

School Performance Report

Coober Pedy Area School

August 2017 v1.0

Partnership: Far North

Portfolio: Whyalla

School Number: 0920

Document Control

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**Government
of South Australia**

Department for Education
and Child Development

Release Notes

This is the second release of the 2017 School Performance Report. It has been updated to include the 2017 NAPLAN results, and a number of minor fixes.

Changes to this version of the School Performance Report:

- NAPLAN 2017 data has now been incorporated, including:
 - SEA measures
 - Higher Bands
 - Higher Bands Retention
 - Comparative Results
- Minor wording and format changes to various sections based on feedback from the last release.
- Note that Running Records has not been updated from the last release. BI is aware of several sites that have raised issues with past Running Records data. Work to capture these historic corrections is progressing and intended to be completed in time for the next release of performance reports.
- SACE 2016 data is still provisional and unchanged from the last release of this report.
- Attendance data is unchanged from the previous release, and will be updated in the new year.

Amalgamations

Where applicable, this report contains results from schools which have been amalgamated into current schools since 2008. No schools were amalgamated into Coober Pedy Area School (920).

Release Schedule

The following reports are supplementary to this edition of the School Performance Report. Approximate release dates are provided for planning purposes.

	Description	Approximate Release Date
Individual Student Report (updated)	A spreadsheet providing test results for each student enrolled at your school, by year level. This is intended to provide further detail in relation to students demonstrating achievement, and to assist sites when setting their site-specific targets.	This will be released after the Term 3 2017 enrolment census data is available, using updated enrolment information. This is expected to be by term 4 2017.
School Context Report (updated)	A report providing other school and community data that assists in understanding school performance such as student enrolment, demography, behaviour management, human resources, finance and wellbeing data.	Term 1 2018.

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Introduction

Purpose and scope of this report

This report has been developed to support both the Site Improvement Planning process and the DECD Performance Review process.

It has been designed to allow for monitoring and planning for improvement in performance against the DECD Standard of Educational Achievement (SEA) and relevant DECD strategic objectives and targets.

The report has therefore been structured into three parts:

- **School Summary of Performance Measures** – an overview of your school's most recent performance, as measured against the achievement expectations associated with the DECD SEA and relevant DECD strategic objectives and targets. It only contains measures able to be analysed across the whole of the DECD 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:
 - **DECD SEA measures**
 - **DECD SEA supplementary measures**
 - **DECD strategic objectives and targets.**
- **Supplementary Planning Information** – This is a new section, and has graphs and tables showing your school's results compared to the results for students with similar characteristics from across the DECD 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.

How to use this report

In line with the stated purpose (above) the report should be used firstly as a monitoring tool, through which you can get an assessment of your school's relative strengths and weaknesses. To this end the overview provided in the School Summary of Performance Measures allows you to identify those areas of most interest due to both the absolute level of your school's results and whether your site has been assessed as having an improving, stable or declining performance.

Having identified an area of interest, reference can then be made to the historical and additional data breakdowns, contained in the relevant Performance Information section, which provide more detailed information to support you in analysing past performance and planning for performance improvement.

What is the DECD 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:

<i>Reception to Yr 2 students -</i>	Running Records.
<i>Yr 3, 5, 7 & 9 students -</i>	NAPLAN Proficiency Bands – Above the National Minimum Standard (NMS).

What are the relevant DECD strategic objectives?

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

- Increasing the percentage of students whose NAPLAN results demonstrate they achieve the DECD Standard of Educational Achievement for Reading and Numeracy. [\[2\]](#)
(Expected achievement under the DECD 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.)
- Attendance rates: Building on a culture of attendance – target of 93% by the end of 2014 and 95% by the end of 2016. [\[3\]](#)

[\[1\]](#) 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.

[\[3\]](#) As communicated in 12 July 2012 circular and confirmed in 5 April 2013 circular from Head of Sites to All Principals.

How is performance assessed?

Where explicit DECD 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). This is a fixed value and will not be revised until 2017 when the next strategic plan will be developed.

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:

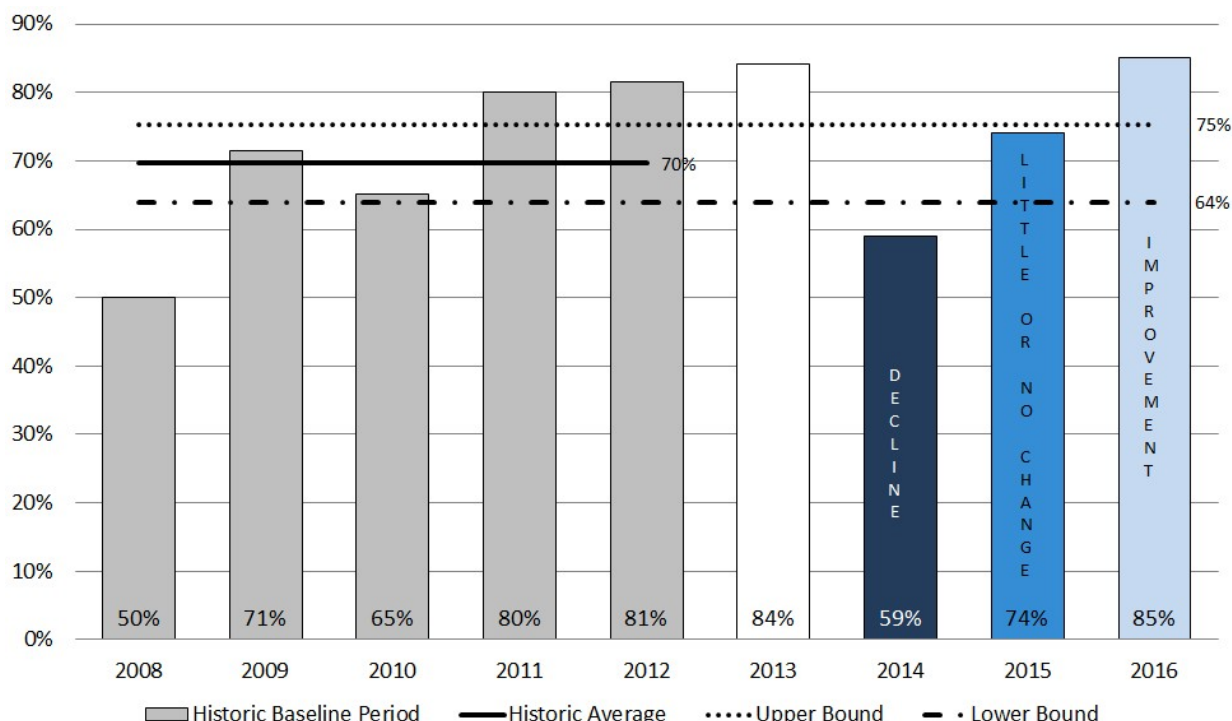
Performance Assessment Colouring Key:	Target not met/ Decline on Baseline	Little or no change	Met or exceeded target/ Improvement on Baseline	No assessment
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Example:

Annotated Graph showing Performance Assessment in the absence of a target

Percentage of non-exempt students that demonstrated the DECD SEA

Historic Baseline Average, Lower Bound, and Upper Bound



Explanation of key terms:

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

School Summary of Performance Measures (number basis):

Topic and measure		Year Level	Baseline Lower Bound	Baseline Upper Bound	Previous Result (2015)	Latest Result (2016)
DECD Standard of Educational Achievement (SEA) - Australian Curriculum						
SACE Grades - Number of grades that are C- or above for attempted SACE subjects		Stage 2	7.7	11.6	16 of 21	21 of 32
SACE Completion - Number of completers out of potential completers		Year 12	0.8	2.5	2 of 5	4 of 8
DECD SEA - Supplementary Measures						
Running Records - Number of students who demonstrated expected achievement (DECD SEA)	Reading	Year 1	9.4	11.3	6 of 23	4 of 19
		Year 2	10.2	11.8	11 of 21	9 of 25
NAPLAN - Number of students who demonstrated expected achievement (DECD SEA) NOTE: Latest year for NAPLAN is 2017.	Reading	Year 3	8.4	12.0	13 of 30	9 of 14
		Year 5	4.8	7.2	7 of 18	6 of 13
		Year 7	9.4	10.2	5 of 15	6 of 20
		Year 9	4.1	5.5	4 of 11	3 of 15
	Numeracy	Year 3	6.9	10.3	11 of 30	10 of 14
		Year 5	3.7	6.7	9 of 18	6 of 13
		Year 7	7.8	9.8	6 of 15	6 of 20
		Year 9	3.7	4.7	3 of 11	6 of 15
DECD Strategic Objectives and Targets						
NAPLAN - Number of Year 3 students who achieved in the Higher Bands NOTE: Latest year for NAPLAN is 2017.	Reading	Year 3	1.9	3.3	6 of 30	8 of 14
	Numeracy	Year 3	0.8	2.0	3 of 30	5 of 14
NAPLAN - Number of students who, having achieved in the Higher Bands in year 3, were retained in the Higher Bands in later years NOTE: Latest year for NAPLAN is 2017.	Reading	Year 5	0.4	0.9	2 of 2	3 of 3
		Year 7	0.0	0.0	0 of 0	1 of 1
		Year 9	n/a	n/a	0 of 1	1 of 1
	Numeracy	Year 5	0.1	0.6	0 of 0	0 of 0
		Year 7	0.0	0.0	0 of 0	0 of 0
		Year 9	n/a	n/a	0 of 0	1 of 1
SACE Grades - Number of "A" Grades for attempted Stage 2 SACE subjects		Stage 2	0.4	0.9	0 of 21	0 of 32
SACE Grades - Number of "B" Grades for attempted Stage 2 SACE subjects		Stage 2	2.9	5.8	6 of 21	5 of 32
SACE Grades - Number of "A" and "B" Grades for attempted Stage 2 SACE subjects		Stage 2	3.4	6.6	6 of 21	5 of 32

Performance Assessment: In cases where a target exists, the **Assessment** is based on whether the target has been achieved or not. In all other cases, the **Assessment** is based on how the **Result** compares to the **Baseline**.

The colour depicts the school's performance (whether a target has been met or performance has improved compared to the Baseline) as follows:

Performance Assessment Colouring Key:	Target not met/ Decline on Baseline	Little or no change	Met or exceeded target/ Improvement on Baseline	No assessment
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Where no target exists, the indicator will only show a change in performance if the most recent result varies from the historic average by at least 0.5 of a standard deviation. Refer to the Performance Definitions, Criteria and Thresholds page for detailed definitions of the performance assessment rules.

School Summary of Performance Measures (percentage basis):

Topic and measure		Year Level	Baseline Lower Bound	Baseline Upper Bound	Previous Result (2015)	Latest Result (2016)	
DECD Standard of Educational Achievement (SEA) - Australian Curriculum							
SACE Grades - Percentage of grades that are "C-" or above for attempted SACE subjects		Stage 2	57.4%	67.6%	76.2%	65.6%	
SACE Completion - Percentage of completers out of potential completers		Year 12	75.0%	91.7%	40.0%	50.0%	
DECD SEA - Supplementary Measures							
Running Records - Percentage of students who demonstrated expected achievement (DECD SEA)	Reading	Year 1	32.7%	43.7%	26.1%	21.1%	
		Year 2	33.7%	45.8%	52.4%	36.0%	
NAPLAN - Percentage of students who demonstrated expected achievement (DECD SEA) NOTE: Latest year for NAPLAN is 2017.	Reading	Year 3	44.8%	58.0%	64.3%	42.3%	
		Year 5	30.0%	43.9%	46.2%	33.3%	
		Year 7	55.0%	59.6%	30.0%	47.8%	
		Year 9	32.3%	41.3%	20.0%	7.1%	
		Numeracy	Year 3	38.1%	46.1%	71.4%	34.6%
	Year 5		22.9%	39.7%	46.2%	37.5%	
	Year 7		45.6%	57.9%	30.0%	47.8%	
	Year 9		30.1%	33.5%	40.0%	7.1%	
	DECD Strategic Objectives and Targets						
	NAPLAN - Percentage of Year 3 students who achieved in the Higher Bands NOTE: Latest year for NAPLAN is 2017.	Reading	Year 3	10.1%	15.3%	57.1%	15.4%
Numeracy		Year 3	2.9%	7.5%	35.7%	19.2%	
NAPLAN - Percentage of students who, having achieved in the Higher Bands in year 3, were retained in the Higher Bands in later years NOTE: Latest year for NAPLAN is 2017.	Reading	Year 5	23.7%	65.2%	100.0%	100.0%	
		Year 7	0.0%	0.0%	100.0%	100.0%	
		Year 9	n/a	n/a	100.0%	n/a	
	Numeracy	Year 5	9.8%	56.9%	n/a	100.0%	
		Year 7	0.0%	0.0%	n/a	n/a	
		Year 9	n/a	n/a	100.0%	n/a	
SACE Grades - Number of "A" Grades for attempted Stage 2 SACE subjects		Stage 2	2.2%	4.8%	0.0%	0.0%	
SACE Grades - Number of "B" Grades for attempted Stage 2 SACE subjects		Stage 2	19.3%	27.9%	28.6%	15.6%	
SACE Grades - Number of "A" and "B" Grades for attempted Stage 2 SACE subjects		Stage 2	21.8%	32.4%	28.6%	15.6%	
Attendance - Percentage attendance rate averaged over 4 terms		All Years	n/a	n/a	72.8%	69.8%	
Performance Assessment: In cases where a target exists, the Assessment is based on whether the target has been achieved or not. In all other cases, the Assessment is based on how the Latest Result compares to the Baseline .							
The colour depicts the school’s performance (whether a target has been met or performance has improved compared to the Baseline) as follows:							
Performance Assessment Colouring Key:	Target not met/ Decline on Baseline	Little or no change		Met or exceeded target/ Improvement on Baseline	No assessment		
Where no target exists, the indicator will only show a change in performance if the most recent result varies from the historic average by at least 0.5 of a standard deviation. Refer to the Performance Definitions, Criteria and Thresholds page for detailed definitions of the performance assessment rules.							

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 Historic Period	Data Release schedule
DECD Standard of Educational Achievement (SEA) - Australian Curriculum				
SACE completion or equivalent - Percentage of grades that are 'C-' or above for SACE completers.	Stage 2	SACE Schools Data reports, Extracted December 2016.	2011 to 2013	Annually in December (preliminary), and May (final)
SACE completion or equivalent – Credit awarded for SACE Board recognised learning as a percentage of potential completers.	Stage 2	SACE Schools Data reports, Extracted December 2016.	2011 to 2013	Annually in December (preliminary), and May (final)
DECD Standard of Educational Achievement (SEA) - Supplementary Measures				
Running Records: Number of students who demonstrated expected achievement	Reception-n/a Year 1 Year 2	DECD special extract, Running Records administrators' data holdings, January 2017.	2011 to 2013	Annually (as at October Running Records collection)
NAPLAN: Number of students who demonstrated expected achievement (DECD SEA)	Year 3 Year 5 Year 7 Year 9	DECD special extract from NAPLAN SA TAA, July 2017	2008 to 2012	Annually in August (preliminary data) / December (final)
DECD strategic objectives				
Number of students achieving NAPLAN higher bands: Year 3 - NAPLAN bands 5 and 6	Year 3	DECD special extract from NAPLAN SA TAA, July 2017	2008 to 2012	Annually in August (preliminary data) / December (final)
Number of students who achieved higher bands in year 3, achieving NAPLAN higher bands in years 5, 7 and 9 ^[1] : Year 5 - NAPLAN bands 7 and 8 Year 7 - NAPLAN bands 8 and 9 Year 9 - NAPLAN bands 9 and 10	Year 5 Year 7 Year 9	DECD special extract from NAPLAN SA TAA, July 2017	Yr 5: 2010-12 Yr 7: 2012-13 Yr 9: n/a ^[4]	Annually in August (preliminary data) / December (final)
SACE Stage 2 Higher Grades				
Stage 2 - Number of SACE Stage 2 subjects completed with an "A" grade result achieved Stage 2 - Number of SACE Stage 2 subjects completed with a "B" grade result achieved Stage 2 - Number of SACE Stage 2 subjects completed with an "A" or "B" grade result achieved	Stage 2	SACE Board Data extract, December 2016.	2011 to 2013	Annually in December (preliminary), and May (final)
DECD targets				
Attendance of 93% by end of 2014 and 95% by end of 2016: The total number of whole day absences by the number of days that students were enrolled to attend in the school during each term. It is calculated for the 4 most recent terms.	All year levels	DECD special extract from Student Data Warehouse, January 2017	n/a	Annually (based on the student data warehouse in January).
TAA = Test Administration Authority (NAPLAN) ^[4] There is currently insufficient data in the time series of NAPLAN results to assess "Number of students who achieved higher bands in year 3, achieving NAPLAN higher bands in year 9"				
Target not met/ Decline	Little or no change		Met or exceeded target/ Improvement	
latest result < [historical baseline average - 0.5 * standard deviation]	latest result >= [historical baseline average - 0.5 * standard deviation] latest result <= [historical baseline average + 0.5 * standard deviation]		latest result > [historical baseline average + 0.5 * standard deviation]	

What are the counting rules for reporting NAPLAN data?

Students are considered to have demonstrated expected achievement under the DECD SEA if they achieve a score placing them in a proficiency band above the National Minimum Standard (NMS) band. Students who sat the test but achieved a score placing them in a proficiency band at or below the NMS, or were Absent or were Withdrawn are considered not to have demonstrated the expected achievement under the DECD SEA. Exempt students are not counted in the performance data.

1. DECD Standard of Educational Achievement

Australian Curriculum – Reception

DECD expected achievement:

Satisfactory or above achievement of the foundation standard in each learning area.

Target:

No explicit target.

Measurement description:

To be advised.

Historical and latest performance of your site.

Data not yet available.

2. DECD Standard of Educational Achievement

Australian Curriculum - Year 1 to Year 10

DECD expected achievement:

Achievement at grade "C-" or above in each learning area.

Target:

No explicit target.

Measurement description:

To be advised.

Historical and latest performance of your site:

Data not yet available.

3. DECD Standard of Educational Achievement

SACE

DECD expected achievement:

Expected achievement levels are documented in the DECD Standard of Educational Achievement (SEA). With regard to SACE, the expected achievements are as follows:

- Achievement at grade 'C-' or above in SACE subjects
- Credit awarded for SACE Board recognised learning

DECD strategic objective:

DECD Strategic Plan 2014 - 2017, Strategic Priority 1: "Higher standards of learning achievement".

Target:

No explicit DECD target exists, therefore performance assessment for your school is based on how the latest result compares to your baseline.

Measurement description:

1. The percentage of grades that are "C-" or above for attempted SACE subjects. Note that "C-", "C" and "C+" grades are considered "C" for the purposes of measuring DECD SEA.
2. SACE completers as a percentage of potential completers as at October of each year.

Performance of your school:

			Baseline lower bound	Baseline upper bound	2015 Result	2016 Result
Number Basis						
SACE Grades - Number of grades that are "C-" or above for attempted SACE subjects		Stage 2	7.7	11.6	16 of 21	21 of 32
SACE Completion - Number of completers out of potential completers		Year 12	0.8	2.5	2 of 5	4 of 8
Percentage Basis						
SACE Grades - Percentage of grades that are "C-" or above for attempted SACE subjects		Stage 2	57.4%	67.6%	76.2%	65.6%
SACE Completion - Percentage of completers out of potential completers		Year 12	75.0%	91.7%	40.0%	50.0%

Refer to the Performance Definitions, Criteria and Thresholds section regarding the construction of the bounds and the assessment of performance.

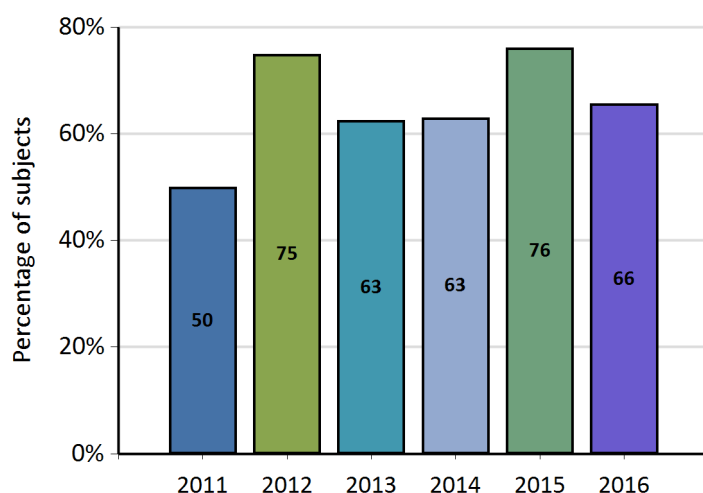
Note

The 2016 SACE results are based on preliminary data. Results based on the finalised data will be provided in the Term four 2017 release of the Partnership Schools Summary Report.

Graph 3.1 shows the percentage of grades that are "C-" or above for attempted SACE subjects. It can be used to determine how the latest performance result compares to those in previous years.

Graph 3.1

Percentage of grades that are "C-" or above for attempted SACE subjects
SACE DECD expected achievement
Coober Pedy Area School

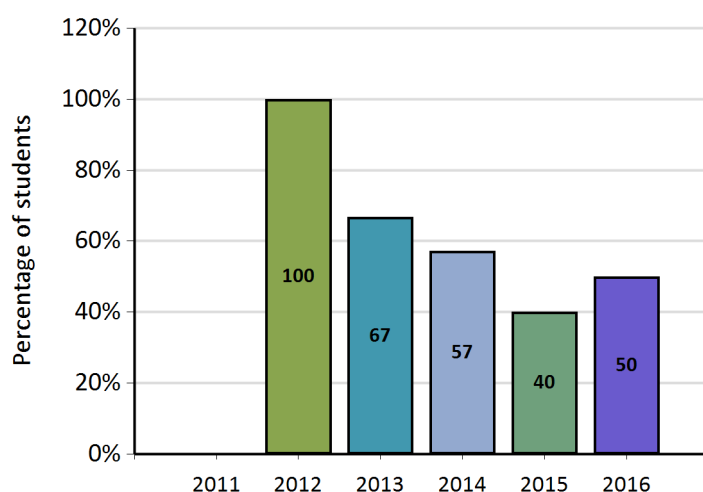


Data Source: SACE Board data extract, December 2016.

Graph 3.2 shows SACE completers as a percentage of potential completers. It can be used to determine how the latest performance result compares to those in previous years.

Graph 3.2

SACE completers as a percentage of potential completers
SACE DECD expected achievement
Coober Pedy Area School



Data Source: SACE Schools Data reports, Extracted December 2016.

Additional information:

Graph 3.1.1 shows the number of attempted SACE subjects by potential completers enrolled at your site (the number on top of each clear bar) and the number of grades "C-" or above that have been attained (the number inside each coloured bar).

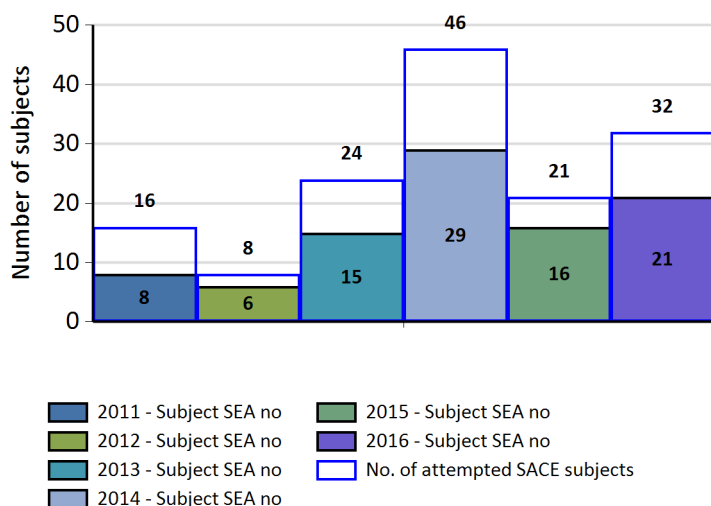
It has been provided to enable you to see the numbers underlying the percentages displayed in graph 3.1.

Graph 3.1.1

Number of attempted SACE subjects and the number of grades "C-" or above.

SACE DECD expected achievement

Coober Pedy Area School



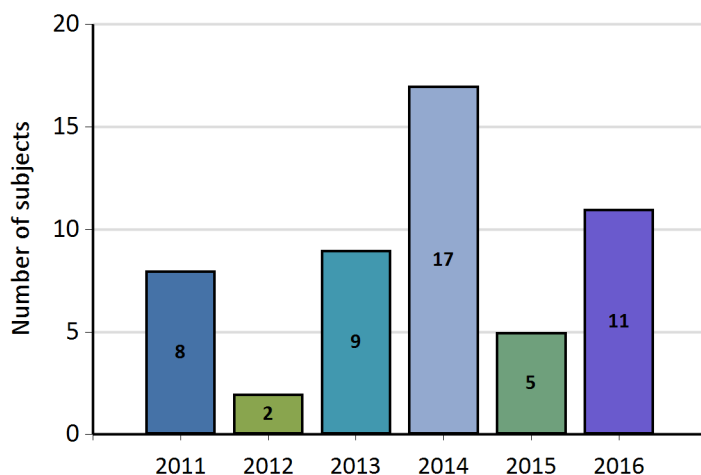
Data Source: SACE Board data extract, December 2016.

Graph 3.1.2

Number of attempted SACE subjects not resulting in 'C-' or above (DECD SEA)

SACE DECD expected achievement

Coober Pedy Area School



Data Source: SACE Board data extract, December 2016.

Graph 3.2.1 shows:

- The number of Year 12 students enrolled.
- The total number of SACE potential completers as at October each year.
- The total number of SACE completers.

It has been provided to enable you to see two things:

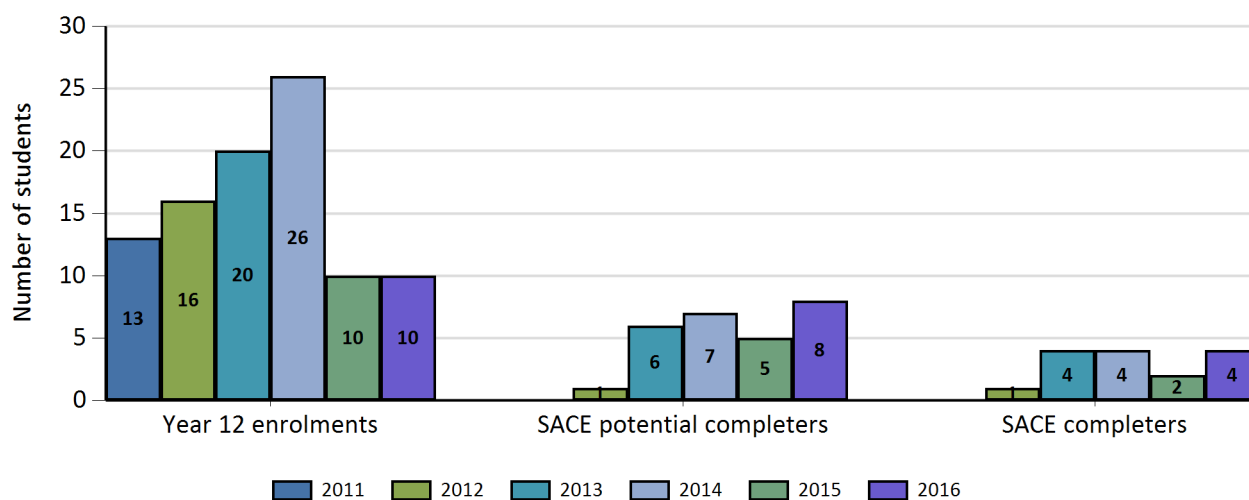
- The numbers underlying the percentages displayed in Graph 3.2 (SACE completers and SACE potential completers).
- How the number of potential completers compares to the number in the Year 12 cohort overall.

Graph 3.2.1

Number of Students in the Year 12 cohort, SACE potential completers and SACE completers

SACE completion

Coober Pedy Area School



Data Source: SACE Board data extract, December 2016 and DECD Term 3 School Enrolment Census, extracted June 2017.

4. DECD SEA Supplementary Measures

Running Records

DECD expected achievement:

Expected achievement levels are documented in the DECD Standard of Educational 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

DECD strategic objective:

DECD Strategic Plan 2014 - 2017, Strategic Priority 1: "Higher standards of learning achievement".

Target:

No explicit DECD target exists, therefore performance assessment for your school is based on how the latest result compares to your baseline.

Measurement description:

The number of students enrolled in your school at the time of the DECD Term 3 Student Enrolment Census, who in Term 3 have demonstrated the Running Records expected achievement for their year appropriate level.

Performance of your school:

Number Basis			Baseline lower bound	Baseline upper bound	2015 Result	2016 Result
Running Records - Number of students who demonstrated expected achievement (DECD SEA)	Reading	Year 1	9.4	11.3	6 of 23	4 of 19
		Year 2	10.2	11.8	11 of 21	9 of 25
Percentage Basis						
Running Records - Percentage of students who demonstrated expected achievement (DECD SEA)	Reading	Year 1	32.7%	43.7%	26.1%	21.1%
		Year 2	33.7%	45.8%	52.4%	36.0%

Refer to the Performance Definitions, Criteria and Thresholds section regarding the construction of the bounds and the assessment of performance.

The graph below shows the total number of students (the number on top of each clear bar) and the number of students who have demonstrated the expected achievement using Running Records (the number inside each coloured bar).

Graph 4.1 allows you to see two trends in the number of students demonstrating achievement against the standard;

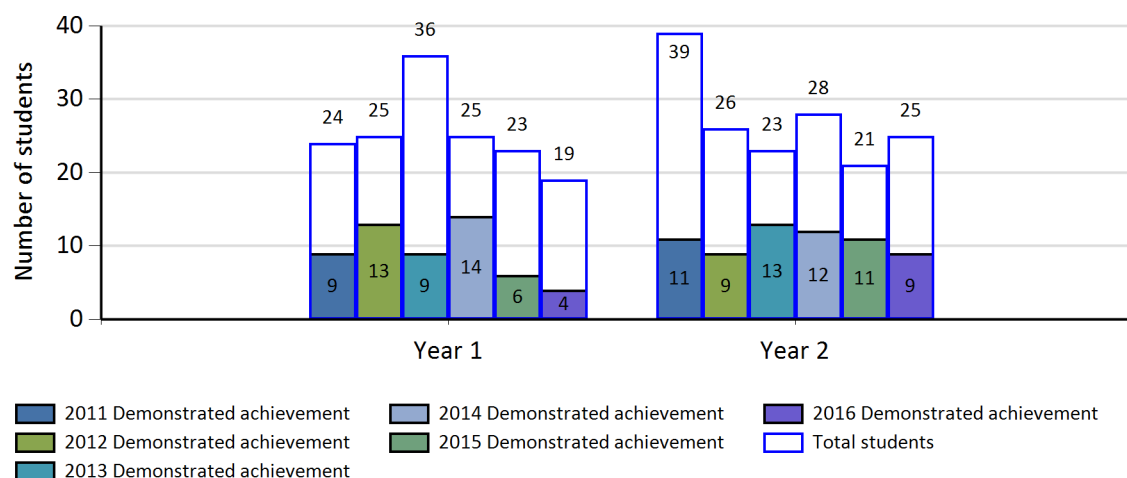
- Firstly, whether the number is improving over time (by looking at the latest results for each year level and comparing them to that year level's results in previous years); and
- Secondly, whether the number is constant across the year levels (by looking at the number of a year level and comparing it to the number for other year levels).

Graph 4.1

Number of students and number demonstrating expected achievement (DECD SEA)

Running Records

Coober Pedy Area School



Data Source: DECD special extract, Central EDSAS Data Store (CEDS), October 2016.

Additional Information:

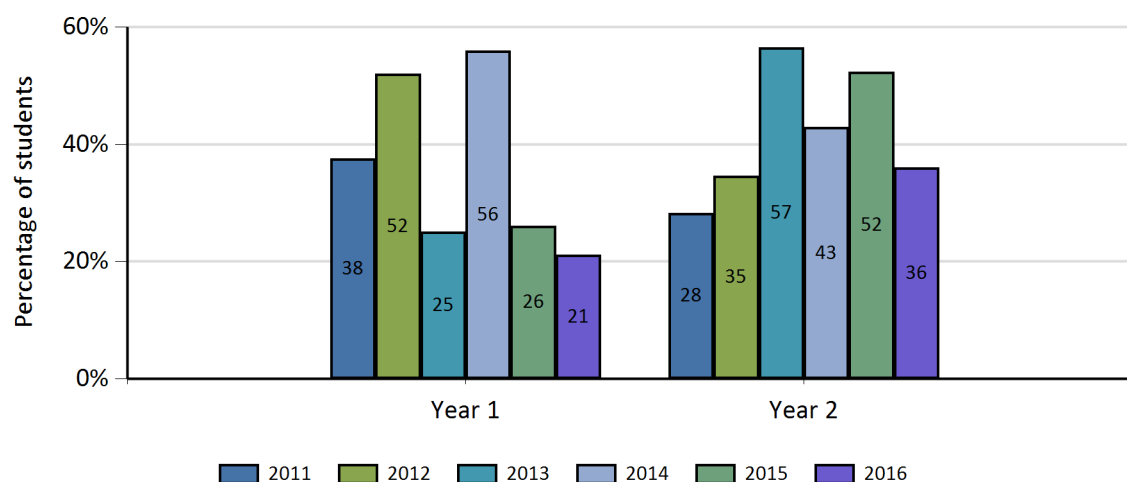
Graph 4.1.1 depicts the percentage of students demonstrating expected achievement. This has been done to provide an alternate view that can help with understanding how performance is changing over time when the number of students in a particular year level changes substantially from year to year.

Graph 4.1.1

Percentage of students demonstrating expected achievement (DECD SEA)

Running Records

Coober Pedy Area School



Data Source: DECD special extract, Central EDSAS Data Store (CEDS), October 2016.

Graph 4.1.2 shows the number of students who have not demonstrated the DECD SEA expected achievement using Running Records. This allows you to see two aspects:

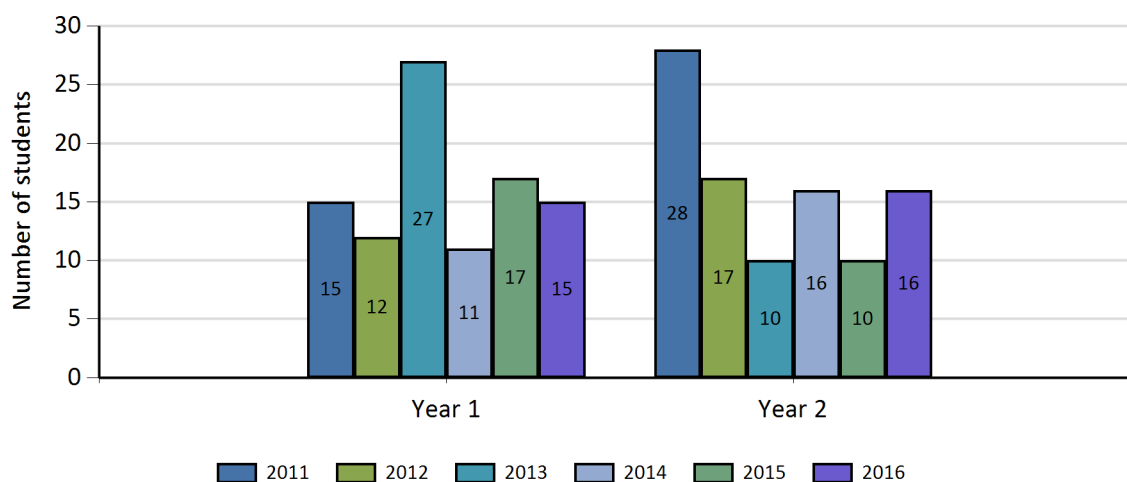
- Firstly, whether the number of students not demonstrating expected achievement is improving over time (by looking at the latest results for each year level and comparing them to that year level's results in previous years); and
- Secondly, whether the number of students not demonstrating expected achievement 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).

Graph 4.1.2

Number of students not demonstrating expected achievement (DECD SEA)

Running Records

Coober Pedy Area School



Data Source: DECD special extract, Central EDSAS Data Store (CEDS), October 2016.

5. DECD SEA Supplementary Measures

NAPLAN - Proficiency Bands - Above the National Minimum Standard (NMS)

DECD expected achievement:

Expected achievement levels are documented in the DECD Standard of Educational Achievement (SEA).

NAPLAN expected achievement is demonstrated when students achieve the following proficiency bands :

Year Level	Year 3	Year 5	Year 7	Year 9
NAPLAN Proficiency Bands	3 or above	5 or above	6 or above	7 or above

DECD strategic objective:

DECD Strategic Plan 2014 - 2017, Strategic Priority 1: "Higher standards of learning achievement".

Complementing the scope of the DECD SEA is a range of strategic objectives that have been determined by the DECD Senior Executive Group. For this performance indicator, the relevant DECD strategic objective is

"Increasing the percentage of students whose NAPLAN results demonstrate that they achieve the DECD Standard of Educational Achievement for Numeracy and Literacy."

Target:

No explicit DECD target exists, therefore performance assessment for your school is based on how the latest result compares to your baseline.

Measurement description:

The number of non-exempt students enrolled in your school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands above the National Minimum Standard, reported separately for Reading and Numeracy

Performance of your school:

Number Basis			Baseline lower bound	Baseline upper bound	2016 Result	2017 Result
NAPLAN - Number of students who demonstrated expected achievement (DECD SEA)	Reading	Year 3	8.4	12.0	9 of 14	11 of 26
		Year 5	4.8	7.2	6 of 13	8 of 24
		Year 7	9.4	10.2	6 of 20	11 of 23
		Year 9	4.1	5.5	3 of 15	1 of 14
	Numeracy	Year 3	6.9	10.3	10 of 14	9 of 26
		Year 5	3.7	6.7	6 of 13	9 of 24
		Year 7	7.8	9.8	6 of 20	11 of 23
		Year 9	3.7	4.7	6 of 15	1 of 14
Percentage Basis						
NAPLAN - Percentage of students who demonstrated expected achievement (DECD SEA)	Reading	Year 3	44.8%	58.0%	64.3%	42.3%
		Year 5	30.0%	43.9%	46.2%	33.3%
		Year 7	55.0%	59.6%	30.0%	47.8%
		Year 9	32.3%	41.3%	20.0%	7.1%
	Numeracy	Year 3	38.1%	46.1%	71.4%	34.6%
		Year 5	22.9%	39.7%	46.2%	37.5%
		Year 7	45.6%	57.9%	30.0%	47.8%
		Year 9	30.1%	33.5%	40.0%	7.1%

Refer to the Performance Definitions, Criteria and Thresholds section regarding the construction of the bounds and the assessment of performance.

5.1 NAPLAN Reading - Demonstration of the DECD SEA

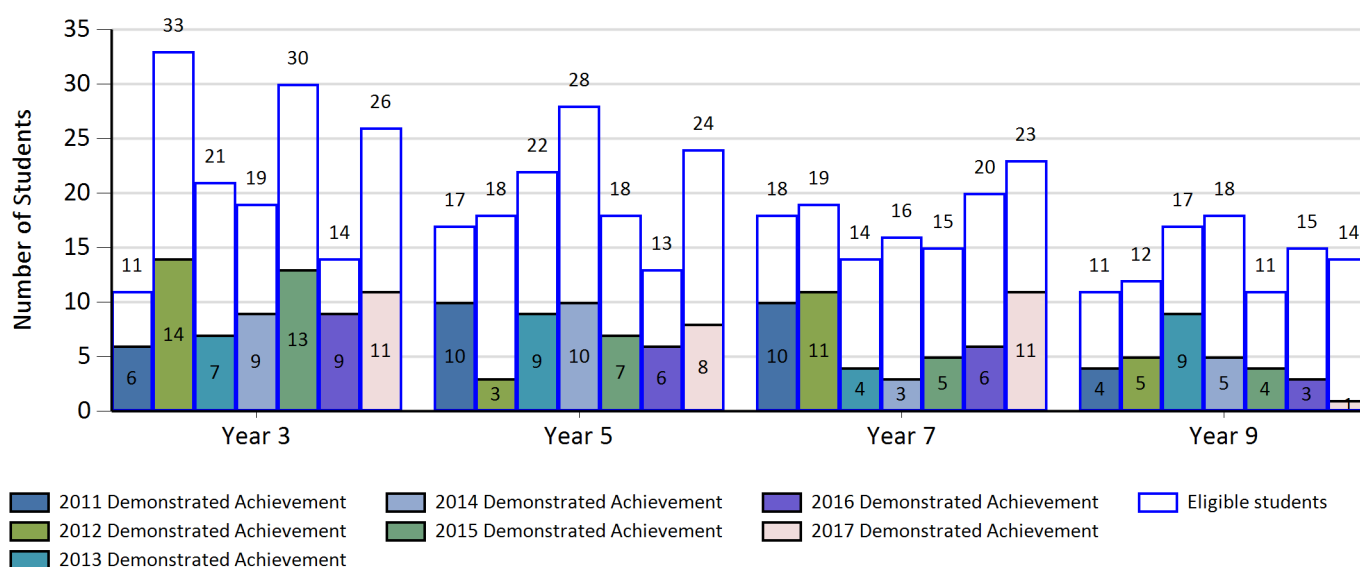
Graph 5.1 shows the number of non-exempt students (the number on top of each clear bar) and the numbers who have demonstrated the expected achievement against the DECD SEA using NAPLAN Proficiency Bands (the number inside each coloured bar).

Two trends in the number of non-exempt students demonstrating expected achievement can be seen from the graphs;

- firstly, whether the number is improving 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
- secondly, whether the number is constant across the year levels (by looking at the number of a year level and comparing it to the numbers for other year levels).

Graph 5.1

**Number of non-exempt students and number demonstrating expected achievement (DECD SEA)
NAPLAN Proficiency Bands - Reading
Cooper Pedy Area School**



Data Source: DECD special extract from NAPLAN SA TAA data holdings, July 2017.

Note: The DECD SEA expected achievement using NAPLAN proficiency bands is for students to be in bands above the National Minimum Standard.

Additional information:

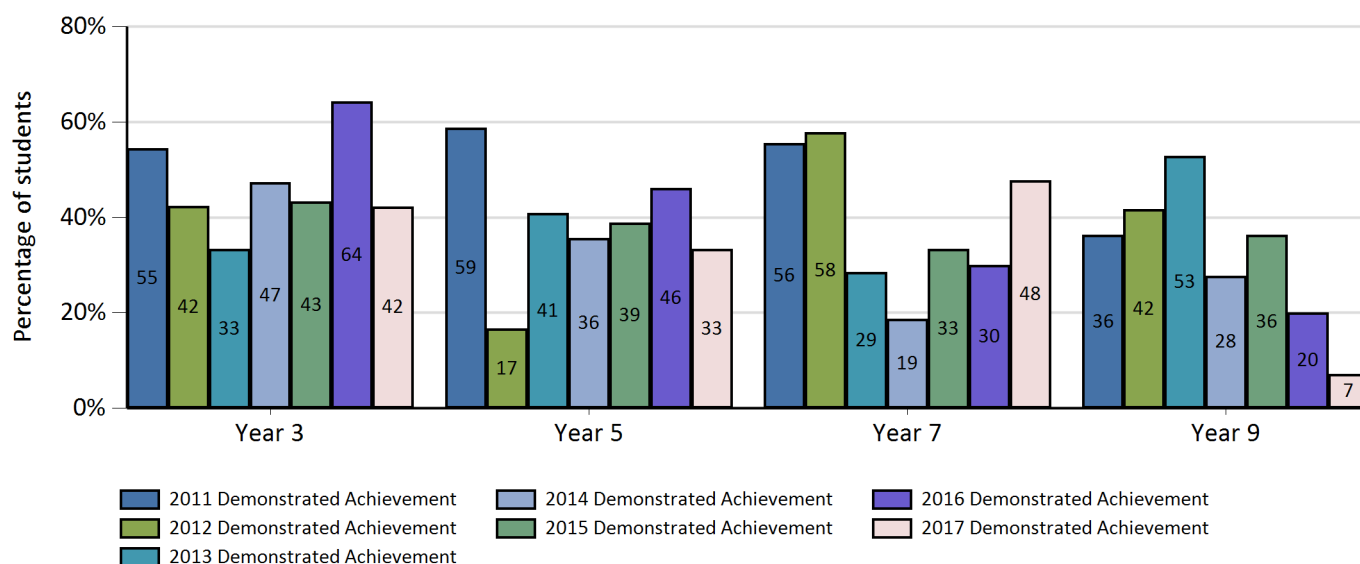
Graph 5.1.1 depicts the percentage of non-exempt students demonstrating expected achievement. This has been done to provide an alternate view that can help you understand how performance is changing over time when the number of students in a particular year level changes substantially from year to year.

Graph 5.1.1

Percentage of non-exempt students demonstrating expected achievement (DECD SEA)

NAPLAN Proficiency Bands - Reading

Coober Pedy Area School



Data Source: DECD special extract from NAPLAN SA TAA data holdings, July 2017.

Note: The DECD SEA expected achievement using NAPLAN proficiency bands is for students to be in bands above the National Minimum Standard.

Graph 5.1.2 shows the number of students who have not demonstrated the DECD SEA expected achievement using NAPLAN Proficiency Bands. This allows you to see two aspects:

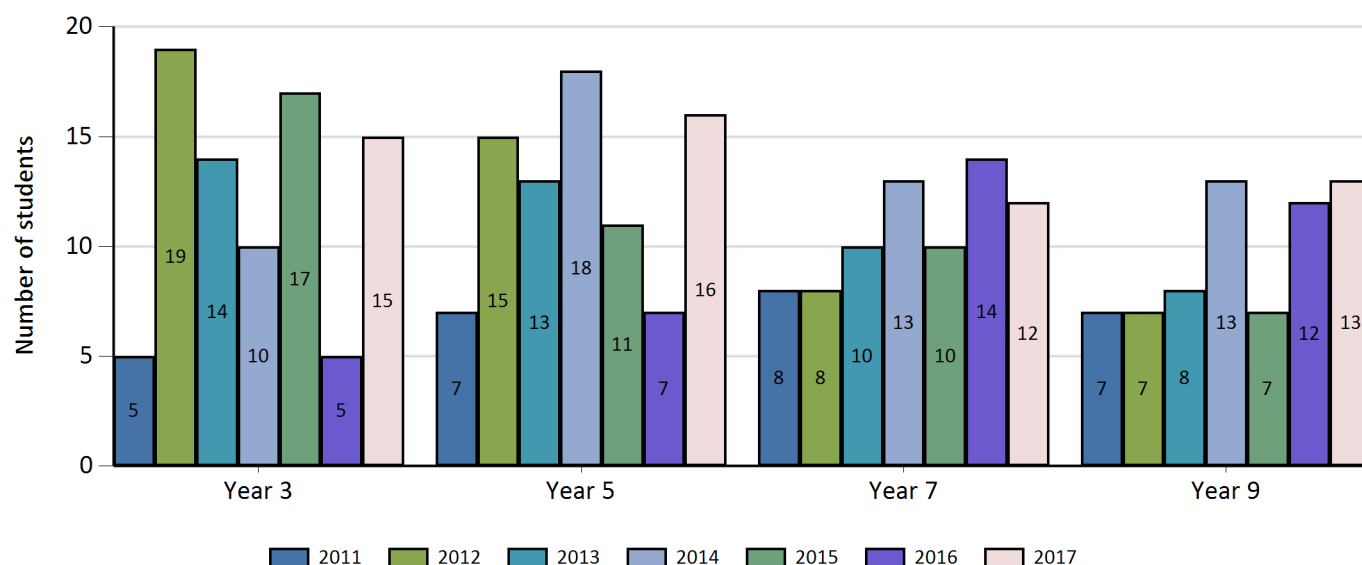
- Firstly, whether the number of students not demonstrating expected achievement is improving over time (by looking at the latest results for each year level and comparing them to that year level's results in previous years); and
- Secondly, whether the number of students not demonstrating expected achievement 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).

Graph 5.1.2

Number of students not demonstrating expected achievement (DECD SEA)

NAPLAN Proficiency Bands - Reading

Coober Pedy Area School



Data Source: DECD special extract from NAPLAN SA TAA data holdings, July 2017.

Note: Not demonstrating DECD SEA expected achievement means students who were either absent or withdrawn, or tested in NAPLAN and achieved at or below the National Minimum Standard proficiency band.

The shaded columns in the following tables display the number of students not demonstrating the DECD SEA expected achievement as:

- The number of students who were absent or withdrawn from the test; and
- The number of students who sat the test, and demonstrated below DECD SEA.

For context the tables also show:

- The total number of students enrolled at your school at the time of NAPLAN testing;
- The number of students exempt from NAPLAN testing;
- The number of non-exempt students; and
- The number who demonstrated expected achievement.

The tables also contain percentages of non-exempt students for the following;

- Those who demonstrated expected achievement
- Those who demonstrated below expected achievement
- Those who were absent or withdrawn

Table 5.1.1

Number of Students and percentage of non-exempt students - across achievement and participation categories
Year 3 NAPLAN – Reading
Coober Pedy Area School

December Year Five School

Test Year	Demonstrated DECD SEA expected achievement		Did not demonstrate DECD SEA expected achievement						Total non-exempt students	Exempt students	Total students
			Demonstrated below DECD SEA		Absent or withdrawn		Total				
	Number	%	Number	%	Number	%	Number	%	Number	Number	Number
2008	15	63%	6	25%	3	13%	9	38%	24	0	24
2009	8	67%	3	25%	1	8%	4	33%	12	0	12
2010	8	31%	11	42%	7	27%	18	69%	26	0	26
2011	6	55%	4	36%	1	9%	5	45%	11	5	16
2012	14	42%	14	42%	5	15%	19	58%	33	6	39
2013	7	33%	11	52%	3	14%	14	67%	21	2	23
2014	9	47%	7	37%	3	16%	10	53%	19	0	19
2015	13	43%	9	30%	8	27%	17	57%	30	0	30
2016	9	64%	0	0%	5	36%	5	36%	14	0	14
2017	11	42%	7	27%	8	31%	15	58%	26	1	27

Data Source: DECD special extract from NAPLAN SA TAA data holdings, July 2017.

Note: Demonstrated below DECD SEA means students tested in NAPLAN and achieving at or below the National Minimum Standard proficiency band. Total student numbers in the table above refer to the number of students at the time of NAPLAN testing.

Table 5.1.2**Number of Students and percentage of non-exempt students - across achievement and participation categories****Year 5 NAPLAN – Reading****Coober Pedy Area School**

			Did not demonstrate DECD SEA expected achievement								
	Demonstrated DECD SEA expected achievement		Demonstrated below DECD SEA		Absent or withdrawn		Total		Total non-exempt students	Exempt students	Total students
Test Year	Number	%	Number	%	Number	%	Number	%	Number	Number	Number
2008	5	29%	11	65%	1	6%	12	71%	17	0	17
2009	5	38%	6	46%	2	15%	8	62%	13	0	13
2010	7	41%	8	47%	2	12%	10	59%	17	0	17
2011	10	59%	4	24%	3	18%	7	41%	17	3	20
2012	3	17%	10	56%	5	28%	15	83%	18	6	24
2013	9	41%	10	45%	3	14%	13	59%	22	0	22
2014	10	36%	11	39%	7	25%	18	64%	28	0	28
2015	7	39%	7	39%	4	22%	11	61%	18	0	18
2016	6	46%	5	38%	2	15%	7	54%	13	0	13
2017	8	33%	4	17%	12	50%	16	67%	24	0	24

Data Source: DECD special extract from NAPLAN SA TAA data holdings, July 2017.

Note: Demonstrated below DECD SEA means students tested in NAPLAN and achieving at or below the National Minimum Standard proficiency band. Total student numbers in the table above refer to the number of students at the time of NAPLAN testing.

Table 5.1.3**Number of Students and percentage of non-exempt students - across achievement and participation categories****Year 7 NAPLAN – Reading****Coober Pedy Area School**

			Did not demonstrate DECD SEA expected achievement								
	Demonstrated DECD SEA expected achievement		Demonstrated below DECD SEA		Absent or withdrawn		Total		Total non-exempt students	Exempt students	Total students
Test Year	Number	%	Number	%	Number	%	Number	%	Number	Number	Number
2008	9	50%	7	39%	2	11%	9	50%	18	0	18
2009	9	64%	2	14%	3	21%	5	36%	14	0	14
2010	10	59%	5	29%	2	12%	7	41%	17	0	17
2011	10	56%	6	33%	2	11%	8	44%	18	1	19
2012	11	58%	7	37%	1	5%	8	42%	19	0	19
2013	4	29%	7	50%	3	21%	10	71%	14	0	14
2014	3	19%	11	69%	2	13%	13	81%	16	0	16
2015	5	33%	4	27%	6	40%	10	67%	15	0	15
2016	6	30%	4	20%	10	50%	14	70%	20	0	20
2017	11	48%	7	30%	5	22%	12	52%	23	1	24

Data Source: DECD special extract from NAPLAN SA TAA data holdings, July 2017.

Note: Demonstrated below DECD SEA means students tested in NAPLAN and achieving at or below the National Minimum Standard proficiency band. Total student numbers in the table above refer to the number of students at the time of NAPLAN testing.

Table 5.1.4**Number of Students and percentage of non-exempt students - across achievement and participation categories****Year 9 NAPLAN – Reading****Coober Pedy Area School**

			Did not demonstrate DECD SEA expected achievement								
	Demonstrated DECD SEA expected achievement		Demonstrated below DECD SEA		Absent or withdrawn		Total		Total non-exempt students	Exempt students	Total students
Test Year	Number	%	Number	%	Number	%	Number	%	Number	Number	Number
2008	7	50%	6	43%	1	7%	7	50%	14	0	14
2009	3	33%	3	33%	3	33%	6	67%	9	0	9
2010	5	23%	12	55%	5	23%	17	77%	22	0	22
2011	4	36%	2	18%	5	45%	7	64%	11	1	12
2012	5	42%	5	42%	2	17%	7	58%	12	2	14
2013	9	53%	3	18%	5	29%	8	47%	17	0	17
2014	5	28%	10	56%	3	17%	13	72%	18	0	18
2015	4	36%	0	0%	7	64%	7	64%	11	0	11
2016	3	20%	6	40%	6	40%	12	80%	15	0	15
2017	1	7%	3	21%	10	71%	13	93%	14	2	16

Data Source: DECD special extract from NAPLAN SA TAA data holdings, July 2017.

Note: Demonstrated below DECD SEA means students tested in NAPLAN and achieving at or below the National Minimum Standard proficiency band. Total student numbers in the table above refer to the number of students at the time of NAPLAN testing.

5.2 NAPLAN Numeracy - Demonstration of the DECD SEA

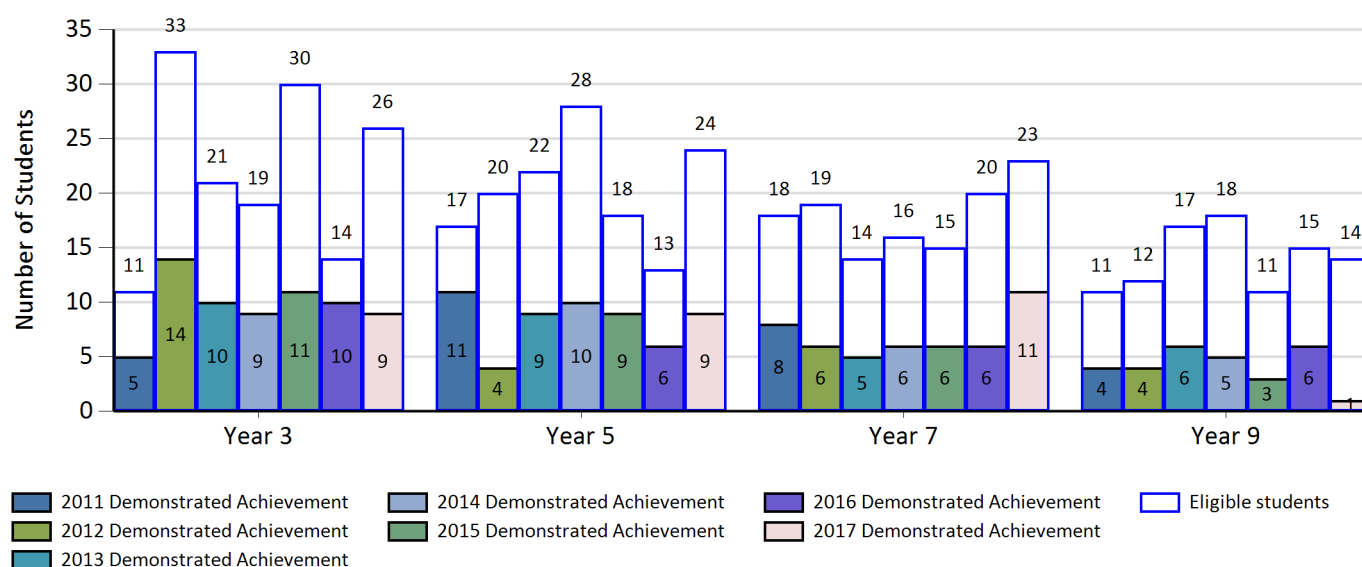
Graph 5.2 shows the number of non-exempt students (the number on top of each clear bar) and the numbers who have demonstrated the expected achievement against the DECD SEA using NAPLAN Proficiency Bands (the number inside each coloured bar).

Two trends in the number of non-exempt students demonstrating expected achievement can be seen from the graphs;

- firstly, whether the number is improving 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
- secondly, whether the number is constant across the year levels (by looking at the number of a year level and comparing it to the numbers for other year levels).

Graph 5.2

**Number of non-exempt students and number demonstrating expected achievement (DECD SEA)
NAPLAN Proficiency Bands - Numeracy
Cooper Pedy Area School**



Data Source: DECD special extract from NAPLAN SA TAA data holdings, July 2017.

Note: The DECD SEA expected achievement using NAPLAN proficiency bands is for students to be in bands above the National Minimum Standard.

Additional information:

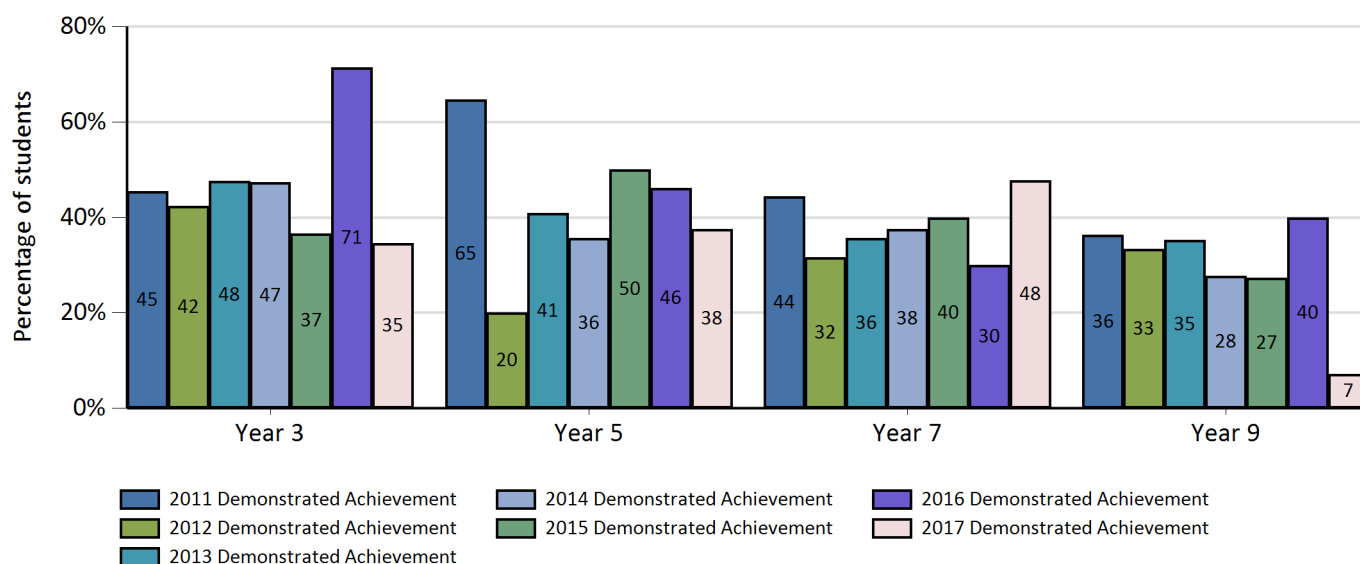
Graph 5.2.1 depicts the percentage of non-exempt students demonstrating expected achievement. This has been done to provide an alternate view that can help you understand how performance is changing over time when the number of students in a particular year level changes substantially from year to year.

Graph 5.2.1

Percentage of non-exempt students demonstrating expected achievement (DECD SEA)

NAPLAN Proficiency Bands - Numeracy

Coober Pedy Area School



Data Source: DECD special extract from NAPLAN SA TAA data holdings, July 2017.

Note: The DECD SEA expected achievement using NAPLAN proficiency bands is for students to be in bands above the National Minimum Standard.

Graph 5.2.2 shows the number of students who have not demonstrated the DECD SEA expected achievement using NAPLAN Proficiency Bands. This allows you to see two aspects:

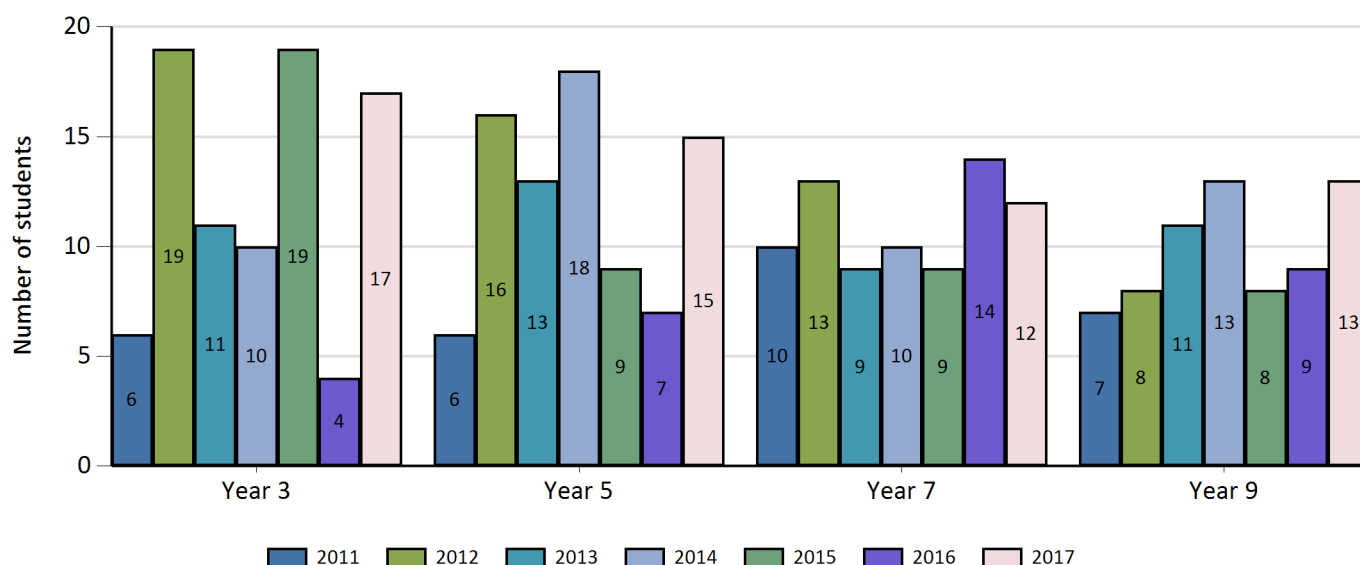
- Firstly, whether the number of students not demonstrating expected achievement is improving over time (by looking at the latest results for each year level and comparing them to that year level's results in previous years); and
- Secondly, whether the number of students not demonstrating expected achievement 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).

Graph 5.2.2

Number of students not demonstrating expected achievement (DECD SEA)

NAPLAN Proficiency Bands - Numeracy

Coober Pedy Area School



Data Source: DECD special extract from NAPLAN SA TAA data holdings, July 2017.

Note: Not demonstrating DECD SEA expected achievement means students who were either absent or withdrawn, or tested in NAPLAN and achieved at or below the National Minimum Standard proficiency band.

The shaded columns in the following tables display the number of students not demonstrating the DECD SEA expected achievement as:

- The number of students who were absent or withdrawn from the test; and
- The number of students who sat the test, and demonstrated below DECD SEA.

For context the tables also show:

- The total number of students enrolled at your school at the time of NAPLAN testing;
- The number of students exempt from NAPLAN testing;
- The number of non-exempt students; and
- The number who demonstrated expected achievement.

The tables also contain percentages of non-exempt students for the following;

- Those who demonstrated expected achievement
- Those who demonstrated below expected achievement
- Those who were absent or withdrawn

Table 5.2.1

Number of Students and percentage of non-exempt students - across achievement and participation categories
Year 3 NAPLAN – Numeracy
Coober Pedy Area School

			Did not demonstrate DECD SEA expected achievement						Total non-exempt students	Exempt students	Total students
			Demonstrated below DECD SEA		Absent or withdrawn		Total				
Demonstrated DECD SEA expected achievement											
Test Year	Number	%	Number	%	Number	%	Number	%	Number	Number	Number
2008	11	46%	10	42%	3	13%	13	54%	24	0	24
2009	6	50%	5	42%	1	8%	6	50%	12	0	12
2010	7	27%	13	50%	6	23%	19	73%	26	0	26
2011	5	45%	5	45%	1	9%	6	55%	11	5	16
2012	14	42%	15	45%	4	12%	19	58%	33	6	39
2013	10	48%	8	38%	3	14%	11	52%	21	2	23
2014	9	47%	6	32%	4	21%	10	53%	19	0	19
2015	11	37%	9	30%	10	33%	19	63%	30	0	30
2016	10	71%	0	0%	4	29%	4	29%	14	0	14
2017	9	35%	10	38%	7	27%	17	65%	26	1	27

Data Source: DECD special extract from NAPLAN SA TAA data holdings, July 2017.

Note: Demonstrated below DECD SEA means students tested in NAPLAN and achieving at or below the National Minimum Standard proficiency band. Total student numbers in the table above refer to the number of students at the time of NAPLAN testing.

Table 5.2.2**Number of Students and percentage of non-exempt students - across achievement and participation categories****Year 5 NAPLAN – Numeracy****Coober Pedy Area School**

			Did not demonstrate DECD SEA expected achievement								
	Demonstrated DECD SEA expected achievement		Demonstrated below DECD SEA		Absent or withdrawn		Total		Total non-exempt students	Exempt students	Total students
Test Year	Number	%	Number	%	Number	%	Number	%	Number	Number	Number
2008	4	24%	11	65%	2	12%	13	76%	17	0	17
2009	3	23%	7	54%	3	23%	10	77%	13	0	13
2010	4	25%	10	63%	2	13%	12	75%	16	1	17
2011	11	65%	3	18%	3	18%	6	35%	17	3	20
2012	4	20%	8	40%	8	40%	16	80%	20	4	24
2013	9	41%	11	50%	2	9%	13	59%	22	0	22
2014	10	36%	12	43%	6	21%	18	64%	28	0	28
2015	9	50%	4	22%	5	28%	9	50%	18	0	18
2016	6	46%	4	31%	3	23%	7	54%	13	0	13
2017	9	38%	1	4%	14	58%	15	63%	24	0	24

Data Source: DECD special extract from NAPLAN SA TAA data holdings, July 2017.

Note: Demonstrated below DECD SEA means students tested in NAPLAN and achieving at or below the National Minimum Standard proficiency band. Total student numbers in the table above refer to the number of students at the time of NAPLAN testing.

Table 5.2.3**Number of Students and percentage of non-exempt students - across achievement and participation categories****Year 7 NAPLAN – Numeracy****Coober Pedy Area School**

			Did not demonstrate DECD SEA expected achievement								
	Demonstrated DECD SEA expected achievement		Demonstrated below DECD SEA		Absent or withdrawn		Total		Total non-exempt students	Exempt students	Total students
Test Year	Number	%	Number	%	Number	%	Number	%	Number	Number	Number
2008	12	67%	4	22%	2	11%	6	33%	18	0	18
2009	8	57%	2	14%	4	29%	6	43%	14	0	14
2010	10	59%	4	24%	3	18%	7	41%	17	0	17
2011	8	44%	8	44%	2	11%	10	56%	18	1	19
2012	6	32%	12	63%	1	5%	13	68%	19	0	19
2013	5	36%	6	43%	3	21%	9	64%	14	0	14
2014	6	38%	6	38%	4	25%	10	63%	16	0	16
2015	6	40%	3	20%	6	40%	9	60%	15	0	15
2016	6	30%	4	20%	10	50%	14	70%	20	0	20
2017	11	48%	6	26%	6	26%	12	52%	23	1	24

Data Source: DECD special extract from NAPLAN SA TAA data holdings, July 2017.

Note: Demonstrated below DECD SEA means students tested in NAPLAN and achieving at or below the National Minimum Standard proficiency band. Total student numbers in the table above refer to the number of students at the time of NAPLAN testing.

Table 5.2.4**Number of Students and percentage of non-exempt students - across achievement and participation categories****Year 9 NAPLAN – Numeracy****Coober Pedy Area School**

			Did not demonstrate DECD SEA expected achievement								
	Demonstrated DECD SEA expected achievement		Demonstrated below DECD SEA		Absent or withdrawn		Total		Total non-exempt students	Exempt students	Total students
Test Year	Number	%	Number	%	Number	%	Number	%	Number	Number	Number
2008	4	29%	9	64%	1	7%	10	71%	14	0	14
2009	3	33%	3	33%	3	33%	6	67%	9	0	9
2010	6	27%	11	50%	5	23%	16	73%	22	0	22
2011	4	36%	2	18%	5	45%	7	64%	11	1	12
2012	4	33%	5	42%	3	25%	8	67%	12	2	14
2013	6	35%	5	29%	6	35%	11	65%	17	0	17
2014	5	28%	9	50%	4	22%	13	72%	18	0	18
2015	3	27%	2	18%	6	55%	8	73%	11	0	11
2016	6	40%	3	20%	6	40%	9	60%	15	0	15
2017	1	7%	3	21%	10	71%	13	93%	14	2	16

Data Source: DECD special extract from NAPLAN SA TAA data holdings, July 2017.

Note: Demonstrated below DECD SEA means students tested in NAPLAN and achieving at or below the National Minimum Standard proficiency band. Total student numbers in the table above refer to the number of students at the time of NAPLAN testing.

6. DECD Strategic Objectives and Targets

NAPLAN Proficiency bands - Year 3 Higher Bands (Bands 5 & 6)

DECD expected achievement:

The DECD SEA does not reference higher bands achievement specifically.

DECD strategic objective:

DECD Strategic Plan 2014 - 2017, Strategic Priority 1: "Higher standards of learning achievement".

For this performance indicator the DECD strategic objective is:

"Increasing the number of students who attain NAPLAN scores in the Higher Bands in Year 3 (separately for each of Reading and Numeracy)."

Target:

No explicit DECD target exists, therefore performance assessment for your school is based on how the latest result compares to your historic average.

Measurement description:

The number of non-exempt Year 3 students enrolled in your school at the time of NAPLAN testing, who have demonstrated achievement in the Year 3 higher bands (bands 5 and 6), reported separately for Reading and Numeracy.

Performance of your school:

			Baseline lower bound	Baseline upper bound	2016 Result	2017 Result
Number Basis						
NAPLAN - Number of Year 3 students who achieved in the Higher Bands	Reading	Year 3	1.9	3.3	8 of 14	4 of 26
	Numeracy	Year 3	0.8	2.0	5 of 14	5 of 26
Percentage Basis						
NAPLAN - Percentage of Year 3 students who achieved in the Higher Bands	Reading	Year 3	10.1%	15.3%	57.1%	15.4%
	Numeracy	Year 3	2.9%	7.5%	35.7%	19.2%

Refer to the Performance Definitions, Criteria and Thresholds section regarding the construction of the bounds and the assessment of performance.

6.1 NAPLAN Reading - Year 3 Higher Bands (bands 5 & 6)

Table 6.1 shows the total number of non-exempt students enrolled in your school at the time of testing (the number in the first shaded column) and the number of those who have demonstrated achievement in the Year 3 Higher Bands (the second shaded column, followed by the percentage of students who demonstrated Higher Bands achievement in each of the test years.

For context, the table also shows the number of Year 3 students enrolled in your school at the time of testing (Total students) and the number that were exempted from NAPLAN testing (Exempt students).

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

Table 6.1

Number of Students

NAPLAN proficiency bands - Higher Bands (bands 5 and 6) - Year 3 - Reading Higher Bands

Coober Pedy Area School

Test Year	Total students	Exempt students	Non-exempt students	Year 3 HB Students	
				Number	%
2008	24	0	24	5	20.8%
2009	12	0	12	2	16.7%
2010	26	0	26	2	7.7%
2011	16	5	11	1	9.1%
2012	39	6	33	3	9.1%
2013	23	2	21	4	19.0%
2014	19	0	19	5	26.3%
2015	30	0	30	6	20.0%
2016	14	0	14	8	57.1%
2017	27	1	26	4	15.4%

Data Source: DECD special extract from NAPLAN SA TAA data holdings, July 2017.

Additional information:

The tables below show the number and percentage of students achieving higher bands in later year levels. They are provided as supplementary information only - performance assessment is not undertaken for these results as there are currently no DECD targets or strategic objectives relating to them.

Table 6.1.1**Number of Students****NAPLAN proficiency bands - Higher Bands (bands 7 and 8) - Year 5 - Reading Higher Bands****Coober Pedy Area School**

Test Year	Total students	Exempt students	Non-exempt students	Year 5 HB Students	
				Number	%
2008	17	0	17	0	0.0%
2009	13	0	13	1	7.7%
2010	17	0	17	2	11.8%
2011	20	3	17	2	11.8%
2012	24	6	18	1	5.6%
2013	22	0	22	2	9.1%
2014	28	0	28	1	3.6%
2015	18	0	18	5	27.8%
2016	13	0	13	3	23.1%
2017	24	0	24	5	20.8%

Data Source: DECD special extract from NAPLAN SA TAA data holdings, July 2017.

Table 6.1.2**Number of Students****NAPLAN proficiency bands - Higher Bands (bands 8 and 9) - Year 7 - Reading Higher Bands****Coober Pedy Area School**

Test Year	Total students	Exempt students	Non-exempt students	Year 7 HB Students	
				Number	%
2008	18	0	18	2	11.1%
2009	14	0	14	2	14.3%
2010	17	0	17	5	29.4%
2011	19	1	18	1	5.6%
2012	19	0	19	1	5.3%
2013	14	0	14	0	0.0%
2014	16	0	16	2	12.5%
2015	15	0	15	2	13.3%
2016	20	0	20	1	5.0%
2017	24	1	23	1	4.3%

Data Source: DECD special extract from NAPLAN SA TAA data holdings, July 2017.

Table 6.1.3**Number of Students****NAPLAN proficiency bands - Higher Bands (bands 9 and 10) - Year 9 - Reading Higher Bands****Coober Pedy Area School**

Test Year	Total students	Exempt students	Non-exempt students	Year 9 HB Students	
				Number	%
2008	14	0	14	0	0.0%
2009	9	0	9	0	0.0%
2010	22	0	22	1	4.5%
2011	12	1	11	1	9.1%
2012	14	2	12	0	0.0%
2013	17	0	17	1	5.9%
2014	18	0	18	2	11.1%
2015	11	0	11	0	0.0%
2016	15	0	15	2	13.3%
2017	16	2	14	0	0.0%

Data Source: DECD special extract from NAPLAN SA TAA data holdings, July 2017.

6.2 NAPLAN Numeracy - Year 3 Higher Bands (bands 5 & 6)

Table 6.2 shows the total number of non-exempt students enrolled in your school at the time of testing (the number in the first shaded column) and the number of those who have demonstrated achievement in the Year 3 Higher Bands (the second shaded column, followed by the percentage of students who demonstrated Higher Bands achievement in each of the test years.

For context, the table also shows the number of Year 3 students enrolled in your school at the time of testing (Total students) and the number that were exempted from NAPLAN testing (Exempt students).

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

Table 6.2

Number of Students

NAPLAN proficiency bands - Higher Bands (bands 5 and 6) - Year 3 - Numeracy Higher Bands

Coober Pedy Area School

Test Year	Total students	Exempt students	Non-exempt students	Year 3 HB Students	
				Number	%
2008	24	0	24	2	8.3%
2009	12	0	12	0	0.0%
2010	26	0	26	3	11.5%
2011	16	5	11	0	0.0%
2012	39	6	33	2	6.1%
2013	23	2	21	2	9.5%
2014	19	0	19	1	5.3%
2015	30	0	30	3	10.0%
2016	14	0	14	5	35.7%
2017	27	1	26	5	19.2%

Data Source: DECD special extract from NAPLAN SA TAA data holdings, July 2017.

Additional information:

The tables below show the number and percentage of students achieving higher bands in later year levels. They are provided as supplementary information only - performance assessment is not undertaken for these results as there are currently no DECD targets or strategic objectives relating to them.

Table 6.2.1**Number of Students****NAPLAN proficiency bands - Higher Bands (bands 7 and 8) - Year 5 - Numeracy Higher Bands****Coober Pedy Area School**

Test Year	Total students	Exempt students	Non-exempt students	Year 5 HB Students	
				Number	%
2008	17	0	17	0	0.0%
2009	13	0	13	1	7.7%
2010	17	1	16	0	0.0%
2011	20	3	17	0	0.0%
2012	24	4	20	1	5.0%
2013	22	0	22	2	9.1%
2014	28	0	28	2	7.1%
2015	18	0	18	0	0.0%
2016	13	0	13	1	7.7%
2017	24	0	24	2	8.3%

Data Source: DECD special extract from NAPLAN SA TAA data holdings, July 2017.

Table 6.2.2**Number of Students****NAPLAN proficiency bands - Higher Bands (bands 8 and 9) - Year 7 - Numeracy Higher Bands****Coober Pedy Area School**

Test Year	Total students	Exempt students	Non-exempt students	Year 7 HB Students	
				Number	%
2008	18	0	18	1	5.6%
2009	14	0	14	3	21.4%
2010	17	0	17	3	17.6%
2011	19	1	18	2	11.1%
2012	19	0	19	0	0.0%
2013	14	0	14	2	14.3%
2014	16	0	16	2	12.5%
2015	15	0	15	2	13.3%
2016	20	0	20	1	5.0%
2017	24	1	23	3	13.0%

Data Source: DECD special extract from NAPLAN SA TAA data holdings, July 2017.

Table 6.2.3**Number of Students****NAPLAN proficiency bands - Higher Bands (bands 9 and 10) - Year 9 - Numeracy Higher Bands****Coober Pedy Area School**

Test Year	Total students	Exempt students	Non-exempt students	Year 9 HB Students	
				Number	%
2008	14	0	14	0	0.0%
2009	9	0	9	0	0.0%
2010	22	0	22	0	0.0%
2011	12	1	11	1	9.1%
2012	14	2	12	0	0.0%
2013	17	0	17	1	5.9%
2014	18	0	18	0	0.0%
2015	11	0	11	0	0.0%
2016	15	0	15	2	13.3%
2017	16	2	14	0	0.0%

Data Source: DECD special extract from NAPLAN SA TAA data holdings, July 2017.

7. DECD Strategic Objectives and Targets

NAPLAN - Higher Bands Retention

DECD expected achievement:

The DECD SEA does not reference higher bands achievement specifically.

DECD strategic objective:

DECD Strategic Plan 2014 - 2017, Strategic Priority 1: "Higher standards of learning achievement".

For this performance indicator the strategic objective is:

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

Target:

No explicit DECD target exists, 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.

Performance of your school:

Number Basis			Baseline lower bound	Baseline upper bound	2016 Result	2017 Result
NAPLAN - Number of students who, having achieved in the Higher Bands in year 3, were retained in the Higher Bands in later years	Reading	Year 5	0.4	0.9	3 of 3	3 of 3
		Year 7	n/a	n/a	1 of 1	1 of 1
		Year 9	n/a	n/a	1 of 1	0 of 0
	Numeracy	Year 5	0.1	0.6	0 of 0	2 of 2
		Year 7	n/a	n/a	0 of 0	0 of 0
		Year 9	n/a	n/a	1 of 1	0 of 0
Percentage Basis						
NAPLAN - Percentage of students who, having achieved in the Higher Bands in year 3, were retained in the Higher Bands in later years	Reading	Year 5	23.7%	65.2%	100.0%	100.0%
		Year 7	n/a	n/a	100.0%	100.0%
		Year 9	n/a	n/a	100.0%	n/a
	Numeracy	Year 5	9.8%	56.9%	n/a	100.0%
		Year 7	n/a	n/a	n/a	n/a
		Year 9	n/a	n/a	100.0%	n/a

Refer to the Performance Definitions, Criteria and Thresholds section regarding the construction of the bounds and the assessment of performance.

7.1 NAPLAN Reading - Higher Bands Retention

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 Band status in their Year 3 testing (the number in the first shaded column headed "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.

Table 7.1.1**Number of Year 5 Students who were retained in HB achievement having attained HB in Year 3****NAPLAN Reading****Coober Pedy Area School**

Year 3 Test Year	Year 5 Test Year	Tested in HB in Year 3	Year 3 HB Departed	Year 3 HB Arrived	Total Year 3 HB	Demonstrated Achievement (Total Year 3 HB students in Year 5 HB)	Percent Demonstrated Achievement (Total Year 3 HB students in Year 5 HB)
2008	2010	5	2	0	3	0	0.0%
2009	2011	2	1	2	3	1	33.3%
2010	2012	2	1	0	1	1	100.0%
2011	2013	1	0	0	1	0	0.0%
2012	2014	3	2	0	1	1	100.0%
2013	2015	3	1	0	2	2	100.0%
2014	2016	5	2	0	3	3	100.0%
2015	2017	6	3	0	3	3	100.0%

Data Source: DECD special extract from NAPLAN SA TAA data holdings, July 2017.

Note: Students who have multiple cohorts because they skipped or repeated a year level are given the Year 3 Test Year of their Year 5 Test Year cohort. Therefore the number of students achieving Higher Bands may be slightly different in the column 'Tested in HB in Year 3' than the number reported in table6.1

Table 7.1.2**Number of Year 7 Students who were retained in HB achievement having attained HB in Year 3****NAPLAN Reading****Coober Pedy Area School**

Year 3 Test Year	Year 7 Test Year	Tested in HB in Year 3	Year 3 HB Departed	Year 3 HB Arrived	Total Year 3 HB	Demonstrated Achievement (Total Year 3 HB students in Year 7 HB)	Percent Demonstrated Achievement (Total Year 3 HB students in Year 7 HB)
2008	2012	5	2	0	3	0	0.0%
2009	2013	2	1	0	1	0	0.0%
2010	2014	2	1	0	1	1	100.0%
2011	2015	1	1	0	0	0	0.0%
2012	2016	3	2	0	1	1	100.0%
2013	2017	3	2	0	1	1	100.0%

Data Source: DECD special extract from NAPLAN SA TAA data holdings, July 2017.

Note: Students who have multiple cohorts because they skipped or repeated a year level are given the Year 3 Test Year of their Year 7 Test Year cohort. Therefore the number of students achieving Higher Bands may be slightly different in the column 'Tested in HB in Year 3' than the number reported in table6.1

Table 7.1.3**Number of Year 9 Students who were retained in HB achievement having attained HB in Year 3****NAPLAN Reading****Coober Pedy Area School**

Year 3 Test Year	Year 9 Test Year	Tested in HB in Year 3	Year 3 HB Departed	Year 3 HB Arrived	Total Year 3 HB	Demonstrated Achievement (Total Year 3 HB students in Year 9 HB)	Percent Demonstrated Achievement (Total Year 3 HB students in Year 9 HB)
2008	2014	5	4	0	1	0	0.0%
2009	2015	2	1	0	1	0	0.0%
2010	2016	2	1	0	1	1	100.0%
2011	2017	1	1	0	0	0	0.0%

Data Source: DECD special extract from NAPLAN SA TAA data holdings, July 2017.

Note: Students who have multiple cohorts because they skipped or repeated a year level are given the Year 3 Test Year of their Year 9 Test Year cohort. Therefore the number of students achieving Higher Bands may be slightly different in the column 'Tested in HB in Year 3' than the number reported in table6.1

Additional information:

The table below shows the numbers of students who were retained in the higher bands in year 9 having scored in the higher bands in year 7. This is provided as supplementary information only - performance assessment is not undertaken for these results as there are currently no DECD targets or strategic objectives relating to them.

Table 7.1.4**Number of Year 9 Students who were retained in Higher Bands having tested in Year 7 Higher Bands****NAPLAN Literacy - Reading****Coober Pedy Area School**

Year 7 Test Year	Year 9 Test Year	Tested in HB in Year 7	Year 7 HB Departed	Year 7 HB Arrived	Total Year 7 HB	Demonstrated Achievement (Total Year 7 HB students in Year 9 HB)	Percent Demonstrated Achievement (Total Year 7 HB students in Year 9 HB)
2008	2010	2	1	0	1	1	100.0%
2009	2011	1	0	1	2	1	50.0%
2010	2012	3	2	0	1	0	0.0%
2011	2013	1	0	0	1	0	0.0%
2012	2014	1	0	0	1	1	100.0%
2013	2015	1	1	0	0	0	0.0%
2014	2016	4	2	0	2	2	100.0%
2015	2017	0	0	0	0	0	0.0%

Data Source: DECD special extract from NAPLAN SA TAA data holdings, July 2017.

Note: Students who have multiple cohorts because they skipped or repeated a year level are given the Year 3 Test Year of their Year 9 Test Year cohort. Therefore the number of students achieving Higher Bands may be slightly different in the column 'Tested in HB in Year 7' than the number reported in table6.1

Table 7.2.1**Number of Year 5 Students who were retained in HB achievement having attained HB in Year 3****NAPLAN Numeracy****Coober Pedy Area School**

Year 3 Test Year	Year 5 Test Year	Tested in HB in Year 3	Year 3 HB Departed	Year 3 HB Arrived	Total Year 3 HB	Demonstrated Achievement (Total Year 3 HB students in Year 5 HB)	Percent Demonstrated Achievement (Total Year 3 HB students in Year 5 HB)
2008	2010	2	0	0	2	0	0.0%
2009	2011	0	0	2	2	0	0.0%
2010	2012	3	2	0	1	1	100.0%
2011	2013	0	0	0	0	0	0.0%
2012	2014	2	2	0	0	0	0.0%
2013	2015	1	1	0	0	0	0.0%
2014	2016	1	1	0	0	0	0.0%
2015	2017	3	1	0	2	2	100.0%

Data Source: DECD special extract from NAPLAN SA TAA data holdings, July 2017.

Note: Students who have multiple cohorts because they skipped or repeated a year level are given the Year 3 Test Year of their Year 5 Test Year cohort. Therefore the number of students achieving Higher Bands may be slightly different in the column 'Tested in HB in Year 3' than the number reported in table6.2

Table 7.2.2**Number of Year 7 Students who were retained in HB achievement having attained HB in Year 3****NAPLAN Numeracy****Coober Pedy Area School**

Year 3 Test Year	Year 7 Test Year	Tested in HB in Year 3	Year 3 HB Departed	Year 3 HB Arrived	Total Year 3 HB	Demonstrated Achievement (Total Year 3 HB students in Year 7 HB)	Percent Demonstrated Achievement (Total Year 3 HB students in Year 7 HB)
2008	2012	2	0	0	2	0	0.0%
2009	2013	0	0	0	0	0	0.0%
2010	2014	3	2	0	1	1	100.0%
2011	2015	0	0	0	0	0	0.0%
2012	2016	2	2	0	0	0	0.0%
2013	2017	1	1	0	0	0	0.0%

Data Source: DECD special extract from NAPLAN SA TAA data holdings, July 2017.

Note: Students who have multiple cohorts because they skipped or repeated a year level are given the Year 3 Test Year of their Year 7 Test Year cohort. Therefore the number of students achieving Higher Bands may be slightly different in the column 'Tested in HB in Year 3' than the number reported in table6.2

Table 7.2.3**Number of Year 9 Students who were retained in HB achievement having attained HB in Year 3****NAPLAN Numeracy****Coober Pedy Area School**

Year 3 Test Year	Year 9 Test Year	Tested in HB in Year 3	Year 3 HB Departed	Year 3 HB Arrived	Total Year 3 HB	Demonstrated Achievement (Total Year 3 HB students in Year 9 HB)	Percent Demonstrated Achievement (Total Year 3 HB students in Year 9 HB)
2008	2014	2	1	0	1	0	0.0%
2009	2015	0	0	0	0	0	0.0%
2010	2016	3	2	0	1	1	100.0%
2011	2017	0	0	0	0	0	0.0%

Data Source: DECD special extract from NAPLAN SA TAA data holdings, July 2017.

Note: Students who have multiple cohorts because they skipped or repeated a year level are given the Year 3 Test Year of their Year 9 Test Year cohort. Therefore the number of students achieving Higher Bands may be slightly different in the column 'Tested in HB in Year 3' than the number reported in table6.2

Additional information:

The table below shows the numbers of students who were retained in the higher bands in year 9 having scored in the higher bands in year 7. This is provided as supplementary information only - performance assessment is not undertaken for these results as there are currently no DECD targets or strategic objectives relating to them.

Table 7.2.4**Number of Year 9 Students who were retained in Higher Bands having tested in Year 7 Higher Bands****NAPLAN Numeracy****Coober Pedy Area School**

Year 7 Test Year	Year 9 Test Year	Tested in HB in Year 7	Year 7 HB Departed	Year 7 HB Arrived	Total Year 7 HB	Demonstrated Achievement (Total Year 7 HB students in Year 9 HB)	Percent Demonstrated Achievement (Total Year 7 HB students in Year 9 HB)
2008	2010	1	1	0	0	0	0.0%
2009	2011	2	0	1	3	1	33.3%
2010	2012	2	2	0	0	0	0.0%
2011	2013	2	0	0	2	1	50.0%
2012	2014	1	0	0	1	0	0.0%
2013	2015	2	1	0	1	0	0.0%
2014	2016	3	1	0	2	2	100.0%
2015	2017	1	1	0	0	0	0.0%

Data Source: DECD special extract from NAPLAN SA TAA data holdings, July 2017.

Note: Students who have multiple cohorts because they skipped or repeated a year level are given the Year 3 Test Year of their Year 9 Test Year cohort. Therefore the number of students achieving Higher Bands may be slightly different in the column 'Tested in HB in Year 7' than the number reported in table6.2

7.2 NAPLAN Numeracy - Higher Bands Retention

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 Band status in their Year 3 testing (the number in the first shaded column headed "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.

8. SACE Stage 2 Higher Grades

SACE

DECD expected achievement:

The DECD SEA does not reference Higher Grades achievement specifically.

DECD strategic objective:

DECD Strategic Plan 2014 - 2017, Strategic Priority 1: "Higher standards of learning achievement":
Increasing the numbers of students who achieve the SACE with increasingly higher grades.

Target:

No explicit DECD target exists, therefore performance assessment for your partnership is based on how the latest result compares to your historic average baseline.

Measurement description:

The percentage of grades that are an "A" (inclusive of "A+", "A" and "A-"), "B" (inclusive of "B+", "B" and "B-"), and "A" or "B" (being grades "B-" and above) for attempted SACE subjects.

Performance of your school:

			Baseline lower bound	Baseline upper bound	2015 Result	2016 Result
Number Basis						
SACE Grades - Number of "A" Grades for attempted Stage 2 SACE subjects		Stage 2	0.4	0.9	0 of 21	0 of 32
SACE Grades - Number of "B" Grades for attempted Stage 2 SACE subjects		Stage 2	2.9	5.8	6 of 21	5 of 32
SACE Grades - Number of "A" and "B" Grades for attempted Stage 2 SACE subjects		Stage 2	3.4	6.6	6 of 21	5 of 32
Percentage Basis						
SACE Grades - Percentage of "A" Grades for attempted Stage 2 SACE subjects		Stage 2	2.2%	4.8%	0.0%	0.0%
SACE Grades - Percentage of "B" Grades for attempted Stage 2 SACE subjects		Stage 2	19.3%	27.9%	28.6%	15.6%
SACE Grades - Percentage of "A" and "B" Grades for attempted Stage 2 SACE subjects		Stage 2	21.8%	32.4%	28.6%	15.6%

Refer to the Performance Definitions, Criteria and Thresholds section regarding the construction of the bounds and the assessment of performance.

Note

The 2016 SACE results are based on preliminary data. Results based on the finalised data will be provided in the Term four 2017 release of the Partnership Schools Summary Report.

Table 8.1 shows the number and percentage of attempted SACE Stage 2 subjects that resulted in an "A" or "B" grade, and also shows the "A" and "B" grades combined total.

Table 8.1

**Number and Percentage of SACE Stage 2 Higher Grades ("A" and "B")
Coober Pedy Area School**

Year	Total attempted SACE Subjects	Higher Grades					
		Number Of A grades	Number Of B grades	Number Of A and B grades	Percentage Of A grades	Percentage Of B grades	Percentage Of A and B grades
2011	16	1	4	5	6.3%	25.0%	31.3%
2012	8	0	1	1	0.0%	12.5%	12.5%
2013	24	1	8	9	4.2%	33.3%	37.5%
2014	46	1	12	13	2.2%	26.1%	28.3%
2015	21	0	6	6	0.0%	28.6%	28.6%
2016	32	0	5	5	0.0%	15.6%	15.6%

Additional information:

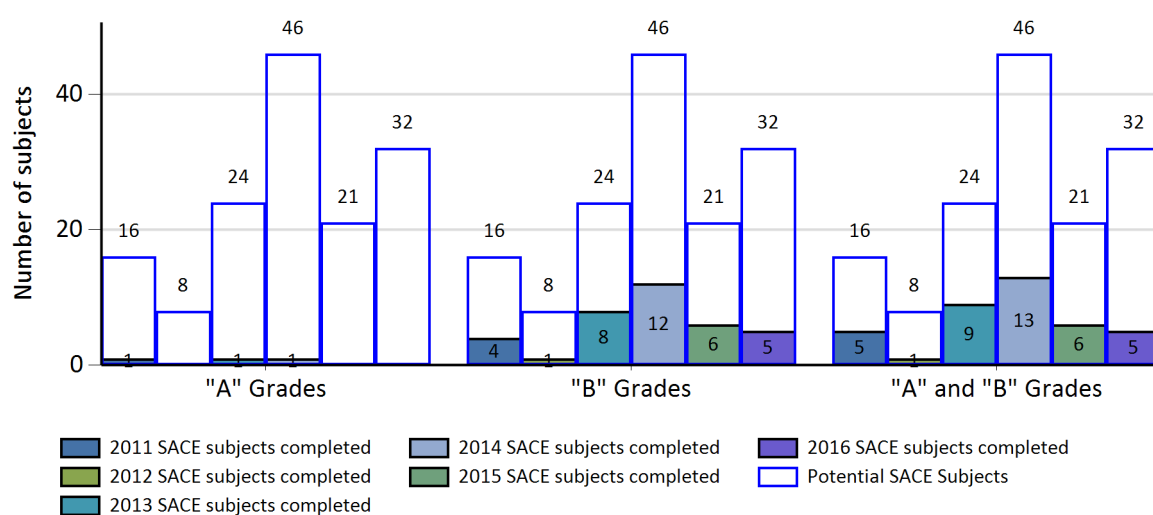
Graph 8.1.1 shows the number of attempted SACE subjects by potential completers enrolled in your school (the number on top of each clear bar) and the number of "A" Grades, "B" Grades and "A" and "B" Grades combined that have been attained (the number below the top of each coloured bar).

Graph 8.1.1 and Graph 8.1.2 have been provided to allow you to see trends in performance:

- Firstly, whether performance is improving over time (by looking at the latest results for each grade level ("A", "B" and, "A"s and "B"s combined) and comparing them to that grade level in previous years); and
- Secondly, whether performance is constant across the grade levels (by looking at the grade level and comparing it to the other grade levels).

Graph 8.1.1

**Number of attempted SACE subjects that resulted in Higher Grades ("A", "B" and, "A" and "B" combination)
Cooper Pedy Area School**

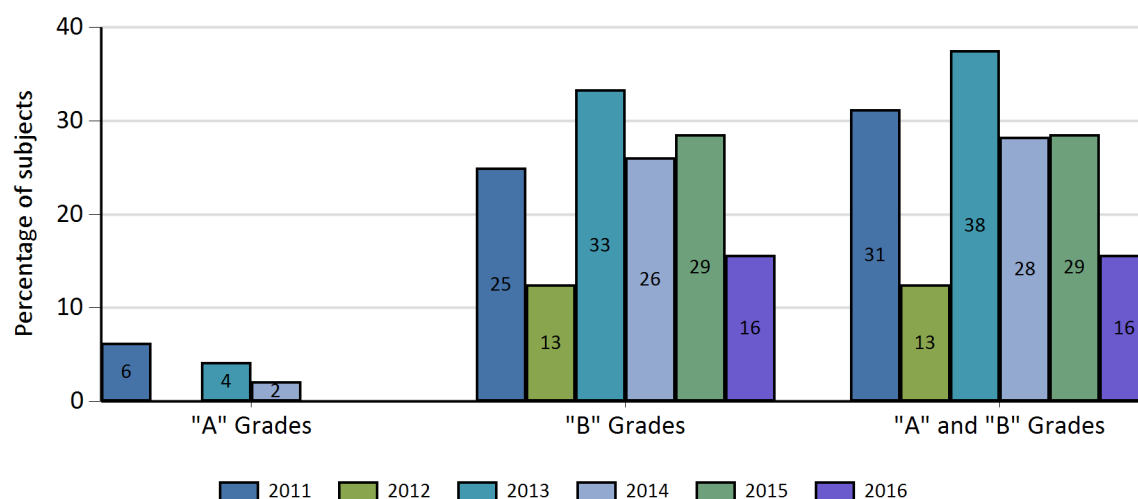


Data Source: SACE Board data extract, December 2016.

Graph 8.1.2 shows the percentage of "A" grades, "B" grades and "A" and "B" grades combined, out of the total number of attempted SACE subjects by potential completers enrolled in your school.

Graph 8.1.2

Percentage of attempted SACE subjects that resulted in Higher Grades ("A", "B" and, "A" and "B" combination)
Coober Pedy Area School



Data Source: SACE Board data extract, December 2016.

9. DECD Strategic Objectives and Targets

Attendance Rates

DECD expected achievement:

The DECD SEA does not reference attendance rates specifically.

DECD strategic objective:

Performance targets for attendance were introduced in 2012 and official term by term measures of attendance against the target commenced as of Term 1, 2013 (as communicated in two circulars from Head of Schools: 12 July 2012; and 5 April 2013).

Target:

- 93% attendance rate by the end of 2014.
- 95% attendance rate by the end of 2016.
- No differentiated targets (for different parts of the DECD system or for special interest populations) have been determined.

Measurement description:

The annual attendance rate is calculated for each year by subtracting the absence rate for the year from 100%. The absence rate is calculated by dividing the total number of days absent by the number of days that students were enrolled to attend your school.

Performance of your school:

Year	2015	2016
Target	95.0%	95.0%
Annual Attendance Rate	72.8%	69.8%

Refer to the Performance Definitions, Criteria and Thresholds section regarding the construction of the bounds and the assessment of performance.

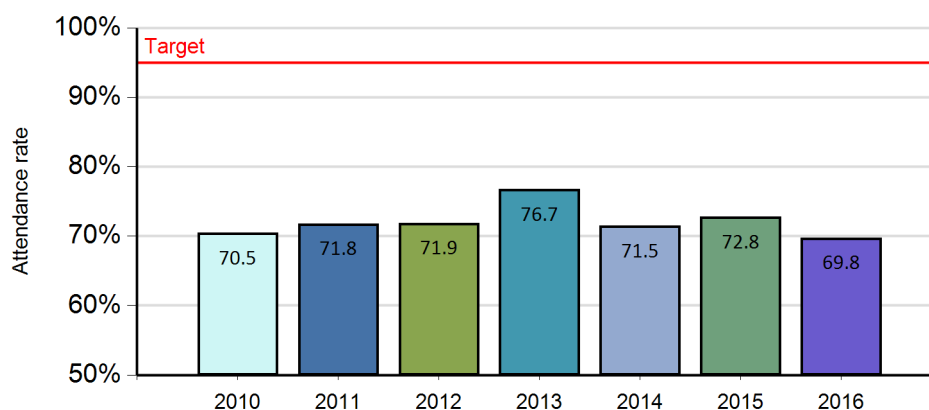
Graph 9.1 shows the annual attendance rate for 2010 to 2016 (the coloured bars) and the end of 2016 target of 95% (the solid red line).

Graph 9.1

Annual attendance rate

By year

Coober Pedy Area School



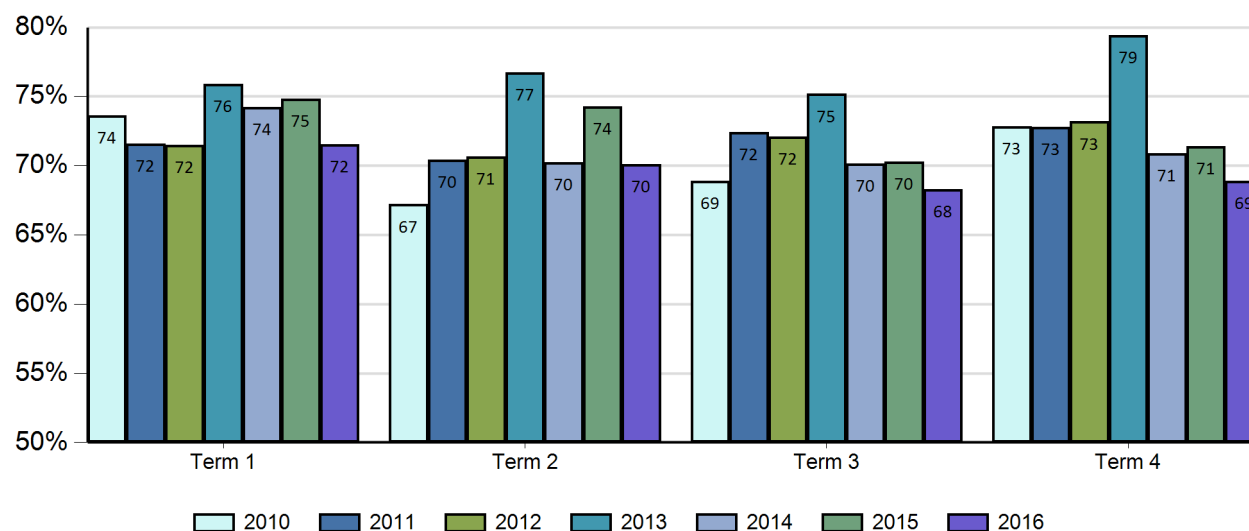
Data Source: Student Data Warehouse, extracted January 2017.

Additional Information:

Graph 9.1.1 shows the student attendance rates from Term 1 2010 to Term 4 2016 (the coloured bars) and the end of 2016 target of 95% (the solid red line).

Graph 9.1.1

Term attendance rate
By year
Coober Pedy Area School



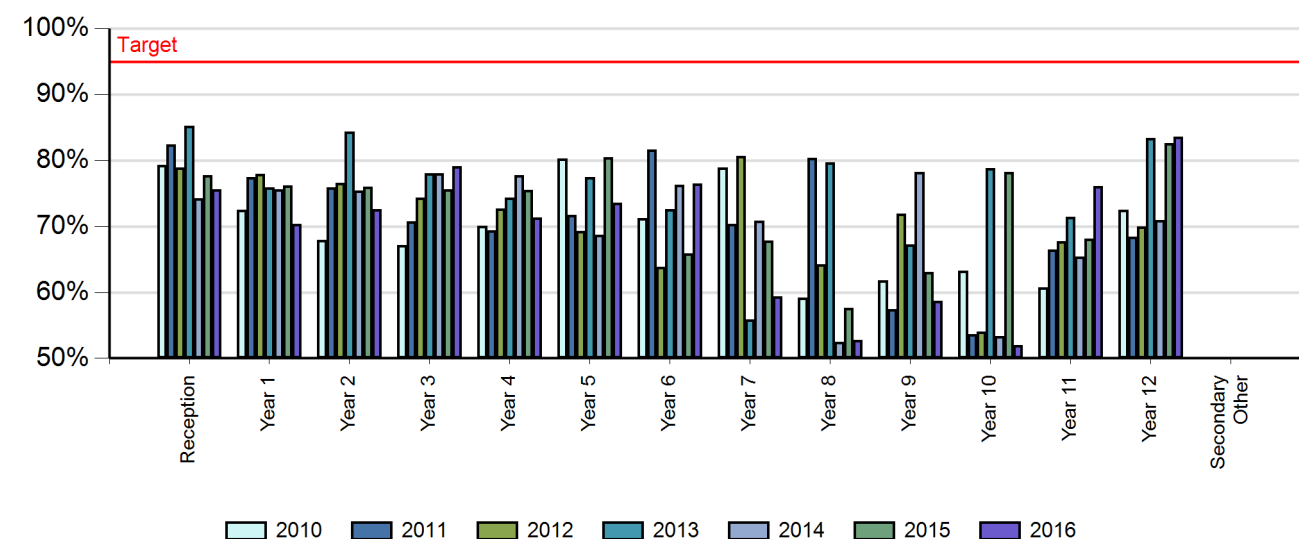
Data Source: Attendance data extracted from the Student Data Warehouse in January 2017.

Note: The data represented in this section will not be consistent with other DECD or Commonwealth datasets due to differences in the date of extraction, data collection period, validation processes, and the inclusion of all absence codes and year levels.

Graph 9.1.2 shows annual attendance rates by year level from 2010 - 2016.

Graph 9.1.2

Annual attendance rate
By year, by year level
Coober Pedy Area School



Data Source: Student Data Warehouse, extracted January 2017.

Note: Attendance rates that are less than 50% will not appear in Graph 9.1.2 but are provided in Table 9.1.2

Table 9.1.2 shows Term 1 attendance rates by year level from 2010 - 2016, as presented in the graph 9.1.2 above.

Table 9.1.2

Attendance Rates

By year level

Coober Pedy Area School

Year Level	2010	2011	2012	2013	2014	2015	2016
Reception	79.3%	82.5%	78.9%	85.2%	74.3%	77.8%	75.6%
Year 1	72.5%	77.5%	77.9%	75.9%	75.6%	76.2%	70.4%
Year 2	68.0%	75.9%	76.6%	84.4%	75.4%	76.0%	72.6%
Year 3	67.2%	70.8%	74.4%	78.0%	78.0%	75.6%	79.2%
Year 4	70.0%	69.4%	72.7%	74.3%	77.8%	75.5%	71.3%
Year 5	80.3%	71.8%	69.3%	77.5%	68.7%	80.5%	73.5%
Year 6	71.2%	81.7%	63.9%	72.6%	76.3%	65.9%	76.5%
Year 7	78.9%	70.4%	80.7%	55.9%	70.8%	67.8%	59.4%
Year 8	59.2%	80.4%	64.2%	79.7%	52.5%	57.6%	52.8%
Year 9	61.8%	57.4%	71.9%	67.3%	78.3%	63.0%	58.7%
Year 10	63.2%	53.6%	54.0%	78.8%	53.4%	78.2%	52.0%
Year 11	60.7%	66.5%	67.7%	71.4%	65.4%	68.1%	76.2%
Year 12	72.5%	68.4%	70.0%	83.4%	70.9%	82.6%	83.6%
Secondary Other					0.0%		

Data Source: Student Data Warehouse, extracted January 2017.

Note: A blank cell indicates there were no students enrolled.

10. Supplementary Planning Information

DECD SEA - 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.

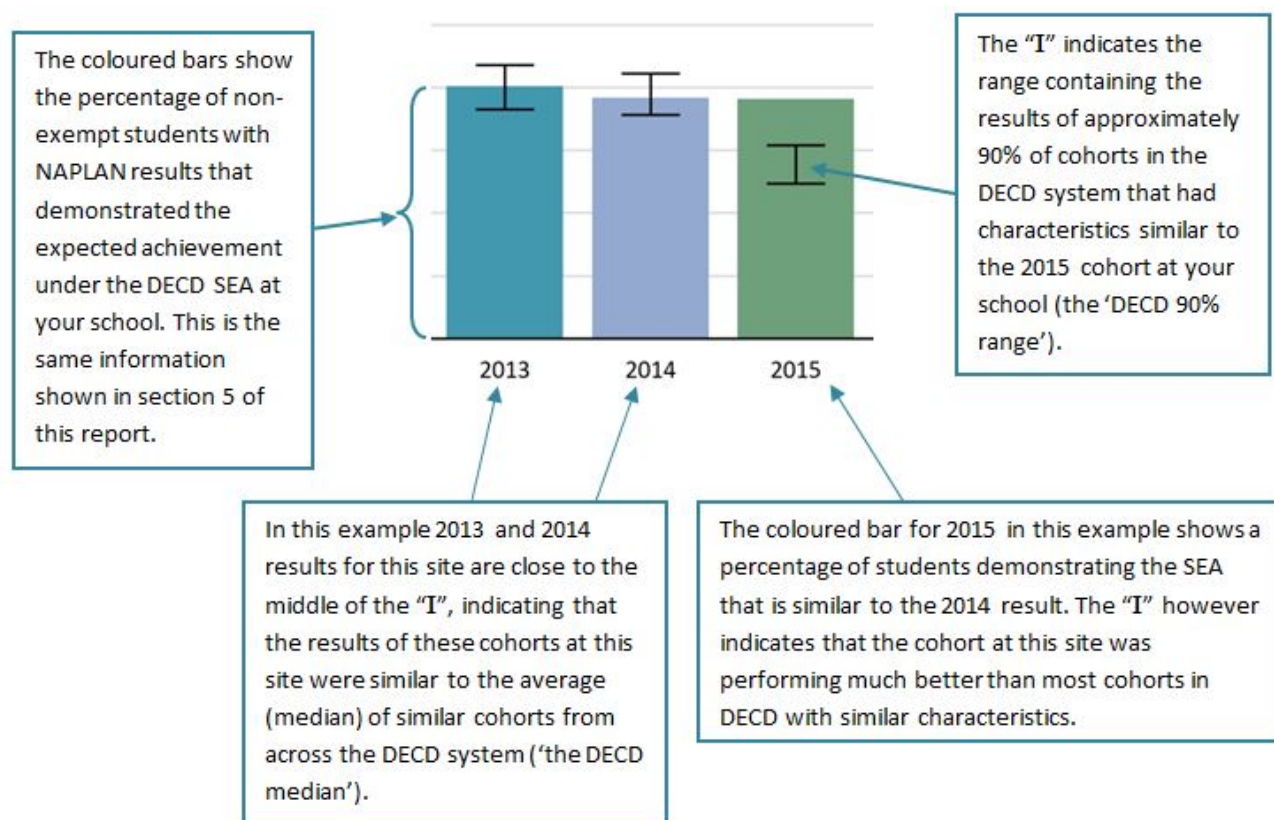
In this section, your school's results are compared to the results for students with similar characteristics from across the DECD system ('the system results'). This is **not** an additional performance assessment, but rather provides an alternative, contextual view of your school's results so that you 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 10.1 and 10.2 provide graphs and tables of your school's comparative results. An annotated extract of an example graph is provided below. Section 10.3 outlines the process followed to calculate the comparative results.

Example:



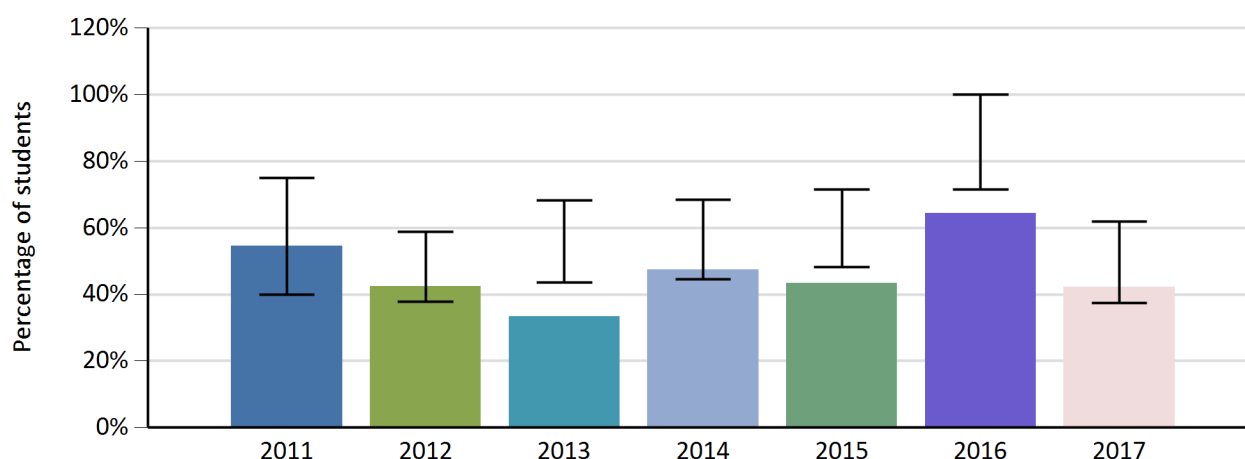
Note:

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

10.1 Reading - DECD SEA Comparative Results (NAPLAN)

Graph 10.1.1

Percentage of non-exempt students demonstrating the DECD SEA - Year 3 NAPLAN – Reading
School results 2010 - 2016 and DECD 90% range
Coober Pedy Area School



Data Source: DECD special extract from NAPLAN SA TAA data holdings, July 2017.

Table 10.1.1

Number and percentage of non-exempt students - Year 3 NAPLAN – Reading
School results 2010 - 2016, the DECD 90% range, and DECD median
Coober Pedy Area School

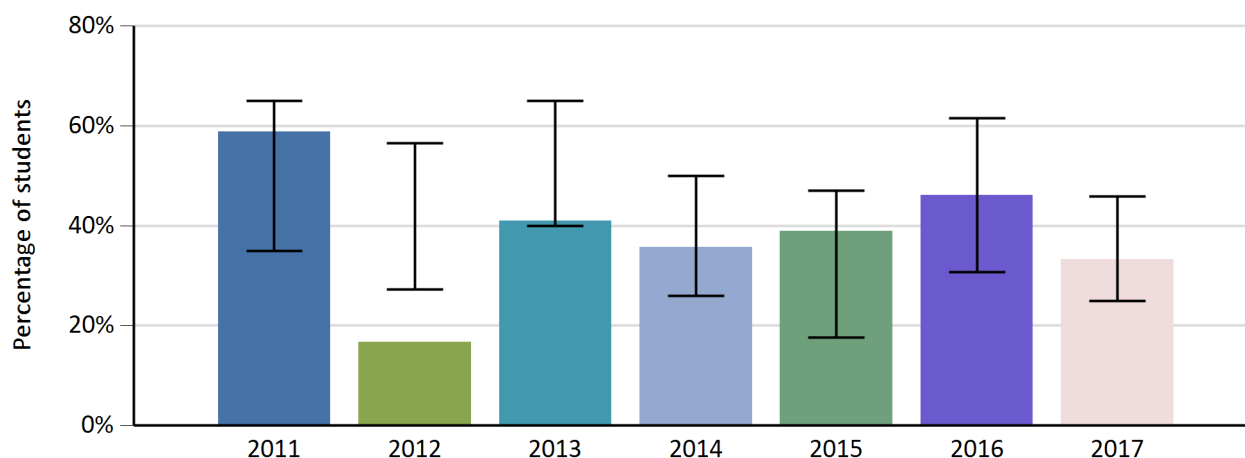
	Demonstrated DECD SEA expected achievement	Median of Similar Cohorts	90% Interval Lower Bound	90% Interval Upper Bound	Non-exempt Students at school
Test Year	%	%	%	%	Number
2011	54.5%	57.1%	40.0%	75.0%	11
2012	42.4%	48.6%	37.8%	58.8%	33
2013	33.3%	56.5%	43.5%	68.2%	21
2014	47.4%	57.9%	44.4%	68.4%	19
2015	43.3%	60.0%	48.3%	71.4%	30
2016	64.3%	85.7%	71.4%	100.0%	14
2017	42.3%	50.0%	37.5%	61.9%	26

Data Source: DECD special extract from NAPLAN SA TAA data holdings, July 2017.

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

Graph 10.1.2

Percentage of non-exempt students demonstrating the DECD SEA - Year 5 NAPLAN – Reading
School results 2010 - 2016 and DECD 90% range
Coober Pedy Area School



Data Source: DECD special extract from NAPLAN SA TAA data holdings, July 2017.

Table 10.1.2

Number and percentage of non-exempt students - Year 5 NAPLAN – Reading
School results 2010 - 2016, the DECD 90% range, and DECD median
Coober Pedy Area School

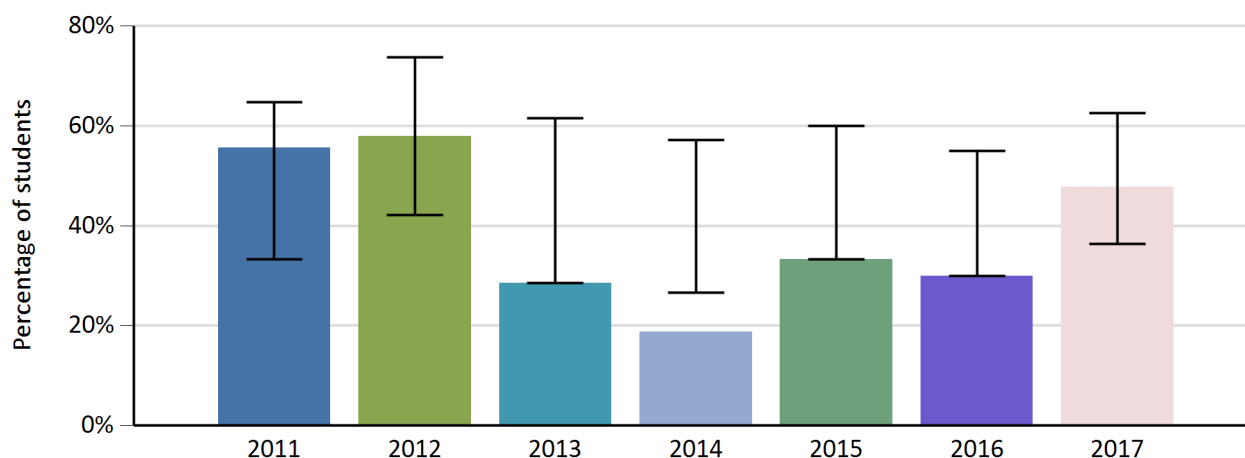
	Demonstrated DECD SEA expected achievement	Median of Similar Cohorts	90% Interval Lower Bound	90% Interval Upper Bound	Non-exempt Students at school
Test Year	%	%	%	%	Number
2011	58.8%	50.0%	35.0%	65.0%	17
2012	16.7%	40.9%	27.3%	56.5%	18
2013	40.9%	52.4%	40.0%	65.0%	22
2014	35.7%	37.0%	25.9%	50.0%	28
2015	38.9%	33.3%	17.6%	47.1%	18
2016	46.2%	46.2%	30.8%	61.5%	13
2017	33.3%	34.8%	25.0%	45.8%	24

Data Source: DECD special extract from NAPLAN SA TAA data holdings, July 2017.

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

Graph 10.1.3

Percentage of non-exempt students demonstrating the DECD SEA - Year 7 NAPLAN – Reading
School results 2010 - 2016 and DECD 90% range
Coober Pedy Area School



Data Source: DECD special extract from NAPLAN SA TAA data holdings, July 2017.

Table 10.1.3

Number and percentage of non-exempt students - Year 7 NAPLAN – Reading
School results 2010 - 2016, the DECD 90% range, and DECD median
Coober Pedy Area School

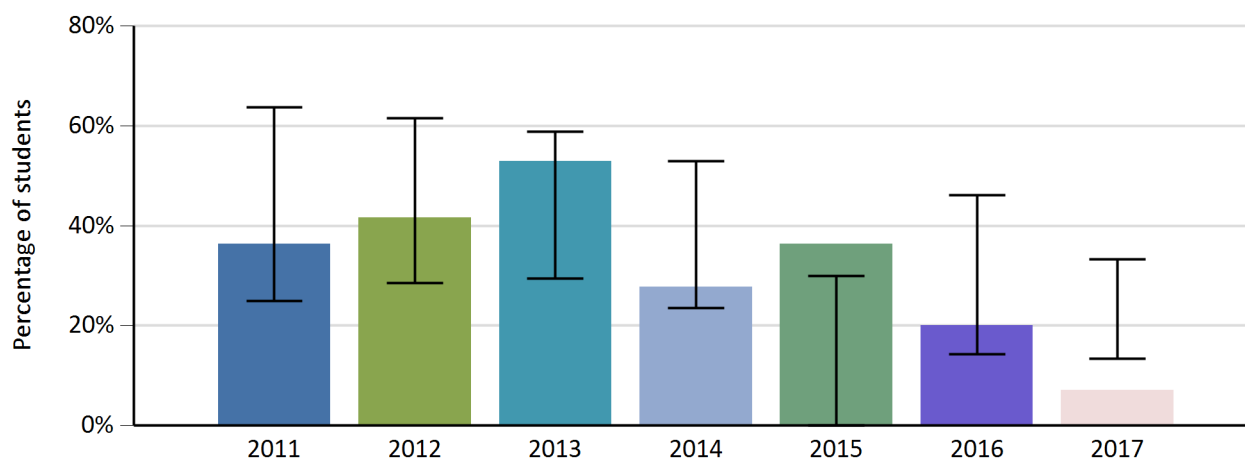
	Demonstrated DECD SEA expected achievement	Median of Similar Cohorts	90% Interval Lower Bound	90% Interval Upper Bound	Non-exempt Students at school
Test Year	%	%	%	%	Number
2011	55.6%	50.0%	33.3%	64.7%	18
2012	57.9%	57.9%	42.1%	73.7%	19
2013	28.6%	42.9%	28.6%	61.5%	14
2014	18.8%	43.8%	26.7%	57.1%	16
2015	33.3%	46.7%	33.3%	60.0%	15
2016	30.0%	45.0%	30.0%	55.0%	20
2017	47.8%	50.0%	36.4%	62.5%	23

Data Source: DECD special extract from NAPLAN SA TAA data holdings, July 2017.

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

Graph 10.1.4

Percentage of non-exempt students demonstrating the DECD SEA - Year 9 NAPLAN – Reading
School results 2010 - 2016 and DECD 90% range
Coober Pedy Area School



Data Source: DECD special extract from NAPLAN SA TAA data holdings, July 2017.

Table 10.1.4

Number and percentage of non-exempt students - Year 9 NAPLAN – Reading
School results 2010 - 2016, the DECD 90% range, and DECD median
Coober Pedy Area School

	Demonstrated DECD SEA expected achievement	Median of Similar Cohorts	90% Interval Lower Bound	90% Interval Upper Bound	Non-exempt Students at school
Test Year	%	%	%	%	Number
2011	36.4%	41.7%	25.0%	63.6%	11
2012	41.7%	46.2%	28.6%	61.5%	12
2013	52.9%	47.1%	29.4%	58.8%	17
2014	27.8%	38.9%	23.5%	52.9%	18
2015	36.4%	18.2%	0.0%	30.0%	11
2016	20.0%	28.6%	14.3%	46.2%	15
2017	7.1%	21.4%	13.3%	33.3%	14

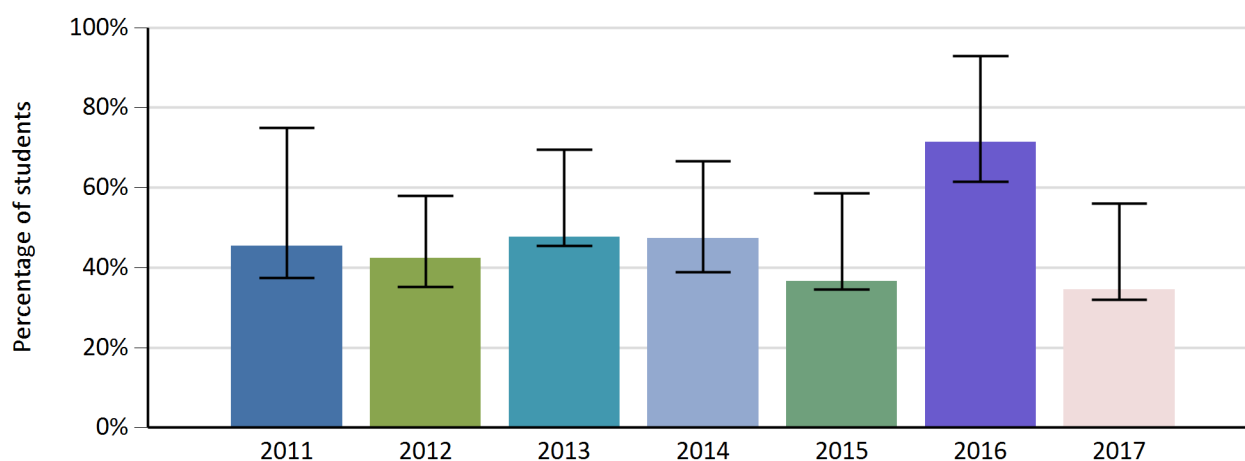
Data Source: DECD special extract from NAPLAN SA TAA data holdings, July 2017.

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

10.2 Numeracy - DECD SEA Comparative Results (NAPLAN)

Graph 10.2.1

Percentage of non-exempt students demonstrating the DECD SEA - Year 3 NAPLAN – Numeracy
School results 2010 - 2016 and DECD 90% range
Coober Pedy Area School



Data Source: DECD special extract from NAPLAN SA TAA data holdings, July 2017.

Table 10.2.1

Number and percentage of non-exempt students - Year 3 NAPLAN – Numeracy
School results 2010 - 2016, the DECD 90% range, and DECD median
Coober Pedy Area School

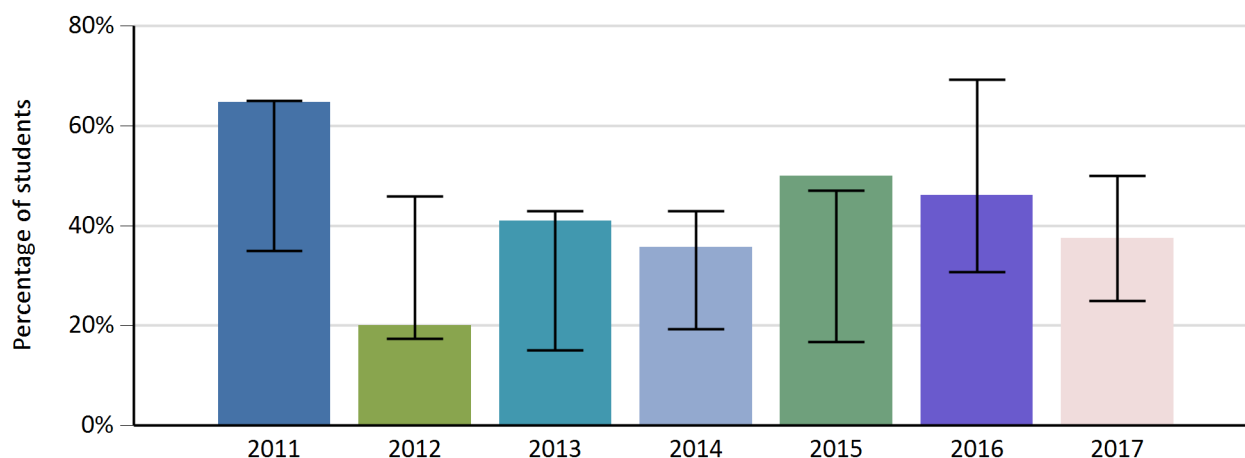
	Demonstrated DECD SEA expected achievement	Median of Similar Cohorts	90% Interval Lower Bound	90% Interval Upper Bound	Non-exempt Students at school
Test Year	%	%	%	%	Number
2011	45.5%	56.3%	37.5%	75.0%	11
2012	42.4%	45.9%	35.1%	57.9%	33
2013	47.6%	59.1%	45.5%	69.6%	21
2014	47.4%	52.6%	38.9%	66.7%	19
2015	36.7%	46.7%	34.5%	58.6%	30
2016	71.4%	78.6%	61.5%	92.9%	14
2017	34.6%	44.0%	32.0%	56.0%	26

Data Source: DECD special extract from NAPLAN SA TAA data holdings, July 2017.

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

Graph 10.2.2

Percentage of non-exempt students demonstrating the DECD SEA - Year 5 NAPLAN – Numeracy
School results 2010 - 2016 and DECD 90% range
Coober Pedy Area School



Data Source: DECD special extract from NAPLAN SA TAA data holdings, July 2017.

Table 10.2.2

Number and percentage of non-exempt students - Year 5 NAPLAN – Numeracy
School results 2010 - 2016, the DECD 90% range, and DECD median
Coober Pedy Area School

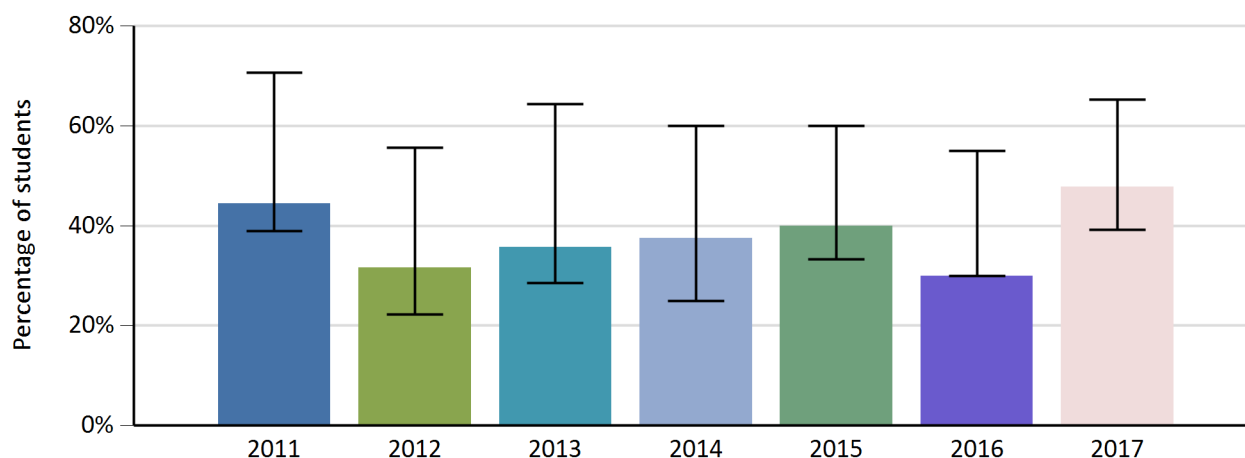
	Demonstrated DECD SEA expected achievement	Median of Similar Cohorts	90% Interval Lower Bound	90% Interval Upper Bound	Non-exempt Students at school
Test Year	%	%	%	%	Number
2011	64.7%	50.0%	35.0%	65.0%	17
2012	20.0%	30.4%	17.4%	45.8%	20
2013	40.9%	28.6%	15.0%	42.9%	22
2014	35.7%	32.0%	19.2%	42.9%	28
2015	50.0%	33.3%	16.7%	47.1%	18
2016	46.2%	53.8%	30.8%	69.2%	13
2017	37.5%	37.5%	25.0%	50.0%	24

Data Source: DECD special extract from NAPLAN SA TAA data holdings, July 2017.

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

Graph 10.2.3

Percentage of non-exempt students demonstrating the DECD SEA - Year 7 NAPLAN – Numeracy
School results 2010 - 2016 and DECD 90% range
Coober Pedy Area School



Data Source: DECD special extract from NAPLAN SA TAA data holdings, July 2017.

Table 10.2.3

Number and percentage of non-exempt students - Year 7 NAPLAN – Numeracy
School results 2010 - 2016, the DECD 90% range, and DECD median
Coober Pedy Area School

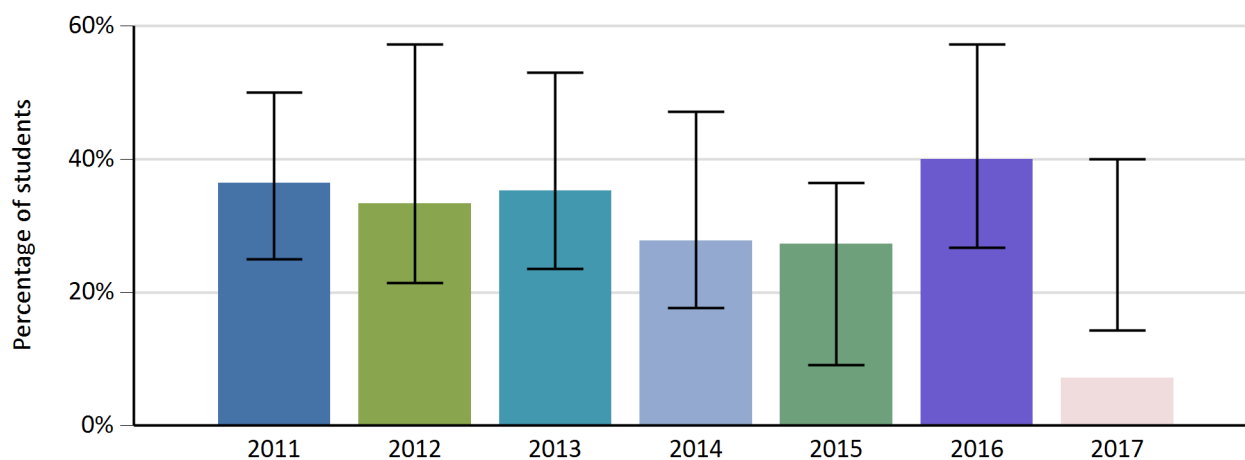
	Demonstrated DECD SEA expected achievement	Median of Similar Cohorts	90% Interval Lower Bound	90% Interval Upper Bound	Non-exempt Students at school
Test Year	%	%	%	%	Number
2011	44.4%	52.9%	38.9%	70.6%	18
2012	31.6%	41.2%	22.2%	55.6%	19
2013	35.7%	46.2%	28.6%	64.3%	14
2014	37.5%	42.9%	25.0%	60.0%	16
2015	40.0%	46.7%	33.3%	60.0%	15
2016	30.0%	45.0%	30.0%	55.0%	20
2017	47.8%	52.2%	39.1%	65.2%	23

Data Source: DECD special extract from NAPLAN SA TAA data holdings, July 2017.

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

Graph 10.2.4

Percentage of non-exempt students demonstrating the DECD SEA - Year 9 NAPLAN – Numeracy
School results 2010 - 2016 and DECD 90% range
Coober Pedy Area School



Data Source: DECD special extract from NAPLAN SA TAA data holdings, July 2017.

Table 10.2.4

Number and percentage of non-exempt students - Year 9 NAPLAN – Numeracy
School results 2010 - 2016, the DECD 90% range, and DECD median
Coober Pedy Area School

	Demonstrated DECD SEA expected achievement	Median of Similar Cohorts	90% Interval Lower Bound	90% Interval Upper Bound	Non-exempt Students at school
Test Year	%	%	%	%	Number
2011	36.4%	33.3%	25.0%	50.0%	11
2012	33.3%	38.5%	21.4%	57.1%	12
2013	35.3%	35.3%	23.5%	52.9%	17
2014	27.8%	33.3%	17.6%	47.1%	18
2015	27.3%	20.0%	9.1%	36.4%	11
2016	40.0%	40.0%	26.7%	57.1%	15
2017	7.1%	26.7%	14.3%	40.0%	14

Data Source: DECD special extract from NAPLAN SA TAA data holdings, July 2017.

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

10.3 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 DECD system. This has been done using a defined set of background characteristics and prior achievement (see table 10.3.1 below).

To create the comparative results the following was done:

1. Students were put into groups (strata) based on the characteristics defined in table 10.3.1.
2. For each school, year, year level and aspect of NAPLAN, 1000 random samples were drawn from the DECD 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 DECD 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 DECD 90% range (50th and 950th values respectively) were identified.

Table 10.3.1

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	2010/2011/2012/2013/2014/2015/2016/2017
Aspect	Reading/Numeracy

Using this methodology, if the characteristics being considered in table 10.3.1 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 DECD 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 10.3.1).