School Performance Report
Peterborough High School Year 8 to year 12
February 2015
Partnership: Flinders
Portfolio: Port Pirie
Site ID: 0789
DECD Business Intelligence is pleased to provide this expanded and updated School Performance Report (v3.0). Note that this update to the report is provided as a validation copy.

Business Intelligence is requesting School Leaders to review this report and validate the data it contains, as follows:

- Please check this report thoroughly for errors by the end of week 6 of term 1 (6 March, 2015).
- Report any errors you find to the DECD Business Intelligence Unit (decd.businessIntelligenceUnit@sa.gov.au).
- Your feedback is requested: even if you do not find any errors, please list:
  - three things that you liked about this report and why, plus
  - three ways you believe it could be improved, and why.

This edition is provided with a review period, designed to allow you to contact Business Intelligence about any unidentified errors (data, editorial or presentation). If updates are required, a final School Report will then be provided to your school.

Any material errors identified in this report will be corrected and the report re-issued following the end of the validation period. Changes will be logged to ensure future releases are correct.

You may also contact Business Intelligence to discuss this report on 8226 0970 (Stacey or Jane).

Note that if you identify any errors after the 6 March 2015, please call to discuss them with Business Intelligence.
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Introduction

Purpose and scope of this report

This report has been developed to support both the existing Site Improvement Planning process and the recently introduced 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 two 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.

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 high or low 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 planning for performance improvement.

How performance is assessed

In those cases where explicit DECD targets have been set for a particular measure, performance will be assessed as either ‘Met or exceeded target’ or ‘Target not met’.

Where no target exists, your school’s performance will be assessed against its own historical performance. This will be done by comparing the most recent performance result with a ‘baseline’ determined using the relevant historic average for your school. The assessment information is displayed in the School Summary of Performance Measures, the various elements of which are described below:

<table>
<thead>
<tr>
<th>Topic and measure</th>
<th>Target</th>
<th>Historic Average</th>
<th>Previous Result</th>
<th>Latest Result</th>
<th>Change from previous</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highlighted in purple 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.</td>
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<td></td>
<td></td>
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</tr>
<tr>
<td>The relevant DECD target for the measure (where applicable) referenced with a ‘T’.</td>
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<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>The average for your school on each measure for a period that <strong>excludes</strong> the Latest Result (<em>e.g. for NAPLAN the date range is 2008 to 2012</em>) referenced with a ‘B’</td>
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<td></td>
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<tr>
<td>The previous result for the measure <em>e.g. 2013</em></td>
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<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>The current result for the measure <em>e.g. 2014</em>. This result is colour coded to represent the <strong>Assessment</strong> of performance (refer below for description of Assessment).</td>
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<td></td>
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<tr>
<td>The <strong>Previous Result</strong> subtracted from the <strong>Latest Result</strong>.</td>
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</tr>
</tbody>
</table>
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 current Standard is:

- **Reception students** - Satisfactory or above achievement of the foundation standard in each learning area [1]
- **Yr 1 to 10 students** - Achievement at ‘C’ or above in each learning area [1]
- **Senior students** - 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:

- **Reception to Yr 2 students** - Running Records.
- **Yr 3, 5, 7 & 9 students** - NAPLAN Proficiency Bands – Above the National Minimum Standard (NMS)
- **Yr 3 to 10 students** - PAT-Rc and PAT-M scale scores.

What are the relevant DECD strategic objectives?

Complementing the scope of the DECD Standard of Educational Achievement is a range of DECD strategic objectives that have been determined by the DECD Senior Executive Group.

- Increasing the percentage of students whose NAPLAN results demonstrate they achieve the DECD Standard of Educational Achievement for Numeracy and Literacy. [2]
  
  *(Expected achievement under the DECD Standard of Educational Achievement is Above NMS in NAPLAN - for Numeracy and Reading domains separately.)*

- Increasing the number of students who attain NAPLAN scores in the higher bands in Year 3 in Numeracy and Literacy. [2]
  
  *(For Numeracy and Reading domains separately – note Higher bands for Year 3 are Band 3 and above.)*

- Increasing the number of students who, having attained NAPLAN scores in the higher bands in Year 3 in Numeracy and Literacy, maintain their higher band achievement as they progress through their schooling years. [2]
  
  *(For Numeracy and Reading domains separately – note Higher bands are the top two bands for each year level - Year 3= Band 3 or above; Year 5= Band 5 or above; Year 7= Band 6 or above; Year 9= Band 7 or above)*

- Attendance rates: Building on a culture of attendance – targets of 93% by the end of 2014 and 95% by the end of 2016. [3]

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[1] of the Australian Curriculum (as it is incrementally implemented) and the remaining SACSA standards (until they’re incrementally replaced through full implementation of the AC).

[2] Note: targets on the size of the increases are yet to be determined.

[3] As communicated in 12 July 2012 circular and confirmed in 5 April 2013 circular from Head of Sites to All Principals.
### School Summary of Performance Measures:

#### DECD Standard of Educational Achievement (SEA) - Australian Curriculum

<table>
<thead>
<tr>
<th>Topic and measure</th>
<th>Year Level</th>
<th>Target (T) or Historic Average Baseline (B)</th>
<th>Previous Result</th>
<th>Latest Result</th>
<th>Change from Previous</th>
</tr>
</thead>
<tbody>
<tr>
<td>Satisfactory or above achievement of the Foundation standard in each learning area</td>
<td>Reception</td>
<td>no data</td>
<td>no data</td>
<td>no data</td>
<td>no data</td>
</tr>
<tr>
<td>Achievement at grade ‘C’ or above in each learning area</td>
<td>Years 1 to 10</td>
<td>no data</td>
<td>no data</td>
<td>no data</td>
<td>no data</td>
</tr>
<tr>
<td>SACE Grades - Percentage of grades that are &quot;C-&quot; or above for attempted SACE subjects</td>
<td>Year 12</td>
<td>(B) 86.0%</td>
<td>84.2%</td>
<td>78.9%</td>
<td>-5.3%</td>
</tr>
<tr>
<td>SACE Completion - Percentage of completers out of potential completers.</td>
<td>Year 12</td>
<td>(B) 83.1%</td>
<td>100.0%</td>
<td>85.7%</td>
<td>-14.3%</td>
</tr>
</tbody>
</table>

#### DECD SEA - Supplementary Measures

<table>
<thead>
<tr>
<th>Topic and measure</th>
<th>Year Level</th>
<th>Target (T) or Historic Average Baseline (B)</th>
<th>Previous Result</th>
<th>Latest Result</th>
<th>Change from Previous</th>
</tr>
</thead>
<tbody>
<tr>
<td>NAPLAN - Number of students who demonstrated expected achievement (DECD SEA)</td>
<td>Reading Year 9</td>
<td>(B) 14</td>
<td>12</td>
<td>13</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Numeracy Year 9</td>
<td>(B) 13</td>
<td>10</td>
<td>11</td>
<td>1</td>
</tr>
<tr>
<td>Progressive Achievement Tests (PAT-Rc and PAT-M) demonstrating at a year-appropriate level</td>
<td>Reading Years 3 to 10</td>
<td>no data</td>
<td>no data</td>
<td>no data</td>
<td>no data</td>
</tr>
<tr>
<td></td>
<td>Mathematics Years 3 to 10</td>
<td>no data</td>
<td>no data</td>
<td>no data</td>
<td>no data</td>
</tr>
</tbody>
</table>

#### DECD Strategic Objectives and Targets

<table>
<thead>
<tr>
<th>Topic and measure</th>
<th>Year Level</th>
<th>Target (T) or Historic Average Baseline (B)</th>
<th>Previous Result</th>
<th>Latest Result</th>
<th>Change from Previous</th>
</tr>
</thead>
<tbody>
<tr>
<td>NAPLAN - Number of students who, having achieved in the Higher Bands in year 3, were retained in the Higher Bands in later years</td>
<td>Literacy - Reading Year 9</td>
<td>(B) N/A</td>
<td>N/A</td>
<td>0</td>
<td>N/A</td>
</tr>
<tr>
<td>Attendance - Percentage attendance rate averaged over 4 terms</td>
<td>All years (T) 93.0%</td>
<td>82.7%</td>
<td>81.5%</td>
<td>-1.2%</td>
<td></td>
</tr>
</tbody>
</table>

**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:

- **Target not met/ Decline on Baseline**
- **Little to no improvement**
- **Met or exceeded target/ Improvement on Baseline**

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 following 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.

<table>
<thead>
<tr>
<th>Measure</th>
<th>Year Level</th>
<th>Data source</th>
<th>Target not met/Decline on baseline</th>
<th>Business Rules*</th>
<th>Met or exceeded target/ Improvement on baseline</th>
<th>Data Release schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DECD Standard of Educational Achievement (SEA) - Australian Curriculum</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Satisfactory or above achievement of the Foundation standard in each learning area</td>
<td>Reception</td>
<td>currently NA</td>
<td>latest result &lt; [historical average performance (2011 to 2013) - 0.5 * SD]</td>
<td>Neither decline nor improvement.</td>
<td>latest result &gt; [historical average performance (2011 to 2013) + 0.5 * SD]</td>
<td>Annually (as at Term 3 School Enrolment Census)</td>
</tr>
<tr>
<td>Achievement at grade ‘C’ or above in each learning area</td>
<td>Year 1 to 10</td>
<td>currently NA</td>
<td>latest result &lt; [historical average performance (2011 to 2013) - 0.5 * SD]</td>
<td>Neither decline nor improvement.</td>
<td>latest result &gt; [historical average performance (2011 to 2013) + 0.5 * SD]</td>
<td>Annually (as at Term 3 School Enrolment Census)</td>
</tr>
<tr>
<td>SACE completion or equivalent - Percentage of grades that are ‘C’ or above for SACE completers.</td>
<td>Year 11 to 12</td>
<td>SACE Schools Data reports, Extracted December 2014.</td>
<td>latest result &lt; [historical average performance (2011 to 2013) - 0.5 * SD]</td>
<td>Neither decline nor improvement.</td>
<td>latest result &gt; [historical average performance (2011 to 2013) + 0.5 * SD]</td>
<td>Annually (as at Term 3 School Enrolment Census)</td>
</tr>
<tr>
<td>SACE completion or equivalent – Credit awarded for SACE Board recognised learning as a percentage of potential completers.</td>
<td>Year 11 to 12</td>
<td>SACE Schools Data reports, Extracted December 2014.</td>
<td>latest result &lt; [historical average performance (2011 to 2013) - 0.5 * SD]</td>
<td>Neither decline nor improvement.</td>
<td>latest result &gt; [historical average performance (2011 to 2013) + 0.5 * SD]</td>
<td>Annually (as at Term 3 School Enrolment Census)</td>
</tr>
</tbody>
</table>

| **DECD Standard of Educational Achievement (SEA) - Supplementary Measures** | | | | | | |
| Running Records: Number of students who demonstrated expected achievement | Reception-NA | Year 1 Year 2 | DECQ school special extract from Central EDSAS Store (CEDS), November 2014 | latest result < [historical average performance (2011 to 2013) - 0.5 * SD] | Neither decline nor improvement. | latest result > [historical average performance (2011 to 2013) + 0.5 * SD] | Annually (as at Term 3 School Enrolment Census) |
| NAPLAN: Number of students who demonstrated expected achievement (DECD SEA) | Year 3 Year 5 Year 7 Year 9 | DECQ school special extract from NAPLAN SA TAA | latest result < [historical average performance (2008 to 2012) - 0.5 * SD] | Neither decline nor improvement. | latest result > [historical average performance (2008 to 2012) + 0.5 * SD] | Annually in September (preliminary data) / December (Final) |

<table>
<thead>
<tr>
<th><strong>DECD strategic objectives</strong></th>
<th>Year 3</th>
<th>Year 5</th>
<th>Year 7</th>
<th>Year 9</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 7</th>
<th>Year 9 - N/A*</th>
<th>Year 5</th>
<th>Year 7</th>
<th>Year 9 - N/A*</th>
<th>Year 5</th>
<th>Year 7</th>
<th>Year 9 - N/A*</th>
<th>Year 5</th>
<th>Year 7</th>
<th>Year 9 - N/A*</th>
<th>Year 5</th>
<th>Year 7</th>
<th>Year 9 - N/A*</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Number of students achieving NAPLAN higher bands:</strong></td>
<td>Year 3</td>
<td>Year 5</td>
<td>Year 7</td>
<td>Year 9</td>
<td>Year 9</td>
<td>Year 10</td>
<td>Year 7</td>
<td>Year 9 - N/A*</td>
<td>Year 5</td>
<td>Year 7</td>
<td>Year 9 - N/A*</td>
<td>Year 5</td>
<td>Year 7</td>
<td>Year 9 - N/A*</td>
<td>Year 5</td>
<td>Year 7</td>
<td>Year 9 - N/A*</td>
<td>Year 5</td>
<td>Year 7</td>
<td>Year 9 - N/A*</td>
</tr>
<tr>
<td>Year 9 - NAPLAN bands 5 and 6</td>
<td>DECQ school special extract from NAPLAN SA TAA</td>
<td>latest result &lt; [historical average performance (2008 to 2012) - 0.5 * SD]</td>
<td>Neither decline nor improvement.</td>
<td>latest result &gt; [historical average performance (2008 to 2012) + 0.5 * SD]</td>
<td>Annually in September (preliminary data) / December (Final)</td>
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<tr>
<td>Year 9 - NAPLAN bands 7 and 8</td>
<td>DECQ school special extract from NAPLAN SA TAA</td>
<td>latest result &lt; [historical average performance (2008 to 2012) - 0.5 * SD]</td>
<td>Neither decline nor improvement.</td>
<td>latest result &gt; [historical average performance (2008 to 2012) + 0.5 * SD]</td>
<td>Annually in September (preliminary data) / December (Final)</td>
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<tr>
<td>Year 7 - NAPLAN bands 8 and 9</td>
<td>DECQ school special extract from NAPLAN SA TAA</td>
<td>latest result &lt; [historical average performance (2008 to 2012) - 0.5 * SD]</td>
<td>Neither decline nor improvement.</td>
<td>latest result &gt; [historical average performance (2008 to 2012) + 0.5 * SD]</td>
<td>Annually in September (preliminary data) / December (Final)</td>
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</tr>
<tr>
<td>Year 9 - NAPLAN bands 9 and 10</td>
<td>DECQ school special extract from NAPLAN SA TAA</td>
<td>latest result &lt; [historical average performance - 0.5 * SD]</td>
<td>Historical average range: Year 5: 2010 to 2012 Year 7: 2012 to 2013 Year 9: N/A</td>
<td>Neither decline nor improvement.</td>
<td>latest result &gt; [historical average performance (2008 to 2012) + 0.5 * SD]</td>
<td>Historical average range: Year 5: 2010 to 2012 Year 7: 2012 to 2013 Year 9: N/A</td>
<td>Annually in September (preliminary data) / December (Final)</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>DECD targets</strong></td>
<td>All year levels</td>
<td>DECQ school special extract from Central EDSAS Data Store</td>
<td>if the most recent 4 terms total attendance &lt; 93%</td>
<td>N/A</td>
<td>if the most recent 4 terms total attendance ≥ 93%</td>
<td>Term by Term (based on data from EDSAS in the second week of each holiday period)</td>
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</tbody>
</table>

*SD = standard deviation of historical performance, latest result = most recent result

TAA = Test Administration Authority (NAPLAN)

Note: Arrows use the same business rules as the dark blue, blue and light blue shading indicator. However, the arrows indicate the direction of change in the raw score while the colour indicates improvement or decline in performance.

*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”

Most of the DECD objectives and targets are expressed in percentage terms however, within this report performance results are assessed and presented using numbers rather than percentages. This has been done because most schools have a small number of students in the population being measured. Small changes in student numbers achieving a standard will result in large changes in percentages making analysis of performance difficult.

This presentation also allows changes in performance to be kept in perspective, the performance gap to be made visible and is immediately able to be understood in terms of the number of students affected.
1. 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.
2. 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 historic average 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 the standards.
2. SACE Completers as a percentage of potential completers as at October of each year.

Note that these reflect previously established methods for the measurement of SACE performance, which were limited due to data availability. These methods are currently under review, and work is underway to improve central access to SACE data. These measures may therefore be altered in future versions of this report.

Performance of your school:

| SACE Grades - Percentage of grades that are "C-" or above for attempted SACE subjects | Year 12 | Decline in performance | 86.0% | 78.9% | 84.3% | 87.7% |
| SACE Completion - Percentage of completers out of potential completers. | Year 12 | Little or no Improvement | 83.1% | 85.7% | 76.9% | 89.2% |

Refer to the introduction section at the beginning of this document regarding the construction of the bounds and the assessment of performance.
The following graph, 2.1, 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 2.1**

Percentage of grades that are "C-" or above for attempted SACE subjects  
SACE DECD expected achievement  
Peterborough High School

![Graph showing percentage of grades that are "C-" or above for attempted SACE subjects.](image)

Data Source: SACE Schools Data reports, Extracted December 2014.

The following graph, 2.2, 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 2.2**

SACE completers as a percentage of potential completers  
SACE DECD expected achievement  
Peterborough High School

![Graph showing SACE completers as a percentage of potential completers.](image)

Data Source: SACE Schools Data reports, Extracted December 2014.
Additional information:

The graph below, 2.1.1, 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 below the top of each coloured bar).

It has been provided to enable you to see the numbers underlying the percentages displayed in graph 5.1.

**Graph 2.1.1**

Number of attempted SACE subjects and the number of grades "C-" or above.
SACE DECD expected achievement
Peterborough High School

The following graph, 2.1.2, shows the number of grades D or lower (the difference between the two numbers shown in Graph 5.1.1 for each year).

**Graph 2.1.2**

Number of attempted SACE subjects not resulting in ‘C-’ or above (DECD SEA)
SACE DECD expected achievement
Peterborough High School
The following graph shows:

- The number of Year 12 students enrolled as at the DECD Term 3 School Enrolment Census
- The total number of potential SACE 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 5.2 (SACE completers and SACE potential completers).
- How the number of potential completers compares to the number in the Year 12 cohort overall.

**Graph 2.2.1**

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

*SACE completion*

*Peterborough High School*

![Bar Chart](image)

Data Source: SACE Schools Data reports, extracted Dec. 14 and DECD Term 3 School Enrolment Census, extracted Nov. 14
3. 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). With regard to NAPLAN, the expected achievement is demonstrated when students achieve the following proficiency bands:

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Year 3</th>
<th>Year 5</th>
<th>Year 7</th>
<th>Year 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>NAPLAN Proficiency Bands</td>
<td>3 or above</td>
<td>5 or above</td>
<td>6 or above</td>
<td>7 or above</td>
</tr>
</tbody>
</table>

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 has 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 historic average baseline.

Measurement description:
The percentage of non-exempt students enrolled in your site as at NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands Above the National Minimum Standard (reported separately for Numeracy and Reading)

Performance of your school:

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Reading</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 9</td>
<td>Little or no Improvement</td>
<td>Decline in performance</td>
</tr>
<tr>
<td></td>
<td>Target or Baseline: 13.6</td>
<td>Target or Baseline: 13.2</td>
</tr>
<tr>
<td></td>
<td>Latest result: 13</td>
<td>Latest result: 11</td>
</tr>
<tr>
<td></td>
<td>Baseline lower bound: 11.6</td>
<td>Baseline lower bound: 12.2</td>
</tr>
<tr>
<td></td>
<td>Baseline upper bound: 15.6</td>
<td>Baseline upper bound: 14.2</td>
</tr>
</tbody>
</table>

Refer to the introduction section at the beginning of this document regarding the construction of the bounds and the assessment of performance.
3.1 NAPLAN Literacy - Reading - DECD SEA

The graph below 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 below the top of each coloured bar).

Two trends in performance against the standard can be seen from the graphs;
- firstly, whether performance is improving over time (by looking at the latest performance results for each Year Level and comparing them to that Year Level’s results in previous years); and
- secondly, whether performance is constant across the Year Levels (by looking at the performance of a Year Level and comparing it to the performance for other Year Levels).

Graph 3.1
Number of non-exempt students and number demonstrating expected achievement (DECD SEA)
NAPLAN Proficiency Bands - Literacy - Reading
Peterborough High School

Data Source: DECD special extract from NAPLAN SA TAA data holdings, November 2014

Note: The DECD SEA expected achievement using NAPLAN proficiency bands is for students to be in bands Above the National Minimum Standard.
Additional information:
The following graph, 3.1.1, depicts your school’s performance in percentage terms. 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 3.1.1
Percentage of non-exempt students demonstrating expected achievement (DECD SEA)
NAPLAN Proficiency Bands - Literacy - Reading
Peterborough High School

Data Source: DECD special extract from NAPLAN SA TAA data holdings, November 2014

Note: The DECD SEA expected achievement using NAPLAN proficiency bands is for students to be in bands Above the National Minimum Standard.
The following graph, 3.1.2, 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 3.1.2**

**Number of students not demonstrating DECD SEA expected achievement**

**NAPLAN Proficiency Bands - Literacy - Reading**

Peterborough High School

![Bar graph showing the number of students not demonstrating expected achievement across different years and year levels.](image)

Data Source: DECD special extract from NAPLAN SA TAA data holdings, November 2014

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 following tables take the number of students not demonstrating the DECD SEA expected achievement and show:

- How many were due to students sitting the test, but their results demonstrating achievement below the DECD SEA; and
- How many of those were due to being absent or withdrawn from the test.

Those numbers appear in the shaded columns of the tables.

For context the tables also show:

- The total number of students enrolled at your school at the time of NAPLAN testing;
- The number of exempt students;
- The number of non-exempt students (the population which performance is assessed on); 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

A breakdown of the "Absent or Withdrawn" column is provided in section 4 earlier in this report.

Table 3.1.1

Number of Students and percentage of non-exempt students - Year 9 NAPLAN – Literacy - Reading
By achievement and participation categories
Peterborough High School

<table>
<thead>
<tr>
<th>Test Year</th>
<th>Number</th>
<th>%</th>
<th>Demonstrated below DECD SEA</th>
<th>Number</th>
<th>%</th>
<th>Absent or withdrawn</th>
<th>Total</th>
<th>Total non-exempt students</th>
<th>Exempt students</th>
<th>Total students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>19</td>
<td>63%</td>
<td>10</td>
<td>33%</td>
<td>1</td>
<td>3%</td>
<td>11</td>
<td>36%</td>
<td>30</td>
<td>0</td>
</tr>
<tr>
<td>2009</td>
<td>13</td>
<td>57%</td>
<td>10</td>
<td>43%</td>
<td>0</td>
<td>0%</td>
<td>10</td>
<td>43%</td>
<td>23</td>
<td>0</td>
</tr>
<tr>
<td>2010</td>
<td>13</td>
<td>50%</td>
<td>8</td>
<td>31%</td>
<td>5</td>
<td>19%</td>
<td>13</td>
<td>50%</td>
<td>26</td>
<td>0</td>
</tr>
<tr>
<td>2011</td>
<td>16</td>
<td>48%</td>
<td>16</td>
<td>48%</td>
<td>1</td>
<td>3%</td>
<td>17</td>
<td>51%</td>
<td>33</td>
<td>0</td>
</tr>
<tr>
<td>2012</td>
<td>7</td>
<td>41%</td>
<td>8</td>
<td>47%</td>
<td>2</td>
<td>12%</td>
<td>10</td>
<td>59%</td>
<td>17</td>
<td>0</td>
</tr>
<tr>
<td>2013</td>
<td>12</td>
<td>46%</td>
<td>10</td>
<td>38%</td>
<td>4</td>
<td>15%</td>
<td>14</td>
<td>53%</td>
<td>26</td>
<td>0</td>
</tr>
<tr>
<td>2014</td>
<td>13</td>
<td>52%</td>
<td>7</td>
<td>28%</td>
<td>5</td>
<td>20%</td>
<td>12</td>
<td>48%</td>
<td>25</td>
<td>2</td>
</tr>
</tbody>
</table>

Data Source: DECD special extract from NAPLAN SA TAA data holdings, November 2014

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 do not necessarily match the enrolment numbers for the year level in Section 2 of this report as these records are taken at different times of the year.
3.2 NAPLAN Numeracy - DECD SEA

The graph below 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 below the top of each coloured bar).

Two trends in performance against the standard can be seen from the graphs;

- firstly, whether performance is improving over time (by looking at the latest performance results for each Year Level and comparing them to that Year Level’s results in previous years); and
- secondly, whether performance is constant across the Year Levels (by looking at the performance of a Year Level and comparing it to the performance for other Year Levels).

Graph 3.2

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

NAPLAN Proficiency Bands - Numeracy

Peterborough High School

![Graph showing NAPLAN Numeracy data for Year 9](image)

Data Source: DECD special extract from NAPLAN SA TAA data holdings, November 2014

Note: The DECD SEA expected achievement using NAPLAN proficiency bands is for students to be in bands Above the National Minimum Standard.
Additional information:
The following graph, 3.2.1, depicts your school’s performance in percentage terms. 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 3.2.1**

Percentage of non-exempt students demonstrating expected achievement (DECD SEA)
NAPLAN Proficiency Bands - Numeracy
Peterborough High School

![Bar chart showing percentage of non-exempt students demonstrating expected achievement from 2008 to 2014.](image)

Data Source: DECD special extract from NAPLAN SA TAA data holdings, November 2014

Note: The DECD SEA expected achievement using NAPLAN proficiency bands is for students to be in bands Above the National Minimum Standard.
The following graph, 3.2.2, 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 3.2.2
Number of students not demonstrating DECD SEA expected achievement
NAPLAN Proficiency Bands - Numeracy
Peterborough High School

Data Source: DECD special extract from NAPLAN SA TAA data holdings, November 2014

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 following tables take the number of students not demonstrating the DECD SEA expected achievement and show:

- How many were due to students sitting the test, but their results demonstrating achievement below the DECD SEA; and
- How many of those were due to being absent or withdrawn from the test.

Those numbers appear in the shaded columns of the tables.

For context the tables also show:

- The total number of students enrolled at your school at the time of NAPLAN testing;
- The number of exempt students;
- The number of non-exempt students (the population which performance is assessed on); 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

A breakdown of the "Absent or Withdrawn" column is provided in section 4 earlier in this report.

### Table 3.2.1

Number of Students and percentage of non-exempt students - Year 9 NAPLAN – Numeracy
By achievement and participation categories

<table>
<thead>
<tr>
<th>Test Year</th>
<th>Did not demonstrate DECD SEA expected achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Demonstrated below DECD SEA</td>
</tr>
<tr>
<td></td>
<td>Number</td>
</tr>
<tr>
<td>2008</td>
<td>14</td>
</tr>
<tr>
<td>2009</td>
<td>12</td>
</tr>
<tr>
<td>2010</td>
<td>15</td>
</tr>
<tr>
<td>2011</td>
<td>15</td>
</tr>
<tr>
<td>2012</td>
<td>10</td>
</tr>
<tr>
<td>2013</td>
<td>10</td>
</tr>
<tr>
<td>2014</td>
<td>11</td>
</tr>
</tbody>
</table>

Data Source: DECD special extract from NAPLAN SA TAA data holdings, November 2014

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 do not necessarily match the enrolment numbers for the year level in Section 2 of this report as these records are taken at different times of the year.
4. DECD SEA Supplementary Measures

Progressive Achievement Test: Reading and Mathematics (PAT-Rc and PAT-M)

DECD expected achievement
Expected achievement levels are documented in the DECD Standard of Educational Achievement (SEA). With regard to PAT tests, the expected achievement is demonstrated when students achieve the following:

- PAT-Rc scores equal to or greater than:

<table>
<thead>
<tr>
<th>Year</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>100</td>
<td>110</td>
<td>115</td>
<td>120</td>
<td>124</td>
<td>127</td>
<td>130</td>
<td>135</td>
</tr>
</tbody>
</table>

- PAT-M scores equal to or greater than:

<table>
<thead>
<tr>
<th>Year</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>40</td>
<td>45</td>
<td>50</td>
<td>54</td>
<td>55</td>
<td>58</td>
<td>60</td>
<td>62</td>
</tr>
</tbody>
</table>

Target
- No explicit target

Measurement description
- To be advised

Historical and latest performance of your site.
- Data not yet available.
5. DECD Strategic Objectives and Targets

5.1 NAPLAN Literacy - Reading higher bands

The table below shows the number of students achieving in higher bands in Year 9. 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 5.1.1

<table>
<thead>
<tr>
<th>Test Year</th>
<th>Total students</th>
<th>Exempt students</th>
<th>Non-exempt students</th>
<th>Number</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>30</td>
<td>0</td>
<td>30</td>
<td>4</td>
<td>13.3%</td>
</tr>
<tr>
<td>2009</td>
<td>23</td>
<td>0</td>
<td>23</td>
<td>1</td>
<td>4.3%</td>
</tr>
<tr>
<td>2010</td>
<td>26</td>
<td>0</td>
<td>26</td>
<td>4</td>
<td>15.4%</td>
</tr>
<tr>
<td>2011</td>
<td>33</td>
<td>0</td>
<td>33</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>2012</td>
<td>17</td>
<td>0</td>
<td>17</td>
<td>2</td>
<td>11.8%</td>
</tr>
<tr>
<td>2013</td>
<td>26</td>
<td>0</td>
<td>26</td>
<td>3</td>
<td>11.5%</td>
</tr>
<tr>
<td>2014</td>
<td>27</td>
<td>2</td>
<td>25</td>
<td>3</td>
<td>12.0%</td>
</tr>
</tbody>
</table>

Data Source: DECD special extract from NAPLAN SA TAA data holdings, November 2014

5.2 NAPLAN Numeracy higher bands

Table 5.2.1

<table>
<thead>
<tr>
<th>Test Year</th>
<th>Total students</th>
<th>Exempt students</th>
<th>Non-exempt students</th>
<th>Number</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>30</td>
<td>0</td>
<td>30</td>
<td>2</td>
<td>6.7%</td>
</tr>
<tr>
<td>2009</td>
<td>23</td>
<td>0</td>
<td>23</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>2010</td>
<td>26</td>
<td>0</td>
<td>26</td>
<td>1</td>
<td>3.8%</td>
</tr>
<tr>
<td>2011</td>
<td>33</td>
<td>0</td>
<td>33</td>
<td>1</td>
<td>3.0%</td>
</tr>
<tr>
<td>2012</td>
<td>17</td>
<td>0</td>
<td>17</td>
<td>1</td>
<td>5.9%</td>
</tr>
<tr>
<td>2013</td>
<td>26</td>
<td>0</td>
<td>26</td>
<td>1</td>
<td>3.8%</td>
</tr>
<tr>
<td>2014</td>
<td>27</td>
<td>2</td>
<td>25</td>
<td>2</td>
<td>8.0%</td>
</tr>
</tbody>
</table>

Data Source: DECD special extract from NAPLAN SA TAA data holdings, November 2014
6. 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 as at NAPLAN testing, who had previously attained Higher Bands status in there year 3 test and have maintained that status in later year levels (reported separately for Numeracy and Reading). Note Higher bands are the top two bands for each year level - Year 3 = Bands 5 and 6; Year 5 = Bands 7 and 8; Year 7= Bands 8 and 9; Year 9= Bands 9 and 10).

Performance of your school:

| NAPLAN - Number of students who, having achieved in the Higher Bands in year 3, were retained in the Higher Bands in later years | Literacy - Reading | Year 9 | Target or Baseline Latest result Baseline lower bound Baseline upper bound |
|---|---|---|---|---|
| no assessment - insufficient data history | | | 0 | 0.0 | 0.0 |

Refer to the introduction section at the beginning of this document regarding the construction of the bounds and the assessment of performance.
6.1 NAPLAN Literacy - Reading - Higher Bands Retention

The tables below show (for each Year Level separately):

- the 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 have maintained achievement in the Higher Bands in subsequent NAPLAN tests (the final shaded column, under "Demonstrated Achievement") in each of the test years.

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’ve left your school before the subsequent NAPLAN test ("Year 3 HB Departed"); and
- adding students who’ve come to your school in time for subsequent NAPLAN tests who’d attained Year 3 Higher Band status when tested at other schools ("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).

**Table 6.1.3**

Number of Year 9 Students who were retained in HB having tested in Year 3 HB
NAPLAN Literacy - Reading
Peterborough High School

<table>
<thead>
<tr>
<th>Year 3 Test Year</th>
<th>Year 9 Test Year</th>
<th>Tested in HB in Year 3</th>
<th>Year 3 HB Departed</th>
<th>Year 3 HB Arrived</th>
<th>Total Year 3 HB</th>
<th>Demonstrated Achievement Total Year 3 HB students in Year 9 HB</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>2014</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>2</td>
<td>0</td>
</tr>
</tbody>
</table>

Data Source: DECD special extract from NAPLAN SA TAA data holdings, November 2014
Note: Multiple rows may appear for a given Year 3 Test Year if one or more students have skipped a grade since year 3.
The following table shows retention from year 7 to year 9 higher bands. For high schools, this will show all students as having arrived since year 7.

**Table 6.1.4**

Number of Year 9 Students who were retained in HB having tested in Year 7 HB

NAPLAN Literacy - Reading

Peterborough High School

<table>
<thead>
<tr>
<th>Year 7 Test Year</th>
<th>Year 9 Test Year</th>
<th>Tested in HB in Year 7</th>
<th>Year 7 HB Departed</th>
<th>Year 7 HB Arrived</th>
<th>Total Year 7 HB</th>
<th>Demonstrated Achievement Total Year 7 HB students in Year 9 HB</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>2010</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2009</td>
<td>2011</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2010</td>
<td>2012</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>2011</td>
<td>2013</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>2012</td>
<td>2014</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

Data Source: DECD special extract from NAPLAN SA TAA data holdings, November 2014

Note: Multiple rows may appear for a given Year 7 Test Year if one or more students have skipped a grade since year 7.
6.2 NAPLAN Numeracy - Higher Bands Retention

The tables below show (for each Year Level separately):

- the 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 have maintained achievement in the Higher Bands in subsequent NAPLAN tests (the final shaded column, under "Demonstrated Achievement") in each of the test years.

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’ve left your school before the subsequent NAPLAN test ("Year 3 HB Departed"); and
- adding students who’ve come to your school in time for subsequent NAPLAN tests who’d attained Year 3 Higher Band status when tested at other schools ("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).

Table 6.2.3
The following table shows retention from year 7 to year 9 higher bands. For high schools, this will show all students as having arrived since year 7.

**Table 6.2.4**

Number of Year 9 Students who were retained in HB having tested in Year 7 HB

NAPLAN Numeracy

Peterborough High School

<table>
<thead>
<tr>
<th>Year 7 Test Year</th>
<th>Year 9 Test Year</th>
<th>Tested in HB in Year 7</th>
<th>Year 7 HB Departed</th>
<th>Year 7 HB Arrived</th>
<th>Total Year 7 HB</th>
<th>Demonstrated Achievement Total Year 7 HB students in Year 9 HB</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>2010</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>2009</td>
<td>2011</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2010</td>
<td>2012</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>2011</td>
<td>2013</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>2012</td>
<td>2014</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

Data Source: DECD special extract from NAPLAN SA TAA data holdings, November 2014

Note: Multiple rows may appear for a given Year 7 Test Year if one or more students have skipped a grade since year 7.
7. 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 attendance rate is calculated for each term by subtracting the absence rate for the term 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:
The graph below shows the total student attendance by year and term as it relates to the 2013 target of 93% by the end of 2014.

The graph below shows the student attendance rates from Term 1 2010 (the coloured bars) and the end of 2014 target of 93% (the solid red line).

**Graph 7.1**

Attendance rate across all year levels
by term
Peterborough High School

Data Source: Central EDSAS Data Store (CEDS), extracted November 2014.

Note: Attendance rates that are less than 50% will not appear on this graph. Refer to the table below for these details.
Additional Information:

The graph below shows semester 1 attendance rates by year level from 2010 - 2013 recorded during the DECD Term 3 School Enrolment Census.

Graph 7.1.1

Semester 1 Attendance rates by year level
Peterborough High School

![Graph showing attendance rates by year level for Peterborough High School from 2010 to 2013.]

Data Source: The DECD Term 3 School Enrolment Census, extracted November 2014
Note: Where there have been no students enrolled to attend in a year level, this will appear as a blank cell.

The table below shows attendance rates by year level from 2010 - 2013 recorded during the DECD Term 3 School Enrolment Census.

Table 7.1.1

Semester 1 Attendance rates by year level
Peterborough High School

<table>
<thead>
<tr>
<th>Year level</th>
<th>Semester 1 2010</th>
<th>Semester 1 2011</th>
<th>Semester 1 2012</th>
<th>Semester 1 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 8</td>
<td>89.8%</td>
<td>82.4%</td>
<td>90.0%</td>
<td>83.5%</td>
</tr>
<tr>
<td>Year 9</td>
<td>85.1%</td>
<td>89.0%</td>
<td>84.4%</td>
<td>84.0%</td>
</tr>
<tr>
<td>Year 10</td>
<td>80.8%</td>
<td>86.9%</td>
<td>87.0%</td>
<td>80.7%</td>
</tr>
<tr>
<td>Year 11</td>
<td>76.8%</td>
<td>88.0%</td>
<td>85.4%</td>
<td>80.8%</td>
</tr>
<tr>
<td>Year 12</td>
<td>89.3%</td>
<td>89.5%</td>
<td>75.3%</td>
<td>87.4%</td>
</tr>
<tr>
<td>Secondary Other</td>
<td>96.9%</td>
<td>90.5%</td>
<td>86.2%</td>
<td></td>
</tr>
</tbody>
</table>

Data Source: The DECD Term 3 School Enrolment Census, extracted November 2014
Note: Where there have been no students enrolled to attend in a year level, this will appear as a blank cell.