

PANORAMA



Noble Park Secondary College

Supplementary school level report

2022 - Final v1.0, March 2023

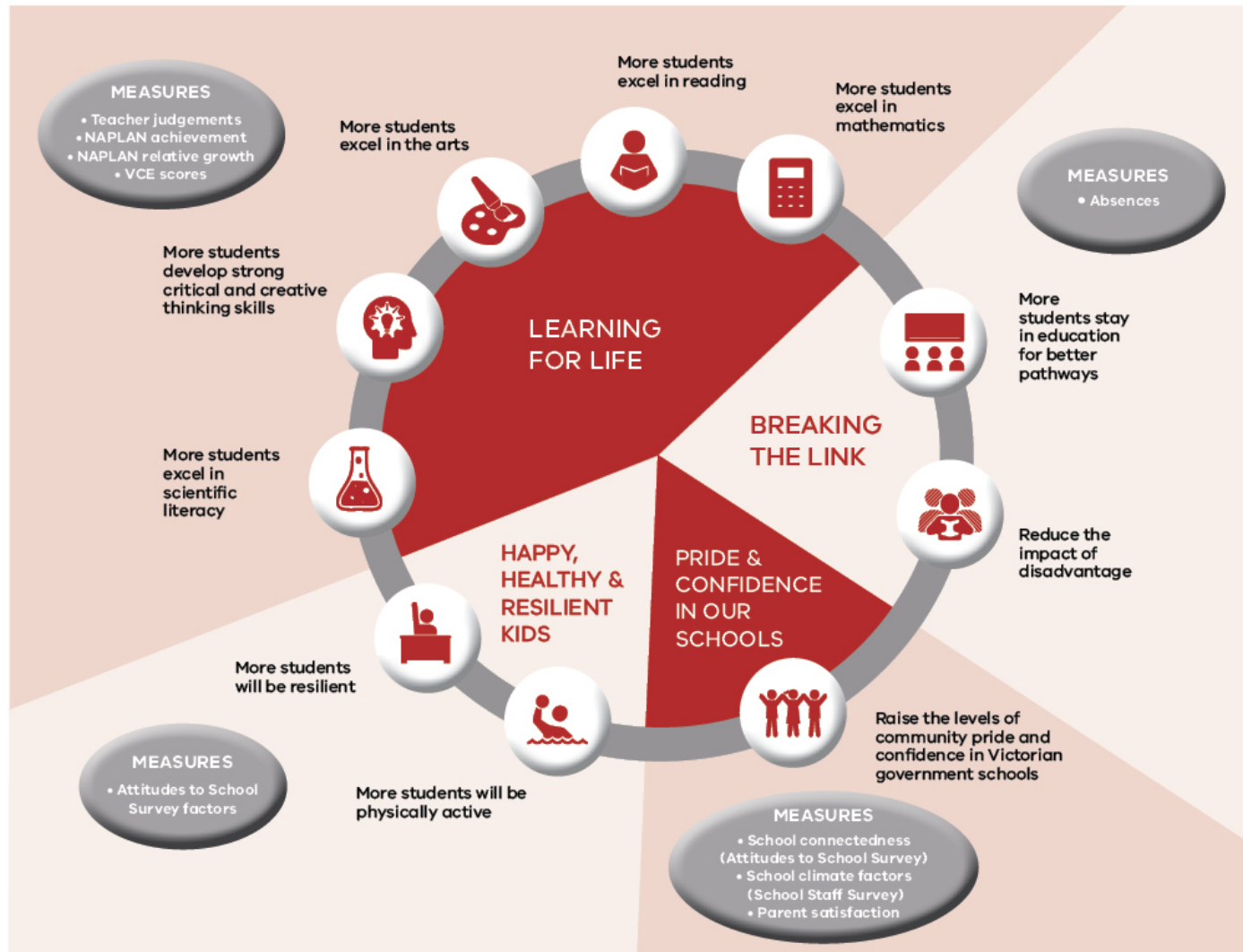
Revision History for the 2022 Supplementary school level report

2022 Final V1.0, March 2023

This final version includes full year 2022 for all data in this report, with exception of Exit Destination, where preliminary is available.

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

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



HOW TO READ THIS REPORT

Structure
Layout
Benchmarks
Reading charts and tables

SCHOOL CONTEXT

LEARNING FOR LIFE

Notes on selected measures
Teacher Judgement achievement
NAPLAN achievement
VCE English study group
Senior Secondary certificate completion
Exit destinations

BREAKING THE LINK

Notes on selected measures
Absences

HAPPY, HEALTHY AND RESILIENT KIDS

Notes on selected measures
Attitudes to School survey

PRIDE AND CONFIDENCE IN OUR SCHOOLS

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

GLOSSARY



STRUCTURE OF THIS REPORT

This report is structured around the 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'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 measures over time and compared to similar schools, network and State results. The tables provide a greater level of granularity for the measures.

Figures are rounded to the nearest integer. As decimal places are not shown, the percentages represented in the summary tables 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

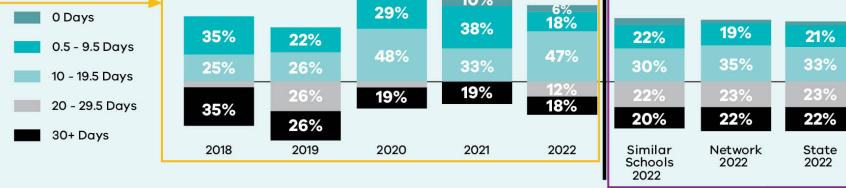
The purpose of this benchmark is to compare your school's results with Victorian government schools.

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.

Percentage of students by absence days



The table provides more detail, for further exploration of the overall result.

In this example, average absent days are broken down by year level to show any patterns or trends for these cohorts.

Average absence days - all accountable

Average absence days - unapproved

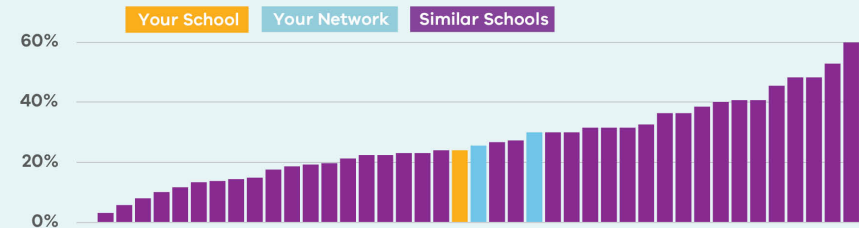
Year Level	2018	2019	2020	2021	2022	Year Level	2018	2019	2020	2021	2022
Prep	18.2	37.0	20.2	14.9	9.5	Prep	0.0	17.5	13.7	7.8	0.0
Year 1	17.6	5.0	9.0	15.8	19.8	Year 1	0.0	0.0	4.2	6.1	0.0
Year 2	14.0	17.0	11.6	5.6	20.3	Year 2	0.0	1.4	8.6	0.3	0.0
Year 3	25.5	25.6	11.0	8.6	7.0	Year 3	0.0	14.2	4.0	5.7	0.0
Year 4	12.9	23.0	10.8	14.6	21.1	Year 4	0.0	12.0	3.8	1.3	0.0
Year 5	13.5	26.0	37.3	17.0	18.4	Year 5	0.0	5.2	12.5	1.0	0.0
Year 6	0.0	18.3	11.4	25.0	0.0	Year 6	0.0	3.3	3.0	10.0	0.0

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.

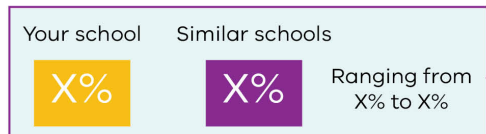
Networks range in size from 14 to 60 schools. However, only **similar schools** in your network are shown on the rank chart (shaded in blue). There may also be schools that are in your similar schools group but not in your network (shaded in purple).

Schools that have 0 values for some measures are not represented on the chart.

Percentage of students with 20 or more absence days between 2020 and 2022



In 2022:
Percentage of students < ... >



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

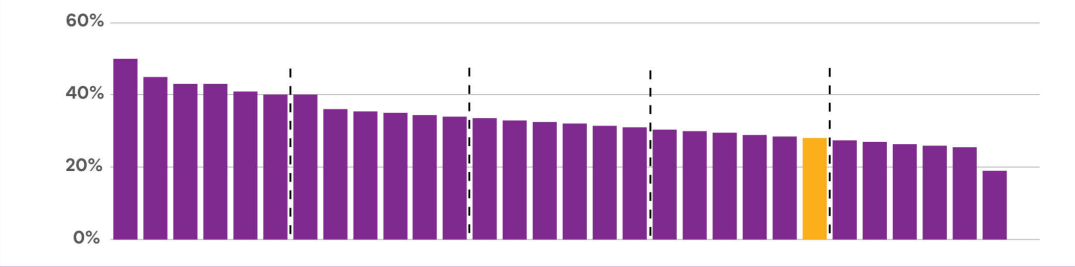
The **amber-shaded** box shows your school's latest result for the measure under consideration.

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.

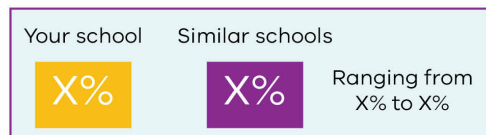
The method for determining your school's position relative to similar schools is based on the ranked results of the similar schools group, divided into quintiles. The chart below shows an example of quintiles. In this example, the school's result is seventh from the bottom, falling into the second bottom 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 2020 and 2022:
Percentage of students < ... >



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	Noble Park Secondary College
School Number	8813
School Type	Secondary
Network	Dandenong
Area	Southern Melbourne
Region	South-Eastern Victoria

	2018	2019	2020	2021	2022
FTE enrolments	454.0	463.0	481.0	463.0	450.8
SFO index	0.7732	0.7783	0.7625	0.7625	0.7645
SFOE index	0.6850	0.6913	0.6908	0.6937	0.7036
FTE Aboriginal students	-	1.0	3.0	2.0	3.0
No. of students assessed as eligible for EAL funding (<5 years)	100	80	94	109	119
Number of Equity Funded students	258	247	269	284	284
Number of students in Out of Home Care	-	1	2	2	3
Students counted in NCCD	63	51	11	40	69
Extensive	2	2	2	0	1
Substantial	18	14	4	7	7
Supplementary	34	27	3	7	11
Support within QDTP	9	8	2	26	50

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.

NAPLAN BAND ACHIEVEMENT

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

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

As NAPLAN was not conducted in 2020, NAPLAN benchmark growth cannot be calculated for 2022. Therefore this section of the report is not provided.

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 four or more study scores.

SENIOR SECONDARY CERTIFICATE COMPLETIONS

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

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 employment goals.

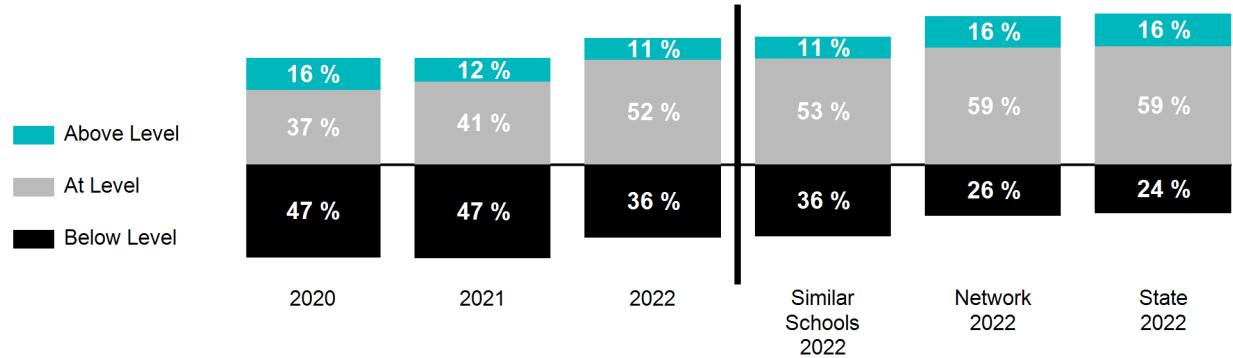
In 2022:
Percentage of students in Semester 2 at or above the age expected level

Subject	Your school	Similar schools	Range
Reading and viewing	64 %	64 %	Ranging from 32 % to 97 %
Speaking and listening	63 %	66 %	Ranging from 34 % to 98 %
Writing	63 %	62 %	Ranging from 23 % to 97 %

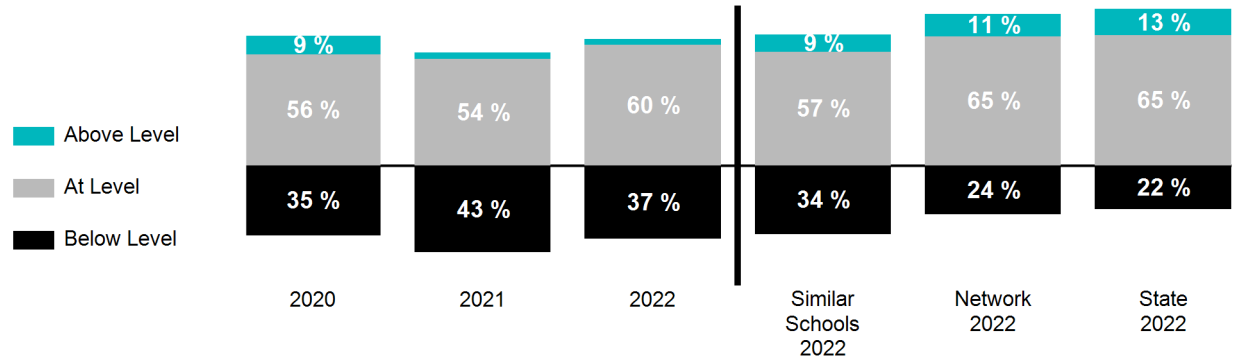
Relative to the similar schools group, your school's

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

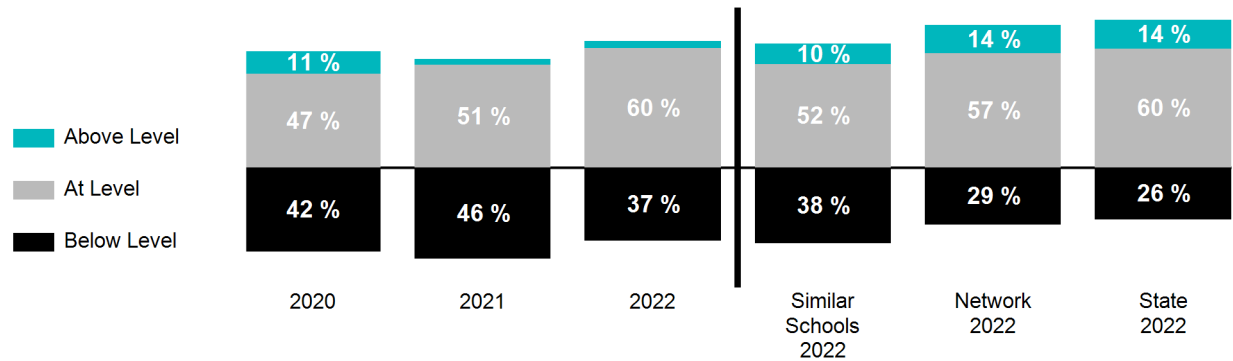
Percentage of students in Semester 2 by rating - reading and viewing



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



Percentage of students in Semester 2 by rating - writing



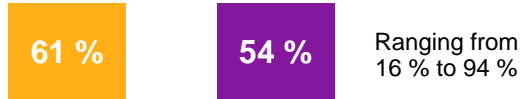
Percentage of students in Semester 2 by year level

		Reading and viewing			Speaking and listening			Writing		
Year level	Rating	2020	2021	2022	2020	2021	2022	2020	2021	2022
Year 7	Above Level	30 %	5 %	13 %	23 %	2 %	8 %	23 %	2 %	8 %
	At Level	30 %	55 %	61 %	63 %	59 %	58 %	58 %	55 %	63 %
	Below Level	40 %	40 %	26 %	15 %	39 %	34 %	20 %	43 %	29 %
Total Students		40	42	38	40	41	38	40	42	38
Year 8	Above Level	28 %	23 %	15 %	8 %	5 %	0 %	17 %	3 %	0 %
	At Level	33 %	35 %	50 %	67 %	58 %	57 %	50 %	63 %	60 %
	Below Level	39 %	43 %	35 %	25 %	38 %	43 %	33 %	35 %	40 %
Total Students		36	40	48	36	40	47	36	40	47
Year 9	Above Level	9 %	15 %	8 %	7 %	2 %	0 %	9 %	4 %	0 %
	At Level	30 %	41 %	45 %	43 %	61 %	53 %	32 %	52 %	50 %
	Below Level	61 %	43 %	48 %	50 %	37 %	48 %	59 %	43 %	50 %
Total Students		44	46	40	44	46	40	44	46	40
Year 10	Above Level	4 %	5 %	9 %	2 %	2 %	5 %	0 %	2 %	7 %
	At Level	52 %	34 %	55 %	54 %	37 %	73 %	50 %	37 %	66 %
	Below Level	44 %	61 %	36 %	44 %	61 %	23 %	50 %	61 %	27 %
Total Students		52	41	44	52	41	44	52	41	44

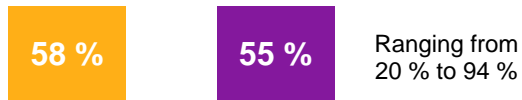
In 2022:
Percentage of students in Semester 2 at or above the age expected level

Your school Similar schools

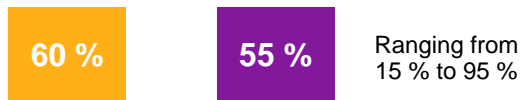
Measurement and geometry



Number and algebra



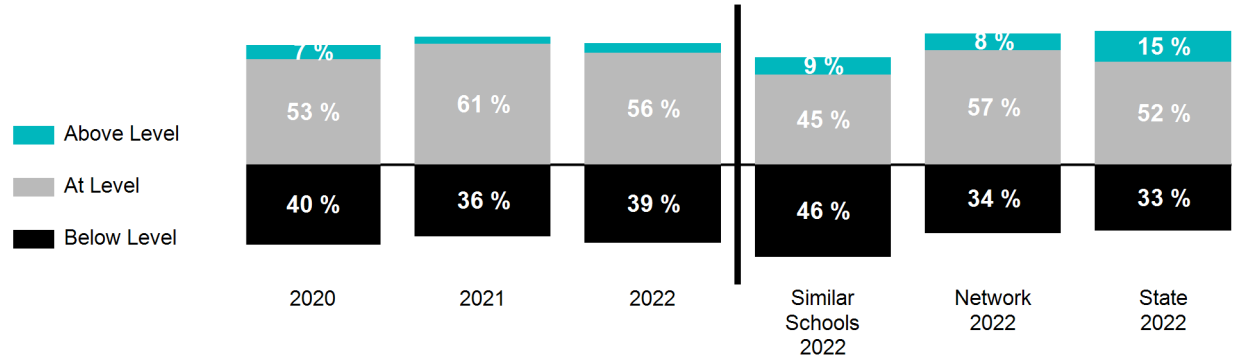
Statistics and probability



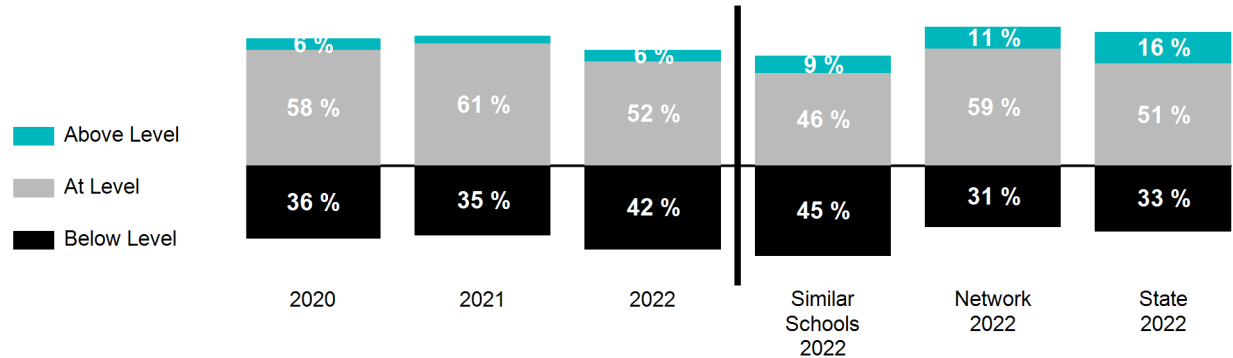
Relative to the similar schools group, your school's

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

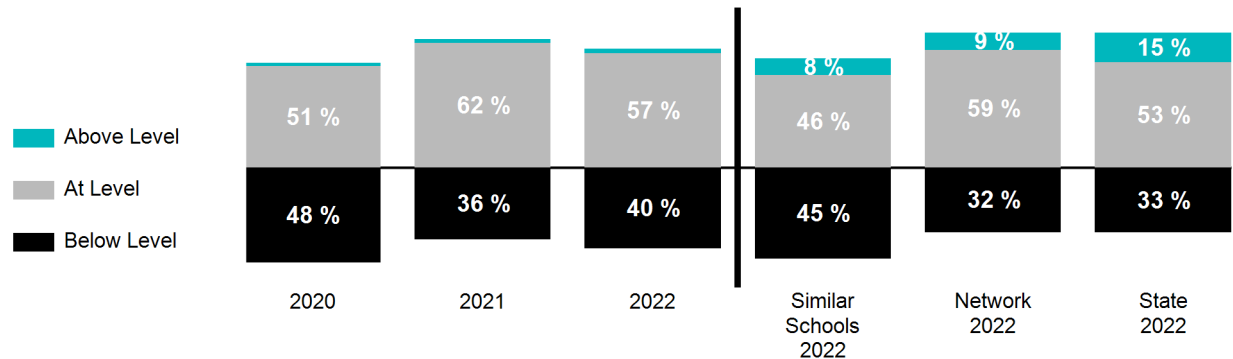
Percentage of students in Semester 2 by rating - measurement and geometry



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



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



Percentage of students in Semester 2 by year level

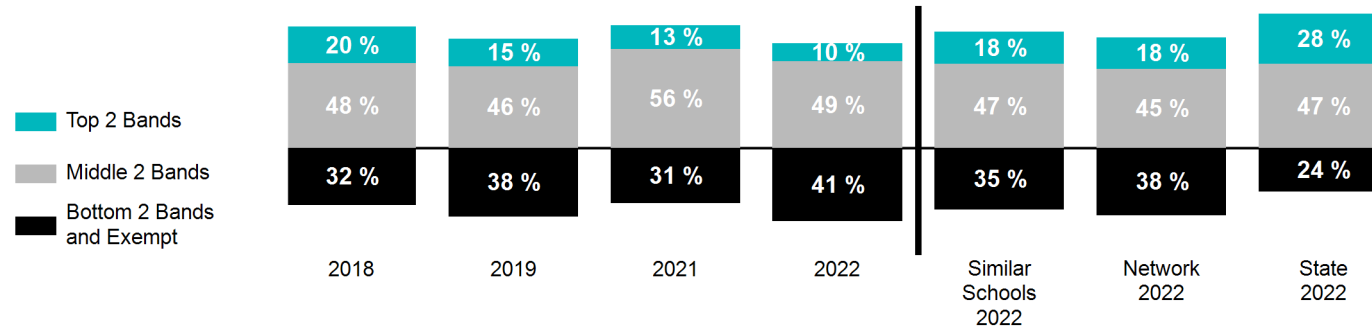
		Measurement and geometry			Number and algebra			Statistics and probability		
Year level	Rating	2020	2021	2022	2020	2021	2022	2020	2021	2022
Year 7	Above Level	14 %	3 %	6 %	10 %	3 %	6 %	0 %	0 %	0 %
	At Level	59 %	50 %	53 %	57 %	60 %	44 %	18 %	29 %	100 %
	Below Level	27 %	47 %	41 %	33 %	36 %	50 %	82 %	71 %	0 %
Total Students		56	58	49	60	58	48	17	17	5
Year 8	Above Level	9 %	3 %	7 %	6 %	3 %	10 %	7 %	0 %	4 %
	At Level	57 %	69 %	50 %	63 %	68 %	48 %	61 %	69 %	51 %
	Below Level	34 %	28 %	43 %	31 %	29 %	42 %	33 %	31 %	44 %
Total Students		47	61	70	48	62	69	46	59	70
Year 9	Above Level	5 %	8 %	3 %	4 %	10 %	1 %	0 %	7 %	0 %
	At Level	61 %	49 %	71 %	61 %	48 %	64 %	70 %	51 %	65 %
	Below Level	34 %	42 %	27 %	36 %	42 %	35 %	30 %	42 %	35 %
Total Students		74	59	75	76	60	75	56	59	74
Year 10	Above Level	4 %	0 %	4 %	4 %	0 %	6 %	0 %	0 %	3 %
	At Level	42 %	70 %	49 %	54 %	66 %	50 %	40 %	73 %	45 %
	Below Level	54 %	30 %	47 %	42 %	34 %	44 %	60 %	28 %	52 %
Total Students		105	83	72	85	83	72	83	80	29

In 2022:
Percentage of students in top two bands

Your school 10 % **Similar schools** 18 %
Ranging from 5 % to 38 %

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

Percentage of students by NAPLAN bands



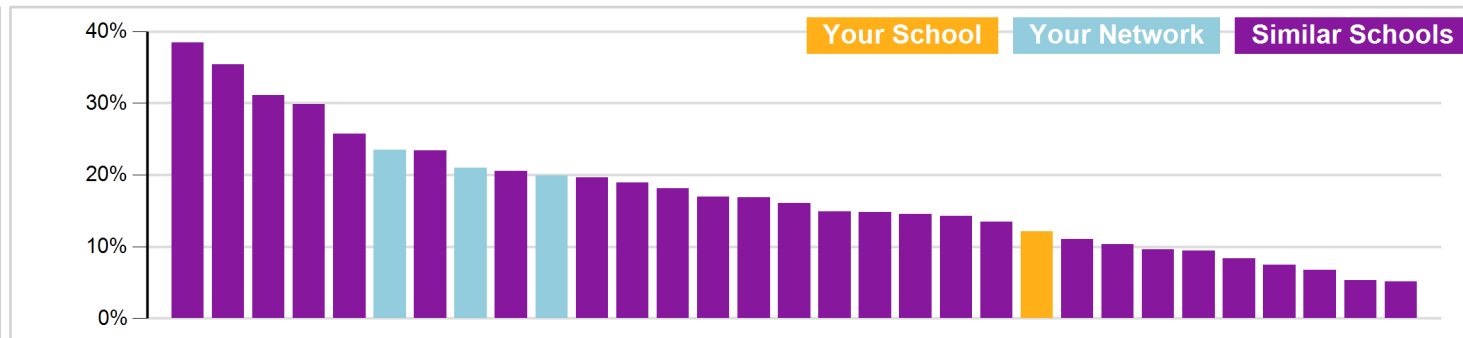
Count and percentage of students

Band	Noble Park Secondary College													
	2018		2019		2020		2021		2022		Similar Schools	Network	State	
	n	%	n	%	n	%	n	%	n	%	%	%	%	
Band 9	2	5 %	3	8 %	0	0 %	1	2 %	0	0 %	6 %	7 %	12 %	
Band 8	7	16 %	3	8 %	0	0 %	6	12 %	4	10 %	12 %	11 %	16 %	
Band 7	8	18 %	7	18 %	0	0 %	10	19 %	7	18 %	21 %	23 %	24 %	
Band 6	13	30 %	11	28 %	0	0 %	19	37 %	12	31 %	26 %	22 %	23 %	
Band 5	6	14 %	8	21 %	0	0 %	11	21 %	10	26 %	21 %	16 %	14 %	
Band 4	1	2 %	1	3 %	0	0 %	4	8 %	2	5 %	12 %	7 %	7 %	
Exempt	7	16 %	6	15 %	0	0 %	1	2 %	4	10 %	2 %	15 %	4 %	
Participation	44	83 %	39	95 %	0	0 %	52	90 %	39	85 %	90 %	95 %	90 %	
Absent	7	13 %	1	2 %	0	0 %	1	2 %	3	7 %	9 %	3 %	8 %	
Withdrawn	2	4 %	1	2 %	0	0 %	5	9 %	4	9 %	1 %	1 %	2 %	
Total Students	53		41		0		58		46					
Average Scale Score	531.1		523.4		0.0		506.6		506.5		514.1	526.0	540.5	

State-wide patterns

Across Victorian Government schools in 2022, 28% of Year 7 students achieved in the top two bands for NAPLAN Numeracy - a decline of 1.4 percentage points on 2021 results. Students from a disadvantaged background performed 22 percentage points below their peers in this top 2 bands measure.

Percentage of students in top two bands between 2021 and 2022

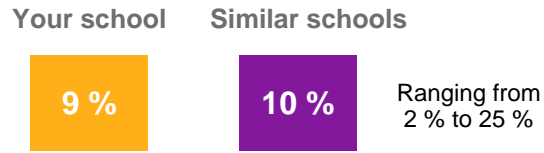


Between 2021 and 2022:
Percentage of students in top two bands

Your school 12 % **Similar schools** 18 %
Ranging from 5 % to 38 %

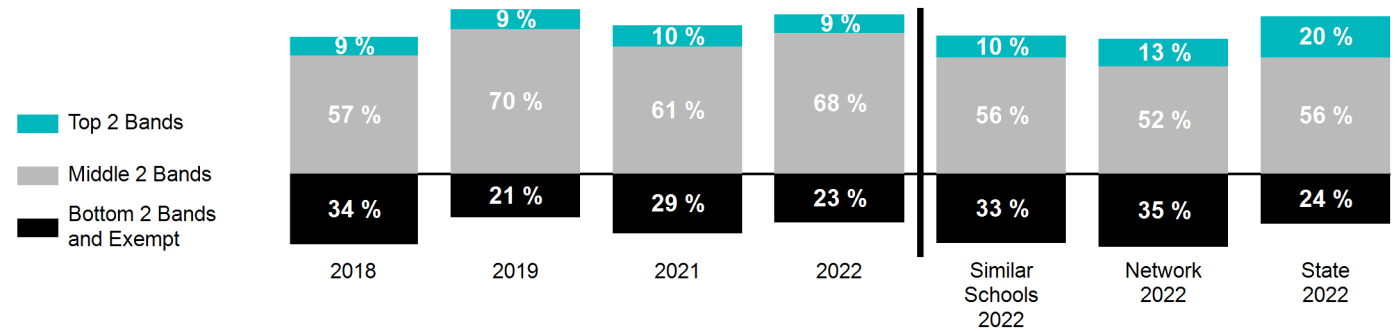
Relative to the similar schools group, your school's result is below the results for secondary schools with similar characteristics.

In 2022:
Percentage of students in top two bands



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

Percentage of students by NAPLAN bands



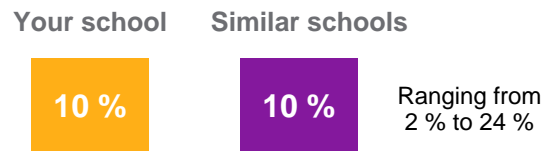
Count and percentage of students

Band	Noble Park Secondary College													
	2018		2019		2020		2021		2022		Similar Schools	Network	State	
	n	%	n	%	n	%	n	%	n	%	%	%	%	
Band 10	0	0%	2	4%	0	0%	1	2%	2	4%	2%	3%	6%	
Band 9	5	9%	3	6%	0	0%	4	8%	3	5%	8%	11%	13%	
Band 8	10	18%	10	19%	0	0%	12	24%	10	18%	21%	19%	25%	
Band 7	22	39%	27	51%	0	0%	18	37%	28	50%	36%	32%	31%	
Band 6	8	14%	3	6%	0	0%	9	18%	13	23%	26%	18%	17%	
Band 5	2	4%	0	0%	0	0%	4	8%	0	0%	5%	3%	3%	
Exempt	9	16%	8	15%	0	0%	1	2%	0	0%	1%	14%	4%	
Participation	56	78%	53	66%	0	0%	49	82%	56	81%	85%	92%	85%	
Absent	15	21%	2	3%	0	0%	0	0%	4	6%	14%	6%	12%	
Withdrawn	1	1%	25	31%	0	0%	11	18%	9	13%	2%	2%	3%	
Total Students	72		80		0		60		69					
Average Scale Score	565.2		577.5		0.0		561.6		565.1		558.7	570.2	581.5	

State-wide patterns

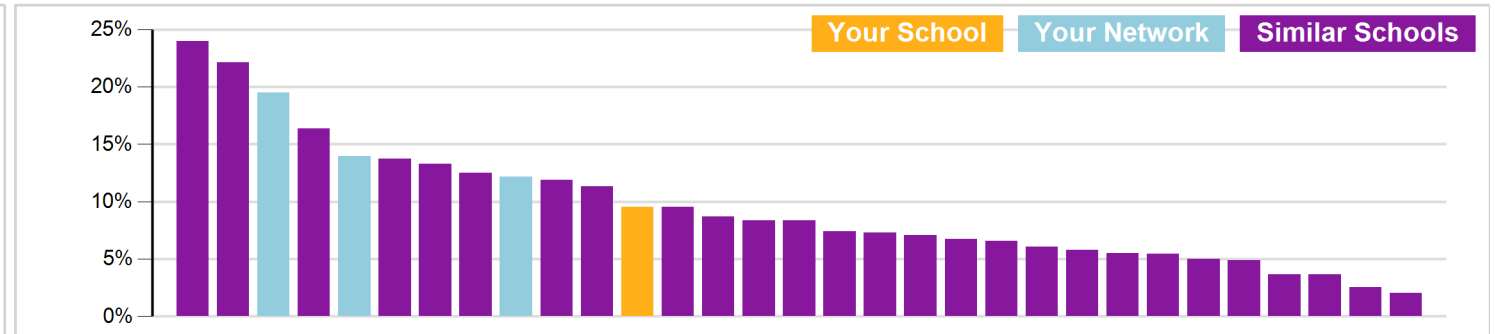
Across Victorian Government schools in 2022, 20% of Year 9 students achieved in the top two bands for NAPLAN Numeracy - a 1 percentage point increase on 2021 results. Students from a disadvantaged background performed 18 percentage points below their peers in this top 2 bands measure.

Between 2021 and 2022:
Percentage of students in top two bands

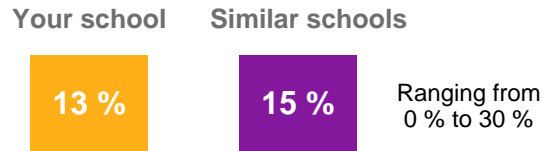


Relative to the similar schools group, your school's result is above the results for secondary schools with similar characteristics.

Percentage of students in top two bands between 2021 and 2022

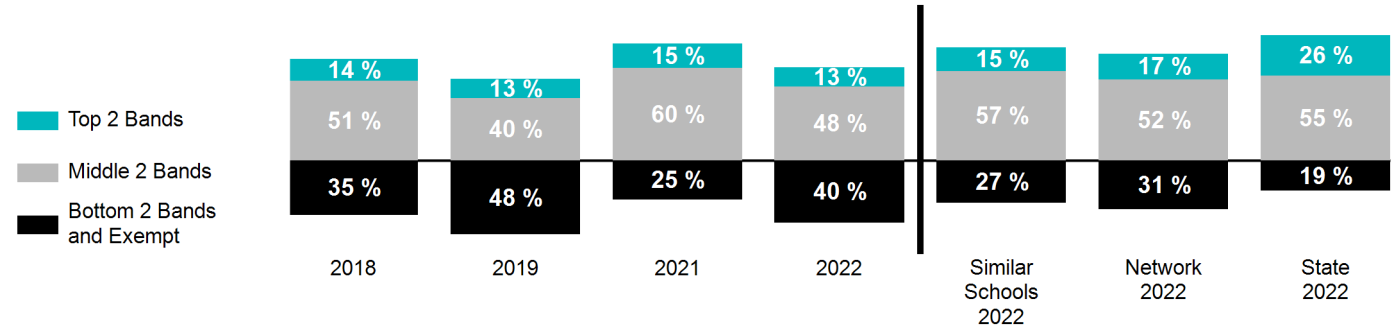


In 2022:
Percentage of students in top two bands



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

Percentage of students by NAPLAN bands



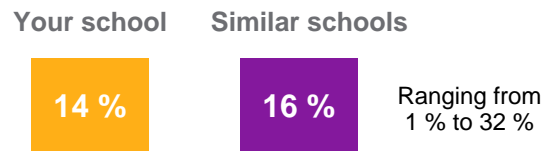
Count and percentage of students

Band	Noble Park Secondary College													
	2018		2019		2020		2021		2022		Similar Schools	Network	State	
	n	%	n	%	n	%	n	%	n	%	%	%	%	
Band 9	3	7 %	0	0 %	0	0 %	1	2 %	1	3 %	4 %	5 %	8 %	
Band 8	3	7 %	5	13 %	0	0 %	7	13 %	4	10 %	12 %	12 %	18 %	
Band 7	14	33 %	9	23 %	0	0 %	12	23 %	6	15 %	27 %	26 %	29 %	
Band 6	8	19 %	7	18 %	0	0 %	19	37 %	13	33 %	31 %	26 %	26 %	
Band 5	7	16 %	11	28 %	0	0 %	6	12 %	10	25 %	18 %	12 %	11 %	
Band 4	1	2 %	1	3 %	0	0 %	6	12 %	2	5 %	8 %	5 %	5 %	
Exempt	7	16 %	7	18 %	0	0 %	1	2 %	4	10 %	2 %	15 %	3 %	
Participation	43	81 %	40	98 %	0	0 %	52	90 %	40	87 %	92 %	95 %	92 %	
Absent	8	15 %	0	0 %	0	0 %	1	2 %	2	4 %	7 %	3 %	6 %	
Withdrawn	2	4 %	1	2 %	0	0 %	5	9 %	4	9 %	1 %	1 %	2 %	
Total Students	53		41		0		58		46					
Average Scale Score	527.9		512.9		0.0		516.4		510.3		518.4	530.0	540.4	

State-wide patterns

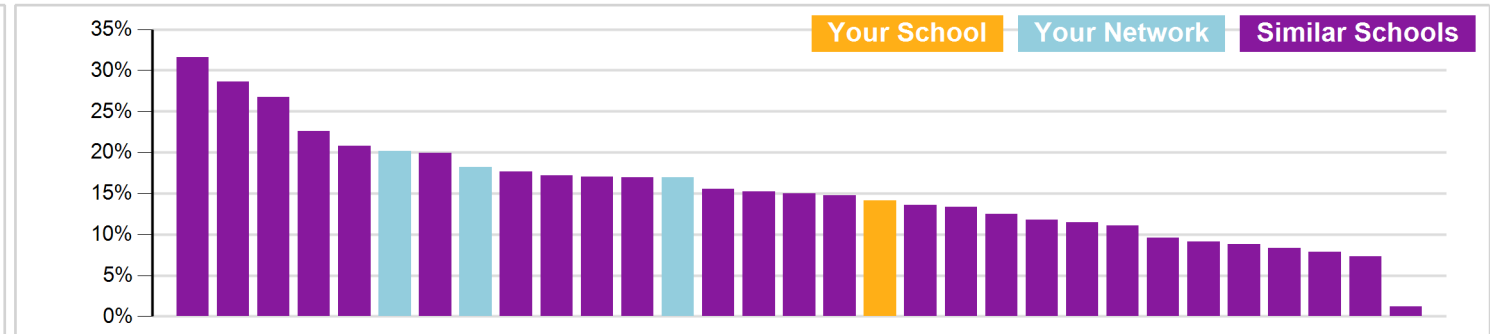
Across Victorian Government schools in 2022, 26% of Year 7 students achieved in the top two bands for NAPLAN Reading - a decline of 2 percentage points than in 2021. Students from a disadvantaged background performed 20 percentage points below their peers in this top 2 bands measure.

Between 2021 and 2022:
Percentage of students in top two bands



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

Percentage of students in top two bands between 2021 and 2022



In 2022:
Percentage of students in top two bands

Your school

13 %

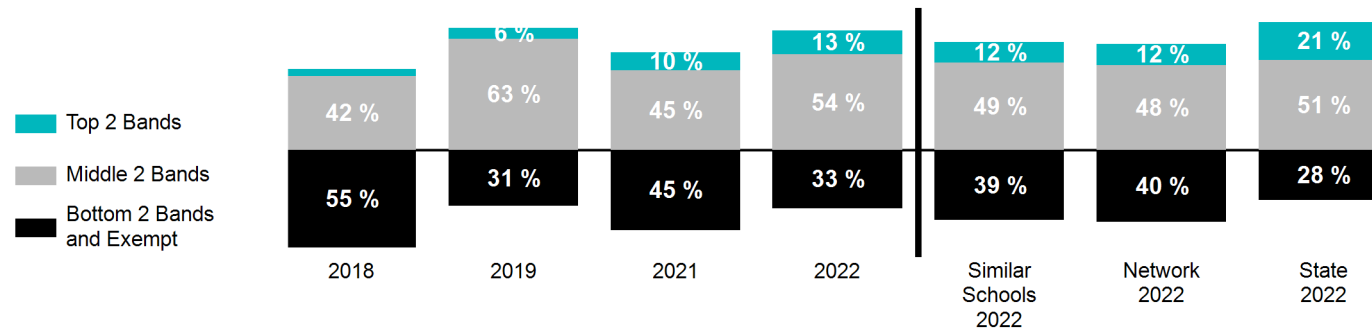
Similar schools

12 %

Ranging from 3 % to 22 %

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



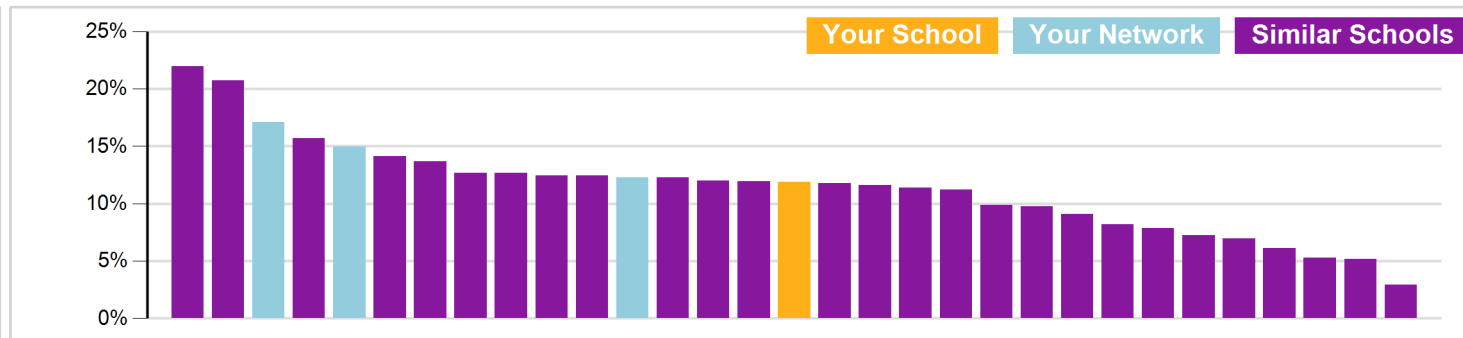
Count and percentage of students

Band	Noble Park Secondary College													
	2018		2019		2020		2021		2022		Similar Schools	Network	State	
	n	%	n	%	n	%	n	%	n	%	%	%	%	
Band 10	0	0 %	1	2 %	0	0 %	1	2 %	0	0 %	2 %	2 %	6 %	
Band 9	2	4 %	2	4 %	0	0 %	4	8 %	7	13 %	10 %	10 %	16 %	
Band 8	8	15 %	14	27 %	0	0 %	8	16 %	13	25 %	22 %	21 %	26 %	
Band 7	15	27 %	18	35 %	0	0 %	14	29 %	15	29 %	27 %	27 %	25 %	
Band 6	13	24 %	6	12 %	0	0 %	10	20 %	11	21 %	21 %	14 %	14 %	
Band 5	8	15 %	2	4 %	0	0 %	11	22 %	6	12 %	17 %	13 %	10 %	
Exempt	9	16 %	8	16 %	0	0 %	1	2 %	0	0 %	1 %	14 %	4 %	
Participation	55	76 %	51	64 %	0	0 %	49	82 %	52	75 %	87 %	93 %	88 %	
Absent	16	22 %	2	3 %	0	0 %	2	3 %	8	12 %	12 %	5 %	10 %	
Withdrawn	1	1 %	27	34 %	0	0 %	9	15 %	9	13 %	2 %	2 %	3 %	
Total Students	72		80		0		60		69					
Average Scale Score	537.3		570.6		0.0		538.9		558.9		547.9	558.8	575.0	

State-wide patterns

Across Victorian Government schools in 2022, 21% of Year 9 students achieved in the top two bands for NAPLAN Reading, a marginal decline on 2021 results. Students from a disadvantaged background performed 17 percentage points below their peers in this top 2 bands measure.

Percentage of students in top two bands between 2021 and 2022



Between 2021 and 2022:
Percentage of students in top two bands

Your school

12 %

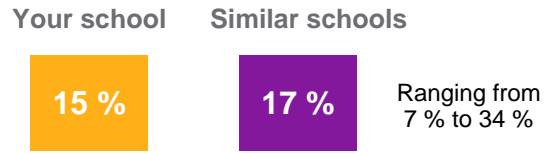
Similar schools

12 %

Ranging from 3 % to 22 %

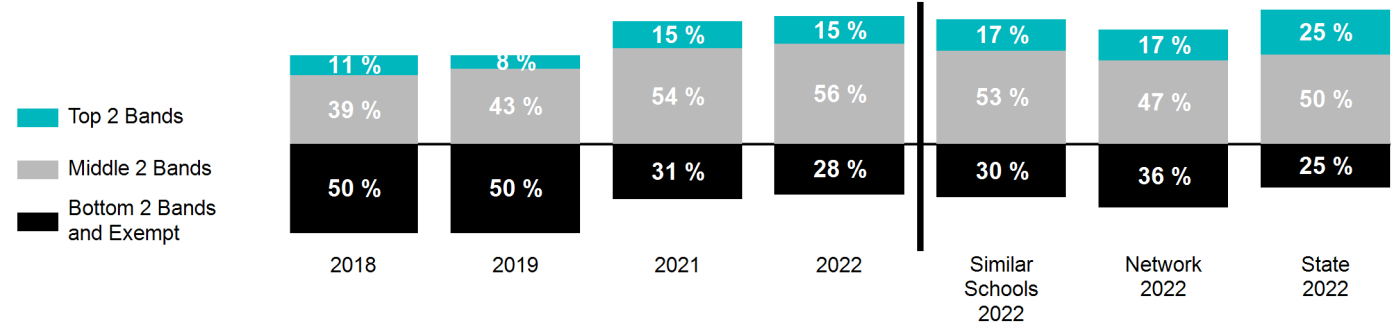
Relative to the similar schools group, your school's result is similar to the results for secondary schools with similar characteristics.

In 2022:
Percentage of students in top two bands



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

Percentage of students by NAPLAN bands



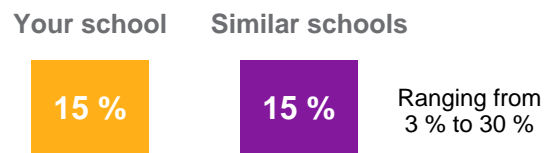
Count and percentage of students

Band	Noble Park Secondary College													
	2018		2019		2020		2021		2022		Similar Schools	Network	State	
	n	%	n	%	n	%	n	%	n	%	%	%	%	
Band 9	0	0%	1	3%	0	0%	0	0%	1	3%	3%	3%	6%	
Band 8	5	11%	2	5%	0	0%	8	15%	5	13%	14%	14%	19%	
Band 7	8	18%	5	13%	0	0%	17	33%	9	23%	25%	23%	26%	
Band 6	9	20%	12	30%	0	0%	11	21%	13	33%	27%	24%	25%	
Band 5	10	23%	10	25%	0	0%	8	15%	5	13%	19%	16%	15%	
Band 4	6	14%	3	8%	0	0%	7	13%	2	5%	9%	5%	6%	
Exempt	6	14%	7	18%	0	0%	1	2%	4	10%	2%	15%	3%	
Participation	44	83%	40	98%	0	0%	52	90%	39	85%	91%	96%	91%	
Absent	8	15%	0	0%	0	0%	1	2%	3	7%	7%	3%	7%	
Withdrawn	1	2%	1	2%	0	0%	5	9%	4	9%	1%	1%	2%	
Total Students	53		41		0		58		46					
Average Scale Score	498.5		499.6		0.0		508.7		520.3		514.2	524.1	530.8	

State-wide patterns

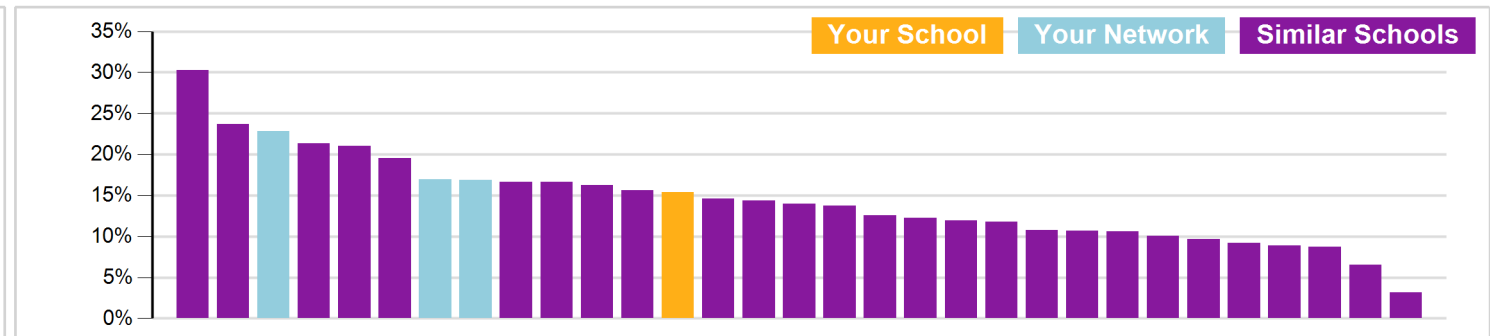
Across Victorian Government schools in 2022, 25% of Year 7 students achieved in the top two bands for NAPLAN Writing - this was a 7 percentage point improvement since 2021. Male students performed 11 percentage points below female students on this top 2 bands measure.

Between 2021 and 2022:
Percentage of students in top two bands

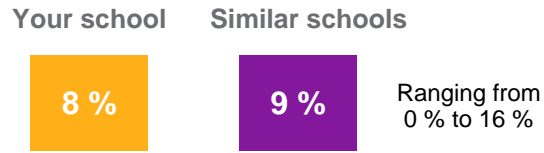


Relative to the similar schools group, your school's result is similar to the results for secondary schools with similar characteristics.

Percentage of students in top two bands between 2021 and 2022

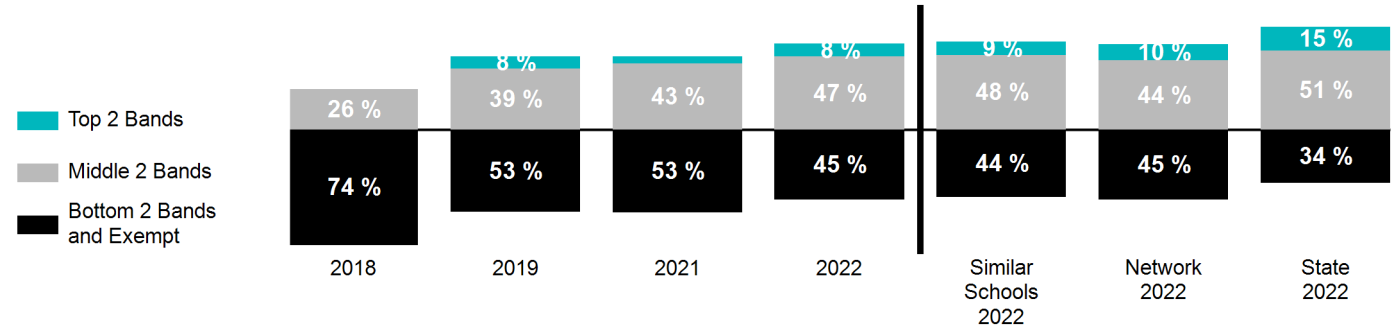


In 2022:
Percentage of students in top two bands



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

Percentage of students by NAPLAN bands



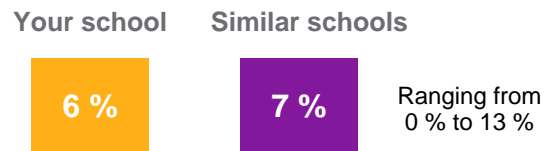
Count and percentage of students

Band	Noble Park Secondary College												
	2018		2019		2020		2021		2022		Similar Schools	Network	State
	n	%	n	%	n	%	n	%	n	%	%	%	%
Band 10	0	0%	1	2%	0	0%	1	2%	1	2%	2%	2%	5%
Band 9	0	0%	3	6%	0	0%	1	2%	3	6%	7%	8%	11%
Band 8	5	9%	9	18%	0	0%	5	11%	5	10%	22%	21%	26%
Band 7	10	17%	11	22%	0	0%	15	32%	18	37%	26%	24%	25%
Band 6	10	17%	14	27%	0	0%	17	36%	13	27%	21%	17%	17%
Band 5	24	41%	5	10%	0	0%	7	15%	9	18%	21%	14%	13%
Exempt	9	16%	8	16%	0	0%	1	2%	0	0%	1%	14%	4%
Participation	58	81%	51	64%	0	0%	47	78%	49	71%	86%	93%	86%
Absent	13	18%	2	3%	0	0%	3	5%	11	16%	12%	5%	11%
Withdrawn	1	1%	27	34%	0	0%	10	17%	9	13%	2%	2%	3%
Total Students	72		80		0		60		69				
Average Scale Score	491.4		548.4		0.0		520.9		531.3		534.8	549.0	558.6

State-wide patterns

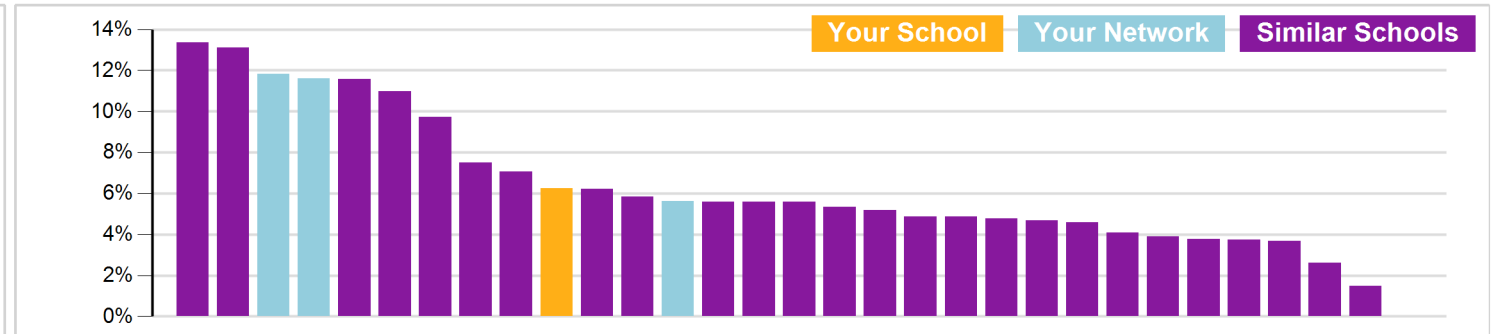
Across Victorian Government schools in 2022, 15% of Year 9 students achieved in the top two bands for NAPLAN Writing - a 6 percentage point increase on 2021 results. Male students performed 9 percentage points below female students on this top 2 bands measure.

Between 2021 and 2022:
Percentage of students in top two bands



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

Percentage of students in top two bands between 2021 and 2022



In 2022:
Percentage of scores of 37 or more

Your school **Similar schools**

0 % **9 %** Ranging from 0 % to 35 %

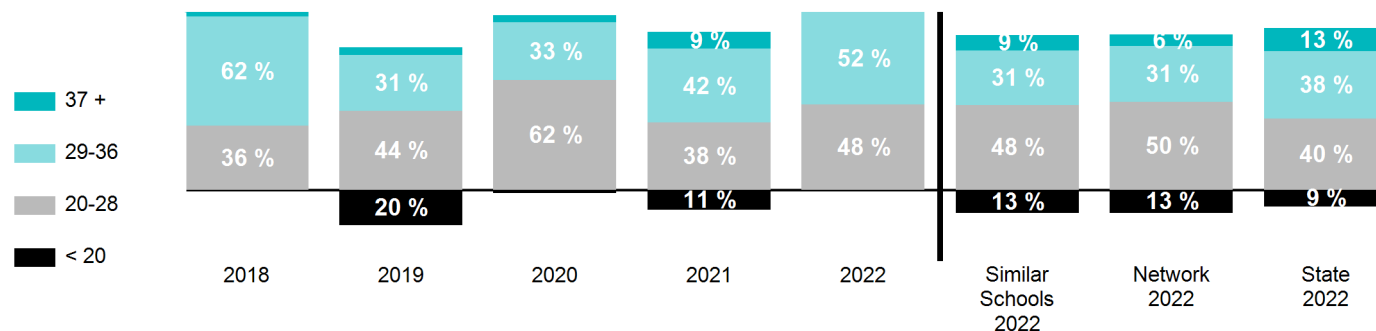
Relative to the similar schools group, your school's result is well below the results for secondary schools with similar characteristics.

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

State-wide patterns

In 2022, 12% of Victorian government school students achieved at or above the threshold VCE score of 37. In the English subject (EN01), only 3% of Aboriginal and 6% of disadvantaged students achieved a score of 37+. A higher proportion of female students achieved 37+ across all English subjects (15%, compared to 9% of male students).

Percentage of scores by bands



Count and percentage of scores

Band	Noble Park Secondary College												
	2018		2019		2020		2021		2022		Similar Schools	Network	State
	n	%	n	%	n	%	n	%	n	%	%	%	%
37+	1	3%	2	4%	2	4%	5	9%	0	0%	9%	6%	13%
29-36	24	62%	14	31%	17	33%	22	42%	26	52%	31%	31%	38%
20-28	14	36%	20	44%	32	62%	20	38%	24	48%	48%	50%	40%
<20	0	0%	9	20%	1	2%	6	11%	0	0%	13%	13%	9%
Total Students	39		45		52		53		50				
Mean VCE Score	29.5		25.8		27.7		28.2		28.4		26.9	26.7	28.7
% Students with 4+ Study Scores	97%		92%		88%		78%		78%		81%	77%	87%

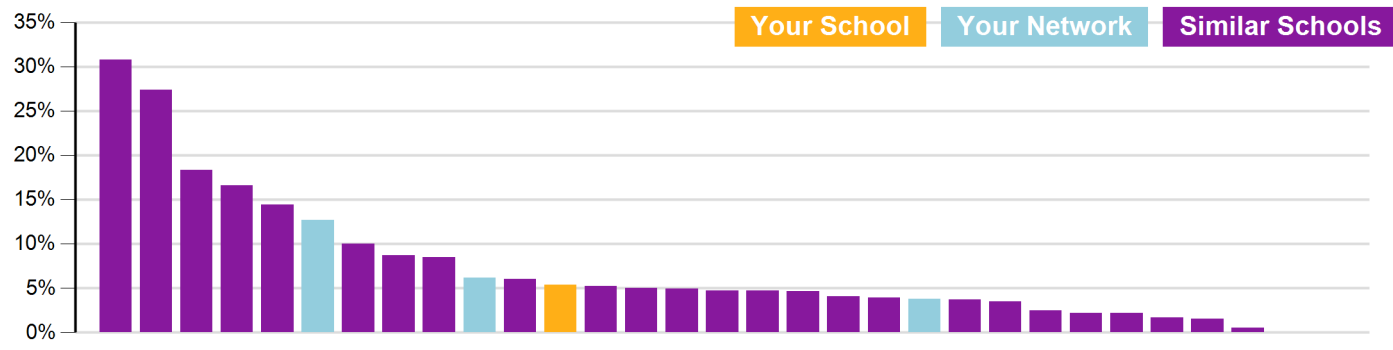
Between 2020 and 2022:
Percentage of scores of 37 or more

Your school **Similar schools**

5 % **8 %** Ranging from 0 % to 32 %

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

Percentage of scores of 37 or more between 2020 and 2022



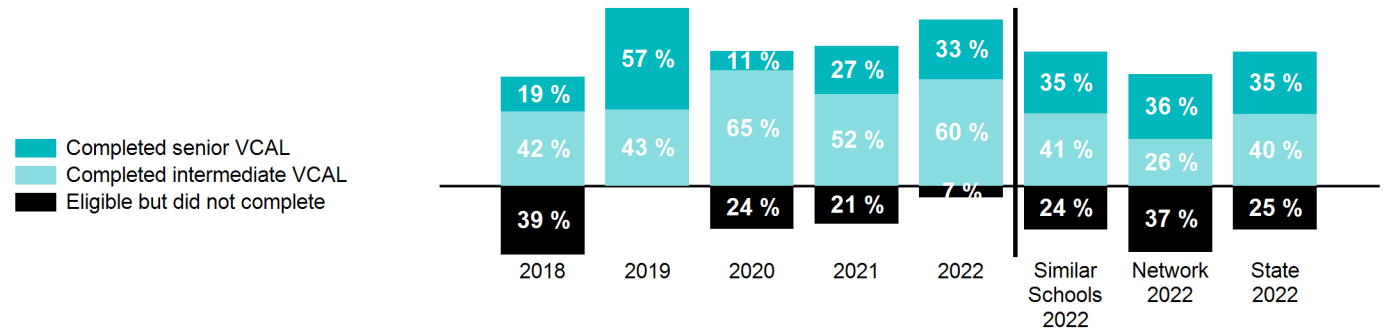
In 2022:
Percentage of VCAL completions

Your school **Similar schools**

93 % **75 %** Ranging from 0 % to 100 %

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

Percentage of completions by VCAL certificate



Count and percentage of certificate completions

State-wide patterns

The most popular VET certificates in 2022: Certificate II in Building and Construction Pre-apprenticeship (3,562 enrolments); Certificate III in Sport and Recreation (3,554 enrolments); Certificate II in Automotive Vocational Preparation (1,776 enrolments).

In 2022, 35% of eligible students completed the Senior VCAL certificate and 40% the Intermediate level certificate. The remaining 25% of eligible students did not complete VCAL.

Certificate completion status	Noble Park Secondary College												
	2018		2019		2020		2021		2022		Similar Schools	Network	State
	n	%	n	%	n	%	n	%	n	%	%	%	%
Completed senior VCAL	6	19 %	12	57 %	4	11 %	9	27 %	10	33 %	35 %	36 %	35 %
Completed intermediate VCAL	13	42 %	9	43 %	24	65 %	17	52 %	18	60 %	41 %	26 %	40 %
Eligible but did not complete	12	39 %	0	0 %	9	24 %	7	21 %	2	7 %	24 %	37 %	25 %
Total *	31		21		37		33		30				

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

In 2022:
Percentage of VCE completions

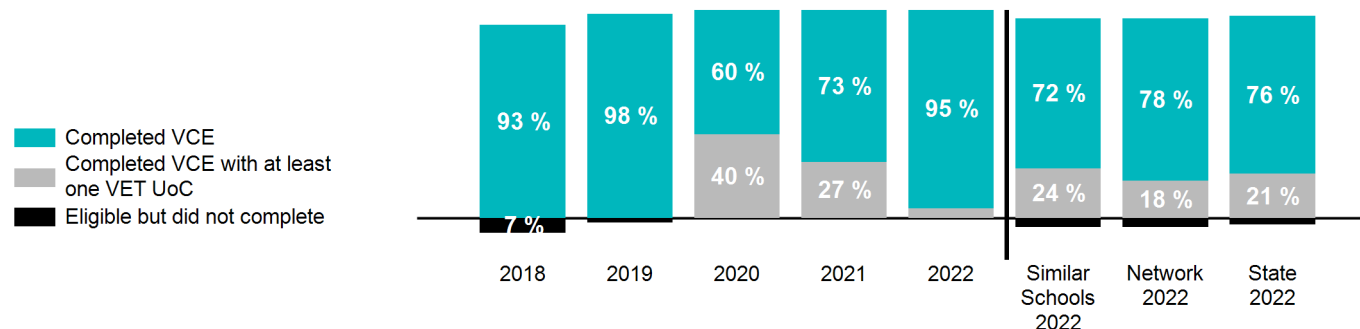
Your school **Similar schools**

100 % **96 %**

Ranging from 87 % to 100 %

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

Percentage of students by VCE completion



Count and percentage of students

State-wide patterns

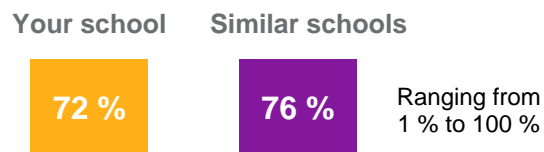
The most popular VET certificates in 2022: Certificate II in Building and Construction Pre-apprenticeship (3,562 enrolments); Certificate III in Sport and Recreation (3,554 enrolments); Certificate II in Automotive Vocational Preparation (1,776 enrolments).

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

In 2022, 72% students completed VCE, 22% completed VCE with at least one VET UoC while 3% were eligible but did not complete VCE.

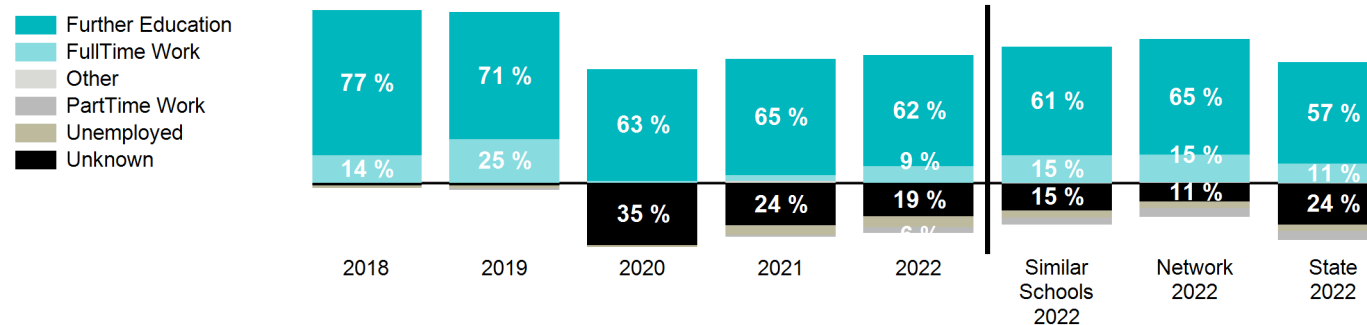
Completion status	Noble Park Secondary College												
	2018		2019		2020		2021		2022		Similar Schools	Network	State
	n	%	n	%	n	%	n	%	n	%	%	%	%
Completed VCE	39	93 %	48	98 %	34	60 %	46	73 %	60	95 %	72 %	78 %	76 %
Completed VCE with at least one VETUoC	0	0 %	0	0 %	23	40 %	17	27 %	3	5 %	24 %	18 %	21 %
Eligible but did not complete	3	7 %	1	2 %	0	0 %	0	0 %	0	0 %	4 %	4 %	3 %
Total Students	42		49		57		63		63				

In 2022:
Percentage of Year 12 students with a positive exit destination



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

Percentage of students by exit destination



*The data presented on this page is current as at 21 March 2023 and is subject to change

State-wide patterns

The On Track survey indicates that in 2022, 52% of students who completed Year 12 (government and non-government) continue their studies through a Bachelor degree, 10% undertake Apprenticeship/traineeship and 10% undertake Certificates/Diplomas and 24% transition directly to employment.

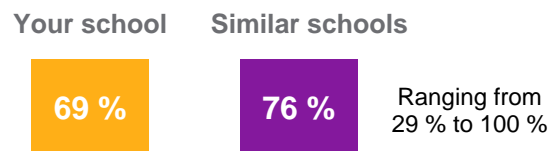
Response rates among students who consent to the On Track Survey are relatively low. 37% of the Year 12 completer cohort and 9% of the non-completer cohort who had left school in Years 10, 11 and 12 responded to the 2022 survey.

Count and percentage of students

Exit Category	Noble Park Secondary College												
	2018		2019		2020		2021		2022		Similar Schools	Network	State
	n	%	n	%	n	%	n	%	n	%	%	%	%
Further Education	53	82 %	52	71 %	54	63 %	60	65 %	60	63 %	61 %	65 %	57 %
FullTime Work	10	15 %	18	25 %	1	1 %	3	3 %	9	9 %	15 %	15 %	11 %
Other	0	0 %	0	0 %	0	0 %	1	1 %	0	0 %	0 %	0 %	0 %
PartTime Work	0	0 %	1	1 %	0	0 %	1	1 %	3	3 %	4 %	5 %	5 %
Unemployed	1	2 %	1	1 %	1	1 %	5	5 %	6	6 %	4 %	4 %	3 %
Unknown	1	2 %	1	1 %	30	35 %	22	24 %	18	19 %	15 %	11 %	24 %
Total Students	65		73		86		92		96				

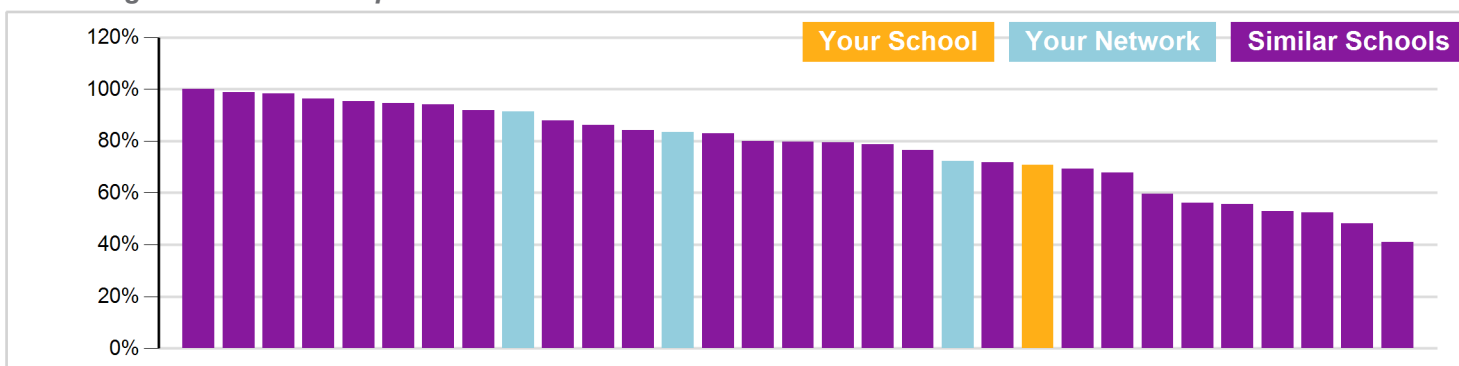
Between 2020 and 2022:

Percentage of students with a positive exit destination



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

Percentage of students with positive exit destinations between 2020 and 2022



'Breaking the Link' measures are selected based on the following evidence and rationale.

AVERAGE ABSENCES

Absence is a lead indicator for achievement and engagement outcomes. Recent research demonstrates that there is a strong correlation between student attendance and learning outcomes and that even small amounts of unauthorised absences are associated with substantial falls in average NAPLAN test scores.

CHRONIC ABSENCES

A growing body of research is revealing the critical role of chronic absence in student achievement. In this report, chronic absence is defined as missing 30 days or more of school in a year.

Chronic absence can be easily masked by average absence rates, so it is important to look at this group of students missing significant amounts of school. The measure highlighted for schools, and for which each school is compared to its similar schools group, is the proportion of students with more than 20 days absence. As absences are generally lower in primary schools, knowing what proportion of students are missing 20 days (equivalent to four weeks out of the school year) or more provides a useful indicator of engagement issues.

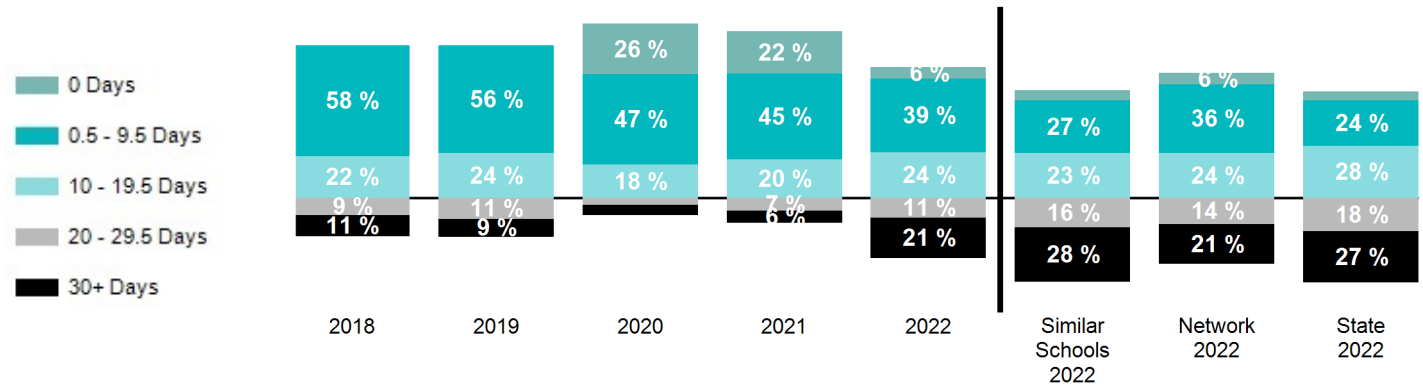
In 2022:
Percentage of students with 20 or more absence days

Your school **Similar schools**

32 % **44 %** Ranging from 24 % to 67 %

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

Percentage of students by absence days



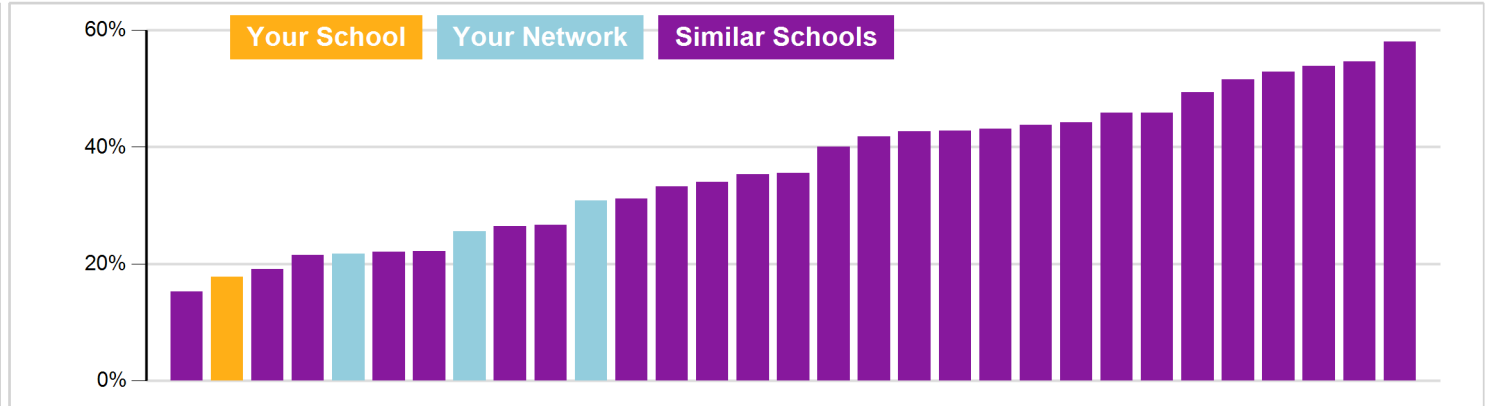
Between 2020 and 2022:
Percentage of students with 20 or more absence days

Your school **Similar schools**

18 % **36 %** Ranging from 15 % to 58 %

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

Percentage of students with 20 or more absence days between 2020 and 2022



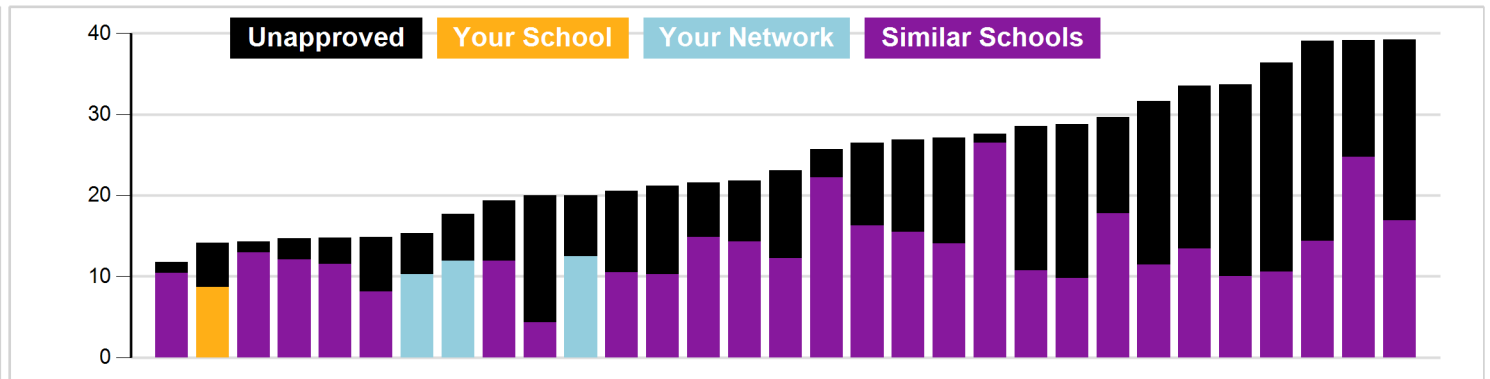
Between 2020 and 2022:
Average absence days

Your school **Similar schools**

14 **24** Ranging from 12 to 39 days

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

Average absence days between 2020 and 2022



Percentage of students by year level

Year Level	Absence Days	2018	2019	2020	2021	2022
Year 7	0 Days	0 %	0 %	11 %	8 %	4 %
	0.5 - 9.5 Days	56 %	50 %	63 %	45 %	37 %
	10 - 19.5 Days	33 %	27 %	16 %	30 %	23 %
	20 - 29.5 Days	8 %	11 %	3 %	13 %	9 %
	30+ Days	3 %	11 %	8 %	5 %	28 %
	Total Students	61	44	64	64	57
Year 8	0 Days	0 %	0 %	8 %	21 %	3 %
	0.5 - 9.5 Days	53 %	49 %	51 %	40 %	31 %
	10 - 19.5 Days	21 %	29 %	25 %	19 %	26 %
	20 - 29.5 Days	12 %	14 %	6 %	8 %	12 %
	30+ Days	13 %	8 %	11 %	11 %	29 %
	Total Students	75	59	53	72	77
Year 9	0 Days	0 %	0 %	25 %	15 %	5 %
	0.5 - 9.5 Days	43 %	52 %	43 %	40 %	39 %
	10 - 19.5 Days	25 %	24 %	21 %	25 %	17 %
	20 - 29.5 Days	12 %	13 %	6 %	11 %	13 %
	30+ Days	20 %	11 %	5 %	9 %	27 %
	Total Students	84	84	84	65	88
Year 10	0 Days	0 %	0 %	32 %	23 %	9 %
	0.5 - 9.5 Days	64 %	45 %	45 %	44 %	38 %
	10 - 19.5 Days	14 %	22 %	14 %	15 %	22 %
	20 - 29.5 Days	9 %	16 %	3 %	7 %	10 %
	30+ Days	13 %	17 %	7 %	11 %	20 %
	Total Students	114	88	120	94	89
Year 11	0 Days	0 %	0 %	39 %	33 %	5 %
	0.5 - 9.5 Days	62 %	67 %	33 %	42 %	40 %
	10 - 19.5 Days	22 %	18 %	21 %	18 %	28 %
	20 - 29.5 Days	7 %	9 %	6 %	4 %	8 %
	30+ Days	8 %	5 %	2 %	3 %	19 %
	Total Students	95	76	106	114	93
Year 12	0 Days	0 %	0 %	29 %	22 %	10 %
	0.5 - 9.5 Days	71 %	75 %	57 %	58 %	44 %
	10 - 19.5 Days	20 %	25 %	11 %	18 %	26 %
	20 - 29.5 Days	5 %	0 %	0 %	1 %	12 %
	30+ Days	3 %	0 %	2 %	1 %	7 %
	Total Students	59	57	87	92	97

Average absence days - all accountable

Year Level	2018	2019	2020	2021	2022
Year 7	11.4	16.9	9.9	12.1	29.2
Year 8	15.1	11.7	16.5	13.5	26.1
Year 9	22.3	14.2	8.7	14.2	28.9
Year 10	14.6	14.7	8.6	11.0	24.6
Year 11	13.4	9.1	7.2	7.5	19.8
Year 12	10.1	6.8	5.6	7.0	14.9

Average absence days - unapproved

Year Level	2018	2019	2020	2021	2022
Year 7	5.7	5.4	4.6	4.8	9.9
Year 8	7.5	3.9	7.3	4.8	9.3
Year 9	12.9	3.4	4.8	6.1	8.9
Year 10	7.6	4.5	4.4	5.1	8.7
Year 11	8.8	3.1	2.9	3.0	6.3
Year 12	7.4	2.3	2.0	2.8	5.8

State-wide patterns

Across Victorian government schools, absence rates in 2022 for primary schools were higher than those observed in 2021. As with previous years, absences rates increased in Year 8 and peaked 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 2022, the State-wide rate of unapproved absences was 36% for government school students in Years 7-12, a decline from 43% in 2021. The corresponding proportion for the Aboriginal cohort was 49% in 2022, a decline from 55% in 2021.

'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.

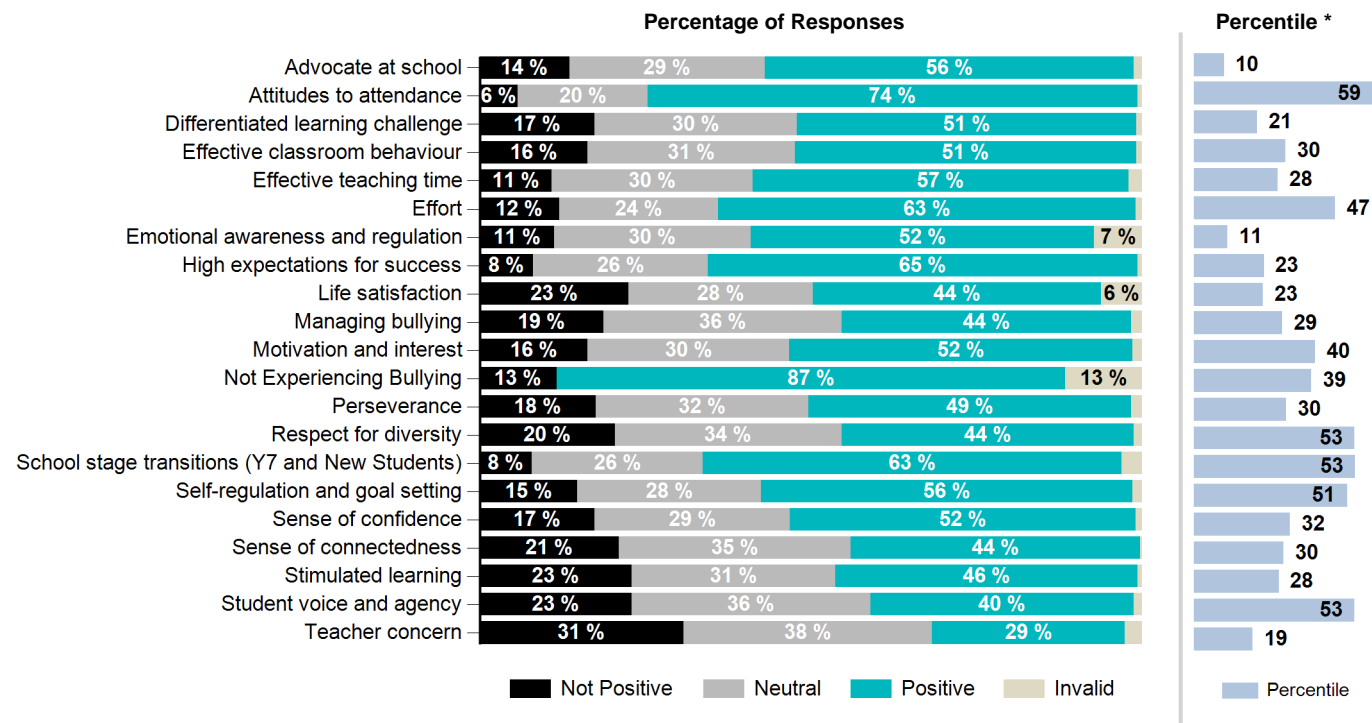
The same research that identified these ATOSS factors in the context of NAPLAN achievement also indicated that improvements in the proportion of positive ATOSS responses could lead to an increase in the proportion of students in the top two NAPLAN bands, by between 1% and 6%.

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.

Years 7-9: 2022



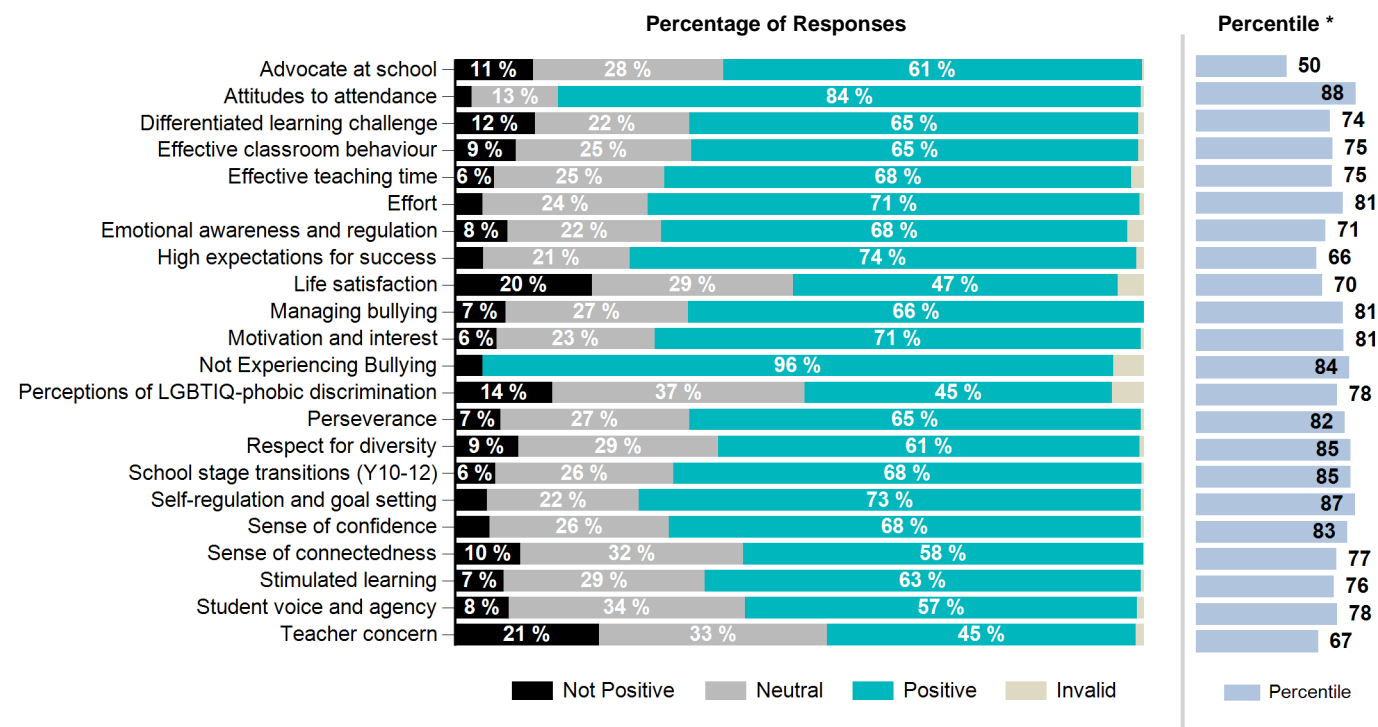
* Note: Factor percentile is the percent endorsement, relative to Years 7-9 in all Victorian government schools

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.

Years 10-12: 2022

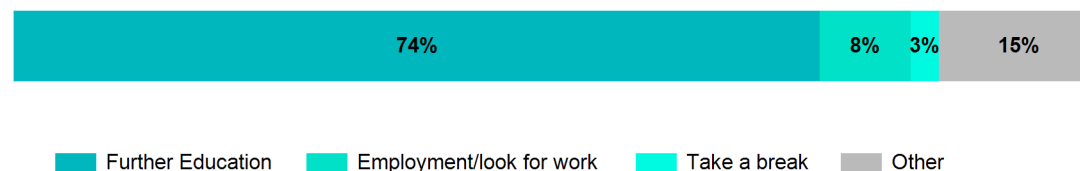


* Note: Factor percentile is the percent endorsement, relative to Years 10-12 in all Victorian government schools

STUDENT INTENTIONS: YEARS 10-12: 2022

Intention to Complete Year 12 Certificate **91%**

Intended post school destination






Percentage of students with positive attitude by year level

State-wide patterns

For students in years 7 to 9, student attitudes in 2022 were generally less positive than in 2021. In 2022, percent endorsement of 'Stimulated learning' was 50.5% (53.2% in 2021), 'Sense of confidence' was 56.3% (58.2% in 2021) and 'Sense of connectedness' was 49.3% (53.2% in 2021). The factor 'Not experiencing bullying' was 84.2%, compared to 84.6% in 2021.

Year Level	Parent Factor	Factor	2019	2020	2021	2022	Trend
Year 7	Effective teaching practice for cognitive engagement	Differentiated learning challenge	90 %		62 %	66 %	
		Effective classroom behaviour	88 %		67 %	58 %	
		Effective teaching time	90 %		62 %	58 %	
		Stimulated learning	91 %		59 %	61 %	
	Emotional and relational engagement	Emotional awareness and regulation			68 %	66 %	
	Individual social and emotional wellbeing	Life satisfaction			51 %	62 %	
	Learner characteristics and disposition	Attitudes to attendance	89 %		81 %	82 %	
		Motivation and interest	90 %		65 %	65 %	
		Perseverance	86 %		61 %	64 %	
		Self-regulation and goal setting	89 %		67 %	65 %	
		Sense of confidence	90 %		65 %	60 %	
	Not Experiencing Bullying (Parent Factor)	Not Experiencing Bullying	89 %		81 %	94 %	
	School safety	Advocate at school	91 %		66 %	66 %	
		Managing bullying	95 %		61 %	54 %	
		Respect for diversity	88 %		60 %	58 %	
	Social engagement	School stage transitions (Y7 and New Students)	89 %		73 %	63 %	
		Sense of connectedness	84 %		67 %	60 %	
		Student voice and agency	83 %		47 %	53 %	
	Teacher-student relations	Effort	92 %		72 %	69 %	
		High expectations for success	95 %		76 %	74 %	
Teacher concern		75 %		35 %	36 %		

Student participation

Year Level	Measure	2019	2020	2021	2022	Trend
Year 7	Enrolment Count	46	62	59	51	
	Participation Count	38		51	38	
	Participation Rate (%)	83 %		86 %	75 %	




Percentage of students with positive attitude by year level

State-wide patterns

For students in years 7 to 9, student attitudes in 2022 were generally less positive than in 2021. In 2022, percent endorsement of 'Stimulated learning' was 50.5% (53.2% in 2021), 'Sense of confidence' was 56.3% (58.2% in 2021) and 'Sense of connectedness' was 49.3% (53.2% in 2021). The factor 'Not experiencing bullying' was 84.2%, compared to 84.6% in 2021.

Year Level	Parent Factor	Factor	2019	2020	2021	2022	Trend
Year 8	Effective teaching practice for cognitive engagement	Differentiated learning challenge	76 %		75 %	47 %	
		Effective classroom behaviour	67 %		67 %	51 %	
		Effective teaching time	76 %		73 %	54 %	
		Stimulated learning	65 %		61 %	42 %	
	Emotional and relational engagement	Emotional awareness and regulation			70 %	45 %	
	Individual social and emotional wellbeing	Life satisfaction			44 %	44 %	
	Learner characteristics and disposition	Attitudes to attendance	89 %		84 %	70 %	
		Motivation and interest	69 %		65 %	42 %	
		Perseverance	67 %		69 %	39 %	
		Self-regulation and goal setting	74 %		78 %	44 %	
		Sense of confidence	72 %		70 %	42 %	
	Not Experiencing Bullying (Parent Factor)	Not Experiencing Bullying	91 %		87 %	87 %	
	School safety	Advocate at school	74 %		71 %	53 %	
		Managing bullying	74 %		75 %	38 %	
		Respect for diversity	62 %		72 %	41 %	
	Social engagement	School stage transitions (Y7 and New Students)	83 %		63 %	71 %	
		Sense of connectedness	70 %		71 %	41 %	
		Student voice and agency	58 %		57 %	32 %	
	Teacher-student relations	Effort	71 %		77 %	57 %	
		High expectations for success	81 %		78 %	58 %	
Teacher concern		53 %		45 %	35 %		

Student participation

Year Level	Measure	2019	2020	2021	2022	Trend
Year 8	Enrolment Count	64	51	68	70	
	Participation Count	58		57	52	
	Participation Rate (%)	91 %		84 %	74 %	




Percentage of students with positive attitude by year level

State-wide patterns

For students in years 7 to 9, student attitudes in 2022 were generally less positive than in 2021. In 2022, percent endorsement of 'Stimulated learning' was 50.5% (53.2% in 2021), 'Sense of confidence' was 56.3% (58.2% in 2021) and 'Sense of connectedness' was 49.3% (53.2% in 2021). The factor 'Not experiencing bullying' was 84.2%, compared to 84.6% in 2021.

Year Level	Parent Factor	Factor	2019	2020	2021	2022	Trend
Year 9	Effective teaching practice for cognitive engagement	Differentiated learning challenge	74 %		59 %	44 %	
		Effective classroom behaviour	74 %		58 %	47 %	
		Effective teaching time	75 %		58 %	59 %	
		Stimulated learning	74 %		51 %	39 %	
	Emotional and relational engagement	Emotional awareness and regulation			59 %	50 %	
	Individual social and emotional wellbeing	Life satisfaction			54 %	31 %	
	Learner characteristics and disposition	Attitudes to attendance	84 %		70 %	73 %	
		Motivation and interest	79 %		59 %	52 %	
		Perseverance	74 %		60 %	49 %	
		Self-regulation and goal setting	84 %		60 %	62 %	
		Sense of confidence	75 %		59 %	58 %	
	Not Experiencing Bullying (Parent Factor)	Not Experiencing Bullying	97 %		100 %	82 %	
	School safety	Advocate at school	80 %		55 %	51 %	
		Managing bullying	84 %		69 %	42 %	
		Respect for diversity	78 %		50 %	37 %	
	Social engagement	School stage transitions (Y7 and New Students)	85 %		60 %	55 %	
		Sense of connectedness	74 %		62 %	35 %	
		Student voice and agency	63 %		45 %	38 %	
	Teacher-student relations	Effort	79 %		54 %	65 %	
		High expectations for success	84 %		62 %	65 %	
Teacher concern		61 %		34 %	18 %		

Student participation

Year Level	Measure	2019	2020	2021	2022	Trend
Year 9	Enrolment Count	90	80	63	79	
	Participation Count	77		56	51	
	Participation Rate (%)	86 %		89 %	65 %	

Percentage of students with positive attitude by year level




State-wide patterns

For students in years 10 to 12, student attitudes in 2022 were generally less positive than in 2021. In 2022, percent endorsement of 'Stimulated learning' was 52.5% (54.3% in 2021), 'Sense of confidence' was 56.4% (57.8% in 2021) and 'Sense of connectedness' was 47.1% (50.1% in 2021).

The factor 'Not experiencing bullying' was 89.7%, was similar to 2021 with 89.8%.

Year Level	Parent Factor	Factor	2019	2020	2021	2022	Trend
Year 10	Effective teaching practice for cognitive engagement	Differentiated learning challenge	67 %		61 %	68 %	
		Effective classroom behaviour	63 %		55 %	58 %	
		Effective teaching time	70 %		59 %	60 %	
		Stimulated learning	70 %		48 %	52 %	
	Emotional and relational engagement	Emotional awareness and regulation			63 %	65 %	
	Individual social and emotional wellbeing	Life satisfaction			41 %	53 %	
	Learner characteristics and disposition	Attitudes to attendance	87 %		77 %	79 %	
		Motivation and interest	71 %		58 %	65 %	
		Perseverance	67 %		64 %	63 %	
		Self-regulation and goal setting	74 %		66 %	67 %	
		Sense of confidence	75 %		63 %	62 %	
	Not Experiencing Bullying (Parent Factor)	Not Experiencing Bullying	89 %		80 %	96 %	
	School safety	Advocate at school	67 %		54 %	51 %	
		Managing bullying	66 %		57 %	58 %	
		Perceptions of LGBTIQ-phobic discrimination			30 %	32 %	
		Respect for diversity	63 %		50 %	55 %	
	Social engagement	School stage transitions (Y10-12)	73 %		64 %	66 %	
		Sense of connectedness	63 %		52 %	53 %	
		Student voice and agency	60 %		44 %	51 %	
	Teacher-student relations	Effort	73 %		64 %	67 %	
High expectations for success		75 %		69 %	67 %		
Teacher concern		52 %		36 %	35 %		

Student participation

Year Level	Measure	2019	2020	2021	2022	Trend
Year 10	Enrolment Count	100	112	87	78	
	Participation Count	99		75	47	
	Participation Rate (%)	99 %		86 %	60 %	

Percentage of students with positive attitude by year level




State-wide patterns

For students in years 10 to 12, student attitudes in 2022 were generally less positive than in 2021. In 2022, percent endorsement of 'Stimulated learning' was 52.5% (54.3% in 2021), 'Sense of confidence' was 56.4% (57.8% in 2021) and 'Sense of connectedness' was 47.1% (50.1% in 2021).

The factor 'Not experiencing bullying' was 89.7%, was similar to 2021 with 89.8%.

Year Level	Parent Factor	Factor	2019	2020	2021	2022	Trend
Year 11	Effective teaching practice for cognitive engagement	Differentiated learning challenge	69 %		70 %	60 %	
		Effective classroom behaviour	63 %		69 %	64 %	
		Effective teaching time	70 %		68 %	66 %	
		Stimulated learning	64 %		63 %	61 %	
	Emotional and relational engagement	Emotional awareness and regulation			77 %	64 %	
	Individual social and emotional wellbeing	Life satisfaction			62 %	41 %	
	Learner characteristics and disposition	Attitudes to attendance	87 %		80 %	87 %	
		Motivation and interest	74 %		75 %	66 %	
		Perseverance	67 %		76 %	64 %	
		Self-regulation and goal setting	75 %		80 %	72 %	
		Sense of confidence	76 %		76 %	67 %	
	Not Experiencing Bullying (Parent Factor)	Not Experiencing Bullying	92 %		91 %	95 %	
	School safety	Advocate at school	64 %		64 %	59 %	
		Managing bullying	69 %		77 %	58 %	
		Perceptions of LGBTIQ-phobic discrimination			47 %	45 %	
		Respect for diversity	57 %		66 %	54 %	
	Social engagement	School stage transitions (Y10-12)	72 %		77 %	68 %	
		Sense of connectedness	55 %		77 %	45 %	
		Student voice and agency	63 %		65 %	51 %	
	Teacher-student relations	Effort	73 %		76 %	69 %	
High expectations for success		72 %		78 %	72 %		
Teacher concern		50 %		53 %	40 %		

Student participation

Year Level	Measure	2019	2020	2021	2022	Trend
Year 11	Enrolment Count	96	95	101	81	
	Participation Count	86		95	65	
	Participation Rate (%)	90 %		94 %	80 %	

Percentage of students with positive attitude by year level




State-wide patterns

For students in years 10 to 12, student attitudes in 2022 were generally less positive than in 2021. In 2022, percent endorsement of 'Stimulated learning' was 52.5% (54.3% in 2021), 'Sense of confidence' was 56.4% (57.8% in 2021) and 'Sense of connectedness' was 47.1% (50.1% in 2021).

The factor 'Not experiencing bullying' was 89.7%, was similar to 2021 with 89.8%.

Year Level	Parent Factor	Factor	2019	2020	2021	2022	Trend
Year 12	Effective teaching practice for cognitive engagement	Differentiated learning challenge	75 %		60 %	68 %	
		Effective classroom behaviour	80 %		65 %	69 %	
		Effective teaching time	86 %		63 %	74 %	
		Stimulated learning	84 %		57 %	71 %	
	Emotional and relational engagement	Emotional awareness and regulation			72 %	72 %	
	Individual social and emotional wellbeing	Life satisfaction			56 %	49 %	
	Learner characteristics and disposition	Attitudes to attendance	94 %		87 %	86 %	
		Motivation and interest	89 %		66 %	78 %	
		Perseverance	82 %		68 %	68 %	
		Self-regulation and goal setting	89 %		65 %	77 %	
		Sense of confidence	85 %		67 %	73 %	
	Not Experiencing Bullying (Parent Factor)	Not Experiencing Bullying	92 %		89 %	96 %	
	School safety	Advocate at school	83 %		69 %	68 %	
		Managing bullying	80 %		75 %	78 %	
		Perceptions of LGBTIQ-phobic discrimination			54 %	52 %	
		Respect for diversity	80 %		63 %	71 %	
	Social engagement	School stage transitions (Y10-12)	89 %		61 %	69 %	
		Sense of connectedness	79 %		62 %	72 %	
		Student voice and agency	79 %		61 %	65 %	
	Teacher-student relations	Effort	87 %		73 %	76 %	
High expectations for success		92 %		72 %	78 %		
Teacher concern		69 %		48 %	54 %		

Student participation

Year Level	Measure	2019	2020	2021	2022	Trend
Year 12	Enrolment Count	67	81	85	91	
	Participation Count	65		86	82	
	Participation Rate (%)	97 %		101 %	90 %	

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.

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.

YOUR SCHOOL'S RESULTS

52 %

of students felt connected to school

Sense of connectedness					Secondary schools
2018	2019	2020	2021	2022	2022
64 %	69 %	-	65 %	52 %	48 %

54 %

of staff were positive about school climate

School Climate					Secondary schools
2018	2019	2020	2021	2022	2022
51 %	52 %	59 %	58 %	54 %	52 %

89 %

of parents were satisfied with the school overall

General satisfaction with school					Secondary schools
2018	2019	2020	2021	2022	2022
88 %	92 %	88 %	82 %	89 %	75 %

Staff in Primary schools are generally more positive about school climate than staff from Secondary , Pri-sec schools and Specialist 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 2022, results for 'Collective efficacy' and 'Academic emphasis' declined when compared with 2021 for Primary, Secondary, Pri/Sec Schools and Specialist Schools.

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.

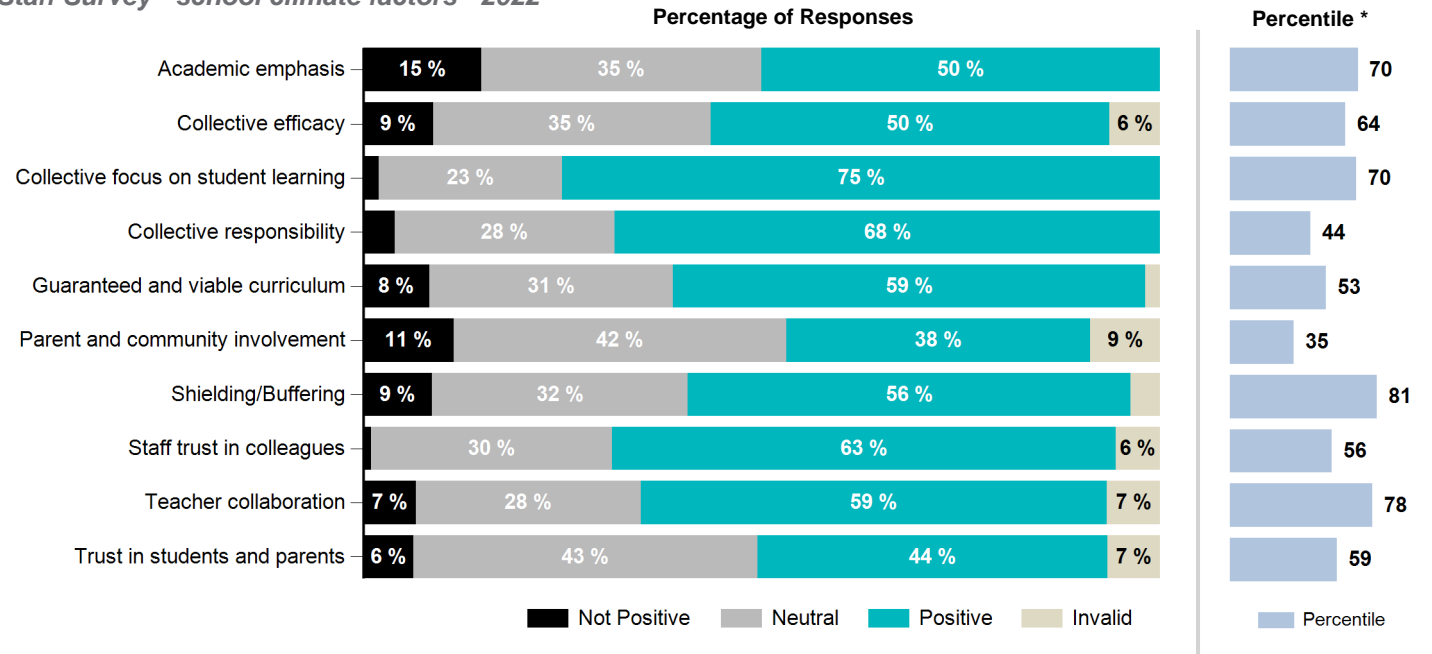
State-wide patterns

Staff in Primary schools are generally more positive about school climate than staff from Secondary, Pri-sec schools and Specialist 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 2022, results for 'Collective efficacy' and 'Academic emphasis' declined when compared with 2021 for Primary, Secondary, Pri/Sec Schools and Specialist Schools.

Staff Survey - school climate factors - 2022



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

Percentage of positive responses

Factor	2018	2019	2020	2021	2022	Trend
Academic emphasis	44 %	44 %	50 %	45 %	50 %	↔
Collective efficacy	53 %	50 %	57 %	55 %	50 %	↔
Collective focus on student learning	57 %	56 %	67 %	72 %	75 %	↗
Collective responsibility	63 %	62 %	73 %	69 %	68 %	↔
Guaranteed and viable curriculum	48 %	59 %	58 %	63 %	59 %	↔
Parent and community involvement	43 %	41 %	54 %	58 %	38 %	↔
Shielding/Buffering	36 %	43 %	57 %	49 %	56 %	↔
Staff trust in colleagues	64 %	66 %	73 %	66 %	63 %	↔
Teacher collaboration	54 %	51 %	54 %	54 %	59 %	↔
Trust in students and parents	39 %	47 %	50 %	53 %	44 %	↔
School climate	51 %	52 %	59 %	58 %	54 %	↔
Number of respondents	42	60	55	48	41	

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 at least one VET UoC	Students who completed VCE and had enrolled in at least one VET unit of competence.

Term	Definition
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.
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.

Term	Definition
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.
Students counted in NCCD	Nationally Consistent Collection of Data on school students with Disability (NCCD). This report displays the annual data reported by schools through the DET Administrative systems (CASES) during the August census
Teacher Judgement - Breadth	Students assessed at Victorian Curriculum Levels 3-8
Teacher Judgement - Foundation	Students assessed at Victorian Curriculum Levels A-2
Teacher Judgement - Not assessed	Students not assessed against Victorian Curriculum
Teacher Judgement - Pathways	Students assessed at Victorian Curriculum Levels 9-10
The Victorian Curriculum F-10	The Victorian Curriculum F–10 sets out what every student should learn during their first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship. The Victorian Curriculum F–10 incorporates the Australian Curriculum and reflects Victorian priorities and standards.
Unapproved Absence	Absent days that have the following absence type codes: 300 (Truancy), 500 (Unexplained) and 806 (Parent choice unauthorised).
Ungraded Enrolments (UG)	Ungraded enrolments refers to students that are not able to be assigned to a regular year level.
VCAL Completions	Students who completed a VCAL intermediate and/or senior certificate in the same year.
VCE Completions	Students who completed VCE, with students who completed VCE and had satisfactorily completed at least one VET Unit of Competency (UoC) presented separately.
VCE Study Score	A score out of 50 that shows students how well they performed in a study at Unit 3 and 4 level, compared to everybody else in Victoria who took that study.
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.