

School Performance Report

Glossop High School

March 2019 v2.0

Partnership: Berri & Barmera

Portfolio: Berri

School Number: 776

Document Control

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Date approved	28/06/2019
Next review date	01/09/2019
Version	2.0
Status	Final
Security classification	For Official Use Only



**Government
of South Australia**

Department for Education

Release Notes

This is the first release of a new school performance report that supports the School Improvement Model approach.

It is a static product designed to support the inter-active School Improvement Dashboard product and provides leaders with:

- a strong line of sight to the School Improvement Dashboard by starting with the key measures and providing the necessary details and disaggregation to understand what's driving the overall result;
- measures / displays currently unable to be incorporated into the inter-active dashboard (e.g. Phonics and Running Records for the junior primary years and pathways / outcomes for senior secondary students); and
- supports leaders as they move from the old to the new ways of performance monitoring, reporting and improvement planning.

Changes to this version of the School Performance Report:

- Only data from 2018 onwards being performance-assessed
- Shades of purple being used as the colouring key for performance assessments (to avoid confusion with the use of shades of blue in the School Improvement Dashboard product)

Amalgamations

Where applicable, this report contains results from schools which have been amalgamated into current schools since 2008. The following is a list of schools that were amalgamated into Glossop High School (776):

School ID	Name	Closure Date
105	Glossop High School Senior Campus	NA
329	Glossop High School Middle Campus	NA

Introduction

Purpose and scope of this report

This report has been developed to support both the School Improvement Model approach to Site Improvement Planning processes and the Partnership Performance Review process. It is designed to support the inter-active School Improvement Dashboard product in PowerBI and provides leaders with:

- support as they move away from the old (PDFs) to the new (online) ways of performance monitoring, reporting and improvement planning;
- the measures used in the School Improvement Model and the necessary details/disaggregation to understand what's driving the overall result; and
- measures / displays currently unable to be incorporated into the inter-active School Improvement Dashboard e.g. Phonics and Running Records for the junior primary years and pathways / outcomes for senior secondary students).

The key measure in the School Improvement Model is the School Performance Score - a combination of the results (where relevant) for all year levels of NAPLAN (numeracy and reading) and senior secondary outcomes.

NAPLAN performance score

A performance score using NAPLAN data is derived by:

Firstly, for each non-exempt student, assigning separately for each NAPLAN domain (Reading and Numeracy) a score based on:

- **1.0** for demonstrating SEA and higher achievement (higher bands);
- **0.5** for demonstrating SEA but not higher achievement; or
- **0.0** for not demonstrating the expected achievement under the department's SEA;

Secondly, averaging the domain scores to create a single NAPLAN performance score for each student, and then averaging the student scores to create a school level NAPLAN performance score.

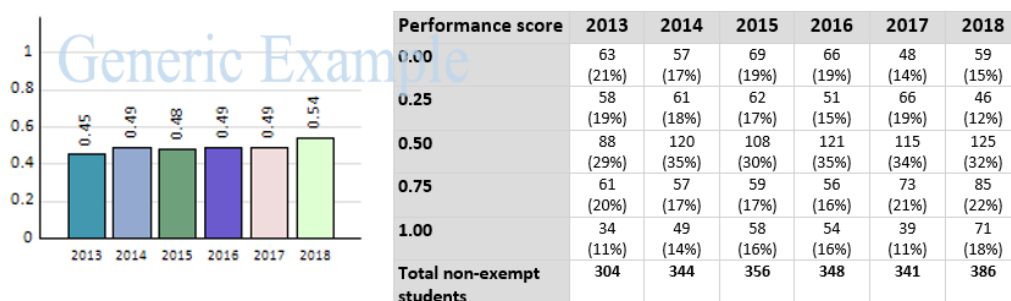
The possible scores (across both domains) at the student level are:

- **1.00** for demonstrating high achievement in both domains $[(1.0+1.0)/2]$;
- **0.75** for demonstrating the expected achievement in one domain and high achievement in the other $[(1.0+0.5)/2]$;
- **0.50** for demonstrating the expected achievement in both domains, or for demonstrating high achievement in one domain and not demonstrating the expected SEA achievement in the other $[(0.5+0.5)/2]$ or $[(1.0+0.0)/2]$;
- **0.25** for demonstrating the expected achievement in one domain but not in the other $[(0.5+0.0)/2]$; and
- **0.00** for not demonstrating the expected achievement under the SEA in either domain.

Scores at the school level range from 0.00 (all non-exempt students not demonstrating the expected achievement in both domains) and 1.00 (all demonstrating high achievement in both domains).

A single performance score can represent different achievement profiles (the proportions of students in each of the different scores). In the example below, the school's performance score is 0.49 in 2016 and 2017 but the data in the table show different percentages of students in each category. We can also see, for example, that the decrease in the percentage of students not demonstrating the expected achievement in both domains is exactly offset by the decrease in the percentage of students demonstrating high achievement in both domains.

XYZ School - NAPLAN Performance Score - No. and % - All students by score and calendar year

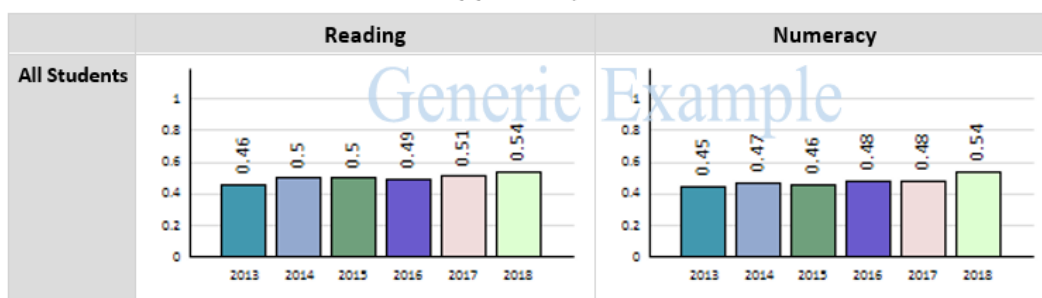


- The table above contains the data used to create the school's NAPLAN performance score. The 2018 result of 0.54, for example, comes from averaging their individual scores as per:

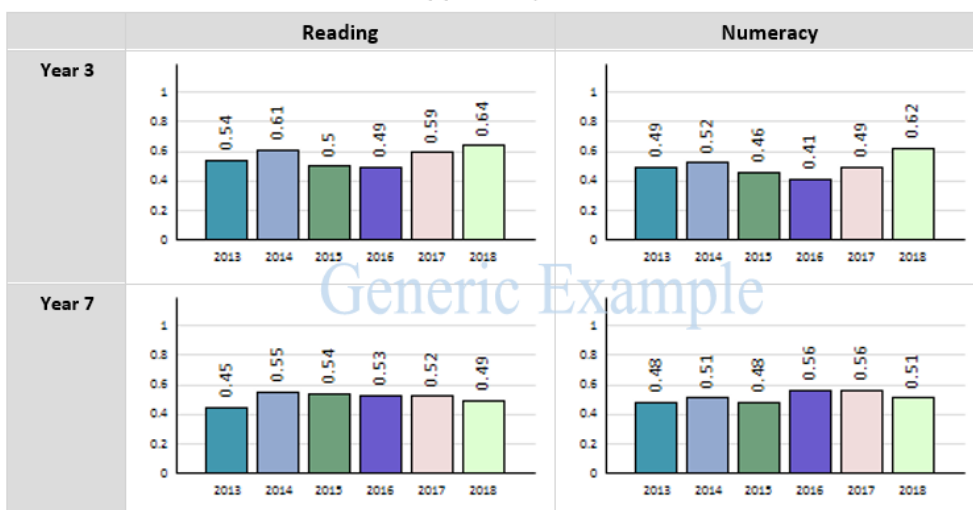
$$\frac{(59 \times 0.0) + (46 \times 0.25) + (125 \times 0.5) + (85 \times 0.75) + (71 \times 1.0)}{386} = \frac{208.75}{386} = 0.54$$

Breaking the NAPLAN Performance Score into the two domains (Reading and Numeracy):

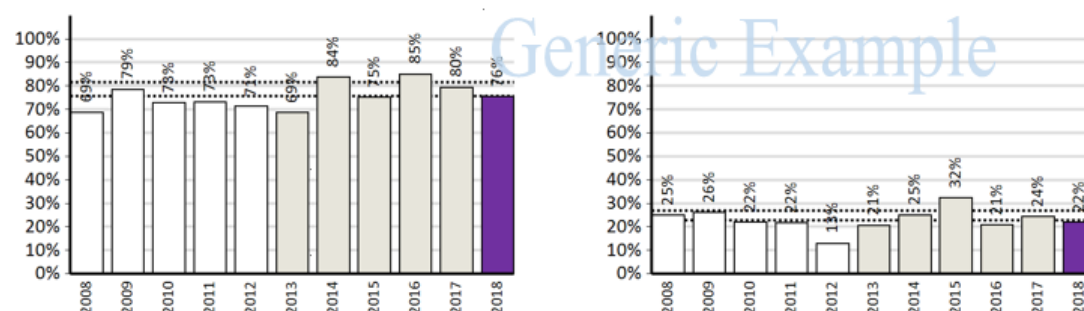
Students' individual domain scores can be averaged across a single NAPLAN domain to create a domain-specific performance score. This allows us to see, for example, whether one domain is behind a change in the school's overall score or whether an increase in one domain's score is coming at the expense of the other's. In the example below, we can also see that until 2018, Numeracy was consistently lower than Reading.

XYZ School - NAPLAN Performance Score - by year level, domain**Breaking the NAPLAN Domain Score into year levels:**

Students' individual domain scores can be averaged within a single year level to create a year-level-domain-specific performance score. This allows us to see, for example, whether year level is behind a change in the school's domain score or whether an increase in one year level's score is being offset by another's. In the example below, we can see that increases in year 3 scores are being partially offset by decreases in year 7.

XYZ School - NAPLAN Performance Score - by year level, domain**Breaking the NAPLAN Domain Score into achievement categories:**

Looking at changes in the percentages of students demonstrating expected and/or high achievement can help you see what's behind the Year-level-domain-specific scores and where there's more room to lift. The graphs below show the breakdowns for the year 7 Reading score (SEA on the left and Higher Bands on the right):



Senior Secondary Performance Score

The senior secondary performance score is determined by identifying:

- students in their final year of secondary schooling at a government site with a census year level of 12 or SP;
- who are less than 21 years old at 1 February; and
- either completed SACE or left for one of the following reasons, "AT" attending university; "PE" paid employment, "PT" private training, "VE" vocational education.

These are the **performance-assessed** students.

Excluded are students with a census year level other than 12 or SP **and** students with a census year level of 12 or SP who:

- are actively enrolled again in the following year; or
- are 21 or over at 1 February; or
- left for one of the following reasons (attending a non-government school in SA, deceased, illness, parenting/carer, transferred to another state/territory or overseas, or transferred to another Government school - they will be counted at that site);

These are the **non-performance-assessed** students.

A performance score is derived by assigning a score for each performance-assessed student based on:

- **1.0** for completing the International Baccalaureate, or completing SACE with a B- or better average grade.
- **0.5** for completing SACE but not achieving B- or better average grade; or, left for one of the following reasons, "AT" attending university; "PE" paid employment, "PT" private training, "VE" vocational education.
- **0.0** for a student who did not complete SACE; or, left for one of the following reasons, "EX" exemption, "SM" seeking employment, "SU" suspension/exclusion, "U" unknown.

The student scores are then averaged to create a school level senior secondary performance score.

A student's grade average is determined by assigning a numerical number for each grade for all stage 1 or 2 subjects in the year (15 for A+ through to 1 for E-) and weighting the sum of the grade points by credit points.

School Performance Score

For R-12 schools and secondary schools the performance score is calculated based on NAPLAN results and senior secondary outcomes as follows:

- the individual student performance scores for NAPLAN and senior secondary outcomes are added together (the numerator);
- the number of non-exempt NAPLAN students and the number of performance assessed senior secondary students are added together (the denominator); and
- the performance scores total (numerator) is divided by the student count (denominator) to provide the school performance score for the R-12 or high school.

What is the Department for Education Standard of Educational Achievement?

The **Standard** is “All children and students will progress and achieve at their year appropriate level”.

The **expected achievement** outlined in the Standard (as at November 2016) is:

<i>Reception students -</i>	Satisfactory or above achievement of the foundation standard in each learning area. [1]
<i>Yr 1 to 10 students -</i>	Achievement at "C-" or above in each learning area. [1]
<i>Senior students -</i>	South Australian Certificate of Education (SACE) completion or equivalent (Grade "C-" or above for SACE subjects; Credit awarded for SACE Board recognised learning).

The expected achievement outlined in the current Standard is **supplemented by** reference to the following literacy and numeracy achievement information:

Reception to Yr 2 students - Running Records.

Yr 3, 5, 7 & 9 students - NAPLAN Proficiency Bands – Above the National Minimum Standard (NMS).

What are the relevant Department for Education strategic objectives?

The Department for Education strategic objectives that have been determined by the Department for Education Senior Executive Group are as follows:

- Increasing the percentage of students whose NAPLAN results demonstrate they achieve the Department for Education Standard of Educational Achievement for Reading and Numeracy. [\[2\]](#)
(Expected achievement under the Department for Education Standard of Educational Achievement is above NMS in NAPLAN - for Reading and Numeracy domains separately.)
- Increasing the number of students who attain NAPLAN scores in the higher bands during Year 3 in Reading and Numeracy. [\[2\]](#)
(For Reading and Numeracy domains separately. Note: Higher Bands for Year 3 are bands 5 and 6.)
- Increasing the number of students who, having attained NAPLAN scores in the higher bands in Year 3 in Reading and Numeracy, maintain their higher band achievement as they progress through their schooling years. [\[2\]](#)
(For Reading and Numeracy domains separately. Note: Higher Bands are the top two bands for each year level: Year 3 are bands 5 and 6; Year 5 are bands 7 and 8; Year 7 are bands 8 and 9; Year 9 are bands 9 and 10.)

[\[1\]](#) Each learning area of the Australian Curriculum (as it is incrementally implemented) and the remaining SACS standards (until they're incrementally replaced through full implementation of the AC).

[\[2\]](#) Note: targets on the size of the increases have not been set.

How is performance assessed?

Where explicit Department for Education targets have been set for a particular measure, the **Assessment** is based on whether the target has been achieved or not; therefore, performance will be assessed as either **Met or exceeded target** or **Target not met**.

In cases where no target currently exists your school will be assessed against its own historical performance. This **Assessment** is based on how the **Latest Result** compares against a 'baseline' determined using the **Historic Baseline Average** of your school (see Performance, Definitions, Criteria and Thresholds for more information).

When the **Latest Result** is greater than 0.5 of a standard deviation above the **Historic Baseline Average** (the **Upper Bound**), performance will be assessed as an **Improvement**.

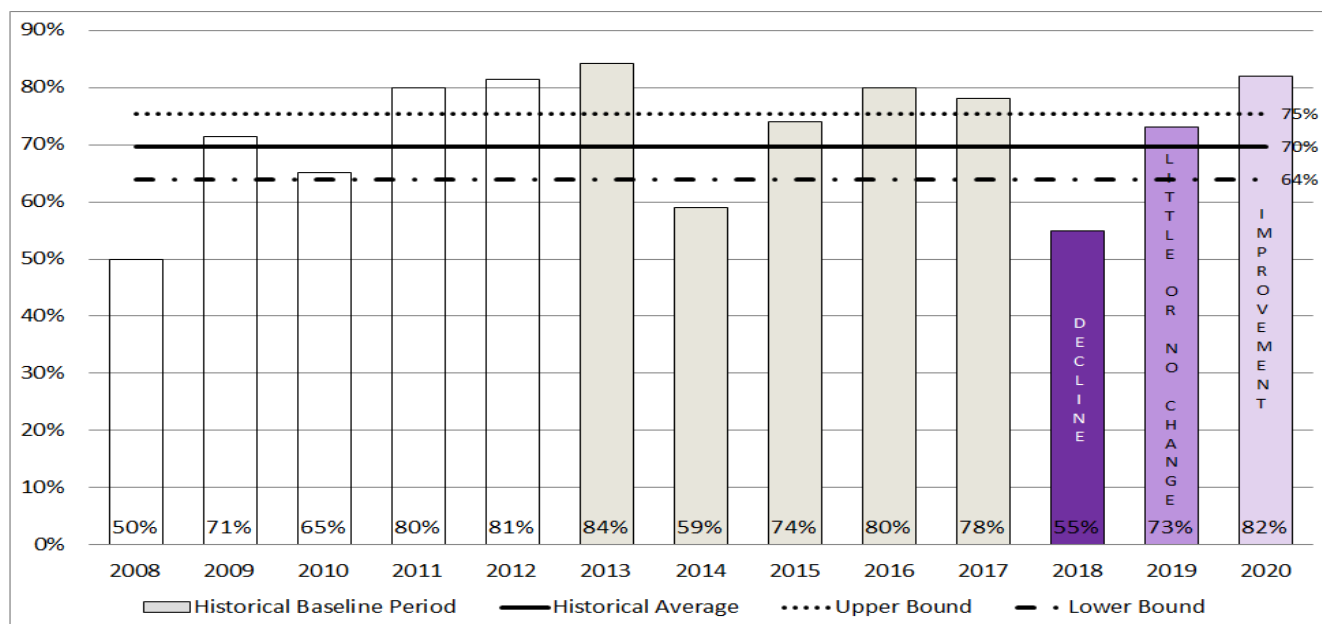
In contrast, performance will be assessed as a **Decline** if the **Latest Result** is more than 0.5 of a standard deviation below the **Historic Baseline Average** (the **Lower Bound**).

If the **Latest Result** is within 0.5 of a standard deviation above or below the **Historic Baseline Average** (between the **Lower Bound** and the **Upper Bound**), performance will be assessed as **Little or no change**.

See the example graph below for a visual representation of this. The current assessment information is displayed in the School Summary of Performance Measures. Colour is used to depict performance as follows:

Performance Assessment Colouring Key:	Baseline	Target not met/ Decline on Baseline	Little or no change	Met or exceeded target/ Improvement on Baseline	No assessment
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Annotated Graph showing Performance Assessment in the absence of a target



Explanation of key terms:

Topic and Measure	Highlighted in purple in the Schools Summary of Performance Measures are the three sections (the Department for Education SEA; the SEA Supplementary measures; and the Department for Education Strategic objectives and targets). Each section contains rows for each of the performance measures relevant to that section.
Target	The relevant Department for Education target for the measure, if one exists
Lower Bound	The lower threshold for an assessment of Little or no change or a Decline , defined as 0.5 of a standard deviation below the baseline.
Upper Bound	The upper threshold for an assessment of Little or no change or an Improvement , defined as 0.5 of a standard deviation above the baseline.
Previous Result	The previous result for the measure <i>e.g.</i> 2016. This result is colour coded to represent the Assessment of performance according to the colouring key above.
Latest Result	The current result for the measure <i>e.g.</i> 2017. This result is colour coded to represent the Assessment of performance according to the colouring key above.

School Summary of Performance Measures (number basis):

Topic and measure		Group	Baseline Lower Bound	Baseline Upper Bound	2016 Result	2017 Result	2018 Result
Educational Achievement							
Overall School Performance Score					0.45	0.48	0.51
NAPLAN Performance Score					0.30	0.30	0.37
Senior Secondary Performance Score					0.66	0.64	0.65
NAPLAN - Reading	Demonstrated Expected Achievement (Department SEA)	Year 9	69.3	80.3	80 of 153	63 of 112	79 of 125
	Demonstrated High Achievement	Year 9	8.3	15.3	11 of 153	5 of 112	18 of 125
NAPLAN - Numeracy	Demonstrated Expected Achievement (Department SEA)	Year 9	71.1	80.1	85 of 153	62 of 112	76 of 125
	Demonstrated High Achievement	Year 9	7.3	10.7	6 of 153	4 of 112	13 of 125
Senior Secondary Outcomes	Expected Achievement		n/a	n/a	97 of 113	107 of 128	98 of 113
	High Achievement		n/a	n/a	53 of 113	58 of 128	50 of 113
SACE Stage 2 Grades	'A' grades		42.8	74.2	51 of 360	105 of 398	80 of 364
	'B' grades		155.8	179.7	171 of 360	177 of 398	152 of 364
	'A' and 'B' grades		200.8	251.7	222 of 360	282 of 398	232 of 364
Aboriginal Student Outcomes (Department SEA)							
NAPLAN - Reading	Expected Achievement	All	2.9	3.8	5 of 14	3 of 8	3 of 12
NAPLAN - Numeracy	Expected Achievement	All	2	3.3	5 of 14	2 of 8	3 of 12
Student Progress							
PROGRESS: Change in NAPLAN achievement status (latest result compared to previous result)	Reading	Decreased	n/a	n/a	41 of 155	39 of 114	20 of 128
		Maintained	n/a	n/a	80 of 155	46 of 114	71 of 128
		Increased	n/a	n/a	6 of 155	9 of 114	13 of 128
	Numeracy	Decreased	n/a	n/a	33 of 155	22 of 114	26 of 128
		Maintained	n/a	n/a	87 of 155	68 of 114	67 of 128
		Increased	n/a	n/a	7 of 155	4 of 114	11 of 128
PROGRESS: Year 3 Higher Bands Retention	Reading	Year 9	4.6	9.9	8 of 34	0 of 24	12 of 34
	Numeracy	Year 9	4.9	7.1	5 of 27	3 of 17	7 of 18
Engagement - Attendance							
Non-Attendance (Absence of Term 3 enrolled students)			Chronic	n/a	n/a	250 of 683	193 of 665
			Habitual	n/a	n/a	184 of 683	172 of 665

School Summary of Performance Measures (percentage basis):

Topic and measure		Group	Baseline Lower Bound	Baseline Upper Bound	2016 Result	2017 Result	2018 Result
Educational Achievement							
Overall School Performance Score					0.45	0.48	0.51
NAPLAN Performance Score					0.30	0.30	0.37
Senior Secondary Performance Score					0.66	0.64	0.65
NAPLAN - Reading	Demonstrated Expected Achievement (Department SEA)	Year 9	53.1%	58.8%	52.3%	56.3%	63.2%
	Demonstrated High Achievement	Year 9	6.3%	10.9%	7.2%	4.5%	14.4%
NAPLAN - Numeracy	Demonstrated Expected Achievement (Department SEA)	Year 9	55.4%	57.5%	55.6%	55.4%	60.8%
	Demonstrated High Achievement	Year 9	5.5%	7.9%	3.9%	3.6%	10.4%
Senior Secondary Outcomes	Expected Achievement		n/a	n/a	85.8%	83.6%	86.7%
	High Achievement		n/a	n/a	46.9%	45.3%	44.2%
SACE Stage 2 Grades	'A' grades		11.1%	18.9%	14.2%	26.4%	22.0%
	'B' grades		40.6%	46.3%	47.5%	44.5%	41.8%
	'A' and 'B' grades		52.4%	64.6%	61.7%	70.9%	63.7%
Aboriginal Student Outcomes (Department SEA)							
NAPLAN - Reading	Expected Achievement	All	28.1%	34.6%	35.7%	37.5%	25.0%
NAPLAN - Numeracy	Expected Achievement	All	20.2%	28.1%	35.7%	25.0%	25.0%
Student Progress							
PROGRESS: Change in NAPLAN achievement status (latest result compared to previous result)	Reading	Decreased	n/a	n/a	26.5%	34.2%	15.6%
		Maintained	n/a	n/a	51.6%	40.4%	55.5%
		Increased	n/a	n/a	3.9%	7.9%	10.2%
	Numeracy	Decreased	n/a	n/a	21.3%	19.3%	20.3%
		Maintained	n/a	n/a	56.1%	59.6%	52.3%
		Increased	n/a	n/a	4.5%	3.5%	8.6%
PROGRESS: Year 3 Higher Bands Retention	Reading	Year 9	15.3%	31.0%	23.5%	0.0%	35.3%
	Numeracy	Year 9	21.5%	28.8%	18.5%	17.6%	38.9%
Engagement - Attendance							
Non-Attendance (Absence of Term 3 enrolled students)		Chronic	n/a	n/a	36.6%	29.0%	25.1%
		Habitual	n/a	n/a	26.9%	25.9%	22.4%

Performance Definitions, Criteria and Thresholds

The following table explains the business rules that have been used to determine the performance assessments shown in the School Summary of Performance Measures on the previous page.

Topic & Measure	Year Levels	Data Source	Baseline Period															
Overall School Performance Score – the performance score is calculated based on NAPLAN results and (where applicable) senior secondary outcomes as follows: <ul style="list-style-type: none">the individual student performance scores for NAPLAN and senior secondary outcomes added together (the numerator);the number of non-exempt NAPLAN students and the number of performance assessed senior secondary students added together (the denominator); andthe performance score total (numerator) is divided by the student count (denominator) to provide the school performance score.	Years 3, 5, 7, 9, 12 and SP	Department's special extract from NAPLAN SA Test Administration Authority (TAA) August 2018 SACE Schools Data reports, Extracted March 2019 Department's February School Enrolment Census, extracted April 2019	n/a															
NAPLAN Performance Score – Average performance score based on NAPLAN for all non-exempt students for both reading and numeracy domains: <ul style="list-style-type: none">1.0 – demonstrating high achievement in both domains0.75 – demonstrating expected achievement in one domain and high achievement in the other0.5 – demonstrating expected achievement in both domains OR demonstrating high achievement in one domain and not demonstrating expected achievement in the other0.25 – demonstrating expected achievement in one domain and not demonstrating expected achievement in the other0.0 – not demonstrating expected achievement in both domains	Year 3, 5, 7 and 9	Department's special extract from NAPLAN SA TAA, August 2018	n/a															
Senior Secondary Performance Score – Average performance score based on Senior Secondary outcomes for all students <ul style="list-style-type: none">1.0 – demonstrating high achievement (completing International Baccalaureate or SACE with a B- or better average grade)0.5 – demonstrating expected achievement (completing SACE with a C+ or lower average grade or left for one of the following reasons "AT" attending university; "PE" paid employment, "PT" private training, "VE" vocational education.)0.0 – not demonstrating expected achievement (not completing SACE or left for one of the following reasons, "EX" exemption, "SM" seeking employment, "SU" suspension/exclusion, "U" unknown)	Year 12 or SP as final year of schooling	Department's special extract from SACE Board, Extracted March 2019 Department's February School Enrolment Census, extracted April 2019	n/a															
Phonics Screening Check – Number and percentage of year 1 students who demonstrated expected achievement decoding and reading aloud 28 or more words.	Year 1	Phonics Screening Check administrators' data holdings, January 2019	n/a															
Running Records - Number and percentage of students who demonstrated expected achievement. (Year 1 - reading level 13 or above; Year 2 - reading level 21 or above)	Year 1 and 2	Running Records administrators' data holdings, January 2018	2013 to 2017															
NAPLAN – Number and percentage of students who demonstrated expected achievement and demonstrated high achievement <table><tr><td><u>Year Level</u></td><td><u>Expected achievement (SEA)</u></td><td><u>High achievement</u></td></tr><tr><td>Year 3</td><td>NAPLAN bands 3 to 6</td><td>NAPLAN bands 5 and 6</td></tr><tr><td>Year 5</td><td>NAPLAN bands 5 to 8</td><td>NAPLAN bands 7 and 8</td></tr><tr><td>Year 7</td><td>NAPLAN bands 6 to 9</td><td>NAPLAN bands 8 and 9</td></tr><tr><td>Year 9</td><td>NAPLAN bands 7 to 10</td><td>NAPLAN bands 9 and 10</td></tr></table>	<u>Year Level</u>	<u>Expected achievement (SEA)</u>	<u>High achievement</u>	Year 3	NAPLAN bands 3 to 6	NAPLAN bands 5 and 6	Year 5	NAPLAN bands 5 to 8	NAPLAN bands 7 and 8	Year 7	NAPLAN bands 6 to 9	NAPLAN bands 8 and 9	Year 9	NAPLAN bands 7 to 10	NAPLAN bands 9 and 10	Year 3, 5, 7 and 9	Department's special extract from NAPLAN SA TAA, August 2018	2013 to 2017
<u>Year Level</u>	<u>Expected achievement (SEA)</u>	<u>High achievement</u>																
Year 3	NAPLAN bands 3 to 6	NAPLAN bands 5 and 6																
Year 5	NAPLAN bands 5 to 8	NAPLAN bands 7 and 8																
Year 7	NAPLAN bands 6 to 9	NAPLAN bands 8 and 9																
Year 9	NAPLAN bands 7 to 10	NAPLAN bands 9 and 10																
Senior Secondary Outcomes – Number and percentage of students who demonstrated expected achievement and demonstrated high achievement (as described above in Senior Secondary Performance Score).	Year 12 or SP as final year of schooling	Department's special extract from SACE Board, Extracted March 2019 and Department's February School Enrolment Census, extracted April 2018	n/a															
SACE Stage 2 Grades – Number and percentage of grades Stage 2 subjects resulting in 'A' or 'B'	Year 12 or SP as final year of schooling	Department's special extract from SACE Board, Extracted March 2019	2014 to 2017															
Aboriginal Student Outcomes (NAPLAN) – Number and percentage of Aboriginal students who demonstrated expected achievement and demonstrated high achievement	Year 3, 5, 7 and 9	Department's special extract from NAPLAN SA TAA, August 2018	2013 to 2017															
Change in achievement status (NAPLAN) – Number and percentage of students by NAPLAN progress category: <ul style="list-style-type: none">Decreased - latest NAPLAN achievement status is lower than previous statusMaintained - latest NAPLAN achievement status equals previous statusIncreased - latest NAPLAN achievement status is higher than previous status.	Year 5, 7 and 9	Department's special extract from NAPLAN SA TAA, August 2018	n/a															
Year 3 Higher Bands Retention (NAPLAN) – Number of percentage of students who achieved higher bands in year 3, achieved NAPLAN higher bands in year 5, 7 and 9:	Year 5, 7 and 9	Department's special extract from NAPLAN SA TAA, August 2018	2013 to 2017															
Non-Attendance – Number and percentage of students who are habitual (5-9 days absent) or chronic (10 or more days absent) non-attenders in Term 3.	All year levels	Student Data Warehouse, February 2019	n/a															

1. Educational Achievement

School Performance Score

Department for Education expected achievement:

The Department's SEA does not reference the School Performance Score specifically.

Department for Education strategic objective:

"We measure our progress against the Standard of Education Achievement. We want more students to achieve in the higher NAPLAN bands in reading and numeracy at all year levels. We are aiming for higher SACE retention, completion and achievement of A and B grades in Stage 1 and 2" - from the Department's 2019 strategic plan.

Target:

School level targets have not been centrally set but there is a requirement for all schools to increase their score by improving the outcomes achieved by all students.

Measurement description:

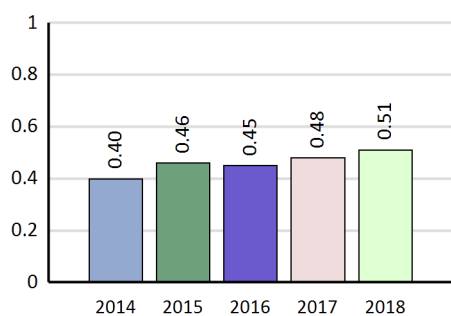
The School Performance Score is a combination of results for all year levels of NAPLAN (numeracy and reading) and senior secondary outcomes (where applicable).

School Results:

This section looks at the School Performance Score and its components - NAPLAN Performance score and the Senior Secondary Performance score over time. This allows you to see whether:

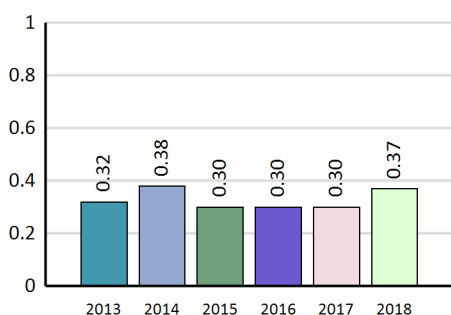
- the school performance score is improving (by looking at the latest result and comparing this to previous years); and/or
- one component is driving the overall school performance score.

Glossop High School - Overall School Performance Score - No. and % - All students by score and calendar year



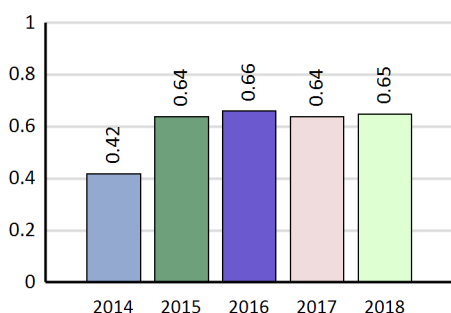
Performance score	2013	2014	2015	2016	2017	2018
0.00	n/a	82 (31%)	66 (26%)	70 (26%)	56 (23%)	50 (21%)
0.25	n/a	30 (11%)	28 (11%)	31 (12%)	29 (12%)	25 (11%)
0.50	n/a	101 (38%)	96 (37%)	98 (37%)	88 (37%)	90 (38%)
0.75	n/a	19 (7%)	13 (5%)	13 (5%)	9 (4%)	15 (6%)
1.00	n/a	34 (13%)	54 (21%)	54 (20%)	58 (24%)	58 (24%)
Total performance assessed students	n/a	266	257	266	240	238

Glossop High School - NAPLAN Performance Score - No. and % - All students by score and calendar year



Performance score	2013	2014	2015	2016	2017	2018
0.00	40 (31%)	37 (26%)	49 (37%)	54 (35%)	35 (31%)	35 (28%)
0.25	32 (25%)	30 (21%)	28 (21%)	31 (20%)	29 (26%)	25 (20%)
0.50	43 (33%)	47 (33%)	39 (30%)	54 (35%)	39 (35%)	42 (34%)
0.75	12 (9%)	19 (13%)	13 (10%)	13 (8%)	9 (8%)	15 (12%)
1.00	3 (2%)	9 (6%)	3 (2%)	1 (1%)	0 (0%)	8 (6%)
Total non-exempt students	130	142	132	153	112	125

Glossop High School - Senior Secondary Performance Score - No. and % - All students by score and calendar year



Performance score	2013	2014	2015	2016	2017	2018
0.00	n/a	45 (36%)	17 (14%)	16 (14%)	21 (16%)	15 (13%)
0.50	n/a	54 (44%)	57 (46%)	44 (39%)	49 (38%)	48 (42%)
1.00	n/a	25 (20%)	51 (41%)	53 (47%)	58 (45%)	50 (44%)
Total performance assessed students	n/a	124	125	113	128	113

2. Educational Achievement

NAPLAN Performance Score

Department for Education expected achievement:

The Department's SEA does not reference the NAPLAN Performance Score specifically.

Department for Education strategic objective:

"We measure our progress against the Standard of Education Achievement. We want more students to achieve in the higher NAPLAN bands in reading and numeracy at all year levels. We are aiming for higher SACE retention, completion and achievement of A and B grades in Stage 1 and 2" - from the Department's 2019 strategic plan.

Target:

School level targets for NAPLAN Performance Scores have not been centrally set but there is a requirement for all schools to increase their score by improving the outcomes achieved by all students, and for Aboriginal Students' outcomes to be lifted faster than those for non-Aboriginal students so that their milestone outcomes align with those that exist for all students.

Measurement description:

The NAPLAN Performance Score is a combination of results for all year levels of NAPLAN (numeracy and reading).

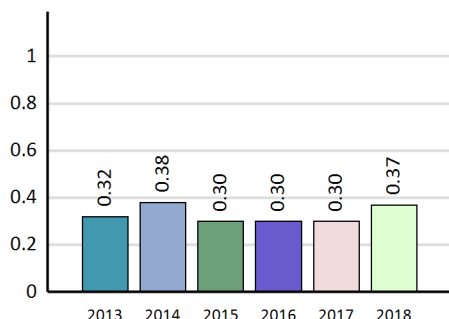
School Results:

This section looks at the NAPLAN Performance Score. The following graphs and tables allow you to see:

- the size of the challenge ahead in terms of:
 - decreasing the proportion of students who were not demonstrating the SEA expected achievement (the number of students with a performance score of 0.0 or 0.25); and
 - increasing the proportion of students who were demonstrating high achievement (the number of students with a performance score of 0.75 or 1.0); and
- the direction and size of any changes from year to year.

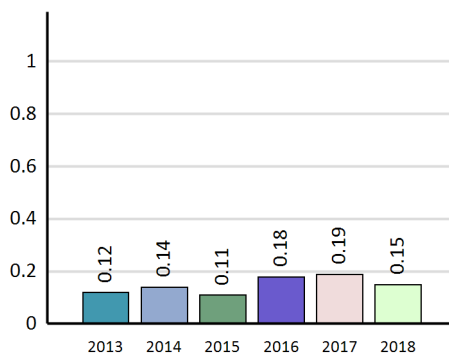
Note: if there are small numbers of students, small changes in the numbers of students in each performance score can cause large changes in the overall school performance score, making it difficult to draw reliable conclusions about patterns or assessments of performance over time; and/or
- if there's an improvement in the alignment of Aboriginal students' milestone outcomes with those for all students.

Glossop High School - NAPLAN Performance Score - No. and % - All students by score and calendar year



Performance score	2013	2014	2015	2016	2017	2018
0.00	40 (31%)	37 (26%)	49 (37%)	54 (35%)	35 (31%)	35 (28%)
0.25	32 (25%)	30 (21%)	28 (21%)	31 (20%)	29 (26%)	25 (20%)
0.50	43 (33%)	47 (33%)	39 (30%)	54 (35%)	39 (35%)	42 (34%)
0.75	12 (9%)	19 (13%)	13 (10%)	13 (8%)	9 (8%)	15 (12%)
1.00	3 (2%)	9 (6%)	3 (2%)	1 (1%)	0 (0%)	8 (6%)
Total non-exempt students	130	142	132	153	112	125

Glossop High School - NAPLAN Performance Score - No. and % - Aboriginal students by score and calendar year



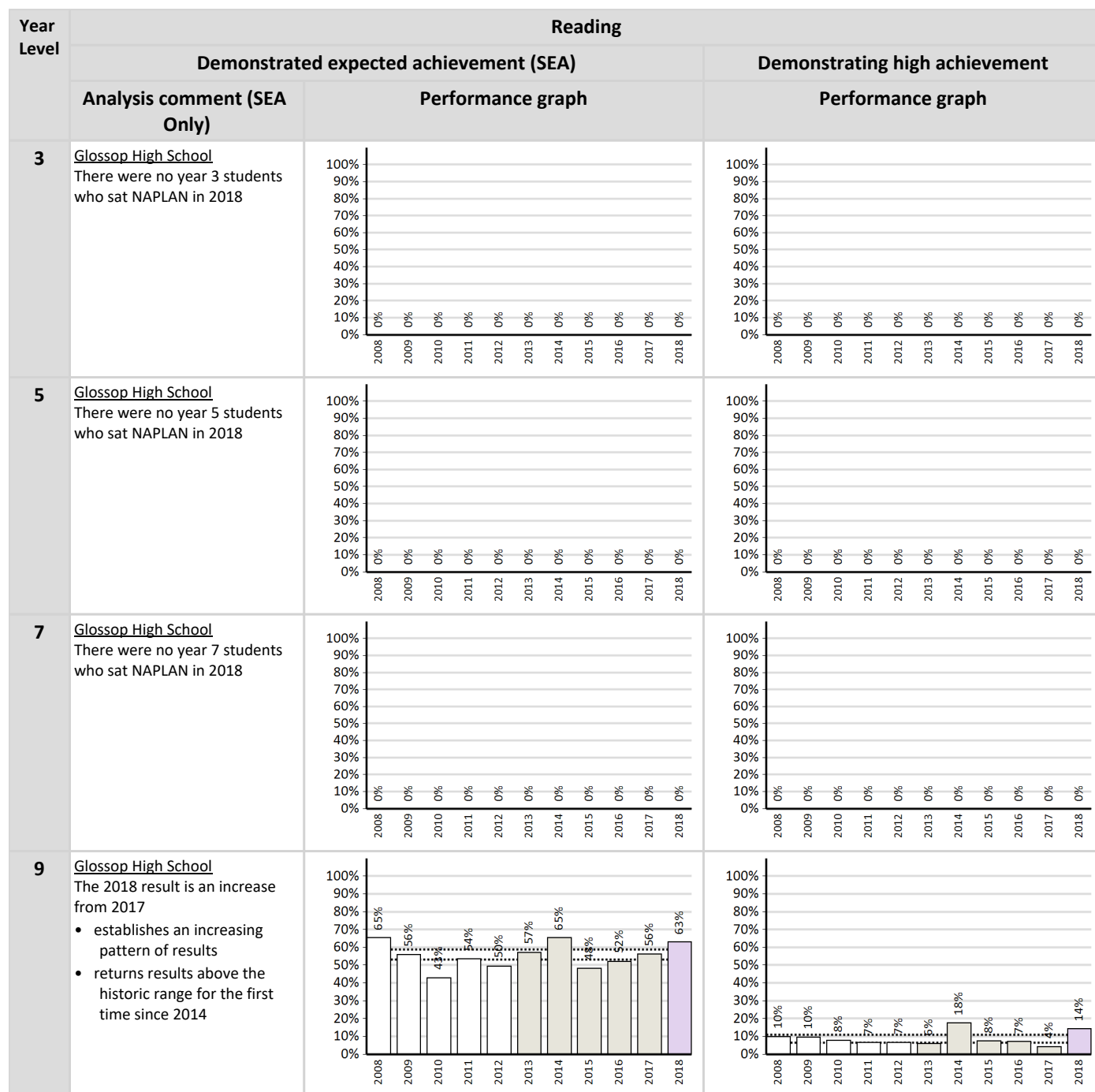
Performance score	2013	2014	2015	2016	2017	2018
0.00	6 (60%)	6 (55%)	6 (67%)	7 (50%)	5 (63%)	9 (75%)
0.25	3 (30%)	4 (36%)	2 (22%)	4 (29%)	1 (13%)	0 (0%)
0.50	1 (10%)	1 (9%)	1 (11%)	3 (21%)	1 (13%)	2 (17%)
0.75	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (13%)	1 (8%)
1.00	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Total non-exempt students	10	11	9	14	8	12

Note: Students exempted from testing in NAPLAN are not included in these calculations. In some cases, students can be exempted from testing in one of the NAPLAN domains, so the student's score is that of their non-exempt test. For example, if a student demonstrated the expected achievement under the SEA in one test and was exempt from the other, they would score 0.5 overall.

The following graphs show the percentage of students by year level who demonstrated the SEA expected achievement and high achievement by NAPLAN domain. They allow you to see:

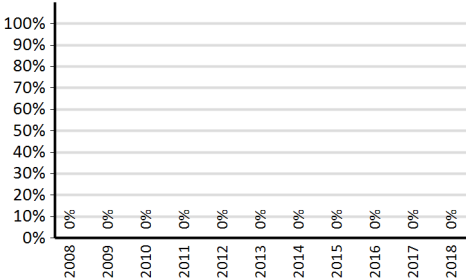
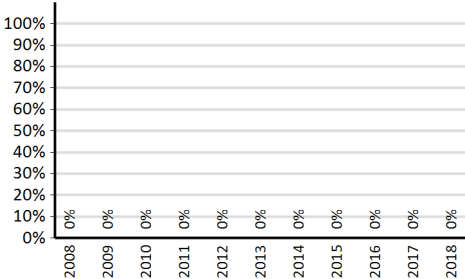
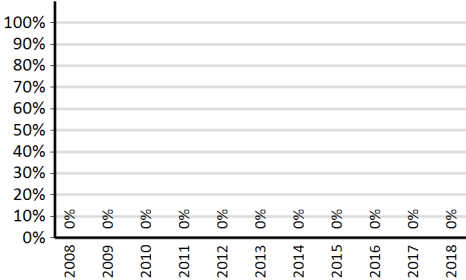
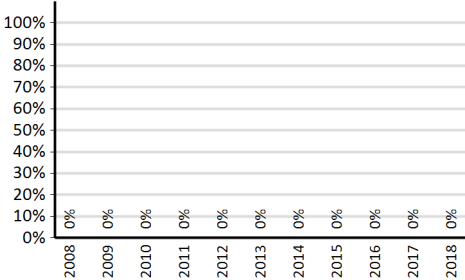
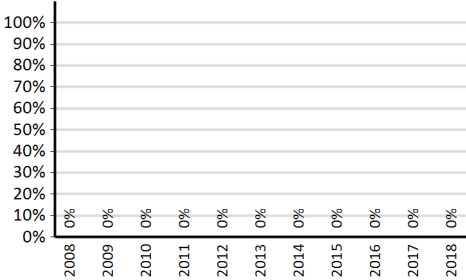
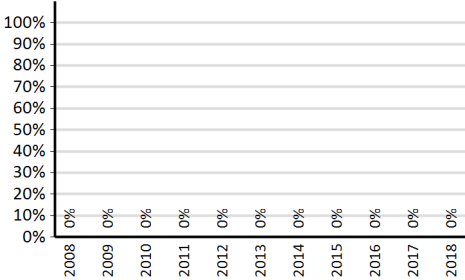
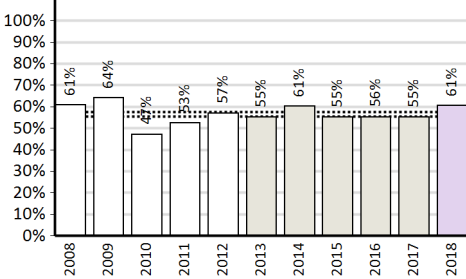
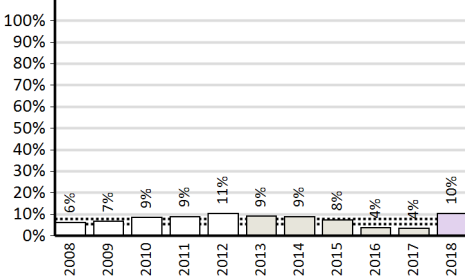
- whether your latest results are an improvement (light purple and above the dotted 'upper bound' line) or not compared to your historic range results; and
- where some future changes to practice and / or support might be required.

Glossop High School - % demonstrating the SEA expected achievement and high achievement - Reading



Reading	Year Level	2013	2014	2015	2016	2017	2018
Absent Students	3	0	0	0	0	0	0
	5	0	0	0	0	0	0
	7	0	0	0	0	0	0
	9	12	14	18	18	4	12
Withdrawn Students	3	0	0	0	0	0	0
	5	0	0	0	0	0	0
	7	0	0	0	0	0	0
	9	3	4	5	6	6	5

Glossop High School - % demonstrating the SEA expected achievement and high achievement - Numeracy

Year Level	Numeracy																																																		
	Demonstrated expected achievement (SEA)		Demonstrating high achievement																																																
	Analysis comment (SEA Only)	Performance graph	Performance graph																																																
3	<u>Glossop High School</u> There were no year 3 students who sat NAPLAN in 2018	 <table border="1"><thead><tr><th>Year</th><th>2008</th><th>2009</th><th>2010</th><th>2011</th><th>2012</th><th>2013</th><th>2014</th><th>2015</th><th>2016</th><th>2017</th><th>2018</th></tr></thead><tbody><tr><td>0%</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td></tr></tbody></table>	Year	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	 <table border="1"><thead><tr><th>Year</th><th>2008</th><th>2009</th><th>2010</th><th>2011</th><th>2012</th><th>2013</th><th>2014</th><th>2015</th><th>2016</th><th>2017</th><th>2018</th></tr></thead><tbody><tr><td>0%</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td></tr></tbody></table>	Year	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Year	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018																																								
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Year	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018																																								
0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%																																								
5	<u>Glossop High School</u> There were no year 5 students who sat NAPLAN in 2018	 <table border="1"><thead><tr><th>Year</th><th>2008</th><th>2009</th><th>2010</th><th>2011</th><th>2012</th><th>2013</th><th>2014</th><th>2015</th><th>2016</th><th>2017</th><th>2018</th></tr></thead><tbody><tr><td>0%</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td></tr></tbody></table>	Year	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	 <table border="1"><thead><tr><th>Year</th><th>2008</th><th>2009</th><th>2010</th><th>2011</th><th>2012</th><th>2013</th><th>2014</th><th>2015</th><th>2016</th><th>2017</th><th>2018</th></tr></thead><tbody><tr><td>0%</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td></tr></tbody></table>	Year	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Year	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018																																								
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Year	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018																																								
0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%																																								
7	<u>Glossop High School</u> There were no year 7 students who sat NAPLAN in 2018	 <table border="1"><thead><tr><th>Year</th><th>2008</th><th>2009</th><th>2010</th><th>2011</th><th>2012</th><th>2013</th><th>2014</th><th>2015</th><th>2016</th><th>2017</th><th>2018</th></tr></thead><tbody><tr><td>0%</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td></tr></tbody></table>	Year	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	 <table border="1"><thead><tr><th>Year</th><th>2008</th><th>2009</th><th>2010</th><th>2011</th><th>2012</th><th>2013</th><th>2014</th><th>2015</th><th>2016</th><th>2017</th><th>2018</th></tr></thead><tbody><tr><td>0%</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td></tr></tbody></table>	Year	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Year	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018																																								
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Year	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018																																								
0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%																																								
9	<u>Glossop High School</u> The 2018 result is an increase from 2017 <ul style="list-style-type: none">continues the established saw-tooth pattern of resultsreturns results above the historic range for the first time since 2014	 <table border="1"><thead><tr><th>Year</th><th>2008</th><th>2009</th><th>2010</th><th>2011</th><th>2012</th><th>2013</th><th>2014</th><th>2015</th><th>2016</th><th>2017</th><th>2018</th></tr></thead><tbody><tr><td>61%</td><td>64%</td><td>47%</td><td>53%</td><td>57%</td><td>55%</td><td>61%</td><td>55%</td><td>56%</td><td>55%</td><td>61%</td></tr></tbody></table>	Year	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	61%	64%	47%	53%	57%	55%	61%	55%	56%	55%	61%	 <table border="1"><thead><tr><th>Year</th><th>2008</th><th>2009</th><th>2010</th><th>2011</th><th>2012</th><th>2013</th><th>2014</th><th>2015</th><th>2016</th><th>2017</th><th>2018</th></tr></thead><tbody><tr><td>6%</td><td>7%</td><td>9%</td><td>9%</td><td>11%</td><td>9%</td><td>9%</td><td>8%</td><td>4%</td><td>1%</td><td>10%</td></tr></tbody></table>	Year	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	6%	7%	9%	9%	11%	9%	9%	8%	4%	1%	10%		
Year	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018																																								
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Year	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018																																								
6%	7%	9%	9%	11%	9%	9%	8%	4%	1%	10%																																									

Numeracy	Year Level	2013	2014	2015	2016	2017	2018
Absent Students	3	0	0	0	0	0	0
	5	0	0	0	0	0	0
	7	0	0	0	0	0	0
	9	10	19	27	17	6	16
Withdrawn Students	3	0	0	0	0	0	0
	5	0	0	0	0	0	0
	7	0	0	0	0	0	0
	9	3	4	7	6	6	5

3. Student Progress

NAPLAN Progress

Department for Education expected achievement:

"All children and young people will progress and achieve at or above their year appropriate level" - the Department's SEA.

Department for Education strategic objective:

"We measure our progress against the Standard of Education Achievement. We want more students to achieve in the higher NAPLAN bands in reading and numeracy at all year levels." - from the Department's 2019 strategic plan.

Target:

School level targets have not been centrally set for progress but if more students show a decrease instead of an increase in their NAPLAN achievement status, NAPLAN performance scores themselves will be decreasing rather than increasing.

Measurement description:

NAPLAN Progress is measured by comparing each student's "NAPLAN achievement status" (in their latest NAPLAN test results at your school) to their achievement status in the previous one (which could be at another school).

This usually covers a two year period unless a student repeats or skips a year level.

The **NAPLAN achievement status categories** are:

1. High achievement;
2. Expected, but not high, achievement;
3. Did not demonstrate expected achievement; and
4. Exempt.

The **NAPLAN Progress categories** are:

		Latest NAPLAN Achievement Status Category			
		High achievement	Expected, but not high, achievement	Did not demonstrate expected achievement	Exempt
Previous NAPLAN Achievement Status Category	High achievement	Maintain	Decrease	Decrease	Exempt
	Expected, but not high, achievement	Increase	Maintain	Decrease	Exempt
	Did not demonstrate expected achievement	Increase	Increase	Maintain	Exempt
	Exempt	Exempt	Exempt	Exempt	Exempt

School Results:

This section looks at the progress of students from one NAPLAN test to the next (usually two years later unless a student repeated or skipped a year).

The following graphs display results (where applicable) for years 5, 7 and 9 (progress cannot be determined for Year 3 results).

They allow you to see where some future changes to practice and/or support might be required and what the size of the challenge ahead is in terms of:

- decreasing the proportion of students whose progress has meant that they no longer, or continue to not, demonstrate the SEA expected achievement;
- increasing the proportion of students whose progress meant that they are now demonstrating the SEA expected achievement or high achievement; and
- ensure those students who had already demonstrated high achievement maintain this as they progress through their schooling.

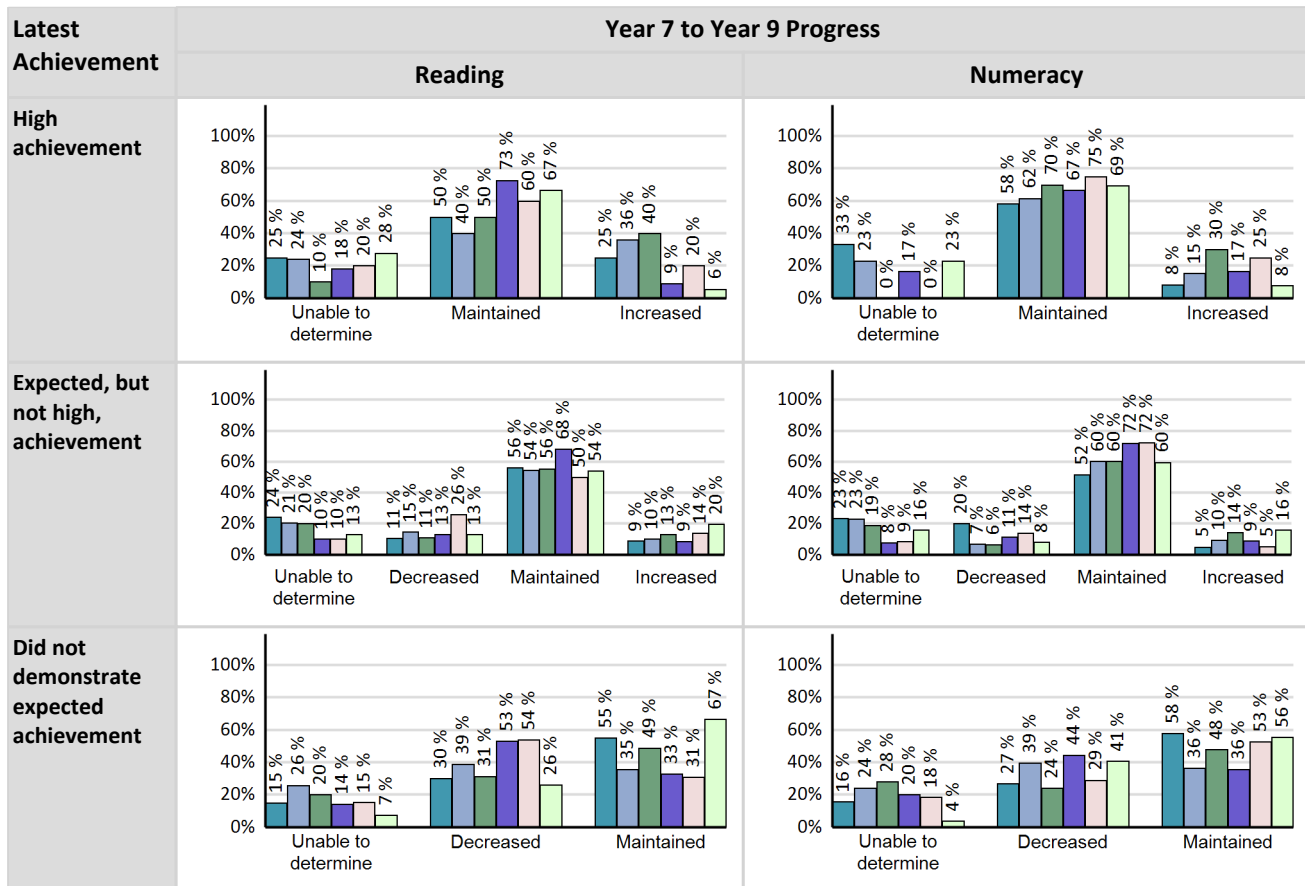
Within each of the three non-exempt, latest NAPLAN achievement status groups (Did not demonstrate expected achievement; Demonstrated expected, but not high achievement; and Demonstrated high achievement) by calendar year.

They show the percentage of students in each of the four non-exempt NAPLAN Progress categories (Increase; Maintained; Decrease; and Unable to determine).

Glossop High School - NAPLAN Progress - % of non-exempt students

Latest Achievement	Year 3 to Year 5 Progress							
	Reading				Numeracy			
High achievement								
	<div> <div></div> <div></div> <div></div> <div></div> </div>				<div> <div></div> <div></div> <div></div> <div></div> </div>			
Expected, but not high, achievement								
	<div> <div></div> <div></div> <div></div> <div></div> </div>				<div> <div></div> <div></div> <div></div> <div></div> </div>			
Did not demonstrate expected achievement								
	<div> <div></div> <div></div> <div></div> <div></div> </div>				<div> <div></div> <div></div> <div></div> <div></div> </div>			

Latest Achievement	Year 5 to Year 7 Progress							
	Reading				Numeracy			
High achievement								
	<div> <div></div> <div></div> <div></div> <div></div> </div>				<div> <div></div> <div></div> <div></div> <div></div> </div>			
Expected, but not high, achievement								
	<div> <div></div> <div></div> <div></div> <div></div> </div>				<div> <div></div> <div></div> <div></div> <div></div> </div>			
Did not demonstrate expected achievement								
	<div> <div></div> <div></div> <div></div> <div></div> </div>				<div> <div></div> <div></div> <div></div> <div></div> </div>			



Additional progress information:

It is important to note that there are some students where the NAPLAN progress cannot be determined. These are categorised as:

- **Unable to determine** - When the previous NAPLAN achievement cannot be determined from departmental data holdings. (eg students who came from interstate or overseas; or students previously attending Catholic or Independent schools)

Glossop High School - NAPLAN Progress - Number of non-exempt students by year level and calendar year - Unable to determine NAPLAN progress

		2013	2014	2015	2016	2017	2018
Numeracy	Year 5	0	0	0	0	0	0
	Year 7	0	0	0	0	0	0
	Year 9	26	32	26	19	14	17
Reading	Year 5	0	0	0	0	0	0
	Year 7	0	0	0	0	0	0
	Year 9	26	32	26	19	14	17

- **Exempt** - These are students who were exempt from NAPLAN for Reading or Numeracy or both in either their previous or latest year.

Glossop High School - NAPLAN Progress - Number of exempt students by aspect, year level and calendar year

		2013	2014	2015	2016	2017	2018
Numeracy	Year 5	0	0	0	0	0	0
	Year 7	0	0	0	0	0	0
	Year 9	12	2	1	5	5	5
Reading	Year 5	0	0	0	0	0	0
	Year 7	0	0	0	0	0	0
	Year 9	13	2	1	5	5	5

4. Student Progress

NAPLAN Year 3 Higher Bands Retention

Department for Education expected achievement:

The Department for Education SEA does not reference NAPLAN Year 3 Higher Bands Retention specifically.

Department for Education strategic objective:

"We measure our progress against the Standard of Education Achievement. We want more students to achieve in the higher NAPLAN bands in reading and numeracy at all year levels." - from the Department's 2019 strategic plan.

For this performance indicator the strategic objective set by the Departments Senior Executive Group is:

"Increase the number of students who, having attained NAPLAN scores in the higher bands in Year 3, maintain their higher bands achievement as they progress through their schooling years (separately for each of Reading and Numeracy)."

Target:

School level targets for NAPLAN Year 3 Higher Bands Retention have not been centrally set therefore performance assessment for your school is based on how the latest result compares to your historic average.

Measurement description:

The number of students enrolled in your school at the time of NAPLAN testing who had previously attained Higher Bands status in their Year 3 test and have maintained that status in later year levels, reported separately for Reading and Numeracy. Higher Bands are the top two bands for each year level: Year 3 are bands 5 and 6; Year 5 are Bands 7 and 8; Year 7 are Bands 8 and 9; Year 9 are Bands 9 and 10.

School Results:

The tables below show (for each year level separately):

- the total number of students enrolled at your school at the time of NAPLAN testing who had previously attained Higher Bands status in their Year 3 testing (the number in their first shaded column heading "Total Year 3 HB"); and
- the number of those who maintained achievement in the Higher Bands in subsequent NAPLAN tests (the final shaded column, under "Demonstrated Achievement") in each of the test years (5, 7 or 9)

For context, the tables also show how the "Total Year 3 HB" number was derived by:

- starting with the number of students who attained Higher Band status when tested at your school previously ("Tested in HB Year 3");
- subtracting the number of those students who left your school before the subsequent NAPLAN test ("Year 3 HB Departed"); and
- adding students who have come to your school in time for subsequent NAPLAN tests who have attained Year 3 Higher Band status when tested at another school ("Year 3 HB Arrived").

This information can be used to see whether performance is improving over time (by looking at the latest performance results and comparing them to results in previous years).

Note that students who have multiple cohorts because they skipped or were held back a year level are grouped in the cohort with which they sat the most recent NAPLAN test. For example: a Year 3 student in 2013 who skipped Year 4 and sat the Year 5 test in 2014 would be reported as having been in Year 3 in 2012.

Glossop High School - Number of Year 5 Students retained in HB having attained HB in Year 3 - Reading

Year 3 Test Year	Year 5 Test Year	Tested in HB in Year 3	Year 3 HB Departed	Year 3 HB Arrived	Total Year 3 HB	Demonstrated Achievement (Total Year 3 HB students in Year 5 HB)	Percent Demonstrated Achievement (Total Year 3 HB students in Year 5 HB)
2008	2010	0	0	0	0	0	NaN
2009	2011	0	0	0	0	0	NaN
2010	2012	0	0	0	0	0	NaN
2011	2013	0	0	0	0	0	NaN
2012	2014	0	0	0	0	0	NaN
2013	2015	0	0	0	0	0	NaN
2014	2016	0	0	0	0	0	NaN
2015	2017	0	0	0	0	0	NaN
2016	2018	0	0	0	0	0	NaN

Glossop High School - Number of Year 7 Students retained in HB having attained HB in Year 3 - Reading

Year 3 Test Year	Year 7 Test Year	Tested in HB in Year 3	Year 3 HB Departed	Year 3 HB Arrived	Total Year 3 HB	Demonstrated Achievement (Total Year 3 HB students in Year 7 HB)	Percent Demonstrated Achievement (Total Year 3 HB students in Year 7 HB)
2008	2012	0	0	0	0	0	NaN
2009	2013	0	0	0	0	0	NaN
2010	2014	0	0	0	0	0	NaN
2011	2015	0	0	0	0	0	NaN
2012	2016	0	0	0	0	0	NaN
2013	2017	0	0	0	0	0	NaN
2014	2018	0	0	0	0	0	NaN

Glossop High School - Number of Year 9 Students retained in HB having attained HB in Year 3 - Reading

Year 3 Test Year	Year 9 Test Year	Tested in HB in Year 3	Year 3 HB Departed	Year 3 HB Arrived	Total Year 3 HB	Demonstrated Achievement (Total Year 3 HB students in Year 9 HB)	Percent Demonstrated Achievement (Total Year 3 HB students in Year 9 HB)
2008	2014	0	0	34	34	15	44.1%
2009	2015	0	0	24	24	6	25.0%
2010	2016	0	0	34	34	8	23.5%
2011	2017	0	0	24	24	0	0.0%
2012	2018	0	0	34	34	12	35.3%

Glossop High School - Number of Year 5 Students retained in HB having attained HB in Year 3 - Numeracy

Year 3 Test Year	Year 5 Test Year	Tested in HB in Year 3	Year 3 HB Departed	Year 3 HB Arrived	Total Year 3 HB	Demonstrated Achievement (Total Year 3 HB students in Year 5 HB)	Percent Demonstrated Achievement (Total Year 3 HB students in Year 5 HB)
2008	2010	0	0	0	0	0	NaN
2009	2011	0	0	0	0	0	NaN
2010	2012	0	0	0	0	0	NaN
2011	2013	0	0	0	0	0	NaN
2012	2014	0	0	0	0	0	NaN
2013	2015	0	0	0	0	0	NaN
2014	2016	0	0	0	0	0	NaN
2015	2017	0	0	0	0	0	NaN
2016	2018	0	0	0	0	0	NaN

Glossop High School - Number of Year 7 Students retained in HB having attained HB in Year 3 - Numeracy

Year 3 Test Year	Year 7 Test Year	Tested in HB in Year 3	Year 3 HB Departed	Year 3 HB Arrived	Total Year 3 HB	Demonstrated Achievement (Total Year 3 HB students in Year 7 HB)	Percent Demonstrated Achievement (Total Year 3 HB students in Year 7 HB)
2008	2012	0	0	0	0	0	NaN
2009	2013	0	0	0	0	0	NaN
2010	2014	0	0	0	0	0	NaN
2011	2015	0	0	0	0	0	NaN
2012	2016	0	0	0	0	0	NaN
2013	2017	0	0	0	0	0	NaN
2014	2018	0	0	0	0	0	NaN

Glossop High School - Number of Year 9 Students retained in HB having attained HB in Year 3 - Numeracy

Year 3 Test Year	Year 9 Test Year	Tested in HB in Year 3	Year 3 HB Departed	Year 3 HB Arrived	Total Year 3 HB	Demonstrated Achievement (Total Year 3 HB students in Year 9 HB)	Percent Demonstrated Achievement (Total Year 3 HB students in Year 9 HB)
2008	2014	0	0	27	27	8	29.6%
2009	2015	0	0	23	23	8	34.8%
2010	2016	0	0	27	27	5	18.5%
2011	2017	0	0	17	17	3	17.6%
2012	2018	0	0	18	18	7	38.9%

5. Educational Achievement

Senior Secondary Performance Score

Department for Education expected achievement:

The Department for Education SEA does not reference the Senior Secondary Performance Score specifically.

Expected achievement levels are documented in the Department for Education SEA. With regards to SACE, the expected achievement are as follows:

- Achievement at grade "C-" or above in SACE subjects; and
- SACE completion or equivalent and recognised learning (VET Cert. II/III/IV).

Higher grades achievement is not specifically referenced in the Department for Education SEA.

Department for Education strategic objective:

"We measure our progress against the Standard of Education Achievement. We are aiming for higher SACE retention, completion and achievement of A and B grades in Stage 1 and 2" - from the Department's 2019 strategic plan.

"We will set and track milestones for Aboriginal children and young people that align with those that exist for all children and young people" - from the Department's Aboriginal Education Strategy 2019 to 2029.

Target:

School level targets for Senior Secondary Performance Scores have not been centrally set but there is a requirement for all schools to increase their score by improving the outcomes achieved by all students, and for Aboriginal students' outcomes to be lifted faster than those for non-Aboriginal students so that their milestone outcomes align with those that exist for all students.

Measurement description:

The Senior Secondary performance score looks at senior secondary outcomes of Year 12 and SP students.

Year 12 and SP students identified as demonstrating high achievement are those:

- who completed SACE with a grade average of B- or higher; OR who complete the International Baccalaureate.

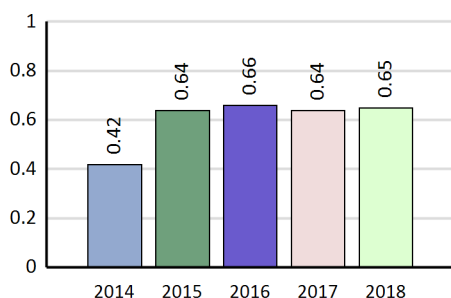
Year 12 and SP students identified as demonstrating expected achievement are those:

- who completed SACE with a grade average of C+ or lower; OR who left before the end of their final year to attend university, paid employment, private training or vocational education.

School Results:

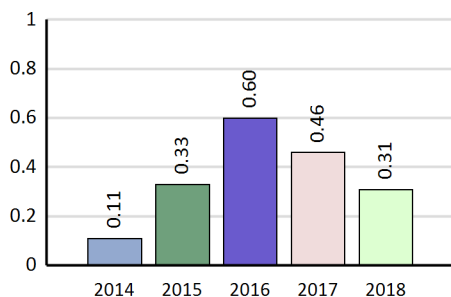
The graphs below show the overall Senior Secondary performance score for All students and Aboriginal students over time. The corresponding table below shows the number and percentage of students by performance score over time. This allows you to see the volume of the challenge faced by the site.

Glossop High School - Senior Secondary Performance Score - No. and % by performance score and calendar year



Performance score	2013	2014	2015	2016	2017	2018
0.00	n/a	45 (36%)	17 (14%)	16 (14%)	21 (16%)	15 (13%)
0.50	n/a	54 (44%)	57 (46%)	44 (39%)	49 (38%)	48 (42%)
1.00	n/a	25 (20%)	51 (41%)	53 (47%)	58 (45%)	50 (44%)
Total performance assessed students	n/a	124	125	113	128	113

Glossop High School - Senior Secondary Performance Score - No. and % by performance score and calendar year - Aboriginal Students



Performance score	2013	2014	2015	2016	2017	2018
0.00	n/a	7 (78%)	4 (44%)	1 (20%)	3 (25%)	3 (38%)
0.50	n/a	2 (22%)	4 (44%)	2 (40%)	7 (58%)	5 (63%)
1.00	n/a	0 (0%)	1 (11%)	2 (40%)	2 (17%)	0 (0%)
Total performance assessed students	n/a	9	9	5	12	8

Senior Secondary Performance Score results:

The table below shows the number of census year level '12' or 'SP' students in each of the different performance score categories used in the School Improvement Model, the weighted score resulting from multiplying that number by the category value and the School performance score relating to senior secondary outcomes from 2014 onwards.

This allows you to see two aspects:

- Firstly, the size of the challenge ahead in terms of:
 - decreasing the proportion of students judged not to be on a pathway towards continuing success in future education, training or employment at the end of their final year of secondary schooling at a government site (the number of students with a performance score of 0.0); and
 - increasing the proportion of students judged to be high achieving at the end of their final year of secondary schooling at a government site (the number of students with a performance score of 1.0).
- Secondly, the direction and size of any changes from year to year.

Note: If there are small numbers of students, small changes in the numbers of students in each performance score can cause large changes in the performance score, making it difficult to draw reliable conclusions about patterns and assessments of performance over time.

Glossop High School - Senior Secondary Performance Score - Number of Year 12 and SP students by performance score

		Student performance score				Performance score*	Performance score change from	
		0.0	0.5	1.0	Total			
2014	Student Count	45	54	25	124	0.419		
	Weighted Score	0.0	27.0	25.0	52.0			
2015	Student Count	17	57	51	125	0.636	0.419	↑
	Weighted Score	0.0	28.5	51.0	79.5			
2016	Student Count	16	44	53	113	0.664	0.636	↑
	Weighted Score	0.0	22.0	53.0	75.0			
2017	Student Count	21	49	58	128	0.645	0.664	↓
	Weighted Score	0.0	24.5	58.0	82.5			
2018	Student Count	15	48	50	113	0.655	0.645	↑
	Weighted Score	0.0	24.0	50.0	74.0			

* calculated for each calendar year by dividing the total weighted score by the total student count

Performance-assessed students:

The table below shows the different pathways and outcomes of the census year level '12' or 'SP' students that led to the numbers of students in each of the different performance score categories in the table above.

		Score	2014	2015	2016	2017	2018
Leavers* (left before the end of their final year)	Reason-left = exemption; seeking employment; suspension/exclusion; or unknown	0.0	11 (9%)	5 (4%)	4 (4%)	6 (5%)	4 (4%)
	Reason-left = attending uni; paid employment; private training; or vocational education	0.5	10 (8%)	13 (10%)	5 (4%)	5 (4%)	4 (4%)
	SACE completed with a grade average of C+ or lower	0.5	0 (0%)	0 (0%)	2 (2%)	0 (0%)	1 (1%)
	SACE completed with a grade average of B- or higher	1.0	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
	IB Completion	1.0	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Finishers (stayed until the end of their final year)	SACE not completed	0.0	34 (27%)	12 (10%)	12 (11%)	15 (12%)	11 (10%)
	SACE completed with a grade average of C+ or lower	0.5	44 (35%)	44 (35%)	37 (33%)	44 (34%)	43 (38%)
	SACE completed with a grade average of B- or higher	1.0	25 (20%)	51 (41%)	53 (47%)	58 (45%)	50 (44%)
	IB Completion	1.0	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Total performance-assessed students			124	125	113	128	113

* excludes students that left for reasons that don't allow for judgement to be made about their pathway towards continued success in further education, training or employment. These students are included in the table of non-performance-assessed students below.

Non-performance-assessed students:

The table below shows the number of senior secondary students with characteristics, pathways or outcomes that don't allow for judgement to be made about their pathway towards continued success in further education, training or employment.

	2014	2015	2016	2017	2018
Census Year Level SL (access to/participation in the curriculum is significantly impacted for students with emerging/minimal English)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Census year-level SC; SD; SH; SM; SS; SV; or SZ (students with disability that significantly impacts on their access/participation)	11 (28%)	12 (31%)	13 (52%)	14 (41%)	19 (66%)
Census Year Level SR (students that are not studying SACE, VET or UniPAL subjects)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Other S* Census year levels (a catch-all in case new codes are created later)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Census year-level 12 or SP, 21 years or older as at 1 February (census year level 12 or SP)	1 (3%)	0 (0%)	2 (8%)	2 (6%)	0 (0%)
Census year-level 12 or SP and <21 but are active again the following year at another government site (with census year level 12 or SP)	1 (3%)	0 (0%)	2 (8%)	2 (6%)	1 (3%)
Census year-level 12 or SP who returned the following year (Active at FEB census) to your school (at any census year level)	20 (51%)	19 (49%)	8 (32%)	12 (35%)	6 (21%)
Census year-level 12 or SP and <21 but the student's 'home' site is a non-government school (reason-left=NG attending non-government school in SA)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Census year-level 12 or SP and <21 but leave due to unavoidable/personal circumstances (reason-left=IL Illness; DE Deceased; PA Parenting/carers)	2 (5%)	8 (21%)	0 (0%)	3 (9%)	0 (0%)
Census year-level 12 or SP and <21 but go to another jurisdiction before 15 Oct (reason-left=ACT;NSW;NT;Overseas;QLD;TAS;VIC;WA)	2 (5%)	0 (0%)	0 (0%)	1 (3%)	1 (3%)
Census year-level 12 or SP and <21 but go to another government school before 15 Oct (reason-left=TG Transfer to another government school)	2 (5%)	0 (0%)	0 (0%)	0 (0%)	2 (7%)
Census year-level 12 or SP and <21 but have another leave type before 15 Oct	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Total non-performance-assessed students	39	39	25	34	29

6. Educational Achievement

SACE Stage 2 Grades

Department for Education expected achievement:

Expected achievement levels are documented in the Department for Education SEA. With regards to SACE, the expected achievement are as follows:

- Achievement at grade "C-" or above in SACE subjects

Higher Grades Achievement is not specifically referenced in the Department for Education SEA.

Department for Education strategic objective:

"We measure our progress against the Standard of Education Achievement. We are aiming for achievement of A and B grades in Stages 1 and 2" - from the Department's 2019 strategic plan.

"We will set and track milestones for Aboriginal children and young people that align with those that exist for all children and young people" - from the Department's Aboriginal Education Strategy 2019 to 2029.

Target:

School level targets for SACE Stage 2 Grade have not been centrally set but there is a requirement for all schools to increase their score by improving the outcomes achieved by all students, and for Aboriginal students' outcomes to be lifted faster than those for non-Aboriginal students so that their milestone outcomes align with those that exist for all students.

Measurement description:

The number and percentage of:

- 'A' and 'B' grades; and
- 'C' grades

for SACE Stage 2 graded subjects.

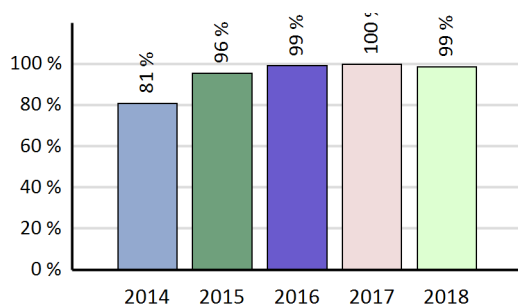
School Results:

This section takes a closer look at the SACE Stage 2 grades over time. This relates to a much larger scope than that referenced in the calculation of a School Performance Score.

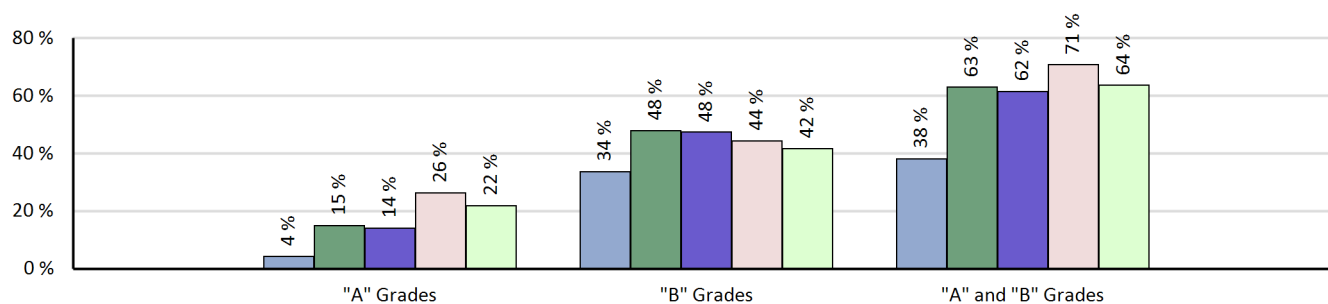
The table below shows the number of SACE Stage 2 subjects categories into Withdrawn No Grade, Ungraded and Graded subjects, This has been provided to give an overall picture of the number of SACE Stage 2 subjects.

	2014	2015	2016	2017	2018
Withdrawn No Grade	129 (25%)	60 (12%)	64 (14%)	96 (19%)	84 (18%)
Ungraded subjects	Not Completed	0 (0%)	0 (0%)	1 (0%)	0 (0%)
	Completed	0 (0%)	17 (4%)	22 (5%)	9 (2%)
Graded subjects	381 (75%)	404 (84%)	360 (81%)	398 (79%)	364 (79%)
Total number of attempted SACE Stage 2 subjects	510	481	446	504	459

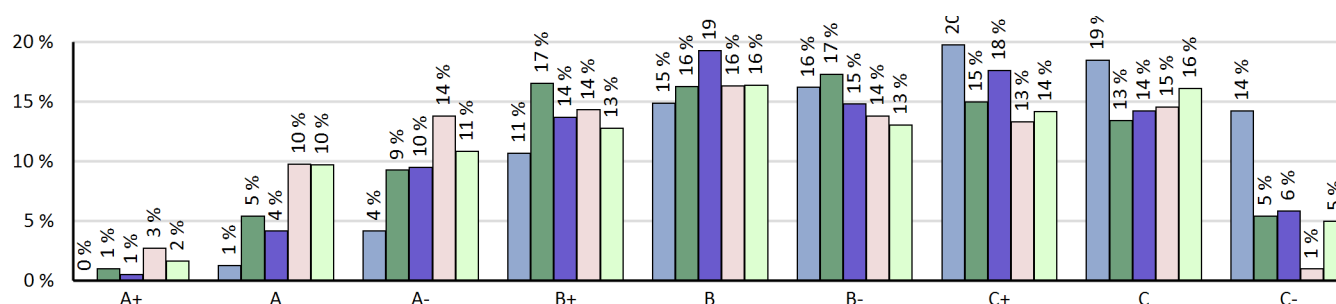
Looking at only the SACE Stage 2 graded subjects, the graph below shows the percentage of SACE Stage 2 grades that are 'C-' or above. This gives an overall picture of how the latest year's results compare to those in previous years.



The graph below shows the percentage of 'A' and 'B' grades over time allowing you to see the SACE Stage 2 grades for students judged to be high achieving at the end of their final year of secondary schooling at a government site (those students with a performance score of 1.0).



The graph below provides a breakdown of the percentage of SACE grades that are 'C-' of above.



The table below shows the number and percentage of SACE grades for SACE Stage 2 graded subjects by year. This enables you to see the numbers underlying in the percentage displayed in the above graphs as well as the grades below C-.

		2014	2015	2016	2017	2018
Below C		73 (19%)	18 (4%)	3 (1%)	1 (0%)	5 (1%)
C and above	C grade	162 (43%)	131 (32%)	135 (38%)	115 (29%)	127 (35%)
	A & B grades	146 (38%)	255 (63%)	222 (62%)	282 (71%)	232 (64%)
	Total grades C and above	308 (81%)	386 (96%)	357 (99%)	397 (100%)	359 (99%)
Total number of SACE Stage 2 graded subjects		381	404	360	398	364

7. Engagment - Attendance

Non-Attendance

Department for Education expected achievement:

The Department for Education SEA does not reference attendance rates specifically.

Department for Education strategic objective:

"A reduction in the number of students identified as chronic non-attenders" - Attendance matters in South Australia schools - Attendance for learning success and wellbeing 2018 to 2021.

Target:

No explicit Department for Education targets exists for chronic non-attendance. School-level targets have not been centrally set but there is a requirement for all schools to reduce the number of chronic non-attendance students.

Measurement description:

- Habitual non-attenders: between 5 and 9 days absent for any reason by term; and
- Chronic non-attenders: 10 or more days absent for any reason by term.

Note: This is different to the definition outlined in the Department's Attendance strategy which looks at absences for any reason by term.

School Results:

The table below shows a time series of the number of students across all year levels broken down into the attendance planning, intervention and support populations. This allow you to see how these populations have changed over time.

Glossop High School - Attendance - Number of students by Attendance planning, intervention and support populations

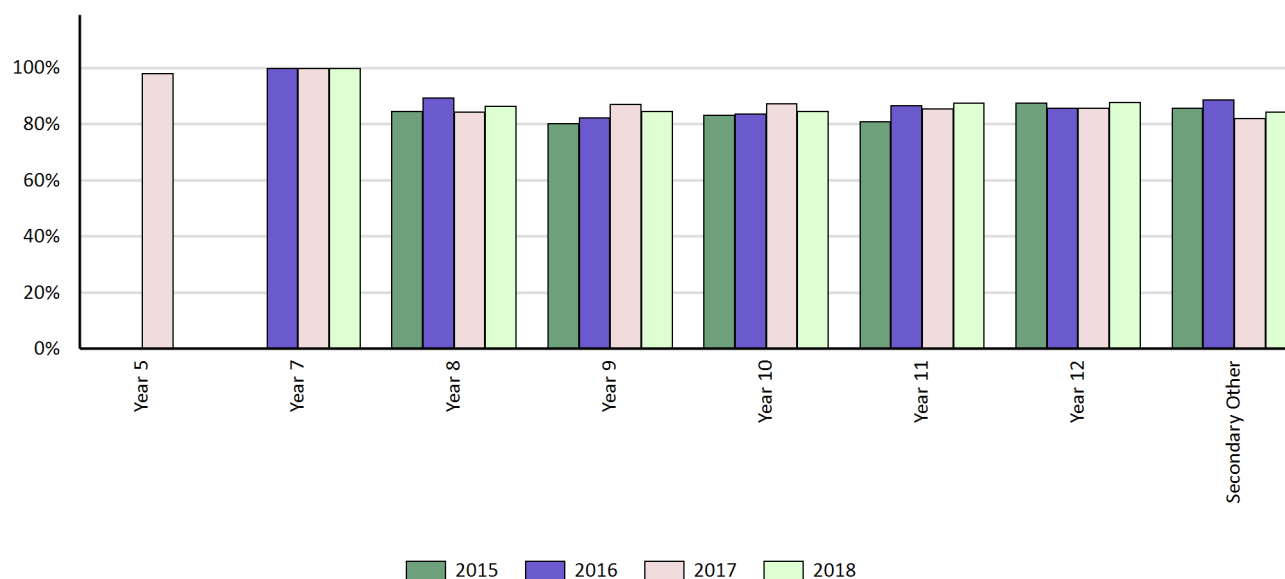
Category		2015	2016	2017	2018
Chronic Non-Attenders	Term 1	202	205	174	164
	Term 2	208	199	189	182
	Term 3	252	250	193	168
	Term 4	220	186	196	175
Habitual Non-Attenders	Term 1	220	172	187	158
	Term 2	200	170	169	154
	Term 3	197	184	172	150
	Term 4	198	209	221	207

Looking at Term 3 non-attendance and comparing this with Term 3 enrolments, the table below shows the percentage of students by attendance planning, intervention and support populations.

Category	2015	2016	2017	2018
Chronic Non-Attenders	36%	37%	29%	25%
Habitual Non-Attenders	28%	27%	26%	22%
Mainstream	35%	36%	45%	52%
Term 3 Enrolments	693	683	665	669

With the above table in mind, the graph and table below shows the annual attendance rates by year. This allows you to see the effect habitual and chronic non-attenders has had on the overall attendance rate in your site.

Glossop High School - Attendance - Annual attendance rate by year, by year level



Glossop High School - Attendance - Attended days of Enrolled Days and Attendance rates by year, by year level

Year Level	2015	2016	2017	2018
Year 5			98%	
Year 7		100%	100%	100%
Year 8	85%	89%	84%	87%
Year 9	80%	82%	87%	85%
Year 10	83%	84%	87%	85%
Year 11	81%	87%	86%	88%
Year 12	88%	86%	86%	88%
Secondary Other	86%	89%	82%	84%

8. Supplementary Planning Information

Proficiency - Comparative Results (NAPLAN) to support target setting

The information presented earlier in this report has identified:

- the absolute level of your school's results; and
- whether your school has experienced improving, stable, or declining performance.

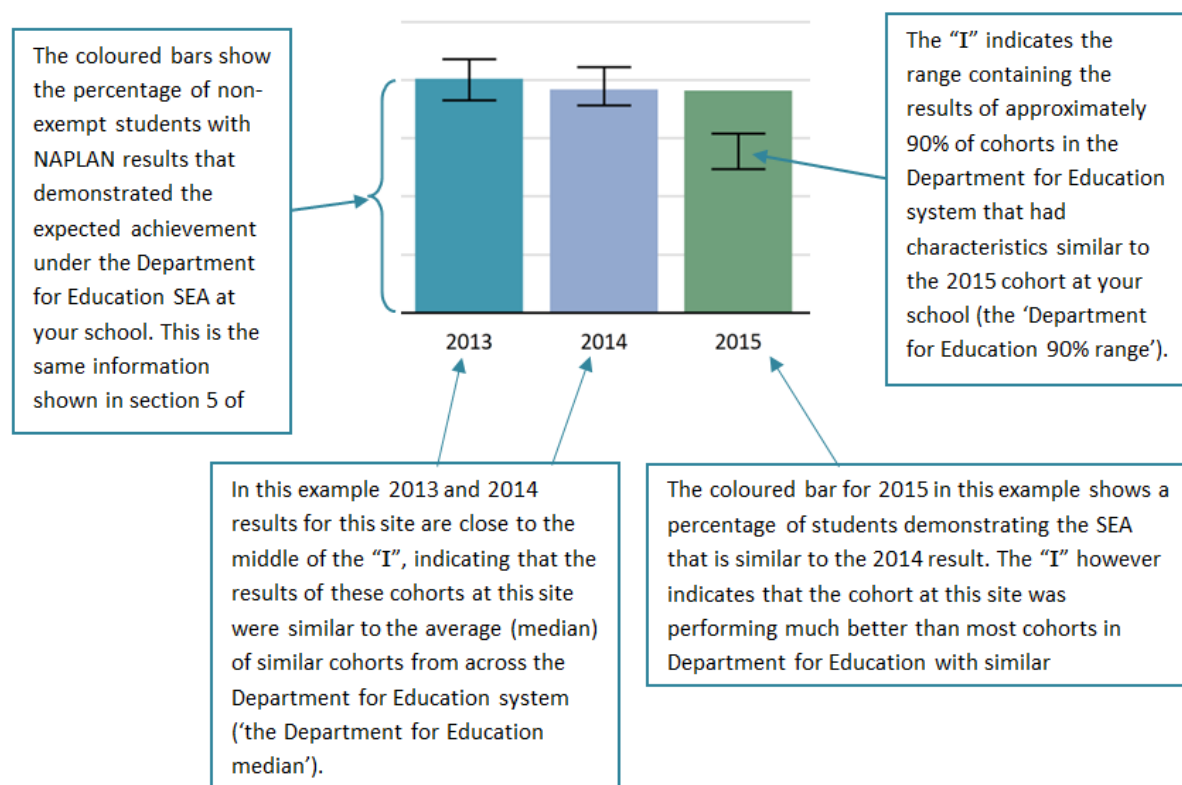
In this section, your school's results are compared to the results for students with similar characteristics from across the Department for Education system ('the system results'). This is **not** an additional performance assessment, but rather provides an alternative, contextual view of your school's results so that you can see how the results at your school compare to the system results, given the characteristics of your students.

The addition of this third, contextual piece of information, along with consideration of the range of possible interventions and strategies, puts you in a better position to answer the questions "How much improvement is possible?" and "How long will it take to achieve that improvement?" This will therefore assist you in the selection of targets to include in your Site Improvement Plan.

For example, if your results are high; your performance has been improving; and you are well above the system results, the amount of improvement that you can attain is likely to be smaller than if your results are low; your performance has been declining; and you are well below the system results.

Sections 8.1 and 8.2 provide graphs and tables of your school's comparative results. An annotated extract of an example graph is provided below. Section 8.3 outlines the process followed to calculate the comparative results.

Example:

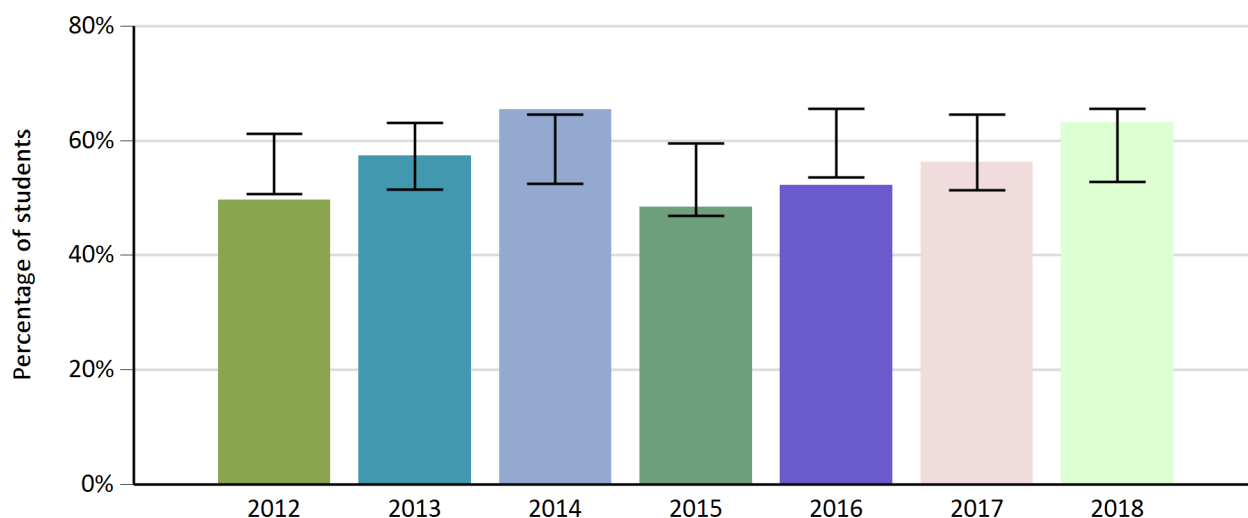


Note:

- The tables that accompany the graphs also contain the Department for Education medians.
- The Department for Education 90% range is calculated separately for each combination of Year, year level, School, and Aspect.

8.1 Reading - Department for Education SEA Comparative Results (NAPLAN)

Percentage of non-exempt students demonstrating the Department for Education SEA - Year 9 NAPLAN – Reading
School results 2011 - 2018 and Department for Education 90% range
Glossop High School



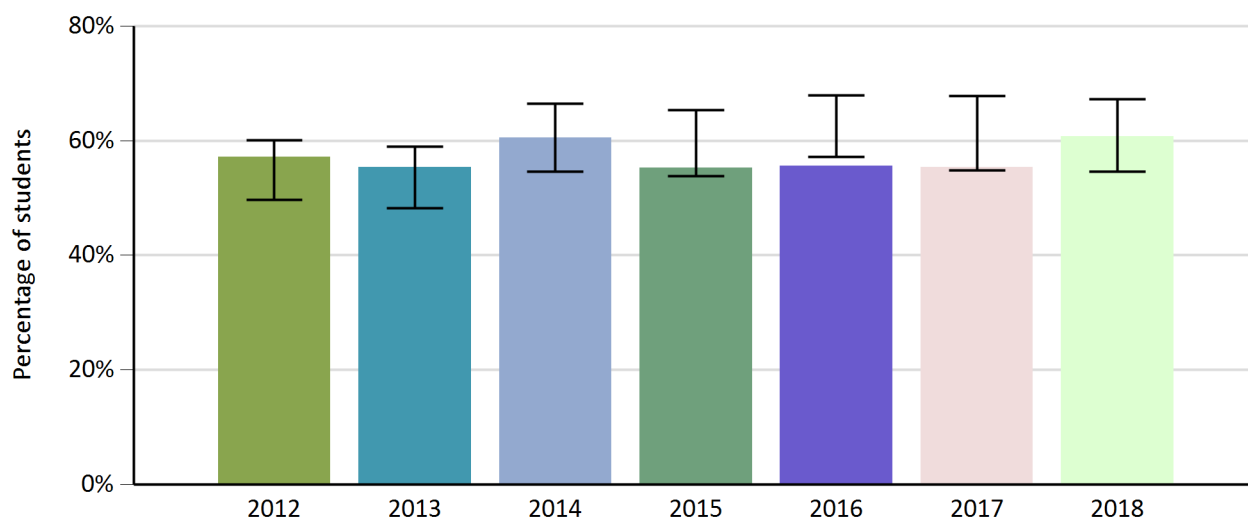
Number and percentage of non-exempt students - Year 9 NAPLAN – Reading
School results 2011 - 2018, the Department for Education 90% range, and Department for Education median
Glossop High School

	Demonstrated Department for Education SEA expected achievement	Median of Similar Cohorts	90% Interval Lower Bound	90% Interval Upper Bound	Non-exempt Students at school
Test Year	%	%	%	%	Number
2012	49.7%	55.7%	50.6%	61.3%	161
2013	57.4%	57.4%	51.4%	63.1%	129
2014	65.5%	59.0%	52.5%	64.5%	142
2015	48.5%	53.4%	46.9%	59.5%	132
2016	52.3%	59.9%	53.5%	65.6%	153
2017	56.3%	58.6%	51.4%	64.5%	112
2018	63.2%	59.2%	52.8%	65.6%	125

Note: Demonstrated Department for Education SEA means students tested in NAPLAN and achieving above the National Minimum Standard proficiency band.

8.2 Numeracy - Department for Education SEA Comparative Results (NAPLAN)

Percentage of non-exempt students demonstrating the Department for Education SEA - Year 9 NAPLAN – Numeracy
School results 2011 - 2018 and Department for Education 90% range
Glossop High School



Number and percentage of non-exempt students - Year 9 NAPLAN – Numeracy
School results 2011 - 2018, the Department for Education 90% range, and Department for Education median
Glossop High School

	Demonstrated Department for Education SEA expected achievement	Median of Similar Cohorts	90% Interval Lower Bound	90% Interval Upper Bound	Non-exempt Students at school
Test Year	%	%	%	%	Number
2012	57.1%	54.7%	49.7%	60.1%	161
2013	55.4%	53.3%	48.2%	59.0%	130
2014	60.6%	60.4%	54.5%	66.4%	142
2015	55.3%	59.1%	53.8%	65.4%	132
2016	55.6%	62.3%	57.1%	67.9%	153
2017	55.4%	61.4%	54.9%	67.9%	112
2018	60.8%	61.0%	54.6%	67.2%	125

Note: Demonstrated Department for Education SEA means students tested in NAPLAN and achieving above the National Minimum Standard proficiency band.

8.3 Methodology for comparative results in NAPLAN

Student numeracy and reading outcomes are influenced by many factors, including their background characteristics and their prior achievement. The methodology used in this section has been designed to allow you to compare the results for your cohort of students with the results for students with similar characteristics from across the Department for Education system. This has been done using a defined set of background characteristics and prior achievement (see table 8.3.1 below).

To create the comparative results the following was done:

1. Students were put into groups (strata) based on the characteristics defined in table 8.3.1.
2. For each school, year, year level and aspect of NAPLAN, 1000 random samples were drawn from the Department for Education student population. The number of students in each strata of each sample and the number of students in each strata of your school are the same.
3. For each sample, the proportion of non-exempt students with NAPLAN results that demonstrated the expected achievement under the Department for Education SEA was calculated.
4. These 1000 calculated proportions were ordered from lowest to highest.
5. The median result (500th value), as well as the lower and upper bounds of the Department for Education 90% range (50th and 950th values respectively) were identified.

Characteristic	Groups
Gender	Male/Female/Unknown
ATSI	Yes/No/Unknown
LBOTE	Yes/No/Unknown
Previous achievement	Yr 3 – RR year 2 (Demonstrated/Did not demonstrate SEA/Not tested) Other years – NAPLAN (Demonstrated SEA/Did not demonstrate SEA/Absent/Withdrawn/Exempt/no previous record)
Year Level	3/5/7/9
Calendar Year	2011/2012/2013/2014/2015/2016/2017/2018
Aspect	Reading/Numeracy

Using this methodology, if the characteristics being considered in table 8.3.1 are the only influencers on a student's NAPLAN results, it is expected that a school's results will fall between the lower and upper bounds 90% of the time.

If a school's results fall outside of the Department for Education 90% range, then either:

- There are other non-school factors (e.g. student, family or community) that have a more significant impact in your school than in the system, and for which the methodology has not controlled; or
- There are school factors that mean that the school is achieving results below or above what would be expected taking the cohort mix into account (as defined in table 8.3.1).