

Panorama Supplementary School Level Report

Fairhills High School (7823)



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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.

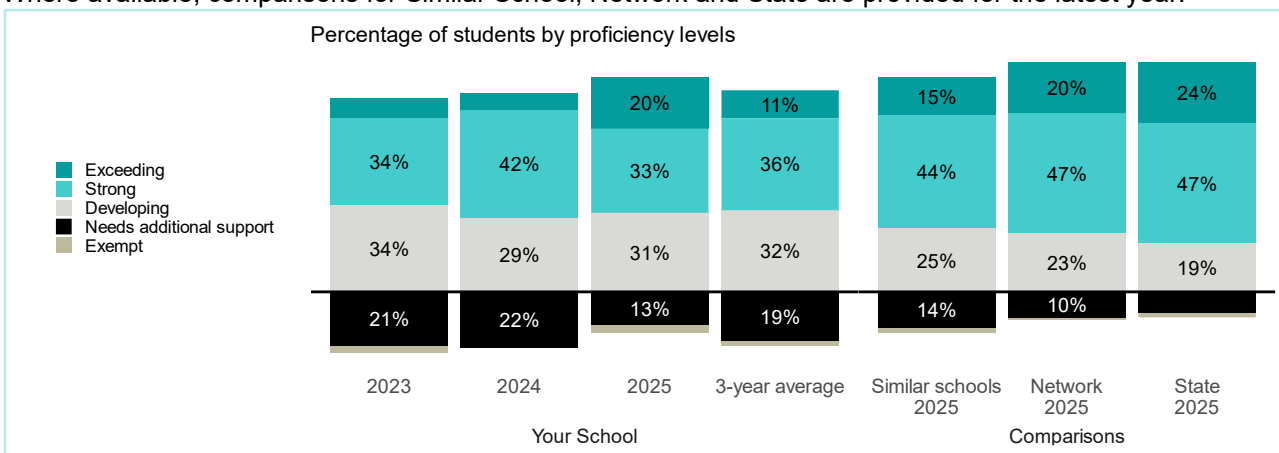
Results are shown for your school, as well as comparators to Similar school, Network and State averages.

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					
			Your school	Similar schools	Network	State	3-year average
School Climate							
Academic emphasis	17% 39% 43%	43%	42%	43%	47%	39%	
Collective efficacy	33% 58%	58%	60%	58%	59%	54%	
Collective focus on student learning	23% 71%	71%	76%	71%	74%	66%	
Collective responsibility	23% 73%	73%	75%	73%	73%	74%	
Guaranteed and viable curriculum	25% 64%	64%	65%	64%	64%	59%	
Parent and community involvement	28% 66%	66%	61%	66%	61%	57%	
Shielding/Buffering	20% 37% 43%	43%	49%	43%	52%	48%	
Staff trust in colleagues	21% 77%	77%	76%	77%	70%	78%	
Teacher collaboration	13% 32% 55%	55%	59%	55%	57%	51%	
Trust in students and parents	47% 42%	42%	44%	42%	48%	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	Fairhills High School
School number	7823
School type	Secondary
Network	Knox
Area	Outer Eastern Melbourne
Region	North-Eastern Victoria

School Summary

	2022	2023	2024	2025
Student enrolment				
Total students	375	355	376	404
First Nations students	6 (2%)	6 (2%)	7 (2%)	7 (2%)
EAL funded students	5 (1%)	10 (3%)	13 (3%)	19 (5%)
Equity funded students	132 (35%)	122 (34%)	123 (33%)	125 (31%)
Students in Out of Home Care	4 (1%)	2 (1%)	1 (0%)	3 (1%)
Students counted in NCCD	130 (35%)	159 (45%)	152 (40%)	170 (42%)
Extensive	2 (1%)	12 (3%)	10 (3%)	14 (3%)
Substantial	34 (9%)	28 (8%)	37 (10%)	32 (8%)
Supplementary	94 (25%)	87 (25%)	54 (14%)	58 (14%)
Support within QDTP	0 (0%)	32 (9%)	51 (14%)	66 (16%)
School information				
SFOE index	0.4533	0.4637	0.4640	0.4444
SFOE band	Medium	Medium	Medium	Medium
School performance				
Overall school performance group	Renew	Renew	Improving	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.

Senior Secondary Outcomes

Senior Secondary Completion Rates

Describes certificate completions for students in Year 12 across VCE (VCE and VCE VM) and VPC pathways.

VCE Study Score

Describes student study scores calculated by the VCAA for study undertaken at a Unit 3 and 4 level. Results are categorised as 37+, 29-36, 20-28, or less than 20 for English and Mathematics.

Exit Destination

Describes post-school pathways Year 12 students take directly after finishing school. Categorisations include further education, categories related to work, and unknown.

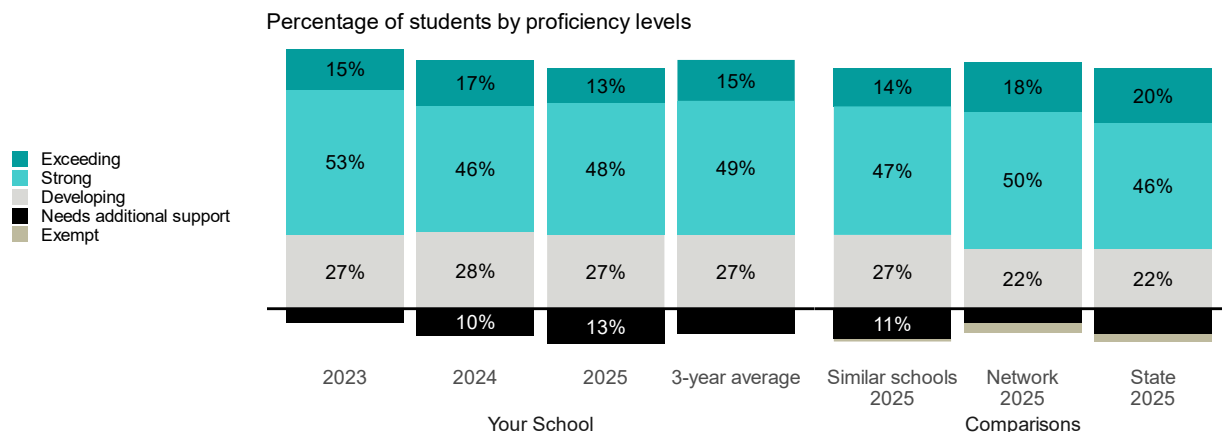


NAPLAN Proficiency Level

Reading Year 7

Percentage of students in Exceeding or Strong

	Your school	Similar schools	Network	State
2025	61%	61%	69%	66%
3-year average	64%	60%	69%	66%



Percentage (and count) of students

	2023	2024	2025	Similar schools	Network	State
Proficiency level						
Exceeding	15% (9)	17% (12)	13% (10)	14%	18%	20%
Strong	53% (32)	46% (33)	48% (38)	47%	50%	46%
Developing	27% (16)	28% (20)	27% (21)	27%	22%	22%
Needs additional support	5% (3)	10% (7)	13% (10)	11%	5%	9%
Exempt	0% (0)	0% (0)	0% (0)	1%	4%	3%
Participation						
Attended	87% (59)	99% (71)	96% (79)	92%	93%	92%
Exempt	0% (0)	0% (0)	0% (0)	0%	3%	3%
Withdrawn	4% (3)	0% (0)	0% (0)	3%	1%	2%
Absent	9% (6)	1% (1)	4% (3)	5%	3%	3%
Mean scale score						
Mean scale score	536.9	530.8	522.4	520.7	539.2	535.2

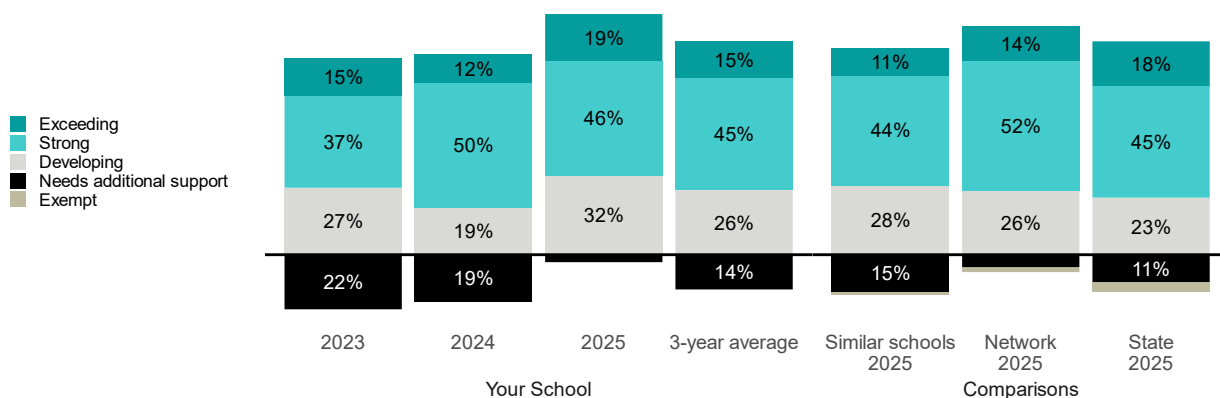


Reading Year 9

Percentage of students in Exceeding or Strong

	Your school	Similar schools	Network	State
2025	64%	56%	66%	63%
3-year average	60%	55%	63%	61%

Percentage of students by proficiency levels



Percentage (and count) of students

	2023	2024	2025	Similar schools	Network	State
Proficiency level						
Exceeding	15% (6)	12% (7)	19% (11)	11%	14%	18%
Strong	37% (15)	50% (29)	46% (27)	44%	52%	45%
Developing	27% (11)	19% (11)	32% (19)	28%	26%	23%
Needs additional support	22% (9)	19% (11)	3% (2)	15%	5%	11%
Exempt	0% (0)	0% (0)	0% (0)	1%	2%	4%
Participation						
Attended	72% (41)	81% (57)	87% (59)	85%	89%	87%
Exempt	0% (0)	0% (0)	0% (0)	1%	2%	3%
Withdrawn	2% (1)	0% (0)	3% (2)	5%	3%	3%
Absent	26% (15)	19% (13)	10% (7)	9%	6%	7%
Mean scale score						
Mean scale score	540.0	544.5	577.2	544.9	569.2	565.2

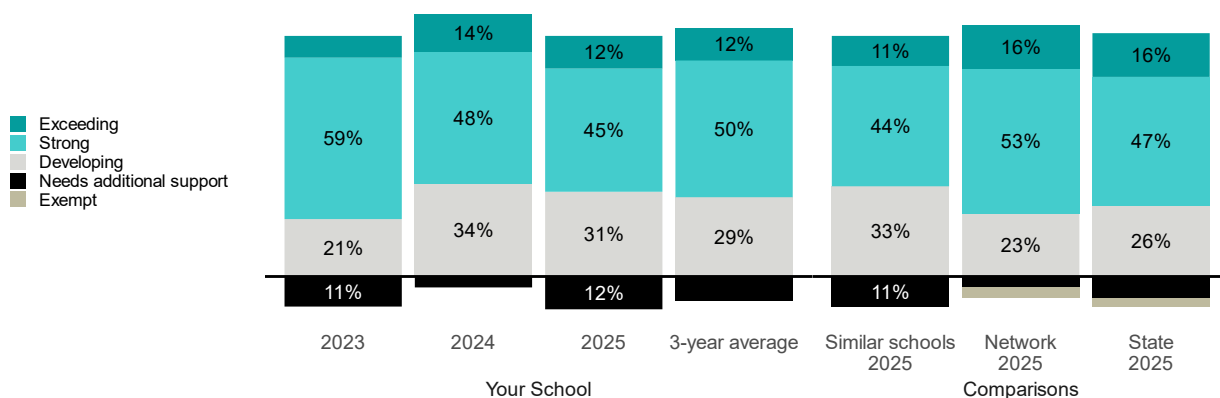


Writing Year 7

Percentage of students in Exceeding or Strong

	Your school	Similar schools	Network	State
2025	57%	56%	69%	62%
3-year average	62%	56%	69%	62%

Percentage of students by proficiency levels



Percentage (and count) of students

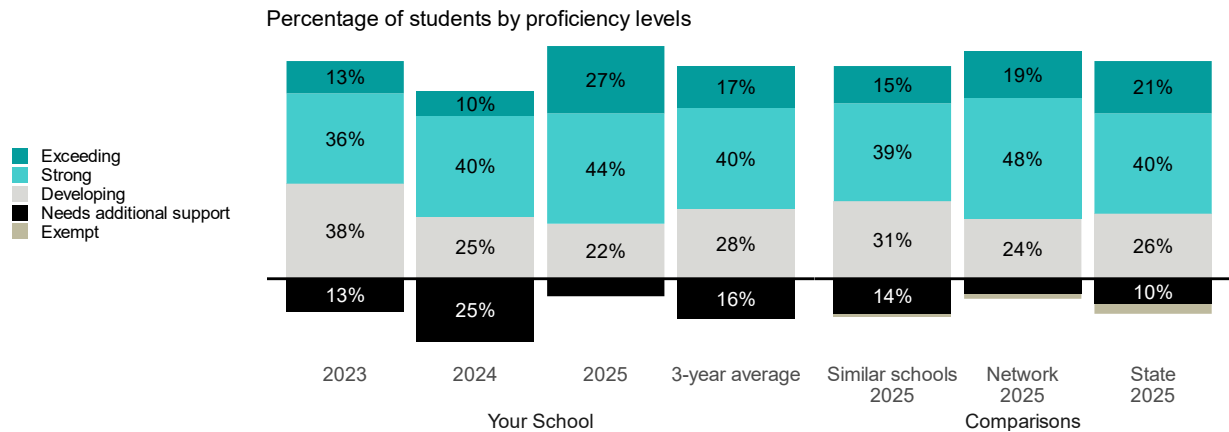
	2023	2024	2025	Similar schools	Network	State
Proficiency level						
Exceeding	8% (5)	14% (10)	12% (9)	11%	16%	16%
Strong	59% (36)	48% (34)	45% (34)	44%	53%	47%
Developing	21% (13)	34% (24)	31% (23)	33%	23%	26%
Needs additional support	11% (7)	4% (3)	12% (9)	11%	4%	8%
Exempt	0% (0)	0% (0)	0% (0)	0%	4%	3%
Participation						
Attended	88% (60)	97% (70)	91% (75)	92%	91%	92%
Exempt	0% (0)	0% (0)	0% (0)	0%	3%	3%
Withdrawn	6% (4)	0% (0)	0% (0)	3%	1%	2%
Absent	6% (4)	3% (2)	9% (7)	5%	4%	3%
Mean scale score						
Mean scale score	534.0	543.8	524.2	525.2	550.5	541.4



Writing Year 9

Percentage of students in Exceeding or Strong

	Your school	Similar schools	Network	State
2025	71%	54%	68%	61%
3-year average	56%	54%	63%	60%



Percentage (and count) of students

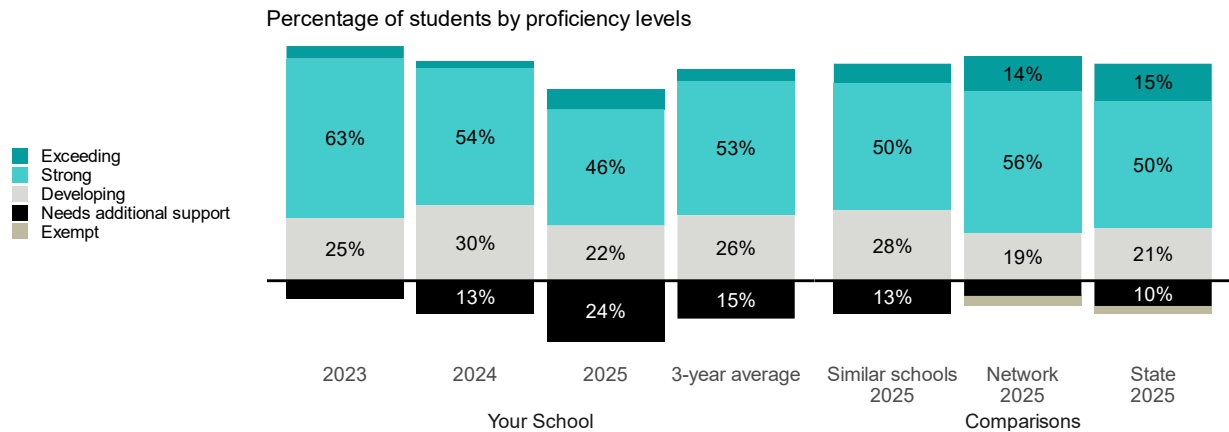
	2023	2024	2025	Similar schools	Network	State
Proficiency level						
Exceeding	13% (6)	10% (6)	27% (15)	15%	19%	21%
Strong	36% (16)	40% (25)	44% (24)	39%	48%	40%
Developing	38% (17)	25% (16)	22% (12)	31%	24%	26%
Needs additional support	13% (6)	25% (16)	7% (4)	14%	6%	10%
Exempt	0% (0)	0% (0)	0% (0)	1%	2%	4%
Participation						
Attended	79% (45)	89% (62)	81% (55)	84%	88%	88%
Exempt	0% (0)	0% (0)	0% (0)	1%	2%	3%
Withdrawn	2% (1)	0% (0)	3% (2)	5%	3%	3%
Absent	19% (11)	11% (8)	16% (11)	9%	7%	6%
Mean scale score						
Mean scale score	541.4	513.1	586.1	553.5	583.7	575.8



Numeracy Year 7

Percentage of students in Exceeding or Strong

	Your school	Similar schools	Network	State
2025	54%	58%	71%	66%
3-year average	59%	55%	69%	63%



Percentage (and count) of students

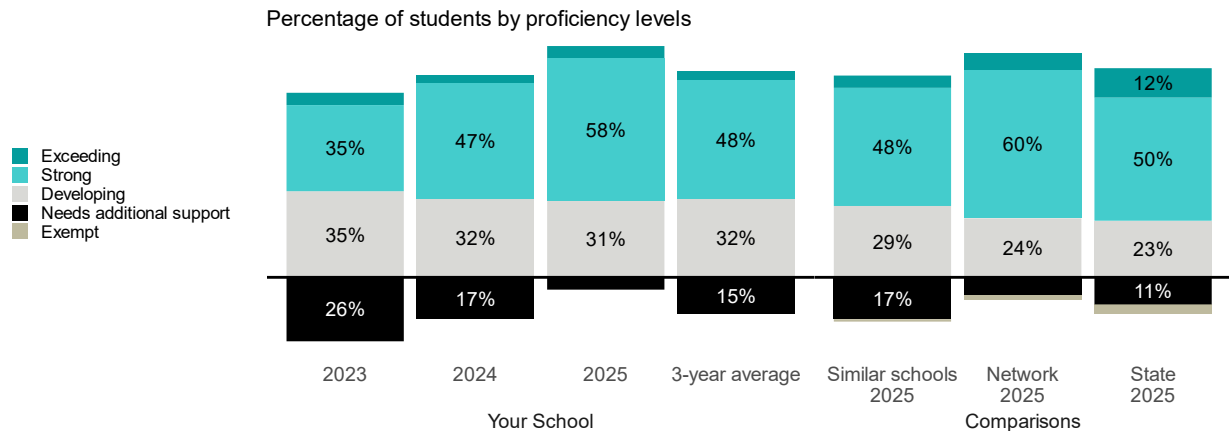
	2023	2024	2025	Similar schools	Network	State
Proficiency level						
Exceeding	5% (3)	3% (2)	8% (6)	8%	14%	15%
Strong	63% (37)	54% (36)	46% (35)	50%	56%	50%
Developing	25% (15)	30% (20)	22% (17)	28%	19%	21%
Needs additional support	7% (4)	13% (9)	24% (18)	13%	6%	10%
Exempt	0% (0)	0% (0)	0% (0)	0%	4%	3%
Participation						
Attended	85% (58)	92% (66)	93% (76)	91%	91%	91%
Exempt	0% (0)	0% (0)	0% (0)	0%	3%	3%
Withdrawn	4% (3)	0% (0)	0% (0)	3%	1%	2%
Absent	10% (7)	8% (6)	7% (6)	6%	4%	4%
Mean scale score						
Mean scale score	532.7	516.3	509.4	518.3	548.7	542.3



Numeracy Year 9

Percentage of students in Exceeding or Strong

	Your school	Similar schools	Network	State
2025	64%	53%	67%	62%
3-year average	52%	51%	62%	60%



Percentage (and count) of students						
	2023	2024	2025	Similar schools	Network	State
Proficiency level						
Exceeding	5% (2)	3% (2)	5% (3)	5%	7%	12%
Strong	35% (15)	47% (28)	58% (32)	48%	60%	50%
Developing	35% (15)	32% (19)	31% (17)	29%	24%	23%
Needs additional support	26% (11)	17% (10)	5% (3)	17%	7%	11%
Exempt	0% (0)	0% (0)	0% (0)	1%	2%	4%
Participation						
Attended	75% (43)	84% (59)	81% (55)	83%	87%	86%
Exempt	0% (0)	0% (0)	0% (0)	1%	2%	3%
Withdrawn	2% (1)	0% (0)	3% (2)	6%	3%	3%
Absent	23% (13)	16% (11)	16% (11)	10%	8%	8%
Mean scale score						
Mean scale score	518.1	533.4	564.7	540.4	569.0	569.8

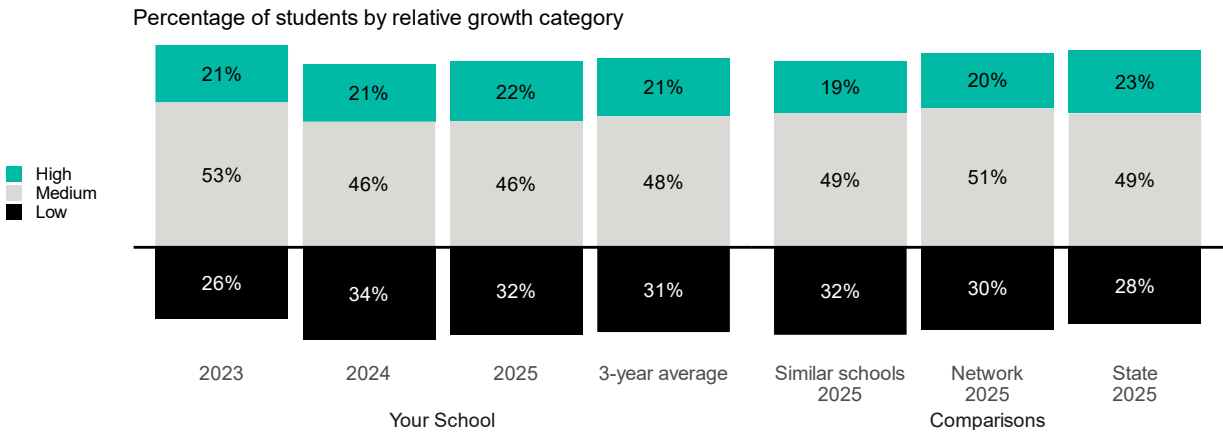


NAPLAN Relative Growth

Reading Year 5 to 7

Percentage of students with high or medium relative growth

	Your school	Similar schools	Network	State
2025	68%	68%	70%	72%
3-year average	69%	67%	71%	72%



Percentage (and count) of students						
	2023	2024	2025	Similar schools	Network	State
Relative growth						
High	21% (12)	21% (14)	22% (14)	19%	20%	23%
Medium	53% (30)	46% (31)	46% (29)	49%	51%	49%
Low	26% (15)	34% (23)	32% (20)	32%	30%	28%
Total students						
Total students	57	68	63			

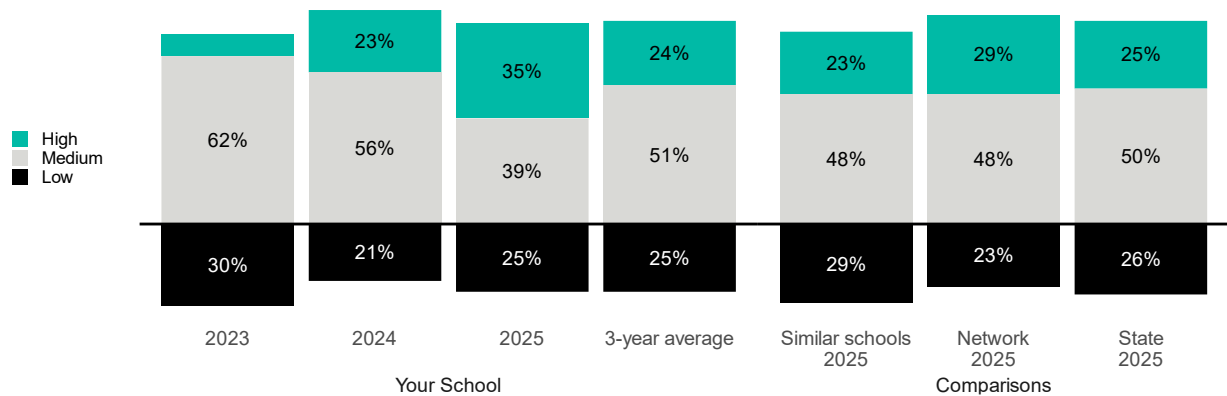


Reading Year 7 to 9

Percentage of students with high or medium relative growth

	Your school	Similar schools	Network	State
2025	75%	71%	77%	74%
3-year average	75%	70%	74%	74%

Percentage of students by relative growth category



Percentage (and count) of students

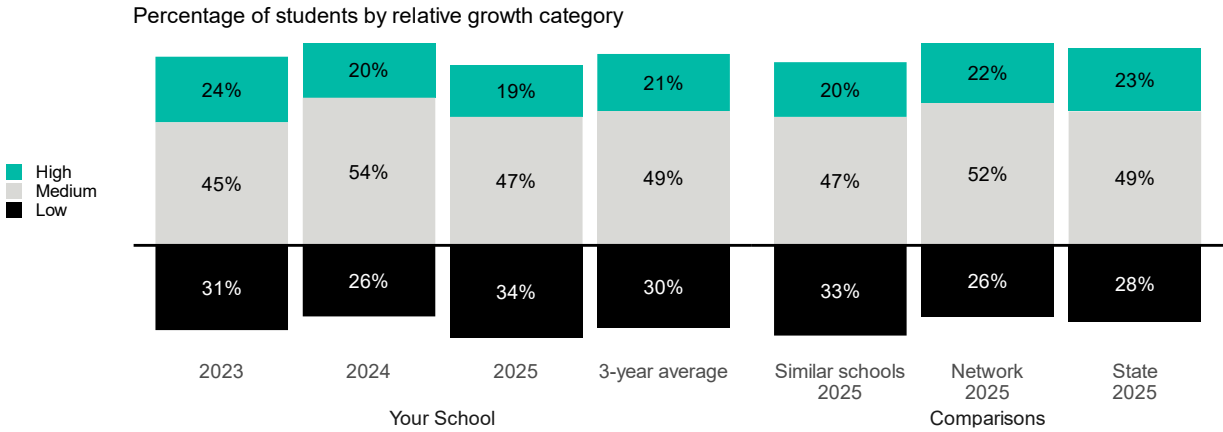
	2023	2024	2025	Similar schools	Network	State
Relative growth						
High	8% (3)	23% (11)	35% (18)	23%	29%	25%
Medium	62% (23)	56% (27)	39% (20)	48%	48%	50%
Low	30% (11)	21% (10)	25% (13)	29%	23%	26%
Total students						
Total students	37	48	51			



Writing Year 5 to 7

Percentage of students with high or medium relative growth

	Your school	Similar schools	Network	State
2025	66%	67%	74%	72%
3-year average	70%	69%	74%	72%



Percentage (and count) of students						
	2023	2024	2025	Similar schools	Network	State
Relative growth						
High	24% (14)	20% (13)	19% (12)	20%	22%	23%
Medium	45% (26)	54% (35)	47% (29)	47%	52%	49%
Low	31% (18)	26% (17)	34% (21)	33%	26%	28%
Total students						
Total students	58	65	62			

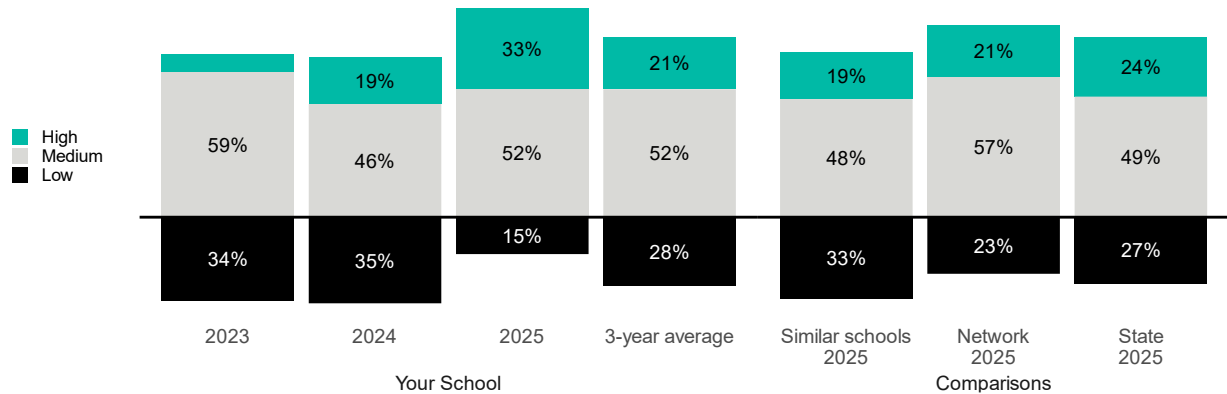


Writing Year 7 to 9

Percentage of students with high or medium relative growth

	Your school	Similar schools	Network	State
2025	85%	67%	77%	73%
3-year average	72%	69%	74%	73%

Percentage of students by relative growth category



Percentage (and count) of students

	2023	2024	2025	Similar schools	Network	State
Relative growth						
High	7% (3)	19% (10)	33% (16)	19%	21%	24%
Medium	59% (24)	46% (24)	52% (25)	48%	57%	49%
Low	34% (14)	35% (18)	15% (7)	33%	23%	27%
Total students						
Total students	41	52	48			

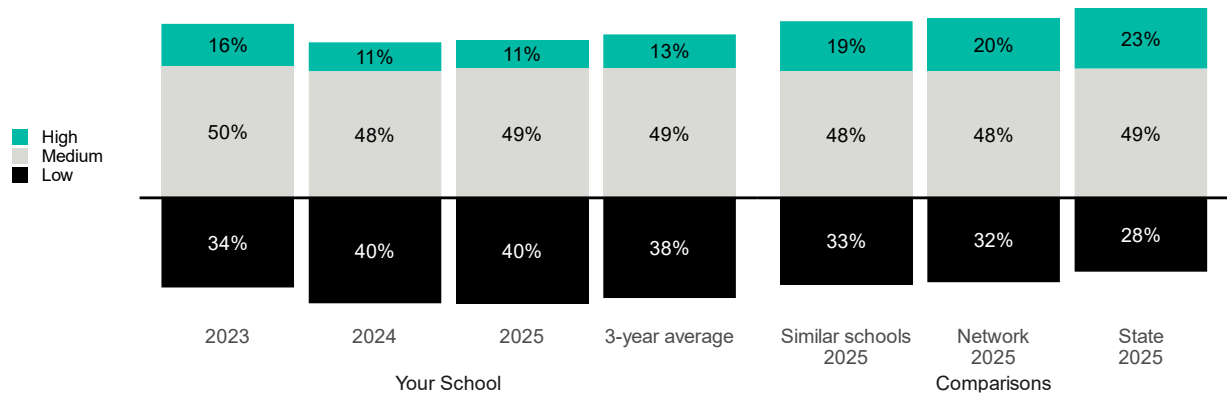


Numeracy Year 5 to 7

Percentage of students with high or medium relative growth

	Your school	Similar schools	Network	State
2025	60%	67%	68%	72%
3-year average	62%	66%	69%	72%

Percentage of students by relative growth category



Percentage (and count) of students

	2023	2024	2025	Similar schools	Network	State
Relative growth						
High	16% (9)	11% (7)	11% (7)	19%	20%	23%
Medium	50% (28)	48% (30)	49% (31)	48%	48%	49%
Low	34% (19)	40% (25)	40% (25)	33%	32%	28%
Total students						
Total students	56	62	63			

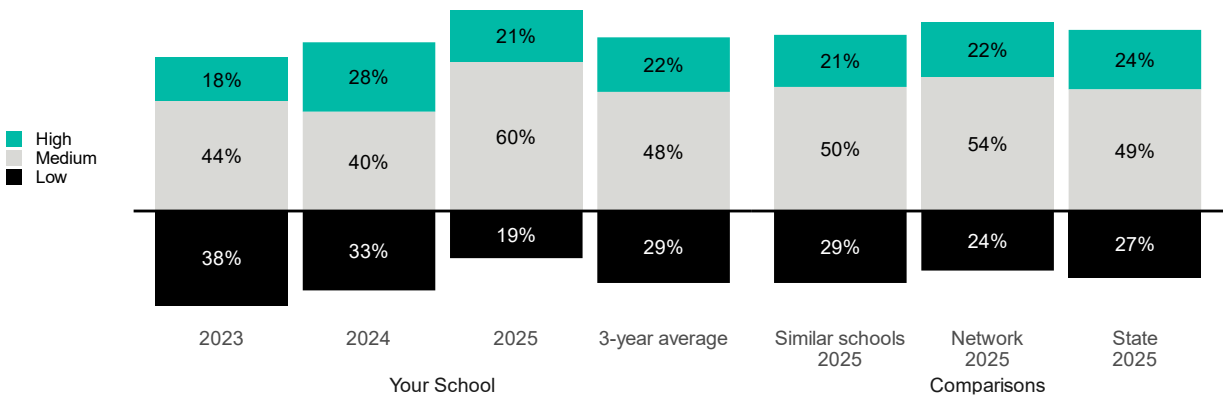


Numeracy Year 7 to 9

Percentage of students with high or medium relative growth

	Your school	Similar schools	Network	State
2025	81%	71%	76%	73%
3-year average	71%	70%	72%	73%

Percentage of students by relative growth category



Percentage (and count) of students

	2023	2024	2025	Similar schools	Network	State
Relative growth						
High	18% (7)	28% (11)	21% (10)	21%	22%	24%
Medium	44% (17)	40% (16)	60% (28)	50%	54%	49%
Low	38% (15)	33% (13)	19% (9)	29%	24%	27%
Total students						
Total students	39	40	47			



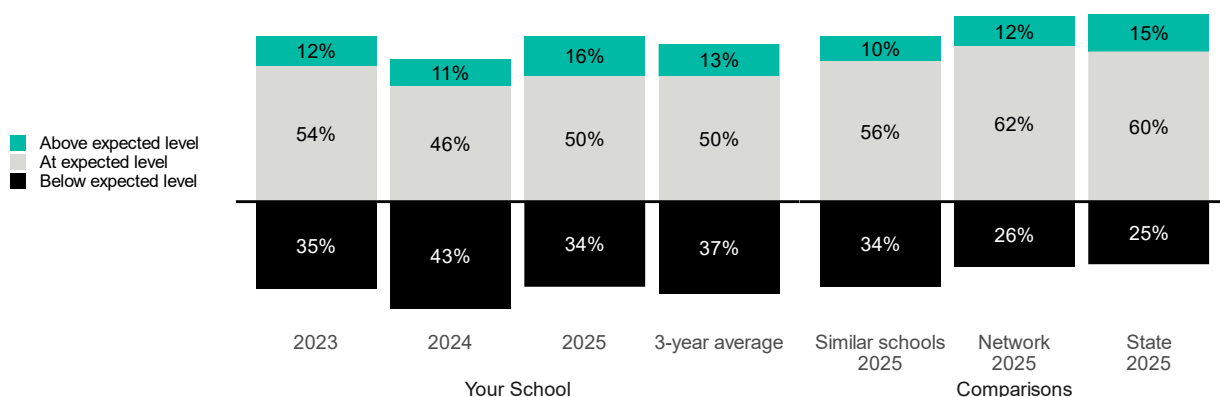
Teacher Judgement Age Expected Level

English Year 7 - 10 - Reading and Viewing

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

	Your school	Similar schools	Network	State
2025	66%	66%	74%	75%
3-year average	63%	66%	74%	75%

Percentage of students by age expected level in Semester 2



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

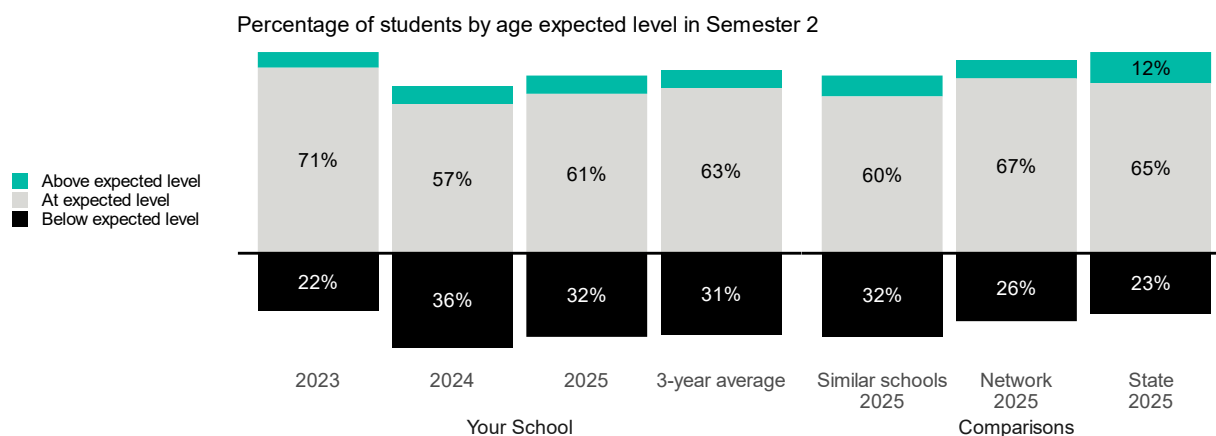
	2023	2024	2025
Year 7			
Above expected level	12% (8)	23% (17)	22% (18)
At expected level	57% (38)	49% (36)	39% (32)
Below expected level	31% (21)	27% (20)	39% (32)
Year 8			
Above expected level	10% (6)	12% (8)	21% (15)
At expected level	56% (35)	43% (29)	51% (36)
Below expected level	35% (22)	45% (30)	27% (19)
Year 9			
Above expected level	15% (7)	4% (3)	9% (6)
At expected level	57% (27)	50% (35)	57% (39)
Below expected level	28% (13)	46% (32)	35% (24)
Year 10			
Above expected level	12% (5)	0% (0)	10% (7)
At expected level	42% (18)	36% (13)	57% (39)
Below expected level	47% (20)	64% (23)	33% (23)
Total students			
Total students Year 7 - 10	220	246	290



English Year 7 - 10 - Speaking and Listening

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

	Your school	Similar schools	Network	State
2025	68%	68%	74%	77%
3-year average	69%	68%	74%	77%



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

	2023	2024	2025
Year 7			
Above expected level	4% (3)	12% (9)	5% (4)
At expected level	82% (55)	73% (53)	62% (51)
Below expected level	13% (9)	15% (11)	33% (27)
Year 8			
Above expected level	10% (6)	10% (7)	10% (7)
At expected level	67% (42)	51% (34)	66% (46)
Below expected level	24% (15)	39% (26)	24% (17)
Year 9			
Above expected level	9% (4)	3% (2)	10% (7)
At expected level	68% (32)	57% (41)	51% (35)
Below expected level	23% (11)	40% (29)	39% (27)
Year 10			
Above expected level	2% (1)	0% (0)	1% (1)
At expected level	64% (27)	36% (13)	65% (45)
Below expected level	33% (14)	64% (23)	33% (23)
Total students			
Total students Year 7 - 10	219	248	290

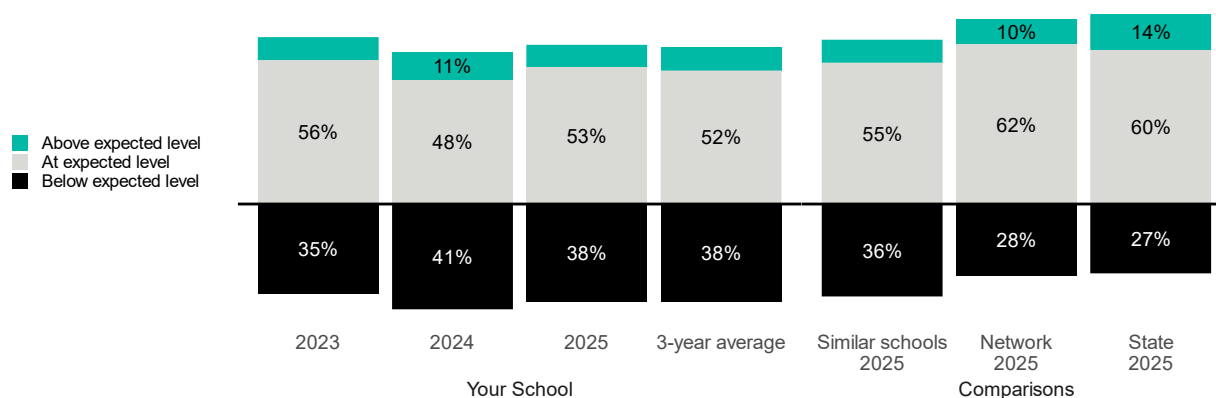


English Year 7 - 10 - Writing

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

	Your school	Similar schools	Network	State
2025	62%	64%	72%	73%
3-year average	62%	64%	72%	73%

Percentage of students by age expected level in Semester 2



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

	2023	2024	2025
Year 7			
Above expected level	3% (2)	23% (17)	11% (9)
At expected level	62% (42)	48% (35)	41% (34)
Below expected level	35% (24)	29% (21)	48% (39)
Year 8			
Above expected level	10% (6)	9% (6)	16% (11)
At expected level	56% (35)	51% (34)	50% (35)
Below expected level	35% (22)	40% (27)	34% (24)
Year 9			
Above expected level	16% (8)	4% (3)	7% (5)
At expected level	55% (27)	53% (37)	58% (40)
Below expected level	29% (14)	43% (30)	35% (24)
Year 10			
Above expected level	7% (3)	0% (0)	1% (1)
At expected level	49% (21)	36% (13)	64% (44)
Below expected level	44% (19)	64% (23)	35% (24)
Total students			
Total students Year 7 - 10	223	246	290

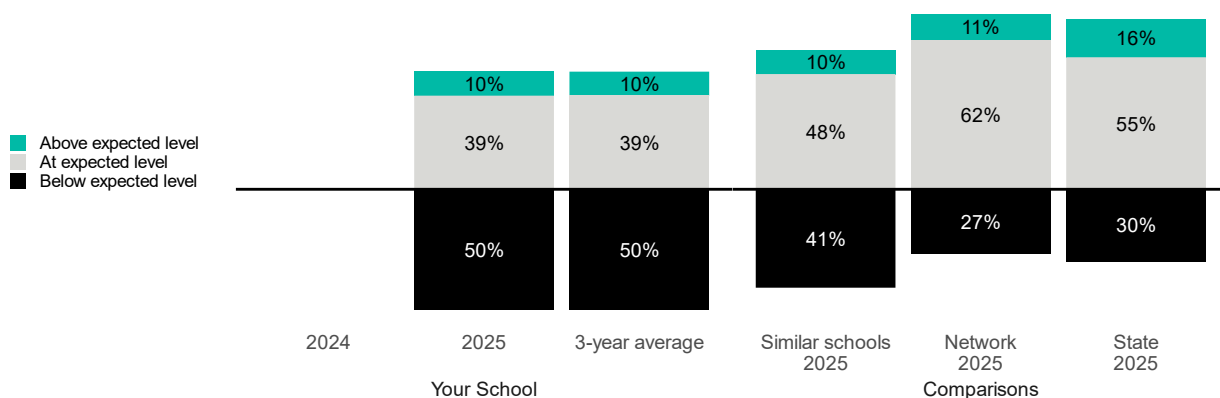


Mathematics 2.0 Year 7 - 10

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

	Your school	Similar schools	Network	State
2025	50%	59%	73%	70%
3-year average	50%	59%	73%	70%

Percentage of students by age expected level in Semester 2



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

	2024	2025
Year 7		
Above expected level		20% (16)
At expected level		20% (16)
Below expected level		61% (50)
Year 8		
Above expected level		7% (5)
At expected level		56% (38)
Below expected level		37% (25)
Year 9		
Above expected level		10% (7)
At expected level		41% (29)
Below expected level		49% (34)
Year 10		
Above expected level		3% (2)
At expected level		44% (29)
Below expected level		53% (35)
Total students		
Total students Year 7 - 10	0	286



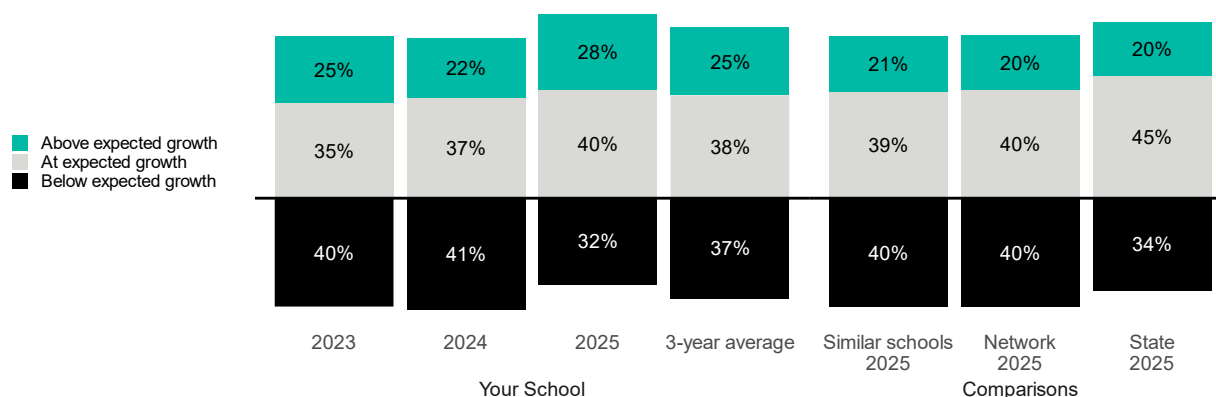
Teacher Judgement Growth

English Year 7 - 10 - Reading and Viewing

Percentage of students at or above expected growth in Semester 2

	Your school	Similar schools	Network	State
2025	68%	60%	60%	66%
3-year average	63%	59%	57%	65%

Percentage of students by growth category in Semester 2



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

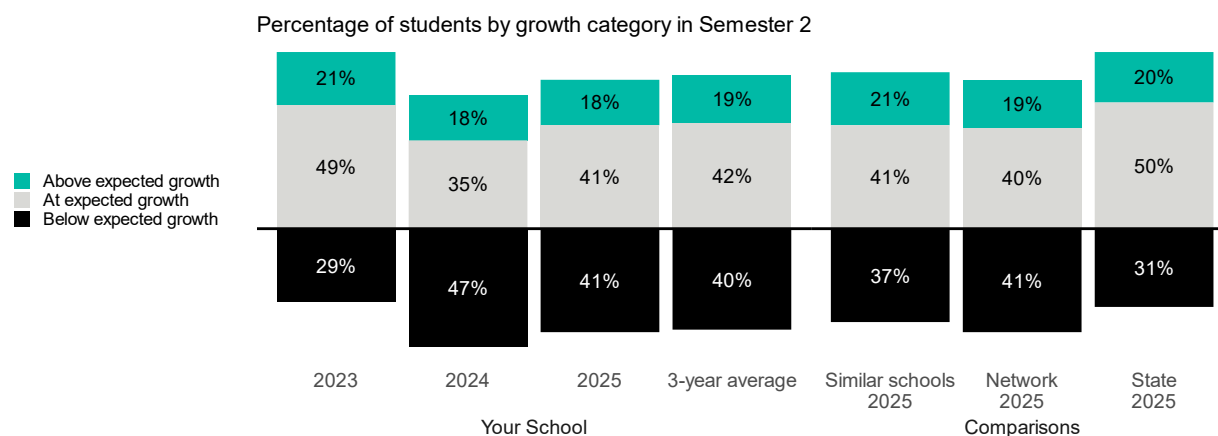
	2023	2024	2025
Year 7			
Above Expected Growth	16% (9)	34% (22)	30% (21)
At Expected Growth	25% (14)	35% (23)	22% (15)
Below Expected Growth	59% (33)	31% (20)	48% (33)
Year 8			
Above Expected Growth	30% (17)	30% (18)	29% (19)
At Expected Growth	36% (20)	36% (22)	38% (25)
Below Expected Growth	34% (19)	34% (21)	33% (22)
Year 9			
Above Expected Growth	28% (12)	13% (8)	28% (18)
At Expected Growth	37% (16)	45% (28)	53% (34)
Below Expected Growth	35% (15)	42% (26)	19% (12)
Year 10			
Above Expected Growth	26% (10)	3% (1)	24% (15)
At Expected Growth	47% (18)	23% (7)	50% (31)
Below Expected Growth	26% (10)	74% (23)	26% (16)
Total students			
Total students	193	219	261



English Year 7 - 10 - Speaking and Listening

Percentage of students at or above expected growth in Semester 2

	Your school	Similar schools	Network	State
2025	59%	63%	59%	69%
3-year average	60%	62%	54%	68%



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

	2023	2024	2025
Year 7			
Above Expected Growth	18% (10)	24% (16)	13% (9)
At Expected Growth	59% (33)	39% (26)	38% (26)
Below Expected Growth	23% (13)	36% (24)	49% (34)
Year 8			
Above Expected Growth	28% (16)	21% (13)	15% (10)
At Expected Growth	44% (25)	36% (22)	48% (31)
Below Expected Growth	28% (16)	43% (26)	37% (24)
Year 9			
Above Expected Growth	21% (9)	16% (10)	25% (16)
At Expected Growth	49% (21)	36% (23)	33% (21)
Below Expected Growth	30% (13)	48% (31)	42% (27)
Year 10			
Above Expected Growth	16% (6)	0% (0)	21% (13)
At Expected Growth	45% (17)	23% (7)	46% (29)
Below Expected Growth	39% (15)	77% (24)	33% (21)
Total students			
Total students	194	222	261

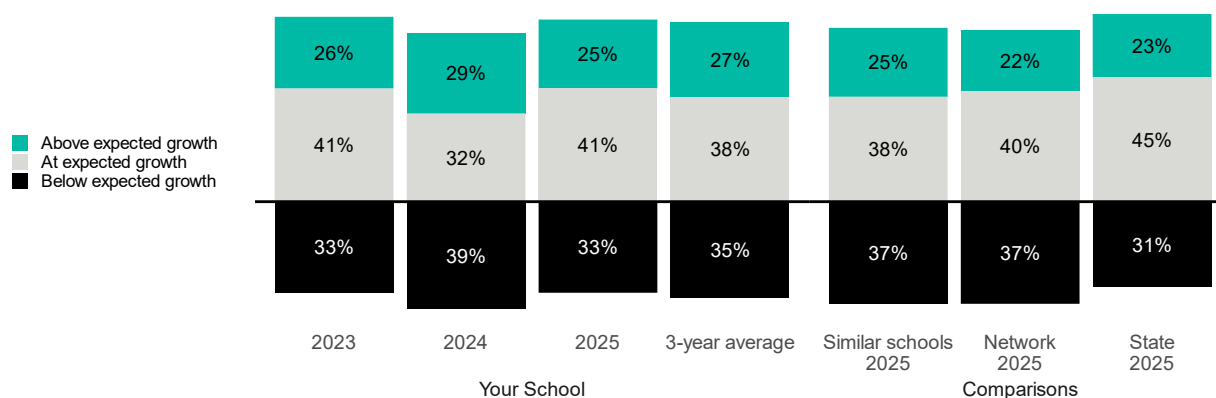


English Year 7 - 10 - Writing

Percentage of students at or above expected growth in Semester 2

	Your school	Similar schools	Network	State
2025	67%	63%	63%	69%
3-year average	65%	63%	59%	68%

Percentage of students by growth category in Semester 2



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

	2023	2024	2025
Year 7			
Above Expected Growth	27% (15)	48% (31)	38% (26)
At Expected Growth	39% (22)	20% (13)	22% (15)
Below Expected Growth	34% (19)	32% (21)	41% (28)
Year 8			
Above Expected Growth	32% (18)	34% (21)	22% (14)
At Expected Growth	43% (24)	34% (21)	46% (30)
Below Expected Growth	25% (14)	31% (19)	32% (21)
Year 9			
Above Expected Growth	31% (14)	16% (10)	23% (15)
At Expected Growth	31% (14)	47% (29)	45% (29)
Below Expected Growth	38% (17)	37% (23)	31% (20)
Year 10			
Above Expected Growth	11% (4)	3% (1)	18% (11)
At Expected Growth	53% (20)	26% (8)	53% (33)
Below Expected Growth	37% (14)	71% (22)	29% (18)
Total students			
Total students	195	219	260

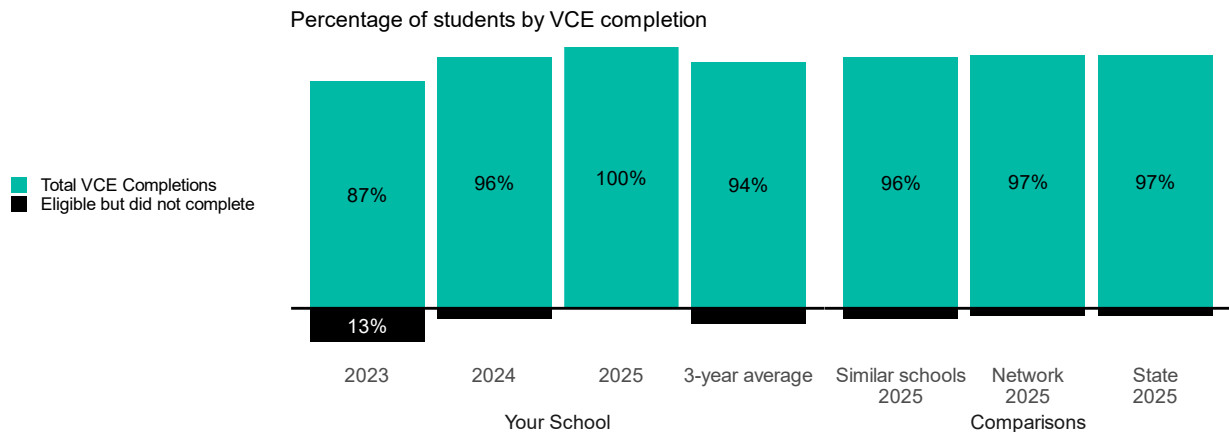


Senior Secondary Completion

VCE Completion

Percentage of VCE & VCE VM completions

	Your school	Similar schools	Network	State
2025	100%	96%	97%	97%
3-year average	94%	95%	96%	97%



	Percentage (and count) of students					
	2023	2024	2025	Similar schools	Network	State
VCE Pathway						
VCE completions	87% (26)	100% (28)	100% (30)	97%	97%	98%
VCE VM completions	88% (15)	88% (15)	100% (16)	93%	96%	94%
Total VCE						
Total VCE completions	87% (41)	96% (43)	100% (46)	96%	97%	97%
Eligible but did not complete	13% (6)	4% (2)	0% (0)	4%	3%	3%
VCE completions with at least 4 study scores						
VCE completions with at least 4 study scores	51% (24)	49% (22)	50% (23)	57%	56%	68%
VCE completions with at least 1 VET UOC						
VCE completions with at least 1 VET UOC	72% (34)	78% (35)	70% (32)	45%	55%	36%

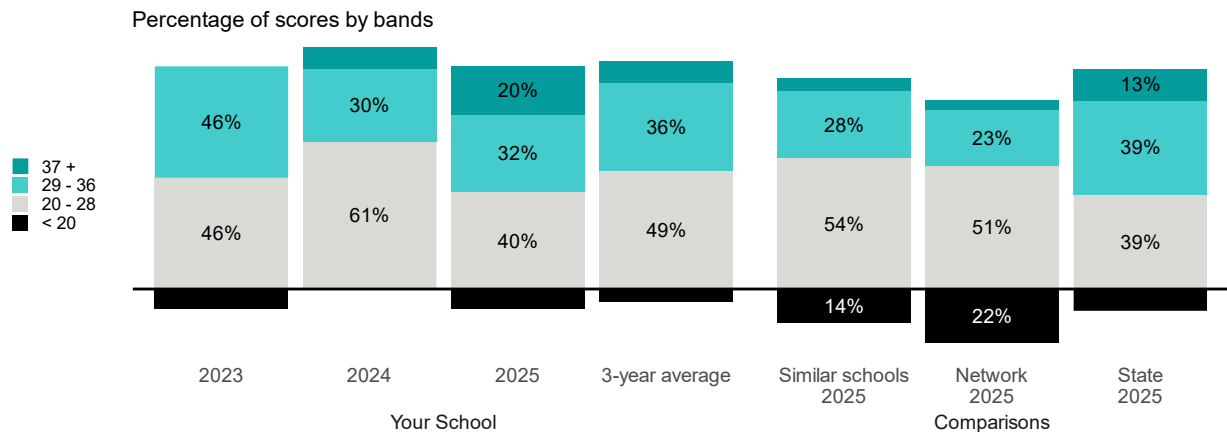


VCE Study Score

VCE English Study Group

Percentage of scores of 37 and above

	Your school	Similar schools	Network	State
2025	20%	5%	4%	13%
3-year average	9%	5%	4%	13%



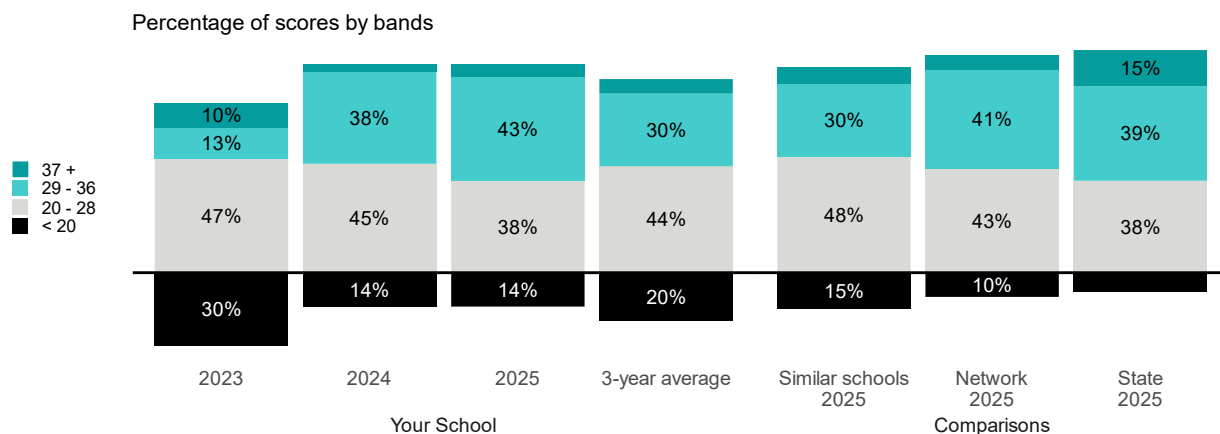
Percentage (and count) of students						
	2023	2024	2025	Similar schools	Network	State
Study score band						
37 +		9% (2)	20% (5)	5%	4%	13%
29 - 36	46% (12)	30% (7)	32% (8)	28%	23%	39%
20 - 28	46% (12)	61% (14)	40% (10)	54%	51%	39%
< 20	8% (2)		8% (2)	14%	22%	9%
Total students						
Total students	26	23	25			
Mean study score						
Mean study score	26.77	28.00	29.00	25.99	24.86	28.76



VCE Mathematics Study Group

Percentage of scores of 37 and above

	Your school	Similar schools	Network	State
2025	5%	7%	6%	15%
3-year average	6%	7%	7%	15%



Percentage (and count) of students						
	2023	2024	2025	Similar schools	Network	State
Study score band						
37 +	10% (3)	3% (1)	5% (1)	7%	6%	15%
29 - 36	13% (4)	38% (11)	43% (9)	30%	41%	39%
20 - 28	47% (14)	45% (13)	38% (8)	48%	43%	38%
< 20	30% (9)	14% (4)	14% (3)	15%	10%	8%
Total students						
Total students	30	29	21			
Mean study score						
Mean study score	24.30	26.66	27.90	26.40	27.24	29.27

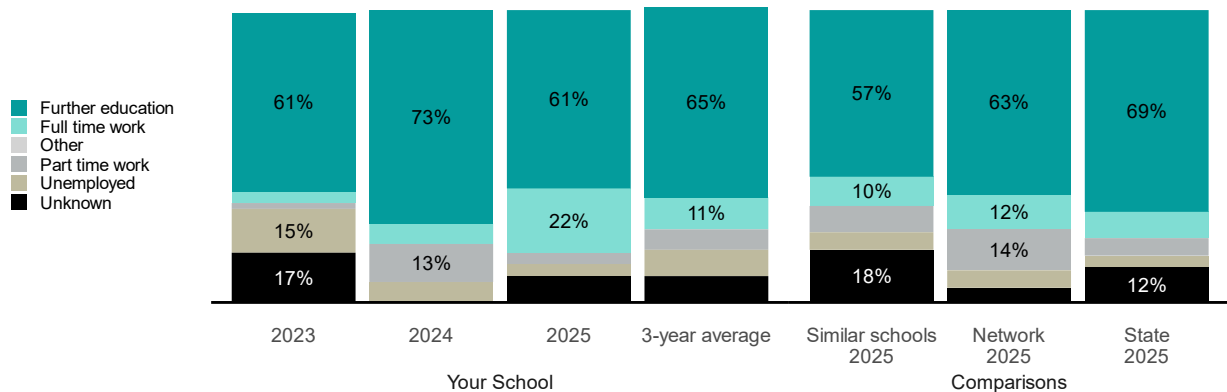


Exit Destinations

Percentage of Year 12 students exiting to further education

	Your school	Similar schools	Network	State
2025	61%	57%	63%	69%
3-year average	65%	61%	63%	70%

Percentage of Year 12 students by exit destination



Percentage (and count) of students

	2023	2024	2025	Similar schools	Network	State
Exit destination						
Further education	61% (28)	73% (33)	61% (28)	57%	63%	69%
Full time work	4% (2)	7% (3)	22% (10)	10%	12%	9%
Other	0% (0)	0% (0)	0% (0)	0%		0%
Part time work	2% (1)	13% (6)	4% (2)	9%	14%	6%
Unemployed	15% (7)	7% (3)	4% (2)	6%	6%	4%
Unknown	17% (8)	0% (0)	9% (4)	18%	5%	12%
Total students						
Total students	46	45	46			



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.

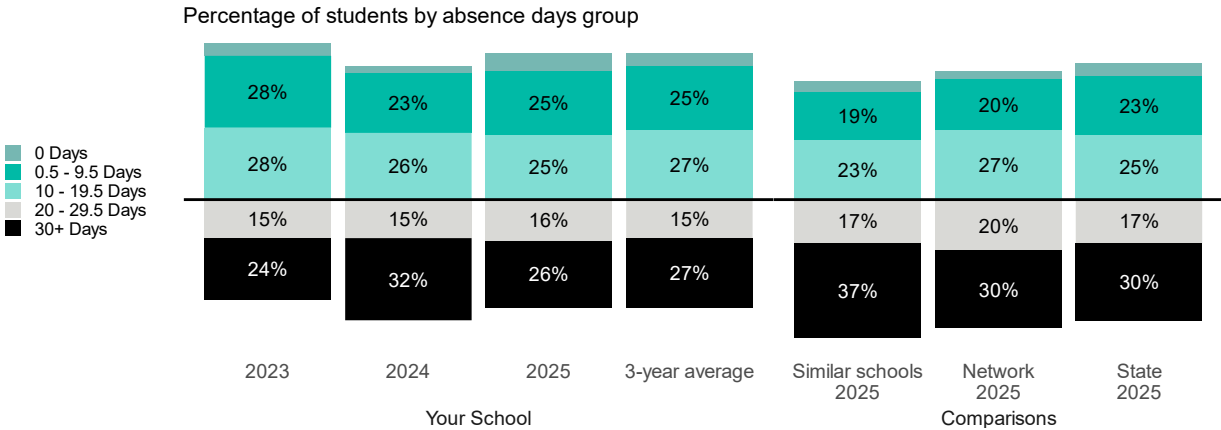


Absences

Absence Days Groups Year 7 - 12

Percentage of students with 20 or more absence days

	Your school	Similar schools	Network	State
2025	42%	54%	50%	47%
3-year average	43%	53%	51%	47%





	Percentage (and count) of students by year level		
	2023	2024	2025
Year 7			
0 Days	4% (3)	8% (7)	10% (9)
0.5 - 9.5 Days	18% (14)	24% (22)	29% (27)
10 - 19.5 Days	36% (28)	24% (22)	24% (22)
20 - 29.5 Days	18% (14)	22% (20)	15% (14)
30+ Days	23% (18)	21% (19)	22% (20)
Year 8			
0 Days	6% (5)	2% (2)	8% (7)
0.5 - 9.5 Days	24% (19)	26% (21)	22% (19)
10 - 19.5 Days	16% (13)	25% (20)	27% (23)
20 - 29.5 Days	16% (13)	14% (11)	21% (18)
30+ Days	37% (29)	33% (27)	21% (18)
Year 9			
0 Days	5% (3)	4% (3)	5% (4)
0.5 - 9.5 Days	23% (14)	22% (19)	15% (12)
10 - 19.5 Days	26% (16)	18% (15)	19% (15)
20 - 29.5 Days	5% (3)	15% (13)	20% (16)
30+ Days	42% (26)	41% (35)	41% (33)
Year 10			
0 Days	2% (1)	5% (3)	8% (7)
0.5 - 9.5 Days	29% (19)	19% (12)	26% (23)
10 - 19.5 Days	32% (21)	24% (15)	24% (21)
20 - 29.5 Days	23% (15)	13% (8)	8% (7)
30+ Days	14% (9)	39% (24)	33% (29)
Year 11			
0 Days	5% (3)	0% (0)	7% (4)
0.5 - 9.5 Days	38% (25)	23% (15)	24% (13)
10 - 19.5 Days	32% (21)	42% (27)	29% (16)
20 - 29.5 Days	15% (10)	8% (5)	16% (9)
30+ Days	11% (7)	28% (18)	24% (13)
Year 12			
0 Days	9% (5)	0% (0)	4% (2)
0.5 - 9.5 Days	42% (24)	20% (9)	40% (20)
10 - 19.5 Days	28% (16)	28% (13)	34% (17)
20 - 29.5 Days	9% (5)	20% (9)	14% (7)
30+ Days	12% (7)	33% (15)	8% (4)
Total students			
Total students Year 7 - 12	406	429	449



Average Absence Days Year 7 - 12

	Average absence days		
	2023	2024	2025
Year 7			
Average absence days	28.3	24.9	22.3
Average unapproved	6.4	5.6	3.8
Year 8			
Average absence days	33.7	35.5	24.4
Average unapproved	9.0	8.5	6.4
Year 9			
Average absence days	36.9	40.3	34.3
Average unapproved	8.7	11.7	7.7
Year 10			
Average absence days	21.1	40.2	30.3
Average unapproved	7.6	14.3	9.1
Year 11			
Average absence days	19.9	30.3	26.6
Average unapproved	7.7	9.9	9.8
Year 12			
Average absence days	19.9	32.3	19.3
Average unapproved	8.1	14.2	4.9
Year 7 - 12			
Average absence days	27.4	33.9	26.7
Average unapproved	7.9	10.2	6.8



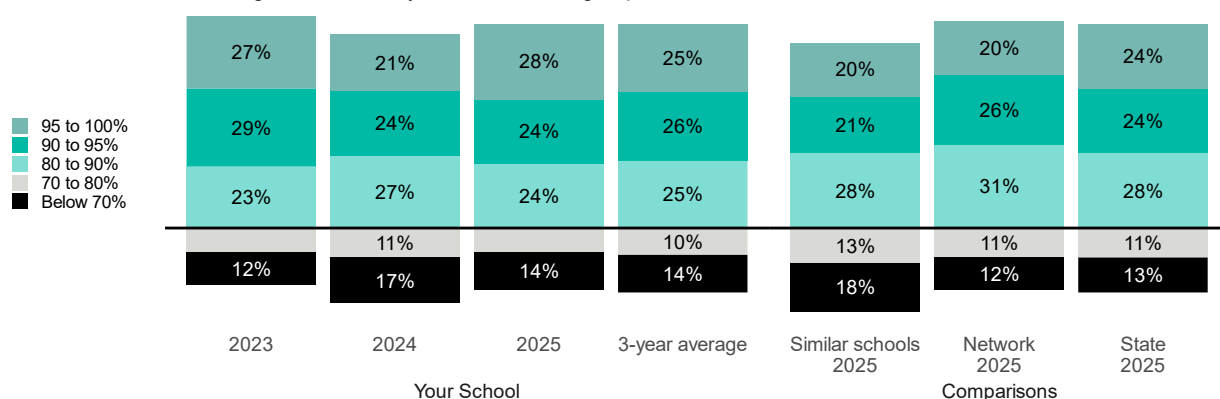
Attendance Rate

Attendance Rate Groups Year 7 - 12

Percentage of students with 95% or higher attendance rate

	Your school	Similar schools	Network	State
2025	28%	20%	20%	24%
3-year average	25%	20%	19%	24%

Percentage of students by attendance rate group



Percentage (and count) of students by year level

	2023	2024	2025	Similar schools	Network	State
Year 7 - 12						
95 to 100%	27% (111)	21% (88)	28% (126)	20%	20%	24%
90 to 95%	29% (119)	24% (105)	24% (109)	21%	26%	24%
80 to 90%	23% (92)	27% (114)	24% (110)	28%	31%	28%
70 to 80%	9% (38)	11% (48)	9% (39)	13%	11%	11%
Below 70%	12% (47)	17% (74)	14% (65)	18%	12%	13%

Attendance Rate Year 7 - 12

Attendance rate (and count of students) by year level

	2023	2024	2025
Year 7 - 12			
Year 7	85.7% (77)	87.5% (90)	88.7% (92)
Year 8	83.0% (79)	82.2% (81)	87.7% (85)
Year 9	81.4% (62)	79.7% (85)	82.7% (80)
Year 10	89.3% (65)	79.8% (62)	84.7% (87)
Year 11	90.1% (67)	84.8% (65)	86.5% (55)
Year 12	90.0% (57)	83.8% (46)	90.3% (50)
Total Year 7 - 12			
Total	86.2% (407)	83.0% (429)	86.5% (449)



Attitudes to School Survey

Years 7 to 9

		Percentage of positive endorsement				
		Your school	Similar schools	Network	State	3-year average
Effective teaching practice for cognitive engagement						
Differentiated learning challenge		71%	58%	60%	58%	64%
Effective classroom behaviour		66%	56%	59%	57%	61%
Effective teaching time		67%	61%	64%	62%	66%
Stimulated learning		60%	51%	56%	53%	58%
Emotional and relational engagement						
Emotional awareness and regulation		71%	65%	71%	67%	66%
Individual social and emotional wellbeing						
Life satisfaction		58%	55%	61%	58%	54%
Learner characteristics and disposition						
Attitudes to attendance		75%	69%	75%	73%	73%
Motivation and interest		58%	51%	55%	55%	53%
Perseverance		61%	53%	59%	56%	57%
Self-regulation and goal setting		58%	54%	60%	59%	57%
Sense of confidence		56%	53%	60%	58%	54%
Not Experiencing Bullying (Parent Factor)						
Not Experiencing Bullying		78%	81%	85%	84%	78%
Not Experiencing Bullying in the past year		67%	71%	75%	75%	66%
Not experiencing Racism						
I know what to do if I experience racism		75%	65%	67%	65%	68%
Not experiencing racism in the past year		84%	79%	83%	77%	84%
Not experiencing racism this term		84%	80%	85%	80%	84%
School safety						
Advocate at school		75%	67%	72%	67%	73%
Managing bullying		66%	48%	55%	50%	59%
Respect for diversity		53%	41%	45%	43%	48%
Social engagement						
School stage transitions (Y7 and New Students)		77%	66%	69%	67%	73%
Sense of connectedness		56%	47%	58%	50%	52%
Sense of inclusion		96%	84%	90%	83%	85%
Student voice and agency		45%	40%	41%	41%	44%
Teacher-student relations						
Effort		67%	61%	69%	64%	64%
High expectations for success		78%	71%	75%	71%	73%
Teacher concern		44%	37%	35%	37%	42%

Legend: ■ Not positive ■ Neutral ■ Positive



	Percentage of positive endorsement								
	Year 7			Year 8			Year 9		
	2023	2024	2025	2023	2024	2025	2023	2024	2025
Effective teaching practice for cognitive engagement									
Differentiated learning challenge	61%	75%	74%	56%	61%	73%	55%	51%	64%
Effective classroom behaviour	64%	73%	68%	54%	52%	71%	52%	48%	58%
Effective teaching time	69%	78%	70%	63%	61%	69%	66%	51%	61%
Stimulated learning	62%	71%	64%	51%	56%	67%	46%	45%	48%
Emotional and relational engagement									
Emotional awareness and regulation	68%	70%	68%	59%	63%	75%	62%	58%	71%
Individual social and emotional wellbeing									
Life satisfaction	47%	68%	64%	53%	44%	63%	49%	52%	44%
Learner characteristics and disposition									
Attitudes to attendance	75%	83%	76%	69%	67%	79%	69%	65%	69%
Motivation and interest	62%	65%	67%	47%	40%	58%	46%	39%	48%
Perseverance	61%	68%	62%	54%	49%	60%	53%	42%	60%
Self-regulation and goal setting	62%	69%	58%	52%	44%	64%	53%	51%	54%
Sense of confidence	62%	69%	56%	49%	40%	62%	50%	39%	48%
Not Experiencing Bullying (Parent Factor)									
Not Experiencing Bullying	71%	85%	79%	79%	72%	82%	89%	78%	73%
Not Experiencing Bullying in the past year	65%	76%	69%	57%	55%	73%	70%	69%	58%
Not experiencing Racism									
I know what to do if I experience racism	58%	76%	80%	59%	69%	67%	67%	63%	76%
Not experiencing racism in the past year	78%	85%	86%	90%	80%	84%	83%	85%	80%
Not experiencing racism this term	78%	81%	88%	92%	80%	82%	86%	87%	80%
School safety									
Advocate at school	74%	81%	75%	72%	61%	79%	70%	69%	71%
Managing bullying	70%	67%	74%	52%	39%	66%	54%	42%	57%
Respect for diversity	54%	59%	58%	43%	32%	59%	43%	31%	42%
Social engagement									
School stage transitions (Y7 and New Students)	72%	75%	78%	50%	NDP	NDP	NDP	NDP	NDP
Sense of connectedness	59%	64%	64%	45%	36%	60%	47%	43%	40%
Sense of inclusion		80%	100%		NDP	90%	NDP	71%	100%
Student voice and agency	52%	59%	52%	41%	36%	48%	36%	28%	35%
Teacher-student relations									
Effort	72%	76%	64%	61%	54%	73%	59%	49%	64%
High expectations for success	74%	86%	82%	68%	65%	81%	65%	59%	71%
Teacher concern	41%	56%	47%	36%	34%	51%	38%	33%	33%
Total students									
Total students	66	59	67	56	46	57	38	56	55



Years 10 to 12

		Percentage of positive endorsement					
			Your school	Similar schools	Network	State	3-year average
Effective teaching practice for cognitive engagement							
Differentiated learning challenge		65%	65%	59%	57%	57%	63%
Effective classroom behaviour		62%	62%	57%	56%	58%	57%
Effective teaching time		65%	65%	62%	62%	62%	65%
Stimulated learning		61%	61%	56%	56%	57%	62%
Emotional and relational engagement							
Emotional awareness and regulation		71%	71%	70%	72%	70%	69%
Individual social and emotional wellbeing							
Life satisfaction		57%	57%	53%	55%	54%	49%
Learner characteristics and disposition							
Attitudes to attendance		77%	77%	77%	78%	79%	82%
Motivation and interest		63%	63%	59%	59%	62%	61%
Perseverance		61%	61%	59%	61%	61%	60%
Self-regulation and goal setting		58%	58%	58%	57%	62%	62%
Sense of confidence		62%	62%	57%	57%	59%	61%
Not Experiencing Bullying (Parent Factor)							
Not Experiencing Bullying		91%	91%	89%	90%	90%	87%
Not Experiencing Bullying in the past year		84%	84%	83%	82%	84%	79%
Not experiencing Racism							
I know what to do if I experience racism		58%	58%	56%	56%	54%	57%
Not experiencing racism in the past year		93%	93%	83%	82%	82%	82%
Not experiencing racism this term		94%	94%	86%	85%	85%	86%
School safety							
Advocate at school		72%	72%	63%	64%	63%	71%
Managing bullying		58%	58%	50%	52%	51%	53%
Respect for diversity		50%	50%	43%	42%	46%	46%
Social engagement							
School stage transitions (Y10-12)		58%	58%	58%	58%	60%	59%
School stage transitions (Y7 and New Students)		61%	61%	63%	56%	62%	59%
Sense of connectedness		49%	49%	46%	51%	49%	44%
Sense of inclusion		94%	94%	81%	83%	83%	88%
Student voice and agency		48%	48%	48%	46%	49%	48%
Teacher-student relations							
Effort		67%	67%	66%	67%	66%	68%
High expectations for success		75%	75%	71%	72%	70%	75%
Teacher concern		54%	54%	43%	39%	41%	49%

Legend: ■ Not positive ■ Neutral ■ Positive



	Percentage of positive endorsement								
	Year 10			Year 11			Year 12		
	2023	2024	2025	2023	2024	2025	2023	2024	2025
Effective teaching practice for cognitive engagement									
Differentiated learning challenge	72%	52%	65%	64%	68%	63%	50%	63%	67%
Effective classroom behaviour	56%	48%	66%	61%	53%	61%	57%	56%	59%
Effective teaching time	67%	51%	62%	75%	67%	67%	56%	71%	68%
Stimulated learning	64%	44%	59%	78%	63%	58%	50%	72%	66%
Emotional and relational engagement									
Emotional awareness and regulation	72%	75%	72%	62%	65%	64%	76%	59%	75%
Individual social and emotional wellbeing									
Life satisfaction	40%	53%	61%	45%	49%	53%	52%	37%	54%
Learner characteristics and disposition									
Attitudes to attendance	82%	74%	78%	88%	85%	72%	87%	89%	79%
Motivation and interest	50%	49%	58%	67%	63%	65%	65%	68%	68%
Perseverance	59%	58%	61%	64%	63%	57%	57%	52%	63%
Self-regulation and goal setting	62%	51%	58%	68%	62%	60%	69%	68%	56%
Sense of confidence	67%	49%	59%	66%	61%	62%	60%	53%	67%
Not Experiencing Bullying (Parent Factor)									
Not Experiencing Bullying	83%	94%	90%	84%	85%	95%	84%	79%	91%
Not Experiencing Bullying in the past year	70%	78%	85%	81%	71%	81%	83%	83%	84%
Not experiencing Racism									
I know what to do if I experience racism	65%	56%	58%	62%	54%	68%	57%	43%	52%
Not experiencing racism in the past year	79%	78%	100%	81%	78%	87%	68%	86%	88%
Not experiencing racism this term	81%	78%	100%	83%	90%	83%	73%	86%	94%
School safety									
Advocate at school	69%	59%	75%	77%	68%	66%	71%	74%	72%
Managing bullying	51%	44%	67%	52%	47%	60%	57%	48%	43%
Perceptions of LGBTIQ+ phobic discrimination	29%	48%		21%	23%		43%	20%	
Respect for diversity	49%	31%	55%	46%	37%	47%	48%	52%	45%
Social engagement									
School stage transitions (Y10-12)	49%	52%	54%	62%	63%	64%	62%	69%	58%
School stage transitions (Y7 and New Students)	NDP	NDP	77%	NDP	NDP	36%	NDP	NDP	
Sense of connectedness	46%	35%	57%	37%	33%	44%	51%	44%	44%
Sense of inclusion		80%	93%		NDP	92%		NDP	NDP
Student voice and agency	45%	34%	48%	49%	55%	47%	48%	56%	50%
Teacher-student relations									
Effort	65%	56%	65%	77%	69%	68%	77%	66%	68%
High expectations for success	73%	56%	77%	85%	79%	72%	73%	86%	73%
Teacher concern	50%	31%	60%	52%	49%	47%	41%	52%	52%
Total students									
Total students	45	38	56	44	44	35	38	32	37



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							
				Your school	Similar schools	Network	State	3-year average
School Climate								
Academic emphasis	21% 32% 46%			46%	35%	32%	45%	35%
Collective efficacy	15% 26% 58%			58%	53%	51%	57%	51%
Collective focus on student learning	16% 81%			81%	73%	71%	74%	71%
Collective responsibility	81%			81%	71%	69%	73%	72%
Guaranteed and viable curriculum	20% 72%			72%	61%	50%	64%	57%
Parent and community involvement	28% 67%			67%	57%	54%	57%	56%
Shielding/Buffering	18% 26% 56%			56%	53%	36%	53%	51%
Staff trust in colleagues	14% 82%			82%	73%	69%	73%	79%
Teacher collaboration	19% 19% 62%			62%	53%	43%	55%	46%
Trust in students and parents	33% 58%			58%	42%	40%	48%	41%

Legend: ■ Not positive ■ Neutral ■ Positive

	Percentage of positive endorsement		
	2023	2024	2025
School Climate			
Academic emphasis	26%	29%	46%
Collective efficacy	42%	51%	58%
Collective focus on student learning	57%	72%	81%
Collective responsibility	60%	72%	81%
Guaranteed and viable curriculum	45%	53%	72%
Parent and community involvement	47%	52%	67%
Shielding/Buffering	39%	59%	56%
Staff trust in colleagues	77%	78%	82%
Teacher collaboration	35%	37%	62%
Trust in students and parents	31%	32%	58%
Participation			
Total valid respondents	45	46	53
Participation rate	85%	82%	80%



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		83%	70%	69%	73%	71%
Monitor effectiveness using data		60%	59%	49%	63%	46%
Professional learning to improve practice		70%	66%	57%	66%	60%
Skills to measure impact		63%	65%	55%	68%	55%
Understand how to analyse data		57%	47%	37%	50%	40%
Use evidence to inform teaching practice		77%	68%	65%	73%	64%
Use student feedback to improve practice		77%	57%	57%	62%	61%
Teaching and Learning - Implementation						
Believe student engagement is key to learning		90%	85%	82%	86%	86%
Collaborate to scaffold student learning		77%	65%	59%	69%	62%
Focus learning on real-life problems		63%	56%	43%	59%	55%
Knowledge of high impact teaching strategies		67%	64%	55%	68%	57%
Moderate assessment tasks together		53%	57%	54%	64%	42%
Promote student ownership of learning goals		63%	59%	56%	64%	52%
Support growth and learning of whole student		73%	64%	56%	68%	61%
Understand formative assessment		63%	61%	59%	66%	54%
Use high impact teaching strategies		77%	72%	66%	76%	65%
Teaching and Learning - Planning						
Collaborate to plan curriculum		87%	72%	68%	77%	71%
Plan differentiated learning activities		67%	63%	64%	66%	61%
Professional learning targeted to improving literacy and numeracy		90%	70%	46%	66%	65%
Time to share pedagogical content knowledge		50%	47%	33%	51%	43%
Understand curriculum		87%	74%	66%	79%	73%
Use data for curriculum planning		67%	59%	50%	62%	56%
Teaching and Learning - Practice Improvement						
Believe peer feedback improves practice		76%	63%	57%	64%	64%
Discuss problems of practice		77%	67%	62%	69%	67%
Interest in improving practice		73%	76%	68%	77%	71%
Professional learning through peer observation		47%	41%	42%	46%	33%
Seek feedback to improve practice		57%	50%	49%	55%	50%
Timetabled meetings to support collaboration		83%	69%	57%	72%	75%
Understand contribution to school improvement		70%	63%	58%	68%	62%
Use pedagogical model		90%	69%	67%	72%	80%

Legend: ■ Not positive ■ Neutral ■ Positive



	Percentage of positive endorsement		
	2023	2024	2025
Teaching and Learning - Evaluation			
Believe evaluating impact improves practice	58%	71%	83%
Monitor effectiveness using data	27%	50%	60%
Professional learning to improve practice	46%	61%	70%
Skills to measure impact	42%	57%	63%
Understand how to analyse data	31%	32%	57%
Use evidence to inform teaching practice	50%	64%	77%
Use student feedback to improve practice	38%	64%	77%
Teaching and Learning - Implementation			
Believe student engagement is key to learning	85%	82%	90%
Collaborate to scaffold student learning	46%	61%	77%
Focus learning on real-life problems	42%	57%	63%
Knowledge of high impact teaching strategies	42%	61%	67%
Moderate assessment tasks together	31%	39%	53%
Promote student ownership of learning goals	42%	50%	63%
Support growth and learning of whole student	46%	61%	73%
Understand formative assessment	42%	54%	63%
Use high impact teaching strategies	52%	64%	77%
Teaching and Learning - Planning			
Collaborate to plan curriculum	62%	64%	87%
Plan differentiated learning activities	50%	64%	67%
Professional learning targeted to improving literacy and numeracy	46%	57%	90%
Time to share pedagogical content knowledge	42%	36%	50%
Understand curriculum	62%	68%	87%
Use data for curriculum planning	50%	50%	67%
Teaching and Learning - Practice Improvement			
Believe peer feedback improves practice	54%	61%	76%
Discuss problems of practice	54%	68%	77%
Interest in improving practice	69%	71%	73%
Professional learning through peer observation	19%	32%	47%
Seek feedback to improve practice	38%	54%	57%
Timetabled meetings to support collaboration	65%	75%	83%
Understand contribution to school improvement	42%	71%	70%
Use pedagogical model	65%	82%	90%

Parent/Caregiver/Guardian Opinion Survey

		Percentage of positive endorsement					
			Your school	Similar schools	Network	State	3-year average
Connection and progression							
Positive transitions		73%	73%	68%	68%	74%	72%
Student connectedness		80%	80%	74%	81%	80%	77%
Parent community engagement							
Parent participation and involvement		56%	56%	58%	54%	62%	58%
School communication		69%	69%	73%	70%	75%	72%
Teacher communication		54%	54%	55%	51%	60%	54%
Safety							
Managing bullying		74%	74%	63%	68%	71%	74%
Not Experiencing Bullying		67%	67%	59%	67%	70%	59%
Promoting positive behaviour		74%	74%	69%	70%	73%	74%
Respect for diversity		77%	77%	75%	75%	78%	75%
School ethos and environment							
General School Improvement		64%	64%	64%	62%	65%	64%
General School Satisfaction		66%	66%	68%	66%	74%	68%
Physical Environment		87%	87%	76%	71%	76%	81%
School pride and confidence		64%	64%	70%	67%	74%	65%
Services							
Support Services							
Student cognitive engagement							
Effective teaching		66%	66%	62%	60%	67%	64%
High expectations for success		78%	78%	78%	78%	79%	79%
Stimulating learning environment		62%	62%	64%	66%	68%	62%
Student motivation and support		62%	62%	54%	56%	59%	56%
Student development							
Confidence and resiliency skills		73%	73%	70%	70%	73%	74%
Student agency and voice		64%	64%	66%	66%	70%	67%

Legend: ■ Not positive ■ Neutral ■ Positive



	Percentage of positive endorsement		
	2023	2024	2025
Connection and progression			
Positive transitions	78%	69%	73%
Student connectedness	88%	70%	80%
Parent community engagement			
Parent participation and involvement	64%	56%	56%
School communication	79%	72%	69%
Teacher communication	61%	51%	54%
Safety			
Managing bullying	79%	72%	74%
Not Experiencing Bullying	62%	50%	67%
Promoting positive behaviour	79%	72%	74%
Respect for diversity	79%	72%	77%
School ethos and environment			
General School Improvement	75%	60%	64%
General School Satisfaction	86%	64%	66%
Physical Environment	64%	82%	87%
School pride and confidence	79%	62%	64%
Student cognitive engagement			
Effective teaching	71%	60%	66%
High expectations for success	93%	76%	78%
Stimulating learning environment	78%	57%	62%
Student motivation and support	61%	47%	62%
Student development			
Confidence and resiliency skills	82%	73%	73%
Student agency and voice	76%	66%	64%
Participation			
Total valid respondents	14	42	42



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.