

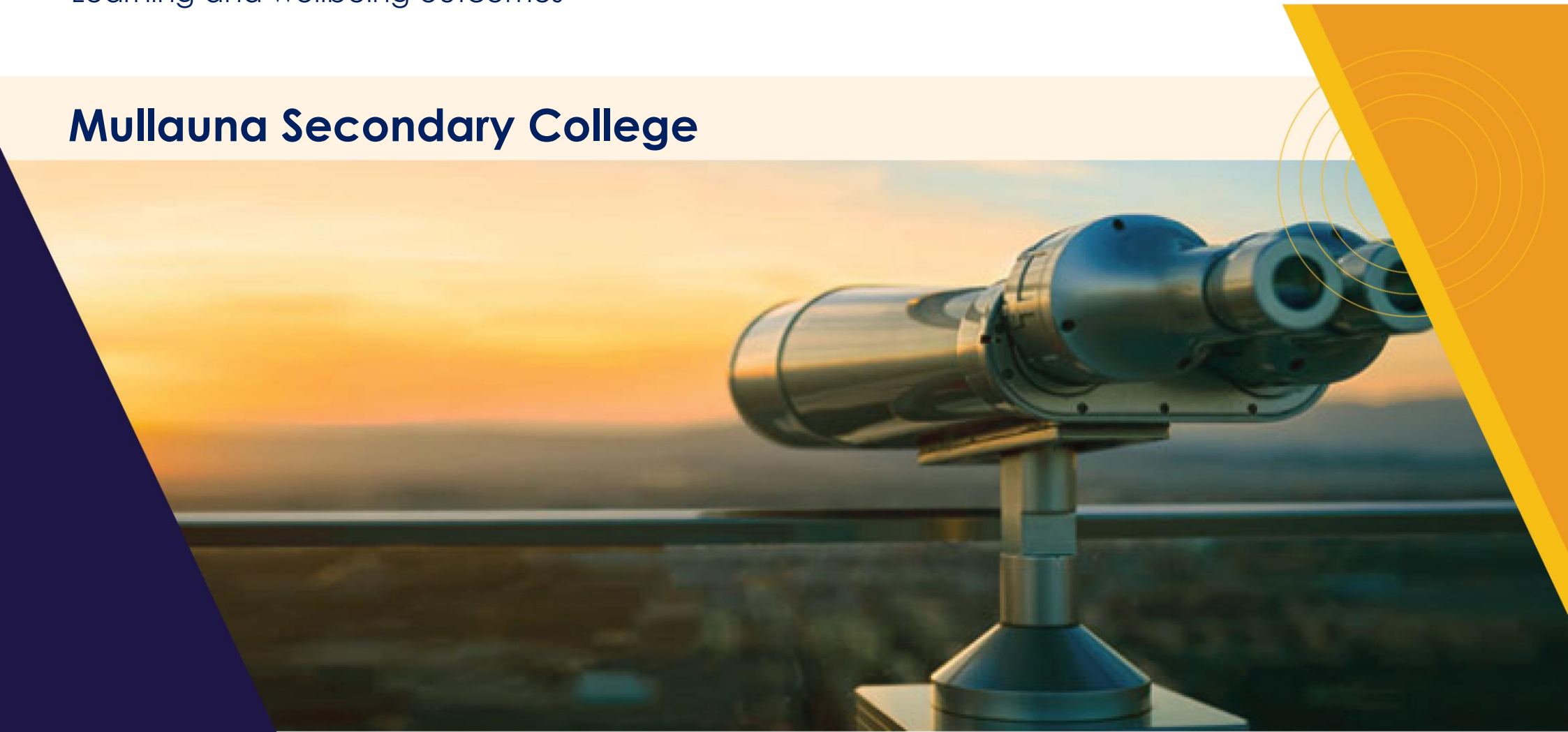
# Panorama

October 2024

## School Performance Report

Learning and wellbeing outcomes

### Mullauna Secondary College





## School Performance note

From 2024, the school performance report reflects a revised performance model that focuses on student learning and wellbeing outcomes.

School Performance Groups have been simplified and allocate schools to one of four different performance categories, High, Improving, Medium and Developing.

<b>HIGH</b>	In the HIGH performance group, student outcomes are high across a range of learning and wellbeing measures
<b>IMPROVING</b>	In the IMPROVING performance group, student outcomes are mixed, with notable improvements across a range of learning and wellbeing measures
<b>MEDIUM</b>	In the MEDIUM performance group, student outcomes are mixed, with measures of learning and wellbeing generally stable or declining
<b>DEVELOPING</b>	In the DEVELOPING performance group, student outcomes are generally low across measures of learning and wellbeing



## School Performance Groups

School Performance Groups have been updated in 2024.

Performance groups are assigned to schools at different levels: measures, domains and overall.

A school's overall, learning domain and wellbeing domain performance is determined using current student outcomes and the level of change over time, for each applicable measure.

The four performance groups are identified using the matrix shown on the right.

		Outcomes over time		
		Declined	Maintained	Improved
Current outcomes	High		<b>HIGH</b> High performance outcomes	
	Medium	<b>MEDIUM</b> Medium performance outcomes that are stable or declining over time.		<b>IMPROVING</b> Medium or Low performance outcomes that are improving over time.
	Low	<b>DEVELOPING</b> Low performance outcomes		

## School Performance Method

School performance in the two domains, learning and wellbeing, is an aggregation of the results for the school in each measure.

These measures have been selected based on FISO 2.0, and link to school improvement. The chosen measures for each domain are shown in the illustration on the right.

MEASURES			DOMAINS	WEIGHTING
NAPLAN Exceeding + Strong	NAPLAN Relative Growth	Teacher Judgement Growth	<b>LEARNING</b>	50%
VCE Score Mean (English)	Senior Secondary Completions	School Stage Transitions (10-12)		
Emotional Awareness and Regulation	Managing Bullying	Sense of Connectedness	<b>WELLBEING</b>	50%
Stimulated Learning	Student Voice and Agency			
	Attendance Rate			



## Similar schools groups

Similar schools groups have been developed for Panorama school dashboards and reports. Similar school groups enable fair and meaningful comparisons between schools with similar characteristics.

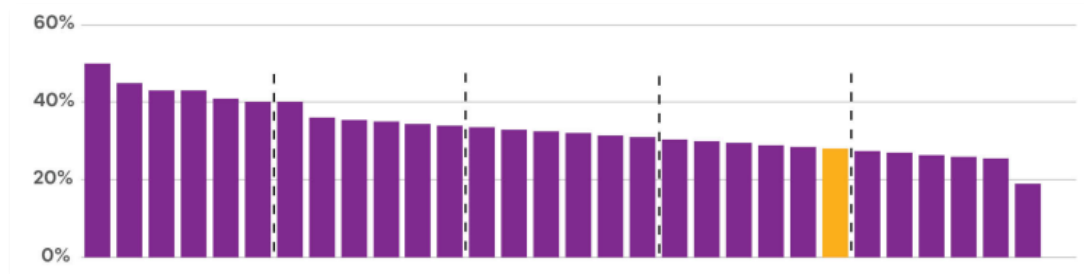
The characteristics that are considered in creating similar school groups are Student Family Occupation and Education (SFOE) index, school size, cultural diversity and remoteness.

Your school's measure outcomes are compared to those in your similar schools group, in terms of 'Well below', 'Below', 'Similar to', 'Above' or 'Well above'.



## Similar schools comparison

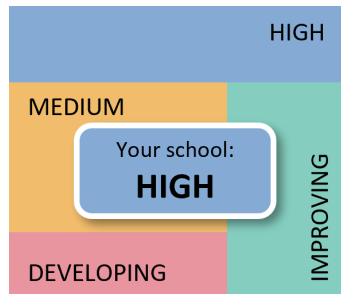
The method for determining your school's comparison relative to similar schools is based on the ranked results of the similar schools group, divided into quintiles. This is illustrated in the chart below. For the school in the example, their result is seventh from the bottom, falling into the second bottom quintile. Relative to similar schools, this school's results are 'below' that of secondary schools with similar characteristics.





## Mullauna Secondary College

### LEARNING performance group



**Current Level:** High  
**Change Level:** Maintained

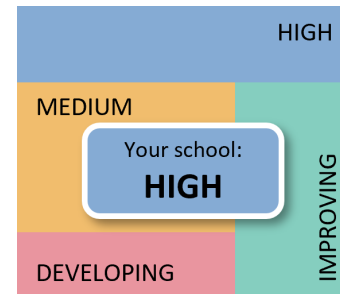
The Learning domain measures performance on NAPLAN assessments in Reading and Numeracy, NAPLAN relative growth, Teacher judgement growth for English and Mathematics, VCE English group study score, and Senior Secondary completion rates.

Schools in this similar schools group have achieved a range of performance categories, including 14 schools in the High category.

#### Similar schools' LEARNING performance groups



### WELLBEING performance group



**Current Level:** High  
**Change Level:** Declined

The Wellbeing domain measures performance on a set of Attitudes to School Survey factors related to emotional awareness, managing bullying, school connectedness, stimulated learning and student voice; and the school's attendance rate.

Most other schools in this similar schools group are Medium in the Wellbeing domain.

#### Similar schools' WELLBEING performance groups



### OVERALL performance group

Your school:  
**HIGH**

A school's overall performance group represents its combined performance on Learning and Wellbeing Domains.

As an overall performance group, this indicates a range of student outcomes that are high across learning and wellbeing measures.

### SIMILAR schools

Comparing your school's performance with the performance of your similar schools group can provide information about how your school performs compared to schools with similar characteristics.



For a more in-depth look at the data in this report, including five-year trends and comparisons with Similar Schools, see the [Panorama Dashboards](#).



## Mullauna Secondary College



**LEARNING** domain performance

**HIGH**

### LEARNING measures

	Measure performance group	Result year	Current result	Change result	Similar school group result	Similar school comparison	
<b>READING</b>	% of students in Strong or Exceeding NAPLAN (Year 9)	HIGH	2024	75%	+1.9%	72%	▲
	% of students with High or Medium relative growth NAPLAN (Year 7 to 9)	HIGH	2024	81%	+3.6%	75%	▲
	% of students with At or Above expected growth in Teacher Judgement (Years 7-10)	MEDIUM	2023	70%	-4.8%	67%	▲
<b>NUMERACY</b>	% of students in Strong or Exceeding NAPLAN (Year 9)	HIGH	2024	70%	-2%	68%	▲
	% of students with High or Medium relative growth NAPLAN (Year 7 to 9)	HIGH	2024	85%	0%	73%	▲▲
	% of students with At or Above expected growth in Teacher Judgement (Years 7-10)	MEDIUM	2023	60%	-10.5%	65%	▼
<b>SENIOR SECONDARY</b>	Mean VCE English score (study group)	HIGH	2023	32.6	+4.4%	29.7	▲▲
	% of VCE, VCE VM and VCAL certificate completions	DEVELOPING	2023	86%	-7.1%	97%	▼▼
	% of positive endorsement in School stage transition (Years 10-12)	IMPROVING	2024	59%	+1.5%	52%	▲▲

Well below   Below   Similar to   Above   Well above



## Mullauna Secondary College



**WELLBEING** domain performance

**HIGH**

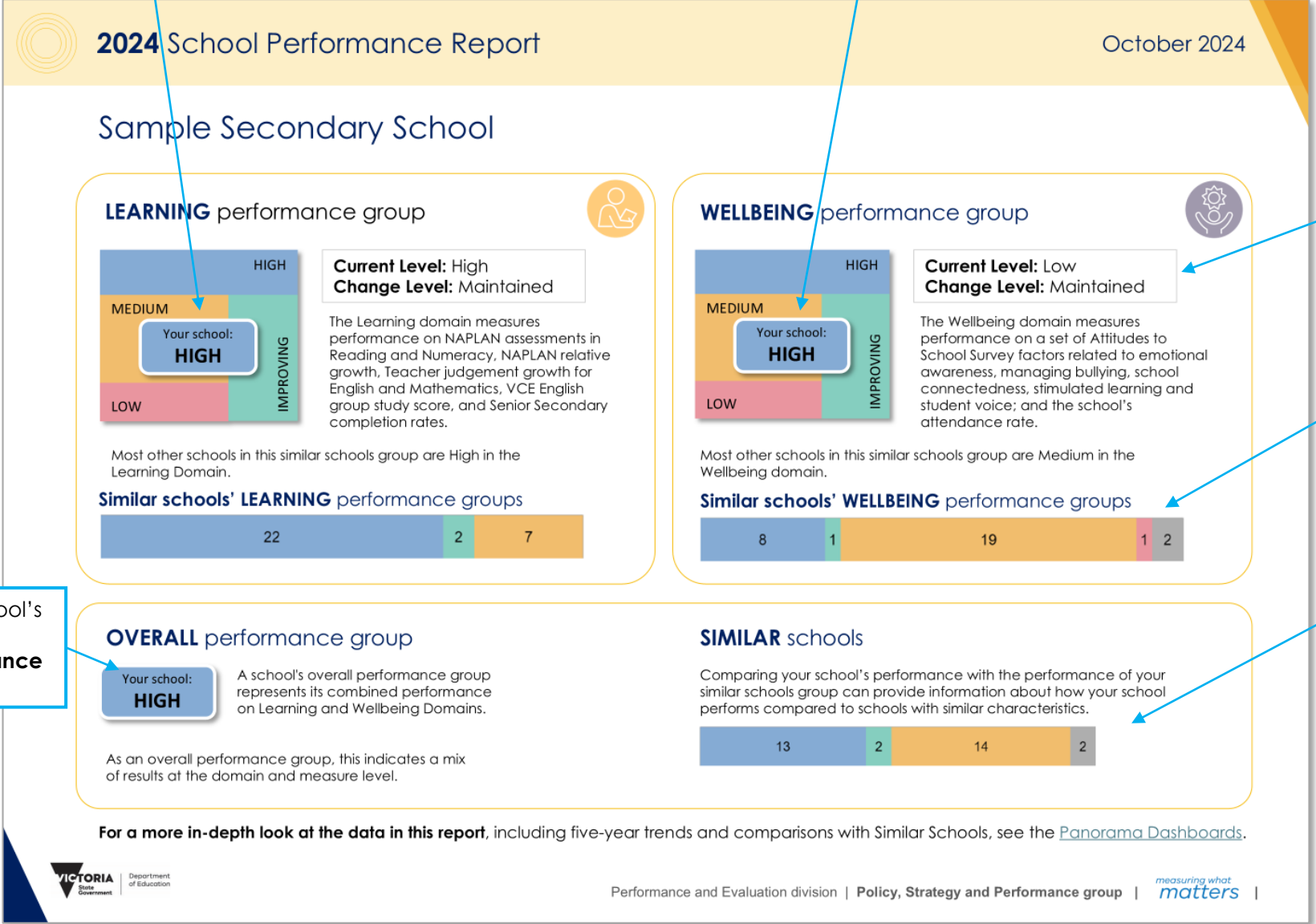
### WELLBEING measures

		Measure performance group	Result year	Current result	Change result	Similar school group result	Similar school comparison
ATTITUDES TO SCHOOL SURVEY	% of positive endorsement in Emotional awareness and regulation (Years 7-12)	HIGH	2024	68%	-2.1%	65%	
	% of positive endorsement in Managing bullying (Years 7-12)	HIGH	2024	56%	-4.7%	46%	
	% of positive endorsement in School connectedness (Years 7-12)	HIGH	2024	56%	-0.9%	44%	
	% of positive endorsement in Stimulated learning (Years 7-12)	MEDIUM	2024	52%	-3.1%	48%	
	% of positive endorsement in Student voice and agency (Years 7-12)	MEDIUM	2024	41%	-0.8%	37%	
ATTENDANCE	Attendance rate	MEDIUM	2023	87%	-2.8%	87%	

Well below  
 Below  
 Similar to  
 Above  
 Well above

Your school's **Learning performance** group.

Your school's **Wellbeing performance** group.



Your school's current level of performance and change in performance.

Wellbeing performance groups for all schools in your similar schools group.

Overall performance groups for all schools in your similar schools group.

Similar schools that are Not Grouped will appear in grey in these charts.

**NOT GROUPED**

Your school's **Overall performance** group.





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 for each measure.

Your schools' **domain performance group**.

Average results from your **similar schools** group.

**Comparison** of your school's performance result to other schools in your **similar school's** group.

**2024 School Performance Report** October 2024

Sample Secondary School

**LEARNING** domain performance **HIGH**

LEARNING measures		Measure performance group	Result year	Current result	Change since previous	Similar school group result	Similar school comparison
READING	% of students in Strong or Exceeding NAPLAN (Year 9)	HIGH	2024	79%	+3.6%	78%	—
	% of students with High or Medium relative growth NAPLAN (Year 7 to 9)	HIGH	2024	82%	+15.6%	77%	▲
	% of students with At or Above expected growth in Teacher Judgement (Years 7-10)	MEDIUM	2023	71%	-1.9%	70%	—
NUMERACY	% of students in Strong or Exceeding NAPLAN (Year 9)	HIGH	2024	86%	+4.7%	77%	▲▲
	% of students with High or Medium relative growth NAPLAN (Year 7 to 9)	HIGH	2024	80%	-2.2%	76%	▲
	% of students with At or Above expected growth in Teacher Judgement (Years 7-10)	MEDIUM	2023	65%	-3.6%	66%	▼
SENIOR SECONDARY	Mean VCE English score (study group)	HIGH	2023	30.7	+0.01	30.5	—
	% of VCE, VCE VM and VCAL certificate completions	HIGH	2023	99%	+0.9%	99%	▲
	% of positive endorsement in School stage transition (Years 10-12)	IMPROVING	2024	58%	+3.4%	58%	—

Well below   Below   Similar to   Above   Well above

Department of Education | Performance and Evaluation division | Policy, Strategy and Performance group | *measuring what matters*

## LEARNING Measure definitions

Measure	Definition	School year reported (School type)	Year for Current result	Change level from
<b>% of students in Strong or Exceeding NAPLAN</b>	Percentage of students achieving either Strong or Exceeding proficiency levels for NAPLAN. Reading and Numeracy <small>*only includes students enrolled at the school for a minimum of 12 months</small>	Year 3 (Primary, Primary/Secondary) Year 5 (Primary, Primary/Secondary) Year 7 (Primary/Secondary) Year 9 (Secondary, Primary/Secondary)	2024	2023 to 2024
<b>% of students with Medium or High relative growth NAPLAN</b>	Percentage of students with Medium or High relative growth. Reading and Numeracy <small>*only includes students enrolled at the school for both current and previous NAPLAN assessments</small>	Year 3 to 5 (Primary, Primary/Secondary) Year 5 to 7 (Primary/Secondary) Year 7 to 9 (Secondary, Primary/Secondary)	2024	2023 to 2024
<b>% of students with At or Above expected growth in Teacher Judgements</b>	Percentage of students achieving At or Above expected growth over previous 12 months English (Reading and Viewing) and Mathematics (Number and Algebra)	Year 1-6 (Primary, Primary/Secondary) Year 7-10 (Secondary, Primary/Secondary)	2023	2021 to 2023
<b>Mean VCE English score (study group)</b>	The average study score achieved by students in all VCE English study group subjects. VCE English, VCE English as an Additional Language, VCE English Language and VCE Literature	Secondary and Primary/Secondary	2023	2021 to 2023
<b>% of VCE, VCE VM and VCAL certificate completions</b>	Percentage of eligible students who completed VCE, VCE VM, or VCAL for previous year	Secondary and Primary/Secondary	2023	2021 to 2023
<b>% of positive endorsement in School stage transition (Years 10-12)</b>	Total proportion of positive responses (strongly agree/agree) to the factor 'School stage transitions (Year 10 to 12)' in the Attitudes to School Survey	Only for schools with year 10 to 12 students	2024	2022 to 2024

School will not receive performance groups for measures when there are 5 or less data points.

More information about the measures and calculations is available through the Policy and Advisory Library:  
[School Performance Reporting and Data: Advice | education.vic.gov.au](https://www.education.vic.gov.au/school-performance-reporting-and-data-advice)

## WELLBEING Measure definitions

Measure	Definition	School year reported (School type)	Year for Current result	Change level from
<b>% of positive endorsement in Emotional awareness and regulation</b>	Total proportion of positive responses (strongly agree/agree) to the factor 'Emotional awareness and regulation' in the Attitudes to School Survey.	Year 4-6 (Primary, Primary/Secondary) Year 7-12 (Secondary, Primary/Secondary) All years (Specialist)	2024	2022 to 2024
<b>% of positive endorsement in Managing bullying</b>	Total proportion of positive responses (strongly agree/agree) to the factor 'Managing bullying' in the Attitudes to School Survey.	Year 4-6 (Primary, Primary/Secondary) Year 7-12 (Secondary, Primary/Secondary) All years (Specialist)	2024	2022 to 2024
<b>% of positive endorsement in School connectedness</b>	Total proportion of positive responses (strongly agree/agree) to the factor 'School connectedness' in the Attitudes to School Survey.	Year 4-6 (Primary, Primary/Secondary) Year 7-12 (Secondary, Primary/Secondary) All years (Specialist)	2024	2022 to 2024
<b>% of positive endorsement in Stimulated learning</b>	Total proportion of positive responses (strongly agree/agree) to the factor 'Stimulated learning' in the Attitudes to School Survey.	Year 4-6 (Primary, Primary/Secondary) Year 7-12 (Secondary, Primary/Secondary) All years (Specialist)	2024	2022 to 2024
<b>% of positive endorsement in Student voice and agency</b>	Total proportion of positive responses (strongly agree/agree) to the factor 'Student voice and agency' in the Attitudes to School Survey.	Year 4-6 (Primary, Primary/Secondary) Year 7-12 (Secondary, Primary/Secondary) All years (Specialist)	2024	2022 to 2024
<b>Attendance rate</b>	The average rate of attendance per student for the year. Calculated by dividing the total enrolled days less the total number of days of absence taken (the numerator) by the total enrolled days (the denominator).	Prep-Year 6 (Primary, Primary/Secondary) Year 7-12 (Secondary, Primary/Secondary) All years (Specialist)	2023	2021 to 2023

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