Hopewood Boys High School is a low-SES, metropolitan, boys-only secondary school. The school is substantially smaller than the average secondary school. More than 80 per cent of students come from a language background other than English, representing more than 35 different language backgrounds. About half of the schools in the similar school group (in the school’s SMART and School Excellence Framework data reports) are located in provincial areas and a small number (3%) are partially selective.

The school’s strategic directions for 2015-2017 are:

- Improving student wellbeing, engagement, and behaviour
- Strengthening community partnerships to improve students’ post-school transitions
- Increasing teacher quality

Domain: Learning
Element: Student performance measures

Statement of Excellence
In schools that excel, students consistently perform at high levels on external and internal school performance measures.
What are the practices in our school that support school performance?

The school uses assessment data such as NAPLAN to monitor achievements and gaps in student learning to inform planning for particular student groups. Where students are identified as being in need of having literacy support, a number of resources are used to improve student outcomes, including: the Learning and Support Team, teacher support, external agencies and internally funded programs such as QuickSmart, a targeted program for reading.

The school asks all parents of Year 10 students to participate in a panel interview process with their son, the Year Advisor, the Careers Advisor and the Deputy Principal to create a pathway plan from Year 10 to Year 11. School reports and classroom performance data are used along with student goals to develop a curriculum plan or an alternative educational or work pathway for each student.

Where will we find the evidence of impact? What data will we use?

External performance data

The school participates in, and regularly analyses data from, the NAPLAN and HSC assessments. This data is accessed through both SMART reports and the School Excellence Framework data reports. This data can be compared to performance of the state and of similar schools.

Internal performance data

The school reports on student achievement across all Key Learning Areas using the A-E reporting scale. The gradings awarded in the reporting cycles are based on student assessment data within each KLA. In addition, the school tracks and analyses NCCD annual data.

Sources of data analysed

SEF data reports:
- Contextual Information
- Value-Added
- Attainment

SMART data:
- Standards table
- Percentage in Bands
- Trend Data
- Student Growth
- A-E report data
- A-E ROSA

Other sources of data that could be used

A-E report data (for NAPLAN and non-NAPLAN years)

Trends in captured formative testing data

Other standardised tests:
- ACER PAT
- MultiLit
- STARS
- VALID

SEF data reports: Attainment of Equity Groups

When we analyse our data what does it tell us?

The school’s analysis tells it:

Performance in Year 7:
- Students in Year 7 are underperforming, with 9 per cent of students in the top two bands in NAPLAN and between 30 and 60 per cent at or below the National Minimum Standard.
- Looking at performance bands and mean scores, students in this school perform lower than students in similar schools and the state average. This is the case across all NAPLAN domains, but is most pronounced in Reading and Writing.
- As NAPLAN assessments are undertaken in May of each year, these results indicate that students tend to arrive in this school performing at a lower rate than their peers in similar schools.

Performance in Year 9:
- About 13 per cent of students achieve in the top two bands in Year 9, which is comparable to the similar schools group.
- The school has moved from significantly below average VA 7-9 to a VA category of Sustaining and Growing in the last two years.
- The school has experienced a large (20-point) increase in mean Year 9 Reading scores in the latest year, and now outperforms the similar school group.
- Year 9 Reading has 40 per cent of students represented in Band 8 (the third-highest NAPLAN band), representing an improvement from Year 7.
- Most students are achieving expected Reading growth from Years 7 to 9, and the students who are not tend to start off with higher Year 7 scores.
The school has experienced a very large (40-point) increase in mean Year 9 Numeracy scores over the last two years, and now outperforms the similar schools group and the state average.

Almost 95 per cent of students achieve expected Numeracy growth from Years 7 to 9.

In 2015, more than 20 per cent of Year 9 students were below the National Minimum Standard in Writing, and an additional 40 per cent were at the Minimum Standard.

Almost all of the higher performing students in Year 7 Writing are demonstrating negative growth in this domain between Years 7 and 9.

Performance in Year 12:

About 17 per cent of students receive at least two Band 5-6 results in the HSC, which is less than similar schools and the state average, with no clear trend over time.

If girls are excluded from the similar schools group and state average (through the BI site), the school achieves above the similar school group, though is still below the state average.

VA 9-12 scores are slightly below average, with a VA category of Delivering.

Performance on internal measures:

When internal sources were analysed (A-E/ROSA) the school was unable to identify any consistent patterns. They identified inconsistencies in the data which they considered resulted from a lack of consistent school-wide practices around assessment.

The school’s analysis shows that it is very effective at taking underperforming students in Year 7 and improving their outcomes by Year 9. This is particularly evident in Numeracy. However, a large number of students are not meeting the National Minimum Standard in Year 9 Writing, and high performing students tend to show declines in Writing between Year 7 and Year 9. Additionally, the gains in Reading and Numeracy seen between Years 7 and 9 do not seem to be sustained to the same extent to Year 12. The schools internal measures were unable to provide consistent ways to determine the achievement or growth in student performance across KLAs over time.

What can we reasonably conclude about our school?
(Making judgements using the School Excellence Framework)

School Excellence Framework: Student Performance Measures

**Delivering**

The school achieves value-added results.

Students are at or above national minimum standards on external performance measures.

Students are showing expected growth on internal performance measures.

**Sustaining & Growing**

The school achieves good value-added results and/or

Around 20 percent of students achieve at high levels of performance on external performance measures.

Students are showing higher than expected growth on internal school performance measures.

**Excelling**

The school achieves excellent value-added results, and/or

Most of its students achieve at high levels of performance on external performance measures.

Performance for equity groups within a school is comparable to the performance of all students in the school.

What is this school Delivering?

The school is achieving exceptional student growth in some areas such as Numeracy, but this is not sustained across all Stages or Key Learning Areas (KLAs). Apart from the Writing domain, almost all students achieve above National Minimum Standards in NAPLAN, and are experiencing expected growth or better than expected growth. However, performance in Years 9 and 12 (particularly the number of students in the top twobands) is not yet achieving the descriptors for Sustaining and Growing.

What does this school need to do to reach Sustaining and Growing?

To sustain and grow, the school needs to demonstrate that the exceptional growth experienced by some Stages and KLAs can be translated across the whole school, and can lead to similarly impressive Year 12 outcomes for students. Some areas of student performance require immediate attention and concerted effort to shift performance. Other areas may simply require time to continue to embed and further improve current practices, which are already demonstrating effectiveness.
What does the school need to do next?

In order to determine effective next steps in practice, the school should conduct further investigation. This may include analysis of internal performance data, NAPLAN item analysis using SMART, and discussion with teachers and the school community. Specific questions this investigation could address include:

- Why are we achieving such exceptional growth in Numeracy from Year 7 to Year 9?
- How do the practices between Years 7 and 9 differ from those between Years 9 and 12?
- Why are so many of our students going backwards in Writing between Years 7 and 9 (but not in other domains)?

Planning for the future – what do we need to do next?

Strengthening Practice

- Undertake classroom observation and collaboration between teachers to determine what is leading to the observed successes, and how to replicate those across the rest of the school.
- Increase the targeted support provided to students with an identified need in Writing, and consider whole-school initiatives to maintain continued growth engagement in higher ability students.
- The school might consider explicitly nominating increased learning outcomes (particularly in Reading and Writing) as a strategic direction for the school in future school plans.

Strengthening Evidence

- Further capture internal student performance data, especially for non-NAPLAN years and for KLAs not covered by NAPLAN.
- Analyse the already-identified issues using more granular data to determine root causes – for example, item-level NAPLAN analysis, or subject-specific HSC results.
- The school should also consider developing strengthened assessment practices including assessment rubrics, VET competency achievement, literacy and numeracy continuums.

To develop student performance, schools could consider the following:

**Practices**

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<thead>
<tr>
<th>Improving classroom practice</th>
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<tr>
<td>Formative assessment practices</td>
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<td>Leading Assessment (Leadership Pathways)</td>
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**Evaluation**

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<th>SEF data reports how-to</th>
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<td>Video capture</td>
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<td>Teacher Peer Observation</td>
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Sharing evidence of practice

Hopewood Boys High School asked teachers to analyse NAPLAN and HSC data for their faculty, and present to staff during a professional learning session. This analysis was combined with evidence from an external consultant, student focus groups, staff interviews, and parent surveys to allow staff to form the strategic directions in the School Plan.

The key results from this analysis of student performance data were summarised for the community in the Annual School Report. This analysis was linked particularly to the third strategic direction (increasing teacher quality and high expectations for students). A summary of the analysis was also presented to the External Validation panel as part of the school’s School Excellence Framework External Validation process.