E1048 St Augustine's School
2022 Overall and Domain Level Snapshot - Staff
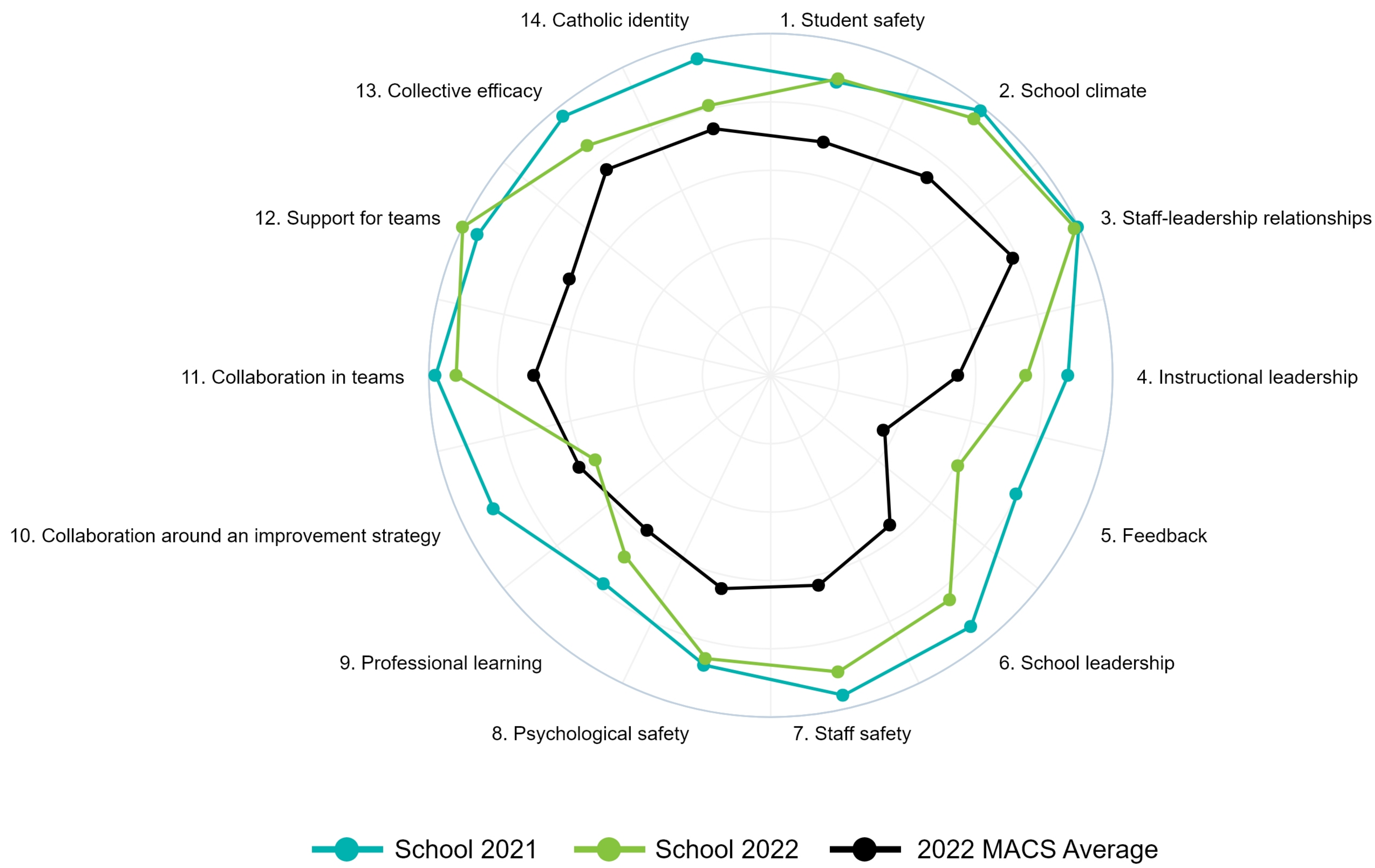## 1st Level Comparison

DOMAIN	DOMAIN DEFINITION	MACS average	2021	2022	Male	Female	Teaching	NonTeaching
	Base (n=)	12 974	11	15	2	13	13	2
OVERALL	Overall school positive endorsement %	67%	93%	84%	-	84%	84%	-
1. Student safety	Perceptions of student physical and psychological safety while at school.	70%	88%	89%	-	87%	89%	- **
2. School climate	Perceptions of the overall social and learning climate of the school.	74%	99%	95%	-	95%	95%	- **
3. Staff-leadership relationships	Perceptions of the quality of relationships between staff and members of the leadership team.	79%	100%	99%	-	98%	98%	- **
4. Instructional leadership	The extent to which the school leaders set the conditions for improving teaching and learning at the school.	54%	87%	75%	-	75%	77%	- **
5. Feedback	Perceptions of the amount and quality of feedback staff receive.	39%	80%	61%	-	58%	58%	- **
6. School leadership	Perceptions of the school leadership's effectiveness.	57%	94%	84%	-	82%	88%	- **
7. Staff safety	Perceptions of staff safety in the school.	63%	96%	89%	-	89%	89%	- **
8. Psychological safety	How safe it feels to take risks and make mistakes in this school.	64%	87%	84%	-	83%	88%	- **
9. Professional learning	Perceptions of the quality and coherence of professional learning opportunities.	60%	78%	66%	-	69%	71%	- **
10. Collaboration around an improvement strategy	Perceptions of the coherence of the school's improvement strategy.	65%	90%	57%	-	60%	62%	- **
11. Collaboration in teams	How well teachers work together in teams to improve teaching and learning.	71%	98%	92%	-	93%	92%	- **
12. Support for teams	Teachers' perceptions of how well school leadership sets the conditions for teams to collaborate effectively.	65%	95%	100%	-	100%	100%	- **
13. Collective efficacy	Teachers' perceptions that staff at the school have what it takes to improve instruction.	77%	97%	86%	-	89%	85%	- **
14. Catholic identity	Teachers' perceptions of the principal's faith leadership and of particular dimensions of Catholic identity in school life.	74%	95%	80%	-	81%	78%	- **

E1048 St Augustine's School
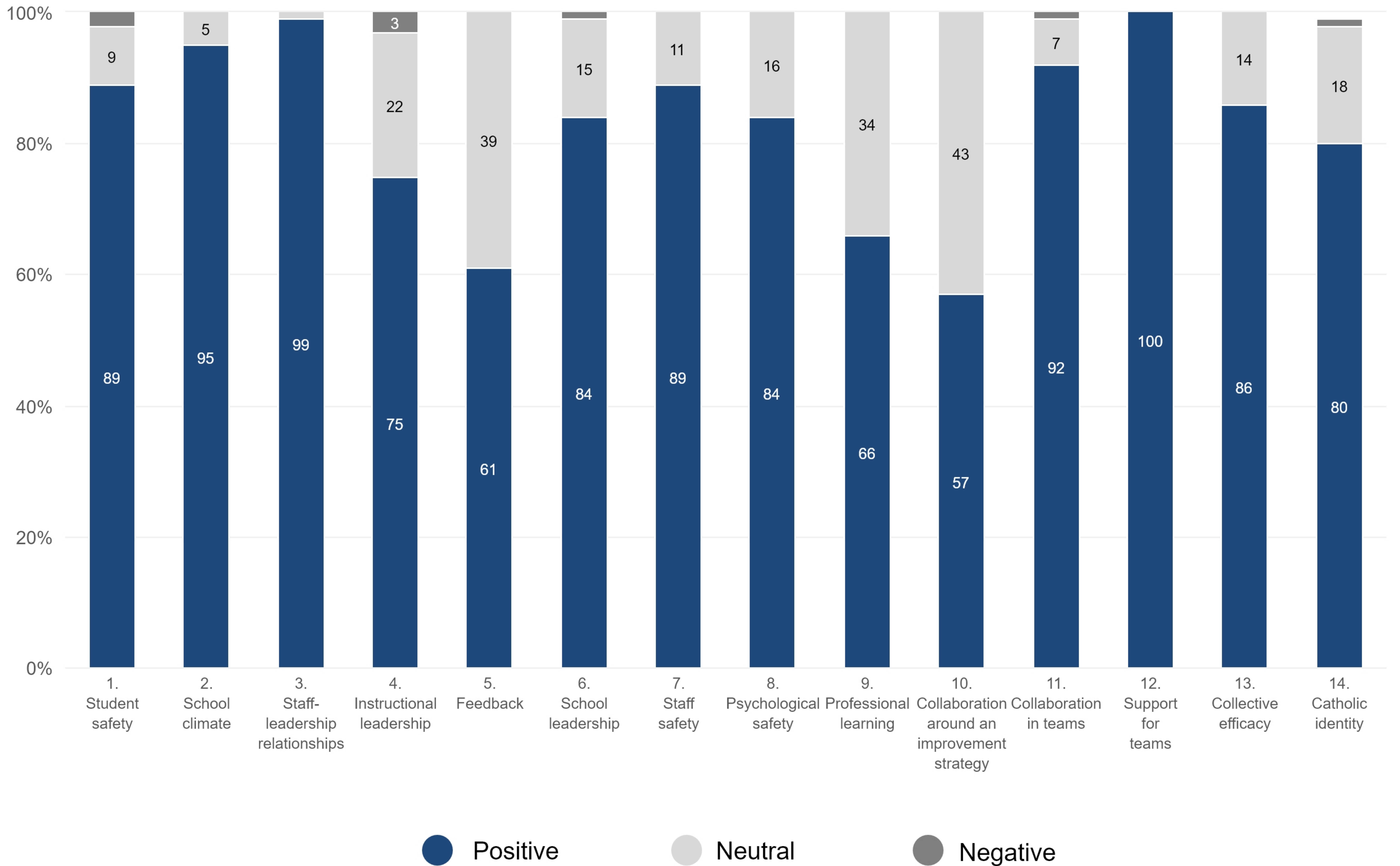2022 Comparative Domain Radar - Staff
1st Level Comparison

14. Catholic identity
1. Student safety
13. Collective efficacy
2. School climate
12. Support for teams
3. Staff-leadership relationships
11. Collaboration in teams
4. Instructional leadership
10. Collaboration around an improvement strategy
5. Feedback
9. Professional learning
6. School leadership
8. Psychological safety
7. Staff safety

School 2021   School 2022   2022 MACS Average

E1048 St Augustine's School
2022 Staff Responses Overview by Domain
2nd Level Comparison

Domain	Positive	Neutral	Negative
1. Student safety	89	9	
2. School climate	95	5	
3. Staff-leadership relationships	99		
4. Instructional leadership	75	22	3
5. Feedback	61	39	
6. School leadership	84	15	
7. Staff safety	89	11	
8. Psychological safety	84	16	
9. Professional learning	66	34	
10. Collaboration around an improvement strategy	57	43	
11. Collaboration in teams	92	7	
12. Support for teams	100		
13. Collective efficacy	86	14	
14. Catholic identity	80	18	

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 (2)
Snapshot Tables

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 (3)

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.