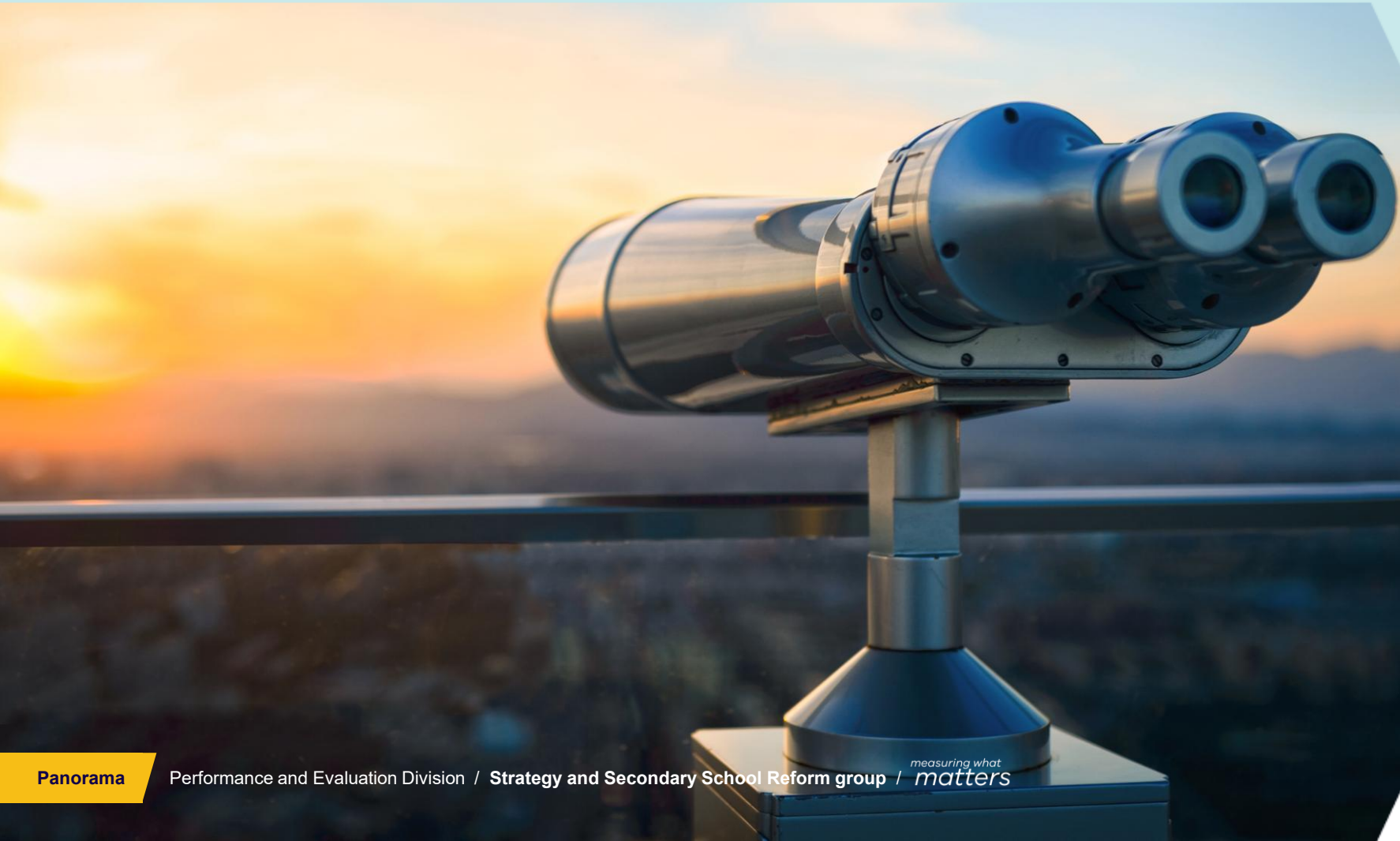
The Education State

Panorama
School Performance Report

October 2025

Deanside Primary School



VICTORIA State Government | Department of Education

School Performance Reports

School Performance Reports are generated each year and contain details of how the school has performed on a selected set of student outcome measures, compared to all other government schools, by allocation to a performance group. This report is made up of three sections:

- **School performance groups** for overall, domain and measure performance. Performance groups are categories of reporting school performance that sit alongside Panorama dashboards and other reporting products.
- **Additional information** including contextual and performance data that does not contribute to the performance groups, such as enrolments, School Staff Survey factors, achievement outcomes and participation rates. For more detail about the information included, please refer to the Policy and Advisory Library.
- **How to read the report** information to support users to interpret this report and understand the measures and data contained within.

The level of detail provided by the School Performance Report supports schools to improve their strategic planning by identifying key areas for improvement and enabling schools to access targeted supports for improved outcomes.

Overall Performance Groups

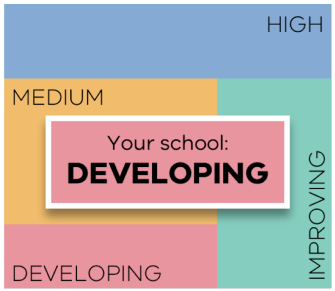
Schools are allocated to one of four different performance categories, High, Improving, Medium and Developing.

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

2025 School Performance Report

Deanside Primary School

LEARNING performance group



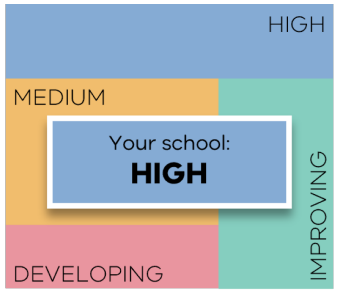
Current Level: Low
Change Level: Declined

The Learning domain measures performance on NAPLAN assessments in Reading and Numeracy, NAPLAN relative growth, and Teacher judgement growth for English and Mathematics.

Schools in this similar schools group have achieved a range of performance categories, including 4 schools in the Developing 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.

Schools in this similar schools group have achieved a range of performance categories, including 12 schools in the High category.

Similar schools' WELLBEING performance groups

OVERALL performance group

Your school:
MEDIUM

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

As an overall performance group, this indicates a mix of results across learning and wellbeing measures that are stable or declining.

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**.

2025 Learning Domain

Deanside Primary School

LEARNING domain performance **DEVELOPING**

LEARNING measures		Measure performance group	Result year	Student count	Current result	Change result	Similar school group result	Similar school comparison
READING	% of students in Strong or Exceeding NAPLAN (Year 3)	DEVELOPING	2025	46	48%	-11.8%	63%	▼▼
	% of students in Strong or Exceeding NAPLAN (Year 5)	MEDIUM	2025	38	66%	-17.1%	71%	▼
	% of students with High or Medium relative growth NAPLAN (Year 3 to 5)	NOT GROUPED	2025					
	% of students with High or Medium relative growth NAPLAN (Year 5 to 7)	NOT GROUPED	2025					
	% of students with At or Above expected growth in Teacher Judgement (Years 1-6)	DEVELOPING	2024	223	69%	+0.4%	76%	▼
NUMERACY	% of students in Strong or Exceeding NAPLAN (Year 3)	DEVELOPING	2025	46	43%	-11.6%	58%	▼▼
	% of students in Strong or Exceeding NAPLAN (Year 5)	MEDIUM	2025	38	50%	-15%	65%	▼▼
	% of students with High or Medium relative growth NAPLAN (Year 3 to 5)	NOT GROUPED	2025					
	% of students with High or Medium relative growth NAPLAN (Year 5 to 7)	NOT GROUPED	2025					
	% of students with At or Above expected growth in Teacher Judgement (Years 1-6)	MEDIUM	2024	245	70%	-2.9%	73%	▼

* *Result includes Teacher Judgements assessed against the Number and Algebra and Mathematics 2.0 curriculums*

▼▼ Well below ▼ Below — Similar to ▲ Above ▲▲ Well above

2025 Wellbeing Domain

Deanside Primary School

WELLBEING domain performance **HIGH**

WELLBEING measures		Measure performance group	Result year	Student count	Current result	Change result	Similar school group result	Similar school comparison
ATTITUDES TO SCHOOL SURVEY	% of positive endorsement in Emotional awareness and regulation (Years 4-6)	HIGH	2025	186	86%	-2.3%	77%	▲▲
	% of positive endorsement in Managing bullying (Years 4-6)	HIGH	2025	186	88%	-3.9%	78%	▲
	% of positive endorsement in School connectedness (Years 4-6)	HIGH	2025	186	85%	-4.1%	80%	▲
	% of positive endorsement in Stimulated learning (Years 4-6)	HIGH	2025	186	86%	-4.2%	80%	▲
	% of positive endorsement in Student voice and agency (Years 4-6)	HIGH	2025	186	81%	-2.1%	70%	▲
ATTENDANCE	Attendance rate	DEVELOPING	2024	464	87%	+0.8%	88%	▼

▼▼ Well below ▼ Below — Similar to ▲ Above ▲▲ Well above

2025 School Context

School Name	Deanside Primary School
School Number	5578
School Type	Primary
Network	Melton
Area	Brimbank Melton
Region	South-Western Victoria

	2021	2022	2023	2024	2025
FTE enrolments		87	222	401.8	589.4
SFOE index		0.2431	0.3198	0.3287	0.3177
SFOE band		Low	Low - Medium	Low - Medium	Low - Medium
FTE Aboriginal students		2 (2%)	6 (3%)	15 (4%)	17 (3%)
EAL funded students		51 (59%)	144 (65%)	236 (59%)	366 (62%)
Equity funded students		4 (5%)	47 (21%)	90 (22%)	126 (21%)
Students counted in NCCD *(Extensive and substantial adjustments)*		1 (1%)	10 (5%)	15 (4%)	53 (9%)

2025 Additional Information

ADDITIONAL information		2022	2023	2024	2025	Similar school group result	State result
NAPLAN	% of students in Strong or Exceeding NAPLAN Writing (Year 3)		76%	83%	**65%**	77%	79%
	% of students in Strong or Exceeding NAPLAN Writing (Year 5)		50%	69%	**60%**	69%	72%
	% of students in Needs Additional Support NAPLAN Reading (Year 3)		11%	10%	**16%**	12%	8%
	% of students in Needs Additional Support NAPLAN Writing (Year 3)		12%	7%	**9%**	6%	5%
	% of students in Needs Additional Support NAPLAN Numeracy (Year 3)		25%	10%	**16%**	12%	7%
	% of students in Needs Additional Support NAPLAN Reading (Year 5)		6%	3%	**6%**	9%	6%
	% of students in Needs Additional Support NAPLAN Writing (Year 5)		11%	0%	**13%**	9%	7%
	% of students in Needs Additional Support NAPLAN Numeracy (Year 5)		18%	8%	**9%**	10%	6%
SCHOOL STAFF SURVEY	% of positive endorsement in Academic emphasis	77%	79%	65%	**55%**	67%	68%
	% of positive endorsement in Collective efficacy	97%	96%	84%	**69%**	81%	81%
	% of positive endorsement in Collective responsibility	96%	100%	90%	**71%**	88%	89%
	% of positive endorsement in Instructional leadership	89%	94%	83%	**60%**	83%	81%
	% of positive endorsement in Teacher collaboration	98%	88%	66%	**47%**	70%	69%

2025 Additional Information

ADDITIONAL information		2021	2022	2023	2024	Similar school group result	State result
TEACHER JUDGEMENT	% students at or above the expected level Reading (Prep to Year 6)		84%	71%	**78%**	82%	86%
	% students at or above the expected level Numeracy (Prep to Year 6)		82%	78%	**82%**	81%	85%

		2022	2023	2024	2025	Similar school group result	State result
PARTICIPATION RATES	% of students participating in NAPLAN Reading (Year 3)		95%	95%	**97%**	94%	96%
	% of students participating in NAPLAN Numeracy (Year 3)		84%	95%	**97%**	94%	95%
	% of students participating in NAPLAN Reading (Year 5)		100%	97%	**99%**	96%	96%
	% of students participating in NAPLAN Numeracy (Year 5)		94%	97%	**97%**	95%	95%
	% of students participating in the Attitudes to School Survey (Years 4 to 6)	84%	76%	84%	**93%**	92%	92%
	% of staff participating in the School Staff Survey	100%	95%	95%	**88%**	84%	82%

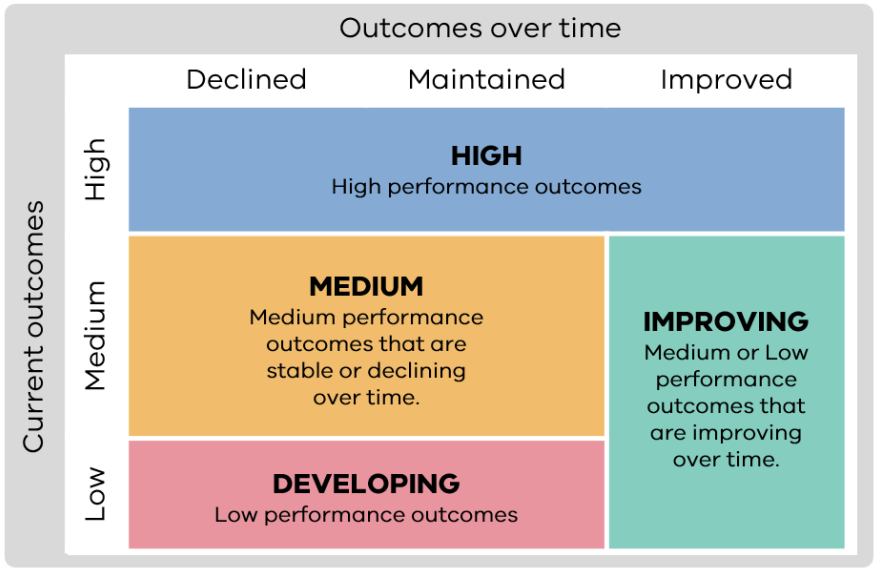
How to read your report

Performance Groups

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.

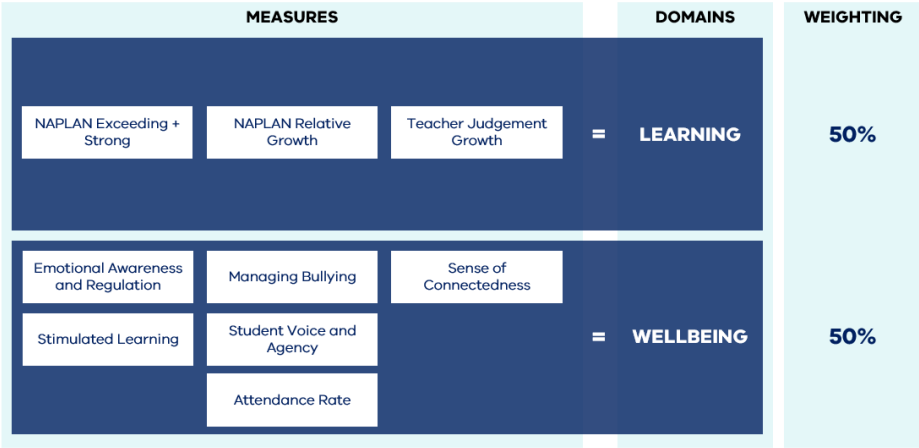
The four performance groups are identified using the matrix shown on the right.



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.



How to read your report

Updates in 2025

There have been a small number of changes to the School Performance Report in 2025. These include:

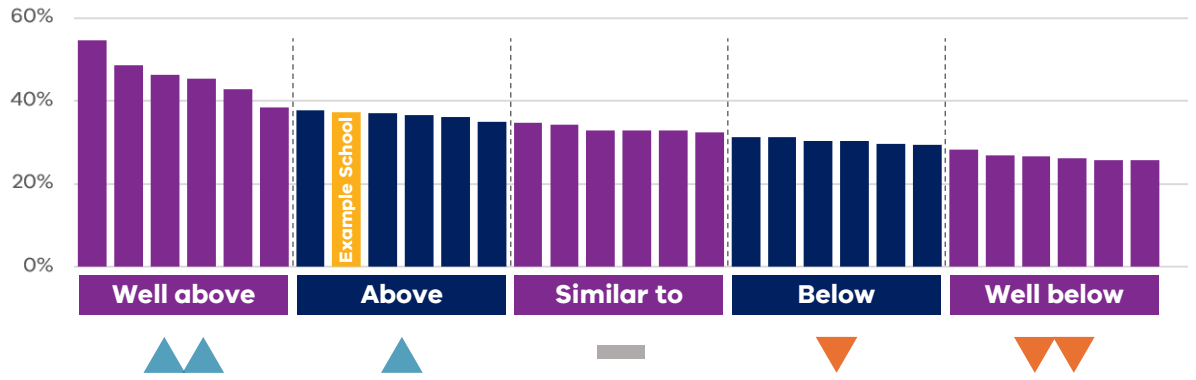
- the addition of Year 5 to 7 NAPLAN Growth for primary schools, and a change to the counting rule for other year levels
- NAPLAN outcomes being compared to two years prior, instead of one year in 2024
- student counts added to the measures pages for additional context
- the inclusion of additional contextual information that does not contribute to the performance groups, including enrolments, School Staff Survey factors and participation rates.

Similar schools groups and comparison

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.

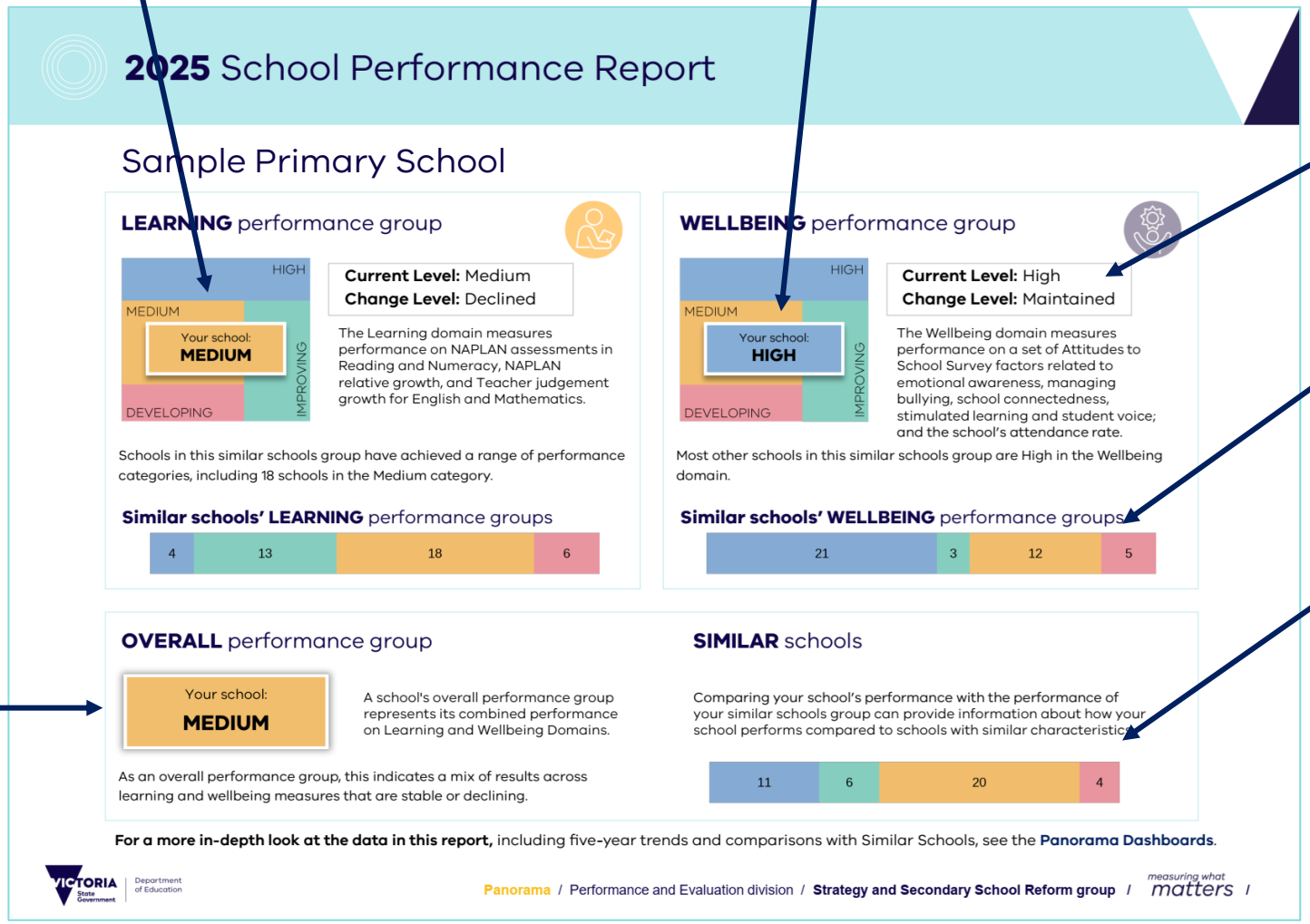
The method for determining your school's comparison relative to similar schools is based on the ranked results of the similar schools group, divided into quintiles. This is illustrated in the chart below. For the school in the example, their result is eighth from the top, falling into the second top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



How to read your report / Summary page

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.

How to read your report / Details page

Your school's **performance group** for each measure.

The **number of students represented** in the denominator for the measure

Your school's **most recent performance** result for each measure.

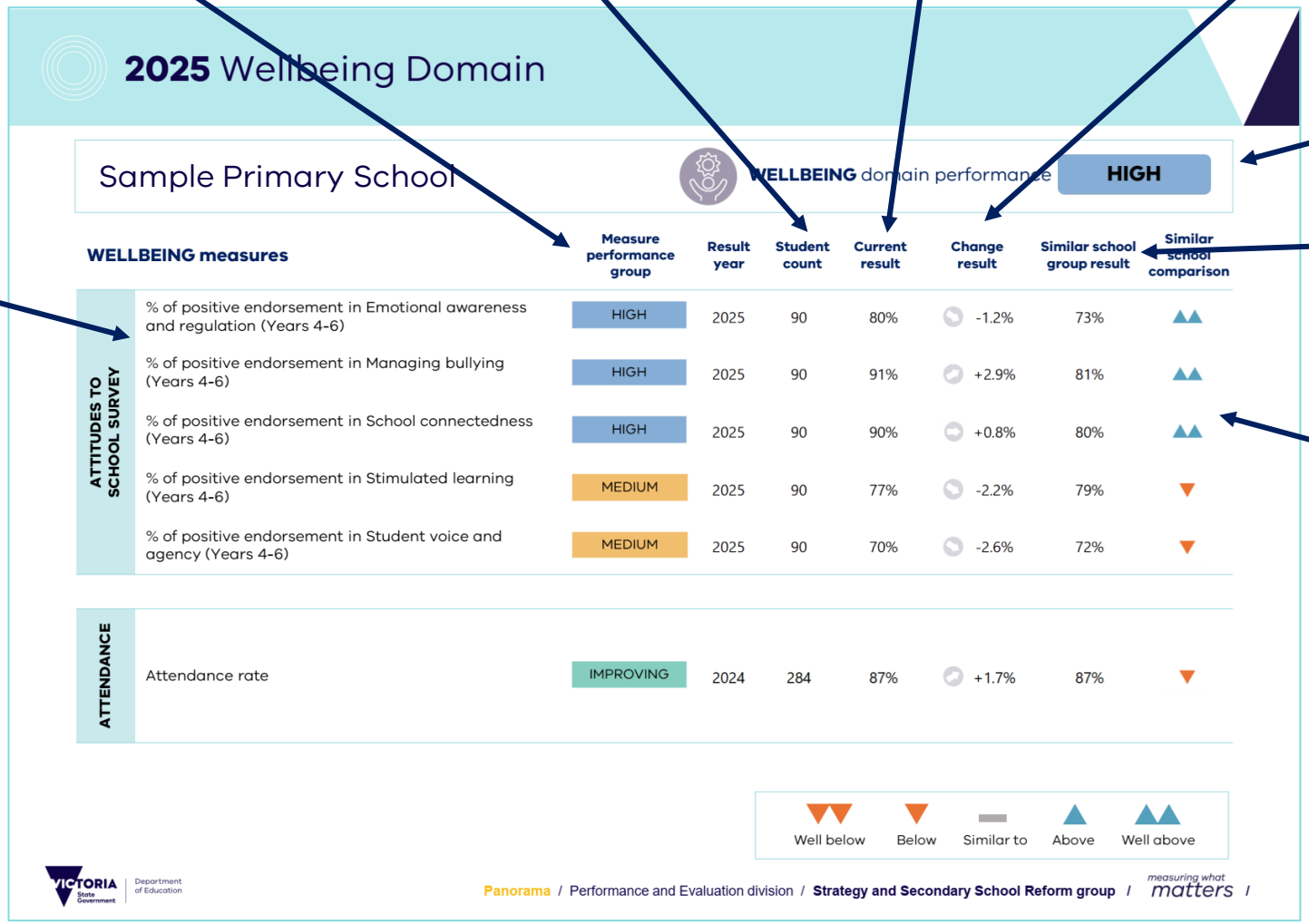
The **change** in your school's performance for each measure.

The **measures** that are used to determine your school's performance in each domain.

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.



Measure definitions / Learning

Measure	Definition	School year reported (School type)	Year for current result	Change level from
% of students in Strong or Exceeding NAPLAN	Percentage of students achieving either Strong or Exceeding proficiency levels for NAPLAN. Reading and Numeracy *only includes students enrolled at the school for a minimum of 12 months	Year 3 (Primary, Primary/Secondary) Year 5 (Primary, Primary/Secondary) Year 7 (Primary/Secondary) Year 9 (Secondary, Primary/Secondary)	2025	2023 to 2025
% of students with Medium or High relative growth NAPLAN	Percentage of students with Medium or High relative growth. Reading and Numeracy *includes students enrolled at the school for the previous NAPLAN assessment (2023), and still enrolled in August the following year.	Year 3 to 5 (Primary, Primary/Secondary) Year 5 to 7 (Primary, Primary/Secondary) Year 7 to 9 (Secondary, Primary/Secondary)	2025	2023 to 2025
% of students with At or Above expected growth in Teacher Judgements	Percentage of students achieving At or Above expected growth over the previous 12 months English (Reading and Viewing) and Mathematics (Number and Algebra / Mathematics 2.0)	Year 1-6 (Primary, Primary/Secondary) Year 7-10 (Secondary, Primary/Secondary)	2024	2022 to 2024
Mean VCE English score (study group)	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	2024	2022 to 2024
% of VCE, VCE VM and VCAL certificate completions	Percentage of eligible students who completed VCE, VCE VM, or VCAL for the previous year.	Secondary and Primary/Secondary	2024	2022 to 2024
% of positive endorsement in School stage transition (Years 10-12)	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	2025	2023 to 2025

Schools will not receive performance groups for measures when there are fewer than 5 data points.
More information about the measures and calculations is available through the Policy and Advisory Library.

Measure definitions / Wellbeing

Measure	Definition	School year reported (School type)	Year for current result	Change level from
% of positive endorsement in Emotional awareness and regulation	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)	2025	2023 to 2025
% of positive endorsement in Managing bullying	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)	2025	2023 to 2025
% of positive endorsement in School connectedness	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)	2025	2023 to 2025
% of positive endorsement in Stimulated learning	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)	2025	2023 to 2025
% of positive endorsement in Student voice and agency	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)	2025	2023 to 2025
Attendance rate	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)	2024	2022 to 2024

Schools will not receive performance groups for measures when there are fewer than 5 data points.
More information about the measures and calculations is available through the Policy and Advisory Library.