

Office of Review

Years Prep–10

Curriculum and Standards Framework

Office of Review

Years Prep–10

CURRICULUM AND STANDARDS FRAMEWORK

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Introduction

The Victorian accountability framework, *Quality Assurance in Victorian Schools*, aims to support schools to improve their effectiveness. 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 are 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 standards of learning achieved by its students.

To support schools in monitoring 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 and presenting them so that individual schools are able to compare their own performance with the performance achieved by students in other schools.

School performance benchmarks are presented for all schools across the state in groupings or categories of "like" schools. The structure of the "like" schools groupings and a method for calculating which grouping an individual school is in are described in Appendix 1.

School performance benchmarks 1997

In 1998, the Office of Review is presenting 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 post-school destinations, exit Years 10, 11 and 12
- Staff opinion survey
- Staff absence rates
- Student accidents by location and severity
- Student retention from Year 11–12 and for Year 12.

The 1998 Prep to Year 10 benchmarks include data not provided in 1997. Data are provided on student achievement by gender, for students in receipt of the EMA/Austudy, and students from homes where English is not the main language.

Over time, the performance benchmarks will develop in sophistication and 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 then 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

The benchmarks set out in the following pages are derived from teacher assessments of student learning made at the end of the 1997 school year. 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, and Speaking and listening modes. In Mathematics, assessments were made in the Number and Measurement strands in primary schools and 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.

Types of performance benchmarks

Benchmarks are provided for the state as a whole and for groups of schools with similar student characteristics.

“Like” school benchmarks are provided for the English—Reading and Writing modes, and the Mathematics—Measurement and Algebra strands. It is assumed that reading or writing can be used as an overall measure for English and measurement or algebra for Mathematics.

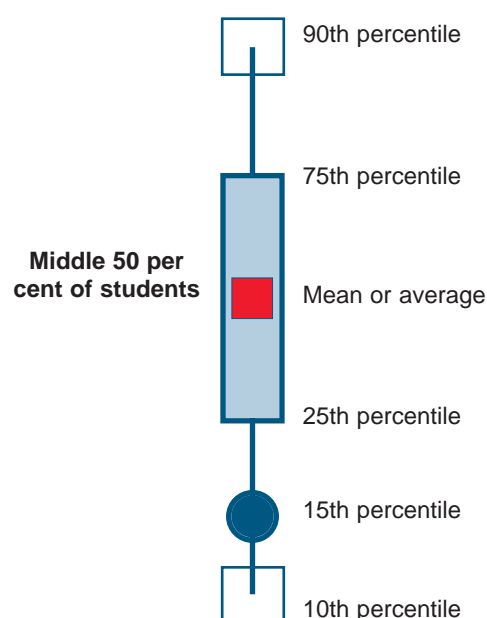
The box and whisker plot used to represent the benchmarks is topped at the 90th percentile and tailed at the 10th percentile.

Sample of schools

Student achievement data were collected from a randomly generated representative sample of students in 251 primary schools and forty-five secondary colleges.

Records from 55,073 students make up the sample—30,656 primary and 24,417 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).



Using student achievement performance benchmarks

School performance benchmarks are provided to enable schools to identify the level of their students' performance relative to other students in government schools in Victoria.

“Like” school groups ensure that judgements of relative standards take 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 is expected that the level of familiarity teachers have with the indicative standards in the Curriculum and Standards Framework will vary slightly from school to school in the first years 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.

- 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, for example, the three years of the charter period, schools will 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 there is more than one year of student achievement data, comparisons can be made with past performance to determine improvement trends. A school can determine a baseline year of student achievement data when it has confidence in the reliability of that year's teacher assessments.

Steps to follow to use the benchmarks

Benchmarks enable schools to determine their standard of student learning.

In order to do this a three-stage process is suggested:

1. State observations which can be made from the data.
2. Make judgements taking into account the school context.
3. Suggest possible actions.

The benchmarks prove to be most useful during the first stage to enable schools to make observations about their performance in comparison to the performance of students in other schools.

Stage 1

State observations which can be made from the data

At this stage observations should be “value free”, that is, they should not explore reasons for the results or draw any conclusions. This would be done in later stages. Simply describe what the data are saying: for example, “The level of mean performance of the Year 4 students is slightly below the indicative CSF level but above both the statewide and “Like” school benchmarks”.

Begin with a chosen strand in one key learning area (KLA).

1.1 To analyse the school data, compare first the position of the mean or average for each of the year levels with the following:

- indicative CSF levels
- statewide benchmarks
- “like” school benchmarks
- school past performance (make this comparison only when there is confidence in the reliability of the previous year’s teacher judgements).

A comparison of the means provides the best and most reliable indication of the relative standard of school performance.

Consider next in order:

- 1.2 The level and spread of the middle 50 percent of students.
- 1.3 The position of the 15th percentile. (This will provide an indication of the comparative performance of the low achieving students in the school.)

1.4 The spread of results (note that the benchmarks have been topped and tailed to the 90th and 10th percentile).

For each of the above, make a comparison with the range of benchmarks.

1.5 The analysis of year level performance is followed by an interpretation of the results of relevant student groups within a year level:

- girls
- boys
- students in receipt of EMA/Austudy
- NESB—students from homes where English is not the main language
- Koorie students
- mobile students.

Performance of the groups at various year levels (suggested year levels are Prep, 2, 4, 6, 8, 10) can be compared with:

- indicative CSF levels
- statewide group benchmarks
- past performance of school groups.

1.6 While still making “value free” observations, consider other data that could give additional information. For example, student absence may have a bearing on performance as may time spent in a learning area.

This three stage process can be followed to analyse each strand or mode.

Stage 2

Make judgements taking into account the school context

Draw conclusions about school standards and consider, “Are they good enough?”

These judgements draw upon the analysis of data from step 1, the knowledge teachers and parents have of the students, school ethos, goals, teachers and the community.

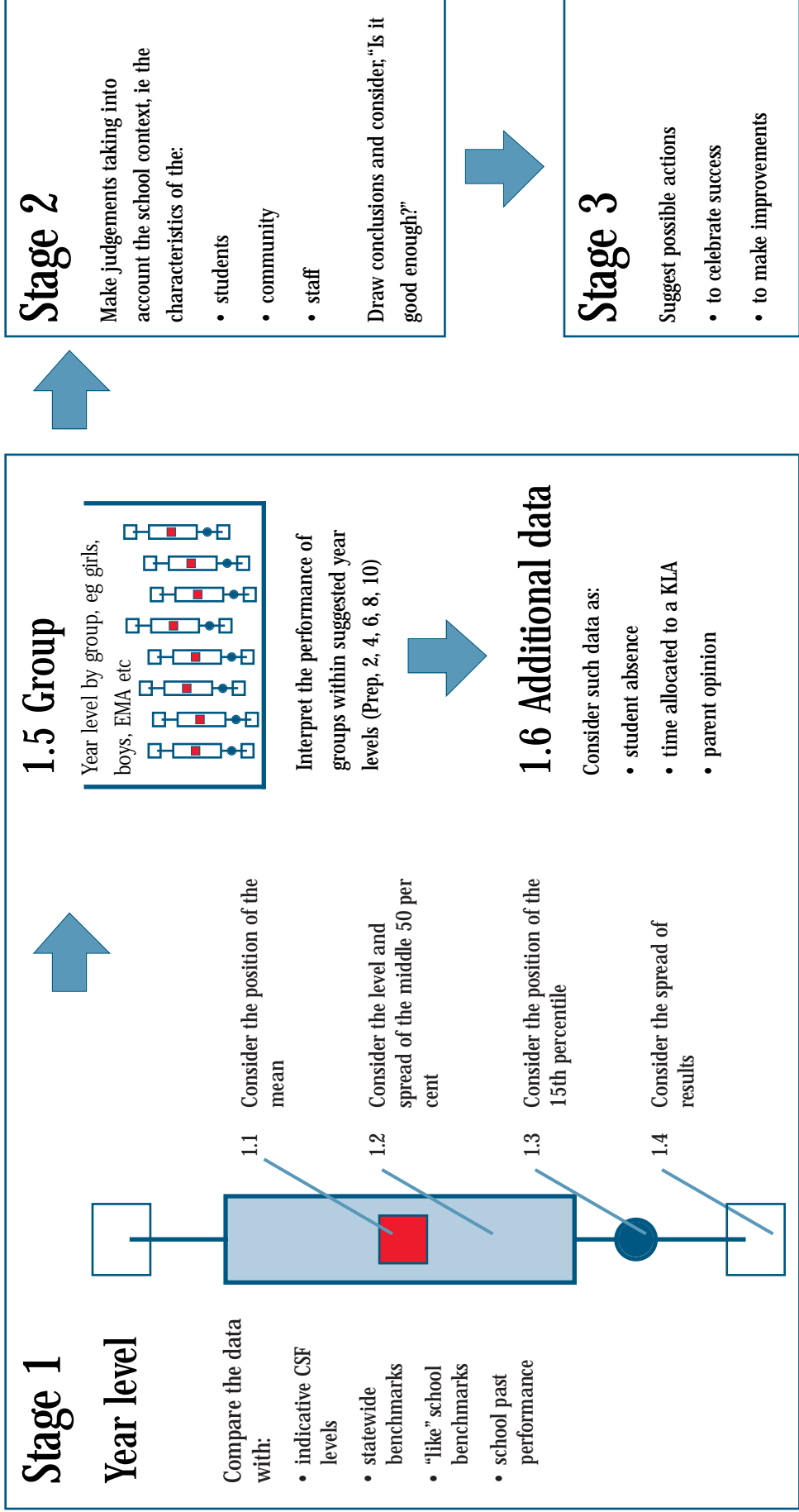
Stage 3

Suggest possible actions to celebrate success and to make improvement

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.

The 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.



Statewide benchmarks: Prep to Year 6

English and Mathematics

 **English**

- Speaking and listening
- Reading
- Writing

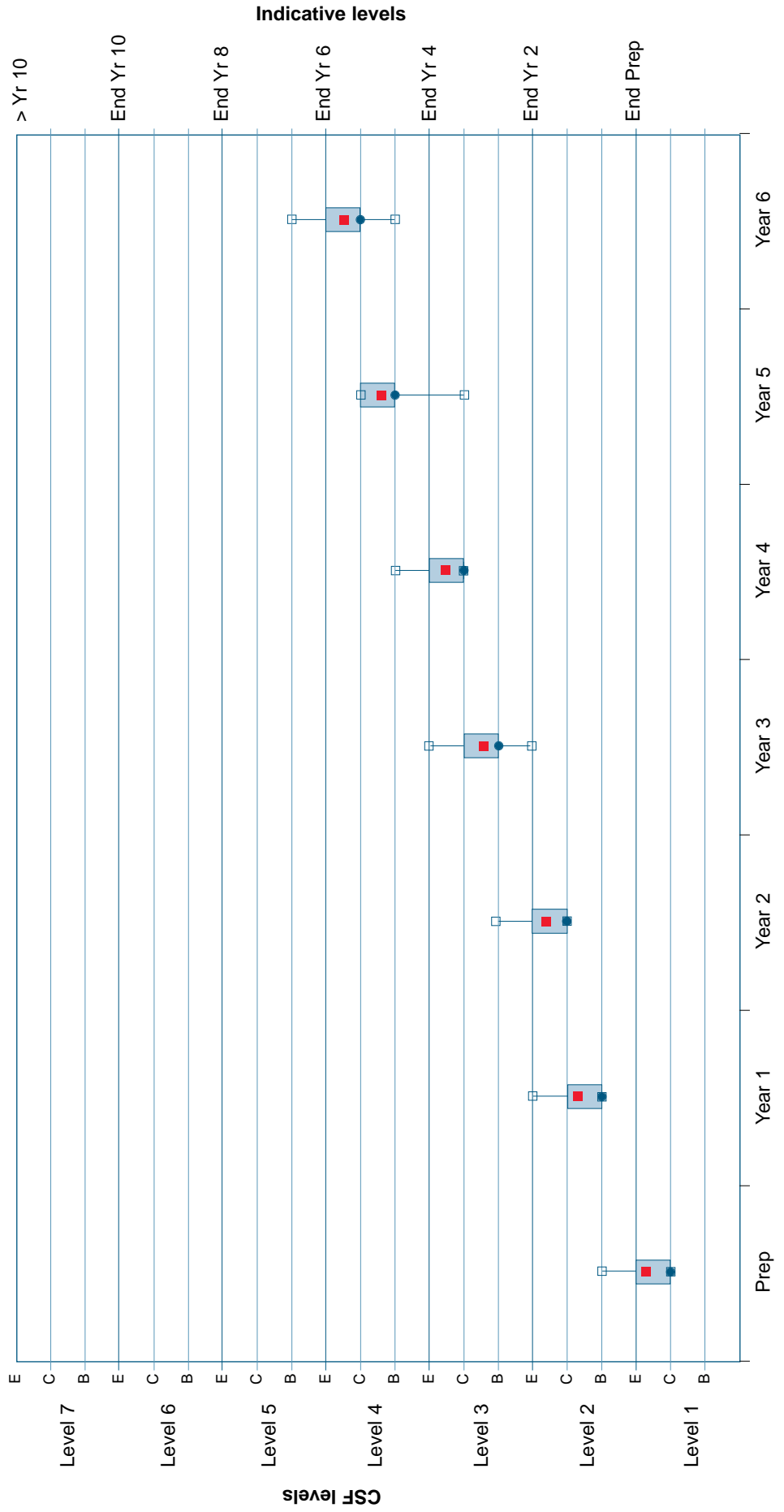
 **Mathematics**

- Number
- Measurement

Statewide benchmarks 1997

English—Speaking and listening, Prep–Year 6

Table 1



Statewide benchmarks 1997

English—Reading, Prep–Year 6

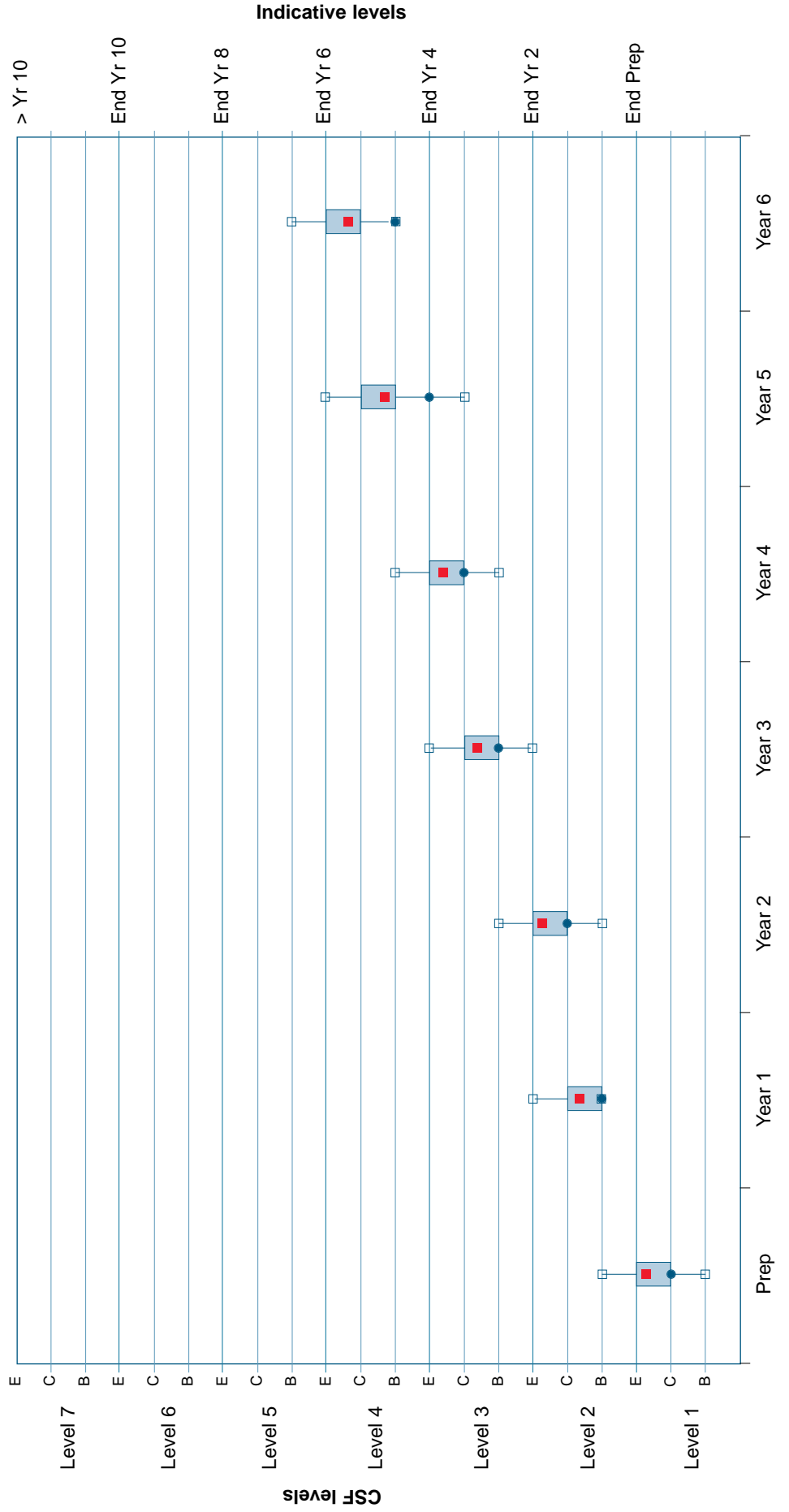


Table 2

Statewide benchmarks 1997

English—Writing, Prep—Year 6

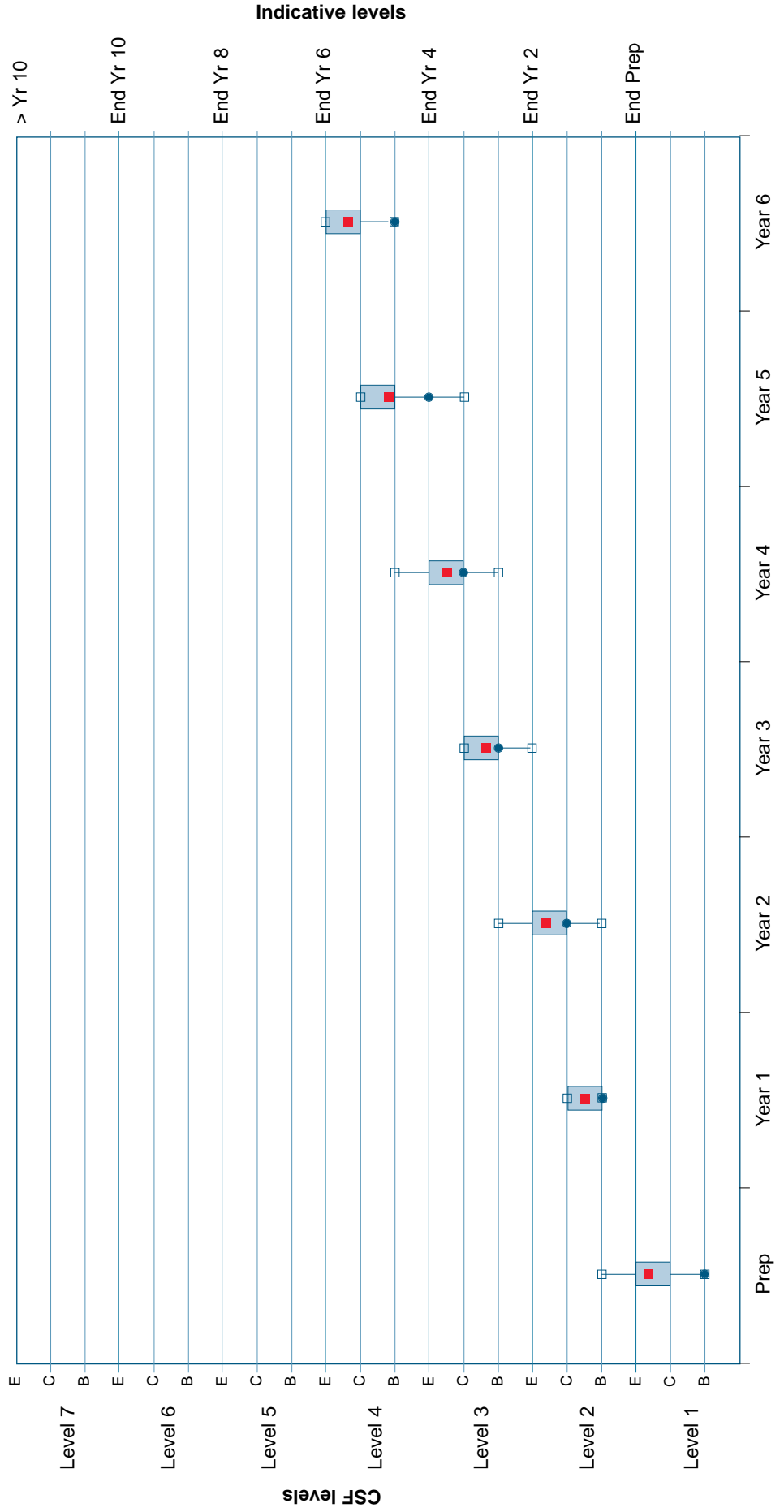
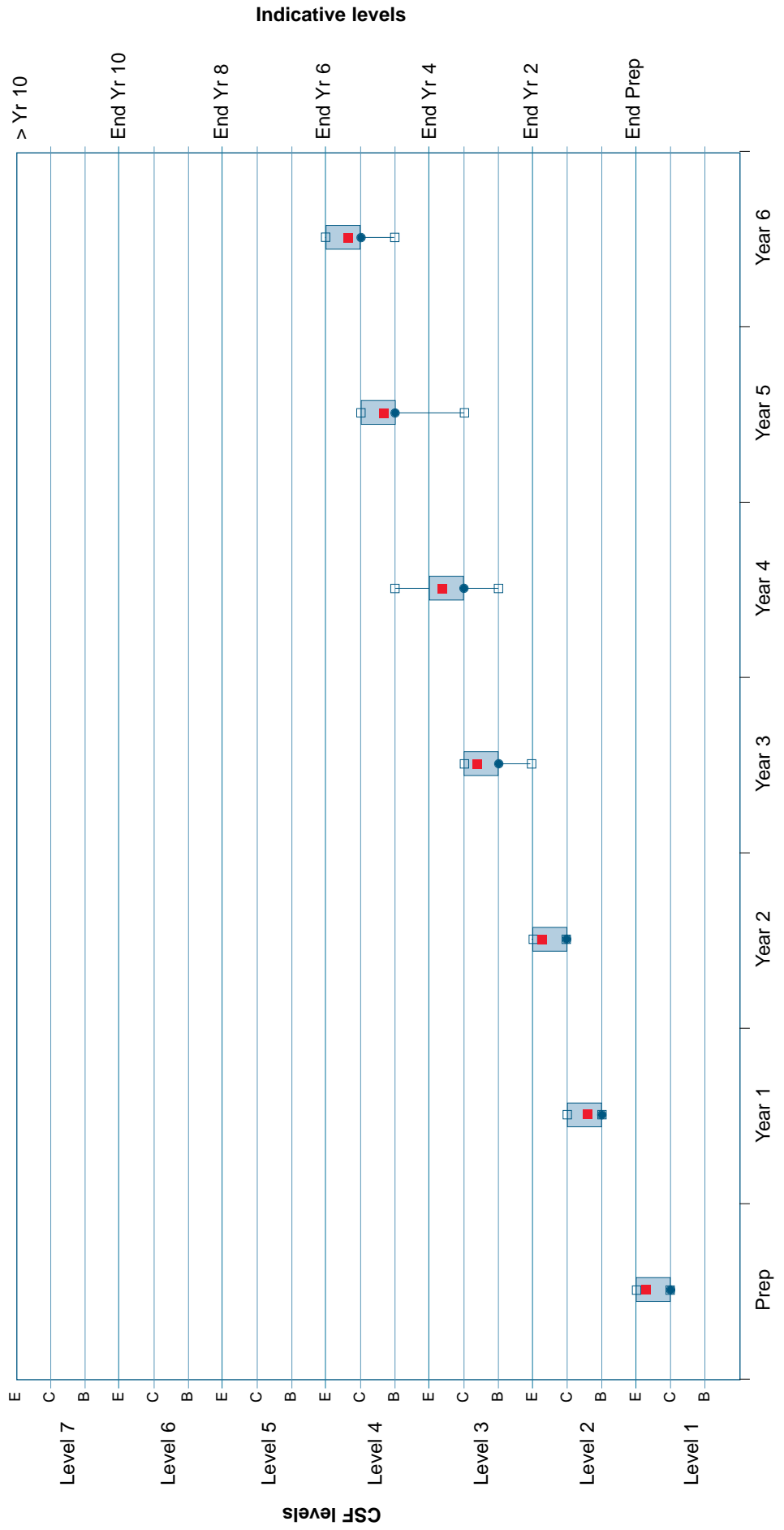


Table 3

Statewide benchmarks 1997

Mathematics—Measurement, Prep—Year 6

Table 5



Statewide benchmarks: Years 7 to 10

English and Mathematics

English

- Speaking and listening
- Reading
- Writing

Mathematics

- Chance and data
- Algebra
- Mathematical tools and procedures

Statewide benchmarks 1997

English—Speaking and listening, Years 7–10

Table 6

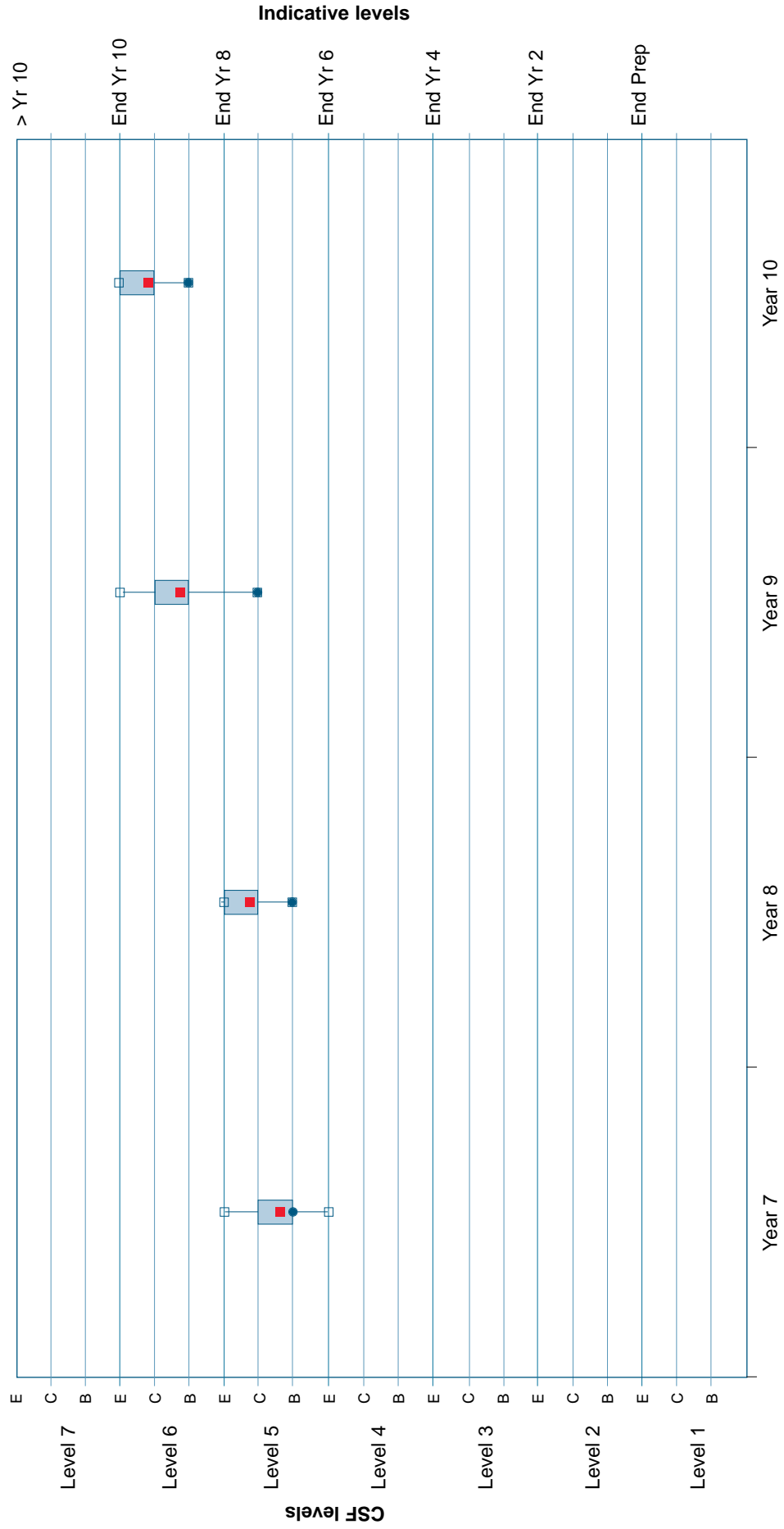
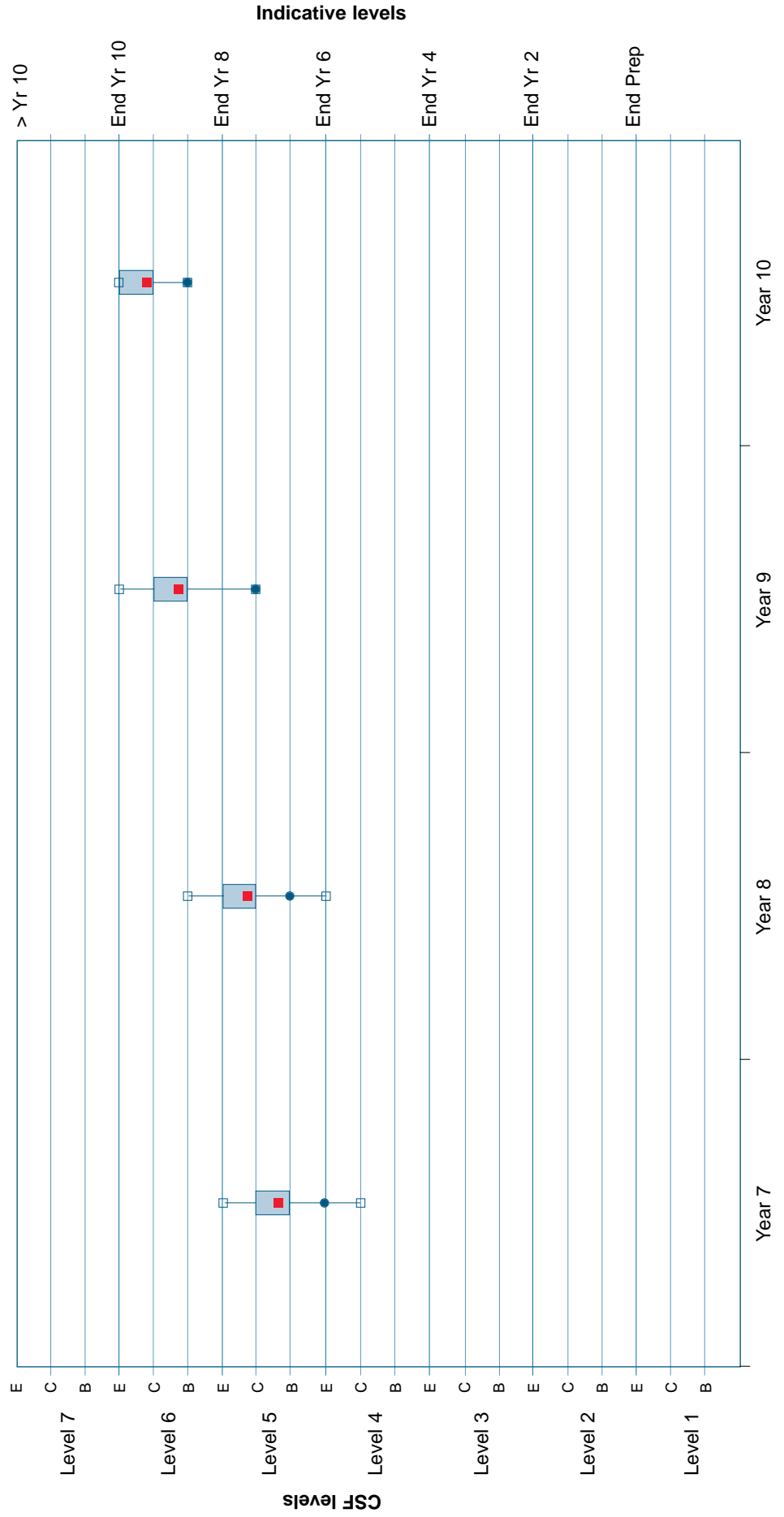


Table 7

Statewide benchmarks 1997

English—Reading, Years 7–10



Statewide benchmarks 1997

English—Writing, Years 7–10

Table 8

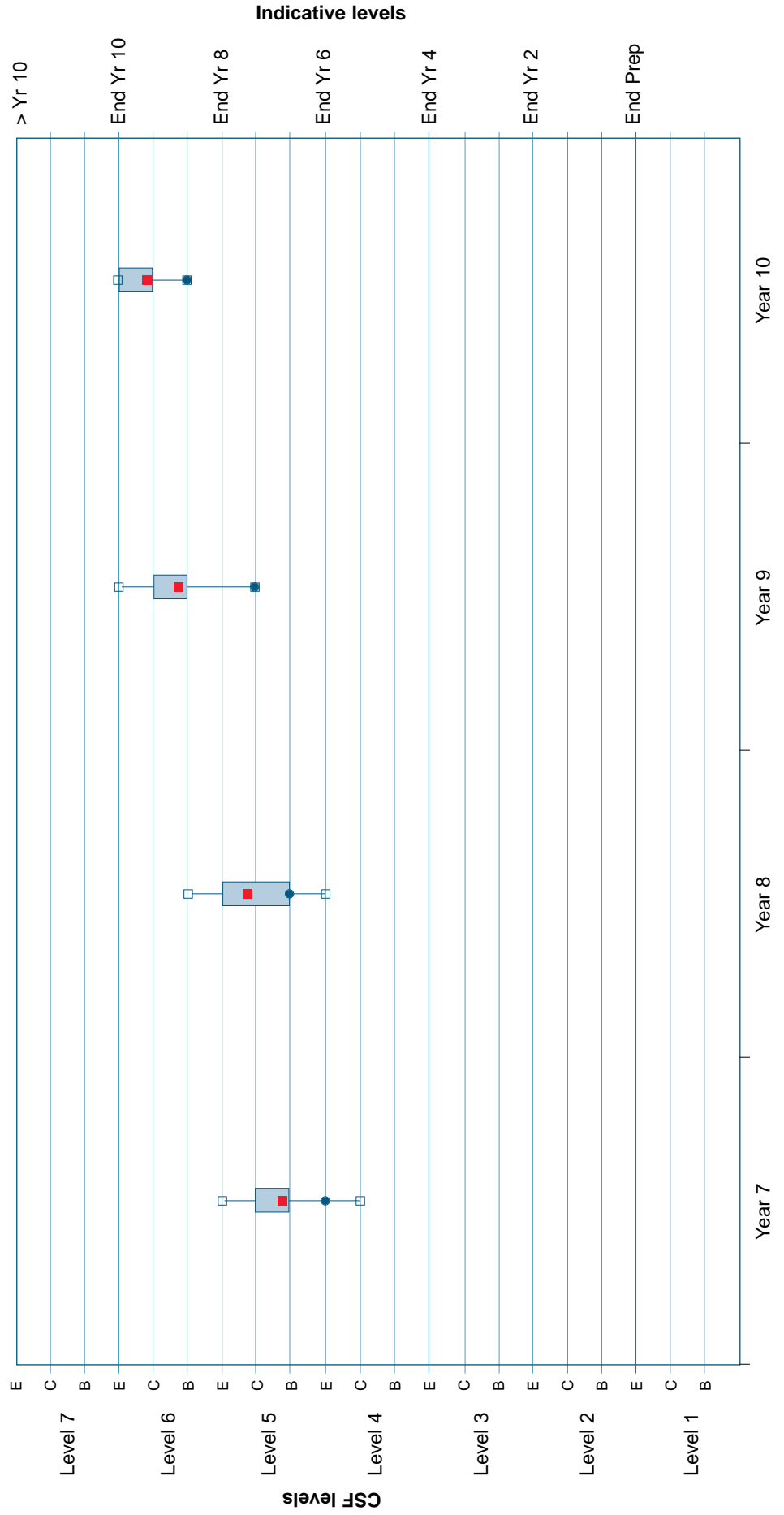
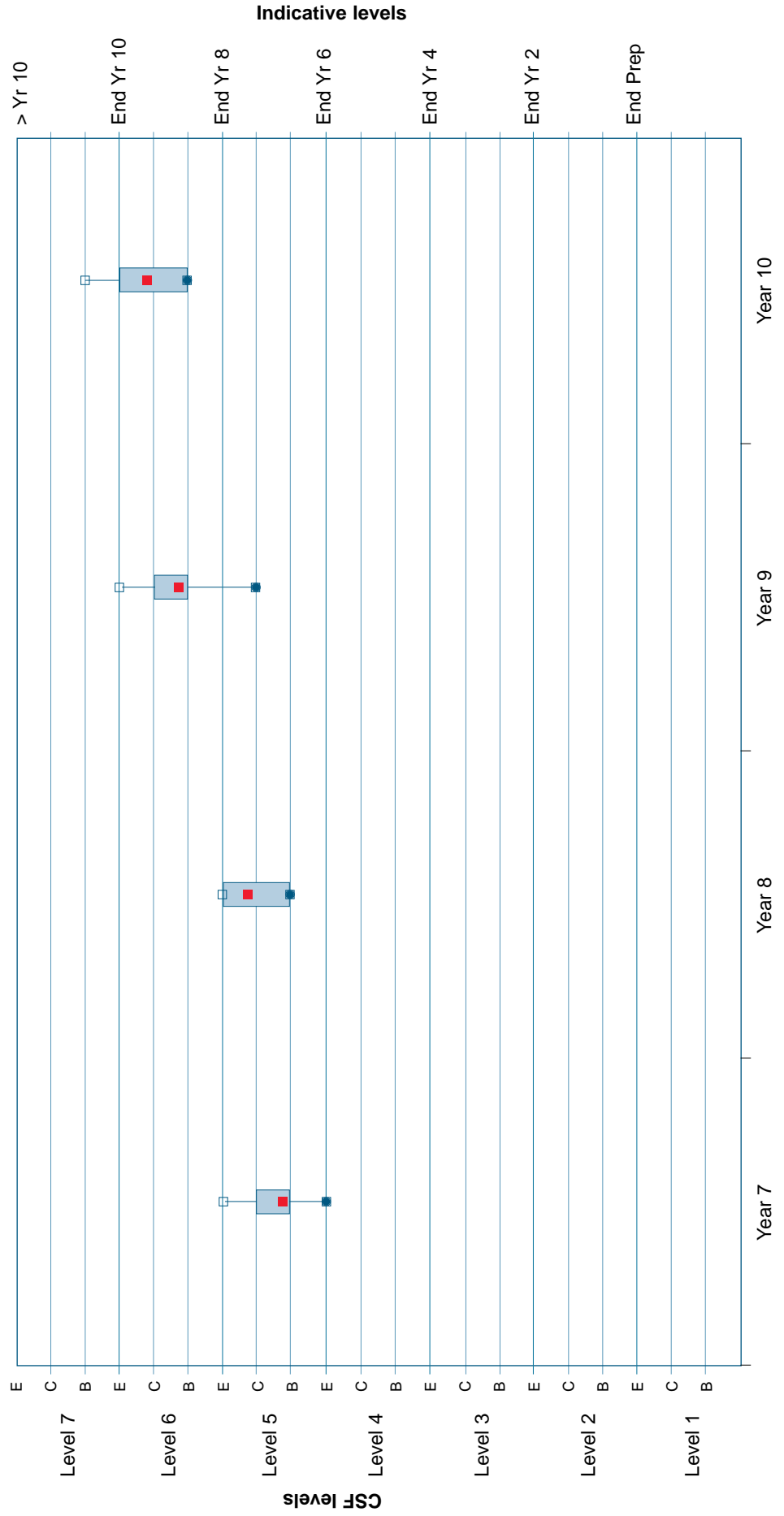


Table 9

Statewide benchmarks 1997

Mathematics—Chance and data, Years 7–10



Statewide benchmarks 1997

Mathematics—Algebra, Years 7–10

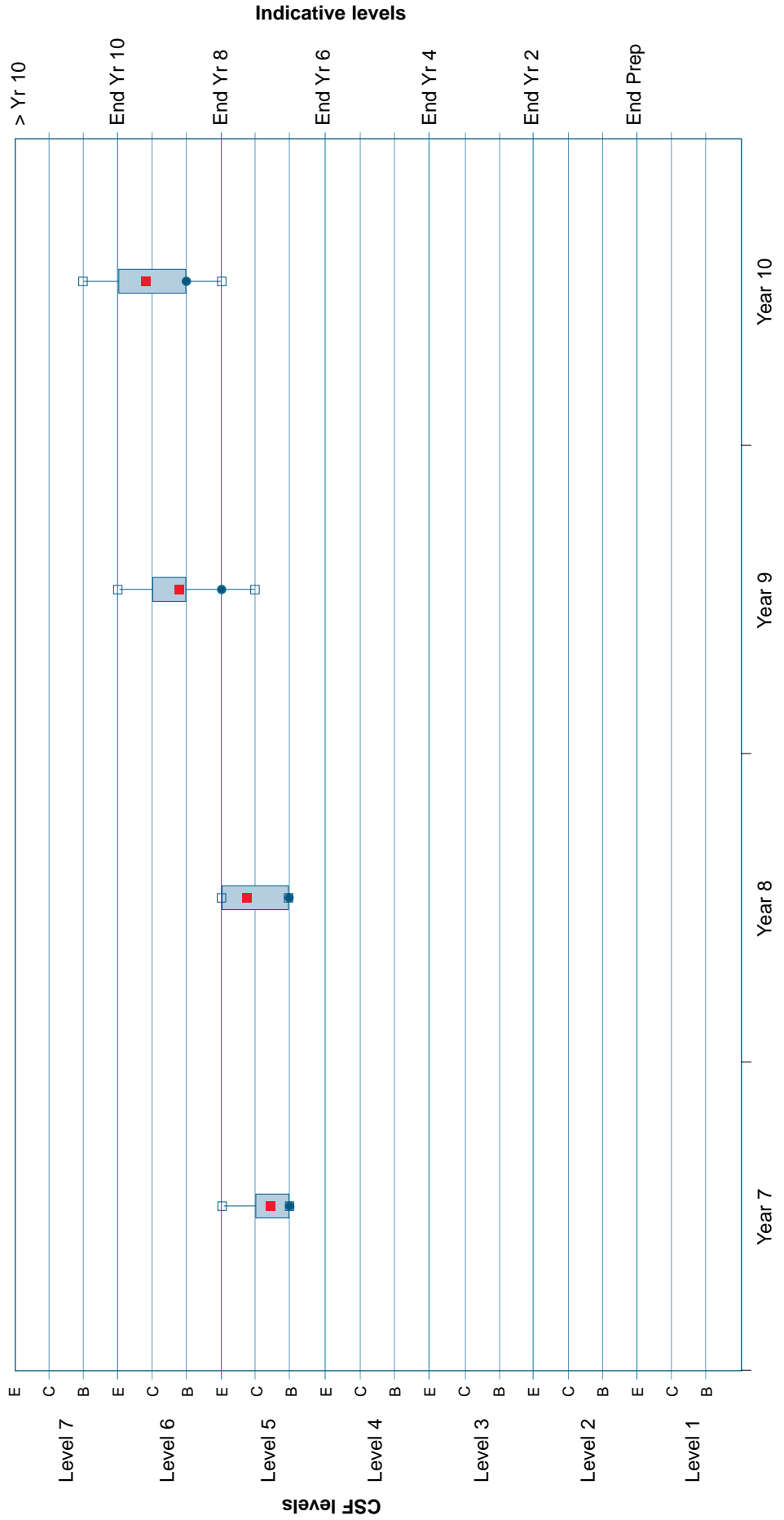
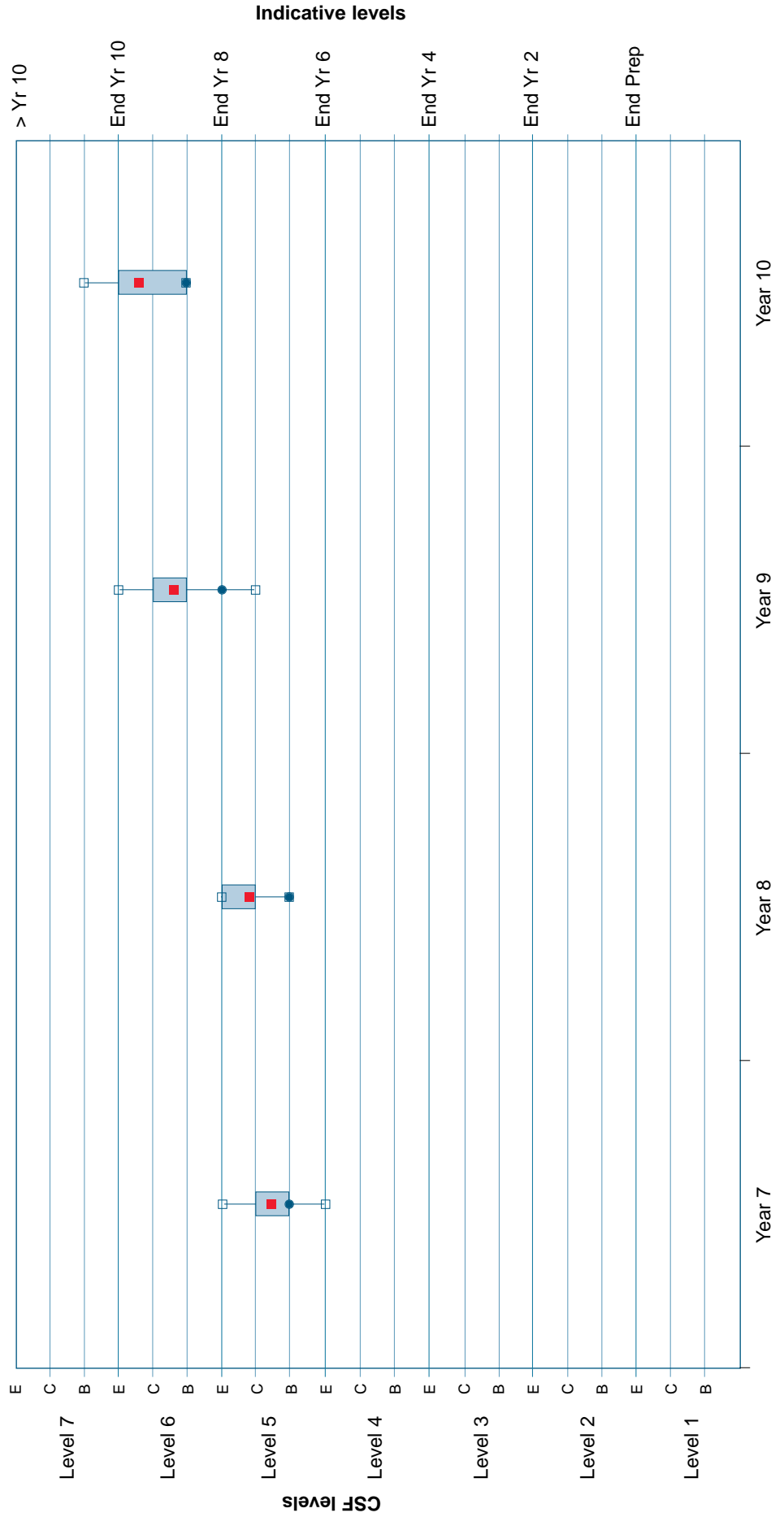


Table 10

Table 11

Statewide benchmarks 1997

Mathematics—Mathematical tools and procedures, Years 7–10



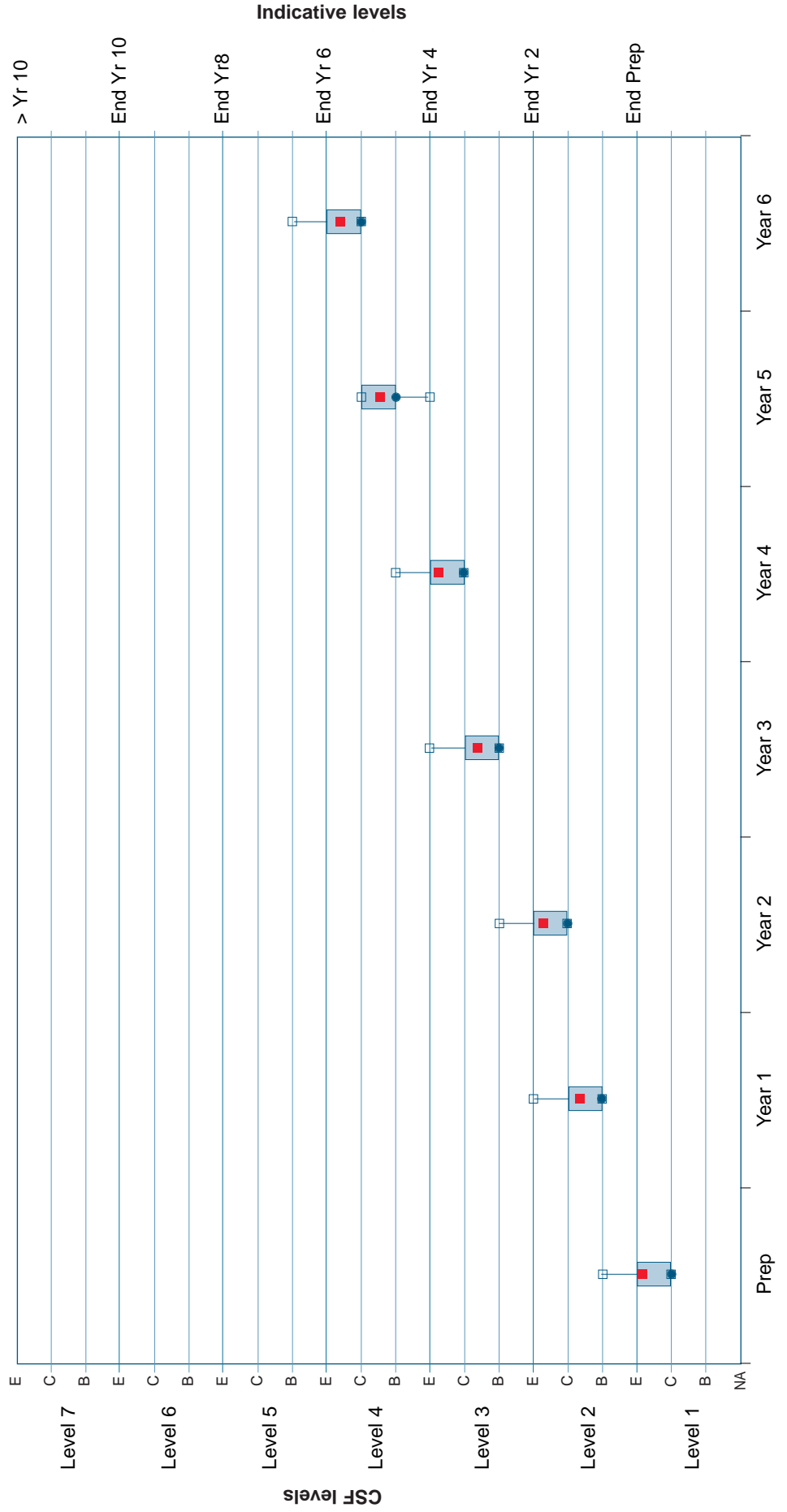
Statewide benchmarks for groups of students



Table 12

Statewide benchmarks 1997—Female only

English—Speaking and listening, Prep–Year 6



Statewide benchmarks 1997—Female only

English—Reading, Prep—Year 6

Table 13

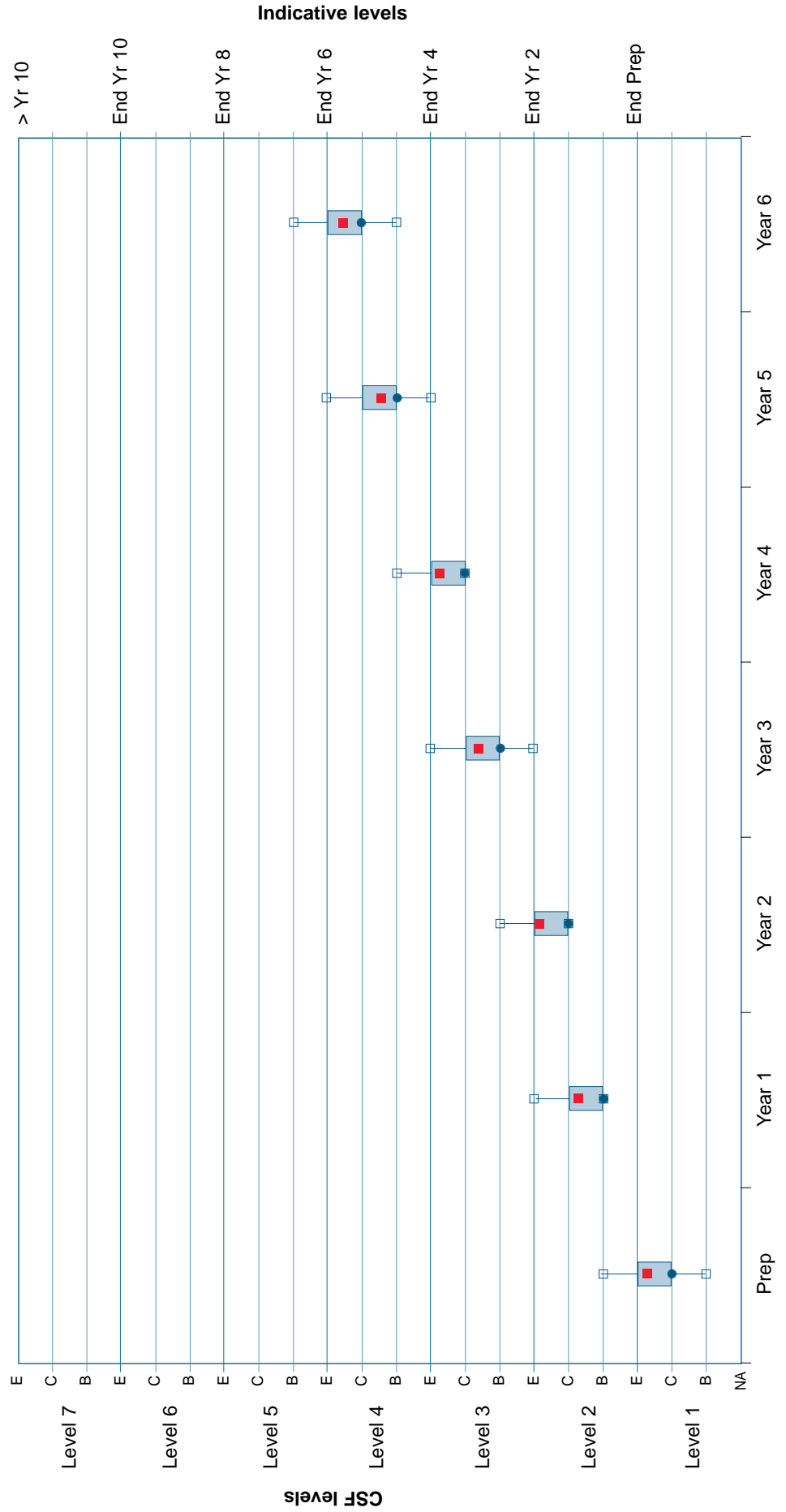
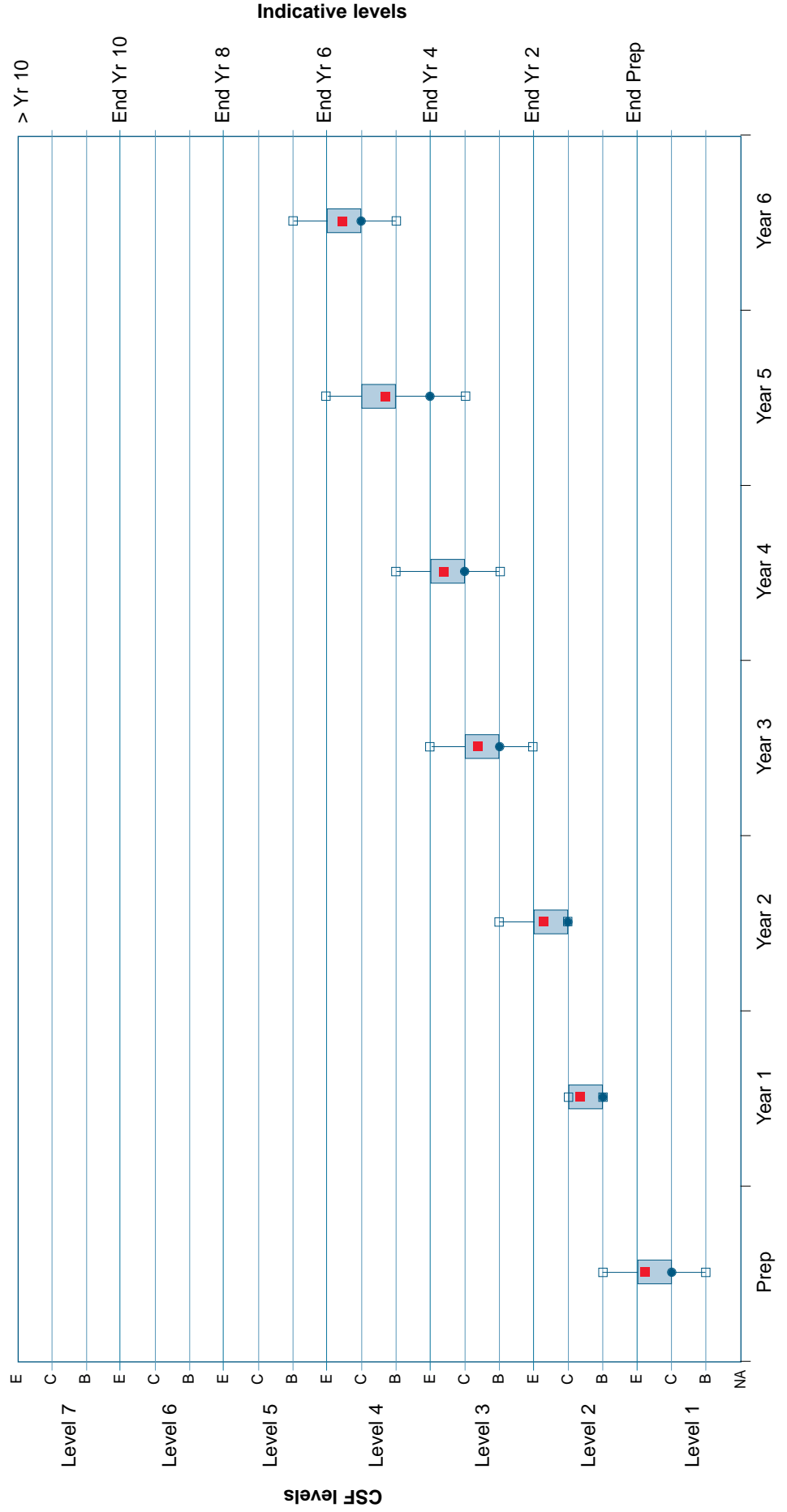


Table 14

Statewide benchmarks 1997—Female only

English—Writing Prep–Year 6



Statewide benchmarks 1997—Female only

Mathematics—Number, Prep—Year 6

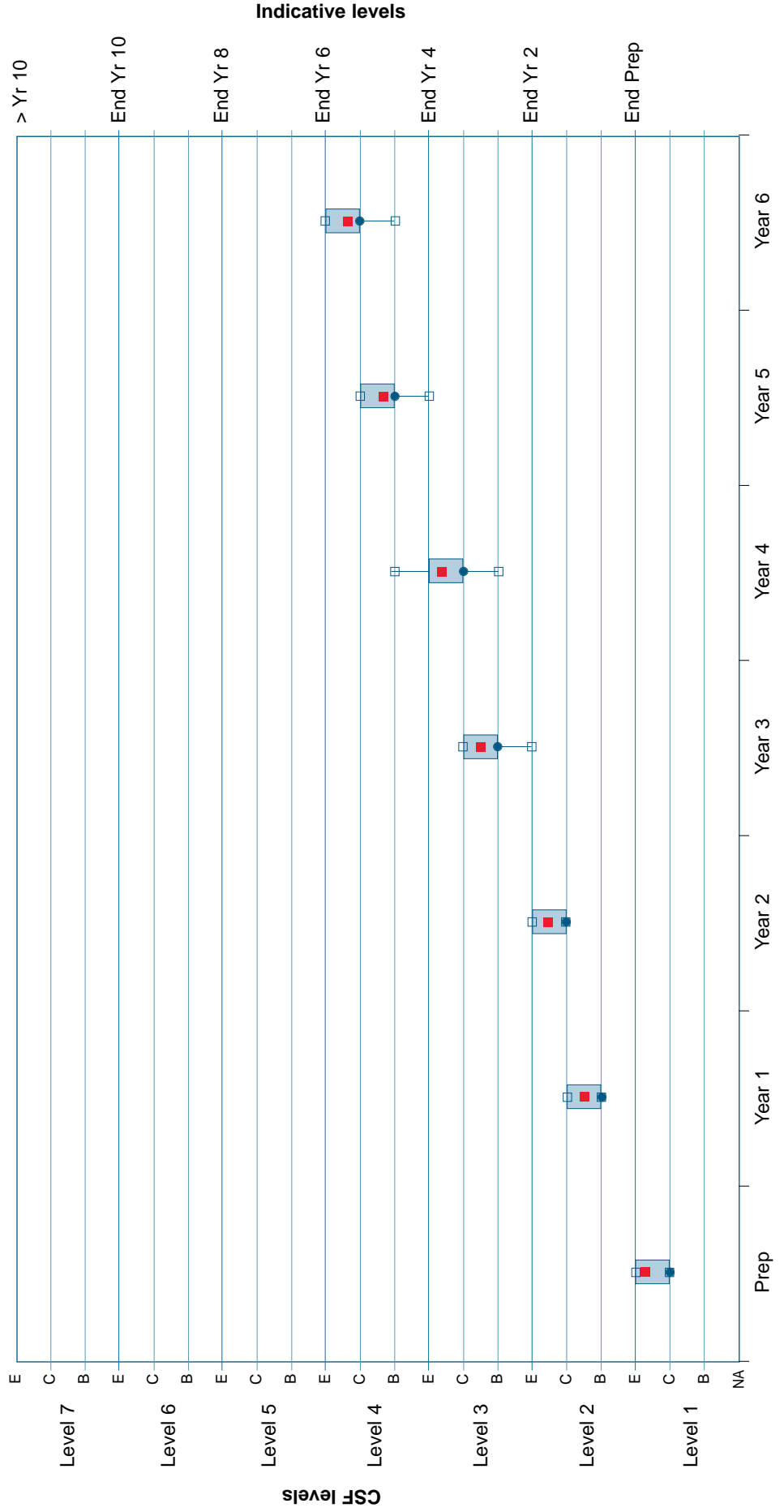
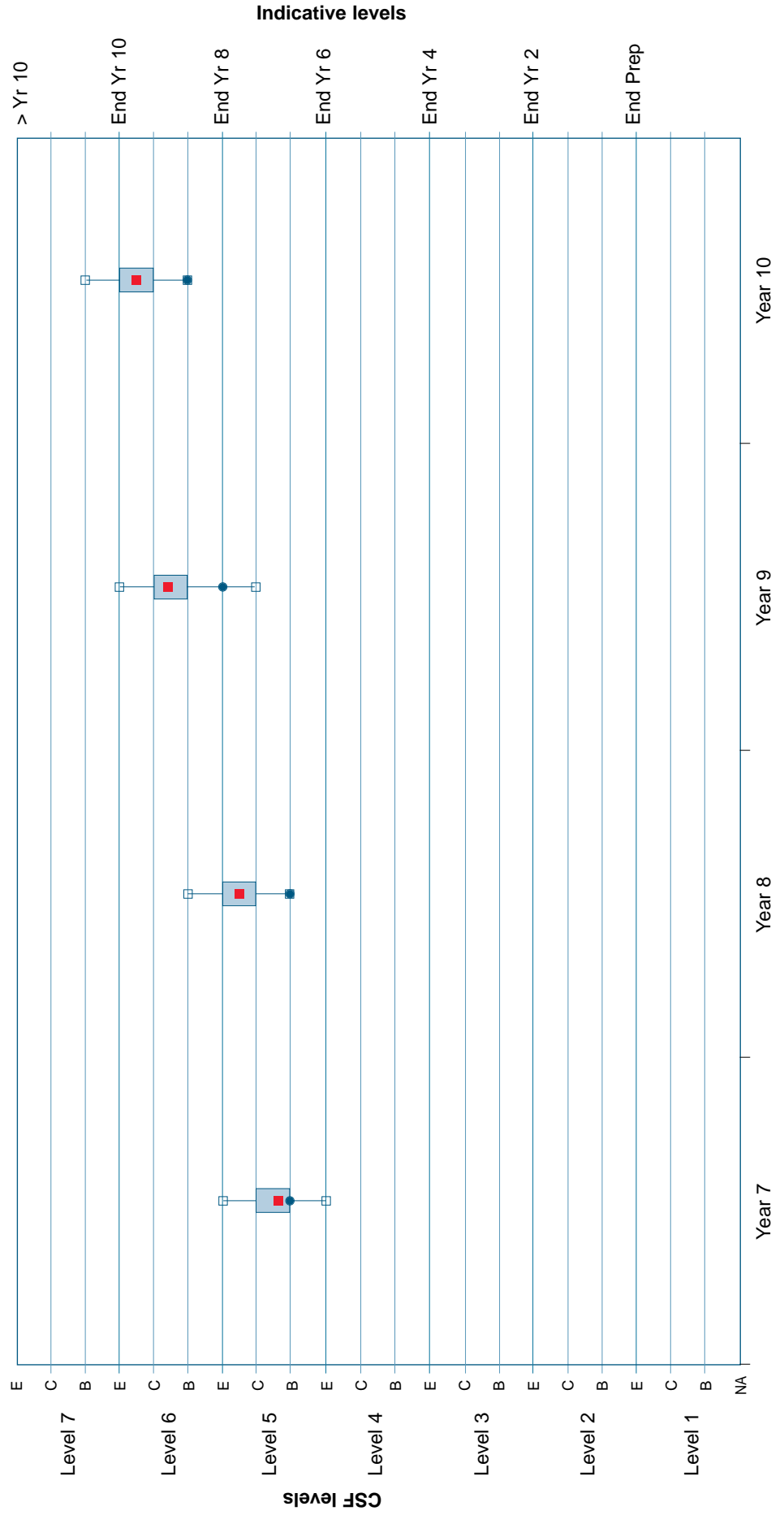


Table 15

Table 18

Statewide benchmarks 1997—Female only

English—Reading, Years 7–10



Statewide benchmarks 1997—Female only

Mathematics—Algebra, Years 7–10

Table 21

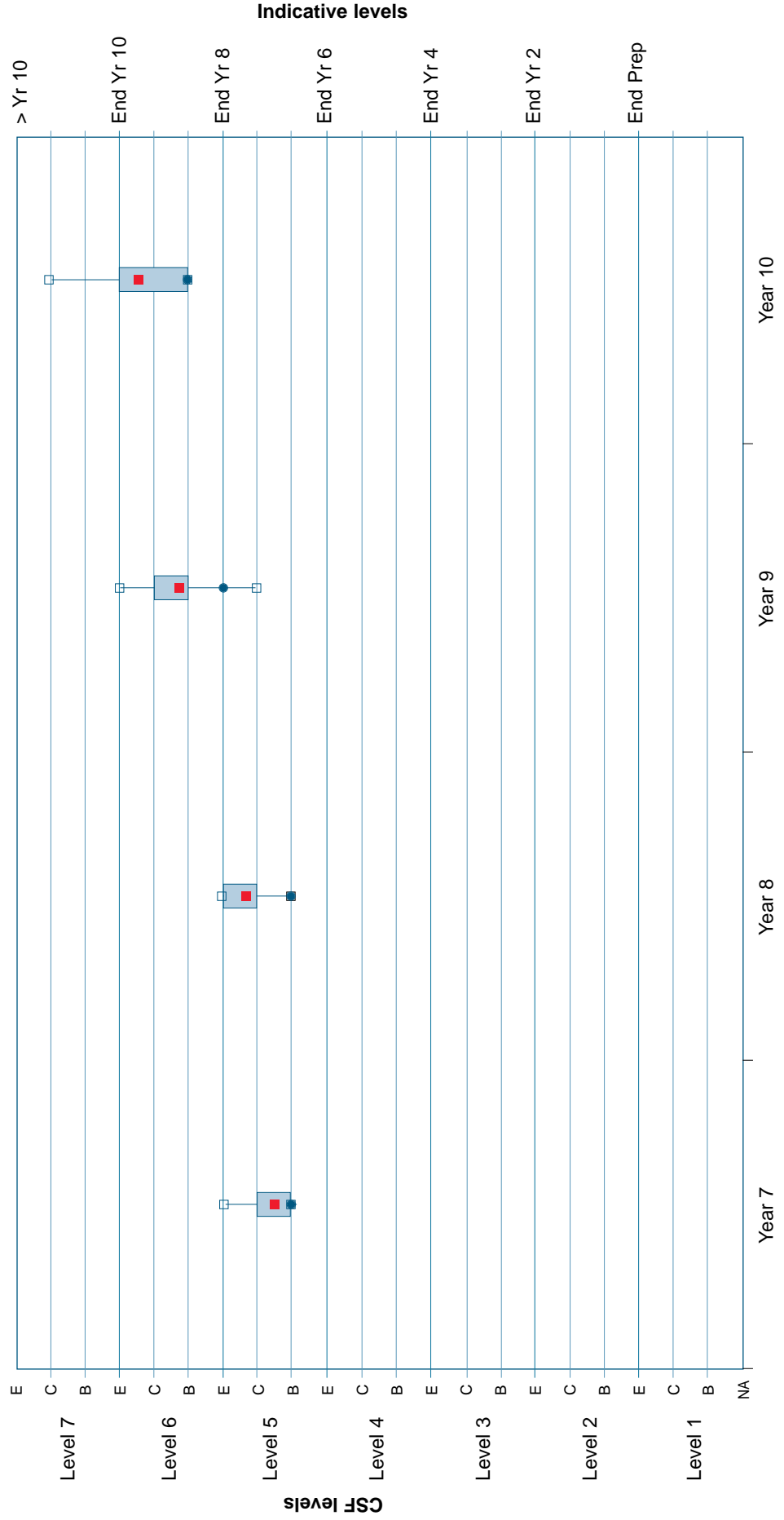
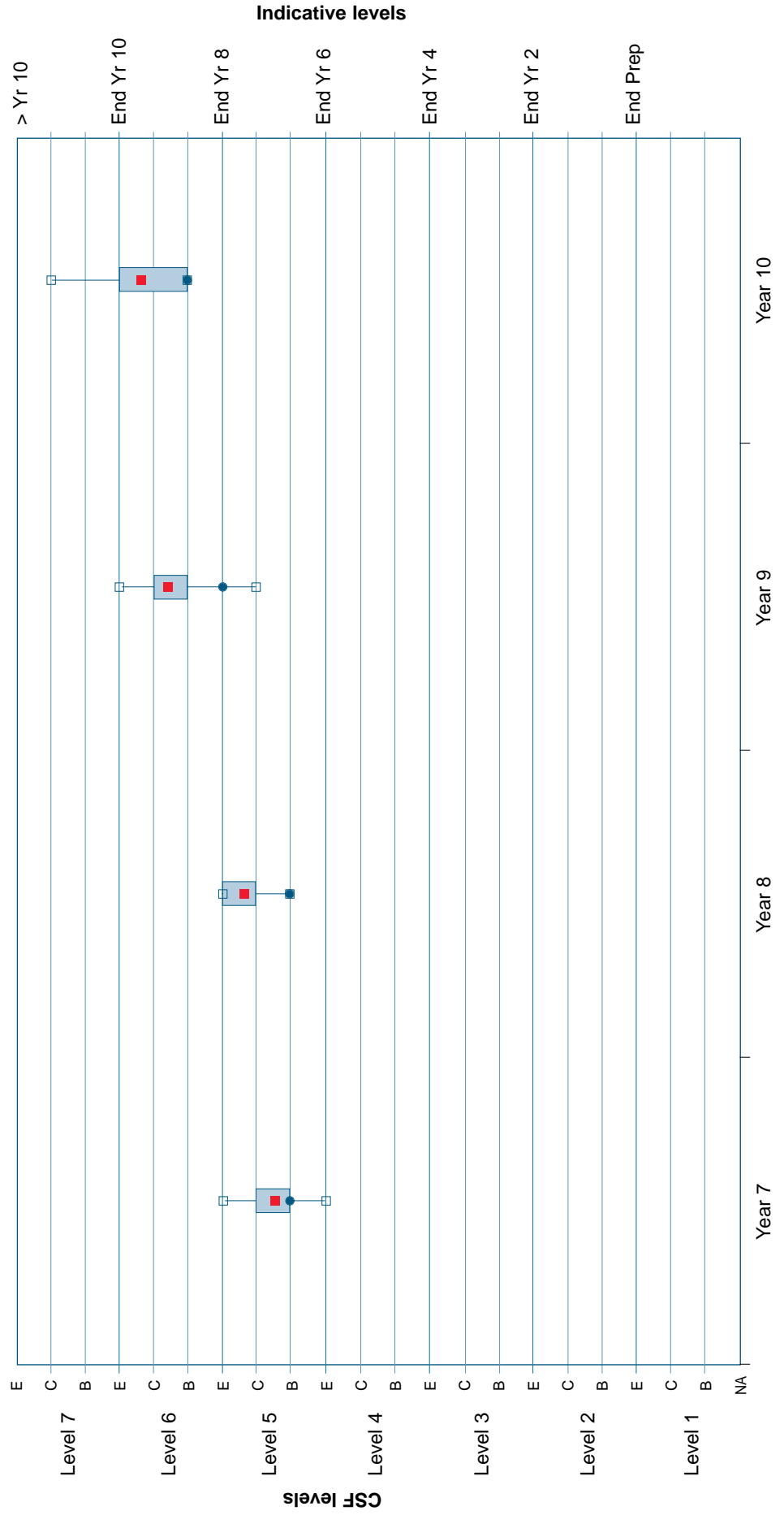


Table 22

Statewide benchmarks 1997—Female only

Mathematics—Mathematical tools and procedures, Years 7–10



Statewide benchmarks 1997—Male only

English—Speaking and listening, Prep—Year 6

Table 23

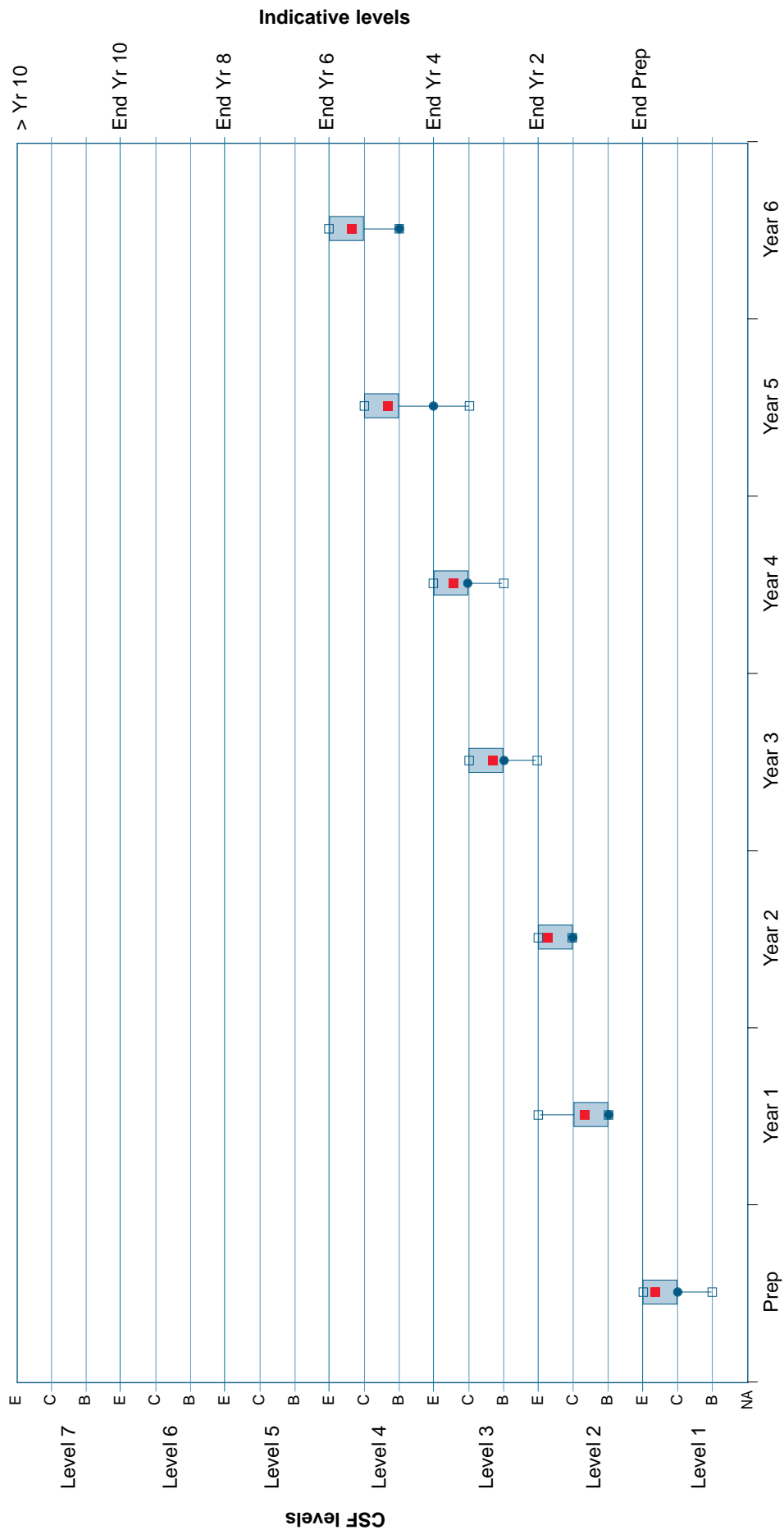
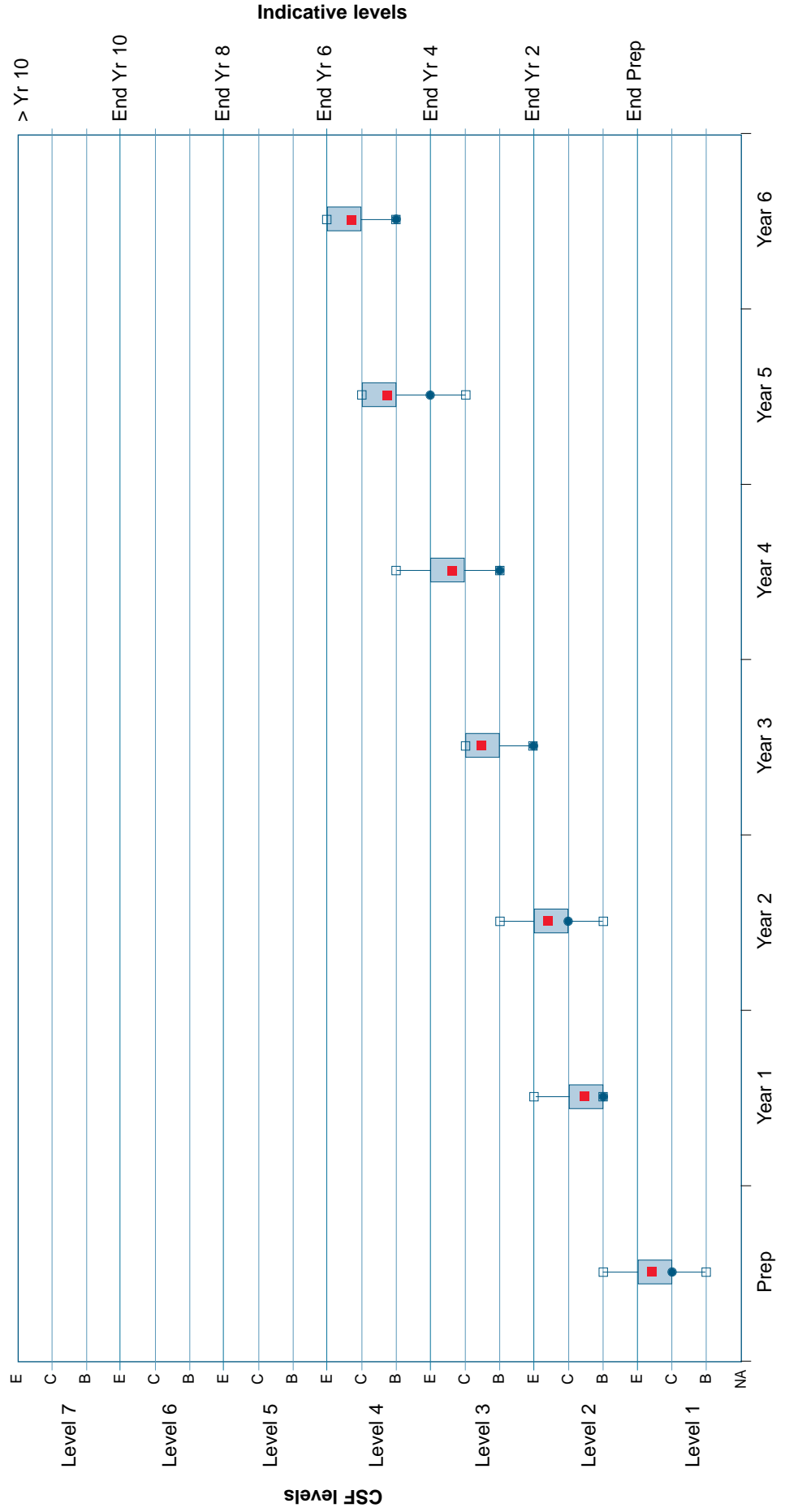


Table 24

Statewide benchmarks 1997—Male only

English—Reading, Prep–Year 6



Statewide benchmarks 1997—Male only

English—Writing, Prep—Year 6

Table 25

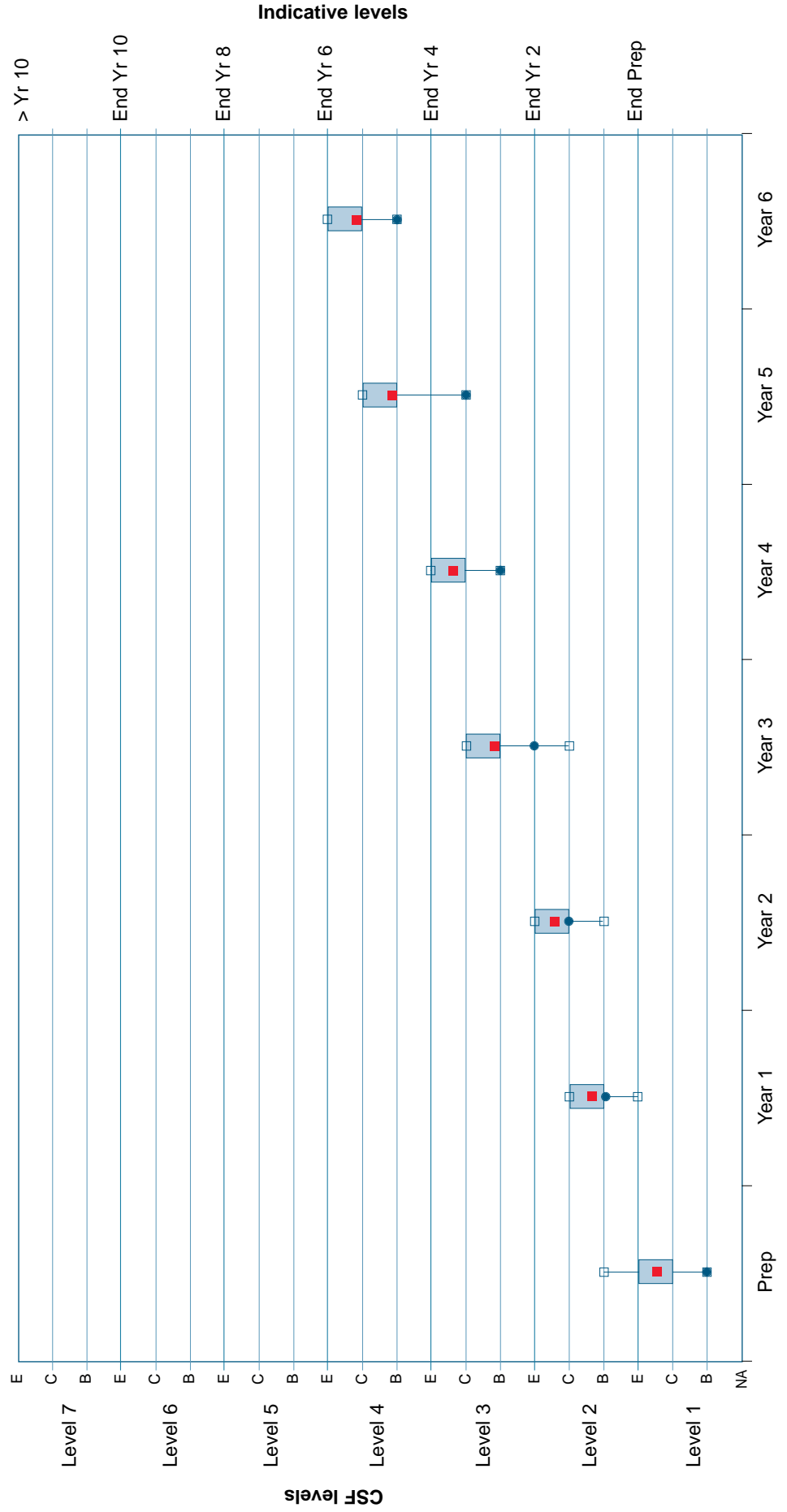


Table 26

Statewide benchmarks 1997—Male only

Mathematics—Number, Prep—Year 6

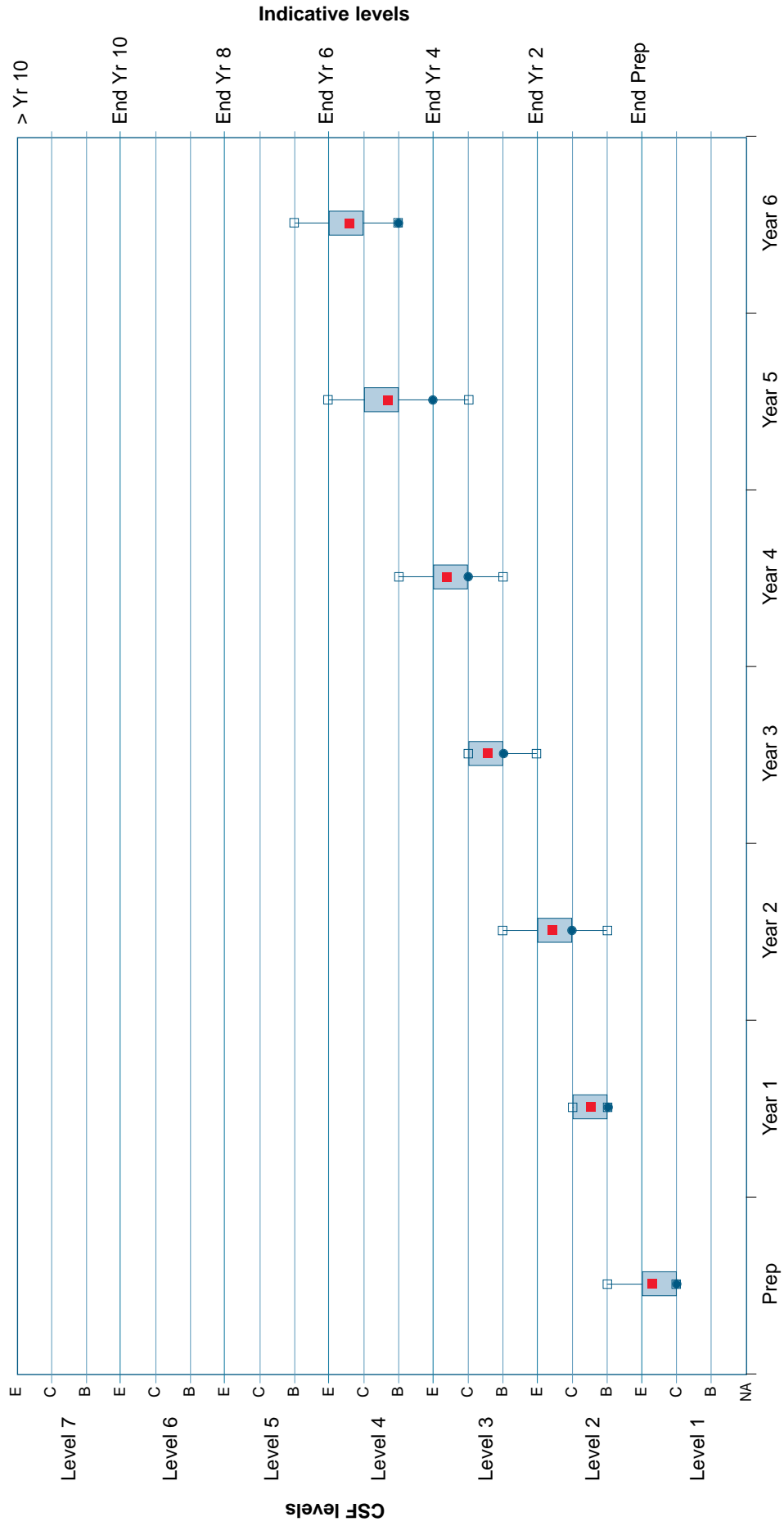
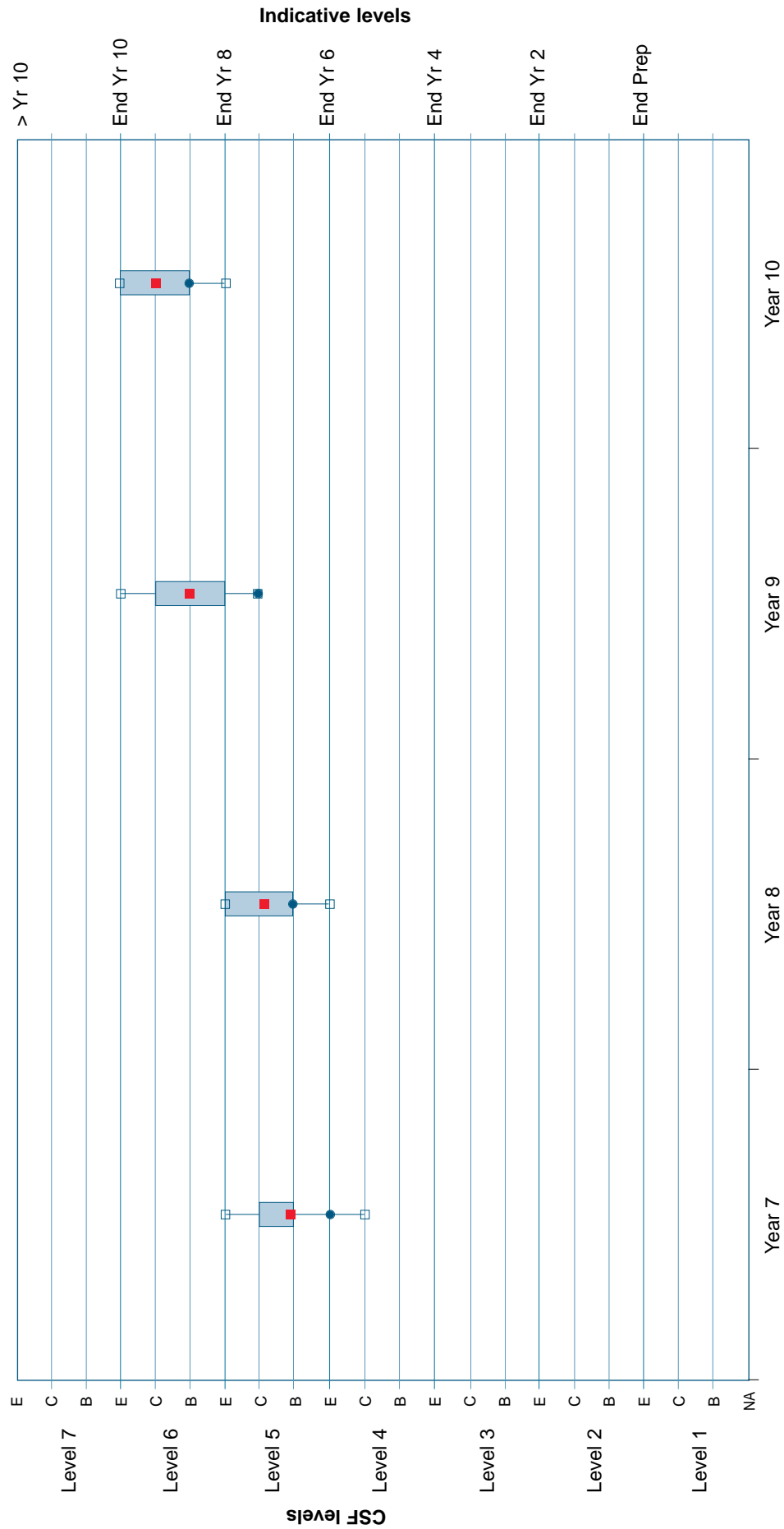


Table 28

Statewide benchmarks 1997—Male only

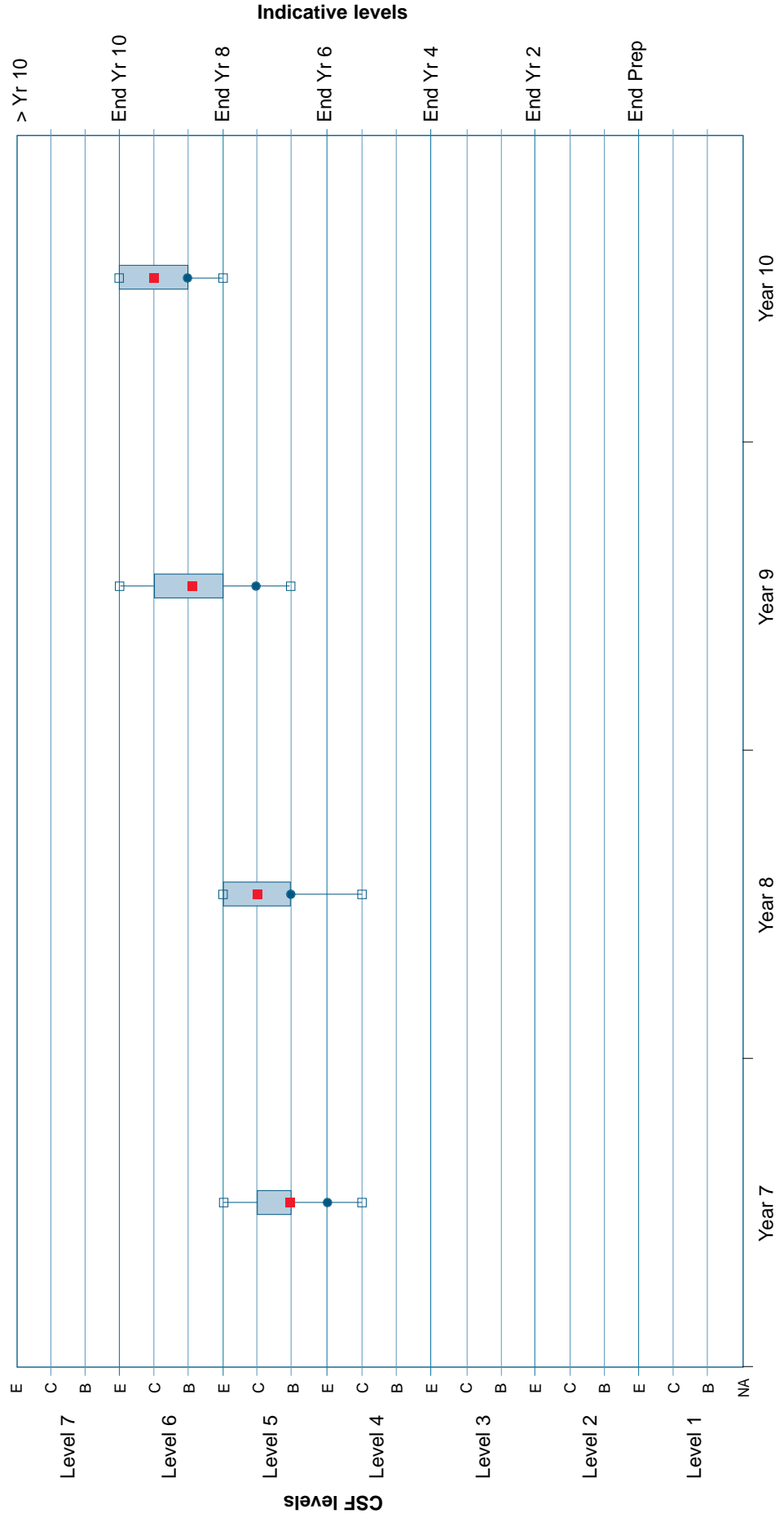
English—Speaking and listening, Years 7–10



Statewide benchmarks 1997—Male only

English—Reading, Years 7–10

Table 29



Statewide benchmarks 1997—Male only

Mathematics—Chance and data, Years 7–10

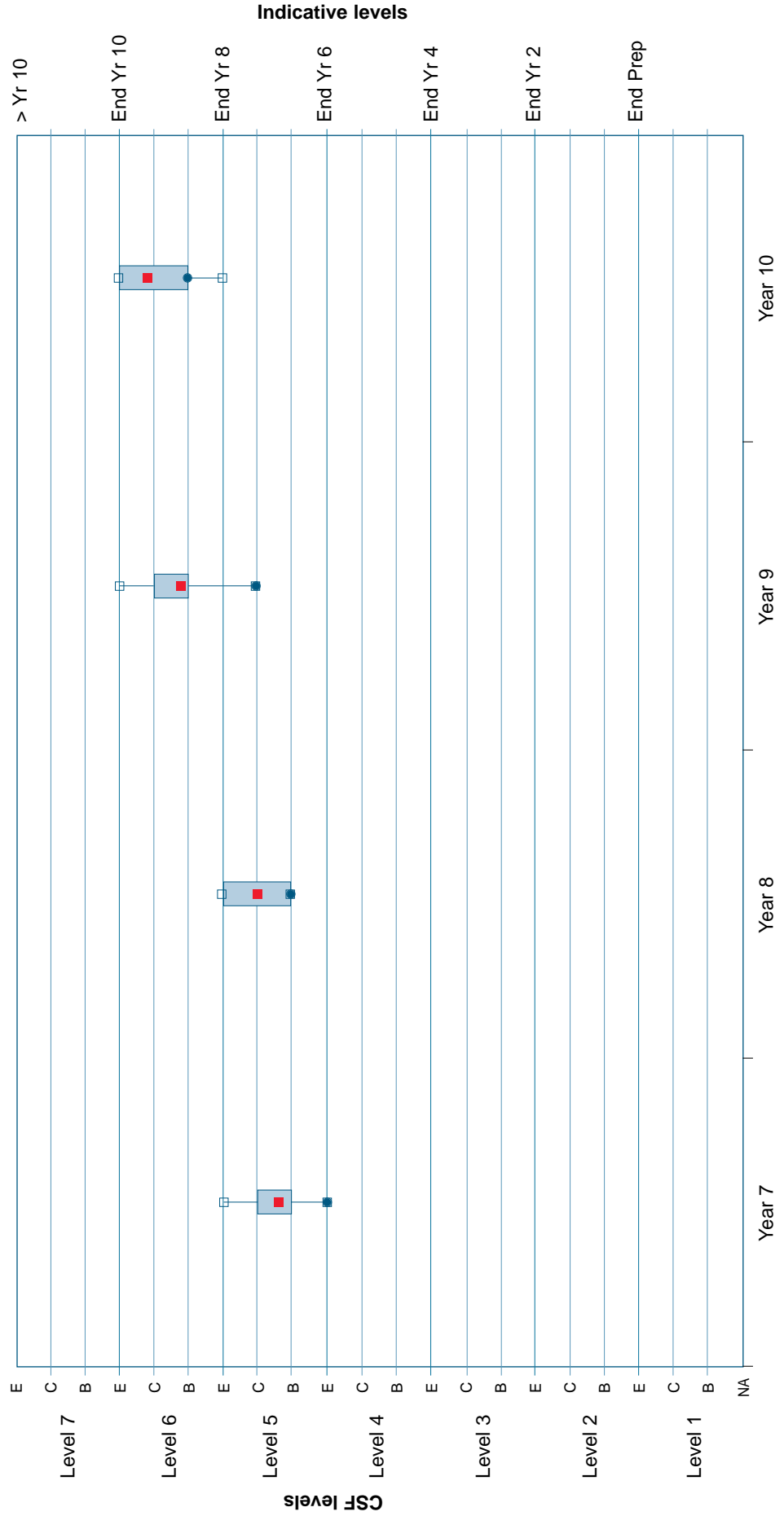
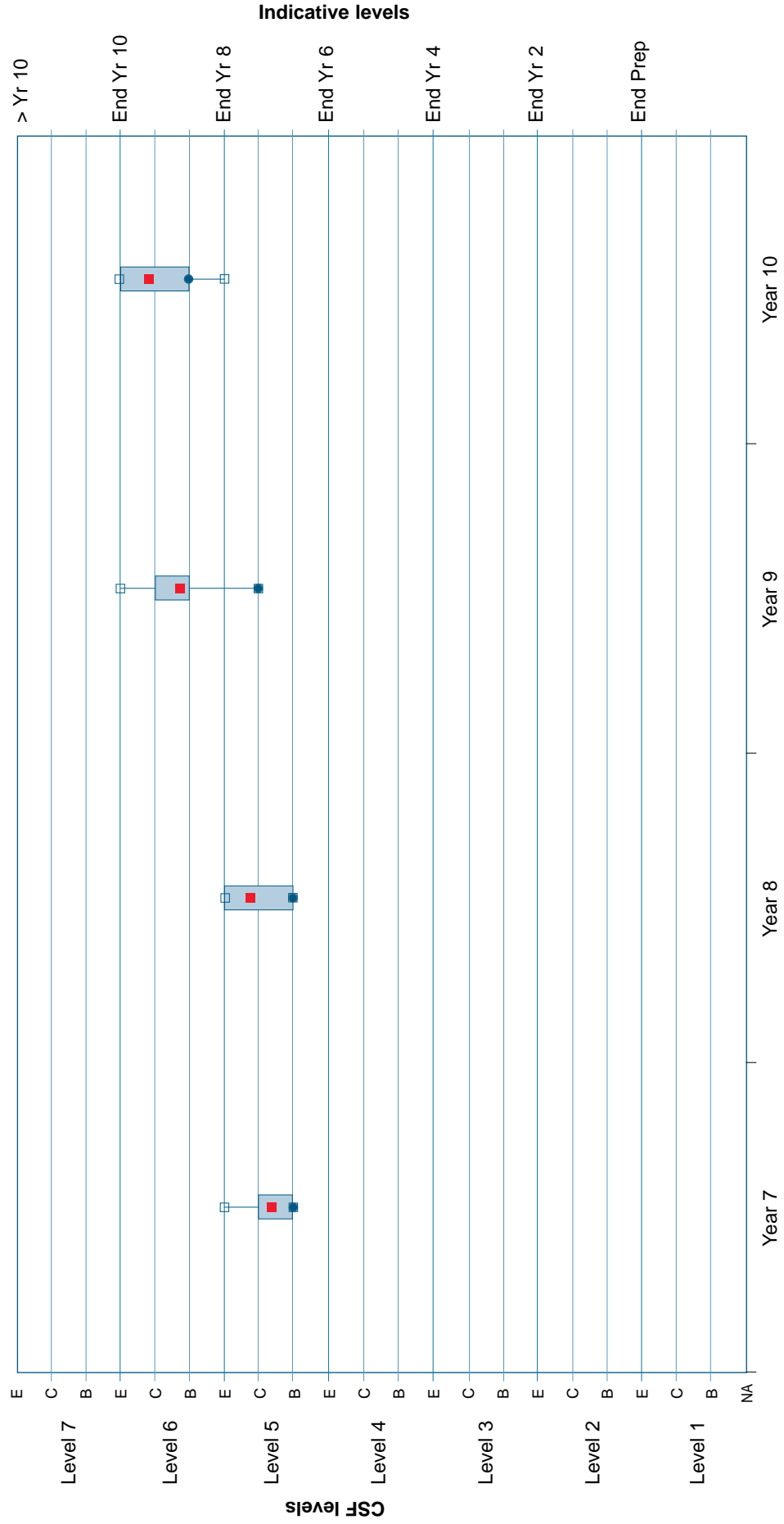


Table 31

Table 32

Statewide benchmarks 1997—Male only

Mathematics—Algebra, Years 7–10



Statewide benchmarks 1997—Male only

Mathematics—Mathematical tools and procedures, Years 7–10

Table 33

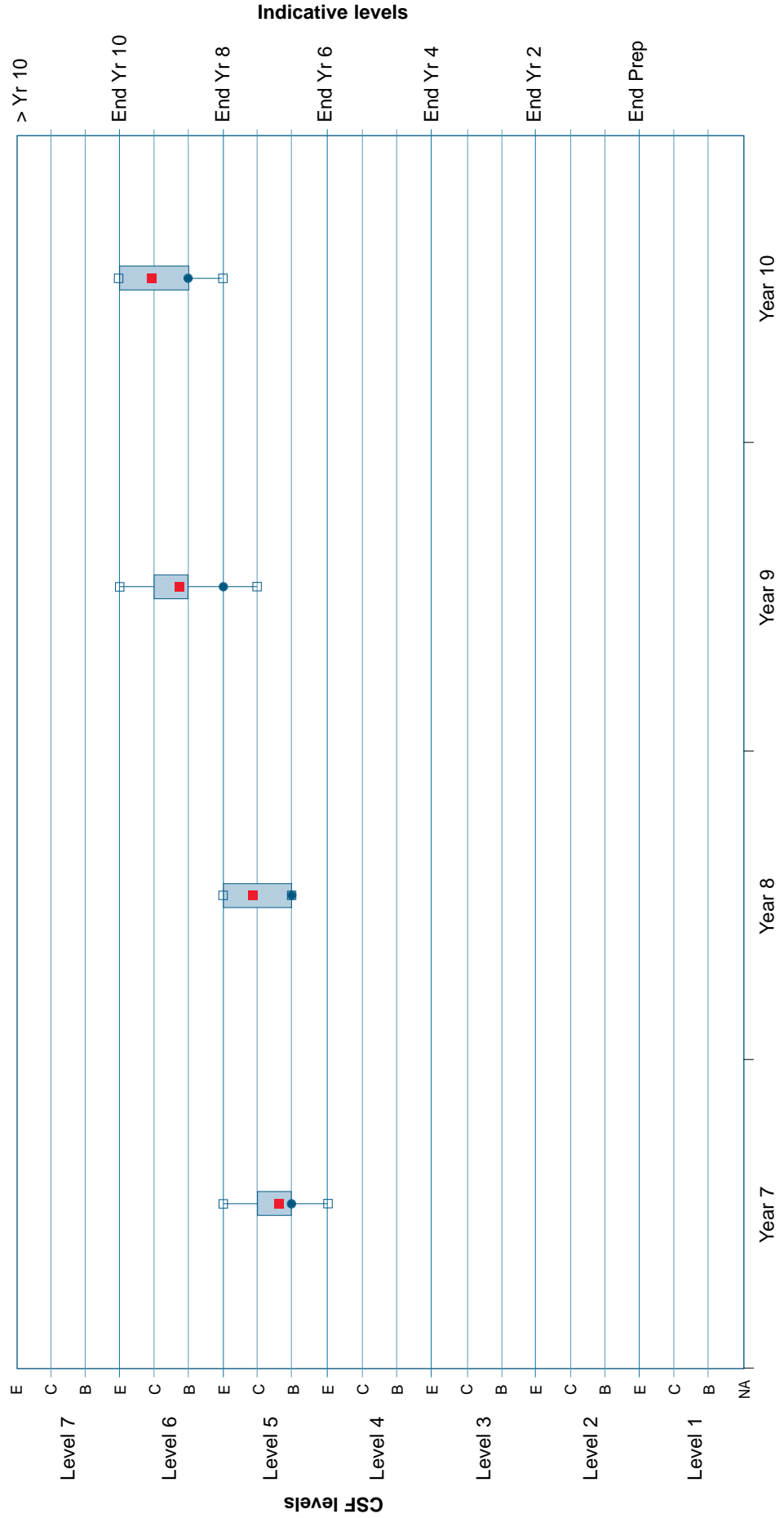
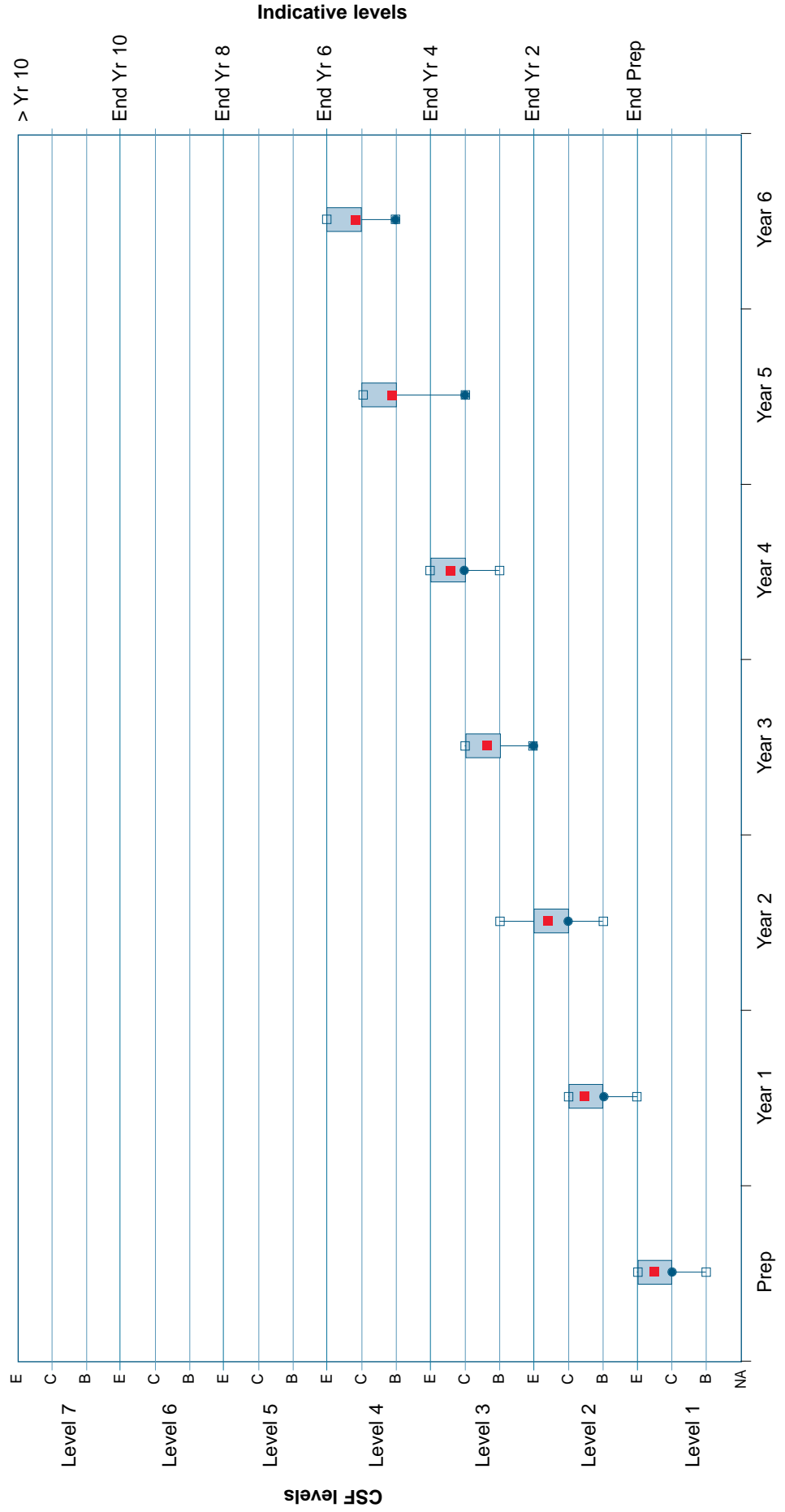


Table 34

Statewide benchmarks 1997—EMA recipients

English—Speaking and listening, Prep–Year 6



Statewide benchmarks 1997—EMA recipients

English—Reading, Prep—Year 6

Table 35

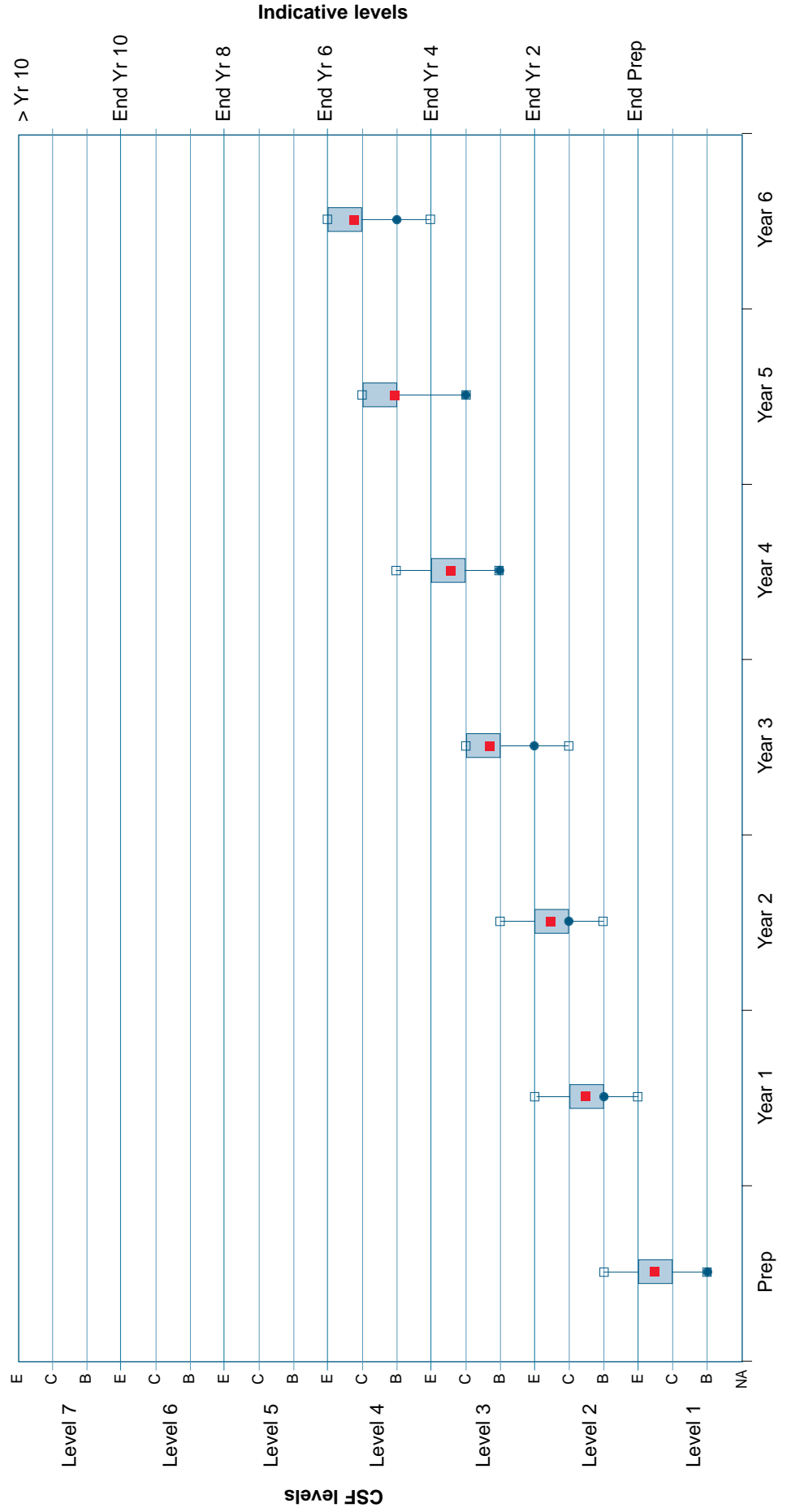
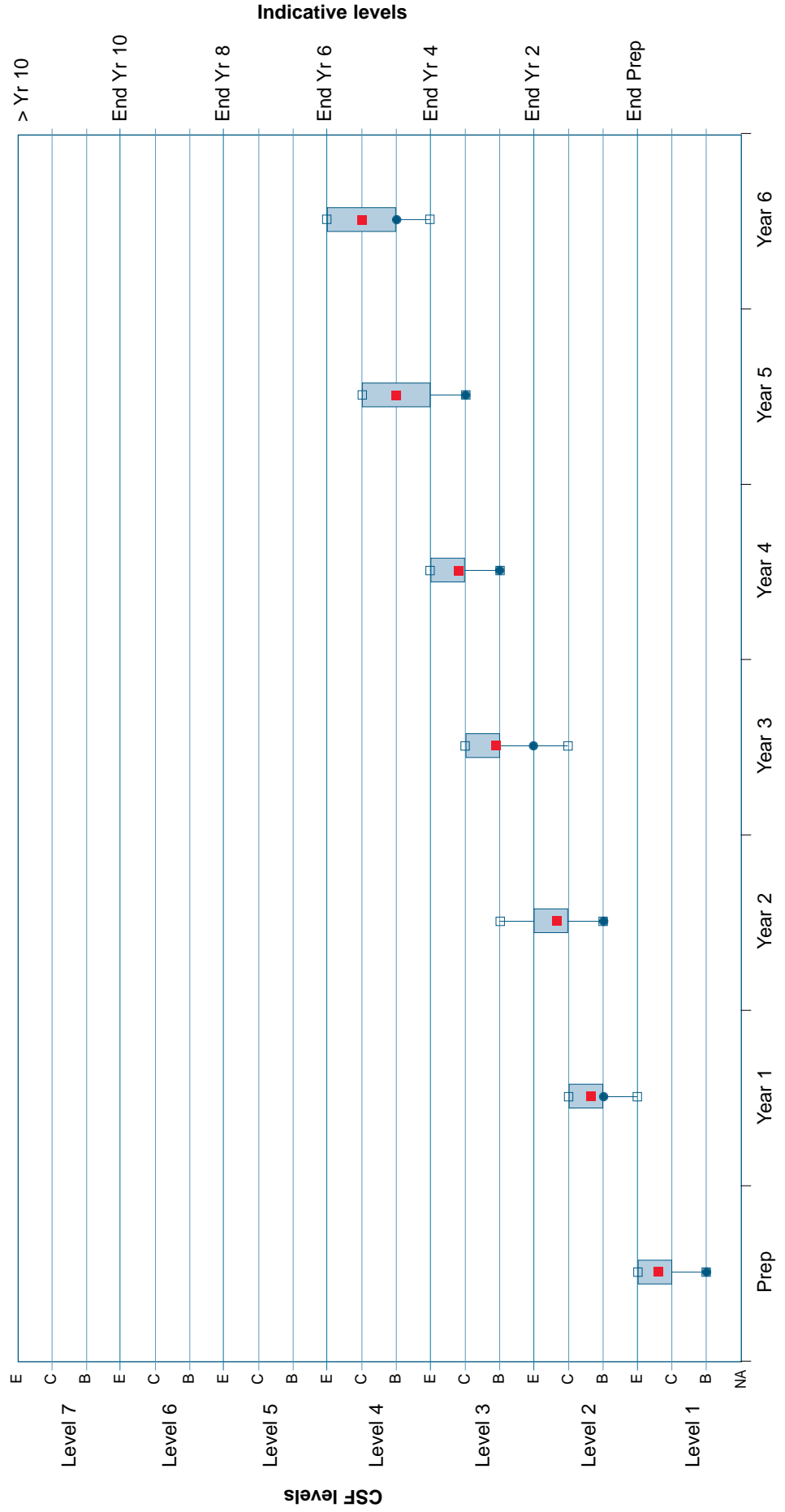


Table 36

Statewide benchmarks 1997—EMA recipients

English—Writing, Prep—Year 6



Statewide benchmarks 1997—EMA recipients

Mathematics—Number, Prep—Year 6

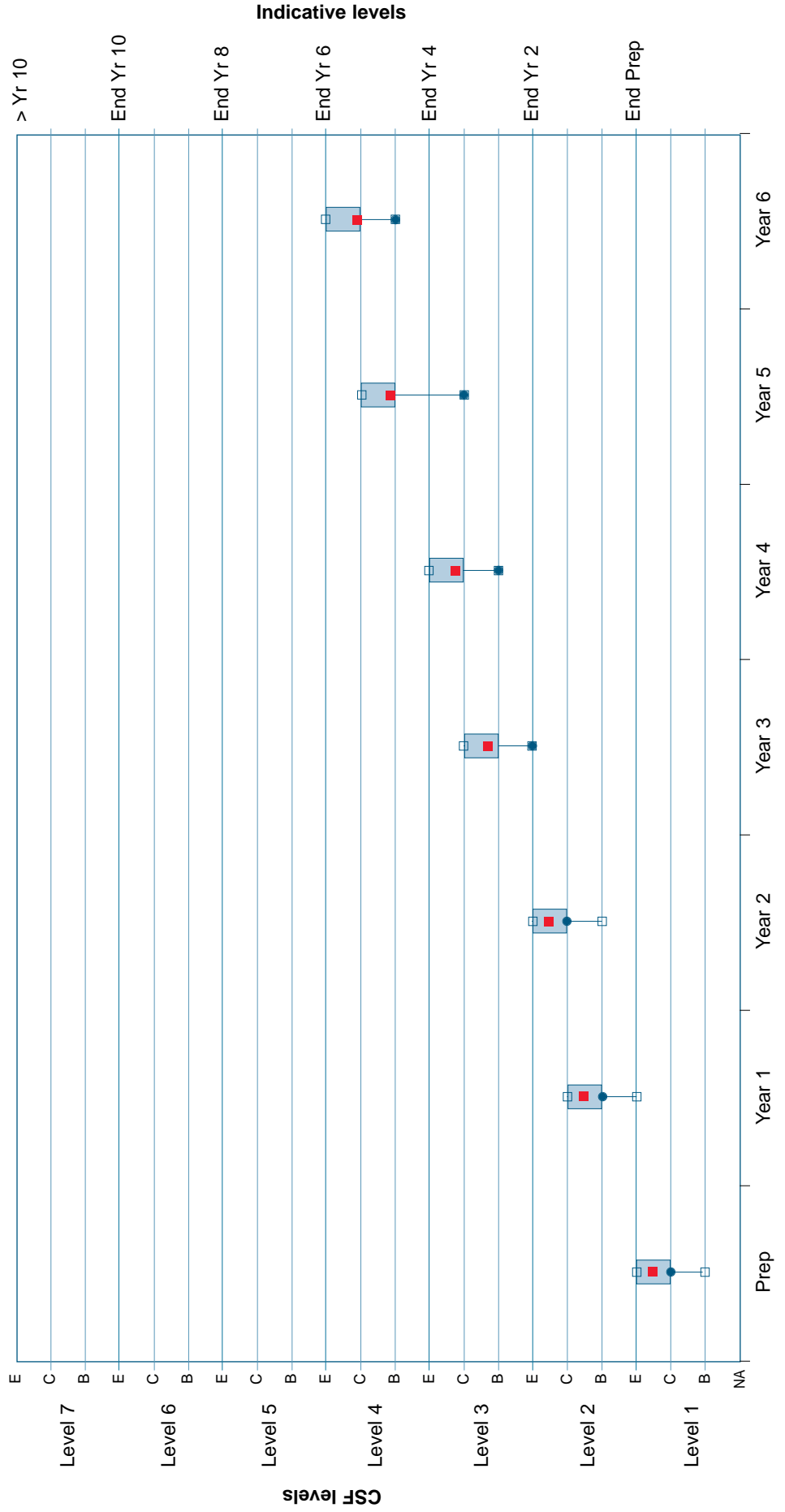


Table 37

Statewide benchmarks 1997—EMA recipients

English—Speaking and listening, Years 7–10

Table 39

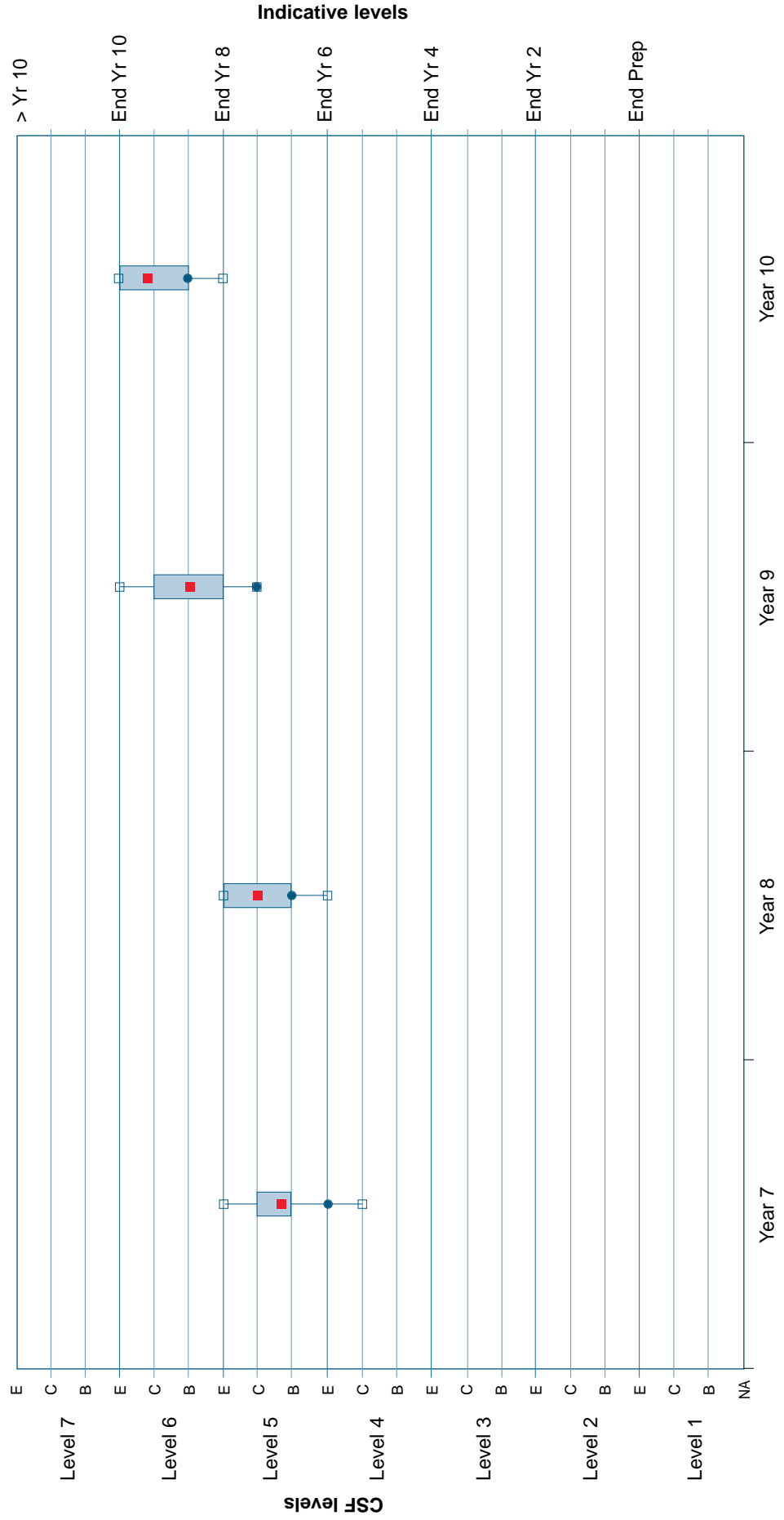


Table 40

Statewide benchmarks 1997—EMA recipients

English—Reading, Years 7–10

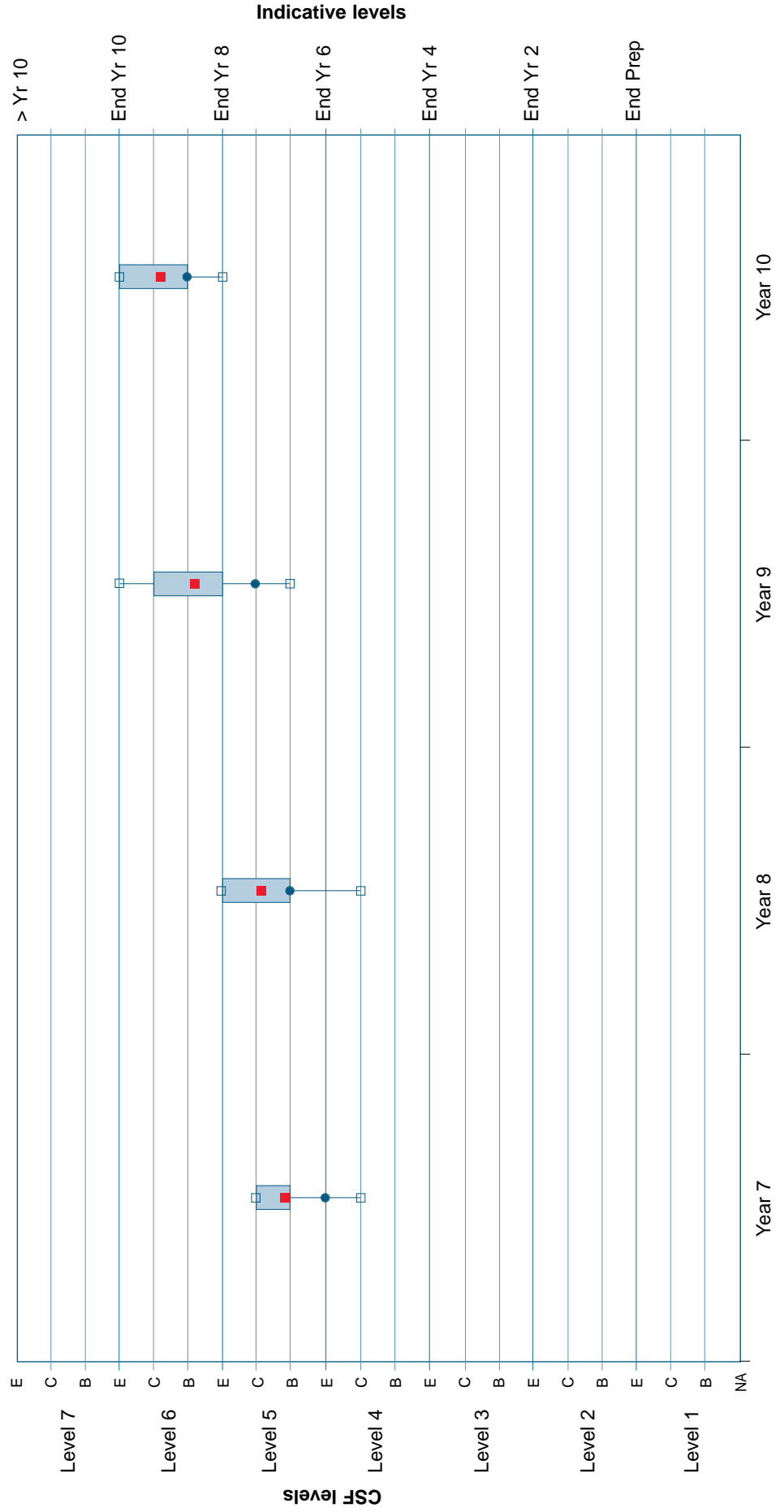
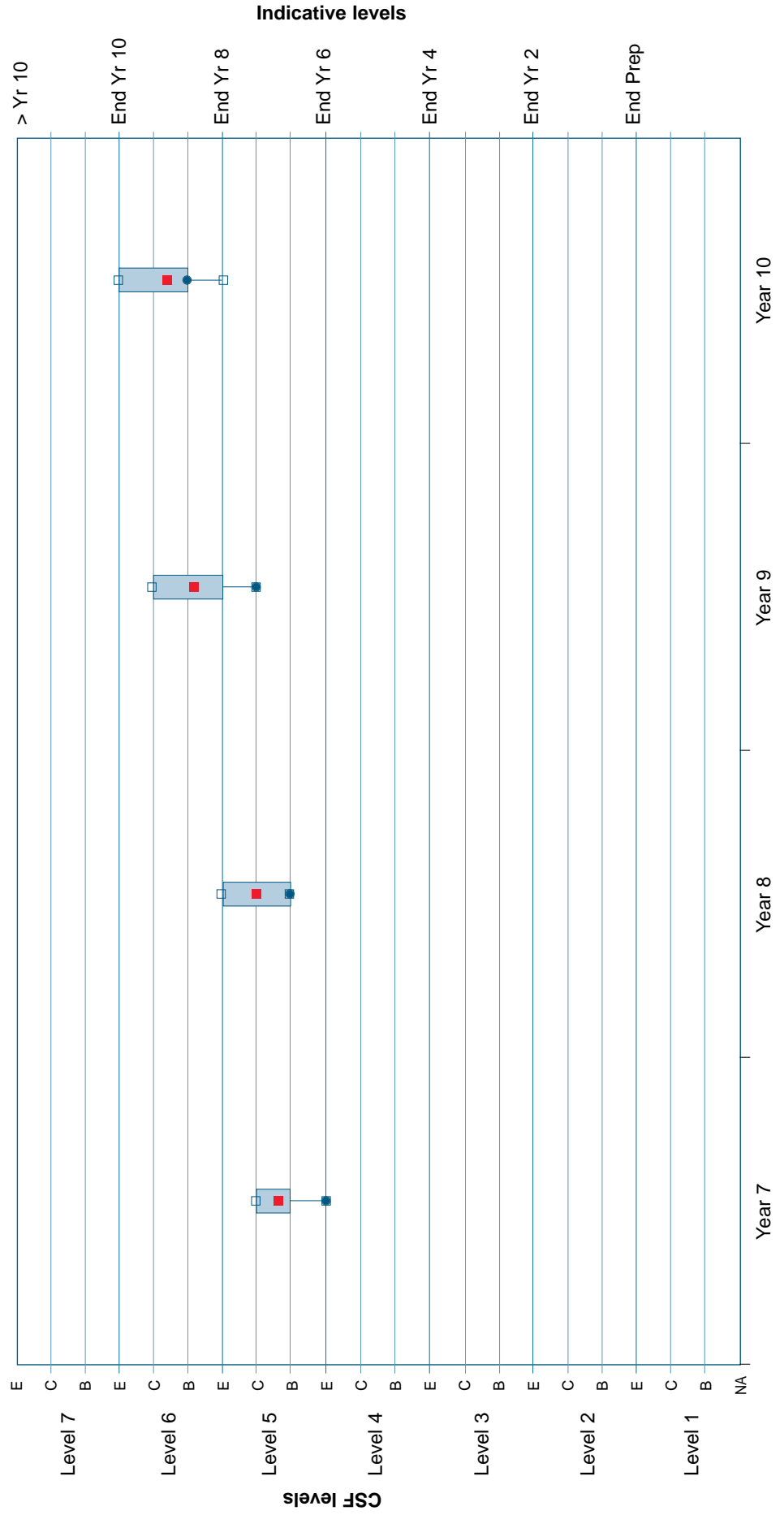


Table 42

Statewide benchmarks 1997—EMA recipients

Mathematics—Chance and data, Years 7–10



Statewide benchmarks 1997—EMA recipients

Mathematics—Algebra, Years 7–10

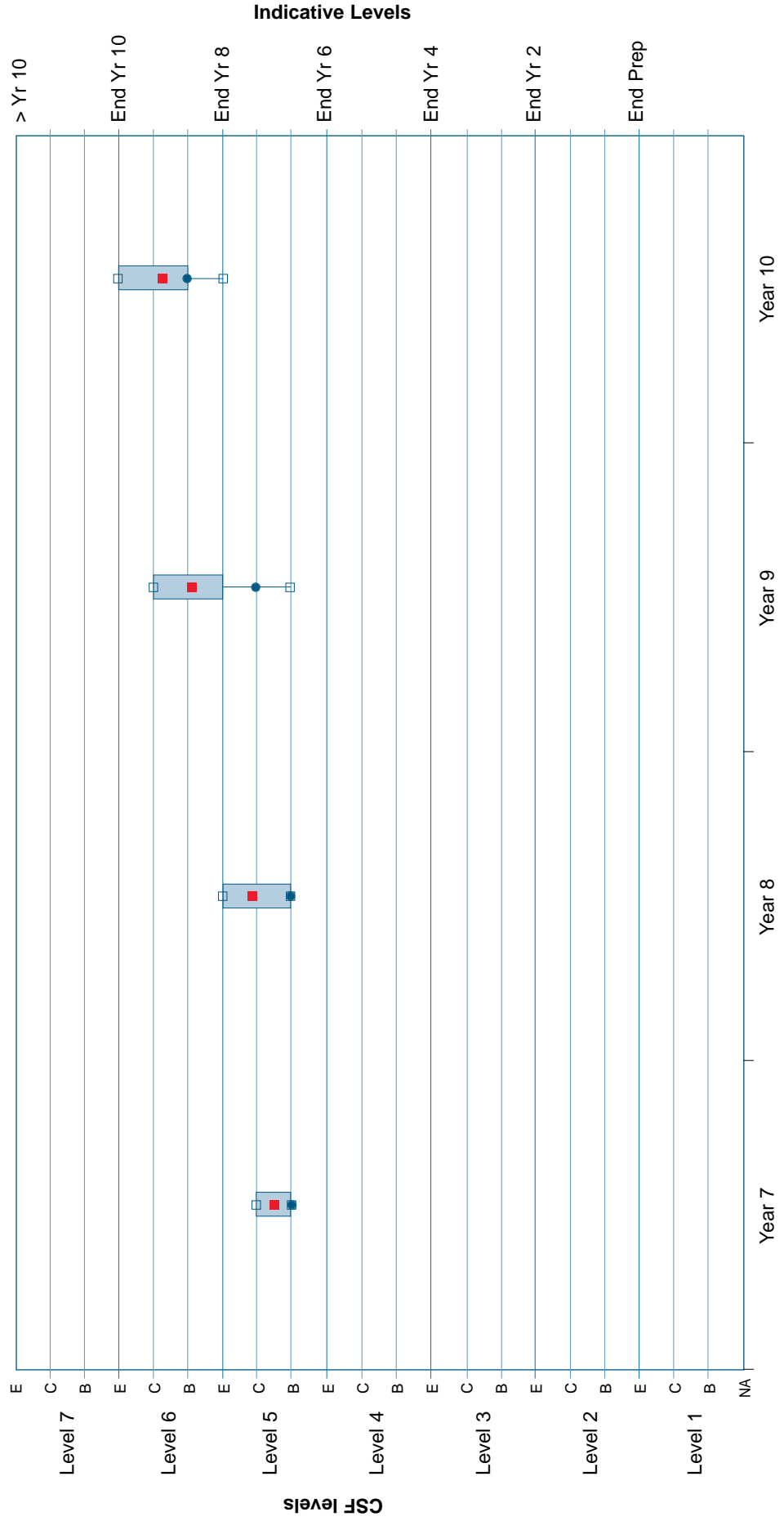
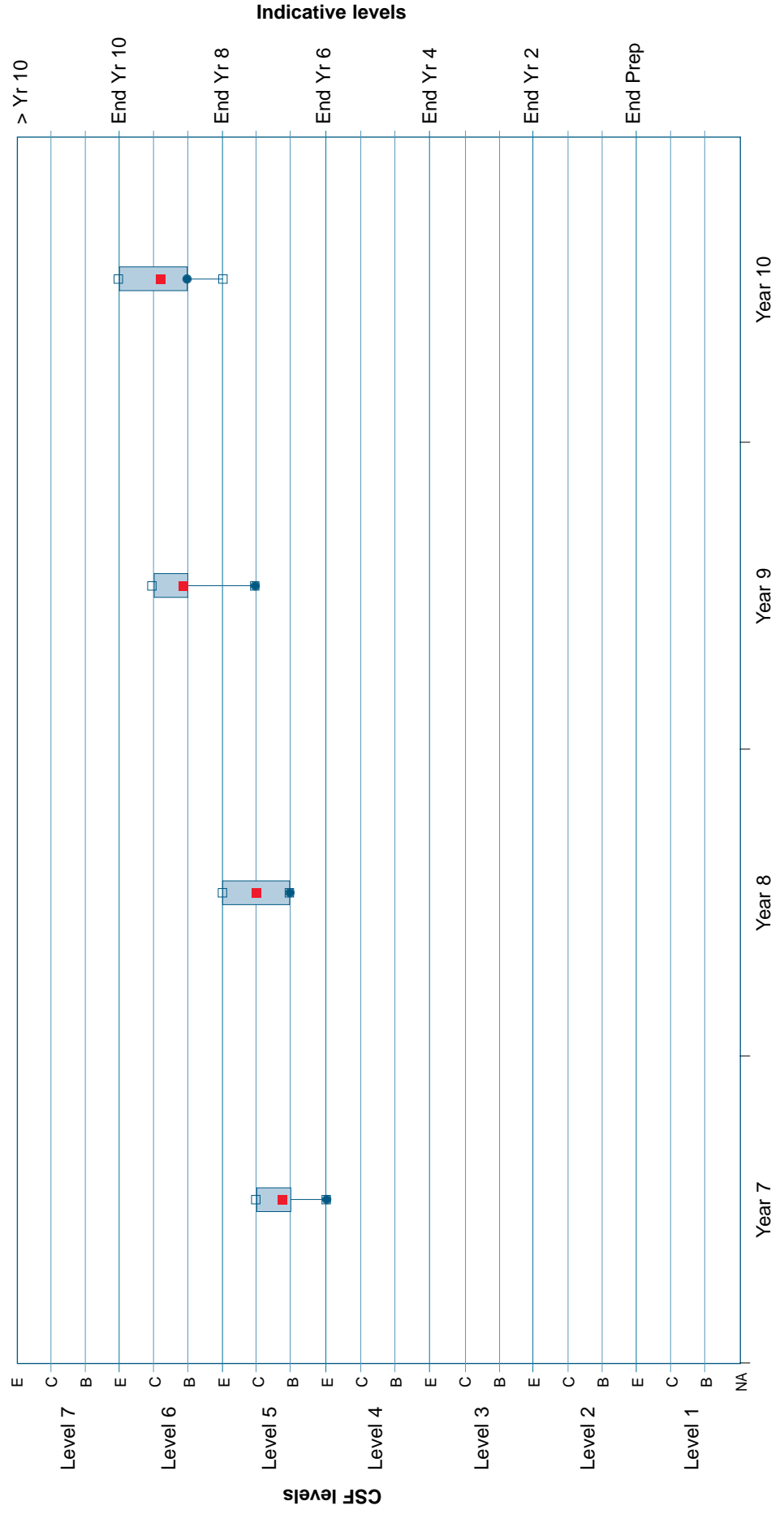


Table 43

Table 44

Statewide benchmarks 1997—EMA recipients

Mathematics—Mathematical tools and procedures, Years 7–10



Statewide benchmarks 1997—NESB only

English—Speaking and listening, Prep–Year 6

Table 45

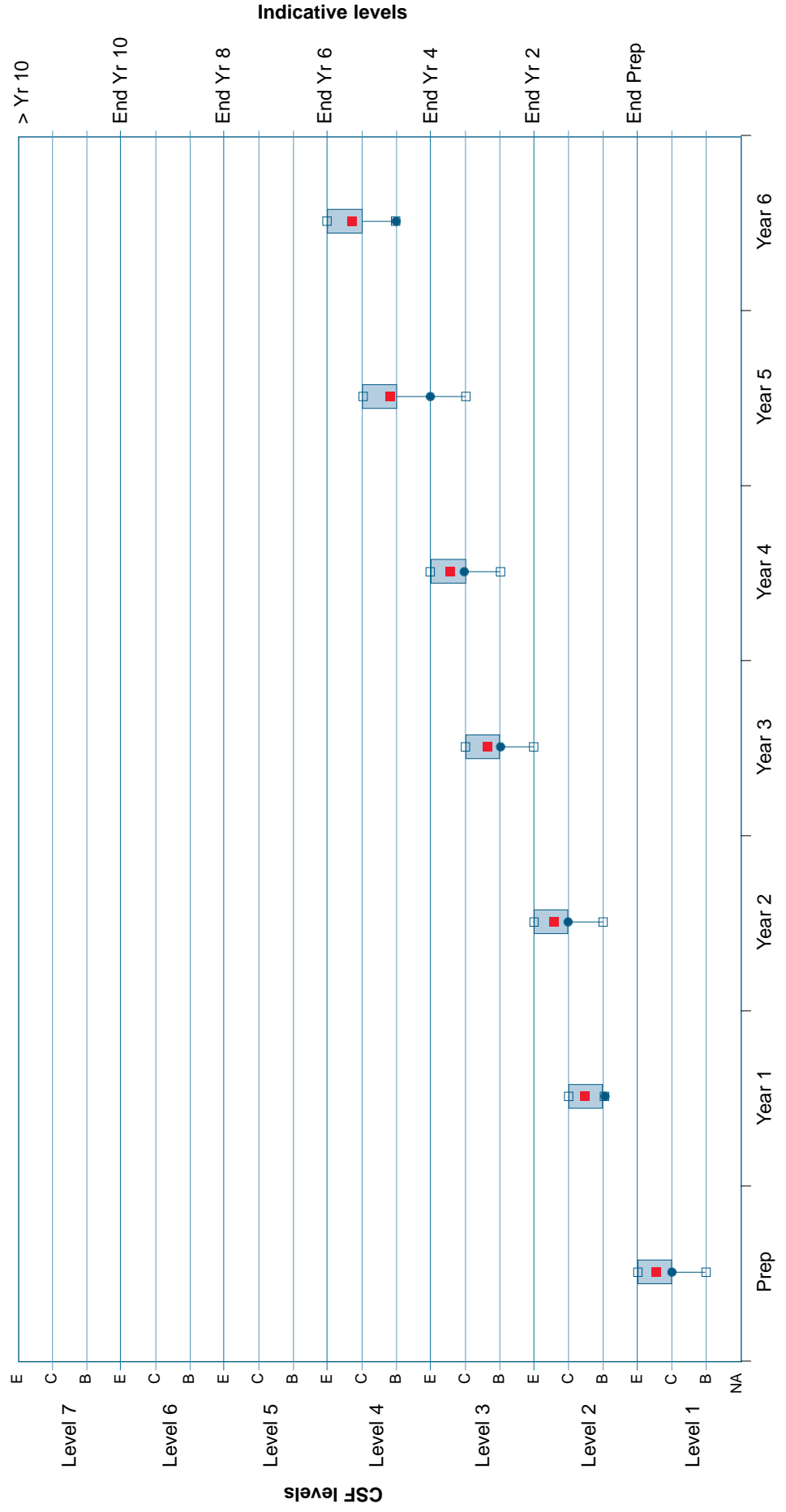
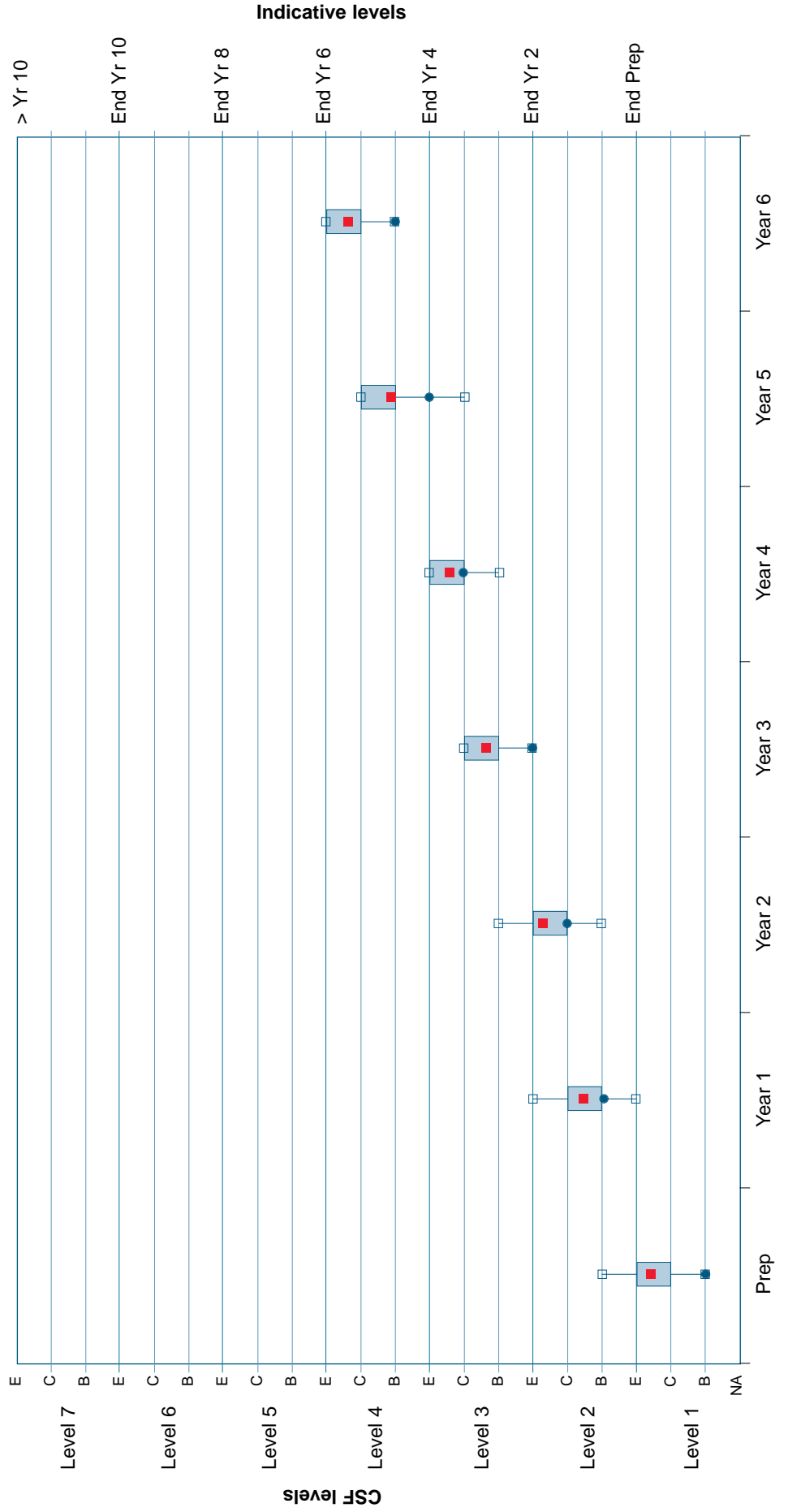


Table 46

Statewide benchmarks 1997—NESB only

English—Reading, Prep–Year 6



Statewide benchmarks 1997—NESB only

English—Writing, Prep—Year 6

Table 47

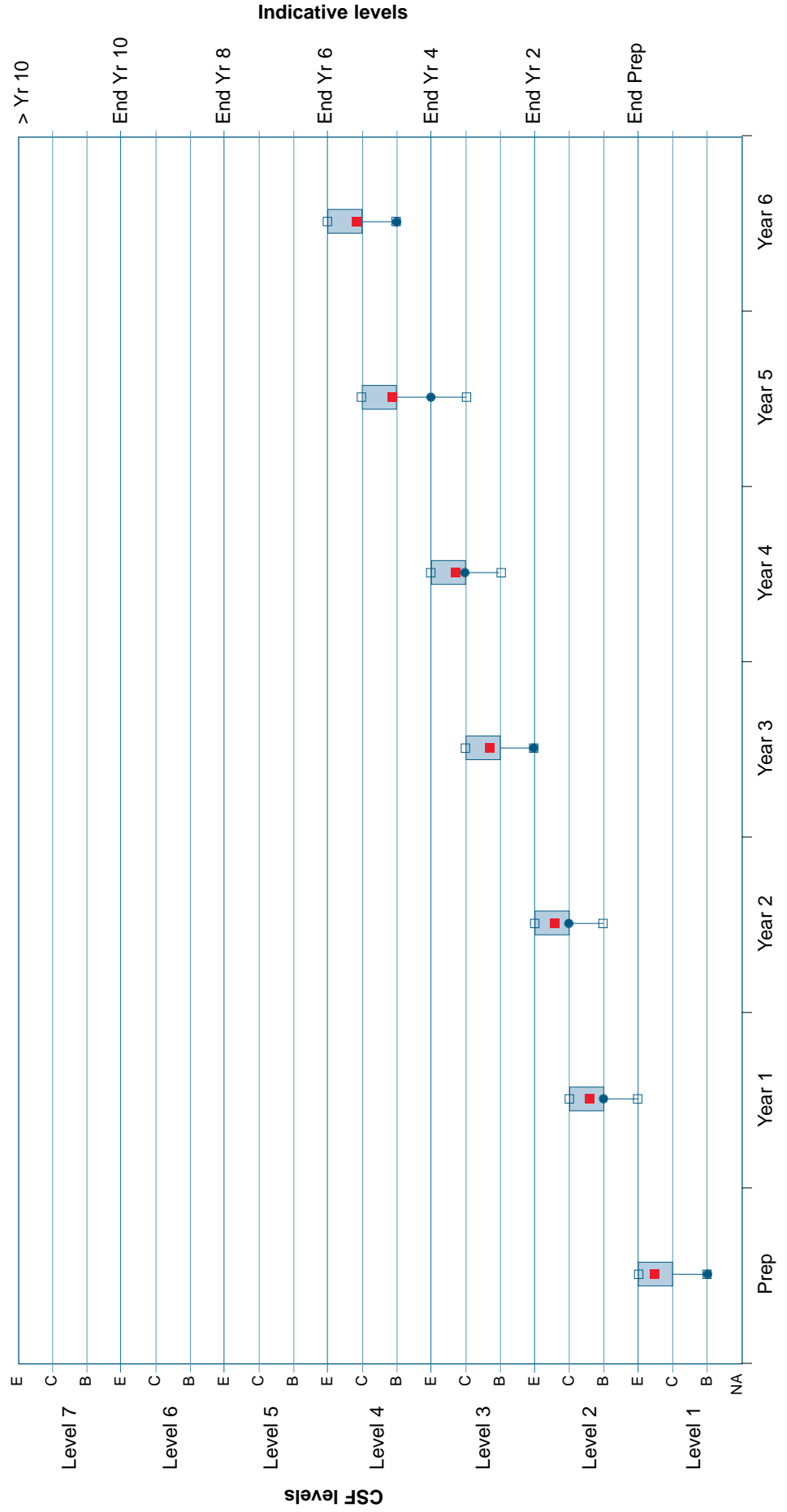
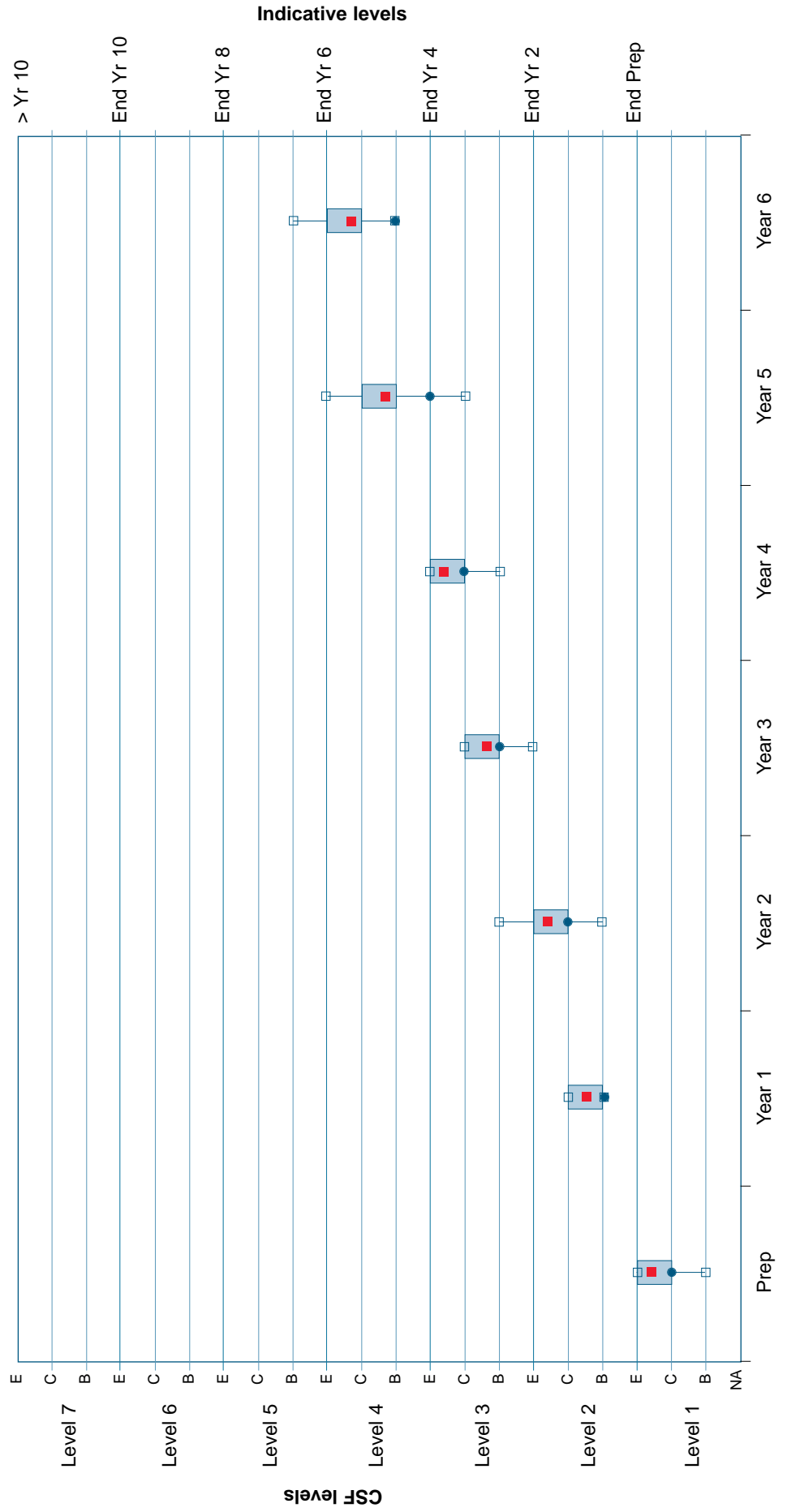


Table 48

Statewide benchmarks 1997—NESB only

Mathematics—Number, Prep–Year 6



Statewide benchmarks 1997—NESB only

Mathematics—Measurement, Prep—Year 6

Table 49

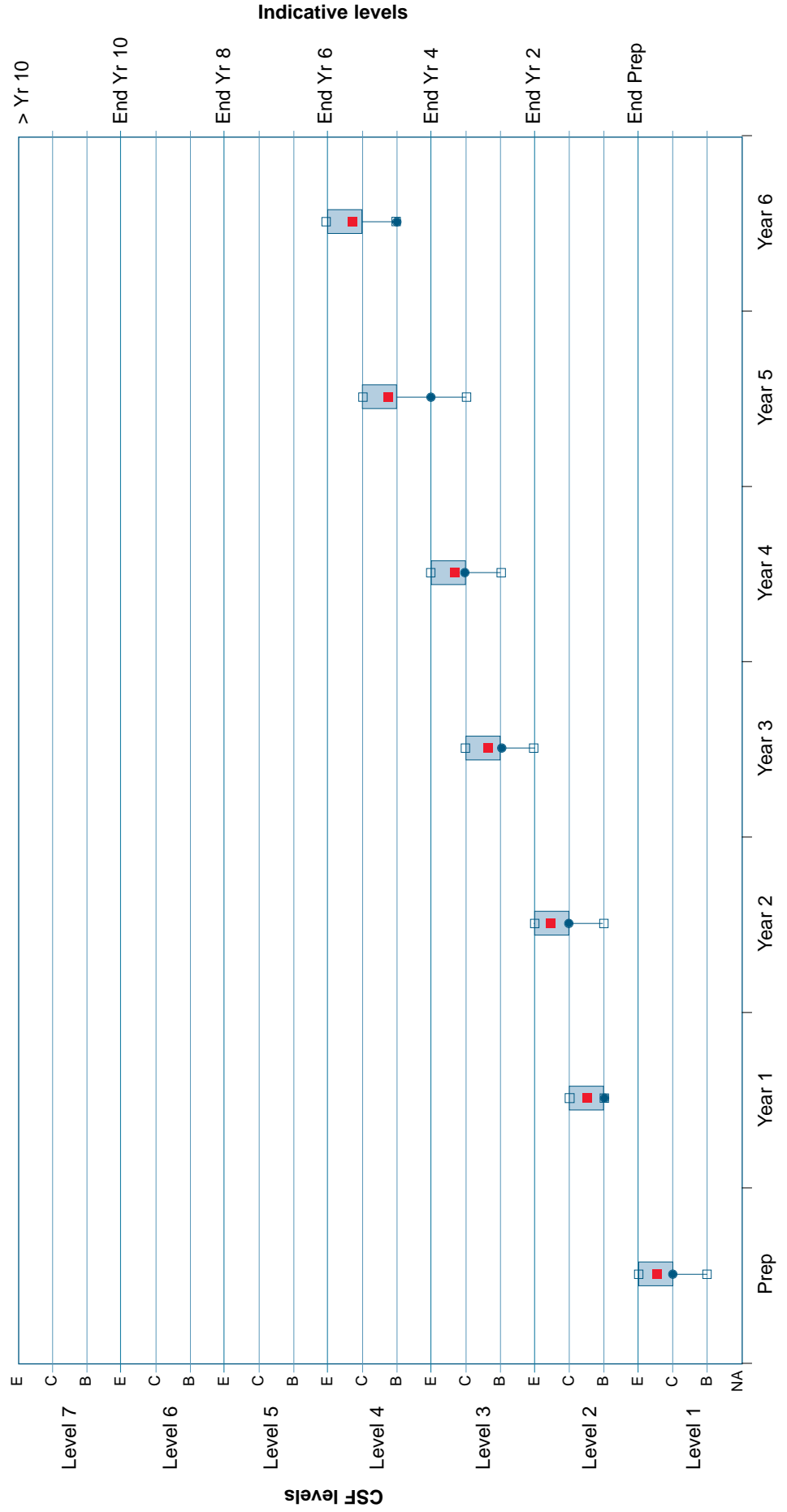
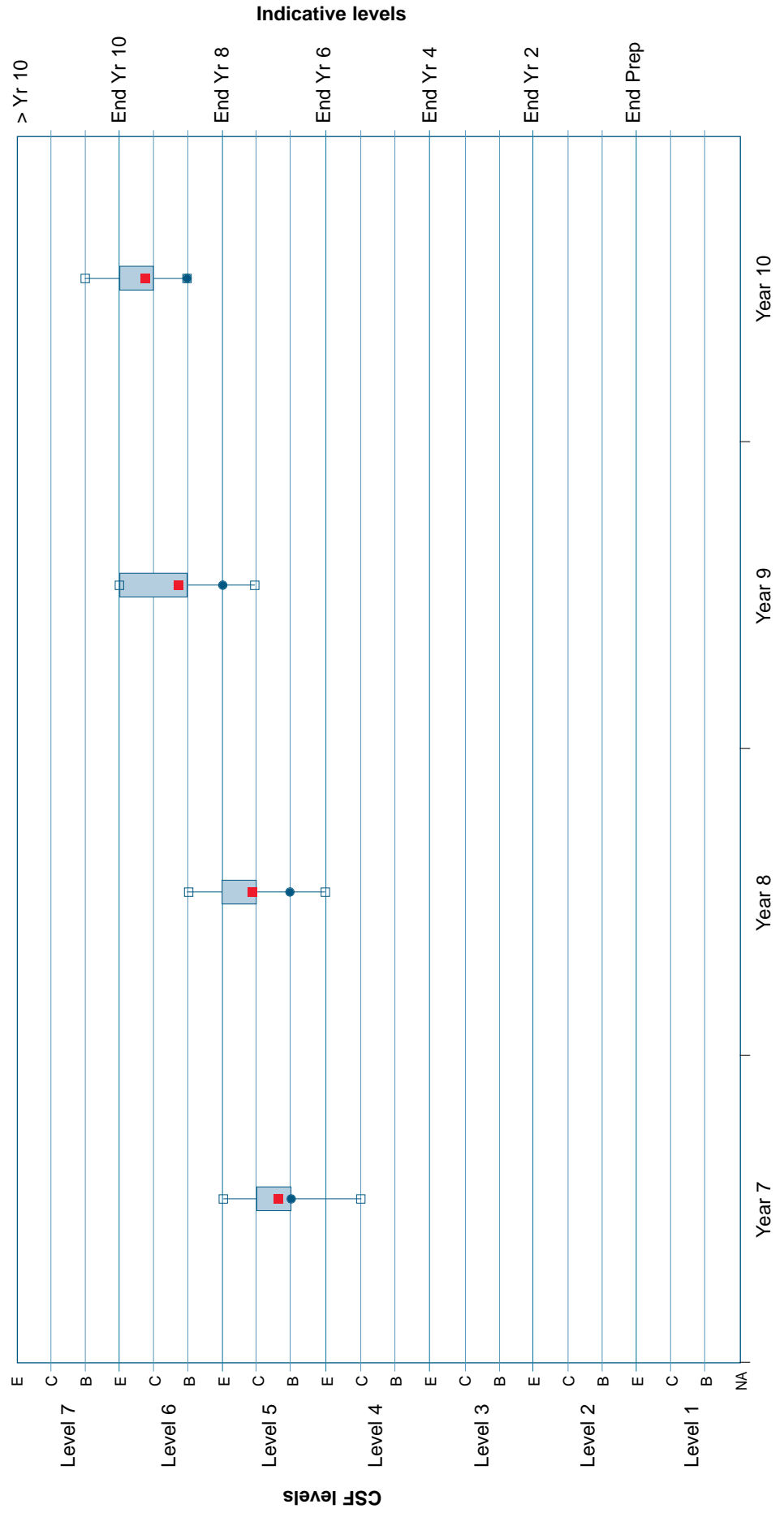


Table 50

Statewide benchmarks 1997—NESB only

English—Speaking and listening, Years 7–10



Statewide benchmarks 1997—NESB only

Mathematics—Chance and data, Years 7–10

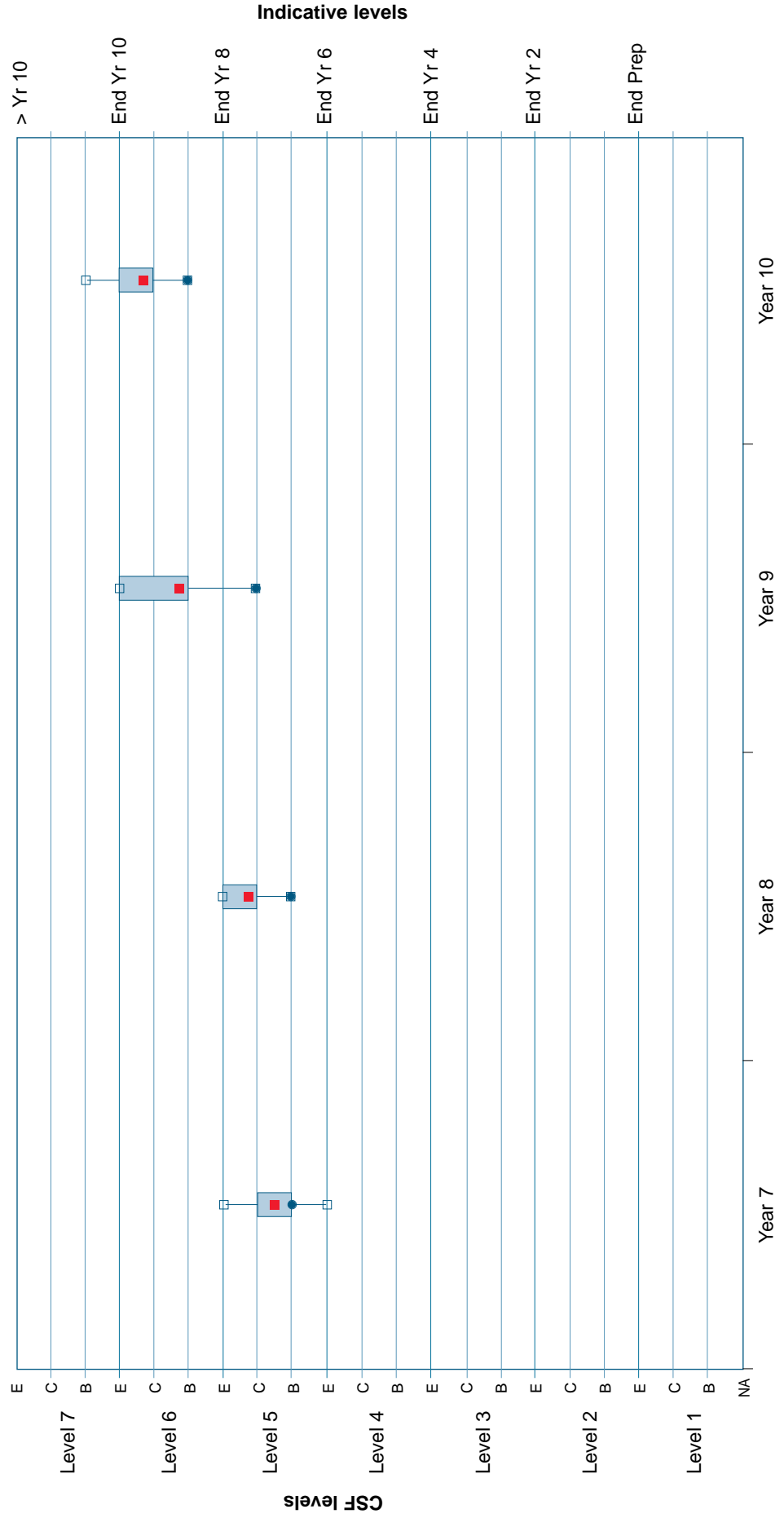
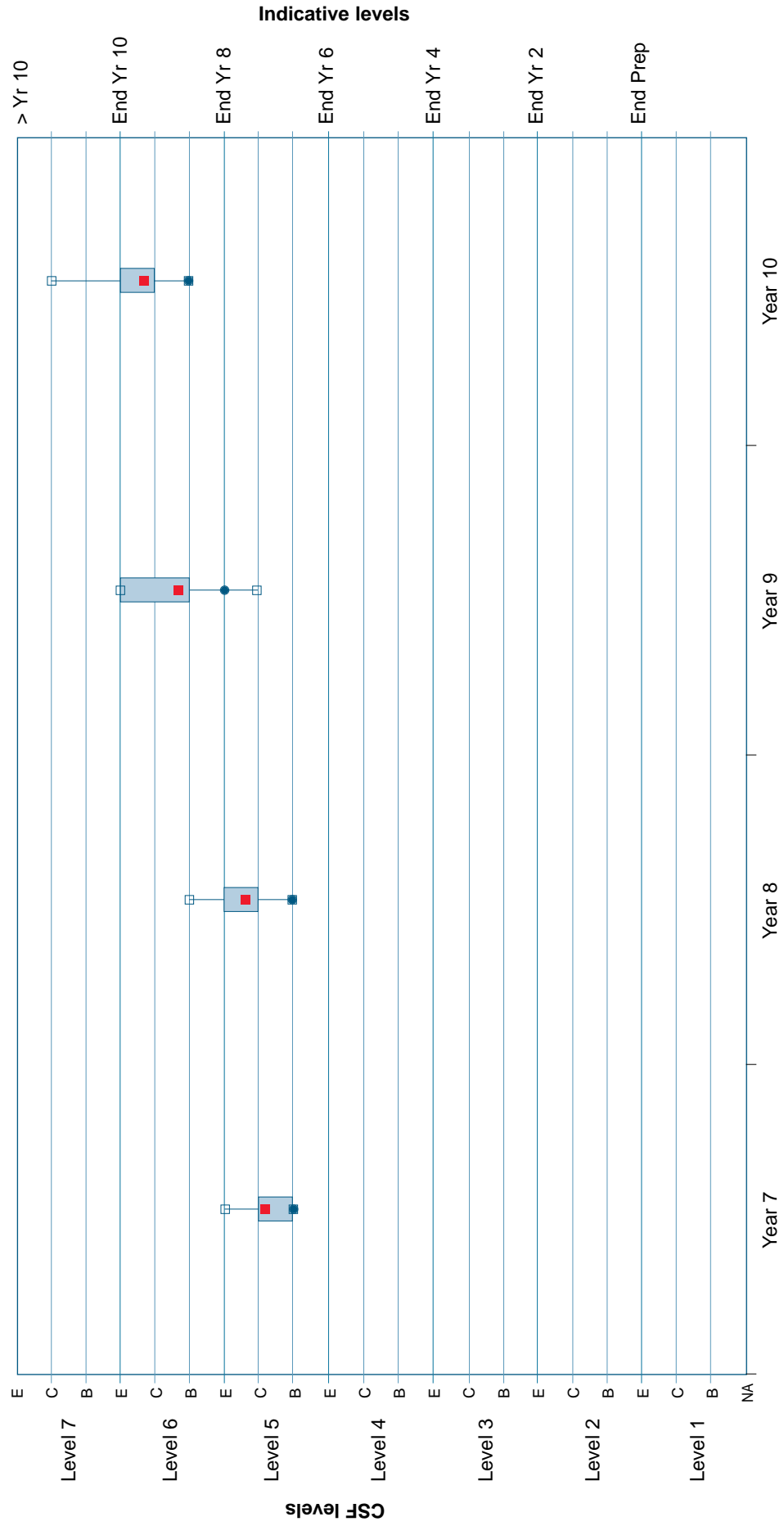


Table 53

Table 54

Statewide benchmarks 1997—NESB only

Mathematics—Algebra, Years 7–10



“Like” school benchmarks: English—Reading, Prep to Year 10



Table 56

Statewide and “like” school CSF benchmarks

KLA: English Reading
Year Level: Prep
Semester: 97.2

	Low EMA Very Low NESB Group 1	Low EMA Low NESB Group 2	Low EMA Med-high NESB Group 3	Med EMA Very Low NESB Group 4	Med EMA Low NESB Group 5	Med EMA Very Low NESB Group 6	High EMA Very Low NESB Group 7	High EMA Low NESB Group 8	High EMA Med-high NESB Group 9
Statewide benchmark									
90th Percentile	1.33	1.33	1.33	1.33	1.33	1.33	1.33	1.33	1.00
75th Percentile	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
Mean	0.96	0.91	0.90	0.90	0.91	0.82	0.88	0.84	0.80
25th Percentile	0.67	0.67	0.67	0.67	0.67	0.67	0.67	0.67	0.67
15th Percentile	0.67	0.67	0.67	0.67	0.67	0.33	0.33	0.33	0.33
10th Percentile	0.67	0.67	0.33	0.67	0.67	0.33	0.33	0.33	0.33

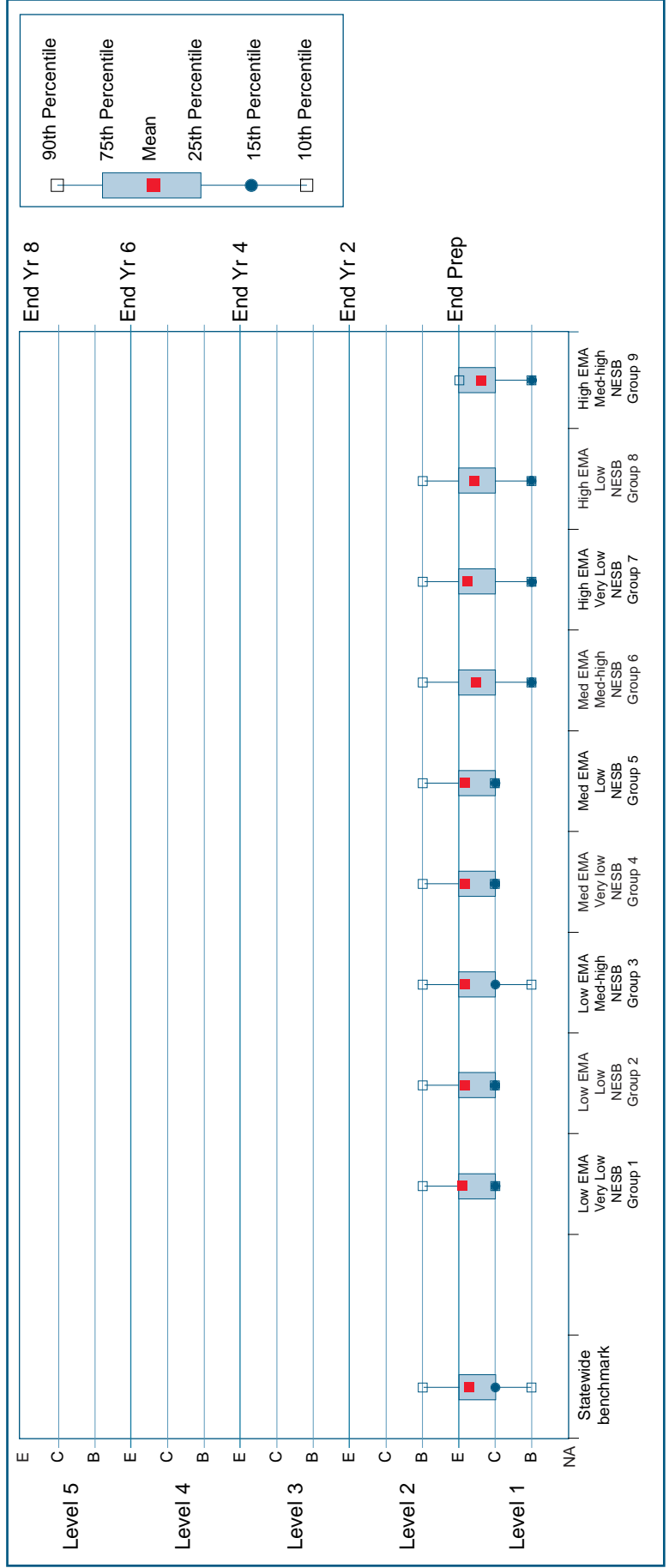


Table 57

Statewide and “like” school CSF benchmarks

KIA: English
Strand: Reading
Year Level: 1
Semester: 97.2

	Low EMA Very Low NESB Group 1	Low EMA Low NESB Group 2	Low EMA Med-high NESB Group 3	Med EMA Very Low NESB Group 4	Med EMA Low NESB Group 5	Med EMA Very Low NESB Group 6	High EMA Very Low NESB Group 7	High EMA Low NESB Group 8	High EMA Med-high NESB Group 9
90th Percentile	2.00	2.00	2.00	2.00	2.00	1.67	2.00	2.00	2.00
75th Percentile	1.67	1.67	1.67	1.67	1.67	1.67	1.67	1.67	1.67
Mean	1.65	1.60	1.66	1.61	1.58	1.51	1.52	1.51	1.47
25th Percentile	1.67	1.33	1.67	1.67	1.33	1.33	1.33	1.33	1.33
15th Percentile	1.33	1.33	1.33	1.33	1.33	1.33	1.33	1.33	1.00
10th Percentile	1.33	1.33	1.33	1.33	1.33	1.33	1.00	1.00	1.00

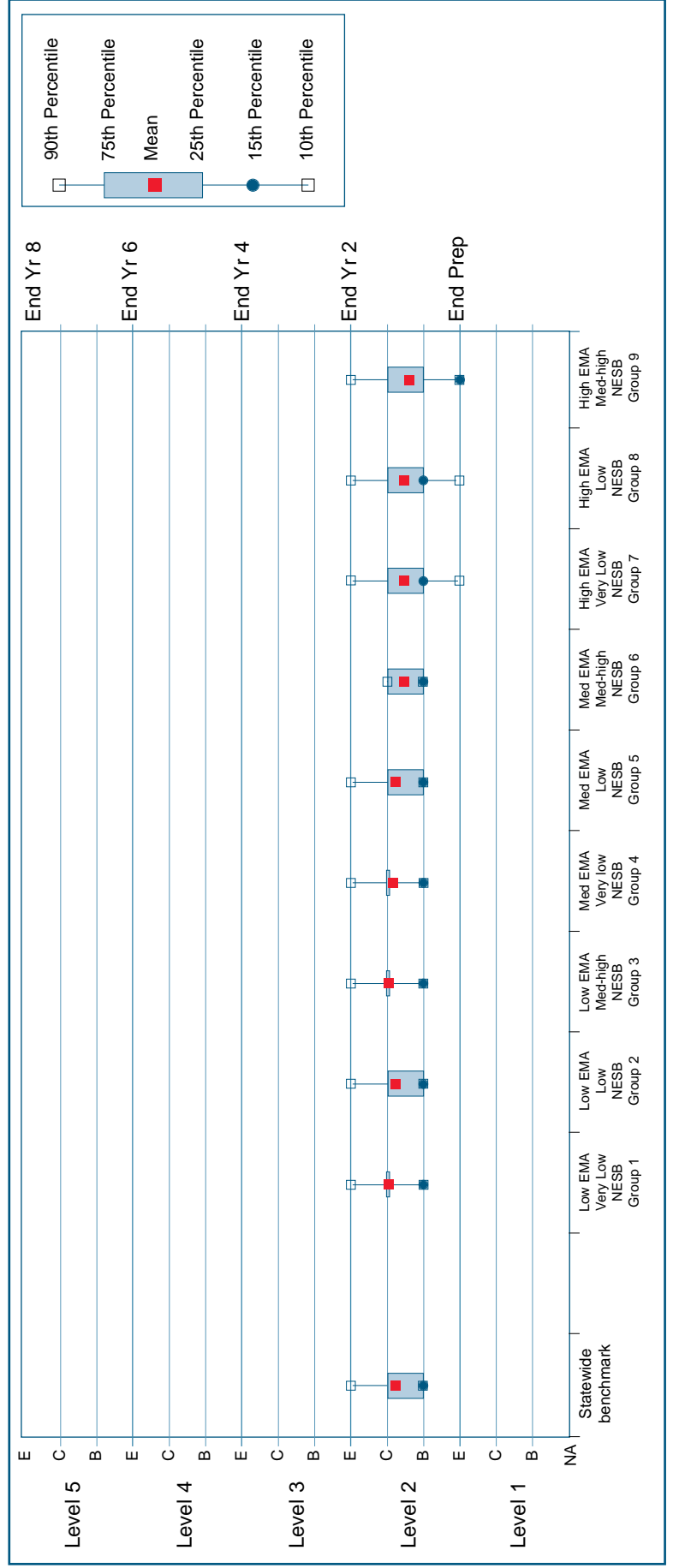
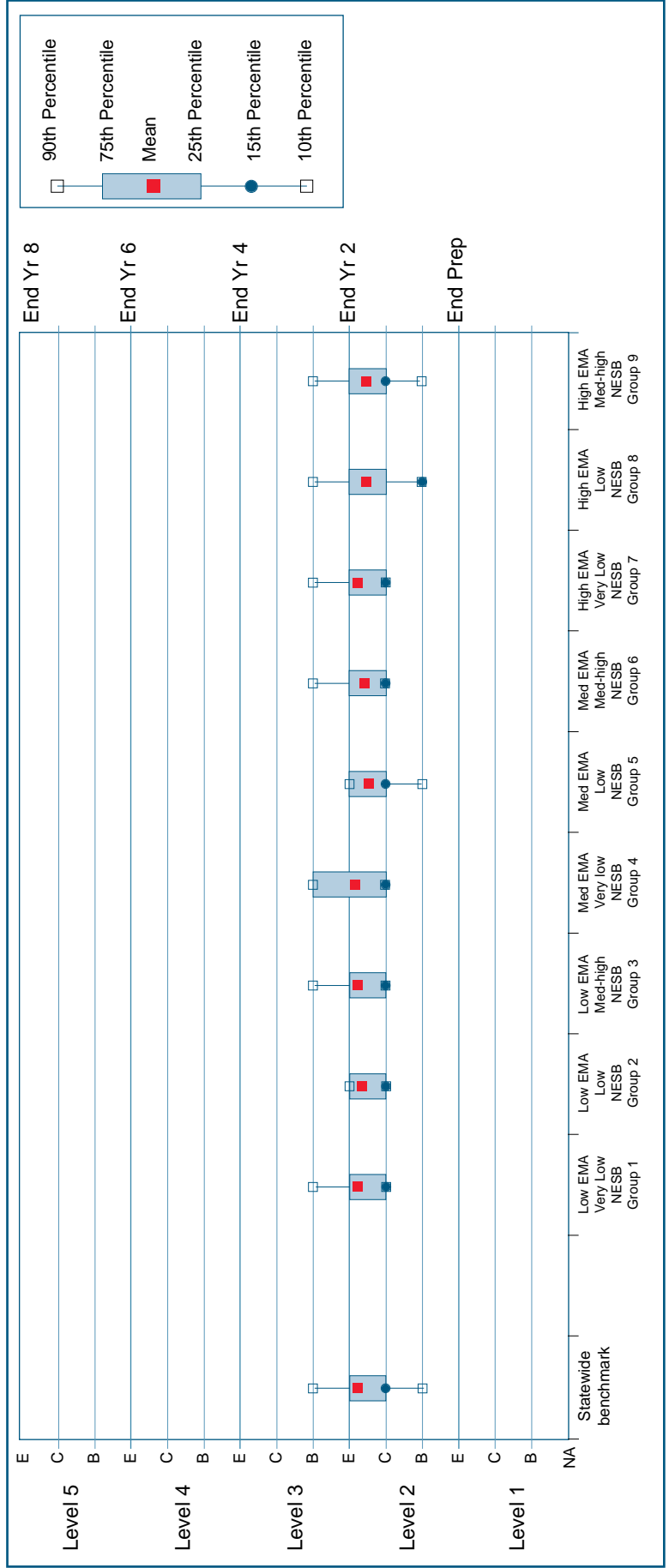


Table 58

Statewide and “like” school CSF benchmarks

KIA: English Reading
 Year Level: 2
 Semester: 97.2

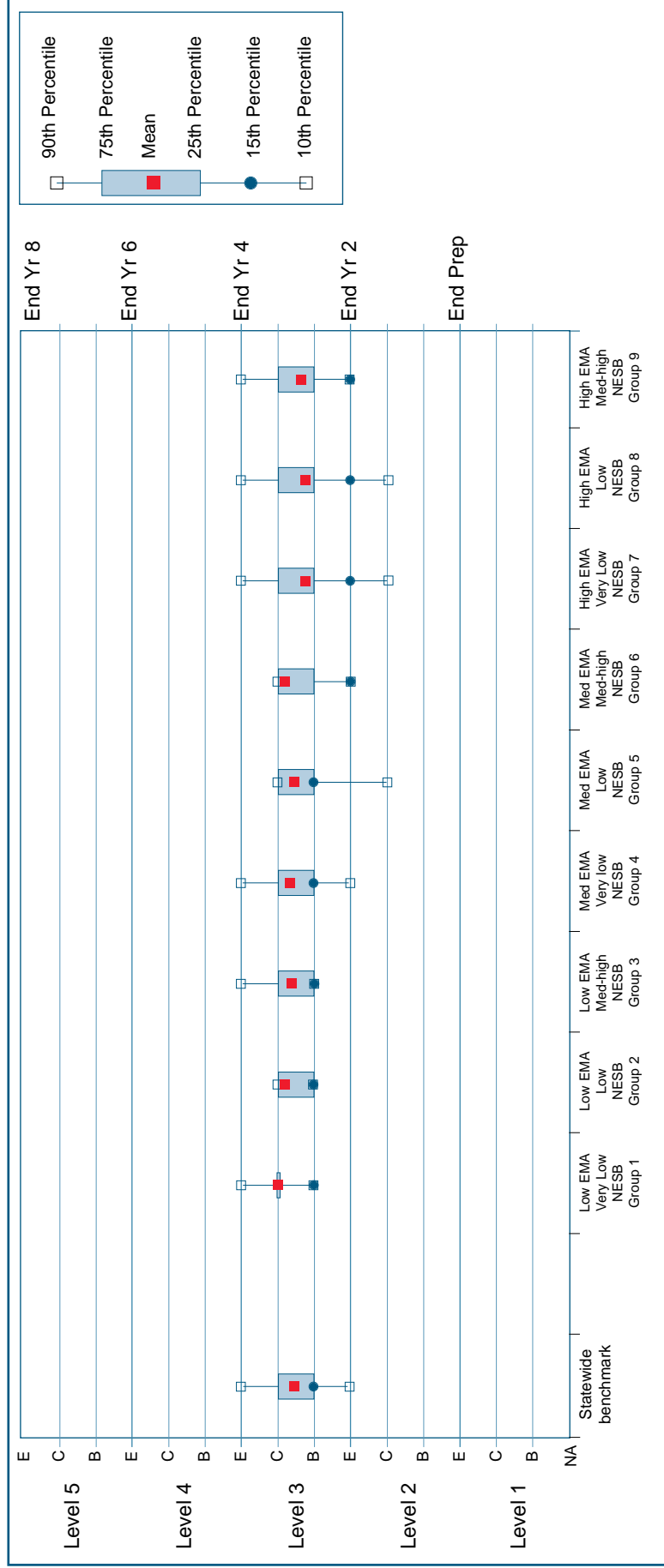
	Low EMA Very Low NESB Group 1	Low EMA Low NESB Group 2	Low EMA Med-high NESB Group 3	Med EMA Very Low NESB Group 4	Med EMA Low NESB Group 5	Med EMA Med-high NESB Group 6	High EMA Very Low NESB Group 7	High EMA Low NESB Group 8	High EMA Med-high NESB Group 9
90th Percentile	2.33	2.00	2.33	2.33	2.00	2.33	2.33	2.33	2.33
75th Percentile	2.00	2.00	2.00	2.33	2.00	2.00	2.00	2.00	2.00
Mean	1.94	1.90	1.92	1.94	1.83	1.86	1.92	1.83	1.84
25th Percentile	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	1.67	1.67	1.67	1.33	1.67
10th Percentile	1.67	1.67	1.67	1.67	1.33	1.67	1.67	1.33	1.33



Statewide and “like” school CSF benchmarks

KLA: English
Strand: Reading
Year Level: 3
Semester: 97.2

	Low EMA Very Low NESB Group 1	Low EMA Low NESB Group 2	Low EMA Med-high NESB Group 3	Med EMA Very Low NESB Group 4	Med EMA Low NESB Group 5	Med EMA Very Low NESB Group 6	High EMA Very Low NESB Group 7	High EMA Low NESB Group 8	High EMA Med-high NESB Group 9
90th Percentile	3.00	2.67	3.00	3.00	2.67	2.67	3.00	3.00	3.00
75th Percentile	2.67	2.67	2.67	2.67	2.67	2.67	2.67	2.67	2.67
Mean	2.66	2.55	2.52	2.54	2.47	2.46	2.46	2.43	2.45
25th Percentile	2.67	2.33	2.33	2.33	2.33	2.33	2.33	2.33	2.33
15th Percentile	2.33	2.33	2.33	2.33	2.33	2.00	2.00	2.00	2.00
10th Percentile	2.33	2.33	2.33	2.00	1.67	2.00	1.67	1.67	2.00



Statewide and “like” school CSF benchmarks

KIA: English Year Level: 4
 Strand: Reading Semester: 97.2

	Low EMA Very Low NESB Group 1	Low EMA Low NESB Group 2	Low EMA Med-high NESB Group 3	Med EMA Very Low NESB Group 4	Med EMA Low NESB Group 5	Med EMA Med-high NESB Group 6	High EMA Very Low NESB Group 7	High EMA Low NESB Group 8	High EMA Med-high NESB Group 9
Statewide benchmark									
90th Percentile	3.33	3.33	3.33	3.33	3.00	3.00	3.33	3.33	3.00
75th Percentile	3.00	3.00	3.00	3.33	3.00	3.00	3.33	3.00	3.00
Mean	2.95	2.92	2.90	2.96	2.75	2.80	2.86	2.71	2.76
25th Percentile	2.67	2.67	2.67	2.67	2.67	2.67	2.67	2.67	2.67
15th Percentile	2.67	2.67	2.67	2.67	2.33	2.67	2.33	2.33	2.33
10th Percentile	2.67	2.67	2.67	2.67	2.33	2.33	2.33	1.67	2.33

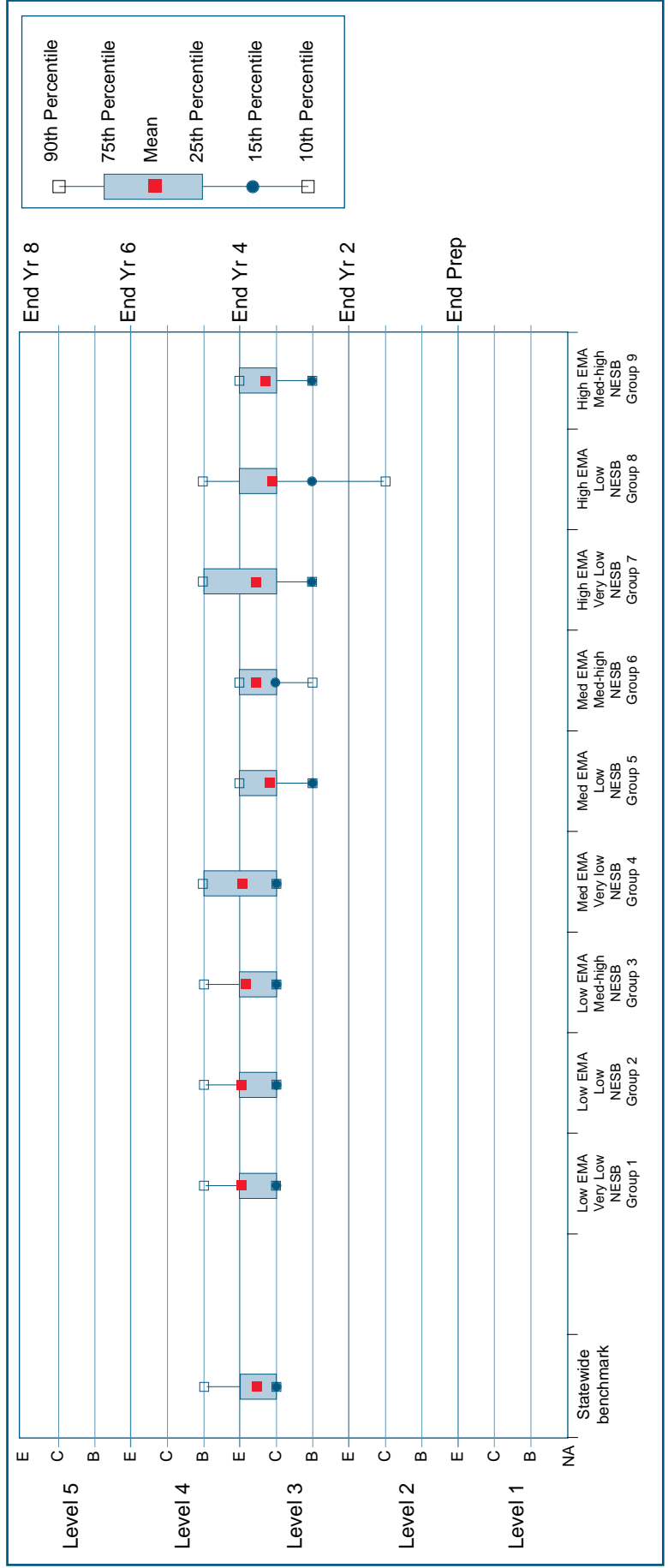


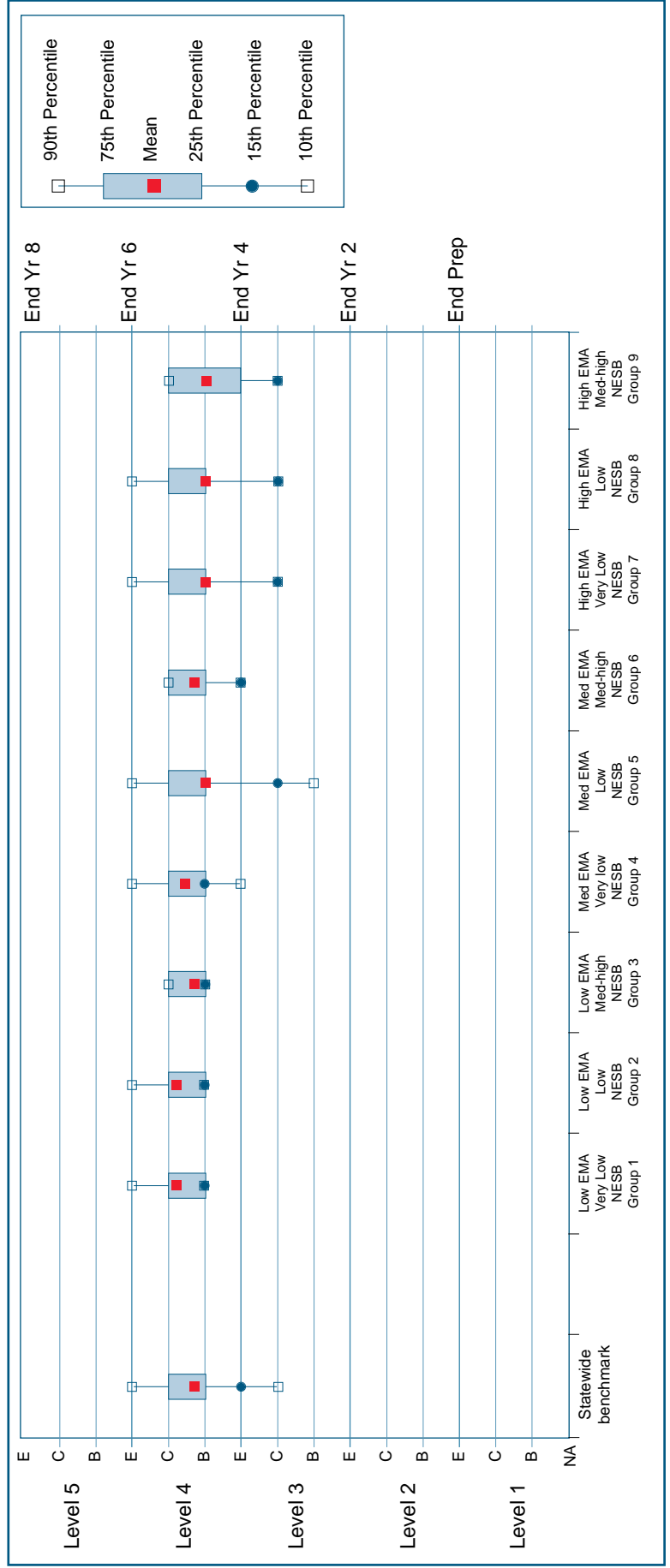
Table 61

Statewide and “like” school CSF benchmarks

KLA: English
Strand: Reading

Year Level: 5
Semester: 97.2

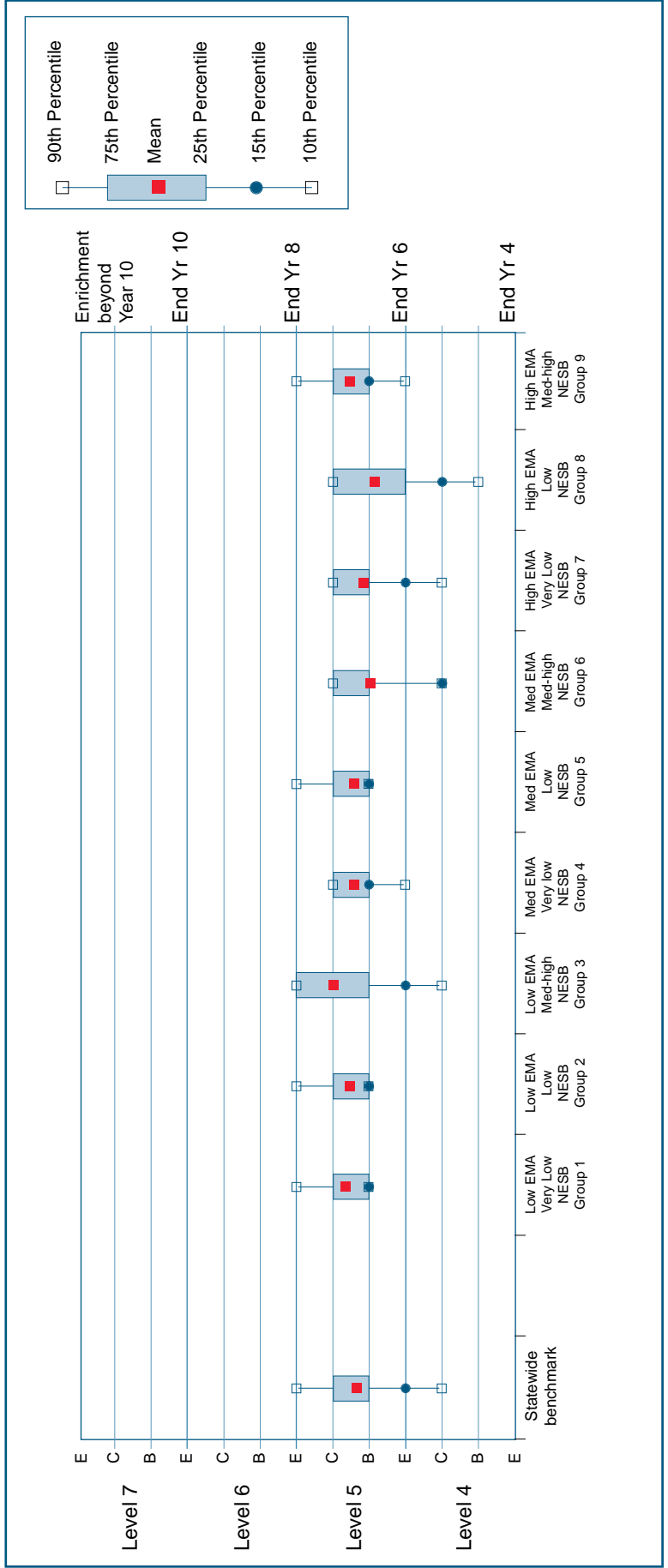
	Low EMA Very Low NESB Group 1	Low EMA Low NESB Group 2	Low EMA Med-high NESB Group 3	Med EMA Very Low NESB Group 4	Med EMA Low NESB Group 5	Med EMA Very Low NESB Group 6	High EMA Very Low NESB Group 7	High EMA Low NESB Group 8	High EMA Med-high NESB Group 9
90th Percentile	4.00	4.00	3.67	4.00	4.00	3.67	4.00	4.00	3.67
75th Percentile	3.67	3.67	3.67	3.67	3.67	3.67	3.67	3.67	3.67
Mean	3.59	3.58	3.46	3.50	3.33	3.47	3.37	3.33	3.32
25th Percentile	3.33	3.33	3.33	3.33	3.33	3.33	3.33	3.33	3.00
15th Percentile	3.33	3.33	3.33	3.33	2.67	3.00	2.67	2.67	2.67
10th Percentile	3.33	3.33	3.33	3.00	2.33	3.00	2.67	2.67	2.67



Statewide and “like” school CSF benchmarks

KLA: English Reading
Year Level: 7
Semester: 97.2

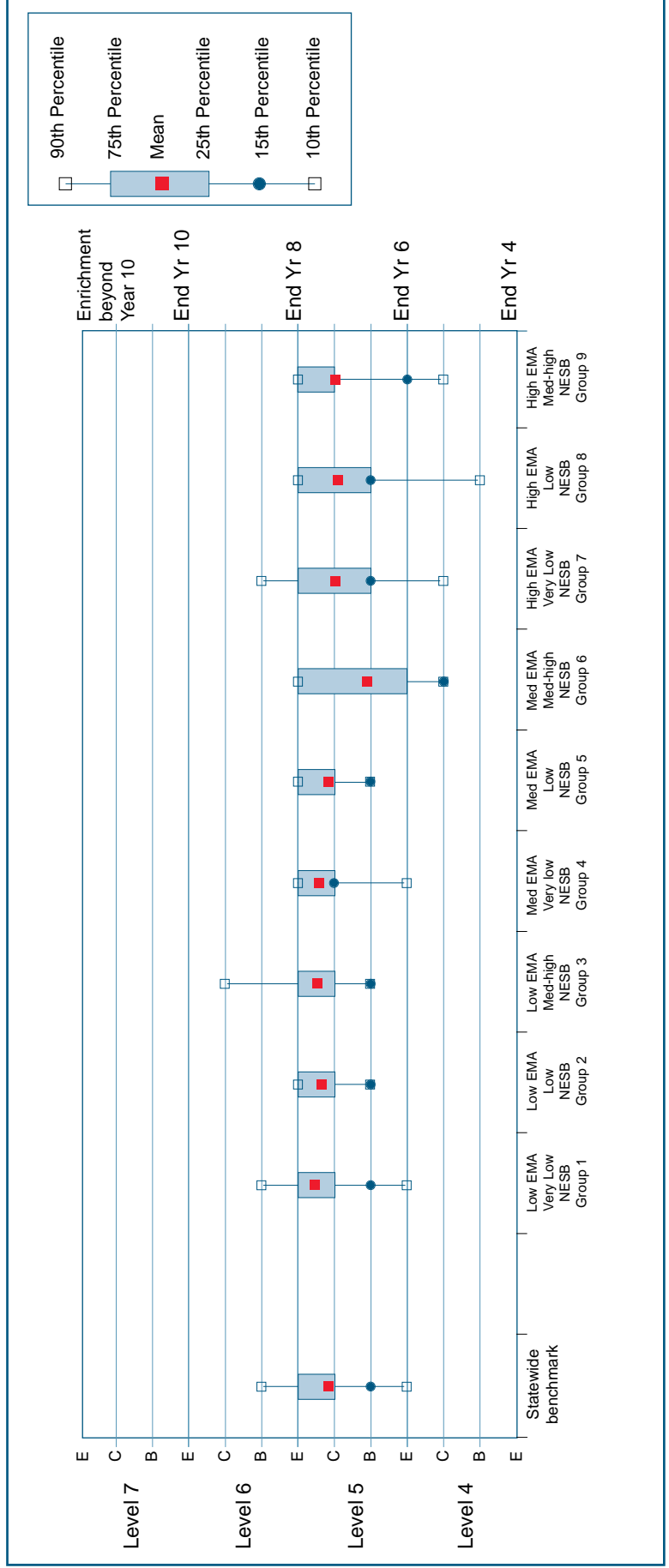
	Statewide benchmark	Low EMA Very Low NESB Group 1	Low EMA Low NESB Group 2	Low EMA Med-high NESB Group 3	Med EMA Very Low NESB Group 4	Med EMA Low NESB Group 5	Med EMA Med-high NESB Group 6	High EMA Very Low NESB Group 7	High EMA Low NESB Group 8	High EMA Med-high NESB Group 9
90th Percentile	5.00	5.00	5.00	5.00	4.67	5.00	4.67	4.67	4.67	5.00
75th Percentile	4.67	4.67	4.67	5.00	4.67	4.67	4.67	4.67	4.67	4.67
Mean	4.46	4.56	4.51	4.58	4.48	4.48	4.36	4.40	4.25	4.54
25th Percentile	4.33	4.33	4.33	4.33	4.33	4.33	4.33	4.33	4.00	4.33
15th Percentile	4.00	4.33	4.33	4.00	4.33	4.33	3.67	4.00	3.67	4.33
10th Percentile	3.67	4.33	4.33	3.67	4.00	4.33	3.67	3.67	3.33	4.00



Statewide and “like” school CSF benchmarks

KIA: English Year Level: 8
 Strand: Reading Semester: 97.2

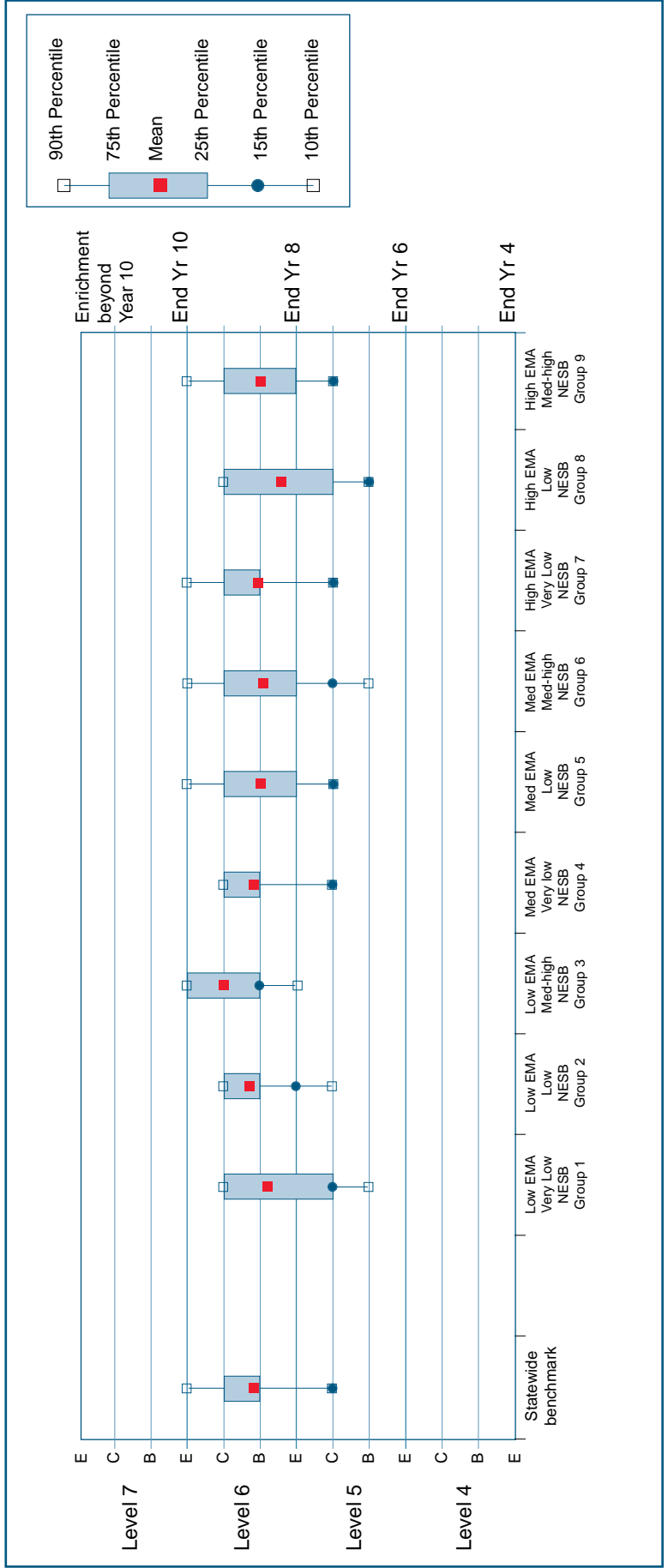
	Low EMA Very Low NESB Group 1	Low EMA NESB Group 2	Low EMA Med-high NESB Group 3	Med EMA Very Low NESB Group 4	Med EMA Low NESB Group 5	Med EMA Med-high NESB Group 6	High EMA Very Low NESB Group 7	High EMA Low NESB Group 8	High EMA Med-high NESB Group 9
90th Percentile	5.33	5.00	5.67	5.00	5.00	5.00	5.33	5.00	5.00
75th Percentile	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00
Mean	4.83	4.79	4.83	4.80	4.74	4.41	4.65	4.59	4.65
25th Percentile	4.67	4.67	4.67	4.67	4.67	4.00	4.33	4.33	4.67
15th Percentile	4.33	4.33	4.33	4.67	4.33	3.67	4.33	4.33	4.00
10th Percentile	4.00	4.33	4.33	4.00	4.33	3.67	3.67	3.33	3.67



Statewide and “like” school CSF benchmarks

KLA: English Reading
Year Level: 9
Semester: 97.2

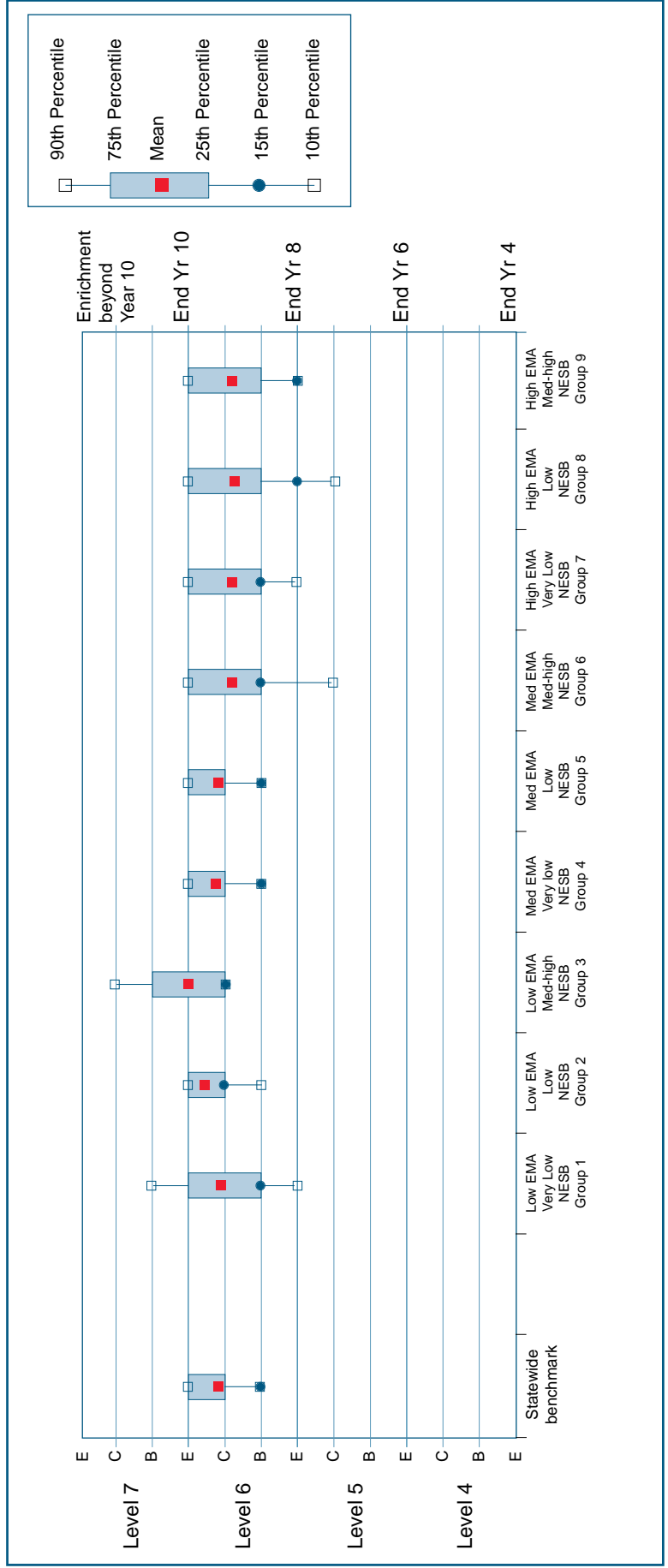
	Low EMA Very Low NESB Group 1	Low EMA Low NESB Group 2	Low EMA Med-high NESB Group 3	Med EMA Very Low NESB Group 4	Med EMA Low NESB Group 5	Med EMA Med-high NESB Group 6	High EMA Very Low NESB Group 7	High EMA Low NESB Group 8	High EMA Med-high NESB Group 9
90th Percentile	5.67	5.67	6.00	5.67	6.00	6.00	6.00	5.67	6.00
75th Percentile	5.67	5.67	6.00	5.67	5.67	5.67	5.67	5.67	5.67
Mean	5.24	5.43	5.69	5.38	5.29	5.26	5.35	5.14	5.32
25th Percentile	4.67	5.33	5.33	5.33	5.00	5.00	5.33	4.67	5.00
15th Percentile	4.67	5.00	5.33	4.67	4.67	4.67	4.67	4.33	4.67
10th Percentile	4.33	4.67	5.00	4.67	4.67	4.33	4.67	4.33	4.67



Statewide and “like” school CSF benchmarks


KIA: English Reading
 Year Level: 10
 Semester: 97.2

	Low EMA Very Low NESB Group 1	Low EMA Low NESB Group 2	Low EMA Med-high NESB Group 3	Med EMA Very Low NESB Group 4	Med EMA Low NESB Group 5	High EMA Very Low NESB Group 7	High EMA Low NESB Group 8	High EMA Med-high NESB Group 9
Statewide benchmark								
90th Percentile	6.33	6.00	6.67	6.00	6.00	6.00	6.00	6.00
75th Percentile	6.00	6.00	6.33	6.00	6.00	6.00	6.00	6.00
Mean	5.72	5.80	6.00	5.76	5.73	5.60	5.54	5.58
25th Percentile	5.33	5.67	5.67	5.67	5.67	5.33	5.33	5.33
15th Percentile	5.33	5.67	5.67	5.33	5.33	5.33	5.00	5.00
10th Percentile	5.00	5.33	5.67	5.33	5.33	5.00	4.67	5.00



“Like” school benchmarks:

English—Writing, Prep to Year 10



Statewide and “like” school CSF benchmarks

KIA: English Writing
 Year Level: 1
 Semester: 97.2

	Low EMA Very Low NESB Group 1	Low EMA NESB Group 2	Low EMA Med-high NESB Group 3	Med EMA Very Low NESB Group 4	Med EMA Low NESB Group 5	High EMA Very Low NESB Group 6	High EMA Low NESB Group 7	High EMA Very Low NESB Group 8	High EMA Med-high NESB Group 9
Statewide benchmark									
90th Percentile	1.67	1.67	1.67	1.67	2.00	1.67	1.67	2.00	1.67
75th Percentile	1.67	1.67	1.67	1.67	1.67	1.67	1.67	1.67	1.67
Mean	1.61	1.56	1.57	1.53	1.54	1.46	1.48	1.48	1.42
25th Percentile	1.67	1.33	1.33	1.33	1.33	1.33	1.33	1.33	1.33
15th Percentile	1.33	1.33	1.33	1.33	1.33	1.33	1.33	1.33	1.00
10th Percentile	1.33	1.33	1.33	1.33	1.33	1.33	1.00	0.67	1.00

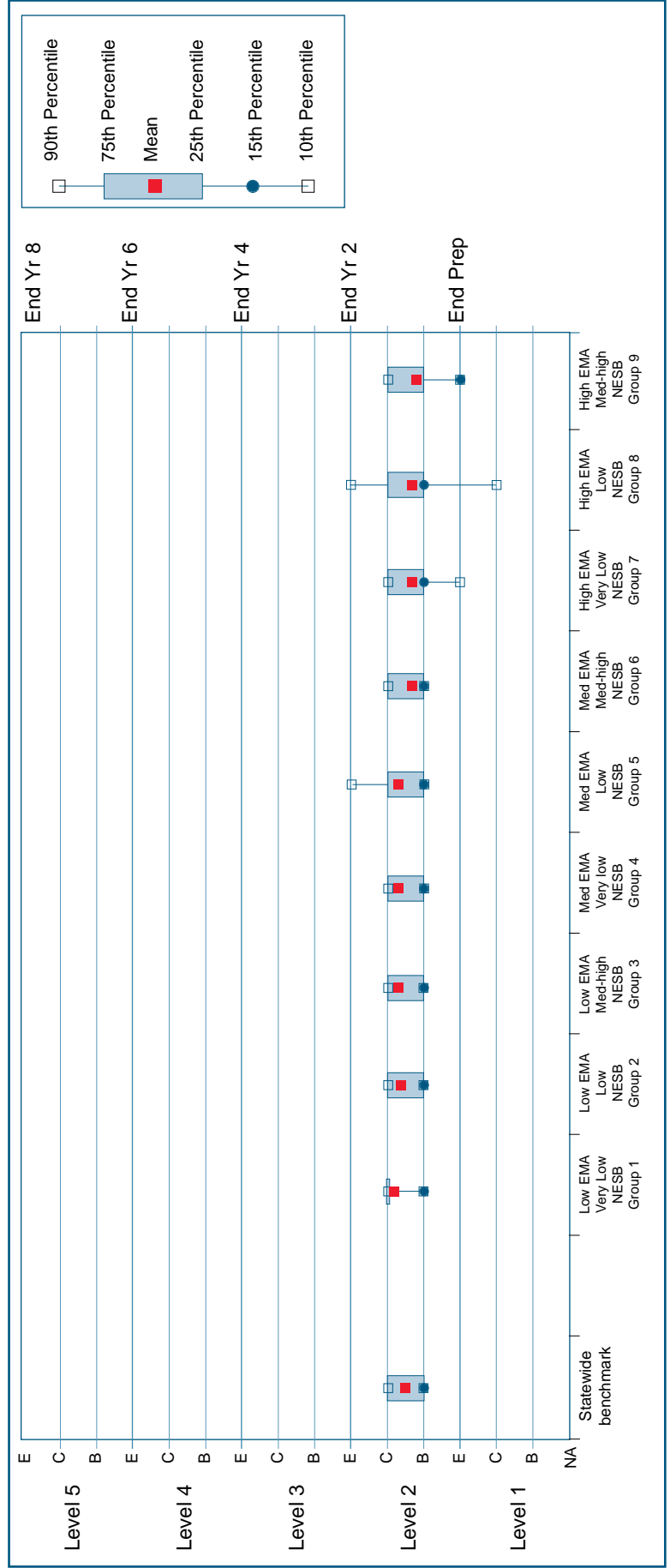
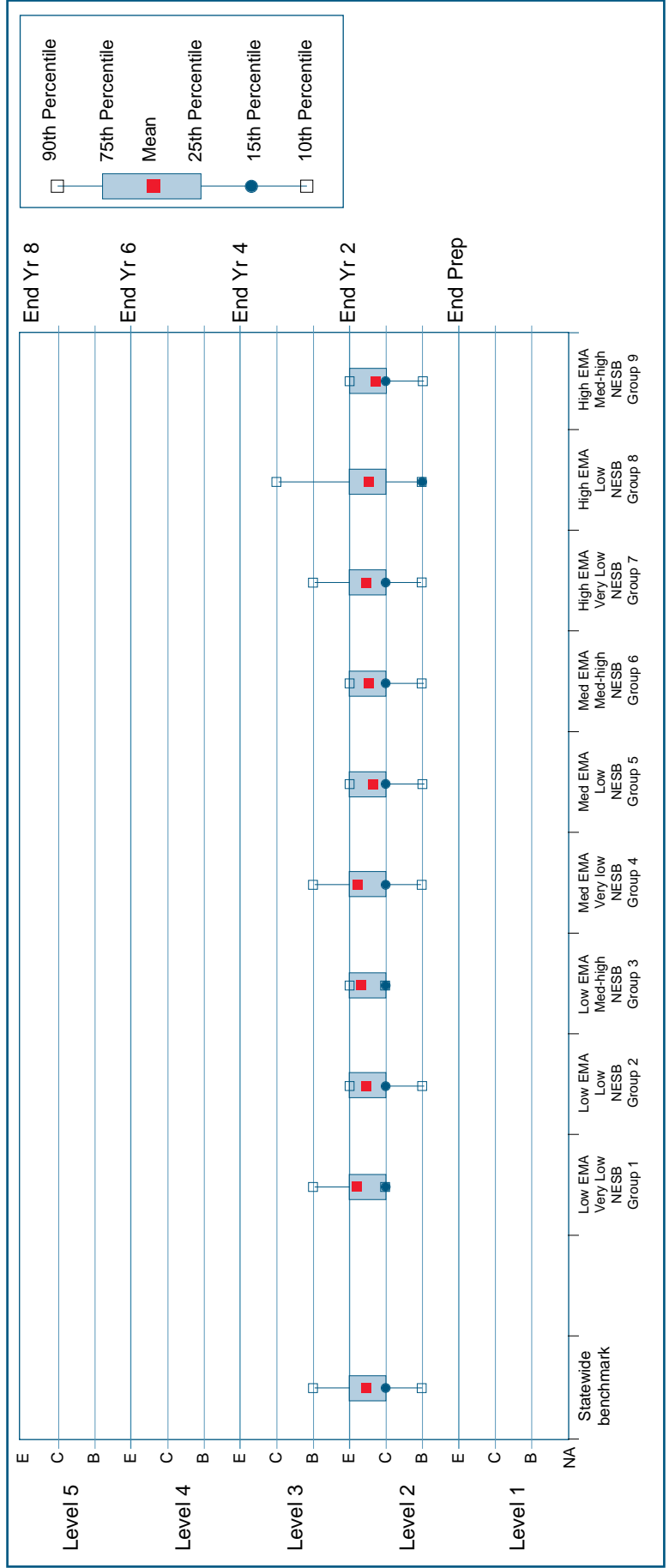


Table 69

Statewide and “like” school CSF benchmarks

KIA: English Writing
 Year Level: 2
 Semester: 97.2

	Low EMA Very Low NESB Group 1	Low EMA Low NESB Group 2	Low EMA Med-high NESB Group 3	Med EMA Very Low NESB Group 4	Med EMA Low NESB Group 5	Med EMA Med-high NESB Group 6	High EMA Very Low NESB Group 7	High EMA Low NESB Group 8	High EMA Med-high NESB Group 9
90th Percentile	2.33	2.00	2.00	2.33	2.00	2.00	2.33	2.67	2.00
75th Percentile	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00
Mean	1.89	1.85	1.88	1.90	1.80	1.82	1.87	1.80	1.78
25th Percentile	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	1.67	1.67	1.67	1.33	1.67
10th Percentile	1.67	1.33	1.67	1.33	1.33	1.33	1.33	1.33	1.33



Statewide and “like” school CSF benchmarks

Table 70

KIA: English Writing
 Year Level: 3
 Semester: 97.2

	Low EMA Very Low NESB Group 1	Low EMA Low NESB Group 2	Low EMA Med-high NESB Group 3	Med EMA Very Low NESB Group 4	Med EMA Low NESB Group 5	Med EMA Med-high NESB Group 6	High EMA Very Low NESB Group 7	High EMA Low NESB Group 8	High EMA Med-high NESB Group 9
90th Percentile	3.00	2.67	2.67	2.67	2.67	2.67	2.67	2.67	2.67
75th Percentile	2.67	2.67	2.67	2.67	2.67	2.67	2.67	2.67	2.67
Mean	2.62	2.52	2.49	2.50	2.48	2.41	2.41	2.39	2.42
25th Percentile	2.67	2.33	2.33	2.33	2.33	2.33	2.33	2.33	2.33
15th Percentile	2.33	2.33	2.33	2.33	2.33	2.00	2.00	2.00	2.00
10th Percentile	2.33	2.33	2.00	2.00	1.67	1.67	1.67	1.67	2.00

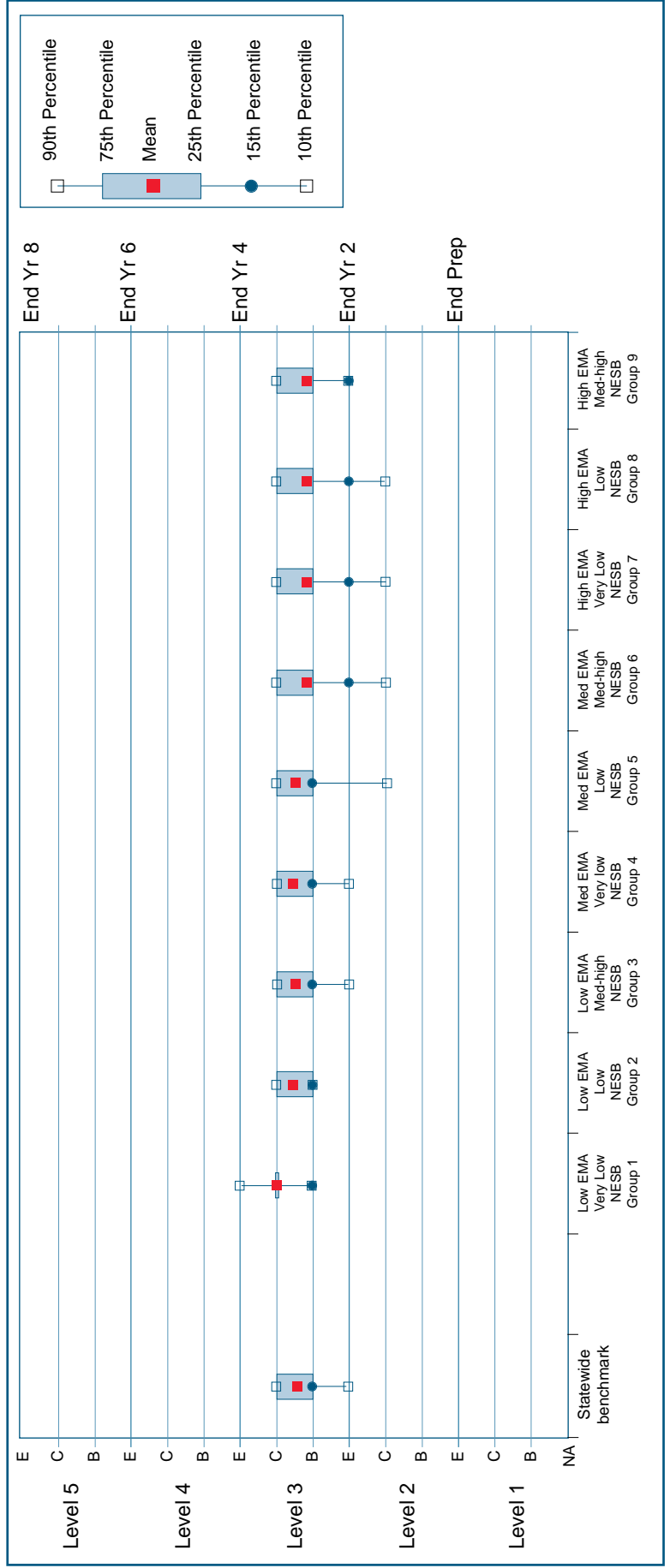
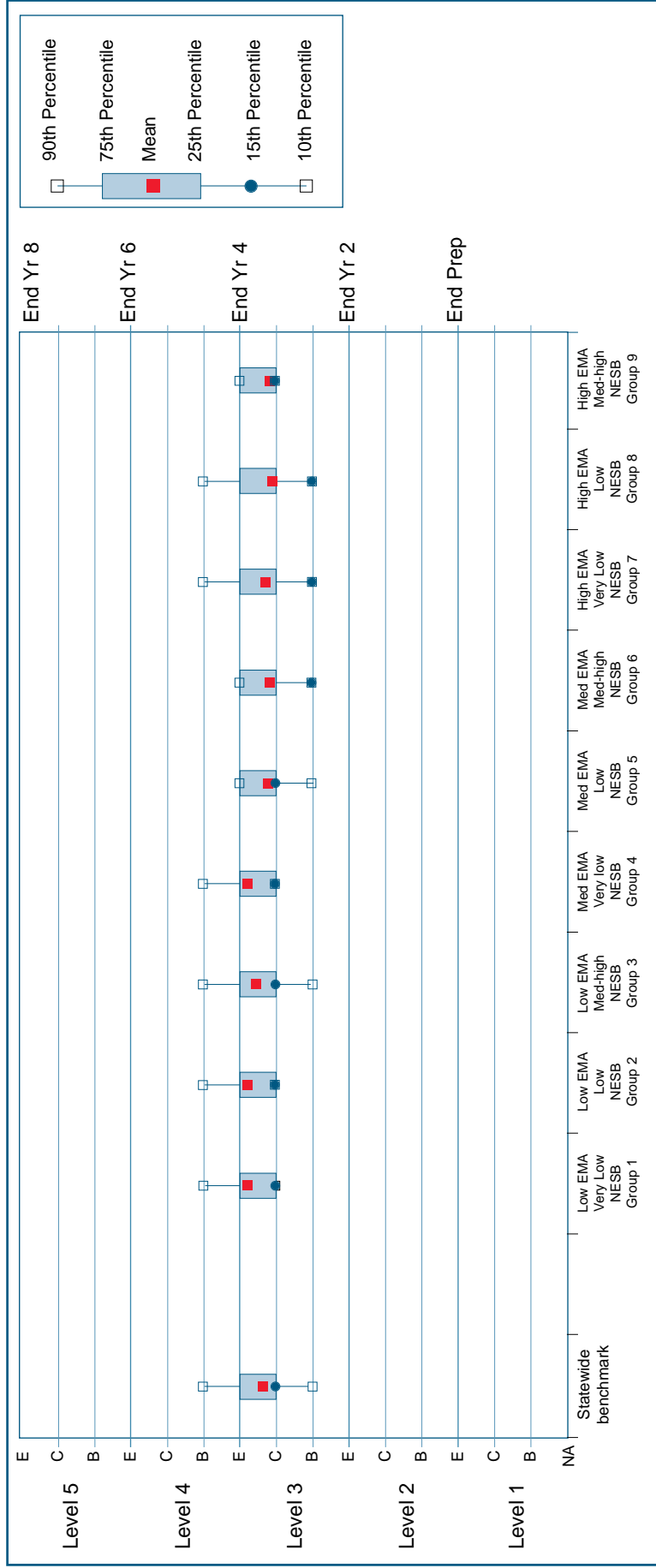


Table 71

Statewide and “like” school CSF benchmarks

KIA: English Writing
 Year Level: 4
 Semester: 97.2

	Low EMA Very Low NESB Group 1	Low EMA Low NESB Group 2	Low EMA Med-high NESB Group 3	Med EMA Very Low NESB Group 4	Med EMA Low NESB Group 5	Med EMA Very Low NESB Group 6	High EMA Very Low NESB Group 7	High EMA Low NESB Group 8	High EMA Med-high NESB Group 9
90th Percentile	3.33	3.33	3.33	3.33	3.00	3.00	3.33	3.33	3.00
75th Percentile	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00
Mean	2.89	2.90	2.84	2.91	2.76	2.75	2.78	2.68	2.75
25th Percentile	2.67	2.67	2.67	2.67	2.67	2.67	2.67	2.67	2.67
15th Percentile	2.67	2.67	2.67	2.67	2.67	2.33	2.33	2.33	2.67
10th Percentile	2.67	2.67	2.33	2.67	2.33	2.33	2.33	2.33	2.67



Statewide and “like” school CSF benchmarks

Table 72

KIA: English Writing
 Year Level: 5 Semester: 97.2

	Low EMA Very Low NESB Group 1	Low EMA Low NESB Group 2	Low EMA Med-high NESB Group 3	Med EMA Very Low NESB Group 4	Med EMA Low NESB Group 5	Med EMA Very Low NESB Group 6	High EMA Very Low NESB Group 7	High EMA Low NESB Group 8	High EMA Med-high NESB Group 9
90th Percentile	4.00	3.67	3.67	3.67	3.67	3.67	3.67	4.00	3.67
75th Percentile	3.67	3.67	3.67	3.67	3.67	3.67	3.67	3.67	3.67
Mean	3.56	3.53	3.44	3.46	3.28	3.42	3.33	3.29	3.29
25th Percentile	3.33	3.33	3.33	3.33	3.33	3.33	3.00	3.00	3.00
15th Percentile	3.33	3.33	3.33	3.00	2.67	3.00	2.67	2.67	2.67
10th Percentile	3.33	3.33	3.33	3.00	2.33	2.67	2.67	2.33	2.67

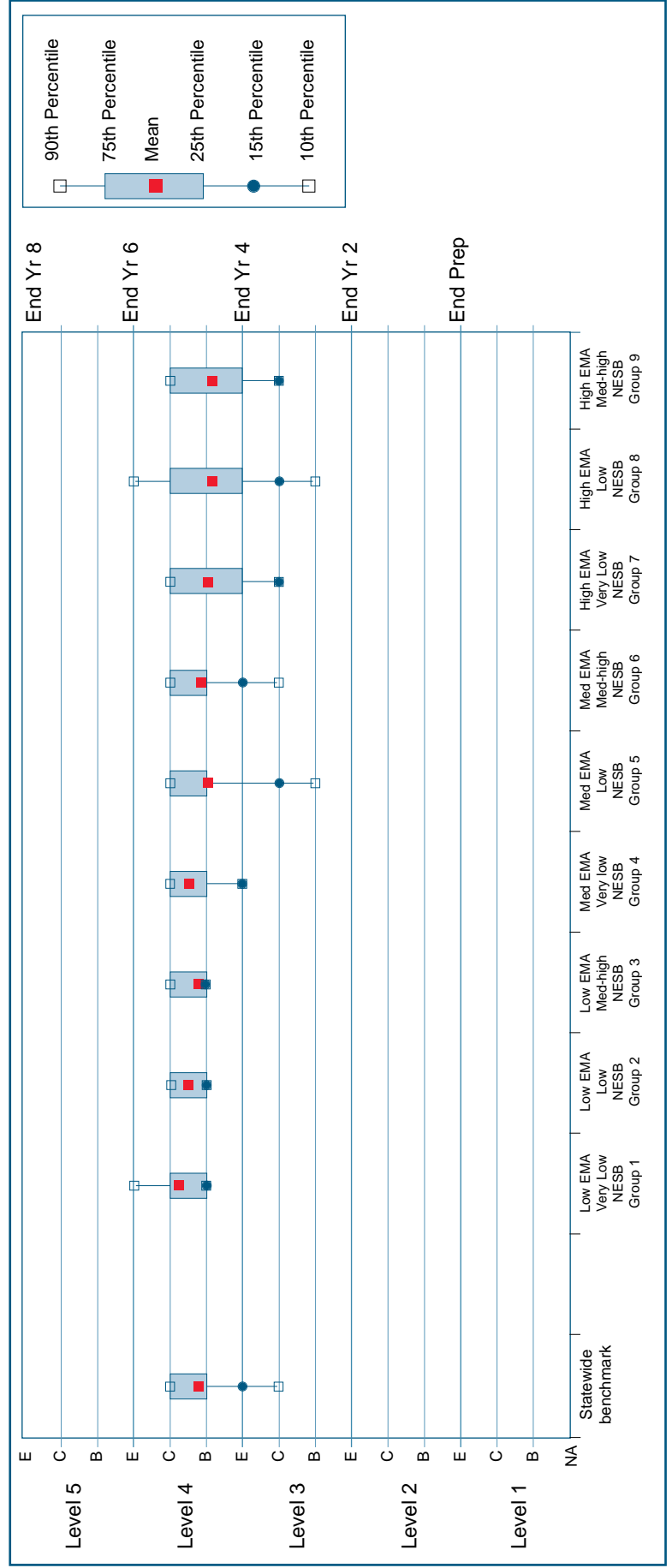
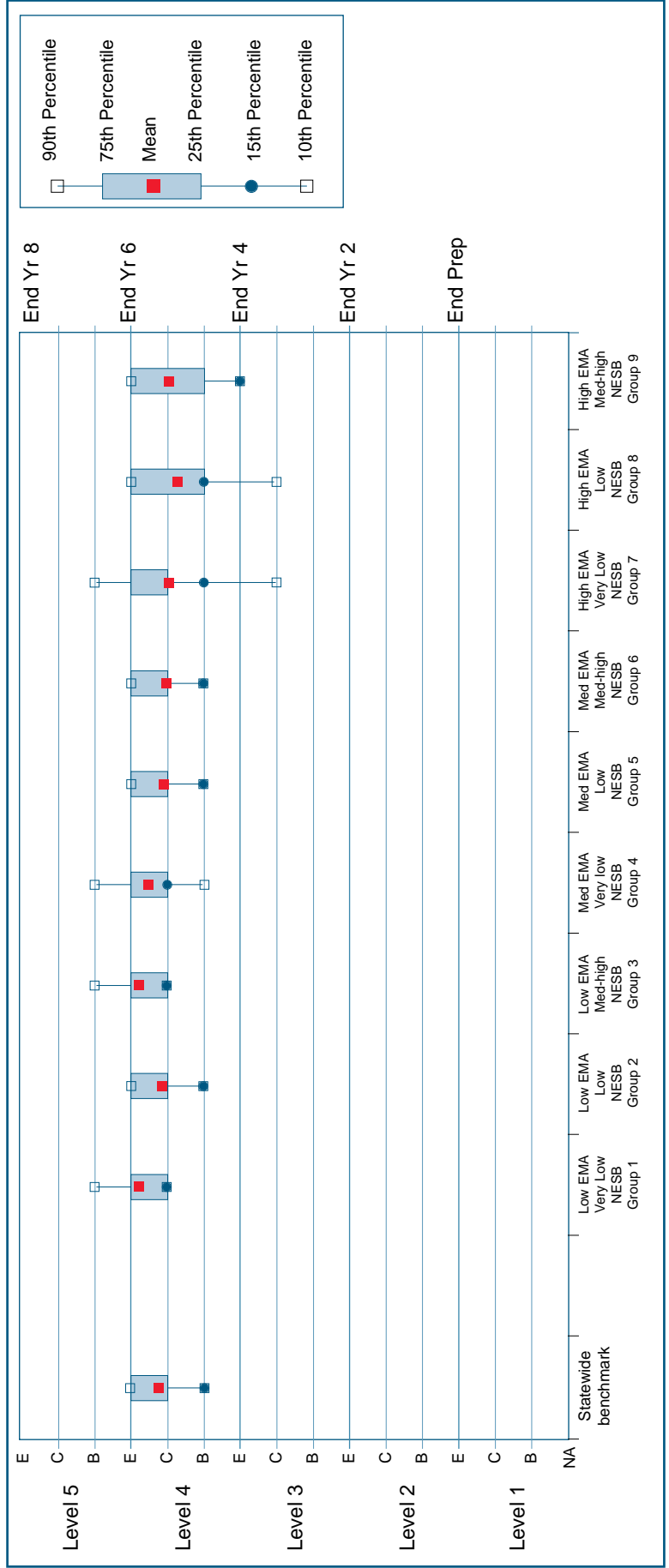


Table 73

Statewide and “like” school CSF benchmarks

KIA: English Writing
 Year Level: 6
 Semester: 97.2

	Low EMA Very Low NESB Group 1	Low EMA Low NESB Group 2	Low EMA Med-high NESB Group 3	Med EMA Very Low NESB Group 4	Med EMA Low NESB Group 5	Med EMA Med-high NESB Group 6	High EMA Very Low NESB Group 7	High EMA Low NESB Group 8	High EMA Med-high NESB Group 9
90th Percentile	4.33	4.00	4.33	4.33	4.00	4.00	4.33	4.00	4.00
75th Percentile	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00
Mean	3.90	3.77	3.93	3.86	3.74	3.68	3.68	3.60	3.64
25th Percentile	3.67	3.67	3.67	3.67	3.67	3.67	3.67	3.33	3.33
15th Percentile	3.67	3.33	3.67	3.67	3.33	3.33	3.33	3.33	3.00
10th Percentile	3.67	3.33	3.67	3.33	3.33	3.33	2.67	2.67	3.00



Statewide and “like” school CSF benchmarks

Table 74

KIA: English Writing
 Year Level: 7
 Semester: 97.2

	Low EMA Very Low NESB Group 1	Low EMA Low NESB Group 2	Low EMA Med-high NESB Group 3	Med EMA Very Low NESB Group 4	Med EMA Low NESB Group 5	Med EMA Very Low NESB Group 6	High EMA Very Low NESB Group 7	High EMA Low NESB Group 8	High EMA Med-high NESB Group 9
90th Percentile	5.00	5.00	5.00	4.67	4.67	4.67	4.67	5.00	5.00
75th Percentile	4.67	4.67	5.00	4.67	4.67	4.67	4.67	4.67	4.67
Mean	4.55	4.48	4.57	4.48	4.47	4.35	4.41	4.24	4.49
25th Percentile	4.33	4.33	4.33	4.33	4.33	4.33	4.33	4.00	4.33
15th Percentile	4.33	4.33	4.00	4.33	4.33	3.67	4.00	3.67	4.00
10th Percentile	4.00	4.33	3.67	4.00	4.33	3.67	3.67	3.33	4.00

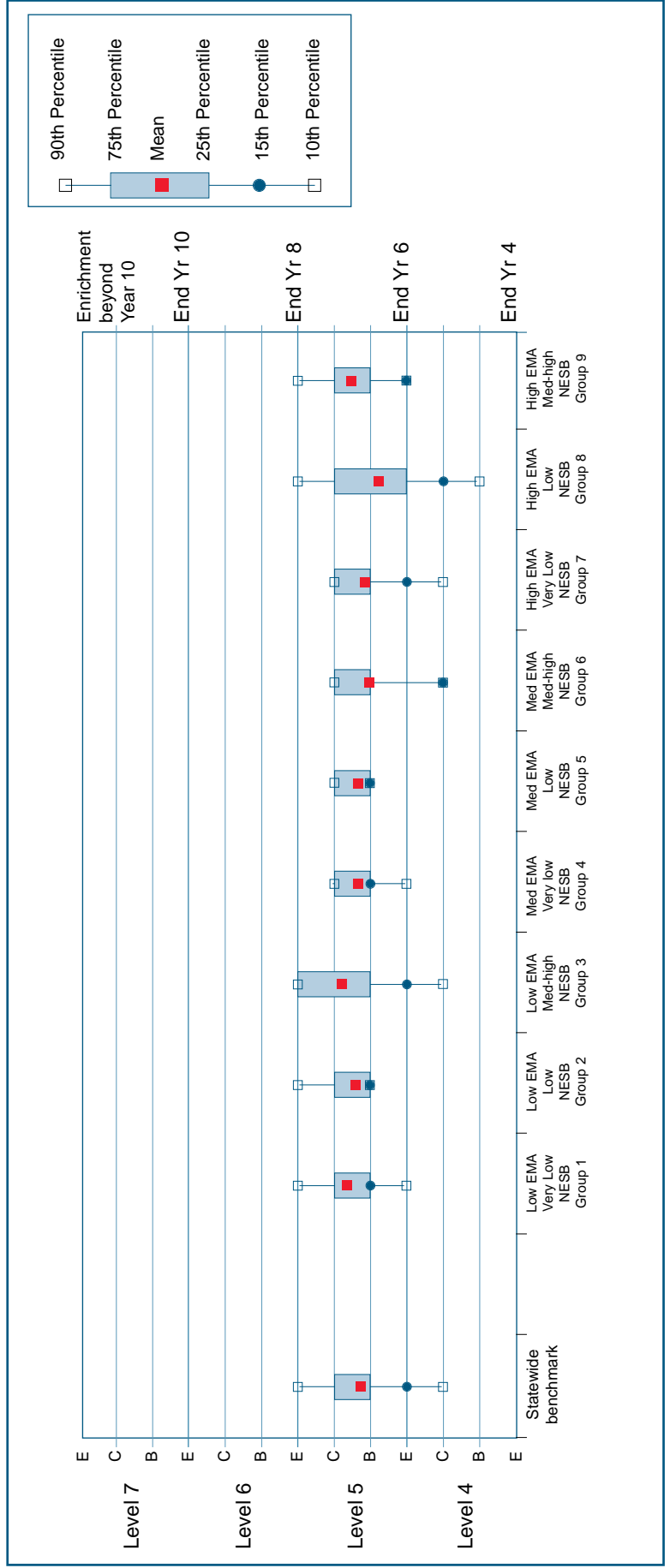
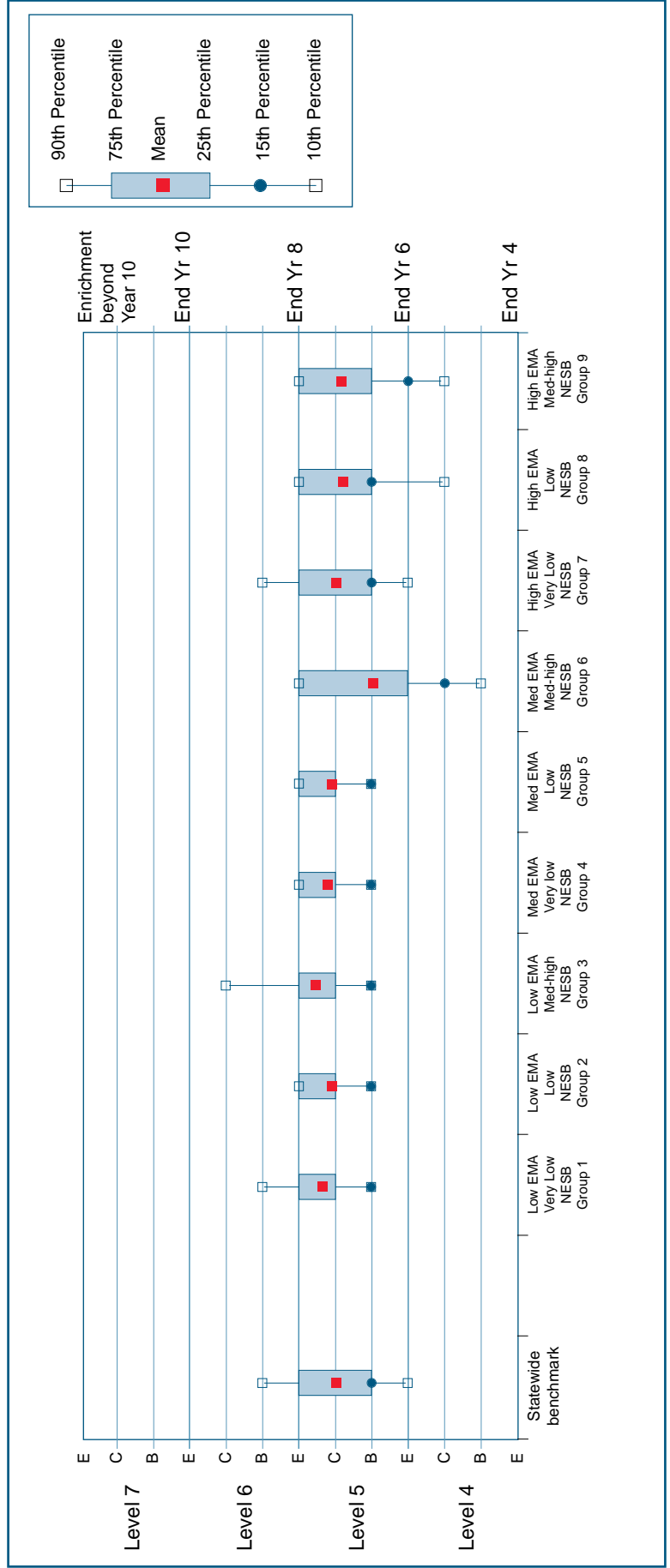


Table 75

Statewide and “like” school CSF benchmarks

KIA: English Writing
 Year Level: 8
 Semester: 97.2

	Low EMA Very Low NESB Group 1	Low EMA Low NESB Group 2	Low EMA Med-high NESB Group 3	Med EMA Very Low NESB Group 4	Med EMA Low NESB Group 5	Med EMA Very Low NESB Group 6	High EMA Very Low NESB Group 7	High EMA Low NESB Group 8	High EMA Med-high NESB Group 9
90th Percentile	5.33	5.00	5.67	5.00	5.00	5.00	5.33	5.00	5.00
75th Percentile	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00
Mean	4.80	4.74	4.84	4.76	4.72	4.38	4.65	4.57	4.60
25th Percentile	4.67	4.67	4.67	4.67	4.67	4.00	4.33	4.33	4.33
15th Percentile	4.33	4.33	4.33	4.33	4.33	3.67	4.33	4.33	4.00
10th Percentile	4.33	4.33	4.33	4.33	4.33	3.33	4.00	3.67	3.67



Statewide and “like” school CSF benchmarks

Table 76

KIA: English Writing
 Year Level: 9 Semester: 97.2

	Low EMA Very Low NESB Group 1	Low EMA Low NESB Group 2	Low EMA Med-high NESB Group 3	Med EMA Very Low NESB Group 4	Med EMA Low NESB Group 5	Med EMA Very Low NESB Group 6	High EMA Very Low NESB Group 7	High EMA Low NESB Group 8	High EMA Med-high NESB Group 9
Statewide benchmark									
90th Percentile	5.67	5.67	6.00	5.67	6.00	6.00	5.67	5.67	6.00
75th Percentile	5.67	5.67	6.00	5.67	5.67	5.67	5.67	5.67	5.67
Mean	5.22	5.41	5.69	5.38	5.27	5.21	5.35	5.17	5.30
25th Percentile	4.67	5.33	5.33	5.33	5.00	4.67	5.33	4.67	5.00
15th Percentile	4.67	5.00	5.33	4.67	4.67	4.67	4.67	4.67	4.67
10th Percentile	4.33	4.67	5.00	4.67	4.67	4.33	4.67	4.33	4.67

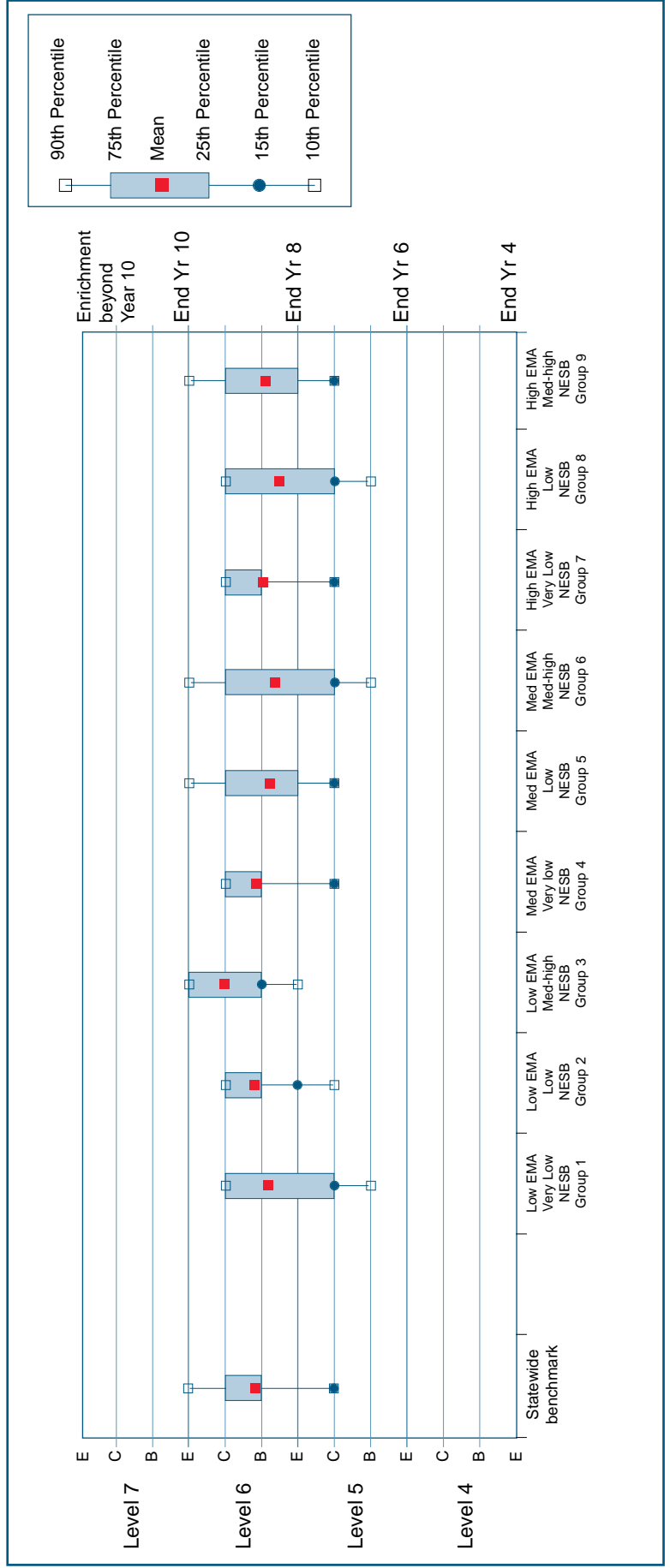
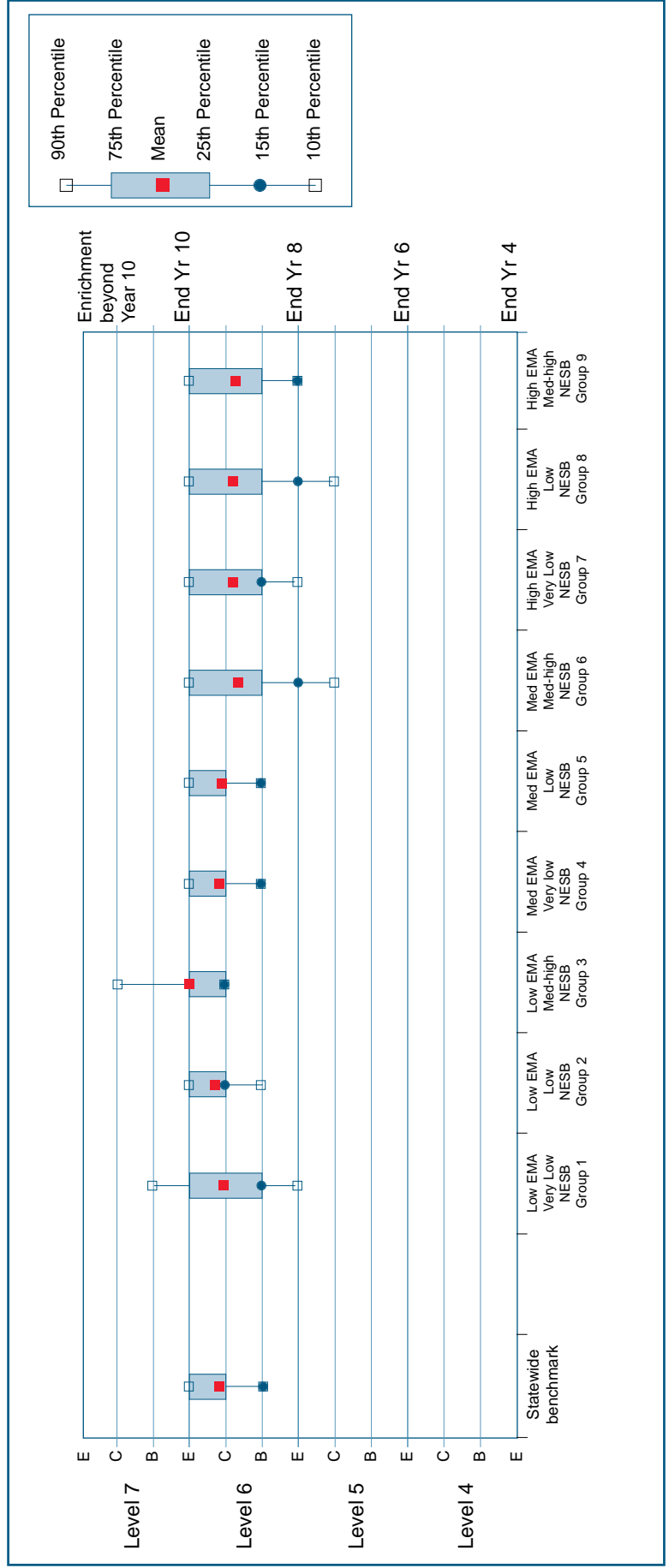


Table 77

Statewide and “like” school CSF benchmarks

KIA: English Writing
 Year Level: 10
 Semester: 97.2

	Low EMA Very Low NESB Group 1	Low EMA Low NESB Group 2	Low EMA Med-high NESB Group 3	Med EMA Very Low NESB Group 4	Med EMA Low NESB Group 5	Med EMA Med-high NESB Group 6	High EMA Very Low NESB Group 7	High EMA Low NESB Group 8	High EMA Med-high NESB Group 9
90th Percentile	6.33	6.00	6.67	6.00	6.00	6.00	6.00	6.00	6.00
75th Percentile	6.00	6.00	6.00	6.00	6.00	6.00	6.00	6.00	6.00
Mean	5.70	5.77	6.00	5.73	5.71	5.55	5.60	5.56	5.55
25th Percentile	5.33	5.67	5.67	5.67	5.67	5.33	5.33	5.33	5.33
15th Percentile	5.33	5.67	5.67	5.33	5.33	5.00	5.33	5.00	5.00
10th Percentile	5.00	5.33	5.67	5.33	5.33	4.67	5.00	4.67	5.00



“Like” school benchmarks: Mathematics—Measurement, Prep to Year 6

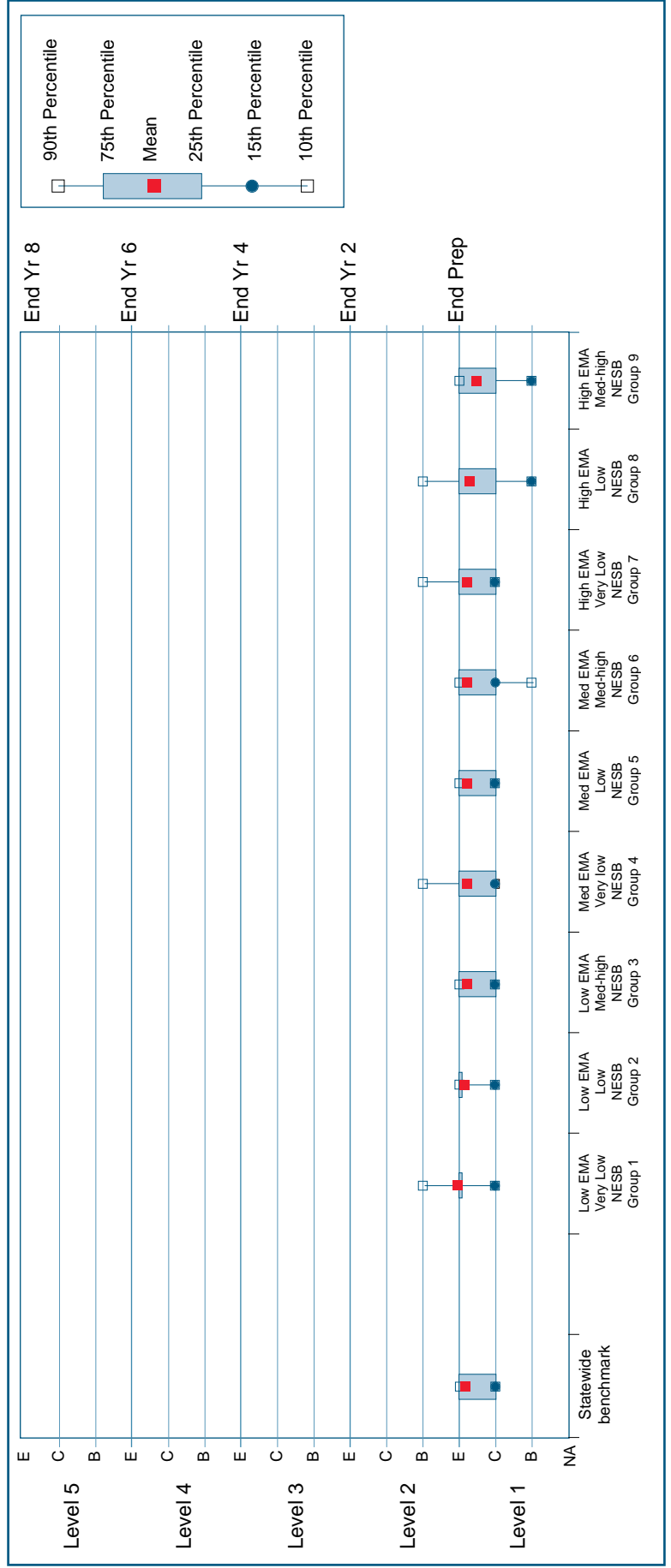


Table 78

Statewide and “like” school CSF benchmarks

KIA: **Mathematics** Year Level: **Prep**
 Strand: **Measurement** Semester: **97.2**

	Low EMA Very Low NESB Group 1	Low EMA Low NESB Group 2	Low EMA Med-high NESB Group 3	Med EMA Very Low NESB Group 4	Med EMA Low NESB Group 5	Med EMA Med-high NESB Group 6	High EMA Very Low NESB Group 7	High EMA Low NESB Group 8	High EMA Med-high NESB Group 9
90th Percentile	1.00	1.00	1.00	1.33	1.00	1.00	1.33	1.33	1.00
75th Percentile	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
Mean	0.90	0.93	0.90	0.93	0.88	0.84	0.90	0.87	0.82
25th Percentile	0.67	1.00	0.67	0.67	0.67	0.67	0.67	0.67	0.67
15th Percentile	0.67	0.67	0.67	0.67	0.67	0.67	0.67	0.33	0.33
10th Percentile	0.67	0.67	0.67	0.67	0.67	0.33	0.67	0.33	0.33



Statewide and “like” school CSF benchmarks

Table 79

		KIA: Mathematics		Year Level: 1		Strand: Measurement		Semester: 97.2	
90th Percentile		1.67	1.67	1.67	1.67	1.67	1.67	1.67	1.67
75th Percentile		1.67	1.67	1.67	1.67	1.67	1.67	1.67	1.67
Mean		1.60	1.57	1.51	1.52	1.48	1.50	1.51	1.46
25th Percentile		1.33	1.33	1.33	1.33	1.33	1.33	1.33	1.33
15th Percentile		1.33	1.33	1.33	1.33	1.33	1.33	1.33	1.33
10th Percentile		1.33	1.33	1.33	1.33	1.33	1.33	1.33	1.00

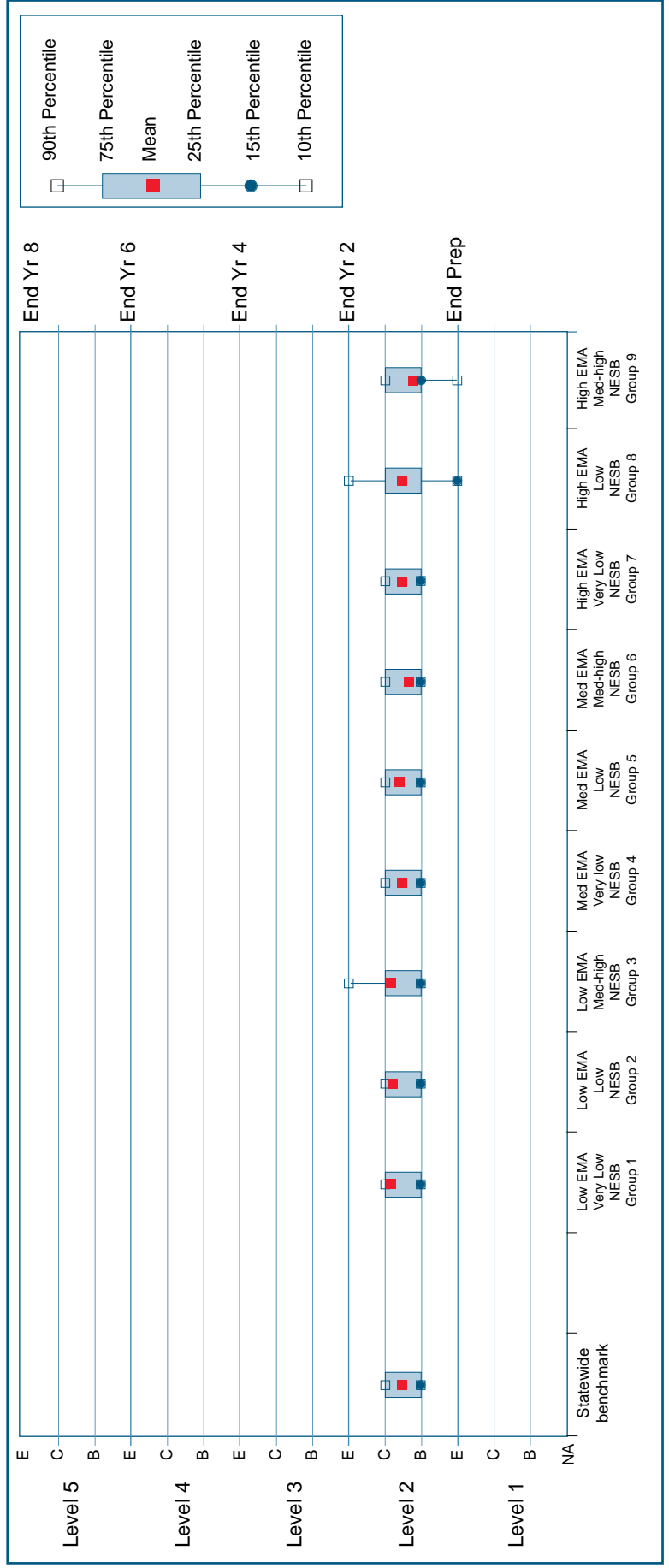
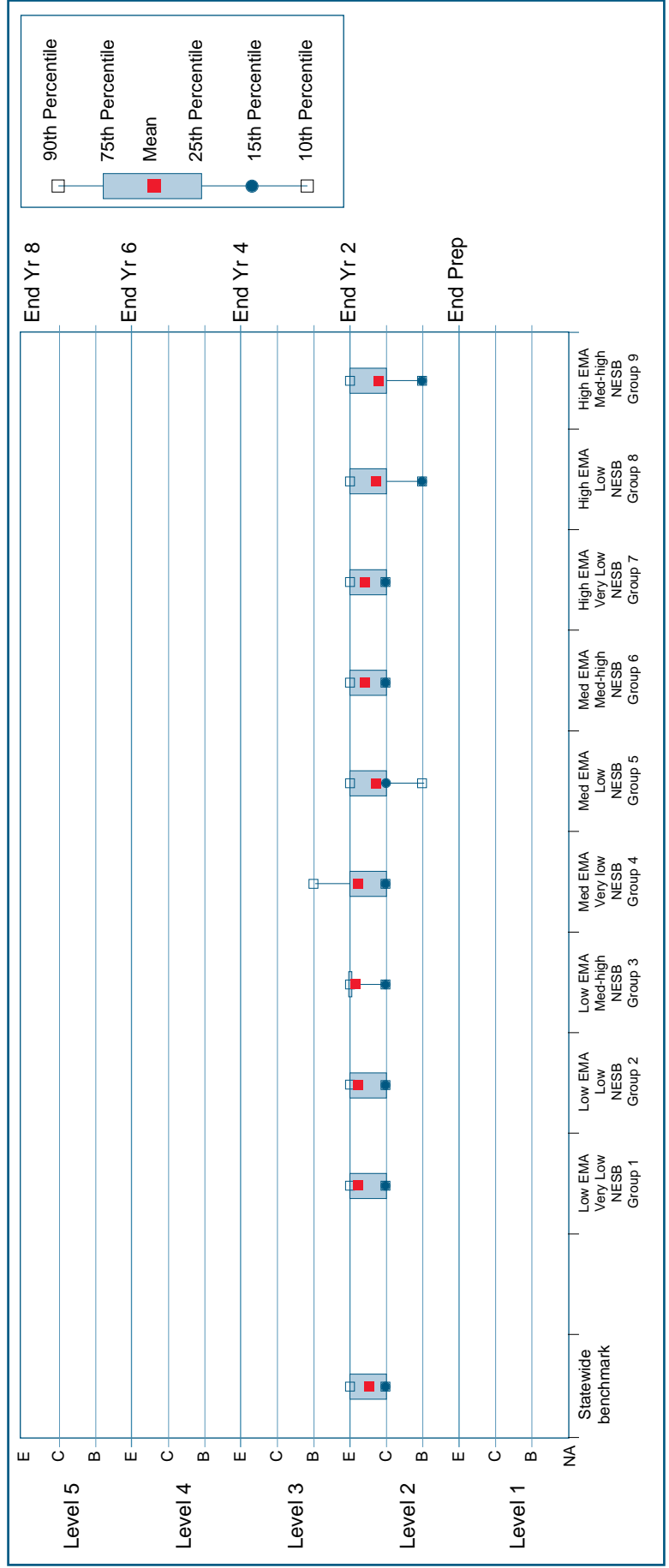


Table 80

Statewide and “like” school CSF benchmarks

KIA: **Mathematics** Year Level: **2**
 Strand: **Measurement** Semester: **97.2**

	Low EMA Very Low NESB Group 1	Low EMA Low NESB Group 2	Low EMA Med-high NESB Group 3	Med EMA Very Low NESB Group 4	Med EMA Low NESB Group 5	Med EMA Med-high NESB Group 6	High EMA Very Low NESB Group 7	High EMA Low NESB Group 8	High EMA Med-high NESB Group 9
90th Percentile	2.00	2.00	2.00	2.33	2.00	2.00	2.00	2.00	2.00
75th Percentile	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00
Mean	1.92	1.91	1.92	1.91	1.78	1.87	1.84	1.80	1.78
25th Percentile	1.67	1.67	2.00	1.67	1.67	1.67	1.67	1.67	1.67
15th Percentile	1.67	1.67	1.67	1.67	1.67	1.67	1.67	1.33	1.33
10th Percentile	1.67	1.67	1.67	1.67	1.33	1.67	1.67	1.33	1.33



Statewide and “like” school CSF benchmarks

Table 81

KIA: Mathematics **Year Level:** 3
Strand: Measurement **Semester:** 97.2

	Low EMA Very Low NESB Group 1	Low EMA Low NESB Group 2	Low EMA Med-high NESB Group 3	Med EMA Very Low NESB Group 4	Med EMA Low NESB Group 5	High EMA Very Low NESB Group 7	High EMA Low NESB Group 8	High EMA Med-high NESB Group 9
90th Percentile	3.00	2.67	2.67	2.67	3.00	2.67	2.67	2.67
75th Percentile	2.67	2.67	2.67	2.67	2.67	2.67	2.67	2.67
Mean	2.61	2.51	2.49	2.52	2.50	2.44	2.41	2.41
25th Percentile	2.67	2.33	2.33	2.33	2.33	2.33	2.33	2.33
15th Percentile	2.33	2.33	2.33	2.33	2.33	2.33	2.00	2.00
10th Percentile	2.33	2.33	2.00	2.33	2.00	1.67	1.67	2.00

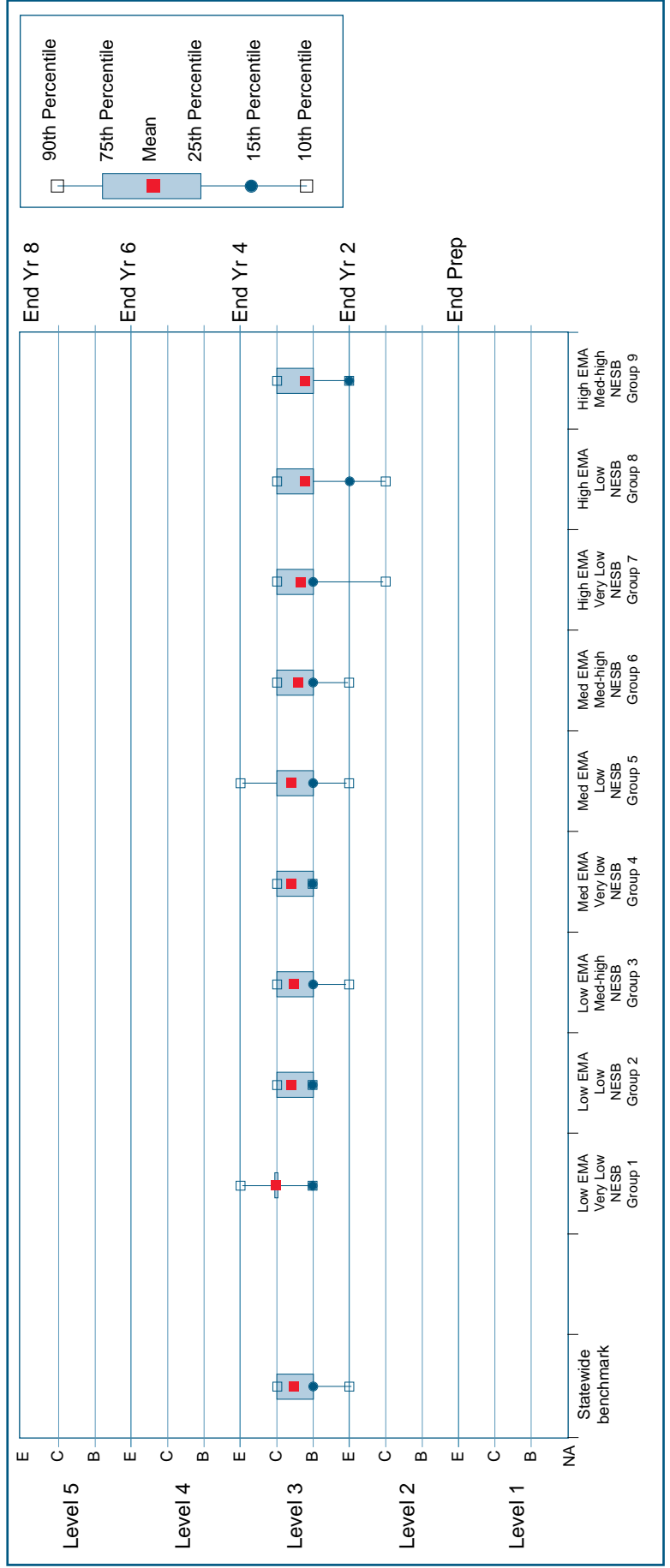
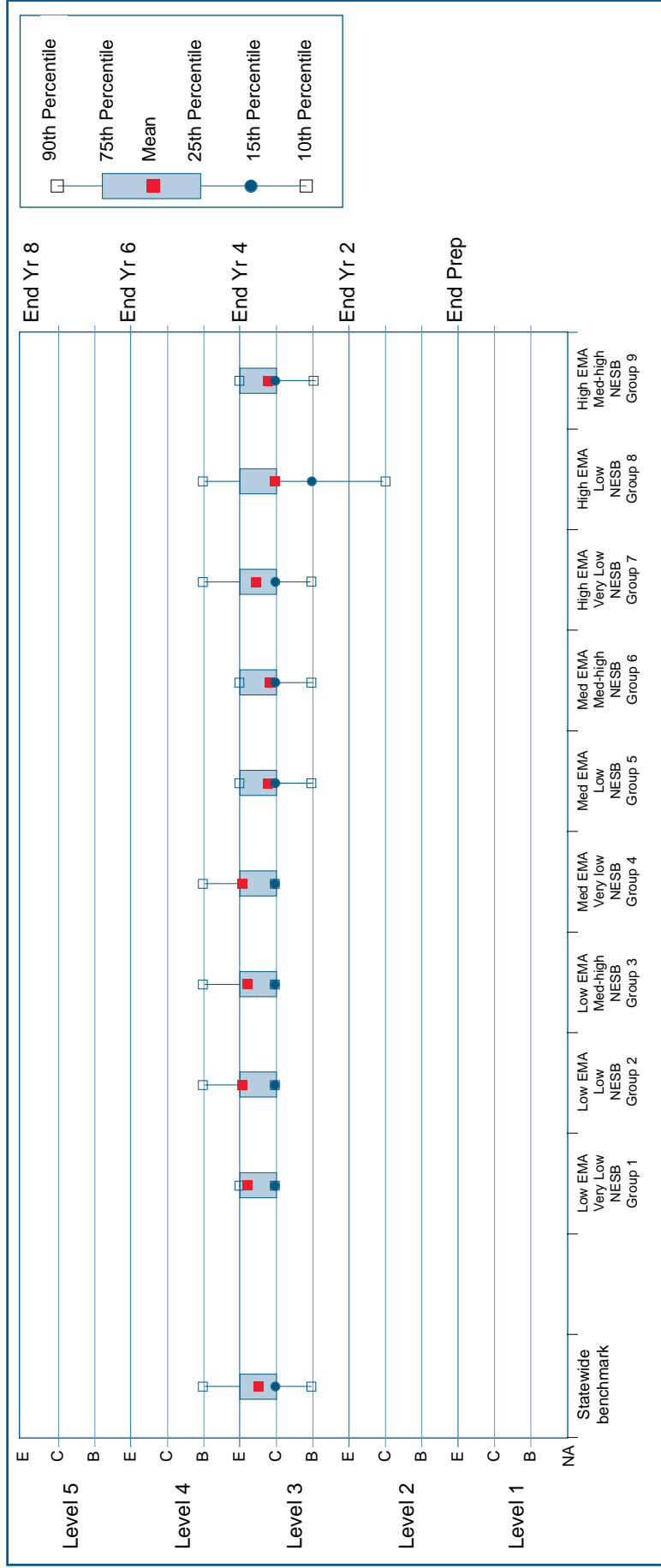


Table 82

Statewide and “like” school CSF benchmarks

KIA: **Mathematics** Year Level: **4**
 Strand: **Measurement** Semester: **97.2**

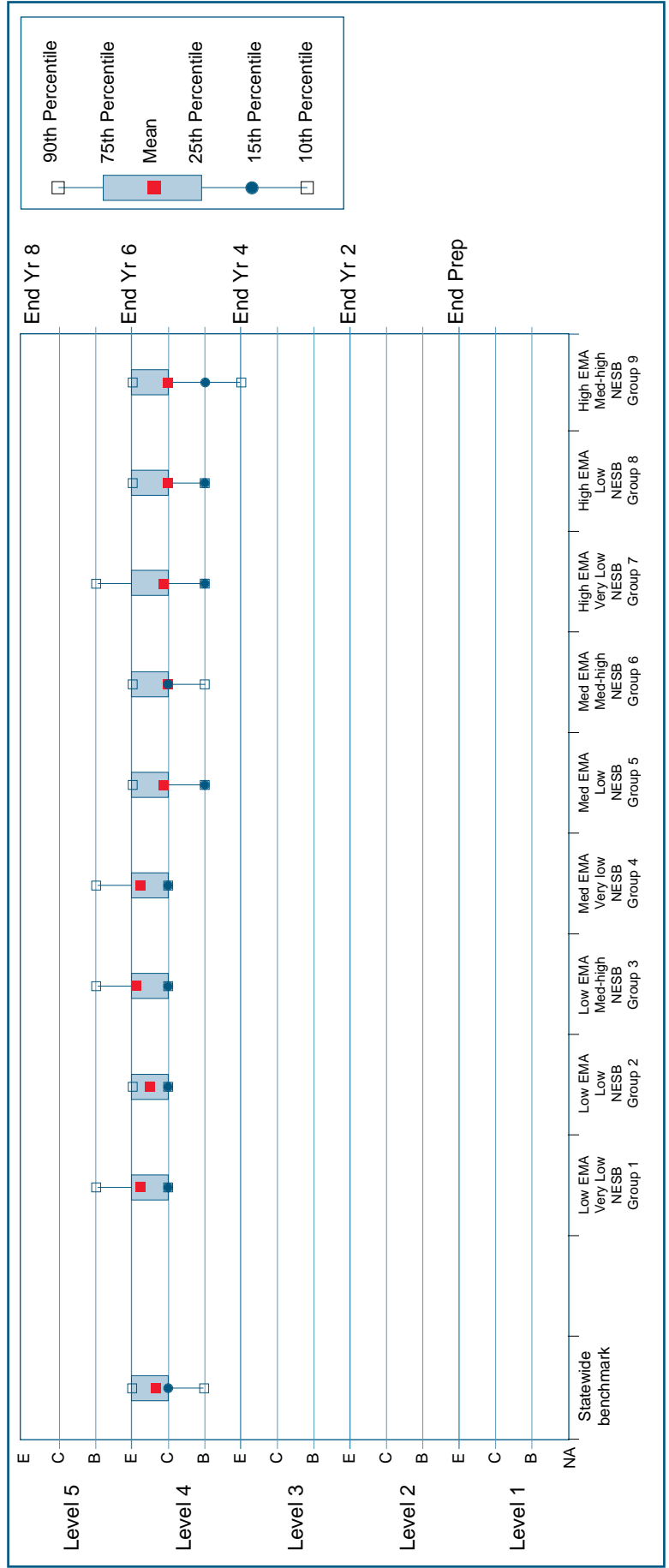
	Low EMA Very Low NESB Group 1	Low EMA Low NESB Group 2	Low EMA Med-high NESB Group 3	Med EMA Very Low NESB Group 4	Med EMA Low NESB Group 5	Med EMA Med-high NESB Group 6	High EMA Very Low NESB Group 7	High EMA Low NESB Group 8	High EMA Med-high NESB Group 9
90th Percentile	3.00	3.33	3.33	3.33	3.00	3.00	3.33	3.33	3.00
75th Percentile	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00
Mean	2.90	2.94	2.90	2.95	2.80	2.79	2.84	2.69	2.77
25th Percentile	2.67	2.67	2.67	2.67	2.67	2.67	2.67	2.67	2.67
15th Percentile	2.67	2.67	2.67	2.67	2.67	2.67	2.67	2.33	2.67
10th Percentile	2.67	2.67	2.67	2.67	2.33	2.33	2.33	1.67	2.33



Statewide and “like” school CSF benchmarks

KIA: Mathematics **Year Level:** 6
Strand: Measurement **Semester:** 97.2

	Low EMA Very Low NESB Group 1	Low EMA Low NESB Group 2	Low EMA Med-high NESB Group 3	Med EMA Very Low NESB Group 4	Med EMA Low NESB Group 5	Med EMA Med-high NESB Group 6	High EMA Very Low NESB Group 7	High EMA Low NESB Group 8	High EMA Med-high NESB Group 9
90th Percentile	4.33	4.00	4.33	4.33	4.00	4.00	4.33	4.00	4.00
75th Percentile	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00
Mean	3.92	3.85	3.94	3.88	3.74	3.72	3.75	3.67	3.68
25th Percentile	3.67	3.67	3.67	3.67	3.67	3.67	3.67	3.67	3.67
15th Percentile	3.67	3.67	3.67	3.67	3.33	3.67	3.33	3.33	3.33
10th Percentile	3.67	3.67	3.67	3.67	3.33	3.33	3.33	3.33	3.00



“Like” school benchmarks: Mathematics—Algebra, Years 7 to 10



Statewide and “like” school CSF benchmarks

Table 86

KIA: Mathematics **Year Level:** 8
Strand: Algebra **Semester:** 97.2

	Low EMA Very Low NESB Group 1	Low EMA Low NESB Group 2	Low EMA Med-high NESB Group 3	Med EMA Very Low NESB Group 4	Med EMA Low NESB Group 5	Med EMA Med-high NESB Group 6	High EMA Very Low NESB Group 7	High EMA Low NESB Group 8	High EMA Med-high NESB Group 9
90th Percentile	5.00	5.33	5.33	5.00	5.00	5.00	5.00	5.00	5.33
75th Percentile	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00
Mean	4.92	4.89	4.91	4.83	4.65	4.72	4.59	4.61	4.70
25th Percentile	4.67	4.67	4.67	4.67	4.33	4.33	4.33	4.33	4.33
15th Percentile	4.33	4.67	4.33	4.67	4.33	4.33	4.33	4.33	4.33
10th Percentile	4.33	4.33	4.33	4.33	4.33	4.33	4.33	4.33	4.00

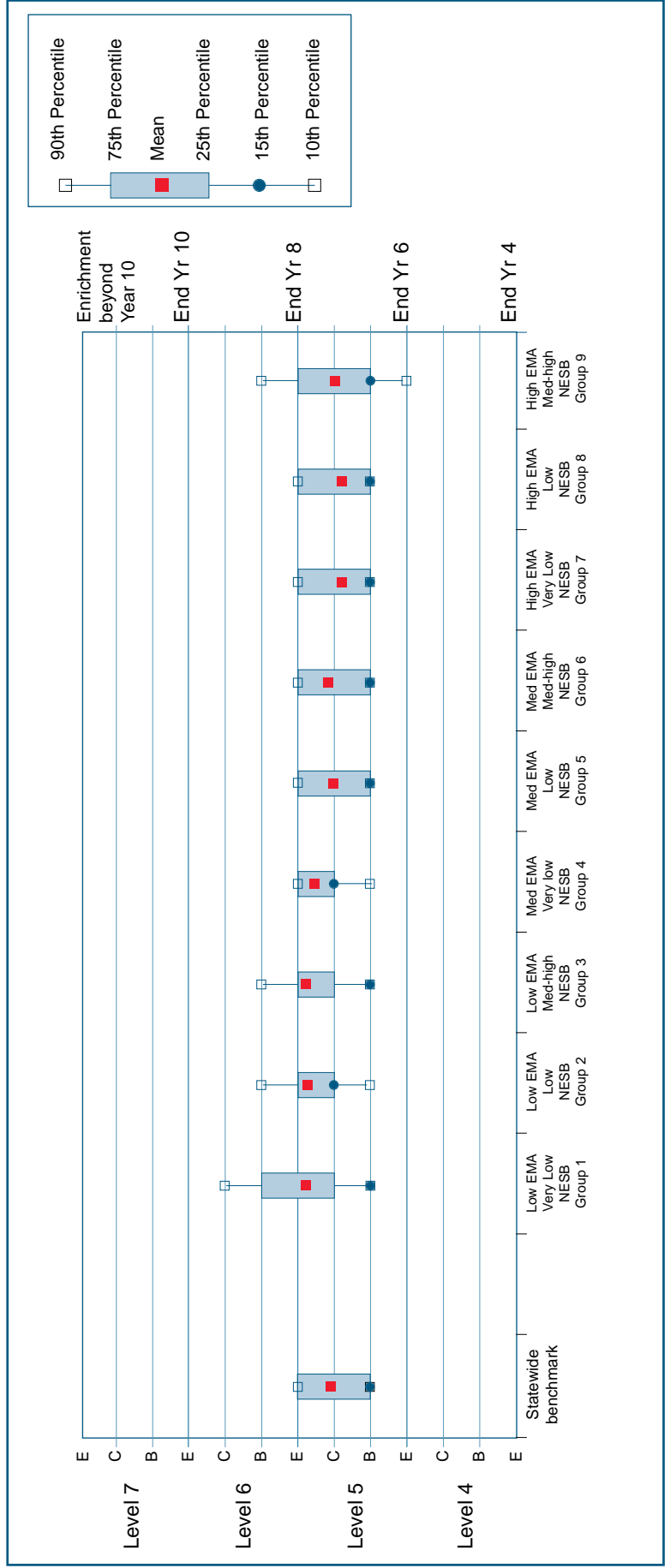
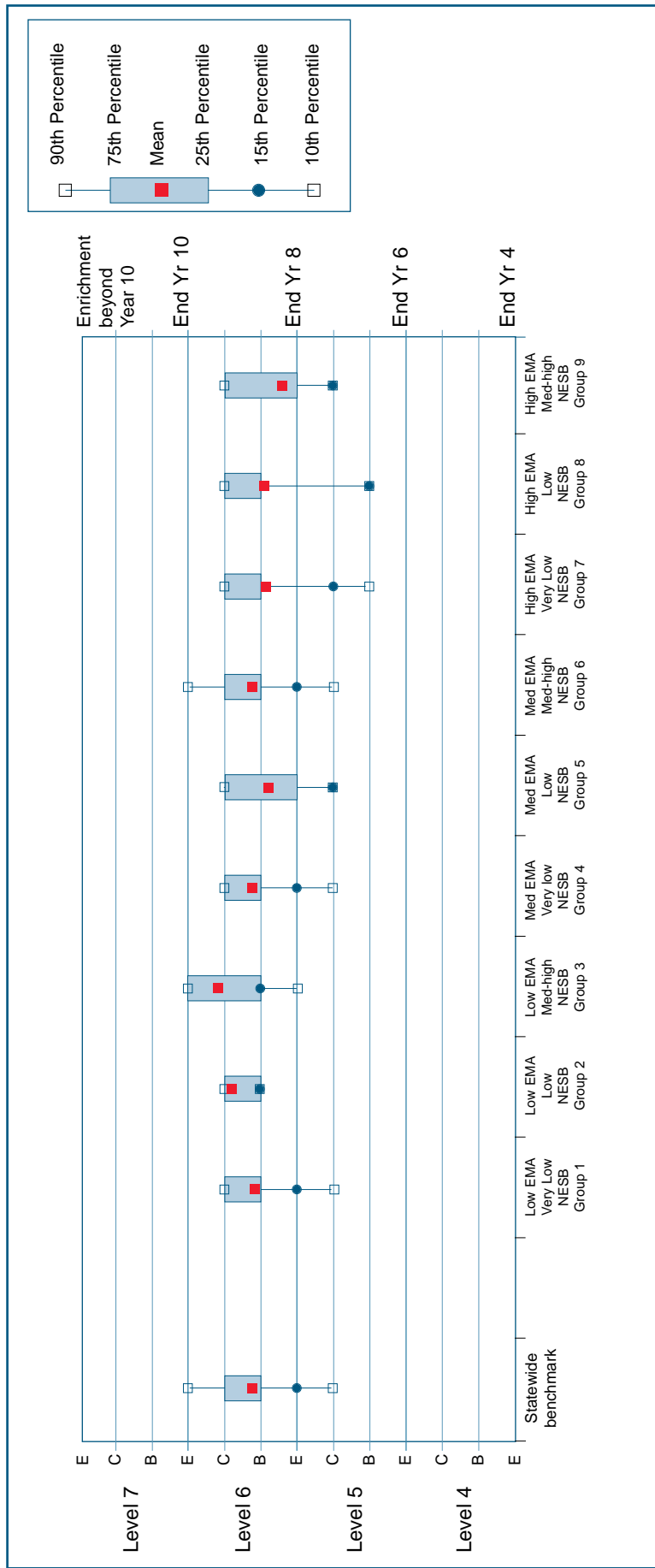


Table 87

Statewide and “like” school CSF benchmarks

KIA: Mathematics Year Level: 9 Semester: 97.2
 Strand: Algebra

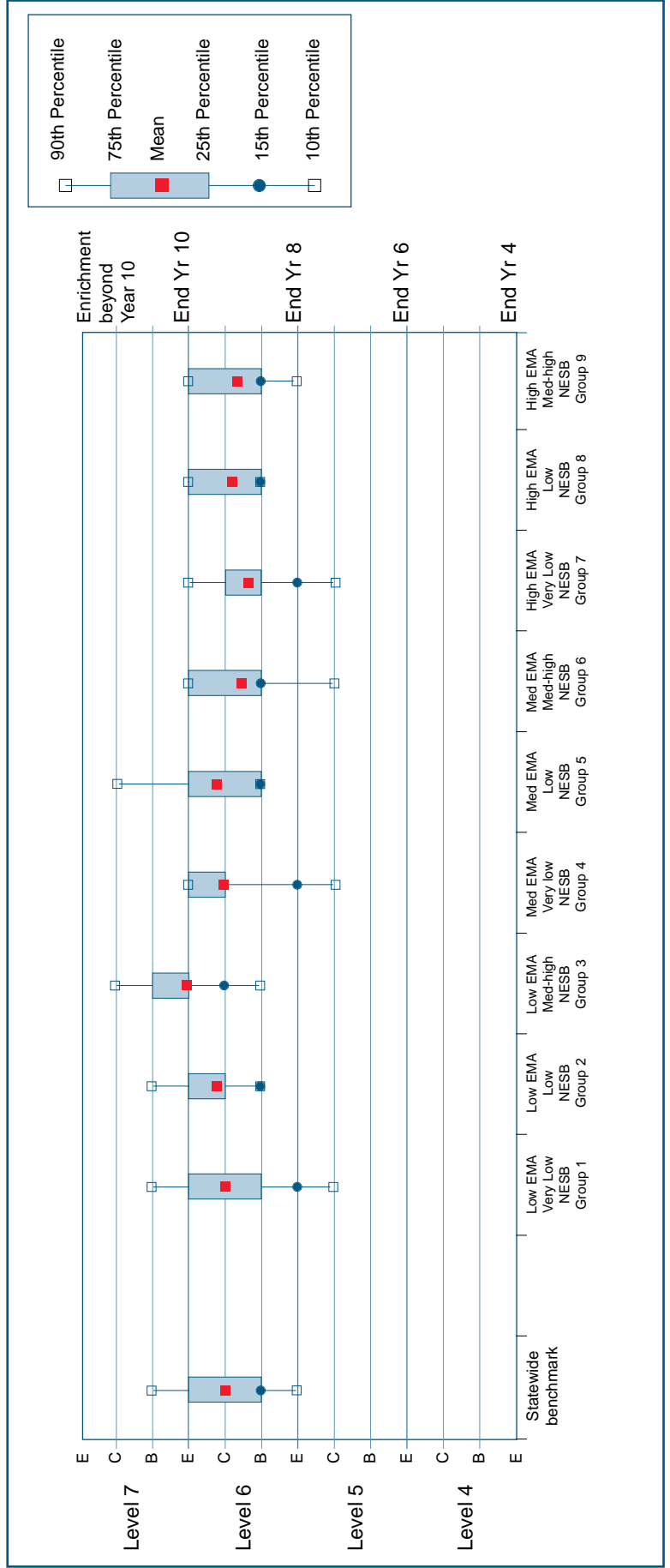
	Low EMA Very Low NESB Group 1	Low EMA Low NESB Group 2	Low EMA Med-high NESB Group 3	Med EMA Very Low NESB Group 4	Med EMA Low NESB Group 5	Med EMA Med-high NESB Group 6	High EMA Very Low NESB Group 7	High EMA Low NESB Group 8	High EMA Med-high NESB Group 9
90th Percentile	5.67	5.67	6.00	5.67	5.67	6.00	5.67	5.67	5.67
75th Percentile	5.67	5.67	6.00	5.67	5.67	5.67	5.67	5.67	5.67
Mean	5.38	5.58	5.73	5.40	5.29	5.40	5.27	5.30	5.18
25th Percentile	5.33	5.33	5.33	5.33	5.00	5.33	5.33	5.33	5.00
15th Percentile	5.00	5.33	5.33	5.00	4.67	5.00	4.67	4.33	4.67
10th Percentile	4.67	5.33	5.00	4.67	4.67	4.67	4.33	4.33	4.67



Statewide and “like” school CSF benchmarks

KIA: Mathematics **Year Level:** 10
Strand: Algebra **Semester:** 97.2

	Low EMA Very Low NESB Group 1	Low EMA Low NESB Group 2	Low EMA Med-high NESB Group 3	Med EMA Very Low NESB Group 4	Med EMA Low NESB Group 5	Med EMA Very Low NESB Group 6	High EMA Very Low NESB Group 7	High EMA Low NESB Group 8	High EMA Med-high NESB Group 9
90th Percentile	6.33	6.33	6.67	6.00	6.67	6.00	6.00	6.00	6.00
75th Percentile	6.00	6.00	6.33	6.00	6.00	6.00	6.00	6.00	6.00
Mean	5.67	5.75	6.01	5.66	5.74	5.53	5.46	5.60	5.54
25th Percentile	5.33	5.67	6.00	5.67	5.33	5.33	5.33	5.33	5.33
15th Percentile	5.00	5.33	5.67	5.00	5.33	5.33	5.00	5.33	5.33
10th Percentile	4.67	5.33	5.33	4.67	5.33	4.67	4.67	5.33	5.00



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.

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 groups of schools based upon the background characteristics of students. The groups are identified by the

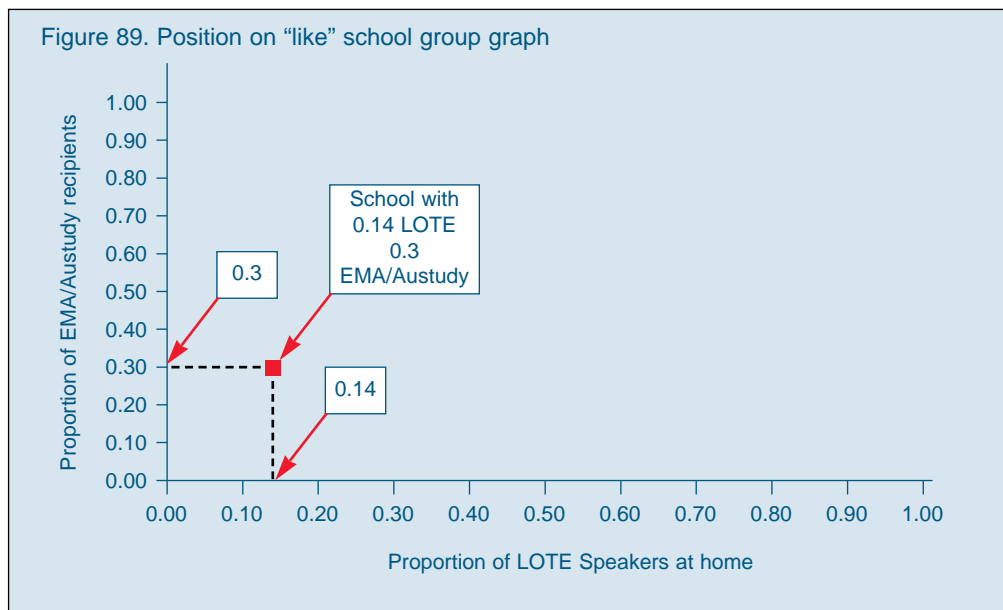
The nine groups are shown in Table 1.

“Like” school sub-groups		
<p>Group 7</p> <p>Nil–Low LOTE High EMA/Austudy</p> <p>0 to ≤ 0.04 LOTE >0.43 EMA/Austudy</p> <p>(408 schools)</p>	<p>Group 8</p> <p>Low LOTE High EMA/Austudy</p> <p>0.04 to ≤ 0.248 LOTE >0.43 EMA/Austudy</p> <p>(48 schools)</p>	<p>Group 9</p> <p>Medium–High LOTE High EMA/Austudy</p> <p>>0.248 LOTE >0.43 EMA/Austudy</p> <p>(167 schools)</p>
<p>Group 4</p> <p>Nil–Low LOTE Medium EMA/Austudy</p> <p>0 to ≤ 0.04 LOTE 0.28 to ≤ 0.43 EMA/Austudy</p> <p>(386 schools)</p>	<p>Group 5</p> <p>Low LOTE Medium EMA/Austudy</p> <p>0.04 to ≤ 0.248 LOTE 0.28 to ≤ 0.43 EMA/Austudy</p> <p>(114 schools)</p>	<p>Group 6</p> <p>Medium–High LOTE Medium EMA/Austudy</p> <p>> 0.02 LOTE 0.28 ≤ 0.43 EMA/Austudy</p> <p>(65 schools)</p>
<p>Group 1</p> <p>Nil–Low LOTE Low EMA/Austudy</p> <p>0 to <0.04 LOTE 0 to ≤ 0.28 EMA/Austudy</p> <p>(266 schools)</p>	<p>Group 2</p> <p>Low LOTE Low EMA/Austudy</p> <p>0.04 to ≤ 0.248 LOTE 0 to ≤ 0.28 EMA/Austudy</p> <p>(159 schools)</p>	<p>Group 3</p> <p>Medium–High LOTE Low EMA/Austudy</p> <p>>0.248 LOTE 0 to ≤ 0.28 EMA/Austudy</p> <p>(38 schools)</p>

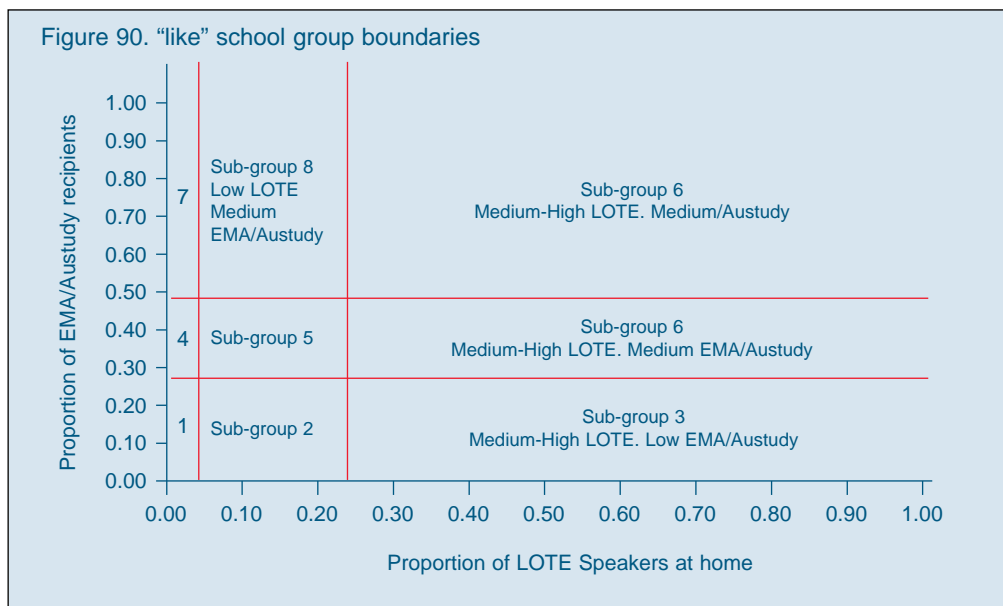
Example

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 group five.

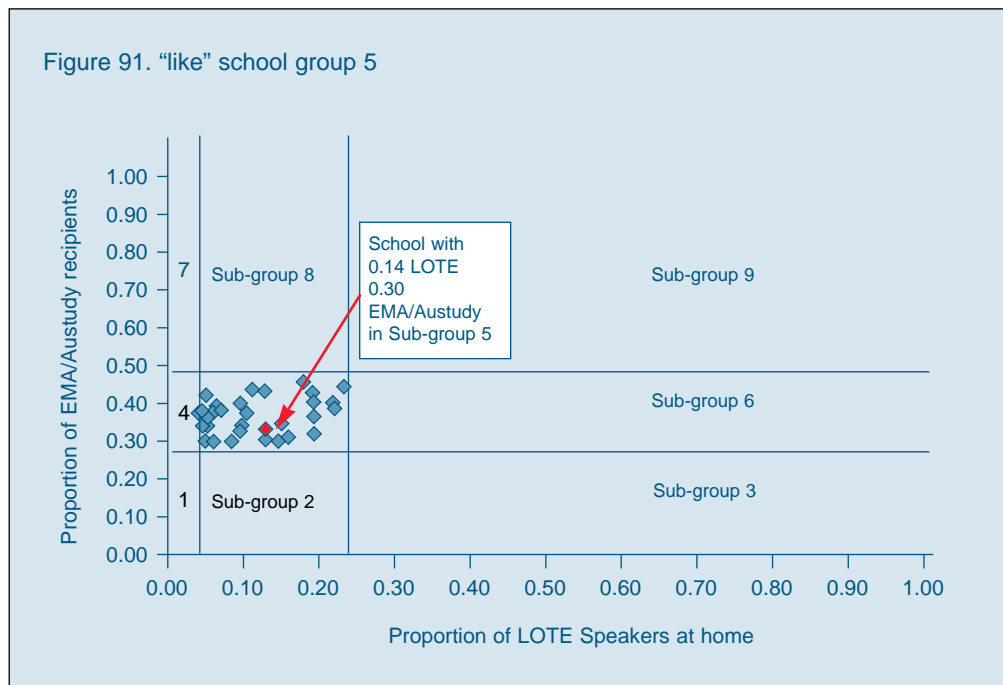
The position of this school in group 5 can be shown as a point on a graph which has the proportion of students with a LOTE spoken at home on one axis and the proportion of students receiving EMA or Austudy on the other. The school will appear as a single point.



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



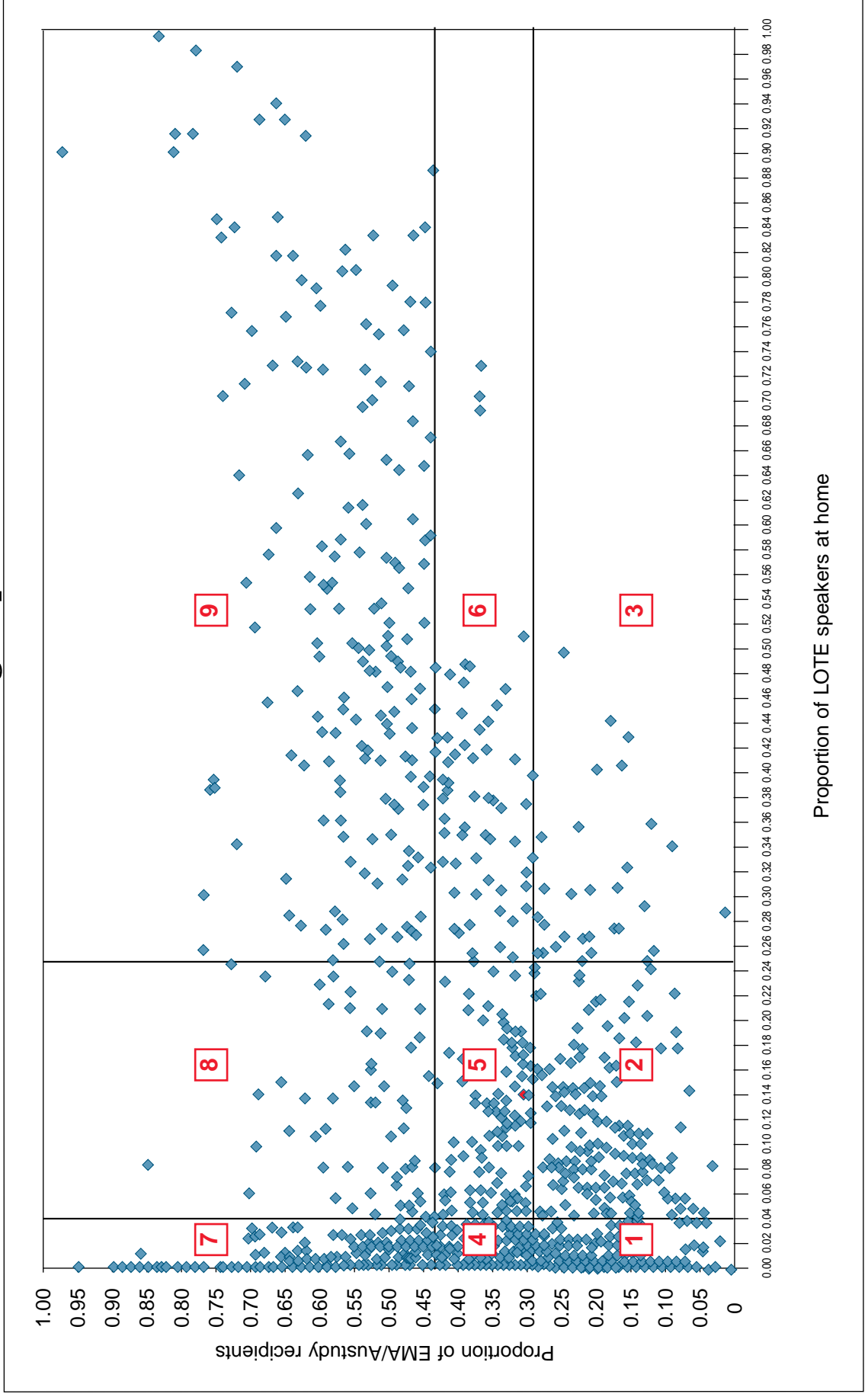
When all of the 114 schools in group 5 are plotted, the position of the example school with a proportion of LOTE 0.14 and EMA/Austudy of 0.3 can be seen in relation to others in the group.



The position of the school in relation to all schools in the state is shown on the following graph.

“Like” school groups 1997

Figure 92



Identifying the relevant “like” school group

The August Census Form contains all information required 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.

August Census Form

Date printed 02/08/97

Year of education	EMA/Austudy							Not English spoken at home			Total FTE
P											
1											
etc											
12											
Total FTE		250						117			833

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 where English is not the main language spoken at home, and
- the number in receipt of either EMA or Austudy.

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

$$\begin{aligned}
 \text{Proportion of EMA/Austudy} &= \text{Number of students receiving EMA/Austudy divided by the total number of} \\
 &\quad \text{students in the school} \\
 &= 250/833 \\
 &= 0.30
 \end{aligned}$$

$$\begin{aligned}
 \text{Proportion of NESB} &= \text{Number of students where a LOTE is the main language at home divided by} \\
 &\quad \text{the total number of students in the school} \\
 &= 117/833 \\
 &= 0.14
 \end{aligned}$$

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

This places the school in “like” school group 5.

Appendix 2. Glossary of terms

■ 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 plot for student achievement benchmarks uses the **mean** instead of the **median**. This is because where the 25th and 75th percentiles are located only one point apart, the median which is the 50th percentile, will locate at either the 25th or 75th percentile. The mean which gives an average of the value of the scores therefore provides more information. The box and whisker plot for student achievement benchmarks has been topped at the 90th percentile and tailed at the 10th percentile to remove the impact of a small number of very high and very low achieving students.

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 grouped 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. These are 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.