Performance report: At school
Our performance targets

**Ensure participation of students in national (NAPLAN) tests exceeds the national average**

NSW participation in National Assessment Program: Literacy and Numeracy (NAPLAN) tests has been consistently higher than the national average across all year levels (Years 3, 5, 7 and 9) since testing began in 2008 (see Figure 3).

**Figure 3:** Participation rate of NSW students in NAPLAN tests compared to the national average in 2014

Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), NAPLAN Achievement in Reading, Persuasive Writing, Language Conventions and Numeracy: National Report for 2014.
Increase the proportion of NSW students achieving at or above the national minimum standard for reading and numeracy

In 2014, the proportion of NSW students achieving at or above the national minimum standard in reading and numeracy was consistently higher than the national average (see Figure 4).

Over the period 2008 to 2014, the proportion of students across all year levels meeting or exceeding the national minimum standard in reading has shown no statistically significant change. The same is true for numeracy, with the exception of Year 3, where there was a statistically significant decrease.

**Figure 4:** Proportion of NSW students in Years 3, 5, 7 and 9 at or above the national minimum standard for reading and numeracy in 2014

Increase the proportion of NSW students achieving in the top two performance bands for reading and numeracy

In 2014, the proportion of NSW students achieving in the top two performance bands for reading and numeracy was consistently higher than the national average (see Figure 5).

Since 2008, the proportion of NSW students achieving in the top two bands has increased for Years 3, 5 and 7 in reading and Year 5 in numeracy.

Figure 5: Proportion of NSW students in Years 3, 5, 7 and 9 in the top two performance bands for reading and numeracy in 2014

Halve the gap between Aboriginal and non-Aboriginal students in reading and numeracy by 2018

Over the period 2008 to 2014, the proportion of Aboriginal students across all year levels meeting or exceeding the national minimum standard in reading has shown no statistically significant change. The same is true for numeracy, with the exception of Year 3 students where there was a statistically significant decrease. The decrease in the proportion of Aboriginal Year 3 students meeting or exceeding the national minimum standard for numeracy is also evident for non-Aboriginal students (see figures 6 and 7).

Figure 6: Proportion of Aboriginal students in NSW achieving at or above the national minimum standard in reading (2008 to 2014)

Figure 7: Proportion of Aboriginal students in NSW achieving at or above the national minimum standard in numeracy (2008 to 2014)
Ensure that 90 per cent of young people have attained a Year 12 or AQF qualification at certificate II or above by 2015

In 2014, the proportion of young people who had completed Year 12 or an Australian Qualifications Framework (AQF) qualification at certificate II or above was 87.1 per cent (see Figure 8).

Ensure that 90 per cent of young people have attained a Year 12 or AQF qualification at certificate III or above by 2020, including those in regional NSW

While there are fluctuations in survey data from year to year, the overall proportion of young people who had completed Year 12 or an AQF qualification at certificate III or above remained stable at 85.1 per cent in 2014 (see Figure 9).

Improve Year 12 completion rates for students in disadvantaged areas

Since 2008, the proportion of NSW students living in low socio-economic areas who have completed Year 12 has increased from 64 per cent to 68 per cent. Over the same period, the national average has increased from 67 per cent to 68 per cent (see Figure 10).

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**Figure 8: Proportion of 20 to 24 year olds who have attained a Year 12 or AQF qualification at certificate II or above (2007 to 2014)**

<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
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<tr>
<td>2008</td>
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<td>2009</td>
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<td>2010</td>
<td>86.6%</td>
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<tr>
<td>2011</td>
<td>83.5%</td>
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<td>2012</td>
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<tr>
<td>2013</td>
<td>86.4%</td>
</tr>
<tr>
<td>2014</td>
<td>87.1%</td>
</tr>
<tr>
<td>Target</td>
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</tr>
</tbody>
</table>

Source: ABS Australia, Survey of Education and Work (cat. 6227), additional data cubes. Notes: Care needs to be taken with the interpretation of survey data as high standard errors can mean differences from year to year are not statistically significant.
Figure 9: Proportion of 20 to 24 year olds who have attained a Year 12 or AQF qualification at certificate III or above (2007 to 2014)

Source: ABS Australia, Survey of Education and Work (cat. 6227), additional data cubes. Notes: Rural and regional attainment data are calculated from a sample survey for which there is a known standard error. The ABS has advised that year to year fluctuations are to be expected due to sampling variability. Care needs to be taken with the interpretation of survey data as high standard errors can mean differences from year to year are not statistically significant.

Figure 10: Year 12 completion rates for students living in low socio-economic areas (2008 to 2013)

Halve the gap in Year 12 or equivalent attainment for Aboriginal students by 2020

In 2011, 55.9 per cent of young Aboriginal people had attained Year 12 or equivalent qualification. While this is an increase of over six percentage points between the 2006 and 2011 census collections, significant and sustained effort is required if we are to achieve the 2020 target of 66.8 per cent (see Figure 11).

Since the school leaving age was raised to 17 in 2010, school retention rates have increased for all NSW students across Years 7 to 12. The retention rate for Aboriginal students has increased from 32.2 per cent in 2008 to 48.4 per cent in 2014, nearing the 2020 target of 49.2 per cent. If current trends continue, NSW will have exceeded its halving the gap target for Aboriginal student retention rates by 2020 (see Figure 12).

Increase the number of teachers with higher-level professional accreditation

Accreditation at the higher career stages of Highly Accomplished and Lead Teacher requires teachers to demonstrate they have achieved the relevant teaching standards through a combination of documentary evidence, referee reports and independent observation.

In 2014, 7 teachers achieved accreditation at the Highly Accomplished level and 13 at Lead Teacher level. Since 2008, 96 teachers have achieved accreditation at the higher levels. An increase in the number of teachers seeking higher accreditation is expected with the introduction of standards-based remuneration in January 2016.

In 2014, 851 public school teachers expressed interest in seeking voluntary accreditation at the Highly Accomplished level, with 193 commencing the process.

**Figure 11:** The gap in Year 12 or equivalent attainment for Aboriginal 20 to 24 year olds (2006 to 2014)
Figure 12: Year 7 to Year 12 apparent retention for Aboriginal and non-Aboriginal students (2008 to 2014)

Source: ABS Schools Australia (cat. 4221.0). Notes: Apparent retention measures the extent to which students in NSW public schools progress to their final year of schooling. The term "apparent" is used because the measurement is based on the total number of students in each year level compared to the number in an early year, rather than by tracking the retention of individual students.

with the Board of Studies, Teaching and Educational Standards (BOSTES) NSW. A further 663 teachers completed a preliminary application at Lead Teacher level, with 264 commencing the accreditation process. Teachers have up to three years to complete their submission for accreditation.

Ensure 60 per cent of school students with disability have a personalised learning and support plan by 2020

In 2014, over 1,700 NSW public schools participated in the second phase of the Nationally Consistent Collection of Data on school students with disability. This data collection draws on the ongoing work of teachers to identify, plan for and provide personalised learning and support for students with disability in consultation with their parents and carers.

An electronic data recording system was developed for the data collection in 2014. From 2015 onward, all schools will participate in the annual collection.

To further support planning for students with additional learning needs, including students with disability, in 2014 we continued to develop a new resource to assist teachers in understanding the unique strengths and needs of their individual students. The Personalised Learning and Support Signposting Tool creates a unique student profile that teachers and school teams can use as a basis for planning personalised learning and support for that student, in consultation with their parents or carers. In 2014, feedback from more than 550 trial schools informed further work to refine and finalise the tool for release to all schools in early 2015.