

Office of Review

YEARS PREP-10

CURRICULUM AND STANDARDS FRAMEWORK

BENCHMARKS 96

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Introduction

Schools are organisations committed to learning. They provide for the learning needs not only of their students but also of their staff and parents. They do this through their formal teaching and learning programs, through staff development, through community involvement activities and through the various methods they use to assess the quality of their achievements.

The Victorian accountability framework, *Quality Assurance in Victorian Schools*, supports schools to improve their effectiveness as learning organisations. It does this by providing the framework through which schools can learn about the effectiveness of their programs, their policies, their processes and procedures.

The school annual report and the triennial school review provide the formal framework for assessment of school performance. They summarise the data collected on each school's achievement in the delivery of its curriculum, the quality of its student welfare and management programs, its organisational health and its relationships with its community. They indicate the strength of what can be described as the school's "bottom line", the standards of learning achieved by its students.

To support schools in learning about and improving their effectiveness, the Office of Review publishes school performance benchmarks each year. These benchmarks analyse the actual levels of performance reported by schools

in their annual reports. They do not, as some commercial benchmarking frameworks do, concentrate on the characteristics of specific processes in order to identify "best practice". Rather, they analyse the results of school processes and help schools to answer the question: "Is what we have achieved good enough?"

School performance benchmarks address this question by identifying performance levels achieved by schools across the state. Individual schools therefore are able to compare their own performance with the performance achieved by their colleagues in other schools. School performance benchmarks are presented either for all schools across the state or in groups of "like" schools.

“Like” school benchmarks

The concept of “like” schools has been developed to enable schools to allow for the composition of their student populations in assessing their performance. The two main factors used to classify schools as similar in population are: the proportion of families in the school that receive the Education Maintenance Allowance (EMA) or Austudy; and the proportion of students who speak a language other than English at home. Families receive the EMA when family income falls to a level at which they qualify for a Commonwealth Health Card.

Data related to student achievement are presented in nine sub-groups of schools, according to the socio-economic and language composition of the school’s population. Presentation of the data in this way enables schools to compare their relative performance with the performance of schools having similar population characteristics to their own.

The structure of the “like” schools groups and a method for calculating into which sub-group an individual school fits are described in Appendix 1.

School performance benchmarks 1996

In 1997, the Office of Review is providing school performance benchmarks in the following areas:

- student achievement in the Victorian Certificate of Education (VCE)
- student achievement in the Years Prep–10
- time allocated to each KLA by year level
- student absence rates
- student destinations, exit Years 10, 11 and 12
- staff opinion survey
- staff absence rates
- staff participation in professional development
- student accidents by location and severity
- student apparent retention Year 11–12.

With time, school performance benchmarks will develop in sophistication. Data will be available on student achievement by gender. They will also include Aboriginal and Torres Strait Islander students, students whose parents qualify for the Education Maintenance Allowance or Austudy and students who speak a language other than English at home. It is expected that national and international benchmarks will also become available.

Schools can also learn about their effectiveness by comparing their current performance levels with their own past performance. The school charter enables schools to plan for improved achievements in key areas of their operations and to set challenging performance expectations for themselves.

Student achievement Years Prep–10

Introduction

1997 is the first year that performance benchmarks of student achievement below VCE have been available. In that sense, they represent a significant step forward in the monitoring of the learning that is taking place in Victorian Government schools.

The benchmarks set out in the following pages are derived from teacher assessments of student learning made at the end of the 1996 school year in a sample of schools. Teachers made their assessments using the standards described in the Curriculum and Standards Framework in English and Mathematics.

In English, teachers assessed student progress in the Reading, Writing, Speaking and listening modes.

In Mathematics, assessments were made in the Number and Measurement strands in primary schools and in the Chance and data, Algebra and Mathematical tools and procedures strands in secondary schools.

In making their assessments, teachers used a three-point scale to rate students' achievements. The use of this scale enables the range of achievement to be identified.

Sample of schools

Student achievement data were collected from a randomly generated representative sample of students in eight-six primary schools, three P–12 colleges and twenty-seven secondary colleges.

Records from 33,409 students make up the sample—20,197 primary and 13,212 secondary student records.

The variables taken into account to generate the sample were school type, enrolment, location (region) and student characteristics of the “like” school groups (based on the Students with Special Learning Needs Index).

Types of performance benchmarks

This document contains two types of performance benchmarks for student achievement in Years Prep–10:

- statewide benchmarks for the strands mentioned above in English and Mathematics
- “like” school benchmarks in English for the Reading mode in Years Prep–10 and the Writing mode in Years 7–10 and, in Mathematics, for the Measurement strand in Years Prep–6 and the Algebra strand in Years 7–10.

Using the student achievement performance benchmarks

School performance benchmarks are provided to enable schools to identify the level of their performance relative to other Victorian Government schools.

“Like” school groups ensure that judgements of relative standards are able to be made after taking into account the population characteristics of individual schools.

In analysing the level of student achievement in a school, it is important to keep the following factors in mind:

- The benchmark data should be treated with some caution. It can be expected that the level of familiarity schools and teachers have with the indicative standards in the Curriculum and Standards Framework will vary slightly from school to school in the first year or so of implementation. This variation might have some impact on the overall reliability of the benchmarks. However, they will be a useful guide for schools in assessing the relative standards achieved by their students.
- For cohorts of fewer than ten students, the mean score is probably the only reliable indicator of achievement.
- For cohorts of between ten and twenty students, the levels and range of scores of the middle 50 per cent of students (between the 25th and 75th percentiles) will be reasonably reliable indicators of achievement.
- For cohorts larger than twenty students, the 15th percentile score will be reasonably reliable.
- For all cohorts, the maximum and minimum scores will be true values.
- The interpretation of data for one year will provide useful information about the school’s standards of performance. By using data gathered from a number of years, say the three years of the charter period, schools will eventually have more powerful information that will indicate trends about improvement of performance. This longitudinal analysis will be programmed into CASES/CMIS over the next two years.
- When the school has more than one year of student achievement data, comparisons can be made with past performance to determine improvement trends. The 1996 student achievement data for a school should be treated with some caution. It was the first year that many teachers assessed students against the standards of the CSF and in some schools the 1996 data is not complete due to problems experienced with CASES/CMIS.

Steps to follow to use the benchmarks

The benchmarks enable a school to make observations about its own student achievement performance. To compare the school's level of performance with the benchmarks, follow the steps listed below or in Figure 1 on the next page.

Choose a specific mode or strand and list observations about the data without interpretation. For example, in reading, a school might note that its data indicates the mean for Prep is just above "established" Level 1 of the CSF and above the indicative (expected) level for the end of Prep. The mean for Prep is also above both the statewide and "like" school benchmarks.

Step 1

Compare the school mean with the statewide benchmark mean and then the "like" school benchmark mean for each year level. A comparison with the school's past performance will be included in future years.

Step 2

Compare the school's level and range of the middle 50 per cent of students with the benchmarks. These first two steps will provide the best and most reliable indication of the relative standard of the school's performance.

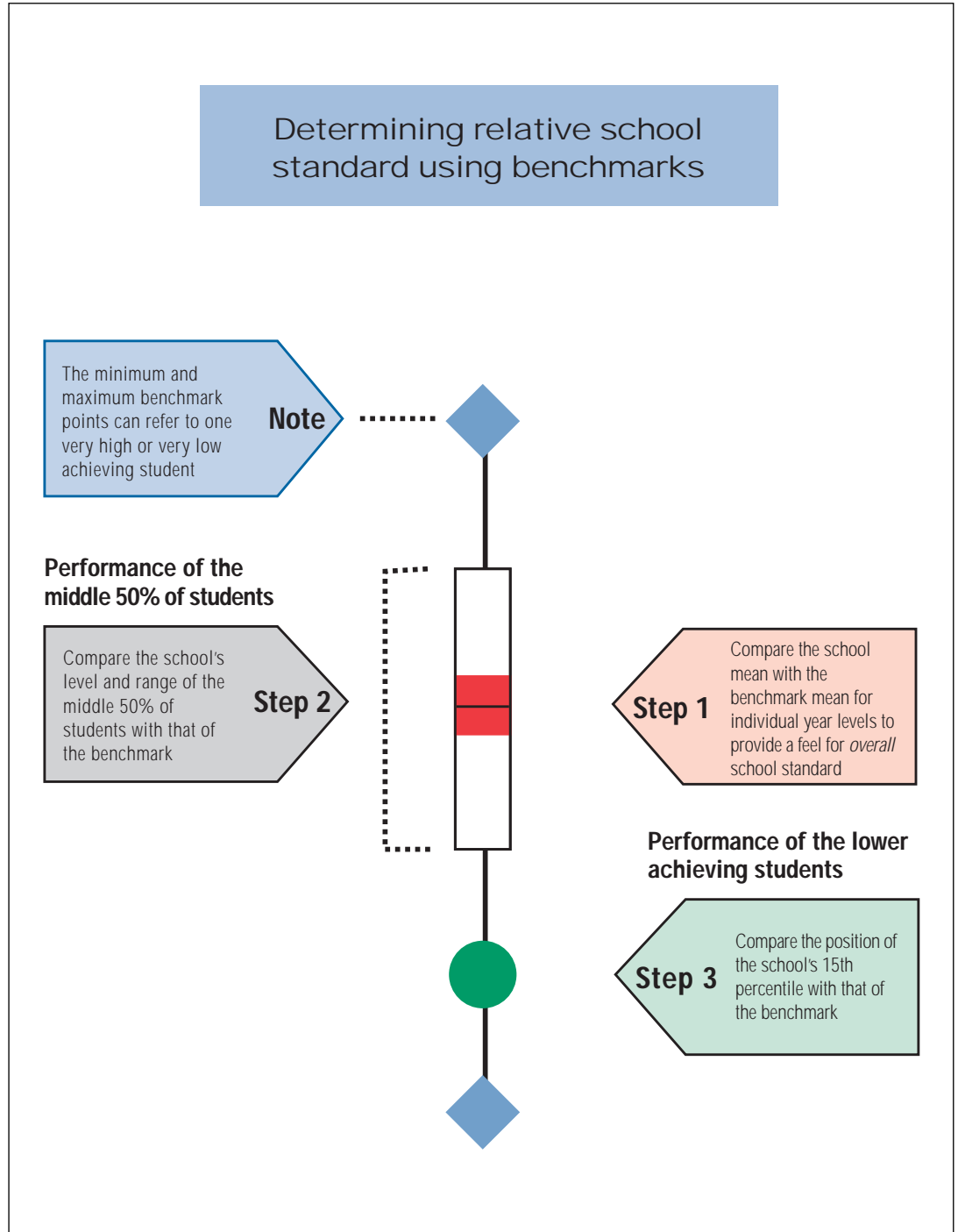
Step 3

Compare the position of the school's 15th percentile with that of the benchmarks. This will provide an indication of the comparative performance of the low achieving students in the school.

The statewide and "like" school benchmark minimum and maximum points are of least value in determining relative standard because they might refer to one very low or one very high performing student.

The statewide benchmark graphs approximate the dimensions of the student achievement graphs printed from CMIS. It is possible to make an overhead transparency of the statewide benchmarks to overlay the school's graphs. In future years, it will also be possible to do this for the graphs of the school's past performance.

Figure 1. Determining relative school standard using benchmarks




Making judgements and recommendations

Judgements about the relative standard of the school's student achievement can now be made. These judgements are subjective because they involve taking into account the school's context outlined in the charter profile and goals.

The key question for consideration is: "Is what we have achieved good enough?"

A recommendation for action concerning a charter goal or priority may follow. Major changes in the direction of a charter goal or priority will be reported in the school annual report.

The benchmarks will assist in the preparation of the school's self-assessment during the third year of the charter by enabling the school to determine its standard of performance relative to its own past performance and to the standards achieved by other schools. This will assist in determining areas for improvement to be built into the goals and priorities of the next charter. Both minor and major areas for improvement will be identified and will become the improvement focuses and priorities of the new charter.



Statewide benchmarks: English and Mathematics, Prep to Year 6

English

- Speaking and listening
- Reading
- Writing

Mathematics

- Number
- Measurement

Figure 2: Statewide benchmarks 1996: English—Speaking and listening, Prep to Year 6

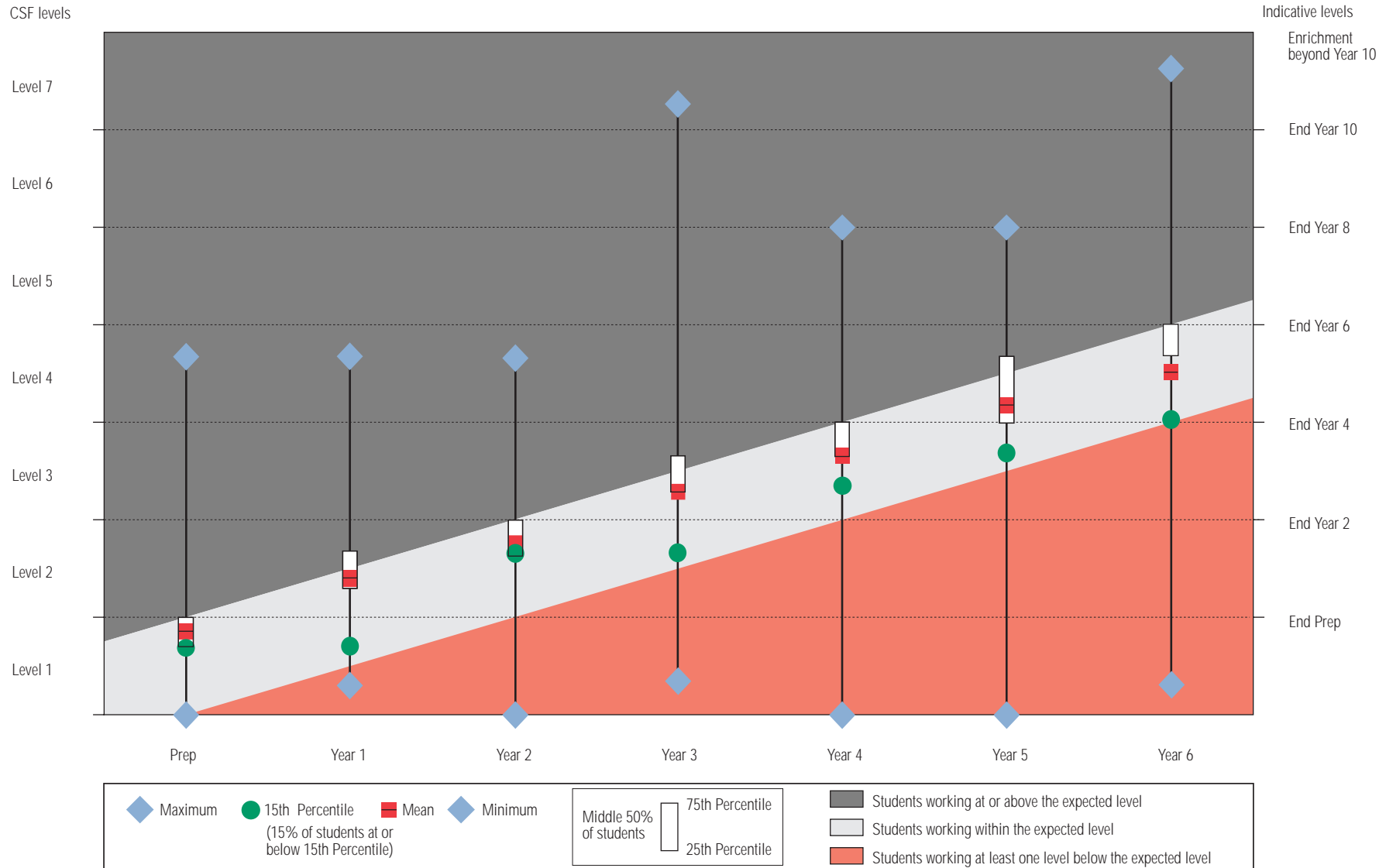


Figure 3: Statewide benchmarks 1996: English—Reading, Prep to Year 6

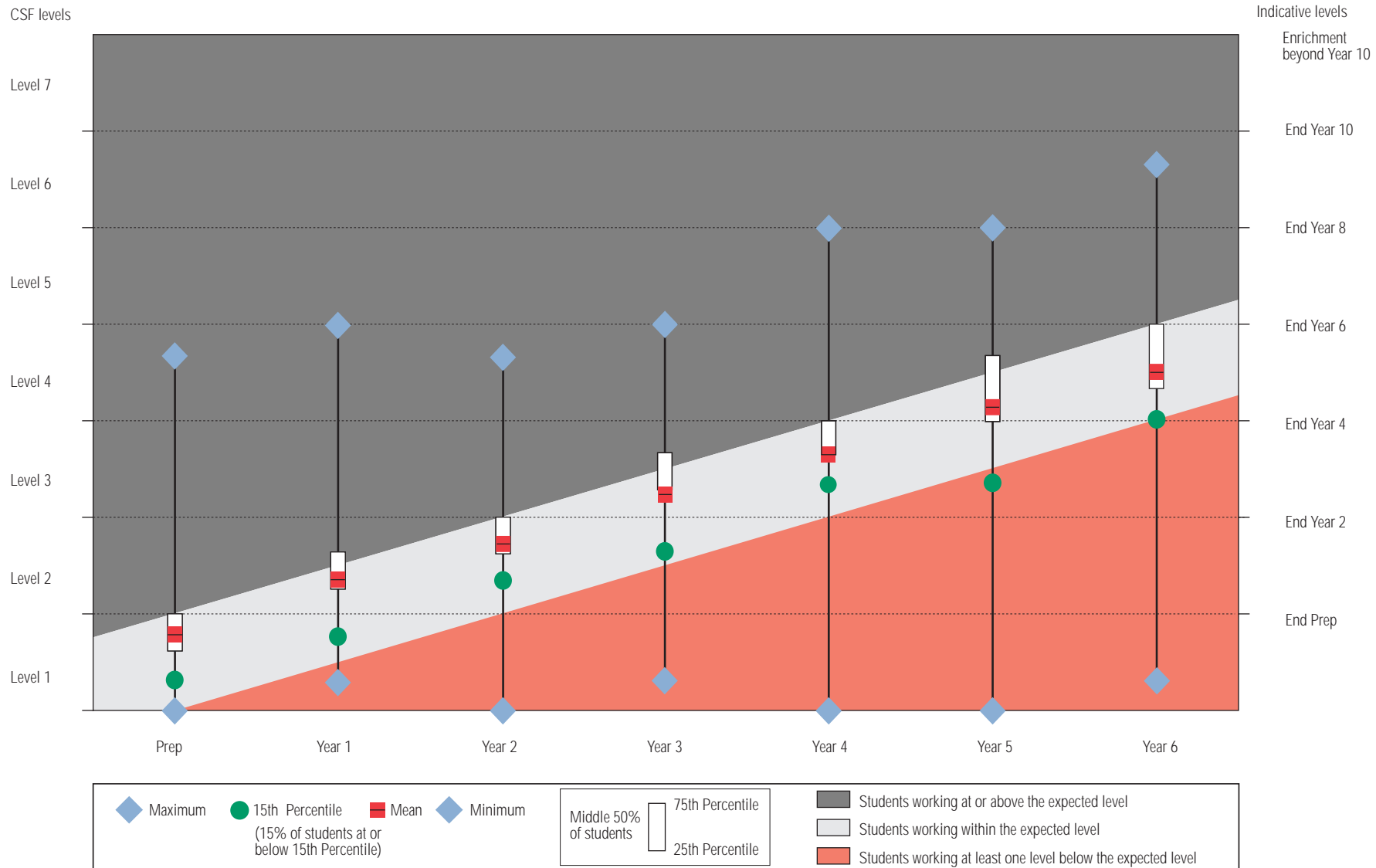


Figure 4: Statewide benchmarks 1996: English—Writing, Prep to Year 6

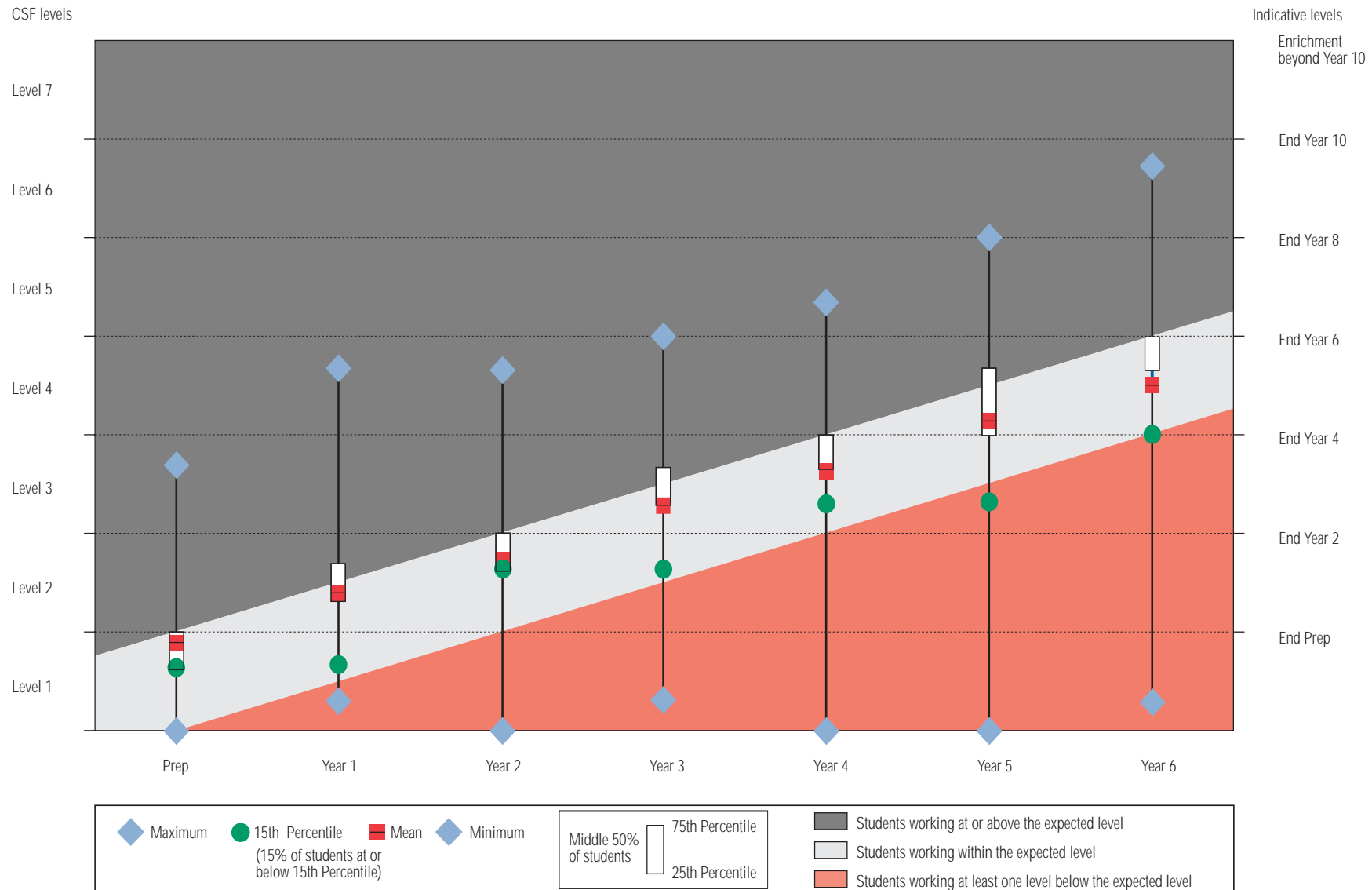


Figure 5: Statewide benchmarks 1996: Mathematics—Number, Prep to Year 6

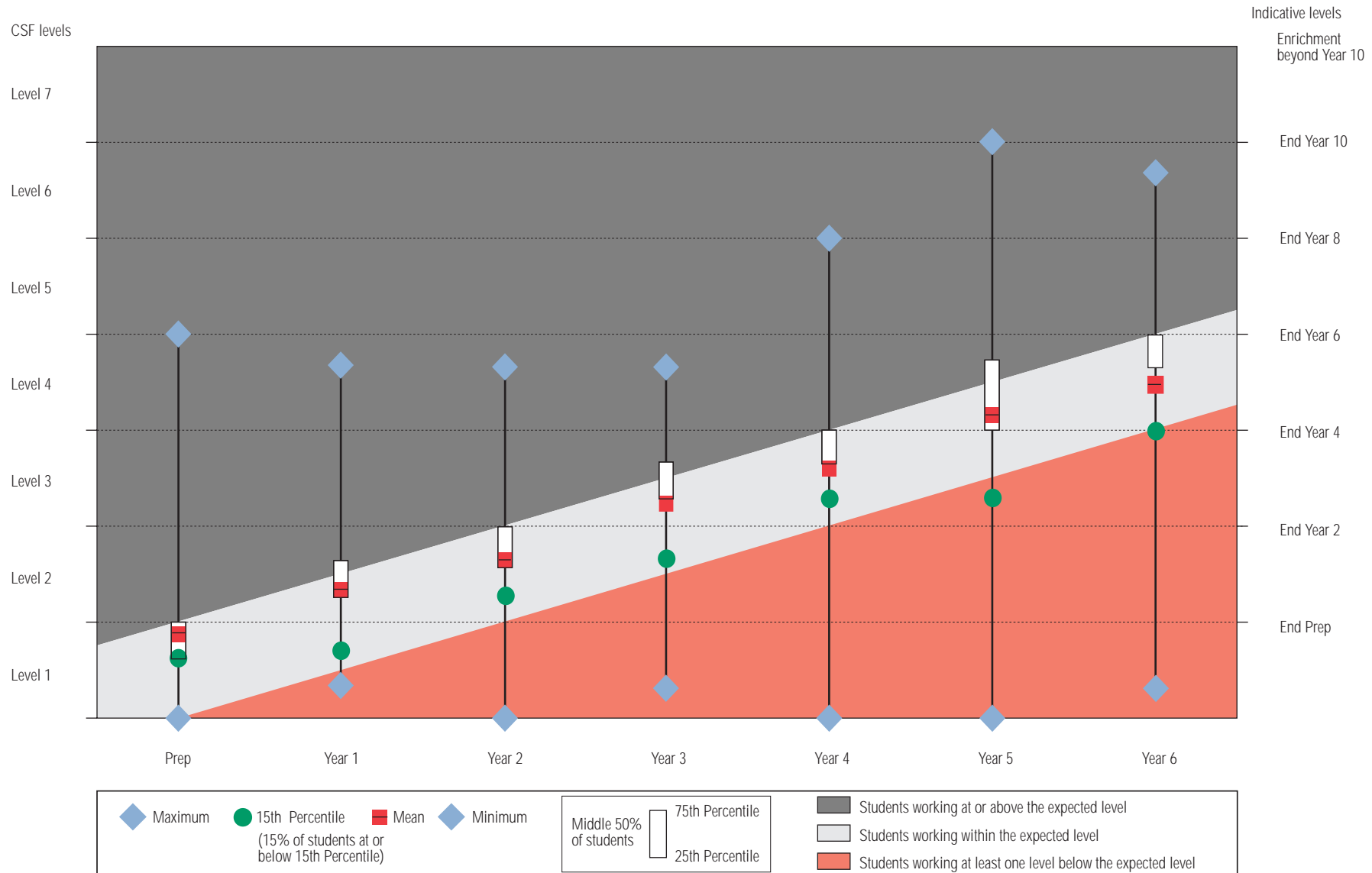
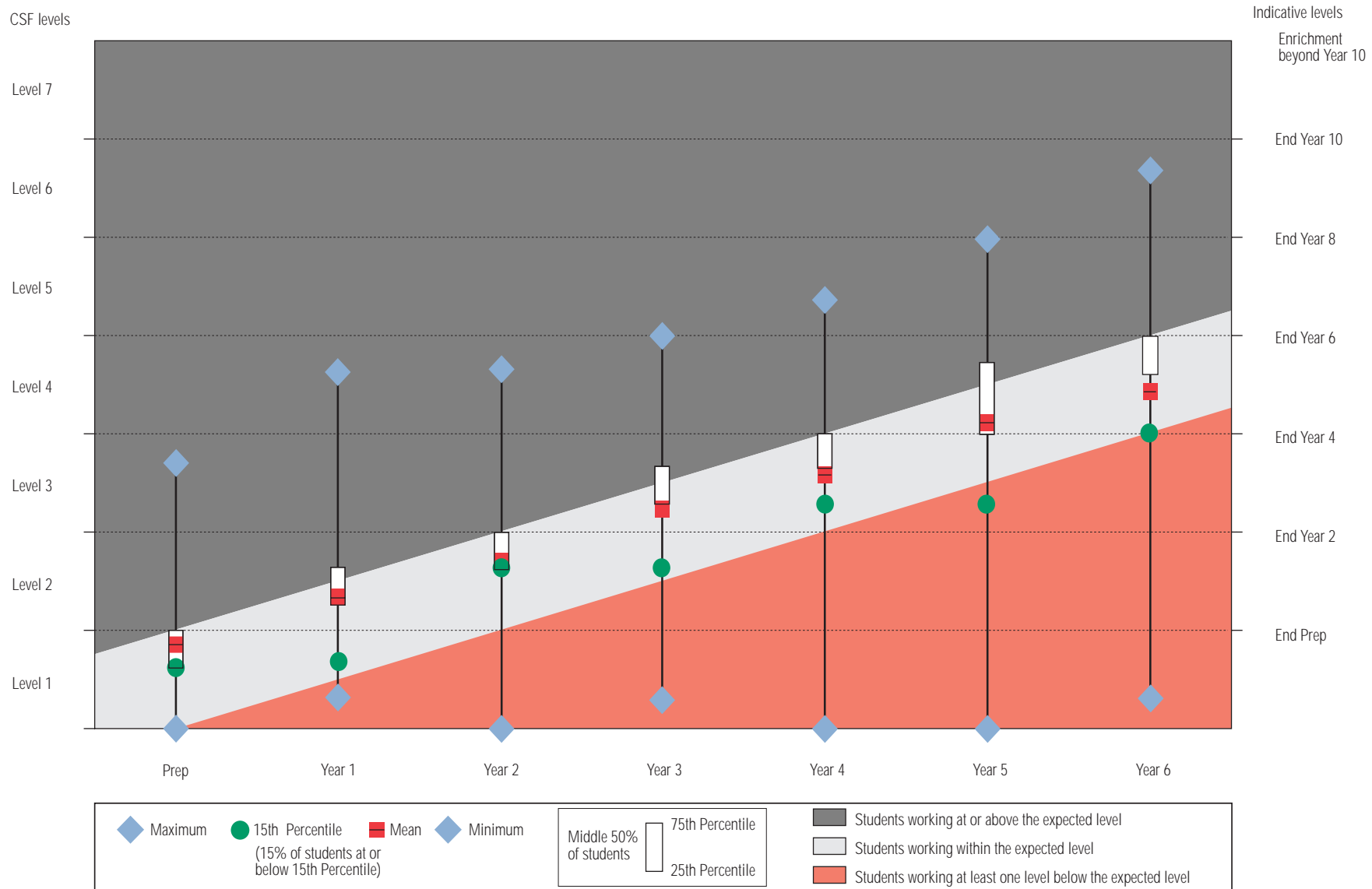



Figure 6: Statewide benchmarks 1996: Mathematics—Measurement, Prep to Year 6





Statewide benchmarks: English and Mathematics, Years 7 to 10

English

- Speaking and listening
- Reading
- Writing

Mathematics

- Chance and data
- Algebra
- Mathematical tools and procedures

Figure 7: Statewide benchmarks 1996: English—Speaking and listening, Years 7 to 10

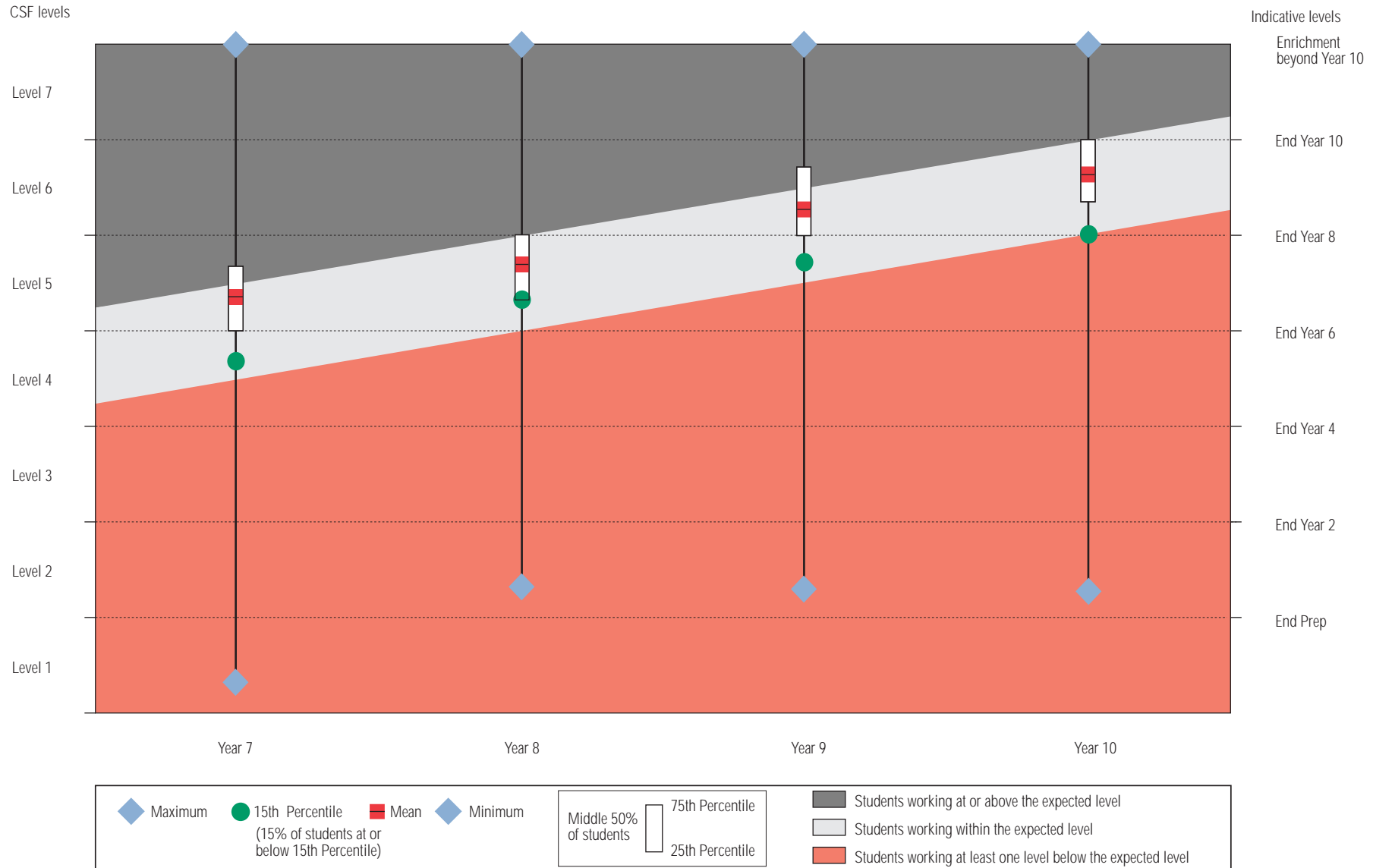


Figure 8: Statewide benchmarks 1996: English—Reading, Years 7 to 10

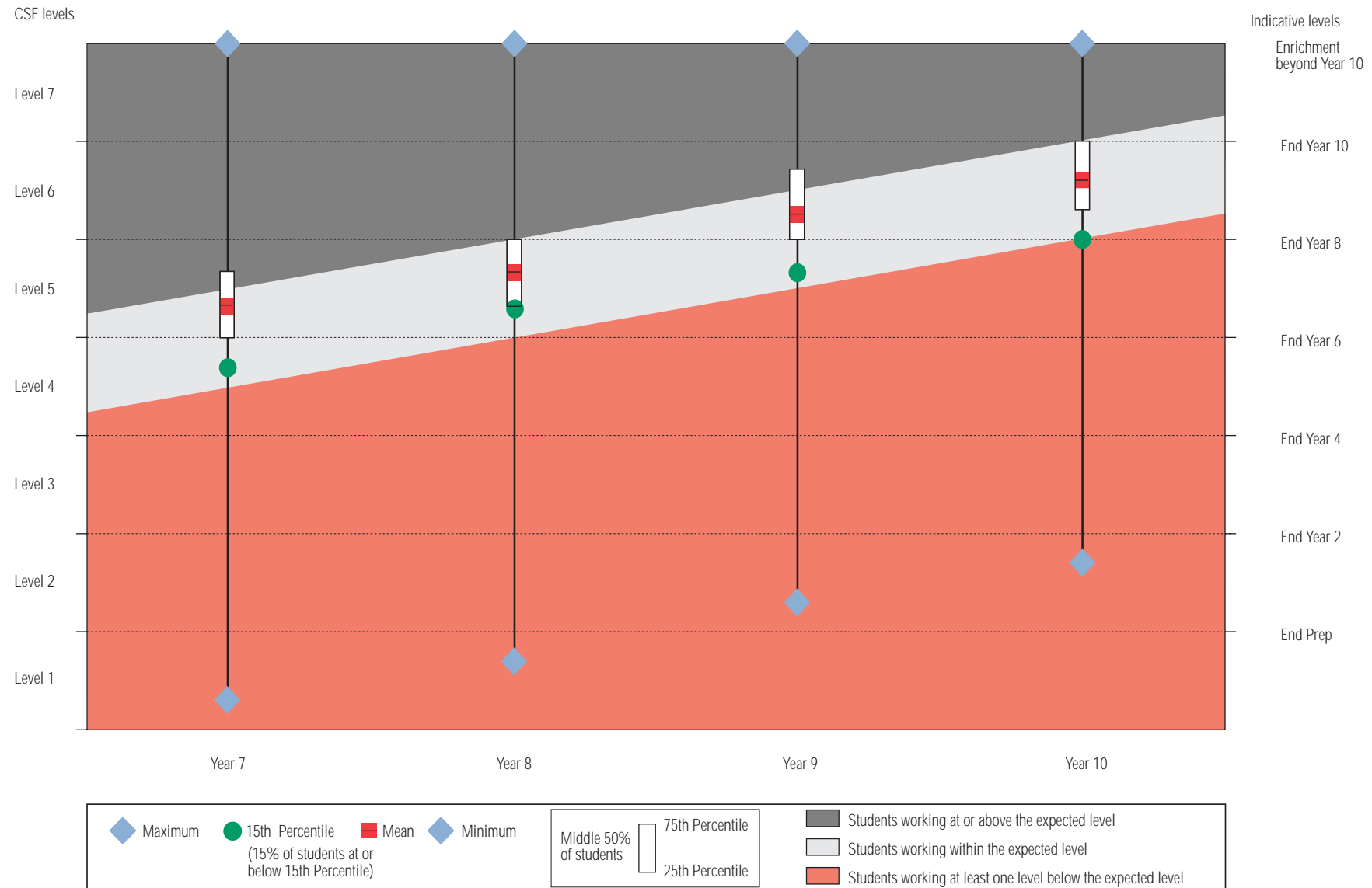


Figure 9: Statewide benchmarks 1996: English—Writing, Years 7 to 10

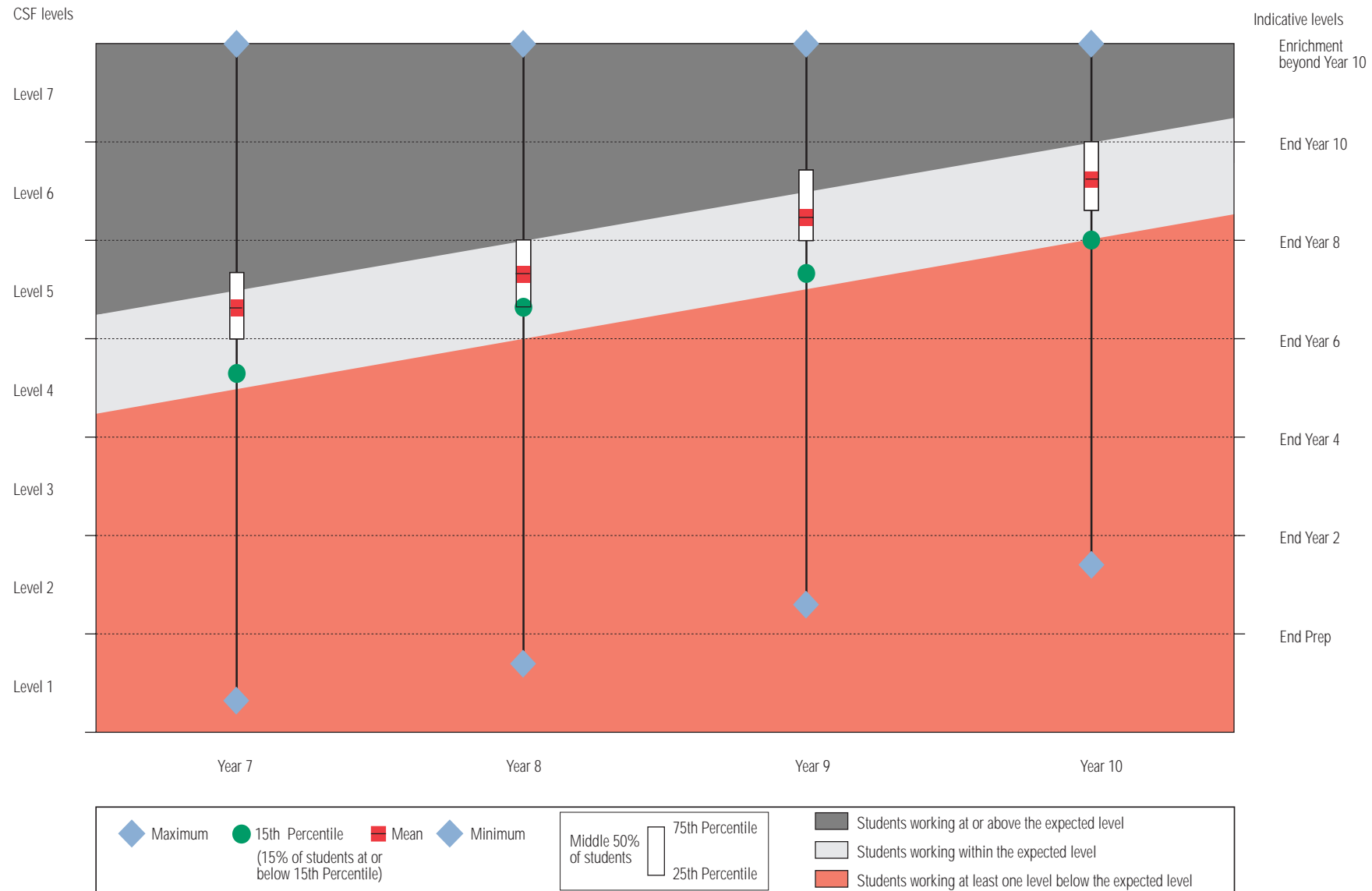


Figure 10: Statewide benchmarks 1996: Mathematics—Chance and data, Years 7 to 10

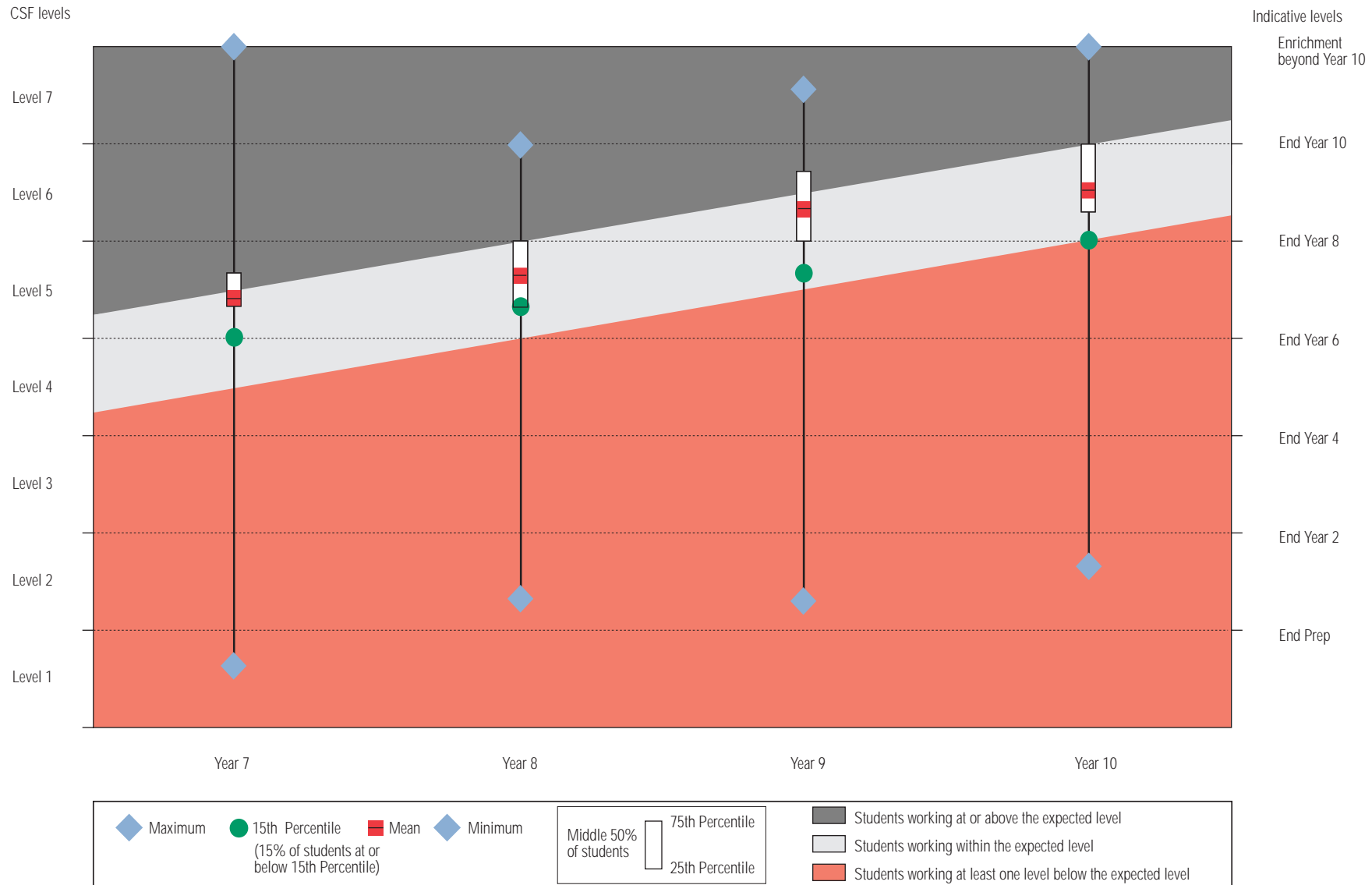


Figure 11: Statewide benchmarks 1996: Mathematics—Algebra, Years 7 to 10

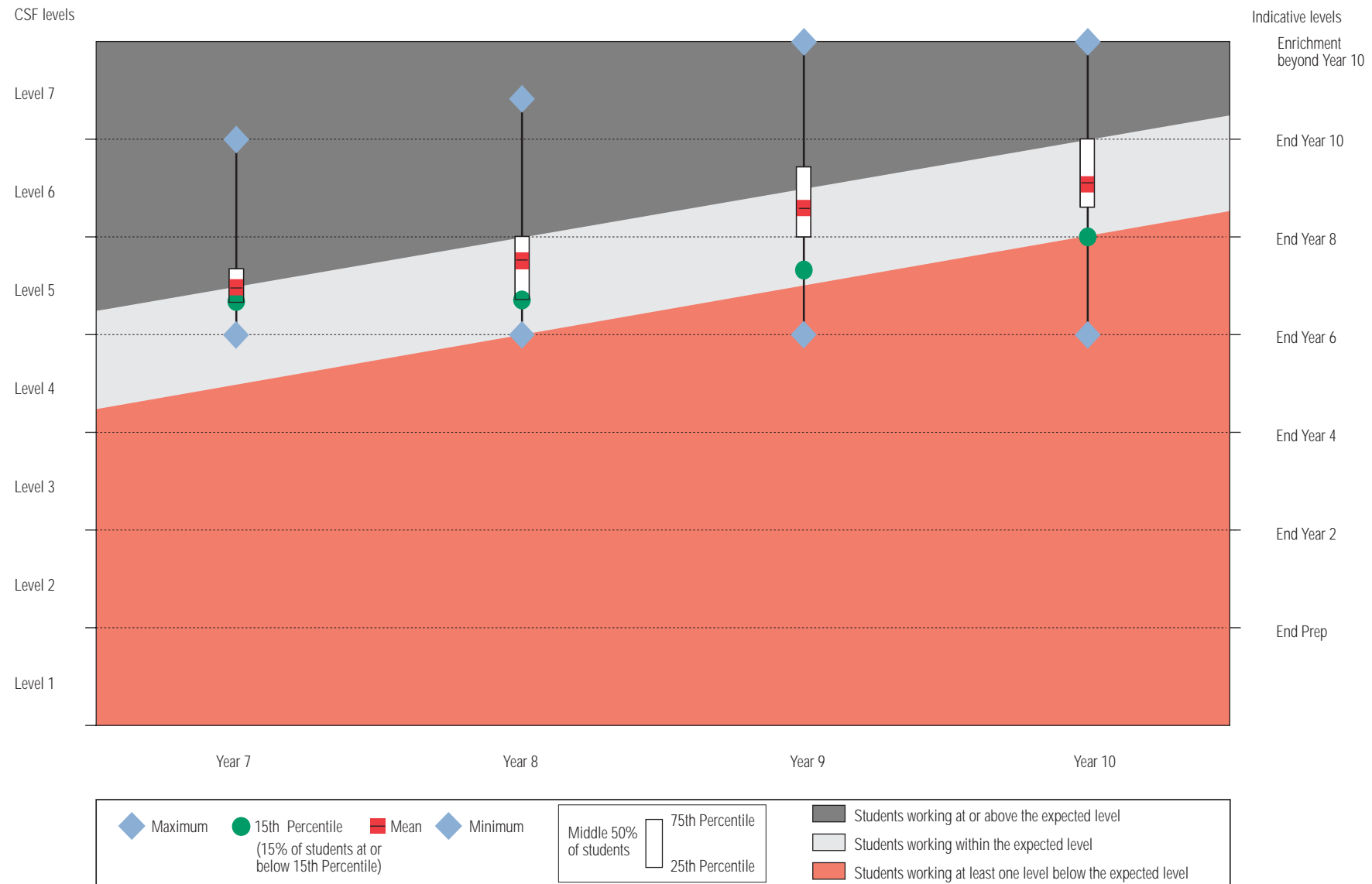
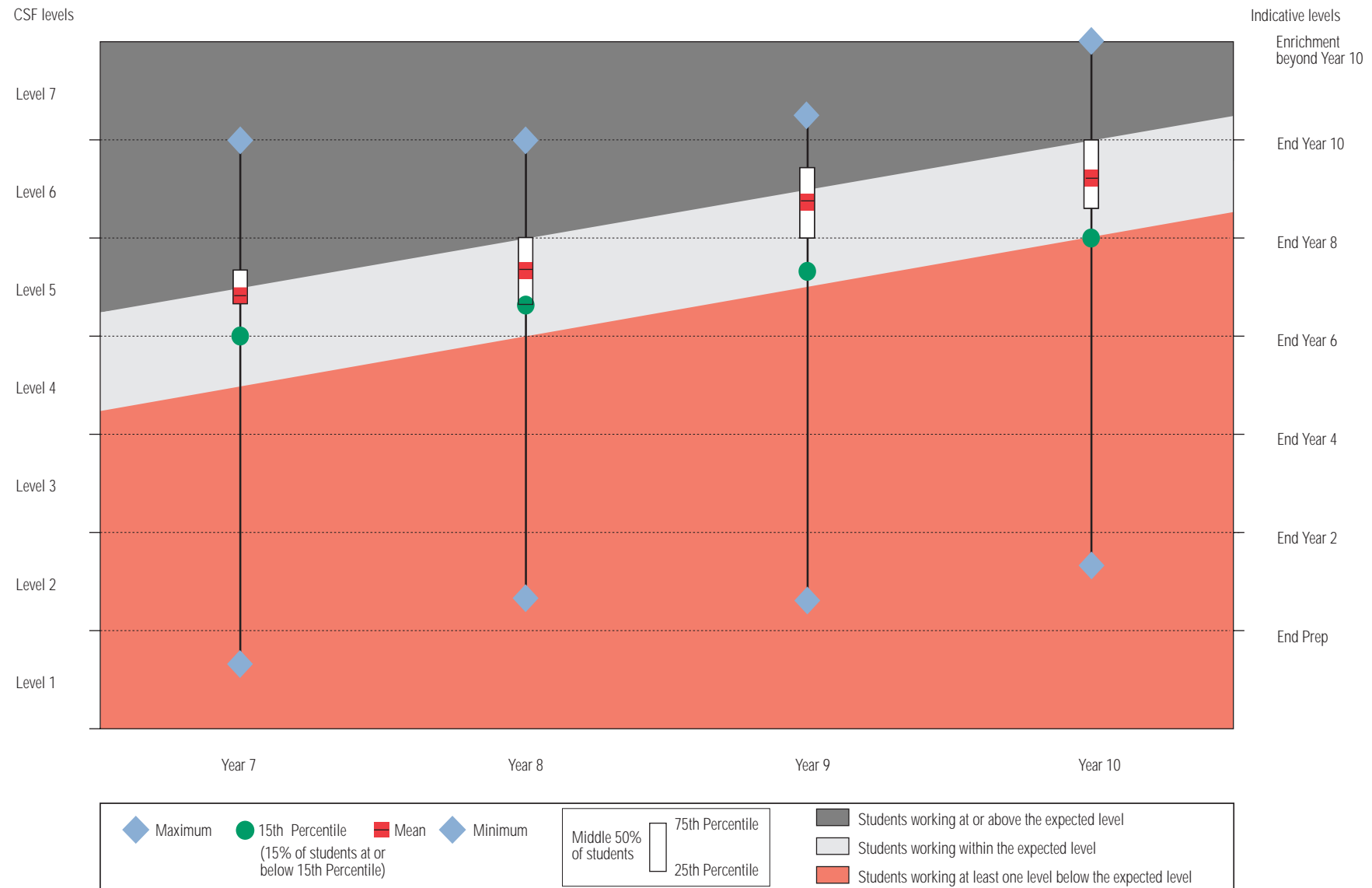


Figure 12: Statewide benchmarks 1996: Mathematics—Mathematical tools and procedures, Years 7 to 10



Statewide and “like” school benchmarks:
English—Reading, Prep to Year 10

Figure 13: Statewide and “like” school benchmarks: English—Reading, Prep

KLA: ENGLISH Strand: Reading										
Year level: Prep Semester: 96.2										
	Statewide benchmark	Low EMA Very low NESB Group 1	Low EMA Low NESB Group 2	Low EMA Medium to high NESB Group 3	Medium EMA Very low NESB Group 4	Medium EMA Low NESB Group 5	Medium EMA Medium to high NESB Group 6	High EMA Very low NESB Group 7	High EMA Low NESB Group 8	High EMA Medium to high NESB Group 9
Maximum	3.67	2.67	3.67	3.67	3.00	2.00	1.67	2.67	1.33	1.67
75th Percentile	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	0.67	1.00
Mean	0.83	0.92	0.88	0.87	0.87	0.73	0.73	0.78	0.60	0.75
25th Percentile	0.67	0.67	0.67	0.67	0.67	0.67	0.33	0.67	0.33	0.33
15th Percentile	0.33	0.67	0.67	0.67	0.67	0.33	0.33	0.33	0.33	0.33
Minimum	0.00	0.00	0.33	0.33	0.33	0.33	0.33	0.00	0.33	0.00

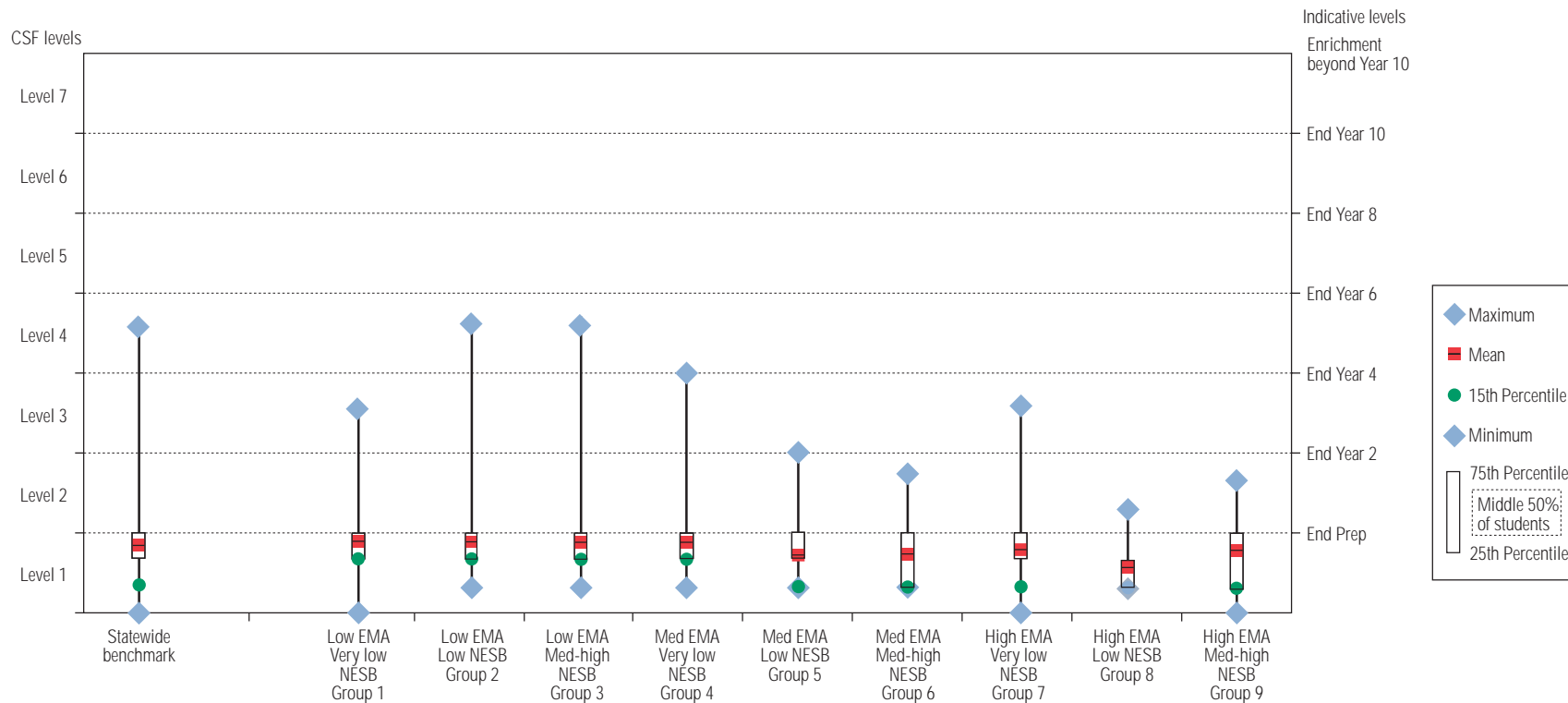


Figure 14: Statewide and “like” school benchmarks: English—Reading, Year 1

KLA: ENGLISH Strand: Reading										
Year level: 1 Semester: 96.2										
	Statewide benchmark	Low EMA Very low NESB Group 1	Low EMA Low NESB Group 2	Low EMA Medium to high NESB Group 3	Medium EMA Very low NESB Group 4	Medium EMA Low NESB Group 5	Medium EMA Medium to high NESB Group 6	High EMA Very low NESB Group 7	High EMA Low NESB Group 8	High EMA Medium to high NESB Group 9
Maximum	4.00	2.67	3.67	2.00	2.67	2.33	3.33	2.33	2.00	4.00
75th Percentile	1.67	1.67	1.67	1.67	1.67	1.67	1.67	1.67	1.67	1.67
Mean	1.42	1.51	1.50	1.50	1.43	1.40	1.61	1.34	1.32	1.30
25th Percentile	1.33	1.33	1.33	1.33	1.33	1.33	1.33	1.00	1.00	1.00
15th Percentile	0.67	1.00	1.33	1.00	0.67	0.67	1.33	0.67	0.67	0.67
Minimum	0.33	0.33	0.33	0.33	0.33	0.33	0.33	0.33	0.33	0.33

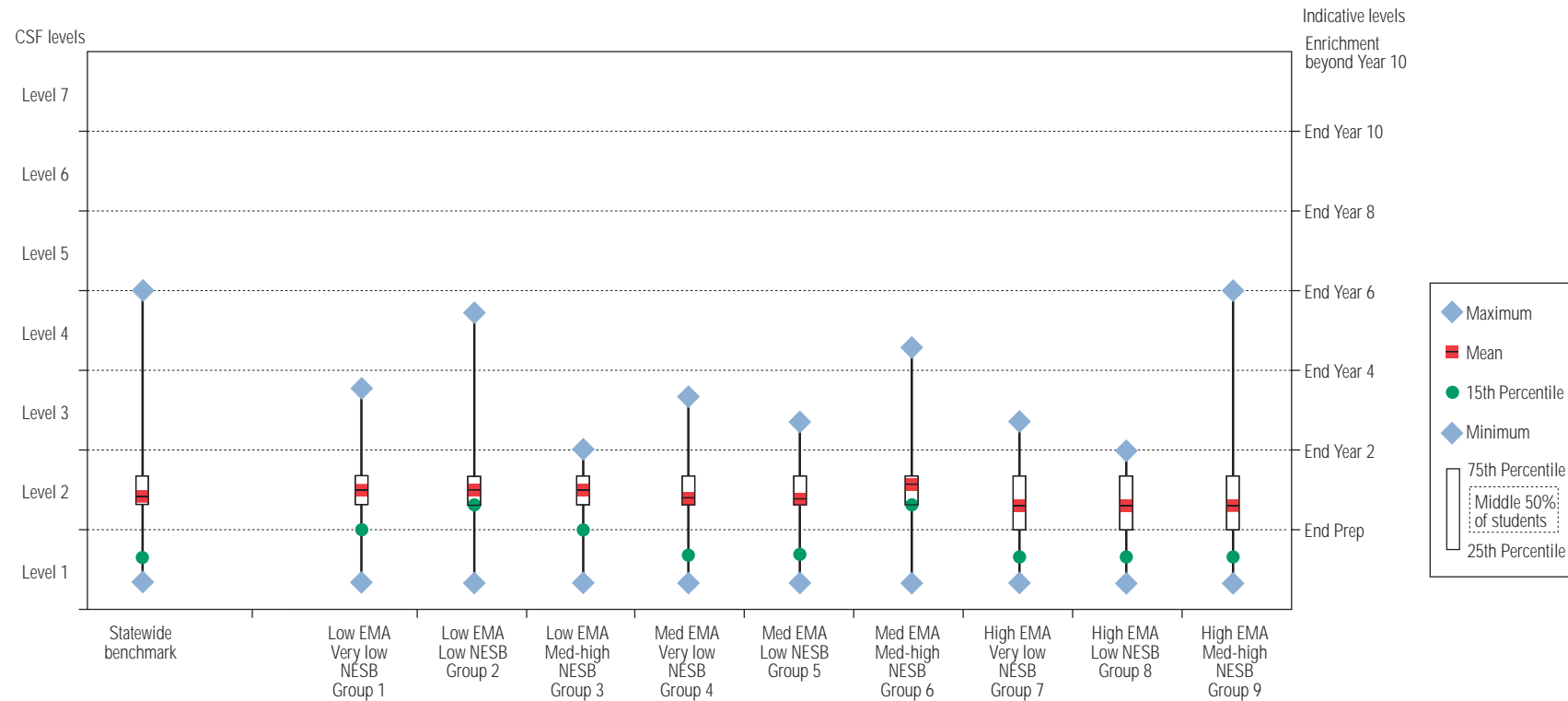


Figure 15: Statewide and “like” school benchmarks: English—Reading, Year 2

KLA: ENGLISH										
Strand: Reading										
Year level: 2										
Semester: 96.2										
	Statewide benchmark	Low EMA Very low NESB Group 1	Low EMA Low NESB Group 2	Low EMA Medium to high NESB Group 3	Medium EMA Very low NESB Group 4	Medium EMA Low NESB Group 5	Medium EMA Medium to high NESB Group 6	High EMA Very low NESB Group 7	High EMA Low NESB Group 8	High EMA Medium to high NESB Group 9
Maximum	3.67	3.00	2.67	2.00	3.00	2.67	3.67	3.33	2.67	3.33
75th Percentile	2.00	2.00	2.00	2.00	2.00	2.00	2.33	2.00	2.00	2.00
Mean	1.78	1.86	1.83	1.76	1.78	1.75	1.93	1.74	1.60	1.65
25th Percentile	1.67	1.67	1.67	1.67	1.67	1.67	1.67	1.67	1.67	1.33
15th Percentile	1.33	1.67	1.67	1.67	1.33	1.33	1.67	1.33	1.33	1.00
Minimum	0.00	0.67	0.33	0.67	0.33	0.33	0.67	0.00	0.33	0.33

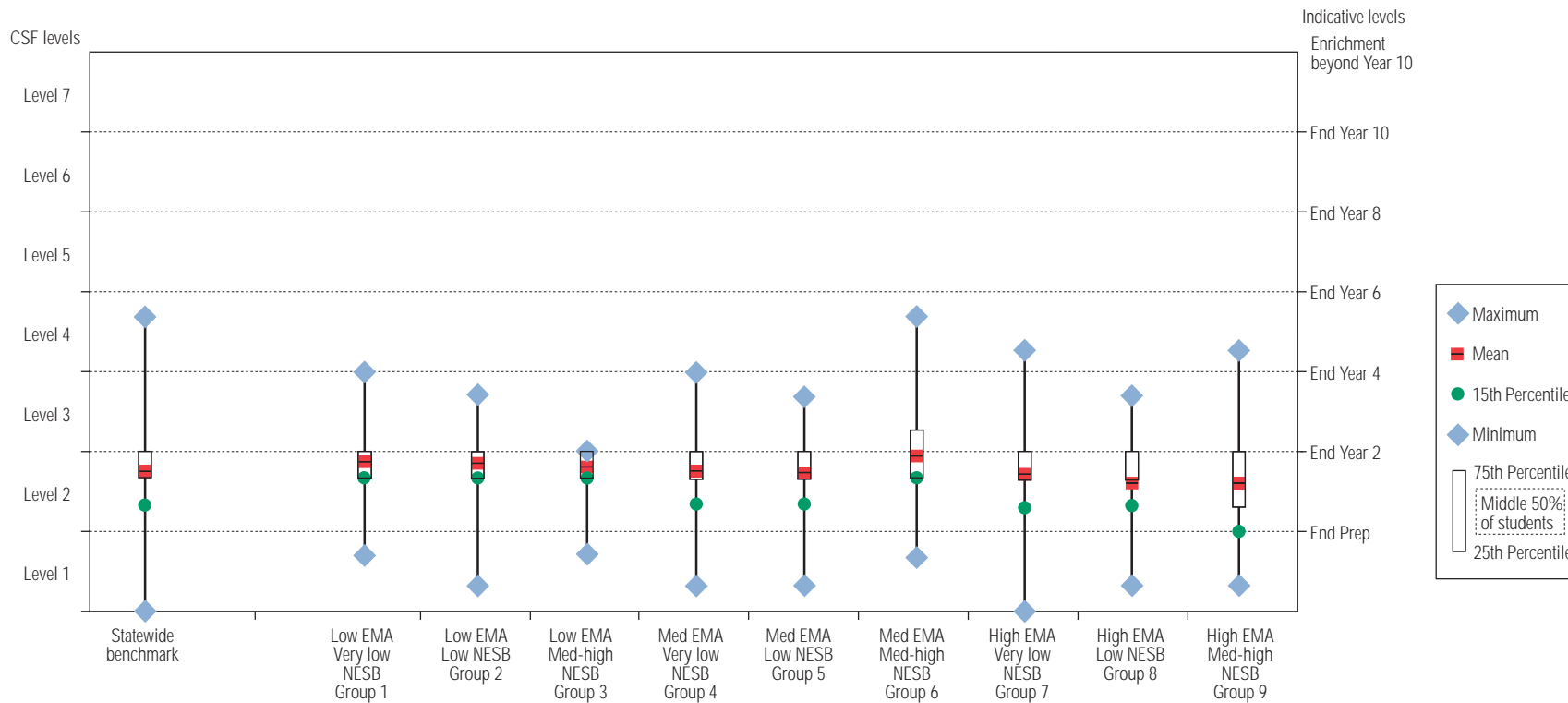


Figure 16: Statewide and “like” school benchmarks: English—Reading, Year 3

KLA: ENGLISH										
Strand: Reading										
Year level: 3										
Semester: 96.2										
	Statewide benchmark	Low EMA Very low NESB Group 1	Low EMA Low NESB Group 2	Low EMA Medium to high NESB Group 3	Medium EMA Very low NESB Group 4	Medium EMA Low NESB Group 5	Medium EMA Medium to high NESB Group 6	High EMA Very low NESB Group 7	High EMA Low NESB Group 8	High EMA Medium to high NESB Group 9
Maximum	4.00	4.00	3.67	3.00	3.33	3.00	3.33	4.00	3.33	3.67
75th Percentile	2.67	2.67	2.67	2.67	2.67	2.67	2.67	2.67	2.67	2.67
Mean	2.30	2.61	2.52	2.49	2.24	2.34	2.29	2.14	2.26	2.12
25th Percentile	2.33	2.67	2.33	2.33	2.00	2.00	2.33	1.67	2.00	1.67
15th Percentile	1.67	2.33	2.33	2.33	1.33	2.00	2.00	1.33	1.67	1.33
Minimum	0.33	0.33	0.33	0.67	0.33	0.33	0.33	0.33	0.33	0.33

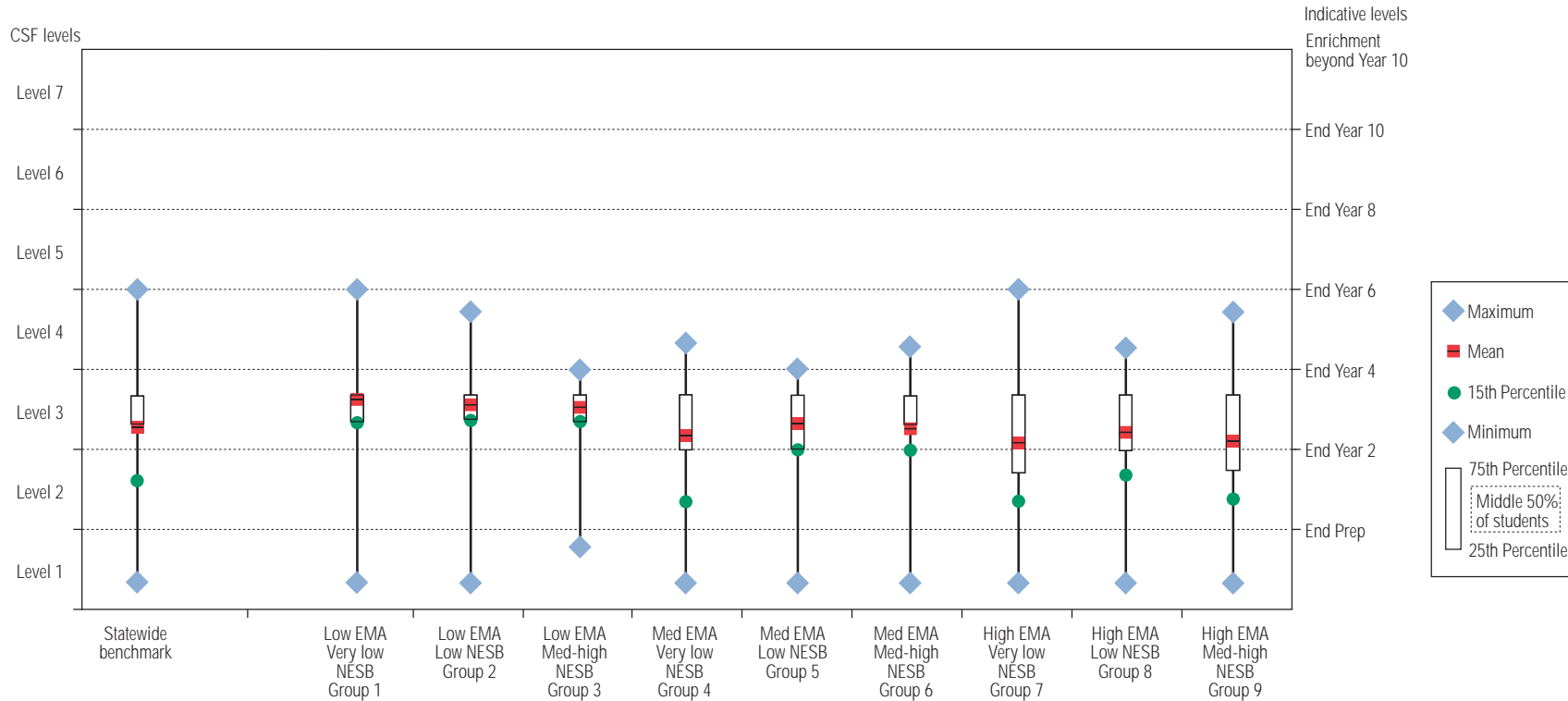


Figure 17: Statewide and “like” school benchmarks: English—Reading, Year 4

KLA: ENGLISH										
Strand: Reading										
Year level: 4										
Semester: 96.2										
	Statewide benchmark	Low EMA Very low NESB Group 1	Low EMA Low NESB Group 2	Low EMA Medium to high NESB Group 3	Medium EMA Very low NESB Group 4	Medium EMA Low NESB Group 5	Medium EMA Medium to high NESB Group 6	High EMA Very low NESB Group 7	High EMA Low NESB Group 8	High EMA Medium to high NESB Group 9
Maximum	5.00	4.33	4.00	3.33	4.00	3.67	4.33	5.00	3.67	4.00
75th Percentile	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	2.67	3.00
Mean	2.64	2.90	2.94	2.71	2.57	2.49	2.72	2.47	2.39	2.47
25th Percentile	2.67	2.67	2.67	2.67	2.67	2.33	2.33	2.33	2.00	2.33
15th Percentile	2.33	2.67	2.67	2.33	1.67	1.67	2.33	1.33	1.67	1.67
Minimum	0.00	1.33	0.33	1.33	0.33	0.33	0.00	0.33	0.67	0.33

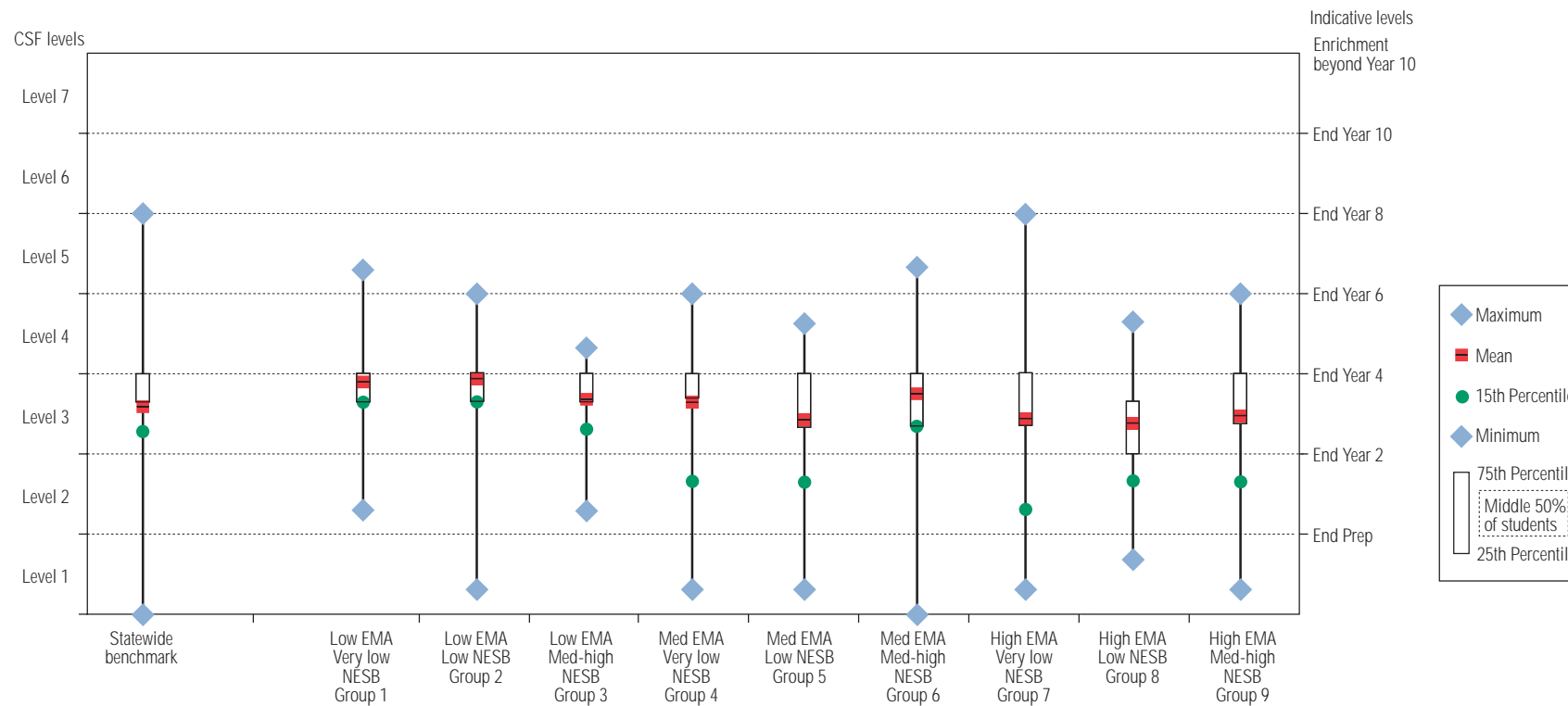


Figure 18: Statewide and “like” school benchmarks: English—Reading, Year 5

KLA: ENGLISH										
Strand: Reading										
Year level: 5										
Semester: 96.2										
	Statewide benchmark	Low EMA Very low NESB Group 1	Low EMA Low NESB Group 2	Low EMA Medium to high NESB Group 3	Medium EMA Very low NESB Group 4	Medium EMA Low NESB Group 5	Medium EMA Medium to high NESB Group 6	High EMA Very low NESB Group 7	High EMA Low NESB Group 8	High EMA Medium to high NESB Group 9
Maximum	5.00	5.00	4.67	4.33	5.00	4.00	4.33	5.00	4.67	4.00
75th Percentile	3.67	3.67	3.67	3.67	3.67	3.67	3.67	3.67	3.67	3.67
Mean	3.15	3.49	3.34	3.48	3.29	3.25	3.38	2.91	2.89	2.81
25th Percentile	3.00	3.33	3.33	3.33	3.33	3.33	3.33	2.67	2.33	2.33
15th Percentile	2.33	3.33	2.67	3.00	2.67	2.67	2.67	0.67	1.67	1.67
Minimum	0.00	0.00	0.33	1.33	0.33	0.33	1.33	0.00	0.33	0.33

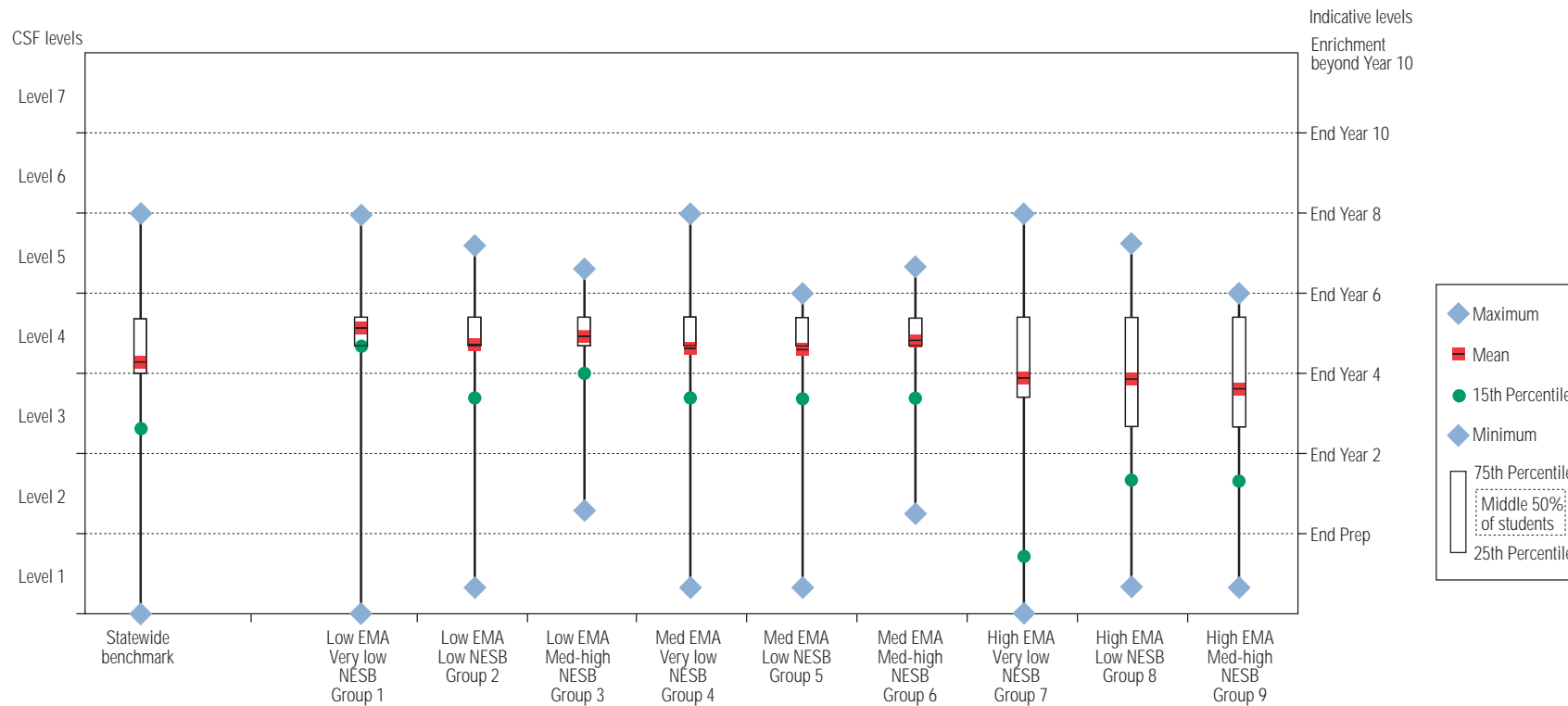


Figure 19: Statewide and “like” school benchmarks: English—Reading, Year 6

KLA: ENGLISH										
Strand: Reading										
Year level: 6										
Semester: 96.2										
	Statewide benchmark	Low EMA Very low NESB Group 1	Low EMA Low NESB Group 2	Low EMA Medium to high NESB Group 3	Medium EMA Very low NESB Group 4	Medium EMA Low NESB Group 5	Medium EMA Medium to high NESB Group 6	High EMA Very low NESB Group 7	High EMA Low NESB Group 8	High EMA Medium to high NESB Group 9
Maximum	5.67	5.33	5.00	4.67	5.00	4.00	4.33	5.67	4.33	4.67
75th Percentile	4.00	4.00	4.00	4.00	4.00	4.00	4.33	4.00	4.00	4.00
Mean	3.52	3.82	3.83	3.80	3.50	3.45	3.75	3.35	3.35	3.27
25th Percentile	3.33	3.67	3.67	3.67	3.33	3.33	3.67	3.33	3.00	3.00
15th Percentile	3.00	3.67	3.67	3.33	3.00	3.00	3.33	2.33	2.33	2.67
Minimum	0.33	2.33	0.67	1.33	0.33	0.33	1.67	1.33	1.33	0.33

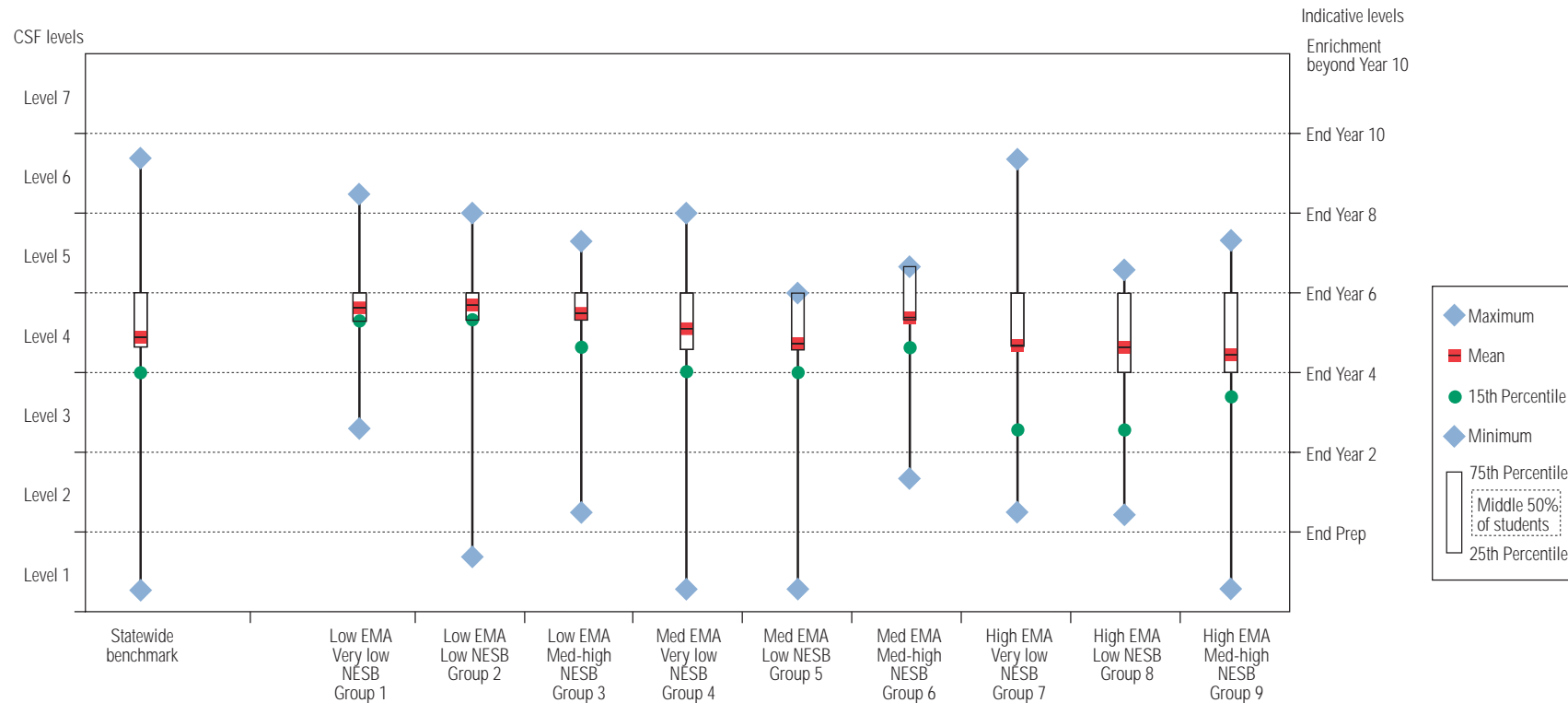


Figure 20: Statewide and “like” school benchmarks: English—Reading, Year 7

KLA: ENGLISH										
Strand: Reading										
Year level: 7										
Semester: 96.2										
	Statewide benchmark	Low EMA Very low NESB Group 1	Low EMA Low NESB Group 2	Low EMA Medium to high NESB Group 3	Medium EMA Very low NESB Group 4	Medium EMA Low NESB Group 5	Medium EMA Medium to high NESB Group 6	High EMA Very low NESB Group 7	High EMA Low NESB Group 8	High EMA Medium to high NESB Group 9
Maximum	7.00	7.00	5.67	6.00	5.67	5.33	5.33	6.00	5.67	5.67
75th Percentile	4.67	4.67	4.67	4.67	4.67	4.67	4.67	4.67	4.67	4.67
Mean	4.26	4.34	4.18	4.37	4.21	4.38	4.17	3.97	4.13	4.10
25th Percentile	4.00	4.00	4.00	4.00	4.00	4.33	3.67	3.67	3.67	3.67
15th Percentile	3.67	3.67	4.00	3.67	3.67	4.00	3.67	3.33	3.33	3.00
Minimum	0.00	0.00	2.67	0.33	0.33	1.33	0.00	0.33	0.33	1.33

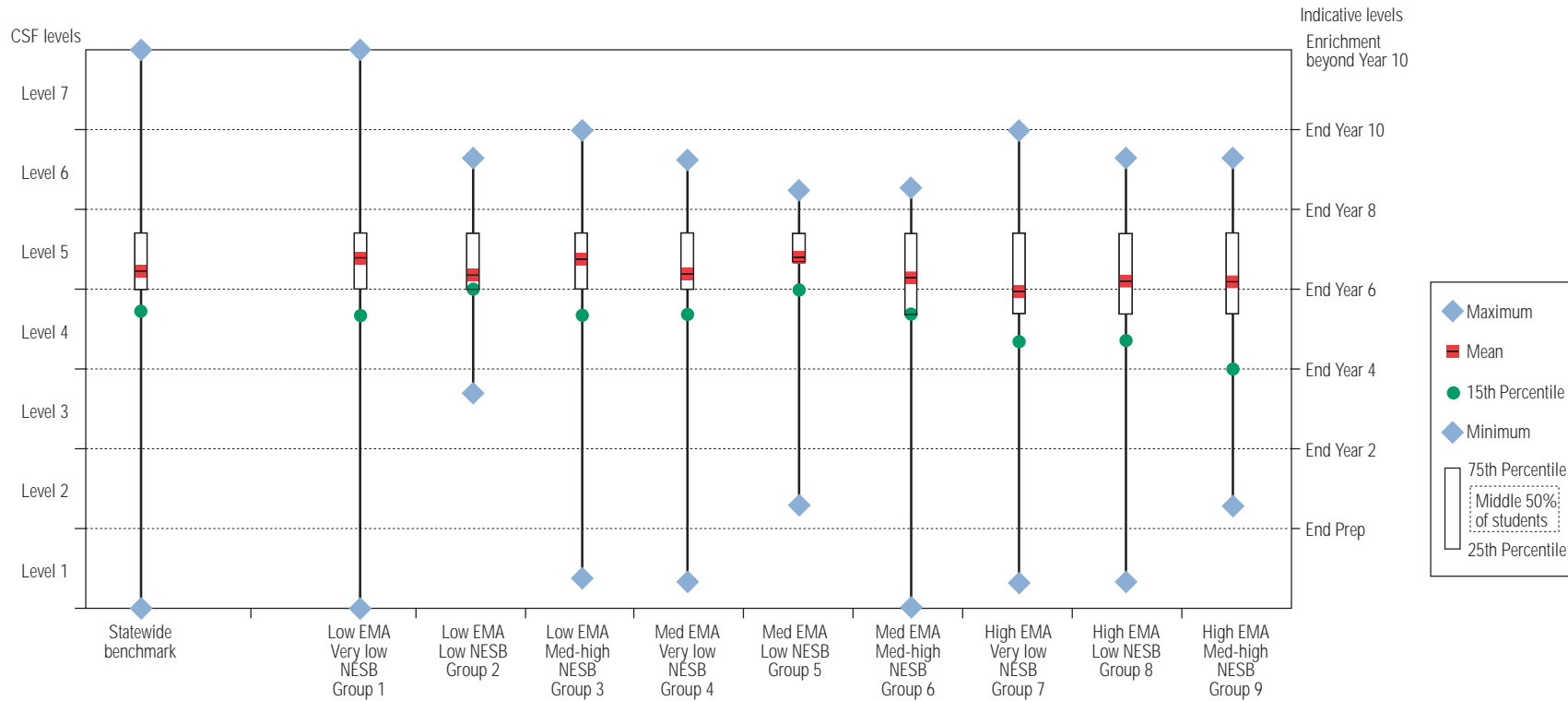


Figure 21: Statewide and “like” school benchmarks: English—Reading, Year 8

KLA: ENGLISH										
Strand: Reading										
Year level: 8										
Semester: 96.2										
	Statewide benchmark	Low EMA Very low NESB Group 1	Low EMA Low NESB Group 2	Low EMA Medium to high NESB Group 3	Medium EMA Very low NESB Group 4	Medium EMA Low NESB Group 5	Medium EMA Medium to high NESB Group 6	High EMA Very low NESB Group 7	High EMA Low NESB Group 8	High EMA Medium to high NESB Group 9
Maximum	7.00	7.00	5.33	6.33	5.67	5.67	5.67	6.67	6.67	5.00
75th Percentile	5.00	5.00	4.67	5.33	5.00	5.00	5.00	5.00	5.00	5.00
Mean	4.64	4.68	4.57	4.82	4.72	4.59	4.39	4.36	4.65	4.55
25th Percentile	4.33	4.33	4.33	4.67	4.67	4.33	4.33	4.33	4.33	4.33
15th Percentile	4.33	4.33	4.33	4.33	4.33	4.00	3.67	3.67	4.00	4.33
Minimum	0.00	0.67	2.67	3.33	0.67	3.00	0.00	0.33	2.00	0.00

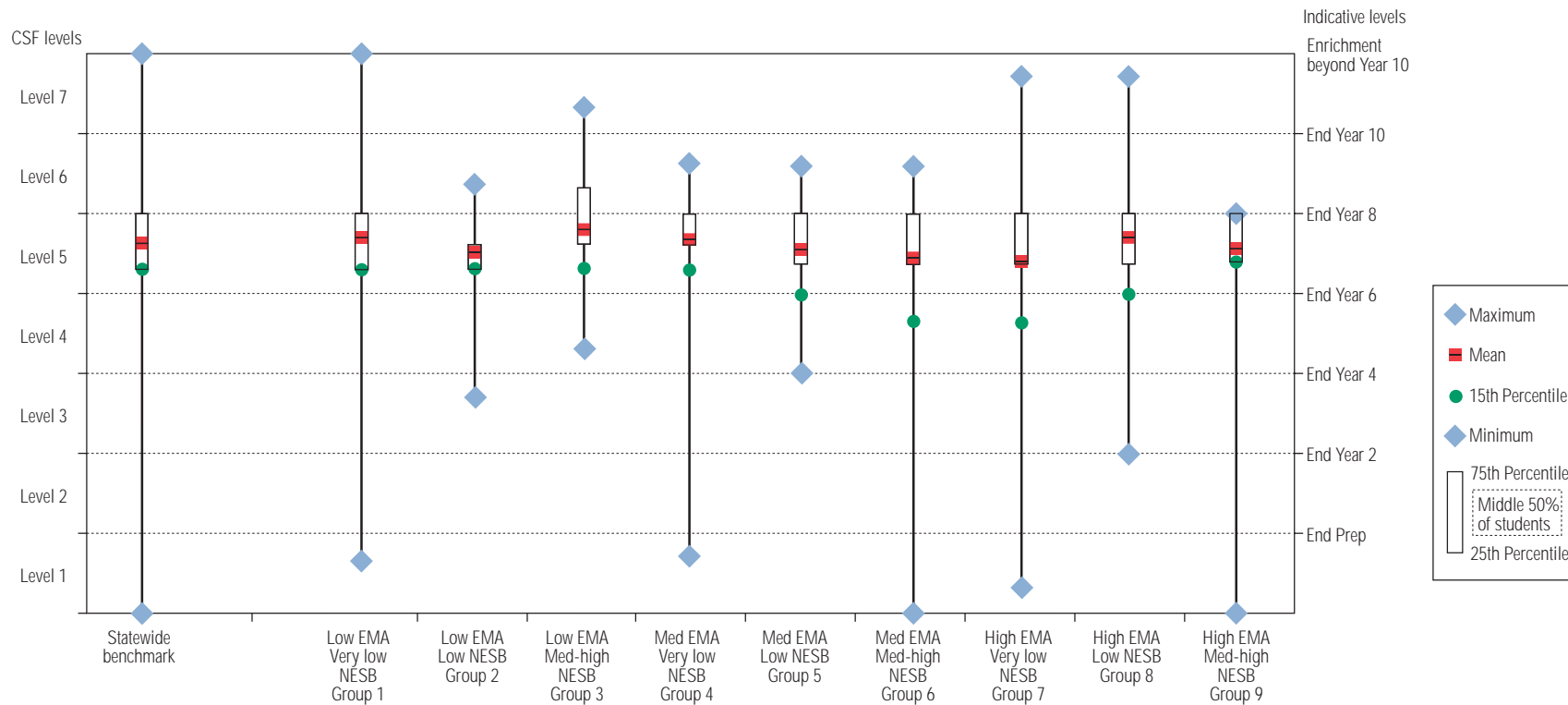


Figure 22: Statewide and “like” school benchmarks: English—Reading, Year 9

KLA: ENGLISH										
Strand: Reading										
Year level: 9										
Semester: 96.2										
	Statewide benchmark	Low EMA Very low NESB Group 1	Low EMA Low NESB Group 2	Low EMA Medium to high NESB Group 3	Medium EMA Very low NESB Group 4	Medium EMA Low NESB Group 5	Medium EMA Medium to high NESB Group 6	High EMA Very low NESB Group 7	High EMA Low NESB Group 8	High EMA Medium to high NESB Group 9
Maximum	7.00	7.00	6.67	7.00	6.33	6.33	6.67	6.67	6.00	6.00
75th Percentile	5.67	5.67	5.67	5.67	5.67	5.67	5.67	5.67	5.67	5.67
Mean	5.20	5.23	5.25	5.26	5.37	5.26	5.20	5.02	5.13	5.08
25th Percentile	5.00	5.00	5.00	5.00	5.33	5.00	4.67	4.67	5.00	5.00
15th Percentile	4.67	4.33	4.67	4.67	4.67	4.67	4.67	3.67	4.67	4.67
Minimum	0.00	0.33	3.67	2.00	1.67	3.00	1.67	0.33	1.33	0.00

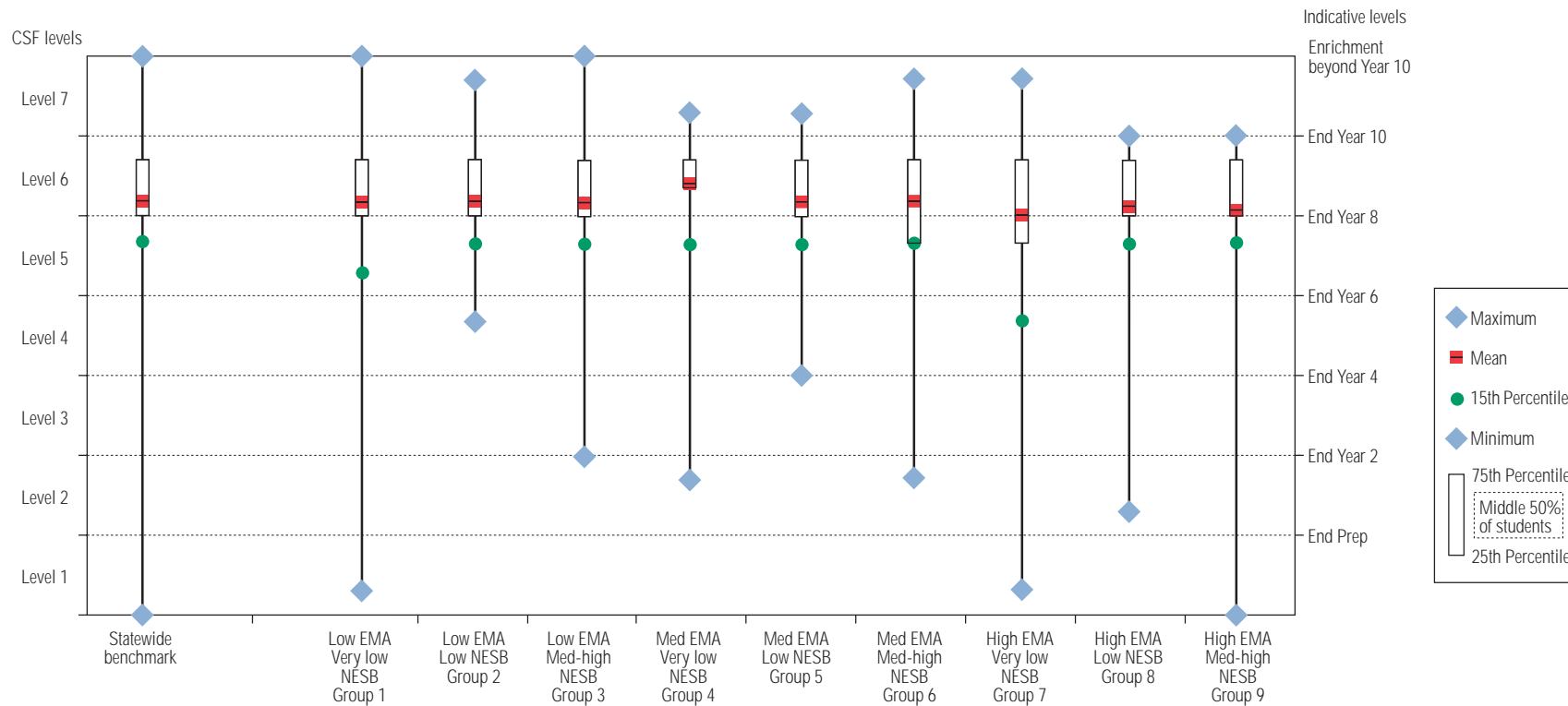
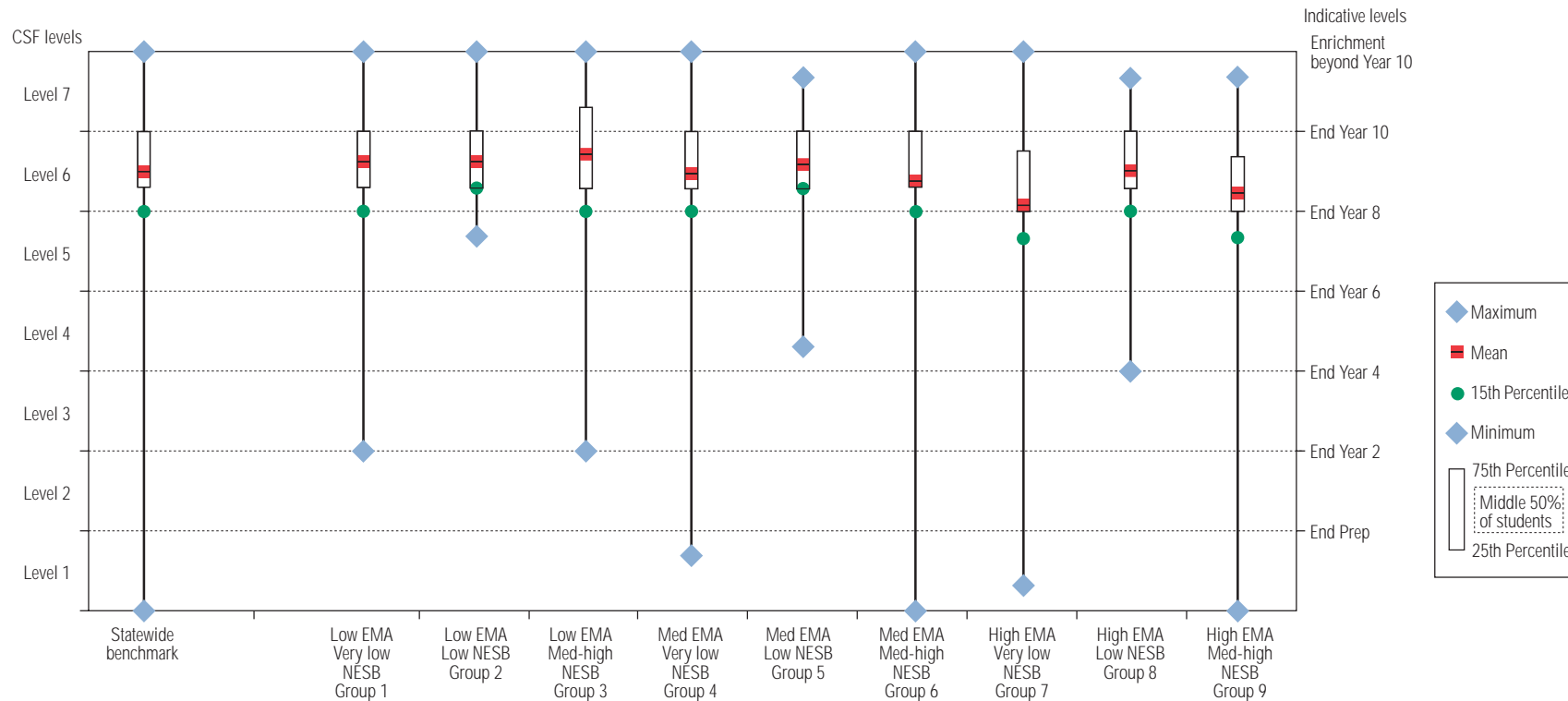


Figure 23: Statewide and “like” school benchmarks: English—Reading, Year 10

KLA: ENGLISH										
Strand: Reading										
Year level: 10										
Semester: 96.2										
	Statewide benchmark	Low EMA Very low NESB Group 1	Low EMA Low NESB Group 2	Low EMA Medium to high NESB Group 3	Medium EMA Very low NESB Group 4	Medium EMA Low NESB Group 5	Medium EMA Medium to high NESB Group 6	High EMA Very low NESB Group 7	High EMA Low NESB Group 8	High EMA Medium to high NESB Group 9
Maximum	7.00	7.00	7.00	7.00	7.00	6.67	7.00	7.00	6.67	6.67
75th Percentile	6.00	6.00	6.00	6.33	6.00	6.00	6.00	5.67	6.00	5.67
Mean	5.56	5.66	5.67	5.72	5.57	5.63	5.41	5.09	5.59	5.26
25th Percentile	5.33	5.33	5.33	5.33	5.33	5.33	5.33	5.00	5.33	5.00
15th Percentile	5.00	5.00	5.33	5.00	5.00	5.33	5.00	4.67	5.00	4.67
Minimum	0.00	2.00	4.67	2.00	0.67	3.33	0.00	0.33	3.00	0.00



Statewide and “like” school
benchmarks:
English—Writing, Years 7 to 10

Figure 24: Statewide and “like” school benchmarks: English—Writing, Year 7

KLA: ENGLISH										
Strand: Writing										
Year level: 7										
Semester: 96.2										
	Statewide benchmark	Low EMA Very low NESB Group 1	Low EMA Low NESB Group 2	Low EMA Medium to high NESB Group 3	Medium EMA Very low NESB Group 4	Medium EMA Low NESB Group 5	Medium EMA Medium to high NESB Group 6	High EMA Very low NESB Group 7	High EMA Low NESB Group 8	High EMA Medium to high NESB Group 9
Maximum	7.00	7.00	5.67	6.00	5.67	5.67	5.33	6.33	5.67	5.67
75th Percentile	4.67	4.67	4.67	4.67	4.67	4.67	4.67	4.67	4.67	5.00
Mean	4.25	4.38	4.12	4.34	4.19	4.39	4.13	3.94	4.04	4.78
25th Percentile	4.00	4.00	4.00	4.00	4.00	4.33	3.67	3.67	3.67	4.67
15th Percentile	3.67	3.67	3.67	3.67	3.67	3.67	3.33	3.33	3.00	4.67
Minimum	0.00	0.33	2.67	1.33	0.33	1.67	0.00	0.33	0.33	4.33

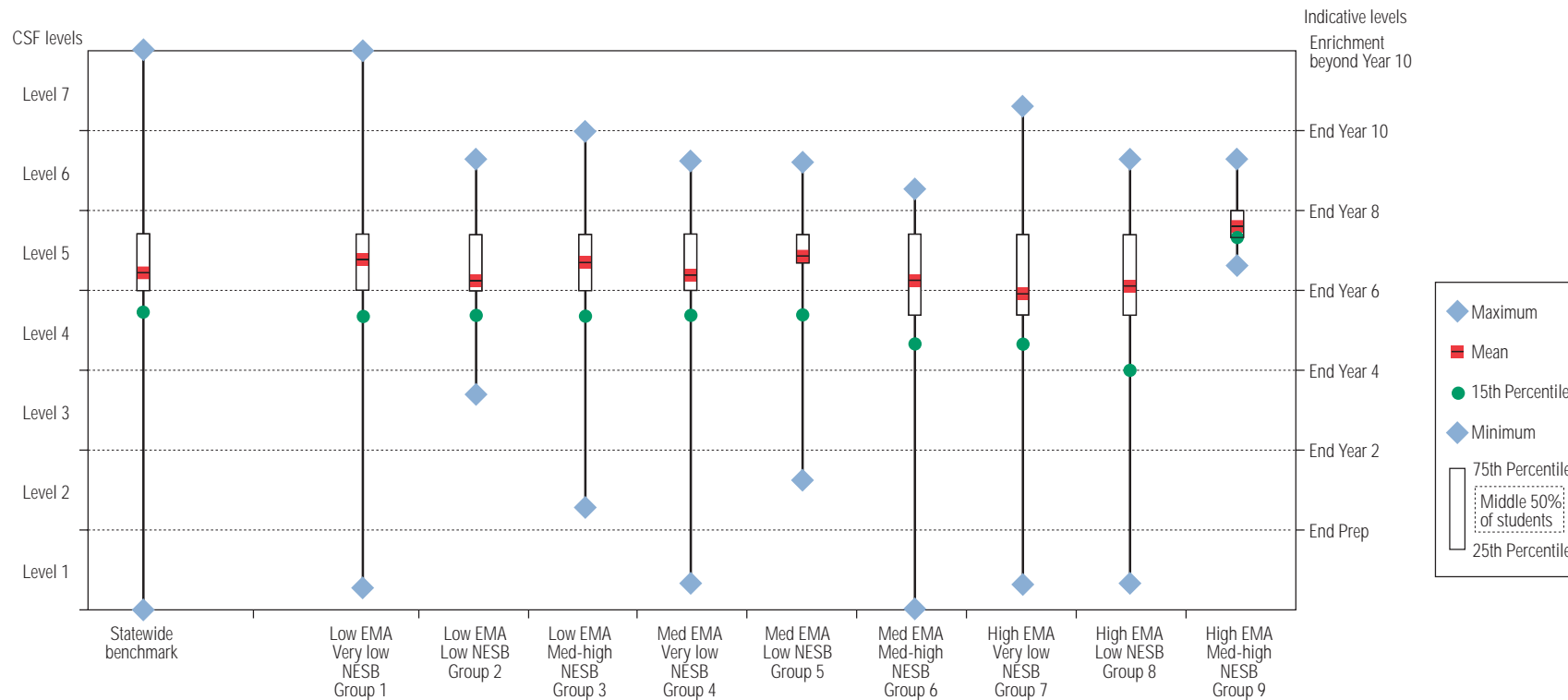


Figure 25: Statewide and “like” school benchmarks: English—Writing, Year 8

KLA: ENGLISH										
Strand: Writing										
Year level: 8										
Semester: 96.2										
	Statewide benchmark	Low EMA Very low NESB Group 1	Low EMA Low NESB Group 2	Low EMA Medium to high NESB Group 3	Medium EMA Very low NESB Group 4	Medium EMA Low NESB Group 5	Medium EMA Medium to high NESB Group 6	High EMA Very low NESB Group 7	High EMA Low NESB Group 8	High EMA Medium to high NESB Group 9
Maximum	7.00	7.00	5.67	6.00	6.00	5.67	5.67	6.67	6.67	5.00
75th Percentile	5.00	5.00	4.67	5.33	5.00	5.00	5.00	5.00	5.00	5.00
Mean	4.63	4.69	4.55	4.82	4.70	4.59	4.37	4.31	4.60	4.57
25th Percentile	4.33	4.33	4.33	4.67	4.67	4.33	4.33	4.33	4.33	4.33
15th Percentile	4.33	4.33	4.33	4.33	4.33	4.00	3.67	3.67	3.67	4.33
Minimum	0.00	0.33	2.67	2.67	0.67	3.00	0.00	0.33	2.00	0.00

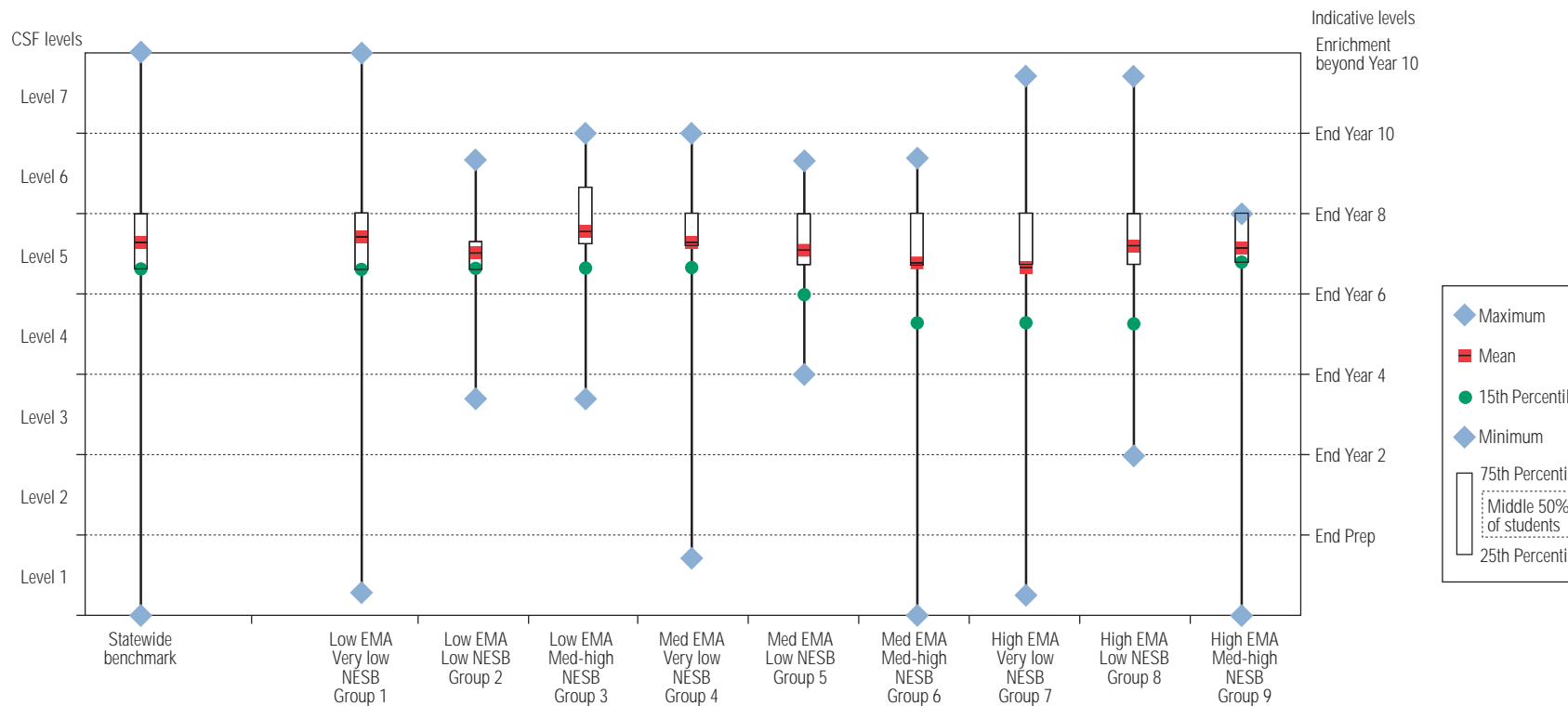


Figure 26: Statewide and “like” school benchmarks: English—Writing, Year 9

KLA: ENGLISH										
Strand: Writing										
Year level: 9										
Semester: 96.2										
	Statewide benchmark	Low EMA Very low NESB Group 1	Low EMA Low NESB Group 2	Low EMA Medium to high NESB Group 3	Medium EMA Very low NESB Group 4	Medium EMA Low NESB Group 5	Medium EMA Medium to high NESB Group 6	High EMA Very low NESB Group 7	High EMA Low NESB Group 8	High EMA Medium to high NESB Group 9
Maximum	7.00	7.00	6.67	7.00	6.33	6.33	6.67	6.67	6.00	6.00
75th Percentile	5.67	5.67	5.67	5.67	5.67	5.67	5.67	5.67	5.33	5.67
Mean	5.17	5.13	5.22	5.25	5.37	5.27	5.17	4.85	5.11	5.15
25th Percentile	5.00	5.00	5.00	5.00	5.00	5.00	4.67	4.67	5.00	5.00
15th Percentile	4.67	4.33	4.67	4.67	4.67	4.67	4.67	3.67	4.67	5.00
Minimum	0.00	0.33	3.67	2.00	1.67	2.67	1.67	0.33	1.33	0.00

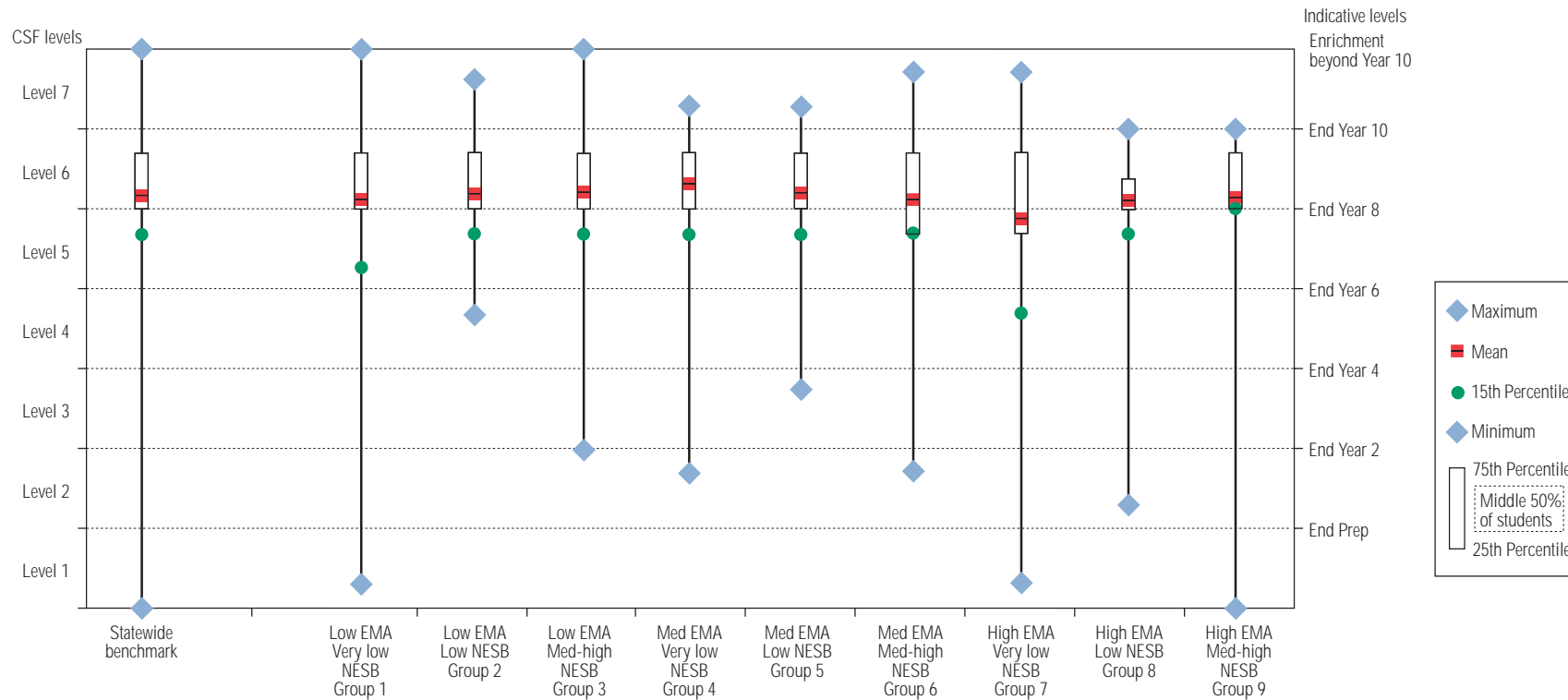
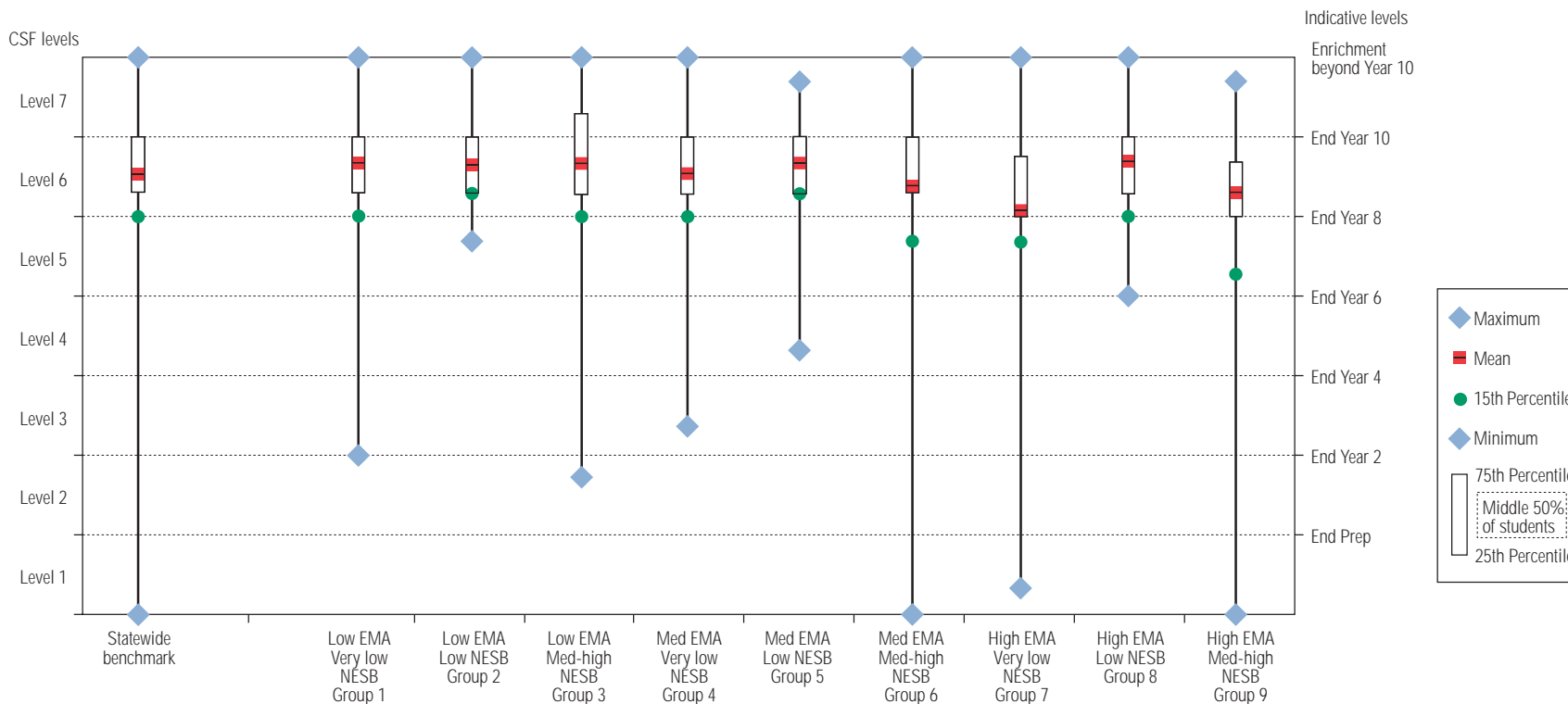


Figure 27: Statewide and “like” school benchmarks: English—Writing, Year 10

KLA: ENGLISH										
Strand: Writing										
Year level: 10										
Semester: 96.2										
	Statewide benchmark	Low EMA Very low NESB Group 1	Low EMA Low NESB Group 2	Low EMA Medium to high NESB Group 3	Medium EMA Very low NESB Group 4	Medium EMA Low NESB Group 5	Medium EMA Medium to high NESB Group 6	High EMA Very low NESB Group 7	High EMA Low NESB Group 8	High EMA Medium to high NESB Group 9
Maximum	7.00	7.00	7.00	7.00	7.00	6.67	7.00	7.00	7.00	6.67
75th Percentile	6.00	6.00	6.00	6.33	6.00	6.00	6.00	5.67	6.00	5.67
Mean	5.56	5.65	5.65	5.71	5.55	5.63	5.37	5.09	5.64	5.28
25th Percentile	5.33	5.33	5.33	5.33	5.33	5.33	5.33	5.00	5.33	5.00
15th Percentile	5.00	5.00	5.33	5.00	5.00	5.33	4.67	4.67	5.00	4.33
Minimum	0.00	2.00	4.67	1.67	2.33	3.33	0.00	0.33	4.00	0.00



Statewide and “like” school benchmarks:
Mathematics—Measurement,
Prep to Year 6

Figure 28: Statewide and “like” school benchmarks: Mathematics—Measurement, Prep

KLA: MATHEMATICS										
Strand: Measurement										
Year level: Prep										
Semester: 96.2										
	Statewide benchmark	Low EMA Very low NESB Group 1	Low EMA Low NESB Group 2	Low EMA Medium to high NESB Group 3	Medium EMA Very low NESB Group 4	Medium EMA Low NESB Group 5	Medium EMA Medium to high NESB Group 6	High EMA Very low NESB Group 7	High EMA Low NESB Group 8	High EMA Medium to high NESB Group 9
Maximum	2.67	2.00	1.33	1.67	2.00	1.67	1.33	2.67	1.33	2.00
75th Percentile	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
Mean	0.87	0.93	0.90	0.90	0.89	0.78	0.68	0.88	0.68	0.76
25th Percentile	0.67	0.67	0.67	0.67	0.67	0.67	0.33	0.67	0.33	0.67
15th Percentile	0.67	0.67	0.67	0.67	0.67	0.67	0.33	0.67	0.33	0.33
Minimum	0.00	0.00	0.33	0.33	0.33	0.33	0.33	0.00	0.33	0.00

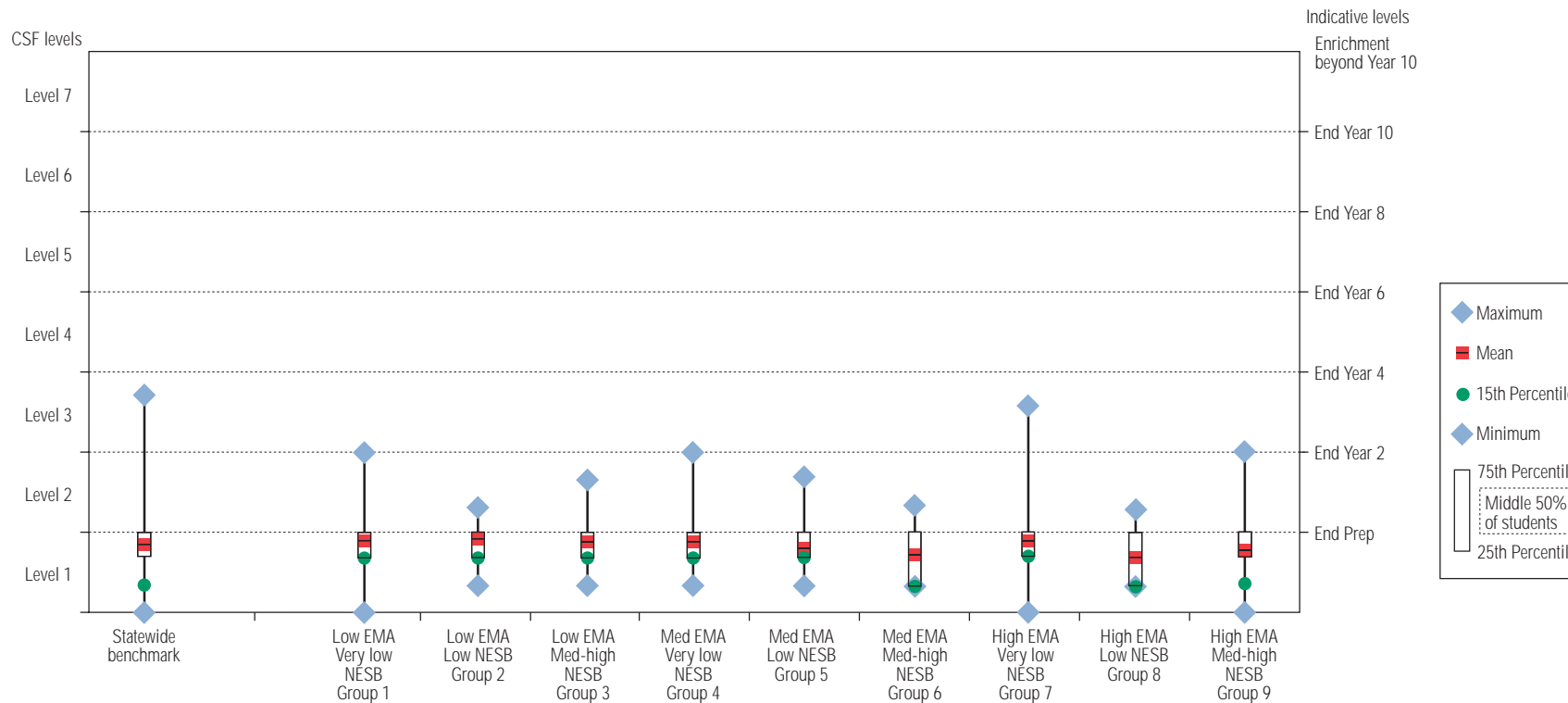


Figure 29: Statewide and “like” school benchmarks: Mathematics—Measurement, Year 1

KLA: MATHEMATICS										
Strand: Measurement										
Year level: 1										
Semester: 96.2										
	Statewide benchmark	Low EMA Very low NESB Group 1	Low EMA Low NESB Group 2	Low EMA Medium to high NESB Group 3	Medium EMA Very low NESB Group 4	Medium EMA Low NESB Group 5	Medium EMA Medium to high NESB Group 6	High EMA Very low NESB Group 7	High EMA Low NESB Group 8	High EMA Medium to high NESB Group 9
Maximum	3.67	2.00	3.67	1.67	2.67	2.00	2.33	2.67	1.67	3.00
75th Percentile	1.67	1.67	1.67	1.67	1.67	1.67	1.67	1.67	1.67	1.67
Mean	1.57	1.47	1.42	1.37	1.31	1.48	1.52	1.33	1.30	1.22
25th Percentile	1.33	1.33	1.33	1.33	1.00	1.33	1.33	1.33	1.00	0.67
15th Percentile	0.67	1.33	1.33	0.67	0.67	1.33	1.33	0.67	0.67	0.67
Minimum	0.33	0.33	0.33	0.33	0.33	0.33	0.33	0.33	0.33	0.33

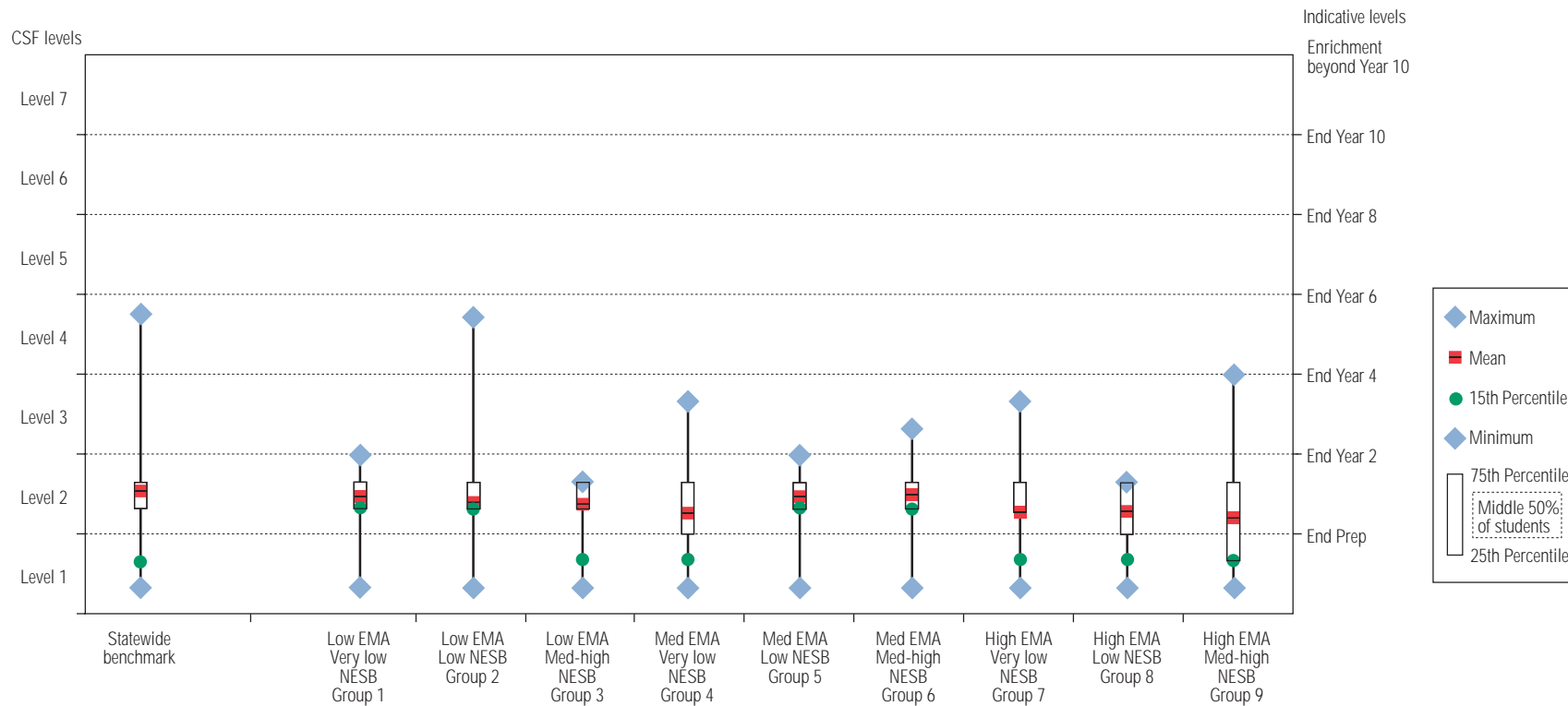


Figure 30: Statewide and “like” school benchmarks: Mathematics—Measurement, Year 2

KLA: MATHEMATICS										
Strand: Measurement										
Year level: 2										
Semester: 96.2										
	Statewide benchmark	Low EMA Very low NESB Group 1	Low EMA Low NESB Group 2	Low EMA Medium to high NESB Group 3	Medium EMA Very low NESB Group 4	Medium EMA Low NESB Group 5	Medium EMA Medium to high NESB Group 6	High EMA Very low NESB Group 7	High EMA Low NESB Group 8	High EMA Medium to high NESB Group 9
Maximum	3.67	2.67	2.67	2.00	3.00	2.00	3.67	3.00	2.33	2.67
75th Percentile	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00
Mean	1.74	1.82	1.73	1.75	1.74	1.65	1.86	1.72	1.68	1.66
25th Percentile	1.67	1.67	1.67	1.67	1.67	1.67	1.67	1.67	1.67	1.67
15th Percentile	1.67	1.67	1.67	1.67	1.33	1.33	1.67	1.33	1.33	1.33
Minimum	0.00	0.67	0.33	0.67	0.33	0.33	1.33	0.00	0.67	0.33

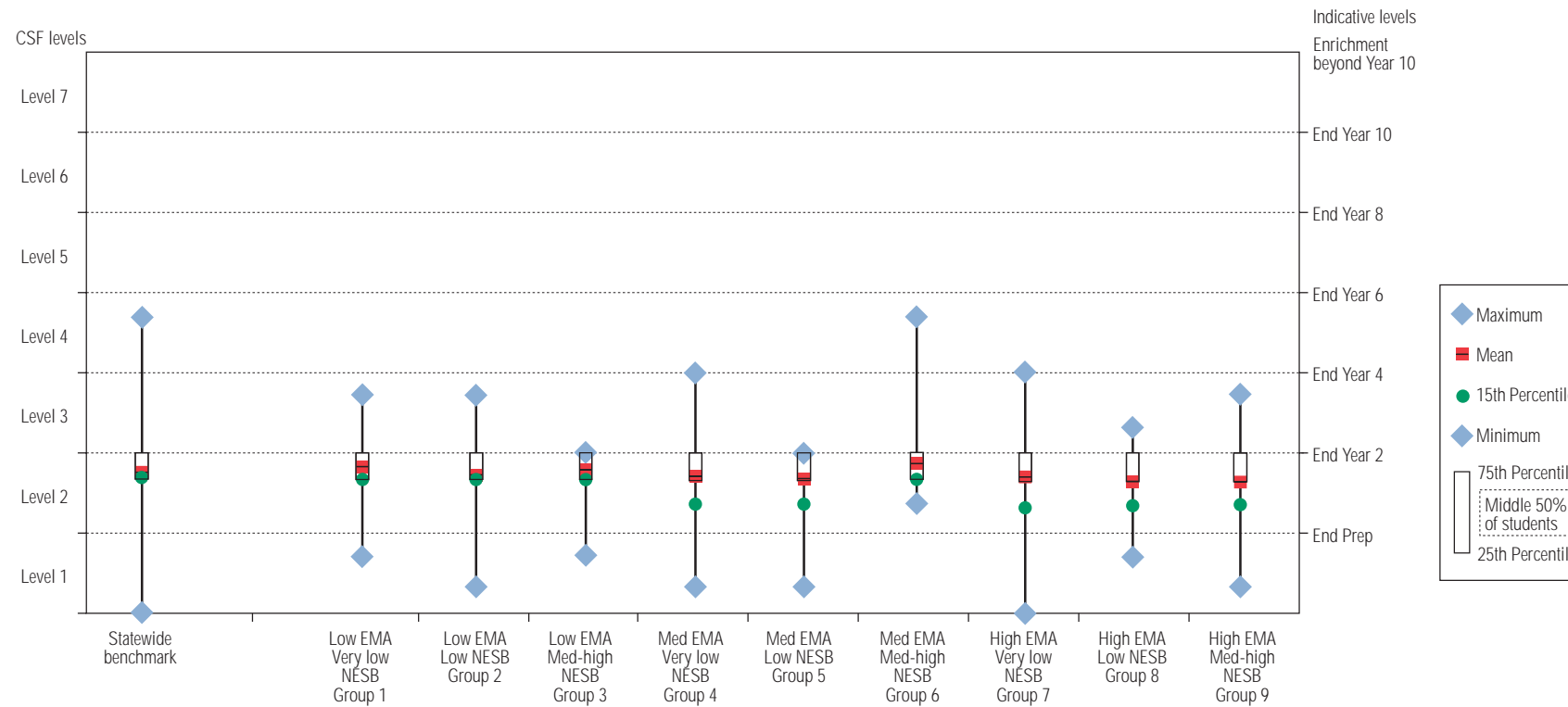


Figure 31: Statewide and “like” school benchmarks: Mathematics—Measurement, Year 3

KLA: MATHEMATICS										
Strand: Measurement										
Year level: 3										
Semester: 96.2										
	Statewide benchmark	Low EMA Very low NESB Group 1	Low EMA Low NESB Group 2	Low EMA Medium to high NESB Group 3	Medium EMA Very low NESB Group 4	Medium EMA Low NESB Group 5	Medium EMA Medium to high NESB Group 6	High EMA Very low NESB Group 7	High EMA Low NESB Group 8	High EMA Medium to high NESB Group 9
Maximum	4.00	3.33	3.67	3.00	4.00	3.00	3.33	3.33	2.67	3.33
75th Percentile	2.67	2.67	2.67	2.67	2.67	2.67	2.67	2.67	2.67	2.67
Mean	2.31	2.62	2.51	2.59	2.24	2.20	2.44	2.14	2.20	2.05
25th Percentile	2.33	2.67	2.67	2.67	2.33	2.00	2.00	2.00	2.00	2.00
15th Percentile	1.67	2.33	2.33	2.33	1.33	1.33	2.33	0.67	1.67	1.33
Minimum	0.33	0.67	0.33	2.00	0.33	0.33	0.33	0.33	1.33	0.33

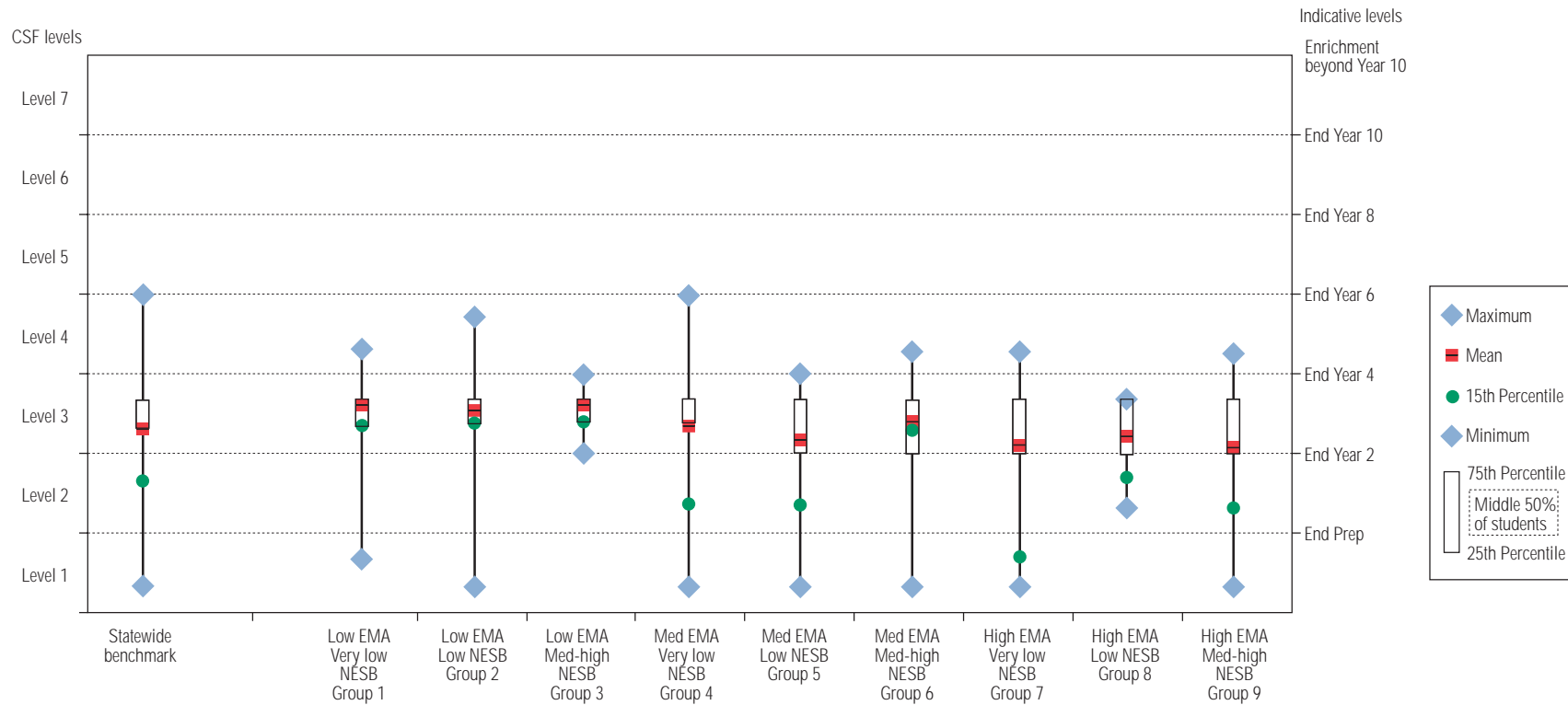


Figure 32: Statewide and “like” school benchmarks: Mathematics—Measurement, Year 4

KLA: MATHEMATICS										
Strand: Measurement										
Year level: 4										
Semester: 96.2										
	Statewide benchmark	Low EMA Very low NESB Group 1	Low EMA Low NESB Group 2	Low EMA Medium to high NESB Group 3	Medium EMA Very low NESB Group 4	Medium EMA Low NESB Group 5	Medium EMA Medium to high NESB Group 6	High EMA Very low NESB Group 7	High EMA Low NESB Group 8	High EMA Medium to high NESB Group 9
Maximum	4.33	4.00	4.00	3.00	4.00	3.67	4.33	4.00	3.67	3.67
75th Percentile	3.00	3.00	3.00	3.00	3.00	3.00	3.33	3.00	2.67	3.00
Mean	2.60	2.83	2.87	2.69	2.52	2.50	2.78	2.44	2.42	2.43
25th Percentile	2.67	2.67	2.67	2.67	2.33	2.33	2.67	2.33	2.00	2.33
15th Percentile	2.33	2.67	2.67	2.33	1.67	1.67	2.33	0.67	1.67	1.67
Minimum	0.00	1.33	0.33	1.33	0.33	0.33	0.33	0.00	1.33	0.33

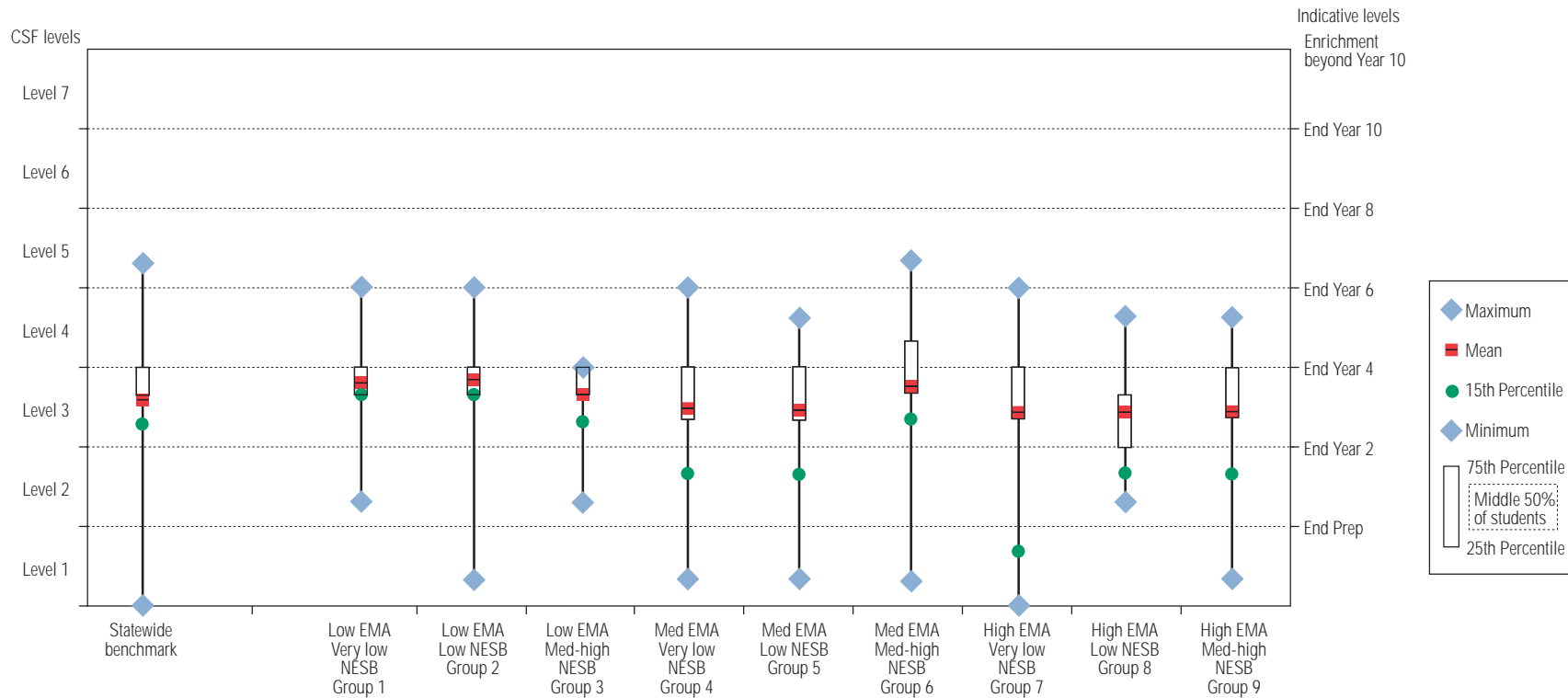


Figure 33: Statewide and “like” school benchmarks: Mathematics—Measurement, Year 5

KLA: MATHEMATICS										
Strand: Measurement										
Year level: 5										
Semester: 96.2										
	Statewide benchmark	Low EMA Very low NESB Group 1	Low EMA Low NESB Group 2	Low EMA Medium to high NESB Group 3	Medium EMA Very low NESB Group 4	Medium EMA Low NESB Group 5	Medium EMA Medium to high NESB Group 6	High EMA Very low NESB Group 7	High EMA Low NESB Group 8	High EMA Medium to high NESB Group 9
Maximum	5.00	5.00	4.33	4.00	4.67	4.00	4.33	4.67	4.33	4.00
75th Percentile	3.67	3.67	3.67	3.67	3.67	3.67	3.67	3.67	3.67	3.67
Mean	3.13	3.48	3.47	3.39	3.21	3.20	3.42	2.90	2.98	2.76
25th Percentile	3.00	3.33	3.33	3.33	3.33	3.33	3.33	2.67	2.33	2.33
15th Percentile	2.33	3.33	3.33	3.00	2.67	2.67	3.00	0.67	2.33	1.67
Minimum	0.00	1.33	0.33	1.33	0.33	0.33	2.33	0.00	1.33	0.33

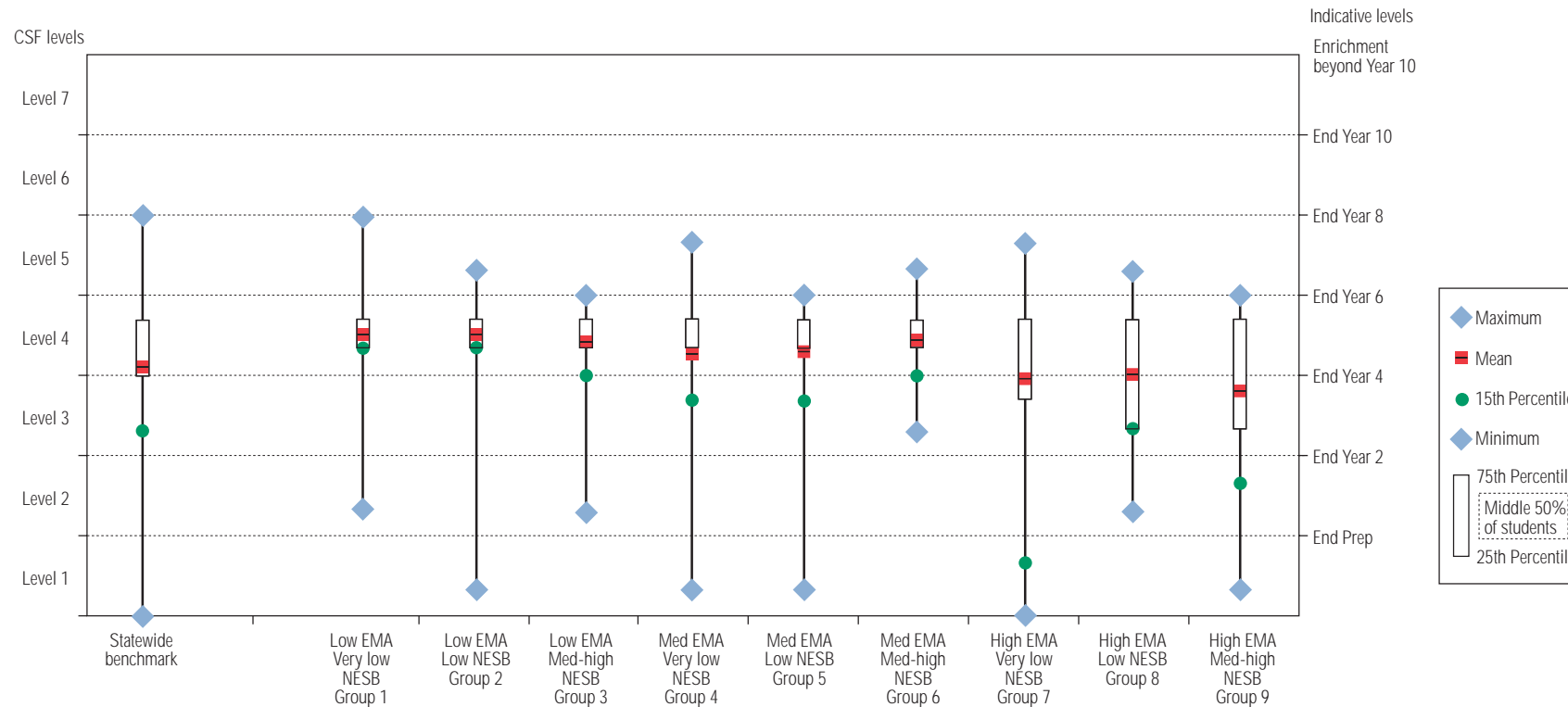
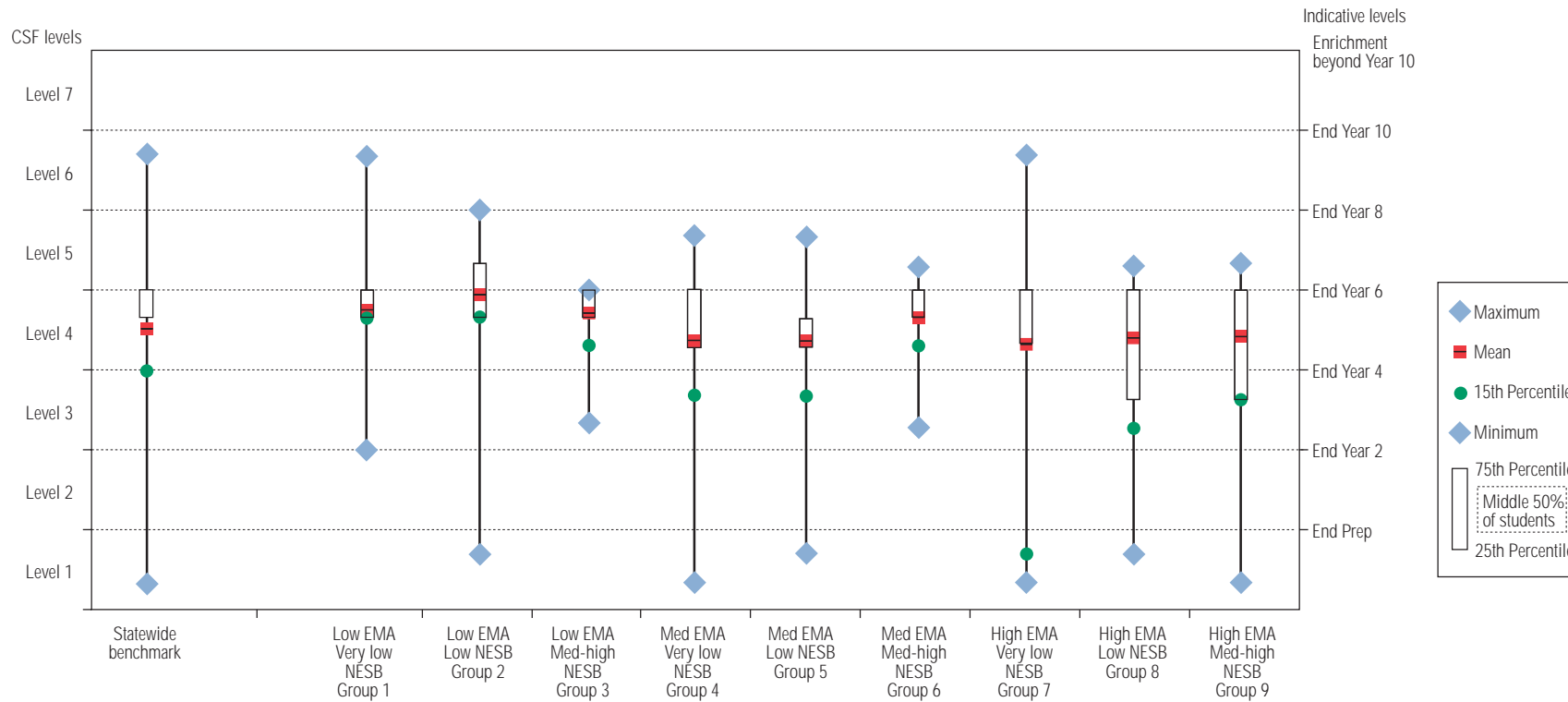


Figure 34: Statewide and “like” school benchmarks: Mathematics—Measurement, Year 6

KLA: MATHEMATICS										
Strand: Measurement										
Year level: 6										
Semester: 96.2										
	Statewide benchmark	Low EMA Very low NESB Group 1	Low EMA Low NESB Group 2	Low EMA Medium to high NESB Group 3	Medium EMA Very low NESB Group 4	Medium EMA Low NESB Group 5	Medium EMA Medium to high NESB Group 6	High EMA Very low NESB Group 7	High EMA Low NESB Group 8	High EMA Medium to high NESB Group 9
Maximum	5.67	5.67	5.00	4.00	4.67	4.67	4.33	5.67	4.33	4.33
75th Percentile	4.00	4.00	4.33	4.00	4.00	3.67	4.00	4.00	4.00	4.00
Mean	3.49	3.78	3.95	3.70	3.41	3.40	3.67	3.31	3.41	3.33
25th Percentile	3.67	3.67	3.67	3.67	3.33	3.33	3.67	3.33	2.67	2.67
15th Percentile	3.00	3.67	3.67	3.33	2.67	2.67	3.33	0.67	2.33	2.67
Minimum	0.33	2.00	0.67	2.33	0.33	0.67	2.33	0.33	0.67	0.33



Statewide and “like” school
benchmarks:
Mathematics—Algebra,
Years 7 to 10

Figure 35: Statewide and “like” school benchmarks: Mathematics—Algebra, Year 7

KLA: MATHEMATICS										
Strand: Algebra										
Year level: 7										
Semester: 96.2										
	Statewide benchmark	Low EMA Very low NESB Group 1	Low EMA Low NESB Group 2	Low EMA Medium to high NESB Group 3	Medium EMA Very low NESB Group 4	Medium EMA Low NESB Group 5	Medium EMA Medium to high NESB Group 6	High EMA Very low NESB Group 7	High EMA Low NESB Group 8	High EMA Medium to high NESB Group 9
Maximum	6.00	6.00	5.00	5.67	5.67	5.33	5.67	5.67	6.00	5.00
75th Percentile	4.67	4.67	4.67	4.67	4.67	4.67	4.67	4.67	5.00	4.67
Mean	4.51	4.48	4.46	4.53	4.50	4.54	4.57	4.51	4.60	4.57
25th Percentile	4.33	4.33	4.33	4.33	4.33	4.33	4.33	4.33	4.33	4.33
15th Percentile	4.33	4.33	4.00	4.33	4.33	4.33	4.33	4.33	4.00	4.33
Minimum	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.33

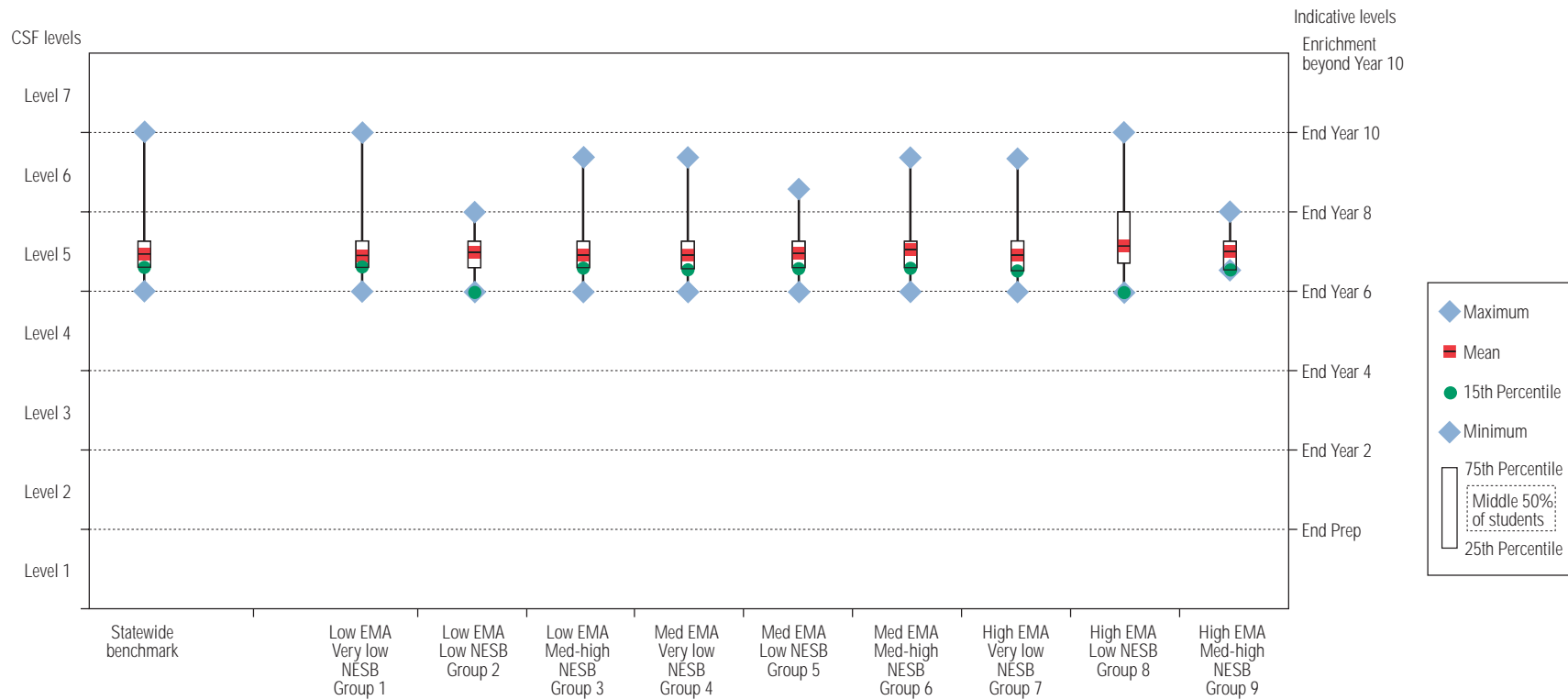


Figure 36: Statewide and “like” school benchmarks: Mathematics—Algebra, Year 8

KLA: MATHEMATICS										
Strand: Algebra										
Year level: 8										
Semester: 96.2										
	Statewide benchmark	Low EMA Very low NESB Group 1	Low EMA Low NESB Group 2	Low EMA Medium to high NESB Group 3	Medium EMA Very low NESB Group 4	Medium EMA Low NESB Group 5	Medium EMA Medium to high NESB Group 6	High EMA Very low NESB Group 7	High EMA Low NESB Group 8	High EMA Medium to high NESB Group 9
Maximum	6.33	6.00	5.67	5.67	5.67	5.67	6.33	5.33	6.00	5.00
75th Percentile	5.00	5.00	5.00	5.00	5.00	5.00	4.67	5.00	5.00	5.00
Mean	4.72	4.77	4.74	4.78	4.74	4.68	4.62	4.65	4.59	4.74
25th Percentile	4.33	4.67	4.33	4.67	4.67	4.33	4.33	4.33	4.33	4.33
15th Percentile	4.33	4.33	4.33	4.33	4.33	4.33	4.33	4.33	4.00	4.33
Minimum	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.33

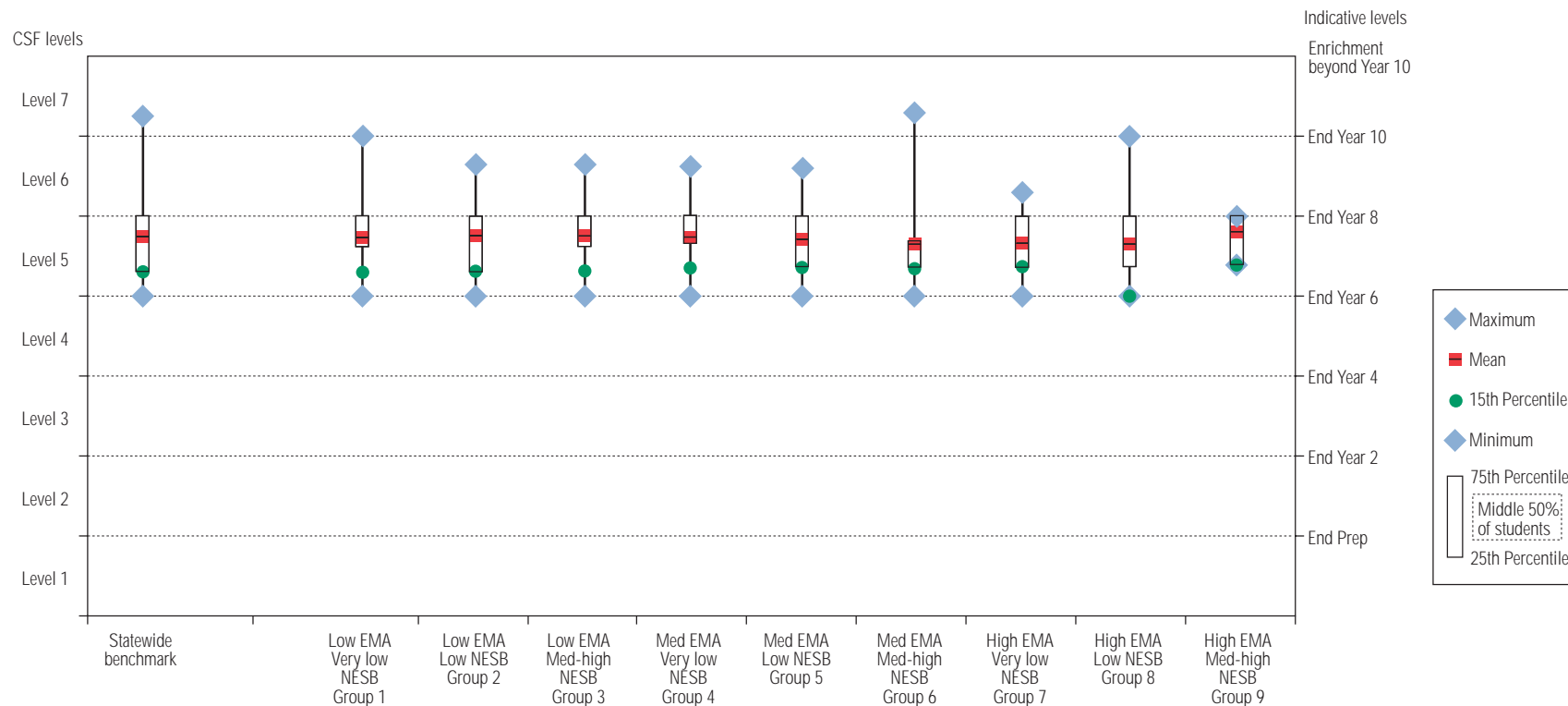


Figure 37: Statewide and “like” school benchmarks: Mathematics—Algebra, Year 9

KLA: MATHEMATICS										
Strand: Algebra										
Year level: 9										
Semester: 96.2										
	Statewide benchmark	Low EMA Very low NESB Group 1	Low EMA Low NESB Group 2	Low EMA Medium to high NESB Group 3	Medium EMA Very low NESB Group 4	Medium EMA Low NESB Group 5	Medium EMA Medium to high NESB Group 6	High EMA Very low NESB Group 7	High EMA Low NESB Group 8	High EMA Medium to high NESB Group 9
Maximum	7.00	6.33	6.33	6.00	6.00	7.00	6.00	6.00	6.00	6.00
75th Percentile	5.67	5.67	5.67	5.67	5.67	5.67	5.67	5.67	5.33	5.67
Mean	5.32	5.33	5.27	5.49	5.34	5.52	5.31	5.23	4.82	5.19
25th Percentile	5.00	5.00	5.00	5.33	5.33	5.33	5.33	4.67	4.33	4.67
15th Percentile	4.67	4.67	4.67	5.33	4.67	5.00	5.00	4.67	4.33	4.67
Minimum	4.00	4.00	4.00	4.33	4.00	4.00	4.33	4.00	4.00	4.33

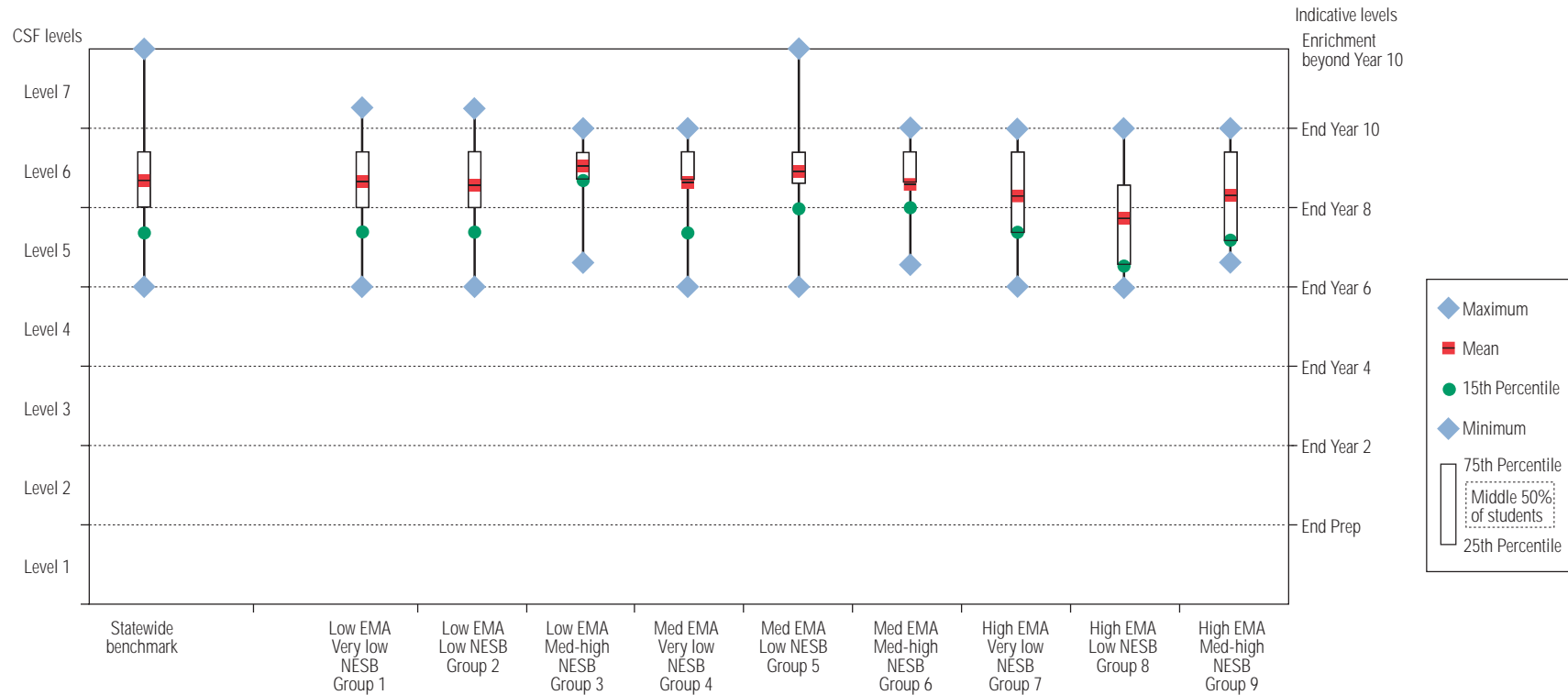
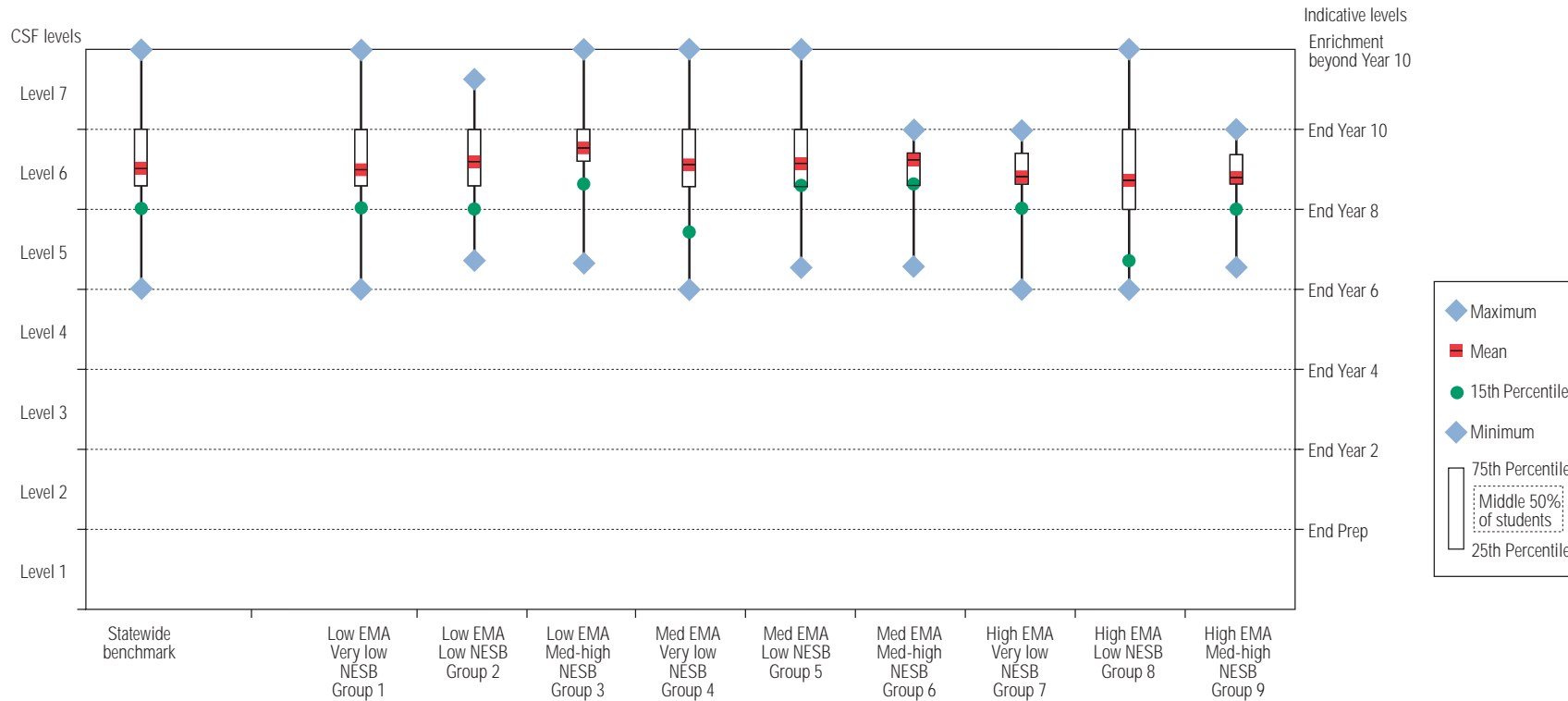


Figure 38: Statewide and “like” school benchmarks: Mathematics—Algebra, Year 10

KLA: MATHEMATICS										
Strand: Algebra										
Year level: 10										
Semester: 96.2										
	Statewide benchmark	Low EMA Very low NESB Group 1	Low EMA Low NESB Group 2	Low EMA Medium to high NESB Group 3	Medium EMA Very low NESB Group 4	Medium EMA Low NESB Group 5	Medium EMA Medium to high NESB Group 6	High EMA Very low NESB Group 7	High EMA Low NESB Group 8	High EMA Medium to high NESB Group 9
Maximum	7.00	7.00	6.67	7.00	7.00	7.00	6.00	6.00	7.00	6.00
75th Percentile	6.00	6.00	6.00	6.00	6.00	6.00	5.67	5.67	6.00	5.67
Mean	5.57	5.53	5.63	5.82	5.60	5.62	5.59	5.43	5.40	5.45
25th Percentile	5.33	5.33	5.33	5.67	5.33	5.33	5.33	5.33	5.00	5.33
15th Percentile	5.00	5.00	5.00	5.33	4.67	5.33	5.33	5.00	4.33	5.00
Minimum	4.00	4.00	4.33	4.33	4.00	4.33	4.33	4.00	4.00	4.33



Appendix 1.

“Like” school groups

The concept of “like” schools has been developed to enable schools to allow for the composition of their student populations in assessing their performance.

The groups are identified by the proportion of students for whom the main language spoken at home is not English, and the proportion of students who receive the Education Maintenance Allowance (EMA) or Austudy.

The state has been divided into nine sub-groups of schools based upon the background character-

The nine sub-groups are shown in Table 1.

Table 1. “Like” school sub-groups

<p>Group 7 Nil-low LOTE High EMA/Austudy 0 to \leq 0.04 LOTE $>$ 0.43 EMA/Austudy 408 schools</p>	<p>Group 8 Low LOTE High EMA/Austudy $>$ 0.04 to \leq 0.22 LOTE $>$ 0.43 EMA/Austudy 48 schools</p>	<p>Group 9 Medium-high LOTE High EMA/Austudy $>$ 0.22 LOTE $>$ 0.43 EMA/Austudy 167 schools</p>
<p>Group 4 Nil-low LOTE Medium EMA/Austudy 0 to \leq 0.04 LOTE $>$ 0.28 to \leq 0.43 EMA/Austudy 386 schools</p>	<p>Group 5 Low LOTE Medium EMA/Austudy $>$ 0.04 to \leq 0.22 LOTE $>$ 0.28 to \leq 0.43 EMA/Austudy 114 schools</p>	<p>Group 6 Medium-high LOTE Medium EMA/Austudy $>$ 0.02 LOTE $>$ 0.28 \leq 0.43 EMA/Austudy 65 schools</p>
<p>Group 1 Nil-low LOTE Low EMA/Austudy 0 to $<$ 0.04 LOTE 0 to \leq 0.28 EMA/Austudy 266 schools</p>	<p>Group 2 Low LOTE Low EMA/Austudy $>$ 0.04 to \leq 0.22 LOTE 0 to \leq 0.28 EMA/Austudy 159 schools</p>	<p>Group 3 Medium-high LOTE Low EMA/Austudy $>$ 0.22 LOTE 0 to \leq 0.28 EMA/Austudy 38 schools</p>

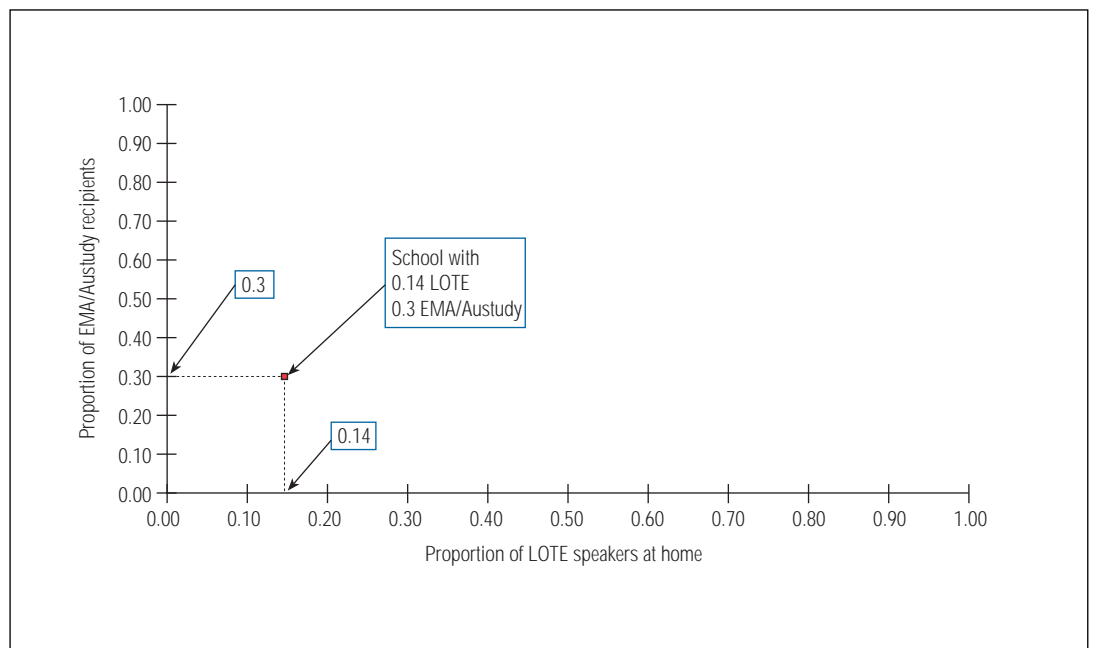
Example

A school for which the proportion of students for whom English is not the preferred language at home is 0.14 (14 per cent) and the proportion of students on EMA or Austudy 0.30 (30 per cent), will be included in sub-group 5.

The position of this school in sub-group 5 can be shown as a point on a graph which has the proportion of students with a LOTE spoken at home on one axis and the proportion of students receiving EMA or Austudy on the other.

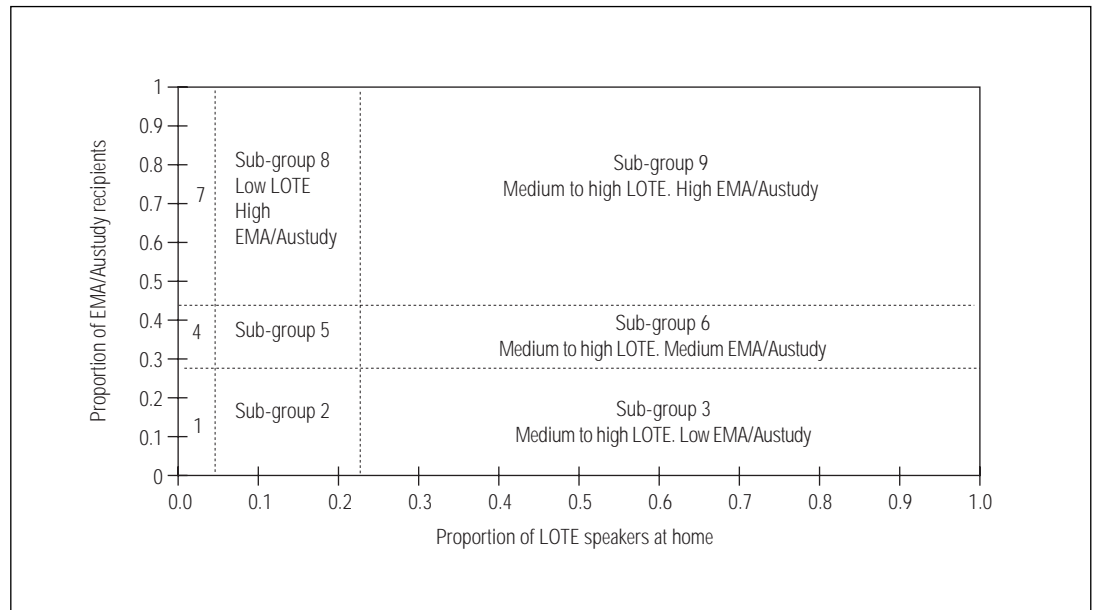
The school will appear as a single point.

Figure 39. Position on “like” school graph



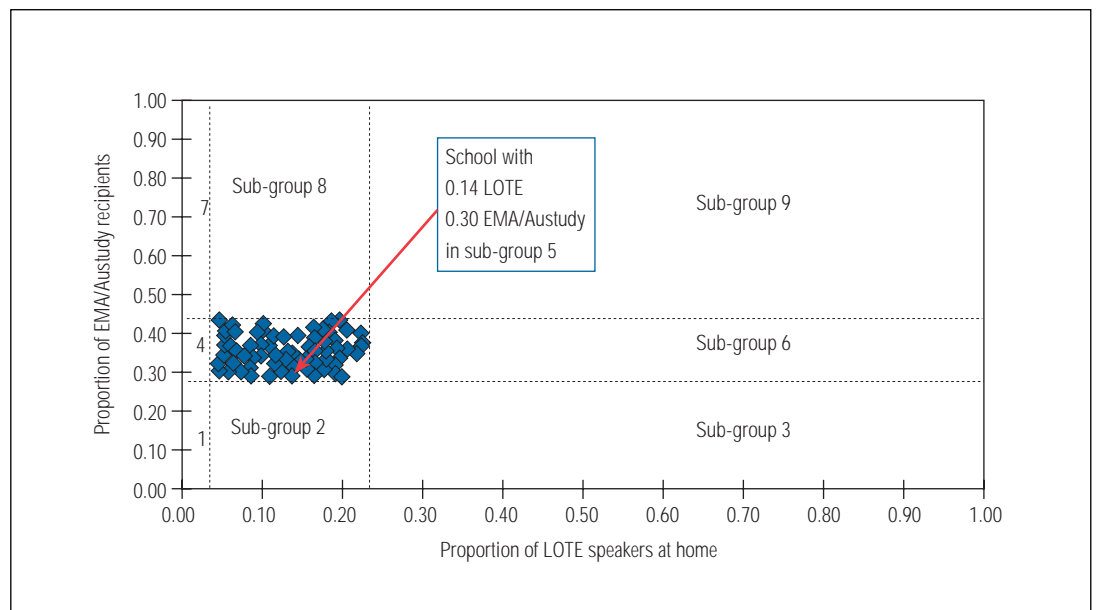
The boundaries of each of the “like” school sub-groups can also be shown on a graph.

Figure 40. “Like” school sub-group boundaries



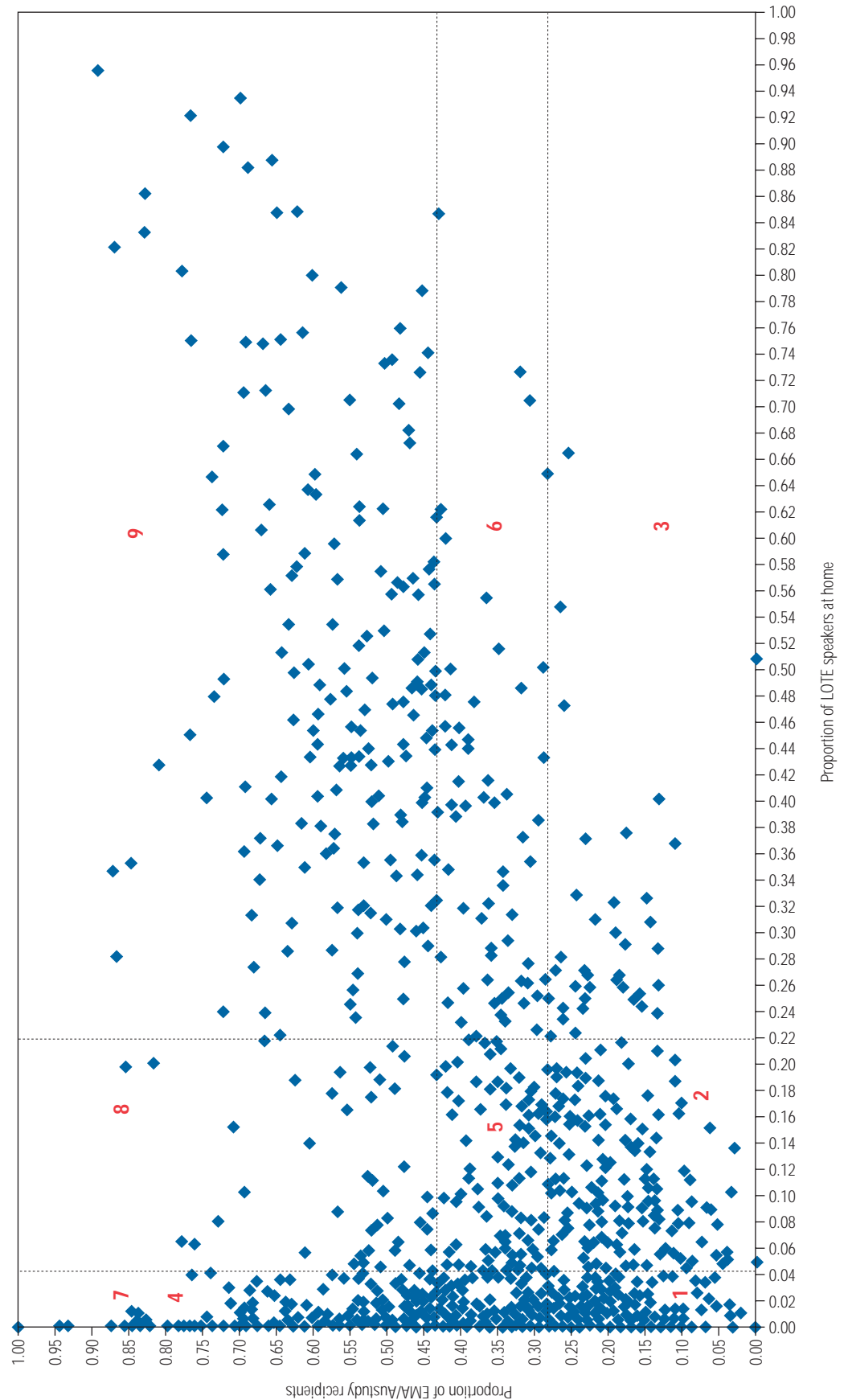
When all of the 114 schools in sub-group 5 are plotted the position of the example school with a LOTE proportion of 0.14 and EMA/Austudy of 0.3 can be seen in relation to others in the group.

Figure 41. “Like” school sub-group 5



The position of the school in relation to all schools in the state is shown on Figure 42.

Figure 42: "Like" school groups: Proportion of LOTE speakers by proportion of EMA/Austudy recipients



Identifying the relevant “like” school group

In order to identify the relevant group for any individual school, it is necessary to obtain information from the 1996 August census form. This form contains all the information needed to calculate the proportion of students in receipt of EMA/Austudy and the proportion of students where a language other than English is the main language spoken at home. An example of the census form is given below.

Table 2. Example of census form

August census form

Date printed 02/08/96

Year of education	EMA/ Austudy					Not English spoken at home			Total FTE
P									
1									
etc									
12									
Total FTE		759.3				30			1557.7

In order to calculate the proportions for a particular school, three figures from the census form are required:

- the total number of students attending the school
- the number of students at the school for whom English is not the main language spoken at home
- the number of students in receipt of either EMA or Austudy.

This information is available from the totals row of the census form, for example:

$$\begin{aligned}\textbf{Proportion of EMA/Austudy} &= \text{Number of student receiving EMA/Austudy divided by the total} \\ &\quad \text{number of students in the school} \\ &= 759.3/1557.7 \\ &= \mathbf{0.4875}\end{aligned}$$

$$\begin{aligned}\textbf{Proportion of NESB} &= \text{Number of student where a LOTE is the main language at home} \\ &\quad \text{divided by the total number of students in the school} \\ &= 30/1557.7 \\ &= \mathbf{0.0193}\end{aligned}$$

The figure obtained with this calculation will usually be between zero and one, although it is possible for the figure to be either zero and one.

In order to obtain the actual group for the school, read from the graph in Figure 42. A figure of 0.4875 for EMA/Austudy (look at the side vertical scale) and 0.0193 for LOTE (refers to the bottom horizontal scale) places the school in sub-group 7.

Appendix 2. Glossary

ATSI—Aboriginal and Torres Strait Islander

Students of Aboriginal or Torres Strait Islander descent.

Austudy

A means tested allowance to low income students aged sixteen years and over undertaking full-time secondary education.

Baseline

The reference point established when information is collected for the first time. The baseline is represented by the first set of data. Progress is monitored against the baseline.

Benchmark

The point of comparison for a school. A benchmark enables a school to compare its own performance or standard. The benchmark could be the school's previous performance, the achievement for a group of students within all schools or the highest performance by a particular school.

Box and Whisker Plot

The box and whisker graphs use the **mean** instead of the **median**. The mean will provide a measure to monitor progress over time.

Education Maintenance Allowance

An allowance to assist low-income families with the general costs of education for their school children under sixteen years of age. To be eligible the parent or guardian must hold a valid Commonwealth Health Card.

“Like” school group

Each school is located in a sub-group with similar schools in terms of the background characteristics of their students. Schools are clustered into “like” school groups based on two indicators of the Students with Special Learning Needs Index: the proportion of students where a language other than English is the main language spoken at home and the proportion of EMA/Austudy recipients at the school.

Mean

The average value of a number of scores.

Mobile students

Students who enrol at a school between 1 March and 30 November. This is basically students who do not enrol at the normal enrolment times at the beginning and end of a school year and therefore are not in one school for a complete year.

Random sample

A process where a portion of a population is selected so that each member of the population has an equal probability of being selected.

Relative standard

A standard of achievement that has meaning only in relation to a benchmark.

Representative sample

A sample in which the range of characteristics of the total population are present in the same proportions.

Special Learning Needs Index (SLNI)

The Students with Special Learning Needs Index is a component of the School Global Budget providing funds for schools with high proportions of students at educational risk.

Statewide benchmark

The summary performance of all students in the state.

Trend

The identifiable pattern in a series of data items. Schools will use three years of data in their school self-assessments to analyse performance directions.

