

School Performance Report 2018

Stawell Secondary College

September 2018



Education
and Training

Brought to you by Performance and Evaluation Division | **Strategy and Performance Group**

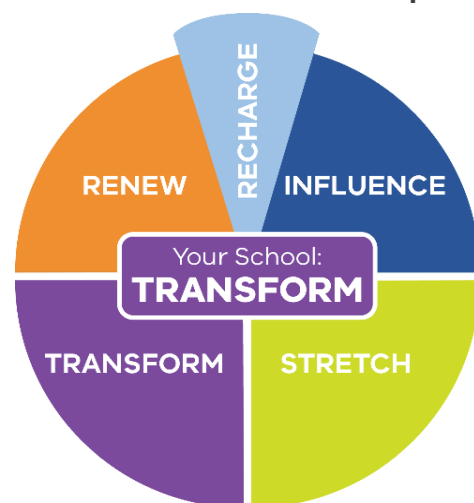
measuring what
matters



STAWELL SECONDARY COLLEGE (8731)

Domains: 7 out of 7
Measures: 17 out of 17

Overall Performance Group



Current Level: Very Low

Change Level: Decreased

Performance is low. This low level of performance is maintained consistently over time or is on a declining trajectory and transformation is required to improve.

As an overall performance group, this indicates the majority of domains and measures require improvement.

A school's overall performance group represents its combined performance on the Achievement, School Climate, Student Attitudes, Engagement, Participation and Senior Secondary (for secondary, Pri/Sec schools only) domains.

Domain Performance Group

Achievement (Reading)

TRANSFORM

The Achievement (Reading) domain measures performance on NAPLAN assessments in Reading; which includes achievement in top two bands, lifting low performers and positive change in learning gain.

Achievement (Numeracy)

TRANSFORM

The Achievement (Numeracy) domain measures performance on NAPLAN assessments in Numeracy; which includes achievement in top two bands, lifting low performers and positive change in learning gain.

School Climate

TRANSFORM

The School Climate domain measures staff endorsements of Collective Efficacy and Academic Emphasis from the School Staff Survey.

Student Attitude

TRANSFORM

The Attitudes to School domain measures students engagements in Stimulating Learning, Learning Confidence and Student Safety from the Attitudes to School Survey.

Engagement

STRETCH

The Engagement domain focuses on students attendance.

Participation

TRANSFORM

The Participation domain measures students participation in NAPLAN assessments, responses to School Staff Survey and responses to Attitudes to School Survey.

Senior Secondary

TRANSFORM

The Senior Secondary domain measures students achievement in VCE English subject and VCE/VCAL completion rates.

School Performance Report - 2018 - Detail

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Domain	Domain Performance Group	Measure	Measure Performance Group	Current Result (Year)	Current Result (Latest year)	Current Level	Change result^ (Last 3 years)	Change Level
Achievement (Reading)	Transform (Very Low, Decreased)	% of students in Top two bands (Year 9)	Stretch	2018	7.3%	Very Low	1.6%	Increased
		% of students in Bottom two bands (Year 9)*	Transform	2018	54.5%	Very High	9.3%	Increased Significantly
		% of students with high or medium relative learning gain (Years 7 to 9)	Transform	2018	42.9%	Very Low	-15.1%	Decreased Significantly
Achievement (Numeracy)	Transform (Very Low, Decreased)	% of students in Top two bands (Year 9)	Stretch	2018	10.7%	Low	4.0%	Increased Significantly
		% of students in Bottom two bands (Year 9)*	Transform	2018	30.4%	Very High	2.0%	Increased
		% of students with high or medium relative learning gain (Years 7 to 9)	Transform	2018	54.9%	Very Low	-9.7%	Decreased Significantly
School Climate	Transform (Very Low, Decreased)	% of positive endorsement in Collective Efficacy	Transform	2017	30.2%	Very Low	-3.3%	Decreased
		% of positive endorsement in Academic Emphasis	Transform	2017	26.3%	Very Low	-1.1%	Decreased
Student Attitude	Transform (Very Low, Maintained)	% of positive endorsement in Stimulated Learning (Years 7-12)	Transform	2018	40.2%	Very Low	-0.9%	Maintained
		% of positive endorsement in Sense of Confidence (Years 7-12)	Renew	2018	57.4%	Low	0.8%	Maintained
		% of positive endorsement in Managing Bullying (Years 7-12)	Transform	2018	45.9%	Very Low	-1.5%	Decreased
Engagement	Stretch (Very Low, Increased)	Attendance Rate	Stretch	2017	83.4%	Very Low	0.5%	Increased

STAWELL SECONDARY COLLEGE (8731)



Domain	Domain Performance Group	Measure	Measure Performance Group	Current Result (Year)	Current Result (Latest year)	Current Level	Change result^ (Last 3 years)	Change Level
Participation	Transform (Low, Decreased)	% of students participating in NAPLAN (Year 9, Reading)	Transform	2018	78.6%	Very Low	-4.3%	Decreased Significantly
		% of students participating in ATOS (Years 7-12)	Renew	2018	80.9%	Medium	-8.1%	Decreased Significantly
		% of staff participating in Staff survey	Stretch	2017	73.1%	Medium	2.3%	Increased
Senior Secondary	Transform (Very Low, Decreased Significantly)	Mean VCE English score (study group)	Transform	2017	23.9	Very Low	-6.0%	Decreased Significantly
		% of VCE and VCAL certificate completions	Transform	2017	55.4%	Very Low	-12.7%	Decreased Significantly

* a low Current Result and a decrease in Change Result is desirable for this measure

^ two years of data is used to measure changes relating to the Attitude to School survey





How do you read your School Performance Report

Differentiated School Performance Groups



The Differentiated School Performance Groups (Figure 1) complement the revised approach to school review and differentiated approach to school improvement.

Five performance groups are identified.

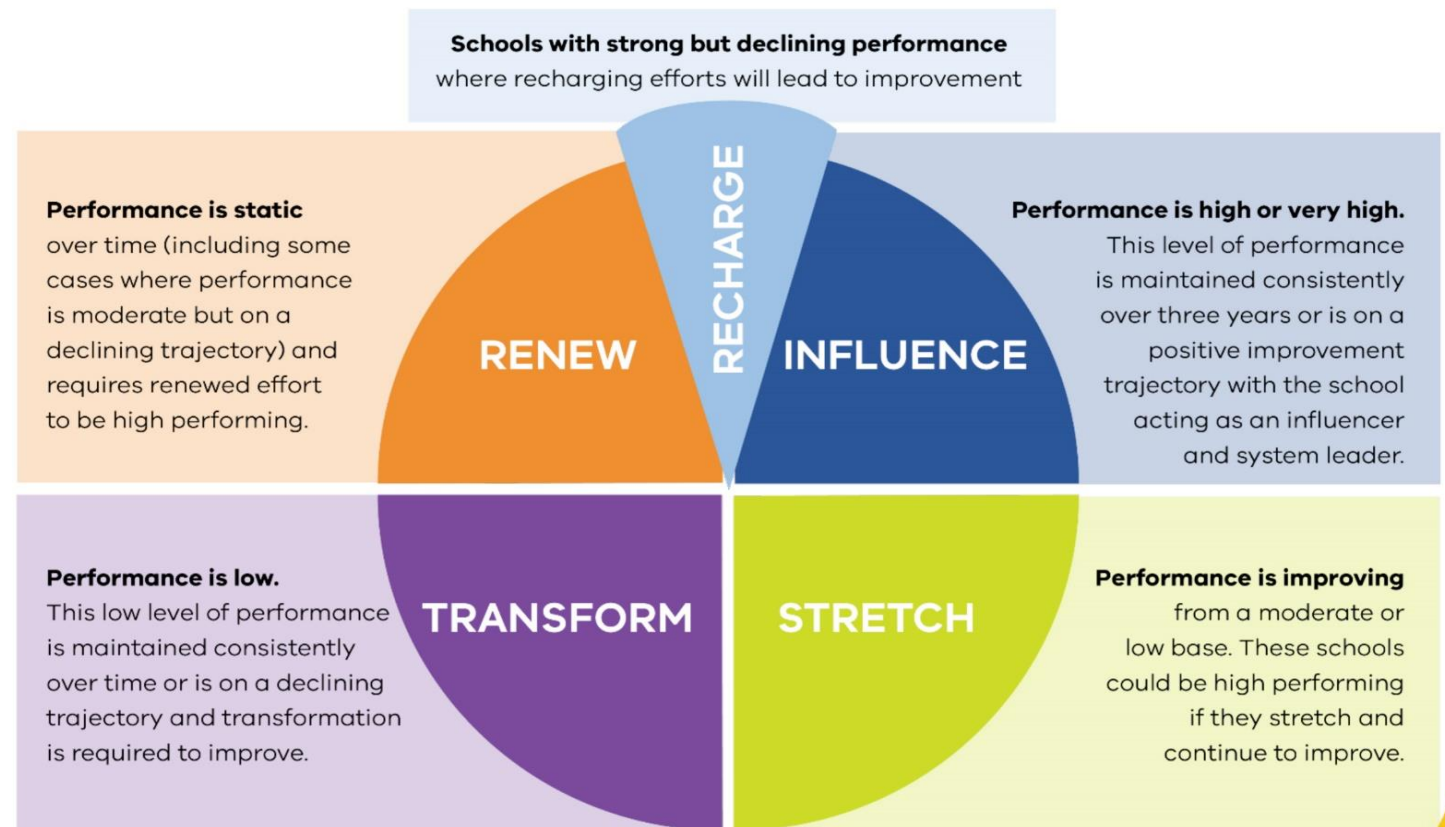


FIGURE 1: THE FIVE SCHOOL PERFORMANCE GROUPS

Determining Your School's Performance Group



Current Level	Change Level				
	1 (Decreased Significantly)	2 (Decreased)	3 (Maintained)	4 (Increased)	5 (Increased Significantly)
	5 (Very High)				
	4 (High)				
	3 (Medium)				
	2 (Low)				
	1 (Very Low)				

FIGURE 2: SCHOOL PERFORMANCE TABLE

- To determine your school's performance group, the 'current level' and 'change level' of all schools in the state are segmented into five performance levels to create a five-by-five table (25 segments) for each measure
- Your school's placement within this table, based on your school's 'current level' and 'change level' for each applicable measure, determines the performance group to which your school belongs
- Measures are aggregated to the domain level and an overall performance group level to provide an overall summary of your school's performance

MEASURES					DOMAIN	
Top two bands of NAPLAN	+	Bottom two bands of NAPLAN	+	NAPLAN Relative Learning Gain	=	ACHIEVEMENT (Reading/Numeracy)
Collective efficacy (% of positive survey responses)	+	Academic emphasis (% of positive survey responses)	+	Instructional leadership ¹ (% of positive survey responses)	=	SCHOOL CLIMATE
Stimulated learning (% of positive survey responses)	+	Sense of confidence (% of positive survey responses)	+	Managing Bullying (% of positive survey responses)	=	STUDENT ATTITUDE
Primary to Secondary ² (% of positive transitions)		+	Attendance Rate		=	ENGAGEMENT
Mean VCE English score ³ (study group)		+	Senior Secondary completions ³		=	SENIOR SECONDARY
NAPLAN participation	+	Attitudes to School (survey participation rate)	+	School Staff Survey (survey participation rate)	=	PARTICIPATION

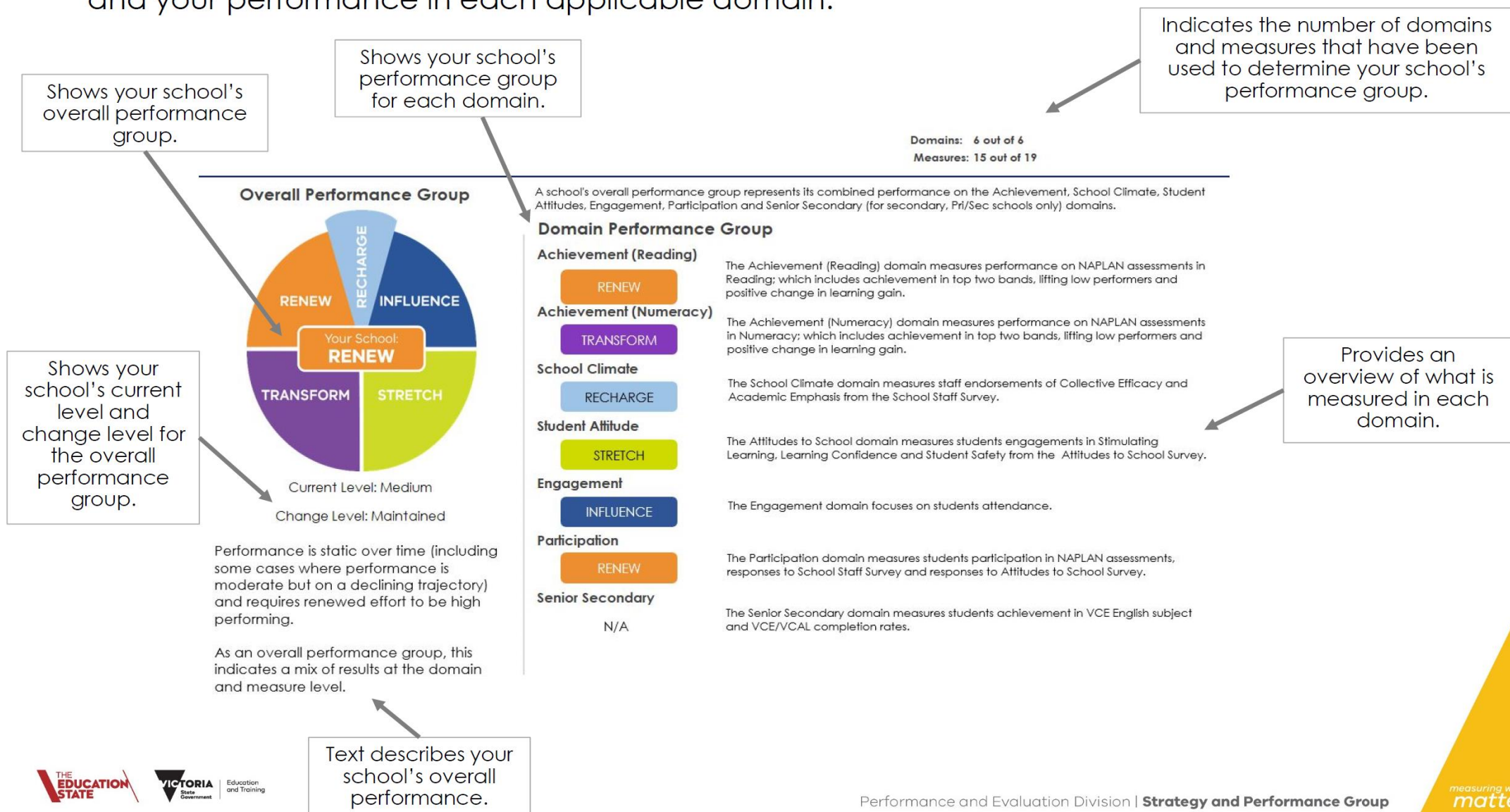
¹The Instructional Leadership Measure in the School Climate Domain will be introduced in 2020.
²The Primary to Secondary Measure in the Engagement Domain will be introduced in the future.
³Only applicable to schools that offer senior secondary programs.

- The **six domains** and associated **measures** shown at left form the basis of the differentiation method.
- These have been selected based on their alignment to FISO school improvement objectives and Education State targets.

Reading your school performance report: Summary page



The summary page provides a graphical summary of your school's overall performance group and your performance in each applicable domain.



How to read your school performance report: Detail pages



Shows the domain.

Your school's domain performance group, current level and change level for each domain.

The measures that are used to determine your school's performance in each domain.

Your school's performance group for each measure.

Your school's most recent performance result for each measure.

The change in your school's performance over the last 3 years[^] for each measure.

Shows your school's change level for each measure.

Shows your school's current level for each measure.

Domain	Domain Performance Group	Measure	Measure Performance Group	Current Result (Year)	Current Result (Latest year)	Current Level	Change result [^] (Last 3 years)	Change Level
Achievement (Reading)	Influence (High, Increased)	% of students in Top two bands (Year 9)	Influence	2018	24%	High	1%	Increased
		% of students in Bottom two bands (Year 9)*	Stretch	2018	23%	Medium	-2%	Decreased
		% of students with high or medium relative learning gain (Years 7 to 9)	Influence	2018	76%	High	4%	Increased
Achievement (Numeracy)	Renew (Medium, Maintained)	% of students in Top two bands (Year 9)	Transform	2018	13%	Low	-2%	Decreased
		% of students in Bottom two bands (Year 9)*	Stretch	2018	15%	Medium	-4%	Decreased
		% of students with high or medium relative learning gain (Years 7 to 9)	Renew	2018	71%	Medium	2%	Maintained
School Climate	Renew (Medium, Decreased)	% of positive endorsement in Collective Efficacy	Renew	2017	48%	Medium	-7%	Decreased Significantly
		% of positive endorsement in Academic Emphasis	Renew	2017	50%	Medium	-3%	Decreased
Student Attitude	Influence (High, Increased)	% of positive endorsement in Stimulated Learning (Years 7-12)	Stretch	2018	54%	Low	3%	Increased
		% of positive endorsement in Sense of Confidence (Years 7-12)	Renew	2018	69%	High	1%	Maintained
		% of positive endorsement in Managing Bullying (Years 7-12)	Influence	2018	71%	Very High	2%	Increased
Engagement	Transform (Low, Decreased)	Attendance Rate	Transform	2017	90%	Low	-1%	Decreased

[^]Two years of data is used to measure change in performance in the Student Attitude Domain.