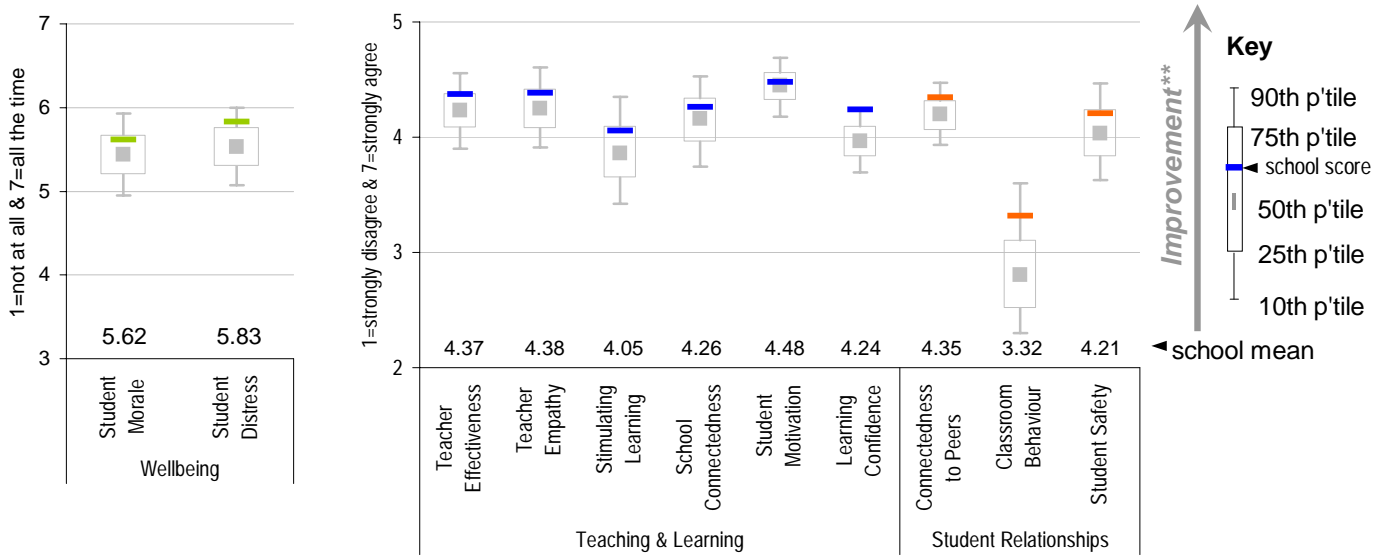
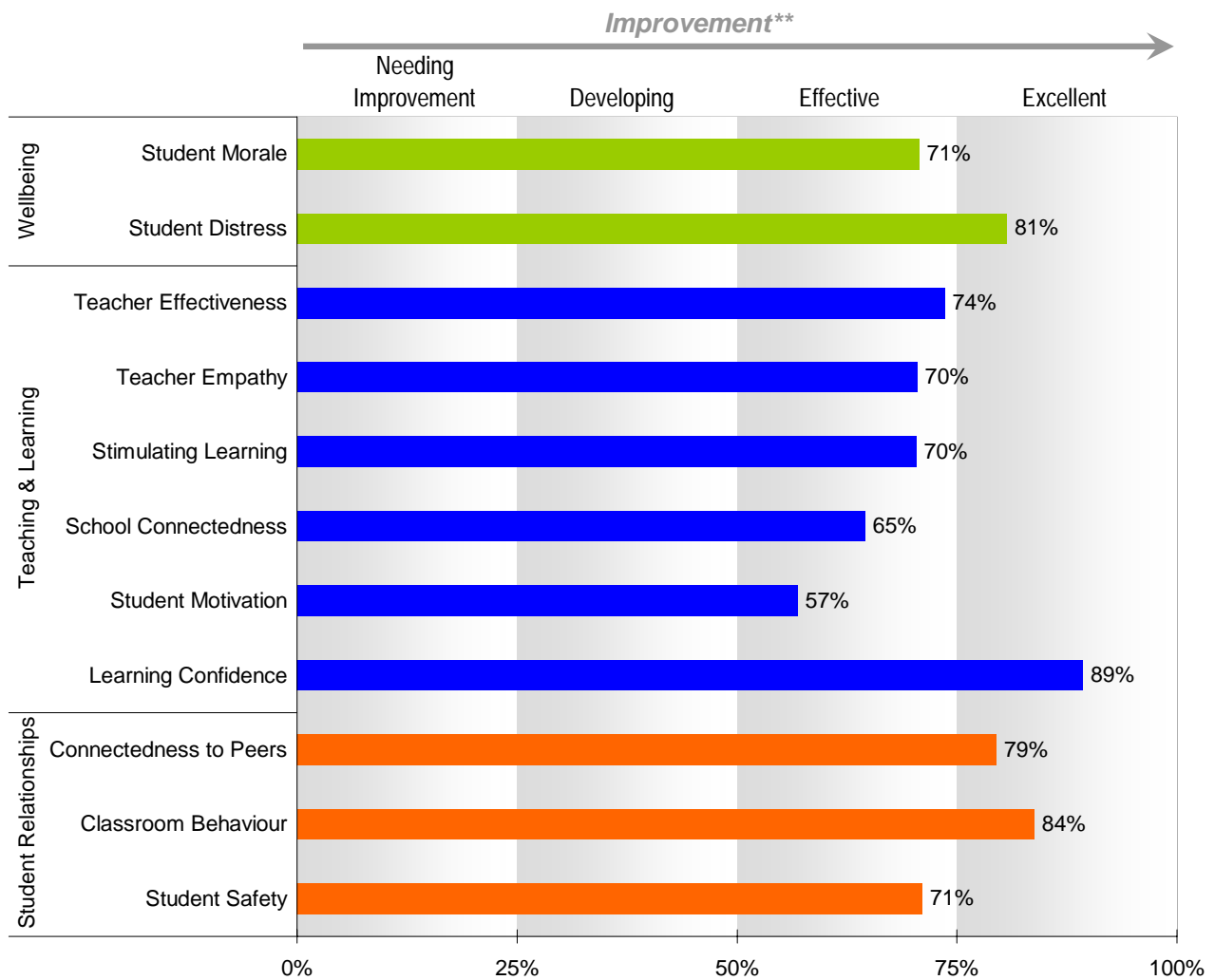


School: Specimen Hill Primary School (1316)
 Number of students:^^ 65 students, 29 males, 36 females

School means plotted against distribution of all schools with Year 5-6 students



School means as percentage ranks*** plotted against all schools with Year 5-6 students

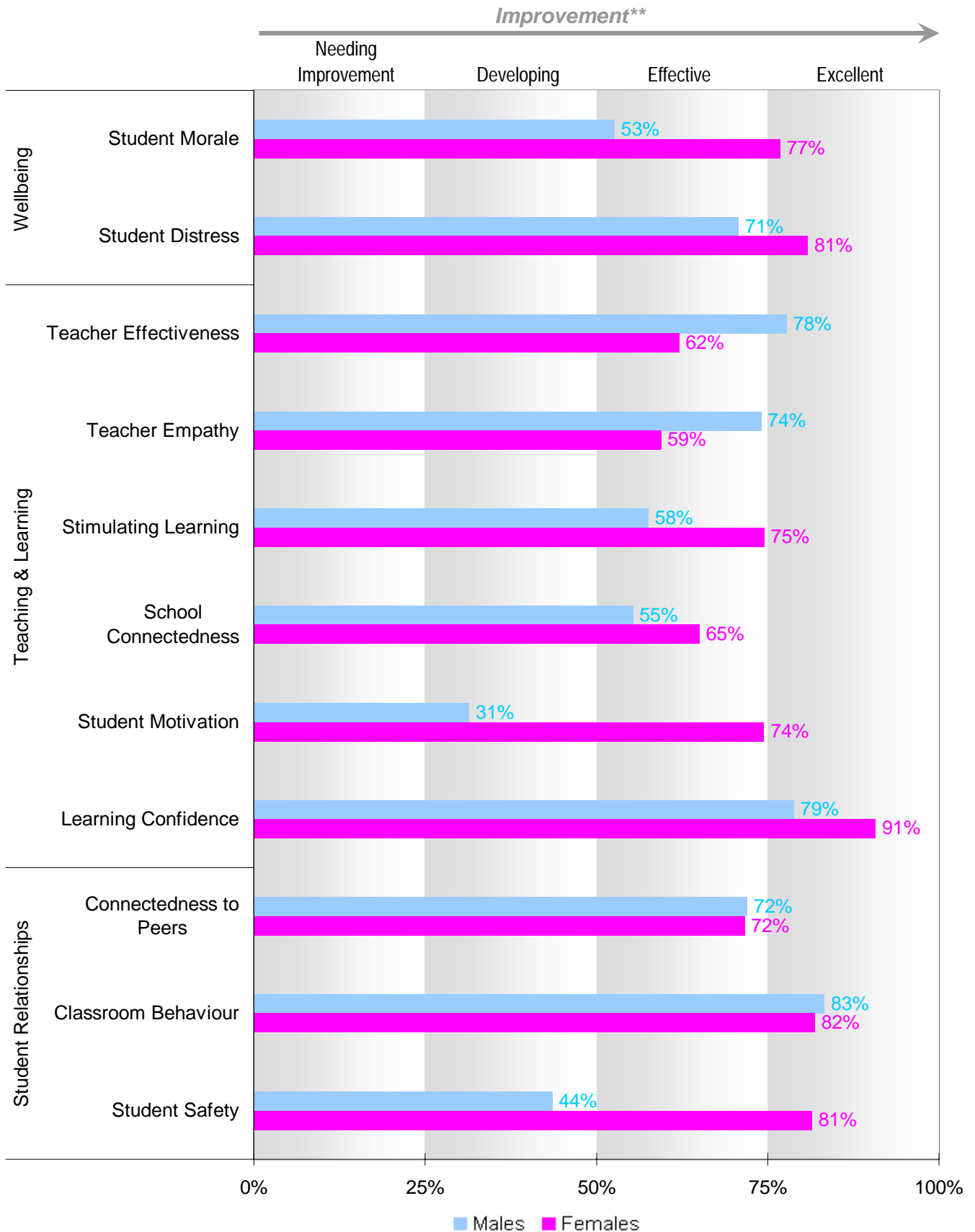


^^ ** *** See last pages for notes and "Guide to Interpretation"

School: Specimen Hill Primary School (1316)

Number of students:^^ 29 males, 36 females

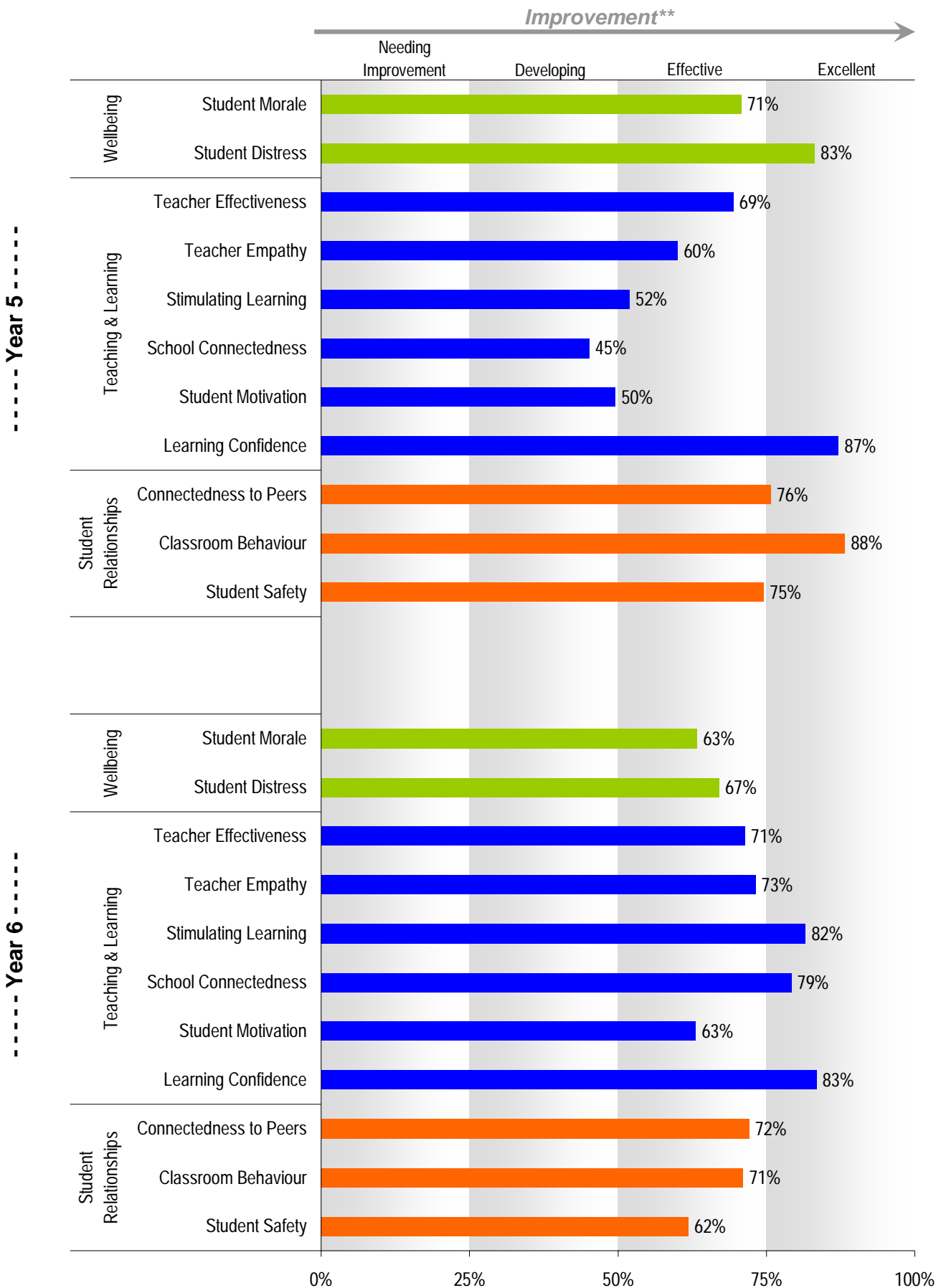
School means as percentage ranks*** plotted against all schools with Year 5-6 students, by gender



^^ ** *** N/A See last page for notes

School: Specimen Hill Primary School (1316)

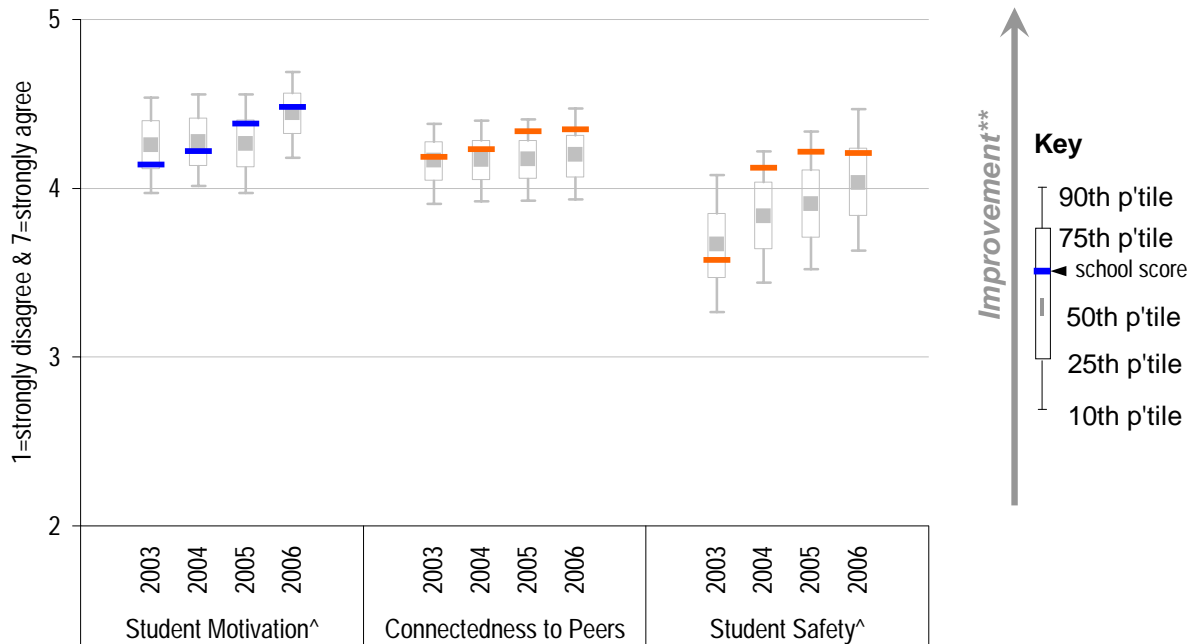
School means as percentage ranks*** plotted against all schools with Year 5-6 students



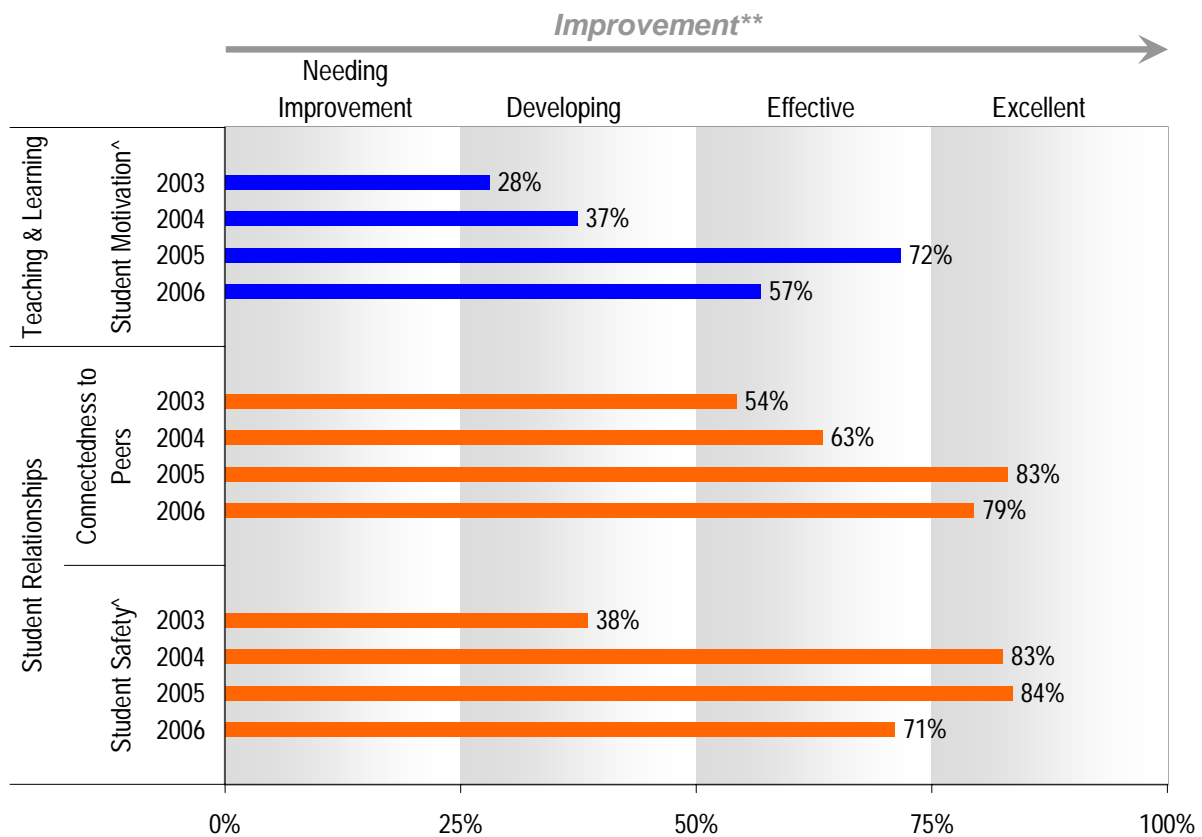
** *** N/A See last page for notes

School: Specimen Hill Primary School (1316)

School means plotted against distribution of all schools with Year 5-6 students^



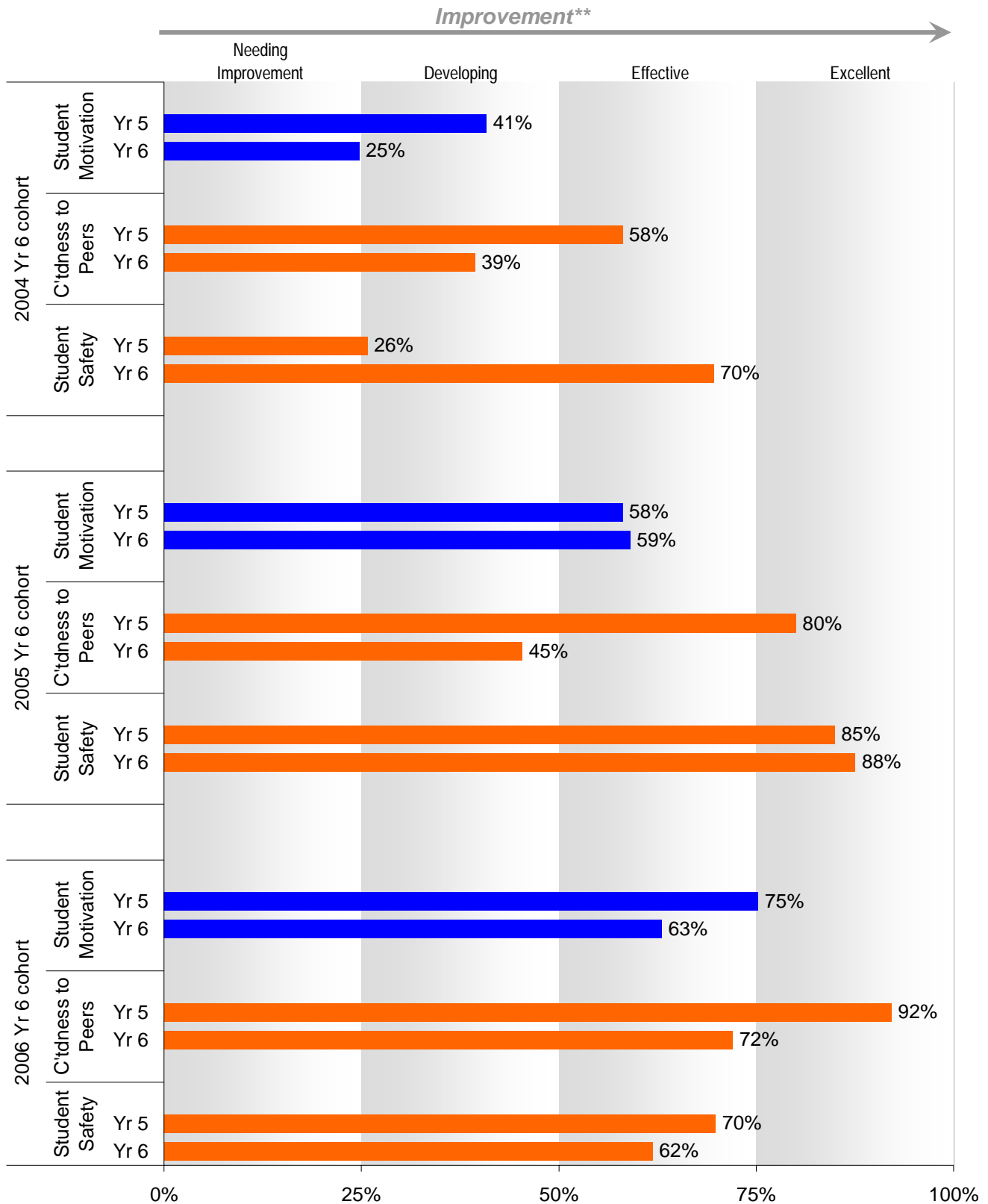
School means as percentage ranks*** plotted against all schools with Year 5-6 students



^ ** *** N/A See last page for notes

School: Specimen Hill Primary School (1316)

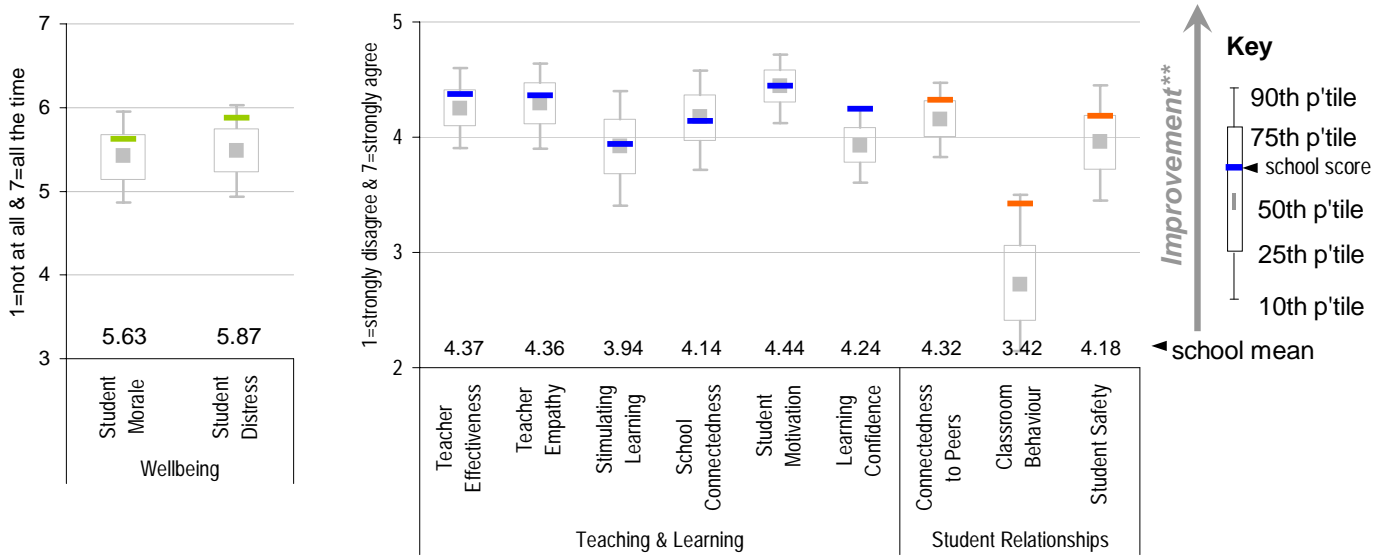
School means as percentage ranks*** plotted against all schools with Year 5-6 students



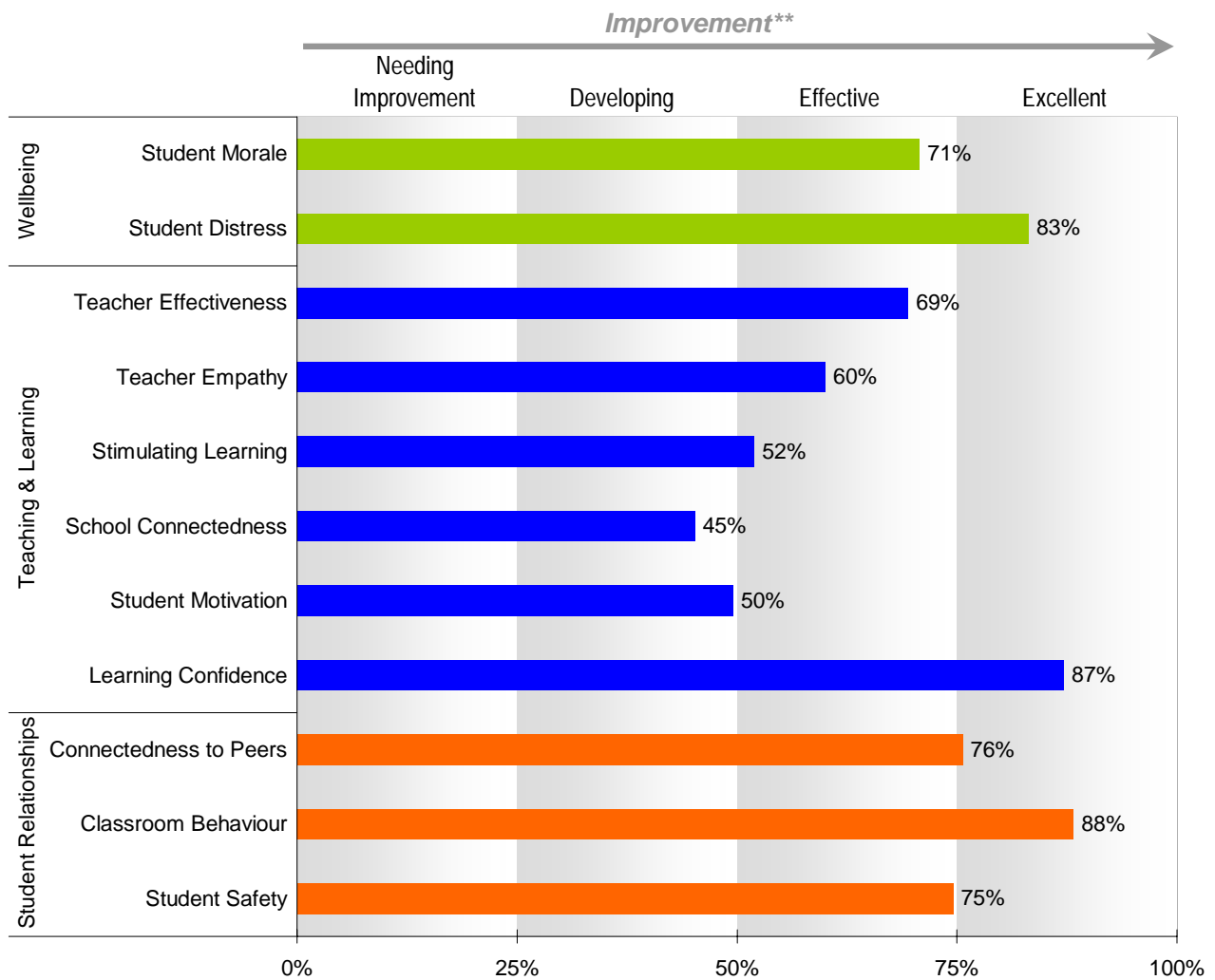
** *** N/A See last page for notes

School: Specimen Hill Primary School (1316)
 Number of students:^^ 37 students, 19 males, 18 females

School means plotted against distribution of all schools with Year 5 students



School means as percentage ranks*** plotted against all schools with Year 5 students

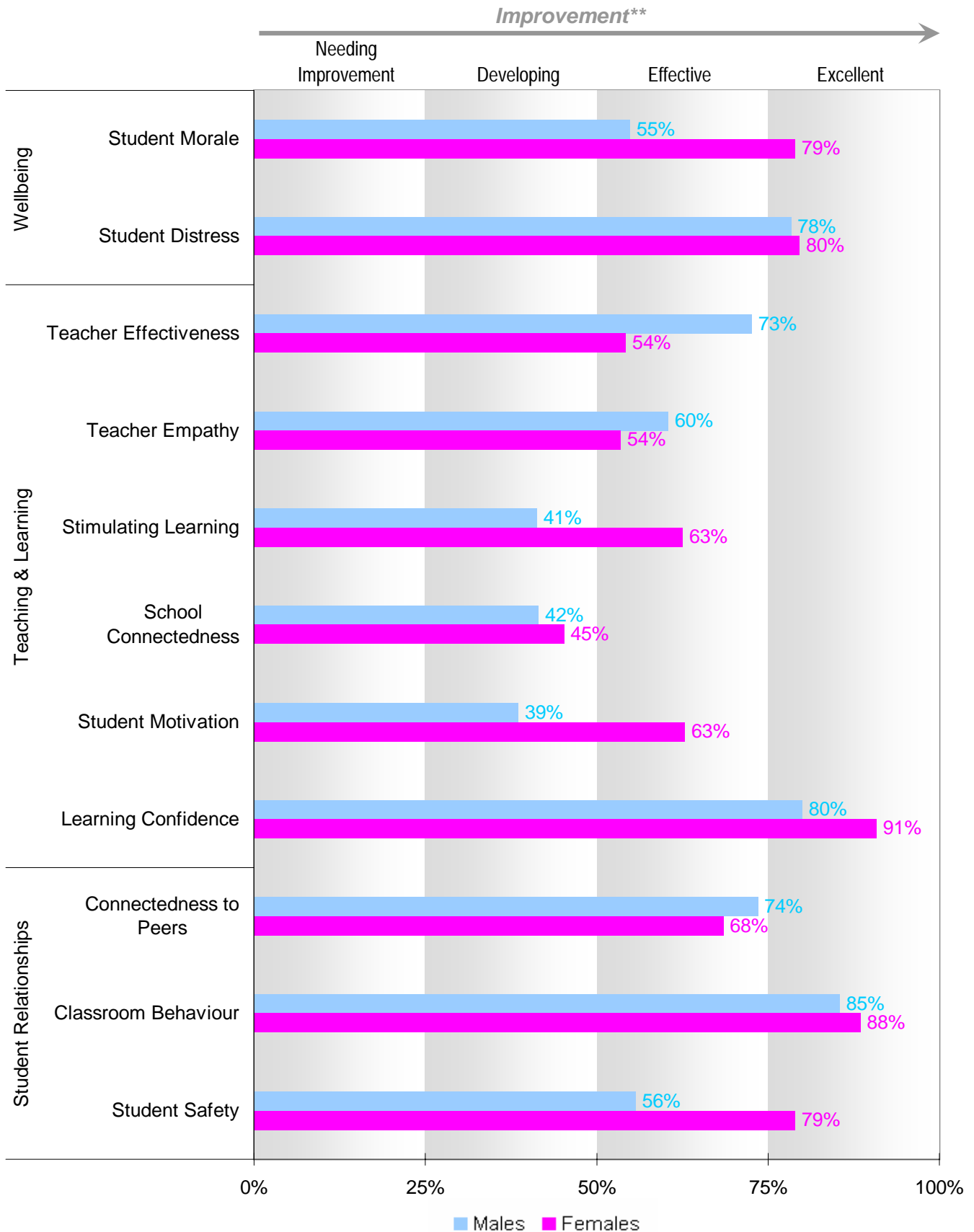


^^ ** *** See last pages for notes and "Guide to Interpretation"

School: Specimen Hill Primary School (1316)

Number of students:^^ 19 males, 18 females

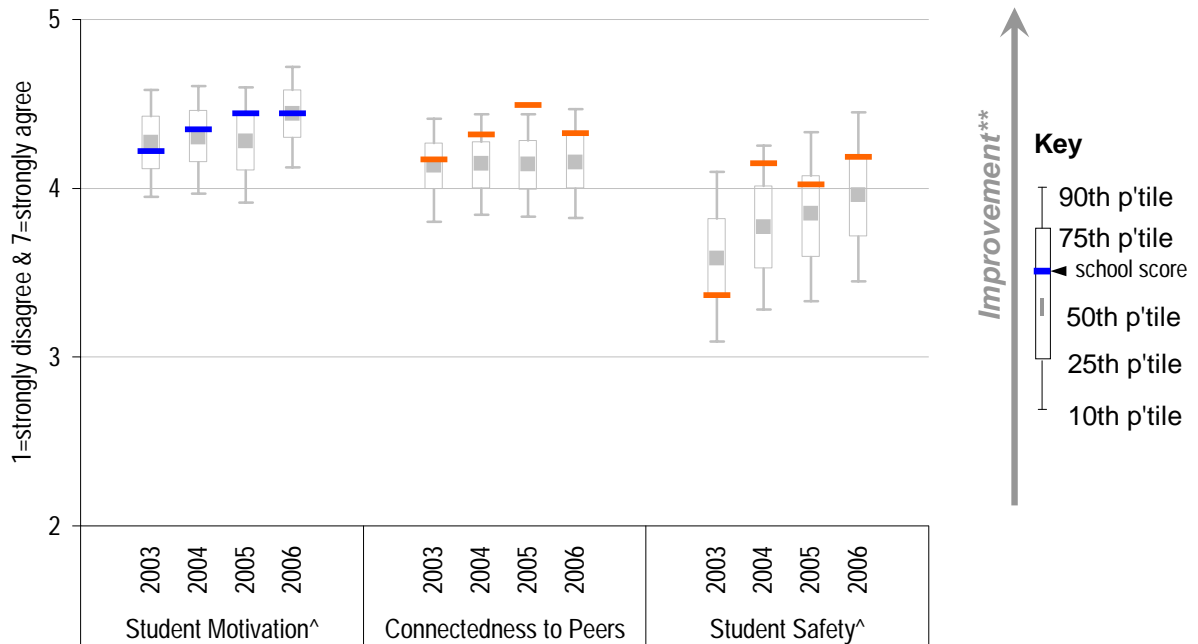
School means as percentage ranks*** plotted against all schools with Year 5 students, by gender



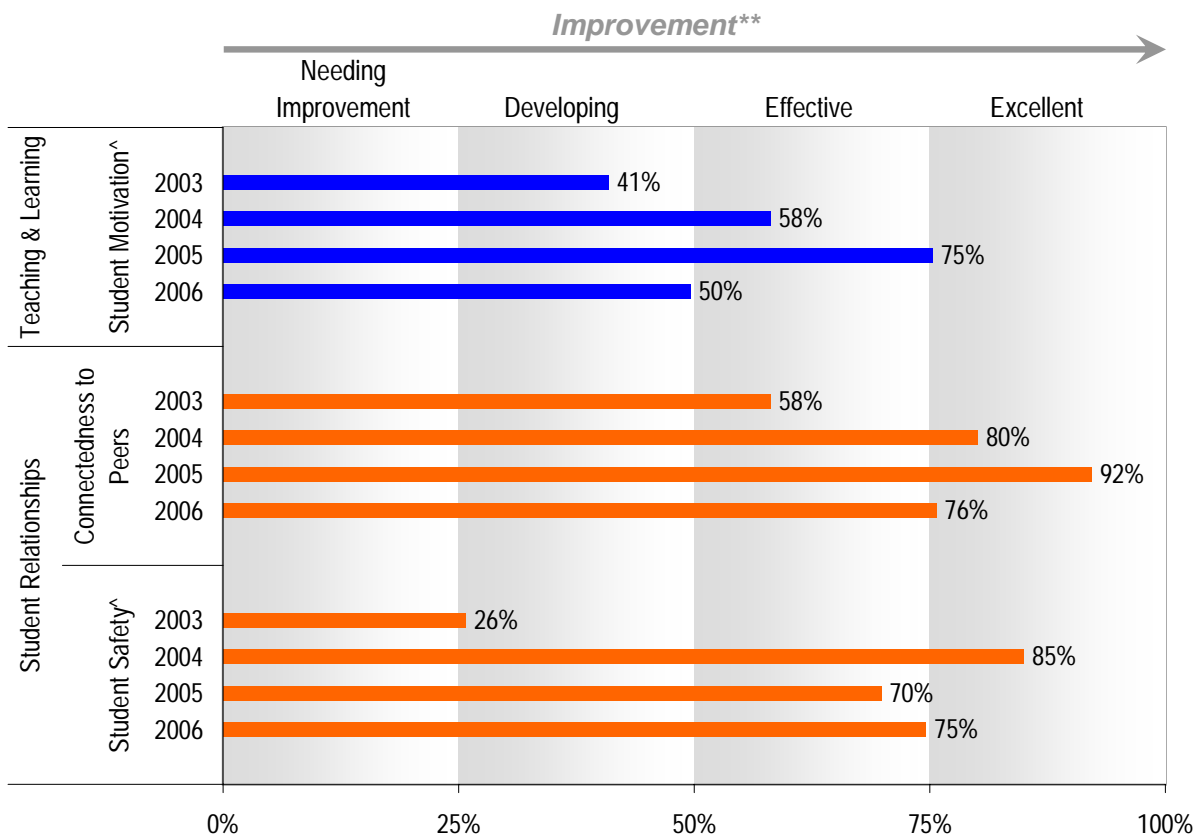
^^ ** *** N/A See last page for notes

School: Specimen Hill Primary School (1316)

School means plotted against distribution of all schools with Year 5 students^



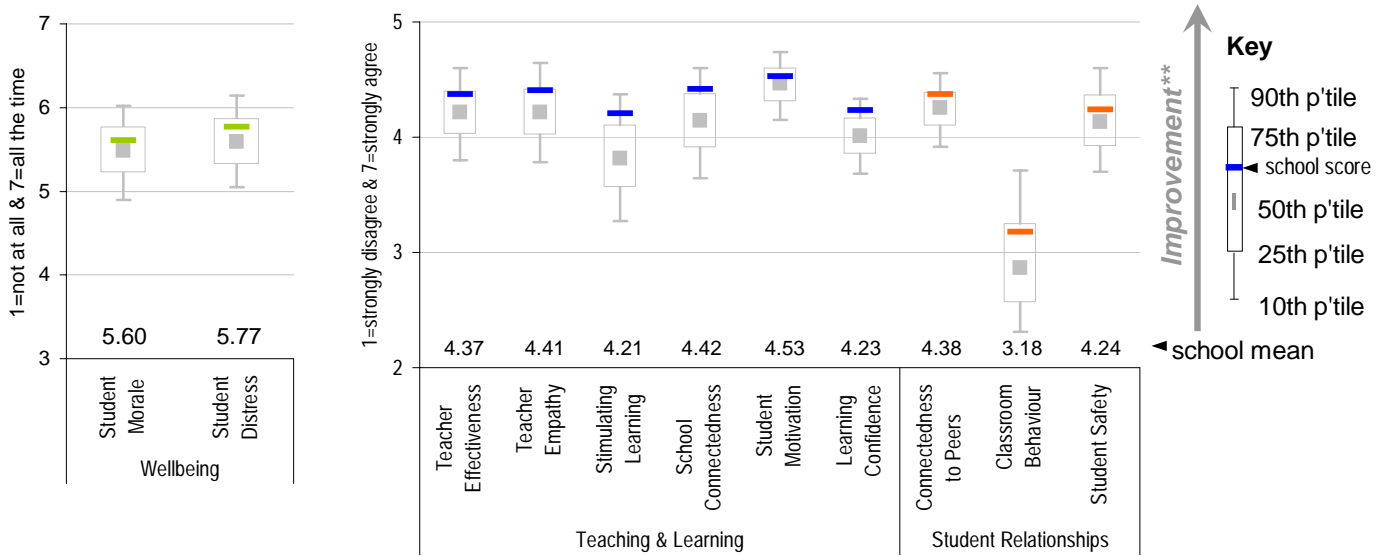
School means as percentage ranks*** plotted against all schools with Year 5 students



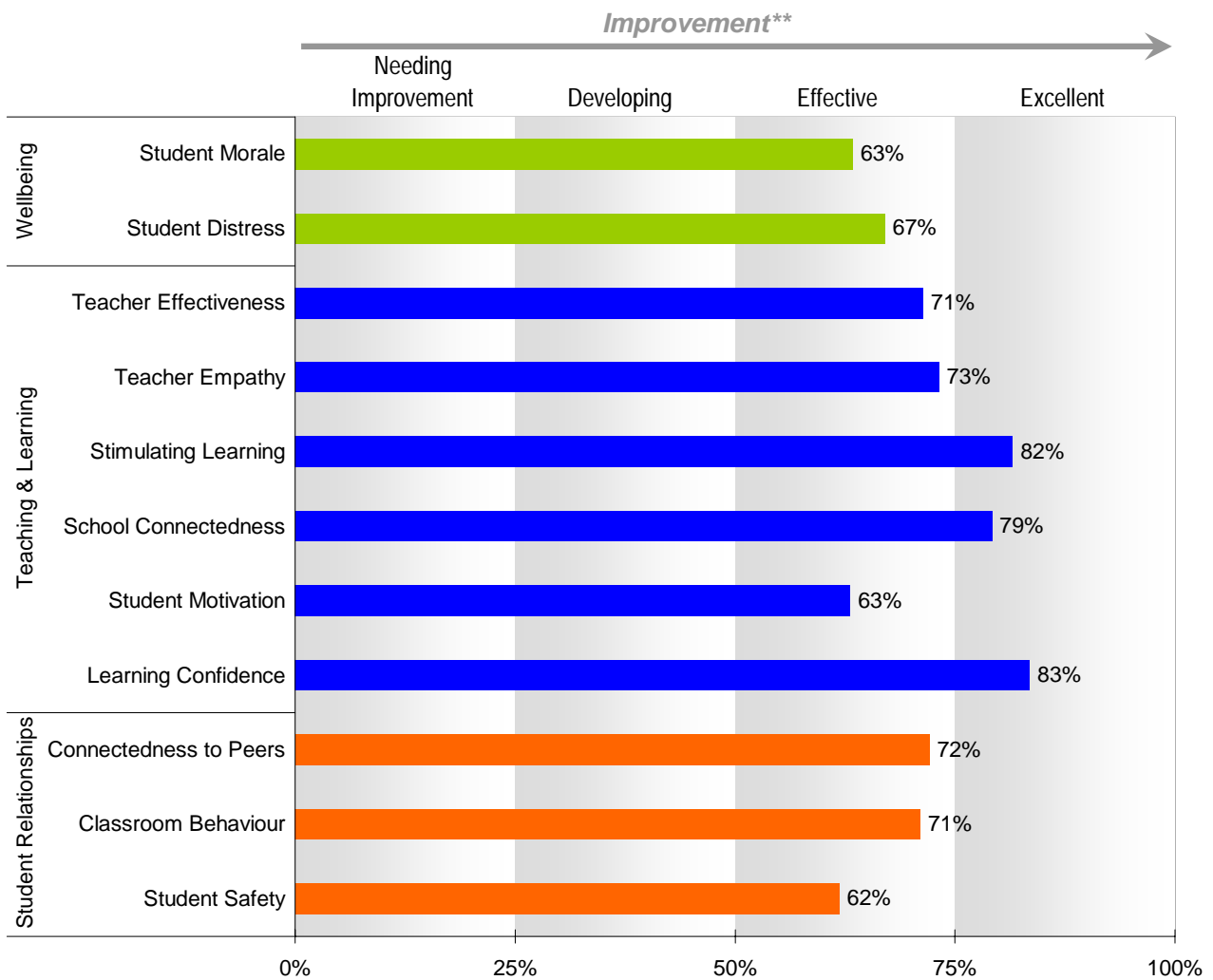
^ ** *** N/A See last page for notes

School: Specimen Hill Primary School (1316)
 Number of students:^^ 28 students, 10 males, 18 females

School means plotted against distribution of all schools with Year 6 students



School means as percentage ranks*** plotted against all schools with Year 6 students

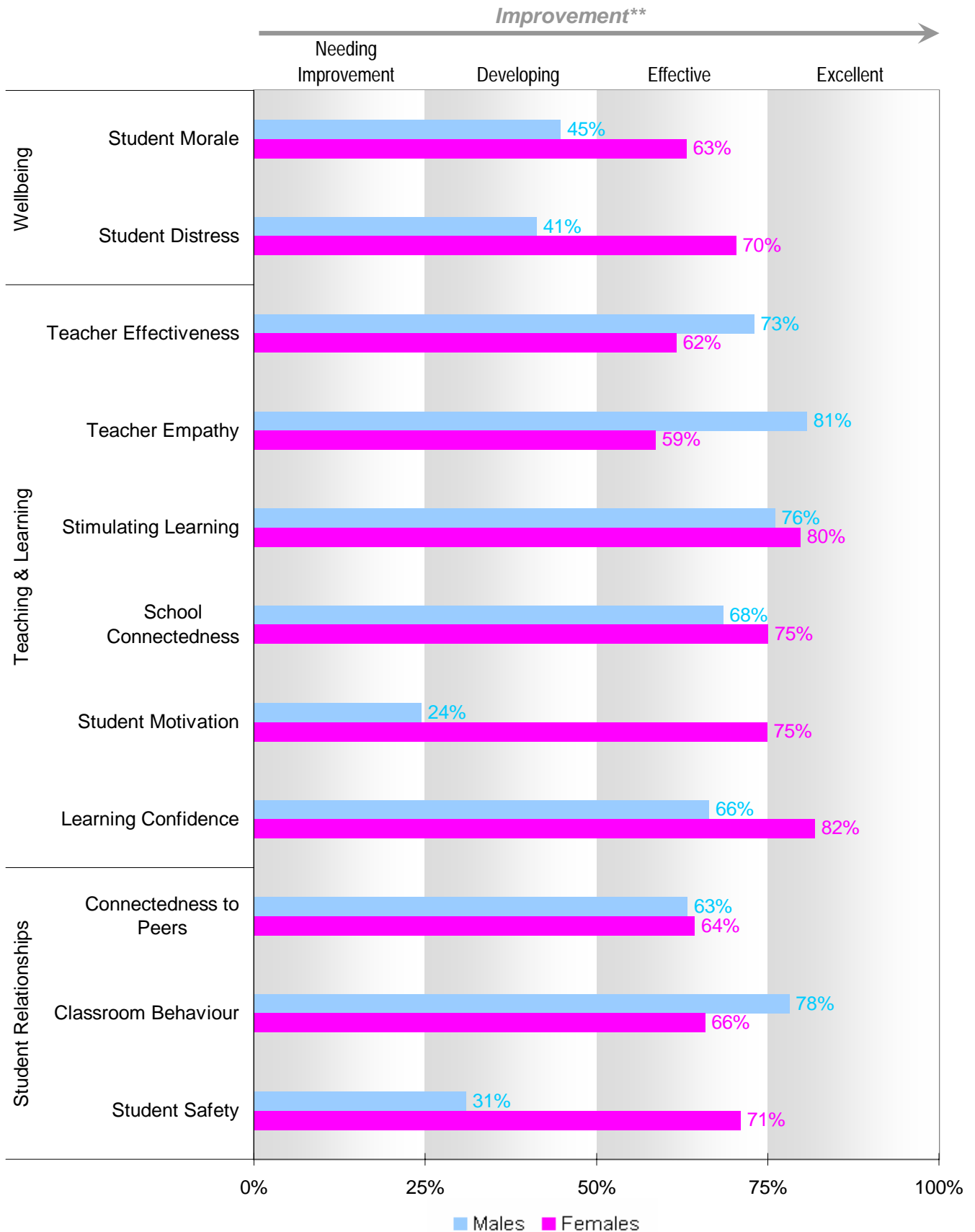


^^ ** *** See last pages for notes and "Guide to Interpretation"

School: Specimen Hill Primary School (1316)

Number of students:^^ 10 males, 18 females

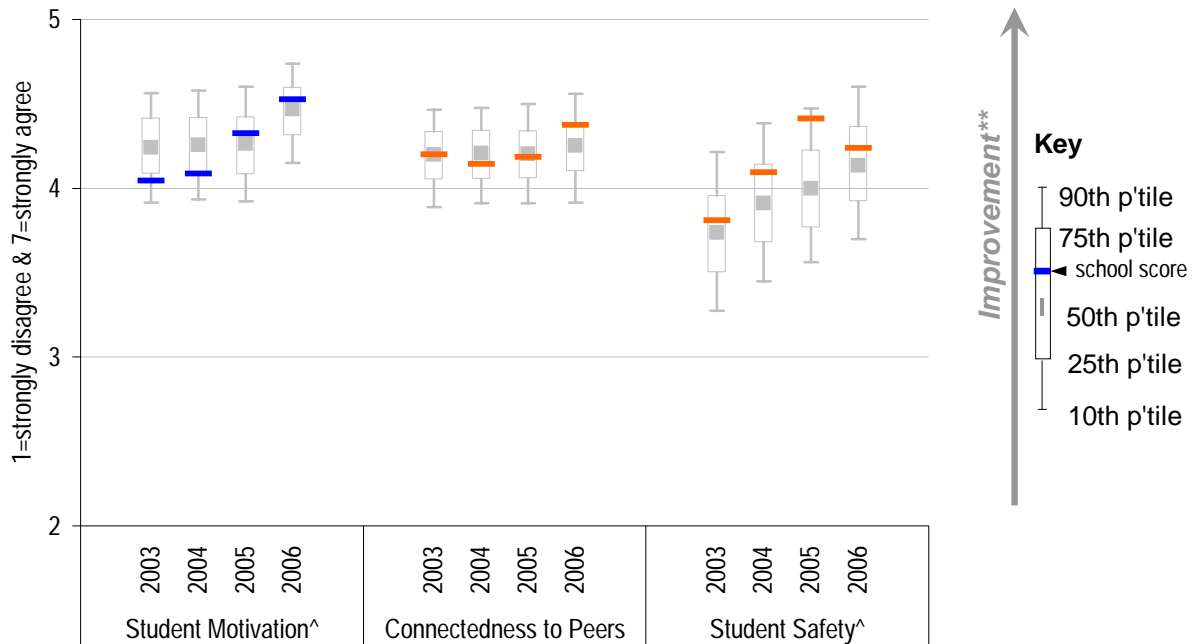
School means as percentage ranks*** plotted against all schools with Year 6 students, by gender



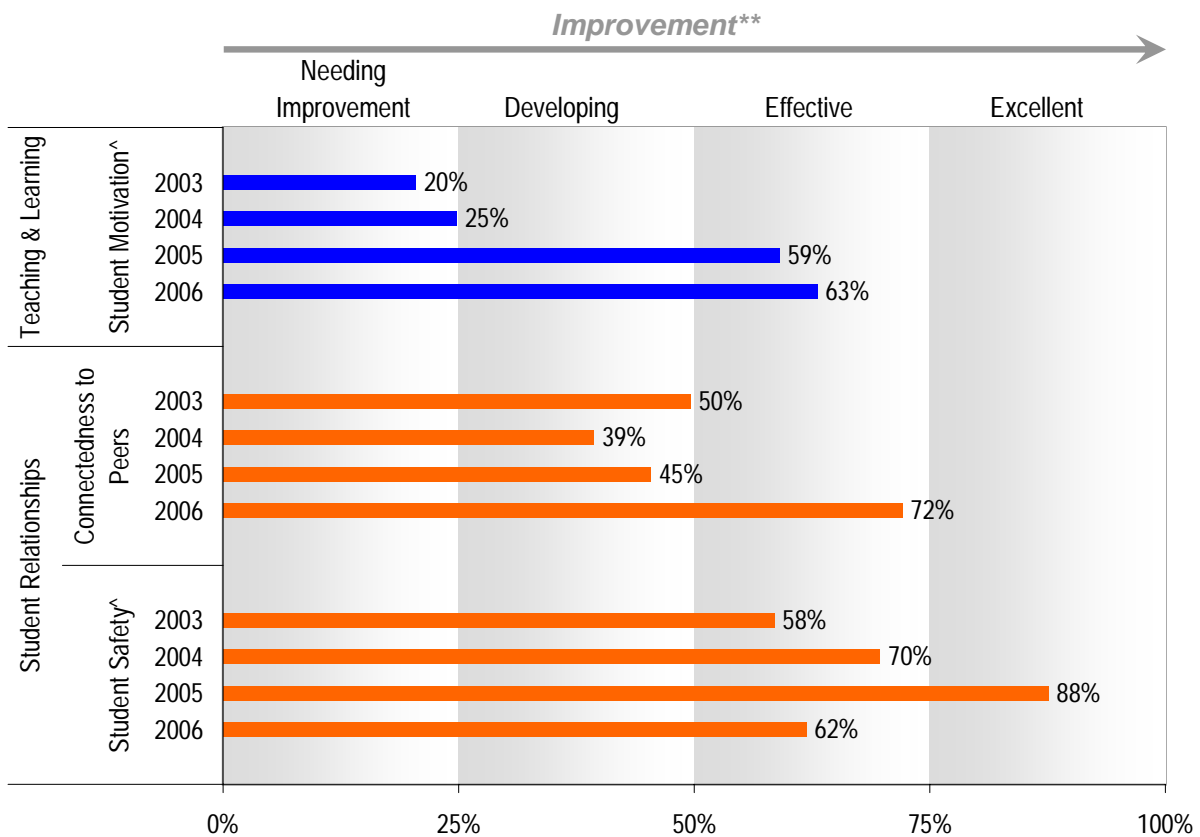
^^ ** *** N/A See last page for notes

School: Specimen Hill Primary School (1316)

School means plotted against distribution of all schools with Year 6 students^



School means as percentage ranks*** plotted against all schools with Year 6 students



^ ** *** N/A See last page for notes

Things to keep in mind:

- Don't get bogged down in the detail. Look for main story the data is telling - the 'big picture'.
- Try to describe the data in terms of your school's relative strengths and weaknesses in each area: Teaching and Learning; Student Relationships and Wellbeing.
- As much as possible, engage staff and students in the interpretation process. Involving people will not only help to make sense of the data, but will build ownership in the actions proposed for improvement.

- Generally, the percentage rank data can be interpreted in two ways:

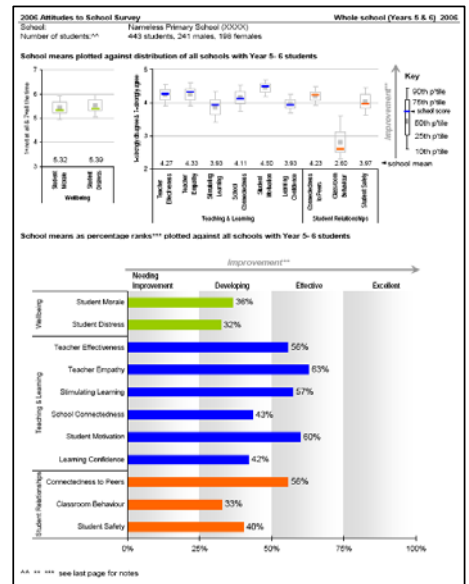
- 1.) Overall, what do the percentage ranks say about students' perceptions of school. Relative to students in other schools, do they perceive school to be "excellent", "effective", "developing" or "needing improvement"?
- 2.) What are the relative strengths (the relatively higher scoring factors) and weaknesses (relatively lower scoring factors) identified by the data. E.g., is student motivation a real strength ("excellent", say) and safety a relative weakness ("developing" for example)?

Using these suggestions, here is a question-by-question guide, showing relevant pages, you could use to help interpret your report.

Question 1: Overall, what do students think of this school?

- On the first page, look at the percentage rank chart and keep in mind that "a high percentage rank is a good percentage rank".

- Overall, do students perceive school to be "excellent", "effective", "developing" or "needing improvement"?



Question 2: Overall, what is the students' level of wellbeing?

- On the same chart, look at the percentage ranks for the two Wellbeing factors (Student Morale and Student Distress).
 - Is one factor noticeably higher than the other?

- Teaching and learning factors and student relationships impact on wellbeing, which in turn impacts on learning outcomes. Consider those factors in teaching and learning and in student relationships that are strong and contribute to student morale, and consider those factors that are not as strong and how these might be contributing to student distress.

NB. Analysis on the relationship between these factors is currently being undertaken and a map showing these links will be provided early in 2007.

Question 3: What are the strengths and weaknesses in teaching and learning?

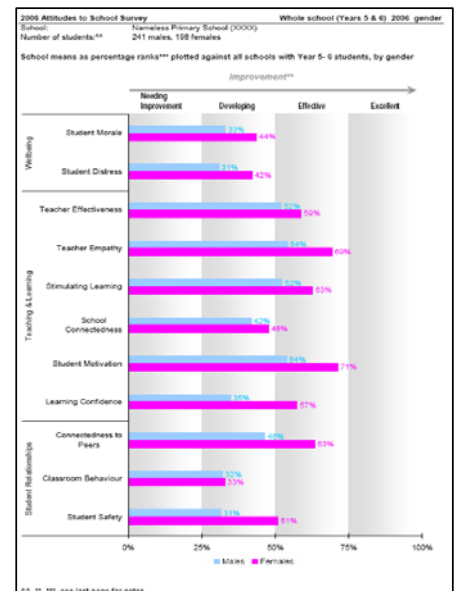
- On the same chart, look at the percentage ranks for the six Teaching & Learning factors. Overall, what do they say about students' opinions of the teaching and learning; is it "excellent", "effective", "developing" or "needing improvement"?
 - What are the relative strengths and weaknesses?

Question 4: What are the strengths and weaknesses in student relationships?

- On the same chart, look at the percentage ranks for the three Student Relationship factors. Overall, do students think their relationships with other students are "excellent", "effective", "developing" or "needing improvement"?
 - What are the relative strengths and weaknesses?

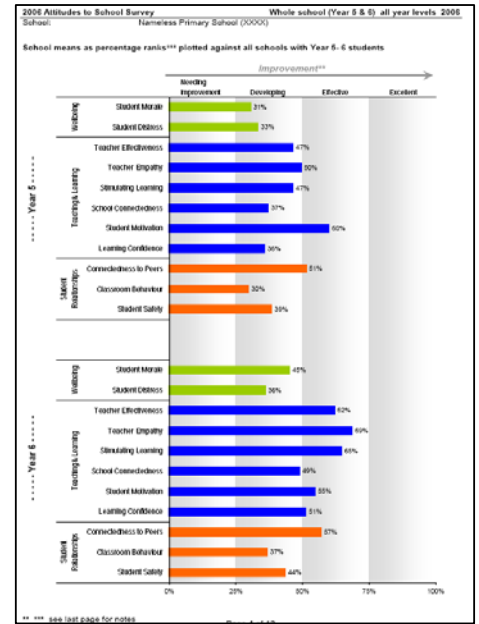
Question 5: (Gender) Are the strengths and weaknesses already identified different for males and females?

- Look at the second page. What are the strengths and weaknesses according to boys, and likewise for girls? Are they much the same as the strengths and weaknesses identified for the whole school in Questions 2 - 4, or quite different?
 - Are there any big differences between the boys' and girls' scores for any particular factors?



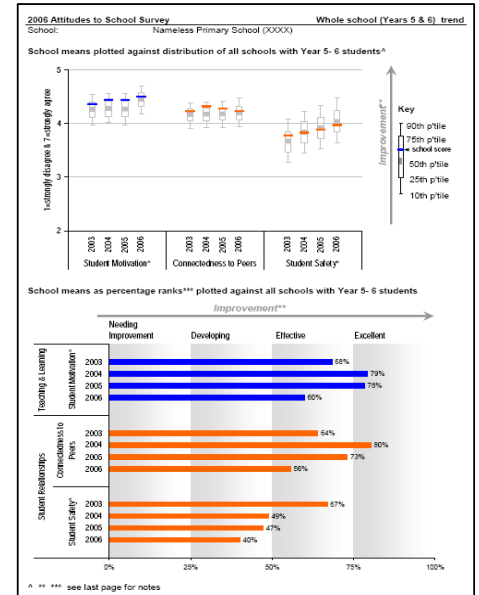
Question 6: (Year levels) For 2006, do the students' overall views about school differ greatly between year levels?

- Look at the third page. Are the overall levels of students' opinions (e.g. Excellent, Effective, etc) very different for any one (or more) year levels? (Primary schools with have years 5 & 6, secondary schools years 7-12.)



Question 7: (Trend) Have students' views improved (or declined) since last year?

- Look at the fourth page (Whole School Trend).
 - The trend data has become more complicated due to the changes in the 2006 questionnaire. If the questionnaire had not changed, the best way to determine change from one year to the next would have been to look at the difference in the mean scores. However since only one of these variables, *Connectedness to Peers*, remains completely unchanged, it is the only variable where looking at the mean score gives the best indication of change over time. For the other two variables (*Student Motivation* and *Student Safety*), it is best to look at the percentage ranks to identify improvement or decline.



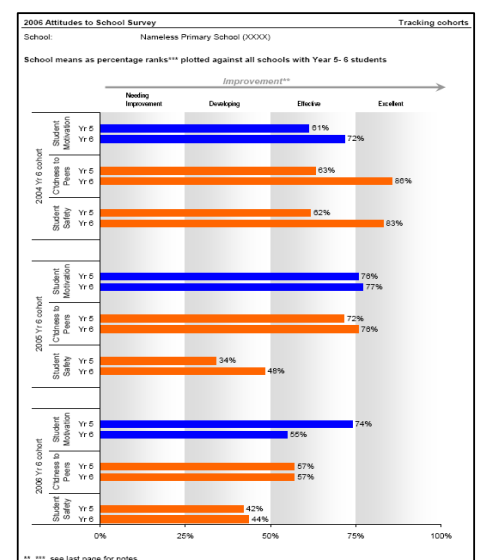
Question 8: (Cohorts) Are there any patterns observed across a particular cohort of students? Do you have any theories about a particular cohort of students? For example, that there is an ongoing student safety issue with the 2006 Year 10 cohort?

- Look at the fifth page (Tracking Cohorts). Test any theories you might have to see if they're supported by the data. Also, look for any very obvious patterns. For example, as students progress through the year levels, do they become more motivated?

NB. The remaining pages in the report contain similar charts, but for each year level. The same process (Questions 1 to 5) can be used to interpret these charts.

Question 9: How does the data fit together?

- While stepping through this process, aim to identify two or three major themes. They could be the school's key strengths, clear areas for improvement, or a particular group of students needing additional attention. How do these themes link up? How do they relate to your school's goals, or to other performance data? Are there existing improvement efforts, articulated through the School Strategic Plan or Annual Implementation Plan, that can be tapped into? In some cases, it may be necessary to seek further information from students and staff about how to best tackle any areas of relative weakness, however such further investigations shouldn't generally be undertaken across all the domains measured by the survey: identify a focus first before committing resources to improvement.



Wellbeing**Student Morale:** The extent to which students feel positive at school

- I feel positive at school
- I feel cheerful at school
- I feel relaxed at school
- I feel happy at school
- I feel energised at school

Student Distress: The extent to which students feel negative at school

- I feel tense at school
- I feel negative at school
- I feel frustrated at school
- I feel depressed at school
- I feel uneasy at school
- I feel stressed at school

Student Relationships**Connectedness to Peers:** The extent to which students feel socially connected and get along with their peers

- I get on well with other students at my school
- I am liked by others at my school
- I get on really well with most of my classmates
- My friends at school really care about me

Classroom Behaviour: The extent to which other students are not disruptive in class

- It's often hard to learn in class, because some students are really disruptive
- It's often hard to listen to the teacher in class, because other students are misbehaving
- The behaviour of some students in class makes it hard for me to do my work

Student Safety: The extent to which students feel they are safe from bullying and harassment

- I have been bullied recently at school
- I have been teased in an unpleasant way recently at my school
- Students are mean to me at this school
- I have been deliberately hit, kicked or threatened by another student recently
- Other students often spread rumours about me at my school

Teaching & Learning**Teacher Effectiveness:** The extend to which teachers deliver their teaching in a planned and energetic manner

- My teachers are easy to understand
- My teachers put a lot of energy into teaching our class
- My teachers explain how we can get more information
- This school is preparing students well for their future
- My teachers are well prepared

Teacher Empathy: The extent to which teachers listen and understand student needs, and assist with student learning

- My teachers listen to what I have to say
- My teachers really want to help me learn
- My teachers provide help and support when it is needed
- My teachers are good at helping students with problems
- My teachers explain things to me clearly
- My teachers help me to do my best
- My teachers understand how I learn

Stimulating Learning: The extend to which teachers make learning interesting, enjoyable and inspiring

- My teachers make the work we do in class interesting
- My teachers make learning interesting
- My teachers are inspiring to listen to
- My teachers make school work enjoyable

School Connectedness: The extent to which students feel they belong and enjoy attending school

- I feel good about being a student at this school
- I like school this year
- I am happy to be at this school
- I feel I belong at this school
- I look forward to going to school

Student Motivation: The extent to which students are motivated to achieve and learn

- Doing well in school is very important to me
- Continuing or completing my education is important to me
- I try very hard in school
- I am keen to do very well at my school

Learning Confidence: The extent to which students have a positive perception of their ability as a student

- I am good at my school work
- I find it easy to learn new things
- I am a very good student
- I think I am generally successful at school

^ Some students did not fill in their year level, others didn't indicate their gender. Where the gender was omitted, the questionnaires were included in the total year level analysis, but not the male/female analysis. Questionnaires without a year level were excluded from the specific year level analysis, but included in the whole school analysis.)

** For all factors, the higher the school mean (and percentage rank), the more positive the outcome. That is, all the negatively phrased questions (in the three factors Student Distress, Classroom Behaviour and Student Safety) have been reversed. This makes it easier to interpret the data: "a high score is a good score".

*** What are percentage ranks? Imagine your school 's mean for males in a certain year level on a particular factor was 2.4. Now imagine getting the mean scores for males in that year level for that factor from ALL the primary, secondary and pri/sec schools that participated in the survey (over 1,450). Sort all those scores from lowest to highest. Then find your own school's score in that list and ask the question "How far from the lowest score is my school's score?" Perhaps it is 10% from the lowest score, in which case 90% of schools had a higher score. Then 10% is the percentage rank. That is, it tells you where your school score falls in a ranking of all schools on that factor. Note that where there are duplicate school means, the percentage rank takes the lowest ranking.

^ The continuity of the Student Motivation (formerly Motivation to Learn) and Student Safety factors have been affected by the new questionnaire in 2006. Overall, the impact of the new questionnaire has been to increase the Student Motivation results (for both Years 5-6 and 7-12) and Student Safety results (for years 5-6). This can be seen in the box and whiskers in the trend charts. The changes to the 2006 questionnaire have made identifying real changes from 2005 to 2006 complicated. If the questionnaire had not changed, the best way to determine change from one year to the next would have been the mean scores. However since only one of these variables (Connectedness to Peers) remained completely unchanged, it is the only variable where looking at the mean score gives the best indication of change over time. For the other two variables (Student Motivation and Student Safety), it is best to look at the percentage ranks over time.

NA - no data available

- The Student Morale and Student Distress statements use a 7 point scale, whereas all the other statements use a 5 point scale.
- The school means and means as percentage rank data are based on the students who gave a response.
- As requested, some schools will receive their results only aggregated to the school level, with no reporting by year level.
- All benchmarks exclude Special Schools.