

2015 School Performance Against Threshold Standards (secondary year levels)

**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)	7 to 9				
	Numeracy (NAPLAN)	7 to 9				
<b>Academic Performance</b>	English (AusVELS: % C & above)	7 to 10				N/A
	Maths (AusVELS: % C & above)	7 to 10				N/A
	Science (AusVELS: % C & above)	7 to 10				N/A
	Reading (NAPLAN: % in top 3 bands)	9				
	Numeracy (NAPLAN: % in top 3 bands)	9				
	VCE (Average Study Scores)	11 and 12				
<b>Engagement</b>						
<b>Participation</b>	Attendance (Days absent per student)	7 to 12				
<b>Environment</b>	Connectedness to school (student attitude)	7 to 12				
	Transition to further study and work	School leavers				
<b>Wellbeing</b>						
<b>Safety</b>	Safety (student attitude)	7 to 12				
<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>
<a href="http://victoriancurriculum.vcaa.vic.edu.au/">The Victorian Curriculum</a>	<a href="http://victoriancurriculum.vcaa.vic.edu.au/">http://victoriancurriculum.vcaa.vic.edu.au/</a>
<a href="https://edugate.eduweb.vic.gov.au/edrms/project/fiso/SitePages/Schoolimprovementmodel.aspx">The Improvement Model</a>	<a href="https://edugate.eduweb.vic.gov.au/edrms/project/fiso/SitePages/Schoolimprovementmodel.aspx">https://edugate.eduweb.vic.gov.au/edrms/project/fiso/SitePages/Schoolimprovementmodel.aspx</a>
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<a href="https://edugate.eduweb.vic.gov.au/edrms/project/fiso/SchoolImprovementCycle/Guide%20to%20the%20Improvement%20Measures.DOCX">Guide to the School Improvement Measures</a>	<a href="https://edugate.eduweb.vic.gov.au/edrms/project/fiso/SchoolImprovementCycle/Guide%20to%20the%20Improvement%20Measures.DOCX">https://edugate.eduweb.vic.gov.au/edrms/project/fiso/SchoolImprovementCycle/Guide%20to%20the%20Improvement%20Measures.DOCX</a>

**Legend:**

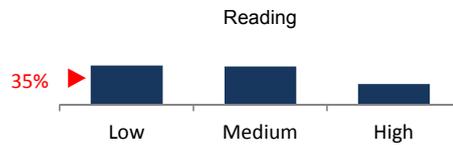
<u>Student Outcomes (Absolute)</u>	<u>Intake Adjusted</u>
Result for this school: ●	Result for this school: ●
Median of all Victorian government schools: ■	Predicted score (regression line):
Results for the middle 60% of gov schools: ■	+/- 1 standard deviation: ■
Threshold standard: ▲ XXX	Threshold standard: ▲ XXX

**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 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'.



(as illustrated in the '2013 Performance Summary: including intake adjusted charts')

The Relative Growth measure helps identify students whose progress may not be apparent by just looking at their scaled score or NAPLAN band 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.

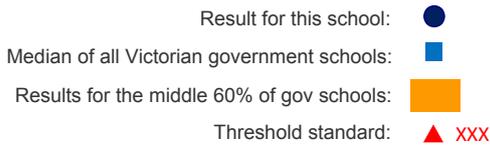
A result which is lower than the threshold value is desirable.

ACHIEVEMENT

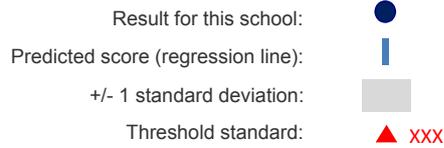
	<u>Student Outcomes</u>	<u>Intake Adjusted</u>
NAPLAN Reading 2015	<p>0 100 Matched cohort of 29 students</p>	Not applicable: The measures of learning gain do not need to be adjusted.
NAPLAN Reading 2012 - 2015 (4-year average)	<p>0 100 Matched cohort average of 28 students</p>	The learning gain measures are not adjusted as these measures have already taken account of the student's prior achievement level.
NAPLAN Numeracy 2015	<p>0 100 Matched cohort of 28 students</p>	
NAPLAN Numeracy 2012 - 2015 (4-year average)	<p>0 100 Matched cohort average of 28 students</p>	

2015 School Performance Against Threshold Standards (secondary year levels)

Legend: Student Outcomes (Absolute)



Intake Adjusted



**Teacher assessment against AusVELS**

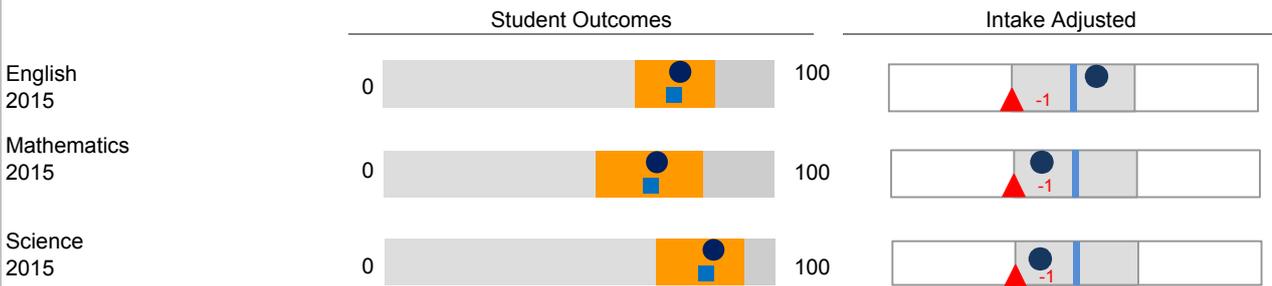
Data is shown for domains, English, Mathematics and Science.

Student outcomes are shown in terms of the percentage of students in Years 7-10 with a grade of C or above.

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>)

The academic composition measure used for intake adjusted analysis is Year 7 NAPLAN (reading and numeracy results).

ACHIEVEMENT



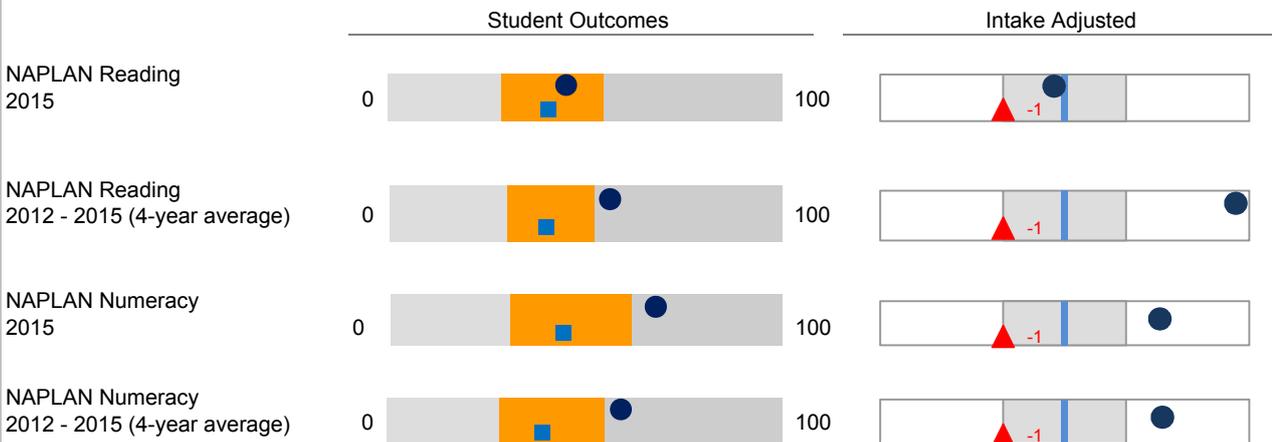
**NAPLAN Year 9**

This measure refers to the percentage of students in the top 3 bands of testing in NAPLAN at year 9.

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 Year 7 NAPLAN results (Reading and Numeracy) two years prior.

ACHIEVEMENT

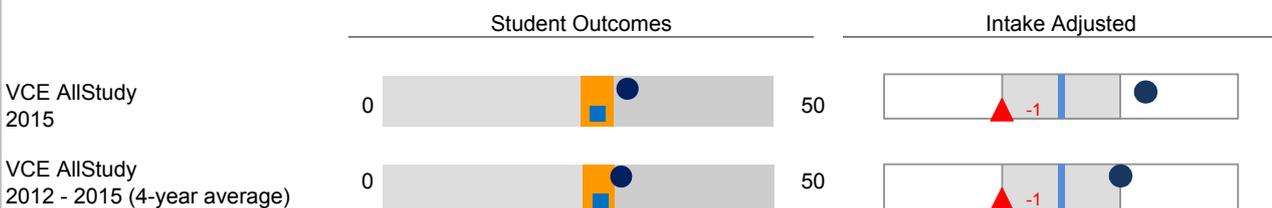


**VCE**

This measure refers to the mean study score of all VCE subjects undertaken by students of this school. This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score.

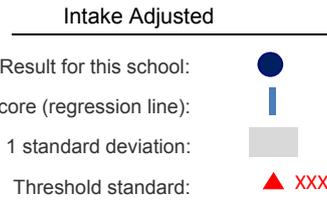
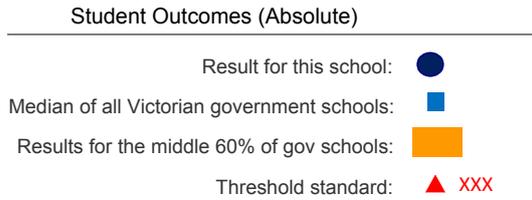
The academic composition measure used for intake adjusted analysis is Year 7 NAPLAN (all domain results).

ACHIEVEMENT



2015 School Performance Against Threshold Standards (secondary year levels)

Legend:

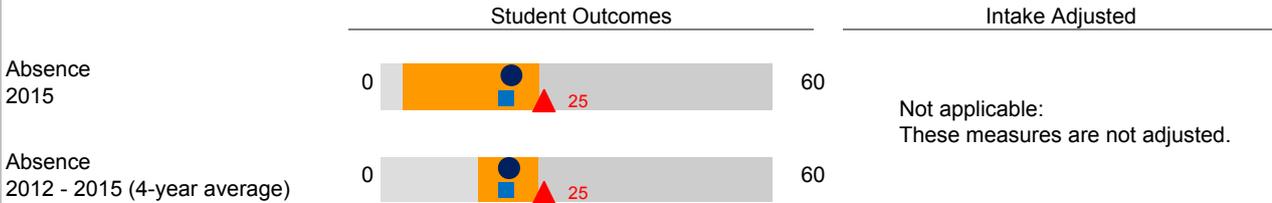


**Student attendance**

**HEADLINE**

This measure refers to the average days absent per student per year. 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.

ENGAGEMENT



**Transition to further study and full-time employment**

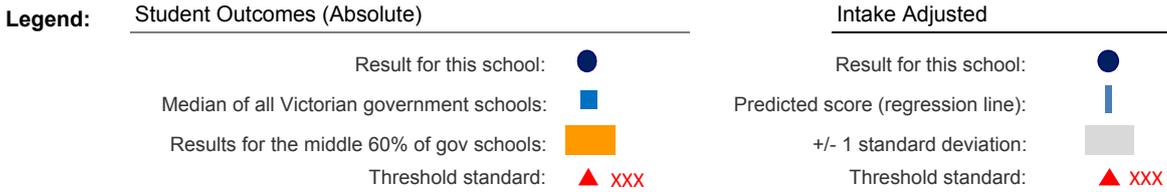
Percentage of Yr 10-12 students going onto further study or full-time employment. Exit destinations from CASES21 are used instead of OnTrack so that early leavers can be included (ie. those that leave in Yr 10,11 and prior to the end of Yr 12).

The academic composition measure used for intake adjusted analysis is Year 9 NAPLAN (average literacy and numeracy results).

ENGAGEMENT

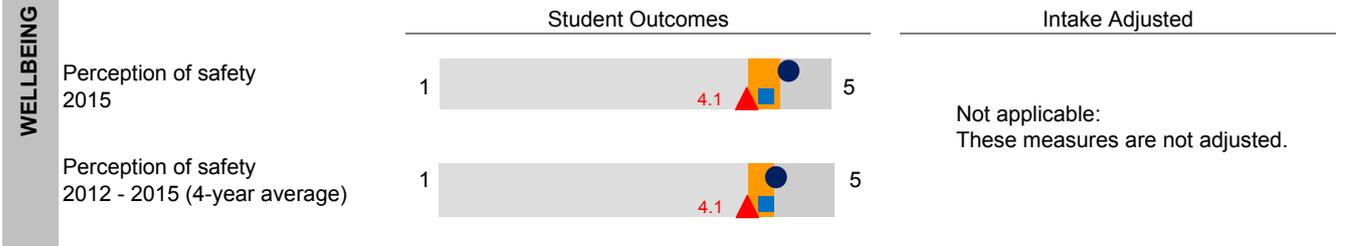


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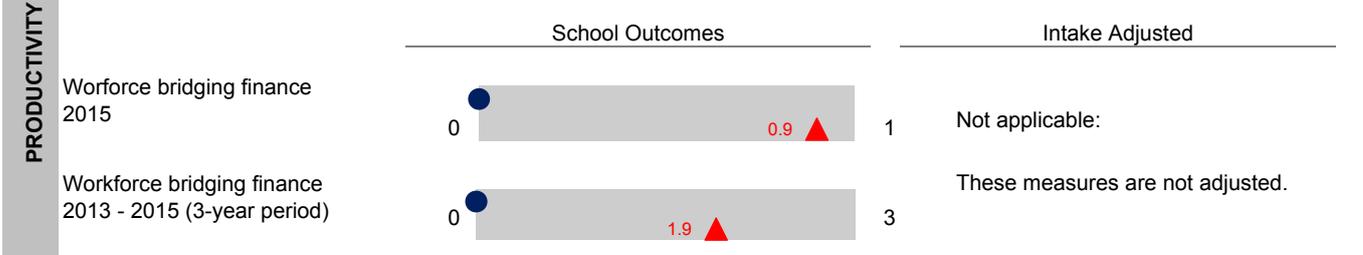
**Student perception of safety** **HEADLINE**

This measure refers to the school's average score for perception of safety.



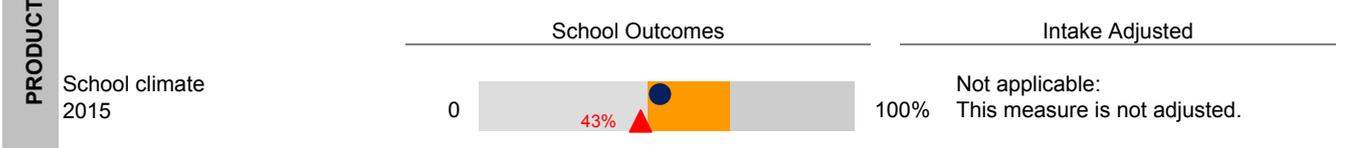
**Workforce Bridging Finance** **HEADLINE**

This measure refers to the number of years in which the school received workforce bridging finance, in the last year, and over the last three years.



**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.



**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:	53.0%
2012-2015 average:	53.0%

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:	174.2	<=110	>110, <=300	>300, <=650	>650, <=1100	>1100
2012-2015 average:	164.6	<=110	>110, <=300	>300, <=650	>650, <=1100	>1100
Indigenous Enrolment 2015:	4.5%	=0%	>0%, <=1%	>1%, <=2%	>2%, <=5%	>5%, <=10%
2012-2015 average:	3.6%	=0%	>0%, <=1%	>1%, <=2%	>2%, <=5%	>5%, <=10%
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%	>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