoria who took that study.

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