Happy Valley Secondary College

Performance Summary

The Government School Performance Summary provides an overview of how this school is performing and how it compares to all other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community will foster engagement and collaboration to support further gains and positive learning experiences for all students.

<table>
<thead>
<tr>
<th>Key</th>
<th>Range of results for the middle 60% of Victorian government schools:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Result for this school</td>
</tr>
</tbody>
</table>

School Profile

School Enrolments

A total of 1794 students were enrolled at this school in 2013, 803 female and 991 male.

<table>
<thead>
<tr>
<th>Overall socio-economic profile</th>
</tr>
</thead>
<tbody>
<tr>
<td>Based on the school’s Student Family Occupation index which takes into account parents’ occupations.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Proportion of students with English as a second language.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Parent Satisfaction Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average level of parent satisfaction with the school, as derived from the annual Parent Opinion survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.</td>
</tr>
</tbody>
</table>

Please note: The Staff Opinion Survey was not conducted in 2013.
## Performance Summary

### Achievement

Teacher assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)

- Percentage of students in Years 7 to 10 with a grade of C or above in:
  - English
  - Mathematics

The grades are the same as those used in your child’s end of year report.

A ‘C’ rating means that a student is at the standard expected at the time of reporting.

### Student Outcomes

#### Results: English

- Median of all Victorian government schools: 
  - 100

#### Results: Mathematics

- Median of all Victorian government schools: 
  - 100

### School Comparison

- Similar

### NAPLAN Year 7

Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.

- Year 7 assessments are reported on a scale from Bands 4-9.
- Bands represent different levels of achievement. For Year 7, the National Minimum Standard is at Band 5.

### NAPLAN Year 9

Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.

- Year 9 assessments are reported on a scale from Bands 5-10.
- Bands represent different levels of achievement. For Year 9, the National Minimum Standard is at Band 6.

Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.
Happy Valley Secondary College

Performance Summary

### Achievement

NAPLAN Relative Growth
- **Year 5 - Year 7**
  - Relative gain of students from Year 5 to Year 7 in the following domains: Reading, Numeracy, Writing, Spelling & Grammar and Punctuation.
  - NAPLAN relative growth is determined by comparing a student’s current year result to the results of all ‘similar’ Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25%, their growth level is categorised as ‘High’, middle 50%, is ‘Medium’ and bottom 25%, is ‘Low’.

NAPLAN Relative Growth
- **Year 7 - Year 9**
  - Relative gain of students from Year 7 to Year 9 in the following domains: Reading, Numeracy, Writing, Spelling & Grammar and Punctuation.
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### Student Outcomes

<table>
<thead>
<tr>
<th>Subject</th>
<th>Low</th>
<th>Medium</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>54%</td>
<td>44%</td>
<td>41%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>54%</td>
<td>44%</td>
<td>41%</td>
</tr>
<tr>
<td>Writing</td>
<td>54%</td>
<td>44%</td>
<td>41%</td>
</tr>
<tr>
<td>Spelling</td>
<td>54%</td>
<td>44%</td>
<td>41%</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>54%</td>
<td>44%</td>
<td>41%</td>
</tr>
</tbody>
</table>

### School Comparison

NAPLAN Relative Growth does not require a School Comparison.

### Victorian Certificate of Education (VCE)

- Mean study score from all VCE subjects undertaken by students at this school.
- This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score. The maximum student study score is 50 and the state-wide mean (including government and non-government schools) is set at 30.

- Students in 2013 who satisfactorily completed their VCE: 99%
- Year 12 students in 2013 undertaking at least one Vocational Education and Training (VET) unit of competence: 2%
- VET units of competence satisfactorily completed in 2013: 98%
- Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2013: N/A
## Performance Summary

### Engagement

**Student Attendance**

Average attendance rate of all students in the school. Common reasons for non-attendance include illness and extended family holidays.

Average 2013 attendance rate by year level:

<table>
<thead>
<tr>
<th>Year</th>
<th>Attendance Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yr7</td>
<td>97 %</td>
</tr>
<tr>
<td>Yr8</td>
<td>96 %</td>
</tr>
<tr>
<td>Yr9</td>
<td>96 %</td>
</tr>
<tr>
<td>Yr10</td>
<td>96 %</td>
</tr>
<tr>
<td>Yr11</td>
<td>96 %</td>
</tr>
<tr>
<td>Yr12</td>
<td>97 %</td>
</tr>
</tbody>
</table>

### Student Outcomes

**Results: 2013**

- **Results: 2010 - 2013 (4-year average)**

### School Comparison

- **Similar**

### Student Retention

Percentage of Year 7 students who remain at the school through to Year 10.

**Results: 2013**

- **Results: 2010 - 2013 (4-year average)**

### Students exiting to further studies and full-time employment

Percentage of students from Years 10 to 12 going on to further studies or full-time employment.

**Results: 2012**

- **Results: 2009 - 2012 (4-year average)**

### School Comparison

- **Similar**
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Performance Summary

<table>
<thead>
<tr>
<th>Wellbeing</th>
<th>Student Outcomes</th>
<th>School Comparison</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Lower</td>
</tr>
<tr>
<td>Students Attitudes to School</td>
<td></td>
<td>Lower</td>
</tr>
<tr>
<td>Derived from the Attitudes to School survey completed annually by Victorian government school students in Years 5 to 12. It includes questions about students' engagement in and enjoyment of school. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</td>
<td>Results 2013</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Results 2010 - 2013 (4-year average)</td>
<td></td>
</tr>
</tbody>
</table>

Key: Range of results for the middle 80% of Victorian government schools.
Results for this school: Median of all Victorian government schools.
How to read the Performance Summary 2013

What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary colleges, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.

What is a School Comparison?

The School comparison is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A School comparison takes into account the school’s academic intake, the socio-economic background of students, the number of Indigenous students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

The School comparison measures show that most schools are doing well and are achieving results that are ‘similar’ to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have ‘higher’ performance. Some schools have ‘lower’ performance after taking into account their students’ characteristics – these schools will receive targeted support to ensure that there is improvement.

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at:

What is the meaning of ‘Data not available’?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The ‘About Our School’ statement provides a summary of this school’s improvement plan.