

A hand is shown from the left, holding a blue globe. The globe features a white silhouette of the island of Tasmania. The text 'Tasmania's Education Performance Report 2011' is overlaid on the globe, and 'Government Schools' is written below it.

# Tasmania's Education Performance Report 2011

Government Schools

# Minister's Message

As Minister for Education and Skills, I am pleased to provide the Tasmanian community with the fifth annual snapshot of our public education system with the release of *Tasmania's Education Performance Report 2011 – Government Schools*.

The *Department of Education Strategic Plan 2012 – 2015* clearly articulates a commitment to continuous improvement that is informed by appropriate data and to quality communication with the public.

Reporting to the public on the performance of Government schools continues to be a priority of the department. This year's report has a slightly different 'look and feel' to those of previous years. The Department of Education is actively seeking to align reporting for the Government sector with reporting on School Improvement nationally.

The report is provided as a downloadable PDF from the Department of Education website at <http://www.education.tas.gov.au/dept/reports/tasmanias-education-performance-report>. The web-based report provides an overview of the performance of Tasmanian Government schools against 11 criteria. The Australian Curriculum, Assessment and Reporting Authority (ACARA) provides rich and nationally comparable literacy and numeracy data in the comprehensive National Report which can be viewed at: [http://www.nap.edu.au/Test\\_Results/National\\_reports/index.html](http://www.nap.edu.au/Test_Results/National_reports/index.html).

Achievement across the early years continues to be strong. The upward trend in the early numeracy measure is particularly encouraging. The years before schooling are the most important in setting the foundation for children's development and future life chances. The successful *Launching into Learning* program now operates in all primary schools across the state. Programs such as this recognise that parents are their children's first, ongoing and often most influential teachers and provide them with the skills to support their children throughout their schooling.

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It is pleasing to note that our apparent student retention rate for students in Year 10 to Year 12 has remained stable, consolidating recent improvements. We have maintained our focus on supporting students to make successful transitions from Year 10 to Year 11, and on continued engagement through to completion of Year 12. Our commitment to further and sustained improvement in this measure will see this effort continuing into the future.

Student attendance trends are of concern. I am encouraged that schools continue to actively seek to engage with parents and their communities so, as partners, they can ensure all children are connected to learning. Improving student attendance is a particular focus in many Smarter Schools National Partnership schools.

It is very pleasing to note that levels of satisfaction for students, staff and parents remain high.

This report provides a snapshot of educational performance at state level. I encourage all parents to discuss school improvement with their school's principal and to review the 2011 school data which will be available from: [www.education.tas.gov.au](http://www.education.tas.gov.au).

The Tasmanian Government is committed to improving educational outcomes and this report is an important tool in measuring our progress and improvement.



**The Hon Nick McKim MP**  
**Minister for Education and Skills**



# Tasmanian Education Summary – Government Schools

Priority Area	Measure Category	Measurement	Current (2011)	Previous Year (2010)	Previous 3 Years (2008–10)	Achievement †	Improvement	Overall Progress
Early Years	Readiness for school	Percentage of Kindergarten students achieving expected outcomes	75.5	76.0	76.2	High	Stable	Good
	Early literacy	Percentage of Prep students achieving expected outcomes	85.3	84.3	85.0	High	Stable	Good
	Early numeracy	Percentage of Prep students achieving expected outcomes	86.3	84.8	84.6	High	Trend Up	Excellent
Literacy and Numeracy	Literacy and Numeracy testing	The NAPLAN National Report <a href="http://www.nap.edu.au/Test_Results/National_reports/index.html">http://www.nap.edu.au/Test_Results/National_reports/index.html</a> provides comprehensive data on these measures ^						
Student Participation	Student attendance	Rate of student attendance (%)	90.5	91.3	90.9	Low	Trend Down	Concern
	Student retention	Rate of students retained Year 10 to Year 12 (apparent) (%)	70.4	73.0	67.6	Intermediate	Stable	Acceptable
School Improvement	School effectiveness	Due to its reducing relevance this measure is no longer included in this report ^						
	Staff satisfaction	Index of staff general satisfaction	7.0	6.9	6.7	High	Stable	Good
	Parent satisfaction	Percentage of parents generally satisfied	91.5	89.8	90.4	High	Stable	Good
		Index of parent satisfaction with reporting	83.9	81.6	80.1	High	Stable	Good
	Student satisfaction	Index of student general satisfaction	7.4	7.4	7.3	High	Stable	Good
Equity of Outcomes	Staff attendance	Rate of staff attendance (%)	97.5	97.7	97.7	High	Stable	Good
	Indigenous equity	Percentage gap in students achieving expected outcomes *	7.9	7.4	8.1	High	Stable	Good
	Socioeconomic equity	The NAPLAN National Report <a href="http://www.nap.edu.au/Test_Results/National_reports/index.html">http://www.nap.edu.au/Test_Results/National_reports/index.html</a> provides a range of data related to this measure ^						

† Intermediate ranges are provided in the Explanation of Measurements (pp4-5)

^ Further information is provided in the Explanation of Measurements (pp4-5)

\* A smaller value denotes greater equity.

KEY: Overall Progress Categories		Improvement		
		Trend Up	Stable	Trend Down
Achievement	High	Excellent	Good	Acceptable
	Intermediate	Good	Acceptable	Issue
	Low	Acceptable	Issue	Concern

# Explanation of Measurements

Early Years		
<p><i>Readiness for school</i> — Percentage of Kindergarten students achieving expected outcomes</p>	<p>This measure is the percentage of Kindergarten students achieving all 21 markers of the Kindergarten Development Check (KDC) by the end of the year. The KDC is an assessment administered by Kindergarten teachers during first and third term for the early identification of Kindergarten students at risk of not achieving expected developmental outcomes in three areas—physical, social and cognitive.</p>	<p><b>Intermediate range:</b> 73 to 75 based on Tasmanian historical reference</p>
<p><i>Early literacy and numeracy</i> — Percentage of Prep students achieving expected outcomes</p>	<p>This measure is the percentage of Prep students achieving a set score by the end of the year. The score is determined using the Performance Indicators in Primary Schools (PIPS) test. PIPS is an assessment of early literacy and numeracy for Prep students used in several Australian states and territories. It is administered in Tasmania at the beginning and end of the year for each Prep student.</p>	<p><b>Intermediate range:</b> 81 to 83 based on Tasmanian historical and national reference</p>
Literacy and Numeracy		
<p><i>Literacy and numeracy testing</i></p>	<p>This data is no longer available in Tasmania's Education Performance Report. The Department of Education is actively seeking to align reporting for Tasmanian government schools with reporting on school improvement nationally and readers of this document are encouraged to access the Australian Curriculum, Assessment and Reporting Authority (ACARA) website. The ACARA website features rich, nationally comparable data on this measure and other measures not reported here, for all Australian states and schools, <a href="http://www.nap.edu.au/Test_Results/NAPLAN_results/Results/index.html">http://www.nap.edu.au/Test_Results/NAPLAN_results/Results/index.html</a></p>	
Student Participation		
<p><i>Student attendance</i> — Rate of student attendance (%)</p>	<p>This rate is the proportion of Prep to Year 10 students attending school each day, averaged over the course of the school year. In 2009, the student attendance rates reflect the effect of swine flu on the student population.</p>	<p><b>Intermediate range:</b> 91 to 93 based on Tasmanian historical and national reference</p>
<p><i>Student retention</i> — Rate of students retained Year 10 to Year 12 (%)</p>	<p>The state measure is apparent retention, based on the total number of full-time equivalent students enrolled in Year 10 compared with those enrolled in Year 12 two years later.</p>	<p><b>Intermediate range:</b> 70 to 80 based on Tasmanian historical and national reference</p>

Technical information is available from [www.education.tas.gov.au/dept/reports/tasmanias-education-performance-report](http://www.education.tas.gov.au/dept/reports/tasmanias-education-performance-report)

## School Improvement

<i>School effectiveness</i> — Index of school effectiveness and improvement	The School Effectiveness (SE) measure was a composite measure produced for all schools and heavily grounded in 2006 pre-NAPLAN data. Due to its decreasing relevance it is no longer shown in the TEPR report.	
<i>Staff satisfaction</i> — Index of staff general satisfaction	This index combines responses from multiple questions in the staff survey. The survey is designed to gauge staff opinion about school culture, colleagues, leadership, learning and students. All Department of Education staff were invited to complete the survey each year.	<b>Intermediate range:</b> 6.0 to 6.5 based on Tasmanian historical and national reference
<i>Parent satisfaction</i> — Percentage of parents generally satisfied	This measure is the proportion of parents who reported general satisfaction in the parent survey. Random samples of parents from all schools were invited to complete the survey each year.	<b>Intermediate range:</b> 83 to 89 based on Tasmanian historical and national reference
<i>Parent satisfaction</i> — Index of parent satisfaction with reporting	This index is the proportion of parents who reported general satisfaction in response to survey questions about reporting student progress. Random samples of parents from all schools were invited to complete the survey each year.	<b>Intermediate range:</b> 72 to 82 based on Tasmanian historical and national reference
<i>Student satisfaction</i> — Index of student general satisfaction	This index combines responses from multiple questions in the student survey. The survey is designed to gauge student opinion about motivation, learning, behaviour, environment, connection to school and teaching. Random samples of students, Year 5 or above, in all schools were invited to complete the survey each year.	<b>Intermediate range:</b> 6.0 to 6.5 based on Tasmanian historical and national reference
<i>Staff attendance</i> — Rate of staff attendance (%)	This measure is based on staff sick leave information provided by schools. It represents the proportion of Department of Education staff attending work each day, averaged over the course of the school year. It does not include leave without pay, long service leave, maternity leave, recreation leave, workers compensation, State Service accumulated leave, carer's leave or long-term sick leave.	<b>Intermediate range:</b> 95 to 97 based on national reference

## Equity of Outcomes

<i>Indigenous equity</i> — Percentage gap in students achieving expected outcomes	This measure is the average percentage point gap between non-Indigenous and Indigenous students in achievement of expected standards in reading and numeracy tests. From 2008, the expected standards are the national minimum standards for Years 3, 5, 7 and 9, replacing previous years' benchmarks for Years 3, 5 and 7. A smaller value denotes greater equity.	<b>Intermediate range:</b> 16 to 26 based on national reference
<i>Socioeconomic equity</i> — Index of equity of achievement by socioeconomic status	This measure is no longer available in Tasmania's Education Performance Report. The Department of Education is actively seeking to align reporting for Tasmanian government schools with reporting on school improvement nationally and readers of this document are encouraged to access the Australian Curriculum, Assessment and Reporting Authority (ACARA) website.  The ACARA website features rich, nationally comparable data, for all Australian states and schools. This measure is related to NAPLAN outcomes disaggregated by Parental Education and Parental Occupation. Available from: <a href="http://www.nap.edu.au/Test_Results/NAPLAN_results/Results/index.html">http://www.nap.edu.au/Test_Results/NAPLAN_results/Results/index.html</a>	



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