

Office of Review

# **School Management**

BENCHMARKS 96

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# 1. Introduction

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

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


The school annual report and the triennial school review 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 strength of what can be described as the school's "bottom line", the standards of learning achieved by its students.

To support schools in learning about and improving their effectiveness, the Office of Review publishes school performance benchmarks each year. These benchmarks analyse the actual levels of performance reported by schools in their annual reports. They do not, as some

commercial benchmarking frameworks do, concentrate on the characteristics of specific processes in order to identify "best practice". Rather, they analyse the results of school processes and help schools to answer the question: "Is what we have achieved good enough?"

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

## 2. School performance benchmarks 1997



**I**n 1997, the Office of Review is providing school performance benchmarks in the following areas:

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

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

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

## 2.1 Data interpretation

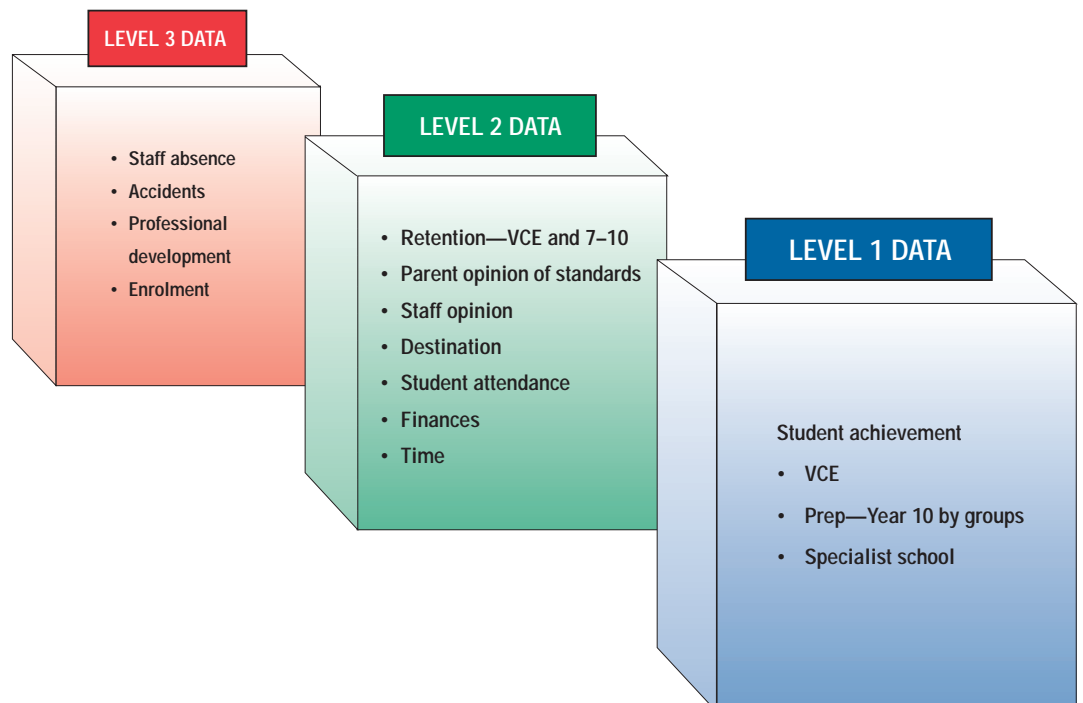
Before any data is compared with the benchmarks provided in this document, it is advisable for the school to consider its performance in each area against past years. Continued improvement over time against past performance is the aim of any school improvement initiative.

Data is being collected to enable the school to determine:

- its own standards of performance
- whether improvement efforts are succeeding, and
- those areas in which additional improvement is needed.

Not all data contributes equally to answering these questions. The following hierarchy provides a guide to the relative importance of each data area. Experience with the school self-assessments and the verification process indicates that the majority of time is spent analysing student achievement data then level two followed by level three data.

## Hierarchy of performance measures



## 3. Management information

**M**anagement information refers to

data collected in the following areas:

- the opinion of staff on the organisational health of the school
- 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
- staff participation in professional development.

These benchmarks should be read in conjunction with three other publications:

- *Victorian Certificate of Education: Benchmarks 96*
- *Years Prep to 10, Curriculum and Standards Framework: Benchmarks 96*
- *Year 11–12 Retention: Benchmarks 96.*

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 in the school charter—curriculum, management, environment and resources.

# 4. Primary schools

## 4.1 Curriculum

The curriculum goals are the most important section of the school charter because the learning of students is the prime purpose of schooling. The time that a school allocates to each of the

eight KLAs underpins the ultimate performance of students in each learning area.

Both staff and student absence rates have been included.

### 4.1.1 Time allocation

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. Secondary colleges use the timetable to estimate the time allocated to each KLA and primary schools use an estimated time in the context of the integrated curriculum. This data was entered into school annual reports and forms the basis for generating the benchmarks.

Fifty per cent of schools fall between the 25<sup>th</sup> and 75<sup>th</sup> percentile.

The mean percentage time allocation is illustrated in the graphs.

Ten per cent of time equals 2.5 hours.

The following tables provide benchmark information for the mean, or average, percentage time allocated to each KLA for all primary schools. The tables also provide the time allocated to each KLA by the schools at the 25<sup>th</sup> and 75<sup>th</sup> percentile.

To convert time allocation to a percentage, divide the time allocated to each KLA by the total timetabled time in a week and multiply this by one hundred.

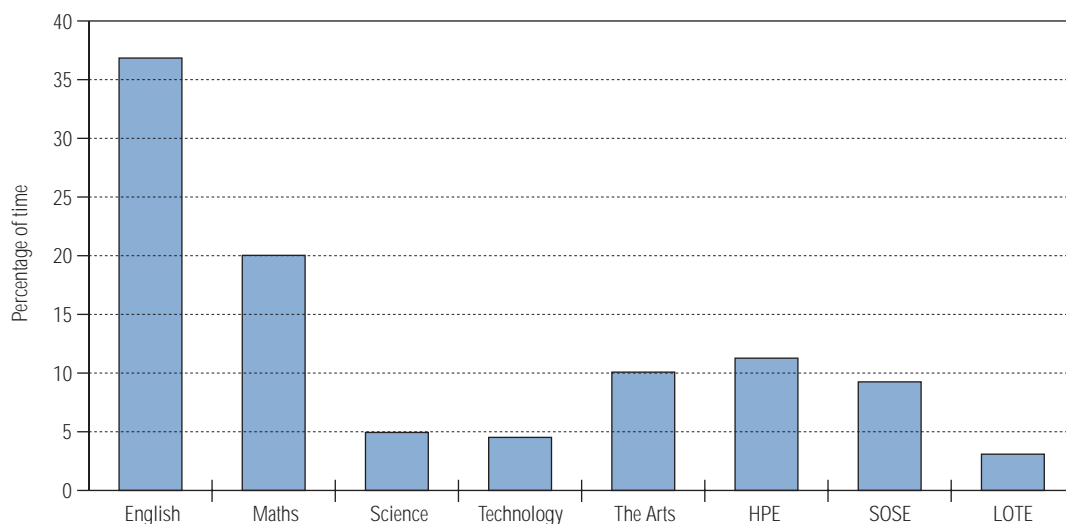
#### Example

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

**Table 1.** Time allocated to KLAs by primary schools, Prep-Year 2 (per cent)

Prep-Year 2	English	Mathematics	Science	Technology	The Arts	Health and Physical Education	SOSE	LOTE
Mean	36.84	20.03	4.94	4.52	10.08	11.27	9.25	3.09
75th percentile	40.00	20.20	6.00	5.00	12.00	12.00	12.00	4.00
25th percentile	33.00	19.20	4.00	4.00	8.00	10.00	7.69	0.00

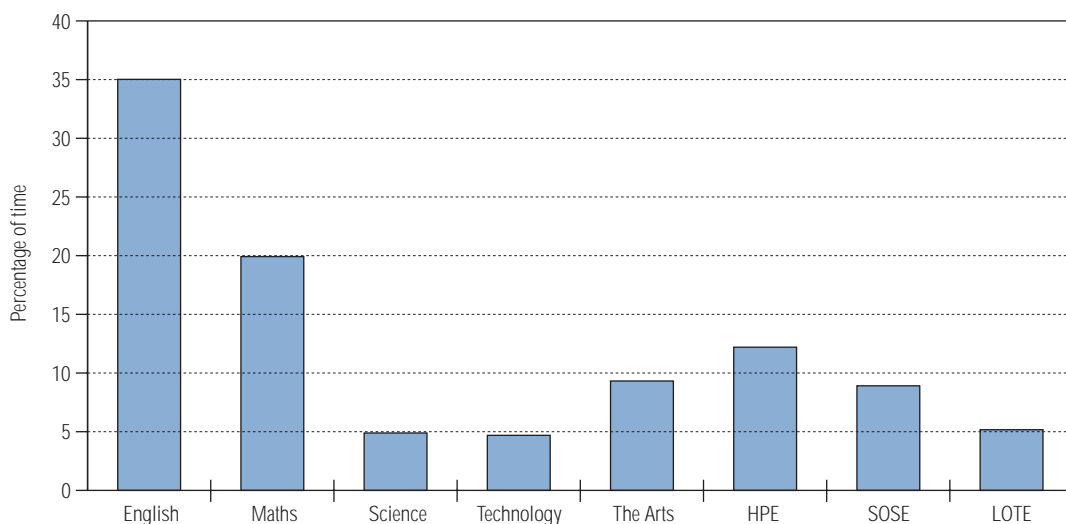
**Figure 1.** Average time allocated to KLAs by primary schools, Prep-Year 2



**Table 2.** Time allocated to KLAs by primary schools, Years 3 and 4 (per cent)

Years 3 and 4	English	Mathematics	Science	Technology	The Arts	Health and Physical Education	SOSE	LOTE
Mean	34.89	19.92	4.89	4.69	9.32	12.20	8.91	5.17
75th percentile	38.00	20.80	6.00	6.00	10.12	14.00	10.09	8.00
25th percentile	32.00	18.07	4.00	4.00	8.00	10.01	7.00	3.94

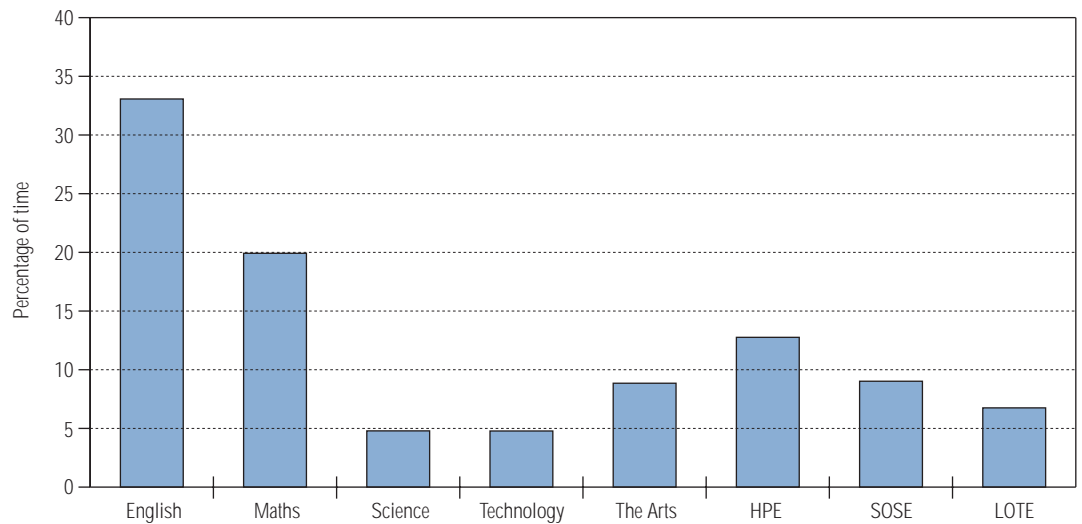
**Figure 2.** Average time allocated to KLAs by primary schools, Years 3 and 4



**Table 3.** Time allocated to KLAs by primary schools, Years 5 and 6 (per cent)

Years 5 and 6	English	Mathematics	Science	Technology	The Arts	Health and Physical Education	SOSE	LOTE
Mean	33.13	19.92	4.79	4.78	8.85	12.76	9.02	6.75
75th percentile	36.00	20.92	6.00	6.00	10.00	14.00	11.94	8.33
25th percentile	30.00	18.00	4.00	4.00	8.00	12.00	6.59	4.00

**Figure 3.** Average time allocated to KLAs by primary schools, Years 5 and 6



## 4.2 Environment

### 4.2.1 Student absence

Student absence data for 1996 summarises absence entered into CASES for the year and included in the annual report. This is in contrast to the 1995 data which was provided for two sample months. The data presented is the

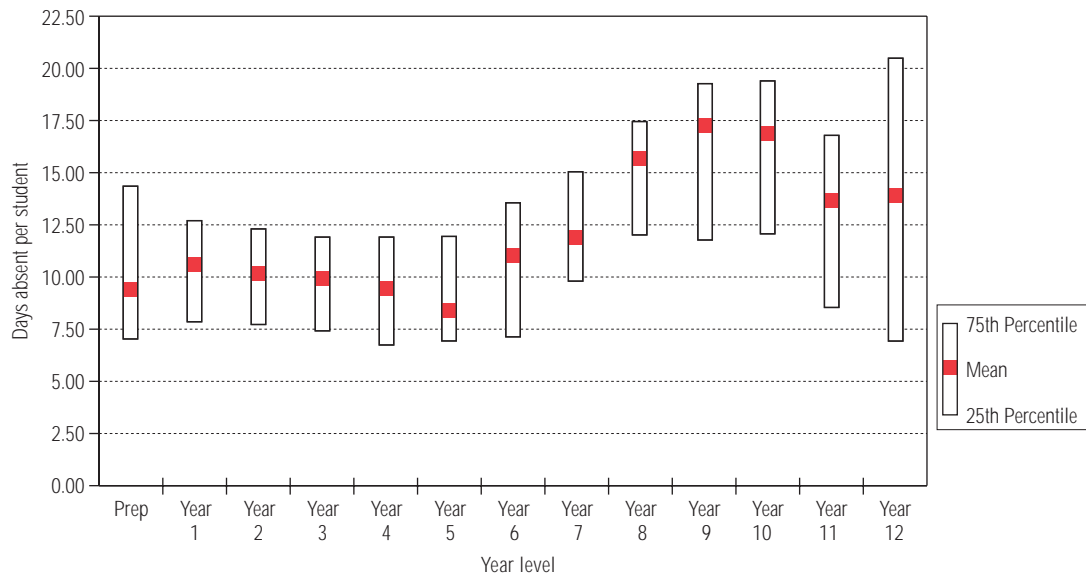
average number of days absent for 1996 for all students at each year level. The 25<sup>th</sup> and 75<sup>th</sup> percentiles are also presented. Fifty per cent of students fall into this range.

**Table 4.** Average number of student days absent, all year levels

Year level	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
Average days absent	9.4	10.70	10.29	9.98	9.48	8.69	11.16	11.97	15.87	17.17	16.83	13.62	13.86
25th percentile	6.78	8.08	7.85	7.39	6.70	6.84	7.15	9.79	11.72	11.74	11.77	8.72	6.79
75th percentile	14.26	12.82	12.16	11.75	11.66	11.72	13.60	14.88	17.39	19.05	19.24	16.55	20.53

Ten days absence per year is equivalent to 5.1 per cent of the school year.

**Figure 4.** Total student absence, all year levels



## 4.2.2 Student accidents

Student accident data has been aggregated from the 1996 school annual reports. The figures 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) into a percentage by dividing the number of accidents in each category by the total school enrolment and multiplying the result by one hundred.

**Table 5.** Student accidents in primary schools (per 100 students)

Accident site	First aid (returned to class)	First aid (sent home)	Doctor's treatment	Hospital treatment	Fatal
Sports ground/venue	0.75	0.41	0.16	0.03	0.00
Playground general	4.09	1.68	0.54	0.07	0.00
Playground equipment	0.98	0.73	0.34	0.10	0.00
Classroom general	0.43	0.30	0.08	0.00	0.00
Chairs	0.03	0.02	0.01	0.00	0.00
Doors/windows	0.07	0.05	0.02	0.01	0.00
Stairs/steps	0.08	0.05	0.02	0.00	0.00
Paths/walkways	0.19	0.15	0.05	0.00	0.00
Office administration	0.01	0.00	0.00	0.00	0.00
Travelling to/from school	0.02	0.02	0.02	0.00	0.00
Camps/excursions	0.08	0.04	0.04	0.01	0.00
Other	0.26	0.19	0.08	0.01	0.00

## 4.3 Management

### 4.3.1 Staff survey

The staff opinion survey provides schools with a succinct summary of their overall organisational health. It was designed to be administered once every year to obtain feedback from staff.

Over the past three years schools have used a Microsoft Works program to collate the staff opinion survey results. The benchmarks included in the survey module were derived from work undertaken by Dr Peter Hill in 1994 for the Victorian Quality Schools Project.

During 1995 and 1996 schools conducted the staff survey as a part of the annual reporting requirements. Benchmarks compiled from this data are now available and are also reported in this document.

There is variation between the average scores on each of the scales measured in 1994 by the Victorian Quality Schools Project and those reported in school annual reports. In all cases the 1994 scores are lower than those from the annual reports for both 1995 and 1996.

The benchmarks in this section represent the full distribution of results from the 1996 annual reports.

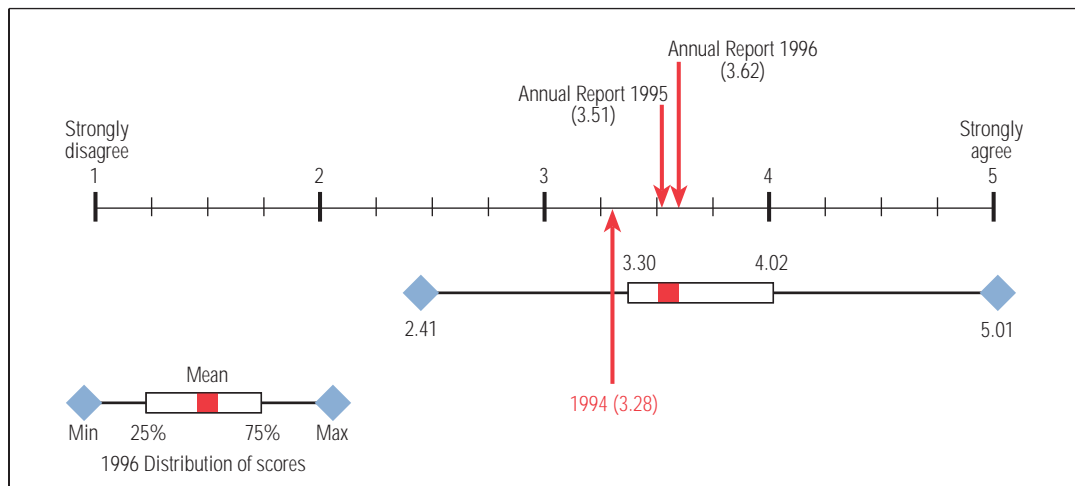
Note:

The CASES survey module, due for release to schools at the end of Term 3, 1997 has a slightly modified benchmarking system. The system will scale a school's past years benchmarks into the new system. Advice on the new system will accompany the release of the survey module. The new benchmarking system will allow schools to benchmark their performance with schools in other Australian states and eventually with schools from other countries.

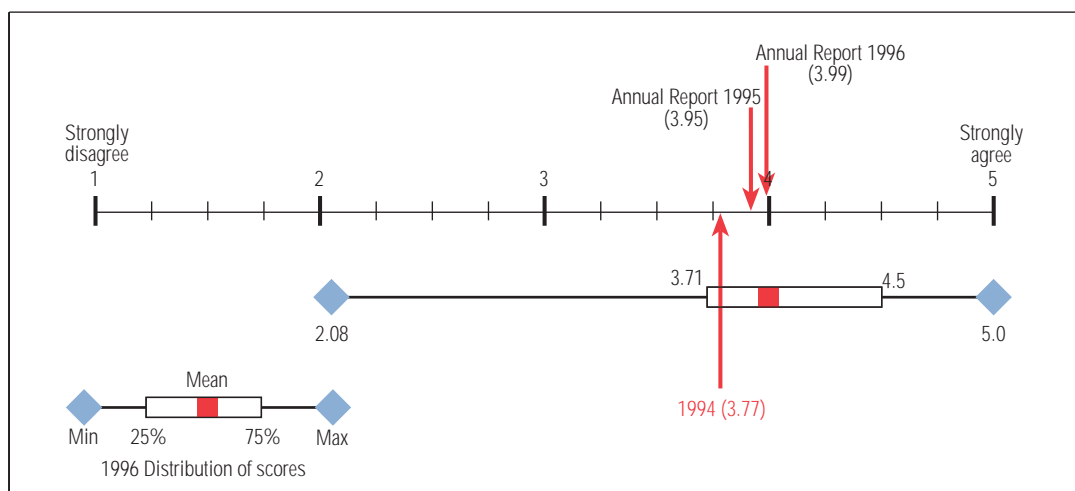
### Interpretation of the staff survey

- 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?
- Comparison of the school score to the state range of means. The best point of comparison at this point would appear to be the 1995 and 1996 annual report means. The consistency of these scores over the two years would suggest that they provide a better reference point than the data from 1994.
- For 1996 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.

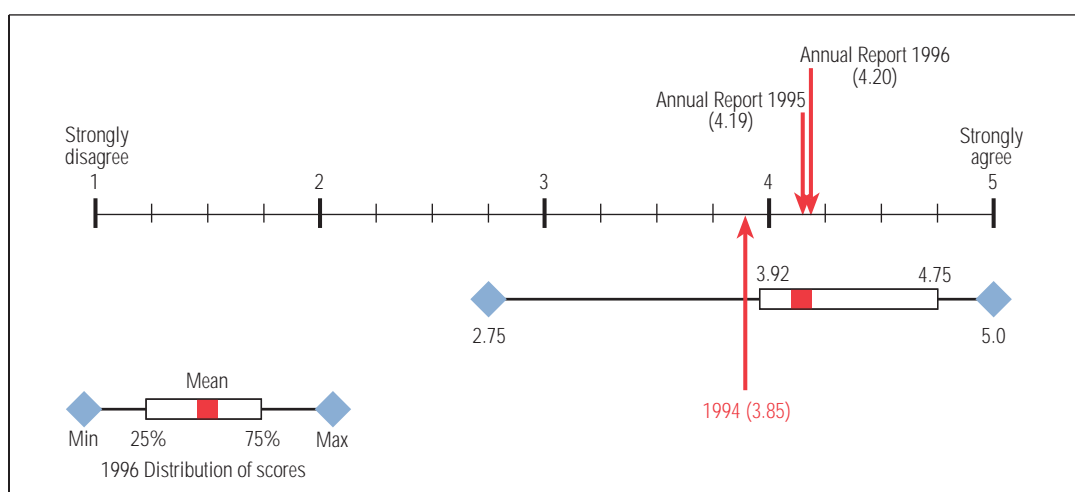
**Figure 5.** Staff survey means 1996: Quality of work life, primary schools



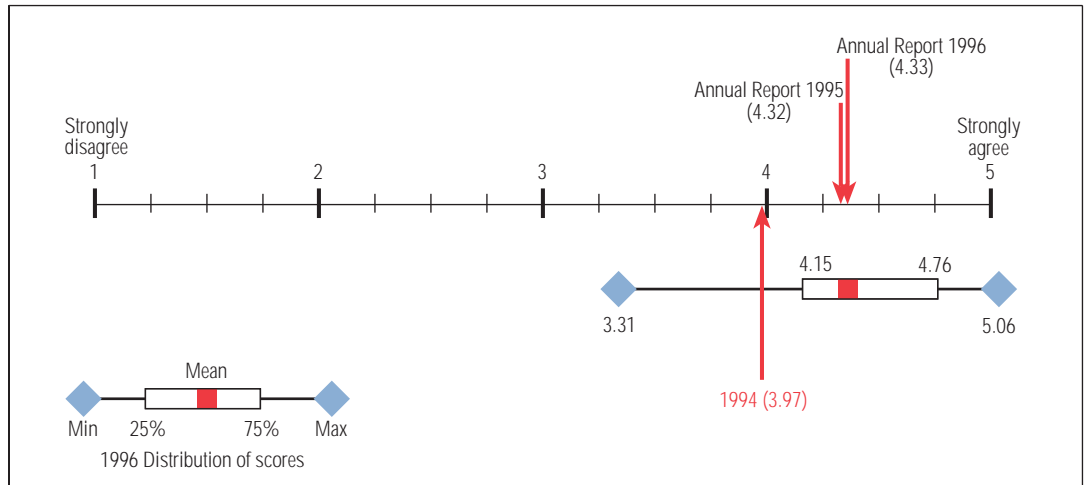
**Figure 6.** Staff survey means 1996: Morale, primary schools



**Figure 7.** Staff survey means 1996: Leadership, primary schools



**Figure 8.** Staff survey means 1996: Goal congruency, primary schools



Note:

Insufficient data was available to provide reliable benchmarks for the staff support variable. Schools were not required to report the data.

### 4.3.2 Teacher sick leave

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

To compare the school's number of sick leave days with the benchmarks it is necessary to convert this figure to a ratio. This is simply 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 for the school.

The figures provided by CMIS list a simple frequency or count of the sick leave days taken.

**Table 6.** Teacher sick leave in primary schools

	Statewide average non-certificated sick leave days per teacher	Statewide average total sick leave days per teacher
January	0.002	0.072
February	0.106	0.438
March	0.157	0.631
April	0.047	0.277
May	0.233	0.642
June	0.175	0.731
July	0.083	0.418
August	0.229	0.866
September	0.139	0.564
October	0.154	0.578
November	0.208	0.715
December	0.938	1.876
<b>Total</b>	<b>2.471</b>	<b>7.808</b>

### 4.3.3 Professional development information

The information provided below about professional development is a summary of data listed by schools in their 1996 annual reports.

**Table 7. Professional development in primary schools**

	Number of PD programs per school	Number of PD programs per staff member	Proportion of PD programs attended by males	Proportion of PD programs attended by females
Leadership and management	10.57	0.79	37.90	62.10
Goals and priorities	13.50	1.02	22.74	77.26
Department initiatives	11.52	0.86	24.71	75.29
Teacher personal PD	14.70	1.09	21.04	78.96
All programs	50.29	3.76	24.53	75.47

# 5. Secondary schools

## 5.1 Curriculum

The curriculum goals are the most important section of the school charter because the learning of students is the prime purpose of schooling. The time that a school allocates to each of the eight KLAs underpins the ultimate performance of students in each learning area. Consequently, both staff and student absence rates have been included.

### 5.1.1 Time allocation

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. Schools use the timetable to estimate the time allocated to each KLA. These data were entered into school annual reports and form the basis for generating the benchmarks.

The following tables provide benchmark information for the mean or average percentage time allocated to each KLA in Years 7 and 8 for all secondary colleges. The table also provides the time allocated to each KLA by the schools at the 25<sup>th</sup> and 75<sup>th</sup> percentile. Fifty per cent of schools fall between the 25<sup>th</sup> and 75<sup>th</sup> percentile.

The mean percentage time allocation is illustrated in the graphs.

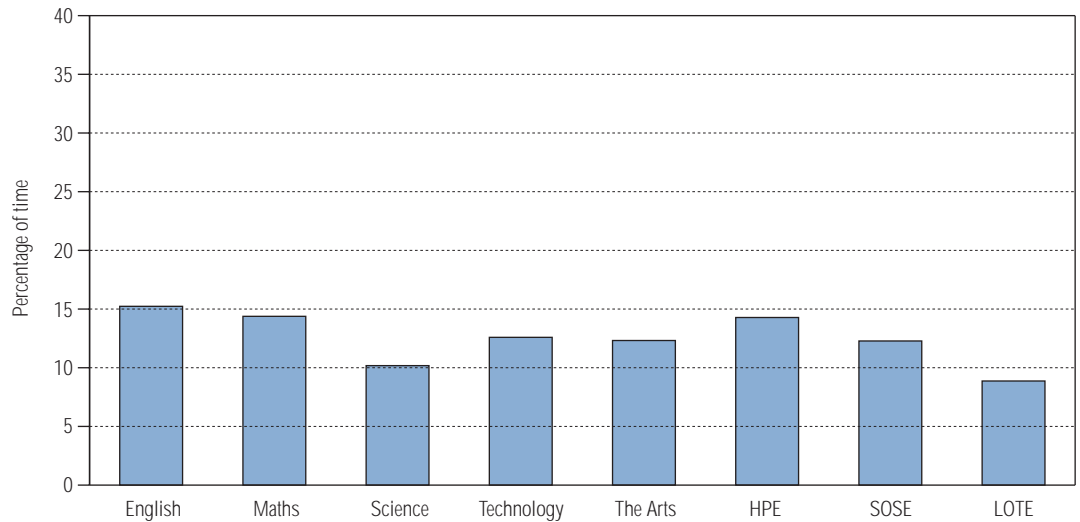
Two and a half hours is equivalent to 10 per cent of the school week.

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 (twenty-five hours) and multiply this by one hundred.

**Table 8.** Time allocated to KLAs by secondary colleges, Years 7 and 8 (per cent)

Years 7 and 8	English	Mathematics	Science	Technology	The Arts	Health and Physical Education	SOSE	LOTE
Mean	15.10	14.38	10.18	12.59	12.32	14.28	12.28	8.87
75th percentile	16.67	15.00	10.00	15.00	13.33	16.67	13.33	10.00
25th percentile	13.33	13.33	10.00	10.00	10.00	13.32	10.00	7.10

**Figure 9.** Average time allocated to KLAs by secondary colleges, Years 7 and 8



### 5.1.2 Destination of exit students

#### Destination of students—exit Years 10, 11 and 12

The destination of students exiting Years 10, 11 and 12 prior to the completion of the year is expressed as a percentage of all students who exited at each of the three year levels.

The school's 1996 CMIS report on the destination of exit students for Years 10, 11 and 12 was created when CASES was rolled over into 1997. At the time of the rollover the destination of many students was unknown. Schools need to take this high unknown percentage into account

when making comparisons with the benchmarks. The percentage of students where the destination was unknown is reported in the right hand column.

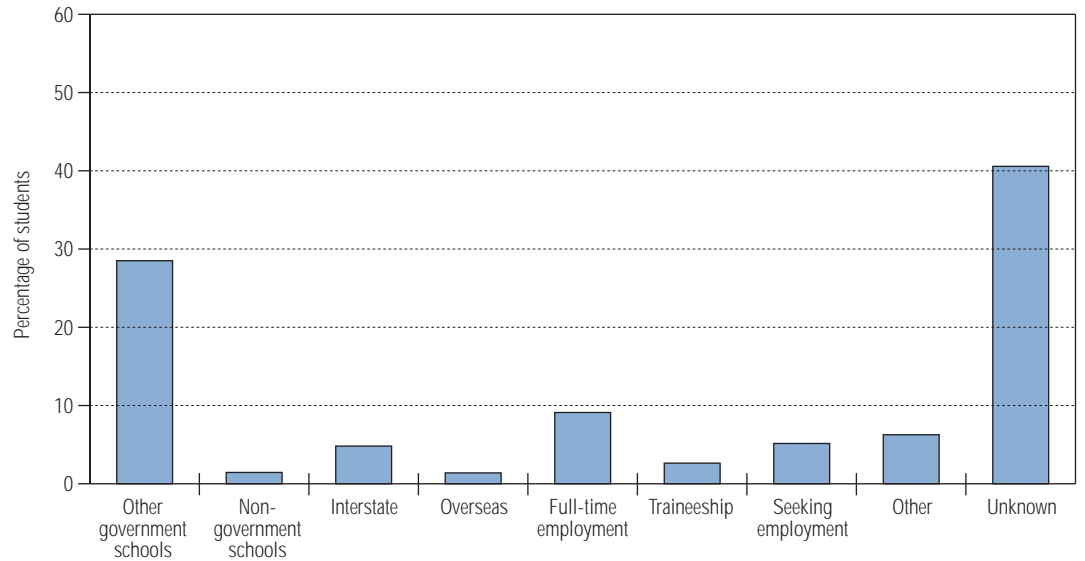
To convert the numbers of students from the school who exited to a percentage simply take the number of students for each destination, divide by the total number of students who exited from that year level and multiply by one hundred.

**Table 9.** Destination of students—exit Year 10 (per cent)

	Other government schools	Non-government schools	Interstate	Overseas	Full-time employment	Traineeship	Seeking employment	Other	Unknown
Mean	28.51	1.45	4.82	1.39	9.11	2.64	5.15	6.27	40.62
75th percentile	48.27	0.00	4.56	0.00	15.62	0.00	4.36	10.51	57.31
25th percentile	11.86	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2.49

Percentage of Year 10 exited	19.85
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**Figure 10.** Destination of exit Year 10 students

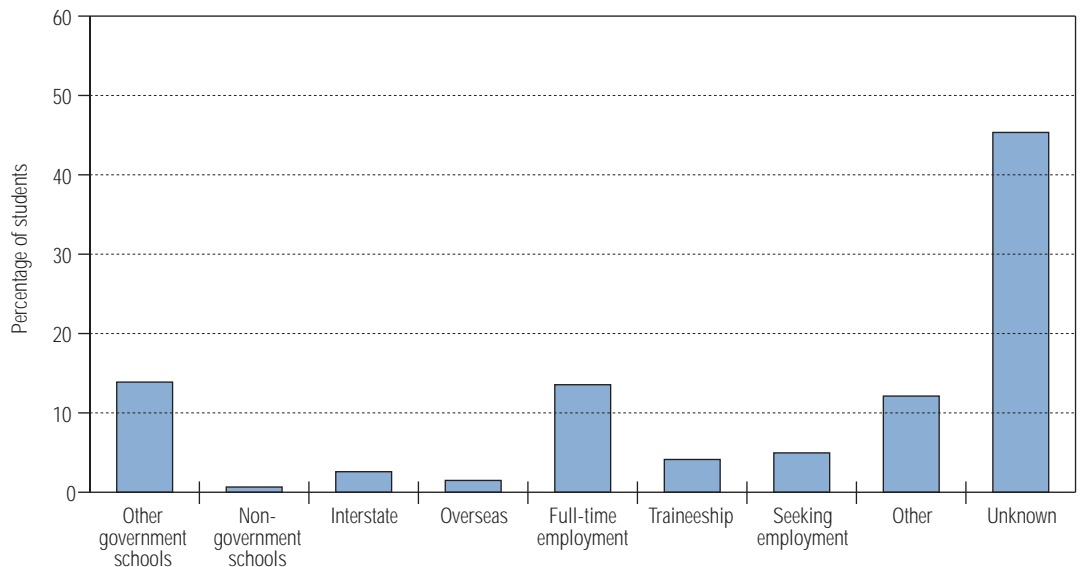


**Table 10.** Destination of students—exit Year 11 (per cent)

	Other government schools	Non-government schools	Interstate	Overseas	Full-time employment	Traineeship	Seeking employment	Other	Unknown
Mean	13.88	0.66	2.59	1.49	13.55	4.13	4.96	12.12	46.43
75th percentile	35.58	0.00	2.77	1.11	44.35	0.81	7.99	21.26	78.79
25th percentile	4.78	0.00	0.00	0.00	0.00	0.00	0.00	0.00	6.31

Percentage of Year 11 exited	25.04
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**Figure 11.** Destinations of exit Year 11 students

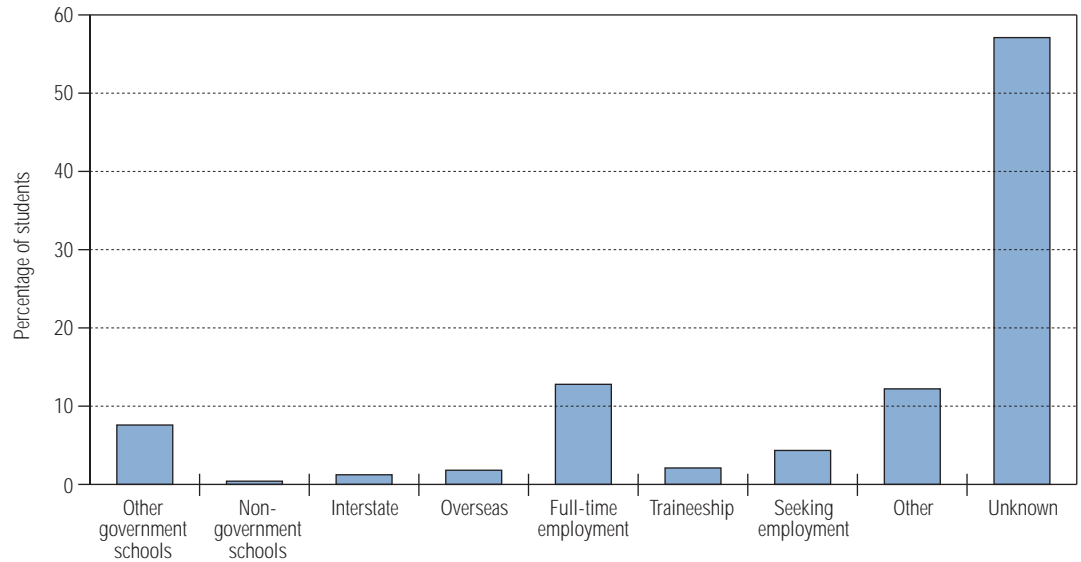


**Table 11.** Destination of students—exit Year 12, prior to completion of the year (per cent)

	Other government schools	Non-government schools	Interstate	Overseas	Full-time employment	Traineeship	Seeking employment	Other	Unknown
Mean	7.59	0.07	1.23	1.81	12.79	2.10	4.34	12.21	57.85
75th percentile	13.90	0.00	0.00	0.42	19.90	0.00	1.39	23.48	95.96
25th percentile	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

Percentage of Year 12 exited	24.32
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**Figure 12.** Destinations of exit Year 12 students



### Destination of Year 12 students

The destinations of students who exited on the completion of Year 12 is expressed as a percentage of all students who completed the year.

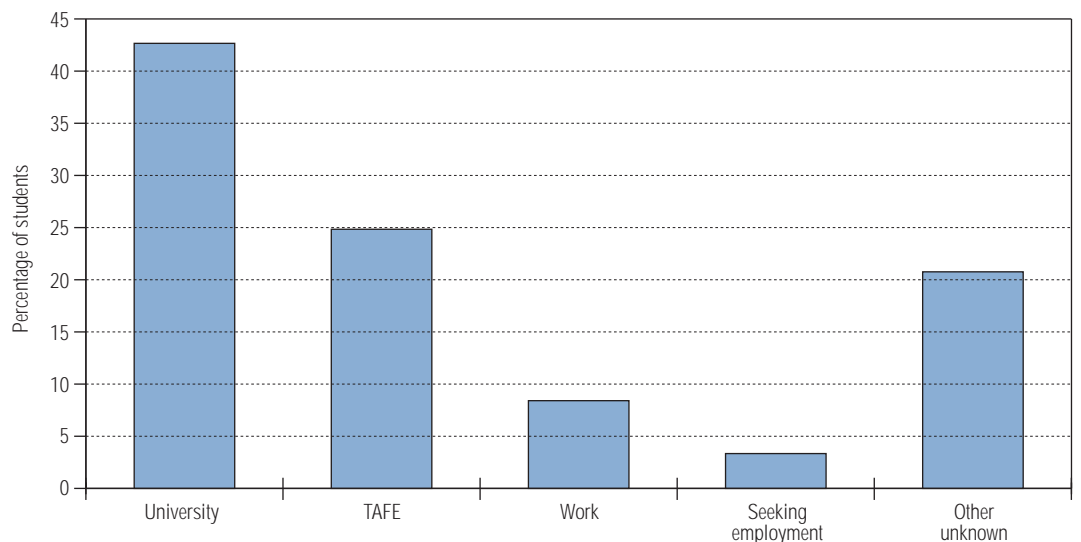
The destination of Year 12 benchmarks are presented in three formats:

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

**Table 12.** Destination of Year 12 students: statewide—all students (per cent)

	University	TAFE	Work	Seeking employment	Other unknown
Mean	42.66	24.84	8.41	3.34	20.76

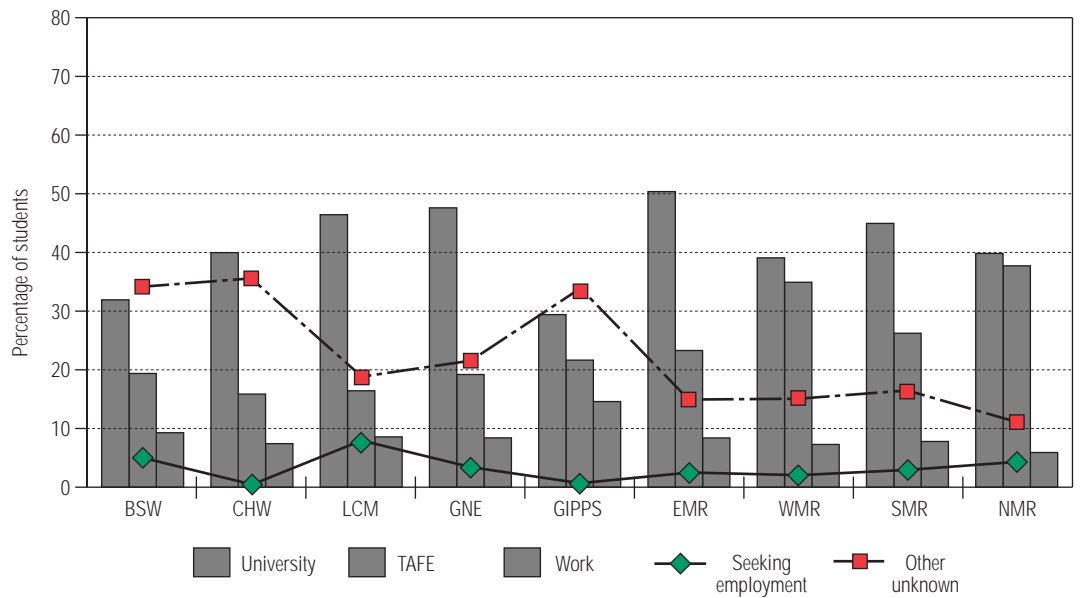
**Figure 13.** Destination of Year 12 students: statewide—all students



**Table 13.** Destination of Year 12 students: statewide—by region (per cent)

Region	University	TAFE	Work	Seeking employment	Other unknown
Barwon–South Western	31.92	19.38	9.28	5.37	34.04
Central Highlands–Wimmera	39.97	15.86	7.42	0.85	35.89
Loddon Campaspe–Mallee	46.43	16.43	8.57	8.93	19.64
Goulburn–North Eastern	47.60	19.20	8.40	3.60	21.20
Gippsland	29.41	21.65	14.59	0.71	33.65
Eastern Metropolitan	50.37	23.29	8.39	2.89	15.07
Western Metropolitan	39.08	34.92	7.28	2.67	16.05
Southern Metropolitan	44.95	26.23	7.79	3.28	17.76
Northern Metropolitan	39.83	37.72	5.91	4.56	11.98

**Figure 14.** Destination of Year 12 students: statewide—by region

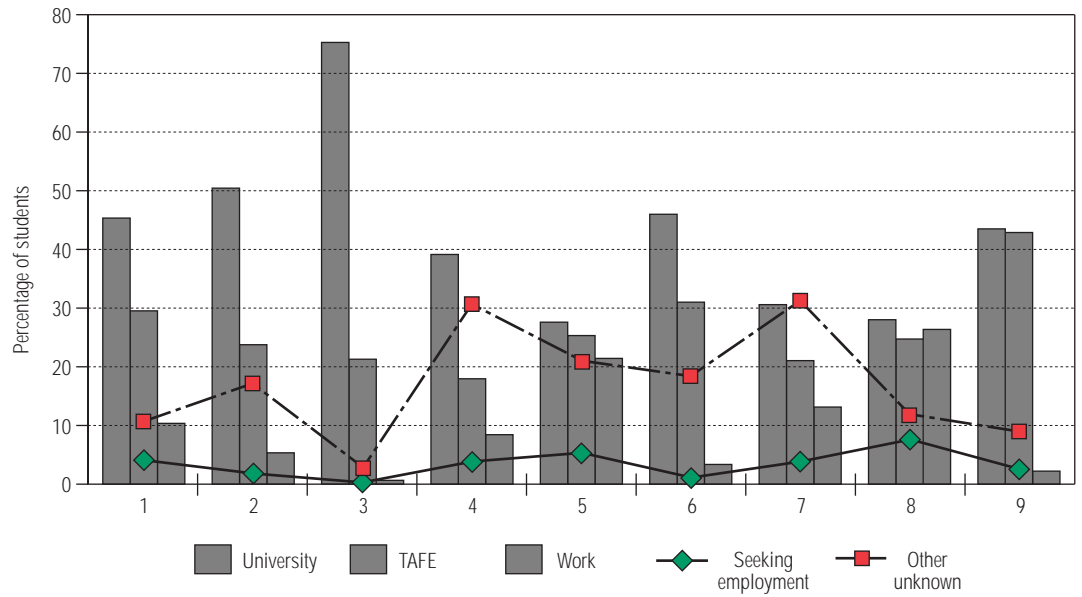


The relatively large percentage of students for whom destination is unknown should be taken into account when interpreting these data. As well, the fluid nature of student destinations in the period immediately following their leaving should be considered.

**Table 14.** Destination of Year 12 students: statewide—by “like” school group (per cent)

“Like” school group	University	TAFE	Work	Seeking employment	Other unknown
1	45.34	29.53	10.36	3.89	10.88
2	50.44	23.76	5.34	2.41	18.04
3	75.27	21.29	0.65	0.22	2.58
4	39.14	17.96	8.43	4.19	30.28
5	27.60	25.32	21.43	5.52	20.13
6	45.99	31.01	3.36	1.03	18.60
7	30.59	21.05	13.14	3.91	31.32
8	28.02	24.73	26.37	8.24	12.64
9	43.50	42.88	2.22	2.50	8.90

**Figure 15.** Destination of Year 12 students: statewide—by “like” school group



## 5.2 Environment

### 5.2.1 Student absence

Student absence data for 1996 summarises absence entered into CASES for the year and included in the annual report. This is in contrast to the 1995 data which were provided for two sample months. The data represent the average

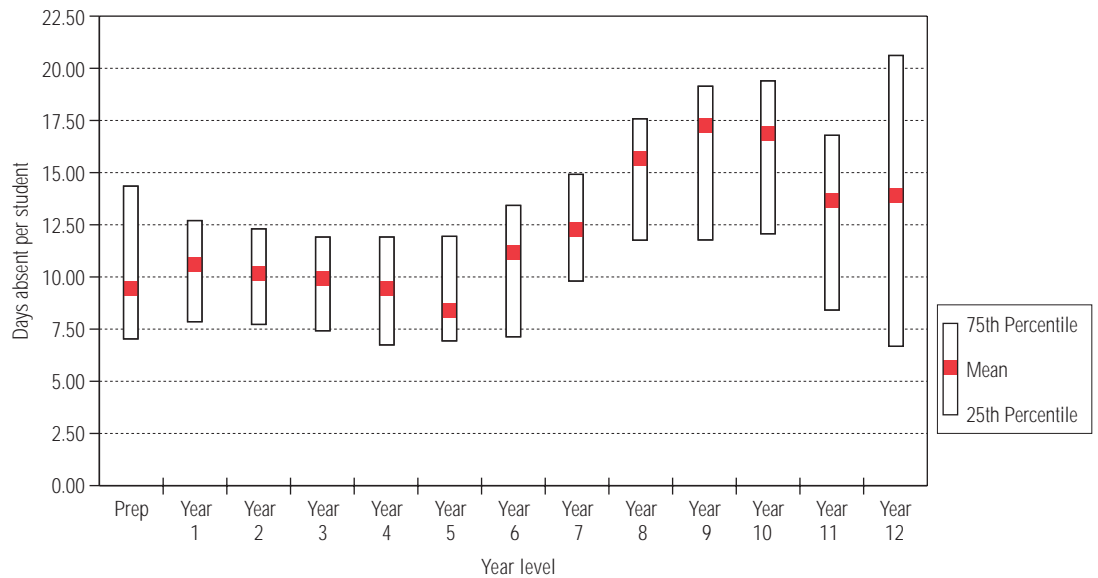
number of days absent for 1996 for all students at each year level. The 25<sup>th</sup> and 75<sup>th</sup> percentiles are also presented. Fifty per cent of students fall into this range.

**Table 15.** Average number of student days absent, all year levels

Year level	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
Average days absent	9.4	10.70	10.29	9.98	9.48	8.69	11.16	11.97	15.87	17.17	16.83	13.62	13.86
25th percentile	6.78	8.08	7.85	7.39	6.70	6.84	7.15	9.79	11.72	11.74	11.77	8.72	6.79
75th percentile	14.26	12.82	12.16	11.75	11.66	11.72	13.60	14.88	17.39	19.05	19.24	16.55	20.53

Ten days absence per year is equivalent to 5.1 per cent of the school year.

**Figure 16.** Total student absence, all year levels



## 5.2.2 Student accidents

Student accident data has been aggregated from the 1996 school annual reports to produce the benchmarks. The figures presented 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.

**Table 16.** *Student accidents in secondary colleges (per 100 students)*

Accident site	First aid (returned to class)	First aid (sent home)	Doctor's treatment	Hospital treatment	Fatal
Sports ground/venue	<b>0.94</b>	<b>0.45</b>	<b>0.39</b>	0.05	0.00
Playground general	<b>1.03</b>	<b>0.34</b>	0.23	0.03	0.00
Playground equipment	0.02	0.01	0.01	0.00	0.00
Classroom general	<b>1.05</b>	0.24	0.25	0.04	0.01
Chairs	0.04	0.01	0.01	0.00	0.00
Doors/windows	0.07	0.02	0.04	0.01	0.00
Stairs/steps	0.10	0.04	0.02	0.00	0.00
Paths/walkways	0.13	0.08	0.02	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	0.02	0.01	0.04	0.01	0.00
Other	0.58	0.28	0.13	0.03	0.00

## 5.3 Management

### 5.3.1 Staff survey

The staff opinion survey provides schools with a succinct summary of their overall organisational health. It was designed to be administered once every year to obtain feedback from staff.

Over the past three years each school has used a Microsoft Works program to collate the staff opinion survey results. The benchmarks included in the survey module for each of the five scales

were derived from work undertaken by Dr Peter Hill in 1994 during the Victorian Quality Schools Project.

During 1995 and 1996 schools conducted the staff survey as a part of the annual reporting requirements. Benchmarks compiled from this data are now available and are also reported in this document.

There is variation between the average scores on each of the scales measured in 1994 by the Victorian Quality Schools Project to those reported in the annual reports. In all cases the 1994 scores are lower than those from the annual reports for both 1995 and 1996.

The benchmarks in this section provide data which represents the full distribution of results from the 1996 annual reports.

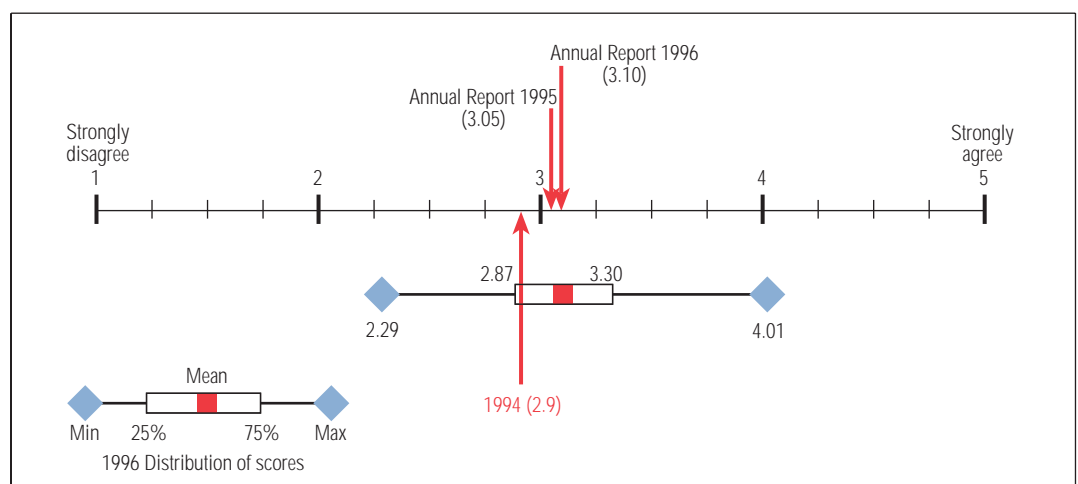
Note:

The CASES survey module, due for release to schools at the end of Term 3, 1997 has a slightly modified benchmarking system. The system will scale a school's past years benchmarks into the new system. Advice on the new system will accompany the release of the survey module. The new benchmarking system will allow schools to benchmark their performance with schools in other Australian states and eventually with schools from other countries.

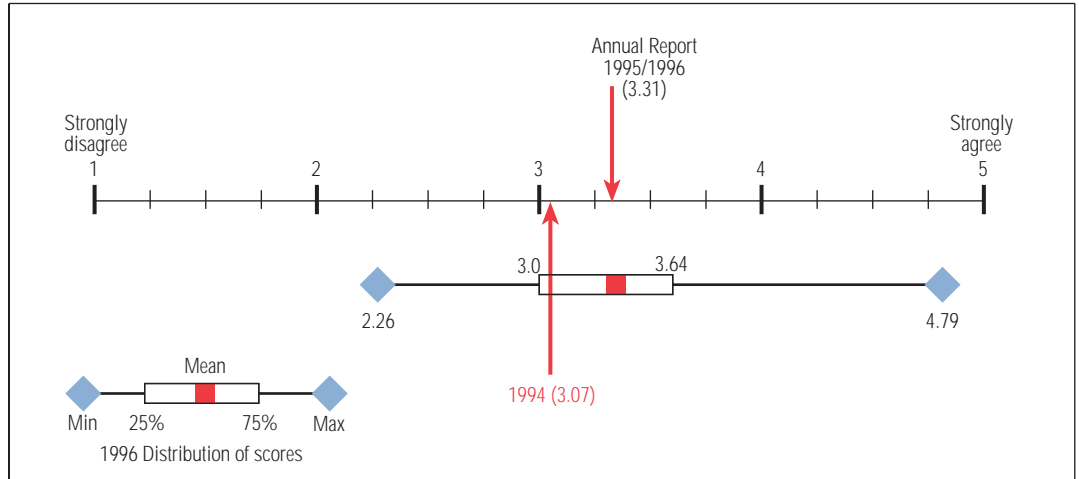
## Interpretation of the staff survey

- The first point of comparison would always be against the school's own past performance. Have the results remained relatively constant or is there an upward or downward trend?
- Comparison of the school score to the state range of means. The best point of comparison at this point would appear to be the 1995 and 1996 annual report means. The consistency of these scores over the two years would suggest that they provide a better reference point than the data from 1994.
- For 1996 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.

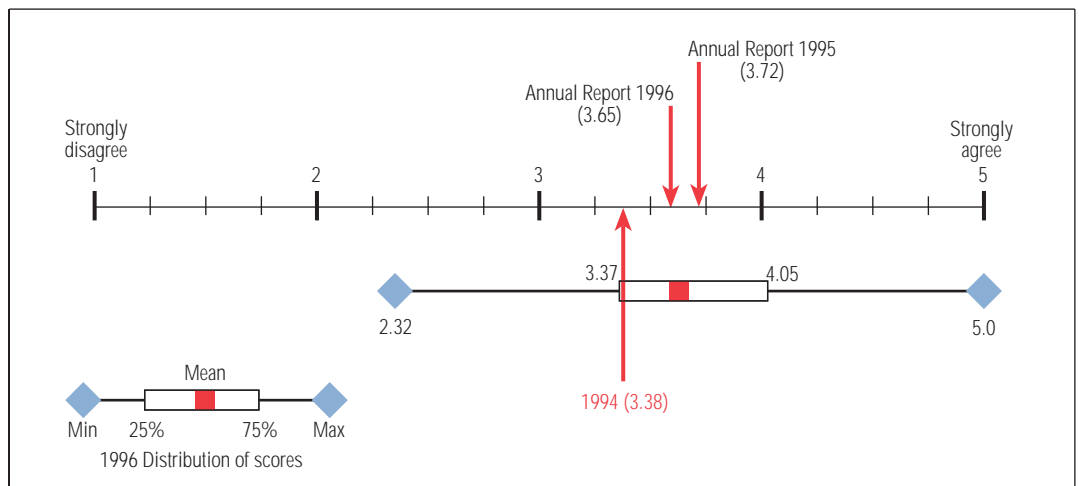
**Figure 17.** Staff survey means 1996: Quality of work life, secondary schools



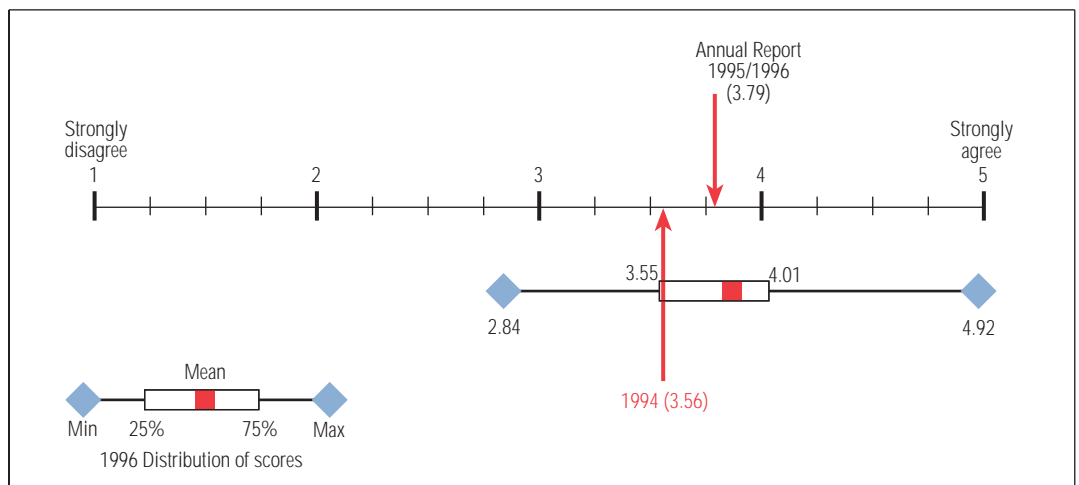
**Figure 18.** Staff survey means 1996: Morale, secondary schools



**Figure 19.** Staff survey means 1996: Leadership, secondary schools



**Figure 20.** Staff survey means 1996: Goal congruency, secondary schools



Note:

Insufficient data was available to provide reliable benchmarks for the staff support variable.

Schools were not required to report the data.

### 5.3.2 Teacher sick leave

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

The figures provided by CMIS list a simple frequency or count of the sick leave days taken.

To compare the school's number of sick leave days with the benchmarks it is necessary to convert this figure to a ratio. This is simply obtained by dividing the number of sick leave days for each month by the number of EFT teachers on the staff. This will give the number of sick leave days per teacher for the school.

**Table 17.** *Teacher sick leave in secondary colleges*

	Statewide average non-certificated sick leave days per teacher	Statewide average total sick leave days per teacher
January	0.004	0.054
February	0.163	0.510
March	0.230	0.716
April	0.069	0.293
May	0.332	0.785
June	0.225	0.758
July	0.113	0.466
August	0.308	0.973
September	0.192	0.614
October	0.221	0.660
November	0.270	0.797
December	0.920	1.840
Total	3.047	8.466

### 5.3.3 Professional development information

The information provided below about professional development is a summary of data listed by schools in their 1996 annual reports.

**Table 18.** *Professional development in secondary colleges*

	Number of PD programs per school	Number of PD programs per staff member	Proportion of PD programs attended by males	Proportion of PD programs attended by females
Leadership and management	16.68	0.42	45.58	54.42
Goals and priorities	30.24	1.07	43.27	56.73
Department initiatives	22.55	0.74	46.54	53.46
Teacher personal PD	36.83	1.01	41.48	58.52
All programs	106.30	3.25	43.82	56.18

# 6. Primary–secondary (P–12) colleges

## 6.1 Curriculum

The curriculum goals are the most important section of the school charter because the learning of students is the prime purpose of schooling. The time that a school allocates to each of the eight KLAs underpins the ultimate performance of students in each learning area. Consequently, both staff and student absence rates have been included.

### 6.1.1 Time allocation

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. Schools use the timetable to estimate the time allocated to each KLA. These data were entered into school annual reports and form the basis for generating the benchmarks.

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

The mean percentage time allocation is illustrated in the graphs.

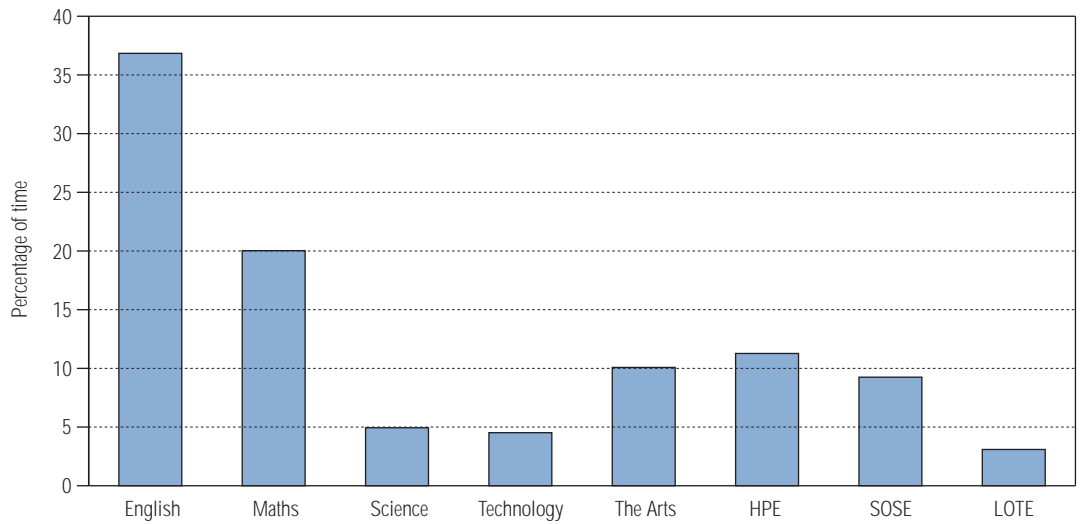
Two and a half hours is equivalent to 10 per cent of the school week.

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 19.** Time allocated to KLAS by P-12 colleges, Prep-Year 2 (per cent)

Prep-Year 2	English	Mathematics	Science	Technology	The Arts	Health and Physical Education	SOSE	LOTE
Mean	36.84	20.03	4.94	4.52	10.08	11.27	9.25	3.09
75th percentile	40.00	20.20	6.00	5.00	12.00	12.00	12.00	4.00
25th percentile	33.00	19.20	4.00	4.00	8.00	10.00	7.69	0.00

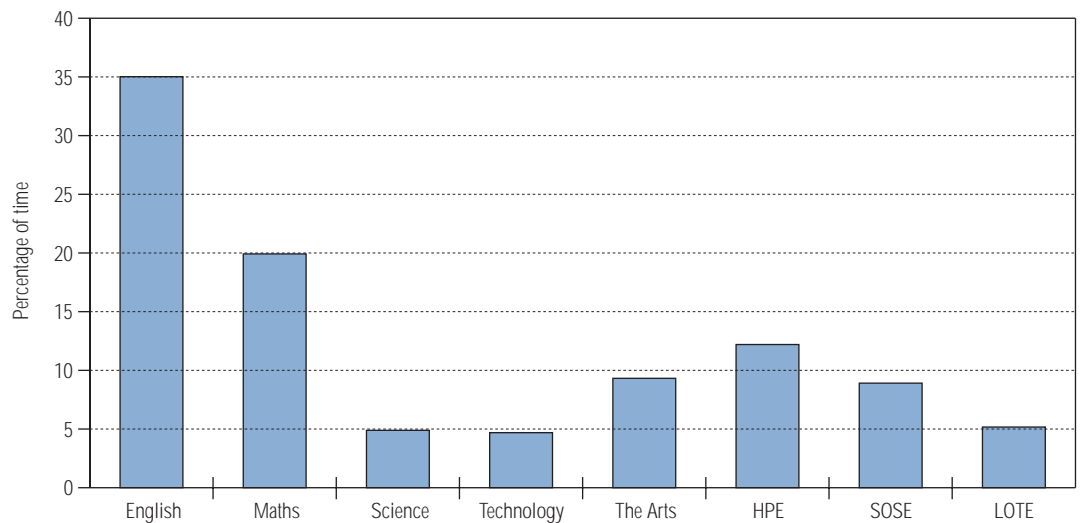
**Figure 21.** Average time allocated to KLAS by P-12 colleges, Prep-Year 2



**Table 20.** Time allocated to KLAS by P-12 colleges, Years 3 and 4 (per cent)

Years 3 and 4	English	Mathematics	Science	Technology	The Arts	Health and Physical Education	SOSE	LOTE
Mean	34.89	19.92	4.89	4.69	9.32	12.20	8.91	5.17
75th percentile	38.00	20.80	6.00	6.00	10.12	14.00	10.09	8.00
25th percentile	32.00	18.07	4.00	4.00	8.00	10.01	7.00	3.94

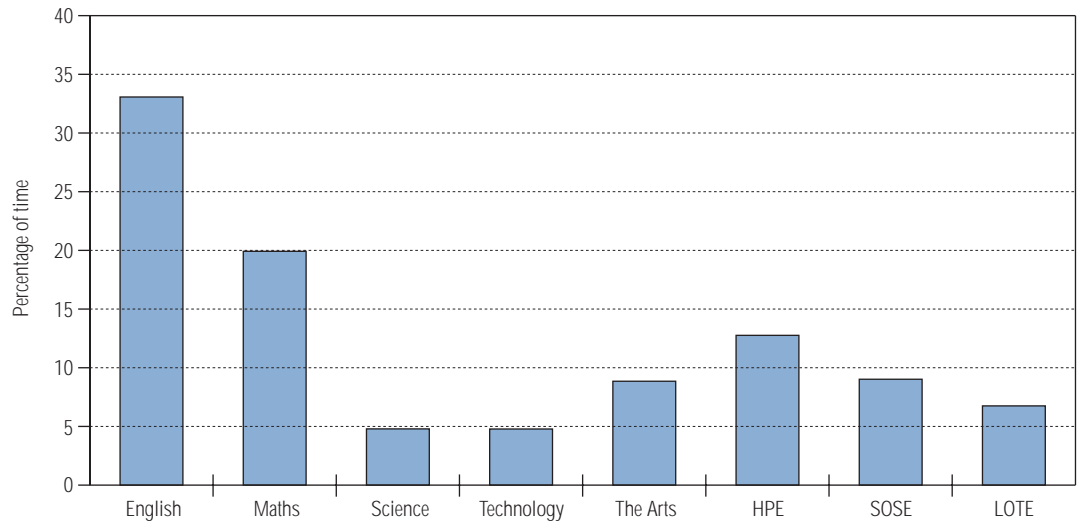
**Figure 22.** Average time allocated to KLAS by P-12 colleges, Years 3 and 4



**Table 21.** Time allocated to KLAs by P-12 colleges, Years 5 and 6 (per cent)

Years 5 and 6	English	Mathematics	Science	Technology	The Arts	Health and Physical Education	SOSE	LOTE
Mean	33.13	19.92	4.79	4.78	8.85	12.76	9.02	6.75
75th percentile	36.00	20.92	6.00	6.00	10.00	14.00	11.94	8.33
25th percentile	30.00	18.00	4.00	4.00	8.00	12.00	6.59	4.00

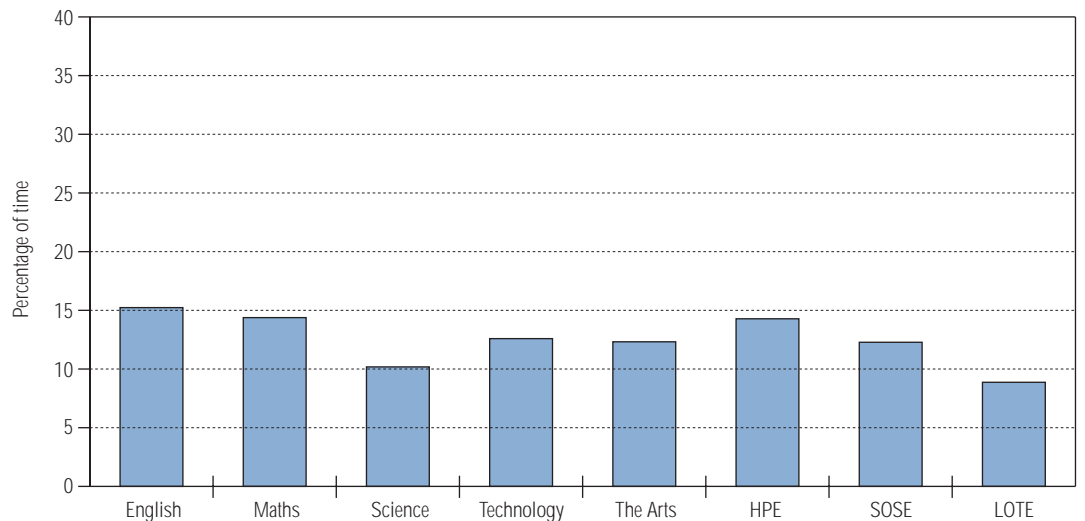
**Figure 23.** Average time allocated to KLAs by P-12 colleges, Years 5 and 6



**Table 22.** Time allocated to KLAs by P-12 colleges, Years 7 and 8 (per cent)

Years 7 and 8	English	Mathematics	Science	Technology	The Arts	Health and Physical Education	SOSE	LOTE
Mean	15.10	14.38	10.18	12.59	12.32	14.28	12.28	8.87
75th percentile	16.67	15.00	10.00	15.00	13.33	16.67	13.33	10.00
25th percentile	13.33	13.33	10.00	10.00	10.00	13.32	10.00	7.10

**Figure 24.** Average time allocated to KLAs by P-12 colleges, Years 7 and 8



## 6.2 Environment

### 6.2.1 Student absence

Student absence data for 1996 summarises absences entered into CASES for the year and included in the annual report. This is in contrast to the 1995 data which were provided for two sample months. The data presented is the average

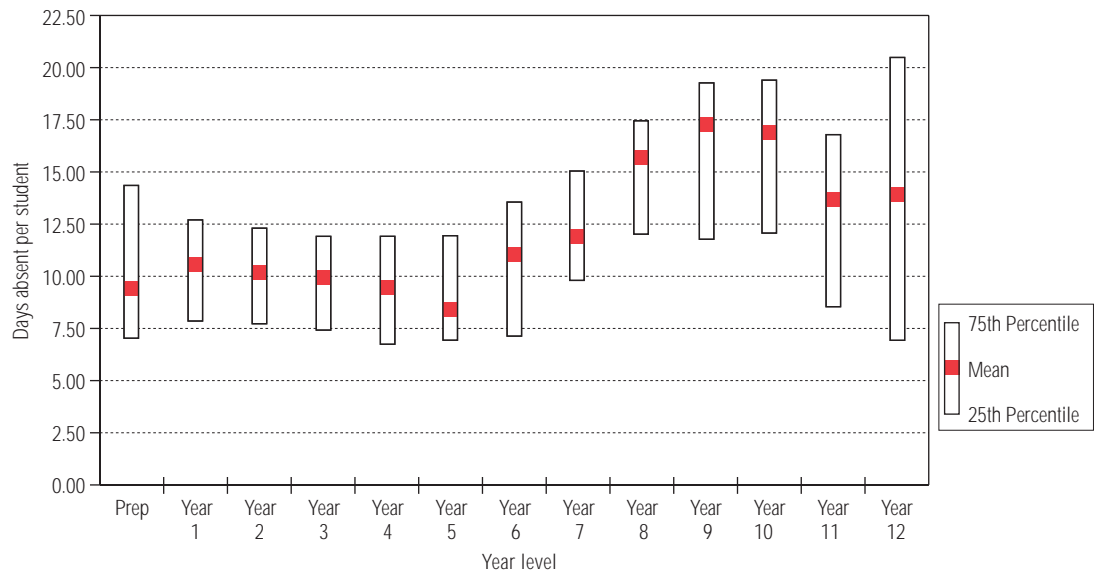
number of days absent for 1996 for all students at each year level. The 25<sup>th</sup> and 75<sup>th</sup> percentiles are also presented. Fifty per cent of students fall into this range.

**Table 23.** Average number of student days absent, all year levels

Year level	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
Average days absent	9.4	10.70	10.29	9.98	9.48	8.69	11.16	11.97	15.87	17.17	16.83	13.62	13.86
25th percentile	6.78	8.08	7.85	7.39	6.70	6.84	7.15	9.79	11.72	11.74	11.77	8.72	6.79
75th percentile	14.26	12.82	12.16	11.75	11.66	11.72	13.60	14.88	17.39	19.05	19.24	16.55	20.53

An average of ten days absence per year is equivalent to 5.1% of the school year.

**Figure 25.** Total student absence, all year levels



## 6.2.2 Student accidents

Student accident data has been aggregated from the 1996 school annual reports to produce the benchmarks. The figures presented represent the average number of accidents per one hundred students in the state.

Schools can easily 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.

**Table 24.** Student accidents in P-12 colleges (per 100 students)

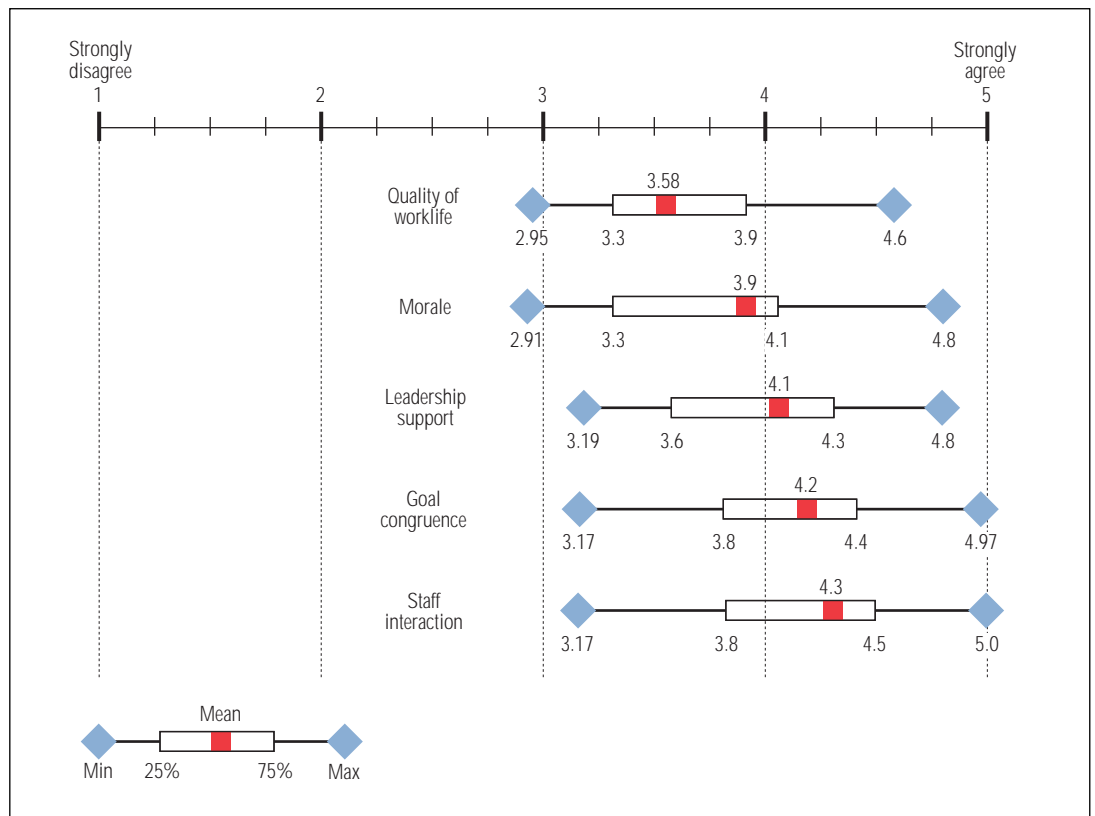
Accident site	First aid (returned to class)	First aid (sent home)	Doctor's treatment	Hospital treatment	Fatal
Sports ground/venue	<b>0.62</b>	<b>0.30</b>	<b>0.31</b>	0.08	0.00
Playground general	<b>1.56</b>	0.27	0.26	0.03	0.00
Playground equipment	<b>0.70</b>	0.11	0.10	0.05	0.00
Classroom general	<b>0.34</b>	0.08	0.16	0.02	0.00
Chairs	0.01	0.01	0.01	0.01	0.00
Doors/windows	0.06	0.03	0.05	0.00	0.00
Stairs/steps	0.05	0.01	0.06	0.00	0.00
Paths/walkways	0.03	0.06	0.05	0.02	0.00
Office administration	0.00	0.00	0.00	0.00	0.00
Travelling to/from school	0.01	0.02	0.00	0.00	0.00
Camps/excursions	0.08	0.00	0.06	0.00	0.00
Other	0.23	0.33	0.08	0.06	0.00

## 6.3 Management

### 6.3.1 Staff survey

The benchmarks in this section provide data which represents the full distribution of scores reported in the 1996 annual reports.

**Figure 26.** Staff opinion survey means 1996: P-12 colleges



Note:

The benchmarks contained in the CASES survey module, due for release to schools at the end of Term 3, 1997, has a slightly modified benchmarking system. The system will scale a school's past years benchmarks into the new system. Advice on the new system will accompany the release of the survey module. The new benchmarking system will allow schools to benchmark their performance with schools in other Australian states and eventually with schools from other countries.

### 6.3.2 Teacher sick leave

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

The figures provided by CMIS list a simple frequency or count of the sick leave days taken.

To compare the school's number of sick leave days with the benchmarks it is necessary to convert this figure to a ratio. This is simply obtained by dividing the number of sick leave days for each month by the number of EFT teachers on the staff. This will give the number of sick leave days per teacher for the school.

**Table 25.** *Teacher sick leave in P-12 colleges*

	Statewide average non-certificated sick leave days per teacher	Statewide average total sick leave days per teacher
January	0.007	0.024
February	0.135	0.452
March	0.198	0.669
April	0.061	0.256
May	0.266	0.617
June	0.164	0.588
July	0.100	0.330
August	0.242	0.712
September	0.147	0.461
October	0.176	0.545
November	0.223	0.654
December	0.919	1.837
Total	2.638	7.145

### 6.3.3 Professional development information

The information provided below about professional development is a summary of data listed by schools in their 1996 annual reports.

**Table 26.** *Professional development in P-12 colleges*

	Number of PD programs per school	Number of PD programs per staff member	Proportion of PD programs attended by males	Proportion of PD programs attended by females
Leadership and management	28.73	0.45	51.79	48.21
Goals and priorities	45.60	1.78	39.34	60.66
Department initiatives	31.90	1.24	36.00	64.00
Teacher personal PD	28.10	1.09	41.07	58.93
All programs	134.33	4.56	41.54	58.46

# 7. Special schools

## 7.1 Curriculum

The curriculum goals are the most important section of the school charter because the learning of students is the prime purpose of schooling. The time that a school allocates to each of the

eight KLAs underpins the ultimate performance of students in each learning area. Consequently, both staff and student absence rates have been included.

**Table 27.** Parent opinion of student educational progress, special schools (per cent)

	Not applicable	Don't know	Strongly disagree	Moderately disagree	Mildly disagree	Mildly agree	Moderately agree	Strongly agree
English	0.13	0.63	0.13	0.25	2.25	12.13	33.00	51.13
Mathematics	3.88	2.38	0.25	1.00	3.38	18.38	29.63	41.50
The Arts	6.00	0.75	0.25	0.88	1.50	10.38	25.75	53.38
Health and Physical Education	3.43	0.00	0.14	0.00	1.43	7.71	27.71	60.00
Technology	5.29	1.00	0.57	1.71	2.71	10.14	32.00	46.86
Science	7.86	5.00	0.14	0.71	2.29	13.71	28.29	41.71
SOSE	3.00	0.86	0.14	0.57	0.86	9.86	27.71	57.57

### 7.1.1 Time allocation

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. Schools use the timetable to estimate the time allocated to each KLA. These data were entered into school annual reports and form the basis for generating the benchmarks.

The following tables provide benchmark information for the mean, or average, percentage time allocated to each KLA for all special schools. The table also provides the time allocated to each KLA by the schools at the 25<sup>th</sup> and 75<sup>th</sup> percentile. Fifty

per cent of schools fall between the 25<sup>th</sup> and 75<sup>th</sup> percentile.

The mean percentage time allocation is illustrated in the graphs.

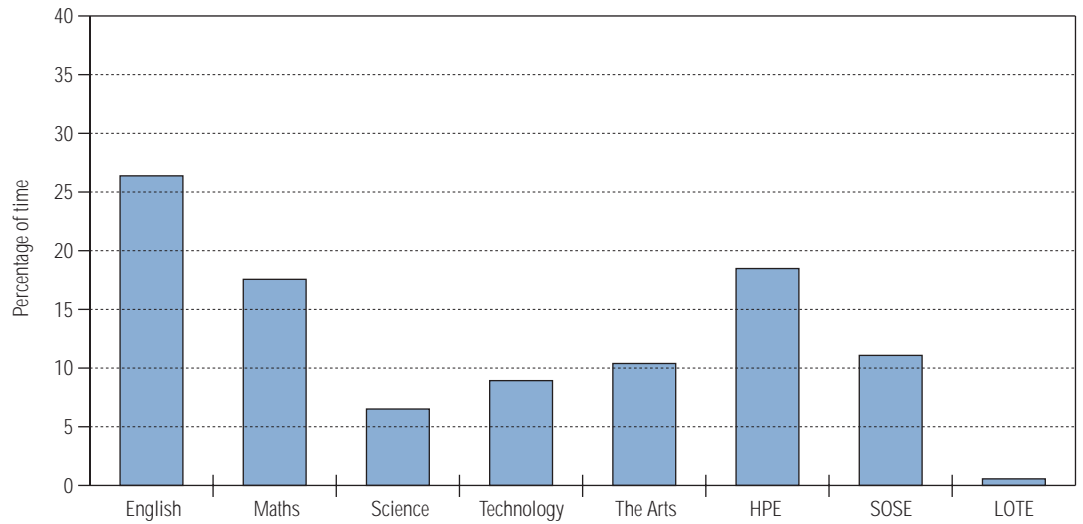
Two and a half hours is equivalent to 10 per cent of the school week.

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 28.** Time allocated to KLAs by special schools, Prep-Year 6 (per cent)

Prep-Year 6	English	Mathematics	Science	Technology	The Arts	Health and Physical Education	SOSE	LOTE
Mean	26.50	17.56	6.51	8.93	10.39	18.48	11.08	0.56
75th percentile	31.11	20.00	8.89	10.48	12.00	24.00	13.33	1.00
25th percentile	21.00	15.35	4.58	8.00	8.11	12.83	8.89	0.00

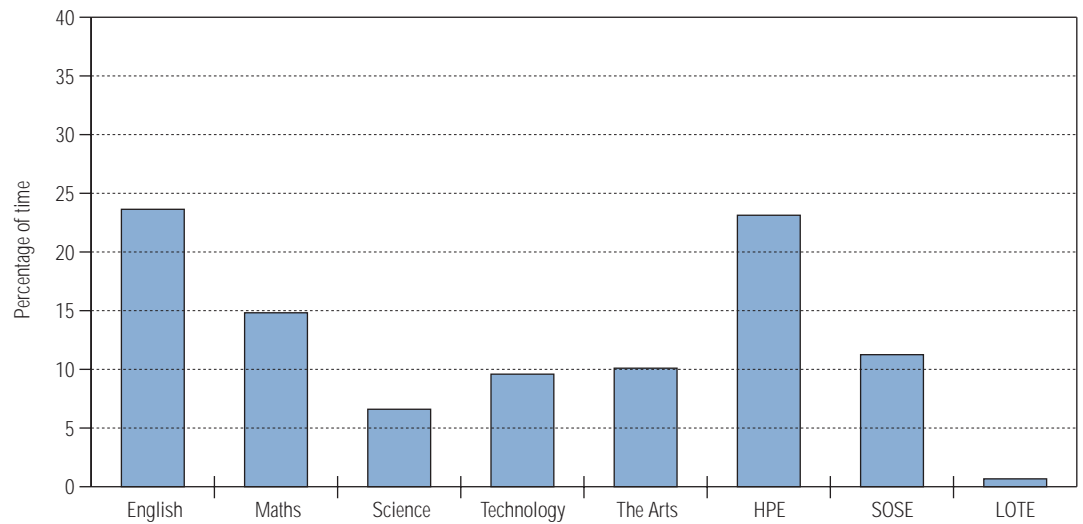
**Figure 27.** Average time allocated to KLAs by special schools, Prep-Year 6



**Table 29.** Time allocated to KLAs by special schools, Years 7-10 (per cent)

Years 7-10	English	Mathematics	Science	Technology	The Arts	Health and Physical Education	SOSE	LOTE
Mean	23.85	14.82	6.60	9.59	10.10	23.13	11.25	0.67
75th percentile	26.67	17.33	8.89	12.00	12.00	25.53	12.00	1.00
25th percentile	18.00	12.00	4.80	6.67	10.00	19.00	8.89	0.00

**Figure 28.** Average time allocated to KLAs by special schools, Years 7-10



## 7.2 Environment

### 7.2.1 Student absence

Many specialist schools in the sample either did not report student absence or reported only for the months of March and August. The average of 13.1 absences per student per year is gained from

sixteen special and special developmental schools for which absence data for a full year was available.

**Table 30.** Average number of student days absent, sample specialist schools survey

Number of schools in sample	Total enrolment	Total number of days absent	Average number of days absent per student
16	1,216	15,900	13.1

### 7.2.2 Student accidents

Student accident data has been aggregated from the 1996 school annual reports to produce the benchmarks. The figures presented represent the average number of accidents per one hundred students in the state.

Schools can easily 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.

**Table 31.** Student accidents in special schools (per 100 students)

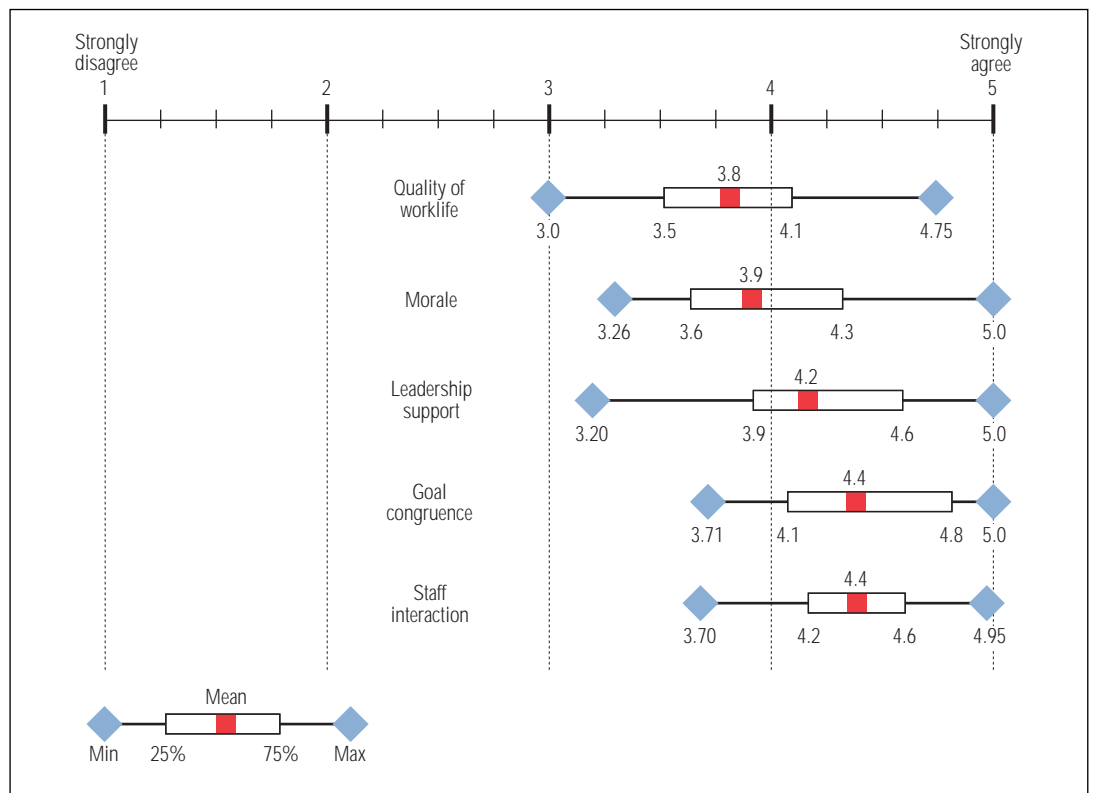
Accident site	First aid (returned to class)	First aid (sent home)	Doctor's treatment	Hospital treatment	Fatal
Sports ground/venue	<b>2.81</b>	<b>0.56</b>	0.23	0.06	0.00
Playground general	<b>11.25</b>	<b>1.52</b>	0.51	0.23	0.00
Playground equipment	<b>0.84</b>	<b>0.34</b>	0.00	0.06	0.00
Classroom general	<b>2.59</b>	<b>0.39</b>	<b>0.39</b>	0.06	0.00
Chairs	0.00	0.00	0.00	0.00	0.00
Doors/windows	0.23	0.00	0.11	0.00	0.00
Stairs/steps	0.11	0.06	0.00	0.00	0.00
Paths/walkways	<b>0.90</b>	0.06	0.06	0.00	0.00
Office administration	0.00	0.00	0.11	0.00	0.00
Travelling to/from school	<b>0.84</b>	0.00	0.06	0.00	0.00
Camps/excursions	<b>0.56</b>	0.00	0.00	0.06	0.00
Other	1.07	0.11	0.17	0.06	0.00

## 7.3 Management

### 7.3.1 Staff survey

The benchmarks in this section provide data which represents the full distribution of scores reported in the 1996 annual reports.

**Figure 29.** Staff opinion survey means  
1996: special schools



Note:

The CASES survey module, due for release to schools at the end of Term 3, 1997 has a slightly modified benchmarking system. The system will scale a school's past years benchmarks into the new system. Advice on the new system will accompany the release of the survey module. The new benchmarking system will allow schools to benchmark their performance with schools in other Australian states and eventually with schools from other countries.

### 7.3.2 Teacher sick leave

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

The figures provided by CMIS list a simple frequency or count of the sick leave days taken.

To compare the school's number of sick leave days with the benchmarks it is necessary to convert this figure 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 will give the number of sick leave days per teacher for the school for each month.

**Table 32.** *Teacher sick leave in special schools*

	Statewide average non-certificated sick leave days per teacher	Statewide average total sick leave days per teacher
January	0.005	0.045
February	0.140	0.579
March	0.225	0.904
April	0.058	0.334
May	0.297	0.779
June	0.198	0.875
July	0.113	0.586
August	0.297	1.081
September	0.144	0.625
October	0.168	0.738
November	0.265	0.915
December	0.947	1.894
Total	2.857	9.355

### 7.3.3 Professional development information

The information provided below about professional development is a summary of data listed by schools in their 1996 annual reports.

**Table 33.** *Professional development in special schools*

	Number of PD programs per school	Number of PD programs per staff member	Proportion of PD programs attended by males	Proportion of PD programs attended by females
Leadership and management	13.38	0.66	25.76	74.24
Goals and priorities	18.38	0.91	14.48	85.52
Department initiatives	12.13	0.60	13.27	86.73
Teacher personal PD	16.50	0.82	16.04	83.96
All programs	60.39	2.99	16.38	83.62

# 8. Special developmental schools

## 8.1 Curriculum

The curriculum goals are the most important section of the school charter because the learning of students is the prime purpose of schooling. The time that a school allocates to each of the

eight KLAs underpins the ultimate performance of students in each learning area. Consequently, both staff and student absence rates have been included.

**Table 34.** Parent opinion of student educational progress: special developmental schools (per cent)

	Not applicable	Don't know	Strongly disagree	Moderately disagree	Mildly disagree	Mildly agree	Moderately agree	Strongly agree
English	1.82	1.45	0.00	0.55	2.82	16.91	28.91	46.82
Mathematics	3.27	3.91	2.27	1.55	3.18	19.00	28.64	37.82
The Arts	3.90	0.90	0.00	0.60	1.60	13.10	26.10	54.00
Health and Physical Education	0.80	0.00	0.00	1.20	5.00	13.70	28.90	50.30
Technology	5.10	6.90	0.60	0.90	1.70	13.70	28.90	41.70
Science	3.40	5.30	1.20	5.00	2.00	14.50	27.10	41.50

### 8.1.1 Time allocation

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. Schools use the timetable to estimate the time allocated to each KLA. These data were entered into school annual reports and form the basis for generating the benchmarks.

The following tables provide benchmark information for the mean or average percentage time allocated to each KLA for all special developmental schools. The table also provides the time allocated to each KLA by the schools at the 25<sup>th</sup> and 75<sup>th</sup> percentile. Fifty per cent of schools fall

between the 25<sup>th</sup> and 75<sup>th</sup> percentile.

The mean percentage time allocation is illustrated in the graphs.

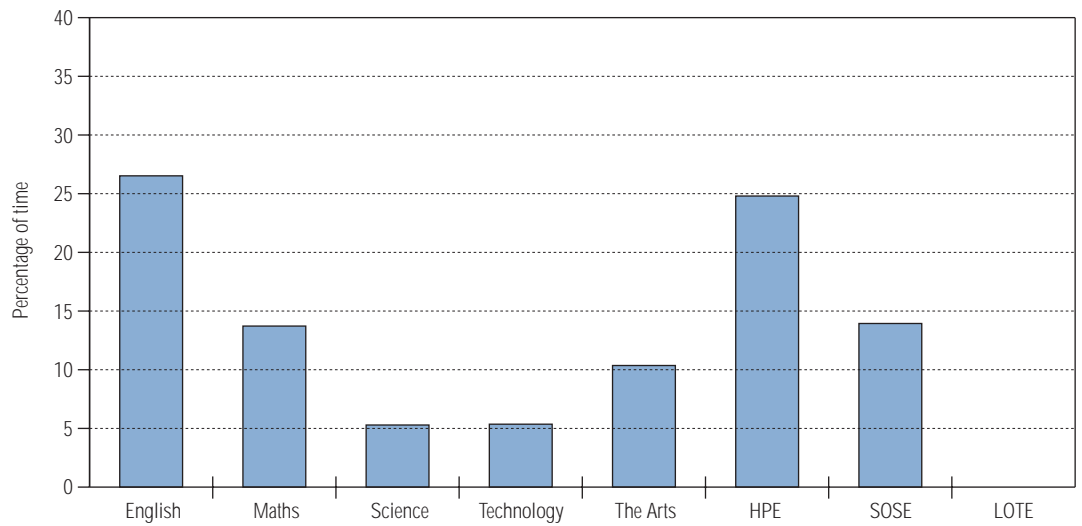
Two and a half hours is equivalent to 10 per cent of the school week.

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 35.** Time allocated to KLAs by special developmental schools, Prep-Year 6 (per cent)

Years 7-10	English	Mathematics	Science	Technology	The Arts	Health and Physical Education	SOSE	LOTE
Mean	26.52	13.72	5.29	5.36	10.36	24.80	13.94	0.00
75th percentile	32.00	16.00	6.00	6.00	12.00	31.75	14.00	0.00
25th percentile	23.25	10.00	4.00	4.00	8.25	16.50	12.00	0.00

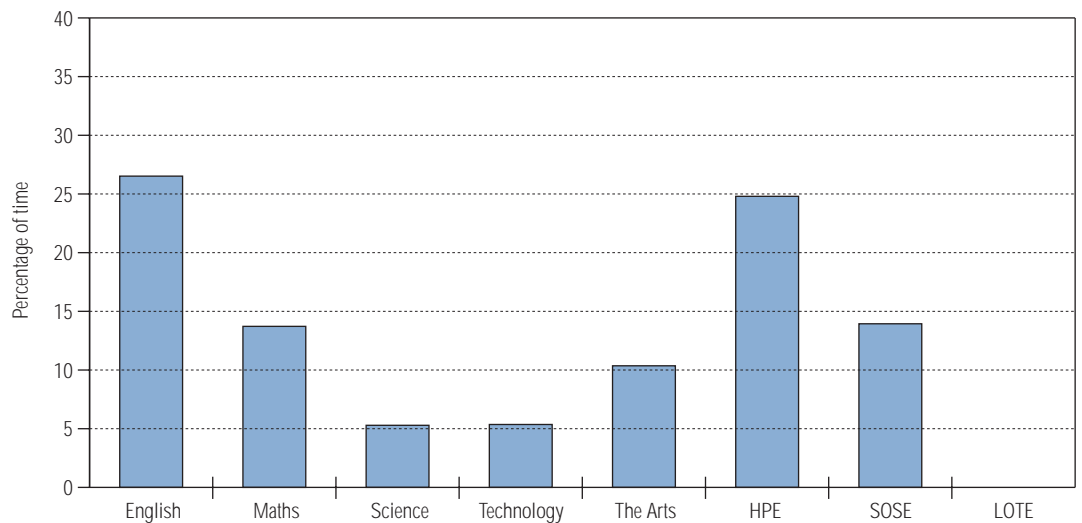
**Figure 30.** Average time allocated to KLAs by special developmental schools, Prep-Year 6



**Table 36.** Time allocated to KLAs by special developmental schools, Years 7-10 (per cent)

Years 7-10	English	Mathematics	Science	Technology	The Arts	Health and Physical Education	SOSE	LOTE
Mean	26.52	13.72	5.29	5.36	10.36	24.80	13.94	0.00
75th percentile	32.00	16.00	6.00	6.00	12.00	31.75	14.00	0.00
25th percentile	23.25	10.00	4.00	4.00	8.25	16.50	12.00	0.00

**Figure 31.** Average time allocated to KLAs by special developmental schools, Years 7-10



## 8.2 Environment

### 8.2.1 Student absence

Many specialist schools in the sample either did not report student absence or reported only for the months of March and August. The average of 13.1 absences per student per year is gained from

sixteen special and special developmental schools for which absence data for a full year was available.

**Table 37.** Average number of student days absent, sample specialist schools survey

Number of schools in sample	Total enrolment	Total number of days absent	Average number of days absent per student
16	1,216	15,900	13.1

### 8.2.2 Student accidents

Student accident data has been aggregated from the 1996 school annual reports to produce the benchmarks. The figures presented represent the average number of accidents per one hundred students in the state.

Schools can easily 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.

**Table 38.** Student accidents in special developmental schools (per 100 students)

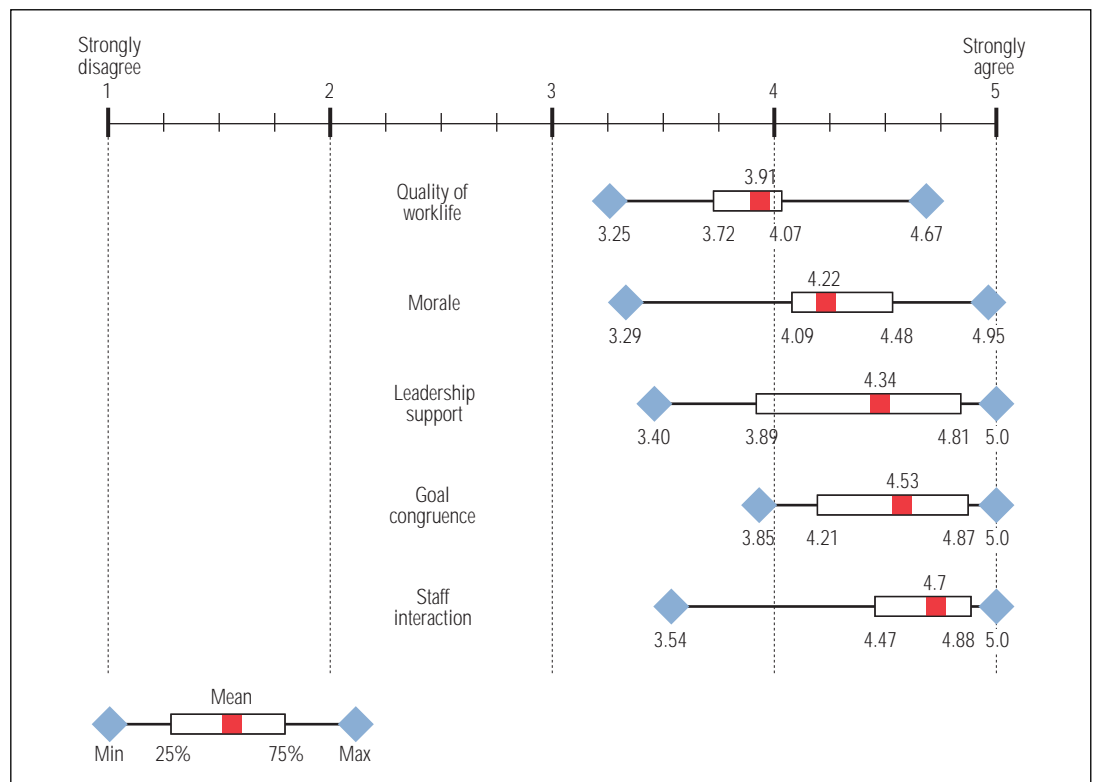
Accident site	First aid (returned to class)	First aid (sent home)	Doctor's treatment	Hospital treatment	Fatal
Sports ground/venue	0.05	0.02	0.02	0.00	0.00
Playground general	<b>0.91</b>	0.06	0.06	0.03	0.00
Playground equipment	0.14	0.02	0.03	0.02	0.00
Classroom general	<b>1.10</b>	0.05	0.11	0.03	0.00
Chairs	0.05	0.00	0.00	0.00	0.00
Doors/windows	0.06	0.00	0.00	0.00	0.00
Stairs/steps	0.02	0.00	0.00	0.00	0.00
Paths/walkways	0.16	0.05	0.03	0.00	0.00
Office administration	0.00	0.00	0.00	0.00	0.00
Travelling to/from school	0.13	0.02	0.00	0.00	0.00
Camps/excursions	0.11	0.00	0.03	0.00	0.00
Other	0.22	0.02	0.02	0.00	0.00

## 8.3 Management

### 8.3.1 Staff survey

The benchmarks in this section provide data which represents the full distribution of scores reported in the 1996 annual reports.

**Figure 32.** Staff opinion survey means 1996: special developmental schools



Note:

The CASES survey module, due for release to schools at the end of Term 3, 1997 has a slightly modified benchmarking system. The system will scale a school's past years benchmarks into the new system. Advice on the new system will accompany the release of the survey module. The new benchmarking system will allow schools to benchmark their performance with schools in other Australian states and eventually with schools from other countries.

### 8.3.2 Teacher sick leave

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

The figures provided by CMIS list a simple frequency or count of the sick leave days taken.

To compare the school's number of sick leave days with the benchmarks it is necessary to convert this figure to a ratio. This is simply obtained by dividing the number of sick leave days for each month by the number of EFT teachers on the staff. This will give the number of sick leave days per teacher for the school for each month.

**Table 39.** *Teacher sick leave in special developmental schools*

	Statewide average non-certificated sick leave days per teacher	Statewide average total sick leave days per teacher
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November	0.265	0.915
December	0.947	1.894
Total	2.857	9.355

### 8.3.3 Professional development information

The information provided below about professional development is a summary of data listed by schools in their 1996 annual reports.

**Table 40.** *Professional development in special developmental schools*

	Number of PD programs per school	Number of PD programs per staff member	Proportion of PD programs attended by males	Proportion of PD programs attended by females
Leadership and management	7.25	0.43	23.53	76.47
Goals and priorities	13.13	0.75	14.53	85.47
Department initiatives	7.00	0.40	24.68	75.32
Teacher personal PD	14.38	0.82	20.86	79.14
All programs	41.76	2.40	19.07	80.93





