

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

### AVERAGE ABSENCES

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

### CHRONIC ABSENCES

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

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

## STUDENT ABSENCE: YEAR 7 - YEAR 12

## BREAKING THE LINK

### In 2021:

Percentage of students with 20 or more absence days

Your school

Similar schools

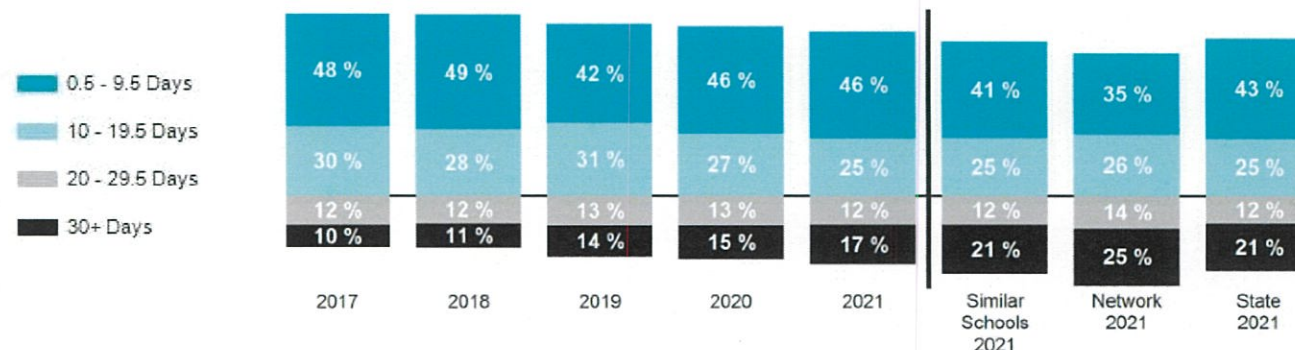
29 %

34 %

Ranging from  
15 % to 56 %

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

Percentage of students by absence days



### Between 2019 and 2021:

Percentage of students with 20 or more absence days

Your school

Similar schools

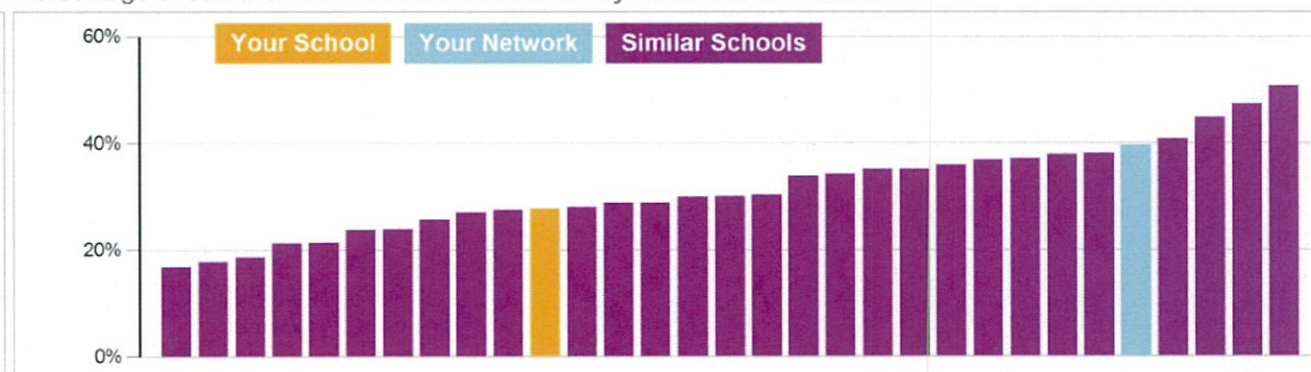
28 %

31 %

Ranging from  
17 % to 51 %

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

Percentage of students with 20 or more absence days between 2019 and 2021



### Between 2019 and 2021:

Average absence days

Your school

Similar schools

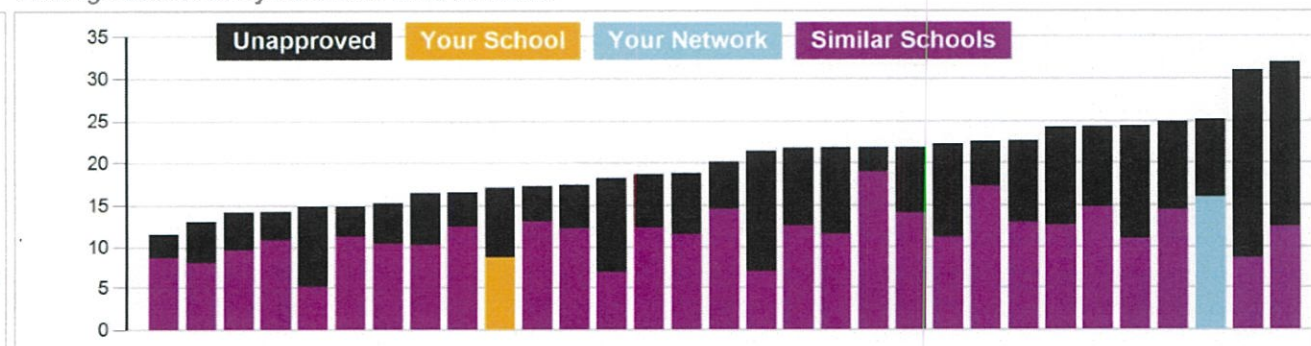
17

20

Ranging from  
12 to 32 days

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

Average absence days between 2019 and 2021





## STUDENT ABSENCE: YEAR 7 TO YEAR 12

### Percentage of students by year level

Year Level	Absence Days	2017	2018	2019	2020	2021
Year 7	< 10 Days	44 %	48 %	43 %	45 %	47 %
	10 - 19.5 Days	31 %	31 %	33 %	25 %	25 %
	20 - 29.5 Days	15 %	11 %	12 %	10 %	15 %
	30+ Days	10 %	11 %	12 %	19 %	14 %
	<b>Total Students</b>	<b>279</b>	<b>293</b>	<b>275</b>	<b>295</b>	<b>286</b>
Year 8	< 10 Days	41 %	38 %	28 %	43 %	42 %
	10 - 19.5 Days	32 %	29 %	37 %	26 %	24 %
	20 - 29.5 Days	13 %	17 %	13 %	17 %	15 %
	30+ Days	14 %	15 %	22 %	14 %	19 %
	<b>Total Students</b>	<b>286</b>	<b>289</b>	<b>300</b>	<b>273</b>	<b>293</b>
Year 9	< 10 Days	39 %	44 %	35 %	34 %	41 %
	10 - 19.5 Days	33 %	29 %	35 %	28 %	25 %
	20 - 29.5 Days	15 %	12 %	15 %	15 %	13 %
	30+ Days	14 %	15 %	15 %	23 %	21 %
	<b>Total Students</b>	<b>273</b>	<b>280</b>	<b>266</b>	<b>283</b>	<b>264</b>
Year 10	< 10 Days	47 %	51 %	46 %	49 %	44 %
	10 - 19.5 Days	27 %	29 %	26 %	30 %	21 %
	20 - 29.5 Days	13 %	11 %	12 %	12 %	12 %
	30+ Days	12 %	9 %	17 %	9 %	23 %
	<b>Total Students</b>	<b>275</b>	<b>271</b>	<b>289</b>	<b>257</b>	<b>282</b>
Year 11	< 10 Days	52 %	59 %	51 %	48 %	45 %
	10 - 19.5 Days	32 %	24 %	28 %	26 %	30 %
	20 - 29.5 Days	11 %	10 %	13 %	12 %	11 %
	30+ Days	5 %	7 %	8 %	14 %	14 %
	<b>Total Students</b>	<b>250</b>	<b>247</b>	<b>243</b>	<b>252</b>	<b>246</b>
Year 12	< 10 Days	69 %	60 %	56 %	58 %	61 %
	10 - 19.5 Days	23 %	27 %	28 %	25 %	23 %
	20 - 29.5 Days	5 %	9 %	11 %	9 %	8 %
	30+ Days	2 %	4 %	5 %	8 %	9 %
	<b>Total Students</b>	<b>215</b>	<b>229</b>	<b>227</b>	<b>234</b>	<b>234</b>

## BREAKING THE LINK

### Average absence days - all accountable

Year Level	2017	2018	2019	2020	2021
Year 7	14.3	13.9	15.2	15.9	15.6
Year 8	16.4	17.0	21.9	16.6	18.8
Year 9	16.5	16.4	17.1	19.7	20.2
Year 10	15.1	13.5	17.7	13.2	21.8
Year 11	12.8	12.3	13.2	16.9	18.1
Year 12	10.2	12.3	13.6	13.1	14.6

### Average absence days - unapproved

Year Level	2017	2018	2019	2020	2021
Year 7	5.0	3.9	4.2	8.5	7.1
Year 8	6.5	4.9	8.2	8.6	10.7
Year 9	6.6	4.9	5.0	12.7	11.9
Year 10	6.5	4.4	5.9	6.7	13.9
Year 11	5.5	4.0	4.7	9.1	10.0
Year 12	4.2	4.3	5.0	7.0	8.6

### State-wide patterns

Across Victorian government schools, absence rates are relatively low among primary school students but begin to increase at Year 8 and peak at Year 9.

Absences among Aboriginal students and students in disadvantaged schools are higher than the State-wide rate.

### Unapproved absences

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

In 2021, the State-wide rate of unapproved absences was 43% for government school students in Years 7-12, an decline from 46% in 2020. The corresponding proportion for the Aboriginal cohort was 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%.

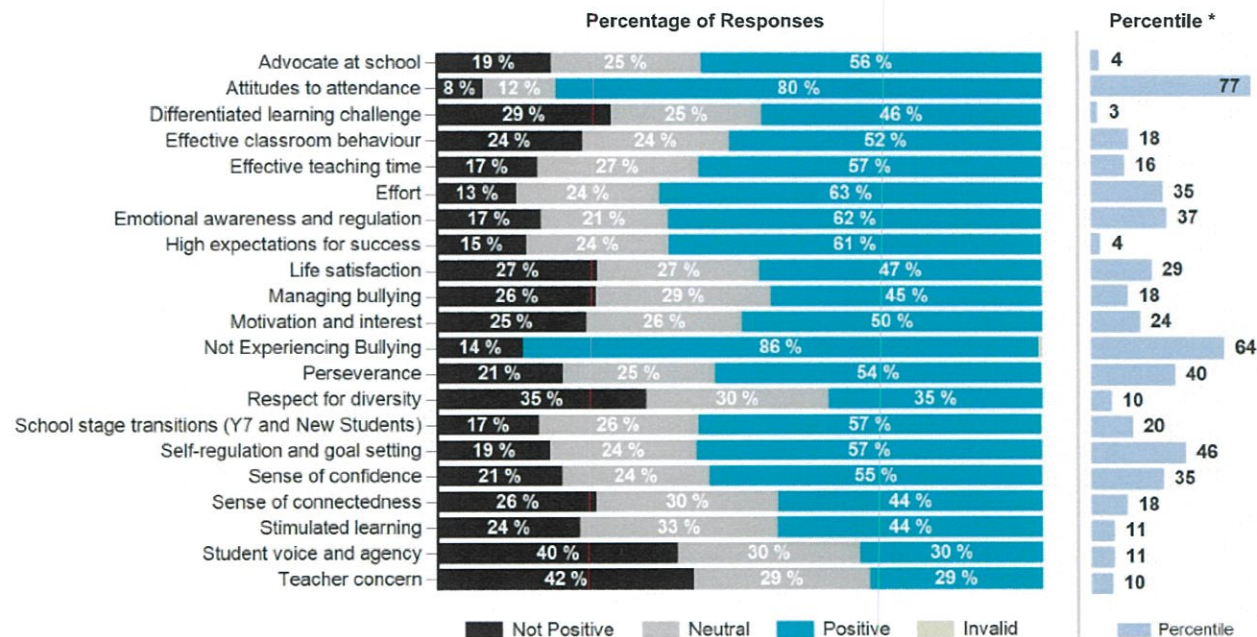


**Positive:** the percentage of positive responses (strongly agree/agree) to the questions within the component/factor.

**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: 2021



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

## ATTITUDES TO SCHOOL SURVEY: YEARS 10-12

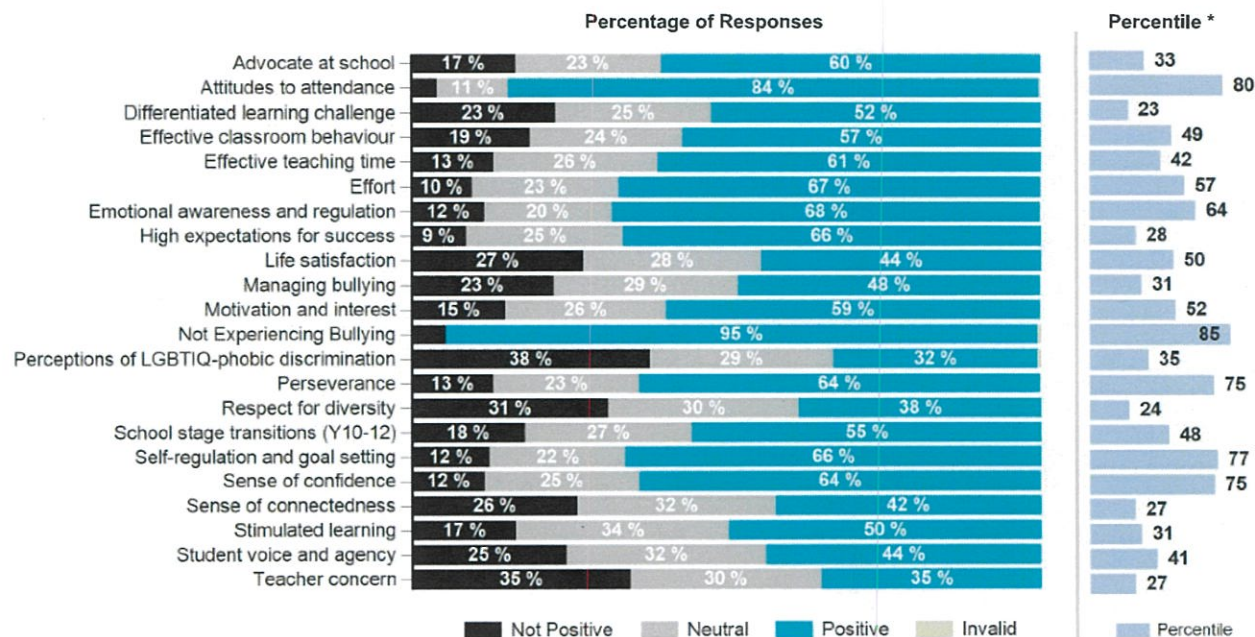
# HAPPY, HEALTHY AND RESILIENT KIDS

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

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

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

Years 10-12: 2021

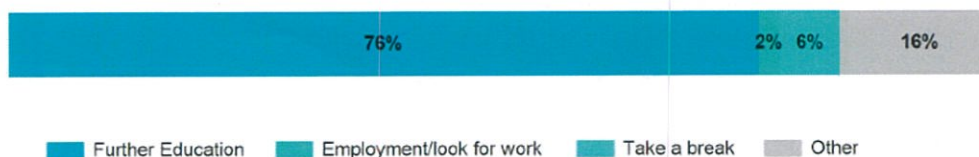


\* Note: Factor percentile is the percent endorsement, relative to Years 10-12 in all Victorian government schools

## STUDENT INTENTIONS: YEARS 10-12: 2021

Intention to Complete Year 12 Certificate 95%

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 2021 were generally less positive than in 2019. In 2021, percent endorsement of 'Stimulated learning' was 53.2% (55.1% in 2019), 'Sense of confidence' was 58.2% (62.8% in 2019) and 'Sense of connectedness' was 66.4% (68.3% in 2019).

The factor 'Not experiencing bullying' was 84.6%, compared to 83.3% in 2019.

\*2021 Attitudes to School Survey results are compared to those in 2019. This is because ATOSS was an optional collection in 2020, resulting in lower response rates. Therefore the 2019 data provides a better point for statewide comparison.

Year Level	Parent Factor	Factor	2018	2019	2020	2021	Trend
Year 7	Effective teaching practice for cognitive engagement	Differentiated learning challenge	54 %	55 %	61 %	51 %	
		Effective classroom behaviour	63 %	59 %	73 %	56 %	
		Effective teaching time	65 %	64 %	75 %	60 %	
		Stimulated learning	52 %	57 %	72 %	47 %	
	Emotional and relational engagement	Emotional awareness and regulation				61 %	
	Individual social and emotional wellbeing	Life satisfaction				52 %	
	Learner characteristics and disposition	Attitudes to attendance	87 %	88 %	93 %	81 %	
		Motivation and interest	66 %	67 %	72 %	54 %	
		Perseverance	68 %	71 %		56 %	
		Self-regulation and goal setting	67 %	72 %	78 %	55 %	
		Sense of confidence	68 %	76 %	72 %	54 %	
	Not Experiencing Bullying (Parent Factor)	Not Experiencing Bullying	81 %	86 %	95 %	81 %	
	School safety	Advocate at school	74 %	71 %	75 %	61 %	
		Managing bullying	70 %	64 %	76 %	51 %	
		Respect for diversity	53 %	53 %	67 %	40 %	
	Social engagement	School stage transitions (Y7 and New Students)	72 %	71 %		58 %	
		Sense of connectedness	63 %	64 %	72 %	54 %	
		Student voice and agency	42 %	47 %	58 %	33 %	
	Teacher-student relations	Effort	76 %	75 %		64 %	
		High expectations for success	75 %	75 %		69 %	
		Teacher concern	37 %	43 %	53 %	34 %	

*Student participation*

Year Level	Measure	2018	2019	2020	2021	Trend
Year 7	Enrolment Count	299	280	302	288	
	Participation Count	278	249	201	268	
	Participation Rate (%)	93 %	89 %	67 %	93 %	



Percentage of students with positive attitude by year level

## State-wide patterns

For students in years 7 to 9, student attitudes in 2021 were generally less positive than in 2019. In 2021, percent endorsement of 'Stimulated learning' was 53.2% (55.1% in 2019), 'Sense of confidence' was 58.2% (62.8% in 2019) and 'Sense of connectedness' was 66.4% (68.3% in 2019).

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Year Level	Parent Factor	Factor	2018	2019	2020	2021	Trend
Year 8	Effective teaching practice for cognitive engagement	Differentiated learning challenge	45 %	48 %	58 %	48 %	
		Effective classroom behaviour	57 %	54 %	66 %	51 %	
		Effective teaching time	59 %	54 %	70 %	56 %	
		Stimulated learning	44 %	45 %	61 %	46 %	
	Emotional and relational engagement	Emotional awareness and regulation				63 %	
	Individual social and emotional wellbeing	Life satisfaction				44 %	
	Learner characteristics and disposition	Attitudes to attendance	82 %	76 %	90 %	82 %	
		Motivation and interest	52 %	50 %	63 %	49 %	
		Perseverance	60 %	57 %		55 %	
		Self-regulation and goal setting	63 %	59 %	76 %	57 %	
		Sense of confidence	65 %	57 %	72 %	54 %	
	Not Experiencing Bullying (Parent Factor)	Not Experiencing Bullying	86 %	89 %	95 %	90 %	
	School safety	Advocate at school	62 %	57 %	75 %	55 %	
		Managing bullying	54 %	48 %	72 %	44 %	
		Respect for diversity	41 %	39 %	59 %	35 %	
	Social engagement	School stage transitions (Y7 and New Students)	52 %	34 %		34 %	
		Sense of connectedness	55 %	43 %	66 %	42 %	
		Student voice and agency	35 %	35 %	47 %	30 %	
	Teacher-student relations	Effort	68 %	62 %		65 %	
		High expectations for success	68 %	66 %		59 %	
		Teacher concern	28 %	36 %	42 %	27 %	

*Student participation*

Year Level	Measure	2018	2019	2020	2021	Trend
Year 8	Enrolment Count	281	304	276	296	
	Participation Count	273	265	171	272	
	Participation Rate (%)	97 %	87 %	62 %	92 %	

Percentage of students with positive attitude by year level

**State-wide patterns**

For students in years 7 to 9, student attitudes in 2021 were generally less positive than in 2019. In 2021, percent endorsement of 'Stimulated learning' was 53.2% (55.1% in 2019), 'Sense of confidence' was 58.2% (62.8% in 2019) and 'Sense of connectedness' was 66.4% (68.3% in 2019).

The factor 'Not experiencing bullying' was 84.6%, compared to 83.3% in 2019.

\*2021 Attitudes to School Survey results are compared to those in 2019. This is because ATOSS was an optional collection in 2020, resulting in lower response rates. Therefore the 2019 data provides a better point for statewide comparison.

Year Level	Parent Factor	Factor	2018	2019	2020	2021	Trend
Year 9	Effective teaching practice for cognitive engagement	Differentiated learning challenge	43 %	45 %	56 %	39 %	
		Effective classroom behaviour	46 %	50 %	60 %	47 %	
		Effective teaching time	51 %	53 %	67 %	54 %	
		Stimulated learning	38 %	43 %	55 %	39 %	
	Emotional and relational engagement	Emotional awareness and regulation				60 %	
	Individual social and emotional wellbeing	Life satisfaction				44 %	
	Learner characteristics and disposition	Attitudes to attendance	76 %	74 %	85 %	78 %	
		Motivation and interest	51 %	50 %	57 %	45 %	
		Perseverance	54 %	57 %		50 %	
		Self-regulation and goal setting	63 %	58 %	71 %	60 %	
		Sense of confidence	60 %	59 %	68 %	56 %	
	Not Experiencing Bullying (Parent Factor)	Not Experiencing Bullying	80 %	84 %	93 %	86 %	
	School safety	Advocate at school	54 %	58 %	69 %	52 %	
		Managing bullying	37 %	44 %	58 %	38 %	
		Respect for diversity	26 %	33 %	44 %	30 %	
	Social engagement	School stage transitions (Y7 and New Students)	48 %	45 %		36 %	
		Sense of connectedness	41 %	42 %	57 %	34 %	
		Student voice and agency	27 %	33 %	41 %	27 %	
	Teacher-student relations	Effort	58 %	61 %		61 %	
		High expectations for success	56 %	55 %		55 %	
		Teacher concern	24 %	28 %	40 %	24 %	



*Student participation*

Year Level	Measure	2018	2019	2020	2021	Trend
Year 9	Enrolment Count	282	270	292	265	
	Participation Count	244	239	202	245	
	Participation Rate (%)	87 %	89 %	69 %	92 %	

Percentage of students with positive attitude by year level

State-wide patterns

For students in years 10 to 12, student attitudes in 2021 were generally less positive than in 2019. In 2021, percent endorsement of 'Stimulated learning' was 54.3% (55.6% in 2019), 'Sense of confidence' was 57.9% (63.5% in 2019) and 'Sense of connectedness' was 50.1% (53.3% in 2019).

The factor 'Not experiencing bullying' was 89.7%, compared to 89.1% in 2019.

\*2021 Attitudes to School Survey results are compared to those in 2019. This is because ATOSS was an optional collection in 2020, resulting in lower response rates. Therefore the 2019 data provides a better point for statewide comparison.

Year Level	Parent Factor	Factor	2018	2019	2020	2021	Trend
Year 10	Effective teaching practice for cognitive engagement	Differentiated learning challenge	49 %	49 %	58 %	59 %	
		Effective classroom behaviour	48 %	50 %	65 %	58 %	
		Effective teaching time	50 %	54 %	63 %	67 %	
		Stimulated learning	45 %	47 %	54 %	55 %	
	Emotional and relational engagement	Emotional awareness and regulation				71 %	
	Individual social and emotional wellbeing	Life satisfaction				48 %	
	Learner characteristics and disposition	Attitudes to attendance	78 %	81 %	89 %	88 %	
		Motivation and interest	56 %	61 %	64 %	64 %	
		Perseverance	54 %	61 %		68 %	
		Self-regulation and goal setting	62 %	69 %	73 %	70 %	
		Sense of confidence	66 %	65 %	69 %	68 %	
	Not Experiencing Bullying (Parent Factor)	Not Experiencing Bullying	83 %	83 %	98 %	96 %	
	School safety	Advocate at school	50 %	54 %	62 %	67 %	
		Managing bullying	46 %	43 %	60 %	48 %	
		Perceptions of LGBTIQ-phobic discrimination				32 %	
		Respect for diversity	33 %	33 %	51 %	43 %	
	Social engagement	School stage transitions (Y10-12)	58 %	59 %		61 %	
		Sense of connectedness	46 %	43 %	58 %	48 %	
		Student voice and agency	36 %	41 %	51 %	49 %	
	Teacher-student relations	Effort	60 %	65 %		73 %	
		High expectations for success	60 %	56 %		71 %	
		Teacher concern	26 %	29 %	41 %	39 %	

Student participation

Year Level	Measure	2018	2019	2020	2021	Trend
Year 10	Enrolment Count	273	290	264	280	
	Participation Count	252	251	199	127	
	Participation Rate (%)	92 %	87 %	75 %	45 %	



Percentage of students with positive attitude by year level

## State-wide patterns

For students in years 10 to 12, student attitudes in 2021 were generally less positive than in 2019. In 2021, percent endorsement of 'Stimulated learning' was 54.3% (55.6% in 2019), 'Sense of confidence' was 57.9% (63.5% in 2019) and 'Sense of connectedness' was 50.1% (53.3% in 2019).

The factor 'Not experiencing bullying' was 89.7%, compared to 89.1% in 2019.

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Year Level	Parent Factor	Factor	2018	2019	2020	2021	Trend
Year 11	Effective teaching practice for cognitive engagement	Differentiated learning challenge	45 %	49 %	58 %	47 %	
		Effective classroom behaviour	49 %	55 %	62 %	56 %	
		Effective teaching time	53 %	56 %	65 %	57 %	
		Stimulated learning	44 %	50 %	56 %	44 %	
	Emotional and relational engagement	Emotional awareness and regulation				65 %	
	Individual social and emotional wellbeing	Life satisfaction				43 %	
	Learner characteristics and disposition	Attitudes to attendance	87 %	86 %	90 %	80 %	
		Motivation and interest	58 %	64 %	71 %	54 %	
		Perseverance	57 %	60 %		60 %	
		Self-regulation and goal setting	66 %	67 %	73 %	63 %	
		Sense of confidence	65 %	68 %	69 %	59 %	
	Not Experiencing Bullying (Parent Factor)	Not Experiencing Bullying	93 %	86 %	97 %	92 %	
	School safety	Advocate at school	58 %	58 %	68 %	52 %	
		Managing bullying	50 %	51 %	58 %	48 %	
		Perceptions of LGBTIQ-phobic discrimination				35 %	
		Respect for diversity	33 %	42 %	49 %	36 %	
	Social engagement	School stage transitions (Y10-12)	59 %	56 %		51 %	
		Sense of connectedness	47 %	47 %	55 %	38 %	
		Student voice and agency	38 %	42 %	51 %	39 %	
	Teacher-student relations	Effort	66 %	66 %		62 %	
		High expectations for success	64 %	62 %		61 %	
		Teacher concern	30 %	37 %	41 %	30 %	

*Student participation*

Year Level	Measure	2018	2019	2020	2021	Trend
Year 11	Enrolment Count	253	261	259	243	
	Participation Count	222	222	202	165	
	Participation Rate (%)	88 %	85 %	78 %	68 %	

Percentage of students with positive attitude by year level

State-wide patterns

For students in years 10 to 12, student attitudes in 2021 were generally less positive than in 2019. In 2021, percent endorsement of 'Stimulated learning' was 54.3% (55.6% in 2019), 'Sense of confidence' was 57.9% (63.5% in 2019) and 'Sense of connectedness' was 50.1% (53.3% in 2019).

The factor 'Not experiencing bullying' was 89.7%, compared to 89.1% in 2019.

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Year Level	Parent Factor	Factor	2018	2019	2020	2021	Trend
Year 12	Effective teaching practice for cognitive engagement	Differentiated learning challenge	54 %	56 %	52 %	55 %	
		Effective classroom behaviour	55 %	62 %	60 %	58 %	
		Effective teaching time	59 %	62 %	58 %	59 %	
		Stimulated learning	55 %	54 %	53 %	54 %	
	Emotional and relational engagement	Emotional awareness and regulation				67 %	
	Individual social and emotional wellbeing	Life satisfaction				39 %	
	Learner characteristics and disposition	Attitudes to attendance	85 %	91 %	95 %	89 %	
		Motivation and interest	66 %	64 %	69 %	71 %	
		Perseverance	62 %	64 %		68 %	
		Self-regulation and goal setting	71 %	72 %	78 %	67 %	
		Sense of confidence	71 %	71 %	67 %	68 %	
	Not Experiencing Bullying (Parent Factor)	Not Experiencing Bullying	91 %	93 %	96 %	100 %	
	School safety	Advocate at school	65 %	68 %	68 %	72 %	
		Managing bullying	57 %	59 %	57 %	49 %	
		Perceptions of LGBTIQ-phobic discrimination				24 %	
		Respect for diversity	47 %	49 %	51 %	34 %	
	Social engagement	School stage transitions (Y10-12)	62 %	61 %		56 %	
		Sense of connectedness	52 %	51 %	47 %	42 %	
		Student voice and agency	47 %	47 %	50 %	45 %	
	Teacher-student relations	Effort	67 %	71 %		68 %	
		High expectations for success	68 %	73 %		73 %	
		Teacher concern	42 %	41 %	39 %	44 %	



*Student participation*

Year Level	Measure	2018	2019	2020	2021	Trend
Year 12	Enrolment Count	241	233	246	238	
	Participation Count	217	206	50	38	
	Participation Rate (%)	90 %	88 %	20 %	16 %	

*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

43 %

of students felt connected  
to school

Sense of connectedness					Secondary schools
2017	2018	2019	2020	2021	2021
56 %	51 %	48 %	61 %	43 %	52 %

47 %

of staff were positive  
about school climate

School Climate					Secondary schools
2017	2018	2019	2020	2021	2021
49 %	44 %	44 %	52 %	47 %	56 %

73 %

of parents were satisfied  
with the school overall

General satisfaction with school					Secondary schools
2017	2018	2019	2020	2021	2021
82 %	79 %	71 %	61 %	73 %	78 %

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

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



## SCHOOL STAFF SURVEY

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

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

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

### State-wide patterns

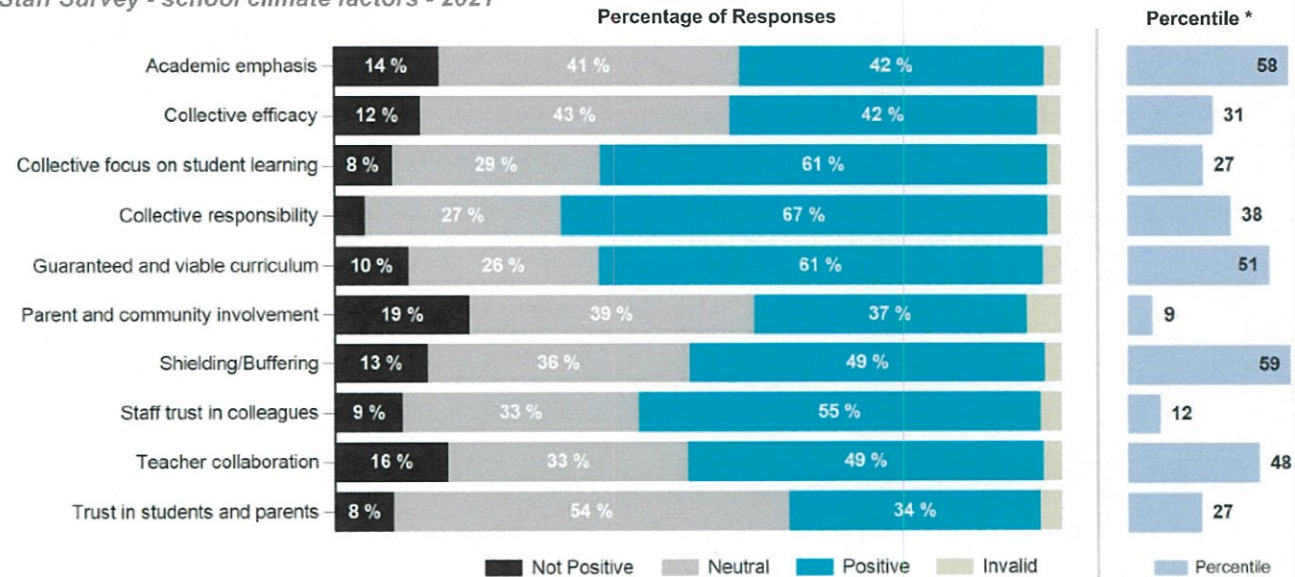
Staff in Primary schools are generally more positive about school climate than staff from Secondary and Pri-sec schools.

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 2021, 'Collective efficacy' remains on par with 2019 results for Primary and Pri/Sec Schools, while Secondary Schools results have improved slightly. For 'Academic emphasis', results for all school types decreased slightly when compared to 2019.

## PRIDE AND CONFIDENCE

### Staff Survey - school climate factors - 2021



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

### Percentage of positive responses

Factor	2017	2018	2019	2020	2021	Trend
Academic emphasis	47 %	44 %	38 %	49 %	42 %	
Collective efficacy	48 %	45 %	42 %	50 %	42 %	
Collective focus on student learning	58 %	48 %	56 %	67 %	61 %	
Collective responsibility	64 %	56 %	62 %	67 %	67 %	
Guaranteed and viable curriculum	56 %	47 %	54 %	61 %	61 %	
Parent and community involvement	34 %	37 %	37 %	45 %	37 %	
Shielding/Buffering	49 %	42 %	41 %	50 %	49 %	
Staff trust in colleagues	49 %	38 %	41 %	53 %	55 %	
Teacher collaboration	48 %	42 %	46 %	50 %	49 %	
Trust in students and parents	43 %	40 %	39 %	45 %	34 %	
<b>School climate</b>	<b>49 %</b>	<b>44 %</b>	<b>44 %</b>	<b>52 %</b>	<b>47 %</b>	
Number of respondents	123	125	122	83	106	



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 <a href="#">regional model</a> to deliver education services across the State. Under this model, the State is divided into four regions.
School Staff Survey (SSS)	The School Staff Survey is an annual survey that provides an opportunity for staff employed in Victorian government schools to provide feedback on factors of the school environment proven by research to have an effect on student outcomes.
School Type	The type of school typically defined by the enrolments at each year level. The school types relevant to this report are: primary; primary/secondary; secondary; special; and language.
Similar Schools	Similar schools are defined as schools with similar characteristics. This takes into account student's family background, percentage of non-English background students, school enrolment size and location. Click <a href="#">here</a> for more information.
Similar Schools Range	The range of values within a similar schools group for a specific measure.
SSS Factor - Academic emphasis	Emphasis is placed on the importance of academic success and school norms support learning.
SSS Factor - Collective efficacy	School staff believe they have the necessary skills, expertise and resources to successfully educate the students they serve.
SSS Factor - Collective focus on student learning	All of the school's activities are organised to promote student learning.



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 <a href="#">index</a> used to measure the disadvantage at each school based on the education and occupation categories of parents.
Student Family Occupation Index (SFO Index)	An <a href="#">index</a> used to measure the disadvantage at each school based on the occupation categories of parents.
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 <a href="#">measure definitions</a> for more specific definitions and counting rules for the measures in this report.