

School Excellence Framework: Student Attainment (excluding girls)

School: Hopewood Boys High School

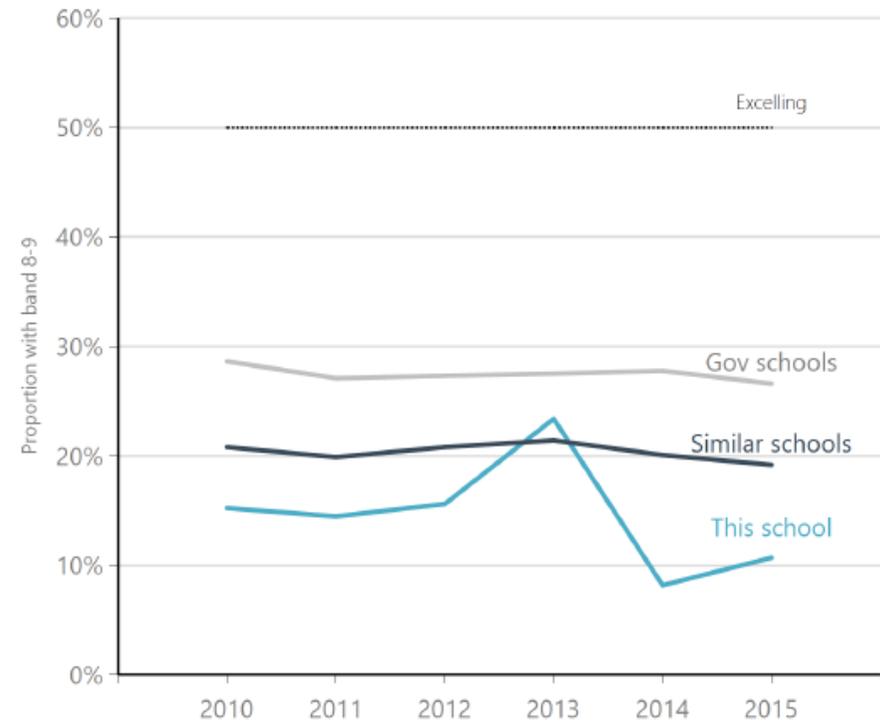
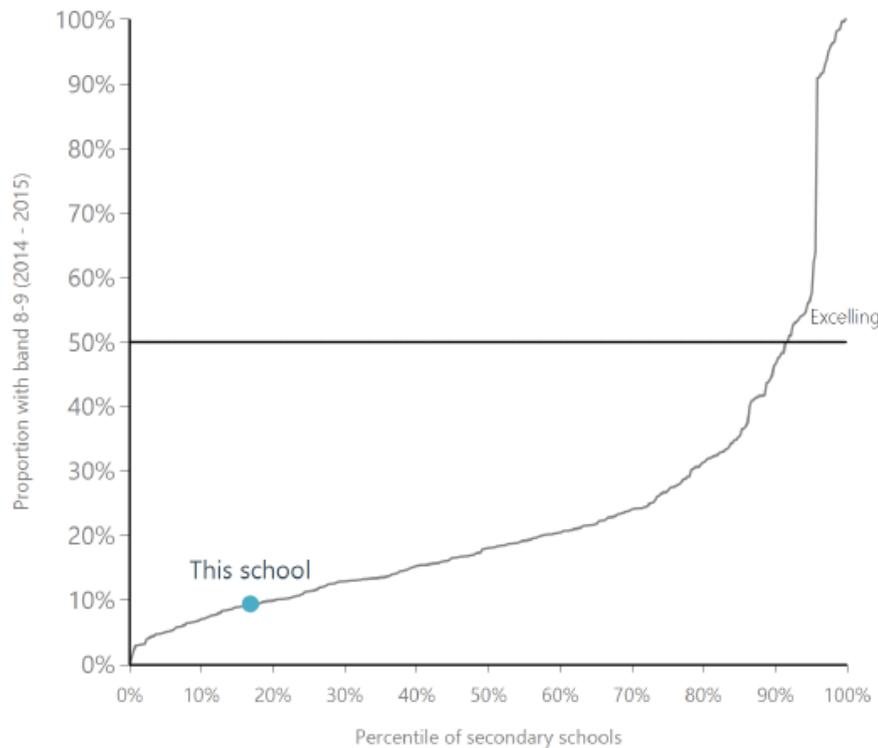
Key quantitative measure: Proportion of students in top two NAPLAN bands at Year 7 (Reading and Numeracy)

This school (2014-2015): **9%**

Similar schools: 20%

Sample size for your school: 29

This measure represents the proportion of all students undertaking the NAPLAN Reading and Numeracy assessments at your school who received results in the top two bands in Year 7. This measure excludes absent, exempt, or withdrawn students.



Show breakdown by Reading and Numeracy.

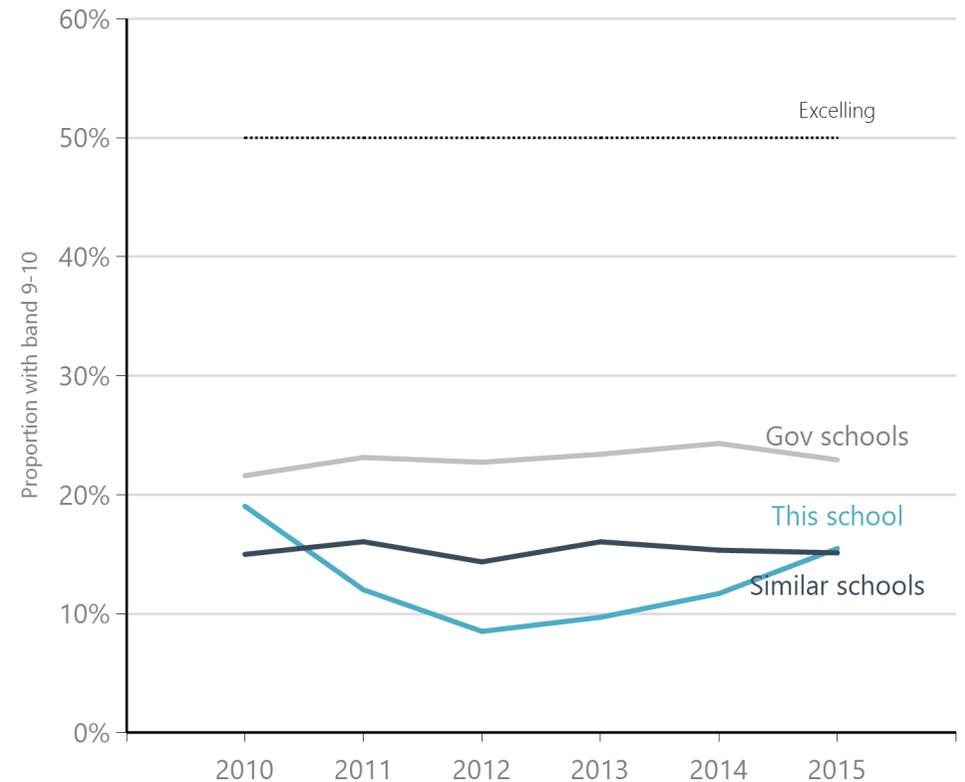
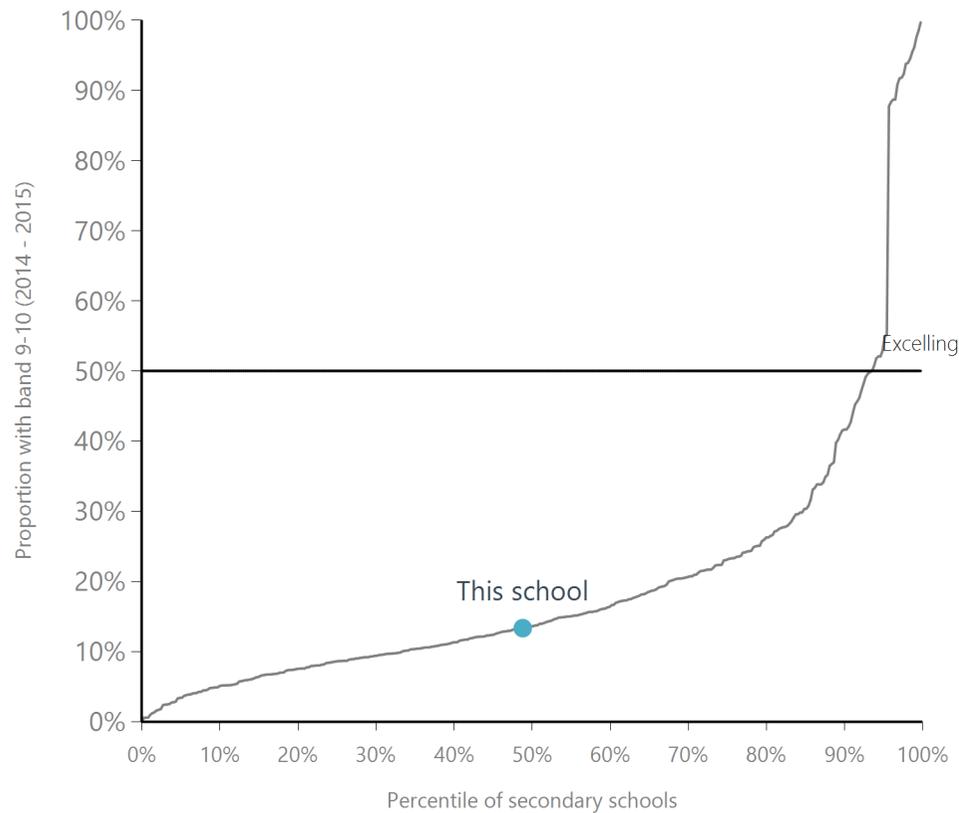
Key quantitative measure: Proportion of students in top two NAPLAN bands at Year 9 (Reading and Numeracy)

This school (2014-2015): **13%**

Similar schools: 15%

Sample size for your school: 41

This measure represents the proportion of all students undertaking the NAPLAN Reading and Numeracy assessments at your school who received results in the top two bands in Year 9. This measure excludes absent, exempt, or withdrawn students.



Show breakdown by Reading and Numeracy.

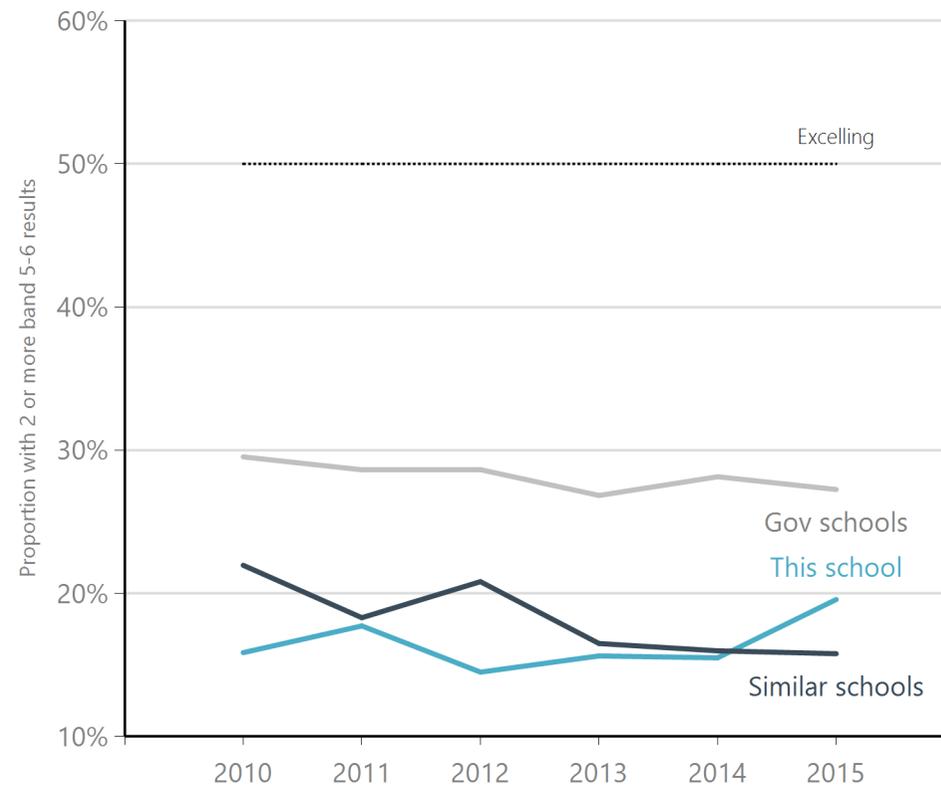
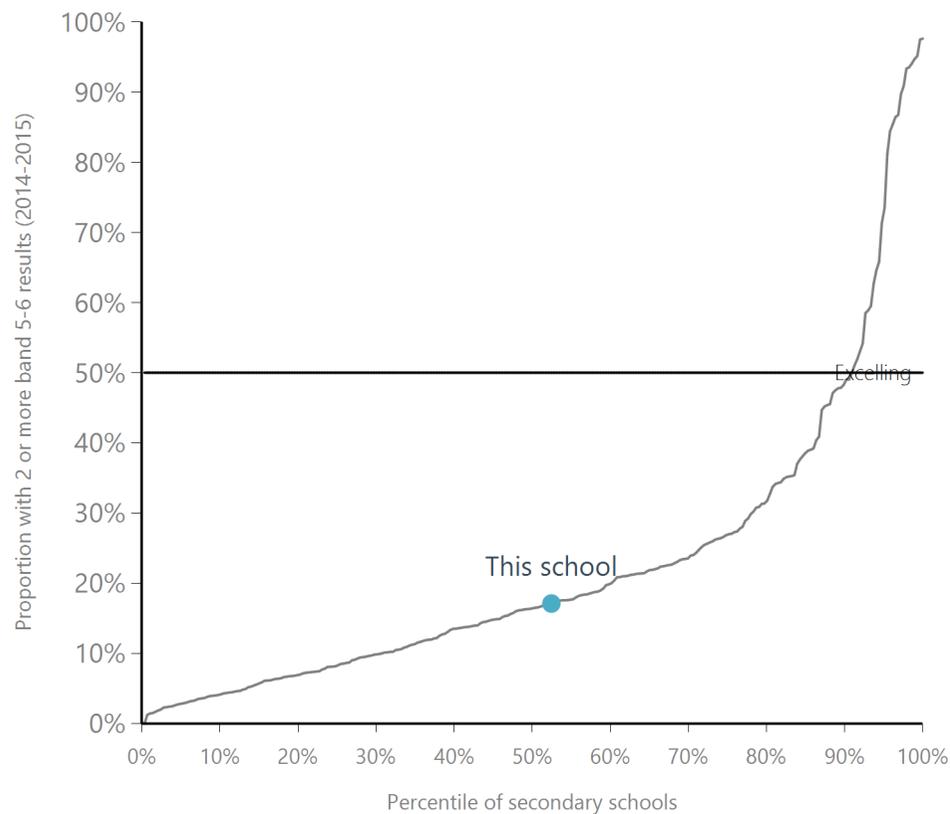
Key quantitative measure: Proportion of HSC students with at least two Band 5-6 results

This school (2014-2015): **17%**

Similar schools: 16%

Sample size for your school: 59

This measure represents the proportion of Year 12 students undertaking the HSC at your school who had at least two results in the top two bands.



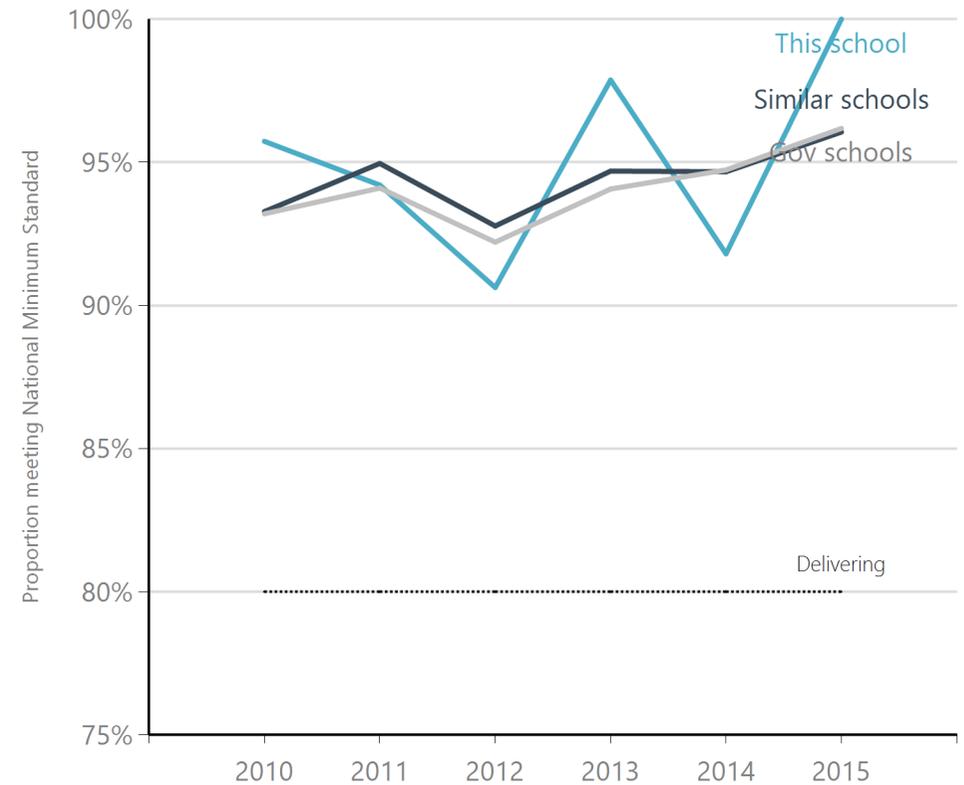
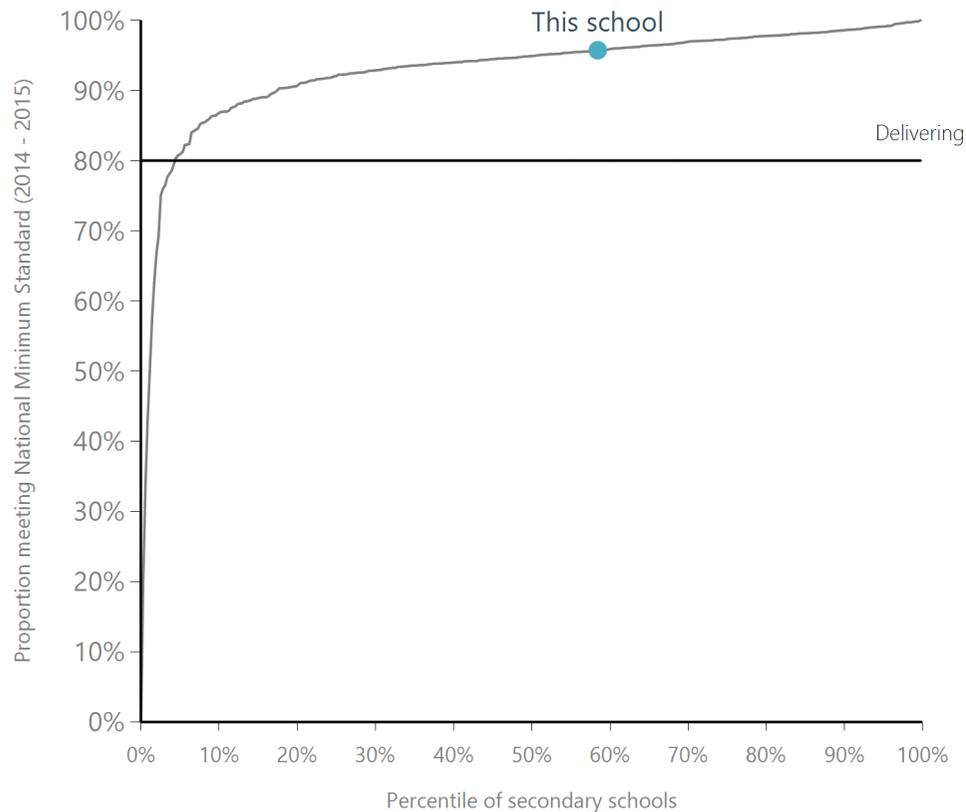
Additional information: Proportion at or above National Minimum Standard in Year 7 NAPLAN (Reading and Numeracy)

This school (2014-2015): **96%**

Similar schools: 95%

Sample size for your school: 29

This measure represents the proportion of all students undertaking the NAPLAN Reading and Numeracy assessments at your school who were at or above the National Minimum Standard. This measure excludes absent, exempt, or withdrawn students.



Show breakdown by Reading and Numeracy.

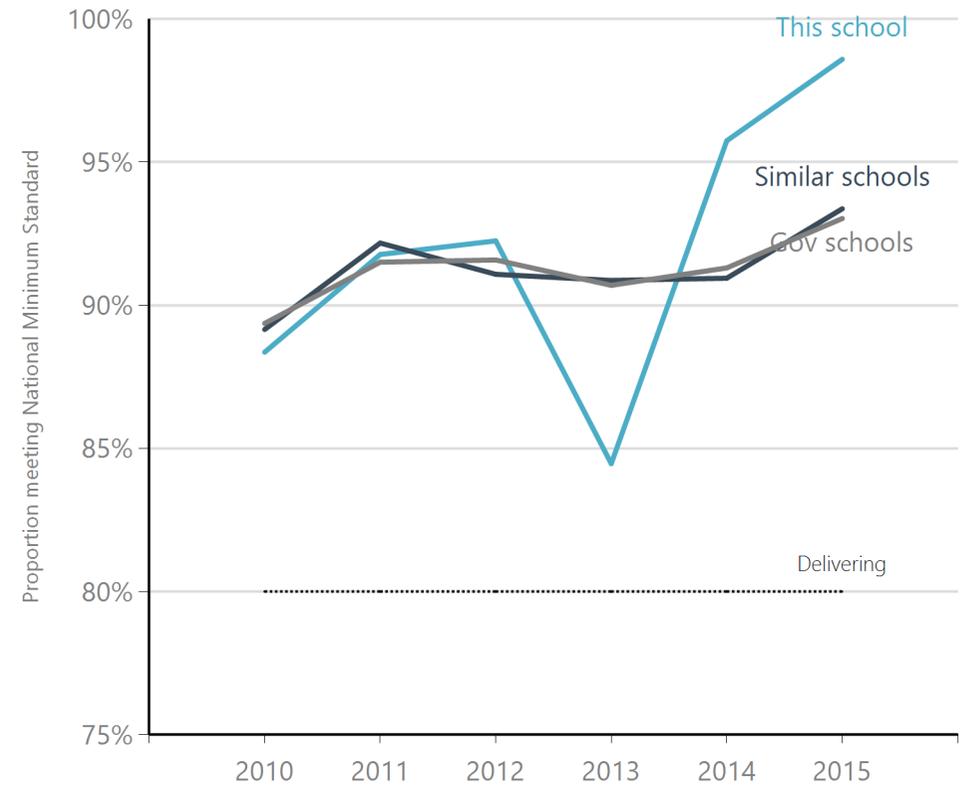
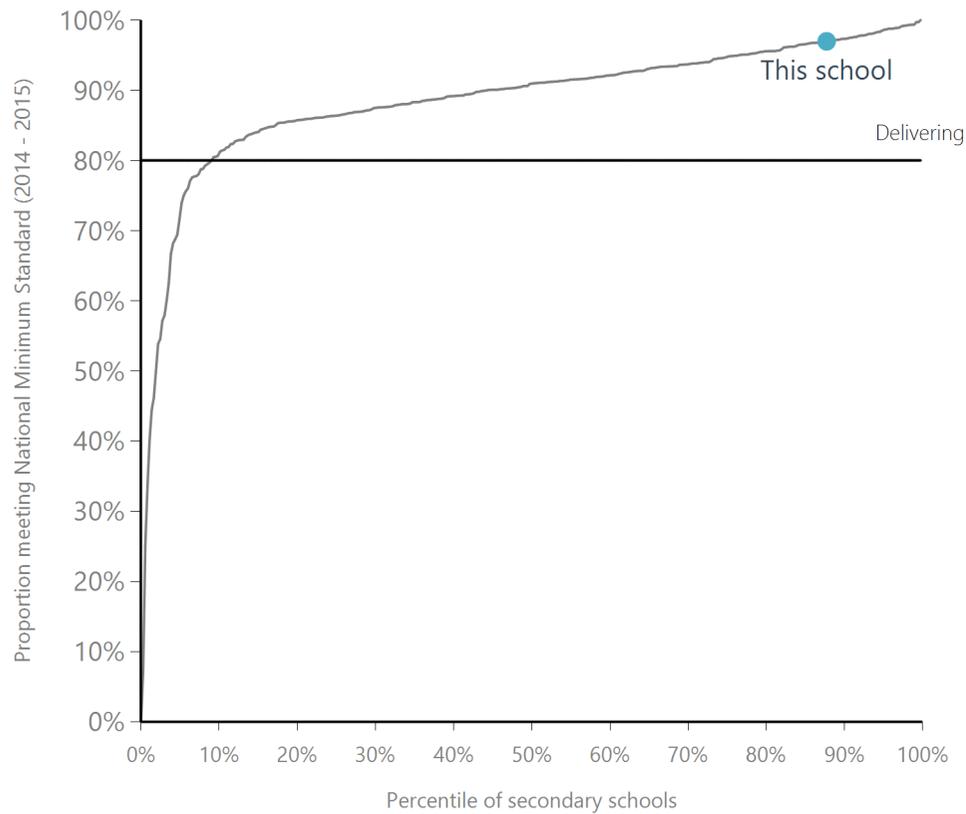
Key quantitative measure: Proportion at or above National Minimum Standard in Year 9 NAPLAN (Reading and Numeracy)

This school (2014-2015): **97%**

Similar schools: 92%

Sample size for your school: 41

This measure represents the proportion of all students undertaking the NAPLAN Reading and Numeracy assessments at your school who were at or above the National Minimum Standard. This measure excludes absent, exempt, or withdrawn students.



Show breakdown by Reading and Numeracy.

Student Attainment: Information about this report

Report purpose

This report displays some information about the performance of students in your school. The overarching objective of school planning and improvement is to improve student learning outcomes. You are encouraged to look at the measures in this report alongside other measures of student performance and growth, such as value-added data, information on SMART, or internal measures within your school.

Some of the measures in this report are key quantitative measures as referred to in the School Excellence Framework. This means that they are particularly important within the School Excellence Framework. Other measures in this report are additional information. These measures give contextual information that might be useful in your school planning process.

Key quantitative measures:

Proportion of students in top two NAPLAN bands (Yrs 3 and 5 – primary; Yrs 7 and 9 – secondary)

This measure calculates the number of students who receive a result in the top two bands in NAPLAN assessments, as a proportion of all students. The measure is an average of the Reading and Numeracy assessments.

Proportion of tracked students in top two NAPLAN bands at Year 7 (Primary schools only)

This measure tracks students that previously attended your primary school through to Year 7. The measure calculates the number of students who receive at least a Band 8 result in Year 7 NAPLAN Reading and Numeracy assessments, as a proportion of all tracked students. The measure tracks students within the NSW government system. It does not track students moving to non-government schools. An indication of the proportion of a school's students that were not tracked in Year 7 is in the Contextual Information Report.

Proportion at or above the National Minimum Standard in NAPLAN Reading and Numeracy (Yr 5 – primary; Yr 9 – secondary)

This measure indicates the proportion of students at your school that are meeting or exceeding the agreed National Minimum Standard in the Reading and Numeracy NAPLAN domains. Educational research suggests that these basic skills serve as the 'building blocks' for learning, and that students may find it difficult to progress in school if they have not mastered key components of literacy and numeracy.

Proportion of students with 2+ Band 5-6 results at HSC (Secondary schools only)

This measure indicates the proportion of students at your school who obtained at least two HSC results in the top two bands. Higher School Certificate (HSC) outcomes are the most important enabler for maximising post-school options for students. If students can demonstrate their ability before they leave school, they are more likely to achieve success in further education or in employment. This measure currently excludes results in extension units. However, including E3 and E4 results in the definition of this measure does not substantively change the outcomes for any school.

Business questions

To what extent is my school supporting students to achieve highly?

All reports show the proportion of students who receive a result in the top two bands in NAPLAN assessments. The primary school report also shows the proportion of students who undertook Year 5 NAPLAN at your school (and could be tracked to Year 7) and who received results in the top two NAPLAN bands in Year 7. The secondary school report shows the proportion of HSC students at your school who had at least two results in Bands 5-6.

To what extent is my school ensuring all students meet the NAPLAN National Minimum Standard?

The graphs on the left on the first two pages indicate the proportion of students who undertook the NAPLAN Reading and Numeracy assessments at your school and were at or above the National Minimum Standard.

How does the performance of students at my school compare to students in statistically similar schools?

The result for your school ('this school') is reported under each measure, as well as the result for the group of schools that are most similar to yours. To improve reliability, the reported results are calculated using the last two years' data.

How does the performance of students at my school compare to students at all government schools?

The graph on the left shows how your school compares to all government schools, on the basis of the last two years' data.

How has the performance of students at my school changed over time?

The graph on the right shows how this measure has been changing in your school over time. In this graph, results are based on single year data.

[BI only] Do my students perform differently in Reading and Numeracy?

Many of the measures in this report use an average of Reading and Numeracy results. Results in Reading and Numeracy are the most stable NAPLAN domains and are highly correlated. However, students at your school might perform differently in these domains. In BI, click the + below the graphs for each measure to examine each domain separately.

[BI only] How does performance differ between groups of students in my school?

In the panel to the right of the report in BI, there are options to filter some of the measures by student characteristic (SES quartile, gender, Aboriginality or language background other than English). This may be useful to determine whether some groups of students in your school face particular challenges. When filtering by student characteristic, the state and statistically similar schools comparison will be similarly filtered. Be cautious in interpreting the information if your filtering means you are looking at small subgroups of students.

How does my school compare with the thresholds identified in the SEF?

Where the SEF specifies an achievement threshold, this is indicated and labelled on the graphs in the report. Thresholds have been identified on the basis of observable patterns in the data.

What if my school has a small sample size?

The sample size is indicative of the number of students that make up the measure for your school annually*. If the sample size is small, then large year-to-year changes might not reflect actual trends in the school, but rather be a result of random variation.

Why can't I see a result for my school?

If the measure in your school is made up of an average of five or fewer students per year, there is a higher chance the measure is unreliable. In this case, the measure is not reported (N/R) and a comparison is not made to other schools (no dot appears on the left-hand graph).

* All NAPLAN measure calculations are based on individual student results for Reading and Numeracy over two years. Because the calculations involve two separate domains and two separate years, the total number of results is divided by four to give an indicative number of students making up the measure annually. For the HSC measure, there is only one outcome (domain) of interest – whether or not a student attained 2+ Band 5/6 results. Because the measure is based on two years' data, the total number of results is divided by two to give an indicative number of students making up the measure annually.

Note: The BI system includes student performance data only for those students for whom an enrolment record can be linked to ERN. Other reporting systems which do not require this link (e.g. SMART) may report small numbers of students not captured in BI. As a consequence, small differences may be seen in aggregations reported in BI and other systems (e.g. % at or above NMS).

Note: For an explanation of why these measures have been chosen and how they fit into the School Excellence Framework, see the 'Overview of quantitative measures reports' here: <https://detwww.det.nsw.edu.au/media/downloads/cese/quantitative.pdf>.

For assistance interpreting your report, see annotated examples of the primary school reports here:

https://detwww.det.nsw.edu.au/media/downloads/cese/annotated_pri.pdf

And annotated examples of the secondary school reports here: https://detwww.det.nsw.edu.au/media/downloads/cese/annotated_high.pdf