School Excellence Framework
A user's guide to School Excellence Framework reports

Contextual Information Report

Report purpose

This report displays information about the demographics of your school compared with a group of 'similar' schools.

The Contextual Information Report differs from other School Excellence Framework (SEF) reports. Whereas other reports provide information relevant to the Student Performance element of the SEF, the Contextual Information Report provides important background information about your school and its community. This should inform the way you interpret the rest of your school's SEF reports, including comparisons with statistically similar schools.

Similar school groups (SSG) are statistically developed comparison groups based on key factors in students' family backgrounds (parents' occupation and levels of school education and non-school education) that have an influence on students' educational outcomes at school. SSGs have been created using the Index of Community Socio-Educational Advantage (ICSEA) to enable meaningful comparisons to be made across schools. If schools have a similar ICSEA value it simply means that, on average, the students in those schools experience a similar level of educational advantage.

To determine the similar schools group, all schools, except the fully selective schools, are ranked by ICSEA value. SSG data comparisons are only displayed if there is data for at least 100 students for that grade/year in that calendar year in total, across the relevant 40 school SSG. Primary schools' similar schools groups are calculated jointly for all primary and central schools. Secondary schools' similar schools groups are calculated jointly for all secondary and central schools.

The similar schools group for your school is made up of 40 schools: 20 with ICSEA values below (or the same) as your school, and 20 with ICSEA values above (or the same) as your school.

For community and central schools, the similar schools group is made up 80 schools: 40 from the primary school calculations and 40 from the secondary school calculations. For the 20 schools at each end of the ICSEA spectrum, the similar schools group is made up of the 40 schools at each end of the spectrum. For fully selective schools, the similar schools group is made up of all other fully selective schools regardless of their ICSEA values.

Business questions

How 'similar' is my school compared to its group of statistically similar schools?

Statistically similar schools in this context are those that are serving similarly advantaged communities, as measured by socio-economic status. Each school, however, operates in a unique context. This report presents information that will help you understand the way in which the statistical comparison group may be different from your school, including geographic location, enrolment size and the cultural background of students. You should be mindful of this when viewing your school's SEF reports.

How do the results of students who leave my school and the government sector between Year 5 and Year 7 compare with those who stay?

For primary schools, this report contains information relating to student mobility between Year 5 and Year 7: the proportion of Year 5 students that could not be tracked to a government school in Year 7 and the difference in the average Reading and Numeracy scores between students who could and could not be tracked to Year 7. A positive value indicates that students who could not be tracked scored higher, on average, in Year 5 NAPLAN than students who could be tracked.

This is important contextual information when interpreting value-added and attainment measures that depend on matched student data, particularly where the proportion of untracked students is large.

For assistance interpreting your report, see annotated examples of the primary school reports here: https://detwww.det.nsw.edu.au/media/downloads/cese/annotated_pri.pdf

And annotated examples of the secondary school reports here: https://detwww.det.nsw.edu.au/media/downloads/cese/annotated_high.pdf

Value-added Report

Report purpose

This report displays information about learning growth of students in your school, after adjusting for the characteristics of the students, later referred to as value-added. This is a fair, reliable and accurate indication of school effectiveness that is widely used by schooling systems in Australia and internationally. You are encouraged to look at the measures in this report with other measures of student performance and growth, such as student attainment, information on SMART, or internal measures within your school.

The measures in this report are key quantitative measures as referred to in the School Excellence Framework.

Business questions

What does the value-added score mean for my school?

The most recent value-added (VA) score for your school ('this school') is reported underneath each VA measure, together with its confidence interval. To improve reliability, VA scores are statistically adjusted for small schools and are calculated using the growth data of matched students over two consecutive cohorts*. The average VA score for the group of schools that are most similar to yours is also reported.

The graph on the right shows how your school compares to all government schools. The horizontal line indicates the average VA for all schools. 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.

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 the value added by the average school.

How has my school's VA changed over time?

The graph on the left shows how this measure has been changing in your school.

VA scores are reported with confidence intervals. If a confidence interval crosses the dotted line in the graph, that result is not statistically different from the average VA for all schools.

Is my school adding value equally across the years of schooling?

A number of VA measures are produced for each school. For primary schools, measures will separately examine the school's contribution to learning from Year 3 to Year 5, and from Year 5 to Year 7. For secondary schools, measures will separately examine the school's contribution to learning from Year 7 to Year 9, and from Year 9 to Year 12.

What SEF VA category does my school fall into?

Your school's VA category is indicated on the right-hand graph.

* VA is calculated using the growth data of matched students over two consecutive cohorts. For example, a 2014 VA 3-5 score is based on the average progress of 2014 Year 5 students (from Year 3 in 2012) as well as that of 2013 Year 5 students (from Year 3 in 2011).

Note: For more information on VA measures and their development, see: http://www.cese.nsw.gov.au/publications-filter/learning-curve-6-value-added-measures

For assistance interpreting your report, see annotated examples of the primary school reports here: https://detwww.det.nsw.edu.au/media/downloads/cese/annotated_pri.pdf

And annotated examples of the secondary school reports here: https://detwww.det.nsw.edu.au/media/downloads/cese/annotated_high.pdf

Student Attainment Report

Report purpose

This report displays some information about the performance of students in your school. The overarching objective of school planning and improvement is to improve student learning outcomes. You are encouraged to look at the measures in this report alongside other measures of student performance and growth, such as value-added data, information on SMART, or internal measures within your school.

Some of the measures in this report are key quantitative measures as referred to in the School Excellence Framework. This means that they are particularly important within the School Excellence Framework. Other measures in this report are additional information. These measures give contextual information that might be useful in your school planning process.

Key quantitative measures:

Proportion at or above the National Minimum Standard in NAPLAN Reading and Numeracy (Yr 5 – primary; Yr 9 – secondary)

This measure indicates the proportion of students at your school that are meeting or exceeding the agreed National

Minimum Standard in the Reading and Numeracy NAPLAN domains. 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.

Proportion of tracked students in top two NAPLAN bands at Year 7

This measure tracks students that previously attended your primary school through to Year 7. The measure 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. An indication of the proportion of a school's students that were not tracked in Year 7 is in the Contextual Information Report.

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

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

Business questions

How does the performance of students at my school compare to students at all government schools?

The graph on the left shows how your school compares to all government schools, on the basis of the last two years' data.

How has the performance of students at my school changed over time?

The graph on the right shows how this measure has been changing in your school over time. In this graph, results are based on single year data.

Do my students perform differently in Reading and Numeracy?

Many of the measures in this report use an average of Reading and Numeracy results. Results in Reading and Numeracy are the most stable NAPLAN domains and are highly correlated. However, students at your school might perform differently in these domains. Click the + below the graphs for each measure to examine each domain separately.

How does performance differ between groups of students in my school?

In the panel to the right of the report, there are options to filter some of the measures by student characteristic (SES quartile, gender, Aboriginality or language background other than English). This may be useful to determine whether some groups of students in your school face particular challenges. When filtering by student characteristic, the state and statistically similar schools comparison will be similarly filtered. Be cautious in interpreting the information if your filtering means you are looking at small subgroups of students.

To what extent is my school ensuring all students meet the NAPLAN National Minimum Standard?

The graph on the left indicates the proportion of students who undertook the NAPLAN Reading and Numeracy assessments at your school and were at or above the National Minimum Standard.

To what extent is my school supporting students to achieve highly?

The primary school report shows the proportion of students who did Year 5 NAPLAN at your school (and could be tracked) and who received results in the top two NAPLAN bands in Year 7. The secondary school report shows the proportion of HSC students at your school who had at least two results in Bands 5-6.

How does the performance of students at my school compare to students in statistically similar schools?

The result for your school ('this school') is reported under each measure, as well as the result for the group of schools that are most similar to yours.

To improve reliability, the reported results are calculated using the last two years' data.

How does my school compare with the thresholds identified in the SEF?

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

What if my school has a small sample size?

The sample size is indicative of the number of students that make up the measure for your school annually*. If the sample size is small, then large year-to-year changes might not reflect actual trends in the school, but rather be a result of random variation.

Why can't I see a result for my school?

If the measure in your school is made up of an average of five or fewer students per year, there is a higher chance the measure is unreliable. In this case, the measure is not reported (N/R) and a comparison is not made to other schools (no dot appears on the left-hand graph).

* All NAPLAN measure calculations are based on individual student results for Literacy and Numeracy over two years. Because the calculations involve two separate domains and two separate years, the total number of results is divided by four to give an indicative number of students making up the measure annually. For the HSC measure, there is only one outcome (domain) of interest – whether or not a student attained 2+ Band 5/6 results. 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. Students with incomplete data are excluded, so sample sizes may differ notably from enrolment numbers.

Note: The BI system includes student performance data only for those students for whom an enrolment record can be linked to ERN. Other reporting systems which do not require this link (e.g. SMART) may report small numbers of students not captured in BI. As a consequence, small differences may be seen in aggregations reported in BI and other systems (e.g. % at or above NMS).

Note: For an explanation of why these measures have been chosen and how they fit into the School Excellence Framework, see the 'Overview of quantitative measure reports' here: https://detwww.det.nsw.edu.au/media/downloads/cese/quantitative.pdf

For assistance interpreting your report, see annotated examples of the primary school reports here: https://detwww.det.nsw.edu.au/media/downloads/cese/annotated_pri.pdf

And annotated examples of the secondary school reports here: https://detwww.det.nsw.edu.au/media/downloads/cese/annotated_high.pdf

Attainment of Equity Groups Report

Report purpose

This report displays information comparing the performance of different groups of students within your school. Equity is a core goal of the NSW education system. School planning for improvement may entail a particular emphasis on lifting the performance of the most disadvantaged students.

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. You are encouraged to look at the measures in this report alongside other measures of equity, such as student survey results or internal information.

Business questions

How equitable is student performance in my school?

The measures in this report are presented as a difference between groups of students. A negative number indicates that students in the equity group on average perform less well than students not in the equity group.

How does the performance of students at my school compare to students in statistically similar schools?

The result for your school ('this school') is reported under each measure, as well as the result for the group of schools that are most similar to yours. To improve reliability, the reported results are calculated using the last two years' data.

How does the performance of students at my school compare to students at all government schools?

The graph on the left shows how your school compares to all government schools, on the basis of the last two years' data.

How has the performance of students at my school changed over time?

The graph on the right shows how this measure has been changing in your school over time. In this graph, results are based on single year data.

Do my students perform differently in Reading and Numeracy?

The measures in this report use an average of Reading and Numeracy results. Results in Reading and Numeracy are the most stable NAPLAN domains and are highly correlated. However, students at your school might perform differently in these domains. Click the + below the graphs for each measure to examine each domain separately.

How does my school compare with SEF achievement thresholds?

Where the SEF specifies an achievement threshold, this is indicated and labelled on the graphs in the report. Thresholds have been identified on the basis of observable patterns in the data. Not all thresholds have been identified for all measures.

What if my school has a small sample size?

The sample size is indicative of the number of students that make up the measure for your school annually**. If the sample size is small, then large year-to-year changes might not reflect actual trends in the school, but rather be a result of random variation.

Why can't I see a result for my school?

If the measure in your school is made up of an average of five or fewer students per year, there is a higher chance the measure is unreliable. In this case, the measure is not reported (N/R) and a comparison is not made to other schools (no dot appears on the left-hand graph).

* Broad SES groupings are used so that there are sufficient students in the groupings to generate reports for most schools. Filters on the student attainment, attendance, retention, and HSC curriculum reports enable you to drill down by SES quartile.

** All NAPLAN measure calculations are based on individual student results for Literacy and Numeracy over two years. Because the calculations involve two separate domains and two separate years, the total number of results is divided by four to give an indicative number of students making up the measure annually. Students with incomplete parental background data are excluded, so sample sizes may differ notably from enrolment numbers.

Note: For an explanation of why these measures have been chosen and how they fit into the School Excellence Framework, see the 'Overview of quantitative measure reports' here: https://detwww.det.nsw.edu.au/media/downloads/cese/quantitative.pdf

For assistance interpreting your report, see annotated examples of the primary school reports here: https://detwww.det.nsw.edu.au/media/downloads/cese/annotated_pri.pdf

And annotated examples of the secondary school reports here: https://detwww.det.nsw.edu.au/media/downloads/cese/annotated_high.pdf

Student Attendance Report

Report purpose

This report displays information about the attendance of students in your school. Attendance is a measure of engagement and strongly related to student achievement.

The measure in this report is not identified as a key quantitative measure in the School Excellence Framework (SEF), but provides important additional information to consider in your self-assessment. You are encouraged to look at this report alongside other measures of student engagement, such as student survey results and retention to Year 12 (for secondary schools).

Business questions

How does the attendance of students at my school compare to students in statistically similar schools?

The result for your school ('this school') is reported, as well as the result for the group of schools that are most similar to yours. To improve reliability, the reported results are calculated using the last two years' data.

How does the attendance of students at my school compare to students at all government schools?

The graph on the left shows how your school compares to all government schools, on the basis of the last two years' data.

How has the attendance of students at my school changed over time?

The graph on the right shows how this measure has been changing in your school over time. In this graph, results are based on single year data.

How does attendance differ between groups of students in my school?

In the panel to the right of the report, there are options to filter the measure by student characteristic. This may be useful to determine whether some groups of students in your school face particular challenges. When filtering by student characteristic, the state and similar schools comparison will be similarly filtered. Be cautious in interpreting the information if your filtering means you are looking at small subgroups of students.

What if my school has a small sample size?

The sample size is indicative of the number of students that make up the measure for your school annually*. If the sample size is small, then large year-to-year changes might not reflect actual trends in the school, but rather be a result of random variation.

Why can't I see a result for my school?

If the measure in your school is made up of an average of five or fewer students per year, there is a higher chance the measure is unreliable. In this case, the measure is not reported (N/R) and a comparison is not made to other schools (no dot appears on the left-hand graph).

* 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.

Note: For an explanation of why this measure has been chosen and how it fits into the School Excellence Framework, see the 'Overview of quantitative measure reports' here: https://detwww.det.nsw.edu.au/media/downloads/cese/quantitative.pdf

For assistance interpreting your report, see annotated examples of the primary school reports here: https://detwww.det.nsw.edu.au/media/downloads/cese/annotated_pri.pdf

And annotated examples of the secondary school reports here: https://detwww.det.nsw.edu.au/media/downloads/cese/annotated_high.pdf

Retention Report (Secondary Schools Only)

Report purpose

This report displays information about the retention of students in your school from Year 10 to Year 12. Retention is a measure of engagement and aspiration, and is strongly related to student achievement. 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 employment outcomes, and have better quality of life under a range of measures, such as health and reduced likelihood of involvement in crime. While finishing school early is appropriate for some students, schools have a role in ensuring that most students are able to finish Year 12.

The measure in this report is not identified as a key measure in the School Excellence Framework (SEF), but provides important additional information to consider in your self-assessment. You are encouraged to look at this report alongside other measures of student engagement, such as student survey results and attendance. Retention rate data tracks students staying within your school and other government schools between Years 10 and 12, but does not track those students who move to non-government schools.

Business questions

How does the retention of students at my school compare to students in statistically similar schools?

The result for your school ('this school') is reported, as well as the result for the group of schools that are most similar to yours. To improve reliability, the reported results are calculated using the last two years' data.

How does the retention of students at my school compare to students at all government schools?

The graph on the left shows how your school compares to all government schools, on the basis of the last two years' data.

How has the retention of students at my school changed over time?

The graph on the right shows how this measure has been changing in your school over time. In this graph, results are based on single year data.

How does retention differ between groups of students in my school?

In the panel to the right of the report, there are options to filter some of the measures by student characteristic.

This may be useful to determine whether some groups of students in your school face particular challenges. When filtering by student characteristic, the state and statistically similar schools comparison will be similarly filtered. Be cautious in interpreting the information if your filtering means you are looking at small subgroups of students.

What if my school has a small sample size?

The sample size is indicative of the number of students that make up the measure for your school annually*. If the sample size is small, then large year-to-year changes might not reflect actual trends in the school, but rather be a result of random variation.

Why can't I see a result for my school?

If the measure in your school is made up of an average of five or fewer students per year, there is a higher chance the measure is unreliable. In this case, the measure is not reported (N/R) and a comparison is not made to other schools (no dot appears on the left-hand graph).

* 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.

Note: This measure tracks all Year 10 students in your school, and reports the proportion that completed Year 12 (received an HSC or Record of Achievement) in a government school two years later. This differs from the methodology used to calculate retention for the eDSS reports. The 2014 eDSS retention data was calculated using the 'within school' match of students who sat Year 9 NAPLAN and the HSC at the same school.

Note: For an explanation of why this measure has been chosen and how it fits into the School Excellence Framework, see the 'Overview of quantitative measure reports' here: https://detwww.det.nsw.edu.au/media/downloads/cese/quantitative.pdf

For assistance interpreting your report, see annotated examples of the primary school reports here: https://detwww.det.nsw.edu.au/media/downloads/cese/annotated_pri.pdf

And annotated examples of the secondary school reports here: https://detwww.det.nsw.edu.au/media/downloads/cese/annotated_high.pdf

HSC Curriculum Report (Secondary Schools Only)

Report purpose

This report displays some information about the type of courses chosen by Year 12 students in your school – specifically, the proportion of Year 12 students who take a subject load that makes them eligible to receive an ATAR. HSC curriculum strongly affects the post-school options available to students, as well as employment outcomes. You are encouraged to look at the measures in this report with other measures of post-school outcomes, such as transition to employment or participation in training, apprenticeships and traineeships.

Business questions

To what extent is my school preparing students to access valuable tertiary pathways?

ATAR eligibility influences the range of post-school options for students.

How does the performance of students at my school compare to students in statistically similar schools?

The result for your school ('this school') is reported under each measure, as well as the result for the group of schools that are most similar to yours. To improve reliability, the reported results are calculated using the last two years' data.

How does the performance of students at my school compare to students at all government schools?

The graph on the left shows how your school compares to all government schools, on the basis of the last two years' data.

How has the performance of students at my school changed over time?

The graph on the right shows how this measure has been changing in your school over time. In this graph, results are based on single year data.

How does ATAR eligibility differ between groups of students in my school?

In the panel to the right of the report, there are options to filter some of the measures by student characteristic. This may be useful to determine whether some groups of students in your school face particular challenges. When filtering by student characteristic, the state and statistically similar schools comparison will be similarly filtered. Be cautious in interpreting the information if your filtering means you are looking at small subgroups of students.

What if my school has a small sample size?

The sample size is indicative of the number of students that make up the measure for your school annually*. If the sample size is small, then large year-to-year changes might not reflect actual trends in the school, but rather be a result of random variation.

Why can't I see a result for my school?

If the measure in your school is made up of an average of five or fewer students per year, there is a higher chance the measure is unreliable. In this case, the measure is not reported (N/R) and a comparison is not made to other schools (no dot appears on the left-hand graph).

* 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.

Note: For an explanation of why these measures have been chosen and how they fit into the School Excellence Framework, see the 'Overview of quantitative measure reports' here: https://detwww.det.nsw.edu.au/media/downloads/cese/quantitative.pdf

For assistance interpreting your report, see annotated examples of the primary school reports here: https://detwww.det.nsw.edu.au/media/downloads/cese/annotated_pri.pdf

And annotated examples of the secondary school reports here: https://detwww.det.nsw.edu.au/media/downloads/cese/annotated_high.pdf

BI navigation tips

If you are accessing your SEF reports in BI, remember:

- To print a copy of any report, go to 'actions' in the top bar and export to PDF to print. Note that if you choose to print a filtered report, the printed version will not be labelled.

- To see all the measures in a report, use the arrows in the top bar to click through the pages. (You may find using 'whole page' in the top bar gives the best viewing experience.)

- To view results by individual Literacy and Numeracy domains, click on the + below the relevant graphs.

- To filter reports by student group – SES, gender, Aboriginality and LBOTE – click the relevant box under 'Parameters'. Take care in drawing conclusions if your sample sizes are small.

- To see information about the report's purpose and to help you interpret your reports, show 'Report Information' on the far right of the screen.