

Differentiated School Performance Method 2019

Measures used in the Differentiated School Performance Method

September 2019



Contents

This document provides the definition of each of the measures included in the Method.

Introduction: The Differentiated School Performance Method	3
How are Performance Groups Determined?	3
MEASURE: Percentage of students in the top two bands of NAPLAN reading	5
MEASURE: Percentage of students in the top two bands of NAPLAN numeracy	6
MEASURE: Percentage of students in the bottom two bands of NAPLAN reading	7
MEASURE: Percentage of students in the bottom two bands of NAPLAN numeracy	8
MEASURE: Percentage of students who are meeting or are above benchmark growth, reading	9
MEASURE: Percentage of students who are meeting or are above benchmark growth, numeracy	10
MEASURE: Percentage of staff with positive endorsement in Collective Efficacy	11
MEASURE: Percentage of staff with positive endorsement in Academic Emphasis	12
MEASURE: Percentage of staff with positive endorsement in Instructional Leadership	13
MEASURE: Percentage of students with positive endorsement in Stimulated Learning	14
MEASURE: Percentage of students with positive Endorsement in Sense of Confidence	15
MEASURE: Percentage of students with positive Endorsement in Managing Bullying	16
MEASURE: Attendance rate	17
MEASURE: Percentage of students participating in NAPLAN assessment	18
MEASURE: Percentage of students participating in Attitudes to School Survey	19
MEASURE: Percentage of staff participating in School Staff Survey	20
MEASURE: Completing School	21
MEASURE: Mean VCE English score	22

Melbourne Sep-19

©State of Victoria (Department of Education and Training) 2017

The copyright in this document is owned by the State of Victoria (Department of Education and Training), or in the case of some materials, by third parties (third party materials). No part may be reproduced by any process except in accordance with the provisions of the Copyright Act 1968, the National Education Access Licence for Schools (NEALS) (see below) or with permission.

An educational institution situated in Australia which is not conducted for profit, or a body responsible for administering such an institution may copy and communicate the materials, other than third party materials, for the educational purposes of the institution.

Authorised by the Department of Education and Training,

2 Treasury Place, East Melbourne, Victoria, 3002

INTRODUCTION: THE DIFFERENTIATED SCHOOL PERFORMANCE METHOD

A revised approach to school review and improvement was introduced in 2017. The reforms emphasise continuous improvement, whilst recognising the need to support and develop schools with the implementation of targeted, differentiated supports. The approach affirms that every student, no matter their background or circumstances, has a right to learn in a school deeply committed to improvement.

This approach requires a constant focus on collecting and analysing evidence about student learning, teacher practice and curriculum content. By measuring each school's performance, we can pinpoint their current level of accomplishment across a range of measures, and identify the areas for improvement that will lead to the greatest lift in outcomes for students.

The Differentiated School Performance Method was developed to enable a more precise method for measuring school performance across the system and complements school review and differentiated support for school improvement initiatives. The Differentiated School Performance Method uses fewer measures, holds all schools to the same standards and assigns schools to one of five Differentiated School Performance Groups (Fig 1).

The focus remains on measuring outcomes in student achievement, engagement and wellbeing.



Fig 1: The Five Differentiated School Performance Groups.

HOW ARE PERFORMANCE GROUPS DETERMINED?

The Differentiated School Performance Method measures a school's most recent level of achievement, as well as its change in performance over time in six domains (*achievement, school climate, engagement, participation, attitudes to school and senior secondary*), across a range of applicable measures (Fig 2).

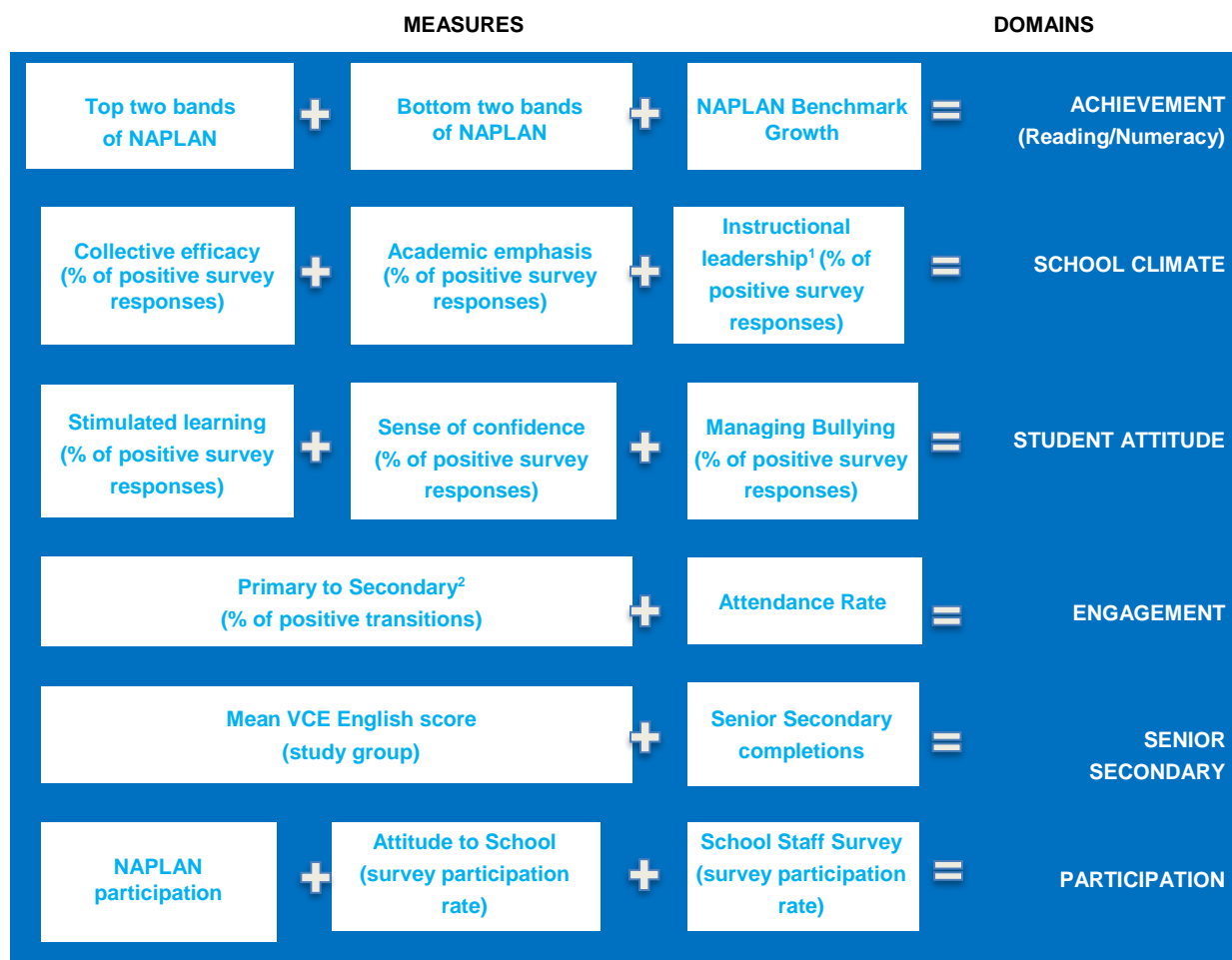


Fig 2: The School Performance Group Method Measures and Domains

For each measure, the current (most recent) result and the change in results (over the last three years¹) for all schools in Victoria are collated and categorised into five levels:

Current Level	Change Level
5 – Very high	5 – Increased significantly
4 – High	4 – Increased
3 – Medium	3 – Maintained
2 – Low	2 – Decreased
1 – Very low	1 – Decreased significantly

These levels are combined into a five-by-five table, and each school's performance is plotted into one of 25 segments, for each measure.

		Change Level				
		1 – Decreased Significantly	2 – Decreased	3 – Maintained	4 – Increased	5 – Increased Significantly
Current Level	Level					
	5 – Very high					
	4 – High					
	3 – Medium					
	2 – Low					
	1 – Very low					

A school's placement within the table, based on their current performance and change in performance over the last three years, determines their performance group for each measure.

The performance group results for each measure are then combined to give a domain performance group, and the domain performance groups are combined to give the overall performance group for the school.

To receive a performance group result, schools must have a sufficient number of statistically valid measures. A valid measure can only be calculated if there are more than 5 data points or respondents. Therefore, performance measures for a domain can only be aggregated when there are enough valid measures available. Schools will receive a performance group against the domains and measures for which sufficient data is available. Their school performance report identifies how many domains and measures had sufficient data to determine a performance group.

This following pages provide the definition of each of the measures included in the Method.

DOMAIN: ACHIEVEMENT (LITERACY)

MEASURE: PERCENTAGE OF STUDENTS IN THE TOP TWO BANDS OF NAPLAN READING

What is it?

The proportion of students in each school who achieved in the top two bands of NAPLAN reading.

The measure is reported for:

- Year 5 (Primary, Pri/Sec)
- Year 9 (Secondary, Pri/Sec)

The measure is aligned to the Education State target of more students achieving the highest levels of achievement in reading.

This measure does not apply to senior secondary colleges that provide only Years 10, 11 and 12.

How is it calculated?

The percentage of students in the top two bands is calculated by dividing the total number of students who achieve in the top two NAPLAN bands for reading (the numerator) by the number of students who sat NAPLAN reading, including exempt students (the denominator).

How is current result calculated?

The latest year of NAPLAN data is used to calculate the current result.

How is change result calculated?

The average change is calculated from the difference in current result and result two years prior divided by two.

When is the data available?

Annually, August (using preliminary data). The 2019 school performance groups use preliminary August 2019 data for current result and 2017 to preliminary 2019 for change result.

Data provider:

Victoria Curriculum and Assessment Authority (VCAA)

DOMAIN: ACHIEVEMENT (NUMERACY)

MEASURE: PERCENTAGE OF STUDENTS IN THE TOP TWO BANDS OF NAPLAN NUMERACY

What is it?

The proportion of students in each school who achieved in the top two bands of NAPLAN numeracy.

The measure is reported for:

- Year 5 (Primary, Pri/Sec)
- Year 9 (Secondary, Pri/Sec)

The measure is aligned to the Education State target of more students achieving the highest levels of achievement in reading.

This measure does not apply to senior secondary colleges that provide only Years 10, 11 and 12.

How is it calculated?

The percentage of students in the top two bands is calculated by dividing the total number of students who achieve in the top two NAPLAN bands for numeracy (the numerator) by the number of students who sat NAPLAN numeracy, including exempt students (the denominator).

How is current result calculated?

The latest year of NAPLAN data is used to calculate the current result.

How is change result calculated?

The average change is calculated from the difference in current result and result two years prior divided by two.

When is the data available?

Annually, August (using preliminary data). The 2019 school performance groups use preliminary August 2019 data for current result and 2017 to preliminary 2019 for change result.

Data provider:

Victoria Curriculum and Assessment Authority (VCAA)

DOMAIN: ACHIEVEMENT (LITERACY)

MEASURE: PERCENTAGE OF STUDENTS IN THE BOTTOM TWO BANDS OF NAPLAN READING

What is it?

The proportion of students in each school who achieved in the bottom two bands of NAPLAN reading.

The measure is reported for:

- Year 5 (Primary, Pri/Sec)
- Year 9 (Secondary, Pri/Sec)

The measure focusses on lifting the performance of students above the National Minimum Standard in reading by reducing the proportion of students in the bottom two bands.

This measure does not apply to senior secondary colleges that provide only Years 10, 11 and 12.

How is it calculated?

The percentage of students in the bottom two bands is calculated by dividing the total number of students who achieved in the bottom two NAPLAN bands, excluding exempt students for reading (the numerator) by the number of students who sat NAPLAN reading, including exempt students (the denominator).

How is current result calculated?

The latest year of NAPLAN data is used to calculate the current result.

How is change result calculated?

The average change is calculated from the difference in current result and result two years prior divided by two.

When is the data available?

Annually, August (using preliminary data). The 2019 school performance groups use preliminary August 2019 data for current result and 2017 to preliminary 2019 for change result.

Data provider:

Victoria Curriculum and Assessment Authority (VCAA)

DOMAIN: ACHIEVEMENT (NUMERACY)

MEASURE: PERCENTAGE OF STUDENTS IN THE BOTTOM TWO BANDS OF NAPLAN NUMERACY

What is it?

The proportion of students in each school who achieved in the bottom two bands of NAPLAN numeracy.

The measure is reported for:

- Year 5 (Primary, Pri/Sec)
- Year 9 (Secondary, Pri/Sec)

The measure focusses on lifting the performance of students above the National Minimum Standard in numeracy by reducing the proportion of students in the bottom two bands.

This measure does not apply to senior secondary colleges that provide only Years 10, 11 and 12.

How is it calculated?

The percentage of students in the bottom two bands is calculated by dividing the total number of students who achieved in the bottom two NAPLAN bands, excluding exempt students for numeracy (the numerator) by the number of students who sat NAPLAN numeracy, including exempt students (the denominator).

How is current result calculated?

The latest year of NAPLAN data is used to calculate the current result.

How is change result calculated?

The average change is calculated from the difference in current result and result two years prior divided by two.

When is the data available?

Annually, August (using preliminary data). The 2019 school performance groups use preliminary August 2019 data for current result and 2017 to preliminary 2019 for change result.

Data provider:

Victoria Curriculum and Assessment Authority (VCAA)

DOMAIN: ACHIEVEMENT (LITERACY)

MEASURE: PERCENTAGE OF STUDENTS WHO ARE MEETING OR ARE ABOVE BENCHMARK GROWTH, READING

What is it?

The proportion of students in each school who are meeting or are above the benchmark over the previous two years in NAPLAN reading. This measure is based on a set of historical NAPLAN data (from 2012 to 2015) to set thresholds that define growth that is below, meeting or above the benchmark.

The measure is reported for students across the State from:

- Years 3 to 5 (Primary, Pri/Sec)
- Years 7 to 9 (Secondary, Pri/Sec)

The measure focusses on the growth of individuals and cohorts, acknowledging that with the right support and expert teaching, all students can improve their learning, regardless of their starting point. Because the benchmark growth measure uses a fixed reference cohort and take account of students' different starting points, it

- allows for significant improvements in NAPLAN learning growth to be reflected, at a school or system level
- enables learning growth to be tracked over time, for individual schools
- enables improvements (or declines) in learning growth to be measured across the entire system
- better explains individual school performance and demonstrates whether a school is improving over time, in terms of achieving greater learning growth for students.

As such, within the 'Achievement (Literacy)' domain this measure is given more emphasis by attracting three times the weight of other achievement measures.

This measure does not apply to senior secondary colleges that provide only Years 10, 11 and 12.

How is it calculated?

This measure is calculated by comparing the growth of each student across the State in Years 5 and 9, to the growth of the fixed reference cohort (2012 to 2015) who achieved exactly the same starting score two years earlier, in Years 3 and 7 respectively.

How is current result calculated?

The latest year (current) and previous year of NAPLAN growth data is used to calculate the growth against the reference cohort. The data for the current measurement year will be weighted twice as heavily as the previous year (i.e. $[2 \times \text{the proportion in the current year} + \text{the proportion in the previous year}] / 3$).

The use of two years' data and weighting strikes a balance between the need for the measure to accurately detect changes in performance while protecting the measure from volatility.

How is change result calculated?

The average change is calculated from the difference in current result and result two years prior divided by two.

When is the data available?

Annually, August (using preliminary data). The 2019 school performance groups use preliminary August 2019 data for current result and 2017 to preliminary 2019 for change result.

Data provider:

Victoria Curriculum and Assessment Authority (VCAA)

DOMAIN: ACHIEVEMENT (NUMERACY)

MEASURE: PERCENTAGE OF STUDENTS WHO ARE MEETING OR ARE ABOVE BENCHMARK GROWTH, NUMERACY

What is it?

The proportion of students in each school who are meeting or are above the benchmark over the previous two years in NAPLAN numeracy. This measure is based on a set of historical NAPLAN data (from 2012 to 2015) to set thresholds that define growth that is below, meeting or above the benchmark.

The measure is reported for students across the State from:

- Years 3 to 5 (Primary, Pri/Sec)
- Years 7 to 9 (Secondary, Pri/Sec)

The measure focusses on the growth of individuals and cohorts, acknowledging that with the right support and expert teaching, all students can improve their learning, regardless of their starting point. Because the benchmark growth measure uses a fixed reference cohort and take account of students' different starting points, it

- allows for significant improvements in NAPLAN learning growth to be reflected, at a school or system level
- enables learning growth to be tracked over time, for individual schools
- enables improvements (or declines) in learning growth to be measured across the entire system
- better explains individual school performance and demonstrates whether a school is improving over time, in terms of achieving greater learning growth for students.

As such, within the 'Achievement (Numeracy)' domain this measure is given more emphasis by attracting three times the weight of other achievement measures.

This measure does not apply to senior secondary colleges that provide only Years 10, 11 and 12.

How is it calculated?

This measure is calculated by comparing the growth of each student across the State in Years 5 and 9, to the growth of the fixed reference cohort (2012 to 2015) who achieved exactly the same starting score two years earlier, in Years 3 and 7 respectively.

How is current result calculated?

The latest year (current) and previous year of NAPLAN growth data is used to calculate the growth against the reference cohort. The data for the current measurement year will be weighted twice as heavily as the previous year (i.e. $[2 \times \text{the proportion in the current year} + \text{the proportion in the previous year}] / 3$).

The use of two years' data and weighting strikes a balance between the need for the measure to accurately detect changes in performance while protecting the measure from volatility.

How is change result calculated?

The average change is calculated from the difference in current result and result two years prior divided by two.

When is the data available?

Annually, August (using preliminary data). The 2019 school performance groups use preliminary August 2019 data for current result and 2017 to preliminary 2019 for change result.

Data provider:

Victoria Curriculum and Assessment Authority (VCAA)

DOMAIN: SCHOOL CLIMATE

MEASURE: PERCENTAGE OF STAFF WITH POSITIVE ENDORSEMENT IN COLLECTIVE EFFICACY

What is it?

The measure indicates the extent to which the staff in a school endorse their school as having a positive climate in 'Collective Efficacy' – "School staff believe they have the necessary skills, expertise and resources to successfully educate students". Questions in this module include:

- Staff in my school are able to educate the most challenging students.
- Staff here are confident they will be able to motivate their students.
- If a child doesn't want to learn Staff here give up.
- Staff here don't have the skills needed to provide meaningful student learning.
- Staff in this school believe that every child can learn.
- Our students come to school ready to learn.
- The home environments of students here provide enough advantages that they readily learn.
- Students here just aren't motivated to learn.
- Staff in my school do not have the skills to deal with student disciplinary problems.
- The opportunities in the local community help ensure that our students will learn.
- Learning is more difficult at my school because students are worried about their safety.
- Drug and alcohol abuse in the out-of-school community make learning difficult for students here.

The measure is a lead indicator for achievement.

The measure is reported by school type.

How is it calculated?

This measure is calculated as the total proportion of positive responses (strongly agree/agree) to the 'Collective Efficacy' component in the School Climate module of the annual *School Staff Survey*. It shows the strength of positive endorsement by the staff.

The numerator is the number of positive responses against the 'Collective Efficacy' component. Non-teaching staff that responded to the survey are also included. The denominator is the total number of responses (including invalid responses).

How is current result calculated?

The latest year of *School Staff Survey* is used to calculate the current result.

How is change result calculated?

The average change is calculated from the difference in current result and result two years prior divided by two.

When is the data available?

Annually in August, based on the survey conducted in July to August. The 2019 school performance groups use 2019 survey data for current result and 2017 to 2019 for change result.

Data provider:

Victorian government schools

DOMAIN: SCHOOL CLIMATE

MEASURE: PERCENTAGE OF STAFF WITH POSITIVE ENDORSEMENT IN ACADEMIC EMPHASIS

What is it?

The measure indicates the extent to which the staff in a school endorse their school as having a positive climate in 'Academic Emphasis' – "Emphasis is placed on the importance of academic success and school norms support learning." Questions in this module include:

- Students in this school respect others who get good academic results.
- Students here try hard to improve on previous work.
- The learning environment in my school is orderly and focused.
- Staff in this school believe that students have the ability to achieve academically.
- Students in this school neglect to complete homework.
- Students here seek extra help from Staff.
- Students in this school seek extra work so they can improve their results.
- Academically oriented students are not ridiculed by their peers.

The measure is a lead indicator for achievement.

The measure is reported by school type.

How is it calculated?

This measure is calculated as the total proportion of positive responses (strongly agree/agree) to the 'Academic Emphasis' component in the School Climate module of the annual *School Staff Survey*. It shows the strength of positive endorsement by the staff.

The numerator is the number of positive responses against the 'Academic Emphasis' component. Non-teaching staff that responded to the survey are also included. The denominator is the total number of responses (including invalid responses).

How is current result calculated?

The latest year of *School Staff Survey* is used to calculate the current result.

How is change result calculated?

The average change is calculated from the difference in current result and result two years prior divided by two.

When is the data available?

Annually in August, based on the survey conducted in July to August. The 2019 school performance groups use 2019 survey data for current result and 2017 to 2019 for change result.

Data provider:

Victorian government schools

DOMAIN: SCHOOL CLIMATE

MEASURE: PERCENTAGE OF STAFF WITH POSITIVE ENDORSEMENT IN INSTRUCTIONAL LEADERSHIP

(NOT YET INCLUDED)

What is it?

The measure indicates the extent to which the staff in a school endorse their school in a school endorse their school as having a positive climate in 'Instructional Leadership' – "The leadership team is directly involved in the design, implementation and monitoring of curriculum, instruction, and assessment; hands-on support for instruction."

Questions in this module include:

The School leadership team:

- are directly involved in helping teachers design instructional activities in their classrooms.
- are directly involved in helping teachers make instructional decisions using assessment data.
- are directly involved in helping teachers address instructional issues in their classrooms.
- are very knowledgeable about effective instructional practices.
- are very knowledgeable about curricular issues.
- provide conceptual guidance for the teachers regarding effective classroom practice.
- are very knowledgeable about effective classroom assessment practices.
- continually monitor the effectiveness of our curriculum.
- continually monitor the effectiveness of the instructional practices used in our school.
- can accurately determine how effectively our school enhances student learning.
- continually monitor the effectiveness of the assessment practices used in our school.

The measure is reported by school type.

How is it calculated?

This measure is calculated as the total proportion of positive responses (strongly agree/agree) to the 'Instructional Leadership' component in the School Leadership module (from 2017) of the annual *School Staff Survey*. It shows the strength of positive endorsement by the staff.

The numerator is the number of positive responses against the 'Instructional Leadership' component. Non-teaching staff that responded to the survey are also included. The denominator is the total number of responses (including invalid responses).

How is current result calculated?

The latest year of *School Staff Survey* will be used to calculate the current result.

How is change result calculated?

The average change will be calculated from the difference in current result and result two years prior divided by two.

When is the data available?

Annually in August, based on the survey conducted in June-July This measure will be introduced in 2020..

Data provider:

Victorian government schools

DOMAIN: STUDENT ATTITUDE

MEASURE: PERCENTAGE OF STUDENTS WITH POSITIVE ENDORSEMENT IN STIMULATED LEARNING

What is it?

The measure indicates the extent to which the students in a school endorse their school as having a positive climate in 'Stimulated Learning' – "Teachers are making students interested in learning". Questions in this module include:

My teacher/s:

- makes the work we do in class interesting
- makes learning fun
- motivate us to think in our learning
- are inspiring

The measure is a lead indicator for the Education State Learning for Life targets (reading and numeracy achievement).

The measure is reported for students in:

- Years 5 to 6 (Primary, Pri/Sec)
- Years 7 to 12 (Secondary, Pri/Sec)

The measure will be expanded to Year 4 in the 2020 model once three years of data is available.

How is it calculated?

This measure is calculated as the total proportion of positive responses (strongly agree/agree) to the 'Stimulated Learning' factor in the Student Attitudes to School survey. It shows the strength of positive endorsement by the students.

The numerator is the number of positive responses against the 'Stimulated Learning' factor. The denominator is the total number of responses (including invalid responses).

How is current result calculated?

The latest year of *Attitude to School Survey* will be used to calculate the current result.

How is change result calculated?

The average change will be calculated from the difference in current result and result two years prior divided by two.

When is the data available?

Annually in August, based on survey conducted in April to June. The 2019 school performance groups, use the 2019 survey results for current result and 2017 to 2019 for change result.

Data provider:

Victorian government schools

DOMAIN: STUDENT ATTITUDE

MEASURE: PERCENTAGE OF STUDENTS WITH POSITIVE ENDORSEMENT IN SENSE OF CONFIDENCE

What is it?

The measure indicates the extent to which the students in a school endorse their school as having a positive climate in 'Sense of Confidence' – "Students are confident in their ability to learn". Questions in this module include:

- I am good at learning
- I can do challenging school work
- I am confident in my learning
- I know I can keep up with my learning
- I enjoy tasks that challenge me

The measure is a lead indicator for the Education State Learning for Life targets (reading and numeracy achievement).

The measure is reported for students in:

- Years 5 to 6 (Primary, Pri/Sec)
- Years 7 to 12 (Secondary, Pri/Sec)

The measure will be expanded to Year 4 in the 2020 model once three years of data is available.

How is it calculated?

This measure is calculated as the total proportion of positive responses (strongly agree/agree) to the 'Sense of Confidence' factor in the Student Attitudes to School survey. It shows the strength of positive endorsement by the students.

The numerator is the number of positive responses against the 'Sense of Confidence' factor. The denominator is the total number of responses (including invalid responses).

How is current result calculated?

The latest year of *Attitude to School Survey* will be used to calculate the current result.

How is change result calculated?

The average change will be calculated from the difference in current result and result two years prior divided by two.

When is the data available?

Annually in August, based on survey conducted in April to June. The 2019 school performance groups, use the 2019 survey results for current result and 2017 to 2019 for change result.

Data provider:

Victorian government schools

DOMAIN: STUDENT ATTITUDE

MEASURE: PERCENTAGE OF STUDENTS WITH POSITIVE ENDORSEMENT IN MANAGING BULLYING

What is it?

The measure indicates the extent to which the students in a school endorse their school as having a positive climate in 'Managing Bullying' – "Students perceive the school handles bullying and harassment appropriately". Questions in this module include:

- I know where to get help if I someone hurts me or if I feel upset
- I know where to get help if I feel bullied
- I feel safe at this school
- This school deals fairly with bullying problems
- At this school there is support for students who are bullied

The measure is reported for students in:

- Years 5 to 6 (Primary, Pri/Sec)
- Years 7 to 12 (Secondary, Pri/Sec)

The measure will be expanded to Year 4 in the 2020 model once three years of data is available.

How is it calculated?

This measure is calculated as the total proportion of positive responses (strongly agree/agree) to the 'Managing Bullying' factor in the Student Attitudes to School survey. It shows the strength of positive endorsement by the students.

The numerator is the number of positive responses against the 'Managing Bullying' factor. The denominator is the total number of responses (including invalid responses).

How is current result calculated?

The latest year of *Attitude to School Survey* will be used to calculate the current result.

How is change result calculated?

The average change will be calculated from the difference in current result and result two years prior divided by two.

When is the data available?

Annually in August, based on survey conducted in April to June. The 2019 school performance groups, use the 2019 survey results for current result and 2017 to 2019 for change result.

Data provider:

Victorian government schools

DOMAIN: ENGAGEMENT

MEASURE: ATTENDANCE RATE

What is it?

The measure indicates the proportion of enrolled days (accounting for the student's FTE) that were attended by students in each school, where attendance is based on school days and excludes any absences taken in the course of delivering the curriculum (camps, excursions, work-experience, etc.).

The measure is reported by school type.

How is it calculated?

The attendance rate is 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).

The number of days of absence taken is calculated in either half day units or school periods.

How is current result calculated?

The latest full year attendance data is used to calculate the current result.

How is change result calculated?

The average change is calculated from the difference in current result and result two years prior divided by two.

When is the data available?

Student attendance rates are updated daily, however a full year of data is required for this measure. For the 2019 school performance groups, the 2018 attendance data is used for the current result and 2016 to 2018 for change result.

Data provider:

Victorian government schools

DOMAIN: PARTICIPATION

MEASURE: PERCENTAGE OF STUDENTS PARTICIPATING IN NAPLAN ASSESSMENT

What is it?

The proportion of students in each school who sat or were exempted from NAPLAN assessment in reading.

The measure is reported for:

- Year 5 (Primary, Pri/Sec)
- Year 9 (Secondary, Pri/Sec)

This measure does not apply to senior secondary colleges that provide only Years 10, 11 and 12.

How is it calculated?

The percentage of students participating in NAPLAN is calculated by dividing the total number of students who attended (including exempted) NAPLAN reading (the numerator), by the total number of students who either attended, exempted, absent or withdrawn from NAPLAN reading (the denominator).

How is current result calculated?

The latest year of NAPLAN data is used to calculate the current result.

How is change result calculated?

The average change is calculated from the difference in current result and result two years prior divided by two.

When is the data available?

Annually, August (using preliminary data). The 2019 school performance groups use preliminary August 2019 data for current result and 2017 to preliminary 2019 for change result.

Data provider:

Victoria Curriculum and Assessment Authority (VCAA)

DOMAIN: PARTICIPATION

MEASURE: PERCENTAGE OF STUDENTS PARTICIPATING IN ATTITUDES TO SCHOOL SURVEY

What is it?

The proportion of students in each school who participated in the Attitudes to School survey (ATOSS).

The measure is reported for:

- Years 5 to 6 (Primary, Pri/Sec)
- Years 7 to 12 (Secondary, Pri/Sec)

The measure will be expanded to Year 4 in the 2020 model once three years of data is available.

How is it calculated?

The percentage of students participating in ATOSS is calculated by dividing the total number of students who responded to the survey (the numerator) by the total number of students who were enrolled in the relevant year levels (the denominator).

How is current result calculated?

The latest year of *Attitude to School Survey* will be used to calculate the current result.

How is change result calculated?

The average change will be calculated from the difference in current result and result two years prior divided by two.

When is the data available?

Annually in August, based on survey conducted in April to June. The 2019 school performance groups, use the 2019 survey results for current result and 2017 to 2019 for change result.

Data provider:

Victorian government schools

DOMAIN: PARTICIPATION

MEASURE: PERCENTAGE OF STAFF PARTICIPATING IN SCHOOL STAFF SURVEY

What is it?

The proportion of staff in each school who participated in the School Staff Survey.

The measure is reported by school type.

How is it calculated?

The percentage of staff participating in *School Staff Survey* is calculated by dividing the total number of staff who responded to the survey (the numerator) by the total number of staff who were invited to participate the survey (the denominator).

How is current result calculated?

The latest year of *School Staff Survey* is used to calculate the current result.

How is change result calculated?

The average change is calculated from the difference in current result and result two years prior divided by two.

For schools that were invited to participate in the staff survey for the first time in the latest year, the change result is set to "Maintained" in order to include as many schools as possible.

When is the data available?

Annually in August, based on the survey conducted in July to August. The 2019 school performance groups use 2019 survey data for current result and 2017 to 2019 for change result.

Data provider:

Victorian government schools

DOMAIN: SENIOR SECONDARY

MEASURE: COMPLETING SCHOOL

What is it?

The proportion of eligible students who completed a Victorian Certificate of Education (VCE) or Victorian Certificate of Applied Learning (VCAL).

The measure tracks the Education State Target for Staying in Education. *This is an interim measure.* It may be replaced with a measure which also accounts for VET completion.

The measure is reported for Secondary and Pri/Sec schools only.

How is it calculated?

The percentage completion is calculated by dividing the total number of eligible students who completed either VCE and/or VCAL at the Intermediate or Senior Level (the numerator) by the total number of eligible students who were eligible to complete VCE or enrolled in a VCAL certificate at the Intermediate or Senior Level (the denominator).

How is current result calculated?

The latest year of completion data is used to calculate the current result.

How is change result calculated?

The average change is calculated from the difference in current result and result two years prior divided by two.

When is the data available?

Annually in January. The 2018 school performance groups use completion data for 2018 for the current result and 2016 to 2018 for the change result.

Data provider:

Victorian Curriculum and Assessment Authority (VCAA)

DOMAIN: SENIOR SECONDARY

MEASURE: MEAN VCE ENGLISH SCORE

What is it?

The average study score achieved by students in VCE English score (study group).

The measure is reported for Secondary and Pri/Sec schools only.

How is it calculated?

The mean VCE English score is calculated by dividing the total scores achieved by students who sat a subject in the the VCE English study group (the numerator) by the total number of subject sat by students in the VCE English study group (the denominator).

How is current result calculated?

The latest year of mean VCE English score is used to calculate the current result.

How is change result calculated?

The average change is calculated as the average annual percentage change between the mean score in the current result and the mean score two years prior.

When is the data available?

Annually in January. The 2019 school performance groups uses the mean VCE score data for 2018 for the current result and 2016 to 2018 for the change result.

Data provider:

Victorian Curriculum and Assessment Authority (VCAA)