PERFORMANCE REPORT: AT SCHOOL

OUR PERFORMANCE TARGETS

Increase the proportion of NSW students in the top two NAPLAN bands by eight per cent by 2019

This target is included in the Premier’s Priorities.

The overall proportion of students in the top two National Assessment Program: Literacy and Numeracy (NAPLAN) bands represents an average across years 3, 5, 7 and 9 reading and numeracy. In 2015, the overall proportion of NSW students achieving in the top two performance bands across reading and numeracy was 32.2 per cent. The 2015 result is consistent with previous years’ results and reflects the volatility in the underlying measures. The target for 2019 is still achievable.

In 2015, the proportion of students in the top two reading bands was very similar to the 2013–14 baselines for all year groups. The greatest change was an increase of 1.7 percentage points for Year 3 reading.

For numeracy, the 2015 proportion of students in the top two bands was around two percentage points below the 2013–14 baselines for students in years 3, 7 and 9. For Year 5, there was an increase of 1.5 percentage points in the proportion of students in the top two bands for numeracy.

All changes between the 2013–14 baselines and 2015 results are within the bounds of typical year-to-year variation in the proportion of students in the top two NAPLAN bands. Additional years of data are needed for any trends to become evident.

The variation across year groups in the proportion of NSW students in the top two bands for reading and numeracy reflects the pattern at the national level.
Increase the proportion of NSW students achieving at or above the national minimum standard for reading and numeracy

The national minimum standard is the agreed minimum acceptable standard of knowledge and skills in literacy and numeracy for a given year level, below which students will have difficulty making sufficient progress at school.

For both reading and numeracy over the period 2010 to 2015, the proportion of NSW students at or above the national minimum standard showed no substantial change for all year levels.
Increase the proportion of NSW Aboriginal students in the top two NAPLAN bands by 30 per cent by 2019

The overall proportion of Aboriginal students in the top two NAPLAN bands represents an average across years 3, 5, 7 and 9 reading and numeracy. In 2015, the overall proportion of Aboriginal students achieving in the top two performance bands across reading and numeracy was 8.9 per cent. The 2015 result is consistent with previous years’ results and reflects the volatility in the underlying measures. It does not preclude the 2019 target from being met.
Halve the gap between Aboriginal and non-Aboriginal students in reading and numeracy by 2018

This is a Council of Australian Governments (COAG) target.

For reading, over the period 2008 to 2015, the proportion of NSW Aboriginal students meeting or exceeding the national minimum standard showed no statistically significant change for years 3 and 5, an increase for Year 7 and a decrease for Year 9.

The proportion of NSW Aboriginal Year 7 and Year 9 students meeting or exceeding the national minimum standard for reading changed. However, there was no comparable change in the proportion of NSW non-Aboriginal students for those year levels.

The 2015 results are consistent with previous years’ results and reflect the volatility in the underlying measures.

For numeracy, over the period 2008 to 2015, the proportion of NSW Aboriginal students meeting or exceeding the national minimum standard showed no statistically significant change for years 3 and 7, and an increase for years 5 and 9.

The increase in the proportion of NSW Aboriginal Year 5 and Year 9 students meeting or exceeding the national minimum standard for numeracy was not evident for NSW non-Aboriginal students.

The 2015 results are consistent with previous years’ results and reflect the volatility in the underlying measures.
Ensure that 90 per cent of young people have attained a Year 12 or AQF qualification at certificate II or above by 2015

This is a COAG target.

In 2015, the proportion of young people who had completed Year 12 or an Australian Qualifications Framework (AQF) qualification at certificate II or above increased to 88.8 per cent.
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

This is a COAG target.

The overall proportion of young people who had completed a Year 12 or an AQF qualification at certificate III or above increased to 88.2 per cent in 2015. The proportion of young people living in rural and regional NSW who had attained an equivalent qualification has remained relatively constant since 2007.

**Figure 8:** Proportion of 20-to-24-year-olds who have attained a Year 12 or AQF qualification at certificate III or above, 2007 to 2015

Source: ABS, Survey of Education and Work (cat. 6227.0). 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. Following amendments to the 2015 ABS publication, the ABS data for the period 2007 to 2014 have been amended and are different from figures published in the 2014 Annual Report.

Improve Year 12 completion rates for students in disadvantaged areas

Since 2007, the proportion of NSW students living in low-socioeconomic areas who have completed Year 12 has increased from 63 per cent to 69 per cent. Over the same period, the national average has increased to 67 per cent.

**Figure 9:** Year 12 completion rates for students living in low-socioeconomic areas, 2007 to 2014

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

This is a COAG target.

In 2011, 55.9 per cent of young Aboriginal people had attained Year 12 or an equivalent qualification. While this is an increase of more than 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.

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 increased from 32.2 per cent in 2008 to 48.4 per cent in 2014 then declined to 46.5 per cent in 2015. While significant progress has been made towards the 2020 target of 49.2 per cent, further work is required to ensure NSW meets the halving the gap target for Aboriginal student retention rates by 2020.
Government recurrent expenditure on staff per full-time equivalent student in government schools

Figure 12: Government recurrent expenditure on staff per FTE student in NSW Government schools, 2010–11 to 2013–14

Reporting on efficiency trends is a recommendation of the 2015 Performance Audit Report – Identifying Productivity in the Public Sector.

Data outlined in the Report on Government Services identifies that the amount of employee-related expenditure per full-time equivalent (FTE) student has increased over the past four years.

The report also indicates that over the same period, employee-related expenditure per FTE student is decreasing as a proportion of total expenditure per FTE student.

Government recurrent expenditure per full-time equivalent student in government schools

Figure 13: Government recurrent expenditure per FTE student in NSW Government schools, 2010–11 to 2013–14

Reporting on efficiency trends is a recommendation of the 2015 Performance Audit Report – Identifying Productivity in the Public Sector.

The 2016 Report on Government Services indicates that real expenditure per NSW public school student is increasing. In 2013–14, expenditure per FTE student in NSW public schools exceeded the Australian average.

Source: Table 4A.12 2016 Report on Government Services – Chapter 4 School Education (Tables 4A.6–7; Education Council NSCC financial collection [unpublished]). Note: Expenditure includes user cost of capital and in-school and out-of-school expenditure.