

Office of Review

School Management



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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 their colleagues in other schools. The benchmarks are presented for all schools across the state and in groupings or categories of "like" schools.

2. Management information

Management information refers to data collected in the following areas:

- the opinion of staff on school management
- absence rates for students
- staff sick leave
- time allocated to the eight key learning areas (KLAs)
- destination of exit students in Years 10, 11 and 12
- student accidents
- WorkCover.

For special and special developmental schools, benchmarks for staff opinion of student progress have also been included.

Changes were made to the annual report requirements for 1997 with regard to staff participation in professional development. As a consequence, benchmark data are not provided in this area. It is anticipated that benchmark data using the amended format will be available in 1999.

The information contained in this document on school management benchmarks should be considered in relation to the other publications on school performance. These include:

- Benchmarks 1997, VCE
- Benchmarks 1997, Years Prep–10, Curriculum and Standards Framework.

Benchmarks on school management have been provided for each of the following school types:

- primary schools
- secondary colleges
- P–12 colleges
- special schools
- special developmental schools.

For each school type the information has been grouped according to the goal areas of curriculum, environment and management as defined in the school charter.

2.1 School management data 1997

The benchmarks set out in the following pages are derived from an aggregation of the data provided by schools in their annual report for 1997.

For secondary, P–12, special and special developmental schools, data from all school's annual reports are aggregated. For primary schools the data are an aggregation from a stratified random sample of 254 schools. The sample was designed to include representation of schools in each "like" school group, each region and from those with both small and large numbers of enrolments.

3. Using school management benchmarks

School management benchmarks provide a structured way for schools to identify their performance on a range of issues related to management, the school environment and issues of student performance such as time allocated to key learning areas, student attendance and destinations of exit students.

Steps to follow in using the benchmarks

Maximum value can be gained from the benchmark by following a three step process:

1. State observations that can be made from the data.
2. Make judgements taking into account the school context.
3. Suggest possible actions to celebrate success and to make improvement.

The benchmarks are most valuable during the first stage and enable comparisons to be made to the performance in other schools.

Step 1

State observations that can be made from the data

Using observations, describe what the data are saying. The descriptions will be simple statements of fact and will not explore reasons for the results or draw any conclusions. This is done in later stages. For example, "39% of student's time is spent in English. This is above both the state and "like" school average.

While still making "value free" observations, consider other data that could give additional information. For example, the time spent in each subject may vary from group to group and may be linked to student performance.

Step 2

Make judgements taking into account the school context

Draw conclusions about the school performance and consider the question: Is our performance good enough?

These judgements draw upon the analysis of data from Step 1, the knowledge teachers and parents have of students, school ethos, goals, particular circumstances which may have occurred through the year, teachers and the community.

Step 3

Suggest possible actions to celebrate success and to make improvement

A recommendation for action concerning a charter goal or priority may follow. It is important that where success has been achieved that this is articulated and celebrated. Where improvement is required, careful consideration should be given to planned changes and the implications they may have. 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 a 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.

4. Primary school benchmarks

4.1 Curriculum

4.1.1 Time allocation

The time that a school allocates to each of the eight key learning areas (KLAs) underpins the ultimate performance of students.

Time allocation relates to the percentage of time in the average twenty-five hour school week that students spend on learning in each of the eight KLAs.

The following tables and graphs provide benchmark information for the mean, or average, percentage time allocated to each KLA for all

primary schools. The table also provides the time allocated to each KLA by schools at the 25th and 75th percentile. Fifty per cent of schools fall between the 25th and 75th percentile.

To compare a school's time allocation with the benchmarks, divide the time allocated to each KLA by the total timetabled time in a week and multiply this by one hundred.

Example

$$\frac{\text{English (6 hours)}}{\text{Total week time (25 hours)}} \times 100 = 24\%$$

Table 1. Time allocated to each KLA, Prep-Year 2, primary schools, 1997 (percent)

Primary P-2	English	Mathematics	Science	Technology	The Arts	H PE	SOSE	LOTE
75th percentile	40.00	20.00	5.00	6.00	12.00	12.00	10.00	4.00
Mean	38.26	20.03	4.74	4.69	10.03	10.68	8.30	3.26
25th percentile	36.00	18.00	4.00	4.00	8.00	10.00	6.00	0.00

Figure 1. Time allocated to KLAs by primary schools, Prep-Year 2, 1997

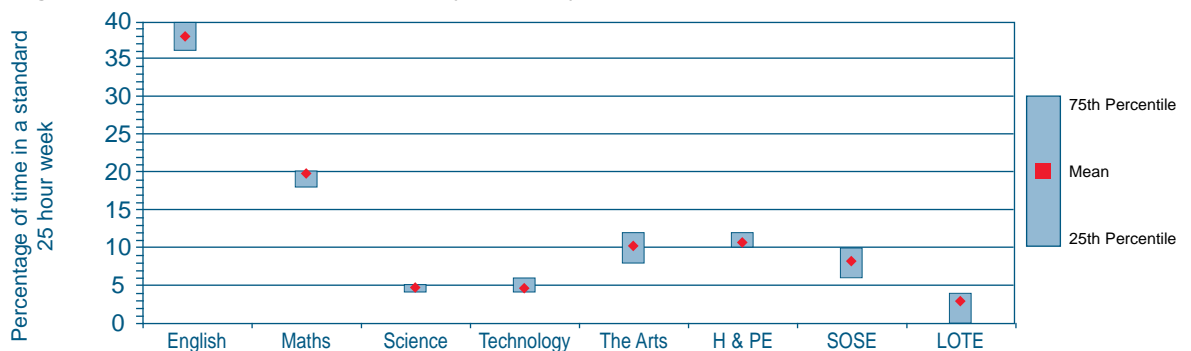
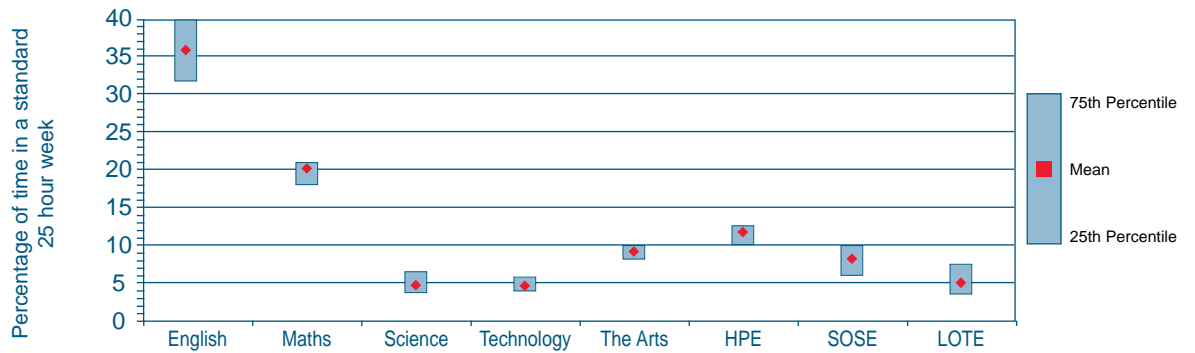
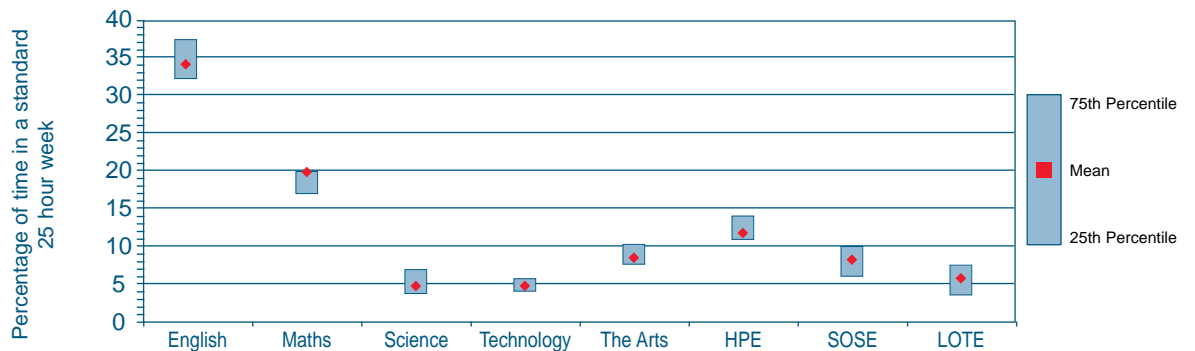


Table 2. Time allocated to each KLA years 3 and 4, primary schools, 1997

Primary 3–4	English	Mathematics	Science	Technology	The Arts	H PE	SOSE	LOTE
75th percentile	40.00	20.37	6.00	6.00	10.00	12.45	10.00	8.00
Mean	35.96	19.84	4.97	4.91	9.08	11.60	8.10	5.54
25th percentile	32.00	18.00	4.00	4.00	8.00	10.00	6.00	4.00

Figure 2. Time allocated to KLAs by primary schools, Years 3 and 4, 1997**Table 3. Time allocated to each KLA, Years 5 and 6, primary schools, 1997 (percent)**

Primary 5–6	English	Mathematics	Science	Technology	The Arts	H PE	SOSE	LOTE
75th percentile	37.27	20.00	6.00	6.00	10.00	14.00	10.00	8.00
Mean	34.36	19.69	4.92	4.98	8.90	12.37	8.38	6.41
25th percentile	32.00	18.00	4.00	4.00	8.00	11.86	6.00	4.00

Figure 3. Time allocated to KLAs by primary schools, Years 5 and 6, 1997

4.2 Environment

4.2.1 Student absence

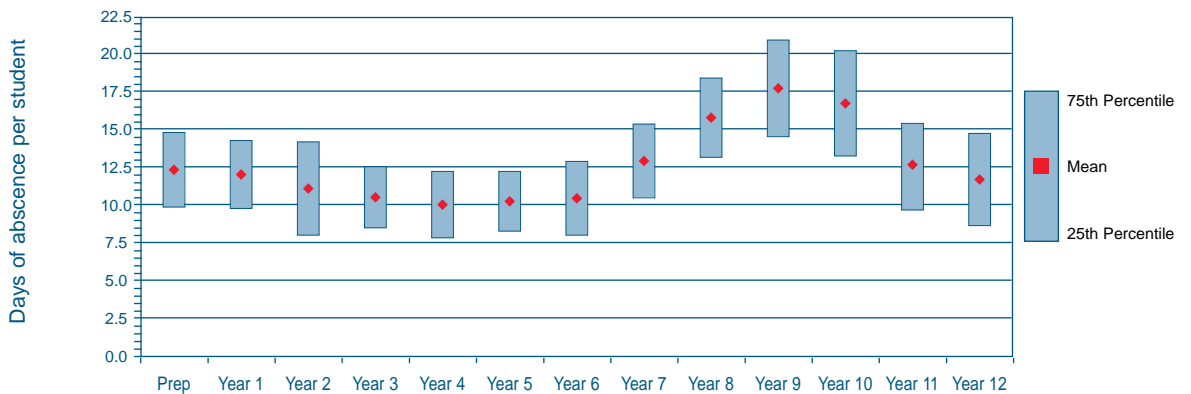
The student absence data for 1997 represent the average number of days absent in 1997 for all students at each year level. The 25th and 75th percentiles are also shown. Fifty per cent of absences fall between these percentiles.

Ten days absence is equivalent to 5 per cent of the school year.

Table 4. Student absence, primary and secondary schools, 1997 (average days per student)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
75th percentile	14.62	13.83	13.23	12.40	12.07	12.05	12.72	15.73	18.81	21.31	20.23	15.49	14.43
Mean	11.93	11.51	10.83	10.45	9.91	10.09	10.46	13.10	16.10	18.18	17.08	12.71	11.61
25th percentile	9.68	9.27	7.92	8.14	7.79	8.33	8.17	10.74	13.19	14.32	13.39	9.64	8.39

Figure 4. Student absence 1997, Primary schools and Secondary colleges



4.2.2 Student accidents

Student accident data represent the average number of accidents per one hundred students in the state.

Schools can convert the Student Injury Report from the Annual Reports menu in CMIS (which gives a simple frequency or count) to ratio form by dividing the number of accidents in each category by the total school enrolment and multiplying the result by one hundred.

$$\text{Accidents per 100 students} = \frac{\text{(number of accidents in a category)}}{\text{(school enrolment)}} \times 100$$

	First aid (returned to class)	First aid (sent home)	Doctor's treatment	Hospital treatment	Fatal
Sports grounds/venue	1.12	0.56	0.12	0.03	0.00
Playground general	7.62	2.54	0.49	0.07	0.00
Playground equipment	1.71	0.98	0.26	0.07	0.00
Classroom general	0.95	0.37	0.08	0.02	0.00
Chairs	0.04	0.02	0.00	0.00	0.00
Doors/windows	0.09	0.06	0.01	0.01	0.00
Stairs/steps	0.10	0.08	0.02	0.00	0.00
Paths/walkways	0.43	0.21	0.06	0.01	0.00
Office administration	0.00	0.00	0.00	0.00	0.00
Travelling to/from school	0.03	0.02	0.01	0.00	0.00
Camps/excursions	0.09	0.02	0.04	0.03	0.00
Other	0.44	0.20	0.05	0.00	0.00

4.3 Management

4.3.1 Staff survey

The staff opinion survey provides schools with a succinct summary of their staff management practices. It should be administered once a year.

Some changes have been made in the survey analysis for 1997.

The Quality of Worklife variable has been found to be confounded by individual personality differences and is no longer included in the survey. It has been replaced by the Professional Development variable. Benchmark data for this variable will be provided in 1999.

The survey analysis provided by the CASES Survey Module, released to schools in 1997, has been adjusted to ensure that all questions carry equal weighting. Schools may adjust variable scores from their previous surveys by using the "Data Take On" facility in the module. This allows surveys from previous years to be directly compared with 1997 results.

The Survey Module in schools' CASES computer systems contains statewide means for the staff survey variables derived from a study conducted in 1996 by Dr Peter Hart, Department of Psychology, The University of Melbourne. The Survey Module contains Term 1, 1996 means from Dr Hart's study. *Monitoring Staff Opinion* contains the means from the other three terms in 1996.

The benchmarks in this section provide data which represent the full distribution of results for each survey variable from the 1995, 1996 and 1997 annual reports. The 1995 and 1996 means (as

presented in Benchmarks 96) have been adjusted to reflect changes in the Survey Module. Also shown is the mean provided by the CASES module (Hart 96). There is a tendency for staff survey results reported in annual reports to be slightly higher than those gained from a random sample.

The five variables of the staff annual report opinion survey are a sub-set of the staff full diagnostic survey. Schools wishing to use the full survey can access it via the CASES Survey Module.

Interpretation of the staff survey

The document, *Monitoring Staff Opinion*, gives detailed advice on the interpretation of staff survey.

- The first point of comparison is against the school's own past performance. Have the results remained relatively constant or is there an upward or downward trend?
- The school score may then be compared to the state range of means.
- For 1997 the distribution of all schools in the sample is also provided. Does the school score fall in the bottom 25 per cent, the middle 50 per cent, or the upper 25 per cent?

As always professional judgement is required in the interpretation of the school data as the context of each school is different.

Figure 5. Staff survey, 1997
Morale: Primary schools

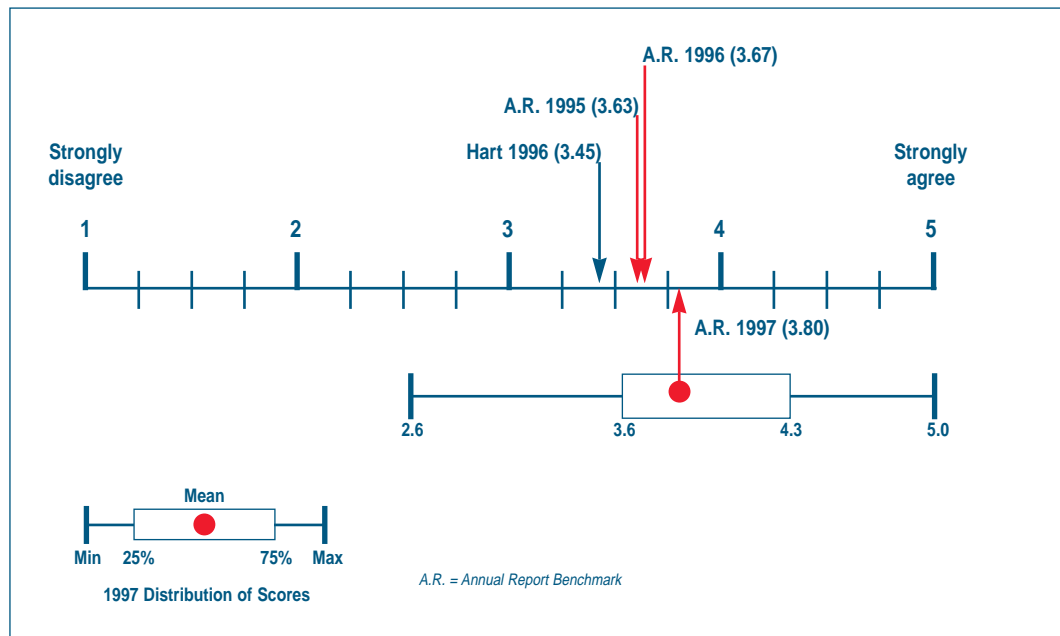


Figure 6. Staff survey, 1997
Goal congruence: Primary schools

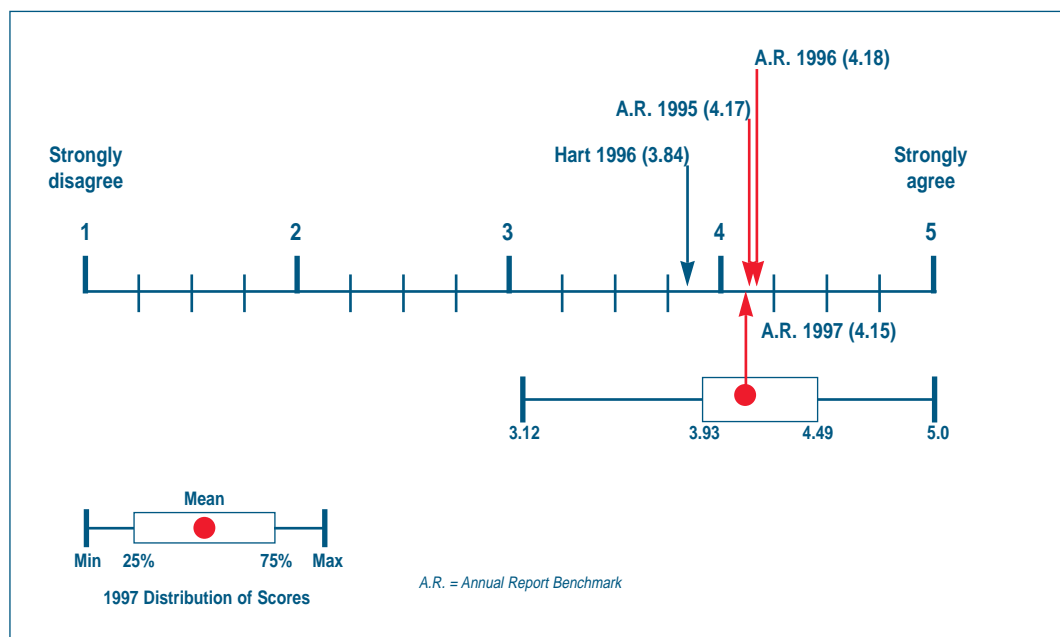


Figure 7. Staff survey, 1997
Professional interaction: Primary schools

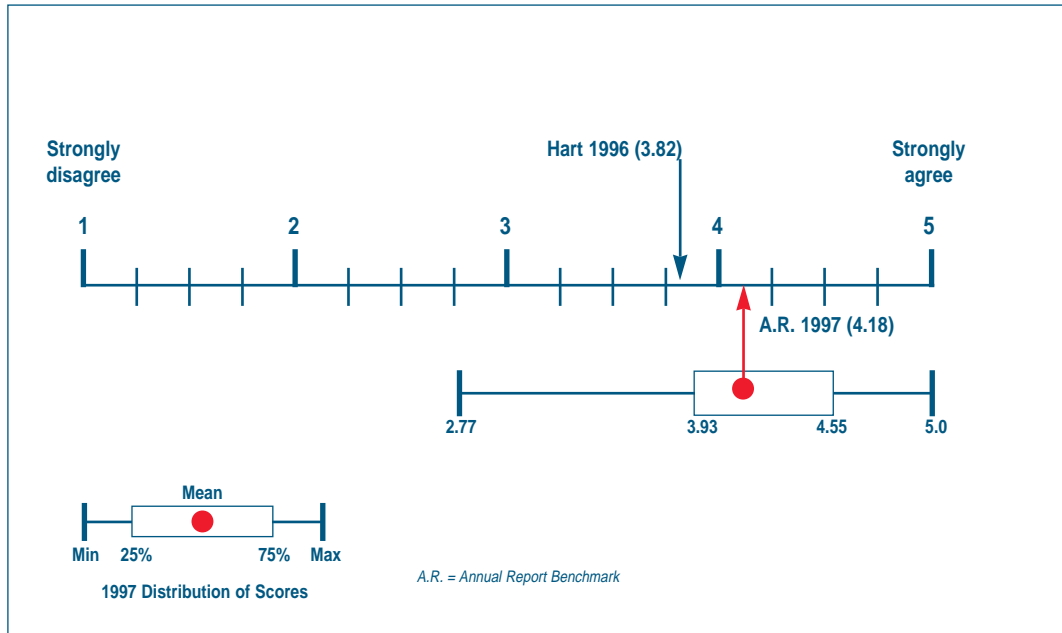
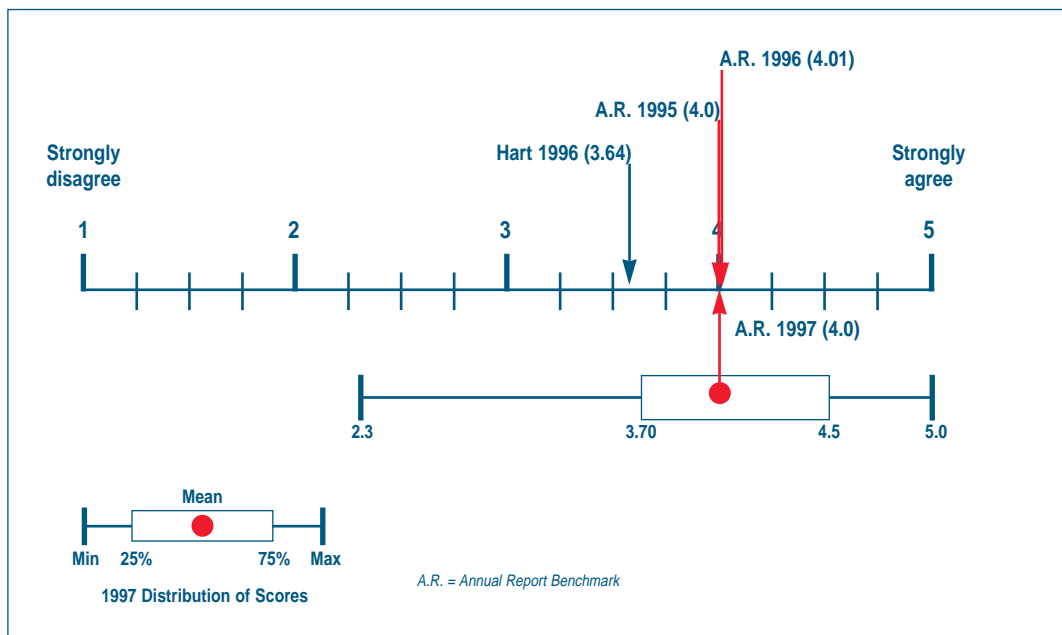


Figure 8. Staff survey, 1997
Supportive leadership: Primary schools



4.3.2 Teacher sick leave

Sick leave benchmarks have been calculated for both non-certificated and total sick leave taken by teaching staff. The figures represent the average number of sick leave days per teacher.

CMIS provides a simple frequency, or count, of the sick leave days taken at a school. To compare the school's number of sick leave days with the benchmarks this figure must be converted to a ratio. This is obtained by dividing the number of sick leave days for each month by the number of EFT teachers on the staff. This gives the number of sick leave days per teacher.

In making judgements with regard to leave it should be noted that long illness by a small number of staff can affect the results. The level of non-certificated leave provides a better measure to inform management decisions.

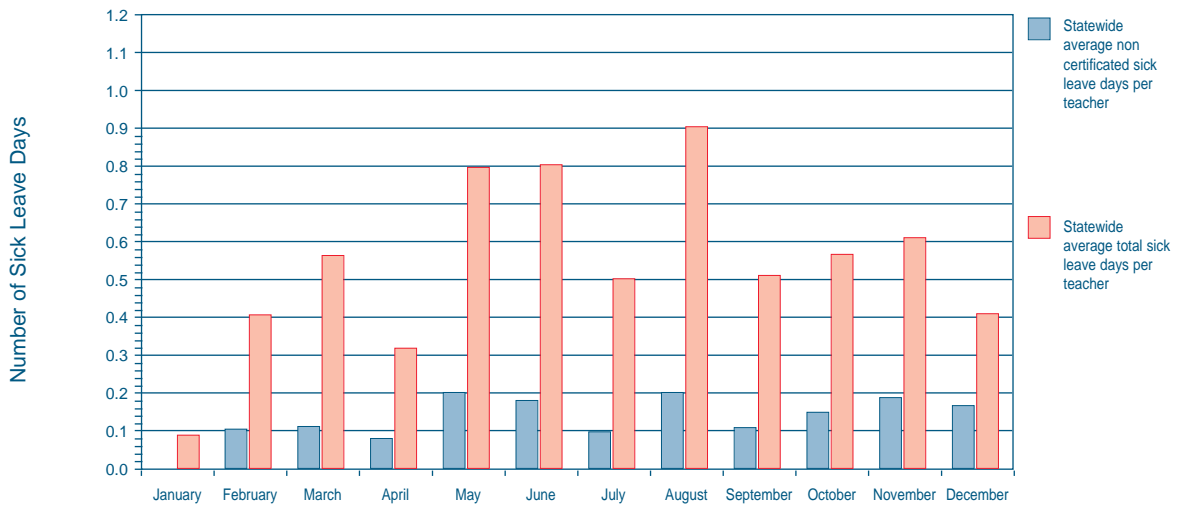
Example

$$\frac{\text{(Total non-certificated days of leave)}}{\text{(Number of EFTs at the school)}} = \text{Average days per leave per teacher}$$

Table 6. Staff leave, primary schools, 1997

	Statewide average non-certificated sick leave days per teacher	Statewide average total sick leave days per teacher
January	0.003	0.069
February	0.108	0.426
March	0.124	0.558
April	0.070	0.333
May	0.208	0.792
June	0.166	0.806
July	0.092	0.506
August	0.205	0.913
September	0.122	0.526
October	0.157	0.562
November	0.182	0.619
December	0.160	0.428
Total	1.597	6.538

Figure 9. Teacher sick leave, Primary schools 1997



4.3.3 WorkCover

The benchmarks provide the median premium for primary schools as a percentage of all salaries paid by the Department of Education. The distribution of premiums for each type of school is shown on the graph. Also provided are the mean number of claims, cost and days lost per staff member for injuries or illness which exceed ten days.

In October 1998, the Department of Education's WorkCover Performance Unit will send all schools further advice on these benchmarks and data on

their individual performance so that schools may readily assess their own performance in relation to the statewide benchmarks.

Queries in respect of this data should be directed to the WorkCover Performance Unit on telephone 9637 2382 or 9637 2386.

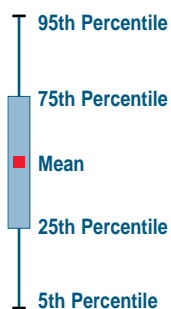
Table 7. WorkCover premiums: Median premium as a percentage of salaries paid by the Department of Education

School type	Median
Primary	0.10%

Table 8. Injuries and illnesses that exceed ten days time lost. Mean claims, costs and days lost per staff member by type of injury or illness

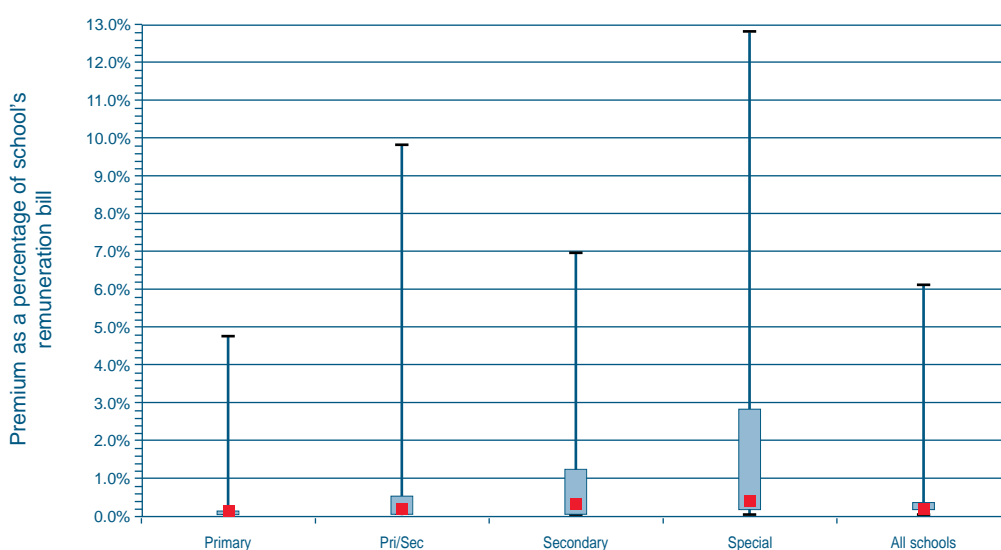
School type	Stress			Strain/sprain			Other		
	Claims per staff member	Cost per staff member	Days lost per staff member	Claims per staff member	Cost per staff member	Days lost per staff member	Claims per staff member	Cost per staff member	Days lost per staff member
Primary	0.0043	\$47.66	0.3642	0.0069	\$18.94	0.1772	0.0039	\$19.68	0.1769

Table 9. WorkCover premiums for each school type: Premiums are expressed as a percentage of salaries paid by the Department of Education



	Schools	95th percentile	75th percentile	Median	25th percentile	5th percentile	Industry rate
Primary	1,227	4.5851%	0.1296%	0.1040%	0.1040%	0.1040%	0.1040%
Primary/Secondary	34	9.6189%	0.5591%	0.1520%	0.0900%	0.0860%	0.0860%
Secondary	266	6.9137%	1.3148%	0.3790%	0.1520%	0.1520%	0.1520%
Special	82	12.7122%	2.7676%	0.4331%	0.1840%	0.1840%	0.1840%
All schools	1,610	6.2122%	0.3988%	0.1040%	0.1040%	0.1040%	N/A

Figure 10. Distribution of Victorian Government School Premiums



5. Secondary school benchmarks

5.1 Curriculum

5.1.1 Time allocation

The time that a school allocates to each of the eight key learning areas (KLAs) underpins the ultimate performance of students.

Time allocation relates to the percentage of time in the average twenty-five hour school week that students spend on learning in each of the eight KLAs.

The following tables and graphs provide benchmark information for the mean, or average, percentage time allocated to each KLA for all secondary colleges. The table also provides the time allocated to each KLA by schools at the 25th and 75th percentile. Fifty per cent of schools fall between the 25th and 75th percentile.

To compare a school's time allocation with the benchmarks, divide the time allocated to each KLA by the total timetabled time in a week and multiply this by one hundred.

Example

$$\frac{\text{English (6 hours)}}{\text{Total week time (25 hours)}} \times 100 = 24\%$$

Table 10. Time allocated to each KLA, Year 7, secondary colleges, 1997 (percent)

Secondary Year7	English	Mathematics	Science	Technology	The Arts	HPE	SOSE	LOTE
75th percentile	16.65	15.93	10.26	13.33	13.33	16.65	13.33	10.01
Mean	15.51	14.47	10.20	12.17	12.06	14.67	11.85	9.06
25th percentile	13.33	13.33	10.00	10.00	10.01	13.33	10.00	8.32

Figure 11. Time allocated to KLAs by secondary colleges, Year 7, 1997

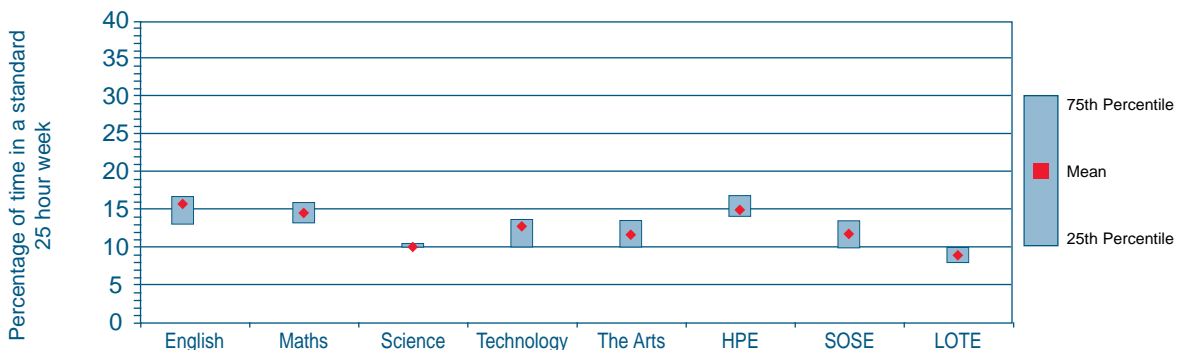
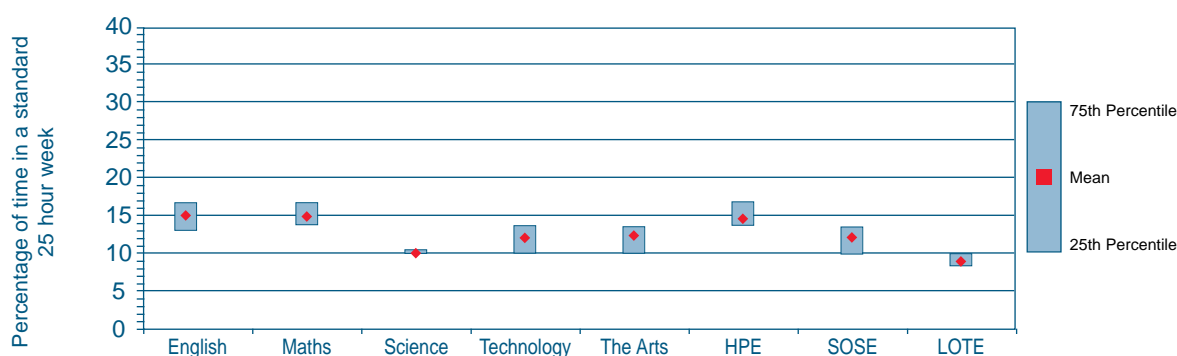


Table 11. Time allocated to each KLA, Year 8, secondary colleges, 1997 (percent)

Secondary Year8	English	Mathematics	Science	Technology	The Arts	HPE	SOSE	LOTE
75th percentile	16.65	16.24	10.22	13.39	13.33	16.65	13.33	10.01
Mean	15.07	14.53	10.22	12.09	12.06	14.84	11.94	9.25
25th percentile	13.33	13.33	10.00	10.00	10.00	13.33	10.00	8.33

Figure 12. Time allocated to KLAs by secondary colleges, Year 8, 1997

5.1.2 Destination of exit students

Destination of exit students—Years 10, 11 and 12

Destination of exit students refers to three sets of data:

- those students exiting during or at the end of Years 10 and 11
- those Year 12 students who exited prior to the completion of their VCE
- those students who exited upon completion of their VCE.

In each case destination is expressed as a percentage of all students who exited in each of the groups.

The destination of students exiting Year 12 upon completion of their VCE is often unknown at the time when CASES is rolled over and the school data tables are formed. This needs to be taken into account when making comparisons with the benchmarks.

To convert the numbers of students exiting to a percentage, take the number of students for each destination, divide by the total number of students who exited for that year level and multiply by one hundred.

Examples

$$\begin{array}{l} \text{Percentage of students exiting} \\ \text{Year 10 to go interstate} \end{array} = \frac{\text{Year 10 exits (interstate)}}{\text{Total Year 10 exits}} (2) \times 100 = 22.2\% (9)$$

$$\begin{array}{l} \text{Percentage of students exiting} \\ \text{Year 12 to take up employment} \end{array} = \frac{\text{Year 12 exits (employment)}}{\text{Total Year 12 exits (prior to VCE)}} (6) \times 100 = 33.3\% (18)$$

Table 12. Destination of Year 10 exit students, secondary colleges, 1997 (percent)

Destination Year 10 Secondary	Boys 75th percentile	Boys mean	Boys 25th percentile	Girls 75th percentile	Girls mean	Girls 25th percentile	All students 75th percentile	All students mean	All students 25th percentile
Other government schools	33.33	23.45	11.11	49.34	37.10	23.19	40.00	28.43	14.29
Non-government schools	7.41	6.14	0.00	11.51	6.91	0.00	10.53	6.42	0.00
Interstate	6.67	5.60	0.00	6.00	3.74	0.00	6.67	4.92	0.00
Overseas	0.00	1.80	0.00	0.00	1.96	0.00	0.00	1.86	0.00
Full-time employment	14.29	8.93	0.00	5.42	4.72	0.00	11.11	7.40	0.00
Traineeship	0.00	3.01	0.00	0.00	2.47	0.00	0.00	2.81	0.00
Seeking employment	8.25	6.40	0.00	0.00	3.06	0.00	4.35	5.18	0.00
Other	20.00	12.99	0.00	12.01	8.01	0.00	16.67	11.18	0.00
Unknown	50.00	31.68	11.18	54.37	32.03	11.27	52.94	31.81	11.11

Figure 13. Destination of students—exit Year 10, secondary colleges

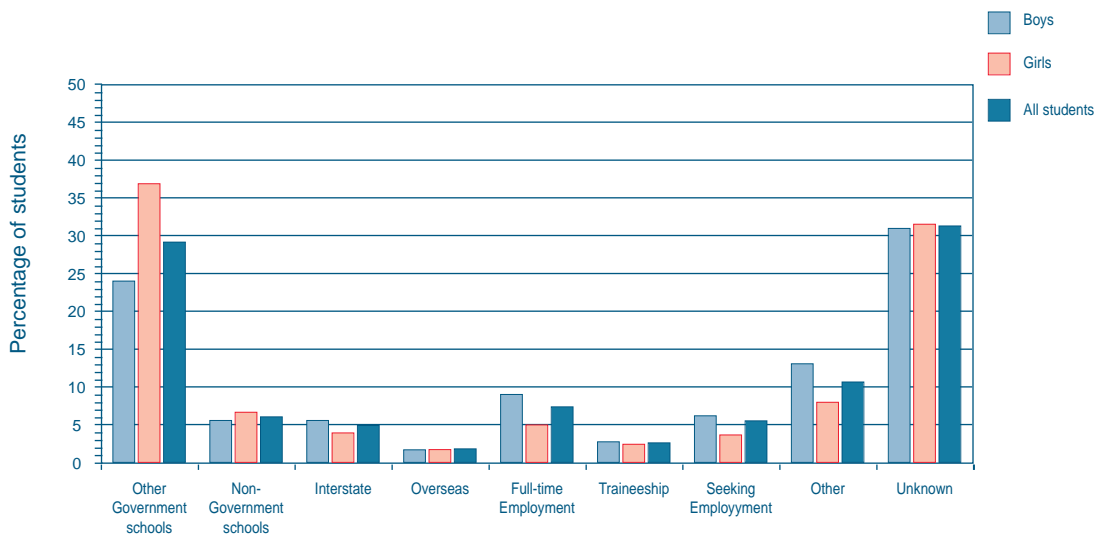


Table 13. Destination of Year 11 exit students, secondary colleges, 1997 (percent)

Destination Year 11 Secondary	Boys 75th percentile	Boys mean	Boys 25th percentile	Girls 75th percentile	Girls mean	Girls 25th percentile	All students 75th percentile	All students mean	All students 25th percentile
Other government schools	19.09	12.86	0.00	24.04	17.74	3.55	21.43	15.30	0.00
Non-government schools	0.00	1.43	0.00	0.82	2.69	0.00	0.00	2.06	0.00
Interstate	0.70	2.37	0.00	4.13	3.27	0.00	2.81	2.82	0.00
Overseas	0.70	2.53	0.00	5.41	4.17	0.00	3.64	3.35	0.00
Full-time employment	21.53	12.47	0.00	14.64	8.86	0.00	17.21	10.66	0.00
Traineeship	0.43	4.94	0.00	0.00	2.94	0.00	0.00	3.94	0.00
Seeking employment	12.59	9.49	0.00	14.29	8.93	0.00	13.56	9.21	0.00
Other	24.57	14.79	0.00	20.00	12.28	0.00	20.00	13.54	0.00
Unknown	63.39	39.12	12.50	6.67	39.12	12.50	66.25	39.12	12.50

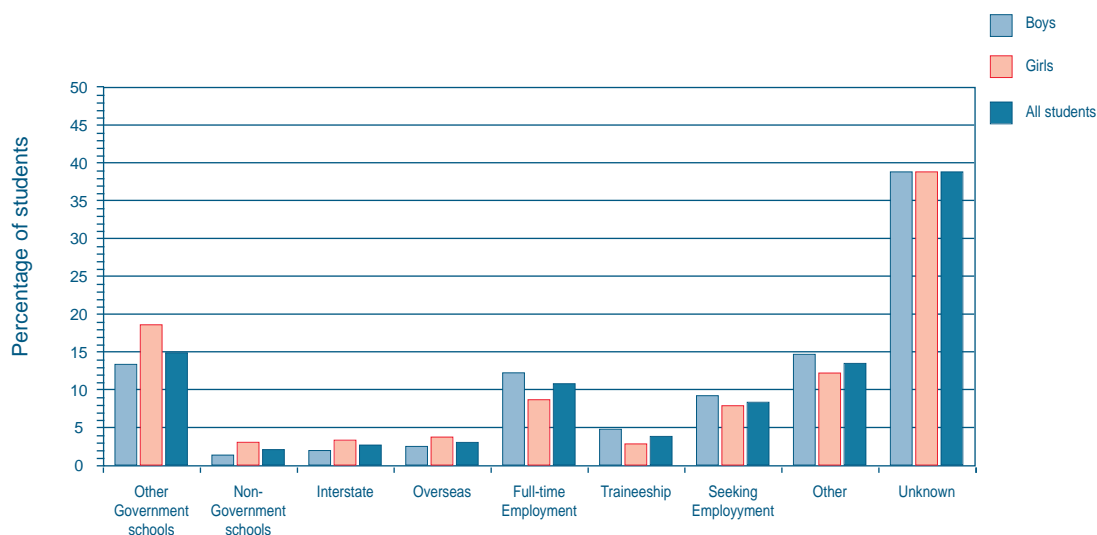
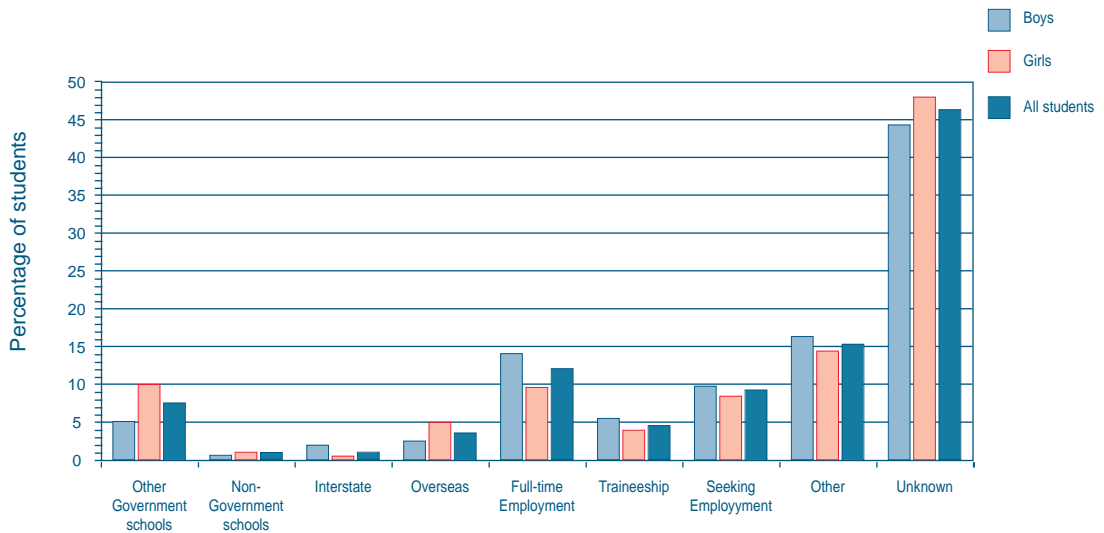
Figure 14. Destination of students—exit Year 11, secondary colleges

Table 14. Destination of Year 12 exit students prior to completion of the year, secondary colleges, 1997 (percent)

Destination Year 12 Secondary	Boys 75th percentile	Boys mean	Boys 25th percentile	Girls 75th percentile	Girls mean	Girls 25th percentile	All students 75th percentile	All students mean	All students 25th percentile
Other government schools	4.88	4.94	0.00	13.13	9.76	0.00	8.33	7.25	0.00
Non-government schools	0.00	0.28	0.00	0.00	0.37	0.00	0.00	0.32	0.00
Interstate	0.00	1.96	0.00	0.00	0.72	0.00	0.00	1.37	0.00
Overseas	0.00	2.37	0.00	0.00	4.79	0.00	0.00	3.53	0.00
Full-time employment	18.33	13.92	0.00	9.09	9.55	0.00	14.29	11.83	0.00
Traineeship	0.00	5.48	0.00	0.00	3.34	0.00	0.00	4.46	0.00
Seeking employment	1.35	9.81	0.00	1.63	8.70	0.00	2.17	9.28	0.00
Other	20.00	16.96	0.00	20.00	14.49	0.00	20.00	15.78	0.00
Unknown	86.34	44.28	0.00	85.34	48.29	8.52	85.71	46.20	0.00

Figure 15. Destination of students—exit Year 12, secondary colleges



Destination of Year 12 students at completion of the VCE

The benchmarks are presented in three formats:

- statewide—all students
- statewide—by region
- statewide—by “like” school groups.

Table 15. Destination of Year 12 exit students after completion of the VCE, secondary colleges, 1997 (percent)

Exit Year 12 Secondary	Boys 75th percentile	Boys mean	Boys 25th percentile	Girls 75th percentile	Girls mean	Girls 25th percentile	All students 75th percentile	All students mean	All students 25th percentile
University	56.44	41.16	1.54	67.89	48.82	4.74	63.24	45.35	11.04
TAFE	30.36	21.43	8.33	32.14	21.43	9.96	31.32	21.50	12.72
Training	5.56	3.38	0.00	2.10	2.12	0.00	3.85	2.64	0.00
Employment	15.63	9.76	0.00	9.29	6.33	0.00	11.93	7.88	0.00
Seeking work	8.11	6.63	0.00	6.67	4.26	0.00	7.86	4.92	0.00
Other/unknown	20.00	17.62	0.00	17.09	17.05	0.00	17.71	17.71	1.08

Figure 16. Destination of Year 12 students, secondary colleges—statewide

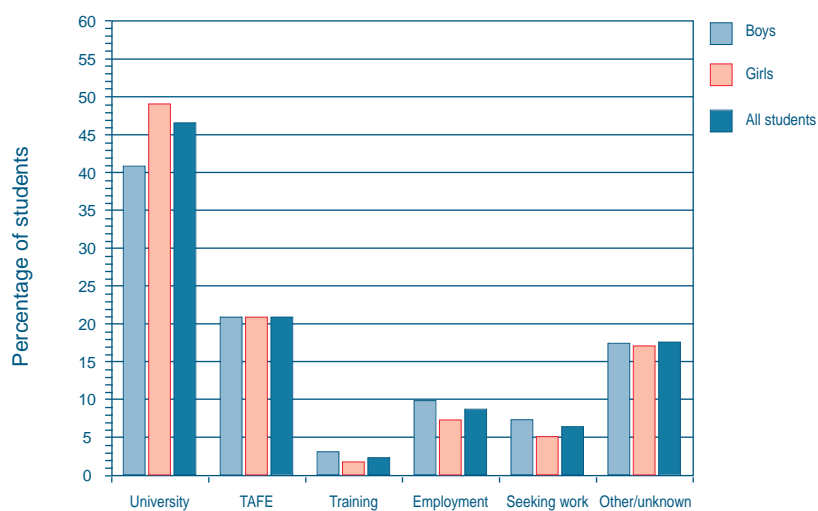


Table 16. Destination of Year 12 exit students by region, secondary colleges, 1997 (percent)

	University	TAFE	Training	Employment	Seeking work	Other/unknown
Barwon–South Western	46.25	8.81	7.83	6.79	6.41	23.92
Central Highlands–Wimmera	40.92	16.05	6.69	4.24	4.23	27.87
Loddon Campaspe–Mallee	41.52	13.44	1.68	8.65	1.16	33.55
Goulburn–North Eastern	49.46	12.93	1.58	11.04	4.50	20.49
Gippsland	39.08	27.42	2.13	6.68	8.01	16.68
Eastern Metropolitan	50.05	26.73	2.14	6.56	4.91	9.61
Western Metropolitan	43.51	19.88	3.50	8.49	5.67	18.95
Southern Metropolitan	43.01	25.32	1.13	10.25	3.68	16.61
Northern Metropolitan	45.00	27.69	2.32	6.07	5.91	13.02

Figure 17. Destination of Year 12 students - by region

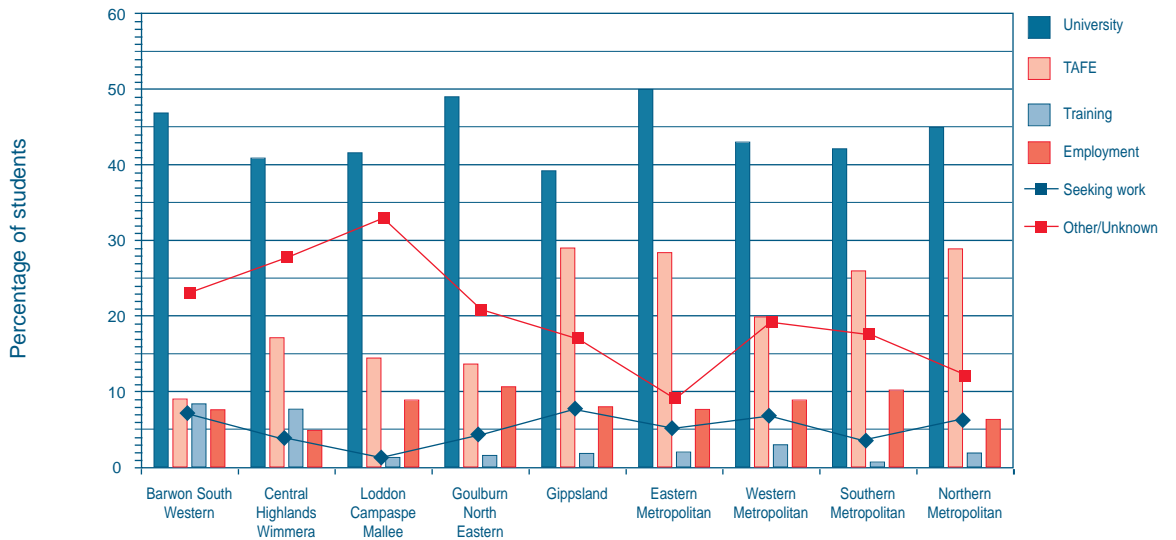
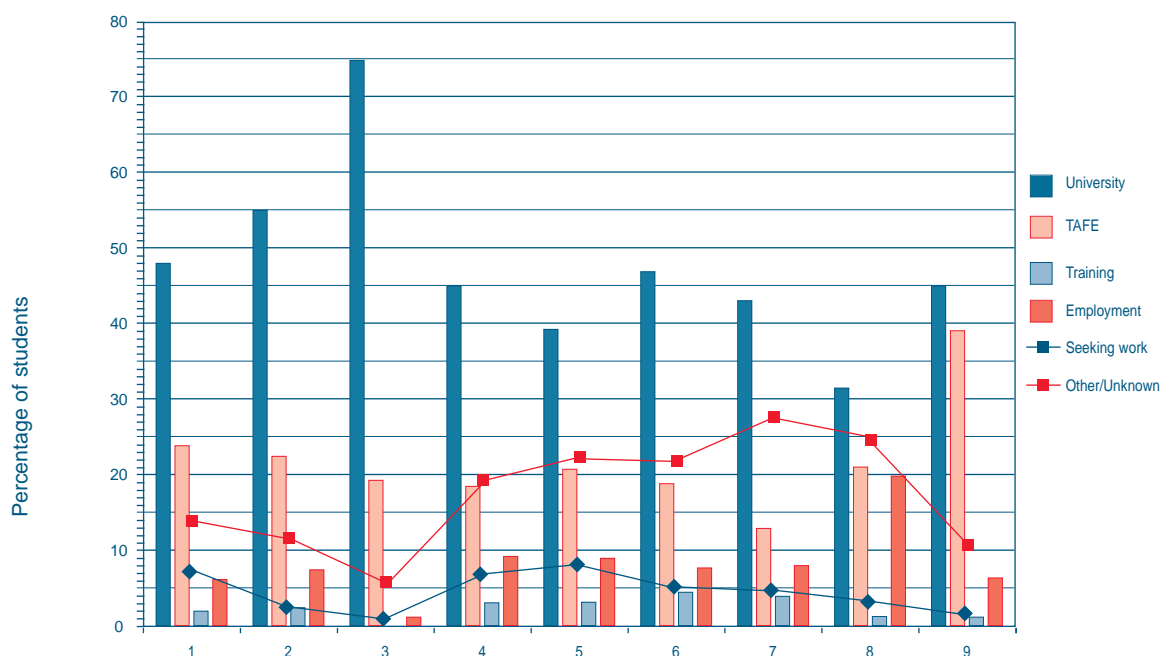


Table 17. Destination of Year 12 exit students by “like” school group, secondary colleges, 1997 (percent)

“Like” school group	University	TAFE	Training	Employment	Seeking work	Other/unknown
1	47.26	23.80	2.29	6.00	6.90	13.74
2	54.57	22.23	2.66	6.61	2.46	11.47
3	74.62	18.53	0.00	0.95	0.48	5.42
4	44.98	17.39	3.48	8.50	6.25	19.40
5	38.61	20.73	2.34	9.26	6.93	22.12
6	46.50	16.39	3.66	6.52	4.76	22.17
7	42.92	13.67	4.24	7.56	4.46	27.14
8	31.29	21.61	0.87	19.84	1.82	24.57
9	45.60	37.42	0.98	5.35	1.63	9.01

Figure 18. Destination of Year 12 students statewide—by “like” school group



5.2 Environment

5.2.1 Student absence

The student absence data for 1997 represent the average number of days absent in 1997 for all students at each year level. The 25th and 75th percentiles are also shown. Fifty per cent of absences fall between these percentiles.

Ten days absence is equivalent to 5 per cent of the school year.

Table 18. Student absence, primary and secondary, 1997 (average days per student)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
75th percentile	14.62	13.83	13.23	12.40	12.07	12.05	12.72	15.73	18.81	21.31	20.23	15.49	14.43
Mean	11.93	11.51	10.83	10.45	9.91	10.09	10.46	13.10	16.10	18.18	17.08	12.71	11.61
25th percentile	9.68	9.27	7.92	8.14	7.79	8.33	8.17	10.74	13.19	14.32	13.39	9.64	8.39

Figure 19. Student absence, primary schools and secondary colleges, 1997



5.2.2 Student accidents

Student accidents represent the average number of accidents per one hundred students in the state.

Schools can convert the Student Injury Report from the Annual Reports menu in CMIS (which gives a simple frequency or count) to ratio form by dividing the number of accidents in each category by the total school enrolment and multiplying the result by one hundred.

Example

$$\text{Accidents per 100 students} = \frac{\text{(number of accidents in a category)}}{\text{(school enrolment)}} \times 100$$

Table 19. Student accidents by location and frequency, secondary colleges, 1997 (per 100 students)

	First aid (returned to class)	First aid (sent home)	Doctor's treatment	Hospital treatment	Fatal
Sports grounds/venue	1.37	0.71	0.45	0.08	0.00
Playground general	1.75	0.60	0.28	0.03	0.00
Playground equipment	0.05	0.01	0.01	0.00	0.00
Classroom general	1.15	0.41	0.29	0.02	0.00
Chairs	0.04	0.01	0.01	0.00	0.00
Doors/windows	0.10	0.03	0.03	0.01	0.00
Stairs/steps	0.15	0.06	0.04	0.00	0.00
Paths/walkways	0.23	0.11	0.06	0.00	0.00
Office administration	0.00	0.00	0.00	0.00	0.00
Travelling to/from school	0.08	0.04	0.02	0.01	0.00
Camps/excursions	0.10	0.02	0.04	0.01	0.00
Other	0.65	0.25	0.08	0.01	0.00

5.3 Management

5.3.1 Staff survey

The staff opinion survey provides schools with a succinct summary of their staff management practices. It should be administered once a year.

Some changes have been made in the survey analysis for 1997.

The Quality of Worklife variable has been found to be confounded by individual personality differences and is no longer included in the survey. It has been replaced by the Professional Development variable. Benchmark data for this variable will be provided in 1999.

The survey analysis provided by the CASES Survey Module, released to schools in 1997, has been adjusted to ensure that all questions carry equal weighting. Schools may adjust variable scores from their previous surveys by using the "Data Take On" facility in the module. This allows surveys from previous years to be directly compared with 1997 results.

The Survey Module in schools' CASES computer systems contains statewide means for the staff survey variables derived from a study conducted in 1996 by Dr Peter Hart, Department of Psychology, The University of Melbourne. The Survey Module contains Term 1, 1996 means from Dr Hart's study. *Monitoring Staff Opinion* contains the means from the other three terms in 1996.

The benchmarks in this section provide data which represent the full distribution of results for each survey variable from the 1995, 1996 and 1997 annual reports. The 1995 and 1996 means (as presented in Benchmarks 96) have been adjusted to reflect changes in the Survey Module. Also shown is the mean provided by the CASES module (Hart 96). There is a tendency for staff survey results reported in annual reports to be slightly higher than those gained from a random sample.

The five variables of the Staff Annual Report Opinion Survey are a sub-set of the Staff Full Diagnostic Survey. Schools wishing to use the full survey can access it via the CASES Survey Module.

Interpretation of the staff survey

The document, *Monitoring Staff Opinion*, gives detailed advice on the interpretation of staff survey.

- The first point of comparison is against the school's own past performance. Have the results remained relatively constant or is there an upward or downward trend?
- The school score may then be compared to the state range of means.
- For 1997 the distribution of all schools in the sample is also provided. Does the school score fall in the bottom 25 per cent, the middle 50 per cent, or the upper 25 per cent?

As always professional judgement is required in the interpretation of the school data as the context for each school is different.

Figure 20. Staff survey, 1997
Morale: Secondary schools

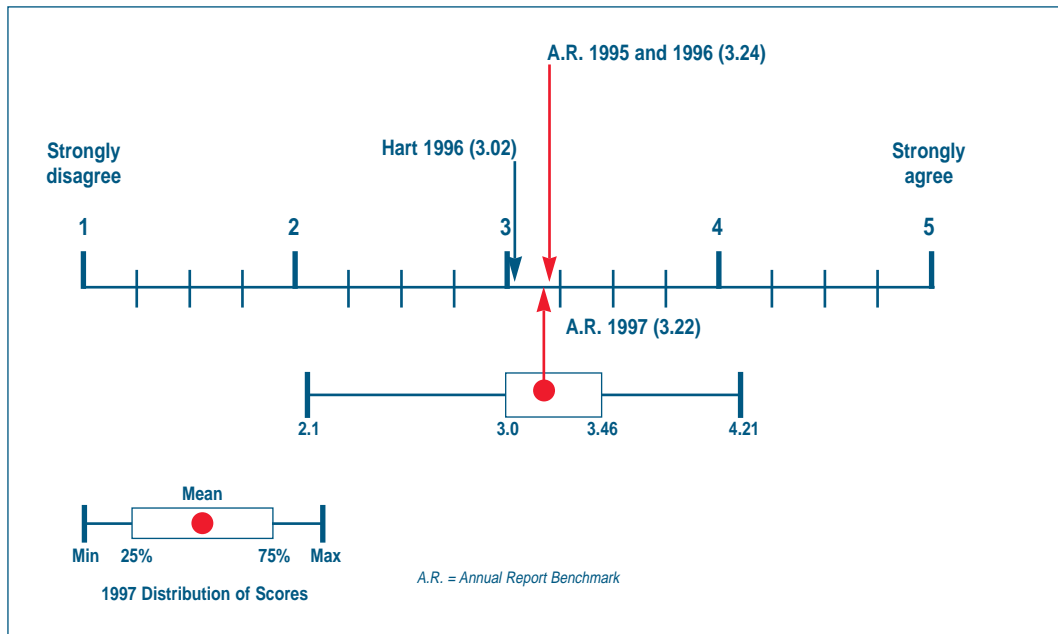


Figure 21. Staff survey, 1997
Supportive leadership: Secondary schools

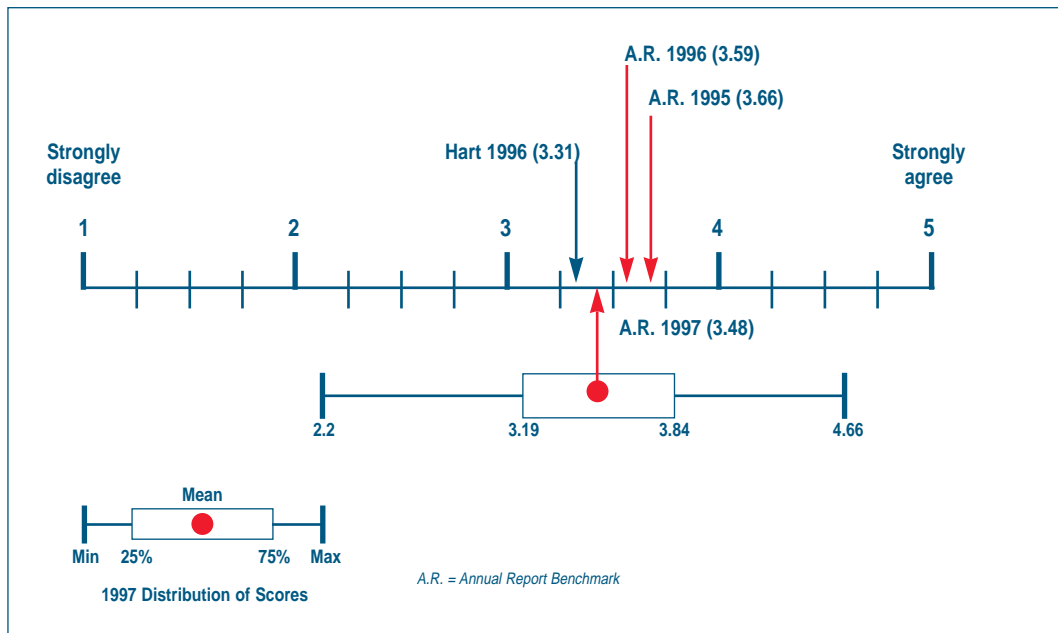


Figure 22. Staff survey, 1997
Goal congruence: Secondary schools

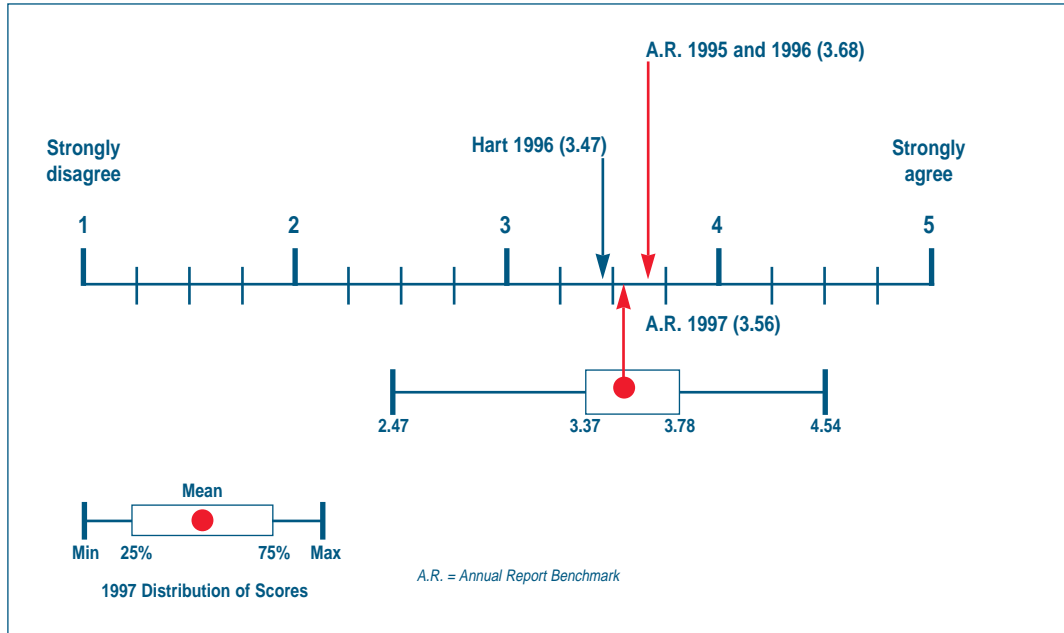
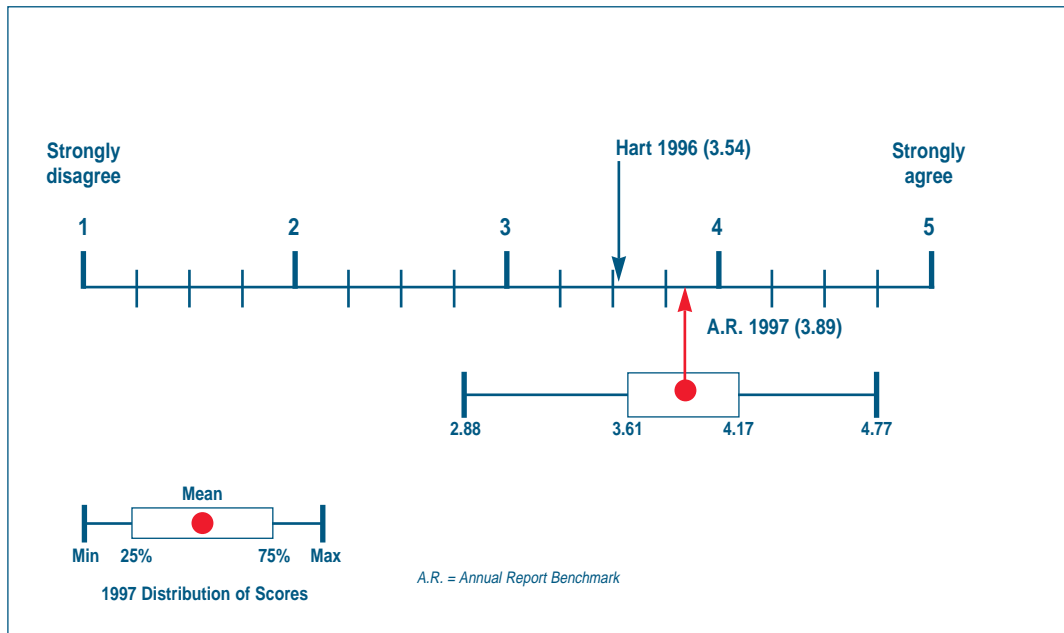


Figure 23. Staff survey, 1997
Professional interaction: Secondary schools



5.3.2 Teacher sick leave

Sick leave benchmarks have been calculated for both non-certificated and total sick leave taken by teaching staff. The figures represent the average number of sick leave days per teacher.

CMIS provides a simple frequency, or count, of the sick leave days taken at a school. To compare the school's number of sick leave days with the benchmarks this figure must be converted to a ratio. This is obtained by dividing the number of sick leave days for each month by the number of EFT teachers on the staff. This gives the number of sick leave days per teacher.

Example

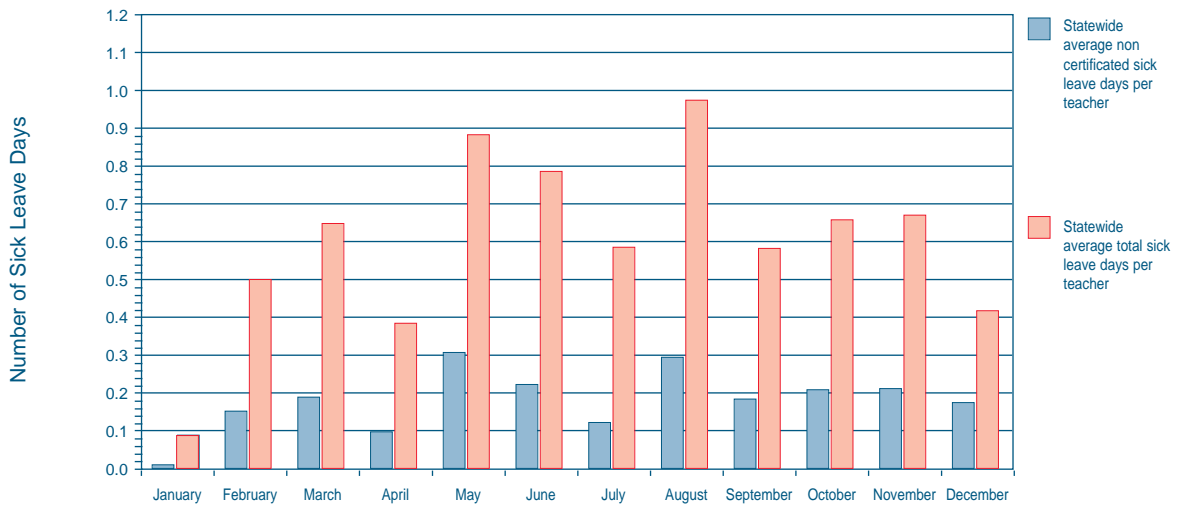
$$\frac{\text{(Total non-certificated days of leave)}}{\text{(Number of EFTs at the school)}} = \text{Average days per leave per teacher}$$

In making judgements with regard to leave it should be noted that long illness by a small number of staff can affect the results. The level of non-certificated leave provides a better measure to inform management decisions.

Table 20. Staff leave, secondary schools, 1997

	Statewide average non-certificated sickleave days per teacher	Statewide average total sick leave days per teacher
January	0.007	0.080
February	0.158	0.497
March	0.188	0.650
April	0.097	0.382
May	0.307	0.874
June	0.227	0.778
July	0.134	0.584
August	0.290	0.973
September	0.184	0.571
October	0.221	0.660
November	0.232	0.667
December	0.172	0.429
Total	2.217	7.145

Figure 24. Teacher sick leave, secondary colleges, 1997



5.3.3 WorkCover

The benchmarks provide the median premium for secondary colleges as a percentage of all salaries paid by the Department of Education. The distribution of premiums for each type of school is shown on the graph. Also provided are the mean number of claims, cost and days lost per staff member for injuries or illness which exceed ten days.

In October 1998, the Department of Education's WorkCover Performance Unit will send all schools further advice on these benchmarks and data on their individual performance so that schools may readily assess their own performance in relation to the statewide benchmarks.

Queries in respect of this data should be directed to the WorkCover Performance Unit on telephone 9637 2382 or 9637 2386.

Table 21. WorkCover premiums: Median premium as a percentage of salaries paid by the Department of Education

School type	Median
Secondary	0.38%

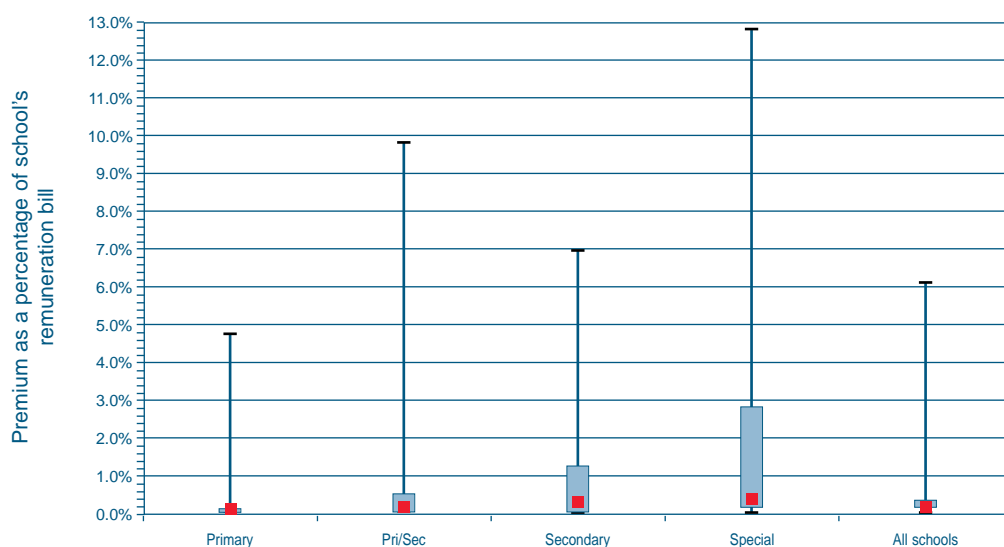
Table 22. Injuries and illnesses that exceed ten days time lost. Mean claims, costs and days lost per staff member by type of injury or illness

School type	Stress			Strain/sprain			Other		
	Claims per staff member	Cost per staff member	Days lost per staff member	Claims per staff member	Cost per staff member	Days lost per staff member	Claims per staff member	Cost per staff member	Days lost per staff member
Primary	0.0045	\$44.20	0.3984	0.0104	\$26.43	0.2005	0.0059	\$20.47	0.1702

Table 23. WorkCover premiums for each school type: Premiums are expressed as a percentage of salaries paid by the Department of Education

	Schools	95th percentile	75th percentile	Median	25th percentile	5th percentile	Industry rate
Primary	1,227	4.5851%	0.1296%	0.1040%	0.1040%	0.1040%	0.1040%
Primary/Secondary	34	9.6189%	0.5591%	0.1520%	0.0900%	0.0860%	0.0860%
Secondary	266	6.9137%	1.3148%	0.3790%	0.1520%	0.1520%	0.1520%
Special	82	12.7122%	2.7676%	0.4331%	0.1840%	0.1840%	0.1840%
All schools	1,610	6.2122%	0.3988%	0.1040%	0.1040%	0.1040%	N/A

Figure 25. Distribution of Victorian government school premiums



6. P–12 college benchmarks

6.1 Curriculum

6.1.1 Time allocation

The time that a school allocates to each of the eight key learning areas (KLAs) underpins the ultimate performance of students.

Time allocation relates to the percentage of time in the average twenty-five hour school week that students spend on learning in each of the eight KLAs.

Example:

$$\frac{\text{English (6 hours)}}{\text{Total week time (25 hours)}} \times 100 = 24\%$$

The following tables and graphs provide benchmark information for the mean, or average, percentage time allocated to each KLA for all P–12 colleges. The table also provides the time allocated to each KLA by schools at the 25th and 75th percentile. Fifty per cent of schools fall between the 25th and 75th percentile.

To compare a school's time allocation with the benchmarks, divide the time allocated to each KLA by the total timetabled time in a week and multiply this by one hundred.

Table 24. Time allocated to each KLA years, Prep–Year 2, P–12 colleges, 1997 (percent)

P–12, P–2	English	Mathematics	Science	Technology	The Arts	HPE	SOSE	LOTE
75th percentile	44.66	20.49	4.58	5.43	10.15	12.00	8.81	4.89
Mean	39.54	18.83	4.69	4.45	9.43	10.97	8.39	3.70
25th percentile	35.14	16.89	3.87	3.94	8.25	10.61	6.06	3.02

Figure 26. Time allocated to KLAs by P–12 colleges, Prep–Year 2, 1997

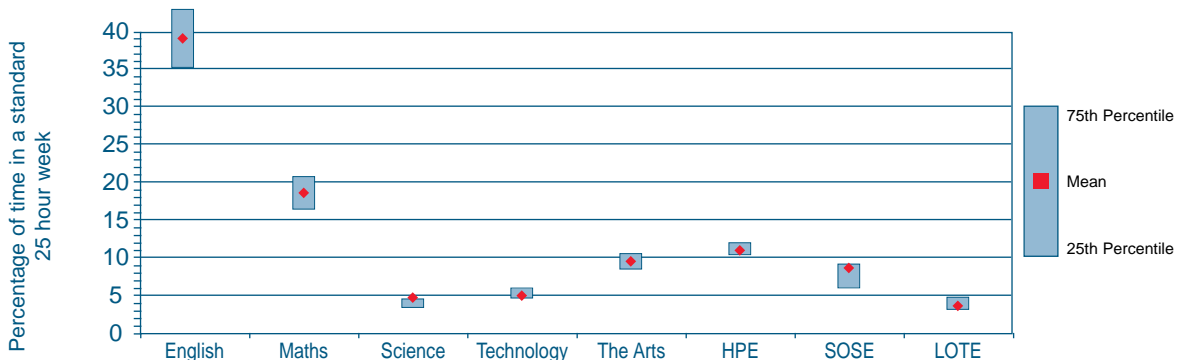
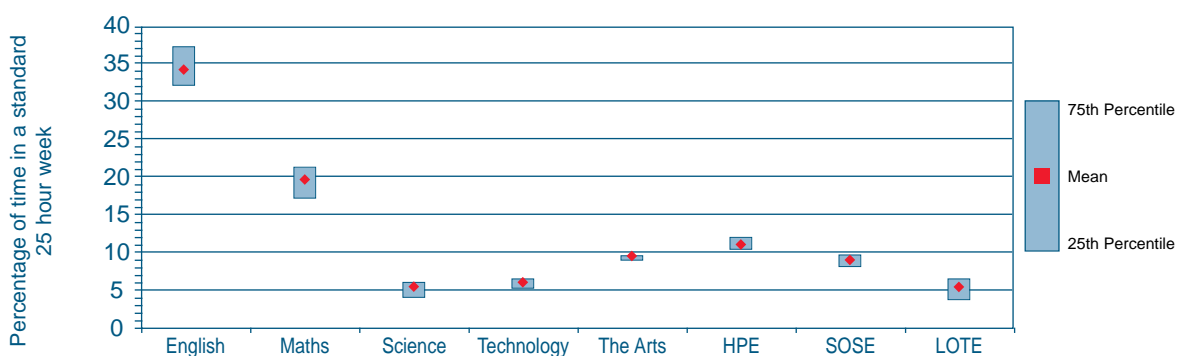


Table 25. Time allocated to each KLA, Years 3–4, P–12 colleges, 1997 (percent)

P–12, 3–4	English	Mathematics	Science	Technology	The Arts	HPE	SOSE	LOTE
75th percentile	37.13	21.40	6.25	6.48	9.90	12.12	9.90	6.50
Mean	33.97	19.62	5.57	5.97	9.53	11.09	8.88	5.37
25th percentile	32.00	17.34	4.00	5.00	9.00	10.00	8.00	3.85

Figure 27. Time allocated to KLAs by P–12 colleges, Years 3–4, 1997**Table 26. Time allocated to each KLA, Years 5–6, P–12 colleges, 1997 (percent)**

P–12, 5–6	English	Mathematics	Science	Technology	The Arts	HPE	SOSE	LOTE
75th percentile	34.26	23.78	6.03	7.66	10.00	15.72	11.88	7.73
Mean	29.06	19.93	6.50	6.78	9.21	13.00	10.09	5.43
25th percentile	24.67	17.50	4.00	4.03	8.02	10.52	5.26	3.51

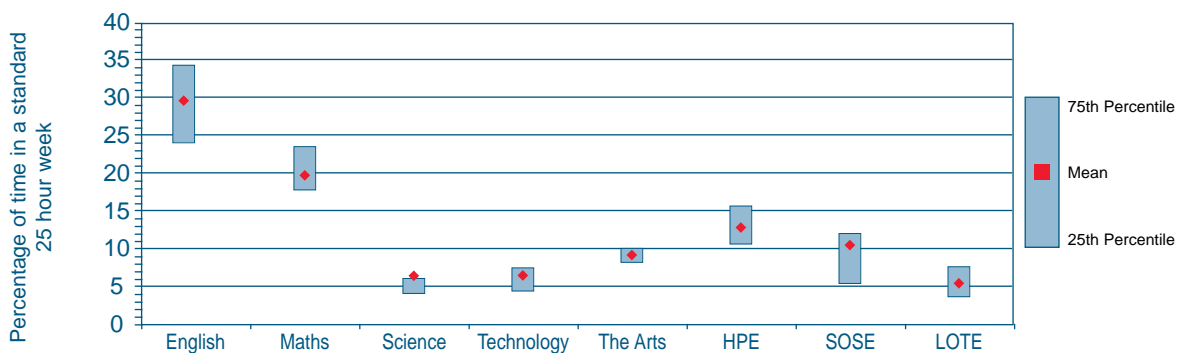
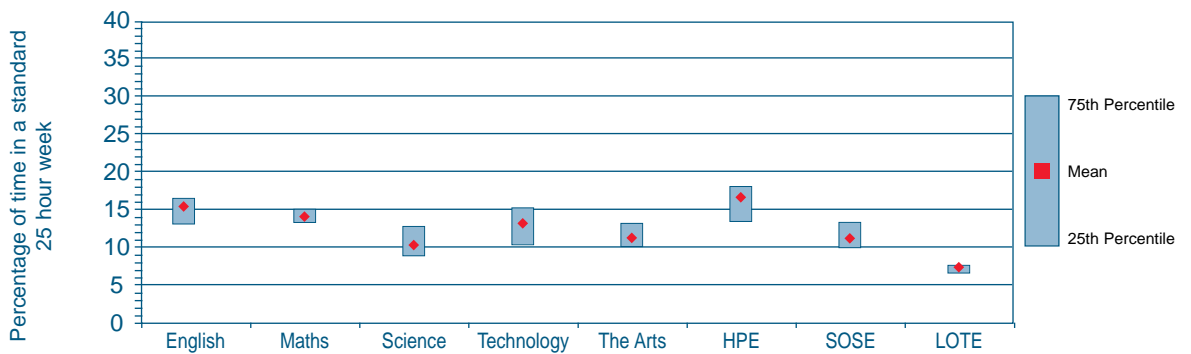
Figure 28. Time allocated to KLAs by P–12 colleges, Years 5–6, 1997

Table 27. Time allocated to each KLA, Years 7–8, P–12 colleges, 1997 (percent)

P–12, 5–6	English	Mathematics	Science	Technology	The Arts	HPE	SOSE	LOTE
75th percentile	16.59	15.02	11.76	15.02	13.21	18.27	13.31	7.69
Mean	15.79	13.95	10.18	13.29	11.26	16.65	11.49	7.40
25th percentile	13.37	13.33	8.93	10.05	10.00	13.44	10.00	6.68

Figure 29. Time allocated to KLAs by P–12 colleges, Years 7–8, 1997



6.1.2 Destination of exit students

Destination of exit students—Years 10, 11 and 12

Destination of exit students refers to three sets of data:

- those students exiting during or at the end of Years 10 and 11
- those Year 12 students who exited prior to the completion of their VCE
- those students who exited upon completion of their VCE.

In each case destination is expressed as a percentage of all students who exited in each of

Examples

$$\begin{aligned} \text{Percentage of students exiting} &= \frac{\text{Year 10 exits (Interstate)}}{\text{Total Year 10 exits}} \times 100 = 22.2\% \\ \text{Year 10 to go interstate} &= \frac{2}{9} \times 100 = 22.2\% \\ \text{Percentage of students exiting} &= \frac{\text{Year 12 exits (Employment)}}{\text{Total Year 12 exits (prior to VCE)}} \times 100 = 33.3\% \\ \text{Year 12 to take up employment} &= \frac{6}{18} \times 100 = 33.3\% \end{aligned}$$

the groups.

It should be noted that the destination of students exiting Year 12 upon completion of their VCE is often unknown at the time when CASES is rolled over and the school data tables are formed. This needs to be taken into account when making comparisons with the benchmarks.

To convert the numbers of students exiting to a percentage, take the number of students for each destination, divide by the total number of students who exited for that year level and multiply by one hundred.

Table 28. Destination of Year 10 exit students, P-12 colleges, 1997 (percent)

Destination Year 10, P-12	Boys 75th percentile	Boys mean	Boys 25th percentile	Girls 75th percentile	Girls mean	Girls 25th percentile	All students 75th percentile	All students mean	All students 25th percentile
Other government schools	45.00	33.06	0.00	100.00	51.86	11.11	78.47	41.79	0.00
Non-government schools	33.33	17.78	0.00	0.00	7.48	0.00	18.06	13.00	0.00
Interstate	14.17	10.22	0.00	0.00	10.50	0.00	9.82	10.35	0.00
Overseas	0.00	0.42	0.00	0.00	0.00	0.00	0.00	0.22	0.00
Full-time employment	0.00	7.25	0.00	0.00	1.10	0.00	0.00	4.39	0.00
Traineeship	0.00	6.67	0.00	0.00	0.00	0.00	0.00	3.57	0.00
Seeking employment	0.00	3.08	0.00	0.00	10.26	0.00	0.00	6.41	0.00
Other	8.33	6.75	0.00	0.00	1.10	0.00	0.00	4.13	0.00
Unknown	29.17	14.77	0.00	44.44	17.70	0.00	33.33	16.13	0.00

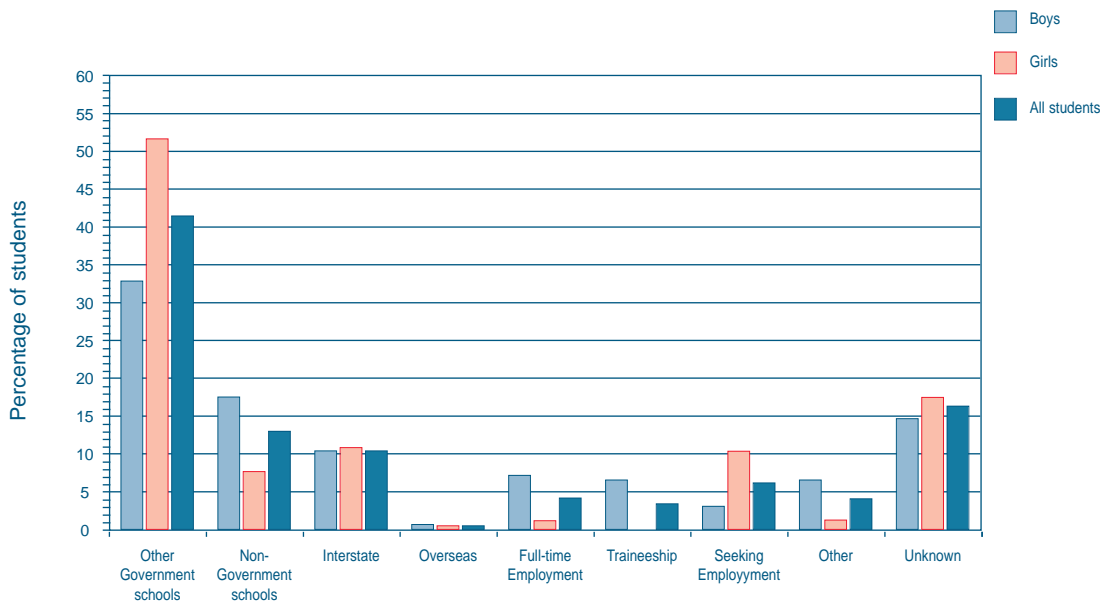
Figure 30. Destination of students—exit Year 10, P-12 colleges, 1997

Table 29. Destination of Year 11 exit students, P-12 colleges, 1997 (percent)

Destination Year 11, P-12	Boys 75th percentile	Boys mean	Boys 25th percentile	Girls 75th percentile	Girls mean	Girls 25th percentile	All students 75th percentile	All students mean	All students 25th percentile
Other government schools	9.29	12.29	0.00	16.67	17.84	0.00	16.67	14.99	0.00
Non-government schools	3.26	8.42	0.00	0.00	2.7	0.00	0.00	5.64	0.00
Interstate	0.00	7.41	0.00	0.00	3.92	0.00	0.00	5.71	0.00
Overseas	0.00	0.56	0.00	0.00	5.74	0.00	0.00	3.07	0.00
Full-time employment	38.33	15.86	0.00	0.00	14.22	0.00	33.33	15.06	0.00
Traineeship	0.00	8.8	0.00	0.00	11.76	0.00	0.00	10.24	0.00
Seeking employment	3.26	7.65	0.00	0.00	0.00	0.00	0.00	3.93	0.00
Other	25.00	16.32	0.00	40.00	19.86	0.00	29.17	18.04	0.00
Unknown	30.43	22.70	0.00	50.00	23.96	0.00	45.00	23.31	0.00

Figure 31. Destination of students—exit Year 11, P-12 colleges, 1997

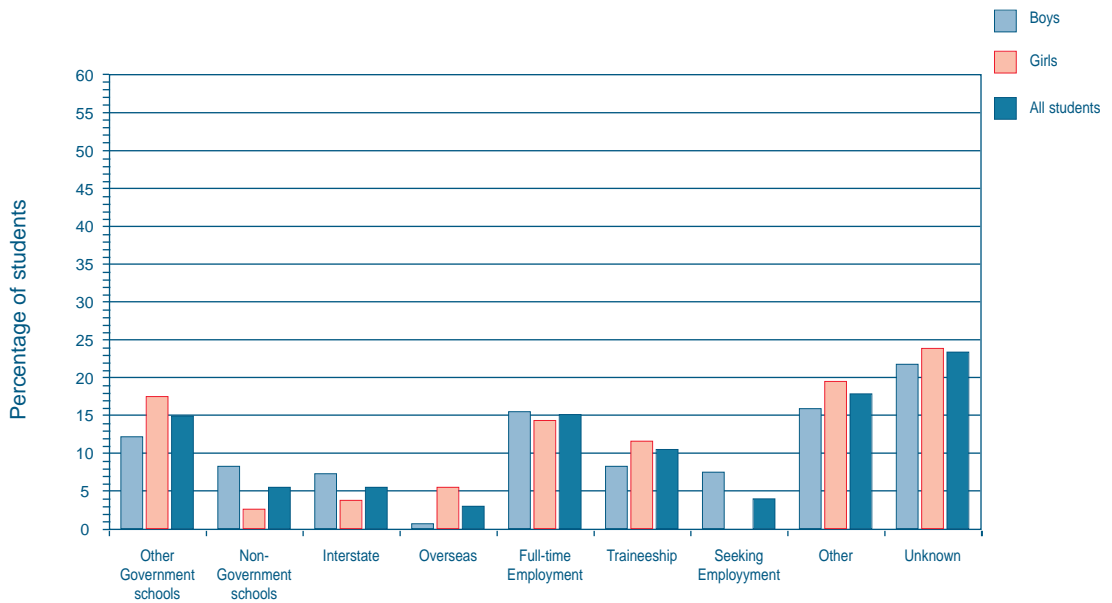


Table 30. Destination of Year 12 exit students prior to completion of VCE, P-12 colleges, 1997 (percent)

Destination Year 12, P-12	Boys 75th percentile	Boys mean	Boys 25th percentile	Girls 75th percentile	Girls mean	Girls 25th percentile	All students 75th percentile	All students mean	All students 25th percentile
Other government schools	0.00	10.42	0.00	0.00	6.06	0.00	0.00	8.33	0.00
Non-government schools	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Interstate	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Overseas	0.00	2.08	0.00	0.00	13.64	0.00	0.00	7.61	0.00
Full-time employment	62.50	33.33	0.00	0.00	12.12	0.00	41.67	23.19	0.00
Traineeship	0.00	4.17	0.00	0.00	9.09	0.00	0.00	6.52	0.00
Seeking employment	25.00	25.00	0.00	0.00	0.00	0.00	0.00	13.04	0.00
Other	12.50	16.67	0.00	75.00	36.36	0.00	50.00	26.09	0.00
Unknown	0.00	8.33	0.00	25.00	22.73	0.00	0.00	15.22	0.00

Figure 32. Destination of students—exit Year 12, P-12 colleges, 1997

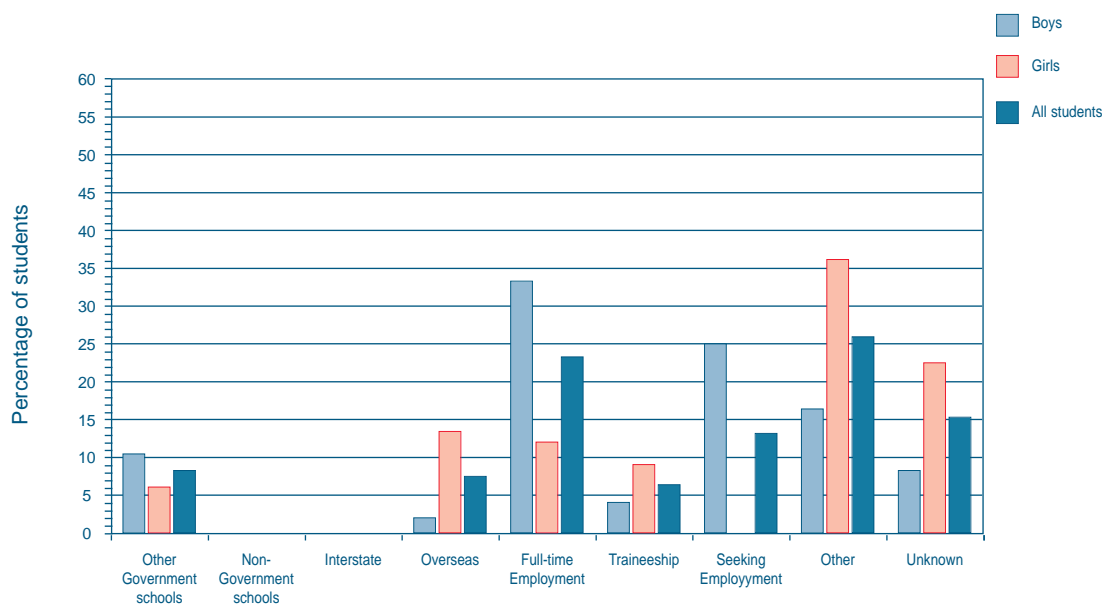
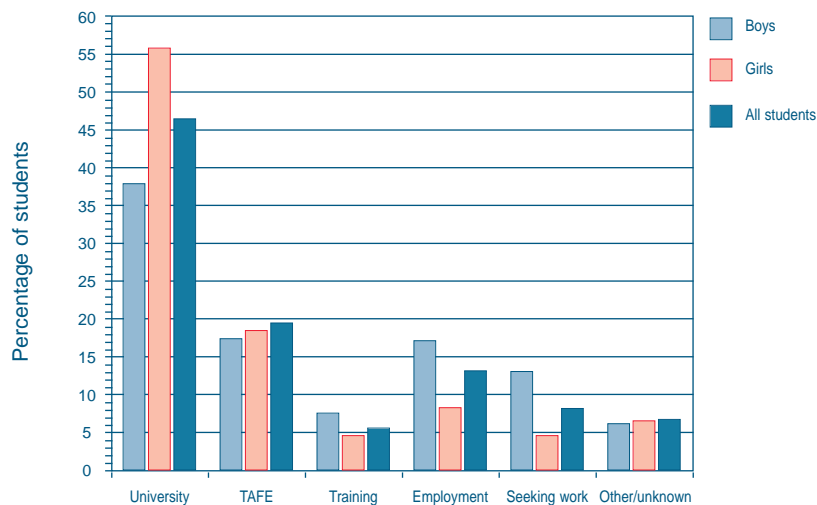


Table 31. Destination of Year 12 exit students upon completion of VCE, P-12 colleges, 1997 (percent)

Exit Year 12, P-12	Boys 75th percentile	Boys mean	Boys 25th percentile	Girls 75th percentile	Girls mean	Girls 25th percentile	All students 75th percentile	All students mean	All students 25th percentile
University	50.00	38.33	27.27	72.15	56.15	50.00	63.71	46.68	33.70
TAFE	25.00	17.46	0.00	35.61	18.81	0.00	25.00	19.76	10.08
Training	7.69	7.51	0.00	3.94	4.90	0.00	10.63	5.58	0.00
Employment	14.29	17.38	0.00	3.12	8.32	0.00	12.15	13.04	0.81
Seeking work	18.18	13.04	0.00	0.00	4.96	0.00	12.59	8.25	0.00
Other/unknown	3.45	6.28	0.00	11.11	6.85	0.00	10.42	6.96	0.00

Figure 33. Destination of Year 12 students, P-12 colleges—statewide



Insufficient data were available to provide destination data by region and “like” school group for P-12 colleges. However, these benchmarks are provided for secondary colleges and may provide useful information for some P-12 colleges.

6.2 Environment

6.2.1 Student absence

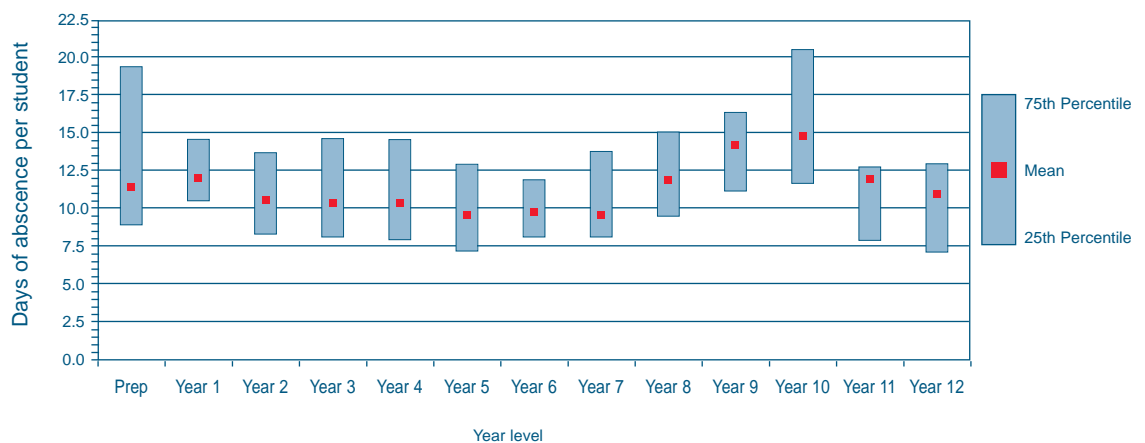
The student data for 1997 represent the average number of days absent in 1997 for all students at each year level. The 25th and 75th percentiles are also shown. Fifty per cent of absences fall between these percentiles.

Ten days absence is equivalent to 5 per cent of the school year.

Table 32. Student absence, P-12 colleges, 1997 (average days per student)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
75th percentile	19.18	14.68	13.75	14.71	14.67	12.85	11.86	13.64	14.88	16.48	20.29	12.57	13.13
Mean	11.36	11.69	10.66	10.50	10.35	9.04	9.64	8.93	11.74	14.41	14.84	12.26	11.25
25th percentile	8.56	10.38	8.09	8.00	7.85	7.17	8.02	7.96	9.10	10.88	11.25	7.74	7.14

Figure 34. Student absence, P-12 colleges, 1997



6.2.2 Student accidents

Student accident data represent the average number of accidents per one hundred students in the state.

Schools can convert the Student Injury Report from the Annual Reports menu in CMIS (which gives a simple frequency or count) to ratio form by dividing the number of accidents in each category by the total school enrolment and multiplying the result by one hundred.

Example

$$\text{Accidents per 100 students} = \frac{(\text{number of accidents in a category})}{(\text{school enrolment})} \times 100$$

Table 33. Student accidents by location and frequency, P-12 colleges, 1997 (per 100 students)

	First aid (returned to class)	First aid (sent home)	Doctor's treatment	Hospital treatment	Fatal
Sports grounds/venue	0.65	0.38	0.49	0.14	0.00
Playground general	1.21	0.73	0.32	0.06	0.00
Playground equipment	0.41	0.27	0.08	0.01	0.00
Classroom general	0.55	0.22	0.19	0.03	0.00
Chairs	0.00	0.03	0.03	0.00	0.00
Doors/windows	0.03	0.00	0.04	0.00	0.00
Stairs/steps	0.13	0.06	0.03	0.00	0.00
Paths/walkways	0.08	0.08	0.08	0.00	0.00
Office administration	0.00	0.00	0.00	0.00	0.00
Travelling to/from school	0.01	0.03	0.05	0.00	0.00
Camps/excursions	0.08	0.00	0.11	0.04	0.00
Other	0.14	0.06	0.06	0.05	0.00

6.3 Management

6.3.1 Staff survey

The staff opinion survey provides schools with a succinct summary of their staff management practices. It should be administered once a year.

Some changes have been made in the survey analysis for 1997.

The Quality of Worklife variable has been found to be confounded by individual personality differences and is no longer included in the survey. It has been replaced by the Professional Development variable. Benchmark data for this variable will be provided in 1999.

The survey analysis provided by the CASES Survey Module, released to schools in 1997, has been adjusted to ensure that all questions carry equal weighting. Schools may adjust variable scores from their previous surveys by using the "Data Take On" facility in the module. This allows surveys from previous years to be directly compared with 1997 results.

The Survey Module in schools' CASES computer systems contains statewide means for the staff survey variables derived from a study conducted in 1996 by Dr Peter Hart, Department of Psychology, The University of Melbourne. The Survey Module contains Term 1, 1996 means from Dr Hart's study. *Monitoring Staff Opinion* contains the means from the other three terms in 1996.

The benchmarks in this section provide data which represent the full distribution of results for each survey variable from the 1995, 1996 and 1997 annual reports. The 1995 and 1996 means have been adjusted to reflect changes in the Survey Module. Also shown is the mean provided by the

CASES module. There is a tendency for staff survey results reported in annual reports to be slightly higher than those gained from a random sample.

The five variables of the Staff Annual Report Opinion Survey are a sub-set of the Staff Full Diagnostic Survey. Schools wishing to use the full survey can access it via the CASES Survey Module.

Interpretation of the staff survey

The document, *Monitoring Staff Opinion*, gives detailed advice on the interpretation of staff survey.

- The first point of comparison is against the school's own past performance. Have the results remained relatively constant or is there an upward or downward trend?
- The school score may then be compared to the state range of means.
- For 1997 the distribution of all schools in the sample is also provided. Does the school score fall in the bottom 25 per cent, the middle 50 per cent, or the upper 25 per cent?

As always professional judgement is required in the interpretation of the school data as the context of each school is different.

Figure 35. Staff survey, 1997
Morale: P-12 colleges

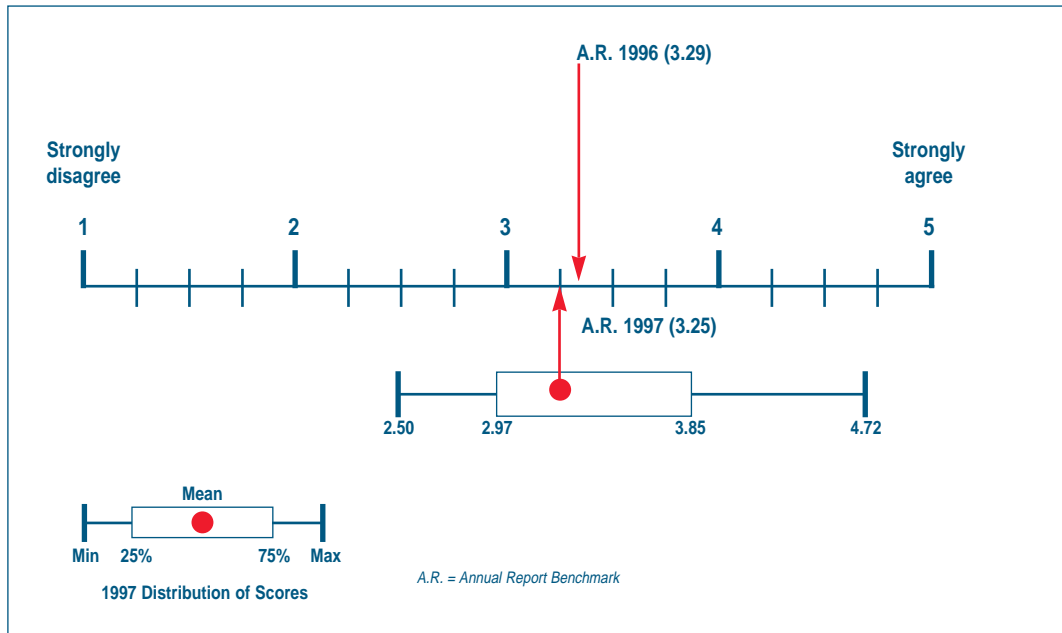


Figure 36. Staff survey, 1997
Supportive leadership: P-12 colleges

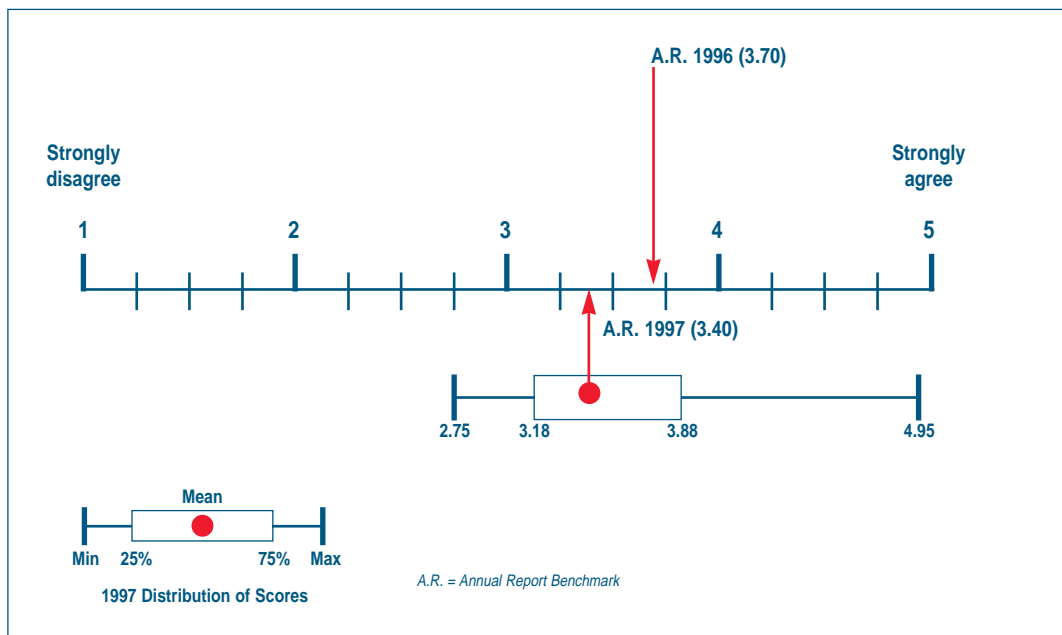


Figure 37. Staff survey, 1997
Goal congruence: P-12 colleges

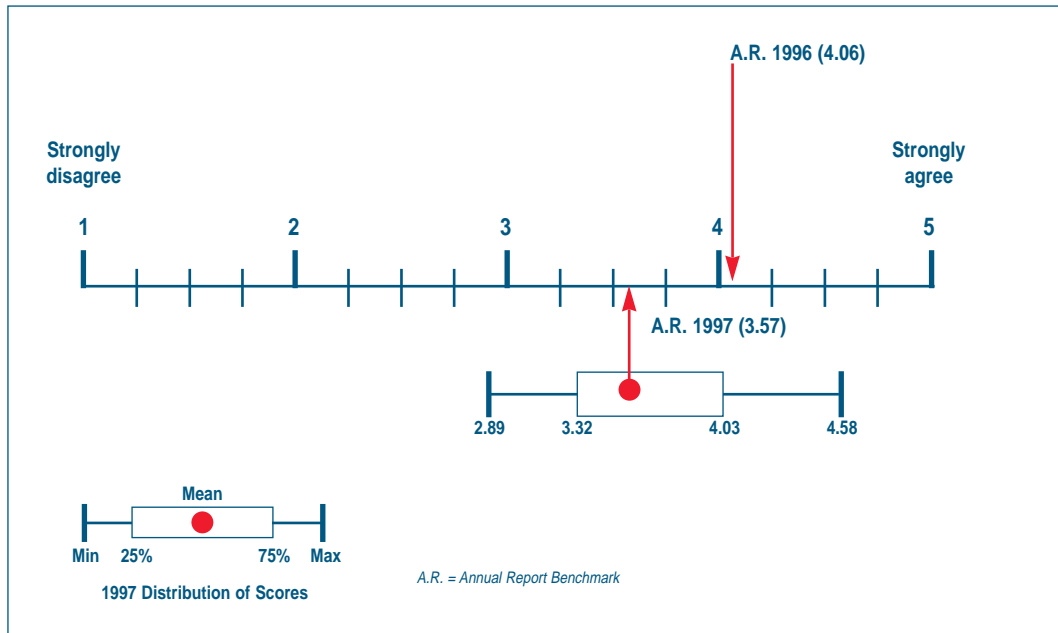
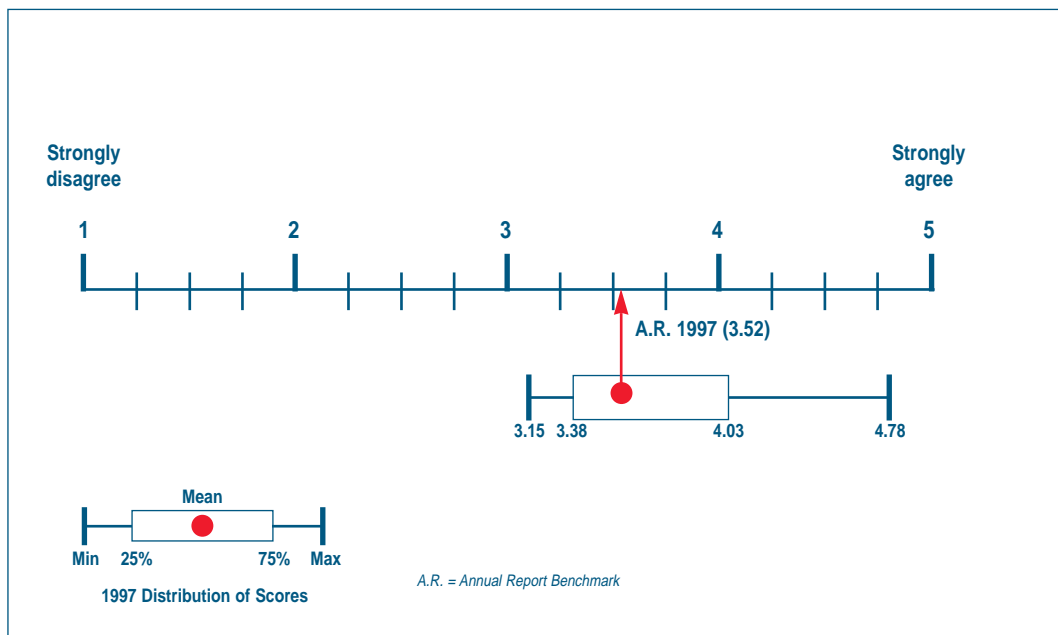


Figure 38. Staff survey, 1997
Professional interaction: P-12 colleges



6.3.2 Teacher sick leave

Sick leave benchmarks have been calculated for both non-certificated and total sick leave taken by teaching staff. The figures represent the average number of sick leave days per teacher.

CMIS provides a simple frequency, or count, of the sick leave days taken at a school. To compare the school's number of sick leave days with the benchmarks, this figure must be converted to a ratio. This is obtained by dividing the number of sick leave days for each month by the number of EFT teachers on the staff. This gives the number of sick leave days per teacher.

Example

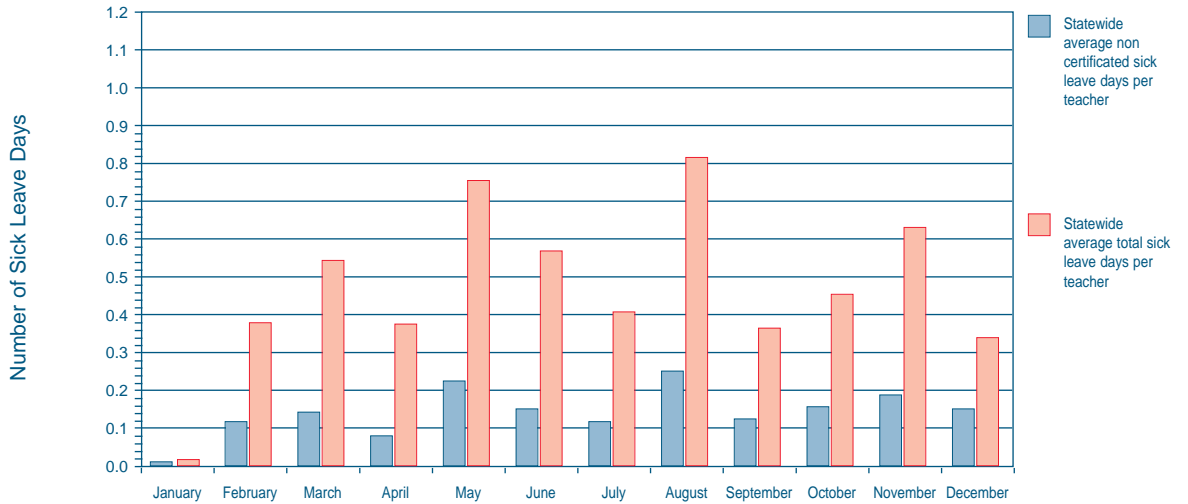
$$\frac{\text{(Total non-certificated days of leave)}}{\text{(Number of EFTs at the school)}} = \text{Average days per leave per teacher}$$

Table 34. Staff leave, P-12 colleges, 1997

	Statewide average non-certificated sickleave days per teacher	Statewide average total sick leave days per teacher
January	0.003	0.019
February	0.121	0.370
March	0.146	0.542
April	0.081	0.381
May	0.226	0.749
June	0.157	0.583
July	0.110	0.405
August	0.247	0.815
September	0.132	0.381
October	0.174	0.457
November	0.196	0.623
December	0.150	0.343
Total	1.743	5.668

In making judgements with regard to leave it should be noted that long illness by a small number of staff can affect the results. The level of non-certificated leave provides a better measure to inform management decisions.

Figure 39. Teacher sick leave, P-12 colleges, 1997



6.3.3 WorkCover

The benchmarks provide the median premium for P-12 colleges as a percentage of all salaries paid by the Department of Education. The distribution of premiums for each type of school is shown on the graph. Also provided are the mean number of claims, cost and days lost per staff member for injuries or illness which exceed ten days.

In October 1998, the Department of Education's WorkCover Performance Unit will send all schools further advice on these benchmarks and data on their individual performance so that schools may readily assess their own performance in relation to the statewide benchmarks.

Queries in respect of this data should be directed to the WorkCover Performance Unit on telephone 9637 2382 or 9637 2386.

Table 35. WorkCover premiums: Median premium as a percentage of salaries paid by the Department of Education

School type	Median
P-12	0.15%

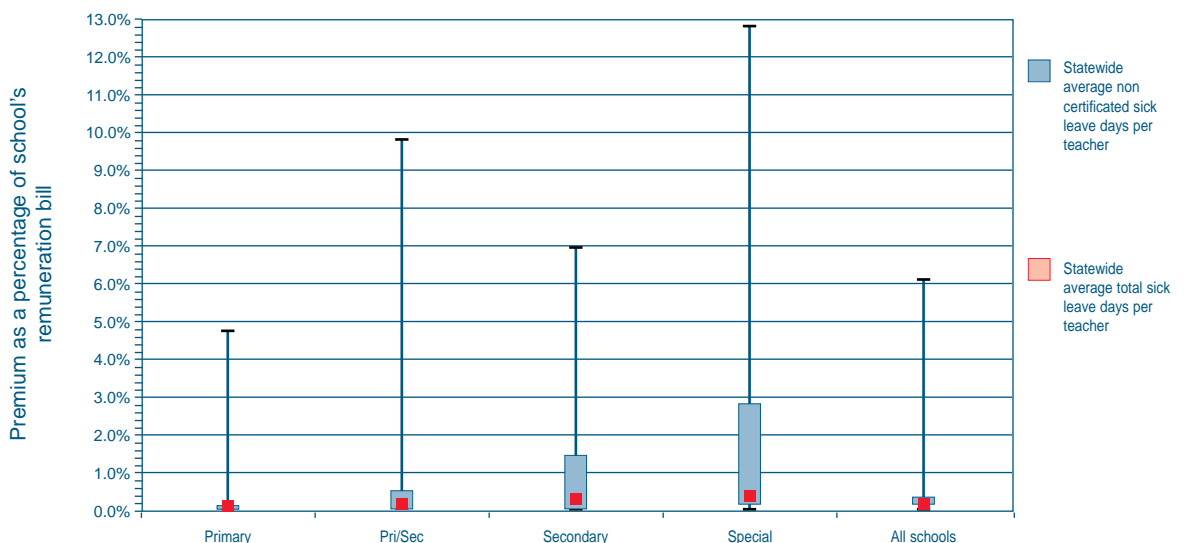
Table 36. Injuries and illnesses that exceed ten days time lost. Mean claims, costs and days lost per staff member by type of injury or illness

School type	Stress			Strain/sprain			Other		
	Claims per staff member	Cost per staff member	Days lost per staff member	Claims per staff member	Cost per staff member	Days lost per staff member	Claims per staff member	Cost per staff member	Days lost per staff member
P-12	0.0072	\$55.57	0.4365	0.0094	\$70.70	0.4565	0.0050	\$7.81	0.1016

Table 37. WorkCover premiums for each school type: Premiums are expressed as a percentage of salaries paid by the Department of Education

	Schools	95th percentile	75th percentile	Median	25th percentile	5th percentile	Industry rate
Primary	1,227	4.5851%	0.1296%	0.1040%	0.1040%	0.1040%	0.1040%
Primary/Secondary	34	9.6189%	0.5591%	0.1520%	0.0900%	0.0860%	0.0860%
Secondary	266	6.9137%	1.3148%	0.3790%	0.1520%	0.1520%	0.1520%
Special	82	12.7122%	2.7676%	0.4331%	0.1840%	0.1840%	0.1840%
All schools	1,610	6.2122%	0.3988%	0.1040%	0.1040%	0.1040%	NA

Figure 40. Distribution of Victorian government school premiums



7. Special school benchmarks

7.1 Curriculum

7.1.1 Staff opinion of student progress

Requirements of the annual report guidelines for 1997 were changed to include staff opinion of student progress rather than parent opinion of student progress.

Table 38. Staff opinion of student progress, special schools, 1997

	No progress	Little progress	Satisfactory progress	Good progress	Very good progress	Excellent progress
English	0.74	7.36	27.55	24.07	26.29	13.99
Mathematics	0.85	8.30	25.40	26.79	27.28	11.38
Science	0.63	8.95	33.12	28.57	22.46	6.28
Technology	1.38	13.91	23.64	26.80	24.83	9.44
The Arts	0.50	4.99	33.21	24.44	28.91	7.95
Health and Physical Education	0.50	3.61	26.92	29.43	28.04	11.50
Studies of Society and Environment	0.80	11.21	21.96	26.12	29.07	10.84

7.1.2 Time allocation

The time that a school allocates to each of the eight key learning areas (KLAs) underpins the ultimate performance of students.

Time allocation relates to the percentage of time in the average twenty-five hour school week that students spend on learning in each of the eight KLAs.

The following tables and graphs provide benchmark information for the mean, or average, percentage time allocated to each KLA for special schools. The table also provides the time allocated to each KLA by schools at the 25th and 75th

percentile. Fifty per cent of schools fall between the 25th and 75th percentile.

To compare a school's time allocation with the benchmarks, divide the time allocated to each KLA by the total timetabled time in a week and multiply this by one hundred.

Example

$$\frac{\text{English (6 hours)}}{\text{Total week time (25 hours)}} \times 100 = 24\%$$

Table 39. Time allocated to each KLA, special schools, 1997 (percent)

Specialist P-6	English	Mathematics	Science	Technology	The Arts	HPE	SOSE	LOTE
75th percentile	24.11	17.42	8.71	6.21	16.10	24.60	18.47	0.00
Mean	21.68	15.99	7.83	4.48	14.94	20.07	15.01	0.00
25th percentile	19.03	14.99	7.24	2.51	12.82	14.45	13.04	0.00

Figure 41. Time allocated to KLAs by special schools, primary, 1997

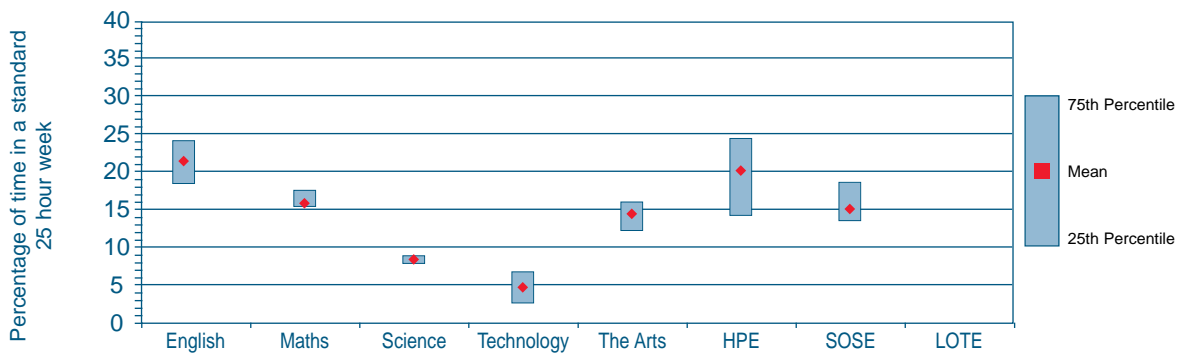
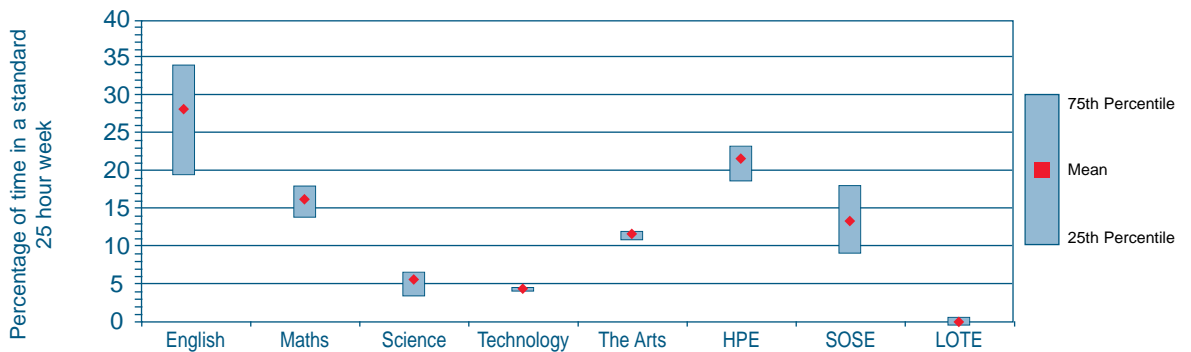


Table 40. Time allocated to each KLA, special schools (secondary) (three schools only), 1997 (percent)

Special secondary	English	Mathematics	Science	Technology	The Arts	HPE	SOSE	LOTE
Three schools	33.72	17.60	6.25	4.61	11.82	23.28	18.21	0.00
data only	28.10	15.74	5.17	4.43	11.28	21.48	13.81	0.00
	19.65	14.42	3.54	4.15	10.60	18.45	9.13	0.00

Figure 42. Time allocated to KLAs by special schools (secondary), 1997



7.2 Environment

7.2.1 Student absence

The student absence data for 1997 represent the average number of days absent in 1997 for all students.

Ten days absence is equivalent to 5 per cent of the school year.

Table 41. Student absence, special schools, 1997 (average days per student)

Special	Number of schools in sample	Total enrolment	Total number of days per absence	Average number of days of absence per student
	7	1103.00	19208.00	17.41

7.2.2 Student accidents

Student accident data represent the average number of accidents per one hundred students in the state.

Schools can convert the Student Injury Report from the Annual Reports menu in CMIS (which gives a simple frequency or count) to ratio form by dividing the number of accidents in each category by the total school enrolment and multiplying the result by one hundred.

Example

$$\text{Accidents per 100 students} = \frac{(\text{number of accidents in a category})}{(\text{school enrolment})} \times 100$$

Table 42. Student accidents by location and frequency, specialist schools, 1997 (per 100 students)

	First aid (returned to class)	First aid (sent home)	Doctor's treatment	Hospital treatment	Fatal
Sports grounds/venue	1.01	0.20	0.00	0.00	0.00
Playground general	4.10	1.08	0.94	0.07	0.00
Playground equipment	0.54	0.13	0.13	0.00	0.00
Classroom general	1.88	0.40	0.47	0.00	0.00
Chairs	0.07	0.00	0.00	0.00	0.00
Doors/windows	0.20	0.00	0.20	0.00	0.00
Stairs/steps	0.13	0.00	0.00	0.00	0.00
Paths/walkways	0.74	0.13	0.00	0.00	0.00
Office administration	0.00	0.00	0.00	0.00	0.00
Travelling to/from school	0.13	0.00	0.00	0.00	0.00
Camps/excursions	0.27	0.07	0.07	0.00	0.00
Other	0.47	0.20	0.07	0.07	0.00

7.3 Management

7.3.1 Staff survey

The staff opinion survey provides schools with a succinct summary of their staff management practices. It should be administered once a year.

Some changes have been made in the survey analysis for 1997.

The Quality of Worklife variable has been found to be confounded by individual personality differences and is no longer included in the survey. It has been replaced by the Professional Development variable. Benchmark data for this variable will be provided in 1999.

The survey analysis provided by the CASES Survey Module, released to schools in 1997, has been adjusted to ensure that all questions carry equal weighting. Schools may adjust variable scores from their previous surveys by using the "Data Take On" facility in the module. This allows surveys from

previous years to be directly compared with 1997 results.

The Survey Module in schools' CASES computer systems contains statewide means for the staff survey variables derived from a study conducted in 1996 by Dr Peter Hart, Department of Psychology, The University of Melbourne. The Survey Module contains Term 1, 1996 means from Dr Hart's study. *Monitoring Staff Opinion* contains the means from the other three terms in 1996.

The benchmarks in this section provide data which represent the full distribution of results for each survey variable from the, 1996 and 1997 annual reports. The 1996 means (as presented in Benchmarks 96) have been adjusted to reflect changes in the Survey Module.

The five variables of the Staff Annual Report Opinion Survey are a sub-set of the Staff Full Diagnostic Survey. Schools wishing to use the full survey can access it via the CASES Survey Module.

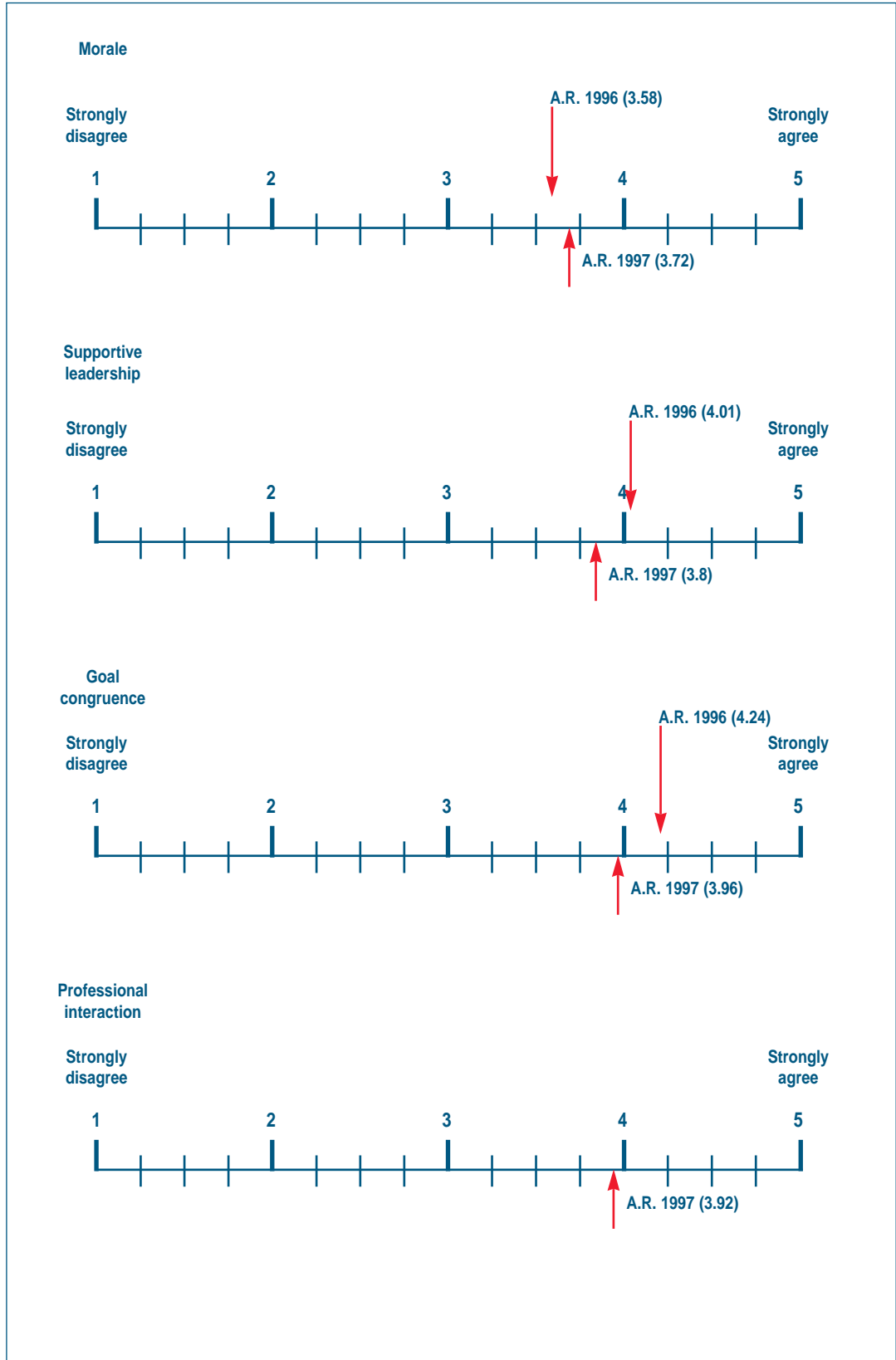
Interpretation of the staff survey

The document, *Monitoring Staff Opinion*, gives detailed advice on the interpretation of staff survey.

- The first point of comparison is against the school's own past performance. Have the results remained relatively constant or is there an upward or downward trend?
- The school score may then be compared to the state range of means.
- For 1997 the distribution of all schools in the sample is also provided. Does the school score fall in the bottom 25 per cent, the middle 50 per cent, or the upper 25 per cent?

As always professional judgement is required in the interpretation of the school data as the context for each school is different.

Figure 43. Special schools: Staff Opinion Survey, 1997



7.3.2 Teacher sick leave

Sick leave benchmarks have been calculated for both non-certificated and total sick leave taken by teaching staff. The figures represent the average number of sick leave days per teacher.

CMIS provides a simple frequency, or count, of the sick leave days taken at a school. To compare the school's number of sick leave days with the benchmarks, this figure must be converted to a ratio. This is obtained by dividing the number of sick leave days for each month by the number of EFT teachers on the staff. This gives the number of sick leave days per teacher.

In making judgements with regard to leave it should be noted that long illness by a small number of staff can affect the results. The level of non-certificated leave provides a better measure to inform management decisions.

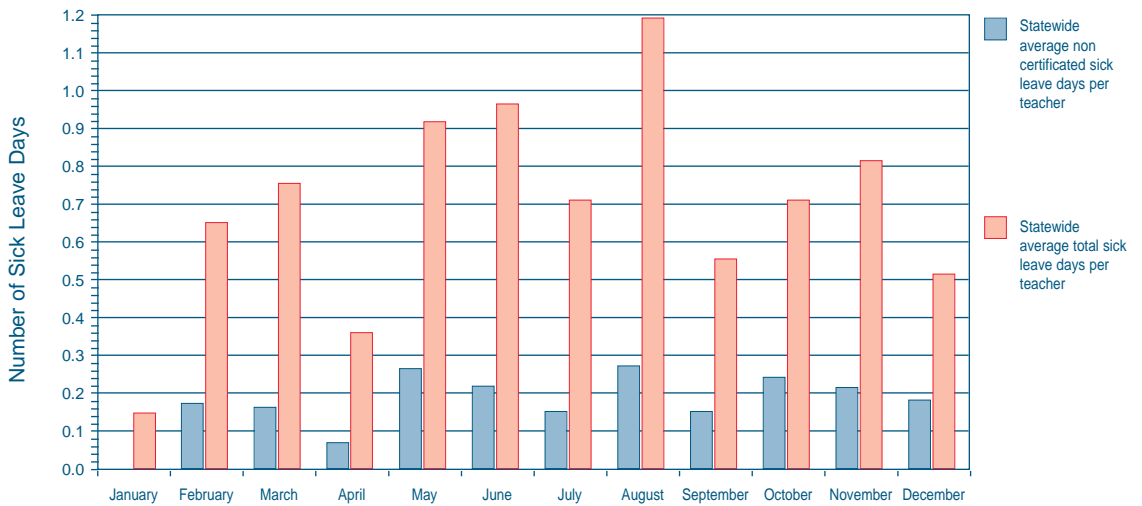
Example

$$\frac{\text{(Total non-certificated days of leave)}}{\text{(Number of EFTs at the school)}} = \text{Average days per leave per teacher}$$

Table 43. Staff leave, special schools, 1997

	Statewide average non-certificated sickleave days per teacher	Statewide average total sick leave days per teacher
January	0.000	0.153
February	0.185	0.647
March	0.185	0.774
April	0.084	0.372
May	0.272	0.910
June	0.218	0.974
July	0.154	0.706
August	0.285	1.199
September	0.154	0.569
October	0.235	0.706
November	0.229	0.825
December	0.191	0.521
Total	2.192	8.356

Figure 44. Teacher sick leave, special schools, 1997



7.3.3 WorkCover

The benchmarks provide the median premium for specialist schools as a percentage of all salaries paid by the Department of Education. The distribution of premiums for each type of school is shown on the graph. Also provided are the mean number of claims, cost and days lost per staff member for injuries or illness which exceed ten days.

In October 1998, the Department of Education’s WorkCover Performance Unit will send all schools further advice on these benchmarks and data on their individual performance so that schools may readily assess their own performance in relation to the statewide benchmarks.

Queries in respect of this data should be directed to the WorkCover Performance Unit on telephone 9637 2382 or 9637 2386.

Table 44. WorkCover premiums: Median premium as a percentage of salaries paid by the Department of Education

School type	Median
Specialist	0.43%

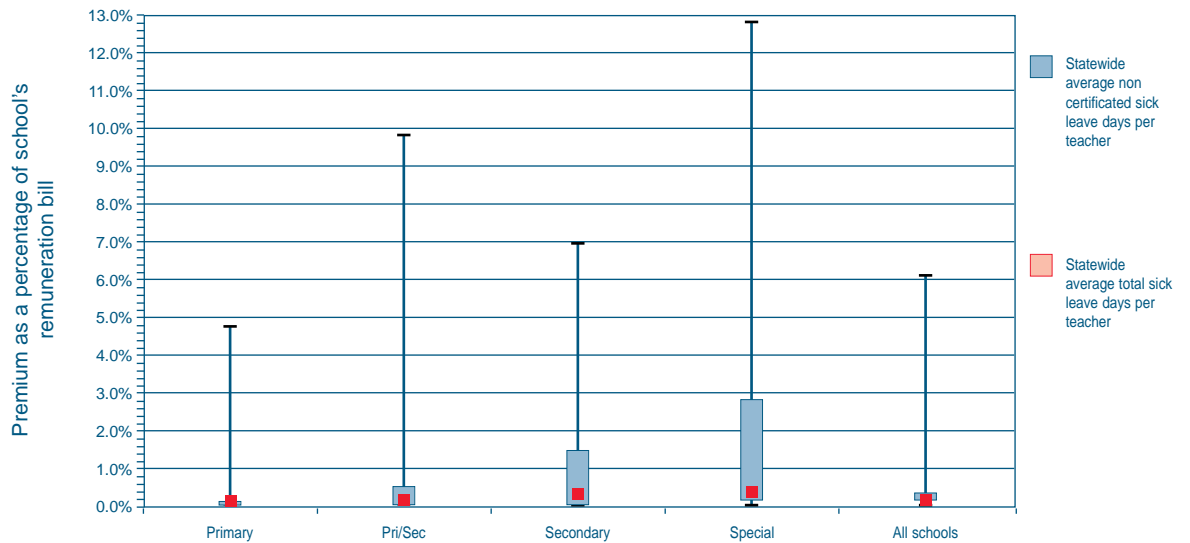
Table 45. Injuries and illnesses that exceed ten days time lost. Mean claims, costs and days lost per staff member by type of injury or illness

School type	Stress			Strain/sprain			Other		
	Claims per staff member	Cost per staff member	Days lost per staff member	Claims per staff member	Cost per staff member	Days lost per staff member	Claims per staff member	Cost per staff member	Days lost per staff member
Primary	0.0044	\$77.02	0.5569	0.0218	\$86.01	1.2047	0.0100	\$36.90	0.2669

Table 46. WorkCover premiums for each school type: Premiums are expressed as a percentage of salaries paid by the Department of Education

	Schools	95th percentile	75th percentile	Median	25th percentile	5th percentile	Industry rate
Primary	1,227	4.5851%	0.1296%	0.1040%	0.1040%	0.1040%	0.1040%
Primary/Secondary	34	9.6189%	0.5591%	0.1520%	0.0900%	0.0860%	0.0860%
Secondary	266	6.9137%	1.3148%	0.3790%	0.1520%	0.1520%	0.1520%
Special	82	12.7122%	2.7676%	0.4331%	0.1840%	0.1840%	0.1840%
All schools	1,610	6.2122%	0.3988%	0.1040%	0.1040%	0.1040%	NA

Figure 45. Distribution of Victorian government school premiums



8. Special developmental school benchmarks

8.1 Curriculum

8.1.1 Staff opinion of student progress

Requirements of the annual report guidelines for 1997 were changed to include staff opinion of student progress rather than parent opinion.

Table 47. Staff opinion of student progress, special developmental schools, 1997

	No progress	Little progress	Satisfactory progress	Good progress	Very good progress	Excellent progress
English	1.57	6.69	26.03	24.08	28.99	12.64
Mathematics	3.37	8.80	30.66	26.00	21.87	9.31
Science	3.94	7.25	34.27	22.63	21.42	10.48
Technology	4.23	6.11	26.45	25.09	23.87	14.25
The Arts	2.26	2.49	26.78	29.21	25.52	13.74
Health and Physical Education	0.92	4.47	23.26	29.14	28.45	13.75
Studies of Society and Environment	2.64	4.77	25.75	26.91	27.93	12.00

8.1.2 Time allocation

The time that a school allocates to each of the eight key learning areas (KLAs) underpins the ultimate performance of students.

Time allocation relates to the percentage of time in the average twenty-five hour school week that students spend on learning in each of the eight KLAs.

The following tables and graphs provide benchmark information for the mean, or average,

percentage time allocated to each KLA for all special development schools. The table also provides the time allocated to each KLA by schools at the 25th and 75th percentile. Fifty per cent of schools fall between the 25th and 75th percentile.

To compare a school's time allocation with the benchmarks, divide the time allocated to each KLA by the total timetabled time in a week and multiply this by one hundred.

Example

$$\frac{\text{English (6 hours)}}{\text{Total week time (25 hours)}} \times 100 = 24\%$$

Table 48. Time allocated to each KLA, special developmental schools, 1997 (percent)

SDS P-6	English	Mathematics	Science	Technology	The Arts	HPE	SOSE	LOTE
75th percentile	30.00	16.00	8.20	8.33	12.24	29.00	14.00	0.00
Mean	25.69	12.40	6.98	7.26	11.63	24.33	11.72	0.00
25th percentile	20.41	9.00	5.00	5.00	9.00	18.75	8.25	0.00

Figure 46. Time allocated to KLAs, special developmental schools, 1997

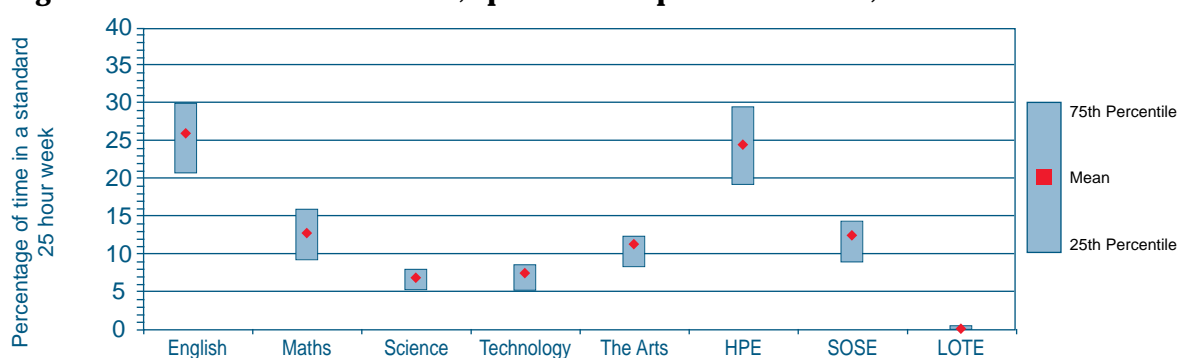
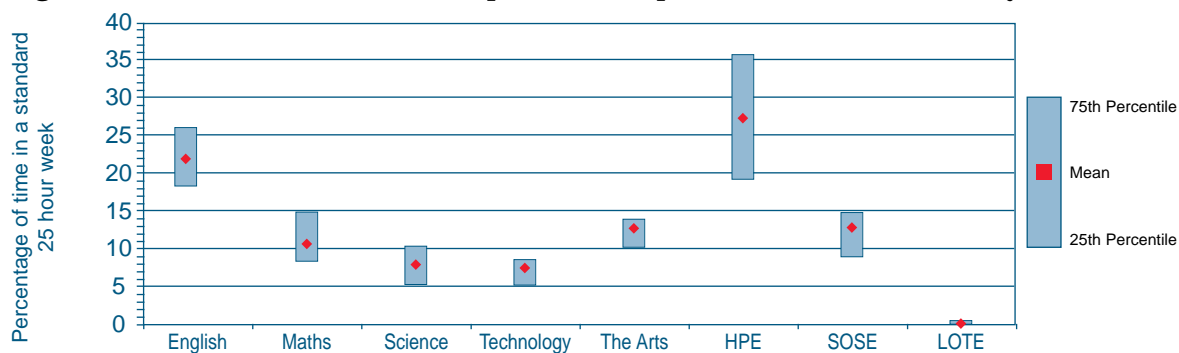


Table 49. Time allocated to each KLA, special developmental schools, Years 7-10, 1997 (percent)

SDS 7-10	English	Mathematics	Science	Technology	The Arts	HPE	SOSE	LOTE
75th percentile	25.75	14.71	10.05	8.70	13.38	35.40	14.96	0.00
Mean	21.91	10.45	7.64	7.34	12.39	27.16	13.10	0.00
25th percentile	18.03	7.95	5.00	5.00	10.00	19.50	8.20	0.00

Figure 47. Time allocated to KLAs, special developmental schools (secondary),



8.2 Environment

8.2.1 Student absence

The student data for 1997 represent the average number of days absent for 1997.

Ten days absence is equivalent to 5 per cent of the school year.

Table 50. Student absence, special developmental schools, 1997 (average days per student)

	Number of schools in sample	Total enrolment	Total number of days per absence	Average number of days of absence per student
SDS	22	819.00	11298.50	13.80

8.2.2 Student accidents

Student accident data represent the average number of accidents per one hundred students in the state.

Schools can convert the Student Injury Report from the Annual Reports menu in CMIS (which gives a simple frequency or count) to ratio form by dividing the number of accidents in each category by the total school enrolment and multiplying the result by one hundred.

Example

$$\text{Accidents per 100 students (school enrolment)} = (\text{number of accidents in a category}) \times 100$$

Table 51. Student accidents by location and frequency, special developmental schools, 1997 (per 100 students)

	First aid (returned to class)	First aid (sent home)	Doctor's treatment	Hospital treatment	Fatal
Sports grounds/venue	1.15	0.00	0.00	0.10	0.00
Playground general	6.98	0.48	0.67	0.19	0.00
Playground equipment	1.34	0.19	0.10	0.00	0.00
Classroom general	5.74	0.29	0.48	0.19	0.00
Chairs	0.29	0.00	0.10	0.00	0.00
Doors/windows	0.48	0.10	0.00	0.00	0.00
Stairs/steps	0.10	0.10	0.00	0.00	0.00
Paths/walkways	1.34	0.19	0.00	0.00	0.00
Office administration	0.00	0.00	0.00	0.00	0.00
Travelling to/from school	0.48	0.10	0.00	0.00	0.00
Camps/excursions	1.15	0.00	0.00	0.10	0.00
Other	1.05	0.00	0.29	0.10	0.00

8.3 Management

8.3.1 Staff survey

The staff opinion survey provides schools with a succinct summary of their staff management practices. It should be administered once every year.

Some changes have been made in the survey analysis for 1997.

The Quality of Worklife variable has been found to be confounded by individual personality differences and is no longer included in the survey. It has been replaced by the Professional Development variable. Benchmark data for this variable will be provided in 1999.

The survey analysis provided by the CASES Survey Module, released to schools in 1997 has been adjusted to ensure that all questions carry equal weighting. Schools may adjust variable scores from their previous surveys by using the "Data Take On"

facility in the module. This allows surveys from previous years to be directly compared with 1997 results.

The Survey Module in schools' CASES computer systems contains statewide means for the staff survey variables derived from a study conducted in 1996 by Dr Peter Hart, Department of Psychology, The University of Melbourne. The Survey Module contains Term 1, 1996 means from Dr Hart's Study. *Monitoring Staff Opinion* contains the means from the other three terms in 1996.

The benchmarks in this section provide data which represent the full distribution of results for each survey variable from the 1996 and 1997 annual reports. The 1996 means (as presented in *Benchmarks 96*) have been adjusted to reflect changes in the Survey Module.

The five variables of the Staff Annual Report Opinion Survey are a sub-set of the Staff Full Diagnostic Survey. Schools wishing to use the full survey can access it via the CASES Survey Module.

Interpretation of the staff survey

The document, *Monitoring Staff Opinion*, gives detailed advice on the interpretation of staff survey.

- The first point of comparison is against the school's own past performance. Have the results remained relatively constant or is there an upward or downward trend?
- The school score may then be compared to the state range of means.
- For 1997 the distribution of all schools in the sample is also provided. Does the school score fall in the bottom 25 per cent, the middle 50 per cent, or the upper 25 per cent?

As always professional judgement is required in the interpretation of the school data as the context of each school is different.

Figure 48. Staff survey, 1997
Morale: Special developmental schools

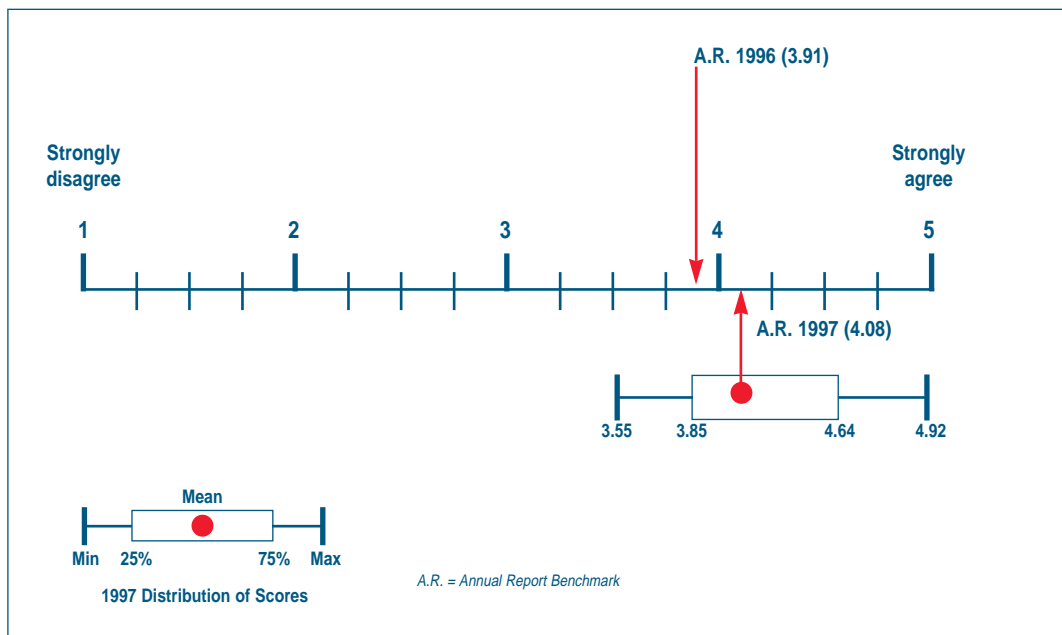


Figure 49. Staff survey, 1997
Goal congruence: Special developmental schools

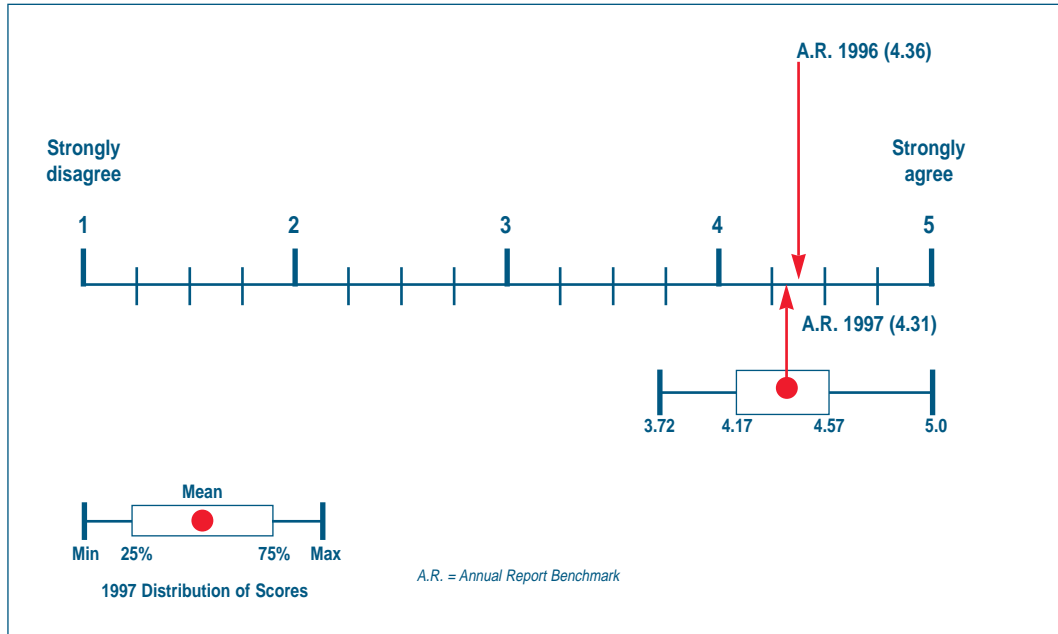


Figure 50. Staff survey, 1997
Professional interaction: Special developmental schools

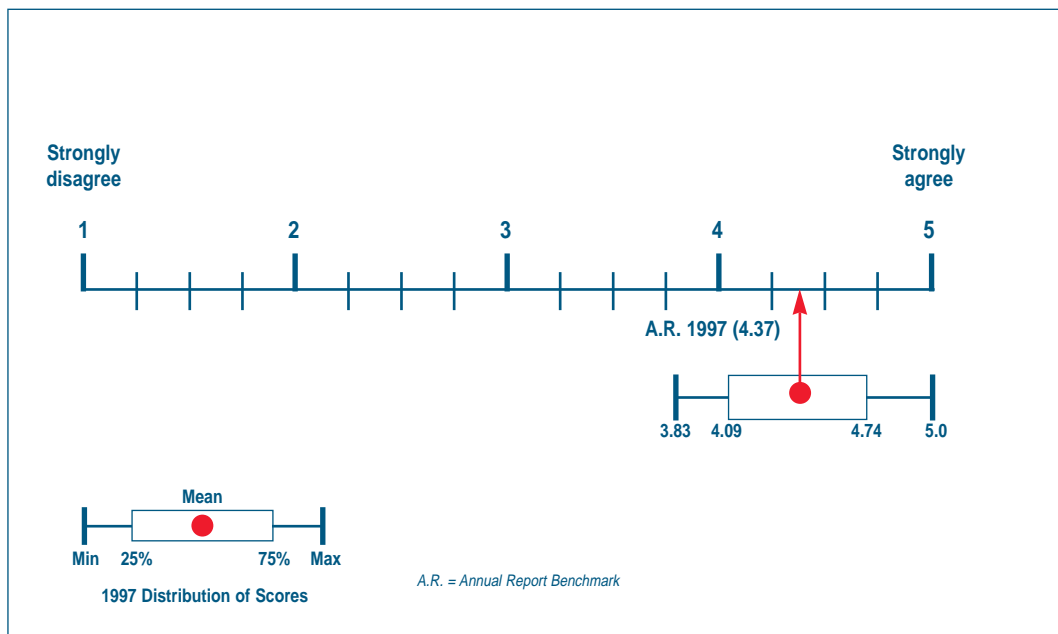
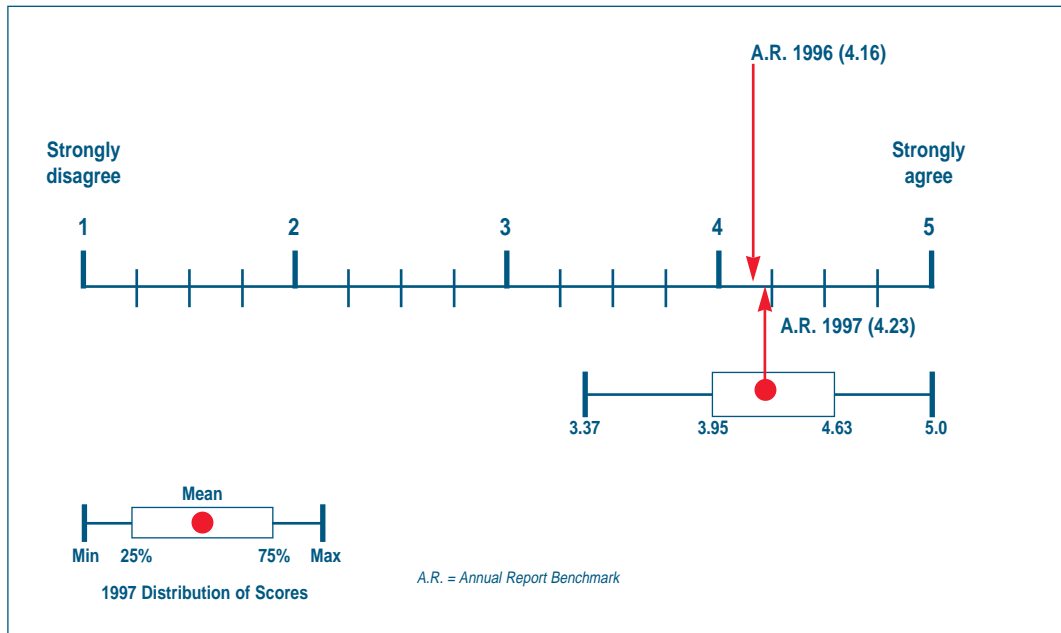


Figure 51. Staff survey, 1997
Supportive leadership: Special developmental schools



8.3.2 Teacher sick leave

Sick leave benchmarks have been calculated for both non-certificated and total sick leave taken by teaching staff. The figures represent the average number of sick leave days per teacher.

CMIS provides a simple frequency, or count, of the sick leave days taken at a school. To compare the school's number of sick leave days with the benchmarks this figure must be converted to a ratio. This is obtained by dividing the number of sick leave days for each month by the number of EFT teachers on the staff. This gives the number of sick leave days per teacher.

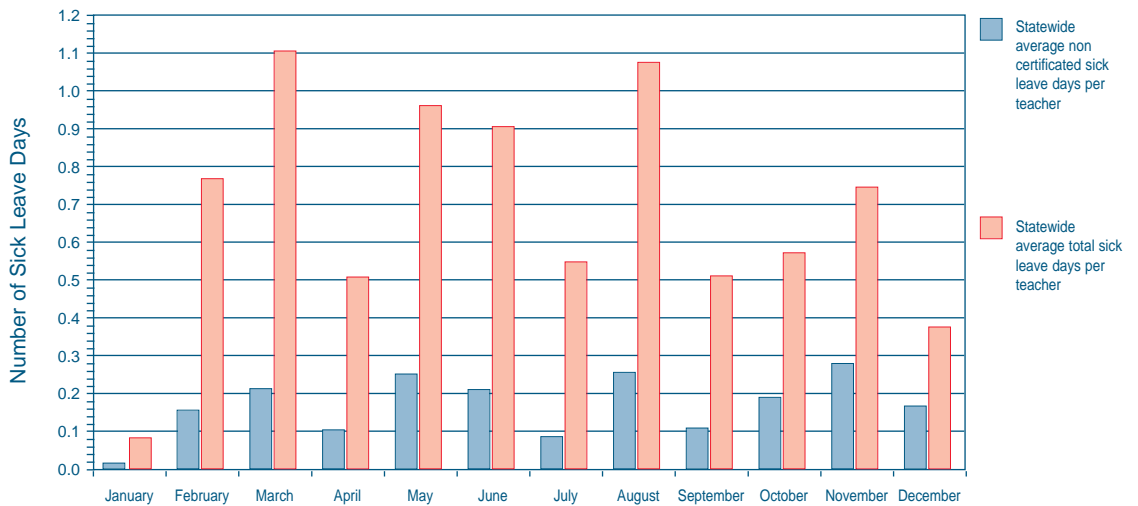
Example

$$\frac{\text{(Total non-certificated days of leave)}}{\text{(Number of EFTs at the school)}} = \text{Average days per leave per teacher}$$

In making judgements with regard to leave it should be noted that long illness by a small number of staff can affect the results. The level of non-certificated leave provides a better measure to inform management decisions.

Table 52. Staff leave, special developmental schools, 1997

	Statewide average non-certificated sickleave days per teacher	Statewide average total sick leave days per teacher
January	0.019	0.094
February	0.168	0.788
March	0.208	1.014
April	0.104	0.505
May	0.256	0.964
June	0.209	0.903
July	0.089	0.550
August	0.261	1.077
September	0.105	0.514
October	0.198	0.580
November	0.294	0.756
December	0.174	0.389
Total	2.085	8.134

Figure 52. Teacher sick leave, special developmental schools, 1997

8.3.3 WorkCover

The benchmarks provide the median premium for specialist schools as a percentage of all salaries paid by the Department of Education. The distribution of premiums for each type of school is shown on the graph. Also provided are the mean number of claims, cost and days lost per staff member for injuries or illness which exceed ten days.

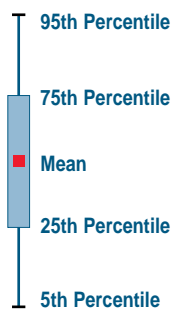
Table 53. WorkCover premiums: Median premium as a percentage of salaries paid by the Department of Education

School type	Median
Special	0.43%

Table 54. Injuries and illnesses that exceed ten days time lost. Mean claims, costs and days lost per staff member by type of injury or illness

School type	Stress			Strain/sprain			Other		
	Claims per staff member	Cost per staff member	Days lost per staff member	Claims per staff member	Cost per staff member	Days lost per staff member	Claims per staff member	Cost per staff member	Days lost per staff member
Special SDS	0.0044	\$77.02	0.5569	0.0218	\$86.01	1.2047	0.0100	\$36.90	0.2669

Table 55. WorkCover premiums for each school type: Premiums are expressed as a percentage of salaries paid by the Department of Education



	Schools	95th percentile	75th percentile	Median	25th percentile	5th percentile	Industry rate
Primary	1,227	4.5851%	0.1296%	0.1040%	0.1040%	0.1040%	0.1040%
Primary/Secondary	34	9.6189%	0.5591%	0.1520%	0.0900%	0.0860%	0.0860%
Secondary	266	6.9137%	1.3148%	0.3790%	0.1520%	0.1520%	0.1520%
Special	82	12.7122%	2.7676%	0.4331%	0.1840%	0.1840%	0.1840%
All schools	1,610	6.2122%	0.3988%	0.1040%	0.1040%	0.1040%	NA

Figure 53. Distribution of Victorian government school premiums

