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| **Victoria's Performance Reporting for SSNPs Annual Report (Low SES and Literacy & Numeracy NP schools)** | | | | | | | | | |  |  |  |  |
| Victoria has agreed with DEEWR that it will provide a single Annual Report on its Smarter School National Partnerships. In line with that agreement and consistent with existing reporting arrangements against rewards targets under the SSNP Literacy and Numeracy NP for 2011 (Victoria has an integrated approach across SSNPs), NAPLAN performance information is provided on both Low SES and Literacy and Numeracy National Partnership Schools.  The NAPLAN performance information is provided for Years 3, 5, 7 and 9 on:  1. All students in all sectors:  (i). Students at or above minimum standard for Reading and Numeracy;  (ii). Students above minimum standard for Reading and Numeracy  (iii).Mean Scale Score for Reading and Numeracy  2. Indigenous students:  (i).Students at or above minimum standard Reading and Numeracy  Consistent with the current 2011 rewards targets reporting arrangements, the baseline year previously agreed with the DEEWR is 2009.   |  | | --- | |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |
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|  |  | **2009 NAPLAN Results for SSNP Schools** | | | | | | **2010 NAPLAN Results for SSNP Schools** | | | | | |
| **NAPLAN Measures** | **Year Level and Domain** | **Assessed Students 1** | **Exemptions 2** | **Absent 3** | **Withdrawn 3** | **NAPLAN Results** | **95% Confidence Intervals** | **Assessed Students 1** | **Exemptions 2** | **Absent 3** | **Withdrawn 3** | **NAPLAN Results** | **95% Confidence Intervals** |
| Students at or above minimum standard (ALL) (Reading and/or Numeracy) | Year 3 Reading | 12,454 | 563 | 576 | 272 | 92.3% | 0.83% point | 11,772 | 535 | 564 | 467 | 91.5% | 0.82% point |
| Year 5 Reading | 12,669 | 506 | 625 | 220 | 89.2% | 0.92% point | 12,403 | 505 | 561 | 355 | 88.3% | ± 1.01% point |
| Year 7 Reading | 15,742 | 321 | 987 | 108 | 91.4% |  0.96% point | 15,100 | 299 | 928 | 172 | 92.9% | ± 0.88% point |
| Year 9 Reading | 15,673 | 314 | 1879 | 167 | 87.6% | 1.25% point | 15,176 | 372 | 1,879 | 283 | 86.9% | ± 1.31% point |
| Year 3 Numeracy | 12,370 | 559 | 663 | 269 | 90.2% | 0.93% point | 11,719 | 522 | 637 | 447 | 92.3% | ± 0.86% point |
| Year 5 Numeracy | 12,569 | 499 | 729 | 216 | 92.8% |  0.79% point | 12,382 | 498 | 593 | 345 | 92.3% | ± 0.84% point |
| Year 7 Numeracy | 15,682 | 322 | 1044 | 111 | 93.7% | 0.83% point | 15,033 | 300 | 998 | 172 | 94.1% | ± 0.81% point |
| Year 9 Numeracy | 15,667 | 315 | 1882 | 170 | 94.2% | 0.89% point | 15,207 | 360 | 1,840 | 296 | 90.9% | ± 1.09% point |
| Students above minimum  standard (ALL)  (Reading and/or Numeracy) | Year 3 Reading | 12,454 | 563 | 576 | 272 | 81.3% | 1.29% point | 11,772 | 535 | 564 | 467 | 80.6% | ± 1.22% point |
| Year 5 Reading | 12,669 | 506 | 625 | 220 | 73.6% | 1.39% point | 12,403 | 505 | 561 | 355 | 72.3% | ± 1.54% point |
| Year 7 Reading | 15,742 | 321 | 987 | 108 | 73.1% | 1.73% point | 15,100 | 299 | 928 | 172 | 74.3% | ± 1.70% point |
| Year 9 Reading | 15,673 | 314 | 1879 | 167 | 67.4% | 1.96% point | 15,176 | 372 | 1,879 | 283 | 61.6% | ± 2.14% point |
| Year 3 Numeracy | 12,370 | 559 | 663 | 269 | 76.6% | 1.33% point | 11,719 | 522 | 637 | 447 | 78.3% | ± 1.43% point |
| Year 5 Numeracy | 12,569 | 499 | 729 | 216 | 73.7% |  1.44% point | 12,382 | 498 | 593 | 345 | 77.7% | ± 1.39% point |
| Year 7 Numeracy | 15,682 | 322 | 1044 | 111 | 74.5% | 1.72% point | 15,033 | 300 | 998 | 172 | 75.6% | ± 1.75% point |
| Year 9 Numeracy | 15,667 | 315 | 1882 | 170 | 74.9% | 1.91% point | 15,207 | 360 | 1,840 | 296 | 69.9% | ± 2.06% point |
| Mean Scale Score (ALL) (Reading and/or Numeracy) | Year 3 Reading | 12,454 | 563 | 576 | 272 | 404.9 | ± 3.29 | 11,772 | 535 | 564 | 467 | 406.0 | ± 3.14 |
| Year 5 Reading | 12,669 | 506 | 625 | 220 | 482.7 | ± 2.91 | 12,403 | 505 | 561 | 355 | 479.5 | ± 2.91 |
| Year 7 Reading | 15,742 | 321 | 987 | 108 | 521.9 | ± 2.95 | 15,100 | 299 | 928 | 172 | 526.4 | ± 2.97 |
| Year 9 Reading | 15,673 | 314 | 1,879 | 167 | 561.1 | ± 3.17 | 15,176 | 372 | 1,879 | 283 | 556.7 | ± 3.11 |
| Year 3 Numeracy | 12,370 | 559 | 663 | 269 | 389.7 | ± 2.98 | 11,719 | 522 | 637 | 447 | 390.7 | ± 3.15 |
| Year 5 Numeracy | 12,569 | 499 | 729 | 216 | 477.1 | ± 2.77 | 12,382 | 498 | 593 | 345 | 484.0 | ± 2.88 |
| Year 7 Numeracy | 15,682 | 322 | 1,044 | 111 | 526.1 | ± 3.34 | 15,033 | 300 | 998 | 172 | 527.9 | ± 3.50 |
| Year 9 Numeracy | 15,667 | 315 | 1,882 | 170 | 572.2 | ± 3.50 | 15,207 | 360 | 1,840 | 296 | 568.6 | ± 3.52 |
| Students at or above minimum standard (INDIGENOUS) (Reading and/or Numeracy) | Year 3 Reading | 280 | 22 | 39 | 4 | 83.9% | 4.83% point | 294 | 22 | 45 | 22 | 82.0% | ± 4.77% point |
| Year 5 Reading | 310 | 22 | 32 | 4 | 79.0% | 4.97% point | 298 | 17 | 31 | 15 | 74.8% | ± 5.63% point |
| Year 7 Reading | 322 | 11 | 38 | 2 | 79.8% | 4.58% point | 309 | 12 | 55 | 2 | 86.1% | ± 3.98% point |
| Year 9 Reading | 271 | 11 | 114 | 2 | 77.5% | 5.92% point | 266 | 11 | 123 | 10 | 73.3% | ± 5.32% point |
| Year 3 Numeracy | 280 | 21 | 38 | 5 | 82.1% | 4.78% point | 294 | 21 | 45 | 22 | 83.0% | ± 4.69% point |
| Year 5 Numeracy | 296 | 22 | 47 | 3 | 85.8% | 4.15% point | 297 | 17 | 31 | 16 | 85.2% | ± 3.94% point |
| Year 7 Numeracy | 335 | 11 | 56 | 1 | 82.1% | 4.62% point | 301 | 12 | 64 | 1 | 84.4% | ± 4.71% point |
| Year 9 Numeracy | 278 | 12 | 106 | 3 | 85.6% | 5.91% point | 278 | 11 | 110 | 11 | 80.2% | ± 4.69% point |
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| 1. Assessed students include all students who attempt the test, including exempt students. 2. Students who qualify for exemption and do not submit a test attempted under test conditions are considered as assessed students. 3. Absent or Withdrawn students should not be counted as part of the cohort of assessed students. 4. These preliminary results were based upon a first cut of NAPLAN data - a final cut of NAPLAN data has been included in Column H.  Explanatory statement: Students’ scaled scores are used for the calculations of NAPLAN results.  In accordance with the NAPLAN reporting protocols, exempt students are counted as part of the cohort of assessed students.  Exempt students are deemed not to have met the national minimum standard. They are included in the denominator for the calculations of “percentage of students at or above the national minimum standard” and “percentage of students above the national minimum standard”.  Exempt students are not included in the calculation of the mean score for the year level and domain. | | | | | | | | | | | |  |  |
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