

**The Framework for Improving Student Outcomes (FISO)**

The Victorian Government has committed to establishing Victoria as the Education State which is about giving every Victorian the opportunity to succeed in life, regardless of background, place or circumstance.

The priorities of the Education State are captured in the Framework for Improving Student Outcomes and in the Victorian Curriculum. The framework uses the latest research on student learning and global best practice in school improvement to assist schools to focus their efforts on key areas that are known to have the greatest impact on student outcomes. The framework has the following components: an improvement model structured around four state-wide priorities and six evidence-based improvement initiatives to focus efforts; improvement measures providing a balanced view of student outcomes; and a rigorous improvement cycle.

**Improvement Measures**

The Department has a commitment to using clear and consistent measures to guide the assessment of each school's improvement and to direct additional support and resources where they are required, including in the determination of school review types.

The performance of government schools is assessed against the improvement measures in the Framework for Improving Student Outcomes. The improvement measures provide a consistent set of performance indicators of achievement in literacy and numeracy (including growth), and student engagement and wellbeing. In this report, adjusted measures are calculated for the first time using each school's Student Family Occupation and Education (SFOE) index, as this combined measure has a stronger correlation with student outcomes than parent occupation alone.

**Threshold Standards**

The performance of schools is complex, and cannot be distilled into a single number or place in a rank-order list. Threshold standards have instead been set against a diverse set of measures across the outcome domains of achievement, engagement, wellbeing and productivity, to represent a minimal outcome from which the Department would prioritise an improvement.

Headline Measures

To help build clarity, some measures have been given greater prominence than others – these measures are labelled 'headlines'. In considering each school's performance against the threshold standards, the headline measures privilege growth in student learning, along with student attendance, safety and the school's need for workforce bridging finance.

A summary of outcomes for students in Corryong College against the Improvement Measures is set out in the table which follows. The headline measures and standards are indicated with a red border. The darker cells indicate threshold standards which Corryong College has not met.

Outcome and Dimension	Domain and Measure	Year levels	Latest year		4 year average	
			Absolute	Adjusted	Absolute	Adjusted
<b>Achievement</b>						
<b>Learning Gain</b>	Reading (NAPLAN)	3 to 5				
	Numeracy (NAPLAN)	3 to 5				
<b>Academic Performance</b>	English (AusVELS: % C & above)	P to 6				N/A
	Maths (AusVELS: % C & above)	P to 6				N/A
	Science (AusVELS: % C & above)	P to 6				N/A
	Reading (NAPLAN: % in top 3 bands)	3 and 5				
	Numeracy (NAPLAN: % in top 3 bands)	3 and 5				
<b>Engagement</b>						
<b>Participation</b>	Attendance (Average days absent per student)	P to 6				
<b>Environment</b>	Connectedness to school (student attitude)	5 and 6				
<b>Wellbeing</b>						
<b>Safety</b>	Safety (student attitude)	5 and 6				
<b>Productivity</b>						
<b>Viability</b>	Workforce bridging finance	Whole school				
<b>Workforce</b>	School climate (staff)	Whole school			N/A	

Legend:  Corryong College meets the threshold performance standard for this measure.  
 Corryong College does not meet the threshold performance standard for this measure.  
 Headline measure and threshold standard

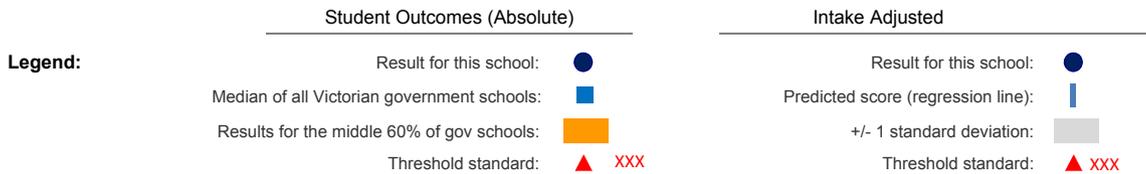
**Applying the standards in the determination of School Review types**

Following an analysis of outcomes for students in each school against the improvement measures, a prioritisation process is conducted through Regional Offices in March/April each year to guide the determination of school review types (peer and priority). This process considers not only the threshold standards, but also each school's history and context, including previous reviews, leadership and professional practice, and other community factors. Its objective is to target additional improvement resources where they are needed most.

Where data is not available, the Department cannot determine whether the school has met the threshold standard.

If you require any further detail about the improvement measures in the FISO or the application of the threshold standards, please contact your Senior Education Improvement Leader.

<a href="https://edugate.eduweb.vic.gov.au/edrms/project/fiso/SitePages/Home.aspx">Framework for Improving Student Outcomes</a>	<a href="https://edugate.eduweb.vic.gov.au/edrms/project/fiso/SitePages/Home.aspx">https://edugate.eduweb.vic.gov.au/edrms/project/fiso/SitePages/Home.aspx</a>
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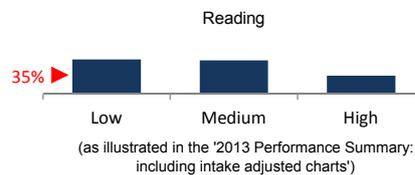


**Learning Gain**

**HEADLINE**

The NAPLAN Relative Growth measure shows the level of growth/improvement for each student relative to students that had the same (similar) NAPLAN score two years ago. Students with the same score two years ago are grouped together, and their current year scaled score (absolute) is then compared and ranked from lowest to highest within each group.

- The top 25% of students are categorised as 'High growth';
- The lowest 25% of students are categorised as 'Low growth'; and
- The middle 50% of students are categorised as 'Medium growth'.

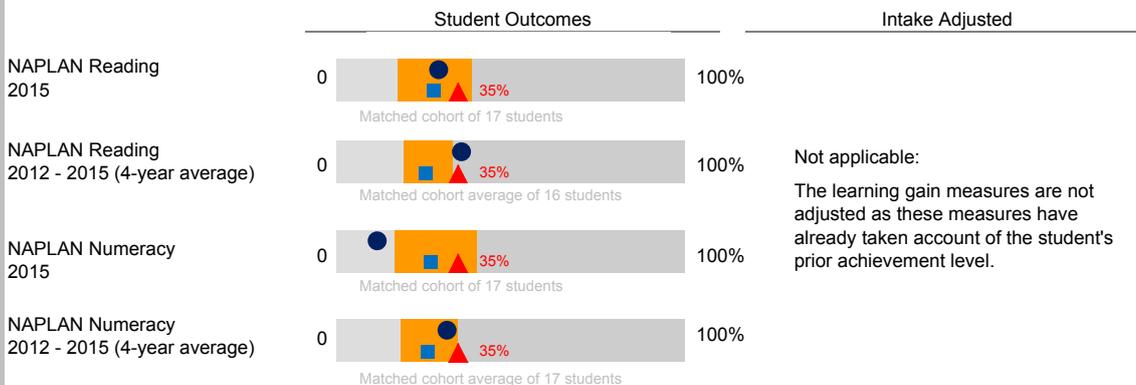


The Relative Growth measure helps identify students whose progress may not be apparent by just looking at their scaled score or NAPLAN band (absolute) results. A more detailed description of the relative growth measures is available through the Help menu on the School Information Portal (<https://schoolportal.eduweb.vic.gov.au/wiki/Pages/Help%20Report%2055.aspx>).

The school level NAPLAN Learning Gain measure is calculated as the proportion of students who achieved 'Low growth' within the group. The measure indicates the proportion of students in that school who made low progress since the last assessment, taking account of their prior achievement levels.

A result which is less than the threshold value is desirable .

ACHIEVEMENT



2015 School Performance Against Threshold Standards (primary year levels)



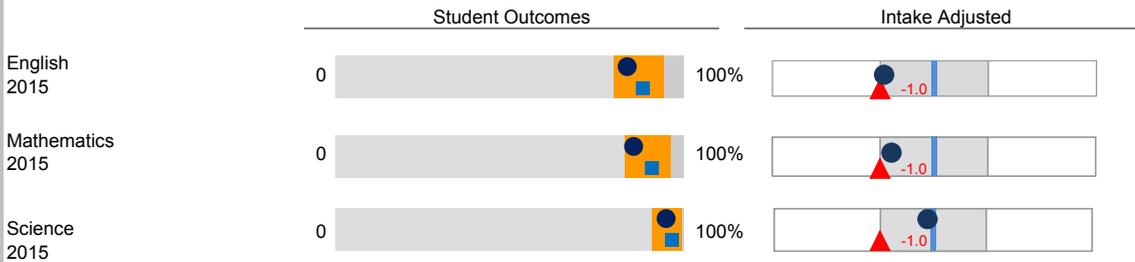
**Teacher assessment against AUSVELS**

This measure refers to the percentage of students in Years Prep-6 with a grade of C or above.

Data is shown for domains: ● English and  
● Mathematics  
● Science

Intake adjusted data is shown on a scale developed specifically for regression analysis. This scale is described in the publication 'Measuring Performance Fairly'. (<http://www.education.vic.gov.au/Documents/school/parents/primary/measuringperformance.pdf>)

ACHIEVEMENT



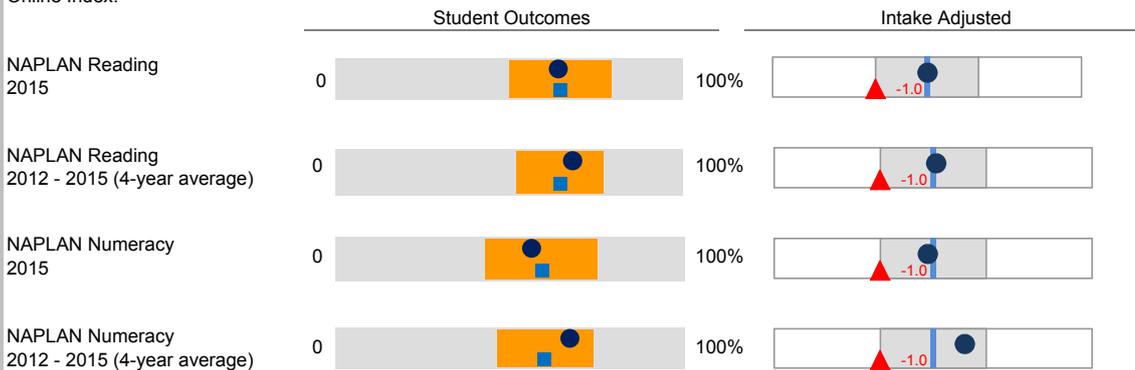
**NAPLAN Year 3 and Year 5**

This measure refers to the percentage of students in the top 3 bands of testing in NAPLAN at year 3 and year 5.

Please note that this is not the same measure that appears in the Government School Performance Summary (where the average score achieved on NAPLAN Reading and Numeracy tests is used).

The academic composition measure used for intake adjusted analysis is the NAPLAN scores from 2 years prior and the English Online Index.

ACHIEVEMENT

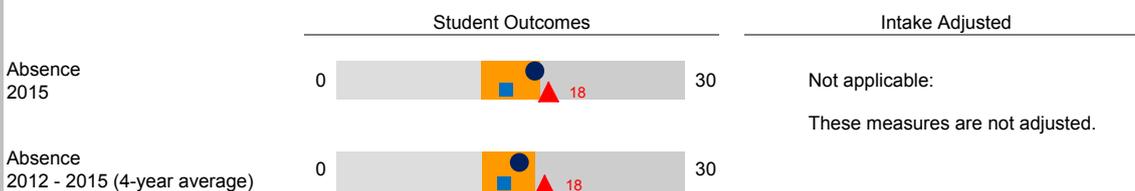


**Student attendance**

HEADLINE

This measure refers to the average number of days absent per year per student. A result which is less than the threshold value is desirable.

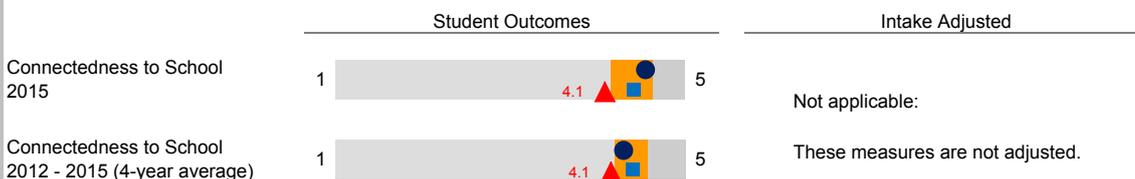
ENGAGEMENT



**Student attitudes to school**

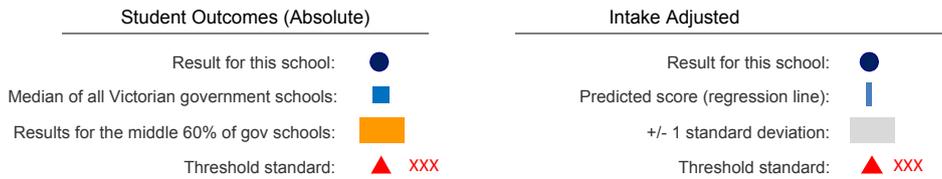
This measure refers to the school's average score for Connectedness to School. A result which is greater than the threshold value is desirable.

ENGAGEMENT



2015 School Performance Against Threshold Standards (primary year levels)

Legend:



Student perception of safety

HEADLINE

This measure refers to the school's average score for the students' perception of safety. A result which is greater than the threshold value is desirable.

WELLBEING

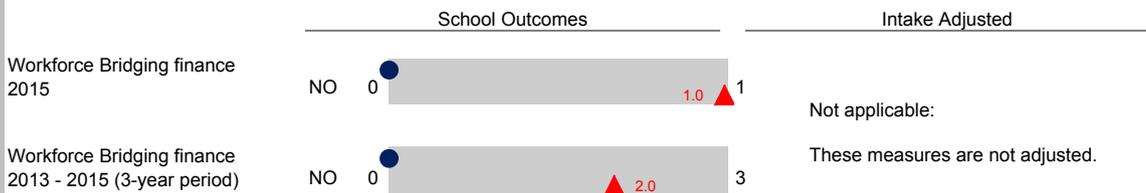


Workforce Bridging Finance

HEADLINE

This measure refers to the number of years that the school has required Workforce Bridging finance. A result which is less than the threshold value is generally desirable, though this financing can be required for sound reasons.

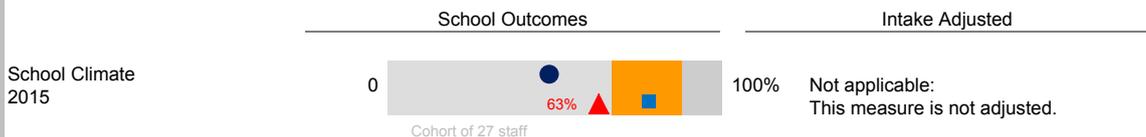
PRODUCTIVITY



School Climate

This measure refers to the percentage of positive responses (strongly agree/agree) from school staff to questions in the annual School Climate module of the School Staff Survey. This survey was initiated in 2014.

PRODUCTIVITY



**INTAKE MEASURES**

A range of data is used to describe the background characteristics of student populations. To get the most meaningful and useful information from the intake adjusted school performance measures, we need to adjust for the characteristics of the school that make the biggest difference to the outcomes we're interested in.

The following intake measures were used in the Intake Adjusted analysis.

**School Characteristic Intake Measures**

School Type:		Pri/Sec
Rurality:		Outer Regional
SFO (pooled)	2015:	0.45
	2012-2015 average:	0.45
Percent Female	2015:	51.6%
	2012-2015 average:	50.0%

The remaining school characteristic intake measures are shown below. For each intake measure, the range that your school's data falls within is highlighted in Table 1 in a darker grey.

Table 1: Table of intake measure ranges (this school's range highlighted)

Total Enrolment (Feb)	2015:	148.8	<=40	>40, <=100	>100, <=250	>250, <=500	>500	
			2012-2015 average:	136.2	<=40	>40, <=100	>100, <=250	>250, <=500
Indigenous Enrolment	2015:	2.7%	=0%	>0%, <=2%	>2%, <=4%	>4%, <=8%	>8%, <=16%	>16%
			2012-2015 average:	2.2%	=0%	>0%, <=2%	>2%, <=4%	>4%, <=8%
ESL Enrolment	2015:	0.3%	=0%	>0%, <=5%	>5%, <=25%	>25%		
			2012-2015 average:	0.6%	=0%	>0%, <=5%	>5%, <=25%	>25%
PSD Enrolment	2015:	1.5%	<=1%	>1%, <=2%	>2%, <=4%	>4%, <=8%	>8%	
			2012-2015 average:	1.2%	<=1%	>1%, <=2%	>2%, <=4%	>4%, <=8%
Refugee Enrolment	2015:	0.0%	=0%	>0%, <=5%	>5%			
			2012-2015 average:	0.0%	=0%	>0%, <=5%	>5%	

**Academic Composition Intake Measures**

The intake measures used to adjust for academic composition are different for most measures. Previous pages of this report outline the academic composition data used for each outcome measure.

Detailed information on how the academic composition measures are derived can be found in the publication 'Measuring Performance Fairly'. (<http://www.education.vic.gov.au/Documents/school/parents/primary/measuringperformance.pdf>)

INTAKE MEASURES