

School Performance Report

Brompton Primary School

March 2020 v1.0

Partnership: Inner West

Portfolio: Flinders Park 4

School Number: 646

Document Control

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**Government
of South Australia**

Department for Education

Release Notes

This is the third release of the 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:

This March 2020 v1.0 edition differs from the August 2019 v2.0 edition with:

- the inclusion of final version of the following 2019 datasets:
 - NAPLAN
 - SACE
 - Running Records
 - Phonics
 - Attendance
- update to the Senior Secondary and Overall School Performance score to include 2019.

Amalgamations

Where applicable, this report contains results from schools which have been amalgamated into current schools since 2008. No schools were amalgamated into Brompton Primary School (646).

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.

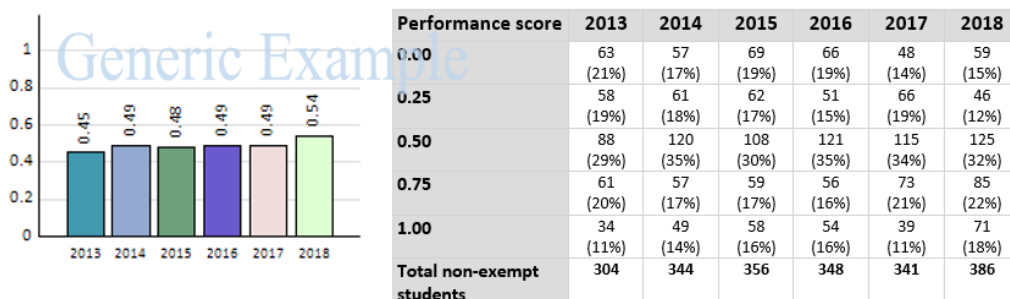
The possible scores (across both domains) at the student level are:

- **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



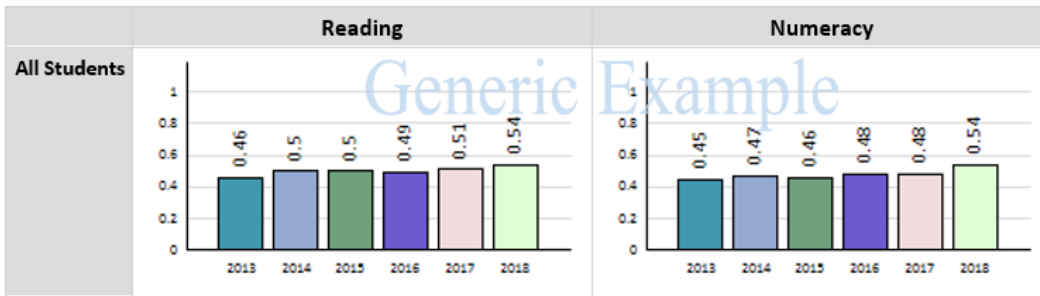
- The table above contains the data used to create the school’s NAPLAN performance score. The 2018 result of 0.54, for example, comes from averaging their individual scores as per:

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

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.

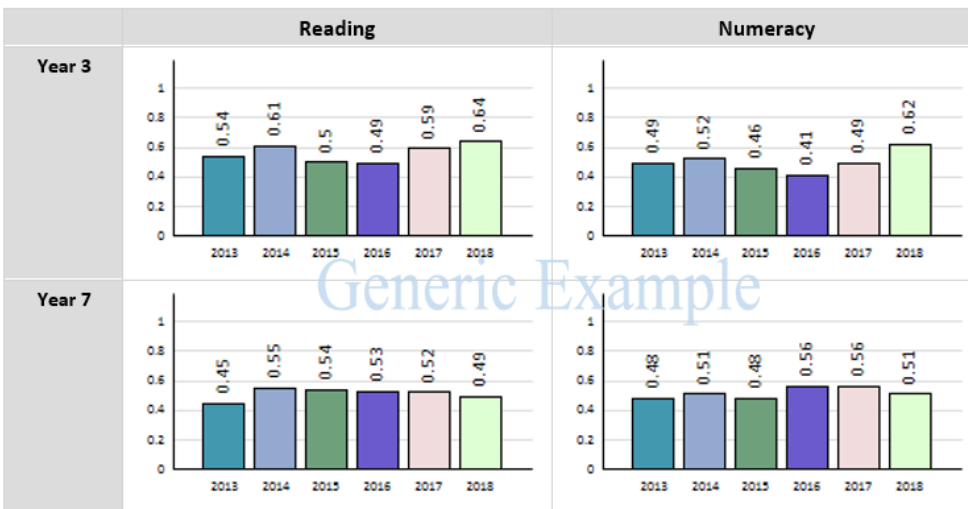
XYZ School - NAPLAN Performance Score - by year level, domain



Breaking the NAPLAN Domain Score into year levels:

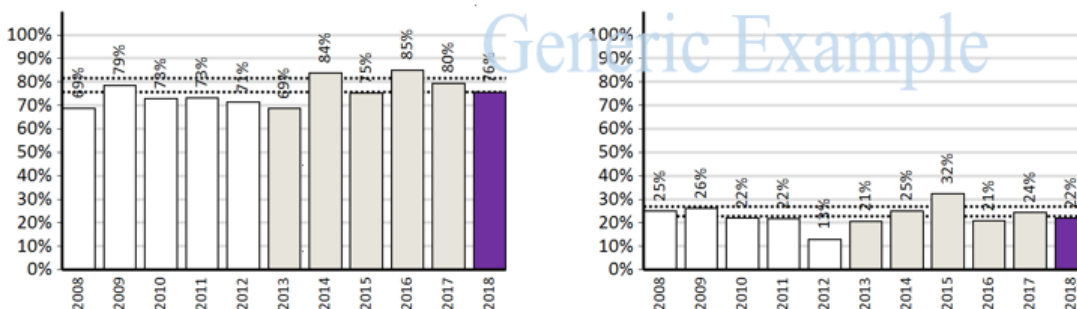
Students' individual domain scores can be averaged within a single year level to create a year-level-domain-specific performance score. This allows us to see, for example, whether year level is behind a change in the school's domain score or whether an increase in one year level's score is being offset 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.

Structure of this report

The report has been structured into four parts:

- **School Summary of Performance Measures** – an overview of your school's most recent performance, including that measured against the achievement expectations associated with the Department for Education SEA and relevant Department for Education strategic objectives and targets. It only contains measures able to be analysed across the whole of the Department for Education system using data held centrally in head office.
- **Performance Information** – graphs and tables showing your school's historical and most recent performance results, accompanied by a range of information containing additional data breakdowns. The performance information is presented in three sections:
 - **Department for Education SEA measures**
 - **Department for Education SEA supplementary measures**
 - **Department for Education strategic objectives and targets.**
- **Supplementary Planning Information**
 - **Comparative Results** – graphs and tables showing your school's results compared to the results for students with similar characteristics from across the Department for Education system. 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.
 - **Australian Curriculum Signals from NAPLAN Online testing** – this new section has been designed to support site-leaders have a useful 'introductory' session regarding the Australian Curriculum at a staff meeting from which future discussion might take things further/deeper. The aim is to find any areas that **might** have broad implications for teaching practice and / or support, **without implying** that these provide a definitive statement about all AC content.

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**.

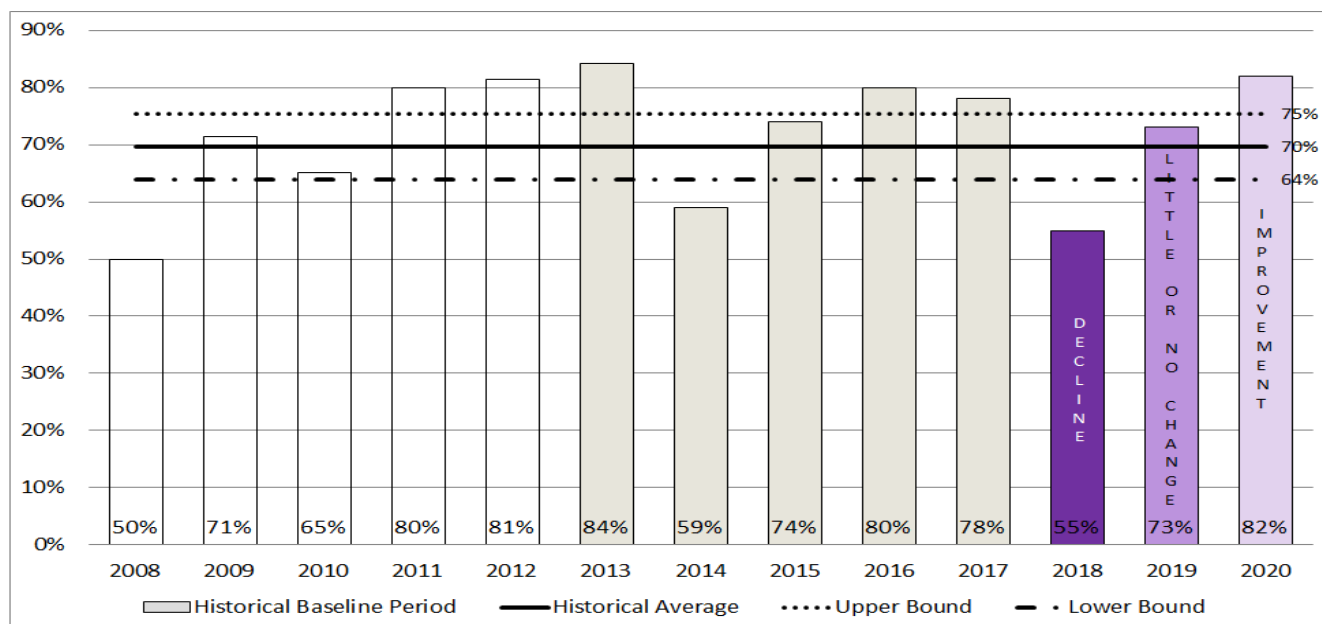
In contrast, performance will be assessed as a **Decline** if the **Latest Result** is more than 0.5 of a standard deviation below the **Historic Baseline Average** (the **Lower Bound**).

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 *e.g.* 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 *e.g.* 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	2017 Result	2018 Result	2019 Result
Educational Achievement							
Overall School Performance Score					0.37	0.35	0.51
NAPLAN Performance Score					0.37	0.35	0.51
Senior Secondary Performance Score					N/A	N/A	N/A
Phonics Screening Check	Expected Achievement	Year 1	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	4 of 19	17 of 39
Running Records	Expected Achievement	Year 1	8.8	13.2	14 of 26	7 of 19	28 of 39
		Year 2	6.9	14.7	2 of 19	19 of 31	9 of 18
NAPLAN - Reading	Demonstrated Expected Achievement (Department SEA)	Year 3	12.4	17.2	6 of 14	11 of 17	22 of 27
		Year 5	12	14.8	14 of 23	12 of 27	6 of 15
		Year 7	8.6	11.4	8 of 10	14 of 19	28 of 31
	Demonstrated High Achievement	Year 3	3.2	6.8	0 of 14	2 of 17	12 of 27
		Year 5	2.4	3.6	3 of 23	2 of 27	1 of 15
		Year 7	1.6	2.8	3 of 10	1 of 19	6 of 31
NAPLAN - Numeracy	Demonstrated Expected Achievement (Department SEA)	Year 3	10.2	13.8	6 of 14	10 of 17	23 of 27
		Year 5	10.7	12.5	15 of 23	9 of 27	7 of 15
		Year 7	7.1	10.5	9 of 10	15 of 19	27 of 31
	Demonstrated High Achievement	Year 3	1.9	3.3	0 of 14	2 of 17	9 of 27
		Year 5	1.9	2.9	2 of 23	5 of 27	0 of 15
		Year 7	1.6	2.8	4 of 10	4 of 19	8 of 31
Aboriginal Student Outcomes (Department SEA)							
NAPLAN - Reading	Expected Achievement	All	1.7	4.3	0 of 4	0 of 5	2 of 4
NAPLAN - Numeracy	Expected Achievement	All	1.4	2.4	0 of 4	2 of 5	1 of 4
Student Progress							
PROGRESS: Change in NAPLAN achievement status (latest result compared to previous result)	Reading	Decreased	<i>n/a</i>	<i>n/a</i>	9 of 33	10 of 45	6 of 46
		Maintained	<i>n/a</i>	<i>n/a</i>	14 of 33	25 of 45	18 of 46
		Increased	<i>n/a</i>	<i>n/a</i>	3 of 33	3 of 45	11 of 46
	Numeracy	Decreased	<i>n/a</i>	<i>n/a</i>	2 of 33	7 of 45	5 of 46
		Maintained	<i>n/a</i>	<i>n/a</i>	16 of 33	23 of 45	22 of 46
		Increased	<i>n/a</i>	<i>n/a</i>	8 of 33	8 of 45	8 of 46
PROGRESS: Year 3 Higher Bands Retention	Reading	Year 5	1.1	2.5	2 of 9	2 of 4	0 of 0
		Year 7	0.5	1.5	3 of 5	1 of 1	1 of 9
	Numeracy	Year 5	1	1.4	1 of 3	3 of 4	0 of 0
		Year 7	0.7	1.3	2 of 2	2 of 3	3 of 4
Engagement - Attendance							
Non-Attendance (Absence of Term 3 enrolled students)		Chronic	<i>n/a</i>	<i>n/a</i>	42 of 159	48 of 195	49 of 250
		Habitual	<i>n/a</i>	<i>n/a</i>	31 of 159	41 of 195	52 of 250

n/a = Not applicable; *NaN* = Not a number; *nya* = Data not yet available

School Summary of Performance Measures (percentage basis):

Topic and measure		Group	Baseline Lower Bound	Baseline Upper Bound	2017 Result	2018 Result	2019 Result
Educational Achievement							
Overall School Performance Score					0.37	0.35	0.51
NAPLAN Performance Score					0.37	0.35	0.51
Senior Secondary Performance Score					N/A	N/A	N/A
Phonics Screening Check	Expected Achievement	Year 1	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	21.1%	43.6%
Running Records	Expected Achievement	Year 1	44.3%	60.9%	53.8%	36.8%	71.8%
		Year 2	34.2%	70.6%	10.5%	61.3%	50.0%
NAPLAN - Reading	Demonstrated Expected Achievement (Department SEA)	Year 3	63.2%	78.3%	42.9%	64.7%	81.5%
		Year 5	66.5%	72.3%	60.9%	44.4%	40.0%
		Year 7	58.2%	70.7%	80.0%	73.7%	90.3%
	Demonstrated High Achievement	Year 3	14.6%	33.7%	0.0%	11.8%	44.4%
		Year 5	12.4%	23.0%	13.0%	7.4%	6.7%
		Year 7	10.3%	20.2%	30.0%	5.3%	19.4%
NAPLAN - Numeracy	Demonstrated Expected Achievement (Department SEA)	Year 3	53.0%	62.8%	42.9%	58.8%	85.2%
		Year 5	55.3%	69.1%	65.2%	33.3%	46.7%
		Year 7	46.5%	69.3%	90.0%	78.9%	87.1%
	Demonstrated High Achievement	Year 3	8.8%	15.0%	0.0%	11.8%	33.3%
		Year 5	9.8%	18.1%	8.7%	18.5%	0.0%
		Year 7	9.7%	22.2%	40.0%	21.1%	25.8%
Aboriginal Student Outcomes (Department SEA)							
NAPLAN - Reading	Expected Achievement	All	24.2%	48.9%	0.0%	0.0%	50.0%
NAPLAN - Numeracy	Expected Achievement	All	19.2%	34.4%	0.0%	40.0%	25.0%
Student Progress							
PROGRESS: Change in NAPLAN achievement status (latest result compared to previous result)	Reading	Decreased	<i>n/a</i>	<i>n/a</i>	27.3%	22.2%	13.0%
		Maintained	<i>n/a</i>	<i>n/a</i>	42.4%	55.6%	39.1%
		Increased	<i>n/a</i>	<i>n/a</i>	9.1%	6.7%	23.9%
	Numeracy	Decreased	<i>n/a</i>	<i>n/a</i>	6.1%	15.6%	10.9%
		Maintained	<i>n/a</i>	<i>n/a</i>	48.5%	51.1%	47.8%
		Increased	<i>n/a</i>	<i>n/a</i>	24.2%	17.8%	17.4%
PROGRESS: Year 3 Higher Bands Retention	Reading	Year 5	37.5%	78.1%	22.2%	50.0%	NaN
		Year 7	16.4%	38.6%	60.0%	100.0%	11.1%
	Numeracy	Year 5	62.1%	91.2%	33.3%	75.0%	NaN
		Year 7	41.7%	86.3%	100.0%	66.7%	75.0%
Engagement - Attendance							
Non-Attendance (Absence of Term 3 enrolled students)		Chronic	<i>n/a</i>	<i>n/a</i>	26.4%	24.6%	19.6%
		Habitual	<i>n/a</i>	<i>n/a</i>	19.5%	21.0%	20.8%

n/a = Not applicable; *NaN* = Not a number; *nya* = Data not yet available

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															
<p>Overall School Performance Score – the performance score is calculated based on NAPLAN results and (where applicable) senior secondary outcomes as follows:</p> <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); and the 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															
<p>NAPLAN Performance Score – Average performance score based on NAPLAN for all non-exempt students for both reading and numeracy domains:</p> <ul style="list-style-type: none"> 1.0 – demonstrating high achievement in both domains 0.75 – demonstrating expected achievement in one domain and high achievement in the other 0.5 – demonstrating expected achievement in both domains OR demonstrating high achievement in one domain and not demonstrating expected achievement in the other 0.25 – demonstrating expected achievement in one domain and not demonstrating expected achievement in the other 0.0 – 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															
<p>Senior Secondary Performance Score – Average performance score based on Senior Secondary outcomes for all students</p> <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															
<p>Phonics Screening Check – Number and percentage of year 1 students who demonstrated expected achievement decoding and reading aloud 28 or more words.</p>	Year 1	Phonics Screening Check administrators' data holdings, January 2019	n/a															
<p>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)</p>	Year 1 and 2	Running Records administrators' data holdings, January 2018	2013 to 2017															
<p>NAPLAN – Number and percentage of students who demonstrated expected achievement and demonstrated high achievement</p> <table border="1"> <thead> <tr> <th>Year Level</th> <th>Expected achievement (SEA)</th> <th>High achievement</th> </tr> </thead> <tbody> <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> </tbody> </table>	Year Level	Expected achievement (SEA)	High achievement	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
Year Level	Expected achievement (SEA)	High achievement																
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																
<p>Senior Secondary Outcomes – Number and percentage of students who demonstrated expected achievement and demonstrated high achievement (as described above in Senior Secondary Performance Score).</p>	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															
<p>SACE Stage 2 Grades – Number and percentage of grades Stage 2 subjects resulting in 'A' or 'B'</p>	Year 12 or SP as final year of schooling	Department's special extract from SACE Board, Extracted March 2019	2014 to 2017															
<p>Aboriginal Student Outcomes (NAPLAN) – Number and percentage of Aboriginal students who demonstrated expected achievement and demonstrated high achievement</p>	Year 3, 5, 7 and 9	Department's special extract from NAPLAN SA TAA, August 2018	2013 to 2017															
<p>Change in achievement status (NAPLAN) – Number and percentage of students by NAPLAN progress category:</p> <ul style="list-style-type: none"> Decreased - latest NAPLAN achievement status is lower than previous status Maintained - latest NAPLAN achievement status equals previous status Increased - 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															
<p>Year 3 Higher Bands Retention (NAPLAN) – Number or percentage of students who achieved higher bands in year 3, achieved NAPLAN higher bands in year 5, 7 and 9:</p>	Year 5, 7 and 9	Department's special extract from NAPLAN SA TAA, August 2018	2013 to 2017															
<p>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.</p>	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:

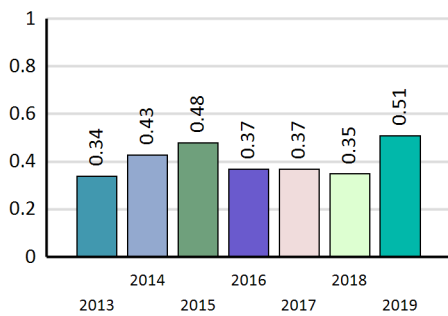
The School Performance Score is a combination of results for all year levels of NAPLAN (numeracy and reading) and senior secondary outcomes (where applicable).

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:

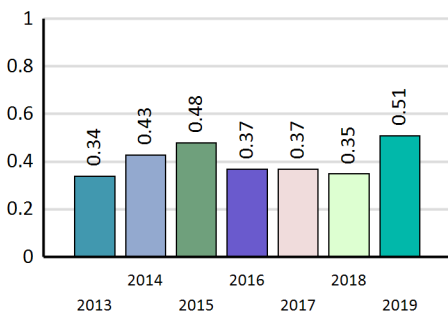
- the school performance score is improving (by looking at the latest result and comparing this to previous years); and/or
- one component is driving the overall school performance score.

Brompton Primary School - Overall School Performance Score - No. and % - All students by score and calendar year



Performance score	2013	2014	2015	2016	2017	2018	2019
0.00	18 (31%)	12 (21%)	12 (22%)	19 (32%)	14 (30%)	21 (33%)	11 (15%)
0.25	15 (25%)	8 (14%)	6 (11%)	12 (20%)	8 (17%)	13 (21%)	11 (15%)
0.50	16 (27%)	25 (43%)	15 (28%)	16 (27%)	17 (36%)	17 (27%)	28 (38%)
0.75	7 (12%)	11 (19%)	17 (31%)	8 (13%)	4 (9%)	8 (13%)	10 (14%)
1.00	3 (5%)	2 (3%)	4 (7%)	5 (8%)	4 (9%)	4 (6%)	13 (18%)
Total performance assessed students	59	58	54	60	47	63	73

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



Performance score	2013	2014	2015	2016	2017	2018	2019
0.00	18 (31%)	12 (21%)	12 (22%)	19 (32%)	14 (30%)	21 (33%)	11 (15%)
0.25	15 (25%)	8 (14%)	6 (11%)	12 (20%)	8 (17%)	13 (21%)	11 (15%)
0.50	16 (27%)	25 (43%)	15 (28%)	16 (27%)	17 (36%)	17 (27%)	28 (38%)
0.75	7 (12%)	11 (19%)	17 (31%)	8 (13%)	4 (9%)	8 (13%)	10 (14%)
1.00	3 (5%)	2 (3%)	4 (7%)	5 (8%)	4 (9%)	4 (6%)	13 (18%)
Total non-exempt students	59	58	54	60	47	63	73

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).

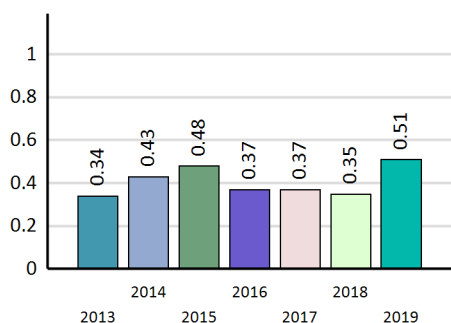
School Results:

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.

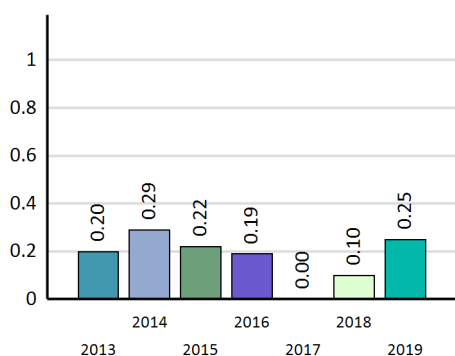
Note: if there are small numbers of students, small changes in the numbers of students in each performance score can cause large changes in the overall school performance score, making it difficult to draw reliable conclusions about patterns or assessments of performance over time; and/or
- if there's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

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



Performance score	2013	2014	2015	2016	2017	2018	2019
0.00	18 (31%)	12 (21%)	12 (22%)	19 (32%)	14 (30%)	21 (33%)	11 (15%)
0.25	15 (25%)	8 (14%)	6 (11%)	12 (20%)	8 (17%)	13 (21%)	11 (15%)
0.50	16 (27%)	25 (43%)	15 (28%)	16 (27%)	17 (36%)	17 (27%)	28 (38%)
0.75	7 (12%)	11 (19%)	17 (31%)	8 (13%)	4 (9%)	8 (13%)	10 (14%)
1.00	3 (5%)	2 (3%)	4 (7%)	5 (8%)	4 (9%)	4 (6%)	13 (18%)
Total non-exempt students	59	58	54	60	47	63	73

Brompton Primary School - NAPLAN Performance Score - No. and % - Aboriginal students by score and calendar year



Performance score	2013	2014	2015	2016	2017	2018	2019
0.00	6 (43%)	2 (33%)	5 (56%)	4 (50%)	4 (100%)	3 (60%)	2 (50%)
0.25	6 (43%)	1 (17%)	1 (11%)	3 (38%)	0 (0%)	2 (40%)	1 (25%)
0.50	1 (7%)	3 (50%)	2 (22%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
0.75	1 (7%)	0 (0%)	1 (11%)	1 (13%)	0 (0%)	0 (0%)	1 (25%)
1.00	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Total non-exempt students	14	6	9	8	4	5	4

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.

Brompton Primary School - % demonstrating the SEA expected achievement and high achievement - Reading

Year Level	Reading	
	Demonstrated expected achievement (SEA)	Demonstrating high achievement
	Analysis comment (SEA Only)	Performance graph
3	<p><u>Brompton Primary School (Smaller School)</u> The 2019 result reflects 22 of 27 non-exempt students.</p>	
5	<p><u>Brompton Primary School (Smaller School)</u> The 2019 result reflects 6 of 15 non-exempt students.</p>	
7	<p><u>Brompton Primary School (Smaller School)</u> The 2019 result reflects 28 of 31 non-exempt students.</p>	
9	<p><u>Brompton Primary School (Smaller School)</u> There were no year 9 students who sat NAPLAN in 2019</p>	

Reading	Year Level	2013	2014	2015	2016	2017	2018	2019
Absent Students	3	2	1	1	3	1	0	1
	5	2	0	1	2	1	3	1
	7	1	1	2	1	0	1	1
	9	0	0	0	0	0	0	0
Withdrawn Students	3	0	1	0	0	0	0	0
	5	1	1	0	0	0	0	2
	7	0	0	0	0	0	0	0
	9	0	0	0	0	0	0	0

Brompton Primary 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	<p><u>Brompton Primary School (Smaller School)</u> The 2019 result reflects 23 of 27 non-exempt students.</p>		
5	<p><u>Brompton Primary School (Smaller School)</u> The 2019 result reflects 7 of 15 non-exempt students.</p>		
7	<p><u>Brompton Primary School (Smaller School)</u> The 2019 result reflects 27 of 31 non-exempt students.</p>		
9	<p><u>Brompton Primary School (Smaller School)</u> There were no year 9 students who sat NAPLAN in 2019</p>		

Numeracy	Year Level	2013	2014	2015	2016	2017	2018	2019
Absent Students	3	1	2	0	4	3	1	1
	5	2	0	2	3	2	5	2
	7	2	1	2	1	0	1	1
	9	0	0	0	0	0	0	0
Withdrawn Students	3	0	1	0	0	0	0	0
	5	1	1	0	0	0	0	2
	7	0	0	0	0	0	0	1
	9	0	0	0	0	0	0	0

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).

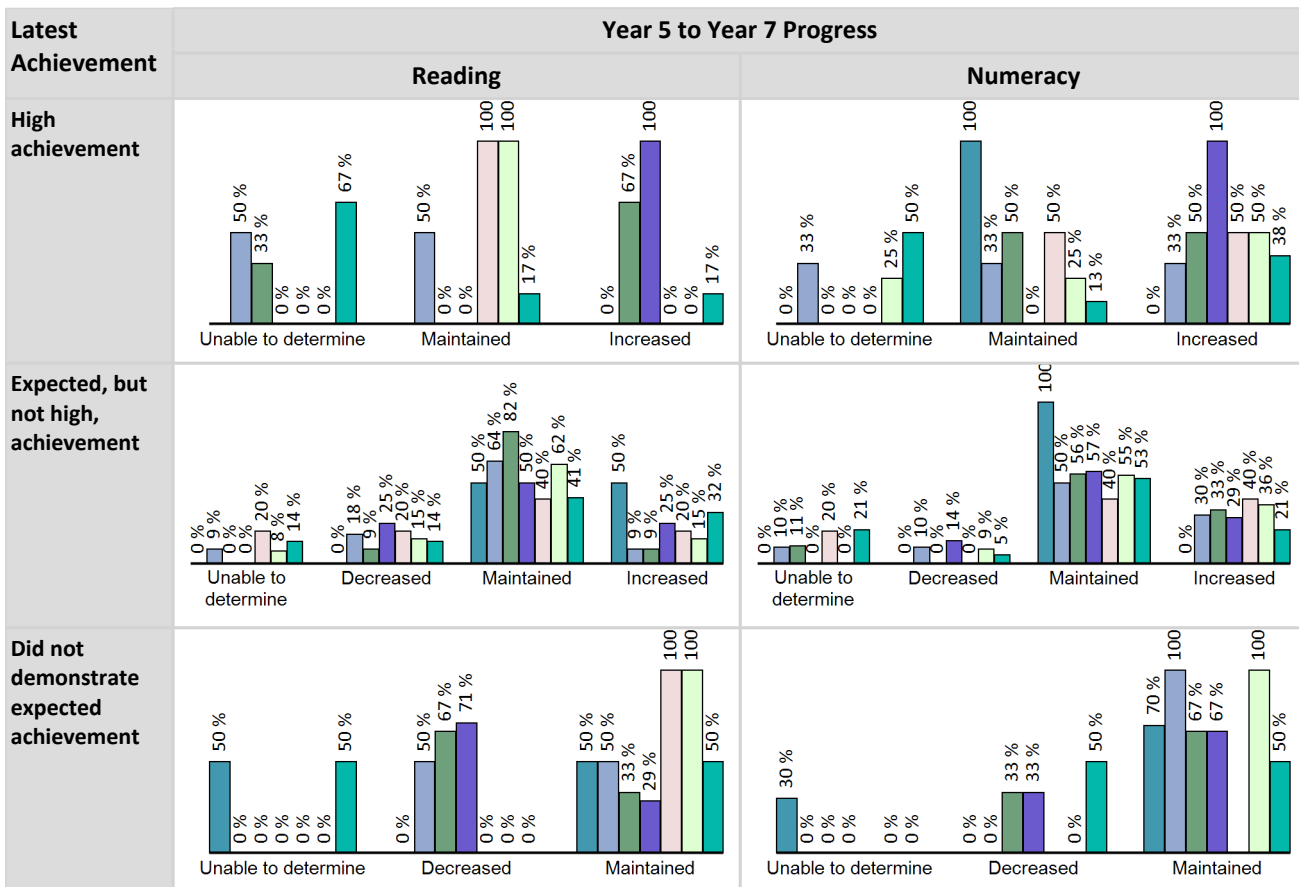
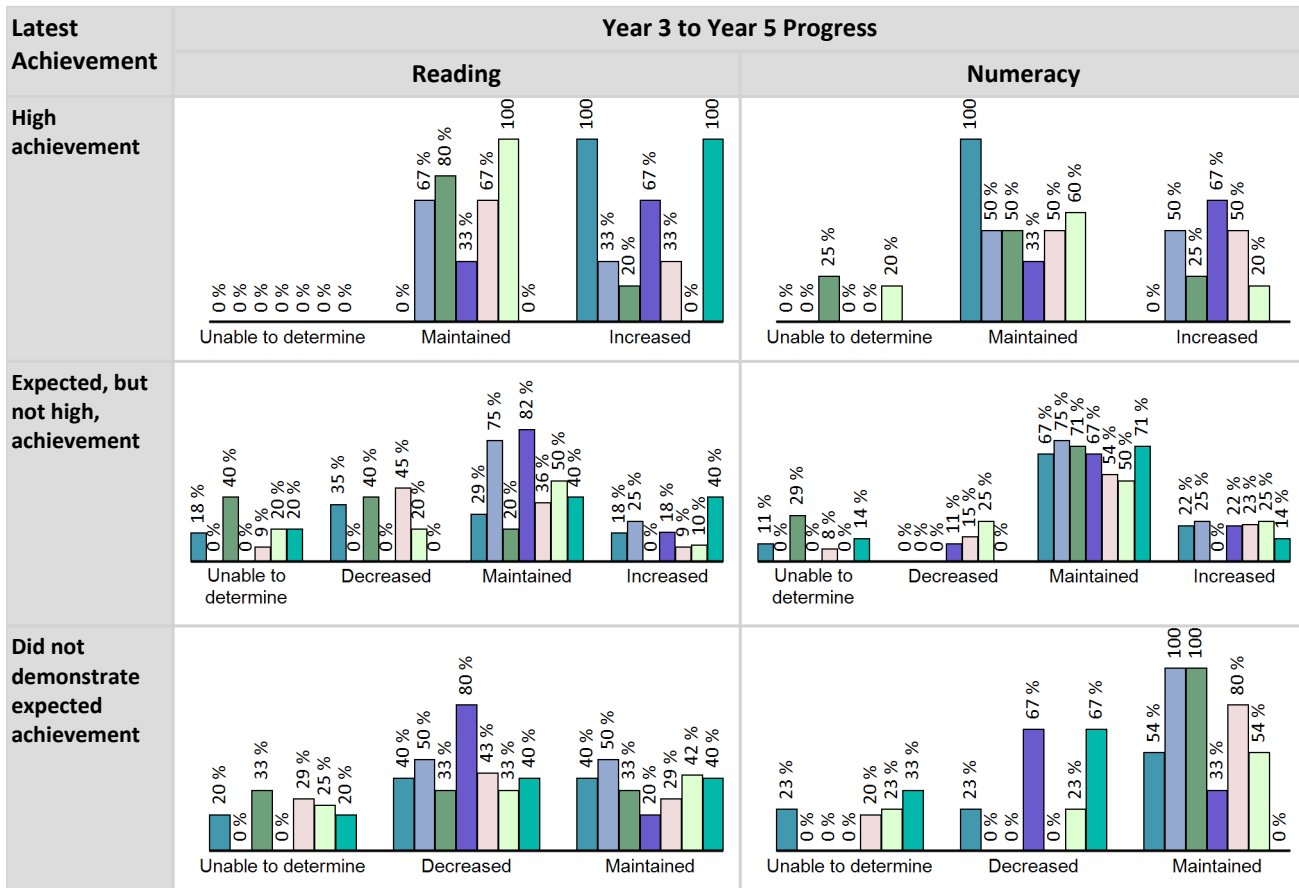
They allow you to see where some future changes to practice and/or support might be required and what the size of the challenge ahead is in terms of:

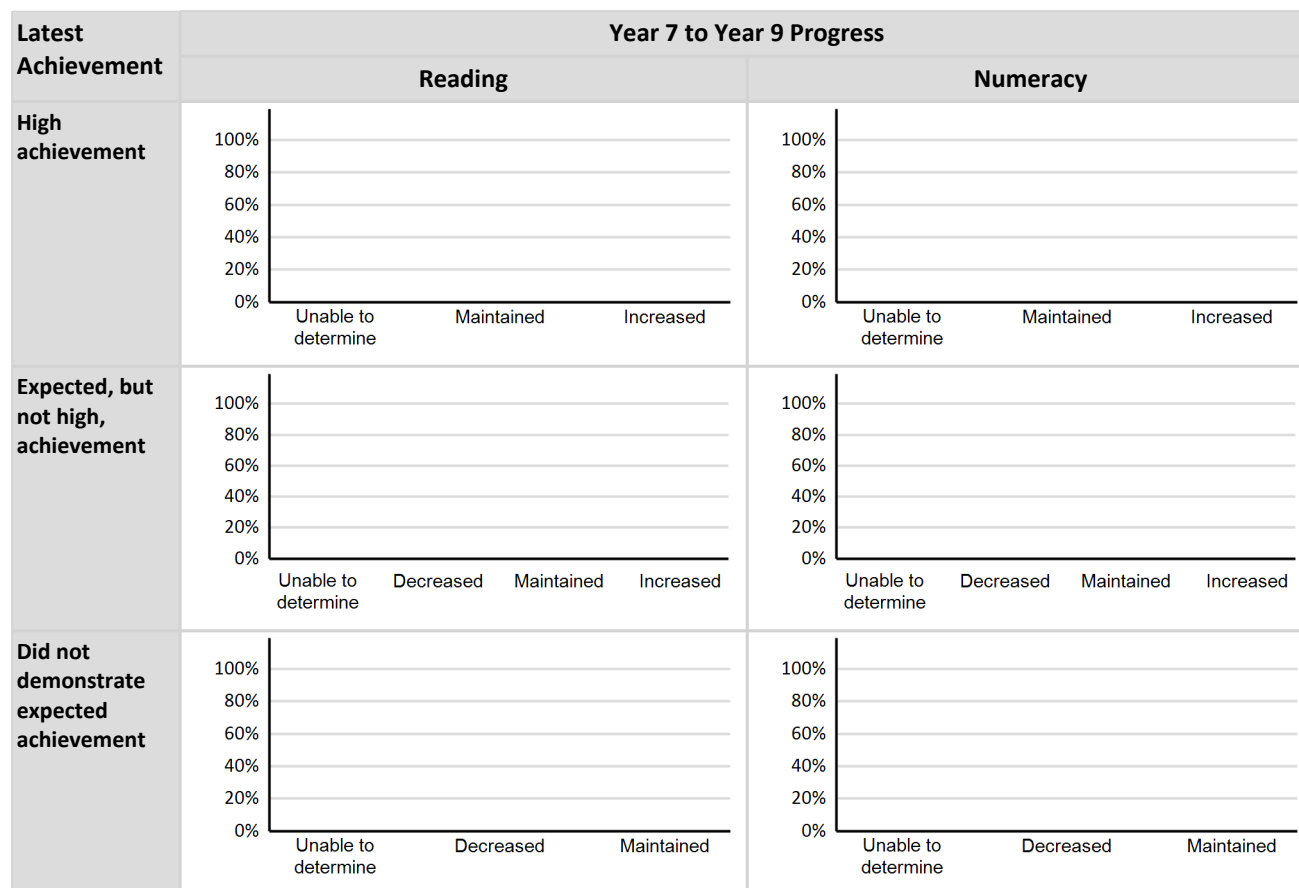
- decreasing the proportion of students whose progress has meant that they no longer, or continue to not, demonstrate the SEA expected achievement;
- increasing the proportion of students whose progress meant that they are now demonstrating the SEA expected achievement or high achievement; and
- ensure 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).

Brompton Primary School - NAPLAN Progress - % of non-exempt students





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)

Brompton Primary 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	2019
Numeracy	Year 5	5	1	3	1	4	6	2
	Year 7	3	2	1	1	1	1	8
	Year 9	0	0	0	0	0	0	0
Reading	Year 5	5	1	3	1	4	6	2
	Year 7	3	2	1	1	1	1	8
	Year 9	0	0	0	0	0	0	0

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

Brompton Primary School - NAPLAN Progress - Number of exempt students by aspect, year level and calendar year

		2013	2014	2015	2016	2017	2018	2019
Numeracy	Year 3		1					3
	Year 5	1	0	0	0	1	0	3
	Year 7	0	1	0	0	1	0	3
	Year 9	0	0	0	0	0	0	0
Reading	Year 3		1					3
	Year 5	1	0	0	0	1	0	3
	Year 7	0	1	0	0	1	0	3
	Year 9	0	0	0	0	0	0	0

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.

Brompton Primary 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)
2009	2011	0	0	0	0	0	NaN
2010	2012	5	1	0	4	3	75.0%
2011	2013	8	2	0	6	0	0.0%
2012	2014	4	3	1	2	2	100.0%
2013	2015	8	3	1	6	4	66.7%
2014	2016	2	1	0	1	1	100.0%
2015	2017	10	3	2	9	2	22.2%
2016	2018	5	2	1	4	2	50.0%
2017	2019	0	0	0	0	0	NaN

Brompton Primary 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)
2009	2013	0	0	0	0	0	NaN
2010	2014	5	4	2	3	1	33.3%
2011	2015	8	2	0	6	1	16.7%
2012	2016	4	3	0	1	0	0.0%
2013	2017	8	5	2	5	3	60.0%
2014	2018	2	1	0	1	1	100.0%
2015	2019	10	4	3	9	1	11.1%

Brompton Primary 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)
2009	2015	0	0	0	0	0	NaN
2010	2016	0	0	0	0	0	NaN
2011	2017	0	0	0	0	0	NaN
2012	2018	0	0	0	0	0	NaN
2013	2019	0	0	0	0	0	NaN

Brompton Primary 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)
2009	2011	1	0	0	1	1	100.0%
2010	2012	2	0	1	3	2	66.7%
2011	2013	2	1	0	1	1	100.0%
2012	2014	1	0	0	1	1	100.0%
2013	2015	3	1	0	2	2	100.0%
2014	2016	3	1	0	2	1	50.0%
2015	2017	3	1	1	3	1	33.3%
2016	2018	4	0	0	4	3	75.0%
2017	2019	0	0	0	0	0	NaN

Brompton Primary 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)
2009	2013	1	0	0	1	1	100.0%
2010	2014	2	1	4	5	1	20.0%
2011	2015	2	1	0	1	1	100.0%
2012	2016	1	0	0	1	0	0.0%
2013	2017	3	1	0	2	2	100.0%
2014	2018	3	1	1	3	2	66.7%
2015	2019	3	1	2	4	3	75.0%

Brompton Primary 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)
2009	2015	0	0	0	0	0	NaN
2010	2016	0	0	0	0	0	NaN
2011	2017	0	0	0	0	0	NaN
2012	2018	0	0	0	0	0	NaN
2013	2019	0	0	0	0	0	NaN

5. Educational Achievement

Phonics Screening Check

Department for Education expected achievement:

The Department for Education SEA does not reference the Phonics Screening Check (PSC) specifically.

Department for Education strategic objective:

"The department aims to:

- ensure that students who are struggling in learning to read are identified early
- support schools to teach and assess phonics in schools
- improve reading and literacy for students throughout their schooling
- ensure that parents and the wider community are confident about the teaching of reading in schools"

from the 2018 Phonics Screening Check FAQ (<http://www.education.sa.gov.au/sites/default/files/2018-phonics-screening-check-fact-sheet.pdf>).

"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 the PSC have not been centrally set but there is a requirement for all schools to improve 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 of students enrolled in your school at the time of the Department for Education Term 3 Student Enrolment Census, who in Term 3 have demonstrated the PSC expected achievement.

The expected achievement for the PSC is based on research by Dr Jennifer Buckingham. Her analysis of the PSC against the content of the Australian Curriculum and the National Literacy Learning Progression led to the decision to measure the number and percentage of year 1 students correctly decoding and reading aloud 28 or more (out of 40) words. (<http://edi.sa.edu.au/educating/curriculum/early-years/phonics-screening-check#title4>).

School Results:

It is important to note that there are some students who may not have had PSC for various reasons. The following table shows the number and percentage of students who:

- demonstrated SEA expected achievement;
- did not demonstrate SEA expected achievement; and
- those students who were enrolled at your school according to the Sept Census but for whom no test result was recorded.

Brompton Primary School - Phonics Screen Check - Number and percentage of students

	Year 1			Total students
	Demonstrated expected achievement	Demonstrated below expected achievement	Not tested	
2018	4 (21%)	10 (53%)	5 (26%)	19
2019	17 (44%)	14 (36%)	8 (21%)	39

6. Educational Achievement

Running Records

Department for Education expected achievement:

Expected achievement levels are documented in the Department for Education Standard of Education Achievement (SEA). The expected achievement for Running Records is demonstrated when students achieve the following reading levels:

Year Level	Reception	Year 1	Year 2
Reading Level	5 or above	13 or above	21 or above

Department for Education strategic objective:

"We measure our progress against the Standard of Education Achievement" - 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 Running Records have not been centrally set but there is a requirement for all schools to improve 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 of students enrolled in your school at the time of the Department for Education Term 3 Student Enrolment Census, who in Term 3 have demonstrated the Running Records expected achievement for their year appropriate level.

School Results:

It is important to note that there are some students who do not have any Running Records data. There are a number of reasons for this which range from not tested due to student's circumstances i.e. disability, IELP, etc to a clerical error which meant the student data was not entered. The following table shows the number and percentage of students who:

- demonstrated SEA expected achievement;
- did not demonstrate SEA expected achievement; and
- who were enrolled at your school according to the Sept Census but for whom no tested result was recorded.

This allows you to see whether:

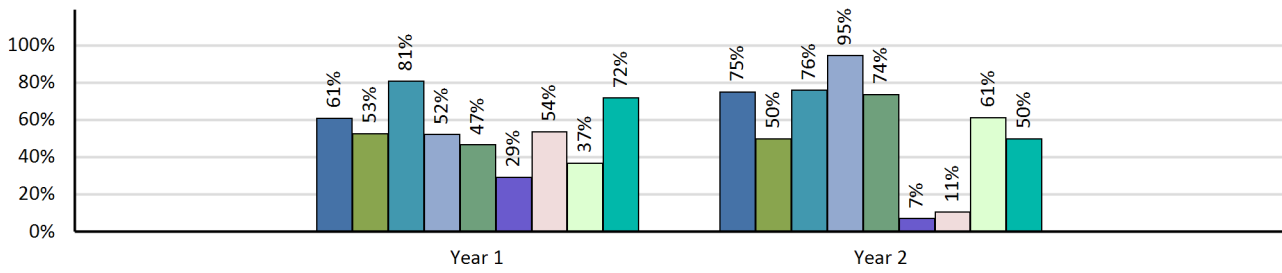
- the number of students not demonstrating expected achievement is decreasing over time (by looking at the latest results for each year level and comparing them to that year level's results in previous years); and
- the number of students not demonstrating expected achievement is different across the year levels (by looking at the performance of a year level and comparing it to the performance for other year levels).

Brompton Primary School - Running Records - Number and percentage of students by year level - All students

	Year 1				Year 2			
	Demonstrated expected achievement	Demonstrated below expected achievement	Not tested	Total students	Demonstrated expected achievement	Demonstrated below expected achievement	Not tested	Total students
2011	11 (61%)	4 (22%)	3 (17%)	18	9 (75%)	3 (25%)	0 (0%)	12
2012	10 (53%)	9 (47%)	0 (0%)	19	11 (50%)	7 (32%)	4 (18%)	22
2013	17 (81%)	2 (10%)	2 (10%)	21	19 (76%)	6 (24%)	0 (0%)	25
2014	12 (52%)	10 (43%)	1 (4%)	23	18 (95%)	1 (5%)	0 (0%)	19
2015	7 (47%)	5 (33%)	3 (20%)	15	14 (74%)	4 (21%)	1 (5%)	19
2016	5 (29%)	10 (59%)	2 (12%)	17	1 (7%)	3 (21%)	10 (71%)	14
2017	14 (54%)	12 (46%)	0 (0%)	26	2 (11%)	17 (89%)	0 (0%)	19
2018	7 (37%)	8 (42%)	4 (21%)	19	19 (61%)	12 (39%)	0 (0%)	31
2019	28 (72%)	11 (28%)	0 (0%)	39	9 (50%)	9 (50%)	0 (0%)	18

The next graph depicts the percentage of students demonstrating expected achievement . This has been done to provide an alternate view that can help with understanding how performance is changing over time when the number of students in a particular year level changes substantially from year to year.

Brompton Primary School - Running Records - Percentage of students demonstrating SEA expected achievement



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.

Brompton Primary School - Attendance - Number of students by Attendance planning, intervention and support populations

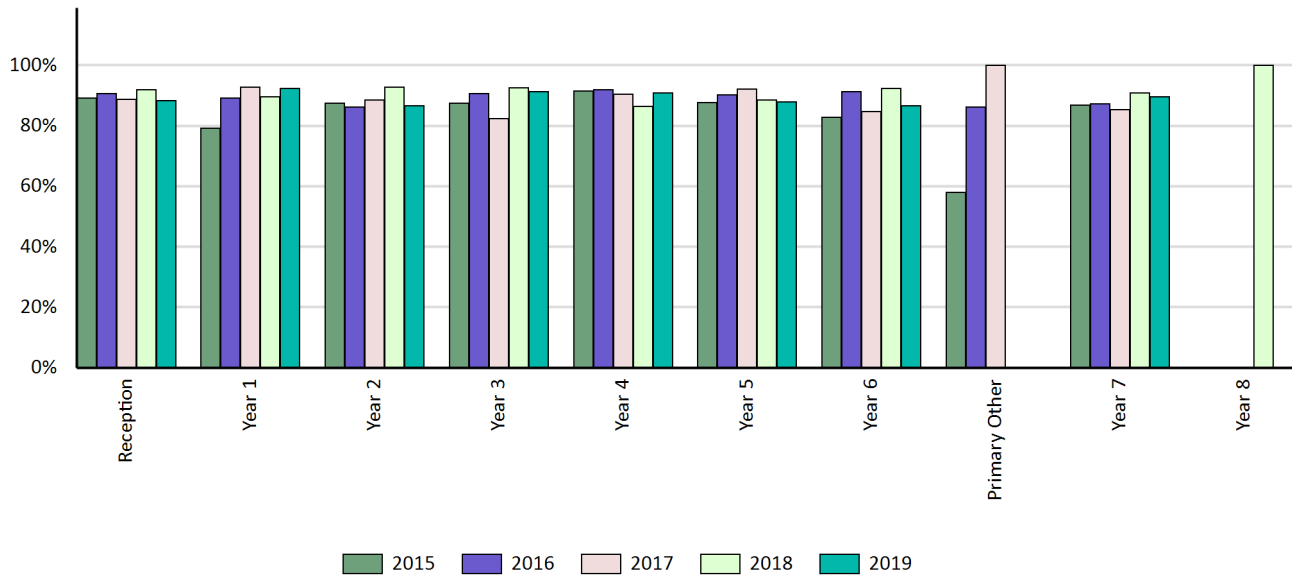
Category		2015	2016	2017	2018	2019
Chronic Non-Attenders	Term 1	30	36	36	20	30
	Term 2	38	24	29	25	50
	Term 3	49	28	42	48	49
	Term 4	31	30	33	31	52
Habitual Non-Attenders	Term 1	38	37	22	33	41
	Term 2	27	37	28	29	50
	Term 3	27	33	31	41	52
	Term 4	34	28	20	36	41

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	2019
Chronic Non-Attenders	34%	19%	26%	25%	20%
Habitual Non-Attenders	19%	23%	19%	21%	21%
Mainstream	47%	58%	54%	54%	60%
Term 3 Enrolments	143	145	159	195	250

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.

Brompton Primary School - Attendance - Annual attendance rate by year, by year level



Brompton Primary School - Attendance - Attended days of Enrolled Days and Attendance rates by year, by year level

Year Level	2015	2016	2017	2018	2019
Reception	89%	91%	89%	92%	88%
Year 1	79%	89%	93%	90%	92%
Year 2	88%	86%	89%	93%	87%
Year 3	88%	91%	82%	93%	91%
Year 4	92%	92%	91%	86%	91%
Year 5	88%	90%	92%	89%	88%
Year 6	83%	91%	85%	92%	87%
Primary Other	58%	86%	100%		
Year 7	87%	87%	85%	91%	90%
Year 8				100%	

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.

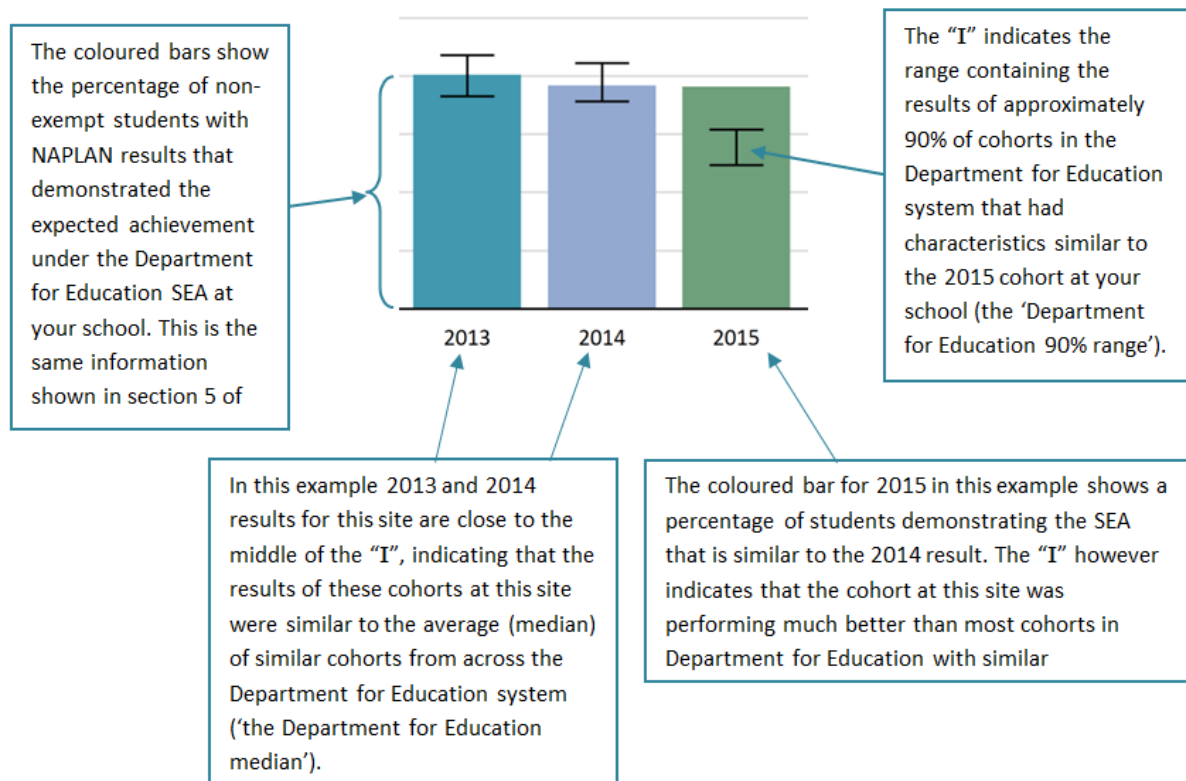
In this section, your school's results are compared to the results for students with similar characteristics from across the Department for Education system ('the system results'). This is **not** an additional performance assessment, but rather provides an alternative, contextual view of your school's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

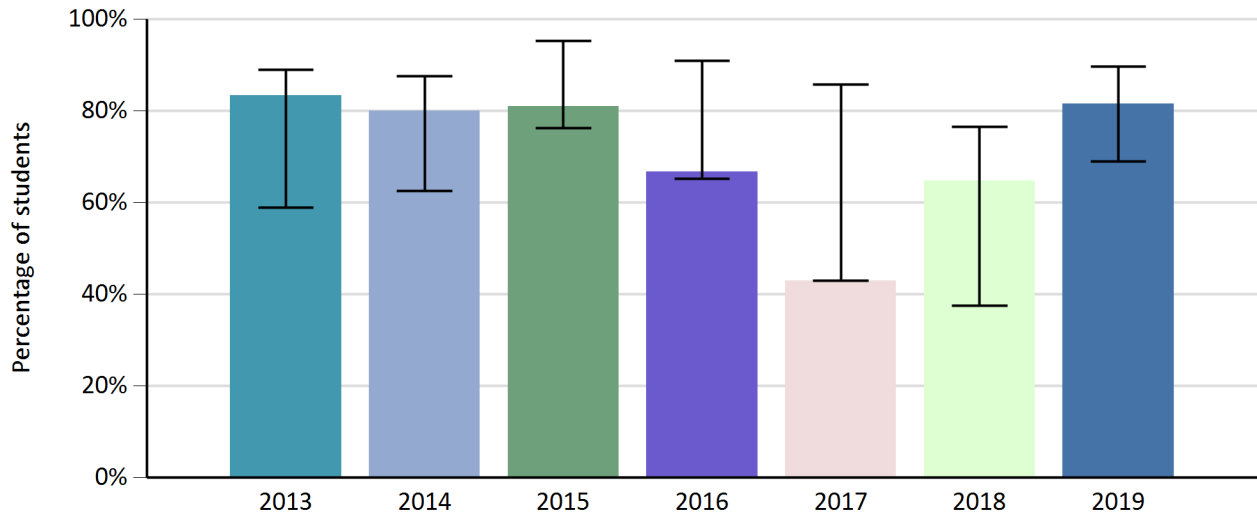


Note:

- 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 3 NAPLAN – Reading School results 2013 - 2019 and Department for Education 90% range
 Brompton Primary School

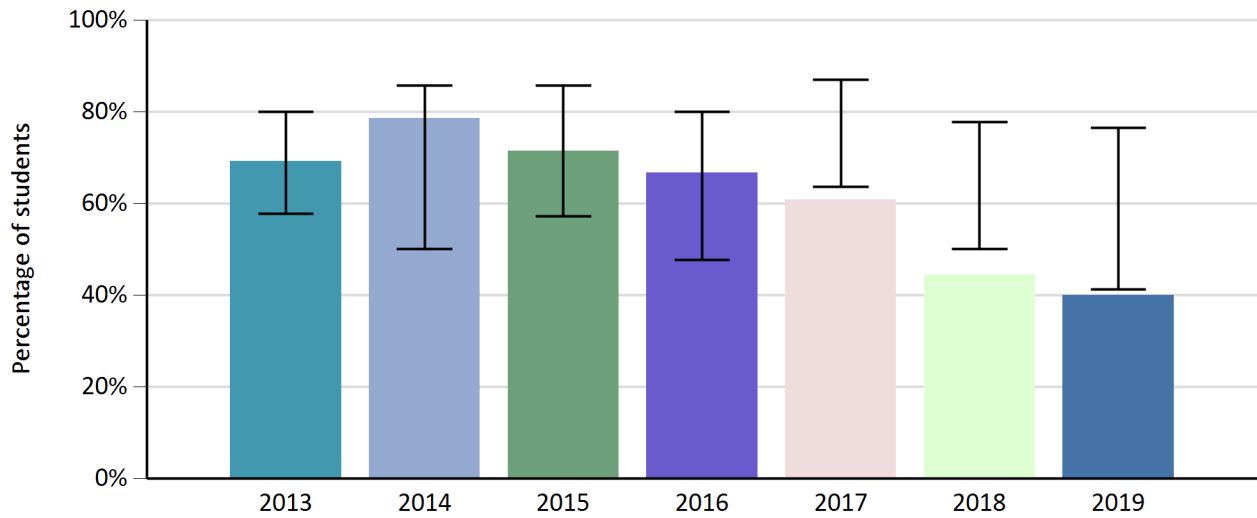


Number and percentage of non-exempt students - Year 3 NAPLAN – Reading School results 2013 - 2019, the Department for Education 90% range, and Department for Education median
 Brompton Primary School

	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
2013	83.3%	76.5%	58.8%	88.9%	18
2014	80.0%	76.0%	62.5%	87.5%	25
2015	81.0%	85.7%	76.2%	95.2%	21
2016	66.7%	78.3%	65.2%	90.9%	24
2017	42.9%	66.7%	42.9%	85.7%	14
2018	64.7%	56.3%	37.5%	76.5%	17
2019	81.5%	80.0%	69.0%	89.7%	27

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

**Percentage of non-exempt students demonstrating the Department for Education SEA - Year 5 NAPLAN – Reading
School results 2013 - 2019 and Department for Education 90% range
Brompton Primary School**

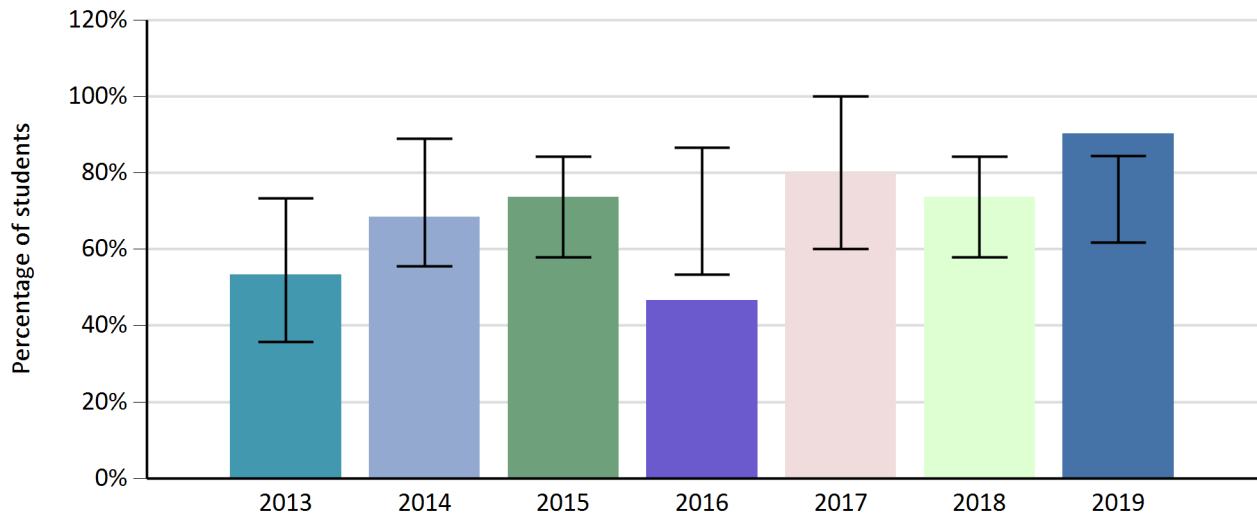


**Number and percentage of non-exempt students - Year 5 NAPLAN – Reading
School results 2013 - 2019, the Department for Education 90% range, and Department for Education median
Brompton Primary School**

	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
2013	69.2%	69.2%	57.7%	80.0%	26
2014	78.6%	71.4%	50.0%	85.7%	14
2015	71.4%	71.4%	57.1%	85.7%	14
2016	66.7%	65.0%	47.6%	80.0%	21
2017	60.9%	73.9%	63.6%	87.0%	23
2018	44.4%	65.4%	50.0%	77.8%	27
2019	40.0%	58.8%	41.2%	76.5%	15

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

**Percentage of non-exempt students demonstrating the Department for Education SEA - Year 7 NAPLAN – Reading
School results 2013 - 2019 and Department for Education 90% range
Brompton Primary School**



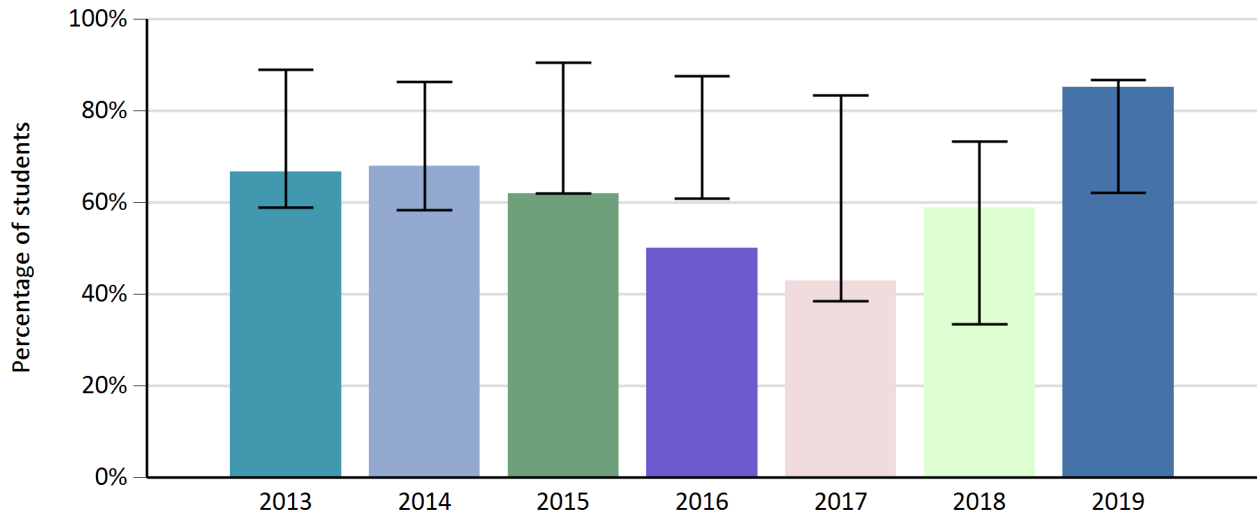
**Number and percentage of non-exempt students - Year 7 NAPLAN – Reading
School results 2013 - 2019, the Department for Education 90% range, and Department for Education median
Brompton Primary School**

	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
2013	53.3%	57.1%	35.7%	73.3%	15
2014	68.4%	73.7%	55.6%	88.9%	19
2015	73.7%	72.2%	57.9%	84.2%	19
2016	46.7%	71.4%	53.3%	86.7%	15
2017	80.0%	80.0%	60.0%	100.0%	10
2018	73.7%	72.2%	57.9%	84.2%	19
2019	90.3%	73.5%	61.8%	84.4%	31

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 3 NAPLAN – Numeracy School results 2013 - 2019 and Department for Education 90% range
Brompton Primary School

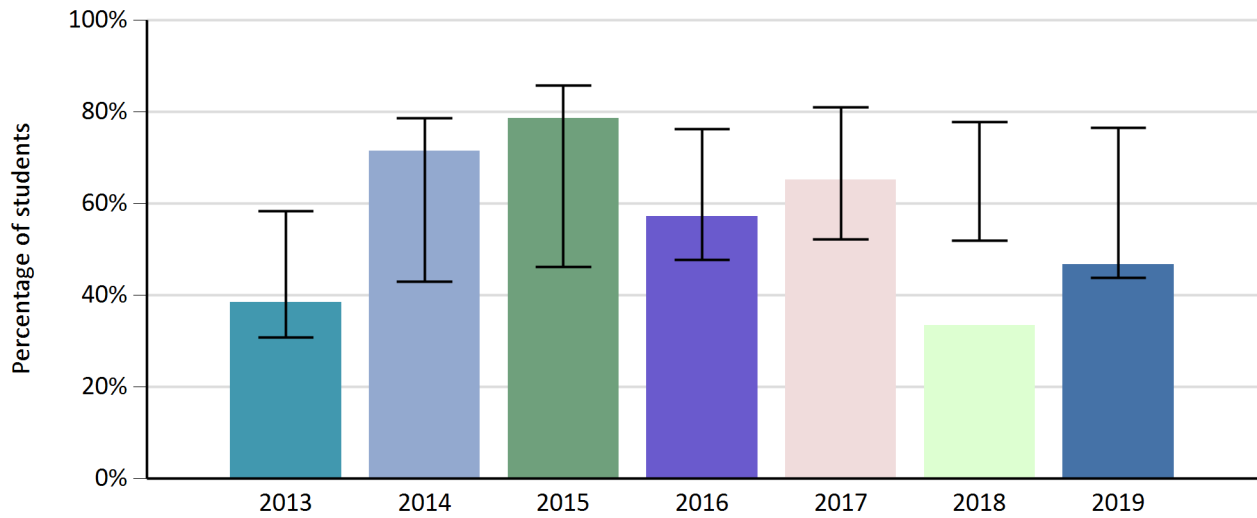


Number and percentage of non-exempt students - Year 3 NAPLAN – Numeracy School results 2013 - 2019, the Department for Education 90% range, and Department for Education median
Brompton Primary School

	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
2013	66.7%	72.2%	58.8%	88.9%	18
2014	68.0%	72.0%	58.3%	86.4%	25
2015	61.9%	76.2%	61.9%	90.5%	21
2016	50.0%	75.0%	60.9%	87.5%	24
2017	42.9%	60.0%	38.5%	83.3%	14
2018	58.8%	52.9%	33.3%	73.3%	17
2019	85.2%	75.0%	62.1%	86.7%	27

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

Percentage of non-exempt students demonstrating the Department for Education SEA - Year 5 NAPLAN – Numeracy
School results 2013 - 2019 and Department for Education 90% range
Brompton Primary School

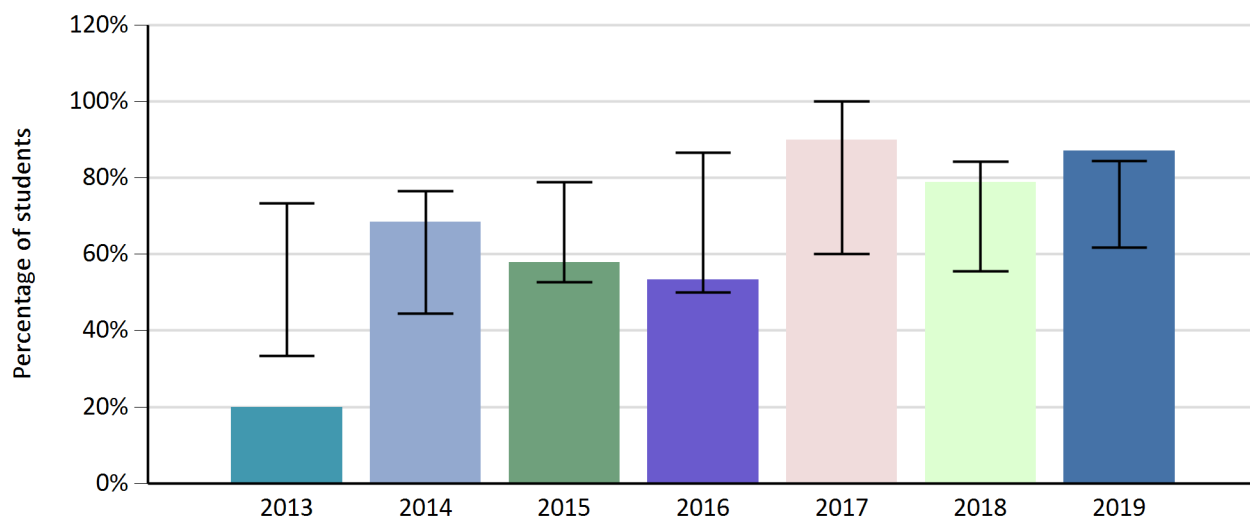


Number and percentage of non-exempt students - Year 5 NAPLAN – Numeracy
School results 2013 - 2019, the Department for Education 90% range, and Department for Education median
Brompton Primary School

	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
2013	38.5%	45.5%	30.8%	58.3%	26
2014	71.4%	57.1%	42.9%	78.6%	14
2015	78.6%	64.3%	46.2%	85.7%	14
2016	57.1%	61.9%	47.6%	76.2%	21
2017	65.2%	66.7%	52.2%	81.0%	23
2018	33.3%	65.4%	51.9%	77.8%	27
2019	46.7%	62.5%	43.8%	76.5%	15

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

**Percentage of non-exempt students demonstrating the Department for Education SEA - Year 7 NAPLAN – Numeracy
School results 2013 - 2019 and Department for Education 90% range
Brompton Primary School**



**Number and percentage of non-exempt students - Year 7 NAPLAN – Numeracy
School results 2013 - 2019, the Department for Education 90% range, and Department for Education median
Brompton Primary 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
2013	20.0%	53.3%	33.3%	73.3%	15
2014	68.4%	57.9%	44.4%	76.5%	19
2015	57.9%	66.7%	52.6%	78.9%	19
2016	53.3%	66.7%	50.0%	86.7%	15
2017	90.0%	80.0%	60.0%	100.0%	10
2018	78.9%	68.4%	55.6%	84.2%	19
2019	87.1%	73.5%	61.8%	84.4%	31

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).

9. Supplemental Planning Information

School-level signals about the Australian Curriculum using NAPLAN online

This section of the report has been added to support site-leaders have a useful 'introductory' session regarding the Australian Curriculum (AC) at a staff meeting from which future discussion might take things further/deeper.

Note, this is **not** an additional performance assessment. It is deliberately placed here at the back of the School Performance Report to reinforce its role of providing supplementary planning information. That is, it is something to consider after:

- already having analysed the signals coming from your school's performance data presented earlier in this report; and
- referencing the stories of the students behind the performance results as part of the identification of challenges of practice.

Information in this section is only provided at the school-level and the aim is to find any areas that **might** have broad implications for teaching practice and / or support, **without implying that these provide a definitive statement about all AC content.**

The signals highlighted in this section should be thought of as 'symptoms' and not as 'causes'. Consideration will need to be given to earlier parts of the sequence of content to determine where a relative strength or challenge began.

The Mathematics sequence of content can be found at:

https://australiancurriculum.edu.au/media/3680/mathematics_-_sequence_of_content.pdf

The English sequence of content can be found at:

https://australiancurriculum.edu.au/media/4401/english_-_sequence_of_content.pdf

Signals that are only able to be determined at levels higher than the AC code level (e.g. sub-strand level) cover a broad range of the curriculum. Finding out why student-responses across a particular sub-strand were relatively strong/challenging compared to other sub-strands will require triangulation with local data.

Finally, please note there will be instances where, for example, a sub-strand is listed as both an unexpected-challenge and an unexpected-strength for the same domain and year-level. This might indicate that students experienced inconsistent practice or that practice was consistent but it was not sufficiently targeting the learning needs of different groups of students. To find the actual answer would again require deep consideration of your local data.

9.1 2019 AC Signals - Unexpected Challenges : Brompton Primary School

The table below shows (at most) the top 3 signals of Unexpected-Challenges in each domain and year level. Signals are displayed at the lowest possible level of the Australian Curriculum (AC Code, Sub-Strand Row, Sub-Strand or Strand).

Reading	Year 3	*
	Year 5	*
	Year 7	*
Numeracy	Year 3	*
	Year 5	*
	Year 7	*

* If there are no sufficiently reliable signals of Unexpected-Challenges at any level of the Australian Curriculum, a blank cell is displayed.

9.2 2019 AC Signals - Unexpected Strengths : Brompton Primary School

The table below shows (at most) the top 3 signals of Unexpected-Strengths in each domain and year level. Signals are displayed at the lowest possible level of the Australian Curriculum (AC Code, Sub-Strand Row, Sub-Strand or Strand).

Reading	Year 3	Sub-Strand-Row:Comprehension strategies, Sub-Strand:Interpreting, analysing, evaluation, Strand:Literacy
	Year 5	Sub-Strand-Row:Comprehension strategies, Sub-Strand:Interpreting, analysing, evaluation, Strand:Literacy
	Year 7	ACELY1723 (Year 7 content) Sub-Strand-Row:Comprehension strategies, Sub-Strand:Interpreting, analysing, evaluation, Strand:Literacy
Numeracy	Year 3	Sub-Strand:Number and place value, Strand:Number and algebra
	Year 5	Strand:Number and algebra
	Year 7	Strand:Number and algebra
		Strand:Measurement and geometry

* If there are no sufficiently reliable signals of Unexpected-Strengths at any level of the Australian Curriculum, a blank cell is displayed.

9.3 Methodology for school-level signals

Unlike the performance data presented earlier in this report, the signals about AC content in this section are not presented in a way that focusses attention on individual student performance. This is because:

- each item is exposed to fewer students in a class (making the ‘percentage-correct’ less straightforward to interpret);
- items answered do not necessarily reflect all parts of the Australian Curriculum; and
- the lack of item visibility prevents analysis of item performance (we cannot see the actual question each student responded to so we cannot undertake any distractor / misconception analysis).

To determine whether there are any reliable signals of relative ‘unexpected-strengths’ or ‘unexpected-challenges’, we start by identifying items where sufficiently large numbers of student-responses are ‘unexpectedly-correct’ (strengths) or ‘unexpectedly-wrong’ (challenges). This is done by counting the number of student-responses (instances) where:

- the item difficulty is 30 scale points higher than the student’s scale score and the student got it correct – this is counted as a **potential** unexpected-strength;
- the item difficulty is 30 scale points lower than the student’s scale score and the student got it incorrect – this is counted as a **potential** unexpected-challenge;

An area of the Australian Curriculum will only be highlighted at the school-level if:

- there are more than 30 instances of either potential unexpected-strength or of potential unexpected-challenge, **and**
- the number of students contributing to that count of instances form at least 25% of all of the tested students in that domain and year level at your school.

If there are not enough instances at the AC code level, we then look at the AC sub-strand (or thread) level to see if there are any sufficiently reliable signals there. If there are not, we then look at the AC strand level. If there are still not enough instances at the AC strand level, then we simply say there are no signals below the NAPLAN domain level that indicate a systematic and systemic unexpected strength or challenge.