E1048 St Augustine's School Primary

2022 Domain Level Snapshot - Student

1st Level Comparison

DOMAIN	DOMAIN DEFINITION	MACS average	2021	2022	Male	Female	Year 4	Year 5	Year 6	Year 7 **	Year 8 **	Year 9 **	Year 10 **	Year 11 **	Year 12 **
Base (n=)		28 281	59	52	22	30	17	12	23	0	0	0	0	0	0
OVERALL	Overall school positive endorsement %	64%	53%	62%	62%	62%	69%	52%	62%	-	-	-	-	-	-
1. Rigorous expectations	How much students feel that their teachers hold them to high expectations of their effort, understanding, persistence and performance.	78%	68%	73%	72%	73%	71%	71%	75%	- **	- **	- **	- **	- **	- **
2. School engagement	How attentive and invested students are in school.	53%	45%	49%	49%	49%	54%	37%	51%	- **	- **	- **	- **	- **	- **
3. School climate	Perceptions of the social and learning climate of the school.	61%	56%	56%	51%	59%	65%	40%	58%	- **	- **	- **	- **	- **	- **
4. Teacher-student relationships	The strength of the social connection between teachers and students, within and beyond the school.	73%	64%	76%	76%	76%	76%	65%	82%	- **	- **	- **	- **	- **	- **
5. School belonging	How much students feel they are valued members of the community.	71%	61%	70%	72%	68%	81%	57%	68%	- **	- **	- **	- **	- **	- **
6. Learning disposition	Students' mindset about themselves as learners.	73%	68%	75%	75%	75%	89%	61%	72%	- **	- **	- **	- **	- **	- **
7. Student safety	Perceptions of student physical and psychological safety while at school.	58%	51%	59%	62%	57%	56%	50%	66%	- **	- **	- **	- **	- **	- **
8. Enabling safety	Student perceptions of access to and quality of staff support in order to feel connected, safe and respected while at school.	57%	47%	59%	57%	60%	61%	50%	62%	- **	- **	- **	- **	- **	- **
9. Student voice	The extent to which students feel they have opportunities to have an impact on their school.	57%	47%	58%	56%	60%	63%	48%	60%	- **	- **	- **	- **	- **	- **
10. Catholic identity	Student perceptions about the Catholic identity of the school.	63%	34%	49%	47%	50%	69%	45%	36%	- **	- **	- **	- **	- **	- **

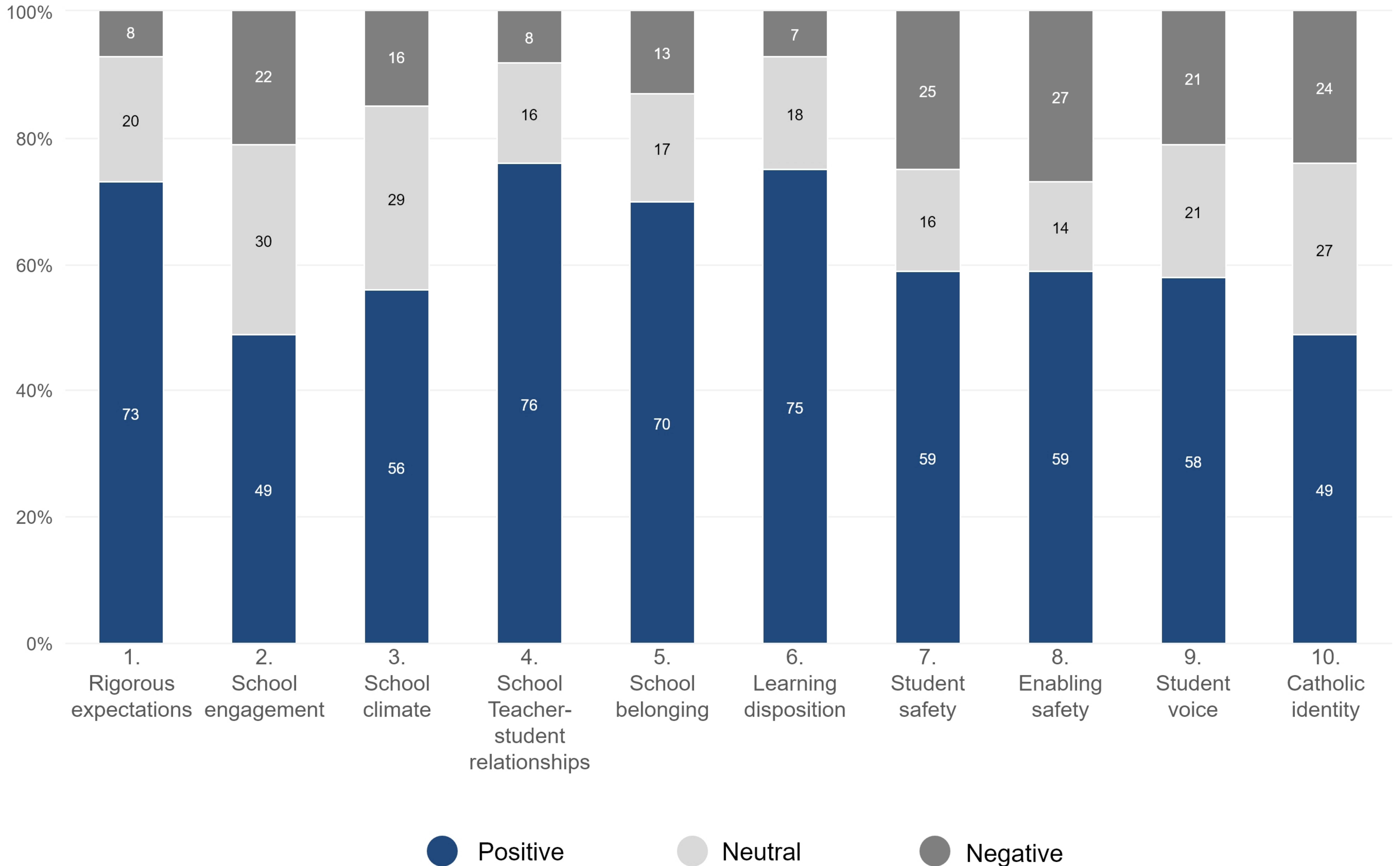# E1048 St Augustine's School Primary

2022 Comparative Domain Radar - Student

1st Level Comparison

Legend: School 2021 — School 2022 — 2022 MACS Average

Axes:
1. Rigorous expectations
2. Student engagement
3. School climate
4. School Teacher-student relationships
5. School belonging
6. Learning disposition
7. Student safety
8. Enabling safety
9. Student voice
10. Catholic identity
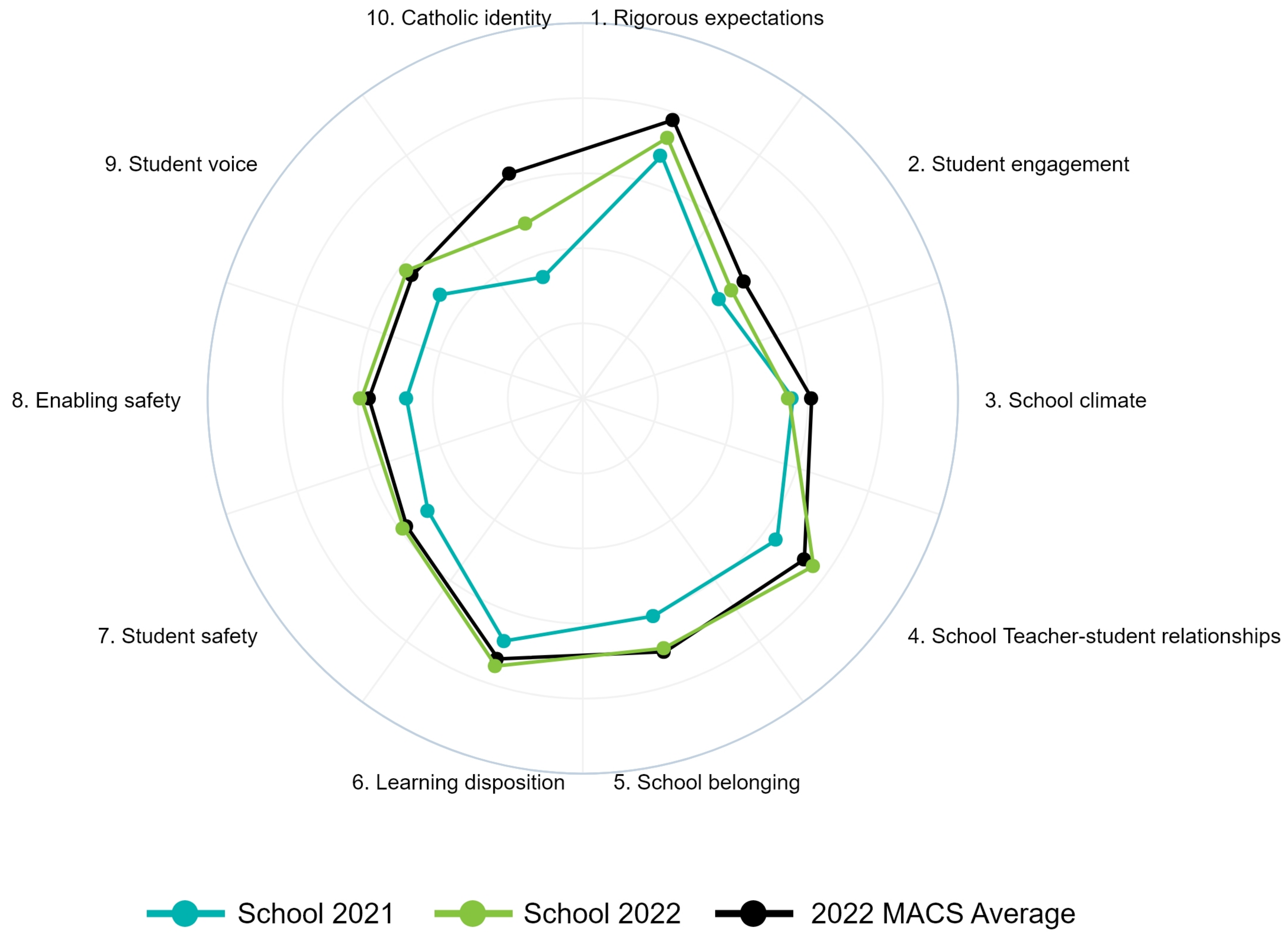
E1048 St Augustine's School Primary

2022 Student Responses Overview by Domain

2nd Level Comparison

Domain	Positive	Neutral	Negative
1. Rigorous expectations	73	20	8
2. School engagement	49	30	22
3. School climate	56	29	16
4. School Teacher-student relationships	76	16	8
5. School belonging	70	17	13
6. Learning disposition	75	18	7
7. Student safety	59	16	25
8. Enabling safety	59	14	27
9. Student voice	58	21	21
10. Catholic identity	49	27	24

Legend: Positive, Neutral, Negative

Guide to Reading MACSSIS Data (1)

When analysing your school's MACSSIS data, two terms to become familiar with are domains and items. Domains are the topics around which items are grouped. The dataset will show percentages of positive endorsement for items within domains.

Survey data is presented for schools to learn about school community perceptions and strengthen the use of high-quality data-informed practices.

In the **data tables**:

- All questions are scored on a **5-point Likert scale** which varies greatly between questions. For ease of interpreting results, these five scale options have been converted into a simple **positive-negative** scale for all questions. In the tables, a score of **1-2 is negative, 3 is neutral**, and **4-5 is positive**.

- The year columns, e.g. '2022' present the overall percentage of positive responses for your school for each question in that year's survey.

- The 'MACS Average' column presents the average percentage of positive responses across all Catholic schools in Melbourne. If you wish for this MACS average to be reflective of the primary or secondary cohort only, simply select that option in the 'Student Type' drop-down list. The averages will then adjust to reflect your school's particular cohort.

- **Colour-coding** is used to highlight results which are at least 5 percentage points higher or lower than a comparative result.

  - In the **Snapshot** tables, the colour-coding is used to compare two sets of results:
    - It highlights differences between your school's overall 2022 positive result and overall 2021 positive result.
    - It highlights differences between gender, year level (student, family) or staff type (staff), and your school's overall 2022 positive result.

  - In the **Detailed Results** table, the colour-coding is highlighting differences between your school's 2022 positive results with your school's 2021 positive results.

     Result is **higher** than comparative result by **more than 5 percentage points (pp)**

     Result is **higher** than comparative result by **more than 10 pp**

     Result is **lower** than comparative result by **more than 5 pp**

     Result is **lower** than comparative result by **more than 10 pp**

- **'n'** represents the total number of individuals for that cohort who participated in the survey.

- A **dash** (–) or an **asterisk** (- **) can mean one of two things:
  1. It indicates that the domain or question (item) was not applicable to that particular cohort, or no responses were recorded against that particular response option.
  2. Results relating to members of small cohorts (less than 5 respondents in a cohort answering the question) have been **suppressed** to prevent the

Guide to Reading MACSSIS Data (snapshot table)

Overall and Domain Level Snapshot - Family

1st Level Comparison

DOMAIN	DOMAIN DEFINITION	MACS average	2021	2022	Male	Female	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
	Base (n=)	10 380	11 566	10 380	4 984	5 348	859	845	907	1 061	1 131	1 291	1 265	593	574	549	488	449	335
OVERALL	Overall school positive endorsement %	66%	67%	66%	66%	66%	75%	71%	70%	69%	67%	68%	66%	60%	57%	58%	59%	57%	56%
1. Family engagement	The degree to which families are partners with their child's school.	40%	41%	40%	41%	39%	57%	50%	47%	46%	42%	42%	41%	29%	27%	26%	25%	23%	24%
2. Barriers to engagement	Factors that can hinder a family's interaction or involvement with their child's school.	66%	65%	66%	66%	66%	66%	65%	65%	67%	66%	68%	65%	67%	66%	68%	68%	66%	64%
3. School fit	Families' perceptions of how well a school matches their child's developmental needs.	72%	73%	72%	72%	72%	86%	80%	79%	76%	74%	74%	71%	65%	59%	58%	63%	60%	60%

4th level comparison

Colour-coded within-school comparison of 2021 and 2022 responses within domain

Overall school result

- 10+% above
- 5+% above
- 5+% below
- 10+% below

Guide to Reading MACSSIS Data (data)

All MACS schools are learning organisations and MACSSIS is a valued source of organisational information and perception data. MACS provides a range of MACSSIS data analysis resources and support materials for schools to use via CEVN. MACS encourages schools to draw on demographic, student learning and school process data.

MACSSIS data visualisations are designed to build our workforce's data literacy through interpreting statistics and data. MACSSIS data is shown through:

- *Overview and detail tables* that require convergent and divergent thinking
- *Statistical disaggregation* (separating data into component parts)
- *Data visualisation* (representations of quantitative data in schematic form)
- *Information visualisation* (the use of visual representation to amplify cognition)
- *Strategy visualisation* (systematic use of complementary visual representations in the implementation of strategies in organisations)

MACSSIS tools and processes have been designed to align with the MACS SIF Rubric, which in turn supports MACS School Effectiveness SIP and AAP planning cycles.