

Panorama Supplementary School Level Report

Victoria Road Primary School (5057)



Contents

Contents	2
INTRODUCTION	4
Report Structure	4
Comparators	4
3-year average.....	4
How to Read This Report	5
SCHOOL INFORMATION	7
School Summary	7
LEARNING	8
Measure Descriptions	8
NAPLAN Proficiency Level	9
Reading Year 3	9
Reading Year 5.....	10
Writing Year 3	11
Writing Year 5	12
Numeracy Year 3	13
Numeracy Year 5.....	14
NAPLAN Relative Growth.....	15
Reading Year 3 to 5.....	15
Writing Year 3 to 5.....	16
Numeracy Year 3 to 5.....	17
Teacher Judgement Age Expected Level.....	18
English Prep - 6 - Reading and Viewing.....	18
English Prep - 6 - Speaking and Listening	20
English Prep - 6 - Writing.....	22
Mathematics 2.0 Prep - 6.....	24
Teacher Judgement Growth	26
English Year 1 - 6 - Reading and Viewing.....	26
English Year 1 - 6 - Speaking and Listening	28
English Year 1 - 6 - Writing.....	29
WELLBEING	30
Measure Descriptions	30
Absences	31
Absence Days Groups Prep - 6.....	31
Average Absence Days Prep - 6	33
Attendance Rate	34
Attendance Rate Groups Prep - 6	34
Attendance Rate Prep - 6	34
Attitudes to School Survey.....	35
Years 4 to 6	35
CORE ELEMENTS	37
Measure Descriptions	37
School Staff Survey	38
School Staff Survey - School Climate.....	38
School Staff Survey - Teaching and Learning	39
Parent/Caregiver/Guardian Opinion Survey	41
APPENDIX.....	43



Glossary..... 43



INTRODUCTION

The Supplementary School Level Report is a collation of system level measures that align with the core elements and dimensions of FISO 2.0. The report presents measures over time, so improvement can be monitored, and compares your school results to other school groupings. This information can assist you in monitoring school outcomes over time.

Report Structure

Each measure in this report is represented in charts and/or data tables. The charts show the measures over time and, where possible, compared to similar schools, network and state results. The tables provide a greater level of granularity for the measures.

Percentages represented in the summary tables may differ from the charts by up to 1%, and totals may not add to 100% due to rounding.

Comparators

Each school is compared against a similar schools group, a school's network and the state. Network comparisons are not included for specialist schools, while Similar School and Network comparators are not provided for Camp and Language schools. Comparators in this report are calculated based on each school's comparison groups at the time the data was captured. As a result, these figures may differ from calculations shown in other Panorama products.

Similar schools

The purpose of this comparator is to compare your school's results with schools that are similar 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](#).

Network

The purpose of this comparator is to compare your school's results with schools in your network to facilitate improvement conversations.

State

The purpose of this comparator is to compare your school's results with the average across Victorian government schools.

3-year average

The 3-year average aggregates results over 3 years (where data is available). This helps reduce year-to-year volatility and is particularly useful for schools with smaller student cohorts. For most measures, the 3-year average is displayed in both a chart format and as part of the highlight measure section, which also includes 3-year averages for similar schools, network and state comparators (where data is available).



How to Read This Report

In this report there are 5 types of visuals that display different levels of detail.

① Highlight measures

Highlight measures include results from the latest year and a 3-year average.

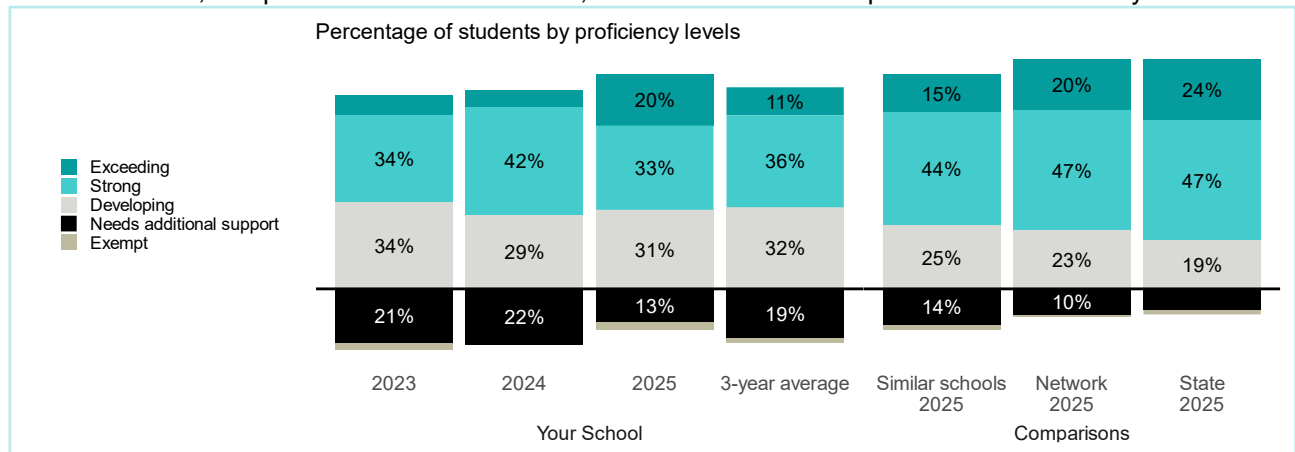
Results are shown for your school, as well as comparators to Similar school, Network and State averages.

Percentage of students in Exceeding or Strong				
	Your school	Similar schools	Network	State
2025	52%	59%	66%	71%
3-year average	47%	58%	65%	71%

② Bar chart

Highlight bar charts show up to 3 years of historical data for your school, along with a multi-year aggregated result.

Where available, comparisons for Similar School, Network and State are provided for the latest year.



③ Detailed tables

Detailed tables provide school-level data for up to three years. They may also include additional information such as student counts and breakdowns by year level.

	Percentage (and count) of students					
	2023	2024	2025	Similar schools	Network	State
Proficiency level						
Exceeding	8% (6)	7% (4)	20% (12)	16%	20%	25%
Strong	35% (26)	42% (23)	34% (20)	45%	47%	47%
Developing	35% (26)	29% (16)	32% (19)	26%	23%	19%
Needs additional support	22% (16)	22% (12)	14% (8)	14%	10%	9%
Exempt	3% (2)	0% (0)	3% (2)	2%	1%	2%
Participation						
Attended	96% (74)	96% (55)	94% (59)	92%	93%	95%
Withdrawn	0% (0)	2% (1)	2% (1)	4%	5%	3%
Absent	4% (3)	2% (1)	5% (3)	4%	2%	2%
Mean scale score						
Mean scale score	362.2	357.6	383.3	388.3	401.2	416.4



4 Survey summary

Survey summary tables show the percentage of positive responses for your school in the latest year, compared with Similar Schools, Network, and State comparators where available. They also include the school's 3-year average, where data is available.

The bar chart shows the breakdown of responses for your school in the latest year. Green represents positive responses (strongly agree and agree), grey represents neutral responses (somewhat agree and somewhat disagree), and black represents negative responses (disagree and strongly disagree).

NDP means no data is provided. It is used when a school has fewer than 5 responses to the Attitudes to School Survey, or fewer than 3 responses to the School Staff Survey or Parent/Caregiver/Guardian Opinion Survey. Suppressed results are included in the calculation of the 3-year average.

	Percentage of positive responses					3-year average
	Your school	Similar schools	Network	State		
School Climate						
Academic emphasis		42%	43%	47%	43%	39%
Collective efficacy		60%	58%	59%	58%	54%
Collective focus on student learning		76%	71%	74%	71%	66%
Collective responsibility		75%	73%	73%	73%	74%
Guaranteed and viable curriculum		65%	64%	64%	64%	59%
Parent and community involvement		61%	66%	61%	61%	57%
Shielding/Buffering		49%	43%	52%	43%	48%
Staff trust in colleagues		76%	77%	70%	77%	78%
Teacher collaboration		59%	55%	57%	55%	51%
Trust in students and parents		44%	42%	48%	42%	37%

5 Survey detail tables

Survey detail tables show your school's results for up to three years and include participation information.

	Percentage of positive responses		
	2023	2024	2025
School Climate			
Academic emphasis	39%	35%	43%
Collective efficacy	53%	52%	58%
Collective focus on student learning	58%	68%	71%
Collective responsibility	71%	79%	73%
Guaranteed and viable curriculum	59%	53%	64%
Parent and community involvement	48%	57%	66%
Shielding/Buffering	48%	53%	43%
Staff trust in colleagues	74%	82%	77%
Teacher collaboration	51%	46%	55%
Trust in students and parents	34%	36%	42%
Participation			
Total valid respondents	59	70	72
Participation rate	52%	56%	56%



SCHOOL INFORMATION

School name	Victoria Road Primary School
School number	5057
School type	Primary
Network	Yarra Ranges
Area	Outer Eastern Melbourne
Region	North-Eastern Victoria

School Summary

	2022	2023	2024	2025
Student enrolment				
Total students	237	240	226	231
First Nations students	5 (2%)	7 (3%)	7 (3%)	9 (4%)
EAL funded students	13 (5%)	13 (5%)	15 (7%)	20 (9%)
Equity funded students	56 (24%)	47 (20%)	46 (20%)	48 (21%)
Students in Out of Home Care	2 (1%)	3 (1%)	3 (1%)	2 (1%)
Students counted in NCCD	140 (59%)	75 (31%)	74 (33%)	92 (40%)
Extensive	47 (20%)	20 (8%)	41 (18%)	30 (13%)
Substantial	46 (19%)	27 (11%)	15 (7%)	30 (13%)
Supplementary	47 (20%)	18 (8%)	17 (8%)	32 (14%)
Support within QDTP	0 (0%)	10 (4%)	1 (0%)	0 (0%)
School information				
SFOE index	0.4204	0.4058	0.3933	0.3811
SFOE band	Medium	Medium	Medium	Medium
School performance				
Overall school performance group	Stretch	Renew	High	High



LEARNING

Measure Descriptions

NAPLAN

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN results show how students are progressing in literacy and numeracy over time against national standards.

NAPLAN Proficiency Level

Describes student achievement against the four proficiency levels for each assessment area at each year level. Results are categorised as Exceeding, Strong, Developing or Needs additional support.

NAPLAN Relative Growth

Describes the level of growth for each student relative to similar ability students. Each student's level of relative growth is determined by comparing their result to results of Victorian students that had a similar NAPLAN score two years prior. Results are categorised as High, Medium or Low.

Teacher Judgement

Teachers make judgements against the achievement standards that accurately reflect where a student is located on the Victorian Curriculum. These judgements form the basis of the information presented in this report.

Teacher Judgement Age Expected Level

Describes student achievement against the age expected standards in English and Mathematics in Semester 2. Results are categorised as either above, at, or below the age expected level.

Teacher Judgement Growth

Describes student progress along the continuum in English and Mathematics from Semester 2 to Semester 2. At expected growth is based on a student progressing one level on the continuum every twelve months from a specific starting point. Results are categorised as either above expected growth, at expected growth, or below expected growth.



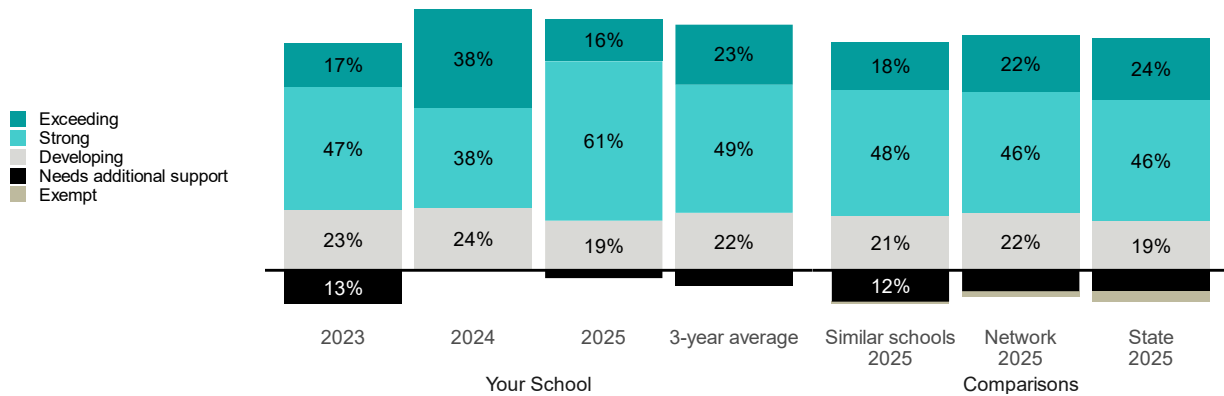
NAPLAN Proficiency Level

Reading Year 3

Percentage of students in Exceeding or Strong

	Your school	Similar schools	Network	State
2025	77%	66%	68%	69%
3-year average	72%	66%	67%	69%

Percentage of students by proficiency levels



Percentage (and count) of students

	2023	2024	2025	Similar schools	Network	State
Proficiency level						
Exceeding	17% (5)	38% (11)	16% (5)	18%	22%	24%
Strong	47% (14)	38% (11)	61% (19)	48%	46%	46%
Developing	23% (7)	24% (7)	19% (6)	21%	22%	19%
Needs additional support	13% (4)	0% (0)	3% (1)	12%	8%	8%
Exempt	0% (0)	0% (0)	0% (0)	1%	2%	4%
Participation						
Attended	91% (30)	97% (28)	91% (31)	94%	92%	92%
Exempt	0% (0)	0% (0)	0% (0)	1%	2%	3%
Withdrawn	3% (1)	0% (0)	6% (2)	4%	5%	3%
Absent	6% (2)	3% (1)	3% (1)	1%	1%	2%
Mean scale score						
Mean scale score	390.2	438.6	415.9	399.4	412.6	416.5

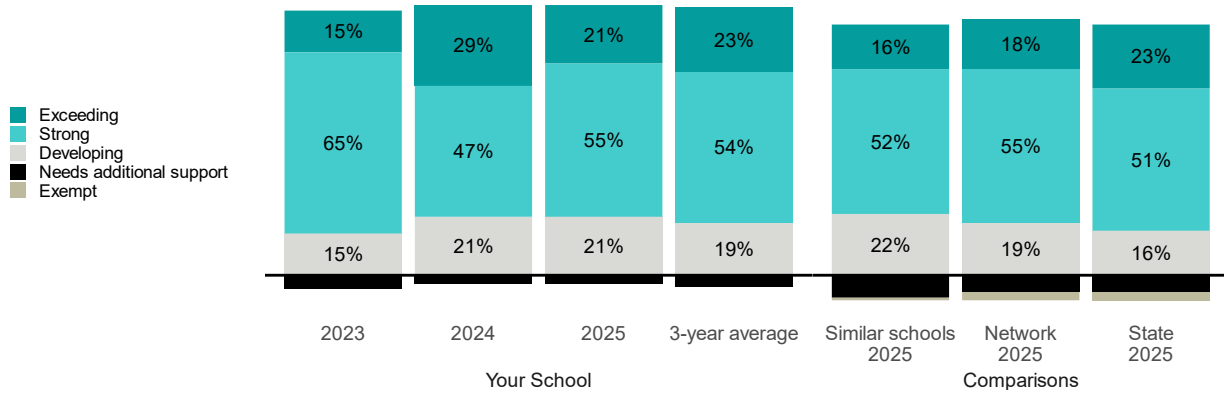


Reading Year 5

Percentage of students in Exceeding or Strong

	Your school	Similar schools	Network	State
2025	76%	69%	73%	74%
3-year average	77%	71%	73%	75%

Percentage of students by proficiency levels



Percentage (and count) of students

	2023	2024	2025	Similar schools	Network	State
Proficiency level						
Exceeding	15% (3)	29% (10)	21% (6)	16%	18%	23%
Strong	65% (13)	47% (16)	55% (16)	52%	55%	51%
Developing	15% (3)	21% (7)	21% (6)	22%	19%	16%
Needs additional support	5% (1)	3% (1)	3% (1)	8%	6%	6%
Exempt	0% (0)	0% (0)	0% (0)	1%	3%	3%
Participation						
Attended	91% (20)	94% (34)	88% (29)	94%	92%	93%
Exempt	0% (0)	0% (0)	0% (0)	1%	3%	3%
Withdrawn	9% (2)	0% (0)	3% (1)	3%	4%	2%
Absent	0% (0)	6% (2)	9% (3)	2%	2%	2%
Mean scale score						
Mean scale score	495.5	503.4	496.3	483.5	494.5	499.3

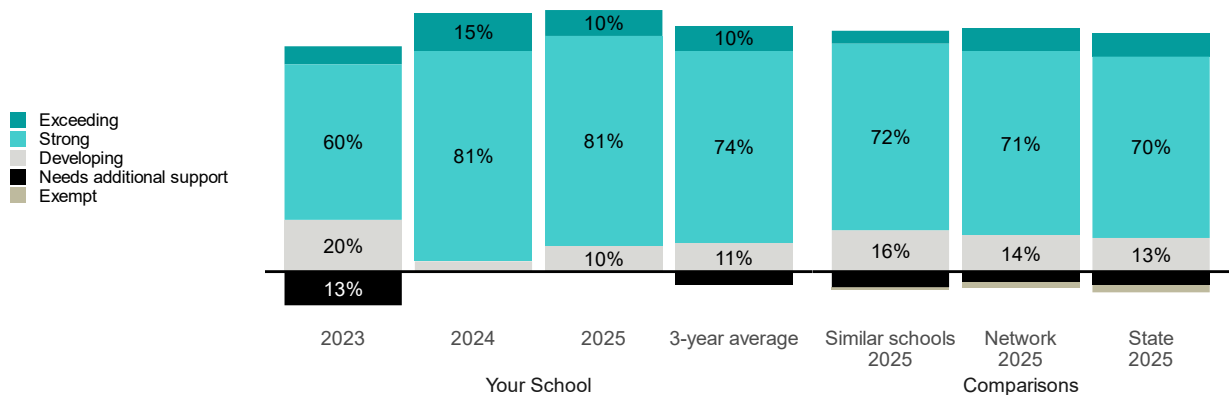


Writing Year 3

Percentage of students in Exceeding or Strong

	Your school	Similar schools	Network	State
2025	90%	78%	80%	79%
3-year average	84%	75%	79%	78%

Percentage of students by proficiency levels



Percentage (and count) of students

	2023	2024	2025	Similar schools	Network	State
Proficiency level						
Exceeding	7% (2)	15% (4)	10% (3)	5%	9%	9%
Strong	60% (18)	81% (21)	81% (25)	72%	71%	70%
Developing	20% (6)	4% (1)	10% (3)	16%	14%	13%
Needs additional support	13% (4)	0% (0)	0% (0)	6%	4%	5%
Exempt	0% (0)	0% (0)	0% (0)	1%	2%	3%
Participation						
Attended	91% (30)	86% (25)	91% (31)	92%	91%	91%
Exempt	0% (0)	0% (0)	0% (0)	1%	2%	3%
Withdrawn	6% (2)	0% (0)	0% (0)	2%	1%	2%
Absent	3% (1)	14% (4)	9% (3)	5%	6%	4%
Mean scale score						
Mean scale score	396.1	441.6	433.6	409.5	418.2	420.1

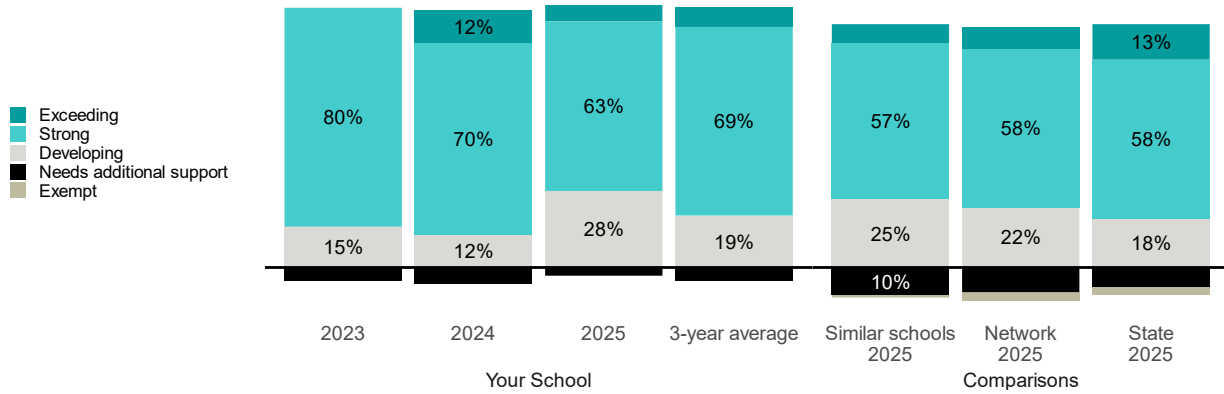


Writing Year 5

Percentage of students in Exceeding or Strong

	Your school	Similar schools	Network	State
2025	69%	64%	66%	72%
3-year average	76%	68%	68%	73%

Percentage of students by proficiency levels



Percentage (and count) of students

	2023	2024	2025	Similar schools	Network	State
Proficiency level						
Exceeding	0% (0)	12% (4)	6% (2)	7%	8%	13%
Strong	80% (16)	70% (23)	63% (20)	57%	58%	58%
Developing	15% (3)	12% (4)	28% (9)	25%	22%	18%
Needs additional support	5% (1)	6% (2)	3% (1)	10%	9%	7%
Exempt	0% (0)	0% (0)	0% (0)	1%	3%	3%
Participation						
Attended	91% (20)	92% (33)	97% (32)	94%	92%	93%
Exempt	0% (0)	0% (0)	0% (0)	1%	3%	3%
Withdrawn	9% (2)	0% (0)	3% (1)	3%	3%	2%
Absent	0% (0)	8% (3)	0% (0)	2%	2%	2%
Mean scale score						
Mean scale score	474.3	495.7	484.3	470.7	475.5	489.4

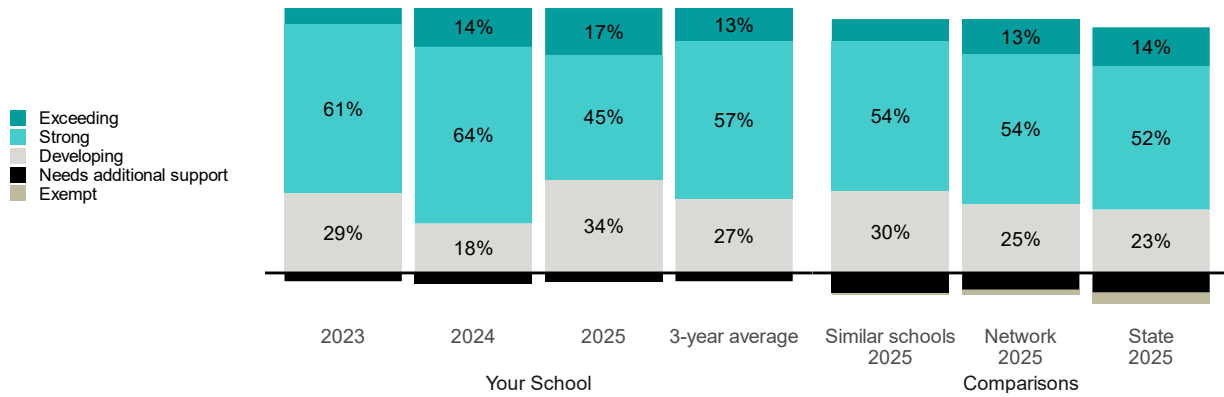


Numeracy Year 3

Percentage of students in Exceeding or Strong

	Your school	Similar schools	Network	State
2025	62%	62%	67%	66%
3-year average	69%	62%	65%	66%

Percentage of students by proficiency levels



Percentage (and count) of students

	2023	2024	2025	Similar schools	Network	State
Proficiency level						
Exceeding	6% (2)	14% (4)	17% (5)	8%	13%	14%
Strong	61% (19)	64% (18)	45% (13)	54%	54%	52%
Developing	29% (9)	18% (5)	34% (10)	30%	25%	23%
Needs additional support	3% (1)	4% (1)	3% (1)	7%	6%	7%
Exempt	0% (0)	0% (0)	0% (0)	1%	2%	4%
Participation						
Attended	94% (31)	93% (27)	85% (29)	93%	91%	92%
Exempt	0% (0)	0% (0)	0% (0)	1%	2%	3%
Withdrawn	3% (1)	0% (0)	6% (2)	4%	5%	3%
Absent	3% (1)	7% (2)	9% (3)	2%	2%	2%
Mean scale score						
Mean scale score	403.9	428.1	424.2	401.4	415.0	416.3

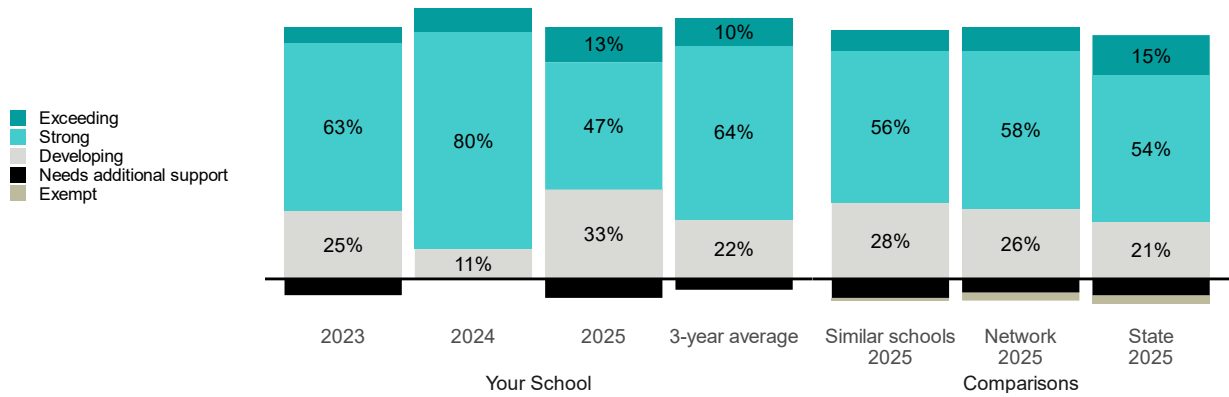


Numeracy Year 5

Percentage of students in Exceeding or Strong

	Your school	Similar schools	Network	State
2025	60%	64%	66%	69%
3-year average	74%	64%	67%	68%

Percentage of students by proficiency levels



Percentage (and count) of students

	2023	2024	2025	Similar schools	Network	State
Proficiency level						
Exceeding	6% (1)	9% (3)	13% (4)	8%	9%	15%
Strong	63% (10)	80% (28)	47% (14)	56%	58%	54%
Developing	25% (4)	11% (4)	33% (10)	28%	26%	21%
Needs additional support	6% (1)	0% (0)	7% (2)	7%	5%	6%
Exempt	0% (0)	0% (0)	0% (0)	1%	3%	3%
Participation						
Attended	84% (16)	97% (35)	91% (30)	94%	91%	92%
Exempt	0% (0)	0% (0)	0% (0)	1%	3%	3%
Withdrawn	11% (2)	0% (0)	3% (1)	3%	4%	2%
Absent	5% (1)	3% (1)	6% (2)	3%	3%	2%
Mean scale score						
Mean scale score	476.9	507.5	482.9	478.7	486.0	498.7



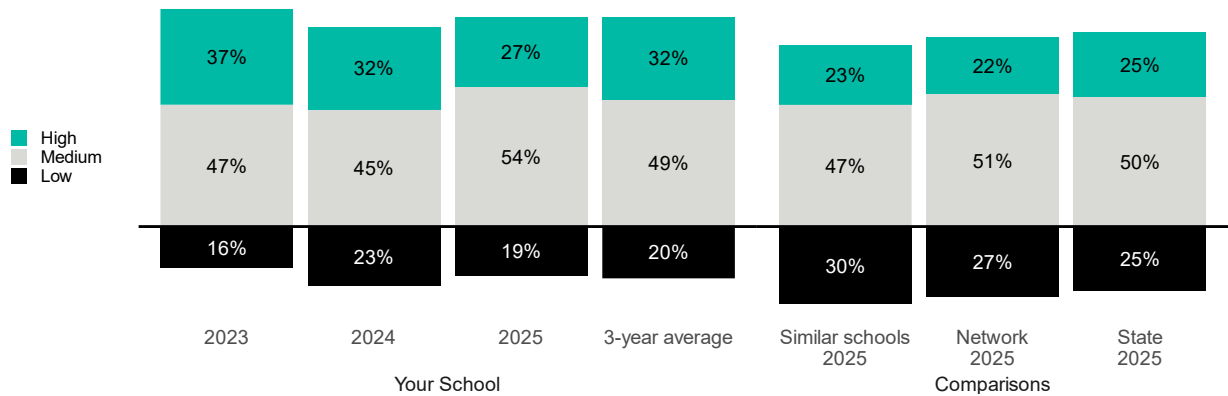
NAPLAN Relative Growth

Reading Year 3 to 5

Percentage of students with high or medium relative growth

	Your school	Similar schools	Network	State
2025	81%	70%	73%	75%
3-year average	80%	71%	71%	75%

Percentage of students by relative growth category



Percentage (and count) of students

	2023	2024	2025	Similar schools	Network	State
Relative growth						
High	37% (7)	32% (10)	27% (7)	23%	22%	25%
Medium	47% (9)	45% (14)	54% (14)	47%	51%	50%
Low	16% (3)	23% (7)	19% (5)	30%	27%	25%
Total students						
Total students	19	31	26			

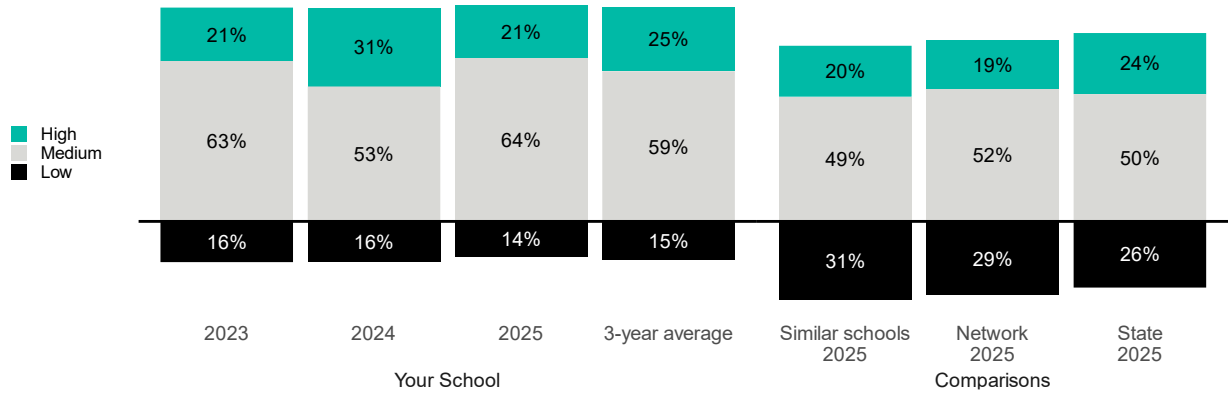


Writing Year 3 to 5

Percentage of students with high or medium relative growth

	Your school	Similar schools	Network	State
2025	86%	69%	71%	74%
3-year average	85%	70%	69%	74%

Percentage of students by relative growth category



Percentage (and count) of students

	2023	2024	2025	Similar schools	Network	State
Relative growth						
High	21% (4)	31% (10)	21% (6)	20%	19%	24%
Medium	63% (12)	53% (17)	64% (18)	49%	52%	50%
Low	16% (3)	16% (5)	14% (4)	31%	29%	26%
Total students						
Total students	19	32	28			

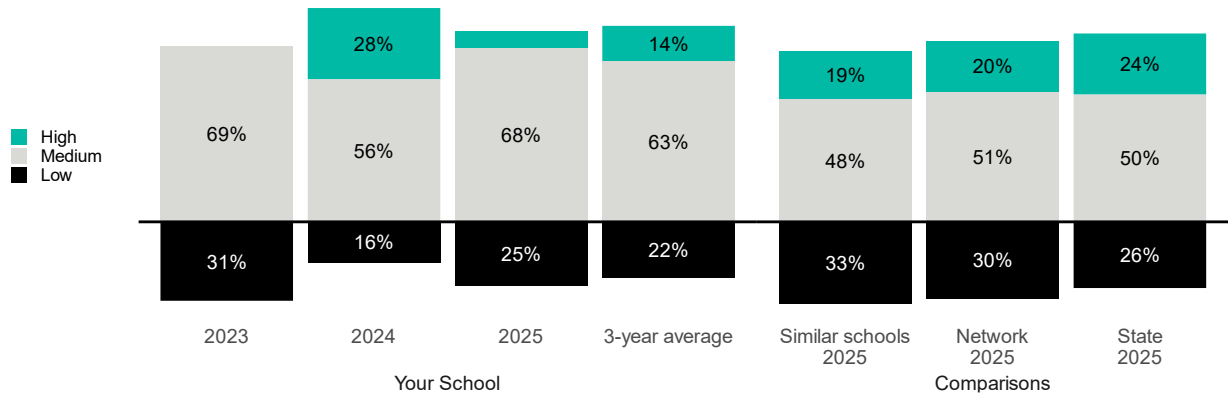


Numeracy Year 3 to 5

Percentage of students with high or medium relative growth

	Your school	Similar schools	Network	State
2025	75%	68%	70%	74%
3-year average	78%	70%	71%	74%

Percentage of students by relative growth category



Percentage (and count) of students

	2023	2024	2025	Similar schools	Network	State
Relative growth						
High	0% (0)	28% (9)	7% (2)	19%	20%	24%
Medium	69% (11)	56% (18)	68% (19)	48%	51%	50%
Low	31% (5)	16% (5)	25% (7)	33%	30%	26%
Total students						
Total students	16	32	28			



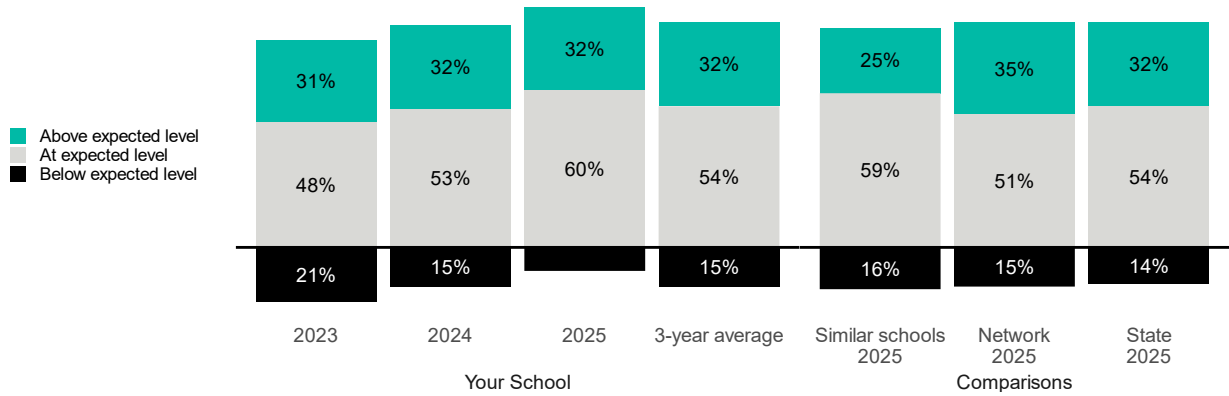
Teacher Judgement Age Expected Level

English Prep - 6 - Reading and Viewing

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

	Your school	Similar schools	Network	State
2025	91%	84%	85%	86%
3-year average	85%	84%	85%	86%

Percentage of students by age expected level in Semester 2





Percentage (and count) of students in Semester 2 by year level

	2023	2024	2025
Prep			
Above expected level	21% (6)	26% (8)	20% (6)
At expected level	76% (22)	68% (21)	77% (23)
Below expected level	3% (1)	6% (2)	3% (1)
Year 1			
Above expected level	34% (12)	34% (10)	36% (13)
At expected level	60% (21)	62% (18)	61% (22)
Below expected level	6% (2)	3% (1)	3% (1)
Year 2			
Above expected level	34% (10)	42% (13)	24% (8)
At expected level	55% (16)	42% (13)	61% (20)
Below expected level	10% (3)	16% (5)	15% (5)
Year 3			
Above expected level	31% (9)	43% (12)	42% (13)
At expected level	41% (12)	50% (14)	52% (16)
Below expected level	28% (8)	7% (2)	6% (2)
Year 4			
Above expected level	36% (14)	31% (9)	38% (12)
At expected level	49% (19)	45% (13)	56% (18)
Below expected level	15% (6)	24% (7)	6% (2)
Year 5			
Above expected level	26% (6)	28% (10)	32% (11)
At expected level	26% (6)	61% (22)	50% (17)
Below expected level	48% (11)	11% (4)	18% (6)
Year 6			
Above expected level	30% (13)	23% (6)	29% (11)
At expected level	33% (14)	38% (10)	63% (24)
Below expected level	37% (16)	38% (10)	8% (3)
Total students			
Total students Prep - 6	227	210	234

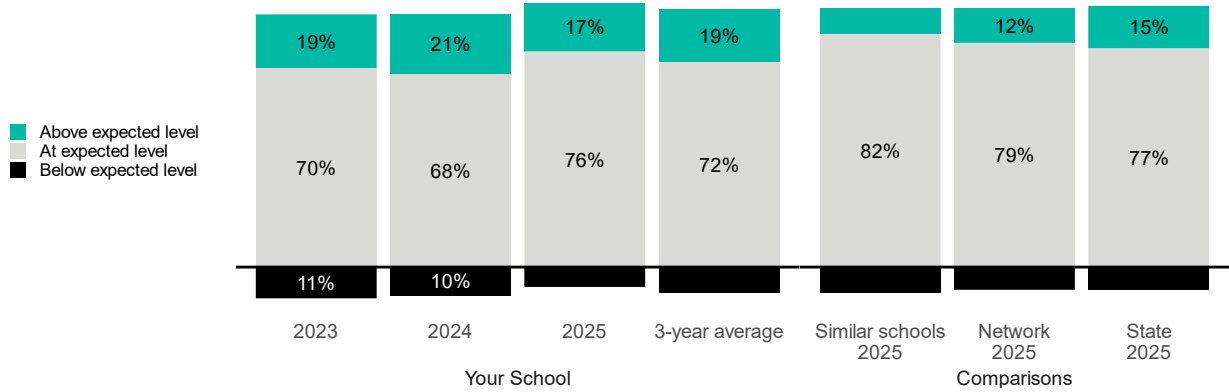


English Prep - 6 - Speaking and Listening

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

	Your school	Similar schools	Network	State
2025	93%	91%	92%	92%
3-year average	91%	91%	92%	92%

Percentage of students by age expected level in Semester 2





Percentage (and count) of students in Semester 2 by year level

	2023	2024	2025
Prep			
Above expected level	28% (8)	29% (9)	3% (1)
At expected level	66% (19)	65% (20)	97% (29)
Below expected level	7% (2)	6% (2)	0% (0)
Year 1			
Above expected level	20% (7)	28% (8)	22% (8)
At expected level	77% (27)	62% (18)	72% (26)
Below expected level	3% (1)	10% (3)	6% (2)
Year 2			
Above expected level	24% (7)	23% (7)	27% (9)
At expected level	76% (22)	68% (21)	61% (20)
Below expected level	0% (0)	10% (3)	12% (4)
Year 3			
Above expected level	21% (6)	14% (4)	10% (3)
At expected level	66% (19)	82% (23)	84% (26)
Below expected level	14% (4)	4% (1)	6% (2)
Year 4			
Above expected level	10% (4)	24% (7)	25% (8)
At expected level	79% (31)	69% (20)	72% (23)
Below expected level	10% (4)	7% (2)	3% (1)
Year 5			
Above expected level	17% (4)	17% (6)	12% (4)
At expected level	61% (14)	67% (24)	79% (26)
Below expected level	22% (5)	17% (6)	9% (3)
Year 6			
Above expected level	14% (6)	15% (4)	19% (7)
At expected level	65% (28)	65% (17)	70% (26)
Below expected level	21% (9)	19% (5)	11% (4)
Total students			
Total students Prep - 6	227	210	232

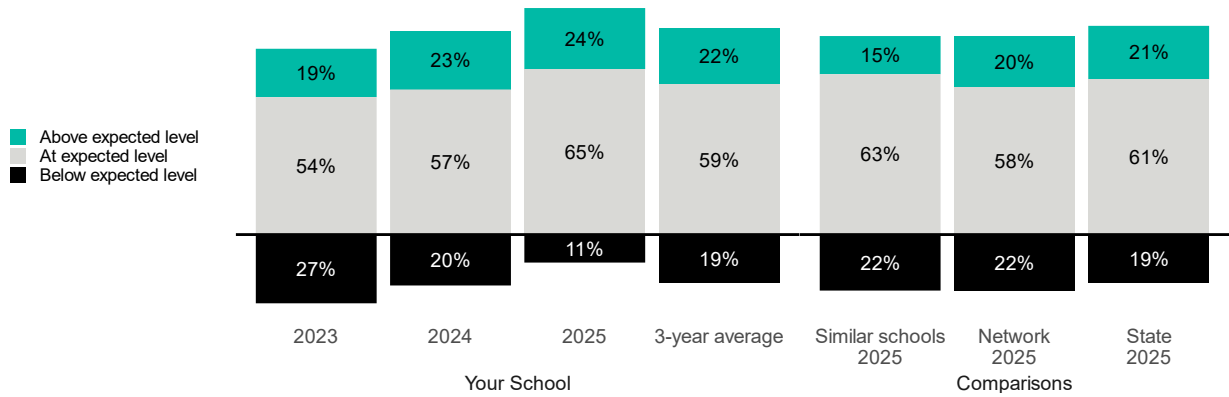


English Prep - 6 - Writing

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

	Your school	Similar schools	Network	State
2025	89%	78%	78%	81%
3-year average	81%	78%	78%	81%

Percentage of students by age expected level in Semester 2





Percentage (and count) of students in Semester 2 by year level

	2023	2024	2025
Prep			
Above expected level	28% (8)	16% (5)	23% (7)
At expected level	66% (19)	77% (24)	73% (22)
Below expected level	7% (2)	6% (2)	3% (1)
Year 1			
Above expected level	17% (6)	17% (5)	19% (7)
At expected level	69% (24)	72% (21)	78% (28)
Below expected level	14% (5)	10% (3)	3% (1)
Year 2			
Above expected level	28% (8)	29% (9)	18% (6)
At expected level	41% (12)	48% (15)	67% (22)
Below expected level	31% (9)	23% (7)	15% (5)
Year 3			
Above expected level	21% (6)	25% (7)	29% (9)
At expected level	52% (15)	57% (16)	55% (17)
Below expected level	28% (8)	18% (5)	16% (5)
Year 4			
Above expected level	10% (4)	28% (8)	31% (10)
At expected level	59% (23)	48% (14)	59% (19)
Below expected level	31% (12)	24% (7)	9% (3)
Year 5			
Above expected level	13% (3)	25% (9)	27% (9)
At expected level	48% (11)	47% (17)	55% (18)
Below expected level	39% (9)	28% (10)	18% (6)
Year 6			
Above expected level	19% (8)	19% (5)	22% (8)
At expected level	42% (18)	50% (13)	68% (25)
Below expected level	40% (17)	31% (8)	11% (4)
Total students			
Total students Prep - 6	227	210	232

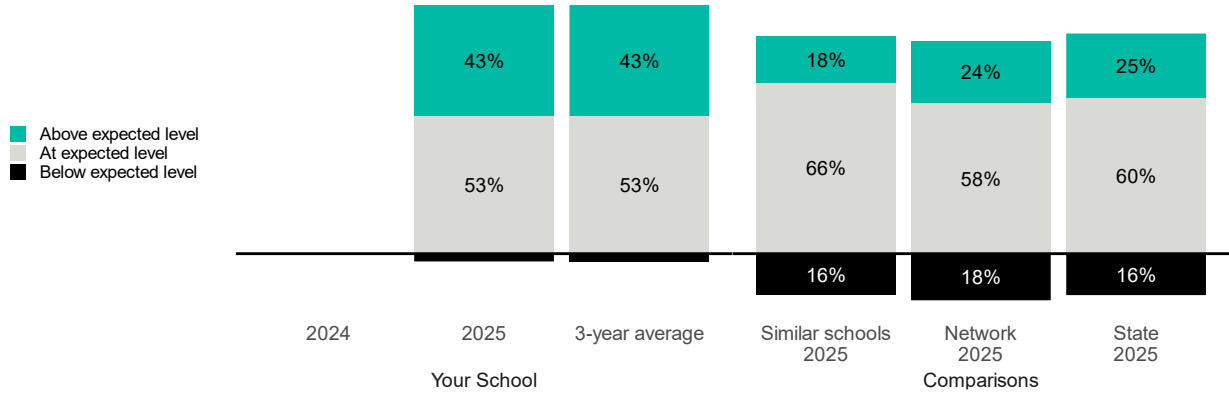


Mathematics 2.0 Prep - 6

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

	Your school	Similar schools	Network	State
2025	97%	84%	82%	84%
3-year average	97%	84%	82%	84%

Percentage of students by age expected level in Semester 2





Percentage (and count) of students in Semester 2 by year level

	2024	2025
Prep		
Above expected level		30% (9)
At expected level		70% (21)
Below expected level		0% (0)
Year 1		
Above expected level		64% (23)
At expected level		36% (13)
Below expected level		0% (0)
Year 2		
Above expected level		33% (11)
At expected level		67% (22)
Below expected level		0% (0)
Year 3		
Above expected level		53% (17)
At expected level		41% (13)
Below expected level		6% (2)
Year 4		
Above expected level		47% (15)
At expected level		50% (16)
Below expected level		3% (1)
Year 5		
Above expected level		32% (11)
At expected level		53% (18)
Below expected level		15% (5)
Year 6		
Above expected level		42% (16)
At expected level		58% (22)
Below expected level		0% (0)
Total students		
Total students Prep - 6	0	235



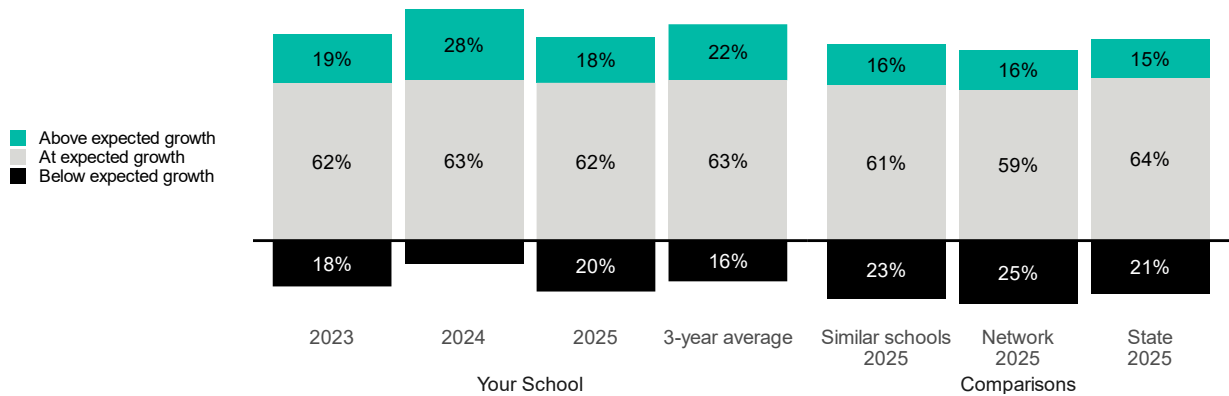
Teacher Judgement Growth

English Year 1 - 6 - Reading and Viewing

Percentage of students at or above expected growth in Semester 2

	Your school	Similar schools	Network	State
2025	80%	77%	75%	79%
3-year average	84%	77%	76%	79%

Percentage of students by growth category in Semester 2





Percentage (and count) of students in Semester 2 by year level

	2023	2024	2025
Year 1			
Above Expected Growth	13% (4)	23% (6)	29% (10)
At Expected Growth	72% (23)	58% (15)	38% (13)
Below Expected Growth	16% (5)	19% (5)	32% (11)
Year 2			
Above Expected Growth	17% (4)	41% (12)	19% (6)
At Expected Growth	50% (12)	45% (13)	58% (18)
Below Expected Growth	33% (8)	14% (4)	23% (7)
Year 3			
Above Expected Growth	7% (2)	42% (10)	14% (4)
At Expected Growth	70% (19)	58% (14)	62% (18)
Below Expected Growth	22% (6)	0% (0)	24% (7)
Year 4			
Above Expected Growth	23% (8)	21% (6)	14% (4)
At Expected Growth	63% (22)	71% (20)	62% (18)
Below Expected Growth	14% (5)	7% (2)	24% (7)
Year 5			
Above Expected Growth	29% (6)	15% (5)	16% (5)
At Expected Growth	57% (12)	76% (26)	72% (23)
Below Expected Growth	14% (3)	9% (3)	13% (4)
Year 6			
Above Expected Growth	27% (11)	30% (7)	14% (5)
At Expected Growth	59% (24)	70% (16)	80% (28)
Below Expected Growth	15% (6)	0% (0)	6% (2)
Total students			
Total students	180	164	190

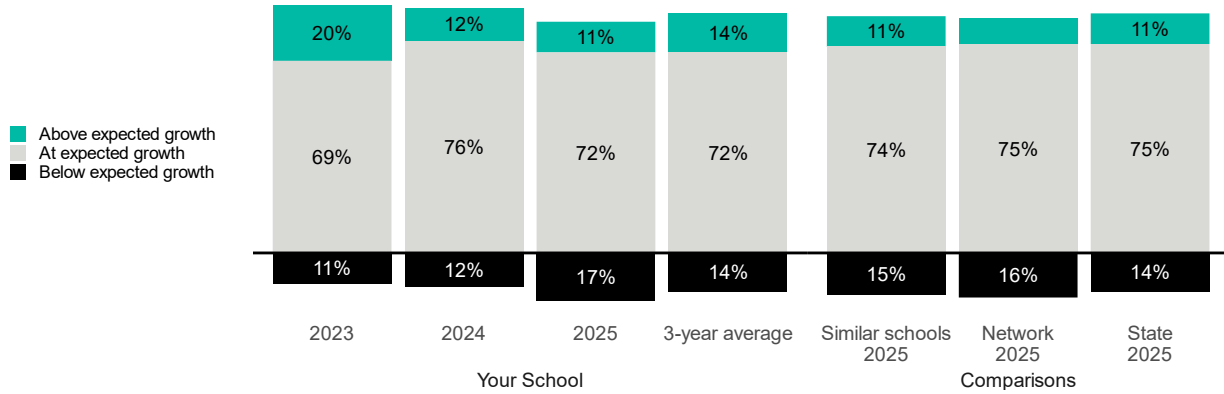


English Year 1 - 6 - Speaking and Listening

Percentage of students at or above expected growth in Semester 2

	Your school	Similar schools	Network	State
2025	83%	85%	84%	86%
3-year average	86%	85%	84%	86%

Percentage of students by growth category in Semester 2



Percentage (and count) of students in Semester 2 by year level

	2023	2024	2025
Year 1			
Above Expected Growth	13% (4)	12% (3)	3% (1)
At Expected Growth	78% (25)	65% (17)	68% (23)
Below Expected Growth	9% (3)	23% (6)	29% (10)
Year 2			
Above Expected Growth	13% (3)	17% (5)	19% (6)
At Expected Growth	79% (19)	72% (21)	71% (22)
Below Expected Growth	8% (2)	10% (3)	10% (3)
Year 3			
Above Expected Growth	19% (5)	8% (2)	3% (1)
At Expected Growth	59% (16)	83% (20)	62% (18)
Below Expected Growth	22% (6)	8% (2)	34% (10)
Year 4			
Above Expected Growth	26% (9)	11% (3)	17% (5)
At Expected Growth	69% (24)	89% (25)	79% (23)
Below Expected Growth	6% (2)	0% (0)	3% (1)
Year 5			
Above Expected Growth	24% (5)	15% (5)	9% (3)
At Expected Growth	62% (13)	62% (21)	66% (21)
Below Expected Growth	14% (3)	24% (8)	25% (8)
Year 6			
Above Expected Growth	24% (10)	9% (2)	14% (5)
At Expected Growth	66% (27)	87% (20)	83% (29)
Below Expected Growth	10% (4)	4% (1)	3% (1)
Total students			
Total students	180	164	190

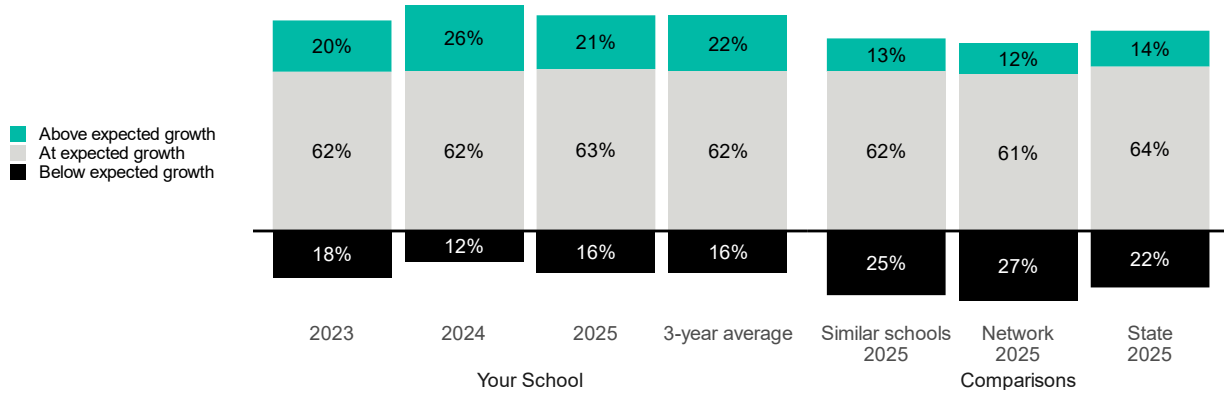


English Year 1 - 6 - Writing

Percentage of students at or above expected growth in Semester 2

	Your school	Similar schools	Network	State
2025	84%	75%	73%	78%
3-year average	84%	76%	74%	78%

Percentage of students by growth category in Semester 2



Percentage (and count) of students in Semester 2 by year level

	2023	2024	2025
Year 1			
Above Expected Growth	9% (3)	8% (2)	12% (4)
At Expected Growth	66% (21)	65% (17)	53% (18)
Below Expected Growth	25% (8)	27% (7)	35% (12)
Year 2			
Above Expected Growth	17% (4)	38% (11)	29% (9)
At Expected Growth	63% (15)	41% (12)	58% (18)
Below Expected Growth	21% (5)	21% (6)	13% (4)
Year 3			
Above Expected Growth	15% (4)	8% (2)	14% (4)
At Expected Growth	63% (17)	83% (20)	66% (19)
Below Expected Growth	22% (6)	8% (2)	21% (6)
Year 4			
Above Expected Growth	20% (7)	25% (7)	17% (5)
At Expected Growth	69% (24)	75% (21)	79% (23)
Below Expected Growth	11% (4)	0% (0)	3% (1)
Year 5			
Above Expected Growth	14% (3)	44% (15)	22% (7)
At Expected Growth	67% (14)	47% (16)	66% (21)
Below Expected Growth	19% (4)	9% (3)	13% (4)
Year 6			
Above Expected Growth	37% (15)	26% (6)	29% (10)
At Expected Growth	51% (21)	65% (15)	60% (21)
Below Expected Growth	12% (5)	9% (2)	11% (4)
Total students			
Total students	180	164	190



WELLBEING

Measure Descriptions

Absences

Absence Days

The number of days a student is marked as not attending school on days when the school is officially open and the student is expected to be present.

Average Absences

The typical number of days a student is absent over a set reporting period, calculated by dividing the total number of absence days by the number of students.

Unapproved Absences

Absences where the school does not receive any explanation, or where the reason for absence is considered unacceptable. Includes absences such as truancy, unexplained and parent choice, school unapproved.

Attendance Rate

The proportion of time students attend school compared with the total number of possible school days.

Attitudes to School

The 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.



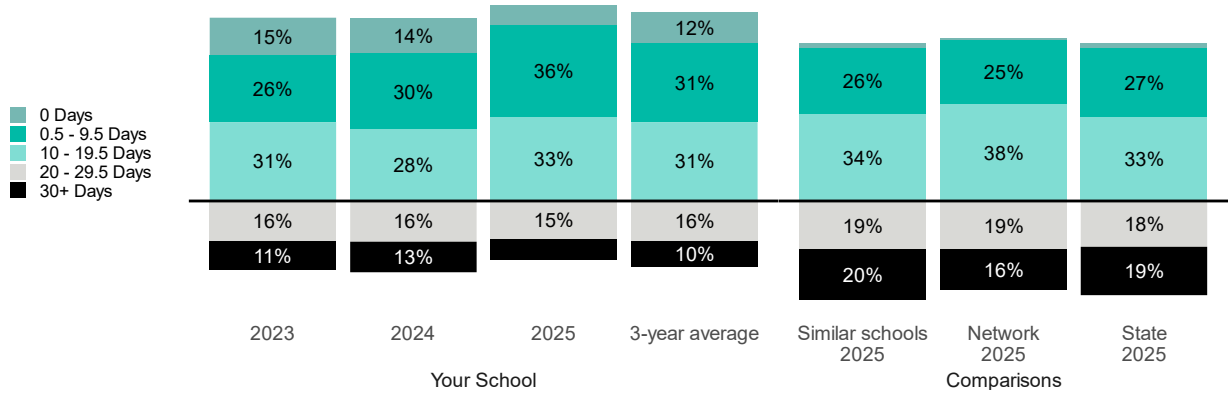
Absences

Absence Days Groups Prep - 6

Percentage of students with 20 or more absence days

	Your school	Similar schools	Network	State
2025	23%	38%	35%	38%
3-year average	26%	38%	36%	38%

Percentage of students by absence days group





Percentage (and count) of students by year level

	2023	2024	2025
Prep			
0 Days	12% (4)	6% (2)	14% (5)
0.5 - 9.5 Days	26% (9)	53% (17)	28% (10)
10 - 19.5 Days	32% (11)	25% (8)	31% (11)
20 - 29.5 Days	12% (4)	9% (3)	17% (6)
30+ Days	18% (6)	6% (2)	11% (4)
Year 1			
0 Days	5% (2)	19% (7)	0% (0)
0.5 - 9.5 Days	28% (11)	25% (9)	42% (15)
10 - 19.5 Days	33% (13)	28% (10)	39% (14)
20 - 29.5 Days	23% (9)	3% (1)	17% (6)
30+ Days	10% (4)	25% (9)	3% (1)
Year 2			
0 Days	17% (6)	15% (6)	8% (3)
0.5 - 9.5 Days	31% (11)	36% (14)	32% (12)
10 - 19.5 Days	31% (11)	18% (7)	42% (16)
20 - 29.5 Days	11% (4)	15% (6)	8% (3)
30+ Days	11% (4)	15% (6)	11% (4)
Year 3			
0 Days	35% (15)	15% (5)	3% (1)
0.5 - 9.5 Days	30% (13)	24% (8)	46% (17)
10 - 19.5 Days	12% (5)	29% (10)	27% (10)
20 - 29.5 Days	14% (6)	21% (7)	19% (7)
30+ Days	9% (4)	12% (4)	5% (2)
Year 4			
0 Days	13% (6)	12% (4)	15% (5)
0.5 - 9.5 Days	33% (15)	18% (6)	26% (9)
10 - 19.5 Days	40% (18)	32% (11)	32% (11)
20 - 29.5 Days	11% (5)	24% (8)	18% (6)
30+ Days	2% (1)	15% (5)	9% (3)
Year 5			
0 Days	18% (5)	10% (4)	3% (1)
0.5 - 9.5 Days	18% (5)	38% (16)	37% (13)
10 - 19.5 Days	39% (11)	26% (11)	29% (10)
20 - 29.5 Days	14% (4)	19% (8)	14% (5)
30+ Days	11% (3)	7% (3)	17% (6)
Year 6			
0 Days	9% (4)	19% (6)	13% (6)
0.5 - 9.5 Days	15% (7)	16% (5)	38% (17)
10 - 19.5 Days	34% (16)	39% (12)	31% (14)
20 - 29.5 Days	26% (12)	19% (6)	16% (7)
30+ Days	17% (8)	6% (2)	2% (1)
Total students			
Total students Prep - 6	272	248	261



Average Absence Days Prep - 6

	Average absence days		
	2023	2024	2025
Prep			
Average absence days	18.1	11.2	14.3
Average unapproved	2.4	0.9	1.4
Year 1			
Average absence days	17.7	18.9	12.5
Average unapproved	2.4	3.5	1.0
Year 2			
Average absence days	21.9	21.3	15.9
Average unapproved	3.2	2.0	2.8
Year 3			
Average absence days	14.0	21.9	14.2
Average unapproved	1.7	1.2	1.8
Year 4			
Average absence days	12.7	20.4	14.0
Average unapproved	2.0	2.4	0.8
Year 5			
Average absence days	16.0	19.2	16.8
Average unapproved	0.8	4.1	1.4
Year 6			
Average absence days	21.3	15.7	15.0
Average unapproved	3.3	1.8	1.8
Prep - 6			
Average absence days	17.4	18.5	14.7
Average unapproved	2.3	2.4	1.6



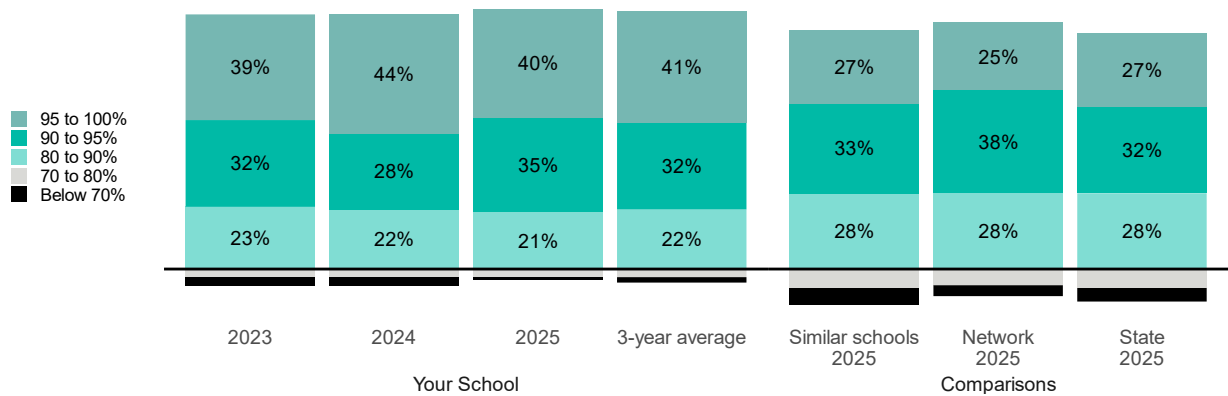
Attendance Rate

Attendance Rate Groups Prep - 6

Percentage of students with 95% or higher attendance rate

	Your school	Similar schools	Network	State
2025	40%	27%	25%	27%
3-year average	41%	26%	25%	27%

Percentage of students by attendance rate group



Percentage (and count) of students by year level

	2023	2024	2025	Similar schools	Network	State
Prep - 6						
95 to 100%	39% (107)	44% (108)	40% (104)	27%	25%	27%
90 to 95%	32% (86)	28% (70)	35% (91)	33%	38%	32%
80 to 90%	23% (62)	22% (55)	21% (55)	28%	28%	28%
70 to 80%	3% (9)	3% (7)	3% (8)	7%	6%	7%
Below 70%	3% (8)	3% (8)	1% (3)	6%	4%	5%

Attendance Rate Prep - 6

Attendance rate (and count of students) by year level

	2023	2024	2025
Prep - 6			
Prep	90.9% (34)	94.4% (32)	92.8% (36)
Year 1	91.1% (39)	90.5% (36)	93.7% (36)
Year 2	89.0% (36)	89.3% (39)	92.0% (38)
Year 3	92.9% (43)	89.0% (34)	92.8% (37)
Year 4	93.6% (45)	89.8% (34)	92.9% (34)
Year 5	91.9% (28)	90.3% (42)	91.5% (35)
Year 6	89.2% (47)	92.1% (31)	92.4% (45)
Total Prep - 6			
Total	91.2% (272)	90.7% (248)	92.6% (261)



Attitudes to School Survey

Years 4 to 6

		Percentage of positive endorsement				
		Your school	Similar schools	Network	State	3-year average
Effective teaching practice for cognitive engagement						
Differentiated learning challenge		96%	87%	84%	85%	92%
Effective classroom behaviour		95%	80%	79%	78%	92%
Effective teaching time		96%	86%	82%	83%	94%
Stimulated learning		97%	80%	75%	78%	93%
Emotional and relational engagement						
Emotional awareness and regulation		87%	74%	70%	74%	84%
Individual social and emotional wellbeing						
Life satisfaction		90%	75%	73%	76%	86%
Learner characteristics and disposition						
Attitudes to attendance		96%	86%	81%	85%	93%
Motivation and interest		92%	77%	72%	76%	89%
Perseverance		91%	76%	73%	76%	87%
Self-regulation and goal setting		98%	86%	82%	84%	92%
Sense of confidence		96%	79%	74%	78%	91%
Not Experiencing Bullying (Parent Factor)						
Not Experiencing Bullying		91%	81%	84%	83%	88%
Not Experiencing Bullying in the past year		78%	69%	71%	70%	72%
Not experiencing Racism						
I know what to do if I experience racism		92%	83%	82%	82%	85%
Not experiencing racism in the past year		85%	85%	86%	81%	84%
Not experiencing racism this term		89%	90%	91%	87%	90%
School safety						
Advocate at school		97%	90%	87%	87%	95%
Managing bullying		94%	78%	77%	76%	92%
Respect for diversity		95%	79%	77%	78%	91%
Social engagement						
School stage transitions (Y7 and New Students)		NDP	77%	83%	80%	NDP
Sense of connectedness		94%	78%	75%	77%	91%
Sense of inclusion		98%	91%	89%	89%	94%
Student voice and agency		93%	72%	68%	68%	86%
Teacher-student relations						
Effort		94%	80%	73%	78%	91%
High expectations for success		100%	95%	93%	93%	97%
Teacher concern		86%	78%	74%	74%	82%

Legend: ■ Not positive ■ Neutral ■ Positive



	Percentage of positive endorsement								
	Year 4			Year 5			Year 6		
	2023	2024	2025	2023	2024	2025	2023	2024	2025
Effective teaching practice for cognitive engagement									
Differentiated learning challenge	97%	91%	97%	86%	87%	94%	93%	84%	97%
Effective classroom behaviour	90%	96%	96%	90%	90%	96%	91%	87%	95%
Effective teaching time	95%	92%	96%	90%	89%	97%	93%	98%	95%
Stimulated learning	95%	96%	97%	82%	94%	96%	84%	100%	97%
Emotional and relational engagement									
Emotional awareness and regulation	88%	89%	83%	77%	70%	89%	89%	76%	88%
Individual social and emotional wellbeing									
Life satisfaction	88%	85%	91%	86%	73%	90%	86%	79%	90%
Learner characteristics and disposition									
Attitudes to attendance	93%	98%	97%	91%	84%	94%	96%	92%	96%
Motivation and interest	94%	98%	97%	77%	84%	91%	83%	93%	89%
Perseverance	85%	94%	95%	80%	81%	91%	85%	81%	86%
Self-regulation and goal setting	89%	89%	100%	86%	84%	96%	90%	88%	98%
Sense of confidence	94%	87%	97%	91%	82%	89%	89%	88%	100%
Not Experiencing Bullying (Parent Factor)									
Not Experiencing Bullying	87%	85%	86%	82%	81%	96%	93%	90%	91%
Not Experiencing Bullying in the past year	61%	59%	62%	73%	67%	100%	70%	90%	73%
Not experiencing Racism									
I know what to do if I experience racism	88%	85%	93%	77%	90%	93%	70%	76%	91%
Not experiencing racism in the past year	94%	85%	90%	82%	75%	93%	83%	81%	73%
Not experiencing racism this term	91%	96%	90%	86%	82%	96%	95%	95%	82%
School safety									
Advocate at school	98%	93%	99%	94%	92%	96%	92%	96%	96%
Managing bullying	95%	93%	93%	85%	89%	94%	89%	94%	94%
Respect for diversity	95%	93%	95%	91%	81%	95%	88%	83%	94%
Social engagement									
School stage transitions (Y7 and New Students)	NDP	NDP	NDP	NDP	NDP	NDP	NDP	NDP	NDP
Sense of connectedness	93%	96%	96%	88%	86%	91%	86%	89%	96%
Sense of inclusion	96%	94%	99%	85%	92%	96%	94%	88%	98%
Student voice and agency	86%	89%	90%	76%	77%	93%	84%	85%	95%
Teacher-student relations									
Effort	98%	91%	97%	85%	81%	94%	89%	94%	91%
High expectations for success	100%	94%	100%	89%	94%	100%	99%	98%	100%
Teacher concern	88%	93%	89%	75%	75%	85%	77%	68%	84%
Total students									
Total students	33	27	30	22	31	28	41	21	33



CORE ELEMENTS

Measure Descriptions

School Staff Survey

The School Staff Survey gives Victorian school employees a platform to share their experiences and insights about their workplace, helping schools better understand staff wellbeing, school climate, leadership, and professional learning needs. This feedback supports evidence based planning and drives improvements that strengthen teaching, learning, and overall school performance.











Parent/Caregiver/Guardian Opinion Survey

The Parent/Caregiver/Guardian Opinion Survey gives families the opportunity to share their perspectives and experiences with their child's school, helping schools understand parent engagement, communication, and overall satisfaction. The insights gathered support evidence based planning and guide improvements that strengthen relationships, learning environments, and student outcomes.



School Staff Survey

School Staff Survey - School Climate

	Percentage of positive endorsement					3-year average
	Your school	Similar schools	Network	State		
School Climate						
Academic emphasis		84%	67%	69%	68%	80%
Collective efficacy		95%	80%	85%	81%	92%
Collective focus on student learning		93%	88%	91%	88%	91%
Collective responsibility		97%	87%	90%	89%	96%
Guaranteed and viable curriculum		86%	80%	85%	82%	92%
Parent and community involvement		84%	78%	80%	77%	83%
Shielding/Buffering		95%	68%	73%	69%	92%
Staff trust in colleagues		96%	82%	86%	83%	92%
Teacher collaboration		80%	71%	73%	69%	81%
Trust in students and parents		85%	68%	74%	71%	84%

Legend: ■ Not positive ■ Neutral ■ Positive

	Percentage of positive endorsement		
	2023	2024	2025
School Climate			
Academic emphasis	76%	79%	84%
Collective efficacy	90%	89%	95%
Collective focus on student learning	94%	88%	93%
Collective responsibility	94%	97%	97%
Guaranteed and viable curriculum	93%	96%	86%
Parent and community involvement	85%	81%	84%
Shielding/Buffering	83%	95%	95%
Staff trust in colleagues	87%	91%	96%
Teacher collaboration	79%	82%	80%
Trust in students and parents	83%	84%	85%
Participation			
Total valid respondents	25	31	30
Participation rate	89%	103%	88%



School Staff Survey - Teaching and Learning

		Percentage of positive endorsement				
		Your school	Similar schools	Network	State	3-year average
Teaching and Learning - Evaluation						
Believe evaluating impact improves practice		93%	87%	89%	88%	98%
Monitor effectiveness using data		93%	86%	87%	85%	98%
Professional learning to improve practice		93%	83%	87%	82%	95%
Skills to measure impact		93%	85%	88%	85%	98%
Understand how to analyse data		93%	75%	81%	74%	95%
Use evidence to inform teaching practice		93%	93%	91%	90%	95%
Use student feedback to improve practice		93%	73%	75%	70%	88%
Teaching and Learning - Implementation						
Believe student engagement is key to learning		93%	96%	94%	94%	93%
Collaborate to scaffold student learning		93%	81%	82%	83%	90%
Focus learning on real-life problems		100%	75%	79%	76%	98%
Knowledge of high impact teaching strategies		87%	83%	85%	82%	86%
Moderate assessment tasks together		100%	85%	86%	83%	100%
Promote student ownership of learning goals		93%	79%	82%	78%	98%
Support growth and learning of whole student		93%	89%	92%	88%	95%
Understand formative assessment		93%	85%	85%	82%	95%
Use high impact teaching strategies		93%	92%	90%	91%	90%
Teaching and Learning - Planning						
Collaborate to plan curriculum		100%	88%	90%	91%	100%
Plan differentiated learning activities		93%	86%	92%	86%	90%
Professional learning targeted to improving literacy and numeracy		87%	88%	90%	88%	90%
Time to share pedagogical content knowledge		87%	68%	70%	71%	88%
Understand curriculum		93%	85%	88%	85%	98%
Use data for curriculum planning		93%	88%	89%	86%	95%
Teaching and Learning - Practice Improvement						
Believe peer feedback improves practice		93%	76%	78%	77%	98%
Discuss problems of practice		93%	81%	78%	80%	95%
Interest in improving practice		93%	91%	90%	90%	95%
Professional learning through peer observation		80%	51%	54%	53%	83%
Seek feedback to improve practice		93%	71%	73%	70%	93%
Timetabled meetings to support collaboration		93%	91%	89%	91%	95%
Understand contribution to school improvement		93%	89%	90%	87%	98%
Use pedagogical model		93%	90%	90%	87%	93%

Legend: ■ Not positive ■ Neutral ■ Positive



	Percentage of positive endorsement		
	2023	2024	2025
Teaching and Learning - Evaluation			
Believe evaluating impact improves practice	100%	100%	93%
Monitor effectiveness using data	100%	100%	93%
Professional learning to improve practice	100%	93%	93%
Skills to measure impact	100%	100%	93%
Understand how to analyse data	100%	93%	93%
Use evidence to inform teaching practice	100%	93%	93%
Use student feedback to improve practice	92%	80%	93%
Teaching and Learning - Implementation			
Believe student engagement is key to learning	100%	87%	93%
Collaborate to scaffold student learning	92%	87%	93%
Focus learning on real-life problems	92%	100%	100%
Knowledge of high impact teaching strategies	92%	80%	87%
Moderate assessment tasks together	100%	100%	100%
Promote student ownership of learning goals	100%	100%	93%
Support growth and learning of whole student	100%	93%	93%
Understand formative assessment	92%	100%	93%
Use high impact teaching strategies	83%	93%	93%
Teaching and Learning - Planning			
Collaborate to plan curriculum	100%	100%	100%
Plan differentiated learning activities	92%	87%	93%
Professional learning targeted to improving literacy and numeracy	100%	87%	87%
Time to share pedagogical content knowledge	92%	87%	87%
Understand curriculum	100%	100%	93%
Use data for curriculum planning	100%	93%	93%
Teaching and Learning - Practice Improvement			
Believe peer feedback improves practice	100%	100%	93%
Discuss problems of practice	100%	93%	93%
Interest in improving practice	100%	93%	93%
Professional learning through peer observation	75%	93%	80%
Seek feedback to improve practice	92%	93%	93%
Timetabled meetings to support collaboration	100%	93%	93%
Understand contribution to school improvement	100%	100%	93%
Use pedagogical model	100%	87%	93%

Parent/Caregiver/Guardian Opinion Survey

	Percentage of positive endorsement					
		Your school	Similar schools	Network	State	3-year average
Connection and progression						
Positive transitions		93%	79%	83%	82%	83%
Student connectedness		92%	85%	87%	88%	87%
Parent community engagement						
Parent participation and involvement		78%	73%	81%	79%	76%
School communication		96%	78%	85%	82%	83%
Teacher communication		83%	69%	77%	73%	79%
Safety						
Managing bullying		87%	71%	77%	77%	76%
Not Experiencing Bullying		79%	61%	63%	64%	72%
Promoting positive behaviour		96%	83%	87%	86%	88%
Respect for diversity		93%	84%	88%	87%	84%
School ethos and environment						
General School Improvement		87%	71%	79%	75%	78%
General School Satisfaction		95%	81%	86%	82%	86%
Physical Environment		96%	83%	86%	85%	95%
School pride and confidence		96%	80%	85%	82%	87%
Services						
Support Services						
Student cognitive engagement						
Effective teaching		86%	75%	81%	77%	80%
High expectations for success		94%	85%	88%	86%	88%
Stimulating learning environment		92%	75%	79%	77%	84%
Student motivation and support		90%	74%	80%	77%	83%
Student development						
Confidence and resiliency skills		91%	83%	87%	83%	87%
Student agency and voice		86%	74%	79%	77%	80%

Legend: ■ Not positive ■ Neutral ■ Positive



	Percentage of positive endorsement		
	2023	2024	2025
Connection and progression			
Positive transitions	83%	77%	93%
Student connectedness	86%	84%	92%
Parent community engagement			
Parent participation and involvement	85%	68%	78%
School communication	85%	73%	96%
Teacher communication	85%	72%	83%
Safety			
Managing bullying	78%	68%	87%
Not Experiencing Bullying	70%	69%	79%
Promoting positive behaviour	91%	82%	96%
Respect for diversity	85%	78%	93%
School ethos and environment			
General School Improvement	76%	74%	87%
General School Satisfaction	85%	80%	95%
Physical Environment	96%	94%	96%
School pride and confidence	85%	83%	96%
Student cognitive engagement			
Effective teaching	85%	72%	86%
High expectations for success	92%	82%	94%
Stimulating learning environment	86%	77%	92%
Student motivation and support	87%	76%	90%
Student development			
Confidence and resiliency skills	91%	82%	91%
Student agency and voice	84%	72%	86%
Participation			
Total valid respondents	27	36	24



APPENDIX

Glossary

Term	Definition
Area	Refers to one of 17 divisions within a four-region operating model that delivers localised education services and support to school networks.
Attendance rate	The percentage of full-time equivalent (FTE) student-days attended relative to the total possible count of student-days available for the year.
Attitudes to School Survey (AtoSS)	The Attitudes to School Survey (AtoSS) is administered to students in Years 4-12 in the government school sector with the objective of measuring student perceptions of their experiences at school. Additional information about the survey framework and factor definitions can be found on PAL .
Average days absent	The average number of absence days per student in a school for a school year. It includes both approved and unapproved absences.
EAL funded students	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.
Exit destination - Further education	Year 12 students that exit to further education or training, including apprenticeships.
First Nations students	Students identified as being Aboriginal or Torres Strait Islander in the August Student Enrolment Census.
Network	A geographic area containing a group of schools.
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 March.
NAPLAN Mean scale score	Average student achievement score on NAPLAN.
NAPLAN Participation	Student participation in NAPLAN includes students sitting the tests as expected (attended) or recorded as absent, exempt, or withdrawn, based on eligibility, disability, English language proficiency, or parent/carer decisions.
NAPLAN Proficiency Level	Student achievement in NAPLAN is reported using proficiency standards for each assessment area at each year level. The standards are set at a challenging but reasonable expectation of what students know and can do at the time of testing.
NAPLAN Relative Growth	A measure of student progress over time that compares a student's change in NAPLAN score to the progress of other students with similar starting scores two years prior. Relative growth is categorised as high, medium, or low growth.
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.
Overall School Performance Group	A classification that summarises a school's performance across key measures in the School Performance Report. It reflects how the school is performing overall when student achievement, growth, engagement and wellbeing outcomes are considered together. Further information around the School Performance Report can be found on PAL .
Parent/Caregiver/Guardian Opinion Survey (PCGOS)	A survey administered to parents and caregivers in Victorian government schools with the objective of measuring parent perceptions of school climate, student behaviour and student engagement. Additional information about the survey can be found on PAL .
Region	The Department of Education uses a regional model to deliver education services across the state. Under this model, the state is divided into four regions.



Term	Definition
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; specialist; camp and language.
School Staff Survey (SSS)	The School Staff Survey (SSS) 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. Additional information about the survey framework and factor definitions can be found on PAL .
Similar Schools	Similar schools are defined as schools with similar characteristics. This considers student's family background, percentage of non-English background students, school enrolment size and location.
Student Family Occupation and Education Index (SFOE)	An index used to measure the disadvantage at each school based on the education and occupation categories of parents.
SFOE band	SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.
Students counted in NCCD	Nationally Consistent Collection of Data on school students with Disability (NCCD). This report displays the annual data reported by schools, during the August Student Enrolment Census, identifying the level of adjustment required for a student to access and participate in education. The adjustment levels are: Extensive, Substantial, Supplementary or Quality Differentiated Teaching Practice (QDTP).
Teacher Judgement Age Expected Level	Describes student achievement against the age-expected standards in English and Mathematics within the Victorian Curriculum, categorised as above, at, or below expected level. Note: Mathematics version 2.0 was optional in 2024, with full implementation from 2025.
Teacher Judgement Growth	Describes student progress along the English and Mathematics continua from Semester 2 to Semester 2. Expected growth is based on one progression point over 12 months from a specific starting point, with results categorised as above, at, or below expected growth.
Teacher Judgement - Foundation	For specialist schools only: Students assessed at Victorian Curriculum Levels A-2.
Teacher Judgement - Breadth	For specialist schools only: Students assessed at Victorian Curriculum Levels 3-8.
Teacher Judgement - Pathways	For specialist schools only: Students assessed at Victorian Curriculum Levels 9-10.
Teacher Judgement - Not assessed	For specialist schools only: Students not assessed against Victorian Curriculum.
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.
Total students	Headcount of enrolled students from the August Student Enrolment Census.
Unapproved Absence	Absent days that have the following absence type codes: 300 (Truancy), 500 (Unexplained) and 806 (Parent choice unauthorised). Further information on attendance and absence codes can be found on PAL .
Ungraded Enrolments	Ungraded enrolments refer to students that cannot be assigned to a regular year level.
Victorian Certificate of Education (VCE)	The certificate that most students in Victoria receive on satisfactory completion of their secondary education. Students receive either a VCE or VCE VM (VCE Vocational Major)
VCE Completions with at least 4 study scores	Students who complete VCE with four or more study scores.
VCE Study Score	A score out of 50 that ranks student performance relative to all other students who studied the same subject that year.
Eligible but did not complete senior secondary certificate	Students who met eligibility or enrolment conditions for VCE or VCE VM but did not attain the relevant certificate due to incomplete units or outcomes.
Completed VCE with at least 1 VET UOC	Students who completed VCE and had enrolled in at least one VET unit of competence.