



School Excellence Framework

Overview of quantitative measures reports

The School Excellence Framework supports all NSW public schools in their pursuit of excellence by providing a clear description of the key elements of high quality practice. The description of excellence in the Framework supports schools in the school planning process by ensuring a shared understanding of the expectations for all public schools across the three domains of learning, teaching and leading. It provides a basis for schools to undertake self-assessment and develop strategic directions that will guide their ongoing development.

In undertaking their self-assessments, schools will draw on a range of quantitative and qualitative evidence to identify and demonstrate their achievement and areas for improvement. To assist schools in this process, a number of key quantitative measures are identified in the Framework. These measures are not intended to be definitive, but provide an objective frame of reference for schools. More measures may be developed over time as robust data sets increase.

Reports have been developed for schools, giving them their school data on these and other supporting measures. Principals can access these reports through the Business Intelligence system. All principals will receive PDF copies of their reports.

Contextual Information Report

In all of the School Excellence Framework reports, a school's data is presented in comparison with a group of 'similar' schools – schools that are serving similarly advantaged communities, as measured by socio-economic status.

Each school, however, operates in a unique context. The contextual information report presents other information that will help schools understand the ways in which their group of similar schools may be different from them – for example, indicators on the backgrounds of students, school size and geographic location.

Value-added Report

Value-added (VA) measures provide an indication of the contributions schools make to the learning of their students. VA measures adjust for factors that are out of the control of schools (such as students' socio-economic status) to provide a fair and accurate measure.

VA measures indicate a school's contribution relative to the average NSW school. A higher VA score means that a school is contributing significantly more to learning than the average school, after adjusting for factors out of the control of schools. These schools are achieving exceptional growth in student learning.

A lower VA score does not mean that a school is not adding value to its students – just that the school is adding less than that added by the average school.

A number of VA measures are produced for each school. For primary schools, measures will separately examine the contribution to learning from Year 3 to Year 5, and from Year 5 to Year 7. For secondary schools, measures will separately examine the contribution to learning from Year 7 to Year 9, and from Year 9 to Year 12. VA 3-5, 5-7 and 7-9 is expressed relative to the typical NAPLAN growth for the average student across reading and numeracy for the cohort in question. VA 9-12 is expressed relative to the average government school student's unit mark (out of 50) across HSC courses.

For more information on VA measures and their development, see CESE's publication on the subject: <http://www.cese.nsw.gov.au/publications-filter/learning-curve-6-value-added-measures>

Student Attainment Report

Proportion at or above the National Minimum Standard in NAPLAN Reading and Numeracy

The NAPLAN assessment in Years 3, 5, 7 and 9 measures students against a National Minimum Standard. This is a nationally agreed benchmark indicating that students have demonstrated the basic elements of Literacy and Numeracy. Educational research suggests that these basic skills serve as the 'building blocks' for learning, and that students may find it difficult to progress in school if they have not mastered key components of Literacy and Numeracy.

Schools are committed to ensuring that all students will learn these essential skills. This measure indicates the proportion of students at a school meeting or exceeding the agreed National Minimum Standard in the Reading and Numeracy NAPLAN domains. Reading and Numeracy are the most stable NAPLAN domains and highly correlated. For primary schools, this key

measure is taken from Year 5 students. For secondary schools, the measure is taken from Year 9 students.

Proportion of tracked students in top two NAPLAN bands at Year 7 (primary schools only)

A major goal for primary schools is to ensure that students leave their schools ready to participate and excel in secondary school studies. Because the NAPLAN assessment is conducted in the first half of the year, Year 7 results capture in large part the learning that has occurred in the senior primary years.

This measure tracks students that previously attended the specified primary school into Year 7. It calculates the number of students who receive at least a Band 7 result in Year 7 NAPLAN Reading and Numeracy assessments, as a proportion of all tracked students. The measure tracks students within the government system. It does not track students moving to non-government schools. The Contextual Information Report indicates the proportion of a school's students that could not be tracked in Year 7.

Proportion of students with 2+ Band 5-6 results at HSC (secondary schools only)

Higher School Certificate (HSC) outcomes are the most important enabler for maximising post-school options for students. If students can demonstrate their ability before they leave school, they are more likely to achieve success in further education or in the labour force.

This measure indicates the proportion of students at the school who obtained at least two HSC results in the top two bands.

Attainment of Equity Groups Report

Equity is a core goal of the NSW education system and of individual schools. Schools should enable all students to succeed, regardless of their backgrounds.

The measures in this report present the difference between average NAPLAN scores (Reading and Numeracy) of higher SES students (top half of statewide SES distribution) and lower SES students (bottom half of statewide SES distribution), and between Aboriginal and Torres Strait Islander students and non-Aboriginal and Torres Strait Islander students. Many schools will have results suppressed due to small numbers in one or more subgroups.

Attendance Report

A student's attendance in school is fundamental to their success. Teachers and schools cannot be effective if students do not attend. Student attendance is also an indicator of students' engagement with their school. Research indicates that high levels of attendance are associated with better outcomes for all students.

The measure in this report is not identified as a key measure in the School Excellence Framework, but provides important additional information for schools to consider in their self-assessment.

Attendance rates in this report are calculated using attendance

data across all scholastic years, and all four terms. This means it is different from the rates currently reported on the My School website, which are only for K-10, and terms 1 and 2. Because the measure is based on two years' data, the total number of results is divided by two to give an indicative number of students making up the measure annually.

Retention Report (secondary schools only)

Compared with students who leave school early, those who complete Year 12 are more likely to go on to complete further education or training, have better labour force outcomes, and have better quality of life under a range of measures, such as health and a reduced likelihood of involvement in crime. Completing all 13 years of schooling is also a key indicator of a student's engagement. While finishing school early is appropriate for some students, schools have a role in ensuring that most students are able to finish Year 12.

This measure tracks all Year 10 students in a school, and reports the proportion that completed Year 12 (received an HSC or Record of Achievement) in a government school two years later. While it is not identified as a key measure in the School Excellence Framework, it provides important additional information for school self-assessment.

HSC Curriculum Report (secondary schools only)

The Australian Tertiary Admission Rank (ATAR) is a prerequisite for participation in higher education, and is also desirable in the labour force. This measure indicates the proportion of a school's Year 12 students who take a subject load that makes them eligible to receive an ATAR.

How measures will be reported

For all measures, schools will see their school's most recent data in comparison with the distribution for all schools. They will also see a time series for their school, similar schools and all schools. For value-added measures, schools will see a time series for their school and their school's most recent data in comparison with the distribution for all schools.

In NAPLAN-based measures, results for Reading and Numeracy are averaged. Principals accessing reports through the Business Intelligence (BI) platform will be able to view results by domain. Principals accessing reports through BI will also be able to drill down some measures by student group, i.e. gender and SES.

To ensure the reports are an accurate reflection of school activity, measures will not be reported if any component of the measure is made up of an average of five or fewer students in the school. The reports contain the sample size relevant to that measure, to assist schools in interpreting the information.

Where the School Excellence Framework specifies an achievement threshold, this is indicated on the graphs in the report. Thresholds have been identified on the basis of observable patterns in the data.